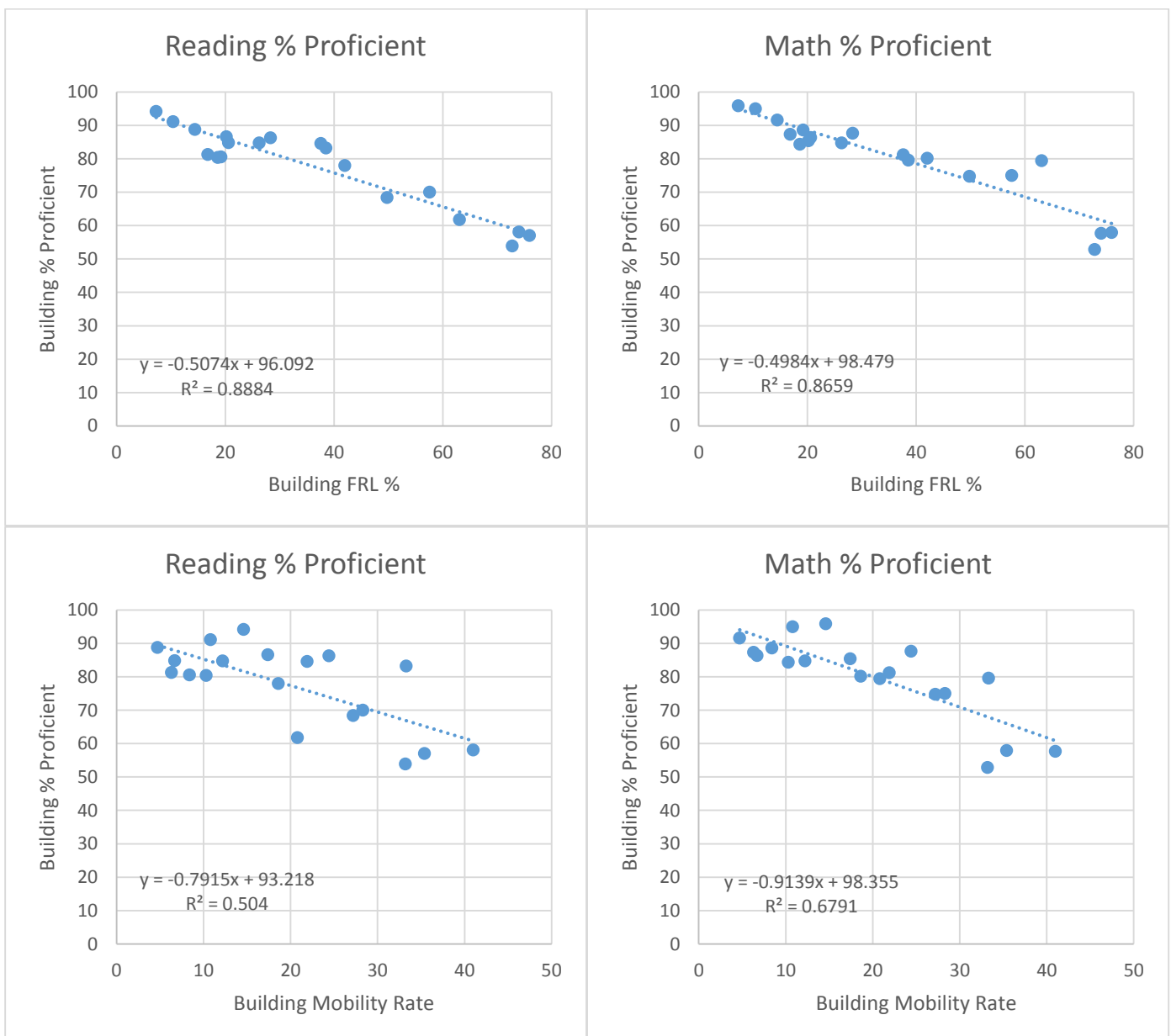


# Analysis of Elementary School Snapshot Data

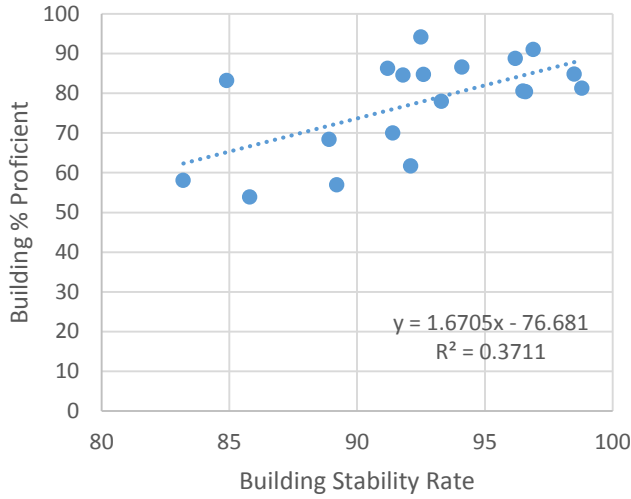
Beginning with 2014-15, the district creates school “snapshots” which present a variety of information about each school. The snapshots are available at [http://www.iowacityschools.org/pages/ICCSD/Community/School\\_Snapshots](http://www.iowacityschools.org/pages/ICCSD/Community/School_Snapshots).

The following are graphical and statistical representations of the relationships between various information available in those snapshots. Where the pattern of the plotted points appear to form a linear relationship, the  $R^2$  value may be meaningful. For instance, in the