

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 61-06-00-01-0017  
 Name: Ithaca Senior High School  
 Principal: Joseph Wilson

Grade Range : PK-12

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	12	12
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	439	424	411
Tenth	457	377	365
Eleventh	405	423	397
Twelfth	388	377	366
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1689	1601	1539

### Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	147	8.7%	144	9.0%	141	9.2%
Black (Not Hispanic)	136	8.1%	132	8.2%	119	7.7%
Hispanic	34	2.0%	38	2.4%	36	2.3%
White (Not Hispanic)	1372	81.2%	1287	80.4%	1243	80.8%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	20	22
Mathematics Grade 10	18	24	26
Science Grade 10	21	23	24
Social Studies Grade 10	21	22	22

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

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

**Student Demographics Used To Determine Similar Schools Group**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	55	3.3%	62	3.8%	48	3.1%
<b>Eligible for Free Lunch</b>	274	16.2%	188	11.7%	339	22.0%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.0%		95.0%		95.1%
<b>Student Suspensions</b>	159	9.5%	159	9.4%	34	2.1%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	4.4%	3.9%	7.7%
<b>Public Assistance</b>	21-30%	21-30%	21-30%
<b>Student Stability</b>	66%	94%	86%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	138
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	1

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

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	281	228	81%	330	249	75%	338	277	82%
Students with Disabilities	12	2	17%	18	8	44%	33	9	27%
All Students	293	230	78%	348	257	74%	371	286	77%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	263	73	2	4	23	6
Percent	71%	20%	1%	1%	6%	2%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
33	9	1	34

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	10		64		37	2.7%
	Entered GED Program*	0		0		11	0.8%
	Total Noncompleters	10		64		48	3.5%
Students with Disabilities	Dropped Out	1		17		10	5.0%
	Entered GED Program*	0		0		5	2.5%
	Total Noncompleters	1		17		15	7.5%
All Students	Dropped Out	11	0.7%	81	5.1%	47	3.0%
	Entered GED Program*	0	0.0%	0	0.0%	16	1.0%
	Total Noncompleters	11	0.7%	81	5.1%	63	4.0%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	11	82%	3	#	2	#
German	0	0%	2	#	1	#
Italian	0	0%	0	0%	0	0%
Latin	22	100%	32	100%	12	92%
Spanish	22	86%	47	89%	42	74%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	1	#	1	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	1	#	0	0%	3	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	1	#	1	#
Science	3	#	0	0%	0	0%
Reading	2	#	0	0%	1	#
Writing	41	63%	0	0%	1	#
Global Studies	1	#	2	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	35	91%	38	95%	50	94%
Science	30	100%	33	88%	34	74%
Reading	4	#	18	100%	17	88%
Writing	3	#	14	43%	17	41%
Global Studies	12	75%	28	75%	7	57%
U.S. Hist & Gov't	5	100%	8	75%	10	90%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	335	415	344	21	38	31
Number Scoring 55–100	314	395	330	13	28	22
Number Scoring 65–100	282	381	317	10	23	16
Number Scoring 85–100	166	291	203	1	7	1
Percentage of Tested Scoring 55–100	94%	95%	96%	62%	74%	71%
Percentage of Tested Scoring 65–100	84%	92%	92%	48%	61%	52%
Percentage of Tested Scoring 85–100	50%	70%	59%	5%	18%	3%
<b>Mathematics A</b>						
Number Tested	89	367	355	16	31	44
Number Scoring 55–100	74	328	343	6	16	35
Number Scoring 65–100	67	311	330	3	13	30
Number Scoring 85–100	32	160	203	2	2	7
Percentage of Tested Scoring 55–100	83%	89%	97%	38%	52%	80%
Percentage of Tested Scoring 65–100	75%	85%	93%	19%	42%	68%
Percentage of Tested Scoring 85–100	36%	44%	57%	12%	6%	16%
<b>Mathematics B</b>						
Number Tested	0	66	208	0	3	3
Number Scoring 55–100	0	61	196	0	#	#
Number Scoring 65–100	0	51	186	0	#	#
Number Scoring 85–100	0	5	95	0	#	#
Percentage of Tested Scoring 55–100	0%	92%	94%	0%	#	#
Percentage of Tested Scoring 65–100	0%	77%	89%	0%	#	#
Percentage of Tested Scoring 85–100	0%	8%	46%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	360	382	363	36	43	46
Number Scoring 55–100	349	349	337	30	24	32
Number Scoring 65–100	332	336	312	24	20	19
Number Scoring 85–100	203	200	200	10	7	5
Percentage of Tested Scoring 55–100	97%	91%	93%	83%	56%	70%
Percentage of Tested Scoring 65–100	92%	88%	86%	67%	47%	41%
Percentage of Tested Scoring 85–100	56%	52%	55%	28%	16%	11%
<b>U.S. History and Government</b>						
Number Tested	364	385	331	22	28	34
Number Scoring 55–100	350	377	315	19	25	25
Number Scoring 65–100	326	368	306	13	22	21
Number Scoring 85–100	175	271	195	2	10	8
Percentage of Tested Scoring 55–100	96%	98%	95%	86%	89%	74%
Percentage of Tested Scoring 65–100	90%	96%	92%	59%	79%	62%
Percentage of Tested Scoring 85–100	48%	70%	59%	9%	36%	24%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	364	393	346	33	32	40
Number Scoring 55–100	356	392	344	30	31	38
Number Scoring 65–100	353	383	338	29	28	34
Number Scoring 85–100	232	227	210	6	5	6
Percentage of Tested Scoring 55–100	98%	100%	99%	91%	97%	95%
Percentage of Tested Scoring 65–100	97%	97%	98%	88%	88%	85%
Percentage of Tested Scoring 85–100	64%	58%	61%	18%	16%	15%
<b>Physical Setting/Earth Science</b>						
Number Tested	170	158	167	10	17	21
Number Scoring 55–100	168	150	154	10	16	17
Number Scoring 65–100	160	139	134	9	15	12
Number Scoring 85–100	58	57	37	1	5	1
Percentage of Tested Scoring 55–100	99%	95%	92%	100%	94%	81%
Percentage of Tested Scoring 65–100	94%	88%	80%	90%	88%	57%
Percentage of Tested Scoring 85–100	34%	36%	22%	10%	29%	5%
<b>Physical Setting/Chemistry</b>						
Number Tested	301	264	214	13	5	4
Number Scoring 55–100	277	252	212	10	5	#
Number Scoring 65–100	221	224	201	6	4	#
Number Scoring 85–100	56	94	90	0	2	#
Percentage of Tested Scoring 55–100	92%	95%	99%	77%	100%	#
Percentage of Tested Scoring 65–100	73%	85%	94%	46%	80%	#
Percentage of Tested Scoring 85–100	19%	36%	42%	0%	40%	#
<b>Physical Setting/Physics</b>						
Number Tested			66			2
Number Scoring 55–100			62			#
Number Scoring 65–100			61			#
Number Scoring 85–100			14			#
Percentage of Tested Scoring 55–100			94%			#
Percentage of Tested Scoring 65–100			92%			#
Percentage of Tested Scoring 85–100			21%			#

