Cedar Rapids Community School District

INTERMEDIATE MODEL

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FEEDER PATTERN CHECK

FEEDER PATTERN:

Option 1

AREA	ELEMENTARY (PK-4)	INTERMEDIATE (5-6)	MIDDLE SCHOOL (7-8)	HIGH SCHOOL (9-12)
1	Erskine, Grant Wood Trailside, Kenwood, *Johnson	Franklin	McKinley	Washington
2	West Willow, Hoover, Van Buren, Grant	Wilson	Taft	Jefferson
3	Maple Grove, Hiawatha Harrison, Viola Gibson	Roosevelt	Harding	Kennedy

**Schools Closed: Wright, CRA, Cleveland, Nixon, Pierce, Truman (after preschool is set in each elementary)

Option 2

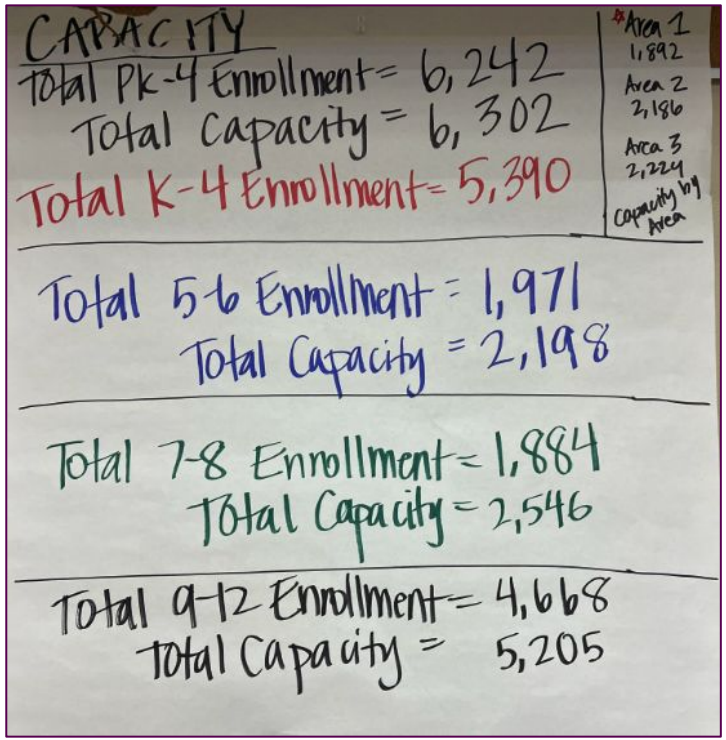
AREA	ELEMENTARY (PK-4)	INTERMEDIATE (5-6)	MIDDLE SCHOOL (7-8)	HIGH SCHOOL (9-12)
1	Erskine, Grant Wood Trailside, Kenwood, *Johnson	Franklin	McKinley	Washington
2	West Willow, Hoover Van Buren, Wilson (ES)	Roosevelt	Taft	Jefferson
3	Hiawatha, Harrison, Maple Grove, Pierce	Viola Gibson	Harding	Kennedy

**Schools Closed: Wright, CRA, Cleveland, Grant, Nixon, Truman (after preschool is set in each elementary)

Option 1: Utilizes existing middle schools for 5-6 and 7-8 buildings; requires less reconfiguration of existing buildings.

Option 2: Preserves more geographic unity for Areas 3 and 2, reduces (does not eliminate) boundary disruptions.

CAPACITY & UTILIZATION



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CAPACITY & UTILIZATION

Area #1 - WHS Feeder *at capacity			
	Current Reality PK-4	**Option 1**	**Option 2**
Erskine	275	375 + 1 PK Section*	315 + 2 PK
GW	264 + PK (57)	365 + 2 PK	301 + 2 PK
Trailside	390 * (+AK 19)	490+ 2 PK & 1AK	427 + PK + AK
KLA	288 + PK (46)	388 + 2 PK	325 + PK
Johnson	215 + PK (34)		250 + PK
Wright	186 + PK (32)		
TOTAL:	1,618 + 188 (PK/AK) = 1806		
⅝ Buildig Franklin		534	534
⅞ Building McKinley		543	543

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CAPACITY & UTILIZATION

Area #2 - JHS Feeder *No current AK in buildings in Area 2			
	Current Reality PK-4	**Option 1**	**Option 2**
West Willow	428 + PK (66)	528+ 2 PK	500+ 2 PK
Hoover	337	437+ 2 PK	409+ 2 PK
Van Buren	372	472+ 2 PK	445+ 2 PK
Grant	247	347+ 1 PK	
CRA	177 + PK (62)		
Cleveland	215		
Total	1776 + 128 (PK) = 1904		
Wilson ES			425+ 2 PK
⅝ Building		**Wilson:** 621	**Roosevelt:** 621
⅜ Building		**Taft:** 631	**Taft:** 631

