Annual Progress Report
Iowa City Community School District
2011-2012
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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, creed, color, religion, national origin, gender, age, marital status, 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, Ross Wilburn, at 1725 North Dodge Street, Iowa City, Iowa, 319-688-1000.
Annual Progress Report
The Annual Progress Report serves to provide a summary of the State of the District for the 2011-12 school year. Additional information can be found on the district website.

Board of Directors

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Marla Swesey</td>
<td>President</td>
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<tr>
<td>Patti Fields</td>
<td>Vice President</td>
</tr>
<tr>
<td>Karla Cook</td>
<td>Member</td>
</tr>
<tr>
<td>Tuyet Dorau</td>
<td>Member</td>
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<tr>
<td>Sally Hoelscher</td>
<td>Member</td>
</tr>
<tr>
<td>Jeff McGinness</td>
<td>Member</td>
</tr>
<tr>
<td>Sarah Swisher</td>
<td>Member</td>
</tr>
<tr>
<td>Stephen Murley</td>
<td>Superintendent of Schools</td>
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</table>

## Secondary Schools

**City High**  
1900 Morningside Drive, Iowa City  
319-688-1040

**West High**  
2901 Melrose Avenue, Iowa City  
319-688-1050

**Elizabeth Tate**  
1528 Mall Drive, Iowa City  
319-688-1080

**North Central Junior High**  
180 E. Forevergreen Road, North Liberty  
319-688-1210

**Northwest Junior High**  
1507 8th Street, Coralville  
319-688-1060

**South East Junior High**  
2501 Bradford Drive, Iowa City  
319-688-1070

## Elementary Schools

**Coralville Central**  
501 6th Street, Coralville  
319-688-1100

**Garner Elementary**  
80 Birch Street, Iowa City  
319-688-1190

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

**Hoover Elementary**  
2200 E. Court, Iowa City  
319-688-1110

**Horn Elementary**  
600 Koser Avenue, Iowa City  
319-688-1115

**Kirkwood Elementary**  
1401 9th Street, Coralville  
319-688-1120

**Lemme Elementary**  
3100 Washington Street, Iowa City  
319-688-1125

**Lincoln Elementary**  
300 Teeters Court, Iowa City  
319-688-1130

**Longfellow Elementary**  
1130 Seymour Avenue, Iowa City  
319-688-1135

**Lucas Elementary**  
830 Southlawn Drive, Iowa City  
319-688-1140

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

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

**Roosevelt Elementary**  
611 Greenwood Drive, Iowa City  
319-688-1155

**Shimek Elementary**  
1400 Grissel Place, Iowa City  
319-688-1160

**Twain Elementary**  
1355 DeForest Avenue, Iowa City  
319-688-1165

**Van Allen Elementary**  
170 Abigail Avenue, North Liberty  
319-688-1185

**Weber Elementary**  
3850 Rohret Road, Iowa City  
319-688-1170

**Wickham Elementary**  
601 Oakdale Boulevard, Coralville  
319-688-1175

**Wood Elementary**  
1930 Lakeside Drive, Iowa City  
319-688-1180
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 strengthened by collaborative partnerships with 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 text with understanding.

- On average, yearly achievement will be as high as or higher than previous years for same grade groups.
- On average, achievement will increase at a rate greater than the national average for cohort groups.
- Performance of the average student in the bottom quarter of the distribution for all ICCSD students and for cohort groups will increase annually. The national percentile rank associated with this average will be reported each year.
- Performance of the average student in the top quarter of the distribution for all ICCSD students and for cohort groups will be maintained or will increase annually. The national percentile rank associated with this average will be reported each year.

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

- On average, yearly achievement will be as high as or higher than previous years for same grade groups.
- On average, achievement will increase at a rate greater than the national average for cohort groups.
- Performance of the average student in the bottom quarter of the distribution for all ICCSD students and for cohort groups will increase annually. The national percentile rank associated with this average will be reported each year.
- Performance of the average student in the top quarter of the distribution for all ICCSD students and for cohort groups will be maintained or will increase annually. The national percentile rank associated with this average will be reported each year.

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

- On average, yearly achievement will be as high as or higher than previous years for same grade groups.
- On average, achievement will increase at a rate greater than the national average for cohort groups.
- Performance of the average student in the top quarter of the distribution for all ICCSD students and for cohort groups will be maintained or will increase annually. The national percentile rank associated with this average will be reported each year.

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

- On average, yearly achievement will be as high as or higher than previous years for same grade groups.
- On average, achievement will increase at a rate greater than the national average for cohort groups.
- Performance of the average student in the top quarter of the distribution for all ICCSD students and for cohort groups will be maintained or will increase annually. The national percentile rank associated with this average will be reported each year.

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, yearly achievement will be as high as or higher than previous years for same grade groups.
- On average, achievement will increase at a rate greater than the national average for cohort groups.
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 three annual improvement goals and then use standardized test results to monitor progress. The three goals are aligned with district ends policies.

District Ends Policies

- Students will over time independently read increasingly complex text with understanding.
- Students will over time independently solve increasingly complex mathematical problems.
- Students will over time independently construct knowledge and use increasingly complex scientific information.

Annual Improvement Goal

The Iowa City Community School District has set annual improvement goals based on increasing the average national percentile rank (NPR) of students over a three year period, comparing 6th grade NPR averages to 8th grade NPR averages in reading comprehension, mathematics, and science as measured by the Iowa Test of Basic Skills (ITBS).

The ITBS were revised, renormed and renamed this year. The content of the tests are different as well as the composition of the total subject area scores are also different. These significant changes in the new test, Iowa Assessments (IA) make it difficult for valid comparisons in a similar manner until three years of data has been collected.

No Child Left Behind Reporting Requirements and Data

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, the No Child Left Behind (NCLB) legislation requires that schools 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 2011-12 school year in reading and mathematics by grade level bands.

<table>
<thead>
<tr>
<th>2011-12 Iowa Assessments Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Proficient, National Norms, Full Academic Year</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>3rd – 5th grade</td>
</tr>
<tr>
<td>6th – 8th grade</td>
</tr>
<tr>
<td>11th grade</td>
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</tbody>
</table>
No Child Left Behind also requires that schools report the percent of students that fall within the three student achievement bands of low, intermediate or high on Iowa Assessments. The chart below shows the percentage of students that fall in each of these bands by grade level in reading, math, and science compared to state proficiency rates.

### 2011-12 Iowa Assessments Results
% Proficient, National Norms, All Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
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<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Middle</td>
<td>High</td>
</tr>
<tr>
<td>3rd</td>
<td>ICCSD</td>
<td>27.98</td>
<td>47.52</td>
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<tr>
<td></td>
<td>State</td>
<td>24.22</td>
<td>59.29</td>
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<tr>
<td>4th</td>
<td>ICCSD</td>
<td>28.95</td>
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<td>26.64</td>
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</tr>
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<td>5th</td>
<td>ICCSD</td>
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<td>State</td>
<td>26.58</td>
<td>59.24</td>
</tr>
<tr>
<td>6th</td>
<td>ICCSD</td>
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<td>State</td>
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<td>ICCSD</td>
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<td></td>
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<td>33.59</td>
<td>54.48</td>
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<tr>
<td>8th</td>
<td>ICCSD</td>
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No Child Left Behind Reporting Requirements and Data (continued)

No Child Left Behind also requires that districts disaggregate achievement data by the different student subgroups in grade level bands of third through fifth grade, sixth through eighth grade, and 11th 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.

2011-2012 Iowa Assessments Results
% Proficient, National Norms by Grade Level Bands, Full Academic Year

### Grades 3-5 READING

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
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<tbody>
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<td>All students</td>
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<td>81.2</td>
<td>78.4</td>
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<td>56.0</td>
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</tr>
<tr>
<td>IEP</td>
<td>43.8</td>
<td>48.5</td>
<td>46.3</td>
<td>44.8</td>
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<tr>
<td>ELL</td>
<td>50.0</td>
<td>58.7</td>
<td>53.9</td>
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<tr>
<td>African Am</td>
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<td>56.8</td>
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<td>46.1</td>
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<td>88.3</td>
<td>89.3</td>
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<tr>
<td>Hispanic</td>
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<td>56.6</td>
<td>60.6</td>
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<tr>
<td>White</td>
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### Grades 6-8 READING

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### Grades 3-5 MATH

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### Grades 6-8 MATH

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### Grade 11 READING

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### Grade 11 MATH

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<th>2009-10</th>
<th>2010-11</th>
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<tbody>
<tr>
<td>All students</td>
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<td>79.5</td>
<td>79.6</td>
<td>82.3</td>
<td>87.8</td>
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<td>Low SES</td>
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<td>-----</td>
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</tr>
<tr>
<td>African Am</td>
<td>52.2</td>
<td>46.0</td>
<td>36.6</td>
<td>49.5</td>
<td>64.6</td>
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<td>Asian</td>
<td>93.2</td>
<td>84.2</td>
<td>92.2</td>
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</tr>
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<td>Hispanic</td>
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<td>46.3</td>
<td>48.9</td>
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<td>74.1</td>
</tr>
<tr>
<td>White</td>
<td>87.9</td>
<td>88.6</td>
<td>87.7</td>
<td>89.5</td>
<td>93.5</td>
</tr>
</tbody>
</table>

* Proficiency rates for 2011-12 and subsequent years are not comparable to previous years due to change in content of tests.

