



The New York State Report Card 2011–12

District **CORTLAND CITY SCHOOL DISTRICT**
District ID **11-02-00-01-0000**
Superintendent **JOHN LUTZ**
Telephone **(607) 758-4100**
Grades **PK-12, UE, US**
Need/Resource
Capacity Category **High Need/Resource**
Urban-Suburban Districts

The New York State 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 school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or 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 supports.

This report includes:

1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

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

1 Profile

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	150	141	178
Kindergarten	220	229	205
Grade 1	198	213	220
Grade 2	244	192	210
Grade 3	212	238	189
Grade 4	197	206	228
Grade 5	199	189	196
Grade 6	201	197	186
Ungraded Elementary	7	7	11
Grade 7	219	212	213
Grade 8	212	211	201
Grade 9	203	212	204
Grade 10	214	197	194
Grade 11	196	210	181
Grade 12	187	195	200
Ungraded Secondary	0	7	9
Total K-12	2709	2715	2647

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	21	21	22
Grade 8			
English	21	20	20
Mathematics	19	20	19
Science	22	21	17
Social Studies	21	21	20
Grade 10			
English	18	20	19
Mathematics	14	16	18
Science	19	21	20
Social Studies	18	22	21

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 school's and 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 school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

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.

1 Profile

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	879	32%	970	36%	1134	43%
Reduced Price Lunch	207	8%	189	7%	185	7%
Limited English Proficient	6	0%	7	0%	6	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	4	0%	3	0%
Black or African American	148	5%	151	6%	140	5%
Hispanic or Latino	61	2%	67	2%	91	3%
Asian or Native Hawaiian/Other Pacific Islander	24	1%	29	1%	31	1%
White	2412	89%	2439	90%	2338	88%
Multiracial	61	2%	25	1%	44	2%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		95%		94%		94%
Student Suspensions	167	6%	158	6%	143	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.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was 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 the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

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.

1 Profile

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	240	227	226
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer than Three Years of Experience	12%	5%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	10%	10%	9%
Total Number of Core Classes	619	595	524
Percent Not Taught by Highly Qualified Teachers in This School*	N/A	N/A	N/A
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	876	825	800
Percent Taught by Teachers Without Appropriate Certification	1%	1%	2%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	19%	21%	21%
Turnover Rate of All Teachers	9%	12%	8%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	30	34	31
Total Paraprofessionals*	89	87	93
Assistant Principals	0	0	0
Principals	9	7	8

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

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.

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

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

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

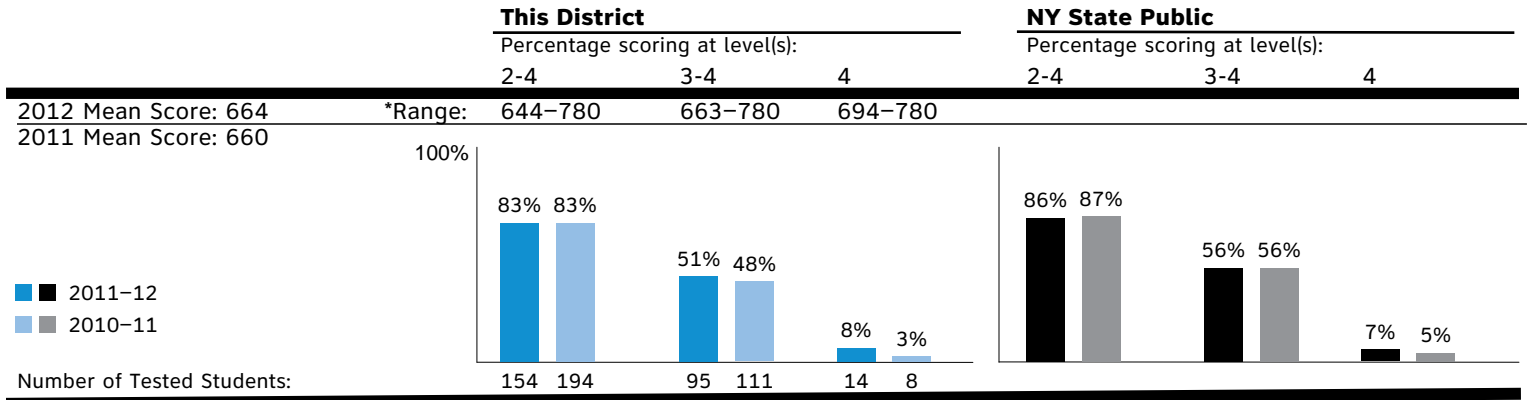
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Results in Grade 3 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 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	185	83%	51%	8%	233	83%	48%	3%
Female	92	89%	52%	10%	129	82%	52%	3%
Male	93	77%	51%	5%	104	85%	42%	4%
American Indian or Alaska Native								
Black or African American	8	63%	13%	0%	13	77%	15%	0%
Hispanic or Latino	9	100%	56%	11%	10	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	4	–	–	–
White	160	84%	54%	8%	206	83%	50%	4%
Multiracial	7	–	–	–				
Small Group Totals	8	63%	25%	0%	14	86%	43%	0%
General-Education Students	169	88%	56%	8%	205	91%	53%	4%
Students with Disabilities	16	38%	6%	0%	28	29%	11%	0%
English Proficient	183	–	–	–	233	83%	48%	3%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	101	74%	37%	0%	139	77%	33%	1%
Not Disadvantaged	84	94%	69%	17%	94	93%	69%	7%
Migrant	1	–	–	–	1	–	–	–
Not Migrant	184	–	–	–	232	–	–	–

NOTES

The – symbol indicates that data for a group of students have 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.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments

	2011–12 School Year				2010–11 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	1	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

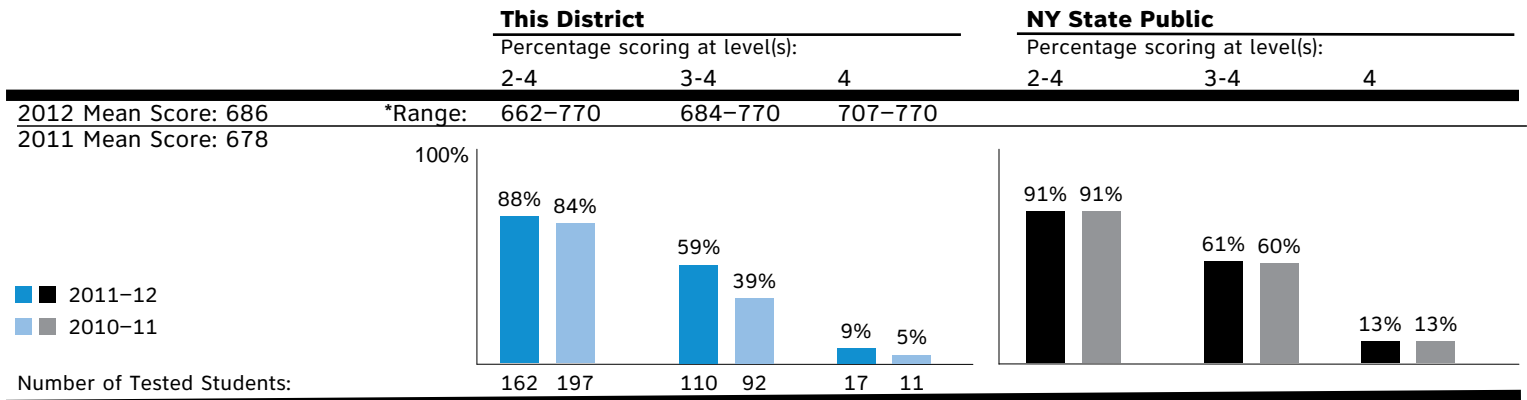
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Results in Grade 3 Mathematics



