



# Eleventh 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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\* Additional metrics including staff demographics will be added to the online version of the ICSD Equity Report Card in the coming months.

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 not only provides a wealth of quantitative 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 one of our community conversations to be scheduled in the coming months.



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%
2013 Cohort (as of August 2017)	345/401	86.0%	44/49	89.8%	21/35	60.0%	17/21	81.0%	19/25	76.0%	244/271	90.0%	81/109	74.3%	264/292	90.4%	23/51	45.1%	322/350	92.0%	157/177	88.7%	188/224	83.9%
% increase/decrease over 6 years ago		8.2%		18.5%		-15.2%		69.3%				7.5%		3.6%		10.1%		-9.8%		8.8%		5.4%		11.4%
Year over Year % increase/decrease (2015-16 to 2016-17)		-5.3%		-5.1%		-26.0%		-2.0%		-14.9%		-2.7%		-14.5%		-2.7%		-22.7%		-3.5%		-4.9%		-5.5%

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)	345/426	81.0%	27/27	100.0%	33/52	63.5%	20/28	71.4%	*/2		264/313	84.3%	62/87	71.3%	283/339	83.5%	28/68	41.2%	317/358	88.5%	167/197	84.8%	178/229	77.7%
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)	385/423	91.0%	51/53	96.2%	37/44	84.1%	21/25	84.0%	*/15		260/283	91.9%	92/106	86.8%	293/317	92.4%	29/48	60.4%	356/375	94.9%	190/208	91.3%	195/215	90.7%
2012 Cohort (as of August 2017)	361/391	92.3%	35/37	94.6%	30/35	85.7%	20/23	87.0%	25/28	89.3%	251/268	93.7%	108/123	87.8%	253/268	94.4%	30/46	65.2%	331/345	95.9%	169/177	95.5%	192/214	89.7%
% increase/decrease over 6 years ago		14.0%		-5.4%		35.1%		21.7%				11.0%		23.2%		13.1%		58.4%		8.4%		12.6%		15.4%
Year over Year % increase/decrease (2015-16 to 2016-17)		1.4%		-1.7%		1.9%		3.5%				1.9%		1.2%		2.1%		7.9%		1.1%		4.5%		-1.1%

**What is graduation rate?**

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 receive an IEP diploma or commencement credential, transfer to a GED program, leave school, 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).

**ICSD Board of Education Vision of Success:** 100% of students will graduate within 4 years of entering 9th grade.

Want to look at this data more deeply? Check out the interactive ICSD Equity Report Card @ <https://sites.google.com/icsd.k12.ny.us/erc/home>



**What’s contributed to these graduation rate data trends?**

Positive Impacts	Obstacles
<ul style="list-style-type: none"> <li>● Graduation Coaches introduced at IHS in 2012-13</li> <li>● Creation of content area support labs to support struggling students</li> <li>● Multiple structures in place to support students needing credit recovery or to retake Regents exams including IHS Summer Academy, TST BOCES Regional Summer School, PLATO</li> <li>● Data-informed decision making structures in place:                             <ul style="list-style-type: none"> <li>○ five-week reviews of grades and attendance data at IHS to identify and place students in need of additional support</li> <li>○ collaboration between Counselors, Grad Coaches, and district data team to develop and utilize reports that monitor student progress towards graduation requirements and identify available graduation pathways and diploma options based on requirements (Regents/credits) students have already successfully completed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students who transfer into the district in grades 9-12 with interrupted schooling and/or insufficient credits for their age/grade -- in the 2013 cohort, 29% (16/56) of the non-graduates transferred into the district in 9th grade or after</li> <li>● Disproportionality large impact that a single student’s graduation status has on the overall graduation rate of subgroups with small cohort sizes (e.g. Black or African American, Hispanic, Multiracial, SWD) when compared to subgroups with larger cohorts (e.g. White, FRPL, Gen Ed)</li> <li>● Volume of students needing academic intervention support in multiple subject areas</li> </ul>

