

New York State District Report Card Comprehensive Information Report

BEDS Code: 42-03-03-06-0000

Name: North Syracuse Central School District

Superintendent: Kathleen B. Gramet

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	234	223	262
Kindergarten	619	643	557
First	683	689	709
Second	693	705	703
Third	710	703	713
Fourth	756	725	716
Fifth	812	753	747
Sixth	740	804	769
Ungraded Elementary	261	273	235
Seventh	794	790	862
Eighth	843	835	807
Ninth	782	804	788
Tenth	727	695	755
Eleventh	722	731	684
Twelfth	668	669	681
Ungraded Secondary	112	138	214
Total K-12 Enrollment	9922	9957	9940

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	242	2.4%	255	2.6%	279	2.8%
Black (Not Hispanic)	244	2.5%	242	2.4%	282	2.8%
Hispanic	75	0.8%	75	0.8%	72	0.7%
White (Not Hispanic)	9361	94.3%	9385	94.3%	9307	93.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	19	18
Common Branch	22	22	22
English Grade 8	26	27	24
Mathematics Grade 8	25	28	26
Science Grade 8	25	26	25
Social Studies Grade 8	25	25	25
English Grade 10	24	26	24
Mathematics Grade 10	26	25	23
Science Grade 10	24	25	23
Social Studies Grade 10	25	26	27

(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
NA	NA

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	26	0.3%	41	0.4%	28	0.3%
Eligible for Free Lunch	1250	13.4%	1208	13.0%	1111	11.8%

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		94.2%		94.7%		94.6%
Student Suspensions	530	5.3%	727	7.3%	801	8.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.6%	7.6%	9.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	709
Total Other Professional Staff	115
Total Paraprofessionals	265
Teaching Out of Certification*	13
Teachers with Temporary Licenses	1

*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	508	362	71%	536	362	68%	549	371	68%
Students with Disabilities	49	9	18%	46	5	11%	46	4	9%
All Students	557	371	67%	582	367	63%	595	375	63%

*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	282	213	26	13	56	5
Percent	47%	36%	4%	2%	9%	1%

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)
46	4	10	56

*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			188		22	
	Entered GED Program*			0		26	
	Total Noncompleters			188		48	
Students with Disabilities	Dropped Out			35		5	
	Entered GED Program*			0		4	
	Total Noncompleters			35		9	
All Students	Dropped Out	61	2.1%	223	7.5%	27	0.9%
	Entered GED Program*	45	1.5%	0	0.0%	30	1.0%
	Total Noncompleters	106	3.6%	223	7.5%	57	1.9%

*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	116	82%	111	86%	121	83%
German	119	94%	120	85%	124	85%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	470	84%	443	80%	505	88%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	10	40%	2	#	4	#
German	11	64%	0	0%	2	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	48	27%	10	40%	23	65%

