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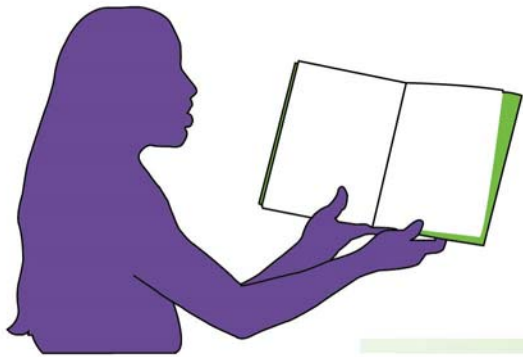
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Laying the Foundation for Literacy

Fall 2009





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EXECUTIVE SUMMARY

Introduction

The purpose of this report is to provide baseline data for eight indicators developed by the Literacy Coalition of Onondaga County (LCOC) to measure the organization's success in achieving their mission of *100% literacy through 100% Community Engagement*.

1. Percent of children who are read to daily
2. Percent of incoming kindergarteners prepared for school.
3. Percent of K-12 students meeting proficiency standards on New York State English and Language Arts assessment.
4. Percent of youth graduating from high school.
5. Percent of adult learners who make educational gain.
6. Percent of adult learners entering or retaining employment.
7. Percent of literacy and community programs using instructional practices based on scientifically based research.
8. Amount of total organizational funds used to support literacy related programs and services by selected organizations.

Methods

The following summarizes the process used to obtain data for each indicator.

Indicator 1 data were gathered through a survey based on the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. The survey was implemented by researchers in the Community Benchmarks Program (CBP) in Onondaga County. The primary focus was zip codes areas 13203 and 13208.

Indicator 2 data were collected by CBP researchers who obtained information from the Syracuse City School District and Baldwinsville City School District.

Indicator 3 and Indicator 4 data were obtained from records published by the New York State Department of Education and are available at <https://www.nystart.gov/publicweb/>.

Indicator 5 and Indicator 6 data are from the New York State Education Department and the National Reporting System.

Indicator 7 and Indicator 8 data were collected by the LCOC through an annual online survey of literacy providers using the Web-based program Survey Monkey. Literacy providers include those providing literacy training for early childhood, school age children, after school programs, libraries, community based organizations, schools, and adult education programs. Data for the years 2008 and 2009 were compared.

EXECUTIVE SUMMARY

Indicator 1: Percent of children read to daily.

1. 56% of respondents have someone in their family read to their child daily over the past week (n=278).
2. 64% of Mothers who held a Bachelor's Degree or Higher read to their child daily (n=264).
3. 76% of children who are five years of age are read to daily (n=201).
4. 57% of adults say they read to their child once or twice a week for 11-20 minutes (n=273).
5. 45% of respondents claim that on days they read to their children they averaged between 11 and 20 minutes of reading (n=273)
6. 47% of Mothers who are unemployed read to their child 11-20 minutes per day (n=262)
7. 43% of five-year-olds are read to 11-20 minutes per day (n=197).
8. 17% of adults say they own between 1 and 19 books (n=273)
9. 35% of respondents that live in the Zip Code 13203 own between 0 and 19 books (n=43).
10. 51% of respondents say that a family member has not visited a library with their child in the past month (n=278).
11. 58% of mothers with Bachelor's degrees or higher say they have taken their child to a library in the past 30 days (n=264).
12. 61% of respondents say that when reading to their child they "usually" stopped and asked the child to tell them what was in a picture (n=272)
13. 47% of respondents say that when reading to their child they "usually" stopped and asked the child to point out letters (n=273).
14. 38% of respondents say that when reading to their child they "sometimes" stopped and asked the child to read with them (n=270).
15. 47% of respondents say that when reading to their child they "usually" talked to their child about what happened when the book was done (n=270).
16. 76% of respondents say that when reading to their child, the child pretends to read (n=215).
17. 29% of respondents say their child is less than one year of age (n=201).
18. 79% of respondents are mothers (n=268)
19. 88% of adults say that they finance their childcare without a subsidy (n=268).
20. 52% of adults say their child is a female (n=269).
21. 71% of adults say the race of their child is white (n=278).
22. 46% percent of adults say the mother has earned a bachelor's degree (n=278).
23. 53% of adults say the mother is employed full-time (n=278).
24. 75% of adults say that there are two parents in the home (n=278)
25. 79% of respondents live in Onondaga County (n=269).
26. 73% of respondents live in City of Syracuse (n=211)

EXECUTIVE SUMMARY

Indicator 2: Percent of incoming kindergarteners prepared for school.

1. 25% of SCSD kindergarten students scored "At Risk" on the Initial Sound Fluency section of the October 2008 DIBELS test (n=1,356).
2. 24% of SCSD kindergarten students scored "Some Risk" on the Initial Sound Fluency section of the October 2008 DIBELS test (n=1,356).
3. 52% of SCSD kindergarten students scored "Low Risk" on the Initial Sound Fluency section of the October 2008 DIBELS test (n=1,356).
4. 32% of SCSD kindergarten students scored "At Risk" in the Letter Naming Fluency of the October 2008 DIBELS test (n=1,359).
5. 20% of SCSD kindergarten students scored "Some Risk" in the Letter Naming Fluency of the October 2008 DIBELS test (n=1,359).
6. 48% of SCSD kindergarten students scored "Low Risk" in the Letter Naming Fluency of the October 2008 DIBELS test (n=1,359).
7. 52% of SCSD kindergarten students scored "Low Risk" on the Initial Sound Fluency section of the October 2008 DIBELS test (n=1,356).
8. 38% of SCSD Asian kindergarten students scored "At Risk" on the Initial Sound Fluency section of the DIBELS test in October 2008 (n=1,336).
9. 44% of McKinley-Brighton Elementary kindergarten students scored "At Risk" on the Initial Sound Fluency section of the DIBELS test in October 2008 (n=70).
10. 28% of SCSD male kindergarten students scored "At Risk" on the Initial Sound Fluency section of the DIBELS test in October 2008 (1,356).
11. 39% of SCSD ESL kindergarten students scored "At Risk" on the Initial Sound Fluency section of the DIBELS test in October 2008 (1,356).
12. 28% of SCSD kindergarten students scored "At Risk" in the Letter Naming Fluency section of the DIBELS test in the June 2009 compared to 32% in October 2008.
13. 48% of SCSD kindergarten students scored "Low Risk" in the Letter Naming Fluency of the DIBELS test in October 2008 (n=1,359).
14. 45% of Hispanic or Latino kindergarten students in SCSD scored "at risk" in the Letter Naming Fluency section of the DIBELS test in October 2008, the highest of the four race/ethnicity categories (n=1,339).
15. 49% of Bellevue Elementary kindergarten students scored "at risk" in the Letter Naming Fluency section of the DIBELS test in October 2008 (n=65).
16. 74% of BSCD kindergarten students scored "Low Risk" on the Initial Sound Fluency section of the DIBELS test in October 2008 compared to 52% of SCSD kindergarten students.
17. 77% of BCSD kindergarteners scored "Low Risk" on the Letter Naming Fluency section of the DIBELS test compared to 48% of SCSD kindergarteners.

EXECUTIVE SUMMARY

Indicator 3: Percent of K-12 students meeting proficiency standards on New York State English Language Arts assessment.

1. Percent of SCSD students in grades 3-8 who met ELA proficiency standards is lower than the county and state for each grade level in the 2007-08 academic year.
2. 49% of 2007-2008 grade 3 students in Quadrant 1 met ELA proficiency standards (n=1,574).
3. 41% of SCSD grade 3 students met ELA proficiency standards in the 2007-08 academic year (n=1,574).
4. 50% of SCSD grade 4 students met ELA proficiency standards in the 2007-08 academic year (n=1,435).
5. 60% of SCSD grade 5 students met ELA proficiency standards in the 2007-08 academic year (n=1,440).
6. 60% of SCSD grade 6 students met ELA proficiency standards in the 2007-08 academic year (n=1,430).
7. 41% of SCSD grade 8 students met ELA proficiency standards in the 2007-08 academic year (n=1,479).

Indicator 4: Percent of youth graduating from high school.

1. 26% of Hispanic students from Nottingham High School in the 2004 cohort graduated in four years (n=339).
2. 29% of Fowler students with disabilities in the 2004 cohort graduated in four years, the lowest rate of the four SCSD high schools that year (n=339).
3. 29% of male students in the 2004 cohort at Fowler did not graduate high school in four years, the lowest of the four SCSD high schools (n=339).
4. 56% of SCSD students in the 2004 cohort who are not economically disadvantaged graduated from high school after four years (n=911).
5. 63% of economically disadvantaged students at Henninger High School graduated by their fourth year, the highest of the SCSD high schools (n=339).
6. 11% more of Fowler High School students who are not economically disadvantaged graduated after five years rather than four years (n=1,361).
7. 49% of SCSD students in the 2004 cohort graduated after four years.

EXECUTIVE SUMMARY

Indicator 5: Percent of adult learners who make educational gain.

Indicator 6: Percent of adult learners entering or retaining employment.

1. 50% of adult learners enrolled in advanced instructional programs made educational gains (n=4,925).
2. 92% of 2004-05 and 2008-09 adult learners obtained high school or equivalency diplomas.
3. 87% of adult learners in 2008-09 entered post-secondary education or training (n=696).
4. 56% of both Syracuse City School District (SCSD) and the Onondaga • Cortland • Madison (OCM) BOCES learners in 2008-09 did not meet New York State standards for educational gains (n=1,508).
5. 79% of adult learners in 2008-09 entered employment (n=1,443).
6. 36% of adult learners in 2008-2009 retained employment (n=107).
7. 24% of the 2006-07 BOCES adult learners were employed full time or part time in Onondaga County (n=6,201).
8. 10% of adult learners discontinued education services because they got a job in Onondaga County in fiscal year 2006-07 (3,172).
9. 47% of OCM BOCES 2006-07 adult learners in Onondaga County were unemployed (n=3,277).
10. 45% of 2006-07 SCSD adult learners in Onondaga County were unemployed (n=2,786).
11. 45% of 2006-07 adult learners in Onondaga County were white (n=6,201).
12. Both Syracuse City School District (SCSD) and the Onondaga • Cortland • Madison (OCM) BOCES learners met targets for employment (n=1,508).

EXECUTIVE SUMMARY

Indicator 7: Percent of literacy and community programs using instructional practices based on scientifically based research.

Indicator 8: Amount of total organizational funds used to support literacy related programs and services by selected organizations.

1. 93% of organizations say they currently use scientifically based research to inform literacy instruction (n=16).
2. 63% of the organizations that use scientifically based research to inform literacy instruction focus on “poverty” issues (n=16).
3. 72% of organizations say that 25% or less of their staff is Teacher Certified by the New York State Department of Education (n=14).
4. 53% of organizations say that they do not Pre and Post-Test their clients (n=15).
5. 41% of respondents in 2009 say they would use standardized electronic databases (n=13).
6. 25% of organizations report spending \$100,000 and more on literacy programs in 2009, which is significantly less than in 2008 (n=13).
7. 64% of respondents cite “Funding” as the greatest challenge for literacy organizations in 2009 (n=14).
8. On scale of 1 to 3 “funding” is rated the greatest challenge facing literacy providers in 2009 with an average ranking of 2.6 (n=14).
9. 29% (n=31) of 2009 organizations state the major service they offer is “Literacy Testing/Assignment.” In 2008, 30% (n=46) said “Out of School Youth (16-24 years old)” was the primary service offered.
10. 59% of organizations responded that proposal development was “Somewhat Challenging” in 2009, which is similar to the count, in 2008 that found the same task “Somewhat Challenging” (n=17).
11. Staff time was ranked as largest funding challenge in 2009 (n=17).
12. 71% of 2009 respondents say they provide training to literacy volunteers (n=14).
13. 68% of 2009 respondents say they use volunteers to provide literacy services (n=19).
14. 100% (n=17) of 2009 respondents say they partner with other organizations. This is only approximately half of the number of respondents who responded “Yes” in 2008.
15. 50% of organizations in 2009 say they use “Both” their headquarters and other locations to provide literacy services (n=19).

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Deborah Lewis, System Librarian

Participating Child Care Programs Directors and Staff:
St. Vincent DePaul
Holabola
Jenn's Day Care

Where the Heart Is
Garden of Children
My Angels

Learn As You Grow
Gingerbread House

Child Care Centers at the following locations:

317 Jasper St
330 Park Street
202 Elsner St
114 Lilac Street
115 Culbert St
119 Lilac Street
1136 Oak Street

118 Seward St
109 Merz
310 Gertrude St
210 Pattison St
129 Ross Park
500 Carbon St
199 Hood Ave

411 Burdick Ave
212 Edgeware Rd
316 Burdick Ave
511 2nd North St
114 High Street
1211 Butternut St

INTRODUCTION

Purpose

The purpose of this report is to provide information for the Literacy Coalition of Onondaga County (LCOC) to support the organization in achieving its mission of *100% literacy through 100% Community Engagement*. The study focuses on the LCOC's eight indicators so they may be used to identify problems, track progress and implement meaningful programs. Researchers supplemented the information with data from the US Census and the Onondaga County Public Library.

Background of the Literacy Coalition of Onondaga County

Onondaga County was at the forefront of the literacy movement in the United States thanks to Ruth Johnson Colvin and missionary Dr. Frank Laubach. Colvin began tackling the problem of illiteracy in Syracuse in 1962. It was estimated at that time that 11,000 adults in Syracuse could not read or write. In response to this, Colvin began Literacy Volunteers, Inc. to address Syracuse's literacy problem. Literacy Volunteers, Inc. would eventually become the Literacy Volunteers of America. Her approach to literacy was centered on individualized teaching and increasing literacy resources. Laubach's work began in the Philippines and grew to become Laubach Literacy International. New Reader's Press was founded by Laubach's son, Dr. Bob Laubach. Literacy Volunteers of America is now part of ProLiteracy Worldwide and works to end illiteracy in both the United States and abroad (ProLiteracy, 2009). For more information on Pro Literacy, go to <http://www.proliteracy.org/NetCommunity/Page.aspx?pid=264&srcid=191>.

Central New York continues to expand on this work. Read ahead, a multi-year grant initiative and public information campaign was launched by the Central New York Community Foundation to address the issue of literacy from early childhood to adulthood, aided by many community partners. In 2008 the CNY Community Foundation helped to create the Literacy Coalition of Onondaga County to achieve the goal of *100% literacy through 100% community engagement* (F. Rizdi, personal communication, Nov. 23, 2009).

The LCOC believes that solving the problem of low literacy gets at the root of educational, social, and economic issues in a way that no other single effort does. The mission of the coalition is built upon a series of community initiatives at varying levels that work to raise literacy rates among residents of all ages in Onondaga County. Over 200 community partners have joined together to achieve a shared vision of *100% literacy, through 100% Community Engagement*. The LCOC works within a community-wide literacy planning team that includes local churches, schools, non-profit organizations, and public libraries. The coalition is able to draw on a broader pool of resources while disseminating the best and most effective practices through integrated and cooperative systems of learning. More information about the LCOC and the community partnerships can be viewed at <http://www.onliteracy.org/>.

The LCOC plans to implement programs such as the Imagination Library to support the organization's mission of *100% literacy*. Imagination Library was established in 1996 by Dolly Parton to increase the number of children who have access to books. Children enrolled are mailed an age appropriate book every month, until age five. Programs such as this rely on community efforts and resources that will largely be provided through the LCOC.

The LCOC's mission, as the birthplace of the modern literacy movement, is to collectively build and support community initiatives in Onondaga County that improve literacy for varying age groups. The LCOC developed action teams, baseline measures, targets and collaborative strategies to reach the community literacy outcome indicators. The Early Childhood Initiative is designed to link early childhood literacy programs in Onondaga County. Research into the value of early childhood education is clear and compelling, and reading is proven to be the single most important factor in children's success in school (V. Carmody, personal communication, Nov. 23, 2009).

In partnership with ProLiteracy, the coalition is working to develop a countywide literacy referral system and database. The ultimate goal is a coordinated pipeline of literacy services that is strategic, focused and data-driven.

The LCOC is collaborating with the Onondaga County Public Library and those community partners which provide citywide or countywide services to children and their parents. To ensure impact, the coalition is also partnering with the Syracuse City School District and a broad network on Literacy Zones. A reform initiative developed by New York State, Literacy Zone grants provide targeted funding to improve basic adult education and literacy skills and to strengthen family support for their children's education. Because children's literacy is impacted by their parent's literacy the focus is to strengthen adult education and ultimately improve the chances of success for both parent and child. The Syracuse City School District submitted grants for the North and West sides of the city based on their high poverty rates and low literacy levels. (G. Tauber, personal communication, Dec. 2, 2009).

The North side Literacy Zone includes zip code areas 13202, 13203, and 13208. This zone was selected to receive funding because of the high number of refugees in the area with low literacy skills. It will receive \$325,000 annually for the next three years.

The West Literacy Zone is zip code 13204. This area of the city has struggled with a generational cycle of poverty. This zone will receive \$300,000 annually for the next three years.

The funding will be used to strengthen the infrastructure of existing social programs and create a network for adult literacy programs.

Indicators

The LCOC selected eight indicators to evaluate progress and to advance their mission.

1. Percent of children read to daily.
2. Percent of incoming kindergarteners prepared for school.
3. Percent of K-12 students meeting proficiency standards on New York State English Language Arts assessment.
4. Percent of youth graduating from high school.
5. Percent of adult learners who make educational gain.
6. Percent of adult learners entering or retaining employment.
7. Percent of literacy and community programs using instructional practices based on scientifically based research.
8. Amount of total organizational funds used to support literacy related programs and services by selected organizations.

Background Information for the Indicators

Indicator 1: Percent of children read to daily

The Community Benchmarks Program (CBP) designed a survey using selected questions from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007 to identify the percent of children under five who are read to daily and the number of books to which these children have access. The coalition wants to determine the percent of children in the literacy zone zip code areas 13203 and 13208 who are read to daily. To support this objective, CBP researchers visited child care centers in the respective geographic areas and surveyed parents and guardians of children five and under. Researchers also attended events in other parts of the county to administer the survey for purposes of comparison.

Imagination Library is supported by community efforts. The coalition plans to implement this program in Syracuse zip code areas 13203 and 13208. The community pays for the books and postage, promotes the program, registers the children, and enters the information into a database.

Research indicates that child literacy is affected by access to books at home. According to a study conducted by the National Commission on Reading (1985), “the single most significant factor influencing a child’s early educational success is an introduction to books and being read to at home prior to beginning school.”

Indicator 2: Percent of incoming kindergarteners prepared for school

Dynamic Indicators of Basic Literacy Skills (DIBELS) testing is used as a measure of kindergarten readiness for Indicator 2. Testing includes Initial Sound Fluency, Letter Naming Fluency and Phoneme Segmentation Fluency. DIBELS data from two local school districts is used to examine readiness.

The National Institute of Literacy funded the National Early Childhood Literacy Panel that examined early childhood skills necessary for further literacy development and success. The panel identified predictors to analyze a child's preparedness for future literacy education. These predictors include knowing the names of printed letters, knowing the sounds associated with printed letters, manipulating the sounds of spoken language, rapidly naming a sequence of letters, numbers, objects or colors and writing one's own name or isolated letters.

Indicator 3: Percent of K-12 students meeting proficiency standards on New York State English Language Arts assessment.

Data collected for this indicator are the percent of students in grades 3-8 meeting proficiency standards on the English Language Arts (ELA) Assessment in the Syracuse City School District.

According to the New York State Education Department (NYSED), "skillful use of language is valued in all areas of our lives in which we participate—as adults, as parents, as workers, and as members of social and civic organizations. In fact, skillful use of language may be the single most important means of realizing the overarching goal of education." The ELA assessment is used to measure a student's ability to comprehend and analyze text. In accordance with the No Child Left Behind Act, the ELA assessment is given to all NYS students in grades 3-8.

Literacy in the United States is most commonly referred to as demonstrating a 4th grade reading level, but the problem with measuring literacy solely on the ability to read English words is the fact that a young adult may be able to read without understanding meaning (Kirsch & Jungeblut, 1986). Thus, it is important for children to not only have the ability to read but also to comprehend.

Indicator 4: Percent of youth graduating from high school.

CBP researchers collected and analyzed data from the four Syracuse Central School District (SCSD) high schools: Nottingham, Corcoran, Fowler and Henninger.

Research shows that children are more likely to graduate high school if they grow up in a household where their parents graduated from high school. The Alliance for Excellent Education (2009) has found that high school graduates are more likely to engage in civic and community activities, less likely to commit crimes, and are more likely to raise healthy, educated children.

"In the current global economy, having at least a high school diploma is a critical step for avoiding poverty, and a college degree is a prerequisite for a well-paying job," the study says. "The costs of dropping out of high school today are substantial and have risen over time,

especially for young men, who find it almost impossible to earn an adequate income to take care of themselves and their families” (“High School”, 2009).

Indicator 5: Percent of adult learners who make educational gain

Indicator 6: Percent of adult learners entering or retaining employment.

Indicator 5 research is based on data for adult learners attending programs at the SCSD and the Onondaga ♦ Cortland ♦ Madison BOCES (OCM BOCES) and tracking the educational gains made.

Indicator 6 examines the same group but looks at whether adult learners are able to find and retain employment in Central New York.

Defining and measuring literacy is a complicated issue given that there are two working definitions of literacy: conventional literacy and functional literacy. Conventional literacy is the ability to read, write and understand texts within a person's environment. Functional literacy refers to whether or not a person has the skills perceived as necessary by a specific group to function in their family and/or community (Harmon & Hunter, 1979, p. 7).

Obtaining data for adult literacy is challenging because accurate data collection is expensive and time consuming. Therefore, programs such as Right to Read and Adult Based Education (ABE) face challenges in measuring success (Harmon, 1979, p. 21).

A 2003 survey estimated that 14 percent of adults are functionally illiterate, meaning they cannot read job applications, street signs, drug or food labels, as well as many other things most people would consider important for safety and advancement. (Berger, 2007, p.1) Illiteracy has a profound effect on the work environment. In 2003, 51 percent of individuals with "below basic" literacy were unemployed ("A First Look," 2006, p. 16).

In 2009, 34,000 adults in Onondaga County were below basic literacy levels (2009 National Center for Education statistics based on 2003 National Assessment of Adult Literacy research). According to an LCOC estimate, the number of county residents 16 and older lacking basic prose literacy skills increased from 1992 to 2003. In 1992, 33,212 residents (9.1%) lacked basic prose literacy skills and in 2003, 37,506 people (10.5%) lacked these skills.

Indicator 7: Percent of literacy and community programs using instructional practices based on scientifically based research.

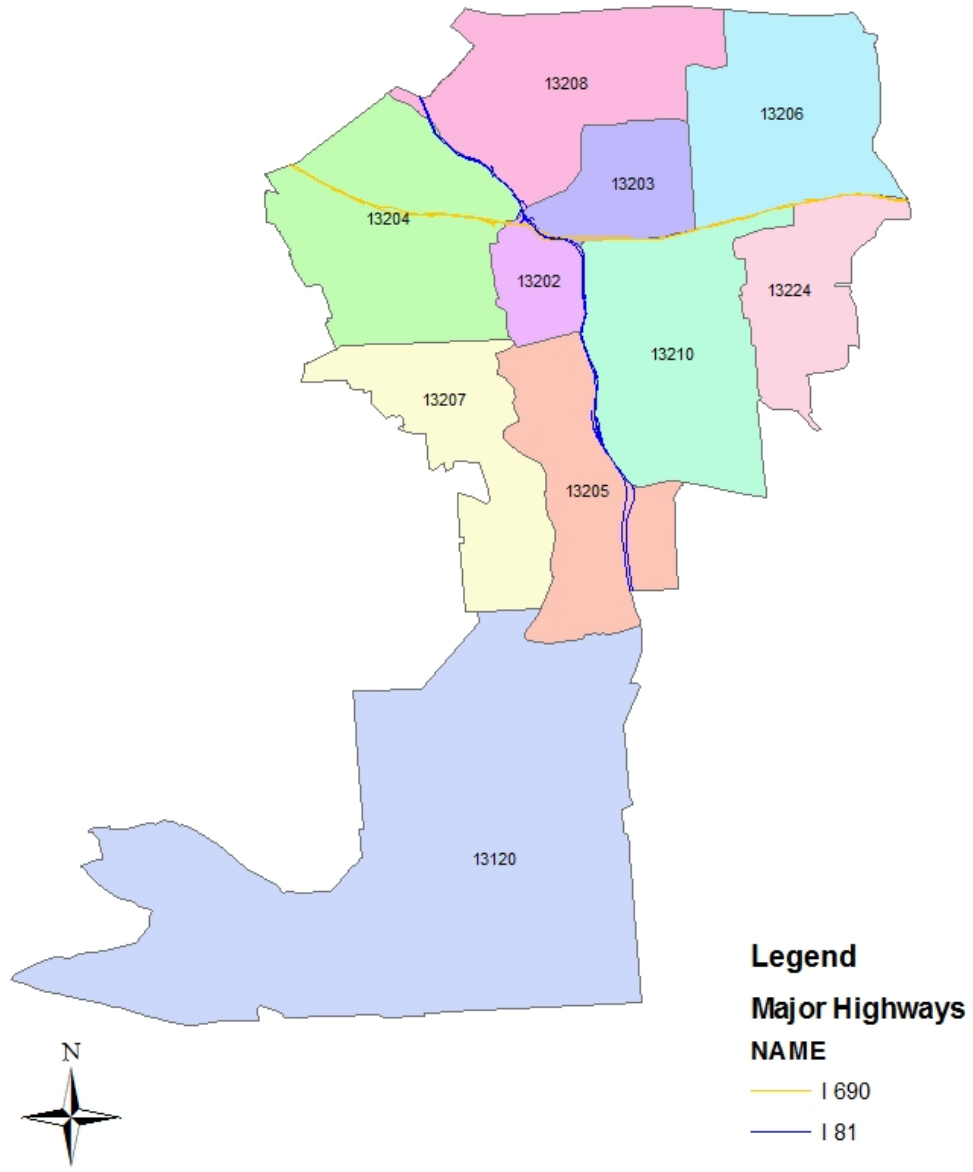
Indicator 8: Amount of total organizational funds used to support literacy related programs and services by selected organizations.

Indicator 7 reports the percent of community programs using instructional practices based on scientifically based research to achieve higher literacy rates in 2008 and 2009.

Indicator 8 estimates funding dedicated to support literacy programs. Comparisons between 2009 and 2008 are based on an online survey created on the Web site Survey Monkey and other data from the IRS 990s.

