

New York State School Report Card

Comprehensive Information Report

BEDS Code: 61-06-00-01-0017
 Name: Ithaca Senior High School
 Principal: Charles Labarbera

Grade Range : PK-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	12	0	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	445	439	424
Tenth	422	457	377
Eleventh	410	405	423
Twelfth	395	388	377
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1672	1689	1601

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	121	7.2%	147	8.7%	144	9.0%
Black (Not Hispanic)	129	7.7%	136	8.1%	132	8.2%
Hispanic	38	2.3%	34	2.0%	38	2.4%
White (Not Hispanic)	1384	82.8%	1372	81.2%	1287	80.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	21	22	20
Mathematics Grade 10	23	18	24
Science Grade 10	22	21	23
Social Studies Grade 10	19	21	22

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
50	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 middle 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	48	2.9%	55	3.3%	62	3.8%
Eligible for Free Lunch	202	12.1%	274	16.2%	188	11.7%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.0%		95.0%		95.0%
Student Suspensions	65	3.9%	159	9.5%	159	9.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.5%	4.4%	3.9%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	67%	66%	94%

Staff Counts

Staff	2002–2003
Total Teachers	126
Total Other Professional Staff	20
Total Paraprofessionals	NA
Teaching Out of Certification*	5
Teachers with Temporary Licenses	0

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	379	269	71%	281	228	81%	330	249	75%
Students with Disabilities	18	3	17%	12	2	17%	18	8	44%
All Students	397	272	69%	293	230	78%	348	257	74%

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

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	234	72	5	3	15	19
Percent	67%	21%	1%	1%	4%	5%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
18	8	2	20

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			10		64	
	Entered GED Program*			0		0	
	Total Noncompleters			10		64	
Students with Disabilities	Dropped Out			1		17	
	Entered GED Program*			0		0	
	Total Noncompleters			1		17	
All Students	Dropped Out	25	1.5%	11	0.7%	81	5.1%
	Entered GED Program*	32	1.9%	0	0.0%	0	0.0%
	Total Noncompleters	57	3.4%	11	0.7%	81	5.1%

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

(Form – C)

Career Development and Occupational Studies (CDOS)

