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**IOWA CITY**  
**COMMUNITY**  
**SCHOOL DISTRICT**

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**Child-Centered : Future-Focused**

**ENROLLMENT,  
DEMOGRAPHICS,  
AND  
CLASS SIZE REPORT**

**Winter 2017-18**

Prepared by

Matt Degner, Assistant Superintendent

Amy Kortemeyer, Assistant Superintendent

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## EQUITY 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 Kingsley Botchway II, Director of Equity, 1725 N. Dodge St., Iowa City, IA 52245, 319-688-1000, [Botchway.Kingsley@iowacityschools.org](mailto:Botchway.Kingsley@iowacityschools.org).

## 2017-18 BOARD OF EDUCATION

Name	Title
Mr. J.P. Claussen	Director
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Ms. Janet Godwin	President
Mr. Phil Hemingway	Director
Ms. Ruthina Malone	Director
Mr. Paul Roesler	Director
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## 2017-18 DISTRICT ADMINISTRATORS

Name	Title
Mr. Kingsley Botchway II	Director of Staffing & Equity
Ms. Kate Callahan	Director of Student Services
Ms. Lora Daily	Director of Learning Supports
Mr. Matt Degner	Assistant Superintendent
Ms. Alison Demory	Director of Food Service
Mr. Leslie Finger	Director of Budget & Finance
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Dr. Diane Schumacher	Director of Curriculum, Instruction & Assessment
Mr. Duane Van Hemert	Director of Physical Plant



## OVERVIEW

The Enrollment, Demographics, and Class Size Report is a combined report intended to serve as a single source for information related to counts and characteristics of students. The report includes current enrollment and future enrollment projections, demographic information (related to race/ethnicity, socioeconomic status, English language learners, home language, and special education), and class size information for both the elementary and secondary levels.

Every attempt has been made to provide accurate information in this report. If you believe there is an error, or if you desire further clarification, please contact Matt Degner, Assistant Superintendent or Amy Kortemeyer, Assistant Superintendent.

## ENROLLMENT

### CERTIFIED ENROLLMENT VERSUS HEAD COUNTS VERSUS STUDENTS PROVIDED INSTRUCTION

District students are counted for many different purposes, including staffing, class sizes, capacity, and funding, to name a few. Depending on the purpose of the count, a headcount may be used, or some sort of method to “weight” some students differently than others. For instance, for purposes of funding, traditional, full-time students who don’t require special services may provide the district with one level of funding, while those who require more or less services may be weighted such that the district receives more or less funding. Some of the categories for weighting include pre-school, dual-enrolled, home school assistance, and special education.

The Department of Education determines a formula that all districts in the State of Iowa use to determine their enrollment for purposes of funding. This formula is based on the students present in each school district on October 1st and results in what is called the “certified enrollment.” **The certified enrollment for the 2017-18 school year is 14,197.58.** This number is a weighted value based on the way each student in the district is categorized.

The district often uses headcounts when referring to enrollment. **The K-12 enrollment headcount for the 2017-18 school year is 13,974.**

Some agencies, such as Grant Wood Area Education Agency, refer to an alternative form of weighted enrollment, often called **“students provided instruction.” For the 2017-18 school year, this weighted enrollment is 13,926.08.**

The method used to calculate the three values, on the previous page, can be seen in Appendix 1 of this report. The table there represents the actual categories and counts that were submitted to the Iowa Department of Education for the 2017-18 school year. The blue-shaded cells combine to give the “headcount” of K-12 students (13,974); the purple-shaded cells add up to the “certified enrollment” (14,197.58) upon which District funding for the 2017-18 school year is based; and the orange-shaded cells add up to the value some call “students provided instruction” (13,926.08).

### STUDENTS COUNTED IN ONE SCHOOL BUT ATTENDING ANOTHER

Some students are counted in one school although they actually attend in another location. For instance, students served at Transitions or the Theodore Roosevelt Education Center (TREC) are reflected in the counts of the school to which they are assigned (such as City, Liberty or West). For purposes of reporting enrollment to the Iowa Department of Education, these are programs, not schools. While Tate High School also draws students from throughout the District without regard to where the students live, much like Transitions and TREC, this is considered a school by the Department of Education, and therefore Tate enrollments are provided in this report.

### ENROLLMENT DETAILS

Tables 1 through 4 and figure 1 present information on current and past enrollment. **For the 2017-18 school year, the district has increased 341 students in grades K through 12, representing a 2.5% increase.** Certified enrollment increased 215.95 or 1.5%, from 13,981.63 to 14,197.58.

**Table 1. K-12 enrollment (headcount) change from 2016-17 to 2017-18.**

School	2016-17	2017-18	Growth/ Reduction	% Growth/ Reduction
Alexander ES	406	429	23	5.7%
Borlaug ES	431	457	26	6.0%
Coralville Central ES	438	435	-3	-0.7%
Garner ES	617	663	46	7.5%
Hills ES	199	205	6	3.0%
Hoover ES	261	263	2	0.8%
Horn ES	483	419	-64	-13.3%
Kirkwood ES	338	328	-10	-3.0%
Lemme ES	377	380	3	0.8%
Lincoln ES	237	230	-7	-3.0%
Longfellow ES	335	313	-22	-6.6%
Lucas ES	441	458	17	3.9%
Mann ES	242	227	-15	-6.2%
Penn ES	576	650	74	12.8%
Shimek ES	215	218	3	1.4%
Twain ES	311	340	29	9.3%
Van Allen ES	500	508	8	1.6%
Weber ES	425	472	47	11.1%
Wickham ES	513	486	-27	-5.3%
Wood ES	305	310	5	1.6%
<b>ES Total</b>	<b>7,650</b>	<b>7,791</b>	<b>141</b>	<b>1.8%</b>
North Central JH	551	557	6	1.1%
Northwest JH	652	736	84	12.9%
South East JH	823	767	-56	-6.8%
<b>JH Total</b>	<b>2,026</b>	<b>2,060</b>	<b>34</b>	<b>1.7%</b>
City HS	1,712	1,622	-90	-5.3%
Liberty HS		743		
Tate HS	154	165	11	7.1%
West HS	2,091	1,593	-498	-23.8%
<b>HS Total</b>	<b>3,957</b>	<b>4,123</b>	<b>166</b>	<b>4.2%</b>
<b>GRAND TOTAL</b>	<b>13,633</b>	<b>13,974</b>	<b>341</b>	<b>2.5%</b>

**Table 2. 2017-18 enrollment headcount by school by grade.**

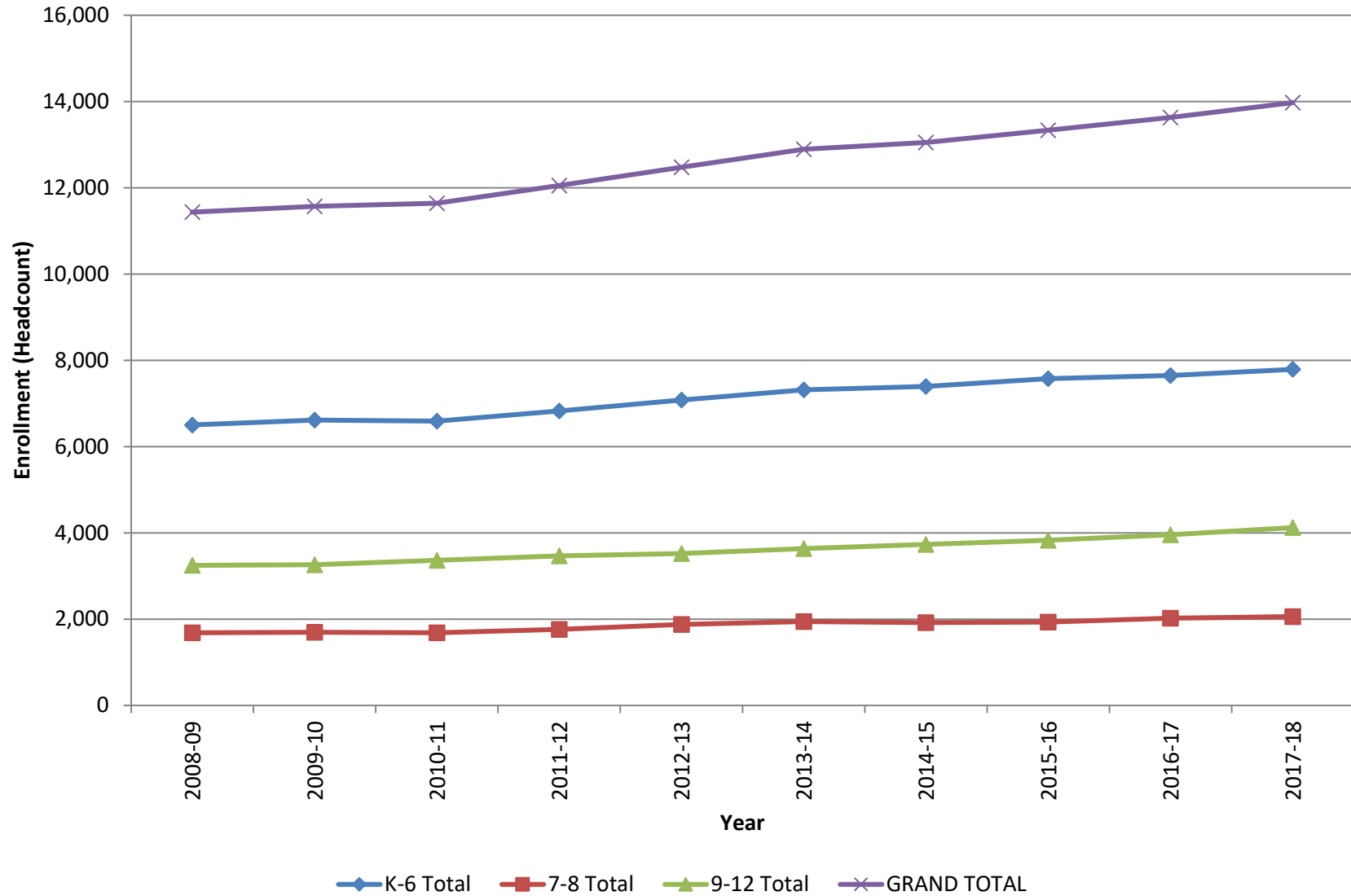
School	GRADE														Total	Total
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PK-12	K-12
Alexander ES	31	69	64	70	57	60	59	50							460	429
Borlaug ES	37	73	66	62	64	73	59	60							494	457
Coralville Central ES	34	70	62	68	55	50	62	68							469	435
Garner ES		114	91	117	90	92	83	76							663	663
Hills ES	20	28	26	29	25	31	34	32							225	205
Hoover ES	37	45	39	40	30	30	40	39							300	263
Horn ES		55	50	59	69	54	64	68							419	419
Kirkwood ES	25	46	51	48	47	55	44	37							353	328
Lemme ES		54	54	51	40	58	74	49							380	380
Lincoln EES		23	38	35	38	32	26	38							230	230
Longfellow ES	28	42	38	51	52	42	45	43							341	313
Lucas ES		76	65	60	43	79	67	68							458	458
Mann ES	15	27	32	46	22	37	32	31							242	227
Penn ES	35	100	110	91	95	92	72	90							685	650
Shimek ES	26	24	24	31	27	42	23	47							244	218
Twain ES	39	54	56	62	49	45	37	37							379	340
Van Allen ES	59	57	77	70	80	69	79	76							567	508
Weber ES	27	90	65	65	54	77	69	52							499	472
Wickham ES		56	71	77	71	74	73	64							486	486
Wood ES	37	50	43	42	53	42	34	46							347	310
Offsite Preschools	105														105	0
<b>ES Total</b>	555	1,153	1,122	1,174	1,061	1,134	1,076	1,071	0	0	0	0	0	0	8,346	7,791
North Central JH									260	297					557	557
Northwest JH									360	376					736	736
South East JH									378	389					767	767
<b>JH Total</b>									998	1,062					2,060	2,060
City HS											389	390	435	408	1,622	1,622
Liberty HS											300	287	115	41	743	743
Tate HS											3	19	52	91	165	165
West HS											340	342	414	497	1,593	1,593
<b>HS Total</b>											1,032	1,038	1,016	1,037	4,123	4,123
<b>GRAND TOTAL</b>	555	1,153	1,122	1,174	1,061	1,134	1,076	1,071	998	1,062	1,032	1,038	1,016	1,037	14,529	13,974

**Table 3. K-12 enrollment headcount 10-year trend by building.**

School	YEAR									
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Alexander ES								348	406	429
Borlaug ES					326	373	403	431	431	457
Coralville Central ES	427	430	427	430	429	430	404	422	438	435
Garner ES			382	425	491	535	581	609	617	663
Hills ES	137	126	98	110	108	101	111	184	199	205
Hoover ES	306	362	373	372	361	328	311	272	261	263
Horn ES	279	331	362	363	461	466	493	500	483	419
Kirkwood ES	439	345	313	320	331	386	363	314	338	328
Lemme ES	296	332	333	338	372	403	407	395	377	380
Lincoln ES	253	263	244	237	246	239	237	239	237	230
Longfellow ES	305	311	317	345	334	322	329	338	335	313
Lucas ES	424	416	411	440	436	428	405	442	441	458
Mann ES	244	259	250	243	247	243	223	222	242	227
Penn ES	461	511	451	488	516	537	530	552	576	650
Roosevelt ES	365	309	295	279						
Shimek ES	191	200	201	207	199	212	210	212	215	218
Twain ES	234	229	197	225	268	316	378	262	311	340
Van Allen ES	599	661	425	446	467	496	507	524	500	508
Weber ES	540	544	553	564	477	494	490	422	425	472
Wickham ES	493	492	487	476	481	483	503	529	513	486
Wood ES	510	492	472	517	530	525	511	360	305	310
<b>ES Total</b>	<b>6,503</b>	<b>6,613</b>	<b>6,591</b>	<b>6,825</b>	<b>7,080</b>	<b>7,317</b>	<b>7,396</b>	<b>7,577</b>	<b>7,650</b>	<b>7,791</b>
North Central JH	359	396	396	409	469	477	478	504	551	557
Northwest JH	622	615	628	634	650	684	641	628	652	736
South East JH	705	688	661	721	761	781	800	801	823	767
<b>JH Total</b>	<b>1,686</b>	<b>1,699</b>	<b>1,685</b>	<b>1,764</b>	<b>1,880</b>	<b>1,942</b>	<b>1,919</b>	<b>1,933</b>	<b>2,026</b>	<b>2,060</b>
City HS	1,383	1,371	1,393	1,393	1,414	1,545	1,599	1,668	1,712	1,622
Liberty HS										743
Tate HS	110	120	118	162	149	139	151	158	154	165
West HS	1,754	1,770	1,853	1,910	1,956	1,951	1,985	2,001	2,091	1,593
<b>HS Total</b>	<b>3,247</b>	<b>3,261</b>	<b>3,364</b>	<b>3,465</b>	<b>3,519</b>	<b>3,635</b>	<b>3,735</b>	<b>3,827</b>	<b>3,957</b>	<b>4,123</b>
<b>GRAND TOTAL</b>	<b>11,436</b>	<b>11,573</b>	<b>11,640</b>	<b>12,054</b>	<b>12,479</b>	<b>12,894</b>	<b>13,050</b>	<b>13,337</b>	<b>13,633</b>	<b>13,974</b>

**Table 4. K-12 enrollment headcount 10-year trend by grade.**

Grade	YEAR									
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	974	1,020	972	1,031	1,084	1,175	1,085	1,178	1134	1,153
1	923	970	1,000	983	1,037	1,122	1,160	1,071	1176	1,122
2	986	926	946	1,023	989	1,069	1,095	1,143	1072	1,174
3	954	982	906	960	1,035	1,004	1,067	1,078	1127	1,061
4	918	943	943	929	957	1,043	993	1,076	1094	1,134
5	873	894	920	968	965	958	1,032	981	1061	1,076
6	875	878	904	931	1,013	946	964	1,050	986	1,071
<b>K-6 Total</b>	<b>6,503</b>	<b>6,613</b>	<b>6,591</b>	<b>6,825</b>	<b>7,080</b>	<b>7,317</b>	<b>7,396</b>	<b>7,577</b>	<b>7650</b>	<b>7791</b>
7	855	851	867	897	952	994	941	975	1056	998
8	831	848	818	867	928	948	978	958	970	1,062
<b>7-8 Total</b>	<b>1,686</b>	<b>1,699</b>	<b>1,685</b>	<b>1,764</b>	<b>1,880</b>	<b>1,942</b>	<b>1,919</b>	<b>1,933</b>	<b>2026</b>	<b>2,060</b>
9	839	835	848	856	884	914	955	985	1006	1,032
10	804	833	852	882	873	898	949	957	992	1,038
11	821	791	834	851	861	888	910	932	955	1,016
12	783	802	830	876	901	935	921	953	1004	1,037
<b>9-12 Total</b>	<b>3,247</b>	<b>3,261</b>	<b>3,364</b>	<b>3,465</b>	<b>3,519</b>	<b>3,635</b>	<b>3,735</b>	<b>3,827</b>	<b>3957</b>	<b>4,123</b>
<b>GRAND TOTAL</b>	<b>11,436</b>	<b>11,573</b>	<b>11,640</b>	<b>12,054</b>	<b>12,479</b>	<b>12,894</b>	<b>13,050</b>	<b>13,337</b>	<b>13,633</b>	<b>13,974</b>

**Figure 1. K-12 enrollment headcount 10-year trend by grade range.**



## OPEN ENROLLMENT

Iowa law allows a student to “open enroll” between districts. Students who open enroll are allowed to attend a district other than the district in which they reside, and the funding for that student goes with him/her to the new district. Tables 5 through 11 and figure 2 present information on open enrollment for the district. **In 2017-18, 473 students open enrolled out of the district and 139 students open enrolled into the district, for a net loss of 334 students.** The net loss of students decreased this year 19.5% from 415 students to 334. This was in part due to the opening of Liberty High School. The 10-year net loss trend reduced from 301.4% to 145.6%

Students open enroll into and out of many different districts, usually in close proximity with the district in which they reside. There are 21 students who appear to open enroll out to districts far from Iowa City, however those students are actually enrolled in online programs offered by CAM and Clayton Ridge school districts. Mid-Prairie school district has a homeschool assistance program into which many families enroll.

