



INDIANA CAREER COUNCIL

CORE 40 SUBCOMMITTEE

Indiana Career Council
Core 40 Study Subcommittee

MEETING AGENDA

March 31

10:00 – 12:00 PM

**Indiana Government Center South
Conference Room C
302 W Washington St, Indianapolis, IN 46204**

- I. Welcome and Call to Order**
Subcommittee Co-Chairs, Teresa Lubbers and Superintendent Glenda Ritz
- II. Review and Approval of February 25, 2015 Meeting Minutes**
Subcommittee Members
- III. Review and Discussion of College and Career Ready Diploma Structure**
CHE and IDOE Staff
- IV. HB 1194 Update**
Subcommittee Co-Chairs
- V. Next Steps**
- VI. Adjournment**



INDIANA CAREER COUNCIL

CORE 40 SUBCOMMITTEE

Indiana Career Council Core 40 Subcommittee

February 25, 2015
Indiana Government Center South
Conference Room A
302 W. Washington St
Indianapolis, IN 46204

MEETING MINUTES

Members Present: Kris Emaus, James Little, Commissioner Teresa Lubbers, Amy Marsh, Amanda Culhan, Nicole Detrick, , John Newby, Superintendent Glenda Ritz, David Shane, Dan Tyree, Matthew Weinzapfel, Peggy Wild, PJ McGrew, Marie Macintosh, Jason Bearce, Todd Bess, Pam Horne

Members Absent: Rick Barnett, Martin Pagdett, Kathleen Randolph, Marcus Robinson, Carol Easterday, TJ Rivard, Heather Moffat, Chris Lowery

Staff Present: Jennifer Berry

I. Call to Order and Welcome

Superintendent Glenda Ritz and Commissioner Teresa Lubbers called the meeting to order at 1:20 PM and welcomed members.

II. Review and Approval of December 2014 Meeting Minutes

Mr. Shane motioned to approve the minutes from the previous meeting. Mr. Tyree seconded the motion. The minutes were approved unanimously.

III. Review and Discussion of Recommendations and Next Steps

Committee reviewed handout indicating current staff recommendations which led to a discussion around the general diploma. Commissioner Lubbers stated the importance of looking at the general diploma and if it is still a viable option for students. Currently, 10,000 students earn this diploma (15%). Ms. Wild described the current requirements for a general diploma. Essentially, removing this diploma as an option would mean students would take 6 additional credits (2 in math, 2 in science and 2 in social studies). Commissioner Lubbers added that a small number of students are not able to complete the Core 40, this led to the discussion of evidence-based waivers. Some students can earn an evidence-based waiver if they do not pass specific ECA material. Superintendent Ritz explained what an evidence-based waiver is and added that Indiana has made progress in decreasing the number of evidence-based waivers that are utilized for students earning a Core 40 diploma.

Commissioner Lubbers stated it wouldn't be unreasonable for all students to earn a Core 40 diploma if they had the flexibility of pathways, for instance, in mathematics. Mr. Bess indicated that one concern right now in doing this is capacity for schools in other subject areas that would be impacted, especially social studies and science. Science is particularly difficult due to the limited number of qualified teachers with licenses in science areas. Ms. Mackintosh explained that a phase-in process could be implemented to get in place resources and guidance from IDOE.

Mr. Weinzapfel indicated that as an employer, there is great opportunity for students with general diplomas and would like it to be more of a work-focused diploma built around instruction in financial literacy, work ethic and soft skills; a Core 40 only approach could alienate some students. Mr. Weinzapfel also cited the Indiana Chamber survey which showed academic values did not score high as high as other work-centric values. Mr. Shane reported that manufacturing jobs make up 50% of the new jobs in the economy; will need employees to run high tech machinery which requires students to have a higher skill set. The Core 40 could be built as foundation for all students.

Mr. Bess mentioned the implications achieving the Core 40 will mean for students—takes away 6 elective credits general diploma students currently have to explore and develop in a pathway. Mr. Tyree stated that if we keep the lid that low this doesn't help students; we need to raise the bar, and we can do it and we need to do it. Use CTE courses to teach academic requirements. Mr. Weinzapfel added that it is important to ensure this doesn't lead to a higher dropout rate.

Commissioner Lubbers noted that jobs will require more skills and more post-secondary education and credentials; therefore, it is important we set high expectations for students. Mr. Bess stated we need to look at the entire picture and the impact on schools and students. Pathways and options can be something the field could support.

