Second Annual Equity Report Card

Goal: Eliminating Race, Class, and Disability as Predictors of Success in the Ithaca City School District

Holding Ourselves Accountable

Fall 2007
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"Of all the civil rights for which the world has struggled and fought for 5000 years, the right to learn is undoubtedly the most fundamental."
W. E. B. DuBois

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If you think education is expensive, try ignorance.

Derek Bok

Dedication

ICSD, the Village at Ithaca, and all those who worked on this report card dedicate it to Ben Nichols. Ben's entire long life of 87 years was focused on achieving equity in our public schools, fairness in the work place, and human rights for all. He stood up with and for the disenfranchised always and everywhere. Our community will miss his energy, passion, and inspiration. We will miss his strength, integrity, and willingness to act. We know that keeping him in our memory will help keep us focused and diligent, and we thank him for that.

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

Margaret Mead

This second annual report card follows a great deal of effort by the Ithaca City School District, the Village, and a host of hard working volunteers. The volunteers include Barbara Bauer and John Sipple. Thank them when you see them and please also thank Kim Fontana and Mike Pliss, from the ICSD, as well as their staff members, including Elena Goloborodoko, Denise Ruben, Barry Derfel, and Charlene Testut. From the Village, please thank Cal Walker and Mike Koplinka-Loehr.

The second report card grew in size for two reasons. First, we've added another segment of the school population for special attention: our students who live in the most rural areas. Second, we now have more measures for comparing sub-groups. We recognize the danger that too much information becomes overwhelming, and the paralysis of analysis might sidetrack people from the real hard work of meeting our equity goals. I can assure you we will not allow this to happen.

The title of last year's report card was Holding Ourselves Accountable, so we need to see how we did. While there will undoubtedly be various opinions on progress overall, we should be pleased that there has been improvement in many areas in this past year. This is encouraging. I also feel encouraged by the growth of policies and practices that show promise for the future.

For example, I am encouraged by the school district's leadership in selecting six of the measures as priorities for making change. I am encouraged by the district's setting benchmarks, presenting action plans, and beginning to identify needed resources. I am also encouraged by the commitment I see and feel from so many in the schools and in the community who are working daily to reduce the disparity in student achievement. I am encouraged by the increased organizational capacity and sustainability of the Village. And lastly, I am encouraged because I feel the cumulative weight of so many people who are dedicated to this cause is growing from last year to this one.

However, there is no getting away from feeling impatient. More than ever, we need both the district *and* the community to work together. We need our impatience and frustration *and* we need to be thankful for the small steps. We need to be dissatisfied *and* we need to be hopeful, particularly in the area of graduation and suspension rates for students of color.

This report comes to you later than expected. We started late because we thought it would be easier the second year, but we were mistaken. It has expanded in scope. More people were involved and while this improved the end result it slowed down the process. We had to recreate some of last year's data because we did a poor job of keeping clear descriptions on what assumptions we had made. We had to design mechanisms to show changes and to

figure out how to present the data in a non-judgmental fashion. The judgment of success is really up to the reader. To improve our process we will be having a debriefing session soon after the report card is made public and will pick a starting time to begin the third one. We also believe that we have better systems in place. Let's hope so.

Jeff Furman

The future which we hold in trust for our own children will be shaped by our fairness to other people's children.

Marian Wright Edelman

An Accurate Diagnosis is Half the Cure!

"An accurate diagnosis is half the cure!" That age-old adage usually refers to health-related matters, but it is equally true regarding the goal of intentionally creating an educational system with the climate, culture and practices that maximize the success of our children. In this second School District Equity Report Card, we continue to examine existing realities in order to assess and compare the educational outcomes and experiences of different groups of our students. Again this year, we'll see significant disproportionality in certain critical areas. If we are to achieve the ambitious and necessary equity goal to which our school district and community has committed ourselves, these disproportionalities must be dramatically reduced.

It is impossible to talk about equity without discussing the $100 million or so we currently spend on education each year. The equity goal, the data presented in this report card, and the school district's budget are all inextricably connected, but equity should never be considered a discrete line item. It's not simply something to "buy" that has to "compete" with other needs, but a philosophy that should factor into ALL decisions regarding district finances, human resources, student services, curriculum and instruction, and staff development.

We will continue to advocate for a budget process that is primarily and obviously driven by the district's own stated priorities: a safe environment, equitable outcomes, better communication, efficient use of resources, and fiscal responsibility. Although equity is only one of the five priorities, it is increasingly clear that many so-called "equity initiatives" help create a more supportive school atmosphere, improve district communications, utilize community resources effectively, and can prevent expensive and unnecessary financial obligations for the district. If we choose to follow them, the district's own principles can help guide us through the challenging and often contentious debate over how best to allocate the community's scarce financial resources.

A number of important initiatives have been undertaken to advance the cause of equity in our schools. They include, but are not limited to, creation of an Equity and Inclusion Leadership Council, some level of increased awareness within the Human Resources area, and funding initiatives such as the Undoing Racism workshop series. In addition, staff development, enhanced school development plans and ongoing dialogues are raising awareness and, hopefully, increasing the sense of urgency in addressing long-standing systemic issues.

There has also been a noticeable increase in the number of community forums. While this has helped raise awareness and provide additional input opportunities across the broad local spectrum, we must acknowledge the rich body of analysis, suggestions, and recommendations that have resulted from countless forums, gatherings, protests, focus groups, town hall meetings, speak-outs, etc. that have occurred for years already. We're not

at a loss for concrete ideas, therefore, our focus now should be on converting these ideas into specific and measurable action plans, implementing them and assessing their effectiveness.

We are fortunate to have a community that is aware, caring, and willing to be part of sustainable solutions. At every turn, we must do a better job of leveraging these opportunities and engaging the vast (and often free) resources at our fingertips.

Finally, it is important to note that progress will be directly proportional to trust. Genuine trust increases goodwill and improves communication. It also encourages people to take appropriate risks without fear of recrimination. The Equity Report Card is a good example of collaboration grounded in trust. It allows us to monitor our progress in an objective way as we try to find approaches that will ensure equitable educational outcomes for all of our children.

Cal Walker, Co-Founder and Executive Director, Village at Ithaca

"Prejudices, it is well known, are most difficult to eradicate from the heart whose soil has never been loosened or fertilized by education; they grow there, firm as weeds among rocks."

Charlotte Bronte

Commitment to Measurable Progress

This *Second Annual Equity Report Card* supports our efforts to define and meet measurable goals toward eliminating race, class, and disability as predictors of student success and participation in the Ithaca City School District. We are grateful for the collaboration we have had from the Village at Ithaca as our partner, as well as volunteers from the Village and Cornell University.

The *Second Annual Equity Report Card* reflects progress toward identifying specific measurable goals from among the many measures reflected in this report, as well as a more specific link between the Equity Report Card measures and the Equity Strategic Plan. You can see this reflected in the chart on pg. 11. During the summer of 2007, a group of district and community representatives met to identify the specific outcomes we would use to measure our progress toward equity and then to choose from among the sixteen elements of the Equity Strategic Plan, the strategies that would be most likely to help us achieve progress on these goals.

Last year, in this space, I said that I hoped the *First Annual Equity Report Card* would help guide our resource allocation, and I am pleased to say that the *First Annual Equity Report Card* has been used extensively to help target time, attention, and money. In addition, its connection to the prioritized elements helped to guide our budget development for the 2008-2009 school year.

Our capacity to maintain accurate data was a topic of my comments last year, as well. I spoke about our need to get better at data collection and data stewardship. The Equity Report Card committee is working toward building even greater capacity to ensure consistent data from one year to the next. We suspect that our data collection methods improve each year and we have gotten better at reporting each data set. In some cases the increased reporting reflects positively and sometimes negatively, depending on whether these are AP courses or elementary absences. We are getting better and better at valuing and safeguarding our data. This report card provides the best information we have.

So, how are we doing? I'm pleased to report that we have shown improvement in most of our prioritized measures, either in relationship to the subgroup's performance over the previous year, or in reduction of disproportionality. However, there are areas where we have failed to show improvement in both. Our African American, Native American, and Latino students' graduation rate fell and disproportionality increased. One target measure, staff diversity, is essentially unchanged. I am pleased that this year's budget provides funds for a human resource specialist in the area of recruitment and retention of diverse staff. Elementary attendance numbers will require special consideration to see whether we are simply tracking absences differently or whether students are, in fact, missing more days of school.

In those places where we have improvement, we need to accelerate that improvement and in places where we have not shown improvement, we must examine our efforts to see if they are based on sound research and be sure they are being implemented well and systemically. I am

encouraged by the data presented in this report card. These data reflect improvement achieved prior to the steps I have described above, including the setting of specific benchmarks, focus and greater accountability in the Equity Strategic Plan, and specific resource alignment to these elements. As a result of these actions, I am confident that we will see more obvious improvement in 2008-2009.

We have clearly reached a "tipping point." Our staff, students, and community are deeply involved and committed to our Equity Goal. I remain proud to serve as the leader of the Ithaca City School District and to offer the community this report on our progress and our challenges. Please join me in committing to work until we can assure that all children are achieving their dreams.

Judith C. Pastel,
Superintendent of Schools

The great aim of education is not knowledge but action.

Herbert Spencer

ICSD Equity Strategic Plan Priorities

The Equity Strategic Plan priorities (below) and the Equity Strategic Plan prioritized measures (p.11) reflect the work of a broad-based ad hoc committee of school and community leaders, which met during July of 2007. This committee reviewed the Equity Strategic Plan and the Equity Report Card and identified five measures as being critical indicators of equity in the district. Then, the committee set targets for improved results in each measure. Finally, the committee identified six of the elements of the Equity Strategic Plan as being the efforts that, together, would be most likely to achieve the results identified in the measures and targets. The prioritized elements, with action steps, as well as the prioritized measures follow.

Developing Capacity to Achieve Equity

Staff Development

- Ensure that staff understand the causes of inequity and can implement strategies to promote equity, diversity and a safe environment.

Recruitment and Retention

- Recruit and retain a racially and culturally diverse staff and train supervisors to ensure a bias-free work place.

Services to Students to Achieve Equity

Targeted Academic Support

- Assure that every child has the specific academic support necessary to be successful in school.

Curriculum

- Ensure that curriculum is consistent, cohesive, well articulated and differentiated by skill level, learning style, and modality, and is sensitive to diverse perspectives and cultures.

Supplemental Programs

- Make available academic and nonacademic programs to supplement regular classroom instruction to ensure all students have a productive connection with their school.

Partnerships to Achieve Equity

Family and Community Advocacy and Involvement

- Develop and support programs designed to involve families from all backgrounds to enhance the diversity of the school community, to empower them to become effective advocates, and to help ensure a safe, welcoming environment.

Equity Strategic Plan Measures							
Measure	***2006***	****2006 Gap %***	***2007***	****2007 Gap %***	***2010 Target***	***Did the 2006 performance gap decrease in 2007?***	***Did 2007 performance improve from the 2006 baseline?***
Grade 3-8 ELA PI Score							
Students with Disabilities	***99***	***45***	***115***	***38***	***119***	***Yes***	***Yes***
African Amer., Native Amer., Latino	***144***	***18***	***148***	***18***	***159***	***No***	***Yes***
Economically Disadvantaged	***130***	***29***	***145***	***22***	***156***	***Yes***	***Yes***
Grade 3-8 Math PI Score							
Students with Disabilities	***101***	***44***	***110***	***40***	***121***	***Yes***	***Yes***
African Amer., Native Amer., Latino	***136***	***22***	***142***	***21***	***155***	***Yes***	***Yes***
Economically Disadvantaged	***131***	***28***	***142***	***23***	***156***	***Yes***	***Yes***
Graduation Rate %							
Students with Disabilities	***56***	***36***	***58***	***32***	***67***	***Yes***	***Yes***
African Amer., Native Amer., Latino	***70***	***18***	***63***	***24***	***78***	***No***	***No***
Economically Disadvantaged	***75***	***12***	***68***	***19***	***80***	***No***	***No***
Elem. Median Days Absent #							
Students with Disabilities	***14***	***40***	***15***	***25***	***12***	***Yes***	***No***
African Amer., Native Amer., Latino	***13***	***30***	***15***	***25***	***11.5***	***Yes***	***No***
Economically Disadvantaged	***14***	***56***	***15***	***36***	***11.5***	***Yes***	***No***
Secondary Median Classes Missed #							
Students with Disabilities	***153***	***38***	***148***	***46***	***132***	***No***	***Yes***
African Amer., Native Amer., Latino	***137***	***21***	***128***	***25***	***125***	***No***	***Yes***
Economically Disadvantaged	***154***	***41***	***133***	***33***	***132***	***Yes***	***Yes***
Staff to Student Diversity Ratio	***0.28***	***72***	***0.26***	***74***	***0.33***	***No***	***No***
****% Gap=Students with Disability performance to General Education Students; African Amer., Native Amer., Latino Students to White and Asian Students; Economically Disadvantaged to Not Economically Disadvantaged***							

Glossary

Accountability Cohort: The cohort of students who remain after students officially transfer to other schools or other programs. The accountability cohort is smaller than the total cohort because schools are not held accountable for students who properly transfer to other programs.

Active/Inactive Students: Active students are those who are enrolled at the end of the school year. Inactive students are those who were enrolled for one or many days during the school year, but who are not enrolled at the end of the school year.

African American/Latino/Native American (AA_Lat_NA): The larger category we used to display data about students of color who are non-Asian. While these students have different cultures and different experiences of school, we have grouped them, in part, to have a large enough group of students so that data can be displayed meaningfully. Were we to separate these groups, the data would have to be suppressed in many areas of participation or achievement.

Asian/Pacific Islander: The federal government's category for people of Asian descent.

Athletics: Athletics in this report includes the following activities: football, basketball, lacrosse, track & field, wrestling, volleyball, baseball, cross country, softball, soccer, ice hockey, swimming, tennis, cheerleading and golf.

Attendance: We measure attendance as the median number of days absent (elementary students) and median number of classes missed (secondary students). Our attendance records are for all active students (those still enrolled at the end of the year).

Awards: Awards in this report include school, community, and national recognition for achievement or participation. Examples include BOCES writing contest awards, Martin Luther King Jr. Poetry and Art awards, awards given to high school underclassmen and at graduation, and school award programs such as Boynton's Student of the Quarter. No elementary awards are included in this First Annual Report Card. In the future, we hope our information will be more complete.

Black/African American: The federal government's category for people of African descent is Black.

Clubs: This category includes a wide-range of activities from robotics to mock trial participation. Club information comes from Ithaca High School and the Lehman Alternative Community School. The IHS clubs data from 2005-2006 was based on yearbook club member listings. Clubs data for 2006-2007 was compiled by the IHS Activities office.

Cohort: A group of students who enter ninth grade in a given year.

Confidence Interval: A statistical range that signals a 95% certainty that the mean scores for a given population of students lie within the range. In this case, the confidence intervals are sensitive to the number of students in a population and the variability of scores within the population. Smaller groups of students typically have a larger confidence interval than larger groups of students and hence we are less certain of the precise trending of the line. The confidence intervals appear as gray shading.

Data suppression: The Family Education Rights and Privacy Act requires that local education agencies not disclose data that can be individually identifying. In our reporting, we have suppressed information on subgroups of four or fewer students.

Classified: Classified students receive special education services.

Drop Out Rate: The percentage of students, in a cohort, who leave high school without transferring to another school or another program, e.g. GED.

Economic Disadvantage: This report uses free or reduced price lunch as a measure of economic disadvantage.

ELA: English Language Arts.

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 and disability.

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.icsd.k12.ny.us/board/EquityStrategicPlan.pdf

Fitted Line: A regression-based statistical estimate of the most accurate trending of test scores over time. These fitted lines account for the confusing and potentially distracting effect of the annual bouncing of scores and focus attention on the long term performance of the district rather than year-to-year changes.

Free and Reduced-Price Lunch (FRPL): The only measure of students' economic status available is their participation in the free or reduced price lunch program (FRPL). Applications for this income-based service are mailed to students' homes. Students in the category designated as FRPL have applied and qualified for the service. Not all families who are entitled to the service take advantage of it; therefore, poverty is somewhat under-reported.

Graduation Rate: The count of graduates in the cohort as a percentage of the total students in the cohort after five years. Students are included in the State 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 of the school where they were last

enrolled if they were enrolled for a minimum of five months. Students are counted as graduates if they earned a diploma.

Inactive/Active Students: Inactive students are those who were enrolled for one or many days during the school year, but who are not enrolled at the end of the school year. Active students are those who are enrolled at the end of the school year.

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.

Latino/a: 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 to refer to this group.

Median Scale Score: The median is the middle value in a set of scores: for instance the 5th score in a ranked set of 9 or the 50th score in a set of 99. It has less tendency than a mean or average score to be affected by extreme scores at either end of the range. Half the scores are lower than the median and half are higher.

Meeting/Exceeding Standards: Students meet or exceed standards when they earn a level 3 or 4 on New York State Elementary and Intermediate exams and when they earn a grade of 65-100% on New York State Regents Exams. The New York State assessment program is a criterion referenced testing system, meaning that students are not compared to each other but are scored on the basis of their mastery of the prescribed learning standards and performance indicators for their grade and subject.

Native American: The federal government's category for indigenous Americans.

New York State Report Card: Many of the data in this report are available in this form or in slightly different form on the New York State Report Card. In addition to information about the entire district, you may view similar information about specific schools. Visit http://www.emsc.nysed.gov/irts/reportcard/home for more information.

Performance Gap Calculations: In the case of Grade 3-8 ELA performance index score, Grade 3-8 Math performance index score, and Graduation rate, the % Gap is calculated as follows: % Gap=100 – (Subgroup performance/Performance of all students not part of the target subgroup)*100). In the case of elementary and

secondary median absences, the % Gap is calculated as follows: % Gap = ((Subgroup performance/Performance of all students not part of the target subgroup)*100) – 100. For Staff/Student Diversity Ratio, the % Gap is calculated as follows: 100 – (Ideal ratio of 1.0 – current ratio)*100) = current gap %.

Performance Index (PI): A number, used by the New York State Education Department (NYSED) to show progress or lack of it toward the ideal of 100% of students meeting standards. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). The performance index is calculated by adding the percentage of students at level 2, plus the percentage at level 3, plus the percentage at level 3, plus the percentage at level 4, plus the percentage at level 4. For instance, a school with 10% of students scoring at level 1, 20% at level 2, 40% at level 3, and 30% at level 4 would have a PI of 160. When all students meet the learning standards by scoring at least a level 3, the school's performance index will be 200. According to the No Child Left Behind Act, all students are to meet standards by 2014 and NYSED raises the annual measurable objectives by increments up to 200 in 2014. For more information on performance indices, visit http://www.emsc.nysed.gov/irts/reportcard/2006/April2006UnderstandingYourRepCard.htm for more detailed information about the performance index and New York State's system of school accountability. The New York State Education Department racial accountability groups are American Indian or Alaska Native, Black or African American, Hispanic or Latino, Asian or native Hawaiian/Other Pacific Islander, and White. The performance indices reported here are calculated the same way as the state figures, grouping the first three groups into AA_Latino_NA. There are no rural/non-rural accountability groups for state reporting purposes, but we have provided the same calculations for those groups. The Asian FRPL Rural group is too small for a meaningful score.

