



Fifth Annual Equity Report Card

Goal: To eliminate race, class, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

Holding Ourselves Accountable

2009-2010 School Year

Published December 2010

TABLE OF CONTENTS

INTRODUCTORY LETTERS	3
<i>Judith Pastel</i>	3
<i>Jeff Furman</i>	4
KEY TERMS	5
EQUITY STRATEGIC PLAN PERFORMANCE TARGETS	7
DISTRICT DEMOGRAPHICS	8
EQUITY PERFORMANCE KEY INDICATORS	10
SPECIAL EDUCATION	24
STAFF DEMOGRAPHICS.....	25
ACADEMIC PERFORMANCE	26
GRADE 3-8 MATH PERFORMANCE INDEX SCORE	26
GRADE 3-8 E.L.A. PERFORMANCE INDEX SCORE	27
ENGLISH REGENTS EXAM RESULTS	28
GRADUATION RATE	29
DROPOUT RATE.....	31
ATTENDANCE	33
ELEMENTARY MEDIAN DAYS ABSENT	33
SECONDARY MEDIAN CLASSES MISSED	34
SUSPENSIONS.....	35
STUDENT PARTICIPATION.....	36
ADVANCED PLACEMENT	36
MUSIC AND DRAMA	37
ATHLETICS	38
CLUBS	39
AWARDS	40
EQUITY INCLUSION LEADERSHIP COUNCIL MEMBERSHIP	41
COMMUNITY THOUGHTS ABOUT EQUITY.....	42
<i>Sean Eversley Bradwell</i>	42
<i>Cal Walker</i>	43
SAMPLE OF DISTRICT AND COMMUNITY EFFORTS TO ACHIEVE EQUITY..	44
APPENDIX A: DATA DEFINITIONS	49
APPENDIX B: SUB-GROUP COUNTS	52

Introductory Letters



December, 2010

Dear Colleagues,

The collaboration with the Village at Ithaca, and the Equity Inclusion Leadership Council continues to guide the District's efforts towards meeting our equity goals. With the release of the Fifth Annual Equity Report Card the results of our continued efforts are evident as we continue the journey to ensure that all of our students achieve their dreams.

The efforts of the Equity Strategic Planning and Reporting Committee continued this year in the form of six sub-committees with each sub-committee focusing on a specific equity measure. These sub-committees were comprised of Executive and administrative team members, community members, and staff members with the charge to further analyze the data and create an action plan that will provide the district with concrete steps to further close the gaps in achievement. As an example, the graduation rate sub-committee put forth the recommendation that brought Plato, a credit recovery program, to the district. The goal of this program was to remove barriers towards graduation by providing a flexible opportunity for students to reclaim credits needed for graduation. This software was utilized in lieu of a traditional summer school and lead to the district's first August commencement ceremony where 15 students received their high school diploma. Grant funding has allowed us to make Plato available to our students throughout the school year at various satellite locations including, Village at Ithaca, Ithaca High School, and Caroline Elementary School.

Over this past year, NYS has significantly increased the cut-points on the 3-8 ELA and Math examinations. This change has shown us that many of our students, once considered proficient, are no longer adequately prepared for the challenges that lay ahead. These changes only highlight the need to work towards mastery for all of our students. Looking forward, the district will be utilizing our Response To Intervention model to ensure that all students have the necessary interventions to close the gap. Based on recommendations from the 3-8 sub-committees, we are hiring additional literacy support at two of our neediest elementary schools. In addition, we are adding two numeracy specialists at DeWitt and Boynton Middle Schools to provide additional supports and interventions in mathematics.

Attendance is a key accountability area that has a significant influence on many other measures and ultimately, student success. We have seen significant improvement in attendance over the last year for many of our accountability groups, in time, these efforts will directly impact the performance we'll see in the years to come. Families may now further monitor their student's attendance by utilizing the parent portal portion of our new student management system. We currently have over 2000 parent portal accounts, which provide families with up the minute attendance, discipline, and in the future, will permit families to view course grades and assignments.

I would like to take this opportunity to thank all of people who have dedicated their time and effort to help realize our goal as we strive to eliminate race, class, disability, and gender as predictors of success.

Judith C. Pastel



December, 2010

Within this Fifth Annual Report Card, you will see areas of progress and some persistent patterns. I am excited to see the gap among demographic groups closing and overall performance improving in many key areas compared to last year. This is an excellent legacy for Dr. Pastel; I sincerely appreciate her years of dedication to our school district. I am also grateful for the many individuals who tirelessly strive to give our students the best education we can provide. This is truly becoming a collaboration between community and school district.

Few, if any, school districts in the entire United States make the effort to assemble such a data report because of the technical and time barriers. Therefore, I particularly thank those who got our report out in a timely manner, this includes, Timothy Moon, Elena Goloborodko, and Denise Ruben from the district's data department.

If you look at the summary chart on page 13, you'll see improvement in ten of thirteen measures compared to last year, and, closing the gap in nine of these thirteen. While a change in NY test scoring made it impossible to compare math and English scores to prior years, I was pleased that English Regents exam scores also went up for all demographic groups.

Graduations rates, however, are stubbornly flat for two demographic groups with the lowest rates. In today's hard economy, a high school diploma is only a baseline, more necessary than ever to prepare youth for life and all that follows, including being ready for college, job training, and full engagement in civil society. I know that we have taken many steps to improve the graduation rate for all students, but this is an area that deserves more analysis and attention next year.

We all know that education and supplemental community services both face serious budget issues. With even less funding in the coming year, we must be creative in finding new ways to engage and educate our young people, new opportunities to connect community resources to our school district, new and sometimes radical changes to meet our mission, new understanding of the impact of global issues on our local communities, and new ways for all of us to work together. The changing world and the needs of our children require nothing less.

All of us must remain passionately engaged in creating an equitable school system that becomes equitable only by being excellent. To any who say this is not possible, we proudly show in these reports that it is possible. By measuring and publishing the results of our effort, we steadfastly focus on moving in that direction.

Lastly, I would like to thank the school board for its thoughtful and thorough search effort that resulted in Dr. Brown coming to ICSD as our new Superintendent. He came here aware of the district's equity goal and committed to achieving it as well as improving all our educational outcomes. I wish both Dr. Brown and Dr. Pastel all the best as they both undertake new and exciting opportunities in 2011.

Jeff Furman

Key Terms

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.

Equity Strategic Plan: A working document that guides efforts to achieve equity. This report card is part of the data analysis element of the Equity Strategic Plan. Please view the entire plan at <http://www.icsd.k12.ny.us/legacy/board/equity/EquityStrategicPlan.pdf>. The First Annual Equity Report Card grew out of a desire to have a measure of the results of the Equity Strategic Plan. In addition to the Equity Strategic Plan, Equity Action Plans have been developed. The data in this Report Card reflect action planning efforts related to six prioritized measures of the Equity Strategic Plan: Curriculum, Professional Development, Targeted Academic Support, Family Advocacy and Involvement, Recruitment and Retention, and Supplemental Programs. At present, Equity Action Planning is underway in committees directly focused on the prioritized measures: Graduation rates, English Language Arts grades 3-8, mathematics grades 3-8, attendance, suspensions, and recruitment and retention of diverse staff.

Language about race: You will notice that this report card deviates from the prescribed language of federal racial/ethnic guidelines in some ways but not in others. We grouped Latino/African American/Native American students in one group in order to remain consistent with the mission of the Village at Ithaca. In addition, while we know there are wide variations in the way Asian Americans experience school in our district, we were not able to isolate the participation and success of even Southeast Asian children from East Asian children because currently students do not register by country of origin or more specific geographic region. These categories represent an area in which we would appreciate feedback.

Race: Students self-identify their race at the time of registration.

White: the term we and the federal government use to describe students of European descent.

Asian: the term we and the federal government use to describe all students whose ancestry is Asian, Native Hawaiian/other Pacific Islands.

African American, Latino/a, Native American (AA_Lat_NA): African American is the term we have chosen to use for students of African descent. The federal government categorizes these students as Black. The federal government's category for people whose ancestry is associated with parts of the world where Spanish is spoken is Hispanic. We have used the term Latino/a for these students. We have used the term Native American for students who, under federal guidelines, are American Indian or Native Alaskan.

Key Terms - continued

Economic status: Our district uses free and reduced priced lunch as a measure of students' economic status. Students and their families apply for free and reduced-priced lunch. For this reason, there may be more incidents of students who are economically disadvantaged than this measure reports.

Free and reduced priced lunch (FRPL): our district's measure of poverty/economic disadvantage.

Non-free and reduced priced lunch: our district's measure of economic advantage.

Classification

Student with disability: students with disabilities have an individual education plan and receive special education services.

General education student: general education students do not have an individual education plan.

Residence

Rural: A student is classified as rural if he or she lives outside of the City of Ithaca, the Town of Ithaca, or the Village of Lansing.

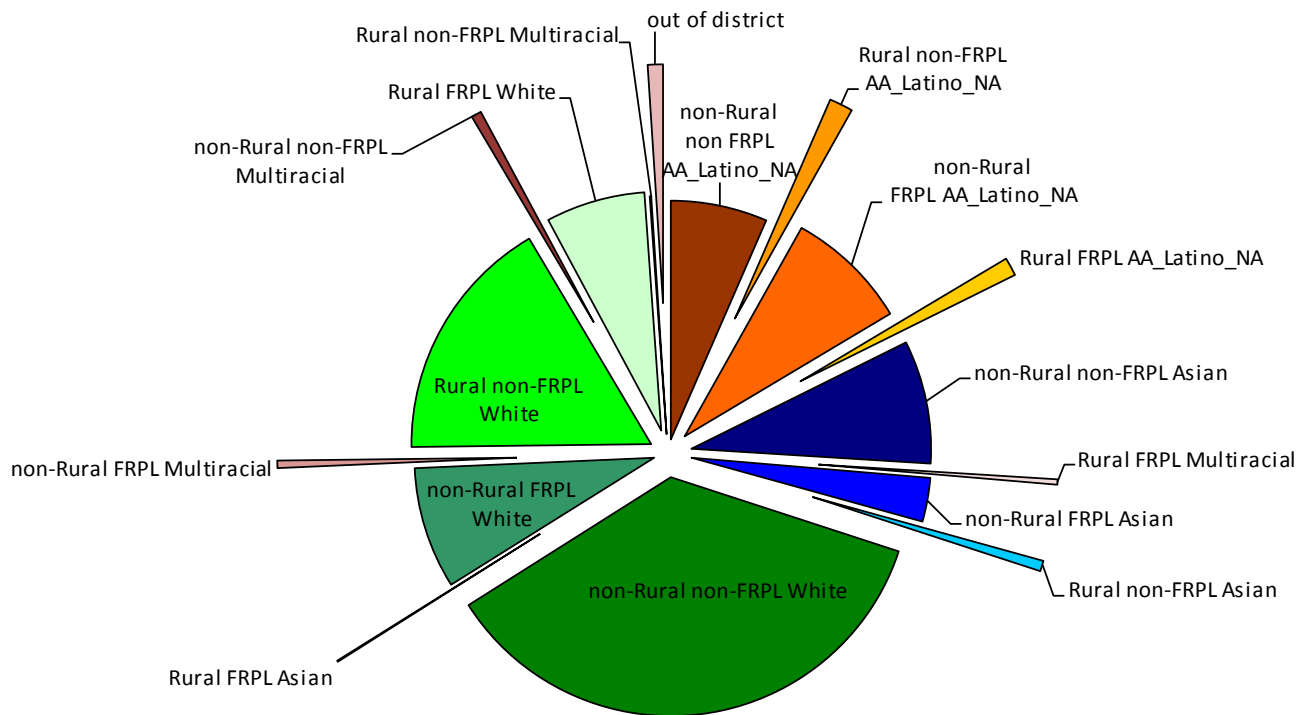
Non-rural: Non-rural students live in the City of Ithaca, the Town of Ithaca, and the Village of Lansing.

Equity Strategic Plan Performance Targets

Measure	2007	2007 (%)Gap	2008	2008 (%)Gap	2009	2009 (%)Gap	2010	2010 (%)Gap	2014 Target	Gap Closing?	Performance Improving?
Grade 3-8 ELA PI score*											
Students with disabilities	115	38	123	34	136	29	136	38	163	No	Yes
Af.Am., Latino, Native Am.	148	18	150	17.5	160	15	156	17	174	No	Yes
Economically Disadvantaged	145	22	148	21	157	18	154	23	175	No	Yes
Grade 3-8 Math PI score*											
Students with disabilities	110	40	130	32	145	26	144	34	170	No	Yes
Af.Am., Latino, Native Am.	142	21	158	15	172	10	164	15	181	No	Yes
Economically Disadvantaged	142	23	155	19	168	13	167	16	181	No	Yes
Graduation Rate (%)											
Students with disabilities	58	32	42	51	56	36	51	78	71	No	No
Af.Am., Latino, Native Am.	63	24	64	23	66	24	63	39	82	No	No
Economically Disadvantaged	68	19	83	-4	70	17	85	-2	86	Yes	Yes
Elementary median days absent (#)											
Students with disabilities	15	25	15	15	15	25	12	25	11	No	Yes
Af.Am., Latino, Native Am.	15	25	17	42	20	67	12	25	11	Yes	Yes
Economically Disadvantaged	15	26	16	33	17	55	11	18	10	Yes	Yes
Secondary median classes (#)											
Students with disabilities	148	46	155	58	157	62	95	37	77	Yes	Yes
Af.Am., Latino, Native Am.	128	25	133	34	134	38	90	33	75	Yes	Yes
Economically Disadvantaged	133	33	174.5	52	148	57	92	39	74	Yes	Yes
Suspension Rate											
Students with disabilities	n/a	n/a	0.24	678	0.181	86	0.104	72	0.083	Yes	Yes
Af.Am., Latino, Native Am.	n/a	n/a	0.16	280	0.104	63	0.085	61	0.068	Yes	Yes
Economically Disadvantaged	n/a	n/a	0.16	400	0.12	79	0.09	73	0.07	Yes	Yes
Staff to student diversity ratio	0.26	74	0.25	75	0.28	72	0.29	71	0.34	Yes	Yes

* For the 2009-2010 school year, NYS drastically changed the cut points used to make these calculations. This makes the longitudinal comparison of these scores inappropriate for the current year. Scores are provided as a baseline for future comparisons.

Ithaca City School District Student Demographics 09 - 10



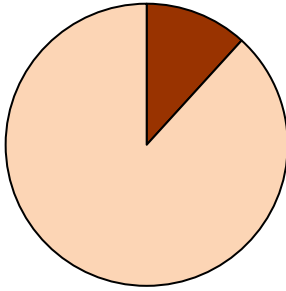
ICSD Student Demographics 2009-10	Count
non-Rural non FRPL AA_Latino_NA	400
non-Rural FRPL AA_Latino_NA	510
Rural non FRPL AA_Latino_NA	98
Rural FRPL AA_Latino_NA	76
non-Rural non FRPL Asian	512
non-Rural FRPL Asian	182
Rural non FRPL Asian	44
Rural FRPL Asian	5
non-Rural non FRPL White	2209
non-Rural FRPL White	505
Rural non FRPL White	1025
Rural FRPL White	411
non-Rural non FRPL Multiracial	42
non-Rural FRPL Multiracial	31
Rural non FRPL Multiracial	6
Rural FRPL Multiracial	22
out of district	63
Total	6141

Notes: The 2009-2010 demographics data had 101 students who identified themselves as multi-racial, upon enrollment. Starting in the 2010-2011 school year, this subgroup designation will no longer be recognized by New York State; therefore, this ethnicity has not been included in this analysis.

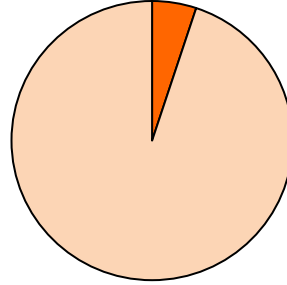
District Demographics

Ethnicity Breakdown

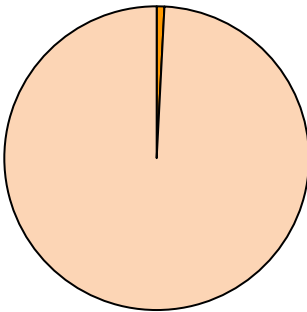
**Black/African American
Students (722), 11.7%
of the Student Body**



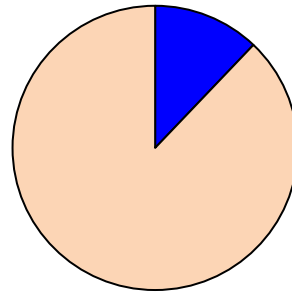
**Hispanic
Students (312), 5% of
the Student Body**



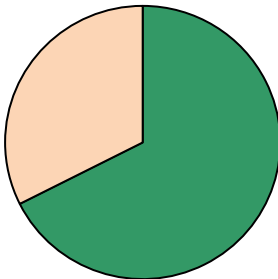
**Native American / Alaskan
Native Students (50), .8%
of the Student Body**



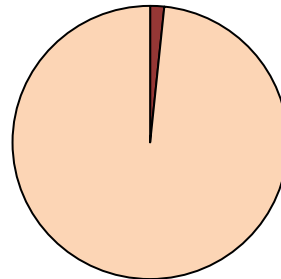
**Asian
Students (743), 12% of
the Student Body**



**White
Students (4150), 67.5%
of the Student Body**

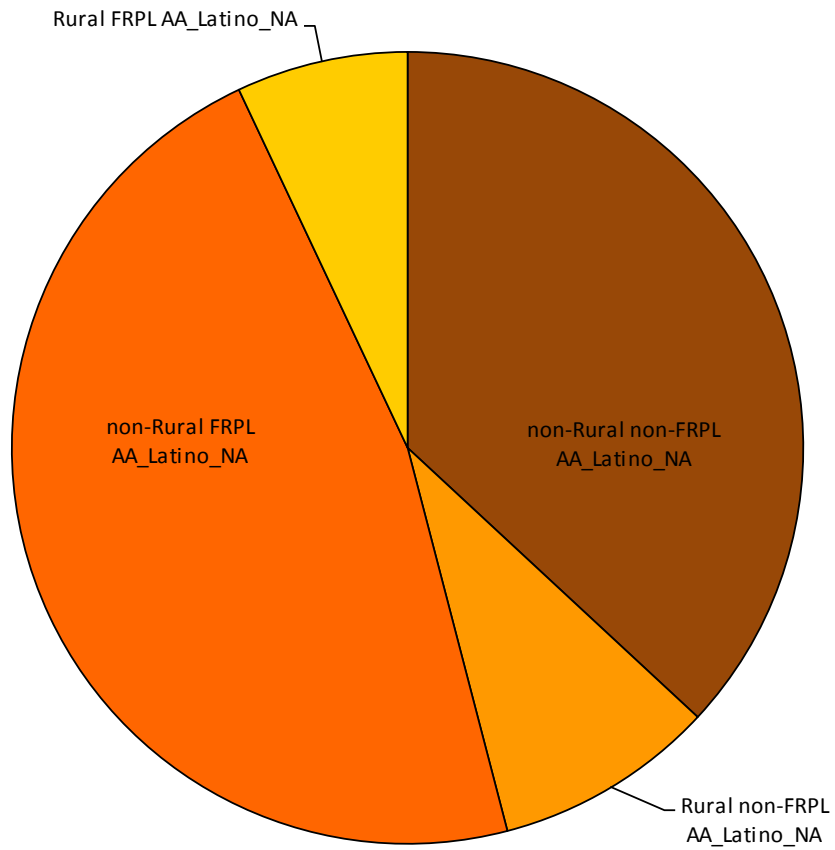


**Multi-Racial
Students (101), 1.6%
of the Student Body**



Equity Performance Key Indicators

African American, Latino and Native American Student Demographics 09-10

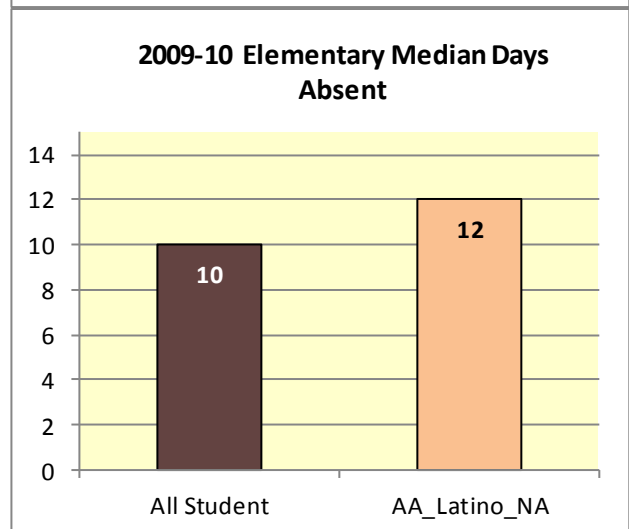
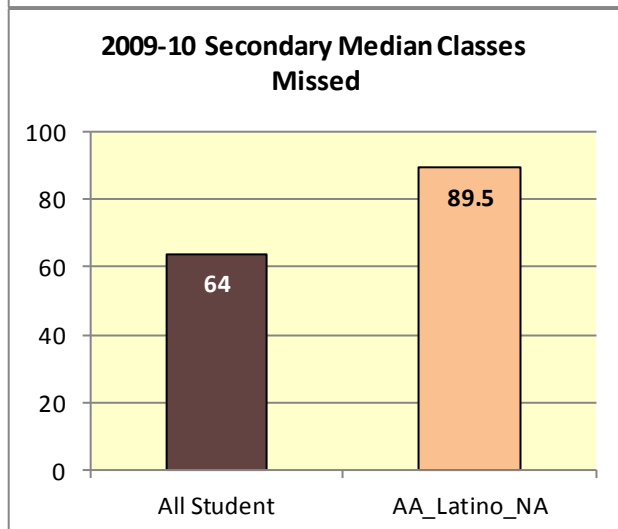
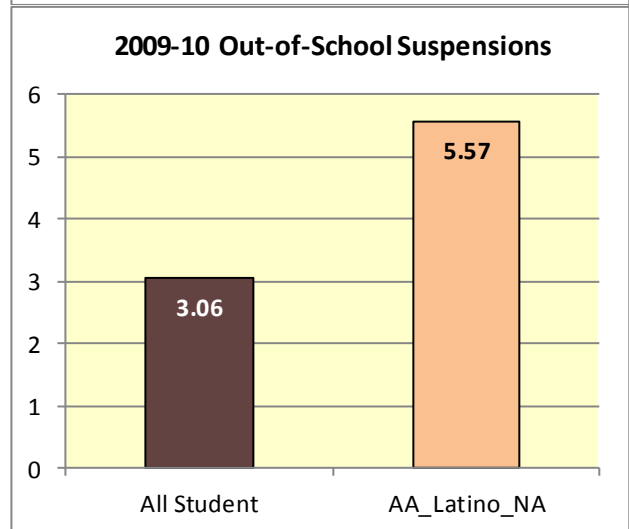
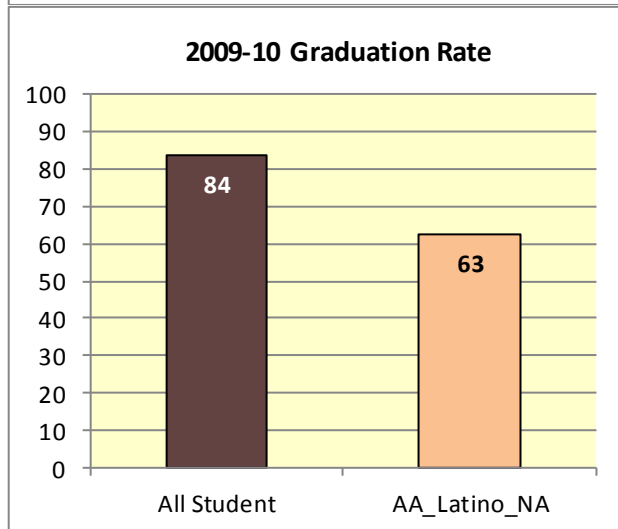
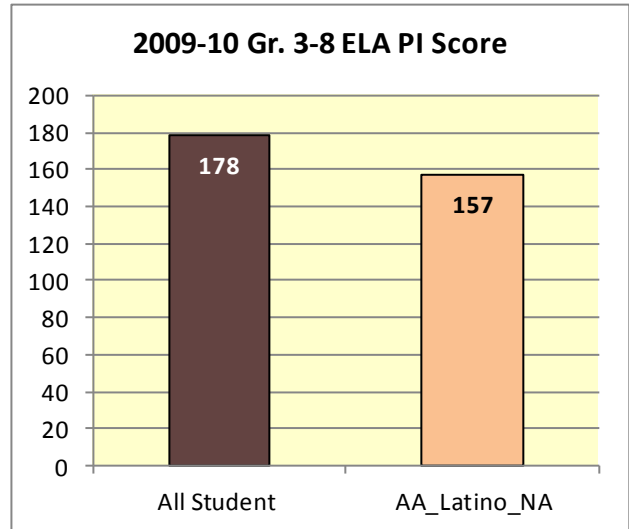
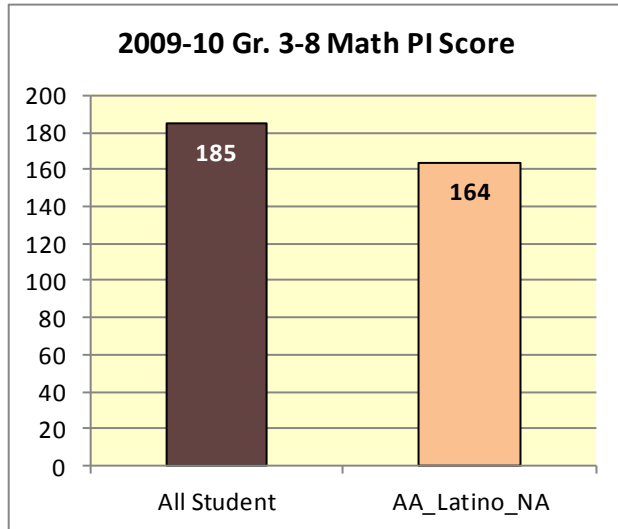


ICSD Student Demographics 2009-10	Count	% of Student Body
non-Rural non-FRPL AA_Latino_NA	400	6.5
non-Rural FRPL AA_Latino_NA	510	8.3
Rural non-FRPL AA_Latino_NA	98	1.6
Rural FRPL AA_Latino_NA	76	1.2
Total	1084	17.7