**What are we doing to continue to increase graduation rates?**

- Building awareness and knowledge around new and expanded graduation pathways with staff, students, and families to better engage students in graduation planning informed by their personal interests and post-high school goals; examining course sequences to ensure students have access to all available graduation pathways
- Examining Academic Intervention Support (AIS) and Response to Intervention (RTI) processes and structures to identify if and how we might be able to better support struggling students
- Working to create a graduation report that can be shared with students and families at each reporting period to keep them informed about progress towards meeting graduation requirements
- New York State My Brother’s Keeper grant funds are being used to plan and facilitate coordinated supports and professional development to improve outcomes for young men of color

**What else do we plan to do within the next year to continue to increase graduation rates?**

- Partner with TST BOCES to explore existing models of successful, intensive literacy interventions at the secondary level; many students who are at risk of not graduating have lagging skills in the areas of reading and writing
- Establish a Counseling PLC to provide frequent opportunities for Guidance Counselors from across the district to come together to share, grow, and innovate best practices for engaging students in planning their path to graduation and supporting students at risk of not graduating

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% 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%
2016-17	1608/2300	69.9%	180/263	68.4%	78/178	43.8%	96/154	62.3%	152/226	67.3%	1096/1471	74.5%	518/979	52.9%	1090/1321	82.5%	82/304	27.0%	1526/1996	76.5%	798/1111	71.8%	810/1189	68.1%
% increase/decrease over 4 years ago		2.8%		-2.1%		-1.1%		9.6%		-0.5%		3.6%		9.8%		2.0%		12.9%		5.0%		-0.5%		6.3%
Year over Year % increase/decrease (2015-16 to 2016-17)		-4.1%		-0.5%		-6.6%		-5.4%		-7.4%		-3.9%		-5.5%		-3.8%		10.1%		-3.0%		-4.0%		-4.2%

**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.

**ICSD Board of Education Vision of Success:** 100% of students will be reading on or above grade level in grades K-5.

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

Positive Impacts	Obstacles
<ul style="list-style-type: none"> <li>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</li> <li>Began administering a consistent, K-5 assessment of reading proficiency (F&amp;P BAS) in 2012-13 which increased our ability to effectively monitor student growth and achievement in reading over time and to adjust instruction accordingly</li> <li>Sustained focus on developing content-rich units of study (case studies) at the elementary level that engage students in purposeful reading, writing, and sustained inquiry as they work to answer complex questions and/or solve authentic problems</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent professional development around the ELF and high-quality literacy instruction over the past 5 years</li> <li>Wide range of interventions used to support struggling readers without systematic monitoring and evaluation of the effectiveness of these interventions or the fidelity of implementation; the diversity of programs used also creates the potential for a lack of curricular coherence for our most struggling readers</li> <li>Reading is a complex process and no single measure is a truly accurate representation of a student’s reading ability; while reporting performance on the F&amp;P BAS provides a single snapshot of how our Elementary students are developing as readers, it is limited in its usefulness as a tool to inform system wide decision-making</li> </ul>

Want to look at this data more deeply? Check out the interactive ICSD Equity Report Card @ <https://sites.google.com/icsd.k12.ny.us/erc/home>



**What are we doing to continue to increase at grade-level reading?**

- In summer 2017 we established a yearlong teacher-led study group focused on using the Lucy Calkins Units of Study in Reading and Writing to provide a strong model for explicit instruction in critical reading and writing strategies while simultaneously strengthening teachers' skill in incorporating intentional reading/writing instruction into their interdisciplinary case studies.
- In January 2018 we established the first cohort of the ICSD Lead Case Study Designer program. Teachers participating in this program are in the process of creating model case studies so that teachers have high-quality examples of content-rich units of study that incorporate extensive reading and writing.
- Beginning in October 2017, we established quarterly meetings for staff leading Response to Intervention (RtI) processes in their buildings to come together to share and discuss building-level RtI procedures, problem-solve, and collectively grow our capacity to support all students through a highly-effective multi-tiered system of supports.
- We are piloting and evaluating several phonics programs in grades K-1 to identify a program that can be implemented universally to ensure that all students have a strong grasp of foundational reading skills by the end of first grade.