Superintendent Ritz indicated that one diploma could meet the needs of all students; the history of the Core 40 focused on college for all; we can change that by adding in the flexibility to include all students and a broader range of course options and broader assessments that are not specific to courses. Any new Core 40 could allow students to achieve their goals; from special education needs to high ability. The committee needs to feel comfortable with what is in place without needing the general diploma. Commissioner Lubbers indicated the need for Science pathways; PJ McGrew stated that this work is already happening.

Ms. Emaus shared with members the need to be mindful of the economic impact this has within the state; companies look at availability of a highly skilled workforce and the ability to retain and attract new business to our state.

Ms. Horne reminded the group to look at under-represented students and how any new diploma may affect the 34% of students who are currently free and reduce lunch recipients.

IV. Math Pathways Update

Mr. Bess shared with the committee examples of 5 Math Pathway variations that could add flexibility to the Core 40 diploma and meet the needs of students. All pathways are structured to prepare students for the grade 10 assessment; student course taking after that could be dependent on previous performance in math as well as post-secondary college and career goals. Mr. Bess introduced the idea of a Quantitative Reasoning (QR) 'stand-alone' class, which was created to better prepare students to meet college level math expectations (non-STEM) and reduce the need for post-secondary remediation.

Ms. Horne indicated that the Quantitative Reasoning course is included in several pathway examples and felt that a stand-alone QR senior level course should have Algebra II as a pre-requisite.

The committee also reviewed a handout with the current courses that count towards quantitative reasoning credit which is applied toward the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma requirements. Ms. Wild indicated that this list, which includes quantitative reasoning courses in Agriculture, Business, Engineering (including PLTW and non-PLTW), Family and Consumer Sciences, IB, Science, Social Studies, and Trade/Industrial has been vetted with input from the field. Mr. Bearce and Mr. McGrew indicated they would like the opportunity further vet and revise if necessary. Ms. Marsh and Ms. Culhan both agreed that counselors will need guidance on how to place students in pathways; there could be unintended consequences in which students/parents choose pathways that may not be challenging enough and impact future post-secondary plans. Superintendent Ritz suggested this is where the new assessments could be utilized to inform math placement, so that this decision is data driven.

Much discussion revolved around the pathway examples and how they align with the post-secondary expectations. Ms. Horned cautioned that entrance into 4 year universities would require students to take the first two pathways; Mr. Bess responded that the last pathway is an opportunity for students to get the additional rigor (of 6 credits, instead of 4 as required in the general diploma) in math to be a college and career ready graduate.

Superintendent Ritz agreed that a 6 credit requirement for math is reasonable; it is what they have been doing, even if they were retaking a course due to failure.

Another option, as the committee looks at adding pathways, is to embed required math credits into existing CTE courses, such as Precision Machining. Mr. Bess offered that with collaboration from math educators and CTE instructors, courses could be structured around standards that apply math in the field. This application would be value-added to the CTE coursework and could also assist in students earning dual credit. Other states have also started this type of instructional practice. Ms. Emaus and Mr. Shane indicated there should be more flexibility, including regionally, in CTE courses to embed math coursework-such as Health Sciences and Advanced Manufacturing. Doing this would allow more students to take CTE courses and exposure to career clusters and pathways and to the jobs that are high wage-high demand. Ms. Wild reminded the group that currently, courses that count towards the quantitative reasoning credit do not count as math credits; students use their elective credits to meet this requirement.

V. Next Steps

At least 6 additional required credits would be added to leverage the rigor needed to eliminate the general diploma. This has economic and capacity impacts on schools. Need to look at the standards students need to achieve and how those standards tie into assessments and certifications. Commissioner Lubber stated that as we do this work, we must not hold people hostage in terms of their local economy; the state needs a core curriculum as well. Superintendent Ritz stated that more work needs to be done on the diploma structure, and we would continue to focus our efforts in creating pathways for all students.

VI. Adjournment

Commissioner Lubbers and SPI Ritz adjourned the meeting at 2:47 PM.

