

New York State District Report Card Comprehensive Information Report

BEDS Code: 42-18-00-01-0000

Name: Syracuse City School District

Superintendent: Stephen C. Jones

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	632	721	716
Kindergarten	1635	1606	1586
First	1709	1538	1499
Second	1858	1786	1588
Third	1920	1847	1741
Fourth	1747	1754	1665
Fifth	1675	1598	1684
Sixth	1476	1678	1615
Ungraded Elementary	1126	1021	1119
Seventh	1638	1524	1575
Eighth	1446	1520	1473
Ninth	2075	1920	2001
Tenth	1280	1425	1308
Eleventh	1059	1010	1058
Twelfth	846	828	823
Ungraded Secondary	893	1020	1004
Total K-12 Enrollment	22383	22075	21739

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	596	2.7%	555	2.5%	541	2.5%
Black (Not Hispanic)	10197	45.6%	10201	46.2%	10100	46.5%
Hispanic	1399	6.3%	1490	6.7%	1542	7.1%
White (Not Hispanic)	10191	45.5%	9829	44.5%	9556	44.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	18	18
Common Branch	20	20	20
English Grade 8	21	21	22
Mathematics Grade 8	19	20	22
Science Grade 8	21	21	22
Social Studies Grade 8	20	22	22
English Grade 10	24	24	24
Mathematics Grade 10	22	25	25
Science Grade 10	23	26	23
Social Studies Grade 10	25	24	24

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative 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	1306	5.7%	1282	5.6%	1348	6.0%
Eligible for Free Lunch	12997	58.1%	13036	59.1%	12956	59.6%

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		91.8%		92.9%		91.1%
Student Suspensions	3019	13.3%	3607	16.1%	4763	21.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.4%	9.3%	9.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	1975
Total Other Professional Staff	334
Total Paraprofessionals	964
Teaching Out of Certification*	172
Teachers with Temporary Licenses	27

*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	458	150	33%	613	262	43%	746	325	44%
Students with Disabilities	66	26	39%	14	13	93%	98	19	19%
All Students	524	176	34%	627	275	44%	844	344	41%

*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	406	317	6	21	87	7
Percent	48%	38%	1%	2%	10%	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)
98	19	57	155

*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			201		174	
	Entered GED Program*			232		0	
	Total Noncompleters			433		174	
Students with Disabilities	Dropped Out			46		72	
	Entered GED Program*			53		0	
	Total Noncompleters			99		72	
All Students	Dropped Out	319	5.6%	247	4.4%	246	4.3%
	Entered GED Program*	172	3.0%	285	5.0%	0	0.0%
	Total Noncompleters	491	8.5%	532	9.4%	246	4.3%

*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		1883	1265
	Number of Students with Disabilities		448	208
	Number of All Students		2331	1473
	Percent of Enrollment		44%	28%
9-12	Number of General-Education Students		3526	4672
	Number of Students with Disabilities		664	518
	Number of All Students		4190	5190
	Percent of Enrollment		72%	89%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	134	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	31	90%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	1271	80%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	3	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	119	64%

