Iowa City Community School District

ANNUAL PROGRESS REPORT

2024 - 2025

IOWA CITY COMMUNITY SCHOOL DISTRICT

All In for All Kids

Table of Contents

Board of Directors p. 3

List of Schools p. 4

Glossary of Terms p. 6

District Demographics p. 7

Board of Directors Goals, Strategic Plan, and Portrait of a Graduate p. 11

Teaching and Learning Introduction p. 13

- Curriculum, Instruction, and Assessment p. 14
- Education Services & Student Success p. 16
- Health Services p. 19
- Preschool p. 22
- Professional Development p. 23
- Special Education p. 25
- Student & Family Supports p. 27

Partnerships p. 29

Closing p. 32

Appendix A: Student Academic Achievement p. 33

Appendix B: Student Behavior Data p. 54

Appendix C: Student Attendance p. 61

Appendix D: Student Health Services Data p. 63

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

Annual Progress Report

The Annual Progress Report serves to provide a summary of the State of the District for the 2024-25 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
Ruthina Malone	President
Molly Abraham	Vice-President
Charlie Eastham	Director
Shawn Eyestone	Director
Jayne Finch	Director
Mitch Lingo	Director
Lisa Williams	Director
Matt Degner	Superintendent

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

List of Schools

Secondary Schools

City High School 1900 Morningside Drive, Iowa City 319-688-1040	**Liberty High School** 1400 S. Dubuque Street, North Liberty 319-688-1350	**West High School** 2901 Melrose Avenue, Iowa City 319-688-1050
Tate High School 1528 Mall Dr., Iowa City 319-688-1080	**North Central Middle School** 180 E. Forevergreen Road, North Liberty 319-688-1210	**Northwest Middle School** 1507 8th Street, Coralville 319-688-1060
Southeast Middle School 2501 Bradford Drive, Iowa City 319-688-1070	**ICCSD Online** 2255 N. Dubuque Rd., Iowa City 319-688-1080	

Elementary Schools

Alexander Elementary School 3571 Sycamore Street, Iowa City 319-688-1095	**Borlaug Elementary School** 1000 Kennedy Parkway, Coralville 319-688-1155	**Coralville Central School** 501 6th Street, Coralville 319-688-1100
Garner Elementary School 80 Birch Street, North Liberty 319-688-1190	**Grant Elementary School** 1000 Centro Way, North Liberty 319-688-1500	**Hoover Elementary School** 1355 Barrington Rd, Iowa City 319-688-1110
Horn Elementary School 60 Koser Avenue, Iowa City 319-688-1115	**Kirkwood Elementary School** 1401 9th Street, Coralville 319-688-1120	**Lemme Elementary School** 3100 Washington Street, Iowa City 319-688-1125
Lincoln Elementary School 300 Teeters Court, Iowa City 319-688-1130	**Longfellow Elementary School** 1130 Seymore Avenue, Iowa City 319-688-1135	**Lucas Elementary School** 830 Southlawn Drive, Iowa City 319-688-1140

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

Mann Elementary School 521 N. Dodge St, Iowa City 319-688-1145	**Penn Elementary School** 230 N. Dubuque Street, North Liberty 319-688-1150	**Shimek Elementary School** 1400 Grissel Place, Iowa City 319-688-1160
Twain Elementary School 1355 DeForest Avenue, Iowa City 319-688-1165	**Van Allen Elementary School** 170 Abigail Avenue, North Liberty 319-688-1185	**Weber Elementary School** 3850 Rohret Road, Iowa City 319-688-1170
Wickham Elementary School 601 Oakdale Boulevard, Coralville 319-688-1175	**Wood Elementary School** 1930 Lakeside Drive, Iowa City 319-688-1180	**ICCSD Online** 2255 N. Dubuque Rd., Iowa City 319-688-1080

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

Glossary of Terms

Acronym	Meaning	Acronym	Meaning
AP	Advanced Placement Tests	**ISASP**	Iowa Statewide Assessment of Student Progress
BASP	Before and After School Program	**ISPP**	Iowa School Performance Profile
CBA	Comprehensive Behavior Approach	**IVRS**	Iowa Vocational Rehabilitation Services
CFI	Center for innovation	**MTSS**	Multi-Tiered System of Supports
CISM	Critical Incident Stress Management	**ODR**	Office Discipline Referrals
CSTAG	Comprehensive School Threat Assessment Guidelines	**PAES**	Practical Assessment Exploration System
CTE	Career Technical Education	**PBIS**	Positive Behavior Interventions & Supports
DIF	District Incident Form	**PD**	Professional Development
DDSDP	District Developed Service Delivery Plan	**PSE**	Post Secondary Expectations
FRL	Free-Reduced Lunch Status	**SEBH**	Social Emotional Behavior Health
FTE	Full Time Equivalency	**SDI**	Specially Designed Instruction
HRS	High Reliability Schools	**SWVPP**	State-wide Voluntary Preschool Program
IEP	Individualized Education Plan	**UEN**	Urban Education Network
IRC	Industry Recognized Credentials	**WBL**	Work-Based Learning

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

District Demographics

Enrollment

The district certified weighted enrollment for the 2024-25 school year was 14,550.60 students. This is an increase of **1.2%** from the previous year.

2024-25 Certified Weighted Enrollment

Enrollment Category	Enrollment
Resident Public Students Attending	14,177.50
Resident Public Students Attending Another Iowa Public School District	352.70
Non Public Shared Time & Competent Private Instruction Students Dual Enrolled for District Classes	20.25
Non Public Shared time & Competent Private Instruction Students Dual Enrolled for Post-Secondary Education Option Classes	0.10
Actual Enrollment (Certified Weighted Enrollment)	14,550.55

Note: Iowa Department of Education (2025). *2024-2025 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.

2020-25 Free and Reduced Lunch Rates

Year	Percentage of Enrollment
2024-25	41.1%
2023-24	42.2%
2022-23	40.7%
2021-22	39.1%
2020-21	36.8%

Note: Iowa Department of Education (2025). *2024-2025 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

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

Race/Ethnicity

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

2020-25 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
2024-25	5.0%	24.0%	14.0%	6.0%	---	---	51.0%
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%

Note: Enrollment Trends -Iowa City Community School District, Infinite Campus Student Information System. (2025). Unpublished internal district data. **Key:** --- = # in subgroup is less than 1

Special Education

In accordance with the Individuals with Disabilities Education Act and Iowa eligibility standards, the Iowa City Community School District serves eligible individuals as directed by the student's Individualized Education Plan (IEP). According to the state's enrollment Reports from December 2023–24 and December 2024–25, there was a 0.5% increase in the number of eligible individuals served, rising from 1,627 students in 2023–24 to 1,782 students in 2024–25.

2020-25 Special Education Enrollment

Year	Students	Percent of Enrollment
2024-25	1,782	11.9%
2023-24	1,627	11.4%
2022-23	1,572	11.0%
2021-22	1,347	9.0%
2020-21	1,360	9.8%

Note: Iowa Department of Education (2025). *2024-2025 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

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

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, Portuguese, Chinese, 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.

2020-25 English Language Learners Enrollment

Year	Number of ELL Students
2024-25	2,156
2023-24	1,981
2022-23	1,913
2021-22	1,841
2020-21	1,745

Note: Iowa Department of Education (2025). *2024-2025 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.

2020-25 Extended Learning Program Enrollment

Year	Number of ELP Students
2024-25	1,605
2023-24	1,601
2022-23	1,715
2021-22	1,906
2020-21	1,730

Note: Iowa Department of Education (2025). *2024-2025 Iowa Public School Talented and Gifted (TAG) Count by District and Grade.xlsx.* https://educate.iowa.gov/pk-12/data/education-statistics

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

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, private tuition and a private donor who supported the addition of a tuition-free classroom at Horn Elementary for the 2024-25 school year. The ICCSD was a recipient of the SWVVP 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 SWVVP. The preschool enrollment for the past 3 years is summarized in the table below.

2022-25 Preschool Program Enrollment

Year	Students Funded by SWVPP	Students Other funding	Students Total
2024-25	486	165	651
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. (2025). Unpublished internal district data

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

Board of Directors Goals, Mission Statement & Strategic Plan

Board of Directors Goals & Objectives (Board Policy 600.G1)

The district will ensure that students become responsible, independent, lifelong learners capable of making informed decisions in a democratic society as well as in the dynamic global community. These goals and objectives are reflected in the **District Strategic Plan** and **Portrait of a Graduate**.

Mission Statement

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

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.

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

Introduction: Teaching & Learning Report

The Iowa City Community School District's Teaching and Learning Department is foundational to student achievement and educational excellence across the District. This Department provides critical leadership, guidance, and support to ensure all students are equipped with the knowledge, skills, and experiences necessary for success. Under the direction of the Executive Directors of Elementary and Secondary Schools, this team is made up of directors, coordinators, specialists, and instructional leaders who collaborate to support student-centered learning.

While the work of this Department is highly integrated and collaborative, it is organized across several key departments and focus areas:

- Curriculum, Instruction, and Assessment
- Educational Services and Student Success
- Health Services
- Preschool
- Professional Development
- Special Education
- Student and Family Supports

Each of these areas plays a vital role in the continuous improvement of teaching and learning throughout the District. The staff in the Teaching and Learning Division work closely with school leaders, educators, students, and families to ensure the curriculum is rigorous, inclusive, and aligned to state standards, and that every student is supported in achieving their full potential.

Much of the Department's work happens in partnership with schools and behind the scenes—developing curriculum, delivering training, analyzing data, designing interventions, and building systems of support. This is intentional. The Department is committed to creating a seamless, equitable educational experience that ensures every one of the District's nearly 15,000 students receives the instruction and support they need to thrive.

This **Annual Progress Report** highlights key initiatives, milestones, and achievements from each department. While it cannot capture every aspect of the work being done, it reflects the commitment, collaboration, and impact of the dedicated professionals who support the academic and social-emotional success of all students. The Iowa City Community School District is proud of the meaningful work led by the Teaching and Learning Department and grateful for the dedicated individuals who bring this work to life every day.

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

Curriculum, Instruction, and Assessment

The Curriculum, Instruction, and Assessment Department, with 24 Coordinators and Content Leads, supports curriculum development and instructional materials for students districtwide. The team collaborates with educators to align with priority standards, reflect on teaching practices, and improve student achievement. The department actively contributes to enhancing educational programs through curriculum development, instructional strategies, assessments, data analysis, professional development, and collaboration with educators and administrators.

2024–2025 Highlights

- **Proficiency Scales Development and Pilot:** During the 2024–2025 academic year, the department made significant progress in advancing a guaranteed and viable curriculum through the development and pilot of proficiency scales in K–5 core content areas. These scales established clear expectations for student learning, provided a consistent framework for assessment, and equipped educators with tools to plan targeted instruction. This initiative not only strengthened academic coherence across grade levels but also supported differentiated instruction to meet the needs of all learners.
- **Middle School Math Adoption:** Following a two year review and pilot, the district adopted Illustrative Math for grades 6 through 8. This curriculum equips educators with tools for rigorous and engaging instruction, ensuring consistency across elementary and middle schools.
- **Expansion of Work-Based Learning and Internships:** The district expanded opportunities for students to connect classroom learning with real-world experiences by integrating work-based learning components into multiple courses. In addition, new internship opportunities allowed students to explore career pathways, gain practical skills, and establish early professional connections. These efforts reflect a commitment to preparing students for future college and career readiness by bridging academic content with authentic workforce experiences.