Indiana General High School Diploma

The completion of Core 40 is an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) must meet to discuss the student's progress.
- The student's Graduation Plan (including four year course plan) is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Course and Credit Requirements (Class of 2016 & Beyond)

English/Language Arts	8 credits Credits must include literature, composition and speech
Mathematics	4 credits 2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course <i>General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</i>
Science	4 credits 2 credits: Biology I 2 credits: Any science course <i>At least one credit must be from a Physical Science or Earth and Space Science course</i>
Social Studies	4 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	2 credits
Health and Wellness	1 credit
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	6 credits
Flex Credit	5 credits Flex Credits must come from one of the following: <ul style="list-style-type: none"> • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives	6 credits Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

40 Total Credits Required

Schools may have additional local graduation requirements that apply to all students



Meeting the Assessment Requirement for Graduation/Waiver Process

<http://www.doe.in.gov/assessment/meeting-assessment-requirement-graduationwaiver-process>

Posted: Wed, 09/28/2011 - 9:09am Updated: Mon, 03/09/2015 - 8:37am

Reading, writing and math are essential life skills, and students must demonstrate a basic understanding of English/language arts and mathematics as part of the requirements for graduation.

The assessment requirement for graduation can be met in three ways:

1. Pass the English 10 and Algebra I End of Course Assessments (ECAs).

2. Fulfill the requirements of the GQE Evidence-based waiver:

- Take the ECAs in each subject area in which you did not achieve a passing score at least one time every school year after the school year in which you first took the ECA.
- Complete any extra help sessions offered each year by the school to prepare for the ECA retests.
- Maintain a school attendance rate of 95 percent or better over the course of your high school experience (excused absences are not counted against your attendance rate).
- Have at least a "C" average, over the course of your high school career, in the courses required for graduation.
- Satisfy any other state and local graduation requirements.
- Get a written recommendation from the teacher(s) in the subject area(s) not passed, as well as one from the school principal, and show proof that the academic standards have been met, whether through other tests or classroom work.

3. Fulfill the requirements of the GQE Work-readiness waiver:

- Take the ECAs in each subject area in which you did not achieve a passing score at least one time every school year after the school year in which you first took the ECA.
- Complete any extra help sessions offered each year by the school to prepare for the ECA retests.
- Maintain a school attendance rate of 95 percent or better over the course of your high school experience (excused absences are not counted against your attendance rate).
- Have at least a "C" average, over the course of your high school career, in the courses required for graduation.
- Satisfy any other state and local graduation requirements.
- Complete the course and credit requirements for a general diploma, including the career academic sequence; a workforce readiness assessment; and one of the following:
 - Complete a career exploration internship course
 - Complete a cooperative education course or
 - Earn a workforce credential (recommended by the school).
 - Starting with students who entered high school during the 2013-14 school year (class of 2017), the requirement to complete a career exploration internship, cooperative education course OR earn a workforce credential will be replaced with, "complete at least one industry certification from the state board's approved industry certification list".

College and Career Ready Diploma Pathways – for discussion 3/31/15

	Standard 40 Credits	Advanced 40 Credits	Honors 48 Credits and GPA "B" or better "C" or better in CCR required courses
English/Language Arts	8 credits	8 credits	8 credits
Mathematics	Including literature, composition, speech 6 credits	Including literature, composition, speech 6 credits	Including literature, composition, speech 8 credits
NOTE: Integrated Math I, II, III may be substituted for Algebra I, II and Geometry sequence	2-Algebra I 2-Geometry or Algebra II or Math 10 * 2-Course approved by the state to fulfill math requirement	2-Algebra I 2-Geometry or Algebra II or Math 10 2-Algebra II, Geometry, Quantitative Reasoning or another course approved by the state to fulfill math requirement	2-Algebra I 2-Geometry or Algebra II 2-Algebra II or Geometry 2-Precalculus/Trigonometry or another course approved by the state to fulfill 4 th year math requirement
Science	4 credits	6 credits	6 credits**
	2-Life Science 2-Any course approved by the state to fulfill science requirement	2-Life Science 2-Chemistry I or Physics I 2-Any course approved by the state to fulfill science requirement	2-Life Science 2-Chemistry I or Physics I 2-Any course approved by the state to fulfill science requirement
Social Studies	4 credits	6 credits	6 credits
	2-U.S. History 1-U.S. Government 1-Econ or Financial Literacy course	2-U.S. History 2-World History/Civilization or Geography/History of the World 1-U.S. Government 1-Econ or Financial Literacy Course	2-U.S. History 2-World History/Civilization or Geography/History of the World 1-U.S. Government 1-Econ or Financial Literacy Course
Health & Wellness	3 credits	3 credits	3 credits
	2-Physical Education 1-Health & Wellness	2-Physical Education 1-Health & Wellness	2-Physical Education 1-Health & Wellness
*CCR Electives: STEM, CTE, Fine Arts, World Languages or categories above	15 credits	11 credits	11 credits
	-Logical sequence of courses aligned with each student's CCR pathway	-Logical sequence of courses aligned with each student's CCR pathway	-Logical sequence of courses aligned with each student's CCR pathway -World Language at least 4 credits
Advanced Coursework	---	---	6 credits
			-AP, IB or Dual Credit courses -Additional credits in CCR pathway -Pass college entrance exam

