



# **Third and Fourth Annual Equity Report Card**

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

## **Holding Ourselves Accountable**

*2007-2008 and 2008-2009 School Years  
Published January 2010*

*Of all the civil rights for which the world has struggled and fought for 5000 years,  
the right to learn is undoubtedly the most fundamental.*

W. E. B. DuBois

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November 30, 2009



This is our third annual report card and we acknowledge the hard work of many individuals who have contributed to it. They include Barbara Bauer, Sean Brady, Kevin Brew, Barry Derfel, Connie Evelyn, Kim Fontana, Elena Goloborodko, Emily Hess, Mike Pliss, Denise Ruben, and Charlene Testut. We also acknowledge and thank many individuals who are incredibly dedicated to this work and the new initiatives happening throughout the district.

But (and yes, there is a “but”) the report card is about results. It is an evaluation tool. It evaluates the overall results rather than particular efforts. Now that we have four years of data, we begin to see where there is real improvement, where there is none, and where we have gone backwards.

On the positive side, there is significant and consistent improvement in grade 3-8 math scores and in grade 3-8 language arts for all groups. Counter to expectations, this was achieved without improving attendance and in fact attendance for African American, Latino, Native American students, and all economically disadvantaged students, has actually slipped in each year since the report card was first published. (This is a troubling and confusing trend.)

We also see a significant reduction in out-of-school suspensions. School leaders recognized suspensions had escalated and with help from the community, put together a focused effort to prevent suspensions. I am pleased that it seems to be working.

Other trends are flat or worsening. Most importantly, graduation rates of African American, Latino, Native American, Asian, and economically disadvantaged students, are lower than they were four years ago, and the gap is getting wider. For special education students the rate and gap are exactly at the level they were four years ago despite hard work to increase the percent of those graduating. These results are simply unacceptable. We need an immediate, resource-supported approach to insure improved graduation rates by June 2010. The report card will only have meaning if it forces us to change the way we do business when we fail to achieve results.

We have made very limited improvement in the staff-to-student diversity ratio. At this time, there are no African American classroom teachers working at Ithaca High School. We know that there is a specialist position in human resources to focus on diversity hiring but it has been vacant for two years.

Finally we need to mention that this report card covers a 2-year span, 2008 and 2009. We should make a commitment that 2010’s Report Card will be available in mid December, 2010, so that the latest information can be used to develop budget priorities.

I wish to acknowledge the many folks in the district and in the community who recognize the burdens placed on some because of race and class biases and who work tirelessly to create a more just world. This is the most important work we can do and we must remain steadfast in our commitment to change.

*Jeff Furman*



## Directing the Change Process!

The French classical author, Francois de La Rochefoucauld, is credited with the familiar quote “*The only thing constant in life is change.*” The truth of this is evident in many aspects of our lives, both personally and professionally. Change is the nature of the world in which we live.

There are changes in this edition of the Equity Report Card compared to previous versions. Some of the equity measures indicate that the achievement gap narrowed one year, only to widen the next, or vice versa. The same is true in terms of whether or not performance for various cohorts of students improved year to year.

We know that change is predictable and inevitable, thus we need to direct it so that it is *consistently* in the direction we’ve committed to going regarding the education of all the children of our community. We accomplish this in multiple ways, including data-driven decision making, systems of personal and institutional accountability and an unwavering commitment to continuous improvement.

Eliminating race, class and disability as predictors of student academic and co-curricular performance is very much a process. Many people in the school district are working day in and day out in furtherance of this ambitious but vitally important goal. Equally important, growing numbers of community members are steadfastly committed to advocacy and direct involvement toward improving systems, effecting policy and practice, and ensuring a supportive climate and culture for the learning experiences of our children.

Behind the numbers, percentages, charts and graphs on the pages of this document are boys and girls – somebody’s sons and daughters. While they have different gifts, talents and abilities, all have strengths and assets. As someone has noted, we must cease asking simply how smart is this child and begin to ask *how is this child smart?!*

What “change” do you imagine regarding how we value the education of our children? If all are not succeeding, what degree of failure are you comfortable accepting? Which children are expendable? I hope you’ll agree that the only acceptable answer is a resounding *none!*

Perhaps Marian Wright Edelman said it best: “The future which we hold in trust for our own children will be shaped by our fairness to other people’s children.” Education has always been important and necessary. I hope you’ll agree that now, it’s absolutely essential!

I encourage you to review the report card data and talk about it with your friends and colleagues. I also ask that you take the next affirmative step by actively supporting efforts of your choice aimed at helping to ensure that our children are affirmed, educated and well positioned to reach their fullest potential!

*Cal Walker*



January 2010

Dear Colleagues,

I am pleased to share the Third and Fourth Annual Equity Report Card with you. This report continues the collaboration between the District and the Village at Ithaca. This collaboration has grown since the Second Annual Equity Report Card was issued in 2008 to include the Equity Inclusion Leadership Council. During the winter of 2008-2009, the Equity Report Card Committee worked to clarify the data sets in the Equity Report Card. (Please see the data definitions section.) The committee added a measure for early literacy and also added a second measure related to out-of-school suspensions that illustrates the percent of students who are suspended in a given sub-group, regardless of the number of incidents of suspension. The out-of-school suspension rate was prioritized as a measure to evaluate the success of district efforts. See these data for the two most recent school years on the summary table.

Perhaps most important in our Equity Strategic Planning and Reporting is a change that is not visible in the Report Card, but very evident in our ongoing efforts to achieve equity. This summer, the Equity Strategic Planning Committee decided to align our equity strategic planning priorities with the Equity Report Card prioritized measures. Now, we are amidst action planning related specifically to the six prioritized measures of the Equity Report Card. Executive and administrative team members, community members, and staff members are engaged in planning action steps that are targeted to improving the very results we have deemed most important in the Report Card.

Results. Improved results are what we seek and this Report Card clearly shows us where we are making progress and where we are not making significant progress, yet. I am grateful to all the teachers and staff members, curriculum chairs, administrators, staff developers, and community members who have worked to help us achieve the results we see in the grades 3-8 math and English Language Arts assessments. At present, the gaps we have to close between now and 2013 are no greater than the progress we have already made since the First Annual Equity Report Card of 2006. I am encouraged that we are making consistent and meaningful progress on both improving outcomes for all children and closing our educational gap for our underserved students.

I expect that the improved academic performance of students in elementary and middle levels will translate into higher graduation rates, but we have to marry our expectations with concrete, specific, and targeted actions. I am encouraged that we are engaged in Equity Action Planning directly on the topic of graduation rates. This is a critical area for action at all levels.

Attendance, too, is an area where we are dissatisfied. I ask for families and community members to join together with district staff in stressing the importance of school attendance and in assisting us in ensuring that student attendance improves. Our Attendance Equity Action Planning Group is working to directly affect attendance at both the elementary and secondary levels. We are confident that improving attendance rates will provide benefits in the other categories of student performance and participation. We have so much to gain from improving in this measure.

Finally, I wish to thank all of you who are so fully committed to ensuring that all our students achieve their dreams. Let us rededicate ourselves to achieving this vision in this New Year.

*Judith C. Pastel*

## 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 and disability.

**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/board/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.

**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 economic disadvantage 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.

*If we love the children, then we must do whatever it takes to provide them with the teachers and school leaders they deserve. We cannot tolerate or support ideologies and practices that cripple our children further—those that hold that our children are the problem or those that assume that our teachers and school leaders are not capable of becoming powerful factors in the lives of students. We need a valid vision. We need the will. With vision and will, everything is possible. Ronald Edmonds was right: “We can, whenever and wherever we wish, teach successfully all children whose education is of interest to us. Whether we do or do not do it depends in the final analysis on how we feel about the fact that we have not done so thus far.” This says in the strongest way that it is a matter of will. Do we really want African children to be excellent? If so, there is no mystery about how to make that happen.*

Asa Hilliard



## 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, 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, e.g. *Trouble with Black Boys: And Other Reflections on Race, Equity, and the Future of Public Education* (Noguera, 2008) and *Creating Welcoming Schools: A Practical Guide to Home-School Partnerships with Diverse Families* (Allen, 2007)
- During 2008-2009, Equity mentors have received turnkey training related to building understanding causes of inequity in schools.
- Responsive Classroom Professional Development
- Co-teaching and Inclusive Practices
- Mentoring and Induction focused on equity; Instructional Specialist for Educational Equity responsible for mentorship programming
- Multicultural Resource Center Talking Circles on Race & Racism
- Teacher Expectations and Student Achievement and Parent Expectations Student Achievement

**Recruitment and Retention--**Recruit and retain a racially and culturally diverse staff and train supervisors to ensure a bias-free work place.

- Mentoring and induction program focused on achieving equitable outcomes (see Professional Development)
- Network of volunteers developed to represent diverse ICSD stakeholders
- Outreach to teacher preparation programs with diverse student populations
- Outreach via media to markets with diverse audiences
- Promotional materials
- Creation of position of Human Resource Specialist for recruitment and retention
- Pre-employment process reorganized and streamlined
- Training and coordination of community representatives to participate in pre-employment process (screenings and interviews); Staff of Color Dinner.
- 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.

- Implementation of Read 180 and a database for tracking student progress in Academic Intervention Services
- Response to Intervention implementation
- 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.

- Development of content maps for core subject curriculum in grades 3-10 in core subjects. 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.
- Curriculum development for the Martin Luther King Community Build is underway.
- *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

### *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
- 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
- Path to Success program
- Welcome and assistance to new families to the school district
- Scholarships for students

*To produce change, people must be organized to work together in units of power.*

Martin Luther King, Jr.

## Equity Inclusion Leadership Council Membership as of December 2009

*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	kirtrina@gmail.com
Josh Bornstein	Board of Education	jabornst@syr.edu
Penny Boynton	Caroline rural constituency, Family liaisons	pjb26@cornell.edu
Kevin Brew	PTA, rural constituency	kbrew@kevinbrewsales.com
Joey Cardamone	ICSD teachers, equity mentors, IHS	jcardamo@icsd.k12.ny.us
Steve Cariddi	Village at Ithaca	steve@yearinspace.com
Deb Casey	ICSD Support Staff	dcasey@icsd.k12.ny.us
Audrey Cooper	Multicultural Resource Center (MRC), Cornell Cooperative Extension Tompkins County (CCETC)	ajc39@cornell.edu
Fernando de Aragón	Latino Civic Association	fdearagon@tompkins-co.org
Barry Derfel	ICSD Teachers, Equity mentors	bderfel@icsd.k12.ny.us
Kim Fontana	ICSD Professional Development, staff, and administration	kfontana@icsd.k12.ny.us
Marcia Fort	GIAC	marciaf@cityofithaca.org
Karen Friedeborn	Ithaca Youth Bureau	karenf@cityofithaca.org
Jeff Furman	Social Ventures and at large	jfurman@twcnny.rr.com
Jeanna Hale	PTA Council	geminijeanna@yahoo.com
Eldred Harris	Board of Education	elnino28@gmail.com
Joe Greenberg	Principals LACS staff	jgreenbe@icsd.k12.ny.us
Rob La Hood	Chamber of Commerce, Business community	rob@tompkinschamber.org
Patrice Lockert-Anthony	At-large-member	thewriternme09@gmail.com
Sue Merkel	IHS PTSA (Parent, Teacher, Student Association)	smerkel@twcnny.rr.com
Tina Nilsen-Hodges	New Roots	tnilsenhodges@newrootsschool.org
Schelley Nunn	ACTION (Activists Committed To Interrupting Oppression Now)	sunn@twcnny.rr.com
Judy Pastel	ICSD Administration	jpastel@icsd.k12.ny.us
Scott Perez	Board of Education, American Indian Program (AIP)	sp287@cornell.edu

Name	Contact/Liaison Constituency or group	E-mail Address
Susan Piliero	IPEI (Ithaca Public Education Initiative)	scp4@cornell.edu
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
Bill Van Slyke	ICSD teachers, equity mentors, Belle Sherman	wvanslyk@icsd.k12.ny.us
Cal Walker	Cornell, Village at Ithaca	cdw2@cornell.edu
Roberta Wallitt	Systemic Solutions, Village at Ithaca	rwallitt@twcnny.rr.com
Paula Younger	Member-at-large Tompkins County liaison as appropriate	pyounger@tompkins-co.org
	Faith Community	
	Asian Refugee community	
Lesli C. Myers	ICSD—Asst Supt.--Student Services	lmyers3@icsd.k12.ny.us
Connie Evelyn	ICSD—Asst Supt.—Curriculum & Inst	cevelyn@icsd.k12.ny.us
Bob Van Keuren	Director of Human Resources	rvankeur@icsd.k12.ny.us
Laura Branca	Facilitator (TFC Associates)	tfcbranca@aol.com
Kirby Edmonds	Facilitator (TFC Associates)	tfckirby@aol.com

*One of the great liabilities of history is that all too many people fail to remain awake through great periods of social change. Every society has its protectors of the status quo and its fraternities of the indifferent who are notorious for sleeping through revolutions. But today our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change. The large house in which we live demands that we transform this world-wide neighborhood into a world-wide brotherhood. Together we must learn to live as brothers or together we will be forced to perish as fools.*

Martin Luther King, Jr.

<i>Measure</i>	<i>2006</i>	<i>'06 Gap* (%)</i>	<i>2007</i>	<i>'07 Gap* (%)</i>	<i>2008</i>	<i>'08 Gap* (%)</i>	<i>2012^ Target</i>	<i>Gap closing?</i>	<i>Performance improving?</i>
<b><i>Grade 3-8 ELA PI score</i></b>									
Students with disabilities	<b>99</b>	45	<b>115</b>	38	<b>123</b>	34	<b>147</b>	Yes	Yes
Af. Am., Latino, Native Am.	<b>144</b>	18	<b>148</b>	18	<b>150</b>	17.5	<b>165</b>	Yes	Yes
Economically Disadvantaged	<b>130</b>	29	<b>145</b>	22	<b>148</b>	21	<b>168</b>	Yes	Yes
<b><i>Grade 3-8 math PI score</i></b>									
Students with disabilities	<b>101</b>	44	<b>110</b>	40	<b>130</b>	32	<b>156</b>	Yes	Yes
Af. Am., Latino, Native Am.	<b>136</b>	22	<b>142</b>	21	<b>158</b>	15	<b>172</b>	Yes	Yes
Economically Disadvantaged	<b>131</b>	28	<b>142</b>	23	<b>155</b>	19	<b>173</b>	Yes	Yes
<b><i>Graduation rate (%)</i></b>									
Students with disabilities	<b>56</b>	36	<b>58</b>	32	<b>42</b>	51	<b>67</b>	No	No
Af. Am., Latino, Native Am.	<b>70</b>	18	<b>63.3</b>	24	<b>63.8</b>	23	<b>78</b>	Yes	Yes
Economically Disadvantaged	<b>75</b>	12	<b>68</b>	19	<b>83</b>	-4	<b>86</b>	Yes	Yes
<b><i>Elem. median days absent (#)</i></b>									
Students with disabilities	<b>14</b>	40	<b>15</b>	25	<b>15</b>	15	<b>12.0</b>	Yes	No
Af. Am., Latino, Native Am.	<b>13</b>	30	<b>15</b>	25	<b>17</b>	42	<b>11.5</b>	No	No
Economically Disadvantaged	<b>14</b>	56	<b>15</b>	36	<b>16</b>	33	<b>11.5</b>	Yes	No
<b><i>Sec. median classes missed (#)</i></b>									
Students with disabilities	<b>153</b>	38	<b>148</b>	46	<b>155</b>	58	<b>124</b>	No	No
Af. Am., Latino, Native Am.	<b>137</b>	21	<b>128</b>	25	<b>133</b>	34	<b>115</b>	No	No
Economically Disadvantaged	<b>154</b>	41	<b>133</b>	33	<b>148</b>	52	<b>117</b>	No	No
<b><i>Staff to student diversity ratio</i></b>	<b>n/a</b>	n/a	<b>0.26</b>	74	<b>0.25</b>	75	<b>0.33</b>	No	No

\* % Gap = Student with disability performance to general education student performance

Af. Am., Latino, Native Am. performance to White, Asian student performance

Economically disadvantaged student performance to Not economically disadvantaged student performance

^ Target = 50% reduction in gap or 20% increase from baseline, whichever is lower.

