

New York State District Report Card Comprehensive Information Report

BEDS Code: 42-18-00-01-0000
 Name: Syracuse City School District
 Superintendent: Stephen C. Jones

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	721	716	1118
Kindergarten	1606	1586	1652
First	1538	1499	1550
Second	1786	1588	1699
Third	1847	1741	1765
Fourth	1754	1665	1786
Fifth	1598	1684	1801
Sixth	1678	1615	1788
Ungraded Elementary	1021	1119	0
Seventh	1524	1575	1814
Eighth	1520	1473	1695
Ninth	1920	2001	1586
Tenth	1425	1308	1473
Eleventh	1010	1058	1253
Twelfth	828	823	1373
Ungraded Secondary	1020	1004	0
Total K-12 Enrollment	22075	21739	21235

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	555	2.5%	541	2.5%	809	3.8%
Black (Not Hispanic)	10201	46.2%	10100	46.5%	10852	51.1%
Hispanic	1490	6.7%	1542	7.1%	1818	8.6%
White (Not Hispanic)	9829	44.5%	9556	44.0%	7756	36.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	18	19
Common Branch	20	20	20
English Grade 8	21	22	22
Mathematics Grade 8	20	22	22
Science Grade 8	21	22	22
Social Studies Grade 8	22	22	22
English Grade 10	24	24	26
Mathematics Grade 10	25	25	23
Science Grade 10	26	23	24
Social Studies Grade 10	24	24	23

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1282	5.6%	1348	6.0%	1120	5.0%
Eligible for Free Lunch	13036	59.1%	12854	59.1%	12309	58.0%

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		92.9%		91.1%		90.9%
Student Suspensions	3607	16.1%	4763	21.6%	3419	15.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	9.3%	9.2%	9.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	1922
Total Other Professional Staff	303
Total Paraprofessionals	826
Teaching Out of Certification*	103

*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	613	262	43%	746	325	44%	28	3	11%
Students with Disabilities	14	13	93%	98	19	19%	5	0	0%
All Students	627	275	44%	844	344	41%	33	3	9%

*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	5	28	0	0	0	0
Percent	15%	85%	0%	0%	0%	0%

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)
5	0	9	14

*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	201		174		228	4.4%
	Entered GED Program*	232		0		107	2.1%
	Total Noncompleters	433		174		335	6.5%
Students with Disabilities	Dropped Out	46		72		84	6.0%
	Entered GED Program*	53		0		23	1.6%
	Total Noncompleters	99		72		107	7.6%
All Students	Dropped Out	247	4.4%	246	4.3%	312	4.8%
	Entered GED Program*	285	5.0%	0	0.0%	130	2.0%
	Total Noncompleters	532	9.4%	246	4.3%	442	6.7%

*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%	17%
2-3	0%	0%	17%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	134
	Number of Students with Disabilities	0	0	31
	Number of All Students	0	0	165
	Percent of Enrollment	0%	0%	5%
6-8	Number of General-Education Students	1883	1265	1321
	Number of Students with Disabilities	448	208	181
	Number of All Students	2331	1473	1502
	Percent of Enrollment	44%	28%	28%
9-12	Number of General-Education Students	3526	4672	784
	Number of Students with Disabilities	664	518	462
	Number of All Students	4190	5190	1246
	Percent of Enrollment	72%	89%	22%

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%	134	93%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	31	90%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1271	80%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	3	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	3	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	119	64%	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	15	13%	22	73%	6	83%
Science	46	4%	21	52%	4	#
Reading	5	60%	6	33%	4	#
Writing	2	#	9	89%	7	100%
Global Studies	17	24%	8	50%	13	23%
U.S. Hist & Gov't	17	6%	7	71%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	172	2%	212	61%	195	63%
Science	151	1%	157	41%	145	39%
Reading	66	53%	47	47%	68	57%
Writing	67	76%	43	63%	73	77%
Global Studies	92	13%	89	45%	106	39%
U.S. Hist & Gov't	34	6%	57	49%	72	51%

