

Annual Progress Report

Iowa City Community School District

2023-24

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Non-Discrimination Policy Statement

It is the policy of the Iowa City Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact: Laura Cottrell, Director of Diversity and Cultural Responsiveness (programming), cottrell.laura@iowacityschools.org, Eric Howard, Director of Equity and Employee Relations (employment), howard.eric@iowacityschools.org, 1725 N. Dodge Street, Iowa City, Iowa 52245, (319) 688-1000; or if you are unsure how to proceed or would like assistance in discussing your options, you may also contact Janet Abejo-Parker, Ombuds, ombuds@iowacityschools.org or (319) 688-1312.

Annual Progress Report

The Annual Progress Report serves to provide a summary of the State of the District for the 2023-24 school year. Due to the COVID pandemic, during the 2019-20 school year, students were present through mid-March. During the 2020-21 school year, students may have been either full-time online or involved in the Return-to-Learn model (i.e., online, hybrid, or onsite) deployed in the District.

Board of Directors

Name	Position
<i>Ruthina Malone</i>	<i>President</i>
<i>J.P. Claussen</i>	<i>Vice-President</i>
<i>Lisa Williams</i>	<i>Director</i>
<i>Charlie Eastham</i>	<i>Director</i>
<i>Mitch Lingo</i>	<i>Director</i>
<i>Jayne Finch</i>	<i>Director</i>
<i>Molly Abraham</i>	<i>Director</i>
<i>Matt Degner</i>	<i>Superintendent of Schools</i>

List of Schools

Secondary Schools

City High

1900 Morningside Drive, Iowa City
319-688-1040

Tate High

1528 Mall Dr., Iowa City
319-688-1080

South East Middle School

2501 Bradford Drive, Iowa City
319-688-1070

Liberty High

1400 S. Dubuque Street, North Liberty
319-688-1350

North Central Middle School

180 E. Forevergreen Road, North Liberty
319-688-1210

ICCS Online

2255 N. Dubuque Rd., Iowa City
319-688-1080

West High

2901 Melrose Avenue, Iowa City
319-688-1050

Northwest Middle School

1507 8th Street, Coralville
319-688-1060

Elementary Schools

Alexander Elementary

3571 Sycamore Street, Iowa City
319-688-1095

Garner Elementary

80 Birch Street, North Liberty
319-688-1190

Hoover Elementary

1355 Barrington Rd, Iowa City
319-688-1110

Lemme Elementary

3100 Washington Street, Iowa City
319-688-1125

Lucas Elementary

830 Southlawn Drive, Iowa City
319-688-1140

Shimek Elementary

1400 Grissel Place, Iowa City
319-688-1160

Weber Elementary

3850 Rohret Road, Iowa City
319-688-1170

ICCS Online

2255 N. Dubuque Rd., Iowa City
319-688-1080

Borlaug Elementary

1000 Kennedy Parkway, Coralville
319-688-1155

Grant Elementary

1000 Centro Way, North Liberty
319-688-1500

Horn Elementary

60 Koser Avenue, Iowa City
319-688-1115

Lincoln Elementary

300 Teeters Court, Iowa City
319-688-1130

Mann Elementary

521 N. Dodge St, Iowa City
319-688-1145

Twain Elementary

1355 DeForest Avenue, Iowa City
319-688-1165

Wickham Elementary

601 Oakdale Boulevard, Coralville
319-688-1175

Coralville Central

501 6th Street, Coralville
319-688-1100

Hills Elementary*

301 Main St, Hills
319-688-1105

Kirkwood Elementary

1401 9th Street, Coralville
319-688-1120

Longfellow Elementary

1130 Seymore Avenue, Iowa City
319-688-1135

Penn Elementary

230 N. Dubuque Street, North Liberty
319-688-1150

Van Allen Elementary

170 Abigail Avenue, North Liberty
319-688-1185

Wood Elementary

1930 Lakeside Drive, Iowa City
319-688-1180

* Hills Elementary School closed at the conclusion of the 2023-24 school year.

District Demographics

Enrollment

The district certified weighted enrollment for the 2023-24 school year was **14,378.68** students. District enrollment decreased by **1.0%** from the previous year.

2023-24 Certified Weighted Enrollment

Enrollment Category	Enrollment
Resident Public Students Attending	14,037.50
Resident Public Students Attending Another Iowa Public School District	331.0
Non Public Shared Time & Competent Private Instruction Students Dual Enrolled for District Classes	10.12
Non Public Shared time & Competent Private Instruction Students Dual Enrolled for Post-Secondary Education Option Classes	0.06
Actual Enrollment (Certified Weighted Enrollment)	14,378.68

Note: Iowa Department of Education (2024). 2023-2024 Iowa Public School District <https://educate.iowa.gov/pk-12/data/data-collections/certified-enrollment/public-schools>

Free and Reduced

The following chart summarizes the district’s free and reduced lunch rates over the last five years.

2019-24 Free and Reduced Lunch Rates

Year	Percentage of Enrollment
2023-24	42.2%
2022-23	40.7%
2021-22	39.1%
2020-21	36.8%
2019-20	37.7%

Note: Iowa Department of Education (2024). 2023-2024 Iowa Public School K-12 Students Eligible for Free or Reduced-Price Lunch by District.xlsx. <https://educate.iowa.gov/pk-12/data/education-statistics>

Race/Ethnicity

The following chart summarizes the district’s race/ethnicity enrollment over the last five years.

2019-24 Race/Ethnicity Enrollment Trends

Year	Asian	Black or African American	Hispanic/Latino	Multi-Racial	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	White
2023-24	5.0%	23.0%	13.0%	6.0%	---	---	52.0%
2022-23	5.1%	22.6%	13.1%	6.3%	0.2%	0.2%	52.6%
2021-22	5.3%	21.5%	12.8%	6.1%	0.2%	0.1%	53.9%
2020-21	5.7%	21.6%	12.3%	5.9%	0.2%	0.1%	54.2%
2019-20	5.8%	20.5%	12.3%	5.8%	0.3%	0.1%	55.2%

Note: Suspension Data -Iowa City Community School District, Infinite Campus Student Information System. (2024). Unpublished internal district data. Key: --- = # in subgroup is less than 1

District Demographics *(continued)*

Special Education

In accordance with the Individuals with Disabilities Education Act and Iowa eligibility standards, the Iowa City School District serves eligible individuals as directed by the student's Individualized Educational Plan. There was an increase of 0.4% in the number of eligible individuals in the 2023-24 school year as compared to the 2022-23 school year.

2019-24 Special Education Enrollment		
Year	Students	Percent of Enrollment
2023-24	1,627	11.4%
2022-23	1,572	11.0%
2021-22	1,347	9.0%
2020-21	1,360	9.8%
2019-20	1,400	9.8%

Note: Iowa Department of Education (2024). 2023-2024 Iowa Public School District K-12 All Student Enrollment, Special Education (IEP) Enrollment by District, Race and Gender.xlsx. <https://educate.iowa.gov/pk-12/data/education-statistics>

English Language Learners

ELL enrollment in the Iowa City Community School District continues to increase. The District's English Language Learner (ELL) Program serves students in grades K-12 from more than 65 language and cultural backgrounds. The predominant home languages of ICCSD English Learners are Spanish, Arabic, French and Swahili. Students are eligible for ELL services until they demonstrate proficiency in English in all four language domains (reading, writing, speaking, and listening) on the ELPA21 Summative Assessment. Proficient students are exited from services and monitored by the district for two years.

2019-24 English Language Learners Enrollment	
Year	Number of ELL Students
2023-24	1,981
2022-23	1,913
2021-22	1,841
2020-21	1,745
2019-20	1,836

Note: Iowa Department of Education (2024). 2023-2024 Iowa Public School K-12 English Learners (EL) by District and Grade.xlsx. <https://educate.iowa.gov/pk-12/data/education-statistics>

Extended Learning Program

The Iowa City Community School District serves students who qualify for gifted education services according to Iowa Code 281.59. Programming includes cross-curricular units of study, enrichment in math and language arts, independent studies, and career development counseling services.

2019-24 Extended Learning Program Enrollment	
Year	Number of ELP Students
2023-24	1,601
2022-23	1,715
2021-22	1,906
2020-21	1,730
2019-20	1,885

Note: Iowa Department of Education (2024). 2023-2024 Iowa Public School Talented and Gifted (TAG) Count by District and Grade.xlsx. <https://educate.iowa.gov/pk-12/data/education-statistics>

District Demographics *(continued)*

Preschool Education

The Iowa City Community School District serves preschool aged students using the following funding sources: Statewide Voluntary Preschool Program (SWVPP) funds, Shared Visions Grant, and private tuition. The ICCSD was a recipient of the SWVPP funds the first year (2007-08) it was offered by the Iowa Department of Education. The district has partnered with community preschool programs to increase the number of children served through SWVPP. The preschool enrollment for the past 2 years is summarized in the table below.

2022-24 Preschool Program Enrollment			
Year	Students Funded by SWVPP	Students Other funding	Students Total
2023-24	404	141	545
2022-23	453	125	578

Note: Preschool Enrollment Data was taken on the last day of school: Iowa City Community School District, Infinite Campus Student Information System. (2024). Unpublished internal district data

Mission Statement

The mission of the Iowa City Community School District is to ensure all students become responsible, independent learners capable of making informed decisions in a democratic society as well as in the dynamic global community. This is accomplished by challenging each student with a rigorous and creative curriculum taught by a diverse, professional, caring staff and enriched through the resources and efforts of families and the entire community.

Iowa City Community School District: Strategic Plan

The ICCSD Strategic Plan includes our Five Year Strategic Plan Goals for Equity, Proficiency and Growth, while also including our Goal-Driven Focus Areas that include School Culture, Student Learning, Workforce, and Systems and Resources.

IOWA CITY COMMUNITY SCHOOL DISTRICT

STRATEGIC PLAN

FIVE YEAR STRATEGIC PLAN GOALS

EQUITY

By June 2027, proficiency gaps will be reduced in reading and math across all demographic groups (ELL, IEP, FRL, race)

PROFICIENCY

By June 2027, at least 80% of students will score proficient or advanced on ISASP.
Math 2022 = 67% 2027 = 75%
Reading 2022 = 74% 2027 = 80%
(average proficiency)

GROWTH

Each year from 2023 through 2027, the median student growth percentile will be at least 60% in reading and math as measured through ISASP.

GOAL-DRIVEN FOCUS AREAS

SCHOOL CULTURE

Improve the educational experiences for all children through culturally inclusive and responsive school environments and classroom instruction.

STRATEGIES:

- High Reliability Schools (HRS)
- Level 1 Implementation
- Comprehensive Diversity, Equity, and Inclusion Plan (CDEIP)
- Comprehensive School
- Improvement Plans (CSIP)
- Portrait of a Graduate
- Restorative Justice (RJ) PD
- Sheltered Instruction Observation Protocol (SIOP) PD
- Culturally Responsive Teaching PD
- Equity Ambassadors
- Equity Advisory Committee
- Restorative Justice Ambassadors
- Social-Emotional-Behavioral Health (SEBH) Implementation
- Positive Behavior Interventions and Supports (PBIS) Implementation
- Multi-Tier System of Supports (MTSS) Implementation
- Comprehensive Nutrition Program

MEASUREMENT TOOLS:

- HRS Level 1 Certification
- Every Student Succeeds Act (ESSA) Conditions for Learning Survey Data
- Student Climate and Culture Survey Data

STUDENT LEARNING

Ensure high quality instruction which leads to academic, social, and emotional learning and growth to meet the needs of every student.

STRATEGIES:

- High Reliability Schools (HRS)
- Level 2 and 3 Implementation
- Comprehensive Diversity, Equity, and Inclusion Plan (CDEIP)
- Comprehensive School
- Improvement Plans (CSIP)
- New Art and Science of Teaching
- Instructional Framework (NASOT)
- Portrait of a Graduate
- Multi-Tier System of Supports (MTSS) Implementation
- Intervention Blocks
- Early Literacy Implementation
- SEBH Team and Curriculum
- Title I Programs
- AVID Schools
- Reading Corps Tutors
- Social-Emotional Behavioral Health (SEBH) PD

MEASUREMENT TOOLS:

- HRS Level 2 Certification
- Formative Assessment System for Teachers (FAST) Benchmark and Growth
- iReady
- Iowa Statewide Assessment of Student Progress (ISASP)

WORKFORCE

Recruit and retain highly effective, diverse, and culturally proficient teachers, administrators, and staff.

STRATEGIES:

- High Reliability Schools (HRS)
- Level 2 Implementation
- Comprehensive Diversity, Equity, and Inclusion Plan (CDEIP)
- Portrait of an Educator
- Grow Our Own Initiative (Student-to-Teacher, Paraeducator-to-Teacher, Teacher-to-Administrator)
- Comprehensive Employee Evaluation Model
- Pulse Staff Engagements, Onboarding and Exit Interviews
- Teacher Leadership Program
- Instructional Design Strategists (Building, Mentor, Innovation Instructional Leadership Teams)

MEASUREMENT TOOLS:

- HRS Level 2 Certification
- Workforce Demographics
- Employee Retention Data

SYSTEMS & RESOURCES

Maximize operational systems and prioritize resources based on student needs while maintaining the financial integrity of the district.

STRATEGIES:

- High Reliability Schools (HRS)
- Level 1 Implementation
- Comprehensive Diversity, Equity, and Inclusion Plan (CDEIP)
- Facility Master Plan 2.0
 - * Ongoing Facilities Assessments
- Weighted Resource Allocation Model (WRAM)
- Building Emergency Plans
- Technology Plan
- Attendance Support Busing
- Annual Policy Review and Updates
- Facility and Grounds Lifecycle Maintenance
- Care Assessment
 - * Monitoring and Reporting Mechanisms (Say Something, Security 24, etc.)

