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The New York State School District Report Card for North Syracuse Central School District

An Overview of Academic Performance



March 2002



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

March 26, 2002

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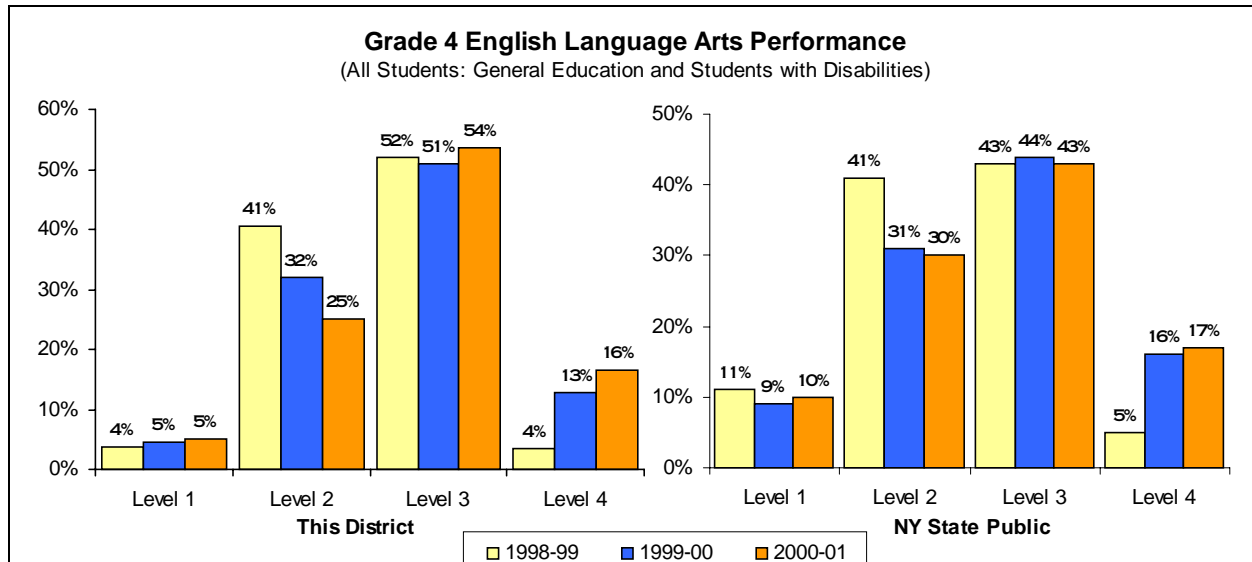
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Elementary Level

English Language Arts



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4	Total	
Jan 1999	General Education		1	3	19	252	363	26	660	650
	Students with Disabilities	5	0	2	9	53	29	1	92	633
	All Students	5	1	5	28	305	392	27	752	647
Jan 2000	General Education		0	13	18	202	388	103	711	661
	Students with Disabilities	5	0	2	20	64	36	3	123	630
	All Students	5	0	15	38	266	424	106	834	657
Jan 2001	General Education		2	2	18	145	376	124	663	666
	Students with Disabilities	7	0	0	21	46	34	2	103	631
	All Students	7	2	2	39	191	410	126	766	662

Grade 4 English Language Arts Levels - Listening, Reading, and Writing Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 692 to 800 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 645 to 691 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 603 to 644 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 455 to 602 are in this level.