Results by Student Group

	2011-12 School Year				2010-11 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	185	88%	59%	9%	234	84%	39%	5%
Female	92	88%	64%	10%	129	81%	42%	5%
Male	93	87%	55%	9%	105	89%	36%	5%
American Indian or Alaska Native								
Black or African American	8	63%	38%	0%	13	85%	23%	0%
Hispanic or Latino	9	100%	56%	11%	10	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	4	-	-	-
White	160	88%	62%	10%	207	84%	41%	5%
Multiracial	7	-	-	-				
Small Group Totals	8	88%	38%	0%	14	93%	36%	7%
General-Education Students	168	91%	64%	10%	205	90%	44%	5%
Students with Disabilities	17	53%	12%	0%	29	41%	3%	0%
English Proficient	183	-	-	-	234	84%	39%	5%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	101	82%	43%	1%	140	78%	20%	0%
Not Disadvantaged	84	94%	80%	19%	94	94%	68%	12%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	184	-	-	-	233	-	-	-

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments

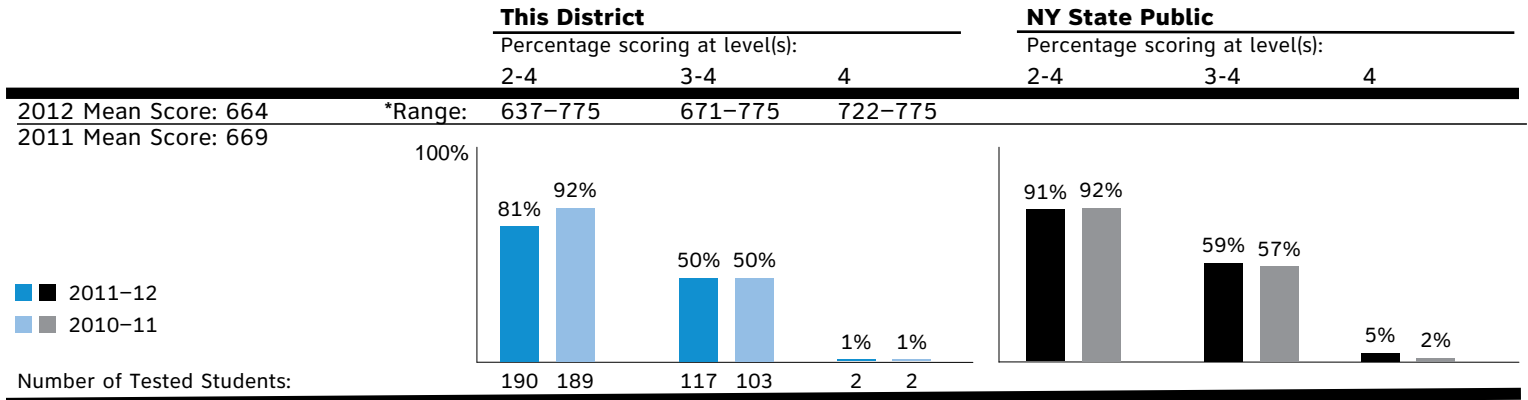
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	-	-	-	2	-	-	-

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Results in Grade 4 English Language Arts



Results by Student Group

	2011-12 School Year				2010-11 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	234	81%	50%	1%	205	92%	50%	1%
Female	131	79%	53%	2%	95	94%	55%	1%
Male	103	83%	47%	0%	110	91%	46%	1%
American Indian or Alaska Native					1	-	-	-
Black or African American	12	83%	33%	0%	9	89%	33%	0%
Hispanic or Latino	10	100%	60%	0%	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	205	80%	51%	0%	190	93%	52%	1%
Multiracial	5	-	-	-	1	-	-	-
Small Group Totals	7	86%	43%	14%	6	67%	33%	0%
General-Education Students	201	89%	58%	1%	187	96%	55%	1%
Students with Disabilities	33	33%	3%	0%	18	50%	6%	0%
English Proficient	234	81%	50%	1%	205	92%	50%	1%
Limited English Proficient								
Economically Disadvantaged	142	73%	35%	0%	99	88%	31%	0%
Not Disadvantaged	92	95%	73%	2%	106	96%	68%	2%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	233	-	-	-	204	-	-	-

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments

	2011-12 School Year				2010-11 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	6	6	6	6	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

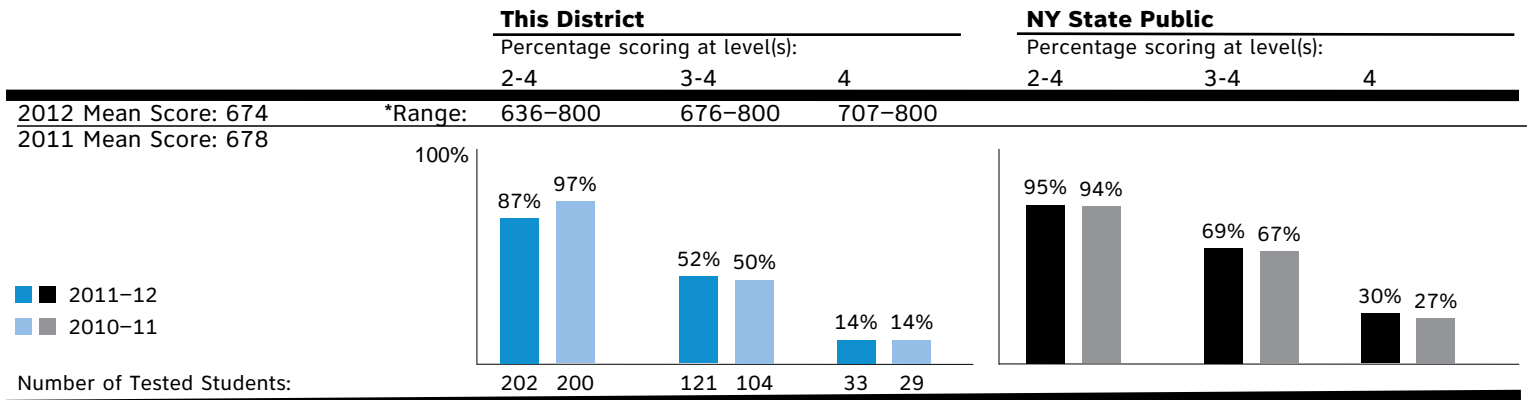
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Results in Grade 4 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 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	233	87%	52%	14%	206	97%	50%	14%
Female	131	83%	50%	14%	96	100%	50%	11%
Male	102	91%	54%	15%	110	95%	51%	16%
American Indian or Alaska Native					1	–	–	–
Black or African American	12	75%	50%	0%	9	100%	33%	0%
Hispanic or Latino	10	100%	70%	0%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	204	86%	51%	15%	191	97%	51%	14%
Multiracial	5	–	–	–	1	–	–	–
Small Group Totals	7	100%	43%	29%	6	100%	50%	33%
General-Education Students	201	95%	60%	16%	188	99%	55%	15%
Students with Disabilities	32	38%	3%	0%	18	78%	6%	0%
English Proficient	233	87%	52%	14%	206	97%	50%	14%
Limited English Proficient								
Economically Disadvantaged	142	82%	36%	7%	100	96%	39%	9%
Not Disadvantaged	91	95%	77%	25%	106	98%	61%	19%
Migrant	1	–	–	–	1	–	–	–
Not Migrant	232	–	–	–	205	–	–	–

NOTES

The – symbol indicates that data for a group of students have 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.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