Performance Target Calculations: Performance targets were calculated two ways: Calculation 1: as a 50% reduction in the current performance gap for a given subgroup. Calculation 2: as a 20% increase from baseline performance for a given subgroup. The final performance target is the lower of the two numbers.

Race: Students register for school in Ithaca, as in all districts, using racial categories prescribed by the federal government. The race the family chooses is the race associated with that student. Currently, families have no option to choose multiple races. This means that biracial or multiracial families must choose what race, from the federal categories, to associate with their child.

Residence/Rural: For this report card we considered rural students to be those whose residence was outside the Town or City of Ithaca and the Village or Town of Lansing. By this definition 30% of ICSD students are rural. It should be noted that this is a very rough division. For instance, it designates Varna and the Ellis Hollow neighborhood as rural, and the entire Buttermilk Falls State Park as non-rural.

Staff Diversity Rate: The staff to student diversity ratio is calculated using the following equation. Staff of color (%)/Students of color (%) = staff to student diversity ratio. The

district currently has 8% staff of color and 29% students of color. The staff to student diversity ratio = .28

Sub-group performance gap calculations: Because equity will be achieved when we have eliminated disproportionality, our Equity Strategic Plan targets are based on comparisons of a sub-group to a target group. The following explain the targets for each sub-group. The performance of students with disabilities is compared to the performance of general education students. The performance of African American + Hispanic (Latino) + Native American students is compared to the performance of White + Asian students. The performance of economically disadvantaged students is compared to the performance of students who are not economically disadvantaged.

Suspension: For the purposes of this report, suspension represents an incident of student removal from school. It does not include incidents of in-school suspensions.

SWD: Students with Disabilities.

White/European American: The federal government's category for people with European background is White.

"We need more light about each other. Light creates understanding, understanding creates love, love creates patience, and patience creates unity."

Malcolm X

"Rural" and "Non-Rural" Student Analysis Added to Equity Report Card

Many community members and education professionals have expressed concern about possible disparities in student performance level in the Ithaca City School District based on the community within which the student lives. Particular concern has been raised regarding those students who live in rural communities. To better understand the impact residency location has on student outcomes the ICSD has added "Rural" and "Non Rural" markers to each student's profile in the data base. As a result, the District can now track student performance and participation levels based on this information and the Second Annual Equity Report Card includes many charts and analyses based on this data. Students not residing in the City of Ithaca, Town of Ithaca, Village of Lansing or Town of Lansing are categorized as "Rural" students, and students residing in those areas are categorized as "Non Rural." While these categories may not be accurate for every student and every address, they provide a close approximation of the number of students who reside in each of these types of communities.

Kevin Brew

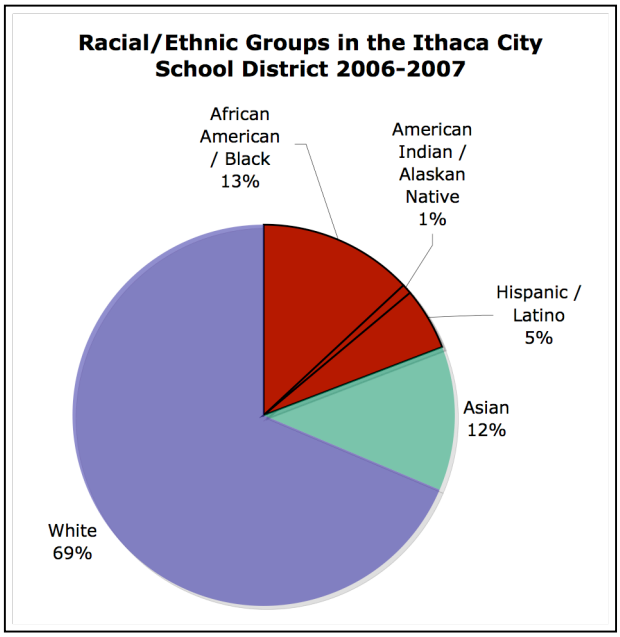
All of us in the academy and in the culture as a whole are called to renew our minds if we are to transform educational institutions—and society—so that the way we live, teach, and work can reflect our joy in cultural diversity, our passion for justice, and our love of freedom.

bell hooks

The Ithaca City School District: Demographics

Student Demographics

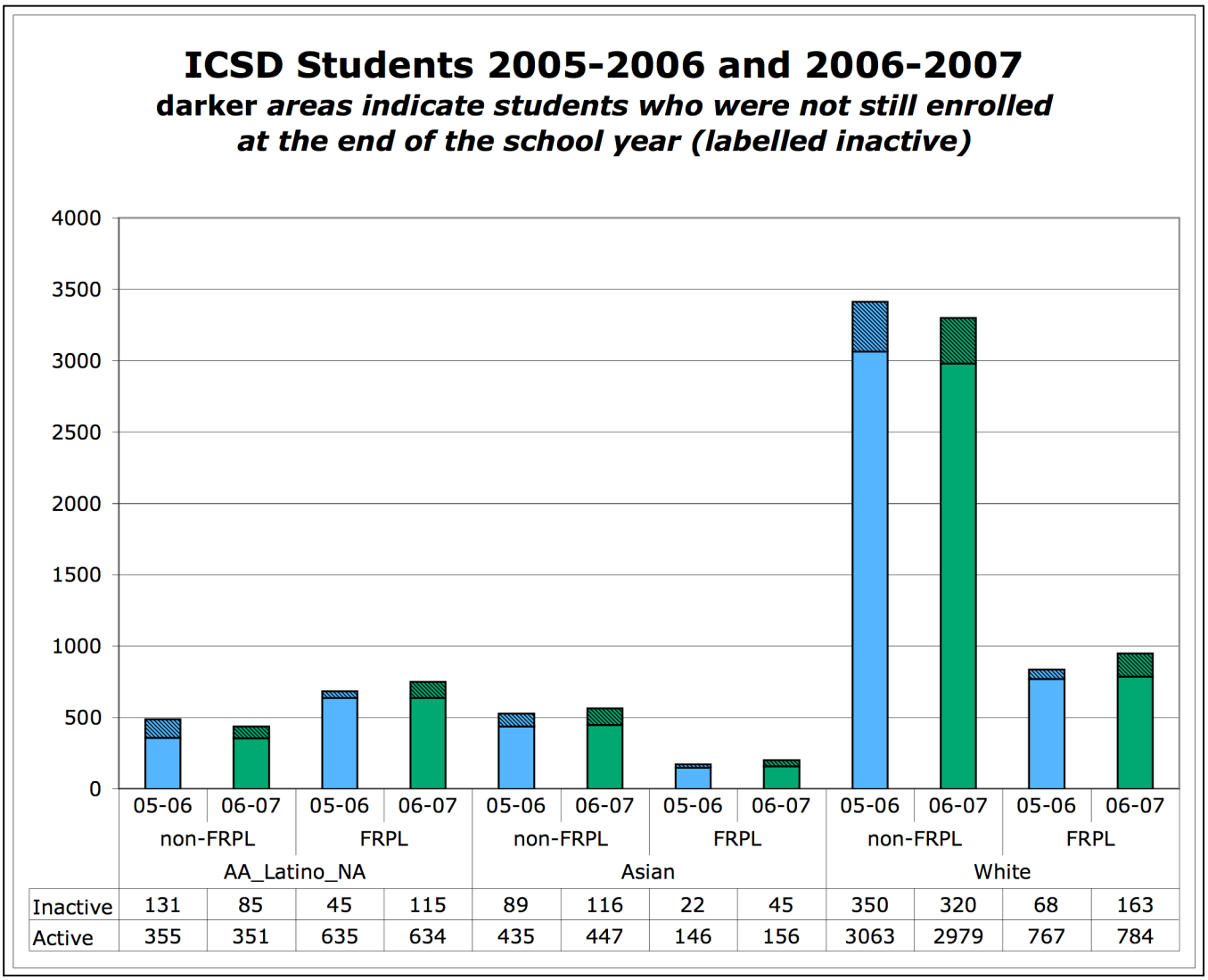
This report groups African American, Latino/a and Native American students together in one group referred to as "AA_Latino_NA." The chart below shows the proportions of these groups. Overall 63% of AA_Latino_NA students participated in the free or reduced price lunch program (FRPL). Sixty-eight percent of African-American students participated in FRPL, 52% of Latino students participated in FRPL, and 55% of Native American students participated in FRPL.



ICSD student population in the 2005-2006 and 2006-2007 school years.

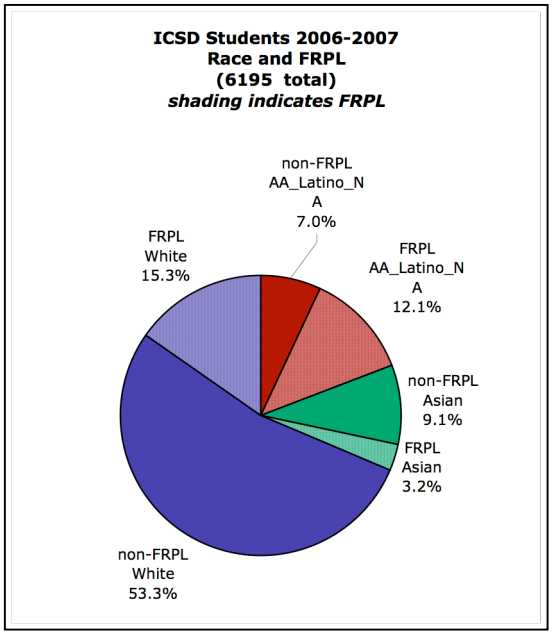
The following chart represents the ICSD student population in the 2005-2006 and 2006-2007 school years. The lighter color lower parts of the bars (labeled "Active" in the table at the bottom) indicate the students enrolled at the end of the school year. The total, 5,401 students in the 2005-2006 school year and 5,351 students in the 2006-2007 school year, is about what we usually think of as the ICSD student population. The actual student population in fact changes from day to day as students move in and out of the district. The darker sections at the top of the bars and the figures labeled "Inactive" in the table at the bottom indicate the students who attended ICSD schools during the school year but who were not enrolled at the end of the year: the students who may have moved and transferred to other schools, transferred to BOCES, dropped out, etc. The total student population including these students is 6,106 in the 2005-

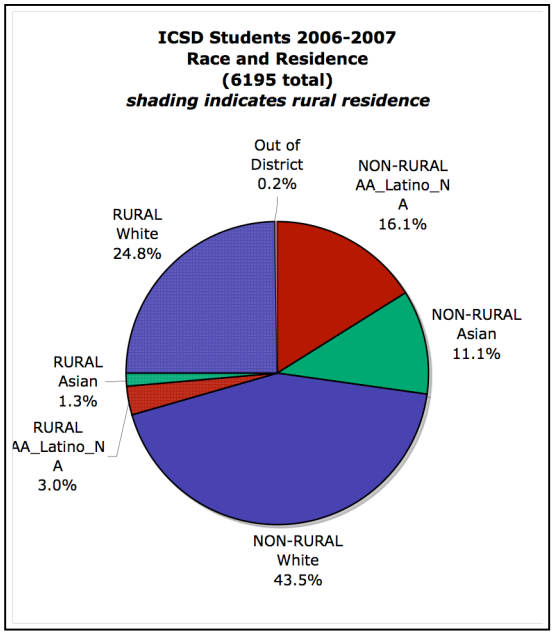
2006 school year and 6,195 in the 2006-2007 school year. For most of the analyses in this report we have used this larger total group in order to include all the students during this time period, who, for instance, took state tests, were suspended, participated in sports, and in other ways were part of the district. In some analyses we have used only "Active" students: our measures of attendance are total "days absent" for elementary students and total "classes missed" for secondary students, so it doesn't make sense to include students we know weren't enrolled the full year in these analyses. Our analysis of Advanced Placement classes includes only "Active" students since our AP course data did not include inactive students.

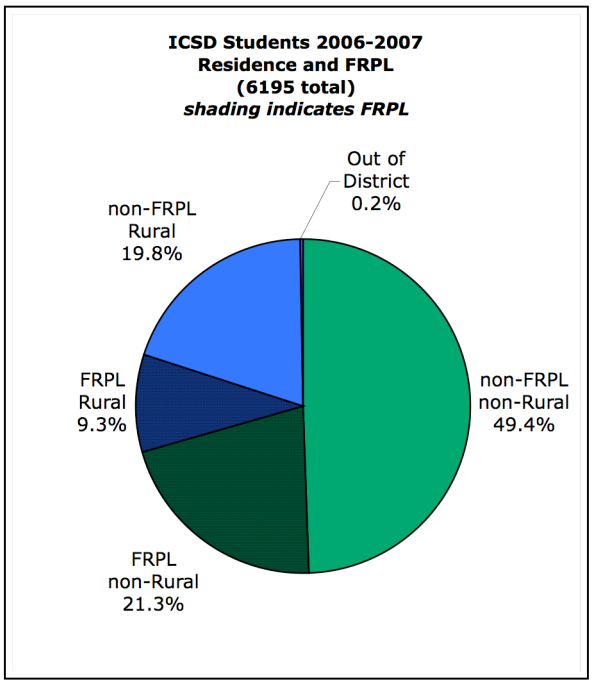


	AA_Latino_NA				Asian				White			
	non-FRPL		FRPL		non-FRPL		FRPL		non-FRPL		FRPL	
	05-06	06-07	05-06	06-07	05-06	06-07	05-06	06-07	05-06	06-07	05-06	06-07
Inactive	131	85	45	115	89	116	22	45	350	320	68	163
Active	355	351	635	634	435	447	146	156	3063	2979	767	784

A closer look at the 2006-2007 student population:



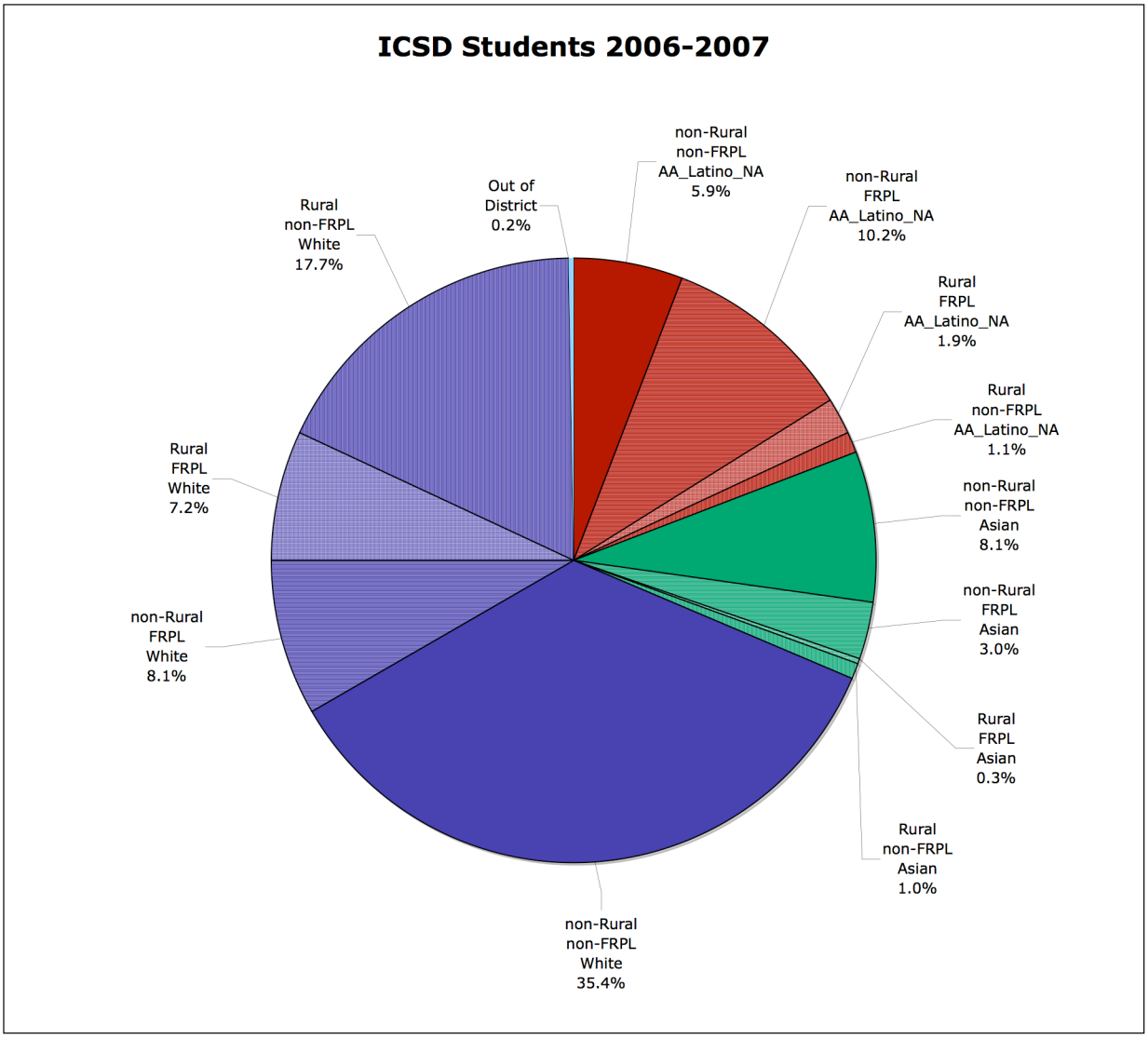




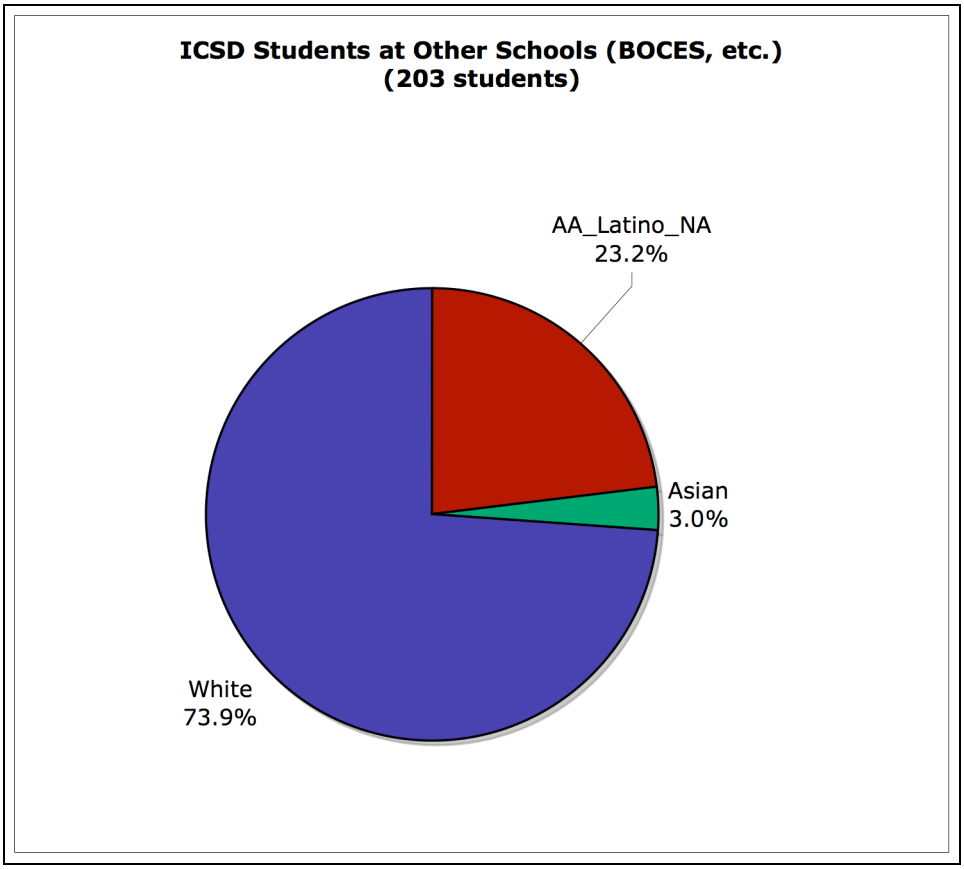
The proportion of AA_Latino_NA and Asian students is much smaller in the rural parts of the district.