Equity Performance Key Indicators

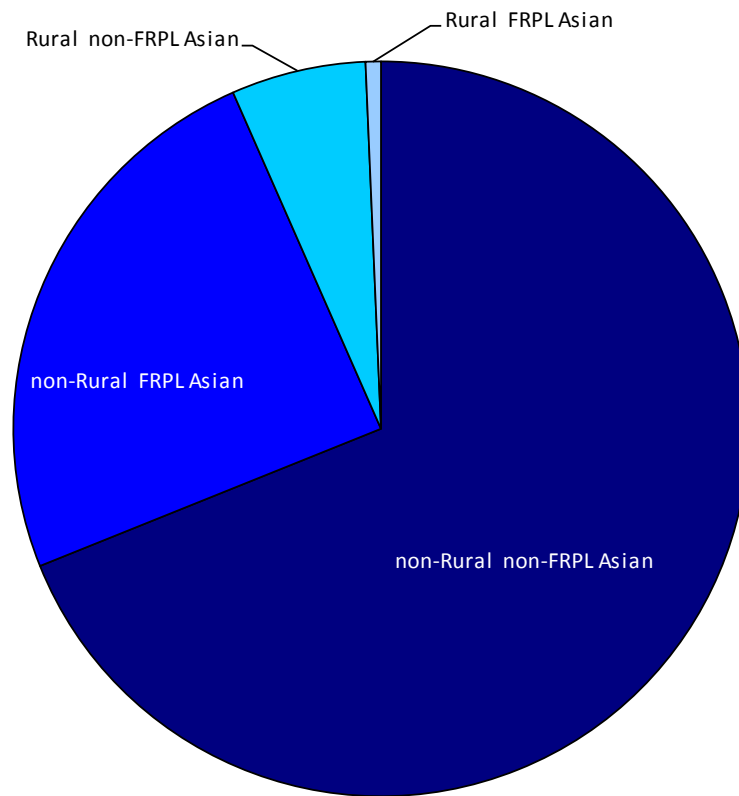
Goal: To eliminate **race**, class, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

AA Latino NA



Equity Performance Key Indicators

Asian Student Demographics 09-10

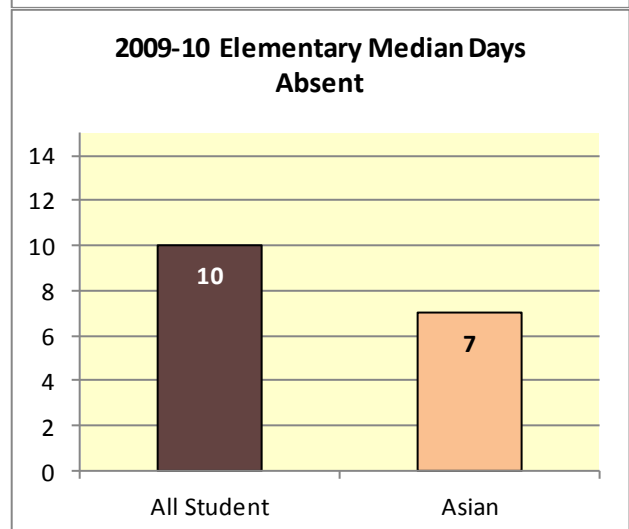
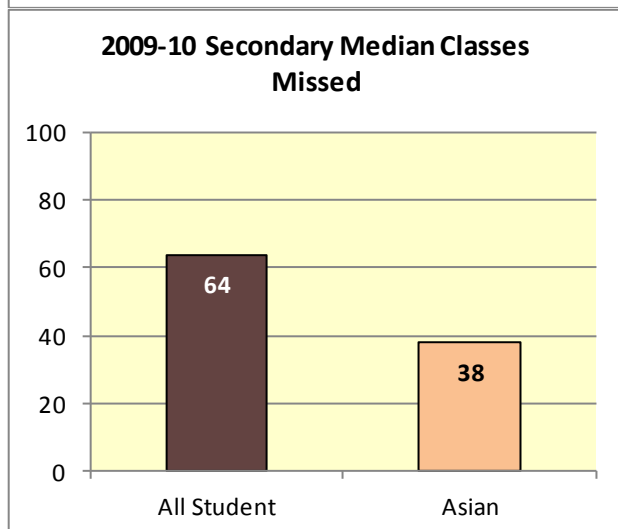
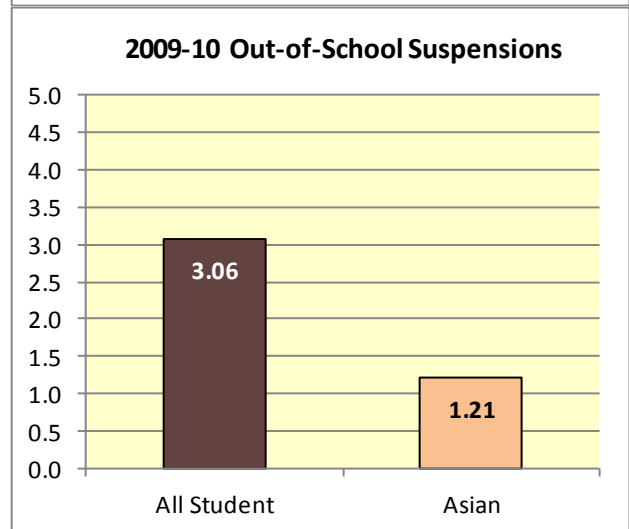
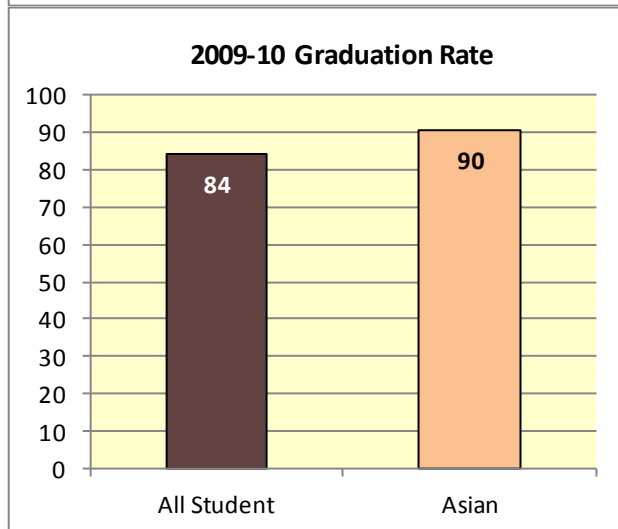
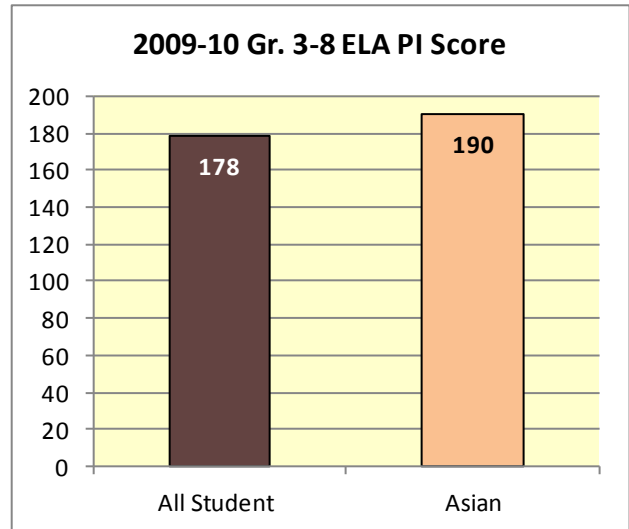
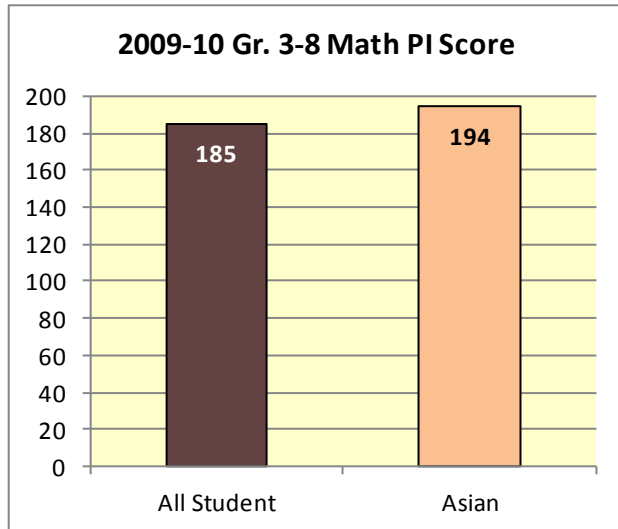


ICSD Student Demographics 2009-10	Count	% of Student Body
non-Rural non-FRPL Asian	512	8.3
non-Rural FRPL Asian	182	3.0
Rural non-FRPL Asian	44	0.7
Rural FRPL Asian	5	0.1
Total	743	12.1

Equity Performance Key Indicators

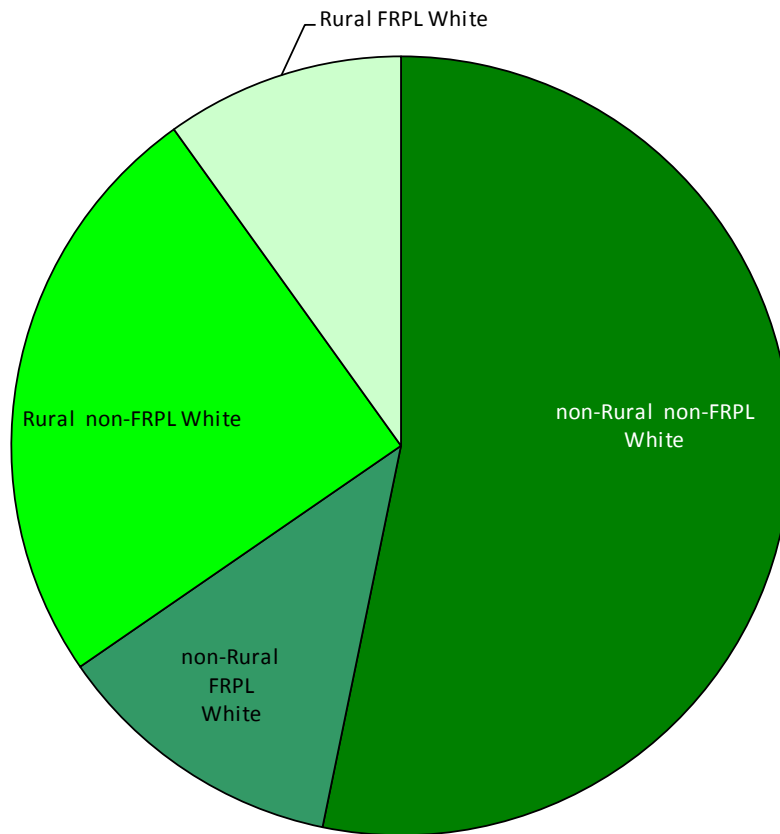
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Asian



Equity Performance Key Indicators

White Student Demographics 09-10

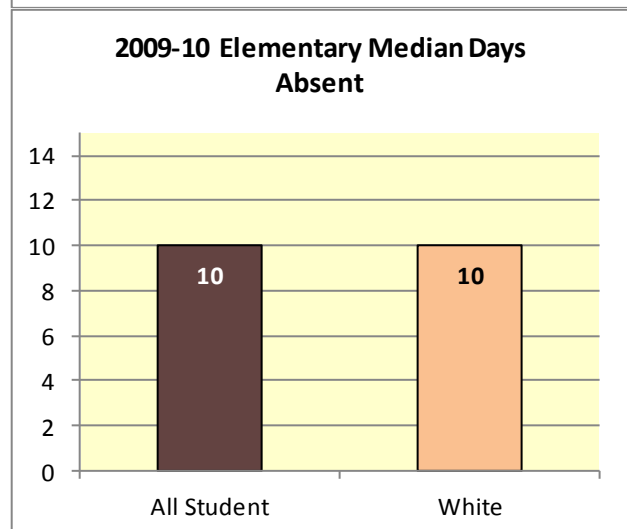
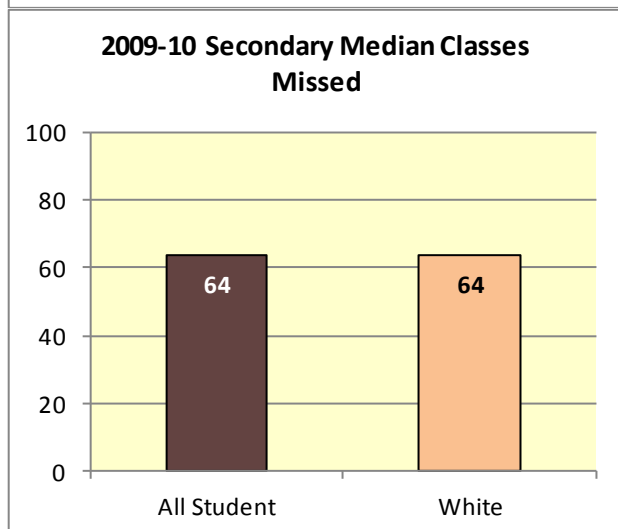
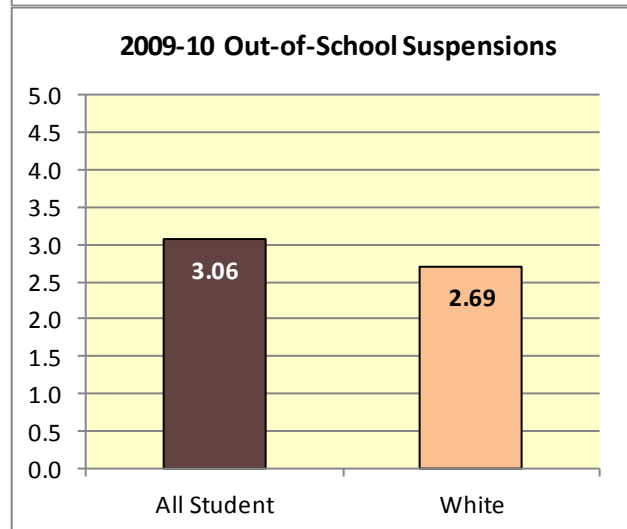
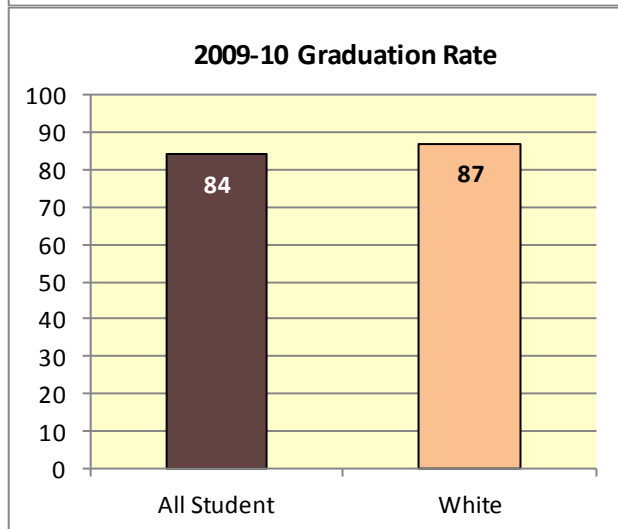
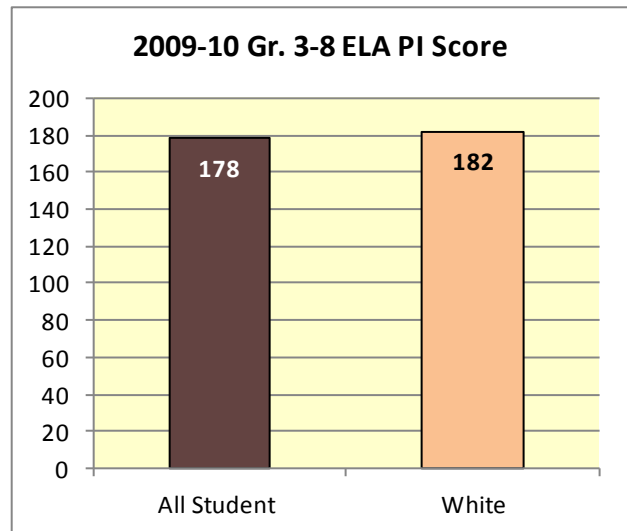
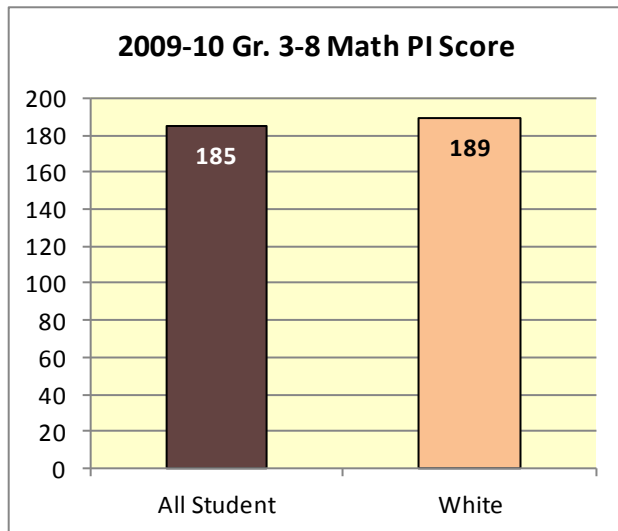


ICSD Student Demographics 2009-10	Count	% of Student Body
non-Rural non FRPL White	2209	36.0
non-Rural FRPL White	505	8.2
Rural non FRPL White	1025	16.7
Rural FRPL White	411	6.7
Total	4150	67.6

Equity Performance Key Indicators

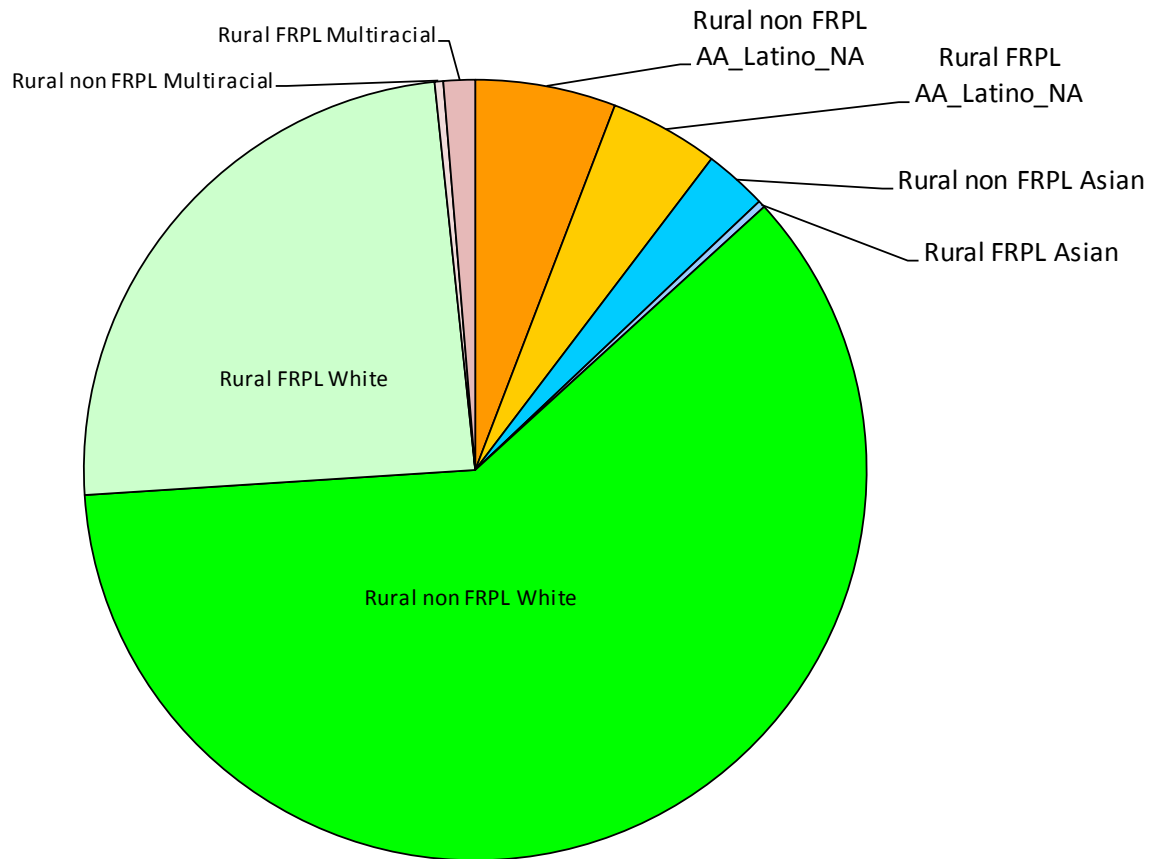
Goal: To eliminate **race**, class, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

White



Equity Performance Key Indicators

Rural Student Demographics 09-10

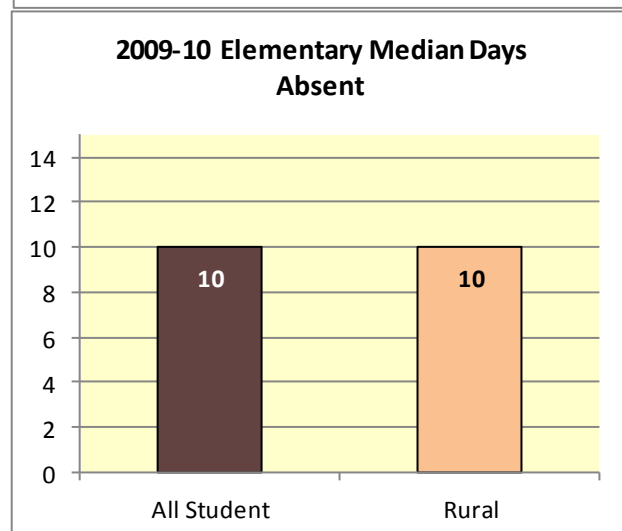
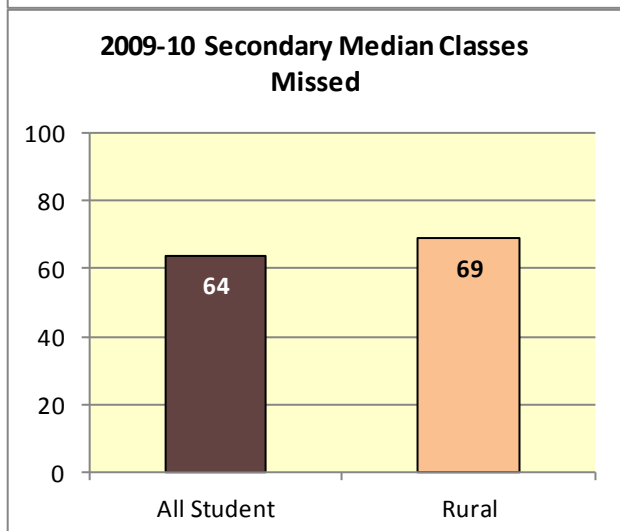
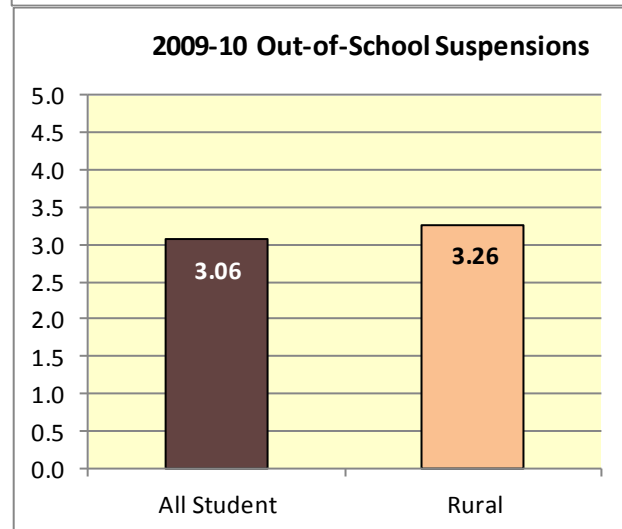
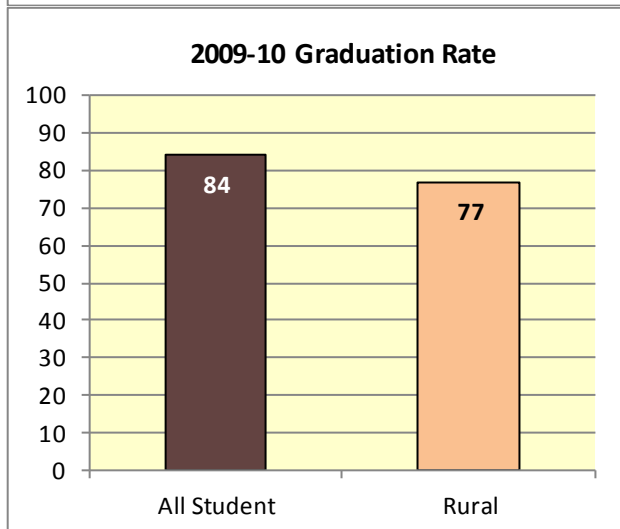
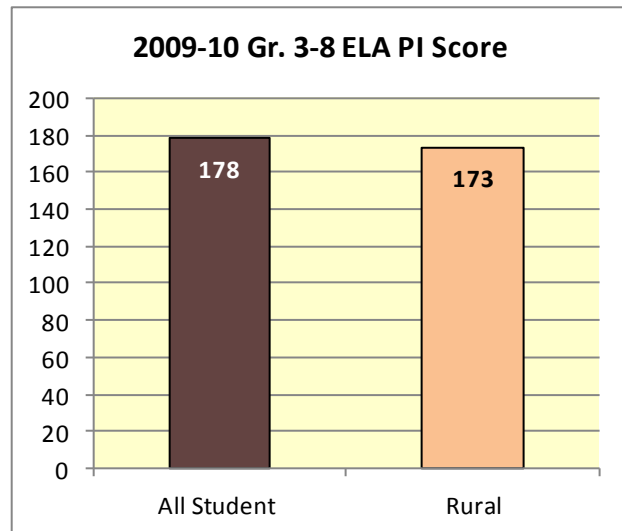
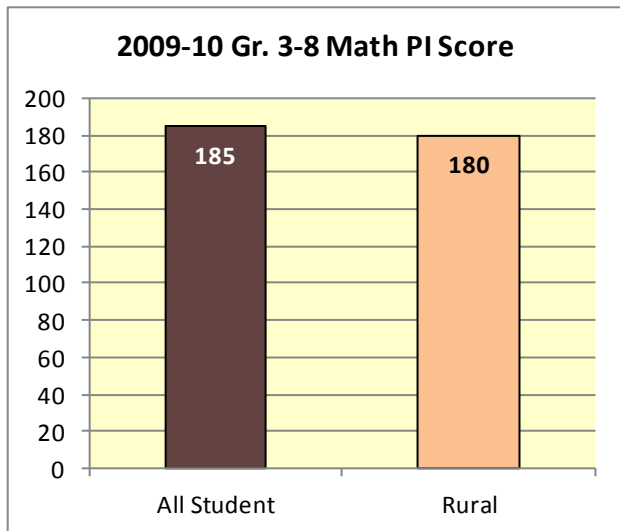


