



Ninth Annual Equity Report Card

Goal: To eliminate race, class, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

Holding Ourselves Accountable

2013-14 School Year
Published February 2015

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Equity Inclusion Leadership Council Membership

Use this list to learn more about specific district and community efforts to achieve equity.

Name	Contact/Liaison Constituency or group	E-mail Address	Phone
Beth Bannister	Enfield Rural Constituency, 4-H	bab47@cornell.edu	227-9532
Christine Barksdale	Law Enforcement	cmbarksdale@gmail.com	277-2913
Pastor Ron Benson	Faith Community	rbenson4@twcny.rr.com	272-1984
Laura Branca	Community At-Large	laurabranca0@gmail.com	277-3401
Kevin Brew	PTA, IPEI, Rural Constituency	kbrew@kevinbrewsales.com	277-3643-h, 277-4641-w
Luvelle Brown	ICSD Administration	luvelle.brown@icsd.k12.ny.us	
Deb Casey	ICSD Support	dcasey@icsd.k12.ny.us	539-6699
Audrey Cooper	Multicultural Resource Center (MRC) CCETC	ajc39@cornell.edu	272-2292
Fernando de Aragón	Latino Civic Association (parent)	fdearagon8@gmail.com	274-5570
Kirby Edmonds	Community At-large	tfckirby@aol.com	277-3401
Marcia Fort	GIAC	marciaf@cityofithaca.org	
Karen Friedeborn	Ithaca Youth Bureau	karenf@cityofithaca.org	273-8364
Jeff Furman	At-large-member	jfurman@twcny.rr.com	272-6394
Satomi Hill	FLIC	shkunigami@gmail.com	277-4307
Andrea Kiely	IHS	akiely@icsd.k12.ny.us	
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Abe Lee	Saturday Academy	abelee1@hotmail.com	327-1900
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Ruth Mahr	Special Education PTA	ruthmahr@gmail.com	
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Tina Nilsen-Hodges	New Roots Charter School	tnilsenhodges@newrootsschool.org	
Schelle Nunn	ACTION	snunn@twcny.rr.com	274-6539
Nancy Saltzman	Families of Children with Disabilities	nsandse@gmail.com	257-2036
Lisa Sahasrabudhe	BJM Elementary School	lsahasra@icsd.k12.ny.us	
Robbie Sanders	ICSD Teachers (Ithaca High School)	sandersrobbie13@gmail.com	273-4966
Bob Van Keuren	Director of Human Resources	rvankeur@icsd.k12.ny.us	274-2138
Cal Walker	Cornell, Village at Ithaca	cdw2@cornell.edu	255-5379
Roberta Wallitt	Systemic Solutions, Village at Ithaca	rwallitt@twcny.rr.com	273-1682
Rev. Nathaniel Wright	Faith Community	cbcithaca@gmail.com	262-0332
Paula Younger	Member-at-large (Tompkins County liaison as appropriate)	pyounger@tompkins-co.org	w-274-5551 h-277-7758

Key Terms

Equity: In the ICSD, equity is a measure of results, not of inputs. We will have achieved equity when all measures indicate an absence of disproportionality in participation and achievement in terms of race, class, disability, and gender.

Equity Strategic Plan: A working document that guides efforts to achieve equity. This report card is part of the data analysis element of the Equity Strategic Plan. Please view the entire plan at <http://www.ithacacityschools.org/docs/ICSD/Performance%20Indicators/EquityStrategicPlan.pdf>. The First Annual Equity Report Card grew out of a desire to have a measure of the results of the Equity Strategic Plan. In addition to the Equity Strategic Plan, Equity Action Plans were developed for prioritized measures: Graduation rates, English Language Arts grades 3-8, mathematics grades 3-8, attendance, suspensions, and recruitment and retention of diverse staff.

Language about race: You will notice that this report card deviates from the prescribed language of federal racial/ethnic guidelines in some ways but not in others. We grouped Latino/African American/Native American students in one group in order to remain consistent with the mission of the Village at Ithaca. In addition, while we know there are wide variations in the way Asian Americans experience school in our district, we were not able to isolate the participation and success of even Southeast Asian children from East Asian children because currently students do not register by country of origin or more specific geographic region. These categories represent an area in which we would appreciate feedback.

Race: Students self-identify their race at the time of registration.

White: the term we, and the federal government, use to describe students of European descent.

Asian: the term we, and the federal government, use to describe all students whose ancestry is Asian, Native Hawaiian/other Pacific Islands.

African American, Latino/a, Native American (AA_Lat_NA): African American is the term we have chosen to use for students of African descent. The federal government categorizes these students as Black. The federal government's category for people whose ancestry is associated with parts of the world where Spanish is spoken is Hispanic. We have used the term Latino/a for these students. We have used the term Native American for students who, under federal guidelines, are American Indian or Native Alaskan.

Economic status: Our district uses free and reduced priced lunch as a measure of students' economic status. Students and their families apply for free and reduced-priced lunch. For this reason, there may be more incidents of students who are economically disadvantaged than this measure reports.

Free and reduced priced lunch (FRPL): our district's measure of poverty/economic disadvantage.

Non-free and reduced priced lunch (non-FRPL): our district's measure of economic advantage.

Classification:

Student with disability: students with disabilities have an individual education plan and receive special education services.

General education student: general education students do not have an individual education plan.

Residence:

Rural: A student is classified as rural if he or she lives outside of the City of Ithaca, the Town of Ithaca, or the Village of Lansing. Out of district students are grouped into this category.

Non-rural: Non-rural students live in the City of Ithaca, the Town of Ithaca, and the Village of Lansing.

Equity Strategic Plan Performance Targets

Measure	2011	2011 (%)Gap	2012	2012 (%)Gap	2013	2013 (%)Gap	2014	2014 (%)Gap	2018 Target	Gap Closing?	Performance Improving?
Grade 3-8 ELA PI score*											
Students with disabilities	86	84	87	100	40	245	39	248	163	No	No
Af.Am., Latino, Native Am.	115	46	127	33	73	85	71	90	174	No	No
Economically Disadvantaged	120	48	126	44	70	120	75	102	175	Yes	Yes
Grade 3-8 Math PI score*											
Students with disabilities	92	88	100	74	42	227	37	272	170	No	No
Af.Am., Latino, Native Am.	121	40	130	32	70	91	75	82	181	Yes	Yes
Economically Disadvantaged	126	40	130	39	73	105	82	85	181	Yes	Yes
Graduation Rate (%)											
Students with disabilities	45	124	33	159	55	59	50	88	71	No	No
Af.Am., Latino, Native Am.	72	14	59	41	68	25	76	17	82	Yes	Yes
Economically Disadvantaged	87	0	65	25	80	4	74	22	86	No	No
Elementary median days absent (#)											
Students with disabilities	8	13	8	25	9	22	10	40	6.4	No	No
Af.Am., Latino, Native Am.	8	13	8	25	10	30	10	40	6.4	No	No
Economically Disadvantaged	9	22	8	25	9	33	9	33	6.4	No	No
Secondary median classes missed (#)											
Students with disabilities	82	31	93	37	110	43	97	26	70	Yes	Yes
Af.Am., Latino, Native Am.	86	34	92	39	97	35	103	32	72	Yes	No
Economically Disadvantaged	85	33	98	47	86	30	101	35	71	No	No
Suspension Rate (ratio)											
Students with disabilities	0.070	66	0.162	75	0.188	75	0.088	73	0.056	Yes	Yes
Af.Am., Latino, Native Am.	0.073	67	0.148	76	0.153	69	0.102	54	0.059	Yes	Yes
Economically Disadvantaged	0.067	77	0.142	86	0.138	79	0.064	78	0.051	Yes	Yes
Staff to student diversity ratio	0.20	80	0.27	73	0.29	71	0.32	68	0.38	Yes	Yes

* In 2013 the NYS Grade 3-8 ELA and Math exams were redesigned to begin assessing the more rigorous Common Core Learning Standards. This makes longitudinal comparison of these scores inappropriate between 2012 and 2013.

Cells highlighted in yellow represent figures that have been adjusted from those published in the Eighth Annual Equity Report Card. Figures as originally published contained calculation errors.

Data Overview

Grade 3-8 ELA/Math:

Consistent with statewide results, Ithaca experienced little change over 2013 in the overall percentage of grade 3-8 students meeting or exceeding the proficiency standard (by scoring a Level 3 or 4) in ELA and Math. Given this, the gap-closing increases in the performance indices for our Economically Disadvantaged subgroup in both ELA and Math, and our African American, Latino, Native American subgroup in Math, are particularly encouraging. That being said, we continue to have much work to do to increase the performance of all of our students on the NYS ELA and Math exams. The Ithaca City School District has invested heavily in professional development over the past three years to help educators develop a deep understanding of the Common Core learning standards and the types of learning experiences that our students need to develop the thinking skills and depth of knowledge inherent in these rigorous standards. Moving forward, we will continue these efforts with a focus on providing Ithaca teachers with opportunities to collaboratively develop and refine interdisciplinary curriculum and performance-based assessments that will engage all students in thinking deeply about the world around them in meaningful and authentic ways and promote understanding, knowledge, skill, and student interest. We believe that a sustained commitment to these ongoing efforts will lead to increased student achievement on the NYS ELA and Math exams for all students in the coming years.

Graduation Rate:

We are pleased that we continue to see year-to-year growth in our overall graduation rate (82% to 87%) and that our graduation rate continues to exceed the state expectation of 80%. Furthermore, the continued gap-closing increase in the graduation rate for our African American, Latino, Native American subgroup, and the rebound in the graduation rate amongst our Asian population (82% to 92%), is something to celebrate. Despite these highlights, we recognize that significant achievement gaps continue to persist when looking at our graduation rate data, especially for our Students with Disabilities. This speaks to the need for us to continue to improve our use of data to identify students at risk of not graduating as early as possible. And for sustained budgetary support of resources dedicated to providing personalized supports to these students.

Attendance:

Due to a calculation error, our attendance figures for the 2012-13 school year were misreported in the Eighth Annual Equity Report Card which was published in April 2014. The corrected 2012-13 figures are highlighted in the summary chart on the previous page. Taking into account these revised figures we now see that at the elementary level the median number of days absent has either remained flat, or increased slightly, over the past three years for almost all subgroups (non-FRPL Asian, non-FRPL General Education, and non-FRPL non-Rural saw slight decreases). And at the secondary level we've seen consistent increases in the median number of classes missed over this same three-year span for all subgroups except Students with Disabilities. These findings raise many questions since the district's overall annual attendance rate has increased during this time period (93.94% to 94.08%). Annual attendance data is being tracked and reported as part of the Board of Education Balanced Scorecard which you can view at <http://goo.gl/4HgrjJ>.

In the coming months we will be exploring our attendance data more deeply and engaging in a collaborative inquiry process at the district level to better understand this issue and to generate strategies to try to improve attendance for both individual and groups of students. Additionally, we will continue to encourage our secondary students to monitor their own attendance records through SchoolTool which all secondary students were granted access to in December 2014. We are hopeful that this increased access to attendance records, coupled with more frequent and comprehensive examination of disaggregated attendance data, will lead to improved attendance for all students.

Suspension Rate:

We are very happy to report that we saw reductions in suspension rates for all subgroups of students during the 2013-14 school year. These reductions not only represent a decrease in the overall number of students receiving out-of-school suspension, but also a narrowing of the gap between student subgroups in the frequency with which students are assigned out-of-school suspension. We believe that the continued implementation of the Positive Behavior Interventions and Support (PBIS) framework in several of our buildings, professional development focused on culturally responsive and inclusive teaching practices, and a commitment to using restorative justice practices and alternatives to OSS in all of our buildings has made these shifts possible.

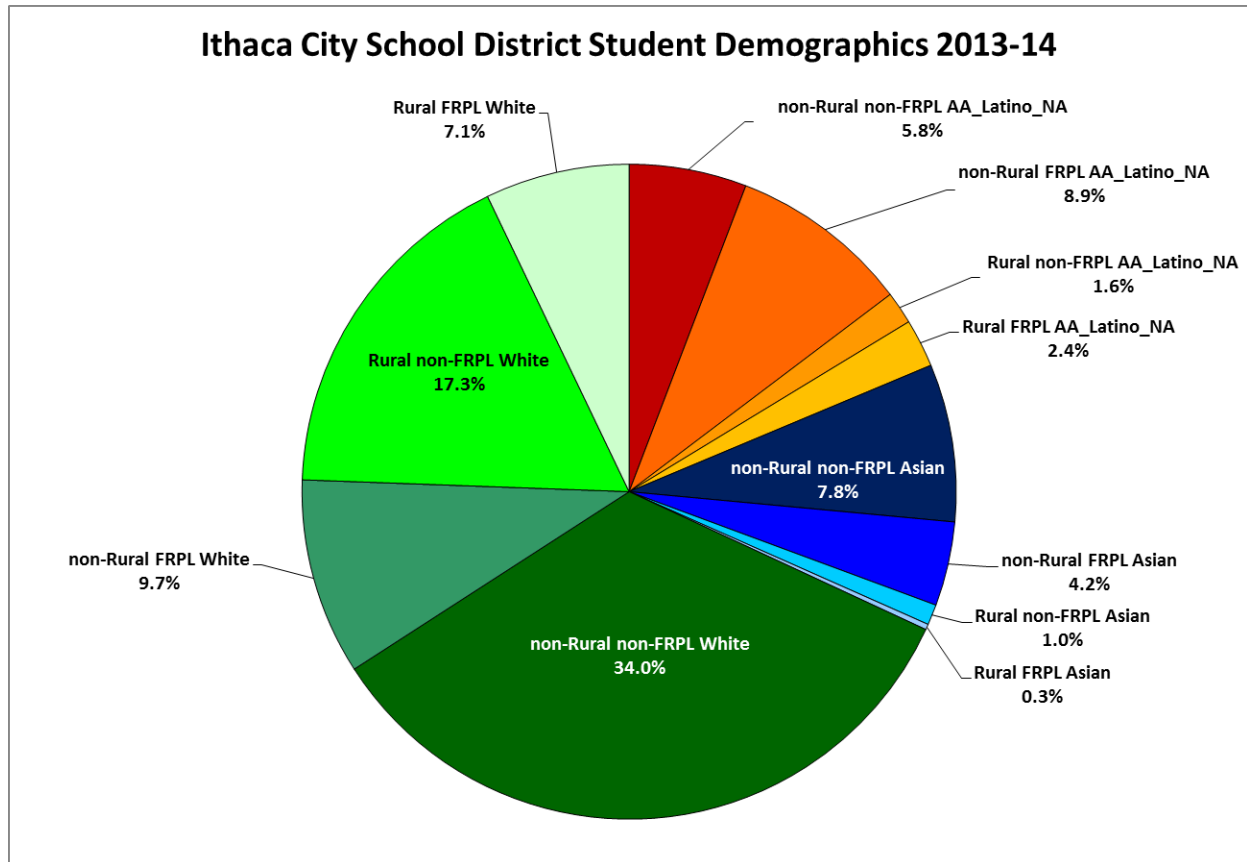
Staff to Student diversity ratio:

For the third consecutive year we see improvement in this measure. During both the 2011-2012 and 2012-2013 school years the district had an administrator on special assignment working with our human resources office with the goal of improving our recruitment process including a new on-line application process, screening process, and protocols for the interview process. We are encouraged to see that this investment seems to have tipped the trend in a positive direction. As we move forward we will be watching closely to see if we continue to see consistent improvement in this metric in the face of district wide staffing reductions due to budgetary constraints.

Check out our electronic Equity Report Card at:

<http://idashboards.icsd.k12.ny.us:8080/idashboards/?guestuser=guest>

District Demographics

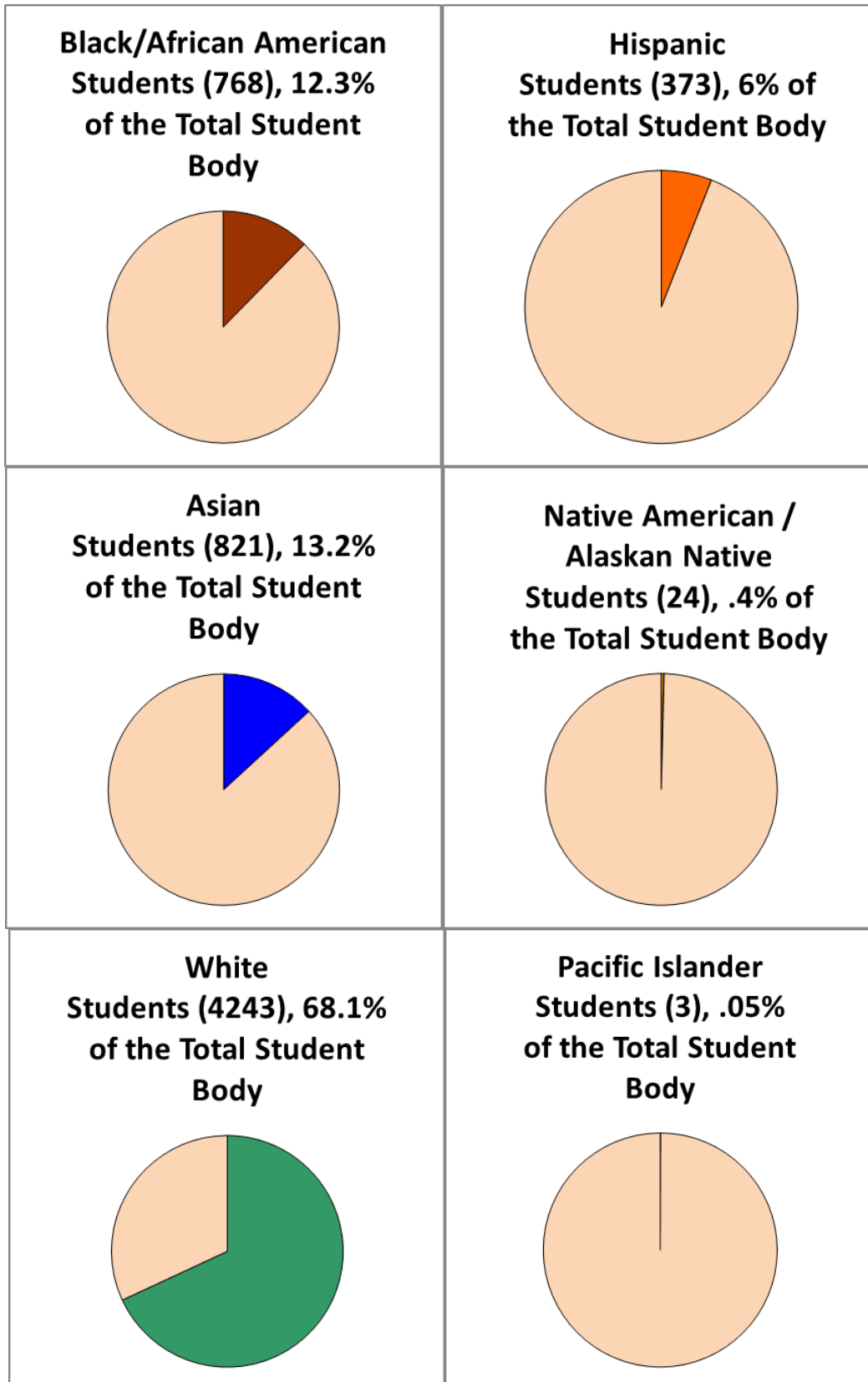


ICSD Student Demographics 2013-14	Count
non-Rural non-FRPL AA_Latino_NA	362
non-Rural FRPL AA_Latino_NA	555
Rural non-FRPL AA_Latino_NA	100
Rural FRPL AA_Latino_NA	148
non-Rural non-FRPL Asian	485
non-Rural FRPL Asian	259
Rural non-FRPL Asian	63
Rural FRPL Asian	17
non-Rural non-FRPL White	2117
non-Rural FRPL White	604
Rural non-FRPL White	1078
Rural FRPL White	444
out of district	0*
Total	6232

* Beginning in the 2011-2012 school year Out of District Enrollment students have been included into the other categories and as rural students.

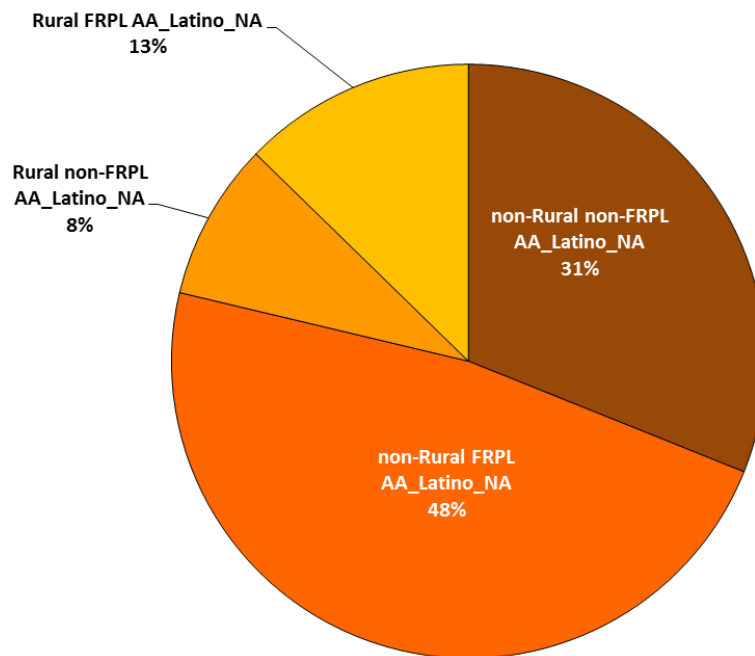
District Demographics

Ethnicity Breakdown



Equity Performance Key Indicators

Demographic Breakdown of African American, Latino and Native American Student Subgroup 2013-14

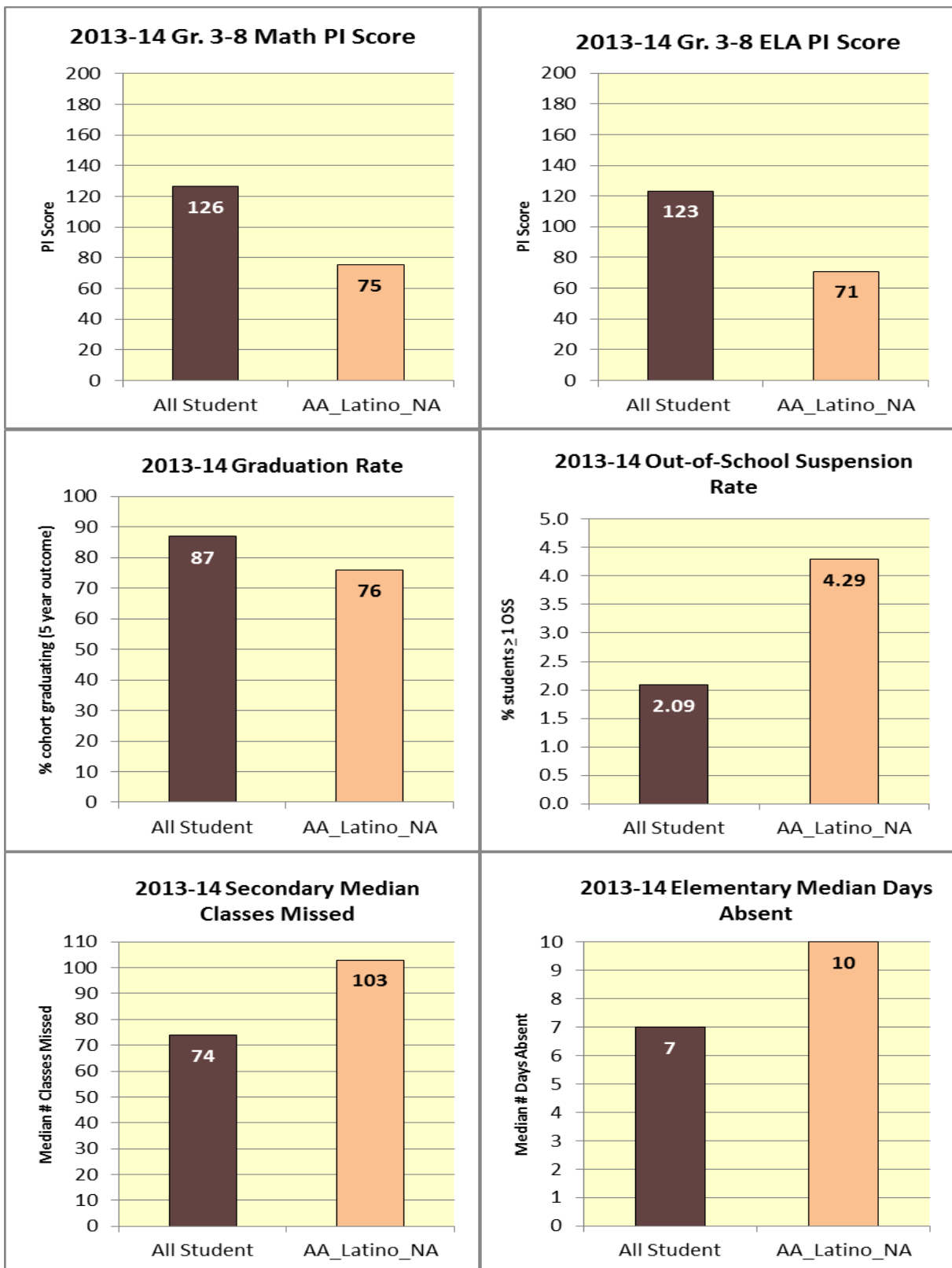


ICSD Student Demographics 2013-14	Count	% of Total Student Body
non-Rural non-FRPL AA_Latino_NA	362	5.8
non-Rural FRPL AA_Latino_NA	555	8.9
Rural non-FRPL AA_Latino_NA	100	1.6
Rural FRPL AA_Latino_NA	148	2.4
Total	1165	18.7

