

421800-01-0025

The New York State School Report Card  
for  
Hughes Academic Magnet School  
in  
Syracuse City 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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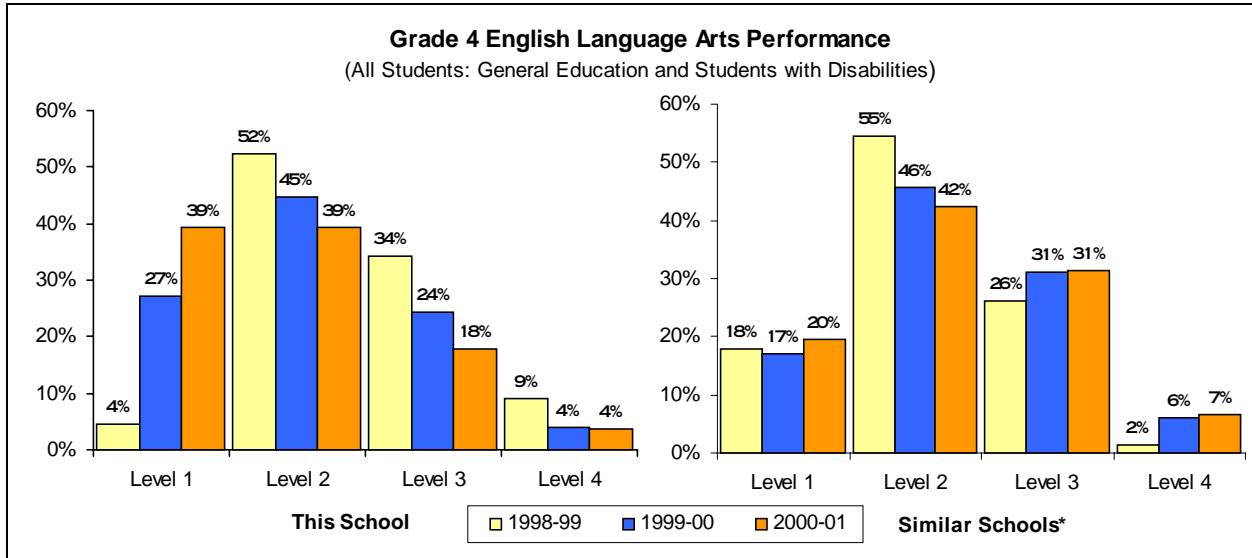
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# Elementary Level

## English Language Arts



Performance at This School		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4		Total
Jan 1999	General Education		0	8	#	#	#	#	63	#
	Students with Disabilities	0	0	13	#	#	#	#	4	#
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>3</b>	<b>35</b>	<b>23</b>	<b>6</b>	<b>67</b>	<b>643</b>
Jan 2000	General Education		0	3	15	37	21	4	77	633
	Students with Disabilities	0	0	0	13	9	4	0	26	596
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>28</b>	<b>46</b>	<b>25</b>	<b>4</b>	<b>103</b>	<b>624</b>
Jan 2001	General Education		0	1	17	27	15	3	62	626
	Students with Disabilities	0	0	18	16	6	0	0	22	575
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>33</b>	<b>33</b>	<b>15</b>	<b>3</b>	<b>84</b>	<b>612</b>

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

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>692 to 800</b> are in this level.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>645 to 691</b> are in this level.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>603 to 644</b> are in this level.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> . All students scoring from <b>455 to 602</b> 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
February 2000	0	0

\* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at <http://www.emsc.nysed.gov/repcrd2002/similar.html>.