Other Assessments

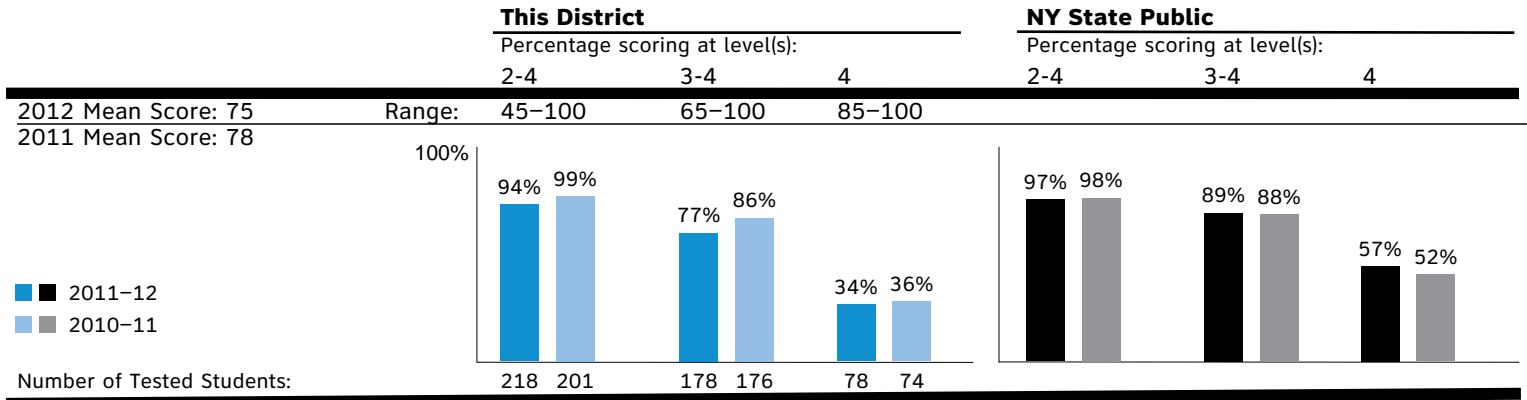
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	6	4	3	–	–	–

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Results in Grade 4 Science



Results by Student Group

	2011-12 School Year				2010-11 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	232	94%	77%	34%	204	99%	86%	36%
Female	129	92%	75%	41%	95	100%	86%	35%
Male	103	96%	79%	24%	109	97%	86%	38%
American Indian or Alaska Native					1	-	-	-
Black or African American	12	83%	67%	33%	9	100%	78%	22%
Hispanic or Latino	10	100%	90%	30%	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	203	94%	76%	33%	189	98%	87%	37%
Multiracial	5	-	-	-	1	-	-	-
Small Group Totals	7	100%	86%	43%	6	100%	83%	50%
General-Education Students	200	97%	84%	39%	186	100%	91%	39%
Students with Disabilities	32	75%	31%	0%	18	83%	39%	6%
English Proficient	232	94%	77%	34%	204	99%	86%	36%
Limited English Proficient								
Economically Disadvantaged	141	91%	67%	21%	99	98%	81%	23%
Not Disadvantaged	91	98%	91%	53%	105	99%	91%	49%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	231	-	-	-	203	-	-	-

NOTES

The - symbol indicates that data for a group of students have 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

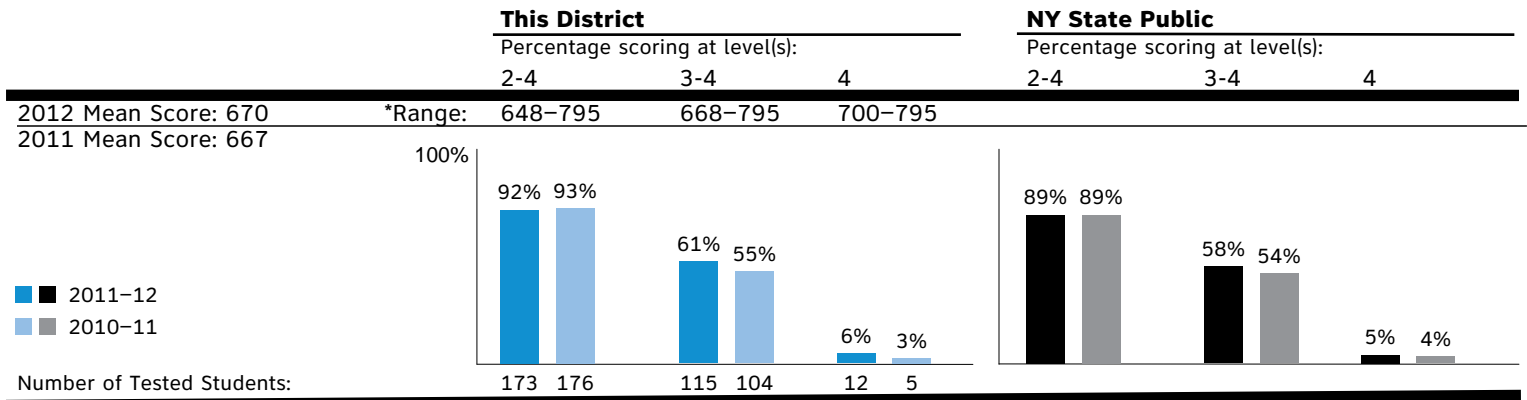
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	6	6	6	6	3	-	-	-

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Results in Grade 5 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 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	189	92%	61%	6%	190	93%	55%	3%
Female	86	98%	66%	8%	96	92%	58%	1%
Male	103	86%	56%	5%	94	94%	51%	4%
American Indian or Alaska Native								
Black or African American	11	91%	55%	0%	17	76%	35%	0%
Hispanic or Latino	4	–	–	–	7	100%	57%	0%
Asian or Native Hawaiian/Other Pacific Islander					5	100%	100%	0%
White	167	92%	62%	7%	161	94%	55%	3%
Multiracial	7	–	–	–				
Small Group Totals	11	82%	45%	9%				
General-Education Students	174	97%	66%	7%	169	98%	61%	3%
Students with Disabilities	15	33%	0%	0%	21	52%	5%	0%
English Proficient	189	92%	61%	6%	190	93%	55%	3%
Limited English Proficient								
Economically Disadvantaged	95	88%	48%	1%	109	92%	43%	2%
Not Disadvantaged	94	95%	73%	12%	81	94%	70%	4%
Migrant	2	–	–	–	1	–	–	–
Not Migrant	187	–	–	–	189	–	–	–

NOTES

The – symbol indicates that data for a group of students have 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.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments

	2011–12 School Year				2010–11 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	3	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