**Table 5. Open enrollment comparison, 2016-17 to 2017-18.**

	2016-17	2017-18	% Growth/Reduction
Open Enrollment In	85.0	139.0	63.5%
Open Enrollment Out	-500.0	-473.0	-5.4%
<b>Net Open Enrollment</b>	<b>-415.0</b>	<b>-334.0</b>	<b>-19.5%</b>

**Table 6. Open enrollment into ICCSD by district by grade.**

District	GRADE														Total
	P K	K	1	2	3	4	5	6	7	8	9	10	11	12	PK-12
Cedar Rapids		1	2	1	2	1						3			10
Clear Creek Amana		5	3	2	1	3	5	2	2	6	7	6	6	3	51
College			1		1			1			1			1	5
English Valley		1													1
Highland		1			1					1				1	4
Iowa Valley											1				1
Linn-Mar							1								1
Lone Tree		1	1		1		1	1		1	1		3		10
Mid-Prairie		1	1		1	1				1	2	1	1		9
Mt Pleasant				1											1
Solon		2	1				1		1		1			1	7
Tipton			1								1				2
Waco		1						1							2
Washington					1										1
West Branch		3	2		1	3	1		5	2	2	2	2	4	27
West Liberty							1	1	1	1			1		5
Williamsburg					1				1						2
<b>Total</b>	<b>0</b>	<b>16</b>	<b>12</b>	<b>4</b>	<b>10</b>	<b>8</b>	<b>10</b>	<b>6</b>	<b>10</b>	<b>12</b>	<b>16</b>	<b>12</b>	<b>13</b>	<b>10</b>	<b>139</b>

Each year, the district mails a survey (see Appendix) to families of students who have open enrolled out of the district. This year the district mailed surveys to the 82 families with one or more students who open enrolled out of the district, and received 29 surveys back. The results of those surveys are presented in tables 10 and 11. **The top reasons for open enrolling out was:**

**1)** “I want my child(ren) to enroll in the homeschool program in another district”

**2)** “Other school better”

**Table 7. Open enrollment out of ICCSD by district by grade.**

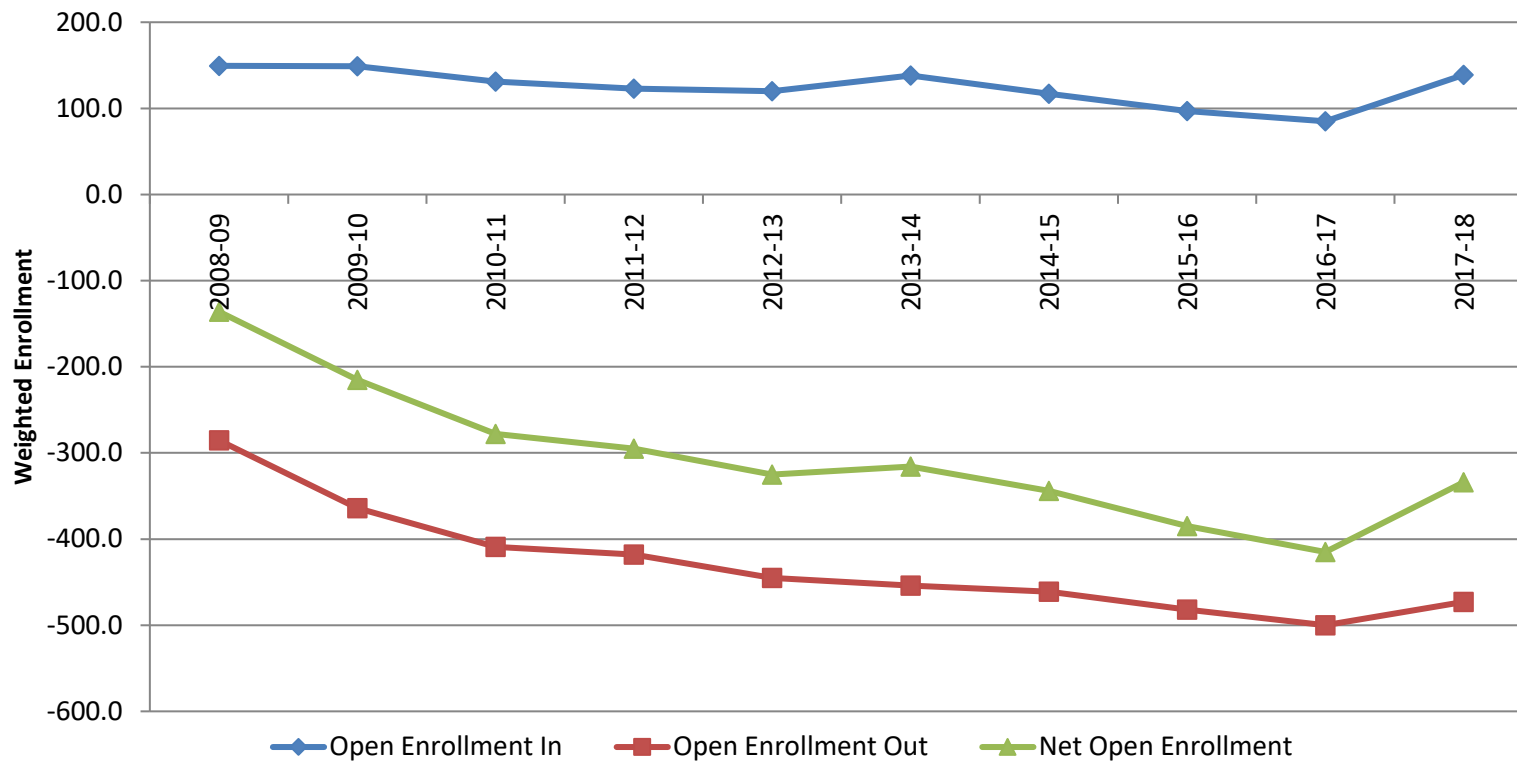
District	GRADE														Total
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PK-12
CAM						1	1	1		2	1	3	4	6	19
Cedar Rapids										1	1		2		4
Clear Creek Amana	1	13	7	13	6	14	10	13	12	12	27	16	13	16	173
Clayton Ridge												2			2
College Community				1		1		1	1				1	1	6
Highland		2	2	3	1	4	2	4	3	2	6	5	2	3	39
Iowa Valley													1		1
Lone Tree		1					1	1				1			4
Marion			2												2
Mid-Prairie		15	17	10	13	11	11	11	9	5	6	2	7	4	121
Mount Vernon											1			1	2
Solon		3	5	2	7	3	2	10	8	7	12	4	8	4	75
Waco												1			1
West Branch		3	1		4	1						2	2	3	16
West Liberty		1	1	2	1				1	1			1		8
<b>GRAND TOTAL</b>	<b>1</b>	<b>38</b>	<b>35</b>	<b>31</b>	<b>32</b>	<b>35</b>	<b>27</b>	<b>41</b>	<b>34</b>	<b>30</b>	<b>54</b>	<b>36</b>	<b>41</b>	<b>38</b>	<b>473</b>

**Table 8. Net open enrollment (open enrollment in minus open enrollment out) by district by grade.**

District	GRADE														Total
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PK-12
CAM	0	0	0	0	0	-1	-1	-1	0	-2	-1	-3	-4	-6	-19
Cedar Rapids	0	1	2	1	2	1	0	0	0	-1	-1	3	-2	0	6
Clayton Ridge	0	0	0	0	0	0	0	0	0	0	0	-2	0	0	-2
Clear Creek Amana	-1	-8	-4	-11	-5	-11	-5	-11	-10	-6	-20	-10	-7	-13	-122
College Community	0	0	1	-1	1	-1	0	0	-1	0	1	0	-1	0	-1
Columbus	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
English Valleys	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Highland	0	-1	-2	-3	0	-4	-2	-4	-3	-1	-6	-5	-2	-2	-35
Iowa Valley	0	0	0	0	0	0	0	0	0	0	1	0	-1	0	0
Linn Mar	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Lone Tree	0	0	1	0	1	0	0	0	0	1	1	-1	3	0	6
Marion	0	0	-2	0	0	0	0	0	0	0	0	0	0	0	-2
Mid-Prairie	0	-14	-16	-10	-12	-10	-11	-11	-9	-4	-4	-1	-6	-4	-112
Mount Pleasant	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Mount Vernon	0	0	0	0	0	0	0	0	0	0	-1	0	0	-1	-2
Muscatine	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Solon	0	-1	-4	-2	-7	-3	-1	-10	-7	-7	-11	-4	-8	-3	-68
Tipton	0	0	1	0	0	0	0	0	0	0	1	0	0	0	2
Waco	0	1	0	0	0	0	0	1	0	0	0	-1	0	0	1
Washington	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
West Branch	0	0	1	0	-3	2	1	0	5	2	2	0	0	1	11
West Liberty	0	-1	-1	-2	-1	0	1	1	0	0	0	0	0	0	-3
Williamsburg	0	0	0	0	1	0	0	0	1	0	0	0	0	0	2
<b>GRAND TOTAL</b>	<b>-1</b>	<b>-22</b>	<b>-23</b>	<b>-27</b>	<b>-22</b>	<b>-27</b>	<b>-17</b>	<b>-35</b>	<b>-24</b>	<b>-18</b>	<b>-38</b>	<b>-24</b>	<b>-28</b>	<b>-28</b>	<b>-334</b>

**Table 9. Open enrollment 10-year trend.**

	YEAR									
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Open Enrollment In	149.4	149.0	131.0	123.0	120.0	138.0	117.0	97.0	85.0	139
Open Enrollment Out	-285.4	-364.0	-409.0	-418.0	-445.0	-454.0	-461.0	-482.0	-500.0	-473
Net Open Enrollment	-136.0	-215.0	-278.0	-295.0	-325.0	-316.0	-344.0	-385.0	-415.0	-334.0

**Figure 2. Open enrollment 10-year trend.**

**Table 10. Survey of families open enrolling out, 2017-18, reason for leaving.**

Reason for Leaving ICCSD	Count
I feel class sizes are too large	3
I feel that the schools are too large	5
I want my child(ren) to enroll in the homeschool program in another district	9
Currently Attending (staying there)	2
Friends/Relatives in Other District	5
Other School Better	9
Work in Other Community	8
Child Care	3
Feel that the programs are better at another school district	1
We've experienced a change in family status/circumstances.	
<b>Total Surveys Mailed to Families</b>	<b>82</b>
<b>Total Surveys Returned</b>	<b>29</b>

**Table 11. Survey of families open enrolling out, 2017-18, consider staying @ ICCSD?**

No	1
Yes	12
If the curriculum was more hands-on and less worksheet based, especially for K-2. If there was more outside time; my child is getting 40 min/day of recess, 10 min. below minimum. If there was more science for K-2. If ELP was more available for high-ability, above average students in highly competitive schools. My child, who is a highly engaged, energetic learner is bored and under stimulated, he already doesn't like school as a 1st grader. If class sizes were smaller, there would be less children who misbehave per teacher (1-2 instead of 4-5) allowing teachers more time to engage with students waiting to learn./We live on the boarder of the boundary and Solon is closer to our home.	1
We would if ICCSD had a program like the BIG Program.	2
If ICCSD had better homeschool opportunities.	4
I would be enrolling her in Iowa City if we planned to stay in the area, but we are planning a move within the school year since I work in Marengo and have childcare there.	1
If they would have accepted my transfer request from West to Liberty.	1
I was employed by the ICCSD.	1
I worked in the school district.	1
If I wasn't working in other district.	1

## LIVE-ENROLL

Students sometimes attend schools other than the school to which their home address is assigned. This may occur because the student is assigned to a special education or ELL program, is on a voluntary or SINA transfer, or open enrolls into the district. Tables 12 and 13, and figures 3 and 4, show counts of K-12 students disaggregated by where they live versus where they enroll.

