



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

# Annual Progress Report

Iowa City Community School District

2017-2018

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## Table of Contents

Board of Directors .....	2
List of Schools .....	3
District Demographics .....	4
Mission & Beliefs .....	5
Ends Policies .....	6
Student Learning Goals .....	7
Student Academic Achievement .....	8
Academic Indicators .....	30
Student Behavior Statistics .....	36
Iowa Youth Survey Data .....	43
Special Services.....	44
Learning Supports.....	45
Summer School.....	49
Curriculum and Instruction .....	50
Professional Development .....	51
Human Resources.....	52
Equity.....	53
Technology & Innovation .....	54
Nutrition Services .....	55
District Health Services.....	56
Safety and Security .....	58
District Finances .....	59
Facilities .....	62
Partnerships.....	63

### Non Discrimination Policy Statement

It is the policy of the Iowa City Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, marital status, sexual orientation, gender identity and socioeconomic status in its educational programs, activities, or employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact Chace Ramey, Chief Human Resource Officer, 1725 N. Dodge St., Iowa City, IA 52245, 319-688-1000, [Ramey.Chace@iowacityschools.org](mailto:Ramey.Chace@iowacityschools.org).

## Annual Progress Report

The Annual Progress Report serves to provide a summary of the State of the District for the 2017-18 school year. Additional information can be found on the district website.

## Board of Directors

Name	Position
Janet Godwin	President
Lori Roetlin	Vice-President
J.P. Claussen	Member
Shawn Eyestone	Member
Phil Hemingway	Member
Ruthina Malone	Member
Paul Roesler	Member
<i>Stephen Murley</i>	<i>Superintendent of Schools</i>



## List of Schools

### Secondary Schools

#### City High

1900 Morningside Drive, Iowa City  
319-688-1040

#### Tate High

1528 Mall Drive, Iowa City  
319-688-1080

#### South East Junior High

2501 Bradford Drive, Iowa City  
319-688-1070

#### Liberty High

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

#### North Central Junior High

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

#### West High

2901 Melrose Avenue, Iowa City  
319-688-1050

#### Northwest Junior High

1507 8<sup>th</sup> Street, Coralville  
319-688-1060

### Elementary Schools

#### Alexander Elementary

3571 Sycamore Street, Iowa City  
319-688-1095

#### Garner Elementary

80 Birch Street, North Liberty  
319-688-1190

#### Horn Elementary

60 Koser Avenue, Iowa City  
319-688-1115

#### Lincoln Elementary

300 Teeters Court, Iowa City  
319-688-1130

#### Mann Elementary

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

#### Twain Elementary

1355 DeForest Avenue, Iowa City  
319-688-1165

#### Wickham Elementary

601 Oakdale Boulevard, Coralville  
319-688-1175

#### Borlaug Elementary

1000 Kennedy Parkway, Coralville  
319-688-1155

#### Hills Elementary

301 W. Main Street, Hills  
319-688-1105

#### Kirkwood Elementary

1401 9<sup>th</sup> Street, Coralville  
319-688-1120

#### Longfellow Elementary

(at new Hoover Elementary)  
1355 Barrington Road, Iowa City  
319-688-1135

#### Penn Elementary

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

#### Van Allen Elementary

170 Abigail Avenue, North Liberty  
319-688-1185

#### Wood Elementary

1930 Lakeside Drive, Iowa City  
319-688-1180

#### Coralville Central

501 6<sup>th</sup> Street, Coralville  
319-688-1100

#### Hoover Elementary

2200 E. Court, Iowa City  
319-688-1110

#### Lemme Elementary

3100 Washington Street, Iowa City  
319-688-1125

#### Lucas Elementary

830 Southlawn Drive, Iowa City  
319-688-1140

#### Shimek Elementary

1400 Grissel Place, Iowa City  
319-688-1160

#### Weber Elementary

3850 Rohret Road, Iowa City  
319-688-1170

## District Demographics

### Enrollment

The district certified weighted enrollment for the 2017-18 school year was 14,197.58 students. District enrollment increased by 1.5% students from the previous year.

**2017-18 Certified Weighted Enrollment**

Enrollment Category	Enrollment
Resident Public Students Attending	13,766.40
Resident Public Students Attending another Iowa Public School District	426.30
Non Public Shared Time & Competent Private Instruction Students Dual Enrolled for District Classes	4.73
Non Public Shared time & Competent Private Instruction Students Dual Enrolled for Post-Secondary Education Option Classes	0.15
<b>Actual Enrollment (Certified Weighted Enrollment)</b>	<b>14,197.58</b>

### Free and Reduced

The free and reduced student count has increased by 2% over the past five years.

**2013-17 Free and Reduced Lunch Rates**

Year	Percentage of Enrollment
<b>2017-18</b>	37.4%
<b>2016-17</b>	37.3%
<b>2015-16</b>	35.7%
<b>2014-15</b>	33.7%
<b>2013-14</b>	35.4%

### Race/Ethnicity

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

**2015-17 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
<b>2017-18</b>	6.1%	19.2%	11.5%	5.2%	0.3%	0.1%	57.6%
<b>2016-17</b>	6.1%	18.7%	11.5%	5.0%	0.2%	0.1%	58.4%
<b>2015-16</b>	6.2%	18.0%	11.0%	4.7%	0.3%	0.1%	59.7%

## Mission Statement

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



## District Belief Statements

We believe that:

- Each person has intrinsic worth.
- Working collaboratively with others promotes achievement and growth.
- A democratic society depends upon the active participation of educated citizens.
- Free exchange of ideas is essential to education and learning in our democratic society.
- Self-esteem enhances personal motivation and achievement.
- All people can learn.
- Individuals learn in different ways.
- Life-long learning improves the quality of an individual's life.
- The entire community is responsible for education; the individual is ultimately responsible for learning.
- Challenge is vital to achieving potential.
- Expectations are directly related to performance.
- The understanding of and respect for human diversity are fundamental to individual rights and enrich community life.
- A supportive environment promotes risk-taking; risk is a part of growth.
- Creative expression enhances people's lives.
- The survival of our civilization depends upon a citizen's possession of a shared core of knowledge.
- Each person has a right to be in a safe environment.

## Board of Directors Ends Policies

### Reading

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

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

### Writing

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

- On average, achievement will be as high as or higher than previous years for same grade groups.

### Math

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

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

### Science

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

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

### Social Studies

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

- On average, achievement will be as high as or higher than previous years for same grade groups.

### Character Development

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

- On average, positive Character Development outcomes will improve (not decline) as measured by district indicators.

### Fine Arts

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

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



## Student Learning Goals

As a result of their education, all Iowa City Community School District graduates will be:

- **Fluent and Effective Communicators** who listen, view, read and respond to other's messages and ideas as well as demonstrate the ability to communicate in reading, writing, speaking, listening, and who communicate mathematically, scientifically and artistically.
- **Collaborative Individuals** who use skillful leadership and responsible social and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings.
- **Critical Thinkers** who understand and apply a core body of knowledge and skills to new tasks, who identify problems, use strategies to approach problems, and apply mathematical, logical and creative reasoning to solve problems and make appropriate decisions.
- **Technological Practitioners** who use advanced technologies, including but not limited to the computer, to create, access, integrate and use information to communicate, reason, make decisions and solve complex problems in a variety of contexts.
- **Resourceful Learners** who create a positive vision for themselves and their future, view themselves as lifelong learners, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress and assume responsibility for their actions.
- **Quality Producers** who create and appreciate intellectual, artistic, practical and physical products which reflect originality, high standards, and the use of advanced technology.
- **Responsible Citizens** who demonstrate the knowledge, skills and motivation necessary to participate in the democratic process and to make wise decisions which reflect healthful living, interdependence and ethical behavior that contribute to society.





## 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. These goals are aligned with district ends policies.

### *District Ends Policies*

- Students will over time, independently read increasingly complex and engaging text with understanding.
- Students will over time, independently solve increasingly complex mathematical problems.
- Students will over time, independently use increasingly complex scientific information and the processes of inquiry to construct scientific knowledge.

### *Annual Improvement Goal*

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

### *ICCSD National Percentile Ranks*

A national percentile rank shows relative position or rank within a group of students in the same grade who were tested at the same time of year during the national standardization. The data indicate status of the group.

Percentile ranks are useful in determining areas of relative strength and weaknesses for a grade level group. They are not the preferred statistic for monitoring growth over time. Therefore, multiple years of percentile ranks are not reported.

**2017-18 Iowa Assessments Results**  
National Percentile Ranks, School Norms, All Students

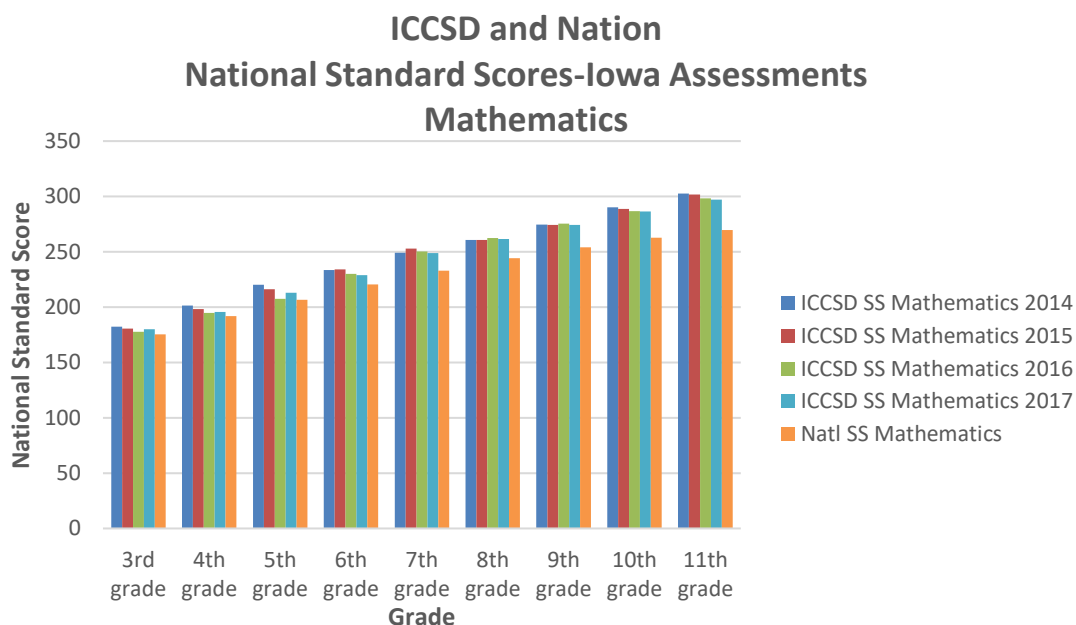
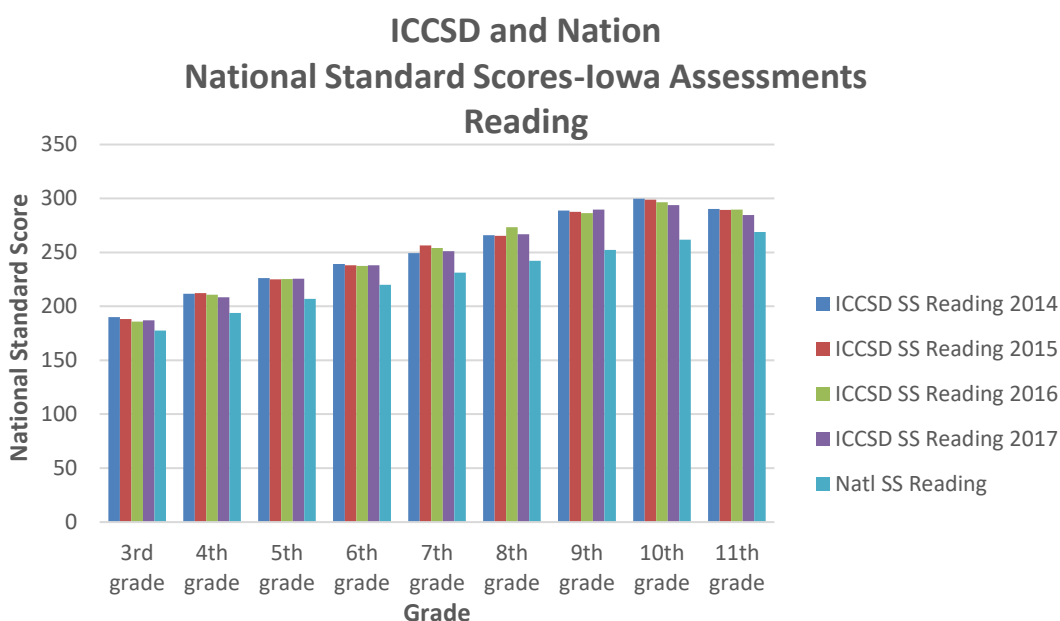
	Reading	Math	Science
<b>3<sup>rd</sup> Grade</b>	70	60	71
<b>4<sup>th</sup> Grade</b>	72	58	71
<b>5<sup>th</sup> Grade</b>	73	62	66
<b>6<sup>th</sup> Grade</b>	70	62	64
<b>7<sup>th</sup> Grade</b>	69	67	67
<b>8<sup>th</sup> Grade</b>	71	67	68
<b>9<sup>th</sup> Grade</b>	80	68	74
<b>10<sup>th</sup> Grade</b>	75	70	73
<b>11<sup>th</sup> Grade</b>	62	72	73

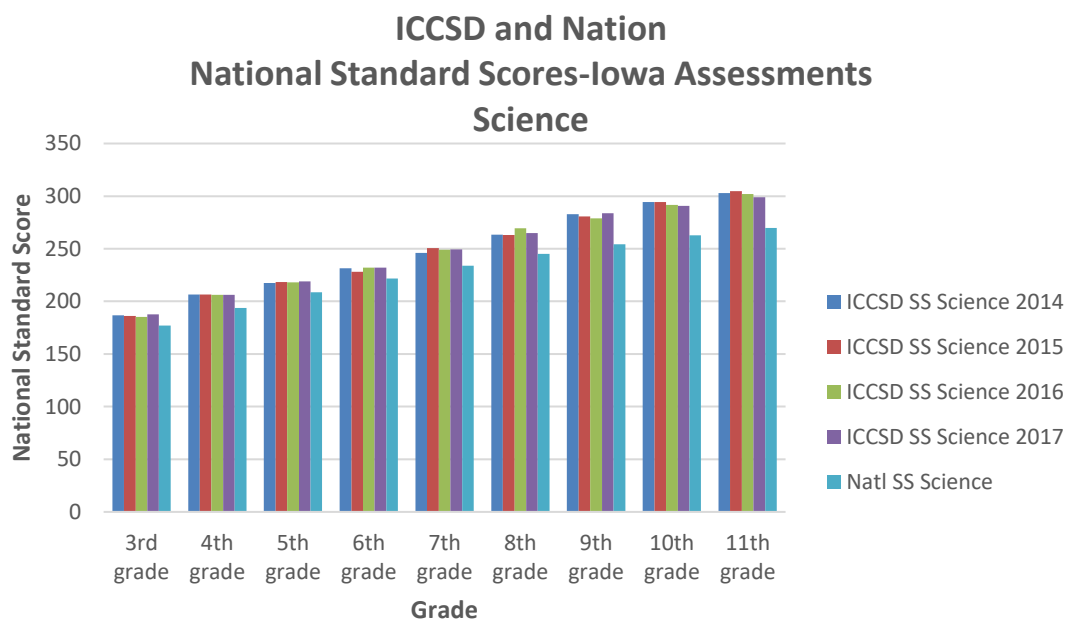
## Student Academic Achievement *(continued)*

### *ICCSD Student Performance Same Grade Comparisons (total group—all students tested) with Data Compared to National Averages*

The following charts depict student achievement performance in the areas of reading, mathematics, and science for all students who took the test. The data reflect achievement as recorded by the *Iowa Assessments* (IA) for grades three through eleven. Tests were administered in the fall. National standard scores are reported.

The bar graph permits the reader to compare performance of ICCSD students to average performance of the students of the nation. The national standard score is a number that describes the group's location on an achievement continuum. Average national annual growth decreases as students move up from one grade to the next.



**Student Academic Achievement** *(continued)*

### Student Academic Achievement *(continued)*

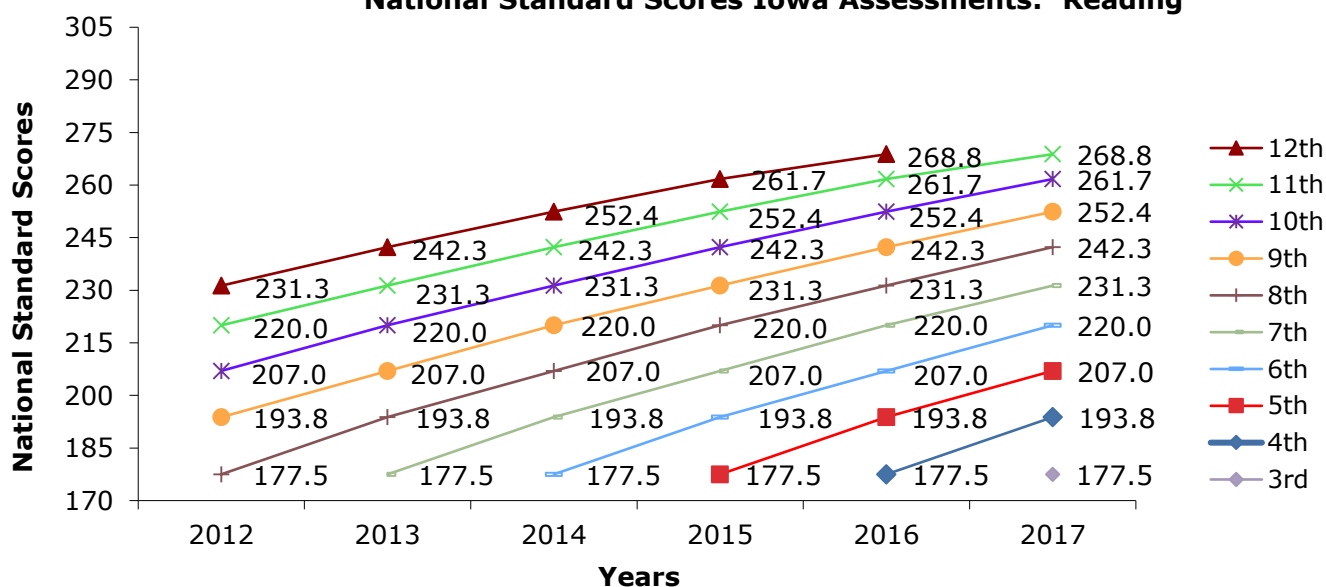
### ICCSD Student Performance Cohort Group Comparisons

The following charts depict student achievement performance in the areas of reading, mathematics, and science for all students who took the test. The data reflect achievement as recorded by the *Iowa Assessments* (IA) for grades three through eleven. Tests are administered in the fall. National standard scores are reported.