Key

SES = Socioeconomic Status
IEP = Individual Education Plan
ELL = English Language Learner
--- = # of students 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.
No Child Left Behind Reporting Requirements and Data (continued)

The No Child Left Behind legislation established accountability standards for all students based on student achievement, attendance, testing participation, and graduation. A school that does not meet these standards is placed on the Watch List the first year. If the building does not meet the standards during year 2, it is placed on the School in Need of Assistance List (SINA). To be removed from the SINA list a building must meet accountability standards for two consecutive years. The following list designates the status of all of the schools for the 2011-12 school year.

<table>
<thead>
<tr>
<th>Site</th>
<th>Area</th>
<th>Participation Rate</th>
<th>Annual Measurable Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>Reading</td>
<td>Met</td>
<td>Delay 6</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>Delay 6</td>
</tr>
<tr>
<td>City</td>
<td>Reading</td>
<td>Met</td>
<td>SINA 4</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>Delay 3</td>
</tr>
<tr>
<td>West</td>
<td>Reading</td>
<td>Met</td>
<td>Delay 6</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>REM SINA</td>
</tr>
<tr>
<td>Tate</td>
<td>Reading</td>
<td>Met</td>
<td>Delay 6</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>Delay 6</td>
</tr>
<tr>
<td>NCJH</td>
<td>Reading</td>
<td>Met</td>
<td>SINA 2</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>Watch</td>
</tr>
<tr>
<td>NWJH</td>
<td>Reading</td>
<td>Met</td>
<td>SINA 8</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>Delay 6</td>
</tr>
<tr>
<td>SEJH</td>
<td>Reading</td>
<td>Met</td>
<td>SINA 9</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>SINA 8</td>
</tr>
<tr>
<td>C. Central</td>
<td>Reading</td>
<td>Met</td>
<td>SINA 2</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>SINA 2</td>
</tr>
<tr>
<td>Garner</td>
<td>Reading</td>
<td>Met</td>
<td>Watch</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>Watch</td>
</tr>
<tr>
<td>Hills</td>
<td>Reading</td>
<td>Met</td>
<td>Watch</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>SINA 1</td>
</tr>
<tr>
<td>Hoover</td>
<td>Reading</td>
<td>Met</td>
<td>SINA 1</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>REM Watch</td>
</tr>
<tr>
<td>Kirkwood</td>
<td>Reading</td>
<td>Met</td>
<td>SINA 4</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>SINA 4</td>
</tr>
<tr>
<td>Lemme</td>
<td>Reading</td>
<td>Met</td>
<td>SINA 2</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>SINA 2</td>
</tr>
<tr>
<td>Longfellow</td>
<td>Reading</td>
<td>Met</td>
<td>Watch</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>Watch</td>
</tr>
<tr>
<td>Lucas</td>
<td>Reading</td>
<td>Met</td>
<td>SINA 3</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>SINA 4</td>
</tr>
<tr>
<td>Mann</td>
<td>Reading</td>
<td>Met</td>
<td>REM Watch</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>REM Watch</td>
</tr>
<tr>
<td>Penn</td>
<td>Reading</td>
<td>Met</td>
<td>SINA 3</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>Delay 2</td>
</tr>
<tr>
<td>Twain</td>
<td>Reading</td>
<td>Met</td>
<td>SINA 5</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>SINA 4</td>
</tr>
<tr>
<td>Van Allen</td>
<td>Reading</td>
<td>Met</td>
<td>SINA 2</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>SINA 3</td>
</tr>
<tr>
<td>Weber</td>
<td>Reading</td>
<td>Met</td>
<td>Watch</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>REM Watch</td>
</tr>
<tr>
<td>Wood</td>
<td>Reading</td>
<td>Met</td>
<td>SINA 4</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Met</td>
<td>SINA 4</td>
</tr>
</tbody>
</table>

Only schools receiving Title One funds are subject to NCLB sanctions due to SINA designation. The district and buildings that are designated as a District/School In Need of Assistance must develop a two-year action plan that is approved by the Iowa Department of Education. The plan addresses the need for professional development for teachers and administrators in the areas of reading and mathematics.

* DINA (District in Need of Assistance)  * SINA (School in Need of Assistance)  * REM (Removed)
No Child Left Behind Reporting Requirements and Data (continued)

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what students in the United States know and can do in various subject areas. Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time. The following tables show the most recent results of NAEP for Iowa in reading and mathematics that were available at the time this document was released. Additional information on NAEP can be found at: http://nationsreportcard.gov/.

NAEP mathematics and reading results for grades four and eight are reported on a 0–500 scale. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects. In addition to the scale scores and based on recommendations from policymakers, educators, and members of the general public, specific achievement levels are set for each subject area and grade. Achievement levels are performance standards showing what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported as percentages of students performing at the Basic, Proficient, and Advanced levels.

- Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.
- Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- Advanced represents superior performance.

Note that the cut point for the Basic level on NAEP is the best comparison to the Proficient level on the Iowa Tests.

### National Assessment of Education Process (NAEP) 2011:

#### Average Scale Score and Percent of Students at Each Achievement Level for Iowa and the Nation

<table>
<thead>
<tr>
<th></th>
<th>Average Score</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Grade 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td>221</td>
<td>31%</td>
<td>35%</td>
<td>27%</td>
<td>6%</td>
</tr>
<tr>
<td>National Public</td>
<td>220</td>
<td>34%</td>
<td>34%</td>
<td>25%</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Reading Grade 8</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td>265</td>
<td>23%</td>
<td>44%</td>
<td>31%</td>
<td>2%</td>
</tr>
<tr>
<td>National Public</td>
<td>264</td>
<td>25%</td>
<td>43%</td>
<td>29%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Mathematics Grade 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td>243</td>
<td>14%</td>
<td>43%</td>
<td>37%</td>
<td>6%</td>
</tr>
<tr>
<td>National Public</td>
<td>240</td>
<td>18%</td>
<td>42%</td>
<td>33%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Mathematics Grade 8</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td>285</td>
<td>23%</td>
<td>43%</td>
<td>26%</td>
<td>8%</td>
</tr>
<tr>
<td>National Public</td>
<td>283</td>
<td>28%</td>
<td>39%</td>
<td>26%</td>
<td>8%</td>
</tr>
</tbody>
</table>

**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

**NOTE:** Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

### Inclusion Rates: Percent Included in the NAEP 2011 Assessment

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>Grade 4 Reading</th>
<th>Grade 4 Math</th>
<th>Grade 8 Reading</th>
<th>Grade 8 Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td>93.36%</td>
<td>91.9%</td>
<td>94.7%</td>
<td>90.4%</td>
</tr>
<tr>
<td>Nation</td>
<td>76.6%</td>
<td>84.2%</td>
<td>75.5%</td>
<td>80.0%</td>
</tr>
<tr>
<td><strong>Limited English Proficient Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa</td>
<td>97.8%</td>
<td>94.4%</td>
<td>99.0%</td>
<td>96.7%</td>
</tr>
<tr>
<td>Nation</td>
<td>89.0%</td>
<td>95.9%</td>
<td>86.4%</td>
<td>93.1%</td>
</tr>
</tbody>
</table>

**SOURCE:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Assessment
Additional 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.