2025–2026 Focus Areas

- **Science and World Languages Curriculum Review:** The upcoming year will prioritize a comprehensive review of the Science and World Languages curricula. This process will focus on evaluating current curriculum implementation while piloting new instructional materials to ensure alignment with district standards and student needs. The review will inform long-term decisions that strengthen instructional practices and enhance student engagement in these key content areas.
- **Two-Year Associate Degree Program:** The district is launching an initiative that enables high school students to graduate with both a ICCSD diploma and an Associate Degree. Through carefully designed dual-enrollment opportunities, students will complete college-level coursework while still in high school. This program provides students with a head start on their academic and professional journeys.
- **Health Academy at the Center for Innovation:** To further expand career pathways, the district will integrate the Kirkwood Health Academy at the Center for Innovation. Students interested in

health-related professions will have the opportunity to take dual-enrollment courses, gain exposure to healthcare careers, and participate in hands-on experiences that prepare them for success in both college and the workforce.

Educational Services & Student Success

The Office of Educational Services and Student Success (OESSS) was created to help every student feel supported and ready to learn. Guided by the principles of High Reliability Schools (HRS) Level 1, Safe, Supportive, and Collaborative Schools, the department is committed to strengthening the conditions that allow teaching and learning to flourish. Led by the Executive Director of Educational Services and Student Success, the office provides overall direction for student services across the district. Working closely with the Director of Student Services, the team strengthens systems that help schools maintain academically ready environments, reduce safety concerns for students and staff, and provide consistent support across buildings. This coordinated approach has already led to clearer processes for schools and quicker responses for students with the greatest needs.

The department includes several coordinators who play important roles in supporting schools and families. The Senior Coordinator for Student Success ensures that programs and services are aligned and effective across the district. The Restorative Justice Coordinator helps schools resolve conflict, strengthen relationships, and reduce suspensions, leading to fewer repeated behavior issues and healthier school climates. Additional team members, including the Student Success & Support Coordinator, Student and Community Support Coordinator, and Student Services Coordinator, focus on keeping students engaged in school, improving attendance, and ensuring families are connected with the right resources at the right time.

The office also includes a Student Services Specialist, who provides day-to-day support and helps monitor the progress of student support systems. Together, the team offers both leadership and hands-on assistance, resulting in consistent follow-up with families, stronger communication between schools and community partners, and improved outcomes for students. Through this work, the Office of Educational Services and Student Success is equipping staff with practical tools to respond effectively, creating safer, more supportive school environments where students can thrive and stay on track academically.

2024–2025 Highlights

Restorative Practices & Discipline

- Introduced districtwide restorative reentry process for students returning from suspension.
- Expanded restorative practices districtwide through multiple professional development opportunities, resulting in consistent use of circles, conferences, and mediation.
- Restorative reentry meetings and cross-departmental collaboration on CBA revisions contributed to a 10.22% decrease in suspensions, marking a three-year all-time low.
- Increased use of alternatives to suspension and added student supports, including restorative interventions and reentry planning.

Student & Staff Supports

- Added staff to increase Social, Emotional, and Behavioral Health (SEBH) and Social Emotional Learning (SEL) presence in classrooms.

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

- Behavior Interventionists (BIs), Educational Intervention Strategists (EIS), and school facilitators received ongoing coaching in restorative practice and behavior management, strengthening capacity for proactive conflict resolution.
- Implemented Controlled Substance Evaluations to ensure students receive support, resources, and intervention when substance-related concerns arise.
- Introduced Navigate360 Compass lessons to strengthen student learning in areas of safety, well-being, and decision-making.

Bullying, Harassment & Safety

- Increased student use of the Say Something anonymous reporting system, contributing to an 18% decrease in bullying/harassment incidents (supported by consistent investigations and student lessons).
- Recorded a 56% increase in total reports (168 via Say Something, 392 On Call Alerts, 44 via district website), allowing staff to intervene earlier in cases of self-harm, threats, and victimization.
- Expanded preventive use of the CSTAG model with 1,012 structured investigations by principals addressing bullying, harassment, and threat assessment.

Community & Climate

- Convened monthly community SST meetings with partners to coordinate support for students and families.
- Led HRS Level 1 walkthroughs with principals and district leaders, revising and expanding the rubric for a more comprehensive review of safety and culture.
- Achieved 100% school participation in walkthroughs during the 2024–25 school year.
- Partnered with the Curriculum and Language departments to strengthen support for immigrant families.

Attendance

- Chronic absenteeism reduced from 28% in 2021–22, to 19.9% in 2023–24, and an estimated 11% in 2024–25, driven by early notification, prevention plans, increased awareness of attendance laws, and county partnerships.
- District chronic absenteeism rate ranked third lowest among Urban Education Network (UEN) schools for 2023–24.

Positive Outcomes

- District suspension rates were the third lowest among UEN schools, reflecting a stronger school climate and fewer disruptions to learning.

Charts (Attendance) for slides if desired
Discipline info/ Threat Assessment:

2025–2026 Focus Areas

- Expand professional development for staff.
- Reduce bullying and harassment by strengthening prevention strategies, increasing student engagement, and ensuring consistent reporting, investigation, and follow-up practices.

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

- Enhance professional development for staff and building leadership teams with targeted training in CSTAG implementation, threat assessment best practices, bullying and harassment prevention, and restorative practices.
- Refine and expand threat assessment processes by continuing to use CSTAG with fidelity, strengthening collaboration among school teams, and ensuring timely interventions when students present safety concerns.
- Strengthen community partnerships to expand resources, improve connections, and coordinate support for students and families, particularly in cases involving student safety and well-being.

Health Services

School nurses are vital members of each school team, providing a comprehensive range of health services that support both student well-being and academic success. They oversee and guide all staff involved in delivering health services across the district. Special education health paraeducators assist in providing direct care for students who have significant health needs or physical limitations. In the nurse's absence, building secretaries and health office paraeducators may step in to administer medication and provide basic first aid.

In addition to responding to medical emergencies and delivering advanced first aid, school nurses provide direct nursing care, coordinate care among providers and families, maintain student health records, and promote wellness throughout the district. Health Services staff also contribute to community and county-wide initiatives that strengthen the health of students and families.

Professional development is a key part of this continuum of services. Staff receive online training in areas such as bloodborne pathogens, medication administration, and mandatory reporting. School nurses supplement this training through individualized reviews of district and state health policies and protocols, and by offering education on childhood health conditions that can affect learning and safety.

District Health Services staff work in collaboration with students, families, school personnel, and the community to ensure children's health needs are met, helping them attend school consistently, stay healthy, and be ready to learn.

Healthy Kids School-Based Health Clinic

The Healthy Kids Clinic provides free healthcare services to students in the Iowa City Community School District who are uninsured or lack access to affordable care. The clinic is supported by funding from United Way, an endowment managed by the Community Foundation of Johnson County, and a variety of grants and private donations. Through partnerships with local organizations, our clinic is also able to offer in-kind services and additional resources to support ICCSD students.

Key services include well-child exams, sports physicals, immunizations, diagnosis and treatment of illnesses, X-rays, lab work, health education, prescriptions, and referrals to specialty care such as mental health counseling, dental services, and vision care. The clinic also supports families with insurance enrollment. All services are provided free of charge. The clinic's mission is to keep students healthy so they are prepared to learn and succeed in school.

During the 2024-25 school year, the clinic was staffed by a university pediatrician, a family physician, a child psychiatrist, and volunteers who provided pediatric care, dermatology, and pediatric dentistry.

School-Based Medicaid Program

Iowa's School-Based Medicaid program allows school districts, Area Education Agencies, and the Early ACCESS program to receive reimbursement for medically necessary health-related services provided to Medicaid-eligible students as part of their Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP). Covered services may include therapies, nursing, psychological support, paraeducator support for health and/or behavioral supports, and transportation, with reimbursement based on actual costs. Schools must obtain parental consent, maintain detailed documentation, and return the state's share of the reimbursement to the Department of Health and Human Services. This program helps Iowa schools offset the cost of required special education and health services while ensuring compliance with state and federal regulations.

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 the implementation of this board policy. The District Health Services Manager and Director of Nutrition Services are co-facilitators of the committee.

The Committee meets 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 March 11, 2025.

2024–2025 Highlights

- Provided healthcare services to support the students with parent-reported health conditions, including the development of individualized health plans and emergency plans when appropriate.
- Documented 15,766 student health office visits.
- Transitioned student health assessment forms to an electronic platform in Infinite Campus.
- Certified all School Nurses as Stop the Bleed Instructors (they are already American Heart Association CPR instructors).
    - Offered American Heart Association CPR classes in every school, certifying 199 Staff members in CPR.
    - 4 additional schools obtained their Heart Safe School Designation through the UIHC Project Adam Program; 7 total schools have achieved this designation.
- Our Medicaid team processed Medicaid Reimbursement Claims for approximately 200 students (this number varies month-to-month), bringing in over $3.4 million in reimbursements.
- Healthy Kids School-Based Clinic served 597 children through 1,243 visits, with nearly 90% of patients being uninsured.
    - The pediatric psychiatric clinic supported 40 students.

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

- 24 patients were referred for comprehensive eye exams.
- 42 patients received dental care.

2025–2026 Focus Areas

- Continue to provide healthcare support to students in school to promote learning in the classroom.
- Expand staff training in CPR and continue to work toward each school obtaining Heart Safe School Designation through the UIHC Project Adam Program.
- Refine and expand our health services program, continue work on creating an efficient way to identify students with physical and/or mental health needs, and ensure needs are met.
- Continue to improve data tracking of student health visits, conditions, and outcomes to guide decision-making.

Preschool

The Iowa City Community School District offers a comprehensive preschool program serving children from age three until they are kindergarten eligible. Students who are three years old attend half-day preschool, while four-year-old students have the option of half-day or full-day programming. Half-day preschool is provided to four-year-old students at no cost to families through the Statewide Voluntary Preschool Program. The district piloted a tuition-based full-day option at six sites during the 2024–2025 school year, with tuition assistance available based on family income. Beginning in the 2025–2026 school year, full-day preschool opportunities will be expanded to all elementary schools.

All preschool classrooms are led by licensed teachers who are dually certified in Early Childhood Education and Special Education, ensuring that every child has access to high-quality instruction and inclusive practices. Research consistently shows that preschool participation strengthens school readiness and leads to higher levels of academic success throughout a student's K–12 education and beyond. The Iowa City Community School District is committed to expanding access to early childhood education, recognizing it as an essential foundation for long-term student achievement.