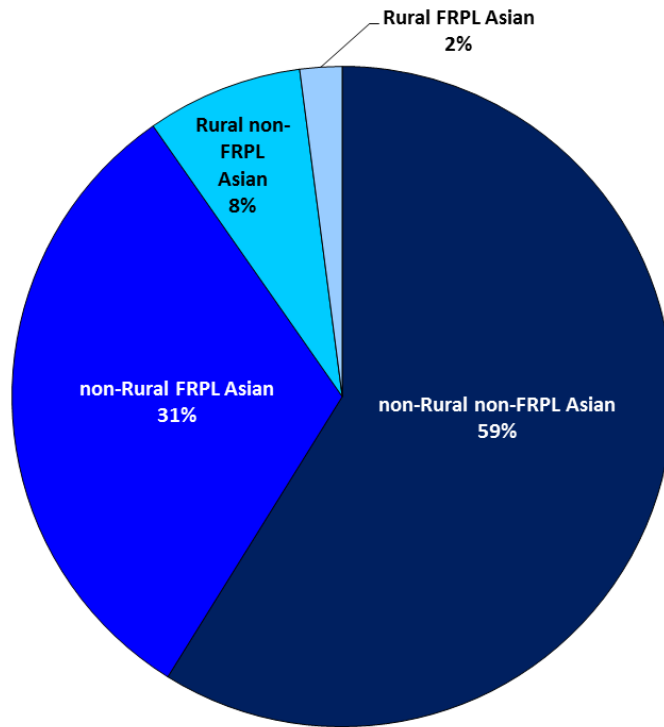
Equity Performance Key Indicators

Goal: To eliminate **race**, class, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

AA_Latino_NA



Demographic Breakdown of Asian Student Subgroup 2013-14

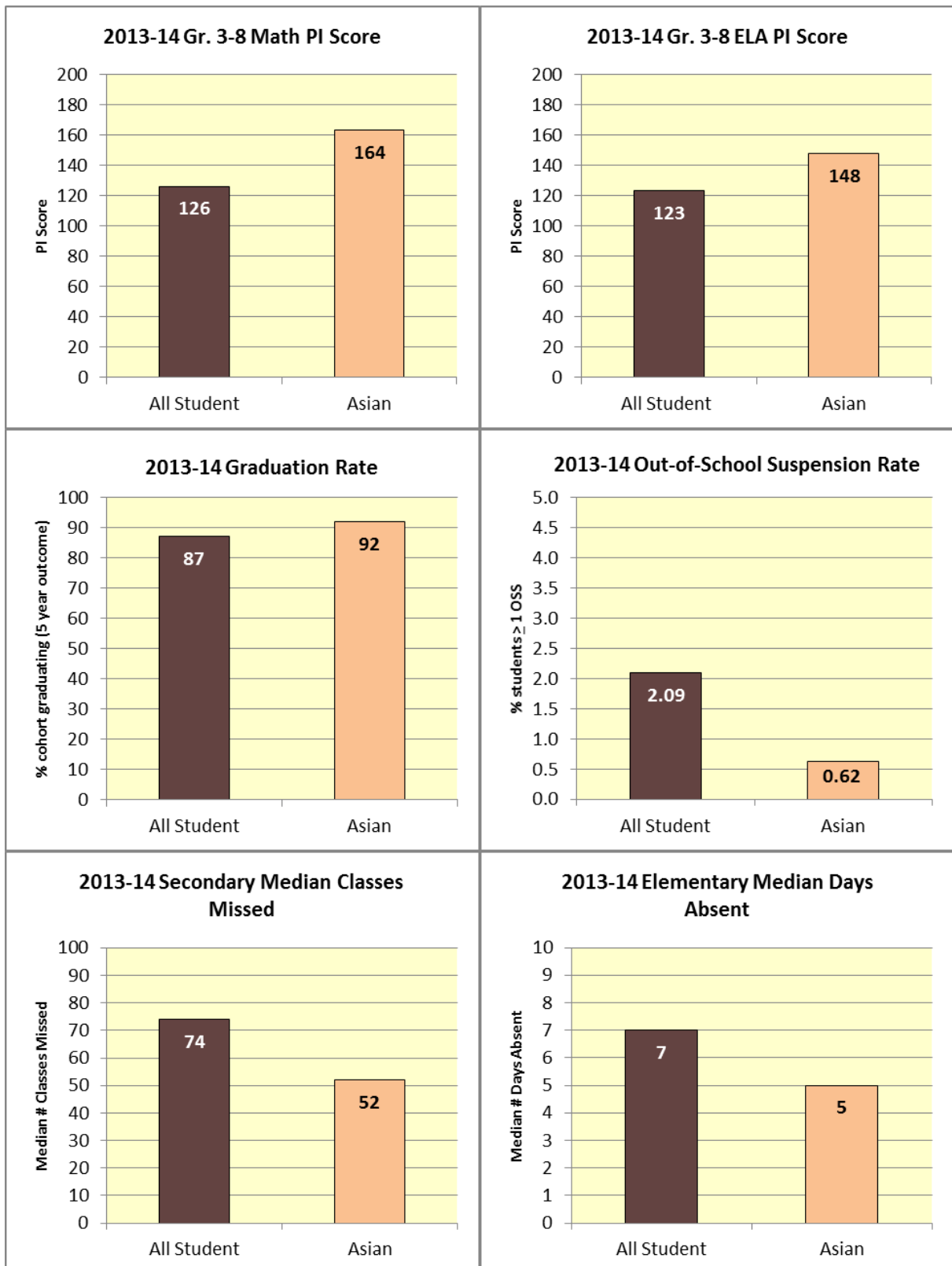


ICSD Student Demographics 2013-14	Count	% of Total Student Body
non-Rural non-FRPL Asian	485	7.8
non-Rural FRPL Asian	259	4.2
Rural non-FRPL Asian	63	1.0
Rural FRPL Asian	17	0.3
Total	824	13.2

Equity Performance Key Indicators

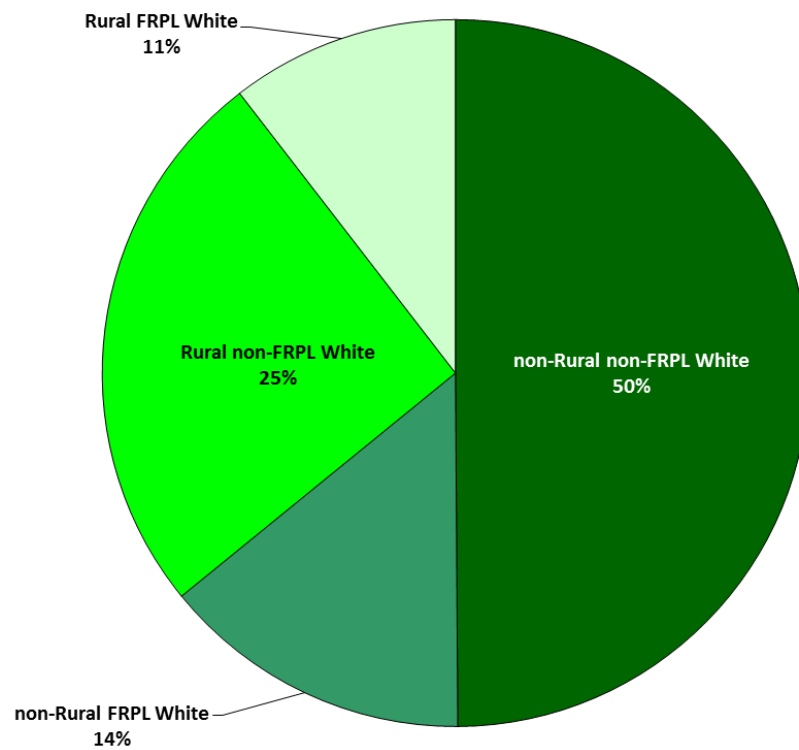
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Asian



Equity Performance Key Indicators

Demographic Breakdown of White Student Subgroup 2013-14

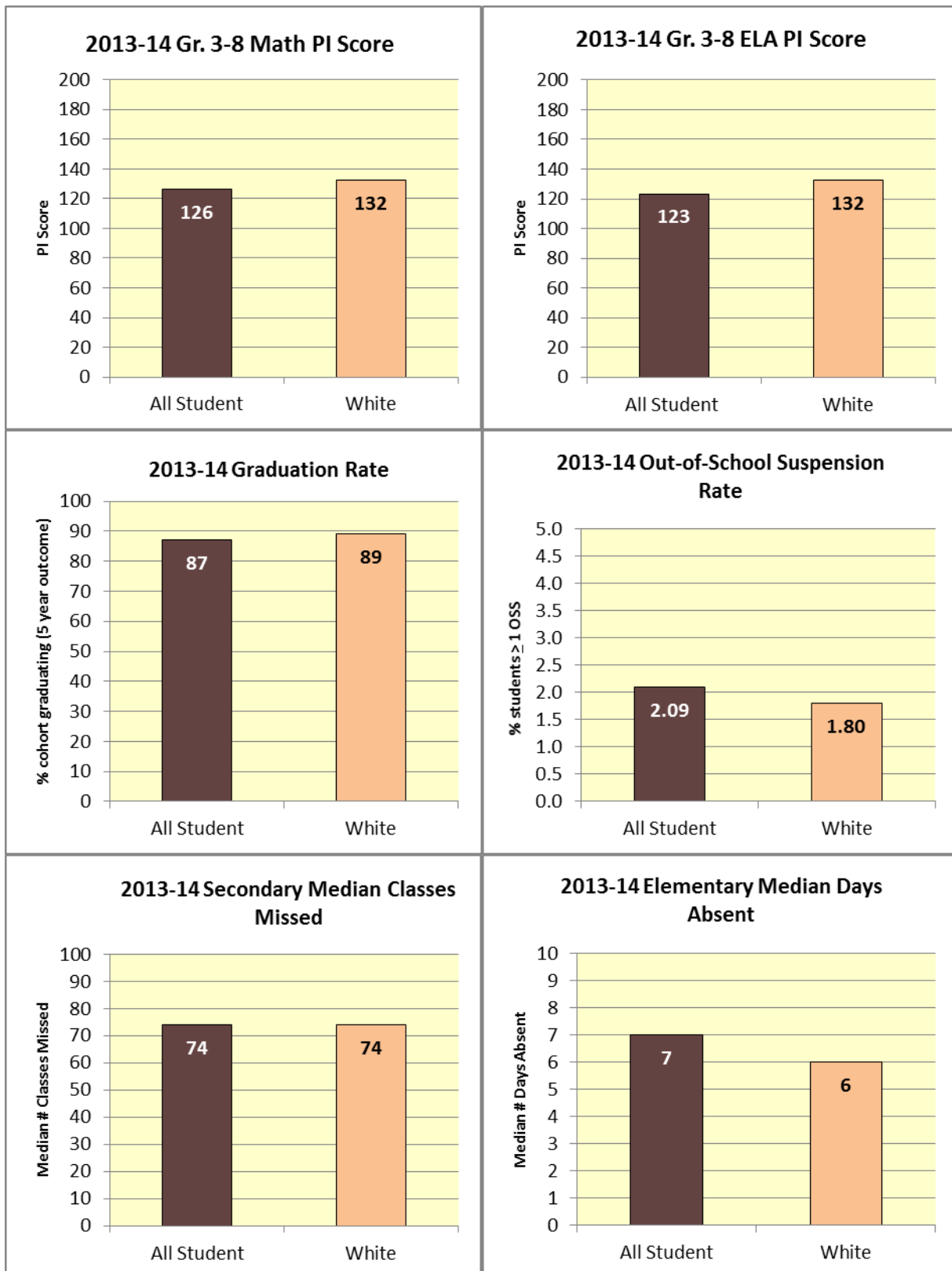


ICSD Student Demographics 2013-14	Count	% of Total Student Body
non-Rural non-FRPL White	2117	34.0
non-Rural FRPL White	604	9.7
Rural non-FRPL White	1078	17.3
Rural FRPL White	444	7.1
Total	4243	68.1

Equity Performance Key Indicators

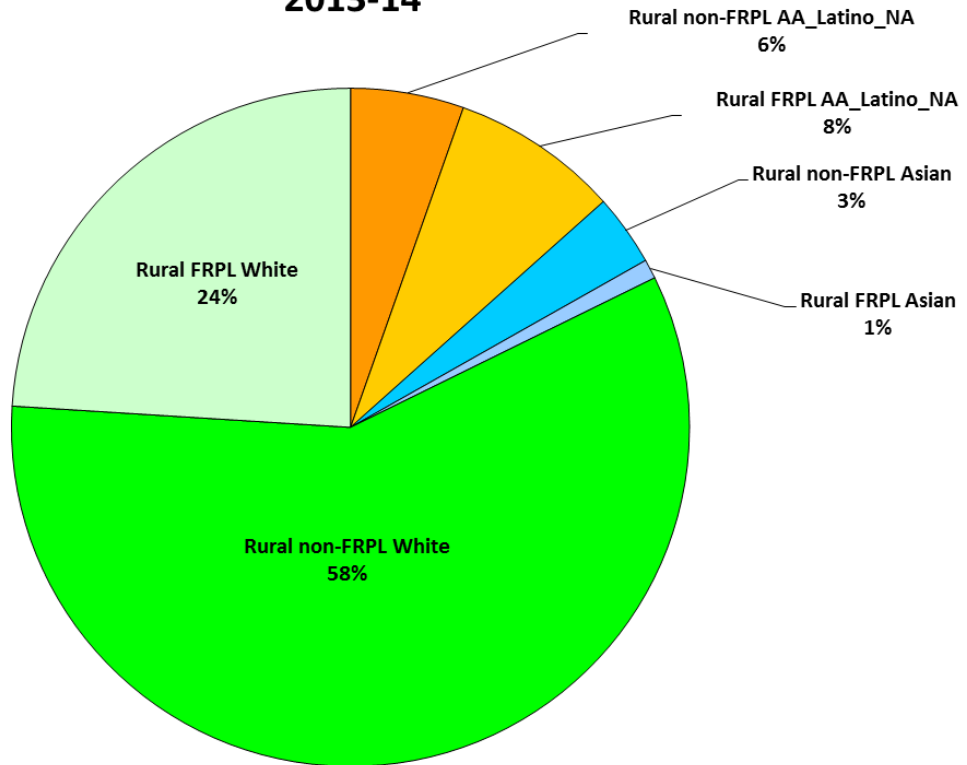
Goal: To eliminate **race**, class, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

White



Equity Performance Key Indicators

Demographic Breakdown of Rural Student Subgroup 2013-14

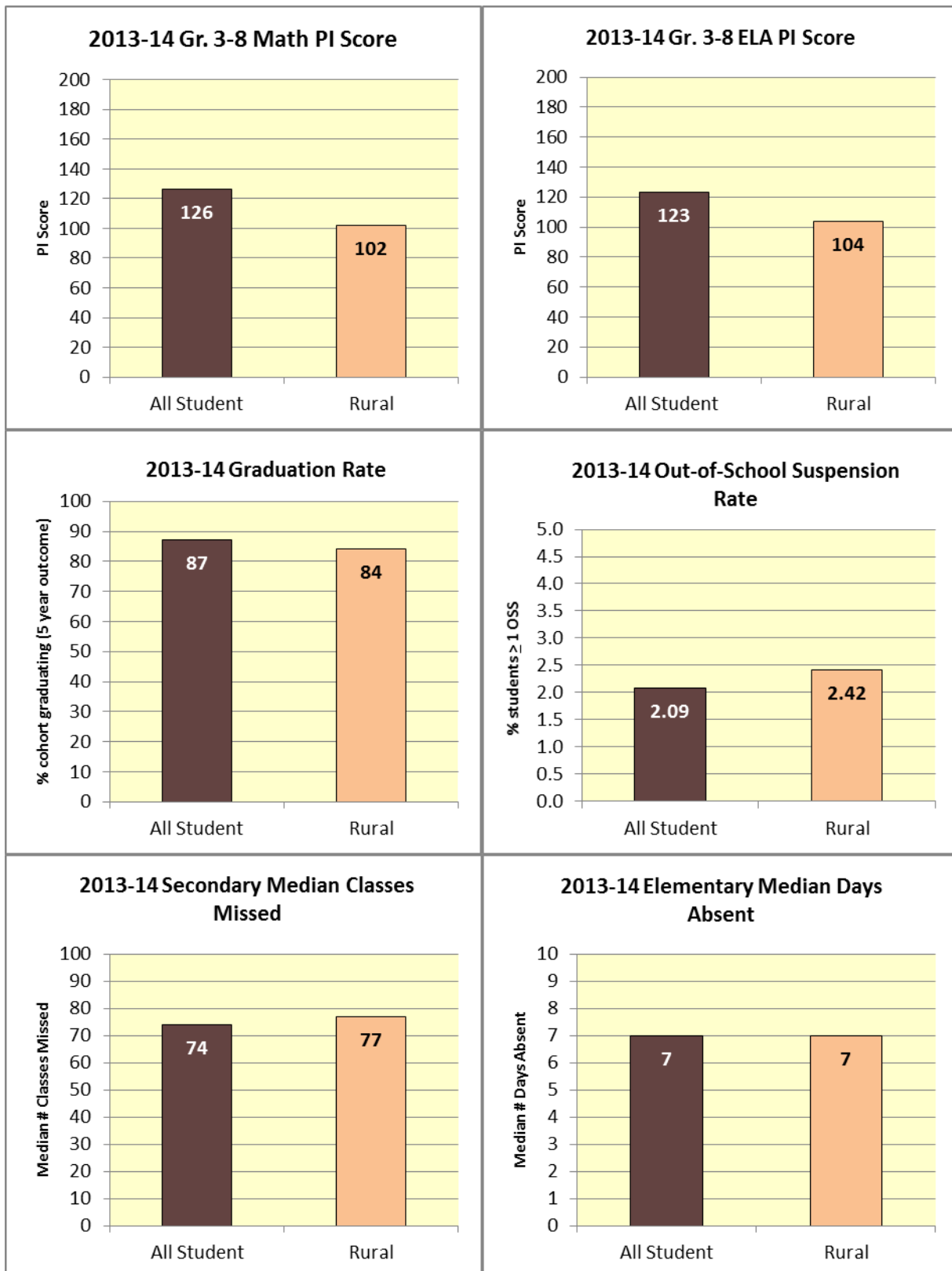


ICSD Student Demographics 2013-14	Count	% of Total Student Body
Rural non-FRPL AA_Latino_NA	100	1.6
Rural FRPL AA_Latino_NA	148	2.4
Rural non-FRPL Asian	63	1.0
Rural FRPL Asian	17	0.3
Rural non-FRPL White	1078	17.3
Rural FRPL White	444	7.1
Total	1850	29.7

Equity Performance Key Indicators

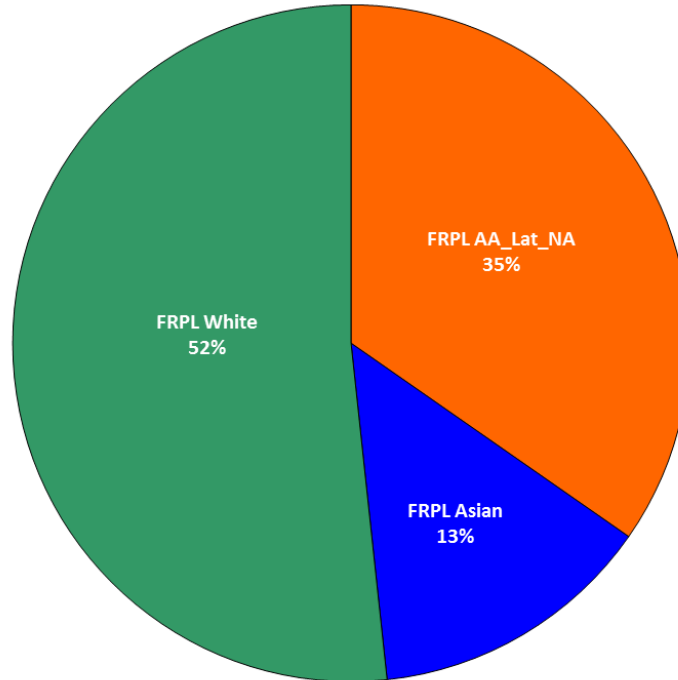
Goal: To eliminate race, **class**, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

Rural



Equity Performance Key Indicators

Demographic Breakdown of Economically Disadvantaged Student Subgroup 2013-14

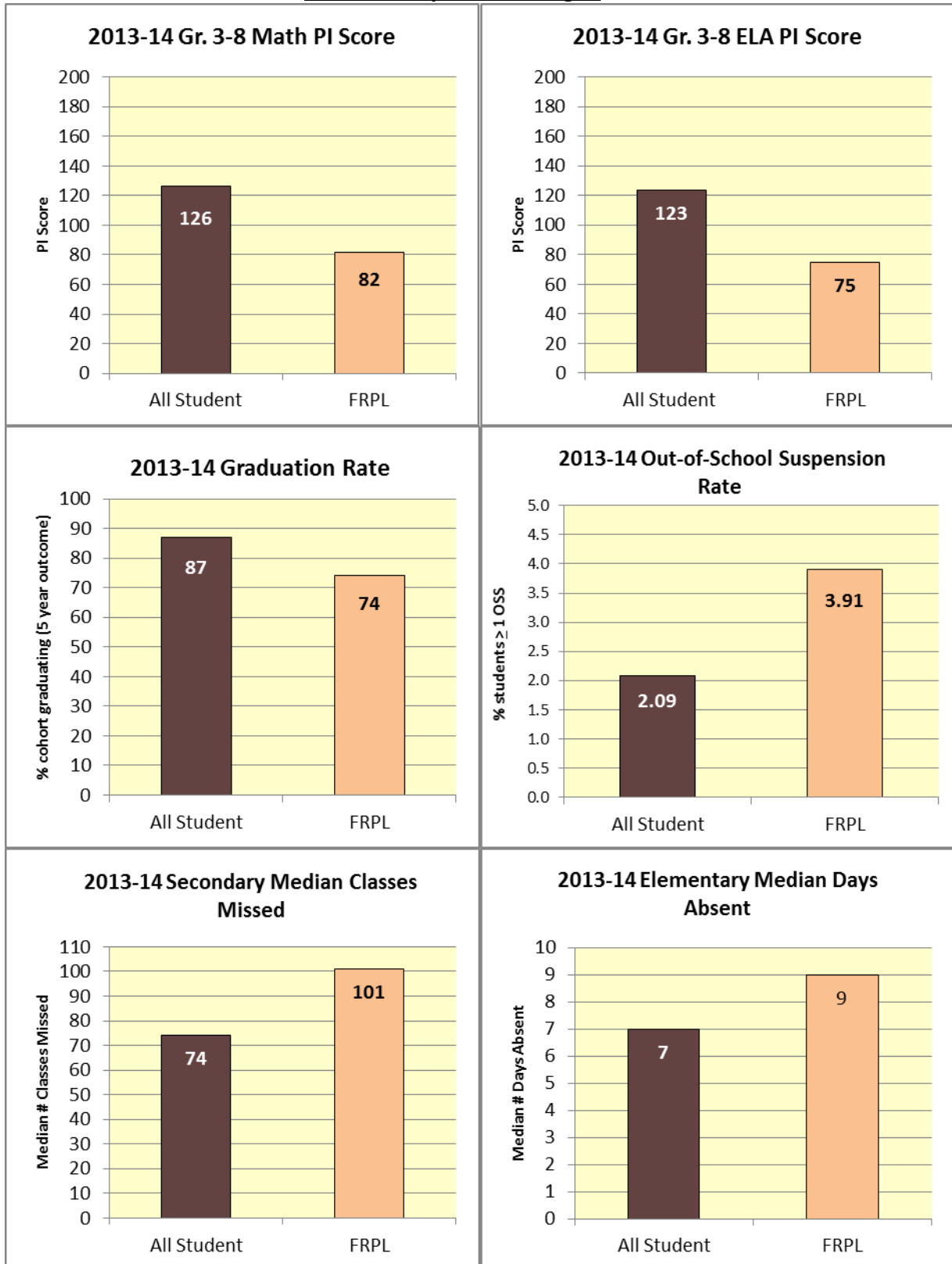


ICSD Student Demographics 2013-14	Count	% of Total Student Body
FRPL AA_Lat_NA	703	11.3
FRPL Asian	276	4.4
FRPL White	1048	16.8
Total	2027	32.5

