



Tenth Equity Report Card

Holding Ourselves Accountable

*GOAL: TO ELIMINATE RACE, CLASS, DISABILITY
AND GENDER AS PREDICTORS OF ACADEMIC
PERFORMANCE, CO-CURRICULAR
PARTICIPATION AND DISCIPLINE, IN THE
ITHACA CITY SCHOOL DISTRICT.*

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The Ithaca City School District (ICSD) is committed to 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. The [Equity Strategic Plan](#), collaboratively developed by district and community leaders in 2005, guides our efforts as we work towards this goal. This strategic plan outlines manageable action steps in sixteen areas of operations which, when taken together and pursued concurrently, form the basis of our comprehensive strategy for achieving equity in the ICSD. These elements include:

- Data analysis
- Assess causes of inequity
- Research and implement “best practices” regarding equity and diversity management utilized by other districts and organizations
- Leadership development
- Staff development
- Recruitment and retention of diverse staff
- Teacher preparation
- Targeted academic support
- Supplemental programs (academic and non-academic)
- Clinical support for students
- Curriculum
- Co-curricular and extra-curricular programs
- Communication
- Community involvement
- Family and community advocacy and involvement
- Cultural and educational events

This Equity Report Card is a tool that emerged from the [Equity Strategic Plan](#) to help us monitor and report on our progress towards achieving equity in key measures of student achievement and engagement. It is also a tool to help us think about the impact of our work and document the many efforts underway to continue to move us closer to our equity goal. The Equity Report Card has evolved and changed over the past decade and this tenth edition represents a major revision. In addition to a revised format you’ll find that we have added several key metrics (at grade-level reading, Ithaca High School participation in Advanced World Language courses, elementary band and orchestra participation) and refined how others are reported (performance on grades 3-8 New York State, absenteeism, secondary participation in co-curricular activities including the athletics, clubs, and the performing arts). Furthermore, we’ve provided data over several years for all metrics and subgroups instead of just one or two years as in previous versions of the Equity Report Card. Finally, we’ve worked hard to provide not just data, but also information about instructional and programmatic changes the District has made, and plans for the future, as we seek to eliminate race, class, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the ICSD.

We share this tool with you (our students, their families, and our community) as an invitation to join us in thinking about equity. We hope that as you explore the Equity Report Card that you will be inspired to reflect on your own experiences in the ICSD, to ask questions, and to consider how you can contribute to the goal of equity in your own role(s) in our schools and our community. And we invite you to join the conversation through our [Let’s Talk portal](#) found under the Contact tab on the [ICSD website](#) or by attending our community conversation to be scheduled this spring.



ICSD 4 Year Graduation Outcomes (as of August)																								
	All Students		Asian		Black or African American		Hispanic or Latino		Multiracial		White		FRPL		non-FRPL		SWD		Gen Ed		Female		Male	
2008 Cohort (as of August 2012)	338/425	79.5%	47/62	75.8%	29/41	70.7%	11/23	47.8%	*/4		247/295	83.7%	76/106	71.7%	262/319	82.1%	31/62	50.0%	307/363	84.6%	170/202	84.2%	168/223	75.3%
2009 Cohort (as of August 2013)	356/427	83.4%	46/50	92.0%	37/50	74.0%	21/31	67.7%	*/4		249/289	86.2%	71/105	67.6%	285/322	88.5%	32/72	44.4%	324/355	91.3%	195/227	85.9%	161/200	80.5%
2010 Cohort (as of August 2014)	307/362	84.8%	47/51	92.2%	30/45	66.7%	17/26	65.4%	*/10		203/229	88.6%	79/97	81.4%	228/265	86.0%	25/52	48.1%	282/310	91.0%	145/166	87.3%	162/196	82.7%
2011 Cohort (as of August 2015)	373/420	88.8%	49/51	96.1%	35/44	79.5%	18/25	72.0%	*/15		255/282	90.4%	92/109	84.4%	281/311	90.4%	24/47	51.1%	349/373	93.6%	186/204	91.2%	187/216	86.6%
2012 Cohort (as of August 2016)	356/392	90.8%	35/37	94.6%	30/37	81.1%	19/23	82.6%	25/28	89.3%	247/267	92.5%	120/138	87.0%	236/254	92.9%	28/48	58.3%	328/344	95.3%	166/178	93.3%	190/214	88.8%
% increase/decrease over 5 years ago		14.2%		24.8%		14.6%		72.7%				10.5%		21.3%		13.1%		16.7%		12.7%		10.8%		17.9%
Year over Year % increase/decrease (2014-15 to 2015-16)		2.3%		-1.5%		1.9%		14.7%				2.3%		3.0%		2.8%		14.2%		1.9%		2.3%		2.6%