**What else do we plan to do within the next year to continue to increase at grade-level reading?**

- Increase F&P training for all Elementary teachers 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 frequent opportunities for Reading teachers from across the district to share best practices and deepen their knowledge of, and skill in using, evidence-based reading interventions
- Provide ongoing, cyclical professional development related to high-quality literacy instruction to create opportunities for all teachers to continually deepen their understanding of high-quality literacy instruction and reflect on and refine their own practice
- Work to develop a more comprehensive measure of reading proficiency which combines multiple measures of a student's reading and literacy skills to better reflect the complexity of all that is involved in "reading at grade level"



% 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	
2012-13	1066/2325	45.8%	178/286	62.2%	35/256	13.7%	30/103	29.1%	22/78	28.2%	797/1595	50.0%	138/810	17.0%	928/1515	61.3%	16/315	5.1%	1050/2010	52.2%	574/1121	51.2%	492/1204	40.9%
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%	20/279	7.2%	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%
2016-17	855/1775	48.2%	135/219	61.6%	36/149	24.2%	40/108	37.0%	65/171	38.0%	578/1127	51.3%	151/631	23.9%	704/1144	61.5%	12/194	6.2%	843/1581	53.3%	475/865	54.9%	380/910	41.8%
% increase/decrease over 5 years ago		5.1%		-1.0%		76.7%		27.2%		34.8%		2.6%		40.5%		0.5%		21.8%		2.1%		7.2%		2.2%
Year over Year % increase/decrease (2015-16 to 2016-17)		-7.2%		-11.4%		10.5%		21.5%		-6.2%		-6.6%		-9.5%		-6.1%		46.7%		-6.6%		-5.3%		-10.2%

% 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	
2012-13	1093/2353	46.5%	221/314	70.4%	39/257	15.2%	24/104	23.1%	30/78	38.5%	777/1593	48.8%	162/825	19.6%	931/1528	60.9%	31/313	9.9%	1062/2040	52.1%	517/1128	45.8%	576/1225	47.0%
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%
2016-17	860/1659	51.8%	155/214	72.4%	26/142	18.3%	42/102	41.2%	74/168	44.0%	562/1032	54.5%	194/622	31.2%	666/1037	64.2%	21/179	11.7%	839/1480	56.7%	404/805	50.2%	456/854	53.4%
% increase/decrease over 5 years ago		11.6%		2.9%		20.7%		78.4%		14.5%		11.6%		58.8%		5.4%		18.5%		8.9%		9.5%		13.6%
Year over Year % increase/decrease (2015-16 to 2016-17)		-1.9%		-1.8%		18.0%		-5.2%		-3.4%		-0.3%		-0.5%		-1.3%		39.0%		-1.7%		-4.5%		0.6%

**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?**

Positive Impacts	Obstacles
<ul style="list-style-type: none"> <li>Increasing teacher comfort and knowledge of Common Core Standards (these standards were introduced in 2012-13)</li> <li>Sustained professional development over the past four years focused on standards-aligned curriculum development at grades K-5 (case study work)</li> </ul>	<ul style="list-style-type: none"> <li>Transition to computer-based testing for ELA and Math in all grades in 2016-17</li> <li>Inconsistent implementation of the district’s core math program across our eight elementary schools</li> <li>Wide range of interventions used to support struggling students without systematic monitoring and evaluation of the effectiveness of these interventions or the fidelity of implementation</li> </ul>

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**What are we doing to continue to increase proficiency on the grades 3-8 NYS ELA and Math exams?**

- In summer 2017 we established an Elementary Math Community of Practice to examine the various approaches to math instruction currently used in our eight elementary schools, to evaluate the alignment of these approaches to the NYS Common Core Learning Standards, and to make recommendations about how we can improve math instruction at the elementary level.
- Beginning in the 2017-18 school year, we implemented a K-5 scope and sequence of standards to be taught/assessed in ELA, Science, and Social Studies to ensure curricular coherence and consistency across schools.
- In the 2017-18 school year we increased the number of Technology Integration Specialists we have on staff to further support teachers in integrating technology into their lesson design to enhance student learning and provide students with meaningful opportunities to use technology tools to develop critical digital literacy skills while exploring content, communicating their thinking, and/or creating content that can be shared with audiences outside of the classroom.