Target calculated with 2008 as baseline with caveat that the target can never be lower than a previous target

<i>Measure</i>	<i>2006</i>	<i>'06 Gap* (%)</i>	<i>2007</i>	<i>'07 Gap* (%)</i>	<i>2008</i>	<i>'08 Gap* (%)</i>	<i>2009</i>	<i>'09 Gap* (%)</i>	<i>2013^ Target</i>	<i>Gap closing?</i>	<i>Performance improving?</i>
<b><i>Grade 3-8 ELA PI score</i></b>											
Students with Disabilities	<b>99</b>	45	<b>115</b>	38	<b>123</b>	34	<b>136</b>	29	<b>163</b>	Yes	Yes
Af. Am., Latino, Native Am.	<b>144</b>	18	<b>148</b>	18	<b>150</b>	17.5	<b>160</b>	14.5	<b>174</b>	Yes	Yes
Economically Disadvantaged	<b>130</b>	29	<b>145</b>	22	<b>148</b>	21	<b>157</b>	18	<b>175</b>	Yes	Yes
<b><i>Grade 3-8 math PI score</i></b>											
Students with Disabilities	<b>101</b>	44	<b>110</b>	40	<b>130</b>	32	<b>145</b>	26	<b>170</b>	Yes	Yes
Af. Am., Latino, Native Am.	<b>136</b>	22	<b>142</b>	21	<b>158</b>	15	<b>172</b>	10	<b>181</b>	Yes	Yes
Economically Disadvantaged	<b>131</b>	28	<b>142</b>	23	<b>155</b>	19	<b>168</b>	13	<b>181</b>	Yes	Yes
<b><i>Graduation rate - 5 yr (%)</i></b>											
Students with Disabilities	<b>56</b>	36	<b>58</b>	32	<b>42</b>	51	<b>56</b>	36	<b>70</b>	Yes	Yes
Af. Am., Latino, Native Am.	<b>70</b>	18	<b>63</b>	24	<b>64</b>	23	<b>66</b>	24	<b>82</b>	No	Yes
Economically Disadvantaged	<b>75</b>	12	<b>68</b>	19	<b>83</b>	-4	<b>70</b>	17	<b>86</b>	No	No
<b><i>Elem. median days absent (#)</i></b>											
Students with Disabilities	<b>14</b>	40	<b>15</b>	25	<b>15</b>	15	<b>15</b>	25	<b>12.0</b>	No	No
Af. Am., Latino, Native Am.	<b>13</b>	30	<b>15</b>	25	<b>17</b>	42	<b>20</b>	67	<b>11.5</b>	No	No
Economically Disadvantaged	<b>14</b>	56	<b>15</b>	36	<b>16</b>	33	<b>17</b>	55	<b>11.5</b>	No	No
<b><i>Sec. median classes missed (#)</i></b>											
Students with Disabilities	<b>153</b>	38	<b>148</b>	46	<b>155</b>	58	<b>157</b>	62	<b>124</b>	No	No
Af. Am., Latino, Native Am.	<b>137</b>	21	<b>128</b>	25	<b>133</b>	34	<b>134</b>	38	<b>115</b>	No	No
Economically Disadvantaged	<b>154</b>	41	<b>133</b>	33	<b>147.5</b>	52	<b>148</b>	57	<b>117</b>	No	No
<b><i>Suspension Rate</i></b>											
Students with Disabilities	<b>n/a</b>	n/a	<b>n/a</b>	n/a	<b>0.236</b>	678	<b>0.181</b>	86	<b>0.145</b>	Yes	Yes
Af. Am., Latino, Native Am.	<b>n/a</b>	n/a	<b>n/a</b>	n/a	<b>0.160</b>	280	<b>0.104</b>	63	<b>0.083</b>	Yes	Yes
Economically Disadvantaged	<b>n/a</b>	n/a	<b>n/a</b>	n/a	<b>0.157</b>	400	<b>0.120</b>	79	<b>0.096</b>	Yes	Yes
<b><i>Staff to student diversity ratio</i></b>	<b>n/a</b>	n/a	<b>0.26</b>	74	<b>0.25</b>	75	<b>0.28</b>	72	<b>0.34</b>	Yes	Yes

\* % Gap = Student with disability performance to general education student performance

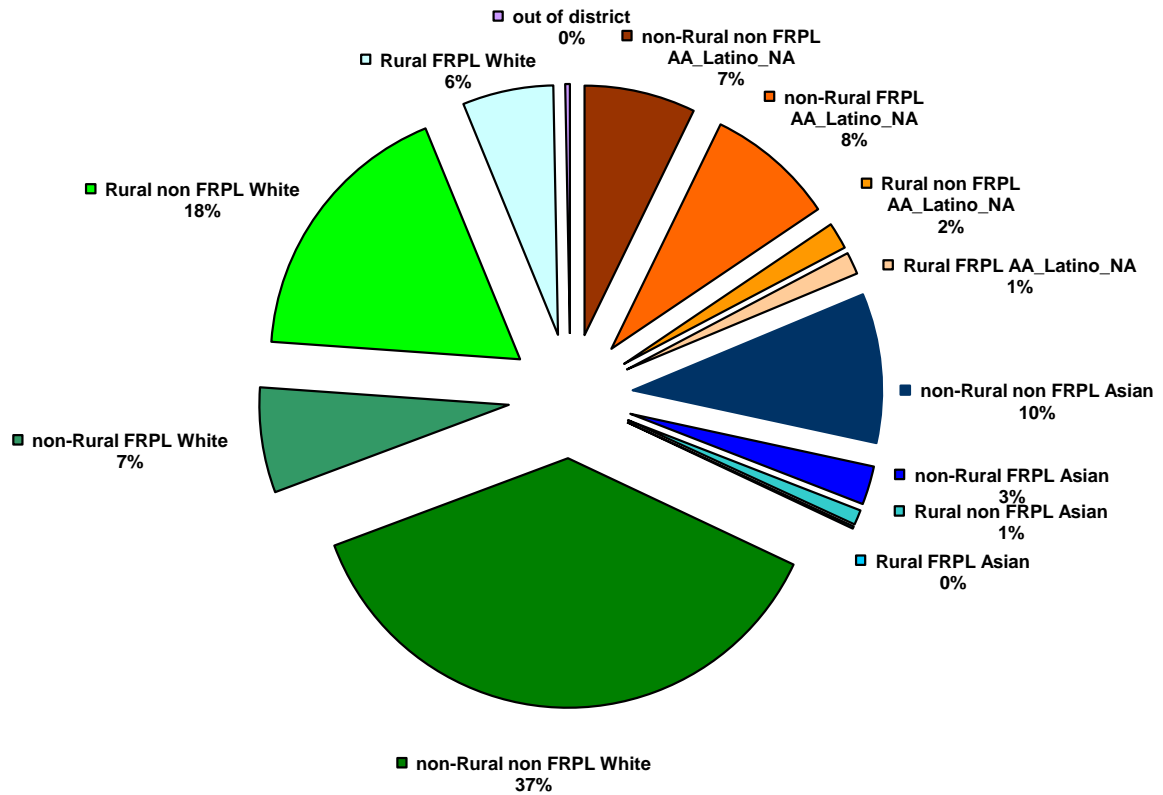
Af. Am., Latino, Native Am. performance to White, Asian student performance

Economically disadvantaged student performance to Not economically disadvantaged student performance

^ Target = 50% reduction in gap or 20% increase from baseline, whichever is lower.

Target calculated with 2009 as baseline with caveat that the target can never be lower than a previous target

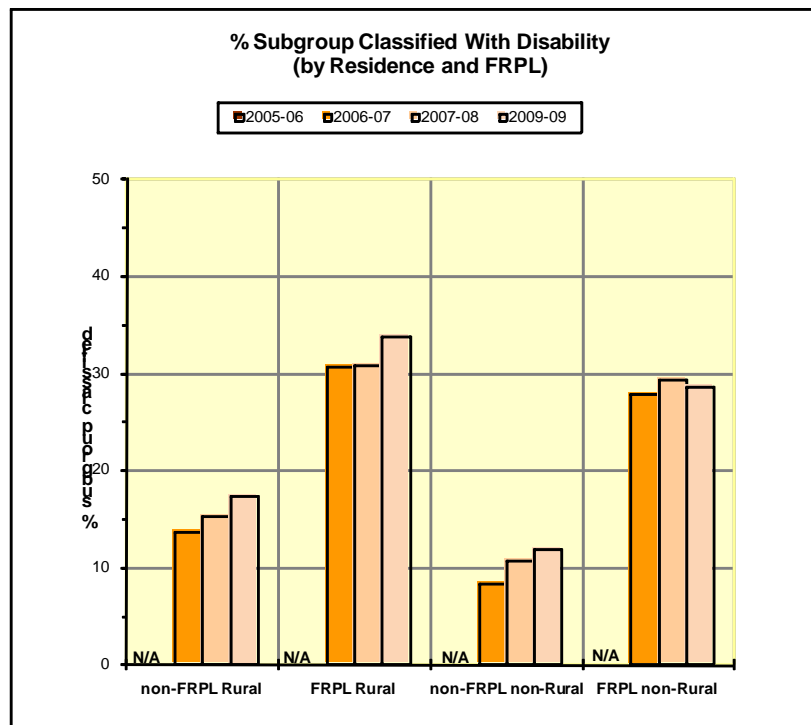
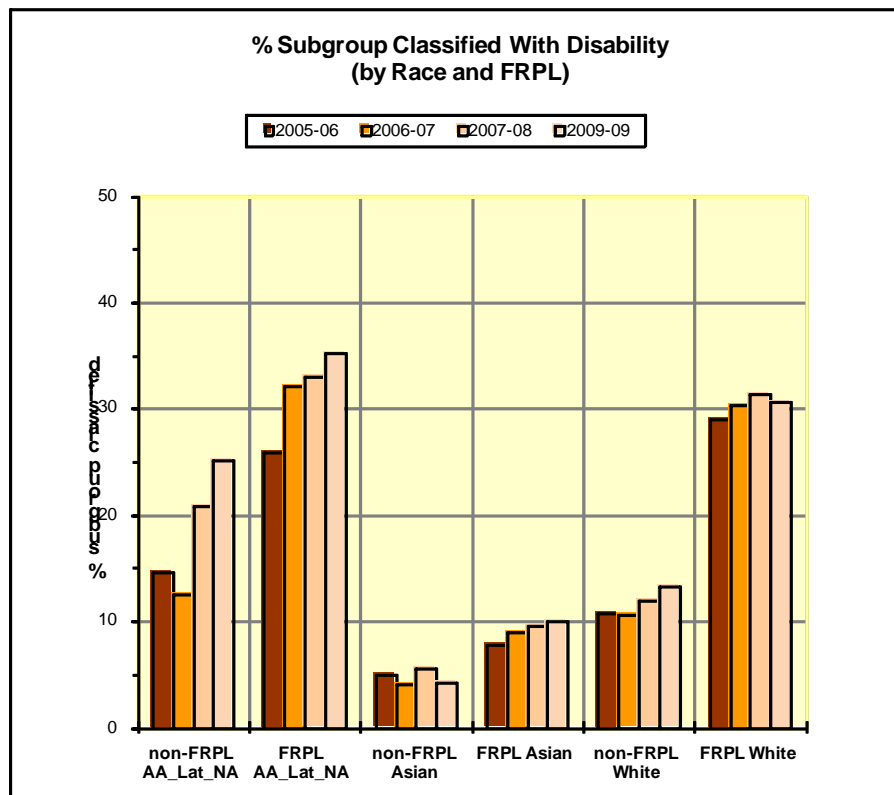
### ICSD Student Demographics 2008-09

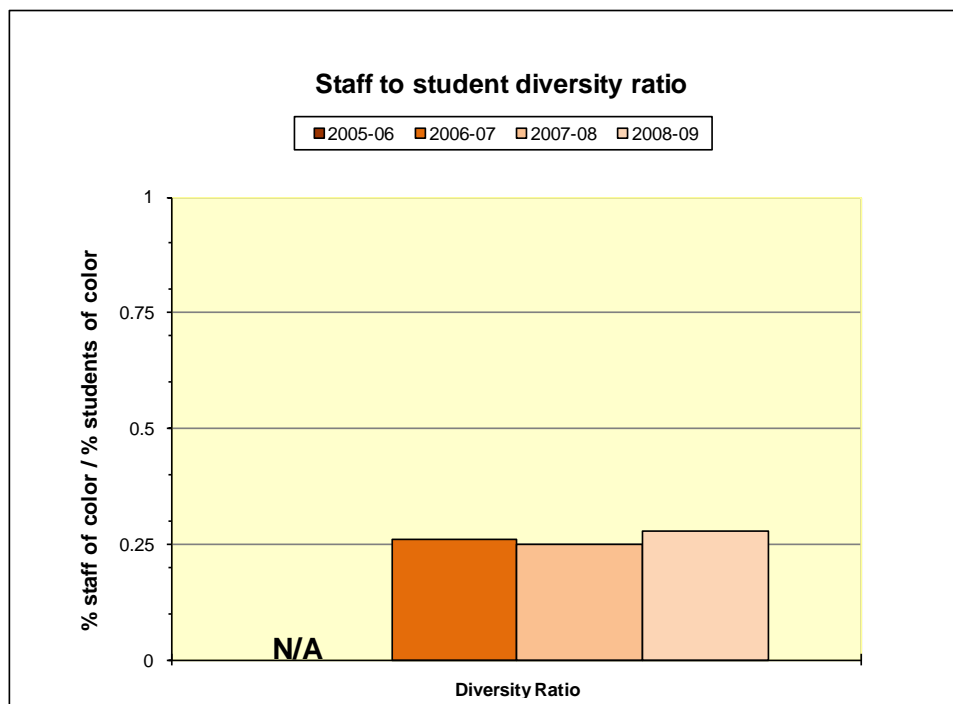
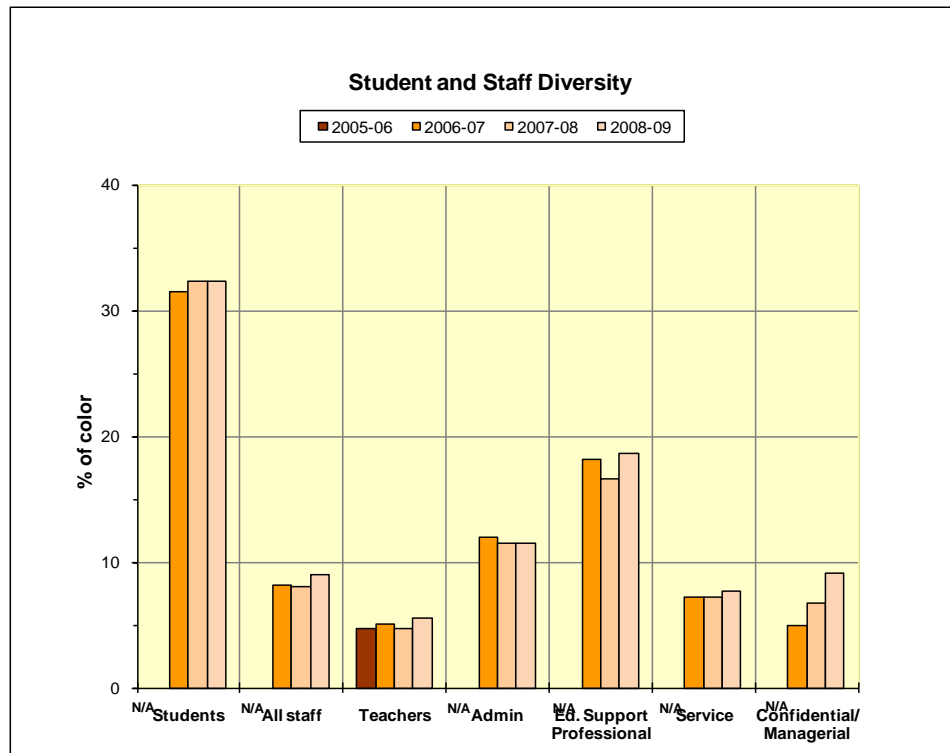


ICSD Student Demographics 2008-09	Count
non-Rural non FRPL AA_Latino_NA	433
non-Rural FRPL AA_Latino_NA	501
Rural non FRPL AA_Latino_NA	104
Rural FRPL AA_Latino_NA	86
non-Rural non FRPL Asian	581
non-Rural FRPL Asian	150
Rural non FRPL Asian	58
Rural FRPL Asian	9
non-Rural non FRPL White	2240
non-Rural FRPL White	409
Rural non FRPL White	1062
Rural FRPL White	354
out of district	18
Total	6005