ICSD Student Demographics 2009-10	Count	% of Student Body
Rural non FRPL AA_Latino_NA	98	1.6
Rural FRPL AA_Latino_NA	76	1.2
Rural non FRPL Asian	44	0.7
Rural FRPL Asian	5	0.1
Rural non FRPL White	1025	16.7
Rural FRPL White	411	6.7
Rural non FRPL Multiracial	6	0.1
Rural FRPL Multiracial	22	0.4
Total	1659	27.0

Equity Performance Key Indicators

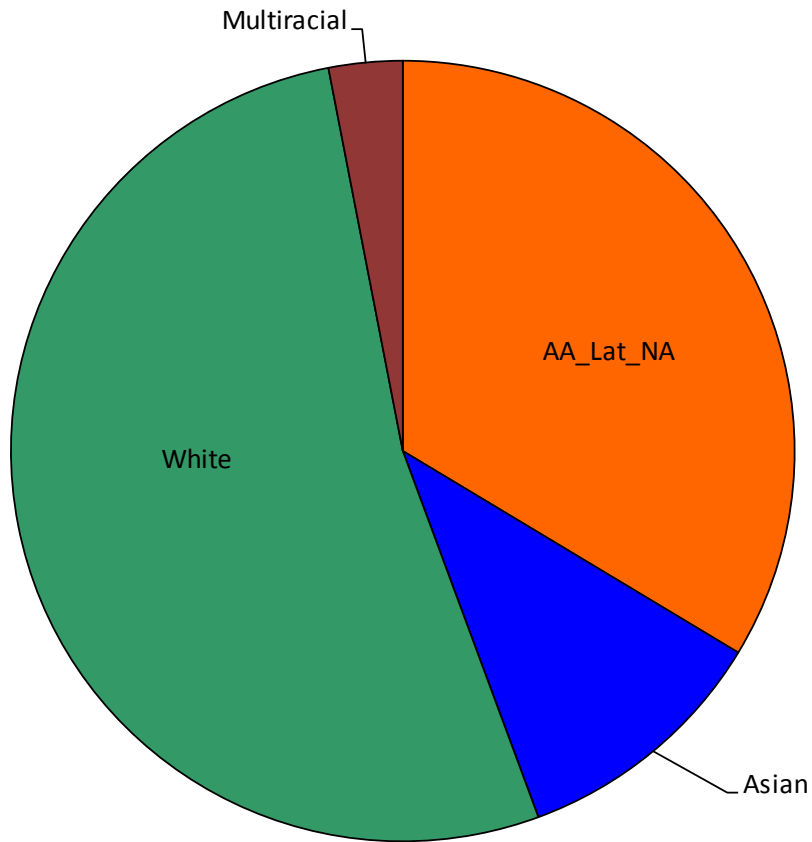
Goal: To eliminate race, **class**, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

Rural



Equity Performance Key Indicators

Economically Disadvantaged Student Demographics 09-10

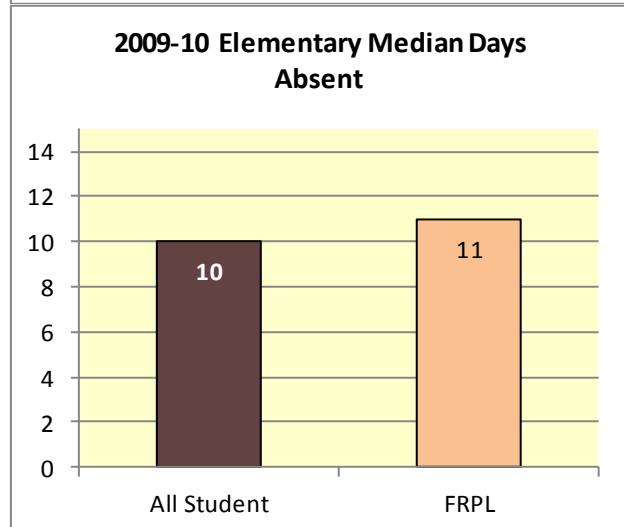
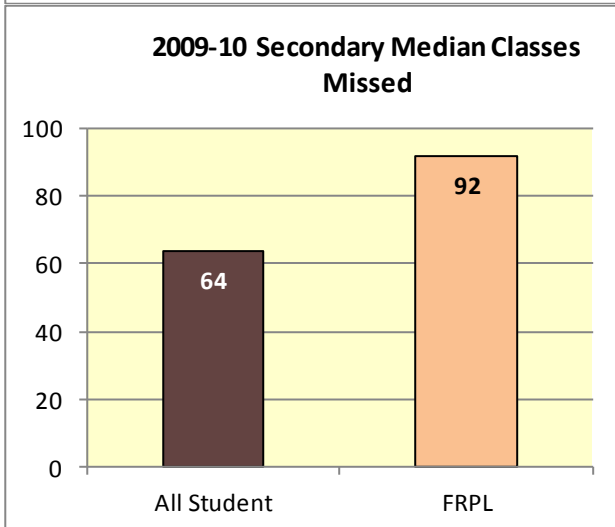
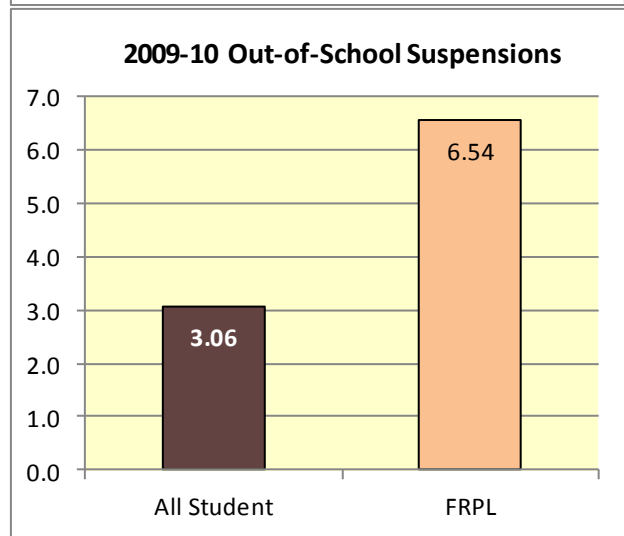
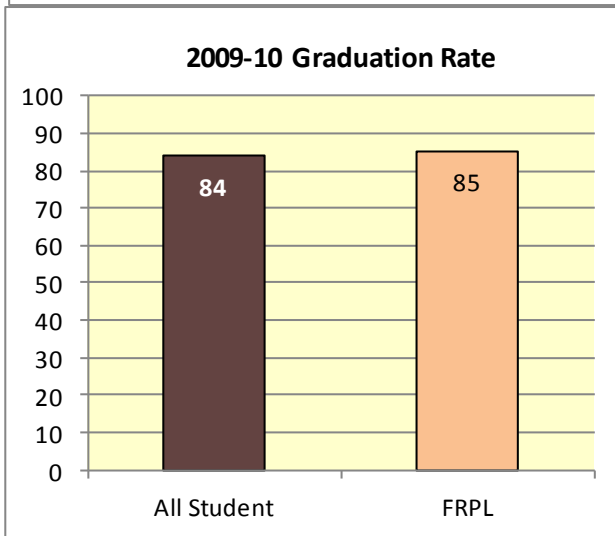
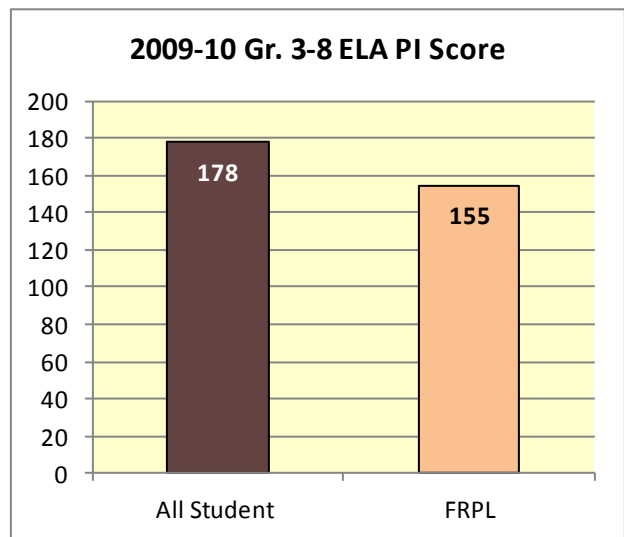
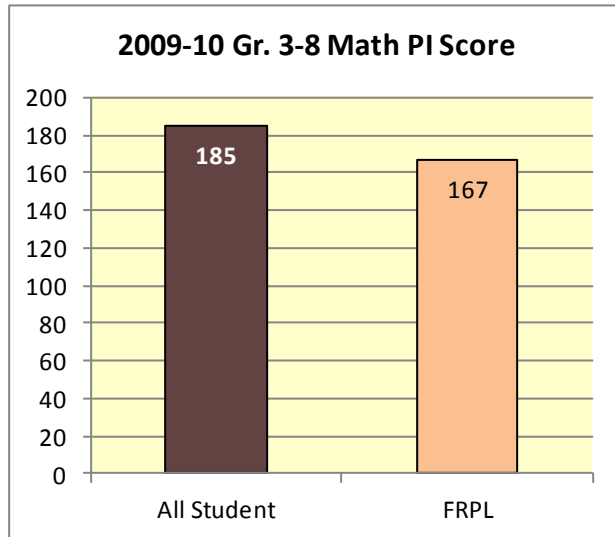


ICSD Student Demographics 2009-10	Count	% of Student Body
AA_Lat_NA	586	9.5
Asian	187	3.0
White	916	14.9
Multiracial	53	0.9
Total	1742	28.4

Equity Performance Key Indicators

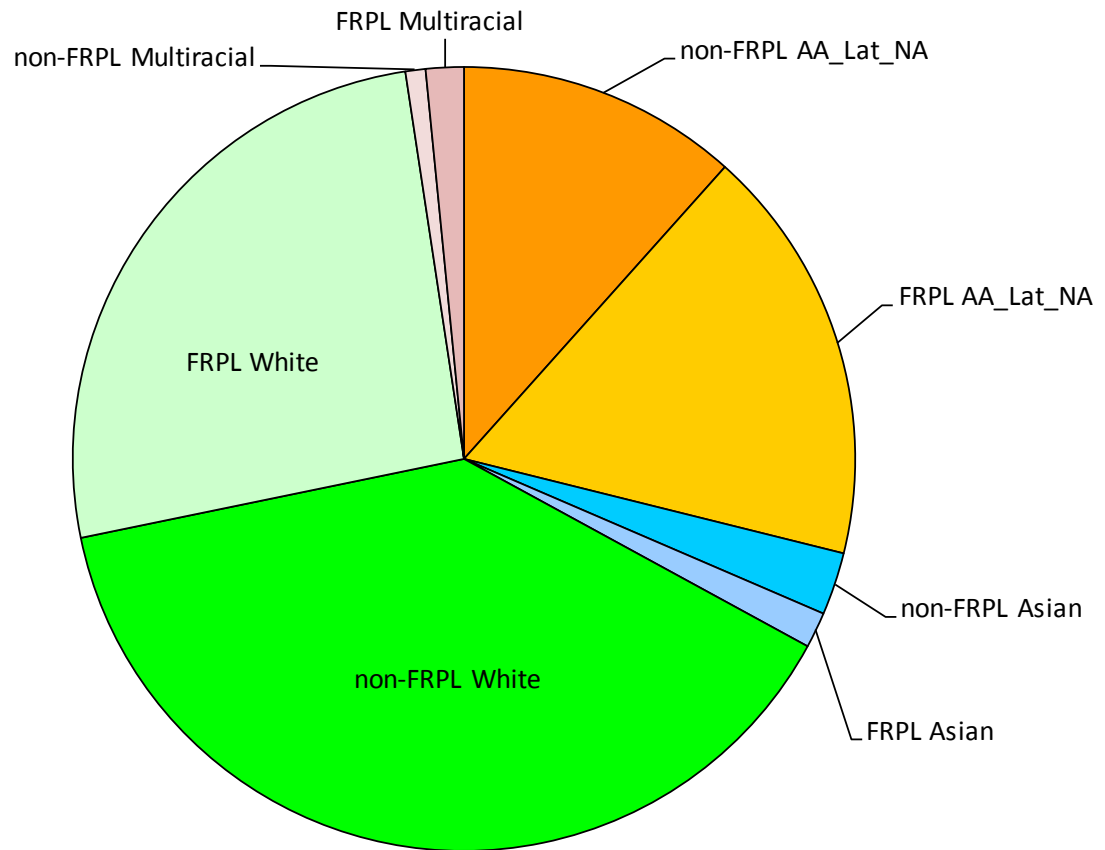
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Economically Disadvantaged



Equity Performance Key Indicators

Students with Disabilities Demographics 09-10

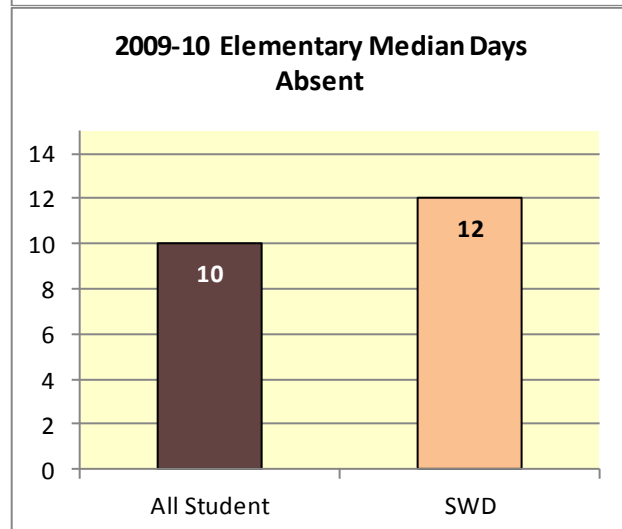
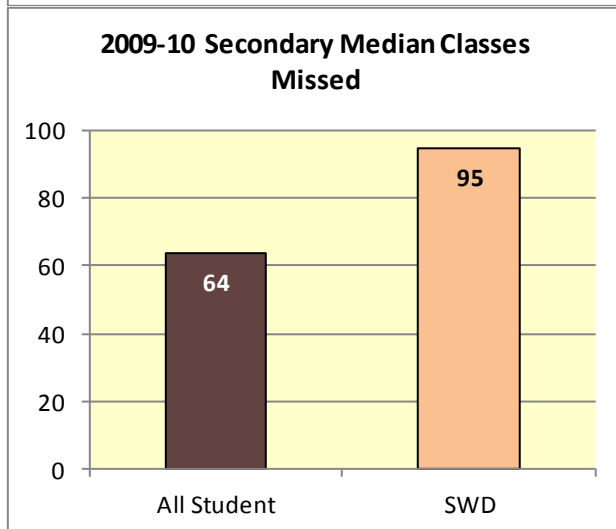
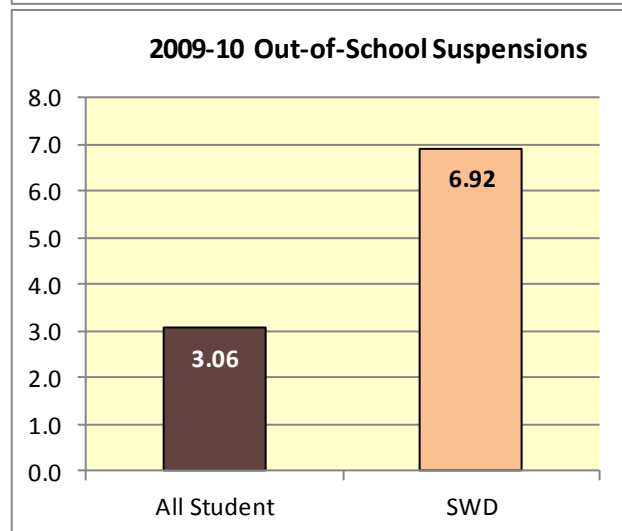
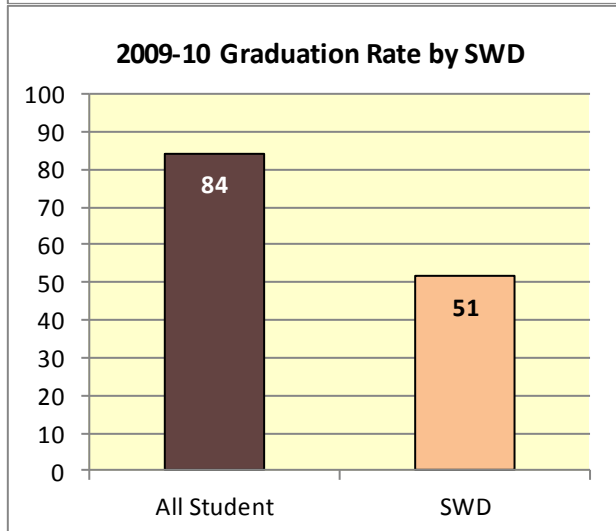
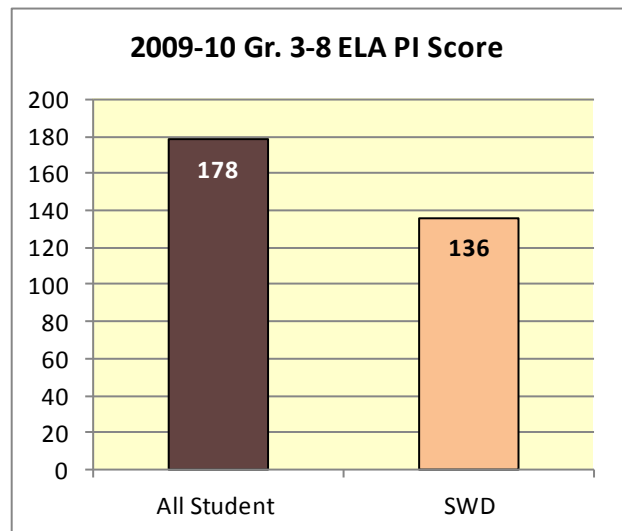
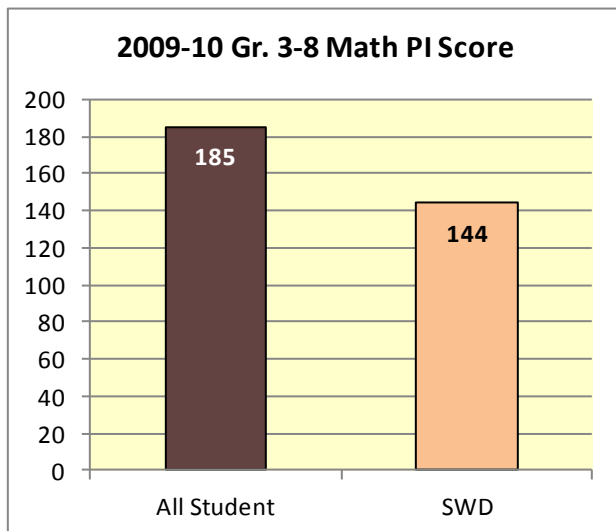


ICSD Student Demographics 2009-10	Count	% of Student Body
non-FRPL AA_Lat_NA	126	2.1
FRPL AA_Lat_NA	187	3.0
non-FRPL Asian	28	0.5
FRPL Asian	16	0.3
non-FRPL White	421	6.9
FRPL White	280	4.6
non-FRPL Multiracial	9	0.1
FRPL Multiracial	17	0.3
Total	1058	17.2

Equity Performance Key Indicators

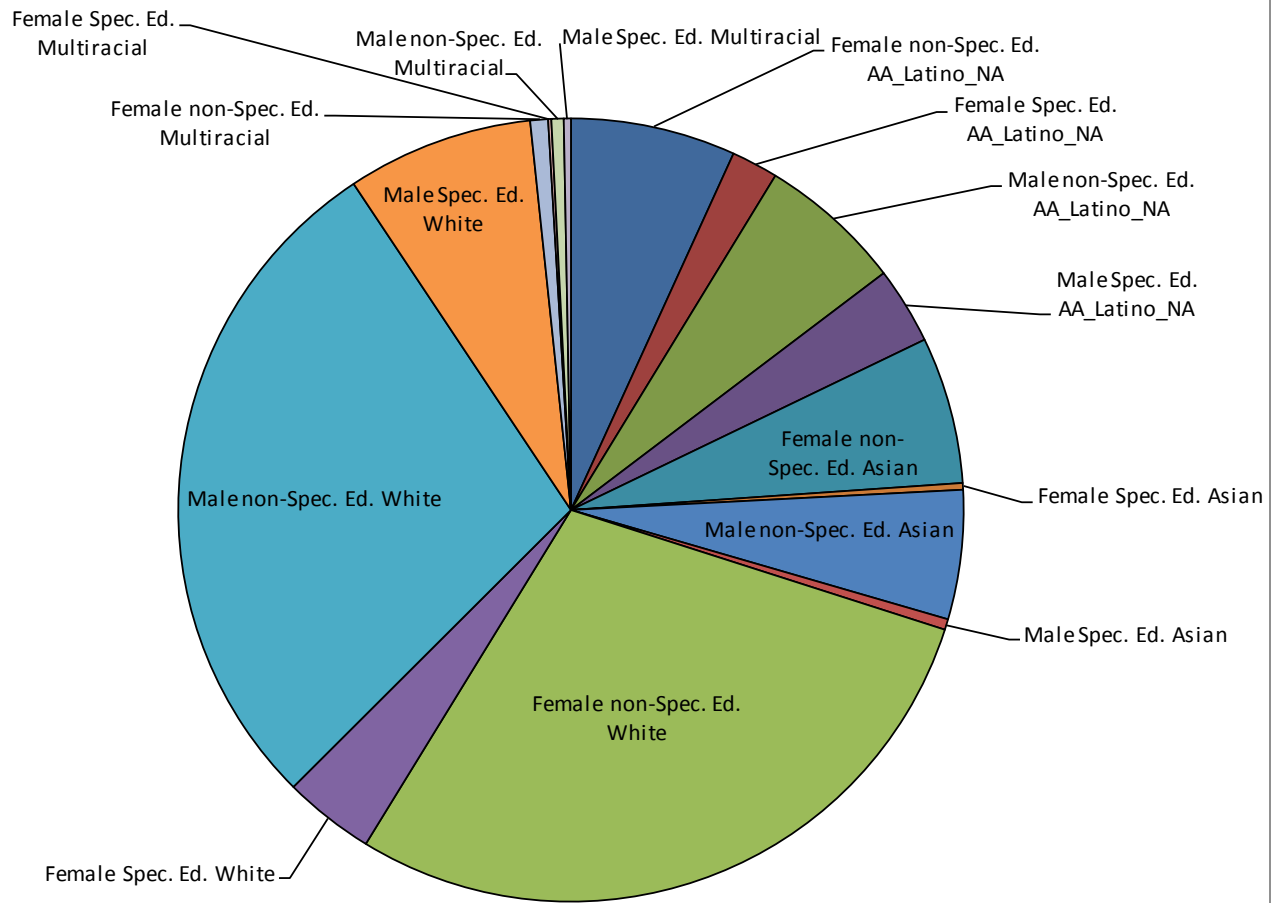
Goal: To eliminate race, class, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

Students with Disabilities



Equity Performance Key Indicators

Student Gender Demographics 09-10



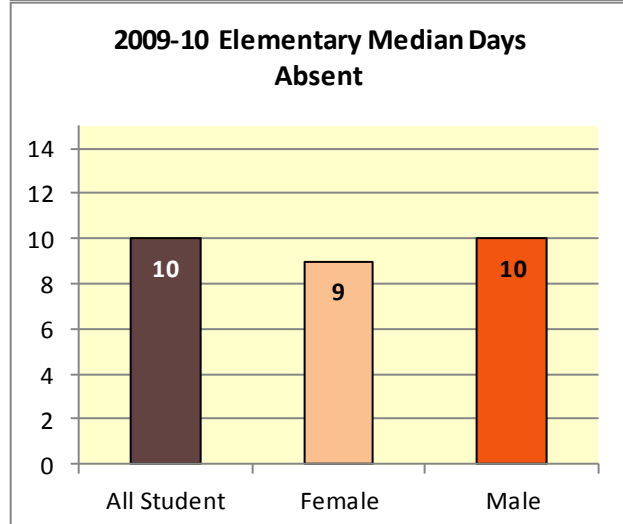
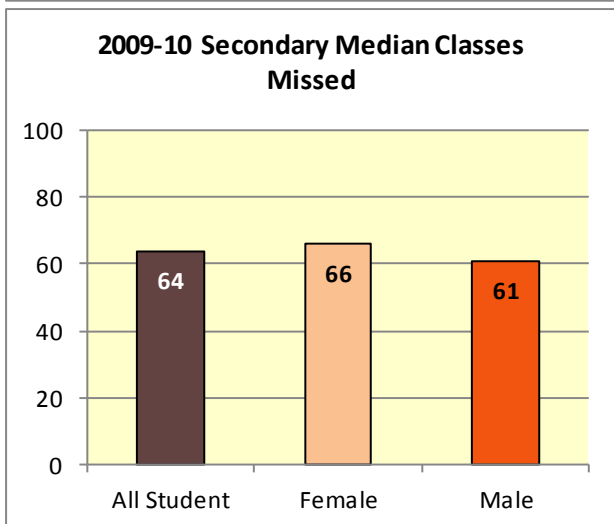
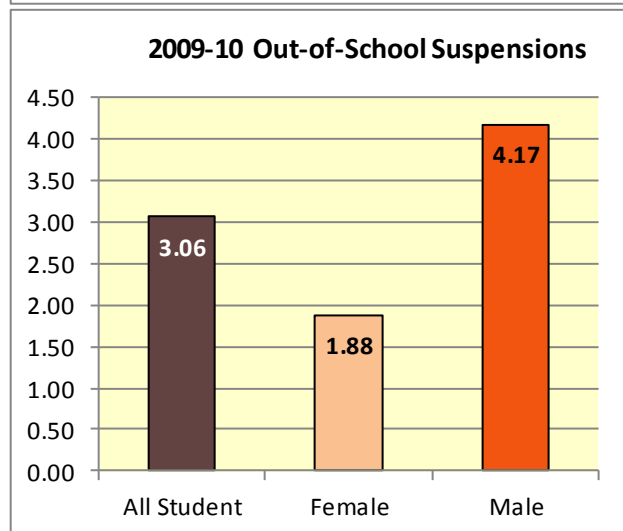
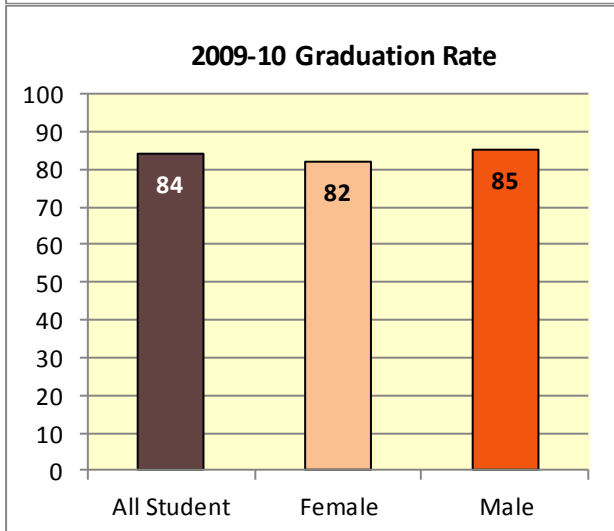
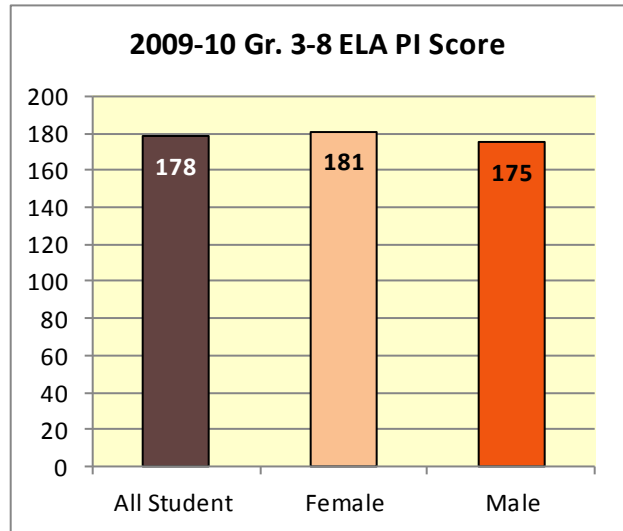
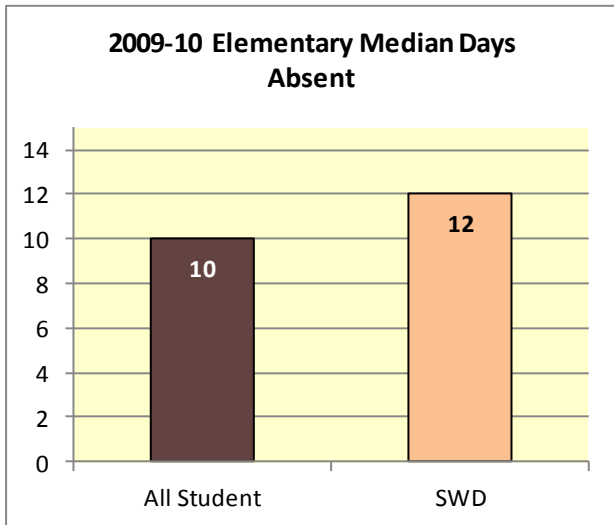
Equity Performance Key Indicators

