



# **Seventh 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**

*2011-2012 School Year*

*Published March 2013*



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## Equity Leadership Council

# Equity Inclusion Leadership Council Membership as of December 2012

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

Name	Contact/Liaison Constituency or group	E-mail Address	Phone
Beth Bannister	Enfield Rural Constituency, 4-H	bab47@cornell.edu	227-9532
Christine Barksdale	Law Enforcement	cmbarksdale@gmail.com	277-2913
Pastor Ron Benson	Faith Community	rbenson4@twcny.rr.com	272-1984
Kevin Brew	PTA, IPEI, Rural Constituency	kbrew@kevinbrewsales.com	277-3643-h, 277-4641-w
Luvelle Brown	ICSD Administration	Luvelle.brown@icsd.k12.ny.us	
Deb Casey	ICSD Support	dcasey@icsd.k12.ny.us	539-6699
One Chansavath-Davis	Neighborhood Pride/Business Community	<a href="mailto:neighborhoodpride@stny.rr.com">neighborhoodpride@stny.rr.com</a>	
Audrey Cooper	Multicultural Resource Center (MRC) CCETC	ajc39@cornell.edu	272-2292
Fernando de Aragón	Latino Civic Association (parent)	<a href="mailto:fdearagon8@gmail.com">fdearagon8@gmail.com</a>	274-5570
Susan Eschbach	ICSD Teachers, Boynton (parent)	seschbach@twcny.rr.com	272-7286
Marcia Fort	GIAC	marciaf@cityofithaca.org	
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Joe Greenberg	Principals, LACS staff	jgreenbe@icsd.k12.ny.us	274-2183
Kathleen Halton	ICSD Teachers (elementary)	khalton@icsd.k12.ny.us	
Eldred Harris	ICSD Board of Education	elnino28@gmail.com	
Satomi Hill	Systemic Solutions	shkunigami@gmail.com	277-4307
Matthew Landahl	Central Administration	matthew.landahl@icsd.k12.ny.us	274-2134
Abe Lee	Saturday Academy	<a href="mailto:abelee1@hotmail.com">abelee1@hotmail.com</a>	327-1900
Denise Lee	Saturday Academy	<a href="mailto:denny150@hotmail.com">denny150@hotmail.com</a>	280-4128
Diana Levy	Family & Childrens' Service	dlevy@twcny.rr.com	273-2708
Karl Madeo	TC3	madeok@tc3.edu	844-8222 ext. 4413
Ruth Mahr	Special Education PTA	ruthmahr@gmail.com	
Sue Merkel	IHS PTSA – On leave	<a href="mailto:smerkel@twcny.rr.com">smerkel@twcny.rr.com</a>	277-8124
Tina Nilsen-Hodges	New Roots Charter School	tnilsenhodges@newrootsschool.org	
Schellely Nunn	ACTION	snnun@twcny.rr.com	274-6539
John Petito	Neighborhood Pride/Business Community	<a href="mailto:neighborhoodpride@stny.rr.com">neighborhoodpride@stny.rr.com</a>	
Nancy Pringle	Ithaca College	npringle@ithaca.edu	274-3836
Janet Rascoe-Strebel	Special Education Staff , ICSD Administration	jrascoe@icsd.k12.ny.us	274-2264
Nancy Saltzman	Families of Children with Disabilities	nsandse@gmail.com	257-2036
Robbie Sanders	ICSD Teachers (Ithaca High School)	sandersrobbie13@gmail.com	273-4966
Jason Trumble	Central Administration	jtrumble@icsd.k12.ny.us	274-2251
Cal Walker	Cornell, Village at Ithaca	cdw2@cornell.edu	255-5379
Roberta Wallitt	Systemic Solutions, Village at Ithaca	rwallitt@twcny.rr.com	273-1682
Rev. Nathaniel Wright	Faith Community	cbcithaca@gmail.com	262-0332
Paula Younger	Member-at-large/Tompkins County liaison as appropriate	pyounger@tomppkins-co.org	w-274-5551 h-277-7758

## Key Terms

### 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:** Beginning with this publication, we are using a different tool to assist us with the identification of students as rural or non-rural based on their address. This may cause some slight variation in some of the rural numbers as compared with previous versions, but the hope is that we can use this mapping feature as a means to chart data in future editions.

**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. Out of district students are grouped into this category beginning this year.

**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	2008	2008 (%)Gap	2009	2009 (%)Gap	2010	2010 (%)Gap	2011	2011 (%)Gap	2012	2012 (%)Gap	2016 Target	Gap Closing?	Performance Improving?
<b>Grade 3-8 ELA PI score*</b>													
Students with disabilities	123	34	136	29	136	38	86	84	87	100	163	No	Yes
Af.Am., Latino, Native Am.	150	17.5	160	14.5	156	17	115	46	127	33	174	Yes	Yes
Economically Disadvantaged	148	21	157	18	154	23	120	48	126	44	175	Yes	Yes
<b>Grade 3-8 Math PI score*</b>													
Students with disabilities	130	32	145	26	144	34	92	88	100	74	170	Yes	Yes
Af.Am., Latino, Native Am.	158	15	172	10	164	15	121	40	130	32	181	Yes	Yes
Economically Disadvantaged	155	19	168	13	167	16	126	40	130	39	181	Yes	Yes
<b>Graduation Rate (%)</b>													
Students with disabilities	42	51	56	36	51	78	45	124	33	159	71	No	No
Af.Am., Latino, Native Am.	64	23	66	24	63	39	72	14	59	41	82	No	No
Economically Disadvantaged	83	-4	70	17	85	-2	87	0	65	25	86	No	No
<b>Elementary median days absent (#)</b>													
Students with disabilities	15	15	15	25	12	25	8	13	8	25	6.4	No	No
Af.Am., Latino, Native Am.	17	42	20	67	12	25	8	13	8	25	6.4	No	No
Economically Disadvantaged	16	33	17	55	11	18	9	22	8	25	6.4	No	Yes
<b>Secondary median classes (#)</b>													
Students with disabilities	155	58	157	62	95	37	82	31	93	37	70	No	No
Af.Am., Latino, Native Am.	133	34	134	38	90	33	86	34	92	39	72	No	No
Economically Disadvantaged	174.5	52	148	57	92	39	85	33	98	47	71	No	No
<b>Suspension Rate</b>													
Students with disabilities	0.24	678	0.18	86	0.104	72	0.070	66	0.162	75	0.056	No	No
Af.Am., Latino, Native Am.	0.16	280	0.10	63	0.085	61	0.073	67	0.148	76	0.059	No	No
Economically Disadvantaged	0.16	400	0.12	79	0.09	73	0.067	77	0.142	86	0.053	No	No
<b>Staff to student diversity ratio</b>	0.25	75	0.28	72	0.29	71	0.20	80	0.27	73	0.28	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. Scores are provided as a baseline for future comparisons.

## Data Analysis Overview

Check out our electronic Equity Report Card at:

<http://idashboards.icsd.k12.ny.us:8080/idashboards/?guestuser=guest>

### **Grade 3-8 ELA/Math:**

During the 2009-2012 school year the state moved to a new standard raising the bar to a career and college readiness benchmark. As a result of the increase in rigor required, we noticed an immediate drop in our overall performance. This year's results are based on a slightly different calculation that the state is using to determine Performance Index. We can now count a student who is below benchmark as being proficient so long as they are on – track to close the gap with their on step peers. This is an interesting methodology that allows the district and schools to celebrate the successes of students who are making the necessary gains to be college and career ready but are not quite at the benchmark. Based on the 2011-12 results for ELA and Math combined with the new calculation we have seen a gains among all of our sub-groups categories.

### **Graduation Rate:**

The latest graduation rate fell last year from nearly 82% to 78%. This falls below the state expectation of 80%. Our hardest hit sub-group was the Economically Disadvantaged sub-group, which last year exceeded the all student category to falling 16 percentage points behind their peers. There are not many students within this cohort and we expect to see some variation in their scores from year to year but this seems especially drastic and we will be monitoring closely. The sub-group of special education students we continue to struggle to overall but were able to maintain the same graduation rate as last year. During the 2011-2012 school year the district has renewed its focus with this particular sub-group and has adopted the continuous improvement plan for special education to put into place the necessary measures to help address this issue. We are hopeful that our efforts will begin to show in the graduation rate. The AA\_Latino\_NA sub-group results fell slightly for the first time in the last four years. This also marks the largest reported sub-group during that time, exceeding the 2009 level by 32%. As we broke down the data for this sub-group further, it was noted that we had a larger Native American population represented with this cohort, and their performance lagged significantly behind the other portions of this sub-group.

### **Attendance:**

In the area of attendance the district continues to make strides on this performance indicator. Last year we reported that this metric and seen the lowest rate of absenteeism since the inception of the Equity Report Card and we see gap closing performance improvements with nearly all sub-groups. This year the elementary was able to maintain this level of improvement and matched or exceed attendance levels reported last year. At the secondary level, we have seen the first increase in absenteeism in three years, but it is still much improved over our five year high. During the 2012-13 school year, the high school has made policy changes that we feel will help curb absenteeism and encourage students to attend their classes. If you have children in ICSD and have not signed up for a



parental portal account that permits you to monitor your child's absences, tardies, discipline, and grades; we encourage you to contact your son/daughters school to get signed up.

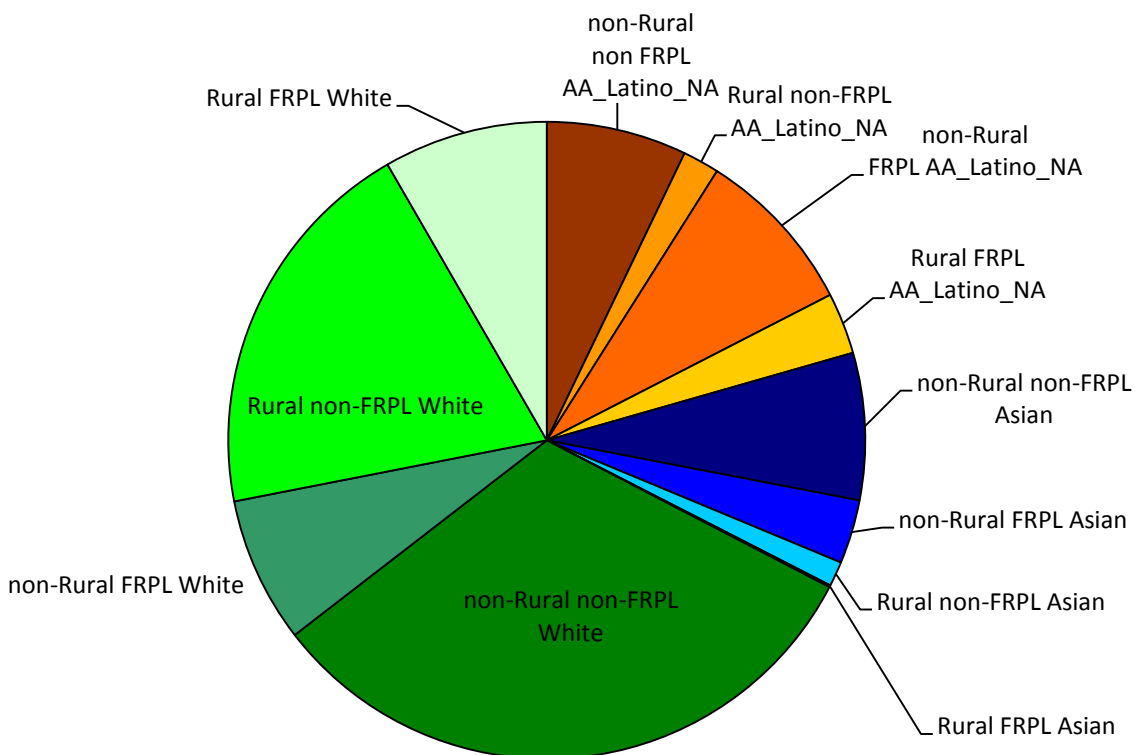
**Suspension Rate:**

We saw an increase in our suspension rates for the 2011-12 school year especially among certain sub-groups of students. We now are tracking discipline data as a Board of Education metric and report out on this quarterly using our online dashboard. This can be found at the link at the top of this section; once in the dashboard, in the upper left hand corner click the Board of Education tab. Our implementation of Positive Behavior Interventions and Support or (PBIS) is underway in several of our school buildings and we hope to expand this framework to other buildings starting next year.

**Staff to Student diversity ratio:**

We have seen a slight improvement in this measure but are far from our goal and are continuing our efforts to recruit and retain the best candidates. For the past two years the district has had an administrator on special assignment working with our human resources office with the goal of improving our recruitment process including a new on-line application process, screening process, and developed protocols for the interview process. We are encouraged to see the trend tip in a positive direction and are looking to see if we achieve consistent improvement in this metric.

## Ithaca City School District Student Demographics 11-12



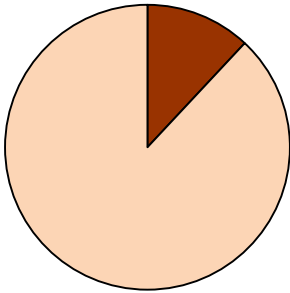
ICSD Student Demographics 2011-12	Count
non-Rural non-FRPL AA_Latino_NA	446
non-Rural FRPL AA_Latino_NA	531
Rural non-FRPL AA_Latino_NA	116
Rural FRPL AA_Latino_NA	195
non-Rural non-FRPL Asian	467
non-Rural FRPL Asian	203
Rural non-FRPL Asian	79
Rural FRPL Asian	6
non-Rural non FRPL White	1998
non-Rural FRPL White	463
Rural non FRPL White	1236
Rural FRPL White	522
out of district	0*
<b>Total</b>	<b>6262</b>

Notes: Starting in the 2010-2011 school year, the Multi-racial category is no longer reported as its own subgroup. These students have been re-grouped according to the primary ethnicity identified at the time of enrollment. Beginning in the 2011-2012 school year Out of District Enrollment students have been included into the other categories and as rural students.

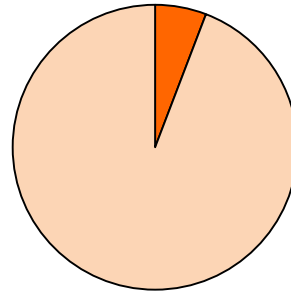
District Demographics

Ethnicity Breakdown

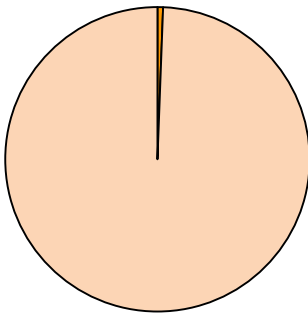
**Black/African American Students (749), 12% of the Student Body**



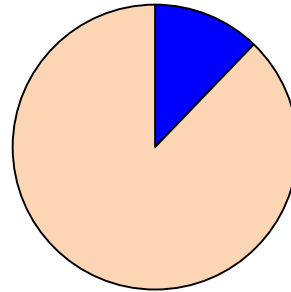
**Hispanic Students (364), 5.8% of the Student Body**



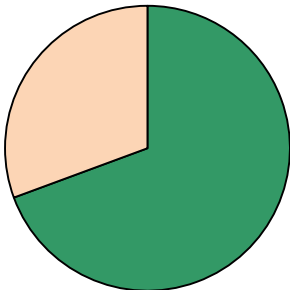
**Native American / Alaskan Native Students (37), .6% of the Student Body**



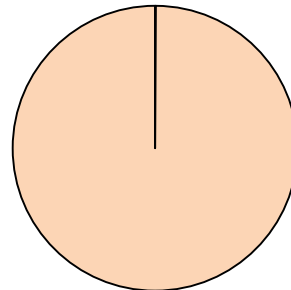
**Asian Students (763), 12.2% of the Student Body**



**White Students (4344), 69.4% of the Student Body**

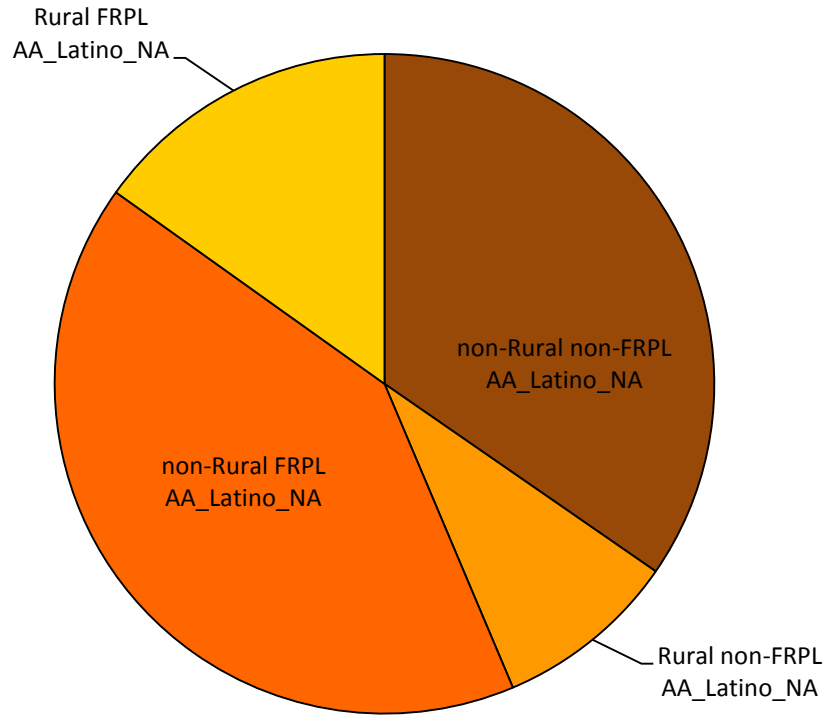


**Pacific Islander Students (5), .08% of the Student Body**



## Equity Performance Key Indicators

### African American, Latino and Native American Student Demographics 11-12

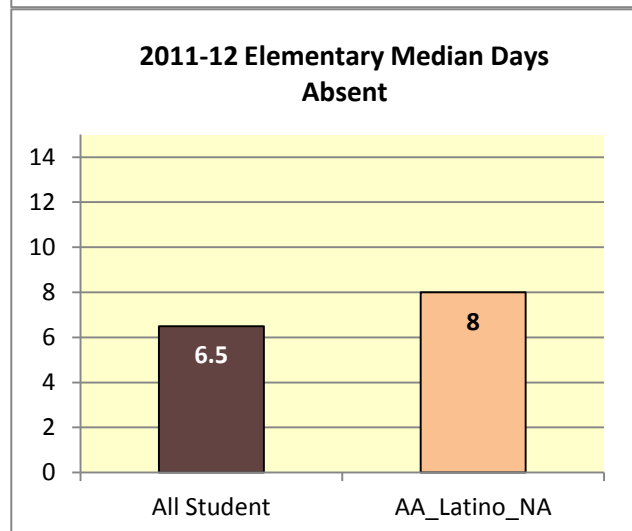
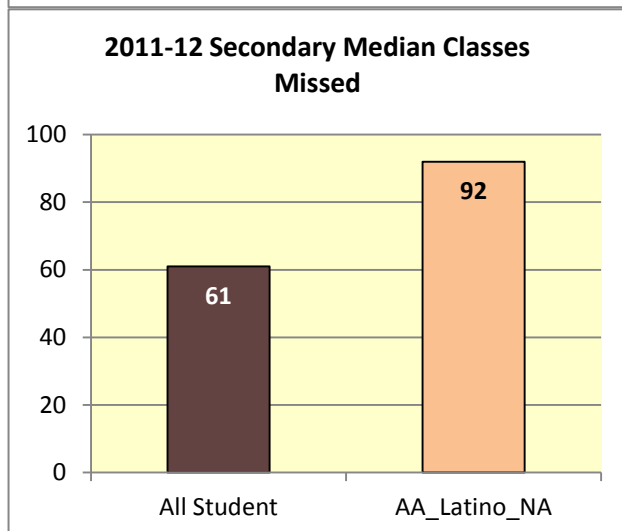
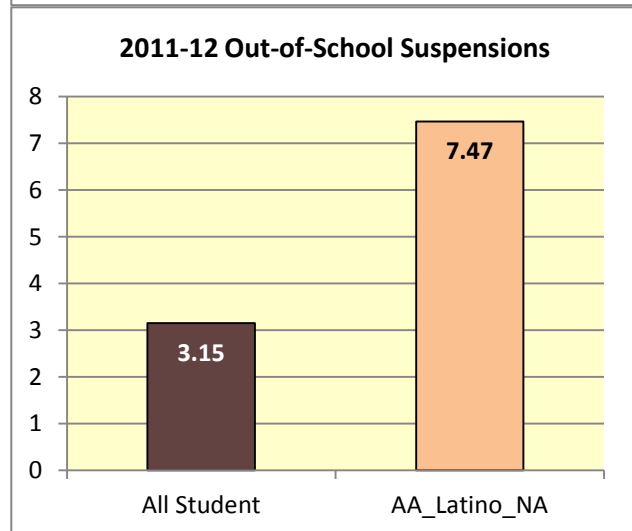
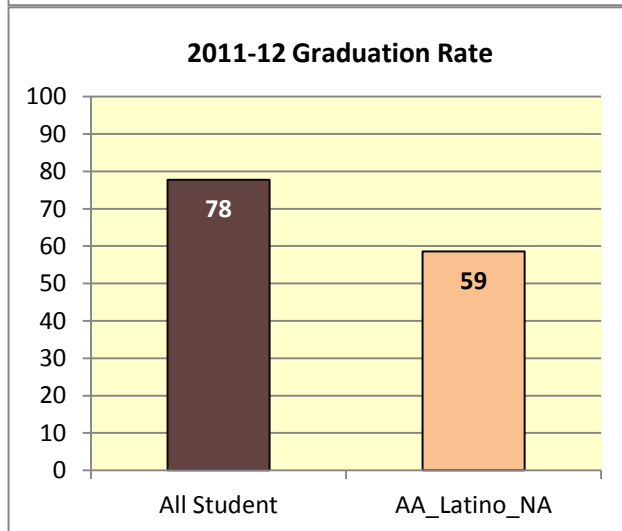
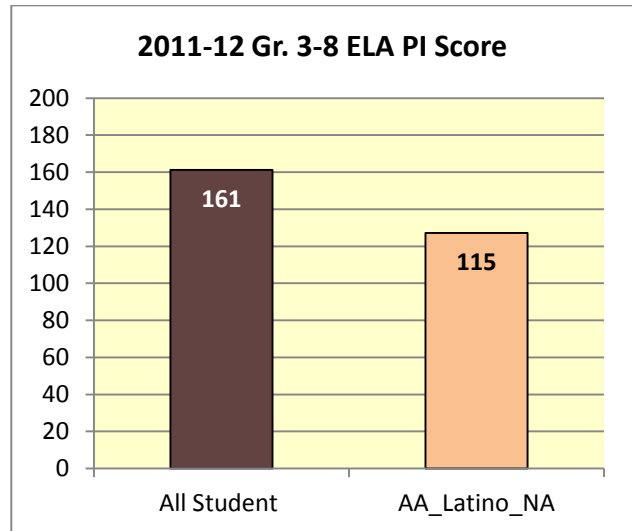
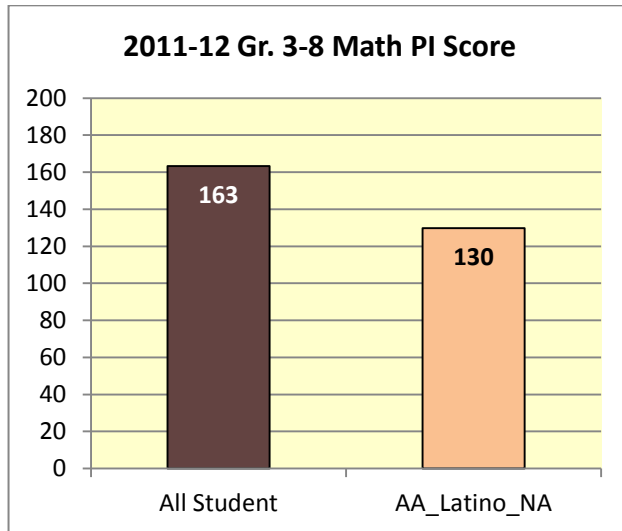