Since varying levels of success are reported in regards to literacy programming in varying fields, it is essential that the effectiveness of programs are consistently assessed and that the benefits for all components of such programs are properly measured. For example, research conducted by Padak and Rasinski (2003) indicated that when parents are enrolled in family programs as opposed to only adult education classes, the success of adult learner increases

City of Syracuse Zip Codes



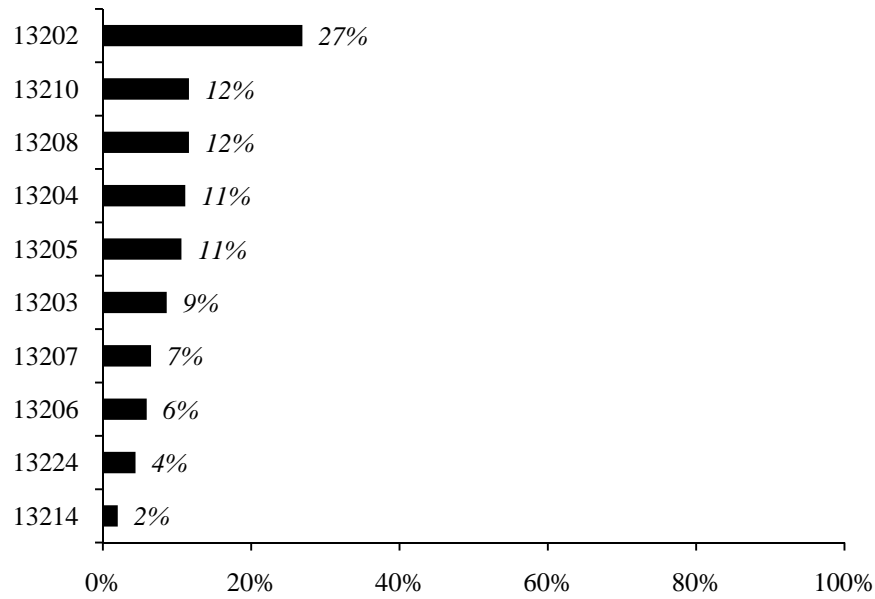
Source: Home Headquarters

DEMOGRAPHICS

	13202	13203	13204	13205	13206	13207	13208	13210	13214	13224	Syracuse
Single Mother Household Below Poverty	49%	42%	50%	41%	31%	38%	35%	36%	26%	37%	42%
Families with Related Children Under 5 Whose Income is Below the Poverty Level	58%	31%	52%	47%	31%	33%	34%	39%	13%	32%	41%
All People in Syracuse Below the Poverty Level	52%	24%	35%	26%	16%	18%	20%	41%	10%	14%	27%

Source: US Census Bureau, United States Census, 2000 from census.gov

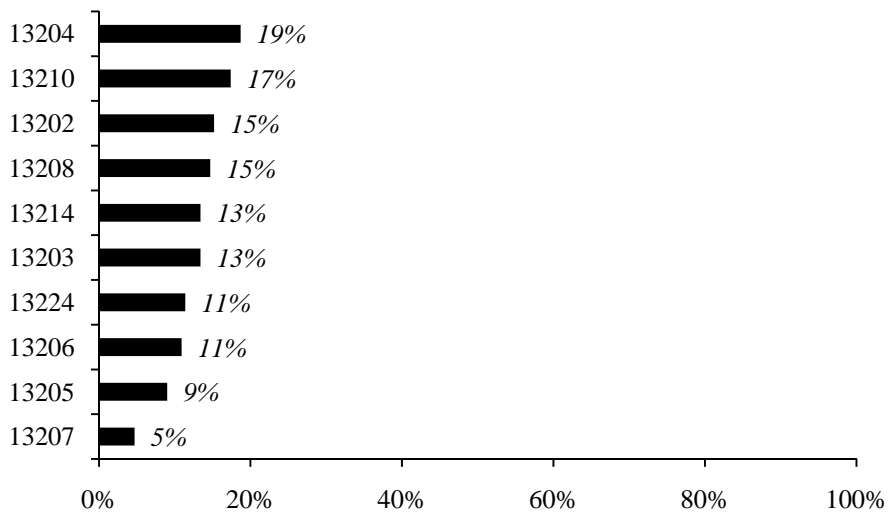
Syracuse Civilian Labor Force Unemployed



Source: US Census Bureau, United States Census 2000 from census.gov

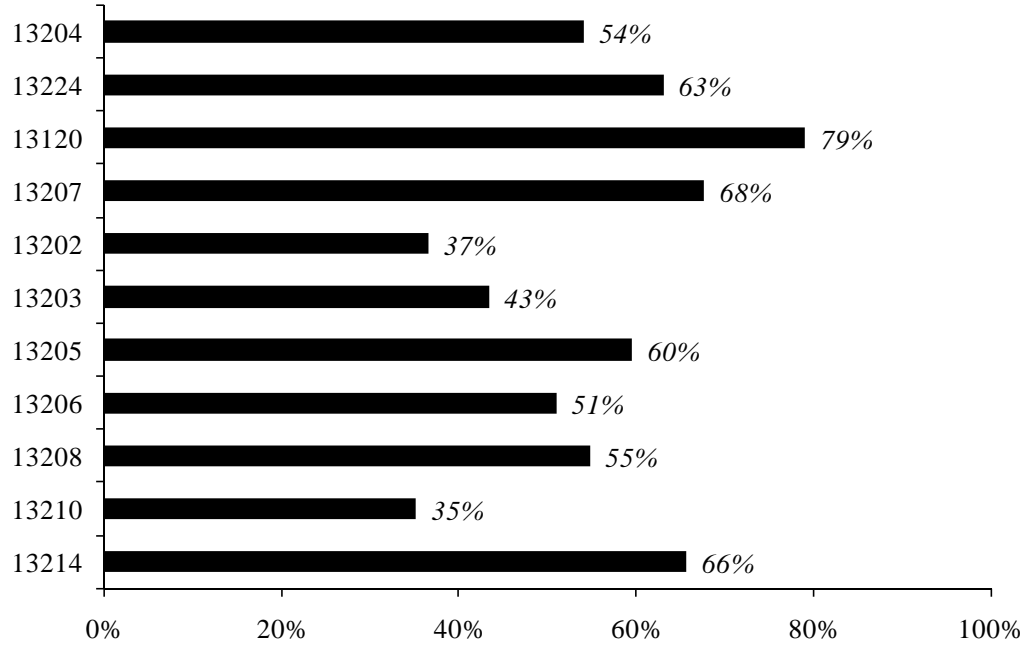
Comment: Values are the percent unemployed within each zip code.

Language Other than English Spoken at Home (Population 5 years and Older in 2000)



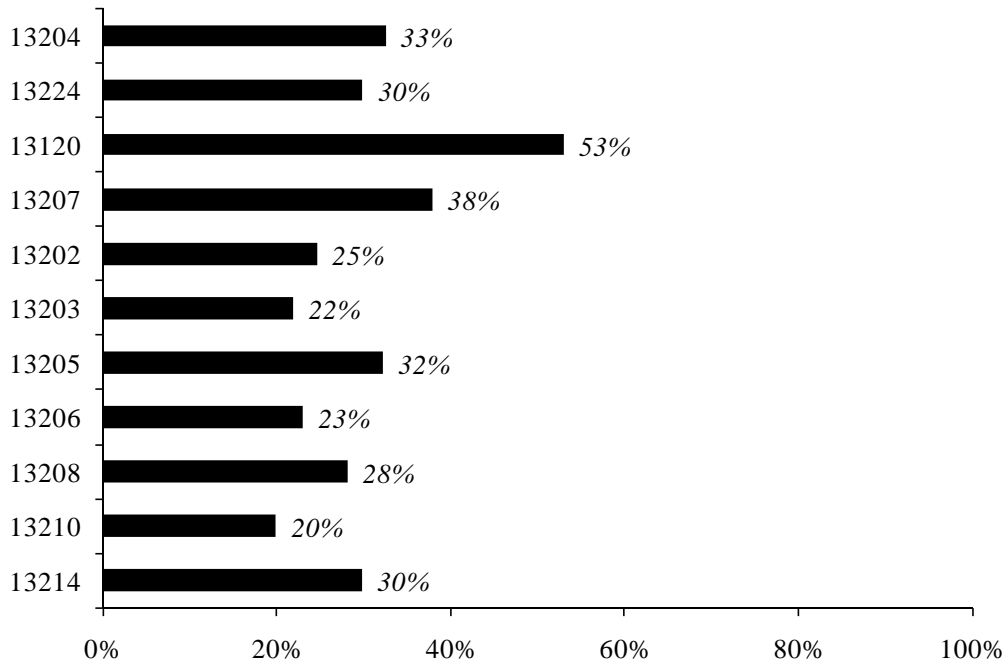
Source: US Census Bureau, United States Census 2000 from census.gov

Families as Percent of Population



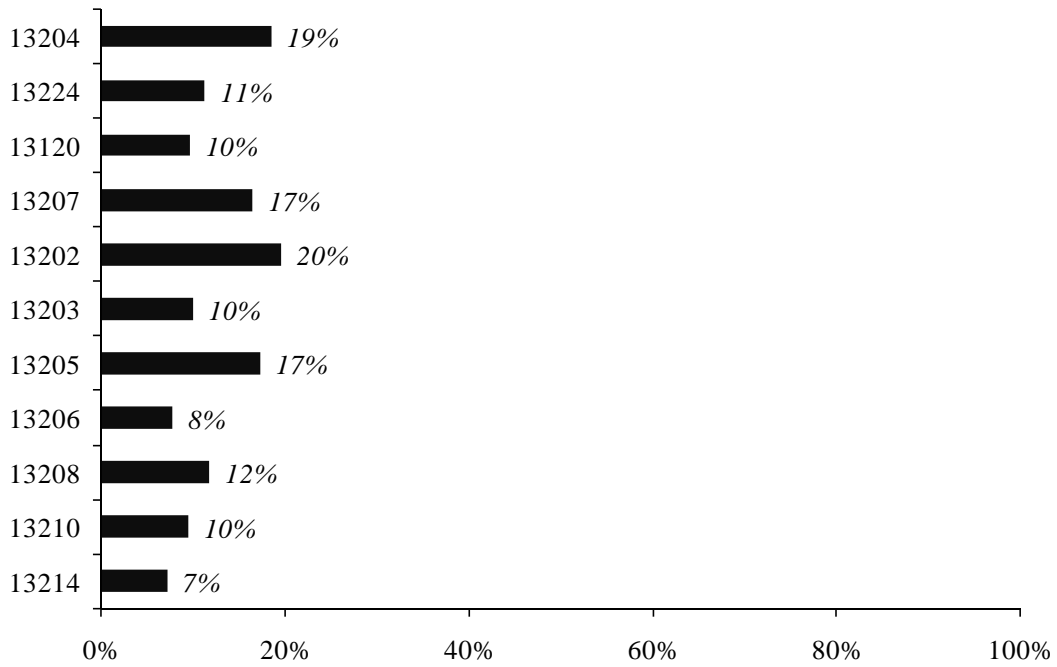
Source: US Census Bureau, United States Census, 2000 from census.gov

Percent families with children by zip



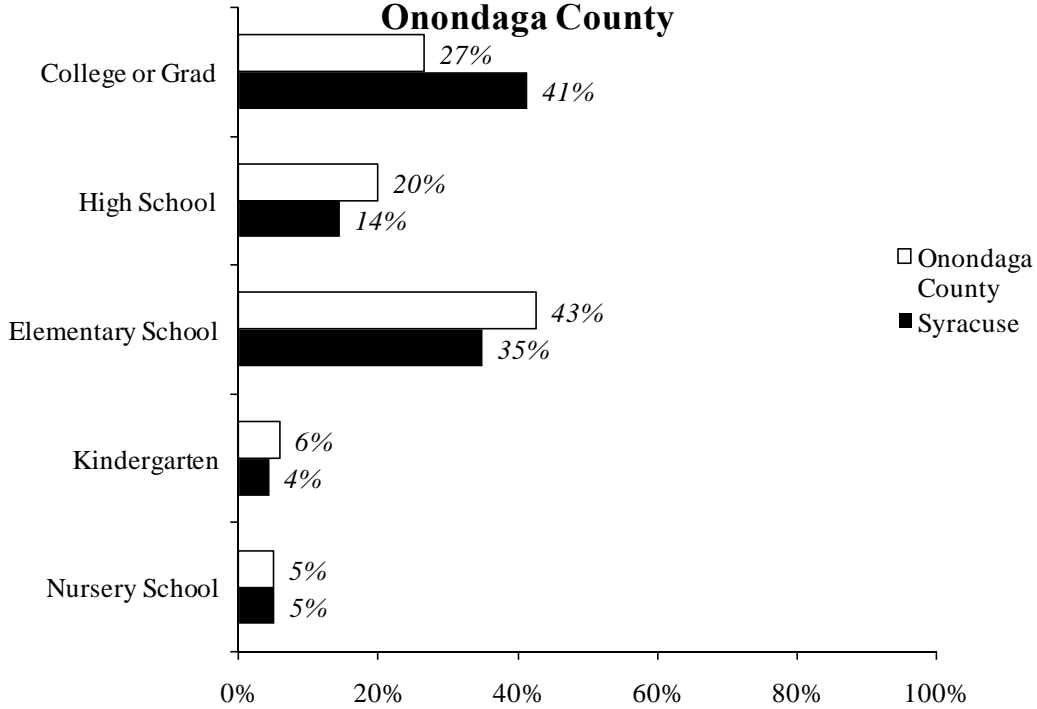
Source: US Census Bureau, United States Census, 2000 from census.gov

Female householder (no husband) with children, by zip



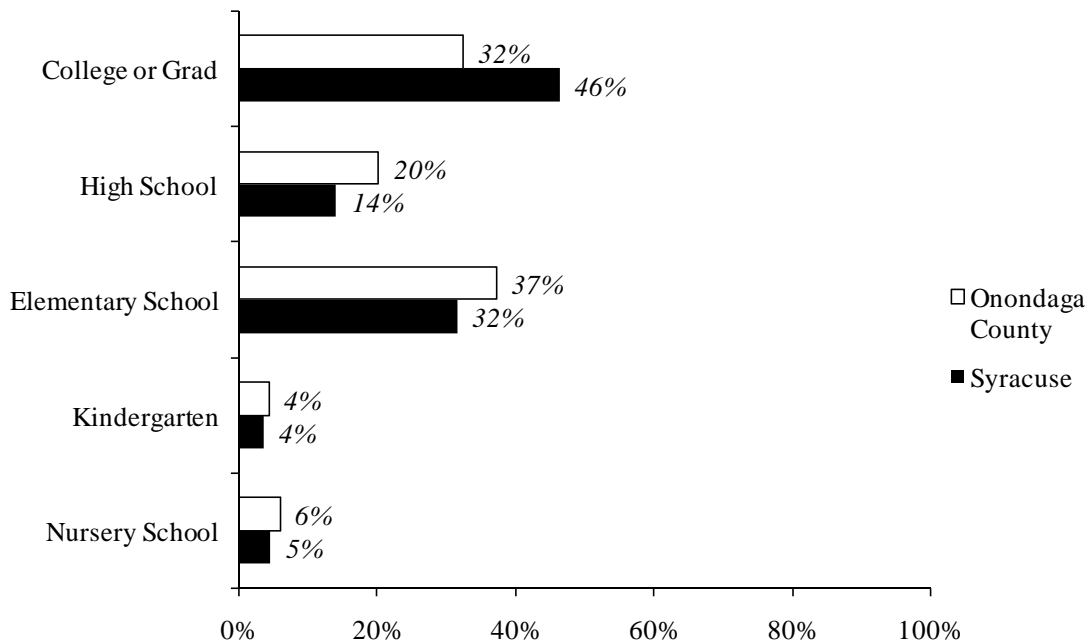
Source: US Census Bureau, United States Census, 2000 from census.gov

2000 School Enrollment: City of Syracuse and Onondaga County



Source: US Census Bureau, United States Census, 2000 from census.gov

2008 School Enrollment: City of Syracuse and Onondaga County



Source: US Census Bureau, 2008 American Community Survey from census.gov

Comparison of 13208 and 13203 demographics, 2000

	13208	13203
Total Households	9,173 (100%)	7,248 (100%)
Family households	55%	43%
Married couple family	31%	24%
Female householder, no husband present, family	18%	15%
Households with individuals under 18	31%	24%

Source: US Census Bureau, United States Census, 2000 from census.gov

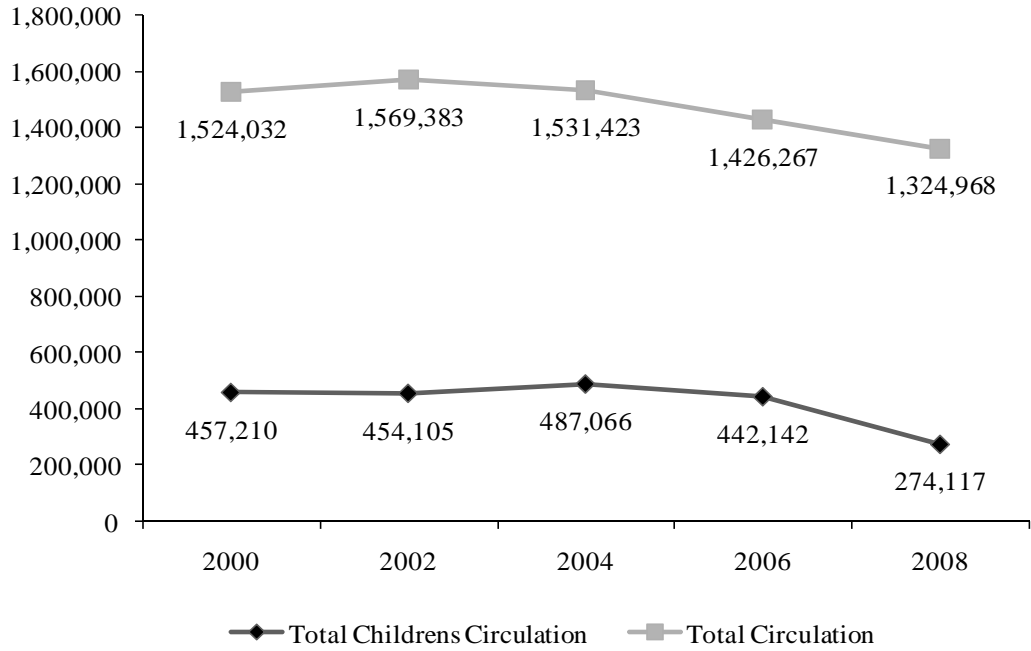
**Total Circulation of Materials for Patrons ≤ 5 years Old
by Syracuse Zip Code**

Zip Code	2008	2009	Family Households With Children Under 18 years (2000)
13203	726	550	1584
13208	3863	2820	2576
13206	5967	4705	1802
13204	8124	6740	2772
13214	7755	6796	922
13202	9833	7133	584
13205	10099	9404	2543
13210	12870	11591	1912

Source: Onondaga County Public Library System

Comments: Zip codes 13204 and 13205 contain more than one library. All zip codes show a decline in circulation from 2008-2009. People do not necessarily check out books from the libraries that are in the zip codes where they live.

Onondaga County Library Circulation by Year



Source: New York State Library Bibliostat Connect 2008, from <http://www.nysl.nysed.gov/libdev/libs/index.htm>

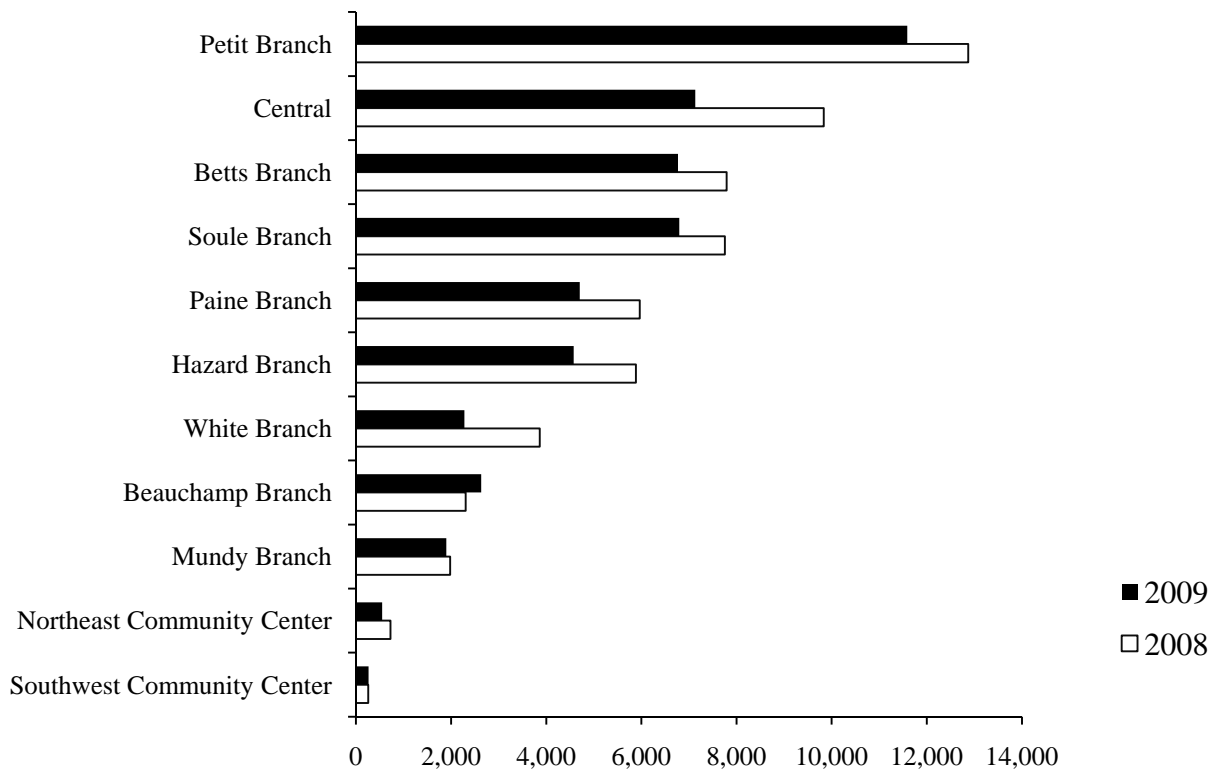
Total Circulation of Materials for Syracuse Patrons ≤ 5 Years Old by Collection

Collection	2008	2009
Board Books	4,503	2,894
Children's Alphabet Books	229	118
Children's Board Books	2,210	1,733
Children's Concept Books	473	275
Children's Counting Books	324	174
Children's Early Reader	2	-
Children's Easy Books	94	114
Children's Easy Fiction	775	2,664
Children's Easy Kits	1	-
Children's Easy Non-Fiction	178	259
Children's Easy Paperbacks	23	12
Children's Holiday Picture Books	543	252
Children's KAP Picture Books	271	117
Children's Picture Books	20,014	21,445
Children's Picture Books Biography	1	5
Children's Picture Books Fiction	70	201
Children's Picture Books Non-Fiction	65	167
Children's Picture Books Series	10	59
Children's Pop-up Books	4	17
Children's Simple Concepts	59	61
Easy Chapter Books	266	48
Easy Fairytales	470	-
Easy Fiction	823	86
Easy Non-Fiction	72	5
Easy Readers	276	154
Easy Readers Non-Fiction	28	17
Juvenile Board Books	8	42
Juvenile Picture Books	2,875	6,601
Picture Book Series	54	11
Picture Books	24,348	12,172
Picture Books Non-Fiction	144	4
Pop-Up Books	23	32
Small Picture Books	1	-
Totals	59,237	49,739

Source: Onondaga County Public Library

Comments: Over the past year the number of collection names has been reduced throughout the system, so materials may have changed collection names at any point. There is considerable overlap in the titles because each library designates how the books are categorized. People do not necessarily check out books from libraries that are in the zip codes where they live. Books may be checked out at a branch near where people work and for other reasons. The greatest increases and decreases are highlighted.

Circulation of Materials for Syracuse Patrons ≤ 5 years Old



Library	2008	2009
Beauchamp Branch Library (13205)	2,307	2,633
Betts Branch Library (13205)	7,792	6,771
Central Library (13202)	9,833	7,133
Hazard Branch Library (13204)	5,886	4,576
Mundy Branch Library (13204)	1,980	1,900
Northeast Community Center Library (13203)	726	550
Paine Branch Library (13206)	5,967	4,705
Petit Branch Library (13210)	12,870	11,591
Soule Branch Library (13214)	7,755	6,796
Southwest Community Center Library (13204)	258	264
White Branch Library (13208)	3,863	2,280
Totals	59,237	49,739

Source: Onondaga County Public Library

Comments: People do not necessarily check out books from libraries that are in the zip codes where they live. Books may be checked out at a branch near where people work and for other reasons.

Onondaga County Library Data, 2000-2008

	2000	2002	2004	2006	2008
Population of Legal Service Area	468,973	458,336	458,336	458,336	458,336
Total Circulation	1,524,032	1,569,383	1,531,423	1,426,267	1,324,968
Total Children's Circulation	457,210	454,105	487,066	442,142	274,117
Total Circulation of Adult Books	589,800	534,606	604,077	845,777	484,494
Total Circulation of Children's Books	347,479	312,862	297,802	333,747	173,317
Number of Children's Program Sessions	1,890	1,887	1,565	1,535	1,564
Children's Program Attendance	32,264	36,349	30,026	24,149	23,662

Source: New York State Library Bibliostat Connect 2008, from <http://www.nysl.nysed.gov/libdev/libs/index.html>

Comment: Bibliostat Connect defines a child as anyone 12 and under

INDICATOR 1: PERCENT OF CHILDREN READ TO DAILY

Methods

Instrument Design: The Community Benchmarks Program (CBP) designed a survey using selected questions from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey, which was administered by the US Department of Education in 2005 and 2007.

The CBP added three variables to the survey instrument: the age of child, zip code in which child resides, and name of the child care center or event in which the survey was administered. The survey was available in both English and Spanish and can be found in Appendix II.

Method of Contact: There were three methods of contact.

- 1.) Child care centers in the targeted zip codes (13203 and 13208) were contacted for permission to administer the survey. Where permission was granted, researchers asked for the most appropriate time to administer the survey. No more than three researchers visited each center and administered each survey to the parents of the children aged five and under. The surveys were administered from September 21st to October 9th 2009.

- 2.) Directors of some child care centers said the children's parents would be more responsive if their staff administered the surveys. In these cases researchers dropped off the surveys to the child care center directors with instructions on survey implementation. Researchers would make an appointment to pick up the surveys at a later date.

