

Connecticut Consortium on School Attendance



Student Attendance Data: Key Findings 2006 – 2007 School Year

July 2008

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***A Project of the Juvenile Justice Advisory Committee
July 2008***

Introduction

The Connecticut Consortium on School Attendance (the Consortium) is a collaborative effort of local school districts and statewide agencies concerned with improving school attendance in Connecticut through better use of data. The Consortium is a project of the Juvenile Justice Advisory Committee (JJAC) which provides direct grants to member school districts and funds Consortium activities.

The purpose of this report is to summarize key findings from the collection and analysis of student attendance data from member school districts and provide aggregated results for the Consortium as a whole. Participating school districts receive district-level reports for their own district and for other member districts. For information on joining the Connecticut Consortium on school attendance, please visit www.ct.gov/opm/JJYDprograms.

This document summarizes attendance data collected for the 2006/2007 school year for 25 participating school districts. Although they represent about 26% of Connecticut's public school students from urban, suburban, and rural communities, Consortium data are skewed toward lower-income and urban districts and therefore are not statistically representative of the state as a whole. However, Consortium results provide clues as to what statewide data might reveal. See Figure 1 for information on participating school districts.

Figure 1: Consortium School Districts

	Population ¹	Student Enrollment 2006/2007 ²	# Public Schools ²	Per Capita Income ¹	DRG ³	Expenditures Per Student ⁴	Average Daily Attendance 2006/2007 ⁵	% Students With Less Than 90% Attendance 2006/2007 ⁵
Ansonia	18,554	2,883	4	\$20,504	H	\$9,087	94.1%	15%
Bethel	18,067	3,175	5	\$28,927	D	\$11,247	95.3%	8.7%
Canterbury	4,692	506	2	\$22,317	F	\$11,941	95.7%	6.7%
Danbury	74,848	10,736	18	\$24,500	H	\$10,707	94.3%	16.1%
East Windsor	9,818	1,581	3	\$24,899	F	\$9,912	95.2%	10.4%
Fairfield	57,340	9,568	16	\$43,670	B	\$13,576	96.0%	5.7%
Hamden	56,913	6,619	10	\$26,039	G	\$12,403	95.8%	7.7%
Hartford	121,578	25,921	39	\$13,428	I	\$14,590	90.9%	31.9%
Killingly	16,472	2,917	4	\$19,779	G	\$11,268	93.1%	20.4%
Middletown	43,167	5,386	11	\$25,720	G	\$12,060	94.9%	13.4%
New Britain	71,538	11,533	15	\$18,404	I	\$11,263	89.4%	32.9%
New Haven	123,626	19,504	42	\$16,393	I	\$13,883	91.5%	25.5%
New Milford	27,121	5,133	6	\$29,630	D	\$10,180	94.1%	15.0%
Norwich	36,117	3,906	11	\$20,742	H	\$11,964	95.6%	12.8%
Plainfield	14,619	2,641	6	\$18,706	G	\$11,711	94.3%	13.4%
Region 10	16,473	2,796	4	\$34,144	C	\$10,108	96.9%	2.7%
Region 13	10,830	2,123	6	\$27,911	C	\$11,915	96.3%	5.7%
Region 19	30,777	1,245	1	\$20,897	C	\$12,215	92.2%	22.7%
Stonington	17,906	2,621	6	\$29,653	D	\$10,975	95.0%	9.4%
Thompson	8,878	1,466	3	\$21,003	F	\$9,759	94.5%	11.5%
Vernon	28,063	3,445	7	\$25,150	G	\$11,320	95.4%	10.3%
Waterbury	107,271	16,859	28	\$17,701	I	\$11,355	93.4%	18.7%
Waterford	19,152	3,095	6	\$26,807	D	\$11,471	95.9%	6.5%
Winchester	10,664	1,046	4	\$22,589	G	\$12,121	93.6%	14.1%
Windham	22,857	3,249	6	\$16,978	I	\$12,236	94.2%	17.3%
Consortium Total/ Avg.	967,341	149,954	263	\$23,860	–	\$11,571	93.3%	19.3%
State Total/ Avg.	3,405,584	561,091	1,020	\$28,766	–	\$12,012	Comparable Data Not Available	Comparable Data Not Available

Notes:

1. Population and per capita income figures are based on 2000 U.S. Census data.
2. Data on district enrollment and numbers of public schools are based on 2006/2007 data submitted to the Consortium by member school districts. State figures are 2006/2007 data published by the Connecticut State Department of Education (SDE).
3. District Reference Groups (DRGs) are categories used by the SDE to group similar districts based on enrollment and indicators of socioeconomic status and need. Districts are classified into DRGs A through I, with DRG A being the most affluent.
4. District and State expenditures per student are based on 2006/2007 data on the SDE web site and in the Strategic School Profiles.
5. Average daily attendance (ADA) and the percentage of students with less than 90% attendance are calculated using Consortium data for the 2006/2007 school year. ADA is the number of days in attendance for all students divided by the possible days in attendance based on all students' enrollment. The percentage of students with less than 90% attendance identifies chronic non-attenders.

As shown in Figure 1 above, the Consortium tracks two key measures of attendance: average daily attendance (ADA) and the percentage of students attending less than 90% of the school year, also referred to as chronic non-attenders. Figure 2 below defines each of these measures. When calculating attendance, the Consortium counts the number of days each student spends in a school environment during the year. Consortium data does not differentiate between locally-defined designations of “excused” and “unexcused” absence. Students assigned to in-school suspension are counted as being present, while out-of-school suspension days are counted as absences.

Figure 2: Key Attendance Measures

<p>Average Daily Attendance (ADA)</p> <p>The number of days in attendance for all students divided by the number of days enrolled (possible days in attendance).</p> $ADA = \frac{\# \text{ Days in Attendance}}{\# \text{ Days Enrolled}}$	<p>Attending Less Than 90% (Chronic Non-Attenders)</p> <p>The percentage of students attending less than 90% of possible school days.</p> <p>Measures the extent of extreme levels of absenteeism (18+ days per year). This measure is important because a relatively small number of chronic non-attenders may have a significant impact on ADA.</p>
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Key Findings

This section contains key findings from the Consortium’s collection of 2006/2007 attendance data. Charts illustrate the findings and are accompanied by explanatory bullet points. The charts are based on more detailed data tables which are provided for reference in the appendix.