ICSD Student Demographics 2011-12	Count	% of Student Body
non-Rural non-FRPL AA_Latino_NA	446	7.1%
non-Rural FRPL AA_Latino_NA	531	8.5%
Rural non-FRPL AA_Latino_NA	116	1.9%
Rural FRPL AA_Latino_NA	195	3.1%
<b>Total</b>	<b>1288</b>	<b>20.6%</b>

## Equity Performance Key Indicators

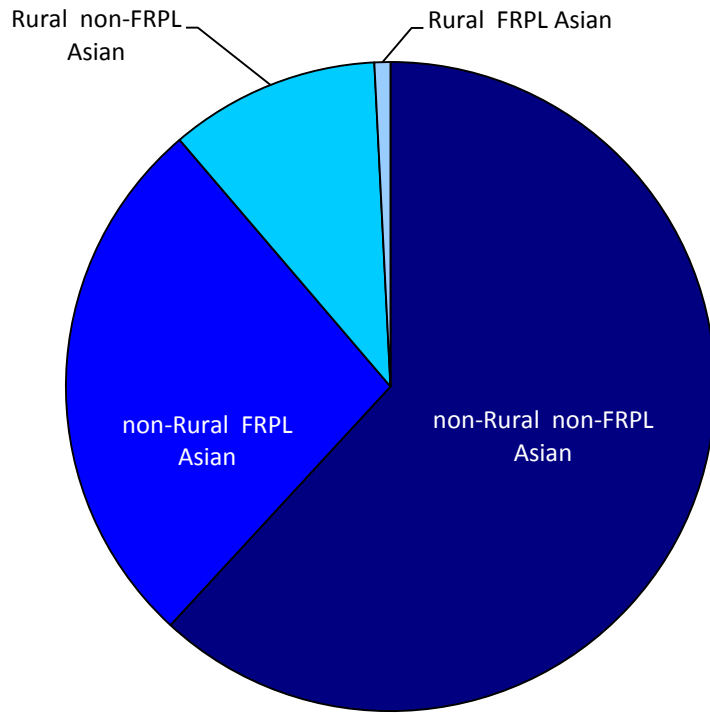
Goal: To eliminate **race**, class, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

### AA Latino NA



## Equity Performance Key Indicators

### Asian Student Demographics 11-12

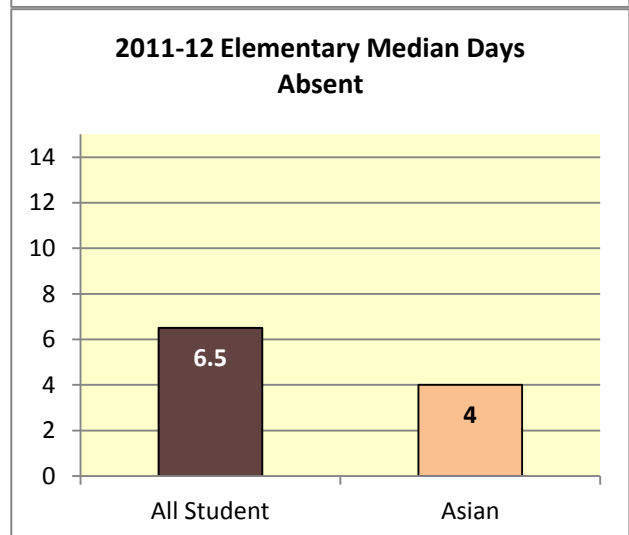
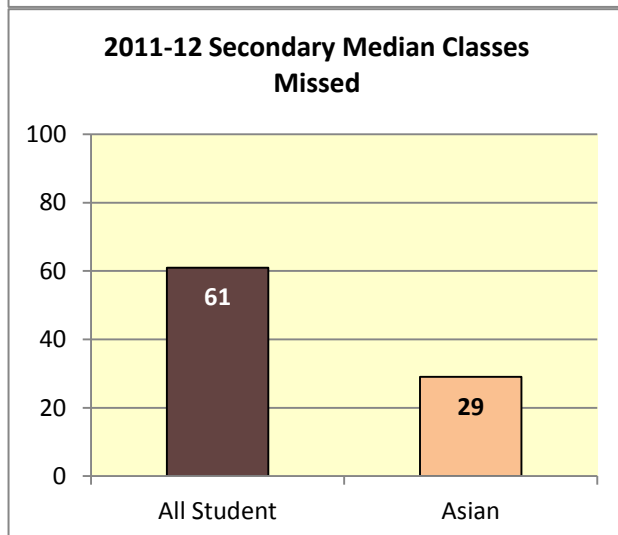
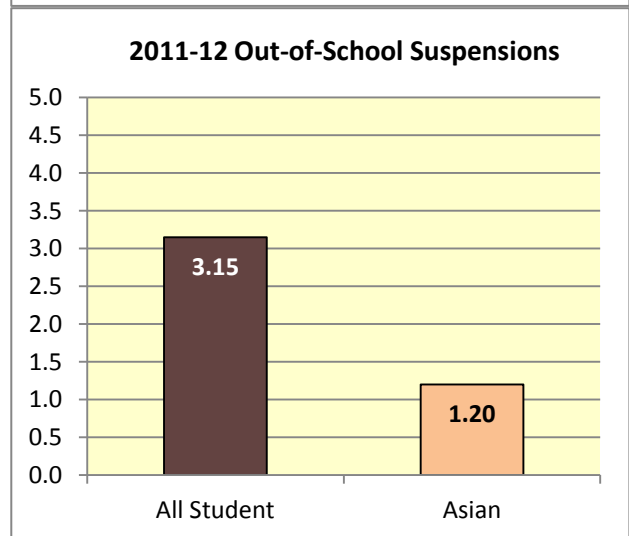
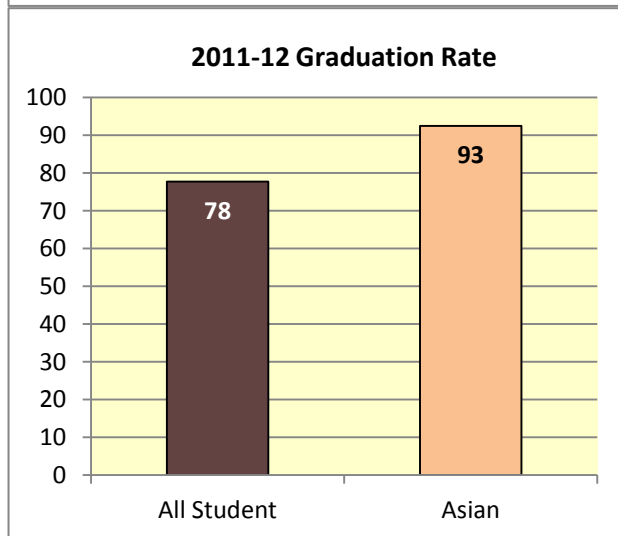
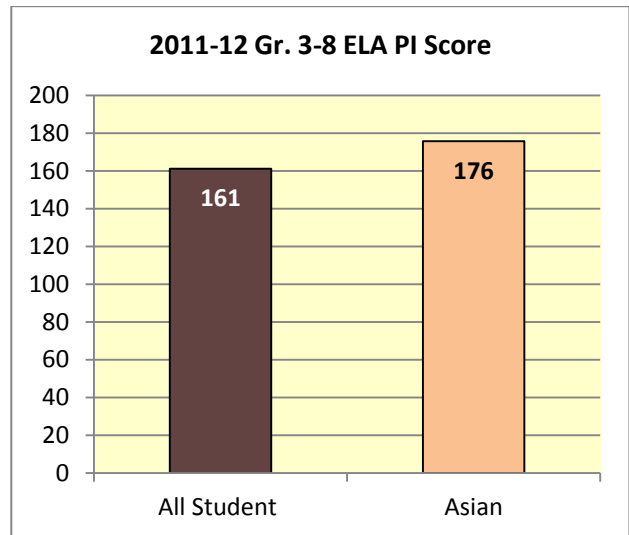
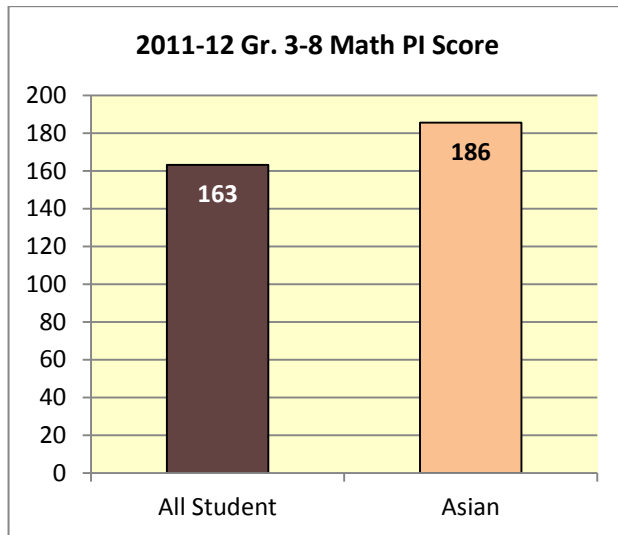


ICSD Student Demographics 2011-12	Count	% of Student Body
non-Rural non-FRPL Asian	467	7.5%
non-Rural FRPL Asian	203	3.2%
Rural non-FRPL Asian	79	1.3%
Rural FRPL Asian	6	0.1%
<b>Total</b>	<b>755</b>	<b>12.1%</b>

## Equity Performance Key Indicators

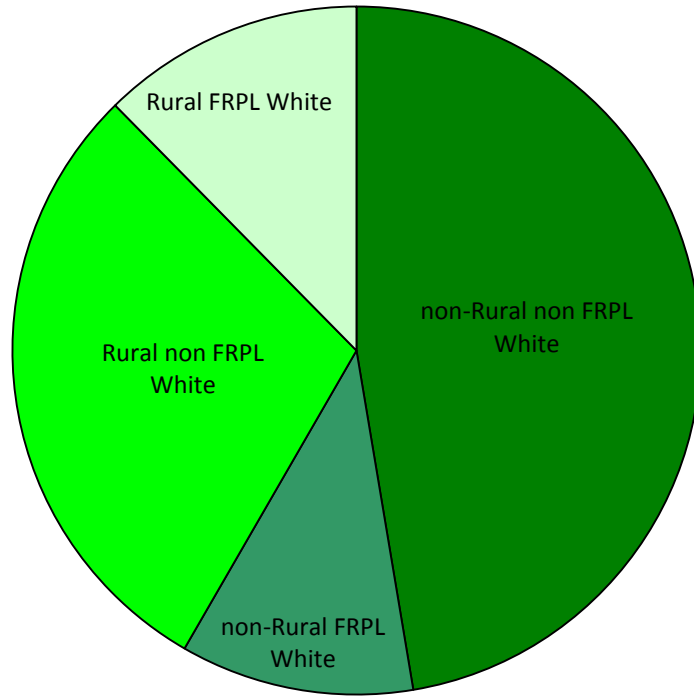
Goal: To eliminate **race**, class, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

### Asian



Equity Performance Key Indicators

**White Student Demographics 11-12**



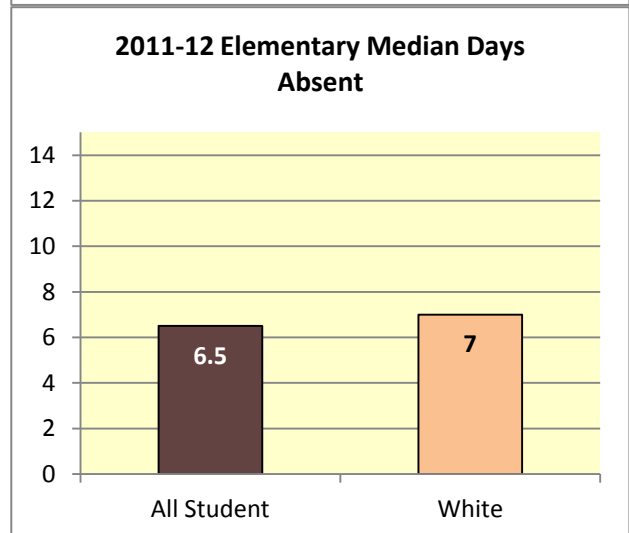
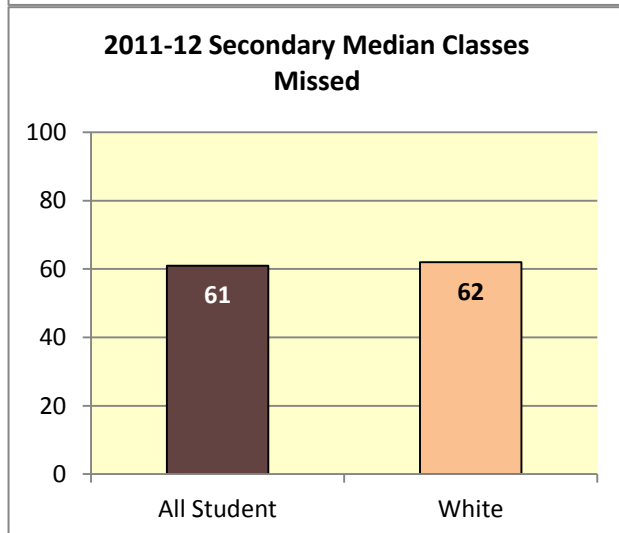
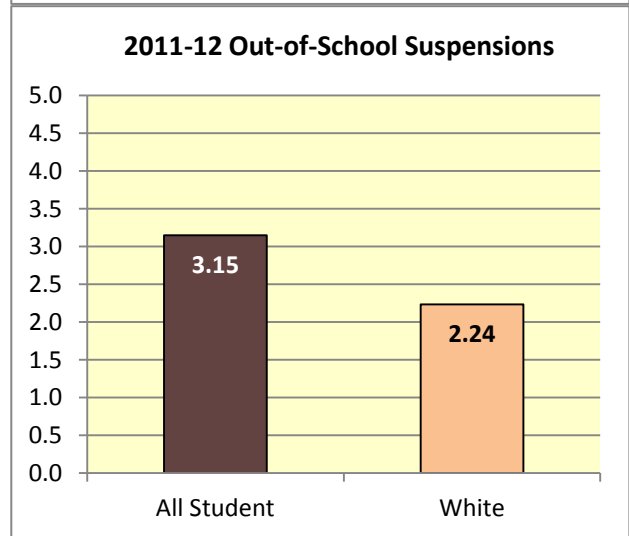
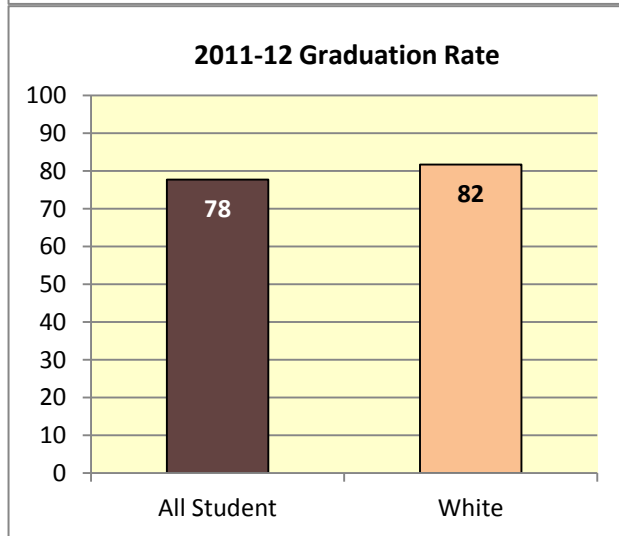
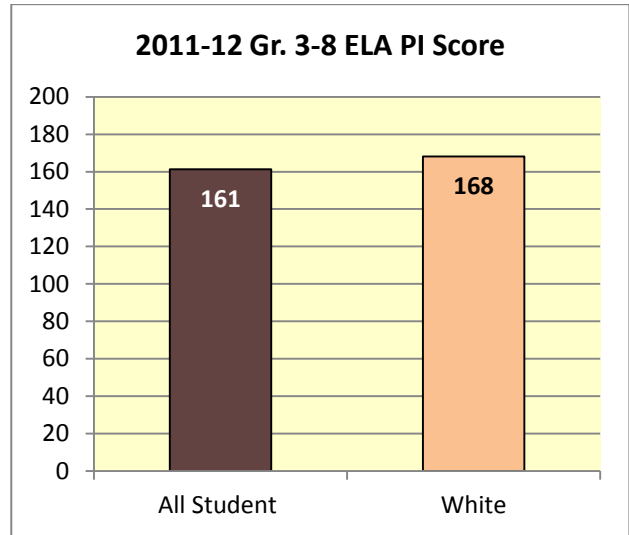
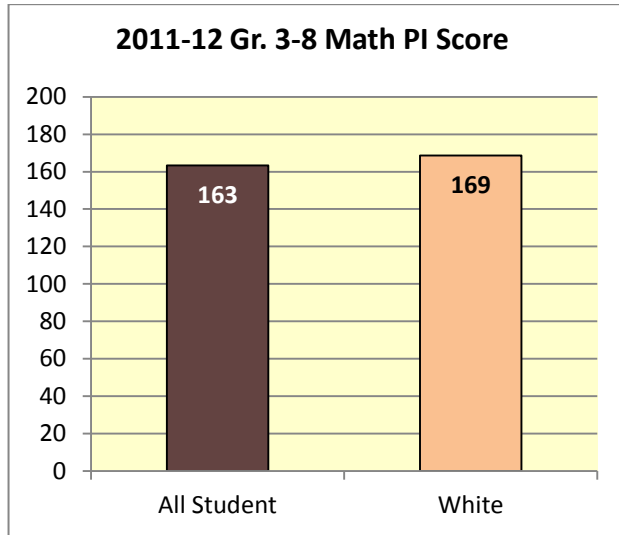
ICSD Student Demographics 2011-12	Count	% of Student Body
non-Rural non FRPL White	1998	31.9%
non-Rural FRPL White	463	7.4%
Rural non FRPL White	1236	19.7%
Rural FRPL White	522	8.3%
<b>Total</b>	<b>4219</b>	<b>67.4%</b>



## Equity Performance Key Indicators

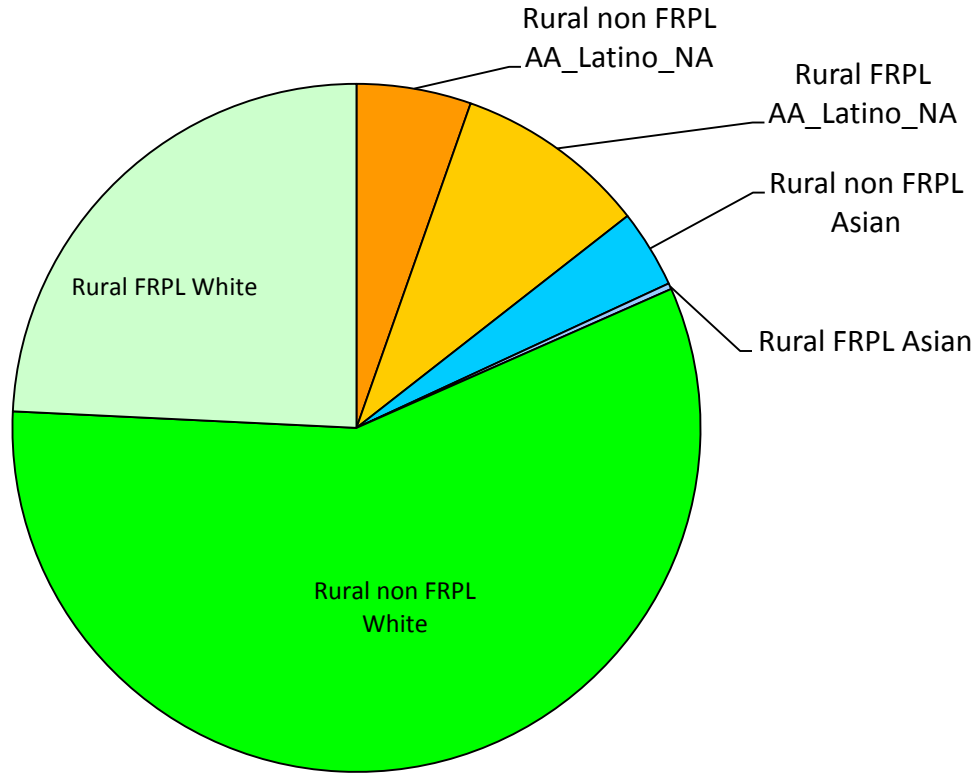
Goal: To eliminate **race**, class, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