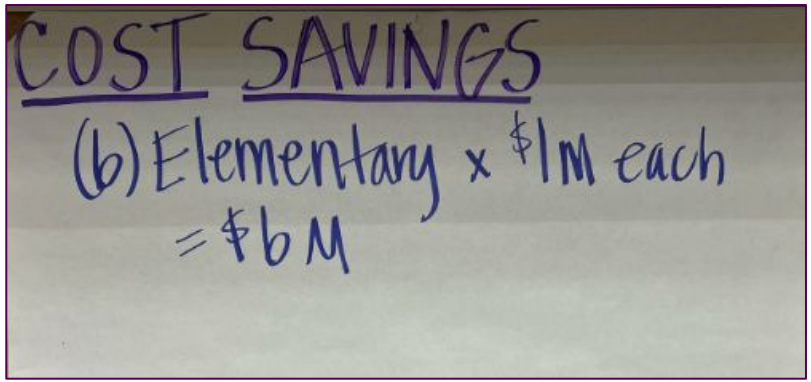
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CAPACITY & UTILIZATION

Area #3 - KHS Feeder			
	Current Reality PK-4	**Option 1**	**Option 2**
Maple Grove	425 + PK (30) + (AK 17)	540+ 2 PK	580 + 1 PK
Hiawatha	258 + PK (33)	373+ 2 PK	450 + 2 PK
Harrison	343	458+ 2 PK	525 + 2PK + 1 AK
Viola Gibson	404 + PK (34) + (AK 20)	519 + 2 PK	
Pierce	246		350 + 1PK
Nixon	213		
Total	1889 + 101 (PK/AK)		
⅝ Building		**Roosevelt:** 736	**Viola Gibson:** 736
⅞ Building		**Harding:** 726	**Harding:** 726

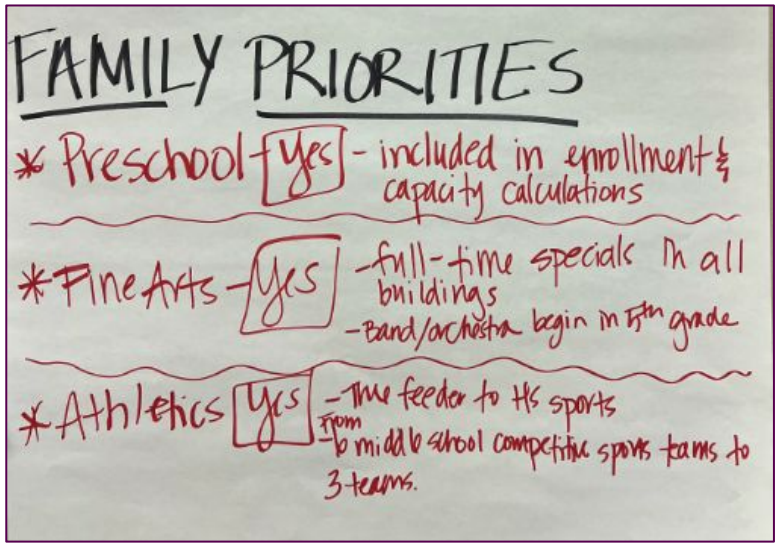
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COST SAVINGS CHECK



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FAMILY PRIORITIES



FAMILY PRIORITIES:

- Preschool:
  - Make preschool available in all elementary schools
  - Retain students in elementary schools
- Fine Arts:
  - Creates equity across the district
  - Enrollment stabilizes viability of offerings
  - Start band/orchestra in 5th grade to build more success in later grades.
- Athletics:
  - Allow for students to engage in sports earlier
  - Intramurals for 5th and 6th or competition between in district buildings

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RESEARCH

Fine Arts Enrollment as Driver of Efficiency (Earnhart, 2025):

- FTE Efficiency (staffing): can serve more students without adding staffing at same rate
- Credit Efficiency (master schedule): Reduces pressure to create additional low-enrollment elective sections
- True feeders allow for more vertical collaboration within Fine Arts Programs
- Strong vertical teacher relationships increase retention and performance

Sixth Graders Fare Worse in Middle School than Elementary School (2007)

- Fewer discipline issues
- Increased test scores
- Possible reasons: Less exposure to “older” behavior that they are not mature enough to process

Six Graders Suffer More than Other Groups When They Are the “Bottom Dog.” (2016)

- When six graders are ‘top dog’ they perform better on tests
- Experience less bullying when not with 7th and 8th graders

BENEFITS & CONSIDERATIONS

Benefits

- Developmental Appropriateness for 5th Grade(Cook et al, 2008)
- More Targeted Instructional Focus (CALDER Center, 2025; Alspaugh, 1998)
- Teaming Opportunities for 5th Grade
- Peer Group Stability from 5th - 12th Grade
- Fine Arts and Athletics in 5th and 6th Grade
- Behavior Expectations
- Identity and Pride
- Efficient Use of Resources
- Eliminates building transition between PK and Kindergarten

Considerations

- Transition Dip
- Teacher Licensure
- Disruption to Families

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BOARD QUESTIONS