A score of 20 or higher on the 36-point scale for the test indicates probable success in college. The class of 2012 had an average composite score of 25.4. Of our 547 ACT-tested 2012 graduates, the percentages of students scoring at or above an ACT score of 20 are listed below:

<table>
<thead>
<tr>
<th>Class of 2012 ACT Results</th>
<th>% of students scoring 20 or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>87%</td>
</tr>
<tr>
<td>Iowa</td>
<td>70%</td>
</tr>
<tr>
<td>Nation</td>
<td>59%</td>
</tr>
<tr>
<td>ACT Composite</td>
<td>87%</td>
</tr>
<tr>
<td>ACT English</td>
<td>83%</td>
</tr>
<tr>
<td>ACT Math</td>
<td>84%</td>
</tr>
<tr>
<td>ACT Reading</td>
<td>78%</td>
</tr>
<tr>
<td>ACT Science Reasoning</td>
<td>89%</td>
</tr>
<tr>
<td>ACT Reading</td>
<td>67%</td>
</tr>
<tr>
<td>ACT Math</td>
<td>62%</td>
</tr>
<tr>
<td>ACT Reading</td>
<td>67%</td>
</tr>
<tr>
<td>ACT Science Reasoning</td>
<td>75%</td>
</tr>
<tr>
<td>ACT Reading</td>
<td>54%</td>
</tr>
<tr>
<td>ACT Math</td>
<td>58%</td>
</tr>
<tr>
<td>ACT Science Reasoning</td>
<td>62%</td>
</tr>
</tbody>
</table>

National Merit Semi-finalists
Recognition as a National Merit Semi-finalist was received by 35 students.

Graduation Rate
The ICCSD graduation rate was 88.1% in 2010-11. The statewide graduation rate was 88.3% for 2010-11.

Postsecondary Plans
The class of 2012 was surveyed about their postsecondary intentions.

<table>
<thead>
<tr>
<th>Class of 2012 Postsecondary Plans</th>
<th>Intention</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postsecondary School</td>
<td>681</td>
<td></td>
<td>86.1%</td>
</tr>
<tr>
<td>Other Training</td>
<td>67</td>
<td></td>
<td>8.5%</td>
</tr>
<tr>
<td>Military</td>
<td>9</td>
<td></td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>29</td>
<td></td>
<td>3.7%</td>
</tr>
</tbody>
</table>

Attendance
K-8 district average daily attendance for 2011-12 was 95.7%.

<table>
<thead>
<tr>
<th>2011-12 Attendance Rates</th>
<th>Grade Level</th>
<th>Percentage Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary</td>
<td>95.6%</td>
</tr>
<tr>
<td></td>
<td>Junior High</td>
<td>95.8%</td>
</tr>
<tr>
<td></td>
<td>Senior High</td>
<td>91.4%</td>
</tr>
</tbody>
</table>
Additional Indicators (continued)

Reading

The Development Reading Assessment (DRA) is administered to students in grades K-6. The Developmental Powers of Reading (DRP) is used for students in grades 7-10. The results of the assessment for the past three years have been sorted into three proficiency levels with the percent of students who score in each category listed in the tables below.

### 2010-12 DRA Proficiency Levels

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>19.9</td>
<td>80.1</td>
<td>NA</td>
<td>15.8</td>
<td>84.2</td>
<td>NA</td>
<td>22.0</td>
<td>29.4</td>
<td>48.7</td>
</tr>
<tr>
<td>1st Grade</td>
<td>22.9</td>
<td>31.8</td>
<td>45.2</td>
<td>19.6</td>
<td>30.6</td>
<td>49.8</td>
<td>30.6</td>
<td>29.7</td>
<td>39.7</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>13.7</td>
<td>28.1</td>
<td>58.2</td>
<td>11.7</td>
<td>33.5</td>
<td>54.8</td>
<td>29.4</td>
<td>38.6</td>
<td>32.0</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>18.8</td>
<td>42.9</td>
<td>38.3</td>
<td>16.6</td>
<td>39.1</td>
<td>44.3</td>
<td>29.9</td>
<td>54.8</td>
<td>15.2</td>
</tr>
<tr>
<td>4th Grade</td>
<td>25.6</td>
<td>52.3</td>
<td>22.1</td>
<td>27.2</td>
<td>51.6</td>
<td>21.2</td>
<td>27.2</td>
<td>50.2</td>
<td>22.6</td>
</tr>
<tr>
<td>5th Grade</td>
<td>25.6</td>
<td>50.1</td>
<td>24.3</td>
<td>25.6</td>
<td>49.4</td>
<td>25.0</td>
<td>27.5</td>
<td>49.9</td>
<td>22.6</td>
</tr>
<tr>
<td>6th Grade</td>
<td>21.5</td>
<td>42.2</td>
<td>36.3</td>
<td>19.5</td>
<td>42.6</td>
<td>37.9</td>
<td>20.5</td>
<td>41.4</td>
<td>38.1</td>
</tr>
</tbody>
</table>

### 2010-12 DRP Proficiency Levels

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Grade</td>
<td>23.2</td>
<td>59.8</td>
<td>17.1</td>
<td>19.9</td>
<td>57.9</td>
<td>22.1</td>
<td>22.2</td>
<td>57.7</td>
<td>20.1</td>
</tr>
<tr>
<td>8th Grade</td>
<td>19.9</td>
<td>54.8</td>
<td>25.2</td>
<td>22.4</td>
<td>53.3</td>
<td>24.3</td>
<td>20.7</td>
<td>50.7</td>
<td>28.6</td>
</tr>
<tr>
<td>9th Grade</td>
<td>18.3</td>
<td>53.2</td>
<td>28.5</td>
<td>22.1</td>
<td>49.2</td>
<td>28.7</td>
<td>23.4</td>
<td>47.5</td>
<td>29.1</td>
</tr>
<tr>
<td>10th Grade</td>
<td>22.3</td>
<td>43.4</td>
<td>34.4</td>
<td>17.9</td>
<td>44.1</td>
<td>38.1</td>
<td>20.4</td>
<td>46.4</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Mathematics

In addition to Iowa Assessments, the ICCSD Developmental Math Assessment is administered to 4th, 8th and 10th grade students. The results of the assessment have been sorted into three proficiency levels with the percent of students who score in each category listed in the table below.

### ICCSD Development Math Assessment 2010-12 Proficiency Levels

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td>24</td>
<td>39</td>
<td>37</td>
<td>26</td>
<td>43</td>
<td>31</td>
<td>25</td>
<td>40</td>
<td>35</td>
</tr>
<tr>
<td>8th Grade</td>
<td>29</td>
<td>47</td>
<td>24</td>
<td>30</td>
<td>45</td>
<td>25</td>
<td>27</td>
<td>41</td>
<td>32</td>
</tr>
<tr>
<td>10th Grade</td>
<td>39</td>
<td>40</td>
<td>21</td>
<td>36</td>
<td>42</td>
<td>22</td>
<td>36</td>
<td>41</td>
<td>23</td>
</tr>
</tbody>
</table>

Science

The ICCSD Development Science Assessment is administered to all 4th 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 over the last three years.

### ICCSD Development Science Assessment 2010-12 Proficiency Levels

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td>22</td>
<td>55</td>
<td>23</td>
<td>25</td>
<td>53</td>
<td>22</td>
<td>24</td>
<td>57</td>
<td>19</td>
</tr>
</tbody>
</table>
2011-12

Annual Progress Report

14

Additional 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.

ICCSO changed the definition of a core program in the 2006-07 school year by adopting the ACT definition. A rigorous core program is identified as four years of English, three years of social studies, three years of math which must include Algebra 1, Algebra 2 and Geometry and three years of science which must include Biology, Chemistry and Physics. Of the 791 graduates in the class of 2012, 53% completed the core program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Graduates</th>
<th>% Completion Core Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>709</td>
<td>45%</td>
</tr>
<tr>
<td>2010</td>
<td>781</td>
<td>46%</td>
</tr>
<tr>
<td>2011</td>
<td>791</td>
<td>48%</td>
</tr>
<tr>
<td>2012</td>
<td>791</td>
<td>53%</td>
</tr>
</tbody>
</table>

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 courses, Advanced Placement courses, Post Secondary Enrollment Option (PSEO) courses, and Career Academies. The table below summarizes student participation in these four options.

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Courses</th>
<th>Number of Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>17</td>
<td>1,617</td>
</tr>
<tr>
<td>Advance Placement</td>
<td>31</td>
<td>1,695</td>
</tr>
<tr>
<td>Post Secondary Enrollment Option</td>
<td>92</td>
<td>115</td>
</tr>
<tr>
<td>Career Academies</td>
<td>31</td>
<td>199</td>
</tr>
</tbody>
</table>

Advanced Placement
City and West High Schools offer 31 Advanced Placement classes in the areas of language arts, social studies, science, mathematics, and world languages to students in grades 10-12. 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 courses.

<table>
<thead>
<tr>
<th>2011-12 Advanced Placement Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students who took AP Exams</td>
</tr>
<tr>
<td>Number of Exams taken</td>
</tr>
<tr>
<td>Number of Exams receiving 3 or higher</td>
</tr>
<tr>
<td>Percentage of Exams receiving 3 or higher</td>
</tr>
</tbody>
</table>
District Statistics & Demographics

Enrollment
The official weighted enrollment for the 2011-12 school year was 12,454.4 students. District enrollment increased by 443.62 students from the previous year.

