

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	2001-02	2002-03	2003-04
Pre-K	113	199	200
Kindergarten	407	421	391
First	393	390	424
Second	409	393	374
Third	403	412	395
Fourth	430	403	424
Fifth	415	455	399
Sixth	475	410	454
Ungraded Elementary	0	10	0
Seventh	448	476	428
Eighth	419	450	483
Ninth	477	461	452
Tenth	494	409	403
Eleventh	449	462	434
Twelfth	420	421	398
Ungraded Secondary	0	0	0
Total K-12 Enrollment	5639	5573	5459

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	512	9.1%	607	10.9%	621	11.4%
Black (Not Hispanic)	592	10.5%	607	10.9%	610	11.2%
Hispanic	195	3.5%	190	3.4%	190	3.5%
White (Not Hispanic)	4340	77.0%	4169	74.8%	4038	74.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	18	17
Common Branch	19	20	19
English Grade 8	19	20	23
Mathematics Grade 8	21	21	22
Science Grade 8	20	23	24
Social Studies Grade 8	20	22	22
English Grade 10	22	20	22
Mathematics Grade 10	18	24	26
Science Grade 10	21	23	24
Social Studies Grade 10	21	21	22

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	361	6.3%	348	6.0%	276	4.9%
Eligible for Free Lunch	1028	18.2%	1177	21.1%	1255	23.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		94.8%		94.6%
Student Suspensions	247	4.3%	254	4.5%	161	2.9%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	8.9%	6.3%	6.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	544
Total Other Professional Staff	61
Total Paraprofessionals	208
Teaching Out of Certification*	12

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	307	253	82%	361	250	69%	366	277	76%
Students with Disabilities	19	6	32%	23	8	35%	44	9	20%
All Students	326	259	79%	384	258	67%	410	286	70%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	283	79	5	6	25	12
Percent	69%	19%	1%	1%	6%	3%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
44	9	1	45