**What else do we plan to do within the next year to continue to increase proficiency on the grades 3-8 NYS ELA and Math exams?**

- Plan a district data summit during summer 2018 for building level teams to come together for facilitated strand/item analysis of the 2017-18 NYS 3-8 ELA/Math exam results to identify standards where additional or different instruction is needed
- Provide targeted math professional development based on district level strand analysis of results from the last several years of the NYS 3-8 math exam (e.g. fractions and ratios)
- 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)
- Provide targeted professional development for middle school math teachers focused on strategies for effectively differentiating instruction to support a shift to heterogeneously grouped math classes at the middle school level
- Provide ongoing, cyclical professional development related to high-quality literacy instruction to create opportunities for all teachers to continually deepen their understanding of high-quality literacy instruction and reflect on and refine their own practice



% 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%
2016-17	804/1403	57.3%	133/188	70.7%	50/111	45.0%	37/83	44.6%	57/123	46.3%	525/895	58.7%	183/444	41.2%	621/959	64.8%	36/136	26.5%	768/1267	60.6%	384/663	57.9%	420/740	56.8%
% increase/decrease over 4 years ago		24.9%		25.2%		21.3%		17.8%		24.1%		26.4%		16.2%		29.1%		47.0%		22.4%		17.5%		32.2%
Year over Year % increase/decrease (2015-16 to 2016-17)		4.4%		4.7%		17.8%		-6.2%		-5.4%		4.7%		-6.5%		7.3%		-34.8%		7.5%		4.8%		4.0%

**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.

**ICSD Board of Education Vision of Success:** At least 60% of each membership group will enroll in an Advanced Placement or Dual Enrollment course at the secondary level.

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

Positive Impacts	Obstacles
<ul style="list-style-type: none"> <li>IHS offers a large and expanding catalog of AP and Dual Enrollment courses. The 2016-17 school year saw the addition of English Digital Media as a Dual Enrollment class open to 12th grade students. This brought the number of Dual Enrollment courses offered at IHS to 16. There are 23 AP courses offered.</li> <li>In 2016-17, the English department launched a combined heterogeneously grouped Honors/AP Language course which dramatically increased the number of students enrolled in AP Language.</li> <li>IHS students have the opportunity to attend TST BOCES for part of the day where additional Dual Enrollment classes are available in programs such as Computer Technology, Culinary Arts, Digital Media Technology, Early Childhood, and Nurse Assisting &amp; Health Occupations.</li> </ul>	<ul style="list-style-type: none"> <li>Many AP and Dual Enrollment courses are advanced level courses that require successful completion of several prerequisite courses to be eligible for enrollment. Course enrollment decisions made as early as 6th grade can impact a student’s ability to complete these required prerequisites.</li> </ul>

Want to look at this data more deeply? Check out the interactive ICSD Equity Report Card @ <https://sites.google.com/icsd.k12.ny.us/erc/home>



**What are we doing to continue to increase enrollment in AP and Dual Enrollment courses at IHS?**

- In 2017-18 IHS added several Dual Enrollment courses in Fine Arts, Technology & Engineering, Math, and Science bringing the number of Dual Enrollment courses offered at IHS to 25. And beginning in 2018-19, IHS will offer an additional AP course in Physics which will bring the total number of AP courses offered to 24.
- We are developing an internal data dashboard to enable us to better analyze longitudinal enrollment patterns in various course sequences across student subgroups.