Equity Performance Key Indicators

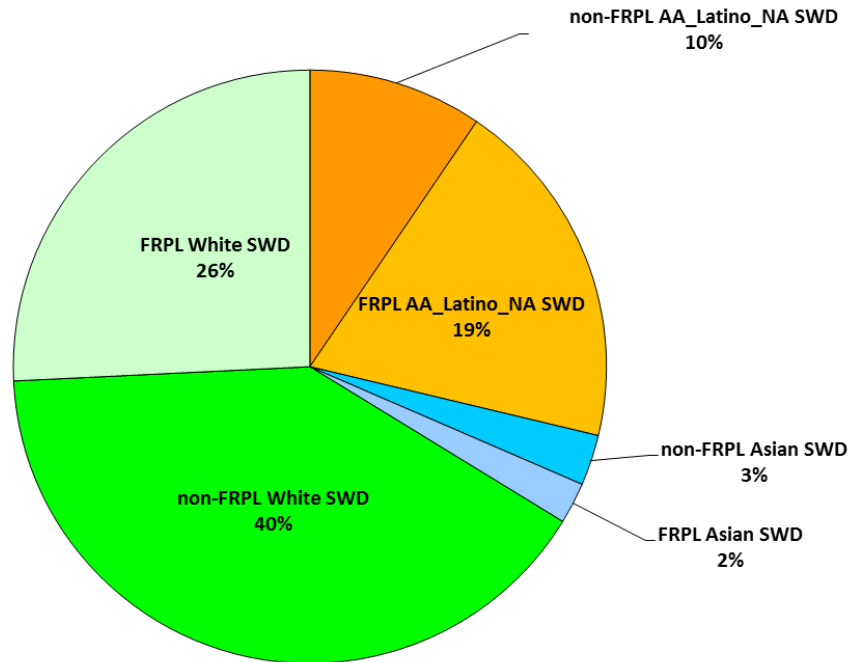
Goal: To eliminate race, **class**, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

Economically Disadvantaged



Equity Performance Key Indicators

Demographic Breakdown of Students with Disabilities Subgroup 2013-14

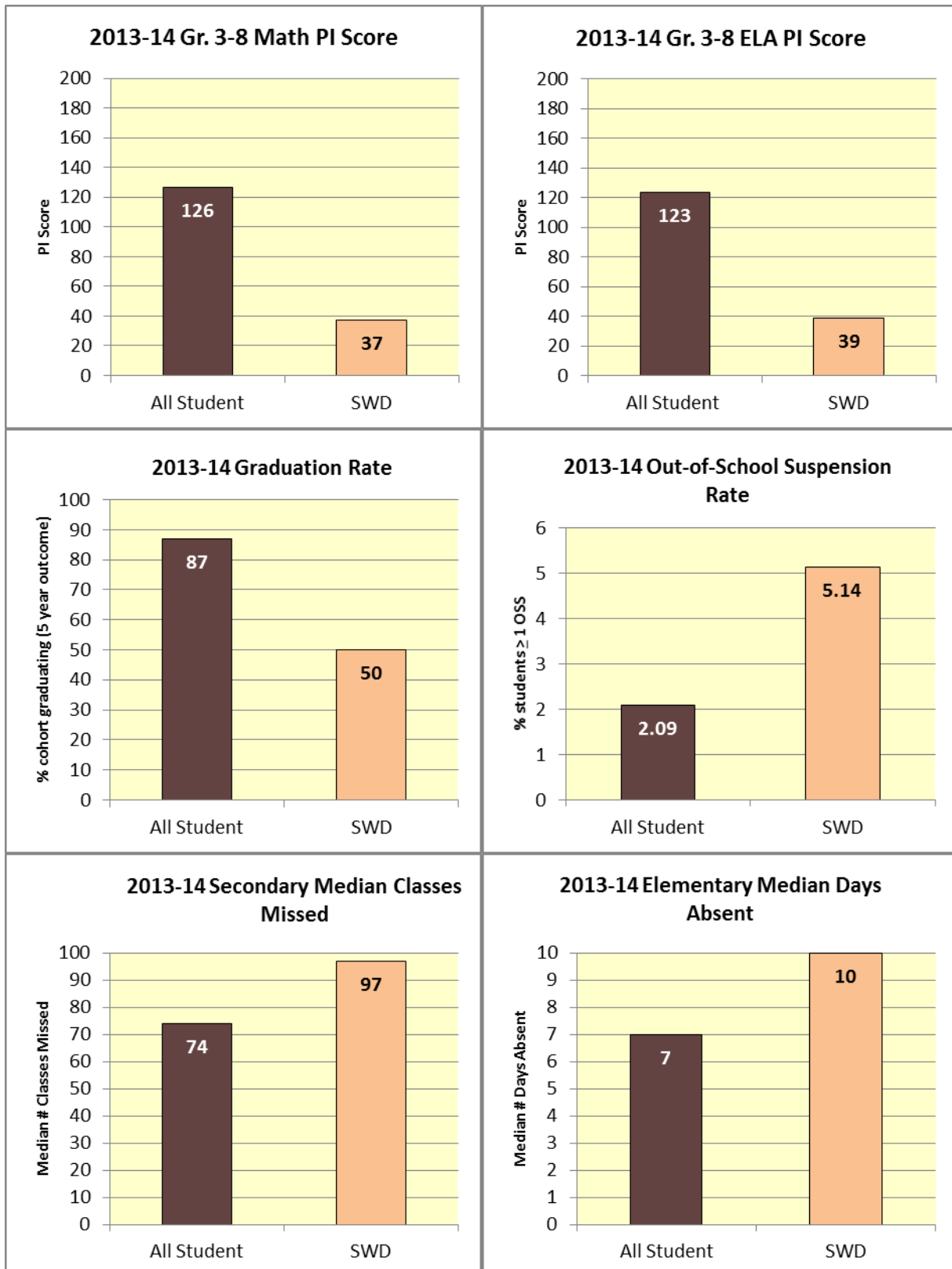


ICSD Student Demographics 2013-14	Count	% of Total Student Body
non-FRPL AA_Latino_NA SWD	93	1.5
FRPL AA_Latino_NA SWD	188	3.0
non-FRPL Asian SWD	27	0.4
FRPL Asian SWD	22	0.4
non-FRPL White SWD	396	6.4
FRPL White SWD	252	4.0
Total	978	15.7

Equity Performance Key Indicators

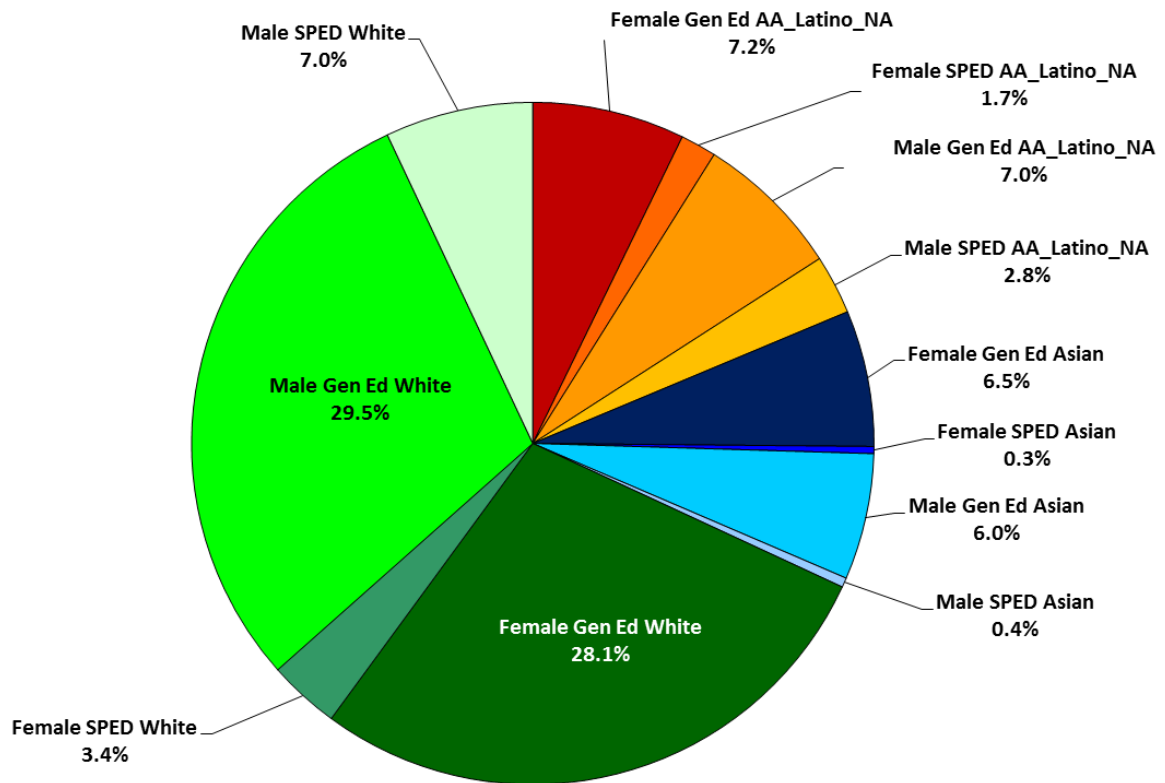
Goal: To eliminate race, class, **disability** and gender as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

Students with Disabilities



Equity Performance Key Indicators

Student Gender Demographics 2013-14

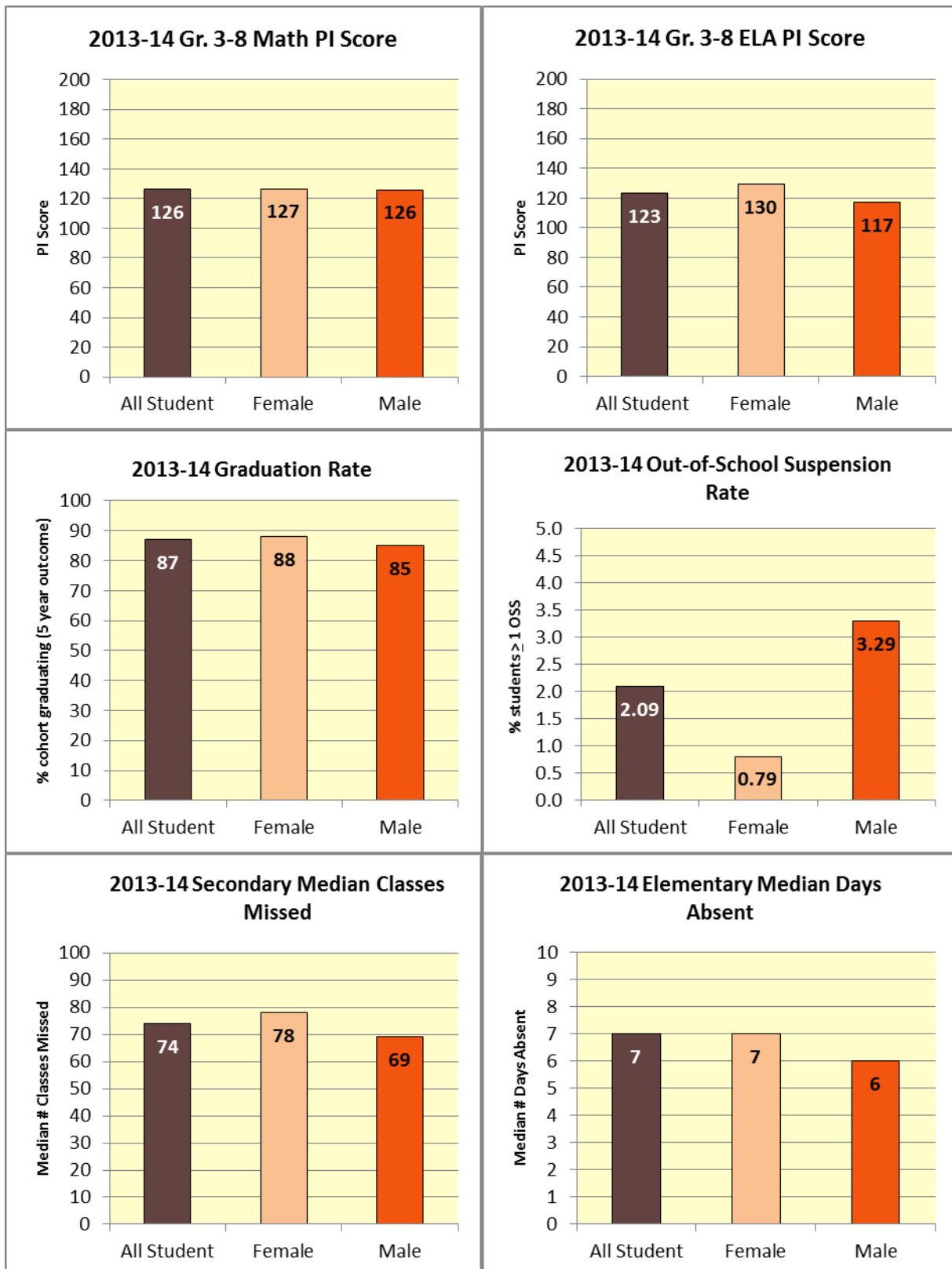


ICSD Student Demographics 2013-14	Count	% of Total Student Body
Female Gen Ed AA_Latino_NA	450	7.2
Female SPED AA_Latino_NA	106	1.7
Male Gen Ed AA_Latino_NA	434	7.0
Male SPED AA_Latino_NA	175	2.8
Female Gen Ed Asian	402	6.5
Female SPED Asian	21	0.3
Male Gen Ed Asian	373	6.0
Male SPED Asian	28	0.4
Female Gen Ed White	1754	28.1
Female SPED White	211	3.4
Male Gen Ed White	1841	29.5
Male SPED White	437	7.0
Female	2944	47.2
Male	3288	52.8
All Student	6232	100.0

Equity Performance Key Indicators

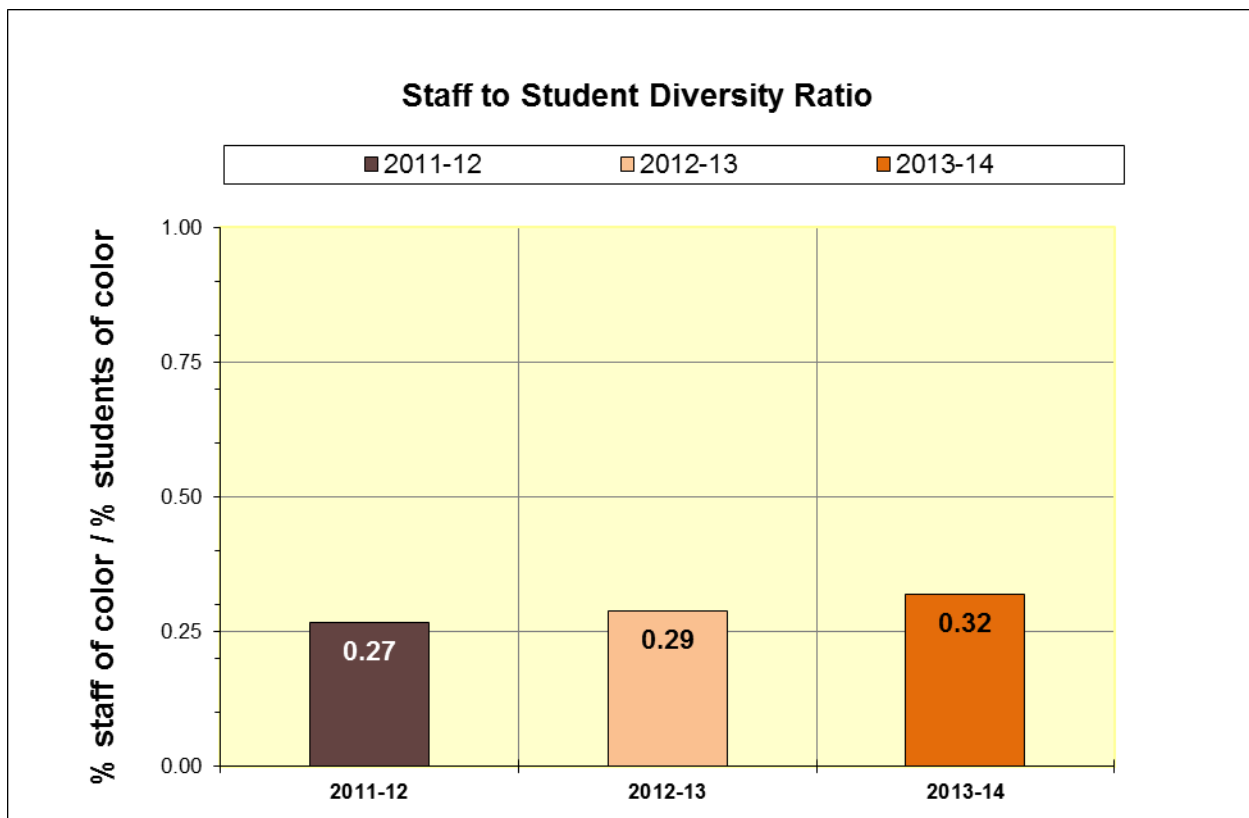
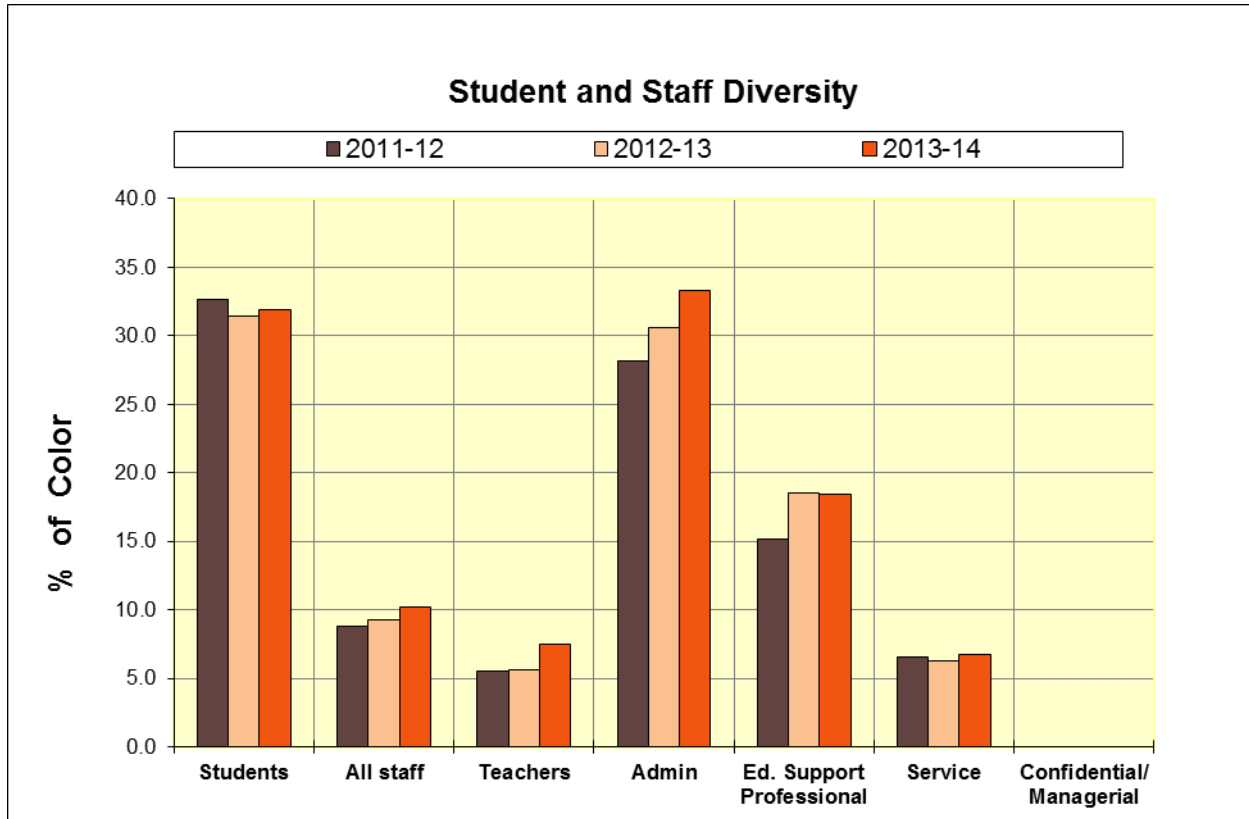
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Gender