2024–2025 Highlights

- Preschool option at every elementary school
- Pilot for full-day classrooms (6 classrooms)
- Increase in enrollment in our district classrooms (535 to 602)

2025–2026 Focus Areas

- Launched full-day preschool in every elementary school (increased to 25 full day programs and 10 AM/PM)
- Added 10.5 FTE (preschool teachers)
- Current enrollment: 620
- Gross Motor kits funded by the Curriculum Department
- Outdoor Play equipment funded by the ICCSD Foundation
- Before and After School programming in 12 buildings
- Preparation for Before and After School Programs in all buildings 2026-2027

Professional Development

The Office of Professional Development (OPD) supports the Iowa City Community School District's goal of being a destination district by offering high-quality, widely accessible learning opportunities that make staff want to join and stay.

In 2024–25, professional development shifted from a department-by-department approach (where each team designed and delivered training in isolation) to a districtwide system. The OPD broadened access so all staff can engage in consistent, high-quality learning, regardless of department. In its first year, the OPD:

- Established standards of practice for designing and delivering professional learning
- Trained all district leaders on those standards
- Developed scaffolds and templates to support leaders in creating PD
- Launched a centralized calendar for staff to find and access sessions
- Continued the ICCSD tradition of individualized professional development with 73% of teachers meeting with an instructional coach for an average of 6 meetings per year
- In collaboration with Teaching & Learning Directors, aligned PD for instructional coaches and building administrators PK-12

The focus for 2024-25 was on centralizing existing opportunities. Over the next two years, the OPD will expand both the number and types of offerings available.

The OPD will use data to guide and evaluate its work, tracking measures such as:

- Number and types of PD sessions (workshops, coaching cycles, asynchronous, conferences)
- Post-session survey ratings and improvement trends over time
- Changes in classroom practice, reported by teachers, coaches, and administrators
- Number of educators earning micro-credentials, certifications, or Professional Growth Credits
- Retention rates for new and career educators
- Year-over-year participation growth

2024–2025 Highlights

- Launched the Office of Professional Development to provide consistent, high-quality learning for all staff across the District.
- Equipped District leaders with tools and training to design and deliver engaging professional learning experiences for their teams.
- Clarified common definitions for "curriculum," "instruction," "achievement," and "assessment" to align work in collaborative teams across our District
- Established a data-driven approach to professional development by gathering feedback and using results to improve future learning. Positive impact is already clear:
    - 93% of secondary teachers agreed or strongly agreed that the August 20 learning helped them understand commonly used curriculum vocabulary.

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

- 86% of secondary teachers agreed or strongly agreed that the same session helped them better understand District goals.

Together, these efforts move towards teachers being more prepared and aligned, leading to students experiencing more consistent, effective instruction across our schools.

2025–2026 Focus Areas

- Expand both the number and types of PD offerings available for all staff
- Launch a centralized professional development hub so all staff can easily find and access learning opportunities.
- Offer differentiated learning pathways that allow teachers to earn professional growth credits toward lane changes while meeting their unique needs.
- Support new educators through a yearlong cohort, meeting quarterly for reflection, resource-sharing, and a book study—building community, normalizing early-career challenges, and aligning growth with District goals.
- Provide Cognitive Coaching training to leaders and coaches to strengthen self-directedness and reflective practice across our teaching staff.

Special Education

The department of Special Education leads district efforts to ensure every learner has access to high-quality, individualized supports that foster academic, social-emotional, and postsecondary success. At the center of this work is a commitment to inclusive practices, equitable access to opportunities, and fostering student independence. Our team partners with educators, families, and community organizations to ensure that supports are data-driven, responsive, and aligned to each student's Individualized Education Program (IEP).

The Special Education leadership team is a responsive, collaborative, and student-centered group committed to ensuring every learner thrives. Grounded in integrity and guided by data, we lead with purpose, partnering with teachers, paraeducators, and families to provide high-quality, specially designed instruction and transition supports. We believe deeply in our students' potential and in the expertise of our educators. Together, we foster shared responsibility, high expectations with high support, and a culture of reflection, celebration, and collective problem-solving.

2024–2025 Highlights

- **Expanded Professional Learning for Staff**: Delivered targeted professional development for paraeducators and teachers.
- **Instructional Cohorts**: Launched secondary instructional cohorts in SEBH, literacy, and math, creating opportunities for middle school teachers to strengthen practices in inclusive instruction and intervention.
- **Inclusive Practices and Programs**: Strengthened co-teaching models, Peer-to-Peer programs, and the Transition Alliance Program (TAP) Summer Program to promote inclusive opportunities, skill development, and student engagement across settings.
- **Career and Postsecondary Readiness**: Expanded student access to Career and Technical Education (CTE) opportunities and implemented a PAES (Practical Assessment Exploration System) lab at Liberty to foster hands-on learning and independence.
- **Systems of Support and Safety**: Enhanced alignment of master scheduling practices to support collaboration and conditions for success. We also advanced Chapter 103 compliance to ensure safe and supportive environments for students and staff.
- **Community Engagement**: Strengthened community partnerships to expand opportunities and supports for students with disabilities, reinforcing the shared responsibility for student growth and independence.
- **Strengthened Administrator Capacity in DDSDP** Engaged LEA administrators in structured learning around service alignment, placement decision-making, and the continuum of services to ensure IEP services meaningfully match student needs and goals.
- **Use of the Student Independence Map (SIM) for Data-Driven Resource Allocation.** Through the use of the SIM, leaders increased their capacity to apply data systematically in making equitable, compliant resource allocation decisions. This work reinforced the importance of aligning paraeducator services with student needs and developing fading plans that promote student independence.

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

2025–2026 Focus Areas

- **Scaling Instructional Cohorts and Professional Learning**: Expand instructional cohorts and provide more intensive, targeted professional development for teachers and paraeducators, building capacity in delivering high-quality, individualized Specially Designed Instruction (SDI).
- **Strengthening Transition Services**: Increase implementation of individualized transition services aligned to students' postsecondary goals and Individual Career and Academic Plans (ICAP), ensuring stronger alignment between transition supports and Postsecondary/Secondary Education (PSE) opportunities.
- **Promoting Student Independence**: Expand PAES lab opportunities and ensure that IEPs for students receiving paraeducator support include clearly defined, data-informed plans to promote student independence.
  Data-Informed IEP Development: Ensure all IEP teams use multiple data sources to develop individualized services, supports, and goals, leading to improved IEP quality, stronger compliance, and more effective implementation of supports.
- **Deepening DDSDP Understanding and Implementation:** Build collective capacity to apply DDSDP with fidelity by embedding it into IEP facilitation, resource allocation, and service planning. Focus on ensuring services are not only compliant but also strategically aligned to promote equitable access, student growth, and independence across the continuum of services.
- **Advancing Data-Informed Resource Allocation and Independence Planning:** Continue to embed SIM practices into IEP facilitation and service planning to strengthen the quality of resource allocation decisions. A central focus will be ensuring paraeducator assignments are paired with clear, data-driven fading plans in IEPs, supporting students in building independence and reducing over-reliance on adult support across the continuum of services.

Student & Family Supports

The Office of Student & Family Supports leads many aspects of the MTSS process for Social, Emotional, Behavioral Health (SEBH) which encompasses a wide range of services, programs, and supports. At the center is the integration of Social Emotional Learning (SEL), and Positive Behavioral Interventions and Supports (PBIS) with mental health and wellness. Our team supports this integration, alongside other non-instructional services, with an overall goal of enhanced family engagement throughout the school experience. Services and supports that fall under the leadership of this team, beyond what is noted above, includes: Universal SEL Screening; SEBH Universal Instruction and 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 our internal Critical Incident Stress Management (CISM) Response Team.

The Student & Family Supports team is led by a Sr. Coordinator and includes two SEBH Coordinators that work in close partnership with the Curriculum team, one part time Coordinator who focuses on supporting our BASPs, and two Sr Specialists: one who oversees SFA programming as well as McKinney-Vento and Fostering Connections federal programs and the other who oversees Language Access Services as well as our Migratory Education federal program. This year we also expanded the team to include a district-wide, Spanish speaking SFA.

2024–2025 Highlights

- **Social Emotional Behavioral Health:** Development of a Collaborative Team that focused on implementation of support across all tiers.
    - All schools completed annual PBIS implementation fidelity measures: Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS). Districtwide data includes gains in implementation features (percentage) across all three tiers at both elementary and secondary levels. According to these fidelity measures, Tier 1 is implemented with fidelity across the entire district.
    - Differentiated SEBH, PBIS & SEL training and professional development for building teams aligned to HRS included meeting foundations, data-based decision making, universal practices, and intervention data entry/progress monitoring, in addition opportunities for classroom teachers focused on PBIS & SEBH evidence-based classroom practices.
    - Targeted professional development for our high school counseling team focused on demonstrating the impact of their work by using both data and compelling narratives which culminated in an end of year counselor showcase.
    - 2,636 students and their families were supported by SFAs through targeted case management, including strengthened outreach to our Spanish speaking families with the introduction of our new district-wide SFA
    - 612 students were referred to a range of mental health services and supports provided through multiple partner agencies

  - Before and After School Program (BASP) accessibility increased with 168 students accessing Bridge Care scholarships and an additional 18 students receiving MKV targeted scholarships to attend after school programs with our partner BASPs

- **Federal Programs:** Formalized procedures for identification of students who qualified for support under McKinney-Vento, Fostering Connections or Migrant Education Programs.
  - 494 students were verified as McKinney-Vento (MKV) or Fostering Connections eligible
  - 50 students qualified for support under the Migrant Education Program

- **Language Access Services:** Increased access and use of multiple translation and interpretation tools aimed at supporting increased communication and family engagement.
  - 715 In-person interpreter meetings were held with a 70% fill rate across all requests
  - 3,322 calls in 27 languages were supported with over-the-phone interpretation
  - 1,643,866 TalkingPoints messages were exchanged between families and school personnel
  - 400 documents were translated into our top 6 languages (Spanish, Arabic, French, Swahili, Chinese and Portuguese)
  - Hands Up Video Remote Interpretation (VRI) was piloted and very positively received by both families and staff; this resource will be available district-wide moving forward

2025–2026 Focus Areas

- Advance the work of the internal Critical Incident Stress Management (CISM) team that assists with stabilization of the learning environment following emergency crisis situations.
- Expand access in Before and After School Programs (BASP) at all 20 elementary school sites to include preschoolers.
- Sustain and deepen the integration of the SFA role within the MTSS framework targeting student success, effective family engagement, and promoting caregiver partnerships with school, including a continued focus on targeted outreach to our Non-English speaking families.
- Extend the current Language Access Services menu to include TranslateLive Instant Language Assistant (ILA) translation technology and the use of ValidateME for foreign transcript review.
- Enhance collaboration across departments to realign certain services and supports historically provided by the Student & Family Supports team.

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 comprises 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 Southeast 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. Kinnick Stadium Clean-up is the major fundraiser with proceeds 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, composed 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. A total of 174 gifts were passed through to the Music Auxiliary.

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

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

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. The Foundation awarded 176 Excellence Fund grants supporting every school and grade level in the District. The Foundation also awarded 123 scholarships and monetary awards for ICCSD students and staff. In fiscal year 24-25, the Foundation processed 6,290 gifts and raised $1,553,743 for the ICCSD.

