

New York State School Report Card Comprehensive Information Report

BEDS Code: 42-04-01-06-0005
 Name: East Syracuse-Minoa Central High School
 Principal: Brian Gallagher

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	339
Tenth	320	336	297
Eleventh	303	308	324
Twelfth	298	292	283
Ungraded Secondary	17	0	12
Total K-12 Enrollment	938	936	1255

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	12	1.3%	25	2.7%	33	2.6%
Black (Not Hispanic)	4	0.4%	13	1.4%	24	1.9%
Hispanic	2	0.2%	3	0.3%	8	0.6%
White (Not Hispanic)	920	98.1%	895	95.6%	1190	94.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	22	23	22
Mathematics Grade 10	23	24	20
Science Grade 10	21	23	20
Social Studies Grade 10	21	22	19

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	6	0.6%	4	0.4%	20	1.6%
Eligible for Free Lunch	74	7.9%	76	8.1%	107	8.5%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		97.1%		92.8%		92.8%
Student Suspensions	99	10.3%	115	12.3%	135	14.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.2%	4.4%	3.8%
Public Assistance	1-10%	11-20%	1-10%
Student Stability	100%	97%	97%

Staff Counts

Staff	2003-04
Total Teachers	111
Total Other Professional Staff	17
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	243	174	72%	227	156	69%	216	146	68%
Students with Disabilities	31	0	0%	26	2	8%	29	1	3%
All Students	274	174	64%	253	158	62%	245	147	60%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	109	77	0	8	40	11
Percent	44%	31%	0%	3%	16%	4%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
29	1	7	36