### White



## Equity Performance Key Indicators

### Rural Student Demographics 11-12

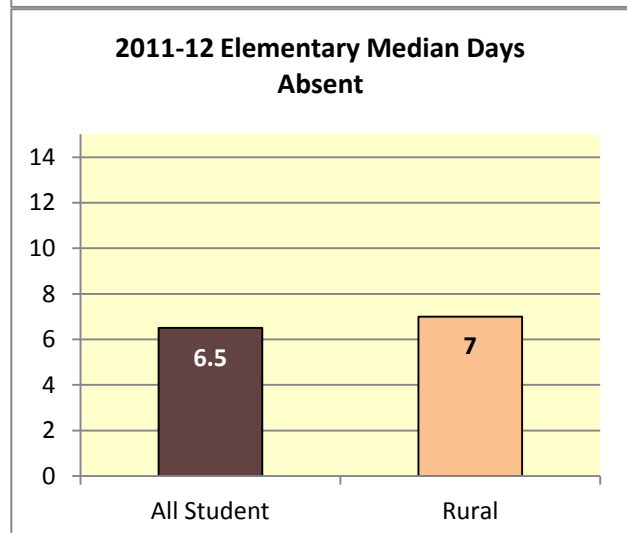
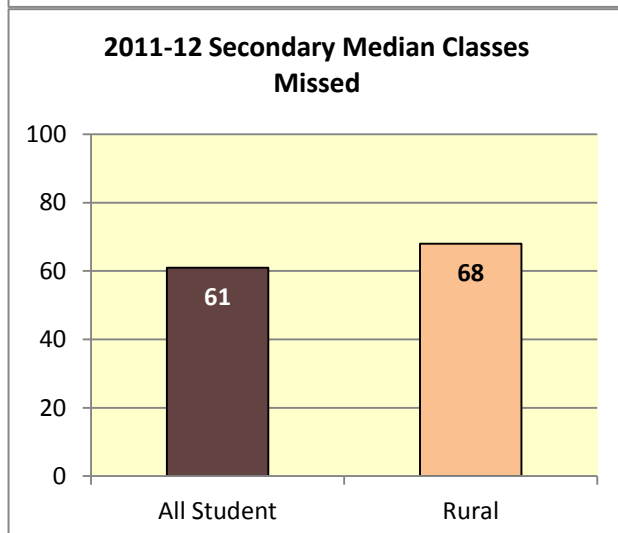
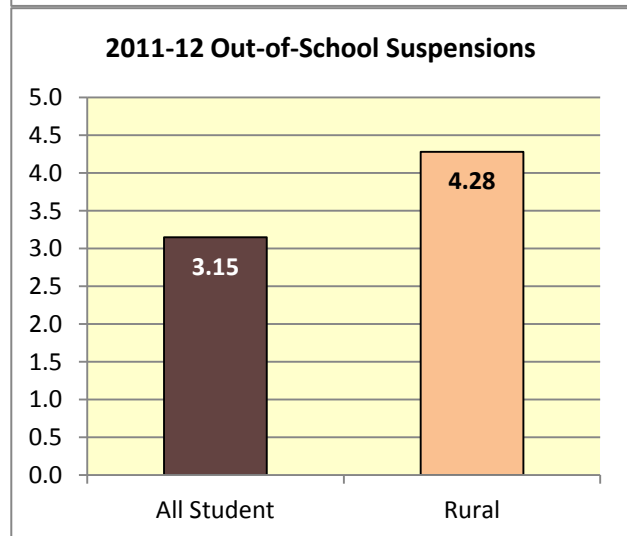
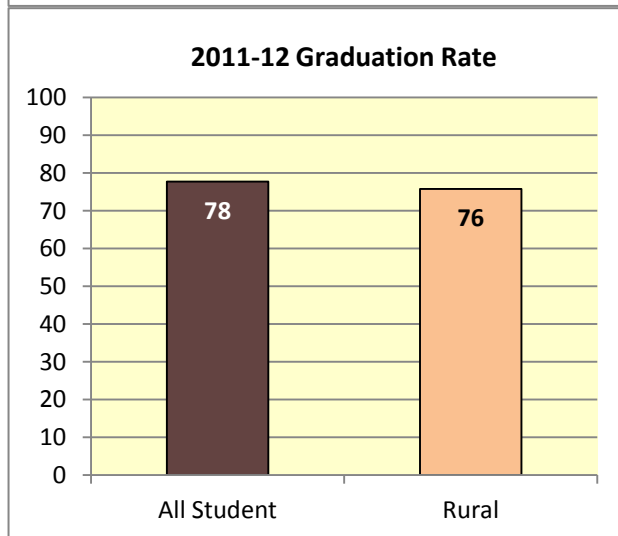
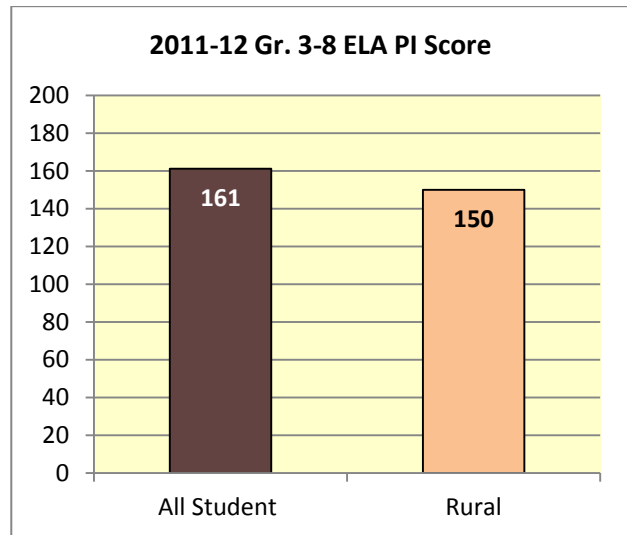
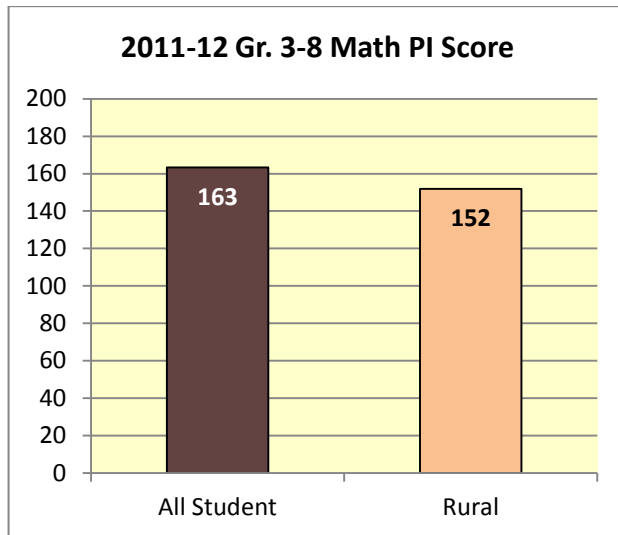


ICSD Student Demographics 2011-12	Count	% of Student Body
Rural non FRPL AA_Latino_NA	116	1.9
Rural FRPL AA_Latino_NA	195	3.1
Rural non FRPL Asian	79	1.3
Rural FRPL Asian	6	0.1
Rural non FRPL White	1236	19.7
Rural FRPL White	522	8.3
<b>Total</b>	<b>2154</b>	<b>34.4</b>

## Equity Performance Key Indicators

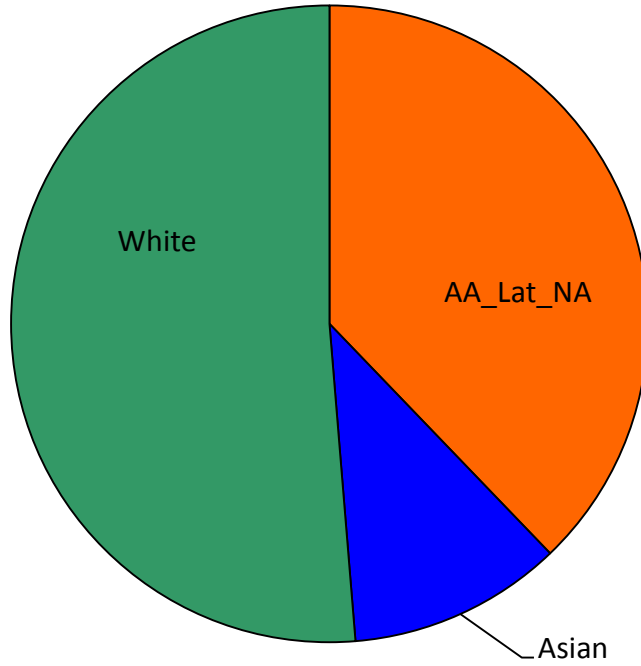
Goal: To eliminate race, **class**, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

### Rural



## Equity Performance Key Indicators

### Economically Disadvantaged Student Demographics 11-12

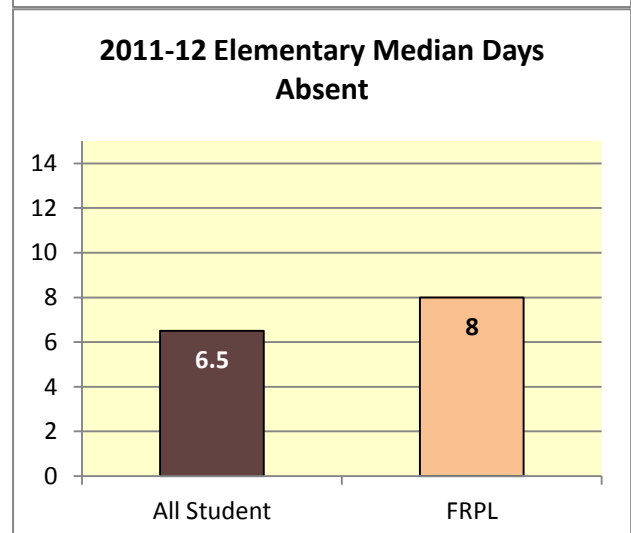
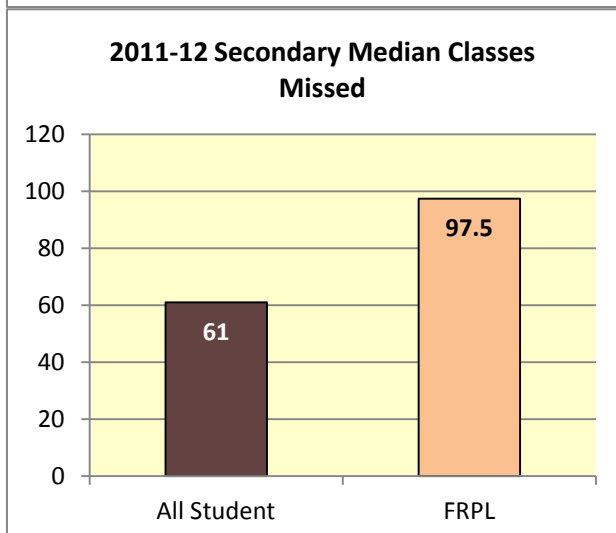
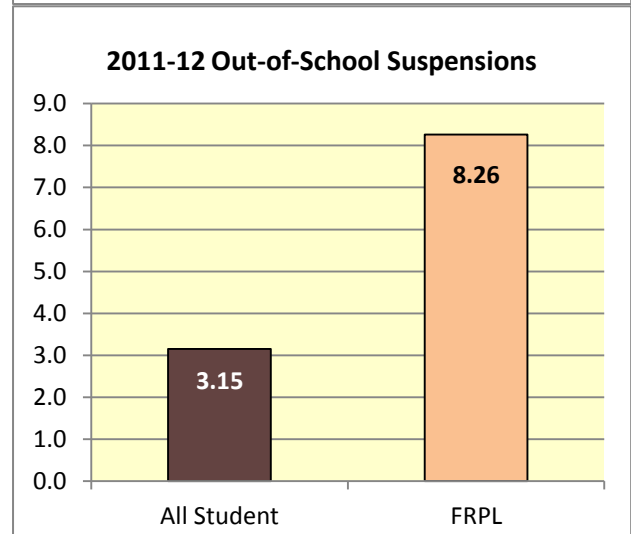
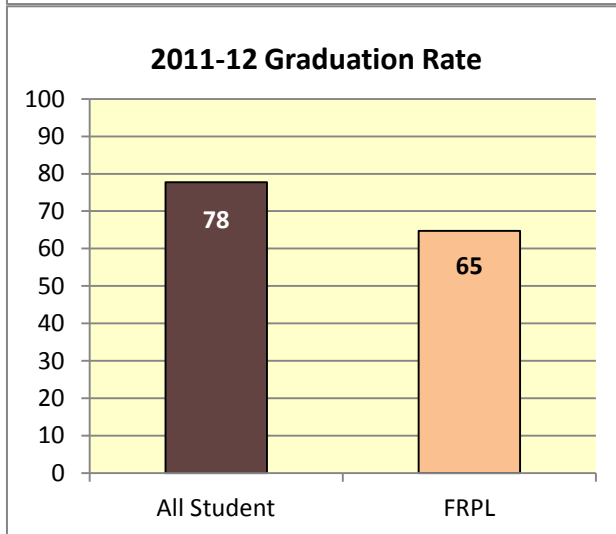
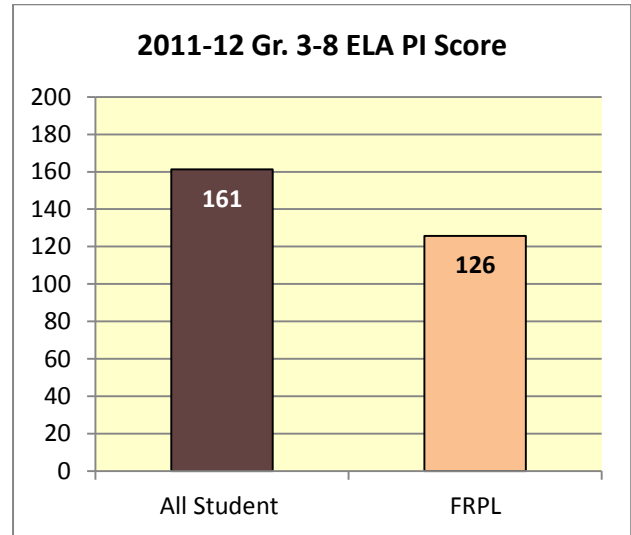
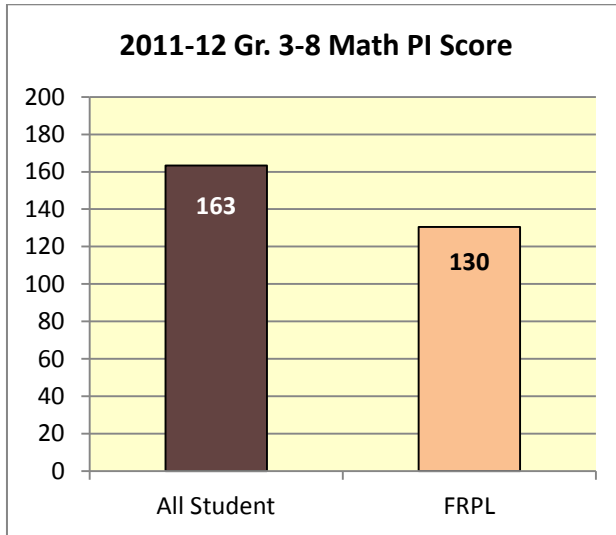


ICSD Student Demographics 2011-12	Count	% of Student Body
AA_Lat_NA	726	11.6
Asian	209	3.3
White	985	15.7
Total	1920	30.7

## Equity Performance Key Indicators

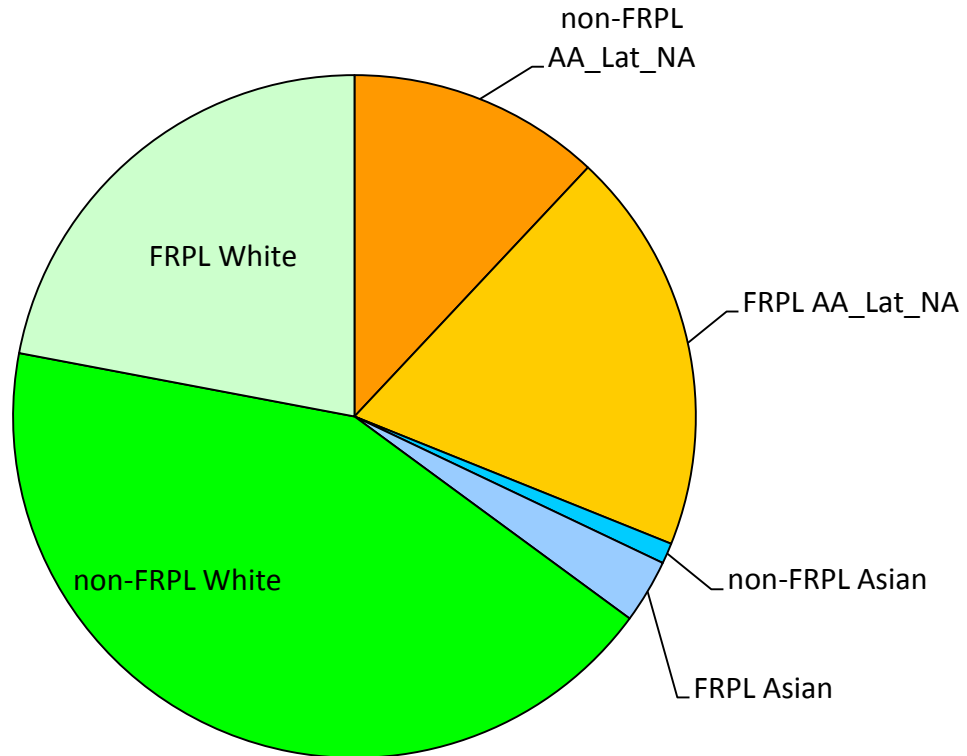
Goal: To eliminate race, **class**, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

### Economically Disadvantaged



## Equity Performance Key Indicators

### Students with Disabilities Demographics 11-12

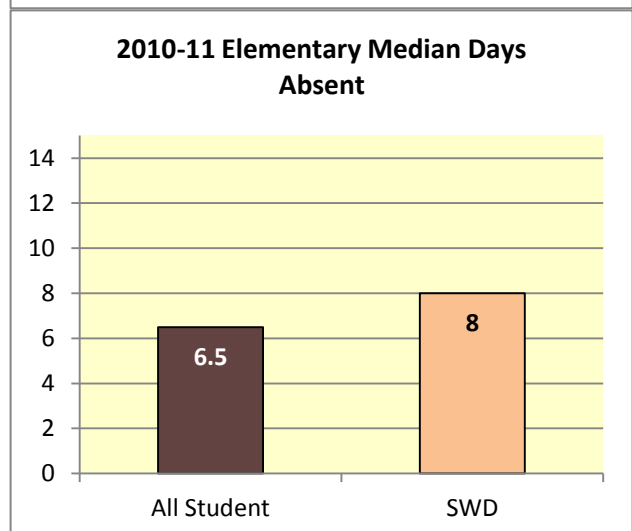
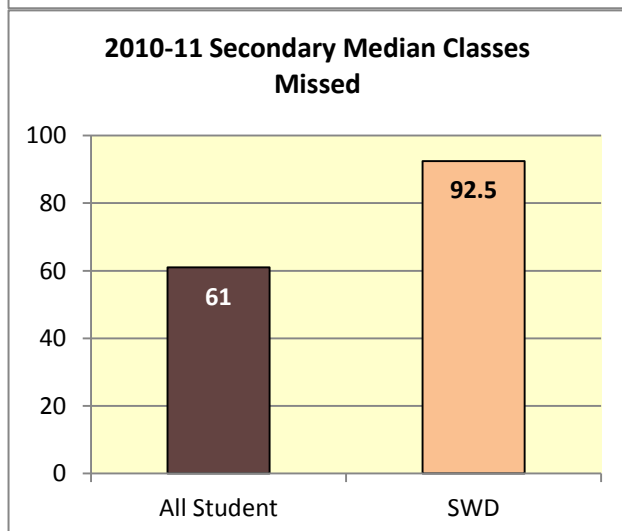
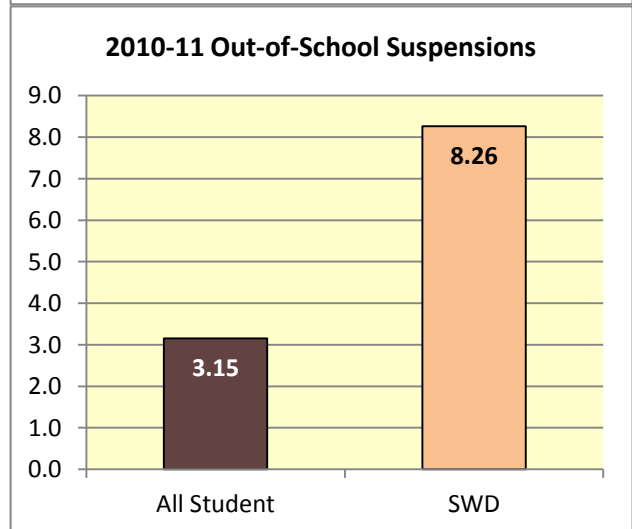
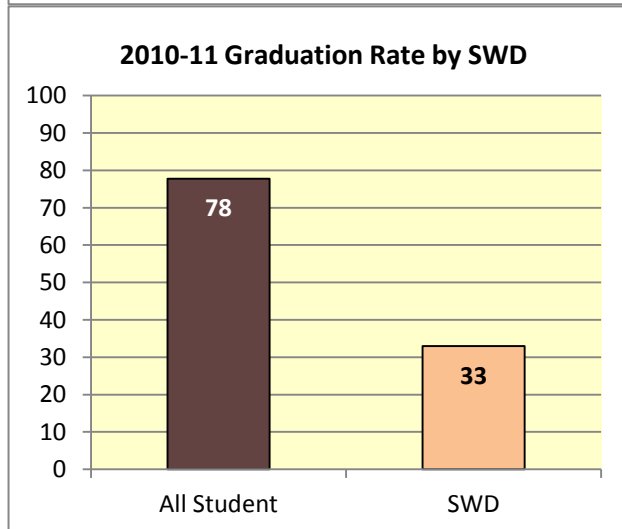
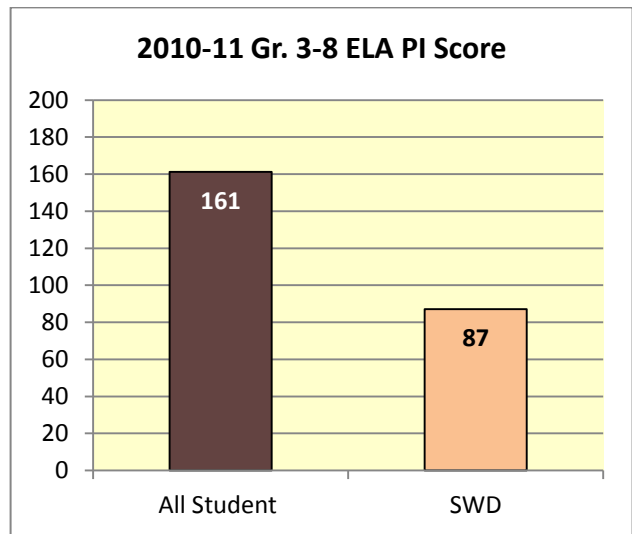
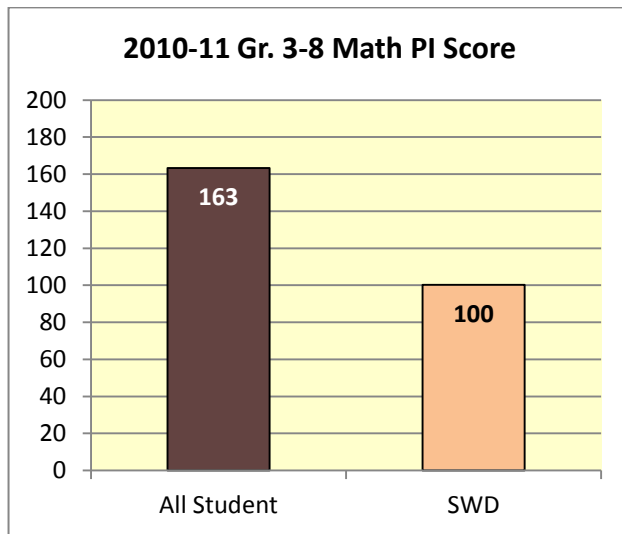


ICSD Student Demographics 2011-12	Count	% of Student Body
non-FRPL AA_Lat_NA	135	12.0
FRPL AA_Lat_NA	215	19.1
non-FRPL Asian	11	1.0
FRPL Asian	34	3.0
non-FRPL White	483	42.9
FRPL White	248	22.0
non-FRPL Multiracial		0.0
FRPL Multiracial		0.0
Total	1126	100.0

## Equity Performance Key Indicators

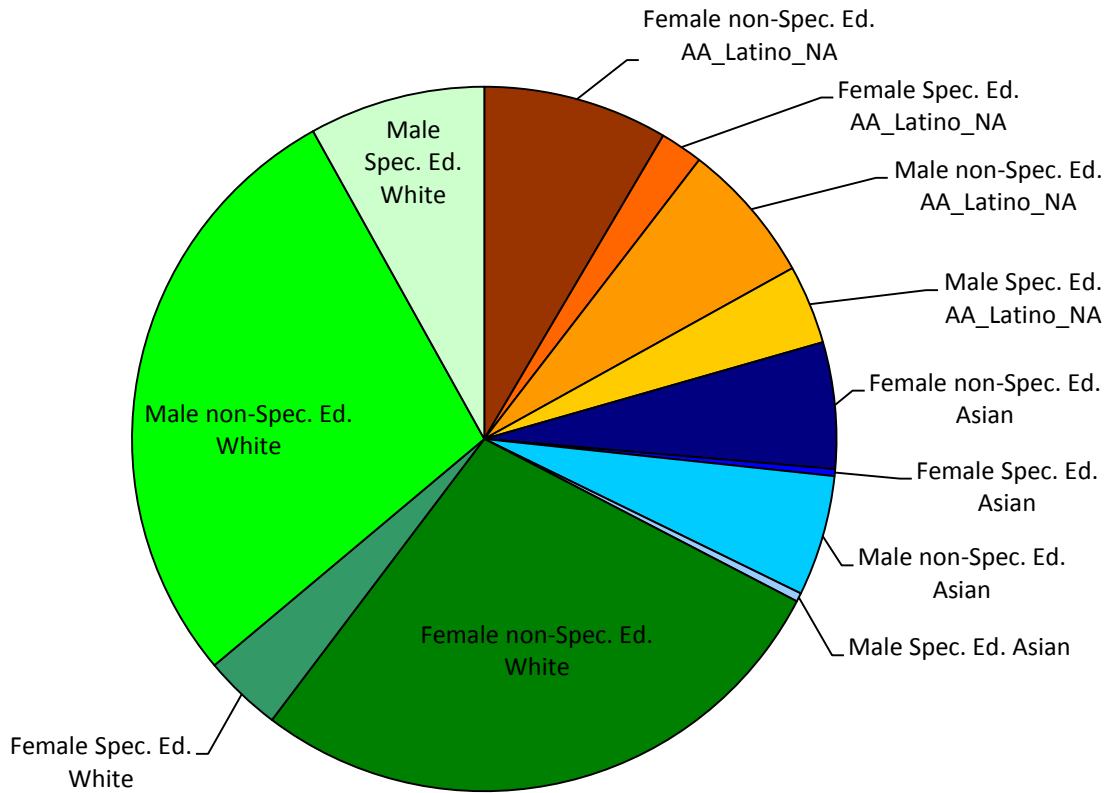
Goal: To eliminate race, class, disability and gender as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