Grant Wood Area Education Agency

Grant Wood Area Education Agency (GWAEA) provides a broad range of services and supports to the Iowa City Community School District in accordance with state and federal law. These services are designed to improve teaching and learning, strengthen district capacity, and support students, families, and staff. GWAEA staff members serve children from birth through age 21, as well as families, educators, and communities.

Key services include:

- **Special Education Support**: GWAEA provides specialists—such as school psychologists, speech-language pathologists, occupational and physical therapists, consultants for autism and behavior, and itinerant teachers of the deaf/hard of hearing and visually impaired—to support students' individualized education programs (IEPs).
- **Instructional Services**: Professional learning, coaching, and curriculum support are offered to teachers and administrators in literacy, math, science, technology integration, and early childhood education.
- **Media and Technology Services**: Access to instructional media resources, digital content, assistive technology, and technical support for schools.
- **Leadership and School Improvement**: Consultation and facilitation for district and school improvement planning, data analysis, and implementation of evidence-based practices.
- **Family and Community Engagement**: Support for families to navigate special education processes, access resources, and partner effectively with schools.

Through these services, Grant Wood AEA works collaboratively with Iowa City Community School District staff to ensure equitable access to high-quality instruction and support for all students.

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, 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.

Iowa Vocational Rehabilitation Services (IVRS)

Iowa Vocational Rehabilitation Services (IVRS) partners with the Iowa City Community School District to provide transition-focused services that prepare students with disabilities for postsecondary success. IVRS connects schools, families, and community agencies with employers and training opportunities to support skill development, career readiness, and pathways to employment. Through this partnership, students gain access to individualized career planning, work-based learning experiences, job exploration, and support in developing essential employability skills. Together, IVRS and the district coordinate services such as job shadows, internships, career counseling, and workplace readiness training, ensuring that students build independence and confidence as they transition from high school to adult life. The goal of this collaboration is to align supports and opportunities so that all students with disabilities are better informed, prepared, and equipped to pursue meaningful careers and postsecondary options successfully.

Junior Achievement

Junior Achievement programs integrate with ICCSD career exploration curriculum, providing ICCSD students with diverse and engaging hands-on learning experiences. By aligning with the Future Ready Iowa Initiative, these JA programs enhance work readiness, financial literacy, and entrepreneurship education. Junior Achievement programs equip students with practical skills and knowledge. This collaboration ensures that our students not only explore potential career paths but also develop the essential competencies identified in our Portrait of a Graduate.

Kirkwood Community College and University Of Iowa

Through our Senior Year Plus program, ICCSD partners with Kirkwood Community College and the University of Iowa to expand access to rigorous, college-level learning for high school students. These partnerships provide opportunities for students to take advanced courses both within ICCSD schools and on college campuses, supporting seamless transitions to higher education. By aligning with the Future Ready Iowa Initiative, the program strengthens academic preparation, career readiness, and lifelong learning. This collaboration ensures that students not only earn valuable college credits while in high school but also cultivate the knowledge, skills, and confidence identified in our Portrait of a Graduate.

Johnson County Poor Farm

ICCSD partners with the Historic Johnson County Poor Farm to provide sixth-grade students with a distinctive, hands-on learning experience. This collaboration bridges classroom learning with real-world exploration, connecting science and social studies concepts to a historically significant local site. Through embedded instruction and a culminating field trip, students engage directly with the land, history, and science of the Poor Farm. This partnership deepens academic learning while fostering community connection and place-based understanding, supporting the essential competencies outlined in our Portrait of a Graduate.

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

Closing

The Iowa City Community School District's 2024–25 Annual Progress Report highlights both progress and areas of opportunity in student learning, engagement, and well-being. The district served 14,550 students in 2024–25, a 1.2% increase from the prior year, and continues to grow in diversity, with English Language Learner services now supporting students from more than 65 language and cultural backgrounds. Early childhood education expanded as preschool enrollment rose from 535 to 602 students, alongside the launch of six full-day preschool classrooms that will expand districtwide in 2025–26. ICCSD's four-year graduation rate reached 90.5%, surpassing the state average of 88.3%. A strong majority of graduates reported plans for postsecondary education: 37% at public four-year institutions, 21% at community colleges, and 11% at private four-year institutions.

Significant progress was made across academic programs. The Curriculum, Instruction, and Assessment Department introduced K–5 proficiency scales, adopted Illustrative Math for grades 6–8 after a two-year review, and expanded work-based learning, internships, and career pathway opportunities that lay the foundation for future programming at the Center for Innovation. These efforts coincided with stable performance in English Language Arts and Mathematics proficiency. At the secondary level, students outperformed state and national averages: the Class of 2024 posted an ACT composite average of 24.3, Advanced Placement participation increased from 1,560 in 2023–24 to 1,759 in 2024–25, with 83% earning scores of 3 or higher, and the graduation rate continued to outpace the state average.

The district also emphasized student well-being and school climate. Suspension rates decreased by 10.2%, chronic absenteeism dropped to 11%, and restorative practices expanded districtwide. Health Services supported over 15,700 student health visits, while the Healthy Kids Clinic served nearly 600 children, 90% of whom were uninsured. The Special Education Department strengthened inclusive practices, transition supports, and data-driven resource allocation, while Student & Family Supports engaged more than 2,600 families and expanded language access to improve communication with non-English-speaking households.

Looking ahead, ICCSD will continue to pursue its five-year strategic goals of support, proficiency, and growth while prioritizing school culture, student learning, and college and career readiness. Plans include expanding preschool to all elementary schools, launching programming at the Center for Innovation, strengthening mental health supports, and deepening community partnerships. The district remains committed to ensuring that all students are equipped with the skills, knowledge, and opportunities needed to thrive in college, career, and life.

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

Appendix A: 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 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 and 2024-25 school years 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 Indicators

2023-24 & 2024-25 Iowa Statewide Assessment of Student Progress Results
% Proficient, by Grade Level Bands, All Students Tested

(Note: 2023-24 was during our K-6 configuration and 2024-25 was the first year of the middle school 6-8 configuration)

Grades 3-5 ENGLISH LANGUAGE ARTS

	2023-24	2024-25
All Students	65.4%	66.6%
American Indian or Alaska Native		
Asian	86.5%	87.4%
Black or African American	42.0%	42.2%
Hawaiian/Pacific Islander		
Hispanic/Latino	45.4%	42.9%
Multiracial	70.1%	67.0%
White	79.1%	84.3%
Female	69.3%	72.3%
Male	61.6%	61.3%
IEP	22.3%	25.3%
FRL	45.8%	43.9%
ELL	5.9%	8.9%

Grades 6-8 ENGLISH LANGUAGE ARTS

	2023-24	2024-25
All Students	74.4%	73.1%
American Indian or Alaska Native		
Asian	91.6%	89.0%
Black or African American	49.5%	49.8%
Hawaiian/Pacific Islander		
Hispanic/Latino	51.6%	50.4%
Multiracial	76.9%	73.6%
White	88.3%	87.7%
Female	78.0%	76.5%
Male	70.9%	69.5%
IEP	24.4%	21.4%
FRL	53.0%	51.6%
ELL	9.7%	11.0%

Grades 9-11 ENGLISH LANGUAGE ARTS

	2023-24	2024-25
All Students	71.1%	70.1%
American Indian or Alaska Native		
Asian	91.2%	92.6%
Black or African American	42.5%	43.7%
Hawaiian/Pacific Islander		
Hispanic/Latino	52.7%	47.3%
Multiracial	76.7%	73.6%
White	84.5%	84.9%
Female	76.8%	75.3%
Male	65.5%	64.9%
IEP	22.4%	21.2%
FRL	49.6%	46.0%
ELL	3.7%	6.5%

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

Student Academic Achievement Indicators (cont.)

Grades 3-5 MATH

	2023-24	2024-25
All Students	66.3%	66.8%
American Indian or Alaska Native		
Asian	92.6%	90.1%
Black or African American	40.7%	43.3%
Hawaiian/Pacific Islander		
Hispanic/Latino	40.9%	40.3%
Multiracial	66.2%	66.5%
White	82.5%	84.7%
Female	65.5%	65.6%
Male	66.9%	67.8%
IEP	29.3%	29.7%
FRL	44.6%	43.9%
ELL	13.6%	16.9%

Grades 6-8 MATH

	2023-24	2024-25
All Students	66.9%	69.0%
American Indian or Alaska Native		
Asian	93.5%	91.8%
Black or African American	37.4%	44.4%
Hawaiian/Pacific Islander		
Hispanic/Latino	39.0%	44.3%
Multiracial	60.6%	66.7%
White	83.9%	84.3%
Female	66.5%	68.2%
Male	67.1%	69.5%
IEP	18.8%	20.5%
FRL	40.7%	45.7%
ELL	11.7%	19.5%

Grades 9-11 MATH

	2023-24	2024-25
All Students	66.7%	65.6%
American Indian or Alaska Native		
Asian	93.9%	92.0%
Black or African American	34.4%	37.3%
Hawaiian/Pacific Islander		
Hispanic/Latino	48.1%	43.7%
Multiracial	69.1%	66.7%
White	81.2%	81.1%
Female	68.6%	66.7%
Male	64.5%	64.2%
IEP	13.1%	16.3%
FRL	42.6%	40.3%
ELL	8.9%	10.8%

2024-25 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	52%	15%	67%	57%	11%	68%
Male	48%	12%	60%	55%	9%	64%
Female	55%	18%	73%	59%	12%	71%
Asian	65%	31%	96%	57%	15%	72%
Black or African American	33%	4%	37%	40%	3%	43%
Hispanic/Latino	37%	4%	41%	47%	4%	51%
Multiracial	56%	12%	68%	52%	9%	61%
White	64%	22%	86%	61%	13%	74%
IEP	23%	4%	27%	24%	2%	26%
Non-IEP	56%	17%	73%	63%	12%	75%
FRL	37%	4%	41%	48%	4%	52%
Non-FRL	63%	24%	87%	64%	15%	79%
ELL	20%	0%	20%	24%	0%	24%
Non-ELL	59%	18%	77%	60%	12%	72%

2024-25 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	59%	15%	74%	62%	14%	76%
Male	58%	13%	71%	60%	12%	72%
Female	60%	18%	78%	64%	15%	79%
Asian	59%	36%	95%	58%	23%	81%
Black or African American	45%	5%	50%	46%	4%	50%
Hispanic/Latino	46%	7%	53%	53%	6%	59%
Multiracial	53%	23%	76%	59%	12%	71%
White	68%	19%	87%	66%	16%	82%
IEP	33%	4%	37%	31%	2%	33%
Non-IEP	63%	17%	80%	67%	16%	83%
FRL	48%	4%	52%	56%	6%	62%
Non-FRL	66%	23%	89%	66%	19%	85%
ELL	20%	0%	20%	30%	1%	31%
Non-ELL	65%	17%	82%	65%	15%	80%