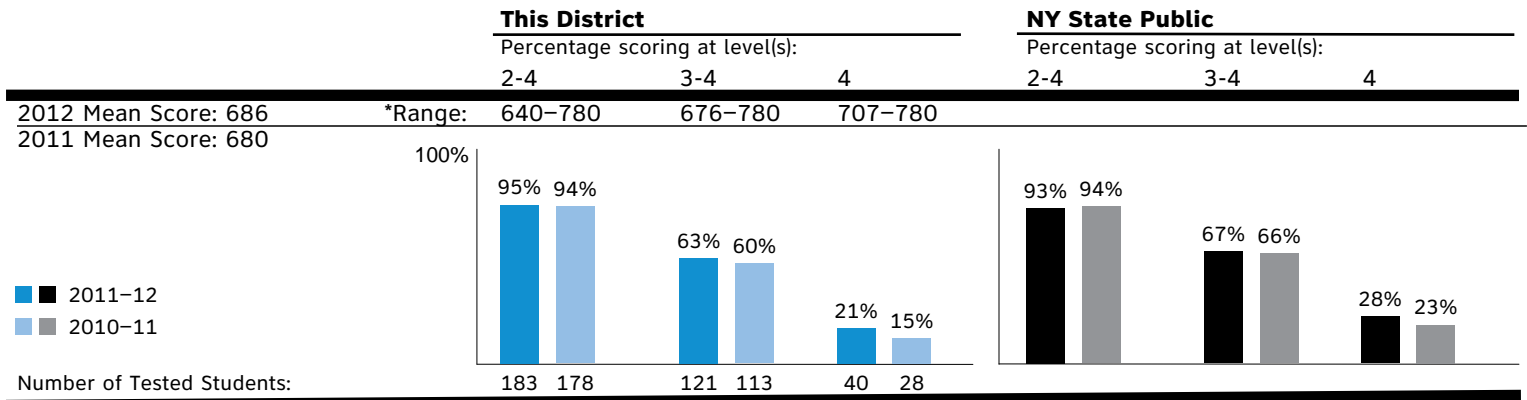
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Results in Grade 5 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	192	95%	63%	21%	189	94%	60%	15%
Female	87	97%	66%	20%	96	95%	55%	10%
Male	105	94%	61%	22%	93	94%	65%	19%
American Indian or Alaska Native								
Black or African American	10	90%	40%	20%	17	76%	41%	6%
Hispanic or Latino	4	–	–	–	7	100%	71%	0%
Asian or Native Hawaiian/Other Pacific Islander					5	100%	100%	80%
White	171	96%	65%	21%	160	96%	60%	14%
Multiracial	7	–	–	–				
Small Group Totals	11	91%	55%	18%				
General-Education Students	174	98%	68%	23%	168	98%	65%	17%
Students with Disabilities	18	67%	17%	0%	21	62%	14%	0%
English Proficient	192	95%	63%	21%	189	94%	60%	15%
Limited English Proficient								
Economically Disadvantaged	96	93%	55%	11%	109	94%	51%	7%
Not Disadvantaged	96	98%	71%	30%	80	95%	71%	25%
Migrant	2	–	–	–	1	–	–	–
Not Migrant	190	–	–	–	188	–	–	–

NOTES

The – symbol indicates that data for a group of students have 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.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments

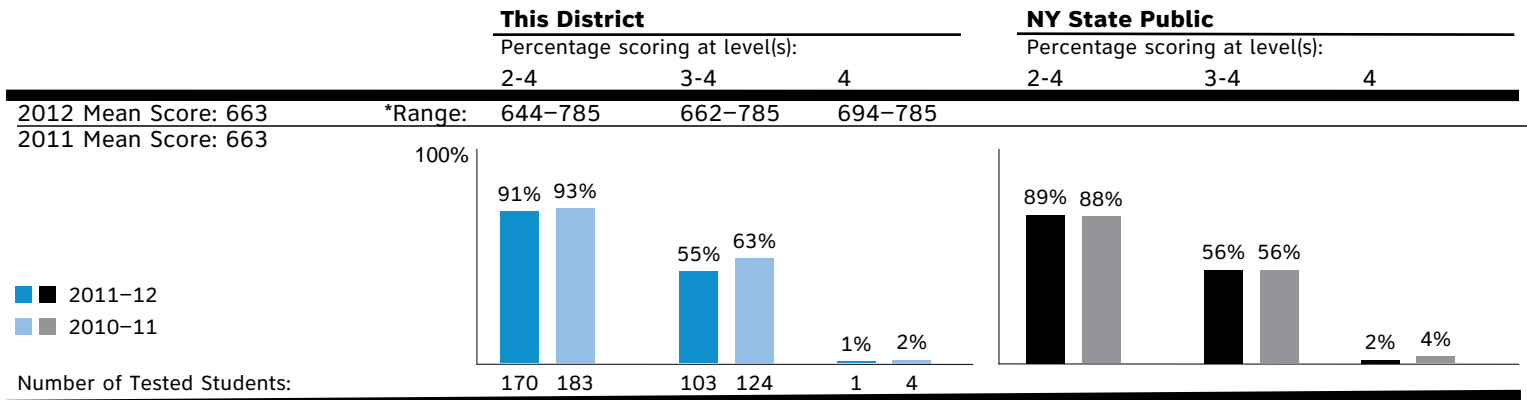
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	–	–	–	2	–	–	–

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Results in Grade 6 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 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	186	91%	55%	1%	197	93%	63%	2%
Female	91	93%	59%	0%	85	95%	56%	4%
Male	95	89%	52%	1%	112	91%	68%	1%
American Indian or Alaska Native								
Black or African American	12	67%	50%	0%	10	–	–	–
Hispanic or Latino	8	100%	50%	0%	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	1	–	–	–
White	159	92%	55%	1%	183	93%	65%	2%
Multiracial	3	–	–	–				
Small Group Totals	7	100%	71%	0%	14	93%	36%	0%
General-Education Students	166	96%	61%	1%	176	97%	68%	2%
Students with Disabilities	20	55%	10%	0%	21	57%	19%	0%
English Proficient	186	91%	55%	1%	197	93%	63%	2%
Limited English Proficient								
Economically Disadvantaged	108	91%	45%	1%	97	90%	53%	1%
Not Disadvantaged	78	92%	69%	0%	100	96%	73%	3%
Migrant	1	–	–	–				
Not Migrant	185	–	–	–	197	93%	63%	2%

NOTES

The – symbol indicates that data for a group of students have 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.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments

	2011–12 School Year				2010–11 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	2	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

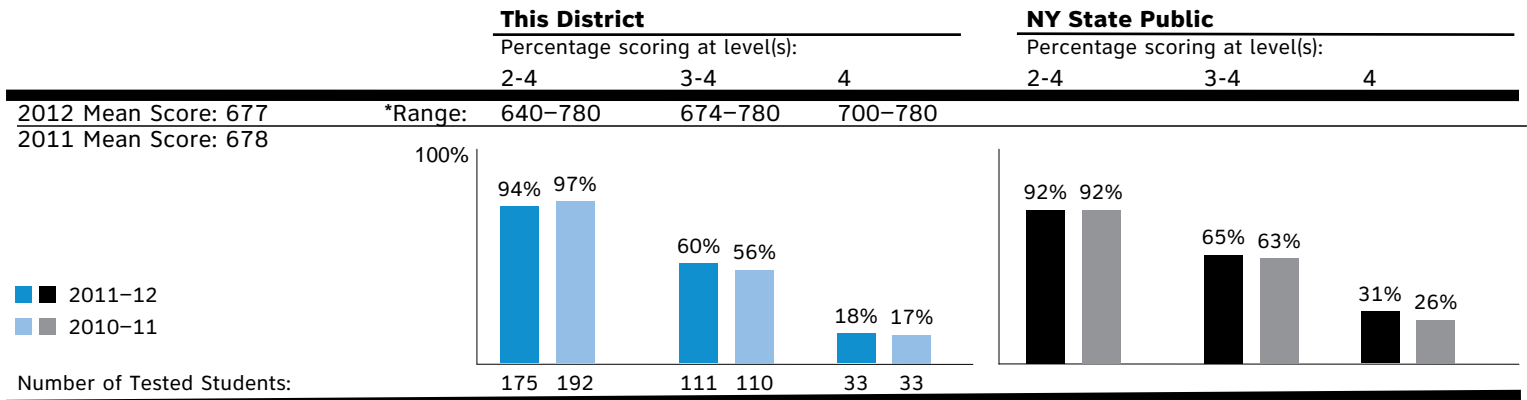
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Results in Grade 6 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 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	186	94%	60%	18%	197	97%	56%	17%
Female	91	93%	56%	19%	85	99%	49%	9%
Male	95	95%	63%	17%	112	96%	61%	22%
American Indian or Alaska Native								
Black or African American	12	75%	58%	8%	10	–	–	–
Hispanic or Latino	8	100%	88%	0%	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	1	–	–	–
White	159	96%	57%	19%	183	97%	57%	18%
Multiracial	3	–	–	–				
Small Group Totals	7	86%	86%	14%	14	100%	36%	0%
General-Education Students	166	98%	66%	20%	176	99%	59%	18%
Students with Disabilities	20	65%	10%	0%	21	81%	29%	10%
English Proficient	186	94%	60%	18%	197	97%	56%	17%
Limited English Proficient								
Economically Disadvantaged	108	93%	49%	11%	97	97%	49%	9%
Not Disadvantaged	78	96%	74%	27%	100	98%	62%	24%
Migrant	1	–	–	–				
Not Migrant	185	–	–	–	197	97%	56%	17%

