



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **CORTLAND CITY SCHOOL DISTRICT**
District ID **110200010000**
Superintendent **LAURENCE SPRING**
Telephone **(607) 758-4100**
Grades **K-12, UE**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	255	238	226
Grade 1	206	215	225
Grade 2	208	197	203
Grade 3	216	205	202
Grade 4	224	194	202
Grade 5	209	213	186
Grade 6	206	196	207
Ungraded Elementary	27	31	31
Grade 7	239	234	234
Grade 8	236	243	220
Grade 9	249	279	270
Grade 10	217	220	219
Grade 11	179	194	189
Grade 12	176	174	196
Ungraded Secondary	0	0	0
Total K-12	2847	2833	2810

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	20	19	20
Grade 8			
English	19	20	19
Mathematics	20	21	13
Science	21	22	19
Social Studies	22	23	19
Grade 10			
English	20	21	15
Mathematics	19	19	20
Science	18	22	17
Social Studies	22	16	20

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	824	29%	742	26%	765	27%
Reduced-Price Lunch	252	9%	197	7%	179	6%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	21	1%	27	1%	22	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	4	0%	2	0%
Black or African American	112	4%	122	4%	135	5%
Hispanic or Latino	49	2%	46	2%	44	2%
Asian or Native Hawaiian/Other Pacific Islander	23	1%	21	1%	22	1%
White	2660	93%	2640	93%	2607	93%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		95%
Student Suspensions	178	N/A	160	6%	129	5%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **CORTLAND CITY SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	655	676	880
Percent Not Taught by Highly Qualified Teachers	0%	0%	0%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	0	0	0
Percent with No Valid Teaching Certificate	0%	0%	0%
Individuals Teaching Out of Certification			
Number of Teachers	1	0	0
Percentage of Total	0%	0%	0%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	15%	15%	14%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	246	245	226
Total Other Professional Staff	18	23	37
Total Paraprofessionals*	79	83	84
Assistant Principals	0	0	0
Principals	17	10	9

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times [(\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}) \div \text{Count of All Continuously Enrolled Tested Students}]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times [(\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}) \div \text{Count of All Cohort Members}]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Summary

Overall Accountability Status (2006–07)

Good Standing

Elementary/Middle Level

ELA  Good Standing

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Good Standing

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06



























2006–07

YES




YES

YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?







Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	–	–				
Black or African American				–	–	
Hispanic or Latino				–	–	
Asian or Native Hawaiian/Other Pacific Islander	–	–		–	–	
White						
Other Groups						
Students with Disabilities				–	–	
Limited English Proficient	–	–		–	–	
Economically Disadvantaged				 SH		
Student groups making AYP in each subject	 6 of 6	 6 of 6	 1 of 1	 3 of 3	 3 of 3	 1 of 1

AYP Status







-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal

- Good Standing 
- Improvement (Year 1) 
- Improvement (Year 2) 
- Improvement (Year 3) 
- Improvement (Year 4) 
- Improvement (Year 5 & Above) 


State

- Good Standing 
- Requiring Academic Progress (Year 1) 
- Requiring Academic Progress (Year 2) 
- Requiring Academic Progress (Year 3) 
- Requiring Academic Progress (Year 4) 
- Requiring Academic Progress (Year 5 & Above) 

District **CORTLAND CITY SCHOOL DISTRICT**



















Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 6 of 6 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
All Students (1294:1259)			100%		157	119		
Ethnicity								
American Indian or Alaska Native (3:1)	–	–	–	–	–	–		–
Black or African American (73:69)			100%		130	110		
Hispanic or Latino (36:33)		–	–		152	105		
Asian or Native Hawaiian/Other Pacific Islander (6:6)	–	–	–	–	–	–		–
White (1176:1150)			99%		159	119		
Other Groups								
Students with Disabilities ⁴ (261:248)			98%		90	115	97	101
Limited English Proficient (7:7)	–	–	–	–	–	–		–
Economically Disadvantaged (532:507)			99%		135	117		
Final AYP Determination	 6 of 6							

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.




² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

6 of 6

Student groups making AYP in Mathematics



Made AYP

Prospective Status

This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (1296:1241)	✓	✓	100%	✓	158	83	
Ethnicity							
American Indian or Alaska Native (3:1)	–	–	–	–	–	–	–
Black or African American (74:69)	✓	✓	100%	✓	126	74	
Hispanic or Latino (36:33)	✓	–	–	✓	145	69	
Asian or Native Hawaiian/Other Pacific Islander (6:6)	–	–	–	–	–	–	–
White (1177:1132)	✓	✓	100%	✓	160	83	
Other Groups							
Students with Disabilities ⁴ (258:242)	✓	✓	99%	✓	91	79	
Limited English Proficient (7:7)	–	–	–	–	–	–	–
Economically Disadvantaged (534:489)	✓	✓	99%	✓	135	81	
Final AYP Determination	✓ 6 of 6						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Science

Accountability Status
for This Subject
(2006–07)

Good Standing

Accountability Measures

1 of 1

Student groups making AYP in Science



Made AYP

Prospective Status

This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (437:419)	✓	Qualified	✓	99%	✓	186	100	
Ethnicity								
American Indian or Alaska Native (2:1)		–	–	–	–	–	–	–
Black or African American (20:18)		–	–	–	–	–	–	–
Hispanic or Latino (7:7)		–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (2:2)		–	–	–	–	–	–	–
White (406:391)		Qualified	✓	99%	✓	187	100	
Other Groups								
Students with Disabilities (79:73)		Qualified	✓	97%	✓	147	100	
Limited English Proficient (2:2)		–	–	–	–	–	–	–
Economically Disadvantaged (158:142)		Qualified	✓	99%	✓	176	100	
Final AYP Determination	✓ 1 of 1							

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

3 of 3

Student groups making AYP in English Language Arts



Made AYP

Prospective Status

This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (181:188)	✓	✓	99%	✓	170	146		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (4:4)	–	–	–	–	–	–	–	–
Hispanic or Latino (2:2)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (4:3)	–	–	–	–	–	–	–	–
White (171:179)	✓	✓	99%	✓	168	146		
Other Groups								
Students with Disabilities (20:27)	–	–	–	–	–	–	–	–
Limited English Proficient (6:6)	–	–	–	–	–	–	–	–
Economically Disadvantaged (22:31)	✓ ^{SH}	–	–	✓ ^{SH}	97	137	20	107
Final AYP Determination	✓ 3 of 3							

NOTES

¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

3 of 3

Student groups making AYP in Mathematics



Made AYP

Prospective Status

This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (181:188)	✓	✓	99%	✓	184	138		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (4:4)	–	–	–	–	–	–	–	–
Hispanic or Latino (2:2)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (4:3)	–	–	–	–	–	–	–	–
White (171:179)	✓	✓	99%	✓	183	138		
Other Groups								
Students with Disabilities (20:27)	–	–	–	–	–	–	–	–
Limited English Proficient (6:6)	–	–	–	–	–	–	–	–
Economically Disadvantaged (22:31)	✓	–	–	✓	158	129		
Final AYP Determination	✓ 3 of 3							

NOTES

¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status





Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2005–06 2006–07
All Students (178)			80%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (5)		–	–	–	–
Hispanic or Latino (0)					
Asian or Native Hawaiian/Other Pacific Islander (1)		–	–	–	–
White (172)			80%	55%	
Other Groups					
Students with Disabilities (18)		–	–	–	–
Limited English Proficient (2)		–	–	–	–
Economically Disadvantaged (23)		–	–	–	–
Final AYP Determination		1 of 1			

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3

School Accountability Status

District **CORTLAND CITY SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District







This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status	New York State Status
<div><div></div><div>Good Standing</div></div>	
6 schools identified 100% of total	
ALTON B. PARKER SCHOOL	
CORTLAND JUNIOR-SENIOR HIGH SCHOOL	
F.E. SMITH SCHOOL	
FRANKLYN S. BARRY SCHOOL	
RANDALL SCHOOL	
VIRGIL ELEMENTARY SCHOOL	



