



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **SYRACUSE CITY SCHOOL DISTRICT**
District ID **421800010000**
Superintendent **DANIEL LOWENGARD**
Telephone **(315) 435-4161**
Grades **PK-12**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **SYRACUSE CITY SCHOOL DISTRICT**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	1118	797	889
Kindergarten	1652	1612	1744
Grade 1	1550	1677	1670
Grade 2	1699	1659	1701
Grade 3	1765	1658	1643
Grade 4	1786	1650	1583
Grade 5	1801	1687	1702
Grade 6	1788	1736	1670
Ungraded Elementary	0	1	0
Grade 7	1814	1791	1718
Grade 8	1695	1658	1769
Grade 9	1586	1950	1646
Grade 10	1473	1492	1665
Grade 11	1253	1232	1265
Grade 12	1373	1115	1458
Ungraded Secondary	0	0	0
Total K-12	21235	20918	21234

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	20	20	20
Grade 8			
English	22	23	21
Mathematics	22	22	22
Science	22	22	21
Social Studies	22	22	21
Grade 10			
English	26	27	25
Mathematics	23	24	24
Science	24	24	24
Social Studies	23	26	24

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District SYRACUSE CITY SCHOOL DISTRICT

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	12309	58%	12530	60%	13326	63%
Reduced-Price Lunch	1984	9%	1996	10%	1934	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1120	5%	1510	7%	1500	7%
Racial/Ethnic Origin						
American Indian or Alaska Native	252	1%	275	1%	282	1%
Black or African American	10852	51%	10754	51%	11222	53%
Hispanic or Latino	1818	9%	2031	10%	2112	10%
Asian or Native Hawaiian/Other Pacific Islander	557	3%	596	3%	579	3%
White	7756	37%	7262	35%	7039	33%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		91%		92%		92%
Student Suspensions	3419	N/A	2449	12%	4415	21%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **SYRACUSE CITY SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	4031	3988	6056
Percent Not Taught by Highly Qualified Teachers	7%	9%	11%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	57	70	82
Percent with No Valid Teaching Certificate	3%	4%	4%
Individuals Teaching Out of Certification			
Number of Teachers	103	140	178
Percentage of Total	6%	8%	10%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	16%	18%	19%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	1922	1907	1964
Total Other Professional Staff	222	211	231
Total Paraprofessionals*	826	825	781
Assistant Principals	44	42	43
Principals	37	39	37

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner’s Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State’s learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group’s PI not to be considered significantly different from the AMO for that subject. If an accountability group’s PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target’s proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

District **SYRACUSE CITY SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

▲ Improvement (Year 5)

Elementary/Middle Level

ELA ▲ Improvement (Year 5)

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Improvement (Year 5)

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES

2005–06

YES

2006–07

YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✗	✓	✓	✓	✓ ^{SH}	✓
Ethnicity						
American Indian or Alaska Native	✗	✓		–	–	
Black or African American	✗	✓		✓ ^{SH}	✓ ^{SH}	
Hispanic or Latino	✓ ^{SH}	✓ ^{SH}		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	✓	✓		✓	✓	
Other Groups						
Students with Disabilities	✗	✗		✓ ^{SH}	✓ ^{SH}	
Limited English Proficient	✗	✗		–	–	
Economically Disadvantaged	✗	✓		✓	✓ ^{SH}	
Student groups making AYP in each subject	✗ 3 of 9	✗ 7 of 9	✓ 1 of 1	✗ 5 of 6	✗ 5 of 6	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


Accountability Status Levels

- | Federal | State |
|--------------------------------|--|
| Good Standing ▲ | Good Standing ■ |
| Improvement (Year 1) ▲ | Requiring Academic Progress (Year 1) ■ |
| Improvement (Year 2) ▲ | Requiring Academic Progress (Year 2) ■ |
| Improvement (Year 3) ▲ | Requiring Academic Progress (Year 3) ■ |
| Improvement (Year 4) ▲ | Requiring Academic Progress (Year 4) ■ |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |

District **SYRACUSE CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts





























Accountability Status for This Subject (2006–07)  Improvement (Year 5)

Accountability Measures 3 of 9 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 6) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 5) in 2007-08. [210]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
All Students (10018:9359)			96%		113	121	117	122
Ethnicity								
American Indian or Alaska Native (143:134)			97%		111	113	113	120
Black or African American (5406:5061)			96%		104	120	113	114
Hispanic or Latino (1031:943)			95%		104	118	103	114
Asian or Native Hawaiian/Other Pacific Islander (240:226)			98%		145	115		
White (3198:2995)			97%		130	120		
Other Groups								
Students with Disabilities ⁴ (3315:2270)			92%		68	120	84	81
Limited English Proficient (633:562)			97%		100	117	104 [‡]	110
Economically Disadvantaged (7931:7559)			97%		106	121	114	115
Final AYP Determination		3 of 9						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.




² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

[‡] This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District SYRACUSE CITY SCHOOL DISTRICT

Elementary/Middle-Level Mathematics





























Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 7 of 9 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (10021:9247)			96%		98	85	
Ethnicity							
American Indian or Alaska Native (182:126)			95%		103	77	
Black or African American (5411:5016)			96%		84	84	
Hispanic or Latino (1039:945)			96%		76	82	74 88
Asian or Native Hawaiian/Other Pacific Islander (239:223)			98%		147	79	
White (3190:2937)			96%		123	84	
Other Groups							
Students with Disabilities ⁴ (3300:2267)			92%		67	84	72 80
Limited English Proficient (641:571)			97%		54	81	75† 69
Economically Disadvantaged (7879:7465)			96%		89	85	
Final AYP Determination	 7 of 9						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.




² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.


† This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **SYRACUSE CITY SCHOOL DISTRICT**





















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]




How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06	2006–07
All Students (3324:2899)		Qualified		92%		144	100		
Ethnicity									
American Indian or Alaska Native (47:41)		Qualified		94%		154	100		
Black or African American (1823:1586)		Qualified		91%		135	100		
Hispanic or Latino (349:305)		Qualified		94%		129	100		
Asian or Native Hawaiian/Other Pacific Islander (72:67)		Qualified		97%		155	100		
White (1033:900)		Qualified		91%		166	100		
Other Groups									
Students with Disabilities (801:661)		Qualified		85%		131	100		
Limited English Proficient (218:196)		Did not qualify		96%		99	100	100	100
Economically Disadvantaged (2540:2276)		Qualified		91%		138	100		
Final AYP Determination		1 of 1							

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **SYRACUSE CITY SCHOOL DISTRICT**

Secondary-Level English Language Arts




















Accountability Status for This Subject (2006–07)  Improvement (Year 5)

Accountability Measures 5 of 6 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 6) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 5) in 2007-08. [210]