MEASUREMENT TOOLS:

- HRS Level 1 Certification
- FMP 2.0 Timeline Adherence
- Audit Results
- School Safety and Security Readiness
- Financial Health
 - * Unrepat Balance
 - * Solvency Ratio
- Climate Action Plan




OUR MISSION: The mission of the Iowa City Community School District is to ensure all students will become responsible, independent learners capable of making informed decisions in a democratic society as well as in the dynamic global community. This is accomplished by challenging each student with a rigorous and creative curriculum taught by diverse, professional, caring staff and enriched through the resources and the efforts of families and the entire community.

UPDATED | 2022-2023

Portrait of a Graduate

The Iowa City Community School District's Portrait of a Graduate design team has completed the initial work toward the goal of making 21st century learning a reality for all students. The team has developed the six core competencies that articulate our community's aspirations for all of our students. The six Iowa City Community School District Portrait of a Graduate competencies are detailed below.



• PORTRAIT OF A GRADUATE •

ADAPTABILITY
A graduate...

- Works effectively in a climate of uncertainty and changing priorities.
- Exhibits agility in thoughts and actions.
- Understands, negotiates, and balances diverse views and beliefs to reach innovative solutions and creates an environment where others can do the same.

COMMUNICATION
A graduate...

- Conveys thoughts and ideas effectively using communication skills in a variety of forms and contexts.
- Listens actively and effectively to understand meaning and diverse perspectives, including knowledge, values, attitudes, and intentions.
- Considers all audiences and ensures equity of voice, especially in a group setting.

CRITICAL THINKING
A graduate...

- Evaluates the quality of one's own thinking by skillfully analyzing, assessing, and reflecting.
- Engages in metacognition that is clear, rational, open-minded, and informed by evidence.

EMPATHY
A graduate...


- Practices awareness, sensitivity, concern, and respect for others.
- Seeks to understand others' feelings, opinions, experiences, and culture.

GLOBAL CITIZENS
A graduate...

- Values diverse cultures and unique perspectives through mutual respect and open dialogue.
- Demonstrates personal, civic, social, financial, environmental, local, and global responsibility through ethical and empathetic behaviors.
- Educates themselves and takes personal action to make their community and world a better place.

LEARNER'S MINDSET
A graduate...

- Is motivated by curiosity to experience new ideas.
- Understands the concept of growth from failure.
- Expresses the desire to learn, unlearn, and relearn. Seizes opportunities to actively listen and embrace diverse perspectives from others.



**IOWA CITY
COMMUNITY
SCHOOL DISTRICT**
Child-Centered • Future-Focused

Board of Directors Goals and Objectives *(Board Policy 600.G1)*

Reading

Students will over time, independently read increasingly complex and engaging text with understanding.

- On average, achievement will be as high as or higher than previous years for same grade groups.
- On average, achievement will increase at a rate equal greater than the national average for cohort groups.
- On average, achievement gaps between subgroups will decrease from previous years.

Writing

Students will over time, independently write increasingly complex text with meaning, clarity, and purpose, and application of standard conventions.

- On average, achievement will be as high as or higher than previous years for same grade groups.
- On average, achievement will increase at a rate equal to or greater than the national average for cohort groups.
- On average, achievement gaps between subgroups will decrease from previous years.

Math

Students will over time, independently solve increasingly complex mathematical problems.

- On average, achievement will be as high as or higher than previous years for same grade groups.
- On average, achievement will increase at a rate equal to or greater than the national average for cohort groups.
- On average, achievement gaps between subgroups will decrease from previous years.

Science

Students will over time, independently use increasingly complex scientific information and the processes of inquiry to construct scientific knowledge.

- On average, achievement will be as high as or higher than previous years for same grade groups.
- On average, achievement will increase at a rate equal to or greater than the national average for cohort groups.
- On average, achievement gaps between subgroups will decrease from previous years.

Social Studies

Students will, over time, develop the knowledge and the skills of the core disciplines of social studies and apply this knowledge to their lives as citizens.

- On average, the passing rate of students enrolled in social studies courses will be as high or higher than previous years for the same course groups.
- On average, disproportionality between subgroups in the passing rate of students enrolled in social studies courses will decrease from previous years.

Equity

The District's Comprehensive Diversity, Equity, and Inclusion Plan contains 6 goals to achieve more equitable outcomes for students.

- Reduce the opportunity gap for structurally disadvantaged students.
- Reduce disproportionality in discipline.
- Create equitable, inclusive, and supportive school environments.
- Attain diverse and culturally proficient teachers, administrators, and staff.
- Increase stakeholder engagement (parents, students, and community members).
- Create culturally responsive and equity informed district policies and practices.

Character Development

Students will demonstrate knowledge and understanding of community accepted intrapersonal, interpersonal, and civic values consistent with the ICCSD Equity Statement. Students will demonstrate acceptance and internalization of those values through their behavior during the school day.

- On average, office behavior referrals and suspensions will be as low as or lower than previous years.
- On average, disproportionality between subgroups in office behavior referrals and suspensions will decrease from previous years.

Board of Directors Goals and Objectives *(continued)*

Fine Arts

Students will observe and/or participate in multiple fine arts experiences, representing a broad range of fine arts forms.

- On average, the number of experiences and/or range of art forms will increase over time.
- On average, the number and percentage of students from the disaggregated subgroups will increase in voluntary participation in one or more of the art forms.

Student Academic Achievement

The Iowa Department of Education requires school districts to identify annual improvement goals and then use standardized test results to monitor progress.

Reporting for Total and Subgroup Performance

One way to report academic achievement data is in terms of the percent of students proficient on an approved standardized test.

Data is reported for the state mandated assessment and will include:

- Percent proficient grades 3 - 11 – English language arts (ELA)
- Percent proficient grades 3 - 11 – mathematics
- Percent proficient grades 5, 8, and 10 – science

Schools in the Iowa City Community School District use the Iowa Statewide Assessment of Student Progress Report (ISASP) as an accountability and improvement measure. While scores can be reported in multiple ways, a common metric is to report proficiency rates.

To be considered proficient, a student must score at a specific standard score or higher, on the ISASP. The tables on the next page indicate the percentage of students who scored proficient during the 2023-24 school year in reading and mathematics by grade level bands.

Standard Error of Measurement

A test score is an estimate of a student's true test performance. A standard error of measurement is an estimate of possible error associated with an individual student's test score. The standard error of measurement can be described as a band of error. It indicates that a reasonable chance exists that a student's true score may be slightly higher or slightly lower than what is reported. For Iowa Assessments, the standard error of measure is presented as a range of scores, indicating the student's true score would likely fall somewhere within the range.

Student Academic Achievement *(continued)*

2023-24 Iowa Statewide Assessment of Student Progress Results
% Proficient, by Grade Level Bands, All Students Tested

Grades 3-6 ENGLISH LANGUAGE ARTS

	2022-23	2023-24
All students	68.5	67
American Indian or Alaska Native	---	---
Asian	87.3	87
Black or African American	45.0	43
Hispanic/Latino	48.5	46
Hawaiian/Pacific Islander	---	---
Multiracial	69.5	72
White	81.8	81
Female	70.8	70
Male	66.3	64
IEP	29.3	26
FRL	47.5	50
ELL	20.5	14

Grades 3-6 MATH

	2022-23	2023-24
All students	69.5	67
American Indian or Alaska Native	---	---
Asian	91.0	92
Black or African American	44.0	39
Hispanic/Latino	44.8	39
Hawaiian/Pacific Islander	---	---
Multiracial	70.5	64
White	84.0	83
Female	67.8	65
Male	71.0	67
IEP	35.0	30
FRL	46.8	43
ELL	24.0	22

Grades 7-8 ENGLISH LANGUAGE ARTS

	2022-23	2023-24
All students	75.5	76
American Indian or Alaska Native	---	---
Asian	97.5	94
Black or African American	48.5	52
Hispanic/Latino	59.0	54
Hawaiian/Pacific Islander	---	---
Multiracial	69.5	78
White	89.0	90
Female	81.0	80
Male	70.5	72
IEP	33.0	27
FRL	51.5	53
ELL	17.5	20

Grades 7-8 MATH

	2022-23	2023-24
All students	67.0	68
American Indian or Alaska Native	---	---
Asian	94.0	96
Black or African American	35.5	39
Hispanic/Latino	49.0	40
Hawaiian/Pacific Islander	---	---
Multiracial	62.0	61
White	82.0	84
Female	68.5	69
Male	67.5	66
IEP	25.0	21
FRL	42.0	41
ELL	19.0	18

Grades 9-11 ENGLISH LANGUAGE ARTS

	2022-23	2023-24
All students	71.0	72
American Indian or Alaska Native	---	---
Asian	92.3	91
Black or African American	39.7	42
Hispanic/Latino	56.3	53
Hawaiian/Pacific Islander	---	---
Multiracial	75.0	77
White	84.3	85
Female	78.3	76
Male	63.3	66
IEP	19.7	25
FRL	47.3	48
ELL	11.7	10

Grades 9-11 MATH

	2022-23	2023-24
All students	66.7	67
American Indian or Alaska Native	---	---
Asian	93.7	94
Black or African American	35.3	34
Hispanic/Latino	46.3	47
Hawaiian/Pacific Islander	---	---
Multiracial	68.3	68
White	81.3	81
Female	67.0	68
Male	64.0	64
IEP	17.0	15
FRL	40.7	42
ELL	12.0	15

Note: Iowa Statewide Assessment of Student Progress Tables Data: State of Iowa Data: Pearson Education, Inc. (2024).

<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc (2024). [Confidential Data File].

Key

FRL = Free & Reduced Lunch IEP = Individualized Education Program ELL = English Language Learner

-- = # is zero or not previously reported --- = # in subgroup is less than 30

Student Academic Achievement *(continued)*2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Third Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	51	12	63	55	9	64
Asian	55	29	84	58	14	72
Black or African American	37	2	39	36	2	38
Hispanic/Latino	42	3	45	43	3	46
Multiracial	56	16	72	51	7	58
White	59	17	76	60	10	70
Female	55	14	69	59	10	69
Male	47	9	56	53	7	60
IEP	22	6	28	23	2	25
Non-IEP	55	13	68	61	10	71
FRL	41	3	44	45	4	49
Non-FRL	60	21	81	63	12	75
ELL	18	1	19	22	--	22
Non-ELL	58	14	72	59	9	68

2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Third Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	48	22	70	57	19	76
Asian	38	51	89	51	31	82
Black or African American	43	3	46	44	5	49
Hispanic/Latino	39	7	46	51	7	58
Multiracial	56	25	81	56	14	70
White	54	30	84	60	23	83
Female	53	18	71	58	16	74
Male	43	26	69	56	22	78
IEP	32	8	40	39	6	45
Non-IEP	51	24	75	60	21	81
FRL	39	5	44	54	9	63
Non-FRL	58	27	85	59	28	87
ELL	29	3	32	38	2	40
Non-ELL	52	26	78	59	21	80

State of Iowa Data: Pearson Education, Inc. (2024). *ISASP Spring 2024 State Level Results Performance by Demographic Groups*.
<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc (2024). Confidential data file provided to the district.

Key

FRL = Free & Reduced Lunch IEP = Individualized Education Program ELL = English Language Learner
 -- = # is zero or not previously reported --- = # in subgroup is less than 30

Student Academic Achievement *(continued)*

2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Fourth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	51	13	64	61	11	72
Asian	48	34	82	61	15	76
Black or African American	39	1	40	43	3	46
Hispanic/Latino	35	5	40	50	5	55
Multiracial	59	9	68	58	9	67
White	61	21	82	66	13	79
Female	51	17	68	63	13	76
Male	51	10	61	60	9	69
IEP	20	2	22	28	2	30
Non-IEP	56	15	71	67	13	80
FRL	41	4	45	53	5	58
Non-FRL	61	23	84	67	16	83
ELL	15	--	15	26	--	26
Non-ELL	58	16	74	64	12	76

2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Fourth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	50	11	61	55	17	72
Asian	46	40	86	51	25	76
Black or African American	34	1	35	36	3	39
Hispanic/Latino	27	4	31	46	7	53
Multiracial	47	9	56	52	12	64
White	66	16	82	59	20	79
Female	52	8	60	56	13	69
Male	49	14	63	54	21	75
IEP	26	1	27	35	4	39
Non-IEP	55	13	68	59	19	78
FRL	38	6	44	49	9	58
Non FRL	57	29	86	59	25	84
ELL	15	1	16	30	1	31
Non-ELL	58	13	71	57	18	75

State of Iowa Data: Pearson Education, Inc. (2024). *ISASP Spring 2024 State Level Results Performance by Demographic Groups*. <https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc (2024). Confidential data file provided to the district.