<table>
<thead>
<tr>
<th>2011-12 Weighted Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Category</td>
</tr>
<tr>
<td>------------------------------</td>
</tr>
<tr>
<td>Senior High</td>
</tr>
<tr>
<td>Junior High</td>
</tr>
<tr>
<td>Elementary</td>
</tr>
<tr>
<td>Area School</td>
</tr>
<tr>
<td>Dual Enrolled</td>
</tr>
<tr>
<td>Tuition Out: Special Education</td>
</tr>
<tr>
<td>Tuition Out: Open Enrollment</td>
</tr>
<tr>
<td>Home School/HSAP/Shared</td>
</tr>
</tbody>
</table>

Free and Reduced
The free and reduced student count has increased by 8.4% over the past eight years.

<table>
<thead>
<tr>
<th>2004-11 Free and Reduced Lunch Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>2011-12</td>
</tr>
<tr>
<td>2010-11</td>
</tr>
<tr>
<td>2009-10</td>
</tr>
<tr>
<td>2008-09</td>
</tr>
<tr>
<td>2007-08</td>
</tr>
<tr>
<td>2006-07</td>
</tr>
<tr>
<td>2005-06</td>
</tr>
<tr>
<td>2004-05</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2004-11 Race/Ethnicity Enrollment Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>2011-12</td>
</tr>
<tr>
<td>2010-11</td>
</tr>
<tr>
<td>2009-10</td>
</tr>
<tr>
<td>2008-09</td>
</tr>
<tr>
<td>2007-08</td>
</tr>
<tr>
<td>2006-07</td>
</tr>
<tr>
<td>2005-06</td>
</tr>
<tr>
<td>2004-05</td>
</tr>
</tbody>
</table>
Student At-Risk 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 5,042 students in grades 7-12 in 2010-11, 99 students dropped out during the school year. The percentage of dropouts has decreased from 2.5% to 1.9% as compared to 2009-10.

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

<table>
<thead>
<tr>
<th>2010-11 Dropout Comparison Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ethnicity</strong></th>
<th># of 7-12 Students</th>
<th>% of 7-12 Students</th>
<th># of dropouts per 5 subgroups</th>
<th>% of dropouts per subgroup</th>
<th>% of dropouts per total subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>3,472</td>
<td>69%</td>
<td>54</td>
<td>55%</td>
<td>1.6%</td>
</tr>
<tr>
<td>African American</td>
<td>829</td>
<td>16%</td>
<td>29</td>
<td>29%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>380</td>
<td>8%</td>
<td>12</td>
<td>12%</td>
<td>3.2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>15</td>
<td>&lt;1%</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>344</td>
<td>7%</td>
<td>4</td>
<td>4%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Multi ethnic</td>
<td>2</td>
<td>&lt;1%</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>5,042</td>
<td>100%</td>
<td>99</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>IEPs</strong></th>
<th># of 7-12 Students</th>
<th>% of 7-12 Students</th>
<th># of dropouts per 2 subgroups</th>
<th>% of dropouts per subgroup</th>
<th>% of dropouts per total subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>With IEPs</td>
<td>744</td>
<td>15%</td>
<td>31</td>
<td>31%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Without IEPs</td>
<td>4,298</td>
<td>85%</td>
<td>68</td>
<td>69%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Total</td>
<td>5,042</td>
<td>100%</td>
<td>99</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ELL</strong></th>
<th># of 7-12 Students</th>
<th>% of 7-12 Students</th>
<th># of dropouts per 2 subgroups</th>
<th>% of dropouts per subgroup</th>
<th>% of dropouts per total subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL</td>
<td>118</td>
<td>2%</td>
<td>12</td>
<td>12%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Non ELL</td>
<td>4,924</td>
<td>98%</td>
<td>87</td>
<td>88%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Total</td>
<td>5,042</td>
<td>100%</td>
<td>99</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
Student At-Risk 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 school suspensions at the elementary, junior high, and high school levels for the 2011-12 year.

<table>
<thead>
<tr>
<th>2011-12 Number of Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offense</td>
</tr>
<tr>
<td>Alcohol Related</td>
</tr>
<tr>
<td>Drug Related</td>
</tr>
<tr>
<td>Harassment/Bullying</td>
</tr>
<tr>
<td>Disrespect</td>
</tr>
<tr>
<td>Fighting</td>
</tr>
<tr>
<td>Sexual Assault</td>
</tr>
<tr>
<td>Weapons</td>
</tr>
</tbody>
</table>

Removal From the School Bus
There were a total of 63 students removed from school transportation during the 2011-12 school year. The removals included forty-one elementary students, seven junior high students and fifteen high school students.

Theft
There were 186 reported thefts totaling $6,928. Items involved handheld electronic equipment such as cell phones, iPods, MP3 players, cameras, graphing calculators, computers, etc. Other categories included clothing and money/wallets.

Police Referrals
Police referrals decreased from 127 in 2005-06 to 78 in 2011-12. Physical aggression offenses were referred more frequently to law enforcement compared to other illegal offenses. Seven elementary students, seven junior high students and 64 high school students were referred. The decrease was attributed to the development of police referral guidelines and periodic meetings with law enforcement and the juvenile court system to monitor referrals.

Expulsions
The number of expulsions per year remains low and has not changed over time. In 2011-12 there were no cases of student expulsion.

<table>
<thead>
<tr>
<th>1996-2011 Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>1996-97</td>
</tr>
<tr>
<td>1997-98</td>
</tr>
<tr>
<td>1998-99</td>
</tr>
<tr>
<td>1999-00</td>
</tr>
<tr>
<td>2000-01</td>
</tr>
<tr>
<td>2001-02</td>
</tr>
<tr>
<td>2002-03</td>
</tr>
<tr>
<td>2003-04</td>
</tr>
</tbody>
</table>
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, the 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 2008 and 2010, students in the 6th, 8th, and 11th 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 fall of 2007, 2009 and 2011, students in the 6th, 8th, and 11th 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 2007-2011 Iowa Youth Surveys are included in the following tables.

Student Connectedness

**My teachers care about me.**

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>87%</td>
<td>88%</td>
<td>89%</td>
<td>89%</td>
<td>93%</td>
</tr>
<tr>
<td>Disagree/Strongly disagree</td>
<td>13%</td>
<td>12%</td>
<td>11%</td>
<td>11%</td>
<td>7%</td>
</tr>
</tbody>
</table>

**My teachers are available to talk with students one-on-one.**

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>87%</td>
<td>88%</td>
<td>91%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>Disagree/Strongly disagree</td>
<td>13%</td>
<td>12%</td>
<td>9%</td>
<td>9%</td>
<td>7%</td>
</tr>
</tbody>
</table>

**My teachers notice when I am doing a good job and let me know about it.**

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>80%</td>
<td>81%</td>
<td>83%</td>
<td>82%</td>
<td>86%</td>
</tr>
<tr>
<td>Disagree/Strongly disagree</td>
<td>20%</td>
<td>19%</td>
<td>17%</td>
<td>18%</td>
<td>14%</td>
</tr>
</tbody>
</table>

**I feel safe at school.**

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>90%</td>
<td>85%</td>
<td>94%</td>
<td>91%</td>
<td>96%</td>
</tr>
<tr>
<td>Disagree/Strongly disagree</td>
<td>10%</td>
<td>15%</td>
<td>6%</td>
<td>9%</td>
<td>4%</td>
</tr>
</tbody>
</table>

**My school lets a parent/guardian know if I’m doing a good job.**

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>70%</td>
<td>72%</td>
<td>69%</td>
<td>73%</td>
<td>73%</td>
</tr>
<tr>
<td>Disagree/Strongly disagree</td>
<td>30%</td>
<td>28%</td>
<td>31%</td>
<td>27%</td>
<td>27%</td>
</tr>
</tbody>
</table>

**Students in my school treat each other with respect.**

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>57%</td>
<td>61%</td>
<td>65%</td>
<td>66%</td>
<td>76%</td>
</tr>
<tr>
<td>Disagree/Strongly disagree</td>
<td>43%</td>
<td>39%</td>
<td>35%</td>
<td>34%</td>
<td>24%</td>
</tr>
</tbody>
</table>
Iowa Youth Survey Data (continued)

Bullying

About how often in the last three weeks have any of your classroom teachers had to stop teaching in order to deal with a major student disruption or behavior problem?

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 or more times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the past 12 months, how often have you been involved in a physical fight on school property? In the 2010 survey, this question was presented as: "In the past 12 months, how often have you beaten up on or fought someone because they made you angry?"