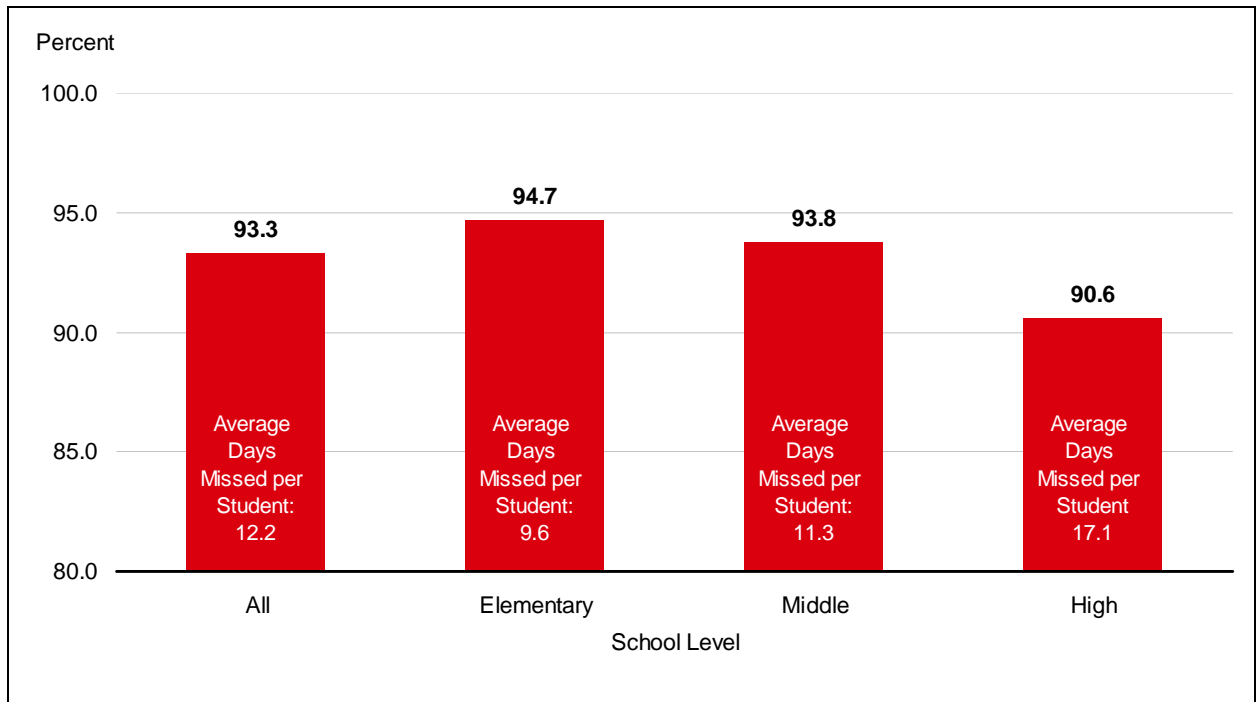
A. Average Daily Attendance

Chart 1 displays average daily attendance for the Consortium as a whole and by the elementary, middle, and high school levels. Note that levels of schooling are identified by each district and are not associated with specific grade levels. For example, one district may define middle school to be Grades 6-8 and another may define it as Grades 7-8. As shown in Chart 1:

- Average daily attendance for the Consortium as a whole was 93.3%.
- Overall, students were absent about 12 days or more than 2 weeks.
- At the high school level, students missed an average of 17 days during the year, which is about 3½ weeks of school.
- Average daily attendance ranged from a minimum of 89.4% to a maximum of 96.9% overall. The ranges in ADA by level of school were: 93.0% to 96.7% for elementary school, 88.2% to 97.3% for middle school, and 60.8% to 97.5% for high school (from Table 1 in the appendix).

**Chart 1. Average Daily Attendance by Level of School
All Consortium Districts: 2006-2007**

Source: Appendix, Table 1



Note: For all charts, the levels of schooling (elementary, middle and high) are identified by each district and are not associated with specific grade levels across Consortium districts.

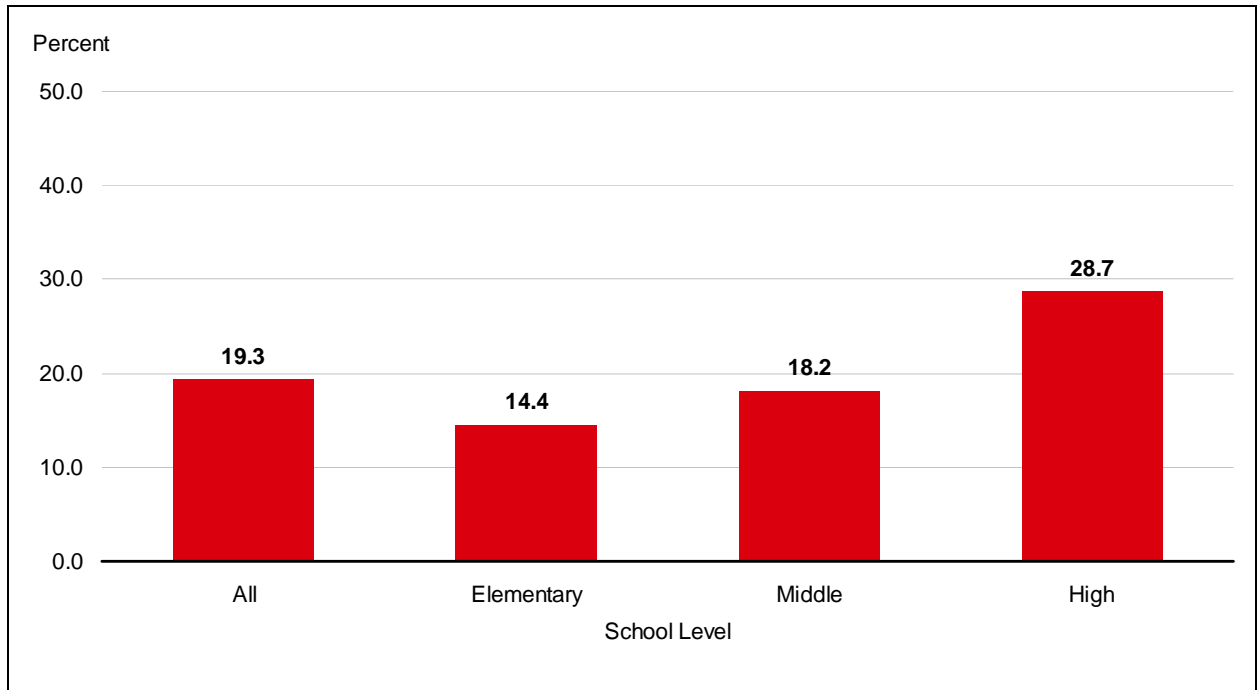
B. Students Attending Less Than 90%

Chart 2 illustrates another key attendance measure: those students who attend school less than 90% of the time. Students in this category exhibit extreme levels of absenteeism and are likely to fall behind academically. It is important to review this measure in conjunction with average daily attendance because a relatively small number of chronic non-attenders may have a significant impact on ADA. As shown in Chart 2:

- Overall, 19.3% of all students attend school less than 90% of the time.
- These chronic non-attenders miss nearly a month of school each year on average.
- These results are particularly concerning at the high school level, where nearly 30% of students are chronic non-attenders (attend less than 90% of the time).
- The percentage of students attending less than 90% of the time ranged from a minimum of 2.7% to a maximum of 32.9% overall. The ranges by level of school were: 2.1% to 26.1% for elementary school, 3.0% to 42.3% for middle school, and 3.5% to 61.9% for high school (from Table 2 in the appendix).

