



The New York State District Report Card

Accountability and Overview Report 2010 – 11

District **SYRACUSE CITY SCHOOL DISTRICT**
District ID **42-18-00-01-0000**
Superintendent **DANIEL LOWENGARD**
Telephone **(315) 435-4161**
Grades **PK-12, UE, US**

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.

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 the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2011–12 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.

For more information:

Office of Information and Reporting Services
New York State Education Department
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Email: dataquest@mail.nysed.gov

District SYRACUSE CITY SCHOOL DISTRICT

District ID 42-18-00-01-0000

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

	2008-09	2009-10	2010-11
Pre-K	1290	1253	1336
Kindergarten	1595	1631	1591
Grade 1	1617	1613	1642
Grade 2	1638	1640	1607
Grade 3	1651	1615	1601
Grade 4	1567	1635	1623
Grade 5	1422	1536	1574
Grade 6	1432	1429	1464
Ungraded Elementary	124	97	69
Grade 7	1438	1418	1401
Grade 8	1492	1502	1423
Grade 9	1876	2015	1820
Grade 10	1578	1535	1550
Grade 11	1061	1168	1154
Grade 12	1009	1040	1242
Ungraded Secondary	193	202	200
Total K-12	19693	20076	19961

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	21	22	23
Grade 8			
English	21	22	21
Mathematics	19	21	21
Science	22	22	21
Social Studies	19	23	21
Grade 10			
English	23	27	27
Mathematics	22	26	28
Science	20	24	28
Social Studies	23	28	26

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

District ID 42-18-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	13049	66%	13654	68%	14415	72%
Reduced-Price Lunch	1802	9%	1734	9%	1455	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1728	9%	2102	10%	2444	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	264	1%	288	1%	317	2%
Black or African American	10702	54%	10682	53%	10493	53%
Hispanic or Latino	2160	11%	2249	11%	2399	12%
Asian or Native Hawaiian/Other Pacific Islander	752	4%	1034	5%	1211	6%
White	5815	30%	5823	29%	5541	28%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		91%		91%		92%
Student Suspensions	4184	21%	4186	21%	4203	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

District ID 42-18-00-01-0000

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	1801	1787	1726
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	3%	1%	1%
Percent with Fewer Than Three Years of Experience	7%	7%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	20%	21%	22%
Total Number of Core Classes	3794	3447	3424
Percent Not Taught by Highly Qualified Teachers in This District	3%	1%	1%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	5292	5172	5337
Percent Taught by Teachers Without Appropriate Certification	3%	1%	1%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	17%	25%
Turnover Rate of All Teachers	16%	14%	18%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	252	264	264
Total Paraprofessionals*	940	955	938
Assistant Principals	44	41	41
Principals	38	40	37

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

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 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



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 2010–11 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 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 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 AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A 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 to Level 4. (See performance level definitions on the Overview summary page.) 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.p12.nysed.gov/irs.

Progress Targets

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

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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: <http://www.p12.nysed.gov/irs/accountability/>.

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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2011–12)

▲ Improvement (Year 9)

ELA ▲ Improvement (Year 9) Science ▲ Good Standing

Math ▲ Improvement (Year 1) Graduation Rate ▲ Improvement (Year 1)

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	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			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	X	X	✓	X	X	X
Ethnicity						
American Indian or Alaska Native	X	X		—	—	
Black or African American	X	X		X	X	
Hispanic or Latino	X	X		X	X	
Asian or Native Hawaiian/Other Pacific Islander	X	X		X	X	
White	X	X		X	X	
Multiracial	✓	✓		—	—	
Other Groups						
Students with Disabilities	X	X		X	X	
Limited English Proficient	X	X		X	X	
Economically Disadvantaged	X	X		X	X	
Student groups making AYP in each subject	X 1 of 10	X 1 of 10	✓ 1 of 1	X 0 of 8	X 0 of 8	X 0 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X 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) ■ |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts
































Accountability Status  Improvement (Year 9)
for This Subject
(2011–12)

Accountability Measures 1 of 10 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 2011-12, the district will be In Need of Improvement (Year 10) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 9) in 2012-13. [210]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (9284:8664)			99%		91	121	106	102
Ethnicity								
American Indian or Alaska Native (142:138)			99%		98	113	113	108
Black or African American (4813:4563)			99%		82	120	99	94
Hispanic or Latino (1163:1064)			99%		78	119	91	90
Asian or Native Hawaiian/Other Pacific Islander (550:442)			99%		86	117	109	97
White (2409:2259)			99%		112	120	120	121
Multiracial (207:198)			100%		123	114		
Other Groups								
Students with Disabilities (2167:2195)			98%		51	120	71	66
Limited English Proficient (1223:1167)			99%		50	119	63‡	65
Economically Disadvantaged (7851:7315)			99%		83	121	99	95
Final AYP Determination	 1 of 10							
Non-Accountability Groups								
Female (4494:4208)			99%		99	120		
Male (4790:4456)			99%		83	120		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.
































Elementary/Middle-Level Mathematics

Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)




Accountability Measures 1 of 10 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status To be removed from improvement status in mathematics, 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 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (9280:8737)			99%		96	136	111	106
Ethnicity								
American Indian or Alaska Native (142:136)			97%		98	128	116	108
Black or African American (4815:4578)			99%		88	135	104	99
Hispanic or Latino (1165:1081)			99%		81	134	95	93
Asian or Native Hawaiian/Other Pacific Islander (546:481)			100%		100	132	115	110
White (2406:2263)			99%		117	135	129	125
Multiracial (206:198)			100%		131	129		
Other Groups								
Students with Disabilities (2168:2193)			98%		63	135	85	77
Limited English Proficient (1221:1260)			99%		60	134	78‡	74
Economically Disadvantaged (7845:7389)			99%		89	136	105	100
Final AYP Determination	 1 of 10							
Non-Accountability Groups								
Female (4491:4247)			99%		98	135		
Male (4789:4490)			99%		94	135		
Migrant (0:0)								

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.























Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2011–12)

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

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11 2011–12	
Accountability Groups									
All Students (3124:2841)		Qualified		96%		138	100		
Ethnicity									
American Indian or Alaska Native (51:43)		Qualified		86%		147	100		
Black or African American (1609:1492)		Qualified		96%		130	100		
Hispanic or Latino (382:339)		Qualified		96%		124	100		
Asian or Native Hawaiian/Other Pacific Islander (199:165)		Qualified		98%		112	100		
White (822:744)		Qualified		95%		161	100		
Multiracial (61:58)		Qualified		100%		178	100		
Other Groups									
Students with Disabilities (737:721)		Qualified		94%		114	100		
Limited English Proficient (436:432)		Did not qualify		97%		86	100	89	87
Economically Disadvantaged (2613:2381)		Qualified		96%		132	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (1552:1417)				96%		137	100		
Male (1572:1424)				96%		138	100		
Migrant (0:0)									


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts


























Accountability Status  Improvement (Year 9)
for This Subject
(2011–12)

Accountability Measures 0 of 8 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 2011-12, the district will be In Need of Improvement (Year 10) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 9) in 2012-13. [210]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (1276:1208)			99%		158	180	164‡	162
Ethnicity								
American Indian or Alaska Native (16:17)	–	–	–	–	–	–	–	–
Black or African American (664:615)			99%		155	179	168‡	160
Hispanic or Latino (107:103)			99%		150	173	128‡	155
Asian or Native Hawaiian/Other Pacific Islander (72:82)			100%		120	172	172	128
White (390:364)			98%		170	177	168‡	173
Multiracial (27:27)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (175:236)			99%		120	176	118‡	128
Limited English Proficient (97:113)			99%		85	173	97‡	97
Economically Disadvantaged (840:853)			100%		153	179	160‡	158
Final AYP Determination	 0 of 8							
Non-Accountability Groups								
Female (676:618)			99%		161	179		
Male (600:590)			99%		154	179		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level Mathematics


























Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 0 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in mathematics, 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 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (1276:1208)			99%		158	177	154 [‡]	162
Ethnicity								
American Indian or Alaska Native (16:17)	–	–	–	–	–	–	–	–
Black or African American (664:615)			100%		153	176	151 [‡]	158
Hispanic or Latino (107:103)			100%		141	170	128 [‡]	147
Asian or Native Hawaiian/Other Pacific Islander (72:82)			100%		163	169	169	167
White (390:364)			98%		167	174	163 [‡]	170
Multiracial (27:27)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (175:236)			100%		119	173	109 [‡]	127
Limited English Proficient (97:113)			100%		142	170	126 [‡]	148
Economically Disadvantaged (840:853)			100%		154	176	150 [‡]	159
Final AYP Determination	 0 of 8							
Non-Accountability Groups								
Female (676:618)			100%		161	176		
Male (600:590)			99%		154	176		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Graduation Rate











Accountability Status for This Indicator (2011–12)  Improvement (Year 1)

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP



Prospective Status

To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [211]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (1567)			51%	80%	56%
Ethnicity					
American Indian or Alaska Native (22)		—	—	—	
Black or African American (864)			50%	80%	55%
Hispanic or Latino (155)			37%	80%	44%
Asian or Native Hawaiian/Other Pacific Islander (41)			66%	80%	62%
White (485)			55%	80%	60%
Multiracial (0)					
Other Groups					
Students with Disabilities (342)			32%	80%	40%
Limited English Proficient (81)			28%	80%	52%
Economically Disadvantaged (855)			56%	80%	67%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (828)			54%	80%	
Male (739)			47%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **54%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

4 schools identified 12% of total

EXPEDITIONARY LEARNING MIDDLE SCHOOL
 INSTITUTE OF TECHNOLOGY AT SYRACUSE CENTRAL
 MCKINLEY-BRIGHTON ELEMENTARY SCHOOL
 WEBSTER ELEMENTARY SCHOOL

Improvement (year 1) Focused

2 schools identified 6% of total

EDWARD SMITH K-8 SCHOOL
 ROBERTS K-8 SCHOOL

Improvement (year 1) Comprehensive

7 schools identified 21% of total

BELLEVUE ELEMENTARY SCHOOL
 CLARY MIDDLE SCHOOL
 DR WEEKS ELEMENTARY SCHOOL
 LEMOYNE ELEMENTARY SCHOOL
 LINCOLN MIDDLE SCHOOL
 PORTER ELEMENTARY SCHOOL
 SALEM HYDE ELEMENTARY SCHOOL

Improvement (year 2) Comprehensive

2 schools identified 6% of total

LEVY K-8 SCHOOL
 VAN DUYN ELEMENTARY SCHOOL

Corrective Action (year 1) Comprehensive

2 schools identified 6% of total

BELLEVUE MIDDLE SCHOOL ACADEMY AT SHEA
 MEACHEM ELEMENTARY SCHOOL

Corrective Action (year 2) Comprehensive

1 school identified 3% of total

DANFORTH MIDDLE SCHOOL

Restructuring (year 1) Comprehensive

2 schools identified 6% of total

BLODGETT K-8 SCHOOL
 FRANKLIN ELEMENTARY SCHOOL

Restructuring (year 2) Comprehensive

2 schools identified 6% of total

DELAWARE ACADEMY
 HURLBUT W SMITH K-8 SCHOOL

Restructuring (advanced) Comprehensive

11 schools identified 33% of total

CORCORAN HIGH SCHOOL
 DR KING ELEMENTARY SCHOOL
 ELMWOOD ELEMENTARY SCHOOL
 FOWLER HIGH SCHOOL

2011–12 Accountability Status of Schools in Your District (Continued)

4 Overview of District Performance

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

Summary of 2010–11 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.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	25%			1562
Grade 4	26%			1597
Grade 5	22%			1549
Grade 6	24%			1462
Grade 7	17%			1378
Grade 8	20%			1375

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	25%			1590
Grade 4	32%			1632
Grade 5	29%			1574
Grade 6	22%			1483
Grade 7	28%			1399
Grade 8	15%			1399

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	66%			1620
Grade 8	38%			1336

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	56%			1673
Mathematics	55%			1673

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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.p12.nysed.gov/irs.

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

This District's N/RC Category:

Large Cities

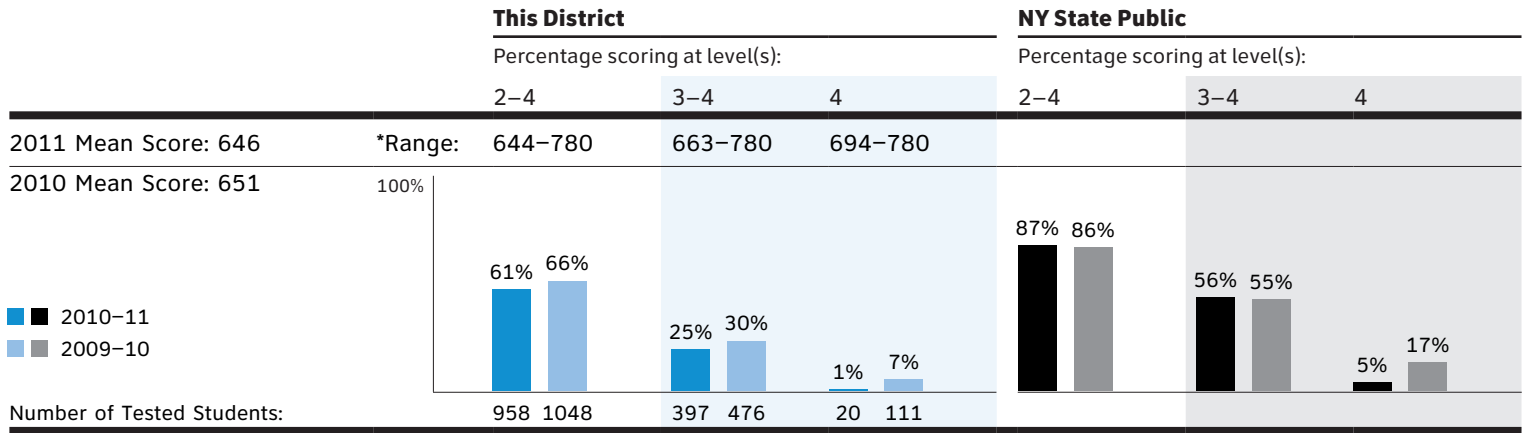
This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

4 Overview of District Performance

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	61%	25%	1%	1576	66%	30%	7%
Female	710	67%	30%	2%	790	72%	33%	8%
Male	852	57%	22%	1%	786	61%	27%	6%
American Indian or Alaska Native	26	54%	23%	0%	23	74%	48%	4%
Black or African American	773	57%	18%	1%	832	65%	24%	5%
Hispanic or Latino	187	59%	21%	0%	181	55%	25%	6%
Asian or Native Hawaiian/Other Pacific Islander	78	60%	24%	3%	77	65%	43%	12%
White	441	68%	39%	3%	463	74%	40%	11%
Multiracial	57	75%	37%	0%				
Small Group Totals								
General-Education Students	1226	71%	31%	2%	1186	77%	37%	9%
Students with Disabilities	336	24%	6%	0%	390	36%	9%	2%
English Proficient	1383	64%	28%	1%	1375	71%	33%	8%
Limited English Proficient	179	41%	8%	0%	201	36%	11%	1%
Economically Disadvantaged	1325	58%	21%	1%	1339	63%	26%	5%
Not Disadvantaged	237	79%	49%	5%	237	84%	54%	19%
Migrant								
Not Migrant	1562	61%	25%	1%	1576	66%	30%	7%

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	10	10	9	8	17	17	15	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	23	N/A	N/A	N/A	37	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	24	N/A	N/A	N/A	39	N/A	N/A	N/A