ICSD 5 Year Graduation Outcomes (as of August)																								
	All Students		Asian		Black or African American		Hispanic or Latino		Multiracial		White		FRPL		non-FRPL		SWD		Gen Ed		Female		Male	
2007 Cohort (as of August 2012)	344/426	80.8%	27/27	100.0%	33/52	63.5%	20/28	71.4%	*/2		263/313	84.0%	62/87	71.3%	282/339	83.2%	27/68	39.7%	317/358	88.5%	167/197	84.8%	177/229	77.3%
2008 Cohort (as of August 2013)	349/424	82.3%	50/61	82.0%	31/40	77.5%	11/23	47.8%	*/4		253/296	85.5%	80/100	80.0%	269/324	83.0%	34/62	54.8%	315/362	87.0%	175/203	86.2%	174/221	78.7%
2009 Cohort (as of August 2014)	369/426	86.6%	47/51	92.2%	40/51	78.4%	24/31	77.4%	*/4		255/286	89.2%	71/96	74.0%	298/330	90.3%	35/70	50.0%	334/356	93.8%	201/229	87.8%	168/197	85.3%
2010 Cohort (as of August 2015)	317/364	87.1%	48/52	92.3%	30/44	68.2%	18/25	72.0%	*/11		211/231	91.3%	80/94	85.1%	237/270	87.8%	28/51	54.9%	289/313	92.3%	149/168	88.7%	168/196	85.7%
2011 Cohort (as of August 2016)	386/423	91.3%	51/53	96.2%	37/44	84.1%	22/25	88.0%	*/15		260/283	91.9%	92/106	86.8%	294/317	92.7%	30/48	62.5%	356/375	94.9%	190/208	91.3%	196/215	91.2%
% increase/decrease over 5 years ago		13.0%		-3.8%		32.5%		23.2%				9.3%		21.8%		11.5%		57.4%		7.2%		7.8%		17.9%
Year over Year % increase/decrease (2014-15 to 2015-16)		4.8%		4.2%		23.3%		22.2%				0.6%		2.0%		5.7%		13.8%		2.8%		3.0%		6.4%

What is graduation rate?

Graduation is defined as having received a Regents or local diploma and the graduation rate is the percentage of students who receive a Regents or local diploma within four years or five years of entering ninth grade. This number is adjusted for students who transfer to other school districts. Students who received an IEP diploma or commencement credential, transferred to a GED, do not complete, or are still enrolled are considered non-graduates. Graduation rates are based on cohorts of students. A student's cohort is determined by the year the student first enters ninth grade. Graduation rates as shown here include students in the graduation cohort enrolled at Ithaca High School (IHS), Lehman Alternative Community School (LACS), TST BOCES, and other placements (e.g. George Junior).



What's contributed to these graduation rate data trends?

- Focus on targeted, differentiated interventions to support students at risk of not graduating:
 - Graduation Coaches introduced at IHS in 2012-13
 - Summer Academy at IHS to provide Regents prep for students needing to retake an exam
 - TST BOCES Regional Summer School available to students needing to retake a course or accrue additional credits to meet graduation requirements
 - Introduction of PLATO (online credit-recovery program) prior to 2012-13
- Data informed decision making and structures:
 - IHS replication grant in 2013-14 which led the school to establish five-week data reviews to identify and place students in need of academic support
 - Creation of content area support labs to support struggling students
 - Collaboration between building leadership team, Counselors, Grad Coaches, Evaluation Officer and Data Coordinator to determine the graduation pathways and diploma options available to students based on requirements (Regents/credits) students have already successfully completed

What are we doing, or planning to do, to continue to increase graduation rates?

- Build knowledge around new graduation pathways with students, staff, families
- Increase attention to distribution of diploma types across subgroups to work to eliminate gaps between subgroups in the percentage of students receiving diplomas with advanced designation
- Evaluate success rates for our students who attend TST BOCES Regional Summer School to determine if, and how, this program is enabling students to successfully earn missing credits



% Grades K-5 Students Reading At or Above Grade-level																								
	All Students		Asian		Black or African American		Hispanic or Latino		Multiracial		White		FRPL		non-FRPL		SWD		Gen Ed		Female		Male	
2013-14	1566/2303	68.0%	188/269	69.9%	85/192	44.3%	82/144	56.9%	148/219	67.6%	1060/1474	71.9%	438/909	48.2%	1128/1394	80.9%	54/226	23.9%	1512/2077	72.8%	802/1111	72.2%	764/1192	64.1%
2014-15	1568/2259	69.4%	190/273	69.6%	77/172	44.8%	78/128	60.9%	154/222	69.4%	1065/1455	73.2%	473/923	51.2%	1095/1336	82.0%	47/224	21.0%	1521/2035	74.7%	802/1094	73.3%	766/1165	65.8%
2015-16	1650/2263	72.9%	174/253	68.8%	82/175	46.9%	91/138	65.9%	154/212	72.6%	1143/1475	77.5%	549/980	56.0%	1101/1283	85.8%	60/245	24.5%	1590/2018	78.8%	817/1092	74.8%	833/1171	71.1%
3 year % increase/decrease		7.2%		-1.6%		5.9%		15.8%		7.4%		7.8%		16.2%		6.1%		2.5%		8.2%		3.6%		10.9%
Year over Year % increase/decrease (2014-15 to 2015-16)		5.0%		-1.1%		4.7%		8.1%		4.6%		5.9%		9.3%		4.6%		16.8%		5.4%		2.0%		8.1%

What is at grade-level reading?