first graph of building reading proficiency percent versus building free or reduced price lunch (FRL) percent, the  $R^2$  value is 0.8884. This indicates that 88.84% of the variability in building reading proficiency can be explained by the building FRL percentage. The downward slope of the regression line indicates this is a “negative” relationship, meaning the higher the building FRL percentage, the lower the building reading proficiency percentage.

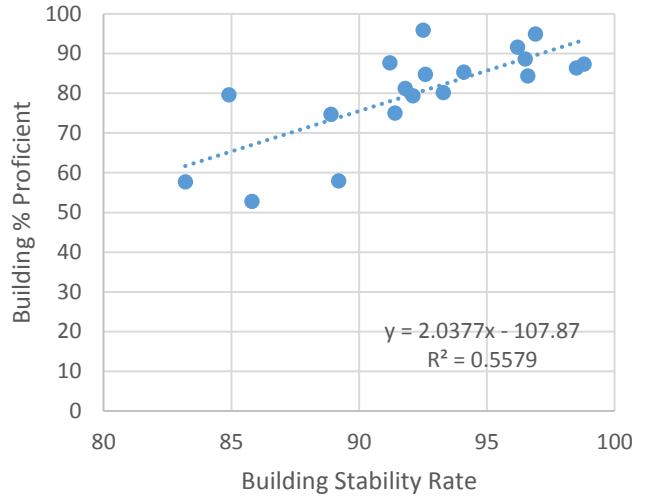
Note that this is only a very brief analysis and others may wish to dive deeper into potential variable bias, residual plot patterns, etc. There could be other factors that a more robust analysis may identify.