**What else do we plan to do within the next year to continue to increase enrollment in AP and Dual Enrollment courses at IHS?**

- Continue to explore opportunities to add dual enrollment opportunities for all types of learners



% 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%
2016-17	682/1403	48.6%	94/188	50.0%	31/111	27.9%	33/83	39.8%	61/123	49.6%	462/895	51.6%	142/444	32.0%	540/959	56.3%	8/136	5.9%	674/1267	53.2%	358/663	54.0%	324/740	43.8%
% increase/decrease over 4 years ago		-2.6%		1.1%		-23.3%		9.0%		-4.6%		-2.5%		-1.6%		-1.3%		-32.4%		-3.8%		-5.7%		0.4%
Year over Year % increase/decrease (2015-16 to 2016-17)		-0.8%		1.6%		-9.6%		-16.3%		10.5%		-1.2%		15.2%		-5.7%		-39.8%		0.2%		0.8%		-2.7%

**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 include level II, III, IV, and Advanced Placement (AP) courses.

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

Positive Impacts	Obstacles
<ul style="list-style-type: none"> <li>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.</li> <li>The German Exchange program has been active for about 20 years. IHS students host German students here in the fall and the following summer, those same German students are hosts to IHS students.</li> <li>Students in French, German and Latin compete in the National Language Exams.</li> </ul>	<ul style="list-style-type: none"> <li>Some students are forced to choose between pursuing the advanced study of a world language and advanced courses in other subject areas due to scheduling conflicts. As more AP, Dual Enrollment and elective courses are introduced, they all compete for enrollment with Advanced World Language courses.</li> <li>Upper level Advanced World Language courses (Level IV and AP) require a longer trajectory of study to be eligible to participate than do similar level courses in other subject areas</li> <li>Most students take their Introductory World Language course as a two-year sequence during 7th and 8th grade. This means that students are selecting their language of study at the end of 6th grade with little or no exposure to the available languages to help inform their decision. With only Spanish and Latin offered at the introductory level at IHS, it is very difficult for students to transition to studying a different language after middle school if they are dissatisfied with their initial decision.</li> </ul>

Want to look at this data more deeply? Check out the interactive ICSD Equity Report Card @ <https://sites.google.com/icsd.k12.ny.us/erc/home>



**What are we doing to continue to increase enrollment in Advanced World Language courses at IHS?**

- We added enrollment in Advanced World Language courses as an Equity Report Card metric beginning in 2015-16 to establish a consistent system for monitoring and analyzing enrollment patterns in these courses to inform future development of our World Language program.
- French and Spanish teachers have enrolled courses at levels 3, 4, and 5 to receive concurrent credit from TC3. These include both Regents and Honors courses.
- We are experimenting with ways to introduce elementary students to the joy and importance of studying world languages while providing authentic opportunities for secondary world language students to use their language of study. For example, during the 2017-18 school year all South Hill students are participating in an IPEI grant-funded Spanish Language Learning program which creates the opportunity for South Hill students to receive weekly conversational Spanish lessons through songs, books, games and other activities facilitated in part by students studying Spanish at LACS and IHS.

**What else do we plan to do within the next year to continue to increase enrollment in Advanced World Language courses at IHS?**

- The district is in the process of applying for the NYS Seal of Biliteracy program to encourage the advanced study of languages other than English. If approved, the Seal of Biliteracy will be available to graduating ICSD students beginning in the 2018-19 school year as a way to formally acknowledge and celebrate students who develop fluency and literacy in multiple languages.