By the definition of rural we have used (see Glossary) about 30% of ICSD's students are rural. The proportion of rural students receiving free or reduced price lunch is similar to the proportion of non-rural students receiving free or reduced price lunch.

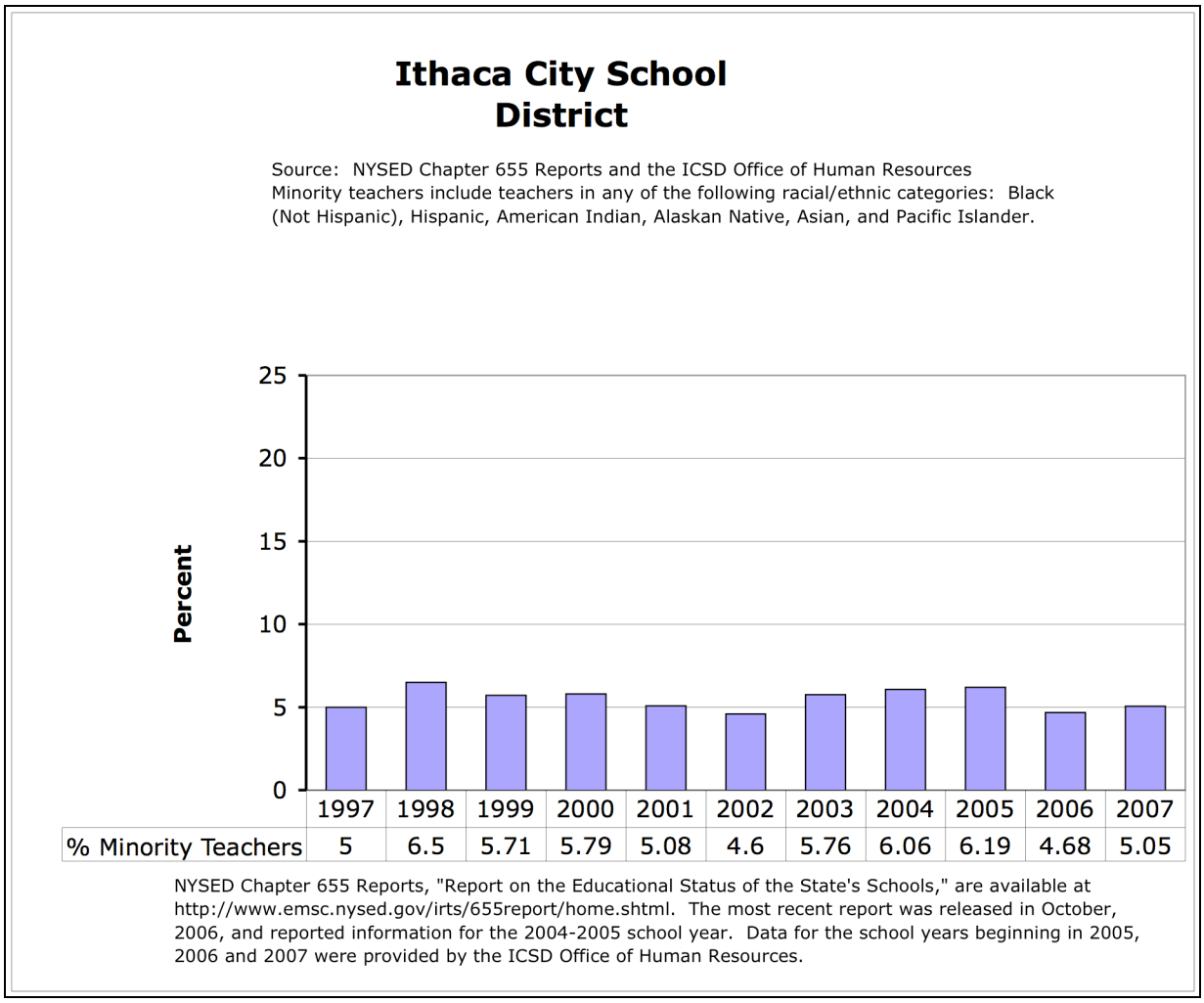
The following is a look of all three factors at the same time: race, income and residence



Not all ICSD students attend the twelve ICSD schools. In the 2006-2007 school year about 250 students in the ICSD accountability group (public school students who live in the district) attended other schools such as TST BOCES at district expense. Some of these students also spent part of the school year in one of the twelve core ICSD schools. Three out of four of the ICSD students in these other schools are classified with disabilities. The following chart shows the racial breakdown of students in the other schools. FRPL information is not available to ICSD for students who attend other schools.

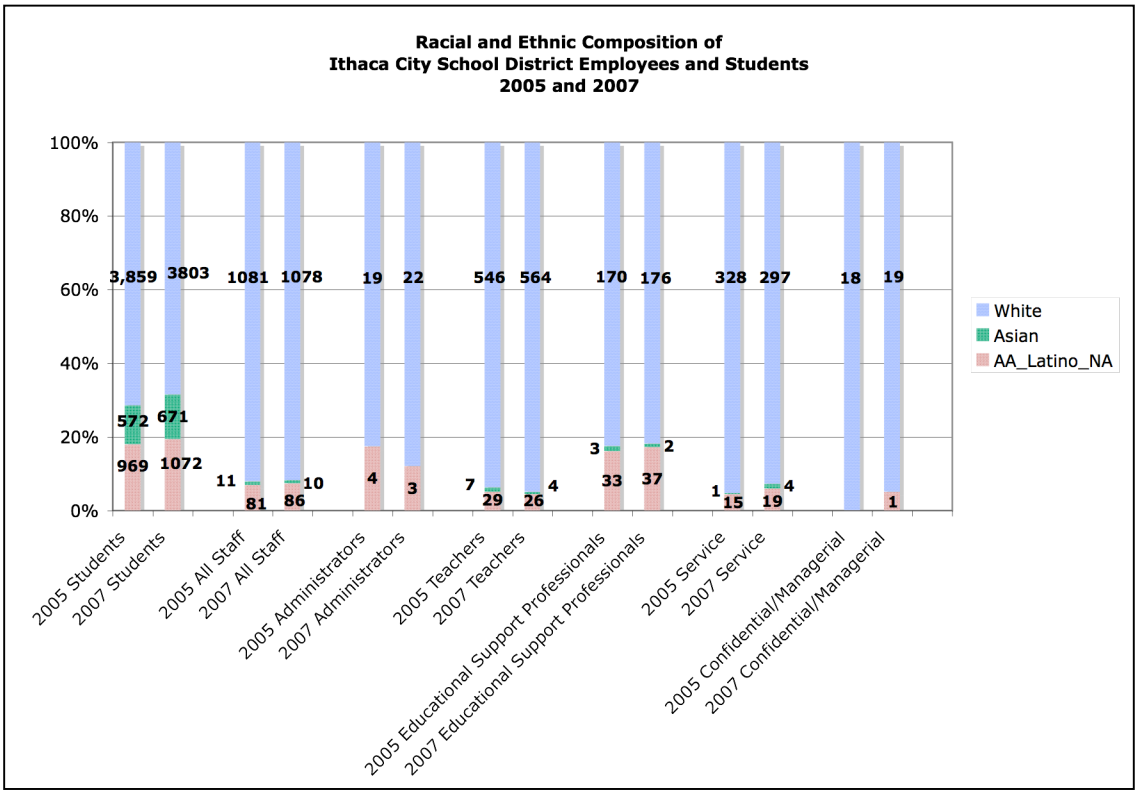


Staff Demographics



If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in.

Rachel Carson



The 2006 report card employee data contained an error. Five employees were counted twice: they were included in both the administrative and confidential-managerial categories (this error can be seen by adding up the individual category numbers on page 32 of the 2006 report card and comparing to the total number of employees). All five were white. We have counted those employees in the confidential-managerial category in this report**.**

Administrators: Members of the Principals' and Directors' union, which at present includes twelve principals, seven assistant/associate principals, five directors (Health, Physical Education and Athletics, Staff Development and Research, Academic Intervention Programs, Early Childhood Programs, and Special Education) and one Assistant Director (Special Education).

Teachers: Members of the teachers union. Includes, in addition to teachers, guidance counselors, librarians, psychologists, and other professional staff.

Educational Support Professionals: Members of the educational support professionals union, including teaching assistants and teaching aides.

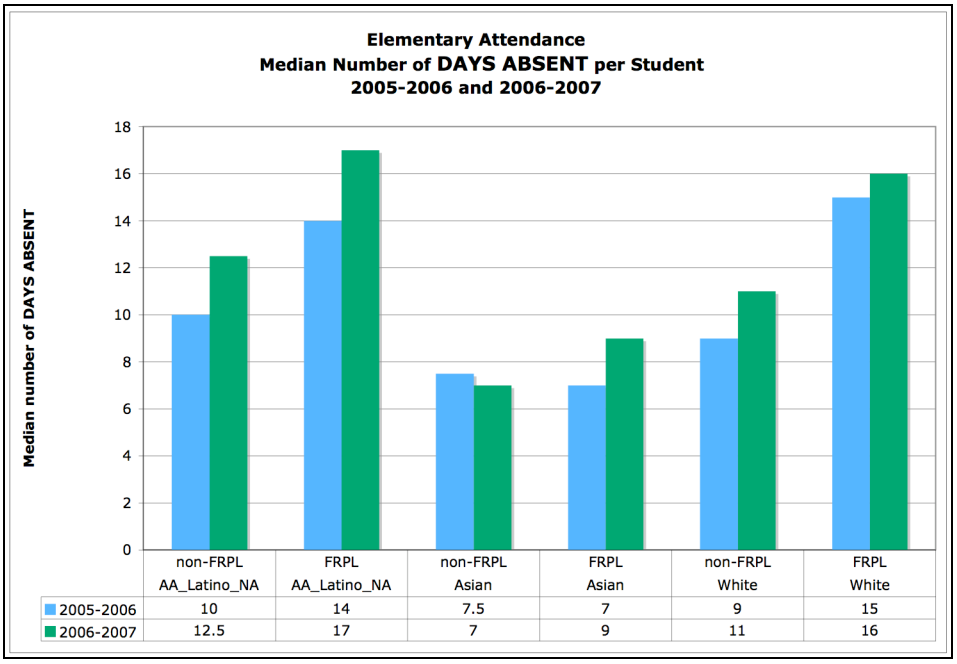
Service: Members of the service employees union. Includes: Buildings/Grounds, Clerical, Food Service, Health Services, Technology, Transportation.

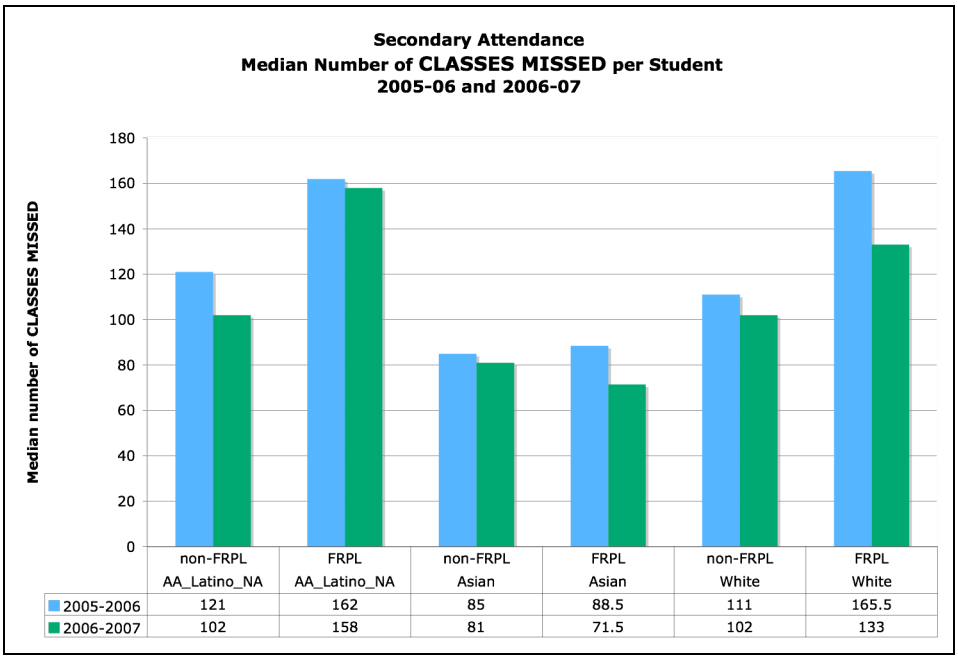
Confidential-Managerial: Executive Team and related secretaries, Principal Account Clerk, Treasurer, Directors of Facilities and Operations, Transportation, Food Services, and Information Technology, and others.

Different Views of the District

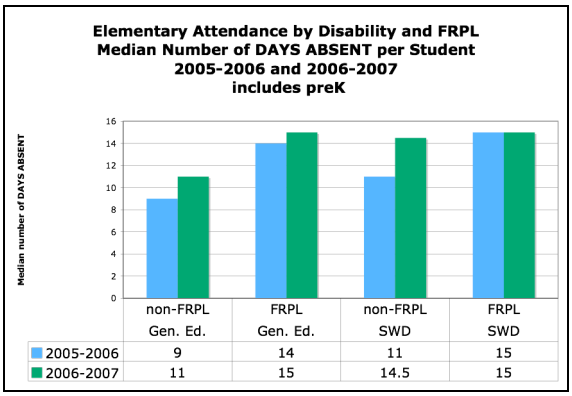
Attendance

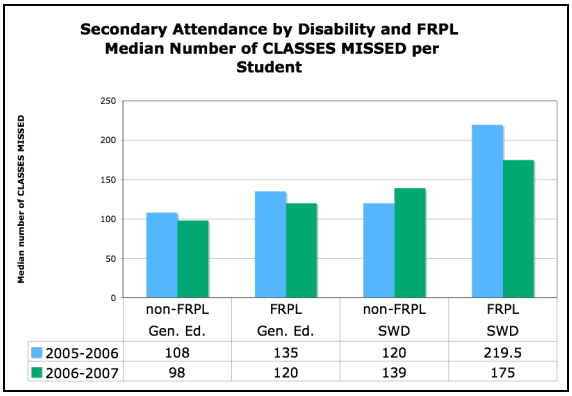
Who's in school?



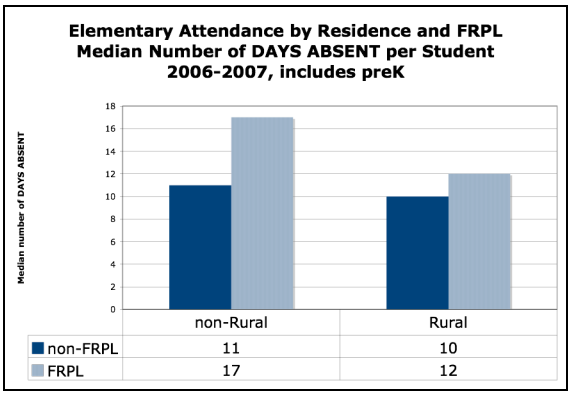


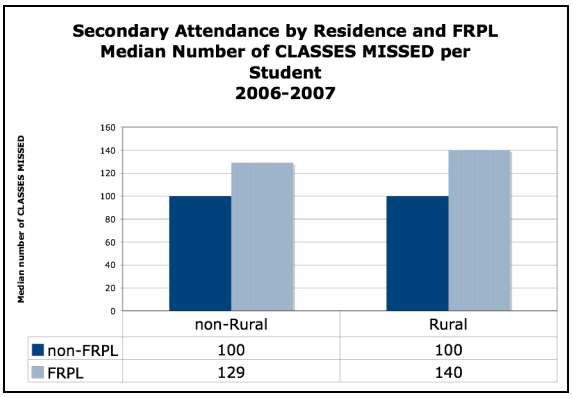
Attendance: General Education and Students with Disabilities





Attendance: Rural and Non-Rural Students



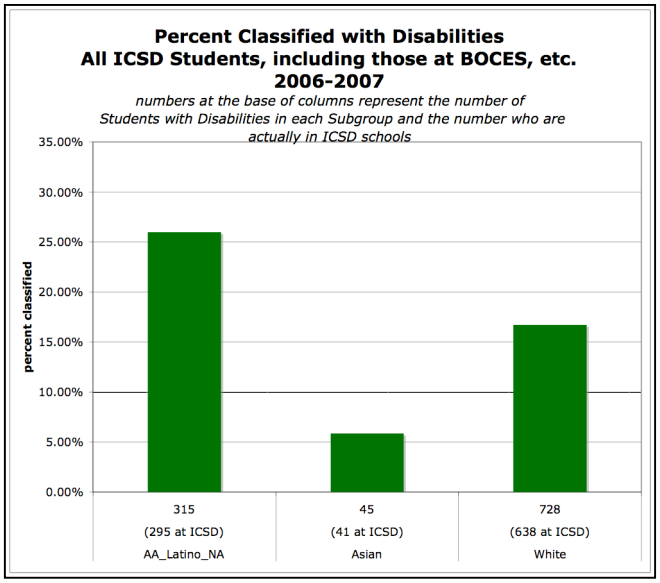


Only the educated
are free.
Epictetus

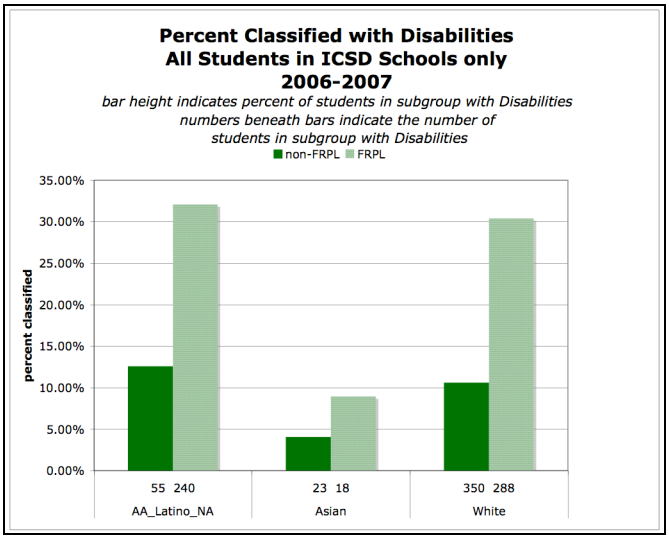
Special Education

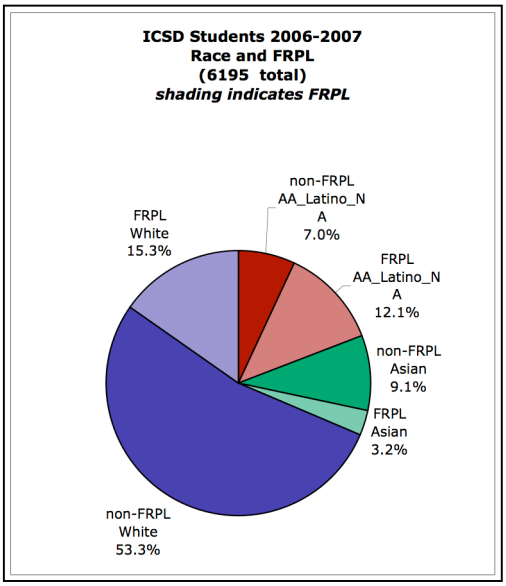
Classification rate for all students in the ICSD accountability group

The ICSD does not have FRPL information for students at other schools. Most of these students are actually in the ICSD schools, as indicated at the bottom of the bars.