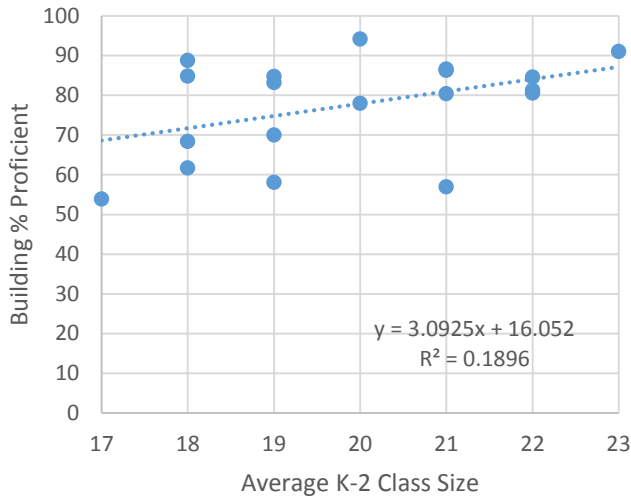
### Reading % Proficient



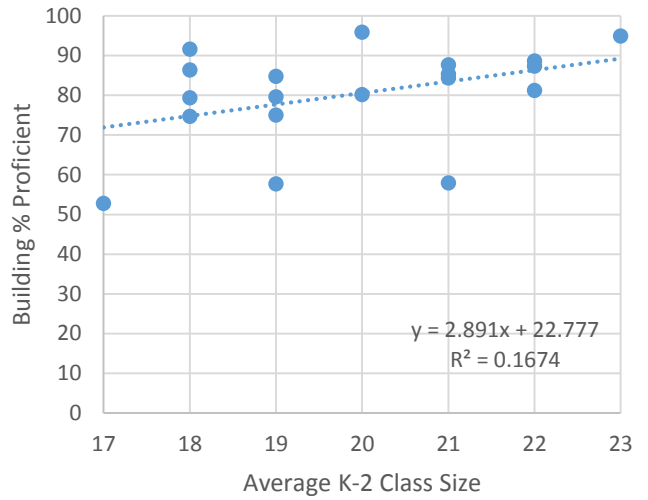
### Math % Proficient



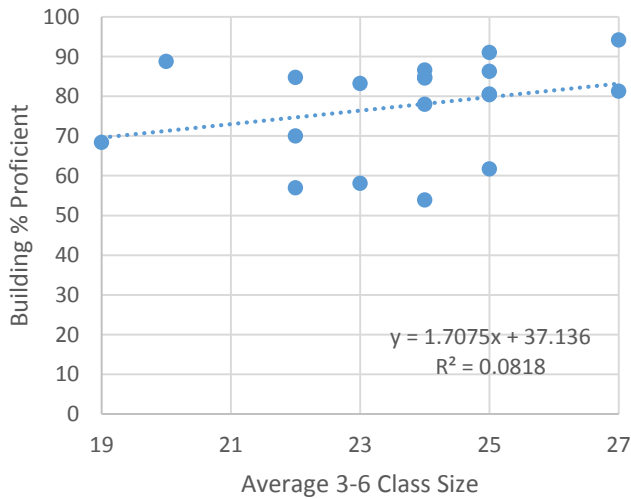
### Reading % Proficient



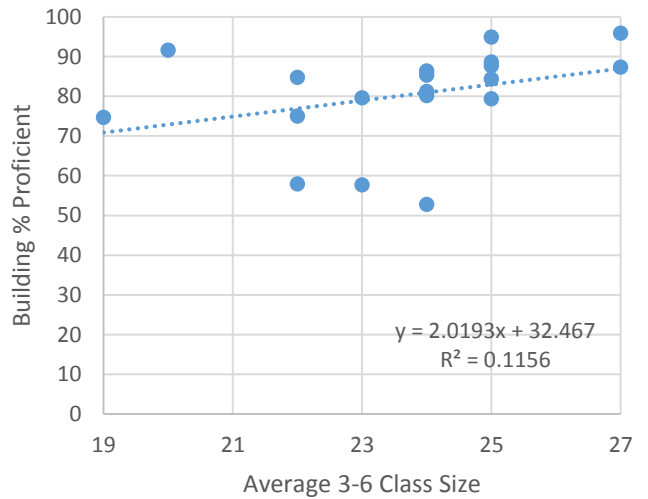
### Math % Proficient



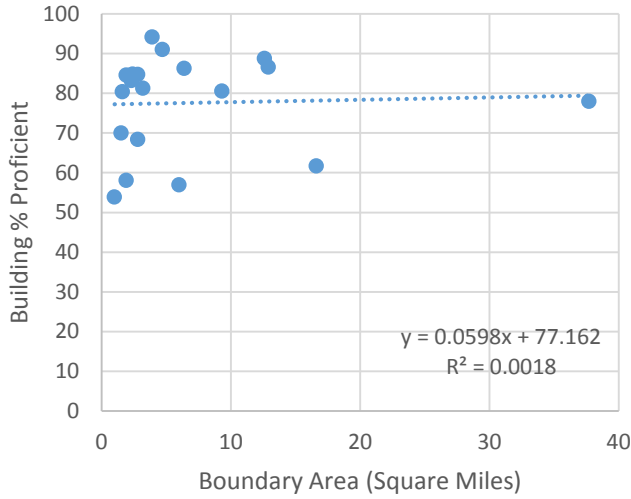