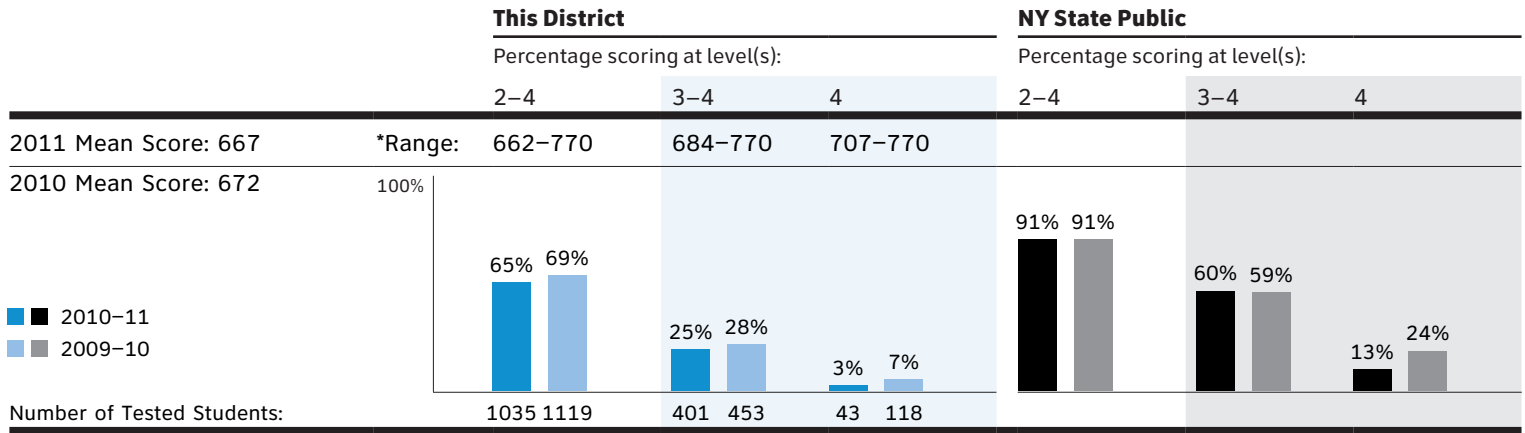
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	1590	65%	25%	3%	1619	69%	28%	7%
Female	721	65%	25%	2%	810	71%	28%	6%
Male	869	65%	25%	3%	809	68%	28%	8%
American Indian or Alaska Native	26	54%	15%	0%	23	65%	35%	4%
Black or African American	781	63%	18%	1%	841	67%	22%	5%
Hispanic or Latino	189	56%	16%	1%	192	53%	19%	4%
Asian or Native Hawaiian/Other Pacific Islander	91	58%	29%	1%	91	67%	40%	12%
White	446	73%	39%	7%	472	81%	40%	11%
Multiracial	57	82%	40%	4%				
Small Group Totals								
General-Education Students	1250	73%	30%	3%	1229	76%	33%	9%
Students with Disabilities	340	35%	9%	1%	390	47%	12%	2%
English Proficient	1389	69%	27%	3%	1380	74%	31%	8%
Limited English Proficient	201	38%	11%	0%	239	41%	13%	3%
Economically Disadvantaged	1350	62%	21%	1%	1382	66%	24%	6%
Not Disadvantaged	240	84%	49%	10%	237	86%	49%	16%
Migrant								
Not Migrant	1590	65%	25%	3%	1619	69%	28%	7%

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

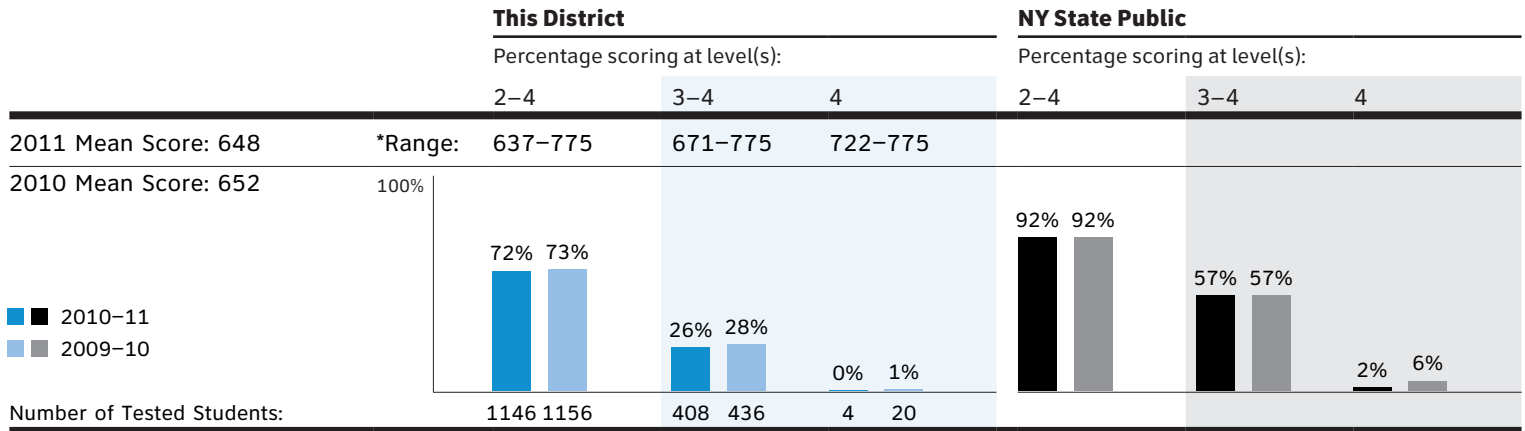
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	10	10	10	6	17	17	15	9

4 Overview of District Performance

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	1597	72%	26%	0%	1584	73%	28%	1%
Female	805	76%	28%	0%	749	78%	34%	1%
Male	792	67%	23%	0%	835	69%	22%	1%
American Indian or Alaska Native	27	78%	11%	0%	25	92%	24%	0%
Black or African American	805	69%	19%	0%	913	70%	22%	0%
Hispanic or Latino	211	65%	19%	0%	179	66%	20%	1%
Asian or Native Hawaiian/Other Pacific Islander	97	67%	33%	0%	58	64%	38%	5%
White	411	79%	40%	1%	409	83%	42%	3%
Multiracial	46	93%	30%	0%				
Small Group Totals								
General-Education Students	1202	81%	31%	0%	1230	81%	34%	2%
Students with Disabilities	395	43%	9%	0%	354	46%	6%	0%
English Proficient	1388	76%	28%	0%	1415	77%	30%	1%
Limited English Proficient	209	46%	8%	0%	169	40%	7%	0%
Economically Disadvantaged	1373	69%	21%	0%	1366	71%	24%	1%
Not Disadvantaged	224	88%	55%	1%	218	85%	48%	2%
Migrant								
Not Migrant	1597	72%	26%	0%	1584	73%	28%	1%

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	20	11	20	19	18	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	37	N/A	N/A	N/A	38	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	37	N/A	N/A	N/A	39	N/A	N/A	N/A