Chart 2. Percent of Students Attending Less than 90% by Level of School
All Consortium Districts: 2006-2007

Source: Appendix, Table 2



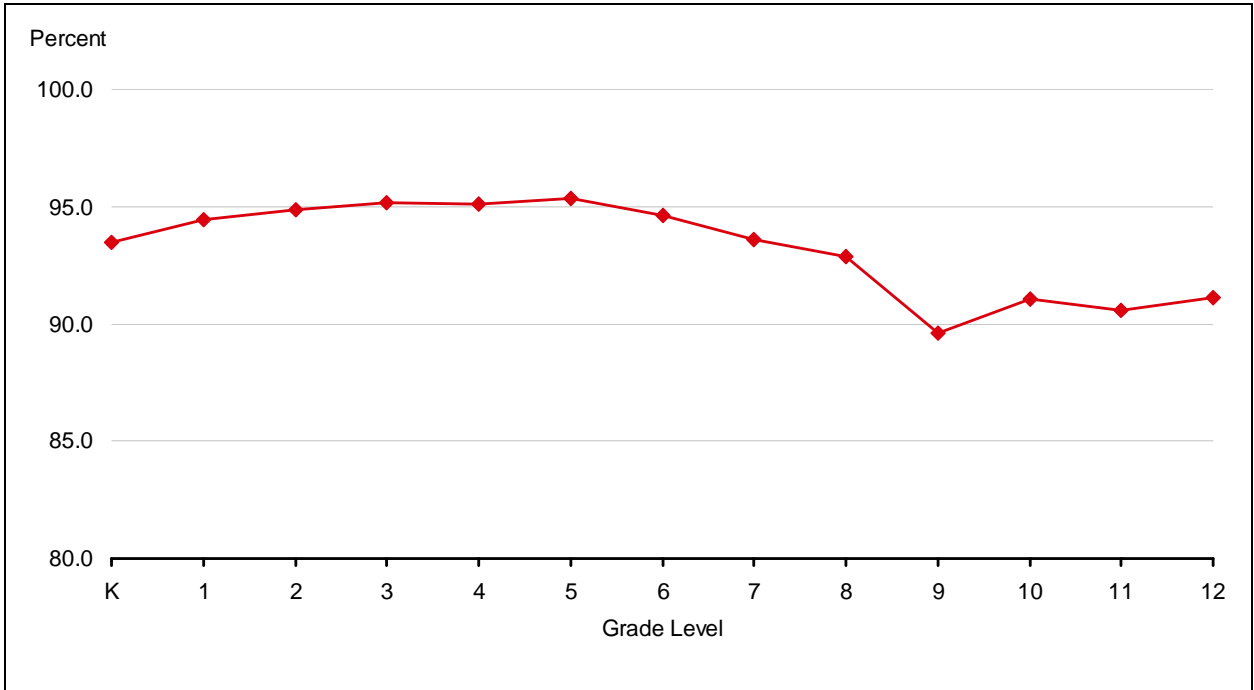
C. Attendance by Grade Level

Analysis by grade level reveals a similar pattern of attendance across school districts both for ADA and for students attending less than 90%. As shown in Charts 3 and 4:

- Average daily attendance tends to be somewhat low in Kindergarten and grade 1.
- Attendance is highest in grades 3-5 and then falls through the middle school years. ADA is dramatically lower in grade 9 than in any other grade.
- Attendance tends to decline when students transition between school buildings, e.g. from elementary school to middle school and from middle school to high school.
- Attendance is somewhat higher in grades 10-12 relative to 9th grade attendance, which may be due to changes in student enrollment (see Chart 4a).
 - Student enrollment increases between the 8th and 9th grades, and then decreases significantly between grades 9 and 10.
 - This may reflect students being retained in the 9th grade or students dropping out.
 - Changes in enrollment in grades 8-12 may also reflect student drop-out rates.
- Chart 4 shows the percentage of students attending less than 90% of the time by grade level, and it closely mirrors the results for ADA.
- Chronic non-attendance is particularly acute in grade 9, with over 30% of students attending school less than 90% of the time.

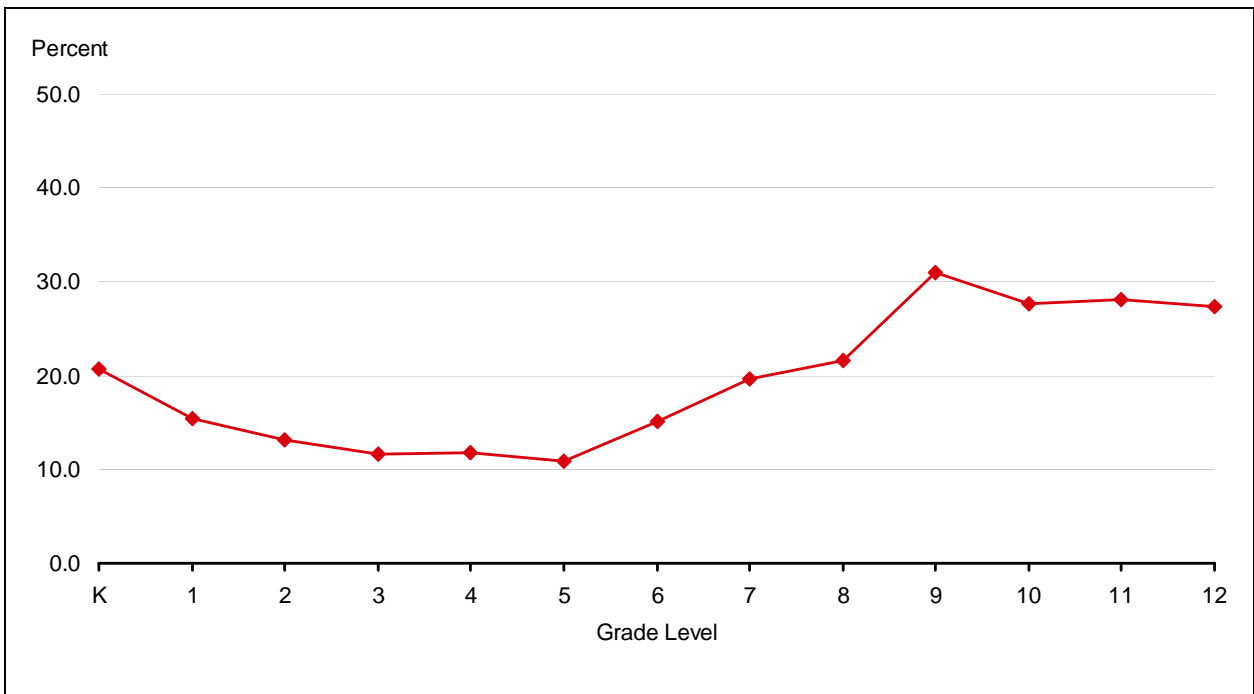
**Chart 3: Average Daily Attendance by Grade Level
All Consortium Districts: 2006-2007**