### Definitions:

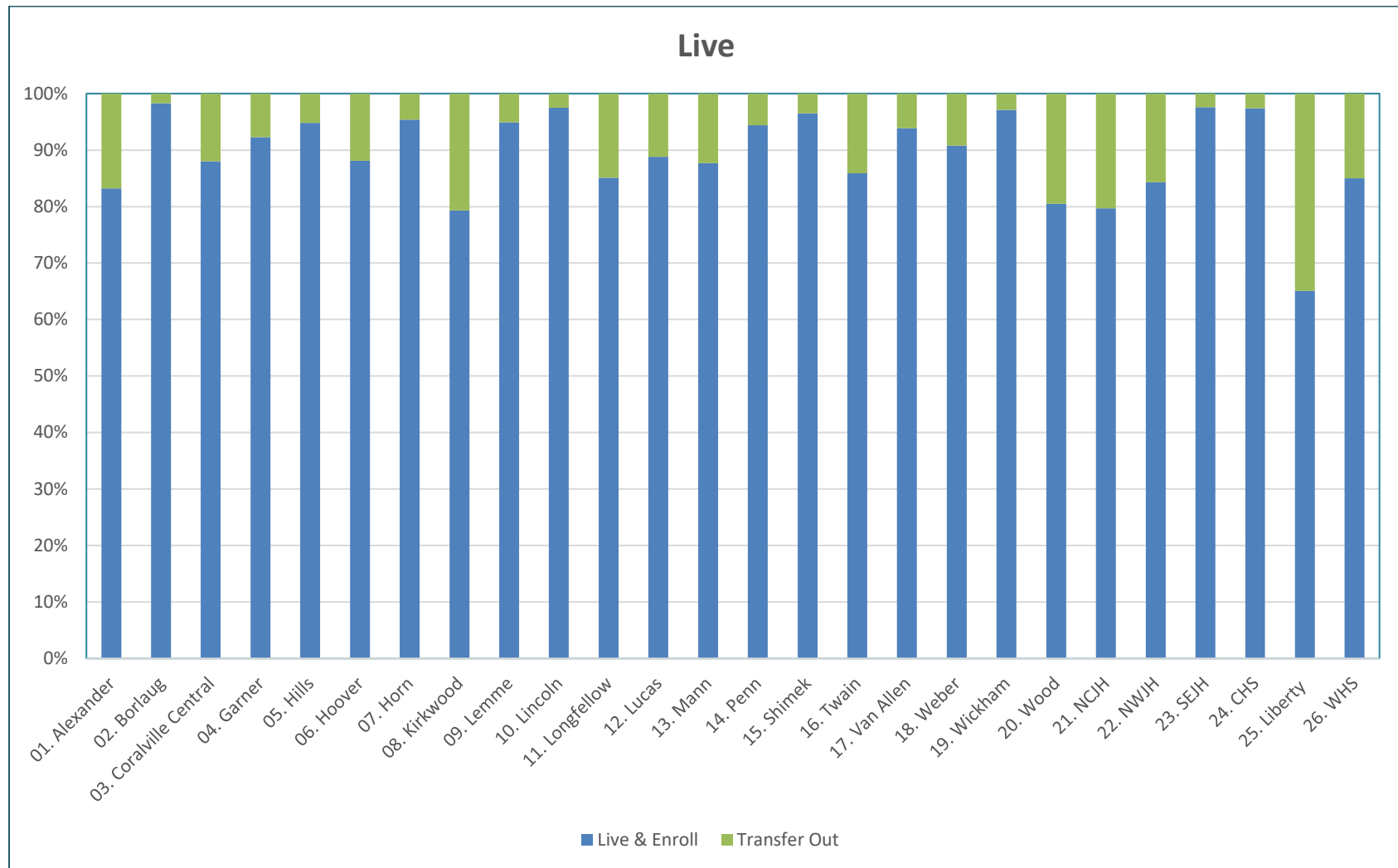
- ENROLL: Number of students enrolled in the school
- LIVE: Number of students in the applicable grade levels living within the attendance boundary of the school
- LIVE & ENROLL: Number of students living within the attendance boundary of the school who are also enrolled in the school
- TRANSFER IN: Number of students enrolled in the school that live outside the attendance boundary of the school
- TRANSFER OUT: Number of students that live within the attendance boundary of the school that are enrolled in a different school

**Table 12. 2017-18 Grades K-6 student live-enroll table.**

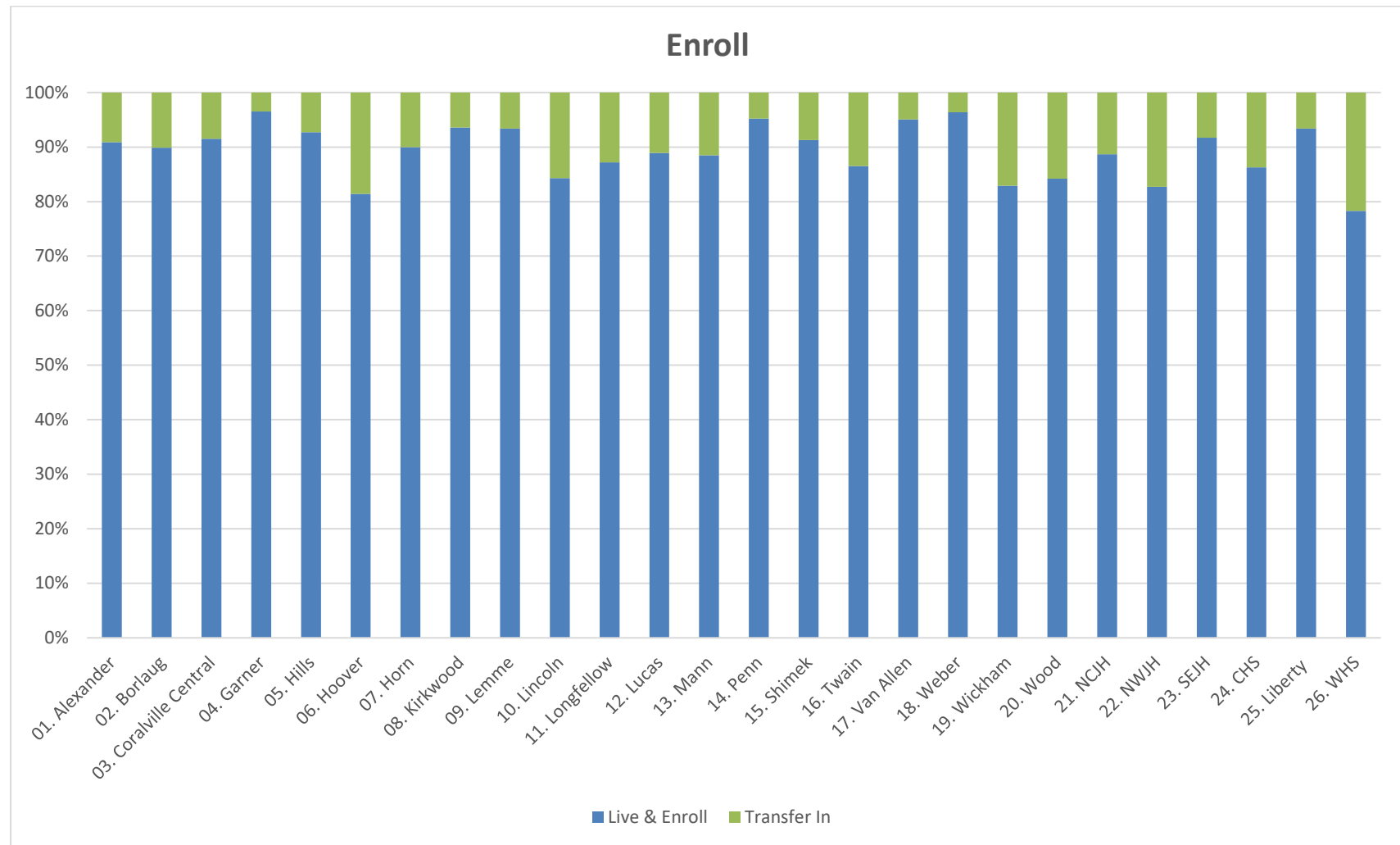
	ENROLL																									Transfer (%)
	01.	02.	03.	04.	05.	06.	07.	08.	09.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	26.	Live	Live & Enroll	Transfer Out	of Live)	
01. Alexander	385		1		5	9	1		1	3	6	11	2	1	1	12		3		22		463	385	78	16.8%	
02. Borlaug	1	411			1		1									1		3				418	411	7	1.7%	
03. Coralville Central		7	397				5	13	1	2			1	1		1	4	2	16	1		451	397	54	12.0%	
04. Garner	1			635			1			3				15	1		6	2	24			688	635	53	7.7%	
05. Hills	1	1	1		183		3		1		1					2						193	183	10	5.2%	
06. Hoover						208			8	1	5	3	3	3		2		1		2		236	208	28	11.9%	
07. Horn		3	1			1	375		1	4	1	2						1		4		393	375	18	4.6%	
08. Kirkwood		23	22	1			2	303		4	2				1	1		2	20	1		382	303	79	20.7%	
09. Lemme	1		1			8	1		354			8										373	354	19	5.1%	
10. Lincoln	1									193				1			2		1			198	193	5	2.5%	
11. Longfellow			2		5			1	3	2	268	5	11		2	9				7		315	268	47	14.9%	
12. Lucas	5		1		9				5		6	406	6		3	4			2	10		457	406	51	11.2%	
13. Mann	5		2							7	1	6	199		6					1		227	199	28	12.3%	
14. Penn		1		12						3		1		611			9		10			647	611	36	5.6%	
15. Shimek					2						2	1	2		195							202	195	7	3.5%	
16. Twain	11	3			7	6	1	2	3	1	6	4			2	292		1		1		340	292	48	14.1%	
17. Van Allen		1		10				1		2				10			477		7			508	477	31	6.1%	
18. Weber		5	2			2	27		1	1	1		1		1	2		452	3			498	452	46	9.2%	
19. Wickham			4					4									3	1	401			413	401	12	2.9%	
20. Wood	13	2				9			1	3	9	10			2	12	1	1		260		323	260	63	19.5%	
26. Out of District	5		1	5	7	6	2	4	1	1	5	1	2	8	4	2	6	3	2	1		66	-	66	100.0%	
Enroll	429	457	435	663	205	263	419	328	380	230	313	458	227	650	218	340	508	472	486	310	-	7,791	7,005	786	10.1%	
Live & Enroll	385	411	397	635	183	208	375	303	354	193	268	406	199	611	195	292	477	452	401	260	-	7,005				
Transfer In	39	46	37	23	15	49	42	21	25	36	40	51	26	31	19	46	25	17	83	49	-	720				
Transfer (% of Enroll)	9.1%	10.1%	8.5%	3.5%	7.3%	18.6%	10.0%	6.4%	6.6%	15.7%	12.8%	11.1%	11.5%	4.8%	8.7%	13.5%	4.9%	3.6%	17.1%	15.8%		9.2%				

**Table 13. 2017-18 Grades 7-12 student live-enroll table.**

		ENROLL								Live	Live & Enroll	Transfer Out	Transfer (% of Live)
		21	22	23	24	25	26	27	28				
LIVE	21. NCJH	488	112	12						612	488	124	20.3%
	22. NWJH	61	605	52						718	605	113	15.7%
	23. SEJH	2	15	691						708	691	17	2.4%
	24. CHS				1,375	8		29		1,412	1,375	37	2.6%
	25. LHS				47	679		317		1,043	679	364	34.9%
	26. THS									-			
	27. WHS				176	41		1,229		1,446	1,229	217	15.0%
	28. Out of District	6	4	12	24	15		18		79	-	79	100.0%
	Enroll	557	736	767	1,622	743	-	1,593	-	6,018	5,067	951	15.8%
	Live & Enroll	488	605	691	1,375	679		1,229	-	5,067			
	Transfer In	63	127	64	223	49		346	-	872			
	Transfer (% of Enroll)	11.3%	17.3%	8.3%	13.7%	6.6%		21.7%		14.5%			

**Figure 3.** Percent of students enrolling or transferring out of the school boundary within which they live.



**Figure 4.** Percent of students living or transferring in to the school boundary within which they enroll.

## ENROLLMENT PROJECTIONS

### PROJECTIONS BASED ON WHERE STUDENTS ATTEND

The District has regularly contracted with DeJong-Richter for development of enrollment and student population projections. The most recent set of projections were completed in Fall of 2016. Table 14 shows the 2017-18 enrollment projections from the three DeJong-Richter reports by grade level, compared with our actual student enrollment in 2017-18. The projections completed in 2016 were 31 students short of the actual enrollment, a difference of only 0.2%. While K-6 enrollment lags projections by 0.6%, high school enrollment is outpacing projections by 1.9%.

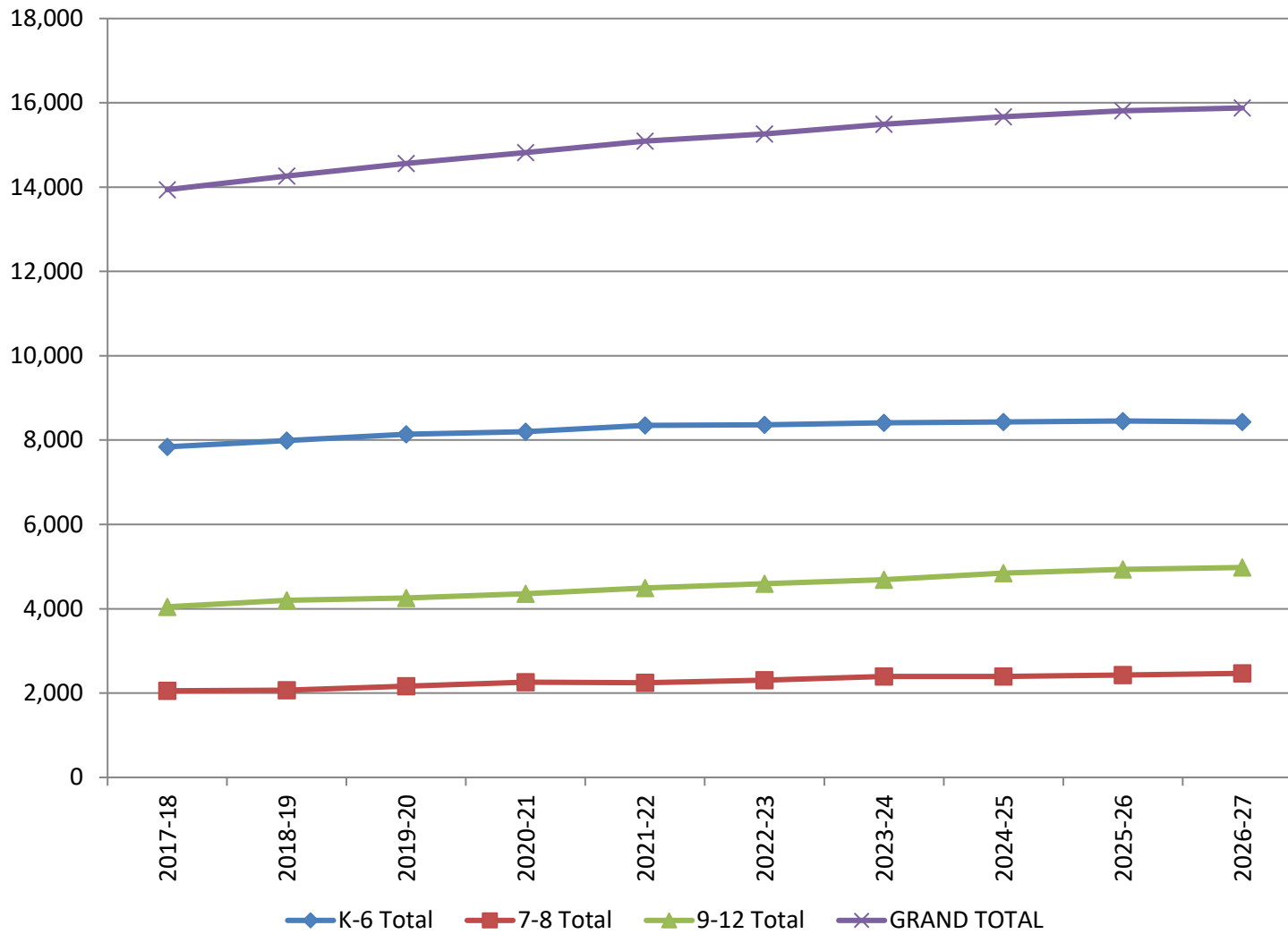
Table 15 shows the 2016 report's enrollment projections for years through 2026-27. The district is expected to add just under 2,000 students over the next 9 years based upon these projections.