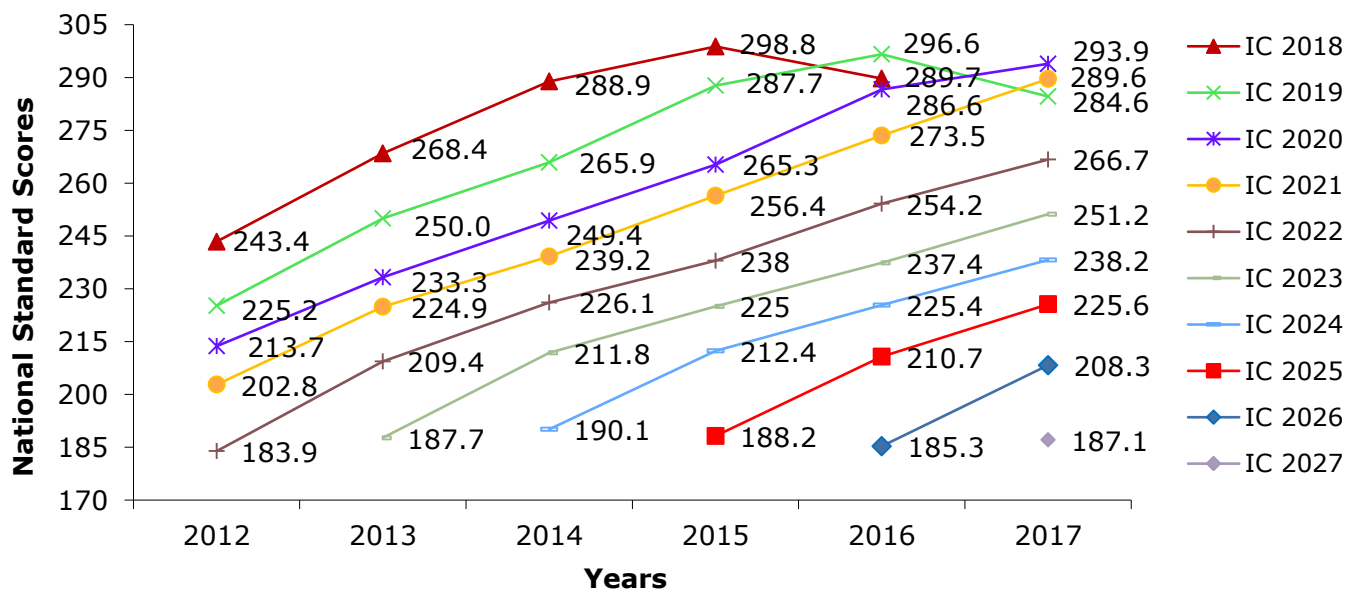
The line graph permits the reader to compare growth performance of ICCSD students as a cohort from one year to the next and to the average growth performance of the students of the nation. The national standard score is a number that describes the group's location on an achievement continuum. Average national annual growth decreases as students move up from one grade to the next.

## National Student Performance (Cohort) Graduating Classes

### National Standard Scores Iowa Assessments: Reading

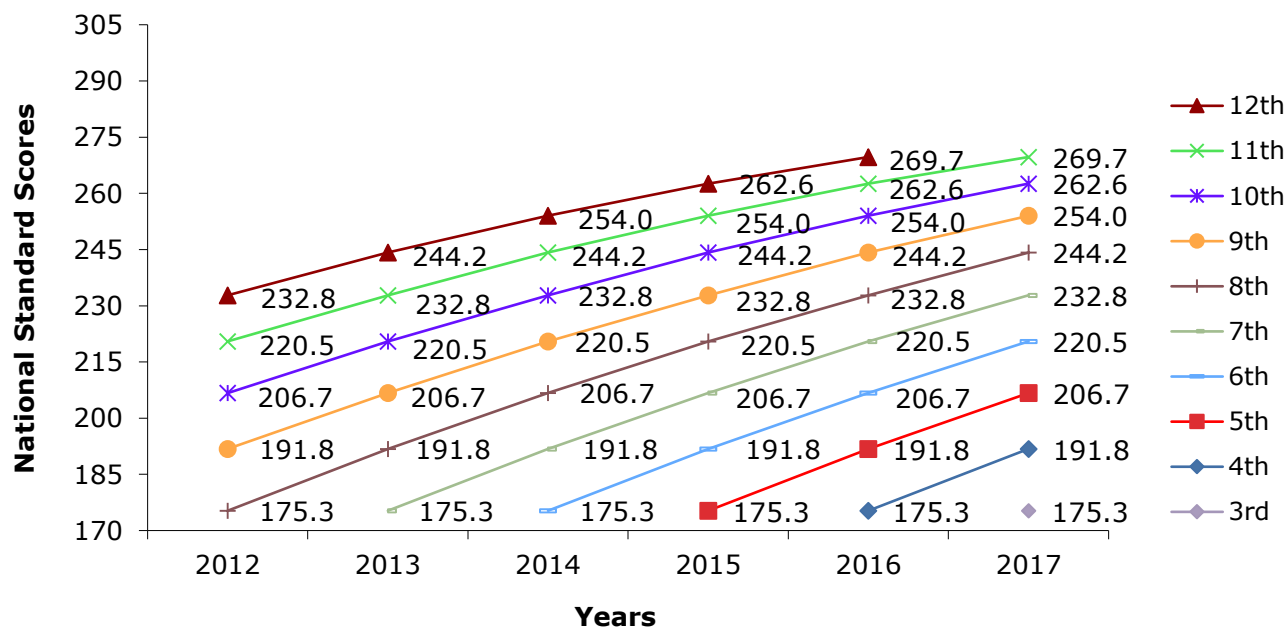


## ICCS Student Performance (Cohort) Graduating Classes 2018-2027 National Standard Scores Iowa Assessments: Reading

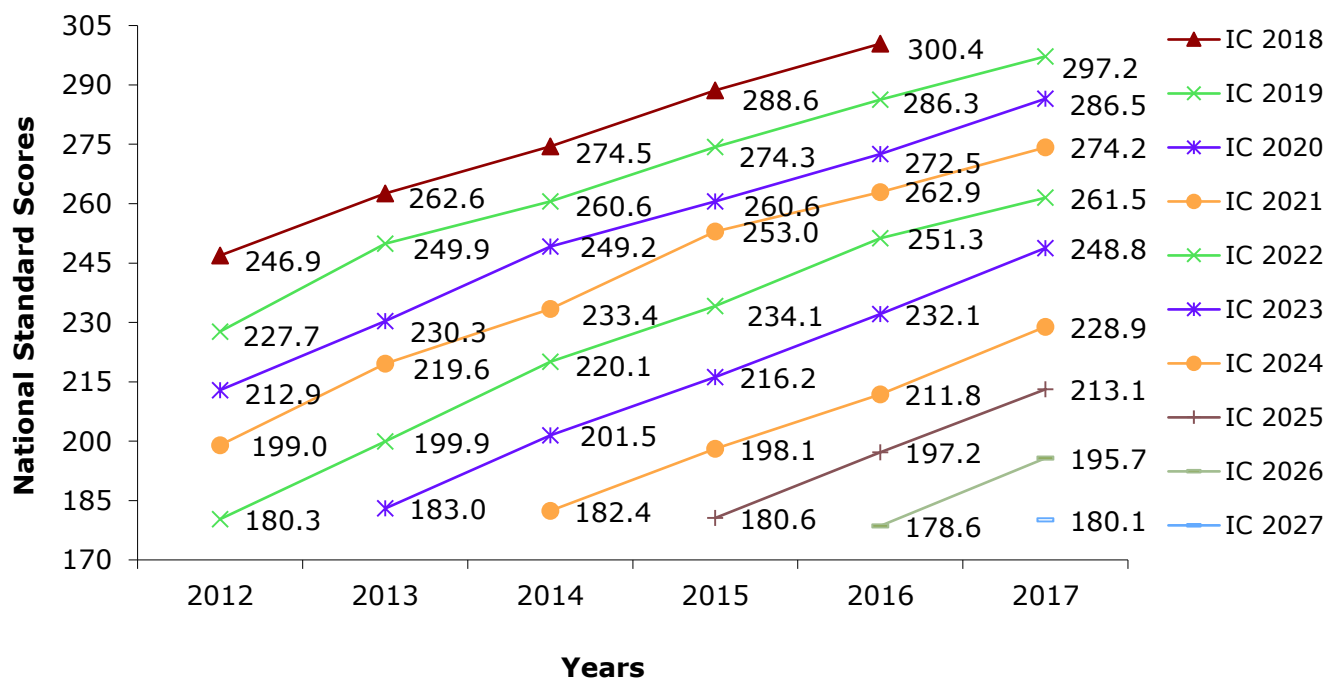


# Student Academic Achievement *(continued)*

**National Student Performance (Cohort) Graduating Classes  
National Standard Scores Iowa Assessments: Mathematics**

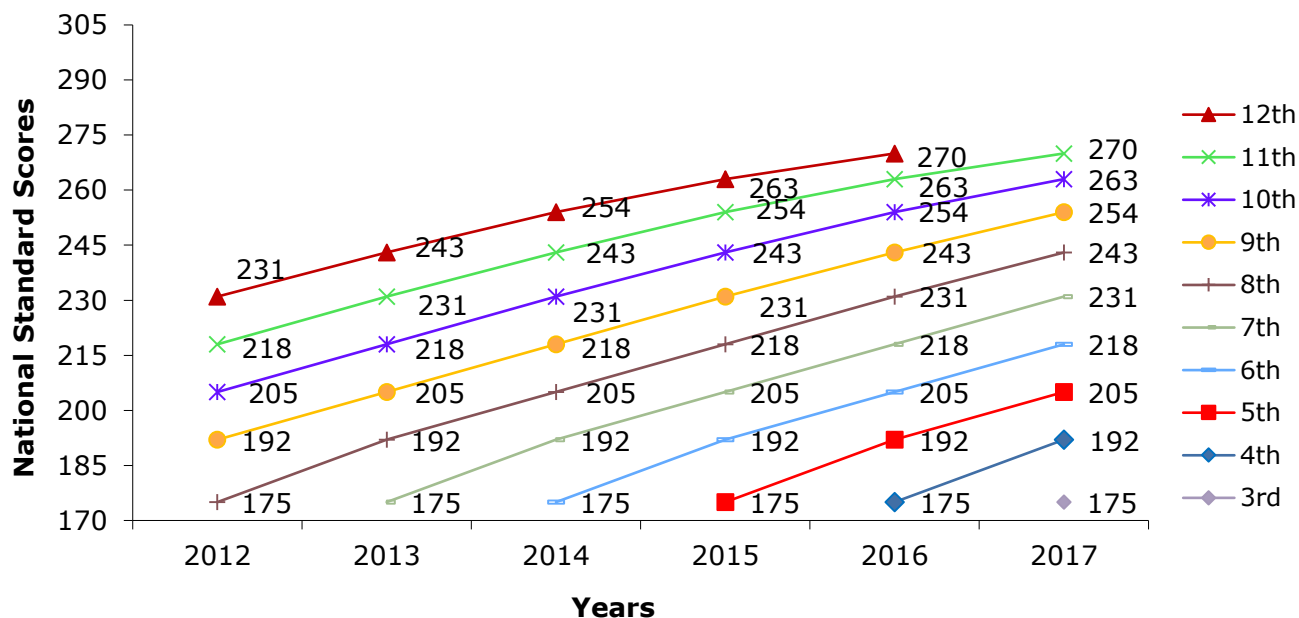


**ICCS Student Performance (Cohort) Graduating Classes 2018-2027  
National Standard Scores Iowa Assessments: Mathematics**

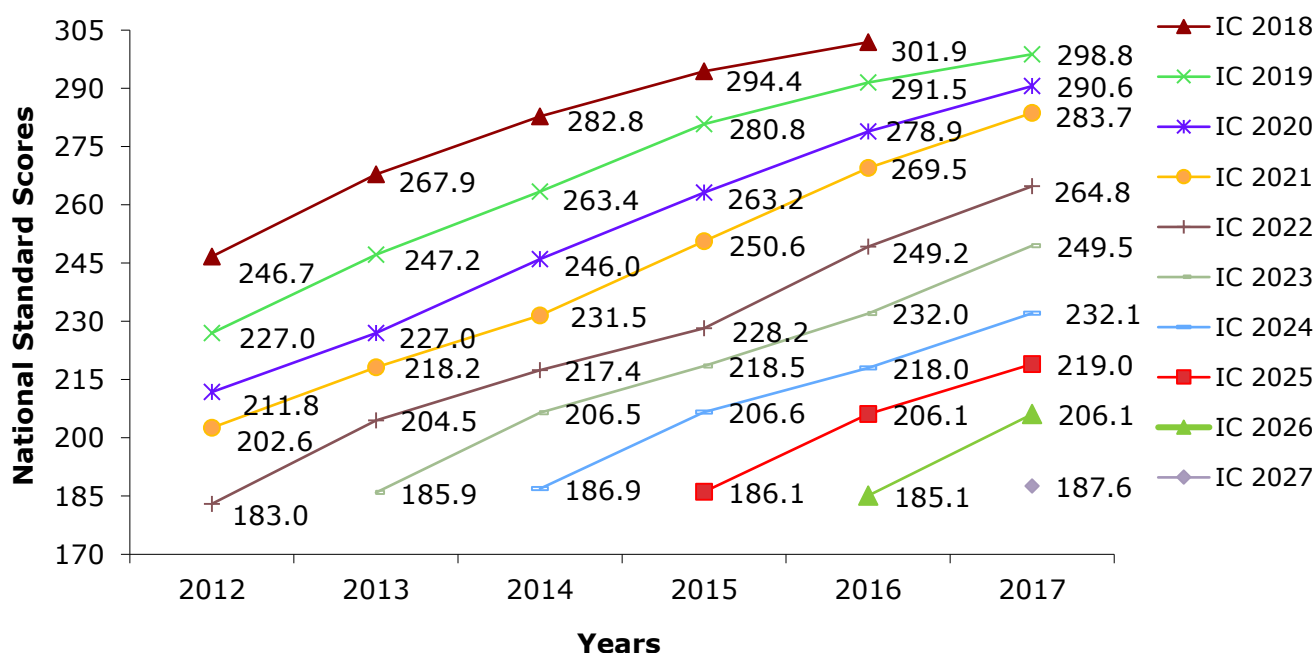


Student Academic Achievement *(continued)*

**National Student Performance (Cohort) Graduating Classes  
National Standard Scores Iowa Assessments: Science**



**ICCSD Student Performance (Cohort) Graduating Classes 2018-2027  
National Standard Scores Iowa Assessments: Science**



## Student Academic Achievement *(continued)*

### Reporting for Total and Sub Group 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 for four years and includes:

- Percent proficient grades 3 - 11 – reading
- Percent proficient grades 3 - 11 – mathematics
- Percent proficient grades 8 and 11 – science

Reporting in this section will reflect the following academic ends policy requirement:

- Achievement gaps between subgroups will decrease from previous years.

Schools in the Iowa City Community School District use the Iowa Assessments (IA) as an accountability and improvement measure in reading and math for grades 3-8 and 11. 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 national standard score or higher, on the Iowa Assessments. The table below indicates the percent of students who scored proficient during the 2017-18 school year in reading and mathematics by grade level bands.

2017-18 Iowa Assessments Results		
% Proficient, National Norms, All Students		
	Reading	Math
3 <sup>rd</sup> – 5 <sup>th</sup> grade	73.9	70.8
6 <sup>th</sup> – 8 <sup>th</sup> grade	74.1	72.8
11 <sup>th</sup> grade	75.6	81.7

We also report the percent of students that fall within certain achievement bands on the Iowa Assessments. The charts on the following pages show the 2017-18 Iowa City Community School District achievement levels and the State of Iowa achievement levels on the Iowa Assessments by percentage of students in Iowa that are either not proficient, proficient or above proficient by grade level and subgroup in reading, mathematics, and science.

Note: If the n-count is less than 10 students, there is an NA in place of the data for that sub group.