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 or more times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the last 30 days, how many times have you been called names, made fun of, or teased in a hurtful way?

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 or more times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the last 30 days, how many times have you been left out of things on purpose, excluded from a group of friends, or completely ignored?

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 or more times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the last 30 days, how many times have you been hit, kicked, pushed, shoved around, or locked indoors?

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 or more times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students completing the survey

### 2007-11 # of Students Completing the Iowa Youth Survey

<table>
<thead>
<tr>
<th>Grade/Subgroup</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>770</td>
<td>790</td>
<td>794</td>
<td>845</td>
<td>831</td>
</tr>
<tr>
<td>8th</td>
<td>729</td>
<td>756</td>
<td>765</td>
<td>737</td>
<td>763</td>
</tr>
<tr>
<td>11th</td>
<td>587</td>
<td>661</td>
<td>688</td>
<td>685</td>
<td>703</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>51%</td>
<td>52%</td>
<td>51%</td>
<td>50%</td>
<td>52%</td>
</tr>
<tr>
<td>Female</td>
<td>49%</td>
<td>48%</td>
<td>49%</td>
<td>50%</td>
<td>48%</td>
</tr>
<tr>
<td>White</td>
<td>72%</td>
<td>66%</td>
<td>70%</td>
<td>69%</td>
<td>68%</td>
</tr>
<tr>
<td>African American</td>
<td>14%</td>
<td>13%</td>
<td>14%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>Native American</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>7%</td>
<td>5%</td>
<td>8%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Special Services

Special Education
In accordance with the Individuals with Disabilities Act and Iowa eligibility standards, the Iowa City School District serves eligible individuals as directed by the student’s Individualized Educational Plan. There was a difference of .3% in the number of eligible individuals in the 2011-12 school year as compared to the 2010-11 school year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Percent of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>1,419</td>
<td>11.8%</td>
</tr>
<tr>
<td>2010-11</td>
<td>1,451</td>
<td>12.1%</td>
</tr>
<tr>
<td>2009-10</td>
<td>1,509</td>
<td>12.7%</td>
</tr>
<tr>
<td>2008-09</td>
<td>1,557</td>
<td>13.3%</td>
</tr>
<tr>
<td>2007-08</td>
<td>1,608</td>
<td>13.7%</td>
</tr>
<tr>
<td>2006-07</td>
<td>1,549</td>
<td>13.7%</td>
</tr>
<tr>
<td>2005-06</td>
<td>1,552</td>
<td>14.0%</td>
</tr>
<tr>
<td>2004-05</td>
<td>1,509</td>
<td>13.8%</td>
</tr>
<tr>
<td>2003-04</td>
<td>1,485</td>
<td>13.6%</td>
</tr>
</tbody>
</table>

English Language Learners
At least 40 different languages are spoken by English Language Learner (ELL) students with Spanish and Swahili being the most predominant. The district has had an influx of African refugee students which has resulted in an increase in ELL enrollment and Swahili resources. The increase in the number of ELL students beginning in 2006-07 was primarily because of changes in state and federal laws that allowed districts to count ELL students for up to four years instead of three years. In addition, students exited from the program were also counted for one additional year so their progress can be monitored.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of ELL Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>483</td>
</tr>
<tr>
<td>2010-11</td>
<td>445</td>
</tr>
<tr>
<td>2009-10</td>
<td>452</td>
</tr>
<tr>
<td>2008-09</td>
<td>469</td>
</tr>
<tr>
<td>2007-08</td>
<td>422</td>
</tr>
<tr>
<td>2006-07</td>
<td>345</td>
</tr>
<tr>
<td>2005-06</td>
<td>175</td>
</tr>
<tr>
<td>2004-05</td>
<td>187</td>
</tr>
</tbody>
</table>

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 2011-12 school year, 635 students were enrolled in gifted education services. Programming includes cross-curricular units of study, enrichment in math and language arts, and independent studies.

21st Century Community Learning Centers
The Iowa City Community School District provides 21st Century Community Learning Center programs (CCLC) at Kirkwood, Roosevelt, Hills, and Wood Elementary Schools. In an extension of the school day, these 21st CCLC programs provide academic and enrichment opportunities during non-school hours for children. The program helps students meet state and local standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can compliment their regular academic programs; and offers parent involvement opportunities and other educational services to the families of participating children. The district and its partners worked hard to serve 226 students. Teacher surveys of regular participants in the elementary programs showed that 92% of students improved their academic learning. DRA assessment data showed that 79% of students in the program made improvements in reading as compared to 52% of students with similar needs who did not participate in the program.
Special Services (continued)

Preschool Education
The Iowa City Community School District serves preschool aged students, 3-5 years, 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 SWVVP. The number of children the district can serve with statewide funding has grown from 44 students to 203 students. A summary of preschool enrollment is summarized in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Funded by SWVPP</th>
<th>Students Other funding</th>
<th>Students Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>203</td>
<td>67</td>
<td>270</td>
</tr>
<tr>
<td>2010-11</td>
<td>162</td>
<td>54</td>
<td>216</td>
</tr>
<tr>
<td>2009-10</td>
<td>124</td>
<td>59</td>
<td>183</td>
</tr>
<tr>
<td>2008-09</td>
<td>96</td>
<td>71</td>
<td>167</td>
</tr>
<tr>
<td>2007-08</td>
<td>44</td>
<td>81</td>
<td>125</td>
</tr>
<tr>
<td>2006-07</td>
<td>--</td>
<td>82</td>
<td>82</td>
</tr>
<tr>
<td>2005-06</td>
<td>--</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>2004-05</td>
<td>--</td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td>2003-04</td>
<td>--</td>
<td>55</td>
<td>55</td>
</tr>
</tbody>
</table>

Early Childhood Family Support Program
The Iowa City Community School District serves families with children 0-5 years old through its Early Childhood Family Support Program. The goals of the program are to partner with parents to teach them how to provide child development activities and learning for their children, and to assist parents in accessing community resources. The program provides individual home visits with parents and their young children, using the Parents As Teachers curriculum, as a part of their visits.

Funding for the Early Childhood Family Support Program has been provided by both Johnson County Empowerment and the district’s Safe Schools/Healthy Students grant, beginning in 2008-09. With the addition of funding from Safe Schools/Healthy Students grant, the program has expanded the capacity to serve families and children. These increased numbers are reflected below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Families Served</th>
<th>Number of Children Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>116</td>
<td>185</td>
</tr>
<tr>
<td>2010-11</td>
<td>116</td>
<td>179</td>
</tr>
<tr>
<td>2009-10</td>
<td>119</td>
<td>192</td>
</tr>
<tr>
<td>2008-09</td>
<td>54</td>
<td>86</td>
</tr>
</tbody>
</table>
Special Services (continued)

Youth and Family Development

ICCSD recognizes that some students have significant barriers to learning, or risk factors, which require intensive support. The Youth and Family Development Department partners closely with families and the community so that all students can overcome barriers to learning and reach their full potential. Moderate interventions are for students who have experienced minor barriers and early intervention is needed for them to gain skills and experience success in school. Finally, universal interventions are those preventative programs that are done for all students in the district. The district provides a variety of student support services to assist students in achieving academic success. Many of these programs have a long history in the district, funded by Drop Out Prevention and other sources. Some of the programs are provided by outside agencies through an inter-agency agreement. Other programs have been implemented with funding from the Safe Schools/Healthy Students grant. With implementation of the Safe Schools/Healthy Students grant, the district has developed a similar, unified system for supporting the social, emotional, and behavioral needs of all students PreK-12. For the 2011-12 school year, the Youth and Family Development Department offered over twenty programs with a total of 4,671 students served.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th># of Elementary Students Served</th>
<th># of Secondary Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>140</td>
<td>37</td>
</tr>
<tr>
<td>African American/Black</td>
<td>770</td>
<td>628</td>
</tr>
<tr>
<td>Hispanic</td>
<td>385</td>
<td>248</td>
</tr>
<tr>
<td>American Indian</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>1,556</td>
<td>875</td>
</tr>
<tr>
<td>Total</td>
<td>2,870</td>
<td>1,801</td>
</tr>
</tbody>
</table>

Off-site Programs

Several off-site options are offered for secondary students who have not been successful in the comprehensive 7-12 schools. Kirkwood Community College and Tate Alternative High School offer alternate ways for students to earn a diploma. The STEP, Connections, and T3 programs have the goal of helping students transition back to their home school.