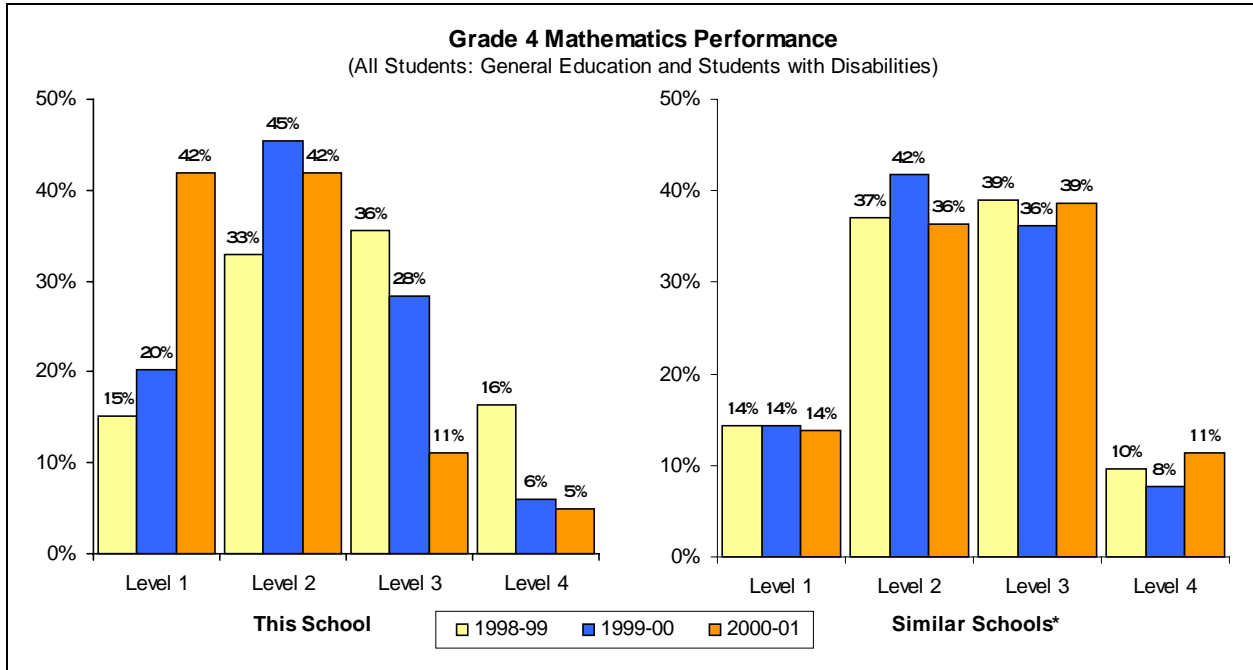
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30<sup>th</sup> 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 School		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	9	4	21	26	11	62	645
	Students with Disabilities	0	0	6	7	3	0	1	11	600
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>11</b>	<b>24</b>	<b>26</b>	<b>12</b>	<b>73</b>	<b>638</b>
May 2000	General Education		0	3	13	36	22	6	77	628
	Students with Disabilities	0	0	4	7	9	6	0	22	615
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>20</b>	<b>45</b>	<b>28</b>	<b>6</b>	<b>99</b>	<b>625</b>
May 2001	General Education		0	4	19	29	7	4	59	615
	Students with Disabilities	0	0	18	15	5	2	0	22	584
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>34</b>	<b>34</b>	<b>9</b>	<b>4</b>	<b>81</b>	<b>606</b>

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

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>678 to 810</b> are in this level.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>637 to 677</b> are in this level.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>602 to 636</b> are in this level.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> . All students scoring from <b>448 to 601</b> 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/repcrd2002/similar.html>.