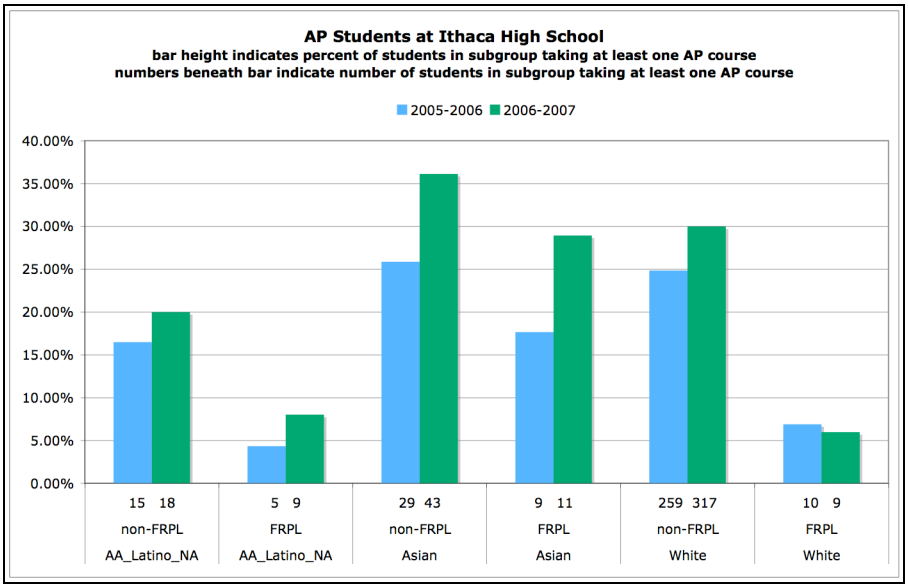


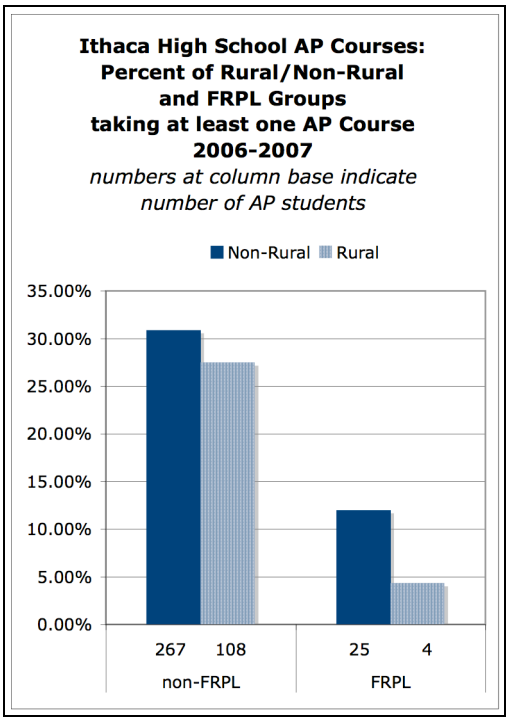
The following chart shows the percentages of classified students in the ICSD schools only, broken into FRPL and non-FRPL subgroups.





Advanced Placement Classes

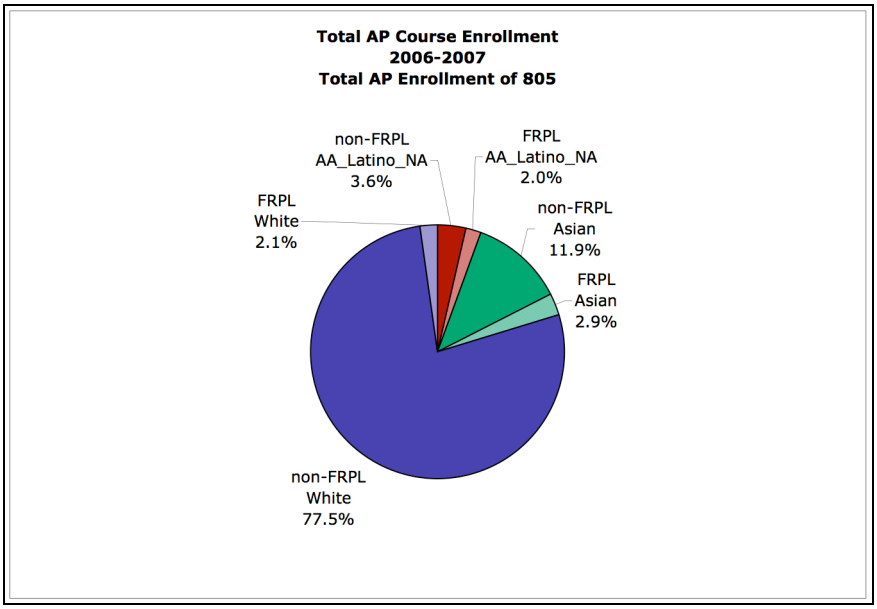


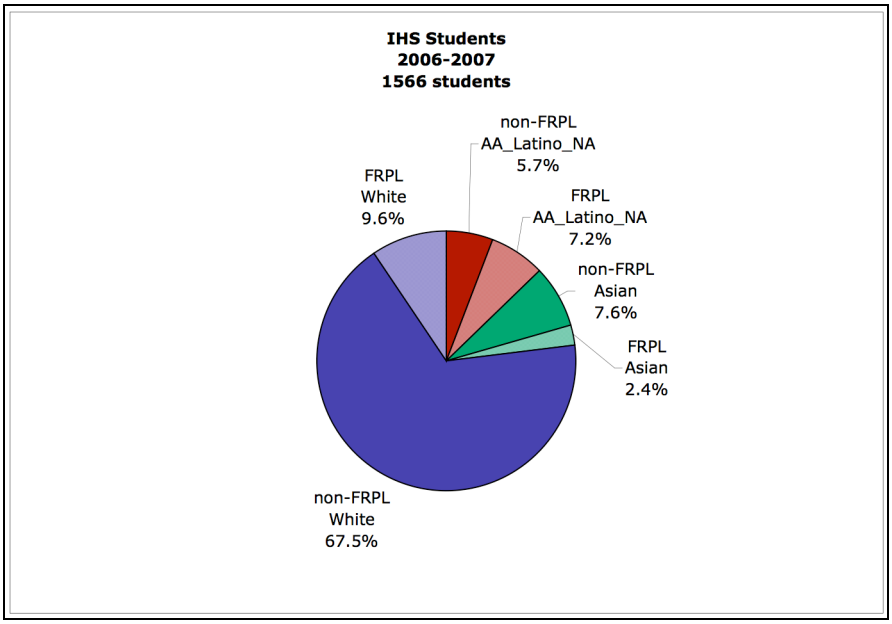


"Patience is a luxury for those who aren't in pain. For children who are in pain, patience is a sin."

Jonathon Kozol

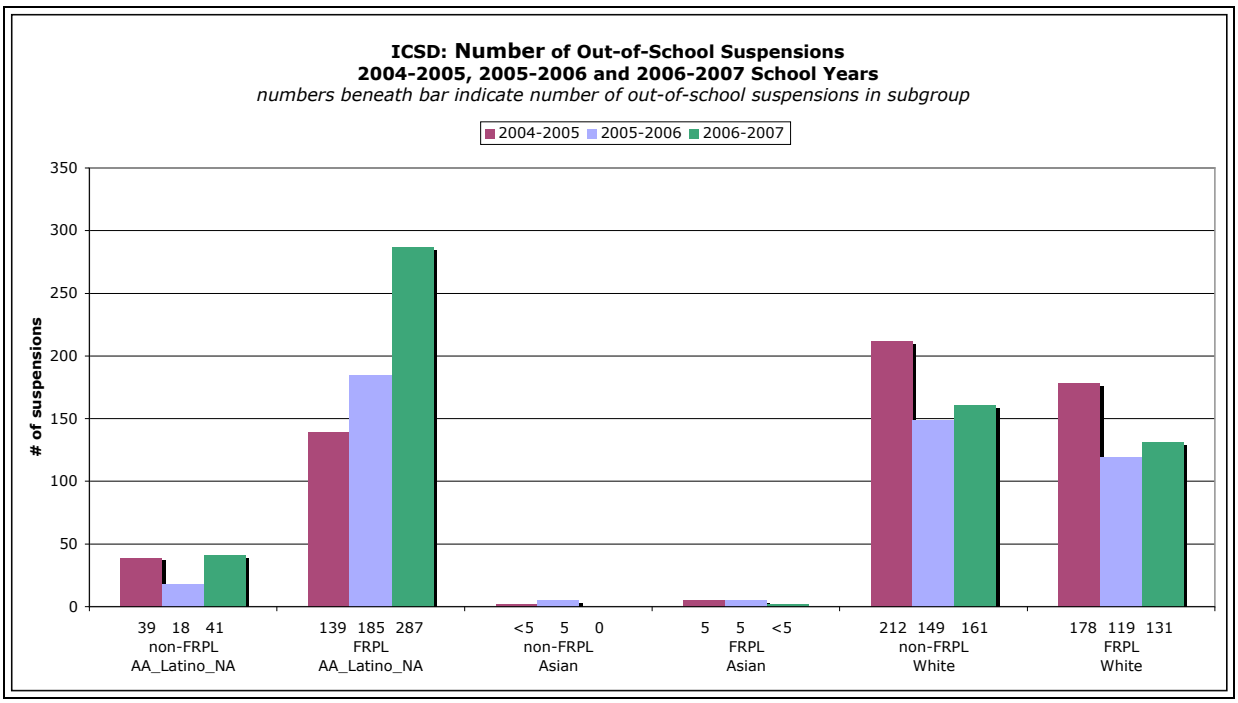
Many AP students take more than one AP course at a time. The following pie charts compare total AP course enrollment to the IHS student population.



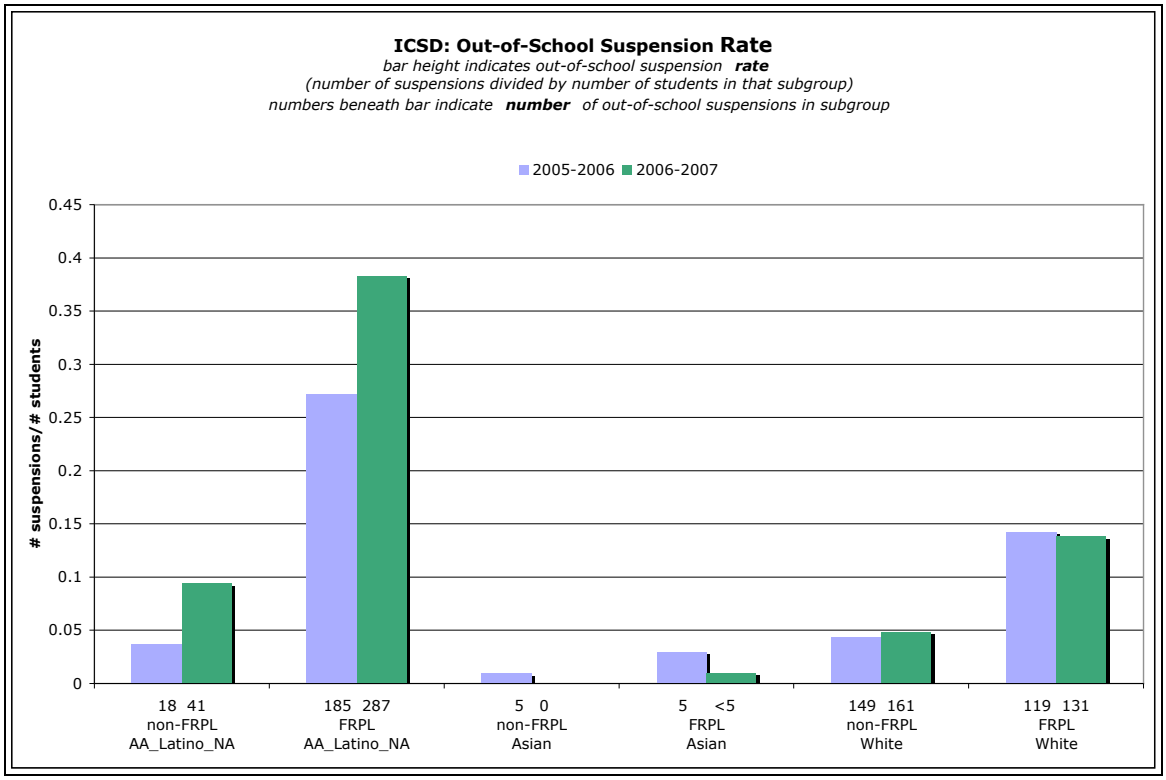


Suspensions

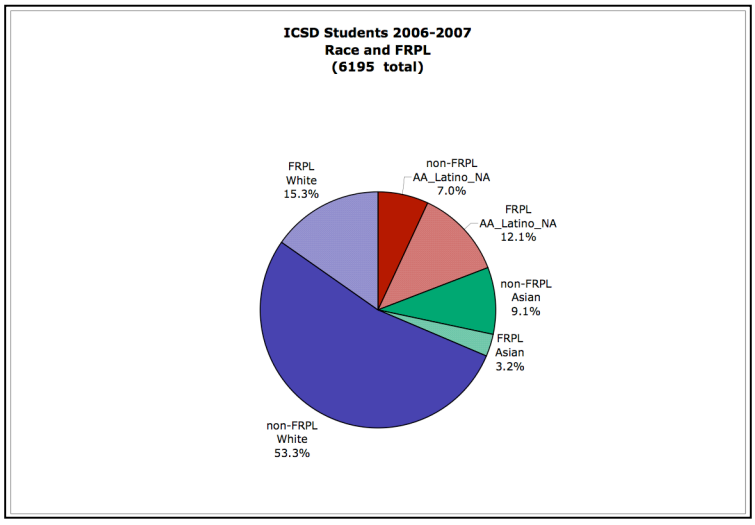
Suspensions by Race and FRPL 2004-2005, 2005-2006 and 2006-2007



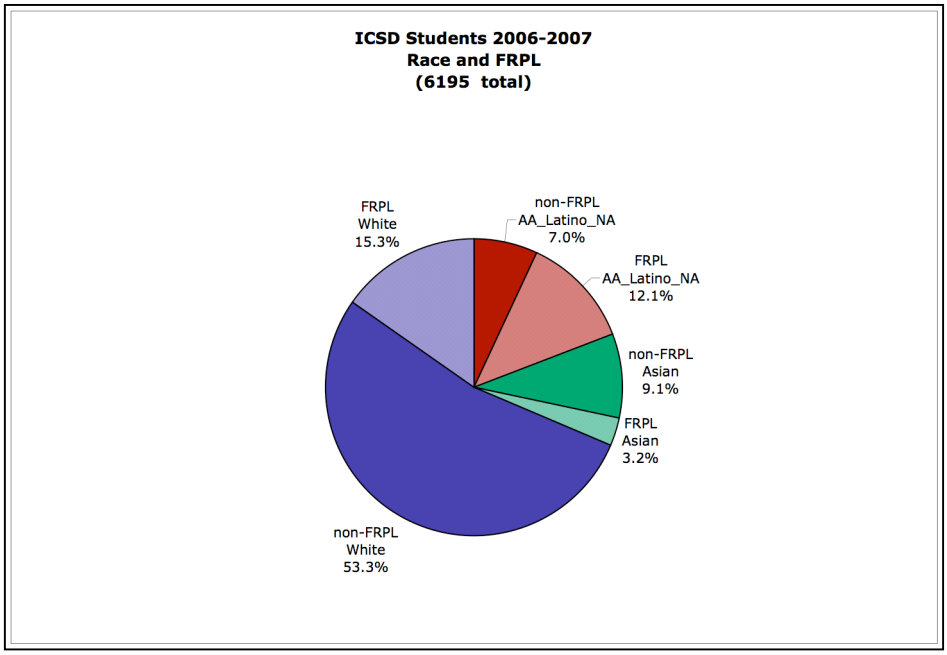
Same data as the previous chart, showing suspension rate for each group:

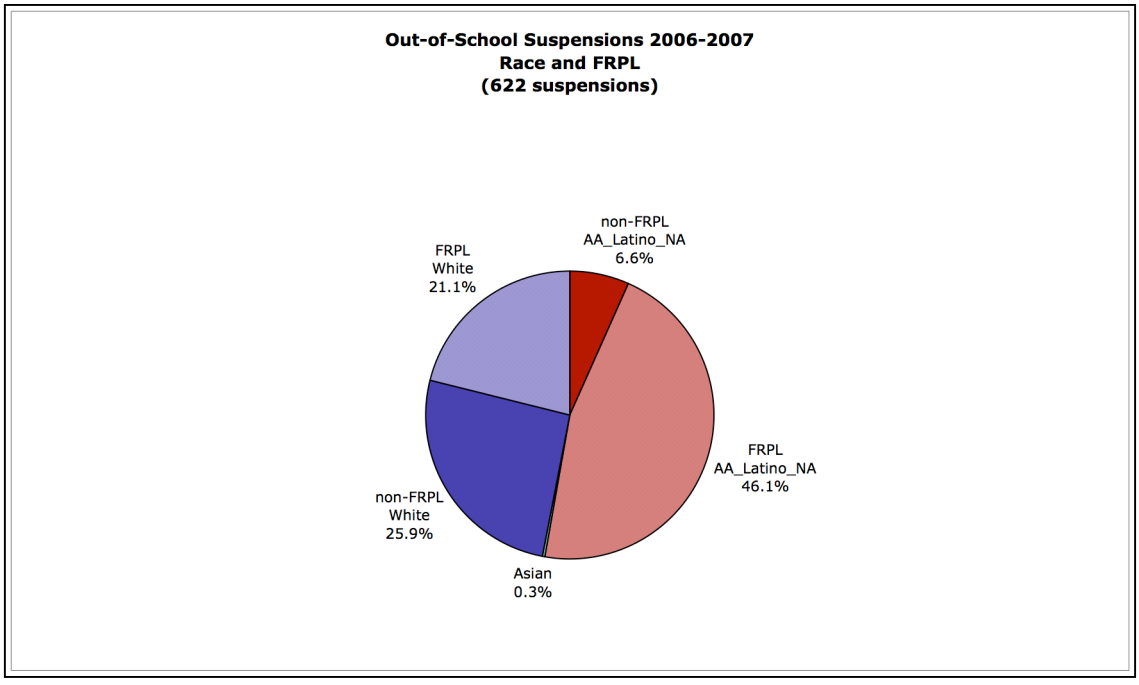


Relative proportions of these race and income groups, for comparison:

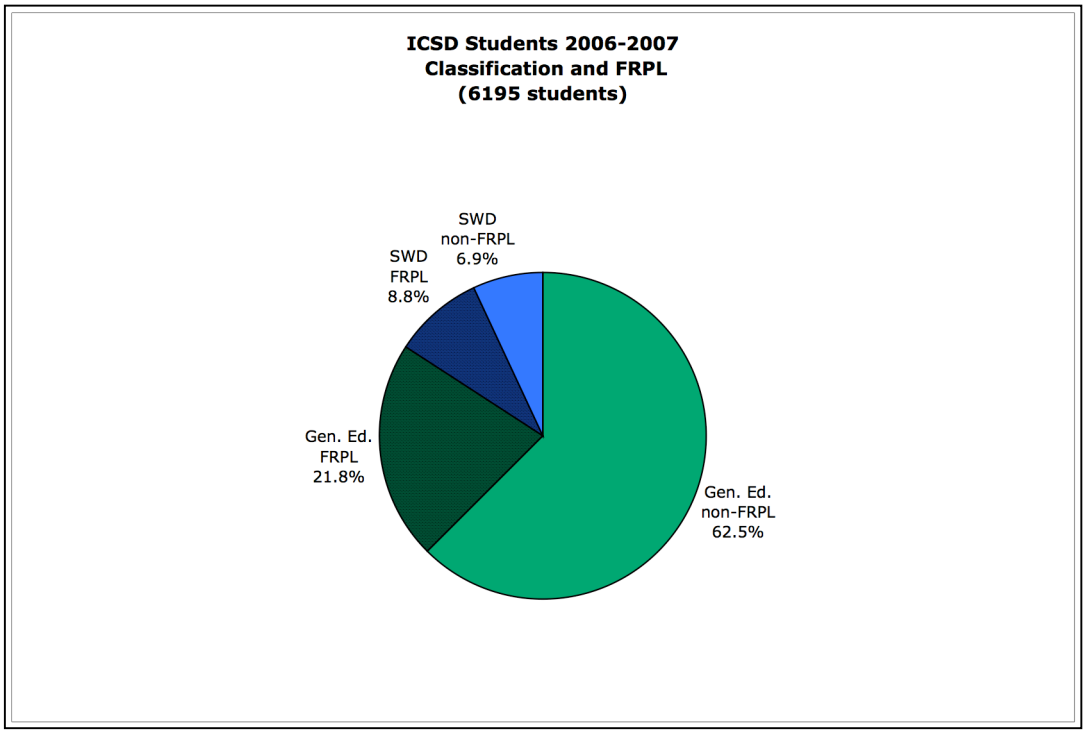


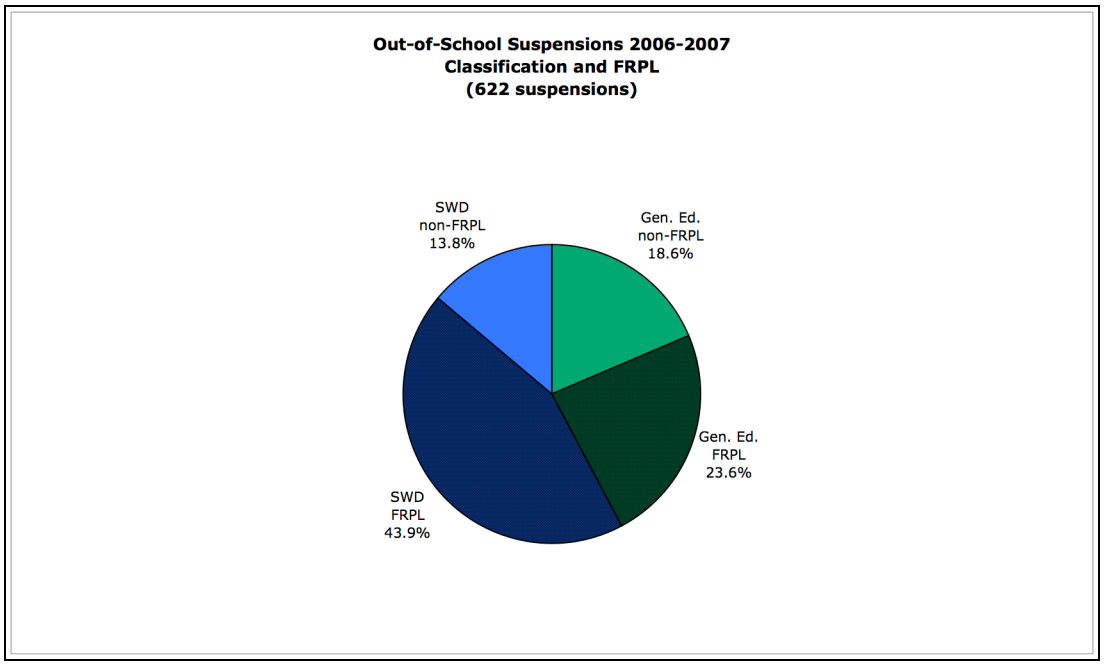
Race and FRPL



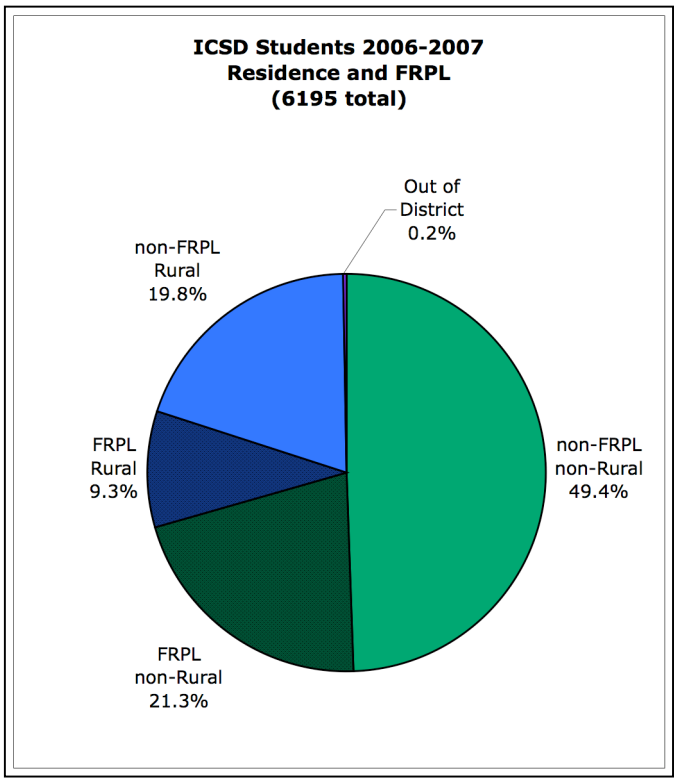


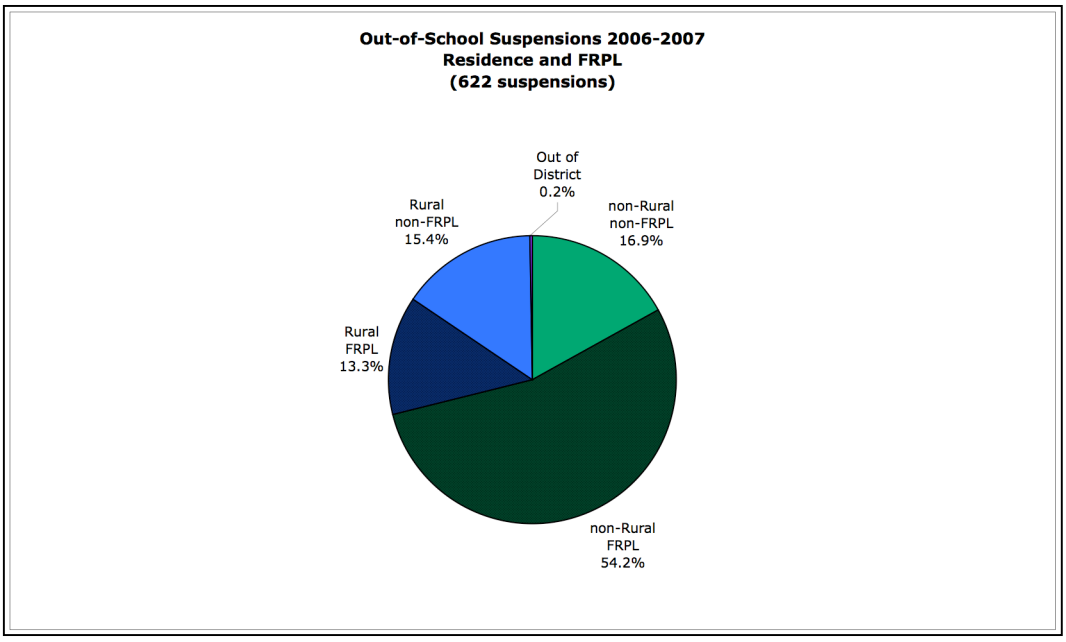
Classification and FRPL





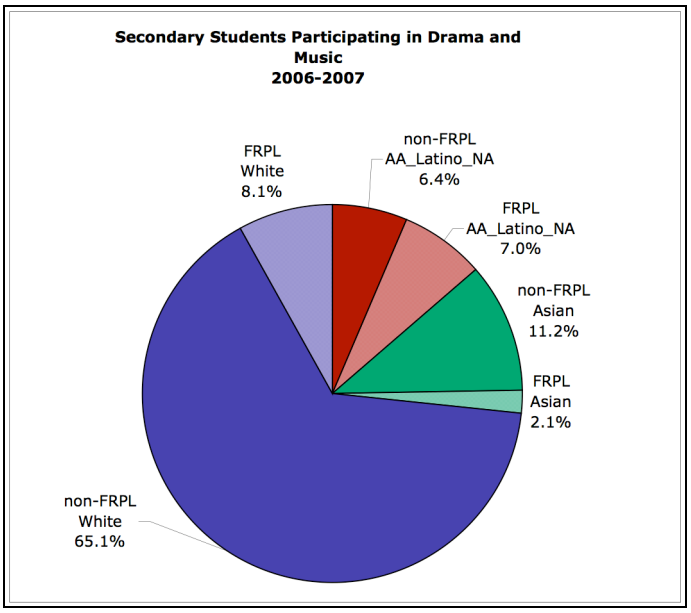
Residence and FRPL

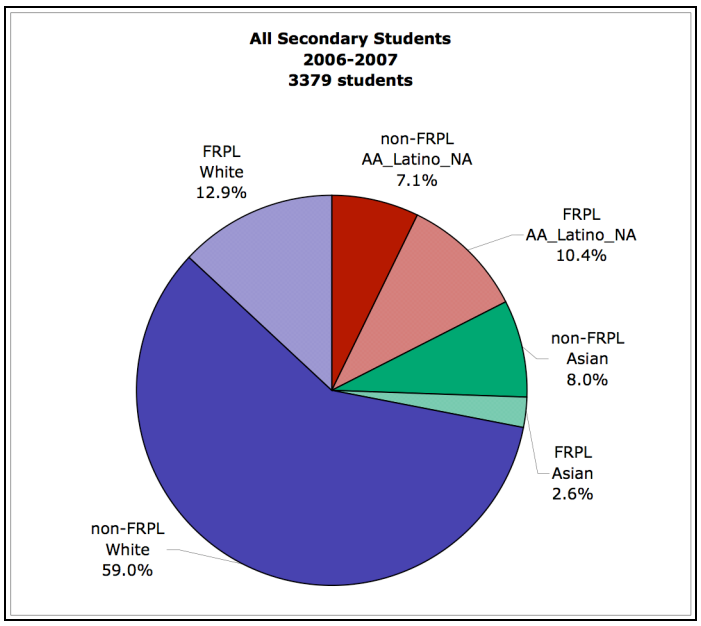




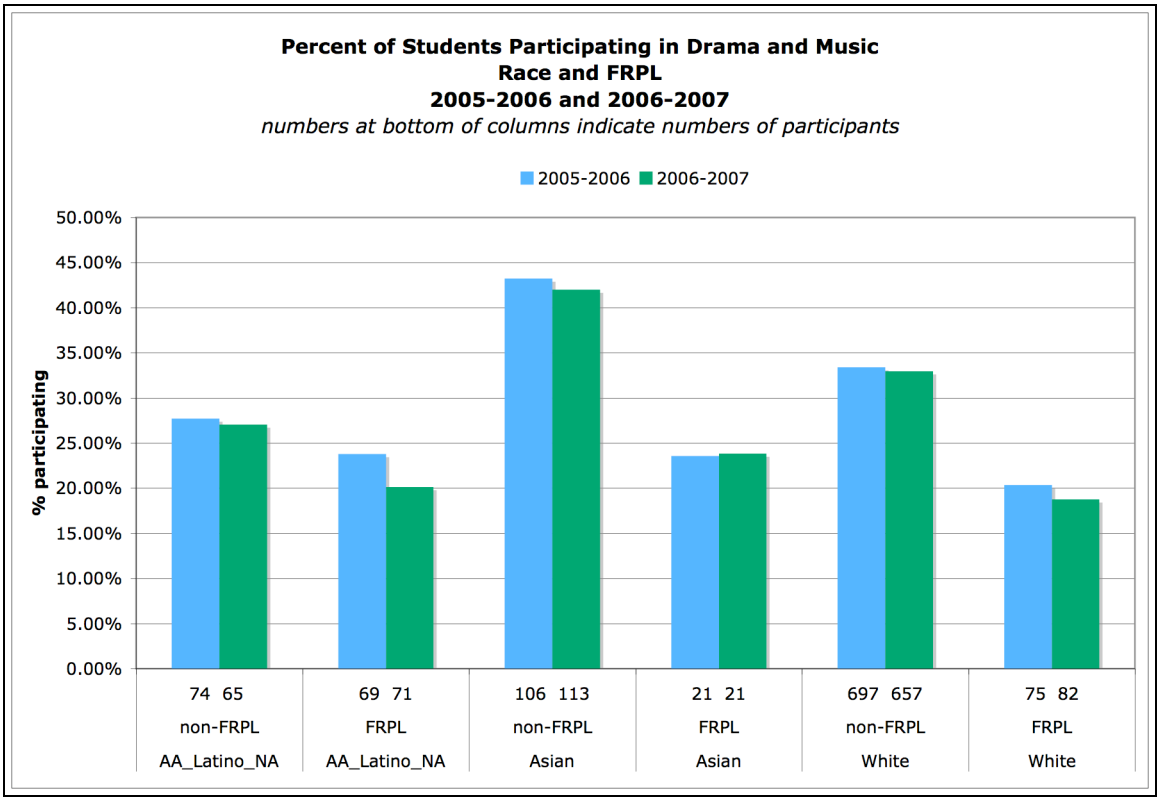
Music and Drama

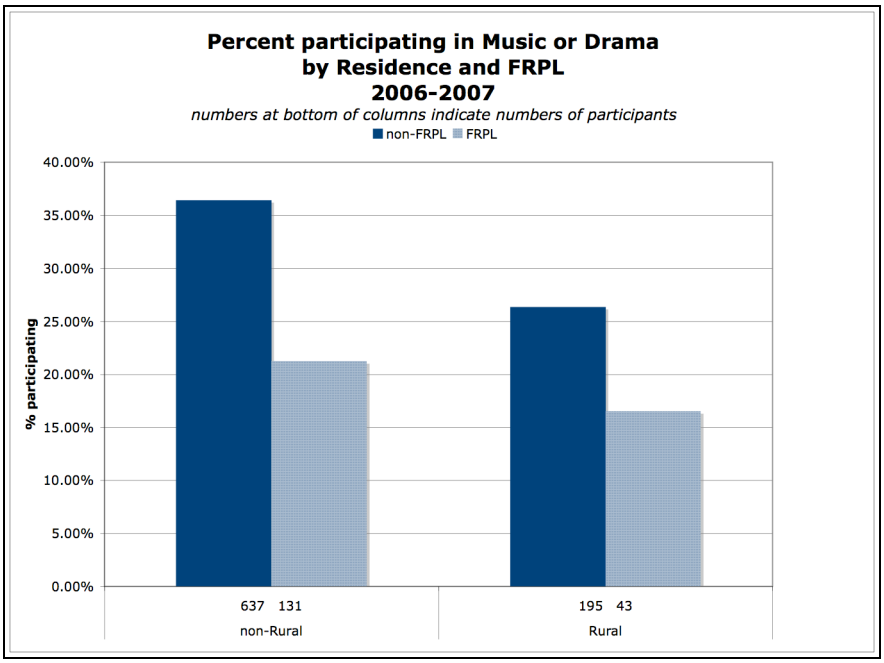
The proportions of secondary students involved in music and drama performances compared to the overall ICSD secondary student population.