Target	Surveys Administered	Percent of Target Population
30 Centers	8 Centers*	27%
355 Families	102 Families	29%

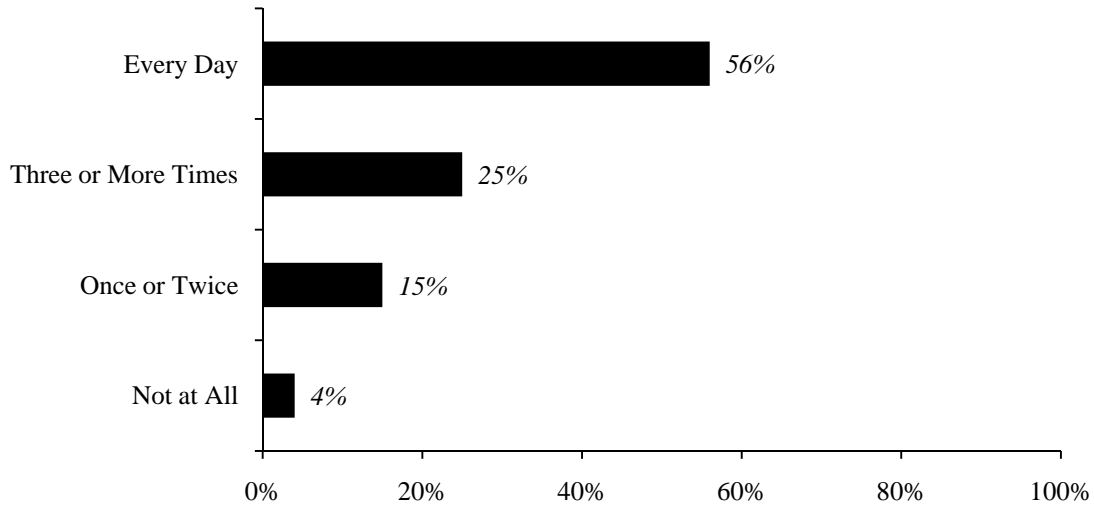
**These 8 Centers have children from 301 of the families, or 34% of all families.*

- 3.) Researchers attended three different events where parents of young children would be in attendance. Surveys were administered in a variety of ways during these events. Most researchers were located at a table during each event and asked parents to complete the survey. Some researchers walked around the events with clipboards. In each case the total number of attendees is unknown. The events are:
- a. Yeah Baby expo on September 27th, 2009 at the Holiday Inn in Liverpool, sponsored by St. Joseph's Hospital Health Center and multiple organizations. Numerous sample products were distributed and contests held.
 - b. 2009 Children's Book Fest: *Reading Rocks* on October, 17th, 2009 at Bellevue Elementary School, sponsored by United Way's Success by 6, Literacy Coalition of Onondaga County and several other organizations and companies. The city school hosted local celebrity readers along with Otto the Orange. Children were given books and participated in numerous activities.
 - c. Children's Book Week Celebration on October 19th-23rd, 2009 at the bookstore in the Schine Student Center on the Syracuse University campus. Researchers could only attend the final day. Volunteer storytellers and readers, including athletes and other students took part along with elementary school students, educators and parents/guardians transported from four city schools. Children's books were available for sale at discounted prices.

1. 56% of respondents or someone in their family read to their child daily over the past week.

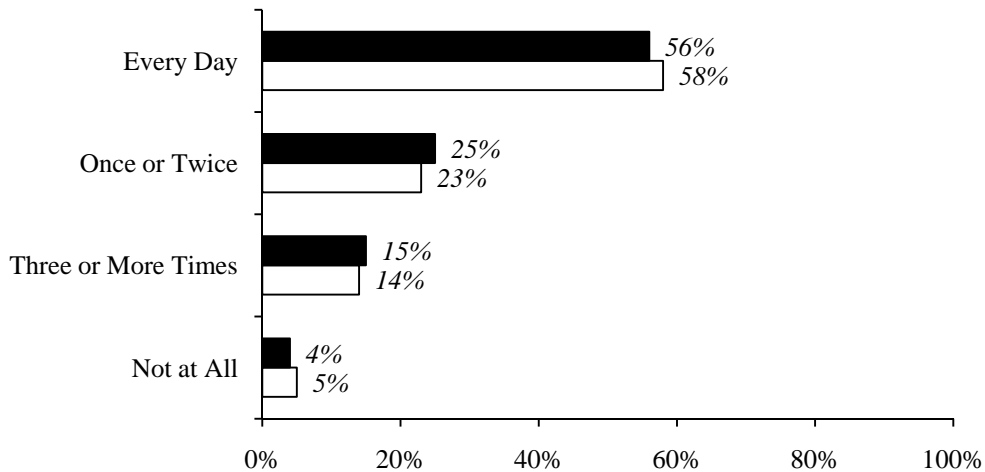
How many times have you or someone in your family read to your child in the past week?

**Frequency of Reading to Child During Past Week
(n=278)**



Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

**Comparison of CBP and 2005 National Data:
Weekly Reading Frequency**



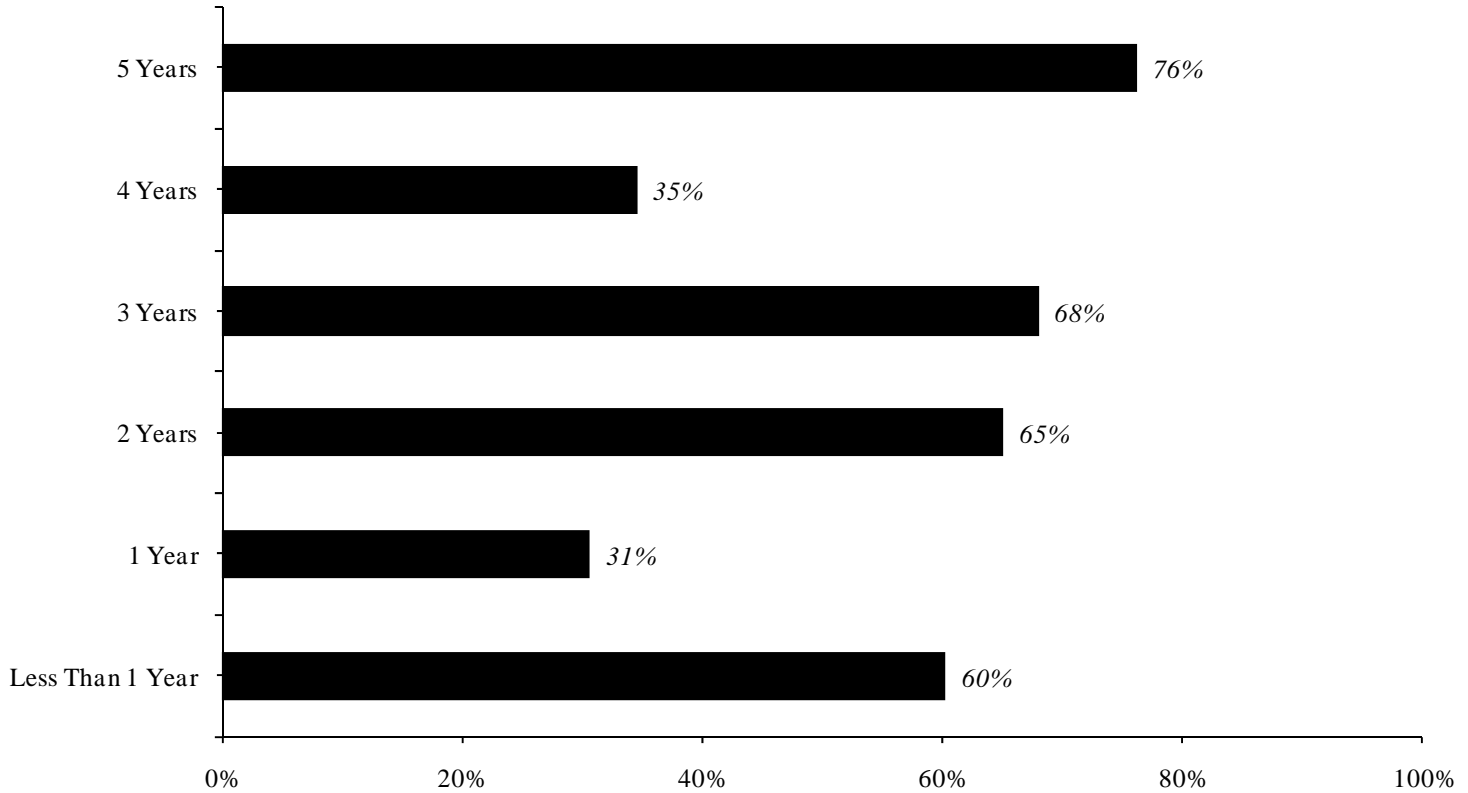
2. 64% of Mothers who held a Bachelor’s Degree or Higher read to their child daily.

Mother’s Education Level	Frequency Read to Child in Past Week				Total
	Everyday	Three or More Times	Once or Twice	Not at All	
No High School Degree	3 38%	2 25%	3 38%	0 0%	8 100%
High School Degree or Equivalent	23 64%	6 17%	5 14%	2 6%	36 100%
Some College	42 46%	26 29%	22 24%	1 1%	91 100%
Bachelor’s Degree or Higher	83 64%	29 23%	10 8%	7 5%	129 100%
Total	151 57%	63 24%	40 15%	10 4%	264 100%

Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

3. 76% of children who are five years of age are read to daily.

Children Read to Daily n=201

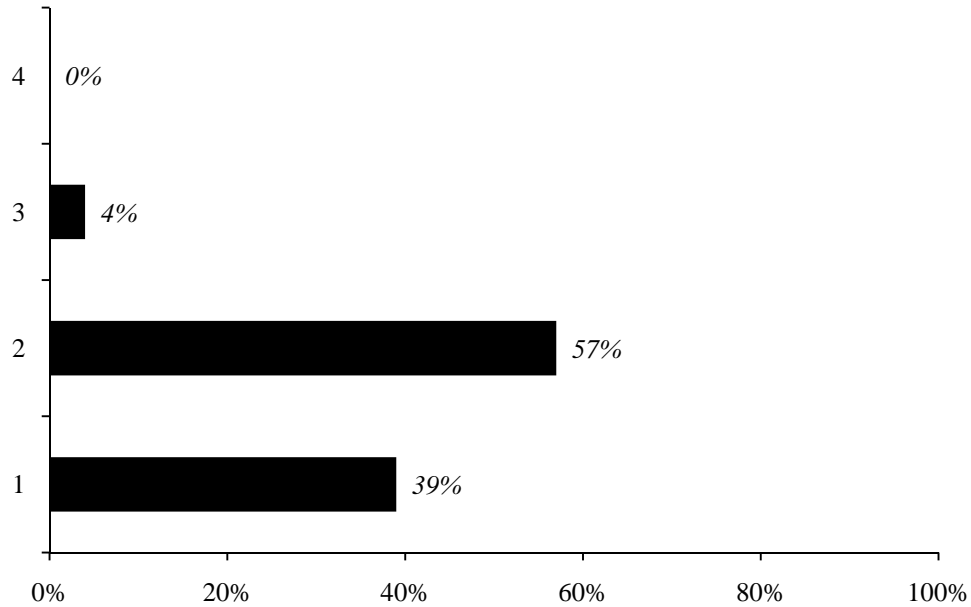


3	17 68%	6 24%	1 4%	1 4%	25 100%
2	28 65%	5 12%	10 23%	0 0%	43 100%
1	17 61%	6 21%	3 11%	2 7%	28 100%
<1	34 60%	17 29%	6 10%	0 0%	58 100%
Total	122 61%	41 20%	30 15%	8 4%	201 100%

Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

4. 57% of adults scored a 2 out of 4 for reading to their child once or twice a week for 11-20 minutes.

Reading Frequency and Duration (n=273)



Source: Data collected for the Literacy Coalition, majority of survey questions used were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

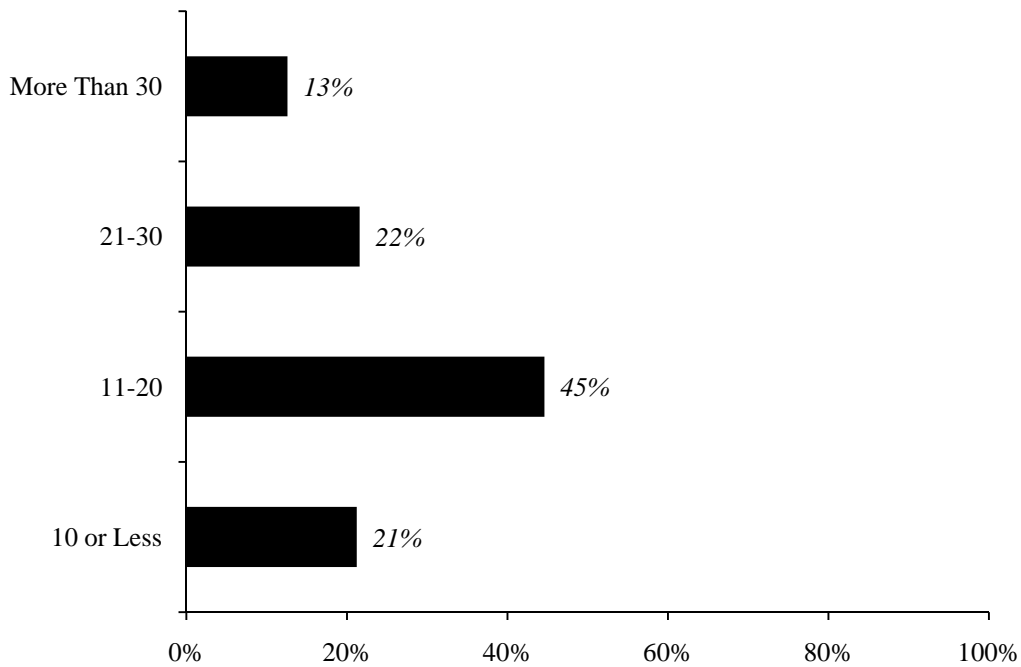
Comment: Scores indicate combines both the frequency of reading, and the average duration of reading to a child

Score	Frequency of Reading to Child	Average Duration of Reading to Child
1	Child not read to at all	Child read 0-10 minutes on average
2	Child read to once or twice a week	Child read 11-20 minutes on average
3	Child read to more than 3 times a week	Child read to 21-30 minutes on average
4	Child read to everyday	Child read to more than 30 minutes on average

5. 45% of respondents claim that on days they read to their children they averaged between 11 and 20 minutes of reading.

How many minutes on each of those days, did you or someone in your family read to your child (average)?

**Average Amount of Minutes Spent Reading to Child
(n=273)**

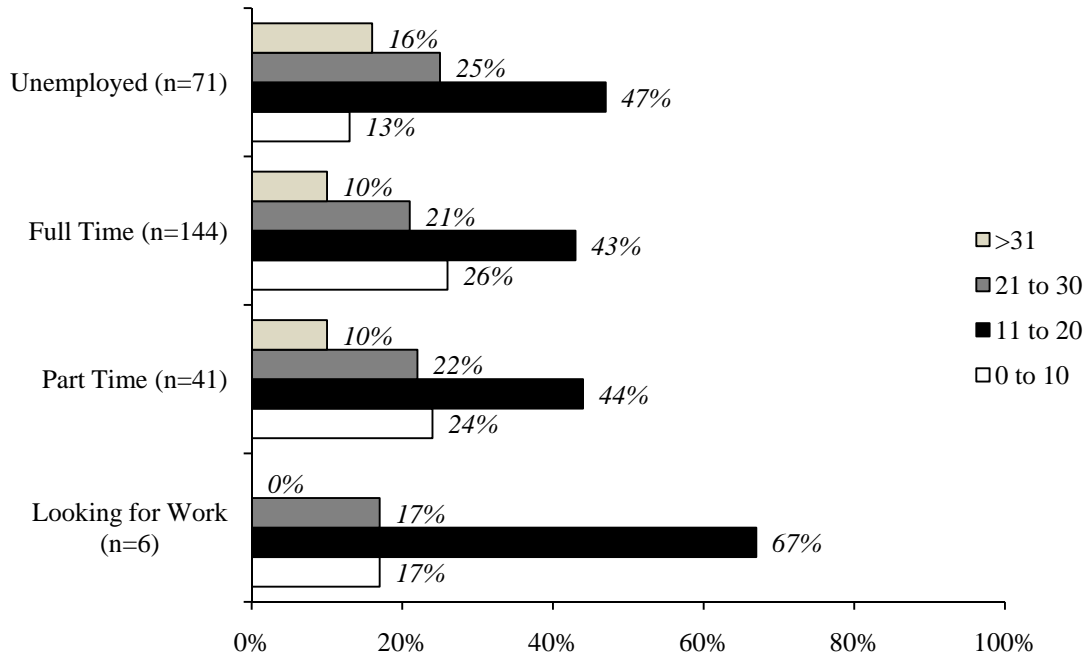


Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

Comment: Five respondents that did not answer this question.

6. 47% of Mothers who are unemployed read to their child 11-20 minutes per day.

Mothers Employment Status Compared to Time Spent Reading



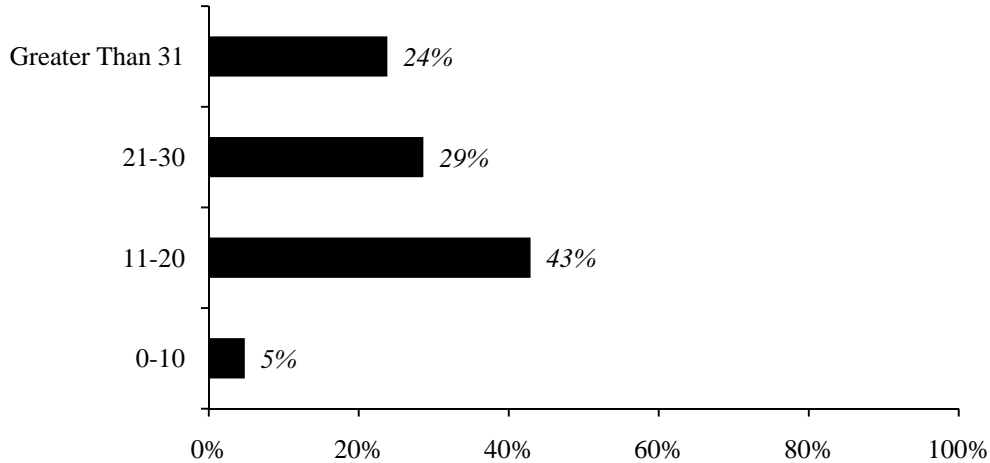
Mother's Employment Status	Minutes Read				Total
	0 to 10	11 to 20	21 to 30	>30	
Unemployed	9 13%	33 47%	18 25%	11 16%	71 100%
Looking for Work	1 17%	4 67%	1 17%	0 0%	6 100%
Part-Time	10 24%	18 44%	9 22%	4 10%	41 100%
Full-Time	37 26%	62 43%	30 21%	15 10%	144 100%
Total	57 22%	117 45%	58 22%	30 12%	262 100%

Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of

child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

7. 43% of five-year-olds are read to 11-20 minutes per day.

**Minutes per Day Spent Reading to Five-Year-Olds
(n=197)**



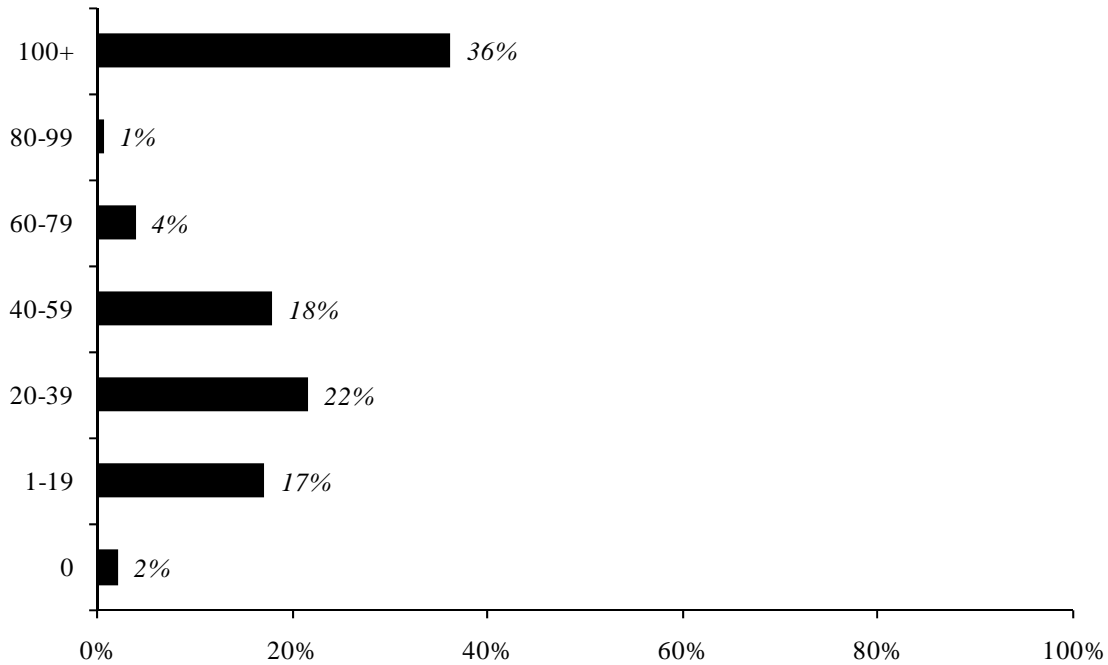
Age of Child	Minutes Read Per Day				Total
	0-10	11-20	21-30	>30	
5	1 5%	9 43%	6 29%	5 24%	21 100%
4	5 21%	13 54%	3 13%	3 13%	24 100%
3	6 26%	10 44%	4 17%	3 13%	23 100%
2	12 28%	15 35%	9 21%	7 16%	43 100%
1	9 32%	12 43%	6 21%	1 4%	28 100%
<1	11 19%	28 48%	13 22%	6 10%	58 100%
Total	44 22%	87 44%	41 21%	25 13%	197 100%

Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

8. 17% of adults say their child owns between 1 and 19 books.

How many books does your child have of his/her own, including those of brothers/sisters?

**Number of Household Books
(n=273)**



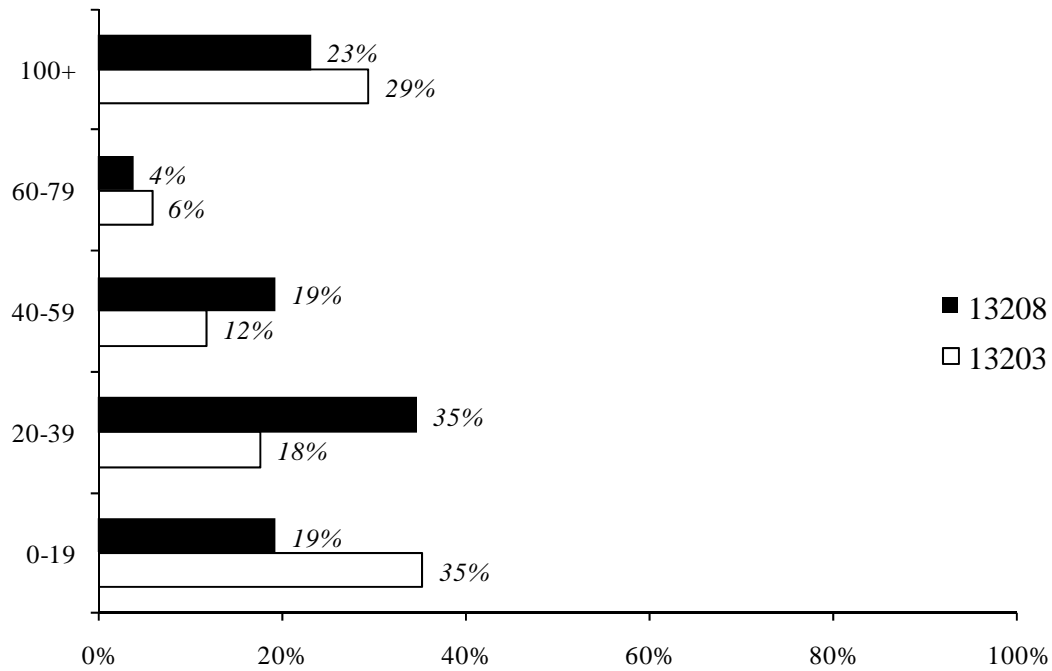
Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

The breakdown of people indicating their child has over 100 books is as follows:

Number of People Responding	Percent	Number of Books
63		100
2		125
5		150
1		175
17		200
6		300
1		450
2		500
1		1,000
1		7,100

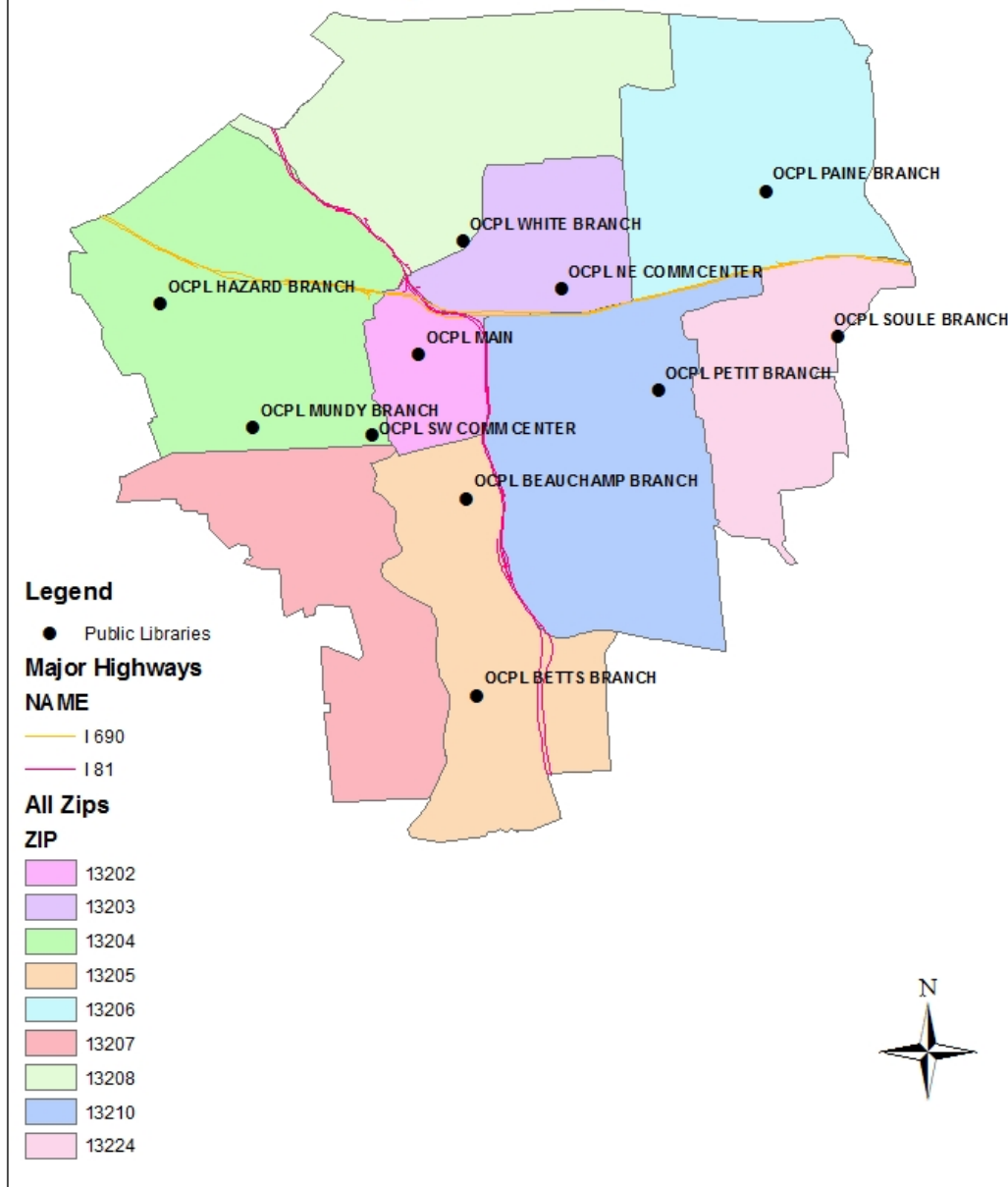
9. 35% of respondents that live in zip code 13203 own between 0 and 19 books.