**Table 14. Enrollment projections.**

Grade	Actual	11/26/13 Projections			2/2/15 Projections			11/28/16 Projections		
		Predicted	Diff.	% Diff.	Predicted	Diff.	% Diff.	Predicted	Diff.	% Diff.
K	1,153	1,236	-83	-7.2%	1,230	-77	-6.7%	1,179	-26	-2.3%
1	1,122	1,189	-67	-6.0%	1,223	-101	-9.0%	1,143	-21	-1.9%
2	1,174	1,260	-86	-7.3%	1,196	-22	-1.9%	1,174	0	0.0%
3	1,061	1,209	-148	-13.9%	1,121	-60	-5.7%	1,067	-6	-0.6%
4	1,134	1,252	-118	-10.4%	1,201	-67	-5.9%	1,142	-8	-0.7%
5	1,076	1,195	-119	-11.1%	1,120	-44	-4.1%	1,082	-6	-0.6%
6	1,071	1,119	-48	-4.5%	1,072	-1	-0.1%	1,054	17	1.6%
<b>K-6 Total</b>	<b>7,791</b>	<b>8,460</b>	<b>-669</b>	<b>-8.6%</b>	<b>8,163</b>	<b>-372</b>	<b>-4.8%</b>	<b>7,841</b>	<b>-50</b>	<b>-0.6%</b>
7	998	1,029	-31	-3.1%	1,003	-5	-0.5%	997	1	0.1%
8	1,062	1,059	3	0.3%	1,035	27	2.5%	1,059	3	0.3%
<b>7-8 Total</b>	<b>2,060</b>	<b>2,088</b>	<b>-28</b>	<b>-1.4%</b>	<b>2,038</b>	<b>22</b>	<b>1.1%</b>	<b>2,056</b>	<b>4</b>	<b>0.2%</b>
9	1,032	964	68	6.6%	959	73	7.1%	1,012	20	1.9%
10	1,038	963	75	7.2%	954	84	8.1%	1,015	23	2.2%
11	1,016	1,009	7	0.7%	1,018	-2	-0.2%	993	23	2.3%
12	1,037	1,012	25	2.4%	1,054	-17	-1.6%	1,026	11	1.1%
<b>9-12 Total</b>	<b>4,123</b>	<b>3,948</b>	<b>175</b>	<b>4.2%</b>	<b>3,985</b>	<b>138</b>	<b>3.3%</b>	<b>4,046</b>	<b>77</b>	<b>1.9%</b>
<b>GRAND TOTAL</b>	<b>13,974</b>	<b>14,496</b>	<b>-522</b>	<b>-3.6%</b>	<b>14,186</b>	<b>-212</b>	<b>-1.5%</b>	<b>13,943</b>	<b>31</b>	<b>0.2%</b>

**Table 15. 2017-18 10-year enrollment projections by grade. (Attend)**

Grade	YEAR									
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
K	1,179	1,175	1,217	1,188	1,192	1,196	1,197	1,196	1,197	1,196
1	1,143	1,190	1,185	1,226	1,203	1,205	1,206	1,207	1,206	1,206
2	1,174	1,144	1,188	1,181	1,226	1,198	1,202	1,201	1,204	1,204
3	1,067	1,176	1,141	1,185	1,173	1,214	1,189	1,195	1,195	1,197
4	1,142	1,079	1,188	1,155	1,197	1,185	1,225	1,202	1,206	1,207
5	1,082	1,135	1,073	1,189	1,155	1,193	1,184	1,228	1,202	1,206
6	1,054	1,092	1,149	1,078	1,205	1,171	1,207	1,201	1,244	1,217
<b>K-6 Total</b>	<b>7,841</b>	<b>7,991</b>	<b>8,141</b>	<b>8,202</b>	<b>8,351</b>	<b>8,362</b>	<b>8,410</b>	<b>8,430</b>	<b>8,454</b>	<b>8,433</b>
7	997	1,065	1,101	1,158	1,088	1,217	1,180	1,218	1,212	1,254
8	1,059	1,000	1,065	1,102	1,159	1,087	1,217	1,179	1,217	1,213
<b>7-8 Total</b>	<b>2,056</b>	<b>2,065</b>	<b>2,166</b>	<b>2,260</b>	<b>2,247</b>	<b>2,304</b>	<b>2,397</b>	<b>2,397</b>	<b>2,429</b>	<b>2,467</b>
9	1,012	1,103	1,041	1,109	1,146	1,207	1,132	1,267	1,227	1,267
10	1,015	1,021	1,111	1,048	1,116	1,154	1,215	1,137	1,275	1,233
11	993	1,014	1,020	1,109	1,047	1,115	1,153	1,213	1,135	1,273
12	1,026	1,064	1,082	1,090	1,185	1,118	1,188	1,227	1,294	1,206
<b>9-12 Total</b>	<b>4,046</b>	<b>4,202</b>	<b>4,254</b>	<b>4,356</b>	<b>4,494</b>	<b>4,594</b>	<b>4,688</b>	<b>4,844</b>	<b>4,931</b>	<b>4,979</b>
<b>GRAND TOTAL</b>	<b>13,943</b>	<b>14,258</b>	<b>14,561</b>	<b>14,818</b>	<b>15,092</b>	<b>15,260</b>	<b>15,495</b>	<b>15,671</b>	<b>15,814</b>	<b>15,879</b>

**Figure 5. 10-year enrollment projections by grade range.**

**PROJECTIONS BASED ON WHERE STUDENTS LIVE**

The DeJong-Richter projections are actually two separate sets of projections. The first type, used in the previous tables, is based upon where students attend school. The second type is based upon where students live. Since attendance zones changed for secondary buildings in Fall, 2017, and will change for elementary schools in Fall, 2019, use of historical enrollment data for building-level projections is not possible until historical data exists for current (and future) attendance zones. As such, building-level projections in the 2016-17 report – which also include new schools Liberty and the originally zoned area of Grant – are based upon where students live.

Readers may notice that the live-in numbers (actual or projected) do not match the enrollment numbers, on either a building-level or districtwide basis. It is important to note that these numbers are not directly comparable, and should not be the same. Live-in student population counts only reflect students living in the district and attending a district school. Students who open enroll into the district are only reflected in the enrollment numbers. Students who live within the district but attend a non-public school, or who open enroll out of the district are included in neither the live-in nor enrollment counts. Further, some portion of student addresses cannot be accurately geocoded due to inaccurate address information or new developments that do not yet exist in GIS databases; students for whom this is true will appear in neither the live-in actual counts or live-in projections.

Table 16 shows actual live-in student population and projected live-in student population by school catchment area and grade level for the 2017-18 school year. The numbers for the secondary schools appear at the bottom of the table, though those numbers are included in the elementary school numbers above (since secondary catchment areas are comprised of multiple elementary catchment areas). District-wide, our live-in student population exceeds the projection for 2017-18 by 0.9%.

Table 17 shows live-in student population projections by catchment area for all years between 2017-18 and 2026-27. Our live-in student population is expected to increase by approximately 1,500 students over the next nine years.

**Table 16. Actual live-in student population and projected live-in student population by school catchment area and grade level for the 2017-18 school year.**

		Grade Level																
Catchment Area		K	1	2	3	4	5	6	7	8	9	10	11	12	K-6	7-8	9-12	Total
Alexander	Actual	67	70	67	51	79	52	64	40	47	50	50	52	57	450	87	209	746
	Projected	67	66	52	52	64	52	59	43	43	49	42	46	49	412	86	186	684
	% Difference	0.0%	6.1%	28.8%	-1.9%	23.4%	0.0%	8.5%	-7.0%	9.3%	2.0%	19.0%	13.0%	16.3%	9.2%	1.2%	12.4%	9.1%
Borlaug	Actual	69	53	60	56	62	52	56	44	60	51	60	46	52	408	104	209	721
	Projected	50	56	66	66	64	61	41	54	58	51	54	47	55	404	112	207	723
	% Difference	38.0%	-5.4%	-9.1%	-15.2%	-3.1%	14.8%	36.6%	18.5%	3.4%	0.0%	11.1%	-2.1%	-5.5%	1.0%	-7.1%	1.0%	-0.3%
Coralville Central	Actual	69	60	68	61	55	56	65	46	58	58	67	70	73	434	104	268	806
	Projected	60	49	67	63	57	55	60	51	52	47	66	69	75	411	103	257	771
	% Difference	15.0%	22.4%	1.5%	-3.2%	-3.5%	1.8%	8.3%	-9.8%	11.5%	23.4%	1.5%	1.4%	-2.7%	5.6%	1.0%	4.3%	4.5%
Garner	Actual	78	61	92	64	78	60	64	62	54	58	57	50	42	497	116	207	820
	Projected	74	61	80	64	79	63	63	54	42	55	52	47	44	484	96	198	778
	% Difference	5.4%	0.0%	15.0%	0.0%	-1.3%	-4.8%	1.6%	14.8%	28.6%	5.5%	9.6%	6.4%	-4.5%	2.7%	20.8%	4.5%	5.4%
Grant	Actual	41	38	43	47	36	31	39	41	47	38	41	34	44	275	88	157	520
	Projected	43	41	44	47	40	38	41	40	44	33	40	36	40	294	84	149	527
	% Difference	-4.7%	-7.3%	-2.3%	0.0%	10.0%	18.4%	-4.9%	2.5%	6.8%	15.2%	2.5%	-5.6%	10.0%	-6.5%	4.8%	5.4%	-1.3%
Hills	Actual	22	23	27	20	33	34	25	16	18	19	18	19	19	184	34	75	293
	Projected	20	18	23	21	36	29	23	14	15	18	12	15	15	170	29	60	259
	% Difference	10.0%	27.8%	17.4%	-4.8%	-8.3%	17.2%	8.7%	14.3%	20.0%	5.6%	50.0%	26.7%	26.7%	8.2%	17.2%	25.0%	13.1%
Hoover	Actual	47	41	45	40	54	56	55	60	43	45	64	65	55	338	103	229	670
	Projected	45	41	40	41	55	54	56	65	50	46	60	65	56	332	115	227	674
	% Difference	4.4%	0.0%	12.5%	-2.4%	-1.8%	3.7%	-1.8%	-7.7%	14.0%	-2.2%	6.7%	0.0%	-1.8%	1.8%	10.4%	0.9%	-0.6%
Horn	Actual	47	49	57	61	54	54	49	47	63	56	70	41	57	371	110	224	705
	Projected	75	55	58	60	52	53	51	46	63	52	60	37	48	404	109	197	710
	% Difference	-37.3%	10.9%	-1.7%	1.7%	3.8%	1.9%	-3.9%	2.2%	0.0%	7.7%	16.7%	10.8%	18.8%	-8.2%	0.9%	13.7%	-0.7%
Kirkwood	Actual	47	58	52	55	63	58	46	56	59	53	51	50	62	379	115	216	710

	Projected	61	46	44	47	61	55	53	46	50	51	51	51	56	367	96	209	672
	% Difference	-23.0%	26.1%	18.2%	17.0%	3.3%	5.5%	-	21.7%	18.0%	3.9%	0.0%	-2.0%	10.7%	3.3%	19.8%	3.3%	5.7%
Lemme	Actual	39	51	48	34	50	54	40	51	61	68	50	57	63	316	112	238	666
	Projected	46	46	50	37	50	55	43	46	59	63	56	53	64	327	105	236	668
	% Difference	-15.2%	10.9%	-4.0%	-8.1%	0.0%	-1.8%	-7.0%	10.9%	3.4%	7.9%	-	7.5%	-1.6%	-3.4%	6.7%	0.8%	-0.3%
Lincoln	Actual	24	30	32	23	26	27	24	28	17	22	20	25	15	186	45	82	313
	Projected	31	33	33	20	32	26	32	30	19	24	18	25	14	207	49	81	337
	% Difference	-22.6%	-9.1%	-3.0%	15.0%	-	3.8%	-	-6.7%	10.5%	-8.3%	11.1%	0.0%	7.1%	10.1%	-8.2%	1.2%	-7.1%
Longfellow	Actual	39	32	48	39	35	40	40	44	38	39	23	40	28	273	82	130	485
	Projected	45	35	45	38	32	40	39	44	39	40	22	34	30	274	83	126	483
	% Difference	-13.3%	-8.6%	6.7%	2.6%	9.4%	0.0%	2.6%	0.0%	-2.6%	-2.5%	4.5%	17.6%	-6.7%	-0.4%	-1.2%	3.2%	0.4%
Lucas	Actual	54	53	37	36	56	44	51	39	45	35	51	46	60	331	84	192	607
	Projected	69	53	44	36	50	43	48	38	44	36	55	48	64	343	82	203	628
	% Difference	-21.7%	0.0%	-	0.0%	12.0%	2.3%	6.3%	2.6%	2.3%	-2.8%	-7.3%	-4.2%	-6.3%	-3.5%	2.4%	-5.4%	-3.3%
Mann	Actual	24	29	37	23	27	33	21	26	29	31	20	25	22	194	55	98	347
	Projected	22	26	38	22	27	35	19	23	27	22	19	26	19	189	50	86	325
	% Difference	9.1%	11.5%	-2.6%	4.5%	0.0%	-5.7%	10.5%	13.0%	7.4%	40.9%	5.3%	-3.8%	15.8%	2.6%	10.0%	14.0%	6.8%
Penn	Actual	95	122	100	94	88	85	89	80	81	79	77	57	64	673	161	277	1,111
	Projected	129	119	97	85	75	82	84	73	75	71	71	51	59	671	148	252	1,071
	% Difference	-26.4%	2.5%	3.1%	10.6%	17.3%	3.7%	6.0%	9.6%	8.0%	11.3%	8.5%	11.8%	8.5%	0.3%	8.8%	9.9%	3.7%
Shimek	Actual	24	22	31	32	38	22	39	27	28	28	23	21	24	208	55	96	359
	Projected	33	20	31	31	36	20	36	27	25	21	18	22	25	207	52	86	345
	% Difference	-27.3%	10.0%	0.0%	3.2%	5.6%	10.0%	8.3%	0.0%	12.0%	33.3%	27.8%	-4.5%	-4.0%	0.5%	5.8%	11.6%	4.1%
Twain	Actual	32	35	45	42	28	28	30	24	29	31	24	31	28	240	53	114	407
	Projected	44	66	42	36	25	27	31	26	34	35	23	31	30	271	60	119	450
	% Difference	-27.3%	47.0%	7.1%	16.7%	12.0%	3.7%	-3.2%	-7.7%	14.7%	11.4%	4.3%	0.0%	-6.7%	11.4%	11.7%	-4.2%	-9.6%
Van Allen	Actual	51	71	70	76	61	73	80	54	66	64	50	41	42	482	120	197	799
	Projected	94	64	64	74	61	70	77	50	67	55	47	44	40	504	117	186	807
	% Difference	-45.7%	10.9%	9.4%	2.7%	0.0%	4.3%	3.9%	8.0%	-1.5%	16.4%	6.4%	-6.8%	5.0%	-4.4%	2.6%	5.9%	-1.0%

Weber	Actual	83	66	64	60	74	76	65	73	72	67	76	84	73	488	145	300	933	
	Projected	80	68	83	69	81	78	67	69	70	66	81	78	71	526	139	296	961	
				-	-														
	% Difference	3.8%	-2.9%	22.9%	13.0%	-8.6%	-2.6%	-3.0%	5.8%	2.9%	1.5%	-6.2%	7.7%	2.8%	-7.2%	4.3%	1.4%	-2.9%	
Wickham	Actual	35	61	56	59	65	59	51	61	78	57	59	60	62	386	139	238	763	
	Projected	65	63	52	55	57	55	51	67	72	61	54	63	55	398	139	233	770	
	% Difference	-46.2%	-3.2%	7.7%	7.3%	14.0%	7.3%	0.0%	-9.0%	8.3%	-6.6%	9.3%	-4.8%	12.7 %	-3.0%	0.0%	2.1%	-0.9%	
Wood	Actual	73	59	71	69	49	61	57	51	53	63	76	64	69	439	104	272	815	
	Projected	84	65	63	61	52	61	57	55	58	57	74	69	73	443	113	273	829	
	% Difference	-13.1%	-9.2%	12.7%	13.1%	-5.8%	0.0%	0.0%	-7.3%	-8.6%	10.5%	2.7%	-7.2%	-5.5%	-0.9%	-8.0%	-0.4%	-1.7%	
GRAND TOTAL		Actual	1,060	1,084	1,150	1,042	1,111	1,055	1,050	970	1,046	1,012	1,027	978	1,011	7,552	2,016	4,028	13,596
		Projected	1,237	1,091	1,116	1,025	1,086	1,052	1,031	961	1,006	953	975	957	982	7,638	1,967	3,867	13,472
		% Difference	-14.3%	-0.6%	3.0%	1.7%	2.3%	0.3%	1.8%	0.9%	4.0%	6.2%	5.3%	2.2%	3.0%	-1.1%	2.5%	4.2%	0.9%
Secondary Catchment Areas (included in totals listed above)																			
North Central JH / Liberty HS	Actual	312	350	357	336	326	307	318	293	307	292	276	232	254	3,960	600	1,054	3,960	
	Projected	401	331	329	317	316	308	318	263	278	265	261	229	239	3,855	541	994	3,855	
	% Difference	-22.2%	5.7%	8.5%	6.0%	3.2%	-0.3%	0.0%	11.4%	10.4%	10.2%	5.7%	1.3%	6.3%	2.7%	10.9%	6.0%	2.7%	
Northwest JH / West HS	Actual	392	382	399	368	422	383	375	327	396	358	400	372	393	4,967	723	1,523	4,967	
	Projected	417	375	401	386	411	383	352	344	373	344	369	355	368	4,878	717	1,436	4,878	
	% Difference	-6.0%	1.9%	-0.5%	-4.7%	2.7%	0.0%	6.5%	-4.9%	6.2%	4.1%	8.4%	4.8%	6.8%	1.8%	0.8%	6.1%	1.8%	
South East JH / City HS	Actual	357	353	394	339	363	365	357	350	343	362	351	374	364	4,672	693	1,451	4,672	
	Projected	419	385	386	322	359	361	361	354	355	344	345	373	375	4,739	709	1,437	4,739	
	% Difference	-14.8%	-8.3%	2.1%	5.3%	1.1%	1.1%	-1.1%	-1.1%	-3.4%	5.2%	1.7%	0.3%	-2.9%	-1.4%	-2.3%	1.0%	-1.4%	