NOTES

The – symbol indicates that data for a group of students have 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.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

Other Assessments

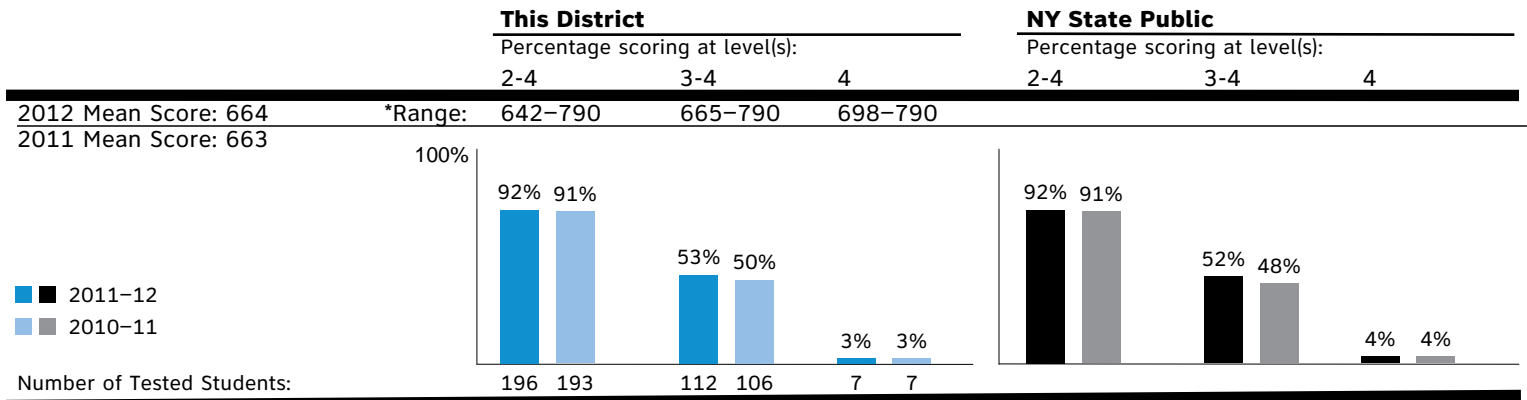
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	–	–	–	1	–	–	–

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Results in Grade 7 English Language Arts



Results by Student Group

	2011-12 School Year				2010-11 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	212	92%	53%	3%	211	91%	50%	3%
Female	95	96%	53%	4%	95	94%	56%	3%
Male	117	90%	53%	3%	116	90%	46%	3%
American Indian or Alaska Native								
Black or African American	9	100%	22%	0%	14	79%	50%	0%
Hispanic or Latino	5	-	-	-	5	100%	60%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	195	92%	55%	4%	192	92%	50%	4%
Multiracial	2	-	-	-				
Small Group Totals	8	100%	38%	0%				
General-Education Students	187	99%	59%	4%	183	98%	57%	4%
Students with Disabilities	25	44%	4%	0%	28	46%	7%	0%
English Proficient	212	92%	53%	3%	211	91%	50%	3%
Limited English Proficient								
Economically Disadvantaged	110	86%	38%	1%	104	85%	33%	0%
Not Disadvantaged	102	99%	69%	6%	107	98%	67%	7%
Migrant								
Not Migrant	212	92%	53%	3%	211	91%	50%	3%

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments

	2011-12 School Year				2010-11 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	3	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

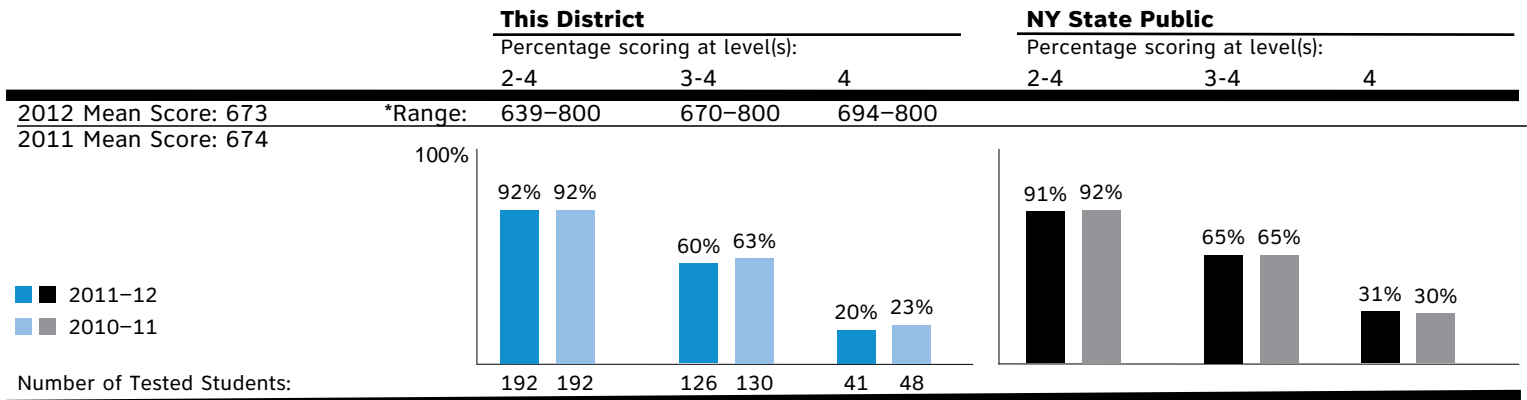
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Results in Grade 7 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 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	209	92%	60%	20%	208	92%	63%	23%
Female	93	91%	52%	16%	93	94%	61%	25%
Male	116	92%	67%	22%	115	91%	63%	22%
American Indian or Alaska Native	9	78%	22%	0%	14	79%	43%	7%
Black or African American	5	–	–	–	5	100%	60%	60%
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	192	92%	62%	20%	189	93%	64%	23%
White	2	–	–	–	2	–	–	–
Multiracial	8	100%	63%	25%	8	100%	63%	25%
Small Group Totals								
General-Education Students	184	97%	66%	22%	182	99%	71%	26%
Students with Disabilities	25	56%	16%	0%	26	42%	4%	0%
English Proficient	209	92%	60%	20%	208	92%	63%	23%
Limited English Proficient								
Economically Disadvantaged	109	87%	50%	12%	101	85%	43%	12%
Not Disadvantaged	100	97%	72%	28%	107	99%	81%	34%
Migrant								
Not Migrant	209	92%	60%	20%	208	92%	63%	23%

NOTES

The – symbol indicates that data for a group of students have 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.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments

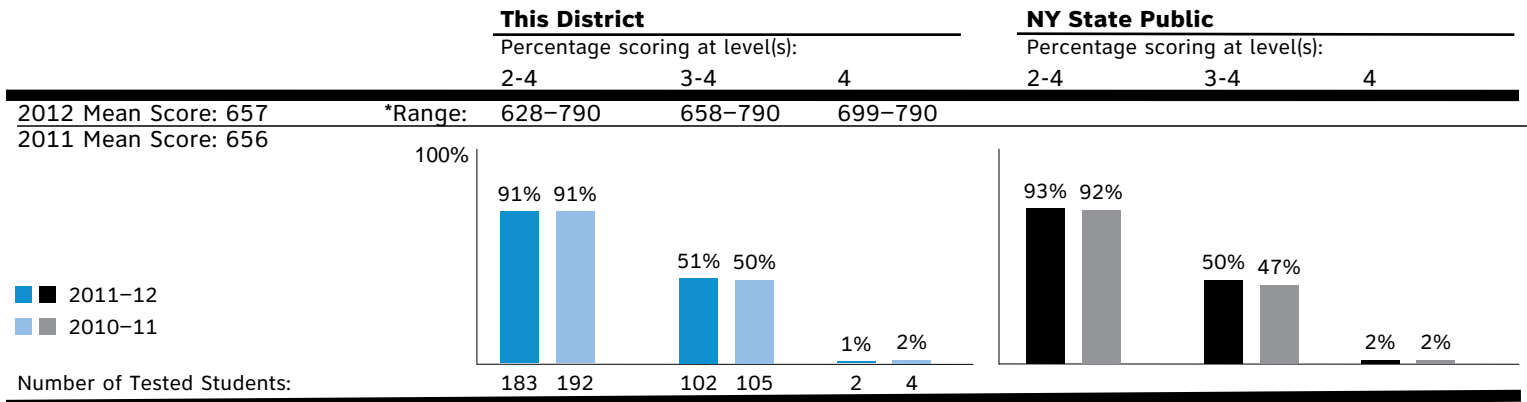
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	–	–	–	2	–	–	–

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Results in Grade 8 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 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	201	91%	51%	1%	212	91%	50%	2%
Female	89	93%	53%	0%	95	91%	54%	2%
Male	112	89%	49%	2%	117	91%	46%	2%
American Indian or Alaska Native					1	–	–	–
Black or African American	14	86%	21%	0%	13	69%	23%	0%
Hispanic or Latino	7	100%	86%	0%	9	100%	44%	0%
Asian or Native Hawaiian/Other Pacific Islander					4	–	–	–
White	180	91%	52%	1%	185	91%	51%	2%
Multiracial								
Small Group Totals					5	100%	60%	20%
General-Education Students	175	98%	58%	1%	185	97%	56%	2%
Students with Disabilities	26	42%	0%	0%	27	44%	7%	0%
English Proficient	201	91%	51%	1%	212	91%	50%	2%
Limited English Proficient								
Economically Disadvantaged	104	86%	34%	1%	100	85%	40%	1%
Not Disadvantaged	97	97%	69%	1%	112	96%	58%	3%
Migrant								
Not Migrant	201	91%	51%	1%	212	91%	50%	2%

NOTES

The – symbol indicates that data for a group of students have 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.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments

	2011–12 School Year				2010–11 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	3	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

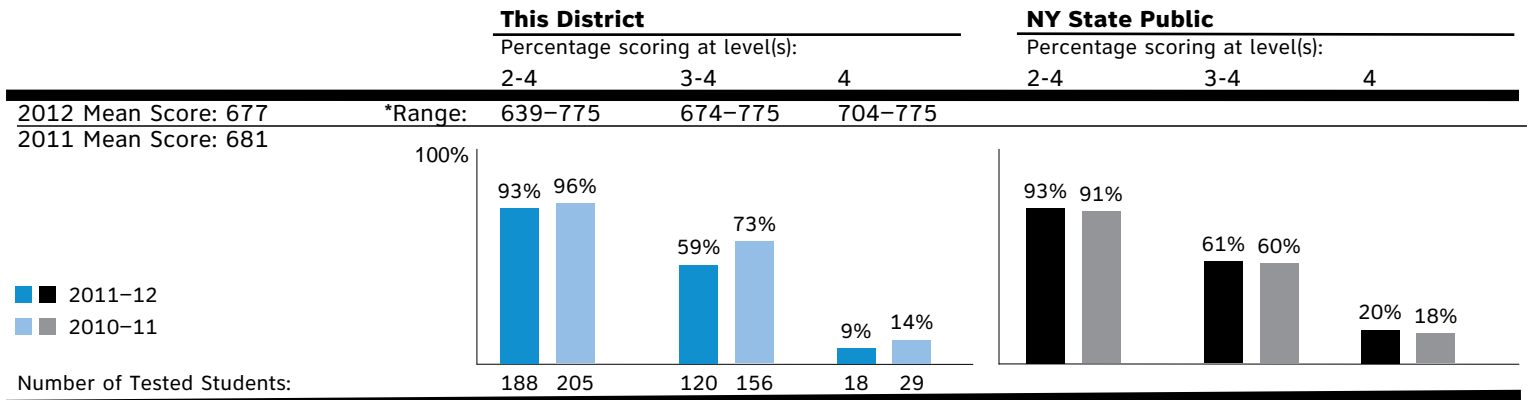
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Results in Grade 8 Mathematics



Results by Student Group

	2011-12 School Year				2010-11 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	202	93%	59%	9%	214	96%	73%	14%
Female	88	93%	64%	9%	96	97%	75%	13%
Male	114	93%	56%	9%	118	95%	71%	14%
American Indian or Alaska Native					1	—	—	—
Black or African American	14	86%	21%	0%	14	71%	57%	0%
Hispanic or Latino	7	100%	86%	0%	9	100%	89%	11%
Asian or Native Hawaiian/Other Pacific Islander					4	—	—	—
White	181	93%	61%	10%	186	97%	73%	14%
Multiracial								
Small Group Totals					5	100%	80%	40%
General-Education Students	175	98%	67%	10%	187	99%	80%	15%
Students with Disabilities	27	63%	11%	0%	27	70%	22%	4%
English Proficient	202	93%	59%	9%	214	96%	73%	14%
Limited English Proficient								
Economically Disadvantaged	106	89%	46%	4%	101	94%	67%	6%
Not Disadvantaged	96	98%	74%	15%	113	97%	78%	20%
Migrant								
Not Migrant	202	93%	59%	9%	214	96%	73%	14%

NOTES

The — symbol indicates that data for a group of students have 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.

* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments

	2011-12 School Year				2010-11 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	3	—	—	—	2	—	—	—

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Results in Grade 8 Science

This District

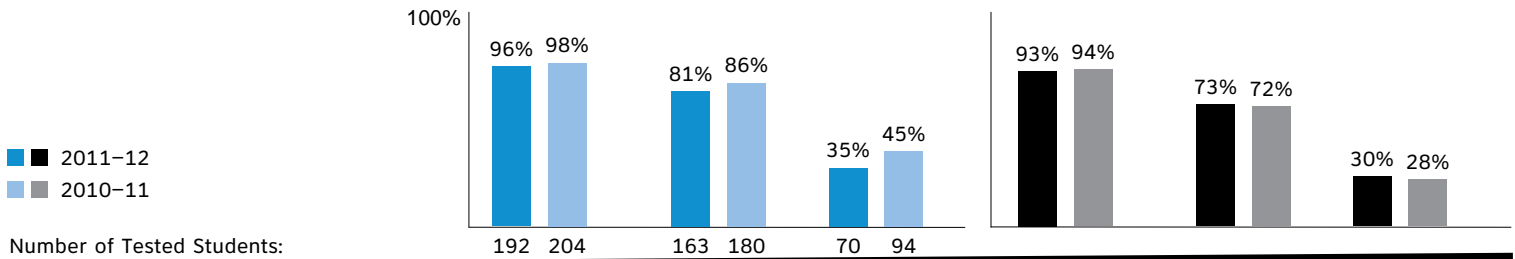
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2011-12 School Year

