

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  
**Syracuse City 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	3	4	10	8	0	22	82%	36%
Black	0	0	93	231	428	209	26	894	74%	26%
Hispanic	0	0	65	9	28	17	1	55	84%	33%
Asian or Pacific Islander	0	0	2	1	1	3	0	5	80%	60%
White	0	0	114	118	233	279	114	744	84%	53%
Total	0	0	277	363	700	516	141	1720	79%	38%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	0	0	97	164	355	281	80	880	81%	41%
Male	0	0	180	199	345	235	61	840	76%	35%
Total	0	0	277	363	700	516	141	1720	79%	38%
<b>Results by English Proficiency Status</b>										
English Proficient	0	0	179	358	681	502	137	1678	79%	38%
Limited English Proficient	0	0	98	5	19	14	4	42	88%	43%
Total	0	0	277	363	700	516	141	1720	79%	38%
<b>Results by Income Level</b>										
Economically Disadvantaged	0	0	246	316	575	323	55	1269	75%	30%
Not Disadvantaged	0	0	31	47	125	193	86	451	90%	62%
Total	0	0	277	363	700	516	141	1720	79%	38%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	0	0	277	363	700	516	141	1720	79%	38%
Total	0	0	277	363	700	516	141	1720	79%	38%

**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	3	1	9	8	4	22	95%	55%
Black	0	0	100	175	390	272	50	887	80%	36%
Hispanic	0	0	17	30	39	30	4	103	71%	33%
Asian or Pacific Islander	0	0	2	0	1	2	2	5	100%	80%
White	0	0	114	68	190	320	166	744	91%	65%
Total	0	0	236	274	629	632	226	1761	84%	49%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	0	0	76	147	325	326	103	901	84%	48%
Male	0	0	160	127	304	306	123	860	85%	50%
Total	0	0	236	274	629	632	226	1761	84%	49%
<b>Results by English Proficiency Status</b>										
English Proficient	0	0	181	255	600	605	216	1676	85%	49%
Limited English Proficient	0	0	55	19	29	27	10	85	78%	44%
Total	0	0	236	274	629	632	226	1761	84%	49%
<b>Results by Income Level</b>										
Economically Disadvantaged	0	0	209	236	531	429	110	1306	82%	41%
Not Disadvantaged	0	0	27	38	98	203	116	455	92%	70%
Total	0	0	236	274	629	632	226	1761	84%	49%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	0	0	236	274	629	632	226	1761	84%	49%
Total	0	0	236	274	629	632	226	1761	84%	49%

**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	4	3	11	4	0	18	83%	22%
Black	0	0	146	206	325	62	4	597	65%	11%
Hispanic	0	0	43	29	27	3	1	60	52%	7%
Asian or Pacific Islander	0	0	2	1	9	12	3	25	96%	60%
White	0	0	143	120	309	183	42	654	82%	34%
Total	0	0	338	359	681	264	50	1354	73%	23%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	0	0	142	163	347	159	28	697	77%	27%
Male	0	0	196	196	334	105	22	657	70%	19%
Total	0	0	338	359	681	264	50	1354	73%	23%
<b>Results by English Proficiency Status</b>										
English Proficient	0	0	293	343	667	261	50	1321	74%	24%
Limited English Proficient	0	0	45	16	14	3	0	33	52%	9%
Total	0	0	338	359	681	264	50	1354	73%	23%
<b>Results by Income Level</b>										
Economically Disadvantaged	0	0	263	277	460	106	13	856	68%	14%
Not Disadvantaged	0	0	75	82	221	158	37	498	84%	39%
Total	0	0	338	359	681	264	50	1354	73%	23%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	0	0	338	359	681	264	50	1354	73%	23%
Total	0	0	338	359	681	264	50	1354	73%	23%

**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		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	6	4	11	0	1	16	75%	6%
Black	0	0	144	385	186	27	1	599	36%	5%
Hispanic	0	0	26	62	10	5	0	77	19%	6%
Asian or Pacific Islander	0	0	1	4	7	13	2	26	85%	58%
White	0	0	146	233	250	146	22	651	64%	26%
Total	0	0	323	688	464	191	26	1369	50%	16%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
Results by Gender										
Female	0	0	142	347	253	87	10	697	50%	14%
Male	0	0	181	341	211	104	16	672	49%	18%
Total	0	0	323	688	464	191	26	1369	50%	16%
Results by English Proficiency Status										
English Proficient	0	0	290	655	456	187	26	1324	51%	16%
Limited English Proficient	0	0	33	33	8	4	0	45	27%	9%
Total	0	0	323	688	464	191	26	1369	50%	16%
Results by Income Level										
Economically Disadvantaged	0	0	241	519	287	64	8	878	41%	8%
Not Disadvantaged	0	0	82	169	177	127	18	491	66%	30%
Total	0	0	323	688	464	191	26	1369	50%	16%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	0	0	323	688	464	191	26	1369	50%	16%
Total	0	0	323	688	464	191	26	1369	50%	16%

**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	909	259	478	0	81%
Students with Disabilities	163	12	29	46	53%
<b>Total</b>	1072	271	507	46	77%
Results by English Language Proficiency					
English Proficient	1056	268	501	46	77%
Limited English Proficient	16	3	6	0	56%
<b>Total</b>	1072	271	507	46	77%

## 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	909	129	532	1	73%
Students with Disabilities	163	8	23	63	58%
<b>Total</b>	1072	137	555	64	71%

## 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>	1453	1072	99	4	239	1