<table>
<thead>
<tr>
<th>Program Name</th>
<th># Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kirkwood High School Completion (for students who have dropped out or need a reduced schedule)</td>
<td>5</td>
</tr>
<tr>
<td>Tate Alternative High School</td>
<td>162</td>
</tr>
<tr>
<td>STEP (for highly disruptive students)</td>
<td>23</td>
</tr>
<tr>
<td>Connections (for students with significant mental health concerns)</td>
<td>11</td>
</tr>
<tr>
<td>T3 (a short-term alternative to suspension for students who have had a significant behavioral incident)</td>
<td>45</td>
</tr>
</tbody>
</table>

On-site Programs

On-site programs are learning supports in place at each individual school to serve struggling students directly, with the goal for these students to remain in their home school. These supports provide both social-emotional and academic assistance.

<table>
<thead>
<tr>
<th>Social-Emotional Programs</th>
<th># Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Case Management (assist students &amp; families to access mental health &amp; other resources)</td>
<td>1,242</td>
</tr>
<tr>
<td>On-site Mental Health Services (individual counseling)</td>
<td>483</td>
</tr>
<tr>
<td>Dean of Students (attendance and behavioral supports)</td>
<td>134</td>
</tr>
<tr>
<td>Juvenile Court Liaison (attendance and behavioral support and monitor students in the court system)</td>
<td>418</td>
</tr>
<tr>
<td>Behavior Interventionists (assist with behavior modification)</td>
<td>71</td>
</tr>
<tr>
<td>Guidance (individual and small group instruction for identified students)</td>
<td>877</td>
</tr>
<tr>
<td>MECCA (on-site substance abuse counseling for students at City and West)</td>
<td>272</td>
</tr>
</tbody>
</table>
Special Services (continued)

2011-12 # of Students Served by Intensive On-site Academic Support Programs

<table>
<thead>
<tr>
<th>Academic Support</th>
<th># Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Centers &amp; Secondary Reading Support (individual and/or small group academic support &amp; instruction)</td>
<td>438</td>
</tr>
<tr>
<td>Intensive Reading and Math Support at the Elementary Schools (individual and/or small group academic support and instruction)</td>
<td>563</td>
</tr>
<tr>
<td>21st Century Community Learning Center Program (extended school day program, enrichment and parent engagement activities for students at Wood, Kirkwood, Hills, and Roosevelt)</td>
<td>226</td>
</tr>
<tr>
<td>Afterschool tutoring and enrichment at 2 schools</td>
<td>40</td>
</tr>
<tr>
<td>Academic Mentoring Program (students matched with a mentor and receive case management services)</td>
<td>124</td>
</tr>
<tr>
<td>Culturally Specific Programming (specific support programs for minority students, implemented through the district Equity department)</td>
<td>93</td>
</tr>
</tbody>
</table>

2011-12 # of Students Served by Intensive On-site Family Support Programs

<table>
<thead>
<tr>
<th>Family Support and Basic Needs</th>
<th># Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeless Transportation (bussing to/from home school)</td>
<td>89</td>
</tr>
<tr>
<td>Joan Buxton’s School Children’s Aid Fund (support for medications, clothing, eye glasses, &amp; eye exams)</td>
<td>544</td>
</tr>
</tbody>
</table>

2011-12 # of Students Served by Intensive On-site Transition Programs

<table>
<thead>
<tr>
<th>Support with Transitions</th>
<th># Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>City High Welcome Center (assist students transition to a new community and school)</td>
<td>81</td>
</tr>
<tr>
<td>West High Career Center (assist students in career exploration)</td>
<td>78</td>
</tr>
</tbody>
</table>

These programs have shown to improve climate, reduce disruptive behavior, prevent substance use, build positive social skills, deal with mental health issues, and improve attendance. Outcome data is being collected for all programs. Through the SS/HS, significant time and resources are being invested in measuring program effectiveness.

Family Resource Centers
The district supports Family Resource Centers in 11 elementary buildings to help families overcome many barriers to learning, related to health care, language, domestic violence, transportation, unemployment, and mental health issues.

Universal Programs
Universal programs are those programs provided to all students, with the goal of giving students the tools needed to help them make positive choices in their academic and personal lives. District-wide programs include:

- **Positive Behavioral Interventions and Supports (PBIS)**—school-wide intervention to encourage a positive school climate and improve student academic and behavioral outcomes. Staff and students work together to teach and encourage prosocial skills and behaviors, using evidence-based practices and outcome data for problem-solving.

- **Steps to Respect**—school-wide curriculum that is intended to identify and prevent bullying behaviors so that appropriate interventions can be implemented. Both building staff and students receive the Steps to Respect curriculum.

- **LifeSkills**—research-based substance abuse prevention program taught to 5-8th graders through the Health Education curriculum. The goal is to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors.

- **Teen Screen**—mental health screening questionnaire offered to all students in the required high school Health Education class. The questionnaire is research-based. The program provides on-site mental health assessment to students identified by the questionnaire as having any concerns related to anxiety, alcohol/drug use, depression or suicidal ideation.
Summer School

Extended Year Special Education
The Iowa City Community School District 2012 summer school program included extended year special education programming for eligible special education students. Enrollment and attendance is summarized in the table below.

<table>
<thead>
<tr>
<th>Location</th>
<th>Student Enrollment</th>
<th>Student Days</th>
<th>Student Absences</th>
<th>Total Days Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wood, Hoover, Kirkwood, Lucas, City High</td>
<td>62</td>
<td>768</td>
<td>61</td>
<td>707</td>
</tr>
</tbody>
</table>

Credit Recovery
In addition, junior high and high school students had the opportunity to attend summer school for the purpose of credit recovery. A summary of the program is provided in the following table.

<table>
<thead>
<tr>
<th>Location</th>
<th>Student Enrollment</th>
<th>Registered Classes</th>
<th>Classes Completed</th>
<th>Dropped/Did not receive credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Lab</td>
<td>89</td>
<td>156</td>
<td>156</td>
<td>2 students</td>
</tr>
<tr>
<td>NWJH Lab</td>
<td>105</td>
<td>201</td>
<td>201</td>
<td>4 students</td>
</tr>
</tbody>
</table>

Elementary
21st Century Community Learning Centers (CCLC) Summer Program 2012
The 21st CCLC summer learning programs in the ICCSD operated at 4 sites and provided extended learning opportunities for students who were not proficient in reading and/or math. Students from Kirkwood, Mann, Weber, 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. Because of a generous donation by ACT and Pearson, the district was able to serve a total of 175 students. The primary goal for the 5-week program was to help participating students decrease the loss of reading skills that often occurs during the summer months. Ninety-seven percent of students participating in the summer program improved or maintained their DIBELS score level in reading. Fifty-three percent of students improved or maintained their math scores in the math assessment.
## 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:

### 2010-18 Curriculum Review Cycle

|------|---------|---------|---------|---------|---------|---------|---------|---------|

Key recommendations from the Curriculum Review Committees include the following:

**Social Studies**
- Identify and implement supports for students with low achievement
- Affirm that the district K-12 social studies curriculum aligns with the Iowa Core Curriculum and include Latin American Studies to the content
- Explore options for increasing rigorous senior high courses as well as number of course offerings
- Offer professional development in the areas of writing, assessment and critical thinking
- Ensure meaningful writing tasks are incorporated in social studies instruction
- Establish professional development plan for K-12 teachers
- Adopt instructional materials with a single publication to the greatest degree possible to provide articulation in core courses
- Increase use of technology as well as local human resources during instruction

**Fine Arts**
- Acquire updated instructional resources
- Develop a comprehensive assessment system
- Develop long-range professional development plans
- Routinely update equipment and secure needed equipment and supplies as needed
- Address time constraints relative to instructional time, record keeping and community outreach
- Address space needs for teaching and storage of equipment
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 and the two in-service days.

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:

Reading
- Five Foundation Skills of Reading
- Common Core Standards
- Vocabulary acquisition

Safe and Connected Schools
- Positive Behavioral Interventions and Supports (PBIS)
- Cultural Competency
- Socio-emotional and mental health skills

Math
- Computation skills, algorithms and automaticity of basic facts
- Problem solving

Administration and teacher leadership
- Administration and teacher mentoring
- Professional Learning Communities (PLC’s)
- Comprehensive review of standards, benchmarks and grade level objectives (essential skills)
- Explicit instruction strategies
- Differentiated Instruction
- Response to Intervention (RTI)
- Curriculum Review

A survey completed by teachers regarding elementary professional development provided by the Instructional Coaches indicated the following impact on literacy instruction:

- Of teachers surveyed, 98% stated that professional development had a positive impact on classroom instruction.
- Of teachers surveyed, 84% stated that they could implement new strategies learned in professional development with fidelity.
- Of teachers surveyed, 52% stated that they implemented new strategies daily while 35% stated they implemented new strategies weekly.