Source: Appendix, Table 3



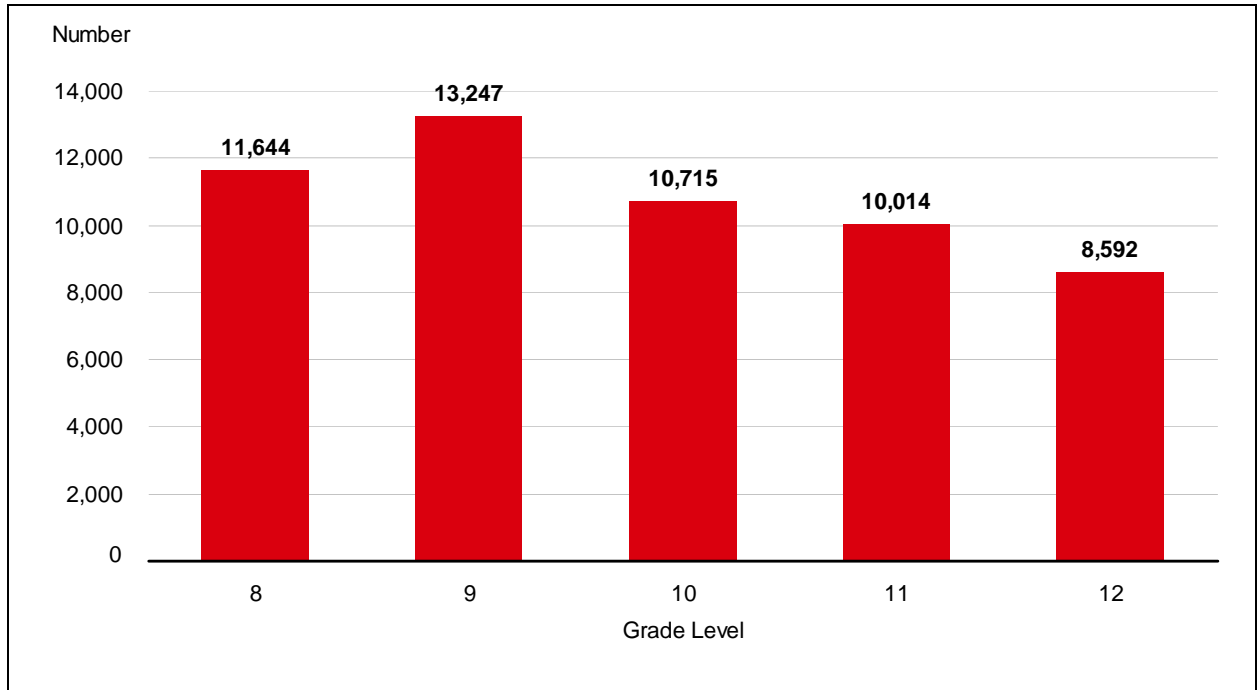
**Chart 4: Percent Students Attending Less Than 90% by Grade Level
All Consortium Districts: 2006-2007**

Source: Appendix, Table 4



**Chart 4a: Student Enrollment by Grade Level for Grades 8-12
All Consortium Districts: 2006-2007**

Source: Appendix, Table 3



D. Attendance Patterns by District Reference Group

One of the benefits of collecting student-level daily attendance data is that it can be disaggregated by student, school, and district characteristics. Such analytical techniques may reveal patterns of attendance that are not evident when looking at aggregate numbers.

Charts 5 and 6 show Consortium data disaggregated by District Reference Group (DRG). DRG is a term used by the Connecticut State Department of Education to group districts with similar characteristics based on student enrollment and indicators of socioeconomic status. There are nine DRG classifications labeled “A” through “I” with DRG A being the most affluent. Consortium data represents most of the DRGs, although less affluent DRGs are more heavily represented. Figure 4 shows the DRG designations for Consortium districts.

Figure 4: Consortium Districts by DRG Designation

<u>DRG*</u>	<u>District</u>	<u>DRG*</u>	<u>District</u>
B	Fairfield	G	Hamden
C	Region 10		Killingly
	Region 13		Middletown
	Region 19		Plainfield
D	Bethel		Vernon
	New Milford		Winchester
	Stonington	H	Ansonia
	Waterford		Danbury
F	Canterbury		Norwich
	East Windsor	I	Hartford
	Thompson		New Britain
			New Haven
			Waterbury
			Windham

* DRG = District Reference Group

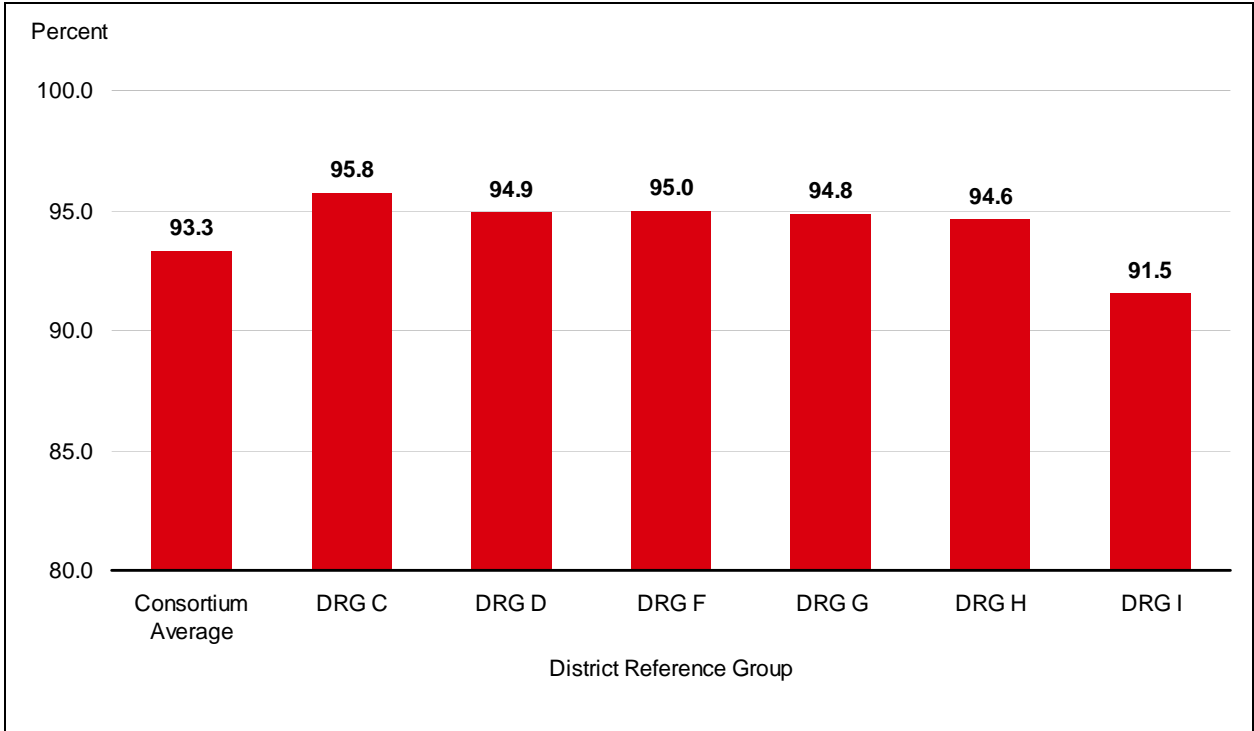
Note: DRG analysis is done only if there are at least two DRGs represented in the member school districts.

Charts 5 and 6 show ADA and students attending less than 90% of the school year disaggregated by DRG. The charts reveal that:

- Average daily attendance declines somewhat by DRG, with the most pronounced drop occurring in the least affluent district (DRG I).
- Similarly, the percentage of students attending less than 90% of the time generally increases by DRG and spikes sharply for districts in DRG I.
- These results suggest that factors related to a community’s size, socioeconomic status, and population demographics may contribute to student absenteeism.