Key

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Student Academic Achievement *(continued)*2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Fifth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	56	14	70	59	10	69
Asian	53	39	92	57	16	73
Black or African American	46	1	47	40	2	42
Hispanic/Latino	46	6	52	48	4	52
Multiracial	60	12	72	57	8	65
White	62	19	81	63	12	75
Female	54	16	70	61	11	72
Male	57	11	68	57	9	66
IEP	21	4	25	22	1	23
Non-IEP	61	15	76	65	11	76
FRL	46	5	51	49	4	53
Non-FRL	61	27	88	66	14	80
ELL	10	--	10	18	--	18
Non-ELL	61	15	76	62	10	72

2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Fifth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	48	19	67	56	15	71
Asian	24	71	95	50	28	78
Black or African American	36	5	41	39	4	43
Hispanic/Latino	37	7	44	47	6	53
Multiracial	46	21	67	51	12	63
White	58	23	81	59	18	77
Female	50	15	65	57	12	69
Male	45	24	69	54	18	72
IEP	22	6	28	29	3	32
Non-IEP	51	21	72	60	17	77
FRL	37	5	42	49	7	56
Non-FRL	60	25	85	60	22	82
ELL	16	2	18	27	1	28
Non-ELL	52	21	73	58	16	74

State of Iowa Data: Pearson Education, Inc. (2024). *ISASP Spring 2024 State Level Results Performance by Demographic Groups*.
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Iowa City Community Schools Data: Pearson Education, Inc (2024). Confidential data file provided to the district.

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Student Academic Achievement *(continued)*

2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Sixth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	54	17	71	64	11	75
Asian	58	31	89	60	18	78
Black or African American	41	3	44	45	2	47
Hispanic/Latino	40	6	46	52	4	56
Multiracial	61	14	75	59	9	68
White	61	24	85	68	13	81
Female	55	18	73	66	12	78
Male	53	16	69	61	9	70
IEP	31	1	32	30	1	31
Non-IEP	58	19	77	69	12	81
FRL	49	4	53	55	4	59
Non-FRL	63	27	90	69	16	85
ELL	10	--	10	21	--	21
Non-ELL	59	19	78	66	11	77

2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Sixth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	44	22	66	55	16	71
Asian	39	53	92	51	29	80
Black or African American	32	3	35	36	3	39
Hispanic/Latino	29	7	36	47	6	53
Multiracial	41	17	58	50	12	62
White	54	30	84	59	19	78
Female	45	17	62	56	14	70
Male	44	25	69	54	18	72
IEP	25	3	28	29	2	31
Non-IEP	47	25	72	59	18	77
FRL	37	5	42	48	7	55
Non-FRL	60	26	86	59	24	83
ELL	18	--	18	24	1	25
Non-ELL	47	24	71	57	17	74

State of Iowa Data: Pearson Education, Inc. (2024). *ISASP Spring 2024 State Level Results Performance by Demographic Groups*. <https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc (2024). Confidential data file provided to the district.

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Student Academic Achievement *(continued)*2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Seventh Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	56	22	78	64	13	77
Asian	65	30	95	59	23	82
Black or African American	49	7	56	46	4	50
Hispanic/Latino	47	8	55	56	5	61
Multiracial	62	24	86	62	11	73
White	60	32	92	68	15	83
Female	56	26	82	66	15	81
Male	56	18	74	62	10	72
IEP	27	2	29	30	1	31
Non-IEP	59	25	84	69	14	83
FRL	49	4	53	57	5	62
Non-FRL	65	27	92	69	18	87
ELL	25	--	25	22	--	22
Non-ELL	60	25	85	67	13	80

2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Seventh Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	55	13	68	58	11	69
Asian	46	46	92	51	25	76
Black or African American	39	2	41	36	2	38
Hispanic/Latino	35	3	38	49	4	53
Multiracial	45	24	69	52	9	61
White	69	17	86	63	13	76
Female	57	12	69	60	10	70
Male	54	14	68	57	13	70
IEP	22	2	24	25	1	26
Non-IEP	59	14	73	63	13	76
FRL	36	5	41	49	4	53
Non-FRL	58	28	86	65	16	81
ELL	17	1	18	22	--	22
Non-ELL	60	15	75	61	12	73

State of Iowa Data: Pearson Education, Inc. (2024). *ISASP Spring 2024 State Level Results Performance by Demographic Groups*.
<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc (2024). Confidential data file provided to the district.

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Student Academic Achievement *(continued)*

2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Eighth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	60	14	74	68	9	77
Asian	49	45	94	67	16	83
Black or African American	48	1	49	47	2	49
Hispanic/Latino	49	3	52	57	4	61
Multiracial	61	11	72	63	7	70
White	69	19	88	72	11	83
Female	60	18	78	70	12	82
Male	60	10	70	66	7	73
IEP	26	--	26	31	1	32
Non-IEP	64	15	79	73	11	84
FRL	50	4	54	59	4	63
Non-FRL	62	28	90	74	13	87
ELL	15	--	15	22	--	22
Non-ELL	65	15	80	70	10	80

2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Eighth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	50	16	66	60	13	73
Asian	31	67	98	52	29	81
Black or African American	34	2	36	38	2	40
Hispanic/Latino	39	4	43	51	5	56
Multiracial	46	11	57	55	9	64
White	62	21	83	64	15	79
Female	55	14	69	62	12	74
Male	46	18	64	58	14	72
IEP	19	1	20	29	1	30
Non-IEP	54	18	72	64	14	78
FRL	37	4	41	52	5	57
Non-FRL	58	27	85	65	18	83
ELL	17	1	18	26	1	27
Non-ELL	54	18	72	62	14	76

State of Iowa Data: Pearson Education, Inc. (2024). *ISASP Spring 2024 State Level Results Performance by Demographic Groups*.
<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

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Student Academic Achievement *(continued)*2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Ninth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	61	16	77	63	10	73
Asian	59	38	97	60	19	79
Black or African American	48	2	50	41	2	43
Hispanic/Latino	48	6	54	52	4	56
Multiracial	68	13	81	61	9	70
White	68	21	89	68	12	80
Female	62	17	79	66	13	79
Male	59	14	73	61	8	69
IEP	26	2	28	27	1	28
Non-IEP	63	17	80	68	12	80
FRL	45	4	49	54	4	58
Non-FRL	60	27	87	69	15	84
ELL	14	--	14	14	--	14
Non-ELL	66	17	83	66	11	77

2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Ninth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	42	23	65	50	13	63
Asian	34	64	98	44	28	72
Black or African American	27	4	31	26	2	28
Hispanic/Latino	33	9	42	37	5	42
Multiracial	40	27	67	45	10	55
White	52	29	81	55	15	70
Female	46	20	66	52	11	63
Male	39	25	64	47	14	61
IEP	10	5	15	15	1	16
Non-IEP	45	24	69	54	14	68
FRL	35	6	41	39	5	44
Non-FRL	51	32	83	57	18	75
ELL	13	3	16	12	--	12
Non-ELL	46	25	71	52	13	65

State of Iowa Data: Pearson Education, Inc. (2024). *ISASP Spring 2024 State Level Results Performance by Demographic Groups*.
<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

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Student Academic Achievement *(continued)*

2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Tenth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	48	22	70	59	14	73
Asian	41	47	88	54	24	78
Black or African American	39	5	44	39	3	42
Hispanic/Latino	46	6	52	51	5	56
Multiracial	47	28	75	57	11	68
White	53	30	83	63	16	79
Female	52	25	77	62	16	78
Male	44	18	62	57	11	68
IEP	26	--	26	24	1	25
Non-IEP	50	24	74	63	15	78
FRL	44	5	49	52	6	58
Non-FRL	57	29	86	64	19	83
ELL	9	--	9	15	--	15
Non-ELL	52	24	76	62	14	76

2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Tenth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	46	20	66	55	10	65
Asian	35	57	92	50	23	73
Black or African American	36	3	39	32	2	34
Hispanic/Latino	40	8	48	44	3	47
Multiracial	50	22	72	51	7	58
White	53	28	81	60	12	72
Female	49	20	69	57	9	66
Male	43	21	64	53	11	64
IEP	18	--	18	20	1	21
Non-IEP	49	22	71	59	11	70
FRL	35	7	42	44	4	48
Non-FRL	48	38	83	62	14	76
ELL	13	2	15	16	1	17
Non-ELL	50	22	72	58	11	69

State of Iowa Data: Pearson Education, Inc. (2024). *ISASP Spring 2024 State Level Results Performance by Demographic Groups*. <https://iowa.pearsonaccess.com/resources/reporting-resources/>.

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Student Academic Achievement *(continued)*2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
English Language Arts (ELA), Eleventh Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	46	21	67	58	12	70
Asian	42	47	89	53	23	76
Black or African American	30	2	32	34	3	37
Hispanic/Latino	44	9	53	48	6	54
Multiracial	56	18	74	53	10	63
White	52	28	80	62	14	76
Female	47	27	74	62	15	77
Male	46	16	62	53	10	63
IEP	15	3	18	19	1	20
Non-IEP	49	23	72	62	13	75
FRL	39	6	45	48	6	54
Non-FRL	53	31	84	63	16	79
ELL	8	--	8	13	--	13
Non-ELL	50	23	73	60	13	73

2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Mathematics, Eleventh Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	39	29	68	51	14	65
Asian	27	63	90	44	32	76
Black or African American	26	6	32	28	3	31
Hispanic/Latino	40	12	52	42	8	47
Multiracial	43	24	67	43	12	55
White	44	38	82	56	16	72
Female	43	26	69	54	12	66
Male	35	31	66	49	16	65
IEP	10	1	11	16	1	17
Non-IEP	41	31	72	55	15	70
FRL	34	8	42	42	6	48
Non-FRL	48	35	83	57	19	76
ELL	15	2	17	16	1	17
Non-ELL	41	31	72	53	15	68

State of Iowa Data: Pearson Education, Inc. (2024). *ISASP Spring 2024 State Level Results Performance by Demographic Groups*.
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Student Academic Achievement *(continued)*

2023-24-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Science, Fifth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	54	5	59	57	2	59
Asian	66	24	90	59	6	65
Black or African American	32	--	32	31	--	31
Hispanic/Latino	43	3	46	40	1	41
Multiracial	59	1	60	51	2	53
White	65	6	71	64	3	67
Female	53	5	58	57	2	59
Male	56	6	62	58	3	61
IEP	20	2	22	24	1	25
Non-IEP	59	5	64	63	3	66
FRL	35	1	36	43	1	44
Non-FRL	69	9	78	68	4	72
ELL	12	--	12	14	--	14
Non-ELL	60	6	66	60	3	63

2023-24 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Science, Eighth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	54	12	66	58	7	65
Asian	64	35	99	60	12	72
Black or African American	37	3	40	31	2	33
Hispanic/Latino	38	2	40	43	3	46
Multiracial	48	11	59	50	6	56
White	65	15	80	64	9	73
Female	56	10	66	60	6	66
Male	53	13	66	56	9	65
IEP	22	1	23	22	1	23
Non-IEP	58	13	71	63	8	71
FRL	37	3	40	45	3	48
Non-FRL	56	26	82	66	10	76
ELL	15	--	15	15	--	15
Non-ELL	58	13	71	60	8	68

State of Iowa Data: Pearson Education, Inc. (2024). *ISASP Spring 2024 State Level Results Performance by Demographic Groups*. <https://iowa.pearsonaccess.com/resources/reporting-resources/>.

Iowa City Community Schools Data: Pearson Education, Inc (2024). Confidential data file provided to the district.

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Student Academic Achievement *(continued)*2022-23 Iowa Statewide Assessment of Student Progress Results: ICCSD & State of Iowa
Science, Tenth Grade Students, % Proficient

	Iowa City Community School District			State of Iowa		
	Proficient	Advanced	Proficient + Advanced	Proficient	Advanced	Proficient + Advanced
All Students	40	23	63	46	13	59
Asian	29	51	80	45	20	65
Black or African American	28	4	32	23	2	25
Hispanic/Latino	38	9	47	35	5	40
Multiracial	42	25	67	39	9	48
White	46	32	78	51	15	66
Female	43	23	66	49	12	61
Male	36	22	58	44	13	57
IEP	12	1	13	15	1	16
Non-IEP	42	25	67	50	14	64
FRL	32	5	37	36	5	41
Non-FRL	45	35	80	53	17	70
ELL	8	--	8	8	--	8
Non-ELL	43	25	68	49	13	62

State of Iowa Data: Pearson Education, Inc. (2023). *ISASP Spring 2023 State Level Results Performance by Demographic Groups*.
<https://iowa.pearsonaccess.com/resources/reporting-resources/>.

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Academic Indicators

American College Test (ACT)

The American College Testing Program (ACT) is the college entrance exam usually taken by students who intend to go to college. The majority of college bound students in the Iowa City Community School District take the ACT. Their scores consistently rank above both the State of Iowa and the nation.

The class of 2024 had an average composite score of 24.3. Out of the 462 ACT-tested 2024 ICCSD students, the percentages of students who met college readiness benchmarks are represented in the table below.

Class of 2024 ACT Results
% of students who met college readiness benchmarks

	ACT English	ACT Math	ACT Reading	ACT Science	Met all 4 Benchmarks
District	81	61	71	65	51
Iowa	63	37	51	41	26
Nation	51	29	40	30	20

Average ACT Scores by Gender and Race/Ethnicity

	English ICCSD/State	Math ICCSD/State	Reading ICCSD/State	Science ICCSD/State	Composite ICCSD/State
All Students	23.4/19.9	23.5/20.2	25.6/22.1	24.4/21.4	24.3/21.0
Asian	26.3/21.9	28.4/22.5	28.4/23.3	26.3/22.7	27.4/22.7
Black/African American	18.6/15.1	18.8/16.0	21.2/17.4	20.0/17.1	19.8/16.5
Hispanic/Latino	20.7/16.6	21.5/17.6	24.5/19.1	22.9/18.7	22.5/18.1
Multiracial	23.4/19.9	22.6/19.7	24.9/21.9	24.5/21.1	24.0/20.8
White	23.7/20.5	23.7/20.7	25.8/22.7	24.7/21.9	24.6/21.6
Female	23.7/20.0	22.3/19.4	25.7/22.1	23.5/20.8	23.9/20.7
Male	22.8/19.8	24.6/21.3	25.2/22.0	25.2/22.0	24.6/21.4

Note: District and State Data: ACT, Inc. (2024). *The ACT Profile Report – District. Graduating Class 2024. Iowa City Community School District* [Confidential Data File].