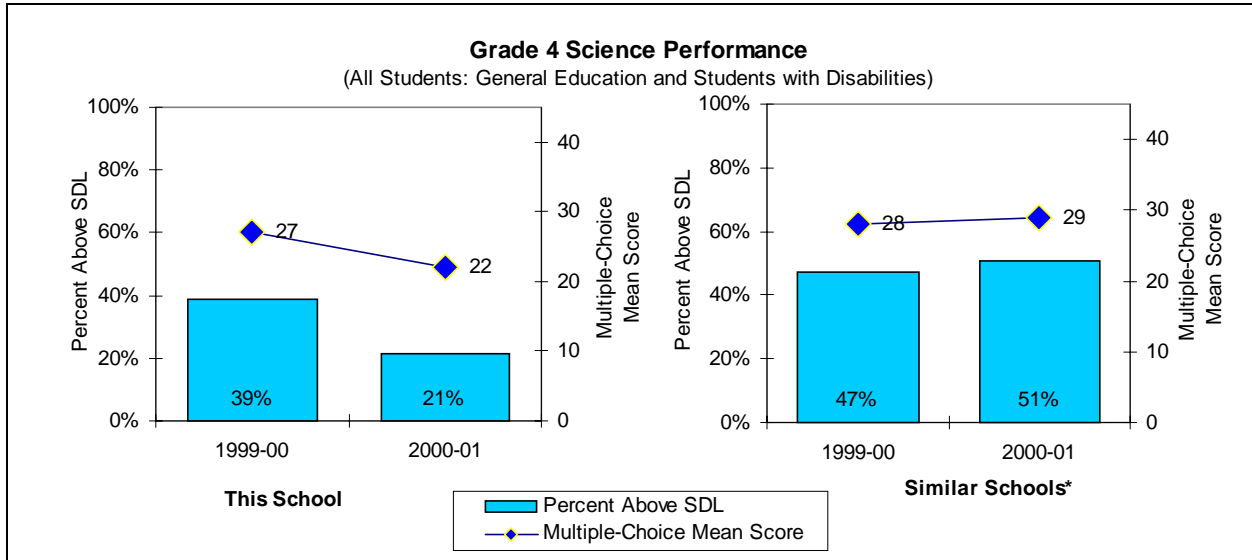
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30<sup>th</sup> 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 School		Counts of Students					School Mean Scores		
		Not Tested			Multiple-Choice Test Component		Performance Component		
		AA <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Tested	Above SDL	Tested	Multi-Choice	Performance
<b>May 2000</b>	General Education		0	1	79	32	77	27	24
	Students with Disabilities	0	0	2	24	8	21	25	23
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>103</b>	<b>40</b>	<b>98</b>	<b>27</b>	<b>24</b>
<b>May 2001</b>	General Education		0	2	61	17	61	24	21
	Students with Disabilities	0	0	17	23	1	23	17	20
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>84</b>	<b>18</b>	<b>84</b>	<b>22</b>	<b>21</b>

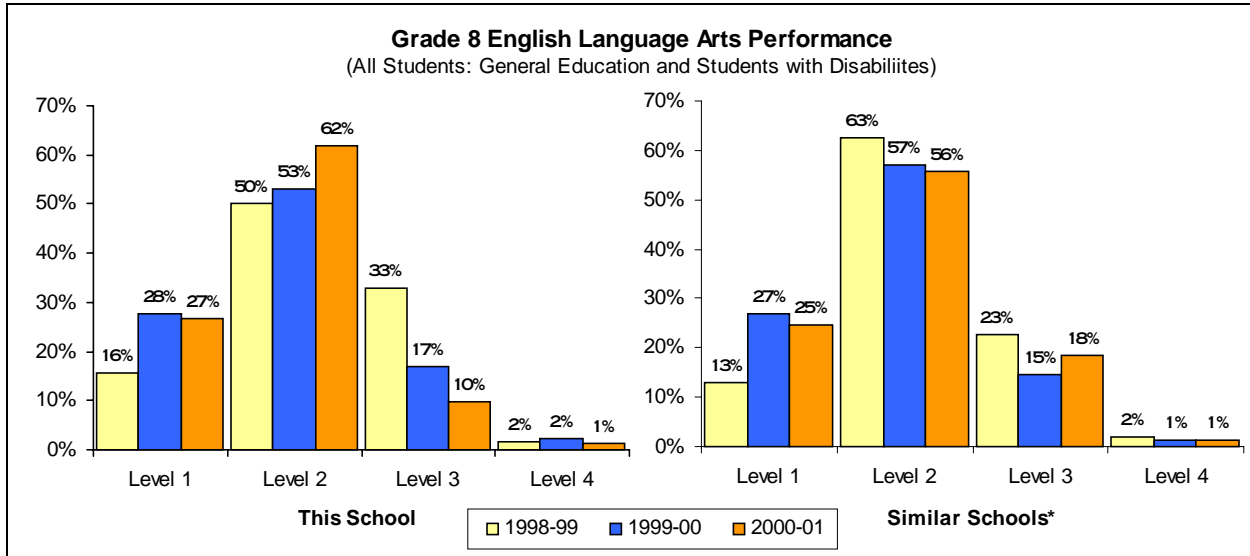
### Grade 4 Science - Knowledge, Reasoning, and Problem-Solving Standards

<b>Multiple-Choice Test Component</b>	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.
<b>State Designated Level (SDL)</b>	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.
<b>Performance Component</b>	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.
<b>School Mean Scores</b>	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.

