

Equity and Inclusion Data Report 2016-2017



October 2017

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Superintendent Executive Summary Statement

Our goal in the Burlington School District is to reduce disparities, close the achievement gap, while raising the bar. The Burlington School District Equity and Inclusion Data Report identified an achievement gap among some of our most vulnerable students. Despite the noticeable improvement in climate and achievement for specific underrepresented cohort groups, there is still much work to be done. This is the work identified as priorities in our strategic plan.



Suspensions

The total number of suspensions has decreased by about 10% in 2016-17 compared to the 2015-16 school year, a continuation of a pattern of decrease among all suspensions from previous years. Within total suspensions decreasing, we also saw a decrease in cohort makeup of out-of-school suspensions, where students who qualify for Free and Reduced Lunch (FRL) saw a decrease by 8 %, 4.5% for students of color, and 7.7% for English Learners.

While suspensions are overall going down in the District and there are significant improvements for marginalized cohorts of students, the percentage of suspensions for any group is still not equivalent to their make up of the total population, which, if it were, there would be an equitable distribution of suspensions. For example, FRL students make up 44.9% of the population, but make up 80.4 % of out-of-school suspensions. Most notably, we also saw an increase in, in-school and out-of-school suspensions for students with an Individual Education Plan (IEP), an increase of 10.7% for out-of-school suspensions compared to the 2015-16 school year.

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 currently can be predisposing factors in predicting achievement.

The data in our District show that a significantly lower percentage of students who qualify for Free and Reduced Lunch (FRL) and students of color perform at or above proficiency than do white or higher income students.

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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 (which is now the Equity & Inclusion Data Report) 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 (2013-17). 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, 47.8% of the students enrolled in Algebra 2 were female while 52.2% 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, 41.3% of males and 44.6% 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, 62.4% 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, 80.4% of the students receiving out-of-school suspensions received free/reduced lunch.

Analysis of Suspension Data

Suspension Data Summary Charts

Total Suspensions	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YTD
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	2015 - 2016 YTD Out of School Suspension	2016 - 2017 YTD Out of School Suspension	2015-16 Population	2016-17 Population
Male	65%	76.8%	52.8%	52.3%
FRL	86%	80.4%	46.9%	44.9%
IEP	44.7%	55.4%	14.9%	16.1%
EL	17.5%	9.8%	14.9%	14.7%
Black	35.1%	30.6%	14.2%	14.6%
White	52.6%	56.8%	65.6%	64.4%
Asian	4.4%	3.6%	11.8%	12%
Hispanic	.9%	2.7%	2.2%	1.8%
Multi-ethnic	7%	6.3%	6.2%	7%

**See Appendix A and B for more detailed data*

Gender

Not unexpectedly, the percentage of male and female students in the districts has remained relatively stable over the past four years.

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The largest disparities occur in suspensions, where males represent just over three-quarters of in- and out-of-school suspensions. 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 between students who receive free or reduced lunch (FRL) and those who do not across several academic and climate categories.

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. This disparity is slightly less for enrollment in Algebra 2 (73% non-FRL/27% FRL), although the gap for Algebra 2 has widened from previous years.

Similarly, as already described, disparities remain between FRL and non-FRL students for suspensions (*Appendices A & B*). Here, however, there has been a slight decrease from school year 2015-16 to 2016-17 in the percentage of student receiving in school suspensions who are FRL (79% to 70%) and out-of-school suspension (86% to 80%).

English Learning

The percentage of total students who are English learners (EL) has remained relatively consistent, with 13.8% of the student population in 2014-15 and 14.7% of the student population in 2016-17.

Over the same interval, the number of EL students who were suspended in and out of school decreased, from 20.8% of students suspended in school in 2014-15 to 15.1% of students suspended in school in 2016-17 (*Appendices A & B*).

Moreover, over the same time period, 20.6% of students who were suspended in 2014-15 were EL students as compared to 9.8% of students in 2016-17.

Race/Ethnicity

The K-12 student body at BSD continues to become slightly less White (66.5% to 64.4%) from school years 2013-17 (*Appendix A*).

Race-ethnicity disparities persist in the 2016-17 school year. They include enrollment in Algebra 2 (72% white), Honors (83% white), and AP courses (84 % white), compared to just 64.4% 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 2015-16 to 2016-17; the percentage of suspensions comprised by black students has decreased from 37% to 31% (in-school) and 35% to 30% (out-of-school). Asian students, while representing 12% of the total population, account for only 8% of in-school suspensions and 3.6% of out-of-school suspensions.