District **CORTLAND CITY SCHOOL DISTRICT**

Summary of 2005–06 District Performance



Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	74%			205
Grade 4	75%			210
Grade 5	68%			192
Grade 6	59%			211
Grade 7	63%			236
Grade 8	50%			226


Mathematics

Grade 3	82%		206
Grade 4	78%		208
Grade 5	64%		192
Grade 6	55%		216
Grade 7	61%		236
Grade 8	60%		226

Science

Grade 4	94%		206
Grade 8	82%		223

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	64%			237
Mathematics	74%			237

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	66%			237

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

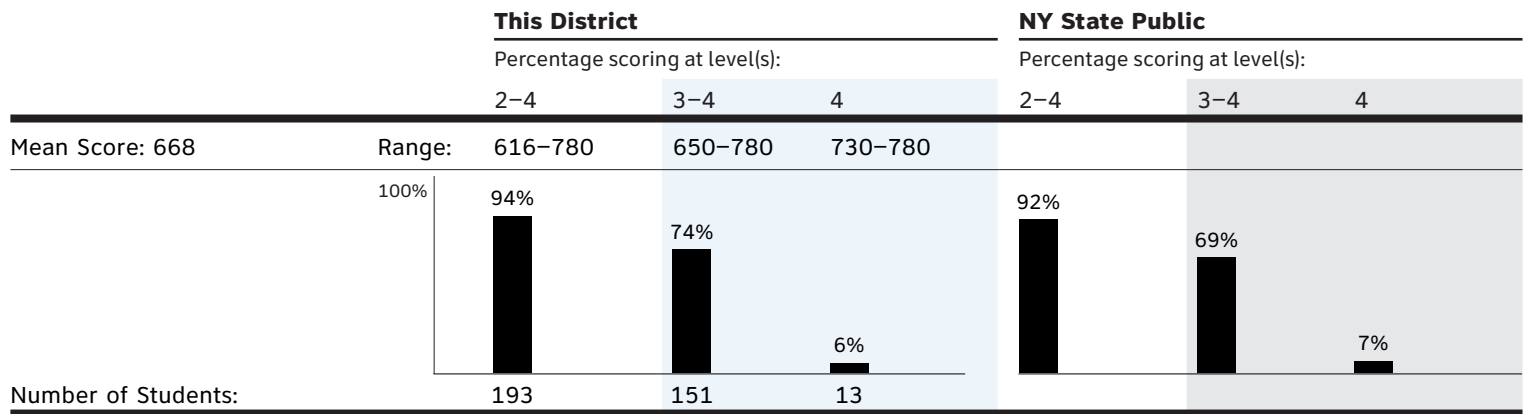
This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

District **CORTLAND CITY SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	205	94%	74%	6%				
Female	97	95%	77%	9%				
Male	108	94%	70%	4%				
American Indian or Alaska Native								
Black or African American	11	82%	55%	0%				
Hispanic or Latino	9	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	184	95%	75%	6%	This test was not given in 2004-05.			
Small Group Totals	10	100%	70%	20%				
General-Education Students	176	99%	82%	7%				
Students with Disabilities	29	66%	21%	3%				
English Proficient	204	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	88	91%	60%	1%				
Not Disadvantaged	117	97%	84%	10%				
Migrant	3	-	-	-				
Not Migrant	202	-	-	-				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

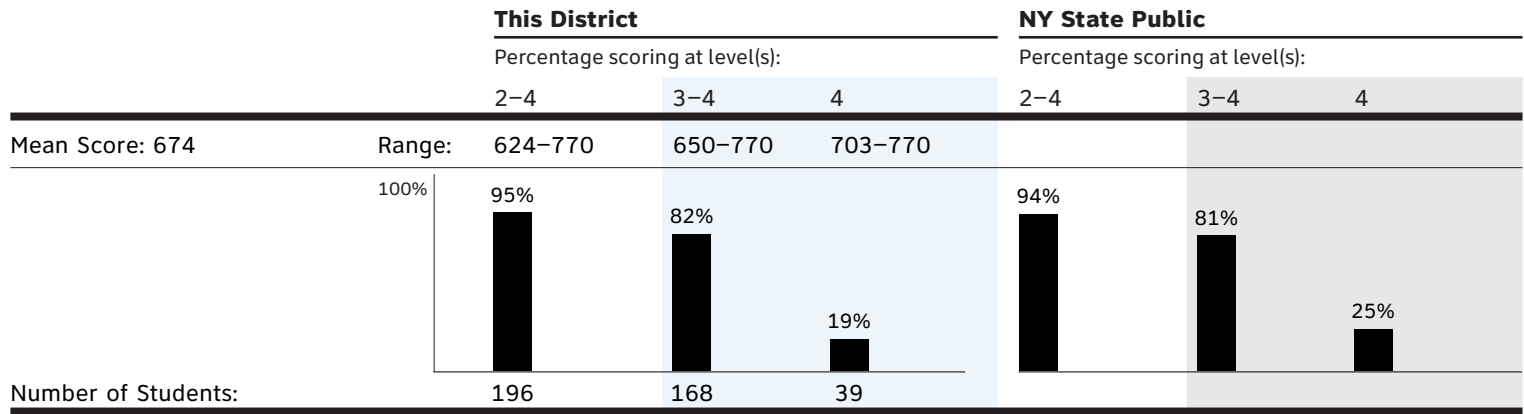
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **CORTLAND CITY SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	206	95%	82%	19%				
Female	97	95%	80%	22%				
Male	109	95%	83%	17%				
American Indian or Alaska Native								
Black or African American	11	82%	36%	0%				
Hispanic or Latino	9	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—				
White	185	96%	84%	19%	This test was not given in 2004-05.			
Small Group Totals	10	100%	90%	30%				
General-Education Students	177	99%	87%	22%				
Students with Disabilities	29	72%	48%	0%				
English Proficient	205	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	89	92%	72%	10%				
Not Disadvantaged	117	97%	89%	26%				
Migrant	3	—	—	—				
Not Migrant	203	—	—	—				

NOTES

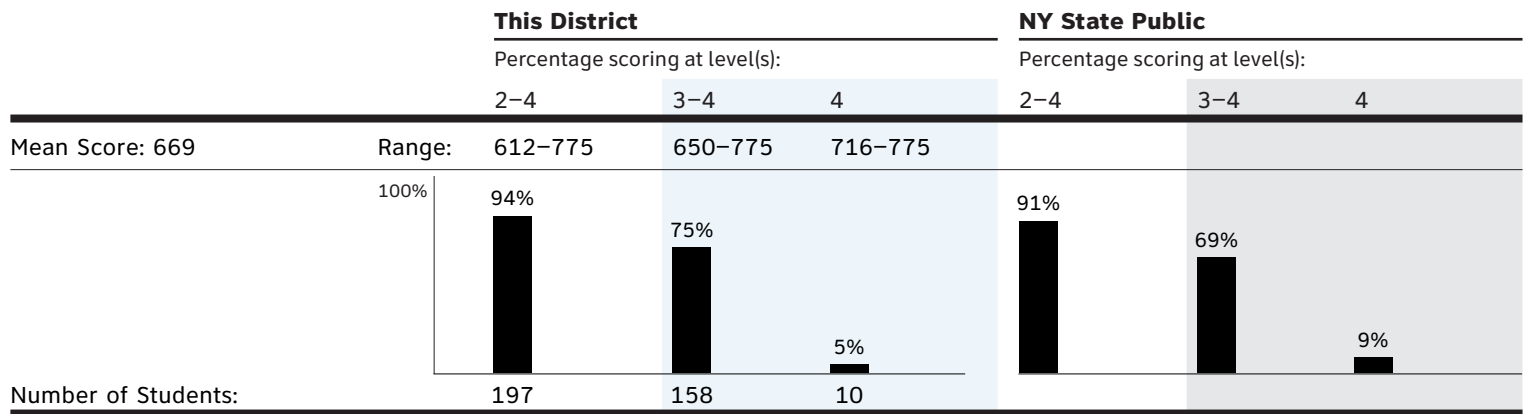
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	—	—	—	This test was not given in 2004-05.			