Student Academic Achievement *(continued)*

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Third Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	24	49	26	25	56	18
Male	26	49	25	27	55	17
Female	22	50	28	23	57	19
Asian	9	50	41	23	54	23
Black or African American	50	44	6	54	41	5
Hispanic/Latino	49	42	10	41	52	8
Native Hawaiian or Other Pacific Islander	NA	NA	NA	62	36	2
Multi-Racial	22	54	24	29	57	14
White	13	52	35	20	58	21
American Indian or Alaska Native	NA	NA	NA	41	51	8
ELL	70	30	0	60	39	1
Non ELL	19	52	30	23	58	20
FRL	45	46	9	39	52	9
Non FRL	13	51	36	15	59	26
Migrant	NA	NA	NA	39	42	18
Non-Migrant	24	49	26	25	56	18
IEP	56	32	12	66	30	4
Non IEP	20	51	28	19	60	20

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Mathematics, Third Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	28	40	32	24	50	27
Male	28	37	35	22	48	30
Female	28	44	28	25	52	23
Asian	7	33	59	20	44	36
Black or African American	62	31	7	58	36	6
Hispanic/Latino	55	34	10	39	49	12
Native Hawaiian or Other Pacific Islander	NA	NA	NA	57	36	7
Multi-Racial	33	43	24	29	51	19
White	13	45	42	18	51	31
American Indian or Alaska Native	NA	NA	NA	39	51	10
ELL	71	26	3	54	42	4
Non ELL	22	42	36	21	50	28
FRL	54	37	9	37	50	13
Non FRL	13	42	44	13	50	37
Migrant	NA	NA	NA	35	53	12
Non-Migrant	28	40	32	24	50	27
IEP	53	31	16	56	36	8
Non IEP	25	41	34	19	52	29

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Science, Third Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	14	55	31	21	57	21
Male	15	51	34	20	55	25
Female	12	59	28	23	60	18
Asian	9	35	57	21	52	27
Black or African American	35	57	7	53	41	6
Hispanic/Latino	22	62	15	34	56	10
Native Hawaiian or Other Pacific Islander	NA	NA	NA	48	49	4
Multi-Racial	13	63	24	27	55	18
White	6	54	40	16	59	24
American Indian or Alaska Native	NA	NA	NA	36	53	11
ELL	36	62	2	47	50	3
Non ELL	11	54	35	19	58	23
FRL	29	58	13	33	55	11
Non FRL	6	53	41	12	59	29
Migrant	NA	NA	NA	50	50	0
Non-Migrant	14	55	31	21	57	21
IEP	31	54	15	40	51	9
Non IEP	12	55	33	19	58	23

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Fourth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	27	39	34	27	46	27
Male	29	39	32	29	46	25
Female	25	39	36	24	46	30
Asian	17	37	46	27	43	30
Black or African American	56	35	9	55	36	9
Hispanic/Latino	42	47	11	43	44	14
Native Hawaiian or Other Pacific Islander	NA	NA	NA	54	36	10
Multi-Racial	21	36	43	32	46	22
White	14	39	47	21	47	31
American Indian or Alaska Native	NA	NA	NA	46	38	16
ELL	73	27	0	71	28	1
Non ELL	21	41	38	24	47	29
FRL	52	40	8	40	45	15
Non FRL	12	39	49	17	47	36
Migrant	NA	NA	NA	57	20	23
Non-Migrant	27	39	34	27	46	27
IEP	66	27	7	67	27	6
Non IEP	22	41	38	20	49	31

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Mathematics, Fourth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	30	43	27	25	49	26
Male	28	41	31	23	48	29
Female	32	45	24	27	51	22
Asian	15	33	52	20	43	36
Black or African American	61	33	6	57	37	6
Hispanic/Latino	47	43	10	40	50	10
Native Hawaiian or Other Pacific Islander	NA	NA	NA	52	41	7
Multi-Racial	23	45	32	33	48	19
White	16	48	37	19	51	30
American Indian or Alaska Native	NA	NA	NA	45	42	14
ELL	72	26	3	60	37	3
Non ELL	24	46	31	22	50	27
FRL	60	34	6	39	49	12
Non FRL	12	48	40	14	50	36
Migrant	NA	NA	NA	43	40	17
Non-Migrant	30	43	27	25	49	26
IEP	71	19	10	60	33	7
Non IEP	24	46	30	19	52	29

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Science, Fourth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	20	51	29	18	60	22
Male	18	53	29	17	58	25
Female	22	50	28	19	61	19
Asian	9	44	46	17	52	31
Black or African American	48	45	7	46	48	5
Hispanic/Latino	28	59	13	31	59	10
Native Hawaiian or Other Pacific Islander	NA	NA	NA	39	55	5
Multi-Racial	17	47	36	23	59	18
White	8	53	39	14	61	25
American Indian or Alaska Native	NA	NA	NA	33	52	15
ELL	49	50	1	48	51	2
Non ELL	16	52	33	16	60	23
FRL	43	52	6	29	60	11
Non FRL	6	51	43	10	60	30
Migrant	NA	NA	NA	50	50	0
Non-Migrant	20	51	29	18	60	22
IEP	40	54	6	40	53	7
Non IEP	17	51	32	15	61	24

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Fifth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	27	36	38	25	47	28
Male	31	37	31	28	47	25
Female	21	34	44	22	47	31
Asian	8	33	58	20	43	37
Black or African American	57	34	9	52	38	9
Hispanic/Latino	46	36	18	40	45	15
Native Hawaiian or Other Pacific Islander	NA	NA	NA	54	40	6
Multi-Racial	33	31	35	30	46	24
White	15	37	48	20	48	32
American Indian or Alaska Native	NA	NA	NA	39	46	14
ELL	75	24	1	69	30	1
Non ELL	22	37	41	22	48	30
FRL	50	35	15	37	46	16
Non FRL	13	36	50	15	47	37
Migrant	NA	NA	NA	46	42	12
Non-Migrant	27	36	38	25	47	28
IEP	67	20	13	66	29	6
Non IEP	21	38	41	18	50	32

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Mathematics, Fifth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	29	36	35	27	47	26
Male	30	34	36	25	46	29
Female	28	38	33	29	48	23
Asian	6	37	56	21	39	41
Black or African American	64	31	5	60	34	6
Hispanic/Latino	54	31	16	43	44	13
Native Hawaiian or Other Pacific Islander	NA	NA	NA	62	30	8
Multi-Racial	37	27	35	35	44	20
White	16	39	45	21	49	30
American Indian or Alaska Native	NA	NA	NA	40	51	9
ELL	73	24	3	68	30	2
Non ELL	24	37	39	24	48	27
FRL	56	36	8	41	46	13
Non FRL	14	36	50	16	48	36
Migrant	NA	NA	NA	54	38	8
Non-Migrant	29	36	35	27	47	26
IEP	66	19	16	64	30	6
Non IEP	24	38	37	21	50	29

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Science, Fifth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	21	46	32	22	58	20
Male	22	46	32	21	57	22
Female	21	47	32	22	60	18
Asian	15	32	53	17	50	32
Black or African American	50	45	5	52	43	5
Hispanic/Latino	35	49	16	36	55	10
Native Hawaiian or Other Pacific Islander	NA	NA	NA	60	31	9
Multi-Racial	25	45	29	29	54	17
White	11	48	42	17	61	22
American Indian or Alaska Native	NA	NA	NA	34	59	7
ELL	56	42	2	57	42	1
Non ELL	17	47	36	20	59	21
FRL	40	51	9	34	56	10
Non FRL	11	44	45	13	60	27
Migrant	NA	NA	NA	46	46	8
Non-Migrant	21	46	32	22	58	20
IEP	48	37	16	47	46	6
Non IEP	18	48	34	18	60	22

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Sixth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	26	37	38	28	47	26
Male	31	36	33	31	46	23
Female	20	38	42	24	48	28
Asian	11	35	54	23	45	32
Black or African American	61	33	6	58	35	7
Hispanic/Latino	38	43	19	43	45	13
Native Hawaiian or Other Pacific Islander	NA	NA	NA	56	36	9
Multi-Racial	27	38	35	32	45	22
White	13	37	51	23	48	29
American Indian or Alaska Native	NA	NA	NA	35	49	16
ELL	72	28	0	71	28	1
Non ELL	21	38	41	25	48	27
FRL	50	38	11	41	45	13
Non FRL	12	36	52	17	48	35
Migrant	NA	NA	NA	50	35	15
Non-Migrant	26	37	38	28	47	26
IEP	68	19	13	71	25	4
Non IEP	20	39	41	21	50	29

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Mathematics, Sixth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	29	36	35	27	49	25
Male	30	33	37	26	46	28
Female	28	40	32	27	51	22
Asian	4	35	62	21	38	40
Black or African American	72	23	5	61	34	5
Hispanic/Latino	51	36	13	44	46	10
Native Hawaiian or Other Pacific Islander	NA	NA	NA	59	33	8
Multi-Racial	22	51	27	34	47	18
White	13	40	47	21	51	29
American Indian or Alaska Native	NA	NA	NA	45	38	17
ELL	79	20	1	71	27	2
Non ELL	24	38	38	24	50	26
FRL	60	32	8	42	47	11
Non FRL	12	39	49	15	50	35
Migrant	NA	NA	NA	54	38	8
Non-Migrant	29	36	35	26	49	25
IEP	72	16	12	69	27	4
Non IEP	24	39	37	20	52	28

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Science, Sixth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	23	54	23	26	57	16
Male	26	50	23	25	56	19
Female	21	57	23	27	59	14
Asian	7	60	33	24	54	22
Black or African American	58	41	1	61	36	3
Hispanic/Latino	41	48	11	42	51	7
Native Hawaiian or Other Pacific Islander	NA	NA	NA	60	35	5
Multi-Racial	17	60	23	33	54	13
White	10	58	32	21	60	19
American Indian or Alaska Native	NA	NA	NA	42	49	9
ELL	65	35	0	68	31	1
Non ELL	19	56	25	24	59	17
FRL	47	49	5	40	52	8
Non FRL	11	56	33	16	61	23
Migrant	NA	NA	NA	46	46	8
Non-Migrant	23	54	23	26	57	16
IEP	55	32	13	59	37	4
Non IEP	19	56	24	21	60	18

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Seventh Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	26	43	31	27	52	21
Male	27	42	30	30	50	20
Female	24	44	32	24	54	22
Asian	5	42	53	22	49	29
Black or African American	55	40	5	58	37	5
Hispanic/Latino	48	40	12	43	48	10
Native Hawaiian or Other Pacific Islander	NA	NA	NA	55	36	9
Multi-Racial	24	41	34	33	52	16
White	14	45	41	22	54	24
American Indian or Alaska Native	NA	NA	NA	41	48	11
ELL	77	23	0	73	27	1
Non ELL	20	46	35	24	54	22
FRL	50	42	7	41	49	10
Non FRL	13	44	43	17	54	29
Migrant	NA	NA	NA	62	31	7
Non-Migrant	26	43	31	27	52	21
IEP	69	23	9	73	24	3
Non IEP	20	46	34	20	56	24

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Mathematics, Seventh Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	23	41	36	19	58	23
Male	24	39	38	20	56	25
Female	23	43	34	19	60	22
Asian	3	30	67	15	51	34
Black or African American	54	39	7	51	45	5
Hispanic/Latino	47	41	12	34	58	8
Native Hawaiian or Other Pacific Islander	NA	NA	NA	50	42	8
Multi-Racial	20	46	34	26	59	14
White	10	43	47	14	59	27
American Indian or Alaska Native	NA	NA	NA	36	53	11
ELL	74	25	2	57	42	1
Non ELL	17	43	40	17	58	24
FRL	49	42	9	32	58	10
Non FRL	10	41	50	10	57	33
Migrant	NA	NA	NA	48	41	10
Non-Migrant	23	41	36	19	58	23
IEP	63	28	9	59	38	3
Non IEP	18	43	39	14	60	26



Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Science, Seventh Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	22	53	25	22	64	14
Male	22	50	28	23	61	16
Female	21	56	23	22	66	12
Asian	7	43	50	21	57	21
Black or African American	53	42	4	56	41	3
Hispanic/Latino	45	50	5	39	56	5
Native Hawaiian or Other Pacific Islander	NA	NA	NA	57	38	5
Multi-Racial	17	66	17	28	61	11
White	9	57	34	17	67	16
American Indian or Alaska Native	NA	NA	NA	38	57	4
ELL	66	34	0	66	34	0
Non ELL	17	55	28	20	65	15
FRL	47	47	6	36	58	6
Non FRL	9	56	35	13	68	19
Migrant	NA	NA	NA	52	38	10
Non-Migrant	22	53	25	22	64	14
IEP	58	33	8	58	39	3
Non IEP	17	55	27	17	67	16

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Eighth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	26	42	32	26	51	24
Male	28	38	34	29	50	22
Female	24	46	30	22	53	25
Asian	16	27	57	22	45	32
Black or African American	62	31	7	54	39	6
Hispanic/Latino	43	41	16	39	49	12
Native Hawaiian or Other Pacific Islander	NA	NA	NA	63	31	6
Multi-Racial	27	44	29	30	50	21
White	13	47	40	21	52	26
American Indian or Alaska Native	NA	NA	NA	36	52	12
ELL	85	15	0	73	27	0
Non ELL	21	44	34	23	52	25
FRL	56	35	9	40	48	11
Non FRL	12	45	42	16	53	31
Migrant	NA	NA	NA	40	52	8
Non-Migrant	26	42	32	26	51	24
IEP	80	12	8	74	24	2
Non IEP	21	45	34	19	55	26

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Mathematics, Eighth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	29	35	36	26	50	24
Male	30	29	40	27	48	25
Female	28	40	32	25	53	22
Asian	14	19	67	21	41	37
Black or African American	70	24	6	62	34	4
Hispanic/Latino	50	32	18	42	48	10
Native Hawaiian or Other Pacific Islander	NA	NA	NA	58	36	6
Multi-Racial	29	38	33	34	48	18
White	14	40	46	21	52	27
American Indian or Alaska Native	NA	NA	NA	40	52	8
ELL	87	13	0	71	28	1
Non ELL	24	37	39	24	51	25
FRL	61	27	12	43	47	10
Non FRL	14	38	48	16	52	32
Migrant	NA	NA	NA	58	38	4
Non-Migrant	29	35	36	26	50	24
IEP	78	13	9	74	24	2
Non IEP	24	37	39	20	54	27

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Science, Eighth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	20	57	22	18	68	15
Male	22	52	26	19	65	16
Female	18	63	18	17	70	13
Asian	11	39	51	15	61	24
Black or African American	58	40	2	48	49	3
Hispanic/Latino	30	62	8	30	63	6
Native Hawaiian or Other Pacific Islander	NA	NA	NA	62	35	3
Multi-Racial	20	49	31	22	65	13
White	8	64	28	14	70	16
American Indian or Alaska Native	NA	NA	NA	25	72	3
ELL	74	26	0	56	43	0
Non ELL	16	60	24	16	69	15
FRL	45	49	6	30	63	6
Non FRL	9	61	30	10	70	20
Migrant	NA	NA	NA	38	58	4
Non-Migrant	20	57	22	18	68	15
IEP	62	31	7	53	45	2
Non IEP	16	60	24	13	71	16

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Ninth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	17	43	40	18	57	26
Male	19	42	38	21	56	23
Female	14	43	42	14	57	29
Asian	11	30	59	16	50	34
Black or African American	44	46	10	45	46	8
Hispanic/Latino	29	54	17	29	57	13
Native Hawaiian or Other Pacific Islander	NA	NA	NA	44	41	15
Multi-Racial	17	47	36	19	58	23
White	7	41	52	14	57	29
American Indian or Alaska Native	NA	NA	NA	22	67	10
ELL	72	27	1	63	37	1
Non ELL	12	44	44	15	58	27
FRL	39	53	9	30	57	13
Non FRL	7	38	54	10	56	34
Migrant	NA	NA	NA	56	39	6
Non-Migrant	17	43	40	17	57	26
IEP	64	32	4	61	36	3
Non IEP	13	44	43	12	59	29

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Mathematics, Ninth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	23	47	30	23	61	16
Male	25	43	32	25	58	17
Female	21	51	28	21	64	14
Asian	9	31	60	17	55	27
Black or African American	54	43	3	55	42	3
Hispanic/Latino	40	50	11	38	57	5
Native Hawaiian or Other Pacific Islander	NA	NA	NA	47	47	6
Multi-Racial	17	49	34	28	60	12
White	13	50	38	18	64	18
American Indian or Alaska Native	NA	NA	NA	35	58	7
ELL	68	32	0	65	35	0
Non ELL	18	49	33	21	63	17
FRL	49	47	4	38	57	5
Non FRL	11	47	41	14	64	22
Migrant	NA	NA	NA	44	56	0
Non-Migrant	23	47	30	23	61	16
IEP	72	27	1	68	31	1
Non IEP	19	49	32	17	65	18

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Science, Ninth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	19	51	29	22	61	18
Male	21	49	30	24	57	19
Female	18	54	28	20	65	16
Asian	4	41	54	18	57	25
Black or African American	47	51	3	51	45	4
Hispanic/Latino	32	57	11	36	58	7
Native Hawaiian or Other Pacific Islander	NA	NA	NA	42	48	10
Multi-Racial	21	45	34	27	59	14
White	10	52	38	17	62	20
American Indian or Alaska Native	NA	NA	NA	35	58	6
ELL	61	39	0	64	36	0
Non ELL	15	53	32	20	62	18
FRL	43	52	6	35	57	7
Non FRL	9	51	40	13	63	24
Migrant	NA	NA	NA	44	50	6
Non-Migrant	19	51	29	22	61	18
IEP	56	41	4	58	40	2
Non IEP	16	52	31	17	63	19

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Tenth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	19	48	34	15	62	22
Male	23	43	33	19	60	21
Female	14	53	34	12	65	24
Asian	2	53	45	18	57	25
Black or African American	46	48	6	41	54	5
Hispanic/Latino	28	54	18	27	62	11
Native Hawaiian or Other Pacific Islander	NA	NA	NA	39	55	6
Multi-Racial	10	48	42	18	62	20
White	10	46	44	12	63	25
American Indian or Alaska Native	NA	NA	NA	26	60	13
ELL	58	42	0	59	41	0
Non ELL	14	48	37	13	63	24
FRL	37	54	10	27	62	11
Non FRL	10	45	45	9	62	29
Migrant	NA	NA	NA	56	44	0
Non-Migrant	19	48	34	15	62	23
IEP	57	40	3	56	41	3
Non IEP	15	49	36	11	64	25