2024-25 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	53%	12%	65%	60%	10%	70%
Male	50%	9%	59%	58%	8%	66%
Female	56%	15%	71%	61%	11%	72%
Asian	55%	19%	74%	58%	14%	72%
Black or African American	40%	2%	42%	40%	2%	42%
Hispanic/Latino	37%	4%	41%	48%	4%	52%
Multiracial	49%	12%	61%	56%	8%	64%
White	64%	18%	82%	64%	11%	75%
IEP	16%	3%	19%	22%	1%	23%
Non-IEP	58%	13%	71%	66%	11%	77%
FRL	37%	3%	40%	50%	4%	54%
Non-FRL	65%	18%	83%	67%	14%	81%
ELL	14%	0%	14%	18%	0%	18%
Non-ELL	60%	14%	74%	63%	10%	73%

2024-25 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	56%	17%	73%	62%	10%	72%
Male	56%	15%	71%	60%	9%	69%
Female	56%	18%	74%	64%	12%	76%
Asian	47%	47%	94%	58%	17%	75%
Black or African American	47%	4%	51%	43%	3%	46%
Hispanic/Latino	44%	6%	50%	51%	4%	55%
Multiracial	57%	13%	70%	58%	9%	67%
White	64%	23%	87%	67%	12%	79%
IEP	16%	2%	18%	27%	1%	28%
Non-IEP	61%	18%	79%	68%	12%	80%
FRL	44%	4%	48%	53%	4%	57%
Non-FRL	64%	25%	89%	69%	15%	84%
ELL	16%	0%	16%	19%	0%	19%
Non-ELL	60%	19%	79%	65%	11%	76%

2024-25 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	58%	14%	72%	65%	9%	74%
Male	59%	12%	71%	63%	7%	70%
Female	58%	16%	74%	68%	11%	79%
Asian	58%	31%	89%	63%	18%	81%
Black or African American	42%	2%	44%	44%	2%	46%
Hispanic/Latino	44%	6%	50%	54%	4%	58%
Multiracial	56%	13%	69%	61%	8%	69%
White	68%	19%	87%	70%	11%	81%
IEP	21%	2%	23%	27%	1%	28%
Non-IEP	63%	15%	78%	71%	10%	81%
FRL	44%	3%	47%	56%	3%	59%
Non-FRL	68%	22%	90%	72%	13%	85%
ELL	10%	0%	10%	19%	0%	19%
Non-ELL	63%	15%	78%	68%	10%	78%

2024-25 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%	19%	79%	67%	13%	80%
Male	58%	15%	73%	65%	10%	75%
Female	63%	23%	86%	69%	16%	85%
Asian	49%	39%	88%	60%	23%	83%
Black or African American	55%	5%	60%	50%	3%	53%
Hispanic/Latino	49%	9%	58%	59%	5%	64%
Multiracial	68%	19%	87%	65%	11%	76%
White	65%	27%	92%	70%	15%	85%
IEP	29%	0%	29%	33%	1%	34%
Non-IEP	63%	21%	84%	71%	14%	85%
FRL	55%	5%	60%	60%	5%	65%
Non-FRL	64%	29%	93%	71%	18%	89%
ELL	25%	0%	25%	26%	0%	26%
Non-ELL	65%	22%	87%	69%	14%	83%

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

2024-25 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	60%	13%	73%	65%	10%	75%
Male	60%	11%	71%	62%	8%	70%
Female	60%	16%	76%	68%	12%	80%
Asian	60%	37%	97%	62%	17%	79%
Black or African American	45%	4%	49%	42%	2%	44%
Hispanic/Latino	41%	5%	46%	53%	4%	57%
Multiracial	60%	14%	74%	62%	9%	71%
White	71%	18%	89%	70%	12%	82%
IEP	24%	0%	24%	27%	0%	27%
Non-IEP	64%	15%	79%	70%	11%	81%
FRL	43%	3%	46%	55%	4%	59%
Non-FRL	71%	20%	91%	72%	14%	86%
ELL	16%	0%	16%	17%	0%	17%
Non-ELL	66%	15%	81%	68%	11%	79%

2024-25 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	54%	19%	73%	62%	12%	74%
Male	54%	14%	68%	59%	9%	68%
Female	53%	24%	77%	65%	14%	79%
Asian	48%	50%	98%	59%	21%	80%
Black or African American	42%	4%	46%	41%	3%	44%
Hispanic/Latino	47%	6%	53%	52%	5%	57%
Multiracial	51%	18%	69%	59%	10%	69%
White	61%	25%	86%	66%	14%	80%
IEP	23%	2%	25%	26%	1%	27%
Non-IEP	56%	20%	76%	66%	13%	79%
FRL	42%	5%	47%	53%	5%	58%
Non-FRL	61%	27%	88%	67%	16%	83%
ELL	14%	0%	14%	17%	0%	17%
Non-ELL	59%	21%	80%	65%	12%	77%

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

2024-25 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%	22%	68%	55%	14%	69%
Male	41%	18%	59%	52%	11%	63%
Female	51%	24%	75%	59%	17%	76%
Asian	36%	47%	83%	51%	22%	73%
Black or African American	37%	4%	41%	36%	3%	39%
Hispanic/Latino	43%	8%	51%	46%	6%	52%
Multiracial	56%	22%	78%	51%	12%	63%
White	51%	31%	82%	59%	16%	75%
IEP	16%	0%	16%	19%	1%	20%
Non-IEP	49%	23%	72%	59%	15%	74%
FRL	38%	4%	42%	46%	6%	52%
Non-FRL	51%	32%	83%	60%	18%	78%
ELL	6%	0%	6%	11%	0%	11%
Non-ELL	50%	24%	74%	58%	15%	73%

2024-25 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	46%	22%	68%	56%	19%	75%
Male	43%	26%	69%	55%	22%	77%
Female	50%	19%	69%	57%	15%	72%
Asian	35%	58%	93%	54%	27%	81%
Black or African American	42%	4%	46%	44%	5%	49%
Hispanic/Latino	36%	8%	44%	50%	8%	58%
Multiracial	47%	23%	70%	53%	15%	68%
White	53%	34%	87%	59%	23%	82%
IEP	26%	10%	36%	38%	5%	43%
Non-IEP	50%	24%	74%	60%	21%	81%
FRL	40%	6%	46%	54%	8%	62%
Non-FRL	52%	37%	89%	58%	28%	86%
ELL	27%	2%	29%	36%	2%	38%
Non-ELL	52%	28%	80%	58%	20%	78%

2024-25 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	54%	14%	68%	55%	18%	73%
Male	52%	17%	69%	53%	22%	75%
Female	55%	10%	65%	56%	14%	70%
Asian	40%	55%	95%	48%	33%	81%
Black or African American	43%	2%	45%	39%	4%	43%
Hispanic/Latino	33%	4%	37%	47%	8%	55%
Multiracial	59%	21%	80%	51%	15%	66%
White	65%	18%	83%	59%	22%	81%
IEP	31%	4%	35%	34%	5%	39%
Non-IEP	57%	15%	72%	59%	21%	80%
FRL	41%	3%	44%	50%	8%	58%
Non-FRL	63%	22%	85%	59%	27%	86%
ELL	22%	0%	22%	32%	1%	33%
Non-ELL	59%	16%	75%	57%	20%	77%

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

2024-25 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	52%	12%	64%	55%	15%	70%
Male	53%	13%	66%	54%	18%	72%
Female	51%	11%	62%	56%	12%	68%
Asian	50%	32%	82%	50%	28%	78%
Black or African American	38%	2%	40%	38%	4%	42%
Hispanic/Latino	35%	5%	40%	46%	6%	52%
Multiracial	46%	8%	54%	54%	12%	66%
White	66%	18%	84%	59%	18%	77%
IEP	22%	0%	22%	30%	3%	33%
Non-IEP	57%	14%	71%	60%	18%	78%
FRL	37%	2%	39%	49%	7%	56%
Non-FRL	65%	20%	85%	60%	22%	82%
ELL	17%	0%	17%	25%	1%	26%
Non-ELL	59%	14%	73%	58%	16%	74%

2024-25 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	47%	22%	69%	54%	17%	71%
Male	45%	26%	71%	53%	19%	72%
Female	49%	18%	67%	55%	14%	69%
Asian	29%	67%	96%	46%	31%	77%
Black or African American	39%	6%	45%	37%	4%	41%
Hispanic/Latino	42%	8%	50%	47%	6%	53%
Multiracial	43%	20%	63%	50%	12%	62%
White	54%	29%	83%	58%	20%	78%
IEP	18%	2%	20%	29%	2%	31%
Non-IEP	51%	25%	76%	59%	19%	78%
FRL	39%	6%	45%	48%	7%	55%
Non-FRL	53%	34%	87%	59%	24%	83%
ELL	21%	1%	22%	25%	1%	26%
Non-ELL	50%	25%	75%	56%	18%	74%

2024-25 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	51%	14%	65%	58%	12%	70%
Male	49%	17%	66%	56%	15%	71%
Female	53%	10%	63%	60%	10%	70%
Asian	48%	43%	91%	54%	28%	82%
Black or African American	35%	1%	36%	36%	2%	38%
Hispanic/Latino	35%	4%	39%	48%	5%	53%
Multiracial	49%	11%	60%	54%	10%	64%
White	61%	19%	80%	63%	15%	78%
IEP	20%	1%	21%	27%	1%	28%
Non-IEP	55%	15%	70%	63%	14%	77%
FRL	35%	3%	38%	50%	5%	55%
Non-FRL	63%	22%	85%	64%	18%	82%
ELL	18%	0%	18%	23%	0%	23%
Non-ELL	54%	15%	69%	61%	13%	74%

2024-25 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	55%	19%	74%	59%	14%	73%
Male	53%	19%	72%	57%	15%	72%
Female	57%	18%	75%	61%	13%	74%
Asian	18%	71%	89%	50%	30%	80%
Black or African American	47%	5%	52%	40%	3%	43%
Hispanic/Latino	39%	5%	44%	52%	5%	57%
Multiracial	52%	29%	81%	55%	11%	66%
White	65%	25%	90%	64%	16%	80%
IEP	27%	1%	28%	28%	1%	29%
Non-IEP	57%	20%	77%	64%	16%	80%
FRL	47%	4%	51%	52%	5%	57%
Non-FRL	60%	29%	89%	64%	20%	84%
ELL	28%	1%	29%	26%	0%	26%
Non-ELL	58%	21%	79%	62%	15%	77%

2024-25 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	43%	20%	63%	50%	14%	64%
Male	40%	21%	61%	47%	15%	62%
Female	46%	18%	64%	52%	12%	64%
Asian	27%	64%	91%	42%	30%	72%
Black or African American	30%	5%	35%	28%	3%	31%
Hispanic/Latino	29%	7%	36%	37%	6%	43%
Multiracial	41%	20%	61%	45%	11%	56%
White	54%	26%	80%	55%	16%	71%
IEP	14%	2%	16%	17%	1%	18%
Non-IEP	46%	22%	68%	54%	16%	70%
FRL	29%	5%	34%	40%	6%	46%
Non-FRL	53%	30%	83%	57%	20%	77%
ELL	12%	2%	14%	13%	1%	14%
Non-ELL	47%	22%	69%	52%	15%	67%