District **CORTLAND CITY SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	210	94%	75%	5%				
Female	120	94%	73%	8%				
Male	90	93%	79%	1%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	11	91%	73%	0%				
Hispanic or Latino	3	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—				
White	194	94%	75%	5%				
Small Group Totals	5	100%	100%	20%				
General-Education Students	177	99%	83%	6%				
Students with Disabilities	33	67%	33%	0%				
English Proficient	209	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	88	88%	64%	1%				
Not Disadvantaged	122	98%	84%	7%				
Migrant	6	100%	67%	0%				
Not Migrant	204	94%	75%	5%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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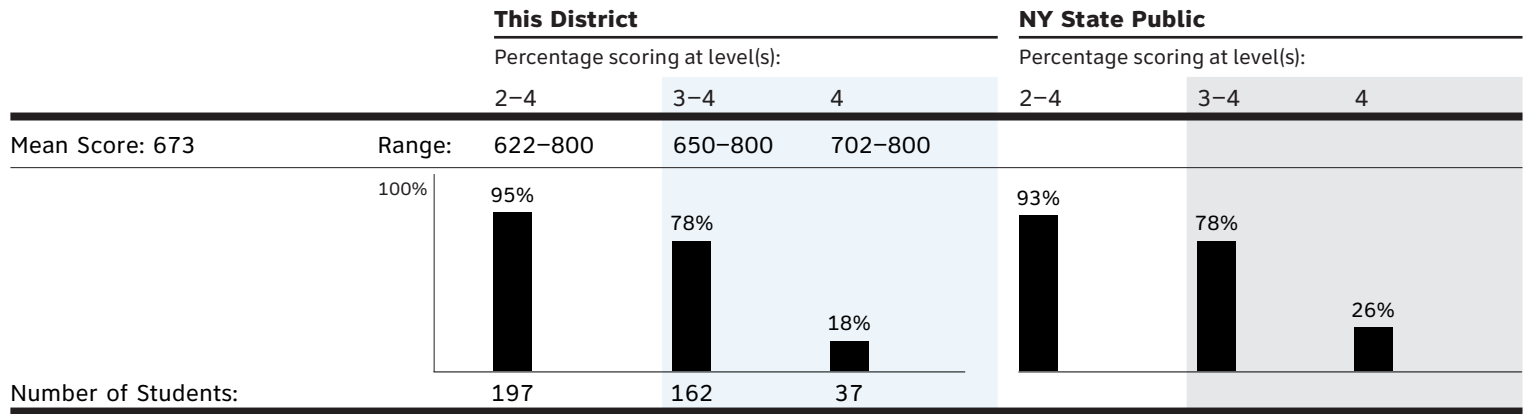
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	—	—	—	1	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT): [†] Grade 4	0				2	—	—	N/A

[†] Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **CORTLAND CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	208	95%	78%	18%				
Female	119	93%	73%	17%				
Male	89	97%	84%	19%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	11	91%	82%	9%				
Hispanic or Latino	3	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—				
White	192	95%	77%	17%				
Small Group Totals	5	100%	100%	60%				
General-Education Students	176	99%	84%	20%				
Students with Disabilities	32	69%	47%	3%				
English Proficient	207	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	86	92%	64%	10%				
Not Disadvantaged	122	97%	88%	23%				
Migrant	6	100%	67%	0%				
Not Migrant	202	95%	78%	18%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

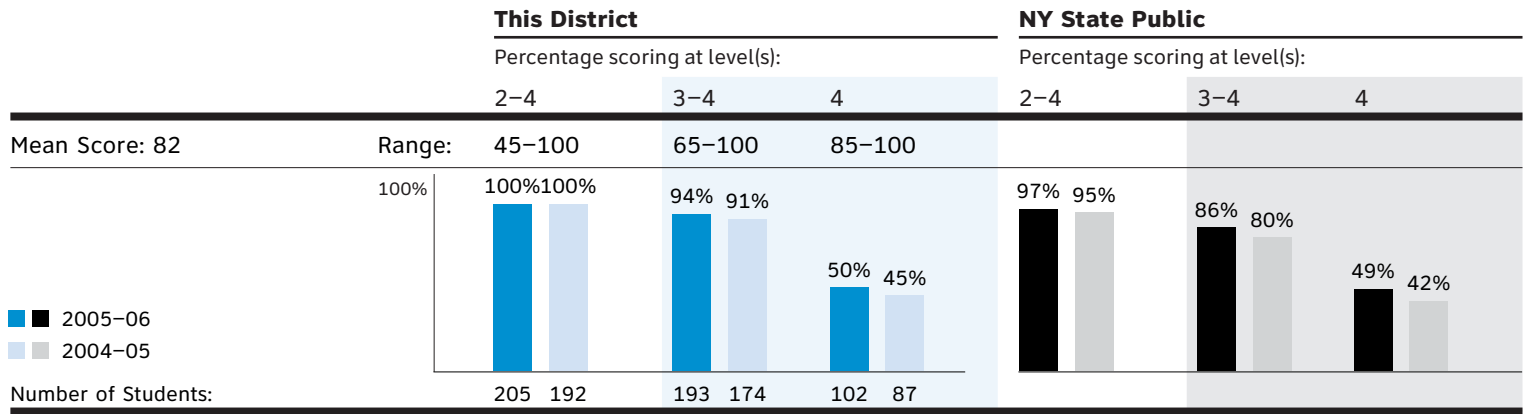
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	—	—	—	1	—	—	—

District **CORTLAND CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	206	100%	94%	50%	192	100%	91%	45%
Female	117	99%	92%	47%	103	100%	88%	37%
Male	89	100%	96%	53%	89	100%	93%	55%
American Indian or Alaska Native	1	-	-	-				
Black or African American	11	-	-	-	7	100%	71%	29%
Hispanic or Latino	3	-	-	-	7	100%	86%	43%
Asian or Native Hawaiian/Other Pacific Islander								
White	191	99%	94%	52%	178	100%	92%	46%
Small Group Totals	15	100%	93%	20%				
General-Education Students	174	100%	97%	53%	166	100%	91%	46%
Students with Disabilities	32	97%	75%	31%	26	100%	88%	38%
English Proficient	205	-	-	-	187	100%	91%	46%
Limited English Proficient	1	-	-	-	5	100%	80%	20%
Economically Disadvantaged	84	100%	89%	32%	87	100%	83%	30%
Not Disadvantaged	122	99%	97%	61%	105	100%	97%	58%
Migrant	6	100%	100%	17%	1	-	-	-
Not Migrant	200	100%	94%	51%	191	-	-	-

NOTES

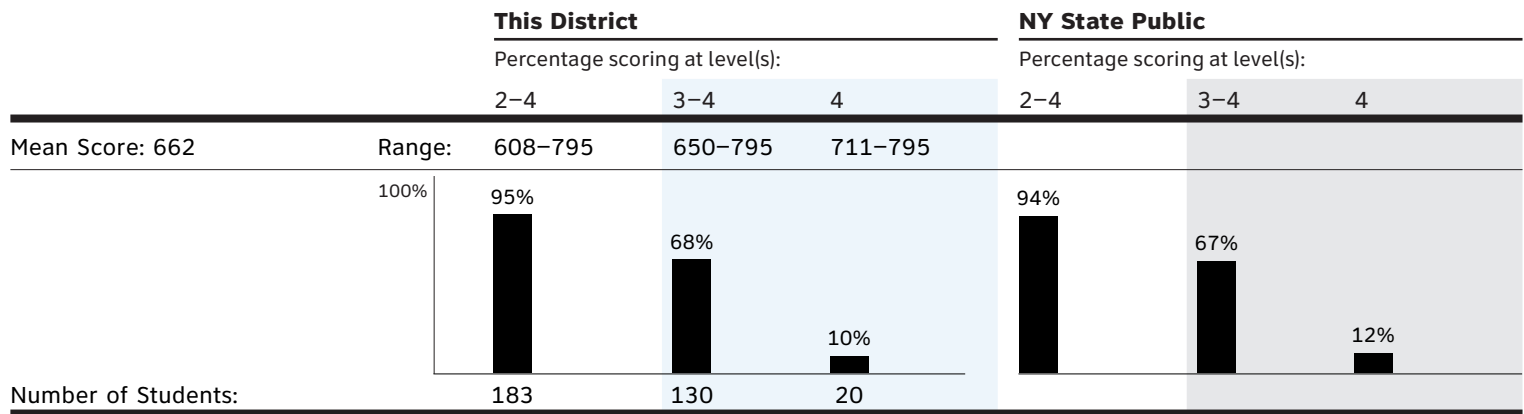
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	1	-	-	-

