

New York State District Report Card Comprehensive Information Report

BEDS Code: 61-06-00-01-0000
 Name: Ithaca City School District
 Superintendent: Judith C. Pastel

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	213	113	199
Kindergarten	414	407	421
First	437	393	390
Second	407	409	393
Third	439	403	412
Fourth	442	430	403
Fifth	446	415	455
Sixth	450	475	410
Ungraded Elementary	0	0	10
Seventh	406	448	476
Eighth	432	419	450
Ninth	481	477	461
Tenth	462	494	409
Eleventh	446	449	462
Twelfth	435	420	421
Ungraded Secondary	0	0	0
Total K-12 Enrollment	5697	5639	5573

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	531	9.3%	512	9.1%	607	10.9%
Black (Not Hispanic)	578	10.1%	592	10.5%	607	10.9%
Hispanic	203	3.6%	195	3.5%	190	3.4%
White (Not Hispanic)	4385	77.0%	4340	77.0%	4169	74.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	18	18
Common Branch	20	19	20
English Grade 8	18	19	20
Mathematics Grade 8	22	21	21
Science Grade 8	21	20	23
Social Studies Grade 8	21	20	22
English Grade 10	21	22	20
Mathematics Grade 10	23	18	24
Science Grade 10	22	21	23
Social Studies Grade 10	19	21	21

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	316	5.3%	361	6.3%	348	6.0%
Eligible for Free Lunch	1058	18.6%	1028	18.2%	1177	21.1%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.9%		94.8%		94.8%
Student Suspensions	141	2.4%	247	4.3%	254	4.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.6%	8.9%	6.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	510
Total Other Professional Staff	92
Total Paraprofessionals	218
Teaching Out of Certification*	33
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	412	269	65%	307	253	82%	361	250	69%
Students with Disabilities	19	3	16%	19	6	32%	23	8	35%
All Students	431	272	63%	326	259	79%	384	258	67%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	254	75	7	5	20	23
Percent	66%	20%	2%	1%	5%	6%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
23	8	3	26