Ability

In 2016-17, 16.1% of students were on an IEP as compared to 11.8% of students in 2014-15, an increase of 4.3 percentage points (*Appendix B*).

Over the same time, the percent of students on an IEP suspended in school increased from 22.1% to 45.2% of all students suspended (*Appendix A*), an increase of 23 percentage points. Similarly, the percent of students on an EIP suspended out of school increased from 29.8% to 55.4% of all students suspended, an increase of 26 percentage points.

Students with a disability have increased in our district. The disability category that has rapidly grown in Vermont is Emotional/Behavioral Disturbance (EBD). The Burlington School District also follows this trend.

While the trend of increased suspension of students with disability is very concerning, 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	2015 - 16 (Number of Students)	2016 - 17
Emotional Disturbance	53	101
Developmental Delay	87	144
Specific Learning Disability	82	120
Autism Spectrum Disability	51	54

Total	423	592
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Connection to the Achievement Gap

There appears to be a relationship between 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 significantly less proficient in math and reading compared to white students.

We will continue to employ Restorative Practices district-wide aligned with PBIS in order to address student behavior in a holistic manner. Our goal continues to be the reduction of suspensions, ultimately moving 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. This, of course, will necessitate the creation of an alternative to suspension program.

Moving Forward

Our work with Restorative Practices, along with our focus on high quality instruction in every classroom, every day, will allow the district to meet its two primary objectives: closing the achievement gap and district-wide implementation of Restorative Practices.

This report affirms the priorities set forth in the Burlington School District Strategic Plan. As part of the district strategic planning process, we have created an Achievement Gap Team. The team is currently charged with creating and implementing a work plan to address Achievement Gaps related to socio-economic status and race in the Burlington School District. The team captains (Herb Perez - High School, Victor Prussack - Middle School, Karyn Vogel/Colleen Cowell - Elementary School) will advocate for accountability, collaboration, use of data, and resource allocation. The Achievement Gap team will work closely with the Research and Data team as well as the Restorative Practices team to create a plan for systems alignment.

Initial steps in the implementation of these goals include the following: In July, a team of teachers and administrators attended a “Closing the Achievement Gap” conference at Harvard University. In August, a team of teachers and administrators completed a three day Restorative Practice training. This team of teachers and administrators will serve as district leaders who will work to develop a district approach to “closing the achievement gap and raising the bar” for all students.

An additional outcome of this work is that all elementary schools now have Restorative Practice leaders. Finally, as the district continues to approach its work systemically, we are currently planning to bring together the Restorative Practitioners, Designated Employees, and Equity Council, for monthly meetings that consist of analysis of data, universal behavior strategies that support and align the district’s initiatives to close the achievement gap.

In the process of creating this report, we identified that we were reinforcing a definition of success based solely on standardized assessments, AP/Honors courses, and algebra enrollment. With the implementation of Act 77, an act relating to encouraging flexible pathways to secondary school

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completion, it is important for us to collect data that reflects multi ways to define academic success. In future Equity & Inclusion reports we will include the following data to represent the additional indicators of success :

- 1.) Number of students who complete Burlington Technical Center Programs
- 2.) Number of students who complete community internships
- 3.) Extended Learning Opportunity Data
- 4.) Dual Enrollment Data
- 5.) Special Education Added Value Data

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 N)
- Free/Reduced Lunch (FRL) – does family income qualify student for free/reduced lunch – not that data may be affected by school participation in CEP.
- English Learner (EL) – does student qualify for/receive EL services – not 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 with no 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 so, e.g., 54% 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 2017. 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.

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 2015-16 Equity and Inclusion Report.