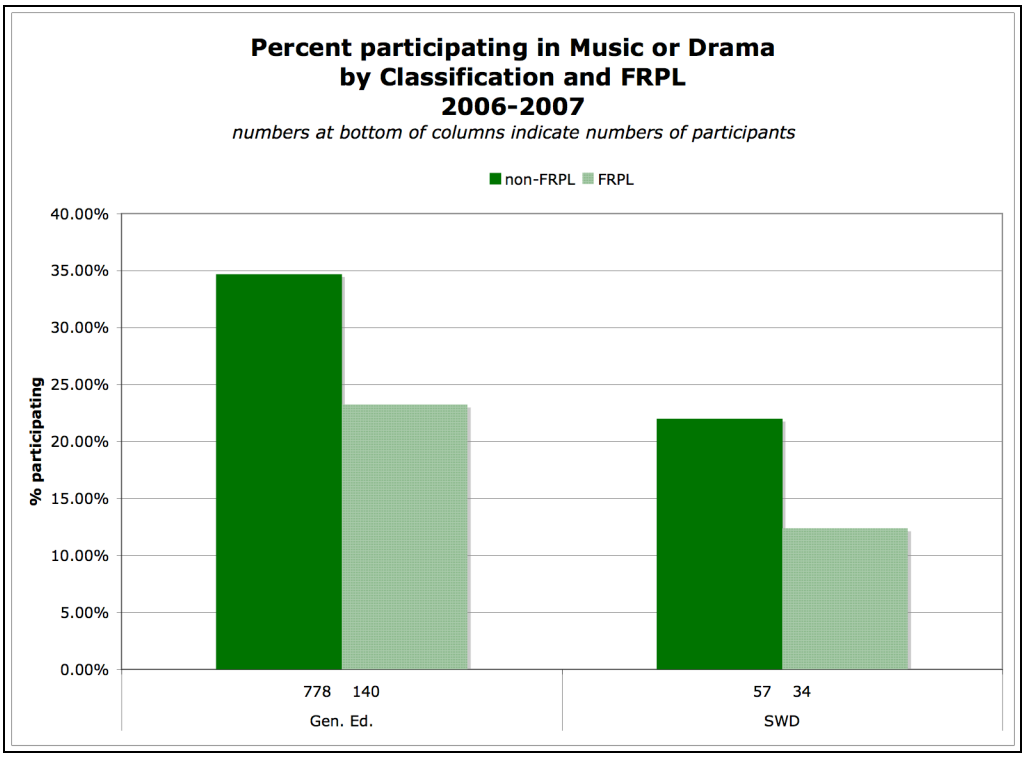




Another way of looking at arts participation – the percentage of students of various groups who are involved in music and drama performances.





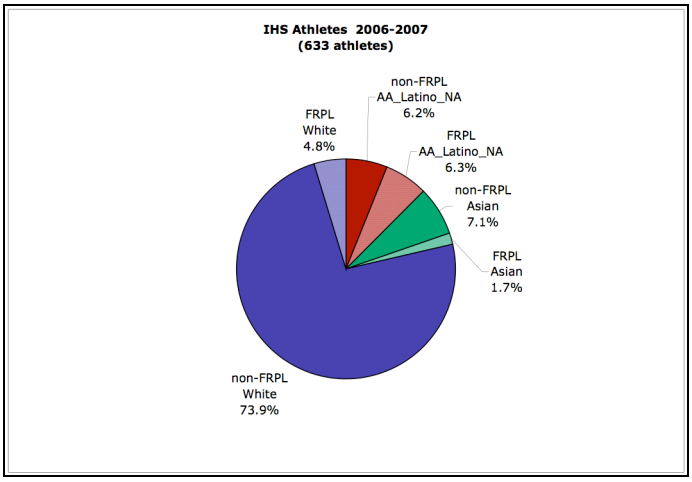


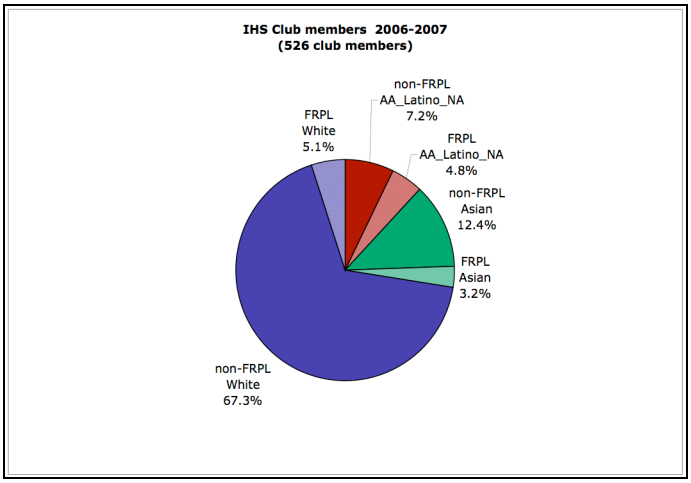
The aim of education is the knowledge not of fact, but of values.

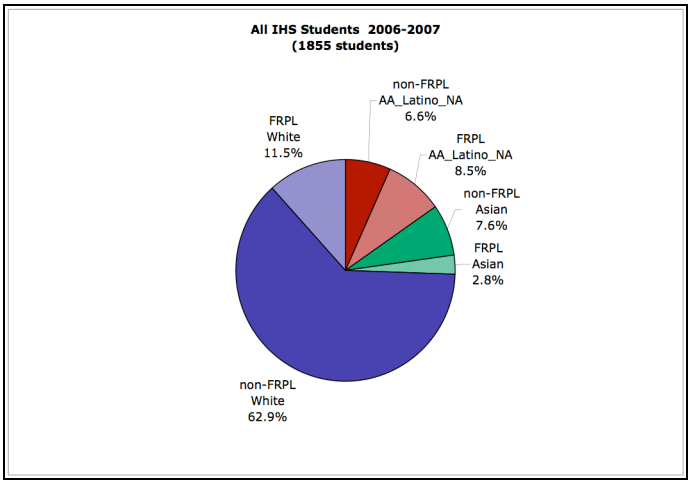
Dean William R. Inge

Ithaca High School Activities: Athletics and Clubs

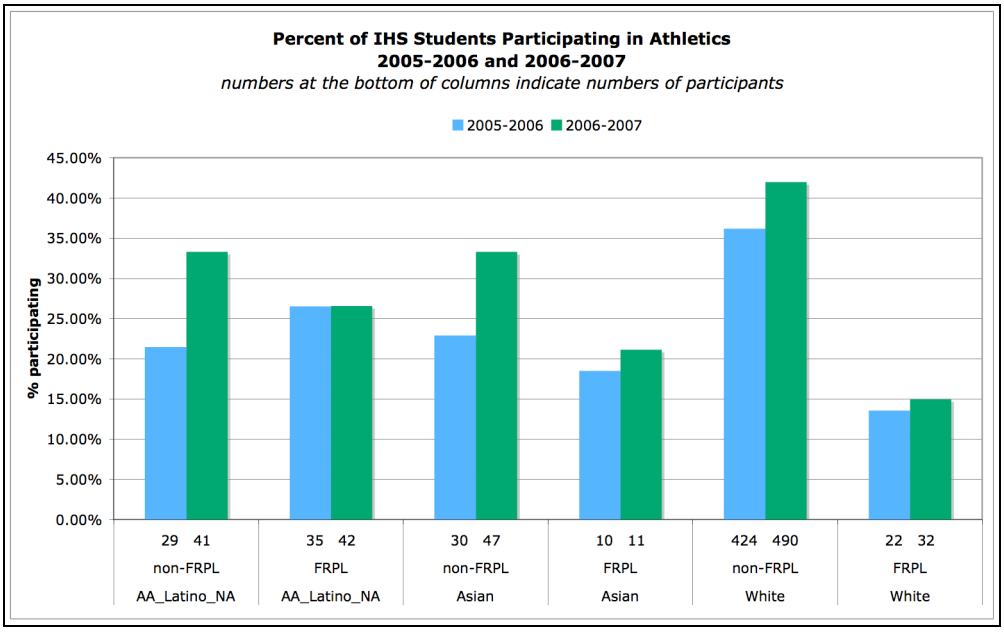
The students at Ithaca High School who participate in Athletics and Clubs, compared to the overall IHS student body:

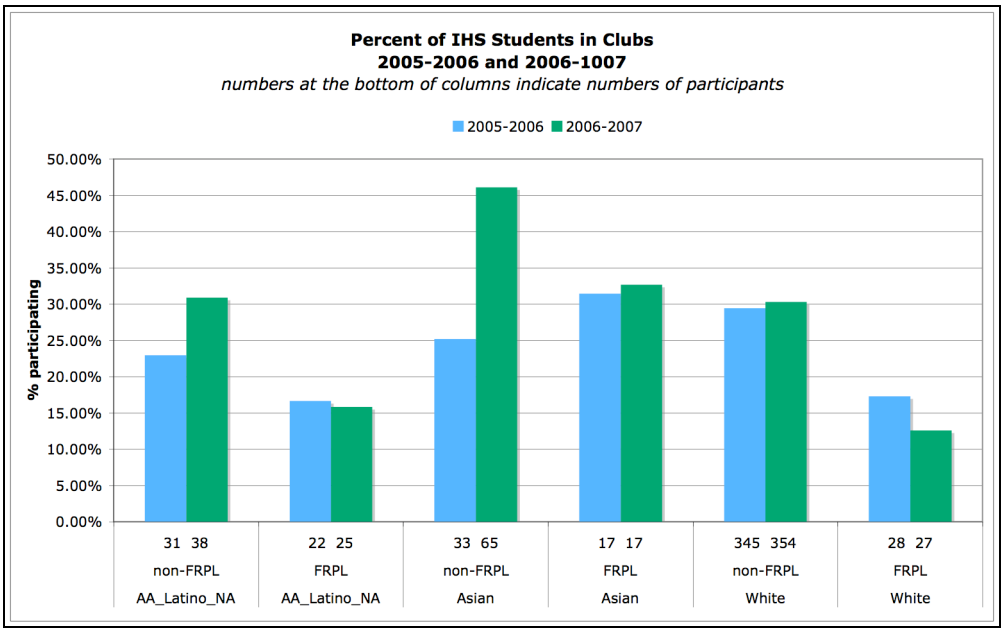




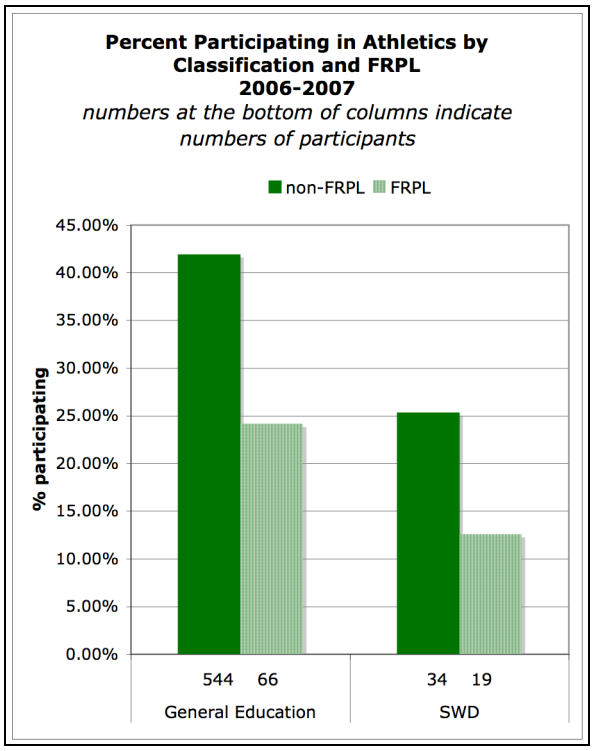


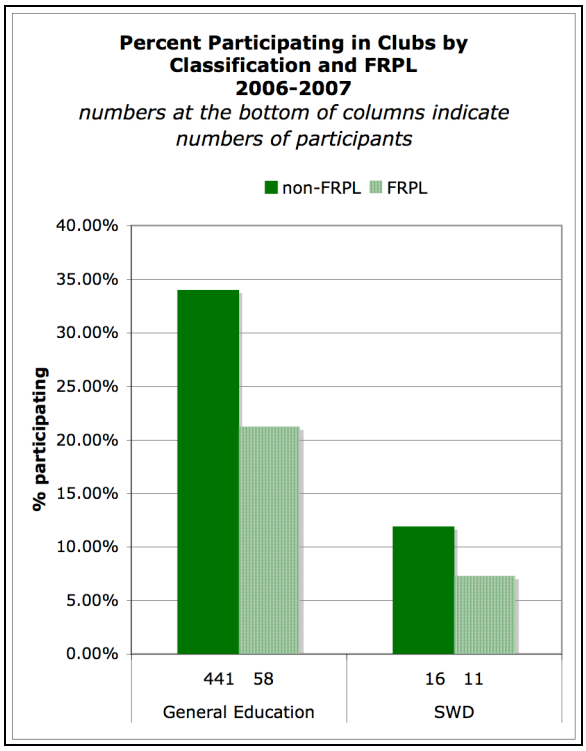
Percent at Ithaca High School participating in athletics and clubs in 2005-2006 and 2006-2007, by race and FRPL:



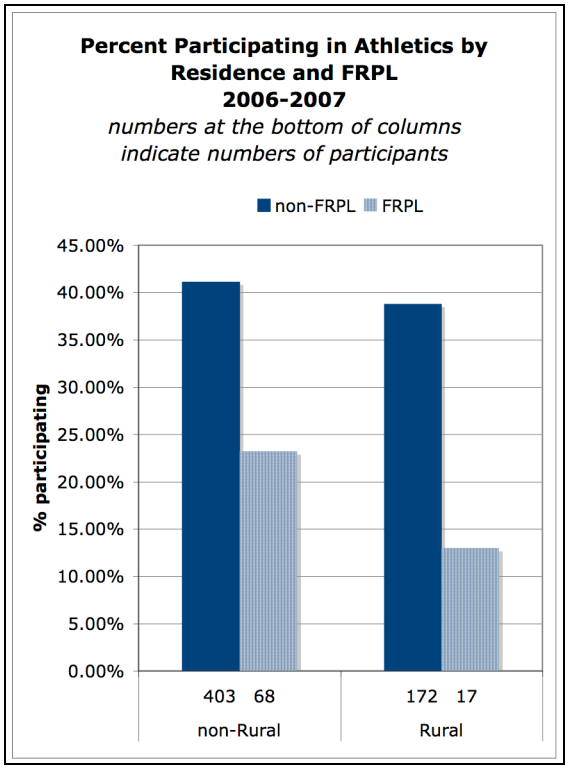


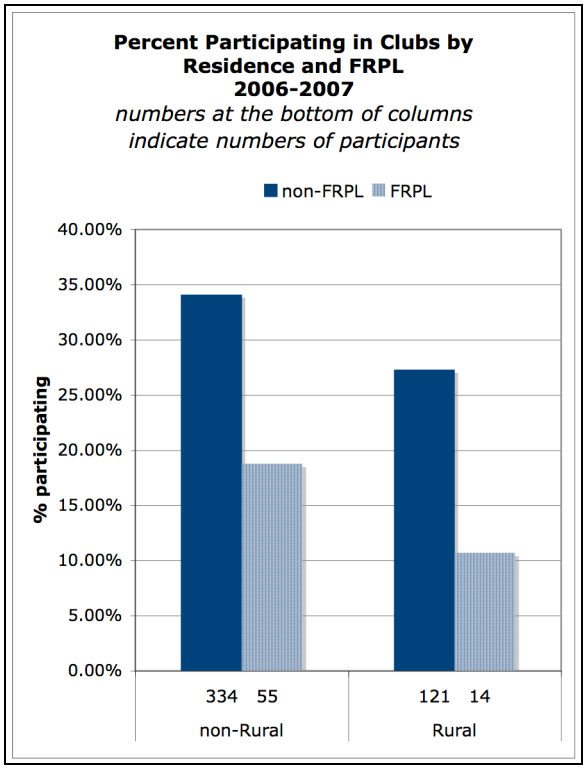
Percent at Ithaca High School participating in athletics and clubs by Classification and FRPL:



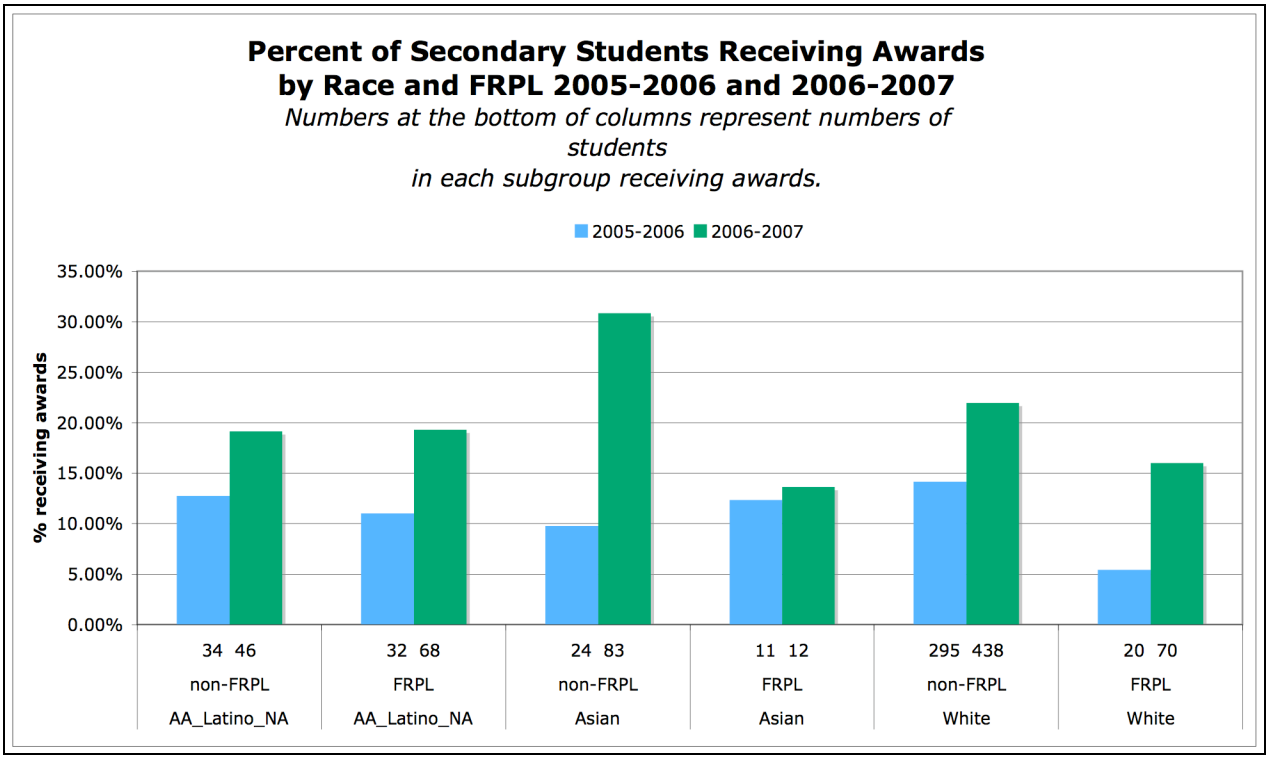


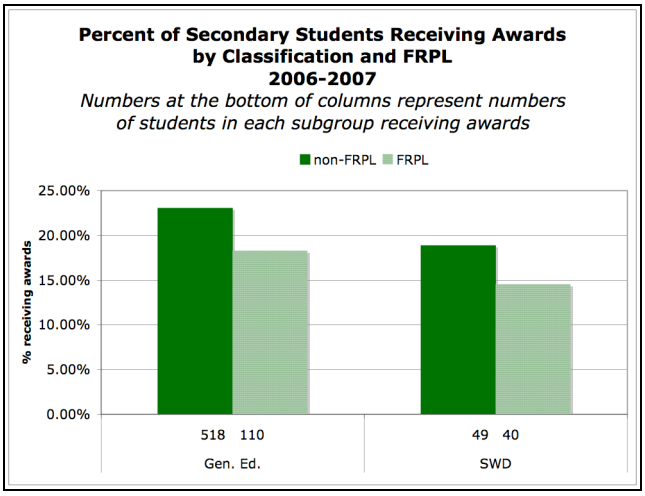
Percent at Ithaca High School participating in athletics and clubs by Residence and FRPL:

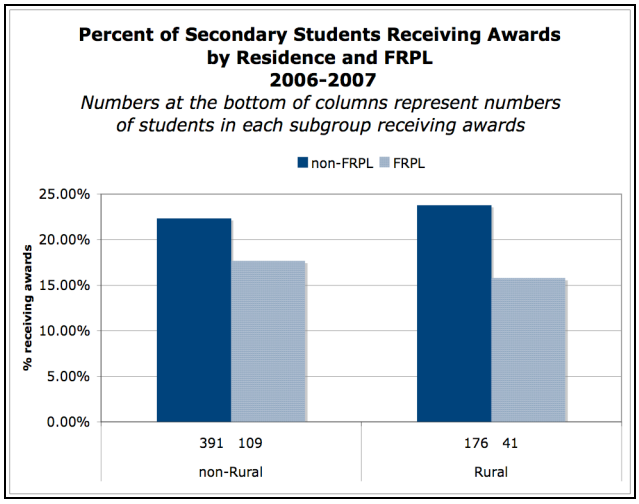




Secondary Awards







Student Outcomes

Grades 3-8 English Language Arts and Mathematics: New York State Test Performance Indices (PI)

In every accountability group, our goal is a PI of 200. A PI of 200 indicates all students in that accountability group performed at proficient levels (or higher).