### Students with Disabilities



## Equity Performance Key Indicators

### Student Gender Demographics 11-12



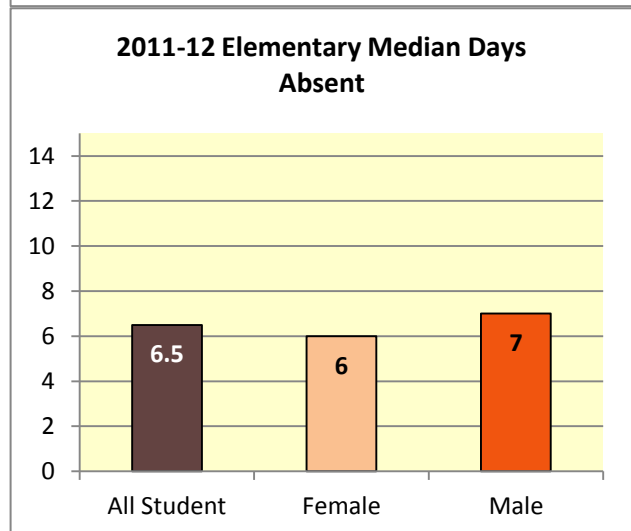
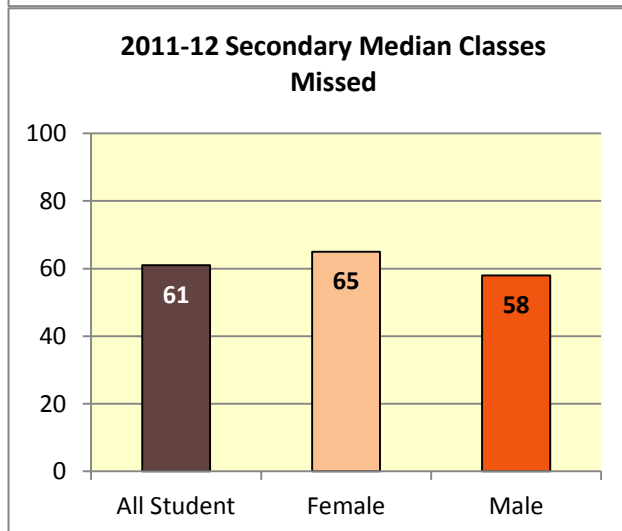
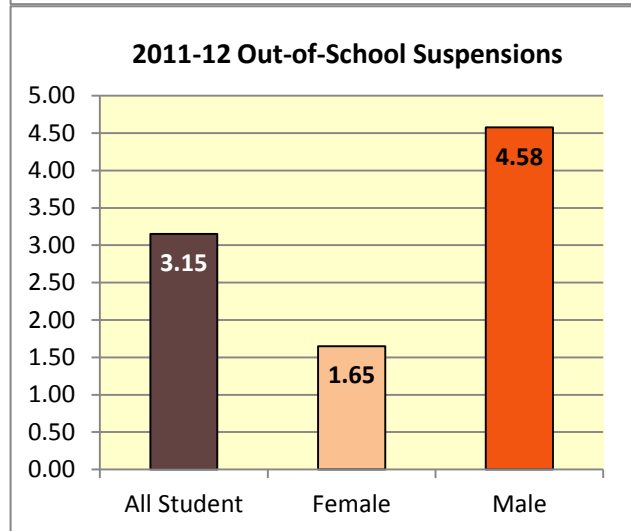
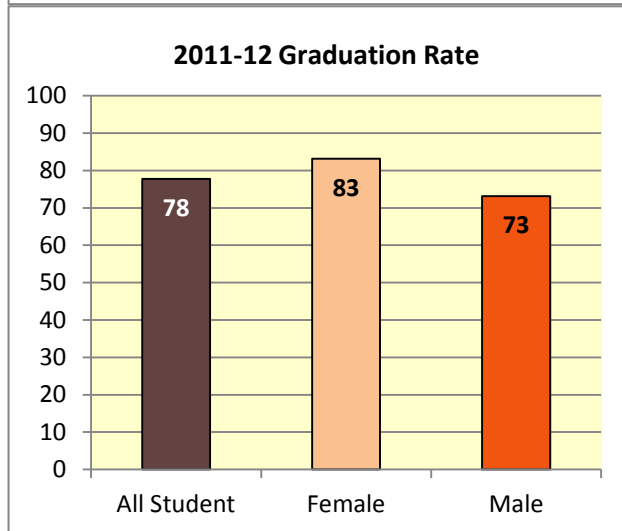
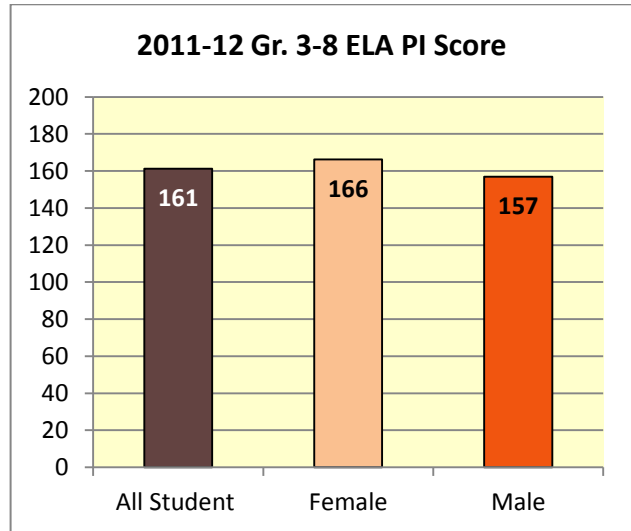
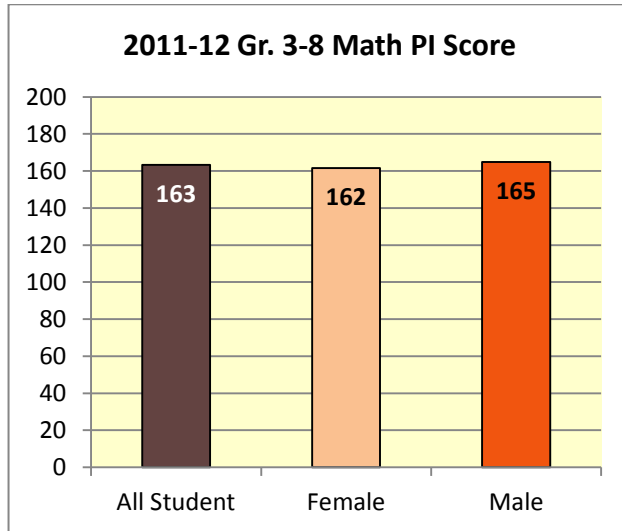
ICSD Student Demographics 2011-12	Count	% of Student Body
Female non-Spec. Ed. AA_Latino_NA	531	8.5
Female Spec. Ed. AA_Latino_NA	123	2.0
Male non-Spec. Ed. AA_Latino_NA	407	6.5
Male Spec. Ed. AA_Latino_NA	227	3.6
Female non-Spec. Ed. Asian	363	5.8
Female Spec. Ed. Asian	20	0.3
Male non-Spec. Ed. Asian	347	5.5
Male Spec. Ed. Asian	25	0.4
Female non-Spec. Ed. White	1733	27.7
Female Spec. Ed. White	225	3.6
Male non-Spec. Ed. White	1755	28.0
Male Spec. Ed. White	506	8.1
<b>Female</b>	<b>2995</b>	<b>47.8</b>
<b>Male</b>	<b>3267</b>	<b>52.2</b>
<b>All Student</b>	<b>6262</b>	<b>100.0</b>



## Equity Performance Key Indicators

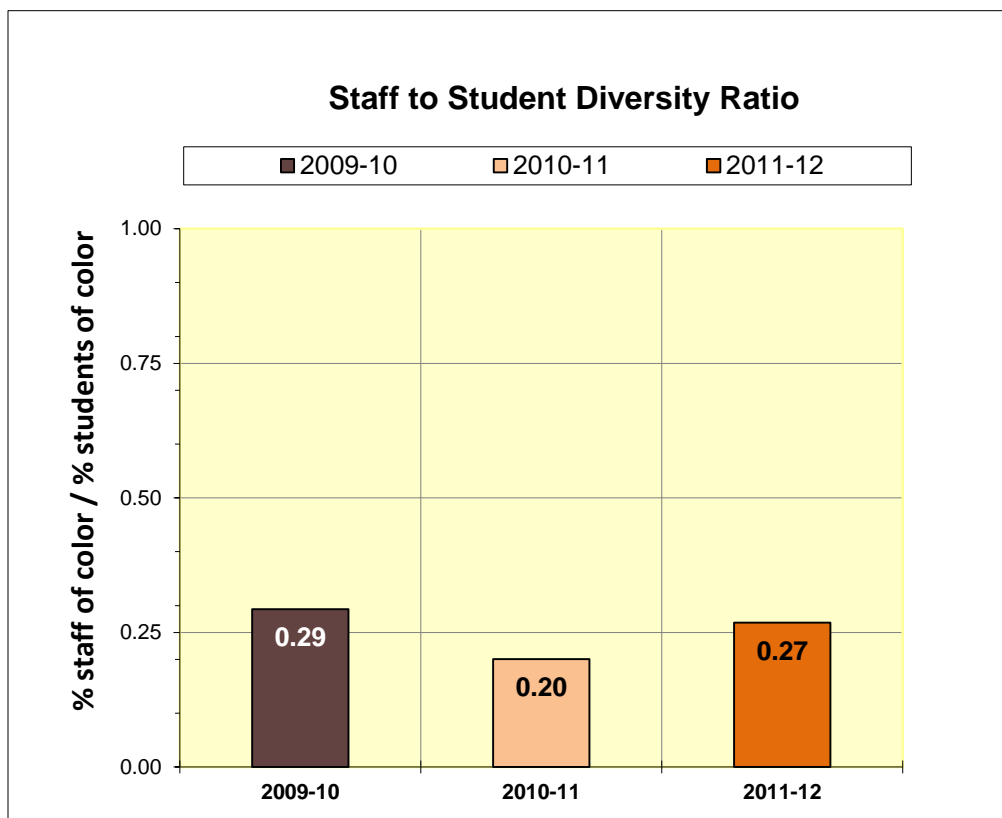
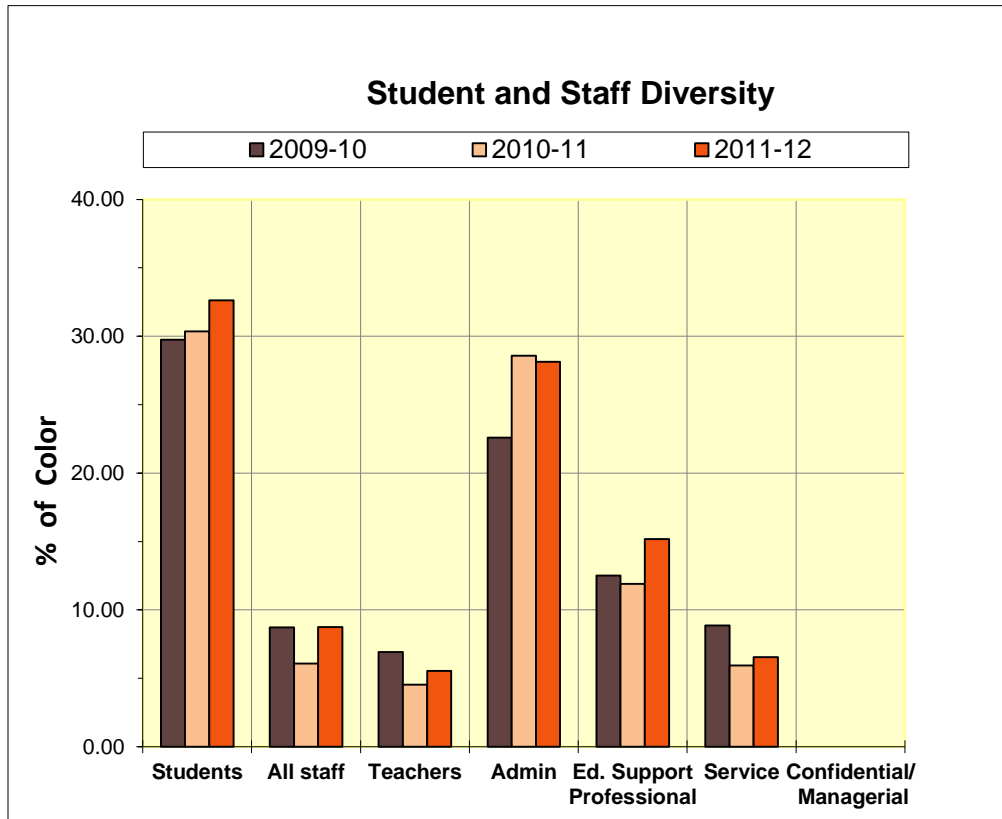
Goal: To eliminate race, class, disability and **gender** as predictors of academic performance, co-curricular participation and discipline, in the Ithaca City School District.

### Gender



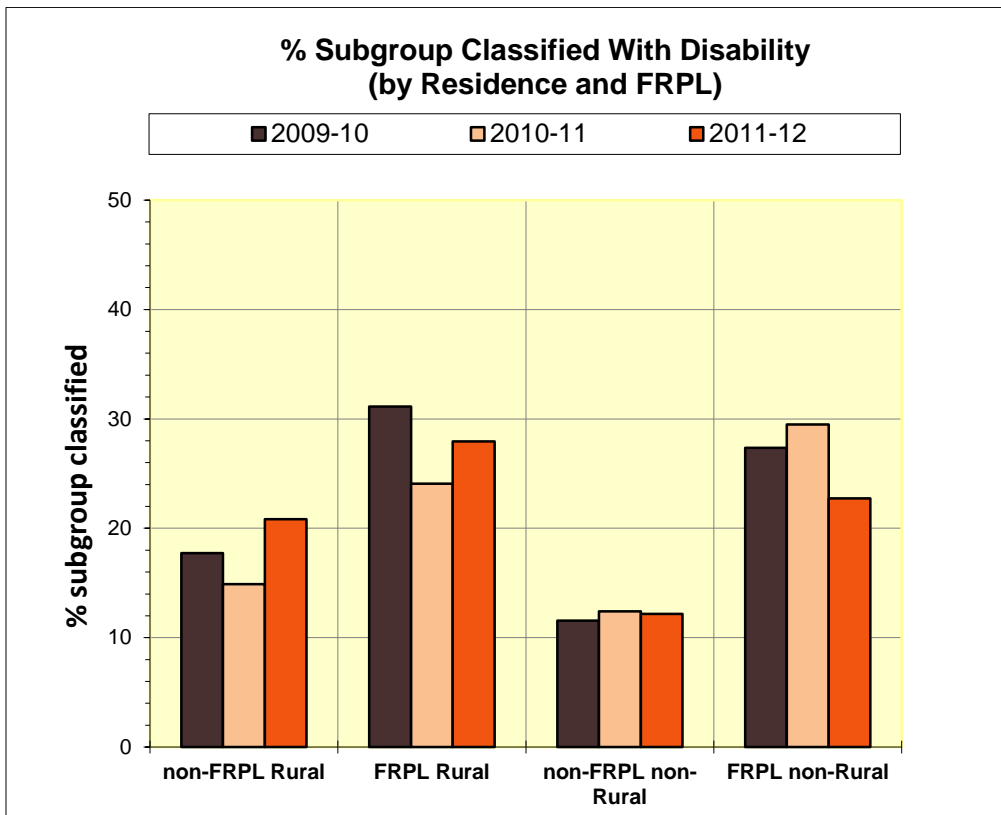
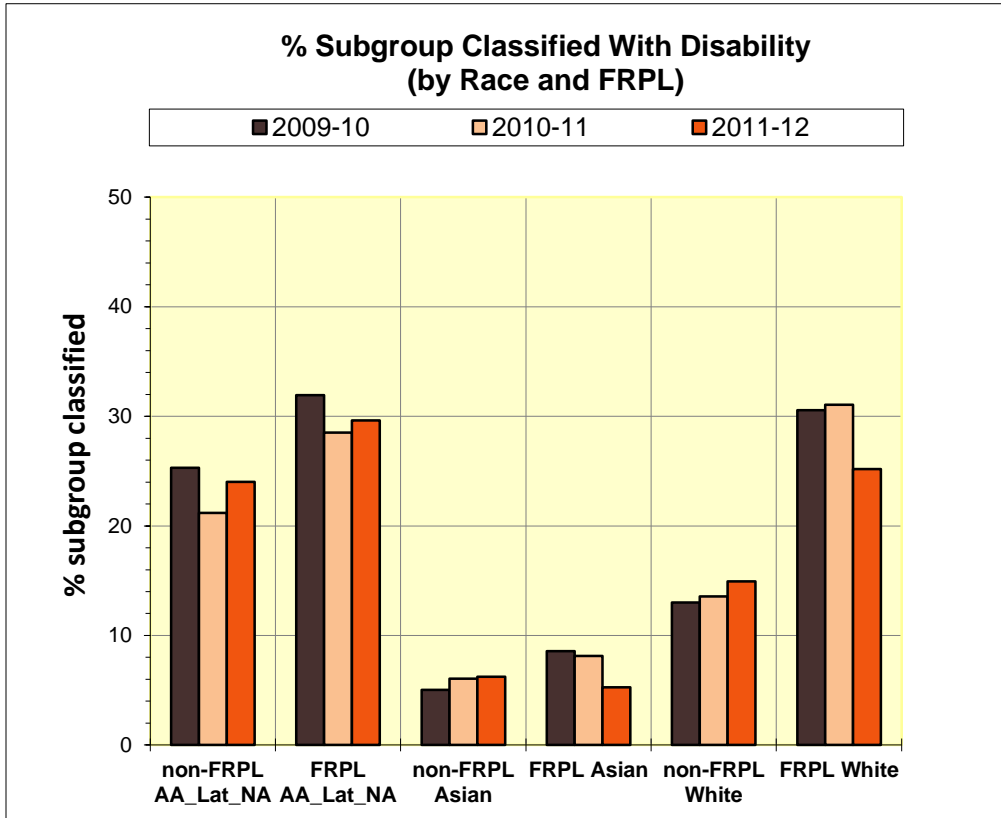
## Staff Demographics

### Staff Diversity



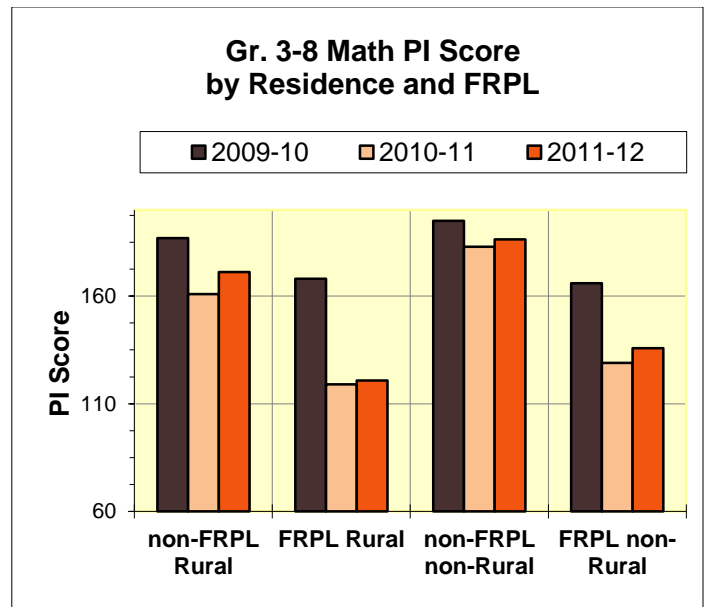
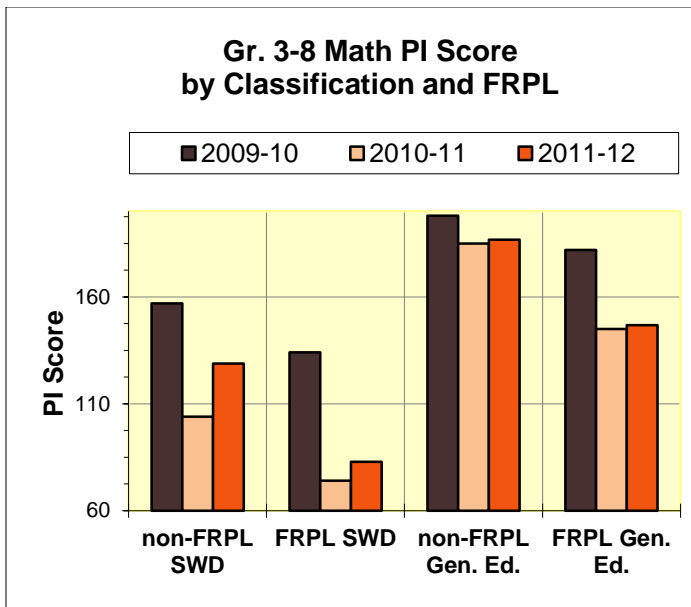
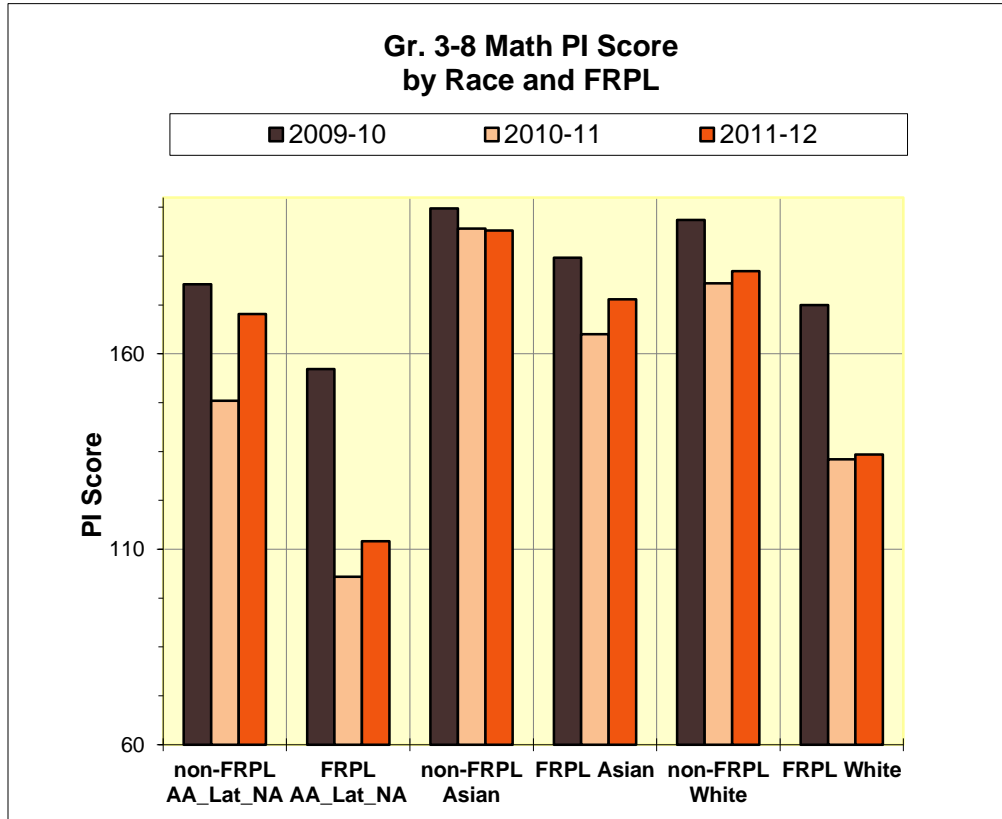
Special Education