We define at grade-level reading as reading at or above the grade's benchmark text level in May of each year as measured by the Fountas & Pinnell Benchmark Assessment System (F&P BAS). The F&P BAS engages each student in a one-on-one reading conference with their teacher. During this conference the child reads a book out loud as the teacher tracks the student's reading accuracy, monitors fluency, and facilitates a short discussion to assess the reader's comprehension. The child and teacher repeat this process with different levels of text to determine the student's instructional reading level; the level at which the student can read and understand the text sufficiently but begins to struggle with accuracy, fluency, and/or comprehension. All students who were enrolled in one of our eight elementary schools and assessed are included in the calculation of this metric.

What's contributed to these at grade-level reading data trends?

- We developed the ICSD Elementary Literacy Framework (ELF) during the 2011-12 school year to clearly define the elements of high-quality literacy instruction for ICSD educators and leaders. While the ELF is a powerful tool to help ensure that all students experience high quality literacy instruction, inconsistent professional development around the ELF over the past 4 years has likely mitigated its impact.
- We began administering a consistent, K-5 assessment of reading proficiency (F&P BAS) in 2012-13. This increased our ability to effectively monitor student growth and achievement in reading over time and to adjust instruction accordingly.
- We've had a sustained focus on developing content-rich units of study (case studies) at the elementary level over the past four years. Content-rich literacy instruction is a powerful research-based practice shown to address the vocabulary/knowledge gap that exists between FRPL and not FRPL students -- a major factor contributing to the persistent gap in reading proficiency between FRPL and not FRPL students.

What are we doing, or planning to do, to continue to increase at grade-level reading?

- Provide professional development related to the ELF for new Elementary teachers.
- Create model case studies so that teachers have high-quality examples of content-rich units of study that incorporate extensive reading and writing.
- Increase F&P training to insure reliability of scores and to support teachers in better using data from the F&P to inform instructional decisions.
- Establish a Reading PLC to provide opportunities for Reading teachers from across the district to share best practices and deepen their knowledge of research-based reading interventions.



% Proficient (Level 3 or 4) on Grades 3-8 NYS ELA Exam																								
	All Students		Asian		Black or African American		Hispanic or Latino		Multiracial		White		FRPL		non-FRPL		SWD		Gen Ed		Female		Male	
2013-14	998/2254	44.3%	153/266	57.5%	38/249	15.3%	30/118	25.4%	39/106	36.8%	736/1510	48.7%	154/819	18.8%	844/1435	58.8%	20/280	7.1%	978/1974	49.5%	530/1096	48.4%	468/1158	40.4%
2014-15	839/1778	47.2%	156/241	64.7%	25/163	15.3%	22/76	28.9%	46/117	39.3%	588/1176	50.0%	150/639	23.5%	689/1139	60.5%	11/186	5.9%	828/1592	52.0%	446/853	52.3%	393/925	42.5%
2015-16	884/1703	51.9%	151/217	69.6%	28/128	21.9%	25/82	30.5%	60/148	40.5%	618/1125	54.9%	157/594	26.4%	727/1109	65.6%	7/166	4.2%	877/1537	57.1%	465/802	58.0%	419/901	46.5%
3 year % increase/decrease		17.2%		21.0%		43.3%		19.9%		10.2%		12.7%		40.6%		11.5%		-41.0%		15.2%		19.9%		15.1%
Year over Year % increase/decrease (2014-15 to 2015-16)		10.0%		7.5%		42.6%		5.3%		3.1%		9.9%		12.6%		8.4%		-28.7%		9.7%		10.9%		9.5%

% Proficient (Level 3 or 4) on Grades 3-8 NYS Math Exam																								
	All Students		Asian		Black or African American		Hispanic or Latino		Multiracial		White		FRPL		non-FRPL		SWD		Gen Ed		Female		Male	
2013-14	979/2125	46.1%	173/248	69.8%	40/242	16.5%	27/113	23.9%	48/102	47.1%	690/1414	48.8%	183/801	22.8%	796/1324	60.1%	21/277	7.6%	958/1848	51.8%	479/1042	46.0%	500/1083	46.2%
2014-15	864/1606	53.8%	173/232	74.6%	23/132	17.4%	24/70	34.3%	57/116	49.1%	586/1051	55.8%	189/581	32.5%	675/1025	65.9%	12/165	7.3%	852/1441	59.1%	397/758	52.4%	467/848	55.1%
2015-16	830/1571	52.8%	152/206	73.8%	18/116	15.5%	33/76	43.4%	62/136	45.6%	565/1034	54.6%	179/571	31.3%	651/1000	65.1%	13/154	8.4%	817/1417	57.7%	380/723	52.6%	450/848	53.1%
3 year % increase/decrease		14.7%		5.8%		-6.1%		81.7%		-3.1%		12.0%		37.2%		8.3%		11.3%		11.2%		14.3%		14.9%
Year over Year % increase/decrease (2014-15 to 2015-16)		-1.8%		-1.0%		-10.9%		26.6%		-7.2%		-2.0%		-3.6%		-1.1%		16.1%		-2.5%		0.4%		-3.6%

What is proficiency on NYS 3-8 ELA and math exams?