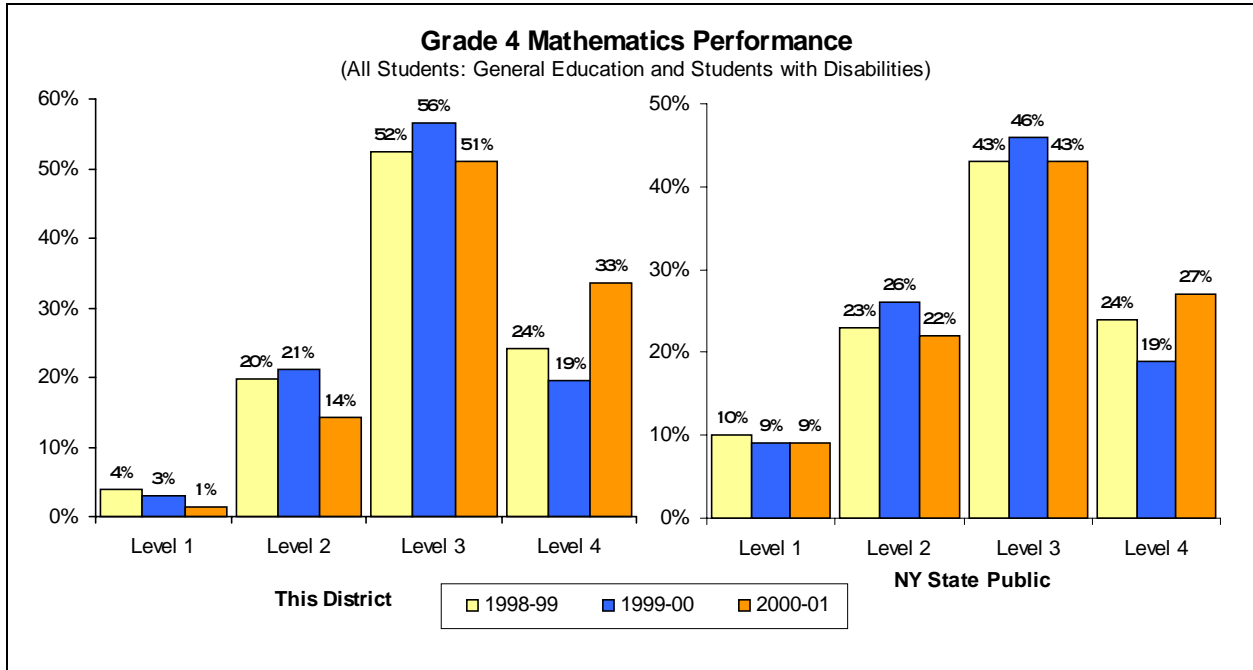
Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
January 2001	2	#

- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
 - 2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.
 - 3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level Mathematics



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	1	14	111	353	175	653	662
	Students with Disabilities	1	0	1	15	37	40	6	98	631
	All Students	1	0	2	29	148	393	181	751	658
May 2000	General Education		0	8	12	122	422	160	716	659
	Students with Disabilities	6	0	4	13	54	50	3	120	633
	All Students	6	0	12	25	176	472	163	836	655
May 2001	General Education		0	1	2	82	348	240	672	670
	Students with Disabilities	6	0	0	8	28	47	19	102	648
	All Students	6	0	1	10	110	395	259	774	667

Grade 4 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 678 to 810 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 637 to 677 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 602 to 636 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 448 to 601 are in this level.

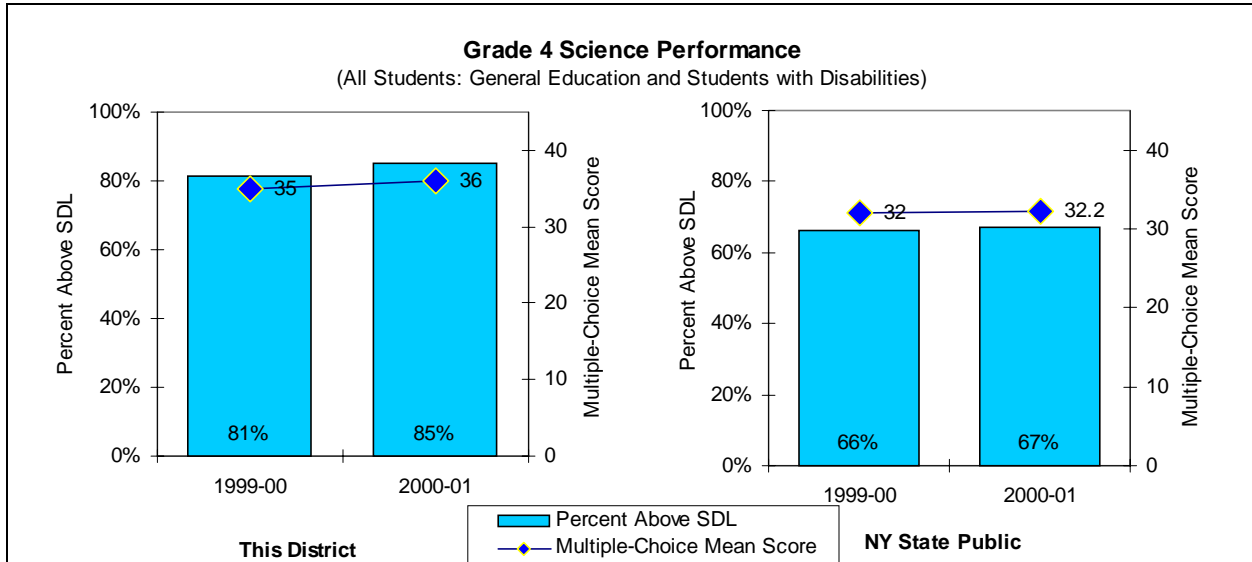
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of this mathematics assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level Science