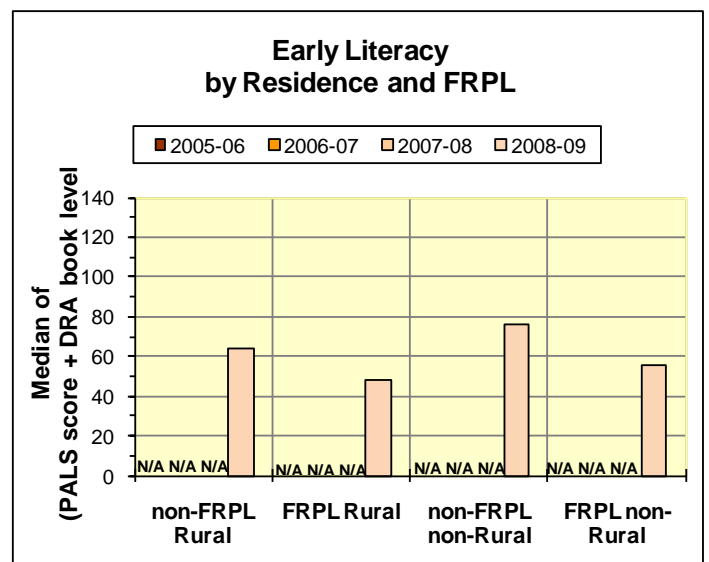
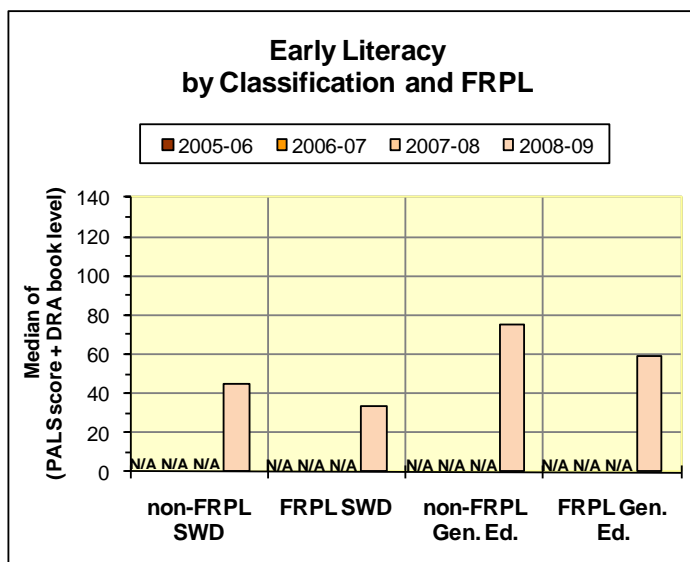
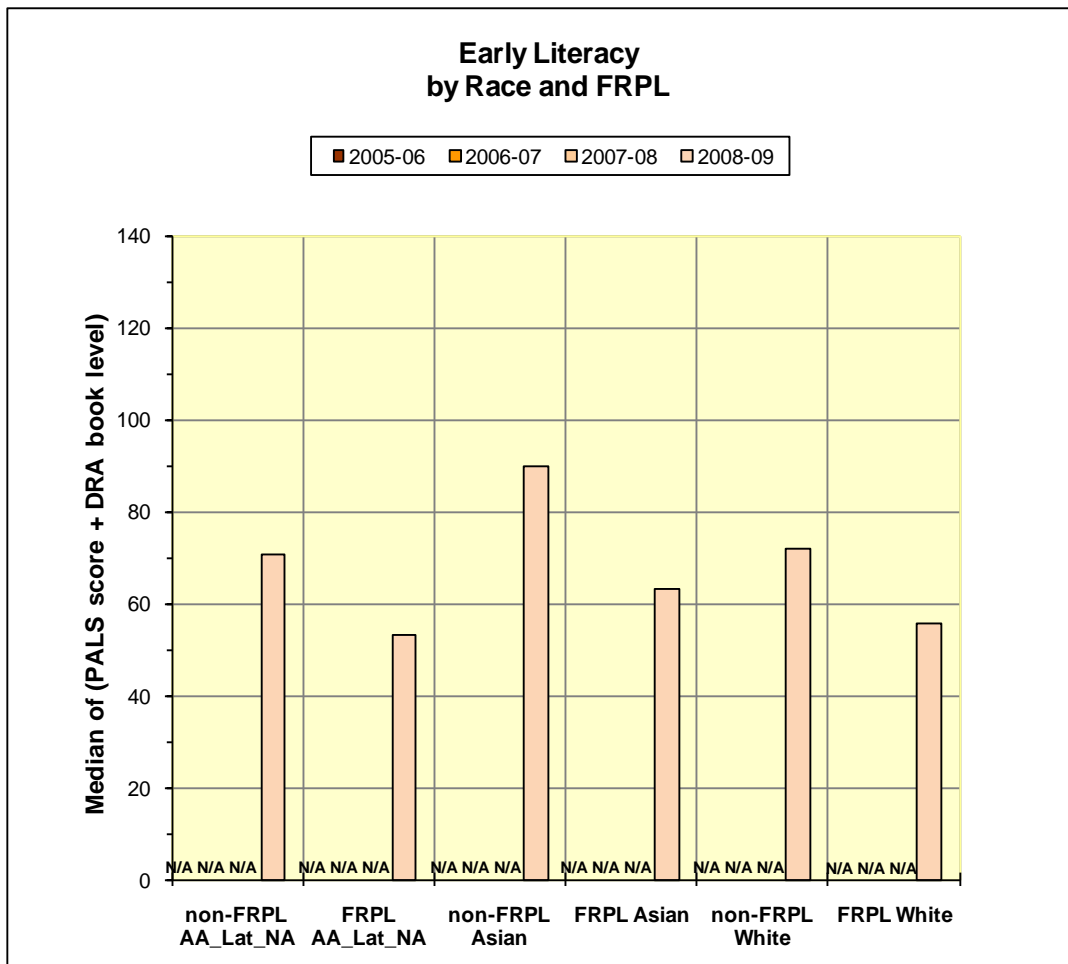
Notes: The 2008-09 demographics data had for the first time 35 students who identified themselves as "mixed race." Because this subgroup is so small, it has not been included in this analysis. We will continue to monitor the size of this subgroup and determine the appropriate time to include it in the analysis.



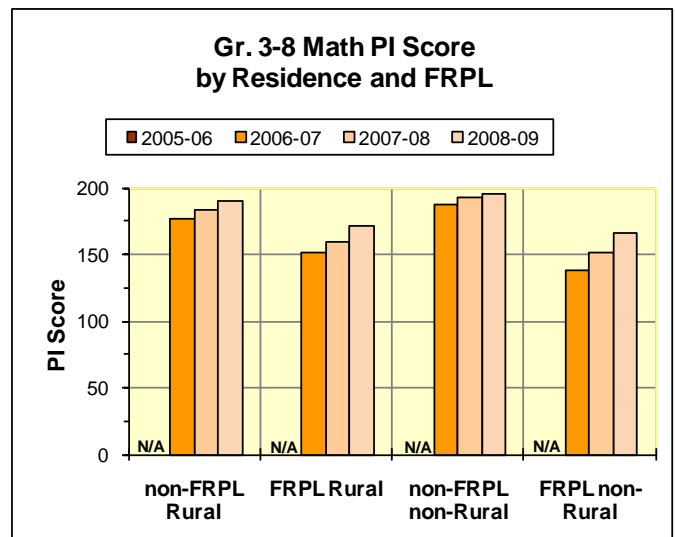
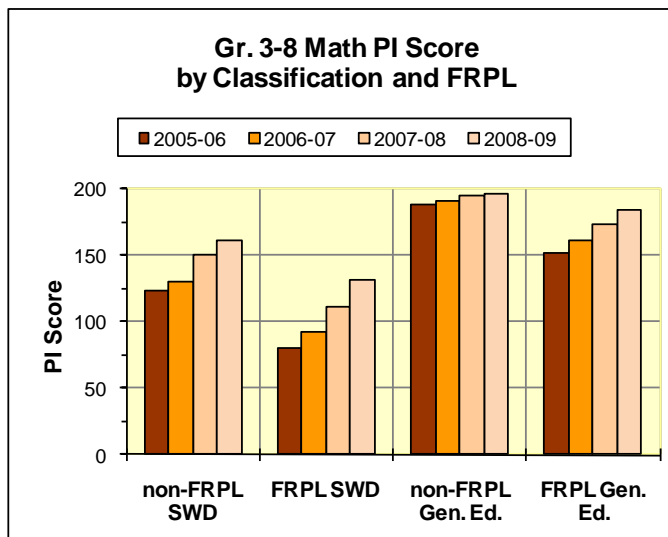
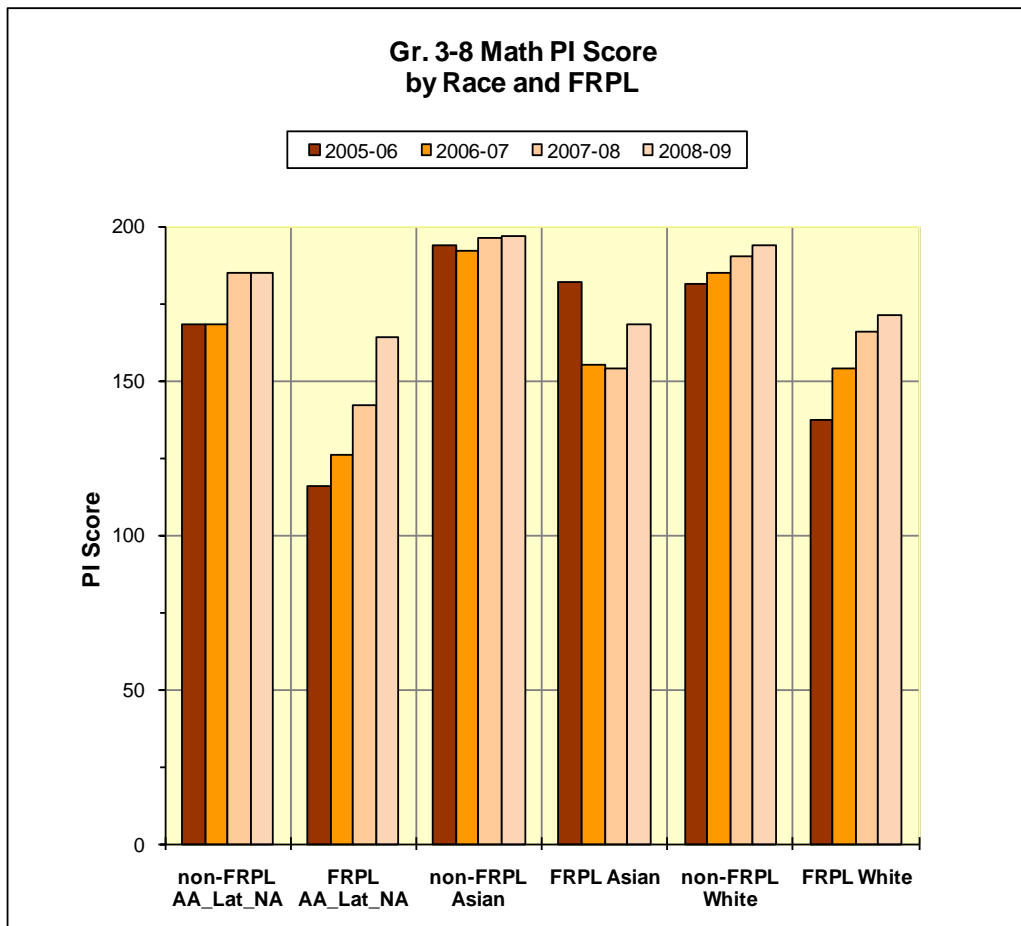


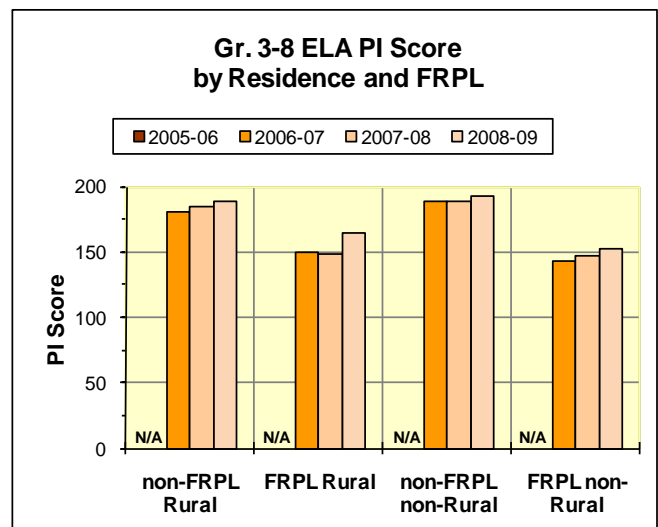
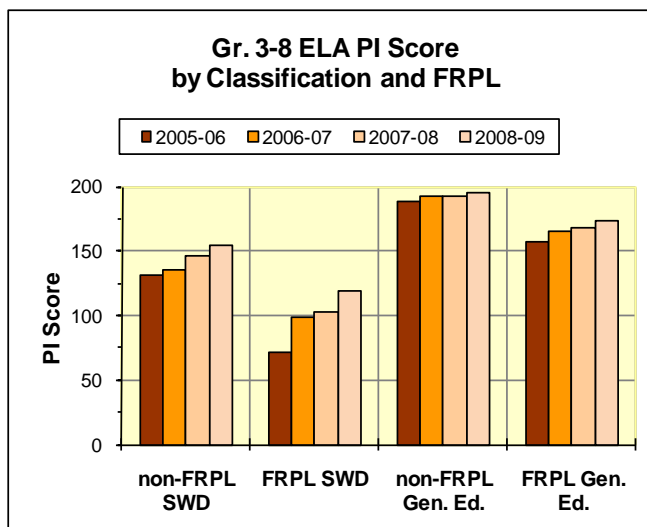
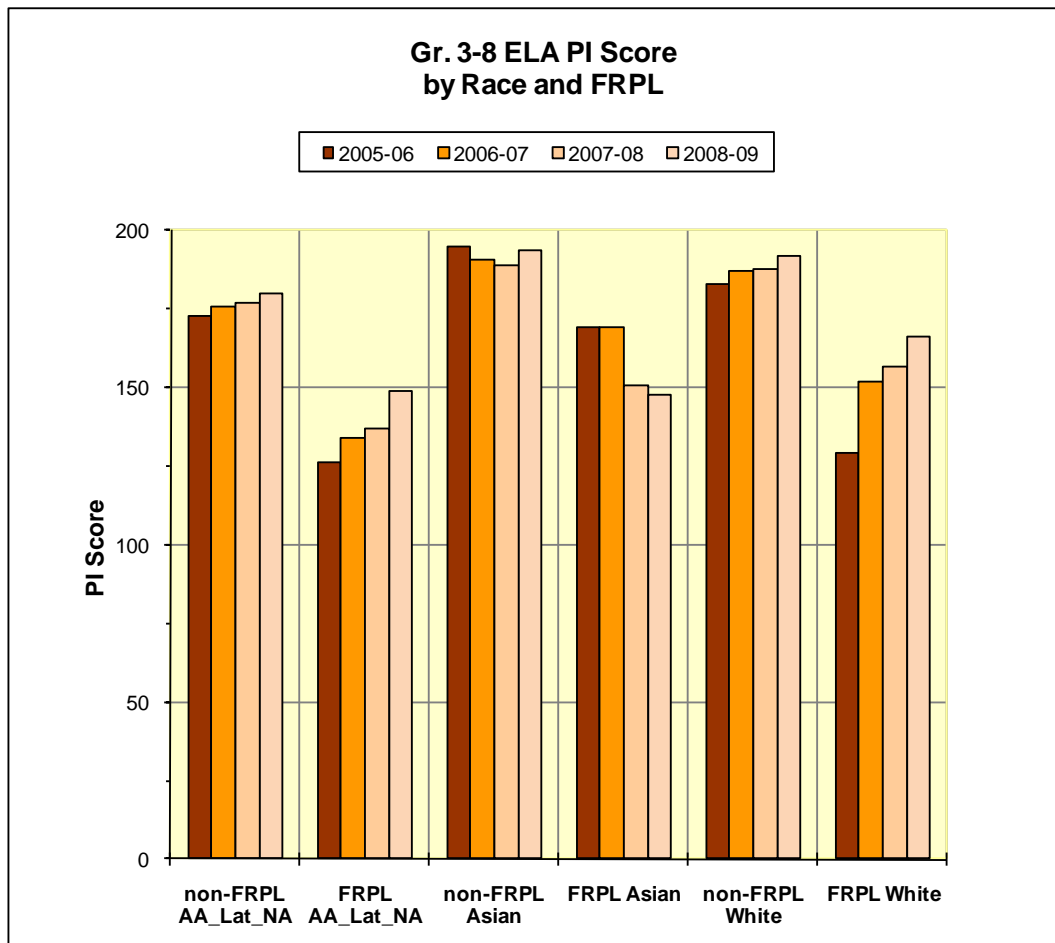


