

Equity and Inclusion Data Report

2017-2018



October 2018

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Superintendent Executive Summary Statement

The Burlington School District seeks to understand the ways in which education is equitable in our schools in order to celebrate our successes and address areas where improvement is needed. The annual Equity and Inclusion Report is one of the ways the Burlington School District gathers and analyzes data that can inform us about equity in our schools. The primary goals of the Burlington School District are directly related to ensuring equitable educational outcomes for all students: to reduce disparities and close the achievement gap while preparing students to achieve higher academic standards.



Suspensions

The total number of suspensions decreased by almost 20% in 2017-18 compared to the 2016-17 school year, a continuation of a pattern of decrease among all suspensions from previous years. Within total suspensions decreasing, we also saw a decrease of suspensions in specific student cohorts, where students who qualify for Free and Reduced Lunch (FRL) saw a decrease by 33%, black students saw a decrease of 35%, and males saw a decrease of 16%.

While overall suspensions are trending down in the District and there have been significant improvements for marginalized cohorts of students, the percentage of suspensions for any group is still not equivalent to their makeup of the total population; if it were, there would be an equitable distribution of suspensions. For example, FRL students make up 50% of the population but make up 75.4 % of out-of-school suspensions, and students with an Individual Education Plan (IEP) make up 18% of the population, but make up 49.1% of out-of-school suspensions.

Our aim is to continue working to reduce the numbers of suspensions and students being separated from their education.

Currently, we are not ready to say suspensions are going down solely because of the district implementing Restorative Practices. We do, however, believe RP has had a direct impact.

Academic Achievement

The achievement gap in the United States refers to the observed, persistent disparity in measures of educational performance among subgroups of U.S. students, especially groups defined by socioeconomic status (SES), race/ethnicity, and gender. Essentially, income, race, and other demographic factors can be predisposing factors in predicting achievement in our current environment.

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The data in our District show that significantly fewer students who qualify for FRL and students of color perform at or above proficiency than do white or higher income students.

Explanation of Data

In 2013, the Burlington School District stated its aim to significantly reduce race/ethnicity, household income, ability, gender, and gender orientation as predictors of academic performance, discipline, and co-curricular participation. The Burlington School Board directed the Administration to collect, analyze, and share data, in the form of an Equity Report Card (now the Equity & Inclusion Data Report) to be used as the primary tool to document achievement of this goal.

Since that time, the District has created and implemented various initiatives to meet the goal of reducing these factors as predictors of achievement, behavior and participation. These include PBIS, PLC, Trauma Informed Classrooms, and most recently Restorative Practices.

This report shows equity and inclusion data from the past four school years (2013-18). This information includes student climate and academic performance, including enrollment in Algebra 2, Honors, and AP courses, students' final grades for Algebra 2, and performance on standardized reading and math assessments.

The enrollment numbers (*Appendices C & E*) show the percentage of each demographic enrolled in these respective classes, each student counted only once regardless of how many classes (AP or Honors) the student was enrolled in. These numbers can be compared to the demographic breakdown of the district (Grades K-12) as a whole. For example, 52% of the students enrolled in Algebra 2 were female, while 48% were male.

Standardized assessment SBAC data (*Appendix D*) shows the percentage of students within each demographic group who scored proficient or above in the given reading or math assessment. So, for example, 43% of males and 44% of females scored proficient or higher on the Smarter Balanced math assessment. Similarly, the final grades for Algebra 2 (*Appendix C*) display what percentage of each group received a final grade of B- or higher.

Student attendance (*Appendix F*) is shown as the percentage of students in each demographic category marked as present in school 95% of the time or greater. This 95% is based on the total number of days a student is enrolled, which may differ for students not enrolled for the entire school year. For a student enrolled for the entire school year (177 days) this represents approximately nine days absent. So, for example, 62.8% of the White students were marked present 95% or more of the time.

The suspension data (*Appendices A & B*) shows the percentage of each demographic group receiving in- and out-of-school suspensions. Each student suspended is counted only once (in- and out-of-school is counted separately). So, for example, 75.4% of the students receiving out-of-school suspensions qualified for free/reduced lunch.