Number of Books Owned By Zip Code



Books Owned	Zip Code		Total
	13203	13208	
0-19	6 55%	5 46%	11 100%
20-39	3 25%	9 75%	12 100%
40-59	2 29%	5 71%	7 100%
60-79	1 50%	1 50%	2 100%
80-99	0 NA	0 NA	0 100%
100+	5 46%	6 55%	11 100%
Total	17 40%	26 61%	43 100%

City of Syracuse Public Libraries (OCPL)

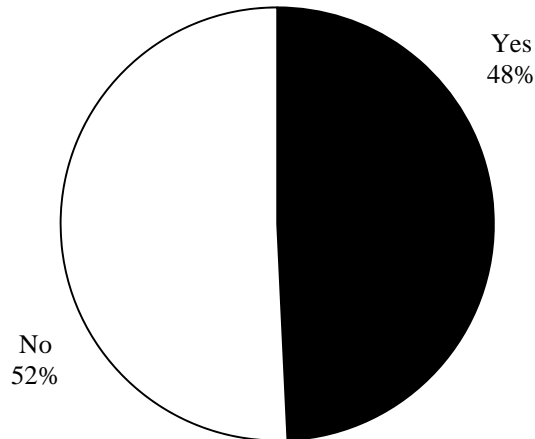


Source: Map-Home Headquarters, Data-SUNY ESF Geological Department

10. 51% of respondents say that a family member has not visited a library with their child in the past month.

In the past month (last 30 days), has anyone in your family visited a library with your child?

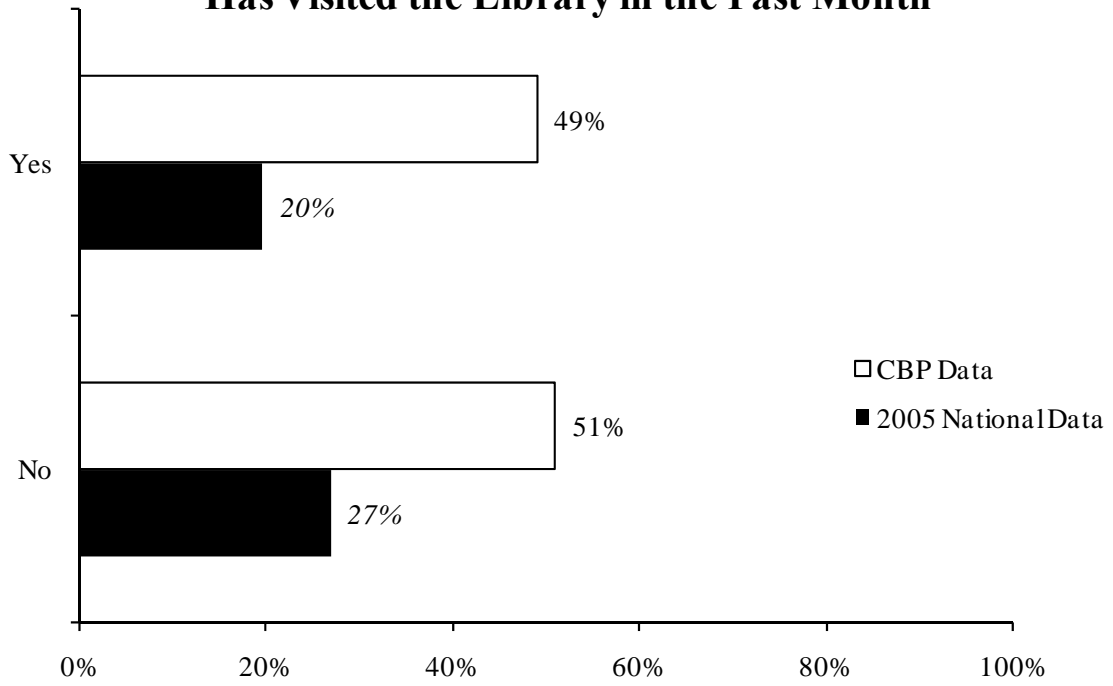
**Visited a Library with Child in Last 30 Days
(n= 278)**



Age of Child	Library Visits		Total
	Yes	No	
5	8 38%	13 62%	21 100%
4	18 69%	8 30%	26 100%
3	18 72%	7 28%	25 100%
2	21 49%	22 51%	43 100%
1	17 61%	11 39%	28 100%
<1	15 26%	43 74%	58 100%
Total	97 48%	104 52%	201 100%

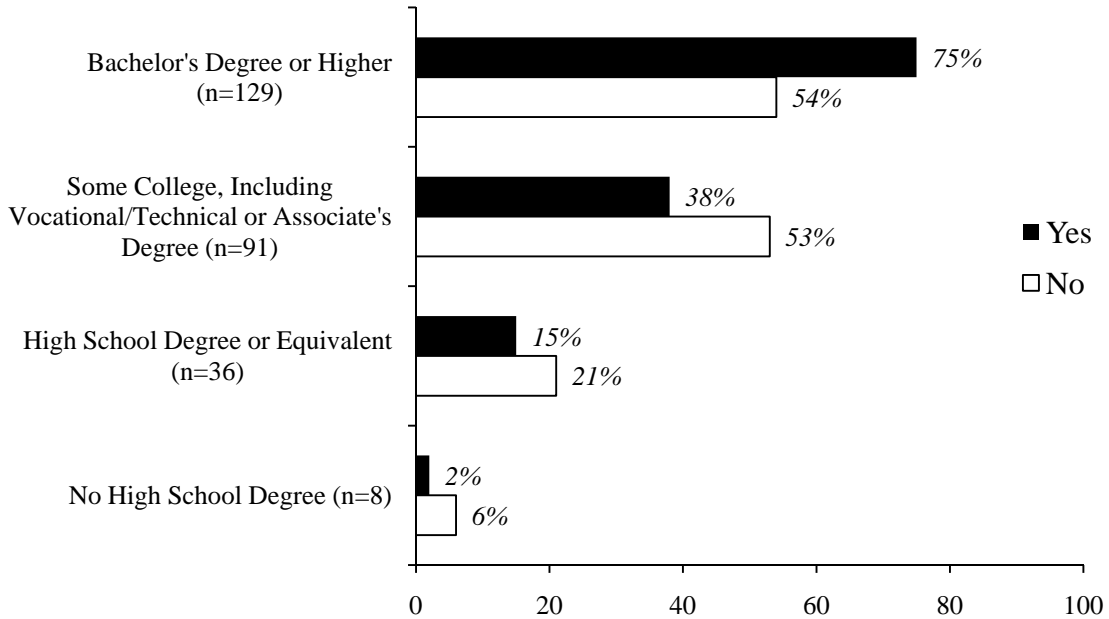
Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

Comparison Between National and CBP Data: Child Has Visited the Library in the Past Month



11. 58% of mothers with Bachelor’s degrees or higher say they have taken their child to a library in the past 30 days.

Number of Library Visits Compared to Mothers Education Level



Mother's Education Level	Library Visits		Total
	Yes	No	
No High School Degree	2 25%	6 75%	8 100%
High School Degree or Equivalent	15 42%	21 58%	36 100%
Some College	38 58%	53 42%	91 100%
Bachelor's Degree or Higher	75 58%	54 42%	129 100%
Total	130 49%	134 51%	264 100%

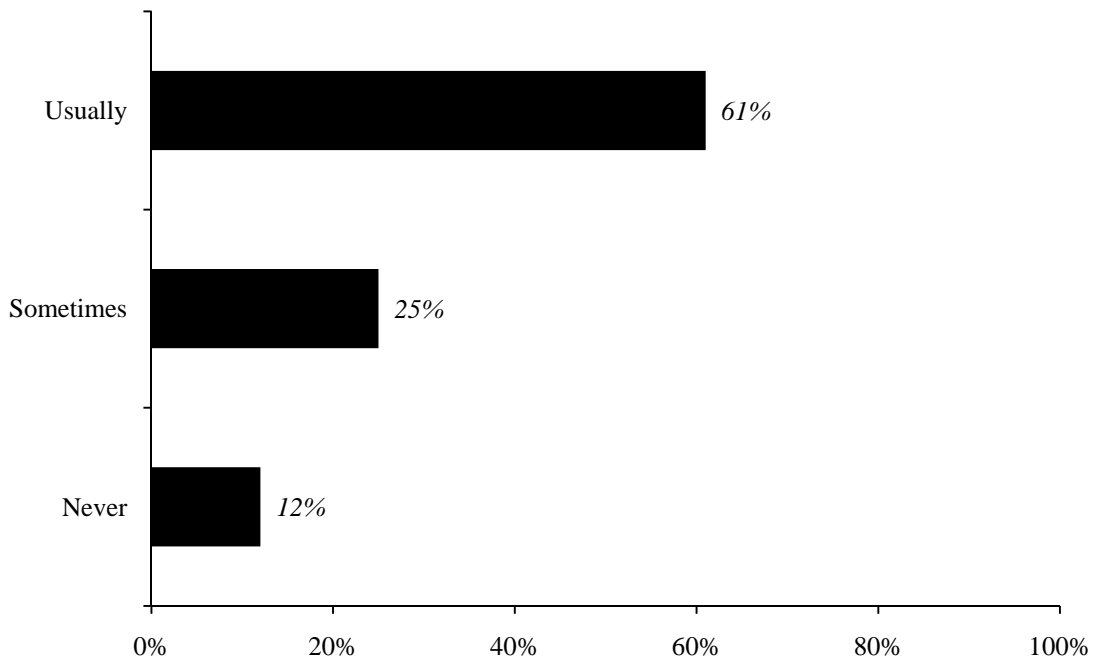
Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of

child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

12. 61% of respondents say that when reading to their child they “usually” stopped and asked the child to tell them what was in a picture.

When you or someone in your family reads to your child, how often do you stop reading and ask the child to tell you what is in a picture?

**Frequency of Adults Asking Child to Describe Picture
(n=272)**



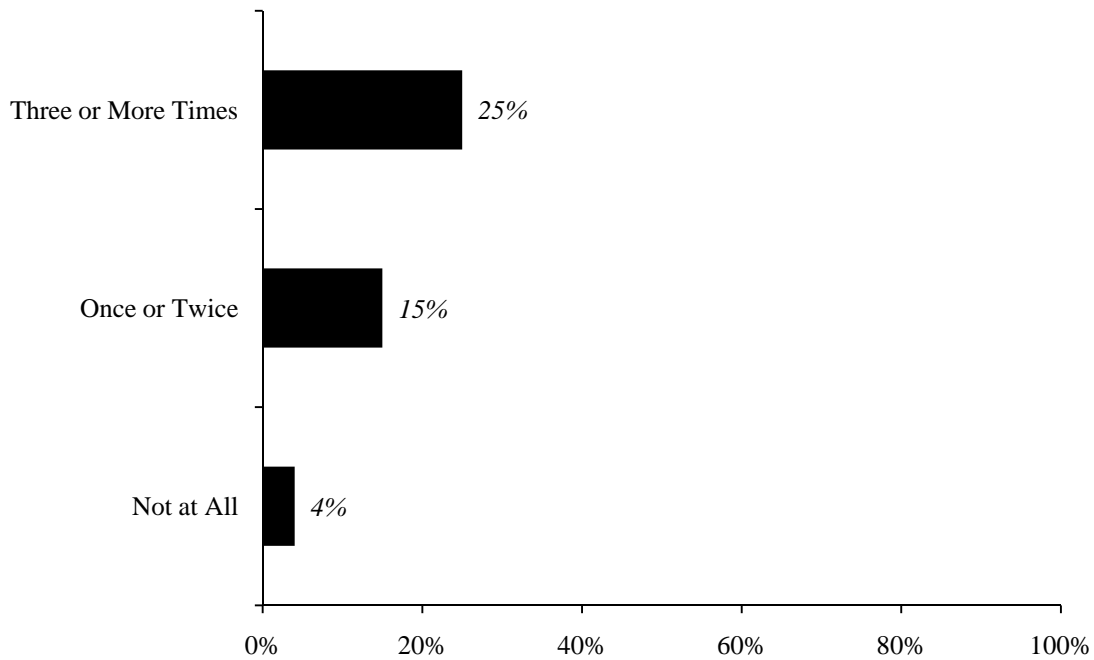
Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

Comment: There were six respondents that did not answer this question.

13. 47% of respondents say that when reading to their child they “usually” stopped and asked the child to point out letters.

When you or someone in your family reads to your child, how often do you stop reading and point out letters?

**Frequency of Asking Child to Point Out letters
(n=273)**

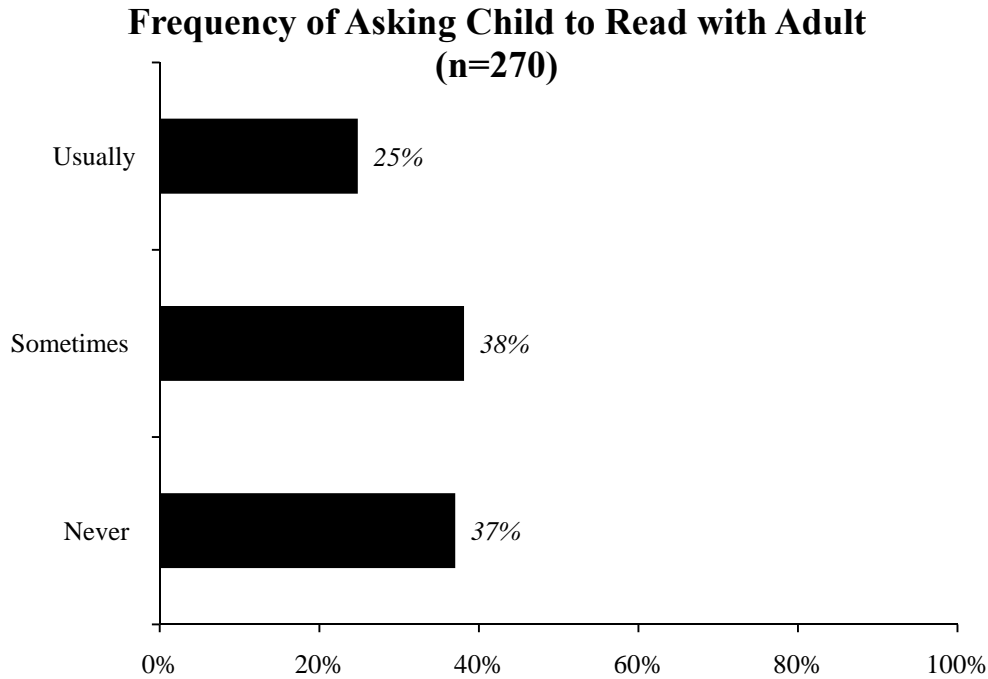


Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

Comment: There were five respondents that did not answer this question.

14. 38% of respondents say that when reading to their child they “sometimes” stopped and asked the child to read with them.

When you or someone in your family reads to your child, how often do you stop reading and ask the child to read with you?

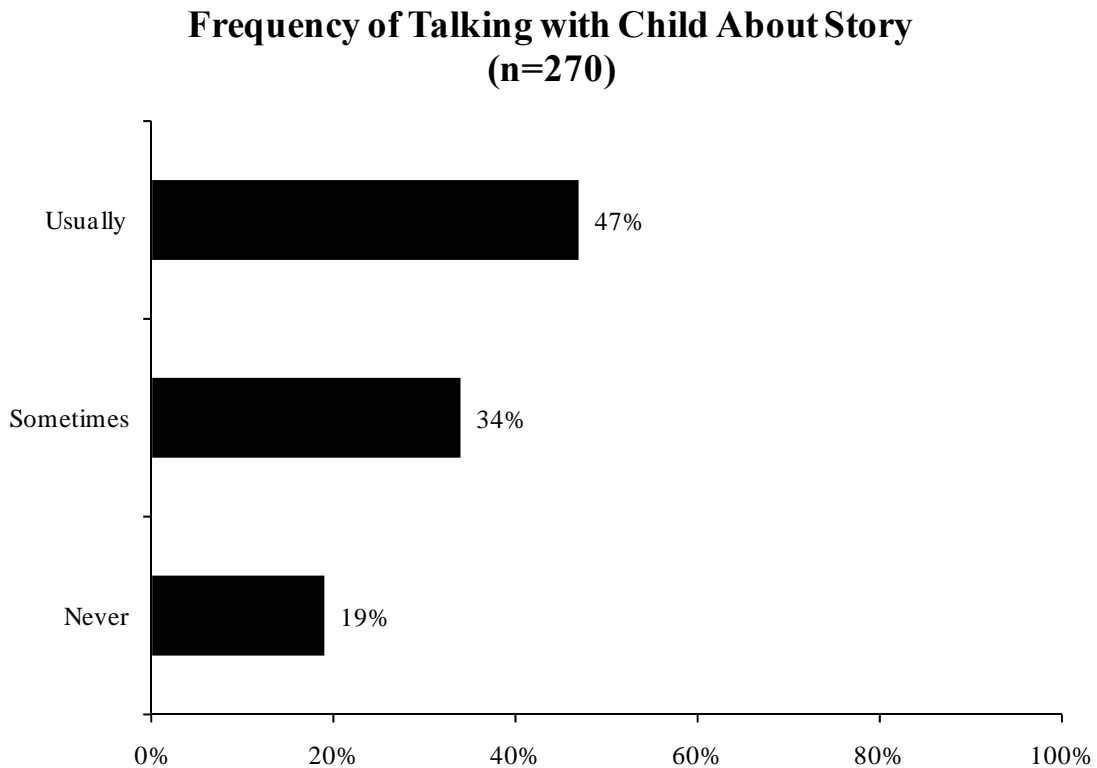


Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

Comment: There were eight respondents did that did not answer this question.

15. 47% of respondents say that when reading to their child they “usually” talked to their child about what happened when the book was done.

When you or someone in your family reads to your child, how often do you talk about the story and what happened when the book is done?

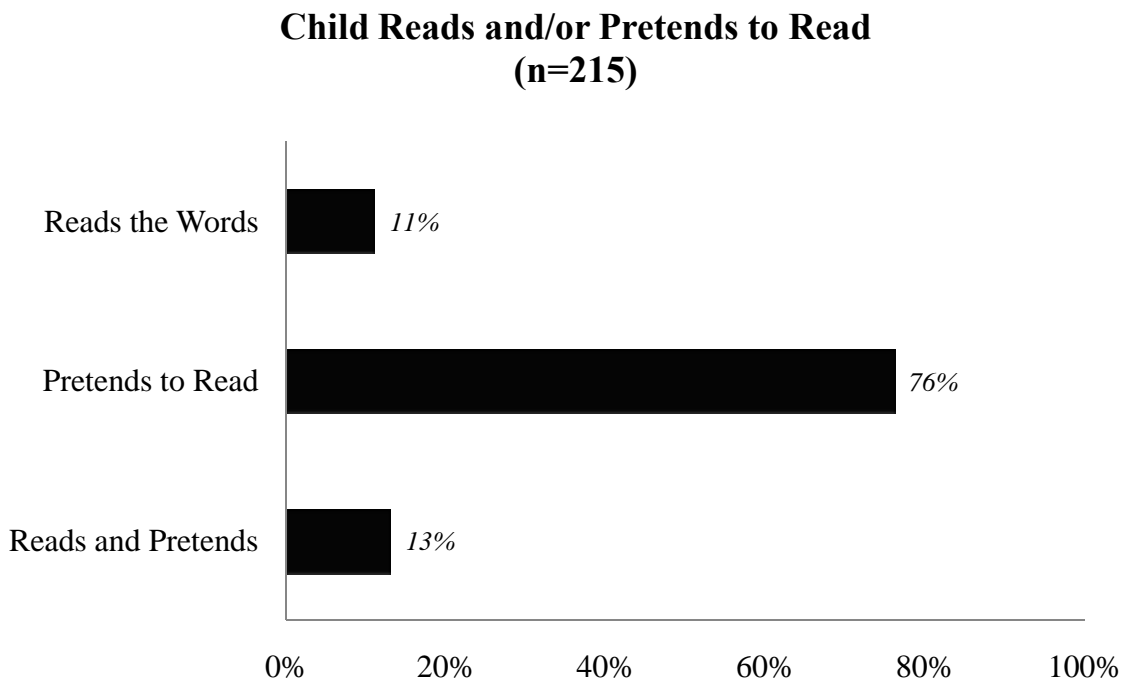


Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

Comment: There were eight respondents that did not answer this question.

16. 76% of respondents say that when reading to their child, the child pretends to read.

Does your child actually read the words written in the book or does s/he look at the book and pretend to read?

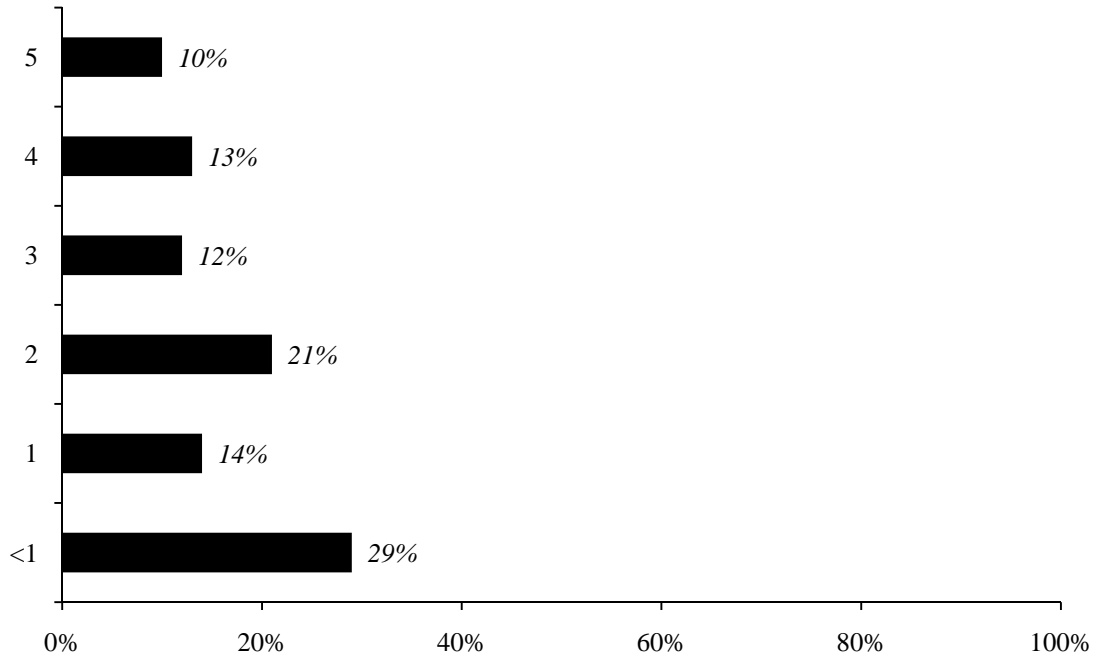


Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

Comment: There were 63 respondents that did not answer this question.

17. 29% of respondents say their child is less than one year of age.

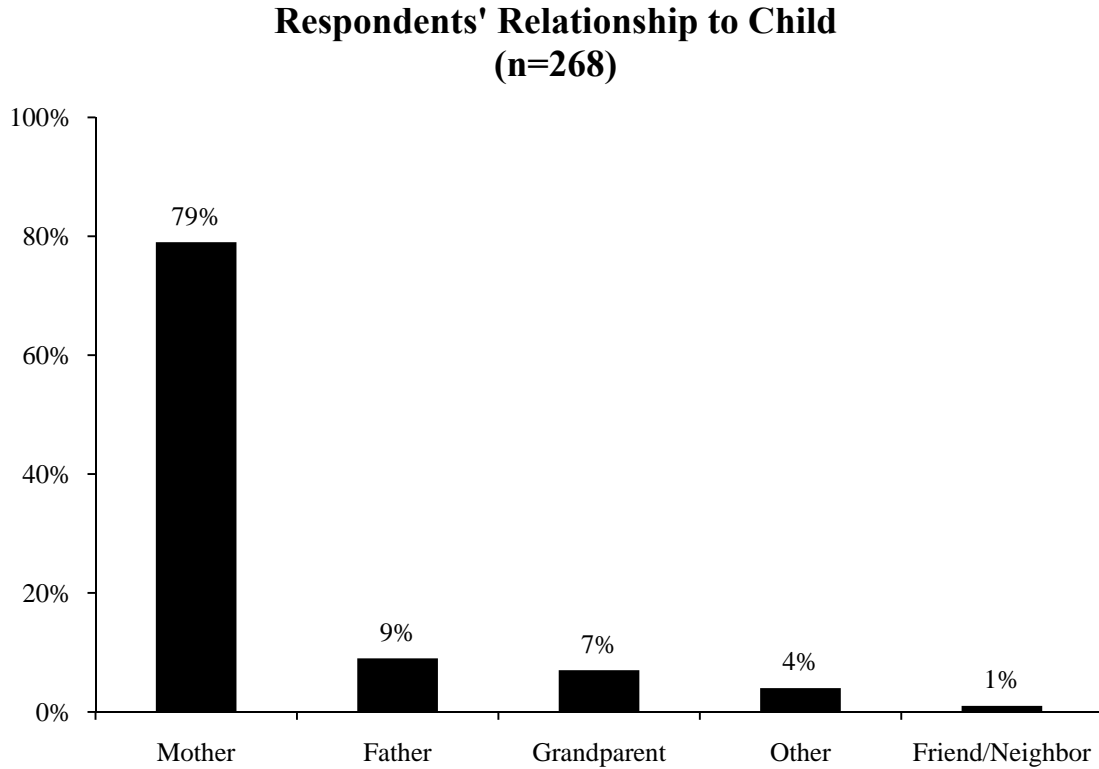
**Age of Child
(n=201)**



Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

Comment: The total number of respondents to this survey is 278, however, only 201 people responded to this question.

18. 79% of respondents are mothers.