2024-25 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	47%	21%	68%	56%	10%	66%
Male	46%	21%	67%	54%	12%	66%
Female	48%	20%	68%	58%	9%	67%
Asian	36%	61%	97%	51%	24%	75%
Black or African American	35%	4%	39%	32%	2%	34%
Hispanic/Latino	39%	7%	46%	45%	3%	48%
Multiracial	47%	23%	70%	51%	8%	59%
White	55%	27%	82%	61%	12%	73%
IEP	16%	2%	18%	21%	1%	22%
Non-IEP	50%	22%	72%	60%	11%	71%
FRL	37%	5%	42%	46%	3%	49%
Non-FRL	54%	31%	85%	63%	15%	78%
ELL	16%	1%	17%	19%	1%	20%
Non-ELL	51%	23%	74%	59%	11%	70%

2024-25 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	40%	27%	67%	51%	14%	65%
Male	38%	26%	64%	49%	15%	64%
Female	41%	28%	69%	52%	12%	64%
Asian	25%	63%	88%	41%	31%	72%
Black or African American	33%	5%	38%	28%	3%	31%
Hispanic/Latino	41%	9%	50%	42%	5%	47%
Multiracial	44%	25%	69%	45%	11%	56%
White	44%	38%	82%	55%	16%	71%
IEP	13%	1%	14%	15%	1%	16%
Non-IEP	42%	29%	71%	55%	15%	70%
FRL	35%	6%	41%	41%	5%	46%
Non-FRL	43%	40%	83%	57%	19%	76%
ELL	15%	1%	16%	16%	1%	17%
Non-ELL	43%	29%	72%	53%	14%	67%

2024-25 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	53%	4%	57%	61%	3%	64%
Male	52%	4%	56%	61%	3%	64%
Female	55%	4%	59%	60%	2%	62%
Asian	60%	14%	74%	62%	4%	66%
Black or African American	28%	0%	28%	31%	0%	31%
Hispanic/Latino	36%	0%	36%	41%	1%	42%
Multiracial	47%	4%	51%	53%	2%	55%
White	73%	6%	79%	68%	3%	71%
IEP	18%	0%	18%	27%	1%	28%
Non-IEP	59%	4%	63%	67%	3%	70%
FRL	31%	0%	31%	47%	1%	48%
Non-FRL	72%	6%	78%	72%	4%	76%
ELL	11%	0%	11%	15%	0%	15%
Non-ELL	62%	4%	66%	64%	3%	67%

2024-25 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	51%	16%	67%	59%	10%	69%
Male	47%	16%	63%	56%	11%	67%
Female	55%	16%	71%	61%	10%	71%
Asian	44%	41%	85%	58%	19%	77%
Black or African American	37%	3%	40%	35%	2%	37%
Hispanic/Latino	37%	3%	40%	49%	4%	53%
Multiracial	54%	20%	74%	54%	9%	63%
White	62%	23%	85%	64%	12%	76%
IEP	19%	1%	20%	27%	1%	28%
Non-IEP	54%	17%	71%	63%	12%	75%
FRL	40%	3%	43%	49%	5%	54%
Non-FRL	60%	25%	85%	66%	15%	81%
ELL	11%	1%	12%	18%	0%	18%
Non-ELL	57%	18%	75%	61%	11%	72%

2024-25 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	44%	24%	68%	51%	14%	65%
Male	44%	24%	68%	51%	15%	66%
Female	43%	23%	66%	52%	13%	65%
Asian	43%	50%	93%	50%	23%	73%
Black or African American	28%	4%	32%	28%	3%	31%
Hispanic/Latino	44%	8%	52%	41%	5%	46%
Multiracial	44%	21%	65%	47%	12%	59%
White	51%	33%	84%	56%	16%	72%
IEP	20%	2%	22%	21%	2%	23%
Non-IEP	46%	25%	71%	55%	15%	70%
FRL	35%	7%	42%	42%	6%	48%
Non-FRL	50%	35%	85%	57%	19%	76%
ELL	16%	0%	16%	15%	0%	15%
Non-ELL	48%	27%	75%	54%	15%	69%

Student Academic Achievement Indicators (cont.)

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 2025 had an average composite score of 24.7. Out of the 575 ACT-tested 2025 ICCSD students, the percentages of students who met college readiness benchmarks are represented in the table below.

Class of 2025 ACT Results
% of students who met college readiness benchmarks

	ACT English	ACT Math	ACT Reading	ACT Science	Met all 4 Benchmarks
District	83	66	74	67	52
Iowa	---	---	---	---	---
Nation	---	---	---	---	---

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	23.8/---	24.0/---	25.9/---	24.9/---	24.7/---
Asian	27.5/---	29.1/---	28.4/---	28.1/---	28.4/---
Black/African American	18.9/---	19.1/---	20.9/---	19.2/---	19.6/---
Hispanic/Latino	21.6/---	21.5/---	23.3/---	23.1/---	22.5/---
Multiracial	23.2/---	22.9/---	24.4/---	23.9/---	23.8/---
White	24.0/---	24.2/---	26.3/---	25.2/---	25.0/---
Female	24.3/---	23.5/---	26.1/---	24.5/---	24.7/---
Male	23.0/---	24.7/---	25.5/---	25.2/---	24.7/---

Note: District Data: ACT, Inc. (2025). *The ACT Profile Data – District. Graduating Class 2025. Iowa City Community School District* [Confidential Data File].
Note: State and Nation Data was not available for 2025 at the time this report was compiled. Special Education, Free and Reduced Lunch, and English Language Learner data not provided by ACT, Inc.

Advanced Placement

Advanced Placement (AP) classes are challenging, college-level courses high school students can take to earn college credit and/or advanced placement in a college major. Developed by College Board, these courses cover rigorous, college-level content and conclude with a standardized AP Exam, where a score of 3 or higher can often lead to college credit at many U.S. and international universities. Benefits include a head start on college coursework, demonstrating academic rigor to colleges, potential savings on tuition, and increased flexibility to pursue a minor or other interests in college.

	2023-24	2024-25
Total AP Students	1560	1759
Number of Exams	2740	3066
AP Students with Scores 3+	1306	1499
% of Total AP Students with Scores 3+	82%	83%

National Merit Scholars

Recognition as a National Merit Semifinalist was received by 22 students at City High, Liberty High, and West High. 12 students were considered as finalists.

State Biliteracy Seal Awards

Recognition of language proficiency in two or more languages was received by 154 students at City High, Liberty High and West High.

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

Graduation Rate

Due to state reporting timeframes, Graduation Rate data is reported for the previous year 2023-24. The ICCSD four-year graduation rate was 90.5% in 2023-24. The statewide graduation rate was 88.3% for 2023-24.

2023-2024 ICCSD Graduation Rate Data

Race/Ethnicity	# of 12th Graders	% of 12th Graders	# of Graduates	% of Graduates	Graduation Rate
American Indian or Alaska Native	---	<1%	---	<1%	<1%
Asian	46	3.98%	45	4.29%	97.8%
Black of African American	231	19.97%	197	18.78%	85.3%
Hispanic/Latino	153	13.22%	124	11.82%	81.1%
Multiracial	71	6.14%	65	6.20%	91.6%
White	648	55.96%	612	58.34%	94.4%
Native Hawaiian or Other Pacific Islander	---	<1%	---	<1%	<1%
Total	1,157	100%	1,049	100%	90.7%

Gender	# of 12th Graders	% of 12th Graders	# of Graduates	% of Graduates	Graduation Rate
Female	544	47.02%	499	47.57%	91.7%
Male	602	52.03%	540	51.48%	89.7%
Non-Binary	11	0.95%	10	0.95%	90.9%
Total	1,157	100%	1,049	100%	90.7%

IEP	# of 12th Graders	% of 12th Graders	# of Graduates	% of Graduates	Graduation Rate
IEP	118	10.20%	85	8.10%	72.0%
Non-IEP	1039	89.80%	964	91.90%	92.8%
Total	1,157	100%	1,049	100%	90.7%

FRL	# of 12th Graders	% of 12th Graders	# of Graduates	% of Graduates	Graduation Rate
FRL	486	42.01%	395	37.65%	81.3%
Non FRL	671	57.99%	654	62.35%	97.5%
Total	1,157	100%	1,049	100%	90.7%

ELL	# of 12th Graders	% of 12th Graders	# of Graduates	% of Graduates	Graduation Rate
ELL	119	10.29%	96	9.15%	80.7%
Non-ELL	1038	89.71%	953	90.85%	91.8%
Total	1,157	100%	1,049	100%	90.7%

Note: Iowa Department of Education (2025). *DR712 2024 District.xlsx. https://educateiowa.gov/documents/iowa-public-school-district-2023-2024-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

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

Postsecondary Plans

The class of 2025 was surveyed about their postsecondary intentions.

Selection	Percent
Active Military Service	1.0%
Apprenticeship	1.5%
Community College	21.0%
Employment	6.6%
Four-year College (Private)	11.0%
Four-year College (Public)	36.9%
Internship	0.1%
Other Post Secondary Education or Training	1.3%
Two-year College (Private)	0.3%
Unknown	10.3%
Not Applicable	3.8%
No Data	6.2%

Reading

The Formative Assessment System for Teachers (FAST) is administered to students in grades K-5 and 6-8. The results of the spring assessment for 2022-23 to 2024-25 school years with the percent of students who scored proficient in each category is represented in the table below.

FAST Reading, Grades K-5, % Proficient by Year

	2022-23	2023-24	2024-25
All Students	63.4%	61.8%	61.1%
KG	66.3%	64.1%	69.2%
01	63.6%	62.2%	61.1%
02	63.8%	61.3%	59.9%
03	60.2%	62.2%	59.9%
04	66.4%	58.3%	61.4%
05	59.6%	63.2%	56.3%
Asian	83.2%	83.6%	85.1%
Black or African America..	42.6%	40.5%	40.2%
Hispanic/Latino	37.8%	37.1%	40.2%
Multiracial	65.8%	65.1%	66.0%
White	77.1%	77.2%	76.7%
Female	65.0%	64.3%	64.0%
Male	61.8%	59.4%	58.3%
IEP	27.0%	25.5%	24.6%
FRL	42.1%	42.1%	40.5%
ELL	11.5%	12.4%	19.7%

FAST Reading, Grades 6-8, % Proficient by Year

	2022-23	2023-24	2024-25
All Students	68.9%	64.9%	65.7%
06	66.4%	60.8%	48.1%
07	70.1%	66.4%	65.0%
08	70.5%	67.8%	69.1%
Asian	90.0%	81.5%	80.2%
Black or African America..	39.8%	35.2%	35.4%
Hispanic/Latino	41.8%	37.7%	41.1%
Multiracial	68.3%	62.1%	63.6%
White	83.4%	81.0%	81.7%
Female	71.3%	66.0%	67.1%
Male	66.4%	63.7%	64.1%
IEP	22.1%	15.6%	12.9%
FRL	42.8%	40.1%	39.5%
ELL	1.1%	0.9%	3.9%

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

Mathematics

The Formative Assessment System for Teachers (FAST) is administered to students in grades K-5 and 6-8. The results of the spring assessment for 2022-23 to 2024-25.