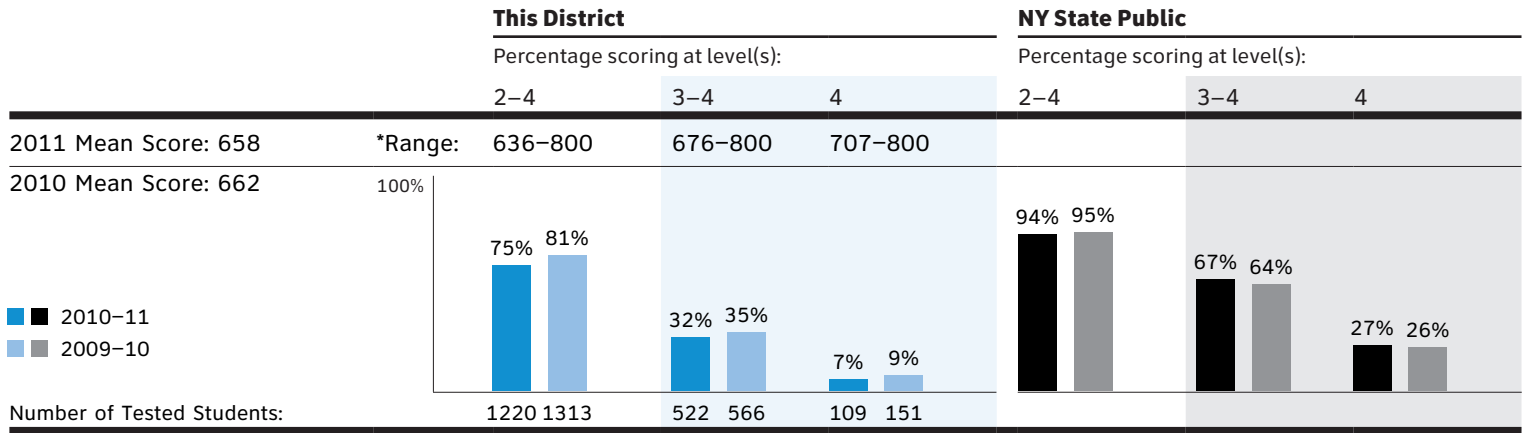
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	1632	75%	32%	7%	1630	81%	35%	9%
Female	816	77%	32%	7%	770	81%	36%	10%
Male	816	72%	32%	6%	860	80%	33%	9%
American Indian or Alaska Native	26	88%	31%	4%	25	88%	32%	8%
Black or African American	818	71%	25%	4%	924	79%	30%	6%
Hispanic or Latino	214	68%	27%	4%	187	79%	29%	6%
Asian or Native Hawaiian/Other Pacific Islander	114	65%	39%	10%	75	65%	39%	16%
White	414	86%	45%	12%	419	88%	47%	16%
Multiracial	46	89%	48%	15%				
Small Group Totals								
General-Education Students	1241	81%	37%	9%	1273	86%	41%	11%
Students with Disabilities	391	56%	15%	1%	357	62%	14%	3%
English Proficient	1386	80%	35%	8%	1422	84%	38%	10%
Limited English Proficient	246	46%	13%	1%	208	54%	14%	1%
Economically Disadvantaged	1403	72%	27%	4%	1410	79%	31%	7%
Not Disadvantaged	229	93%	61%	21%	220	89%	58%	21%
Migrant								
Not Migrant	1632	75%	32%	7%	1630	81%	35%	9%

NOTES

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Other Assessments

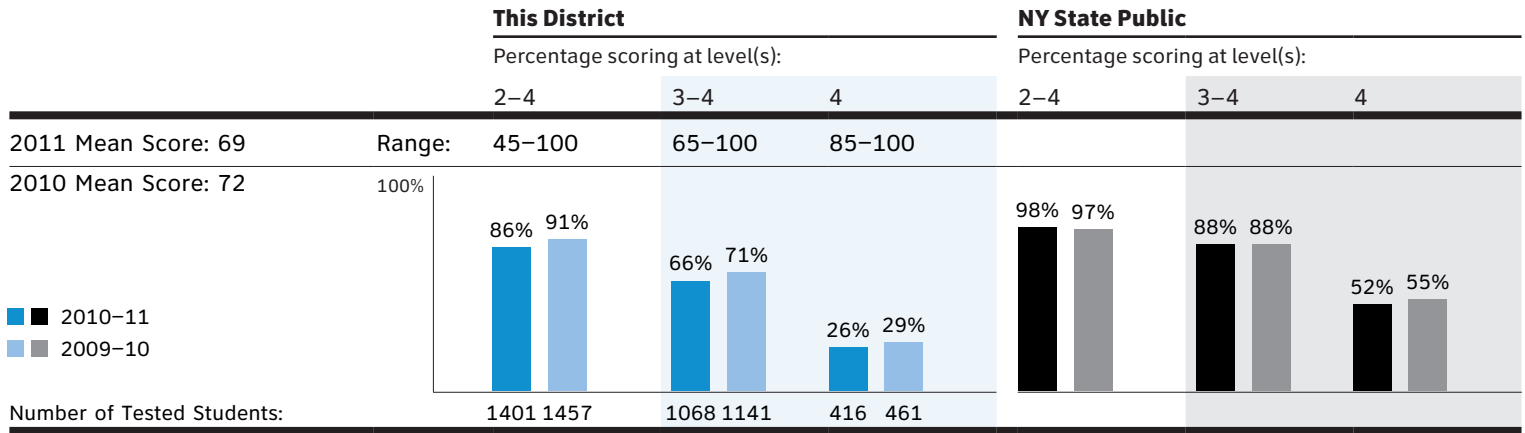
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	23	23	21	9	20	20	19	7

4 Overview of District Performance

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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	1620	86%	66%	26%	1603	91%	71%	29%
Female	810	88%	65%	26%	759	91%	73%	29%
Male	810	85%	67%	26%	844	90%	70%	29%
American Indian or Alaska Native	26	88%	73%	12%	25	96%	84%	40%
Black or African American	815	86%	62%	19%	905	91%	68%	24%
Hispanic or Latino	211	81%	61%	23%	184	89%	68%	21%
Asian or Native Hawaiian/Other Pacific Islander	113	65%	55%	27%	75	67%	53%	23%
White	409	94%	77%	40%	414	95%	82%	43%
Multiracial	46	100%	83%	35%				
Small Group Totals								
General-Education Students	1232	89%	72%	30%	1258	93%	76%	33%
Students with Disabilities	388	77%	46%	11%	345	85%	53%	13%
English Proficient	1377	92%	72%	29%	1397	95%	76%	32%
Limited English Proficient	243	57%	33%	7%	206	66%	38%	7%
Economically Disadvantaged	1389	85%	63%	21%	1387	90%	69%	26%
Not Disadvantaged	231	96%	85%	52%	216	97%	85%	50%
Migrant								
Not Migrant	1620	86%	66%	26%	1603	91%	71%	29%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	18	20	20	20	18

4 Overview of District Performance

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

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
2011 Mean Score: 652	*Range: 648-795	668-795	700-795			
2010 Mean Score: 653						
Number of Tested Students:	987	928	348	316	14	42

Results by Student Group

	2010-11 School Year				2009-10 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	1549	64%	22%	1%	1500	62%	21%	3%
Female	732	70%	26%	1%	723	65%	23%	3%
Male	817	58%	19%	1%	777	59%	20%	3%
American Indian or Alaska Native	23	91%	35%	0%	26	88%	23%	0%
Black or African American	848	60%	15%	0%	822	58%	17%	1%
Hispanic or Latino	195	59%	17%	1%	173	50%	14%	1%
Asian or Native Hawaiian/Other Pacific Islander	73	51%	26%	3%	62	60%	34%	2%
White	369	74%	37%	2%	417	72%	31%	8%
Multiracial	41	80%	51%	2%				
Small Group Totals								
General-Education Students	1215	72%	28%	1%	1137	71%	26%	4%
Students with Disabilities	334	34%	4%	0%	363	33%	6%	0%
English Proficient	1365	68%	25%	1%	1339	66%	23%	3%
Limited English Proficient	184	33%	4%	0%	161	25%	3%	0%
Economically Disadvantaged	1353	61%	18%	1%	1272	58%	16%	1%
Not Disadvantaged	196	84%	51%	4%	228	83%	47%	12%
Migrant								
Not Migrant	1549	64%	22%	1%	1500	62%	21%	3%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	17	15	15	8	17	17	17	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	21	N/A	N/A	N/A	31	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	22	N/A	N/A	N/A	31	N/A	N/A	N/A