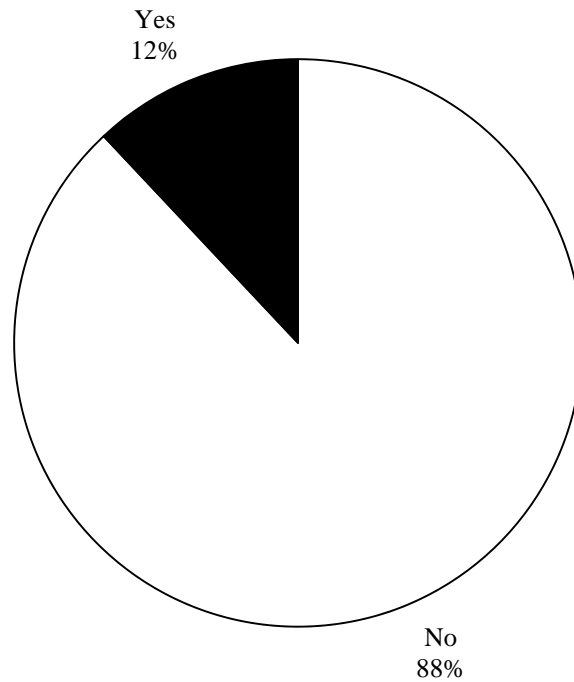


Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

Comment: There were 10 respondents that did not answer this question.

19. 88% of adults say that they finance their childcare without a subsidy.

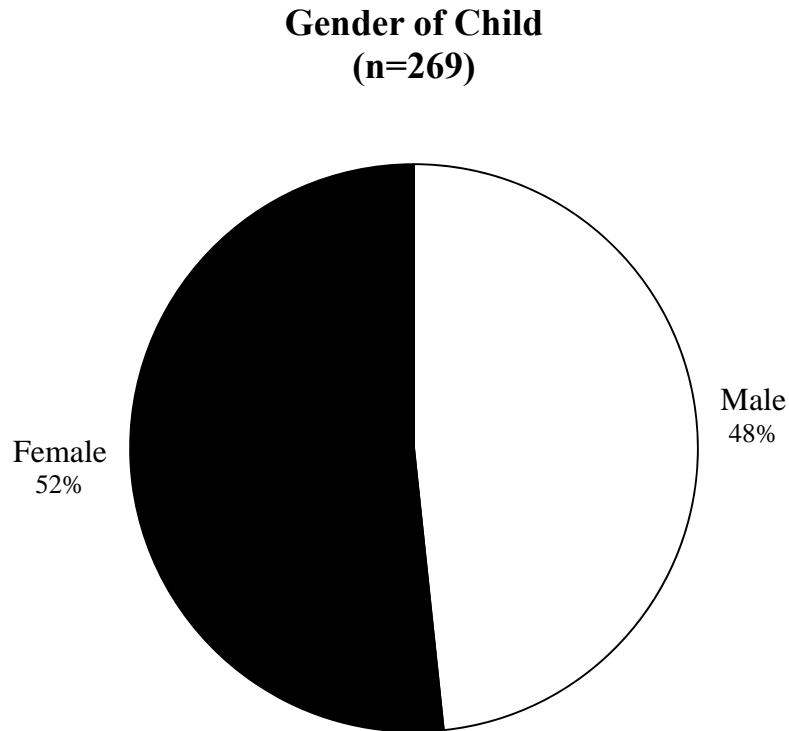
**Families Receiving Childcare Subsidies
(n=268)**



Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

Comment: There were nine respondents who didn't answer this question.

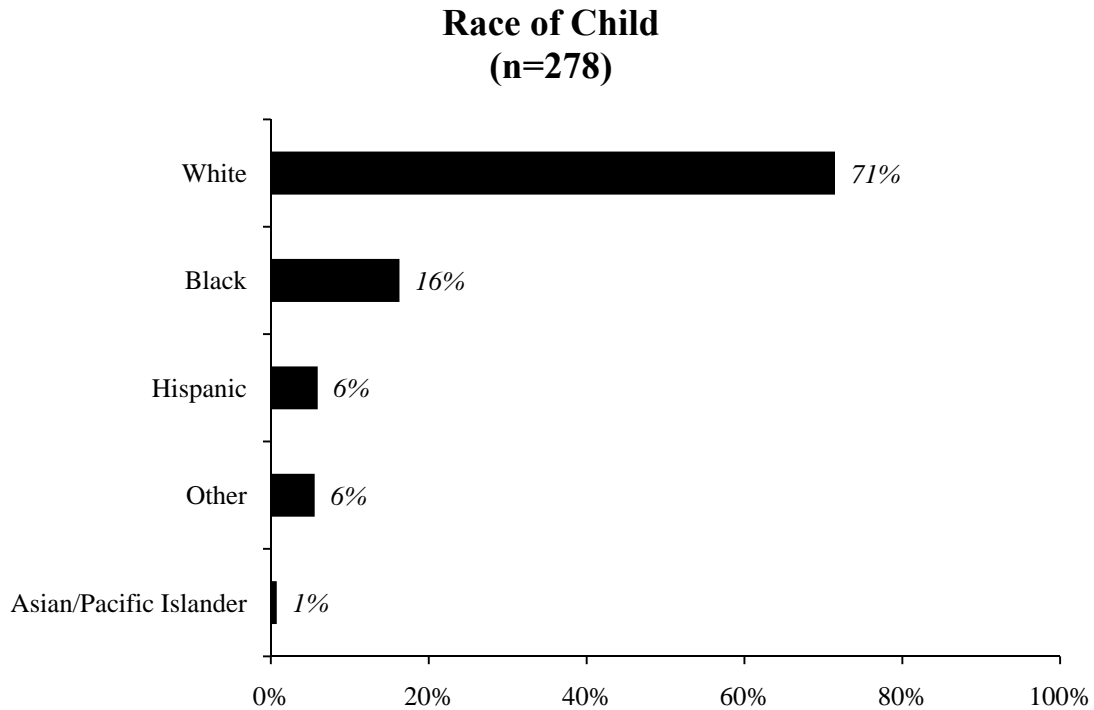
20. 52% of adults say their child is a female.



Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

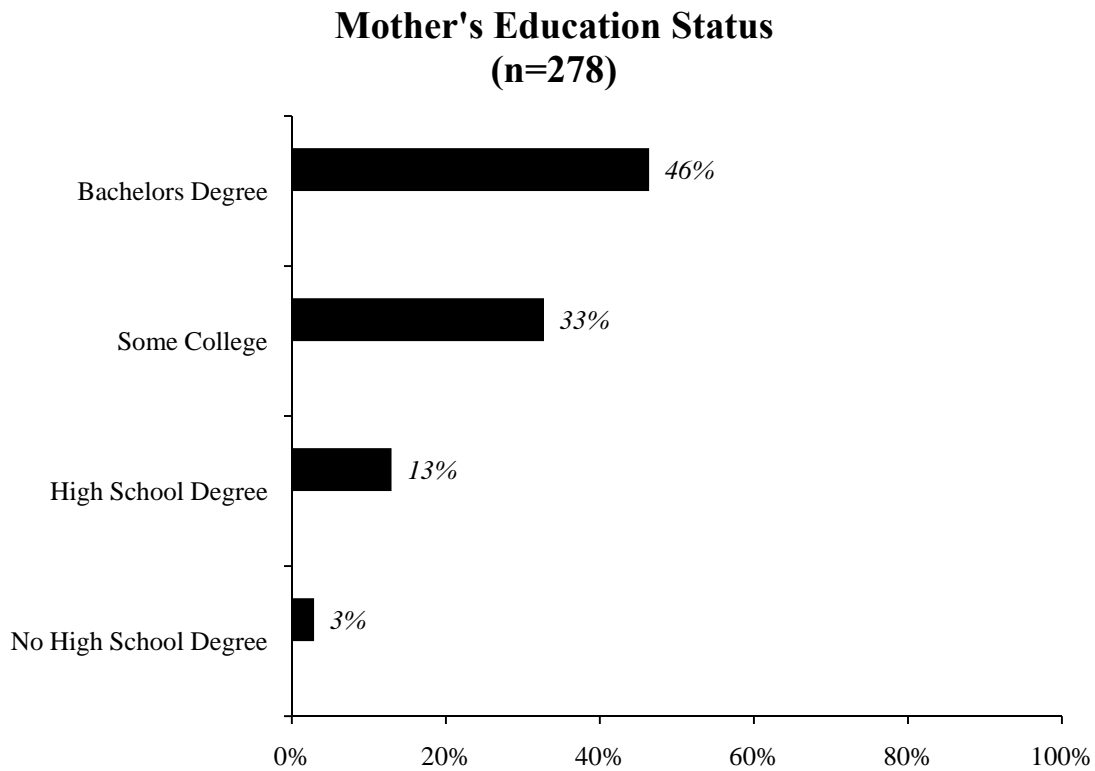
Comment: There were nine respondents that didn't answer this question

21. 71% of adults say the race of their child is white.



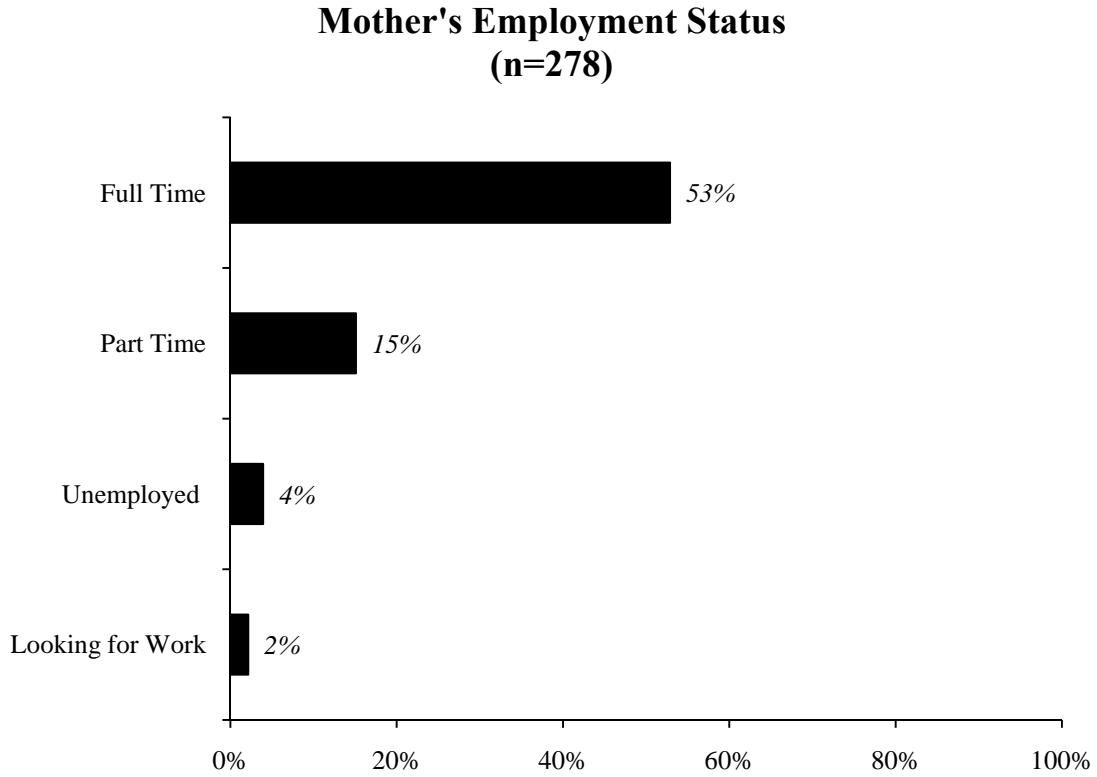
Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

22. 46% percent of adults say the mother has earned a bachelor's degree.



Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

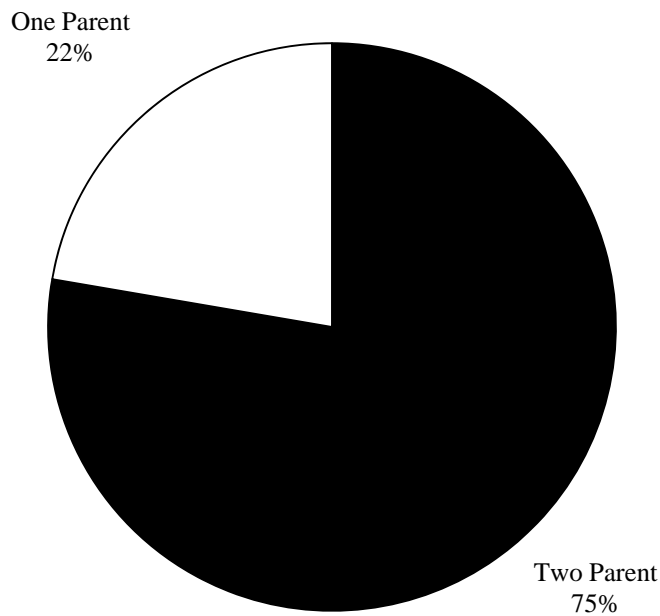
23. 53% of adults say the mother is employed full-time.



Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

24. 75% of adults say there are two parents in the home.

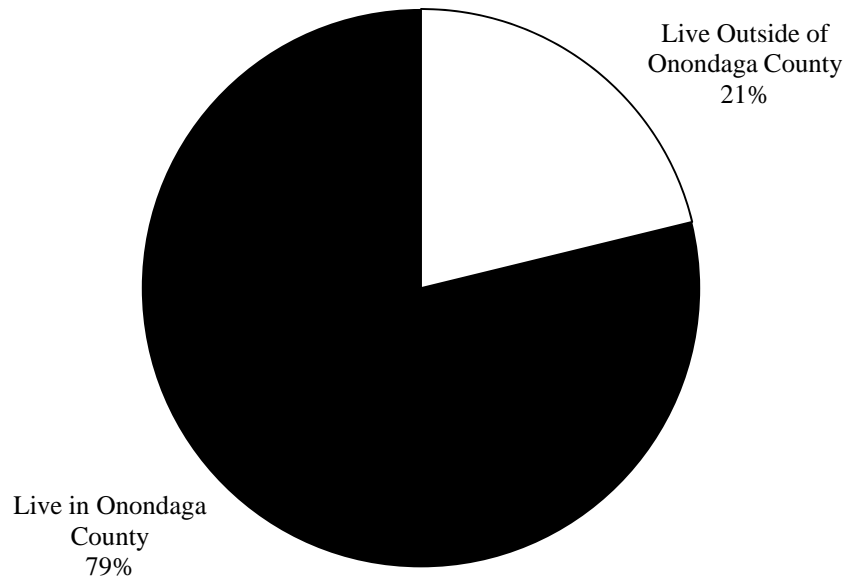
**Number of Parents in Home
(n=278)**



Source: Data collected for the Literacy Coalition, majority of survey questions used were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

25. 79% of respondents live in Onondaga County.

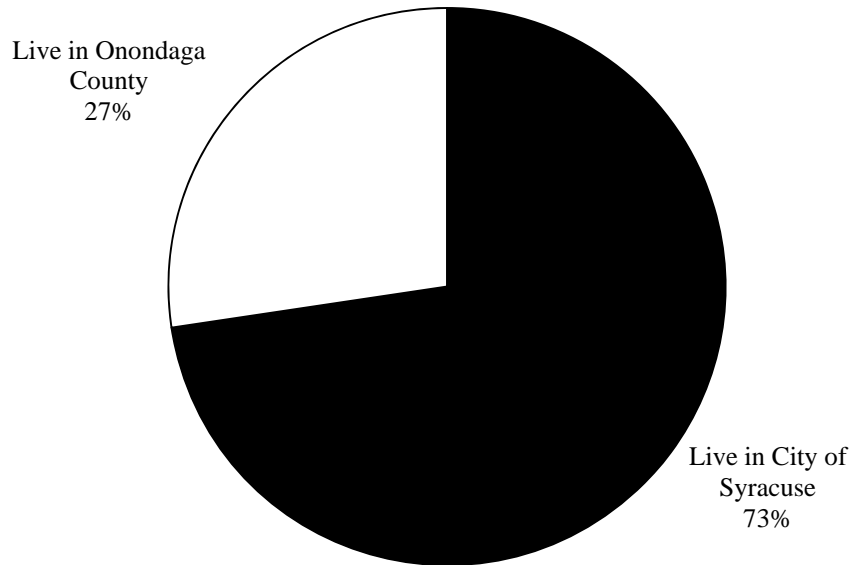
Respondents Living in Onondaga County (n= 269)



Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

26. 73% of respondents live in City of Syracuse.

Respondents Living in Syracuse (n=211)



Source: Most of the survey questions were taken from the Early Childhood Program Participation Survey, a subset of the National Household Education Survey that was administered by the US Department of Education in 2005 and 2007. Three questions (age of child, zip code of respondent and child care center where survey was conducted) were added by CPB researchers.

Comment: There were 67 respondents who did not answer this question.

Methods

Dynamic Indicators of Early Basic Literacy Skills (DIBELS) are a system for literacy accountability for grades kindergarten through third.

Data Collection

Researchers designed an instrument that was used to request standardized information from each of the 18 school districts in Onondaga County. The document asks eight questions and is found in Appendix IX. The questions were crafted to obtain information on the type of test that is administered, when it is administered for incoming kindergarteners, if the district measures reading readiness or letter knowledge, and any information on DIBELS testing as well as current scores. Each of the researchers working on this indicator called and emailed every district three times. Contacts were difficult to identify and few people were familiar with DIBELS testing. Those who did know were unsure of who was in charge or who had scoring data on kindergarten readiness.

Data Quality

The exceptions were the Syracuse City School District and the Baldwinsville Central School District, both of which provided DIBELS data. This information is used to create comparisons between segments of the DIBELS testing within elementary schools in the SCSD and between SCSD and BCSD. These segments of the DIBELS test include Initial Sound Fluency, Letter Naming Fluency, and Phoneme Segmentation Fluency. These results provide a measure of kindergarten readiness in the SCSD and the BCSD, however, the absence of data from other districts results in an incomplete picture.

Data Analysis

After the results were compiled, the SCSD confirmed that there are typos in some of the data, which could represent inaccuracies. This is an issue the SCSD is working to correct. It is not unusual for there to be errors when entering data. Hopefully, future data will be relatively error-free.

When looking at race/ethnicity the categories of American Indian or Alaska native and Native Hawaiian / Other Pacific Islander were not included because of the small sample size.

Understanding DIBELS

DIBELS testing is divided into three segments and is administered in three different months throughout the year. The table below displays information on how to interpret the results.

DIBELS Measure	Beginning of Year <i>October</i>		Middle of Year <i>January</i>		End of Year <i>June</i>	
	Scores	Status	Scores	Status	Scores	Status
Initial Sound Fluency (ISF)	0-3 4-7 8 +	At Risk Some Risk Low Risk	0-9 10-24 25 +	Deficit Emerging Established	Not Administered during this assessment period.	
Letter Naming Fluency (LNF)	0-1 2-7 8 +	At Risk Some risk Low Risk	0-14 15-26 27 +	At Risk Some Risk Low Risk	0-28 29-39 40 +	At Risk Some Risk Low Risk
Phoneme Segmentation Fluency (PSF)	Not administered during this assessment period.		0-6 7-17 18 +	At Risk Some Risk Low Risk	0-9 10-34 35 +	Deficit Emerging Established

<https://dibels.uoregon.edu/>

Initial Sound Fluency (ISF) - a standardized, individually administered measure of phonological awareness that assesses a child's ability to recognize and produce the initial sound in an orally presented word. The ISF measure is a revision of the measure formerly called Onset Recognition Fluency (OnRF). The examiner presents four pictures to the child, names each picture, and then asks the child to identify (i.e., point to or say) the picture that begins with the sound produced orally by the examiner. For example, the examiner says, "This is sink, cat, gloves, and hat. Which picture begins with /s/?" and the student points to the picture. The child is also asked to orally produce the beginning sound for an orally presented word that matches one of the given pictures. The examiner calculates the amount of time taken to identify/produce the correct sound and converts the score into the number of initial sounds correct in a minute. The ISF measure takes about three minutes to administer and score. There are over 20 alternate forms to monitor progress.

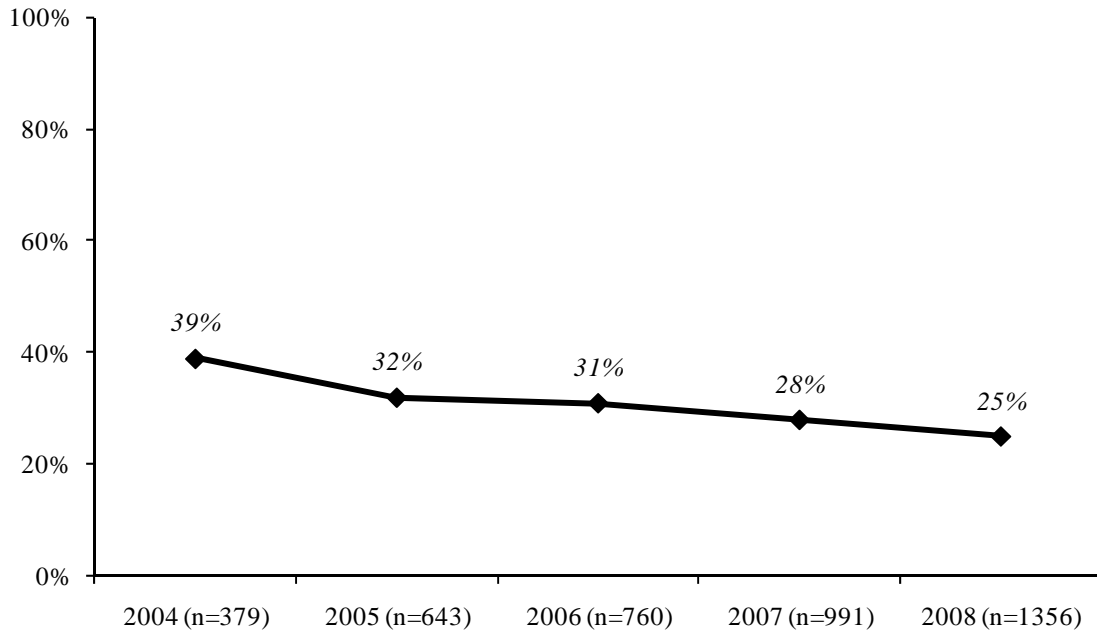
Letter Naming Fluency (LNF) - a standardized, individually administered test that provides a measure of risk. Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can. Students are told if they do not know a letter they will be told the letter. The student is allowed one minute to produce as many letter names as s/he can, and the score is the number of letters named correctly in one minute. Students are considered at risk for difficulty achieving early literacy benchmarks if they perform in the lowest 20% of students in their district.

Phoneme Segmentation Fluency (PSF) - standardized, individually administered test of phonological awareness. The PSF measure assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF measure has been found to be a good predictor of later reading achievement. The PSF task is administered by the examiner orally presenting words of three to four phonemes. It requires the student to produce verbally the individual phonemes for each word. For example, the examiner says "sat," and the student says "/s/ /a/ /t/" to receive three possible points for the word. After the student responds, the examiner presents the next word, and the number of correct phonemes produced in one minute determines the final score. The PSF measure takes about two minutes to administer and has over 20 alternate forms for monitoring progress.

Source: DIBELS Data System, University at Oregon School of Education, Retrieved from <https://dibels.uoregon.edu/measures/>

1. 25% of SCSD kindergarten students scored "At Risk" on the Initial Sound Fluency section of the October 2008 DIBELS test.

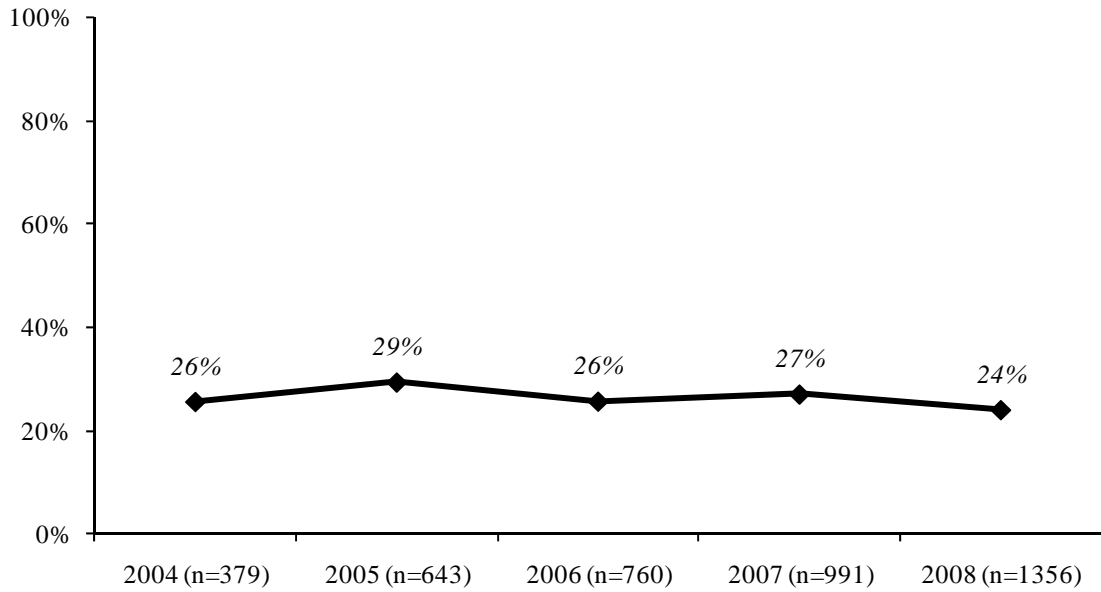
**SCSD Kindergarten Students who Scored "At Risk" on
the October 2008 DIBELS Initial Sound
Fluency Assessment**



Source: 2004-08 SCSD DIBELS Data

2. 24% of SCSD kindergarten students scored "Some Risk" on the Initial Sound Fluency section of the October 2008 DIBELS test.

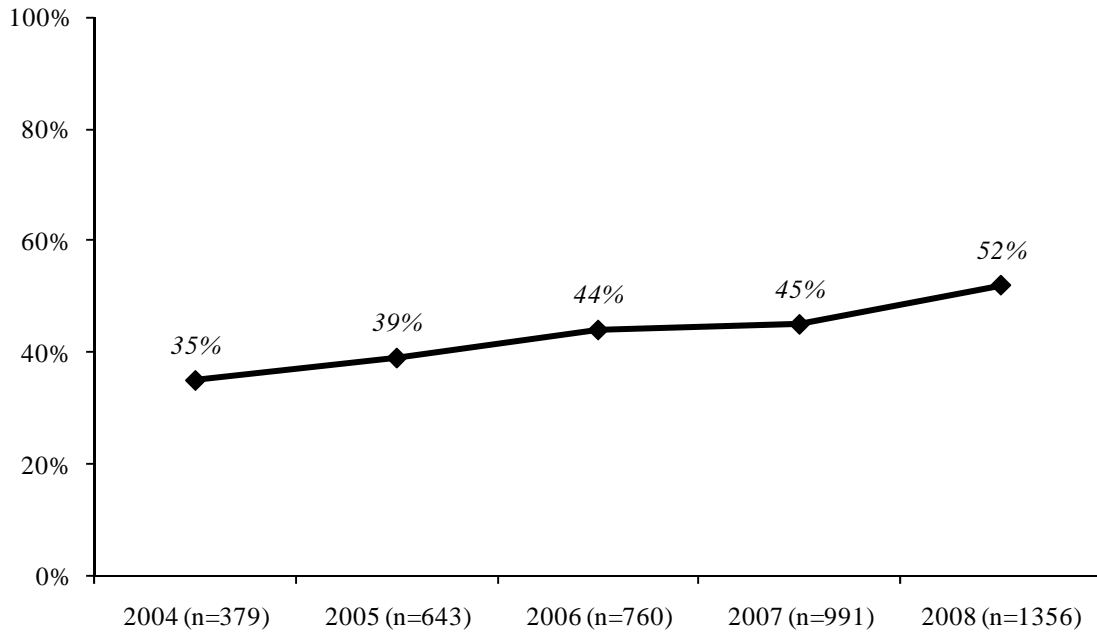
**SCSD Kindergarten Students who Scored "Some Risk"
on the October 2008 DIBELS Initial Sound
Fluency Assessment**



Source: 2004-08 SCSD DIBELS Data

3. 52% of SCSD kindergarten students scored "Low Risk" on the Initial Sound Fluency section of the October 2008 DIBELS test.