Proficiency on the grades 3-8 NYS ELA and math exams is the percentage of grade 3-8 students who took the exam(s) and earned a scaled score falling within performance level 3 or 4. Students performing at level 3 are proficient in standards for their grade and students performing at level 4 excel in standards for their grade. All students who were enrolled and tested in one of our eight elementary schools, our three middle schools, TST BOCES, and other placements (e.g. George Junior) are included in the calculation of this metric.

What's contributed to these NYS 3-8 ELA and math data trends?

- Increasing teacher comfort and knowledge of Common Core standards (these standards were introduced in 2012-13)
- At this point, students being tested have received multiple years of Common Core-aligned instruction.
- Continuous improvement over the last three years in the instructional reports and access to test items provided by the New York State Education Department. This has increased our ability to use the test data to inform instruction.
- Sustained professional development over the past four years focused on standards-aligned curriculum development at grades K-5 (case study work).

What are we doing, or planning to do, to continue to increase proficiency on NYS 3-8 ELA and math exams?

- Ongoing building and district action planning and professional development to realize the goals and principles articulated in the ICSD Inclusion Plan and the New York State Blueprint for Improved Results for Students with Disabilities. This work includes staff at all levels of the organization including educational support professionals (ESPs), teachers, and building/district leaders.



- Working with an outside consultant to examine our secondary math program and to develop recommendations for how we can improve this program so that more students, especially students of color, are accessing and succeeding in advanced level math.
- Create more opportunities for facilitated strand/item data analysis to identify standards where additional or different instruction is needed.
- Provide professional development related to the Elementary Literacy Framework for new elementary teachers.
- Provide targeted math professional development based on district level strand analysis (e.g. fractions and ratios).
- Establish a K-5 scope and sequence of standards to be taught/assessed in all subject areas to ensure curricular coherence and consistency across schools.
- Design and implement an ongoing professional development program for elementary math teaching assistants (TAs) to build knowledge around research-based math interventions and highly effective instructional practices. These TAs provide interventions to many of the elementary students who struggle in math.



% I.H.S. Students Enrolled in an AP or Dual Enrollment Course																								
	All Students		Asian		Black or African American		Hispanic or Latino		Multiracial		White		FRPL		non-FRPL		SWD		Gen Ed		Female		Male	
2013-14	639/1393	45.9%	104/184	56.5%	52/140	37.1%	28/74	37.8%	28/75	37.3%	427/920	46.4%	144/406	35.5%	495/987	50.2%	29/161	18.0%	610/1232	49.5%	317/643	49.3%	322/750	42.9%
2014-15	739/1448	51.0%	119/197	60.4%	59/134	44.0%	31/84	36.9%	33/85	38.8%	495/945	52.4%	173/444	39.0%	566/1004	56.4%	43/135	31.9%	696/1313	53.0%	355/658	54.0%	384/790	48.6%
2015-16	774/1410	54.9%	129/191	67.5%	52/136	38.2%	38/80	47.5%	48/98	49.0%	506/903	56.0%	208/472	44.1%	566/938	60.3%	54/133	40.6%	720/1277	56.4%	363/657	55.3%	411/753	54.6%
3 year % increase/decrease		19.7%		19.5%		2.9%		25.5%		31.2%		20.7%		24.2%		20.3%		125.4%		13.9%		12.1%		27.1%
Year over Year % increase/decrease (2014-15 to 2015-16)		7.6%		11.8%		-13.2%		28.7%		26.2%		7.0%		13.1%		7.0%		27.5%		6.4%		2.4%		12.3%

What is enrollment in AP or Dual Enrollment courses?

This metric represents the percentage of students at Ithaca High School (IHS) who were enrolled in at least one Advanced Placement (AP) or Dual Enrollment (course for which students earn high school and college credit concurrently) course during the academic year.

What's contributed to these AP/Dual Enrollment data trends?

- IHS offers a large and expanding catalog of AP and Dual Enrollment courses. Currently there are 23 AP courses and 15 Dual Enrollment courses offered at IHS.
- IHS started offering some AP courses (Psychology, Human Geography) that have no prerequisites.

What are we doing, or planning to do, to continue to increase enrollment in AP and Dual Enrollment courses at IHS?

- Adding additional Dual Enrollment courses -- English Digital Media was approved as a new Dual Enrollment course by TC3 in fall 2016.
- In 2016-17 the English department launched a combined heterogeneous Honors/AP Language course. This tripled the number of students enrolled in AP Language.