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

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

Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9–12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	13	100%	11	82%	3	#
German	0	0%	0	0%	2	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	22	100%	32	100%
Spanish	24	96%	22	86%	47	89%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	1	#	1	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	1	#
Spanish	0	0%	1	#	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	1	#
Science	3	#	3	#	0	0%
Reading	0	0%	2	#	0	0%
Writing	0	0%	41	63%	0	0%
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	1	#	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	23	52%	35	91%	38	95%
Science	19	47%	30	100%	33	88%
Reading	8	75%	4	#	18	100%
Writing	9	78%	3	#	14	43%
Global Studies	8	25%	12	75%	28	75%
U.S. Hist & Gov't	4	#	5	100%	8	75%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	378	335	415	25	21	38
Number Scoring 55–100	360	314	395	14	13	28
Number Scoring 65–100	336	282	381	6	10	23
Number Scoring 85–100	149	166	291	0	1	7
Percentage of Tested Scoring 55–100	95%	94%	95%	56%	62%	74%
Percentage of Tested Scoring 65–100	89%	84%	92%	24%	48%	61%
Percentage of Tested Scoring 85–100	39%	50%	70%	0%	5%	18%
Mathematics A						
Number Tested	0	89	367	0	16	31
Number Scoring 55–100	0	74	328	0	6	16
Number Scoring 65–100	0	67	311	0	3	13
Number Scoring 85–100	0	32	160	0	2	2
Percentage of Tested Scoring 55–100	0%	83%	89%	0%	38%	52%
Percentage of Tested Scoring 65–100	0%	75%	85%	0%	19%	42%
Percentage of Tested Scoring 85–100	0%	36%	44%	0%	12%	6%
Mathematics B (first administered June 2001)						
Number Tested	0	0	66	0	0	3
Number Scoring 55–100	0	0	61	0	0	#
Number Scoring 65–100	0	0	51	0	0	#
Number Scoring 85–100	0	0	5	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	92%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	77%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	8%	0%	0%	#
Global History and Geography						
Number Tested	402	360	382	35	36	43
Number Scoring 55–100	383	349	349	28	30	24
Number Scoring 65–100	367	332	336	21	24	20
Number Scoring 85–100	230	203	200	3	10	7
Percentage of Tested Scoring 55–100	95%	97%	91%	80%	83%	56%
Percentage of Tested Scoring 65–100	91%	92%	88%	60%	67%	47%
Percentage of Tested Scoring 85–100	57%	56%	52%	9%	28%	16%
U.S. History and Government (first administered June 2001)						
Number Tested	347	364	385	29	22	28
Number Scoring 55–100	327	350	377	21	19	25
Number Scoring 65–100	311	326	368	18	13	22
Number Scoring 85–100	222	175	271	4	2	10
Percentage of Tested Scoring 55–100	94%	96%	98%	72%	86%	89%
Percentage of Tested Scoring 65–100	90%	90%	96%	62%	59%	79%
Percentage of Tested Scoring 85–100	64%	48%	70%	14%	9%	36%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	322	364	393	12	33	32
Number Scoring 55–100	317	356	392	11	30	31
Number Scoring 65–100	315	353	383	11	29	28
Number Scoring 85–100	204	232	227	4	6	5
Percentage of Tested Scoring 55–100	98%	98%	100%	92%	91%	97%
Percentage of Tested Scoring 65–100	98%	97%	97%	92%	88%	88%
Percentage of Tested Scoring 85–100	63%	64%	58%	33%	18%	16%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	218	170	158	21	10	17
Number Scoring 55–100	189	168	150	15	10	16
Number Scoring 65–100	175	160	139	12	9	15
Number Scoring 85–100	78	58	57	4	1	5
Percentage of Tested Scoring 55–100	87%	99%	95%	71%	100%	94%
Percentage of Tested Scoring 65–100	80%	94%	88%	57%	90%	88%
Percentage of Tested Scoring 85–100	36%	34%	36%	19%	10%	29%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		301	264		13	5
Number Scoring 55–100		277	252		10	5
Number Scoring 65–100		221	224		6	4
Number Scoring 85–100		56	94		0	2
Percentage of Tested Scoring 55–100		92%	95%		77%	100%
Percentage of Tested Scoring 65–100		73%	85%		46%	80%
Percentage of Tested Scoring 85–100		19%	36%		0%	40%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	106	74	71	0	3	2
Number Scoring 55–100	105	73	71	0	#	#
Number Scoring 65–100	103	71	68	0	#	#
Number Scoring 85–100	77	39	52	0	#	#
Percentage of Tested Scoring 55–100	99%	99%	100%	0%	#	#
Percentage of Tested Scoring 65–100	97%	96%	96%	0%	#	#
Percentage of Tested Scoring 85–100	73%	53%	73%	0%	#	#
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	31	56	43	0	1	3
Number Scoring 55–100	31	54	41	0	#	#
Number Scoring 65–100	30	52	38	0	#	#
Number Scoring 85–100	23	33	27	0	#	#
Percentage of Tested Scoring 55–100	100%	96%	95%	0%	#	#
Percentage of Tested Scoring 65–100	97%	93%	88%	0%	#	#
Percentage of Tested Scoring 85–100	74%	59%	63%	0%	#	#
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	82	169	126	4	2	3
Number Scoring 55–100	81	161	125	#	#	#
Number Scoring 65–100	81	159	123	#	#	#
Number Scoring 85–100	55	119	88	#	#	#
Percentage of Tested Scoring 55–100	99%	95%	99%	#	#	#
Percentage of Tested Scoring 65–100	99%	94%	98%	#	#	#
Percentage of Tested Scoring 85–100	67%	70%	70%	#	#	#
Comprehensive Latin						
Number Tested	3	4	6	0	0	1
Number Scoring 55–100	#	#	6	0	0	#
Number Scoring 65–100	#	#	6	0	0	#
Number Scoring 85–100	#	#	5	0	0	#
Percentage of Tested Scoring 55–100	#	#	100%	0%	0%	#
Percentage of Tested Scoring 65–100	#	#	100%	0%	0%	#
Percentage of Tested Scoring 85–100	#	#	83%	0%	0%	#

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	326	262	30	16	13	1
Number Scoring 55–100	298	225	23	13	9	#
Number Scoring 65–100	281	208	17	12	8	#
Number Scoring 85–100	163	135	4	2	4	#
Percentage of Tested Scoring 55–100	91%	86%	77%	81%	69%	#
Percentage of Tested Scoring 65–100	86%	79%	57%	75%	62%	#
Percentage of Tested Scoring 85–100	50%	52%	13%	12%	31%	#
Sequential Mathematics, Course III						
Number Tested	283	301	232	3	9	6
Number Scoring 55–100	272	276	212	#	8	6
Number Scoring 65–100	253	251	199	#	7	6
Number Scoring 85–100	174	154	115	#	2	4
Percentage of Tested Scoring 55–100	96%	92%	91%	#	89%	100%
Percentage of Tested Scoring 65–100	89%	83%	86%	#	78%	100%
Percentage of Tested Scoring 85–100	61%	51%	50%	#	22%	67%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	10	100%
Students with Disabilities	0	0%	0	0%	9	89%

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

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	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
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	334	334	334	24	24	24	358	358	358
Number Scoring 55–64	5	12	5	3	5	1	8	17	6
Number Scoring 65–84	96	133	123	13	9	15	109	142	138
Number Scoring 85–100	214	163	199	4	2	4	218	165	203
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)