

The University of the State of New York  
The State Education Department



**ANALYSES BY STUDENT SUBGROUP OF SCHOOL  
PERFORMANCE IN ENGLISH LANGUAGE ARTS  
AND MATHEMATICS**  
for  
**North Syracuse Central School District**

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title 1 of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title 1 are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.” Beginning with this report card, New York State will report performance data by gender, disability status, racial/ethnic group, English proficiency status, migrant status, and income level. District reports do not show high school performance data by gender, racial/ethnic group, migrant status, or income level because data were available only from high schools that received Title 1 funding.

The purpose of the analyses on the following pages is to determine if students who perform below the standards in this district tend to fall into particular groups, such as minority students, English language learners, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction and student support services to remedy these performance gaps.

It is important that programmatic changes be based on valid and reliable data. If a district does not have 20 students in a group in a given year, the district should evaluate results for students in this group over a period of years to make programmatic decisions. To protect the privacy of students, the Department’s policy is never to publish data for groups with fewer than five students, nor to publish data that would allow readers to easily determine the performance of a group smaller than five. If the number of students in small group racial/ethnic groups exceeds four, the aggregate performance of students in these groups is shown in the last row (Small Group Totals) of Results by Race/Ethnicity.

# Elementary English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview of the New York State Report Card*.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	0	2	2	3	7	100%	71%
Black	0	0	0	2	4	4	0	10	80%	40%
Hispanic	0	0	0	1	2	3	1	7	86%	57%
Asian or Pacific Islander	0	2	0	0	4	6	1	11	100%	64%
White	7	0	2	36	179	395	121	731	95%	71%
Total	7	2	2	39	191	410	126	766	95%	70%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	3	1	1	21	82	222	83	408	95%	75%
Male	4	1	1	18	109	188	43	358	95%	65%
Total	7	2	2	39	191	410	126	766	95%	70%
<b>Results by English Proficiency Status</b>										
English Proficient	7	0	2	39	191	410	126	766	95%	70%
Limited English Proficient	0	2	0	0	0	0	0	0	0%	0%
Total	7	2	2	39	191	410	126	766	95%	70%
<b>Results by Income Level</b>										
Economically Disadvantaged	2	1	1	21	58	74	18	171	88%	54%
Not Disadvantaged	5	1	1	18	133	336	108	595	97%	75%
Total	7	2	2	39	191	410	126	766	95%	70%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	7	2	2	39	191	410	126	766	95%	70%
Total	7	2	2	39	191	410	126	766	95%	70%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Elementary Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	0	0	4	3	7	100%	100%
Black	0	0	0	1	4	4	1	10	90%	50%
Hispanic	0	0	0	0	2	2	3	7	100%	71%
Asian or Pacific Islander	0	0	0	0	4	6	3	13	100%	69%
White	6	0	1	9	100	379	249	737	99%	85%
Total	6	0	1	10	110	395	259	774	99%	84%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	2	0	1	8	63	214	126	411	98%	83%
Male	4	0	0	2	47	181	133	363	99%	87%
Total	6	0	1	10	110	395	259	774	99%	84%
<b>Results by English Proficiency Status</b>										
English Proficient	6	0	1	s	s	s	s	772	s	s
Limited English Proficient	0	0	0	s	s	s	s	2	s	s
Total	6	0	1	10	110	395	259	774	99%	84%
<b>Results by Income Level</b>										
Economically Disadvantaged	1	0	0	3	43	93	30	169	98%	73%
Not Disadvantaged	5	0	1	7	67	302	229	605	99%	88%
Total	6	0	1	10	110	395	259	774	99%	84%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	6	0	1	10	110	395	259	774	99%	84%
Total	6	0	1	10	110	395	259	774	99%	84%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Middle-Level English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	1	2	4	2	0	8	75%	25%
Black	0	0	0	8	8	2	0	18	56%	11%
Hispanic	0	0	0	1	3	1	1	6	83%	33%
Asian or Pacific Islander	1	1	0	0	9	3	0	12	100%	25%
White	9	0	48	89	364	257	50	760	88%	40%
Total	10	1	49	100	388	265	51	804	88%	39%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	4	1	17	41	166	160	32	399	90%	48%
Male	6	0	32	59	222	105	19	405	85%	31%
Total	10	1	49	100	388	265	51	804	88%	39%
<b>Results by English Proficiency Status</b>										
English Proficient	10	0	49	100	388	265	51	804	88%	39%
Limited English Proficient	0	1	0	0	0	0	0	0	0%	0%
Total	10	1	49	100	388	265	51	804	88%	39%
<b>Results by Income Level</b>										
Economically Disadvantaged	3	1	15	33	49	25	1	108	69%	24%
Not Disadvantaged	7	0	34	67	339	240	50	696	90%	42%
Total	10	1	49	100	388	265	51	804	88%	39%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	10	1	49	100	388	265	51	804	88%	39%
Total	10	1	49	100	388	265	51	804	88%	39%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

## Middle-Level Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	1	3	3	2	0	8	63%	25%
Black	0	0	1	7	7	3	0	17	59%	18%
Hispanic	0	0	0	2	0	4	0	6	67%	67%
Asian or Pacific Islander	0	0	2	2	5	5	0	12	83%	42%
White	5	0	59	141	334	236	44	755	81%	37%
Total	5	0	63	155	349	250	44	798	81%	37%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	2	0	23	90	168	120	19	397	77%	35%
Male	3	0	40	65	181	130	25	401	84%	39%
Total	5	0	63	155	349	250	44	798	81%	37%
<b>Results by English Proficiency Status</b>										
English Proficient	5	0	62	155	349	250	44	798	81%	37%
Limited English Proficient	0	0	1	0	0	0	0	0	0%	0%
Total	5	0	63	155	349	250	44	798	81%	37%
<b>Results by Income Level</b>										
Economically Disadvantaged	2	0	21	40	41	24	1	106	62%	24%
Not Disadvantaged	3	0	42	115	308	226	43	692	83%	39%
Total	5	0	63	155	349	250	44	798	81%	37%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	5	0	63	155	349	250	44	798	81%	37%
Total	5	0	63	155	349	250	44	798	81%	37%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# 1997 High School Cohort

General-education students who first entered ninth grade in 1997 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with local Board approval) may qualify for a local diploma by earning a score of 55-64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain Section 504 students may qualify for a local diploma by passing Regents competency tests. Data on this page are based on the *Special Regents Examination Report* for the 1997 Cohort.

## Performance on the English Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	586	55	495	2	94%
Students with Disabilities	77	16	17	19	68%
<b>Total</b>	663	71	512	21	91%
Results by English Language Proficiency					
English Proficient	662	s	s	s	s
Limited English Proficient	1	s	s	s	s
<b>Total</b>	663	71	512	21	91%

## Performance on the Mathematics Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	586	59	480	2	92%
Students with Disabilities	77	7	15	34	73%
<b>Total</b>	663	66	495	36	90%

## Students Not Counted in the Cohort

Student Group	First-Time Ninth-Graders in Fall 1997	Students in Cohort in June 2001	Students Eliminated after October 1999			
			Eligible for Alternate Assessment	ELL Students Entering US at 17 or over	Transferred to GED or Another High School	Died or Left the USA
<b>Total</b>		663	0	0	80	0