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	16		24		9	0.9%
	Entered GED Program*	11		19		24	2.3%
	Total Noncompleters	27		43		33	3.2%
Students with Disabilities	Dropped Out	4		5		7	3.4%
	Entered GED Program*	1		2		4	2.0%
	Total Noncompleters	5		7		11	5.4%
All Students	Dropped Out	20	2.1%	29	3.1%	16	1.3%
	Entered GED Program*	12	1.3%	21	2.2%	28	2.3%
	Total Noncompleters	32	3.4%	50	5.3%	44	3.5%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	864	785	884
	Number of Students with Disabilities	0	151	13
	Number of All Students	864	936	897
	Percent of Enrollment	92%	100%	71%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	18	83%	0	0%	0	0%
Spanish	91	95%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	73	55%	2	#	11	91%
Science	132	98%	2	#	10	90%
Reading	3	#	8	75%	2	#
Writing	1	#	6	100%	4	#
Global Studies	102	56%	4	#	2	#
U.S. Hist & Gov't	47	85%	9	33%	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	35	100%	14	86%	74	73%
Science	14	79%	9	89%	72	76%
Reading	14	79%	18	89%	26	88%
Writing	13	100%	20	90%	27	93%
Global Studies	30	57%	29	17%	32	38%
U.S. Hist & Gov't	22	86%	20	30%	18	61%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	287	266	293	22	26	42
Number Scoring 55-100	277	244	270	20	19	24
Number Scoring 65-100	250	220	241	17	11	16
Number Scoring 85-100	98	122	133	0	1	2
Percentage of Tested Scoring 55-100	97%	92%	92%	91%	73%	57%
Percentage of Tested Scoring 65-100	87%	83%	82%	77%	42%	38%
Percentage of Tested Scoring 85-100	34%	46%	45%	0%	4%	5%
Mathematics A						
Number Tested	106	323	281	32	50	33
Number Scoring 55-100	35	261	265	9	25	21
Number Scoring 65-100	14	213	254	2	13	17
Number Scoring 85-100	0	32	164	0	2	3
Percentage of Tested Scoring 55-100	33%	81%	94%	28%	50%	64%
Percentage of Tested Scoring 65-100	13%	66%	90%	6%	26%	52%
Percentage of Tested Scoring 85-100	0%	10%	58%	0%	4%	9%
Mathematics B						
Number Tested	0	0	155	0	0	2
Number Scoring 55-100	0	0	129	0	0	#
Number Scoring 65-100	0	0	110	0	0	#
Number Scoring 85-100	0	0	45	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	83%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	71%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	29%	0%	0%	#
Global History and Geography						
Number Tested	295	330	278	43	46	35
Number Scoring 55-100	275	282	245	39	24	21
Number Scoring 65-100	229	256	211	21	18	13
Number Scoring 85-100	44	100	86	0	2	1
Percentage of Tested Scoring 55-100	93%	85%	88%	91%	52%	60%
Percentage of Tested Scoring 65-100	78%	78%	76%	49%	39%	37%
Percentage of Tested Scoring 85-100	15%	30%	31%	0%	4%	3%
U.S. History and Government						
Number Tested	275	286	301	25	28	40
Number Scoring 55-100	264	252	278	20	15	29
Number Scoring 65-100	227	229	243	11	11	21
Number Scoring 85-100	67	85	100	0	0	4
Percentage of Tested Scoring 55-100	96%	88%	92%	80%	54%	72%
Percentage of Tested Scoring 65-100	83%	80%	81%	44%	39%	53%
Percentage of Tested Scoring 85-100	24%	30%	33%	0%	0%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	253	239	248	31	20	34
Number Scoring 55-100	250	233	230	28	15	22
Number Scoring 65-100	232	218	207	21	7	13
Number Scoring 85-100	52	72	53	0	2	0
Percentage of Tested Scoring 55-100	99%	97%	93%	90%	75%	65%
Percentage of Tested Scoring 65-100	92%	91%	83%	68%	35%	38%
Percentage of Tested Scoring 85-100	21%	30%	21%	0%	10%	0%
Physical Setting/Earth Science						
Number Tested	19	3	305	1	0	55
Number Scoring 55-100	18	#	250	#	0	35
Number Scoring 65-100	16	#	209	#	0	23
Number Scoring 85-100	1	#	59	#	0	2
Percentage of Tested Scoring 55-100	95%	#	82%	#	0%	64%
Percentage of Tested Scoring 65-100	84%	#	69%	#	0%	42%
Percentage of Tested Scoring 85-100	5%	#	19%	#	0%	4%
Physical Setting/Chemistry						
Number Tested	151	156	191	0	3	1
Number Scoring 55-100	146	146	185	0	#	#
Number Scoring 65-100	122	123	149	0	#	#
Number Scoring 85-100	29	22	46	0	#	#
Percentage of Tested Scoring 55-100	97%	94%	97%	0%	#	#
Percentage of Tested Scoring 65-100	81%	79%	78%	0%	#	#
Percentage of Tested Scoring 85-100	19%	14%	24%	0%	#	#
Physical Setting/Physics						
Number Tested			40			1
Number Scoring 55-100			35			#
Number Scoring 65-100			31			#
Number Scoring 85-100			7			#
Percentage of Tested Scoring 55-100			88%			#
Percentage of Tested Scoring 65-100			78%			#
Percentage of Tested Scoring 85-100			17%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	36	34	37	0	1	0
Number Scoring 55-100	36	33	36	0	#	0
Number Scoring 65-100	34	30	33	0	#	0
Number Scoring 85-100	14	12	17	0	#	0
Percentage of Tested Scoring 55-100	100%	97%	97%	0%	#	0%
Percentage of Tested Scoring 65-100	94%	88%	89%	0%	#	0%
Percentage of Tested Scoring 85-100	39%	35%	46%	0%	#	0%
Comprehensive Italian						
Number Tested	40	40	28	1	1	2
Number Scoring 55-100	38	38	28	#	#	#
Number Scoring 65-100	34	38	28	#	#	#
Number Scoring 85-100	9	15	11	#	#	#
Percentage of Tested Scoring 55-100	95%	95%	100%	#	#	#
Percentage of Tested Scoring 65-100	85%	95%	100%	#	#	#
Percentage of Tested Scoring 85-100	23%	38%	39%	#	#	#
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	86	95	80	0	0	0
Number Scoring 55-100	84	93	79	0	0	0
Number Scoring 65-100	81	92	76	0	0	0
Number Scoring 85-100	39	48	38	0	0	0
Percentage of Tested Scoring 55-100	98%	98%	99%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	97%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	45%	51%	47%	0%	0%	0%
Comprehensive Latin						
Number Tested	18	49	29	0	0	1
Number Scoring 55-100	18	48	28	0	0	#
Number Scoring 65-100	15	42	23	0	0	#
Number Scoring 85-100	3	11	6	0	0	#
Percentage of Tested Scoring 55-100	100%	98%	97%	0%	0%	#
Percentage of Tested Scoring 65-100	83%	86%	79%	0%	0%	#
Percentage of Tested Scoring 85-100	17%	22%	21%	0%	0%	#

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	181	161	2	1	2	0
Number Scoring 55-100	162	138	#	#	#	0
Number Scoring 65-100	156	124	#	#	#	0
Number Scoring 85-100	76	61	#	#	#	0
Percentage of Tested Scoring 55-100	90%	86%	#	#	#	0%
Percentage of Tested Scoring 65-100	86%	77%	#	#	#	0%
Percentage of Tested Scoring 85-100	42%	38%	#	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	73	99%	1	#	1	#
Students with Disabilities	13	100%	1	#	1	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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

2000 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	229	229	229	42	42	42	271	271	271
Number Scoring 55–64	15	15	9	12	4	6	27	19	15
Number Scoring 65–84	164	118	127	18	11	22	182	129	149
Number Scoring 85–100	40	78	82	0	1	0	40	79	82
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			14			1
Beginning (0-18)			1			#
Intermediate (19-31)			0			#
Advanced (32-36)			4			#
Proficient (37-39)			9			#
Reading and Writing (Grade 9-12)						
Number Tested			14			1
Beginning (0-14)			1			#
Intermediate (15-24)			3			#
Advanced (25-32)			8			#
Proficient (33-35)			2			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)