(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	22	100%	15	13%	22	73%
Science	183	64%	46	4%	21	52%
Reading	6	100%	5	60%	6	33%
Writing	4	#	2	#	9	89%
Global Studies	126	37%	17	24%	8	50%
U.S. Hist & Gov't	177	41%	17	6%	7	71%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	175	55%	172	2%	212	61%
Science	143	34%	151	1%	157	41%
Reading	90	54%	66	53%	47	47%
Writing	63	70%	67	76%	43	63%
Global Studies	99	31%	92	13%	89	45%
U.S. Hist & Gov't	78	42%	34	6%	57	49%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	1085	1043	340	123	148	33
Number Scoring 55–100	904	840	252	74	86	20
Number Scoring 65–100	627	643	218	36	48	14
Number Scoring 85–100	73	204	88	1	4	3
Percentage of Tested Scoring 55–100	83%	81%	74%	60%	58%	61%
Percentage of Tested Scoring 65–100	58%	62%	64%	29%	32%	42%
Percentage of Tested Scoring 85–100	7%	20%	26%	1%	3%	9%
Mathematics A						
Number Tested	400	652	82	62	123	9
Number Scoring 55–100	55	206	52	7	24	6
Number Scoring 65–100	10	111	38	1	13	3
Number Scoring 85–100	0	22	13	0	2	1
Percentage of Tested Scoring 55–100	14%	32%	63%	11%	20%	67%
Percentage of Tested Scoring 65–100	3%	17%	46%	2%	11%	33%
Percentage of Tested Scoring 85–100	0%	3%	16%	0%	2%	11%
Mathematics B (first administered June 2001)						
Number Tested	0	0	69	0	0	8
Number Scoring 55–100	0	0	19	0	0	3
Number Scoring 65–100	0	0	11	0	0	2
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	28%	0%	0%	38%
Percentage of Tested Scoring 65–100	0%	0%	16%	0%	0%	25%
Percentage of Tested Scoring 85–100	0%	0%	1%	0%	0%	0%
Global History and Geography						
Number Tested	1474	1369	1386	188	202	254
Number Scoring 55–100	1118	1032	759	100	114	95
Number Scoring 65–100	836	722	622	67	65	67
Number Scoring 85–100	193	142	151	4	5	7
Percentage of Tested Scoring 55–100	76%	75%	55%	53%	56%	37%
Percentage of Tested Scoring 65–100	57%	53%	45%	36%	32%	26%
Percentage of Tested Scoring 85–100	13%	10%	11%	2%	2%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	872	981	1116	99	135	137
Number Scoring 55–100	591	793	867	51	92	79
Number Scoring 65–100	453	567	741	40	58	60
Number Scoring 85–100	157	84	219	11	5	11
Percentage of Tested Scoring 55–100	68%	81%	78%	52%	68%	58%
Percentage of Tested Scoring 65–100	52%	58%	66%	40%	43%	44%
Percentage of Tested Scoring 85–100	18%	9%	20%	11%	4%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	911	1247	1844	90	150	333
Number Scoring 55–100	742	1195	1140	70	135	168
Number Scoring 65–100	677	1086	947	59	117	116
Number Scoring 85–100	143	262	165	5	13	7
Percentage of Tested Scoring 55–100	81%	96%	62%	78%	90%	50%
Percentage of Tested Scoring 65–100	74%	87%	51%	66%	78%	35%
Percentage of Tested Scoring 85–100	16%	21%	9%	6%	9%	2%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	689	604	652	39	30	66
Number Scoring 55–100	482	527	400	24	21	33
Number Scoring 65–100	409	440	348	22	16	27
Number Scoring 85–100	157	103	96	5	1	4
Percentage of Tested Scoring 55–100	70%	87%	61%	62%	70%	50%
Percentage of Tested Scoring 65–100	59%	73%	53%	56%	53%	41%
Percentage of Tested Scoring 85–100	23%	17%	15%	13%	3%	6%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		499	694		25	38
Number Scoring 55–100		382	389		14	17
Number Scoring 65–100		226	243		7	8
Number Scoring 85–100		35	46		1	2
Percentage of Tested Scoring 55–100		77%	56%		56%	45%
Percentage of Tested Scoring 65–100		45%	35%		28%	21%
Percentage of Tested Scoring 85–100		7%	7%		4%	5%
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	124	116	0	2	3	0
Number Scoring 55–100	111	108	0	#	#	0
Number Scoring 65–100	97	98	0	#	#	0
Number Scoring 85–100	51	38	0	#	#	0
Percentage of Tested Scoring 55–100	90%	93%	0%	#	#	0%
Percentage of Tested Scoring 65–100	78%	84%	0%	#	#	0%
Percentage of Tested Scoring 85–100	41%	33%	0%	#	#	0%
Comprehensive Italian						
Number Tested	17	12	0	1	0	0
Number Scoring 55–100	12	10	0	#	0	0
Number Scoring 65–100	12	10	0	#	0	0
Number Scoring 85–100	3	4	0	#	0	0
Percentage of Tested Scoring 55–100	71%	83%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	71%	83%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	18%	33%	0%	#	0%	0%
Comprehensive German						
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 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	554	490	0	28	18	0
Number Scoring 55–100	507	451	0	19	14	0
Number Scoring 65–100	456	413	0	13	12	0
Number Scoring 85–100	201	191	0	2	5	0
Percentage of Tested Scoring 55–100	92%	92%	0%	68%	78%	0%
Percentage of Tested Scoring 65–100	82%	84%	0%	46%	67%	0%
Percentage of Tested Scoring 85–100	36%	39%	0%	7%	28%	0%
Comprehensive Latin						
Number Tested	16	11	0	1	1	0
Number Scoring 55–100	16	11	0	#	#	0
Number Scoring 65–100	16	11	0	#	#	0
Number Scoring 85–100	13	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	81%	100%	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	899	870	97	39	51	4
Number Scoring 55–100	526	445	73	20	21	#
Number Scoring 65–100	440	319	44	16	14	#
Number Scoring 85–100	139	85	5	3	2	#
Percentage of Tested Scoring 55–100	59%	51%	75%	51%	41%	#
Percentage of Tested Scoring 65–100	49%	37%	45%	41%	27%	#
Percentage of Tested Scoring 85–100	15%	10%	5%	8%	4%	#
Sequential Mathematics, Course III						
Number Tested	522	511	504	17	22	19
Number Scoring 55–100	324	350	278	11	19	10
Number Scoring 65–100	264	290	229	7	15	9
Number Scoring 85–100	87	93	63	2	4	2
Percentage of Tested Scoring 55–100	62%	68%	55%	65%	86%	53%
Percentage of Tested Scoring 65–100	51%	57%	45%	41%	68%	47%
Percentage of Tested Scoring 85–100	17%	18%	12%	12%	18%	11%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	464	84%	305	91%	0	0%
Students with Disabilities	98	84%	94	73%	0	0%

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	1271	23%	26%	46%	5%
	Students with Disabilities	420	42%	28%	30%	1%
	All Students	1691	28%	27%	42%	4%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	1135	8%	67%	23%	2%
	Students with Disabilities	265	26%	65%	9%	0%
	All Students	1400	12%	67%	20%	1%

(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	6	1	0	2	2	2
Middle Level						
Social Studies	10	2	1	1	6	2
Secondary Level						
English Language Arts	16	3	0	1	3	12
Social Studies	16	3	0	3	3	10
Mathematics	16	3	0	2	4	10
Science	16	3	0	2	4	10

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	887	887	887	195	195	195	1082	1082	1082
Number Scoring 55–64	132	132	68	37	28	15	169	160	83
Number Scoring 65–84	447	316	490	58	41	69	505	357	559
Number Scoring 85–100	171	65	173	4	3	5	175	68	178
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)