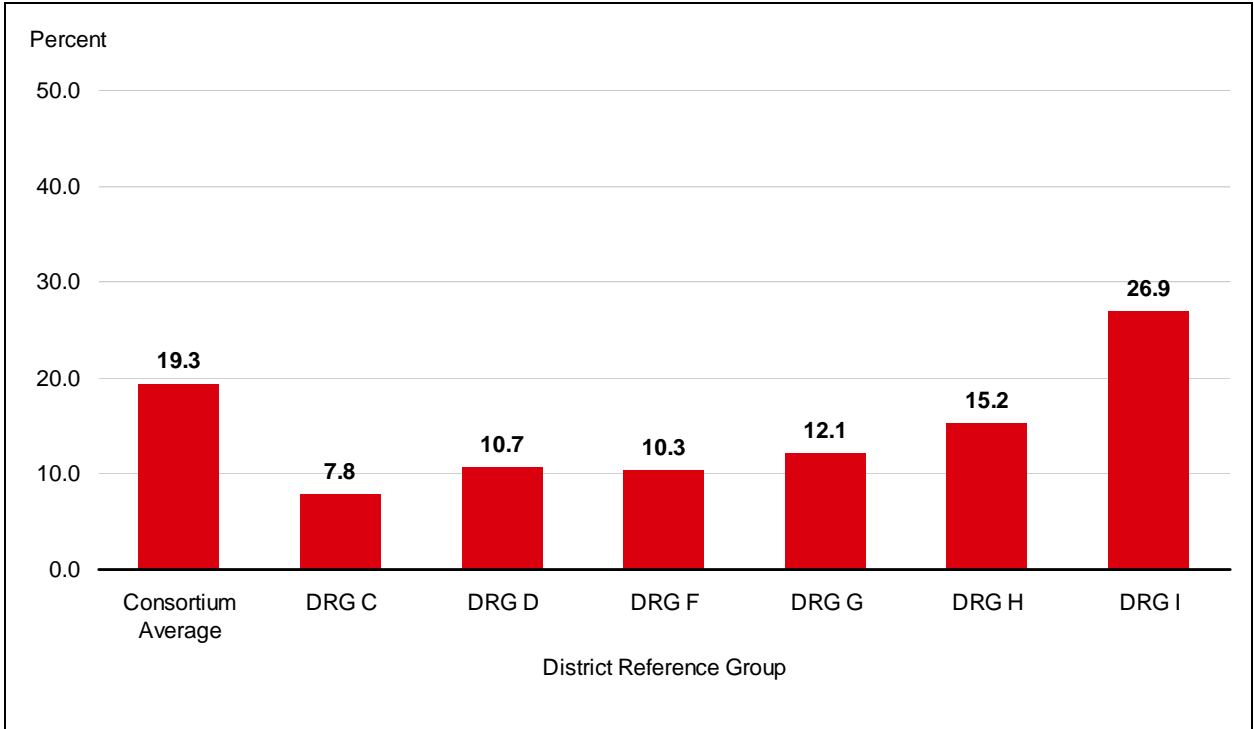
**Chart 5: Average Daily Attendance by District Reference Group
All Consortium Districts: 2006-2007**

Source: Appendix, Table 5



**Chart 6: Percent Students Attending Less Than 90% by DRG
All Consortium Districts: 2006-2007**

Source: Appendix, Table 6



E. Attendance Patterns by Participation in Special Programs

Charts 7 and 8 show rates of attendance for special education students, English language learners, and students receiving free/reduced lunch. The charts show that:

- Special education students, English language learners, and students receiving free/reduced lunch have relatively higher rates of absenteeism as measured by ADA.
- These students are somewhat more likely to be chronic non-attenders, with over 25% of students participating in these programs attending less than 90% of the time.
- High school students in these programs are highly likely to become chronic non-attenders, with about 42% of them attending less than 90% of the school year.
- It is important to note that rates of student participation in special programs varies considerably across districts and DRGs.

**Chart 7: Average Daily Attendance by Participation in Special Programs
All Consortium Districts: 2006-2007**

Source: Appendix, Tables 7a-7b

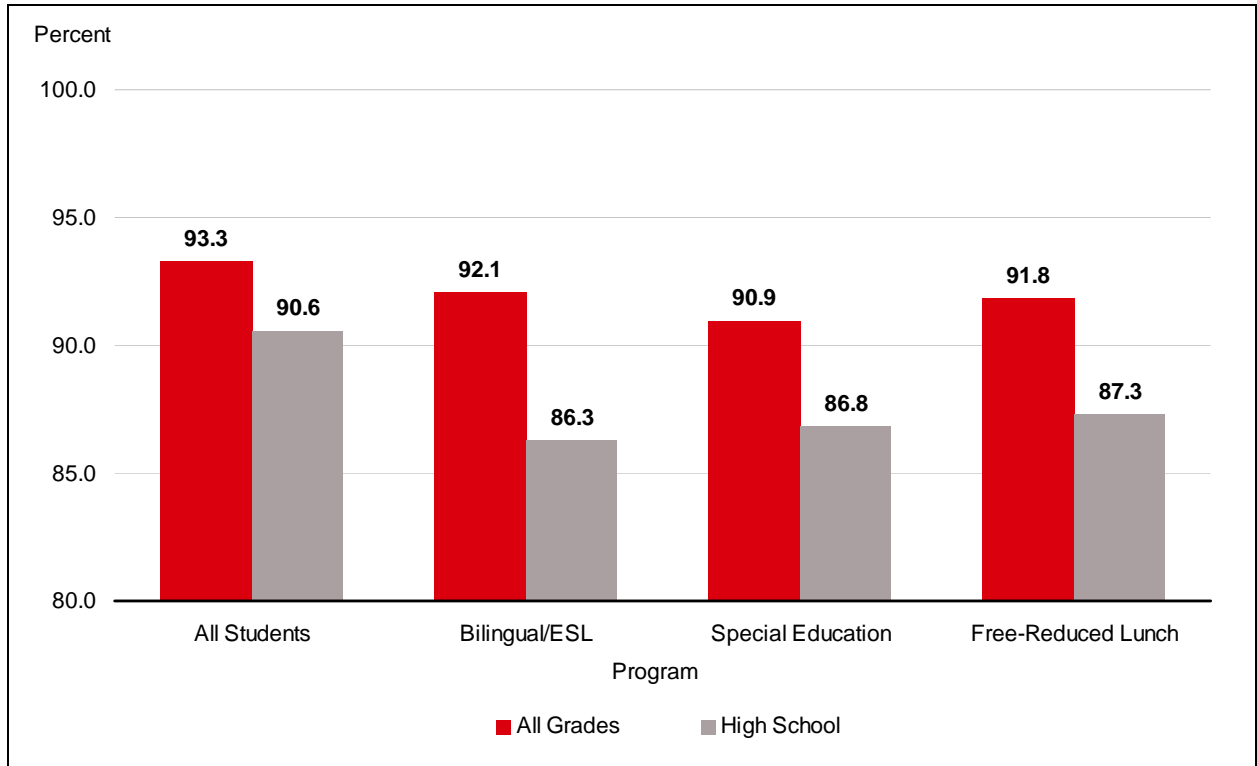
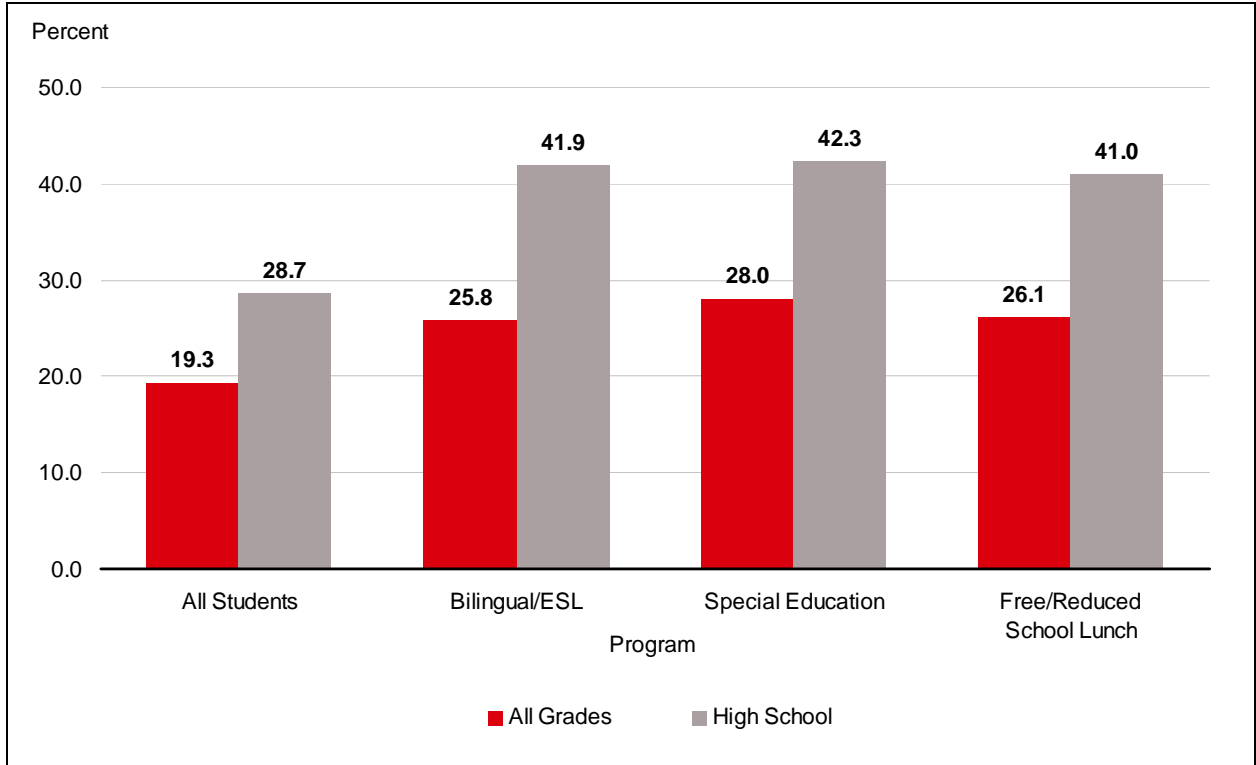