National Data: ACT, Inc. (2024). *2024-National-ACT-Profile-Report.pdf*

<https://www.act.org/content/act/en/research/services-and-resources/data-and-visualization/grad-class-database-2024.html>

Special Education, Free and Reduced Lunch, and English Language Learner data not provided by ACT, Inc.

National Merit Scholars

Recognition as a National Merit Semifinalist was received by 20 students at City High, Liberty High, and West High. Sixteen were considered as finalists.

State Bilingual Seal Awards

Recognition of language proficiency in two or more languages was received by 122 students at City High, Liberty High and West High.

Note: National Merit and State Bilingual Seal Award data. Iowa City Community School District (2024). Unpublished internal district data.

Academic Indicators *(continued)*

Graduation Rate

Due to state reporting timeframes, Graduation Rate data is reported for the previous year 2022-23.

The ICCSD four-year graduation rate was 92.0% in 2022-23. The statewide graduation rate was 87.5% for 2022-23.

2022-2023 ICCSD Graduation Rate Data

Race/Ethnicity	# of 12 th Graders	% of 12 th Graders	# of Graduates	% of Graduates	Graduation Rate
American Indian or Alaska Native	---	<1%	---	<1%	<1%
Asian	62	5.97%	62	6.49%	100%
Black of African American	210	20.23%	186	19.48%	88.6%
Hispanic/Latino	136	13.10%	117	12.25%	86.0%
Multiracial	50	4.82%	46	4.82%	92.0%
White	577	55.59%	541	56.65%	93.8%
Native Hawaiian or Other Pacific Islander	---	<1%	--	<1%	<1%
Total	1038	100%	955	100%	92.0%

Gender	# of 12 th Graders	% of 12 th Graders	# of Graduates	% of Graduates	Graduation Rate
Female	505	48.65%	473	49.53%	93.7%
Male	527	50.77%	476	49.84%	90.3%
Total	1038	100%	955	100%	92.0%

IEP	# of 12 th Graders	% of 12 th Graders	# of Graduates	% of Graduates	Graduation Rate
IEP	100	9.63%	69	7.23%	69.0%
Non-IEP	938	90.37%	886	92.77%	94.5%
Total	1038	100%	955	100%	92.0%

FRL	# of 12 th Graders	% of 12 th Graders	# of Graduates	% of Graduates	Graduation Rate
FRL	449	43.26%	388	40.63%	86.4%
Non FRL	589	56.74%	567	59.37%	94.8%
Total	1038	100%	955	100%	92.0%

ELL	# of 12 th Graders	% of 12 th Graders	# of Graduates	% of Graduates	Graduation Rate
ELL	121	11.66%	105	10.99%	86.8%
Non-ELL	917	88.34%	850	89.01%	92.7%
Total	1038	100%	955	100%	92.0%

Note: Iowa Department of Education (2024). DR712 2023 District.xlsx. <https://educateiowa.gov/documents/iowa-public-school-district-2022-2023-graduation-rate-student-group>.

Key

FRL = Free & Reduced Lunch IEP = Individualized Education Program ELL = English Language Learner
 -- = # is zero --- = # in subgroup is less than 30

Academic Indicators (continued)

Postsecondary Plans

The class of 2024 was surveyed about their postsecondary intentions.

Class of 2024 Postsecondary Plans

Intention	Number of Students	Percent of Graduates
Postsecondary School	874	80.3%
Other Training	36	3.3%
Employed	77	7.1%
Active Military	10	0.9%
Unknown	97	8.9%

Note: Iowa Department of Education (2024). 2023-2024 Iowa Public High School Graduate Intentions.xlsx.
<https://educate.iowa.gov/pk-12/data/education-statistics>

Academic Indicators *(continued)*

Reading

The Formative Assessment System for Teachers (FAST) is administered to students in grades K-6. The results of the spring assessment for 2020-21 to 2023-24 school years with the percent of students who scored proficient in each category is represented in the table below. Data is disaggregated when available. Proficiency rates for IEP, FRL, and ELL status were not reported in previous years.

2020-21 to 2023-24 FAST Proficiency Levels
Kindergarten through Sixth Grade Students, % Proficient

Iowa City Community School District	Proficient by Year			
	2020-21	2021-22	2022-23	2023-24
All Students	66.06	70.42	70.15	68.88
Kindergarten	59.89	63.65	66.31	64.08
First Grade	54.32	61.34	63.57	62.23
Second Grade	65.20	65.61	68.75	65.97
Third Grade	65.06	74.04	67.85	68.15
Fourth Grade	71.88	72.36	74.40	68.43
Fifth Grade	70.52	76.65	72.20	74.08
Sixth Grade	75.55	79.15	77.93	75.91
Asian	85.48	91.77	87.78	87.50
Black or African American	44.95	50.90	52.12	50.03
Hispanic/Latino	45.54	51.34	50.89	49.61
Multiracial	63.94	71.31	71.34	70.98
White	77.58	81.07	81.37	81.43
Female	67.68	71.54	71.65	70.32
Male	64.54	69.36	68.66	67.48
IEP	--	26.42	32.20	42.18
FRL	--	39.00	52.57	52.56
ELL	--	9.00	40.38	27.39

2022-24 FAST Proficiency Levels
7th and 8th Grade Students % Proficient

Iowa City Community School District	2022-23	2023-24
All Students	70.32	67.10
Seventh Grade	70.13	66.44
Eighth Grade	70.51	67.75
Asian	92.11	83.91
Black or African American	39.64	39.95
Hispanic/Latino	47.28	39.72
Multiracial	67.65	61.36
White	83.16	82.08
Female	71.28	68.76
Male	68.57	65.21
IEP	50.44	49.02
FRL	42.76	42.77
ELL	1.68	3.97

Note: Formative Assessment System for Teacher Data. Fast Bridge Learning, Illuminate Education (2024). Confidential data file.

Key

FRL = Free & Reduced Lunch IEP = Individualized Education Program ELL = English Language Learner

-- = # is zero or not previously reported --- = # in subgroup is less than 30

Academic Indicators *(continued)*

Mathematics

The Formative Assessment System for Teachers (FAST) is administered to students in grades K-6. The results of the spring assessment for 2020-21 to 2023-24. Proficiency rates for IEP, FRL, and ELL status were not reported in previous years.

**2020-21 to 2023-24 FAST Proficiency Levels
Kindergarten through Sixth Grade Students, % Proficient**

Iowa City Community School District	Proficient by Year			
	2020-21	2021-22	2022-23	2023-24
All Students	64.69	66.36	66.65	63.84
Kindergarten	70.07	72.54	70.81	72.06
First Grade	58.27	70.75	73.09	65.99
Second Grade	65.38	61.37	66.88	62.50
Third Grade	62.18	68.10	61.96	63.77
Fourth Grade	66.89	62.22	67.80	59.43
Fifth Grade	60.79	62.99	59.43	62.52
Sixth Grade	69.67	66.34	66.57	61.22
Asian	91.08	90.35	87.50	87.20
Black or African American	33.51	37.67	40.13	37.25
Hispanic/Latino	39.46	42.96	44.09	39.30
Multiracial	61.41	63.23	66.67	64.66
White	80.77	82.22	82.92	81.34
Female	62.04	63.22	63.88	60.21
Male	67.19	69.31	69.58	67.19
IEP	--	34.04	46.05	44.05
FRL	--	37.00	43.49	41.74
ELL	--	13.00	29.33	22.89

**2022-24 FAST Proficiency Levels
7th and 8th Grade Students % Proficient**

Iowa City Community School District	2022-23	2023-24
All Students	64.60	62.23
Seventh Grade	61.90	63.16
Eighth Grade	67.30	61.22
Asian	93.97	91.80
Black or African American	28.50	30.23
Hispanic/Latino	40.36	36.87
Multiracial	58.33	61.54
White	78.53	81.80
Female	62.28	61.51
Male	65.36	62.89
IEP	37.48	43.23
FRL	34.32	36.26
ELL	3.08	5.04

Note: Formative Assessment System for Teacher Data. Fast Bridge Learning, Illuminate Education (2024). Confidential date file.

Key

FRL = Free & Reduced Lunch IEP = Individualized Education Program ELL = English Language Learner
 -- = # is zero or not previously reported --- = # in subgroup is less than 30

Teaching and Learning Departments:

Curriculum, Instruction, & Assessment

The Curriculum, Instruction, and Assessment Department, with 20 Coordinators, manages the curriculum, instruction methods, and materials for students districtwide. They collaborate with educators to align with standards, improve teaching practices, and improve student achievement. The department offers professional development for educators, integrates innovative and effective teaching methods in curriculum design, and stays updated on educational research and best practices.

The department is vital for evaluating student performance through various assessments, including standardized tests and districtwide tools. By analyzing data, it identifies areas for improvement in teaching and curriculum. The department actively contributes to enhancing educational programs through curriculum development, instructional strategies, assessments, data analysis, professional development, and collaboration with educators and administrators.

2023-24 Curriculum, Instruction, and Assessment Highlights:

- **Priority Standards Integration:** During the academic year, a notable achievement was the successful implementation of High Reliability Schools, promoting a culture of continuous improvement and accountability. The department focused on academic excellence by identifying and implementing Priority Standards, aligning the curriculum with key learning objectives. This initiative streamlined the curriculum, providing students with a clear and targeted educational experience, while offering educators a well-defined framework for instructional practices.
- **Career Pathways Development:** To prepare students for post-secondary education and the future workforce, our Curriculum Department is actively developed career pathways to align with local industries and businesses. By integrating real-world applications into the curriculum, we aim to enhance students' career readiness, ensuring a smooth transition from education to the workforce. Career pathways serve as a bridge between academic learning and practical experiences, enriching the educational journey.
- **K-8 Math Curriculum Adoption:** The Math department underwent a multi-school curriculum pilot in the 2023-2024 school year. The K-8 Math curriculum adoption was successfully implemented, allowing educators to experiment with different teaching methods. The chosen curriculum, Imagine Learning: Illustrative Math, will be implemented in the 2024-2025 school year. This approach aims to enhance students' understanding and interest in mathematics while fostering an inclusive classroom where all students feel valued and empowered in their mathematical learning.

2023-24 English Language Learning Highlights:

English Language Learning: (ELL) The following highlights the diversity of our multilingual English Learners, celebrates their growth, and affirms the overall strengths of our ELL Program:

- 1,975 EL students represented more than 68 linguistic backgrounds with the most common home languages being Spanish, Arabic, French, Swahili, Portuguese, and Chinese.
 - 60% of our EL students were born in the US; 40% are native to 83 different countries
- 716 new multilingual students took the ELPA21 screener. 8% were already English proficient (did not qualify for ELL), 56% scored Emerging, and 37% scored Progressing
- 31 students took the Alt-ELPA21; 65% scored Emerging, 32% scored Progressing and 3% scored Proficient
- Based on the ELPA 21 Summative Assessment from the 21-22 to the 22-23 school year:
 - 54% of ELs increased Listening proficiency by one or more levels
 - 42% of all ELs made one or more levels of growth on the Reading and/or Writing domains
 - 45% of Elementary (K-6) ELs made one or more levels of growth on the Reading and/or Writing domains
- Created the Priority Standards and Proficiency Scales
- Updated the ELL Flags in Infinite Campus to reflect the Top 6 Accommodations for English Learners
- Created the individualized EL Success Plan for Secondary ELs
- There are currently 76 ELL Teachers (K12)

2024-25 Curriculum, Instruction, and Assessment Goals:

- **District-wide Curriculum Alignment:** In our efforts to support a Guaranteed and Viable Curriculum, the department will ensure the implementation of districtwide priority standards and pacing guides. This goal includes fostering a collaborative process among educators to support students' diverse learning needs. By providing teachers with clear, consistent curriculum frameworks and targeted professional development, we will encourage educators to implement high-quality, differentiated instruction. The department will also prioritize review and refinement of curriculum resources to ensure equity, rigor, and relevance for all learners, enabling every student to achieve academic success.
- **Science Curriculum Review:** The department is committed to a thorough evaluation of the Science Curriculum, ensuring alignment with updated science education standards and working in collaboration with multiple stakeholders. This initiative aims to provide students with the most current, evidence-based practices and address topics critical to their academic, personal, and societal growth. The revised Science Curriculum will empower students with the knowledge, skills, and inquiry-based approaches necessary to think critically, solve problems, and engage responsibly with the scientific challenges of today and tomorrow, preparing them for lifelong learning and success in a rapidly evolving world.
- **College & Career Readiness:** The curriculum department aims to strengthen connections between current coursework and career exploration by embedding clear links to specific career pathways across all subject areas. This initiative will highlight how the knowledge and skills students acquire in their courses directly align with real-world applications and career opportunities. By integrating these connections, we will ensure students understand how their learning supports the competencies outlined in our Portrait of a Graduate. This goal seeks to empower students with a sense of purpose and direction, helping them see the relevance of their education in preparing for their future roles in a dynamic and diverse workforce.