ICSD Student Demographics 2009-10	Count	% of Student Body
Female non-Spec. Ed. AA_Latino_NA	417	6.8
Female Spec. Ed. AA_Latino_NA	118	1.9
Male non-Spec. Ed. AA_Latino_NA	365	5.9
Male Spec. Ed. AA_Latino_NA	195	3.2
Female non-Spec. Ed. Asian	372	6.1
Female Spec. Ed. Asian	17	0.3
Male non-Spec. Ed. Asian	327	5.3
Male Spec. Ed. Asian	27	0.4
Female non-Spec. Ed. White	1768	28.8
Female Spec. Ed. White	230	3.7
Male non-Spec. Ed. White	1729	28.2
Male Spec. Ed. White	471	7.7
Female non-Spec. Ed. Multiracial	45	0.7
Female Spec. Ed. Multiracial	8	0.1
Male non-Spec. Ed. Multiracial	31	0.5
Male Spec. Ed. Multiracial	18	0.3
Female	2976	48.5
Male	3165	51.5
All Student	6141	100.0

Equity Performance Key Indicators

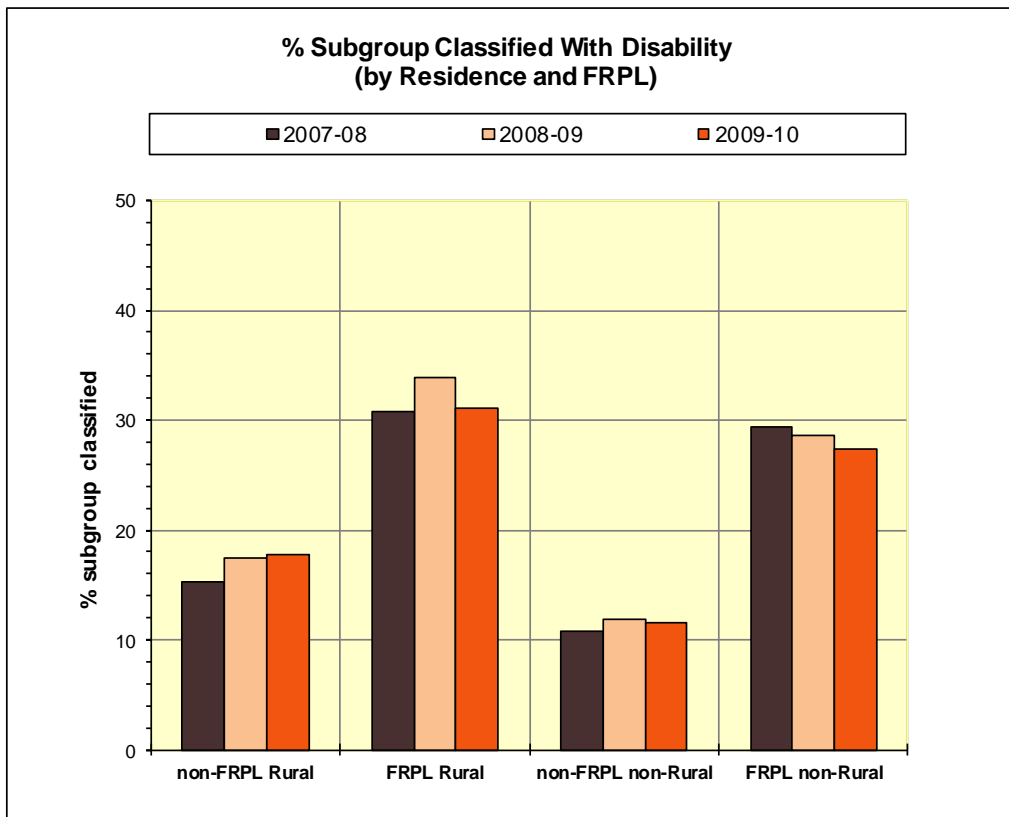
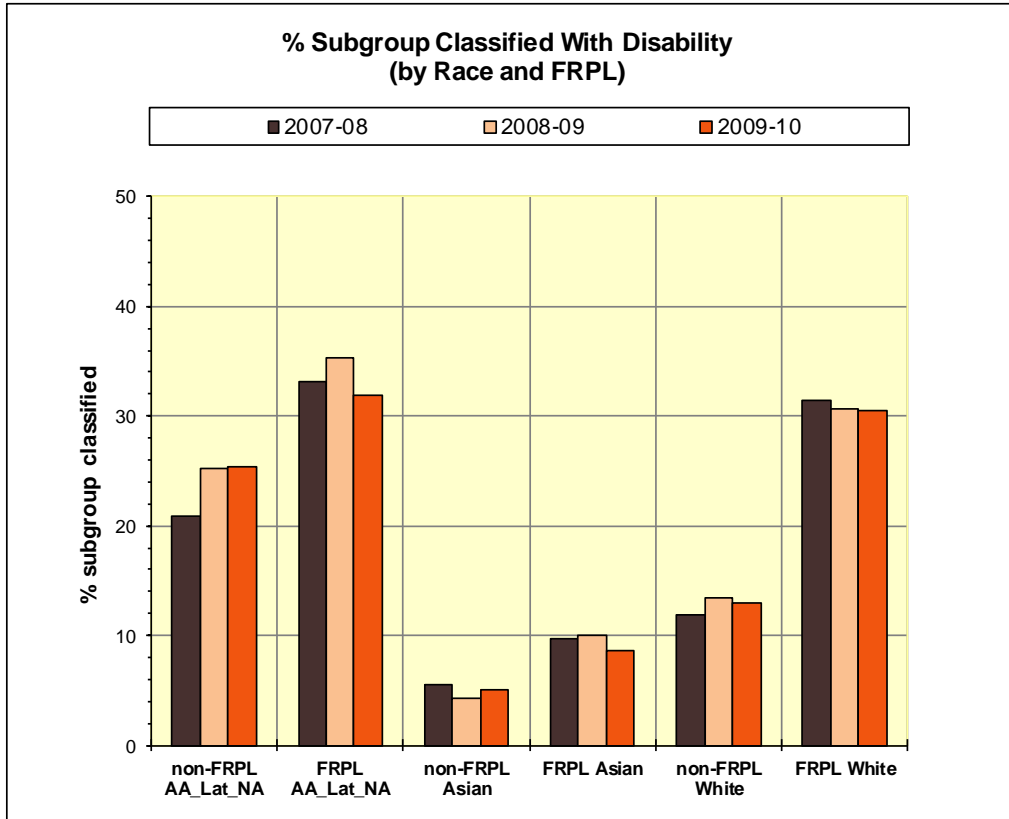
Goal: To eliminate race, class, disability and **gender** as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

Gender



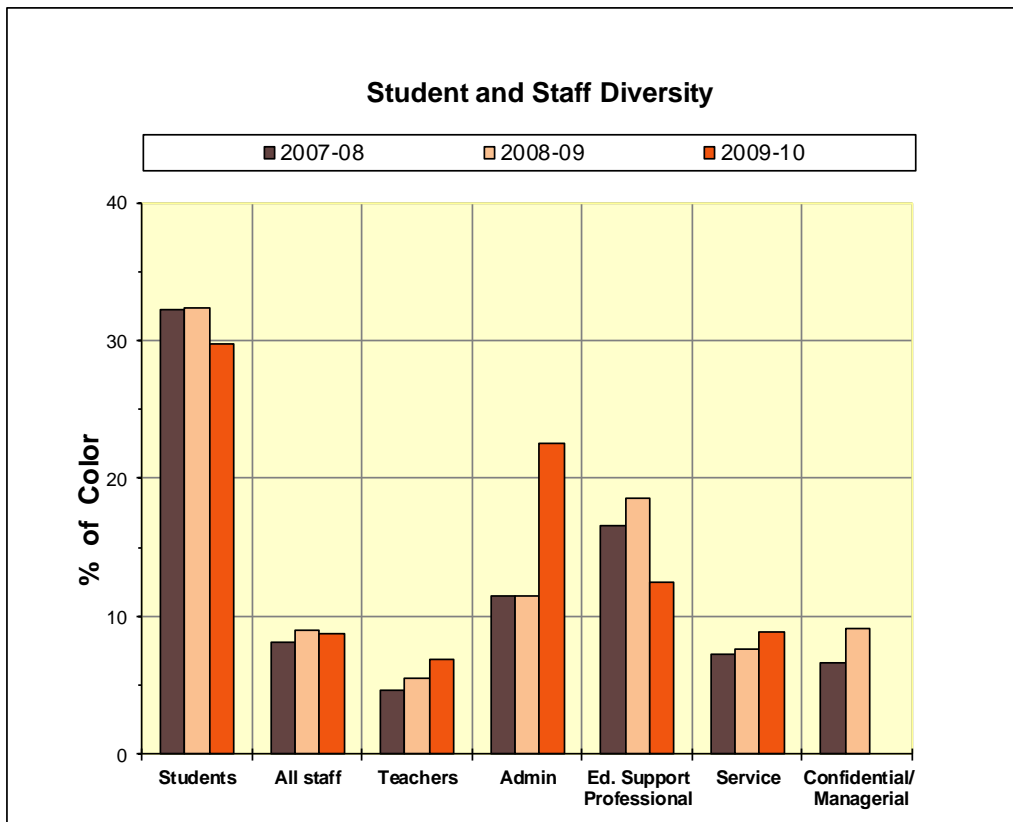
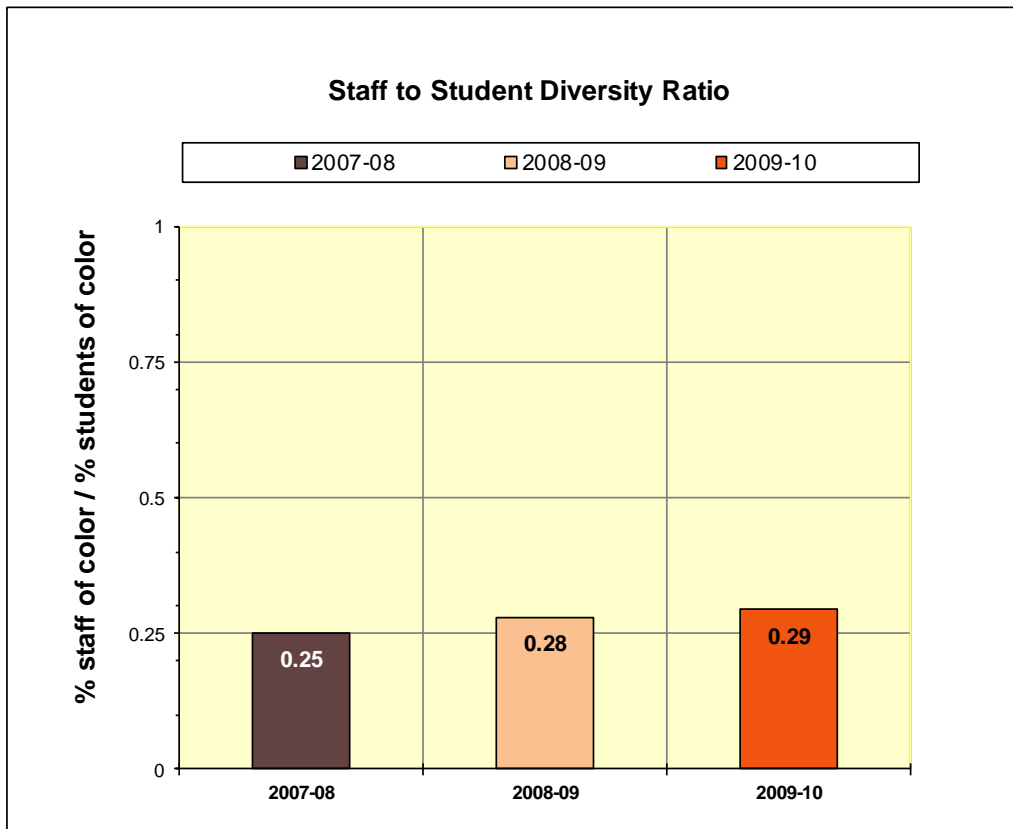
Staff Demographics

Special Education



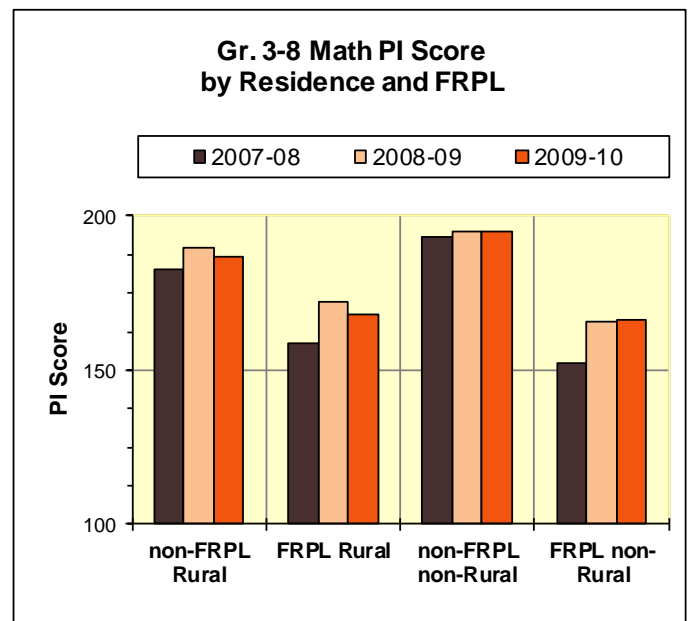
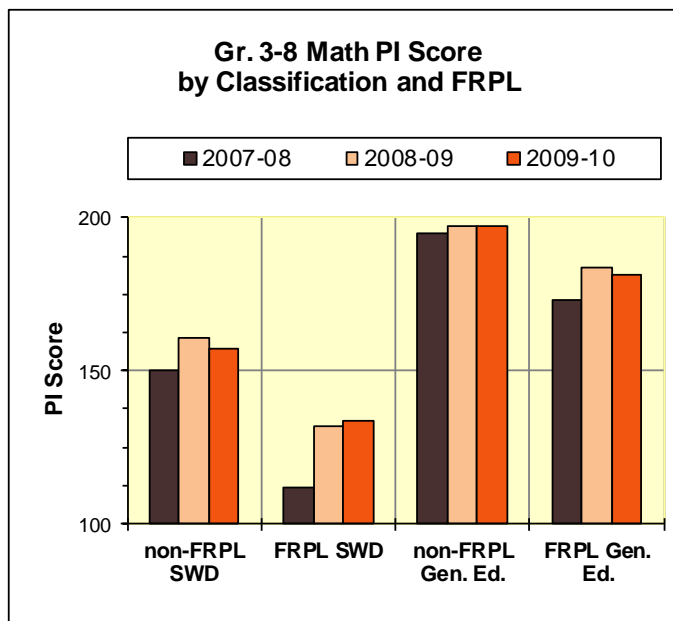
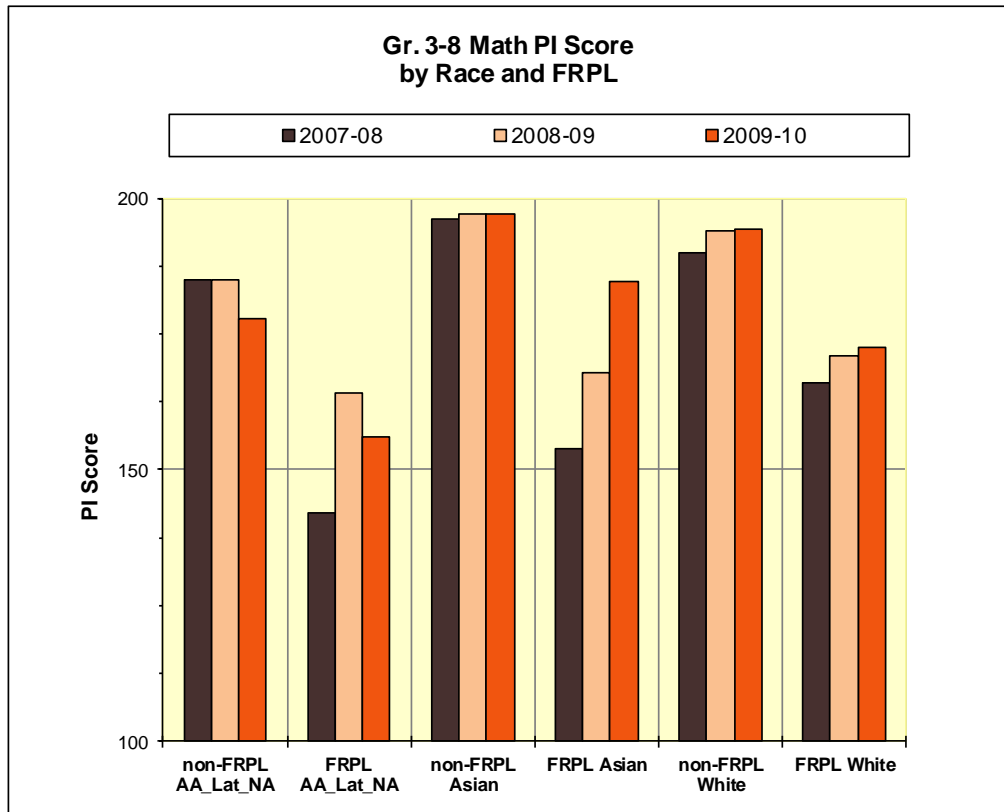
Special Education

Staff Diversity



Staff Demographics

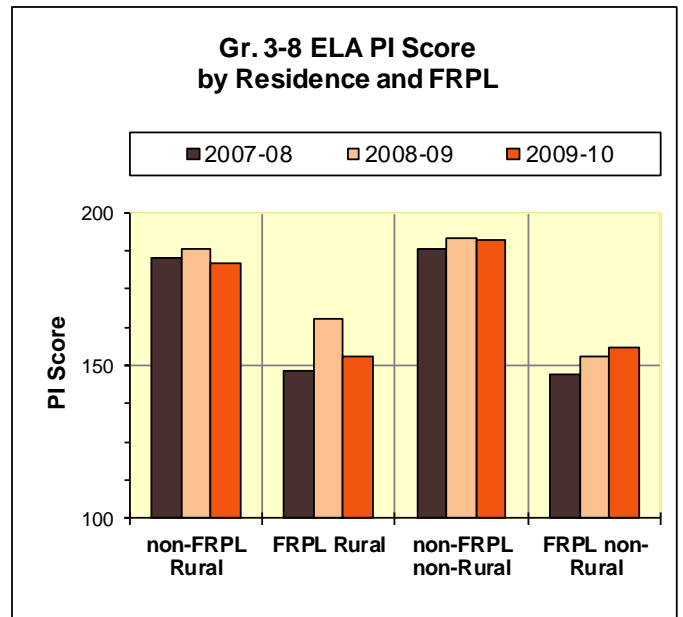
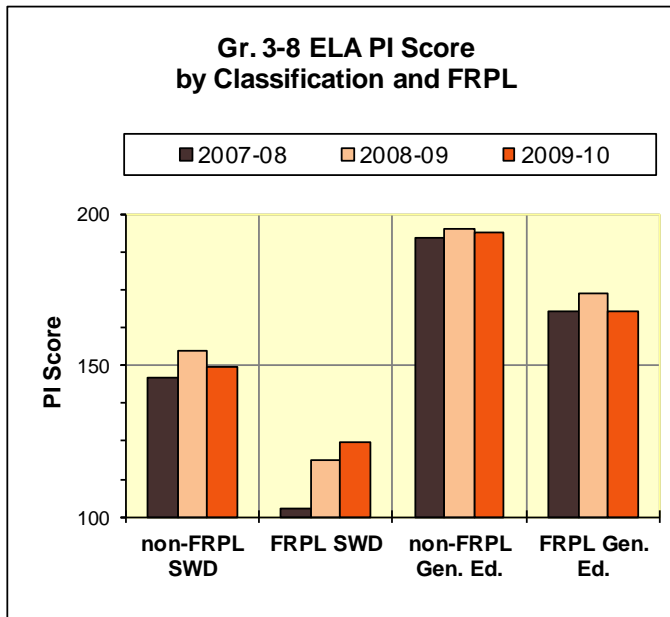
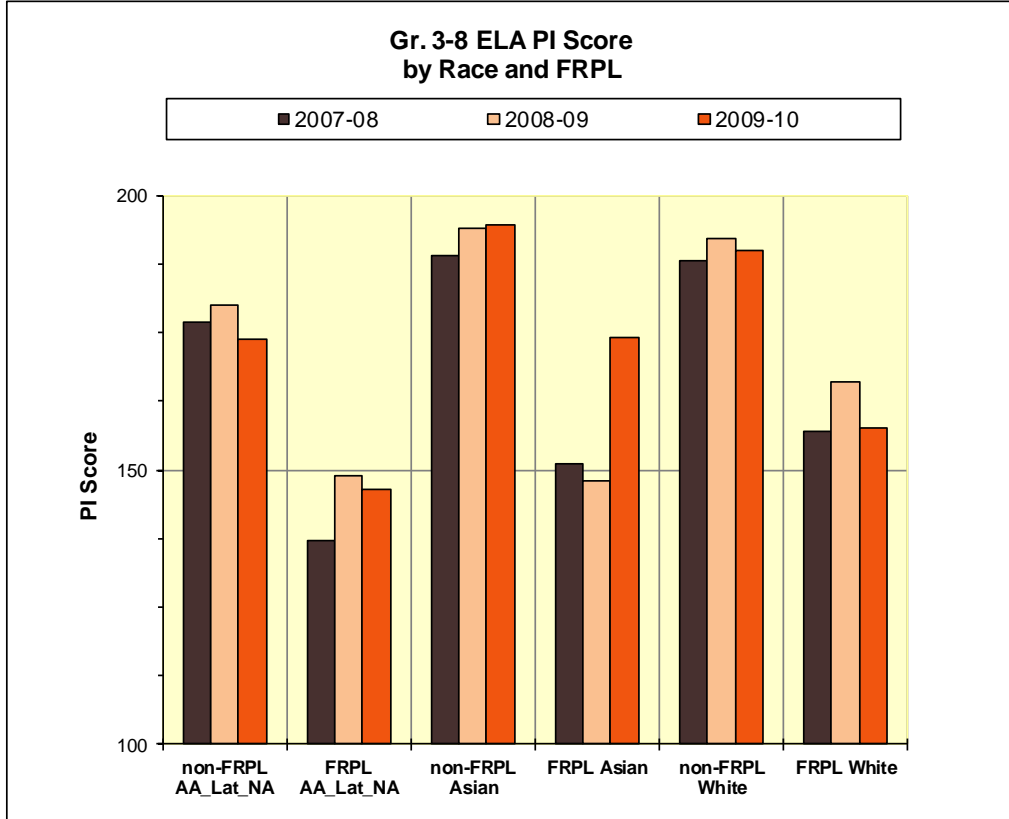
Grade 3-8 Math Performance Index Score