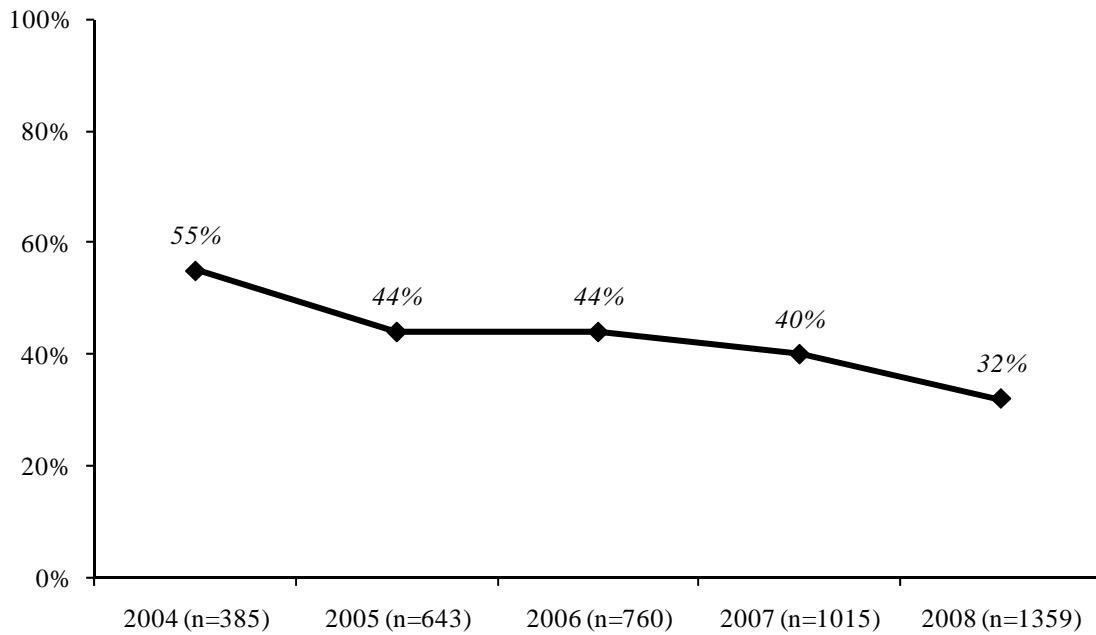
**SCSD Kindergarten Students who Scored "Low Risk"
on the October 2008 DIBELS Initial Sound
Fluency Assessment**



Source: 2004-08 SCSD DIBELS Data

4. 32% of SCSD kindergarten students scored "At Risk" in the Letter Naming Fluency of the October 2008 DIBELS test.

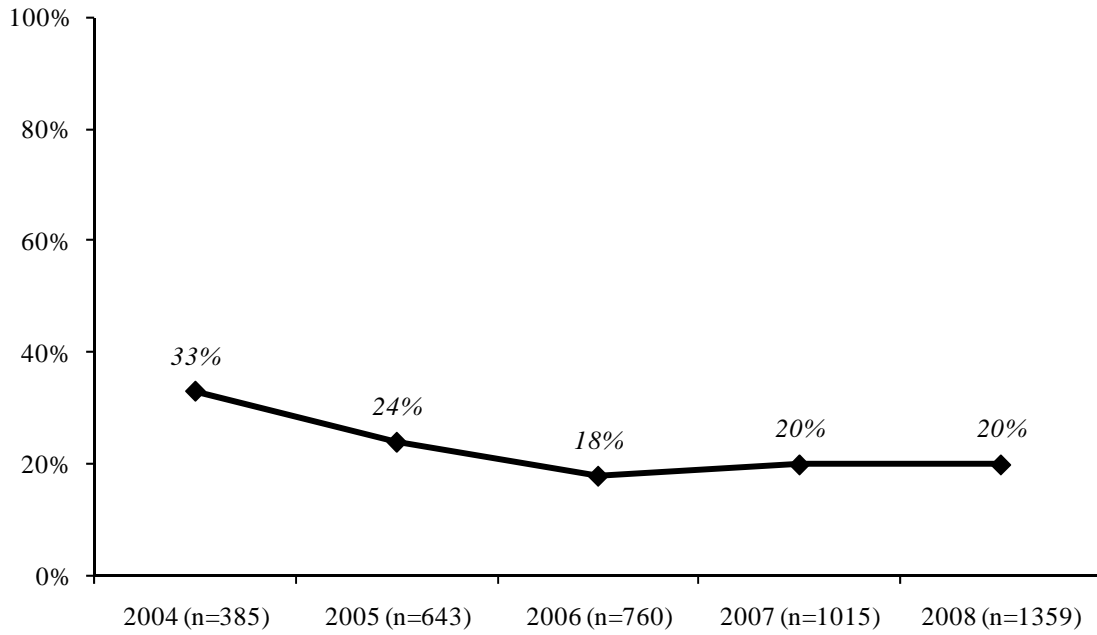
SCSD Kindergarten Students who Scored "At Risk" on the October 2008 DIBELS Letter Naming Fluency Assessment



Source: 2004-08 SCSD DIBELS Data

5. 20% of SCSD kindergarten students scored "Some Risk" in the Letter Naming Fluency of the October 2008 DIBELS test.

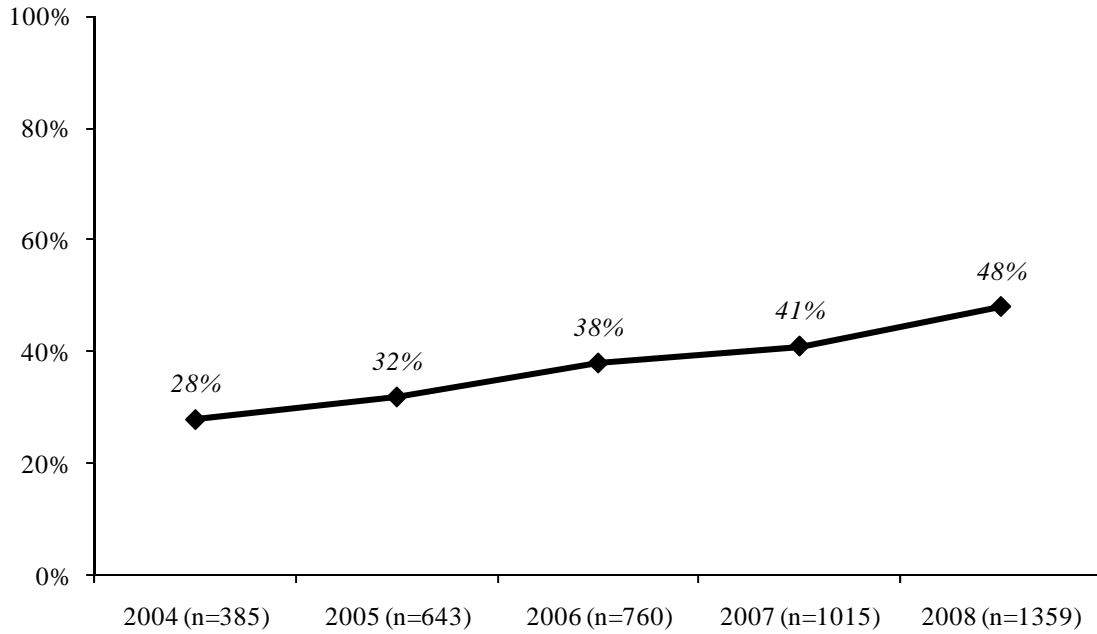
SCSD Kindergarten Students who Scored "Some Risk" on the October 2008 DIBELS Letter Naming Fluency Assessment



Source: 2004-08 SCSD DIBELS Data

6. 48% of SCSD kindergarten students scored "Low Risk" in the Letter Naming Fluency of the October 2008 DIBELS test.

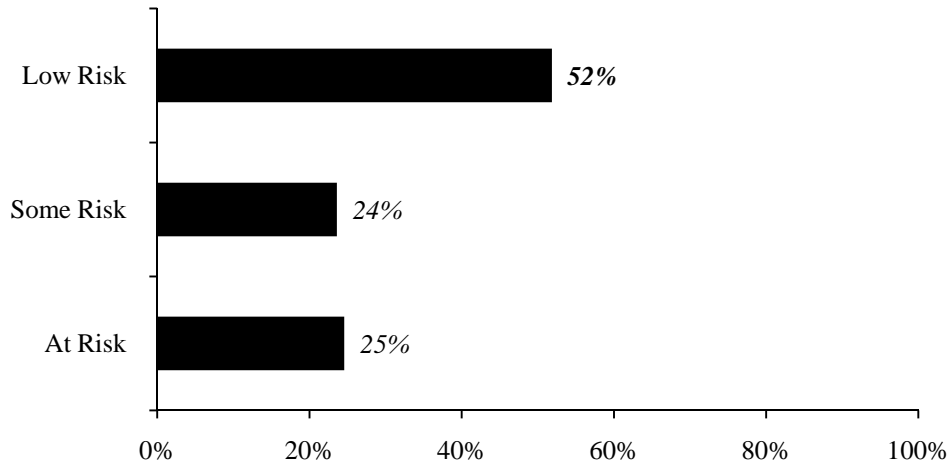
SCSD Kindergarten Students who Scored "Low Risk" on the October 2008 DIBELS Letter Naming Fluency Assessment



Source: 2004-08 SCSD DIBELS Data

7. 52% of SCSD kindergarten students scored "Low Risk" on the Initial Sound Fluency section of the October 2008 DIBELS test.

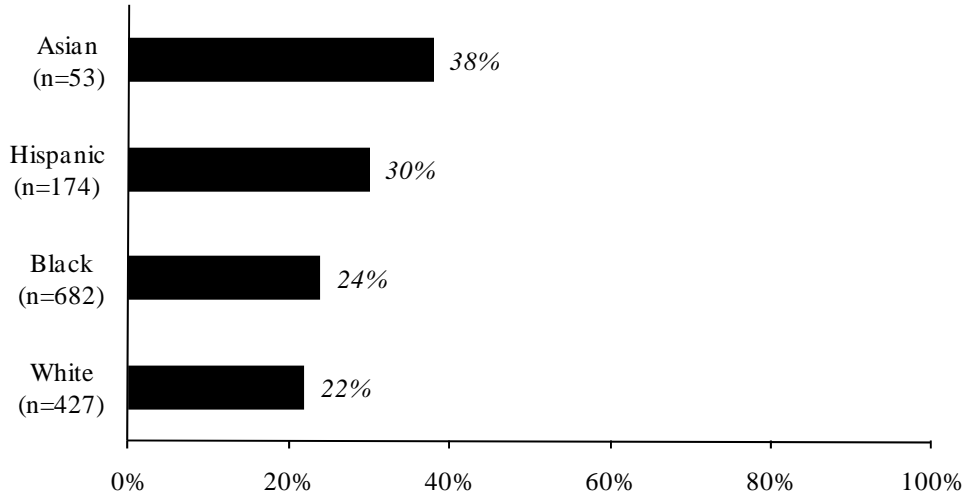
**SCSD Kindergarten Initial Sound Fluency Scores
October 2008
(n=1,356)**



Source: 2008 SCSD DIBELS Data

8. 38% of SCSD Asian kindergarten students scored “At Risk” on the Initial Sound Fluency section of the DIBELS test in October 2008.

SCSD "At Risk" Kindergarten Initial Sound Fluency Scores by Race/Ethnicity October 2008

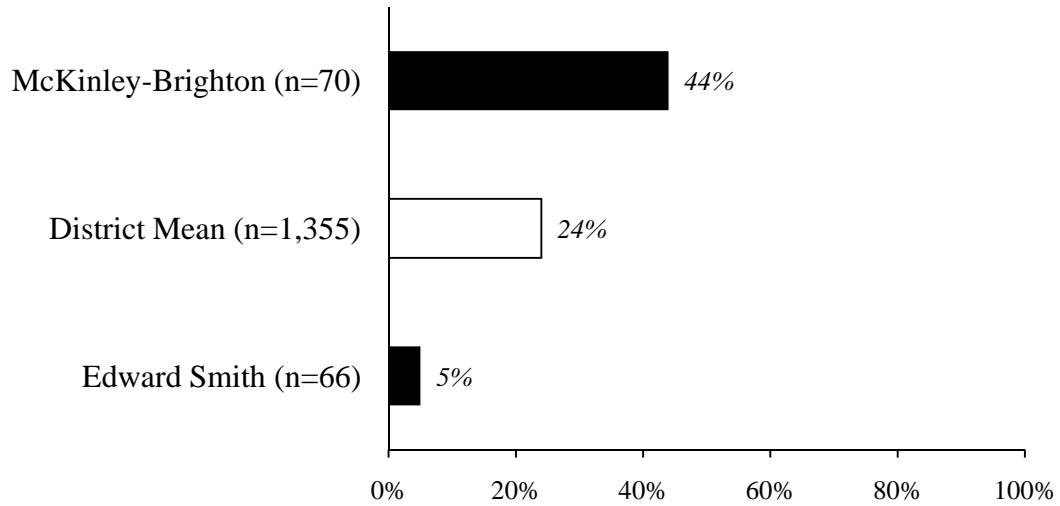


	White (n=427)	Black (n=682)	Hispanic (n=174)	Asian (n=53)
Some Risk	21%	25%	24%	17%
Low Risk	22%	24%	30%	38%

Source: 2008 SCSD DIBELS Data

9. 44% of McKinley-Brighton Elementary kindergarten students scored “At Risk” on the Initial Sound Fluency section of the DIBELS test in October 2008.

"At Risk" Students October 2008

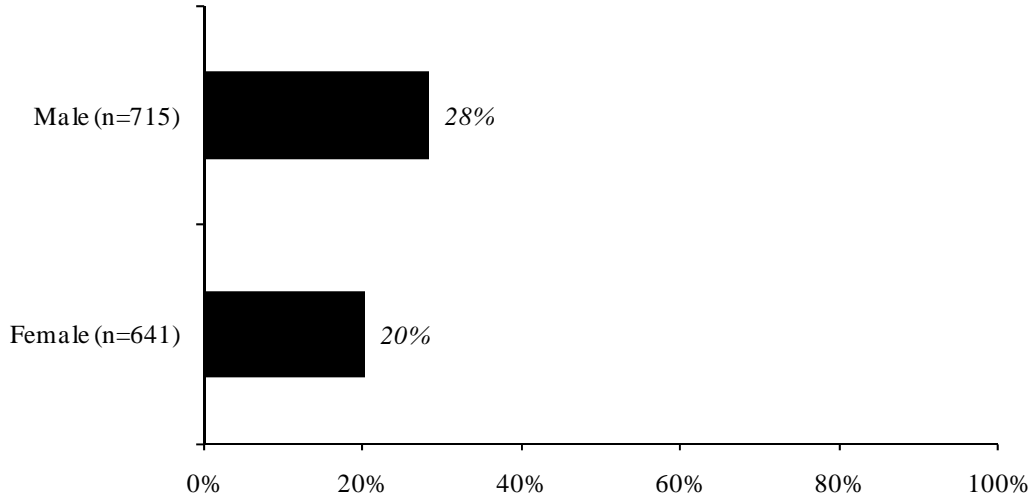


School	Count	At Risk	Some Risk	Low Risk
Bellevue Elementary School	65	28%	37%	35%
Delaware Elementary	67	21%	31%	48%
Dr. King Magnet Elementary	88	17%	20%	63%
Dr. Weeks Elementary	108	36%	19%	45%
Edward Smith Elementary	66	5%	14%	82%
Elmwood Elementary	52	31%	27%	42%
Franklin Magnet Elementary	106	25%	21%	54%
Frazer Elementary	66	20%	29%	52%
H. W. Smith Elementary	24	21%	17%	63%
Hughes Magnet Elementary	55	18%	24%	58%
Huntington Elementary	79	25%	25%	49%
Lemoyne Elementary	56	23%	30%	46%
Levy Elementary	21	14%	43%	43%
McKinley - Brighton Elementary	70	44%	26%	30%
Meachem Elementary	64	13%	14%	73%
Porter Magnet Elementary	57	16%	30%	54%
Roberts Elementary	52	13%	23%	63%
Salem Hyde Elementary	65	37%	15%	48%
Seymour Magnet Elementary	68	38%	26%	35%
Van Duyn Elementary	43	33%	21%	47%
Webster Elementary	83	20%	20%	59%

Source: 2008 SCSD DIBELS Data

10. 28% of SCSD male kindergarten students scored “At Risk” on the Initial Sound Fluency section of the DIBELS test in October 2008.

SCSD At Risk Kindergarten Initial Sound Fluency Scores by Gender October 2008



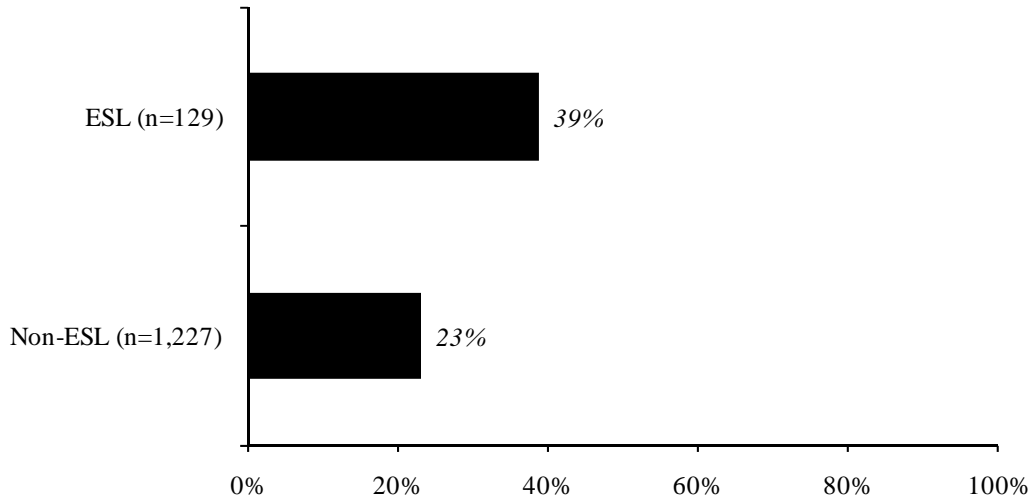
SCSD Initial Sound Fluency Scores by Gender October 2008			
	At Risk	Some Risk	Low Risk
Male (n=715)	28%	23%	48%
Female (n=641)	20%	24%	52%

SCSD Initial Sound Fluency Scores by Gender January 2009			
	Deficit	Emerging	Established
Male (n=732)	18%	45%	35%
Female (n=667)	10%	45%	45%

Source: 2008-09 SCSD DIBELS Data

11. 39% of SCSD ESL kindergarten students scored “At Risk” on the Initial Sound Fluency section of the DIBELS test in October 2008.

SCSD At Risk Kindergarten Initial Sound Fluency Scores by ESL Status October 2008

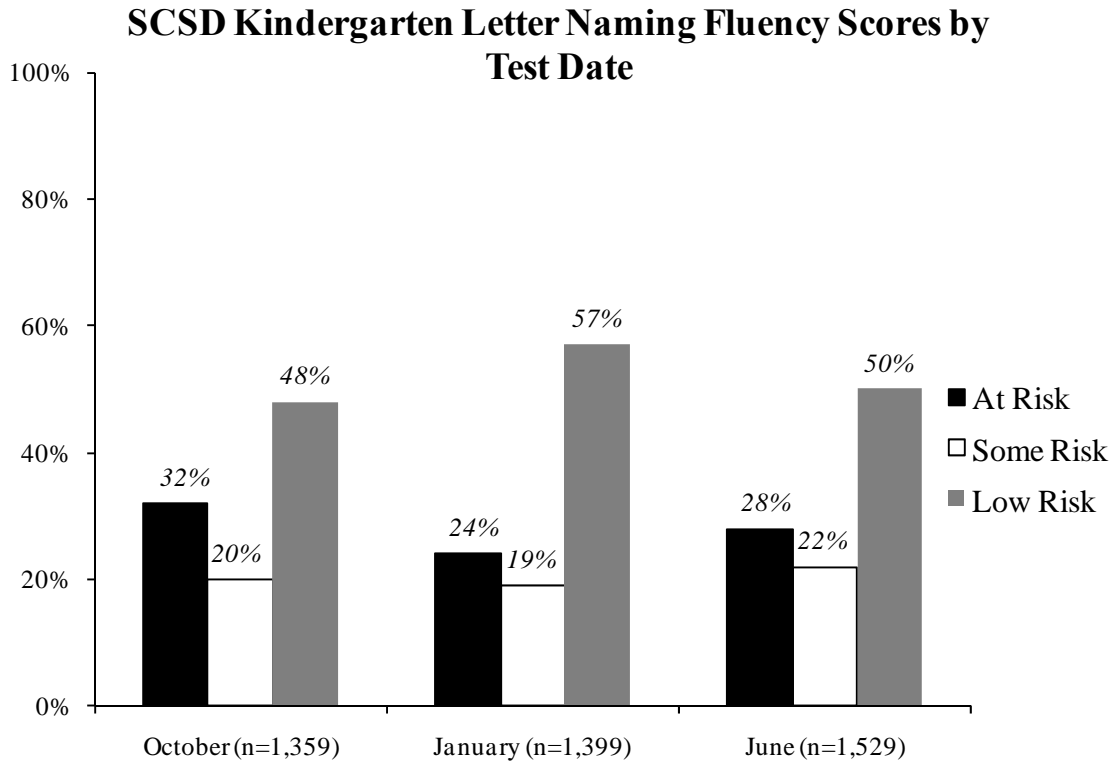


SCSD Initial Sound Fluency Scores by ESL status October 2008			
	At Risk	Some Risk	Low Risk
ESL (n=129)	39%	32%	29%
Non-ESL (n=1,227)	23%	23%	54%

SCSD Initial Sound Fluency Scores by ESL Status January 2009			
	Deficit	Emerging	Established
ESL (n=138)	25%	53%	22%
Non-ESL (n=1,261)	13%	44%	43%

Source: 2008-09 SCSD DIBELS data.

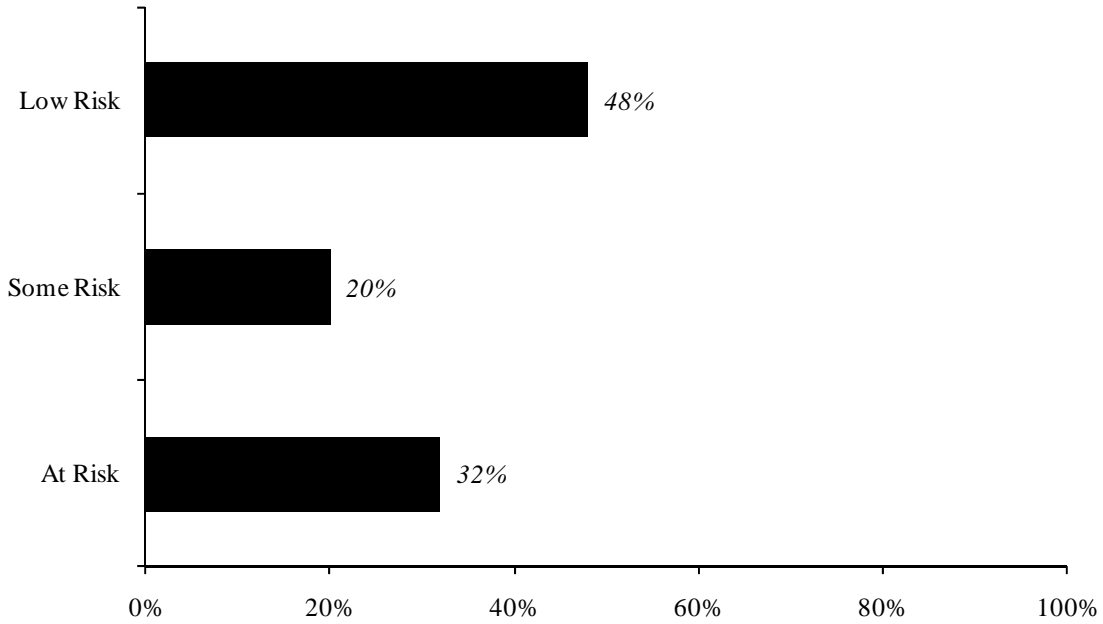
12. 28% of SCSD kindergarten students scored "At Risk" in the Letter Naming Fluency section of the DIBELS test in the June 2009 compared to 32% in October 2008.



Source: 2008-09 SCSD DIBELS data.

13. 48% of SCSD kindergarten students scored "Low Risk" in the Letter Naming Fluency of the DIBELS test in October 2008.

**SCSD Kindergarten Letter Naming Fluency Scores
October 2008
(n=1,359)**

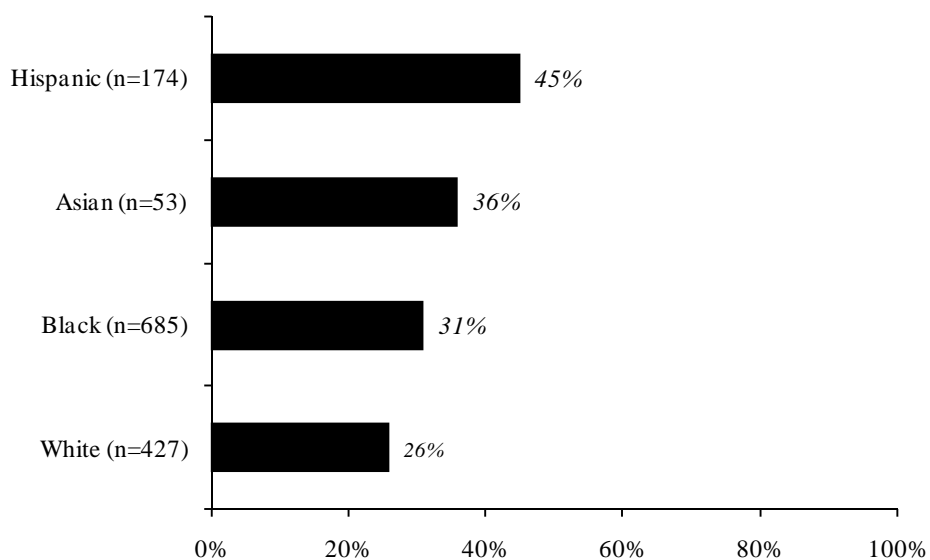


SCSD Kindergarten Letter Naming Fluency Scores			
	At Risk	Some Risk	Low Risk
January (n=1,399)	24%	19%	57%
June (n=1,529)	28%	22%	50%

Source: 2008 SCSD DIBELS data.