How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (906:1049)			98%		154	151	
Ethnicity							
American Indian or Alaska Native (9:8)	–	–	–	–	–	–	–
Black or African American (428:511)			98%		141	149	133 147
Hispanic or Latino (101:73)			92%		99	143	107† 109
Asian or Native Hawaiian/Other Pacific Islander (27:27)	–	–	–	–	–	–	–
White (386:430)			99%		178	149	
Other Groups							
Students with Disabilities (148:235)			99%		119	147	103 127
Limited English Proficient (14:13)	–	–	–	–	–	–	–
Economically Disadvantaged (434:502)			98%		152	149	
Final AYP Determination	 5 of 6						

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- † This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **SYRACUSE CITY SCHOOL DISTRICT**

Secondary-Level Mathematics




















Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 5 of 6 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
All Students (906:1049)			98%		141	143	129	147
Ethnicity								
American Indian or Alaska Native (9:8)	–	–	–	–	–	–	–	–
Black or African American (428:511)			97%		126	141	116	133
Hispanic or Latino (101:73)			89%		96	135	86†	106
Asian or Native Hawaiian/Other Pacific Islander (27:27)	–	–	–	–	–	–	–	–
White (386:430)			98%		163	141		
Other Groups								
Students with Disabilities (148:235)			99%		105	139	104	115
Limited English Proficient (14:13)	–	–	–	–	–	–	–	–
Economically Disadvantaged (434:502)			97%		135	141	122	142
Final AYP Determination	 5 of 6							

NOTES


- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- † This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **SYRACUSE CITY SCHOOL DISTRICT**











Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Objectives			
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target	
					2005–06	2006–07
All Students (1140)			65%	55%		
Ethnicity						
American Indian or Alaska Native (16)		–	–	–	–	–
Black or African American (552)			61%	55%		
Hispanic or Latino (70)			41%	55%	50%	42%
Asian or Native Hawaiian/Other Pacific Islander (37)			76%	55%		
White (465)			74%	55%		
Other Groups						
Students with Disabilities (259)			49%	55%	38%	50%
Limited English Proficient (53)			49%	55%	50%	50%
Economically Disadvantaged (497)			66%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **SYRACUSE CITY SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

▲ Good Standing

14 schools identified 44% of total

BELLEVUE ELEMENTARY SCHOOL
BLODGETT ELEMENTARY SCHOOL
DANFORTH MAGNET MIDDLE SCHOOL
DR. EDWIN E. WEEKS ELEMENTARY SCHOOL
EDWARD SMITH ELEMENTARY SCHOOL
FRANKLIN MAGNET SCHOOL - ARTS AND MUSIC
LEMOYNE ELEMENTARY SCHOOL
MCKINLEY-BRIGHTON MAGNET ELEMENTARY SCHOOL
MEACHEM ELEMENTARY SCHOOL
PORTER SCHOOL OF TECHNOLOGY & CAREER EXPLORATION
SALEM HYDE ELEMENTARY SCHOOL
SOLACE ELEMENTARY SCHOOL
VAN DUYN ELEMENTARY SCHOOL
WEBSTER ELEMENTARY SCHOOL

▲ Improvement (Year 1)

2 schools identified 6% of total

H.W. SMITH ELEMENTARY SCHOOL
ROBERTS SCHOOL

▲ Improvement (Year 2)

5 schools identified 16% of total

CLARY MATH/SCIENCE MAGNET MIDDLE SCHOOL
DELAWARE ELEMENTARY SCHOOL
HUGHES ACADEMIC MAGNET SCHOOL
HUNTINGTON SCHOOL
T. AARON LEVY MIDDLE SCHOOL

■ Requiring Academic Progress (Year 3)

2 schools identified 6% of total

GEORGE FOWLER HIGH SCHOOL
HENNINGER HIGH SCHOOL

▲ Planning for Restructuring

3 schools identified 9% of total

APPLIED SCIENCE MAGNET AT M L K COMMUNITY SCHOOL
FRAZER SCHOOL
SEYMOUR MAGNET SCHOOL - INTERNATIONAL HUMANITIES

■ Requiring Academic Progress (Year 4)

2 schools identified 6% of total

CORCORAN HIGH SCHOOL
NOTTINGHAM HIGH SCHOOL

▲ Restructuring (Year 1)

1 school identified 3% of total

ELMWOOD ELEMENTARY SCHOOL

▲ Restructuring (Year 3)

3 schools identified 9% of total

GRANT MIDDLE SCHOOL

(continued)


3 School Accountability Status

District SYRACUSE CITY SCHOOL DISTRICT

2006–07 Accountability Status of Schools in Your District continued

Federal Title I Status

New York State Status

 Restructuring (Year 3) (continued)







JAMES A. SHEA MIDDLE SCHOOL







LINCOLN MIDDLE SCHOOL



District **SYRACUSE CITY SCHOOL DISTRICT**



Summary of 2005–06 District Performance


Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	41%			1506
Grade 4	43%			1410
Grade 5	38%			1565
Grade 6	33%			1526
Grade 7	28%			1553
Grade 8	21%			1531

Mathematics				
	0%	50%	100%	Total Tested
Grade 3	43%			1607
Grade 4	49%			1554
Grade 5	28%			1619
Grade 6	26%			1562
Grade 7	16%			1605
Grade 8	20%			1565

Science				
	0%	50%	100%	Total Tested
Grade 4	72%			1510
Grade 8	38%			1478

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	53%			1502
Mathematics	43%			1502

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	47%			1502

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

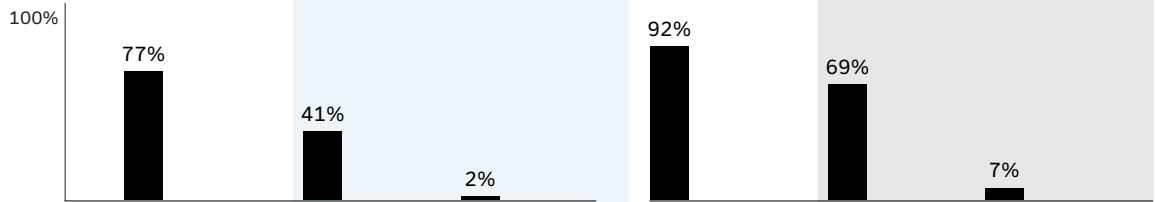
Large Cities

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.