Appendix A

2016-17 Suspension Table

Demographics		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YTD	Population (N = 3,724)*
Male	N	19	43	40	37	16	33	22	27	38	19	294	1960
	%	83%	88%	83%	79%	55%	70%	81%	87%	83%	90%	80%	53%
	DI	1.57	1.67	1.58	1.50	1.05	1.33	1.55	1.65	1.57	1.72	1.52	
FRL	N	15	28	44	39	23	35	18	24	36	18	280	1,673
	%	65%	57%	92%	83%	79%	74%	67%	77%	78%	86%	76%	45%
	DI	1.45	1.27	2.04	1.85	1.77	1.66	1.48	1.72	1.74	1.91	1.69	
IEP	N	3	18	19	25	11	24	13	17	31	11	172	578
	%	13%	37%	40%	53%	38%	51%	48%	55%	67%	52%	47%	16%
	DI	0.84	2.37	2.55	3.43	2.44	3.29	3.10	3.53	4.34	3.38	3.01	
EL	N	2	8	7	3	4	8	6	10	8	4	60	573
	%	9%	16%	15%	6%	14%	17%	22%	32%	17%	19%	16%	15%
	DI	0.57	1.06	0.95	0.41	0.90	1.11	1.44	2.10	1.13	1.24	1.06	
Black	N	4	18	18	9	4	19	8	14	14	5	113	533
	%	17%	37%	38%	19%	14%	40%	30%	45%	30%	24%	31%	14%
	DI	1.22	2.57	2.62	1.34	0.96	2.82	2.07	3.16	2.13	1.66	2.15	
White	N	16	25	20	32	17	19	16	10	24	11	190	2,351
	%	70%	51%	42%	68%	59%	40%	59%	32%	52%	52%	52%	63%
	DI	1.10	0.81	0.66	1.08	0.93	0.64	0.94	0.51	0.83	0.83	0.82	
Asian	N	1	0	3	2	3	2	2	3	2	2	20	447
	%	4%	0%	6%	4%	10%	4%	7%	10%	4%	10%	5%	12%
	DI	0.36	0.00	0.52	0.35	0.86	0.35	0.62	0.81	0.36	0.79	0.45	

*Powerschool Running Data

Appendix B

2013-17 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 13-14	SY 14-15	SY 15-16	SY 16-17	SY 13-14	SY 14-15	SY 15-16	SY 16-17
Female	48.10%	47.50%	47.20%	47.70%	25.40%	26.20%	21.50%	23.00%	27.80%	22.90%	34.20%	23.20%
Male	51.90%	52.50%	52.80%	52.30%	74.60%	73.80%	78.50%	77.00%	72.20%	77.10%	65.80%	76.80%
Non-FRL	51.90%	53.90%	53.10%	55.10%	17.60%	20.80%	20.90%	29.40%	20.10%	20.60%	14.00%	19.60%
FRL	48.10%	46.00%	46.90%	44.90%	82.40%	79.20%	79.10%	70.60%	79.90%	79.40%	86.00%	80.40%
White	66.50%	65.70%	65.60%	64.40%	52.30%	53.70%	45.10%	50.40%	53.80%	51.90%	52.60%	56.80%
Black	14.10%	14.00%	14.20%	14.60%	29.50%	28.20%	37.00%	31.20%	34.30%	34.40%	35.10%	30.60%
Asian	10.70%	11.20%	11.80%	12.00%	8.30%	8.70%	8.60%	8.00%	4.10%	3.80%	4.40%	3.60%
Hispanic	3.40%	3.50%	2.20%	1.80%	3.10%	3.40%	2.50%	3.20%	1.80%	3.10%	0.90%	2.70%
Multi-ethnic	5.10%	5.40%	6.20%	7.00%	5.70%	6.00%	6.80%	7.20%	5.30%	6.90%	7.00%	6.30%
Non-ELL	85.20%	86.10%	85.10%	85.30%	82.40%	79.20%	76.70%	84.90%	84.00%	79.40%	82.50%	91.20%
ELL	14.70%	13.80%	14.90%	14.70%	17.60%	20.80%	23.30%	15.10%	16.00%	20.60%	17.50%	9.80%
Non-IEP	87.30%	88.20%	85.10%	83.90%	74.10%	77.90%	66.30%	54.80%	71.00%	70.20%	55.30%	44.60%
IEP	12.70%	11.80%	14.90%	16.10%	25.90%	22.10%	33.70%	45.20%	29.00%	29.80%	44.70%	55.40%