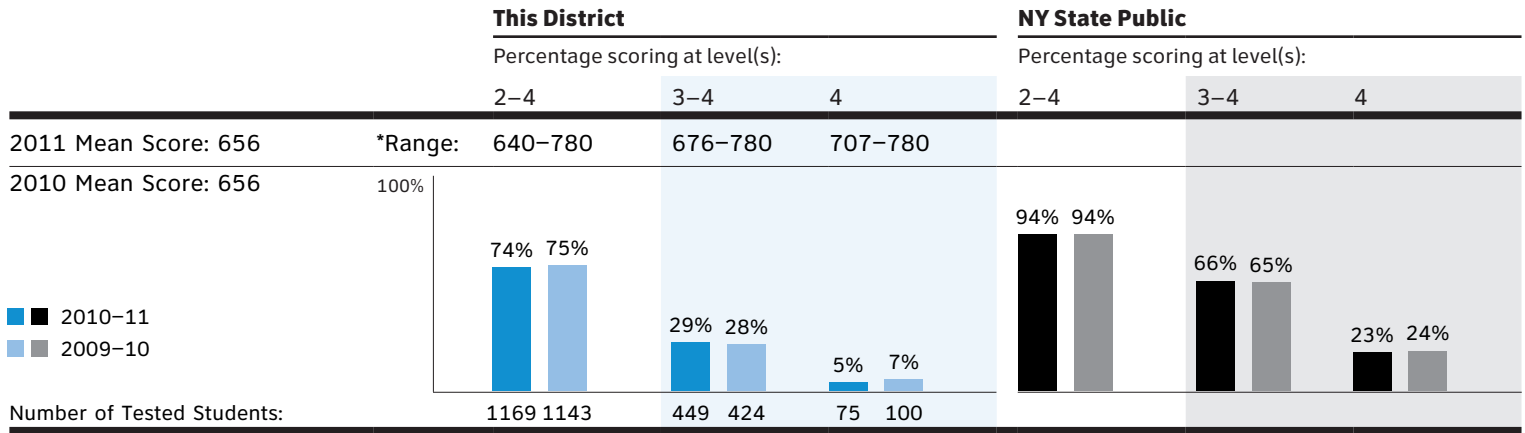
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	1574	74%	29%	5%	1529	75%	28%	7%
Female	746	77%	29%	4%	741	73%	26%	6%
Male	828	72%	28%	5%	788	76%	29%	7%
American Indian or Alaska Native	23	91%	39%	4%	27	93%	33%	4%
Black or African American	854	72%	21%	2%	824	73%	23%	3%
Hispanic or Latino	197	69%	21%	4%	180	62%	21%	4%
Asian or Native Hawaiian/Other Pacific Islander	86	60%	33%	7%	78	67%	29%	15%
White	372	83%	46%	12%	420	85%	40%	13%
Multiracial	42	90%	55%	10%				
Small Group Totals								
General-Education Students	1239	81%	33%	6%	1168	81%	33%	8%
Students with Disabilities	335	50%	11%	1%	361	54%	12%	2%
English Proficient	1369	79%	32%	5%	1337	79%	31%	7%
Limited English Proficient	205	40%	7%	1%	192	44%	6%	1%
Economically Disadvantaged	1376	72%	24%	3%	1300	72%	24%	4%
Not Disadvantaged	198	90%	60%	19%	229	91%	52%	21%
Migrant								
Not Migrant	1574	74%	29%	5%	1529	75%	28%	7%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	17	17	17	9	17	17	17	12

4 Overview of District Performance

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

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
2011 Mean Score: 648	*Range: 644-785	662-785	694-785			
2010 Mean Score: 651						
Number of Tested Students:	929	977	346	405	11	22

Results by Student Group

	2010-11 School Year				2009-10 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	1462	64%	24%	1%	1402	70%	29%	2%
Female	702	66%	27%	1%	721	74%	32%	2%
Male	760	61%	21%	0%	681	65%	26%	1%
American Indian or Alaska Native	24	79%	33%	0%	17	76%	24%	0%
Black or African American	771	62%	18%	0%	772	67%	24%	1%
Hispanic or Latino	181	52%	15%	0%	176	62%	24%	1%
Asian or Native Hawaiian/Other Pacific Islander	66	56%	30%	0%	63	73%	43%	6%
White	392	71%	36%	3%	374	79%	39%	3%
Multiracial	28	79%	36%	0%				
Small Group Totals								
General-Education Students	1117	74%	30%	1%	1083	80%	36%	2%
Students with Disabilities	345	31%	4%	0%	319	36%	5%	0%
English Proficient	1305	69%	26%	1%	1271	73%	31%	2%
Limited English Proficient	157	19%	1%	0%	131	33%	8%	0%
Economically Disadvantaged	1236	60%	19%	0%	1165	66%	24%	1%
Not Disadvantaged	226	81%	51%	4%	237	90%	54%	5%
Migrant								
Not Migrant	1462	64%	24%	1%	1402	70%	29%	2%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	17	16	15	8	19	19	19	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	23	N/A	N/A	N/A	35	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	23	N/A	N/A	N/A	37	N/A	N/A	N/A

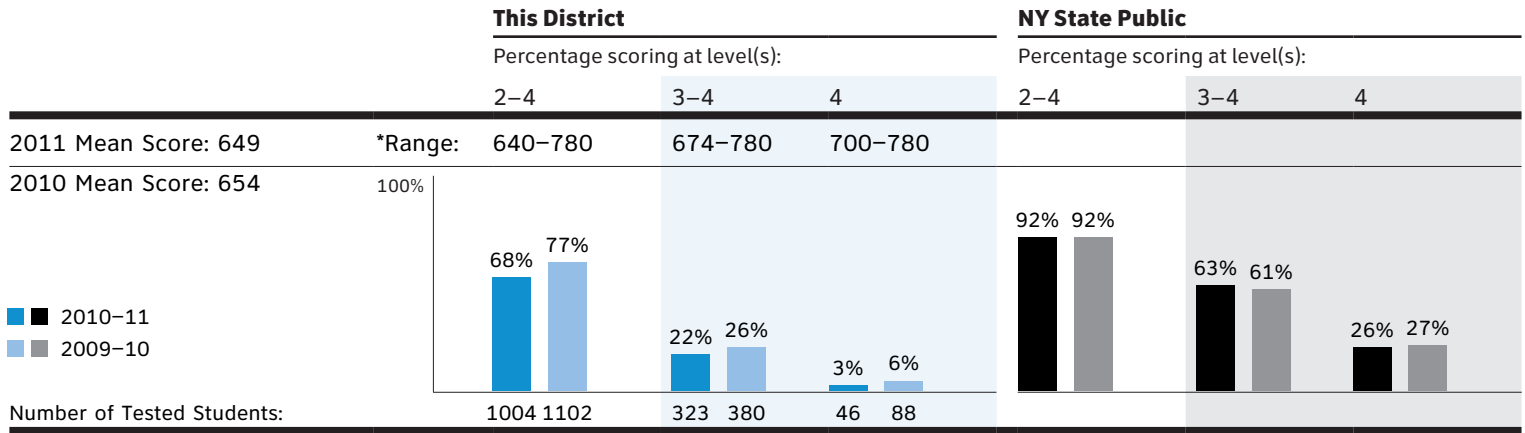
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	1483	68%	22%	3%	1435	77%	26%	6%
Female	711	70%	22%	3%	738	79%	28%	7%
Male	772	65%	22%	3%	697	75%	25%	6%
American Indian or Alaska Native	24	88%	21%	0%	17	71%	29%	0%
Black or African American	776	66%	18%	1%	782	75%	22%	4%
Hispanic or Latino	187	60%	14%	1%	177	68%	20%	2%
Asian or Native Hawaiian/Other Pacific Islander	75	61%	35%	4%	77	77%	40%	17%
White	393	75%	31%	8%	382	85%	36%	10%
Multiracial	28	75%	29%	4%				
Small Group Totals								
General-Education Students	1135	76%	27%	4%	1115	83%	32%	8%
Students with Disabilities	348	40%	5%	0%	320	55%	8%	1%
English Proficient	1301	72%	24%	4%	1270	80%	29%	7%
Limited English Proficient	182	40%	4%	0%	165	50%	10%	1%
Economically Disadvantaged	1256	65%	17%	1%	1196	74%	22%	4%
Not Disadvantaged	227	80%	47%	15%	239	90%	49%	16%
Migrant								
Not Migrant	1483	68%	22%	3%	1435	77%	26%	6%