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- 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 30<sup>th</sup> 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 School		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA <sup>1</sup>	ELL <sup>2</sup>	Absent	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	8	6	31	20	1	58	691
	Students with Disabilities	0	0	8	4	1	1	0	6	661
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>10</b>	<b>32</b>	<b>21</b>	<b>1</b>	<b>64</b>	<b>689</b>
May 2000	General Education		0	0	13	41	14	2	70	684
	Students with Disabilities	0	0	2	10	3	0	0	13	640
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>23</b>	<b>44</b>	<b>14</b>	<b>2</b>	<b>83</b>	<b>677</b>
May 2001	General Education		0	4	9	35	7	1	52	681
	Students with Disabilities	0	0	4	10	9	0	0	19	658
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>19</b>	<b>44</b>	<b>7</b>	<b>1</b>	<b>71</b>	<b>675</b>

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

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>739 to 830</b> are in this level.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>701 to 738</b> are in this level.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>662 to 700</b> are in this level.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> . All students scoring from <b>527 to 661</b> 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	0	0

\* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at <http://www.emsc.nysed.gov/repcrd2002/similar.html>.

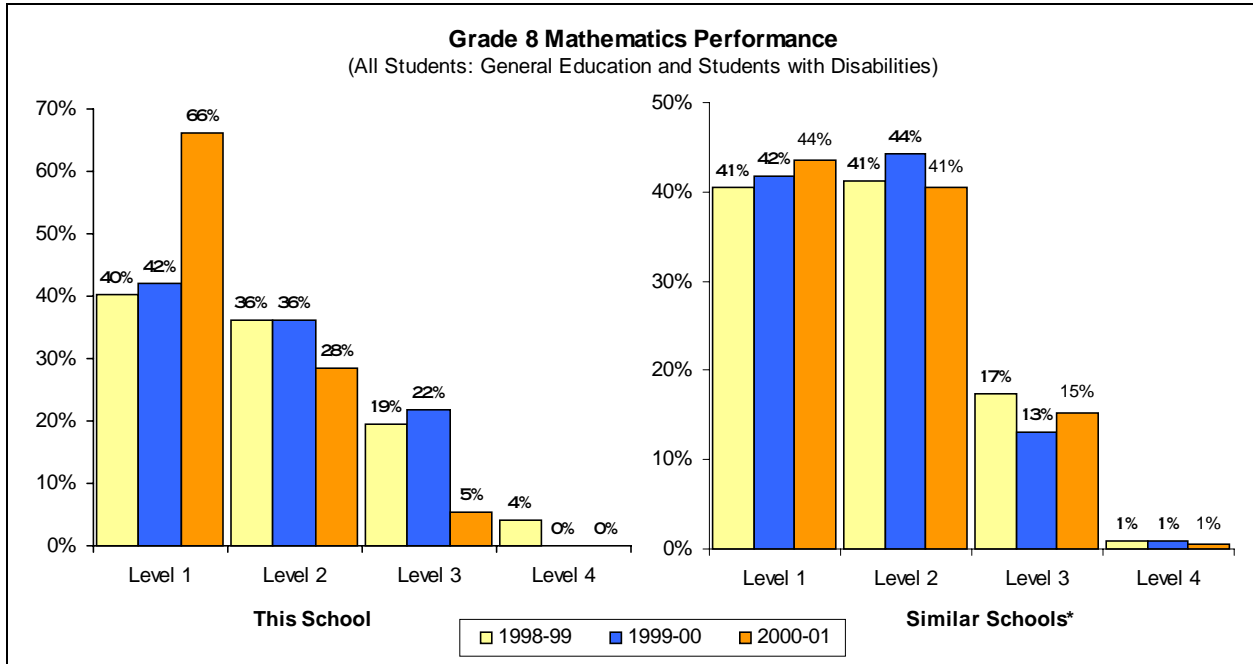
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30<sup>th</sup> 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.