### Reading % Proficient



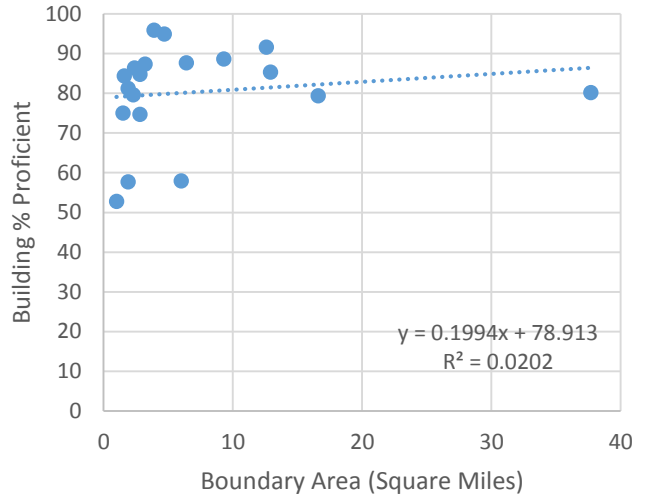
### Math % Proficient



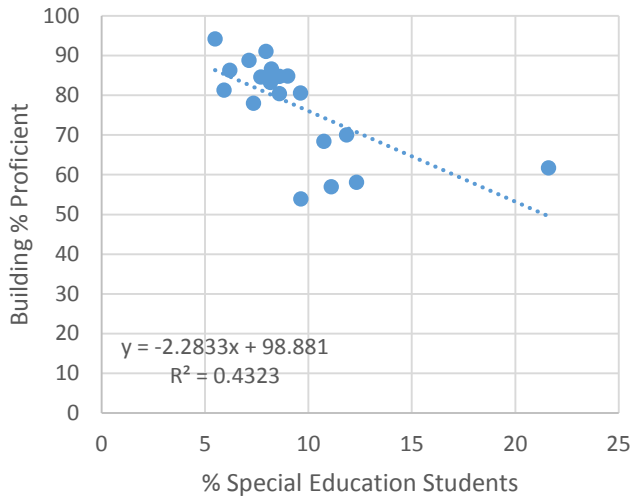
### Reading % Proficient



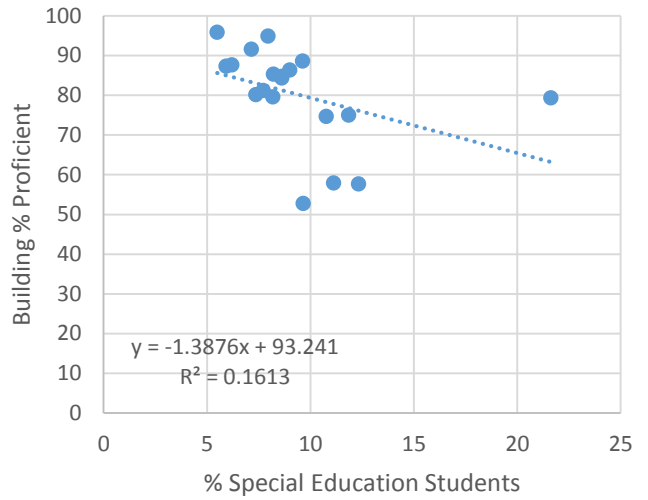
### Math % Proficient



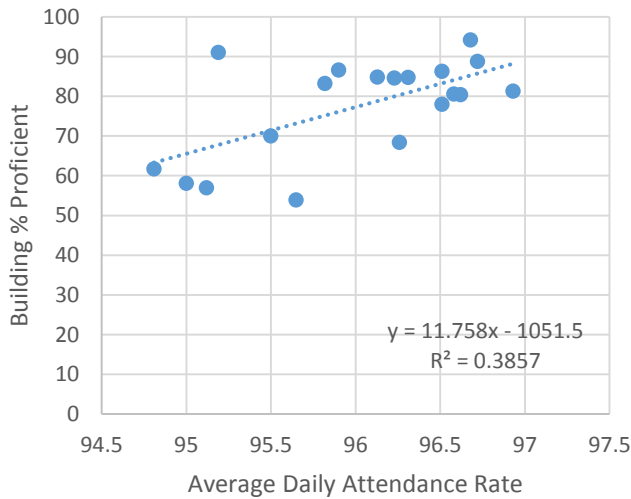