NOTES

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Other Assessments

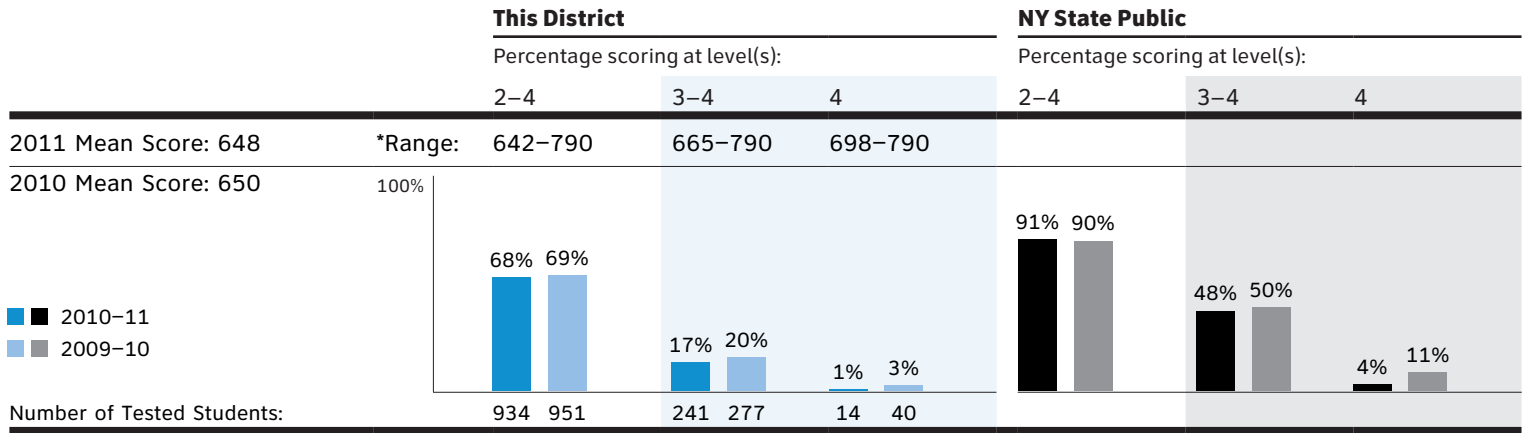
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	17	17	16	16	19	19	18	13

4 Overview of District Performance

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	1378	68%	17%	1%	1375	69%	20%	3%
Female	713	73%	20%	1%	674	75%	24%	3%
Male	665	63%	14%	1%	701	64%	16%	3%
American Indian or Alaska Native	17	82%	12%	0%	17	71%	6%	0%
Black or African American	735	66%	12%	0%	765	68%	17%	1%
Hispanic or Latino	186	60%	12%	1%	151	60%	15%	2%
Asian or Native Hawaiian/Other Pacific Islander	74	58%	27%	3%	47	53%	23%	2%
White	347	76%	29%	3%	395	77%	29%	7%
Multiracial	19	79%	47%	0%				
Small Group Totals								
General-Education Students	1055	77%	22%	1%	1053	77%	25%	4%
Students with Disabilities	323	37%	2%	0%	322	44%	6%	0%
English Proficient	1221	74%	20%	1%	1244	74%	22%	3%
Limited English Proficient	157	20%	1%	0%	131	20%	1%	0%
Economically Disadvantaged	1132	64%	13%	0%	1127	65%	16%	1%
Not Disadvantaged	246	86%	40%	4%	248	86%	41%	10%
Migrant								
Not Migrant	1378	68%	17%	1%	1375	69%	20%	3%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	14	14	13	10	19	19	18	18
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	31	N/A	N/A	N/A	30	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	33	N/A	N/A	N/A	30	N/A	N/A	N/A

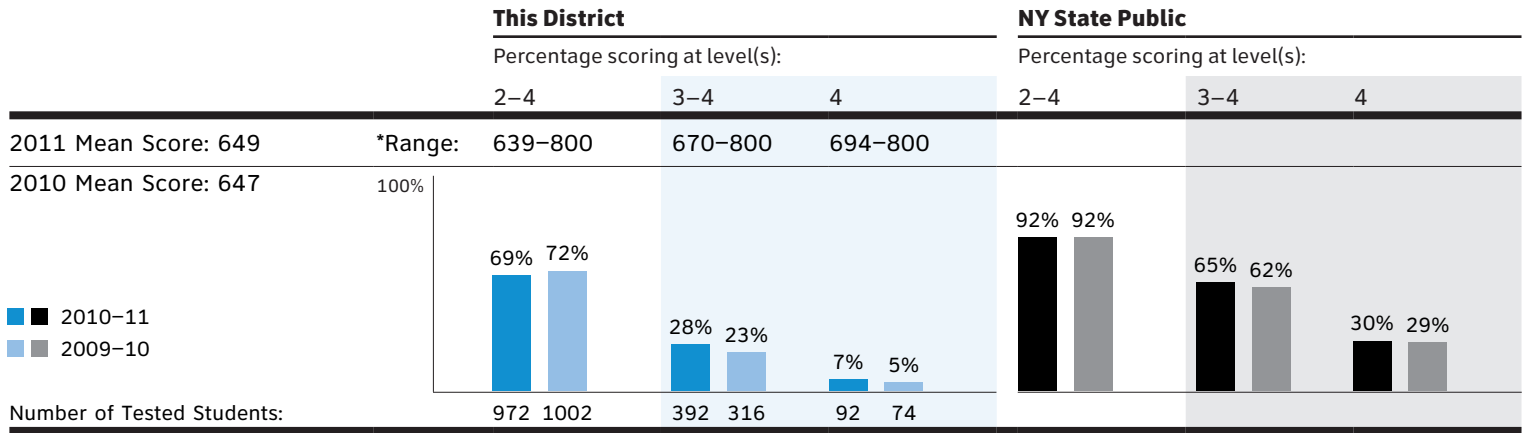
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	1399	69%	28%	7%	1400	72%	23%	5%
Female	726	72%	31%	7%	688	72%	23%	6%
Male	673	66%	25%	6%	712	71%	22%	5%
American Indian or Alaska Native	17	76%	29%	0%	18	72%	6%	6%
Black or African American	733	68%	25%	4%	762	70%	18%	3%
Hispanic or Latino	195	62%	23%	6%	152	58%	17%	5%
Asian or Native Hawaiian/Other Pacific Islander	93	57%	32%	13%	64	61%	28%	8%
White	343	79%	36%	10%	404	82%	34%	10%
Multiracial	18	78%	50%	11%				
Small Group Totals								
General-Education Students	1076	78%	34%	8%	1076	77%	27%	7%
Students with Disabilities	323	43%	7%	1%	324	54%	7%	1%
English Proficient	1211	75%	32%	7%	1239	76%	25%	6%
Limited English Proficient	188	32%	5%	1%	161	39%	5%	1%
Economically Disadvantaged	1153	66%	23%	4%	1152	68%	17%	3%
Not Disadvantaged	246	85%	51%	18%	248	88%	47%	15%
Migrant								
Not Migrant	1399	69%	28%	7%	1400	72%	23%	5%