Chart 8: Percent Students Attending Less Than 90% by Participation in Special Programs – All Consortium Districts: 2006-2007

Source : Appendix, Tables 8a-8b



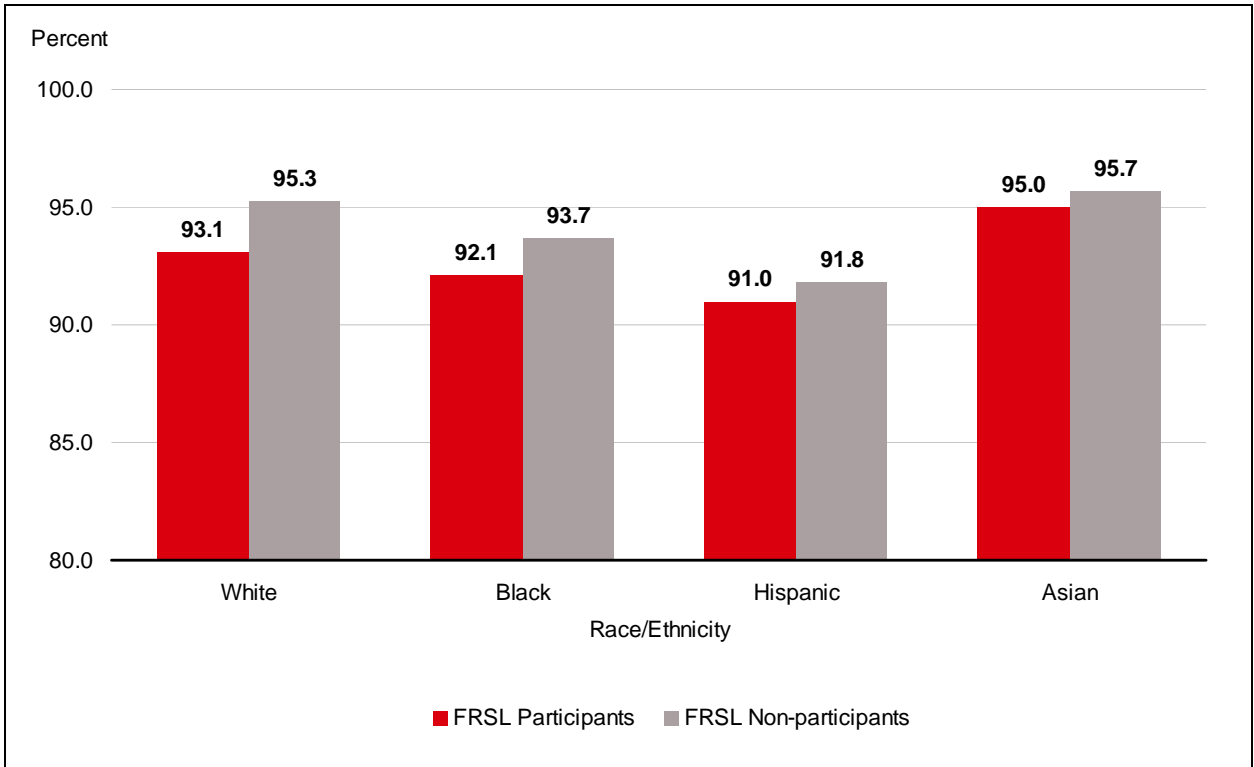
F. Attendance Patterns by Race/Ethnicity and Economic Status

Charts 5 and 6, which show attendance by DRG, indicate that students from less affluent districts have lower attendance rates. In Connecticut, less affluent districts typically have large minority populations, so these results raise the question of whether poor attendance is related to race/ethnicity, poverty, or both. Consortium data analysis uses student participation in free/reduced lunch programs as a rough indicator of economic status (i.e., poverty). Charts 9 and 10 show ADA and students attending less than 90% by race/ethnicity for students who do and do not receive free/reduced lunch. The charts reveal that:

- There are differences in ADA and rates of chronic non-attendance across racial/ethnic groups, with minority students having more absences in general.
- Taking into account students with low economic status reduces some but not all difference in attendance rates across racial/ethnic groups.
- Hispanic students have the lowest rates of ADA and their rate of chronic non-attendance remains above 25% for Hispanic students even after controlling for participation in school lunch programs.