14. 45% of Hispanic or Latino kindergarten students in the SCSD scored "at risk" in the Letter Naming Fluency section of the DIBELS test in October 2008, the highest of the four race/ethnicity categories.

SCSD "At Risk" Kindergarten Letter Naming Fluency Scores by Race/Ethnicity October 2008

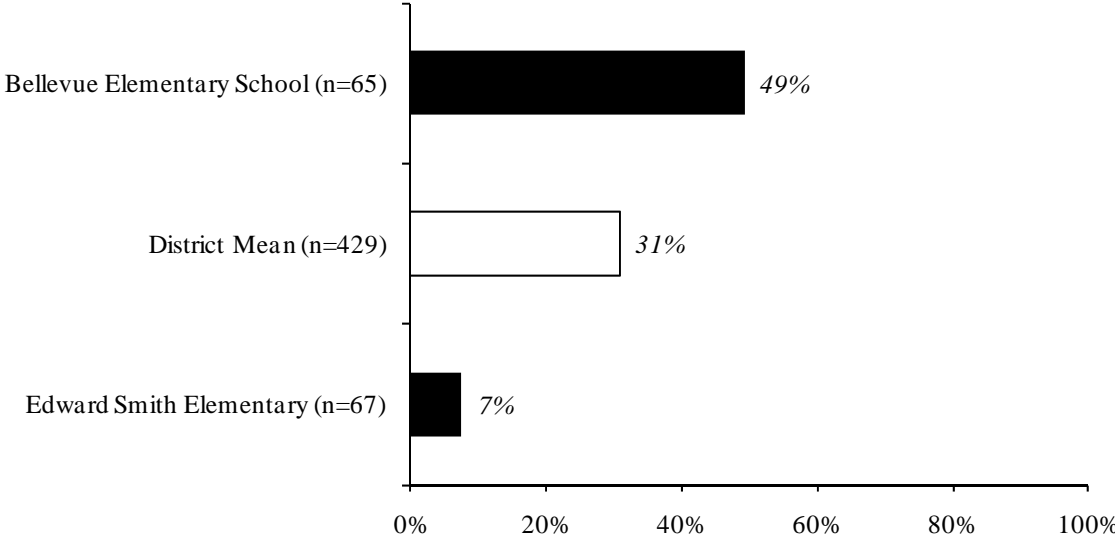


SCSD At Risk Kindergarten Letter Naming Fluency Scores by Race/Ethnicity				
	Gender	At Risk	Some Risk	Low Risk
October	Hispanic/Latino	45%	22%	33%
	Asian	36%	9%	55%
	Black	31%	21%	48%
	White	26%	20%	54%
January (n=1,399)	Hispanic/Latino	34%	19%	47%
	Asian	22%	10%	68%
	Black	22%	20%	59%
	White	25%	18%	57%
June (n=1,529)	Hispanic/Latino	44%	19%	37%
	Asian	63%	22%	15%
	Black	51%	23%	25%
	White	48%	22%	30%

Source: 2008-09 SCSD DIBELS data.

15. 49% of Bellevue Elementary kindergarten students scored "at risk" in the Letter Naming Fluency section of the DIBELS test in October 2008.

"At Risk" Students October 2008

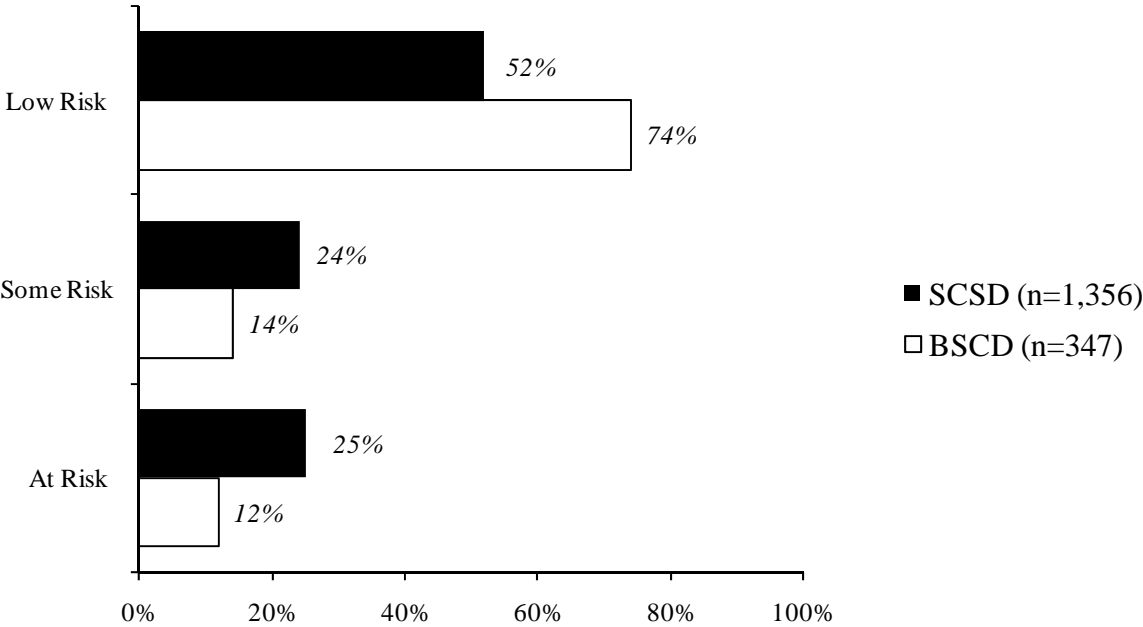


Student Scores, October 2008				
Current Building Name	At Risk	Some Risk	Low Risk	Count
Bellevue Elementary School	49%	23%	28%	65
Delaware Elementary	46%	21%	33%	67
Dr. King Magnet Elementary	32%	17%	51%	88
Dr. Weeks Elementary	29%	27%	44%	108
Edward Smith Elementary	7%	10%	82%	67
Elmwood Elementary	35%	25%	40%	52
Franklin Magnet Elementary	42%	21%	38%	106
Frazer Elementary	39%	23%	38%	66
H. W. Smith Elementary	8%	4%	88%	24
Hughes Magnet Elementary	31%	27%	42%	55
Huntington Elementary	24%	20%	56%	79
Lemoyne Elementary	23%	25%	52%	56
Levy Elementary	43%	29%	29%	21
McKinley - Brighton Elementary	43%	19%	39%	70
Meachem Elementary	14%	14%	72%	64
Porter Magnet Elementary	37%	9%	54%	57
Roberts Elementary	15%	30%	55%	53
Salem Hyde Elementary	15%	29%	55%	65
Seymour Magnet Elementary	47%	16%	37%	68
Van Duyn Elementary	32%	23%	45%	44
Webster Elementary	36%	16%	48%	83

Source: 2008 SCSD DIBELS data.

16. 74% of BSCD kindergarten students scored “Low Risk” on the Initial Sound Fluency section of the DIBELS test in October 2008 compared to 52% of SCSD kindergarten students.

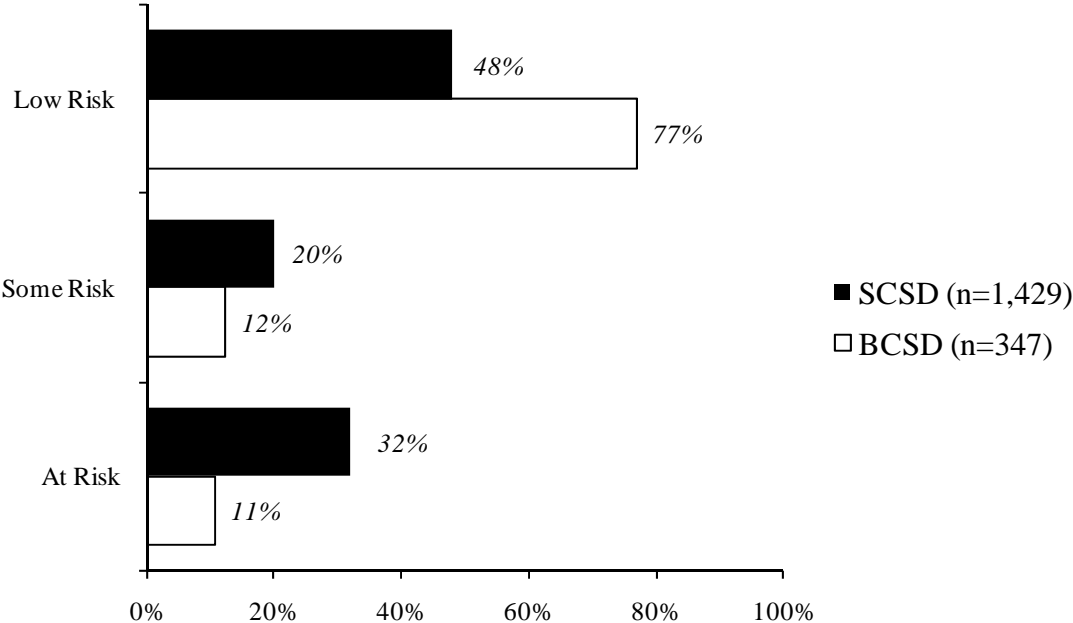
**SCSD/BSCD Kindergarten Initial Sound Fluency Scores
October 2008**



Source: 2008 SCSD and BCSD DIBELS Data

17. 77% of BCSD kindergarteners scored “Low Risk” on the Letter Naming Fluency section of the DIBELS test compared to 48% of SCSD kindergarteners.

SCSD/BCSD Kindergarten Letter Naming Fluency Scores



Source: 2008 SCSD and BCSD DIBELS Data

INDICATOR 3: PERCENT OF K-12 STUDENTS MEETING PROFICIENCY STANDARDS ON ENGLISH LANGUAGE ARTS ASSESSMENT

Methods

Data Collection

The data used for these findings were compiled by the New York State Department of Education (NYSED). The data were originally submitted by Onondaga County school districts to the SED.

Data Quality

The data were collected by the NYSED, and are assumed to be accurate and complete.

Data Analysis

The data obtained from the NYSED is open to the public on the NYStart website. The Web site contained data for Onondaga County including the SCSD and other schools in Onondaga County. In this report, the countywide data are aggregated and the SCSD are disaggregated by quadrants, in some cases.

Data Presentation

Data are presented for Onondaga County, the SCSD and by SCSD quadrants. The district is split into four quadrants by geographic location. A list of the schools by quadrant can be found in Appendix XII. A student is said to be meeting proficiency standards if they scored a “3” or “4” on the New York State English Language Arts Assessment (ELA)

The ELA is given to students in grades three through eight. It is not given to high school students. The NYSED requires a Regents examination in Comprehensive English each year to grade 11 students. This exam can be used as measure of proficiency in English Language Arts for high school students.

Definition of Levels

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.

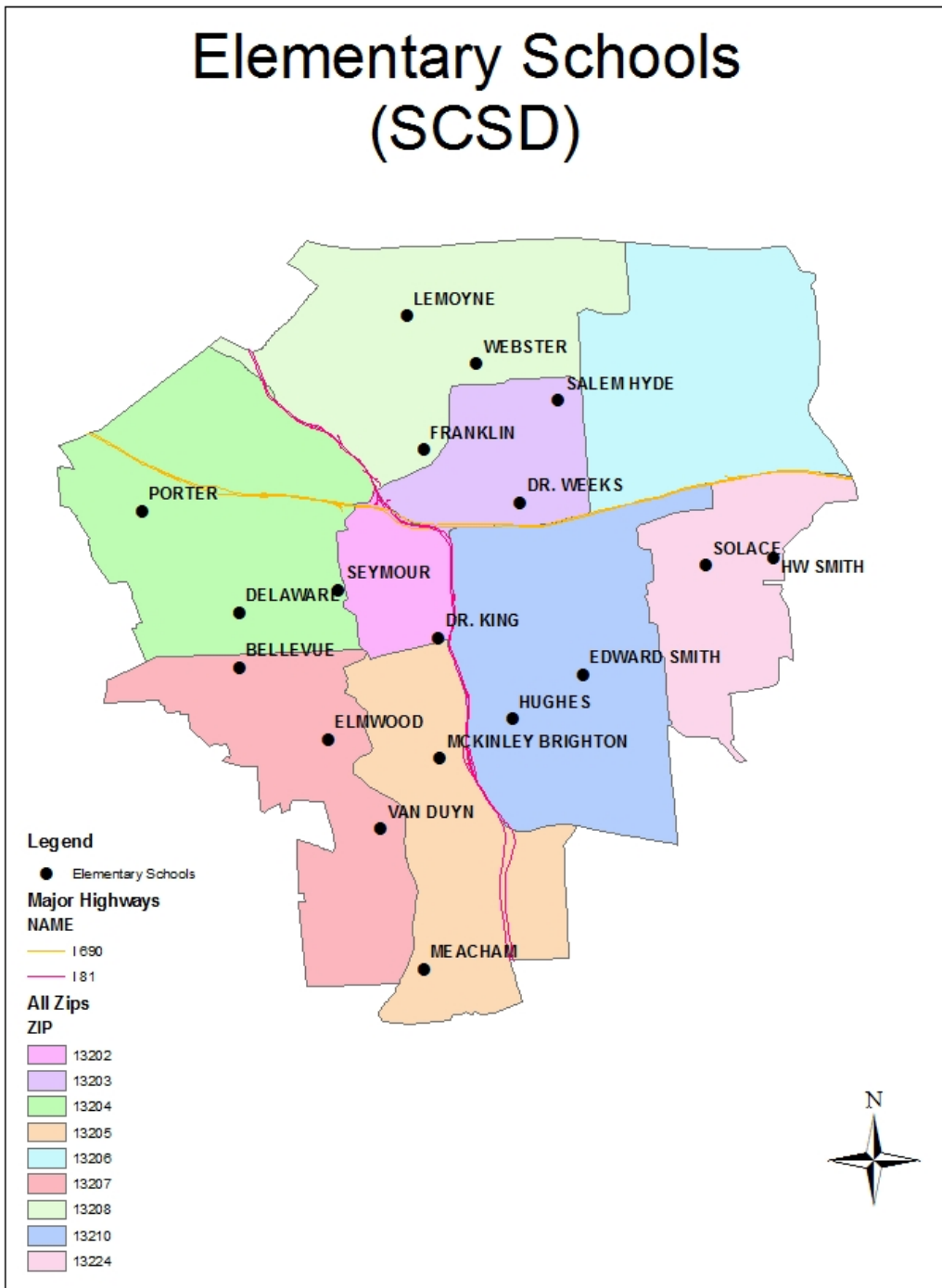
Level 3: Meeting Learning Standards

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.

Elementary Schools (SCSD)



Source: Map-Home Headquarters, Data-SUNY ESF Geological Department

Grade 3 Students Meeting Proficiency Standards on the 2007-08 ELA Assessment

	SCSD	Total Tested	Quadrant 1	Total Tested	Quadrant 2	Total Tested	Quadrant 3	Total Tested	Quadrant 4	Total Tested
All students	43%	1574	49%	257	46%	371	40%	399	43%	542
Black or African American	38%	870	37%	151	32%	276	38%	151	33%	250
White	53%	454	75%	64	46%	69	42%	86	51%	299
Hispanic	37%	172	s	s	ND	ND	29%	92	24%	37
Economically Disadvantaged	39%	1316	42%	139	37%	304	43%	241	38%	442
Students with disabilities	17%	390	20%	54	17%	106	12%	105	20%	115
Female	46%	752	56%	126	51%	185	41%	188	42%	251
Male	42%	822	43%	131	41%	186	39%	211	44%	291
Limited English Proficient	24%	161	24%	38	ND	ND	26%	80	18%	34

Source: New York State Department of Education, 2007-2008

Comment:

Meeting proficiency standards defined as scoring a “3” or “4” on the ELA assessment

s - Student confidentiality/suppressed data: To ensure student confidentiality, the NYS Department of Education does not publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students

ND - No data available

Quadrant 1: White does not include Solace Elementary, Disabilities does not include Solace Elementary, Black does not include Solace Elementary,

Economically disadvantaged does not include Hughes Elementary, Limited English Proficient only includes HW Smith

Quadrant 2: Economically disadvantaged does not include Elmwood Elementary, Black or African American does not include Dr. King, White does not include Elmwood, Dr. King, McKinley-Brighton,

Quadrant 3: Economically disadvantaged does not include Delaware or Seymour, Limited English proficient does not include Bellevue or Porter, Black or African American does not include Seymour, White does not include Seymour, Hispanic does not include Bellevue, Frazer, Porter

Quadrant 4: Hispanic or Latino does not include LeMoyne, Salem Hyde, and Webster

SCSD Students Meeting Proficiency Standards on 2007-08 ELA Assessment.

	Grade 3	Total Tested	Grade 4	Total Tested	Grade 5	Total Tested	Grade 6	Total Tested	Grade 7	Total Tested	Grade 8	Total Tested
All students SCSD	43%	1574	45%	1435	53%	1440	41%	1430	41%	1482	1479	31%
Asian or Pacific Islander	74%	54	66%	47	60%	37	70%	36	56%	32	56%	34
American Indian or Alaska Native	67%	24	37%	19	45%	20	44%	16	41%	22	53%	19
Black or African American	38%	870	40%	786	47%	793	35%	786	36%	824	25%	845
White	53%	454	57%	415	63%	438	54%	445	52%	439	43%	407
Hispanic	37%	172	37%	168	47%	152	24%	147	27%	165	24%	174
Economically Disadvantaged	39%	1316	39%	1146	48%	1171	36%	1158	36%	1168	25%	1143
Students with disabilities	17%	390	15%	362	24%	339	12%	337	15%	386	10%	354
Female	46%	752	47%	747	55%	718	47%	704	48%	746	37%	754
Male	42%	822	42%	688	49%	727	35%	726	34%	736	25%	725
Limited English Proficient	24%	161	16%	119	15%	106	4%	91	7%	70	3%	

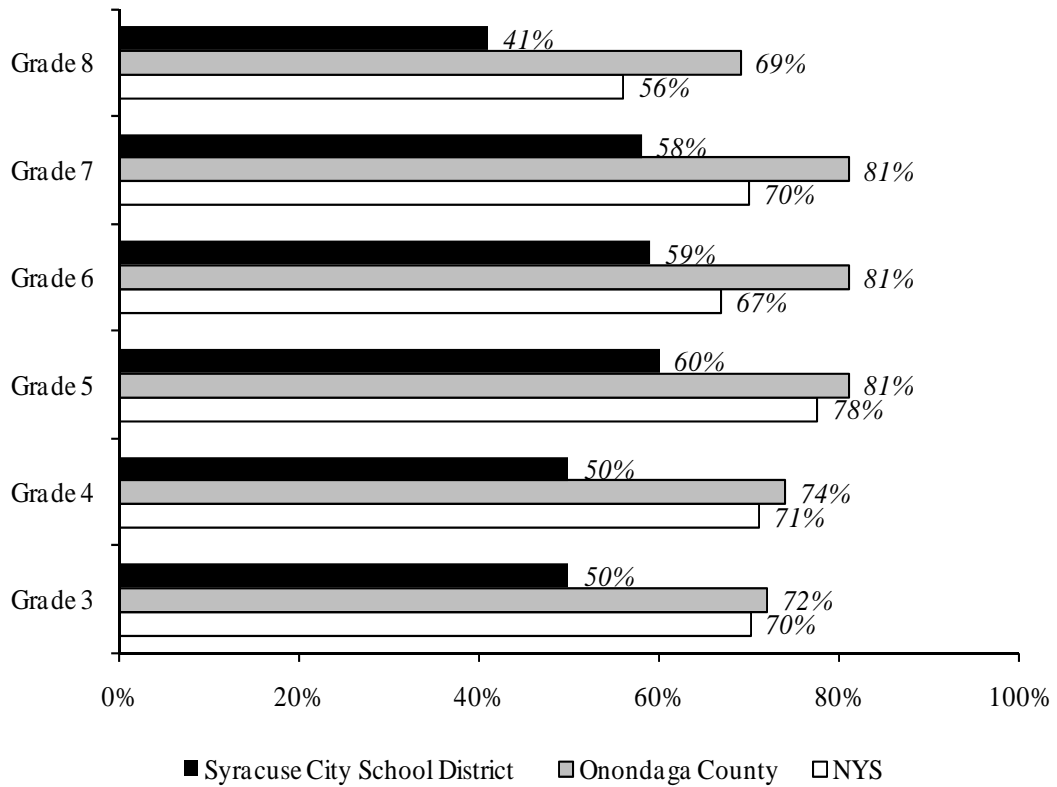
Source: New York State Department of Education, 2007-2008

Comment: Meeting proficiency standards defined as scoring a “3” or “4” on the ELA assessment

SCHOOL	Number of students	Percent black	Percent white	Percent Hispanic	Percent free/reduced lunch	Percent Limited English proficient
QUADRANT 1						
Ed Smith K-8	682	48%	45%	3%	44%	10%
H.W. Smith k-8	706	61%	27%	4%	94%	12%
Hughes	423	83%	10%	6%	80%	11%
Solace	157	80%	11%	6%	69%	0%
QUADRANT 2						
Elmwood	328	85%	12%	3%	87%	6%
Roberts K-8	639	58%	35%	5%	61%	0%
Dr. King	466	96%	2%	2%	88%	1%
McKinley Brighton	433	87%	6%	6%	89%	1%
Meachem	371	62%	28%	5%	68%	0%
Van Duyn	351	81%	12%	5%	84%	0%
QUADRANT 3						
Bellevue	374	61%	26%	10%	88	0%
Blodgett	522	48%	14%	37%	94	11%
Delaware	481	30%	13%	55%	96	41%
Frazer K-8	801	36%	28%	9%	96	11%
Porter	527	30%	57%	7	83	7%
Seymour	379	34%	9%	54	95	37%
QUADRANT 4						
Dr. Weeks	684	59%	29%	11%	76%	15%
Franklin	756	44%	38%	11%	91%	12%
Huntington	878	36%	57%	5%	65%	0%
LeMoyne	355	41%	50%	4%	78%	0%
Salem Hyde	452	33%	56%	6%	52%	0%
Webster	481	29%	63%	6%	79%	0%

1. Percent of SCSD students in grades 3-8 who met ELA proficiency standards is lower than the county and state for each grade level in the 2007-08 academic year.

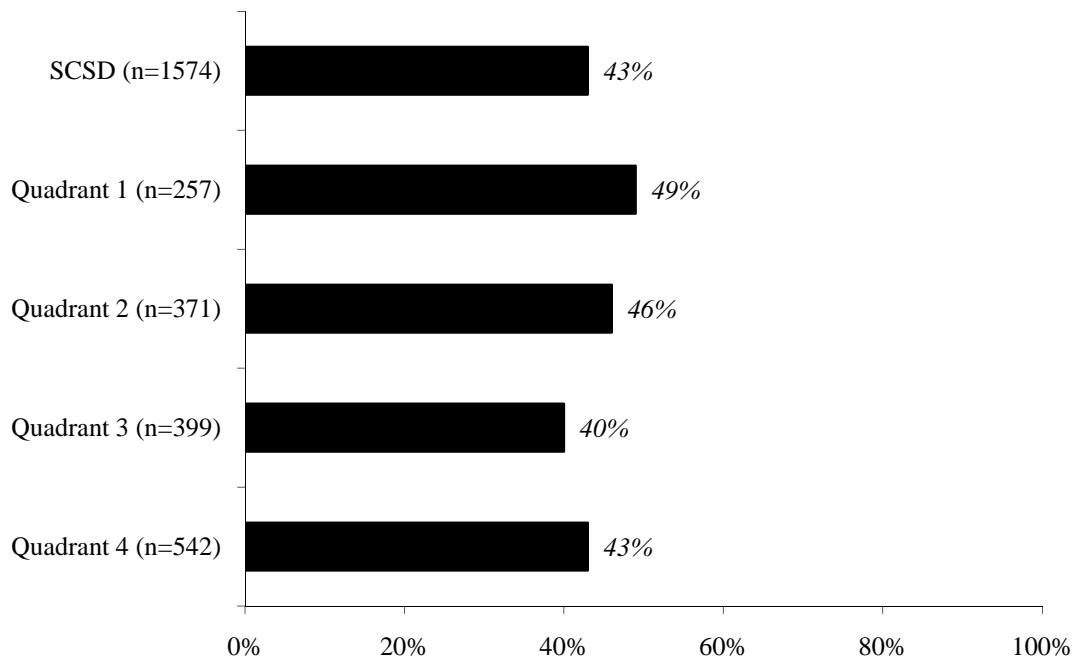
Students Meeting ELA Proficiency Standards



Source: New York State Department of Education

2. 49% of 2007-08 grade 3 students in Quadrant 1 met ELA proficiency standards.

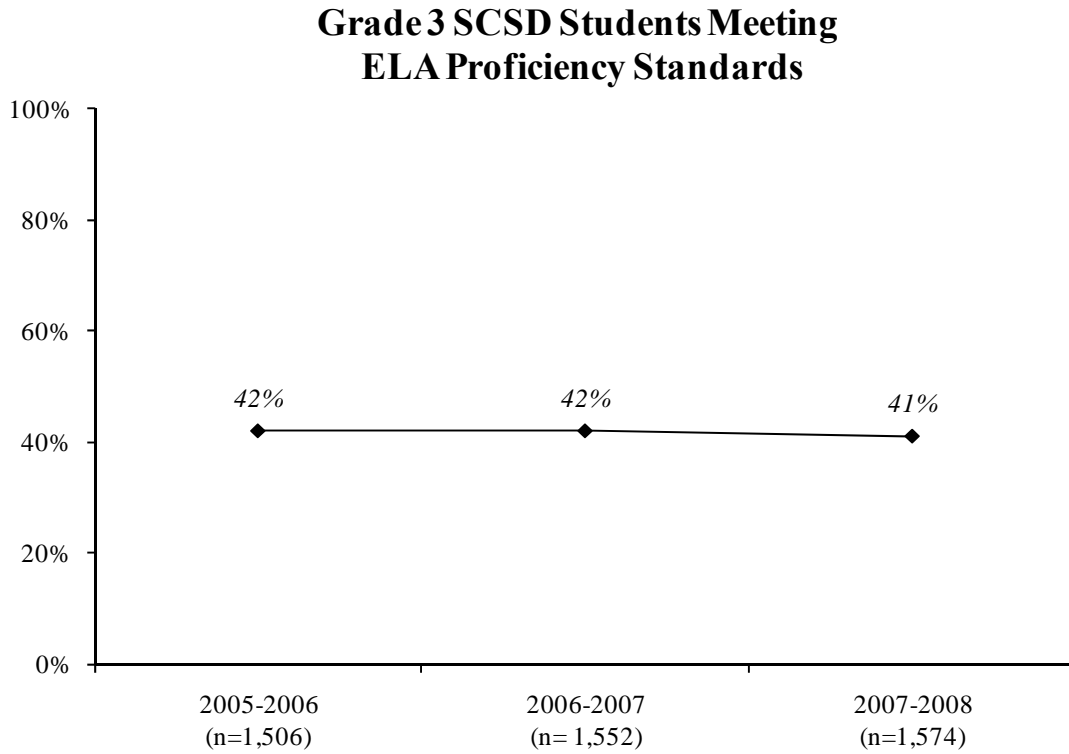
Grade 3 Students Meeting ELA Proficiency Standards



Source: New York State Department of Education

Comment: Meeting proficiency standards defined as scoring a “3” or “4” on ELA assessment. See page 72 for definition of levels.