FAST Math, Grades K-5, % Proficient by Year

	2022-23	2023-24	2024-25
All Students	66.6%	64.3%	65.0%
KG	70.8%	72.1%	74.5%
01	73.1%	66.0%	71.4%
02	66.9%	62.5%	61.3%
03	62.0%	63.8%	62.3%
04	67.8%	59.4%	64.3%
05	59.4%	62.5%	57.0%
Asian	87.9%	88.1%	88.7%
Black or African America..	41.0%	38.6%	41.9%
Hispanic/Latino	45.4%	40.4%	43.2%
Multiracial	66.0%	65.3%	68.8%
White	82.2%	81.7%	81.9%
Female	63.3%	60.9%	62.2%
Male	69.8%	67.5%	67.7%
IEP	34.0%	30.9%	29.2%
FRL	44.2%	42.9%	43.0%
ELL	19.7%	19.2%	28.8%

FAST Math, Grades 6-8, % Proficient by Year

	2022-23	2023-24	2024-25
All Students	65.2%	61.8%	64.6%
06	66.6%	61.2%	64.5%
07	61.9%	63.2%	58.4%
08	67.3%	61.2%	72.4%
Asian	91.5%	86.4%	85.9%
Black or African America..	30.7%	29.6%	35.4%
Hispanic/Latino	38.3%	34.8%	36.9%
Multiracial	61.7%	61.3%	61.8%
White	81.5%	80.6%	79.7%
Female	63.8%	59.2%	60.6%
Male	66.5%	64.1%	68.2%
IEP	16.5%	14.5%	10.1%
FRL	35.5%	35.7%	37.4%
ELL	2.2%	4.1%	6.5%

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

Appendix B: Student Behavior Data

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 2023-24.

Dropout Rates

Of the students in grades 6-12 in 2023-24, 133 students dropped out during the school year. The percentage of dropouts has increased from 1.89% in 2022-23 to 1.95% in 2023-24. The percentage of dropouts by comparison subgroups is summarized in the following tables.

2023-24 Dropout Comparison Data

Race/Ethnicity	# of 6-12 Students	% of 6-12 Students	# of Dropouts	% of Dropouts	Dropout Rate
American Indian or Alaska Native	---	<1%	---	<1%	<1%
Asian	320	4.69%	5	3.76%	1.56%
Black of African American	1,414	20.71%	47	35.34%	3.32%
Hispanic/Latino	947	13.87%	38	28.57%	4.01%
Multiracial	402	5.89%	6	4.51%	1.49%
White	3,726	54.58%	36	27.07%	0.97%
Native Hawaiian or Other Pacific Islander	---	<1%	--	<1%	<1%
Total	6,827	100%	133	100%	1.95%

Gender	# of 6-12 Students	% of 6-12 Students	# of Dropouts	% of Dropouts	Dropout Rate
Female	3,250	47.61%	52	39.10%	1.60%
Male	3,508	51.38%	79	59.40%	2.25%
Non-Binary	69	1.01%	2	1.50%	2.90%
Total	6,827	100%	133	100%	1.95%

IEP	# of 6-12 Students	% of 6-12 Students	# of Dropouts	% of Dropouts	Dropout Rate
IEP	673	9.86%	20	15.04%	2.97%
Non-IEP	6,154	90.14%	113	84.96%	1.84%
Total	6,827	100%	133	100%	1.95%

ELL	# of 6-12 Students	% of 6-12 Students	# of Dropouts	% of Dropouts	Dropout Rate
ELL	622	9.11%	35	26.32%	5.63%
Non-ELL	6,205	90.89%	98	73.68%	1.58%
Total	6,827	100%	133	100%	1.95%

FRL	# of 6-12 Students	% of 6-12 Students	# of Dropouts	% of Dropouts	Dropout Rate
FRL	2,657	38.92%	105	78.95%	3.95%
Non-FRL	4,170	61.08%	28	21.05%	0.67%
Total	6,827	100%	133	100%	1.95%

Note: Iowa Department of Education (2025). *DR712 2024 District.xlsx.* *https://educateiowa.gov/documents/iowa-public-school-district-2023-2024 -grades-6-12-dropout-rate-student-group.*

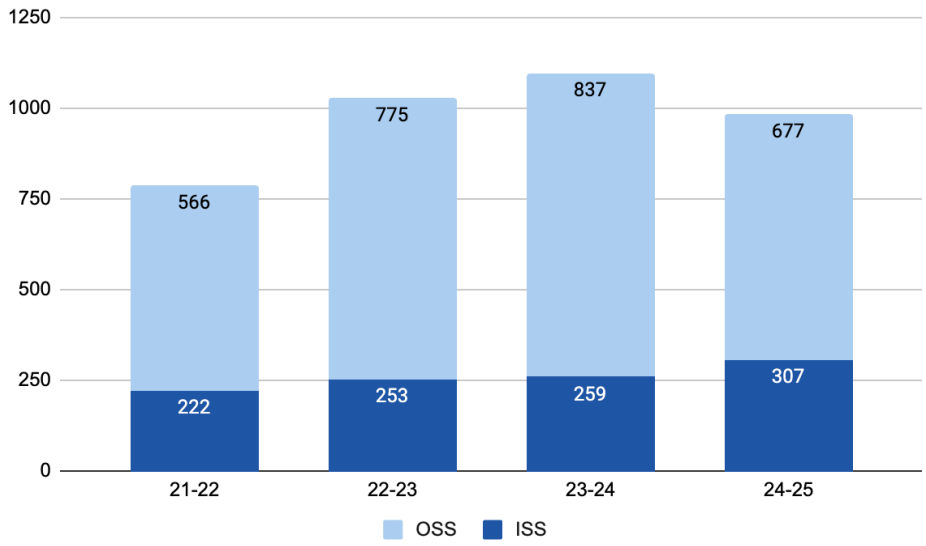
Key:
FRL = Free & Reduced Lunch IEP = Individualized Education Program ELL = English Language Learner
-- = # is zero --- = # in subgroup is less than 30

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

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 2023-24 and 2024-25 school years.

Number of In-school & Out of-school Suspensions



Number of In-school Suspensions

Offense	2023-24	2024-25
Arson	0	2
Drug Related	11	19
Alcohol	2	1
Tobacco	6	11
Property Damage/Vandalism	5	6
Fighting	28	41
Physical Aggression	119	125
Abusive- or inappropriate language (Verbal Aggression)	30	30
Bullying	2	6
Harassment	35	35
Theft	7	18
Weapons	10	11
DIN-DD	4	0
Other	0	2
Total	**259**	**307**

Number of Out of-school Suspensions

Offense	2023-24	2024-25
Arson	3	4
Drug Related	93	59
Alcohol	9	5
Tobacco	34	12
Property Damage/Vandalism	9	8
Fighting	194	222
Physical Aggression	289	210
Abusive- or inappropriate language (Verbal Aggression)	41	26
Bullying	9	5
Harassment	112	84
Theft	6	5
Weapons	33	36
DIN-DD	5	0
Other	0	1
Total	**837**	**677**

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

In-school & Out of-school Suspensions Totals by Demographic

		Race/Ethnicity						Gender			IEP Status		Lunch Status		ELL Status	
Event Type	**Total**	**Asian**	**Black**	**Hispanic**	**I/P**	**2 or more**	**White**	**Female**	**Male**	**Non-binary**	**NON-IEP**	**IEP**	**FRL**	**PAID**	**Non-ELL**	**ELL**
Arson	**6**	0	1	0	0	2	3	1	5		4	2	4	2	6	0
Alcohol	**6**	0	1	4	0	0	1	1	4	---	6	0	5	1	4	2
Drugs	**78**	0	20	28	0	13	17	33	45		61	17	58	20	59	19
Tobacco	**23**	0	3	11	0	0	9	9	14		20	3	18	5	18	5
Property Damage/Vandalism	**14**	0	4	1	0	1	8	2	12		10	4	14	0	12	2
Fight	**263**	2	154	46	2	18	41	113	150		178	85	221	42	207	56
Physical Aggression	**335**	2	169	51	0	29	84	80	255		178	157	258	77	288	47
Inappropriate Language/Verbal Aggression	**56**	0	27	12	1	8	8	22	34		43	13	43	13	47	9
Bullying	**11**	0	2	2	0	0	7	6	4		11	0	7	4	10	1
Harassment	**119**	4	53	18	0	11	33	44	75		77	42	91	28	102	17
Theft	**23**	1	9	4	1	1	7	5	18		19	4	16	7	17	6
Weapons	**47**	0	24	12	0	1	10	38	9		33	14	42	5	35	12
DIN-DD	**0**	0	0	0	0	0	0	0	0		0	0	0	0	0	0
Other	**3**	0	1	0	0	1	1	1	2		2	1	2	1	3	0
Totals	**984**	**9**	**468**	**189**	**4**	**85**	**229**	**355**	**627**	**1**	**642**	**342**	**779**	**205**	**808**	**176**

Office Disciplinary Referrals

The table below summarizes the number of office referrals for K–12 for the 2024-25 school year as indicated in Infinite Campus Student Information System (2025).