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Mathematics, Tenth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	21	46	33	20	61	19
Male	24	40	37	21	58	21
Female	19	53	28	18	64	18
Asian	5	35	60	19	54	27
Black or African American	48	46	5	51	46	3
Hispanic/Latino	40	48	12	34	59	7
Native Hawaiian or Other Pacific Islander	NA	NA	NA	53	43	4
Multi-Racial	17	45	38	27	57	16
White	11	47	42	15	63	22
American Indian or Alaska Native	NA	NA	NA	29	62	9
ELL	62	36	2	61	38	1
Non ELL	17	47	36	18	62	20
FRL	43	47	10	34	59	7
Non FRL	10	46	44	12	62	26
Migrant	NA	NA	NA	44	56	0
Non-Migrant	21	46	33	20	61	19
IEP	69	29	2	63	36	1
Non IEP	17	48	36	15	64	21

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Science, Tenth Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	19	54	27	19	65	16
Male	22	47	32	21	60	19
Female	16	63	22	18	69	13
Asian	3	53	43	19	63	18
Black or African American	43	54	3	48	49	2
Hispanic/Latino	30	60	11	33	60	6
Native Hawaiian or Other Pacific Islander	NA	NA	NA	46	54	0
Multi-Racial	17	53	30	25	62	13
White	10	54	36	15	67	18
American Indian or Alaska Native	NA	NA	NA	27	64	9
ELL	53	46	1	60	40	0
Non ELL	15	55	30	17	66	17
FRL	35	59	6	33	6	7
Non FRL	11	52	37	12	67	21
Migrant	NA	NA	NA	44	56	0
Non-Migrant	19	54	27	19	65	16
IEP	58	40	2	57	41	2
Non IEP	15	56	29	15	67	17

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Reading, Eleventh Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	24	54	22	23	66	12
Male	28	50	21	26	62	12
Female	20	58	22	19	70	11
Asian	11	45	45	27	56	17
Black or African American	57	40	3	54	43	2
Hispanic/Latino	38	56	6	37	59	4
Native Hawaiian or Other Pacific Islander	NA	NA	NA	37	60	2
Multi-Racial	9	66	26	24	66	10
White	14	58	28	19	68	13
American Indian or Alaska Native	NA	NA	NA	33	58	9
ELL	71	29	0	74	26	0
Non ELL	20	56	24	21	67	12
FRL	52	44	4	38	58	5
Non FRL	13	58	29	15	70	15
Migrant	NA	NA	NA	38	62	0
Non-Migrant	24	54	22	23	66	12
IEP	69	28	2	72	27	1
Non IEP	20	56	24	17	70	13

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Mathematics, Eleventh Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	18	46	36	19	59	22
Male	20	43	37	21	56	24
Female	17	48	35	18	62	20
Asian	4	24	73	18	49	33
Black or African American	48	48	5	52	44	3
Hispanic/Latino	33	51	16	33	59	9
Native Hawaiian or Other Pacific Islander	NA	NA	NA	39	54	7
Multi-Racial	9	55	36	25	58	18
White	9	46	46	15	60	24
American Indian or Alaska Native	NA	NA	NA	30	57	12
ELL	59	38	3	62	37	1
Non ELL	15	46	39	18	60	23
FRL	42	50	8	34	58	8
Non FRL	8	44	48	12	59	29
Migrant	NA	NA	NA	41	47	12
Non-Migrant	18	46	36	19	59	22
IEP	52	47	1	63	36	1
Non IEP	15	46	39	15	61	24

Student Academic Achievement (*continued*)

2017-18 Iowa Assessments Results: ICCSD & State of Iowa  
Science, Eleventh Grade Students, % Proficient, National Norms

	Iowa City Community School District			State of Iowa		
	Not Proficient	Proficient	Above Proficient	Not Proficient	Proficient	Above Proficient
All Students	22	43	35	23	56	21
Male	24	40	36	25	52	24
Female	21	46	33	20	61	18
Asian	9	25	66	25	49	25
Black or African American	54	41	5	55	41	3
Hispanic/Latino	36	50	14	38	54	8
Native Hawaiian or Other Pacific Islander	NA	NA	NA	58	34	8
Multi-Racial	6	60	34	26	56	18
White	13	42	45	18	58	24
American Indian or Alaska Native	NA	NA	NA	26	65	9
ELL	61	39	0	69	30	0
Non ELL	19	43	38	21	57	22
FRL	47	46	7	38	53	9
Non FRL	12	42	47	15	58	27
Migrant	NA	NA	NA	41	59	0
Non-Migrant	22	43	35	23	56	21
IEP	57	38	6	66	32	2
Non IEP	19	43	38	18	59	23





## Student Academic Achievement *(continued)*

Federal reporting also requires that districts disaggregate achievement data by the different subgroups in grade level bands of third through fifth grade, sixth through eighth grade and 11<sup>th</sup> grade for reading and math. The purpose of doing this is to track progress on closing the achievement gap between the different groups of students. The Iowa Department of Education (IDOE) continues to work on transition planning as the state moves from regulations under the No Child Left Behind Act (NCLB) to the newly authorized Every Student Succeeds Act (ESSA) in 2017-18. As a result, the IDOE has not provided districts with data in a similar format as was provided in the past. The data in this table from 2015-16 to the current year, reflect the results of ALL students, whereas in previous years reflected results from only those students who were in the district for a Full Academic Year (FAY) prior to the testing date.

### 2017-18 Iowa Assessments Results

% Proficient, National Norms by Grade Level Bands, All Students Tested

#### Grades 3-5 READING

	2013-14	2014-15	2015-16	2016-17	2017-18
All students	78.5	79.3	74.9	73.7	73.9
FRL	57.7	58.1	52.7	50.6	50.4
IEP	42.4	39.9	33.8	31.2	36.9
ELL	43.7	39.9	30.0	28.8	27.6
Black or African American	52.2	51.8	50.1	48.5	49.1
Asian	94.6	94.7	90.3	89.0	87.7
Hispanic/Latino	57.5	58.9	53.3	55.9	54.6
American Indian or Alaska Native	---	---	---	---	---
White	86.7	88.1	80.2	79.8	80.3
Multi-Racial	75.9	81.7	60.0	61.9	60.9

#### Grades 3-5 MATH

	2013-14	2014-15	2015-16	2016-17	2017-18
All students	79.7	78.9	73.4	70.5	70.8
FRL	57.7	55.1	48.9	43.3	43.1
IEP	48.3	41.1	40.9	33.7	36.6
ELL	46.7	45.8	35.5	30.2	28.3
Black or African American	49.5	44.4	44.0	38.9	41.2
Asian	95.8	96.1	91.1	90.9	90.2
Hispanic/Latino	61.8	59.8	49.6	50.2	48.1
American Indian or Alaska Native	---	---	---	---	---
White	88.4	88.8	79.5	77.7	78.2
Multi-Racial	74.3	79.8	55.8	55.3	54.5

#### Grades 6-8 READING

	2013-14	2014-15	2015-16	2016-17	2017-18
All students	77.6	78.0	75.2	77.0	74.1
FRL	55.2	54.1	50.2	53.3	47.9
IEP	39.3	33.7	28.1	28.1	27.7
ELL	43.8	40.2	22.1	23.3	22.5
Black or African American	49.8	49.4	46.7	51.2	43.6
Asian	87.8	89.2	91.2	90.8	90.5
Hispanic/Latino	56.0	60.5	58.4	58.8	57.1
American Indian or Alaska Native	---	---	79.4	---	73.3
White	86.9	86.8	82.0	82.9	81.4
Multi-Racial	80.6	86.7	64.8	64.9	61.6

#### Grades 6-8 MATH

	2013-14	2014-15	2015-16	2016-17	2017-18
All students	80.7	79.0	76.5	75.3	72.8
FRL	58.6	53.3	50.7	49.1	43.0
IEP	43.9	31.5	29.6	30.5	28.8
ELL	56.2	49.6	28.9	23.5	21.0
Black or African American	52.3	45.7	46.5	44.8	38.8
Asian	93.9	96.2	92.8	92.9	92.5
Hispanic/Latino	63.2	60.1	60.3	53.8	50.7
American Indian or Alaska Native	---	---	73.5	---	73.3
White	89.6	88.8	84.0	82.2	81.1
Multi-Racial	77.6	83.7	66.7	59.6	57.5

#### Grade 11 READING

	2013-14	2014-15	2015-16	2016-17	2017-18
All students	86.9	80.6	80.9	79.9	75.6
FRL	64.3	58.0	55.3	55.1	48.3
IEP	48.0	51.8	37.1	35.5	30.7
ELL	---	---	---	11.4	29.3
Black or African American	57.3	50.8	44.6	49.7	49.0
Asian	85.4	91.4	96.1	93.9	91.7
Hispanic/Latino	75.4	55.9	56.5	69.7	62.4
American Indian or Alaska Native	---	---	---	---	---
White	93.8	89.6	90.4	87.3	83.0
Multi-Racial	---	---	80.0	75.9	71.2

#### Grade 11 MATH

	2013-14	2014-15	2015-16	2016-17	2017-18
All students	86.7	86.0	85.3	84.2	81.7
FRL	69.3	66.3	62.9	64.8	58.1
IEP	60.0	56.3	52.7	51.9	47.7
ELL	---	---	28.2	41.2	41.0
Black or African American	58.3	58.4	61.1	59.8	57.6
Asian	97.1	96.1	97.1	95.8	97.2
Hispanic/Latino	67.7	68.1	77.3	67.7	67.3
American Indian or Alaska Native	---	---	---	---	---
White	94.6	93.5	91.2	90.6	87.9
Multi-Racial	---	82.9	82.6	73.4	74.5

#### Key

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

#### Standard Error of Measurement

A test score is an estimate of a student's true test performance. A standard error of measure is an estimate of possible error associated with an individual student's test score. The standard error of measure 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.

## Academic Indicators

### American College Test (ACT)

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

The class of 2018 had an average composite score of 24.9. Out of the 625 ACT-tested 2018 ICCSD students, the percentages of students who met college readiness benchmarks are represented in the table below.

Class of 2018 ACT Results					
% of students who met college readiness benchmarks					
	ACT English	ACT Math	ACT Reading	ACT Science	Met all 4 Benchmarks
<b>District</b>	85%	66%	70%	66%	51%
<b>Iowa</b>	70%	44%	54%	45%	30%
<b>Nation</b>	60%	40%	46%	36%	27%

### National Merit Scholars

Recognition as a National Merit Semi-finalist was received by 32 students at City High and West High. All of these students were also named National Merit Finalists.



### Postsecondary Plans

The class of 2018 was surveyed about their postsecondary intentions.

Class of 2018 Postsecondary Plans		
Intention	Number of Students	Percent of Students
Postsecondary School	766	80.5%
Other Training	22	2.3%
Employed	44	4.6%
Homemaker	1	<1%
Active Military	7	<1%
Unknown	112	11.8%

**Academic Indicators (continued)****Graduation Rate**

The ICCSD four year graduation rate was 90.2% in 2016-17. The statewide graduation rate was 91% for 2016-17. The percentage of graduates by comparison subgroups is summarized in the following tables.

**2016-17 ICCSD Graduation Rate Data**

<b>Gender</b>	<b># of 12<sup>th</sup> Graders</b>	<b>% of 12<sup>th</sup> Graders</b>	<b># of Graduates</b>	<b>% of Graduates</b>	<b>Graduation Rate</b>
Female	458	49.14%	426	50.65%	93.01%
Male	474	50.86%	415	49.35%	87.55%
<b>Total</b>	<b>932</b>	<b>100%</b>	<b>841</b>	<b>100%</b>	<b>90.20%</b>

<b>Ethnicity</b>	<b># of 12<sup>th</sup> Graders</b>	<b>% of 12<sup>th</sup> Graders</b>	<b># of Graduates</b>	<b>% of Graduates</b>	<b>Graduation Rate</b>
Asian	53	5.69%	51	6.06%	96.23%
Black of African American	168	18.03%	148	17.60%	88.10%
Hispanic/Latino	89	9.55%	68	8.09%	76.40%
Multi-Racial	49	5.26%	45	5.35%	91.84%
White	569	61.05%	526	62.54%	92.44%
Not Reported	4	<1%	3	<1%	75.0%
<b>Total</b>	<b>932</b>	<b>100%</b>	<b>841</b>	<b>100%</b>	<b>90.20%</b>

<b>IEPs</b>	<b># of 12<sup>th</sup> Graders</b>	<b>% of 12<sup>th</sup> Graders</b>	<b># of Graduates</b>	<b>% of Graduates</b>	<b>Graduation Rate</b>
IEP	91	9.76%	61	7.25%	67.03%
Non IEP	841	90.24%	780	92.75%	92.75%
<b>Total</b>	<b>932</b>	<b>100%</b>	<b>841</b>	<b>100%</b>	<b>90.20%</b>

<b>ELL</b>	<b># of 12<sup>th</sup> Graders</b>	<b>% of 12<sup>th</sup> Graders</b>	<b># of Graduates</b>	<b>% of Graduates</b>	<b>Graduation Rate</b>
ELL	48	5.15%	42	4.99%	87.50%
Non ELL	884	94.85%	799	95.01%	90.38%
<b>Total</b>	<b>932</b>	<b>100%</b>	<b>841</b>	<b>100%</b>	<b>90.20%</b>

<b>FRL</b>	<b># of 12<sup>th</sup> Graders</b>	<b>% of 12<sup>th</sup> Graders</b>	<b># of Graduates</b>	<b>% of Graduates</b>	<b>Graduation Rate</b>
FRL	342	36.70%	278	33.06%	81.29%
Non FRL	590	63.30%	563	66.94%	95.42%
<b>Total</b>	<b>932</b>	<b>100%</b>	<b>841</b>	<b>100%</b>	<b>90.20%</b>

## Academic Indicators *(continued)*

### Reading

The Formative Assessment System for Teachers (FAST) is administered to students in grades K-6. The results of the spring assessment for the past three years with the percent of students who scored proficient in each category is represented in the table below. Data is disaggregated when available.

2015-17 FAST Proficiency Levels Kindergarten through Sixth Grade Students, % Proficient			
Iowa City Community School District	% Proficient by Year		
	2015-16	2016-17	2017-18
All Students	71.24	73.50	75.61
Kindergarten	74.12	75.04	72.47
First Grade	72.45	69.38	75.22
Second Grade	67.20	71.16	70.17
Third Grade	75.00	72.86	74.40
Fourth Grade	68.32	73.71	76.36
Fifth Grade	69.14	75.93	79.83
Sixth Grade	72.30	77.05	81.64
Male	NA	NA	73.67
Female	NA	NA	77.62
Asian	81.72	86.67	84.94
Black or African American	45.40	50.50	56.38
Hispanic/Latino	55.10	56.94	55.46
Native Hawaiian or Other Pacific Islander	70.00	73.33	50.00
Multi-Racial	70.60	74.74	76.42
White	81.35	82.80	84.03
American Indian or Alaska Native	71.47	80.00	70.37

## Academic Indicators *(continued)*

### Mathematics

The Formative Assessment System for Teachers (FAST) is administered to students in grades K-6. The results of the spring assessment for the past year with the percent of students who scored proficient in each category is represented in the table below. Data is disaggregated when available.

2017-2018 FAST Proficiency Levels Kindergarten through Sixth Grade Students, % Proficient	
Iowa City Community School District	% Proficient by Year
	<b>2017-18</b>
All Students	62.05
Kindergarten	51.95
First Grade	74.71
Second Grade	75.11
Third Grade	57.40
Fourth Grade	54.59
Fifth Grade	55.52
Sixth Grade	64.44
Male	64.05
Female	59.98
Asian	84.39
Black or African American	29.82
Hispanic/Latino	30.40
Native Hawaiian or Other Pacific Islander	40.00
Multi-Racial	61.43
White	75.23
American Indian or Alaska Native	59.26

## Academic Indicators *(continued)*

### Science

The ICCSD Developmental Science Assessment is administered to all 4<sup>th</sup> grade students. It is a norm-referenced assessment with a selected response format. The assessment is aligned with district standards and curriculum. The table represents the percent of students who scored at each of the three proficiency levels. Data is disaggregated when available.

**2017-18 Fourth Grade District Science Assessment: ICCSD**  
Fourth Grade Students, % Proficient

Iowa City Community School District	% Proficient		
	Not Proficient	Proficient	Above Proficient
All Students	28.72	51.34	19.94
Male	28.13	52.27	19.60
Female	29.32	50.38	20.30
Asian	13.56	55.93	30.51
Black or African American	54.68	40.82	4.49
Hispanic/Latino	57.65	37.65	4.71
Native Hawaiian or Other Pacific Islander	NA	NA	NA
Multi-Racial	NA	NA	NA
White	15.77	57.06	27.18
American Indian or Alaska Native	NA	NA	NA
ELL	63.24	31.62	5.15
Non ELL	23.76	54.17	22.07
FRL	52.44	41.76	5.80
Non FRL	13.04	57.67	29.29

## Academic Indicators *(continued)*

### Rigorous Core Program

Students who complete a rigorous program of required and elective courses in core areas generally score substantially higher on college entrance exams.

A rigorous core program is identified by the district as four years of English, three years of social studies, three years of math, which must include Algebra I, Geometry and Algebra II and three years of science, which must include Biology, Chemistry and one of the following courses: Physics, AP Physics, AP Biology or AP Chemistry. Of the 952 graduates in the class of 2018, 47% completed the rigorous core program.

### College Preparation and Dual Credit Courses

The district identifies four programs that offer more rigorous college preparation courses, articulation agreements with colleges, and dual credit – Honors classes, Advanced Placement classes, Post-Secondary Enrollment Option (PSEO) classes, and Kirkwood Courses. The table below summarizes student participation in these four options.

2017-18 College Prep Participation		
Course	Number of Classes	Number of Registrations
Honors	10	2,077
Advanced Placement	23	2,432
Post-Secondary Enrollment Option	73	210
Kirkwood Academies	85	1,155

### Advanced Placement

City, Liberty and West High Schools offer 22 Advanced Placement classes in the areas of language arts, social studies, science, mathematics, and world languages to students in grades 9-12. Most four-year colleges in the United States give students credit, advanced placement or both for students who score 3 or higher on AP exams. The table below summarizes participation in Advanced Placement classes.