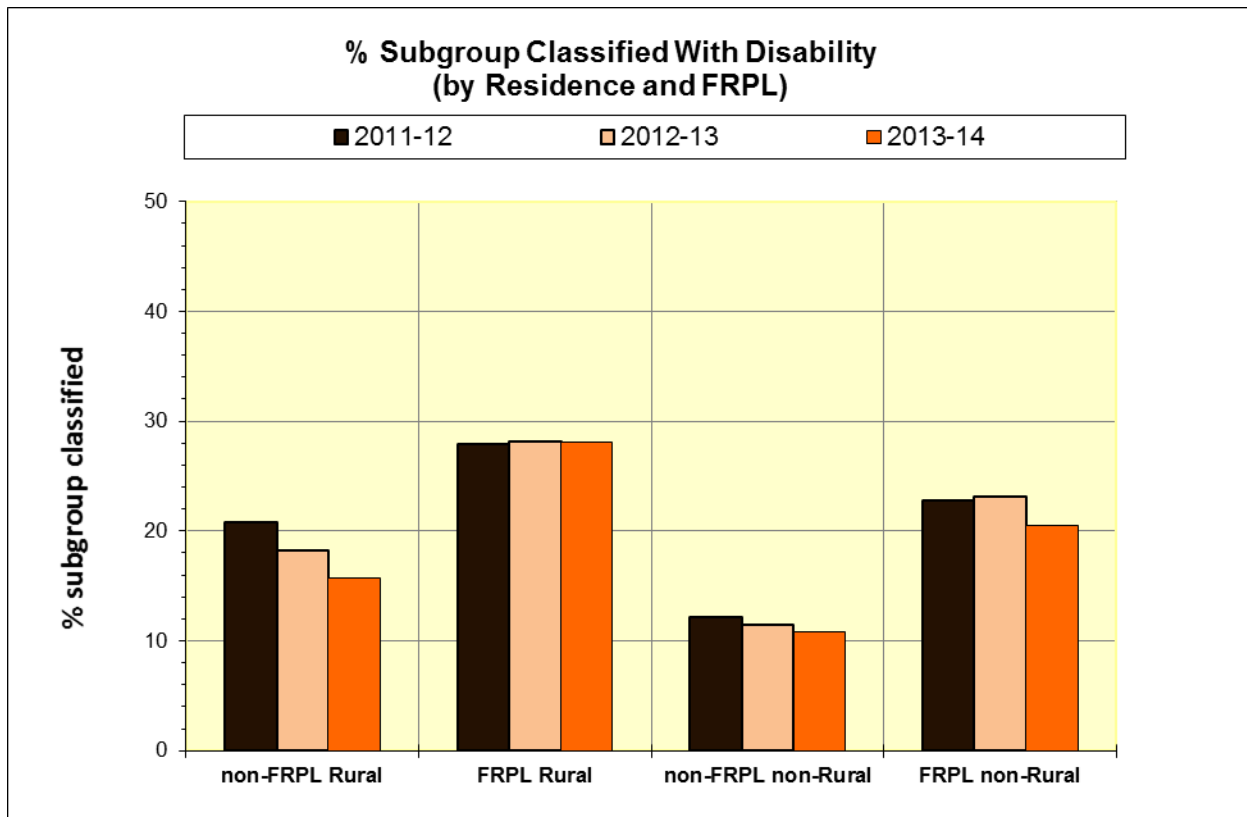
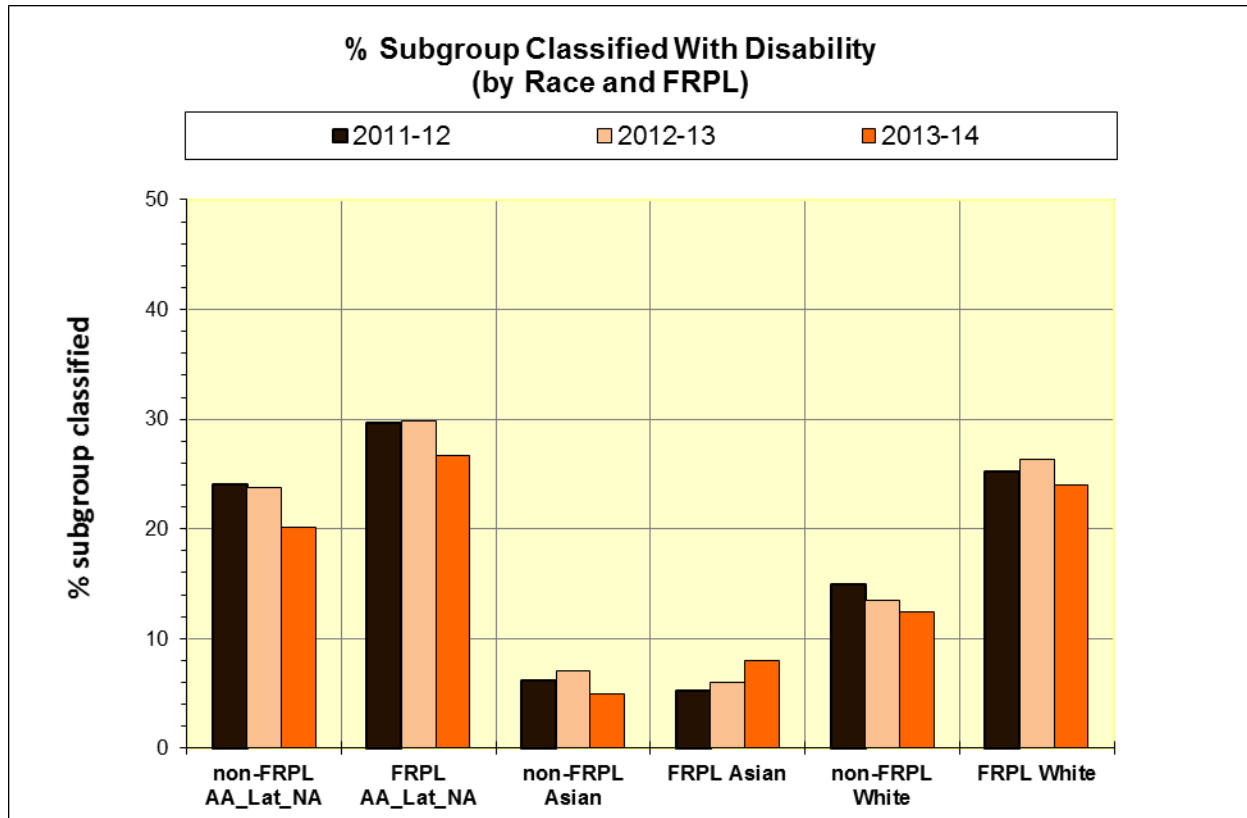


Staff Demographics

Staff Diversity

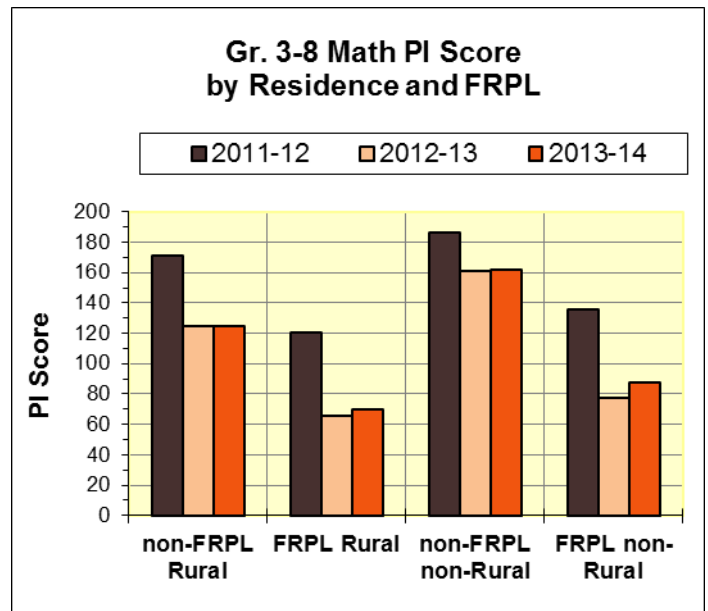
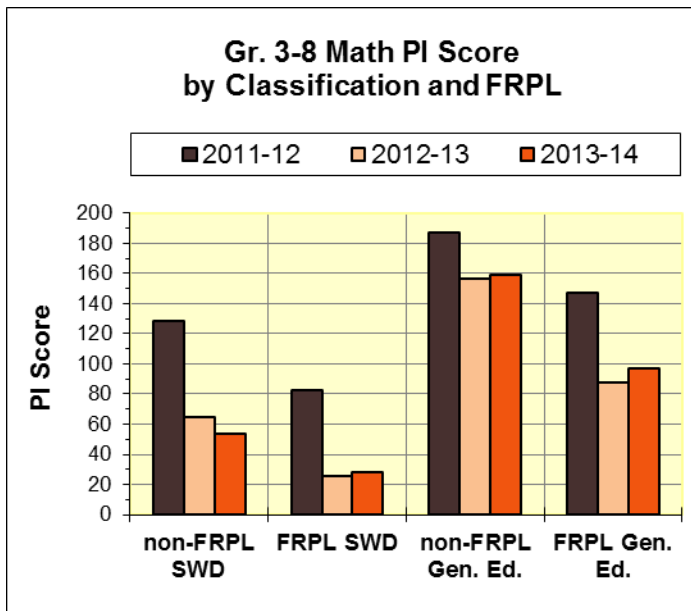
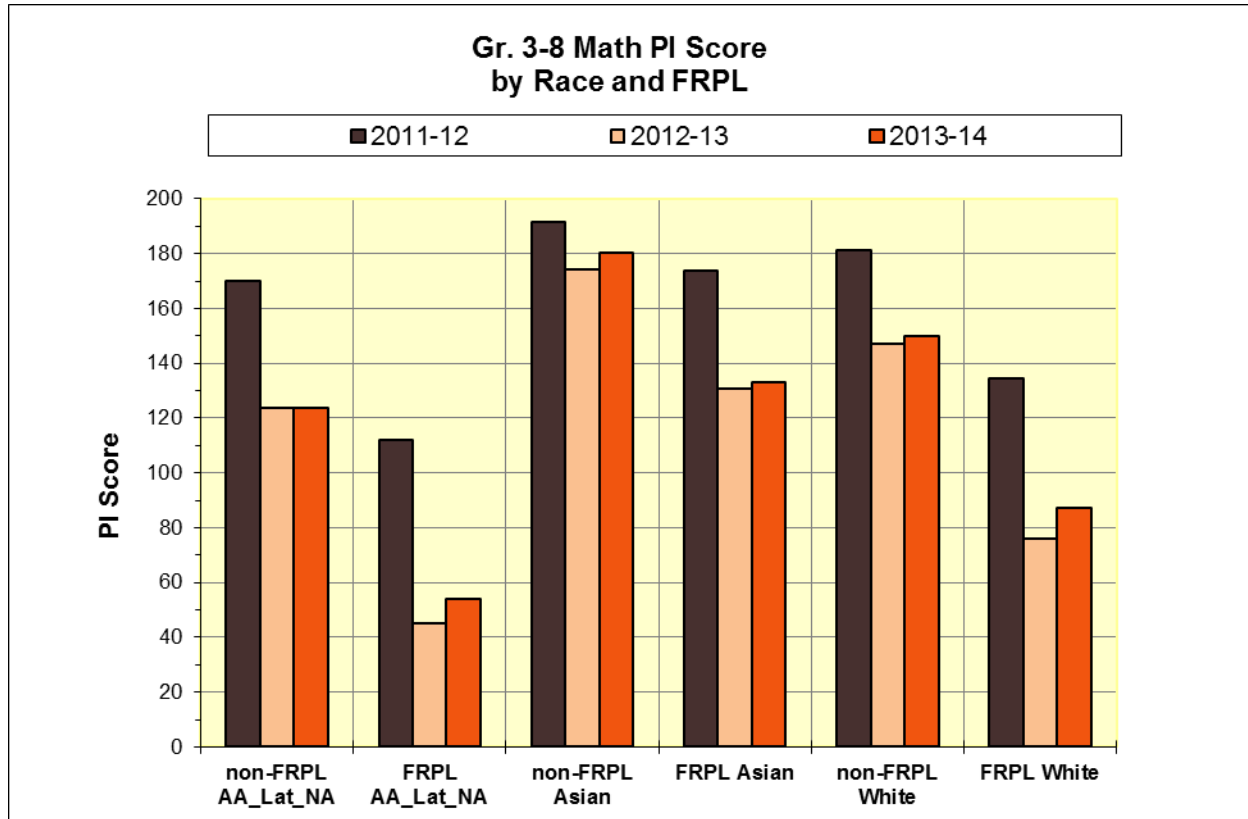


Special Education



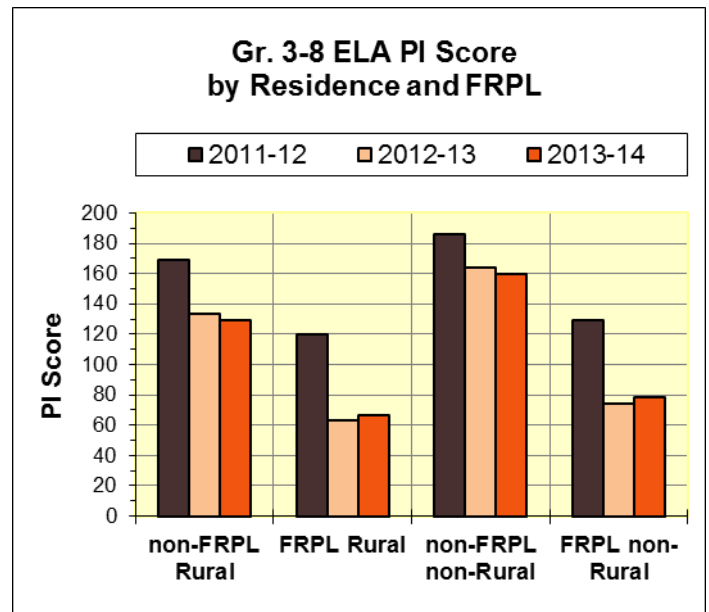
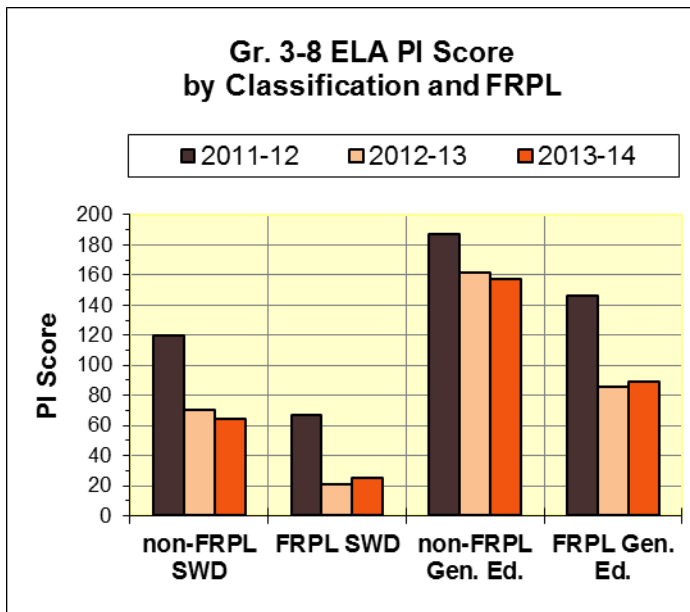
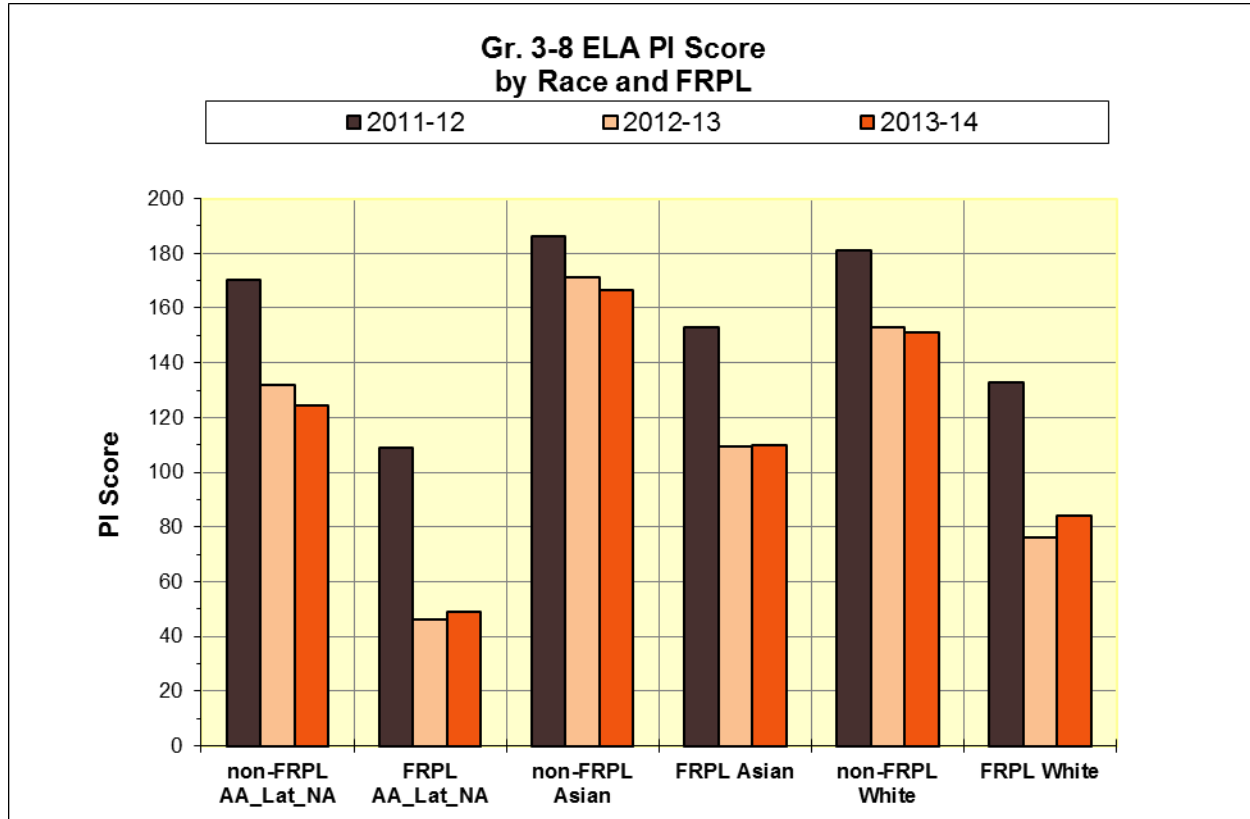
Academic Performance

Grade 3-8 Math Performance Index Score



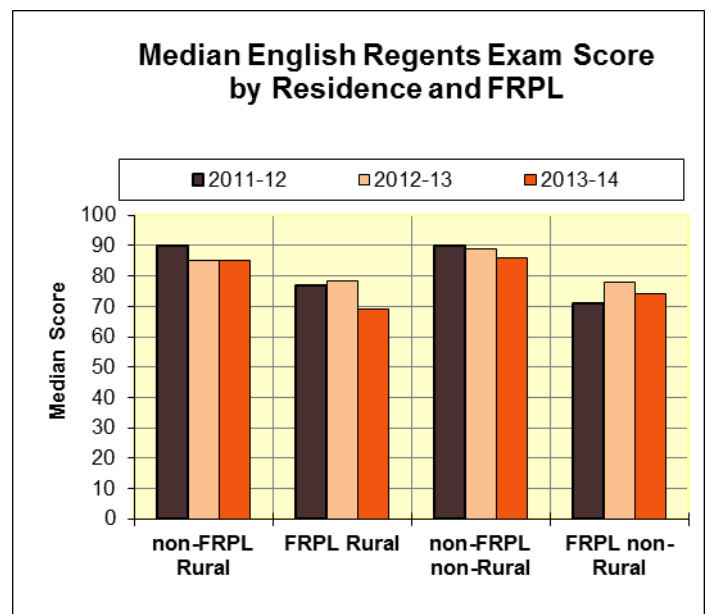
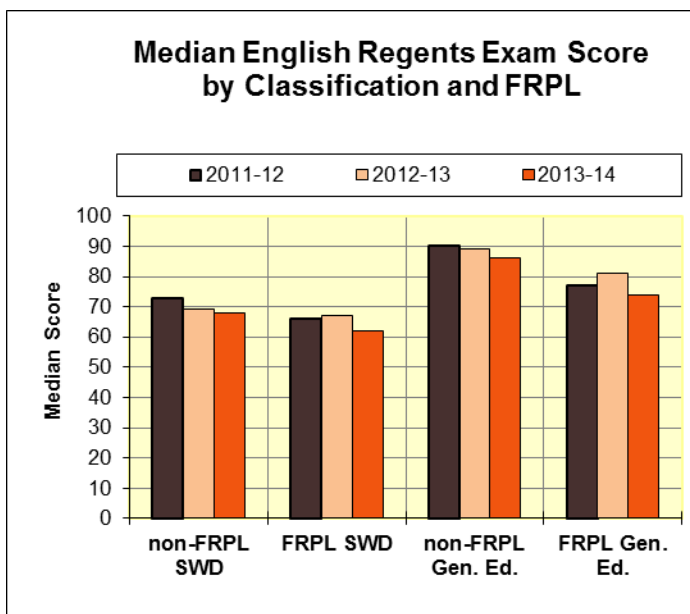
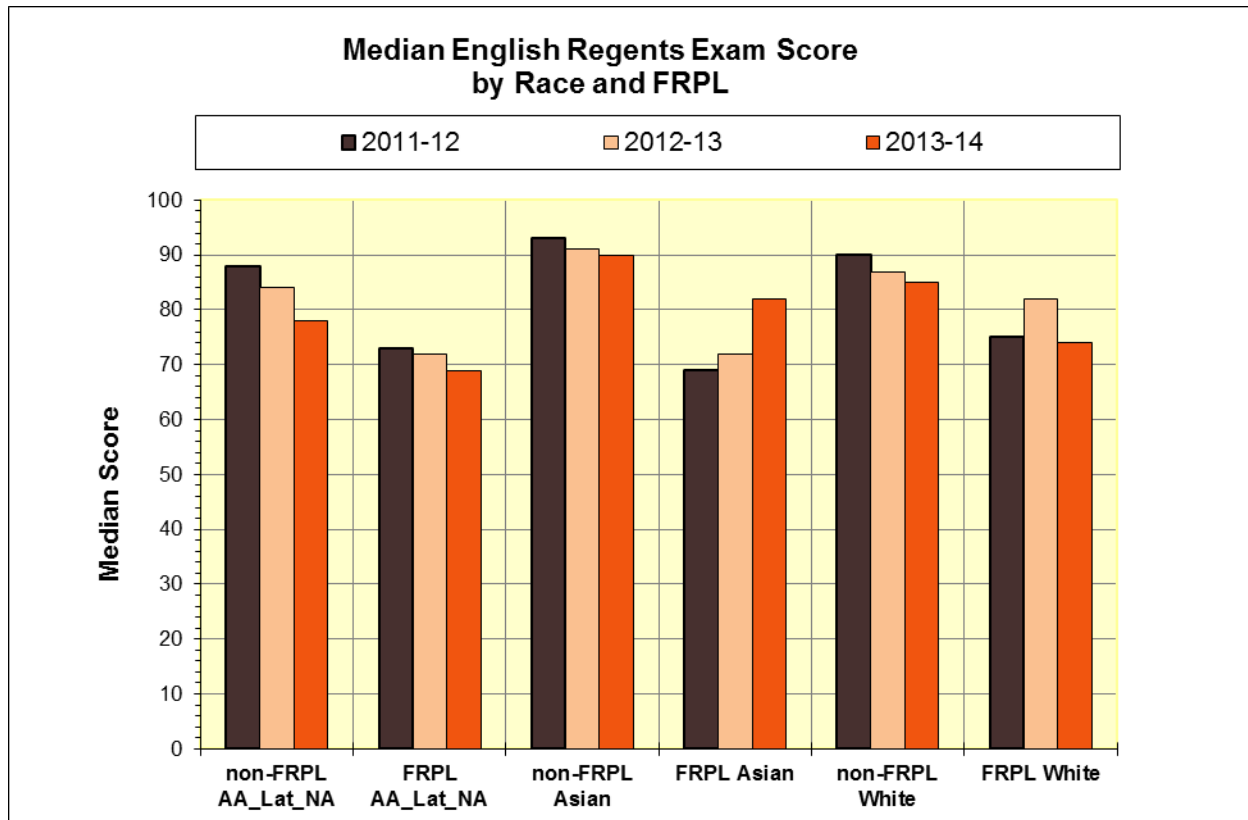
Academic Performance