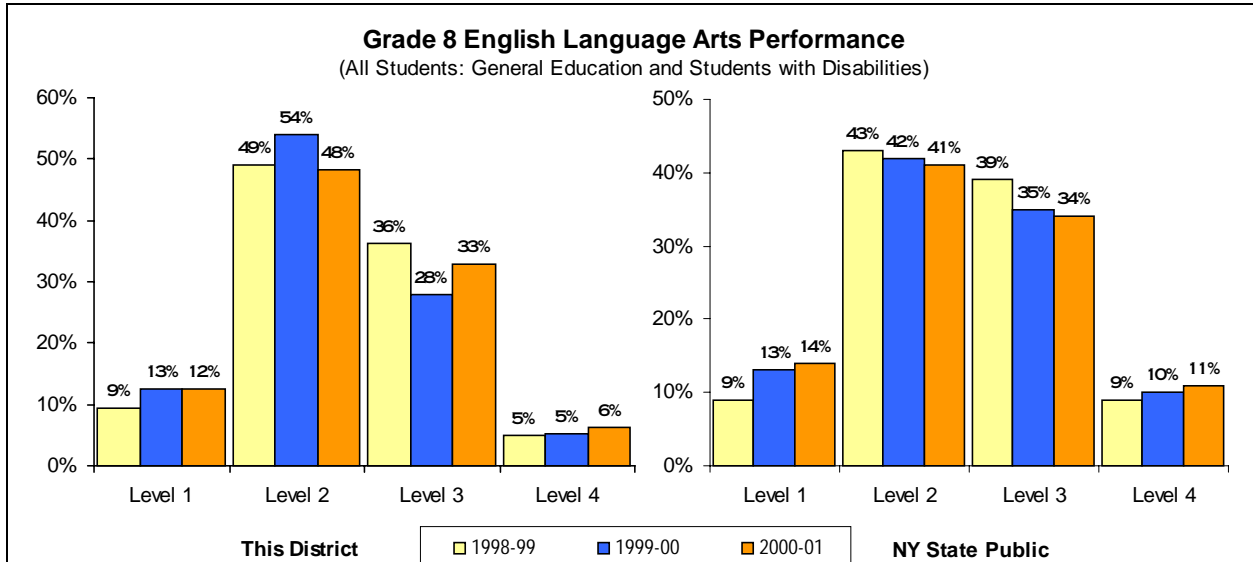
Performance at This District	Counts of Students						School Mean Scores		
	Not Tested			Multiple-Choice Test Component		Performance Component	Mult.-Choice	Performance	
	AA ¹	ELL ²	Absent ³	Tested	Above SDL	Tested			
May 2000	General Education		0	4	720	622	713	36	32
	Students with Disabilities	6	0	5	119	61	119	29	30
	All Students	6	0	9	839	683	832	35	32
May 2001	General Education		0	1	672	593	667	36	35
	Students with Disabilities	6	0	0	102	67	101	32	35
	All Students	6	0	1	774	660	768	36	35