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

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive French</b>						
Number Tested	74	71	79	3	2	0
Number Scoring 55–100	73	71	79	#	#	0
Number Scoring 65–100	71	68	79	#	#	0
Number Scoring 85–100	39	52	71	#	#	0
Percentage of Tested Scoring 55–100	99%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	96%	96%	100%	#	#	0%
Percentage of Tested Scoring 85–100	53%	73%	90%	#	#	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	56	43	42	1	3	3
Number Scoring 55–100	54	41	42	#	#	#
Number Scoring 65–100	52	38	42	#	#	#
Number Scoring 85–100	33	27	40	#	#	#
Percentage of Tested Scoring 55–100	96%	95%	100%	#	#	#
Percentage of Tested Scoring 65–100	93%	88%	100%	#	#	#
Percentage of Tested Scoring 85–100	59%	63%	95%	#	#	#
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	169	126	129	2	3	2
Number Scoring 55–100	161	125	129	#	#	#
Number Scoring 65–100	159	123	127	#	#	#
Number Scoring 85–100	119	88	92	#	#	#
Percentage of Tested Scoring 55–100	95%	99%	100%	#	#	#
Percentage of Tested Scoring 65–100	94%	98%	98%	#	#	#
Percentage of Tested Scoring 85–100	70%	70%	71%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	4	6	13	0	1	0
Number Scoring 55–100	#	6	13	0	#	0
Number Scoring 65–100	#	6	13	0	#	0
Number Scoring 85–100	#	5	11	0	#	0
Percentage of Tested Scoring 55–100	#	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	#	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	#	83%	85%	0%	#	0%

(Form – H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	301	232	0	9	6	0
Number Scoring 55–100	276	212	0	8	6	0
Number Scoring 65–100	251	199	0	7	6	0
Number Scoring 85–100	154	115	0	2	4	0
Percentage of Tested Scoring 55–100	92%	91%	0%	89%	100%	0%
Percentage of Tested Scoring 65–100	83%	86%	0%	78%	100%	0%
Percentage of Tested Scoring 85–100	51%	50%	0%	22%	67%	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	10	100%	12	100%
Students with Disabilities	0	0%	9	89%	10	90%

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

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – I)



# New York State Alternate Assessments (NYSAA) 2003–04

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

## 2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	378	378	378	40	40	40	418	418	418
Number Scoring 55–64	7	8	2	4	6	2	11	14	4
Number Scoring 65–84	114	86	104	21	15	23	135	101	127
Number Scoring 85–100	211	262	263	6	8	9	217	270	272
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			32			0
Beginning (0-18)			0			0
Intermediate (19-31)			9			0
Advanced (32-36)			11			0
Proficient (37-39)			12			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			34			0
Beginning (0-14)			0			0
Intermediate (15-24)			9			0
Advanced (25-32)			16			0
Proficient (33-35)			9			0

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

(Form - L)