District **CORTLAND CITY SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	192	95%	68%	10%				
Female	101	97%	67%	11%				
Male	91	93%	68%	10%				
American Indian or Alaska Native								
Black or African American	12	83%	33%	0%				
Hispanic or Latino	10	90%	70%	0%				
Asian or Native Hawaiian/Other Pacific Islander								
White	170	96%	70%	12%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	153	97%	75%	13%				
Students with Disabilities	39	87%	41%	0%				
English Proficient	189	—	—	—				
Limited English Proficient	3	—	—	—				
Economically Disadvantaged	91	91%	53%	7%				
Not Disadvantaged	101	99%	81%	14%				
Migrant	3	—	—	—				
Not Migrant	189	—	—	—				

NOTES

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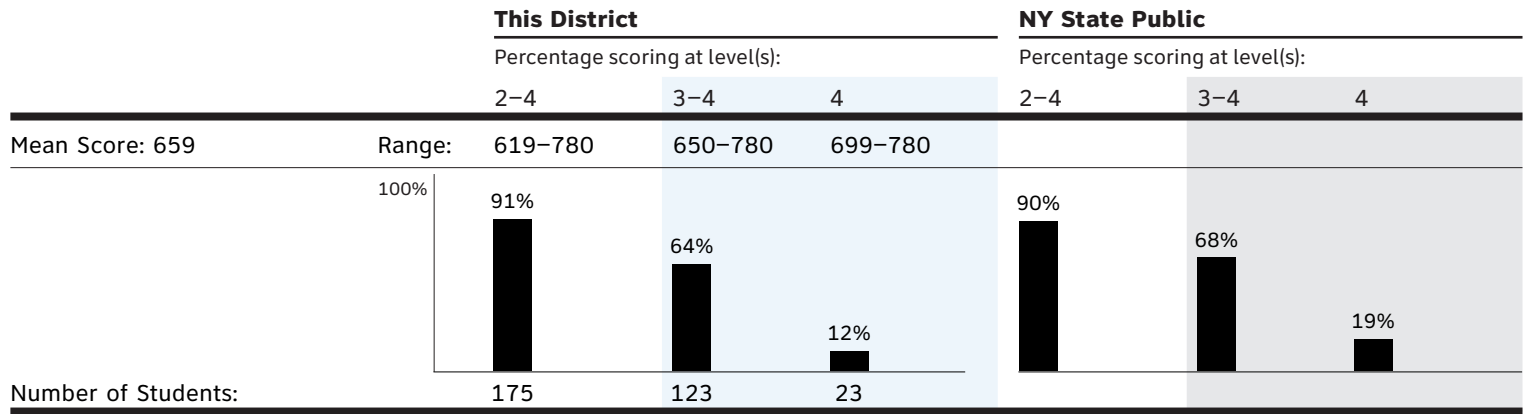
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	—	—	—	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): [†] Grade 5	0							
					N/A	N/A	N/A	N/A

[†] Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **CORTLAND CITY SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	192	91%	64%	12%				
Female	102	86%	57%	8%				
Male	90	97%	72%	17%				
American Indian or Alaska Native								
Black or African American	12	75%	33%	0%				
Hispanic or Latino	10	80%	60%	10%				
Asian or Native Hawaiian/Other Pacific Islander								
White	170	93%	66%	13%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	154	95%	70%	14%				
Students with Disabilities	38	74%	39%	3%				
English Proficient	189	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	90	87%	50%	8%				
Not Disadvantaged	102	95%	76%	16%				
Migrant	3	-	-	-				
Not Migrant	189	-	-	-				

NOTES

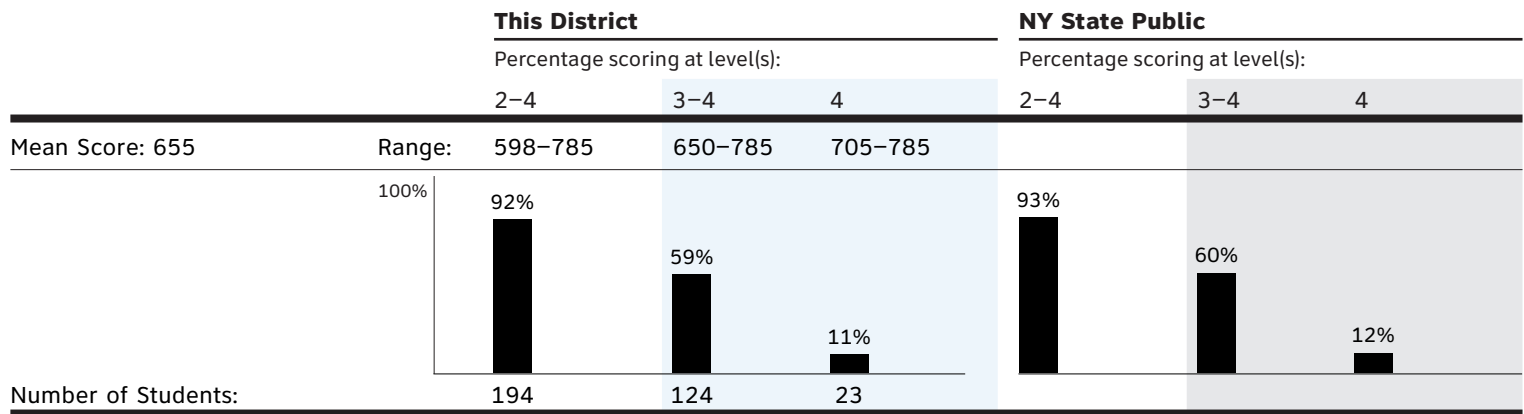
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	-	-	-	This test was not given in 2004-05.			

District **CORTLAND CITY SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	211	92%	59%	11%				
Female	103	89%	58%	12%				
Male	108	94%	59%	10%				
American Indian or Alaska Native								
Black or African American	18	83%	28%	6%				
Hispanic or Latino	6	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—				
White	186	93%	61%	11%	This test was not given in 2004-05.			
Small Group Totals	7	86%	71%	14%				
General-Education Students	155	99%	75%	15%				
Students with Disabilities	56	71%	13%	0%				
English Proficient	210	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	94	86%	44%	5%				
Not Disadvantaged	117	97%	71%	15%				
Migrant	3	—	—	—				
Not Migrant	208	—	—	—				