District **SYRACUSE CITY SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 642	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	1162	622	27	92%	69%	7%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1506	77%	41%	2%				
Female	766	81%	46%	2%				
Male	740	73%	37%	1%				
American Indian or Alaska Native	23	65%	13%	0%				
Black or African American	827	72%	35%	1%				
Hispanic or Latino	99	83%	48%	1%				
Asian or Native Hawaiian/Other Pacific Islander	33	94%	73%	3%				
White	524	83%	50%	3%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1164	86%	49%	2%				
Students with Disabilities	342	48%	13%	0%				
English Proficient	1486	77%	41%	2%				
Limited English Proficient	20	85%	55%	0%				
Economically Disadvantaged	1227	75%	37%	1%				
Not Disadvantaged	279	86%	61%	5%				
Migrant								
Not Migrant	1506	77%	41%	2%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

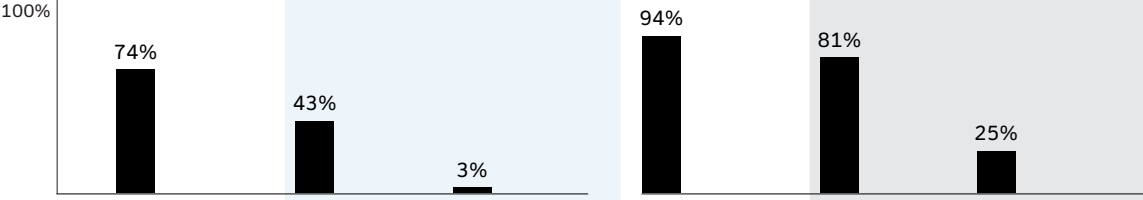
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	19	19	18	15	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	100	40	34	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **SYRACUSE CITY SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 642	Range: 624-770	650-770	703-770			
						
Number of Students:	1188	684	55			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1607	74%	43%	3%				
Female	809	74%	44%	4%				
Male	798	74%	41%	3%				
American Indian or Alaska Native	21	76%	52%	0%				
Black or African American	857	69%	34%	1%				
Hispanic or Latino	151	68%	31%	3%				
Asian or Native Hawaiian/Other Pacific Islander	38	92%	79%	13%				
White	540	83%	56%	7%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1252	78%	47%	4%				
Students with Disabilities	355	59%	27%	1%				
English Proficient	1485	76%	45%	4%				
Limited English Proficient	122	50%	16%	1%				
Economically Disadvantaged	1297	71%	38%	2%				
Not Disadvantaged	310	85%	63%	8%				
Migrant								
Not Migrant	1607	74%	43%	3%				

NOTES

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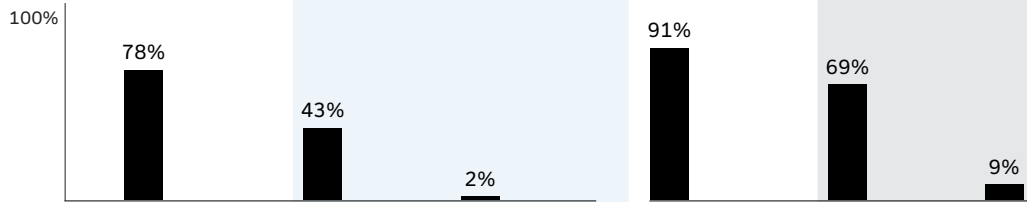
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	18	17	14	13	This test was not given in 2004-05.			

District **SYRACUSE CITY SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 641	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	1095	613	33			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1410	78%	43%	2%				
Female	720	79%	47%	4%				
Male	690	76%	40%	1%				
American Indian or Alaska Native	19	79%	26%	11%				
Black or African American	775	74%	37%	1%				
Hispanic or Latino	114	72%	43%	2%				
Asian or Native Hawaiian/Other Pacific Islander	33	94%	67%	18%				
White	469	83%	54%	3%				
Small Group Totals								
General-Education Students	1071	88%	52%	3%				
Students with Disabilities	339	46%	15%	0%				
English Proficient	1379	78%	44%	2%				
Limited English Proficient	31	68%	42%	0%				
Economically Disadvantaged	1108	74%	38%	2%				
Not Disadvantaged	302	90%	65%	5%				
Migrant								
Not Migrant	1410	78%	43%	2%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

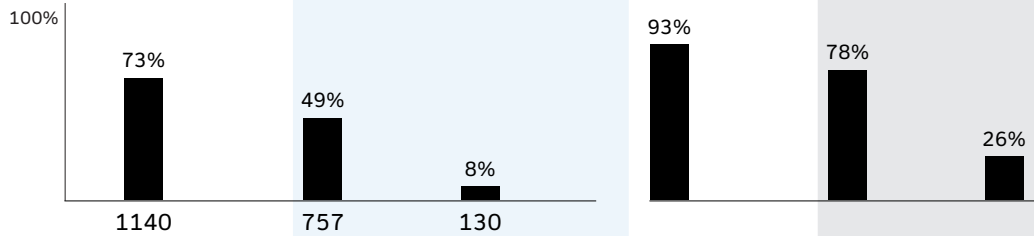
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	23	23	22	19	33	33	31	20
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	126	67	46	N/A	115	60	43	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **SYRACUSE CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 645	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
	73%	49%	8%	93%	78%	26%
Number of Students:	1140	757	130			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1554	73%	49%	8%				
Female	778	72%	46%	8%				
Male	776	74%	51%	8%				
American Indian or Alaska Native	19	63%	47%	16%				
Black or African American	815	71%	42%	4%				
Hispanic or Latino	188	54%	33%	5%				
Asian or Native Hawaiian/Other Pacific Islander	40	90%	78%	25%				
White	492	84%	63%	15%				
Small Group Totals								
General-Education Students	1183	81%	57%	11%				
Students with Disabilities	371	50%	23%	1%				
English Proficient	1394	77%	52%	9%				
Limited English Proficient	160	39%	21%	3%				
Economically Disadvantaged	1226	70%	44%	6%				
Not Disadvantaged	328	86%	67%	18%				
Migrant								
Not Migrant	1554	73%	49%	8%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