**Table 17.** Live-in student population projections by catchment area for all years between 2017-18 and 2026-27

School	YEAR									
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Alexander Catchment Area	684	721	747	779	805	837	869	878	900	900
Borlaug Catchment Area	723	730	739	740	751	745	744	747	732	719
Coralville Central Catchment Area	771	734	707	678	669	657	648	634	630	624
Garner Catchment Area	778	792	800	803	799	810	816	816	821	808
Grant Catchment Area	527	539	562	577	599	608	620	630	646	652
Hills Catchment Area	259	254	242	244	236	233	230	221	210	196
Hoover Catchment Area	674	702	688	691	704	712	690	678	670	658
Horn Catchment Area	710	736	767	776	799	807	832	849	863	880
Kirkwood Catchment Area	672	667	677	675	680	682	690	691	688	683
Lemme Catchment Area	668	656	662	659	641	624	629	635	622	619
Lincoln Catchment Area	337	345	352	356	359	370	373	373	375	372
Longfellow Catchment Area	483	505	513	540	544	546	539	540	538	546
Lucas Catchment Area	628	608	598	586	589	586	590	584	587	578
Mann Catchment Area	325	347	353	367	374	377	388	404	406	413
Penn Catchment Area	1,071	1,132	1,203	1,253	1,302	1,345	1,389	1,424	1,464	1,511
Shimek Catchment Area	345	354	362	375	386	394	401	399	413	408
Twain Catchment Area	450	474	490	515	523	530	548	557	575	596
Van Allen Catchment Area	807	841	894	920	942	957	988	997	1,013	1,033
Weber Catchment Area	961	978	989	1,005	1,029	1,048	1,071	1,094	1,098	1,093
Wickham Catchment Area	770	774	785	796	799	786	783	790	796	806
Wood Catchment Area	829	818	802	777	772	775	776	783	786	795
<b>GRAND TOTAL</b>	<b>13,472</b>	<b>13,707</b>	<b>13,932</b>	<b>14,112</b>	<b>14,302</b>	<b>14,429</b>	<b>14,614</b>	<b>14,724</b>	<b>14,833</b>	<b>14,890</b>

## DEMOGRAPHICS

Demographic information on race/ethnicity, socioeconomic status, English language learners (ELL), home language, and special education is presented next.

### RACE/ETHNICITY

The racial and ethnic diversity of the district continues to grow. Tables 19 through 20 present information and race and ethnicity over the last 10 years. **From 2016-17 to 2017-18, the percent of minority students increased 1.9%.**

**Table 18. Race/ethnicity comparison, 2016-17 to 2017-18.**

Race/Ethnicity	2016-17	2017-18	% Growth/Reduction
Asian	6.1%	6.1%	0.0%
Black	18.7%	19.2%	2.7%
Hispanic	11.5%	11.5%	0.0%
Multi-racial	5.0%	5.2%	4.0%
Native American/Alaskan	0.2%	0.3%	50.0%
Pacific Islander/Other	0.1%	0.1%	0.0%
<b>Total Minority</b>	<b>41.6%</b>	<b>42.4%</b>	<b>1.9%</b>
White	58.4%	57.6%	-1.4%
<b>GRAND TOTAL</b>	<b>100.0%</b>	<b>100.0%</b>	

Table 19. Race/ethnicity by school.

\*cell sizes less than 10 have been suppressed.

School	Asian	Black	Hispanic	Multi-racial	Native Am/Alaskan	Pacific Isl/Other	Total Minority	White	Grand Total
Alexander ES	4.3%	46.3%	16.7%	5.7%	*	*	72.0%-76.0%	24.0%-28.0%	100%
Borlaug ES	24.7%	24.9%	4.9%	2.8%	*		56.0%-60.0%	40.0%-44.0%	100%
Coralville Central ES	6.0%	24.1%	10.0%	6.0%	*		44.0%-48.0%	52.0%-56.0%	100%
Garner ES	2.1%	7.5%	4.7%	7.5%	*	*	21.0%-25.0%	75.0%-79.0%	100%
Hills ES	0.0%	8.0%	37.3%	7.6%			52.9%	47.1%	100%
Hoover ES	*	8.3%	6.7%	*	*		18.0%-22.0%	78.0%-82.0%	100%
Horn ES	15.0%	25.5%	7.9%	5.0%	*		52.0%-56.0%	44.0%-48.0%	100%
Kirkwood ES	3.1%	51.3%	13.9%	6.2%			74.5%	25.5%	100%
Lemme ES	3.2%	8.2%	17.1%	6.8%		*	33.0%-37.0%	63.0%-67.0%	100%
Lincoln ES	8.3%	7.0%	7.8%	9.1%	*		31.0%-35.0%	65.0%-69.0%	100%
Longfellow ES	*	8.2%	3.8%	4.4%	*		18.0%-22.0%	78.0%-82.0%	100%
Lucas ES	3.1%	22.5%	22.1%	6.6%		*	53.0%-57.0%	43.0%-47.0%	100%
Mann ES	*	13.6%	27.3%	5.8%			46.0%-50.0%	50.0%-54.0%	100%
Penn ES	*	13.1%	3.8%	6.9%	*		23.0%-27.0%	73.0%-77.0%	100%
Shimek ES	*	6.6%	*	4.9%			15.0%-19.0%	81.0%-85.0%	100%
Twain ES	*	25.1%	31.7%	4.2%			61.0%-65.0%	35.0%-39.0%	100%
Van Allen ES	7.9%	6.9%	6.5%	4.2%	*		23.0%-27.0%	73.0%-77.0%	100%
Weber ES	7.0%	32.1%	3.4%	3.8%	*	*	44.0%-48.0%	52.0%-56.0%	100%
Wickham ES	16.0%	4.9%	9.1%	7.0%		*	35.0%-39.0%	61.0%-65.0%	100%
Wood ES	3.2%	46.2%	20.2%	5.5%	*		74.0%-78.0%	22.0%-26.0%	100%
Offsite	6.7%	27.6%	1.9%	0.0%			34.0%-38.0%	62.0%-66.0%	100%
<b>ES Total</b>	<b>6.1%</b>	<b>19.8%</b>	<b>11.4%</b>	<b>5.5%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>43.2%</b>	<b>56.8%</b>	<b>100%</b>
North Central JH	2.3%	10.2%	7.4%	3.2%	*		22.0%-26.0%	74.0%-78.0%	100%
Northwest JH	11.5%	26.8%	10.3%	4.8%	*		52.0%-56.0%	44.0%-48.0%	100%
South East JH	2.7%	16.4%	16.6%	4.3%	*		38.0%-42.0%	58.0%-62.0%	100%
<b>JH Total</b>	<b>5.8%</b>	<b>18.4%</b>	<b>11.8%</b>	<b>4.2%</b>	<b>*</b>		<b>38.0%-42.0%</b>	<b>58.0%-62.0%</b>	<b>100%</b>
City HS	4.1%	18.0%	16.3%	4.9%	*		42.0%-46.0%	54.0%-58.0%	100%
Liberty HS	1.9%	17.3%	8.4%	5.5%	*	*	32.0%-36.0%	64.0%-68.0%	100%
Tate HS		38.8%	13.3%	*			55.0%-59.0%	41.0%-45.0%	100%
West HS	10.6%	17.0%	8.0%	4.9%		*	38.0%-42.0%	58.0%-62.0%	100%
<b>HS Total</b>	<b>6.1%</b>	<b>18.3%</b>	<b>11.5%</b>	<b>5.0%</b>	<b>0.3%</b>	<b>*</b>	<b>40.0%-44.0%</b>	<b>56.0%-60.0%</b>	<b>100%</b>
<b>GRAND TOTAL</b>	<b>6.1%</b>	<b>19.2%</b>	<b>11.5%</b>	<b>5.2%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>42.4%</b>	<b>57.6%</b>	<b>100%</b>

## Socioeconomic Status

School districts use the number of students approved for free or reduced price lunch (FRL) as an indicator of socioeconomic status. At the elementary level, the building percent of FRL range **from 12.2% at Wickham ES to 78.9% at Twain ES**. At the junior high level, the range is **from 21.1% at North Central JH to 42.1% at Northwest JH**. The three comprehensive high schools range **from 28.0% at West HS to 39.7% at City HS**, and Tate HS is at 64.6% FRL. Thirteen schools had FRL averages over the average for the grades they serve, and 13 schools had FRL averages over the overall district average.

Tables 21 through 23 and figure 7 present information on FRL over the last 10 years.

**Table 20. 2017-18 Socioeconomic status by building**

School	K-12 Enrollment*	FRL	%FRL	†	‡
Alexander ES	421	301	71.5%	†	‡
Borlaug ES	458	140	30.6%		
Coralville Central ES	431	224	52.0%	†	‡
Garner ES	663	124	18.7%		
Hills ES	203	152	74.9%	†	‡
Hoover ES	259	46	17.8%		
Horn ES	412	173	42.0%	†	‡
Kirkwood ES	328	248	75.6%	†	‡
Lemme ES	376	108	28.7%		
Lincoln EES	229	29	12.7%		
Longfellow ES	307	57	18.6%		
Lucas ES	455	257	56.5%	†	‡
Mann ES	224	116	51.8%	†	‡
Penn ES	638	147	23.0%		
Shimek ES	215	40	18.6%		
Twain ES	337	266	78.9%	†	‡
Van Allen ES	506	121	23.9%		
Weber ES	469	170	36.2%		
Wickham ES	485	59	12.2%		
Wood ES	306	228	74.5%	†	‡
<b>ES Total</b>	<b>7,722</b>	<b>3,006</b>	<b>38.9%</b>		‡
North Central JH	550	116	21.1%		
Northwest JH	730	307	42.1%	†	‡
South East JH	757	313	41.3%	†	‡
<b>JH Total</b>	<b>2,037</b>	<b>736</b>	<b>36.1%</b>		
City HS	1,600	635	39.7%	†	‡
Liberty HS	735	257	35.0%		
Tate HS	164	106	64.6%	†	‡
West HS	1,587	444	28.0%		
<b>HS Total</b>	<b>4,086</b>	<b>1,442</b>	<b>35.3%</b>		
<b>GRAND TOTAL</b>	<b>13,845</b>	<b>5,184</b>	<b>37.4%</b>		

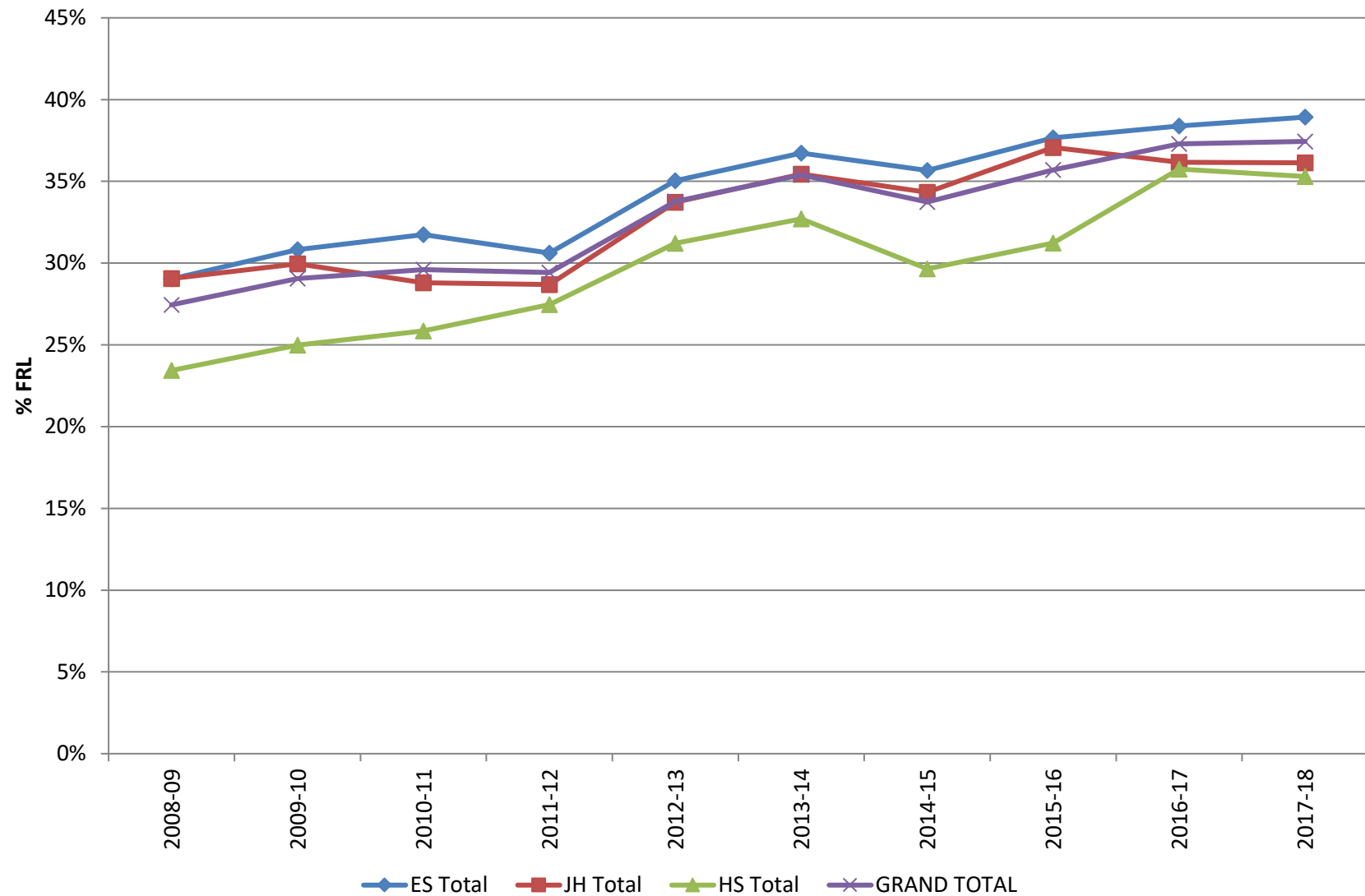
\* Due to federal rules for FRL, some students included in the district enrollment headcount are not included here, † Over K-6, 7-8, or 9-12 Average, ‡ Over District K-12 Average