***2009-10 PI calculations are based on Cognos lvl2 reports for continuously enrolled students**

Academic Performance

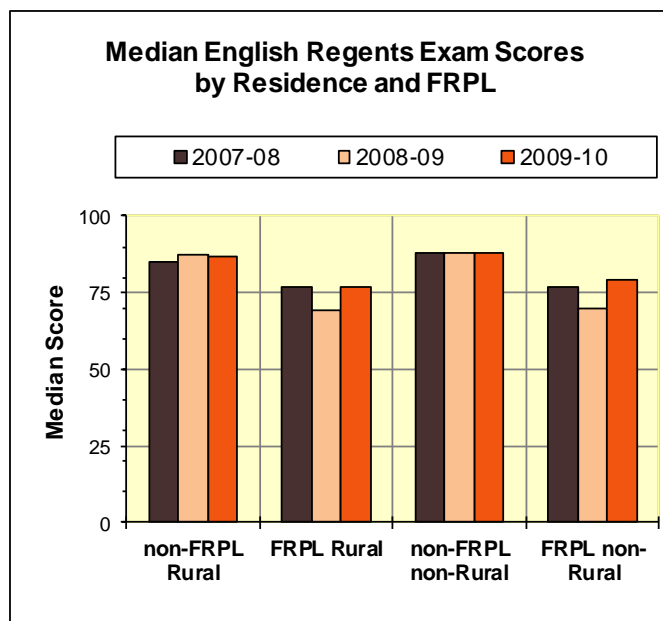
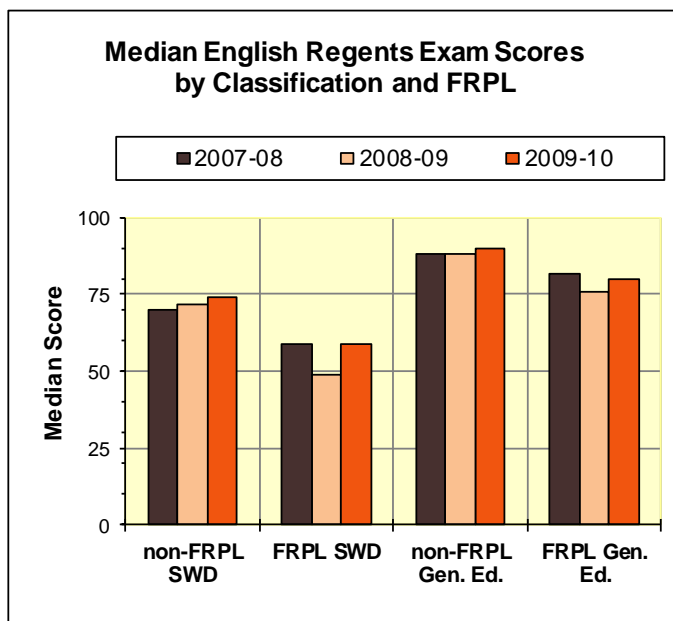
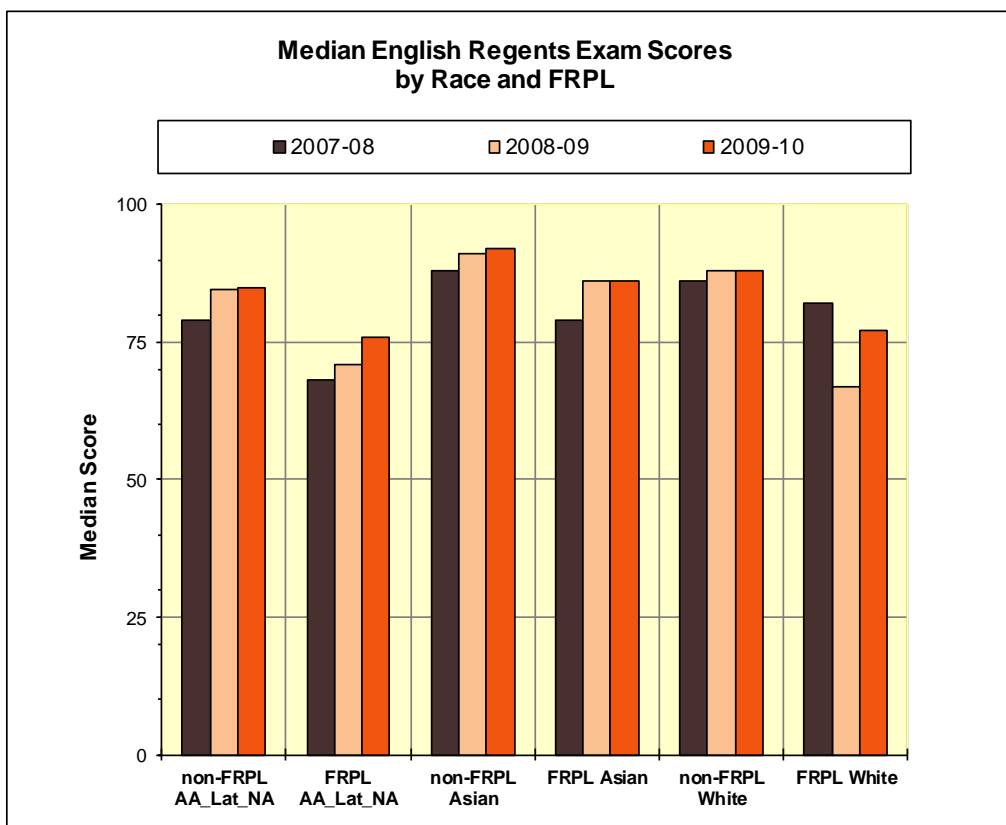
Grade 3-8 ELA Performance Index Score



***2009-10 PI calculations are based on Cognos lv12 reports for continuously enrolled students**

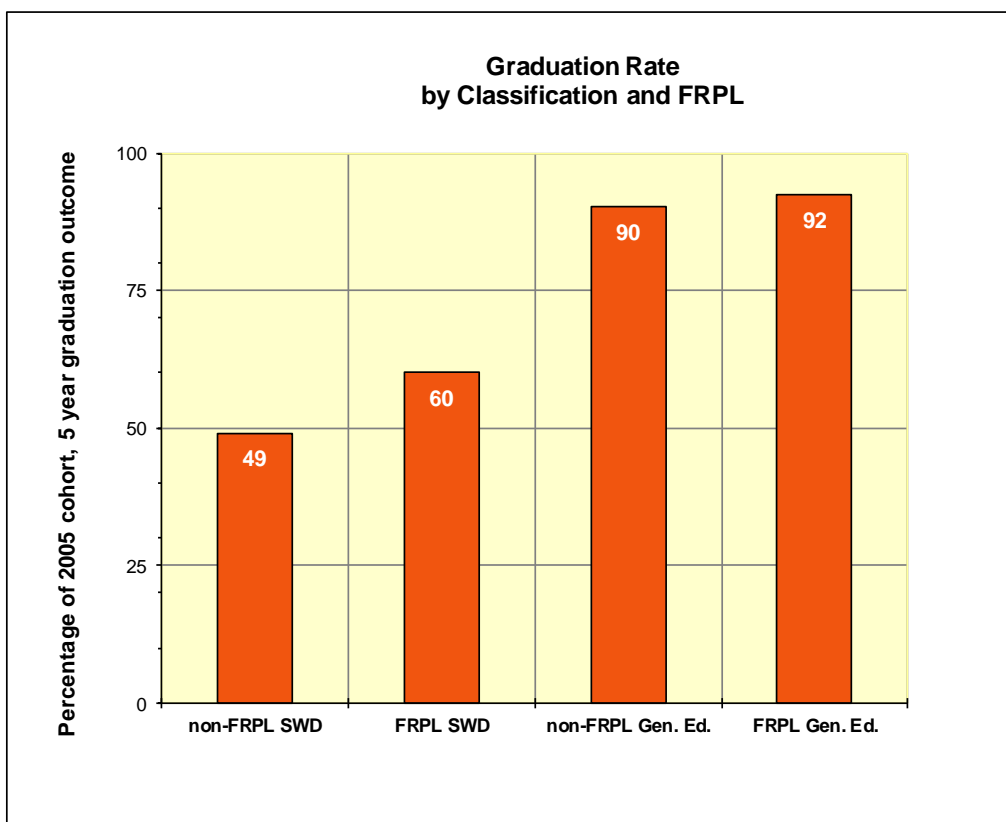
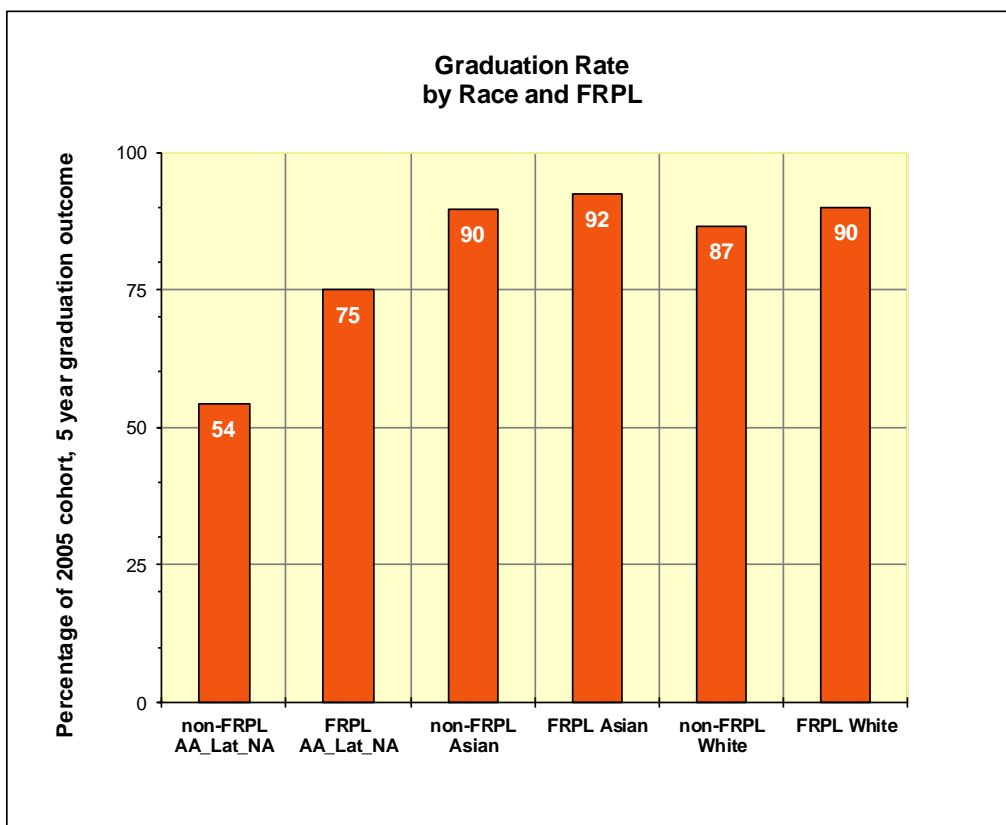
Academic Performance

English Regents Exam Results



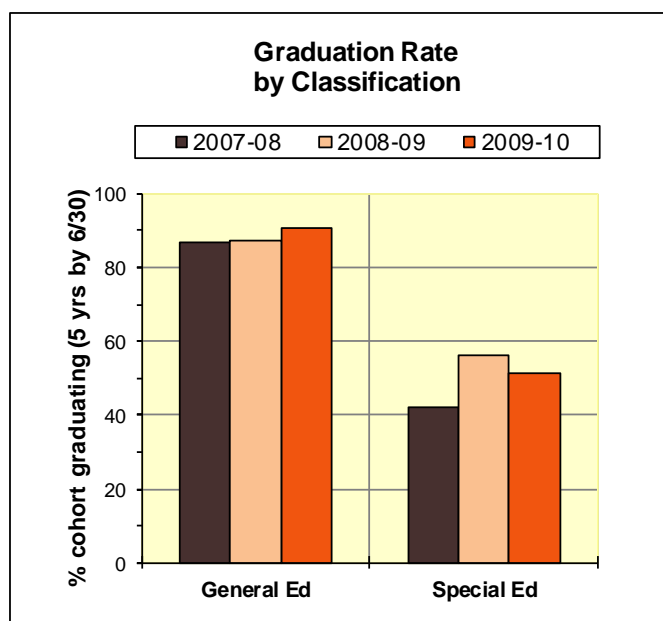
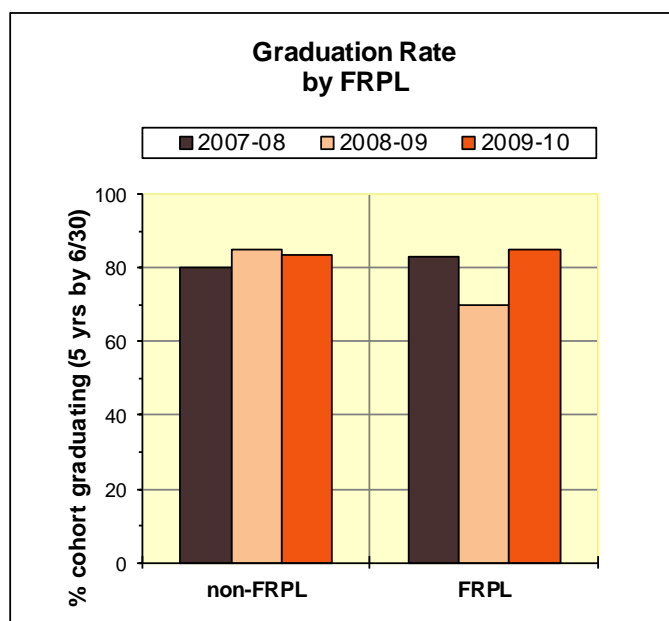
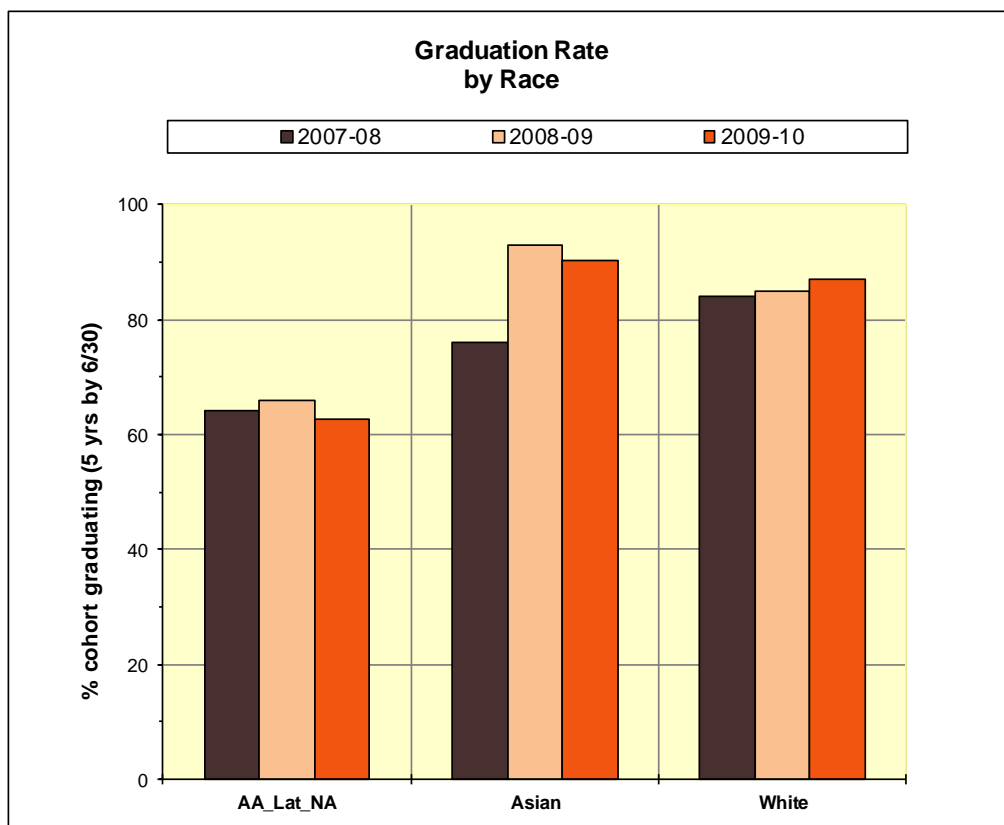
Academic Performance

Graduation Rate



Academic Performance

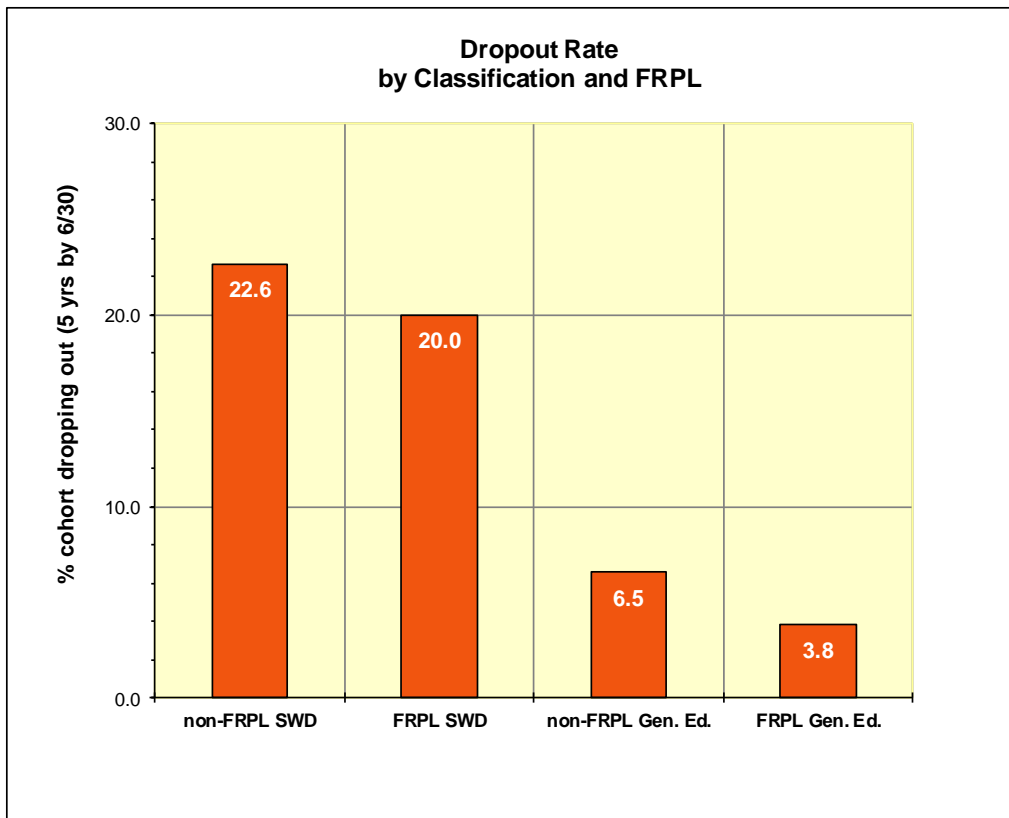
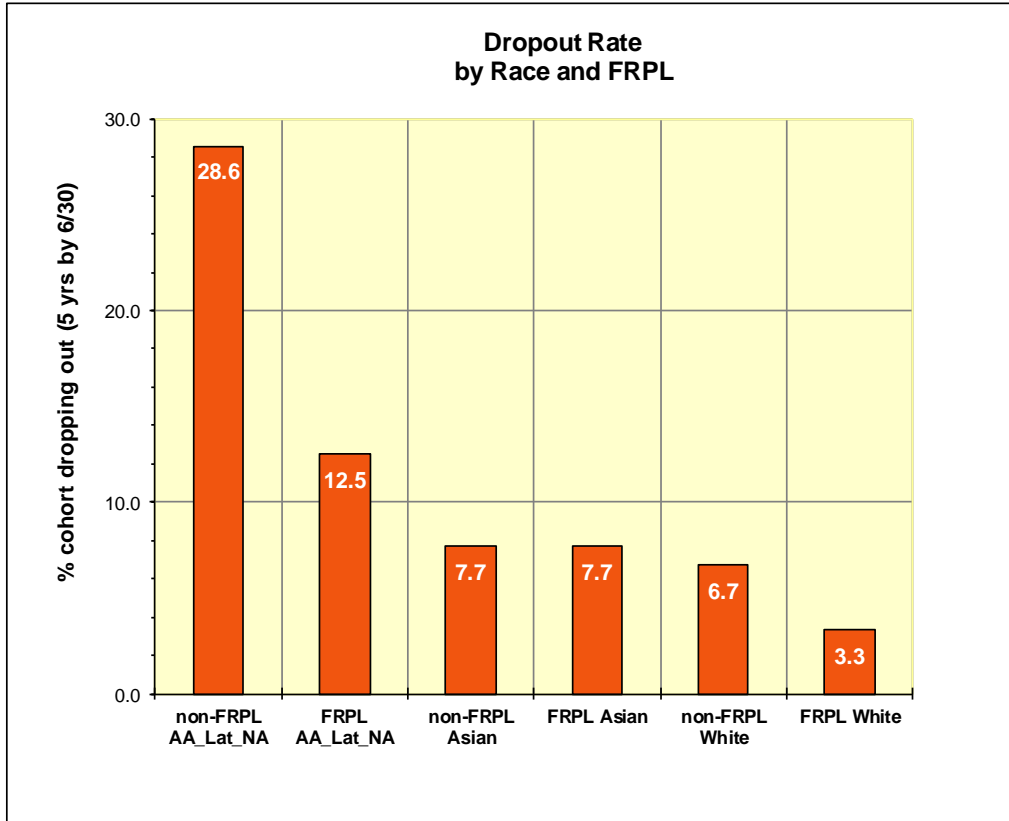
Graduation Rate



* Please note that Graduation rates are now available by Classification and/or FRPL status. (See previous section)
These charts have been included to demonstrate historical trends consistent with older versions of the Equity Report Card.

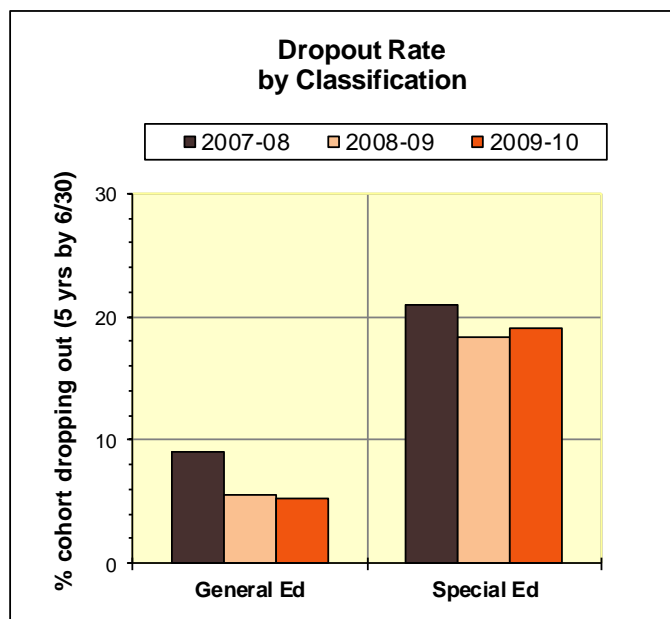
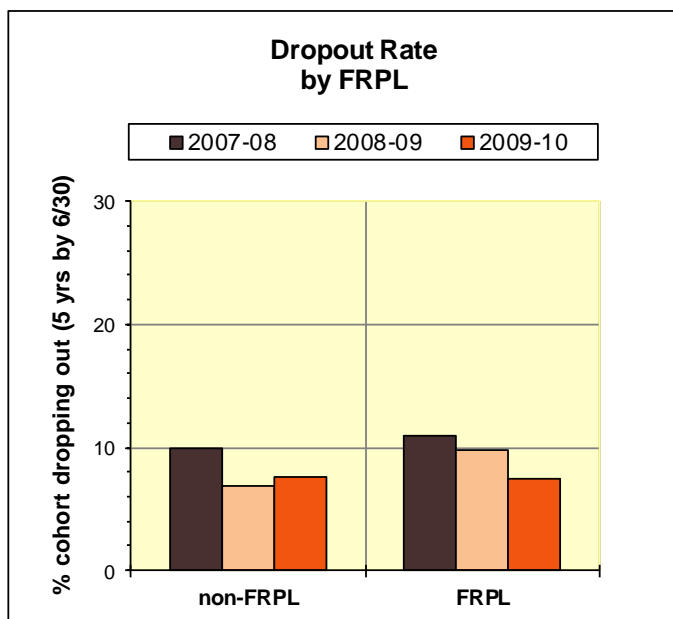
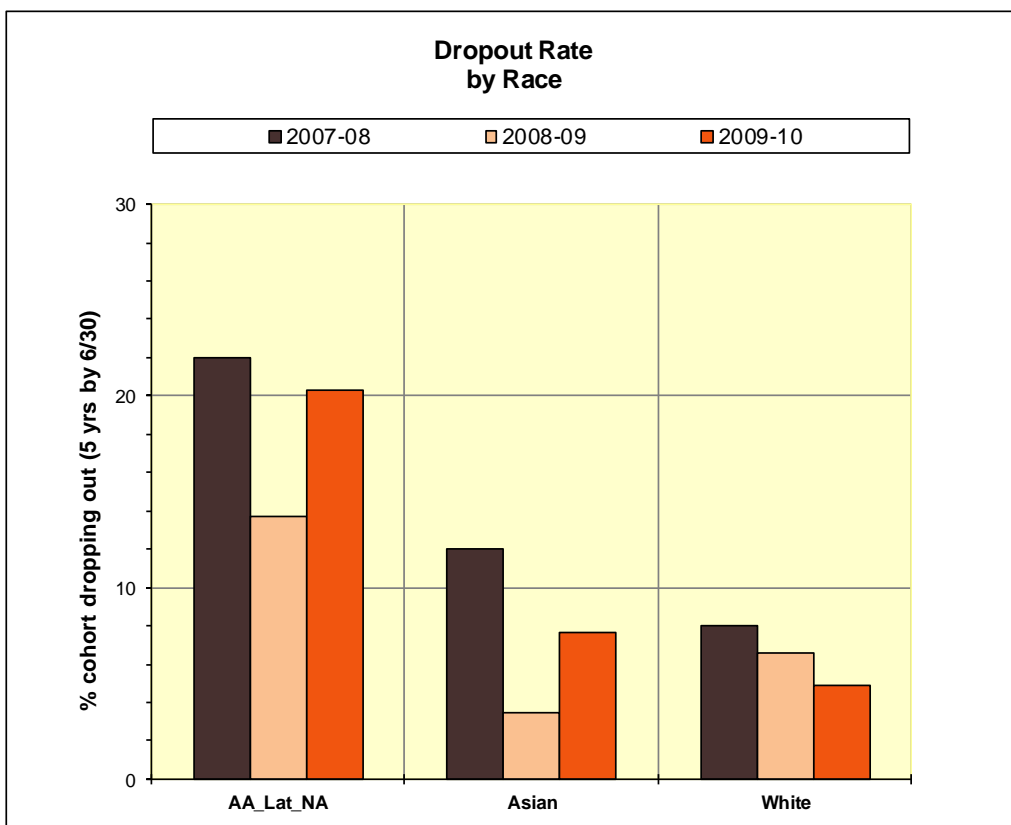
Academic Performance