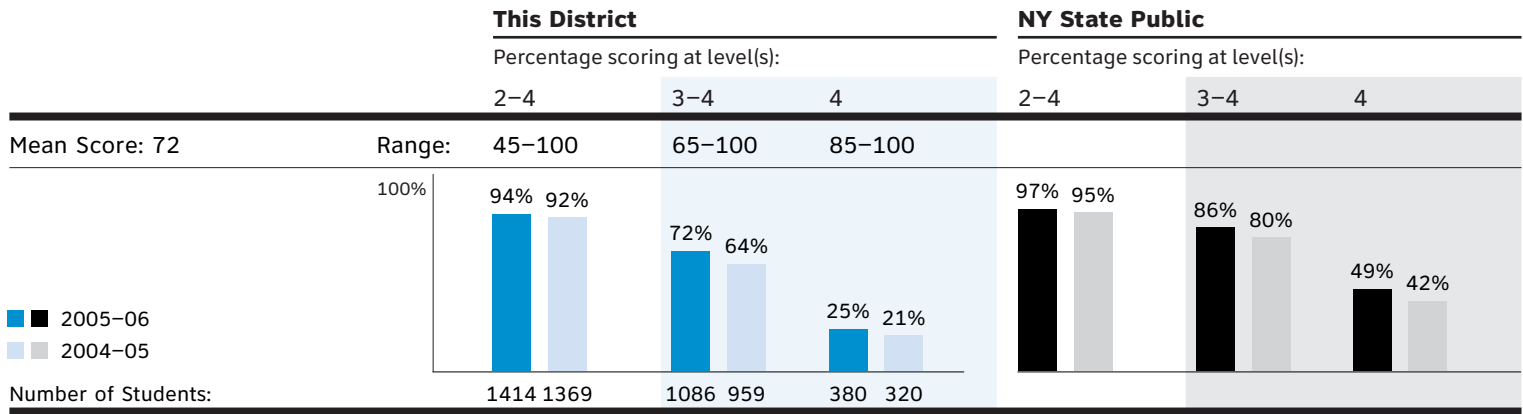
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	21	21	20	16	32	32	30	24

District **SYRACUSE CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1510	94%	72%	25%	1494	92%	64%	21%
Female	755	93%	71%	24%	753	92%	64%	22%
Male	755	94%	73%	26%	741	91%	65%	21%
American Indian or Alaska Native	19	95%	89%	26%	23	100%	70%	26%
Black or African American	797	93%	68%	20%	768	90%	59%	16%
Hispanic or Latino	185	87%	55%	15%	148	91%	52%	11%
Asian or Native Hawaiian/Other Pacific Islander	40	95%	78%	45%	43	98%	74%	42%
White	469	97%	84%	37%	512	94%	74%	31%
Small Group Totals								
General-Education Students	1157	94%	76%	29%	1183	93%	67%	24%
Students with Disabilities	353	92%	59%	14%	311	86%	53%	11%
English Proficient	1352	96%	76%	28%	1370	92%	66%	23%
Limited English Proficient	158	72%	34%	5%	124	87%	43%	3%
Economically Disadvantaged	1181	93%	68%	19%	1119	91%	61%	18%
Not Disadvantaged	329	96%	85%	46%	375	94%	73%	31%
Migrant								
Not Migrant	1510	94%	72%	25%	1494	92%	64%	21%

NOTES

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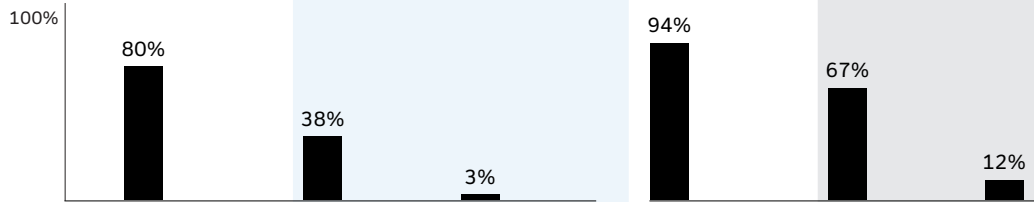
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	21	21	20	18	31	31	27	20

District **SYRACUSE CITY SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 633	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	1252	588	51	94%	67%	12%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1565	80%	38%	3%				
Female	783	84%	42%	3%				
Male	782	76%	33%	3%				
American Indian or Alaska Native	26	77%	42%	8%				
Black or African American	841	81%	33%	2%				
Hispanic or Latino	142	69%	25%	1%				
Asian or Native Hawaiian/Other Pacific Islander	36	83%	58%	8%				
White	520	82%	47%	5%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1149	90%	46%	4%				
Students with Disabilities	416	53%	13%	0%				
English Proficient	1506	81%	39%	3%				
Limited English Proficient	59	51%	5%	0%				
Economically Disadvantaged	1268	78%	33%	2%				
Not Disadvantaged	297	90%	55%	8%				
Migrant								
Not Migrant	1565	80%	38%	3%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	27	27	26	21	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	58	44	35	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **SYRACUSE CITY SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 629	619-780	650-780	699-780			
Range:						
	1018	449	47			

	2-4	3-4	4
Percentage scoring at level(s):	63%	28%	3%
Percentage scoring at level(s):	90%	68%	19%

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1619	63%	28%	3%				
Female	805	64%	27%	2%				
Male	814	61%	28%	3%				
American Indian or Alaska Native	25	76%	40%	8%				
Black or African American	856	56%	21%	1%				
Hispanic or Latino	172	53%	17%	2%				
Asian or Native Hawaiian/Other Pacific Islander	45	82%	53%	9%				
White	521	75%	39%	6%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1195	70%	33%	4%				
Students with Disabilities	424	42%	13%	0%				
English Proficient	1503	64%	29%	3%				
Limited English Proficient	116	45%	13%	0%				
Economically Disadvantaged	1301	60%	23%	2%				
Not Disadvantaged	318	74%	45%	8%				
Migrant								
Not Migrant	1619	63%	28%	3%				

NOTES

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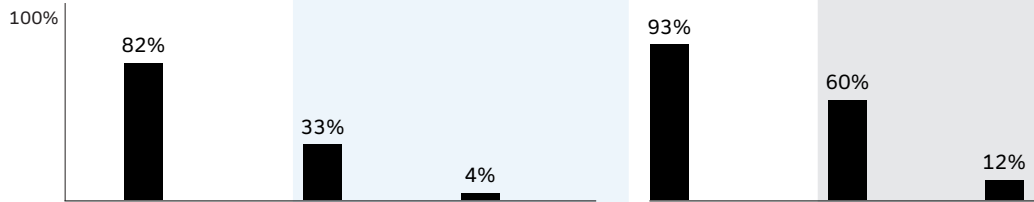
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	29	28	25	17	This test was not given in 2004-05.			