Grade 3-8 ELA Performance Index Score



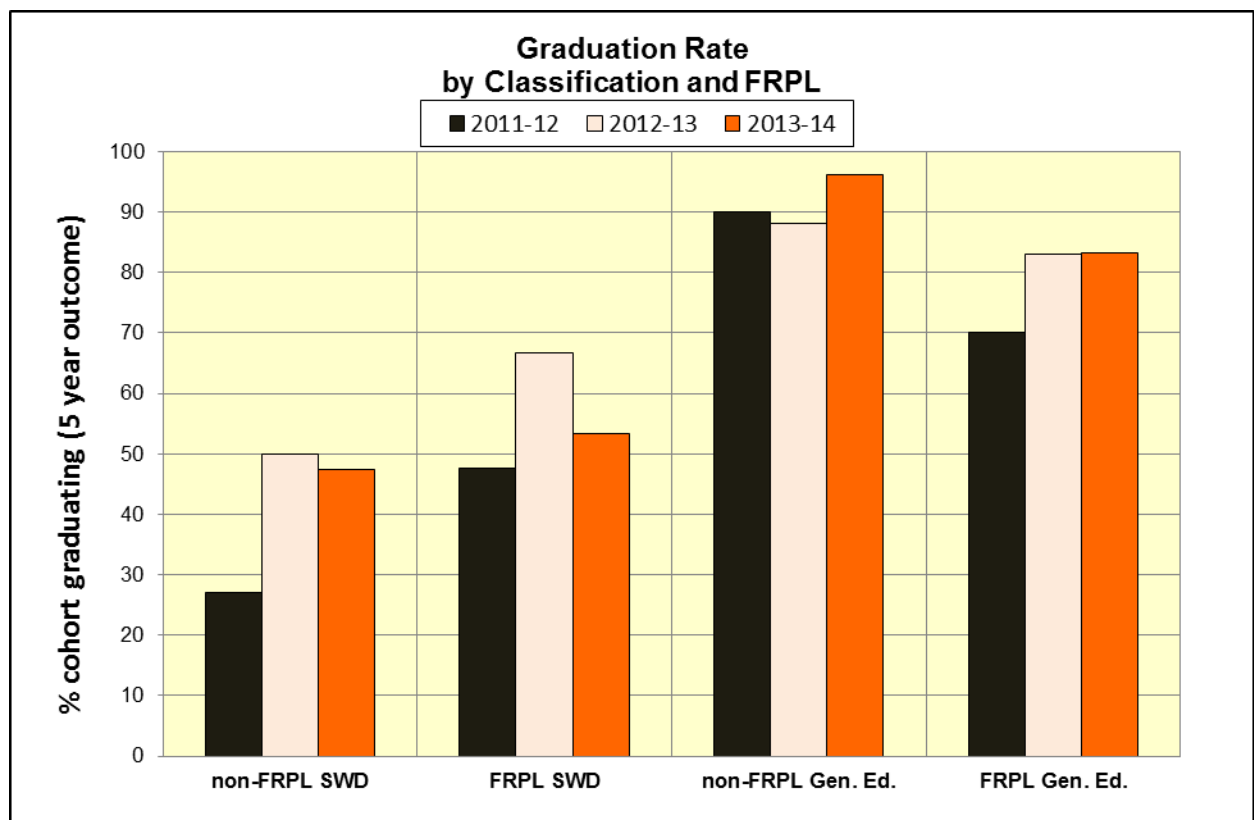
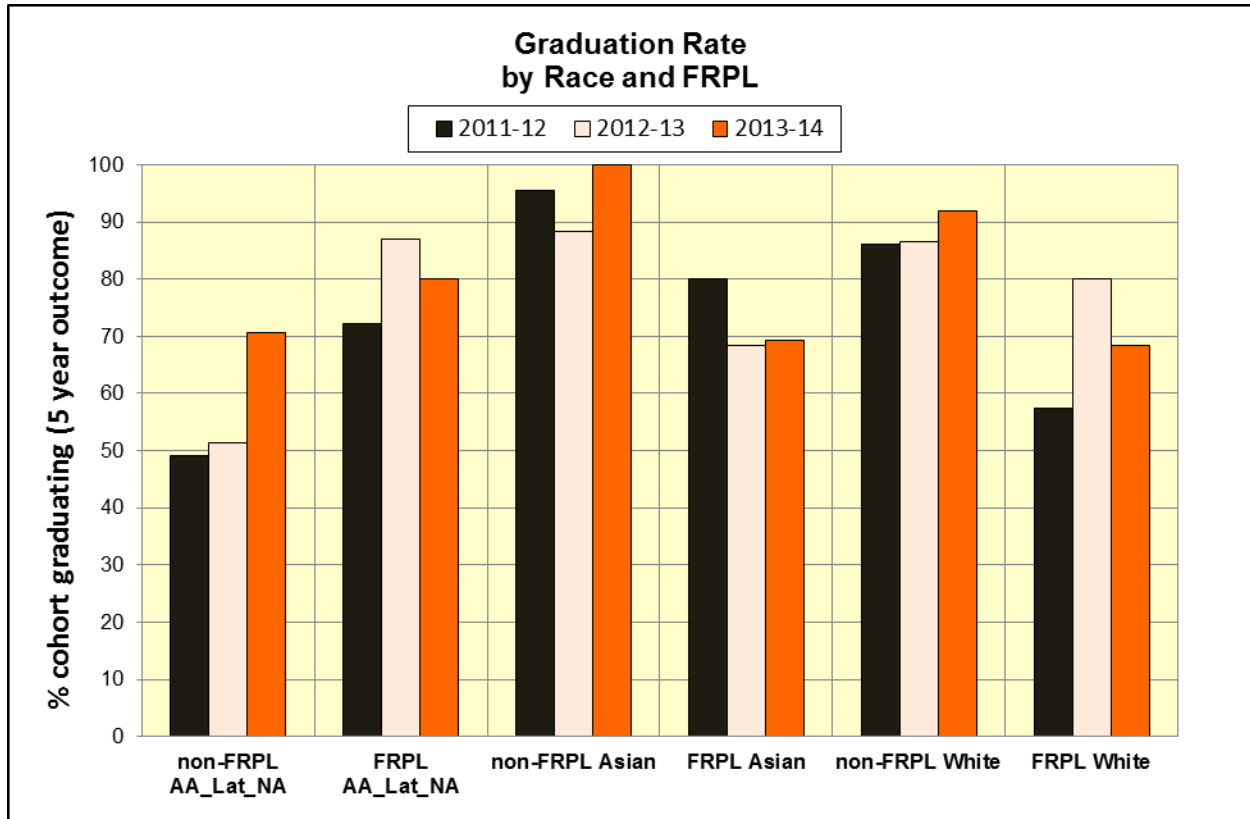
Academic Performance

English Regents Exam Results



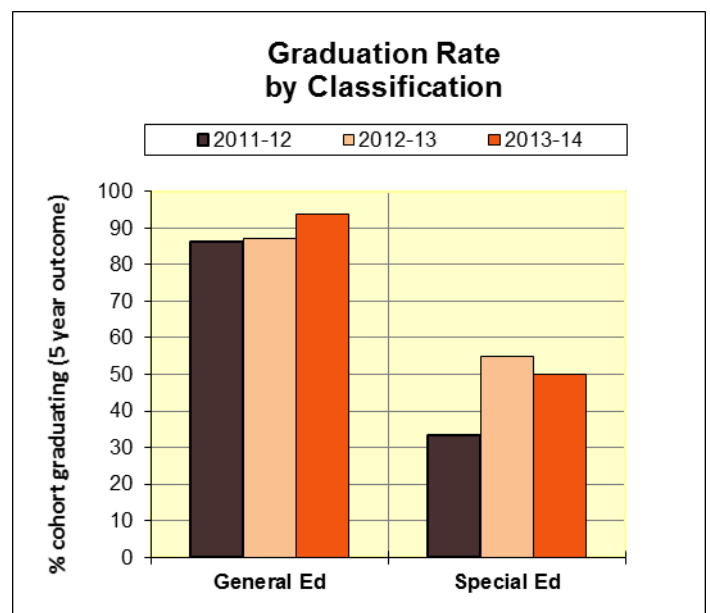
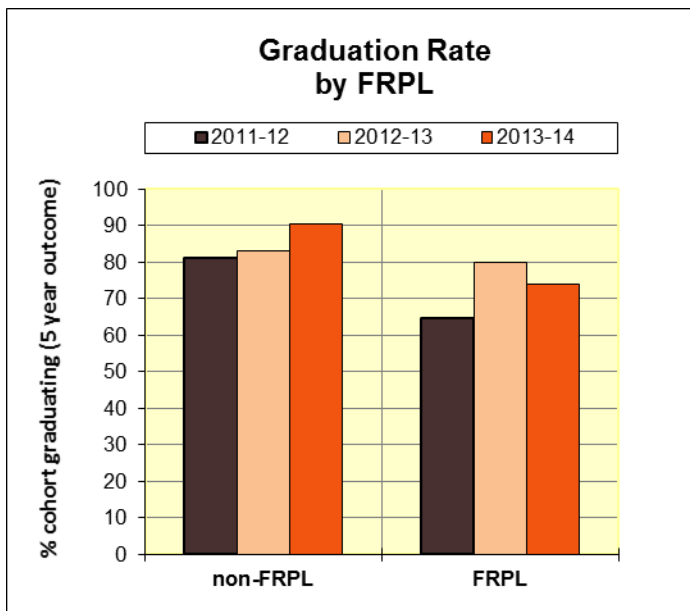
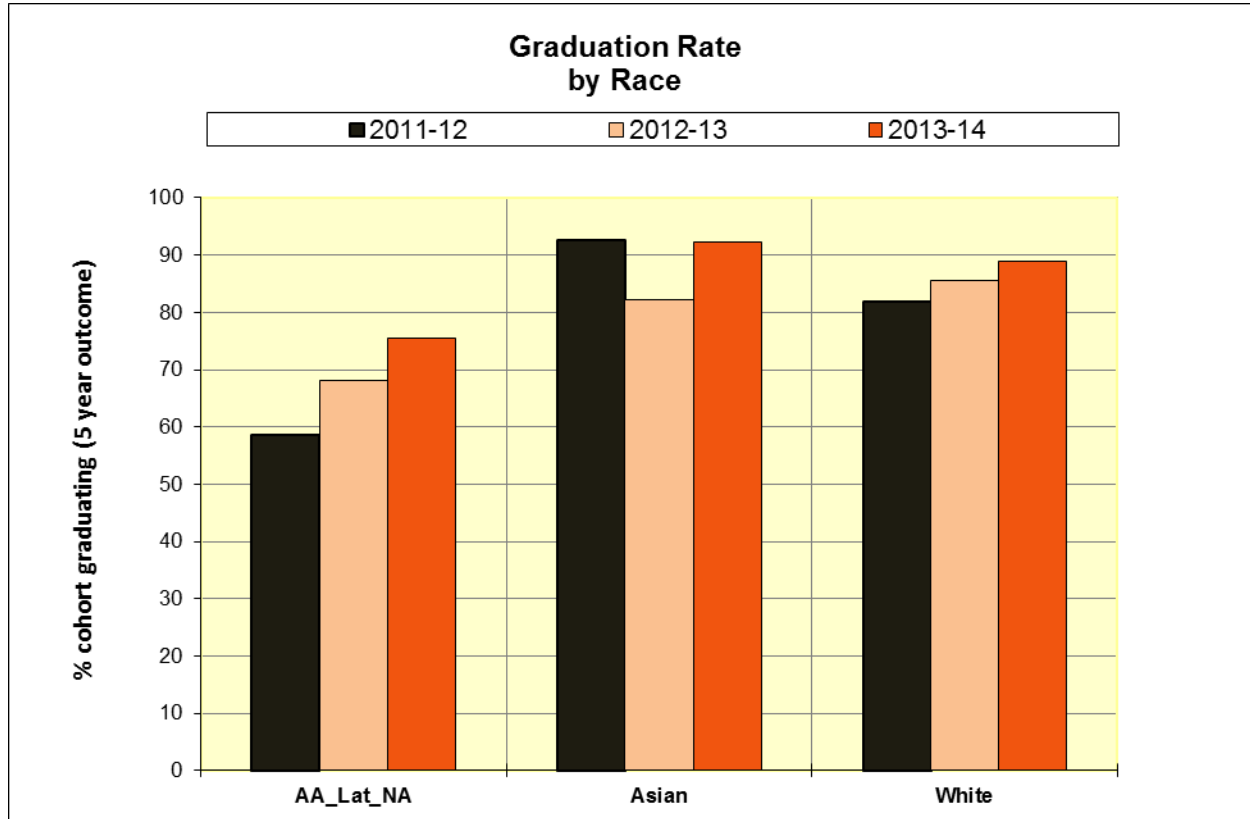
Academic Performance

Graduation Rate



Academic Performance

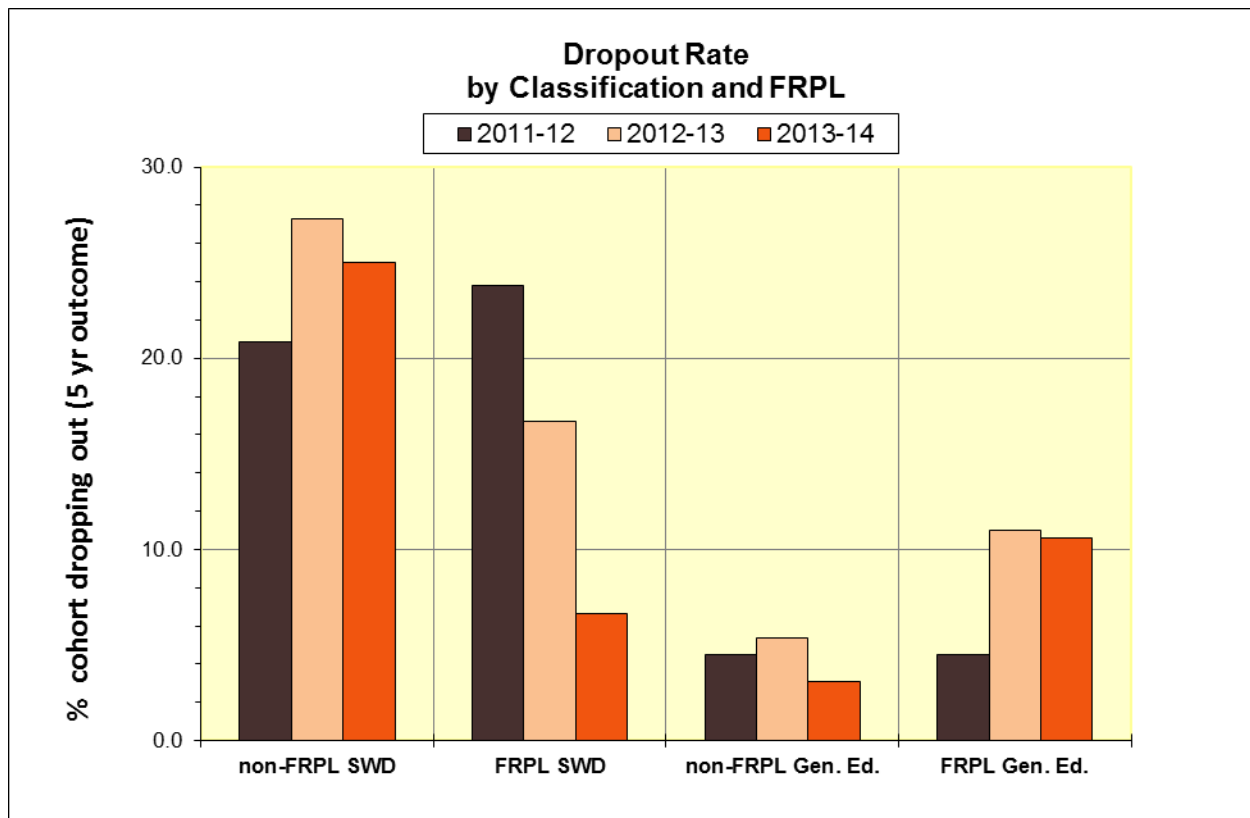
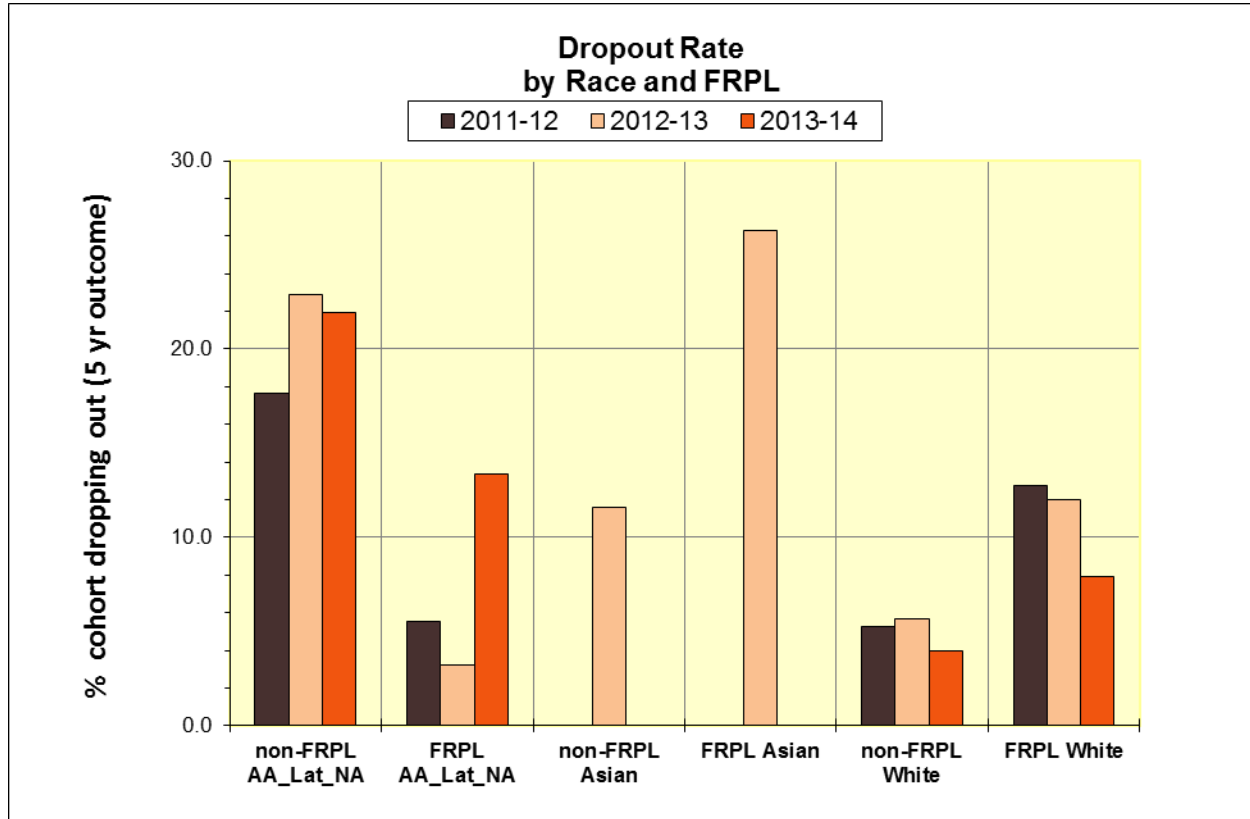
Graduation Rate



* Please note that graduation rates are now available by Classification and/or FRPL status (see previous page). These charts have been included to demonstrate historical trends consistent with older versions of the Equity Report Card.

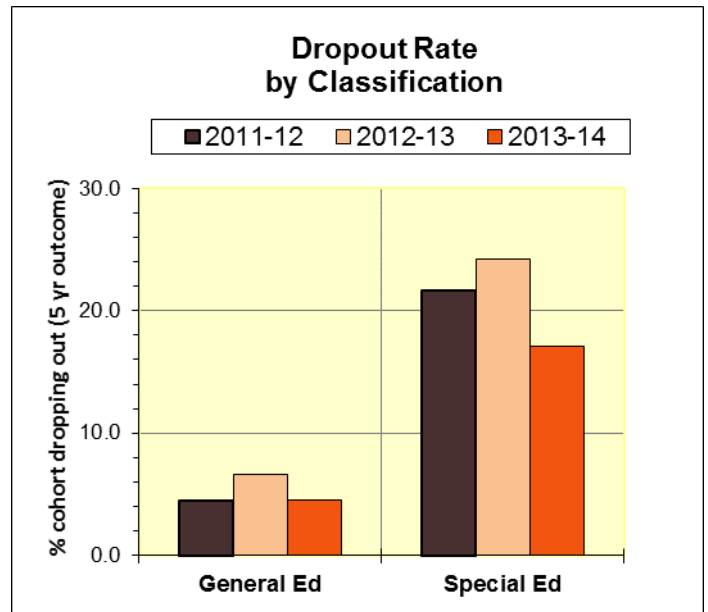
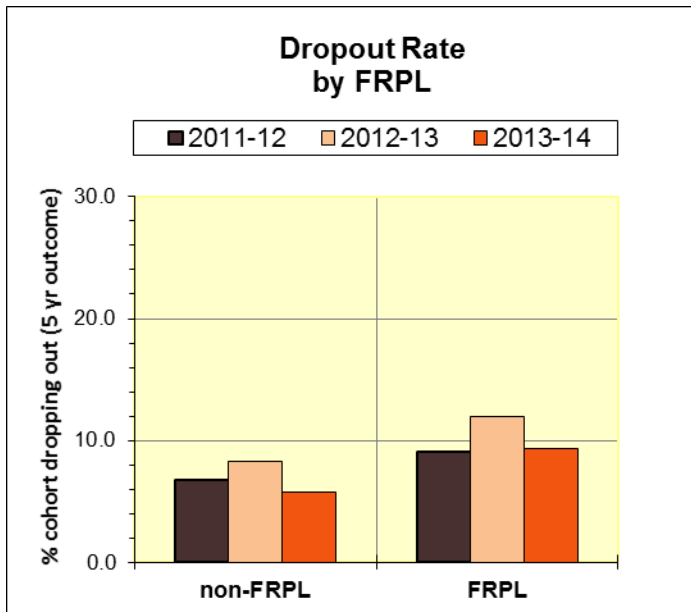
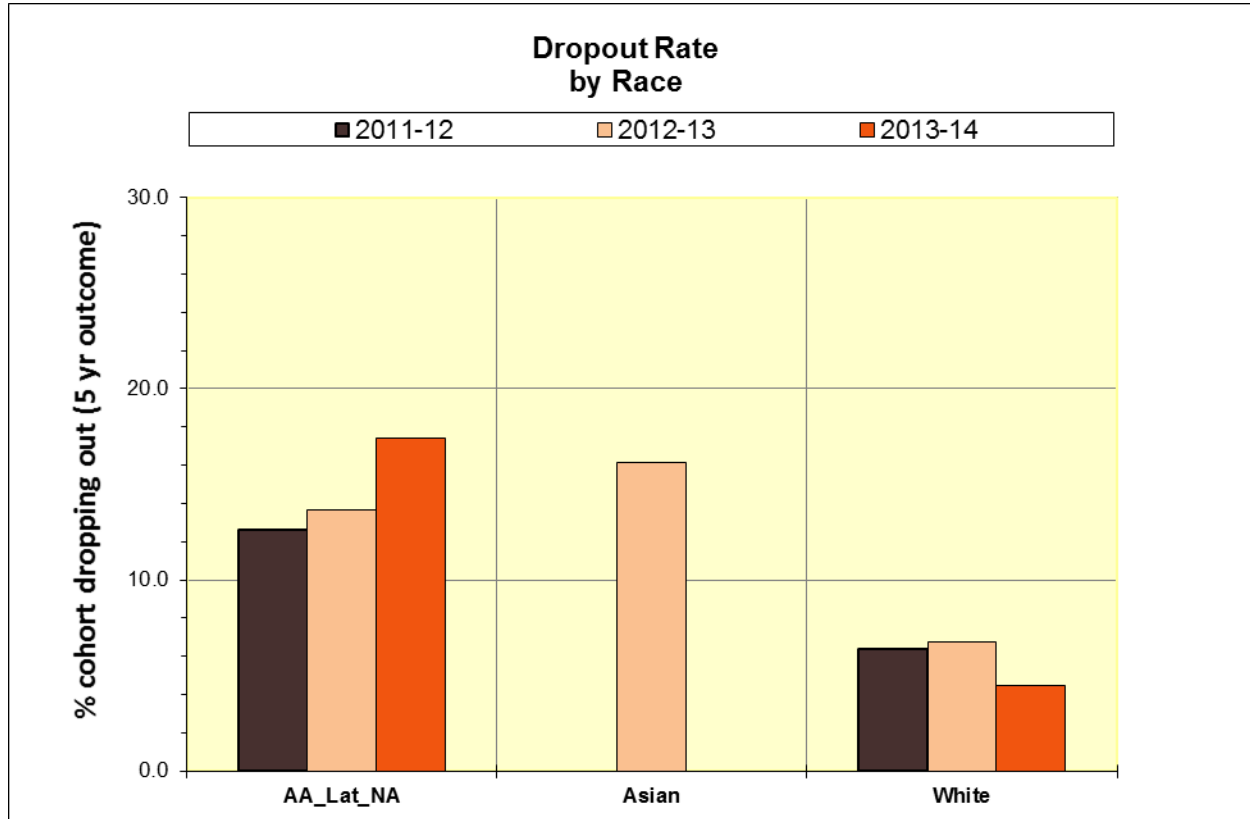
Academic Performance