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	33/2796	1.18%	1/361	0.28%	4/231	1.73%	0/191	0.00%	4/266	1.50%	24/1738	1.38%	27/1138	2.37%	6/1658	0.36%	19/345	5.51%	14/2451	0.57%	5/1345	0.37%	28/1451	1.93%
2014-15	27/2635	1.02%	0/347	0.00%	3/217	1.38%	0/169	0.00%	4/260	1.54%	20/1633	1.22%	23/1170	1.97%	4/1465	0.27%	13/331	3.93%	14/2304	0.61%	5/1280	0.39%	22/1355	1.62%
2015-16	28/2645	1.06%	1/344	0.29%	5/222	2.25%	4/182	2.20%	4/254	1.57%	14/1634	0.86%	26/1250	2.08%	2/1395	0.14%	14/362	3.87%	14/2283	0.61%	6/1276	0.47%	22/1369	1.61%
2016-17	28/2648	1.06%	1/331	0.30%	3/221	1.36%	1/188	0.53%	4/269	1.49%	19/1629	1.17%	22/1221	1.80%	6/1427	0.42%	15/419	3.58%	13/2229	0.58%	2/1282	0.16%	26/1366	1.90%
% increase/decrease over 4 years ago		-10.4%		9.1%		-21.6%		N/A		-1.1%		-15.5%		-24.1%		16.2%		-35.0%		2.1%		-58.0%		-1.4%
Year over Year % increase/decrease (2015-16 to 2016-17)		-0.1%		3.9%		-39.7%		-75.8%		-5.6%		36.1%		-13.4%		193.3%		-7.4%		-4.9%		-66.8%		18.4%

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	113/2796	4.04%	4/358	1.12%	31/277	11.19%	14/153	9.15%	13/164	7.93%	51/1838	2.77%	74/879	8.42%	39/1917	2.03%	28/338	8.28%	85/2458	3.46%	19/1335	1.42%	94/1461	6.43%
2014-15	95/2875	3.30%	0/364	0.00%	29/260	11.15%	10/153	6.54%	8/173	4.62%	48/1915	2.51%	57/975	5.85%	38/1900	2.00%	21/315	6.67%	74/2560	2.89%	28/1358	2.06%	67/1517	4.42%
2015-16	69/2806	2.46%	1/339	0.29%	21/252	8.33%	1/143	0.70%	11/191	5.76%	35/1875	1.87%	53/985	5.38%	16/1821	0.88%	19/304	6.25%	50/2502	2.00%	17/1339	1.27%	52/1467	3.54%
2016-17	109/2822	3.86%	0/323	0.00%	31/225	13.78%	7/174	4.02%	10/237	4.22%	60/1855	3.23%	88/993	8.86%	21/1829	1.15%	32/318	10.06%	77/2504	3.08%	48/1384	3.47%	61/1438	4.24%
% increase/decrease over 4 years ago		-4.4%		-100.0%		23.1%		-56.0%		-46.8%		16.6%		5.3%		-43.6%		21.5%		-11.1%		143.7%		-34.1%
Year over Year % increase/decrease (2015-16 to 2016-17)		57.1%		-100.0%		65.3%		475.3%		-26.7%		73.3%		64.7%		30.7%		61.0%		53.9%		173.2%		19.7%

**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?**

Positive Impacts	Obstacles
<ul style="list-style-type: none"> <li>Focus on restorative justice practices as an alternative to suspension in all schools</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

Want to look at this data more deeply? Check out the interactive ICSD Equity Report Card @ <https://sites.google.com/icsd.k12.ny.us/erc/home>



**What are we doing to continue to decrease the out of school suspension rate?**

- Ongoing district wide focus on inclusion and culturally responsive practice:
  - Summer 2017 Inclusion Conference
  - District wide PLC day in October 2017 where all ICSD employees participated in building-based learning experiences focused on the theme, Engaging All Students. During this day ICSD staff from transportation, health & wellness, facilities, administration, and teaching rolled up their sleeves to read and discuss anchor texts, share personal stories, and consider how collaboration and empathy can transform lives and inspire change for all children.
  - Throughout the 2017-18 school year ICSD school staff are enriching their thinking about implicit bias, issues of race and identity, and strategies for inclusion through the use of anchor texts that are being read and discussed collaboratively in teacher run study groups and school wide professional development experiences. Titles include: Culturally Responsive Teaching and the Brain, Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race, Lost at School, Culturally and Linguistically Responsive Teaching and Learning, Everyday Antiracism: Getting Real About Race in School
- New York State My Brother's Keeper grant funds are being used to plan and facilitate coordinated supports and professional development to improve outcomes for young men of color.