NOTES

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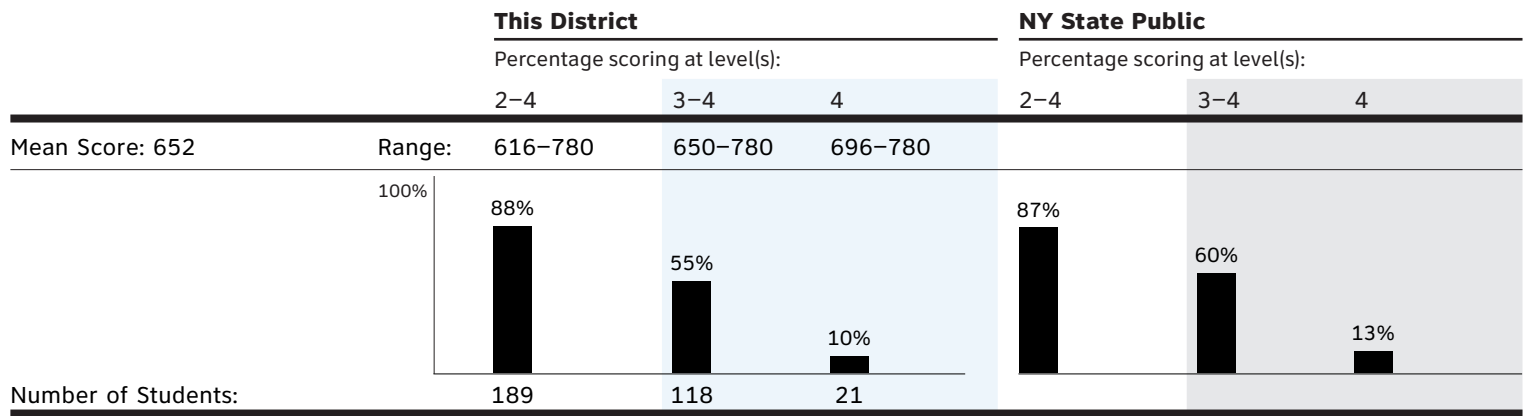
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **CORTLAND CITY SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	216	88%	55%	10%				
Female	105	86%	54%	10%				
Male	111	89%	55%	9%				
American Indian or Alaska Native								
Black or African American	19	63%	42%	5%				
Hispanic or Latino	6	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—				
White	190	91%	57%	11%	This test was not given in 2004-05.			
Small Group Totals	7	71%	29%	0%				
General-Education Students	159	97%	67%	13%				
Students with Disabilities	57	61%	19%	0%				
English Proficient	215	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	98	81%	38%	5%				
Not Disadvantaged	118	93%	69%	14%				
Migrant	4	—	—	—				
Not Migrant	212	—	—	—				

NOTES

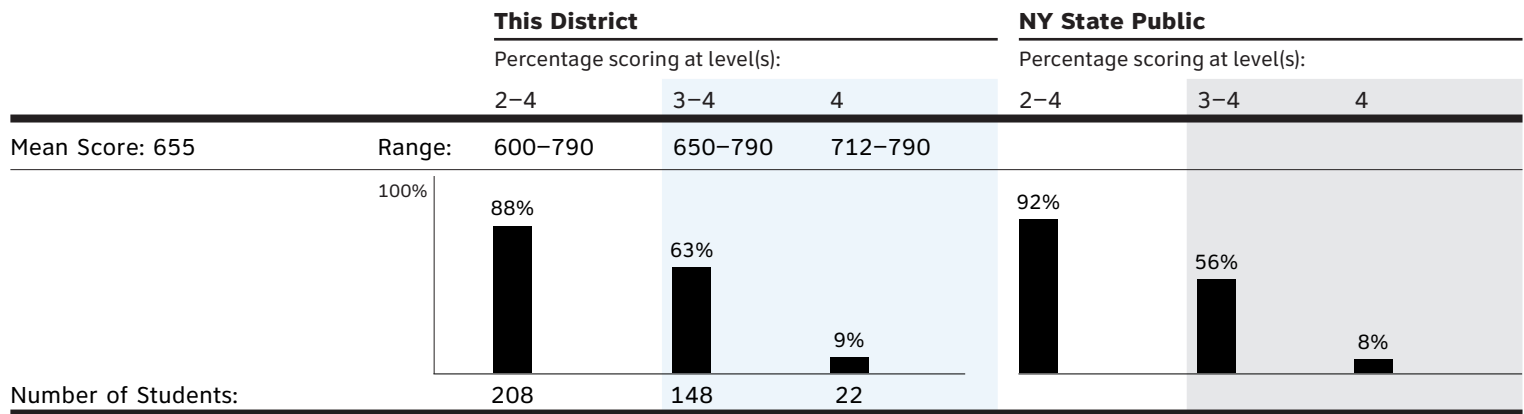
The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				This test was not given in 2004-05.			

District **CORTLAND CITY SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	236	88%	63%	9%				
Female	114	91%	68%	13%				
Male	122	85%	57%	6%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	12	100%	58%	8%				
Hispanic or Latino	4	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—				
White	218	89%	63%	10%	This test was not given in 2004-05.			
Small Group Totals	6	50%	50%	0%				
General-Education Students	188	96%	78%	12%				
Students with Disabilities	48	58%	4%	0%				
English Proficient	236	88%	63%	9%				
Limited English Proficient								
Economically Disadvantaged	91	71%	40%	4%				
Not Disadvantaged	145	99%	77%	12%				
Migrant	3	—	—	—				
Not Migrant	233	—	—	—				

NOTES

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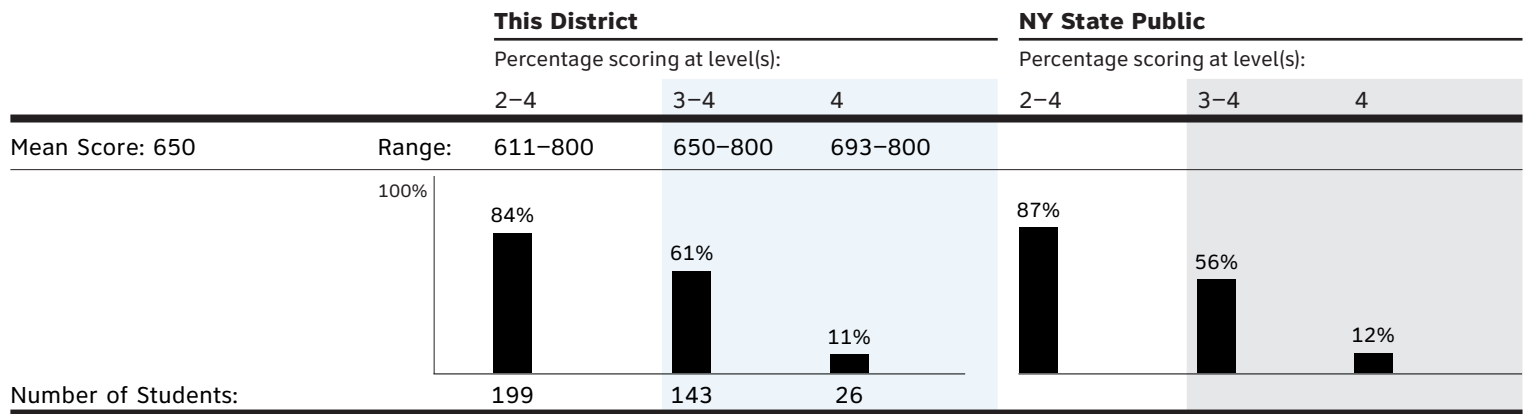
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	—	—	—	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0							
					N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **CORTLAND CITY SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	236	84%	61%	11%				
Female	115	85%	63%	12%				
Male	121	83%	59%	10%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	12	83%	50%	8%				
Hispanic or Latino	4	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—				
White	218	85%	62%	11%	This test was not given in 2004-05.			
Small Group Totals	6	67%	17%	0%				
General-Education Students	188	96%	72%	14%				
Students with Disabilities	48	40%	15%	0%				
English Proficient	236	84%	61%	11%				
Limited English Proficient								
Economically Disadvantaged	91	68%	38%	5%				
Not Disadvantaged	145	94%	74%	14%				
Migrant	3	—	—	—				
Not Migrant	233	—	—	—				