Dropout Rate



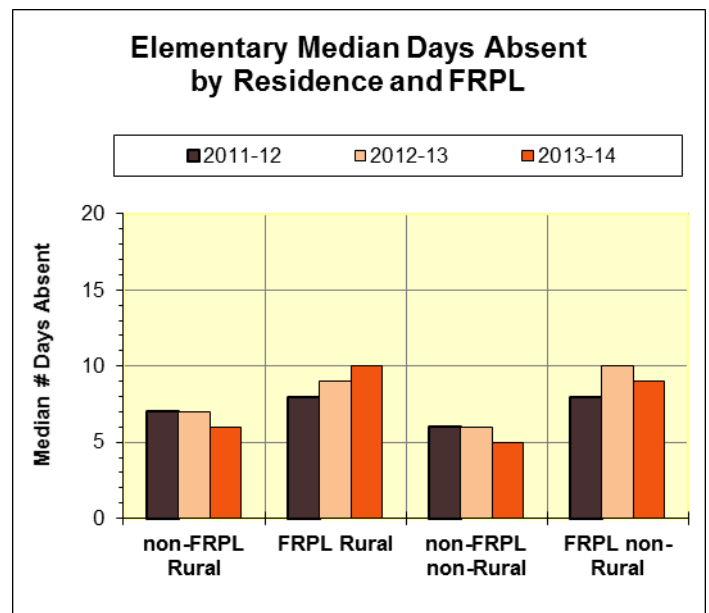
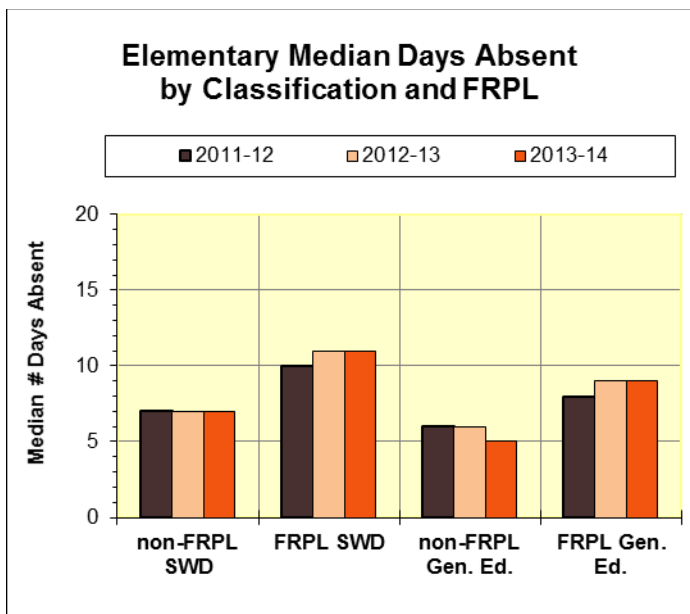
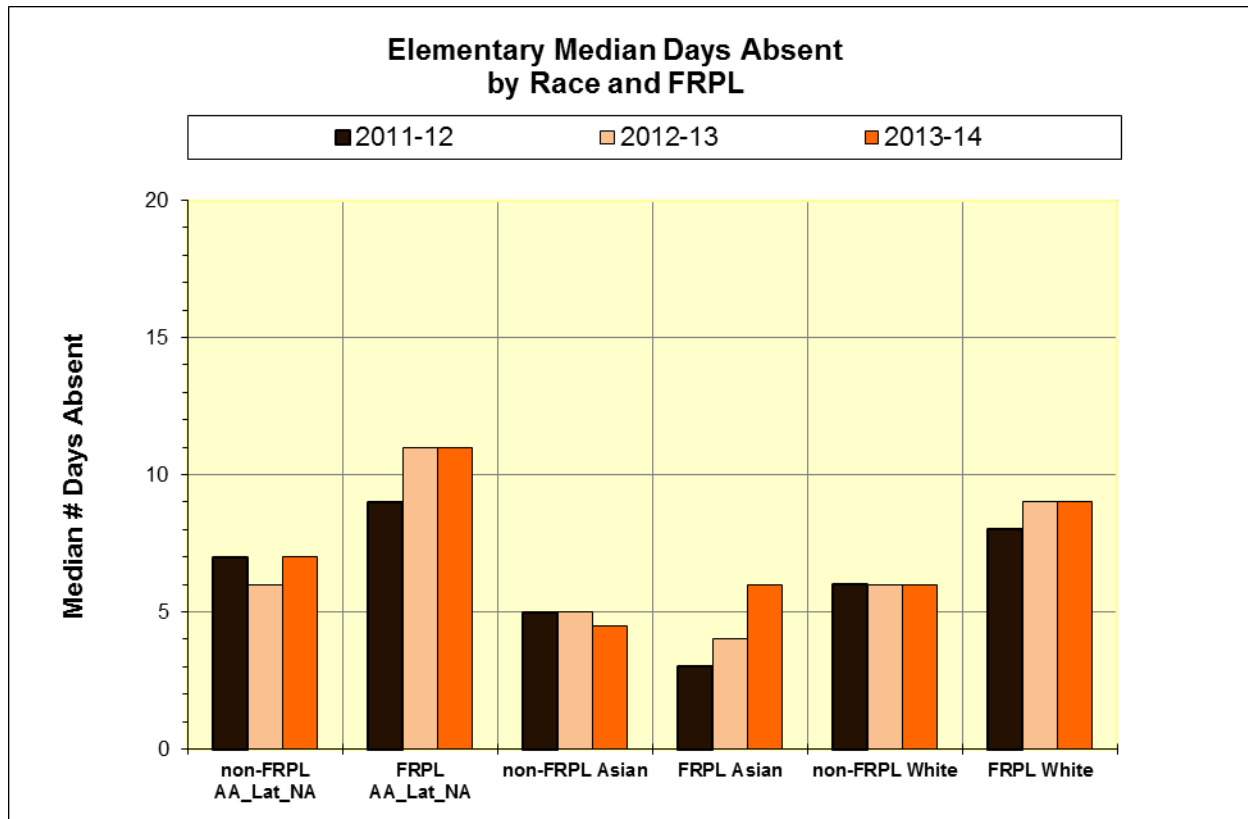
Academic Performance

Dropout Rate



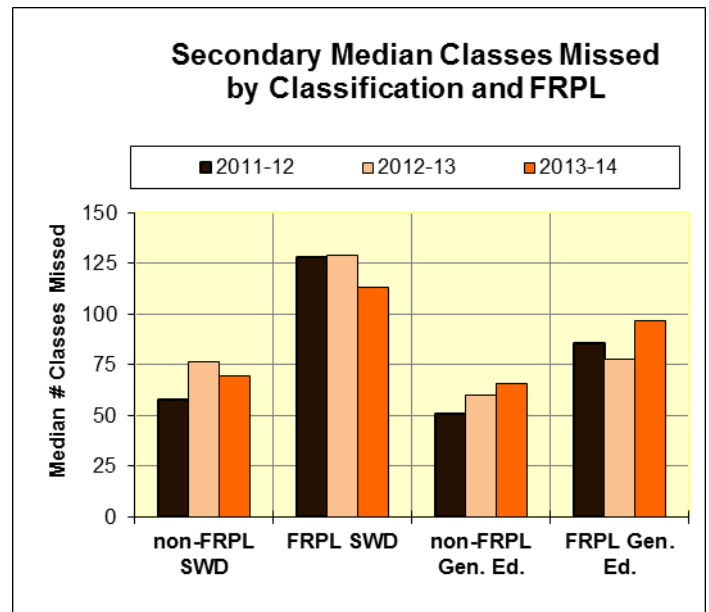
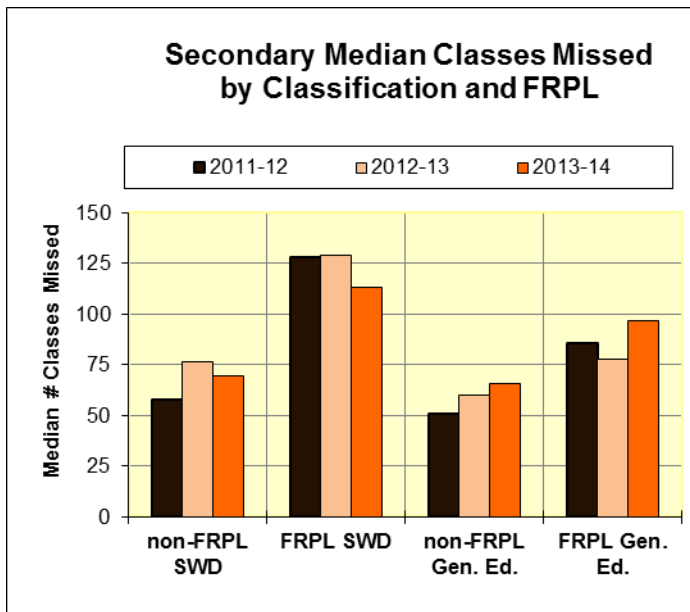
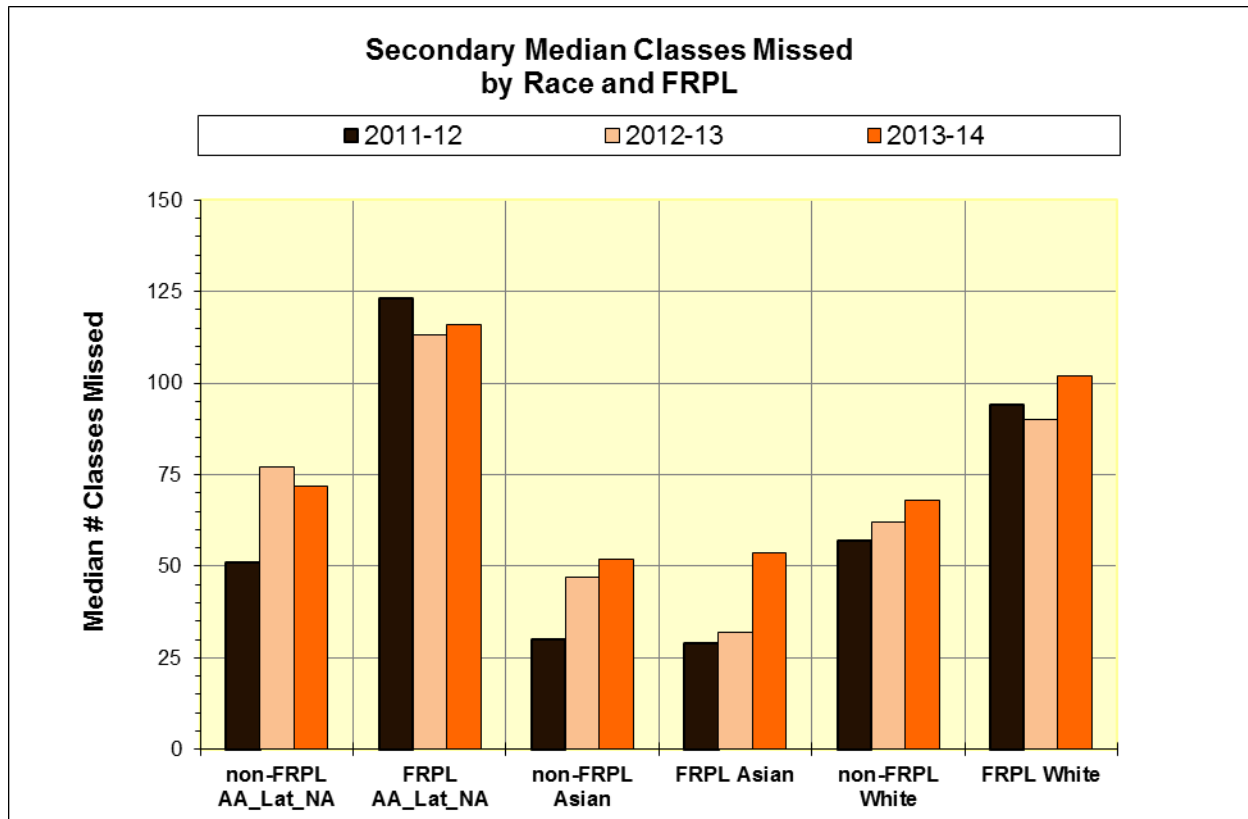
* Please note that dropout rates are now available by Classification and/or FRPL status (see previous page). These charts have been included to demonstrate historical trends consistent with older versions of the Equity Report Card.

Elementary Median Days Absent



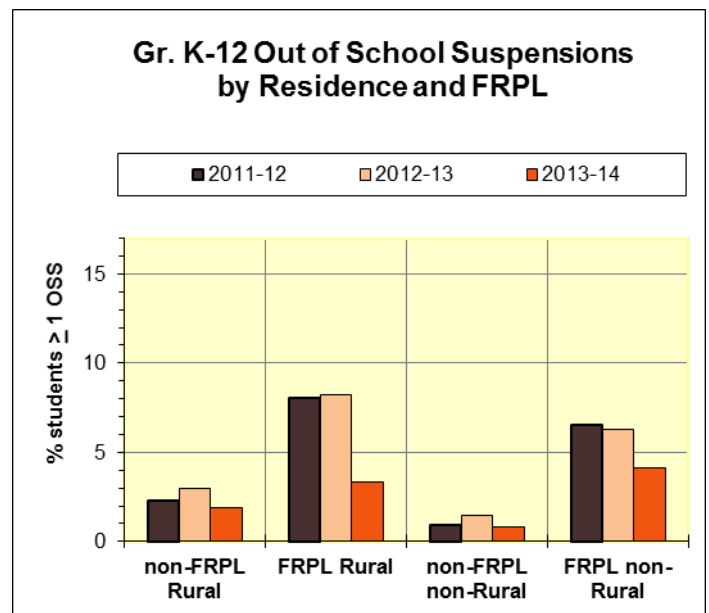
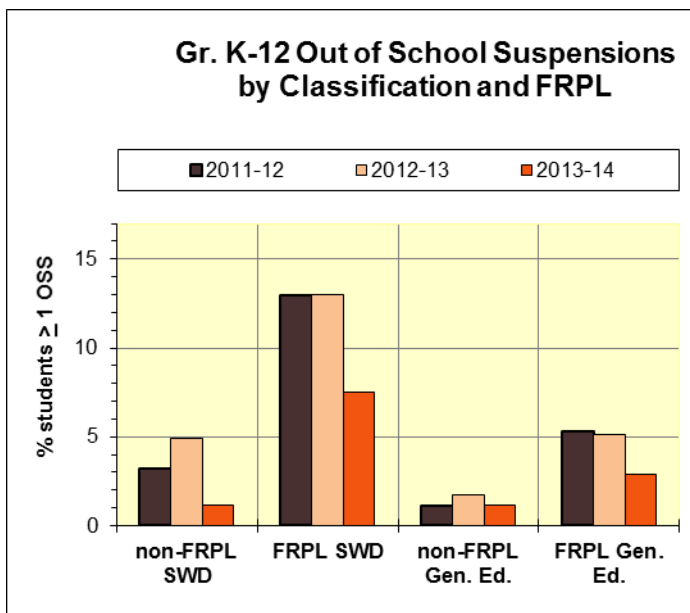
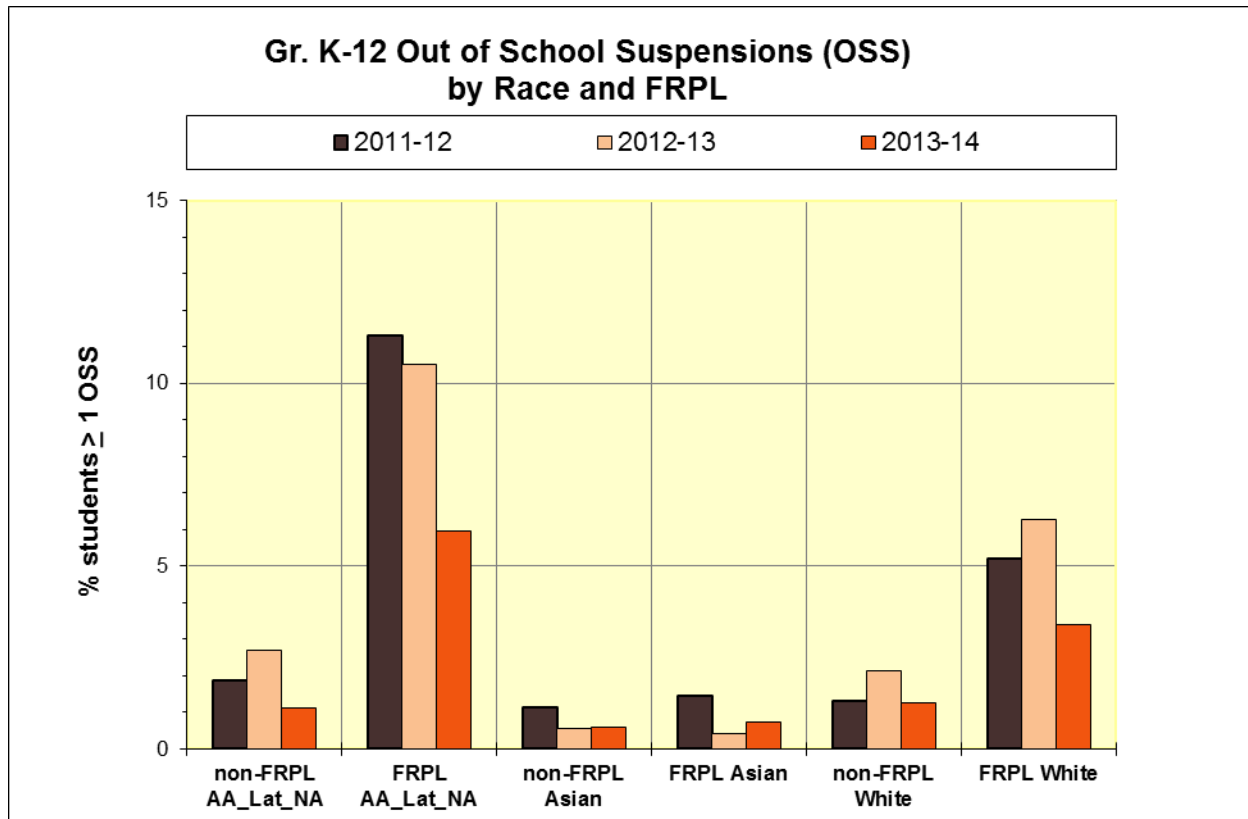
Attendance

Secondary Median Classes Missed



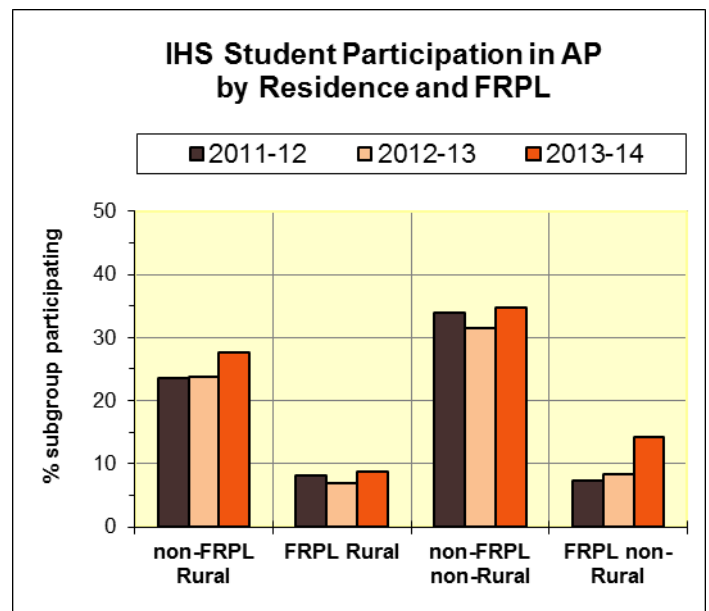
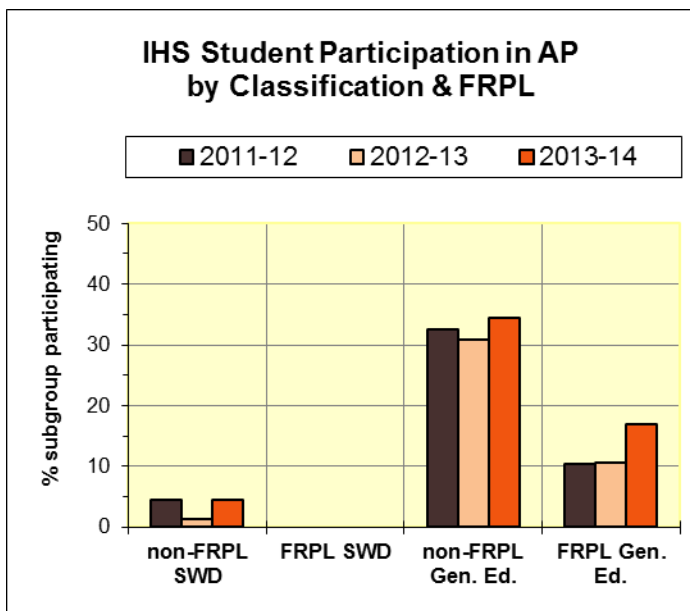
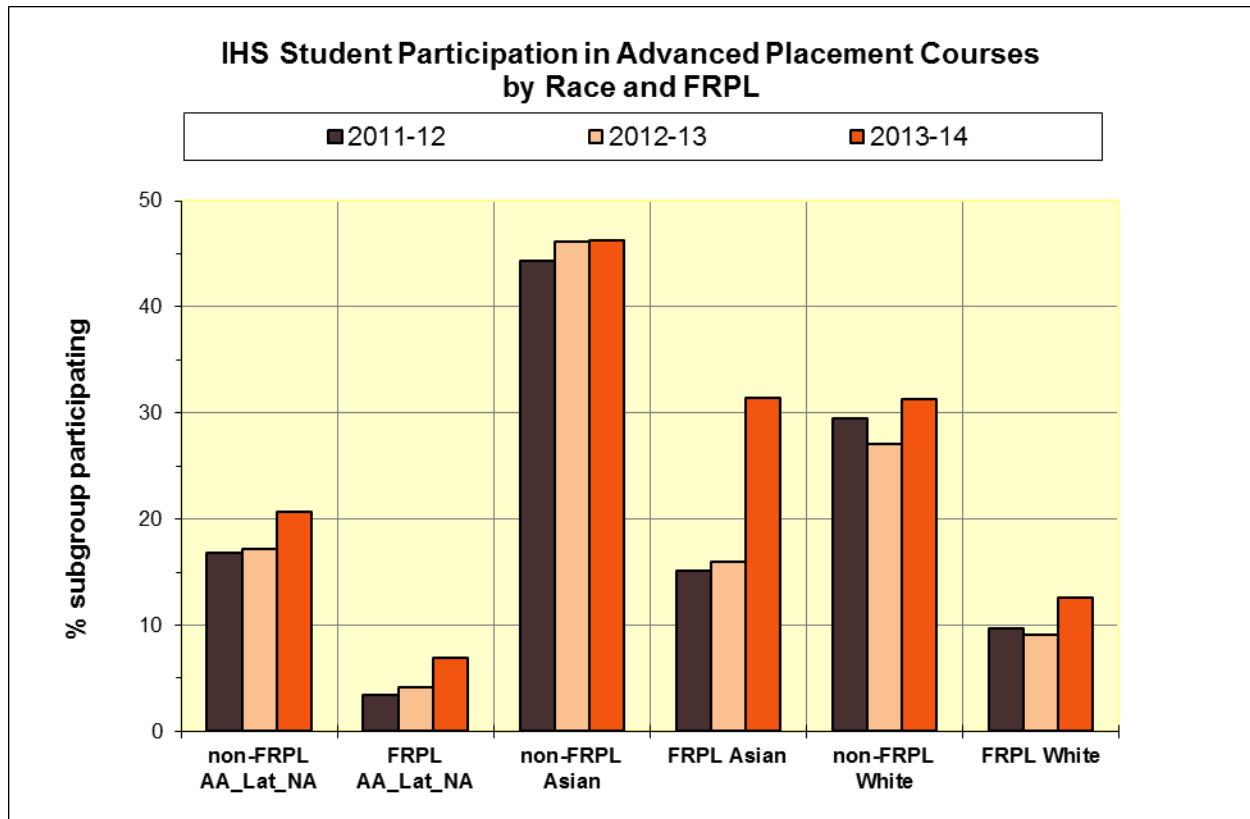
Suspensions