Grade 4 Science - Knowledge, Reasoning, and Problem-Solving Standards

Multiple-Choice Test Component	This component is 45 multiple-choice questions based upon the New York State <i>Elementary Science Syllabus</i> , and referenced to the New York State <i>Learning Standards for Mathematics, Science and Technology</i> (Elementary Level). Of the 45 questions, 17 reference Physical Setting; 17 reference Living Environment; 8 reference Scientific Inquiry; and 3 reference Mathematics.
State Designated Level (SDL)	Students who correctly answer fewer than 30 of the 45 questions of the Multiple-Choice Test Component must receive academic intervention services (AIS) in the following term of instruction.
Performance Component	This component involves performance of hands-on tasks at 5 stations. The stations are named <i>Liquids</i> , <i>Grouping Objects</i> , <i>Ball and Ramp Game</i> , <i>Magnetic and Electrical Testing</i> , and <i>Unknown Object</i> . All tested students work at the <i>Ball and Ramp Game</i> . Approximately half the students work on <i>Liquids</i> and <i>Grouping Objects</i> and the other half work on <i>Magnetic and Electrical Testing</i> and <i>Unknown Object</i> . Schools use a statistically randomized procedure to assign students to these stations.
School Mean Scores	For the multiple-choice test component, this is the average number of correct answers for students tested. If all tested students answered all questions correctly, this score would be 45. For the performance component, the mean scores for the stations are added together to arrive at the school mean score. If all tested students received perfect scores, this score would be 49.

- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
 - 2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.
 - 3 These students were enrolled at the time of testing but did not complete any part of this science assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Middle Level English Language Arts



Performance at This District	Counts of Students									Mean Score
	Not Tested			Tested					Total	
	AA ¹	ELL ²	Absent	Level 1	Level 2	Level 3	Level 4			
June 1999	General Education		0	48	44	330	280	39	693	698
	Students with Disabilities	18	0	20	30	54	4	0	88	668
	All Students	18	0	68	74	384	284	39	781	695
May 2000	General Education		1	28	44	352	208	39	643	697
	Students with Disabilities	1	0	11	51	55	3	1	110	662
	All Students	1	1	39	95	407	211	40	753	692
May 2001	General Education		1	38	48	340	263	51	702	699
	Students with Disabilities	10	0	11	52	48	2	0	102	659
	All Students	10	1	49	100	388	265	51	804	694

Grade 8 English Language Arts Levels - Listening, Reading, and Writing Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 739 to 830 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 701 to 738 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 662 to 700 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 527 to 661 are in this level.

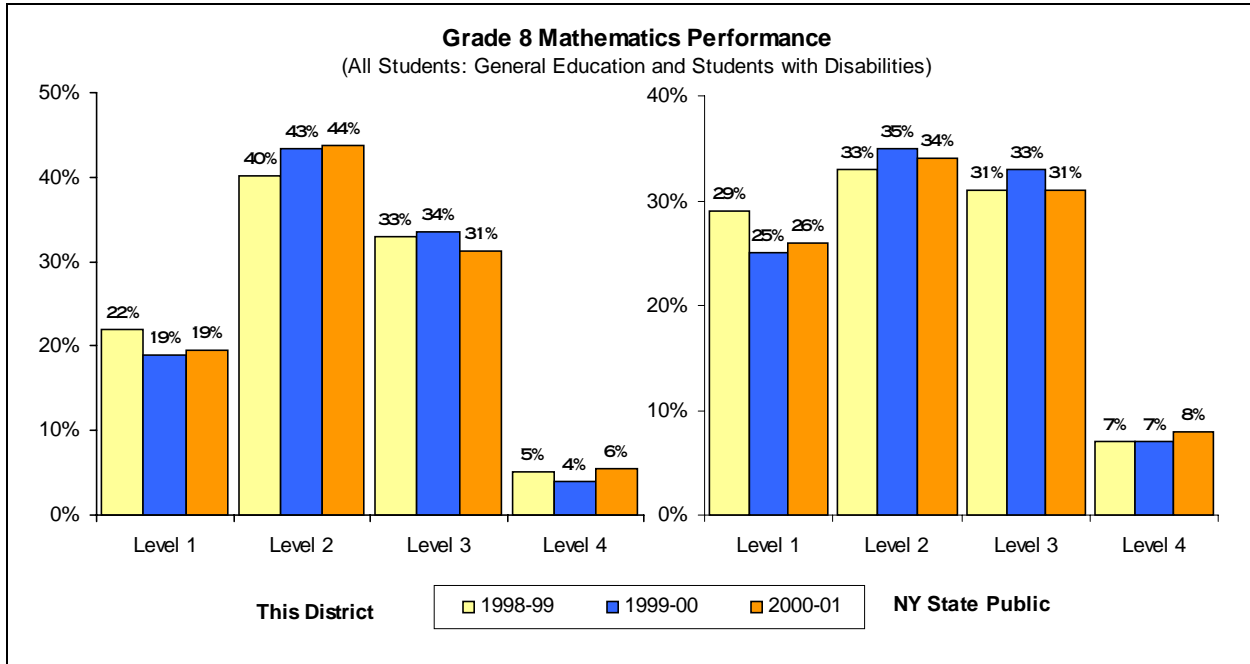
Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 8 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 2001	1	#