#### 2017-18 Advanced Placement Program Participation

Number of students who took AP Exams	1,117
Number of Exams taken	1,825
Number of Exams receiving 3 or higher	1,540
Percentage of Exams receiving 3 or higher	84%



## Student Behavior Statistics

The Iowa City Community School District tracks statistics regarding behavior that may put a student at risk for graduation. The data is summarized in the following tables.

### Dropout Rates

Of the 5,931 students in grades 7-12 in 2016-17, 76 students dropped out during the school year. The percentage of dropouts has increased from 1.12% in 2015-16 to 1.28% in 2016-17.

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

**2016-17 Dropout Comparison Data**

<u>Gender</u>	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Drop Out Rate
Female	2,921	49.25%	29	38.16%	0.99%
Male	3,010	50.75%	47	61.84%	1.56%
<b>Total</b>	<b>5,931</b>	<b>100%</b>	<b>76</b>	<b>100%</b>	

<u>Ethnicity</u>	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Drop Out Rate
American Indian or Alaska Native	17	<1%	0	0%	0%
Asian	345	5.82%	0	0%	0%
Black or African American	1,122	18.92%	44	57.89%	3.92%
Hispanic/Latino	650	10.96%	13	17.11%	2.00%
Multi-Racial	281	4.74%	4	5.26%	1.42%
White	3,510	59.18%	15	19.74%	0.43%
Not Reported	6	<1%	0	0%	0%
<b>Total</b>	<b>5,931</b>	<b>100%</b>	<b>76</b>	<b>100%</b>	

<u>IEPs</u>	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Drop Out Rate
IEP	621	10.47%	8	10.53%	1.29%
Non IEP	5,310	89.53%	68	89.47%	1.28%
<b>Total</b>	<b>5,931</b>	<b>100%</b>	<b>76</b>	<b>100%</b>	

<u>ELL</u>	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Drop Out Rate
ELL	446	7.52%	11	14.47%	2.47%
Non ELL	5,485	92.48%	65	85.53%	1.19%
<b>Total</b>	<b>5,931</b>	<b>100%</b>	<b>76</b>	<b>100%</b>	

<u>FRL</u>	# of 7-12 Students	% of 7-12 Students	# of Dropouts	% of Dropouts	Drop Out Rate
FRL	2,059	34.72%	60	78.95%	2.91%
Non ELL	3,872	65.28%	16	21.05%	0.41%
<b>Total</b>	<b>5,931</b>	<b>100%</b>	<b>76</b>	<b>100%</b>	

## Student Behavior Statistics *(continued)*

### Suspensions

Students may receive school suspension for infractions of district rules that threaten the safety of other students. The table below summarizes the number of in-school and out-of-school suspensions for K–12 for the 2016-17 and 2017-18 school years.

Number of In-School Suspensions			Number of Out-of-School Suspensions		
Offense	2016-17	2017-18	Offense	2016-17	2017-18
Arson	3	4	Arson	4	7
Use/Possession of Alcohol	2	2	Use/Possession of Alcohol	10	11
Use/Possession of Drugs	9	18	Use/Possession of Drugs	40	36
Use/Possession of Tobacco	0	14	Use/Possession of Tobacco	3	2
Criminal Mischief	14	11	Criminal Mischief	11	24
Fighting	65	66	Fighting	143	141
Physical Aggression	192	158	Physical Aggression	125	234
Verbal Aggression	25	50	Verbal Aggression	32	38
Bullying	8	10	Bullying	3	11
Harassment	27	17	Harassment	43	31
Theft	11	15	Theft	13	10
Weapons	11	10	Weapons	10	25
DIN-DD*	126	89	DIN-DD*	20	33
Truancy	0	0	Truancy	0	0
<b>Grand Total</b>	<b>493</b>	<b>464</b>	<b>Grand Total</b>	<b>457</b>	<b>603</b>

Key--\*DIN-DD=Defiance, Insubordination/Non-Compliance, Disrespect, Disruption

### Expulsions

The number of expulsions per year remains low. In 2017-18 there were 0 cases of student expulsions.

2013-2017 Expulsions	
Year	# of Expulsions
2017-18	0
2016-17	0
2015-16	0
2014-15	0
2013-14	0

Student Behavior Statistics *(continued)*

## 2017-18 In and Out of School Suspensions: Disaggregated Data

Offense	Total	Ethnicity					Gender		IEP Status		Lunch Status		ELL Status	
		A	B	H	I	W	F	M	IEP	Non IEP	FRL	Non FRL	ELL	Non ELL
<b>Arson (Total)</b>	<b>11</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>11</b>
ISS	4	0	2	0	0	2	1	3	0	4	4	0	0	4
OSS	7	1	3	0	0	3	4	3	5	2	5	2	0	7
<b>Controlled Substances (Total)</b>	<b>83</b>	<b>1</b>	<b>32</b>	<b>11</b>	<b>1</b>	<b>38</b>	<b>45</b>	<b>38</b>	<b>10</b>	<b>73</b>	<b>42</b>	<b>41</b>	<b>6</b>	<b>77</b>
<b>Use Possession of Alcohol (Total)</b>	<b>13</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>10</b>	<b>7</b>	<b>6</b>	<b>1</b>	<b>12</b>	<b>2</b>	<b>11</b>	<b>1</b>	<b>12</b>
ISS	2	0	0	0	0	2	2	0	0	2	0	2	0	2
OSS	11	0	1	2	0	8	5	6	1	10	2	9	1	10
<b>Use/Possession of Drugs (Total)</b>	<b>54</b>	<b>1</b>	<b>29</b>	<b>9</b>	<b>1</b>	<b>14</b>	<b>27</b>	<b>27</b>	<b>7</b>	<b>47</b>	<b>35</b>	<b>19</b>	<b>5</b>	<b>49</b>
ISS	18	0	10	2	0	6	6	12	3	15	13	5	2	16
OSS	36	1	19	7	1	8	21	15	4	32	22	14	3	33
<b>Use/Possession of Tobacco (Total)</b>	<b>16</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>11</b>	<b>5</b>	<b>2</b>	<b>14</b>	<b>5</b>	<b>11</b>	<b>0</b>	<b>16</b>
ISS	14	0	2	0	0	12	9	5	2	12	5	9	0	14
OSS	2	0	0	0	0	2	2	0	0	2	0	2	0	2
<b>Criminal Mischief (Total)</b>	<b>35</b>	<b>1</b>	<b>20</b>	<b>2</b>	<b>0</b>	<b>12</b>	<b>8</b>	<b>27</b>	<b>21</b>	<b>14</b>	<b>29</b>	<b>6</b>	<b>4</b>	<b>31</b>
ISS	11	0	7	0	0	4	0	11	6	5	7	4	0	11
OSS	24	1	13	2	0	8	8	16	15	9	22	2	4	20
<b>Disorderly Conduct/Assault (Total)</b>	<b>687</b>	<b>5</b>	<b>492</b>	<b>29</b>	<b>4</b>	<b>157</b>	<b>218</b>	<b>469</b>	<b>250</b>	<b>437</b>	<b>581</b>	<b>106</b>	<b>73</b>	<b>614</b>
<b>Fighting</b>	<b>207</b>	<b>1</b>	<b>160</b>	<b>9</b>	<b>0</b>	<b>37</b>	<b>68</b>	<b>139</b>	<b>59</b>	<b>148</b>	<b>184</b>	<b>23</b>	<b>31</b>	<b>176</b>
ISS	66	0	49	2	0	15	17	49	13	53	59	7	16	50
OSS	141	1	111	7	0	22	51	90	46	95	125	16	15	126
<b>Physical Aggression (Total)</b>	<b>392</b>	<b>4</b>	<b>270</b>	<b>15</b>	<b>4</b>	<b>99</b>	<b>106</b>	<b>286</b>	<b>167</b>	<b>225</b>	<b>323</b>	<b>69</b>	<b>33</b>	<b>359</b>
ISS	158	2	103	5	2	46	44	114	50	108	125	33	13	145
OSS	234	2	167	10	2	53	62	172	117	117	198	36	20	214
<b>Verbal Aggression (Total)</b>	<b>88</b>	<b>0</b>	<b>62</b>	<b>5</b>	<b>0</b>	<b>21</b>	<b>44</b>	<b>44</b>	<b>24</b>	<b>64</b>	<b>74</b>	<b>14</b>	<b>9</b>	<b>79</b>
ISS	50	0	32	4	0	14	26	24	11	39	41	9	6	44
OSS	38	0	30	1	0	7	18	20	13	25	33	5	3	35

Student Behavior Statistics *(continued)*

## 2017-18 In and Out of School Suspensions: Disaggregated Data (Continued)

Offense	Total	Ethnicity					Gender		IEP Status		Lunch Status		ELL Status	
		A	B	H	I	W	F	M	IEP	Non IEP	FRL	Non FRL	ELL	Non ELL
<b>Bullying/Harassment (Total)</b>	<b>69</b>	<b>0</b>	<b>36</b>	<b>6</b>	<b>0</b>	<b>27</b>	<b>24</b>	<b>45</b>	<b>21</b>	<b>48</b>	<b>51</b>	<b>18</b>	<b>7</b>	<b>62</b>
<b>Bullying (Total)</b>	<b>21</b>	<b>0</b>	<b>16</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>10</b>	<b>11</b>	<b>5</b>	<b>16</b>	<b>19</b>	<b>2</b>	<b>4</b>	<b>17</b>
ISS	10	0	6	3	0	1	6	4	1	9	9	1	2	8
OSS	11	0	10	0	0	1	4	7	4	7	10	1	2	9
<b>Harassment (Total)</b>	<b>48</b>	<b>0</b>	<b>20</b>	<b>3</b>	<b>0</b>	<b>25</b>	<b>14</b>	<b>34</b>	<b>16</b>	<b>32</b>	<b>32</b>	<b>16</b>	<b>3</b>	<b>45</b>
ISS	17	0	9	1	0	7	5	12	5	12	14	3	2	15
OSS	31	0	11	2	0	18	9	22	11	20	18	13	1	30
<b>Theft (Total)</b>	<b>25</b>	<b>1</b>	<b>18</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>12</b>	<b>13</b>	<b>4</b>	<b>21</b>	<b>16</b>	<b>9</b>	<b>2</b>	<b>23</b>
ISS	15	1	10	1	0	3	8	7	3	12	9	6	0	15
OSS	10	0	8	0	0	2	4	6	1	9	7	3	2	8
<b>Weapons (Total)</b>	<b>35</b>	<b>0</b>	<b>14</b>	<b>2</b>	<b>0</b>	<b>19</b>	<b>8</b>	<b>27</b>	<b>8</b>	<b>27</b>	<b>24</b>	<b>11</b>	<b>4</b>	<b>31</b>
ISS	10	0	4	0	0	6	2	8	3	7	6	4	2	8
OSS	25	0	10	2	0	13	6	19	5	20	18	7	2	23
<b>DIN-DD (Total)</b>	<b>122</b>	<b>0</b>	<b>75</b>	<b>7</b>	<b>0</b>	<b>40</b>	<b>32</b>	<b>90</b>	<b>42</b>	<b>80</b>	<b>99</b>	<b>23</b>	<b>18</b>	<b>104</b>
ISS	89	0	51	4	0	34	26	63	27	62	69	20	12	77
OSS	33	0	24	3	0	6	6	27	15	18	30	3	6	27
<b>Grand Total</b>	<b>1067</b>	<b>9</b>	<b>692</b>	<b>58</b>	<b>5</b>	<b>303</b>	<b>352</b>	<b>715</b>	<b>361</b>	<b>706</b>	<b>851</b>	<b>216</b>	<b>114</b>	<b>953</b>
ISS	464	3	285	22	2	152	152	312	124	340	361	103	55	409
OSS	603	6	407	36	3	151	200	403	237	366	490	113	59	544

## Unduplicated count of students and infractions: In and Out of School Suspensions 2017-18

Offense	Total	Ethnicity					Gender		IEP Status		Lunch Status		ELL Status	
		A	B	H	I	W	F	M	IEP	Non IEP	FRL	Non FRL	ELL	Non ELL
<b>Unduplicated Students</b>	<b>600</b>	<b>7</b>	<b>360</b>	<b>36</b>	<b>3</b>	<b>194</b>	<b>208</b>	<b>392</b>	<b>161</b>	<b>439</b>	<b>453</b>	<b>147</b>	<b>64</b>	<b>536</b>
<b>ISS</b>	<b>331</b>	<b>3</b>	<b>195</b>	<b>17</b>	<b>2</b>	<b>114</b>	<b>112</b>	<b>219</b>	<b>80</b>	<b>251</b>	<b>249</b>	<b>82</b>	<b>38</b>	<b>293</b>
<b>OSS</b>	<b>269</b>	<b>4</b>	<b>165</b>	<b>19</b>	<b>1</b>	<b>80</b>	<b>96</b>	<b>173</b>	<b>81</b>	<b>188</b>	<b>204</b>	<b>65</b>	<b>26</b>	<b>243</b>

600 students account for the 1067 suspension behavior infractions.

212 are elementary students and 388 are secondary students.

**Key**

ISS=In School Suspension OSS=Out of School Suspension DIN-DD=Defiance, Insubordination/Non-Compliance, Disrespect, Disruption

A=Asian B=Black or African American H=Hispanic/Latino W=White F=Female M=Male

IEP=Individualized Education Program Non IEP=Students not on an Individualized Education Program

FRL=Free and Reduced Lunch Non FRL=Students not on Free & Reduced Lunch

ELL=English Language Learner Non ELL=Students not English Language Learners

## Student Behavior Statistics *(continued)*

### Office Referrals

The table below summarizes the number of office referrals for K–12 for the 2017-18 school year.

2017-18 Office Referrals							
Offense	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	White	Total
Abusive / inappropriate language – profanity	16	712	76	7	0	457	1,268
Arson	1	5	0	0	0	5	11
Bomb Threat/False Alarm	0	0	0	0	0	0	0
Bullying	0	56	5	0	0	21	82
Cell Phone Violation	0	0	0	0	0	0	0
Defiance / Insubordination/Non-Compliance	50	2,544	226	9	0	1,522	4,351
Disrespect	14	643	71	6	1	475	1,210
Disruption	26	1,501	135	2	0	851	2,515
Dress code violation	0	1	0	0	0	1	2
Fighting	3	329	18	0	0	168	518
Forgery / Theft	0	0	0	0	0	0	0
Harassment	4	121	11	0	0	116	253
Inappropriate Display of Affection	0	1	0	0	0	1	2
Inappropriate Location / Out of Bounds Area	0	0	0	0	0	1	1
Lying / Cheating	0	1	0	0	0	5	6
Other Behavior	0	14	4	0	0	10	28
Parking Violation	0	0	0	0	0	0	0
Peer Conflict	0	0	0	0	0	0	0
Physical Aggression	93	2,095	190	11	1	1,540	3,930
Property Damage / Vandalism	15	235	26	1	0	175	452
Skipped Class	0	1	1	0	0	1	3
Skipped Detention	0	0	0	0	0	0	0
Special Education Admin Law Judge Decision	0	0	0	0	0	0	0
Tardy	0	1	0	0	0	0	1
Technology Violation	0	1	0	0	0	3	4
Theft	3	123	9	0	0	56	191
Truancy	4	83	18	0	0	13	118
Use / Possession of Alcohol	0	1	2	0	0	10	13
Use / Possession of Combustibles	0	0	0	0	0	0	0
Use / Possession of Drugs	1	33	10	1	0	20	65
Use / Possession of Tobacco	0	4	1	0	0	15	20
Use / Possession of Weapons	0	17	4	0	0	24	45
Verbal Aggression	0	0	0	0	0	0	0
<b>Grand Total</b>	<b>228</b>	<b>8,473</b>	<b>799</b>	<b>36</b>	<b>2</b>	<b>5,438</b>	<b>15,089</b>

## Student Behavior Statistics *(continued)*

### Attendance Data

The table below summarizes the K-12 district average daily attendance rate by building for the 2017-18 school year.

2017-18 K-12 Average Daily Attendance

Elementary School	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER	FINAL AVERAGE
Alexander	95.65%	93.93%	94.83%	94.80%
Borlaug	96.79%	95.55%	95.71%	96.02%
Coralville Central	96.47%	93.82%	94.71%	95.00%
Garner	96.72%	93.98%	95.49%	95.40%
Hills	95.87%	93.99%	94.81%	94.89%
Hoover	97.21%	94.99%	95.23%	95.81%
Horn	96.50%	94.20%	94.70%	95.13%
Kirkwood	96.48%	93.77%	94.32%	94.86%
Lemme	96.86%	94.05%	96.02%	95.64%
Lincoln	97.05%	94.84%	96.02%	95.97%
Longfellow	96.79%	94.19%	95.03%	95.34%
Lucas	95.80%	93.60%	94.30%	94.57%
Mann	96.45%	94.49%	95.61%	95.52%
Penn	97.09%	94.05%	94.61%	95.25%
Shimek	97.31%	95.22%	96.25%	96.26%
Twain	96.57%	94.35%	94.92%	95.28%
Van Allen	97.24%	95.13%	96.32%	96.23%
Weber	96.56%	95.39%	96.69%	96.21%
Wickham	96.69%	93.98%	95.84%	95.50%
Wood	95.48%	94.09%	95.07%	94.88%
<b>Junior High School</b>				
North Central	95.52%	93.37%	92.66%	93.85%
Northwest	96.06%	92.65%	93.10%	93.94%
South East	94.99%	92.02%	91.52%	92.84%
<b>High School</b>				
City	94.81%	92.72%	92.62%	93.39%
Liberty	92.86%	91.15%	90.15%	91.39%
West	94.25%	91.67%	91.41%	92.44%
Tate	78.44%	80.18%	81.62%	80.08%

## Student Behavior Statistics *(continued)*

### Mobility and 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 calendar year.

The following table represents the Mobility and Stability rates by building for the 2017-18 school year.