**Table 21. Socioeconomic status by building comparison, 2016-17 to 2017-18.**

School	2016-17	2017-18	% Growth/Reduction
Alexander ES	73.7%	71.5%	-3.0%
Borlaug ES	32.2%	30.6%	-5.0%
Coralville Central ES	49.8%	52.0%	4.4%
Garner ES	18.2%	18.7%	2.7%
Hills ES	75.5%	74.9%	-0.8%
Hoover ES	14.1%	17.8%	25.8%
Horn ES	40.7%	42.0%	3.1%
Kirkwood ES	76.9%	75.6%	-1.7%
Lemme ES	30.7%	28.7%	-6.3%
Lincoln ES	10.6%	12.7%	19.5%
Longfellow ES	20.8%	18.6%	-10.7%
Lucas ES	59.4%	56.5%	-4.8%
Mann ES	48.8%	51.8%	6.2%
Penn ES	16.1%	23.0%	42.8%
Shimek ES	17.9%	18.6%	3.8%
Twain ES	78.2%	78.9%	1.0%
Van Allen ES	23.4%	23.9%	2.0%
Weber ES	36.2%	36.2%	0.2%
Wickham ES	13.4%	12.2%	-8.9%
Wood ES	71.9%	74.5%	3.7%
<b>ES Total</b>	<b>38.4%</b>	<b>38.9%</b>	<b>1.4%</b>
North Central JH	17.4%	21.1%	21.4%
Northwest JH	40.2%	42.1%	4.6%
South East JH	45.7%	41.3%	-9.5%
<b>JH Total</b>	<b>36.2%</b>	<b>36.1%</b>	<b>-0.1%</b>
City HS	42.3%	39.7%	-6.2%
Liberty HS		35.0%	
Tate HS	68.2%	64.6%	-5.2%
West HS	28.0%	28.0%	0.0%
<b>HS Total</b>	<b>35.8%</b>	<b>35.3%</b>	<b>-1.3%</b>
<b>GRAND TOTAL</b>	<b>37.3%</b>	<b>37.4%</b>	<b>0.4%</b>

**Table 22. Socioeconomic status 10-year trend by building.**

School	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Alexander ES								74.1%	73.7%	71.5%
Borlaug ES					26.3%	25.9%	28.3%	32.0%	32.2%	30.6%
Coralville Central ES	29.3%	28.4%	31.6%	26.8%	33.5%	42.0%	38.5%	47.8%	49.8%	52.0%
Garner ES			23.0%	21.2%	21.0%	20.6%	18.6%	19.8%	18.2%	18.7%
Hills ES	54.7%	56.3%	56.1%	59.1%	63.9%	67.3%	63.1%	75.5%	75.5%	74.9%
Hoover ES	15.0%	22.9%	24.4%	21.9%	25.7%	23.8%	20.6%	18.0%	14.1%	17.8%
Horn ES	12.9%	18.4%	19.9%	20.1%	28.6%	35.9%	37.6%	41.2%	40.7%	42.0%
Kirkwood ES	51.3%	59.1%	62.6%	60.7%	72.0%	73.9%	72.8%	73.8%	76.9%	75.6%
Lemme ES	22.3%	24.7%	26.7%	24.4%	25.5%	26.6%	26.3%	27.4%	30.7%	28.7%
Lincoln ES	2.8%	5.3%	4.9%	5.4%	5.9%	4.3%	7.3%	7.2%	10.6%	12.7%
Longfellow ES	23.3%	16.1%	17.7%	19.5%	19.7%	18.5%	20.2%	23.1%	20.8%	18.6%
Lucas ES	34.9%	37.7%	44.5%	46.5%	54.0%	54.4%	57.6%	61.1%	59.4%	56.5%
Mann ES	49.6%	51.4%	50.4%	53.9%	55.5%	56.1%	49.8%	48.4%	48.8%	51.8%
Penn ES	23.6%	27.4%	22.8%	21.7%	24.2%	22.2%	19.2%	18.1%	16.1%	23.0%
Shimek ES	7.3%	8.0%	9.5%	9.6%	13.1%	12.0%	14.4%	16.5%	17.9%	18.6%
Twain ES	65.4%	66.4%	80.2%	69.0%	78.6%	77.1%	75.9%	78.9%	78.2%	78.9%
Van Allen ES	21.2%	21.3%	19.1%	17.7%	19.9%	19.4%	16.8%	19.3%	23.4%	23.9%
Weber ES	12.8%	16.2%	14.8%	15.3%	35.1%	41.0%	42.0%	32.2%	36.2%	36.2%
Wickham ES	2.4%	2.8%	5.5%	5.7%	7.1%	10.8%	10.4%	15.3%	13.4%	12.2%
Wood ES	56.3%	64.8%	68.4%	62.7%	77.1%	78.8%	74.0%	74.7%	71.9%	74.5%
<b>ES Total</b>	<b>29.0%</b>	<b>30.8%</b>	<b>31.7%</b>	<b>30.6%</b>	<b>35.0%</b>	<b>36.7%</b>	<b>35.7%</b>	<b>37.7%</b>	<b>38.4%</b>	<b>38.9%</b>
North Central JH	17.5%	15.4%	16.0%	17.6%	20.0%	21.9%	19.7%	18.0%	17.4%	21.1%
Northwest JH	28.9%	32.7%	29.8%	26.5%	31.9%	35.5%	34.0%	38.2%	40.2%	42.1%
South East JH	35.0%	35.9%	35.5%	36.8%	43.8%	43.7%	43.3%	48.2%	45.7%	41.3%
<b>JH Total</b>	<b>29.1%</b>	<b>30.0%</b>	<b>28.8%</b>	<b>28.7%</b>	<b>33.7%</b>	<b>35.5%</b>	<b>34.3%</b>	<b>37.1%</b>	<b>36.2%</b>	<b>36.1%</b>
City HS	26.7%	27.5%	28.6%	31.5%	35.6%	38.6%	36.9%	37.5%	42.3%	39.7%
Liberty HS										35.0%
Tate HS	78.2%	69.2%	67.8%	56.2%	76.0%	80.6%	49.7%	63.9%	68.2%	64.6%
West HS	17.4%	20.1%	21.1%	22.0%	24.7%	24.6%	22.3%	23.4%	28.0%	28.0%
<b>HS Total</b>	<b>23.4%</b>	<b>25.0%</b>	<b>25.8%</b>	<b>27.5%</b>	<b>31.2%</b>	<b>32.7%</b>	<b>29.6%</b>	<b>31.2%</b>	<b>35.8%</b>	<b>35.3%</b>
<b>GRAND TOTAL</b>	<b>27.4%</b>	<b>29.1%</b>	<b>29.6%</b>	<b>29.4%</b>	<b>33.8%</b>	<b>35.4%</b>	<b>33.7%</b>	<b>35.7%</b>	<b>37.3%</b>	<b>37.4%</b>

**Figure 6. Socioeconomic status 10-year trend by grand range.**

## ENGLISH LANGUAGE LEARNERS (ELL)

English language learners (ELL) are students who speak a language other than English as their primary language. The number of students in ELL has increased dramatically over the last 10 years, including an increase of 294% from 2012-13 to present. **Since 2008-09, the number of students in ELL has increased 170%.** Tables 24 and 25 and figure 8 present information on ELL over the last 10 years.

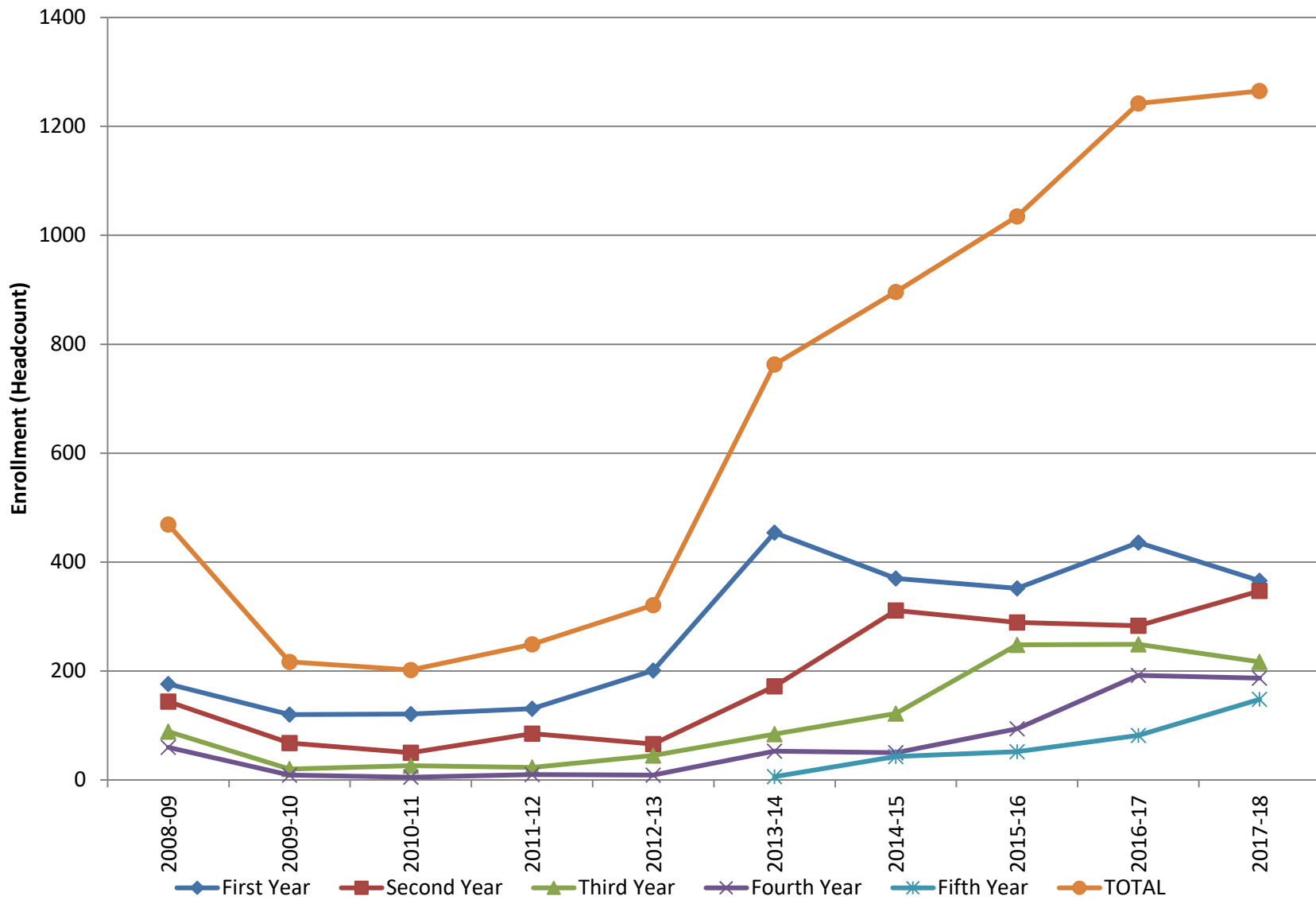
**Table 23. English Language Learners (ELL) comparison, 2016-17 to 2017-18.**

Year Funded in Program	2016-17	2017-18	% Growth/Reduction
First Year	436	366	-16.1%
Second Year	283	347	22.6%
Third Year	249	217	-12.9%
Fourth Year	192	187	-2.6%
Fifth Year	82	148	80.5%
<b>TOTAL</b>	<b>1242</b>	<b>1265</b>	<b>1.9%</b>

**Table 24. English Language Learners (ELL) 10-year trend.**

Year Funded in Program	YEAR									
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
First Year	176	120	121	131	201	454	370	352	436	366
Second Year	144	68	50	85	66	172	311	289	283	347
Third Year	89	20	26	23	45	84	122	248	249	217
Fourth Year	60	9	5	10	9	53	50	94	192	187
Fifth Year						6	43	52	82	148
<b>TOTAL</b>	<b>469</b>	<b>217</b>	<b>202</b>	<b>249</b>	<b>321</b>	<b>763</b>	<b>896</b>	<b>1035</b>	<b>1242</b>	<b>1265</b>

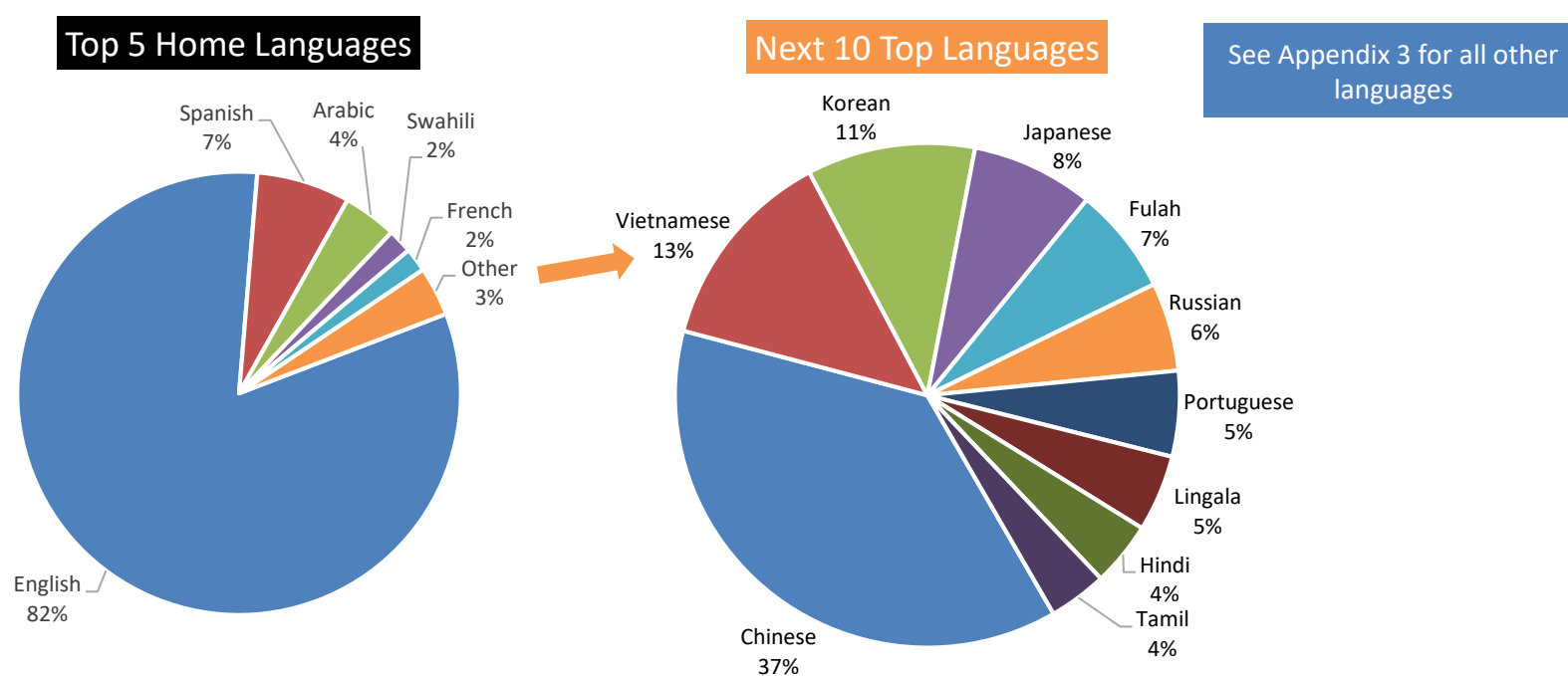


**Figure 7. English Language Learners (ELL) 10-year trend.**

## HOME LANGUAGE

For many families, a language other than English is the primary language spoken at home. In 2017-18, **district students spoke 88 different languages in their homes**. The top five languages spoken were English (82%), Spanish (7%), Arabic (4%), Swahili (2%), and French (2%). The other 83 languages were spoken by 3% of our students.

**Figure 8. Home languages**



## SPECIAL EDUCATION

Depending on their needs, some students are provided additional services through the special education program. Tables 26 through 28 and figure 10 present information on special education students, including gender and race/ethnicity breakdowns, over the last 10 years. For purposes of funding, special education students are “weighted” based on a level system (1, 2, or 3). In the tables for special education, both headcounts and weighted enrollments are provided. In comparing special education weighted enrollment to district-wide K-12 weighted enrollment over the last 10 years, the percent of students served by special education services has decreased from a high of 15.3% in 2007-08 to a low of 9.3% this year.