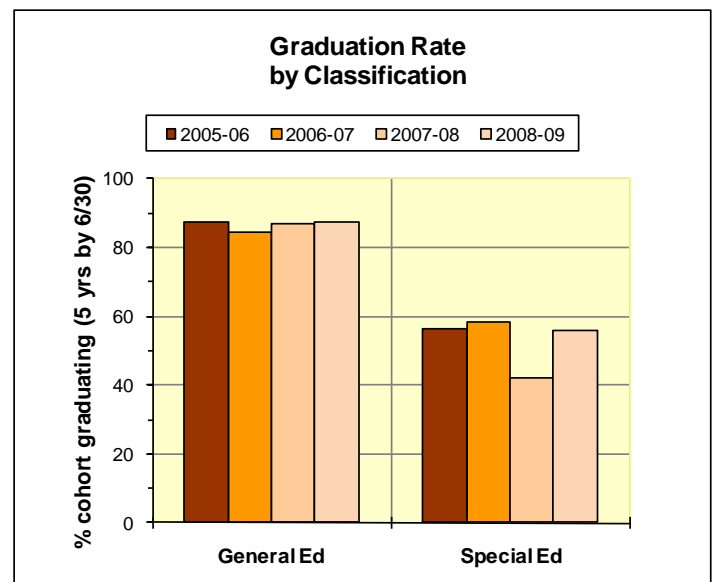
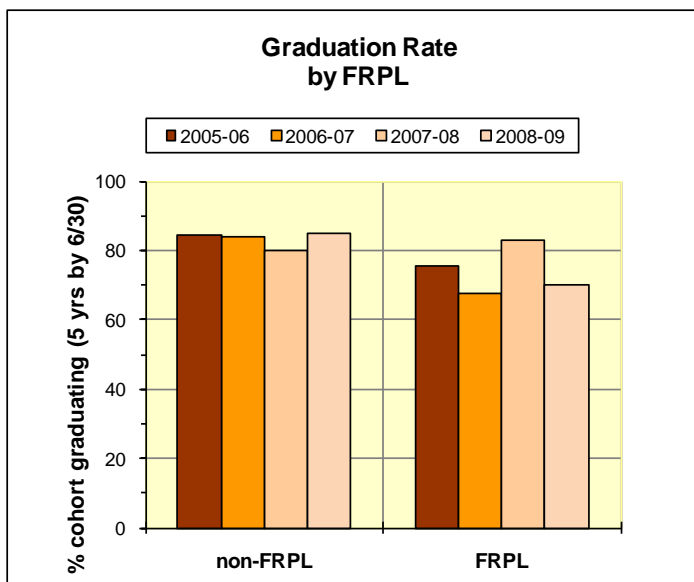
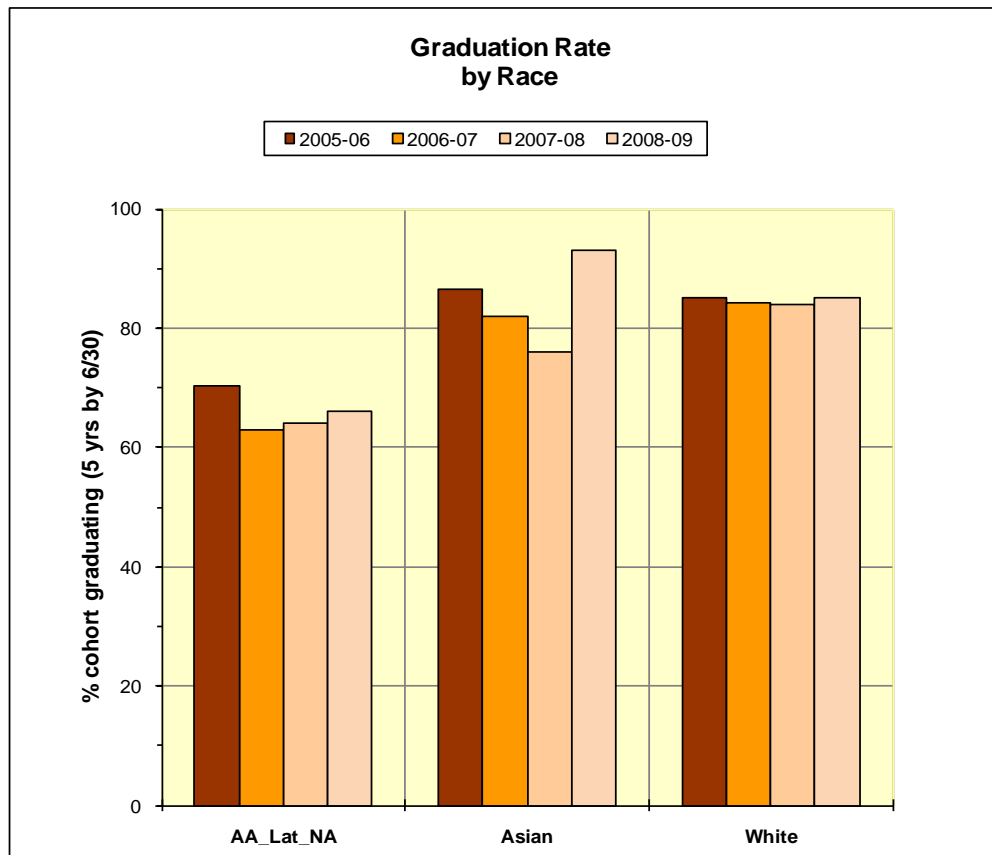
Notes: 06-07 and 07-08 student data source is based on enrollment as of the first Wednesday in October for the given year. Beginning with 08-09 student data, the source will be same as the source of the demographics data.



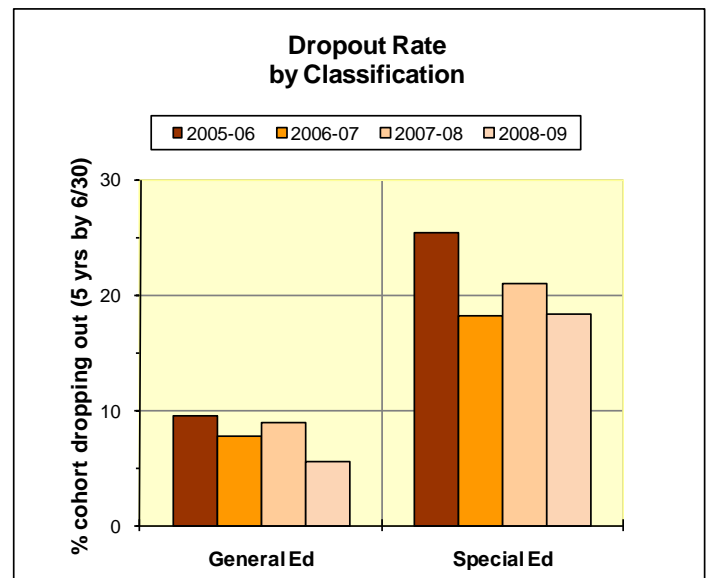
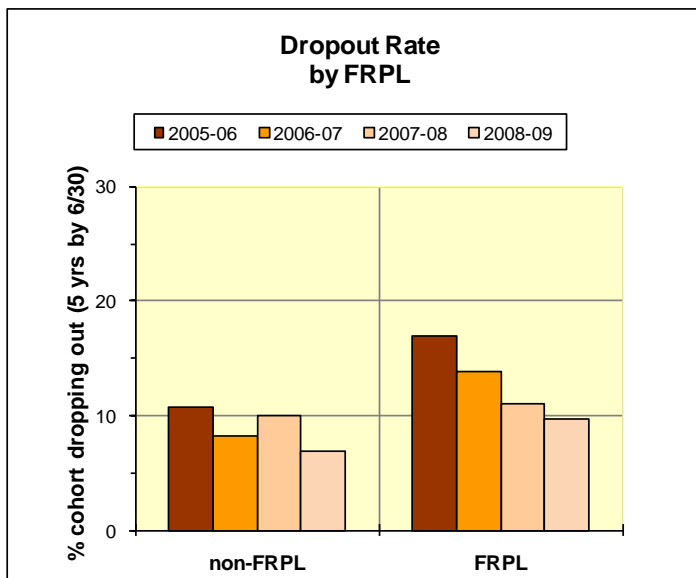
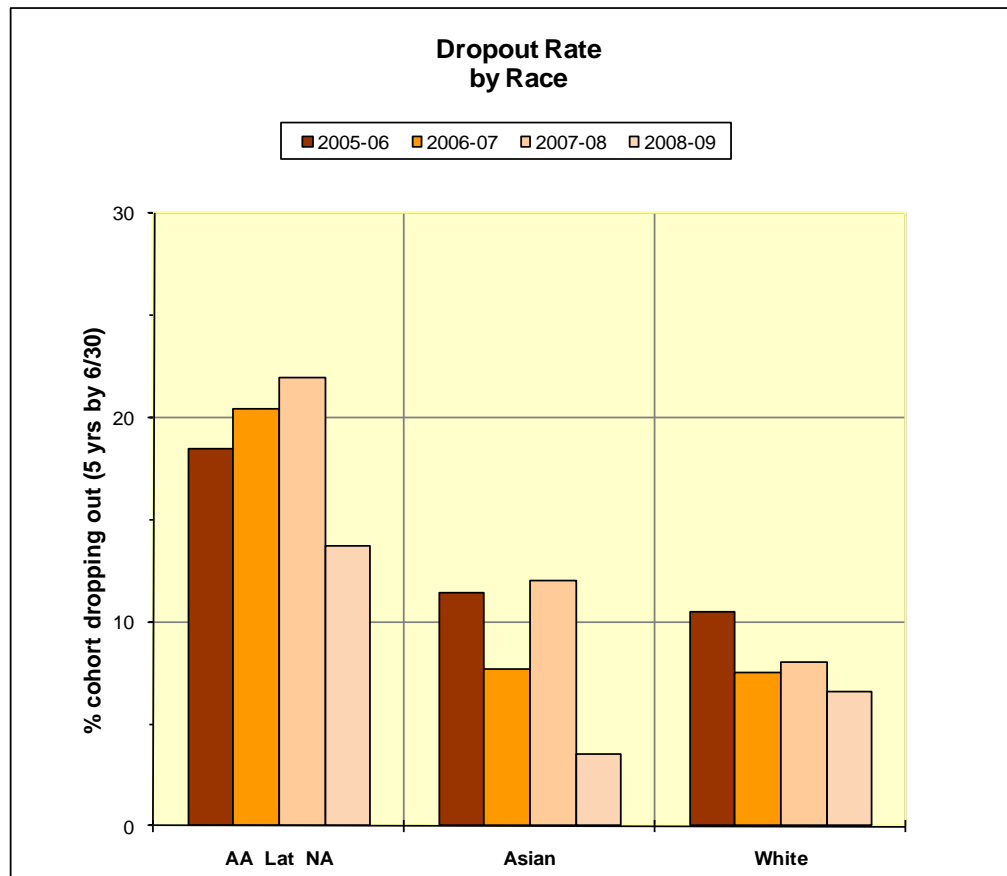
Notes: Early literacy is a new measure in the Equity Report Card. See data definitions for score interpretation.





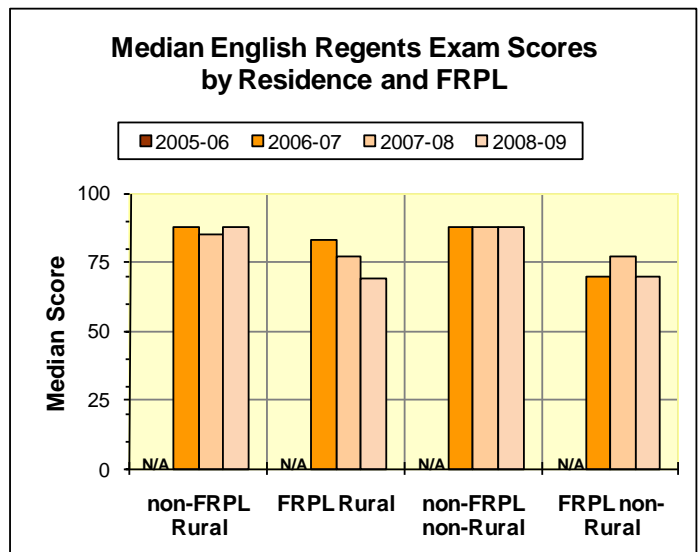
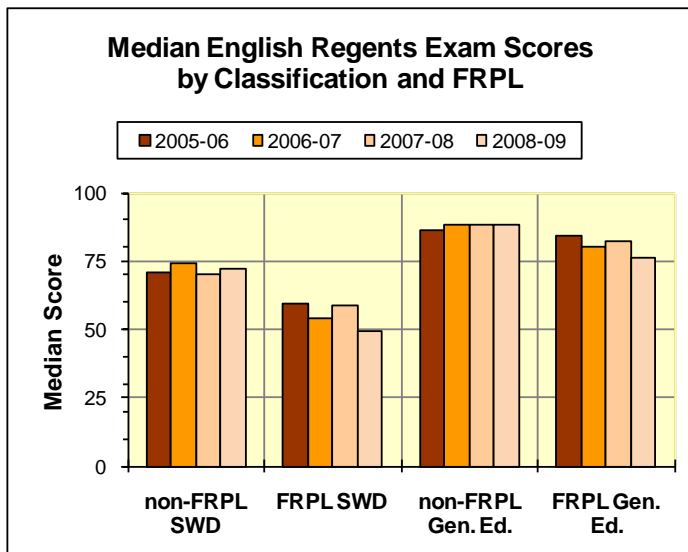
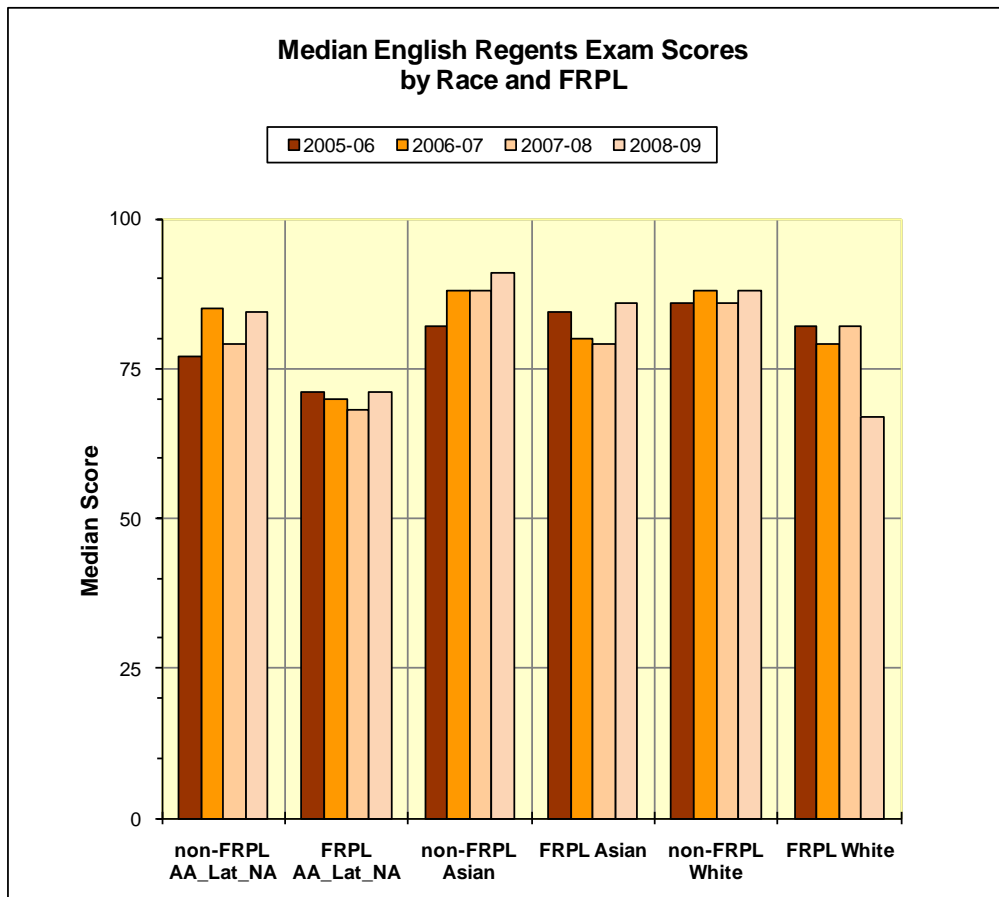