Analysis of Suspension Data

Suspension Data Summary Charts

Total Suspensions	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YTD
2017-18	6	37	30	43	28	19	26	41	53	12	295
2016-17	23	49	48	47	29	47	27	31	46	21	368
2015-16	40	66	51	39	33	25	62	34	53	6	409

Demographics	2016 - 2017 YTD Out of School Suspension	2017 - 2018 YTD Out of School Suspension	2016-17 Population	2017-18 Population
Male	76.8%	75.4%	52.3%	51.9%
FRL	80.4%	75.4%	44.9%	50.0%
IEP	55.4%	49.1%	16.1%	18.1%
EL	9.8%	15.8%	14.7%	16.2%
Black	30.6%	25.4%	14.6%	14.2%
White	56.8%	53.5%	64.4%	64.5%
Asian	3.6%	6.1%	12.0%	11.6%
Hispanic	2.7%	2.6%	1.8%	2.1%
Multi-ethnic	6.3%	12.3%	7.0%	7.5%

*See Appendix A and B for more detailed data

Gender

Not unexpectedly, the percentage of male (roughly 52%) and female students (48%) in the district has remained relatively stable over the past four years.

The largest disparities between the groups occur in suspensions, where males represent just over three-quarters of in- and out-of-school suspensions, despite their closeness of population representation. Except for a small

decrease in the 2015-16 school year in out-of-school suspensions, this has remained constant over the past four years.

Much less disparity exists between male and female for enrollment in Algebra 2, Honors, and AP courses (*Appendices C and D*).

Income

Large disparities continue to exist across several academic and climate categories between students who qualify for FRL and those who do not.

These disparities include enrollment in Honors and AP courses (*Appendix E*), where non-FRL students represent over four-fifths of students enrolled in at least one of these courses, despite the percentage of students qualifying for FRL being roughly the same as those who do not (49.9% to 50%). This disparity is slightly less for enrollment in Algebra 2 (71% non-FRL/29% FRL), and the disparity decreased by about 3 percentage points this year.

Similarly, as already described, disparities remain between FRL and non-FRL students for suspensions (*Appendices A & B*). There has been a slight increase from school year 2016-17 to 2017-18 in the percentage of students receiving in school suspensions who qualify for FRL (70.6% to 71.9%) but a decrease in out-of-school suspension for this group (80.4% to 75.4%).

English Learning

The percentage of total students who are English learners (EL) has remained relatively consistent, with 17.9% of the student population in 2016-17 and 16.1% of the student population in 2017-18.

Over the same interval, the number of EL students who were suspended in- and out-of-school also changed little, moving from 20.6% of students suspended in school in 2016-17 to 19.1% of students suspended in school in 2017-18. EL students with out-of-school suspension was 14.3% in 2016-2017, and 15.8% in 2017-2018 (*Appendices A & B*).

Race/Ethnicity

The K-12 student body at BSD maintained roughly the same percentage of White students (64.4% to 64.5%) from school years 2017-18.

Race-ethnicity disparities persist in the 2017-18 school year. They include enrollment in Algebra 2 (68% white), Honors (77% white), and AP courses (79% white), compared to just 64.5% of the total K-12 enrollment. Black and Asian students score much lower in SBAC proficiency than do their white counterparts (*Appendix D*), although Hispanic and Multi-ethnic students do comparatively well on the reading assessments.

Similarly, disparities remain between white and black students for suspensions (*Appendices A & B*). Here, however, there has been a slight decrease from school year 2016-17 to 2017-18; the percentage of suspensions comprised by black students has decreased from 31% to 28% (in-school) and 31% to 25% (out-of-school). Asian students,

while representing 12% of the total population, account for 12% of in-school suspensions and 6% of out-of-school suspensions.

Ability

In 2017-18, 18% of students were on an IEP as compared to 16% of students in 2016-17. (*Appendix B*).