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Appendix C

Algebra 2 Tables

Group	% 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 13-14	SY 14-15	SY 15-16	SY 16-17	SY 13-14	SY 14-15	SY 15-16	SY 16-17
Female	48.10%	47.50%	47.20%	47.70%	50.60%	47.60%	48.20%	47.80%	67.80%	62.60%	69.10%	71.90%
Male	51.90%	52.50%	52.80%	52.30%	49.40%	52.40%	51.80%	52.20%	50.40%	54.10%	57.50%	61.40%
Non-FRL	51.90%	53.90%	53.10%	55.10%	60.10%	65.40%	63.80%	73.10%	72.90%	72.80%	76.70%	72.40%
FRL	48.10%	46.00%	46.90%	44.90%	39.90%	34.60%	36.20%	26.90%	38.70%	30.60%	39.20%	50.00%
White	66.50%	65.70%	65.60%	64.40%	66.50%	66.30%	70.20%	71.60%	67.10%	66.70%	74.70%	71.90%
Black	14.10%	14.00%	14.20%	14.60%	11.60%	8.70%	10.60%	9.00%	18.50%	27.80%	20.00%	33.30%
Asian	10.70%	11.20%	11.80%	12.00%	18.50%	17.30%	12.10%	9.00%	55.80%	38.90%	29.40%	50.00%
Hispanic	3.40%	3.50%	2.20%	1.80%	2.10%	2.90%	3.50%	3.00%	80.00%	66.70%	60.00%	75.00%
Multi-ethnic	5.10%	5.40%	6.20%	7.00%	1.30%	4.80%	3.50%	7.50%	33.30%	60.00%	40.00%	70.00%
Non-ELL	85.20%	86.10%	85.10%	85.30%	88.80%	91.30%	92.90%	99.30%	59.90%	61.60%	66.40%	67.70%
ELL	14.70%	13.80%	14.90%	14.70%	11.20%	8.70%	7.10%	0.70%	53.80%	22.20%	20.00%	0.00%
Non-IEP	87.30%	88.20%	85.10%	83.90%	98.70%	97.10%	97.90%	96.30%	60.00%	58.90%	63.80%	67.40%
IEP	12.70%	11.80%	14.90%	16.10%	1.30%	2.90%	2.10%	3.70%	0.00%	33.30%	33.30%	40.00%

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Appendix D

SBAC Tables

Group	% of Total student population K-12				District reading assessments - % proficient *				District math assessments - % proficient *			
	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 13-14 (necap)	SY 14-15 (sbac)	SY 15-16 (sbac)	SY 16-17 (sbac)	SY 13-14 (necap)	SY 14-15 (sbac)	SY 15-16 (sbac)	SY 16-17 (sbac)
Female	48.10%	47.50%	47.20%	47.70%	71.80%	64.00%	63.20%	56.90%	56.10%	44.90%	47.40%	41.30%
Male	51.90%	52.50%	52.80%	52.30%	58.50%	50.70%	47.60%	44.60%	53.70%	43.90%	43.30%	44.60%
Non-FRL	51.90%	53.90%	53.10%	55.10%	84.30%	76.90%	75.40%	69.00%	75.20%	64.00%	64.50%	58.40%
FRL	48.10%	46.00%	46.90%	44.90%	43.40%	30.60%	29.10%	25.20%	32.40%	19.20%	20.90%	19.10%
White	66.50%	65.70%	65.60%	64.40%	73.50%	66.30%	63.80%	59.70%	64.40%	55.00%	54.70%	50.10%
Black	14.10%	14.00%	14.20%	14.60%	38.00%	25.60%	27.00%	16.90%	22.60%	12.10%	14.50%	12.20%
Asian	10.70%	11.20%	11.80%	12.00%	37.00%	31.30%	35.10%	30.90%	32.30%	24.20%	27.10%	28.00%
Hispanic	3.40%	3.50%	2.20%	1.80%	73.50%	67.70%	59.30%	52.20%	58.00%	37.90%	44.40%	29.20%
Multi-ethnic	5.10%	5.40%	6.20%	7.00%	71.40%	64.90%	59.30%	59.00%	60.40%	47.50%	46.00%	44.50%
Non-ELL	85.20%	86.10%	85.10%	85.30%	72.00%	63.20%	60.40%	56.30%	61.00%	49.40%	49.60%	45.90%
ELL	14.70%	13.80%	14.90%	14.70%	15.40%	8.30%	11.90%	3.70%	14.00%	7.90%	10.80%	7.90%
Non-IEP	87.30%	88.20%	85.10%	83.90%	70.70%	62.80%	62.30%	57.50%	59.70%	48.90%	50.90%	48.00%
IEP	12.70%	11.80%	14.90%	16.10%	22.60%	13.20%	7.50%	12.60%	18.40%	9.00%	7.80%	7.30%
					* % of each group w/ reading level 3 or 4				* % of each group w/ reading level 3 or 4			

