

# New York State District Report Card Comprehensive Information Report

BEDS Code: 42-04-01-06-0000

Name: East Syracuse-Minoa Central School District

Superintendent: Frederick N. Thomsen

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	195	167	163
Kindergarten	211	225	203
First	227	223	250
Second	243	228	230
Third	275	239	244
Fourth	268	272	247
Fifth	269	267	305
Sixth	289	278	306
Ungraded Elementary	71	61	12
Seventh	279	325	315
Eighth	315	288	341
Ninth	309	315	290
Tenth	315	320	336
Eleventh	323	303	308
Twelfth	312	298	292
Ungraded Secondary	35	48	6
Total K-12 Enrollment	3741	3690	3685

## 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	88	2.4%	97	2.6%	114	3.1%
Black (Not Hispanic)	69	1.8%	58	1.6%	84	2.3%
Hispanic	27	0.7%	34	0.9%	47	1.3%
White (Not Hispanic)	3557	95.1%	3501	94.9%	3440	93.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	15	14	15
Common Branch	20	20	21
English Grade 8	20	19	21
Mathematics Grade 8	20	19	22
Science Grade 8	19	18	22
Social Studies Grade 8	20	19	22
English Grade 10	22	22	23
Mathematics Grade 10	24	23	24
Science Grade 10	24	21	23
Social Studies Grade 10	21	21	22

(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	42	1.1%	45	1.2%	41	1.1%
Eligible for Free Lunch	671	19.0%	493	14.2%	495	14.2%

### 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		95.0%		94.5%		95.5%
Student Suspensions	171	4.4%	214	5.7%	211	5.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.1%	6.1%	6.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	334
Total Other Professional Staff	54
Total Paraprofessionals	145
Teaching Out of Certification*	9
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	253	161	64%	243	174	72%	227	156	69%
Students with Disabilities	34	1	3%	31	0	0%	26	2	8%
All Students	287	162	56%	274	174	64%	253	158	62%

\*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	127	58	2	8	43	15
Percent	50%	23%	1%	3%	17%	6%

## 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)
26	2	3	29

\*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			16		24	
	Entered GED Program*			11		19	
	Total Noncompleters			27		43	
Students with Disabilities	Dropped Out			4		5	
	Entered GED Program*			1		2	
	Total Noncompleters			5		7	
All Students	Dropped Out	7	0.5%	20	1.6%	29	2.4%
	Entered GED Program*	9	0.7%	12	0.9%	21	1.7%
	Total Noncompleters	16	1.2%	32	2.5%	50	4.1%

\*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		23%	0%
2-3		24%	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		515	532
	Number of Students with Disabilities		0	124
	Number of All Students		515	656
	Percent of Enrollment		56%	68%
9-12	Number of General-Education Students		930	1036
	Number of Students with Disabilities		58	190
	Number of All Students		988	1226
	Percent of Enrollment		78%	100%

## 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%	46	96%	80	72%
German	0	0%	0	0%	0	0%
Italian	0	0%	37	89%	90	71%
Latin	0	0%	66	94%	31	90%
Spanish	0	0%	202	92%	161	88%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	3	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	4	#

(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	0	0%	73	55%	6	83%
Science	3	#	132	98%	12	75%
Reading	0	0%	3	#	8	75%
Writing	0	0%	1	#	6	100%
Global Studies	9	67%	102	56%	4	#
U.S. Hist & Gov't	10	80%	47	85%	9	33%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	71	94%	35	100%	43	67%
Science	63	79%	14	79%	44	70%
Reading	13	100%	14	79%	18	89%
Writing	15	87%	13	100%	20	90%
Global Studies	26	46%	30	57%	29	17%
U.S. Hist & Gov't	23	87%	22	86%	20	30%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	290	287	266	36	22	26
Number Scoring 55–100	274	277	244	23	20	19
Number Scoring 65–100	240	250	220	8	17	11
Number Scoring 85–100	52	98	122	0	0	1
Percentage of Tested Scoring 55–100	94%	97%	92%	64%	91%	73%
Percentage of Tested Scoring 65–100	83%	87%	83%	22%	77%	42%
Percentage of Tested Scoring 85–100	18%	34%	46%	0%	0%	4%
<b>Mathematics A</b>						
Number Tested	0	106	362	0	32	51
Number Scoring 55–100	0	35	300	0	9	26
Number Scoring 65–100	0	14	252	0	2	14
Number Scoring 85–100	0	0	61	0	0	3
Percentage of Tested Scoring 55–100	0%	33%	83%	0%	28%	51%
Percentage of Tested Scoring 65–100	0%	13%	70%	0%	6%	27%
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	0%	6%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	278	295	330	36	43	46
Number Scoring 55–100	258	275	282	27	39	24
Number Scoring 65–100	205	229	256	8	21	18
Number Scoring 85–100	88	44	100	0	0	2
Percentage of Tested Scoring 55–100	93%	93%	85%	75%	91%	52%
Percentage of Tested Scoring 65–100	74%	78%	78%	22%	49%	39%
Percentage of Tested Scoring 85–100	32%	15%	30%	0%	0%	4%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	205	275	286	22	25	28
Number Scoring 55–100	164	264	252	7	20	15
Number Scoring 65–100	116	227	229	5	11	11
Number Scoring 85–100	42	67	85	1	0	0
Percentage of Tested Scoring 55–100	80%	96%	88%	32%	80%	54%
Percentage of Tested Scoring 65–100	57%	83%	80%	23%	44%	39%
Percentage of Tested Scoring 85–100	20%	24%	30%	5%	0%	0%

(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	259	253	287	32	31	21
Number Scoring 55–100	257	250	281	32	28	16
Number Scoring 65–100	234	232	265	20	21	8
Number Scoring 85–100	39	52	114	1	0	3
Percentage of Tested Scoring 55–100	99%	99%	98%	100%	90%	76%
Percentage of Tested Scoring 65–100	90%	92%	92%	62%	68%	38%
Percentage of Tested Scoring 85–100	15%	21%	40%	3%	0%	14%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	203	231	192	1	2	2
Number Scoring 55–100	197	226	183	#	#	#
Number Scoring 65–100	174	211	166	#	#	#
Number Scoring 85–100	77	100	54	#	#	#
Percentage of Tested Scoring 55–100	97%	98%	95%	#	#	#
Percentage of Tested Scoring 65–100	86%	91%	86%	#	#	#
Percentage of Tested Scoring 85–100	38%	43%	28%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		151	156		0	3
Number Scoring 55–100		146	146		0	#
Number Scoring 65–100		122	123		0	#
Number Scoring 85–100		29	22		0	#
Percentage of Tested Scoring 55–100		97%	94%		0%	#
Percentage of Tested Scoring 65–100		81%	79%		0%	#
Percentage of Tested Scoring 85–100		19%	14%		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	31	36	36	0	0	1
Number Scoring 55–100	31	36	35	0	0	#
Number Scoring 65–100	29	34	32	0	0	#
Number Scoring 85–100	11	14	14	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	94%	94%	89%	0%	0%	#
Percentage of Tested Scoring 85–100	35%	39%	39%	0%	0%	#
<b>Comprehensive Italian</b>						
Number Tested	47	40	40	1	1	1
Number Scoring 55–100	47	38	38	#	#	#
Number Scoring 65–100	46	34	38	#	#	#
Number Scoring 85–100	20	9	15	#	#	#
Percentage of Tested Scoring 55–100	100%	95%	95%	#	#	#
Percentage of Tested Scoring 65–100	98%	85%	95%	#	#	#
Percentage of Tested Scoring 85–100	43%	23%	38%	#	#	#
<b>Comprehensive German</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 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	74	86	95	0	0	0
Number Scoring 55–100	74	84	93	0	0	0
Number Scoring 65–100	74	81	92	0	0	0
Number Scoring 85–100	35	39	48	0	0	0
Percentage of Tested Scoring 55–100	100%	98%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	94%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	47%	45%	51%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	29	18	49	0	0	0
Number Scoring 55–100	28	18	48	0	0	0
Number Scoring 65–100	26	15	42	0	0	0
Number Scoring 85–100	11	3	11	0	0	0
Percentage of Tested Scoring 55–100	97%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	83%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	17%	22%	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	222	212	8	2	3	1
Number Scoring 55–100	199	177	6	#	#	#
Number Scoring 65–100	179	159	5	#	#	#
Number Scoring 85–100	91	68	0	#	#	#
Percentage of Tested Scoring 55–100	90%	83%	75%	#	#	#
Percentage of Tested Scoring 65–100	81%	75%	62%	#	#	#
Percentage of Tested Scoring 85–100	41%	32%	0%	#	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	206	181	161	0	1	2
Number Scoring 55–100	182	162	138	0	#	#
Number Scoring 65–100	166	156	124	0	#	#
Number Scoring 85–100	78	76	61	0	#	#
Percentage of Tested Scoring 55–100	88%	90%	86%	0%	#	#
Percentage of Tested Scoring 65–100	81%	86%	77%	0%	#	#
Percentage of Tested Scoring 85–100	38%	42%	38%	0%	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	117	99%	109	98%	20	90%
Students with Disabilities	34	94%	19	89%	10	60%

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	243	4%	16%	70%	10%
	Students with Disabilities	51	45%	25%	29%	0%
	All Students	294	11%	17%	63%	9%

### 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	258	1%	33%	56%	10%
	Students with Disabilities	57	9%	75%	14%	2%
	All Students	315	2%	40%	49%	9%

(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	1	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	259	259	259	36	36	36	295	295	295
Number Scoring 55–64	16	23	11	11	12	10	27	35	21
Number Scoring 65–84	134	151	149	18	11	16	152	162	165
Number Scoring 85–100	101	69	88	1	0	1	102	69	89
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)