% I.H.S Students Enrolled in an Advanced World Language Course																								
	All Students		Asian		Black or African American		Hispanic or Latino		Multiracial		White		FRPL		non-FRPL		SWD		Gen Ed		Female		Male	
2013-14	695/1393	49.9%	91/184	49.5%	51/140	36.4%	27/74	36.5%	39/75	52.0%	487/920	52.9%	132/406	32.5%	563/987	57.0%	14/161	8.7%	681/1232	55.3%	368/643	57.2%	327/750	43.6%
2014-15	704/1448	48.6%	108/197	54.8%	46/134	34.3%	34/84	40.5%	37/85	43.5%	477/945	50.5%	142/444	32.0%	562/1004	56.0%	13/135	9.6%	691/1313	52.6%	343/658	52.1%	361/790	45.7%
2015-16	691/1410	49.0%	94/191	49.2%	42/136	30.9%	38/80	47.5%	44/98	44.9%	472/903	52.3%	131/472	27.8%	560/938	59.7%	13/133	9.8%	678/1277	53.1%	352/657	53.6%	339/753	45.0%
3 year % increase/decrease		-1.8%		-0.5%		-15.2%		30.2%		-13.7%		-1.3%		-14.6%		4.7%		12.4%		-3.9%		-6.4%		3.3%
Year over Year % increase/decrease (2014-15 to 2015-16)		0.8%		-10.2%		-10.0%		17.4%		3.1%		3.6%		-13.2%		6.7%		1.5%		0.9%		2.8%		-1.5%

What is enrollment in Advanced World Language courses?

This metric represents the percentage of students at Ithaca High School (IHS) who were enrolled in at least one World Language course beyond the introductory level. World languages include all languages other than English. Advanced courses in world languages are courses beyond the introductory level (level I) and include level II, III, IV, and Advanced Placement (AP) courses.

What's contributed to these Advanced World Language enrollment data trends?

- IHS offers a large catalog of Advanced World Language courses with a five-year language sequence offered in French, German, and Spanish and multiple levels of Latin instruction.
- Some students are forced to choose between pursuing study of Advanced World Language and advanced courses in other subject areas due to scheduling conflicts. And, as other AP and elective courses are introduced, they all compete for enrollment.
- Upper level Advanced World Language courses (Level IV and AP) require a longer trajectory of study to be eligible to participate in than do similar level courses in other subject areas.
- Enrollment in Advanced World Language courses hasn't been a focus for IHS, the district, or the state in recent years.

What are we doing, or planning to do, to continue to increase enrollment in Advanced World Language courses at IHS?

- Explore the possibility of establishing a [NYS Seal of Biliteracy](https://www.nysed.gov/assessment/biliteracy) program at IHS to encourage the study of language



Grades PK-5 Out of School Suspension Rate																								
	All Students		Asian		Black or African American		Hispanic or Latino		Multiracial		White		FRPL		non-FRPL		SWD		Gen Ed		Female		Male	
2013-14	28/2796	1.00%	1/361	0.28%	4/231	1.73%	0/191	0.00%	2/266	0.75%	21/1738	1.21%	23/1138	2.02%	5/1658	0.30%	19/345	5.51%	9/2451	0.37%	4/1345	0.30%	24/1451	1.65%
2014-15	21/2635	0.80%	0/347	0.00%	3/217	1.38%	0/169	0.00%	3/260	1.15%	15/1633	0.92%	19/1170	1.62%	2/1465	0.14%	11/331	3.32%	10/2304	0.43%	4/1280	0.31%	17/1355	1.25%
2015-16	25/2645	0.95%	1/344	0.29%	4/222	1.80%	4/182	2.20%	4/254	1.57%	12/1634	0.73%	23/1250	1.84%	2/1395	0.14%	13/362	3.59%	12/2283	0.53%	5/1276	0.39%	20/1369	1.46%
3 year % increase/decrease		-5.6%		4.9%		4.1%		N/A		109.4%		-39.2%		-9.0%		-52.5%		-34.8%		43.1%		31.8%		-11.7%
Year over Year % increase/decrease (2014-15 to 2015-16)		18.6%		N/A		30.3%		N/A		36.5%		-20.0%		13.3%		5.0%		8.1%		21.1%		25.4%		16.4%