NOTES

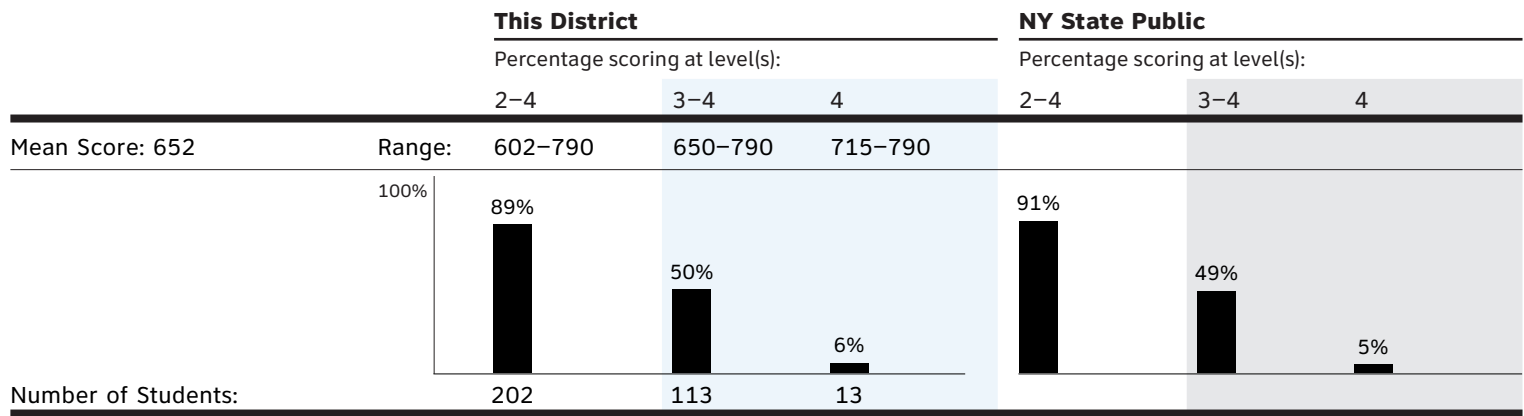
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				This test was not given in 2004-05.			

District **CORTLAND CITY SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	226	89%	50%	6%				
Female	110	92%	57%	6%				
Male	116	87%	43%	5%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	9	89%	33%	11%				
Hispanic or Latino	4	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—				
White	210	90%	51%	6%				
Small Group Totals	7	86%	43%	0%				
General-Education Students	182	97%	61%	7%				
Students with Disabilities	44	57%	5%	0%				
English Proficient	225	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	71	75%	28%	1%				
Not Disadvantaged	155	96%	60%	8%				
Migrant	1	—	—	—				
Not Migrant	225	—	—	—				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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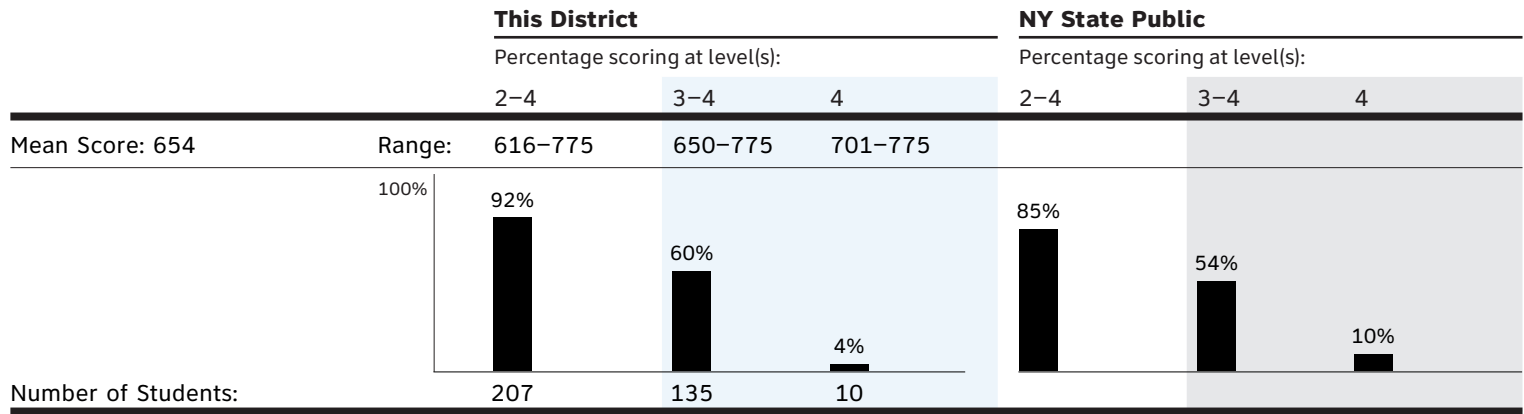
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	—	—	—	0			
New York State English as a Second Language Achievement Test (NYSESLAT): [†] Grade 8	0				1	—	—	N/A

[†] Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **CORTLAND CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	226	92%	60%	4%				
Female	111	94%	61%	5%				
Male	115	90%	58%	4%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	9	89%	44%	11%				
Hispanic or Latino	4	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—				
White	210	92%	61%	4%				
Small Group Totals	7	86%	43%	0%				
General-Education Students	183	99%	72%	5%				
Students with Disabilities	43	60%	7%	0%				
English Proficient	225	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	71	83%	38%	1%				
Not Disadvantaged	155	95%	70%	6%				
Migrant	1	—	—	—				
Not Migrant	225	—	—	—				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

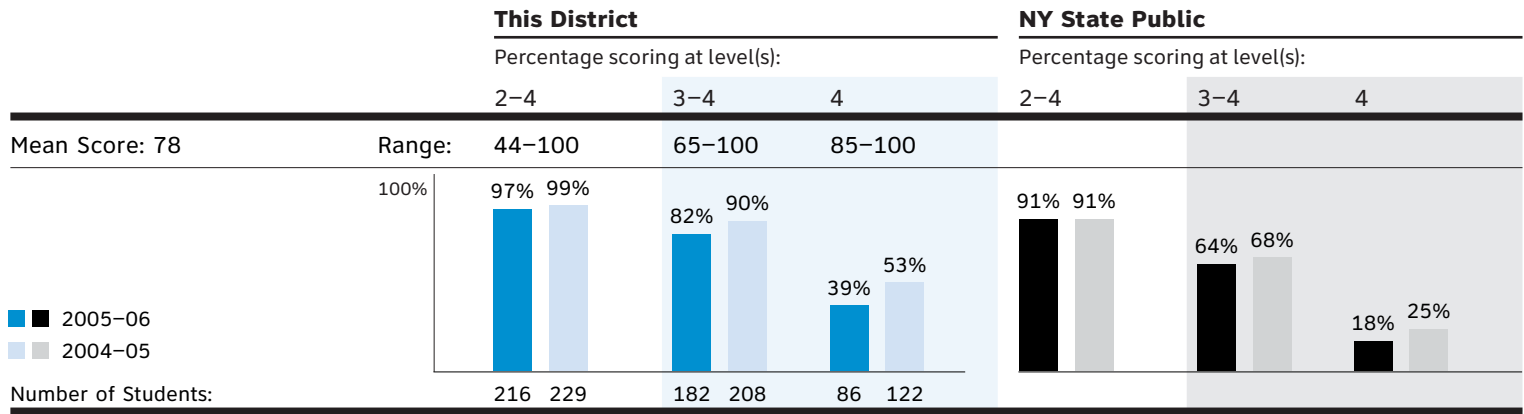
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	—	—	—	0			

District **CORTLAND CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	223	97%	82%	39%	231	99%	90%	53%
Female	111	98%	78%	38%	115	99%	89%	55%
Male	112	96%	85%	39%	116	99%	91%	51%
American Indian or Alaska Native	1	-	-	-				
Black or African American	9	89%	67%	11%	7	86%	86%	43%
Hispanic or Latino	4	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	207	98%	84%	41%	224	100%	90%	53%
Small Group Totals	7	86%	43%	14%				
General-Education Students	183	100%	91%	45%	187	100%	97%	64%
Students with Disabilities	40	83%	40%	8%	44	95%	61%	7%
English Proficient	222	-	-	-	230	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	69	91%	68%	19%	72	97%	83%	32%
Not Disadvantaged	154	99%	88%	47%	159	100%	93%	62%
Migrant	1	-	-	-				
Not Migrant	222	-	-	-	231	99%	90%	53%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	0			
Regents Science	0				0			