District **SYRACUSE CITY SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 632	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	1246	503	65	1246	503	65



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1526	82%	33%	4%				
Female	759	85%	36%	5%				
Male	767	78%	29%	3%				
American Indian or Alaska Native	22	91%	41%	5%				
Black or African American	829	79%	27%	1%				
Hispanic or Latino	148	73%	24%	2%				
Asian or Native Hawaiian/Other Pacific Islander	40	85%	43%	8%				
White	487	87%	45%	10%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1149	89%	40%	6%				
Students with Disabilities	377	58%	10%	0%				
English Proficient	1486	82%	34%	4%				
Limited English Proficient	40	70%	10%	0%				
Economically Disadvantaged	1199	80%	27%	2%				
Not Disadvantaged	327	89%	54%	13%				
Migrant								
Not Migrant	1526	82%	33%	4%				

NOTES

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Other Assessments

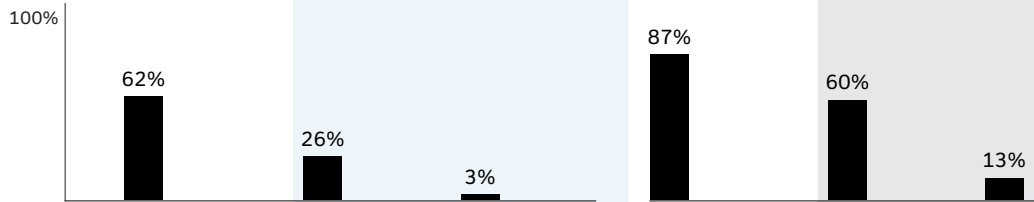
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	15	14	13	11	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	47	33	27	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **SYRACUSE CITY SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 624	616-780	650-780	696-780			
Range:						
Number of Students:	975	408	52	87%	60%	13%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1562	62%	26%	3%				
Female	785	63%	25%	3%				
Male	777	62%	27%	4%				
American Indian or Alaska Native	22	68%	18%	5%				
Black or African American	856	55%	20%	1%				
Hispanic or Latino	163	55%	10%	1%				
Asian or Native Hawaiian/Other Pacific Islander	42	93%	50%	14%				
White	479	76%	41%	7%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1176	69%	31%	4%				
Students with Disabilities	386	43%	11%	0%				
English Proficient	1475	64%	27%	3%				
Limited English Proficient	87	37%	14%	1%				
Economically Disadvantaged	1226	58%	20%	3%				
Not Disadvantaged	336	77%	47%	6%				
Migrant								
Not Migrant	1562	62%	26%	3%				

NOTES

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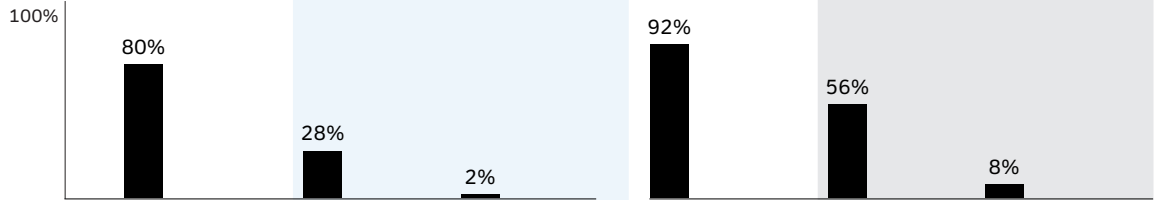
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	18	17	17	17	This test was not given in 2004-05.			

District **SYRACUSE CITY SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 625	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	1236	441	24	92%	56%	8%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1553	80%	28%	2%				
Female	757	81%	30%	1%				
Male	796	78%	27%	2%				
American Indian or Alaska Native	20	85%	35%	0%				
Black or African American	848	77%	21%	0%				
Hispanic or Latino	149	73%	23%	1%				
Asian or Native Hawaiian/Other Pacific Islander	37	92%	49%	5%				
White	499	85%	40%	4%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1194	87%	35%	2%				
Students with Disabilities	359	57%	5%	1%				
English Proficient	1535	80%	29%	2%				
Limited English Proficient	18	44%	0%	0%				
Economically Disadvantaged	1226	77%	22%	0%				
Not Disadvantaged	327	89%	51%	6%				
Migrant								
Not Migrant	1553	80%	28%	2%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	25	23	19	15	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	58	45	38	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **SYRACUSE CITY SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 614	611-800	650-800	693-800			
Range:						
	59%	16%	1%	87%	56%	12%
Number of Students:	954	260	11			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1605	59%	16%	1%				
Female	780	61%	17%	1%				
Male	825	58%	16%	1%				
American Indian or Alaska Native	18	83%	22%	0%				
Black or African American	858	52%	9%	0%				
Hispanic or Latino	177	47%	10%	0%				
Asian or Native Hawaiian/Other Pacific Islander	39	79%	51%	5%				
White	513	74%	27%	2%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	1242	66%	19%	1%				
Students with Disabilities	363	37%	5%	0%				
English Proficient	1528	61%	17%	1%				
Limited English Proficient	77	22%	0%	0%				
Economically Disadvantaged	1263	55%	11%	0%				
Not Disadvantaged	342	75%	35%	3%				
Migrant								
Not Migrant	1605	59%	16%	1%				

NOTES

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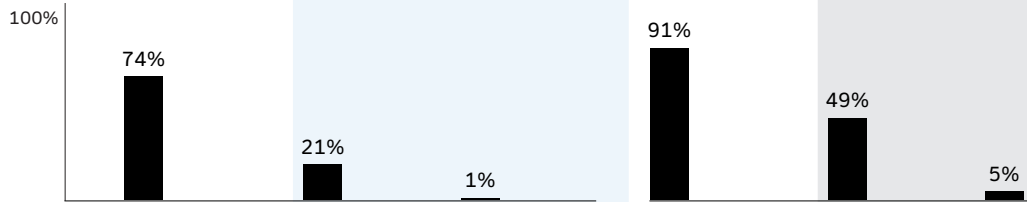
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	26	25	20	20	This test was not given in 2004-05.			

District **SYRACUSE CITY SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 623	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
	74%	21%	1%	91%	49%	5%
Number of Students:	1128	326	19			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1531	74%	21%	1%				
Female	766	79%	26%	1%				
Male	765	69%	17%	1%				
American Indian or Alaska Native	25	88%	20%	0%				
Black or African American	884	69%	15%	0%				
Hispanic or Latino	122	64%	13%	2%				
Asian or Native Hawaiian/Other Pacific Islander	28	96%	43%	4%				
White	472	82%	35%	3%				
Small Group Totals								
General-Education Students	1218	81%	26%	2%				
Students with Disabilities	313	47%	4%	0%				
English Proficient	1517	74%	21%	1%				
Limited English Proficient	14	64%	36%	0%				
Economically Disadvantaged	1142	70%	16%	1%				
Not Disadvantaged	389	85%	37%	3%				
Migrant								
Not Migrant	1531	74%	21%	1%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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Other Assessments