Grades 6-12 Out of School Suspension Rate																								
	All Students		Asian		Black or African American		Hispanic or Latino		Multiracial		White		FRPL		non-FRPL		SWD		Gen Ed		Female		Male	
2013-14	105/2796	3.76%	4/358	1.12%	26/277	9.39%	13/153	8.50%	13/164	7.93%	49/1838	2.67%	67/879	7.62%	38/1917	1.98%	26/338	7.69%	79/2458	3.21%	18/1335	1.35%	87/1461	5.95%
2014-15	80/2875	2.78%	0/364	0.00%	25/260	9.62%	10/153	6.54%	5/173	2.89%	40/1915	2.09%	46/975	4.72%	34/1900	1.79%	18/315	5.71%	62/2560	2.42%	20/1358	1.47%	60/1517	3.96%
2015-16	64/2806	2.28%	1/339	0.29%	19/252	7.54%	1/143	0.70%	11/191	5.76%	32/1875	1.71%	50/985	5.08%	14/1821	0.77%	19/304	6.25%	45/2502	1.80%	16/1339	1.19%	48/1467	3.27%
3 year % increase/decrease		-39.3%		-73.6%		-19.7%		-91.8%		-27.3%		-36.0%		-33.4%		-61.2%		-18.8%		-44.0%		-11.4%		-45.1%
Year over Year % increase/decrease (2014-15 to 2015-16)		-18.0%		N/A		-21.6%		-89.3%		99.3%		-18.3%		7.6%		-57.0%		9.4%		-25.7%		-18.9%		-17.3%

What is the out of school suspension rate?

The out of school suspension rate represents the percentage of students who were assigned out of school suspension one or more times during the academic year. The suspension rate is calculated based on a non-duplicated count (e.g. a student suspended on five separate occasions is only counted once). This metric includes only students enrolled in one of our twelve buildings.

What's contributed to these out of school suspension rate data trends?

- Focus on restorative justice practices as an alternative to suspension in all schools.
- Inclusion efforts have increased the number of students with intense social/emotional needs in classrooms throughout the district. While professional development opportunities have been provided to support educators in learning effective strategies for responding to the social/emotional needs of all students, continued support is needed.

What are we doing, or planning to do, to continue to decrease the out of school suspension rate?

- Ongoing district wide focus on culturally responsive practice:
 - District wide PLC day in October 2016 where all ICSD employees participated in a shared learning experience focused on family engagement.
 - Creation of the ICSD Inclusive and Culturally Responsive Practices Council which met for the first time in November 2016.
 - District wide, asynchronous learning experience planned for spring 2017 to build on the examination of family engagement that was started in October at the PLC day.



- The district applied for a New York State My Brother's Keeper grant. If awarded, grant funds will be used to provide comprehensive and coordinated supports and professional development to improve outcomes for young men of color.
- Expand opportunities for Therapeutic Crisis Intervention (TCI) and Responsive Classroom training for administrators, teachers, aides, and TAs.



% Grades PK-12 Students Who Were Chronically Absent																								
	All Students		Asian		Black or African American		Hispanic or Latino		Multiracial		White		FRPL		non-FRPL		SWD		Gen Ed		Female		Male	
2013-14																								
2014-15																								
2015-16	887/5420	16.4%	74/689	10.7%	140/475	29.5%	103/315	32.7%	72/420	17.1%	495/3506	14.1%	570/2251	25.3%	317/3169	10.0%	166/656	25.3%	721/4764	15.1%	442/2604	17.0%	445/2816	15.8%
3 year % increase/decrease																								
Year over Year % increase/decrease (2014-15 to 2015-16)																								

What is chronic absenteeism?

Students who are chronically absent are those students who are absent 10% or more of enrolled school days. In this instance, this metric is shown as the percentage of students who were chronically absent during the academic year based on the number of days each student was absent divided by the number of days they were enrolled. Chronic absenteeism was defined by the New York State Education Department (NYSED), and this definition is based on research that shows that students missing more than 10% of instruction are at risk for achieving at lower levels than their peers. This metric includes only students enrolled in one of our twelve buildings.

What's contributed to these chronic absenteeism data trends?

This is a new metric made available to us by the NYSED data system for the first time in 2015-16. Previously we did not have the ability to efficiently combine absence and enrollment data to determine the percentage of instructional days missed by each student. Given that this is a new metric, 2015-16 data represents a baseline from which we will be able to compare future years.

What are we doing, or planning to do, to decrease chronic absenteeism?

- Provide professional development to building leaders and support service providers (Counselors, Social Workers) on how to access this data and use it at the building level to identify students who are chronically absent (or at risk of becoming chronically absent) and develop individualized support/intervention plans to improve attendance for these students.
- Continue our efforts to grow the design and implementation of meaningful curriculum that makes the standards come alive by focusing on real world issues and topics that really matter to ALL students and provides authentic experiences that promote engagement and deep learning of content throughout all of ICSD's schools.