Suspensions



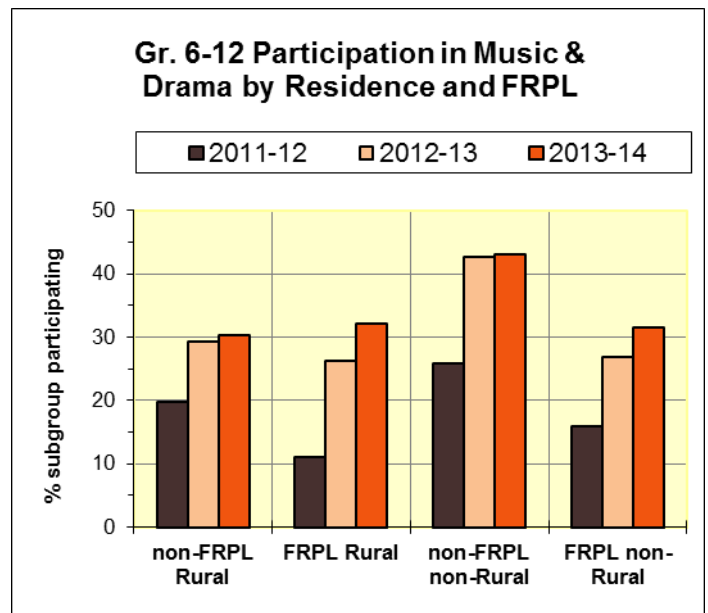
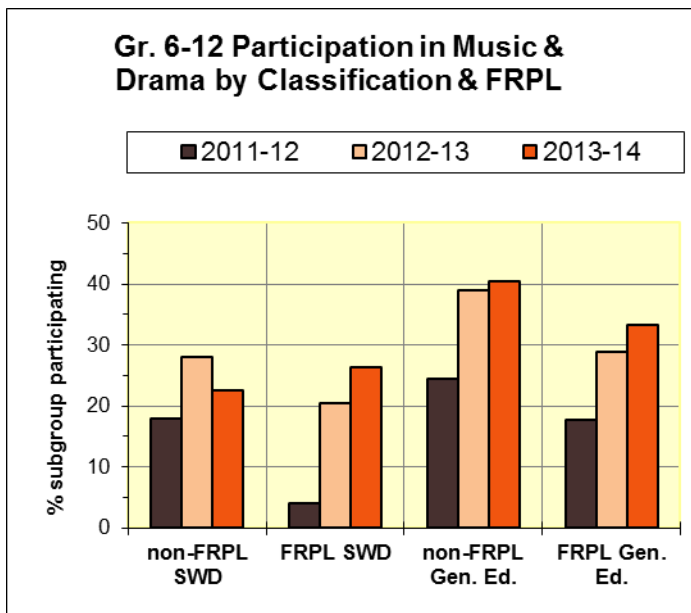
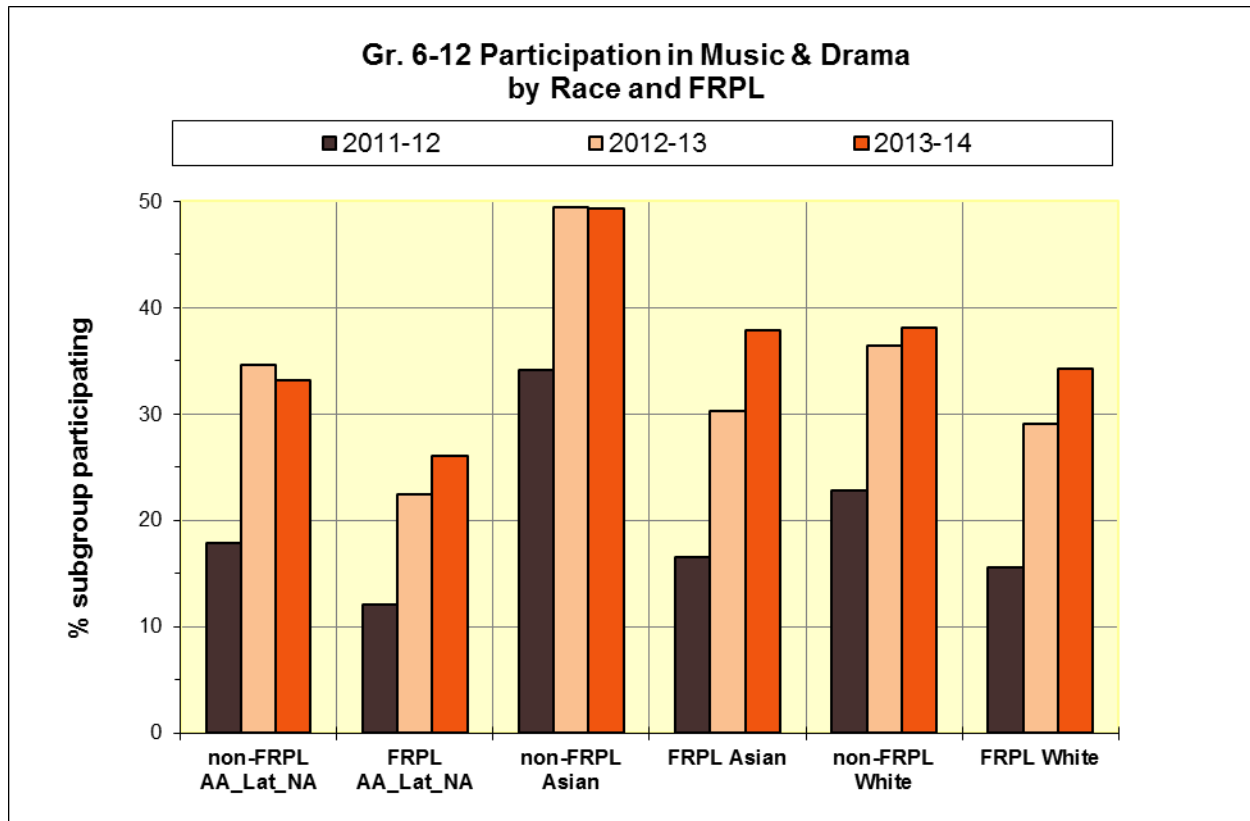
Student Participation

Advanced Placement



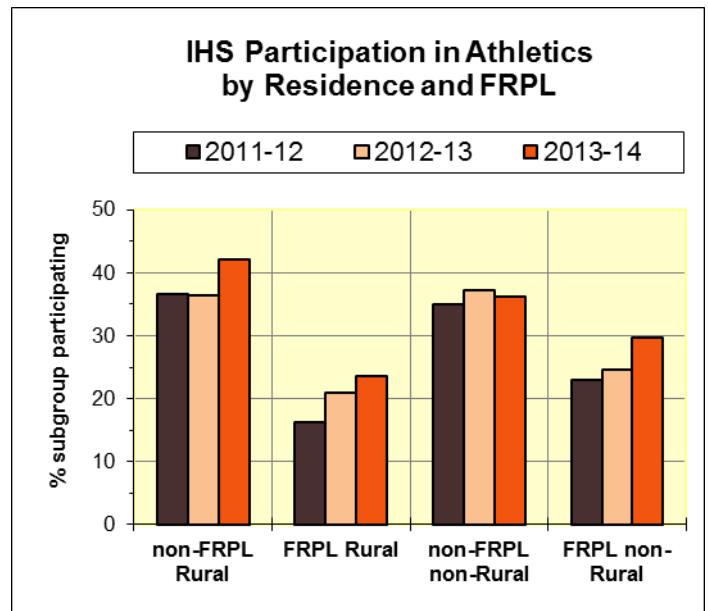
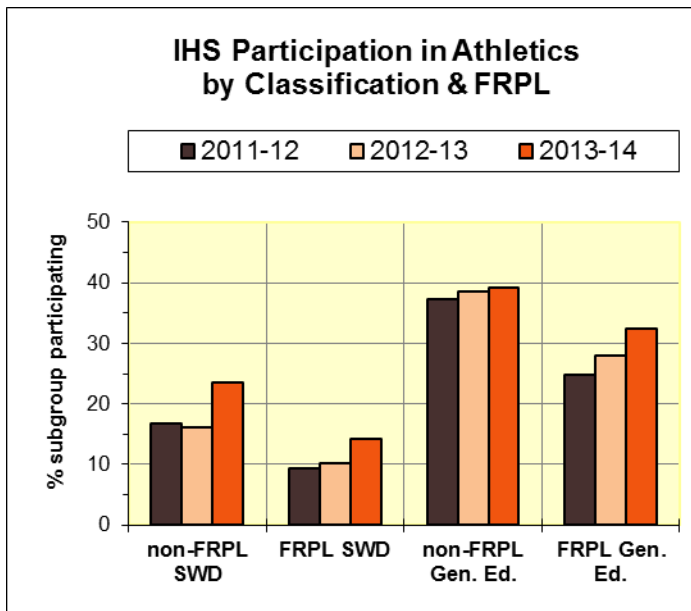
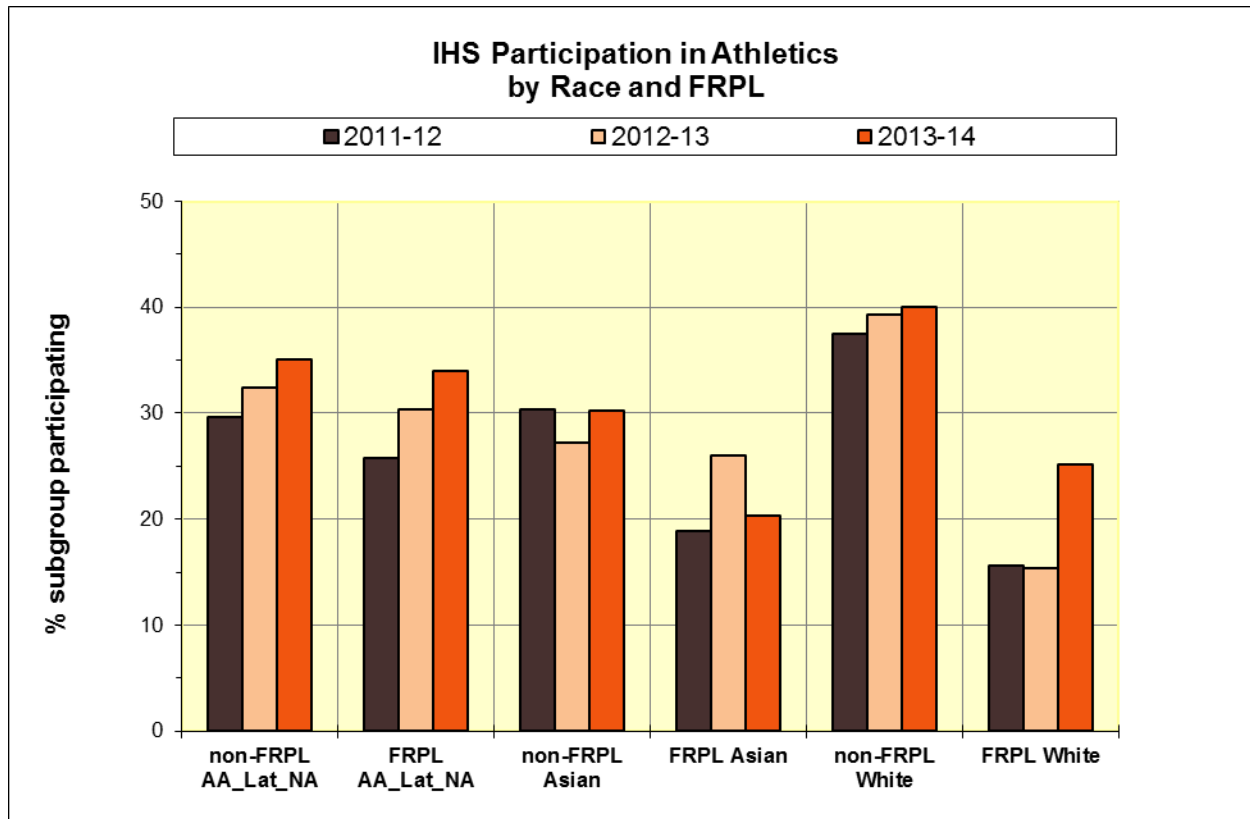
Student Participation

Music and Drama



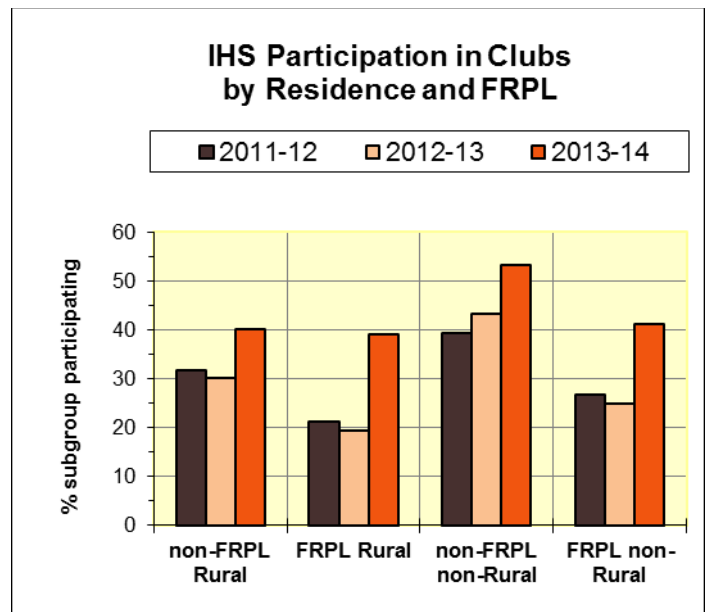
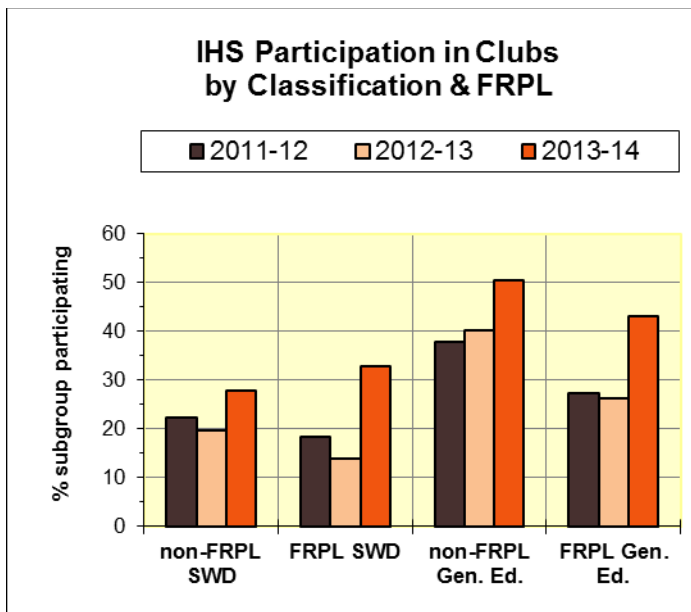
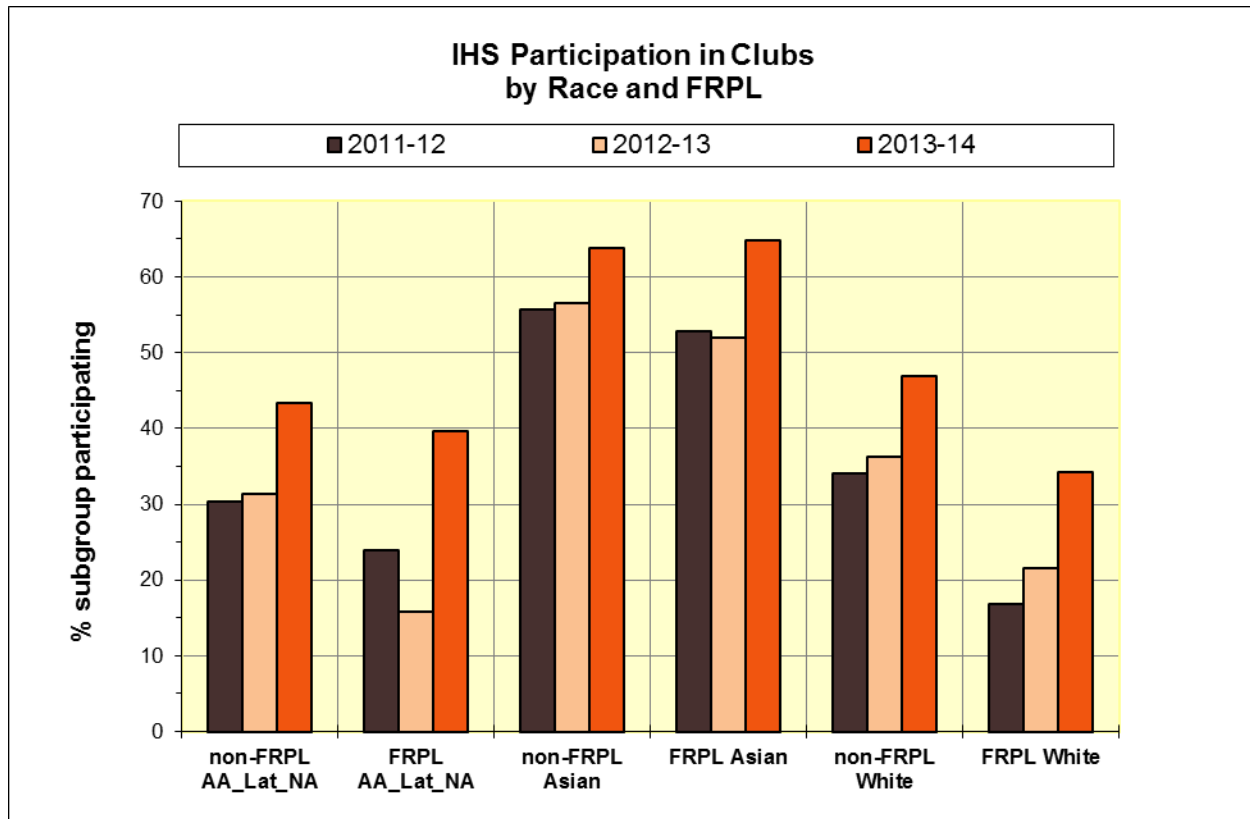
Student Participation

Athletics



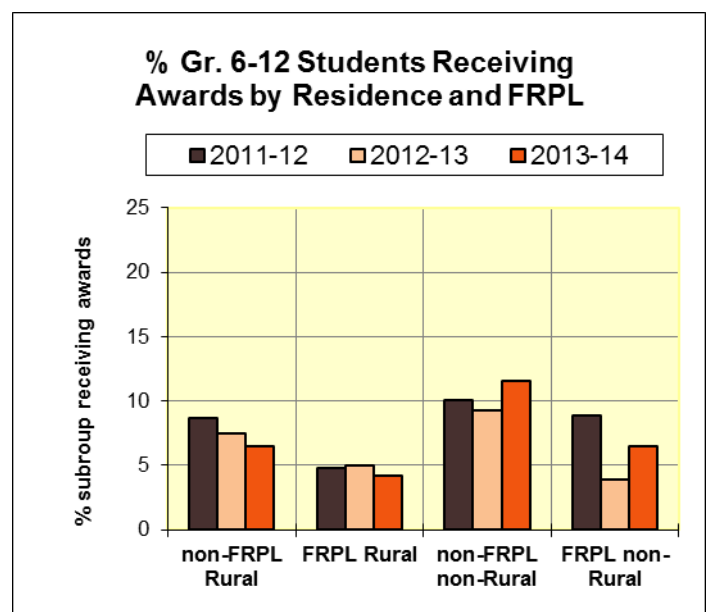
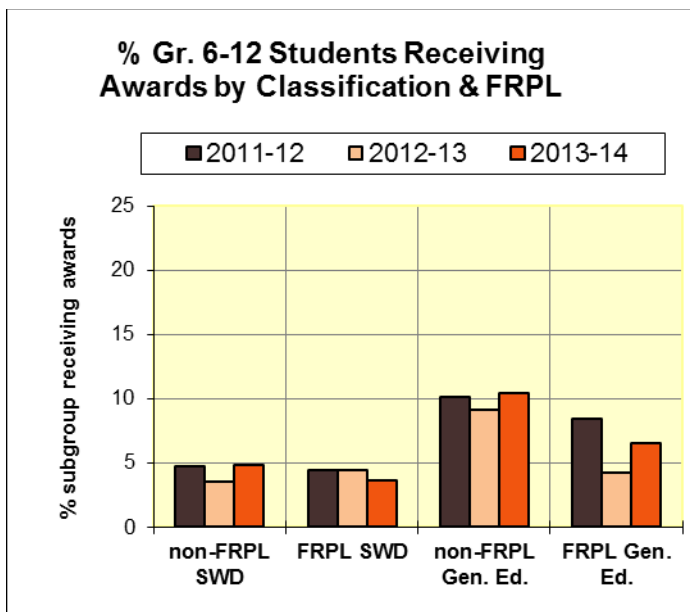
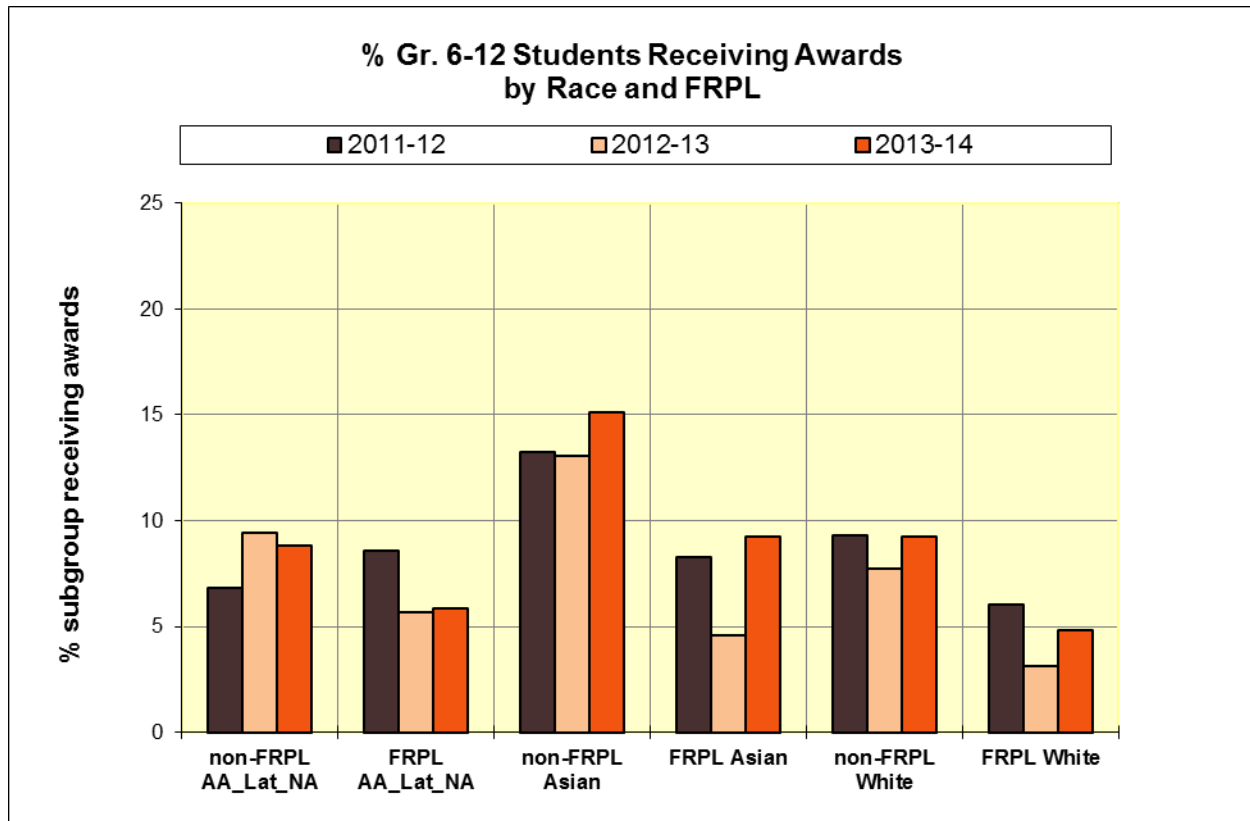
Student Participation

Clubs



Student Participation

Awards



APPENDIX

Appendix A

Appendix A: Data Definitions

Metric	Definition	Calculation	Notes
ICSD Student Demographics	The breakdown of total enrollment by subgroup expressed as a percentage.	(# active and inactive subgroup enrolled in District)/(total active and inactive District enrollment)	Total District enrollment is defined as all active and inactive students, including those in BOCES and other out-of-district placements, between 7/1 and 6/30 in a given school year. Total District enrollment excludes students enrolled as “walk-in” for state test administration and students from other districts placed in our district for special education services.
Subgroup Classified with Disability (%)	The percent of a subgroup classified as student with disability (i.e., having an Individual Education Plan).	(# active and inactive subgroup classified as a student with disability)/(# active and inactive enrollment)	Students with disabilities are those with active Individual Education Plans only.
Staff and student diversity (%)	The percent of a subgroup who are of color (i.e., African American, Latino, Native American, Asian, and Hawaiian/Pacific Islander).	(# of subgroup who are of color)/(total # in subgroup)	Staff includes all full or part-time employees and is disaggregated by teachers, administration, education support professionals, service, and confidential/ managerial.
Staff to student diversity ratio	The staff to student diversity ratio is the relation between student diversity and staff diversity expressed as the quotient of one divided by the other.	(Percent staff of color/percent students of color)	
Gr. 3—8 ELA and math performance index (PI) score	<p>A number used by the state education department to communicate performance on a state assessment. This calculation uses six levels of student achievement:</p> <p>Level 1 On Track = Basic and On Track to Proficient Level 1 Not On Track = Basic and NOT On Track to Proficient Level 2 On Track = Basic Proficient and On Track to Proficient Level 2 Not On Track = Basic Proficient and NOT On Track to Proficient Level 3 = Proficient Level 4 = Advanced</p>	$PI = \frac{((\text{number students scoring at Level 2 NOT On Track}) + (2(\text{number of students scoring at Level 1 On Track} + \text{Level 2 On Track} + \text{Level 3} + \text{Level 4})))}{\text{number of continuously enrolled tested students}} \times 100$	<p>Range of score is 0 to 200. A score of 200 means every student has “passed” or is “on track” to meet proficiency (i.e., every student scored a “Level 1 On Track”, “Level 2 On Track”, “Level 3” or “Level 4”).</p> <p>Number of students refers to the number of continuously enrolled students within the group with a valid score on the assessment.</p> <p>PI calculations are based on COGNOS Level 2 Elementary/Middle-Level data verification reports.</p>

Appendix A

Graduation rate	The percentage of a subgroup in a cohort that has graduated after five years by June 30. Graduation is defined as having received a local or Regents diploma (i.e., has not transferred to GED, received an IEP diploma, dropped out, transferred to another school or program or is still enrolled.)	(# of cohort subgroup receiving a local or regents diploma after five years by June 30)/(# of subgroup in the cohort)	This follows the State definition; students are included in the total cohort based on the year they entered grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort if they were enrolled for a minimum of five months. Graduation rate calculations are based on COGNOS Level 2 Total Cohort summary reports.
Dropout rate	The percentage of a subgroup in a cohort that has dropped out after five years by June 30 (i.e., has not transferred to GED, received an IEP diploma, graduated with a Regents or local diploma, transferred to another school or program or is still enrolled.)	(# of cohort subgroup dropping out after five years by June 30)/(# of subgroup in the cohort)	Please note that graduation rate + dropout rate will not typically equal the total cohort. This is due to students who are still enrolled, in a GED program, or have or will receive an IEP Diploma. This measure follows the state definition. Dropout rate calculations are based on COGNOS Level 2 Total Cohort summary reports.
English Language Arts Regents	The median score on the ELA Regents exam by subgroup.	Median score of students sitting for the Regents ELA exam in August, January and June of given school year	Where a student took the test more than one time, the highest score of the given school year was used for the calculation.
Elementary attendance	The median number of days absent for all active students by subgroup.	median # days absent for year-end active enrolled by subgroup	Active students are those still enrolled at the end of the year. Excludes those absences that were educationally related (i.e. field trip, music lesson, etc.).
Secondary attendance	The median number classes missed for all active students by subgroup.	median # classes missed for year-end active enrolled by subgroup	Active students are those still enrolled at the end of the year. Excludes those absences that were educationally related (i.e. field trip, music lesson, etc.).
Out of school suspension rate (ratio)	The suspension rate is the total count of out-of-school suspensions for active and inactive subgroup enrolled divided by the # active and inactive subgroup enrolled.	(# of active and inactive subgroup suspensions out of school)/(total # of active and inactive subgroup enrolled)	The rate is calculated based on a deduplicated count (e.g., a student suspended on five separate occasions is counted five times in the numerator and one time in the denominator).
Out of school suspension rate (%)	The suspension rate is the total count of students suspended out-of-school one or more times for active and inactive subgroup enrolled divided by the # active and inactive subgroup enrolled.	(# of active and inactive subgroup suspended out of school)/(total # of active and inactive subgroup enrolled)	The percentage is calculated based on a non-duplicated count (e.g., a student suspended on five separate occasions is counted once in the numerator and once in the denominator).