- For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
 - These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.
 - These students were enrolled at the time of testing but were not present to complete some part of the ELA assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Middle Level Mathematics



Performance at This District	Counts of Students								Mean Score	
	Not Tested			Tested						
	AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4	Total		
June 1999	General Education		0	46	110	287	258	40	695	711
	Students with Disabilities	15	0	16	64	30	2	0	96	663
	All Students	15	0	62	174	317	260	40	791	705
May 2000	General Education		1	36	77	286	244	29	636	712
	Students with Disabilities	1	0	13	64	37	6	1	108	674
	All Students	1	1	49	141	323	250	30	744	706
May 2001	General Education		0	43	94	317	244	44	699	711
	Students with Disabilities	5	0	20	61	32	6	0	99	665
	All Students	5	0	63	155	349	250	44	798	706

Grade 8 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 760 to 882 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 716 to 759 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 681 to 715 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 517 to 680 are in this level.

* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School Profile** page of this report. Further explanation is available at <http://www.emsc.nysed.gov/reprcd2002/similar.html>

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

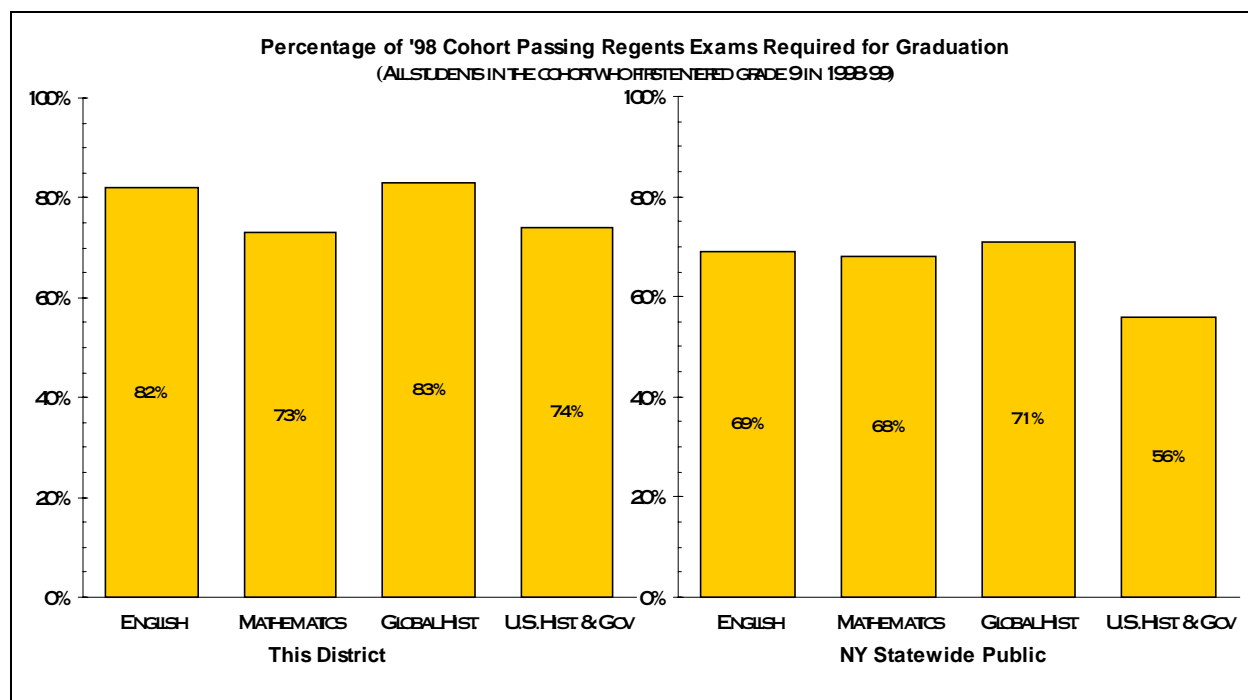
2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of the mathematics assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