% Secondary Students Participating in ICSD Sponsored Co-Curricular Activities																								
	All Students		Asian		Black or African American		Hispanic or Latino		Multiracial		White		FRPL		non-FRPL		SWD		Gen Ed		Female		Male	
2013-14	1907/2796	68.2%	270/358	75.4%	178/277	64.3%	80/153	52.3%	110/164	67.1%	1267/1838	68.9%	497/879	56.5%	1410/1917	73.6%	150/338	44.4%	1757/2458	71.5%	913/1335	68.4%	994/1461	68.0%
2014-15	1888/2875	65.7%	280/364	76.9%	156/260	60.0%	76/153	49.7%	115/173	66.5%	1256/1915	65.6%	516/975	52.9%	1372/1900	72.2%	145/315	46.0%	1743/2560	68.1%	892/1358	65.7%	996/1517	65.7%
2015-16	1870/2806	66.6%	279/339	82.3%	135/252	53.6%	73/143	51.0%	119/191	62.3%	1263/1875	67.4%	509/985	51.7%	1361/1821	74.7%	113/304	37.2%	1757/2502	70.2%	934/1339	69.8%	936/1467	63.8%
3 year % increase/decrease		-2.3%		9.1%		-16.6%		-2.4%		-7.1%		-2.3%		-8.6%		1.6%		-16.2%		-1.8%		2.0%		-6.2%
Year over Year % increase/decrease (2014-15 to 2015-16)		1.5%		7.0%		-10.7%		2.8%		-6.3%		2.7%		-2.4%		3.5%		-19.2%		3.1%		6.2%		-2.8%

What is secondary co-curricular participation?

This metric represents the percentage of grade 6-12 students attending Boynton, DeWitt, LACS, or IHS who participate in one or more co-curricular activity sponsored by the ICSD. In this case, co-curricular activities are performing arts, athletics, and clubs that require time and commitment outside of the school day. Only activities for which rosters are entered and maintained in our student information system (Schooltool) are included in this calculation. Co-curricular participation is calculated based on a non-duplicated count (e.g. a student participating in multiple clubs and/or athletic teams is only counted once).

What's contributed to these secondary co-curricular participation data trends?

- District commitment to funding the Activities Director position at IHS as a full time position. When funded at the full time level the individual in this position is able to work directly with students who are not participating in ICSD sponsored co-curriculars to identify and work through barriers to participation.
- Students who are heavily involved in community-based co-curricular opportunities (e.g. dance, crew), and/or students who are employed, have limited time to participate in ICSD sponsored co-curriculars.
- No system for recording co-curricular participation beyond arts and athletics at Boynton, DeWitt, and LACS. This likely leads to an underreporting of co-curricular participation at these schools.

What are we doing, or planning to do, to continue increasing secondary co-curricular participation?

- Increased stipends for club advisors included in the Ithaca Teachers Association contract ratified in spring 2016
- Maintain the IHS Activities Director position as a full time position and continue to administer the bi-annual survey of IHS co-curricular participation; consider expanding this survey to the other schools.
- Critically examine how existing homework practices at IHS contribute to student learning and impact students' ability/willingness to participate in co-curricular activities.
- Work with LACS, Boynton, and DeWitt to identify what co-curricular activities outside of arts and athletics are currently offered in these buildings and design a plan to begin tracking participation in these activities in Schooltool.
- Complete a comprehensive analysis of athletics participation to look for gaps between subgroups (especially gender) in opportunity and participation across all seasons.



- Add additional teams for existing sports and increase the number of sports offered, with a focus on Winter sports in particular. We added Alpine Skiing, Indoor Track, and JV Hockey in 2016-17 and plan to add an additional Modified Softball team in 2017-18.
- Collaborate with community partners and families to expand transportation options for student athletes to increase access.



% Elementary Students Participating in Band or Orchestra																								
	All Students		Asian		Black or African American		Hispanic or Latino		Multiracial		White		FRPL		non-FRPL		SWD		Gen Ed		Female		Male	
2013-14	654/1210	54.0%	92/142	64.8%	50/107	46.7%	45/75	60.0%	58/102	56.9%	407/781	52.1%	209/460	45.4%	445/750	59.3%	42/140	30.0%	612/1070	57.2%	365/598	61.0%	289/612	47.2%
2014-15	698/1143	61.1%	87/149	58.4%	60/97	61.9%	42/62	67.7%	74/110	67.3%	433/722	60.0%	270/494	54.7%	428/649	65.9%	60/132	45.5%	638/1011	63.1%	369/567	65.1%	329/576	57.1%
2015-16	677/1180	57.4%	100/148	67.6%	44/99	44.4%	46/76	60.5%	69/127	54.3%	416/726	57.3%	260/518	50.2%	417/662	63.0%	60/151	39.7%	617/1029	60.0%	354/551	64.2%	323/629	51.4%
3 year % increase/decrease		6.1%		4.3%		-4.9%		0.9%		-4.5%		10.0%		10.5%		6.2%		32.5%		4.8%		5.3%		8.7%
Year over Year % increase/decrease (2014-15 to 2015-16)		-6.0%		15.7%		-28.1%		-10.7%		-19.2%		-4.5%		-8.2%		-4.5%		-12.6%		-5.0%		-1.3%		-10.1%

What is elementary band and orchestra participation?

This metric represents the percentage of grade 3-5 students attending our eight elementary schools who participate in the ICSD band and/or orchestra program. Elementary band and orchestra participation is calculated based on a non-duplicated count (e.g. a student participating in both band and orchestra is only counted once).

What's contributed to these elementary band/orchestra participation data trends?