District **CORTLAND CITY SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

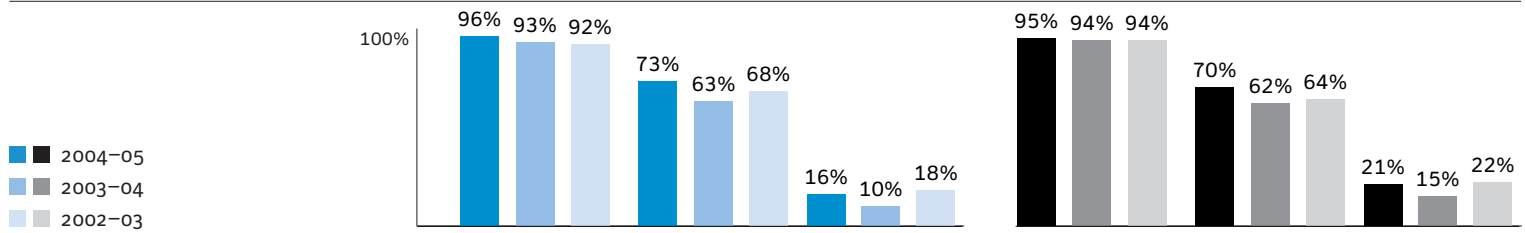
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	7	45	111	31	194	663
Feb 2004	15	69	121	24	229	653
Feb 2003	17	51	108	38	214	659

Grade 8

This School

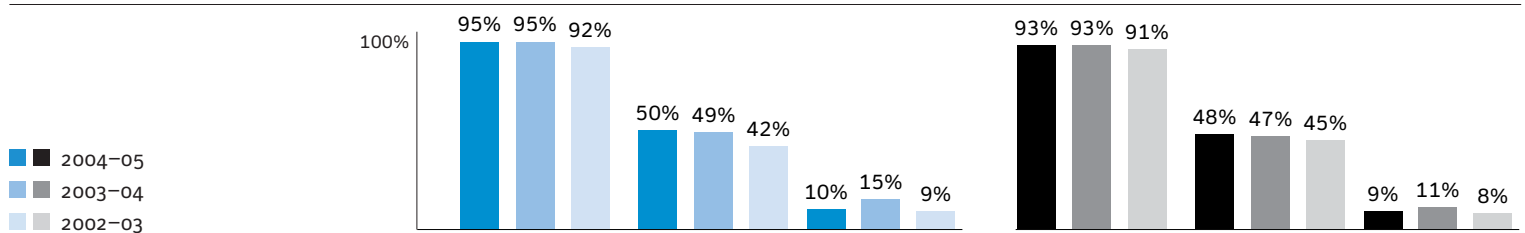
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	11	108	97	23	239	700
Jan 2004	12	108	80	35	235	703
Jan 2003	18	116	77	22	233	695

District **CORTLAND CITY SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

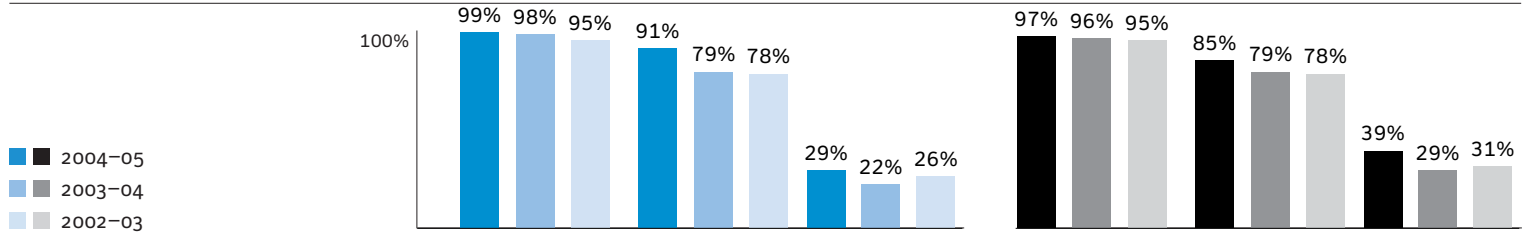
Percentage scoring at level(s):

2-4	3-4	4
Range: 602-810	637-810	678-810

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	2	16	119	56	193	668
May 2004	5	41	127	48	221	659
May 2003	11	37	112	56	216	658

Grade 8

This School

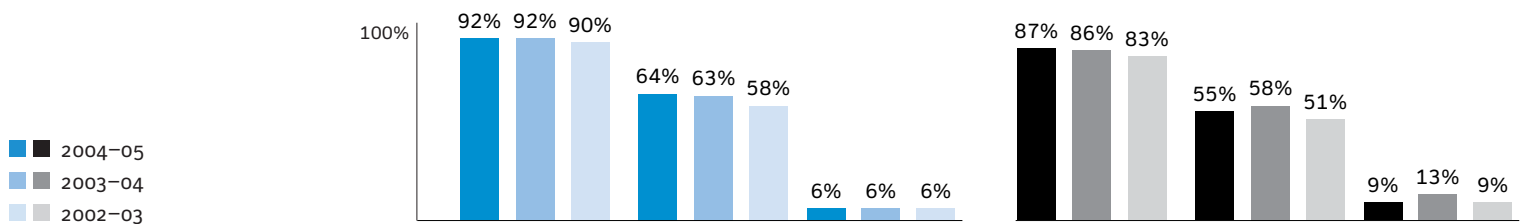
Percentage scoring at level(s):

2-4	3-4	4
Range: 681-882	716-882	760-882

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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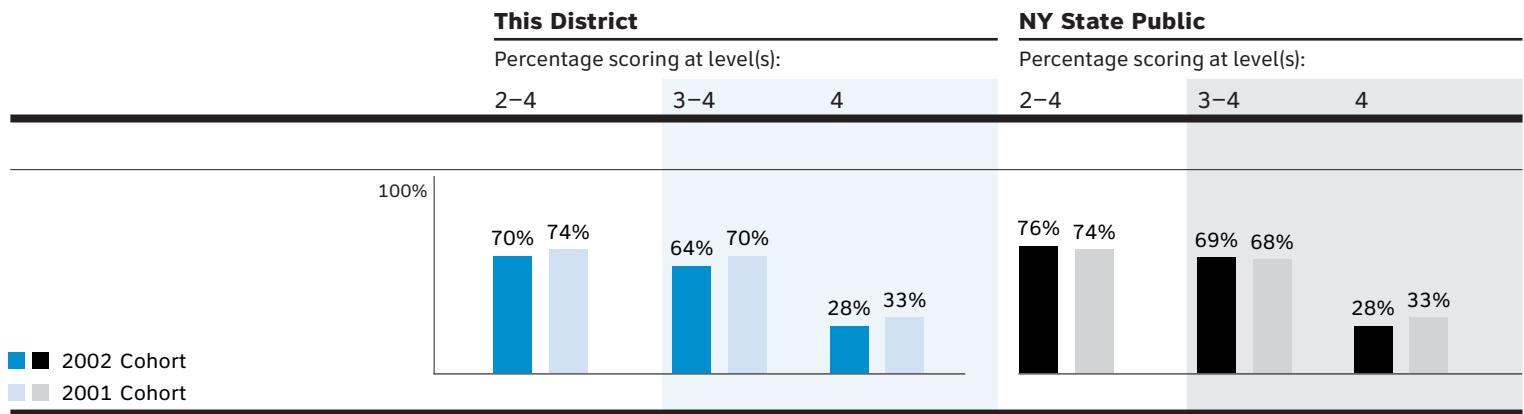


Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	18	66	137	14	235	724
May 2004	18	69	136	14	237	721
May 2003	24	73	121	14	232	718

District **CORTLAND CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	237	70%	64%	28%	210	74%	70%	33%
Female	116	69%	60%	28%	81	79%	79%	42%
Male	121	72%	67%	27%	129	71%	64%	27%
American Indian or Alaska Native								
Black or African American	6	67%	67%	17%	7	—	—	—
Hispanic or Latino	4	—	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	1	—	—	—
White	224	71%	63%	27%	200	76%	71%	34%
Small Group Totals	7	71%	71%	57%	10	50%	40%	20%
General-Education Students	199	78%	73%	33%	178	83%	79%	39%
Students with Disabilities	38	29%	16%	3%	32	28%	16%	0%
English Proficient	231	70%	64%	28%	207	—	—	—
Limited English Proficient	6	83%	67%	33%	3	—	—	—
Economically Disadvantaged	41	44%	24%	7%				
Not Disadvantaged	196	76%	72%	32%				
Migrant	1	—	—	—				
Not Migrant	236	—	—	—				