## Middle Level Mathematics



Performance at This School		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	3	23	25	12	3	63	693
	Students with Disabilities	0	0	5	6	1	2	0	9	652
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>29</b>	<b>26</b>	<b>14</b>	<b>3</b>	<b>72</b>	<b>688</b>
May 2000	General Education		0	1	26	25	18	0	69	693
	Students with Disabilities	0	0	1	9	5	0	0	14	659
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>35</b>	<b>30</b>	<b>18</b>	<b>0</b>	<b>83</b>	<b>687</b>
May 2001	General Education		0	5	27	20	4	0	51	679
	Students with Disabilities	0	0	0	22	1	0	0	23	639
	<b>All Students</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>49</b>	<b>21</b>	<b>4</b>	<b>0</b>	<b>74</b>	<b>667</b>

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

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>760 to 882</b> are in this level.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>716 to 759</b> are in this level.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>681 to 715</b> are in this level.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> . All students scoring from <b>517 to 680</b> 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/reprcrd2002/similar.html>

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2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30<sup>th</sup> 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.

## School Profile

Principal: Ms. Theresa Harper		Phone: (315)435-4404	
<b>Organization 2000-01</b>		School Staff <sup>1</sup> (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
K-8	744	77	6

<b>1999-00 School District-wide Total Expenditure per Pupil</b>	\$10,045
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<b>Student Enrollment</b>			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	76
Kindergarten	63	Grade 8	64
Grade 1	73	Grade 9	0
Grade 2	67	Grade 10	0
Grade 3	70	Grade 11	0
Grade 4	76	Grade 12	0
Grade 5	82	Ungraded Elementary with Disabilities	76
Grade 6	75	Ungraded Secondary with Disabilities	22

<b>Student Demographics Used To Determine Similar School Groups</b>	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	0	0.0%	0	0.0%	0	0.0%
Eligible For Free Lunch	481	58.5%	480	60.8%	506	68.0%

<b>Similar Schools Group</b>	This school is in Similar Schools Group 5. All schools in this group are elementary level schools in large cities other than New York City. The schools in this group are in the middle range of student needs for elementary level schools in these districts.
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<sup>1</sup> Some district-employed staff serve in more than one school. These shared people are not reported here.



## System of Accountability for Student Success (SASS)

This section presents this school's results relative to Commissioner's standards for school performance. To raise performance, the Commissioner has established State standards for schools for each school year through 2002-03.

Schools are expected to meet or exceed the Commissioner's standards. School districts must develop and implement local assistance plans (LAP) to bring every public school up to these levels. Schools that fall below a standard are assigned adequate yearly progress (AYP) targets. This school-specific program of attainable goals is intended to allow schools below standard to "compete against themselves" by showing adequate progress towards closing the gap between their baseline performance and the State standard.

A Performance Index is used to assess school performance relative to elementary- and middle-level State standards for English language arts and for mathematics. The Performance Index credits each school for the students demonstrating some of the Learning Standards (Level 2) and for the students demonstrating all of the assessed Learning Standards (Level 3 and Level 4). Students at the higher levels contribute more to the Performance Index than do Level 2 students. Level 1 performance earns no credit. As a guide to understanding, the Performance Index may be understood as the sum of the percentage of students performing at or above Level 2 plus the percentage of students performing at or above Level 3.