NOTES

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Other Assessments

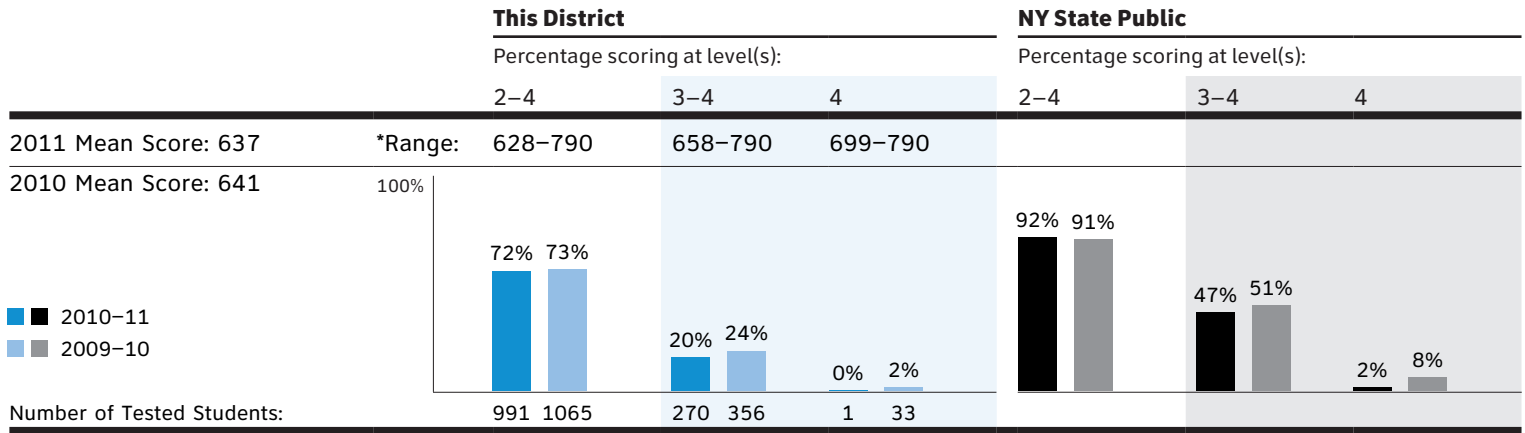
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	14	13	12	8	19	16	16	9

4 Overview of District Performance

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	1375	72%	20%	0%	1462	73%	24%	2%
Female	680	78%	25%	0%	702	78%	31%	3%
Male	695	66%	15%	0%	760	68%	18%	1%
American Indian or Alaska Native	23	70%	13%	0%	14	93%	50%	0%
Black or African American	745	72%	14%	0%	771	70%	18%	1%
Hispanic or Latino	151	61%	15%	0%	170	60%	17%	1%
Asian or Native Hawaiian/Other Pacific Islander	63	54%	25%	0%	55	60%	29%	5%
White	381	80%	30%	0%	452	83%	37%	4%
Multiracial	12	83%	50%	0%				
Small Group Totals								
General-Education Students	1081	79%	24%	0%	1134	81%	30%	3%
Students with Disabilities	294	46%	3%	0%	328	46%	3%	0%
English Proficient	1222	78%	22%	0%	1337	77%	26%	2%
Limited English Proficient	153	27%	1%	0%	125	23%	2%	0%
Economically Disadvantaged	1117	69%	15%	0%	1205	70%	20%	1%
Not Disadvantaged	258	84%	39%	0%	257	88%	46%	8%
Migrant								
Not Migrant	1375	72%	20%	0%	1462	73%	24%	2%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	12	12	10	6	16	16	15	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	32	N/A	N/A	N/A	50	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	32	N/A	N/A	N/A	54	N/A	N/A	N/A

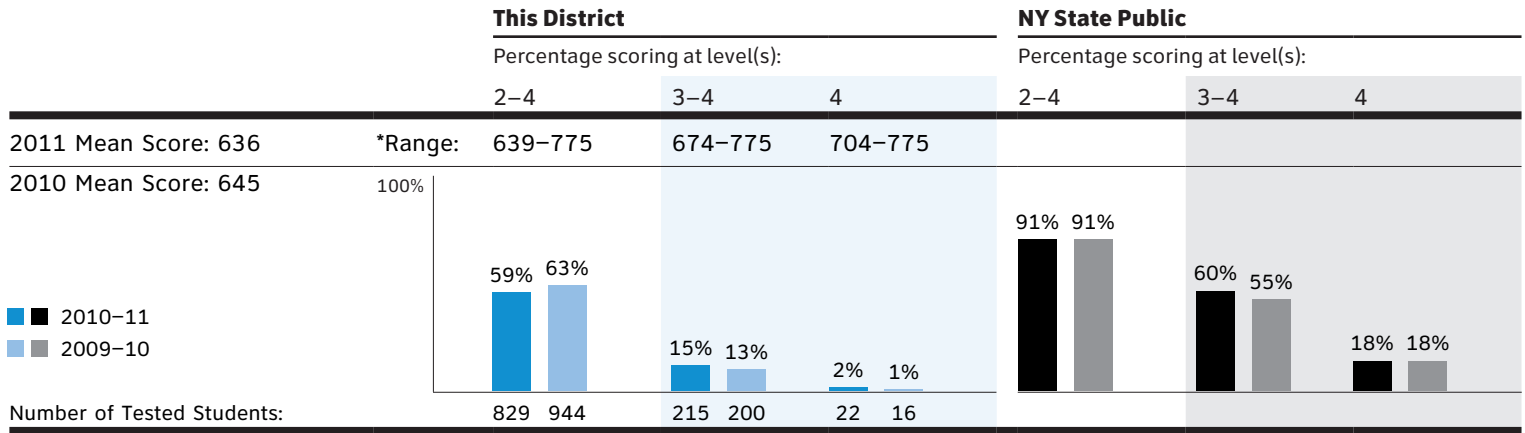
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	1399	59%	15%	2%	1498	63%	13%	1%
Female	697	59%	14%	1%	721	65%	15%	1%
Male	702	59%	17%	2%	777	61%	12%	1%
American Indian or Alaska Native	21	43%	5%	0%	14	79%	21%	0%
Black or African American	741	57%	11%	0%	776	59%	9%	0%
Hispanic or Latino	159	47%	10%	0%	173	54%	6%	0%
Asian or Native Hawaiian/Other Pacific Islander	83	58%	24%	6%	82	59%	23%	7%
White	383	68%	24%	3%	453	74%	22%	2%
Multiracial	12	92%	50%	17%				
Small Group Totals								
General-Education Students	1108	65%	18%	2%	1176	69%	16%	1%
Students with Disabilities	291	39%	4%	0%	322	42%	4%	0%
English Proficient	1211	64%	17%	2%	1322	67%	15%	1%
Limited English Proficient	188	29%	3%	0%	176	35%	3%	1%
Economically Disadvantaged	1139	55%	12%	1%	1242	59%	10%	0%
Not Disadvantaged	260	76%	32%	4%	256	81%	30%	5%
Migrant								
Not Migrant	1399	59%	15%	2%	1498	63%	13%	1%

NOTES

The - symbol indicates that data for a group of students have 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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	12	12	11	6	16	14	14	9

4 Overview of District Performance

District **SYRACUSE CITY SCHOOL DISTRICT**

District ID **42-18-00-01-0000**

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

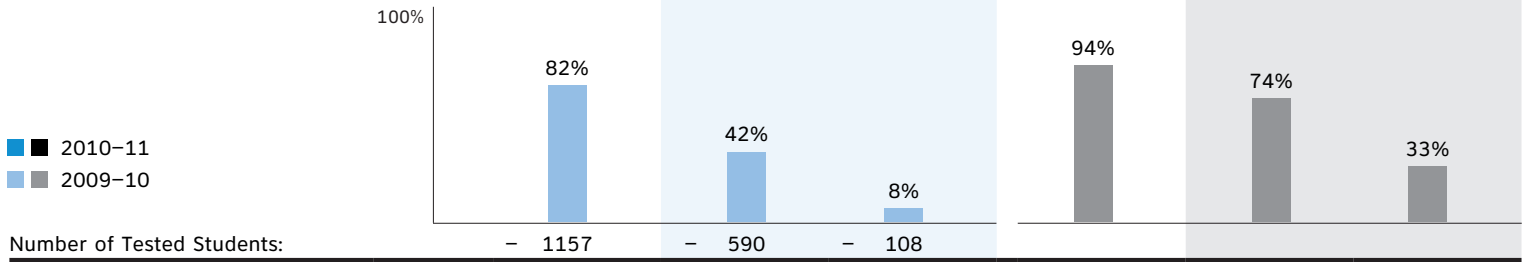
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 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	1336	77%	38%	6%	1406	82%	42%	8%
Female	662	76%	36%	5%	677	82%	41%	8%
Male	674	77%	39%	7%	729	82%	43%	7%
American Indian or Alaska Native	18	89%	33%	0%	13	100%	62%	23%
Black or African American	710	76%	30%	2%	730	81%	36%	4%
Hispanic or Latino	153	71%	27%	5%	154	81%	32%	5%
Asian or Native Hawaiian/Other Pacific Islander	83	47%	30%	4%	83	55%	34%	12%
White	360	87%	58%	13%	426	90%	58%	15%
Multiracial	12	92%	58%	25%				
Small Group Totals								
General-Education Students	1066	80%	43%	7%	1107	85%	48%	9%
Students with Disabilities	270	65%	18%	1%	299	74%	19%	1%
English Proficient	1154	84%	43%	7%	1241	87%	47%	9%
Limited English Proficient	182	33%	5%	0%	165	44%	7%	0%
Economically Disadvantaged	1080	74%	32%	3%	1156	80%	37%	4%
Not Disadvantaged	256	87%	62%	16%	250	93%	67%	26%
Migrant								
Not Migrant	1336	77%	38%	6%	1406	82%	42%	8%