**Table 25. Special education headcount and weighted enrollment comparison, 2016-17 to 2017-18.**

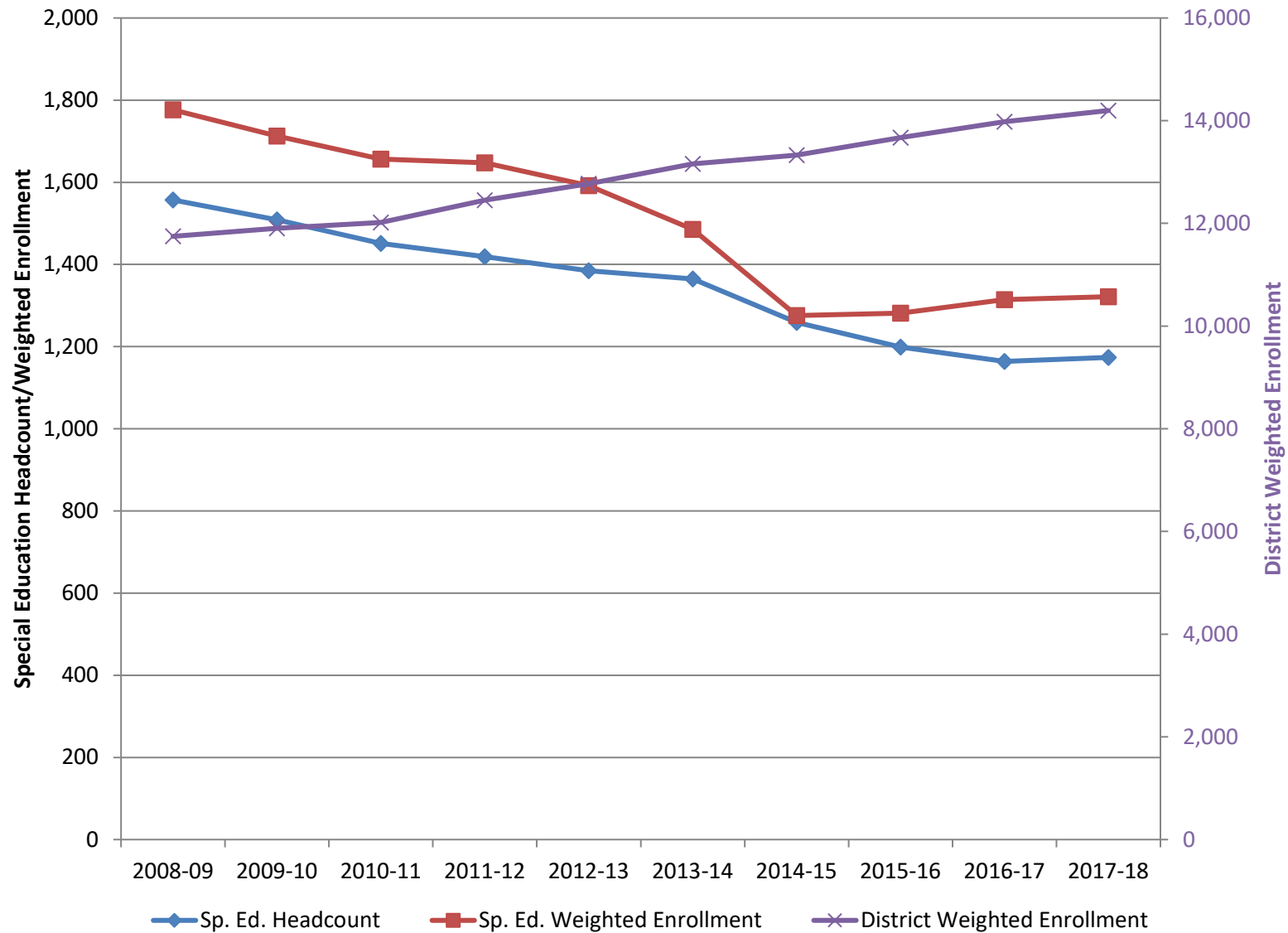
	2016-17	2017-18	% Growth/Reduction
Special Education Headcount	1,164	1,174	0.9%
Special Education Weighted Enrollment	1,314.5	1,321.7	0.5%
Special Education % of District Weighted Enrollment	9.4%	9.3%	-1.0%
<b>District Weighted Enrollment</b>	<b>13,981.6</b>	<b>14,197.6</b>	<b>1.5%</b>

**Table 26. Proportion of special education students versus all students, by race/ethnicity and by gender.**

	SP. ED. STUDENTS			ALL STUDENTS		
	Male	Female	Total	Male	Female	Total
% of Row						
Minority	67.1%	32.9%	100.0%	51.7%	48.3%	100.0%
White	65.2%	34.8%	100.0%	50.8%	49.2%	100.0%
Total	66.2%	33.8%	100.0%	51.2%	48.8%	100.0%
% of Column						
Minority	50.4%	48.3%	49.7%	42.8%	41.9%	42.4%
White	49.6%	51.7%	50.3%	57.2%	58.1%	57.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Table 27. Special education headcount and weighted enrollment 10-year trend.**

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Sp. Ed. Headcount	1,557	1,509	1,451	1,419	1,385	1,365	1,259	1,199	1,164	1,174
Sp. Ed. Weighted Enrollment	1,776.4	1,712.4	1,656.2	1,647.5	1,591.9	1,485.6	1,275.7	1,281.32	1,314.5	1,321.7
Sp. Ed. % of District Weighted Enrollment	15.1%	14.4%	13.8%	13.2%	12.5%	11.3%	9.6%	9.4%	9.4%	9.3%
<b>District Weighted Enrollment</b>	<b>11,748.0</b>	<b>11,903.8</b>	<b>12,017.6</b>	<b>12,454.0</b>	<b>12,774.4</b>	<b>13,159.8</b>	<b>13,328.0</b>	<b>13,671.2</b>	<b>13,981.6</b>	<b>14,197.6</b>

**Figure 9. Special education headcount and weighted enrollment 10-year trend.** Note: district enrollment axis is on the right.

## CLASS SIZE

The Board of Education's Superintendent Directions include a policy on class size. The related portions of the Superintendent Directions follow. As with the other portions of this report, class size information is based on a 10/2/17 snapshot.

### BOARD POLICY

#### SUPERINTENDENT DIRECTIONS

*[Portions of the Superintendent Directions not relevant to this report have been removed for brevity. The full policy is available at <http://tinyurl.com/SuptDir>]*

In the section entitled Ends Policies we state the desired educational outcomes for the District. It is the role of the Superintendent to provide the means to these ends. The Board does not attempt to prescribe the methods or practices of the Superintendent in accomplishing the District goals. We believe that to tell the staff how to accomplish ends would impede creativity and innovation. However, we do believe that certain means may not be justified by the ends. Some means are not appropriate, even if they work! The following Superintendent Directions define those procedures and behaviors that are appropriate. Within these boundaries, the Superintendent is free to take whatever steps seem advisable to reach District goals without further authorization from the Board.

#### GLOBAL SUPERINTENDENT DIRECTIONS (LEVEL 1):

The Superintendent shall ensure that practices, activities, decisions, and organizational circumstances comply with (a) any applicable or

relevant requirements of the U.S. or Iowa Constitutions, laws, court decisions, administrative regulations and requirements;(b) binding contracts; and, (c) commonly accepted standards of professional and business ethics and prudence.

#### LEARNING ENVIRONMENT (LEVEL 2j):

The Superintendent shall provide a process for continual review and improvement of the district's learning environment and learning supports that is data-driven and research based.

#### The Superintendent shall (LEVEL 3j):

6. Provide pupil teacher ratios that are educationally appropriate and fiscally sustainable. Annual pupil teacher ratio review and implementation shall consider all factors relevant to academic opportunity and student achievement and include, but not be limited to, the following access to opportunity gaps: English Language Learner status, Special Education Learner status, and Socio-Economic Learner status.

Identified Opportunity Gaps	Grades K-2	Grades 3-6	Grades 7-8	Grades 9-12
Low	26	30	32	34
Average	24	28	30	32
High	20	24	26	28

## ELEMENTARY CLASS SIZE

The following tables present class sizes by grade, disaggregated by school. The tables show average homeroom class size and average class size in literacy and math. Staffing is based on the latter. Elementary average class sizes ranged from **13 students to 25.7 students at the K-2 level**, and from **12 students to 30 students at the grades 3-6 level**. Home school students are not represented in the following counts. Tables 29 through 35 and figures 11 and 12 provide elementary average class size data.

**Questions about Elementary Class Size** should be directed to the applicable building principal or Amy Kortemeyer, Assistant Superintendent.

**Table 28.** Kindergarten enrollment, assigned teacher FTE, and class sizes disaggregated by school.

School	Enrollment	FTE	Average Homeroom Class Size
Alexander ES	69	4	17.3
Borlaug ES	74	3	24.7
Coralville Central ES	70	3	23.3
Garner ES	114	5	22.8
Hills ES	28	2	14.0
Hoover ES	44	2.5	17.6
Horn ES	54	3	18.0
Kirkwood ES	46	3	15.3
Lemme ES	54	3	18.0
Lincoln ES	23	1	23.0
Longfellow ES	41	2	20.5
Lucas ES	75	4	18.8
Mann ES	26	2	13.0
Penn ES	100	4	25.0
Shimek ES	24	1	24.0
Twain ES	54	3	18.0
Van Allen ES	57	3	19.0
Weber ES	89	4	22.3
Wickham ES	56	3	18.7
Wood ES	49	3	16.3
<b>Total</b>	<b>1147</b>	<b>58.5</b>	<b>19.6</b>

**Table 29.** First Grade enrollment, assigned teacher FTE, and class sizes disaggregated by school.

School	Enrollment	FTE	Average Homeroom Class Size
Alexander ES	64	4	16.0
Borlaug ES	66	3	22.0
Coralville Central ES	61	3	20.3
Garner ES	90	4	22.5
Hills ES	26	2	13.0
Hoover ES	38	2	19.0
Horn ES	49	3	16.3
Kirkwood ES	51	3	17.0
Lemme ES	54	3	18.0
Lincoln ES	37	2	18.5
Longfellow ES	37	2	18.5
Lucas ES	67	4	16.8
Mann ES	31	2	15.5
Penn ES	107	5	21.4
Shimek ES	24	1	24.0
Twain ES	56	3	18.7
Van Allen ES	77	3	25.7
Weber ES	65	3	21.7
Wickham ES	71	3	23.7
Wood ES	42	3	14.0
<b>Total</b>	<b>1113</b>	<b>58</b>	<b>19.2</b>

**Table 30.** Second Grade enrollment, assigned teacher FTE, and class sizes disaggregated by school.

School	Enrollment	FTE	Average Homeroom Class Size
Alexander ES	66	4	16.5
Borlaug ES	62	3	20.7
Coralville Central ES	67	3	22.3
Garner ES	115	5	23.0
Hills ES	29	2	14.5
Hoover ES	40	2	20.0
Horn ES	58	3	19.3
Kirkwood ES	48	3	16.0
Lemme ES	51	2	25.5
Lincoln ES	35	2	17.5
Longfellow ES	51	2	25.5
Lucas ES	60	3	20.0
Mann ES	46	2	23.0
Penn ES	89	4	22.3
Shimek ES	31	2	15.5
Twain ES	60	3	20.0
Van Allen ES	70	3	23.3
Weber ES	65	3	21.7
Wickham ES	77	3	25.7
Wood ES	42	3	14.0
<b>Total</b>	<b>1162</b>	<b>57</b>	<b>20.4</b>

**Table 31.** Third Grade enrollment, assigned teacher FTE, and class sizes disaggregated by school.

School	Enrollment	FTE	Average Homeroom Class Size
Alexander ES	57	3	19.0
Borlaug ES	64	3	21.3
Coralville Central ES	55	3	18.3
Garner ES	89	3.3	26.7
Hills ES	24	2	12.0
Hoover ES	29	1	29.0
Horn ES	68	3	22.7
Kirkwood ES	47	2	23.5
Lemme ES	40	2	20.0
Lincoln ES	38	2	19.0
Longfellow ES	50	2	25.0
Lucas ES	44	2	22.0
Mann ES	22	1	22.0
Penn ES	93	4	23.3
Shimek ES	26	1	26.0
Twain ES	49	3	16.3
Van Allen ES	79	3	26.3
Weber ES	54	2	27.0
Wickham ES	71	3	23.7
Wood ES	53	3	17.7
<b>Total</b>	<b>1052</b>	<b>48.3</b>	<b>21.8</b>

**Table 32.** Fourth Grade enrollment, assigned teacher FTE, and class sizes disaggregated by school.

School	Enrollment	FTE	Average Homeroom Class Size
Alexander ES	58	3	19.3
Borlaug ES	73	3	24.3
Coralville Central ES	50	2	25.0
Garner ES	92	3.3	27.6
Hills ES	31	2	15.5
Hoover ES	30	1.5	20.0
Horn ES	54	2	27.0
Kirkwood ES	55	3	18.3
Lemme ES	57	2	28.5
Lincoln ES	32	2	16.0
Longfellow ES	42	2	21.0
Lucas ES	79	4	19.8
Mann ES	37	2	18.5
Penn ES	89	3	29.7
Shimek ES	42	2	21.0
Twain ES	45	2	22.5
Van Allen ES	68	3	22.7
Weber ES	76	3	25.3
Wickham ES	74	3	24.7
Wood ES	41	2	20.5
<b>Total</b>	<b>1125</b>	<b>49.8</b>	<b>22.6</b>

**Table 33.** Fifth Grade enrollment, assigned teacher FTE, and class sizes disaggregated by school.

School	Enrollment	FTE	Average Homeroom Class Size
Alexander ES	58	3	19.3
Borlaug ES	59	2	29.5
Coralville Central ES	61	3	20.3
Garner ES	83	3.3	24.9
Hills ES	34	2	17.0
Hoover ES	40	2	20.0
Horn ES	64	3	21.3
Kirkwood ES	44	2	22.0
Lemme ES	72	3	24.0
Lincoln ES	26	1	26.0
Longfellow ES	43	2	21.5
Lucas ES	66	3	22.0
Mann ES	32	2	16.0
Penn ES	72	3	24.0
Shimek ES	22	1	22.0
Twain ES	36	2	18.0
Van Allen ES	79	3	26.3
Weber ES	68	3	22.7
Wickham ES	72	3	24.0
Wood ES	34	2	17.0
<b>Total</b>	<b>1065</b>	<b>48.3</b>	<b>22.0</b>



**Table 34.** Sixth Grade enrollment, assigned teacher FTE, and class sizes disaggregated by school.

School	Enrollment	FTE	Average Homeroom Class Size
Alexander ES	49	3	16.3
Borlaug ES	60	2	30.0
Coralville Central ES	67	3	22.3
Garner ES	76	3	25.3
Hills ES	31	2	15.5
Hoover ES	38	2	19.0
Horn ES	65	3	21.7
Kirkwood ES	37	2	18.5
Lemme ES	48	2	24.0
Lincoln ES	38	2	19.0
Longfellow ES	43	2	21.5
Lucas ES	68	3	22.7
Mann ES	30	2	15.0
Penn ES	88	3	29.3
Shimek ES	46	2	23.0
Twain ES	37	2	18.5
Van Allen ES	76	3	25.3
Weber ES	52	2	26.0
Wickham ES	64	3	21.3
Wood ES	45	2	22.5
<b>Total</b>	<b>1058</b>	<b>48.0</b>	<b>22.0</b>

## SECONDARY CLASS SIZE

The following tables and figures present information on class sizes for each junior high and high school. "Goal posts" for class size are 22-30 for junior high and 24-32 for high school. These are represented by gray-shaded areas in each figure. Reasons for the classes being above the "aspirational" size are provided below. Questions about any information provided for a particular school should be directed to the applicable principal.

Potential Reasons for classes over aspirational size:

Single section course thus enrollment above goalpost.

Section sizes vary due to scheduling.

Late enrollments caused higher than desired class sizes.

Average size for performance music class or physical education class.

**Table 35. High School Class Size**

At City High, class sizes average of 27.6 students per class. At Liberty High, class sizes average of 26.4 students per class. At West High, class sizes average of 27.8 students per class. At Tate High, class sizes average 12.2 students per class.