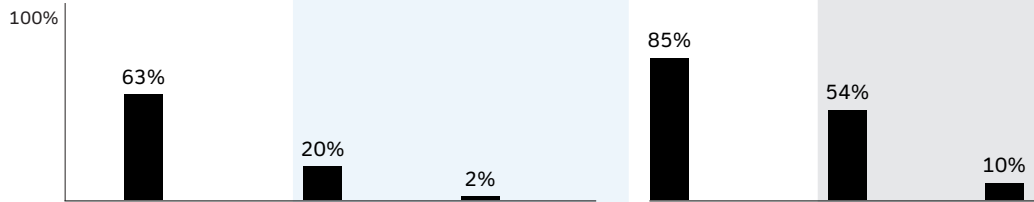
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	24	24	20	13	17	15	14	9
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	40	27	20	N/A	60	42	35	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **SYRACUSE CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 622	616-775	650-775	701-775			
Range:						
	984	319	29	85%	54%	10%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1565	63%	20%	2%				
Female	780	66%	22%	2%				
Male	785	60%	19%	2%				
American Indian or Alaska Native	25	60%	20%	0%				
Black or African American	894	56%	14%	1%				
Hispanic or Latino	141	50%	12%	1%				
Asian or Native Hawaiian/Other Pacific Islander	29	90%	52%	7%				
White	476	77%	34%	4%				
Small Group Totals								
General-Education Students	1248	66%	23%	2%				
Students with Disabilities	317	49%	9%	0%				
English Proficient	1511	64%	21%	2%				
Limited English Proficient	54	31%	7%	0%				
Economically Disadvantaged	1167	59%	16%	1%				
Not Disadvantaged	398	76%	34%	5%				
Migrant								
Not Migrant	1565	63%	20%	2%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

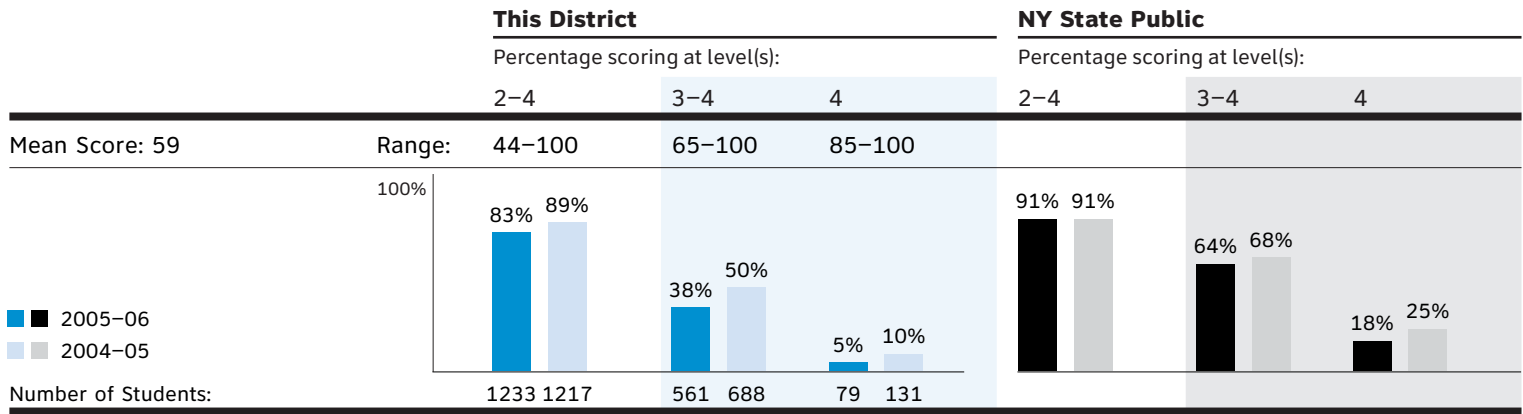
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	23	22	22	13	16	16	14	12

District **SYRACUSE CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1478	83%	38%	5%	1364	89%	50%	10%
Female	743	85%	37%	5%	697	90%	49%	8%
Male	735	82%	39%	6%	667	89%	52%	12%
American Indian or Alaska Native	24	92%	42%	4%	12	100%	50%	0%
Black or African American	829	79%	29%	1%	720	85%	42%	4%
Hispanic or Latino	139	80%	27%	2%	118	84%	31%	3%
Asian or Native Hawaiian/Other Pacific Islander	29	90%	41%	14%	30	97%	63%	17%
White	457	92%	58%	13%	484	95%	67%	19%
Small Group Totals								
General-Education Students	1193	85%	42%	6%	1100	92%	56%	11%
Students with Disabilities	285	76%	21%	2%	264	80%	29%	3%
English Proficient	1427	85%	39%	5%	1313	90%	52%	10%
Limited English Proficient	51	47%	14%	2%	51	57%	20%	0%
Economically Disadvantaged	1083	81%	30%	2%	974	88%	44%	5%
Not Disadvantaged	395	91%	59%	14%	390	93%	67%	21%
Migrant								
Not Migrant	1478	83%	38%	5%	1364	89%	50%	10%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	18	18	14	11	15	14	12	7
Regents Science	17	8	7	0	0			

District **SYRACUSE CITY SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

Percentage scoring at level(s):

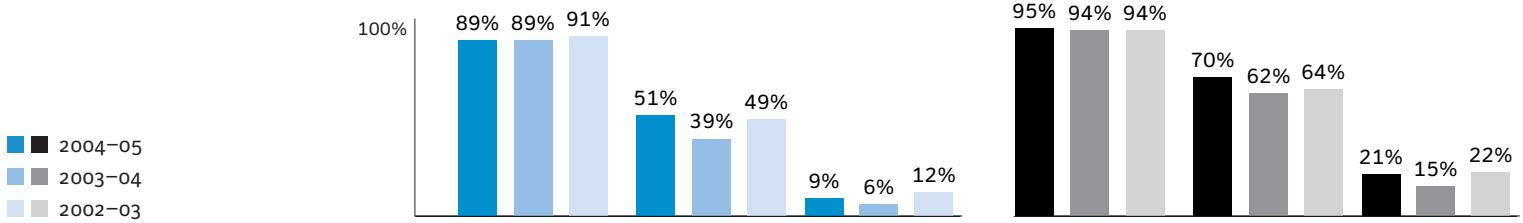
2-4 3-4 4

Range: 603-800 645-800 692-800

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	155	539	583	134	1411	644
Feb 2004	171	781	507	101	1560	638
Feb 2003	145	676	594	188	1603	647

Grade 8

This School

Percentage scoring at level(s):