### Reading % Proficient



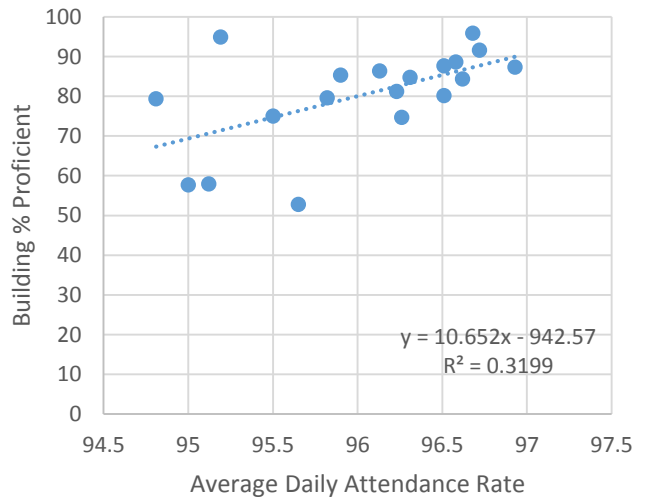
### Math % Proficient



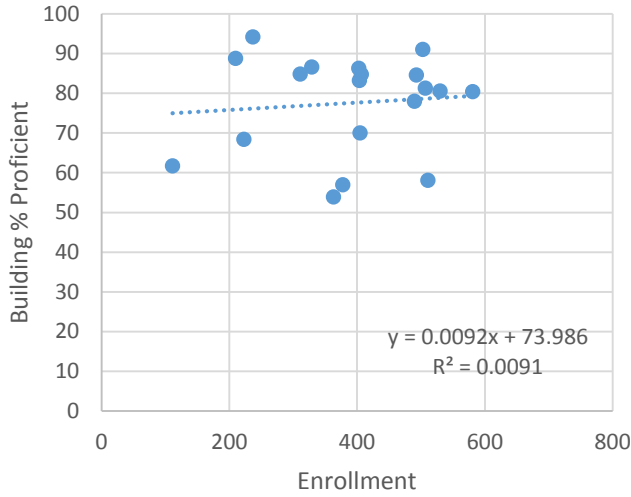
### Reading % Proficient



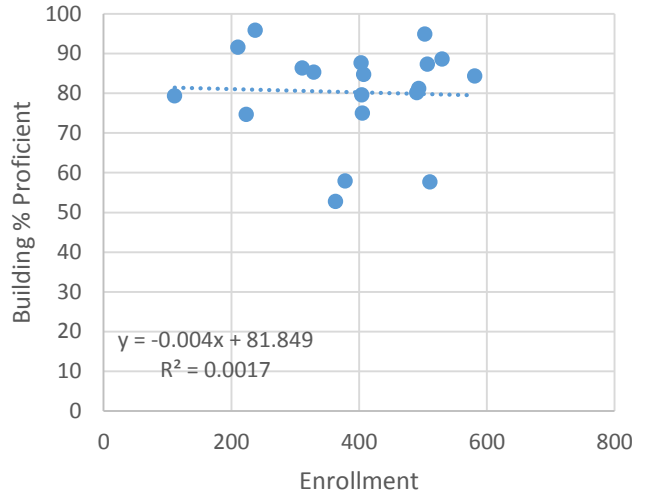
### Math % Proficient



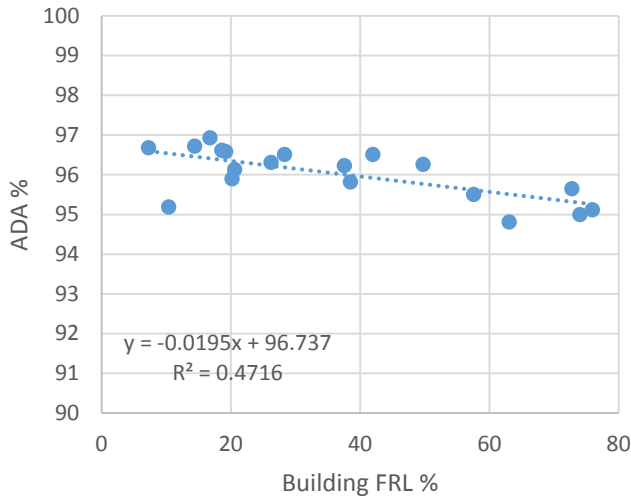
### Reading % Proficient



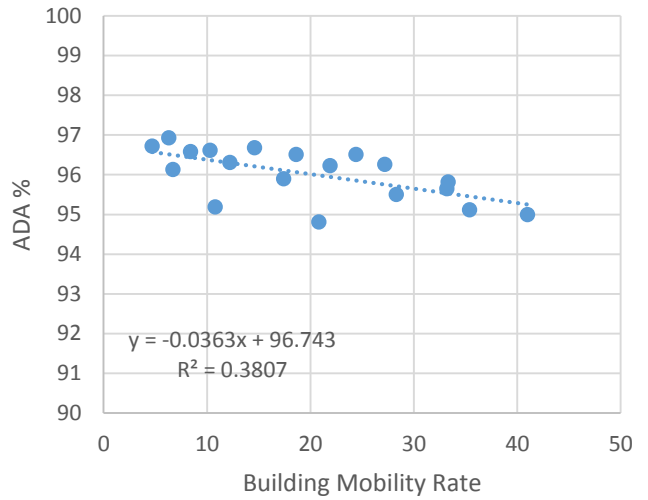