Dropout Rate



Academic Performance

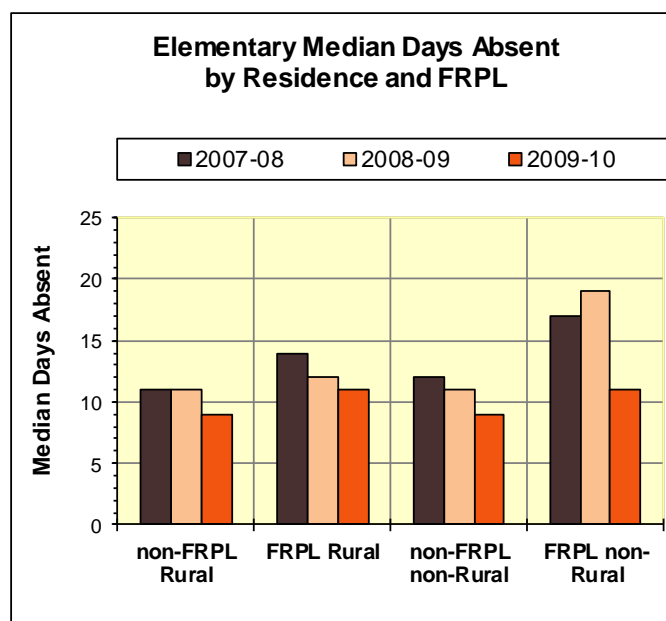
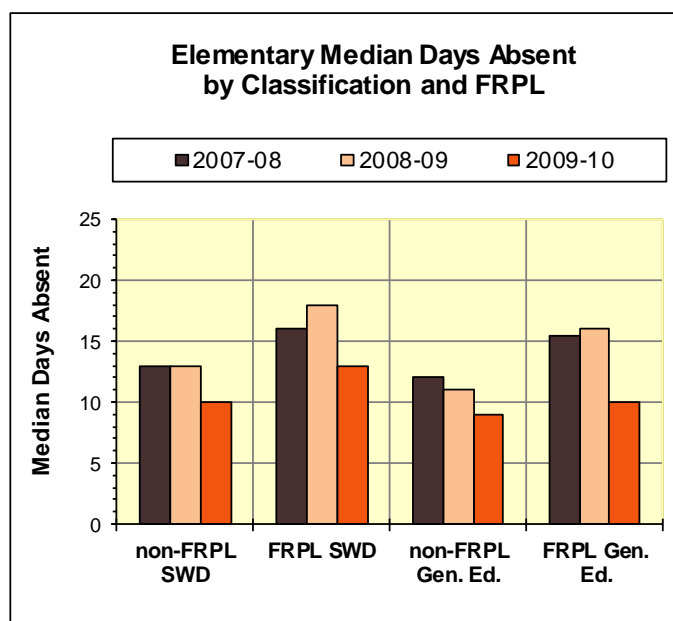
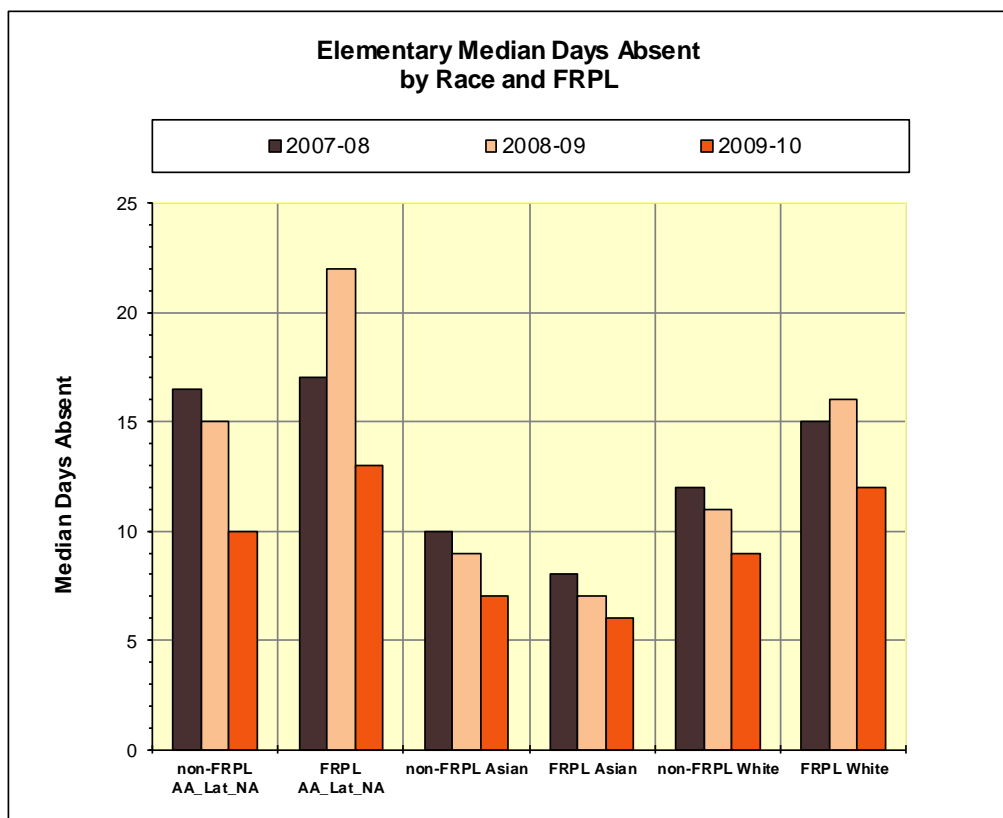
Dropout Rate



* Please note that Dropout rates are now available by Classification and/or FRPL status. (See previous section)
These charts have been included to demonstrate historical trends consistent with older versions of the Equity Report Card.

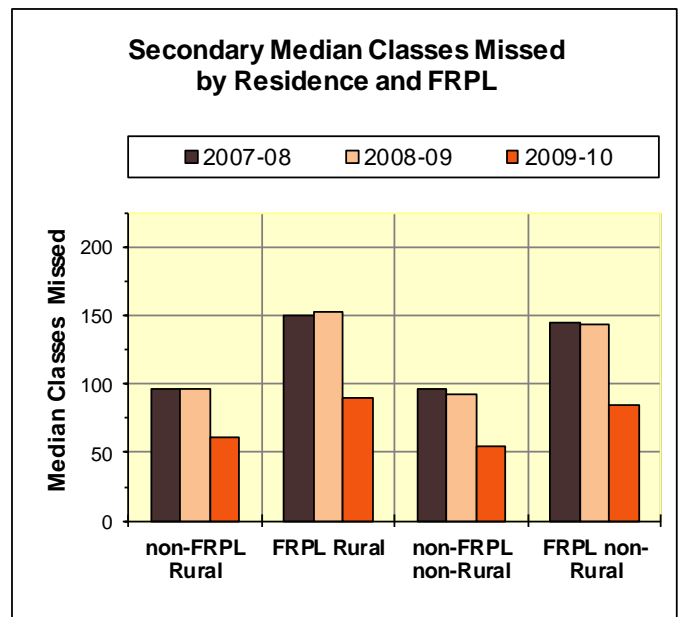
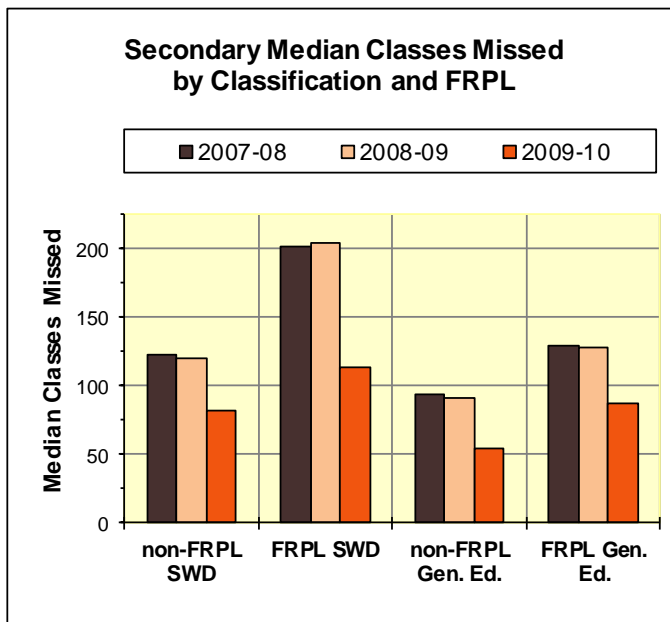
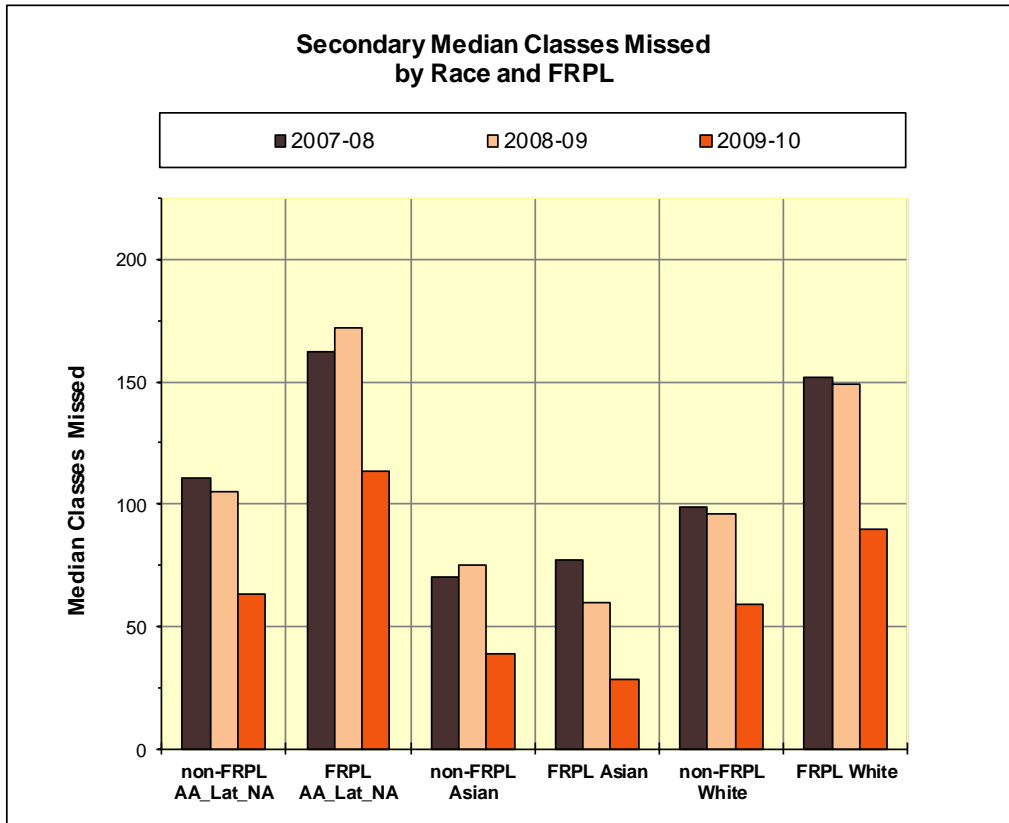
Suspensions

Elementary Median Days Absent



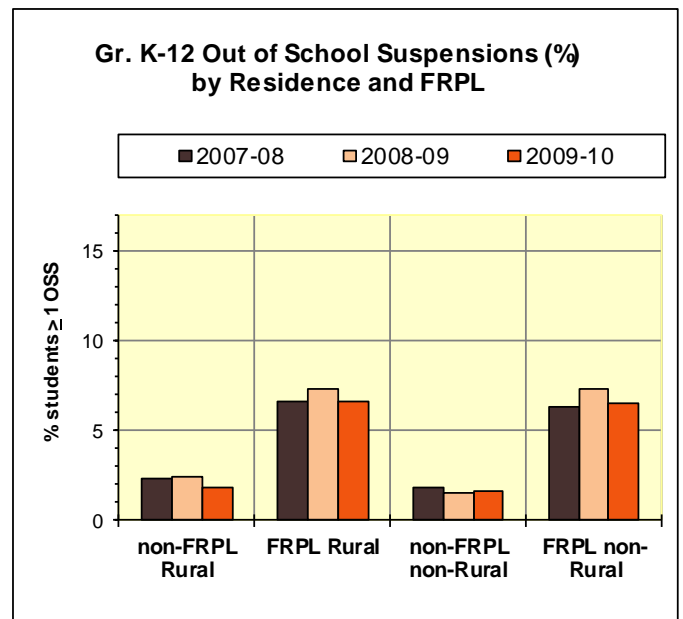
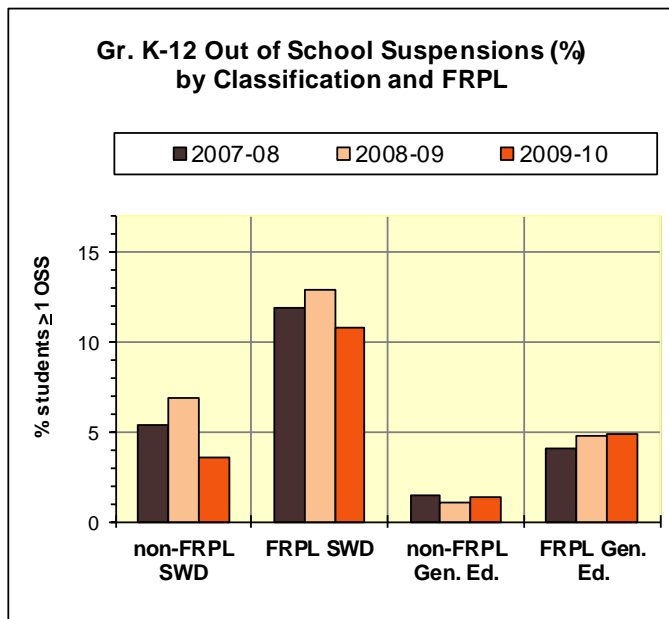
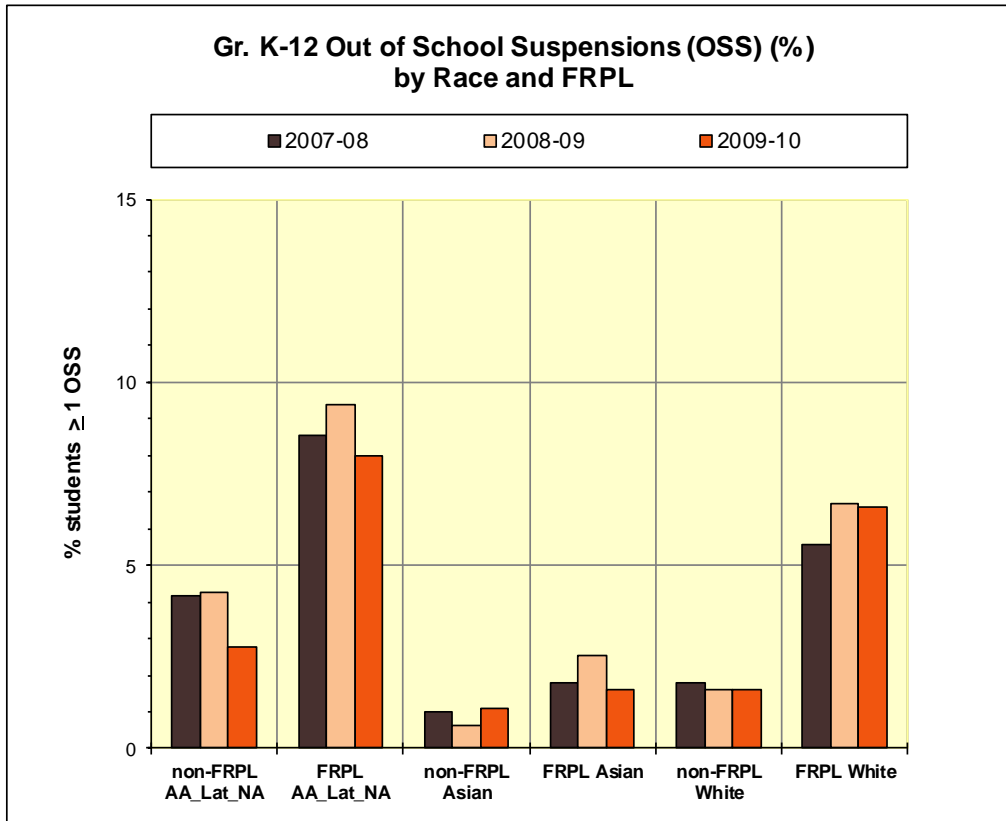
Attendance

Secondary Median Classes Missed



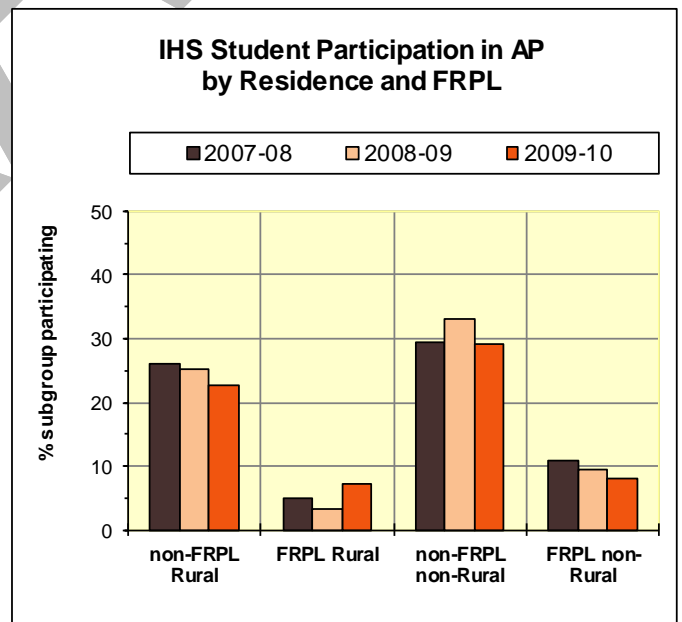
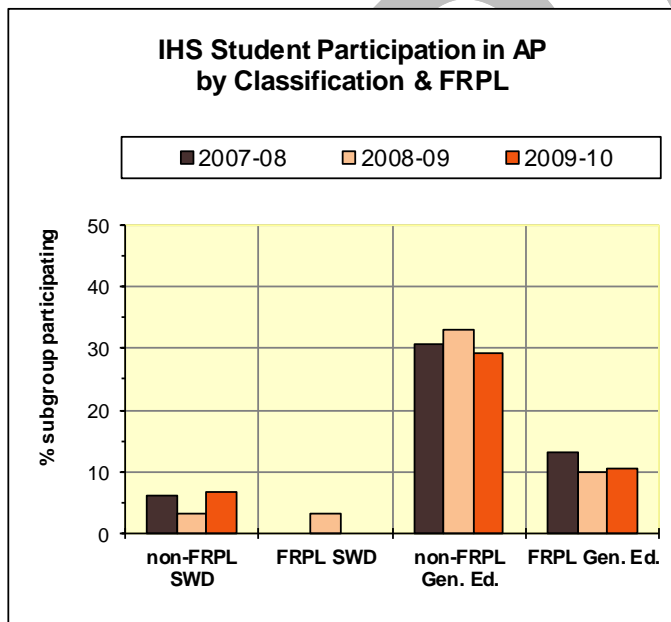
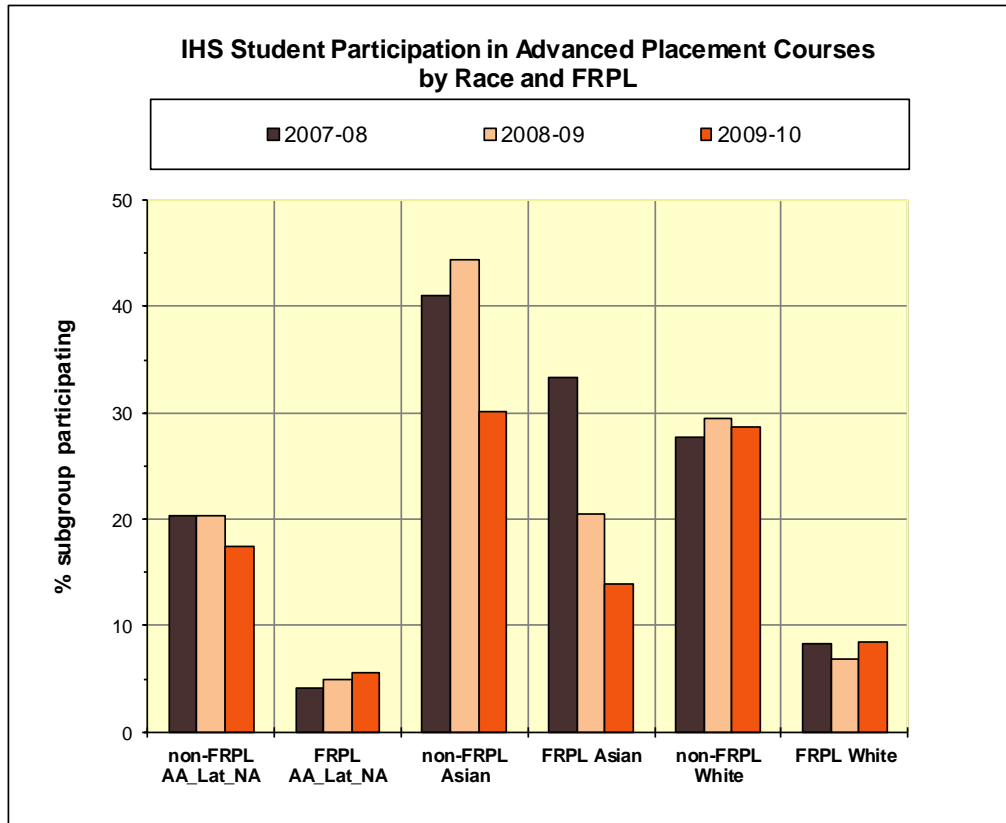
Suspensions

Suspensions



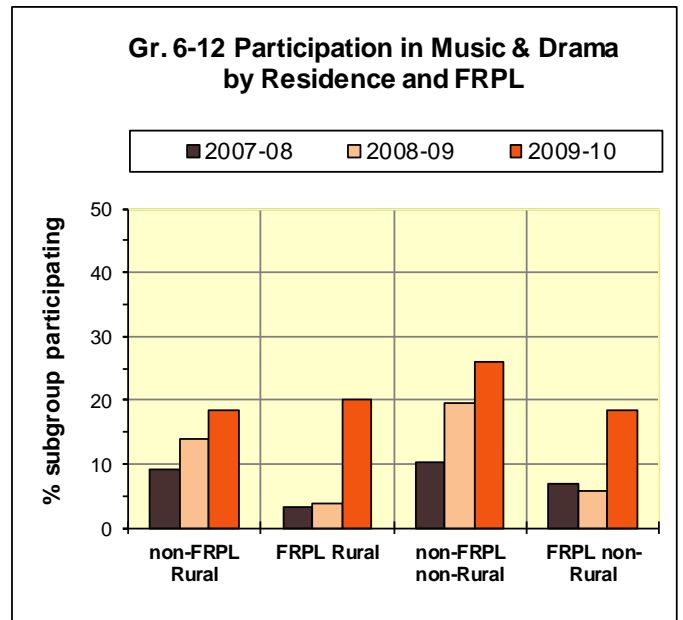
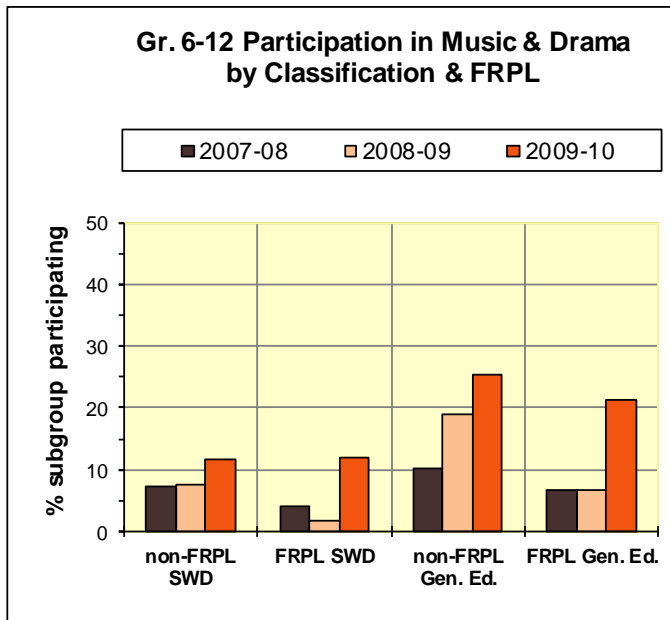
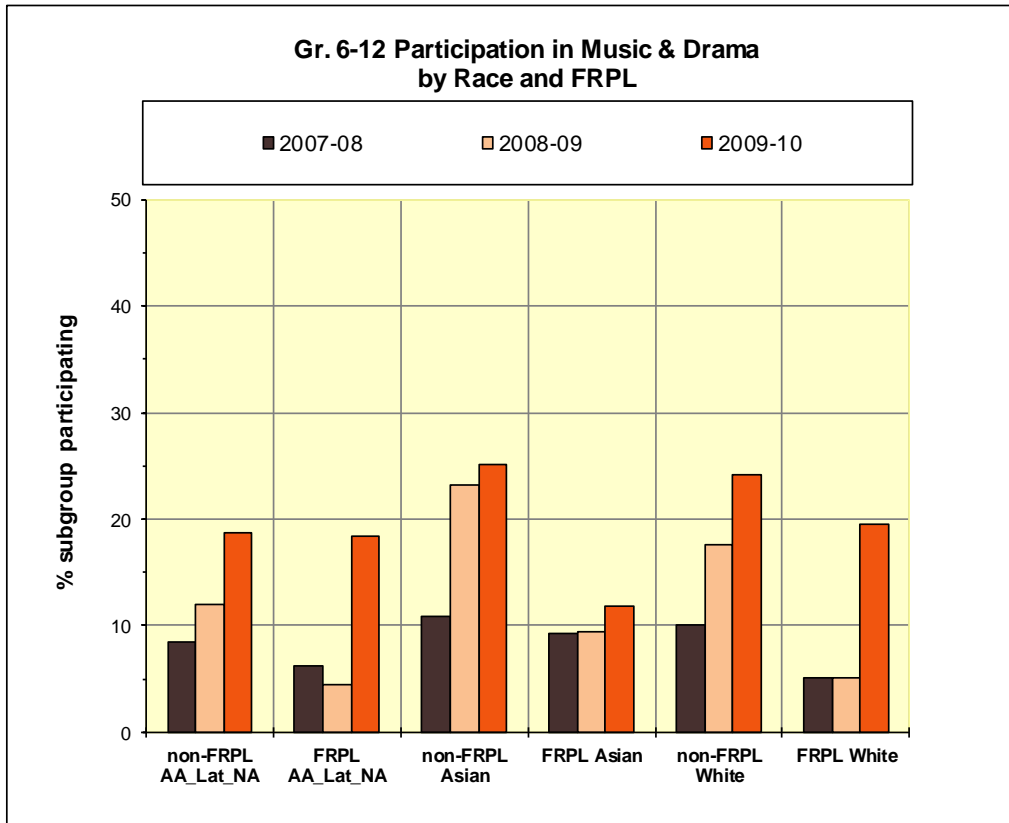
Student Participation