**Chart 9: Average Daily Attendance by Race/Ethnicity and Economic Status
All Consortium Districts: 2006-2007**

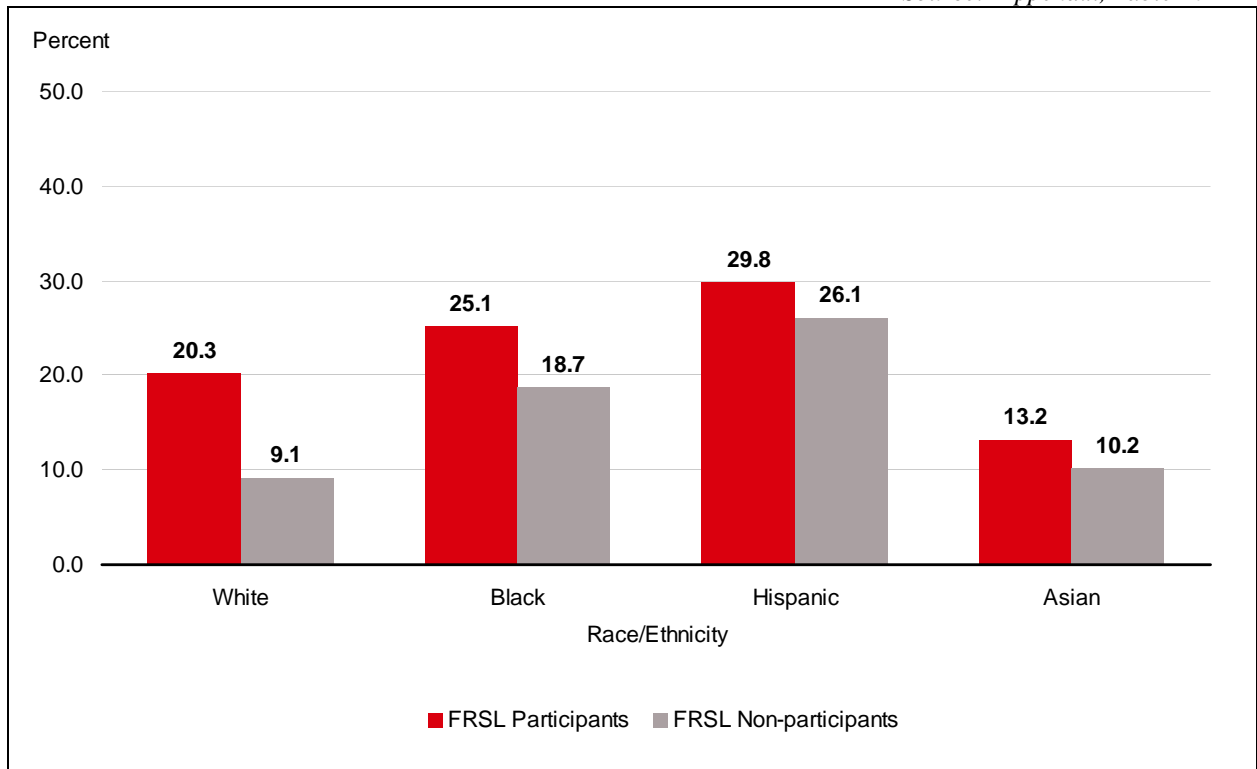
Source: Appendix, Table 9



Note: In the above chart, economic status is measured by whether students participate in Free/Reduced School Lunch programs (FRSL).

Chart 10: Percent Students Attending Less Than 90% by Race/Ethnicity and Economic Status – All Consortium Districts: 2006-2007

Source: Appendix, Table 10



Note: In the above chart, economic status is measured by whether students participate in Free/Reduced School Lunch programs (FRSL).

Summary of Key Findings

Analysis of 2006/2007 Consortium data reveals the following about student attendance:

- Average daily attendance for all students in the Consortium is 93.3%, which means that the average student misses more than 2 weeks of school each year.
- About 19% of students are chronic non-attenders, which means that they attend school less than 90% of the time. Such students miss 18 or more days of school each year, or nearly a month on average.
- Attendance is particularly concerning at the high school level where students miss 17 days of school on average and nearly 30% of students are chronic non-attenders
- Patterns of attendance tend to vary by grade level, by DRG, and by other student factors such as students' race/ethnicity and their participation in special education, English language learning, and free/reduced lunch programs.
- Rates of attendance decline somewhat by DRG, with a pronounced drop occurring in the least affluent district (DRG I). This suggests that student absenteeism is related to community size, socioeconomics, and population demographics.

APPENDIX

Consortium Attendance Data Tables

All Consortium School Districts: 2006-2007

Table 1. Average Daily Attendance, Percentage and Number of Students, and Minimum and Maximum Percentage, by Level of School—All Districts

	2006-07		2006-07	
	Percent	Number	Minimum	Maximum
Total	93.3	149,954	89.4	96.9
School level				
Elementary	94.7	76,540	93.0	96.7
Middle	93.8	28,236	88.2	97.3
High	90.6	42,477	60.8	97.5

Table 2. Percentage and Number of Students, and Minimum and Maximum Percentage, Attending Less Than 90%, by Level of School—All Districts

	2006-07		2006-07	
	Percent	Number	Minimum	Maximum
Total	19.3	28,964	2.7	32.9
School level				
Elementary	14.4	11,050	2.1	26.1
Middle	18.2	5,139	3.0	42.3
High	28.7	12,175	3.5	61.9

Table 3. Average Daily Attendance, Percentage and Number of Students, by Grade Level—All Districts

	2006–07	
	Percent	Number
Total	93.3	149,954
Grade level		
Kindergarten	93.5	12,310
Grade 1	94.5	12,696
Grade 2	94.8	12,400
Grade 3	95.2	12,116
Grade 4	95.1	11,697
Grade 5	95.3	11,420
Grade 6	94.6	11,396
Grade 7	93.6	11,700
Grade 8	92.8	11,644
Grade 9	89.6	13,247
Grade 10	91.0	10,715
Grade 11	90.6	10,014
Grade 12	91.1	8,592

Table 4. Percentage and Number of Students Attending Less Than 90%, by Grade Level—All Districts

	2006–07	
	Percent	Number
Total	19.3	28,964
Grade level		
Kindergarten	20.7	2,552
Grade 1	15.5	1,965
Grade 2	13.2	1,636
Grade 3	11.7	1,413
Grade 4	11.7	1,371
Grade 5	10.9	1,241
Grade 6	15.1	1,724
Grade 7	19.7	2,302
Grade 8	21.6	2,520
Grade 9	31.0	4,112
Grade 10	27.6	2,959
Grade 11	28.1	2,815
Grade 12	27.4	2,354

Table 5. Average Daily Attendance, by District Reference Group (DRG)—All Districts