NOTES

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Other Assessments

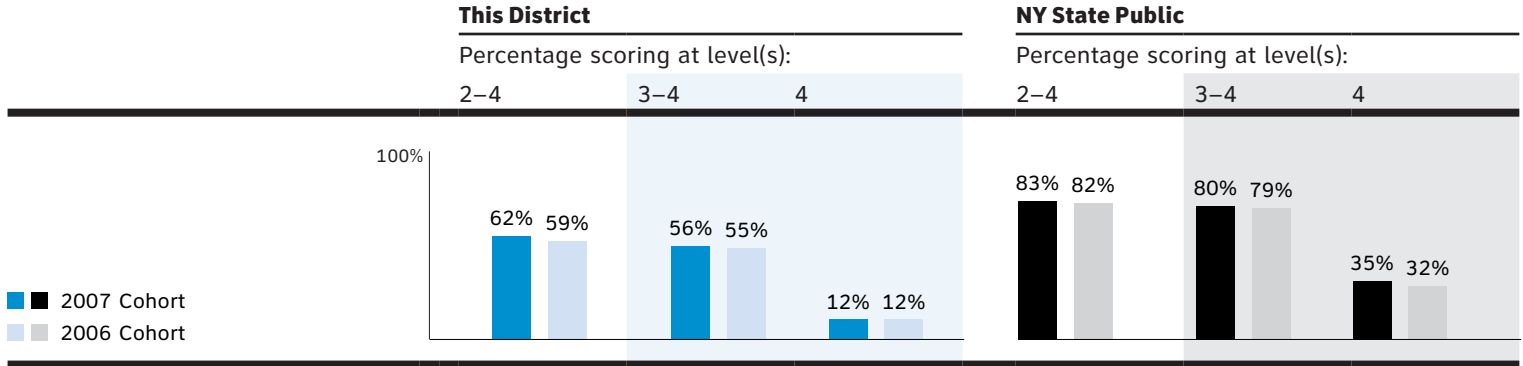
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	12	12	10	8	16	15	13	12
Regents Science	1	-	-	-	0			

4 Overview of District Performance

District SYRACUSE CITY SCHOOL DISTRICT

District ID 42-18-00-01-0000

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1673	62%	56%	12%	1571	59%	55%	12%
Female	871	63%	58%	13%	830	64%	60%	13%
Male	802	60%	54%	11%	741	55%	50%	11%
American Indian or Alaska Native	30	50%	50%	0%	23	52%	48%	13%
Black or African American	845	61%	55%	7%	866	60%	56%	8%
Hispanic or Latino	181	48%	42%	11%	155	42%	39%	7%
Asian or Native Hawaiian/Other Pacific Islander	99	54%	44%	9%	41	71%	71%	20%
White	490	68%	63%	23%	486	63%	58%	20%
Multiracial	28	100%	93%	7%				
Small Group Totals								
General-Education Students	1355	66%	62%	15%	1243	65%	62%	15%
Students with Disabilities	318	42%	33%	1%	328	37%	31%	1%
English Proficient	1517	65%	59%	14%	1495	61%	57%	13%
Limited English Proficient	156	33%	23%	1%	76	30%	25%	0%
Economically Disadvantaged	1056	67%	60%	9%	857	67%	61%	10%
Not Disadvantaged	617	53%	49%	18%	714	50%	48%	15%
Migrant								
Not Migrant	1673	62%	56%	12%	1571	59%	55%	12%

NOTES

The – symbol indicates that data for a group of students have 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.

* 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.

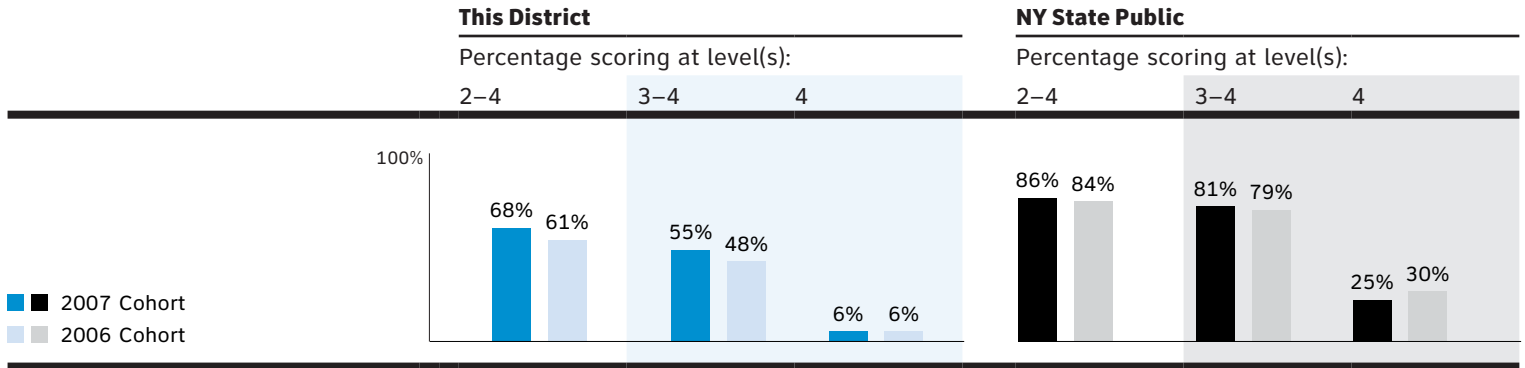
** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

4 Overview of District Performance

District SYRACUSE CITY SCHOOL DISTRICT

District ID 42-18-00-01-0000

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	1673	68%	55%	6%	1571	61%	48%	6%
Female	871	69%	56%	5%	830	64%	51%	6%
Male	802	67%	54%	6%	741	57%	44%	6%
American Indian or Alaska Native	30	50%	40%	0%	23	61%	52%	0%
Black or African American	845	67%	53%	2%	866	60%	44%	2%
Hispanic or Latino	181	57%	41%	4%	155	48%	35%	3%
Asian or Native Hawaiian/Other Pacific Islander	99	75%	69%	13%	41	80%	80%	12%
White	490	71%	60%	10%	486	63%	55%	13%
Multiracial	28	96%	82%	18%				
Small Group Totals								
General-Education Students	1355	74%	61%	7%	1243	67%	55%	7%
Students with Disabilities	318	44%	29%	1%	328	36%	21%	1%
English Proficient	1517	69%	56%	6%	1495	61%	48%	6%
Limited English Proficient	156	60%	51%	3%	76	50%	37%	0%
Economically Disadvantaged	1056	73%	59%	4%	857	68%	51%	4%
Not Disadvantaged	617	60%	49%	8%	714	52%	43%	8%
Migrant								
Not Migrant	1673	68%	55%	6%	1571	61%	48%	6%

NOTES

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** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.