2010-11 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	201	96%	81%	35%	209	98%	86%	45%
Female	88	95%	76%	38%	94	99%	86%	36%
Male	113	96%	85%	33%	115	97%	86%	52%
American Indian or Alaska Native					1	–	–	–
Black or African American	13	85%	54%	8%	12	83%	67%	25%
Hispanic or Latino	7	–	–	–	8	100%	100%	50%
Asian or Native Hawaiian/Other Pacific Islander					4	–	–	–
White	180	97%	83%	36%	184	98%	86%	46%
Multiracial	1	–	–	–				
Small Group Totals	8	88%	88%	50%	5	100%	100%	40%
General-Education Students	173	99%	89%	40%	184	100%	92%	49%
Students with Disabilities	28	71%	32%	0%	25	80%	44%	12%
English Proficient	201	96%	81%	35%	209	98%	86%	45%
Limited English Proficient								
Economically Disadvantaged	105	93%	70%	22%	97	97%	81%	34%
Not Disadvantaged	96	98%	93%	49%	112	98%	90%	54%
Migrant								
Not Migrant	201	96%	81%	35%	209	98%	86%	45%

NOTES

The – symbol indicates that data for a group of students have 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

2011-12 School Year

2010-11 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	3	–	–	–	2	–	–	–
Regents Science	0				0			

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Statewide 2010–11 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4 Reading	32%	33%	26%	9%
Grade 8 Reading	24%	41%	31%	4%
Grade 4 Mathematics	20%	44%	31%	5%
Grade 8 Mathematics	30%	40%	23%	7%

NOTES

*Reporting standards not met.

**Rounds to 0.

Statewide 2010–11 NAEP Participation Rates for LEP Students and Students with Disabilities

	Participation Rate
Grade 4 Reading	
Limited English Proficient	84%
Students with Disabilities	85%
Grade 8 Reading	
Limited English Proficient	77%
Students with Disabilities	84%
Grade 4 Mathematics	
Limited English Proficient	91%
Students with Disabilities	90%
Grade 8 Mathematics	
Limited English Proficient	92%
Students with Disabilities	91%

NOTE

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results.

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

This District

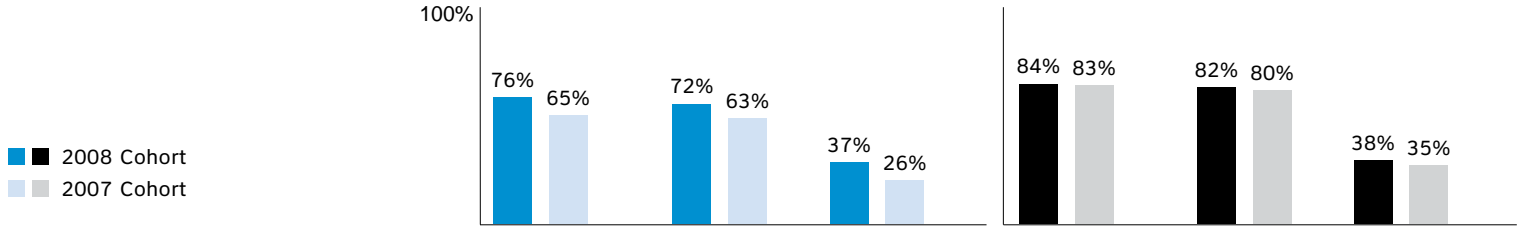
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2008 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2007 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2008 Cohort		2007 Cohort	
	Number of Students	Percentage scoring at level(s): 2-4 3-4 4	Number of Students	Percentage scoring at level(s): 2-4 3-4 4
All Students	229	76% 72% 37%	220	65% 63% 26%
Female	118	80% 77% 44%	110	66% 65% 36%
Male	111	71% 67% 29%	110	65% 61% 15%
American Indian or Alaska Native				
Black or African American	19	68% 63% 5%	16	75% 75% 13%
Hispanic or Latino	6	– – –	3	– – –
Asian or Native Hawaiian/Other Pacific Islander	3	– – –	1	– – –
White	201	77% 74% 41%	199	66% 63% 28%
Multiracial			1	– – –
Small Group Totals	9	56% 56% 0%	5	20% 20% 0%
General-Education Students	192	84% 81% 43%	185	74% 72% 31%
Students with Disabilities	37	32% 24% 5%	35	23% 14% 0%
English Proficient	229	76% 72% 37%	220	65% 63% 26%
Limited English Proficient				
Economically Disadvantaged	90	60% 53% 13%	67	52% 48% 10%
Not Disadvantaged	139	86% 84% 52%	153	71% 70% 33%
Migrant	2	– – –		
Not Migrant	227	– – –	220	65% 63% 26%

NOTES

The – symbol indicates that data for a group of students have 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.

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

This District

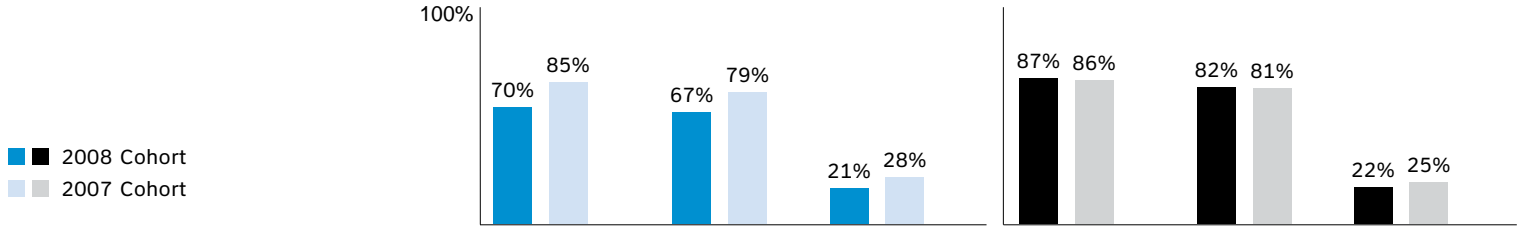
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2008 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2007 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2008 Cohort				2007 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	229	70%	67%	21%	220	85%	79%	28%
Female	118	71%	69%	25%	110	89%	85%	34%
Male	111	68%	66%	18%	110	82%	74%	22%
American Indian or Alaska Native								
Black or African American	19	42%	37%	5%	16	94%	81%	6%
Hispanic or Latino	6	—	—	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	1	—	—	—
White	201	74%	71%	23%	199	85%	79%	30%
Multiracial					1	—	—	—
Small Group Totals	9	44%	44%	11%	5	80%	60%	20%
General-Education Students	192	80%	77%	26%	185	95%	90%	33%
Students with Disabilities	37	19%	16%	0%	35	37%	23%	0%
English Proficient	229	70%	67%	21%	220	85%	79%	28%
Limited English Proficient								
Economically Disadvantaged	90	54%	52%	8%	67	76%	66%	6%
Not Disadvantaged	139	80%	77%	30%	153	90%	85%	37%
Migrant	2	—	—	—				
Not Migrant	227	—	—	—	220	85%	79%	28%

NOTES

The — symbol indicates that data for a group of students have 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.