2017-18 Mobility and Stability by Building		
Building	Mobility	Stability
City High	13.2%	93.2%
Liberty High	19.1%	93.0%
West High	12.3%	94.9%
Tate High	109.1%	61.8%
North Central JH	10.1%	96.9%
Northwest JH	13.7%	93.6%
South East JH	10.6%	95.8%
Alexander	28.4%	88.3%
Borlaug	27.8%	90.6%
Coralville Central	22.8%	92.0%
Garner	16.6%	94.1%
Hills	21.5%	92.7%
Hoover	12.9%	94.3%
Horn	31.7%	83.3%
Kirkwood	32.0%	90.5%
Lemme	15.0%	93.4%
Lincoln	13.5%	94.3%
Longfellow	11.8%	96.5%
Lucas	19.4%	95.0%
Mann	17.2%	92.1%
Penn	18.6%	90.9%
Shimek	5.5%	98.2%
Twain	40.9%	88.2%
Van Allen	17.3%	93.5%
Weber	19.9%	91.3%
Wickham	10.1%	94.9%
Wood	36.8%	87.4%

## Iowa Youth Survey Data

Every 2-3 years, in Iowa, the **Iowa Youth Survey** is conducted by Iowa Department of Public Health's Division of Health Promotion, Prevention, and Addictive Behaviors, Iowa Department of Education, Office of Drug Control Policy, Iowa Department of Human Rights, Criminal and Juvenile Justice Planning and Statistical Analysis Center, and Iowa Department of Human Services. In the fall of 2010, 2012, 2014 and 2016 students in the 6<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades across the state, answered nearly 200 questions through an online survey about their attitudes and experiences regarding substance abuse and violence, and their perceptions of their peer, family, school, and community environments.

In the alternate years (in 2011 and 2013), students in the 6<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades in our district completed a shorter, online version of the Iowa Youth Survey. This interim version of the survey targets the issues of school climate, school connectedness, substance use, and perception of risk. Data from the 2010-2016 Iowa Youth Surveys are included in the following table.

In 2015 & 2017, students in the 6<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades in our district completed an alternate survey, the Student Climate Survey. This data was reported to the board in spring of 2018.

### Students completing the survey

2010-16 # of Students Completing the Iowa Youth Survey								
Grade/Subgroup	2010	2011	2012	2013	2014	2015	2016	2017
6 <sup>th</sup>	845	831	906	842	898	NA	1,015	NA
8 <sup>th</sup>	737	763	831	865	914	NA	995	NA
11 <sup>th</sup>	685	703	691	710	746	NA	769	NA
Male	50%	52%	50%	51%	49%	NA	51%	NA
Female	50%	48%	50%	49%	51%	NA	49%	NA
White	69%	68%	68%	66%	62%	NA	59%	NA
African American	16%	16%	15%	17%	14%	NA	14%	NA
Native American	1%	1%	1%	1%	0%	NA	1%	NA
Asian/Pacific Islander	6%	7%	7%	7%	6%	NA	7%	NA
Hispanic/Latino	8%	8%	8%	9%	7%	NA	9%	NA
Other	0%	0%	0%	0%	10%	NA	2%	NA



## Special Services

### Special Education

In accordance with the Individuals with Disabilities Education Act and Iowa eligibility standards, the Iowa City School District serves eligible individuals as directed by the student's Individualized Educational Plan. The number of eligible individuals in the 2017-18 school year as compared to the 2016-17 school year remained at the same percent of district enrollment.

#### 2013-17 Special Education Enrollment

Year	Students	Percent of Enrollment
<b>2017-18</b>	1,174	8.3%
<b>2016-17</b>	1,164	8.3%
<b>2015-16</b>	1,199	8.8%
<b>2014-15</b>	1,259	9.5%
<b>2013-14</b>	1,365	10.3%

### English Language Learners

ELL enrollment in the Iowa City Community School District continues to increase. In the past year, the district has experienced an influx of students from Central America, the Democratic Republic of Congo, Sudan, and other African countries. The predominant languages in the ICCSD are English, Spanish, Arabic, Swahili and French. More than 88 different languages are spoken by students and families. Students are eligible for ELL services until they demonstrate proficiency in both English language skills (reading, writing, speaking, and listening) and academic performance. Proficient students are exited from services and monitored by the district for two years.

#### 2013-17 English Language Learners Enrollment

Year	Number of ELL Students
<b>2017-18</b>	1,623
<b>2016-17</b>	1,467
<b>2015-16</b>	1,344
<b>2014-15</b>	1,099
<b>2013-14</b>	979

### Extended Learning Program

The Iowa City Community School District serves students who qualify for gifted education services according to Iowa Code 281.59. In the 2017-18 school year, 1,518 students were enrolled in gifted education services. Programming includes cross-curricular units of study, enrichment in math and language arts, independent studies, and career development counseling services.

### Preschool Education

The Iowa City Community School District serves preschool aged students using the following funding sources: Statewide Voluntary Preschool Program (SWVPP) funds, Shared Visions Grant, and private tuition. The ICCSD was a recipient of the SWVPP funds the first year (2007-08) it was offered by the Iowa Department of Education. The district has partnered with community preschool programs to increase the number of children served through SWVPP. The number of children the district can serve with statewide funding has grown from 44 students in the first year to 514 students during the past year. The preschool enrollment is summarized in the table below.

#### 2013-17 Preschool Program Enrollment

Year	Students Funded by SWVPP	Students Other funding	Students Total
<b>2017-18</b>	514	61	575
<b>2016-17</b>	446	53	499
<b>2015-16</b>	409	46	455
<b>2014-15</b>	399	73	472
<b>2013-14</b>	344	40	384

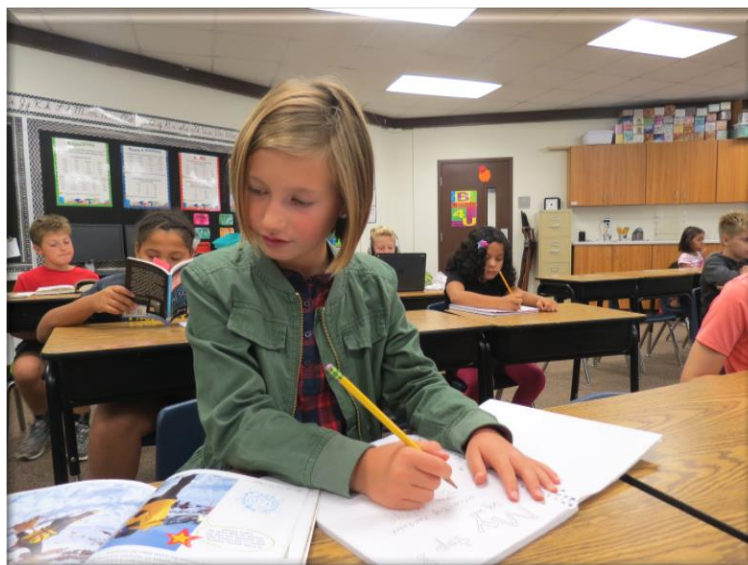
## Learning Supports

ICCSD recognizes that some students have barriers to learning, or risk factors, which require additional support. ICCSD staff partner closely with families and the community so that all students can overcome barriers to learning and reach their full potential.

The Iowa City Community School district utilizes a Multi-Tier System of Supports (MTSS) that consists of three levels of intervention. Tier 1 interventions are universal, serving all students in the district. If Tier 1 interventions are implemented with fidelity, fewer students will need additional supports. Tier 2 interventions are for students who are experiencing some barriers to learning and early interventions are needed for them to gain skills to be successful. Finally, Tier 3 interventions are for students who have significant barriers to learning and intensive supports are needed for the students to have academic success.

### Tier 1 activities include the following

Universal Program	Description	Audience
<b>Positive Behavioral Intervention Supports (PBIS)</b>	Proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environment.	All elementary and junior high buildings, Liberty High School and Tate High School
<b>Classroom Counseling/Steps to Respect - Bullying Prevention</b>	School-wide intervention to identify and prevent bullying behaviors.	All elementary buildings
<b>Second Step Elementary Counseling Curriculum</b>	School-wide social emotional learning program.	All elementary buildings
<b>Behavior Analysts</b>	Professional development and coaching to build capacity to manage challenging behaviors.	Available to all elementary buildings
<b>Instructional Design Strategists</b>	Professional development to build teacher capacity to assist struggling learners.	All K-12 buildings
<b>Mental Health Coordinator</b>	Professional development to build expertise to support children and families with mental health issues.	All K-12 buildings



Learning Supports *(continued)*

Tier 2 Interventions		
Program Name	Description	Number served
<b>K-12</b>		
Joan Buxton's School Children's Aid	Support for medications, clothing, eyeglasses, and eye exams.	424
School-based Health Clinic	Accessible health care to underserved and uninsured populations.	446
<b>Elementary</b>		
Academic Supports	Intensive reading and math support for elementary students.	403
Title I	Intensive reading and math support for elementary students.	1,164
Extended Day/Extended Year	After school and summer programming for families facing barriers and/or for students below proficiency needing extra teacher support in reading & math.	380
PBIS Tier II	Structured small group interventions for behavior including: Check in/Check out, SAIG group, Check in/Check out with modified features.	10-20% of students in each building
<b>Secondary</b>		
Success Center	Individual tutoring, teaching organizational skills and self-advocacy skills.	576
Intensive Reading Support	Additional course for students who are not proficient in reading.	260
I-Jag (City High)	Career exploration and skill development, work experience opportunities.	71
I-Jag (West High)	Career exploration and skill development, work experience opportunities.	58
Career Center (City High & West High)	Career exploration and skill development, work experience opportunities.	147
Credit Recovery-High School /Summer School	On-line credit recovery during the school year and summer for students who have failed one or more classes.	110
Academic Mentoring Program	Adult mentor and case management services for students who are not connected to school as demonstrated by poor attendance/failing grades.	31

**Learning Supports** *(continued)*

Tier 3 Interventions		
Program Name	Description	Number served
<b>K-12</b>		
<b>Student and Family Advocates/ Case Management (Family Resource Centers)</b>	Liaison between school, parents and community to address barriers to learning and access resources.	2,121
<b>On-site Mental Health Services</b>	On-site therapy and psychiatric services at the school-based health clinic.	396
<b>Homeless Support</b>	Identification of homeless students and connecting students and families to district and community resources, (i.e. transportation, food, clothing, academic support).	456
<b>Elementary</b>		
<b>Behavior Supports</b>	Intensive support to students who have highly disruptive behaviors. Strategies for classroom teachers to promote positive behaviors.	45
<b>Secondary</b>		
<b>TREC -Theodore Roosevelt Educational Center</b>	Intensive support for students coming from residential facilities or referred from one of the secondary schools because of significant behavior issues. Individual plans developed which may include therapy, social skills groups, and individual counseling.	67
<b>Tate Alternative High School</b>	Students who have not connected to traditional schools, as indicated by excessive absences, failing grades and behavior issues. Individualized support and a flexible schedule in a smaller learning environment.	165
<b>Juvenile Court Liaison/ART</b>	Aggression Replacement Training and intensive life skills development for students involved with juvenile court to avoid residential placement.	54
<b>Student Advisory Center Coordinators</b>	Individualized support to students who have been removed from class because of significant behavior issues.	474

**Learning Supports** *(continued)*

2017-2018 Learning Supports Funding	
2017-18 Funding Sources	Amount
Dropout Prevention & Required Match	\$6,159,361
Supplemental Weighted Funding	\$423,836
6th Juvenile Court Office	\$60,000
McKinney - Vento Homeless grant	\$36,000
SAVE	\$600,000
21st Community Learning Center grants	\$635,500
United Way/Community Foundation	\$152,988
City of Coralville, Hills, North Liberty	\$80,000



## Summer School

### Extended Year Special Education

The Iowa City Community School District 2018 summer school program included extended year special education programming for eligible special education students. Enrollment and attendance is summarized in the table below.

**Extended Year Special Education Program**

Location	Student Enrollment	Student Days	Student Absences	Total Days Attended
City High and Wickham	85	1,190	287	903

### Credit Recovery

High school students had the opportunity to attend summer school during the summer of 2018 for the purpose of credit recovery. A summary of the program is provided in the following table.

**Credit Recovery Participation Data**

Location	Student Enrollment	Classes Completed	Dropped/Did not receive credit
City High	43	38	4 students
Liberty High	27	21	8 students
West High	60	48	9 students

### Elementary 21st Century Community Learning Centers (CCLC) Summer Program 2018

The 21<sup>st</sup> CCLC summer learning programs in the ICCSD operated at six sites and provided extended learning opportunities for students who were not proficient in reading and/or math. Students from Alexander, Hills, Kirkwood, Lucas, Twain and Wood participated in the program that included (1) literacy and math instruction and support; (2) a wide variety of enrichment programs provided by community partners and (3) social skills support. The district was able to serve a total of 320 students. The primary goal for the 8-week program was to help students maintain and/or improve their reading and math skills.





## Curriculum and Instruction

The Iowa City Community School District reviews curriculum for the purpose of 1) meeting the state requirement of reviewing curriculum, and 2) to guide the development of the district Comprehensive School Improvement Plan (CSIP). The curriculum review process provides a systematic procedure to study existing curriculum areas and programs relative to internal and external standards. Each year, at the district-wide level, a self-study committee is appointed for the areas under study for that particular school year. Membership of the committee is composed of teacher representatives of grade levels and/or courses, administrators, parents and community representatives. The Self-Study Committee has the responsibilities of carrying out the K-12 curriculum review process for each curriculum area. Within an eight-year period all curricular or support areas are evaluated. The curriculum review cycle is as follows:

### 2016-24 Curriculum Review Cycle

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>Year 1:</b> Collect Data	Library World Language	Language Arts	Music Art	PE Social Studies	Guidance Career Education	ELL Health Math	Gifted Education Science	Library World Language	Elementary Language Arts
<b>Year 2:</b> Conduct Review	Gifted Education	Library World Language	Language Arts	Music Art	PE Social Studies	Guidance Career Education	ELL Health Math	Gifted Education Science	Library World Language
<b>Year 3:</b> Select Materials	Gifted Education Science	Library World Language	Elementary Language Arts	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Career Education Elementary Math	ELL Health Secondary Math	Gifted Education Science
<b>Year 4:</b> Implement Plan and Monitor Progress	ELL Health Secondary Math	Gifted Education Science	Library World Language	Elementary Language Arts	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Career Education Elementary Math	ELL Health Secondary Math
<b>Year 5:</b> Implement Plan and Monitor Progress	Guidance Career Education Elementary Math	ELL Health Secondary Math	Gifted Education Science	Library World Language	Elementary Language Arts	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies	Guidance Career Education Elementary Math
<b>Year 6:</b> Implement Plan and Monitor Progress	PE Social Studies	Guidance Career Education Elementary Math	ELL Health Secondary Math	Gifted Education Science	Library World Language	Elementary Language Arts	Secondary Language Arts	Music Art Elementary Social Studies	PE Secondary Social Studies
<b>Year 7:</b> Implement Plan and Monitor Progress	Music Art	PE Social Studies	Guidance Career Education Math	ELL Health Secondary Math	Gifted Education Science	Library World Language	Elementary Language Arts	Secondary Language Arts	Music Art Elementary Social Studies
<b>Year 8:</b> Implement Plan and Monitor Progress	Language Arts	Music Art	PE Social Studies	Guidance Career Education Elementary Math	ELL Health Secondary Math	Gifted Education Science	Library World Language	Elementary Language Arts	Secondary Language Arts

## Professional Development

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

Professional development activities are scheduled during Thursday early release days, workshop days, the one in-service day and during summer months.

Professional development, based on the Iowa Professional Development Model, is driven by the district's Comprehensive School Improvement Plan (CSIP) to improve student achievement. The priorities in the plan were:

### *Literacy*

- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Common Core Standards
- Phonemic Awareness and Phonics Instruction
- Early Literacy Implementation (ELI)

### *Safe and Connected Schools*

- Positive Behavioral Interventions and Supports (PBIS)
- Cultural Competency/Implicit Bias
- Socio-emotional and Mental Health Skills
- Restorative Justice
- Adverse Childhood Experiences (ACEs)
- Advancement via Individual Determination (AVID)
- Behavior Basics
- Sheltered Instruction Observation Protocol (SIOP)

### *Math*

- Universal Screening & Progress Monitoring Administration and Interpretation
- enVision Elementary Mathematics Implementation
- Math Intervention Training

### *Multi-Tier System of Supports*

- Implement Tiered Instruction
- Use Common Formative Assessments

### *Administration and Teacher Leadership*

- Administrator and Teacher Mentoring
- Professional Learning Communities (PLCs)
- Comprehensive review of standards, benchmarks and grade level objectives (essential skills)
- Explicit Instruction Strategies
- Differentiated Instruction
- Multi-Tier System of Supports (MTSS)
- Curriculum Review
- Understanding by Design
- Sheltered Instruction Observation Protocol (SIOP)

### *Funding Sources*

The content of professional development is aligned with building and district Comprehensive School Improvement Plans. General fund, categorical funds including Title I, Title II, Teacher Quality funds, School in Need of Assistance (SINA) funds and other grant funding supported professional development. Funds for professional development programs are allocated from multiple funding sources at the local, state and federal levels. The largest sources were:

#### **2017-18 Professional Development Funding Sources**

<b>Teacher Quality Program</b>	<b>\$954,803</b>
<b>Title I SINA</b>	<b>\$112,613</b>
<b>General Fund</b>	<b>\$69,167</b>
<b>Title I</b>	<b>\$21,430</b>
<b>Title II</b>	<b>\$98,964</b>



## Human Resources

### Staff Profile

Administrator Staff Profile		Teacher and Professional Staff Profile		Support Staff Profile	
Educational Services Center & Physical Plant	19	Elementary Classroom Teachers	618	Paraeducators	428
Principals/Assistant Principals, Athletic Directors & Dean of Students	43	Secondary Classroom Teachers	392	Nutrition Services	116
		Other Classroom Teachers	5	Physical Plant	149
		Guidance Counselors	33	Secretaries	91
		Teacher Librarians/AV Staff	13	Off Schedule	44
		Other Professional Staff	42	Technical/Supervisory	32
				Grants	54

### Diversity Plan

The district is continually trying to diversify its staff so it is more reflective of the demographics of the student population that it serves. For the 2017-18 school year, minority students made up over 41% of the total student population in the Iowa City Community School District.