(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	1043	340	1462	148	33	257
Number Scoring 55-100	840	252	1248	86	20	171
Number Scoring 65-100	643	218	1022	48	14	114
Number Scoring 85-100	204	88	369	4	3	15
Percentage of Tested Scoring 55-100	81%	74%	85%	58%	61%	67%
Percentage of Tested Scoring 65-100	62%	64%	70%	32%	42%	44%
Percentage of Tested Scoring 85-100	20%	26%	25%	3%	9%	6%
Mathematics A						
Number Tested	652	82	1342	123	9	220
Number Scoring 55-100	206	52	960	24	6	118
Number Scoring 65-100	111	38	695	13	3	74
Number Scoring 85-100	22	13	102	2	1	5
Percentage of Tested Scoring 55-100	32%	63%	72%	20%	67%	54%
Percentage of Tested Scoring 65-100	17%	46%	52%	11%	33%	34%
Percentage of Tested Scoring 85-100	3%	16%	8%	2%	11%	2%
Mathematics B						
Number Tested	0	69	280	0	8	21
Number Scoring 55-100	0	19	149	0	3	8
Number Scoring 65-100	0	11	111	0	2	7
Number Scoring 85-100	0	1	10	0	0	2
Percentage of Tested Scoring 55-100	0%	28%	53%	0%	38%	38%
Percentage of Tested Scoring 65-100	0%	16%	40%	0%	25%	33%
Percentage of Tested Scoring 85-100	0%	1%	4%	0%	0%	10%
Global History and Geography						
Number Tested	1369	1386	1335	202	254	223
Number Scoring 55-100	1032	759	905	114	95	119
Number Scoring 65-100	722	622	656	65	67	82
Number Scoring 85-100	142	151	141	5	7	8
Percentage of Tested Scoring 55-100	75%	55%	68%	56%	37%	53%
Percentage of Tested Scoring 65-100	53%	45%	49%	32%	26%	37%
Percentage of Tested Scoring 85-100	10%	11%	11%	2%	3%	4%
U.S. History and Government						
Number Tested	981	1116	1075	135	137	166
Number Scoring 55-100	793	867	819	92	79	109
Number Scoring 65-100	567	741	629	58	60	72
Number Scoring 85-100	84	219	183	5	11	13
Percentage of Tested Scoring 55-100	81%	78%	76%	68%	58%	66%
Percentage of Tested Scoring 65-100	58%	66%	59%	43%	44%	43%
Percentage of Tested Scoring 85-100	9%	20%	17%	4%	8%	8%

(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	1247	1844	1280	150	333	269
Number Scoring 55-100	1195	1140	1029	135	168	177
Number Scoring 65-100	1086	947	775	117	116	106
Number Scoring 85-100	262	165	115	13	7	2
Percentage of Tested Scoring 55-100	96%	62%	80%	90%	50%	66%
Percentage of Tested Scoring 65-100	87%	51%	61%	78%	35%	39%
Percentage of Tested Scoring 85-100	21%	9%	9%	9%	2%	1%
Physical Setting/Earth Science						
Number Tested	604	652	770	30	66	78
Number Scoring 55-100	527	400	562	21	33	47
Number Scoring 65-100	440	348	447	16	27	30
Number Scoring 85-100	103	96	99	1	4	4
Percentage of Tested Scoring 55-100	87%	61%	73%	70%	50%	60%
Percentage of Tested Scoring 65-100	73%	53%	58%	53%	41%	38%
Percentage of Tested Scoring 85-100	17%	15%	13%	3%	6%	5%
Physical Setting/Chemistry						
Number Tested	499	694	514	25	38	32
Number Scoring 55-100	382	389	399	14	17	17
Number Scoring 65-100	226	243	251	7	8	12
Number Scoring 85-100	35	46	42	1	2	1
Percentage of Tested Scoring 55-100	77%	56%	78%	56%	45%	53%
Percentage of Tested Scoring 65-100	45%	35%	49%	28%	21%	38%
Percentage of Tested Scoring 85-100	7%	7%	8%	4%	5%	3%
Physical Setting/Physics						
Number Tested			186			9
Number Scoring 55-100			154			6
Number Scoring 65-100			126			5
Number Scoring 85-100			28			0
Percentage of Tested Scoring 55-100			83%			67%
Percentage of Tested Scoring 65-100			68%			56%
Percentage of Tested Scoring 85-100			15%			0%