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, Title III, Title VI, Perkins, mentoring funds, Teacher Quality funds, Iowa Core Curriculum funds, Safe Schools/Healthy Students funds, School in Need of Assistance (SINA) funds and other grant funding supported professional development. A total of $1.65 million per year was allocated from multiple funding sources. The largest sources were:

<table>
<thead>
<tr>
<th>2011 Professional Development Funding Sources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Quality Program</td>
<td>$511,365</td>
</tr>
<tr>
<td>Title I SINA</td>
<td>$47,749</td>
</tr>
<tr>
<td>Iowa Core Curriculum</td>
<td>$217,330</td>
</tr>
<tr>
<td>General Fund</td>
<td>$112,840</td>
</tr>
<tr>
<td>Title I</td>
<td>$153,958</td>
</tr>
<tr>
<td>Title II</td>
<td>$51,614</td>
</tr>
</tbody>
</table>
Human Resources

Staff Profile

<table>
<thead>
<tr>
<th>Administrator Staff Profile</th>
<th>Teacher and Professional Staff Profile</th>
<th>Support Staff Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Services Center</td>
<td>Elementary Classroom Teachers</td>
<td>Educational Associates</td>
</tr>
<tr>
<td>Principals/Assistant Principals &amp; Athletic Directors</td>
<td>Secondary Classroom Teachers</td>
<td>374</td>
</tr>
<tr>
<td></td>
<td>Other Classroom Teachers</td>
<td>379</td>
</tr>
<tr>
<td></td>
<td>Guidance Counselors</td>
<td>Food Service</td>
</tr>
<tr>
<td></td>
<td>Teacher Librarians</td>
<td>249</td>
</tr>
<tr>
<td></td>
<td>Other Professional Staff</td>
<td>Physical Plant</td>
</tr>
<tr>
<td></td>
<td>Consultants/Supervisory</td>
<td>162</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>38</td>
</tr>
</tbody>
</table>

Affirmation Action 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 2011-12 school year, minority students made up over 32% of the total student population in the Iowa City Community School District.

With the district’s reputation for educational excellence and its location, when teaching and support staff positions do become available, the pool of applicants is plentiful. Two areas where the candidate pool is low are the number of minority and male elementary teaching applicants.

The district’s Equal Employment Opportunity and Affirmative Action Plan reports the current status of the efforts to diversifying the workforce and the strategies to be implemented to do so. The district prides itself in hiring the most qualified applicants for open positions, but if all things are equal, the hiring process encourages principals/supervisors to select the candidate that will move the district forward towards the goal of diversifying staff. This commitment is also embedded in the district’s mission statement and in Board policy.

The district employs approximately 1,700 staff members. As of October 1, 2011, the percentage of applicants and district staff are as follows:

- Total minority staff members – 6%
- Subgroups: Support staff – 10%, administrators – 4.35%, and teaching staff - 4.12%
- Male elementary teachers – 14.97%
- Female administrators – 68.09%
- Minority applicants – 10%

Building principals seek candidates that have had life/work experiences working with diverse populations of students. Even if the number of the district’s minority students was not increasing, hiring a diverse staff is the right thing to do, because it reflects the world in which the district’s students will live and work.
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, color, religion, national origin, gender, 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.
   a. Gender Complaints
   b. Hostile Environment
   c. Hate Crimes
   d. Sexual Harassment
   e. Bullying/Harassment
   f. Religious Concerns
   g. Disability Discrimination
   h. Sexual Orientation

2. Provide professional development.
   a. Sexual Harassment
   b. Bullying/Harassment
   c. Conflict Resolution
   d. Compliance Issues
   e. Diversity in the Work Place
   f. Section 504 of the Rehabilitation Act
   g. District Policies

3. Investigate civil right complaints filed outside of the district with the Local and State Civil Right Commission, Office for Civil Rights and Equal Employment Opportunity Commission.

4. Coordinate Section 504 Plans with building administrators to provide accommodations to students with disabilities that substantially interfere with learning.

5. Collaborate with the University of Iowa College of Engineering which provides tutors for students each Tuesday night through the Multi-Ethnic Engineering Student Association (MESA).

6. Facilitate the Equity Advisory Committee that includes community members and district staff who advise the Equity Office and the MC/GF Committee when promoting diversity within the district.

7. Facilitate the MC/GF Committee whose membership includes two staff members 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. Organize the Martin Luther King, Jr. Professional Development Day.


11. Publish the “Multicultural Exchange” Newsletter.
Information Services

The Information Services 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, SMART Boards, multimedia projectors, document cameras, and curricular and non-curricular systems. Every student and employee is impacted by the work of the Information Services Department in some way, every day.

In the spring of 2012, the Chief Operating Officer, in collaboration with District teacher librarians, compiled a comprehensive report of the state of technology in the district. Some of those findings are shared below.

State of technology in the district

- In the 25 buildings:
  - The students per computer ranged from under one to more than seven.
  - The percent of teaching stations with a projector ranged from 50% to over 100%.
  - The percent of teaching stations with a document camera ranged from 5% to over 100%.
  - The percent of teaching stations with a SMART Board ranged from 3% to 90%.
  - Just under half of the schools were on the district’s fiber-optic network.

Projected 2012-13 initiatives

- Continue Technology Council work in the areas of:
  - Strategic Plan for Technology
  - Computer Distribution
  - Standard Instructional Technology
  - Social Media Policy
  - Professional Development – Technology
  - Mobile Devices, Practices, and Policies
  - Online Teaching and Learning
- Integrate building technology needs into the Comprehensive Facility Planning (CFP) process
- Implement “true cost” system for allocating for ALL costs of implementing technology, including:
  - Cost of the item itself
  - Installation
  - Maintenance and Support
  - Professional Development
- Install fiber network at remaining schools
- Implementation of plans based on IT Simplification Assessment and other feedback and initiatives
Food Service

The Food Service Department provides school lunches to all 25 school sites in addition to meals for the Youth Emergency Shelter and five off-site special education classrooms. School breakfast is offered at all but five elementary schools. Listed below are the total numbers of meals served for the last four years. Average daily participation (ADP) for lunch was slightly more than 6,700 meals per day.

### 2008-2012 Total of Students Served Breakfast

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>118,187</td>
<td>121,307</td>
<td>120,788</td>
<td>133,875</td>
</tr>
<tr>
<td>Secondary</td>
<td>54,732</td>
<td>62,718</td>
<td>60,767</td>
<td>62,630</td>
</tr>
<tr>
<td>Total</td>
<td>172,919</td>
<td>184,025</td>
<td>181,555</td>
<td>195,505</td>
</tr>
</tbody>
</table>

### 2008-2012 Total of Students Served Lunch

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>765,704</td>
<td>757,635</td>
<td>750,361</td>
<td>741,762</td>
</tr>
<tr>
<td>Secondary</td>
<td>342,438</td>
<td>372,873</td>
<td>406,334</td>
<td>453,874</td>
</tr>
<tr>
<td>Total</td>
<td>1,108,142</td>
<td>1,130,508</td>
<td>1,156,695</td>
<td>1,195,636</td>
</tr>
</tbody>
</table>

### 2008-2012 Total of A la Carte Sales

<table>
<thead>
<tr>
<th>A la Carte</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$877,060</td>
<td>$895,550</td>
<td>$767,530</td>
<td>$721,043</td>
</tr>
</tbody>
</table>

With a total budget of approximately $4.4 million dollars, food expenditures are just over $2.0 million dollars. Meals are always planned with nutrition as the number one priority. Lunches, which meet one-third of a child’s nutritional needs, include some of the following criteria: four different fruit and vegetable choices per day; dried beans/legumes weekly; daily whole grain choices; skim or 1% milk options; while keeping total calories from fat 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 is another source of foods for school lunches.

Sources of funding include federal and limited state student reimbursement for break fast 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, partnering for many years with Neighborhood Centers of Johnson County, to provide lunches to children at five different community sites. In addition, summer lunch and either breakfast or snack has also been provided to children attending five different district 21st Century Grant programs. Afterschool snack is also offered at Hills, Kirkwood, Roosevelt, and Wood Schools.

The Food Service Department has a very diverse group of employees with seventy-eight production kitchen employees, twenty-five elementary staff, one head warehouse person, six food service drivers, and three office staff.
Health Services

Student Health Concerns
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, be healthy, and ready to learn. The district employs a Director of Health and Student Services and six full-time school nurses (two nurses job-share) who provide nursing coverage to all buildings and off-site programs. The district also employs two 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 clinical rotations in the high schools under the direction of the athletic trainers. The tables below provide trend data regarding student health concerns and student emergency situations the district health services staff address each year.