3-8 English Language Arts Performance Index: Overall

	All FRPL			All Non-FRPL			All Students		
	2006	2007	Change	2006	2007	Change	2006	2007	Change
AA/Latino/NA	126	134	8	173	176	3	144	148	4
Asian	169	169	0	195	191	-4	190	187	-3
White	129	152	23	183	187	4	172	180	8
All Races	130	145	15	183	186	3	168	174	6

3-8 Mathematics Performance Index: Overall

	All FRPL			All Non-FRPL			All Students		
	2006	2007	Change	2006	2007	Change	2006	2007	Change
AA/Latino/NA	116	126	10	168	168	0	136	141	5
Asian	182	155	-27	194	192	-2	191	184	-7
White	137	154	17	181	185	4	172	179	7
All Races	131	142	11	181	185	4	167	172	5

3-8 English Language Arts Performance Index: General Education/Students with Disabilities and FRPL Analysis

	General Education									Students with Disabilities								
	FRPL			Non-FRPL			All Gen. Ed.			FRPL			Non-FRPL			All SWD		
	2006	2007	Change	2006	2007	Change	2006	2007	Change	2006	2007	Change	2006	2007	Change	2006	2007	Change
AA/Latino/NA	144	153	9	179	182	3	160	165	5	78.9	91.8	13	112	126	14	84.9	97.4	12
Asian	178	176	-2	196	193	-3	193	190	-3	66.7	66.7	0	178	143	-35	150	120	-30
White	166	175	9	189	194	5	186	191	5	67.2	104	37	130	137	7	101	123	22
All Races	157	165	8	189	192	3	181	186	5	71.6	97.6	26	131	136	5	98.7	115	16

3-8 Mathematics Performance Index: General Education/Students with Disabilities and FRPL Analysis

	General Education									Students with Disabilities								
	FRPL			Non-FRPL			All Gen. Ed.			FRPL			Non-FRPL			All SWD		
	2006	2007	Change	2006	2007	Change	2006	2007	Change	2006	2007	Change	2006	2007	Change	2006	2007	Change
AA/Latino/NA	129	144	15	175	175	0	149	157	8	80	87.4	7	100	111	11	83.7	91.2	7
Asian	191	162	-29	195	194	-1	194	187	-7	33.3	50	17	167	143	-24	133	109	-24
White	167	176	9	188	192	4	185	190	5	82.9	101	18	124	132	8	105	119	14
All Races	152	161	9	188	191	3	179	183	4	81	93.3	12	83.7	91.2	7	101	110	9

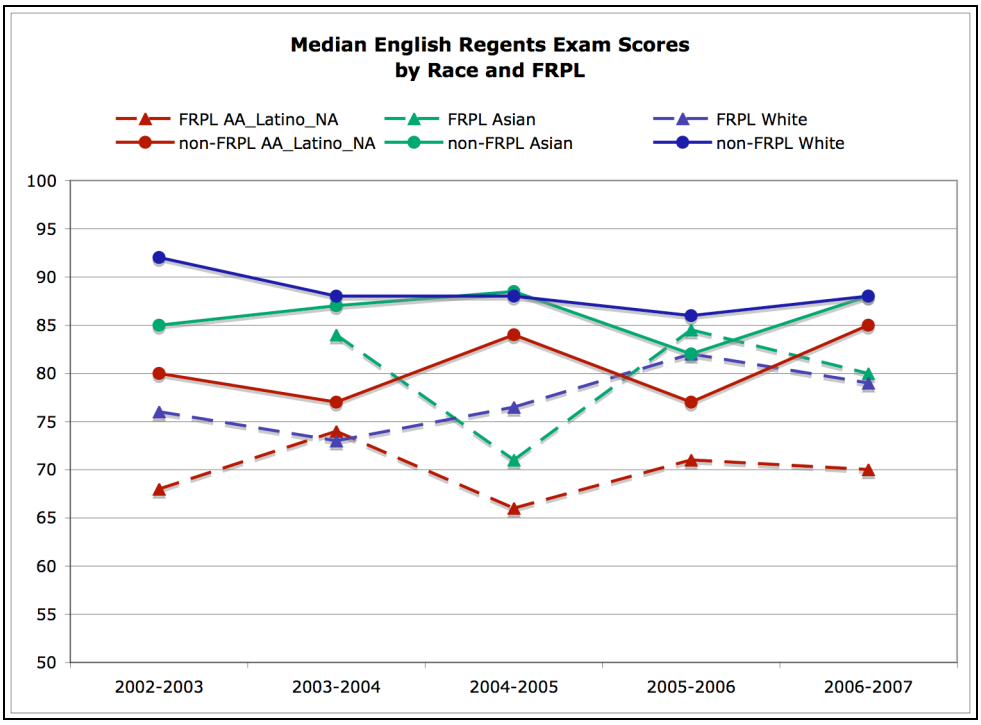
2007 3-8 English Language Arts Performance Index: Rural and FRPL Analysis

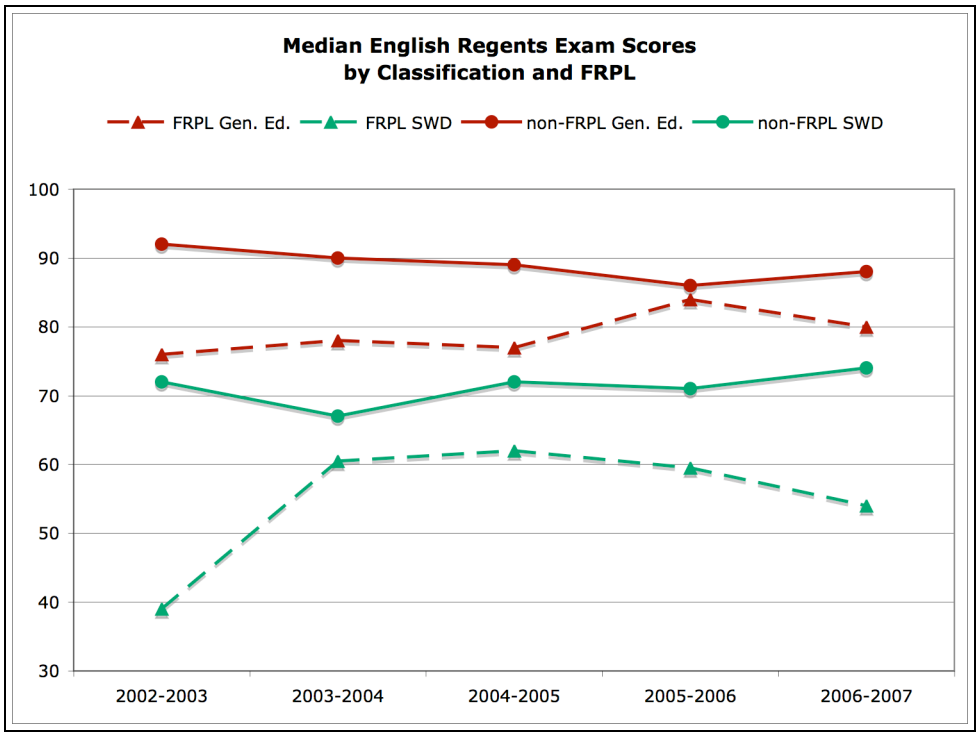
	Non-Rural			Rural		
	FRPL	Non-FRPL	All Non-Rural	FRPL	Non-FRPL	All Rural
AA/Latino/NA	**131**	**174**	**146**	**147**	**181**	**159**
Asian	**170**	**192**	**187**	*	**182**	**178**
White	**154**	**191**	**184**	**150**	**180**	**172**
All Races	**143**	**189**	**175**	**149**	**180**	**170**

2007 3-8 Mathematics Performance Index: Rural and FRPL Analysis

	Non-Rural			Rural		
	FRPL	Non-FRPL	All Non-Rural	FRPL	Non-FRPL	All Rural
AA/Latino/NA	**122**	**169**	**138**	**145**	**166**	**153**
Asian	**154**	**192**	**183**	*	**194**	**194**
White	**155**	**189**	**184**	**153**	**177**	**171**
All Races	**138**	**187**	**173**	**151**	**177**	**169**

English Regents Examinations

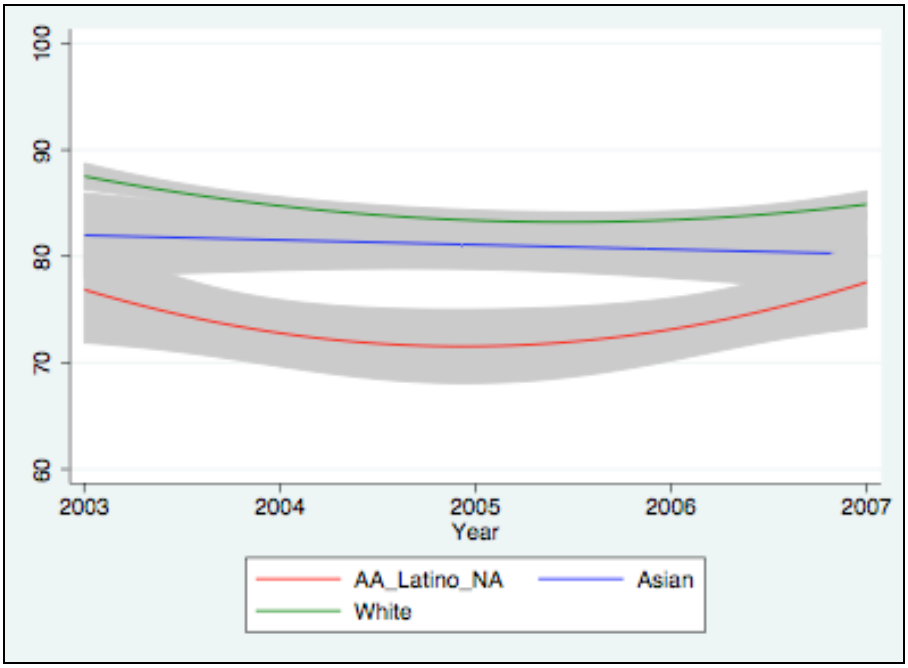




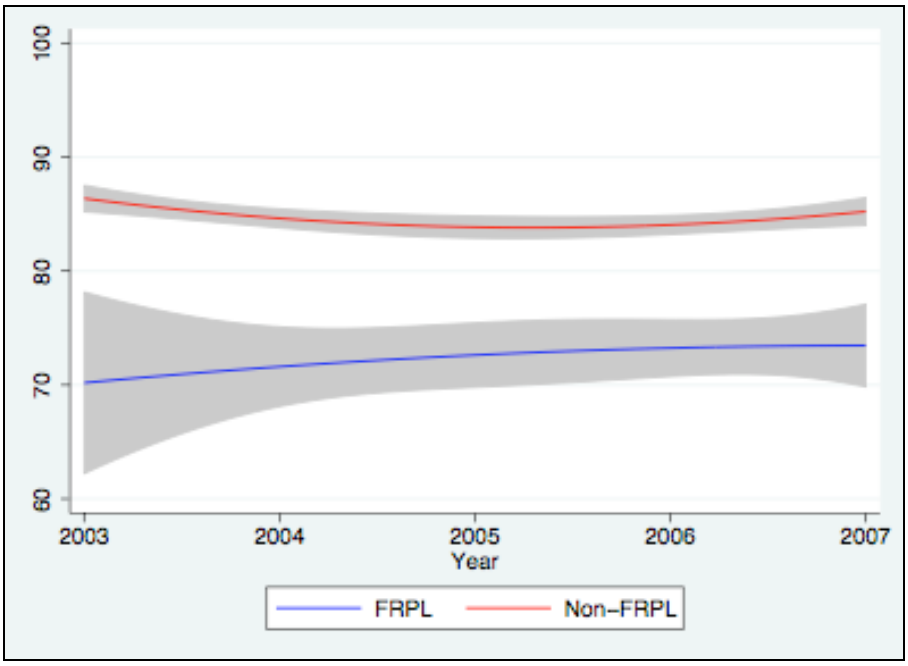
English Regents Score Regression by Race and FRPL

(Note on Regression: The fitted lines on these graphs use regression analysis to show trends in the data. We can be 95% confident that the actual trends are within the shaded areas.)

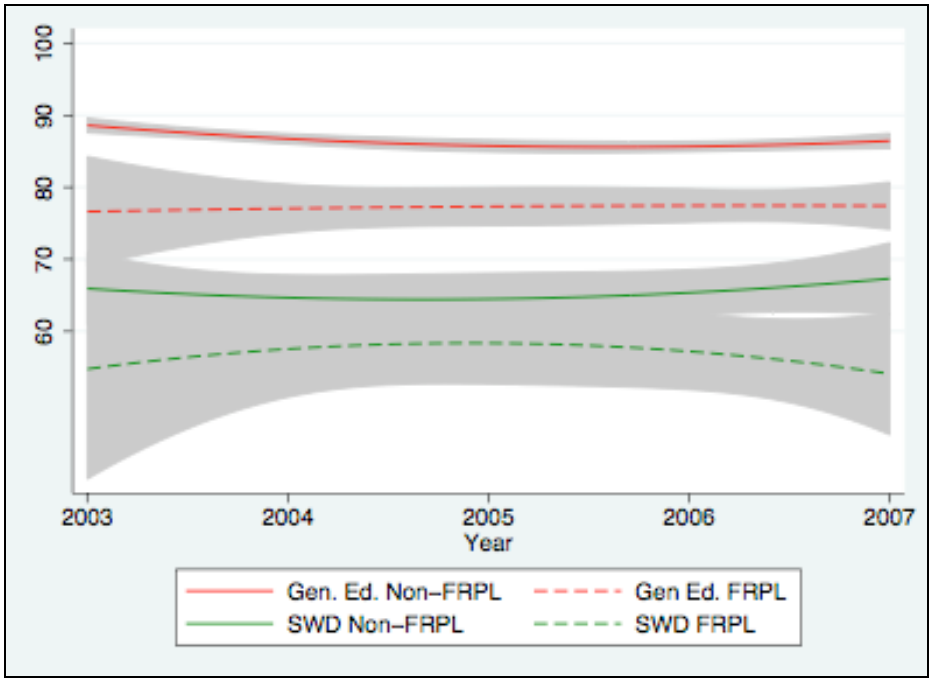
English Regents Score Regression by Race alone