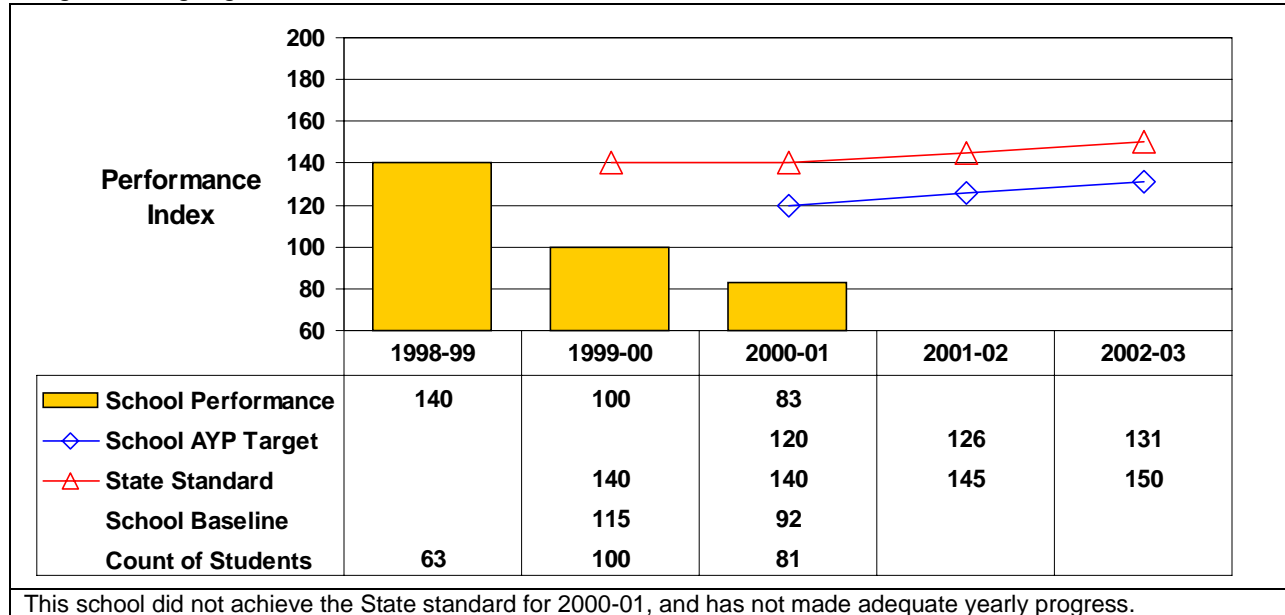
More information about this school accountability program is available from the State Education Department Web site (<http://www.emsc.nysed.gov/repcrd2002>). There you can find the rules for which students' results are included in the Performance Index, for how the performance of English language learners is included, for how the baseline numbers are calculated, for accountability for very small schools, and for when and how adequate yearly progress targets are assigned. Please note that Performance Index is only presented for schools that reported 20 or more continuously enrolled students' results. For this purpose continuously enrolled is defined as being enrolled in the school from October through the date of the State assessment.

The Commissioner has decided that until there is a State plan to meet the requirements of the Federal "No Child Left Behind" legislation he will not establish a State SASS standard for the 2003-04 school year for the elementary- and middle-level State assessments for English language arts and for mathematics. Therefore, no AYP targets are computed for the 2003-04 school year at this time. Schools that met a State standard in 1999-00 but performed below the State standard in 2000-01 are assigned AYP targets for the 2001-02 and 2002-03 school years. These AYP targets are determined using the 2002-03 State SASS standard Performance Index value of 150. Schools that performed below a State standard in 1999-00 were previously assigned AYP targets for 2001-02 and 2002-03, while schools that met State standards in 2000-01 are not assigned AYP targets.

## Elementary-Level School Performance

The Performance Index used to measure elementary school performance is computed using aggregate results of the State Grade 4 assessments for continuously enrolled students.