The district's *Equal Employment Opportunity and Affirmative Action Plan* reports the current status of the efforts to diversify the workforce and the strategies to be implemented to do so. The Equal Employment Opportunity/Affirmative Action Plan is designed to overcome historic and systemic inequities in staffing patterns. The District's mission statement highlights the importance for students to be "taught by a diverse, professional, caring staff" in order to prepare students for living and working in diverse communities and for success in a global economy. This plan also affirms the commitment of the district to create a strong, collaborative partnership with families and the entire community through employment opportunities. These opportunities bring increasing stability and credibility to the area, which attracts increased economic development and investment into the state.

The district employs approximately 2,105 staff members. As of October 1, 2017, the percentage of minority employees in each employment group are as follows:

- *Support staff – 23%*
- *Administrators –12%*
- *Teaching staff –6%*

## Equity

The Iowa City Community School District is committed to providing programs that promote Educational Equity and Multicultural/Gender Fair approaches to instruction and curriculum. The Equity Office is charged with ensuring that equitable practices exist and that equal opportunities are available for all participants regardless of race, creed, sex, color, religion, national origin, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status. Working collaboratively with students, parents, district staff and community members with our diverse school community, the Equity Office serves the district in the following areas:

1. Investigate in-house complaints of bullying/harassment/discrimination from students, staff and parents, including but not limited to:
  - Gender Complaints      • Bullying/Harassment/Discrimination
  - Hostile Environment      • Religious Concerns/Discrimination
  - Racial Discrimination      • Disability Discrimination
  - Sexual Harassment      • Sexual Orientation Discrimination
2. Provide the following professional development:
  - Sexual Harassment      • Cultural Proficiency
  - Bullying/Harassment      • Implicit Bias
  - Conflict Resolution      • Diversity in the Work Place
  - Compliance Issues      • District Policies
3. Cooperate with civil right complaints filed outside of the district with the Local and State Civil Right Commission, Office of Civil Rights and Equal Employment Opportunity Commission.
4. Lead the Equity Implemented Partnership with researchers at the University of Iowa Public Policy Center. Annually, conduct student climate surveys to identify patterns of disparities for students and school specific challenges. The goal of the partnership is to improve the equity of school experiences and outcomes for students in our district by making data-informed decisions, drawing on research-based solutions and using an inclusive decision making process.
5. Collaborate with the University Of Iowa College Of Engineering, which provides tutors for students each week through the Multi-Ethnic Engineering Student Association (MESA).
6. Facilitate the Equity Advisory Committee that includes community members who advise the Equity Office and the Multicultural/Gender Fair (MC/GF) Committee on Equal Employment Opportunity.
7. Facilitate the MC/GF Committee whose membership includes a staff member from each school. These staff members are responsible for assisting the Equity Director in collecting and disseminating information to district staff. The teachers and administrators on the MC/GF Committee provide leadership in the development of building equity plans.
8. Facilitate Teacher Leadership Compensation (TLC) Grant Cultural Competency Committee whose membership includes a teacher from each school. These teachers are responsible for building capacity in the building around cultural competency and cultural responsive practices in their schools.
9. Lead Advancement Via Individual Determination (AVID) implementation as the district director for ICCSD. AVID is a global non-profit organization that operates with one guiding principle: Hold students accountable to the highest standards, provide academic and social support and they will rise to the challenge. AVID's kindergarten through higher education system brings research-based curriculum and strategies to students each day that develop critical thinking, literacy and math skills across all content areas.
10. Monitor and work to reduce disproportionality in student discipline, assignment of students to special education, graduation rates, course taking and student educational achievement.
11. Facilitate mediation meetings.
12. Complete federal compliance reports.

## Technology & Innovation

The Technology & Innovation Department provides technology support and services to all schools, off-site programs, Physical Plant, and the Educational Services Center. The Department supports a wide variety of technology, including computers for staff and students, classroom technologies, instructional and academic software and systems, communications, business systems, and network and information infrastructure. The impacts of the work of the Technology & Innovation Department reach every member of the school community on a daily basis. Some key information is shared below.

### State of technology in the district

In the 27 schools:

- Our students-per-computer ratio ranges from 1:1 to 3.3:1, including a 1:1 initiative at the secondary level (grades 7-12) and an initiative in place that will bring the elementary ratio to 2:1 district-wide.
- The percent of teaching stations with a projector, document camera and interactive whiteboard is 100%.
- The district is currently working to implement wireless video and voice amplification in all of our instructional spaces.
- The district's network was upgraded to a 40GB backbone with 10GB to edge sites and internet bandwidth of 3GB. This infrastructure supports efficient delivery of network and internet services to over 30,000 devices per day.

### Projected 2018-19 initiatives

- Continued implementation of a 1:1 Chromebook Initiative at the secondary level, including expansion of the program to include our junior high schools.
- Continue implementation of our updated classroom technology suite, including and interactive projector, document camera, classroom and audio system and wireless video capability. This standard will be expanded to 10 additional buildings this year.
- Develop direct lines of bi-directional communication between the classrooms and the Technology & Innovation Department.
- Continue improvement of student-to-device ratios at the elementary grade levels, using a weighted resource model for elementary deployments. This initiative is being expanded to 7 additional elementary schools this year.



## Nutrition Services

The Nutrition Services Department provides school lunches to all twenty-seven school sites plus two offsite programs (TREC and the Transitions Program at Eastdale Plaza). School breakfast is offered at all schools. Listed below are the total numbers of meals served for the last five years. Average daily participation (ADP) for lunch was approximately 7,900 meals per day.

2013-2017 Total of Meals Served for Breakfast					
Breakfast	2013-14	2014-15	2015-2016	2016-2017	2017-18
Elementary	183,618	201,902	228,815	249,260	258,037
Secondary	73,866	85,008	92,504	99,920	110,231
<b>Total</b>	<b>257,484</b>	<b>286,910</b>	<b>321,319</b>	<b>349,180</b>	<b>368,268</b>

2013-2017 Total of Meals Served for Lunch					
Lunch	2013-14	2014-15	2015-2016	2016-2017	2017-18
Elementary	784,560	820,356	827,338	854,511	852,967
Secondary	483,275	493,791	494,605	526,726	556,435
<b>Total</b>	<b>1,267,835</b>	<b>1,314,147</b>	<b>1,321,943</b>	<b>1,381,237</b>	<b>1,409,402</b>

2013-2017 Total of A la Carte Sales					
A la Carte	2013-14	2014-15	2015-2016	2016-2017	2017-18
	<b>\$754,739</b>	<b>\$787,910</b>	<b>\$799,405</b>	<b>\$854,082</b>	<b>\$805,927</b>

Meals are always planned with nutrition as the number one priority. Lunches include the following: daily choices for entrees, vegetables and fruits; vegetable varieties including choices from the five required sub-groups; daily whole grain choices; skim or 1% milk options. Total meal calories from fat is at 30% or less. Purchasing is done utilizing a prime, single source vendor for the majority of food. In addition, buying in partnership with the University of Iowa helps control supply costs. USDA foods are another source of food for school lunches.

Sources of funding include federal and limited state student reimbursement for breakfast and lunch, meal sales to students and staff, revenue from a la carte sales, and USDA foods.

As far back as 2003, the Department has offered a summer feeding program, collaborating for many years with Neighborhood Centers of Johnson County. This past summer, all types of meals (breakfast, lunch, snack) was served at twelve (12) different sites. Afterschool snack was provided at Kirkwood Elementary School. Five schools (Alexander, Hills, Kirkwood, Twain and Wood) provide fresh fruit and vegetable snacks through a USDA Fresh Fruit and Vegetable Grant.

## District Health Services

The district health services staff works 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 district employs a Coordinator of Health Services, seven full-time school nurses, and one part-time school nurse who provide nursing coverage to all buildings and off-site programs. The district also employs three certified athletic trainers who oversee and provide athletic trainer services to junior and high school athletes and coaches. Students from the University of Iowa athletic trainer program do clinic rotations in the high schools under the direction of the athletic trainers. The tables below provide trend data regarding student health concerns and student emergencies that the district health services staff address each year.

**2013-17 Student Health Concerns**

	2013-14	2014-15	2015-2016	2016-2017	2017-18
<b>Asthma</b>	951	1,017	1,024	1,011	957
<b>ADHD/ADD</b>	923	1,142	1,213	1,452	1,407
<b>Seizure disorder</b>	73	73	65	73	112
<b>Type I diabetes</b>	30	27	35	30	28
<b>Severe food allergies</b>	155	163	152	185	186
<b>Depression</b>	69	79	87	99	74
<b>Anxiety</b>	223	262	271	310	400

**2013-17 Student Accidents, Injuries, and Medications**

	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Accidents/Injuries</b>					
Total student accidents/injuries that required further medical evaluation	130	136	122	102	114
<b>Medications</b>					
Number of students taking prescription medication scheduled daily at school	455	452	469	459	462

## Continuum of Services

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

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

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

**2013-17 Staff Trained in CPR**

	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Staff trained in CPR</b>	112	106	95	120	119

## District Health Services *(continued)*

### Healthy Kids School-based Health Clinics

Healthy Kids School-based Health clinic is a clinic that is an extension of traditional health services which is offered in the Iowa City Community School District in collaboration with community providers. The clinic is open to students in the school district who are without access to affordable health care (i.e., no insurance or a high deductible). The goal of the clinic is to keep students healthy so that they will be successful in school. The clinic is staffed by the district's Health Services Coordinator who is a Nurse Practitioner, a University of Iowa Pediatrician and Child Psychiatrist, and a community volunteer nurse. The clinic is funded primarily by United Way and an endowment fund established by Mercy Iowa City. Many community agencies and organizations provide in-kind services. To receive health care at the school-based health clinic, students under the age of 18 must have a completed consent form signed by a parent/guardian. There is no charge for services however, donations are appreciated.

In 2017-18, the clinic provided a variety of services to 448 children in 701 clinic visits. Of these 448 children, approximately 59% had no health insurance at the time of their visit to the clinic. Of this 59%, 67 were eligible for Medicaid or the state children's health insurance program (hawk-i) and were enrolled in one of these programs. The primary types of services provided in the clinic include well child exams, pre-participation athletic physicals, child psychiatry services, immunizations, diagnosis and treatment of illness, x-rays, blood work, health education, prescriptions for medications, referrals for specialty care, including mental health counseling, and establishing care with a primary healthcare provider. Dental referrals were made and completed for 192 children. Child Psychiatry evaluations were provided to 50 children. Vision exams were provided to 29 children. Fourteen children were referred for specialty care at the University of Iowa Children's Hospital.

### ICCSD Wellness Committee

The Iowa City Community School District Wellness Committee membership is comprised of school staff, parents, citizens, health care professionals, and representatives from community and county agencies with an interest and expertise in health and nutrition. The District Coordinator of Health Services is chair of the committee. The Wellness Committee developed the school district's local Wellness Policy, which was approved by the School Board in July of 2006. The purpose of this policy is to provide direction to the school system for promoting student wellness through health education, physical activity, and the selection of nourishing foods and beverages and to fulfill the requirements of Public Law 108-265, Section 204, June 30, 2004, Child Nutrition and WIC Reauthorization Act of 2004. The committee had minimal activity this school year, but will regroup in 2018-19. A survey is ready to go out to staff, students and parents to assess their knowledge and compliance with the district's Wellness Policy.

In the previous year, the Wellness Committee made and implemented changes to the Wellness Policy and Administrative Guidelines related to foods served to children. These changes continued to be implemented this year, providing a safer school environment for students with food allergies, ensuring that foods disseminated to a group of students for a classroom snack or to celebrate a special occasion meet the USDA Smart Snacks Guidelines, ensuring that foods sold to students from midnight to 30 minutes after school dismissal meet the USDA Smart Snacks Guidelines and ensuring that food is not used as a reward for students unless it is part of student's individual education plan.

Ongoing Wellness Committee work included continued collaboration with Farm to School and Master Gardeners, through which 16 school gardens were planted, maintained and harvested. The Farm to School Chapter also hosted educational events including a School Garden workshop and Farmer Fairs at several schools. Locally grown produce was served in school lunches several times throughout the year and in the summer lunch program. Several schools developed Walking School Buses. The Bicyclists of Iowa City held bike rodeos at over 15 elementary schools. Fuel Up to Play 60 was implemented in 17 schools and seven schools participated in Fuel Up to Play 60 Wellness Corps with the University of Iowa Student Athletic department. Hy-Vee Fit Kids sponsored a special event at Kinnick Stadium for all third graders in October emphasizing physical activity and healthy lifestyles. Iowa State University Extension's nutrition education program, Pick a Better Snack™, was provided to primary grades in all elementary schools. Five elementary schools (Alexander, Hills, Kirkwood, Twain and Wood) received a Fresh Fruits and Vegetables grant, which provided a fruit or vegetable snack to all students three to five mornings per week.



## Safety and Security

In 2017-18, the Iowa City Community School District continued their work on the Safety and Security Enhancement Plan developed in 2013-14, which included these Safety and Security Improvements:

- **Intruder Locksets:** Install intruder locksets in remaining classrooms and new door closers.
- **Electronic Door Access:** Install electronic door access where required, minimum of two per building.
- **Intercoms:** Update and/or replace all outdated intercom systems and include an exterior public address speaker at all schools.
- **Front Entry Door Cameras:** Provide camera/intercoms at main entrances not readily visible to main office.
- **Room Numbering Plan:** Complete district room renumbering plan and installation of ADA signage.
- **Building Security Systems:** Improve and install security monitoring at all exterior door locations.
- **Camera Surveillance Systems:** Install interior and exterior camera surveillance systems at buildings without systems and improve inadequate or outdated camera surveillance systems.
- **Systems Integration:** Develop the infrastructure and systems integration required to enable a 24/7 central monitoring station at the Physical Plant and Educational Services Center for all systems, to include but not limited to electronic door access, interior and exterior security camera systems, fire alarm systems, heating and cooling system controls, district emergency radio system, building security systems.
- **Fire Alarm Upgrades and Replacements:** Update fire alarm systems where required and align all fire alarm locations with school building renumbering plan.
- **Radios:** Provide radios to all schools and busses to assist in emergency communication.
- **Fencing:** Install fencing at elementary schools to establish boundaries.
- **Lockdown Buttons:** Install capability to lockdown building with a single action.
- **Duress Buttons:** Install capability to contact law enforcement with a single action.

**Buildings where safety and security improvements were completed in 2014-15:**

Alexander	Hills	Lincoln	Penn	Weber	Tate HS
Borlaug	Hoover	Longfellow	Shimek	Wickham	TREC
Coralville Central	Horn	Lucas	Twain (no cameras yet)	NCJH	
Garner	Lemme	Mann	Van Allen	NWJH	

**Safety and Security Improvements were completed in 2015-16 in the following buildings:**

Kirkwood	Grant Wood	SEJH
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**Safety and Security Improvements were completed in 2016-17 in the following buildings:**

City High	Liberty High	Hoover East
Eastdale/Transitions	Hy-Vee warehouse	Lucas (front entry)
Twain (cameras)		

**Safety and Security Improvements were completed in 2017-18 in the following buildings:**

City High

**Safety and Security Improvements on hold or removed from the original list:**

- **Fence Improvements:** Install chain link fencing and gates as required at elementary school playgrounds.
- **Window Blinds:** Provide window blinds in all classrooms where needed.
- **Visitor Management System:** Provide a district-wide visitor management system in place of sign-in sheets. Systems run instant background checks and prints a nametag with the visitor's name, photo, date and time.

**Safety and Security Improvements will continue at West High during the 2018-19 school year.**

**Emergency Safety Training completed in 2017-18 for administrators and staff to be prepared in the event of an emergency:**

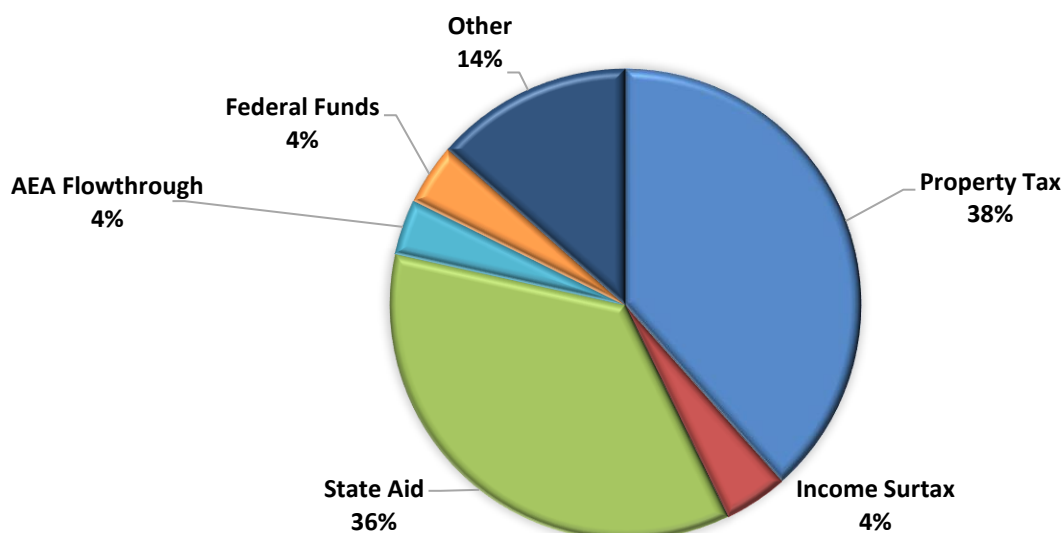
- ALICE training was provided for new staff at the beginning of the year. In fall and spring additional training was provided for different employee groups.
- All Secondary Buildings conducted active intruder drills with staff
- All buildings conducted their bi-annual fire drill and annual tornado drill.
- Optional ALICE training was provided to ICCSD parents & students

## District Finances

\*-Information in this section is unaudited (final audit numbers will be released in December 2018 to the ICCSD Board of Directors).