### Math % Proficient



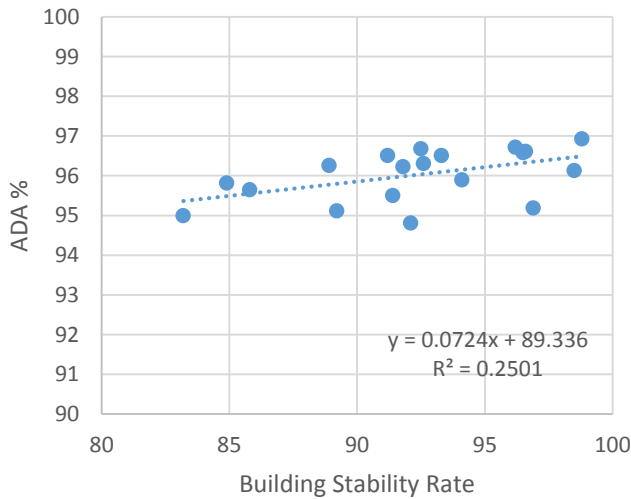
### Average Daily Attendance %



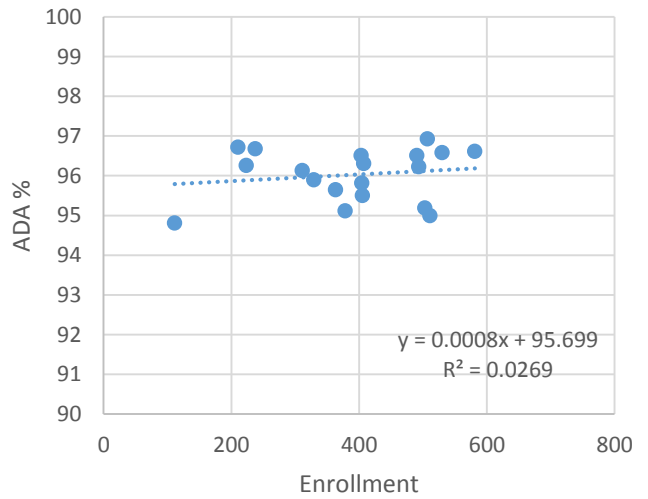
### Average Daily Attendance %



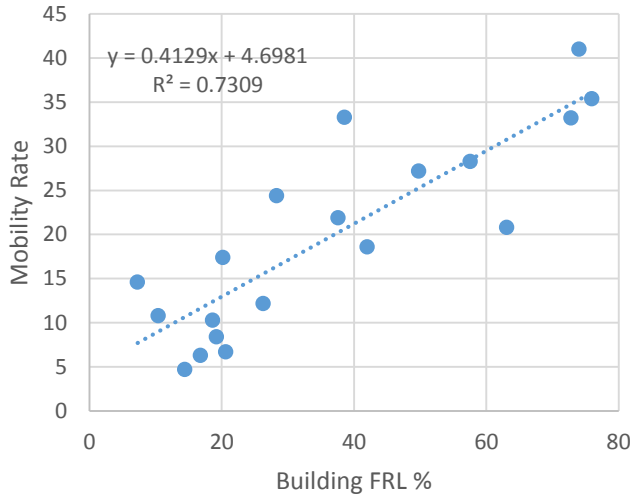
### Average Daily Attendance %



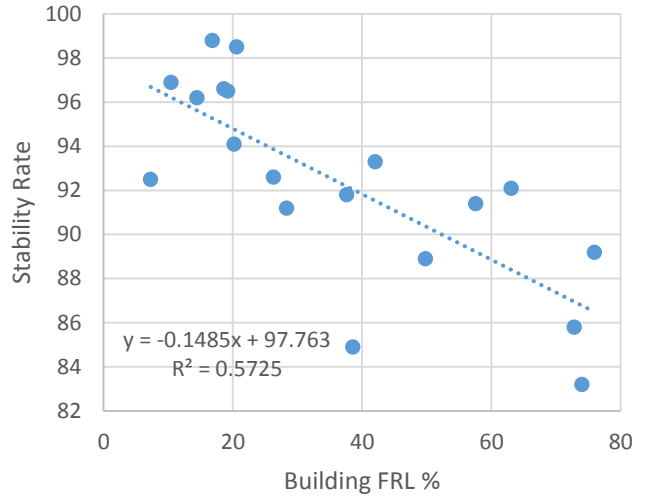