* 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	116	0	0	3	0	0
Number Scoring 55-100	108	0	0	#	0	0
Number Scoring 65-100	98	0	0	#	0	0
Number Scoring 85-100	38	0	0	#	0	0
Percentage of Tested Scoring 55-100	93%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	84%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	33%	0%	0%	#	0%	0%
Comprehensive Italian						
Number Tested	12	0	12	0	0	0
Number Scoring 55-100	10	0	12	0	0	0
Number Scoring 65-100	10	0	11	0	0	0
Number Scoring 85-100	4	0	4	0	0	0
Percentage of Tested Scoring 55-100	83%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	83%	0%	92%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	0%	33%	0%	0%	0%
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	490	0	398	18	0	27
Number Scoring 55-100	451	0	344	14	0	23
Number Scoring 65-100	413	0	300	12	0	11
Number Scoring 85-100	191	0	118	5	0	4
Percentage of Tested Scoring 55-100	92%	0%	86%	78%	0%	85%
Percentage of Tested Scoring 65-100	84%	0%	75%	67%	0%	41%
Percentage of Tested Scoring 85-100	39%	0%	30%	28%	0%	15%
Comprehensive Latin						
Number Tested	11	0	0	1	0	0
Number Scoring 55-100	11	0	0	#	0	0
Number Scoring 65-100	11	0	0	#	0	0
Number Scoring 85-100	11	0	0	#	0	0
Percentage of Tested Scoring 55-100	100%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	100%	0%	0%	#	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	511	504	0	22	19	0
Number Scoring 55-100	350	278	0	19	10	0
Number Scoring 65-100	290	229	0	15	9	0
Number Scoring 85-100	93	63	0	4	2	0
Percentage of Tested Scoring 55-100	68%	55%	0%	86%	53%	0%
Percentage of Tested Scoring 65-100	57%	45%	0%	68%	47%	0%
Percentage of Tested Scoring 85-100	18%	12%	0%	18%	11%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	305	91%	0	0%	0	0%
Students with Disabilities	94	73%	0	0%	0	0%

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	1375	30%	15%	47%	8%
	Students with Disabilities	343	56%	15%	28%	1%
	All Students	1718	35%	15%	44%	7%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	1181	18%	66%	15%	1%
	Students with Disabilities	302	37%	61%	2%	0%
	All Students	1483	22%	65%	13%	1%

(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	14	8	0	1	3	10
Middle Level						
Social Studies	17	6	0	1	1	15
Secondary Level						
English Language Arts	14	0	0	0	3	11
Social Studies	14	0	0	3	1	10
Mathematics	14	0	0	2	1	11
Science	10	0	0	1	0	9

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	880	880	880	194	194	194	1074	1074	1074
Number Scoring 55–64	155	92	64	25	11	16	180	103	80
Number Scoring 65–84	467	428	488	47	47	64	514	475	552
Number Scoring 85–100	133	193	238	5	12	11	138	205	249
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 K-1)						
Number Tested			326			22
Beginning (0-18)			42			3
Intermediate (19-31)			62			9
Advanced (32-36)			128			9
Proficient (37-39)			94			1
Reading and Writing (Grade K-1)						
Number Tested			328			23
Beginning (0-14)			152			15
Intermediate (15-24)			74			2
Advanced (25-32)			68			5
Proficient (33-35)			34			1
Listening and Speaking (Grade 2-4)						
Number Tested			445			68
Beginning (0-18)			41			6
Intermediate (19-31)			70			18
Advanced (32-36)			142			28
Proficient (37-39)			192			16
Reading and Writing (Grade 2-4)						
Number Tested			446			68
Beginning (0-14)			178			44
Intermediate (15-24)			153			16
Advanced (25-32)			85			7
Proficient (33-35)			30			1
Listening and Speaking (Grade 5-6)						
Number Tested			239			37
Beginning (0-18)			14			4
Intermediate (19-31)			30			10
Advanced (32-36)			41			8
Proficient (37-39)			154			15
Reading and Writing (Grade 5-6)						
Number Tested			240			38
Beginning (0-14)			47			19
Intermediate (15-24)			95			14
Advanced (25-32)			90			5
Proficient (33-35)			8			0

*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 - K)

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			146			19
Beginning (0-18)			33			5
Intermediate (19-31)			29			5
Advanced (32-36)			46			6
Proficient (37-39)			38			3
Reading and Writing (Grade 7-8)						
Number Tested			146			19
Beginning (0-14)			43			11
Intermediate (15-24)			54			5
Advanced (25-32)			42			2
Proficient (33-35)			7			1
Listening and Speaking (Grade 9-12)						
Number Tested			212			6
Beginning (0-18)			60			4
Intermediate (19-31)			56			2
Advanced (32-36)			46			0
Proficient (37-39)			50			0
Reading and Writing (Grade 9-12)						
Number Tested			212			6
Beginning (0-14)			83			5
Intermediate (15-24)			59			1
Advanced (25-32)			60			0
Proficient (33-35)			10			0

*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)