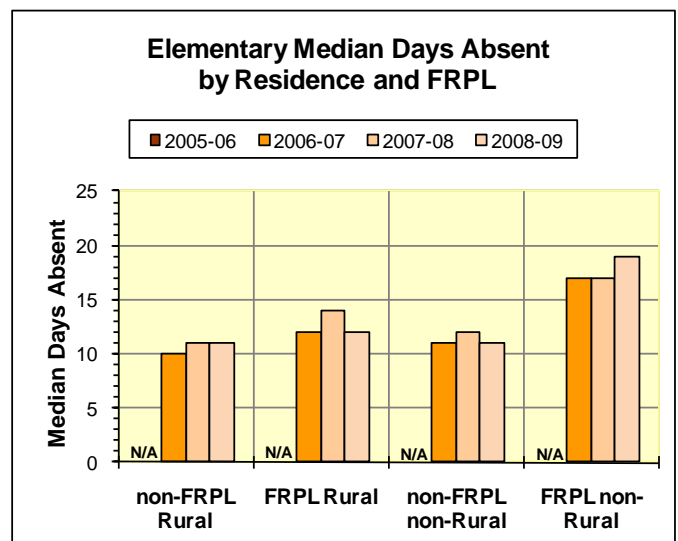
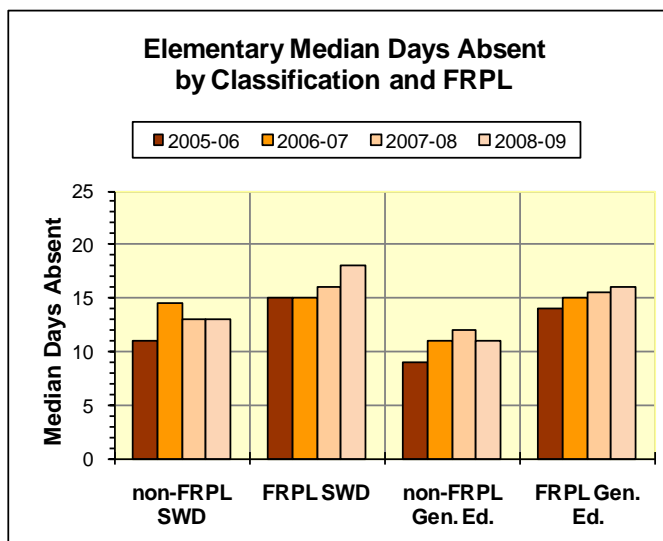
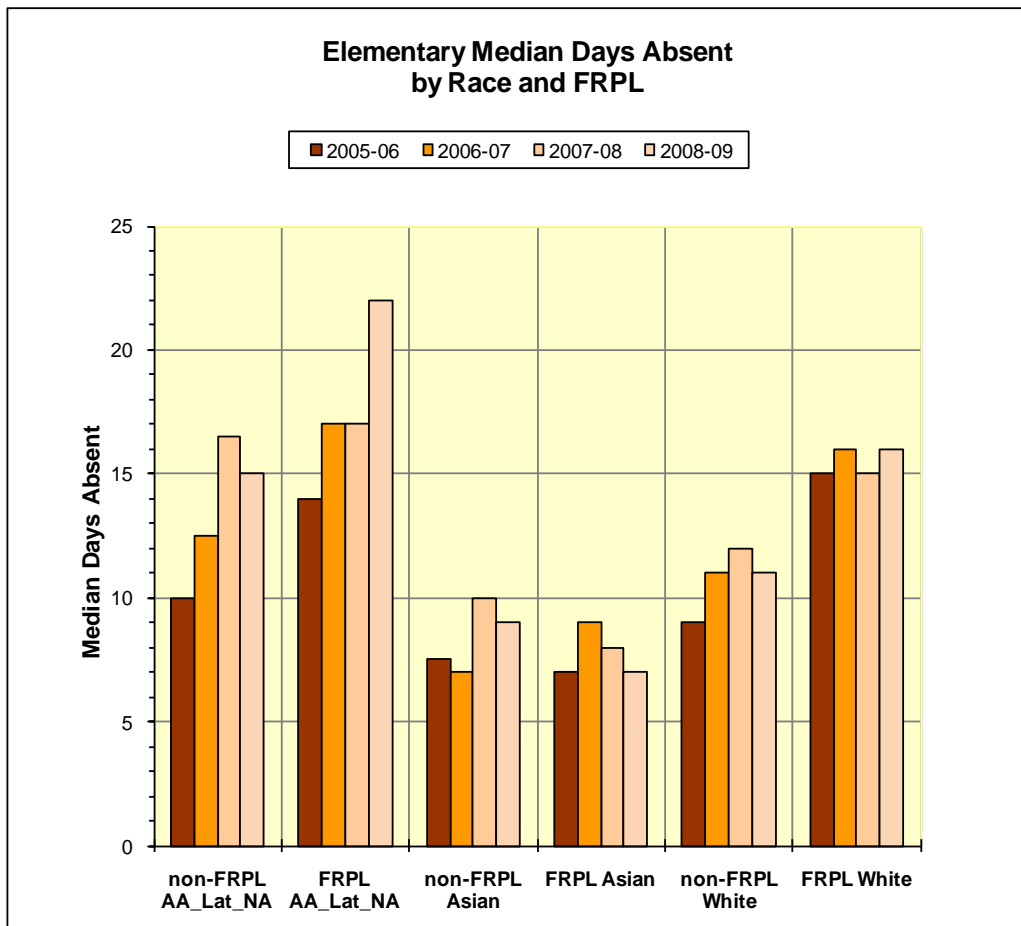
Notes: The New York State Education Department is the source of this data and analysis. It is not available for breakdown by Residence or by FRPL/Race, FRPL/Classification or FRPL/Residence as it is on most other charts in this report card.

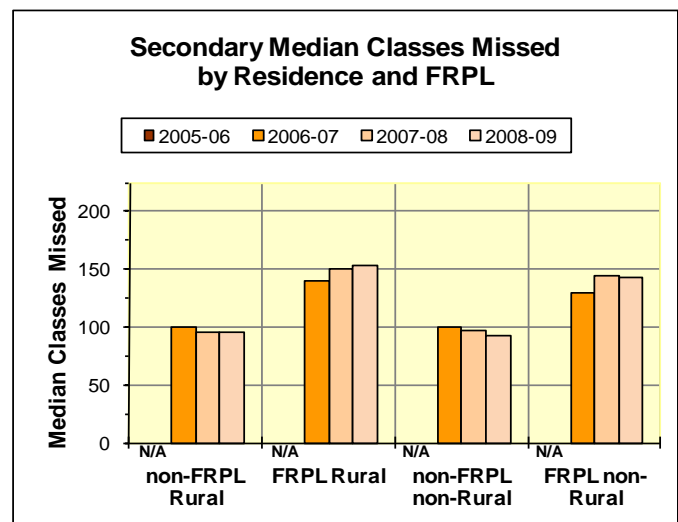
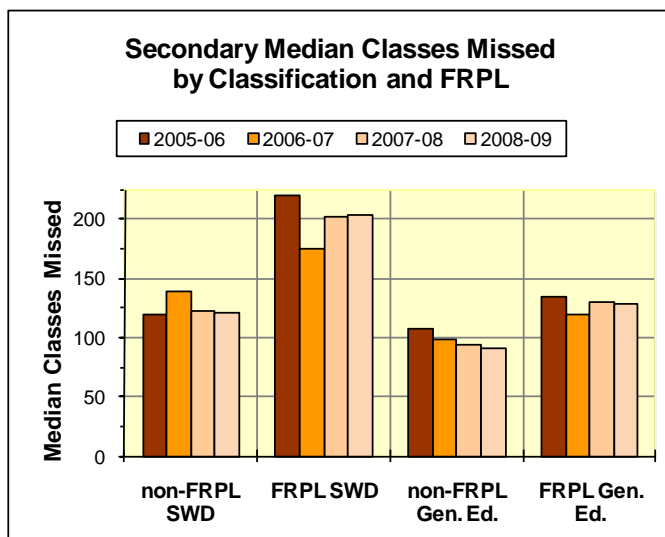
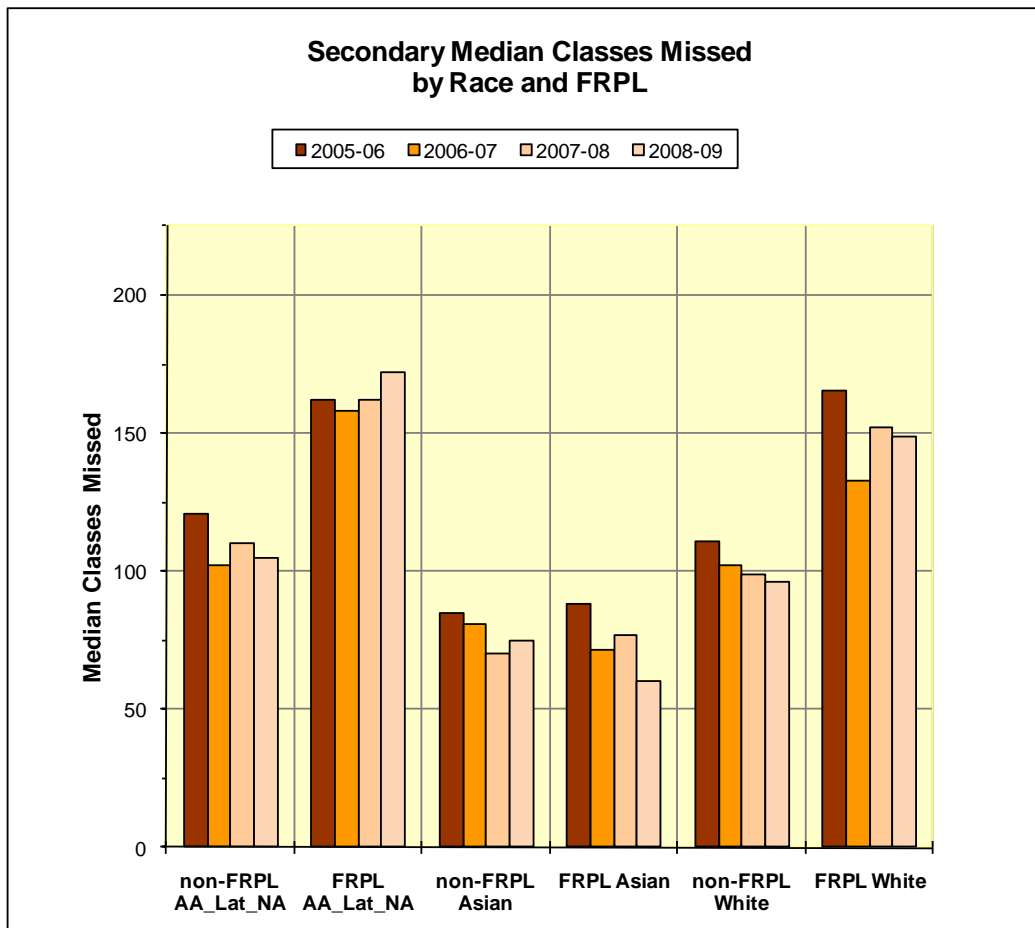


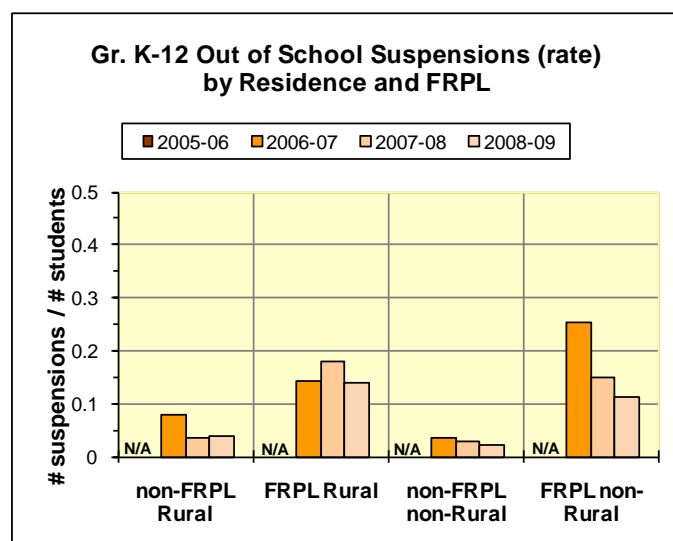
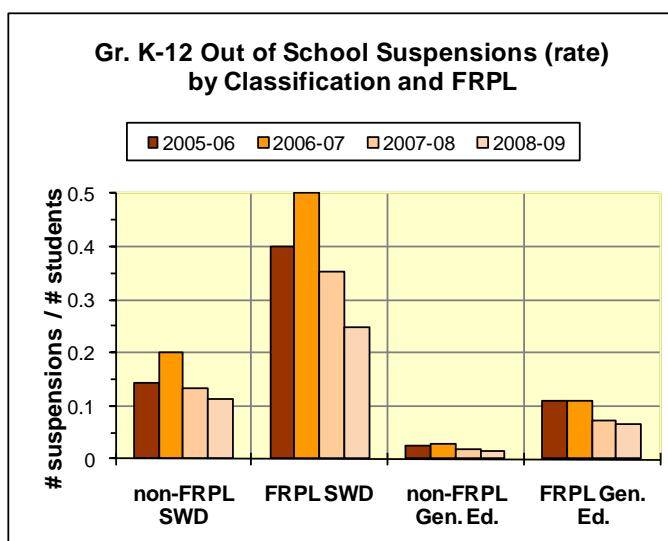
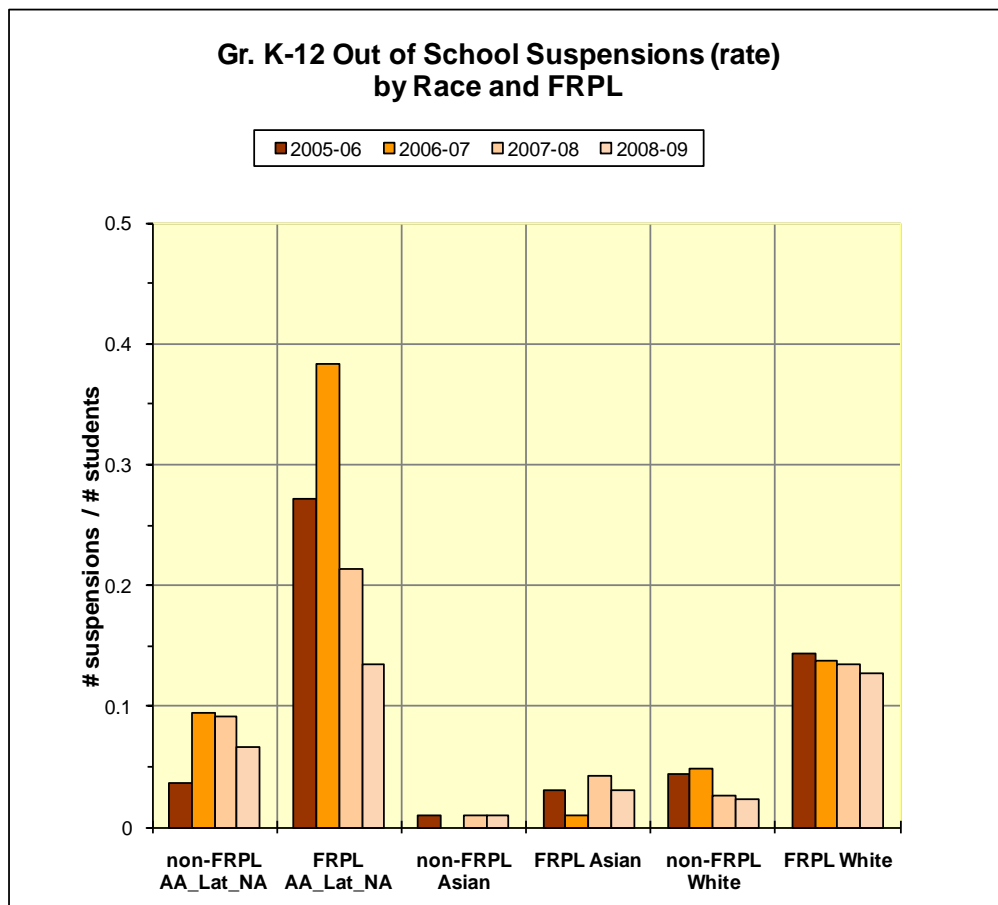
Notes: The New York State Education Department is the source of this data and analysis. It is not available for breakdown by Residence or by FRPL/Race, FRPL/Classification or FRPL/Residence as it is on most other charts in this report card.