		Race/Ethnicity						Gender		IEP Status		Lunch Status		ELL Status	
Offense	**Total**	**Asian**	**Black**	**Hispanic**	**ndian/Pacifi**	**Multi**	**White**	**Female**	**Male**	**IEP**	**Non-IEP**	**FRL**	**Paid**	**NonELL**	**ELL**
Abusive or Inappropriate Language, profanity	**1051**	18	502	153	3	65	310	236	815	369	668	731	320	851	200
Arson	**7**	0	1	0	0	2	4	1	6	2	5	4	3	7	0
Bullying	**34**	1	6	7	0	2	18	16	17	3	31	23	11	29	5
Combustible Related	**4**	0	1	0	0	2	1	4	0	0	4	4	0	4	0
Communication of a Threat	**94**	0	39	13	0	6	36	25	69	41	49	69	25	85	9
Defiance/Insubordination/Non-Compliance	**2857**	54	1245	445	8	300	805	713	2143	1013	1762	2073	784	2109	748
Disrespect	**375**	5	177	56	0	32	105	108	267	106	255	276	99	305	70
Disruption	**1533**	17	901	199	0	103	313	411	1121	701	801	1166	367	982	551
Dress Code Violation	**1**	0	1	0	0	0	0	0	1	0	1	0	1	0	1
Forgery, Plagiarism	**95**	6	32	7	0	8	42	32	63	4	91	43	52	77	18
Harassment	**199**	4	93	30	0	13	59	62	137	76	122	141	58	172	27
Gang Affiliation Display	**0**	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inappropriate Display of Affection	**78**	1	24	24	0	1	28	16	62	28	49	51	27	47	31
Inappropriate Location	**722**	4	398	93	5	36	186	137	585	422	291	522	200	530	192
Lying/Cheating	**91**	0	37	12	0	6	36	25	66	5	86	51	40	82	9
Other Behavior	**84**	3	19	9	0	3	50	17	67	30	53	24	60	78	6
Physical Agression w/ Injury	**344**	3	176	64	2	15	84	105	239	234	98	247	97	212	132
Physical Agression w/ Serious Bodily Inury	**3**	0	1	1	0	1	0	0	3	2	1	1	2	2	1
Physical Agression w/o INjury	**3675**	24	1829	520	22	229	1051	642	3033	1922	1670	2609	1066	2681	994
Physical Fighting w/ injury	**49**	0	21	12	0	1	15	19	30	18	31	35	14	36	13
Physical Fighting w/ Serious Bodily INjury	**1**	0	0	1	0	0	0	0	1	1	0	1	0	0	1
Physical Fighting w/o injury	**415**	3	222	71	2	28	89	135	280	111	297	317	98	323	92
Property Damage/Vandalism/Misuse	**255**	10	114	30	0	12	89	37	218	134	110	167	88	201	54
Skip Class	**333**	0	161	84	2	33	53	125	207	119	211	280	53	248	85
Sp. Ed. Administrative Law Judge Decision	**0**	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tardy	**24**	1	8	5	0	1	9	9	15	3	21	14	10	19	5
Technology Violation	**84**	2	30	19	1	5	27	26	58	11	70	55	29	68	16
Theft	**182**	2	89	31	1	15	44	71	111	58	120	141	41	119	63
Truancy	**10**	0	4	4	0	2	0	4	6	1	9	9	1	6	4
Use/Possession of Alcohol	**6**	0	1	4	0	0	1	1	4	0	6	5	1	4	2
Use/Possession of Drugs	**97**	0	29	30	0	16	22	43	54	22	75	74	23	78	19
Use/Possession of Tobacco	**60**	0	14	19	0	4	23	28	32	11	49	43	17	49	11
Use/Possession of Weapons	**58**	0	29	13	0	2	14	11	47	18	40	50	8	45	13
Total	**12821**	**158**	**6204**	**1956**	**46**	**943**	**3514**	**3059**	**9757**	**5465**	**7076**	**9226**	**3595**	**9449**	**3372**

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

Expulsions

In 2024-25, there were zero cases of student expulsions. The table below represents the number of expulsions for the last five years.

2020-2025 Expulsions	
Year	**# of Expulsions**
2020-21	0
2021-22	0
2022-23	0
2023-24	0
2024-25	0

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

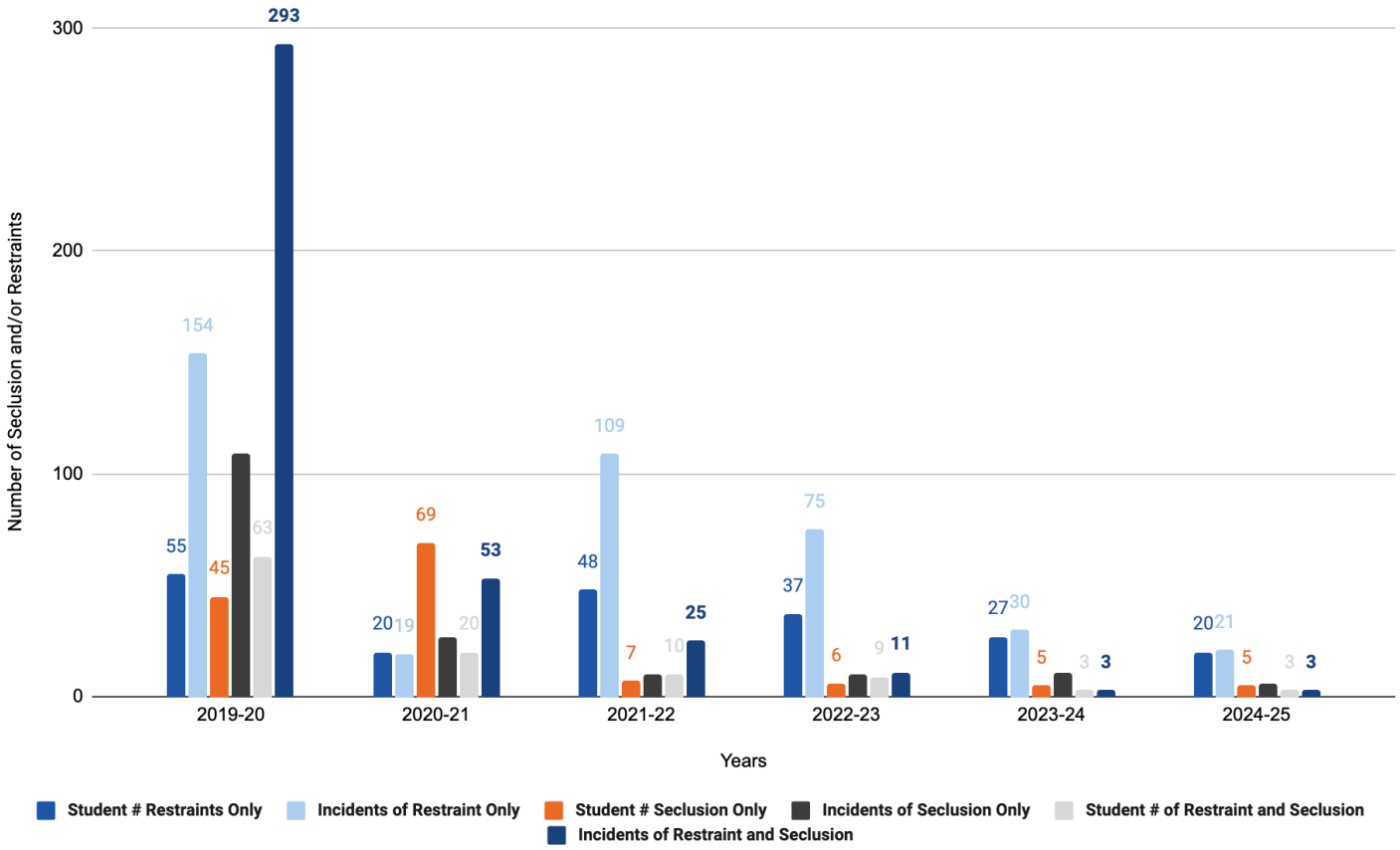
Chapter 103

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 2024-25 school year.

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

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids


Number of Seclusion and/or Restraints
300
200
100
0
293
154
55
45
63
69
53
20
19
20
109
48
7
10
25
75
37
6
9
11
27
30
5
3
3
20
21
5
3
3
2019-20
2020-21
2021-22
2022-23
2023-24
2024-25
Years
Student # Restraints Only
Incidents of Restraint Only
Student # Seclusion Only
Incidents of Seclusion Only
Student # of Restraint and Seclusion
Incidents of Restraint and Seclusion

Appendix C: 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	2024-25
ICCSD	28.0%	19.9%	10.77%
State of Iowa	25.6%	21.6%	Not Released Yet
Elementary School			
Alexander	22.5%	23.4%	14.78%
Borlaug	19.9%	13.0%	6.30%
Coralville Central	24.8%	12.8%	7.78%
Garner	17.5%	20.9%	15.71%
Grant	12.2%	9.4%	7.11%
Hoover	28.5%	15.0%	8.63%
Horn	11.0%	14.0%	8.50%
Kirkwood	27.1%	18.5%	12.77%
Lemme	14.6%	14.0%	12.17%
Lincoln	17.0%	16.5%	11.47%
Longfellow	29.1%	21.9%	15.52%
Lucas	29.2%	27.9%	21.83%
Mann	25.9%	19.0%	13.59%
Penn	7.2%	5.0%	2.71%
Shimek	23.1%	9.4%	5.95%
Twain	25.0%	22.7%	20.91%
Van Allen	14.9%	12.6%	8.56%
Weber	25.9%	13.3%	11.09%
Wickham	9.7%	8.0%	2.17%
Wood	28.6%	23.9%	18.15%
Middle School	*Represents JH- 7th/8th	*Represents JH- 7th/8th	*Represents MS- 6th/7th/8th
North Central	19.1%	14.9%	7.97%
Northwest	27.5%	15.4%	6.40%
Southeast	33.6%	20.9%	9.90%
High School			
City	44.0%	32.8%	10.31%
Liberty	43.2%	23.3%	7.54%
West	38.9%	23.4%	6.30%
Tate	72.9%	74.9%	94.50%
Online Program			
ICCSD Online K-12	32.2%	39.3%	32.99%

Note: Attendance Data- Iowa Department of Education School Performance Profile for previous years 22/23 & 23/24.
https://www.iaschoolperformance.gov/ECP/Home/Index
Note: Attendance Data- Iowa City Community School District, Infinite Campus Student Information System. (2025). Unpublished internal district data.

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

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 2024-25 school year.

School Name	Mobility Percent	Stability Percent
Alexander Elementary	27.90%	68.40%
Borlaug Elementary	17.80%	82.40%
Christine Grant Elementary	26.10%	74.40%
City High School	16.60%	87.60%
Coralville Central Elementary	26.40%	69.00%
Elizabeth Tate High School	27.50%	70.10%
Garner Elementary	24.80%	76.80%
Grant Wood Elementary	22.10%	67.10%
Hoover Elementary	20.50%	75.30%
Horn Elementary	21.90%	75.00%
ICCSD Online Learning Program	47.60%	17.30%
Kirkwood Elementary	28.20%	65.70%
Lemme Elementary	22.40%	69.20%
Liberty High School	16.20%	86.60%
Lincoln Elementary	32.00%	62.30%
Longfellow Elementary	21.40%	72.50%
Lucas Elementary	23.60%	70.80%
Mann Elementary	18.10%	76.30%
North Central Middle School	19.60%	79.90%
Northwest Middle School	22.20%	77.20%
Penn Elementary	23.90%	72.80%
Shimek Elementary	27.10%	65.80%
Southeast Middle School	23.10%	74.60%
Twain Elementary	32.90%	60.60%
Van Allen Elementary	18.90%	79.40%
Weber Elementary	23.90%	67.80%
West High School	18.40%	81.40%
Wickham Elementary	22.70%	77.70%

Appendix D: District Health Services Data

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.

2020-2025 Snapshot of Reported Student Health Concerns

	2020-21	2020-21	2022-23	2023-24	2024-25
Asthma	827	860	893	908	893
ADHD/ADD	869	1,244	1,553	1,612	1544
Seizure Disorder	125	136	148	160	148
Type I Diabetes	38	35	34	36	41
Severe Food Allergies	653	269	592	600	598
Depression	87	113	318	325	269
Anxiety	366	399	845	920	861

2020-2025 Student Accidents, Injuries, and Medications

	2020-21	2021-22	2022-23	2023-24	2024-25
Accidents/Injuries Total student accidents/injuries that required further medical evaluation	37	115	207	418	365
Medications Number of students taking prescription medication scheduled daily at school	195	182	306	497	515

2020-2025 Staff Trained in CPR

	2020-21	2021-22	2022-23	2023-24	2024-25
Staff trained in CPR	72	109	250	219	199

Note: District Health Service Data: Iowa City Community School District, Infinite Campus Student Information System. (2025). Unpublished internal district data.

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids