

# New York State School Report Card Comprehensive Information Report

BEDS Code: 42-03-03-06-0014  
 Name: Cicero-North Syracuse High School  
 Principal: Stewart Amell

Grade Range : 10-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	0	0	0
Tenth	727	695	755
Eleventh	722	731	684
Twelfth	668	669	681
Ungraded Secondary	38	50	70
Total K-12 Enrollment	2155	2145	2190

## 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	49	2.3%	59	2.8%	57	2.6%
Black (Not Hispanic)	51	2.4%	56	2.6%	58	2.6%
Hispanic	15	0.7%	17	0.8%	18	0.8%
White (Not Hispanic)	2040	94.7%	2013	93.8%	2057	93.9%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	26	25
Mathematics Grade 10	26	25	23
Science Grade 10	24	25	23
Social Studies Grade 10	26	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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	6	0.3%	7	0.3%	7	0.3%
Eligible for Free Lunch	152	7.0%	158	7.4%	163	7.4%

### 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		92.0%		92.8%		92.5%
Student Suspensions	164	7.6%	244	11.3%	305	14.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.6%	5.0%	5.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	96%	96%

### Staff Counts

Staff	2002–2003
Total Teachers	149
Total Other Professional Staff	28
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

\*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%	535	361	67%	549	371	68%
Students with Disabilities	49	9	18%	46	5	11%	46	4	9%
All Students	557	371	67%	581	366	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			159		18	
	Entered GED Program*			0		20	
	Total Noncompleters			159		38	
Students with Disabilities	Dropped Out			22		4	
	Entered GED Program*			0		3	
	Total Noncompleters			22		7	
All Students	Dropped Out	61	2.8%	181	8.4%	22	1.0%
	Entered GED Program*	45	2.1%	0	0.0%	23	1.1%
	Total Noncompleters	106	4.9%	181	8.4%	45	2.1%

\*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	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	15	87%	0	0%	3	#

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	1	#

(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%	41	83%
Science	12	67%	15	87%	19	68%
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
<b>Comprehensive English</b>						
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%
<b>Mathematics A</b>						
Number Tested	380	439	908	67	66	65
Number Scoring 55–100	202	218	702	26	19	26
Number Scoring 65–100	90	93	548	9	8	17
Number Scoring 85–100	5	4	90	0	1	0
Percentage of Tested Scoring 55–100	53%	50%	77%	39%	29%	40%
Percentage of Tested Scoring 65–100	24%	21%	60%	13%	12%	26%
Percentage of Tested Scoring 85–100	1%	1%	10%	0%	2%	0%
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	721	699	842	65	60	67
Number Scoring 55–100	693	609	710	57	41	35
Number Scoring 65–100	627	534	624	39	29	23
Number Scoring 85–100	218	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%
<b>U.S. History and Government (first administered June 2001)</b>						
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
<b>Living Environment (first administered June 2001)</b>						
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%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	53	88	137	12	25	28
Number Scoring 55–100	41	75	117	6	21	23
Number Scoring 65–100	34	52	91	5	12	16
Number Scoring 85–100	2	1	5	1	0	2
Percentage of Tested Scoring 55–100	77%	85%	85%	50%	84%	82%
Percentage of Tested Scoring 65–100	64%	59%	66%	42%	48%	57%
Percentage of Tested Scoring 85–100	4%	1%	4%	8%	0%	7%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
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%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
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%	#
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%	#	#	#
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
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%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	474	387	49	9	5	0
Number Scoring 55–100	388	321	29	5	2	0
Number Scoring 65–100	323	276	19	4	2	0
Number Scoring 85–100	114	92	3	0	0	0
Percentage of Tested Scoring 55–100	82%	83%	59%	56%	40%	0%
Percentage of Tested Scoring 65–100	68%	71%	39%	44%	40%	0%
Percentage of Tested Scoring 85–100	24%	24%	6%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
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	176	99%	255	95%	205	93%
Students with Disabilities	26	100%	45	93%	37	59%

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
<b>Nov 2002</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	616	616	616	51	51	51	667	667	667
Number Scoring 55–64	30	39	10	11	7	4	41	46	14
Number Scoring 65–84	322	305	392	29	26	29	351	331	421
Number Scoring 85–100	212	215	163	1	0	3	213	215	166
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)