*Preparing for College and Careers is strongly encouraged for all grade 9 students. Work-Based Learning experiences should be integrated into course sequences and/or provided as stand-alone courses.

** Students in a STEM pathway should complete 8 science credits



Indiana's
College & Career Ready
 High School Diploma

DRAFT PROPOSAL: 3/30/15

Takes effect beginning with students who enter high school in 2018-2019 (graduating class of 2022).

40 Total State Credits Required*

English/ Language Arts	8 credits Including literature, composition and speech
Mathematics	6-8 credits 2 credits: Algebra I 2 credits: Algebra II, Geometry, Quantitative Reasoning or Math 10 (actual title TBD) 2-4 credits: Any math course (or state-approved alternative) aligned with student's College & Career Pathway [NOTE: All Indiana students must be enrolled in a math course (or state-approved alternative) during all four years of high school. Prospective four-year college and two-year college students who plan to transfer to a four-year college should complete 8 credits that include 2 credits beyond Algebra II. Students in a STEM pathway (Science, Technology, Engineering and Math) should complete 8 credits that include Algebra II and Pre-Calculus/Calculus.]
Science	6 credits 2 credits: Life Science (Biology I or equivalent) 4 credits: Any science courses (or state-approved alternative) aligned with student's College & Career Pathway [NOTE: Students in a STEM College & Career Pathway should complete 8 credits in science courses that include a laboratory component.]
Social Studies	6 credits 2 credits: U.S. History 2 credits: World History/Civilization or Geography/History of the World 1 credit: U.S. Government 1 credit: Economics or Financial Literacy (actual title TBD)
College & Career Readiness	2 credits 1 credit: Preparing for College & Careers [NOTE: Should be completed by the end of 9th grade.] 1 credit: Work-Based Learning [NOTE: May be earned through existing Career & Technical Education courses, internships and related experiences offered in school or through an approved out-of-school provider.]
Health & Wellness	3 credits 2 credits: Physical Education 1 credit: Health & Wellness
Electives	7-9 credits [NOTE: Should include College & Career Pathway courses, including at least 4 credits in the same world language for prospective college students.]

Indiana College & Career Pathways

All students are encouraged to complete a **minimum of 8 credits in a defined College & Career Pathway.**

1) Two-Year or Four-Year College Pathway	<ul style="list-style-type: none"> Core academic courses (English/language arts, math, science, social studies), including at least 4 credits in the same world language; Advanced Placement, Priority Dual Credit or International Baccalaureate courses; and/or Career & Technical Education courses
2) Military Enlistment or Workforce Entry Pathway	<ul style="list-style-type: none"> Career & Technical Education courses; and/or Industry-Recognized Certification (state approved)

Indiana Honors Diploma

To graduate with the **Indiana Honors Diploma**, students must complete a minimum of **48 credits that include each** of the following:

- Academic Performance:** Earn a minimum cumulative high school grade point average (GPA) of a **"B" or better**;
- College & Career Pathway:** Earn a **minimum of 8 credits** in a designated **College & Career Pathway** (see above); and
- College Entrance Exam:** Earn a minimum composite **ACT score of 24** or **SAT score of 1110** (combined critical reading and math)

*Indiana schools may have additional local graduation requirements that apply to all students.



March 20, 2015

First Regular Session of the 119th General Assembly (2015)

PRINTING CODE. Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in this style type, and deletions will appear in this style type.

Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in this style type. Also, the word NEW will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.

Conflict reconciliation: Text in a statute in this style type or this style type reconciles conflicts between statutes enacted by the 2014 Regular Session and 2014 Second Regular Technical Session of the General Assembly.

ENGROSSED HOUSE BILL No. 1194

A BILL FOR AN ACT to amend the Indiana Code concerning education.

Be it enacted by the General Assembly of the State of Indiana:

1 SECTION 1. IC 20-32-4-11 IS ADDED TO THE INDIANA CODE
2 AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY
3 1, 2015]: Sec. 11. (a) This section applies to a student who is a child
4 with a disability (as defined in IC 20-35-1-2).