	City HS			Liberty HS			West HS			Tate HS		
	SES	39.7%		SES	35.0%		SES	28.0%		SES	64.6%	
	ELL	6.6%		ELL	4.6%		ELL	5.4%		ELL	0.0%	
	SpEd	12.7%		SpEd	9.2%		SpEd	6.2%		SpEd	12.7%	
1st Trimester	Students - Fall 2017	Sections - Fall 2017	Students/ Class	Students - Fall 2017	Sections - Fall 2017	Students/ Class	Students - Fall 2017	Sections - Fall 2017	Students/ Class	Students - Fall 2017	Sections - Fall 2017	Students/ Class
English	1565	63	24.8	772	30	25.7	1602	59	27.2	170	12	14.2
Math	1521	55	27.7	700	30	23.3	1542	59	26.1	115	11	10.5
Science	1513	52	29.1	724	28	25.9	1383	51	27.1	98	6	16.3
Social Studies	1406	49	28.7	687	23	29.9	1530	53	28.9	115	9	12.8
World Language	942	39	24.2	537	21	25.6	1005	36	27.9	0	0	0.0
Career and Technology Education	435	19	22.9	265	12	22.1	479	24	20.0	13	2	6.5
Art	281	10	28.1	113	5	22.6	210	8	26.3	36	4	9.0
Music	563	10	56.3	203	4	50.8	597	10	59.7	0	0	0.0
Physical Education	425	16	26.6	282	9	31.3	417	15	27.8	26	3	8.7
	8651	313	27.6	4283	162	26.4	8765	315	27.8	573	47	12.2

**TABLE 36. PSEO 2017-18 COURSE INFORMATION**

Course	Number of Students City High	Number of Students West High	Number of Students Liberty High	Total ICCSD Students
Algorithms		1		1
Beginning Chinese I	3	10		13
Beginning Chinese II		1		1
Beginning Chinese III		6		6
Calculus III	1	2		3
Chinese Calligraphy		1		1
Complex Variables	1			1
Computer Science II		1		1
Discrete Structures		8		8
Elementary Modern Standard Arabic I	1			1
Engineering Math IV: Differential Equations		2		2
First Year Russian I		1		1
Fourth Year Japanese I		1		1
French Grammar	2			2
Fundamentals of Public Health		1		1
Ghosts & the Weird in PreMod Chinese Lit	1			1
History of the English Language		1		1
How the Brain Works		1		1
Human Genetics in the 21st Century		1		1
Introduction to Clinical Psychology		1		1
Introduction to Linear Algebra	8	20		28
Intro to Mathematical Statistics I		1		1
Introduction to Abstract Algebra I		1		1
Introduction to Environmental Sciences	1			1
Introduction to International Relations		1		1

Introduction to Physics II		1		1
Oral Expression French II	2			2
Natural Disasters		1		1
Physics I	1	2		3
Second Year Chinese - First Semester	2			2
Spanish Language Skills: Speaking		1		1
Spanish Language Skills: Writing		2		2
The Arts in Performance		1		1
Third Year Korean: First Semester		1		1
Topics in Analysis		1		1
<b>Totals</b>	<b>23</b>	<b>72</b>	<b>0</b>	<b>95</b>

**TABLE 37. KIRKWOOD REGIONAL CENTER ACADEMIES 2017-18**

Academy	Number of Students at City High	Number of Students at Liberty High	Number of Students at West High	Number of Students at Tate	Total ICCSD Students
Advanced Manufacturing/Engineering Technology Academy	1	0	2	1	4
Architecture, Construction & Engineering (ACE) Academy	3	1	5	0	9
Arts & Sciences Academy A	19	4	92	0	115
Arts & Sciences Academy B	5	0	7	0	12
Business Exploration Academy	4	1	5	0	10
Computer Software Development Academy	1	0	5	0	6
Criminal Justice Academy	0	0	9	0	9
Education Academy	0	3	7	0	10
Electrical & Mechanical Technology Academy	1	1	3	0	5
Emergency Medical Services: EMT Academy	3	0	6	1	10
Engineering Academy	0	0	4	0	4
Graphics, Media, Communications & Design Academy	1	0	2	1	4
Hotel/Hospitality Management Academy	0	0	0	0	0
Human Services (Pre-Social Work) Academy	2	1	4	2	9
Information Technology Academy	0	0	0	0	0
Laboratory Science Academy	0	0	0	0	0
None - Companion or Stand Alone Courses Only	0	0	0	0	0
Patient Care Academy	17	3	16	0	36
Pharmacy Technician Academy	2	1	3	1	7
Pre-professional Academy	2	2	8	0	12
Transportation Academy A	0	0	1	0	1
Transportation Academy B	5	0	1	0	6
Undecided	0	0	0	0	0
<b>Totals</b>	<b>66</b>	<b>17</b>	<b>180</b>	<b>6</b>	<b>269</b>

**TABLE 38. JUNIOR HIGH CLASS SIZES**

At North Central JH, class sizes average of 28.7 students per class. At Northwest JH, class sizes average of 29.2 students per class. At South East JH, class sizes average of 26.7 students per class.

	Southeast JHS			North Central JHS			Northwest JHS		
	SES	41.4%		SES	21.1%		SES	42.1%	
	ELL	5.5%		ELL	0.9%		ELL	9.0%	
1st Trimester	SpEd	11.3%		SpEd	9.5%		SpEd	9.9%	
	Students - Fall 2017	Sections - Fall 2017	Students/ Class	Students - Fall 2017	Sections - Fall 2017	Students/ Class	Students - Fall 2017	Sections - Fall 2017	Students/ Class
English	1123	46	24.4	793	27	29.4	1046	40	26.2
Math	735	29	25.3	541	19	28.5	709	25	28.4
Science	768	31	24.8	578	19	30.4	750	25	30.0
Social Studies	717	26	27.6	549	17	32.3	678	24	28.3
World Language	268	9	29.8	244	7	34.9	258	8	32.3
Career and Technology Education	434	20	21.7	398	19	20.9	442	19	23.3
Art	161	6	26.8	101	4	25.3	152	6	25.3
Music	520	16	32.5	348	15	23.2	590	15	39.3
Physical Education	742	22	33.7	546	16	34.1	713	21	34.0
	<b>5468</b>	<b>205</b>	<b>26.7</b>	<b>4098</b>	<b>143</b>	<b>28.7</b>	<b>5338</b>	<b>183</b>	<b>29.2</b>

## APPENDIX 1 – HEADCOUNT VERSUS CERTIFIED ENROLLMENT

As mentioned earlier in this report, there are several different ways to calculate enrollment, depending on the purpose of the information. Table 55 shows the actual data reported to the Department of Education from the October 2, 2017 “official count day.” The highlighted cells indicate the components used to calculate headcount, certified enrollment, and students provided instruction.

**Table 55. Official enrollment counts submitted to Department of Education and associated calculations.**

<i><b>Residents</b></i>	<b>Count</b>	<b>Weight</b>	<b>Weighted Count</b>	<b>Weighted Count</b>
Resident public students for whom your district provides all, or a major portion of, the instructional program within your district.				
Full-time K-12	13693	1.000	13693.00	13693.00
Pre-K Special Education	43	1.000	43.00	43.00
Dual Enrolled K-8 or 9-12 Enrolled for Activity Program	38	0.100	3.80	3.80
Home School Assistance K-12	10	0.300	3.00	3.00
Dual Enrolled and Home School Assistance K-8 or 9-12 Enrolled for Activity Program	59	0.400	23.60	23.60
<i><b>Students Leaving</b></i>				
<b>Open Enrolled Out</b>				
Full time K-12	364	1.000	364.00	364.00
Dual Enrolled K-8 or 9-12 Enrolled for Activity Program	1	0.100	0.10	0.10
Home School Assistance K-12	0	0.300	0.00	0.00
Dual Enrolled and Home School Assistance K-8 or 9-12 Enrolled for Activity Program	108	0.400	43.20	43.20
<b>Tuitioned Out</b>				
Full time K-12	19	1.000	19.00	19.00
Dual Enrolled K-8 or 9-12 Enrolled for Activity Program	0	0.100	0.00	0.00
Home School Assistance K-12	0	0.300	0.00	0.00

Dual Enrolled and Home School Assistance K-8 or 9-12 Enrolled for Activity Program	0	0.400	0.00	0.00
<b>Whole Grade Sharing Out</b>				
Full time K-12	0	1.000	0.00	0.00
Dual Enrolled K-8 or 9-12 Enrolled for Activity Program	0	0.100	0.00	0.00
Home School Assistance K-12	0	0.300	0.00	0.00
Dual Enrolled and Home School Assistance K-8 or 9-12 Enrolled for Activity Program	0	0.400	0.00	0.00

<i><b>Students Entering</b></i>	Count	Weight	Weighted Count	Weighted Count
<b>Open Enrolled In</b>				
Full time K-12	132	1.000	132.00	132.00
Dual Enrolled K-8 or 9-12 Enrolled for Activity Program	0	0.100	0.00	0.00
Home School Assistance K-12	0	0.300	0.00	0.00
Dual Enrolled and Home School Assistance K-8 or 9-12 Enrolled for Activity Program	7	0.400	2.80	2.80
<b>Tuitioned In</b>				
Full time K-12	20	1.000	20.00	20.00
Dual Enrolled K-8 or 9-12 Enrolled for Activity Program	0	0.100	0.00	0.00
Home School Assistance K-12	0	0.300	0.00	0.00
Dual Enrolled and Home School Assistance K-8 or 9-12 Enrolled for Activity Program	0	0.400	0.00	0.00
<b>Whole Grade Sharing In</b>				
Full time K-12	0	1.000	0.00	0.00
Dual Enrolled K-8 or 9-12 Enrolled for Activity Program	0	0.100	0.00	0.00
Home School Assistance K-12	0	0.300	0.00	0.00
Dual Enrolled and Home School Assistance K-8 or 9-12 Enrolled for Activity Program	0	0.400	0.00	0.00



***District Courses***

	Count	Weight	Weighted Count	Weighted Count
Non-Public Shared Time K-8	1	0.330	0.33	0.33
Non-Public Shared Time K-8	1	0.200	0.20	0.20
Non-Public Shared Time 9-12	1	0.400	0.40	0.40
Non-Public Shared Time 9-12	6	0.300	1.80	1.80

***CPI Dual Enrolled/CPI Dual Enrolled and HSAP (9-12)***

Resident	10	0.000	0.00	0.00
Resident	0	0.100	0.00	0.00
Resident	1	0.200	0.20	0.20
Resident	6	0.300	1.80	1.80
Resident	0	0.500	0.00	0.00
Open Enrolled In	0	0.500	0.00	0.00
Tuitioned In	0		0.00	0.00
Whole Grade Sharing In	0		0.00	0.00

***PSEO Courses (Spring 16-17)***

	Count	Weight	Weighted Count	Weighted Count
Non-Public Shared Time K-8	0		0.00	0.00
Non-Public Shared Time 9-12	2	0.035	0.07	0.07

***CPI Dual Enrolled/CPI Dual Enrolled and HSAP (9-12)***

Resident	1	0.040	0.04	0.04
Open Enrolled In	0	0.040	0.00	0.00
Tuitioned In	0		0.00	0.00
Whole Grade Sharing In	0		0.00	0.00

***PSEO Courses (Fall 17-18)***

	Count	Weight	Weighted Count	Weighted Count
Non-Public Shared Time K-8	0		0.00	0.00
Non-Public Shared Time 9-12	1	0.040	0.04	0.04



**CPI Dual Enrolled/CPI Dual Enrolled and HSAP (9-12)**

Resident	0	0.040	0.00	0.00
Resident	0	0.200	0.00	0.00
Open Enrolled In	0		0.00	0.00
Tuitioned In	0		0.00	0.00
Whole Grade Sharing In	0		0.00	0.00

***TOTAL of corresponding shaded cells*****13959/13974**Head  
Count**14197.58**Certified  
Enrollment**13926.08**Students  
Provided  
Instruction

## APPENDIX 2 – OPEN ENROLLMENT SURVEY



## Iowa City Community School District

### Educational Services Center

Stephen F. Murley Superintendent of Schools

#### ICCSD Open Enrollment Survey

The staff of the Iowa City Community School District wishes to collect data regarding open enrollments out of our district. Please help us by completing the below questionnaire and returning it using the enclosed stamped envelope. Thank you!

#### 1. Into which school district (receiving school) have you open enrolled your child/ren?

- ☐ Clear Creek-Amana Community Schools
- ☐ Highland Community Schools
- ☐ Mid-Prairie Community Schools
- ☐ Solon Community Schools
- ☐ West Branch Community Schools
- ☐ Other (please write): \_\_\_\_\_

#### 2. Please mark below the reason(s) you chose to open enroll out of the ICCSD (mark all that apply).

- ☐ My child/ren currently attend(s) the receiving school (I want them to stay there.)
- ☐ I work in the community into which I want to enroll my child/ren.
- ☐ I have friends/relatives who live in and/or attend the receiving school.
- ☐ Attending the receiving school works better with my childcare/daycare.
- ☐ I want my child(ren) to enroll in the homeschool program in another district.
- ☐ I feel that the class sizes are too large in the ICCSD.
- ☐ I feel that the schools are too large in the ICCSD.
- ☐ I feel that the programs (academic and/or athletic) are better at another school district.
- ☐ We have experienced a change in my family status/circumstances.
- ☐ I feel that the receiving school is better for my child/ren because.....(please explain below).

#### 3. I would consider keeping my child/ren in the Iowa City Community Schools if: (please explain below)

**Equity Statement** It is the policy of the Iowa City Community School District not to discriminate on the basis of race, creed, color, religion, national origin, sexual orientation, gender identity, veteran status, disability, or socioeconomic status in its educational programs, activities, or employment practices. If you believe you have (or your child has) been discriminated against or treated unjustly at school, please contact the Equity Director, [Kingsley Botchway](mailto:kingsley.botchway@iccsd.org), at 1725 North Dodge Street, Iowa City, IA, 52242-1000.



IOWA CITY  
COMMUNITY  
SCHOOL DISTRICT  
1980-2000 - Present

## APPENDIX 3 – HOME LANGUAGES

Remaining Home Languages	Count
urd	Urdu
tur	Turkish
bam	Bambara
kin	Kinyarwanda
nep	Nepali
lin	Lingala
tel	Telugu
guj	Gujarati
lao	Lao
orm	Oromo
sun	Sundanese
amh	Amharic
per	Persian
afr	Afrikaans
ben	Bengali
khm	Central Khmer
mal	Malayalam
rum	Romanian
mar	Marathi
bos	Bosnian
heb	Hebrew
ind	Indonesian
pol	Polish
dut	Dutch; Flemish
ger	German
alb	Albanian
hau	Hausa

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kan	Kannadu
twi	Twi
bnt	Bantu (Other)
	Creoles and pidgins, English based
cpe	(Other)
geo	Georgian
run	Rundi
swe	Swedish
tir	Tigrinya
bur	Burmese
cha	Chamorro
cus	Cushitic (Other)
dyu	Dyula
lit	Lithuanian
man	Mandingo
mdr	Mandar
mul	Multiple languages
pau	Palauan
phi	Philippine (Other)
slo	Slovak
aar	Afar
aze	Azerbaijani
ber	Berber (Other)
bul	Bulgarian
crp	Creoles and pidgins (Other)
cze	Czech
fil	Filipino; Pilipino
fin	Finnish
fon	Fon
gmh	German, Middle High (ca.1050-1500)
grn	Guarani

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hat	Haitian; Haitian Creole
ita	Italian
kab	Kabyle
kik	Kikuyu; Gikuyu
mis	Uncoded languages
paa	Papuan (Other)
que	Quechua
sin	Sinhala; Sinhalese
sla	Slavic (Other)
srp	Serbian
ssa	Nilo-Saharan (Other)
sus	Susu
tgl	Tagalog
tha	Thai
ukr	Ukrainian
aar	Afar