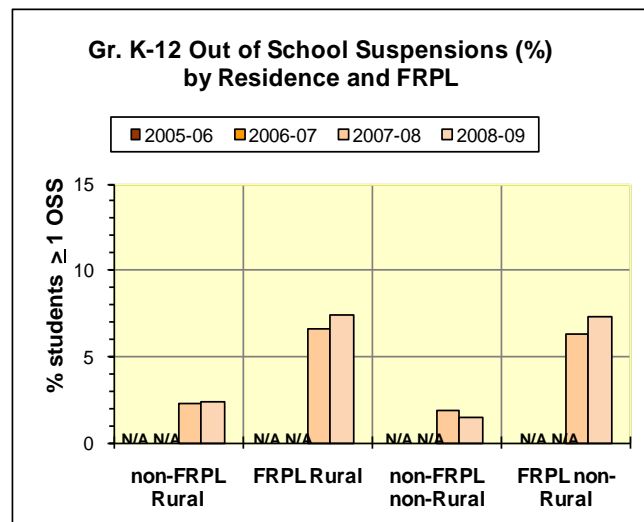
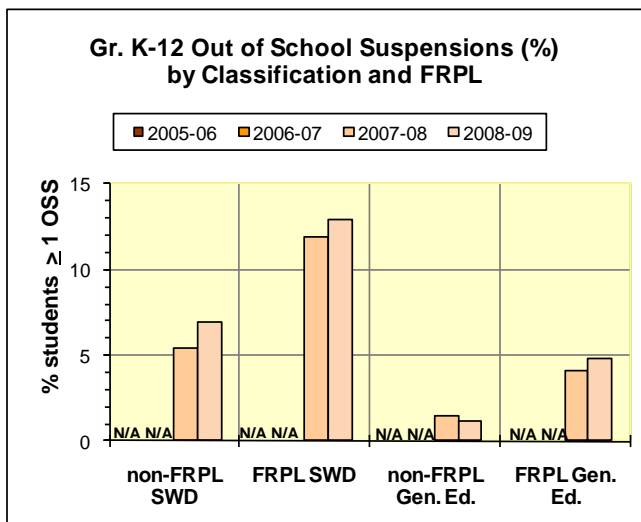
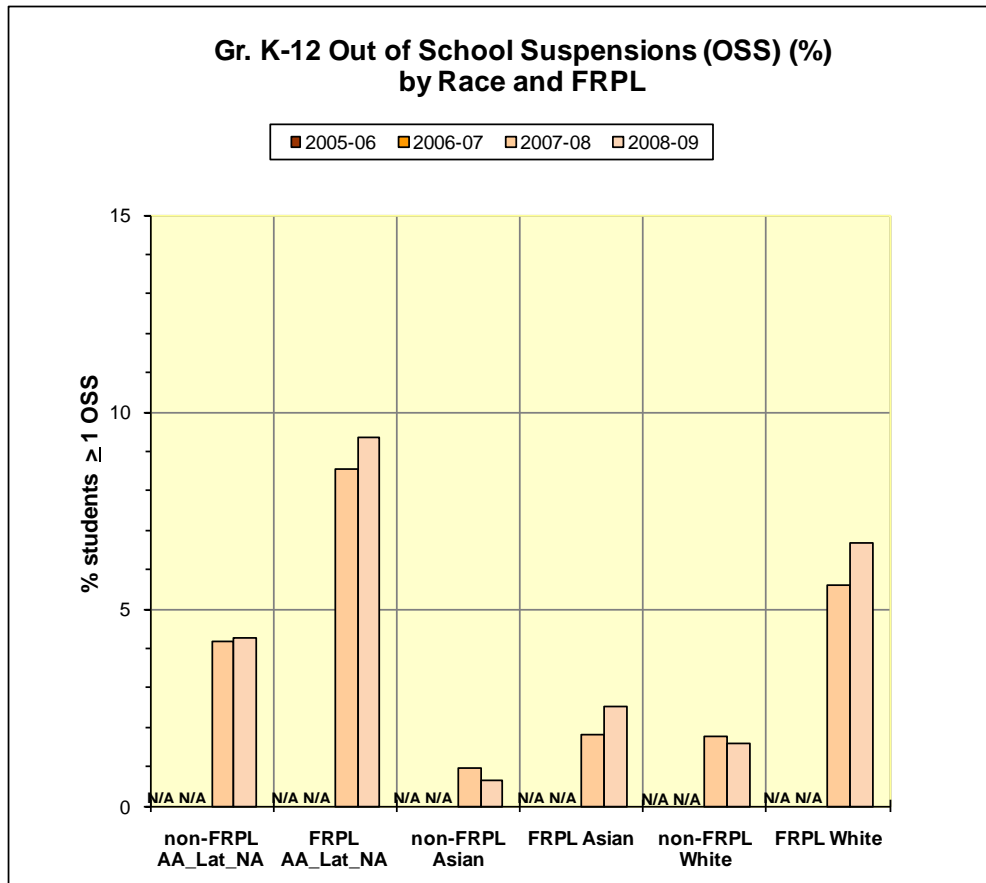






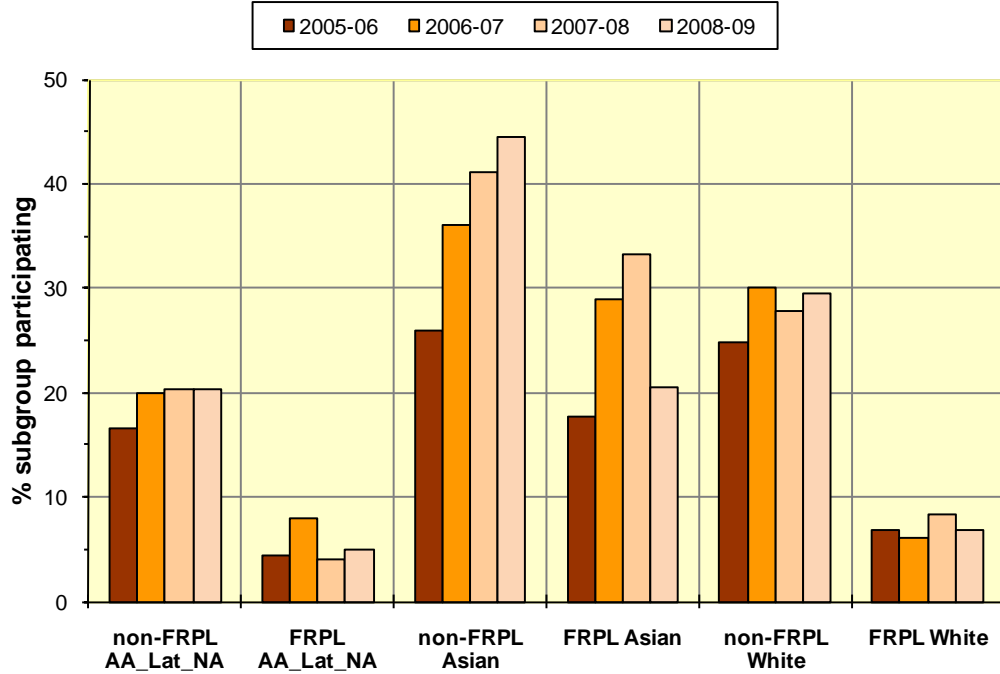


Notes: The suspension rate reflects duplicated counts. Each incident of suspension is counted in the numerator. The number of students in the subgroup is the denominator.

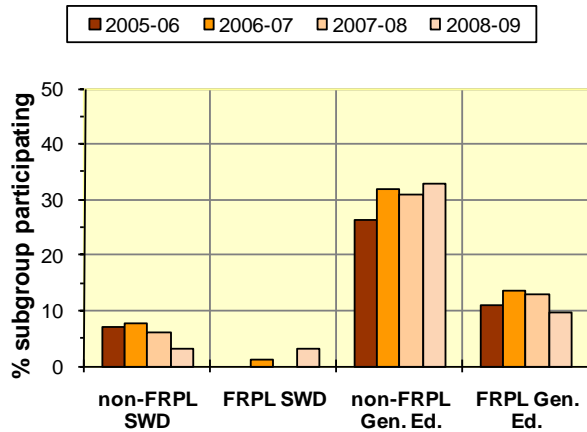


Notes: The percent of students receiving suspensions reflects unduplicated counts. A student is counted in the numerator only once regardless of the number of times he or she is suspended out of school.

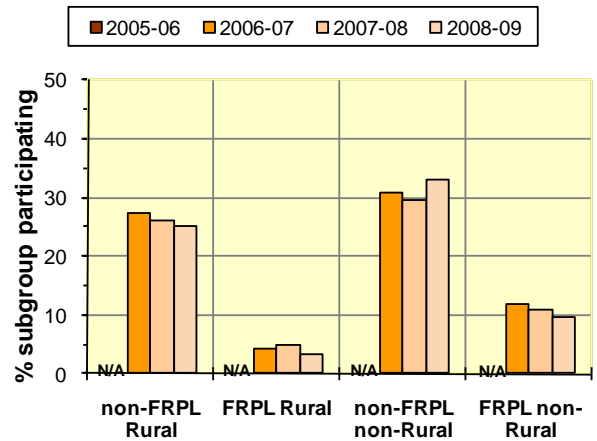
### IHS Student Participation in Advanced Placement Courses by Race and FRPL

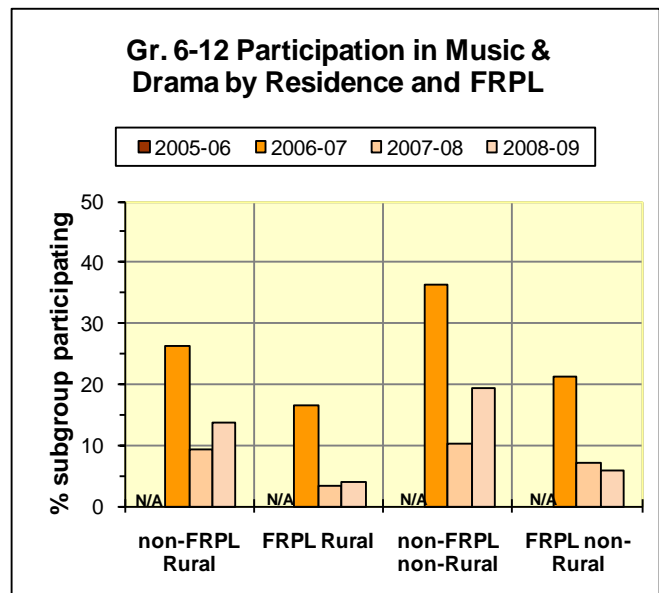
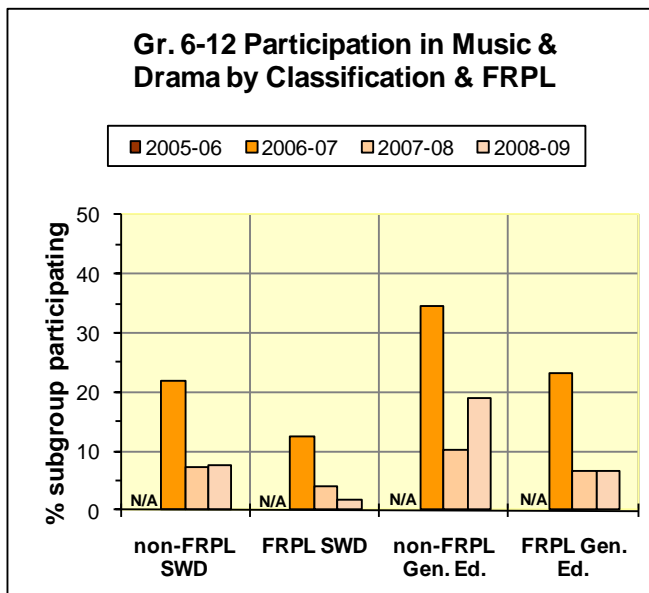
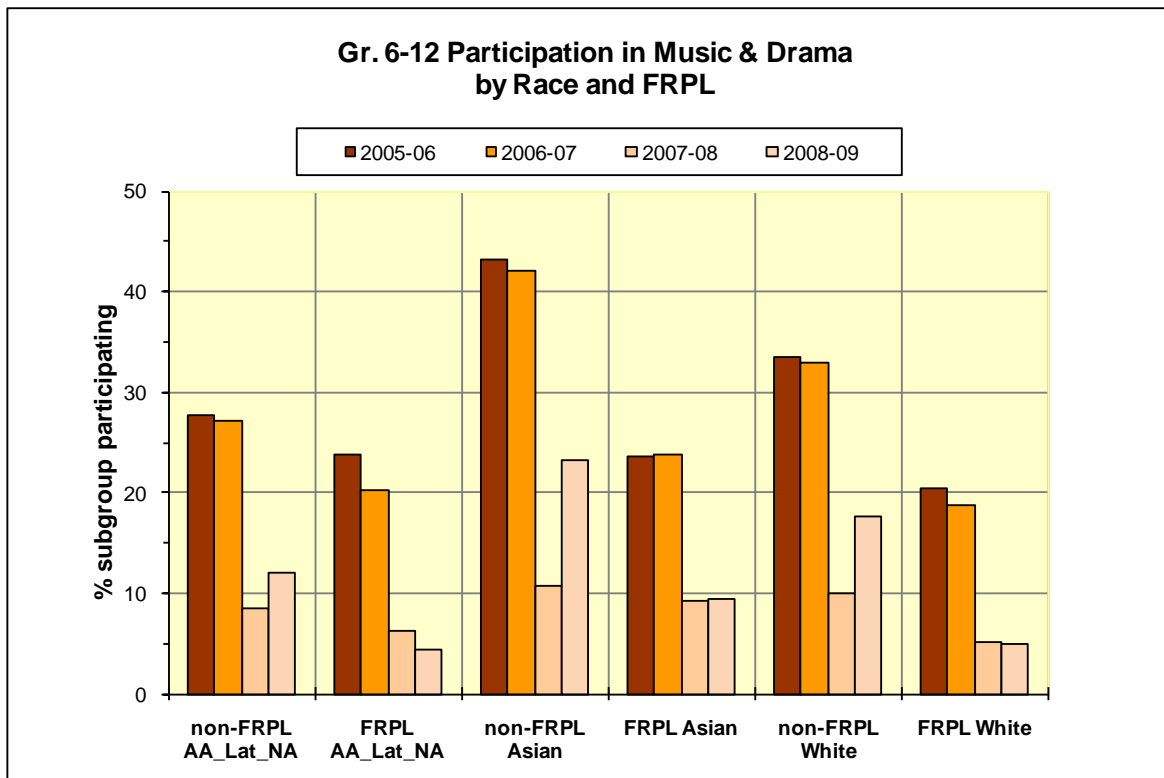