Special Education



Academic Performance

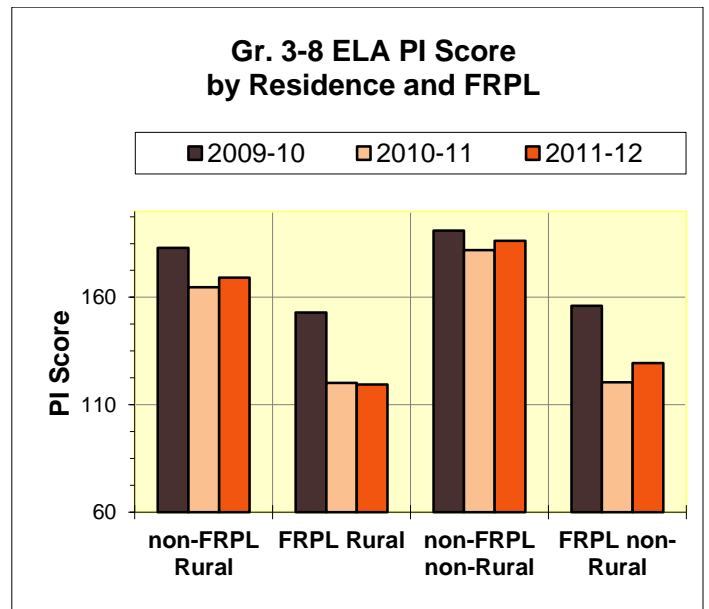
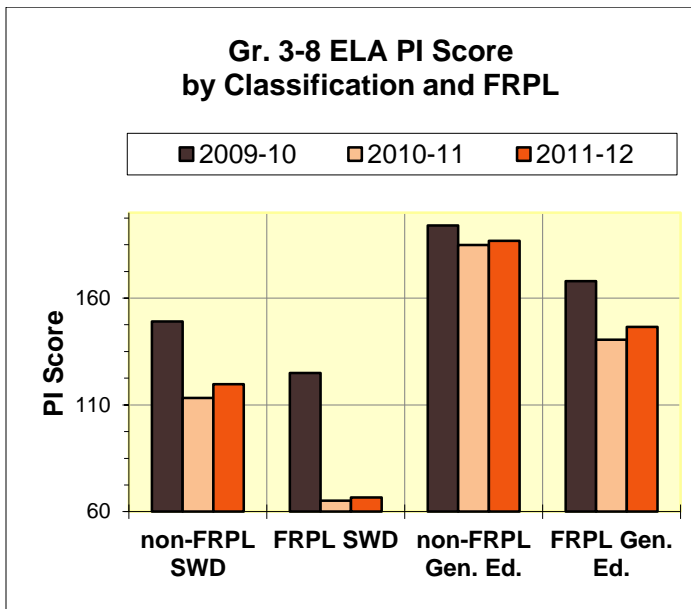
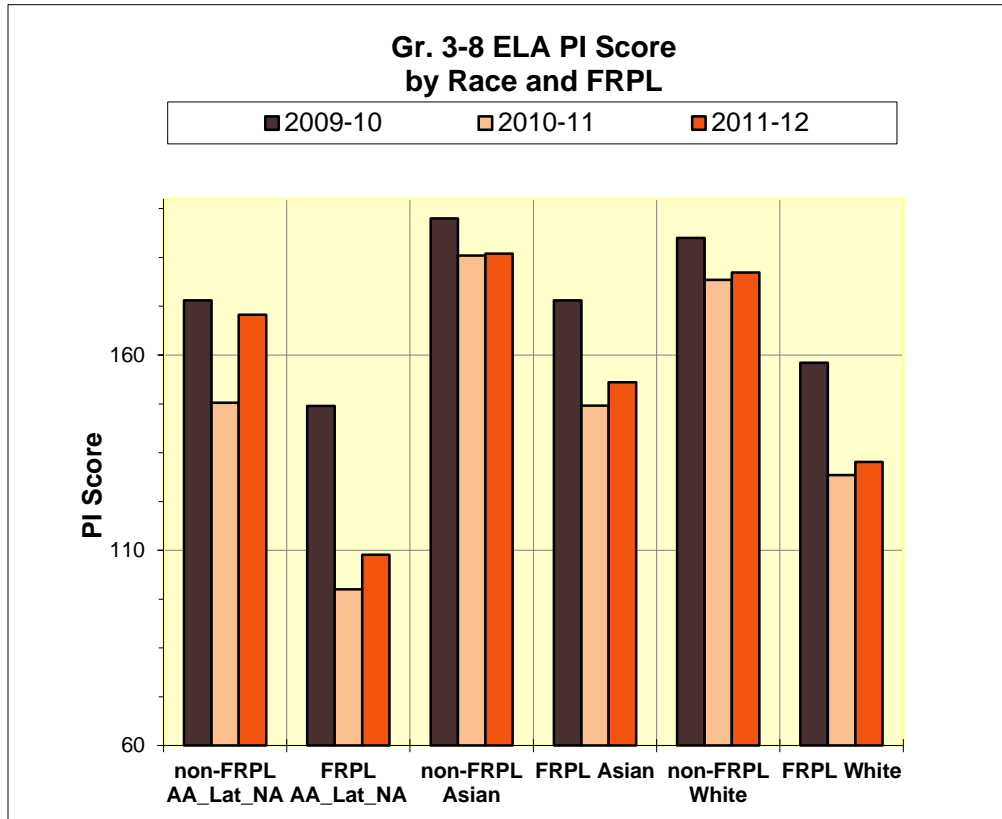
Grade 3-8 Math Performance Index Score



\*2011-12 PI calculations are based on Cognos lvl2 reports for continuously enrolled students

Academic Performance

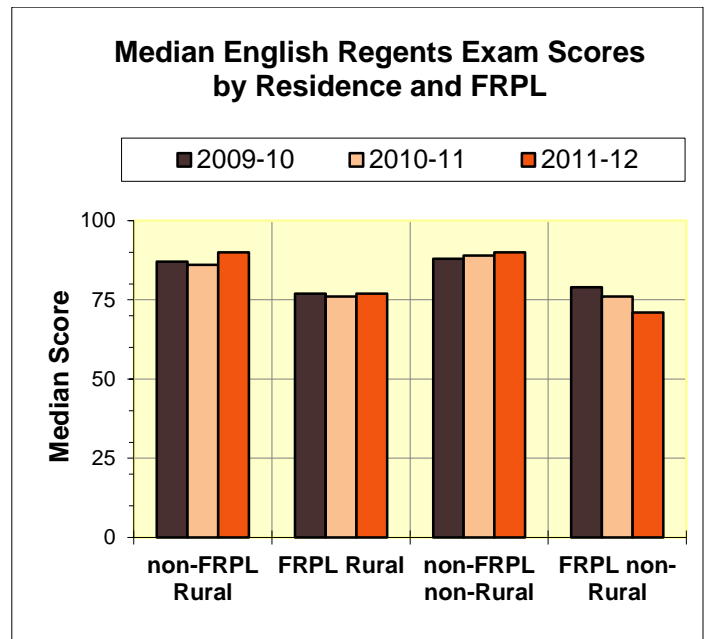
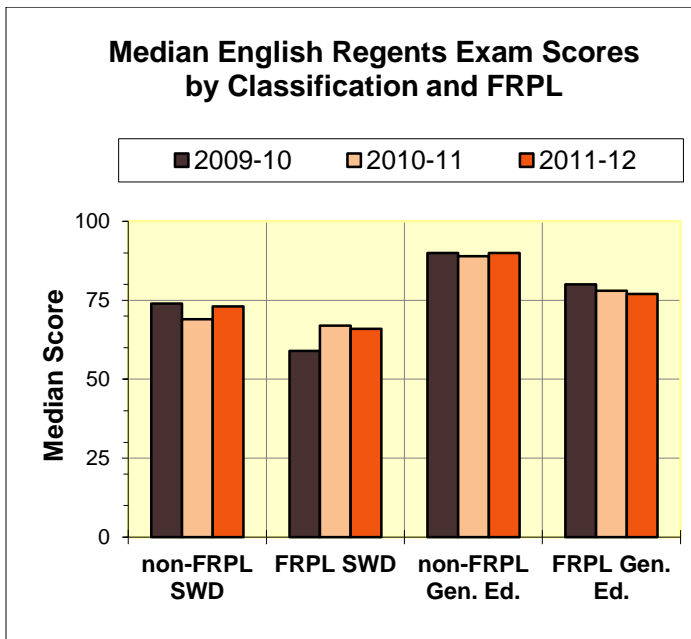
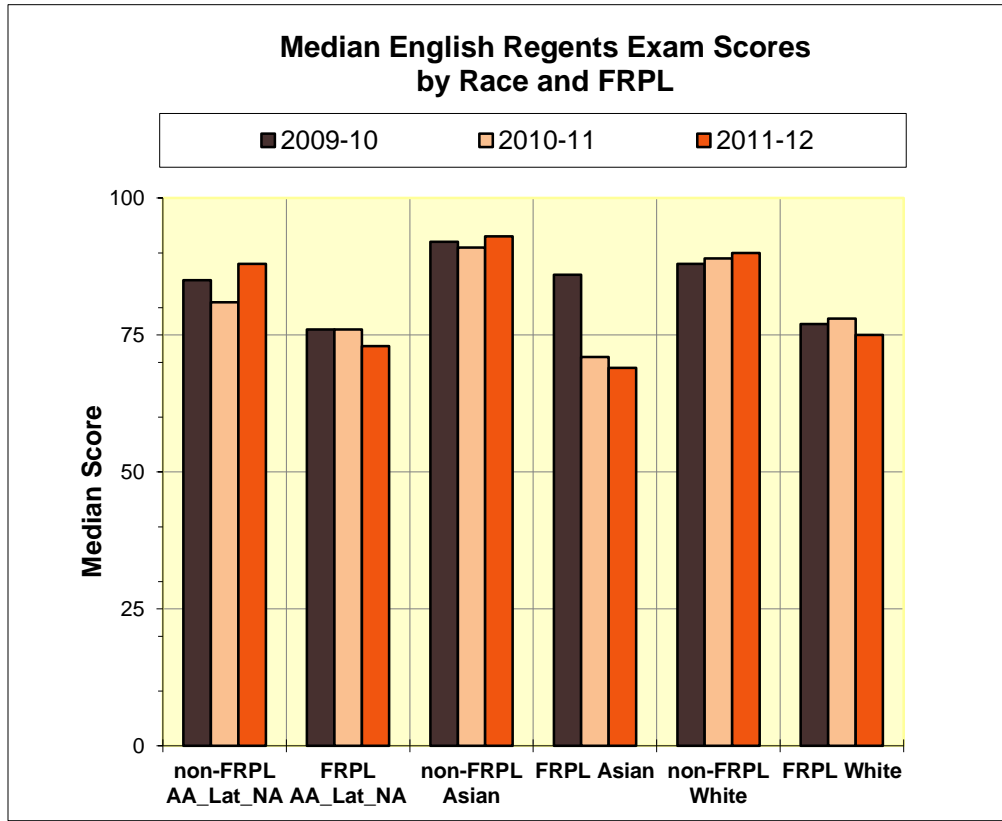
Grade 3-8 ELA Performance Index Score



\*2011-12 PI calculations are based on Cognos lvl2 reports for continuously enrolled students

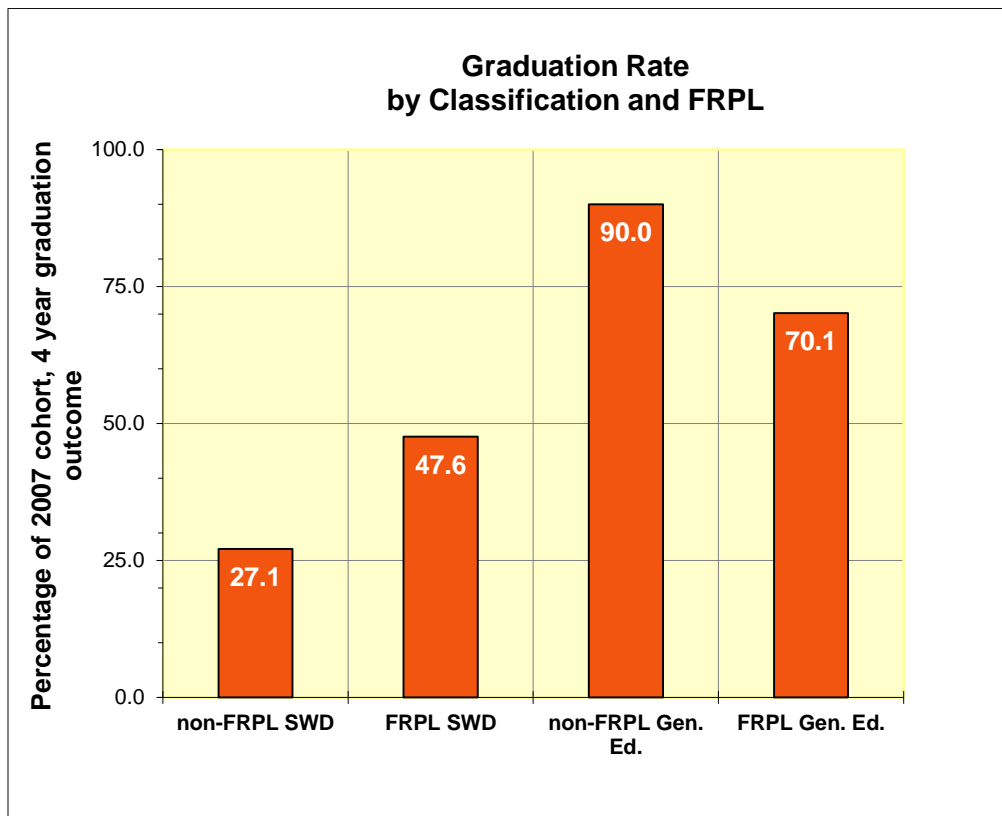
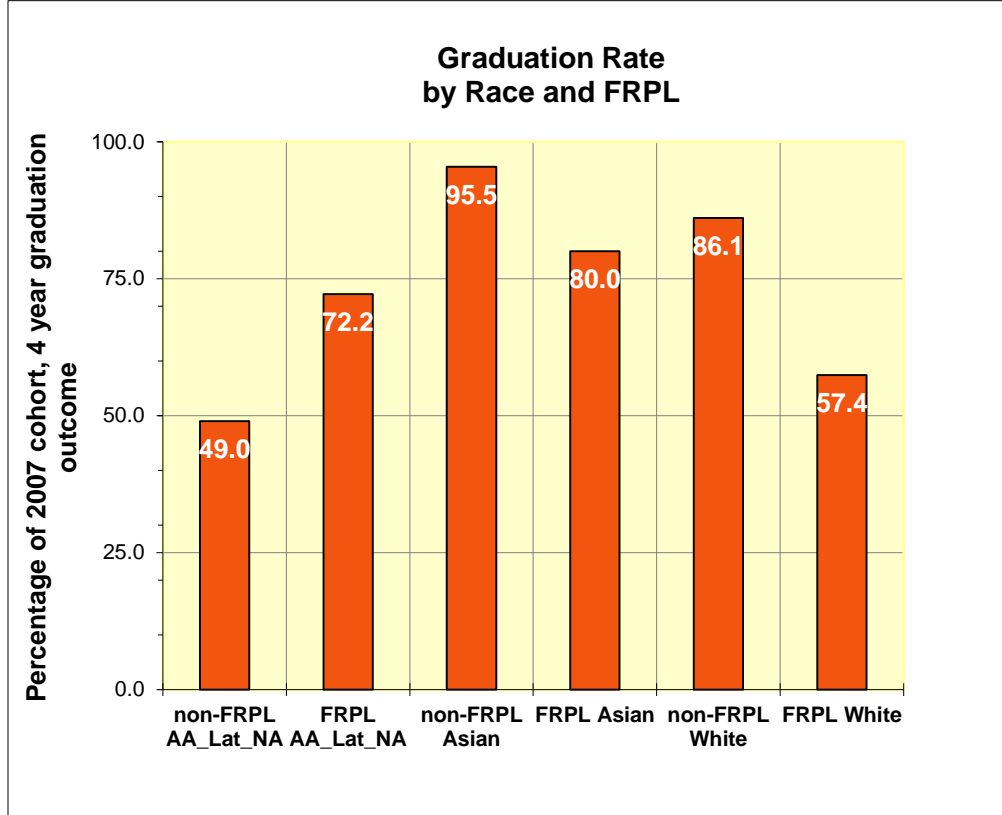
Academic Performance

English Regents Exam Results



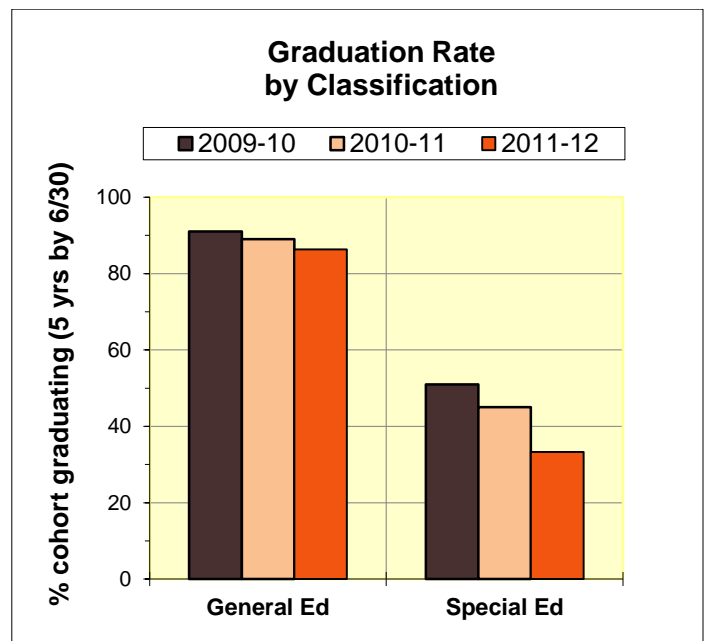
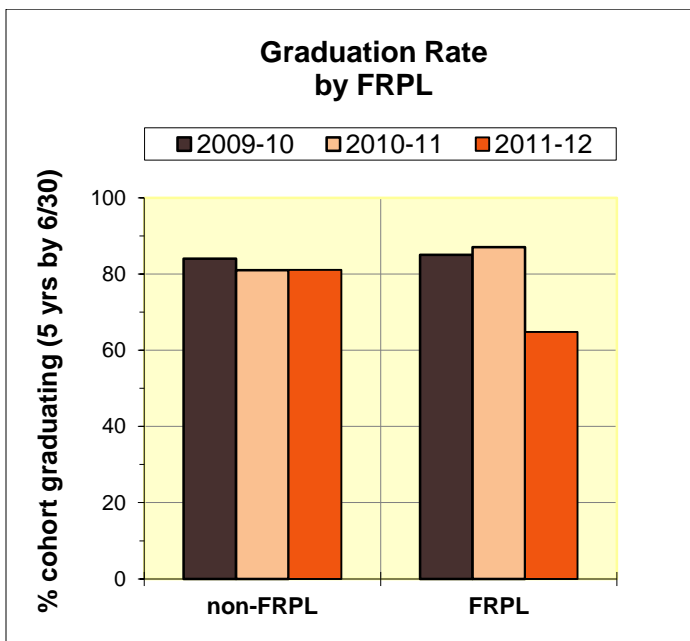
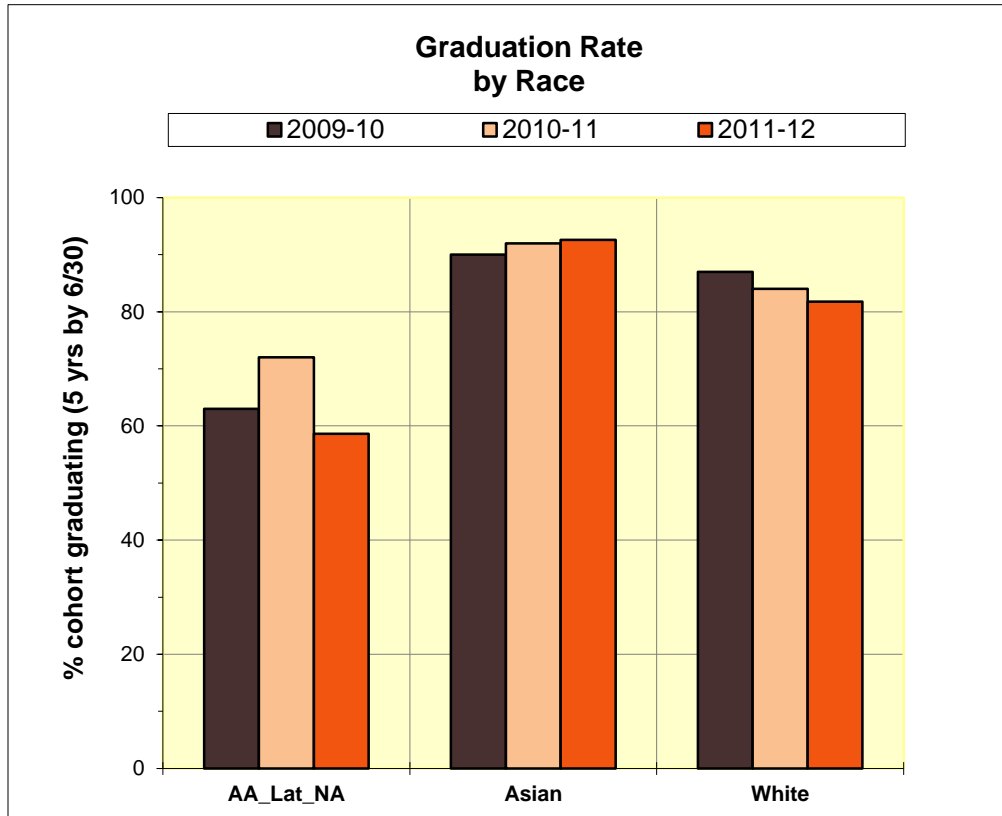
## Academic Performance