2021-2029 Curriculum Review Cycle

	2021-22	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Year 1: Collect Data & Prepare for Review	ELL Health Math	Gifted Education	Science	World Language	Library	Language Arts Music Art	PE Social Studies	Guidance
Year 2: Conduct Review	PE Guidance	ELL Health Math	Gifted Education	Science	World Language	Library	Language Arts Music Art	PE Social Studies
Year 3: Pilot & Select Materials	PE Secondary Social Studies	Guidance Elementary Math	ELL Health Elementary Math	Gifted Education MS Math	Science	World Language	Library	Language Arts Music Art
Year 4: Implement Plan and Monitor Progress	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance	ELL Health Elementary Math	Gifted Education MS Math	Science	World Language	Library
Year 5: Implement Plan and Monitor Progress	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance	ELL Health Elementary Math	Gifted Education MS Math	Science	World Language
Year 6: Implement Plan and Monitor Progress	Elementary Language Arts Library	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance	ELL Health Elementary Math	Gifted Education MS Math	Science
Year 7: Implement Plan and Monitor Progress	World Language	Elementary Language Arts Library	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance	ELL Health Elementary Math	Gifted Education Science MS Math
Year 8: Implement Plan and Monitor Progress	Gifted Education Science	World Language	Elementary Language Arts Library	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance	ELL Health

Note: Career and Technical Education is required by state and federal legislation to undergo a Self-Study/Program Evaluation every 5 years and conduct a Comprehensive Local Needs assessment every two years. These processes will satisfy the district’s curriculum review requirements.

Professional Development

The intent of the ICCSD professional development program is to provide teachers with training that is focused, collaborative, and directly supports the Comprehensive School Improvement Plan goals for student achievement and/or the curriculum review improvement plan.

Professional development activities are scheduled during Thursday early release days, workshop days, the one in-service day and during summer months. Professional development, based on the Iowa Professional Development Model, is driven by the district’s 5 Year Strategic Plan to improve student achievement. The priorities in the plan were:

Literacy

- Universal Screening & Progress Monitoring Administration and Interpretation
- Common Core Standards
- Orton Gillingham
- Phonemic Awareness and Phonics Instruction
- Early Literacy Implementation (ELI)
- Literacy Blueprint/Small Group Reading Module
- New Curricular Materials (SuperKids, Wonders)
- Literacy Interventions (95% Group, Lexia, iReady, etc.)
- Secondary Diagnostic Reading

Safe and Connected Schools

- Positive Behavioral Interventions and Supports (PBIS)
- Cultural Competency
- Social-Emotional and Mental Health Skills
- Restorative Justice and Restorative Circles
- Adverse Childhood Experiences (ACEs)
- Advancement via Individual Determination (AVID)
- Behavior Basics
- Sheltered Instruction Observation Protocol (SIOP)
- Quality Behavior Institute (QBS)/ Safety Care Training
- Behavior Intervention Plans
- SEBH Interventions (Check-In Check-Out, etc.)
- Verbal De-Escalation
- ALICE Intruder Training
- Bullying Prevention
- Culture and Language
- Critical Incident Stress Management
- Teaching Tolerance
- LGBTQ+ Inclusion
- Culturally Responsive Instruction

Math

- Universal Screening & Progress Monitoring Administration and Interpretation
- enVision Elementary Mathematics Implementation
- Number Sense
- Shifts in Common Core State Standards
- Mathematical Discourse
- Math Interventions (Happy Numbers, iReady, DTM, etc.)

Administration and Teacher Leadership

- Administrator and Teacher Mentoring
- Professional Learning Communities (PLCs)
- Comprehensive Review of Standards, Benchmarks and Grade Level Objectives (essential skills)
- Explicit Instruction Strategies
- Differentiated Instruction
- Multi-Tier System of Supports (MTSS)
- High Reliability Schools
- Grading for Equity
- Curriculum Review
- Understanding by Design
- Sheltered Instruction Observation Protocol (SIOP)
- Cognitive Coaching
- Every Student Succeeds Act
- Adaptive Schools
- Culturally Responsive Instruction
- Collective Teacher Efficacy
- Coaching for Equity

Multi-Tier System of Supports

- Self-Assessment of MTSS
- Understanding by Design
- Common Formative Assessments
- Data Based Decision Making
- Progress Monitoring and Goal Writing
- Special Education

Equity

Our Equity Department is a small but passionate team of six, including an executive director, three coordinators, and one coach. Together, we are committed to working hand-in-hand with schools, families, and community partners to create inclusive, supportive environments where every student can thrive.

We focus on supporting a range of vital initiatives, including:

- **HRS Level 1 walkthroughs** to ensure safe, collaborative, and supportive schools
- **Cultural proficiency and restorative practices** to foster understanding and build relationships
- **Culturally responsive teaching**, as well as anti-bullying and harassment efforts
- **Multicultural and gender-fair practices** to honor diversity in all its forms
- **Community and family engagement** to strengthen partnerships that benefit all students
- **Enhanced Support for Leaders and Staff of Color** to Foster Growth and Retention

2023-24 Equity Highlights:

Equity and Inclusion: Supporting Every Student, Every Day

The Equity Team is dedicated to fostering a positive and inclusive environment for all students and staff. As part of this commitment, we have revised the HRS Safe, Supportive, and Collaborative Schools Level 1 Walkthrough process. Now in its second year, these walkthroughs allow us to step into classrooms, observe interactions, and gain valuable insights into the daily experiences of students and staff. This year, we've been excited to welcome district staff and school-based administrators to join us in these visits. Together, we've seen firsthand the warm, welcoming school environments, strong school pride, and robust educational support that help our students thrive.

Expanding Restorative Practices

Restorative practices continue to make a meaningful impact throughout our district. By proactively integrating these practices into school cultures, we aim to build trust and establish strong relationships. This way, when restorative justice is needed, both students and staff feel supported by a process they can rely on. Restorative practices are also being applied in other areas of our organization, including executive-level meetings, to enhance communication and strengthen relationships. This journey is ongoing, and we remain committed to expanding restorative practices as a cornerstone of how we engage and connect as a community.

Empowering Students and Staff Through Empathy and Growth

This year, the Equity Department continues its commitment to fostering inclusive and supportive environments for all. Our work with student empathy clubs and groups provides students with dedicated spaces to cultivate compassion, understanding, and leadership skills. At the same time, we are expanding professional development opportunities for staff and administrators, equipping them with tools to deepen their expertise in restorative practices, cultural awareness, and effective behavior management.

In addition, we are prioritizing enhanced support for leaders and staff of color to promote professional growth and increase retention. This includes creating mentorship opportunities, affinity spaces, and targeted development programs that not only empower these leaders but also strengthen the diverse perspectives and talents across our district. Together, these efforts help ensure a more equitable and connected school community for all.

2023-24 Equity Department Goals:

We are excited to share our goals for the year, which focus on embedding equity into every aspect of our district:

1. Integrating Equity into Our Vision: Align the Diversity, Equity, and Inclusion (DEI) plan with the district's Strategic Plan to ensure equity is woven into all priorities and decision-making processes.
2. Building Inclusive School Communities: Provide schools with resources and training to strengthen restorative practices, cultural proficiency, behavior management, and anti-bullying and harassment supports, all while fostering safe, supportive, and collaborative learning environments.
3. Supporting Students of Color: Develop targeted supports for students of color experiencing behavioral challenges, while empowering the staff who serve them. This includes professional development, creating affinity spaces for staff, and providing wraparound services to address both student and staff needs comprehensively.
4. Supporting Staff of Color for Retention: Develop a more robust support plan for administrators, other leaders and staff of color experiencing a need for affinity spaces, mentorship and professional development.

These initiatives reflect our commitment to ensuring every student and staff member feels valued, heard, and empowered. Together, with your support, we can continue to build a district that reflects the strength and diversity of our community.

Student and Family Supports

Office of Student and Family Supports

Social, Emotional, Behavioral Health (SEBH) encompasses a wide range of services, programs, and supports that integrate Social Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), and mental health and wellness alongside noninstructional services focused on enhanced family engagement. The Office of Student & Family Supports leads many aspects of the MTSS process for SEBH including PBIS Implementation; Universal SEL Screening; SEBH Interventions; School Counselor and Student Family Advocate (SFA) Programming; McKinney-Vento (MKV), Fostering Connections (FC) and Migrant Education (MEP) Federal Programs; Language Access Services including Interpretation and Translation; Mental Health Services; Before and After School Programs (BASP); and the Critical Incident Stress Management (CISM) Response Team.

2023-24 Student and Family Support Highlights:

- All 29 schools completed the annual SEBH action plan that reflects their data from the two PBIS fidelity measures: Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS).
- Strengthened implementation of secondary homeroom-advisory universal SEL lessons, examples include Building-wide expectations; Suicide awareness and prevention; Self-understanding and exploration of future ready skills through use of the Career Information System Xello; and administration of Student Surveys
- Continued collaboration with the Department of Curriculum, Instruction and Assessment focused on increased implementation fidelity of systems and practices that support student postsecondary planning and readiness; the District Career and Academic Plan (DCAP) that guides this work received state accolades as an Exemplary Plan.
- Final recommendations developed with our Mental Health Work Group aimed at sustaining and improving the mental health and wellness supports and services available to our school community
- 2738 students and their families were supported by SFAs through targeted case management
- 798 students referred to a range of mental health services provided through partner agencies
- 418 students were verified as McKinney-Vento (MKV) or Fostering Connections eligible
- 99% of eligible MKV & Fostering Connections students received transportation support to increase or maintain access school
- 563 students received School Children's Aid or Goodwill vouchers for shoes, boots and/or clothing
- Language Access Services provided a range of interpretation and translation support including:
 - o 757 meetings held with in-person interpreters
 - o 2,892 calls in 31 languages were supported with over-the-phone interpreters
 - o 1,216,087 messages were exchanged between families and school personnel through TalkingPoints which offers access to 100 languages
 - o 300 documents were translated into our top 6 languages
 - o Cultural Liaisons connected with a total of 250 students and families to support school connectedness
- BASP accessibility increased with 151 students accessing Bridge Care scholarships and 23 students receiving MKV targeted scholarships to attend after school programs
- CEDAC membership was embedded into the Iowa City Community School District's School Improvement Advisory Committee (SIAC) to expand membership and awareness of the distinct wide programming efforts supported with SAVE dollars.

2024-25 Student and Family Support Goals:

- Development of a Collaborative Team, in partnership with other District Departments, that focuses on implementation alignment of SEBH across all tiers
- Differentiated SEBH, PBIS & SEL training and professional development for buildings aligned to HRS
- Monitor fidelity of SEL universal instruction and use of Panorama intervention documentation
- Increase implementation of language access tools and exploration of additional tools for school engagement with non-English speaking families
- Sustain and further integrate management of MKV, FC & MEP federal programs into case management model focused on individual student and family support.

Student Services

The goal of the Student Services Department is to foster holistic student growth by offering programs and services that are responsive to change and support student learning and success. The Department enhances student learning by developing and clarifying structures, systems, and goals aligned to High Reliability Schools. We aim to empower administrators to be autonomous in practice and accountable for student outcomes through differentiated, personalized service. The team consists of the Director of Student Services, a Student Services Senior Specialist, and a Learning Support Specialist who oversee student attendance, 504 Plans, Care Assessment, the Comprehensive Behavior Plan, emergency planning, Level One Investigations, student suspension and expulsion, student placement, transition services and wrap around supports, and the Home School Assistance Program.

2023-24 Student Services Highlights:

- Decreased chronic absenteeism from 28% to 19.9% district wide and increased average daily attendance District wide from 91.3% in 2022-23 to 93% in the 2023-24 school year. This was accomplished through a centralized approach for notifications to families, professional development for attendance officials, creation and implementation of an effective MTSS system, and compliance checks at the building level. In addition, the District increased collaboration with the Johnson County Attorney's Office.
- Provided professional development to designated staff to increase awareness of the requirements of the Americans with Disability Act, focusing on the importance of conducting thorough evaluations, and re-evaluations, and implementing 504 accommodations with fidelity in accordance with each individual 504 Plan. The Department created and implemented tools to ensure robust data collection to guide 504 teams in determining 504 eligibility and appropriate accommodations.
- Developed and implemented a Tableau database to monitor 504 compliances. Completed compliance checks at all schools. Each school met the goal of completing re-evaluation and annual reviews, ensuring compliance with the Americans with Disabilities Act.
- Increase the effectiveness of the Care Assessment Model by the development of a system-based approach for case management, a streamlined process for notifications of safety measures, and a format for determining program efficacy. The systems-based approach fosters a continuation of care for students in an effort to address the root cause of student behavior. A partnership between the Special Education Department and the Student Services Department assisted in a robust case management process to ensure identified students received the supports identified.
- The number of suspensions remains one of the lowest in the UEN comparable schools as the District maintains a standardized approach to school discipline with a focus on restorative practices and alternatives to school suspension. In addition, the district has maintained zero expulsions since 2012.

2023-24 Student Services Goals:

- Implement new state guidelines outlined in SF 2435 by developing procedures and processes, providing professional development and communicating changes to all constituents.
- Decrease the percentage of students considered chronically absent at each school as evidenced by the state chronic absenteeism measure.
- Increase the average daily attendance of students identified by the state as being chronically absent in the 23-24 school year. This is the growth measure reflected in the Iowa School Performance Profile. Develop a system for schools to track attendance for targeted students.
- Maintain compliance with reevaluations and annual reviews of 504s. Increase teachers' understanding of 504s, access and implementation of accommodations, and a system for monitoring teacher compliance.
- Decrease student suspensions and length of suspensions at all levels by reevaluating the Comprehensive Behavior Plan. In addition, we will examine and increase interventions for students in lieu of suspension. This enhances student engagement, increases attendance while addressing the root causes of behavior.
- Increase the effectiveness of the Care Assessment Model by expanding membership and training the District and school based care teams. The development of a Care Assessment Manual will articulate a systematic approach for Care Assessment including entrance and exit criteria, standard processes, and guidance for collaboration with juvenile court and community agencies. In addition, the District Care Team will identify gaps in services to students and families and partner with outside agencies to meet these needs.