### IHS Student Participation in AP by Classification & FRPL



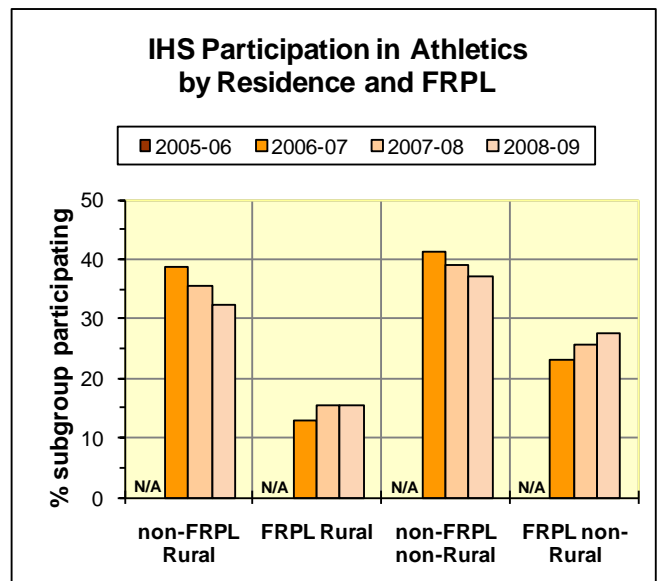
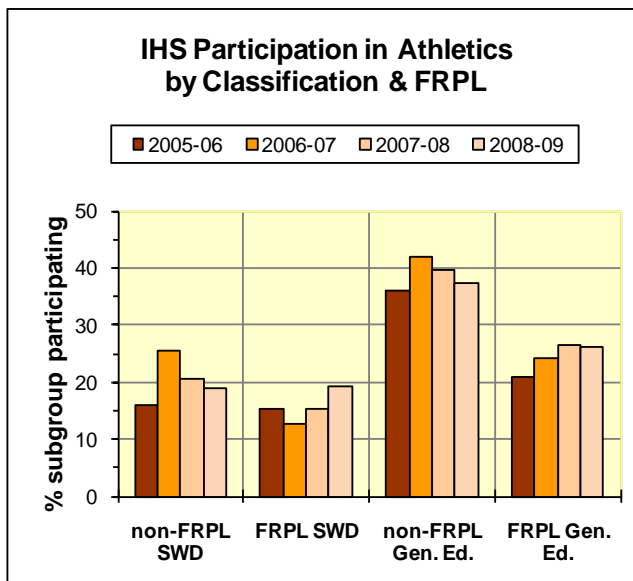
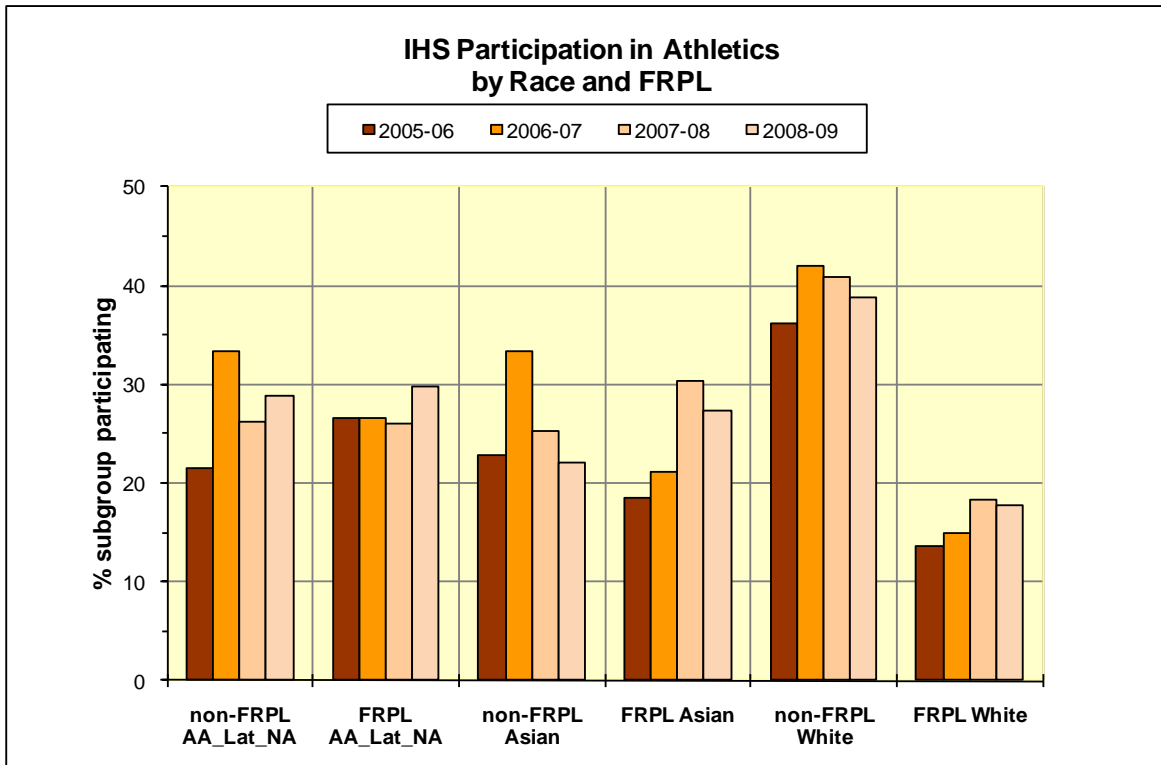
### IHS Student Participation in AP by Residence and FRPL

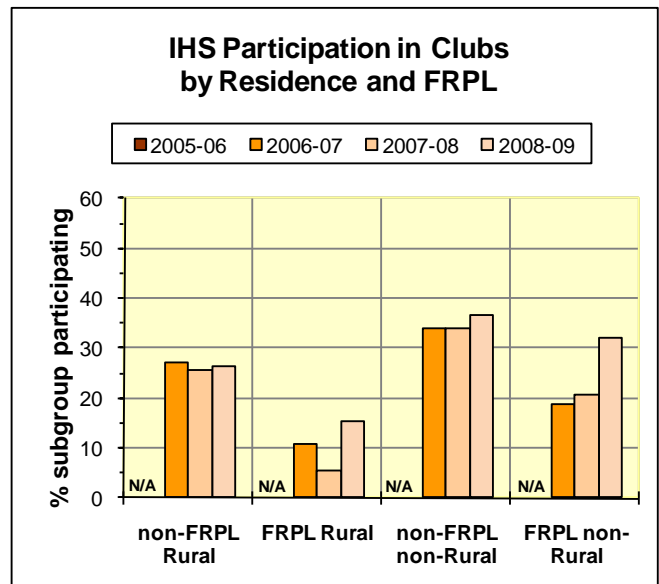
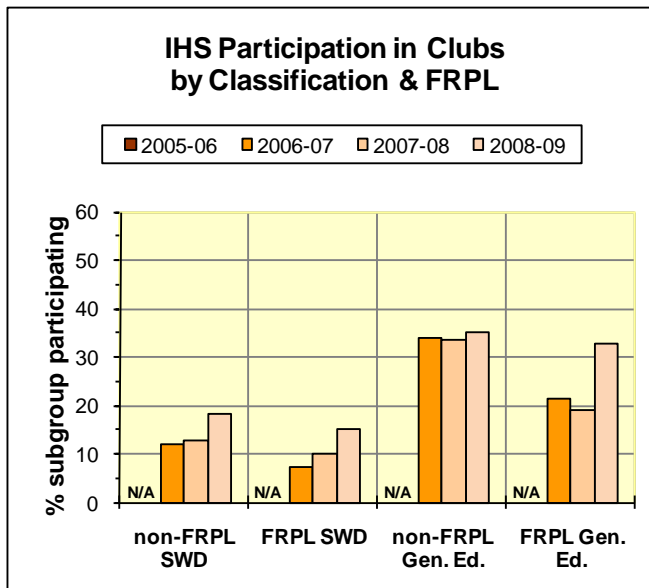
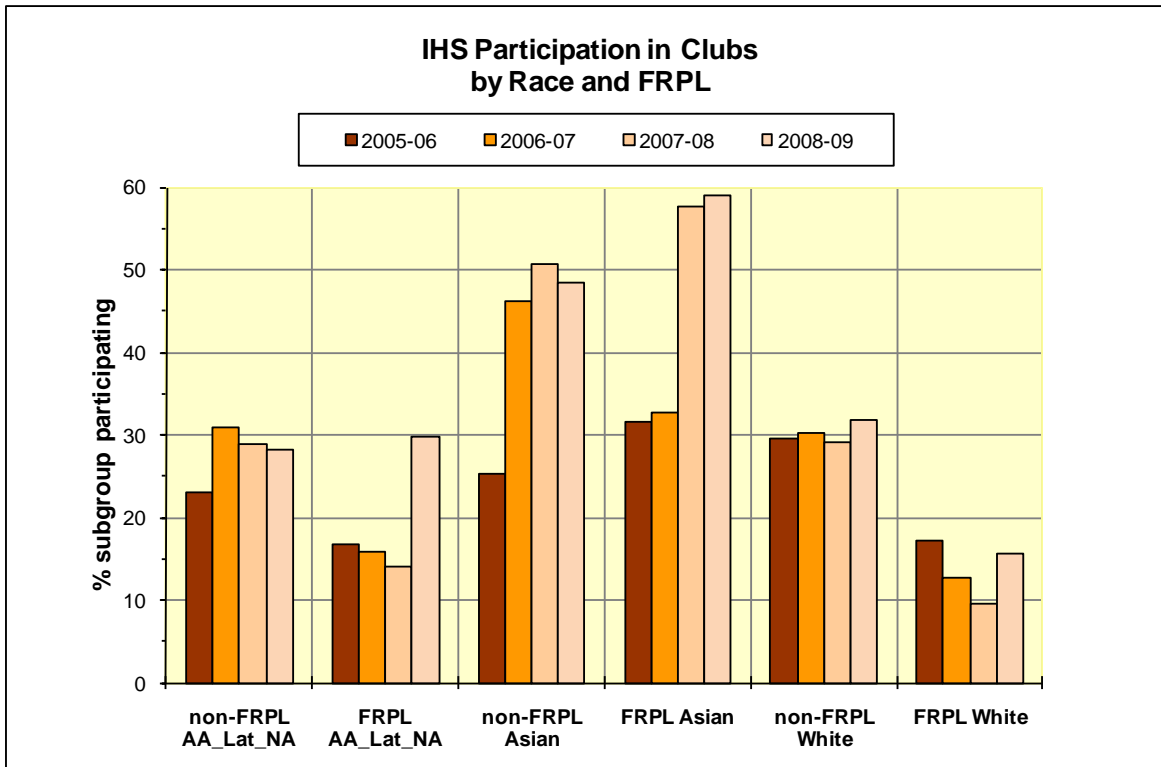


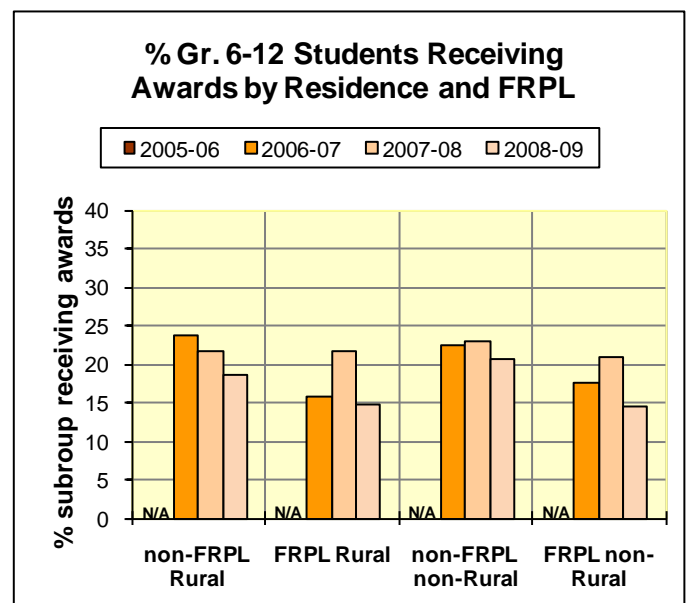
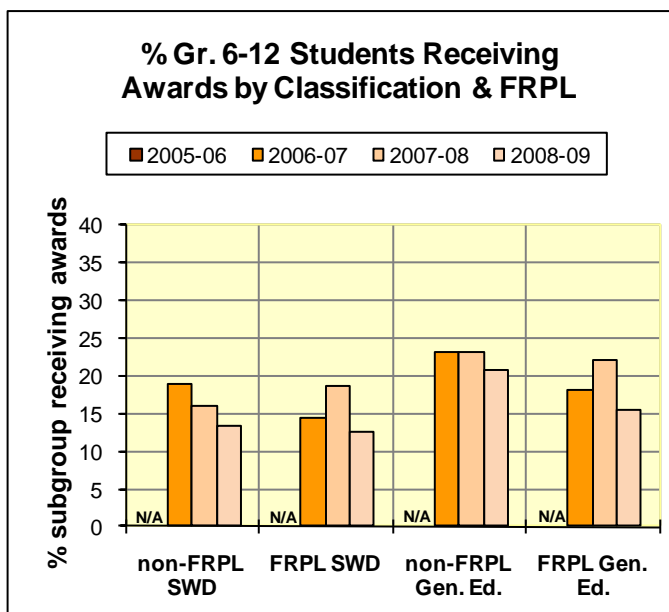
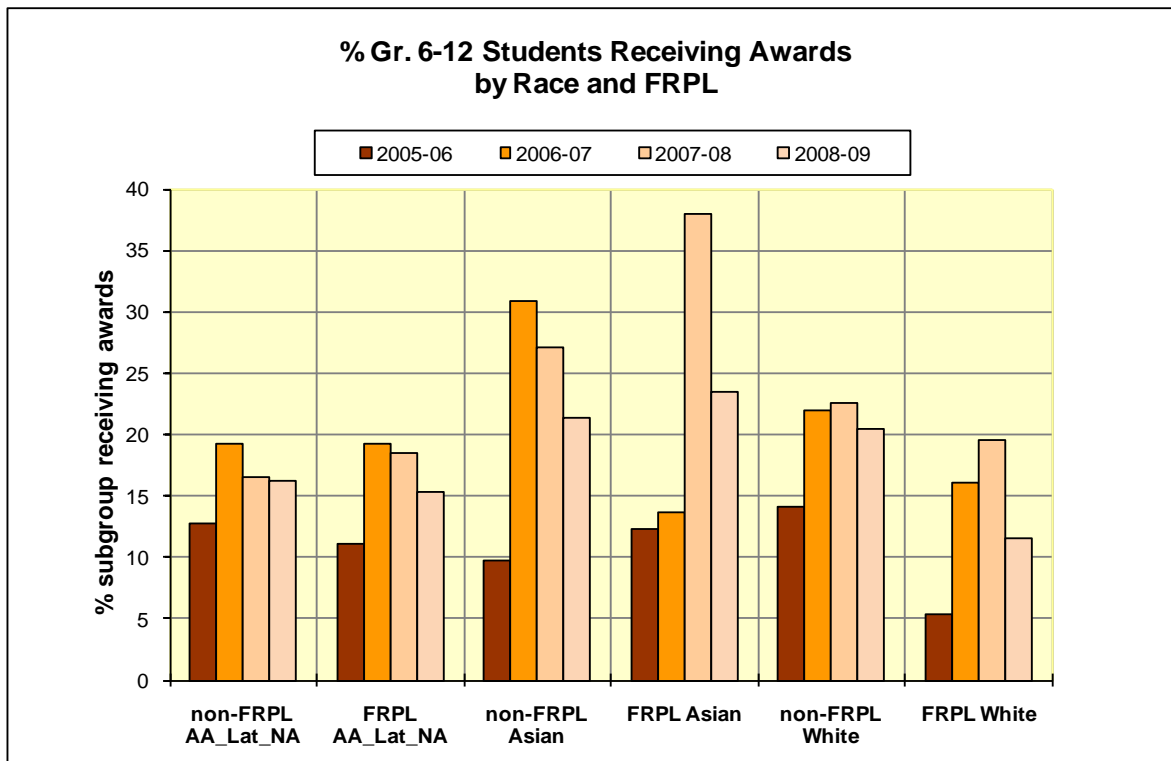


Notes: For the years 2005-2006 and 2006-2007, these data were collected by volunteers who compiled the information from programs from the four secondary schools. During 2007-2008 and 2008-2009, these data were drawn from the student information system. We believe the change in the method of data collection, rather than a precipitous drop in participation in music and drama, is responsible for the significantly changed levels of participation. We are working to ensure that all participation is correctly recorded by the schools in the student information system.









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## Data Definitions

Metric	Definition	Calculation	Data source & owner	Data fields	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)	SMS or Level 0 (Data analysts) Transportation database (Administrative support specialists)	<ul style="list-style-type: none"> <li>- Student ID</li> <li>- Ethnic code</li> <li>- Ethnic code description</li> <li>- Rural, non rural indicator</li> <li>- Status</li> <li>- FRPL code</li> <li>- FRPL code description</li> </ul>	Total District enrollment is defined as all active and inactive students, including those in BOCES and other out-of-district placements, between 7/1 to 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 student with disability)/(# active and inactive subgroup enrolled)	SMS or Level 0 (Data analysts) Transportation database (Administrative support specialists)	Demographics fields plus: <ul style="list-style-type: none"> <li>- disability code</li> <li>- disability code description</li> </ul>	Students with disabilities are those with Individual Education Plans only.

Metric	Definition	Calculation	Data source & owner	Data fields	Notes
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).	$(\# \text{ of subgroup who are of color}) / (\text{total } \# \text{ in subgroup})$	For students: SMS or Level 0 (Data analysts) For staff: Office of Human Resources	- ethnicity code - ethnicity code description	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.	$(\text{Percent staff of color} / \text{percent students of color})$	Equity strategic plan performance targets		
Early literacy assessment	The sum of the PALS (Phonemic Awareness Literacy Screening) combined score and the DRA (Developmental Reading Assessment) book level expressed as a median score for the administration at the end of first grade	Median sum of PALS score + DRA book level	K-8 testing coordinator	Book level, word features, spelling list, word list	Together, these two assessments provide information in students' decoding and comprehension skills. Students attaining grade level benchmarks have summed scores between 51 and 55 at the end of grade 1. Possible scores range from 0 to 108.

Metric	Definition	Calculation	Data source & owner	Data fields	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 beginning, Level 2 intermediate, Level 3 proficient and Level 4 advanced).	(percent of tested students scoring $\geq$ level 2) + (percent of tested students scoring $\geq$ level 3)	Report Net (Data analysts)	- student ID - proficiency level	Range of score is 0 to 200. A score of 200 means every student has “passed” (i.e., every student scored “3” or higher 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.)	(# of cohort subgroup receiving a local or regents diploma after five years by June 30)/(# of subgroup in the cohort)	NyStart (Data analysts) (NyStart data is not available for breakdown by Residence or by FRPL/Race, FRPL/Classification and FRPL/Residence as it is on most other charts in this Report Card.)		Students are included in the State 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.).	(# of cohort subgroup dropping out after five years by June 30)/(# of subgroup in the cohort)	NyStart (Data analysts) (NyStart data is not available for breakdown by Residence or by FRPL/Race, FRPL/Classification and FRPL/Residence as it is on most other charts in this Report Card.)		