During this time, the percent of students on an IEP suspended in-school decreased from 45% to 43% of all students suspended (*Appendix A*). Similarly, the percent of students on an IEP suspended out-of-school decreased from 55% to 49% of all students suspended.

The number of students with a disability has increased in our district. The disability category that has rapidly grown in Vermont is Emotional/Behavioral Disturbance (EBD). When reviewing the Child Count data snapshot, the Burlington School District appears to demonstrate significant growth in this category in 2016 stabilizing in 2017. However, Child Count data prior to December 2016 has been determined to be unreliable. The number of students who require support under IDEA continues to rise in school year 2017 - 18, with the greatest identification in students with developmental delay and Specific Learning Disability.

While the suspension of students with a disability is an important concern, we do not collect data that indicates whether behaviors that result in suspensions are manifestations of disability. When behaviors are not a manifestation of the student's disability, the student may face consequences for that behavior similar to those issued to peers without disability. That said, separation from education may have a longer lasting and unintentional impact on students with an IEP than for typically developing peers.

Ability Category	December 1, 2016	December 1, 2017
Emotional Disturbance	101	104
Developmental Delay	144	173
Specific Learning Disability	120	141
Autism Spectrum Disability	54	51
Total	592	650

Connection to the Achievement Gap

There appears to be a relationship between the rates of suspension and levels of achievement for many groups. Males are more likely to be suspended in- and out-of-school than females and, at the same time, fewer males are proficient in reading than females as measured by the SBAC. Students from low-income households are more likely to be suspended in- and out-of-school than students who are not from low-income households and, at the same time, students from low-income households perform significantly less well in both math and reading than their affluent peers as measured by the SBAC. The same can be said for black students compared to white students, where black students are also more likely to be suspended in- and out-of-school and are significantly less proficient in math and reading compared to white students.

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We will continue to employ Restorative Practices district-wide aligned with PBIS in order to address student behavior and administrative reactions in a holistic manner. Our goal continues to be the reduction of suspensions, towards zero suspensions. The district will still hold students accountable for wayward behavior through restorative approaches and we are aiming to have a district where no student will ever be completely separated from their education; we believe this will necessitate the creation of an alternative to suspension program.

Moving Forward

We will continue with the implementation of our goals connected to restorative practices and high-quality instruction to close the achievement gap. As a result, we have structured our leadership teams in every K-5 school to include: an academic interventionist specialist, a behavior coach, and an instructional coach. Our instructional coaching model has been expanded to include middle school as we focus our efforts on vertical alignment. The Achievement Gap Lead and Data Systems Coordinator positions have key roles and responsibilities to support teachers and administrators with the review and analysis of data including both achievement and behavior sources.

In addition, the district leadership team has committed to a multi-year professional development plan focused on three key themes from our strategic plan initiatives including:

- Restorative Practices: Creating a Culture of Equity and Belonging that Results in Healing and Learning for All
- The Cornerstones of Effective Teaching: A Culture of Thinking and Learning
- Social/Emotional Learning: Building a Strong Culture through Relationships

The year-one professional learning focus for district in-service time is Restorative Practices (RP). All PreK-12 teachers and paraeducators will have opportunities to participate in the RP work in order to strengthen our school-based teams. Throughout the year our professional learning will use the RP lens to make connections to the other two themes (The Cornerstone of Effective Teaching & Social/Emotional Learning).

Design thinking for the 2019-2020 theme, The Cornerstone of Effective Teaching, is already underway. Members of the original Achievement Gap team will take the lead in the planning and facilitation of this work as they look to design professional learning based on key concepts connected to the Achievement Gap from their summer 2017 institute at Harvard University.

At the end of the 2017-18 school year, as part of the district's strategic planning process to gain baseline data, the district contracted with the National School Climate Center to conduct school and district level climate surveys to be completed by students, staff, and parents. The District is in the process of presenting the results of this work to each school, leaders throughout the district, the school board, central office, parents and the community. After

each group has a chance to analyze and reflect on the data, we will begin working together with stakeholders to set aspirational goals for improving the District's learning and working environments.