5 (b) During the annual case review (as defined in IC 20-35-7-1)
6 held when the student is in grade 8, the case conference committee
7 (as defined in IC 20-35-7-2) shall, as a part of the annual case
8 review, discuss with the student's parent and the student, if
9 appropriate:

10 (1) the types of diplomas available for students to receive in
11 the state of Indiana;

12 (2) the course requirements for each type of diploma; and

13 (3) employment and career options for the student and the
14 type of academic, technical, and vocational preparation
15 necessary to achieve the employment or career.

EH 1194—LS 7281/DI 71



1 The student's individualized education program must include the
2 type of diploma the student will seek and courses that allow the
3 student to progress toward the diploma in a timely manner.

4 (c) Beginning in grade 9 and in addition to the annual case
5 review, the student's teacher of record shall communicate at least
6 one (1) time each grading period with the student's parent
7 concerning the student's progress toward the selected diploma. If
8 the parent requests a meeting with the teacher of record to discuss
9 the student's progress, the teacher must meet with the parent in a
10 timely manner. A meeting under this subsection does not constitute
11 a case conference committee meeting, and a request for a meeting
12 under this subsection does not abrogate a parent's right to call for
13 a meeting of the case conference committee at any time.

14 SECTION 2. [EFFECTIVE UPON PASSAGE] (a) The definitions
15 used in IC 20 apply throughout this SECTION.

16 (b) As used in this SECTION, "committee" refers to the
17 education interim study committee established by IC 2-5-1.3-4.

18 (c) Not later than September 1, 2015, the Core 40 subcommittee,
19 which is a subcommittee of the Indiana career council established
20 by IC 22-4.5-9-3, shall present to the committee recommended
21 changes to course requirements for general, Core 40, academic
22 honors, and technical honors diplomas to ensure that each student
23 who seeks a diploma has enough flexibility in the student's schedule
24 to pursue a college or career pathway appropriate for the student's
25 individual goals, knowledge, skills, and abilities. The recommended
26 changes shall take into account different learning styles and
27 abilities and shall provide pathways for a student to earn a diploma
28 when a difference in learning style or ability prevents a student
29 from satisfying certain requirements in one (1) or more academic
30 areas.

31 (d) The committee may propose necessary legislation to carry
32 out the recommendations of the Core 40 subcommittee of the
33 Indiana career council under subsection (c).

34 (e) This SECTION expires January 1, 2017.

35 SECTION 3. An emergency is declared for this act.



COMMITTEE REPORT

Mr. Speaker: Your Committee on Education, to which was referred House Bill 1194, has had the same under consideration and begs leave to report the same back to the House with the recommendation that said bill be amended as follows:

Page 1, delete lines 1 through 15.

Page 2, delete lines 1 through 37.

Page 3, line 6, delete "school corporation;" and insert "state of Indiana;"

Page 3, line 8, delete "an".

Page 3, line 8, delete "curriculum" and insert "course requirements".

Page 3, line 20, delete "semester" and insert "reporting period".

Page 3, after line 27, begin a new paragraph and insert:

"SECTION 2. [EFFECTIVE UPON PASSAGE] (a) The definitions used in IC 20 apply throughout this SECTION.

(b) As used in this SECTION, "committee" refers to the education interim study committee established by IC 2-5-1.3-4.

(c) Not later than October 1, 2015, the Core 40 subcommittee, which is a subcommittee of the Indiana career council established by IC 22-4.5-9-3, shall present to the committee recommended changes to course requirements for general, Core 40, academic honors, and technical honors diplomas to ensure that each student who seeks a diploma has enough flexibility in the student's schedule to pursue a college or career pathway appropriate for the student's individual goals, knowledge, skills, and abilities. The recommended changes shall take into account different learning styles and abilities and shall provide alternate pathways for a student to earn a diploma when a difference in learning style or ability prevents a student from satisfying requirements in one (1) or more academic areas. Such alternate pathways shall allow a student to offset requirements by demonstrating additional proficiency in other areas or by completing work force training.

(d) The committee shall propose necessary legislation to carry



out the recommendations of the Core 40 subcommittee of the Indiana career council under subsection (c).

(e) This SECTION expires January 1, 2017.

SECTION 3. An emergency is declared for this act."