English Regents Score Regression by FRPL alone

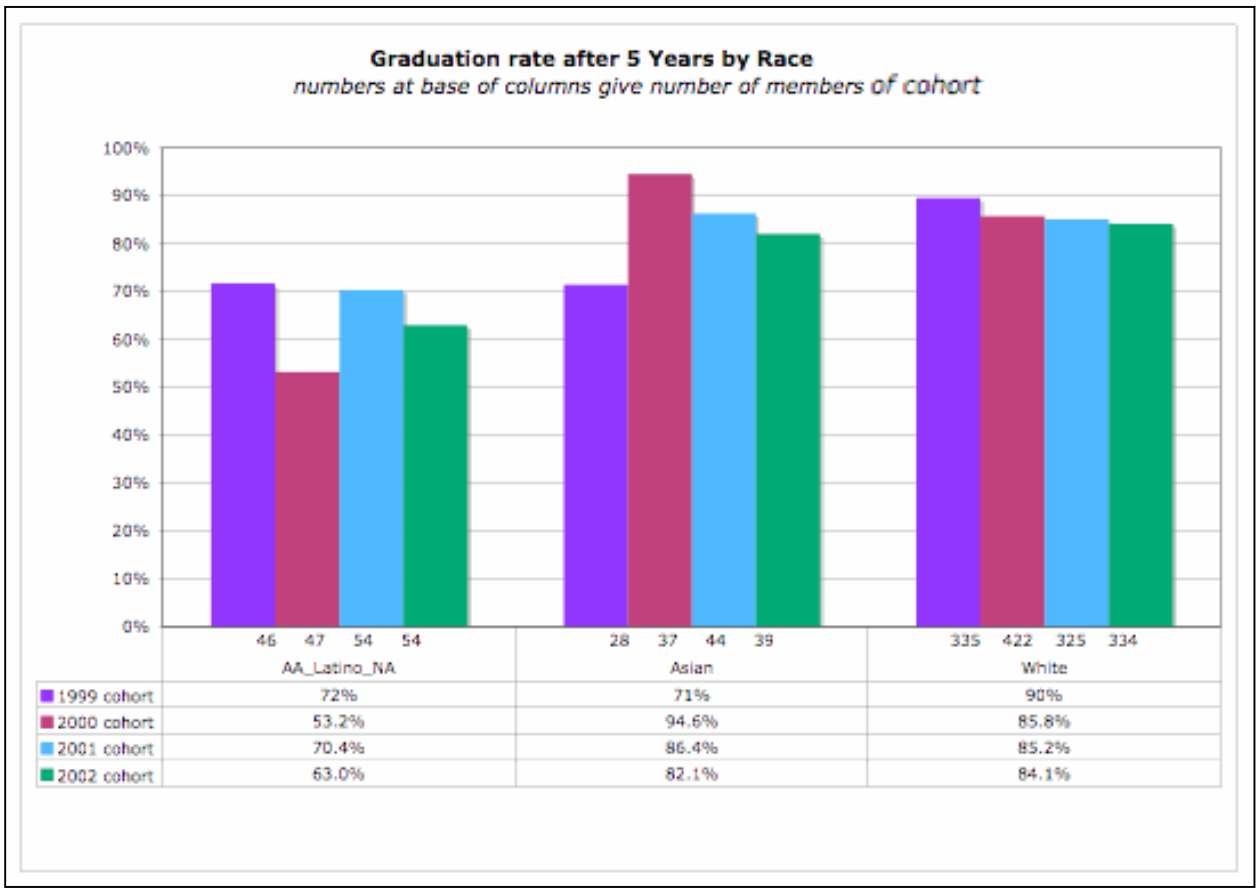


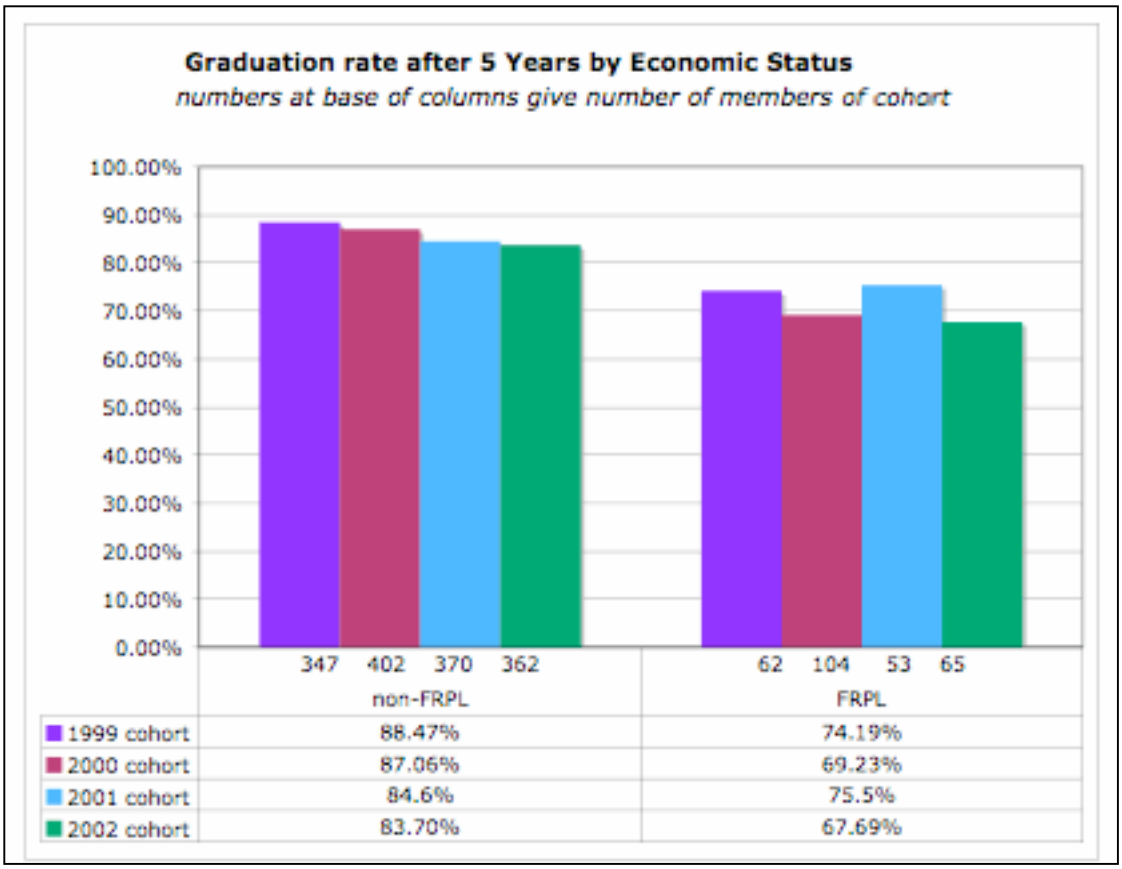
English Regents Score Regression by Classification and FRPL

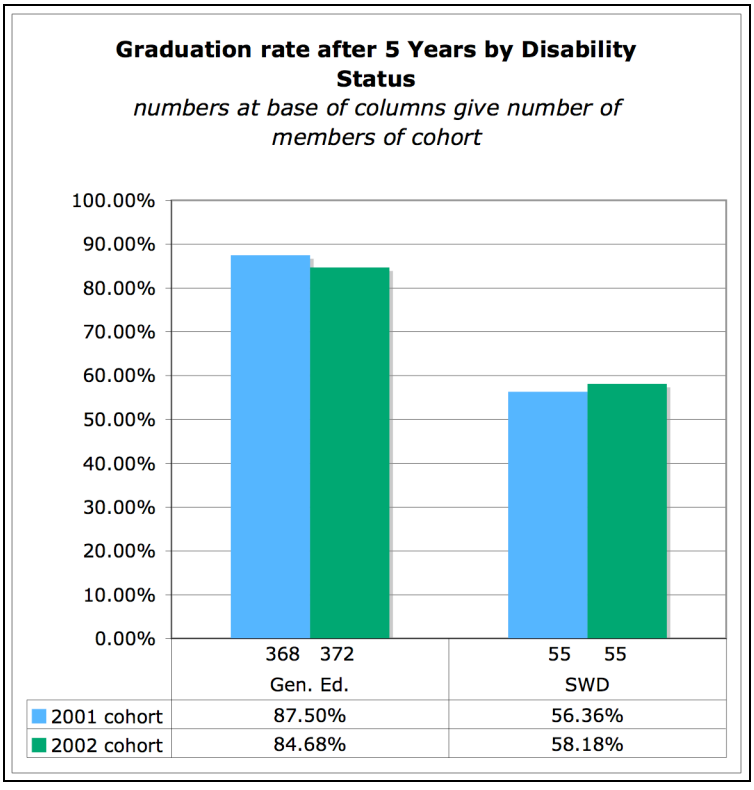


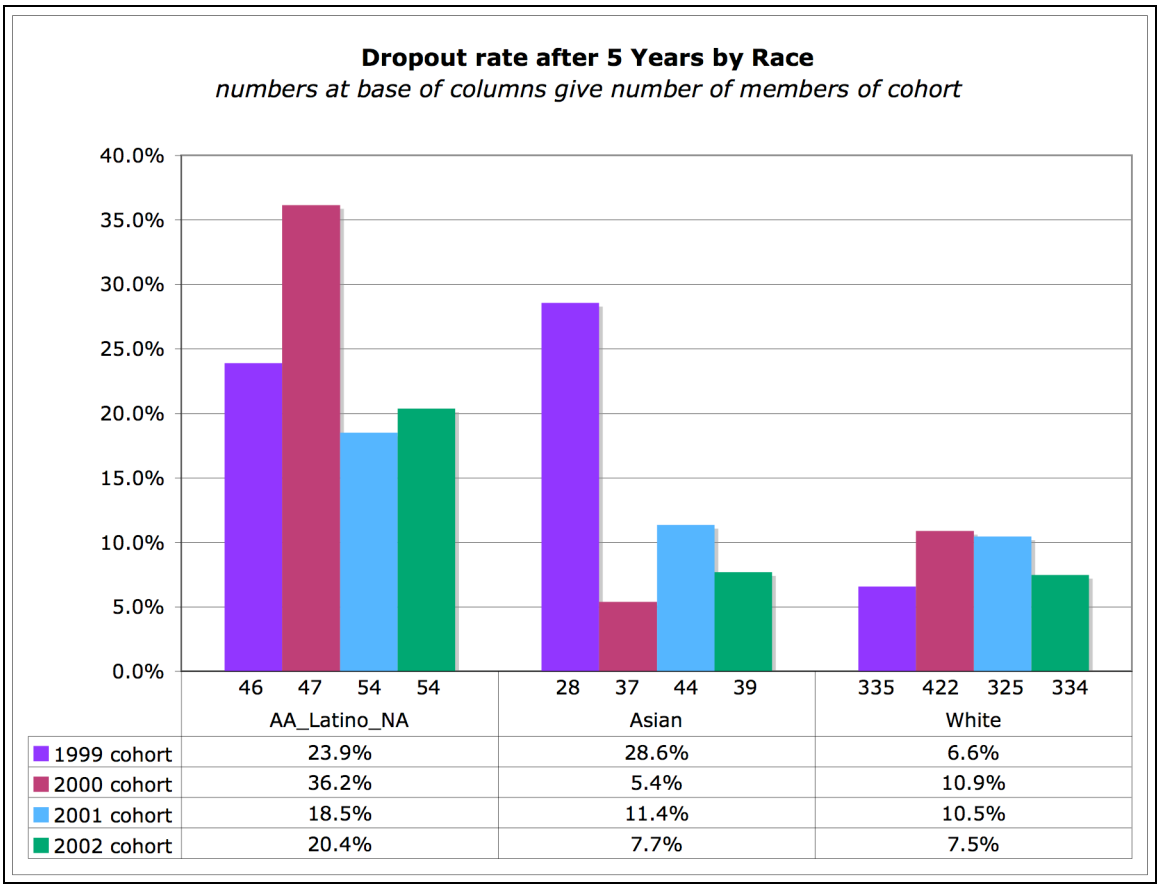
Graduation and Dropouts

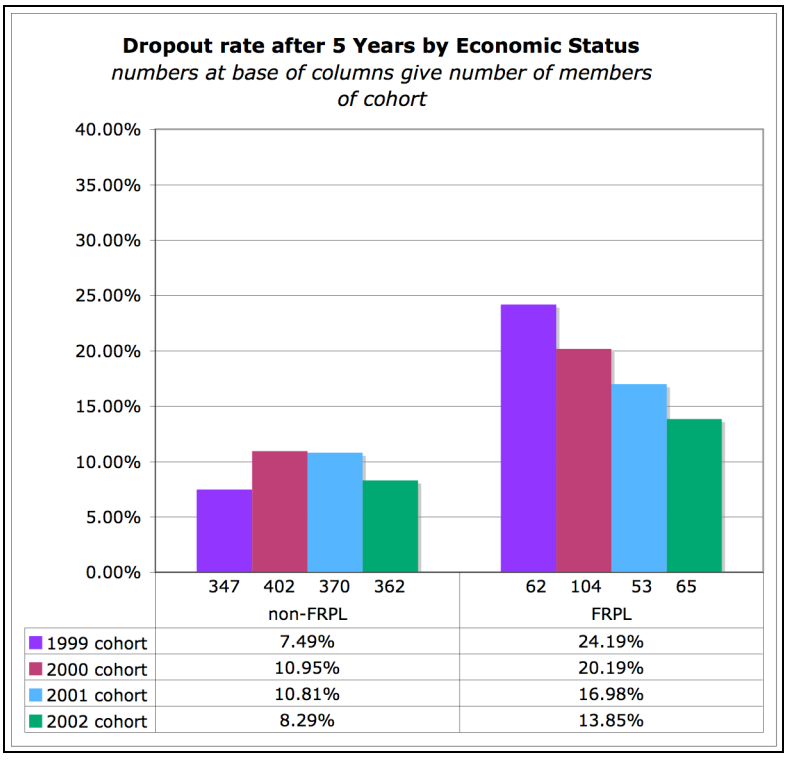
Graduation and dropout rates are by cohort, defined as the year a given class entered ninth grade. The 1999 cohort was expected to graduate in 2003. The figures we use reflect the number who had actually graduated by 2004. Note that graduation rates and dropout rates are not mirror images: for instance, neither rate includes students who transfer to a GED program or who remain enrolled. Graduation includes only those students who receive a regular diploma (not GED) after five years. Dropout rate includes only those students who drop out before their projected graduation date without, for instance, enrolling in a GED program.

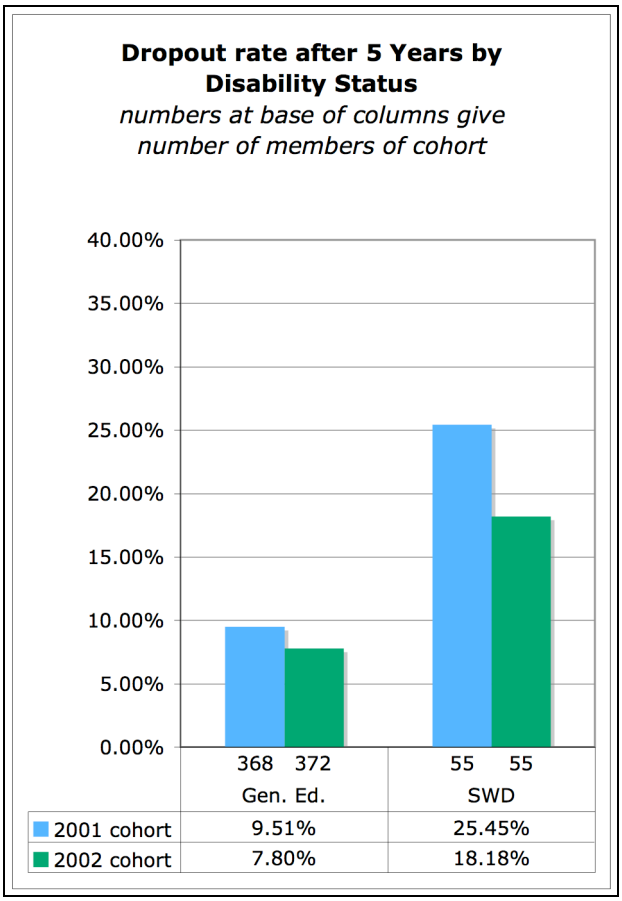



Graduation rate after 5 Years by Economic Status
numbers at base of columns give number of members of cohort
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
347 402 370 362
62 104 53 65
non-FRPL
FRPL
1999 cohort 88.47% 74.19%
2000 cohort 87.06% 69.23%
2001 cohort 84.6% 75.5%
2002 cohort 83.70% 67.69%


Graduation rate after 5 Years by Disability Status
numbers at base of columns give number of members of cohort
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
368 372
55 55
Gen. Ed.
SWD
2001 cohort 87.50% 56.36%
2002 cohort 84.68% 58.18%


Dropout rate after 5 Years by Race
numbers at base of columns give number of members of cohort
40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
46 47 54 54
28 37 44 39
335 422 325 334
AA_Latino_NA
Asian
White
1999 cohort 23.9% 28.6% 6.6%
2000 cohort 36.2% 5.4% 10.9%
2001 cohort 18.5% 11.4% 10.5%
2002 cohort 20.4% 7.7% 7.5%


Dropout rate after 5 Years by Economic Status
numbers at base of columns give number of members of cohort
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
347 402 370 362
62 104 53 65
non-FRPL
FRPL
1999 cohort 7.49% 24.19%
2000 cohort 10.95% 20.19%
2001 cohort 10.81% 16.98%
2002 cohort 8.29% 13.85%



Sources: 1999 and 2000 cohort results from 1st equity report card, 2001 and 2002 cohort results from New York State Education Department

"If we love the children, then we must do whatever it takes to provide them with the teachers and school leaders they deserve. We cannot tolerate or support ideologies and practices that cripple our children further—those that hold that our children are the problem or those that assume that our teachers and school leaders are not capable of becoming powerful factors in the lives of students. We need a valid vision. We need the will. With vision and will, everything is possible. Ronald Edmonds was right: 'We can, whenever and wherever we wish, teach successfully all children whose education is of interest to us. Whether we do or do not do it depends in the final analysis on how we feel about the fact that we have not done so thus far.' This says in the strongest way that it is a matter of will. Do we really want African children to be excellent? If so, there is no mystery about how to make that happen."

Asa Hilliard,
from *Young Gifted and Black: Promoting High Achievement among African American Students*

Acknowledgements

The ***Second Annual Equity Report Card*** would not be in your hands without the tireless commitment of Barbara Bauer. Barbara provided countless hours and persisted with each task until she was confident that we were offering the most accurate data available. The Equity Report Card Committee is very grateful to her.

Other members of the Equity Report Card Committee include Kevin Brew, Barry Derfel, Kim Fontana, Jeff Furman, Elena Golorobodko, Mike Pliss, and Cal Walker.

The committee also received invaluable assistance from the following people:
Sean Brady, Martha Frommelt, Emily Hess, Denise Ruben, John Sipple, Andy Yale, and Nora McIver-Sheridan.

The greatest good you can do for another is not just to share your riches, but reveal to them their own.

Benjamin Disraeli

Community Thoughts about Equity

In the fight for fairness and justice in education, we cannot, should not, and will not settle for less than equity. So, I will be a warrior on the scene. I will not shrink from the battle. I will not shirk my duty. And I will prevail.

Patrice Lockert-Anthony

The Annual Equity Report Card is a powerful tool for the community to gauge the progress of the Ithaca City School District against the stated Equity Goals of the Board of Education.

Kevin Brew

I look forward to the day when the district receives an A+ on every aspect of the report card. Unfortunately, that day has not yet arrived.

Audrey Cooper

Equity simply means "fairness." A wise mentor once said to me, "Fair does not mean everyone always gets the same thing. Fair is everyone getting what they need." That's what has to happen for our kids.

Stephanie Baptist

As a single Mom, my hopes are for my son to receive an equal education despite my financial situation.

Neisha Butler

I think it is tragic that equity has not been achieved in our schools in this country in this century. We will never realize our full potential as a just, fair and competitive nation if a person's destiny is predetermined not by their effort or merit, but by their race or class.

Eric Rosario

Since the city was founded, Ithaca has been an international model of excellence in education. I believe it is within our reach, if we align our significant resources toward a unified vision, that we can become an international model for educational equity.

Karen Friedeborn

This country holds as a constitutional right a free education for every child. Unfortunately, the words missing from that include fair and equal. Although the education provided is "free," it should not be "cut rate" for any child.

Chris Batman-Mize