Data Sources

The data sources for the Equity and Inclusion report are as follows:

Student Demographic Data

We use the following demographic categories:

- Gender
- Race/Ethnicity – Federal census categories; Native and Pacific Islander removed due to small number of students
- Free/Reduced Lunch (FRL) – Does family income qualify student for free/reduced lunch? Note that data reflects only those who are eligible for FRL but is not necessarily a representation of student participation in CEP.
- English Learner (EL) – Does student qualify for/receive EL services? Note that this does not include monitored students or formerly monitored students.
- IEP – Students on an Individualized Education Plan (IEP); does not include students on a 504 plan without an IEP.

Academic Data

Algebra 2 enrollment: Percent of students enrolled in an Algebra 2 classes who are in a given demographic category.

Algebra 2 A-B grades: Percent within each demographic group receiving an A or B in Algebra 2 class, e.g. 77% of girls taking Algebra 2 received either As and Bs. These are final course grades and range from B- through A+.

Honors enrollment: Percent of students enrolled in an honors course who are in a given demographic category. Note that this includes students who completed the honors portion of 9th-grade humanities.

AP enrollment: Percent of students enrolled in an AP course who are in a given demographic category.

Note that the enrollment data above counts students only once, i.e., a student who takes more than one Honors or AP class is counted only once.

Standardized Assessments: Percent of students within each demographic group who scored a 3 or 4 (proficient) on the SBAC reading or math assessment give in the spring of 2018. Note that the 2013-14 data shows NECAP reading and math scores, which is a separate assessment and thus largely incomparable (but it's what we have).

Climate and Inclusion Data

Ninety-five percent plus attendance: Percent of students within each demographic group who attended school 95% or more of the days they were enrolled. For a student attending a full 175 day school year this amounts to approximately nine absences.

In school suspensions (ISS): Percent of students who received one or more in-school suspension who are in a given demographic category.

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Out of school suspensions (OSS): Percent of students who received one or more out of school suspension who are in a given demographic category.

Note that both in- and out-of-school suspensions do not account for multiple suspensions in either category; each suspended student is counted only once (even though that student may have been suspended more than once).

The data for previous school years (2013-14, 2014-15, 2016-17) were taken from Table 4 of the SY 2016-17 Equity and Inclusion Report.

Appendix A: 2017-18 Suspension Table

													Population (N = 3,599)*
Demographics		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YTD	
Male	N	6	34	23	36	23	18	26	33	42	7	248	1839
	%	100%	92%	77%	84%	82%	95%	100%	80%	79%	58%	84%	53%
	DI	1.90	1.75	1.46	1.59	1.56	1.80	1.90	1.53	1.51	1.11	1.60	
FRL	N	5	25	24	28	19	10	14	26	29	8	188	1,580
	%	83%	68%	80%	65%	68%	53%	54%	63%	55%	67%	64%	45%
	DI	1.86	1.50	1.78	1.45	1.51	1.17	1.20	1.41	1.22	1.48	1.42	
IEP	N	3	18	12	17	13	8	12	20	22	2	127	594
	%	50%	49%	40%	40%	46%	42%	46%	49%	42%	17%	43%	16%
	DI	3.22	3.13	2.58	2.55	2.99	2.71	2.97	3.14	2.67	1.07	2.77	
EL	N	2	7	9	8	8	6	4	2	7	6	59	656
	%	33%	19%	30%	19%	29%	32%	15%	5%	13%	50%	20%	15%
	DI	2.17	1.23	1.95	1.21	1.86	2.05	1.00	0.32	0.86	3.25	1.30	
Black	N	4	20	12	5	7	4	6	4	9	3	74	511
	%	67%	54%	40%	12%	25%	21%	23%	10%	17%	25%	25%	14%
	DI	4.66	3.78	2.80	0.81	1.75	1.47	1.61	0.68	1.19	1.75	1.75	
White	N	1	14	11	20	9	11	9	30	33	3	141	2,254
	%	17%	38%	37%	47%	32%	58%	35%	73%	62%	25%	48%	63%
	DI	0.26	0.60	0.58	0.74	0.51	0.92	0.55	1.16	0.99	0.40	0.76	
Asian	N	0	1	1	7	4	**4	**10	1	2	5	21	422
	%	0%	3%	3%	16%	14%	21%	15%	10%	8%	33%	7%	12%
	DI	0.00	0.23	0.28	1.36	1.19	1.75	1.28	0.81	0.63	2.78	0.59	