Student Behavior Statistics

The Iowa City Community School District tracks statistics regarding behavior that may put a student at risk for graduation. The data is summarized in the following tables. **Due to state reporting timeframes, dropout data is reported for the previous year 2022-23.**

Dropout Rates

Of the students in grades 7-12 in 2022-23, 127 students dropped out during the school year. The percentage of dropouts has increased from 1.56% in 2021-22 to 1.89% in 2022-23.

The percentage of dropouts by comparison subgroups is summarized in the following tables.

2022-23 Dropout Comparison Data

Race/Ethnicity	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Dropout Rate
American Indian or Alaska Native	---	<1%	---	<1%	<1%
Asian	350	5.21%	3	2.36%	0.86%
Black of African American	1,395	20.76%	44	34.65%	3.15%
Hispanic/Latino	909	13.53%	45	35.43%	4.95%
Multiracial	402	5.98%	9	7.09%	2.34%
White	3,646	54.26%	26	20.47%	0.71%
Native Hawaiian or Other Pacific Islander	---	<1%	--	<1%	<1%
Total	6,720	100%	127	100%	1.89%

Gender	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Dropout Rate
Female	3,184	47.38%	50	39.37%	1.57%
Male	3,483	51.83%	76	59.84%	2.18%
Non-Binary	53	00.79%	1	00.79%	1.89%
Total	6,720	100%	127	100%	1.89%

IEP	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Dropout Rate
IEP	706	10.51%	18	14.17%	2.55%
Non-IEP	6,014	89.49%	109	85.83%	1.81%
Total	6,720	100%	127	100%	1.89%

ELL	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Dropout Rate
ELL	574	8.54%	33	25.98%	5.75%
Non-ELL	6,146	91.46%	94	74.02%	1.53%
Total	6,720	100%	127	100%	1.89%

FRL	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Dropout Rate
FRL	2,532	37.68%	89	70.08%	3.52%
Non-FRL	4,188	62.32%	38	29.92%	0.91%
Total	6,720	100%	127	100%	1.89%

Note: Iowa Department of Education (2024). DR712 2023 District.xlsx. <https://educateiowa.gov/documents/iowa-public-school-district-2022-2023-grades-7-12-dropout-rate-student-group>.

Key:

FRL = Free & Reduced Lunch IEP = Individualized Education Program ELL = English Language Learner
 -- = # is zero --- = # in subgroup is less than 30

Student Behavior Statistics *(continued)*

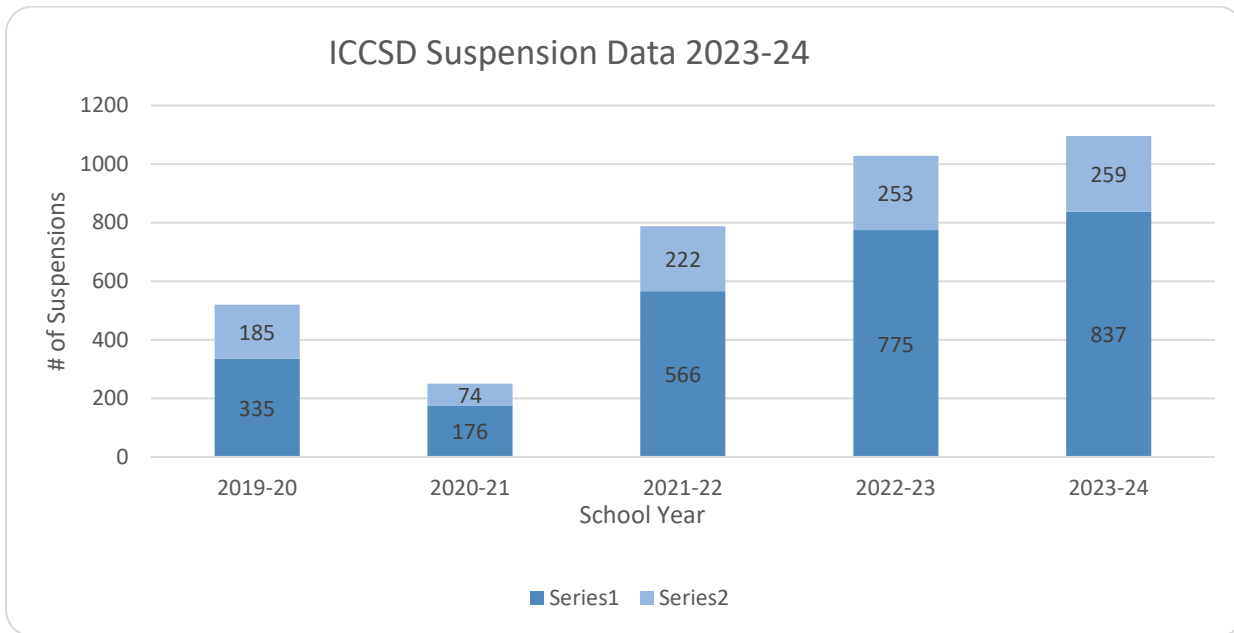
Suspensions

Students may receive school suspension for infractions of district rules. The table below summarizes the number of in-school and out-of-school suspensions for K–12 for the 2022-23 and 2023-24 school years.

Number of In-School Suspensions			Number of Out-of-School Suspensions		
Offense	2022-23	2023-24	Offense	2022-23	2023-24
Arson	--	--	Arson	4	3
Use/Possession of Alcohol	--	2	Use/Possession of Alcohol	12	9
Use/Possession of Drugs	8	11	Use/Possession of Drugs	81	93
Use/Possession of Tobacco	5	6	Use/Possession of Tobacco	22	34
Criminal Mischief	3	5	Criminal Mischief	13	9
Fighting	15	28	Fighting	198	194
Physical Aggression	113	119	Physical Aggression	255	289
Verbal Aggression	13	30	Verbal Aggression	26	41
Bullying	11	2	Bullying	15	9
Harassment	65	35	Harassment	102	112
Theft	13	7	Theft	13	6
Weapons	7	10	Weapons	33	33
DIN-DD	--	4	DIN-DD	1	5
Grand Total	253	259	Grand Total	775	837

Key
 DIN-DD=Defiance, Insubordination/Non-Compliance, Disrespect, Disruption
 -- = # is zero

The chart below represents in-school and out-of-school suspensions in the last five years.



Note: Suspension Data -Iowa City Community School District, Infinite Campus Student Information System. (2024). Unpublished internal district data.

Student Behavior Statistics (continued)

2023-24 In and Out of School Suspensions: Disaggregated Data

Offense	Total	Race/Ethnicity						Gender		IEP Status		Lunch Status		ELL Status	
		A	B	H	I/P	M	W	F	M	Non-IEP	IEP	FRL	Paid	Non-ELL	ELL
Arson (Total)	3	--	1	1	--	1	--	--	3	3	--	1	2	2	1
ISS	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
OSS	3	--	1	1	--	1	--	--	3	3	--	1	2	2	1
Controlled Substances (Total)	155	2	60	39	--	14	40	55	100	120	35	130	25	134	21
Use Possession of Alcohol (Total)	11	--	3	6	--	--	2	9	2	10	1	7	4	10	1
ISS	2	--	1	--	--	--	1	1	1	2	--	--	2	1	1
OSS	9	--	2	6	--	--	1	8	1	8	1	7	2	9	--
Use/Possession of Drugs (Total)	104	2	46	23	--	9	24	32	72	75	29	88	16	88	16
ISS	11	--	8	3	--	--	--	5	6	9	2	10	1	7	4
OSS	93	2	38	20	--	9	24	27	66	66	27	78	15	81	12
Use/Possession of Tobacco (Total)	40	--	11	10	--	5	14	14	26	35	5	35	5	36	4
ISS	6	--	1	2	--	1	2	2	4	6	--	5	1	5	1
OSS	34	--	10	8	--	4	12	12	22	29	5	30	4	31	3
Criminal Mischief (Total)	14	--	5	2	--	2	5	2	12	7	7	8	6	12	2
ISS	5	--	3	--	--	1	1	--	5	3	2	3	2	5	--
OSS	9	--	2	2	--	1	4	2	7	4	5	5	4	7	2
Disorderly Conduct/Assault (Total)	701	6	411	88	3	57	136	230	471	432	269	574	127	591	110
Fighting	222	3	145	40	--	12	22	100	122	157	65	195	27	163	59
ISS	28	--	12	9	--	3	4	11	17	19	9	23	5	17	11
OSS	194	3	133	31	--	9	18	89	105	138	56	172	22	146	48
Physical Aggression (Total)	408	3	234	41	2	37	91	105	303	232	176	321	87	362	46
ISS	119	2	55	6	1	14	41	28	91	63	56	83	36	107	12
OSS	289	1	179	35	1	23	50	77	212	169	120	238	51	255	34
Verbal Aggression (Total)	71	--	32	7	1	8	23	25	46	43	28	58	13	66	5
ISS	30	--	15	3	1	1	10	9	21	20	10	23	7	28	2
OSS	41	--	17	4	--	7	13	16	25	23	18	35	6	38	3

Note: Suspension Data -Iowa City Community School District, Infinite Campus Student Information System. (2024). Unpublished internal district data.

Key

- ISS = In School Suspension OSS = Out of School Suspension
- DIN-DD = Defiance, Insubordination/Non-Compliance, Disrespect, Disruption
- A = Asian B = Black or African American H = Hispanic/Latino I/P = American Indian, Alaskan Native, Native Hawaiian, or Other Pacific Islander
- M = Multi-Racial W = White
- F = Female M = Male
- IEP = Individualized Education Program Non-IEP = Students not part of an Individualized Education Program
- FRL = Free and Reduced Lunch Non-FRL = Students not part of Free & Reduced Lunch Program
- ELL = English Language Learner Non-ELL = Students not English Language Learners
- = # is zero

Student Behavior Statistics (continued)

2023-24 In and Out of School Suspensions: Disaggregated Data (Continued)

Offense	Total	Race/Ethnicity						Gender		IEP Status		Lunch Status		ELL Status	
		A	B	H	I/P	M	W	F	M	Non-IEP	IEP	FRL	Paid	Non-ELL	ELL
Bullying/Harassment (Total)	158	2	78	22	--	10	46	60	98	120	38	121	37	132	26
Bullying (Total)	11	1	4	2	--	1	3	4	7	10	1	9	2	11	--
ISS	2	--	2	2	--	--	--	1	1	2	--	2	--	2	--
OSS	9	1	2	--	--	1	3	3	6	8	1	7	2	9	--
Harassment (Total)	147	1	74	20	--	9	43	56	91	110	37	112	35	121	26
ISS	35	--	17	4	--	2	12	8	27	24	11	28	7	29	6
OSS	112	1	57	16	--	7	31	48	64	86	26	84	28	92	20
Theft (Total)	13	--	8	1	--	1	3	3	10	9	4	12	1	9	4
ISS	7	--	2	1	--	1	3	1	6	6	1	6	1	7	--
OSS	6	--	6	--	--	--	--	2	4	3	3	6	--	2	4
Weapons (Total)	43	--	20	6	1	3	13	8	35	26	17	38	5	39	4
ISS	10	--	3	1	--	--	6	1	9	7	3	8	2	9	1
OSS	33	--	17	5	1	3	7	7	26	19	14	30	3	30	3
DIN-DD (Total)	9	--	6	--	--	1	2	3	6	8	1	9	--	8	1
ISS	4	--	2	--	--	1	1	1	3	4	--	4	--	3	1
OSS	5	--	4	--	--	--	1	2	3	4	1	5	--	5	--
Grand Total	1096	10	589	159	4	89	245	361	735	725	371	893	203	927	169
ISS	259	2	121	31	2	24	81	68	191	165	94	195	64	220	39
OSS	837	8	468	128	2	65	164	293	544	560	277	698	139	707	130

Unduplicated count of students and infractions: In and Out of School Suspensions 2023-24

Offense	Total	Race/Ethnicity						Gender		IEP Status		Lunch Status		ELL Status	
		A	B	H	I/P	M	W	F	M	Non-IEP	IEP	FRL	Paid	Non-ELL	ELL
Unduplicated Students	676	6	323	114	3	55	175	248	428	490	186	532	144	561	115
ISS	128	1	51	19	1	12	44	41	87	96	32	92	36	111	17
OSS	548	5	272	95	2	43	131	207	341	394	154	440	108	450	98

Note: 676 students account for the 1096 suspension behavior infractions. 185 are elementary students and 491 are secondary students.

Note: Suspension Data -Iowa City Community School District, Infinite Campus Student Information System. (2024). Unpublished internal district data.

Key
 ISS = In School Suspension OSS = Out of School Suspension
 DIN-DD = Defiance, Insubordination/Non-Compliance, Disrespect, Disruption
 A = Asian B = Black or African American H = Hispanic/Latino I/P = American Indian, Alaskan Native, Native Hawaiian, or Other Pacific Islander
 M = Multi-Racial W = White
 F = Female M = Male
 IEP = Individualized Education Program Non-IEP = Students not part of an Individualized Education Program
 FR L= Free and Reduced Lunch Non-FRL = Students not part of Free & Reduced Lunch Program
 ELL = English Language Learner Non-ELL = Students not English Language Learners
 -- = # is zero

Student Behavior Statistics *(continued)*

Office Referrals

The table below summarizes the number of office referrals for K–12 for the 2023-24 school year.