Renumber all SECTIONS consecutively.

and when so amended that said bill do pass.

(Reference is to HB 1194 as introduced.)

BEHNING

Committee Vote: yeas 9, nays 0.

COMMITTEE REPORT

Madam President: The Senate Committee on Education and Career Development, to which was referred House Bill No. 1194, has had the same under consideration and begs leave to report the same back to the Senate with the recommendation that said bill be AMENDED as follows:

Page 1, line 12, delete "," and insert "; and".

Page 1, delete lines 13 through 14.

Page 2, line 5, delete "," and insert ".".

Page 2, delete lines 6 through 7.

Page 2, line 10, delete "reporting" and insert "grading".

Page 2, line 22, delete "October" and insert "September".

Page 2, line 31, delete "alternate".

Page 2, line 33, after "satisfying" insert "certain".

Page 2, line 34, delete "Such alternate pathways shall allow a student to offset".

Page 2, delete lines 35 through 36.

Page 2, line 37, delete "shall" and insert "may".

and when so amended that said bill do pass.

(Reference is to HB 1194 as printed February 17, 2015.)

KRUSE, Chairperson

Committee Vote: Yeas 8, Nays 0.



Indiana High School Diplomas, 2014 Graduation Data for both Public and Non-Public

Demographic Breakdown	Certificate of Completion IEP Program Complete	Course Completion	GENERAL DIPLOMA EVIDENCE BASED WAIVER	GENERAL DIPLOMA WORK READINESS WAIVER	GENERAL GRADS PASSED GQE	Total General Diplomas	CORE 40 - EVIDENCE BASED WAIVER	CORE 40 -w/Work Readiness Waiver	CORE 40 - PASSED GQE	CORE 40 - TOTAL
Total Graduates 2014	1,192	194	3,062	253	7,317	10,632	1,966	83	33,536	35,585
2014 Females	434	83	1,289	100	2,765	4,154	1,021	37	16,229	17,287
2014 Males	758	111	1,773	153	4,552	6,478	945	46	48,399	48,588
2014 American Indian	3	-	12	-	36	48	8	-	51.61%	18,298
2014 Asian	6	13	48	5	26	79	144	4	51.61%	51.42%
2014 Black	194	57	558	51	776	1,385	542	27	88	96
2014 Hispanic	64	38	271	11	569	851	279	6	0.26%	0.27%
2014 Multiracial	34	6	107	10	291	408	73	-	382	530
2014 Native HI/Pacific Isl	2.85%	3.09%	3.49%	3.95%	3.98%	3.84%	3.71%	0.00%	1.44%	1.49%
2014 White	891	80	2,064	176	5,617	7,857	918	46	4.82%	4.75%
2014 Free and Reduced Lunch	686	116	1,660	142	3,542	5,344	1,183	38	12.48%	13.36%
2014 Paid Lunch	487	73	1,315	108	3,666	5,089	697	45	2.784	3,069
2014 Homeless	16	3	75	6	134	215	35	1	8.30%	8.62%
2014 Not Homeless	1,167	188	2,922	244	7,095	10,261	1,862	82	1.229	1,302
2014 English Learners	23	34	222	13	156	391	338	11	3.66%	3.66%
2014 Non-EL students	1,160	157	2,775	237	7,073	10,085	1,559	72	0.08%	0.08%
2014 Special Education/IEP	1,152	67	1,550	134	1,415	3,099	1,283	29	24.839	25,803
2014 General Ed	31	124	1,447	116	5,814	7,377	614	54	74.07%	72.51%
2014 Other Ed	9	3	65	3	88	156	69	-	13,180	14,401
2014 High Ability	-	-	23	2	176	201	23	2	39.30%	40.47%
2014 Not High Ability	1,183	191	2,974	248	7,053	10,275	1,869	81	60.09%	58.71%
	99.24%	98.45%	97.13%	98.02%	96.39%	96.64%	95.07%	97.59%	60.09%	58.71%
	1,192	194	3,062	253	7,317	10,632	1,966	83	343	379
									1.02%	1.07%
									33,023	34,967
									98.47%	98.26%
									660	1,009
									1.97%	2.84%
									32,706	34,337
									97.53%	96.49%
									30,593	31,905
									91.22%	89.66%
									2,773	3,441
									8.27%	9.67%
									170	239
									0.51%	0.67%
									3,342	3,367
									9.97%	9.46%
									30,024	31,974
									89.53%	89.85%
									33,536	35,585