*Powerschool Running Data

Appendix B: 2013-18 Suspension Table

Group	% of Total student population K -12					In-school suspension					Out-of-school suspension				
	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Female	48.10 %	47.50 %	47.20 %	47.70 %	48.14 %	25.40 %	26.20 %	21.50 %	23.00 %	19.10 %	27.80 %	22.90 %	34.20 %	23.20 %	24.56 %
Male	51.90 %	52.50 %	52.80 %	52.30 %	51.86 %	74.60 %	73.80 %	78.50 %	77.00 %	80.90 %	72.20 %	77.10 %	65.80 %	76.80 %	75.44 %
Non-FRL	51.90 %	53.90 %	53.10 %	55.10 %	50.04 %	17.60 %	20.80 %	20.90 %	29.40 %	28.09 %	20.10 %	20.60 %	14.00 %	19.60 %	24.56 %
FRL	48.10 %	46.00 %	46.90 %	44.90 %	49.96 %	82.40 %	79.20 %	79.10 %	70.60 %	71.91 %	79.90 %	79.40 %	86.00 %	80.40 %	75.44 %
White	66.50 %	65.70 %	65.60 %	64.40 %	64.52 %	52.30 %	53.70 %	45.10 %	50.40 %	44.94 %	53.80 %	51.90 %	52.60 %	56.80 %	53.51 %
Black	14.10 %	14.00 %	14.20 %	14.60 %	14.23 %	29.50 %	28.20 %	37.00 %	31.20 %	28.09 %	34.30 %	34.40 %	35.10 %	30.60 %	25.44 %
Asian	10.70 %	11.20 %	11.80 %	12.00 %	11.62 %	8.30 %	8.70 %	8.60 %	8.00 %	12.36 %	4.10 %	3.80 %	4.40 %	3.60 %	6.14 %
Hispanic	3.40% %	3.50 %	2.20% %	1.80% %	2.14 %	3.10 %	3.40 %	2.50 %	3.20 %	2.25 %	1.80 %	3.10 %	0.90 %	2.70 %	2.63 %
Multi-ethnic	5.10% %	5.40 %	6.20% %	7.00% %	7.49 %	5.70 %	6.00 %	6.80 %	7.20 %	12.36 %	5.30 %	6.90 %	7.00 %	6.30 %	12.28 %
Non-ELL	85.20 %	86.10 %	85.10 %	82.10 %	83.84 %	82.40 %	79.20 %	76.70 %	79.40 %	80.90 %	84.00 %	79.40 %	82.50 %	85.70 %	84.21 %
ELL	14.70 %	13.80 %	14.90 %	17.90 %	16.16 %	17.60 %	20.80 %	23.30 %	20.60 %	19.10 %	16.00 %	20.60 %	17.50 %	14.30 %	15.79 %
Non-IEP	87.30 %	88.20 %	85.10 %	83.90 %	81.91 %	74.10 %	77.90 %	66.30 %	54.80 %	65.17 %	71.00 %	70.20 %	55.30 %	44.60 %	50.88 %
IEP	12.70 %	11.80 %	14.90 %	16.10 %	18.09 %	25.90 %	22.10 %	33.70 %	45.20 %	34.83 %	29.00 %	29.80 %	44.70 %	55.40 %	49.12 %