2023-24 Office Referrals

Offense	Total	Race/Ethnicity						Gender		IEP Status		Lunch Status		ELL Status	
		A	B	H	I/P	M	W	F	M	IEP	Non-IEP	FRL	Paid	Non-ELL	ELL
Abusive/ inappropriate language – profanity	1249	19	570	164	8	101	387	327	922	448	801	954	295	1060	189
Arson	3	--	1	1	--	1	--	--	3	--	3	1	2	2	1
Bullying	37	1	12	7	--	2	15	14	23	5	32	24	13	34	3
Combustible Related	4	--	2	1	--	--	1	--	4	3	1	3	1	2	2
Communication of a threat	135	--	48	13	--	25	49	37	98	58	77	95	40	109	26
Defiance/ Insubordination/Non-Compliance	3146	14	1446	344	44	308	990	934	2212	1330	1816	2450	696	2586	560
Disrespect	616	15	319	73	--	57	152	169	447	178	438	467	149	503	113
Disruption	1671	18	898	143	36	176	400	539	1132	712	959	1294	377	1358	313
Dress Code Violation	6	--	3	--	--	1	2	2	4	2	4	3	3	5	1
Forgery, Plagiarism	57	4	15	1	--	4	33	11	46	8	49	24	33	50	7
Harassment	244	3	109	37	--	14	81	80	164	60	184	180	64	202	42
Gang Affiliation Display	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Inappropriate Display of Affection	106	2	26	27	--	9	42	12	94	46	60	78	28	78	28
Inappropriate Location/ Out of Bounds Area	673	1	398	55	16	53	150	189	484	294	379	555	118	575	98
Lying/ Cheating	42	4	18	8	--	2	10	12	30	11	31	31	11	34	8
Other Behavior	51	6	19	2	--	9	15	4	47	15	36	30	21	39	12
Physical Aggression w/Injury	316	3	124	68	1	16	104	104	212	187	129	214	102	229	87
Physical Aggression w/out Injury	3514	43	1585	362	18	276	1230	653	2861	1776	1738	2623	891	2883	631
Physical Aggression w/Serious Bodily Injury	11	--	2	1	--	1	7	1	10	7	4	5	6	11	--
Physical Fighting w/Injury	73	1	35	9	--	4	24	17	56	15	58	47	26	56	17
Physical Fighting w/out Injury	359	6	190	58	1	23	81	103	256	92	267	283	76	269	90
Physical Fighting w/ Serious Bodily Injury	2	--	2	--	--	--	--	--	2	1	1	--	2	2	--
Property Damage/ Vandalism/ Misuse	182	--	71	23	1	25	62	39	143	101	81	119	63	154	28
Skipped Class	269	1	138	58	--	10	62	105	164	113	156	226	43	218	51
Tardy	15	--	10	4	--	--	1	10	5	2	13	14	1	14	1
Technology Violation	78	1	37	13	--	3	24	33	45	16	62	58	20	65	13
Theft	193	1	93	33	2	22	42	74	119	85	108	158	35	140	53
Truancy	19	--	5	4	1	3	6	9	10	3	16	18	1	15	4
Use/ Possession of Alcohol	11	--	3	6	--	--	2	9	2	1	10	8	3	10	1
Use/ Possession of Drugs	130	2	60	24	--	13	31	42	88	34	96	107	23	113	17
Use/ Possession of Tobacco	101	--	31	22	1	11	36	36	65	14	87	83	18	91	10
Use/ Possession of Weapons	62	1	25	9	1	5	21	11	51	22	40	50	12	56	6
Grand Total	13,375	146	6295	1570	130	1174	4060	3576	9799	5639	7736	10,202	3173	10963	2412

Note: Iowa City Community School District, Infinite Campus Student Information System. (2024). Unpublished internal district data.

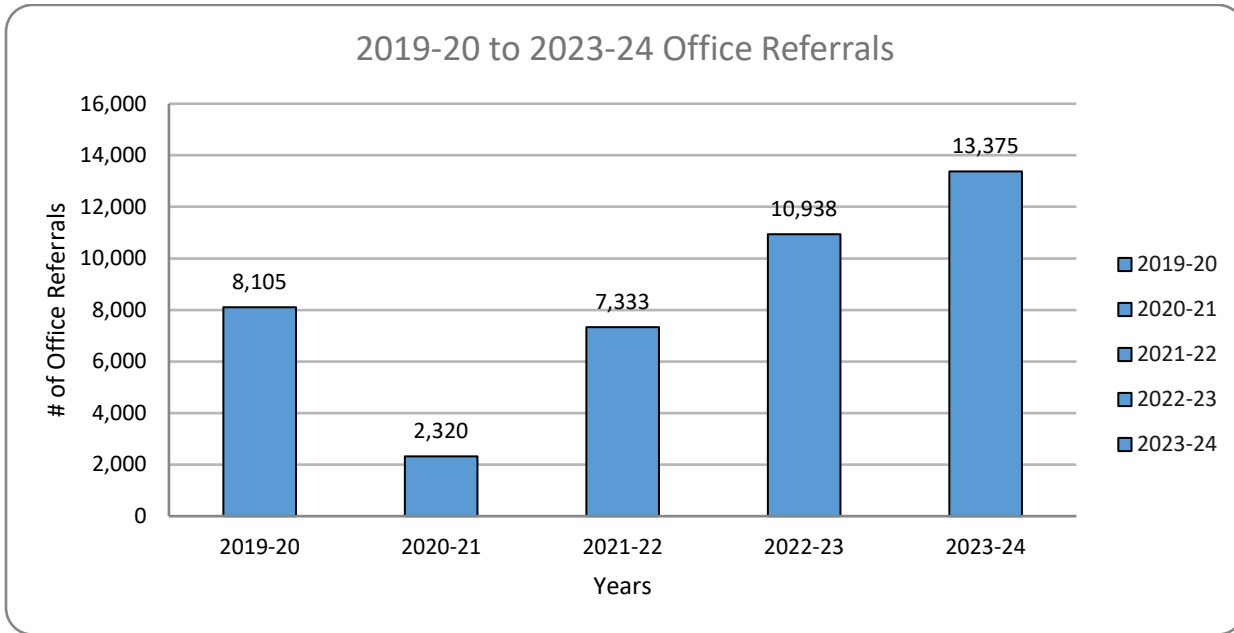
Note: There are 85 behavior events that are uncategorized and therefore not included in this data.

Key: -- = # is zero

A = Asian B = Black or African American H = Hispanic/Latino I/P = American Indian, Alaskan Native, Native Hawaiian, or Other Pacific Islander
 M = Multi-Racial W = White F = Female M = Male IEP = Individualized Education Program
 Program Non-IEP = Students not part of an Individualized Education Program FR L= Free and Reduced Lunch Non-FRL = Students not part of Free & Reduced Lunch Program
 ELL = English Language Learner Non-ELL = Students not English Language Learners

Student Behavior Statistics *(continued)*

The chart below represents the number of office referrals for the last five years.



Expulsions

In 2023-24, there were zero cases of student expulsions. The table below represents the number of expulsions for the last five years.

Year	# of Expulsions
2023-24	0
2022-23	0
2021-22	0
2020-21	0
2019-20	0

Note: Office Referral and Expulsion Data: Iowa City Community School District, Infinite Campus Student Information System. (2024). Unpublished internal district data.

Student Behavior Statistics *(continued)*

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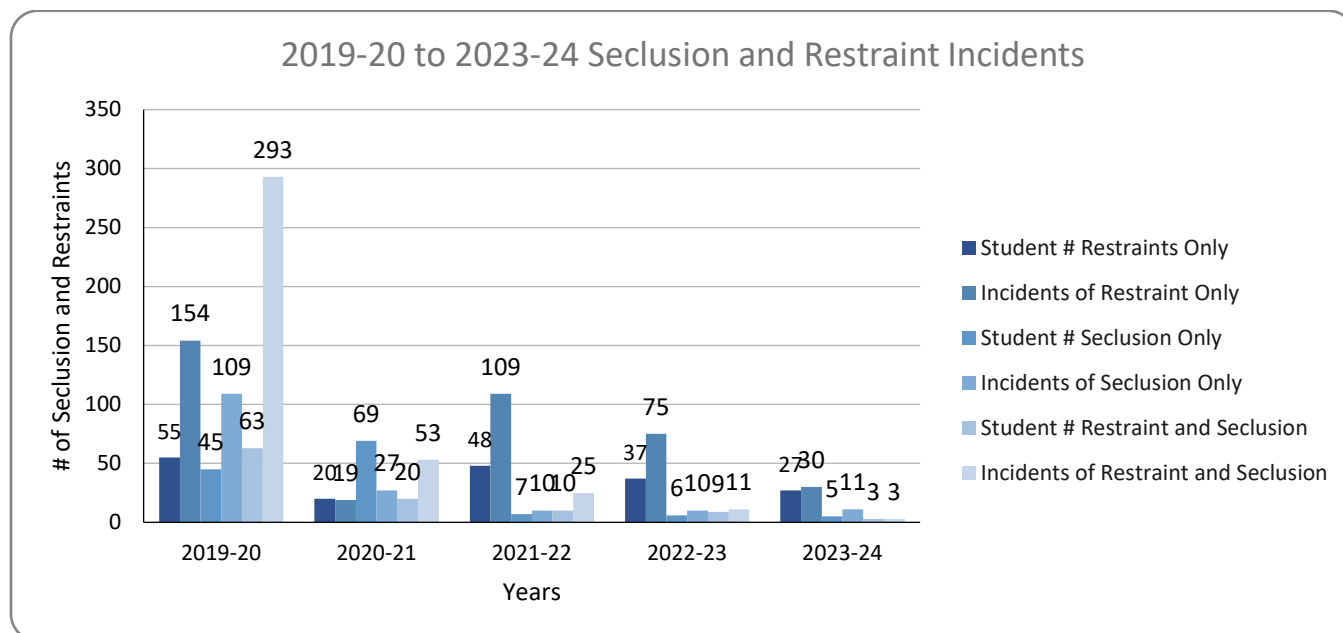
Seclusion means the involuntary confinement of a child in a seclusion room or area from which the child is prevented or prohibited from leaving; however, preventing a child from leaving a classroom or school building shall not be considered seclusion. “Seclusion” does not include instances when a school employee is present within the room and providing services to the child, such as crisis intervention or instruction.

Physical Restraint means a personal restriction that immobilizes or reduces the ability of a child to move the child’s arms, legs, body, or head freely. “Physical restraint” does not mean a technique used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which such a technique was designed and, if applicable, prescribed. “Physical restraint” does not include instructional strategies, such as physically guiding a student during an educational task, handshaking, hugging, or other non-disciplinary physical contact.

The following table represents the K-12 seclusion and restraint incidents for the 2023-24 school year.

2023-2024 Seclusion and Restraint Incidents						
Year	Student # Restrains Only	Incidents of Restraint Only	Student # of Seclusion Only	Incidents of Seclusion Only	Student # of Restraint and Seclusion	Incidents of Restraint and Seclusion
2023-24	27	30	5	11	3	3
2022-23	37	75	6	10	9	11
2021-22	48	109	7	10	10	25
2020-21	20	19	69	27	20	53
2019-20	55	154	45	109	63	293

Note: District Behavior Data: Iowa City Community School District, Infinite Campus Student Information System. (2024). Unpublished internal district data



Student Attendance Data

The table below shows the percentage of students who missed 10% or more school days for any reason, excused or unexcused.

School Year	2022-23	2023-24
ICCSA	28.0%	19.9%
State of Iowa	25.6%	21.6%
Elementary School		
Alexander	22.5%	23.4%
Borlaug	19.9%	13.0%
Coralville Central	24.8%	12.8%
Garner	17.5%	20.9%
Grant	12.2%	9.4%
Hills	32.1%	24.8%
Hoover	28.5%	15.0%
Horn	11.0%	14.0%
Kirkwood	27.1%	18.5%
Lemme	14.6%	14.0%
Lincoln	17.0%	16.5%
Longfellow	29.1%	21.9%
Lucas	29.2%	27.9%
Mann	25.9%	19.0%
Penn	7.2%	5.0%
Shimek	23.1%	9.4%
Twain	25.0%	22.7%
Van Allen	14.9%	12.6%
Weber	25.9%	13.3%
Wickham	9.7%	8.0%
Wood	28.6%	23.9%
Junior High School		
North Central	19.1%	14.9%
Northwest	27.5%	15.4%
South East	33.6%	20.9%
High School		
City	44.0%	32.8%
Liberty	43.2%	23.3%
West	38.9%	23.4%
Tate	72.9%	74.9%
Online Program		
ICCSA Online K-12	32.2%	39.3%

Note: Attendance Data- Iowa Department of Education School Performance Profile.
<https://www.iaschoolperformance.gov/ECP/Home/Index>

2023-24 Chronic Absenteeism: ICCSD & State of Iowa

Percentage of students who missed 10% or more school days for any reason, excused or unexcused

	ICCSD		State of Iowa	
	2022-23	2022-23	2023-24	2023-24
All Students	28.0%	25.6%	19.9%	21.6%
Asian	10.7%	16.9%	7.9%	14.8%
Black or African American	40.1%	44.1%	27.9%	37.9%
Hispanic/Latino	40.1%	36.2%	32.0%	30.8%
Native American	40.0%	43.0%	45.0%	36.4%
Multiracial	32.2%	35.2%	25.6%	30.2%
Hawaiian/Pacific Islander	40.0%	52.9%	25.0%	48.6%
White	21.2%	21.4%	13.3%	17.5%
Female				
Male				
IEP	42.5%	35.4%	32.6%	30.5%
Non-IEP				
FRL	41.7%	37.9%	31.3%	31.9%
Non-FRL				
ELL	29.0%	34.5%	23.0%	29.2%
Non-ELL				

Note: Attendance Data- Iowa Department of Education School Performance Profile.
<https://www.iaschoolperformance.gov/ECP/Home/Index>

Key

FRL = Free & Reduced Lunch IEP = Individualized Education Program ELL = English Language Learner
 -- = # is zero or not previously reported --- = # in subgroup is less than 30

2023-24 Average Daily Attendance: ICCSD & State of Iowa

The average daily attendance rate of students across the year. The calculation is based on the total number of days attended in school divided by the total number of days enrolled.