- The creation of the Director of Fine Arts position in 2012 led us to start looking at and analyzing elementary band/orchestra participation data on an annual basis. This practice has been somewhat sporadic over the last two years due to turnover/vacancy in the Director position.
- We began treating elementary band and orchestra as courses in our student information system (Schooltool) beginning in 2014-2015. This enabled ongoing roster maintenance and improved our ability to monitor and analyze enrollment patterns in these programs.
- Considerable turnover and shifting of band/orchestra teachers across buildings over the past four years has hindered momentum in developing and growing the band/orchestra program in some buildings.
- There are varying levels of focus and energy around increasing participation in band/orchestra across buildings.

What are we doing, or planning to do, to continue to increase elementary band and orchestra participation?

- This is the first time that elementary band and orchestra participation has been included as a metric in the equity report card. By adding this metric we are hoping to raise the profile of this critical aspect of our instructional program. Furthermore, by including this metric in this tool we are making data more easily accessible to the key stakeholders (district and building leaders, band/orchestra teachers, families, the local arts community) to improve their ability to analyze participation trends and to reflect on how existing structures may be impacting these trends. Our hope is that by encouraging this type of critical analysis and inquiry that there will be an increased focus on working intentionally to eliminate participation gaps in the elementary band/orchestra program and increase participation overall.



Classification:

SPED (special education) -- special education students are students who have been identified as students with disabilities by the Committee on Special Education (CSE) and have an Individualized Education Program (IEP). These students receive services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities.

Gen Ed (general education) -- general education students are those students who have not been identified as students with disabilities by the Committee on Special Education and who do not have an Individualized Education Program (IEP).

Diploma Type:

IEP diploma/Commencement Credential -- students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten, exit with this credential which must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.

Local diploma -- students receive a local diploma if they earn 22 units of credit, pass 3 required Regents exams (or approved alternatives) with a score of 65 or better, and earn a score of 60-64 on 2 additional required Regents exams (or approved alternatives).

Regents diploma -- students receive a Regents diploma if they earn 22 units of credit and pass 5 required Regents exams (or approved alternatives) with a score of 65 or better.

Regents diploma with Advanced Designation -- students receive a Regents diploma with Advanced Designation if they earn 22 units of credits, earn additional credits in the Arts, Career and Technical subjects, or Languages Other than English beyond the credit requirement for a Regents diploma, and pass 8 Regents exams (or approved alternatives) with a score of 65 or better. Earning a Regents diploma with Advanced Designation is an indicator of success with advanced level course work.

Economic status:

FRPL (Free or reduced priced lunch) -- students who qualify for the free or reduced-price lunch program. This is the state's, and our district's measure of economic disadvantage. Unless a student's family participates in an economic assistance program such as Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF), students and their families must apply for free or reduced-priced lunch. For this reason, there may be more incidents of students who qualify for the free or reduced-price lunch program than this measure reports.

Not FRPL (Not free or reduced priced lunch) -- students who do not apply and/or qualify for the free or reduced-price lunch program. This is the state's, and our district's measure of economic advantage.



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.

Grade Level:

A student's grade level is the instructional level for the student, as determined by the school district.

At the preschool/pre-K level, there are 4 distinct grade-levels which are assigned to students based on their placement and age.

PS -- pre-school students with disabilities who are enrolled in a preschool program outside of the district's elementary schools or are receiving special education services at home.

P2 -- two-year-olds who are enrolled in the pre-Kindergarten program at one the district's elementary schools.

P3 -- three-year-olds who are enrolled in the pre-Kindergarten program at one of the district's elementary schools.

P4 -- four-year-olds who are enrolled in the pre-Kindergarten program at one of the district's elementary schools or in one of our community-based Universal Pre-K partners.

Non-Complete Reason:

Dropped out -- students are considered to have dropped out if they leave school prior to graduation for any reason except death or leaving the country and have not been documented as having entered another school or program leading to a high school diploma or a program leading to a high school equivalency diploma. Students who have 20 consecutive unexcused days of absence are automatically unenrolled and considered to have dropped out unless the student re-enrolls in the district or the district receives documentation that the student enrolled in another district or an approved high school equivalency program.

Still enrolled -- students are considered to be still enrolled if they are actively enrolled in one of the district's twelve schools, BOCES, or another placement (e.g. George Junior).

Transferred to AHSEPP/HSEP -- students who entered a program of preparation for the High School Equivalency Examination

PLC (Professional Learning Communities):

In the ICSD, PLCs are groups of educators who work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. All members of the Ithaca Teachers Association are required to attend up to three (3) ninety (90) minute afterschool PLC meetings per month.



Race/Ethnicity:

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian on their district registration form.

American Indian or Alaska Native -- a person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian -- a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American -- a person having origins in any of the black racial groups of Africa.

Hispanic or Latino -- a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Multiracial -- non-Hispanic students who identify with more than one race category.

Native Hawaiian/Other Pacific Islander -- a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White -- a person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