Metric	Definition	Calculation	Data source & owner	Data fields	Notes
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	SMS or Level 0 (Data analysts) Transportation database (Administrative support specialists)	Demographics plus - exam - score	Where a student took the test more than one time, the last 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	SMS or Level 0 (Data analysts) Transportation database (Administrative support specialists)	Demographics plus - total absences	Active students are those still enrolled at the end of the year.
Secondary attendance	The median number classes missed for all active students by subgroup.	# median classes missed for year-end active enrolled by subgroup	SMS or Level 0 (Data analysts) Transportation database (Administrative support specialists)	Demographics plus - total periods absent	Active students are those still enrolled at the end of the year.
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)	SMS or Level 0 (Data analysts) Transportation database (Administrative support specialists)	Demographics plus - disposition (OSS, LNG)	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).



Metric	Definition	Calculation	Data source & owner	Data fields	Notes
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)	SMS or Level 0 (Data analysts) Transportation database (Administrative support specialists)	Demographics plus - disposition (OSS, LNG)	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)	SMS or Level 0 (Data analysts) Transportation database (Administrative support specialists)	Demographics plus - Course type - Course number	Does not include LACS students.
Participation in music and drama	The percentage of active and inactive subgroup enrolled in the high school 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)	SMS or Level 0 (Data analysts) Transportation database (Administrative support specialists) Programs (Fine Arts Boosters) Spreadsheets (K-8 Testing Coordinator)	Demographics plus	Data currently comes directly from music and drama programs. In the future this data will be integrated into SMS.
Participation in athletics	The percentage of active and inactive subgroup enrolled in the high school who participates in athletics.	(# active and inactive subgroup participating in athletics at IHS)/total # active and inactive subgroup enrolled at IHS)	SMS or Level 0 (Data analysts) Transportation database (Administrative support specialists)	Demographics plus - activity	Does not include LACS students.

Metric	Definition	Calculation	Data source & owner	Data fields	Notes
Participation in clubs	The percentage of active and inactive subgroup enrolled in the high school who participates in clubs.	(# active and inactive subgroup participating in clubs at IHS)/total # active and inactive subgroup enrolled at IHS)	SMS or Level 0 (Data analysts) Transportation database (Administrative support specialists)	Demographics plus - activity	Does not include LACS students.
Student awards	The percentage of active and inactive subgroup enrolled at the middle and high schools who receive an award.	(# active and inactive subgroup receiving an award at DMS, BMS and IHS)/(total # active and inactive subgroup enrolled at DMS, BMS and IHS)	SMS or Level 0 (Data analysts) Transportation database (Adm. support sp.) Programs (School secretaries, IHS activities director) Spreadsheets (K-8 Testing Coordinator)	Demographics	Does not include LACS students.

*All of us in the academy and in the culture as a whole are called to renew our minds if we are to transform educational institutions—and society—so that the way we live, teach, and work can reflect our joy in cultural diversity, our passion for justice, and our love of freedom.*

bell hooks

## Appendix Sub-group counts

Early Literacy Assessments by Race and FRPL		2007-08 count	2008-09 count
non-FRPL AA_Lat_NA		#N/A	12
FRPL AA_Lat_NA		#N/A	39
non-FRPL Asian		#N/A	38
FRPL Asian		#N/A	13
non-FRPL White		#N/A	193
FRPL White		#N/A	74
Early Literacy Assessments by Classification and FRPL			
non-FRPL SWD		#N/A	18
FRPL SWD		#N/A	32
non-FRPL Gen. Ed.		#N/A	225
FRPL Gen. Ed.		#N/A	94
Early Literacy Assessments by Residence and FRPL			
non-FRPL Rural		#N/A	57
FRPL Rural		#N/A	39
non-FRPL non-Rural		#N/A	186
FRPL non-Rural		#N/A	87

Gr. 3-8 Math PI Score by Race and FRPL		2007-08 count	2008-09 count
non-FRPL AA_Lat_NA		159	150
FRPL AA_Lat_NA		301	297
non-FRPL Asian		225	250
FRPL Asian		68	57
non-FRPL White		1212	1232
FRPL White		312	318
Gr. 3-8 Math PI Score by Classification and FRPL			
non-FRPL SWD		172	157
FRPL SWD		209	205
non-FRPL Gen. Ed.		1424	1475
FRPL Gen. Ed.		472	467
Gr. 3-8 Math PI Score by Residence and FRPL			
non-FRPL Rural		418	408
FRPL Rural		209	200
non-FRPL non-Rural		1167	1220
FRPL non-Rural		472	472

*We need more light about teach other. Light creates understanding, understanding creates love, love creates patience, and patience creates unity.*

Malcolm X

## Appendix Sub-group counts

	2007-08 count	2008-09 count
<b>Gr. 3-8 ELA PI Score by Race and FRPL</b>		
non-FRPL AA_Lat_NA	158	157
FRPL AA_Lat_NA	292	289
non-FRPL Asian	205	234
FRPL Asian	60	54
non-FRPL White	1209	1231
FRPL White	319	311
<b>Gr. 3-8 ELA PI Score by Classification and FRPL</b>		
non-FRPL SWD	170	163
FRPL SWD	210	199
non-FRPL Gen. Ed.	1402	1459
FRPL Gen. Ed.	461	455
<b>Gr. 3-8 ELA PI Score by Residence and FRPL</b>		
non-FRPL Rural	421	409
FRPL Rural	207	196
non-FRPL non-Rural	1140	1209
FRPL non-Rural	464	458

	2007-08 count	2008-09 count
<b>Graduation Rate by Race</b>		
AA_Lat_NA	58	73
Asian	41	57
White	371	380
<b>Graduation Rate by FRPL</b>		
non-FRPL	400	439
FRPL	70	71
<b>Graduation Rate by Classification</b>		
General Ed	399	449
Special Ed	71	61

*Patience is a luxury for those who aren't in pain. For children who are in pain, patience is a sin.*  
Jonathan Kozol

## Appendix Sub-group counts

	2007-08 count	2008-09 count
<b>Dropout Rate by Race</b>		
AA_Lat_NA	58	73
Asian	41	57
White	371	380
<b>Dropout Rate by FRPL</b>		
non-FRPL	400	439
FRPL	70	71
<b>Dropout Rate by Classification</b>		
General Ed	399	449
Special Ed	71	61

	2007-08 count	2008-09 count
<b>ELA Regents by Race and FRPL</b>		
non-FRPL AA_Lat_NA	24	32
FRPL AA_Lat_NA	25	28
non-FRPL Asian	42	29
FRPL Asian	13	8
non-FRPL White	245	270
FRPL White	31	37
<b>ELA Regents by Classification and FRPL</b>		
non-FRPL SWD	33	24
FRPL SWD	24	21
non-FRPL Gen. Ed.	278	307
FRPL Gen. Ed.	45	52
<b>ELA Regents by Residence and FRPL</b>		
non-FRPL Rural	88	102
FRPL Rural	19	23
non-FRPL non-Rural	221	228
FRPL non-Rural	50	50

*The future which we hold in trust for our own children will be shaped by our fairness to other people's children.*  
Marian Wright Edelman

## Appendix Sub-group counts

Elementary Median Days Absent by Race and FRPL	2007-08 count	2008-09 count
non-FRPL AA_Lat_NA	156	118
FRPL AA_Lat_NA	284	280
non-FRPL Asian	208	203
FRPL Asian	56	79
non-FRPL White	1050	1139
FRPL White	370	449
<b>Elementary Median Days Absent by Classification and FRPL</b>		
non-FRPL SWD	208	155
FRPL SWD	224	253
non-FRPL Gen. Ed.	1206	1305
FRPL Gen. Ed.	486	555
<b>Elementary Median Days Absent by Residence and FRPL</b>		
non-FRPL Rural	366	365
FRPL Rural	230	248
non-FRPL non-Rural	1043	1094
FRPL non-Rural	480	560

Secondary Median Classes Missed by Race and FRPL	2007-08 count	2008-09 count
non-FRPL AA_Lat_NA	182	197
FRPL AA_Lat_NA	243	311
non-FRPL Asian	222	271
FRPL Asian	56	74
non-FRPL White	1515	1623
FRPL White	257	320
<b>Secondary Median Classes Missed by Classification and FRPL</b>		
non-FRPL SWD	187	194
FRPL SWD	170	211
non-FRPL Gen. Ed.	1732	1897
FRPL Gen. Ed.	386	494
<b>Secondary Median Classes Missed by Residence and FRPL</b>		
non-FRPL Rural	573	605
FRPL Rural	163	203
non-FRPL non-Rural	1337	1478
FRPL non-Rural	393	501

*In a real sense, all life is interrelated. The agony of the poor impoverishes the rich; the betterment of the poor enriches the rich. We are inevitably our brother's keeper because we are our brother's brother. Whatever affects one directly affects all indirectly.*

Martin Luther King, Jr.

## Appendix Sub-group counts

	2007-08 count	2008-09 count
<b>Out of School Suspensions by Race and FRPL (rate)</b>		
non-FRPL AA_Lat_NA	503	467
FRPL AA_Lat_NA	656	587
non-FRPL Asian	615	635
FRPL Asian	166	159
non-FRPL White	3335	3160
FRPL White	788	764
<b>Out of School Suspensions by Classification and FRPL (rate)</b>		
non-FRPL SWD	537	449
FRPL SWD	480	457
non-FRPL Gen. Ed.	3916	3813
FRPL Gen. Ed.	1130	1053
<b>Out of School Suspensions by Residence and FRPL (rate)</b>		
non-FRPL Rural	1239	1132
FRPL Rural	486	449
non-FRPL non-Rural	3196	3114
FRPL non-Rural	1124	1060

	2007-08 count	2008-09 count
<b>Out of School Suspensions by Race and FRPL (%)</b>		
non-FRPL AA_Lat_NA	503	467
FRPL AA_Lat_NA	656	587
non-FRPL Asian	615	635
FRPL Asian	166	159
non-FRPL White	3335	3160
FRPL White	788	764
<b>Out of School Suspensions by Classification and FRPL (%)</b>		
non-FRPL SWD	537	449
FRPL SWD	480	457
non-FRPL Gen. Ed.	3916	3813
FRPL Gen. Ed.	1130	1053
<b>Out of School Suspensions by Residence and FRPL (%)</b>		
non-FRPL Rural	1239	1132
FRPL Rural	486	449
non-FRPL non-Rural	3196	3114
FRPL non-Rural	1124	1060

*We are now faced with the fact that tomorrow is today. We are confronted with the fierce urgency of now. In this unfolding conundrum of life and history there is such a thing as being too late. Procrastination is still the thief of time.*

Martin Luther King, Jr.

## Appendix Sub-group counts

	2007-08 count	2008-09 count
<b>Participation in Advanced Placement Courses by Race and FRPL</b>		
non-FRPL AA_Lat_NA	113	98
FRPL AA_Lat_NA	123	143
non-FRPL Asian	129	135
FRPL Asian	30	44
non-FRPL White	1006	893
FRPL White	132	146
<b>Participation in Advanced Placement Courses by Classification and FRPL</b>		
non-FRPL SWD	116	93
FRPL SWD	86	98
non-FRPL Gen. Ed.	1132	1033
FRPL Gen. Ed.	199	235
<b>Participation in Advanced Placement Courses by Residence and FRPL</b>		
non-FRPL Rural	399	342
FRPL Rural	82	90
non-FRPL non-Rural	843	779
FRPL non-Rural	203	242

	2007-08 count	2008-09 count
<b>Participation in Music &amp; Drama by Race and FRPL</b>		
non-FRPL AA_Lat_NA	269	276
FRPL AA_Lat_NA	306	315
non-FRPL Asian	296	337
FRPL Asian	76	74
non-FRPL White	1926	1802
FRPL White	335	318
<b>Participation in Music &amp; Drama by Classification and FRPL</b>		
non-FRPL SWD	269	247
FRPL SWD	217	214
non-FRPL Gen. Ed.	2222	2168
FRPL Gen. Ed.	500	493
<b>Participation in Music &amp; Drama by Residence and FRPL</b>		
non-FRPL Rural	723	680
FRPL Rural	207	203
non-FRPL non-Rural	1756	1724
FRPL non-Rural	510	503

*Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.*  
Margaret Mead



## Appendix Sub-group counts

	2007-08 count	2008-09 count
<b>Participation in Athletics by Race and FRPL</b>		
non-FRPL AA_Lat_NA	145	142
FRPL AA_Lat_NA	142	144
non-FRPL Asian	150	163
FRPL Asian	33	44
non-FRPL White	1130	1006
FRPL White	148	147
<b>Participation in Athletics by Classification and FRPL</b>		
non-FRPL SWD	140	121
FRPL SWD	99	99
non-FRPL Gen. Ed.	1285	1190
FRPL Gen. Ed.	224	236
<b>Participation in Athletics by Residence and FRPL</b>		
non-FRPL Rural	442	387
FRPL Rural	90	90
non-FRPL non-Rural	977	917
FRPL non-Rural	233	244

	2007-08 count	2008-09 count
<b>Participation in Clubs by Race and FRPL</b>		
non-FRPL AA_Lat_NA	145	142
FRPL AA_Lat_NA	142	144
non-FRPL Asian	150	163
FRPL Asian	33	44
non-FRPL White	1130	1006
FRPL White	148	147
<b>Participation in Clubs by Classification and FRPL</b>		
non-FRPL SWD	140	121
FRPL SWD	99	99
non-FRPL Gen. Ed.	1285	1190
FRPL Gen. Ed.	224	236
<b>Participation in Clubs by Residence and FRPL</b>		
non-FRPL Rural	442	387
FRPL Rural	90	90
non-FRPL non-Rural	977	917
FRPL non-Rural	233	244

*If you think education is expensive, try ignorance.*

Derek Bok

## Appendix Sub-group counts

	2007-08 count	2008-09 count
<b>Secondary Awards by Race and FRPL</b>		
non-FRPL AA_Lat_NA	237	241
FRPL AA_Lat_NA	292	300
non-FRPL Asian	273	313
FRPL Asian	71	68
non-FRPL White	1758	1638
FRPL White	302	284
<b>Secondary Awards by Classification and FRPL</b>		
non-FRPL SWD	236	215
FRPL SWD	209	206
non-FRPL Gen. Ed.	2032	1977
FRPL Gen. Ed.	456	446
<b>Secondary Awards by Residence and FRPL</b>		
non-FRPL Rural	656	622
FRPL Rural	194	190
non-FRPL non-Rural	1600	1559
FRPL non-Rural	471	461

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*There is no deficit in human resources; the deficit is human will.*

Martin Luther King, Jr.

Several of the quotations in this report card come from Martin Luther King, Jr.'s last book, *Where Do We Go From Here: Chaos or Community?* (Boston: Beacon Press, 1967). This text will shortly be republished and made available to the community as part of the Martin Luther King Community Build. For more information about the Build, visit <http://mlkcommunitybuild.wikispaces.com/>

## **Community Thoughts About Equity**

*In every life there are watershed moments and issues. When these moments and issues come our way, we must make decisions which define our character and demonstrate our truth. On which side of the divide will you reside? Will you court indecision? Or will you stand...United Against Educational Inequity?*

Patrice Lockert Anthony (for Griot Notes, a division of A Writer's Alchemy)

*View my life experiences... View my racial, ethnic and cultural identity... View me through a lens that respects, supports, and affirms me.*

Marcia Fort

*I look forward to the day when we all view every child as our own child. Then we will make sure that each child receives the same educational advantages that we would demand for our own children. As a middle class white woman, I have had the privilege to insist my children receive respect, attention and an excellent education. I choose to use my privilege to advocate for all 'my' children. I invite teachers, administrators and bus drivers, parents and community members to join me in advocating for all our children.*

Roberta Wallitt

*The Equity Report Card serves as a constant reminder to the Ithaca City School District that the goal is to educate every child regardless of their race, family income, gender, background or place of residence and the Equity Report Card serves as the window for the community to clearly see how our schools are doing in achieving this goal.*

Kevin Brew

*To get something you never had, you have to do something you never did. It is time to think outside the box and have the courage to try new things when it comes to equity work.*

Karen Friedeborn

*It doesn't matter where you stand, or what you think your views and attitudes are regarding racism,: Participating in a Multicultural Resource Center Talking Circle will open up the possibilities for greater personal growth and public engagement. An example of the low technology approach working best.*

Nancy K. Bereano

*What we want is social and economic justice in Tompkins County. Now is an opportunity for the ICSD to be a leader in our community advocating for equity. It will be a great day when we have a school district staff demographic which is proportionate to the students we serve.*

Caleb R. Thomas