### Graduation Rate



## Academic Performance

### Graduation Rate

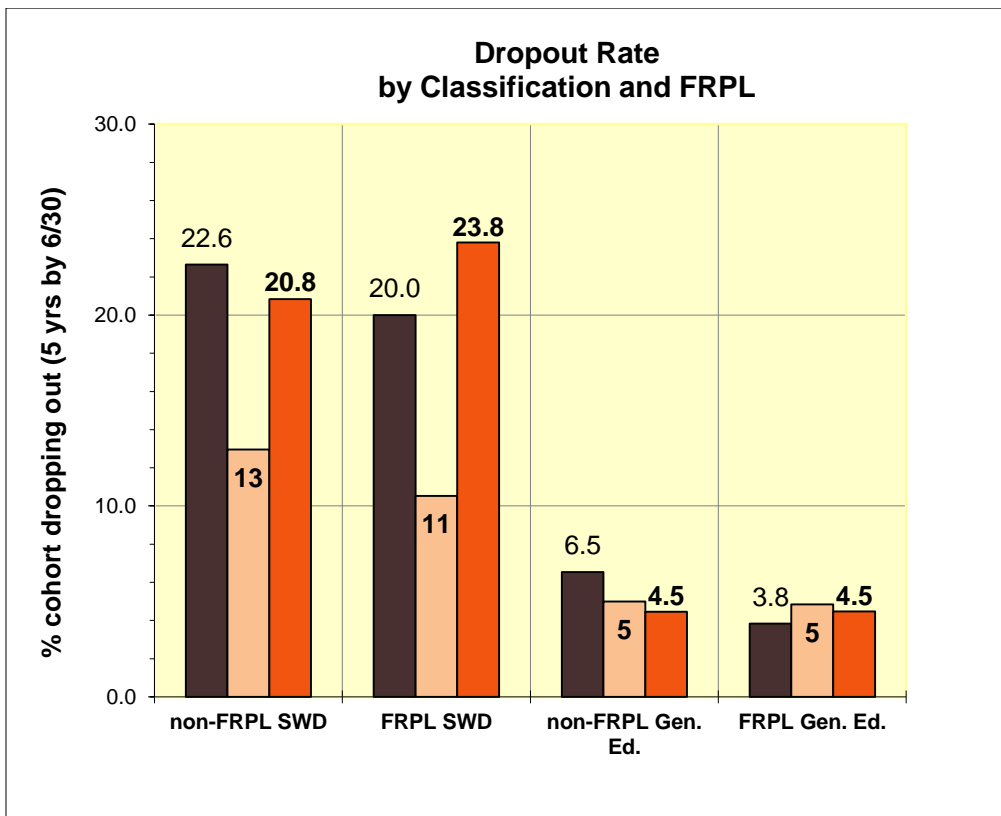
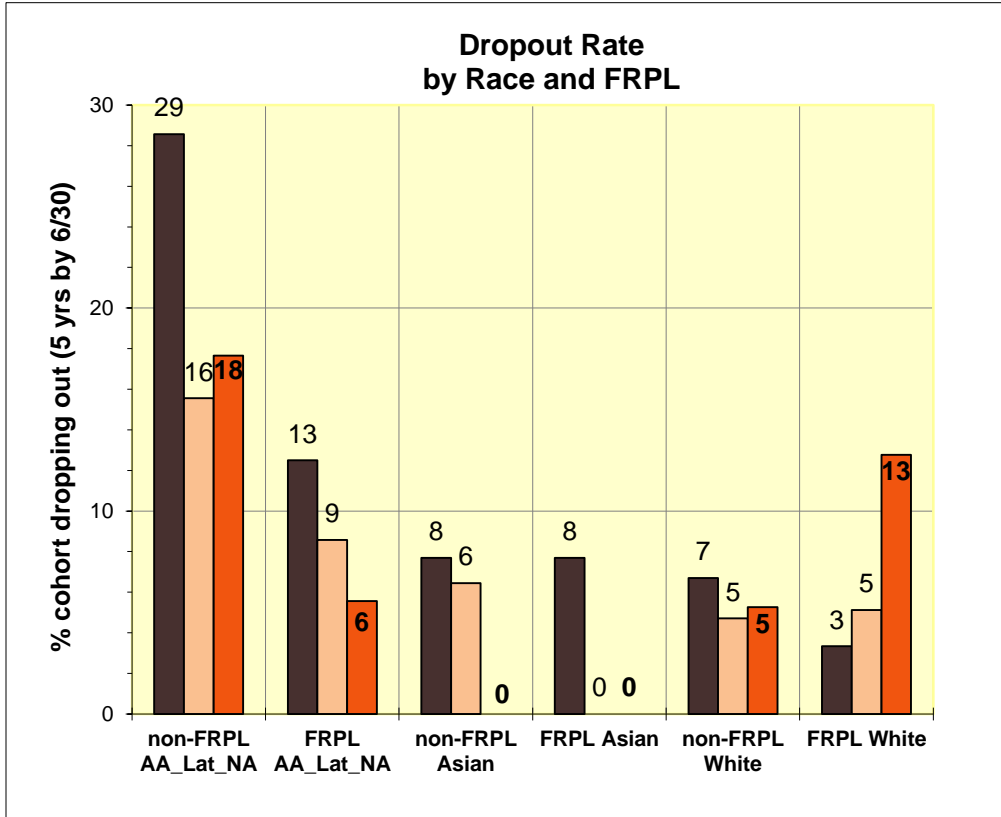


\* Please note that Graduation rates are now available by Classification and/or FRPL status. (See previous section)  
These charts have been included to demonstrate historical trends consistent with older versions of the Equity Report Card.



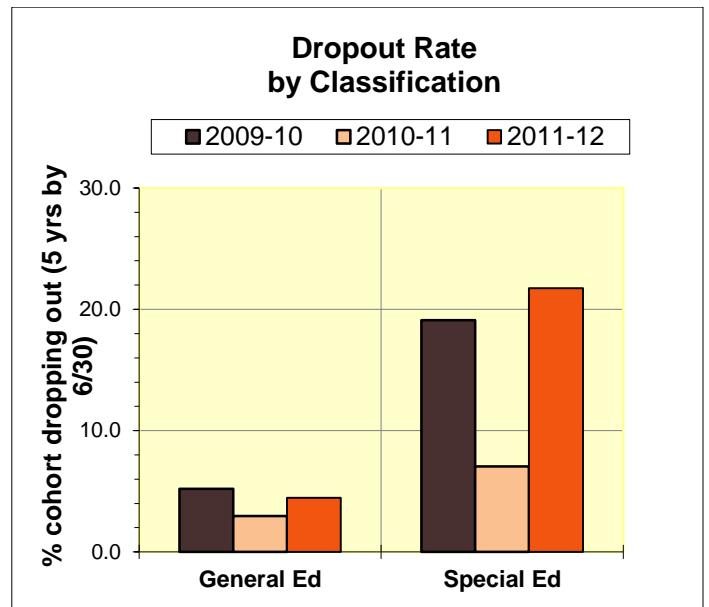
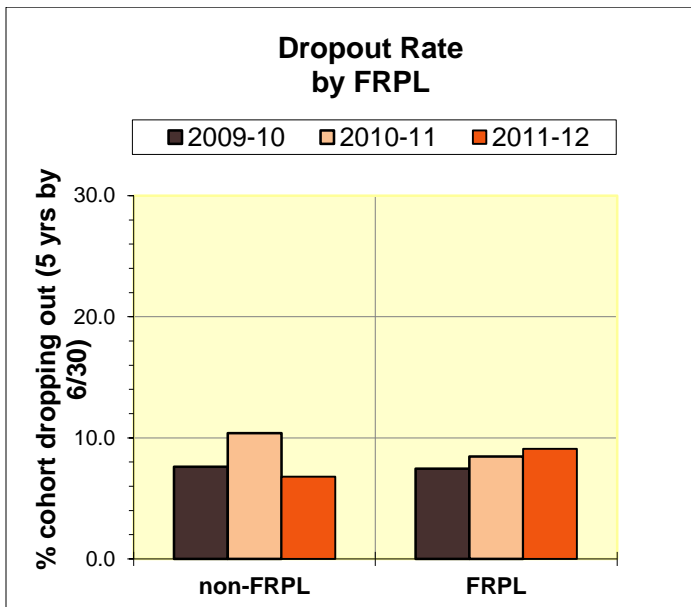
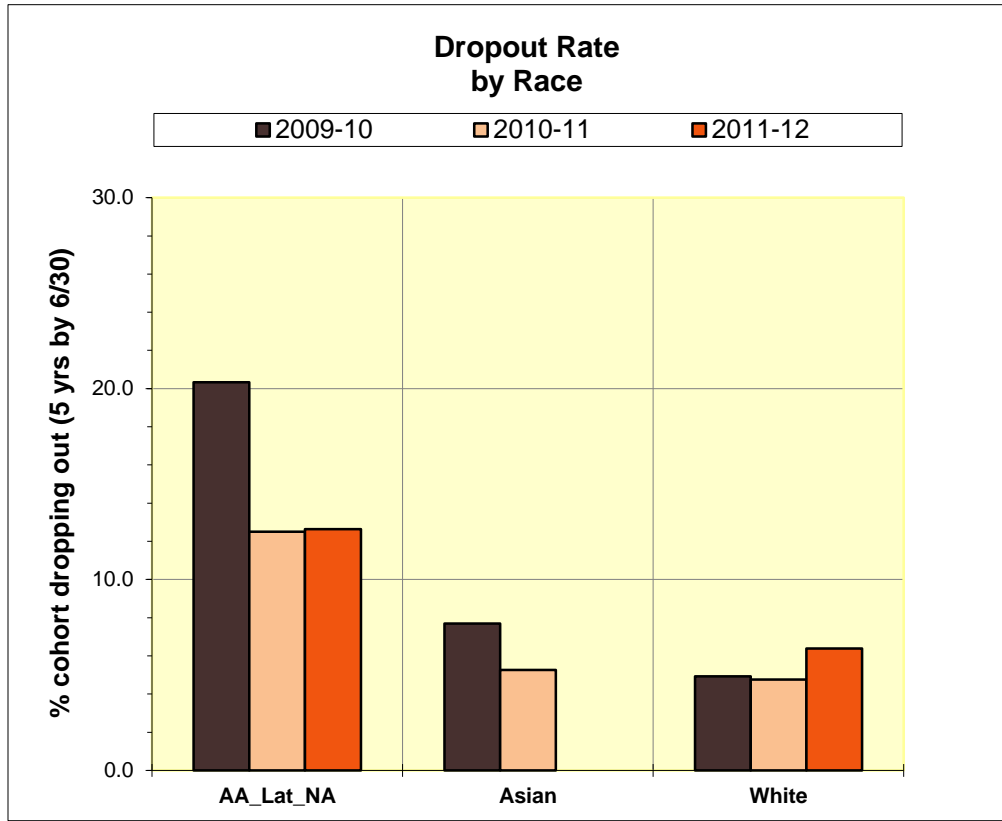
# Academic Performance

## Dropout Rate



# Academic Performance

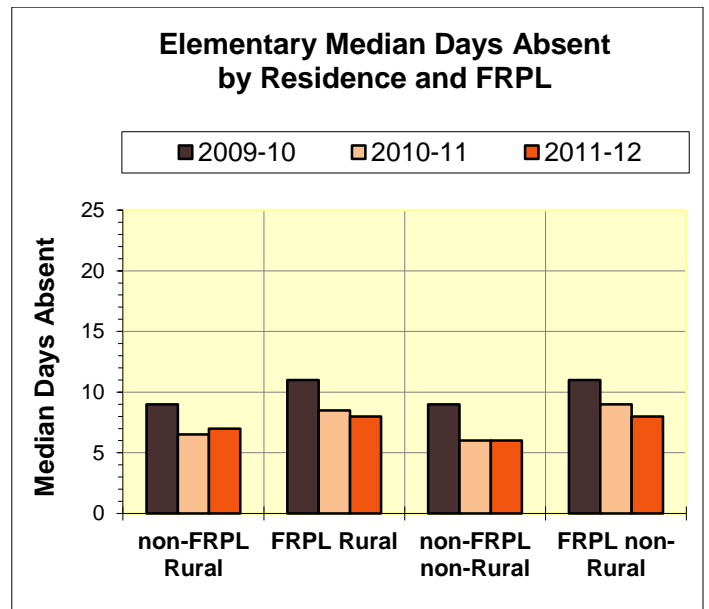
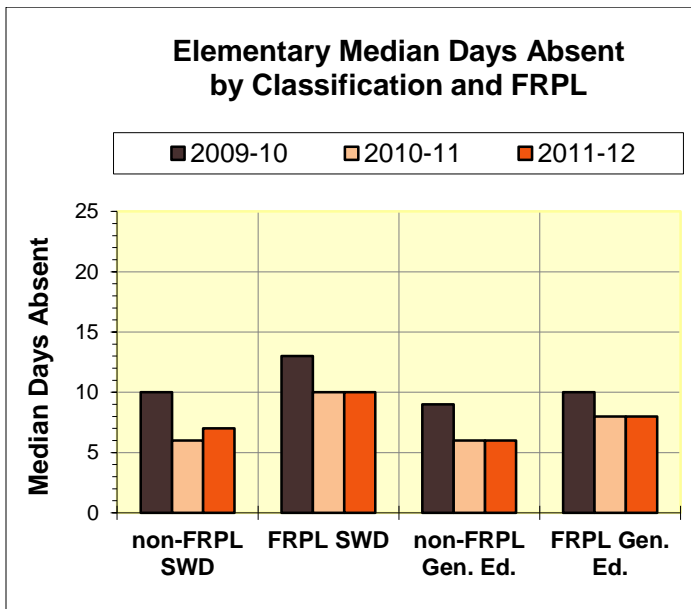
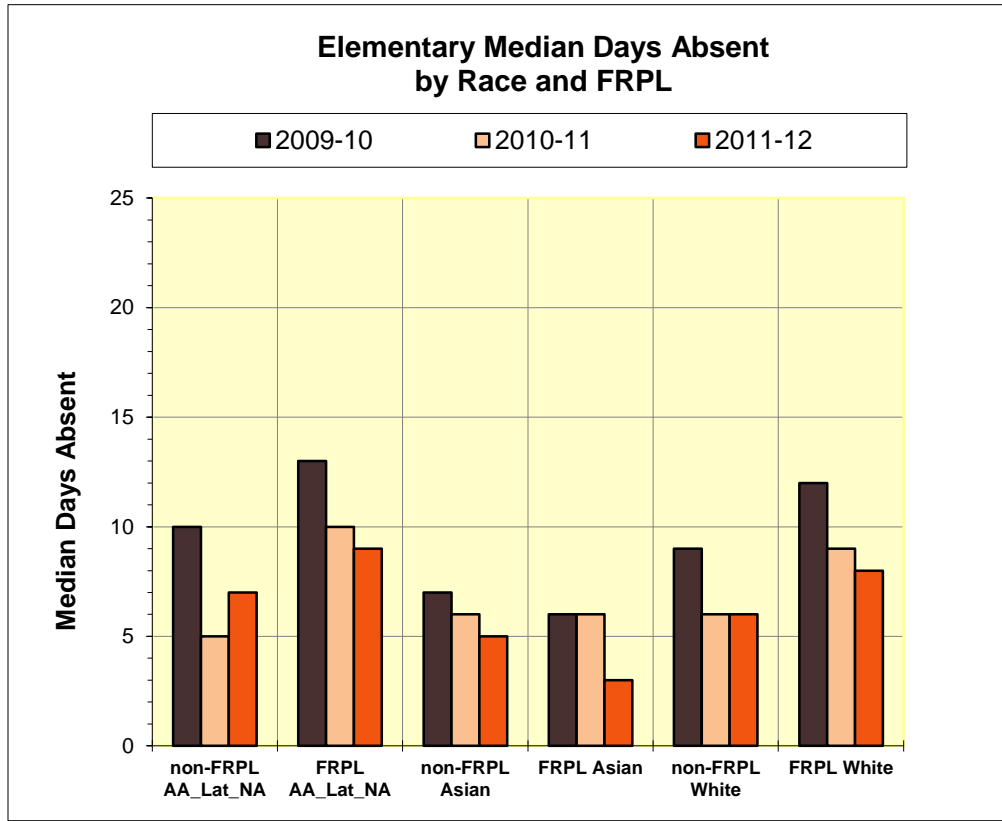
## Dropout Rate



\* 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.

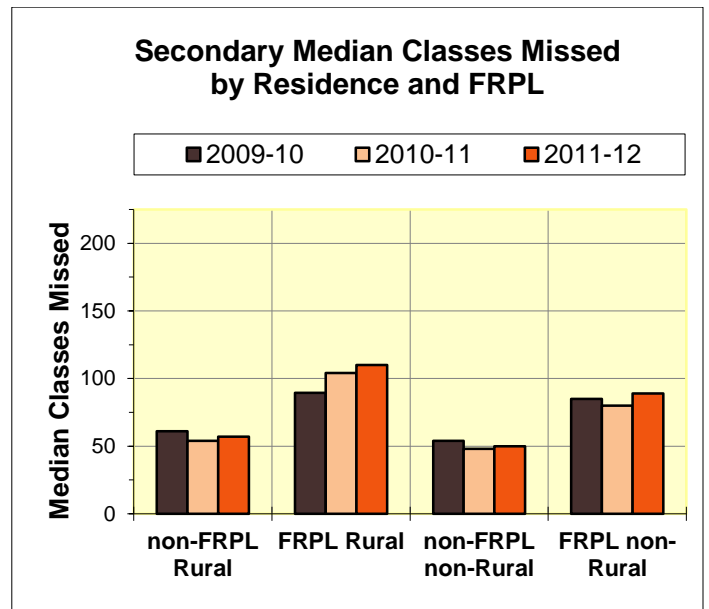
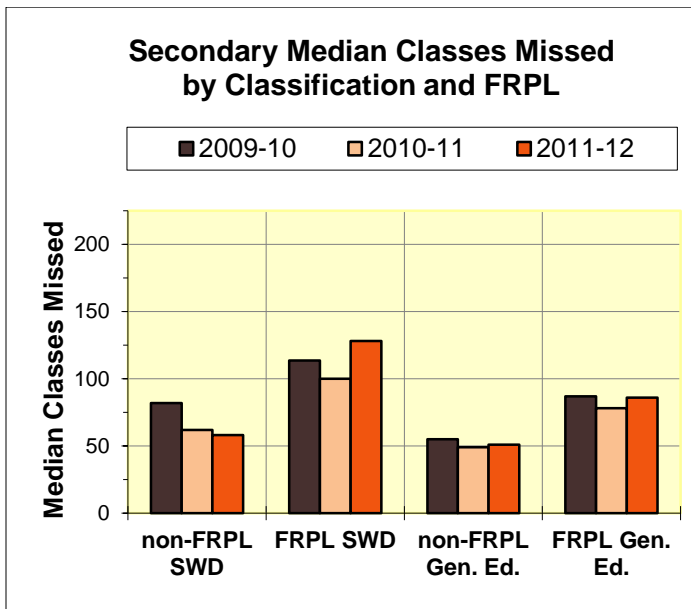
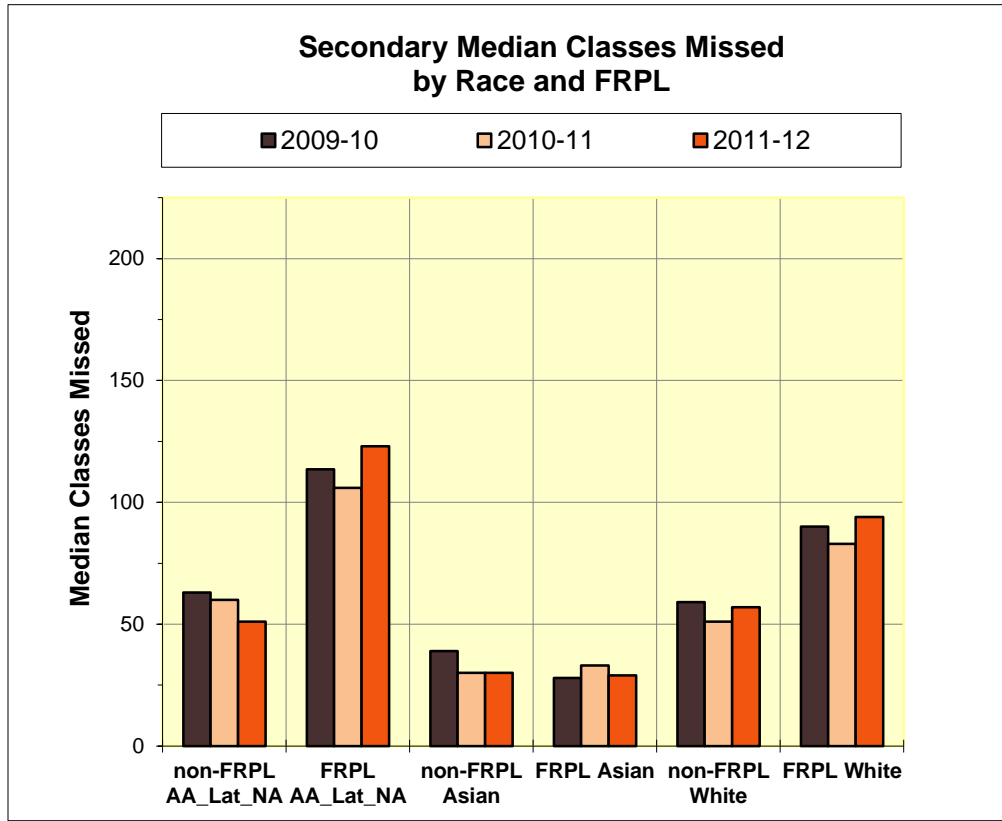
Attendance

Elementary Median Days Absent



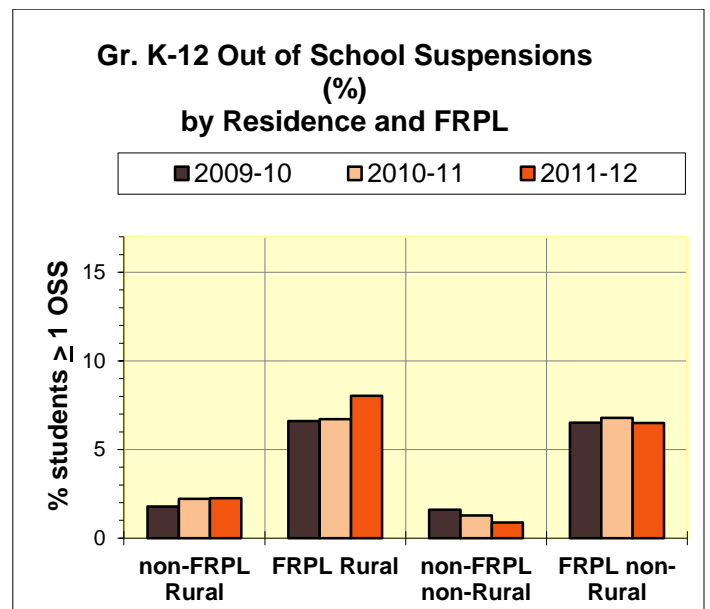
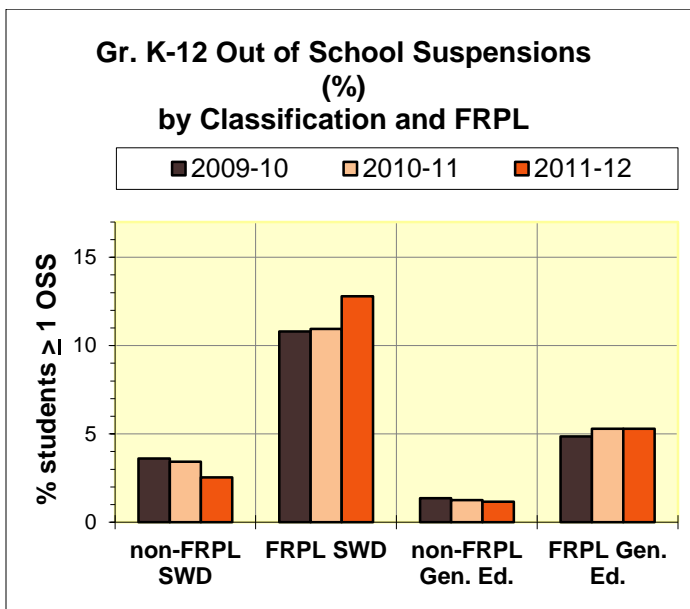
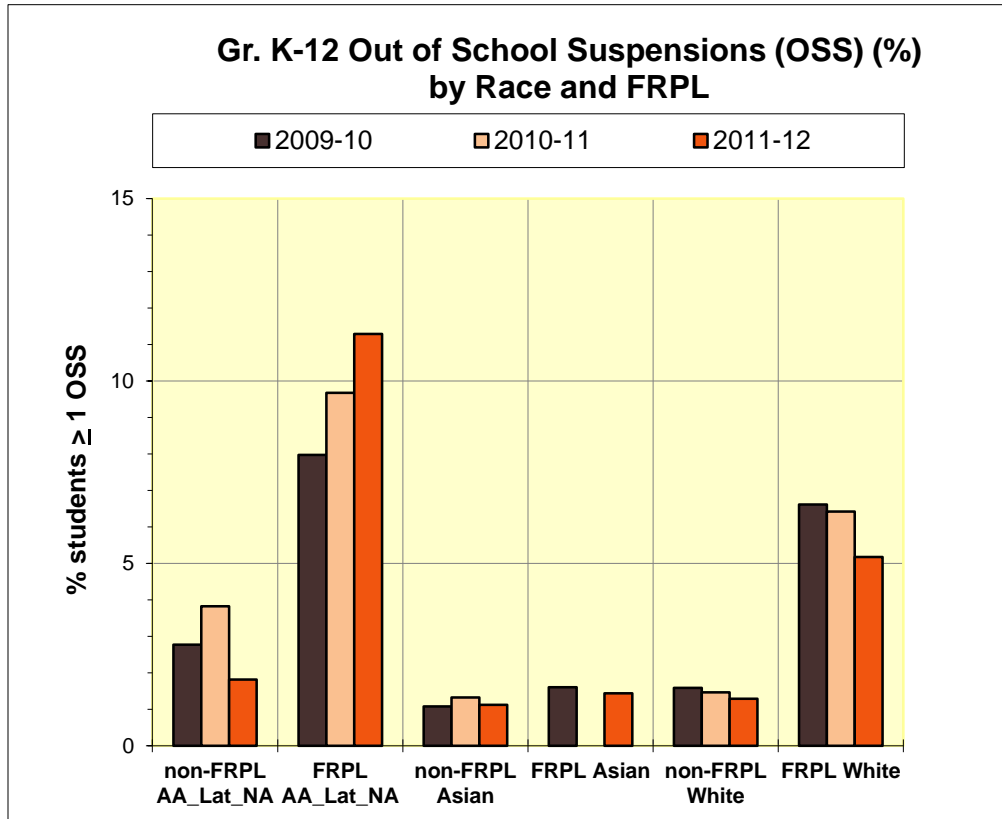
Attendance