<table>
<thead>
<tr>
<th>2008-11 Student Health Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Asthma</td>
</tr>
<tr>
<td>ADHD/ADD</td>
</tr>
<tr>
<td>Seizure disorder</td>
</tr>
<tr>
<td>Type I diabetes</td>
</tr>
<tr>
<td>Severe food allergies</td>
</tr>
<tr>
<td>Depression</td>
</tr>
<tr>
<td>Anxiety</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2008-11 Student Accidents, Injuries, and Medications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Accidents/Injuries</td>
</tr>
<tr>
<td>Total student accidents/injuries that required further medical evaluation</td>
</tr>
<tr>
<td>Medications</td>
</tr>
<tr>
<td>Number of students taking prescription medication scheduled daily at school</td>
</tr>
</tbody>
</table>

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. Health paraeducators provide direct care to students with more severe health conditions and physical limitations. Building secretaries and health 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 service 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. Nurses provided mandated training on medication administration, blood borne pathogen procedures and child abuse reporting requirements. As a result of health professional development, all coaches plus additional staff members are trained in CPR. The following chart summaries the number of staff beyond coaches who are CPR certified throughout the district.

<table>
<thead>
<tr>
<th>Staff trained in CPR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
</tr>
<tr>
<td>72</td>
</tr>
</tbody>
</table>
Health Services (continued)

Healthy Kids Community Care

Healthy Kids Community Care is a school-based health clinic that is an extension of traditional health services offered in the Iowa City Community School District. The clinic is open to students in the school district who are without access to affordable health care (such as 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 a Nurse Practitioner, University of Iowa Pediatrician, and Child Psychiatrist. 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 need a completed consent form signed by a parent/guardian. While all services are free of charge, donations are always appreciated.

In 2011-12, the clinic provided a variety of services to 284 children in 547 visits. Of these 284 children, 71% had no health insurance. The primary types of services provided in the clinic included well child exams, pre-participation athletic physicals, immunizations, diagnosis and treatment of illness, x-rays, blood work, health education, prescriptions for medications, referrals for specialty care, including mental health care, assistance accessing health insurance and establishing care with a primary healthcare provider. Dental referrals were made for 131 children. Child Psychiatrist evaluations were provided to 31 children.

ICCSD Wellness Committee

The Iowa City Community School District Wellness Committee 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 Health and Student Services Director serves as the committee chair.

A primary charge to the Wellness Committee was to develop 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 oversees implementation of the Policy, reporting progress to the Iowa City Community School Board at least annually.

The Wellness Committee was also involved in other district and community activities to promote healthy behaviors and lifestyles. The Committee worked with parent groups, student groups, and district staff, providing expertise, feedback, education, and recommendations for activities and projects that are related to the health and well-being of students and staff. The Committee’s primary focus included physical education/activity, health education, and school nutrition services.

Fifteen schools collaborated with Farm to School and Master Gardeners to plant, maintain and harvest school gardens. The Farm to School chapter also hosted educational events such as Farmer Fairs at several schools. Locally grown produce was served in school lunches several times throughout the year and during the summer lunch program.

Garner Elementary piloted a Walking School Bus to encourage more students to walk to school. This program will be continued and expanded in 2012-13.
District Finances

State aid and property tax generate the largest percentage of revenue, representing 75% of total revenue for the last fiscal year. Federal revenue dropped to 7% primarily due to reduction of stimulus funding.

General Fund Revenue Sources (FYE June 30, 2012)

Salaries and benefits make up the largest percentage of the budget. The total percentage of salaries and benefits remained constant at 80% for the last two fiscal years.

General Fund Expenditures by Object (FYE June 30, 2012)
District Finances (continued)

General fund revenue and expenditures were similar until the 2003-04 and 2004-05 school years when the district was impacted by state budget reductions. Beginning in 2008-09, the district reduced expenditures in order to align expenditures with revenues. Revenues exceeded expenditures in 2010-11 and 2011-12 as a result of budget reductions.

The district unspent balance and fund balance increased by $326,667 and $6,406,962, respectively.
District Finances (continued)

The district’s solvency ratio, an indicator of the financial health of the district has increased above the 10% recommendation.

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

2011-12 Urban Education Network Property Tax Rate Comparison
Facilities

The following table reflects the ICCSD bonded indebtedness for the last 15 years. The increase in the bonded indebtedness represents the approval by the voters in 2003-04 of a $39 million bond referendum. This amount will continue to decrease as the bonds are repaid. The principle amount outstanding is $17,990,000.

**General Obligation Bonded Indebtedness**

<table>
<thead>
<tr>
<th>School Year</th>
<th>General Obligation Bond Indebtedness</th>
<th>School Year</th>
<th>General Obligation Bond Indebtedness</th>
<th>School Year</th>
<th>General Obligation Bond Indebtedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>$7,900,000</td>
<td>2002-03</td>
<td>$10,000,000</td>
<td>2007-08</td>
<td>$29,205,000</td>
</tr>
<tr>
<td>1998-99</td>
<td>$6,450,000</td>
<td>2003-04</td>
<td>$38,495,000</td>
<td>2008-09</td>
<td>$26,690,000</td>
</tr>
<tr>
<td>1999-00</td>
<td>$4,950,000</td>
<td>2004-05</td>
<td>$36,445,000</td>
<td>2009-10</td>
<td>$24,160,000</td>
</tr>
<tr>
<td>2000-01</td>
<td>$3,375,000</td>
<td>2005-06</td>
<td>$34,080,000</td>
<td>2010-11</td>
<td>$21,505,000</td>
</tr>
<tr>
<td>2001-02</td>
<td>$1,725,000</td>
<td>2006-07</td>
<td>$31,700,000</td>
<td>2011-12</td>
<td>$17,990,000</td>
</tr>
</tbody>
</table>

The Board of Directors adopts an annual comprehensive facility plan to guide maintenance and improvement projects across the district.

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.

For fiscal year ending June 30, 2012, the district’s revenue for capital projects was $22 million dollars of which $8 million was from property taxes in the Physical Plant and Equipment Levy (PPEL) and $14 million was from local sales taxes. Individual capital projects with budgets of at least $500,000 were approved for the 2011-12 fiscal year, although some will require more than one year to complete.

**2011-12 Approved Capital Projects**

<table>
<thead>
<tr>
<th>Project</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>City High Fine Arts Addition</td>
<td>$6,200,000</td>
</tr>
<tr>
<td>Information Technology Room Upgrades</td>
<td>$500,000</td>
</tr>
<tr>
<td>District Building Envelope Program</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>School Buses</td>
<td>$1,500,000</td>
</tr>
</tbody>
</table>
Partnerships

Parent Involvement
The District Parents Organization (DPO) is an autonomous group that meets for monthly programs 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. Representatives from the DPO serve on a number of committees including the Redistricting Committee, the Calendar Committee, and the Reconsideration Committee. 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. Regina Schools are invited to participate but are not a voting member.

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 the elementary schools of Garner, Kirkwood, Longfellow, Lucas, Roosevelt, Twain, and Van Allen; the three junior high schools; and the 2 comprehensive high schools of City and West.

Booster Club Donations
Over 600 members belong to the Iowa City Sports Booster Club that provides support to high school and junior high school athletic programs. The annual Pancake Day and Sunday morning Kinnick Stadium Clean-up Project are the major fundraisers co-sponsored with the schools. Under the umbrella of the Booster Club are Little Hawks Club and Club West that supports the individual programs at the five secondary schools. Each club has separate projects and furnishes volunteers for many of the activities hosted by each school. Over $190,000 in funds were raised in the 2011-12 school year between the Iowa City Schools Athletic Booster Club, The Little Hawks Club and Club West.

Music Auxiliary Donations
The Iowa City Music Auxiliary is a citywide parent support group for more than 3,000 students who participated in the district’s band, orchestra, and chorus programs. The group is governed by a board of directors, composed of representatives from each performing group. Yearly sponsorship donations and a car wash help the music faculty provide many activities that enhance the students’ music education and musical experiences. The auxiliary has a budget of over $100,000 and provides support to the 4th through 12th grade performance music program. 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 wouldn’t otherwise be available. Money raised through the Foundation does not replace district funding from local, state and federal sources. In fiscal year 2011-12, the Foundation distributed more than $1,128,064 from over 1,400 donors. The Foundation’s Excellence Fund, through its grant program, funds critical needs that reach all grade levels and all schools.

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 2011-12, the Workplace Learning Connection provided 280 job shadows, 28 internships and 17 events.

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.