(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	7	100%	32	47%	17	94%
Science	31	77%	22	77%	1	#
Reading	3	#	2	#	7	100%
Writing	3	#	2	#	0	0%
Global Studies	29	97%	16	31%	13	77%
U.S. Hist & Gov't	63	97%	3	#	8	50%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	46	89%	44	93%	42	81%
Science	12	67%	15	87%	20	65%
Reading	26	77%	9	100%	33	82%
Writing	4	#	8	88%	3	#
Global Studies	27	70%	24	71%	47	60%
U.S. Hist & Gov't	29	76%	20	85%	22	91%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	543	666	666	45	53	64
Number Scoring 55–100	532	648	616	38	47	37
Number Scoring 65–100	476	588	574	15	32	26
Number Scoring 85–100	202	283	260	1	2	7
Percentage of Tested Scoring 55–100	98%	97%	92%	84%	89%	58%
Percentage of Tested Scoring 65–100	88%	88%	86%	33%	60%	41%
Percentage of Tested Scoring 85–100	37%	42%	39%	2%	4%	11%
Mathematics A						
Number Tested	392	439	947	67	66	65
Number Scoring 55–100	209	218	741	26	19	26
Number Scoring 65–100	94	93	587	9	8	17
Number Scoring 85–100	7	4	127	0	1	0
Percentage of Tested Scoring 55–100	53%	50%	78%	39%	29%	40%
Percentage of Tested Scoring 65–100	24%	21%	62%	13%	12%	26%
Percentage of Tested Scoring 85–100	2%	1%	13%	0%	2%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	6	6	0	1	0
Number Scoring 55–100	0	6	3	0	#	0
Number Scoring 65–100	0	4	3	0	#	0
Number Scoring 85–100	0	0	1	0	#	0
Percentage of Tested Scoring 55–100	0%	100%	50%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	67%	50%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	#	0%
Global History and Geography						
Number Tested	742	699	842	65	60	67
Number Scoring 55–100	712	609	710	57	41	35
Number Scoring 65–100	646	534	624	39	29	23
Number Scoring 85–100	220	122	204	0	2	3
Percentage of Tested Scoring 55–100	96%	87%	84%	88%	68%	52%
Percentage of Tested Scoring 65–100	87%	76%	74%	60%	48%	34%
Percentage of Tested Scoring 85–100	30%	17%	24%	0%	3%	4%
U.S. History and Government (first administered June 2001)						
Number Tested	640	733	738	41	59	69
Number Scoring 55–100	576	691	705	33	49	57
Number Scoring 65–100	516	603	647	23	35	48
Number Scoring 85–100	225	213	309	4	2	13
Percentage of Tested Scoring 55–100	90%	94%	96%	80%	83%	83%
Percentage of Tested Scoring 65–100	81%	82%	88%	56%	59%	70%
Percentage of Tested Scoring 85–100	35%	29%	42%	10%	3%	19%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	627	580	670	34	35	31
Number Scoring 55–100	557	575	659	31	33	29
Number Scoring 65–100	542	563	634	27	33	23
Number Scoring 85–100	137	228	196	2	3	1
Percentage of Tested Scoring 55–100	89%	99%	98%	91%	94%	94%
Percentage of Tested Scoring 65–100	86%	97%	95%	79%	94%	74%
Percentage of Tested Scoring 85–100	22%	39%	29%	6%	9%	3%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	592	688	721	26	37	40
Number Scoring 55–100	516	642	651	14	28	30
Number Scoring 65–100	482	568	581	13	17	22
Number Scoring 85–100	198	203	194	5	0	3
Percentage of Tested Scoring 55–100	87%	93%	90%	54%	76%	75%
Percentage of Tested Scoring 65–100	81%	83%	81%	50%	46%	55%
Percentage of Tested Scoring 85–100	33%	30%	27%	19%	0%	7%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		366	408		4	6
Number Scoring 55–100		356	377		#	6
Number Scoring 65–100		261	303		#	3
Number Scoring 85–100		28	65		#	0
Percentage of Tested Scoring 55–100		97%	92%		#	100%
Percentage of Tested Scoring 65–100		71%	74%		#	50%
Percentage of Tested Scoring 85–100		8%	16%		#	0%
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	97	92	80	0	0	3
Number Scoring 55–100	97	90	79	0	0	#
Number Scoring 65–100	96	85	78	0	0	#
Number Scoring 85–100	50	25	45	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	99%	92%	97%	0%	0%	#
Percentage of Tested Scoring 85–100	52%	27%	56%	0%	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	76	70	76	1	1	2
Number Scoring 55–100	72	69	73	#	#	#
Number Scoring 65–100	70	66	68	#	#	#
Number Scoring 85–100	43	24	22	#	#	#
Percentage of Tested Scoring 55–100	95%	99%	96%	#	#	#
Percentage of Tested Scoring 65–100	92%	94%	89%	#	#	#
Percentage of Tested Scoring 85–100	57%	34%	29%	#	#	#
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	254	274	294	2	3	5
Number Scoring 55–100	254	271	292	#	#	5
Number Scoring 65–100	252	265	288	#	#	5
Number Scoring 85–100	183	179	198	#	#	1
Percentage of Tested Scoring 55–100	100%	99%	99%	#	#	100%
Percentage of Tested Scoring 65–100	99%	97%	98%	#	#	100%
Percentage of Tested Scoring 85–100	72%	65%	67%	#	#	20%
Comprehensive Latin						
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%

(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	522	426	50	10	6	0
Number Scoring 55–100	435	360	30	6	3	0
Number Scoring 65–100	369	315	20	5	3	0
Number Scoring 85–100	152	131	4	1	1	0
Percentage of Tested Scoring 55–100	83%	85%	60%	60%	50%	0%
Percentage of Tested Scoring 65–100	71%	74%	40%	50%	50%	0%
Percentage of Tested Scoring 85–100	29%	31%	8%	10%	17%	0%
Sequential Mathematics, Course III						
Number Tested	331	306	293	2	2	3
Number Scoring 55–100	305	284	259	#	#	#
Number Scoring 65–100	282	265	241	#	#	#
Number Scoring 85–100	149	157	124	#	#	#
Percentage of Tested Scoring 55–100	92%	93%	88%	#	#	#
Percentage of Tested Scoring 65–100	85%	87%	82%	#	#	#
Percentage of Tested Scoring 85–100	45%	51%	42%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	241	98%	310	95%	283	92%
Students with Disabilities	42	95%	54	94%	47	55%

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	693	5%	12%	71%	12%
	Students with Disabilities	80	23%	26%	49%	3%
	All Students	773	7%	13%	68%	11%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	673	2%	44%	47%	7%
	Students with Disabilities	57	18%	72%	11%	0%
	All Students	730	4%	46%	45%	6%

(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	2	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	624	624	624	52	52	52	676	676	676
Number Scoring 55–64	31	39	10	11	7	4	42	46	14
Number Scoring 65–84	324	307	395	29	26	29	353	333	424
Number Scoring 85–100	213	216	163	1	0	3	214	216	166
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)