Appendix C: Algebra 2 Tables

	% of Total student population K -12					Algebra 2 Enrollment					Algebra 2 A-B Grades				
	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Group															
Female	48.10 %	47.50 %	47.20 %	47.70 %	48.14 %	50.60 %	47.60 %	48.20 %	47.80 %	52.03 %	67.80 %	62.60 %	69.10 %	71.90 %	76.60 %
Male	51.90 %	52.50 %	52.80 %	52.30 %	51.86 %	49.40 %	52.40 %	51.80 %	52.20 %	47.97 %	50.40 %	54.10 %	57.50 %	61.40 %	60.60 %
Non-FRL	51.90 %	53.90 %	53.10 %	55.10 %	50.04 %	60.10 %	65.40 %	63.80 %	73.10 %	70.95 %	72.90 %	72.80 %	76.70 %	72.40 %	73.30 %
FRL	48.10 %	46.00 %	46.90 %	44.90 %	49.96 %	39.90 %	34.60 %	36.20 %	26.90 %	29.05 %	38.70 %	30.60 %	39.20 %	50.00 %	58.10 %
White	66.50 %	65.70 %	65.60 %	64.40 %	64.52 %	66.50 %	66.30 %	70.20 %	71.60 %	67.57 %	67.10 %	66.70 %	74.70 %	71.90 %	70.00 %
Black	14.10 %	14.00 %	14.20 %	14.60 %	14.23 %	11.60 %	8.70 %	10.60 %	9.00 %	10.81 %	18.50 %	27.80 %	20.00 %	33.30 %	75.00 %
Asian	10.70 %	11.20 %	11.80 %	12.00 %	11.62 %	18.50 %	17.30 %	12.10 %	9.00 %	10.14 %	55.80 %	38.90 %	29.40 %	50.00 %	66.70 %
Hispanic	3.40 %	3.50 %	2.20 %	1.80 %	2.14 %	2.10 %	2.90 %	3.50 %	3.00 %	4.73 %	80.00 %	66.70 %	60.00 %	75.00 %	42.90 %
Multi-ethnic	5.10 %	5.40 %	6.20 %	7.00 %	7.49 %	1.30 %	4.80 %	3.50 %	7.50 %	6.76 %	33.30 %	60.00 %	40.00 %	70.00 %	70.00 %
Non-ELL	85.20 %	86.10 %	85.10 %	82.10 %	83.84 %	88.80 %	91.30 %	92.90 %	96.30 %	97.30 %	59.90 %	61.60 %	66.40 %	68.20 %	68.10 %
ELL	14.70 %	13.80 %	14.90 %	17.90 %	16.16 %	11.20 %	8.70 %	7.10 %	3.70 %	2.70 %	53.80 %	22.20 %	20.00 %	20.00 %	100.0 0%
Non-IEP	87.30 %	88.20 %	85.10 %	83.90 %	81.91 %	98.70 %	97.10 %	97.90 %	96.30 %	98.65 %	60.00 %	58.90 %	63.80 %	67.40 %	69.20 %
IEP	12.70 %	11.80 %	14.90 %	16.10 %	18.09 %	1.30 %	2.90 %	2.10 %	3.70 %	1.35 %	0.00 %	33.30 %	33.30 %	40.00 %	50.00 %