NOTES

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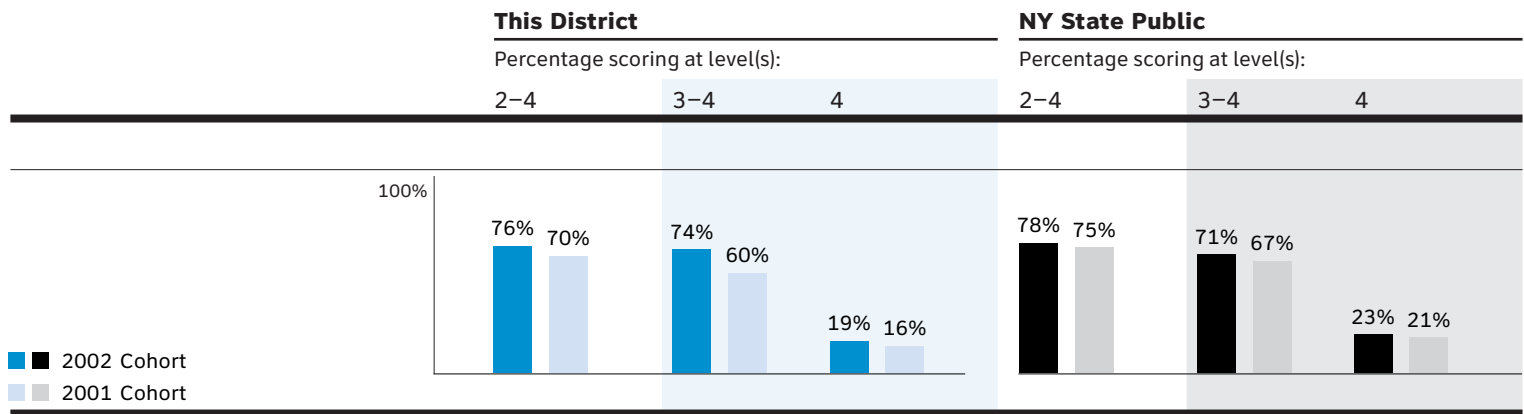
Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	1	—	—	—	2	—	—	—

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **CORTLAND CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	237	76%	74%	19%	210	70%	60%	16%
Female	116	73%	72%	21%	81	68%	60%	19%
Male	121	78%	76%	18%	129	72%	60%	15%
American Indian or Alaska Native								
Black or African American	6	67%	67%	0%	7	—	—	—
Hispanic or Latino	4	—	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	1	—	—	—
White	224	75%	74%	20%	200	72%	61%	17%
Small Group Totals	7	86%	86%	29%	10	40%	40%	0%
General-Education Students	199	84%	83%	23%	178	79%	67%	19%
Students with Disabilities	38	29%	24%	3%	32	22%	22%	0%
English Proficient	231	75%	74%	19%	207	—	—	—
Limited English Proficient	6	83%	83%	33%	3	—	—	—
Economically Disadvantaged	41	54%	54%	2%				
Not Disadvantaged	196	80%	78%	23%				
Migrant	1	—	—	—				
Not Migrant	236	—	—	—				

NOTES

The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	1	—	—	—	3	—	—	—

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

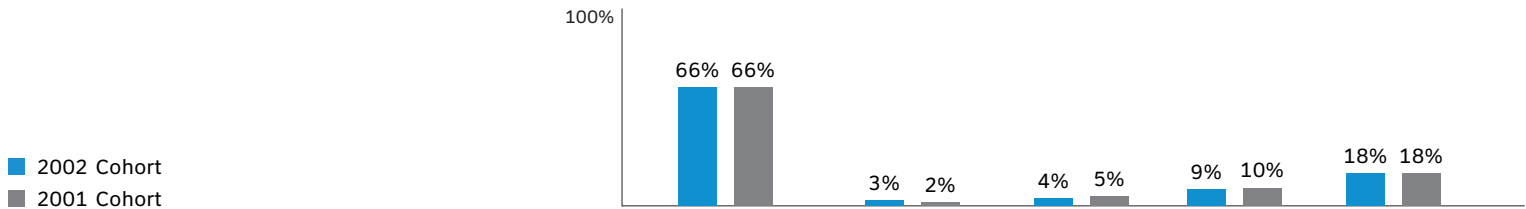
District **CORTLAND CITY SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	237	66%	3%	4%	9%	18%
	2001	210	66%	2%	5%	10%	18%
Female	2002	116	65%	2%	3%	8%	22%
	2001	81	74%	0%	2%	6%	17%
Male	2002	121	67%	4%	4%	11%	14%
	2001	129	61%	3%	6%	12%	18%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	6	50%	0%	0%	17%	33%
	2001	7	—	—	—	—	—
Hispanic or Latino	2002	4	—	—	—	—	—
	2001	2	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2002	3	—	—	—	—	—
	2001	1	—	—	—	—	—
White	2002	224	66%	3%	4%	9%	17%
	2001	200	68%	2%	5%	9%	17%
Small Group Totals	2002	7	71%	0%	0%	0%	29%
	2001	10	40%	0%	0%	30%	30%
General-Education Students	2002	199	72%	0%	4%	8%	17%
	2001	178	75%	0%	6%	7%	13%
Students with Disabilities	2002	38	34%	18%	5%	18%	24%
	2001	32	19%	13%	0%	25%	44%
English Proficient	2002	231	65%	3%	4%	10%	19%
	2001	207	—	—	—	—	—
Limited English Proficient	2002	6	100%	0%	0%	0%	0%
	2001	3	—	—	—	—	—
Economically Disadvantaged	2002	41	41%	10%	0%	22%	27%
Not Disadvantaged	2002	196	71%	2%	5%	7%	16%
Migrant	2002	1	—	—	—	—	—
Not Migrant	2002	236	—	—	—	—	—

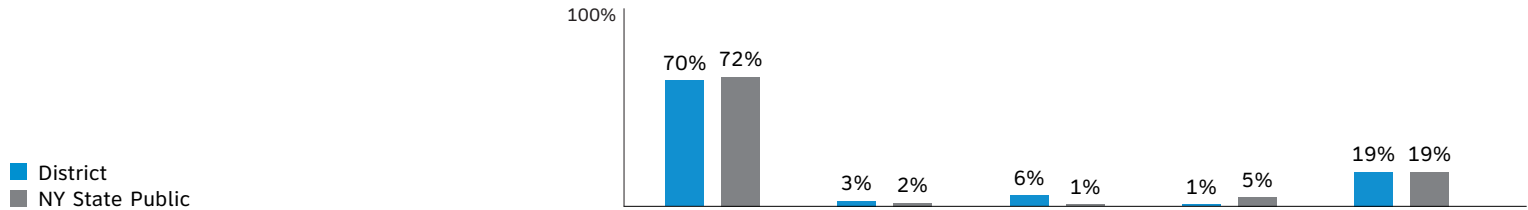
NOTES

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District **CORTLAND CITY SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	213	70%	3%	6%	1%	19%
Female	82	76%	2%	4%	1%	17%
Male	131	67%	4%	8%	1%	21%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	6	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—
White	204	71%	3%	6%	1%	19%
Small Group Totals	9	67%	0%	0%	0%	33%
General-Education Students	179	79%	0%	7%	0%	14%
Students with Disabilities	34	24%	21%	3%	6%	47%
English Proficient	210	—	—	—	—	—
Limited English Proficient	3	—	—	—	—	—
Economically Disadvantaged	37	43%	11%	8%	3%	35%
Not Disadvantaged	176	76%	2%	6%	1%	16%
Migrant	1	—	—	—	—	—
Not Migrant	212	—	—	—	—	—

NOTES

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