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	15		75		50	3.2%
	Entered GED Program*	4		4		17	1.1%
	Total Noncompleters	19		79		67	4.3%
Students with Disabilities	Dropped Out	2		19		15	5.7%
	Entered GED Program*	2		4		6	2.3%
	Total Noncompleters	4		23		21	8.0%
All Students	Dropped Out	17	0.9%	94	5.4%	65	3.6%
	Entered GED Program*	6	0.3%	8	0.5%	23	1.3%
	Total Noncompleters	23	1.3%	102	5.8%	88	4.8%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	543	515	525
	Number of Students with Disabilities	69	68	86
	Number of All Students	612	583	611
	Percent of Enrollment	46%	44%	45%
9-12	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	99	90%	94	100%	113	98%
German	51	92%	51	100%	48	98%
Italian	0	0%	0	0%	0	0%
Latin	24	100%	32	100%	13	92%
Spanish	180	87%	239	96%	255	93%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	5	100%	3	#
German	5	80%	3	#	1	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	11	64%	18	100%	27	70%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	1	#	1	#
Science	3	#	0	0%	0	0%
Reading	4	#	0	0%	1	#
Writing	43	65%	0	0%	1	#
Global Studies	1	#	2	#	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	38	89%	41	95%	54	94%
Science	33	100%	34	85%	37	76%
Reading	8	100%	18	100%	21	90%
Writing	7	71%	15	40%	21	52%
Global Studies	12	75%	29	76%	9	67%
U.S. Hist & Gov't	5	100%	11	73%	13	92%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	412	446	377	33	47	39
Number Scoring 55-100	388	423	360	25	34	27
Number Scoring 65-100	345	409	343	18	29	19
Number Scoring 85-100	191	303	215	1	9	1
Percentage of Tested Scoring 55-100	94%	95%	95%	76%	72%	69%
Percentage of Tested Scoring 65-100	84%	92%	91%	55%	62%	49%
Percentage of Tested Scoring 85-100	46%	68%	57%	3%	19%	3%
Mathematics A						
Number Tested	91	414	417	17	39	50
Number Scoring 55-100	74	369	403	6	20	40
Number Scoring 65-100	67	347	388	3	17	35
Number Scoring 85-100	32	182	236	2	3	10
Percentage of Tested Scoring 55-100	81%	89%	97%	35%	51%	80%
Percentage of Tested Scoring 65-100	74%	84%	93%	18%	44%	70%
Percentage of Tested Scoring 85-100	35%	44%	57%	12%	8%	20%
Mathematics B						
Number Tested	0	66	208	0	3	3
Number Scoring 55-100	0	61	196	0	#	#
Number Scoring 65-100	0	51	186	0	#	#
Number Scoring 85-100	0	5	95	0	#	#
Percentage of Tested Scoring 55-100	0%	92%	94%	0%	#	#
Percentage of Tested Scoring 65-100	0%	77%	89%	0%	#	#
Percentage of Tested Scoring 85-100	0%	8%	46%	0%	#	#
Global History and Geography						
Number Tested	367	407	402	39	44	50
Number Scoring 55-100	355	372	367	33	24	34
Number Scoring 65-100	334	358	339	25	20	21
Number Scoring 85-100	203	215	214	10	7	6
Percentage of Tested Scoring 55-100	97%	91%	91%	85%	55%	68%
Percentage of Tested Scoring 65-100	91%	88%	84%	64%	45%	42%
Percentage of Tested Scoring 85-100	55%	53%	53%	26%	16%	12%
U.S. History and Government						
Number Tested	365	388	358	23	29	38
Number Scoring 55-100	351	380	341	20	26	28
Number Scoring 65-100	326	371	330	13	23	23
Number Scoring 85-100	175	273	212	2	11	8
Percentage of Tested Scoring 55-100	96%	98%	95%	87%	90%	74%
Percentage of Tested Scoring 65-100	89%	96%	92%	57%	79%	61%
Percentage of Tested Scoring 85-100	48%	70%	59%	9%	38%	21%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	366	404	367	33	36	42
Number Scoring 55-100	358	403	364	30	35	39
Number Scoring 65-100	355	393	355	29	31	35
Number Scoring 85-100	233	228	221	6	6	7
Percentage of Tested Scoring 55-100	98%	100%	99%	91%	97%	93%
Percentage of Tested Scoring 65-100	97%	97%	97%	88%	86%	83%
Percentage of Tested Scoring 85-100	64%	56%	60%	18%	17%	17%
Physical Setting/Earth Science						
Number Tested	319	320	345	17	22	26
Number Scoring 55-100	307	305	329	15	21	20
Number Scoring 65-100	297	289	305	13	18	14
Number Scoring 85-100	170	183	167	1	8	2
Percentage of Tested Scoring 55-100	96%	95%	95%	88%	95%	77%
Percentage of Tested Scoring 65-100	93%	90%	88%	76%	82%	54%
Percentage of Tested Scoring 85-100	53%	57%	48%	6%	36%	8%
Physical Setting/Chemistry						
Number Tested	301	264	214	13	5	4
Number Scoring 55-100	277	252	212	10	5	#
Number Scoring 65-100	221	224	201	6	4	#
Number Scoring 85-100	56	94	90	0	2	#
Percentage of Tested Scoring 55-100	92%	95%	99%	77%	100%	#
Percentage of Tested Scoring 65-100	73%	85%	94%	46%	80%	#
Percentage of Tested Scoring 85-100	19%	36%	42%	0%	40%	#
Physical Setting/Physics						
Number Tested			66			2
Number Scoring 55-100			62			#
Number Scoring 65-100			61			#
Number Scoring 85-100			14			#
Percentage of Tested Scoring 55-100			94%			#
Percentage of Tested Scoring 65-100			92%			#
Percentage of Tested Scoring 85-100			21%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	80	79	86	3	2	0
Number Scoring 55-100	79	79	86	#	#	0
Number Scoring 65-100	77	76	86	#	#	0
Number Scoring 85-100	45	58	75	#	#	0
Percentage of Tested Scoring 55-100	99%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	96%	96%	100%	#	#	0%
Percentage of Tested Scoring 85-100	56%	73%	87%	#	#	0%
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	56	43	42	1	3	3
Number Scoring 55-100	54	41	42	#	#	#
Number Scoring 65-100	52	38	42	#	#	#
Number Scoring 85-100	33	27	40	#	#	#
Percentage of Tested Scoring 55-100	96%	95%	100%	#	#	#
Percentage of Tested Scoring 65-100	93%	88%	100%	#	#	#
Percentage of Tested Scoring 85-100	59%	63%	95%	#	#	#
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	179	128	140	4	4	5
Number Scoring 55-100	170	126	140	#	#	5
Number Scoring 65-100	166	124	138	#	#	5
Number Scoring 85-100	121	88	97	#	#	2
Percentage of Tested Scoring 55-100	95%	98%	100%	#	#	100%
Percentage of Tested Scoring 65-100	93%	97%	99%	#	#	100%
Percentage of Tested Scoring 85-100	68%	69%	69%	#	#	40%
Comprehensive Latin						
Number Tested	4	6	13	0	1	0
Number Scoring 55-100	#	6	13	0	#	0
Number Scoring 65-100	#	6	13	0	#	0
Number Scoring 85-100	#	5	11	0	#	0
Percentage of Tested Scoring 55-100	#	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	#	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	#	83%	85%	0%	#	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	301	237	0	9	6	0
Number Scoring 55-100	276	217	0	8	6	0
Number Scoring 65-100	251	204	0	7	6	0
Number Scoring 85-100	154	120	0	2	4	0
Percentage of Tested Scoring 55-100	92%	92%	0%	89%	100%	0%
Percentage of Tested Scoring 65-100	83%	86%	0%	78%	100%	0%
Percentage of Tested Scoring 85-100	51%	51%	0%	22%	67%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	13	100%	13	100%
Students with Disabilities	0	0%	11	91%	13	92%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	350	4%	4%	46%	46%
	Students with Disabilities	49	22%	14%	55%	8%
	All Students	399	6%	5%	47%	41%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	404	1%	29%	57%	13%
	Students with Disabilities	61	26%	52%	20%	2%
	All Students	465	4%	32%	52%	12%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	0	#	#	#	#
Middle Level						
Social Studies	5	0	0	0	4	1
Secondary Level						
English Language Arts	5	0	0	1	3	1
Social Studies	4	0	#	#	#	#
Mathematics	5	0	0	2	2	1
Science	4	0	#	#	#	#