### Average Daily Attendance %



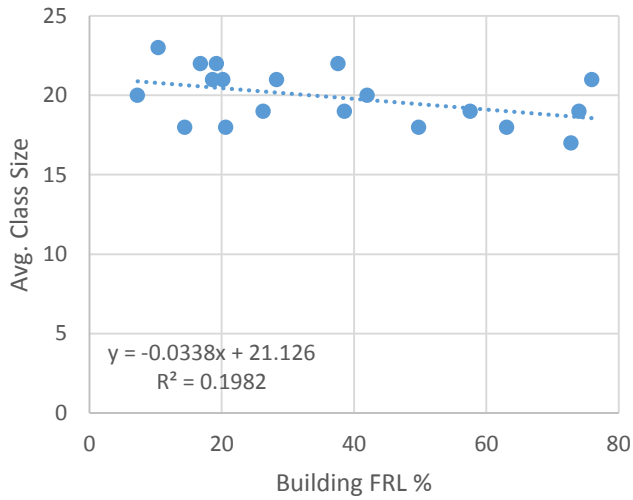
### Mobility %



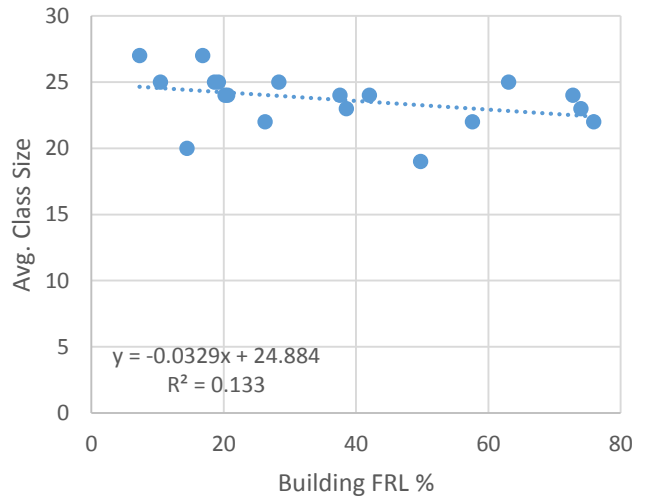
### Stability %



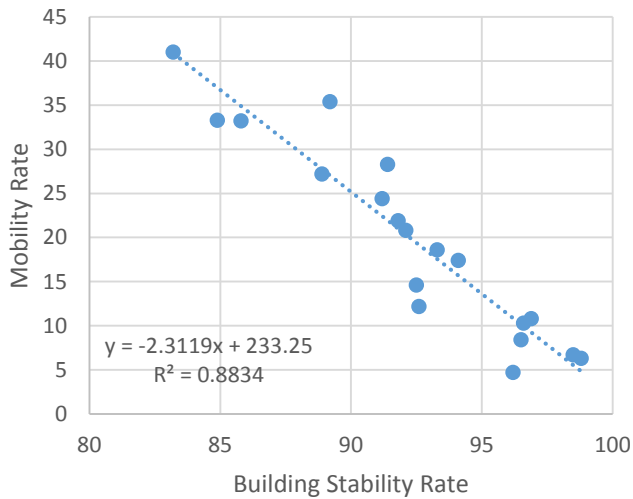
### Class Size (K-2)



### Class Size (3-6)



### Mobility %



### FRL %