High School Achievement - After Three Years of Instruction

This section presents the success of students on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results for these students after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



Requirement	Student Category	Students in Cohort ¹	Highest Score ² From 55 To 64	Highest Score ² From 65 To 84	Highest Score ² From 85 To 100	Approved Alternative Credit
English (after 3 years)	General Education	565	21	307	195	0
	Students w/ Disabilities	66	23	14	1	0
	All Students	631	44	321	196	0
Mathematics (after 3 years)	General Education	565	64	229	217	0
	Students w/ Disabilities	66	12	13	4	0
	All Students	631	76	242	221	0
Global History (after 3 years)	General Education	565	47	358	140	0
	Students w/ Disabilities	66	11	26	2	0
	All Students	631	58	384	142	0
U.S. Hist. & Gov. (after 3 years)	General Education	565	41	235	211	0
	Students w/ Disabilities	66	9	18	4	0
	All Students	631	50	253	215	0

¹ Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

² Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "All Students" category.

School District Profile

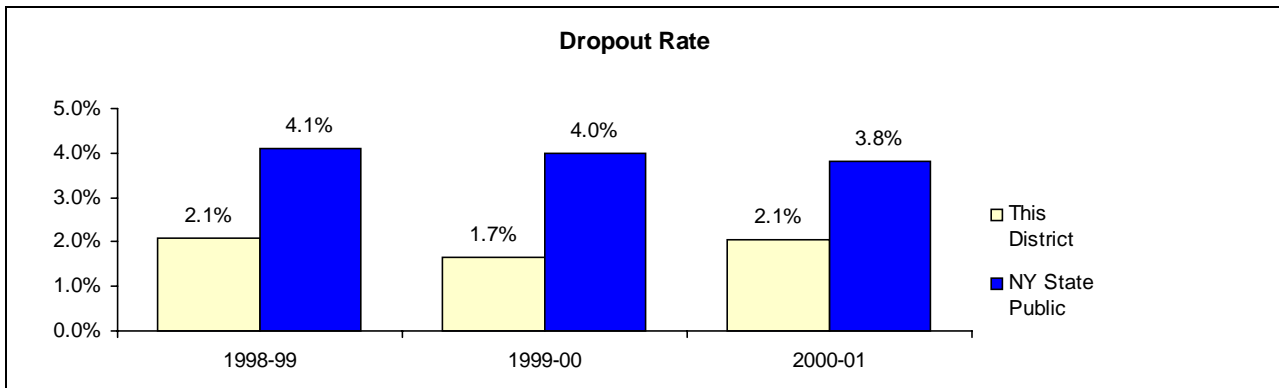
Superintendent: Ms. Kathleen B. Gramet		Phone: (315)452-3128		
Organization 2000-01		School District Staff ¹ (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
K-12	9,922	715	98	282

1999-00 School District Total Expenditure per Pupil	\$9,138
1999-00 NY State Public Schools Total Expenditure per Pupil	\$11,040

Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	234	Grade 7	794
Kindergarten	619	Grade 8	843
Grade 1	683	Grade 9	782
Grade 2	693	Grade 10	727
Grade 3	710	Grade 11	722
Grade 4	756	Grade 12	668
Grade 5	812	Ungraded Elementary with Disabilities	261
Grade 6	740	Ungraded Secondary with Disabilities	112

Student Demographics	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	36	0.4%	31	0.3%	26	0.3%
Eligible For Free Lunch	1333	14.2%	1178	12.6%	1250	13.4%

Need to Resource Capacity (N/RC) Group	The State Education Department assigns each school district to a comparison group based on student demographics and the resource capacity of the district. This district is in N/RC Group 5. This district has average needs relative to local resource capacity.
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A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.

¹ Some district-employed staff serve in more than one school. These shared people are included in counts reported here.