Advanced Placement



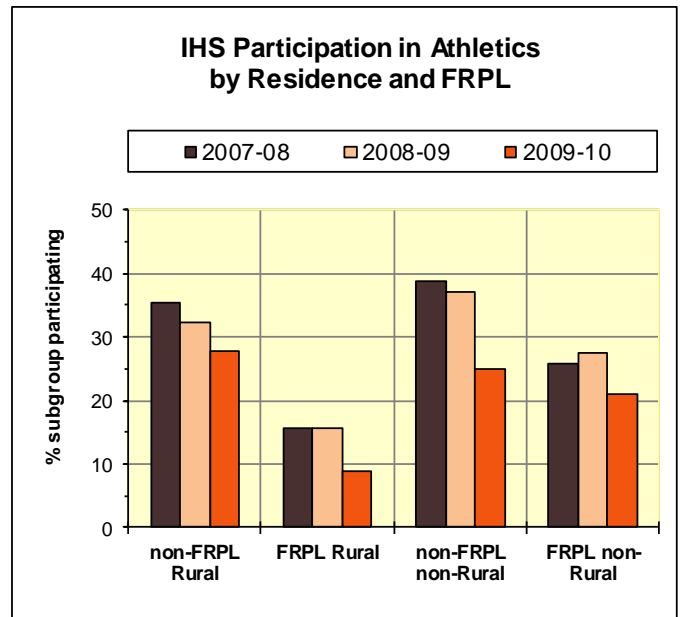
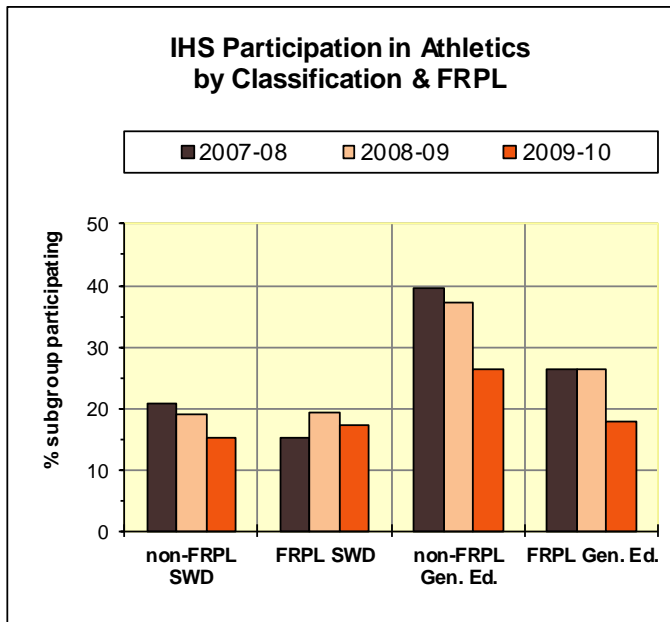
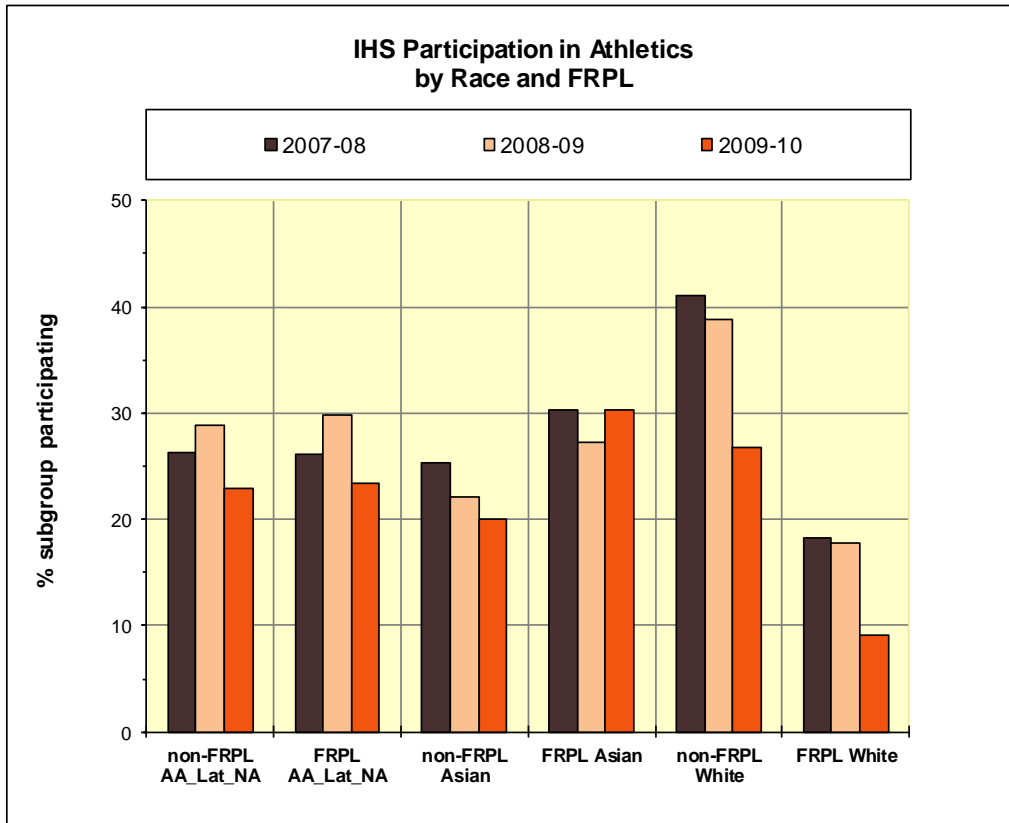
Student Participation

Music and Drama



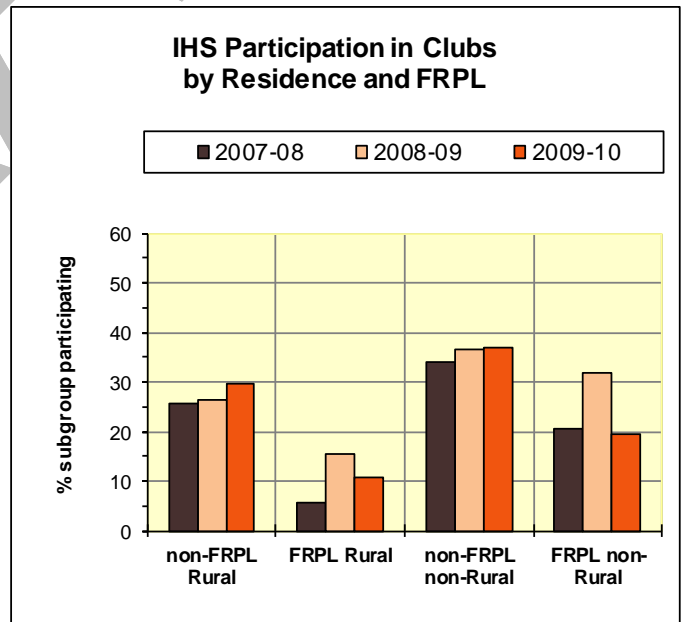
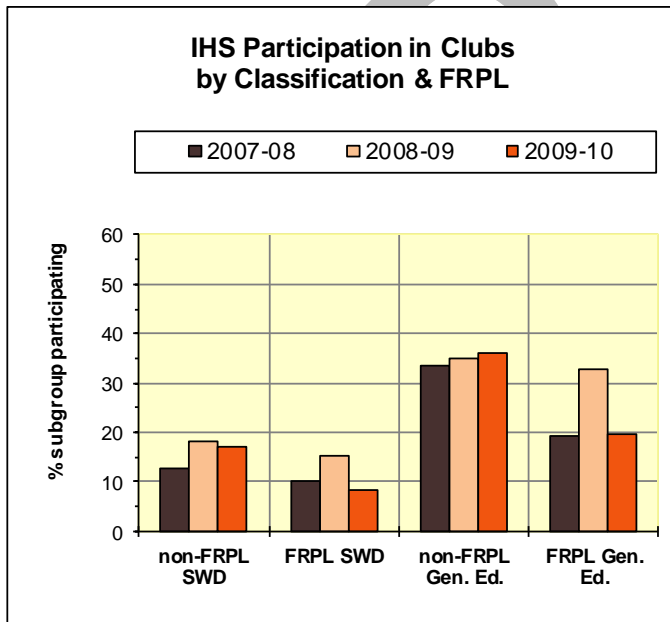
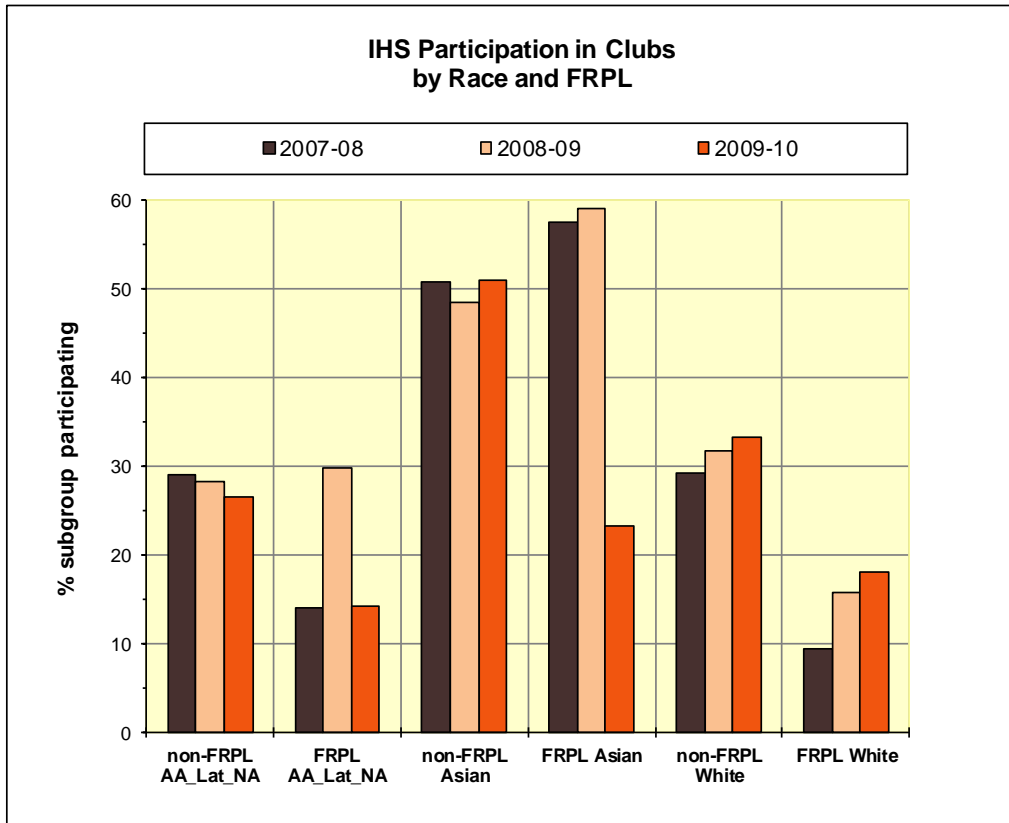
Student Participation

Athletics

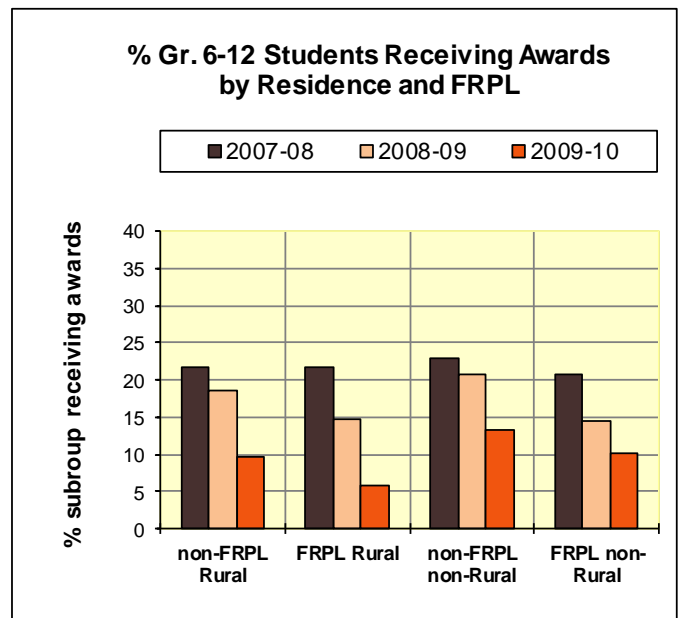
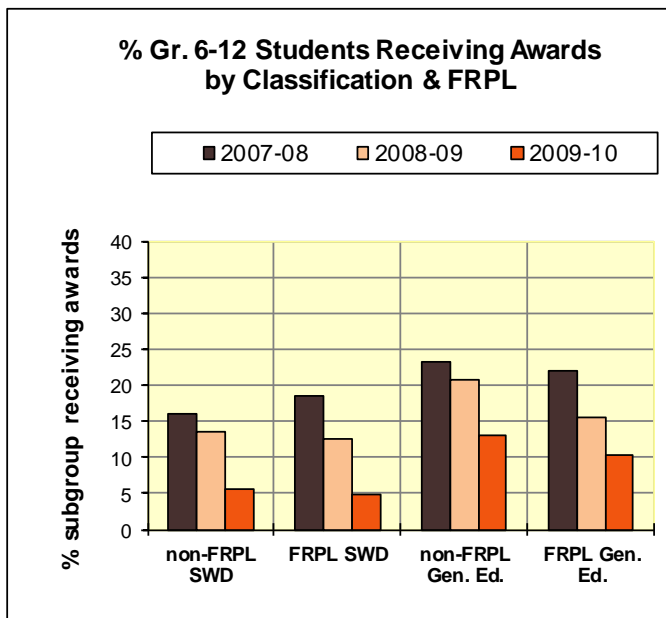
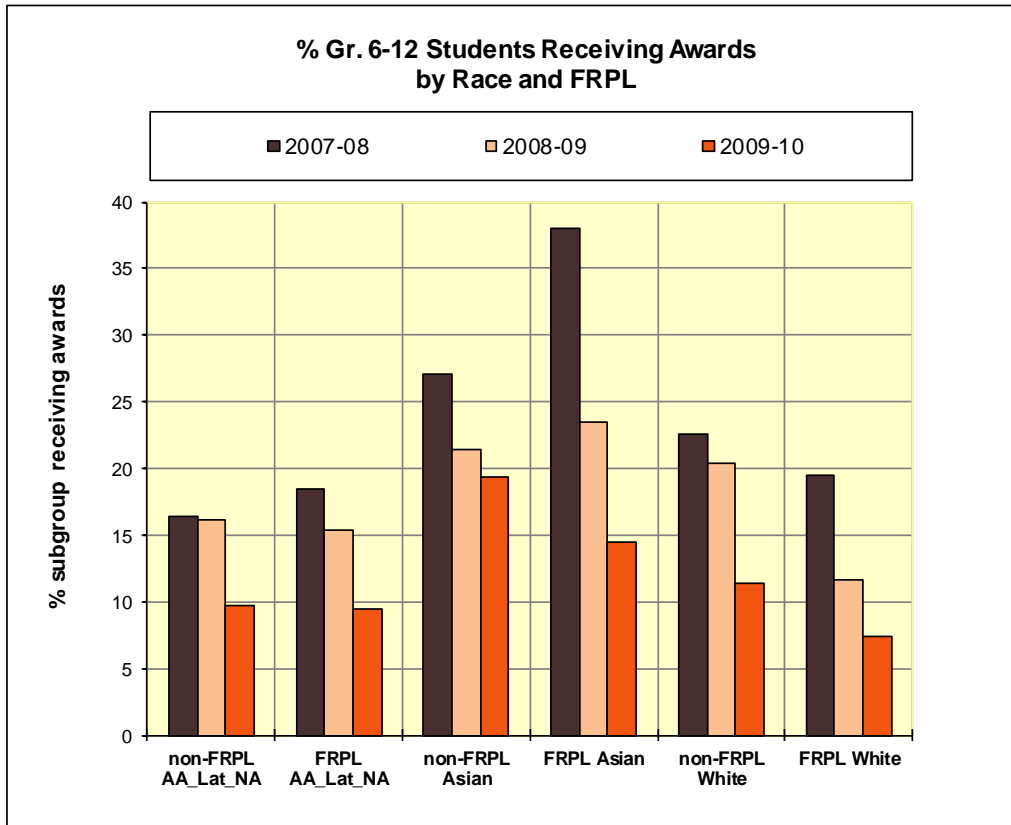


Student Participation

Clubs



Awards



Community Thoughts About Equity

Equity Inclusion Leadership Council Membership as of December 2010

Use this list to learn more about specific district and community efforts to achieve equity.

Name	Contact/Liaison Constituency or group	E-mail Address
Beth Bannister	Enfield Rural Constituency, 4-H	bab47@cornell.edu
Christine Barksdale	Law Enforcement	cmbarksdale@gmail.com
Kirtrina Baxter	Southside Community Center, parent	kirtrina@gmail.com
Pastor Ron Benson	Faith Community	
Josh Bornstein	Board of Education	jbornst@syr.edu
Penny Boynton	Caroline rural constituency, Family liaisons	pjb26@cornell.edu
Kevin Brew	PTA, rural constituency, parent	kbrew@kevinbrewsales.com
Steve Cariddi	Village at Ithaca	steve@yearinspace.com
Deb Casey	ICSD Support Staff, parent	dcasey@icsd.k12.ny.us
Audrey Cooper	Multicultural Resource Center (MRC), Cornell Cooperative Extension	ajc39@cornell.edu
Fernando de Aragón	Latino Civic Association, parent	fdearagon@tompkins-co.org
Susan Eschbach	ICSD Teachers, parent	seschbac@icsd.k12.ny.us
Marcia Fort	GIAC, parent	marciaf@cityofithaca.org
Karen Friedeborn	Ithaca Youth Bureau, parent	karenf@cityofithaca.org
Jeff Furman	Social Ventures and at-large-member	jfurman@twcny.rr.com
Jeanna Hale	PTA Council	geminijeanna@yahoo.com
Kathleen Halton	ICSD Teachers, parent, LGBT Community	khalton@icsd.k12.ny.us
Eldred Harris	Board of Education	elnino28@gmail.com
Joe Greenberg	Principal, LACS staff, parent	jgreenbe@icsd.k12.ny.us
Rob La Hood	Chamber of Commerce, Business community	rob@tompkinschamber.org
Patrice Lockert-Anthony	At-large-member	thewriterme09@gmail.com
Karl Madeo	TC3, New Roots	
Judy Maxwell	Board of Education	jpmax1217@netscape.net
Sue Merkel	IHS PTSA (Parent, Teacher, Student Association)	smerkel@twcny.rr.com
Schelle Nunn	ACTION (Activists Committed To Interrupting Oppression Now)	snunn@twcny.rr.com
Judy Pastel	ICSD Administration	jpastel@icsd.k12.ny.us
Nancy Pringle	Ithaca College	npringle@ithaca.edu
Janet Rascoe-Strebel	Special Education Staff, ICSD Administration	jrascoe@icsd.k12.ny.us
Nancy Saltzman	Families of children with disabilities	nsandse@gmail.com
Cal Walker	Cornell, Village at Ithaca, parent	cdw2@cornell.edu
Roberta Wallitt	Systemic Solutions, Village at Ithaca, parent	rwallitt@twcny.rr.com
Paula Younger	At-large-member, Tompkins County liaison as appropriate	pyounger@tompkins-co.org
Rev. Nathaniel Wright	Faith Community	
Vacant	Asian Refugee community, IAAA (Ithaca Asian American Assoc.)	

Sample of Community and District Efforts to Achieve Equity - continued





This edition of the Equity Report Card reflects steady progress in several areas of school and community efforts to achieve more successful outcomes for our children. Although some disturbing trends remain, there is reason to be hopeful, as there is a growing vision, sustained focus and increasing resolve toward systemic change. The hard work of educators, administrators and school board members, coupled with the advocacy, active engagement and dedicated work of the Equity and Inclusion Leadership Council and many others in our community, is helping to transform our educational system so that it really does work for all.

Behind all the numbers, charts and graphs are real children with individual gifts, talents and abilities that make them uniquely who they are. Our creative challenge is to discover how they are gifted and to value, affirm and build on those assets so that each child can reach his or her fullest potential. Despite ever changing assessments, requirements and mandates, what remains consistent is that all children can achieve – often at levels that exceed their (or our) initial expectations.

Our annual report cards necessarily focus on performance comparisons within the Ithaca City School District. Still, we are but a subset of the national and world universe of K-12 educational systems, therefore, the achievement outcomes of our children should also be viewed within that larger context. Doing so reminds us that the futures our students experience will be shaped in large part by their readiness to access opportunities for which some of the competition is national or global.

I often reflect on the adage “The past is my heritage, the present is my responsibility and the future is my challenge.” This is particularly applicable to the education of today’s students whom we should be equipping to become tomorrow’s leaders. I think of the inspiring story of Ben Carson who, with an illiterate mom and the typical set of so-called “at-risk” factors had his life literally redirected by an educator who was able to see beyond his abysmal academic performance to his active interest in the workings of a microscope. This intervention was a turning point toward a trajectory that led Ben to achievements that included becoming director of pediatric neurosurgery at Johns Hopkins at the young age of 33! Will every child achieve something this spectacular? Perhaps not, but we should seek to educate them as if they CAN. That is an aim of excellence in education, and ensuring these opportunities to all is an aim of equity. Naturally, success is different for each child.

Marian Wright Edelman reminds us that “The future which we hold in trust for our own children will be shaped by our fairness to other people’s children.” I am pleased to live in a community where our schools and community are increasingly working together to achieve something that is ambition, essential and, most of all, just plain right!

Cal Walker

Sample of Community and District Efforts to Achieve Equity

(Organizations contributing information include ICSD, Social Ventures, The Village at Ithaca, MRC (Multicultural Resource Center), ACTION (Activists Committed to Interrupting Oppression Now), Ithaca Youth Bureau, IPEI (Ithaca Public Education Initiative, PTA (Parent Teacher Association)

The efforts below are organized by prioritized elements from the Equity Strategic Plan

Developing Capacity to Achieve Equity

Professional Development--Ensure that staff understand the causes of inequity and can implement strategies to promote equity, cultural competency, diversity and a safe environment.

- Teachers of core subjects in grades 5, 6, 8 and 9 were required to attend a diversified instruction course over the past year. This expectation continues for new teachers in those grades and teachers of other grades in 2009-2010 and 2010-2011.
- **Study groups and conference days focused on educational equity and cultural competency (e.g., ICSD's roll out of district work associated with MLK Community Build, What Great Teachers Do Differently, Where Do We From Here Chaos or Community?, Differentiated Instruction Series facilitated by Nancy Letts)**
- Equity mentors will receive turnkey training in bias prevention in schools and cultural competency
- Responsive Classroom Professional Development
- Co-teaching and Inclusive Practices
- Mentoring and Induction focused on promoting **Best Teaching Practice, Response to Intervention, Cultural Competency, and Media Literacy**
- Multicultural Resource Center Talking Circles on Race & Racis
- Teacher Expectations and Student Achievement and Parent Expectations Student Achievement

Recruitment and Retention--Recruit and retain a racially and culturally diverse staff, as well as a culturally competent staff. Train supervisors to ensure a bias-free work place.

- Strong community effort (individuals, district staff, community organizations) resulted in significant progress in developing a plan of action.
- Policies, procedures, and practices are being reviewed to ensure they support the Board's equity goals.
- An Assistant Director of Human Resources position has been created by the Board to assist in the success and sustainability of the Boards equity goal.
- Existing relationships will be strengthened, and new relationships developed, with teaching colleges and universities whose programs support the Board's equity goals.
- Job postings and job descriptions are in process of being re-developed to punctuate the Board's equity goals.
- Screening and interview participants will be trained in the Board's equity goals, including cultural competency.
- The Human Resources Department recruited and hired a staff member of color.
- Human Resources Department will participate in professional development involving cultural competency.
- Mentoring and induction program focused on achieving equitable outcomes (see Professional Development)

Sample of Community and District Efforts to Achieve Equity - continued

- Network of volunteers developed to represent diverse ICSD stakeholders
- Outreach via media to markets with diverse audiences. A “brand” advertisement will promote the Board’s equity goal.
- Promotional materials are in development
- Pre-employment process reorganized and streamlined
- Training and coordination of community representatives to participate in pre-employment process (screenings and interviews).
- Diversity & Inclusion Committee
- Recommendations have been made to improve the hiring process and to ensure culturally competent staff. These have been incorporated into the strategic planning documents.
- Community representatives have been trained to participate in ICSD hiring committees.

Services to Students to Achieve Equity

Targeted Academic Support--Assure that every child has the specific academic support necessary to be successful in school.

- Continuation of Read 180 and a database for tracking student progress in Academic Intervention Services
- Response to Intervention implementation with Tiered supports
- Response To Intervention Specialists
- Behavioral Plans
- Increased assistive technology for students with disabilities
- Development of behavior plans with building teams
- Diversified Instruction (See Professional Development)
- College Discovery Program and the Paul Schreurs Memorial Program are intensive, long term mentoring programs that provide support for 58 ICSD secondary students who are from underrepresented groups. The programs provide mentors, tutors, a summer trip program, regular case management, family dinners, school advocacy. Mentoring and Academic Support Specialists are based in the schools to strengthen school/family communication and support student success. Students are provided age appropriate educational activities focused on prevention of drug and alcohol abuse, prevention of STDs and pregnancy, nutrition, fitness, etc.
- Let’s Get Ready SAT Prep Classes- Cornell University Public Service Center sponsors this free nine week workshop that provides 30 hours of intensive instruction on the foundational math and critical reading/writing skills that the SAT covers and that are necessary to succeed in college. The evening session are offered at Ithaca High School.

Curriculum--Ensure that curriculum is consistent, cohesive, well articulated and differentiated by skill level, learning style, and modality, and is sensitive to diverse perspectives and cultures.

- Accessibility and use of content maps for core subject curriculum in grades 3-10 in core subjects is being evaluated. The content maps are stored in an online database which will become available for students and families. The content maps support diversified instruction and include culturally affirming components.
- Instructional delivery of curriculum for the Martin Luther King Community Build is ongoing
- Promotion of PreK-2 Literacy Audit Mandates
- Facilitation of PreK-5 Math Audit

Sample of Community and District Efforts to Achieve Equity - continued

- *Kids Discover the Trail!*—all elementary classrooms paired with a partner class in a school within the feeder school pattern for curriculum related learning and social interaction
- Teacher Grants
- MRC Talking Circles use a specific anti-racist curriculum

Supplemental Programs--Make available academic and nonacademic programs to supplement regular classroom instruction to ensure all students have a productive connection with their school.

- Extended day programs
- School and community survey created to better understand services and communication patterns in order to serve students better
- ARTS ACHIEVERS- Provides one on one paid teaching in the arts to elementary school students from low income families who struggle in school but who have a passion in one of the arts.
- GO (Golden Opportunity program)--Provides paid support by retired teachers to low income elementary school children in literacy.
- Path of Success, Guaranteed A+ Plus, Let's Get Ready, Floating Classroom; Read-Along-Songs; Reading Buddies
- Variety of inclusive youth development and recreation programs including: sports leagues and lessons, summer day camps, theater programs, after school programs, youth employment services, academic support and tutoring, mentoring, computer refurbishing and donations, outdoor adventure and team challenge, youth council, one to one recreation aides, leisure activities for people with disabilities.
- Urban Rural Adventure Program is designed to build friendships between students from the eight feeder ICSD schools who will be attending middle school together. Through fun and engaging team building activities and discussion, students increase their understanding and enjoyment of cultural differences, build trust and have meaningful interactions with people whom they perceive as different from themselves.
- Elementary School Basketball Program: 3rd - 5th graders in all eight ICSD elementary school participate in a school-based basketball league run by the Youth Bureau.
- Youth Employment Service serves 350 teens a year with job referrals, subsidized jobs, and job coaching. Intensive case management is provided to the most vulnerable teens to help them stay in school and stabilize living situations.
- Computer All Stars- youth learn to repair and recycle that are donated to families in need. In addition to learning 21st century job skills, youth are helping to reduce e-waste that ends up in landfills.
- Big Brother Big Sister Program: 88 ICSD youth, aged 6-14, are matched with a trained adult mentors who commit to meeting with the children weekly for at least one year. Case Managers check in with volunteers and parents and help problem solve school-related issues.
- Enrichment programs
- Hangar Theater Partnership
- Middle School Basketball Training Program
- W.E.B (Where Everyone Belongs)
- Link Crew at Ithaca High School
- W.A.M. (Welcoming Allies and Mentors)
- Buddy Program (Kids with Autism)

Partnerships to Achieve Equity

Family and Community Advocacy and Involvement--Develop and support programs designed to involve families from all backgrounds to enhance the diversity of the school community, to empower them to become effective advocates, and to help ensure a safe, welcoming environment.