Appendix D: SBAC Tables

Group	% of Total student population K -12					State literacy assessments - % proficient or above					State math assessments - % proficient or above				
	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 13-14 NECAP	SY 14-15 SBAC	SY 15-16 SBAC	SY 16-17 SBAC	SY 17-18 SBAC	SY 13-14 NECAP	SY 14-15 SBAC	SY 15-16 SBAC	SY 16-17 SBAC	SY 17-18 SBAC
Female	48.1 0%	47. 50%	47.2 0%	47.7 0%	48.1 4%	71.80%	64.00 %	63.20 %	56.90 %	54.20 %	56.10 %	44.90 %	47.40 %	41.30 %	44.20 %
Male	51.9 0%	52. 50%	52.8 0%	52.3 0%	51.8 6%	58.50%	50.70 %	47.60 %	44.60 %	47.00 %	53.70 %	43.90 %	43.30 %	44.60 %	43.00 %
Non-FRL	51.9 0%	53. 90%	53.1 0%	55.1 0%	50.0 4%	84.30%	76.90 %	75.40 %	69.00 %	72.50 %	75.20 %	64.00 %	64.50 %	58.40 %	65.30 %
FRL	48.1 0%	46. 00%	46.9 0%	44.9 0%	49.9 6%	43.40%	30.60 %	29.10 %	25.20 %	27.20 %	32.40 %	19.20 %	20.90 %	19.10 %	20.80 %
White	66.5 0%	65. 70%	65.6 0%	64.4 0%	64.5 2%	73.50%	66.30 %	63.80 %	59.70 %	57.80 %	64.40 %	55.00 %	54.70 %	50.10 %	52.40 %
Black	14.1 0%	14. 00%	14.2 0%	14.6 0%	14.2 3%	38.00%	25.60 %	27.00 %	16.90 %	21.00 %	22.60 %	12.10 %	14.50 %	12.20 %	14.00 %
Asian	10.7 0%	11. 20%	11.8 0%	12.0 0%	11.6 2%	37.00%	31.30 %	35.10 %	30.90 %	36.20 %	32.30 %	24.20 %	27.10 %	28.00 %	27.10 %
Hispanic	3.40 %	3.5 0%	2.20 %	1.80 %	2.14 %	73.50%	67.70 %	59.30 %	52.20 %	62.10 %	58.00 %	37.90 %	44.40 %	29.20 %	51.90 %
Multi-ethnic	5.10 %	5.4 0%	6.20 %	7.00 %	7.49 %	71.40%	64.90 %	59.30 %	59.00 %	57.00 %	60.40 %	47.50 %	46.00 %	44.50 %	44.90 %
Non-ELL	85.2 0%	86. 10%	85.1 0%	82.1 0%	83.8 4%	72.00%	63.20 %	60.40 %	57.60 %	56.80 %	61.00 %	49.40 %	49.60 %	46.70 %	49.00 %
ELL	14.7 0%	13. 80%	14.9 0%	17.9 0%	16.1 6%	15.40%	8.30%	11.90 %	11.30 %	10.80 %	14.00 %	7.90%	10.80 %	15.40 %	11.20 %
Non-IEP	87.3 0%	88. 20%	85.1 0%	83.9 0%	81.9 1%	70.70%	62.80 %	62.30 %	57.50 %	59.60 %	59.70 %	48.90 %	50.90 %	48.00 %	51.50 %
IEP	12.7 0%	11. 80%	14.9 0%	16.1 0%	18.0 9%	22.60%	13.20 %	7.50%	12.60 %	8.90%	18.40 %	9.00%	7.80%	7.30%	6.80%