Secondary Median Classes Missed



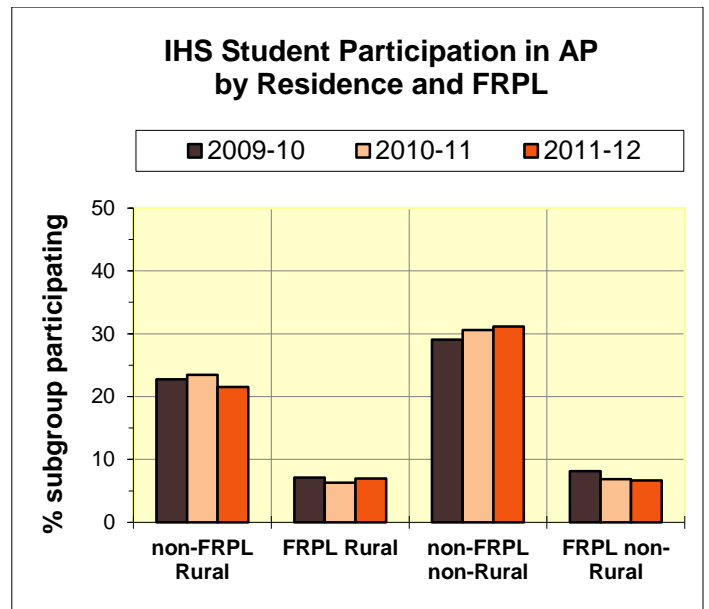
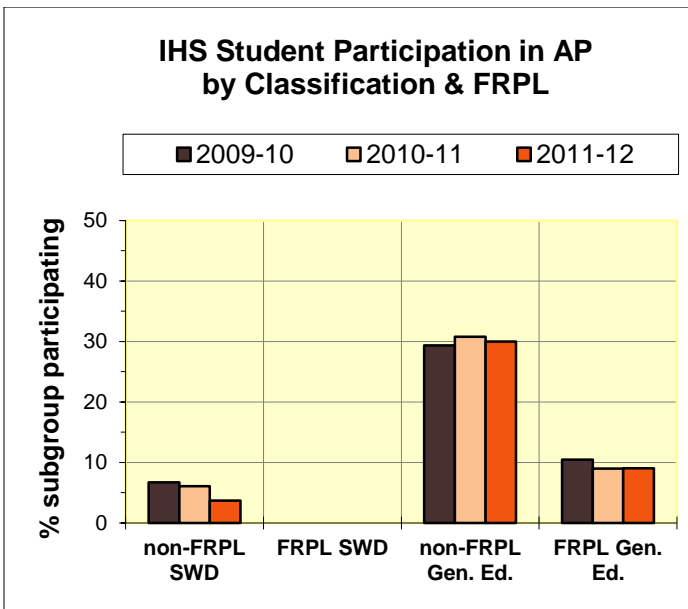
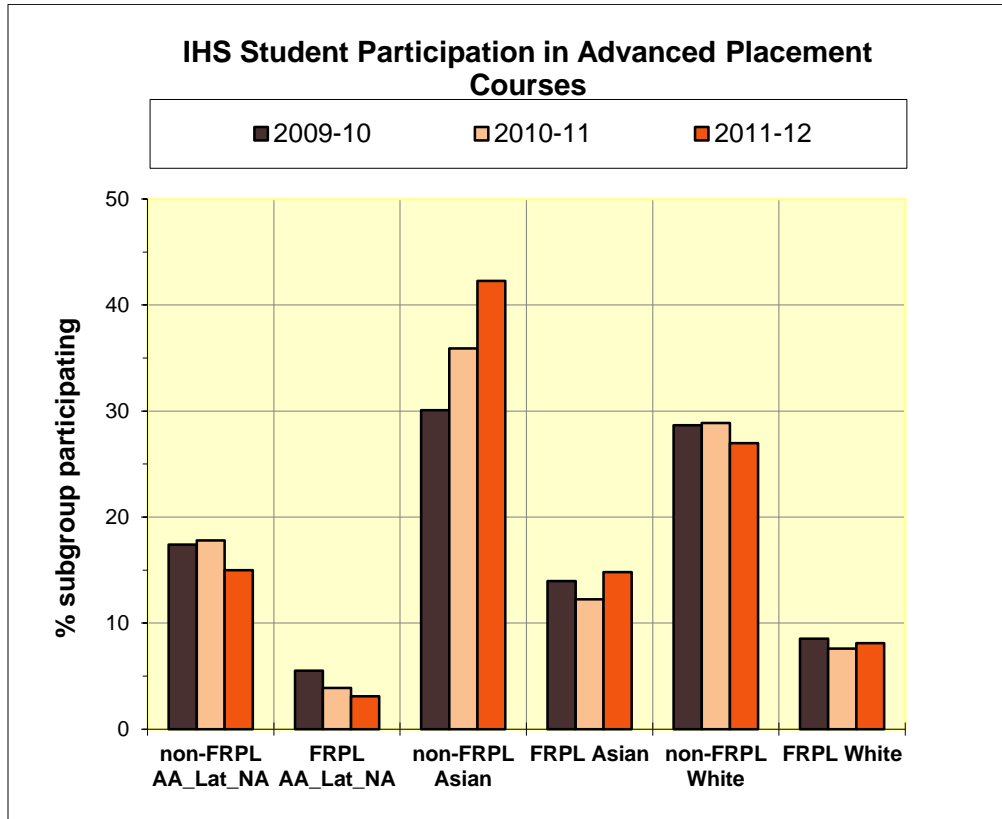
## Suspensions

### Suspensions



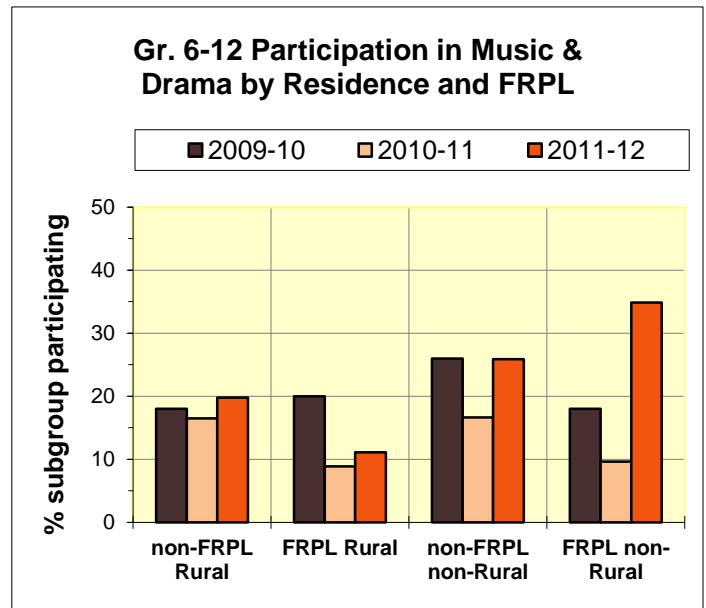
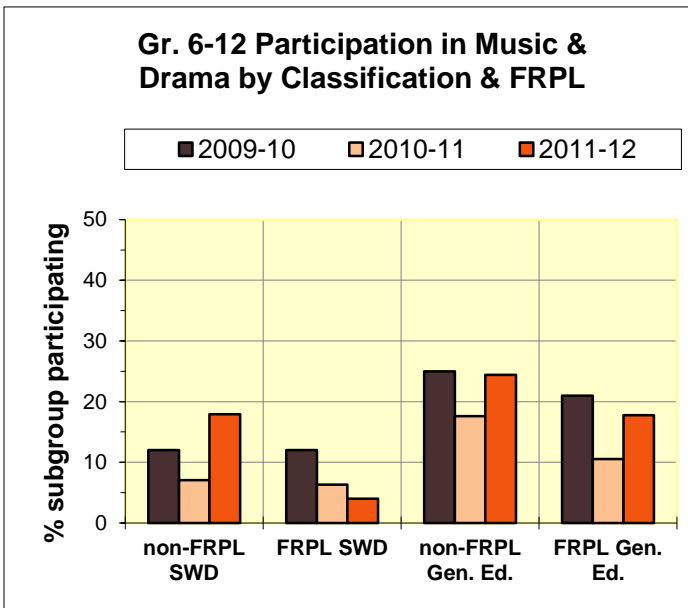
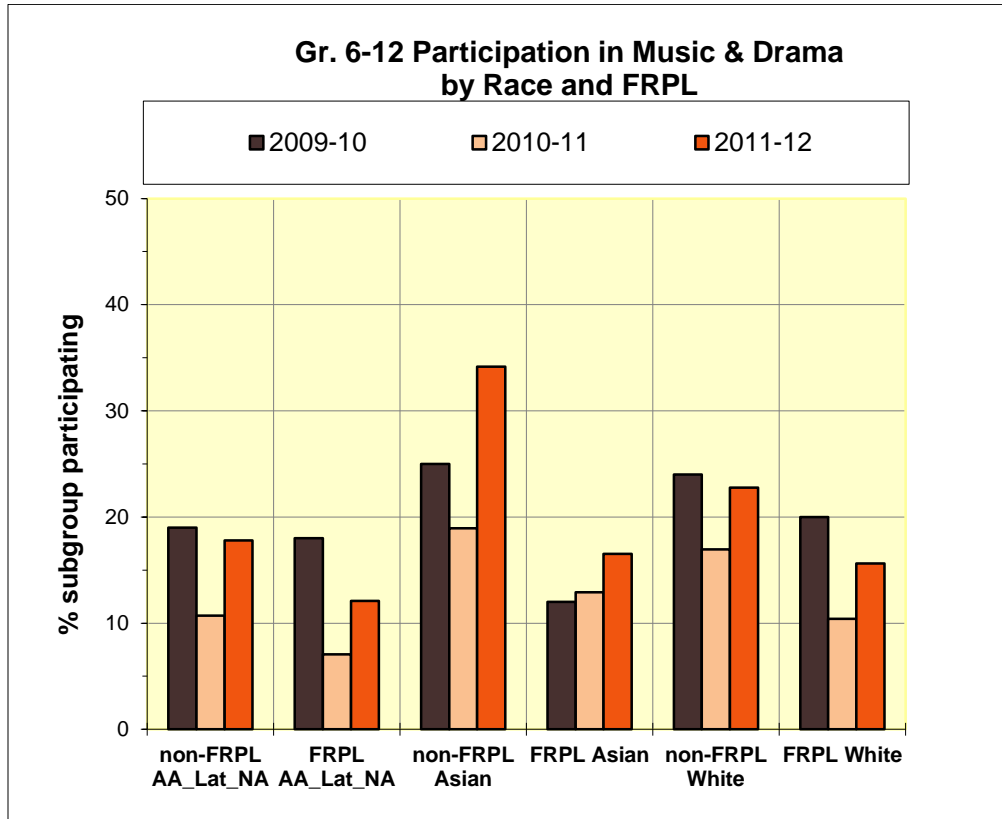
# Student Participation

## Advanced Placement



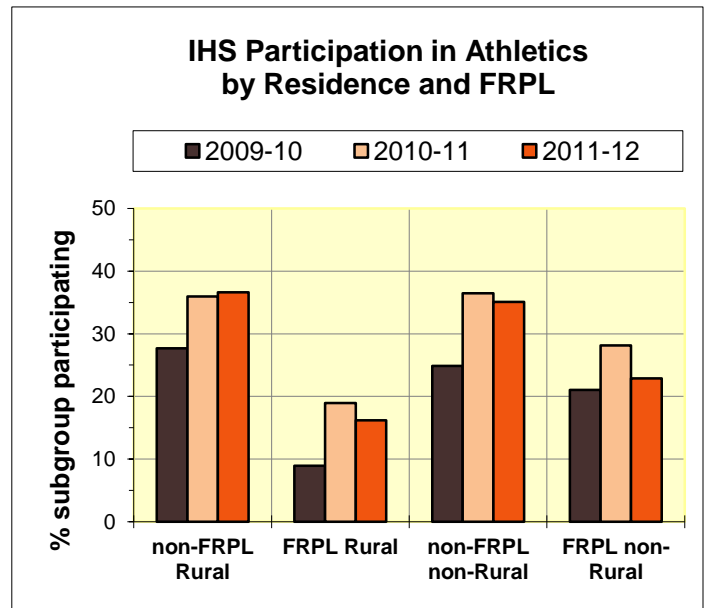
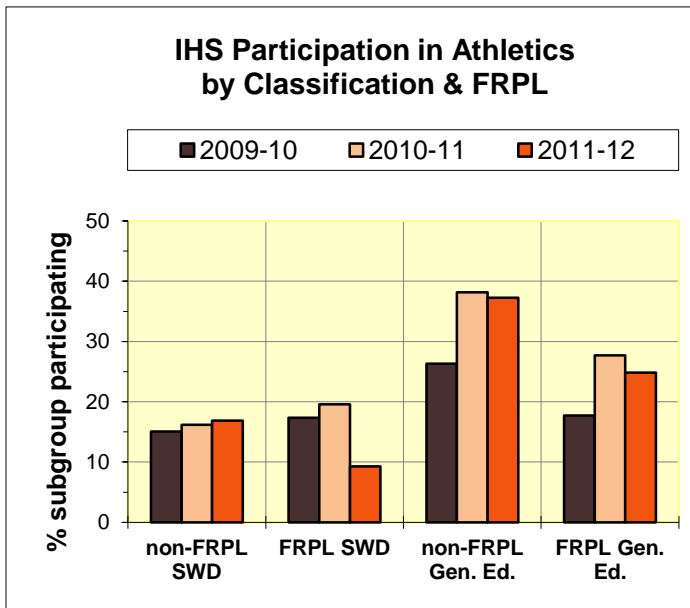
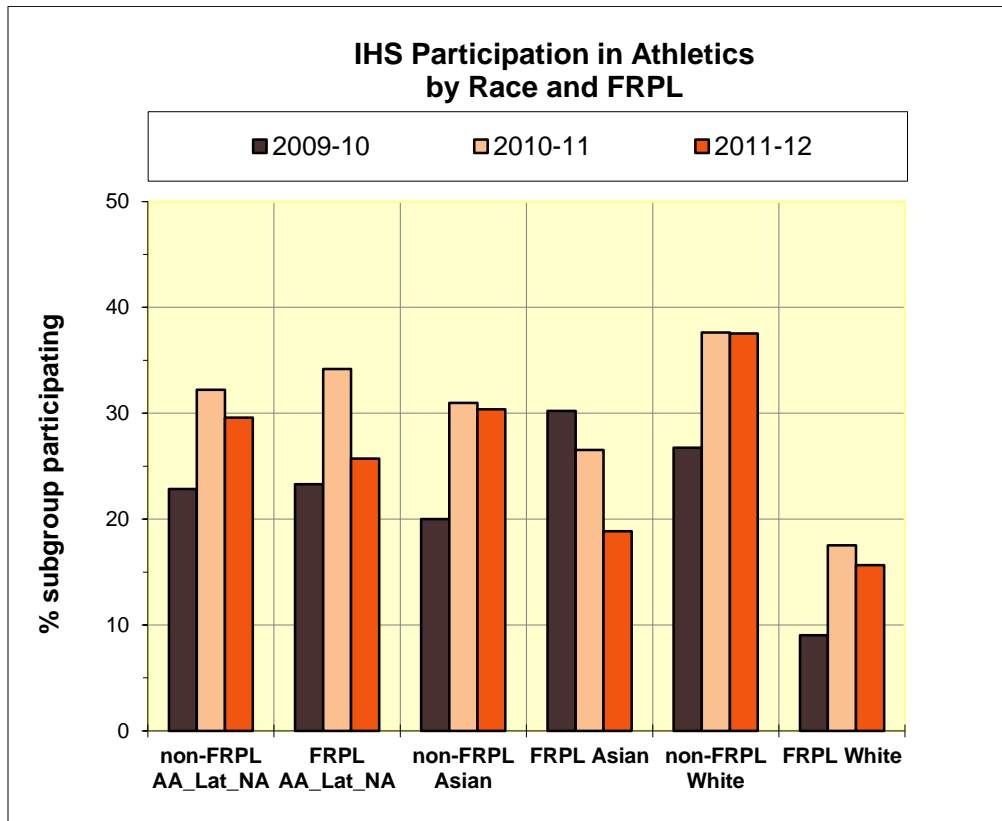
# Student Participation

## Music and Drama



# Student Participation

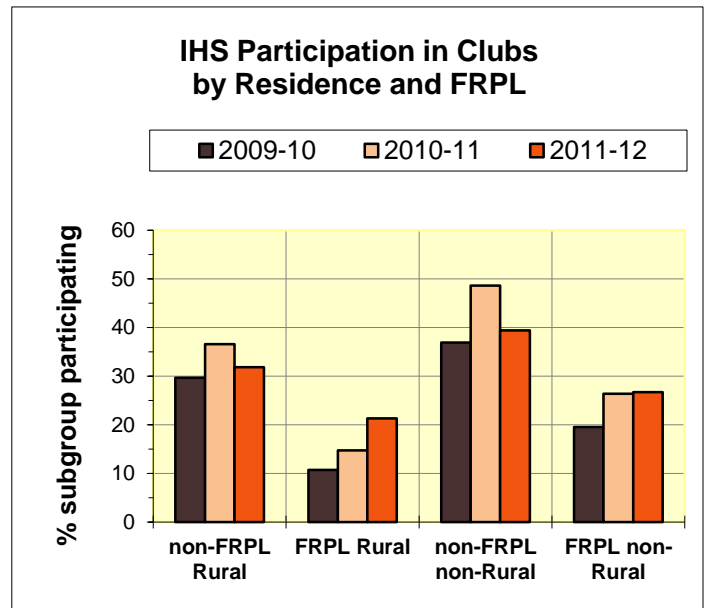
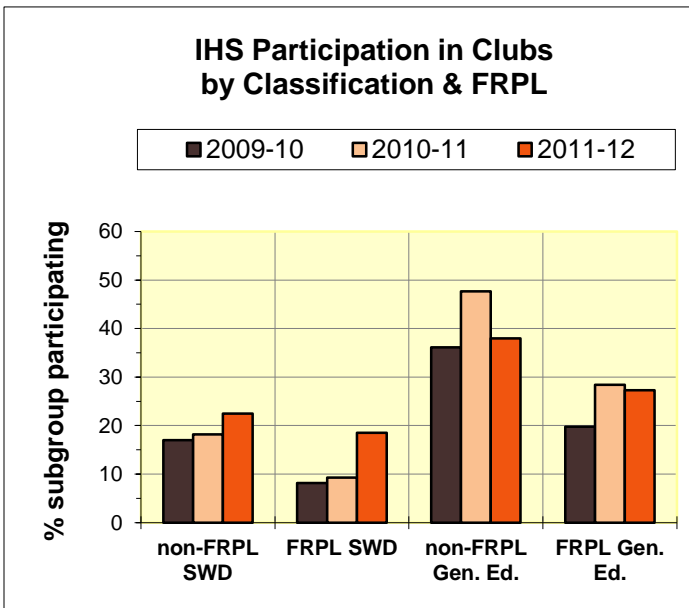
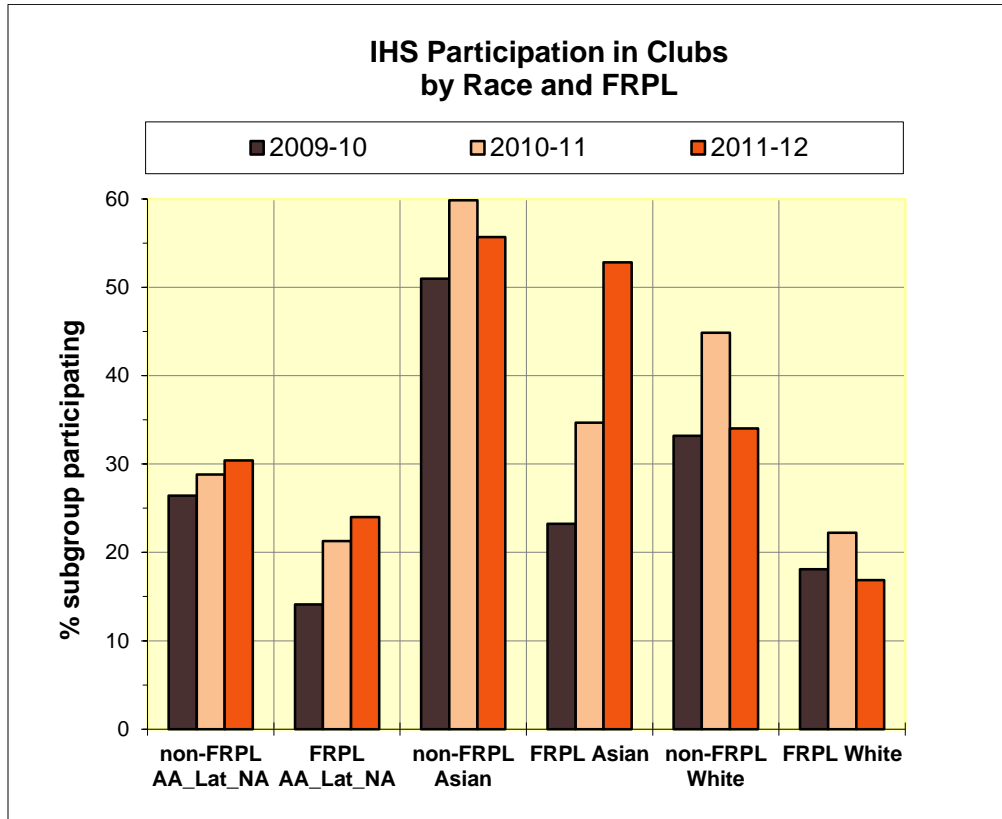
## Athletics