	ICCSD		State of Iowa	
	2022-23	2022-23	2023-24	2023-24
All Students	91.3%	91.8%	93.0%	92.7%
Asian	95.1%	93.8%	95.4%	94.3%
Black or African American	88.7%	87.5%	91.6%	89.2%
Hispanic/Latino	88.8%	89.7%	90.8%	90.9%
Native American	88.2%	88.4%	89.8%	89.4%
Multiracial	90.0%	89.6%	92.1%	90.1%
Hawaiian/Pacific Islander	91.2%	85.9%	92.0%	87.0%
White	92.7%	92.7%	94.1%	93.5%
Female				
Male				
IEP	87.7%	89.8%	90.4%	90.9%
Non-IEP				
FRL	88.3%	89.3%	91.0%	90.6%
Non-FRL				
ELL	91.1%	90.0%	92.8%	91.2%
Non-ELL				

Note: Attendance Data- Iowa Department of Education School Performance Profile.
<https://www.iaschoolperformance.gov/ECP/Home/Index>

Key

FRL = Free & Reduced Lunch IEP = Individualized Education Program ELL = English Language Learner
 -- = # is zero or not previously reported --- = # in subgroup is less than 30

Student Mobility & Stability

Mobility represents the number of entering and exiting incidents divided by the total number of students in the building. If a student enters and exits within the same year, the student is counted as two incidents. This data reflects student turnover within a building.

Stability represents the number of students who were in the building for one calendar year divided by the total number of students in the building. This data reflects the percentage of students who have been in the building for one full calendar year.

The following table represents the K-12 Mobility and Stability rates by building for the 2023-24 school year.

2023-24 Mobility and Stability by Building		
Building	Mobility	Stability
City High	38%	62%
Liberty High	35%	65%
West High	33%	67%
Tate High	78%	22%
North Central MS	13%	87%
Northwest MS	16%	84%
South East MS	14%	86%
Alexander	39%	61%
Borlaug	25%	75%
Coralville Central	26%	74%
Grant	15%	85%
Garner	24%	76%
Hills	33%	67%
Hoover	26%	74%
Horn	32%	68%
Kirkwood	34%	66%
Lemme	20%	80%
Lincoln	24%	76%
Longfellow	29%	71%
Lucas	33%	67%
Mann	28%	72%
Penn	17%	83%
Shimek	25%	75%
Twain	30%	70%
Van Allen	20%	80%
Weber	25%	75%
Wickham	21%	79%
Wood	28%	72%
ICCS Online Program	60%	40%

Note: Mobility and Stability Data: Iowa City Community School District, Infinite Campus Student Information System. (2024). Unpublished internal district data.

District Health Services

The District Health Services staff work with students, families, staff, and the community to ensure that children's health needs are met so that they can attend school and be healthy and ready to learn. The tables below provide data regarding student health concerns and student emergencies that the district health services staff address each year.

2019-2024 Snapshot of Reported Student Health Concerns

	2019-20	2020-21	2020-21	2022-23	2023-24
Asthma	907	827	860	893	908
ADHD/ADD	1,398	869	1,244	1,553	1,612
Seizure Disorder	121	125	136	148	160
Type I Diabetes	36	38	35	34	36
Severe Food Allergies	268	653	269	592	600
Depression	101	87	113	318	325
Anxiety	367	366	399	845	920

2019-2024 Student Accidents, Injuries, and Medications

	2019-20	2020-21	2021-22	2022-23	2023-24
Accidents/Injuries					
Total student accidents/injuries that required further medical evaluation	80	37	115	207	418
Medications					
Number of students taking prescription medication scheduled daily at school	453	195	182	306	497

Note: District Health Service Data: Iowa City Community School District, Infinite Campus Student Information System. (2024). Unpublished internal district data.

Continuum of Services

The school nurses are an integral member of the building team and provide a continuum of services to students. They provide ongoing supervision of all staff whose responsibilities include delivering health services. Special education health paraeducators assist in providing direct care to special education students with more severe health conditions and physical limitations. Building secretaries and health office paraeducators may assist in administering medications and provide basic first aid to students when the nurse is unavailable. The nurses respond to emergency situations in buildings and provide advanced first aid. The nurses also provide direct nursing care to students, care coordination, health record maintenance, and health promotion across the district. Health services staff is involved in community and county collaborative efforts related to the health of our students and families.

The continuum of health services also includes professional development for all staff members. Online training is available to staff for blood borne pathogens, medication administration, and mandatory reporter training. The school nurses supplement this training with individual review of district and state protocols and policies. They also provide information to building staff on a variety of childhood health issues pertinent to students' learning and safety. All coaches and staff members providing direct care to students are trained in CPR. The Health Services department offers CPR training to district staff members.

The following chart summarizes the number of district staff trained in CPR (this does not include BASP staff).

2019-24 Staff Trained in CPR

	2019-20	2020-21	2021-22	2022-23	2023-24
Staff trained in CPR	53	72	109	250	219

Note: District Health Service Data: Iowa City Community School District, Infinite Campus Student Information System. (2024). Unpublished internal district data.

District Health Services *(continued)*

Healthy Kids School-based Health Clinic

The Healthy Kids Clinic offers free healthcare services to students in the Iowa City Community School District who lack access to affordable healthcare or are uninsured. It is funded through contributions from the United Way, an endowment managed by the Community Foundation of Johnson County, and various grants and private donations. By partnering with local organizations, the clinic provides in-kind services and resources to support ICCSD students.

Key services offered include well-child exams, sports physicals, immunizations, illness diagnosis and treatment, x-rays, blood work, health education, medication prescriptions, and referrals to specialty care such as mental health counseling, dental care, and vision care. The clinic also assists families with insurance applications, and all services are provided at no cost. The clinic's mission is to ensure students remain healthy and ready to succeed in school.

During the 2023-2024 school year, the clinic was staffed by a university pediatrician, a family physician, a child psychiatrist, and volunteer specialists, including two pediatricians, a dermatologist, and a pediatric dentist. The primary care clinic served 581 children through 1,215 visits, with nearly 90% of these children being uninsured. The pediatric psychiatric clinic supported 40 students, 33 children were referred for comprehensive eye exams, and 78 children received dental care.

Wellness Policy

The ICCSD Wellness Policy (507.9) was adopted in 2006, to provide direction to the school system for promoting student wellness through health education, physical activity, and the selection of nourishing foods and beverages, as well as to fulfill the requirements of Public Law 108-265, Section 204, and Child Nutrition and WIC Reauthorization Act of 2004. Administrative Guidelines are in place for implementation of this board policy. The District Health Services Manager and Director of Nutrition Services are co-facilitators of the committee.

Ongoing Wellness Committee work included reconvening the committee after the COVID-19 pandemic. The Committee established a schedule to meet three times a year to review goals and oversee the wellness policy and programs; including development, implementation, and periodic review and updates of the district level wellness policy. The district's last triennial assessment of our Wellness Policy was completed on October 31, 2022. The date of the last Wellness policy review was February 13, 2024.

Website address for the policy, updates, and assessment results and/or information on how the public can access copies: [District Wellness Policy](#)

Additional School-based Activity Goals that Promote Student and Staff Wellness

Student and family activities

- Walking/running/workout clubs
- Fuel Up to Play 60
- Run for the Schools
- Bike Rodeos
- Sports Clubs/Intramurals
- Bike and Roll to school
- Hy-Vee Kids Fit at Kinnick

Staff wellness

- Comprehensive health insurance plan offered to staff.
- Including an option of telemedicine service (Doctor on Demand) to members.
- Employee Assistance program, a partnership with Covenant Workplace Solutions, focuses on mental wellness support for staff and their immediate family members.
- Staff flu clinics – sponsored by the Visiting Nurse Association, in every building in the fall of 2023. Influenza (1232) vaccines were administered to staff, their families, students, and parents.
- Staff Health Assessments - April 2024

Wellness Committee Plan for 2024-25

- Educate buildings on wellness policy and guidelines.
- Develop a method to monitor progress towards implementation of the Wellness Policy.
- Recruit volunteer wellness leaders in each school to assist with policy implementation in each building.

Partnerships

Parent Involvement - The District Parents Organization (DPO) is an autonomous group that meets monthly to facilitate and enhance communication throughout the Iowa City Community School District. In addition to working with schools, administration, and the School Board, the DPO facilitates a Candidates' Forum prior to the School Board elections and sponsors the DPO Education Scholarship Reception where deserving teachers, staff, and volunteers are honored, as well as scholarships are awarded to ICCSD seniors who will be pursuing a career in education. The DPO membership is composed of elected officers, a representative from each school in the district, and the president of each school's parent organization.

Volunteer Involvement - The impact and support of parental and community volunteers on the Iowa City Community School District is widespread and profound. Volunteers come from all facets of our community including parents, businesspeople, university students, seniors, and community people. Volunteers work in every school in the district as well as on special district-wide projects to enhance and enrich the curriculum.

Booster Club Donations – The Iowa City Athletic Booster Club is comprised of the Little Hawks Club, the Liberty Lightning Booster Club, and Club West. There are over 800 members between the clubs, and they represent athletes at City, Liberty, and West High Schools and North Central, Northwest, and South East Middle Schools. The funds raised represent half of each school's athletic budget and are the first revenue source used to provide each school with the equipment and supplies needed to serve the more than 3,500 students who participate in the school sports program. The annual Pancake Day and Kinnick Stadium Clean-up are the major fundraisers with contributions which will be divided amongst the middle schools and high schools. Little Hawks Club, Liberty Lightning Booster Club, and Club West have separate projects and furnish volunteers for many of the activities hosted by each school. Funds raised by the Iowa City Athletic Booster Club benefit The Little Hawks Club, Liberty Lightning Booster Club, and Club West.

Music Auxiliary Donations - The Iowa City Music Auxiliary is a district-wide parent support group for the more than 3,000 students who participate in the district's band, chorus, and orchestra programs. The group is governed by a board of directors, comprised of parent representatives from each performing group. Yearly sponsorship donations and a car wash help the district's music faculty provide additional support, equipment, and transportation costs that enhance the students' music education and musical experiences. The auxiliary provides support to the fifth through twelfth-grade performance music programs. Over 850 families support the Music Auxiliary with their generous financial donations.

The Foundation for The Iowa City Community School District - The Foundation for the Iowa City Community School District connects the community with our schools to ensure EVERY student has extraordinary learning experiences. Together the Foundation works with the ICCSD to empower teachers and district staff and inspire students to learn. Money raised through the Foundation does not replace district funding from local, state, and federal sources. In fiscal year 23-24, the Foundation processed 6,628 gifts and provided \$1,036,841 in support to the ICCSD.

Grant Wood Area Education Agency - Grant Wood Area Education Agency (AEA) works in partnership with the ICCSD to provide educational services, programs, and resources for improving the learning outcomes and well-being of all children and youth. AEA staff members serve children from birth to age 21, families, educators, and communities. Grant Wood AEA provides services in nine areas: curriculum, instruction, and assessment; instructional media; professional development; leadership; multicultural, gender-fair; school and community planning; school management; school technology; and special education.

Workplace Learning Connection - The Workplace Learning Connection (WLC) is a department of Kirkwood Community College providing work-based learning services to the K-12 districts in the Grant Wood Area Education Agency region. WLC connects Economic Development, Chambers of Commerce, local businesses, and industry partners to coordinate relevant volunteer opportunities supporting the next-generation workforce. Through these experiences, students gain career awareness, essential skill development, explore career options and interests while they engage in high quality career connected learning programming. The partnership serves as a single point of contact for schools and employers that supports student job shadowing, student internships, teacher professional development, worksite tours,

Partnerships *(continued)*

career speakers, and a variety of middle and high school career events. The goal of their intermediary work is to support K-12 districts in guiding students along their career path, so they are better informed, prepared, and aligned to pursue those paths successfully.

Conclusion

The 2023-2024 Annual Progress Report highlights key trends and achievements across several educational performance indicators for the district. Notably, there has been increased proficiency in reading, signaling positive academic growth in this area. However, the report also identifies a decrease in proficiency and growth in math, indicating the need for focused attention and resources in this subject. Reading growth has been consistent across student cohorts, and there has been a decrease in proficiency gaps across demographic subgroups in reading, indicating progress towards our equity goal within the strategic plan.

ICCSd has made significant strides in addressing chronic absenteeism, with a decrease in the number of students who are chronically absent, reflecting improved student engagement and attendance practices. Additionally, all schools within the district have achieved certification in Level 1 of High Reliability Schools, demonstrating a strong commitment to high standards and continuous improvement in safe and supportive school environments.

In terms of discipline, the district's student suspensions are the third lowest among the other UEN schools, indicating successful efforts in maintaining a positive school climate and minimizing disruptions to learning. Furthermore, the Teaching and Learning departments are working collaboratively to foster a culture of high expectations, with a focus on ensuring sustained academic progress and tangible results for all students.

In summary, the district is making commendable progress in academic performance, student engagement, and operational excellence, while continuing to address areas for improvement.