**What else do we plan to do within the next year to continue to decrease the out of school suspension rate?**

- Host the Diversity & Inclusivity Conference in July 2018 in partnership with the New York State Council of School Superintendents to provide two days of workshops and work sessions for teachers, principals, district leaders, and boards of education
- Implement the ICSD Professional Development Framework which provides for ongoing, cyclical professional development related to inclusion and culturally responsive practice for all ICSD staff including a focus on the following topics:
  - Co-teaching
  - Unpacking Bias
  - Stereotype Threat
  - Growth Mindset
  - Developing Relationships with our Students
  - Teaching Essentials for Special Populations
  - Strategies for Knowing and Engaging Families
- Implement a consistent social emotional learning curriculum in all elementary, middle, and high schools



% 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%
2016-17	845/5465	15.5%	70/660	10.6%	115/448	25.7%	102/354	28.8%	84/491	17.1%	468/3496	13.4%	529/2211	23.9%	316/3254	9.7%	186/725	25.7%	659/4740	13.9%	417/2665	15.6%	428/2800	15.3%
% increase/decrease over 4 years ago																								
Year over Year % increase/decrease (2015-16 to 2016-17)		-5.5%		-1.3%		-12.9%		-11.9%		-0.2%		-5.2%		-5.5%		-2.9%		1.4%		-8.1%		-7.8%		-3.3%

**What is chronic absenteeism?**

Students who are chronically absent are those students who are absent 10% or more of enrolled school days. This definition was developed by the New York State Education Department (NYSED) based on research that shows that students missing more than 10% of instruction are at risk for achieving at lower levels than their peers. Here, chronic absenteeism 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. This metric includes only students enrolled in one of our twelve buildings.

**ICSD Board of Education Vision of Success:** Fewer than 10% of students will be chronically absent during the academic year.

**What’s contributed to these chronic absenteeism data trends?**

Positive Impacts	Obstacles
<ul style="list-style-type: none"> <li>Chronic absenteeism is a new measure 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. This data is now updated weekly through the NYSED data warehouse system and readily available to building leaders which improves our ability to identify students who may be in need of support or intervention.</li> </ul>	<ul style="list-style-type: none"> <li>There are often complex and overlapping factors that contribute to chronic absenteeism, many of which are outside of the influence of the school system. In these instances, extensive collaboration between home, school, and other parties is needed.</li> </ul>

**What are we doing to continue to decrease chronic absenteeism?**

- Providing 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

Want to look at this data more deeply? Check out the interactive ICSD Equity Report Card @ <https://sites.google.com/icsd.k12.ny.us/erc/home>





- Continuing our efforts to further develop teacher capacity to design and implement 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

**What else do we plan to do within the next year to continue to decrease chronic absenteeism?**

- Implement the ICSD Professional Development Framework which provides for ongoing, cyclical professional development related to inclusion and culturally responsive practice for all ICSD staff including a focus on the following topics:
  - Developing Relationships with our Students
  - Strategies for Knowing and Engaging Families



% 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%
2016-17	1926/2822	68.2%	253/323	78.3%	137/225	60.9%	92/174	52.9%	143/237	60.3%	1298/1855	70.0%	553/993	55.7%	1373/1829	75.1%	141/318	44.3%	1785/2504	71.3%	996/1384	72.0%	930/1438	64.7%
% increase/decrease over 4 years ago		0.1%		3.9%		-5.2%		1.1%		-10.0%		1.5%		-1.5%		2.1%		-0.1%		-0.3%		5.2%		-4.9%
Year over Year % increase/decrease (2015-16 to 2016-17)		2.4%		-4.8%		13.7%		3.6%		-3.2%		3.9%		7.8%		0.4%		19.3%		1.5%		3.2%		1.4%

**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 defined as 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).