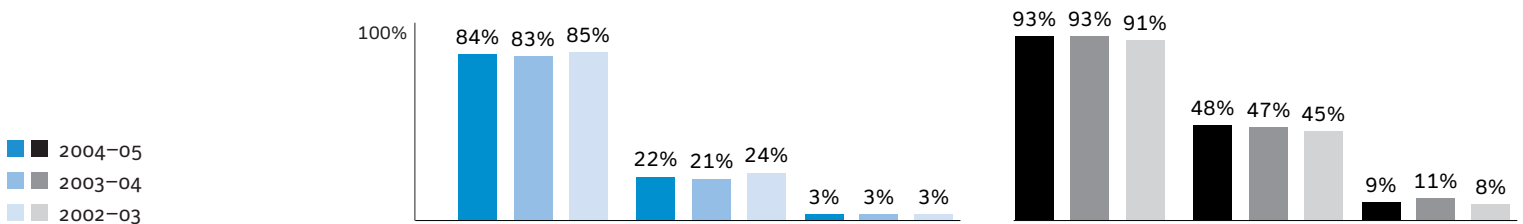
2-4 3-4 4

Range: 658-830 697-830 737-830

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	251	956	310	39	1556	680
Jan 2004	257	936	285	40	1518	680
Jan 2003	219	870	309	38	1436	682

District **SYRACUSE CITY SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

Percentage scoring at level(s):

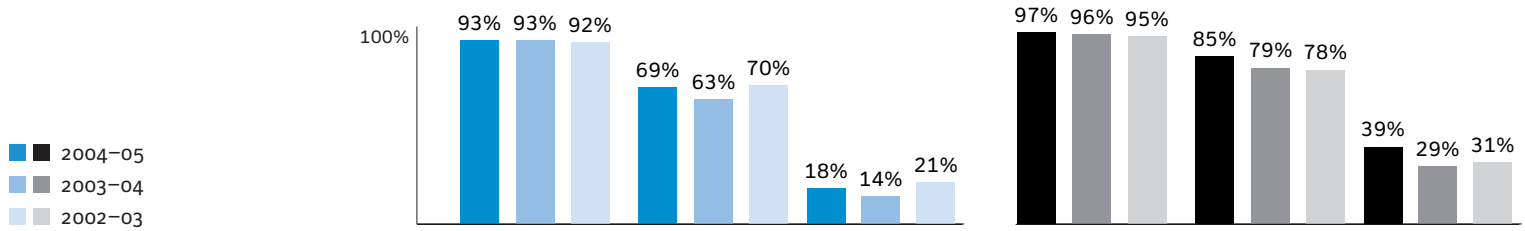
2-4 3-4 4

Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	103	369	781	267	1520	651
May 2004	122	499	820	241	1682	646
May 2003	127	377	805	357	1666	650

Grade 8

This School

Percentage scoring at level(s):

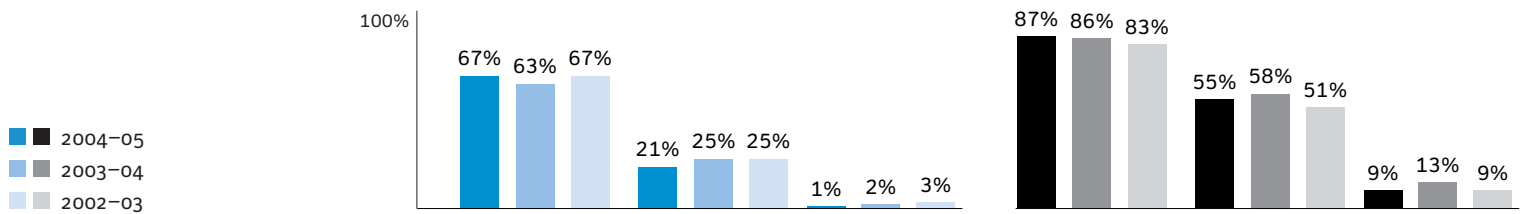
2-4 3-4 4

Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	515	713	306	15	1549	692
May 2004	585	598	360	36	1579	685
May 2003	473	601	316	42	1432	692

District **SYRACUSE CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

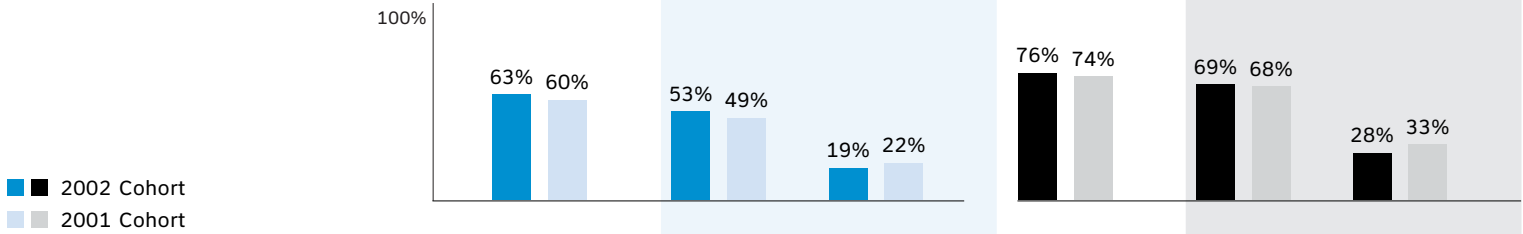
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1502	63%	53%	19%	1379	60%	49%	22%
Female	762	69%	58%	22%	742	62%	53%	24%
Male	740	57%	48%	15%	637	57%	45%	19%
American Indian or Alaska Native	15	67%	47%	13%	18	67%	56%	22%
Black or African American	729	61%	48%	9%	652	59%	44%	13%
Hispanic or Latino	116	37%	31%	9%	90	42%	31%	3%
Asian or Native Hawaiian/Other Pacific Islander	38	66%	58%	18%	51	53%	49%	29%
White	604	70%	64%	32%	568	64%	58%	34%
Small Group Totals								
General-Education Students	1119	71%	61%	24%	1080	66%	57%	27%
Students with Disabilities	383	41%	30%	3%	299	36%	22%	4%
English Proficient	1475	63%	54%	19%	1305	61%	51%	23%
Limited English Proficient	27	37%	33%	4%	74	41%	26%	7%
Economically Disadvantaged	658	67%	55%	13%				
Not Disadvantaged	844	60%	52%	23%				
Migrant								
Not Migrant	1502	63%	53%	19%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	18	12
	17	11
	17	11
	16	8

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **SYRACUSE CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