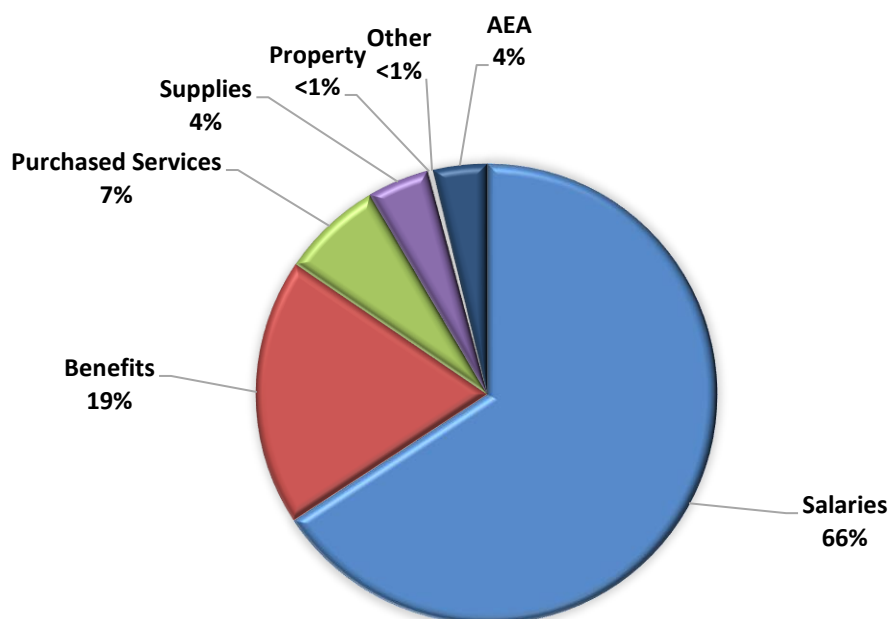
State aid and property tax generate the largest percentage of revenue, representing 74% of total revenue for the last fiscal year.

**General Fund Revenue Sources (FYE June 30, 2018)**



Salaries and benefits make up the largest percentage of the budget. Expenditures for the last fiscal year are listed in the chart below.

**General Fund Expenditures by Object (FYE June 30, 2018)**

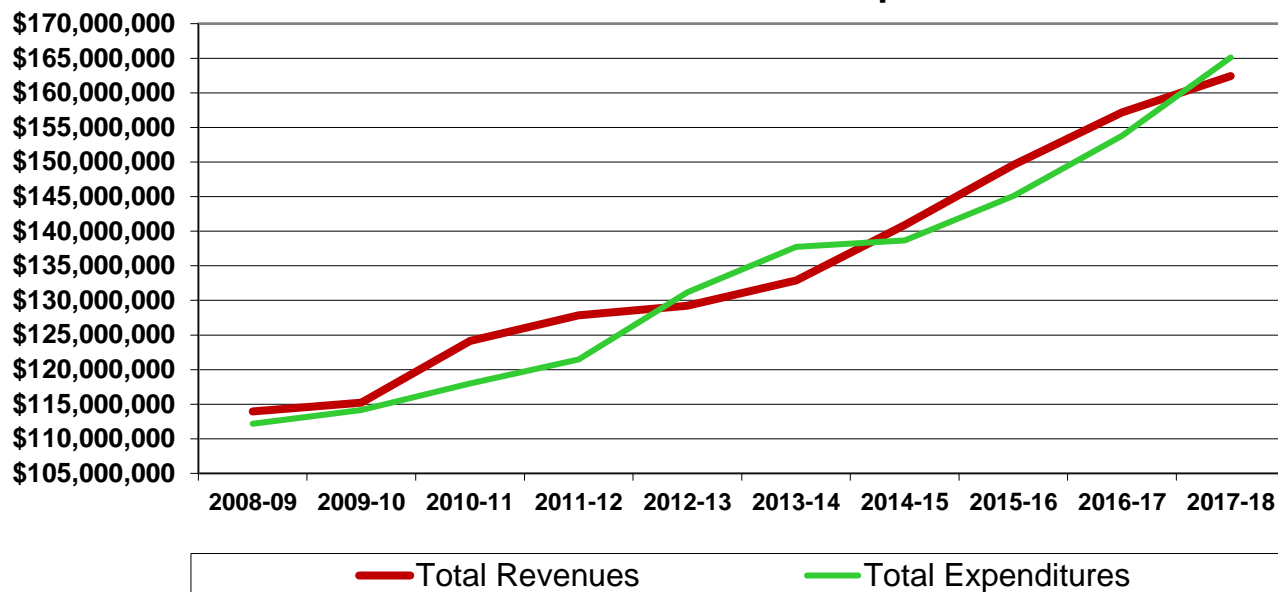




### District Finances *(continued)*

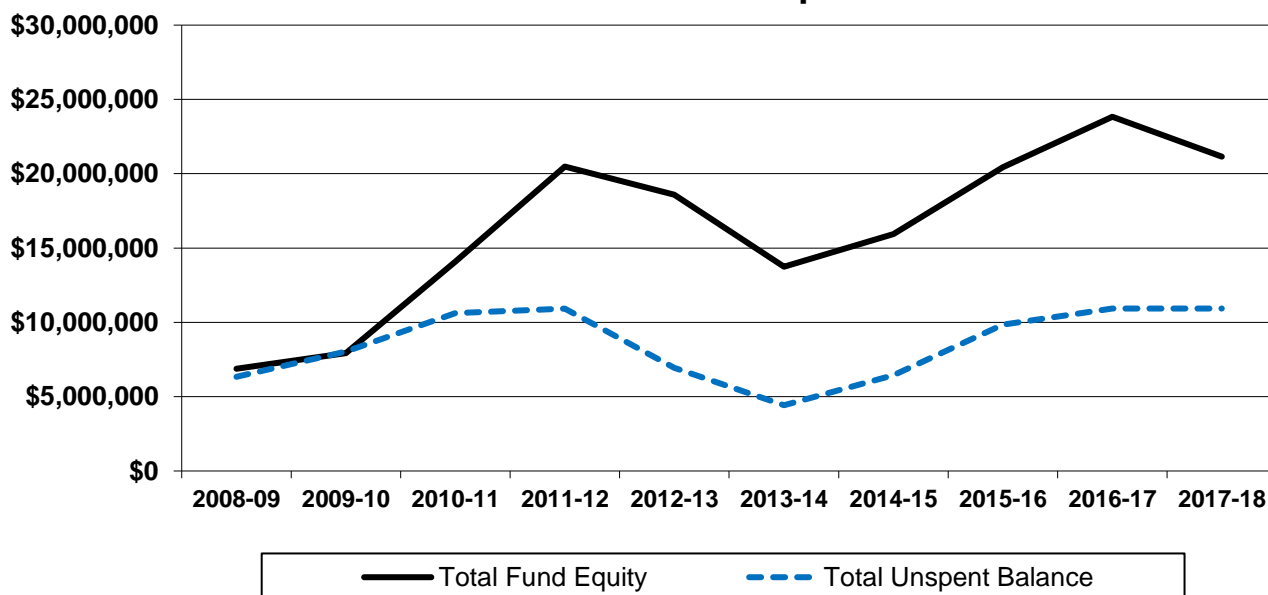
Since 2008-09, the district budget has experienced slower growth from state sources and the district has made budget adjustments in 2008-09 and 2014-15 to reduce expenditures in order to align expenditures with revenues. Revenues exceeded expenditures in 2010-11 and 2011-12 because of budget reductions. However, due to significant student growth over the last several years, the district has added additional staff resulting in expenditures exceeding revenues during some recent years.

#### General Fund Revenue & Expenditures



Below is a chart of the districts Fund Balance and Unspent Balance from 2008-09 to 2017-18.

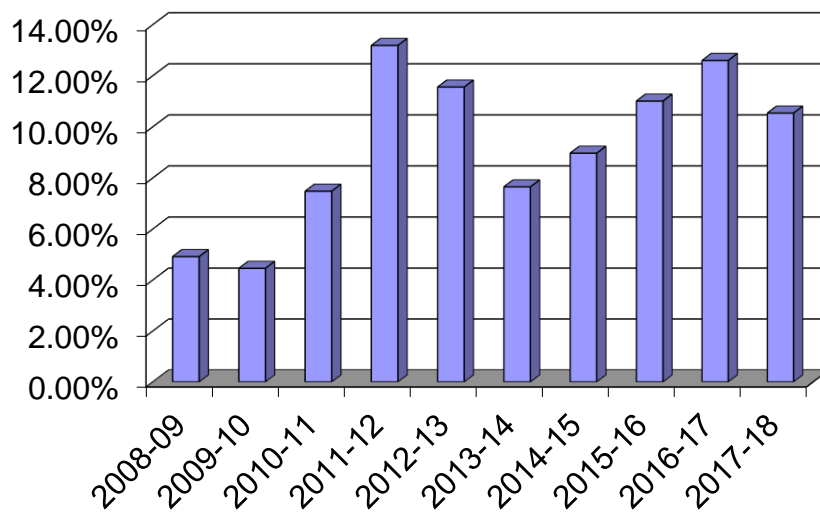
#### Fund Balance and Unspent Balance



### District Finances *(continued)*

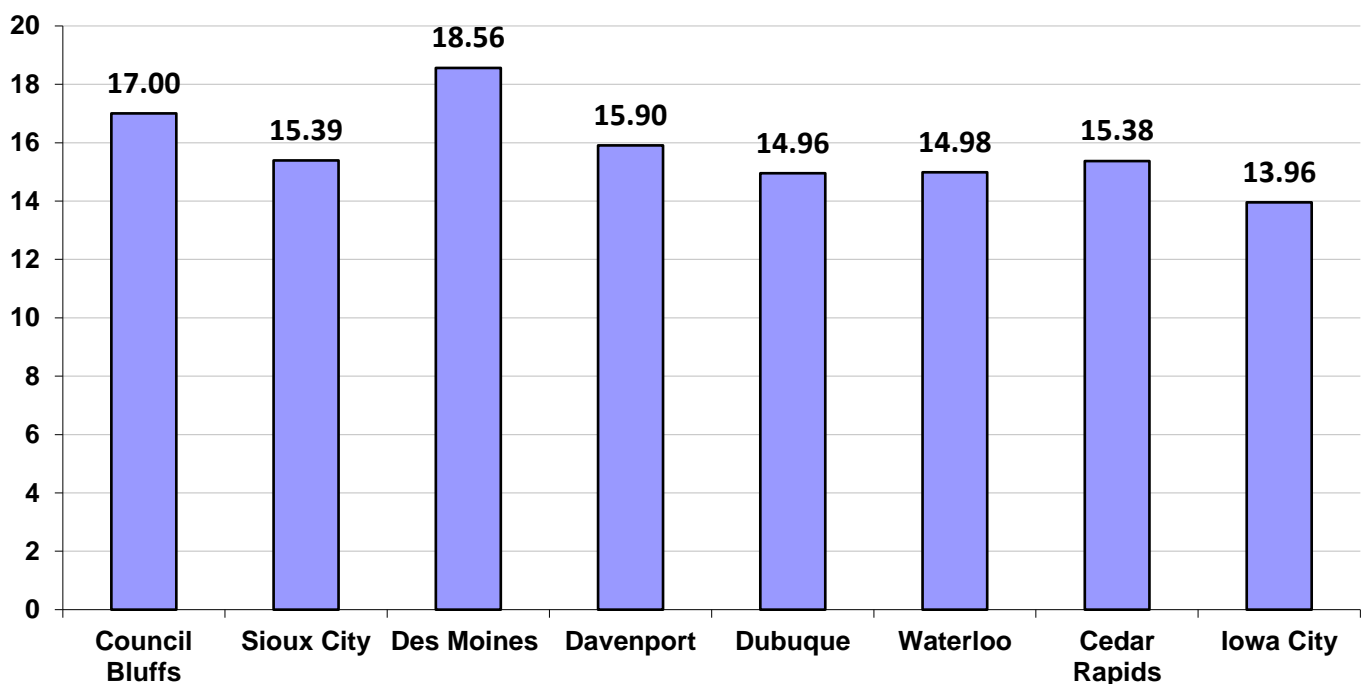
The district's solvency ratio, an indicator of the financial health of the district, was just above the 10% recommended level. The ratio was at 10.54% for the fiscal year ending on June 30, 2018.

#### Solvency Ratio (Unreserved, Undesignated Fund Balance / Total Revenue)



This chart compares the ICCSD property tax rates to the other seven largest school districts in the state.

#### 2017-18 Urban Education Network Property Tax Rate Comparison



## Facilities

The following table reflects the ICCSD bonded indebtedness for the last 13 years. The increase in the bonded indebtedness represents the approval by the voters in 2003-04 of a \$39 million bond referendum and refunding in 2011-12. The bonds issued in 2003-04 have paid in full as of June 30, 2018. On December 12, 2017, the district issued \$58,955,000 of general obligation bonds with annual retirements through June 2037.

### General Obligation Bonded Indebtedness

2005-2018 General Obligation Bonded Indebtedness			
School Year	General Obligation Bond Indebtedness	School Year	General Obligation Bond Indebtedness
2005-06	\$34,080,000	2012-13	\$15,165,000
2006-07	\$31,700,000	2013-14	\$12,280,000
2007-08	\$29,205,000	2014-15	\$9,345,000
2008-09	\$26,690,000	2015-16	\$6,320,000
2009-10	\$24,160,000	2016-17	\$3,205,000
2010-11	\$21,505,000	2017-18	\$58,955,000
2011-12	\$17,990,000		

2015-2018 Capital Loan Notes	
School Year	Capital Loan Note Amounts
2015-16	\$7,830,000
2016-17	\$7,015,000
2017-18	\$6,190,000

The Board of Directors has adopted a comprehensive ten-year facility master plan to guide maintenance and improvement projects across the district. In addition, the School Infrastructure Local Option (SILO) was passed in February 2007 providing an estimated \$100 million in funding for new construction, remodeling, repairs, and facility maintenance. The Board receives monthly updates on the progress of major capital projects. In February 2013, the Secure an Advanced Vision for Education (SAVE), formerly SILO, was extended to June 2029.

For fiscal year ending June 30, 2018, the district's revenue for capital projects was \$44 million dollars of which \$10.7 million was from property taxes in the Physical Plant and Equipment Levy (PPEL), \$13 million was from local sales taxes, and \$30.2 million was from the sale of Sales, Service and Use Tax Revenue Bonds. Individual capital projects with budgets of at least \$500,000 were approved for the 2017-18 fiscal year, although some will require more than one year to complete.

2017-18 Approved Capital Projects	
Information Technology Room and Fiber Upgrades	\$2,868,956
Vehicles and Equipment	\$600,000
School Buses	\$1,250,000
Maintenance Projects	\$1,000,000
District Life Cycle Fields and Athletic Facilities	\$900,000
Roof Program Maintenance	\$850,000
Hard Surface Improvements	\$675,000
Longfellow Elementary School Addition	\$7,531,007
Lucas Elementary School Addition	\$1,467,231
Liberty High School (new)	\$4,428,937
Hoover Elementary (new)	\$3,608,257
West High Addition & Remodels	\$6,306,455

## 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, business people, 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. Mentoring programs have been implemented at Alexander, Garner, Horn, Kirkwood, Longfellow, Lucas, Twain, Van Allen, and Wood elementary schools; Northwest and South East Junior High; City and West High School.

**Booster Club Donations** - The Iowa City Athletic Booster Club is comprised of the Little Hawks Club, the Liberty Lightning Booster Club and Club West. There are over 700 members between the clubs and they represent athletes at City, Liberty and West High Schools and North Central, Northwest and South East Junior High Schools. The funds raised represent half of each school's athletic budget and is the first revenue source used to provide each school with the equipment and supplies needed to serve the more than 3,500 students who participate in the school sports program. The annual Pancake Day and Kinnick Stadium Clean-up are the major fundraisers. 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. Over \$285,000 in funds was raised in the 2017-18 school year between the Iowa City Athletic Booster Club, The Little Hawks Club, Liberty Lightning Booster Club and Club West.

**Music Auxiliary Donations** - The Iowa City Music Auxiliary is a district-wide parent support group for the more than 3,000 students who participate in the district's band, chorus and orchestra programs. The group is governed by a board of directors, comprised of parent representatives from each performing group. Yearly sponsorship donations and a car wash help the district's music faculty provide many activities, materials and equipment that enhance the students' music education and musical experiences. The auxiliary has a budget of approximately \$88,000 and provides support to the 5<sup>th</sup> through 12<sup>th</sup> grade performance music programs. Over 850 families support the Music Auxiliary with their generous financial donations.

**Iowa City Community School District Foundation** - The ICCSD Foundation partners with the public school district to provide funding for programs and projects that would not otherwise be available. Money raised through the Foundation does not replace district funding from local, state and federal sources. In fiscal year 2017-18, more than 1,300 donors contributed nearly \$867,000 to the Foundation to help support our area schools and students. The ICCSD Foundation strives to enhance the educational experiences of all students in the district by providing resources to enrich the curriculum, programs and student & staff experiences.

**Workplace Learning Connection** - The Workplace Learning Connection is a partnership between Kirkwood Community College, Grant Wood Area Education Agency, area Chambers of Commerce, local school districts, Iowa Workforce Development, and local businesses and industry. The partnership serves as a single point of contact for schools and employers that supports student job shadowing, student internships, teacher tours, student tours and Teacher @ Work. The goal is to integrate needed workplace skills into the curriculum, provide experiences that connect school to work, and develop work-based capacity with employers. In 2017-18, the Workplace Learning Connection provided 255 job shadows, 57 internships and 6 events involving 134 speakers and 3,138 student participants.

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