2000 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	419	419	419	60	60	60	479	479	479
Number Scoring 55–64	9	9	3	5	6	3	14	15	6
Number Scoring 65–84	120	87	109	23	15	23	143	102	132
Number Scoring 85–100	211	264	265	6	9	10	217	273	275
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			56			0
Beginning (0-18)			3			0
Intermediate (19-31)			10			0
Advanced (32-36)			27			0
Proficient (37-39)			16			0
Reading and Writing (Grade K-1)						
Number Tested			56			0
Beginning (0-14)			9			0
Intermediate (15-24)			9			0
Advanced (25-32)			23			0
Proficient (33-35)			15			0
Listening and Speaking (Grade 2-4)						
Number Tested			71			1
Beginning (0-18)			2			#
Intermediate (19-31)			6			#
Advanced (32-36)			17			#
Proficient (37-39)			46			#
Reading and Writing (Grade 2-4)						
Number Tested			71			1
Beginning (0-14)			5			#
Intermediate (15-24)			15			#
Advanced (25-32)			31			#
Proficient (33-35)			20			#
Listening and Speaking (Grade 5-6)						
Number Tested			38			1
Beginning (0-18)			1			#
Intermediate (19-31)			2			#
Advanced (32-36)			6			#
Proficient (37-39)			29			#
Reading and Writing (Grade 5-6)						
Number Tested			39			1
Beginning (0-14)			1			#
Intermediate (15-24)			6			#
Advanced (25-32)			18			#
Proficient (33-35)			14			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			40			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			12			0
Proficient (37-39)			26			0
Reading and Writing (Grade 7-8)						
Number Tested			41			0
Beginning (0-14)			0			0
Intermediate (15-24)			6			0
Advanced (25-32)			18			0
Proficient (33-35)			17			0
Listening and Speaking (Grade 9-12)						
Number Tested			38			0
Beginning (0-18)			0			0
Intermediate (19-31)			10			0
Advanced (32-36)			12			0
Proficient (37-39)			16			0
Reading and Writing (Grade 9-12)						
Number Tested			40			0
Beginning (0-14)			0			0
Intermediate (15-24)			10			0
Advanced (25-32)			21			0
Proficient (33-35)			9			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)