Appendix A

Participation in advanced placement	The percentage of active and inactive subgroup enrolled in the high school that is enrolled in at least one advanced placement course.	$\frac{(\# \text{ active and inactive subgroup enrolled in at least one AP course at IHS})}{(\text{total } \# \text{ active and inactive subgroup enrolled at IHS})}$	Does not include LACS students.
Participation in music and drama	The percentage of active and inactive subgroup enrolled in secondary schools who participate in music and drama.	$\frac{(\# \text{ active and inactive subgroup Gr. 6-12 participating in music and drama})}{(\text{total } \# \text{ active and inactive subgroup Gr. 6-12 enrolled})}$	Based on rosters entered into the student management system.
Participation in athletics	The percentage of active and inactive subgroup enrolled in Ithaca High School who participate in athletics.	$\frac{(\# \text{ active and inactive subgroup participating in athletics})}{(\text{total } \# \text{ active and inactive subgroup})}$	Based on rosters entered into the student management system and verified by the athletic office.
Participation in clubs	The percentage of active and inactive subgroup enrolled in the high school who participate in clubs.	$\frac{(\# \text{ active and inactive subgroup participating in clubs at IHS})}{(\text{total } \# \text{ active and inactive subgroup enrolled at IHS})}$	Based on rosters entered into the student management system. Does not include LACS students.
Student awards	The percentage of active and inactive subgroup enrolled in secondary schools who received an award.	$\frac{(\# \text{ active and inactive subgroup Gr. 6-12 receiving an award})}{(\text{total } \# \text{ active and inactive subgroup Gr. 6-12 enrolled})}$	Based on data entered into the student management system.

Appendix B

Appendix B: Data Tables

Gr. 3-8 Math PI Score by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	170	124	124
FRPL AA_Lat_NA	112	45	54
non-FRPL Asian	192	174	180
FRPL Asian	174	131	133
non-FRPL White	181	147	150
FRPL White	134	76	87
Gr. 3-8 Math PI Score by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	128	65	54
FRPL SWD	83	26	28
non-FRPL Gen. Ed.	187	157	159
FRPL Gen. Ed.	147	88	97
Gr. 3-8 Math PI Score by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	171	124	124
FRPL Rural	121	65	69
non-FRPL non-Rural	186	161	162
FRPL non-Rural	136	77	88

Gr. 3-8 ELA PI Score by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	170	132	125
FRPL AA_Lat_NA	109	46	49
non-FRPL Asian	186	171	167
FRPL Asian	153	110	110
non-FRPL White	181	153	151
FRPL White	133	76	84
Gr. 3-8 ELA PI Score by Classification and	2011-12	2012-13	2013-14
non-FRPL SWD	120	70	65
FRPL SWD	67	21	26
non-FRPL Gen. Ed.	187	161	158
FRPL Gen. Ed.	147	86	89
Gr. 3-8 ELA PI Score by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	169	133	129
FRPL Rural	120	63	67
non-FRPL non-Rural	186	164	159
FRPL non-Rural	129	74	79

Appendix B

ELA Regents Median Score by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	88	84	78
FRPL AA_Lat_NA	73	72	69
non-FRPL Asian	93	91	90
FRPL Asian	69	72	82
non-FRPL White	90	87	85
FRPL White	75	82	74
ELA Regents Median Score by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	73	69	68
FRPL SWD	66	67	62
non-FRPL Gen. Ed.	90	89	86
FRPL Gen. Ed.	77	81	74
ELA Regents Median Score by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	90	85	85
FRPL Rural	77	79	69
non-FRPL non-Rural	90	89	86
FRPL non-Rural	71	78	74
ELA Regents Student Count by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	29	27	30
FRPL AA_Lat_NA	58	49	49
non-FRPL Asian	44	47	37
FRPL Asian	19	13	15
non-FRPL White	242	216	225
FRPL White	58	53	40
ELA Regents Student Count by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	20	32	28
FRPL SWD	39	19	18
non-FRPL Gen. Ed.	295	258	264
FRPL Gen. Ed.	96	96	86
ELA Regents Student Count by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	97	119	108
FRPL Rural	56	38	26
non-FRPL non-Rural	218	171	184
FRPL non-Rural	79	77	78

Appendix B

Graduation Rate by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	49.0	51.4	70.7
FRPL AA_Lat_NA	72.2	87.1	80.0
non-FRPL Asian	95.5	88.4	100.0
FRPL Asian	80.0	68.4	69.2
non-FRPL White	86.1	86.6	92.0
FRPL White	57.4	80.0	68.4
Graduation Rate by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	27.1	50.0	47.5
FRPL SWD	47.6	66.7	53.3
non-FRPL Gen. Ed.	90.0	88.2	96.2
FRPL Gen. Ed.	70.1	82.9	83.3
Graduation Count by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	25	18	29
FRPL AA_Lat_NA	26	27	36
non-FRPL Asian	21	38	38
FRPL Asian	4	13	9
non-FRPL White	229	213	231
FRPL White	27	40	26
Graduation Count by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	13	22	19
FRPL SWD	10	12	16
non-FRPL Gen. Ed.	262	247	279
FRPL Gen. Ed.	47	68	55
Cohort Count by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	51	35	41
FRPL AA_Lat_NA	36	31	45
non-FRPL Asian	22	43	38
FRPL Asian	5	19	13
non-FRPL White	266	246	251
FRPL White	47	50	38
Cohort Count by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	48	44	40
FRPL SWD	21	18	30
non-FRPL Gen. Ed.	291	280	290
FRPL Gen. Ed.	67	82	66

Appendix B

Graduation Rate by Race	2011-12	2012-13	2013-14
AA_Lat_NA	59	68	76
Asian	93	82	92
White	82	85	89
Graduation Rate by FRPL	2011-12	2012-13	2013-14
non-FRPL	81	83	90
FRPL	65	80	74
Graduation Rate by Classification	2011-12	2012-13	2013-14
General Ed	86	87	94
Special Ed	33	55	50
Cohort Count by Race	2011-12	2012-13	2013-14
AA_Lat_NA	87	66	86
Asian	27	62	51
White	313	296	289
Graduation Count by Race	2011-12	2012-13	2013-14
AA_Lat_NA	51	45	65
Asian	25	51	47
White	256	253	257
Cohort Count by FRPL	2011-12	2012-13	2013-14
non-FRPL	339	324	330
FRPL	88	100	96
Graduation Count by FRPL	2011-12	2012-13	2013-14
non-FRPL	275	269	298
FRPL	57	80	71
Cohort Count by Classification	2011-12	2012-13	2013-14
General Ed	358	362	356
Special Ed	69	62	70
Graduation Count by Classification	2011-12	2012-13	2013-14
General Ed	309	315	334
Special Ed	23	34	35

Appendix B

Dropout Rate by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	17.6	22.9	22.0
FRPL AA_Lat_NA	5.6	3.2	13.3
non-FRPL Asian	0.0	11.6	0.0
FRPL Asian	0.0	26.3	0.0
non-FRPL White	5.3	5.7	4.0
FRPL White	12.8	12.0	7.9
Dropout Rate by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	20.8	27.3	25.0
FRPL SWD	23.8	16.7	6.7
non-FRPL Gen. Ed.	4.5	5.4	3.1
FRPL Gen. Ed.	4.5	11.0	10.6

Dropout Count by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	9	8	9
FRPL AA_Lat_NA	2	1	6
non-FRPL Asian	0	5	0
FRPL Asian	0	5	0
non-FRPL White	14	14	10
FRPL White	6	6	3
Dropout Count by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	10	12	10
FRPL SWD	5	3	2
non-FRPL Gen. Ed.	13	15	9
FRPL Gen. Ed.	3	9	7
Cohort Count by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	51	35	41
FRPL AA_Lat_NA	36	31	45
non-FRPL Asian	22	43	38
FRPL Asian	5	19	13
non-FRPL White	266	246	251
FRPL White	47	50	38
Cohort Count by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	48	44	40
FRPL SWD	21	18	30
non-FRPL Gen. Ed.	291	280	290
FRPL Gen. Ed.	67	82	66

Appendix B

Dropout Rate by Race	2011-12	2012-13	2013-14
AA_Lat_NA	12.6	13.6	17.4
Asian	0.0	16.1	0.0
White	6.4	6.8	4.5
Dropout Rate by FRPL	2011-12	2012-13	2013-14
non-FRPL	6.8	8.3	5.8
FRPL	9.1	12.0	9.4
Dropout Rate by Classification	2011-12	2012-13	2013-14
General Ed	4.5	6.6	4.5
Special Ed	21.7	24.2	17.1
Cohort Count by Race	2011-12	2012-13	2013-14
AA_Lat_NA	87	66	86
Asian	27	62	51
White	313	296	289
Dropout Count by Race	2011-12	2012-13	2013-14
AA_Lat_NA	11	9	15
Asian	0	10	0
White	20	20	13
Cohort Count by FRPL	2011-12	2012-13	2013-14
non-FRPL	339	324	330
FRPL	88	100	96
Dropout Count by FRPL	2011-12	2012-13	2013-14
non-FRPL	23	27	19
FRPL	8	12	9
Cohort Count by Classification	2011-12	2012-13	2013-14
General Ed	358	362	356
Special Ed	69	62	70
Dropout Count by Classification	2011-12	2012-13	2013-14
General Ed	16	24	16
Special Ed	15	15	12

Appendix B

Elementary Median Days Absent by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	7.0	6.0	7.0
FRPL AA_Lat_NA	9.0	11.0	11.0
non-FRPL Asian	5.0	5.0	4.5
FRPL Asian	3.0	4.0	6.0
non-FRPL White	6.0	6.0	6.0
FRPL White	8.0	9.0	9.0
Elementary Median Days Absent by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	7.0	7.0	7.0
FRPL SWD	10.0	11.0	11.0
non-FRPL Gen. Ed.	6.0	6.0	5.0
FRPL Gen. Ed.	8.0	9.0	9.0
Elementary Median Days Absent by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	7.0	7.0	6.0
FRPL Rural	8.0	9.0	10.0
non-FRPL non-Rural	6.0	6.0	5.0
FRPL non-Rural	8.0	10.0	9.0

Secondary Median Classes Missed by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	51	77	72
FRPL AA_Lat_NA	123	113	116
non-FRPL Asian	30	47	52
FRPL Asian	29	32	54
non-FRPL White	57	62	68
FRPL White	94	90	102
Secondary Median Classes Missed by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	58	77	70
FRPL SWD	128	129	113
non-FRPL Gen. Ed.	51	60	66
FRPL Gen. Ed.	86	78	97
Secondary Median Classes Missed by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	57	65	70
FRPL Rural	110	85	97
non-FRPL non-Rural	50	59	65
FRPL non-Rural	89	86	102

Cells highlighted in yellow represent figures that have been adjusted from those published in the Eighth Annual Equity Report Card. Figures as originally published contained calculation errors.

Appendix B

Out of School Suspension Rate (%) by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	1.88	2.70	1.11
FRPL AA_Lat_NA	11.32	10.52	5.97
non-FRPL Asian	1.12	0.57	0.57
FRPL Asian	1.44	0.40	0.72
non-FRPL White	1.30	2.13	1.24
FRPL White	5.20	6.26	3.40
Out of School Suspension Rate (%) by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	3.22	4.91	1.15
FRPL SWD	12.99	12.96	7.50
non-FRPL Gen. Ed.	1.14	1.70	1.13
FRPL Gen. Ed.	5.29	5.09	2.90
Out of School Suspension Rate (%) by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	2.31	2.97	1.92
FRPL Rural	8.08	8.22	3.34
non-FRPL non-Rural	0.89	1.47	0.82
FRPL non-Rural	6.51	6.25	4.16
Count of students suspended by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	9	10	4
FRPL AA_Lat_NA	79	73	41
non-FRPL Asian	6	3	3
FRPL Asian	3	1	2
non-FRPL White	39	63	36
FRPL White	49	66	35
Count of students suspended by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	13	16	3
FRPL SWD	56	63	33
non-FRPL Gen. Ed.	41	60	40
FRPL Gen. Ed.	75	77	45
Count of students suspended by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	30	38	21
FRPL Rural	55	63	20
non-FRPL non-Rural	24	38	22
FRPL non-Rural	76	77	58
Count of students by Race and FRPL	2010-11	2011-12	2013-14
non-FRPL AA_Lat_NA	445	479	361
FRPL AA_Lat_NA	672	698	687
non-FRPL Asian	528	534	525
FRPL Asian	216	209	276
non-FRPL White	3209	2995	2906
FRPL White	1060	942	1030
Count of students by Classification and FRPL	2010-11	2011-12	2013-14
non-FRPL SWD	585	404	261
FRPL SWD	530	431	440
non-FRPL Gen. Ed.	3597	3604	3531
FRPL Gen. Ed.	1418	1418	1553
Count of students by Residence and FRPL	2010-11	2011-12	2013-14
non-FRPL Rural	1126	1301	1093
FRPL Rural	581	681	599
non-FRPL non-Rural	3040	2707	2699
FRPL non-Rural	1356	1168	1394

Appendix B

Participation in Advanced Placement Courses by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	16.80	17.14	20.62
FRPL AA_Lat_NA	3.43	4.09	6.92
non-FRPL Asian	44.30	46.10	46.31
FRPL Asian	15.09	16.00	31.48
non-FRPL White	29.54	27.02	31.27
FRPL White	9.64	9.09	12.57
Participation in Advanced Placement Courses by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	4.49	1.33	4.41
FRPL SWD	0.00	0.00	0.00
non-FRPL Gen. Ed.	32.45	30.80	34.40
FRPL Gen. Ed.	10.49	10.69	16.84
Participation in Advanced Placement Courses by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	23.48	23.70	27.60
FRPL Rural	8.09	6.94	8.82
non-FRPL non-Rural	33.94	31.53	34.76
FRPL non-Rural	7.36	8.30	14.34
Count of Students Participating in Advanced Placement Courses by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	21	18	20
FRPL AA_Lat_NA	6	7	11
non-FRPL Asian	70	71	69
FRPL Asian	8	8	17
non-FRPL White	244	224	247
FRPL White	16	16	22
Count of Students Participating in Advanced Placement Courses by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	4	1	3
FRPL SWD	0	0	0
non-FRPL Gen. Ed.	331	312	333
FRPL Gen. Ed.	30	31	50
Count of Students Participating in Advanced Placement Courses by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	93	91	93
FRPL Rural	11	10	9
non-FRPL non-Rural	242	222	243
FRPL non-Rural	19	21	41
Count of Students by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	125	105	97
FRPL AA_Lat_NA	175	171	159
non-FRPL Asian	158	154	149
FRPL Asian	53	50	54
non-FRPL White	826	829	790
FRPL White	166	176	175
Count of Students by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	89	75	68
FRPL SWD	108	107	91
non-FRPL Gen. Ed.	1020	1013	968
FRPL Gen. Ed.	286	290	297
Count of Students by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	396	384	337
FRPL Rural	136	144	102
non-FRPL non-Rural	713	704	699
FRPL non-Rural	258	253	286

Appendix B

Participation in Music & Drama by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	18	35	33
FRPL AA_Lat_NA	12	22	26
non-FRPL Asian	34	49	49
FRPL Asian	17	30	38
non-FRPL White	23	36	38
FRPL White	16	29	34
Participation in Music & Drama by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	18	28	23
FRPL SWD	4	21	26
non-FRPL Gen. Ed.	24	39	41
FRPL Gen. Ed.	18	29	33
Participation in Music & Drama by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	20	29	30
FRPL Rural	11	26	32
non-FRPL non-Rural	26	43	43
FRPL non-Rural	16	27	31
Count of Students Participating in Music & Drama by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	39	70	64
FRPL AA_Lat_NA	45	75	84
non-FRPL Asian	98	148	140
FRPL Asian	18	33	45
non-FRPL White	364	584	590
FRPL White	62	120	142
Count of Students Participating in Music & Drama by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	34	48	33
FRPL SWD	9	46	51
non-FRPL Gen. Ed.	467	754	761
FRPL Gen. Ed.	116	182	220
Count of Students Participating in Music & Drama by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	141	211	182
FRPL Rural	35	85	83
non-FRPL non-Rural	360	591	612
FRPL non-Rural	90	143	188
Count of Students by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	219	202	193
FRPL AA_Lat_NA	372	334	323
non-FRPL Asian	287	299	284
FRPL Asian	109	109	119
non-FRPL White	1598	1604	1547
FRPL White	397	413	414
Count of Students by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	190	171	146
FRPL SWD	225	224	193
non-FRPL Gen. Ed.	1914	1934	1878
FRPL Gen. Ed.	653	632	663
Count of Students by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	712	720	599
FRPL Rural	315	323	259
non-FRPL non-Rural	1392	1385	1425
FRPL non-Rural	563	533	597

Appendix B

Participation in Athletics by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	29.60	32.38	35.05
FRPL AA_Lat_NA	25.71	30.41	33.96
non-FRPL Asian	30.38	27.27	30.20
FRPL Asian	18.87	26.00	20.37
non-FRPL White	37.53	39.32	40.00
FRPL White	15.66	15.34	25.14
Participation in Athletics by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	16.85	16.05	23.53
FRPL SWD	9.26	10.28	14.29
non-FRPL Gen. Ed.	37.25	38.63	39.15
FRPL Gen. Ed.	24.83	27.93	32.32
Participation in Athletics by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	36.62	36.46	42.14
FRPL Rural	16.18	20.83	23.53
non-FRPL non-Rural	35.06	37.22	36.19
FRPL non-Rural	22.87	24.51	29.72
Count of Students Participating in Athletics by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	37	34	34
FRPL AA_Lat_NA	45	52	54
non-FRPL Asian	48	42	45
FRPL Asian	10	13	11
non-FRPL White	310	326	316
FRPL White	26	27	44
Count of Students Participating in Athletics by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	15	13	16
FRPL SWD	10	11	13
non-FRPL Gen. Ed.	380	389	379
FRPL Gen. Ed.	71	81	96
Count of Students Participating in Athletics by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	145	140	142
FRPL Rural	22	30	24
non-FRPL non-Rural	250	262	253
FRPL non-Rural	59	62	85
Count of Students by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	125	105	97
FRPL AA_Lat_NA	175	171	159
non-FRPL Asian	158	154	149
FRPL Asian	53	50	54
non-FRPL White	826	829	790
FRPL White	166	176	175
Count of Students by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	89	75	68
FRPL SWD	108	107	91
non-FRPL Gen. Ed.	1020	1013	968
FRPL Gen. Ed.	286	290	297
Count of Students by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	396	384	337
FRPL Rural	136	144	102
non-FRPL non-Rural	713	704	699
FRPL non-Rural	258	253	286

Appendix B

Participation in Clubs by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	30.40	31.43	43.30
FRPL AA_Lat_NA	24.00	15.79	39.62
non-FRPL Asian	55.70	56.49	63.76
FRPL Asian	52.83	52.00	64.81
non-FRPL White	34.02	36.19	46.84
FRPL White	16.87	21.59	34.29
Participation in Clubs by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	22.47	19.75	27.94
FRPL SWD	18.52	14.02	32.97
non-FRPL Gen. Ed.	37.94	40.12	50.41
FRPL Gen. Ed.	27.27	26.21	43.10
Participation in Clubs by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	31.82	30.21	40.06
FRPL Rural	21.32	19.44	39.22
non-FRPL non-Rural	39.41	43.18	53.22
FRPL non-Rural	26.74	24.90	41.26
Count of Students Participating in Clubs by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	38	33	42
FRPL AA_Lat_NA	42	27	63
non-FRPL Asian	88	87	95
FRPL Asian	28	26	35
non-FRPL White	281	300	370
FRPL White	28	38	60
Count of Students Participating in Clubs by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	20	16	19
FRPL SWD	20	15	30
non-FRPL Gen. Ed.	387	404	488
FRPL Gen. Ed.	78	76	128
Count of Students Participating in Clubs by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	126	116	135
FRPL Rural	29	28	40
non-FRPL non-Rural	281	304	372
FRPL non-Rural	69	63	118
Count of Students by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	125	105	97
FRPL AA_Lat_NA	175	171	159
non-FRPL Asian	158	154	149
FRPL Asian	53	50	54
non-FRPL White	826	829	790
FRPL White	166	176	175
Count of Students by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	89	75	68
FRPL SWD	108	107	91
non-FRPL Gen. Ed.	1020	1013	968
FRPL Gen. Ed.	286	290	297
Count of Students by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	396	384	337
FRPL Rural	136	144	102
non-FRPL non-Rural	713	704	699
FRPL non-Rural	258	253	286

Appendix B

Secondary Awards by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	6.85	9.41	8.81
FRPL AA_Lat_NA	8.60	5.69	5.88
non-FRPL Asian	13.24	13.04	15.14
FRPL Asian	8.26	4.59	9.24
non-FRPL White	9.32	7.73	9.24
FRPL White	6.05	3.15	4.83
Secondary Awards by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	4.74	3.51	4.79
FRPL SWD	4.44	4.46	3.63
non-FRPL Gen. Ed.	10.08	9.10	10.44
FRPL Gen. Ed.	8.42	4.27	6.49
Secondary Awards by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	8.71	7.50	6.51
FRPL Rural	4.76	4.95	4.25
non-FRPL non-Rural	10.06	9.24	11.51
FRPL non-Rural	8.88	3.94	6.53
Count of Secondary Students Receiving Awards by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	15	19	17
FRPL AA_Lat_NA	32	19	19
non-FRPL Asian	38	39	43
FRPL Asian	9	5	11
non-FRPL White	149	124	143
FRPL White	24	13	20
Count of Secondary Students Receiving Awards by Classification and FRPL	2011-12	2012-13	2013-14
non-FRPL SWD	9	6	7
FRPL SWD	10	10	7
non-FRPL Gen. Ed.	193	176	196
FRPL Gen. Ed.	55	27	43
Count of Secondary Students Receiving Awards by Residence and FRPL	2011-12	2012-13	2013-14
non-FRPL Rural	62	54	39
FRPL Rural	15	16	11
non-FRPL non-Rural	140	128	164
FRPL non-Rural	50	21	39
Count of Students by Race and FRPL	2011-12	2012-13	2013-14
non-FRPL AA_Lat_NA	219	202	193
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