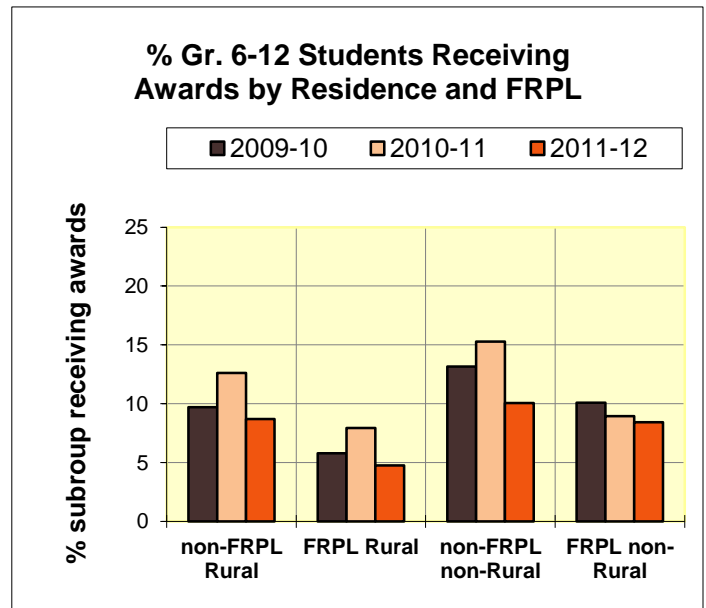
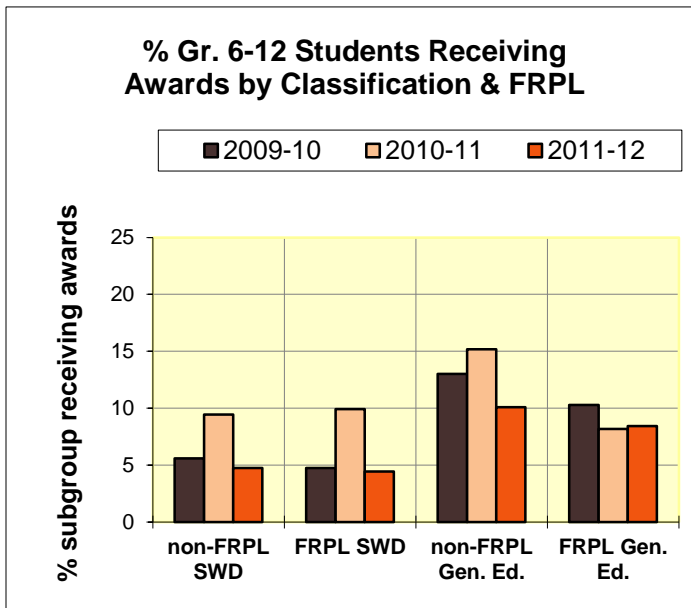
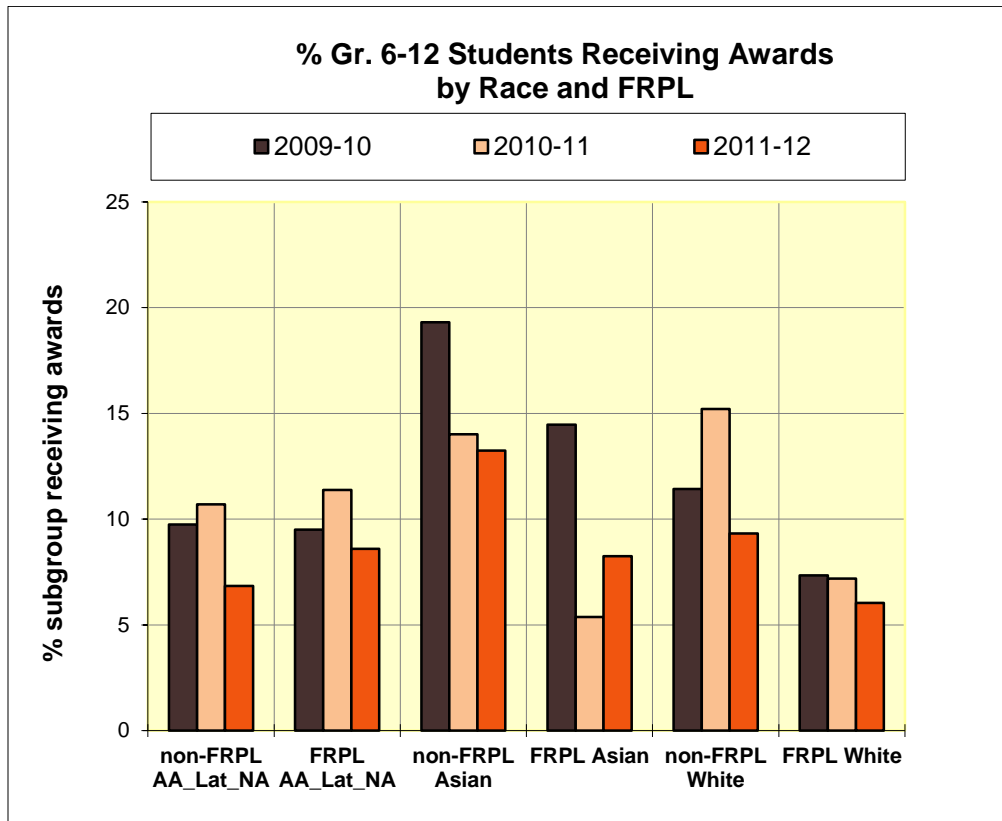
# Student Participation

## Clubs



# Student Participation

## Awards



## **APPENDIX SECTION**

## Appendix A

### Appendix A: Data Definitions

Metric	Definition	Calculation	Notes
<b>ICSD Student Demographics</b>	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.
<b>Subgroup Classified with Disability (%)</b>	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.
<b>Staff and student diversity (%)</b>	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.
<b>Staff to student diversity ratio</b>	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)	
<b>Gr. 3—8 ELA and math performance index (PI) score</b>	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).	(number of students scoring @ level 2) + (2*number of students on track for level2) + (2 * number of students scoring @ level 3) + (2 * number of students scoring @ level 4) / total number in group * 100. (Max score of 200)	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.)

## Appendix A

<b>Graduation rate</b>	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)	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.
<b>Dropout rate</b>	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)	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.
<b>English language arts Regents</b>	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.
<b>Elementary attendance</b>	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.
<b>Secondary attendance</b>	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...)
<b>Out of school suspension rate (ratio)</b>	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 <b>duplicated</b> count (e.g., a student suspended on five separate occasions is counted five times in the numerator and one time in the denominator).
<b>Out of school suspension rate (percentage)</b>	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 <b>non-duplicated</b> count (e.g., a student suspended on five separate occasions is counted once in the numerator and once in the denominator).

## Appendix A

<b>Participation in advanced placement</b>	The percentage of active subgroup enrolled in the high school that is enrolled in at least one advanced placement course.	$(\# \text{ active subgroup enrolled in at least one AP course at IHS}) / (\text{total } \# \text{ active subgroup enrolled at IHS})$	Does not include LACS students.
<b>Participation in music and drama</b>	The percentage of active and inactive subgroup enrolled in secondary schools who participate in music and drama.	$(\# \text{ active and inactive subgroup Gr. 6-12 participating in music and drama}) / (\text{total } \# \text{ active and inactive subgroup Gr. 6-12 enrolled})$	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.
<b>Participation in athletics</b>	The percentage of active and inactive subgroup enrolled in secondary schools who participated in athletics.	$(\# \text{ active and inactive subgroup participating in athletics}) / (\text{total } \# \text{ active and inactive subgroup})$	Based on rosters entered into the student management system and verified by the athletic office.
<b>Participation in clubs</b>	The percentage of active and inactive subgroup enrolled in the high school who participates in clubs.	$(\# \text{ active and inactive subgroup participating in clubs at IHS}) / (\text{total } \# \text{ active and inactive subgroup enrolled at IHS})$	Did include LACS students who had been entered into the student management system as participating in at least one club.
<b>Student awards</b>	The percentage of active and inactive subgroup enrolled at the middle and high schools who received an award.	$(\# \text{ active and inactive subgroup receiving an award at DMS, BMS and IHS}) / (\text{total } \# \text{ active and inactive subgroup enrolled at DMS, BMS and IHS})$	Does not include LACS students.

## Appendix B

### Appendix B: Sub-Group Counts

Gr. 3-8 Math PI Score by Race and FRPL	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	178	148	170
FRPL AA_Lat_NA	156	103	112
non-FRPL Asian	197	192	192
FRPL Asian	185	165	174
non-FRPL White	194	178	181
FRPL White	173	133	134

Gr. 3-8 Math PI Score by Classification and FRPL	2009-10	2010-11	2011-12
non-FRPL SWD	157	104	129
FRPL SWD	134	74	83
non-FRPL Gen. Ed.	198	185	187
FRPL Gen. Ed.	182	145	147

Gr. 3-8 Math PI Score by Residence and FRPL	2009-10	2010-11	2011-12
non-FRPL Rural	187	161	171
FRPL Rural	168	119	121
non-FRPL non-Rural	195	183	186
FRPL non-Rural	166	129	136

Gr. 3-8 ELA PI Score by Race and FRPL	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	174	148	170
FRPL AA_Lat_NA	147	100	109
non-FRPL Asian	195	186	186
FRPL Asian	174	147	153
non-FRPL White	190	179	181
FRPL White	158	129	133
non-FRPL Multiracial	100	0	0
FRPL Multiracial	145	0	0

Gr. 3-8 ELA PI Score by Classification and FRPL	2009-10	2010-11	2011-12
non-FRPL SWD	149	113	120
FRPL SWD	125	65	67
non-FRPL Gen. Ed.	194	185	187
FRPL Gen. Ed.	168	141	147

Gr. 3-8 ELA PI Score by Residence and FRPL	2009-10	2010-11	2011-12
non-FRPL Rural	183	165	169
FRPL Rural	153	120	120
non-FRPL non-Rural	191	182	186
FRPL non-Rural	156	120	129

## Appendix B

Graduation Rate by Race	2009-10	2010-11	2011-12
AA_Lat_NA	63	72	59
Asian	90	92	93
White	87	84	82

Graduation Rate by FRPL	2009-10	2010-11	2011-12
non-FRPL	84	81	81
FRPL	85	87	65

Graduation Rate by Classification	2009-10	2010-11	2011-12
General Ed	91	89	86
Special Ed	51	45	33

Graduation Cohort by Race	2009-10	2010-11	2011-12
AA_Lat_NA	59	78	87.0
Asian	52	38	27.0
White	284	359	313.0

Graduated w/ Loc or Reg Dipl by Race	2009-10	2010-11	2011-12
AA_Lat_NA	37	56	51.0
Asian	47	35	25.0
White	247	300	256.0

Graduation Cohort by FRPL	2009-10	2010-11	2011-12
non-FRPL	328	404	339.0
FRPL	67	71	88.0

Graduated w/ Loc or Reg Dipl by FRPL	2009-10	2010-11	2011-12
non-FRPL	274	329	275.0
FRPL	57	62	57.0

Graduation Cohort by Classification	2009-10	2010-11	2011-12
General Ed	327	404	358.0
Special Ed	68	71	69.0

Graduated w/ Loc or Reg Dipl by Classification	2009-10	2010-11	2011-12
General Ed	296	359	309.0
Special Ed	35	32	23.0



**Appendix B - continued**

<b>Dropout Rate by Race</b>	2009-10	2010-11	2011-12
AA_Lat_NA	20.3	12.5	12.6
Asian	7.7	5.3	0.0
White	4.9	4.762	6.390

<b>Dropout Rate by FRPL</b>	2009-10	2010-11	2011-12
non-FRPL	7.6	10.4	6.8
FRPL	7.5	8.5	9.1

<b>Dropout Rate by Classification</b>	2009-10	2010-11	2011-12
General Ed	5.2	3.0	4.5
Special Ed	19.1	7.0	21.7

<b>Dropout Cohort by Race</b>	2009-10	2010-11	2011-12
AA_Lat_NA	59	80	87.0
Asian	52	38	27.0
White	284	357	313.0

<b>Dropout by Race</b>	2009-10	2010-11	2011-12
AA_Lat_NA	12	10	11
Asian	4	2	0
White	14	17	20

<b>Dropout Cohort by FRPL</b>	2009-10	2010-11	2011-12
non-FRPL	328	404	339.0
FRPL	67	71	88.0

<b>Dropout by FRPL</b>	2009-10	2010-11	2011-12
non-FRPL	25	42	23
FRPL	5	6	8

<b>Dropout Cohort by Classification</b>	2009-10	2010-11	2011-12
General Ed	327	404	358.0
Special Ed	68	71	69.0

<b>Dropout by Classification</b>	2009-10	2010-11	2011-12
General Ed	17	12	16
Special Ed	13	5	15

**Appendix B - continued**

<b>Dropout Counts by Race and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	10	7	9
FRPL AA_Lat_NA	3	3	2
non-FRPL Asian	3	2	0
FRPL Asian	1	0	0
non-FRPL White	17	15	14
FRPL White	1	2	6

<b>Dropout Counts by Classification and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL SWD	12	7	10
FRPL SWD	3	2	5
non-FRPL Gen. Ed.	18	17	13
FRPL Gen. Ed.	2	3	3

<b>Cohort Counts by Race and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	35	45	51.0
FRPL AA_Lat_NA	24	35	36.0
non-FRPL Asian	39	31	22.0
FRPL Asian	13	7	5.0
non-FRPL White	254	318	266.0
FRPL White	30	39	47.0

<b>Cohort Counts by Classification and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL SWD	53	54	48.0
FRPL SWD	15	19	21.0
non-FRPL Gen. Ed.	275	340	291.0
FRPL Gen. Ed.	52	62	67.0

<b>Dropout Rate by Race and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	29	16	18
FRPL AA_Lat_NA	13	9	6
non-FRPL Asian	8	6	0
FRPL Asian	8	0	0
non-FRPL White	7	5	5
FRPL White	3	5	13

<b>Dropout Rate by Classification and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL SWD	22.6	13.0	20.8
FRPL SWD	20.0	10.5	23.8
non-FRPL Gen. Ed.	6.5	5.0	4.5
FRPL Gen. Ed.	3.8	4.8	4.5

**Appendix B - continued**

<b>ELA Regents by Race and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	85	81	88
FRPL AA_Lat_NA	76	76	73
non-FRPL Asian	92	91	93
FRPL Asian	86	71	69
non-FRPL White	88	89	90
FRPL White	77	78	75

<b>ELA Regents by Classification and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL SWD	74	69	73
FRPL SWD	59	67	66
non-FRPL Gen. Ed.	90	89	90
FRPL Gen. Ed.	80	78	77

<b>ELA Regents by Residence and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL Rural	87	86	90
FRPL Rural	77	76	77
non-FRPL non-Rural	88	89	90
FRPL non-Rural	79	76	71

<b>ELA Regents by Race and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	5	27	29
FRPL AA_Lat_NA	30	42	58
non-FRPL Asian	28	37	44
FRPL Asian	6	19	19
non-FRPL White	279	240	242
FRPL White	37	57	58

<b>ELA Regents by Classification and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL SWD	35	37	20
FRPL SWD	17	26	39
non-FRPL Gen. Ed.	302	267	295
FRPL Gen. Ed.	56	92	96

<b>ELA Regents by Residence and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL Rural	91	100	97
FRPL Rural	23	27	56
non-FRPL non-Rural	232	203	218
FRPL non-Rural	43	84	79

**Appendix B - continued**

<b>Elementary Median Days Absent by Race and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	10.0	5.0	7.0
FRPL AA_Lat_NA	13.0	10.0	9.0
non-FRPL Asian	7.0	6.0	5.0
FRPL Asian	6.0	6.0	3.0
non-FRPL White	9.0	6.0	6.0
FRPL White	12.0	9.0	8.0
non-FRPL Multiracial	13.0		0.0
FRPL Multiracial	12.0		0.0

<b>Elementary Median Days Absent by Classification and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL SWD	10.0	6.0	7.0
FRPL SWD	13.0	10.0	10.0
non-FRPL Gen. Ed.	9.0	6.0	6.0
FRPL Gen. Ed.	10.0	8.0	8.0

<b>Elementary Median Days Absent by Residence and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL Rural	9.0	6.5	7.0
FRPL Rural	11.0	8.5	8.0
non-FRPL non-Rural	9.0	6.0	6.0
FRPL non-Rural	11.0	9.0	8.0

<b>Student count by Race and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	158	107	210
FRPL AA_Lat_NA	261	283	314
non-FRPL Asian	248	196	205
FRPL Asian	111	79	91
non-FRPL White	1317	1136	1215
FRPL White	534	522	507
non-FRPL Multiracial	36		0
FRPL Multiracial	37		0

<b>Student count by Classification and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL SWD	196	128	184
FRPL SWD	271	220	200
non-FRPL Gen. Ed.	1565	1311	1446
FRPL Gen. Ed.	672	664	712

**Appendix B - continued**

<b>Student count by Residence and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL Rural	437	336	508
FRPL Rural	281	282	338
non-FRPL non-Rural	1303	1087	112
FRPL non-Rural	656	590	574

<b>Secondary Median Classes Missed by Race and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	63	60	51
FRPL AA_Lat_NA	113.5	106	123
non-FRPL Asian	39	30	30
FRPL Asian	28	33	29
non-FRPL White	59	51	57
FRPL White	90	83	94

<b>Secondary Median Classes Missed by Classification and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL SWD	82	62	58
FRPL SWD	113.5	100	128
non-FRPL Gen. Ed.	55	49	51
FRPL Gen. Ed.	87	78	86

<b>Secondary Median Classes Missed by Residence and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL Rural	61	54	57
FRPL Rural	89.5	104	110
non-FRPL non-Rural	54	48	50
FRPL non-Rural	85	80	89

<b>Secondary Median Classes Missed by Race and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	218	187	163
FRPL AA_Lat_NA	328	332	355
non-FRPL Asian	267	236	254
FRPL Asian	77	89	102
non-FRPL White	1628	1562	1452
FRPL White	384	403	375

**Appendix B - continued**

<b>Secondary Median Classes Missed by Classification and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL SWD	205	194	160
FRPL SWD	228	225	212
non-FRPL Gen. Ed.	1916	1791	1709
FRPL Gen. Ed.	576	599	620

<b>Secondary Median Classes Missed by Residence and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL Rural	507	555	643
FRPL Rural	154	212	299
non-FRPL non-Rural	1390	1414	1226
FRPL non-Rural	417	597	533

<b>Out of School Suspensions by Race and FRPL (%)</b>	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	2.77	3.82	1.81
FRPL AA_Lat_NA	7.97	9.67	11.29
non-FRPL Asian	1.08	1.33	1.12
FRPL Asian	1.60	0.00	1.44
non-FRPL White	1.59	1.46	1.29
FRPL White	6.61	6.42	5.17

<b>Out of School Suspensions by Classification and FRPL (%)</b>	2009-10	2010-11	2011-12
non-FRPL SWD	3.60	3.42	2.53
FRPL SWD	10.80	10.94	12.79
non-FRPL Gen. Ed.	1.37	1.25	1.15
FRPL Gen. Ed.	4.86	5.29	5.29

<b>Out of School Suspensions by Residence and FRPL (%)</b>	2009-10	2010-11	2011-12
non-FRPL Rural	1.79	2.22	2.26
FRPL Rural	6.61	6.71	8.03
non-FRPL non-Rural	1.61	1.28	0.88
FRPL non-Rural	6.51	6.78	6.49

**Appendix B - continued**

<b>Number of students suspended by Race and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	14	17	9
FRPL AA_Lat_NA	47	65	79
non-FRPL Asian	6	7	6
FRPL Asian	3	0	3
non-FRPL White	52	47	39
FRPL White	61	68	49

<b>Number of students suspended by Classification and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL SWD	21	20	13
FRPL SWD	54	58	56
non-FRPL Gen. Ed.	52	45	41
FRPL Gen. Ed.	61	75	75

<b>Number of students suspended by Residence and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL Rural	21	25	30
FRPL Rural	34	39	55
non-FRPL non-Rural	51	39	24
FRPL non-Rural	80	92	76

<b>Number of students in the group by Race and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	505	445	497
FRPL AA_Lat_NA	590	672	700
non-FRPL Asian	558	528	534
FRPL Asian	188	216	209
non-FRPL White	3275	3209	3032
FRPL White	923	1060	947

<b>Number of students in the group by Classification and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL SWD	584	585	513
FRPL SWD	500	530	438
non-FRPL Gen. Ed.	3803	3597	3550
FRPL Gen. Ed.	1254	1418	1418

<b>Number of students in the group by Residence and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL Rural	1173	1126	1326
FRPL Rural	514	581	685
non-FRPL non-Rural	3163	3040	2737
FRPL non-Rural	1228	1356	1171

**Appendix B - continued**

<b>Participation in Advanced Placement Courses by Race and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	17.39	17.80	15.00
FRPL AA_Lat_NA	5.52	3.87	3.11
non-FRPL Asian	30.07	35.92	42.26
FRPL Asian	13.95	12.24	14.81
non-FRPL White	28.65	28.88	26.96
FRPL White	8.52	7.60	8.12

<b>Participation in Advanced Placement Courses by Classification and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL SWD	6.73	6.06	3.67
FRPL SWD	0.00	0.00	0.00
non-FRPL Gen. Ed.	29.36	30.78	30.00
FRPL Gen. Ed.	10.45	8.99	9.06

<b>Participation in Advanced Placement Courses by Residence and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL Rural	22.73	23.44	21.52
FRPL Rural	7.14	6.32	6.96
non-FRPL non-Rural	29.08	30.60	31.15
FRPL non-Rural	8.15	6.86	6.64

<b>Participation in Music &amp; Drama by Race and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	19	11	18
FRPL AA_Lat_NA	18	7	12
non-FRPL Asian	25	19	34
FRPL Asian	12	13	17
non-FRPL White	24	17	23
FRPL White	20	10	16

<b>Participation in Music &amp; Drama by Classification and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL SWD	12	7	18
FRPL SWD	12	6	4
non-FRPL Gen. Ed.	25	18	24
FRPL Gen. Ed.	21	11	18



**Appendix B - continued**

<b>Participation in Music &amp; Drama by Residence and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL Rural	18	16	20
FRPL Rural	20	9	11
non-FRPL non-Rural	26	17	26
FRPL non-Rural	18	10	35

<b>Participation in Athletics by Race and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	22.86	32.20	29.60
FRPL AA_Lat_NA	23.31	34.19	25.71
non-FRPL Asian	20.00	30.99	30.38
FRPL Asian	30.23	26.53	18.87
non-FRPL White	26.74	37.63	37.53
FRPL White	9.04	17.54	15.66

<b>Participation in Athletics by Classification and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL SWD	15.09	16.16	16.85
FRPL SWD	17.35	19.59	9.26
non-FRPL Gen. Ed.	26.35	38.16	37.25
FRPL Gen. Ed.	17.71	27.70	24.83

<b>Participation in Athletics by Residence and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL Rural	27.68	35.94	36.62
FRPL Rural	8.93	18.95	16.18
non-FRPL non-Rural	24.86	36.44	35.06
FRPL non-Rural	21.03	28.16	22.87

<b>Participation in Clubs by Race and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	26.43	28.81	30.40
FRPL AA_Lat_NA	14.11	21.29	24.00
non-FRPL Asian	50.97	59.86	55.70
FRPL Asian	23.26	34.69	52.83
non-FRPL White	33.20	44.88	34.02
FRPL White	18.08	22.22	16.87

<b>Participation in Clubs by Classification and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL SWD	16.98	18.18	22.47
FRPL SWD	8.16	9.28	18.52
non-FRPL Gen. Ed.	36.10	47.67	37.94
FRPL Gen. Ed.	19.79	28.42	27.27

**Appendix B - continued**

<b>Participation in Clubs by Residence and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL Rural	29.66	36.56	31.82
FRPL Rural	10.71	14.74	21.32
non-FRPL non-Rural	36.91	48.63	39.41
FRPL non-Rural	19.56	26.35	26.74

<b>Secondary Awards by Race and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL AA_Lat_NA	9.75	10.70	6.85
FRPL AA_Lat_NA	9.51	11.38	8.60
non-FRPL Asian	19.31	14.02	13.24
FRPL Asian	14.47	5.38	8.26
non-FRPL White	11.43	15.21	9.32
FRPL White	7.34	7.20	6.05

<b>Secondary Awards by Classification and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL SWD	5.60	9.43	4.74
FRPL SWD	4.74	9.91	4.44
non-FRPL Gen. Ed.	13.01	15.18	10.08
FRPL Gen. Ed.	10.28	8.18	8.42

<b>Secondary Awards by Residence and FRPL</b>	2009-10	2010-11	2011-12
non-FRPL Rural	9.71	12.61	8.71
FRPL Rural	5.80	7.94	4.76
non-FRPL non-Rural	13.17	15.27	10.06
FRPL non-Rural	10.09	8.96	8.43