	Consortium Total	DRG C	DRG D	DRG F	DRG G	DRG H	DRG I
Total	93.3	95.8	94.9	95.0	94.8	94.6	91.5
School level							
Elementary	94.7	96.5	95.4	95.0	95.8	95.4	93.6
Middle	93.8	96.7	95.1	95.5	95.0	95.4	91.3
High	90.6	94.6	94.0	94.3	93.0	91.8	87.4
Gender							
Male	93.2	96.0	94.8	95.1	94.8	94.3	91.3
Female	93.4	95.5	95.0	94.9	94.9	94.9	91.7
Special Education	90.9	94.7	93.0	93.8	93.5	93.6	88.6
Bilingual/ESL	92.1	96.6	95.4	94.4	95.3	94.8	91.2
Free/Reduced School Lunch	91.8	93.8	93.0	94.0	93.8	94.2	91.1
Grade level							
Kindergarten	93.5	96.7	94.9	94.4	95.1	93.8	92.4
Grade 1	94.5	95.9	95.4	94.8	95.7	95.1	93.5
Grade 2	94.8	96.3	95.2	95.2	95.9	95.6	94.0
Grade 3	95.2	96.7	95.8	95.6	96.0	95.9	94.3
Grade 4	95.1	96.8	95.8	95.1	95.8	95.9	94.3
Grade 5	95.3	96.7	95.5	95.7	96.2	96.2	94.5
Grade 6	94.6	96.6	95.6	95.5	95.7	96.0	93.3
Grade 7	93.6	96.7	95.3	95.5	95.2	95.6	91.6
Grade 8	92.8	96.8	94.7	95.3	94.8	94.7	90.6
Grade 9	89.6	95.9	94.6	94.4	93.0	91.3	85.7
Grade 10	91.0	94.8	94.6	94.2	93.2	92.7	87.9
Grade 11	90.6	93.7	93.7	94.5	92.9	92.4	87.2
Grade 12	91.1	94.1	93.1	93.8	93.2	91.0	88.5

Table 6. Percentage of Students Attending Less Than 90%, by District Reference Group (DRG)—All Districts

	Consortium Total	DRG C	DRG D	DRG F	DRG G	DRG H	DRG I
Total	19.3	7.8	10.7	10.3	12.1	15.2	26.9
School level							
Elementary	14.4	3.5	7.6	10.0	7.6	10.5	20.3
Middle	18.2	3.1	9.0	7.9	12.6	13.2	29.0
High	28.7	13.9	16.0	14.1	19.7	27.5	39.2
Gender							
Male	19.9	6.4	11.3	9.4	12.4	16.3	27.8
Female	18.7	9.1	10.0	11.3	11.9	14.0	26.0
Special Education	28.0	13.3	19.8	15.0	18.3	19.2	36.8
Bilingual/ESL	25.8	6.7	14.0	10.5	14.7	14.1	29.2
Free/Reduced School Lunch	26.1	17.3	21.1	16.3	17.5	17.4	28.9
Grade level							
Kindergarten	20.7	1.1	9.7	13.7	10.8	19.3	27.9
Grade 1	15.5	4.8	7.9	10.4	8.9	11.7	21.5
Grade 2	13.2	4.0	8.3	8.6	6.8	8.7	18.8
Grade 3	11.7	3.1	5.7	7.1	7.1	7.8	16.7
Grade 4	11.7	2.3	5.9	10.1	7.3	7.6	16.7
Grade 5	10.9	4.6	6.2	7.1	5.6	7.1	15.7
Grade 6	15.1	4.5	7.7	6.3	9.2	10.1	21.8
Grade 7	19.7	2.1	9.1	7.3	12.0	13.5	28.9
Grade 8	21.6	3.6	11.9	11.2	13.2	15.9	30.9
Grade 9	31.0	7.9	13.7	13.3	19.2	29.1	42.8
Grade 10	27.6	14.0	14.4	16.7	20.8	22.8	37.9
Grade 11	28.1	18.8	17.4	12.9	20.0	24.9	38.7
Grade 12	27.4	15.1	19.1	13.4	17.3	32.9	37.8

Table 7a. Average Daily Attendance, Percentage and Number of Students, by Selected Student Characteristics—All Schools—All Districts

	2006–07	
	Percent	Number
Total	93.3	149,954
Gender		
Male	93.2	76,570
Female	93.4	73,384
Race/ethnicity		
White	94.8	64,593
Black	92.6	34,909
Hispanic	91.2	44,500
Asian	95.4	5,368
American Indian	93.4	543
Other	92.7	41
All minorities	92.0	85,361
Special Education	90.9	18,203
Bilingual/ESL	92.1	15,079
Free/Reduced School Lunch	91.8	72,745

**Denominator is smaller than 10 students.

Table 7b. Average Daily Attendance, Percentage and Number of Students, by Selected Student Characteristics—High Schools—All Districts

	2006–07	
	Percent	Number
Total	90.6	42,477
Gender		
Male	90.4	21,097
Female	90.8	21,380
Race/ethnicity		
White	93.3	20,043
Black	89.4	10,233
Hispanic	85.5	10,590
Asian	93.4	1,494
American Indian	90.7	108
Other	**	9
All minorities	87.9	22,434
Special Education	86.3	5,188
Bilingual/ESL	86.8	2,827
Free/Reduced School Lunch	87.3	17,025

**Denominator is smaller than 10 students.

Table 8a. Percentage and Number of Students Attending Less Than 90%, by Selected Student Characteristics—All Schools—All Districts

	2006–07	
	Percent	Number
Total	19.3	28,964
Gender		
Male	19.9	15,227
Female	18.7	13,737
Race/ethnicity		
White	11.3	7,330
Black	23.1	8,057
Hispanic	28.9	12,868
Asian	11.1	597
American Indian	18.6	101
Other	26.8	11
All minorities	25.3	21,634
Special Education	28.0	5,099
Bilingual/ESL	25.8	3,895
Free/Reduced School Lunch	26.1	19,019

**Denominator is smaller than 10 students.

Table 8b. Percentage and Number of Students Attending Less Than 90%, by Selected Student Characteristics—High Schools—All Districts

	2006–07	
	Percent	Number
Total	28.7	12,175
Gender		
Male	29.1	6,146
Female	28.2	6,029
Race/ethnicity		
White	17.9	3,595
Black	33.8	3,456
Hispanic	45.3	4,798
Asian	19.3	288
American Indian	31.5	34
Other	**	**
All minorities	38.2	8,580
Special Education	41.9	2,173
Bilingual/ESL	42.3	1,197
Free/Reduced School Lunch	41.0	6,982

**Denominator is smaller than 10 students.

Table 9. Average Daily Attendance, by Race/Ethnicity and Participation in Free/Reduced School Lunch (FRSL)—All Districts

	FRSL Participants		FRSL Non-participants		FRSL Participants and Non-participants Combined	
	Average daily attendance	Number of students	Average daily attendance	Number of students	Average daily attendance	Number of students
Race/Ethnicity	%	N	%	N	%	N
White	93.1	13017	95.3	51576	94.8	64593
Black	92.1	23860	93.7	11049	92.6	34909
Hispanic	91.0	33871	91.8	10629	91.2	44500
Asian	95.0	1723	95.7	3645	95.4	5368
Am Indian	92.7	267	94.1	276	93.4	543
Other	**	7	92.1	34	92.7	41

**Denominator is smaller than 10 students.

Table 10. Percentage and Number of Students Attending Less Than 90%, by Race/Ethnicity and Participation in Free/Reduced School Lunch (FRSL)—All Districts

	FRSL Participants		FRSL Non-participants		FRSL Participants and Non-participants Combined	
	Percent	Number of students	Percent	Number of students	Percent	Number of students
Race/Ethnicity	%	N	%	N	%	N
White	20.3	2637	9.1	4693	11.3	7330
Black	25.1	5995	18.7	2062	23.1	8057
Hispanic	29.8	10098	26.1	2770	28.9	12868
Asian	13.2	227	10.2	370	11.1	597
Am Indian	23.2	62	14.1	39	18.6	101
Other	**	0	32.4	11	26.8	11

**Denominator is smaller than 10 students.