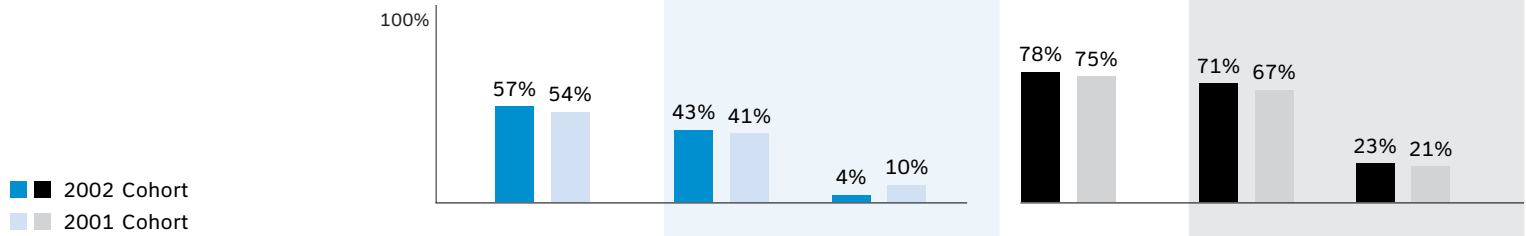
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	1502	57%	43%	4%	1379	54%	41%	10%
Female	762	62%	47%	4%	742	56%	44%	10%
Male	740	52%	39%	4%	637	51%	38%	10%
American Indian or Alaska Native	15	53%	47%	7%	18	67%	56%	22%
Black or African American	729	55%	36%	1%	652	52%	34%	3%
Hispanic or Latino	116	35%	21%	0%	90	28%	23%	2%
Asian or Native Hawaiian/Other Pacific Islander	38	68%	63%	11%	51	57%	55%	25%
White	604	64%	55%	7%	568	58%	51%	18%
Small Group Totals								
General-Education Students	1119	67%	52%	5%	1080	62%	48%	12%
Students with Disabilities	383	30%	18%	1%	299	23%	15%	2%
English Proficient	1475	58%	43%	4%	1305	54%	41%	10%
Limited English Proficient	27	41%	33%	4%	74	45%	36%	12%
Economically Disadvantaged	658	59%	43%	2%				
Not Disadvantaged	844	56%	43%	5%				
Migrant								
Not Migrant	1502	57%	43%	4%				

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	16	12
	15 14 14	12 10 8

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

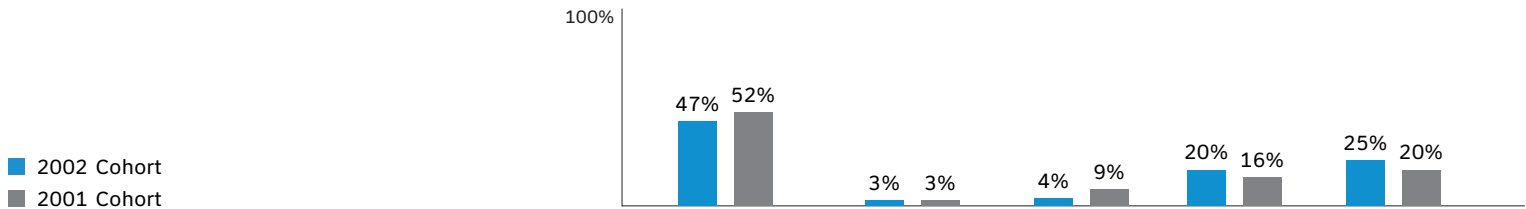
District **SYRACUSE CITY SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	1502	47%	3%	4%	20%	25%
	2001	1379	52%	3%	9%	16%	20%
Female	2002	762	54%	3%	4%	18%	21%
	2001	742	53%	2%	11%	16%	18%
Male	2002	740	41%	4%	5%	21%	29%
	2001	637	51%	4%	8%	16%	21%
American Indian or Alaska Native	2002	15	27%	7%	7%	27%	33%
	2001	18	67%	0%	6%	17%	11%
Black or African American	2002	729	43%	3%	5%	24%	25%
	2001	652	47%	4%	9%	21%	19%
Hispanic or Latino	2002	116	30%	9%	3%	26%	31%
	2001	90	33%	3%	14%	20%	29%
Asian or Native Hawaiian/Other Pacific Islander	2002	38	58%	3%	5%	11%	24%
	2001	51	55%	0%	16%	8%	22%
White	2002	604	56%	2%	4%	13%	25%
	2001	568	60%	2%	9%	10%	19%
Small Group Totals							
General-Education Students	2002	1119	54%	0%	4%	20%	22%
	2001	1080	56%	0%	10%	17%	17%
Students with Disabilities	2002	383	30%	13%	5%	20%	33%
	2001	299	37%	14%	8%	14%	27%
English Proficient	2002	1475	48%	3%	4%	20%	25%
	2001	1305	53%	3%	9%	16%	20%
Limited English Proficient	2002	27	26%	0%	15%	22%	37%
	2001	74	35%	4%	23%	20%	18%
Economically Disadvantaged	2002	658	49%	6%	3%	27%	15%
	2001	658	51%	5%	3%	20%	18%
Not Disadvantaged	2002	844	46%	1%	5%	14%	33%
	2001	844	48%	2%	5%	14%	33%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	1502	47%	3%	4%	20%	25%
	2001	1379	52%	3%	9%	16%	20%

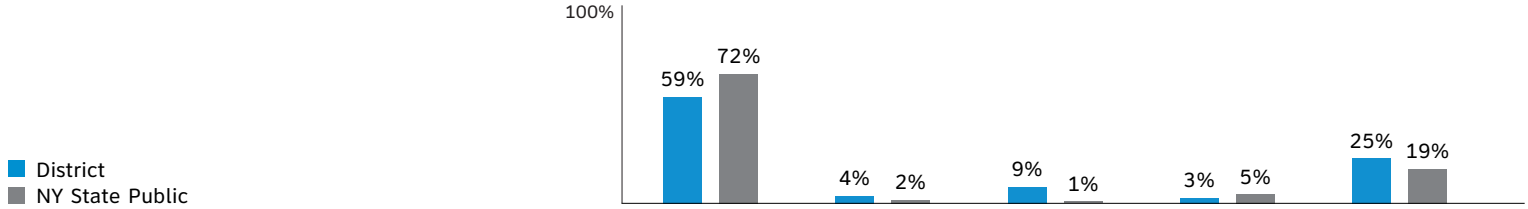
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District **SYRACUSE CITY SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	1337	59%	4%	9%	3%	25%
Female	719	60%	2%	11%	3%	24%
Male	618	59%	5%	8%	2%	26%
American Indian or Alaska Native	19	68%	0%	5%	5%	21%
Black or African American	627	58%	5%	9%	2%	26%
Hispanic or Latino	87	38%	6%	13%	6%	38%
Asian or Native Hawaiian/Other Pacific Islander	49	57%	0%	16%	4%	22%
White	555	65%	3%	9%	3%	21%
Small Group Totals						
General-Education Students	1009	65%	0%	10%	3%	23%
Students with Disabilities	328	42%	15%	9%	3%	31%
English Proficient	1271	61%	4%	9%	3%	24%
Limited English Proficient	66	39%	5%	23%	3%	30%
Economically Disadvantaged	519	66%	6%	6%	4%	18%
Not Disadvantaged	818	55%	2%	11%	2%	29%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	1337	59%	4%	9%	3%	25%

NOTES

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