**ICSD Board of Education Vision of Success:** 100% of students will be involved in co-curricular activities.

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

Positive Impacts	Obstacles
<ul style="list-style-type: none"> <li>Ongoing district commitment to funding several full-time positions (Director of Athletics &amp; Wellness, Director of Fine Arts, IHS Activities Director) dedicated to the development and oversight of our co-curricular programs and working with students, families, and staff to identify and work through barriers to participation</li> <li>Bi-annual survey of IHS students to identify barriers to participation in co-curricular activities and solicit ideas for new programming.</li> <li>Beginning in 2016-17, we increased the number of sports teams offered, with a focus on Winter sports in particular, by adding Alpine Skiing, Indoor Track, and JV Hockey.</li> </ul>	<ul style="list-style-type: none"> <li>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-curricular activities.</li> <li>Inconsistent recording of co-curricular participation beyond arts and athletics at Boynton, DeWitt, and LACS.</li> <li>There is no systematic feedback process in place to encourage students who are participating in co-curricular activities to share their experiences in these opportunities and suggest ways our co-curricular offerings could be improved.</li> </ul>

**What are we doing to continue to increase secondary co-curricular participation?**

- Beginning in the 2017-18 school year, a Captains Council and Coaches Council were established to provide frequent opportunities for key members of the ICSD Athletics program to come together to share best practices, further develop their leadership skills, and inform program development.
- Beginning in the 2017-18 school year, we started offering a Sports Study Hall at Boynton to align with district practices being held at DeWitt and IHS.

Want to look at this data more deeply? Check out the interactive ICSD Equity Report Card @ <https://sites.google.com/icsd.k12.ny.us/erc/home>



- The IHS Activities Director is conducting individual interviews with students who are not currently participating in any co-curricular activities offered at IHS to learn why each student is not participating and to gather input about what types of co-curricular activities would be of interest to these students.

**What else do we plan to do within the next year to continue to increase secondary co-curricular participation?**

- Develop internal data dashboards for arts, athletics, and club participation to increase our ability to analyze participation data and identify and respond to gaps in opportunity and participation between subgroups of students on a more granular level
- Examine options for establishing an intramural sports program open to students in grades 6-12
- Create a Unified Sports Club to provide additional opportunities for students with disabilities to participate in a sport
- Design and implement a training session for all club advisors to build a common understanding of the responsibilities of this position, to highlight the role of club advisors as critical levers for increasing student participation in co-curricular activities, and to provide explicit training in procedures and record keeping for roster maintenance and management of club finances
- Increase the number of opportunities for students to participate in the performing arts at IHS by adding additional theater productions



% 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%
2016-17	638/1215	52.5%	101/160	63.1%	50/110	45.5%	38/85	44.7%	66/129	51.2%	382/727	52.5%	272/536	50.7%	366/679	53.9%	63/176	35.8%	575/1039	55.3%	348/588	59.2%	290/627	46.3%
% increase/decrease over 4 years ago		-2.8%		-2.6%		-2.7%		-25.5%		-10.0%		0.8%		11.7%		-9.2%		19.3%		-3.2%		-3.0%		-2.1%
Year over Year % increase/decrease (2015-16 to 2016-17)		-8.5%		-6.6%		2.3%		-26.1%		-5.8%		-8.3%		1.1%		-14.4%		-9.9%		-7.7%		-7.9%		-9.9%

**What is elementary band and orchestra participation?**

This metric represents the percentage of grade 3-5 students who attend one of our eight elementary schools and 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 and orchestra participation data trends?**

Positive Impacts	Obstacles
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>During the 2015-16 and 2016-17 school years, the Director of Fine Arts position was filled by a part-time interim director; this hindered program development.</li> <li>There are varying levels of focus and energy around increasing participation in band/orchestra across buildings.</li> </ul>

**What are we doing to continue to increase elementary band and orchestra participation?**

- David Brown transitioned from Chief Administration Officer back into the Director of Fine Arts position to rekindle the growth in arts programming that we experienced during his previous tenure as Director of Fine Arts (2012-2015).

**What else do we plan to do within the next year to continue to increase elementary band and orchestra participation?**

- As several of our veteran band/orchestra teachers plan to retire in the next year or two, we will focus energy on recruiting a diverse pool of candidates to fill these openings.

Want to look at this data more deeply? Check out the interactive ICSD Equity Report Card @ <https://sites.google.com/icsd.k12.ny.us/erc/home>



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.

**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.