- Family liaisons
- Family involvement nights
- Head Start Family Workers supporting Pre-K families in the areas of health, nutrition, and literacy.
- Family Advocacy Project - matches families with a trained volunteer advocate who supports the family in navigating the school system.
- Advocacy for underserved community
- Teachers and school administrators are invited to Ithaca Youth Bureau family dinners so they may get to know students and families in a relaxed, comfortable setting.
- Parent Expectations and Student Achievement
- Welcome and assistance to new families to the school district
- Middle School "Road Shows"
- Transitions Meeting (5th to 6th grade and 8th to 9th grade)
- Student Services: Presentations to Families
- Code of Conduct town meeting
- Response to Intervention Town Meetings
- Scholarships for students

Appendix A

Appendix A: Data Definitions

Metric	Definition	Calculation	Notes
ICSD Student Demographics	The breakdown of total enrollment by subgroup expressed as a percentage.	(# active and inactive subgroup enrolled in District)/(total active and inactive District enrollment)	Total District enrollment is defined as all active and inactive students, including those in BOCES and other out-of-district placements, between 7/1 and 6/30 in a given school year. Total District enrollment excludes students enrolled as “walk-in” for state test administration and students from other districts placed in our district for special education services.
Subgroup Classified with Disability (%)	The percent of a subgroup classified as student with disability (i.e., having an Individual Education Plan).	(# active and inactive subgroup classified as a student with disability)/(# active and inactive enrollment)	Students with disabilities are those with active Individual Education Plans only.
Staff and student diversity (%)	The percent of a subgroup who are of color (i.e., African American, Latino, Native American, Asian, and Hawaiian/Pacific Islander).	(# of subgroup who are of color)/(total # in subgroup)	Staff includes all full or part-time employees and is disaggregated by administration, education support professionals, service, and confidential/ managerial.
Staff to student diversity ratio	The staff to student diversity ratio is the relation between student diversity and staff diversity expressed as the quotient of one divided by the other.	(Percent staff of color/percent students of color)	

Appendix A

Metric	Definition	Calculation	Notes
Gr. 3—8 ELA and math performance index (PI) score	A number used by the state education department to communicate performance on a state assessment. State assessments are scored on a four-point rubric (Level 1 Below Standard, Level 2 Basic Standard, Level 3 Meets Proficient Standard and Level 4 Exceeds Standard).	$\frac{(\text{number of students scoring @ level 2}) + (2 * \text{number of students scoring @ level 3}) + (2 * \text{number of students scoring @ level 4})}{\text{total number in group}} * 100$ (Max score of 200) *"number of students", refer to the number of continuously enrolled students within the group	Range of score is 0 to 200. A score of 200 means every student has “passed” (i.e., every student scored a “3” or “4” and therefore every student is proficient.)
Graduation rate	The percentage of a subgroup in a cohort that has graduated after five years by June 30. Graduation is defined as having received a local or Regents diploma (i.e., has not transferred to GED, received an IEP diploma, dropped out, transferred to another school or program or is still enrolled.)	$\frac{(\# \text{ of cohort subgroup receiving a local or regents diploma after five years by June 30})}{(\# \text{ of subgroup in the cohort})}$	This follows the State definition; students are included in the total cohort based on the year they entered grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort if they were enrolled for a minimum of five months.
Dropout rate	The percentage of a subgroup in a cohort that has dropped out after five years by June 30 (i.e., has not transferred to GED, received an IEP diploma, graduated with a Regents or local diploma, transferred to another school or program or is still enrolled.)	$\frac{(\# \text{ of cohort subgroup dropping out after five years by June 30})}{(\# \text{ of subgroup in the cohort})}$	Please note that graduation rate + dropout rate will not typically equal the total cohort. This is due to students who are still enrolled, in a GED program, or have or will receive an IEP Diploma. This measure follows the state definition.
English language arts Regents	The median score on the ELA Regents exam by subgroup.	Median score of students sitting for the Regents ELA exam in August, January and June of given school year	Where a student took the test more than one time, the highest score of the given school year was used for the calculation.
Elementary attendance	The median number of days absent for all active students by subgroup.	# median days absent for year-end active enrolled by subgroup	Active students are those still enrolled at the end of the year.

Appendix A

Metric	Definition	Calculation	Notes
Secondary attendance	The median number classes missed for all active students by subgroup.	# median classes missed for year-end active enrolled by subgroup	Active students are those still enrolled at the end of the year. Excludes those absences that were educationally related.(i.e. field trip, music lesson, etc...)
Out of school suspension rate (ratio)	The suspension rate is the total count of out-of-school suspensions for active and inactive subgroup enrolled divided by the # active and inactive subgroup enrolled.	(# of active and inactive subgroup suspensions out of school)/(total # of active and inactive subgroup enrolled)	The rate is calculated based on a duplicated count (e.g., a student suspended on five separate occasions is counted five times in the numerator and one time in the denominator).
Out of school suspension rate (percentage)	The suspension percentage is the total count of students suspended out-of-school suspensions one or more times for active and inactive subgroup enrolled divided by the # active and inactive subgroup enrolled.	(# of active and inactive subgroup suspended out of school)/(total # of active and inactive subgroup enrolled)	The percentage is calculated based on a non-duplicated count (e.g., a student suspended on five separate occasions is counted once in the numerator and once in the denominator).
Participation in advanced placement	The percentage of active subgroup enrolled in the high school that is enrolled in at least one advanced placement course.	(# active subgroup enrolled in at least one AP course at IHS)/(total # active subgroup enrolled at IHS)	Does not include LACS students.
Participation in music and drama	The percentage of active and inactive subgroup enrolled in secondary schools who participate in music and drama.	(# active and inactive subgroup Gr. 6-12 participating in music and drama)/(total # active and inactive subgroup Gr. 6-12 enrolled)	Data is now kept in the student management system. Data not entered into the system was not included in this calculation and may account for the sharp decline noted this year.
Participation in athletics	The percentage of active and inactive subgroup enrolled in secondary schools who participated in athletics.	(# active and inactive subgroup participating in athletics)/total # active and inactive subgroup)	Based on rosters entered into the student management system and verified by the athletic office.

Appendix A

Metric	Definition	Calculation	Notes
Participation in clubs	The percentage of active and inactive subgroup enrolled in the high school who participates in clubs.	$\frac{(\# \text{ active and inactive subgroup participating in clubs at IHS})}{\text{total \# active and inactive subgroup enrolled at IHS}}$	Did include LACS students who had been entered into the student management system as participating in at least one club.
Student awards	The percentage of active and inactive subgroup enrolled at the middle and high schools who received an award.	$\frac{(\# \text{ active and inactive subgroup receiving an award at DMS, BMS and IHS})}{(\text{total \# active and inactive subgroup enrolled at DMS, BMS and IHS})}$	Does not include LACS students.

Appendix B

Appendix B: Sub-Group Counts

Gr. 3-8 Math PI Score by Race and FRPL	2007-08	2008-09	2009-10
non-FRPL AA_Lat_NA	185	185	178
FRPL AA_Lat_NA	142	164	156
non-FRPL Asian	196	197	197
FRPL Asian	154	168	185
non-FRPL White	190	194	194
FRPL White	166	171	173
non-FRPL Multiracial			150

Gr. 3-8 Math PI Score by Classification and FRPL	2007-08	2008-09	2009-10
non-FRPL SWD	150	161	157
FRPL SWD	112	132	134
non-FRPL Gen. Ed.	195	197	198
FRPL Gen. Ed.	173	184	182

Gr. 3-8 Math PI Score by Residence and FRPL	2007-08	2008-09	2009-10
non-FRPL Rural	183	190	187
FRPL Rural	159	172	168
non-FRPL non-Rural	193	195	195
FRPL non-Rural	152	166	166

Gr. 3-8 Math PI Score by Race and FRPL	2007-08	2008-09	2009-10
non-FRPL AA_Lat_NA	159	150	153
FRPL AA_Lat_NA	301	297	262
non-FRPL Asian	225	250	211
FRPL Asian	68	57	65
non-FRPL White	1212	1232	1153
FRPL White	312	318	371
non-FRPL Multiracial			2
FRPL Multiracial			20

Gr. 3-8 Math PI Score by Classification and FRPL	2007-08	2008-09	2009-10
non-FRPL SWD	172	157	174
FRPL SWD	209	205	219
non-FRPL Gen. Ed.	1424	1475	1345
FRPL Gen. Ed.	472	467	499

Gr. 3-8 Math PI Score by Residence and FRPL	2007-08	2008-09	2009-10
non-FRPL Rural	418	408	375
FRPL Rural	209	200	209
non-FRPL non-Rural	1167	1220	1130
FRPL non-Rural	472	472	504

Appendix B - continued

Sub-Group Counts

Gr. 3-8 ELA PI Score by Race and FRPL	2007-08	2008-09	2009-10
non-FRPL AA_Lat_NA	177	180	174
FRPL AA_Lat_NA	137	149	147
non-FRPL Asian	189	194	195
FRPL Asian	151	148	174
non-FRPL White	188	192	190
FRPL White	157	166	158
non-FRPL Multiracial			100
FRPL Multiracial			145

Gr. 3-8 ELA PI Score by Classification and FRPL	2007-08	2008-09	2009-10
non-FRPL SWD	146	155	149
FRPL SWD	103	119	125
non-FRPL Gen. Ed.	192	195	194
FRPL Gen. Ed.	168	174	168

Gr. 3-8 ELA PI Score by Residence and FRPL	2007-08	2008-09	2009-10
non-FRPL Rural	185	188	183
FRPL Rural	148	165	153
non-FRPL non-Rural	188	192	191
FRPL non-Rural	147	153	156

Gr. 3-8 ELA PI Score by Race and FRPL	2007-08	2008-09	2009-10
non-FRPL AA_Lat_NA	158	157	149
FRPL AA_Lat_NA	292	289	260
non-FRPL Asian	205	234	203
FRPL Asian	60	54	58
non-FRPL White	1209	1231	1154
FRPL White	319	311	365
non-FRPL Multiracial			2
FRPL Multiracial			20

Gr. 3-8 ELA PI Score by Classification and FRPL	2007-08	2008-09	2009-10
non-FRPL SWD	170	163	174
FRPL SWD	210	199	218
non-FRPL Gen. Ed.	1402	1459	1334
FRPL Gen. Ed.	461	455	485

Gr. 3-8 ELA PI Score by Residence and FRPL	2007-08	2008-09	2009-10
non-FRPL Rural	421	409	375
FRPL Rural	207	196	207
non-FRPL non-Rural	1140	1209	1119
FRPL non-Rural	464	458	491

Appendix B - continued

Sub-Group Counts

Dropout Rate by Race	2007-08	2008-09	2009-10
AA_Lat_NA	22	13.7	20.3
Asian	12	3.5	7.7
White	8	6.6	4.9

Dropout Rate by FRPL	2007-08	2008-09	2009-10
non-FRPL	10	6.9	7.6
FRPL	11	9.8	7.5

Dropout Rate by Classification	2007-08	2008-09	2009-10
General Ed	9	5.5	5.2
Special Ed	21	18.3	19.1

Dropout Cohort by Race	2007-08	2008-09	2009-10
AA_Lat_NA	58	73	59
Asian	41	57	52
White	371	380	284

Dropout by Race	2007-08	2008-09	2009-10
AA_Lat_NA			12
Asian			4
White			14

Dropout Cohort by FRPL	2007-08	2008-09	2009-10
non-FRPL	400	439	328
FRPL	70	71	67

Dropout by FRPL	2007-08	2008-09	2009-10
non-FRPL	400	439	25
FRPL	70	71	5

Dropout Rate by Classification	2007-08	2008-09	2009-10
General Ed	399	449	327
Special Ed	71	61	68

Dropout by Classification	2007-08	2008-09	2009-10
General Ed			17
Special Ed			13

Appendix B - continued

Sub-Group Counts

Graduation Rate by Race	2007-08	2008-09	2009-10
AA_Lat_NA	64	66	63
Asian	76	93	90
White	84	85	87

Graduation Rate by FRPL	2007-08	2008-09	2009-10
non-FRPL	80	84.9	84
FRPL	83	70	85

Graduation Rate by Classification	2007-08	2008-09	2009-10
General Ed	87	87.5	91
Special Ed	42	56	51

Graduation Cohort by Race	2007-08	2008-09	2009-10
AA_Lat_NA	58	73	59
Asian	41	57	52
White	371	380	284

Graduated w/ Loc or Reg Dipl by Race	2007-08	2008-09	2009-10
AA_Lat_NA			37
Asian			47
White			247

Graduation Cohort by FRPL	2007-08	2008-09	2009-10
non-FRPL	400	439	328
FRPL	70	71	67

Graduated w/ Loc or Reg Dipl by FRPL	2007-08	2008-09	2009-10
non-FRPL			274
FRPL			57

Graduation Cohort by Classification	2007-08	2008-09	2009-10
General Ed	399	449	327
Special Ed	71	61	68

Graduated w/ Loc or Reg Dipl by Classification	2007-08	2008-09	2009-10
General Ed			296
Special Ed			35

Appendix B - continued

Sub-Group Counts

ELA Regents by Race and FRPL	2007-08	2008-09	2009-10
non-FRPL AA_Lat_NA	79	84.5	85
FRPL AA_Lat_NA	68	71	76
non-FRPL Asian	88	91	92
FRPL Asian	79	86	86
non-FRPL White	86	88	88
FRPL White	82	67	77

ELA Regents by Classification and FRPL	2007-08	2008-09	2009-10
non-FRPL SWD	70	72	74
FRPL SWD	59	49	59
non-FRPL Gen. Ed.	88	88	90
FRPL Gen. Ed.	82	76	80

ELA Regents by Residence and FRPL	2007-08	2008-09	2009-10
non-FRPL Rural	85	87.5	87
FRPL Rural	77	69	77
non-FRPL non-Rural	88	88	88
FRPL non-Rural	77	70	79

ELA Regents by Race and FRPL	2007-08	2008-09	2009-10
non-FRPL AA_Lat_NA	24	32	5
FRPL AA_Lat_NA	25	28	30
non-FRPL Asian	42	29	28
FRPL Asian	13	8	6
non-FRPL White	245	270	279
FRPL White	31	37	37

ELA Regents by Classification and FRPL	2007-08	2008-09	2009-10
non-FRPL SWD	33	24	35
FRPL SWD	24	21	17
non-FRPL Gen. Ed.	278	307	302
FRPL Gen. Ed.	45	52	56

ELA Regents by Residence and FRPL	2007-08	2008-09	2009-10
non-FRPL Rural	88	102	91
FRPL Rural	19	23	23
non-FRPL non-Rural	221	228	232
FRPL non-Rural	50	50	43

Appendix B - continued

Sub-Group Counts

Elementary Median Days Absent by Race and FRPL	2007-08	2008-09	2009-10
non-FRPL AA_Lat_NA	16.5	15.0	10.0
FRPL AA_Lat_NA	17.0	22.0	13.0
non-FRPL Asian	10.0	9.0	7.0
FRPL Asian	8.0	7.0	6.0
non-FRPL White	12.0	11.0	9.0
FRPL White	15.0	16.0	12.0
non-FRPL Multiracial			13.0
FRPL Multiracial			12.0

Elementary Median Days Absent by Classification and FRPL	2007-08	2008-09	2009-10
non-FRPL SWD	13.0	13.0	10.0
FRPL SWD	16.0	18.0	13.0
non-FRPL Gen. Ed.	12.0	11.0	9.0
FRPL Gen. Ed.	15.5	16.0	10.0

Elementary Median Days Absent by Residence and FRPL	2007-08	2008-09	2009-10
non-FRPL Rural	11.0	11.0	9.0
FRPL Rural	14.0	12.0	11.0
non-FRPL non-Rural	12.0	11.0	9.0
FRPL non-Rural	17.0	19.0	11.0

Participation in Advanced Placement Courses by Race and FRPL	2007-08	2008-09	2008-10
non-FRPL AA_Lat_NA	20.35	20.41	17.39
FRPL AA_Lat_NA	4.07	4.90	5.52
non-FRPL Asian	41.09	44.44	30.07
FRPL Asian	33.33	20.46	13.95
non-FRPL White	27.73	29.45	28.65
FRPL White	8.33	6.85	8.52

Participation in Advanced Placement Courses by Classification and FRPL	2007-08	2008-09	2008-10
non-FRPL SWD	6.03	3.23	6.73
FRPL SWD	0.00	3.06	0.00
non-FRPL Gen. Ed.	30.74	32.91	29.36
FRPL Gen. Ed.	13.07	9.79	10.45

Participation in Advanced Placement Courses by Residence and FRPL	2007-08	2008-09	2008-10
non-FRPL Rural	26.07	25.15	22.73
FRPL Rural	4.88	3.33	7.14
non-FRPL non-Rural	29.54	32.99	29.08
FRPL non-Rural	10.84	9.50	8.15

Appendix B - continued

Sub-Group Counts

Secondary Median Classes Missed by Race and FRPL	2007-08	2008-09	2009-10
non-FRPL AA_Lat_NA	110.5	105	63
FRPL AA_Lat_NA	162	172	113.5
non-FRPL Asian	70.5	75	39
FRPL Asian	77	60	28
non-FRPL White	99	96	59
FRPL White	152	149	90
non-FRPL Multiracial			45.5
FRPL Multiracial			96

Secondary Median Classes Missed by Classification and FRPL	2007-08	2008-09	2009-10
non-FRPL SWD	123	120.5	82
FRPL SWD	201.5	204	113.5
non-FRPL Gen. Ed.	94	91	55
FRPL Gen. Ed.	130	128.5	87

Secondary Median Classes Missed by Residence and FRPL	2007-08	2008-09	2009-10
non-FRPL Rural	96	96	61
FRPL Rural	150	153	89.5
non-FRPL non-Rural	97	93	54
FRPL non-Rural	145	143	85

Secondary Median Classes Missed by Race and FRPL	2007-08	2008-09	2009-10
non-FRPL AA_Lat_NA	182	197	218
FRPL AA_Lat_NA	243	311	328
non-FRPL Asian	222	271	267
FRPL Asian	56	74	77
non-FRPL White	1515	1623	1628
FRPL White	257	320	384
non-FRPL Multiracial			8
FRPL Multiracial			15

Participation in Athletics by Race and FRPL	2007-08	2008-09	2009-10
non-FRPL AA_Lat_NA	26.21	28.87	22.86
FRPL AA_Lat_NA	26.06	29.86	23.31
non-FRPL Asian	25.33	22.09	20.00
FRPL Asian	30.30	27.27	30.23
non-FRPL White	40.97	38.77	26.74
FRPL White	18.24	17.69	9.04

Appendix B - continued

Sub-Group Counts

Participation in Athletics by Classification and FRPL	2007-08	2008-09	2009-10
non-FRPL SWD	20.71	19.01	15.09
FRPL SWD	15.15	19.19	17.35
non-FRPL Gen. Ed.	39.69	37.31	26.35
FRPL Gen. Ed.	26.34	26.27	17.71

Participation in Athletics by Residence and FRPL	2007-08	2008-09	2009-10
non-FRPL Rural	35.52	32.30	27.68
FRPL Rural	15.56	15.56	8.93
non-FRPL non-Rural	38.90	37.19	24.86
FRPL non-Rural	25.75	27.46	21.03

Participation in Music & Drama by Race and FRPL	2007-08	2008-09	2009-10
non-FRPL AA_Lat_NA	9	12	19
FRPL AA_Lat_NA	6	4	18
non-FRPL Asian	11	23	25
FRPL Asian	9	9	12
non-FRPL White	10	18	24
FRPL White	5	5	20

Participation in Music & Drama by Classification and FRPL	2007-08	2008-09	2009-10
non-FRPL SWD	7	8	12
FRPL SWD	4	2	12
non-FRPL Gen. Ed.	10	19	25
FRPL Gen. Ed.	7	7	21

Participation in Music & Drama by Residence and FRPL	2007-08	2008-09	2009-10
non-FRPL Rural	9	14	18
FRPL Rural	3	4	20
non-FRPL non-Rural	10	19	26
FRPL non-Rural	7	6	18

Appendix B - continued

Sub-Group Counts

Secondary Median Classes Missed by Race and FRPL	2007-08	2008-09	2009-10
non-FRPL AA_Lat_NA	110.5	105	63
FRPL AA_Lat_NA	162	172	113.5
non-FRPL Asian	70.5	75	39
FRPL Asian	77	60	28
non-FRPL White	99	96	59
FRPL White	152	149	90
non-FRPL Multiracial			45.5
FRPL Multiracial			96

Secondary Median Classes Missed by Classification and FRPL	2007-08	2008-09	2009-10
non-FRPL SWD	123	120.5	82
FRPL SWD	201.5	204	113.5
non-FRPL Gen. Ed.	94	91	55
FRPL Gen. Ed.	130	128.5	87

Secondary Median Classes Missed by Residence and FRPL	2007-08	2008-09	2009-10
non-FRPL Rural	96	96	61
FRPL Rural	150	153	89.5
non-FRPL non-Rural	97	93	54
FRPL non-Rural	145	143	85

Secondary Median Classes Missed by Race and FRPL	2007-08	2008-09	2009-10
non-FRPL AA_Lat_NA	182	197	218
FRPL AA_Lat_NA	243	311	328
non-FRPL Asian	222	271	267
FRPL Asian	56	74	77
non-FRPL White	1515	1623	1628
FRPL White	257	320	384
non-FRPL Multiracial			8
FRPL Multiracial			15

Secondary Median Classes Missed by Classification and FRPL	2007-08	2008-09	2009-10
non-FRPL SWD	187	194	205
FRPL SWD	170	211	228
non-FRPL Gen. Ed.	1732	1897	1916
FRPL Gen. Ed.	386	494	576

Secondary Median Classes Missed by Residence and FRPL	2007-08	2008-09	2009-10
non-FRPL Rural	573	605	507
FRPL Rural	163	203	154
non-FRPL non-Rural	1337	1478	1390
FRPL non-Rural	393	501	417

Appendix B - continued

Sub-Group Counts

Out of School Suspensions by Race and FRPL (%)	2007-08	2008-09	2009-10
non-FRPL AA_Lat_NA	4.18	4.28	5.54
FRPL AA_Lat_NA	8.54	9.37	11.02
non-FRPL Asian	0.98	0.63	1.25
FRPL Asian	1.81	2.52	1.60
non-FRPL White	1.77	1.58	2.14
FRPL White	5.58	6.68	8.78
non-FRPL Multiracial			2.04
FRPL Multiracial			11.32

Out of School Suspensions by Classification and FRPL (%)	2007-08	2008-09	2009-10
non-FRPL SWD	5.40	6.90	6.34
FRPL SWD	11.88	12.91	15.20
non-FRPL Gen. Ed.	1.46	1.13	1.81
FRPL Gen. Ed.	4.07	4.84	6.30

Out of School Suspensions by Residence and FRPL (%)	2007-08	2008-09	2009-10
non-FRPL Rural	2.26	2.39	2.98
FRPL Rural	6.58	7.35	9.14
non-FRPL non-Rural	1.81	1.51	2.21
FRPL non-Rural	6.32	7.26	8.71

Out of School Suspensions by Race and FRPL	2007-08	2008-09	2009-10
non-FRPL AA_Lat_NA			28
FRPL AA_Lat_NA			65
non-FRPL Asian			7
FRPL Asian			3
non-FRPL White			70
FRPL White			81
non-FRPL Multiracial			1
FRPL Multiracial			6

Out of School Suspensions by Classification and FRPL	2007-08	2008-09	2009-10
non-FRPL SWD			37
FRPL SWD			76
non-FRPL Gen. Ed.			69
FRPL Gen. Ed.			79

Out of School Suspensions by Residence and FRPL	2007-08	2008-09	2009-10
non-FRPL Rural			35
FRPL Rural			47
non-FRPL non-Rural			70
FRPL non-Rural			107

Appendix B - continued

Sub-Group Counts

Secondary Awards by Race and FRPL	2007-08	2008-09	2009-10
non-FRPL AA_Lat_NA	16.46	16.18	9.75
FRPL AA_Lat_NA	18.49	15.33	9.51
non-FRPL Asian	27.11	21.41	19.31
FRPL Asian	38.03	23.53	14.47
non-FRPL White	22.58	20.39	11.43
FRPL White	19.54	11.62	7.34

Secondary Awards by Classification and FRPL	2007-08	2008-09	2009-10
non-FRPL SWD	16.10	13.49	5.60
FRPL SWD	18.66	12.62	4.74
non-FRPL Gen. Ed.	23.23	20.79	13.01
FRPL Gen. Ed.	22.15	15.47	10.28

Secondary Awards by Residence and FRPL	2007-08	2008-09	2009-10
non-FRPL Rural	21.65	18.49	9.71
FRPL Rural	21.65	14.74	5.80
non-FRPL non-Rural	22.94	20.72	13.17
FRPL non-Rural	20.81	14.53	10.09

Participation in Clubs by Race and FRPL	2007-08	2008-09	2009-10
non-FRPL AA_Lat_NA	28.97	28.17	15.00
FRPL AA_Lat_NA	14.09	29.86	11.04
non-FRPL Asian	50.67	48.47	30.97
FRPL Asian	57.58	59.09	13.95
non-FRPL White	29.12	31.71	23.46
FRPL White	9.46	15.65	11.30

Participation in Clubs by Classification and FRPL	2007-08	2008-09	2009-10
non-FRPL SWD	12.86	18.18	13.21
FRPL SWD	10.10	15.15	5.10
non-FRPL Gen. Ed.	33.39	34.96	24.38
FRPL Gen. Ed.	19.20	32.63	13.54

Participation in Clubs by Residence and FRPL	2007-08	2008-09	2009-10
non-FRPL Rural	25.57	26.36	19.21
FRPL Rural	5.56	15.56	6.25
non-FRPL non-Rural	34.08	36.53	25.52
FRPL non-Rural	20.60	31.97	13.65