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			15		75	
	Entered GED Program*			4		4	
	Total Noncompleters			19		79	
Students with Disabilities	Dropped Out			2		19	
	Entered GED Program*			2		4	
	Total Noncompleters			4		23	
All Students	Dropped Out	25	1.4%	17	0.9%	94	5.4%
	Entered GED Program*	35	1.9%	6	0.3%	8	0.5%
	Total Noncompleters	60	3.3%	23	1.3%	102	5.8%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		543	515
	Number of Students with Disabilities		69	68
	Number of All Students		612	583
	Percent of Enrollment		46%	44%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	102	98%	99	90%	94	100%
German	50	94%	51	92%	51	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	24	100%	32	100%
Spanish	196	95%	180	87%	239	96%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	3	#	5	100%
German	1	#	5	80%	3	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	1	#
Spanish	6	100%	11	64%	18	100%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	4	#	1	#
Science	3	#	3	#	0	0%
Reading	0	0%	4	#	0	0%
Writing	0	0%	43	65%	0	0%
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	1	#	2	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	23	52%	38	89%	41	95%
Science	19	47%	33	100%	34	85%
Reading	8	75%	8	100%	18	100%
Writing	12	75%	7	71%	15	40%
Global Studies	8	25%	12	75%	29	76%
U.S. Hist & Gov't	4	#	5	100%	11	73%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	413	412	446	34	33	47
Number Scoring 55–100	390	388	423	18	25	34
Number Scoring 65–100	360	345	409	8	18	29
Number Scoring 85–100	158	191	303	0	1	9
Percentage of Tested Scoring 55–100	94%	94%	95%	53%	76%	72%
Percentage of Tested Scoring 65–100	87%	84%	92%	24%	55%	62%
Percentage of Tested Scoring 85–100	38%	46%	68%	0%	3%	19%
Mathematics A						
Number Tested	0	91	414	0	17	39
Number Scoring 55–100	0	74	369	0	6	20
Number Scoring 65–100	0	67	347	0	3	17
Number Scoring 85–100	0	32	182	0	2	3
Percentage of Tested Scoring 55–100	0%	81%	89%	0%	35%	51%
Percentage of Tested Scoring 65–100	0%	74%	84%	0%	18%	44%
Percentage of Tested Scoring 85–100	0%	35%	44%	0%	12%	8%
Mathematics B (first administered June 2001)						
Number Tested	0	0	66	0	0	3
Number Scoring 55–100	0	0	61	0	0	#
Number Scoring 65–100	0	0	51	0	0	#
Number Scoring 85–100	0	0	5	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	92%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	77%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	8%	0%	0%	#
Global History and Geography						
Number Tested	402	367	407	35	39	44
Number Scoring 55–100	383	355	372	28	33	24
Number Scoring 65–100	367	334	358	21	25	20
Number Scoring 85–100	230	203	215	3	10	7
Percentage of Tested Scoring 55–100	95%	97%	91%	80%	85%	55%
Percentage of Tested Scoring 65–100	91%	91%	88%	60%	64%	45%
Percentage of Tested Scoring 85–100	57%	55%	53%	9%	26%	16%
U.S. History and Government (first administered June 2001)						
Number Tested	347	365	388	29	23	29
Number Scoring 55–100	327	351	380	21	20	26
Number Scoring 65–100	311	326	371	18	13	23
Number Scoring 85–100	222	175	273	4	2	11
Percentage of Tested Scoring 55–100	94%	96%	98%	72%	87%	90%
Percentage of Tested Scoring 65–100	90%	89%	96%	62%	57%	79%
Percentage of Tested Scoring 85–100	64%	48%	70%	14%	9%	38%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	322	366	404	12	33	36
Number Scoring 55–100	317	358	403	11	30	35
Number Scoring 65–100	315	355	393	11	29	31
Number Scoring 85–100	204	233	228	4	6	6
Percentage of Tested Scoring 55–100	98%	98%	100%	92%	91%	97%
Percentage of Tested Scoring 65–100	98%	97%	97%	92%	88%	86%
Percentage of Tested Scoring 85–100	63%	64%	56%	33%	18%	17%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	318	319	320	22	17	22
Number Scoring 55–100	289	307	305	16	15	21
Number Scoring 65–100	275	297	289	13	13	18
Number Scoring 85–100	164	170	183	5	1	8
Percentage of Tested Scoring 55–100	91%	96%	95%	73%	88%	95%
Percentage of Tested Scoring 65–100	86%	93%	90%	59%	76%	82%
Percentage of Tested Scoring 85–100	52%	53%	57%	23%	6%	36%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		301	264		13	5
Number Scoring 55–100		277	252		10	5
Number Scoring 65–100		221	224		6	4
Number Scoring 85–100		56	94		0	2
Percentage of Tested Scoring 55–100		92%	95%		77%	100%
Percentage of Tested Scoring 65–100		73%	85%		46%	80%
Percentage of Tested Scoring 85–100		19%	36%		0%	40%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	115	80	79	1	3	2
Number Scoring 55–100	114	79	79	#	#	#
Number Scoring 65–100	112	77	76	#	#	#
Number Scoring 85–100	84	45	58	#	#	#
Percentage of Tested Scoring 55–100	99%	99%	100%	#	#	#
Percentage of Tested Scoring 65–100	97%	96%	96%	#	#	#
Percentage of Tested Scoring 85–100	73%	56%	73%	#	#	#
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	31	56	43	0	1	3
Number Scoring 55–100	31	54	41	0	#	#
Number Scoring 65–100	30	52	38	0	#	#
Number Scoring 85–100	23	33	27	0	#	#
Percentage of Tested Scoring 55–100	100%	96%	95%	0%	#	#
Percentage of Tested Scoring 65–100	97%	93%	88%	0%	#	#
Percentage of Tested Scoring 85–100	74%	59%	63%	0%	#	#
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	90	179	128	4	4	4
Number Scoring 55–100	89	170	126	#	#	#
Number Scoring 65–100	89	166	124	#	#	#
Number Scoring 85–100	63	121	88	#	#	#
Percentage of Tested Scoring 55–100	99%	95%	98%	#	#	#
Percentage of Tested Scoring 65–100	99%	93%	97%	#	#	#
Percentage of Tested Scoring 85–100	70%	68%	69%	#	#	#
Comprehensive Latin						
Number Tested	3	4	6	0	0	1
Number Scoring 55–100	#	#	6	0	0	#
Number Scoring 65–100	#	#	6	0	0	#
Number Scoring 85–100	#	#	5	0	0	#
Percentage of Tested Scoring 55–100	#	#	100%	0%	0%	#
Percentage of Tested Scoring 65–100	#	#	100%	0%	0%	#
Percentage of Tested Scoring 85–100	#	#	83%	0%	0%	#

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	326	263	30	16	13	1
Number Scoring 55–100	298	225	23	13	9	#
Number Scoring 65–100	281	208	17	12	8	#
Number Scoring 85–100	163	135	4	2	4	#
Percentage of Tested Scoring 55–100	91%	86%	77%	81%	69%	#
Percentage of Tested Scoring 65–100	86%	79%	57%	75%	62%	#
Percentage of Tested Scoring 85–100	50%	51%	13%	12%	31%	#
Sequential Mathematics, Course III						
Number Tested	283	301	237	3	9	6
Number Scoring 55–100	272	276	217	#	8	6
Number Scoring 65–100	253	251	204	#	7	6
Number Scoring 85–100	174	154	120	#	2	4
Percentage of Tested Scoring 55–100	96%	92%	92%	#	89%	100%
Percentage of Tested Scoring 65–100	89%	83%	86%	#	78%	100%
Percentage of Tested Scoring 85–100	61%	51%	51%	#	22%	67%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	13	100%
Students with Disabilities	0	0%	0	0%	11	91%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	367	1%	6%	60%	32%
	Students with Disabilities	72	24%	19%	56%	1%
	All Students	439	5%	8%	59%	27%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	330	1%	28%	60%	11%
	Students with Disabilities	55	27%	55%	18%	0%
	All Students	385	5%	32%	54%	10%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	2	0	#	#	#	#
Middle Level						
Social Studies	3	0	#	#	#	#
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	386	386	386	34	34	34	420	420	420
Number Scoring 55–64	8	13	6	3	5	1	11	18	7
Number Scoring 65–84	103	136	132	14	9	15	117	145	147
Number Scoring 85–100	215	163	199	4	2	4	219	165	203
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)