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Appendix E

AP/Honors Tables

Group	% of Total student population K -12				Honors enrollment				AP enrollment			
	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 13-14	SY 14-15	SY 15-16	SY 16-17
Female	48.10 %	47.50 %	47.20 %	47.70 %	55.10 %	50.50 %	50.40 %	54.60 %	58.30%	56.20%	50.00%	53.50%
Male	51.90 %	52.50 %	52.80 %	52.30 %	44.90 %	49.50 %	49.60 %	45.40 %	41.70%	43.80%	50.00%	46.50%
Non-FR L	51.90 %	53.90 %	53.10 %	55.10 %	80.40 %	82.20 %	78.40 %	83.40 %	89.70%	84.30%	89.00%	84.50%
FRL	48.10 %	46.00 %	46.90 %	44.90 %	19.60 %	17.80 %	21.60 %	16.60 %	10.30%	15.70%	11.00%	15.50%
White	66.50 %	65.70 %	65.60 %	64.40 %	80.90 %	78.90 %	75.70 %	76.70 %	82.70%	82.40%	80.80%	81.90%
Black	14.10 %	14.00 %	14.20 %	14.60 %	5.50%	5.90%	7.00%	6.10%	9.00%	6.50%	2.70%	5.20%
Asian	10.70 %	11.20 %	11.80 %	12.00 %	7.80%	7.30%	8.00%	7.40%	3.20%	6.50%	6.80%	3.90%
Hispani c	3.40%	3.50%	2.20%	1.80%	3.00%	3.10%	4.50%	3.40%	2.60%	3.90%	3.40%	3.20%
Multi-et hnic	5.10%	5.40%	6.20%	7.00%	2.80%	4.70%	4.80%	6.40%	2.60%	0.70%	6.20%	5.80%
Non-ELL	85.20 %	86.10 %	85.10 %	85.30 %	98.60 %	99.10 %	97.50 %	99.10 %	100.00 %	100.00 %	99.30%	100.00 %
ELL	14.70 %	13.80 %	14.90 %	14.70 %	1.40%	0.90%	2.50%	0.90%	0.00%	0.00%	0.70%	0.00%
Non-IEP	87.30 %	88.20 %	85.10 %	83.90 %	98.60 %	99.10 %	97.70 %	97.90 %	100.00 %	100.00 %	100.00 %	99.40%
IEP	12.70 %	11.80 %	14.90 %	16.10 %	1.40%	0.90%	2.30%	2.10%	0.00%	0.00%	0.00%	0.60%

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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 13-14	SY 14-15	SY 15-16	SY 16-17
Female	48.10%	47.50%	47.20%	47.70%	70.70%	69.40%	73.60%	62.90%
Male	51.90%	52.50%	52.80%	52.30%	67.50%	68.50%	74.10%	66.40%
Non-FRL	51.90%	53.90%	53.10%	55.10%	72.10%	71.10%	77.10%	68.80%
FRL	48.10%	46.00%	46.90%	44.90%	65.80%	66.30%	70.20%	59.80%
White	66.50%	65.70%	65.60%	64.40%	66.40%	64.50%	71.20%	62.40%
Black	14.10%	14.00%	14.20%	14.60%	77.60%	80.80%	87.10%	74.50%
Asian	10.70%	11.20%	11.80%	12.00%	76.10%	79.40%	77.60%	71.70%
Hispanic	3.40%	3.50%	2.20%	1.80%	64.50%	68.00%	74.70%	52.10%
Multi-ethnic	5.10%	5.40%	6.20%	7.00%	68.60%	70.50%	65.60%	56.70%
Non-ELL	85.20%	86.10%	85.10%	85.30%	67.50%	67.00%	72.60%	63.80%
ELL	14.70%	13.80%	14.90%	14.70%	78.20%	80.90%	81.10%	69.90%
Non-IEP	87.30%	88.20%	85.10%	83.90%	69.60%	69.80%	75.40%	67.10%
IEP	12.70%	11.80%	14.90%	16.10%	65.20%	62.60%	65.00%	52.80%

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