### English Language Arts Performance of Students in Grade 4

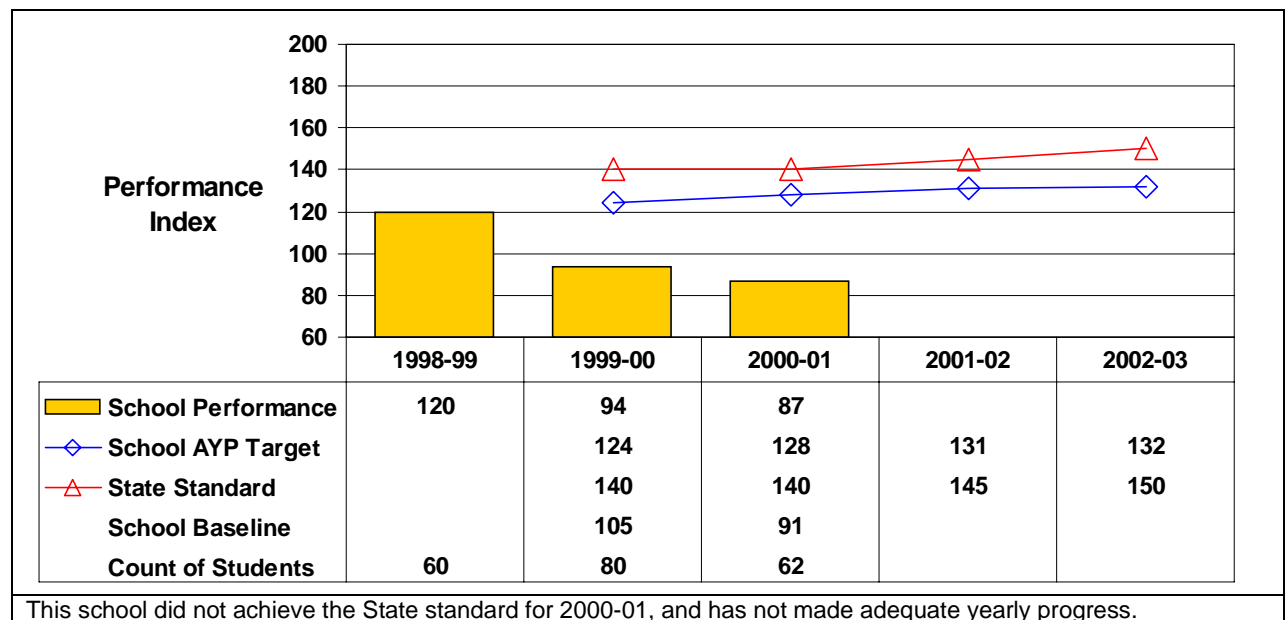


This school did not achieve the State standard for 2000-01, and has not made adequate yearly progress.

## Middle-Level School Performance

The Performance Index used to measure elementary school performance is computed using aggregate results of the State Grade 8 assessments for continuously enrolled students.

### English Language Arts Performance of Students in Grade 8



This school did not achieve the State standard for 2000-01, and has not made adequate yearly progress.

## School Under Registration Review (SURR)

This school is presently identified as a School Under Registration Review (SURR). Commissioner's Regulations require the Commissioner to annually place under Registration Review those schools that are determined to be farthest from State standards and most in need of improvement. The Commissioner establishes a timeline by which each SURR must meet performance targets in its area(s) of identification. A school that meets these targets may be removed from registration review, except that in the school's first year of identification the school must not only achieve its performance targets, but also meet all State standards in its area(s) of identification to be removed from registration review. The Commissioner may recommend that the Board of Regents revoke the registration of the school. Revocation of registration will prevent the school from further operation as a public school. When circumstances warrant, the Commissioner may extend the time frame for a school to make the required progress.

When a school is identified for registration review, a team of experts visits the school and prepares a report. Each district develops a Corrective Action Plan and each school develops a Comprehensive Education Plan to address the recommendations contained in the report. Both the State Education Department and the local school district provide additional support and resources to assist the school to improve.

For each area of identification, the required SURR performance program supercedes the SASS targets that otherwise apply to schools that perform below State standards. The following charts display all performance areas of SURR identification for this school for the period from 1999-2000 to the end of the target timeline, including the year for which the school was identified, the subsequent history of measured performance, and the minimum and target levels established for the school.

### Mathematics Performance

<b>Elementary-Level Mathematics Measured by the Grade 4 Math Performance Index (PI)</b>					
School Year	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
Target PI	NA	113*	113	113	113
Measured PI	75	-	-	-	-
Minimum PI	NA	94	94	94	94
This school was identified for SURR during the 2001-2002 school year. This school was given SURR performance targets on this criteria based upon its 2000-2001 school year performance. Target performance must be met by 2004-2005. * To be considered for removal for registration in the year of a school's SURR identification, the school must achieve the State standard on the criteria for which it was identified.					

<b>Middle-Level Mathematics Measured by the Grade 8 Math Performance Index (PI)</b>					
School Year	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
Target PI	NA	96	96	96	96
Measured PI	41	-	-	-	-
Minimum PI	NA	68	68	68	68
This school was identified for SURR during the 2001-2002 school year. This school was given SURR performance targets on this criteria based upon its 2000-2001 school year performance. Target performance must be met by 2004-2005. * To be considered for removal for registration in the year of a school's SURR identification, the school must achieve the State standard on the criteria for which it was identified.					