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	229	7%	47%	23%	192	6%	52%	26%	37	11%	22%	5%
U.S. History and Government	229	3%	30%	44%	192	1%	31%	52%	37	11%	27%	5%
Science	229	5%	50%	30%	192	3%	54%	35%	37	16%	32%	5%

New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	3	—	—	—	—
Mathematics	3	—	—	—	—
Social Studies	3	—	—	—	—
Science	3	—	—	—	—

NOTES

The — symbol indicates that data for a group of students have 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.

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011–12	192	90%	80%	32%	164	95%	88%	36%	28	61%	32%	7%
	2010–11	194	92%	88%	44%	165	99%	96%	50%	29	52%	41%	7%
	2009–10	167	91%	83%	35%	148	98%	91%	39%	19	37%	16%	0%
Integrated Algebra	2011–12	207	93%	87%	27%	175	99%	95%	31%	32	63%	44%	0%
	2010–11	219	95%	88%	21%	191	99%	94%	24%	28	71%	46%	4%
	2009–10	179	90%	82%	18%	159	93%	85%	20%	20	65%	60%	0%
Geometry	2011–12	127	97%	95%	45%	125	—	—	—	2	—	—	—
	2010–11	104	97%	92%	30%	103	—	—	—	1	—	—	—
	2009–10	113	98%	93%	40%	109	—	—	—	4	—	—	—
Algebra 2/Trigonometry	2011–12	97	88%	68%	25%	96	—	—	—	1	—	—	—
	2010–11	95	84%	78%	25%	93	—	—	—	2	—	—	—
	2009–10	0				0				0			
Global History and Geography	2011–12	267	85%	64%	12%	230	89%	69%	13%	37	65%	32%	3%
	2010–11	237	73%	59%	16%	198	80%	67%	20%	39	41%	18%	0%
	2009–10	234	77%	66%	23%	189	87%	77%	28%	45	36%	20%	4%
U.S. History and Government	2011–12	191	92%	87%	41%	164	96%	92%	47%	27	67%	56%	4%
	2010–11	193	91%	87%	52%	162	99%	97%	61%	31	45%	32%	6%
	2009–10	190	95%	88%	52%	172	98%	94%	56%	18	61%	39%	6%
Living Environment	2011–12	225	92%	85%	38%	190	97%	92%	43%	35	63%	49%	9%
	2010–11	222	94%	87%	32%	184	99%	95%	36%	38	68%	50%	8%
	2009–10	221	95%	86%	29%	181	98%	93%	35%	40	83%	53%	3%
Physical Setting/Earth Science	2011–12	159	99%	91%	53%	151	99%	91%	55%	8	88%	75%	25%
	2010–11	127	97%	91%	39%	119	97%	90%	40%	8	100%	100%	25%
	2009–10	113	95%	89%	41%	107	94%	90%	42%	6	100%	83%	17%
Physical Setting/Chemistry	2011–12	81	89%	75%	17%	80	—	—	—	1	—	—	—
	2010–11	70	100%	89%	27%	70	100%	89%	27%	0			
	2009–10	87	99%	92%	18%	87	99%	92%	18%	0			
Physical Setting/Physics	2011–12	32	94%	78%	31%	32	94%	78%	31%	0			
	2010–11	30	83%	67%	20%	30	83%	67%	20%	0			
	2009–10	48	96%	92%	35%	48	96%	92%	35%	0			

NOTE

The — symbol indicates that data for a group of students have 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.

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	12	33%	1	—	11	—
	2010-11	5	60%	0		5	60%
	2009-10	16	44%	1	—	15	—
Science	2011-12	8	25%	0		8	25%
	2010-11	4	—	0		4	—
	2009-10	23	26%	5	60%	18	17%
Reading	2011-12	15	60%	0		15	60%
	2010-11	18	22%	0		18	22%
	2009-10	23	74%	6	67%	17	76%
Writing	2011-12	9	67%	1	—	8	—
	2010-11	15	80%	0		15	80%
	2009-10	16	100%	4	—	12	—
Global Studies	2011-12	21	19%	1	—	20	—
	2010-11	22	50%	3	—	19	—
	2009-10	46	22%	10	40%	36	17%
U.S. History and Government	2011-12	10	50%	0		10	50%
	2010-11	17	29%	0		17	29%
	2009-10	3	—	0		3	—

NOTE

The — symbol indicates that data for a group of students have 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.

2 Student Performance

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

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

		All Students					General-Education Students					Students with Disabilities				
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2011-12	5	20%	20%	60%	0%	5	20%	20%	60%	0%	0				
	2010-11	4	—	—	—	—	4	—	—	—	—	0				
	2009-10	8	0%	13%	50%	38%	8	0%	13%	50%	38%	0				
Reading and Writing (Grades K-1)	2011-12	5	20%	0%	40%	40%	5	20%	0%	40%	40%	0				
	2010-11	4	—	—	—	—	4	—	—	—	—	0				
	2009-10	8	13%	38%	0%	50%	8	13%	38%	0%	50%	0				
Listening and Speaking (Grades 2-4)	2011-12	4	—	—	—	—	4	—	—	—	—	0				
	2010-11	2	—	—	—	—	2	—	—	—	—	0				
	2009-10	0					0					0				
Reading and Writing (Grades 2-4)	2011-12	4	—	—	—	—	4	—	—	—	—	0				
	2010-11	2	—	—	—	—	2	—	—	—	—	0				
	2009-10	0					0					0				
Listening and Speaking (Grades 5-6)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 5-6)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	1	—	—	—	—	1	—	—	—	—	0				
Reading and Writing (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	1	—	—	—	—	1	—	—	—	—	0				
Listening and Speaking (Grades 9-12)	2011-12	0					0					0				
	2010-11	1	—	—	—	—	1	—	—	—	—	0				
	2009-10	0					0					0				
Reading and Writing (Grades 9-12)	2011-12	0					0					0				
	2010-11	1	—	—	—	—	1	—	—	—	—	0				
	2009-10	0					0					0				

NOTE
The — symbol indicates that data for a group of students have 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.

3 Student Outcomes

District **CORTLAND CITY SCHOOL DISTRICT**

District ID **11-02-00-01-0000**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011–12	160		148		12	
	2010–11	169		159		10	
	2009–10	180		168		12	
Receiving a Regents Diploma	2011–12	144	90%	140	95%	4	33%
	2010–11	151	89%	150	94%	1	10%
	2009–10	164	91%	158	94%	6	50%
Receiving a Regents Diploma with Advanced Designation	2011–12	66	41%	66	45%	0	0%
	2010–11	81	48%	81	51%	0	0%
	2009–10	81	45%	81	48%	0	0%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	5	N/A	0		5	N/A
	2010–11	12	N/A	2	N/A	10	N/A
	2009–10	2	N/A	1	N/A	1	N/A

NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011–12	27	3%	16	2%	11	8%
	2010–11	47	4%	34	4%	13	8%
	2009–10	32	3%	20	2%	12	8%
Entered Approved High School Equivalency Preparation Program	2011–12	0	0%	0	0%	0	0%
	2010–11	4	0%	3	0%	1	1%
	2009–10	11	1%	8	1%	3	2%
Total Non-completers	2011–12	27	3%	16	2%	11	8%
	2010–11	51	5%	37	4%	14	8%
	2009–10	43	4%	28	3%	15	10%

Post-secondary Plans of 2011–12 Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College		72	44%	71	48%	1	6%
To 2-year College		68	41%	61	41%	7	41%
To Other Post-secondary		0	0%	0	0%	0	0%
To the Military		3	2%	2	1%	1	6%
To Employment		18	11%	10	7%	8	47%
To Adult Services		0	0%	0	0%	0	0%
To Other Known Plans		1	1%	1	1%	0	0%
Plan Unknown		3	2%	3	2%	0	0%