Appendix E: AP/Honors Tables

	% of Total student population K -12					Honors Enrollment					AP Enrollment				
	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Group															
Female	48.10 %	47.50 %	47.20 %	47.70 %	48.14 %	55.10 %	50.50 %	50.40 %	54.60 %	53.63 %	58.30 %	56.20 %	50.00 %	53.50 %	50.31 %
Male	51.90 %	52.50 %	52.80 %	52.30 %	51.86 %	44.90 %	49.50 %	49.60 %	45.40 %	46.37 %	41.70 %	43.80 %	50.00 %	46.50 %	49.69 %
Non-FRL	51.90 %	53.90 %	53.10 %	55.10 %	50.04 %	80.40 %	82.20 %	78.40 %	83.40 %	80.73 %	89.70 %	84.30 %	89.00 %	84.50 %	80.37 %
FRL	48.10 %	46.00 %	46.90 %	44.90 %	49.96 %	19.60 %	17.80 %	21.60 %	16.60 %	19.27 %	10.30 %	15.70 %	11.00 %	15.50 %	19.63 %
White	66.50 %	65.70 %	65.60 %	64.40 %	64.52 %	80.90 %	78.90 %	75.70 %	76.70 %	79.55 %	82.70 %	82.40 %	80.80 %	81.90 %	78.53 %
Black	14.10 %	14.00 %	14.20 %	14.60 %	14.23 %	5.50% %	5.90% %	7.00% %	6.10% %	7.28% %	9.00% %	6.50% %	2.70% %	5.20% %	5.52% %
Asian	10.70 %	11.20 %	11.80 %	12.00 %	11.62 %	7.80% %	7.30% %	8.00% %	7.40% %	6.44% %	3.20% %	6.50% %	6.80% %	3.90% %	5.52% %
Hispanic	3.40% %	3.50% %	2.20% %	1.80% %	2.14% %	3.00% %	3.10% %	4.50% %	3.40% %	1.96% %	2.60% %	3.90% %	3.40% %	3.20% %	4.29% %
Multi-ethnic	5.10% %	5.40% %	6.20% %	7.00% %	7.49% %	2.80% %	4.70% %	4.80% %	6.40% %	4.76% %	2.60% %	0.70% %	6.20% %	5.80% %	6.13% %
Non-ELL	85.20 %	86.10 %	85.10 %	82.10 %	83.84 %	98.60 %	99.10 %	97.50 %	97.20 %	98.88 %	100.0 0%	100.0 0%	99.30 %	100.0 0%	99.39 %
ELL	14.70 %	13.80 %	14.90 %	17.90 %	16.16 %	1.40% %	0.90% %	2.50% %	2.80% %	1.12% %	0.00% %	0.00% %	0.70% %	0.00% %	0.61% %
Non-IEP	87.30 %	88.20 %	85.10 %	83.90 %	81.91 %	98.60 %	99.10 %	97.70 %	97.90 %	98.32 %	100.0 0%	100.0 0%	100.0 0%	99.40 0.60%	98.77 %
IEP	12.70 %	11.80 %	14.90 %	16.10 %	18.09 %	1.40% %	0.90% %	2.30% %	2.10% %	1.68% %	0.00% %	0.00% %	0.00% %	99.40 %	1.23% %

Appendix F: Attendance Tables

Group	% of Total student population K -12					95% plus attendance				
	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18
Female	48.10%	47.50 %	47.20 %	47.70 %	48.14 %	70.70%	69.40%	73.60%	62.80%	65.64%
Male	51.90%	52.50 %	52.80 %	52.30 %	51.86 %	67.50%	68.50%	74.10%	65.90%	66.71%
Non-FRL	51.90%	53.90 %	53.10 %	55.10 %	50.04 %	72.10%	71.10%	77.10%	68.90%	70.92%
FRL	48.10%	46.00 %	46.90 %	44.90 %	49.96 %	65.80%	66.30%	70.20%	59.20%	61.29%
White	66.50%	65.70 %	65.60 %	64.40 %	64.52 %	66.40%	64.50%	71.20%	62.10%	62.75%
Black	14.10%	14.00 %	14.20 %	14.60 %	14.23 %	77.60%	80.80%	87.10%	74.10%	79.38%
Asian	10.70%	11.20 %	11.80 %	12.00 %	11.62 %	76.10%	79.40%	77.60%	71.20%	76.82%
Hispanic	3.40%	3.50% 2.20%	1.80%	2.14%	64.50%	68.00%	74.70%	49.40%	59.15%	
Multi-ethnic	5.10%	5.40% 6.20%	7.00%	7.49%	68.60%	70.50%	65.60%	57.00%	58.51%	
Non-ELL	85.20%	86.10 %	85.10 %	82.10 %	83.84 %	67.50%	67.00%	72.60%	62.90%	64.56%
ELL	14.70%	13.80 %	14.90 %	17.90 %	16.16 %	78.20%	80.90%	81.10%	71.00%	75.25%
Non-IEP	87.30%	88.20 %	85.10 %	83.90 %	81.91 %	69.60%	69.80%	75.40%	66.70%	67.74%
IEP	12.70%	11.80 %	14.90 %	16.10 %	18.09 %	65.20%	62.60%	65.00%	53.40%	58.38%