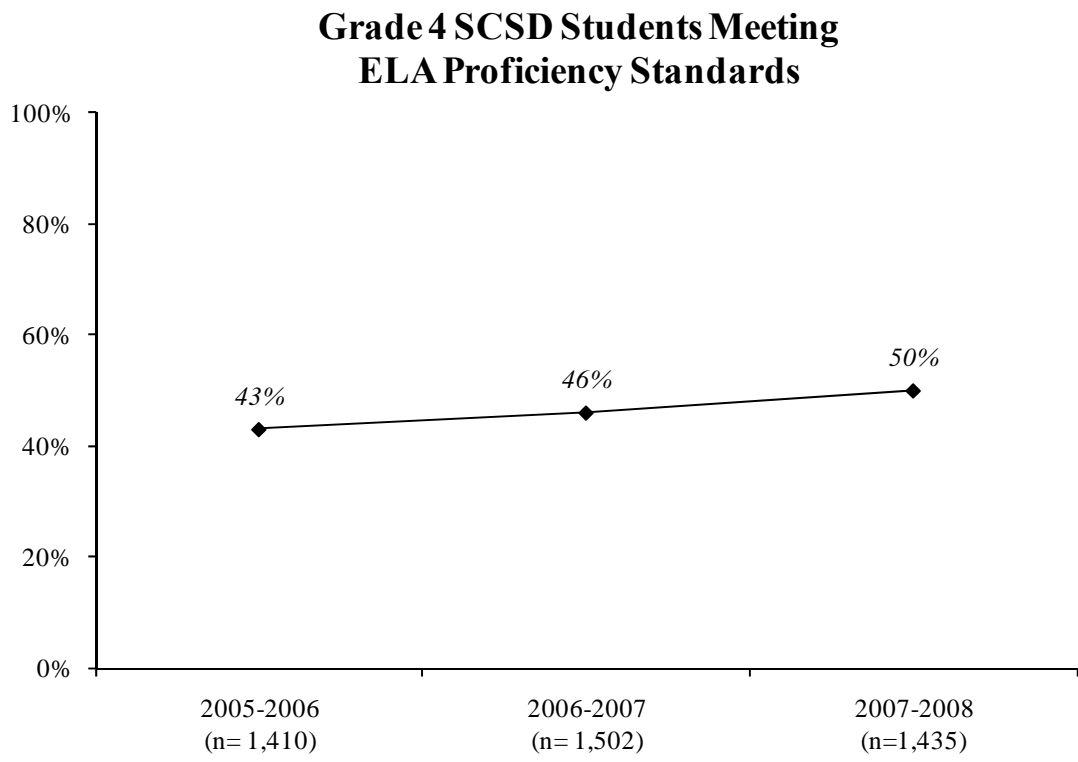
3. 41% of SCSD grade 3 students met ELA proficiency standards in the 2007-08 academic year.



Source: New York State Department of Education

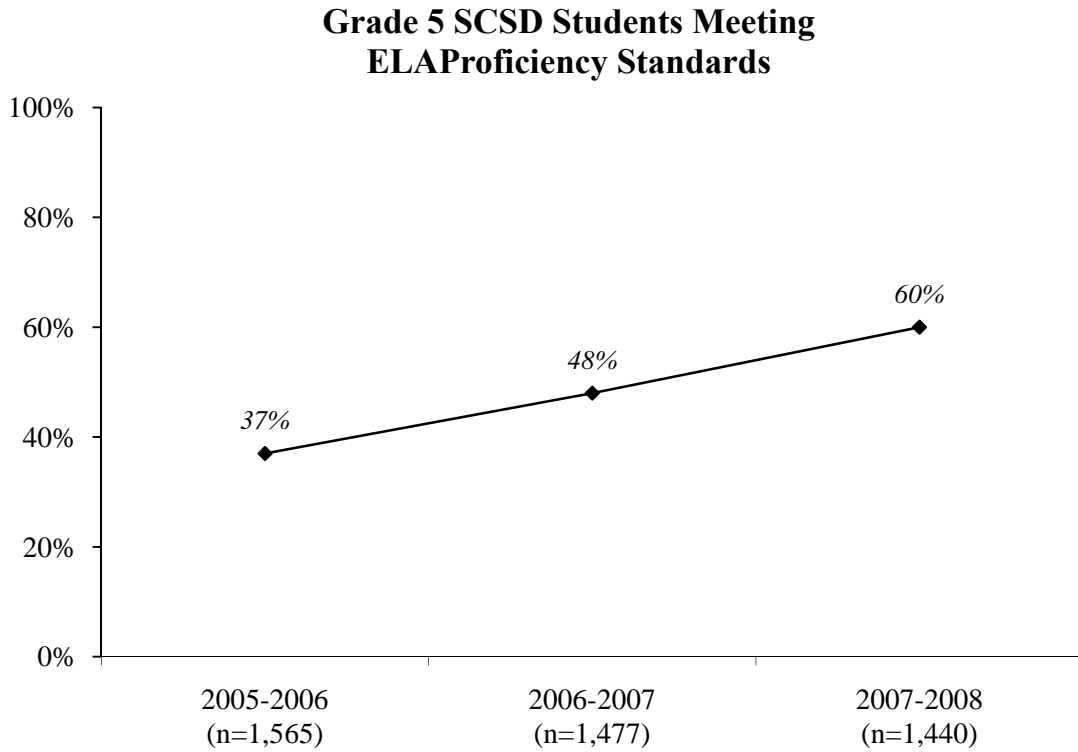
Comment: Meeting proficiency standards defined as scoring a “3” or “4” on ELA assessment. See page 72 for definition of levels.

4. 50% of SCSD grade 4 students met ELA proficiency standards in the 2007-08 academic year.



Source: New York State Department of Education

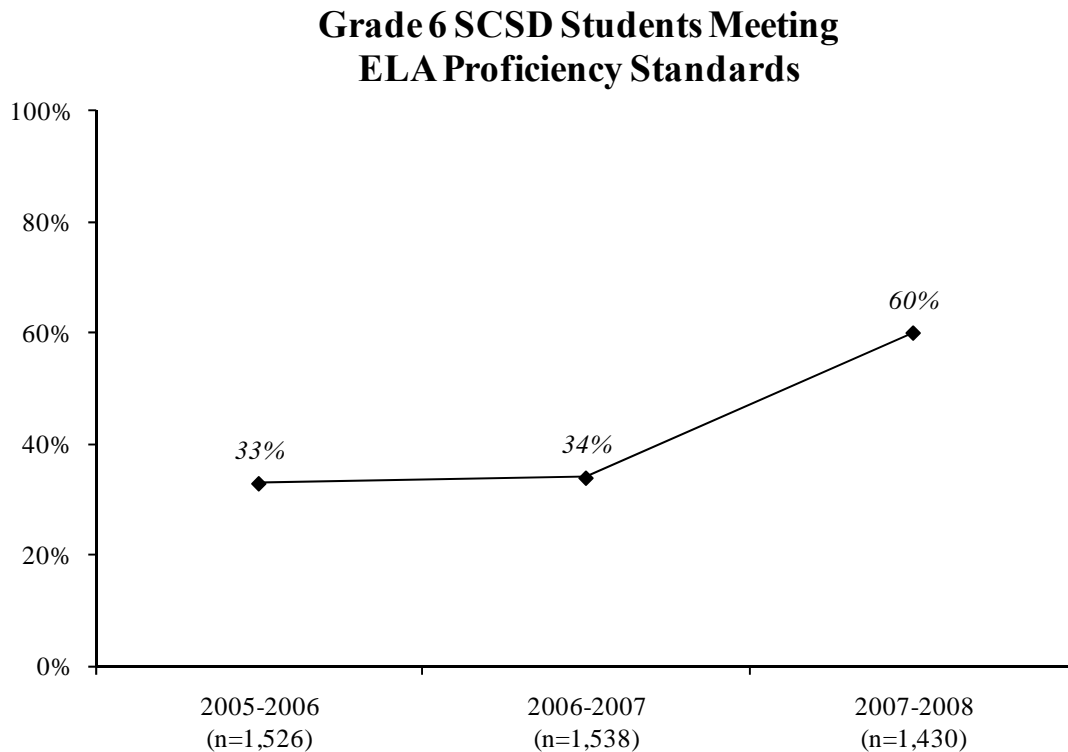
5. 60% of SCSD grade 5 students met ELA proficiency standards in the 2007-08 academic year.



Source: New York State Department of Education

Comment: Meeting proficiency standards defined as scoring a “3” or “4” on ELA assessment. See page 72 for definition of levels.

6. 60% of SCSD grade 6 students met ELA proficiency standards in the 2007-08 academic year.

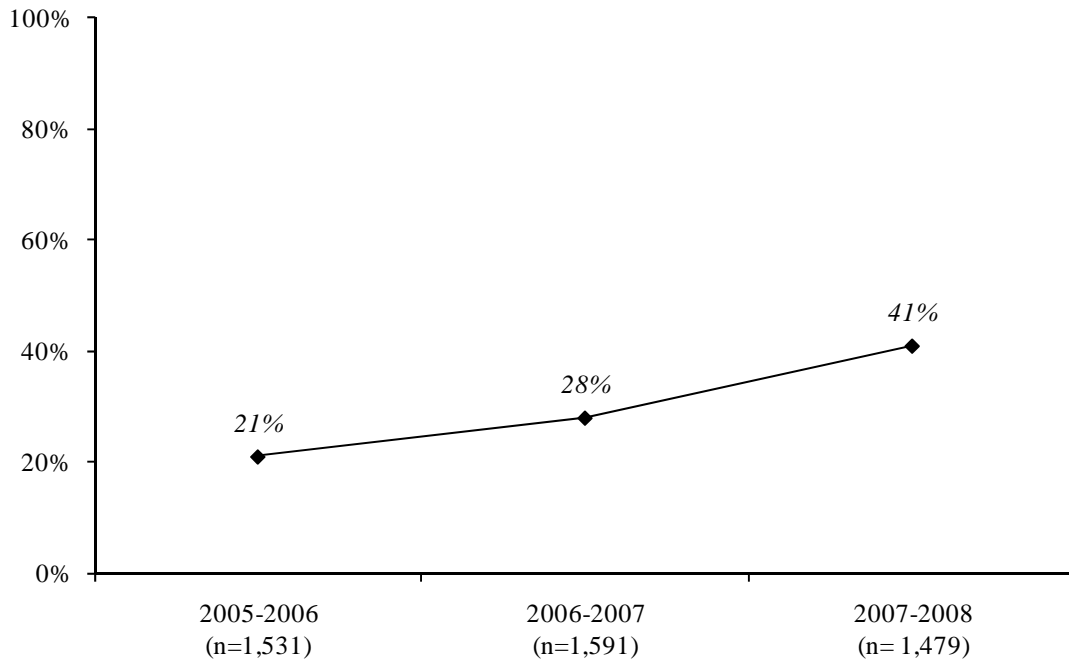


Source: New York State Department of Education

Comment: Meeting proficiency standards defined as scoring a “3” or “4” on ELA assessment. See page 72 for definition of levels.

7. 41% of SCSD grade 8 students met ELA proficiency standards in the 2007-08 academic year.

Grade 8 SCSD Students Meeting ELA Proficiency Standards



Source: New York State Department of Education

Comment: Meeting proficiency standards defined as scoring a “3” or “4” on ELA assessment. See page 72 for definition of levels.

New York State Comprehensive English Regents Examination

Student Group	2003 Cohort Count	Percent Proficient	2004 Cohort Count	Percent Proficient
All students	1507	50%	1420	50%
Female	788	53%	703	59%
Male	719	47%	717	50%
American Indian or Alaska Native	13	62%	20	65%
Black	746	45%	708	47%
Hispanic	143	34%	129	44%
Asian or Native Hawaiian/Other Pacific Islander	32	66%	36	75%
White	573	60%	527	66%
General-Education Students	1202	56%	1129	62%
Students with Disabilities	305	26%	291	26%
English-Proficient	1458	52%	1390	55%
Limited English Proficient	49	10%	30	33%
Economically Disadvantaged	595	58%	556	58%
Not Disadvantaged	912	45%	864	52%

Source: New York State Department of Education, 2007-08

INDICATOR 4: PERCENT OF YOUTH GRADUATING FROM HIGH SCHOOL.

Methods

Data Collection

The data for this report were obtained from the New York State Education Department's NYSTART data reporting portal. All data are sourced from annual reports on graduation rates in New York State, and contain the percentage of students obtaining both local and Regents diplomas for graduation.

Data Quality

The data were collected by the NYSED, and are assumed to be accurate and complete.

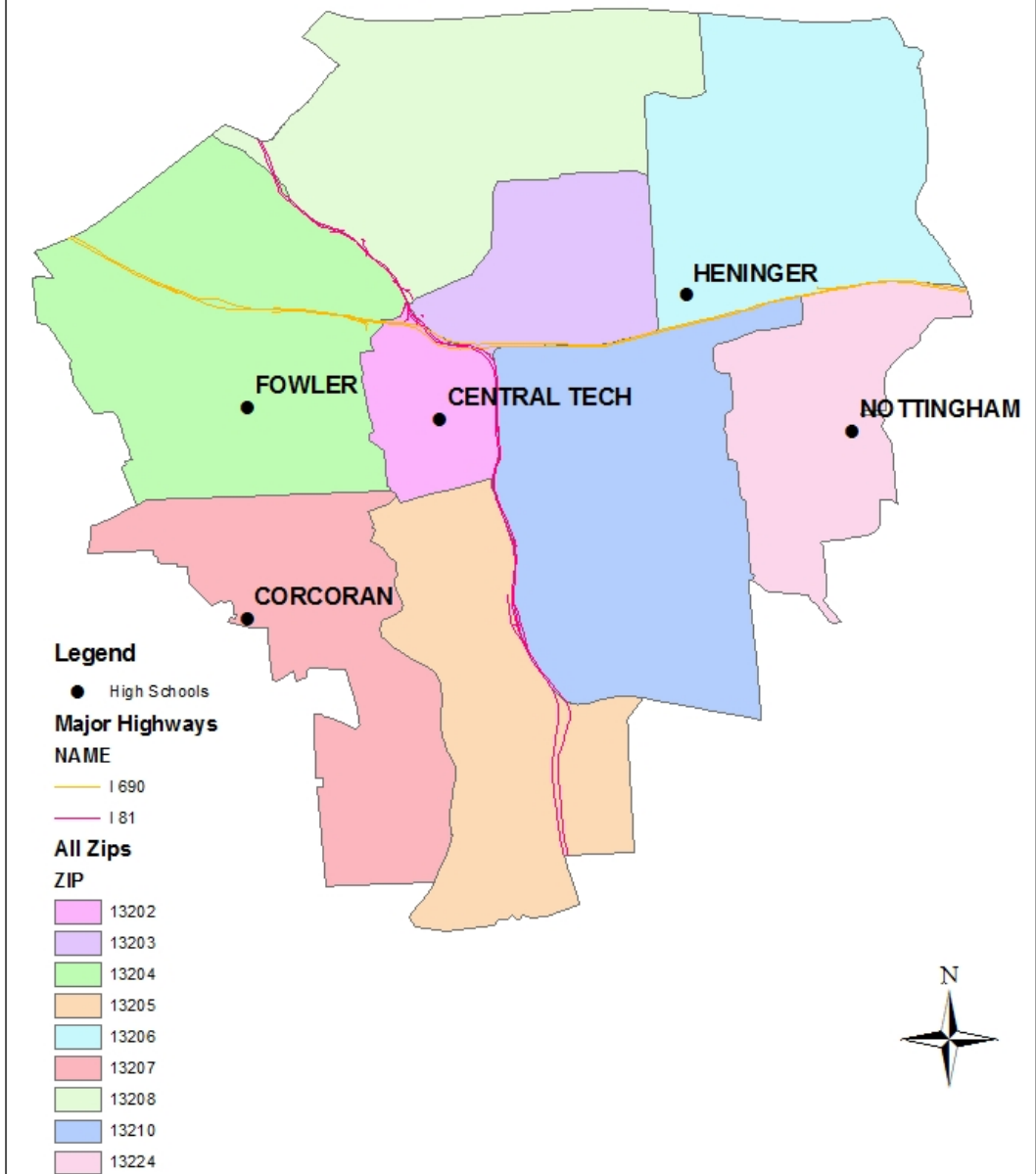
Data Presentation

The data are presented at the school, cohort, and district levels. School-to-school comparisons, tables containing mean performances for variables, and the progress of graduation cohorts over multiple years are the focal point of this indicator. The data are presented as a percent of a group or school, i.e., "45% of black students at Henninger graduated in four years."

Data cannot be compared for all years because some cohort graduation years are measured in August only, June only, or both June and August. Years 1998 and 1999 are measured only in Aug, while 2002 and 2003 are measured in June, and 2004 is measured in both months. Graduation rates in August are significantly higher than graduation rates in June. August to June data cannot be compared because cohorts measured only in August would be better.

By examining the performance of different groups, the Literacy Coalition may gain insight into factors impacting academic performance. The goal of this indicator is to establish which students continually fail to graduate, and compare their performance to their peers at the county, state, and national levels.

High Schools (SCSD)



Source: Map-Home Headquarters, Data-SUNY ESF Geological Department

1. 26% of Hispanic students from Nottingham High School in the 2004 cohort graduated in four years.

	1998 Cohort (August 2002)	n	2004 Cohort (August 2008)	n
Corcoran Mean	63%	267	57%	339
White	70%	145	73%	95
Black	56%	117	52%	216
Hispanic	s	2	41%	22
Asian/Pacific Islander	s	3	s	3
American Indian/Alaskan Native	-	0	s	3
Small Group Subtotals	s	5	s	6
Fowler Mean	53%	182	41%	321
White	62%	99	43%	109
Black	44%	57	40%	128
Hispanic	35%	20	32%	68
Asian/Pacific Islander	s	5	s	13
American Indian/Alaskan Native	s	1	s	3
Small Group Subtotals	s	6	s	16
Henninger Mean	61%	289	57%	464
White	65%	183	60%	242
Black	54%	101	51%	189
Hispanic	s	3	57%	21
Asian/Pacific Islander	s	2	100%	7
American Indian/Alaskan Native	-	0	80%	5
Small Group Subtotals	s	5	-	0
Nottingham Mean	65%	212	56%	347
White	70%	105	67%	115
Black	66%	92	55%	190
Hispanic	20%	5	26%	31
Asian/Pacific Islander	20%	10	s	9
American Indian/Alaskan Native	-	0	s	2
Small Group Subtotals	-	0	s	11

Source: <http://www.emsc.nysed.gov/repcrd2000/home.html>
<http://www.emsc.nysed.gov/irts/cohort/2009/200708TotalCohort-School-RaceEthnicity.pdf>

Comments: The Institute of Technology at Syracuse Central is absent from the data because the first cohort will not graduate until 2011.

Omitted from the graph is Multiracial because there are no students in this race category in the 1998 or 2004 cohort.

The letter “s” indicates Student Confidentiality/Suppressed Data: To ensure student confidentiality, the department does not publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students.

The “-” indicates that there were no students in this population.

NA indicates that the data are Not Available.

2. 29% of Fowler students with disabilities in the 2004 cohort graduated in four years, the lowest rate of the four SCSD high schools that year.

High School Graduation Rate for Syracuse City School District by Disability Status and English Proficiency

	1998 Cohort (August 2002)	n	1999 Cohort (August 2003)	n	2004 Cohort (August 2008)	n	2002 Cohort (June 2006)	n	2003 Cohort (June 2007)	n	2004 Cohort (June 2008)	n
Corcoran	63%	267	67%	282	60%	339	53%	368	56%	331	54%	339
Students with Disabilities	16%	45	42%	48	40%	60	44%	70	45%	73	37%	60
Limited English Proficiency	-	0	-	0	NA		NA		NA		NA	
Fowler	53%	182	52%	177	41%	321	38%	351	40%	327	36%	321
Students with Disabilities	15%	27	35%	40	31%	75	30%	98	25%	64	29%	75
Limited English Proficiency	63%	8	50%	6	NA		NA		NA		NA	
Henninger	61%	289	70%	329	57%	464	55%	412	53%	413	52%	464
Students with Disabilities	16%	44	62%	50	38%	75	42%	98	33%	64	36%	75
Limited English Proficiency	s	1	-	0	NA		NA		NA		NA	
Nottingham	65%	212	66%	282	56%	347	50%	313	51%	296	52%	347
Students with Disabilities	12%	25	27%	52	38%	64	37%	71	29%	55	34%	64
Limited English Proficiency	40%	20	50%	22	NA		NA		NA		NA	

Source: <http://www.emsc.nysed.gov/irts/cohort/2009/200708TotalCohort-School-Disability.pdf>

Comments:

- The Institute of Technology at Syracuse Central is absent because the first cohort will not graduate until 2011.
- The letter “s” indicates Student Confidentiality/Suppressed Data: To ensure student confidentiality, the department does not publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students.
- The “-” indicates there were no students in this population.
- NA indicates the data are Not Available.

3. 29% of male students in the 2004 cohort at Fowler did not graduate high school in four years, the lowest of the four SCSD high schools.

High School Graduation Rate for Syracuse City School District by Gender

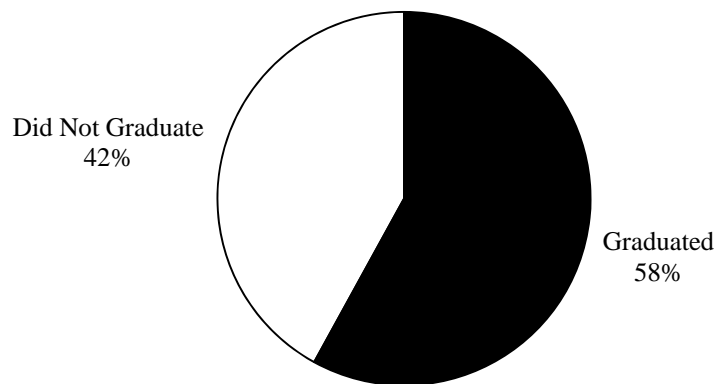
	1998 Cohort (August 2002)	n	1999 Cohort (August 2003)	n	2004 Cohort (August 2008)	n	2002 Cohort (June 2006)	n	2003 Cohort (June 2007)	n	2004 Cohort (June 2008)	n
Corcoran Total	63%	267	67%	282	60%	339	53%	368	56%	331	54%	339
Male	58%	132	59%	131	52%	162	45%	186	47%	168	49%	162
Female	68%	135	74%	151	62%	177	56%	182	60%	163	53%	177
Fowler Total	53%	182	52%	177	41%	321	38%	351	40%	327	36%	321
Male	46%	78	47%	77	41%	153	37%	153	38%	159	29%	157
Female	59%	104	56%	100	42%	168	36%	168	42%	168	45%	194
Henninger Total	61%	289	70%	329	57%	464	55%	412	53%	413	52%	464
Male	53%	128	53%	155	55%	221	51%	190	52%	194	49%	221
Female	68%	161	68%	174	59%	243	58%	222	54%	219	54%	243
Nottingham Total	65%	212	66%	282	56%	347	50%	313	51%	296	52%	347
Male	55%	105	55%	125	55%	161	50%	148	46%	159	51%	161
Female	74%	107	75%	157	56%	186	50%	165	58%	137	52%	186

Source: <http://www.emsc.nysed.gov/irts/cohort/2009/200708TotalCohort-School-Gender.pdf>

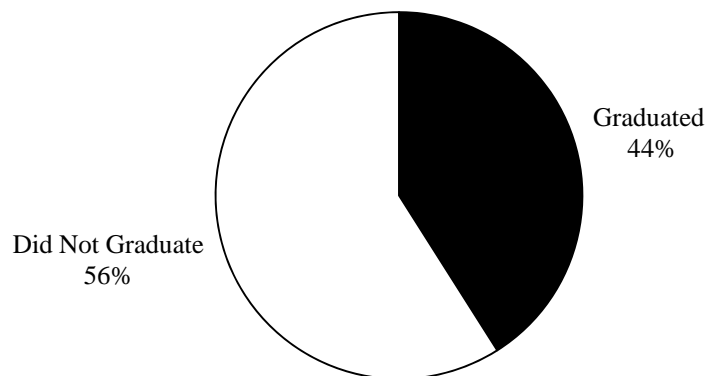
Comment: The Institute of Technology at Syracuse Central is absent from the data because the first cohort will not graduate until 2011.

4. 56% of SCSD students in the 2004 cohort who are not economically disadvantaged graduated from high school after four years.

**Economically Disadvantaged Graduation Rate in the
2004 SCSD Cohort (June)
(n=595)**



**Not Economically Disadvantaged Graduation Rate
in the 2004 SCSD Cohort (June)
(n=911)**



Source: <http://www.emsc.nysed.gov/irts/cohort/2009/200708TotalCohort-School-EconStatus.pdf>

Comments:

- The Institute of Technology at Syracuse Central is absent from the data because the first cohort will not graduate until 2011.
- A plausible explanation of why those who are economically disadvantaged excelled over those who are not can be viewed in the next table.
- See Appendix XVIII for the definition of economically disadvantaged.

Economically Disadvantaged Schools, Feeder Schools Compared to High Schools

School	2008 Estimated % Economically Disadvantaged Students	Zip Code
Corcoran High School	51-60%	13207
Clary Middle School	71-80%	13205
Danforth Middle School	81-90%	13205
Roberts Middle School	61-70%	13207
Fowler High School	71-80%	13204
Bellevue Middle School Academy	81-90%	13207
Blodgett Middle School	91-100%	13204
Frazer Middle School	81-90%	13204
Henninger High School	51-60%	13206
Grant Middle School	71-80%	13208
Huntington Middle School	61-70%	13206
Lincoln Middle School	71-80%	13203
Nottingham High School	51-60%	13224
Levy Middle School	61-70%	13204

Source: [http://partnership.syr.edu/Partnership/display.cfm?content_ID=%23\(I%3B-%0A](http://partnership.syr.edu/Partnership/display.cfm?content_ID=%23(I%3B-%0A)
<https://www.nystart.gov/publicweb/County.do?year=2008&county=ONONDAGA>

Comments:

- The Institute of Technology at Syracuse Central is absent from the data because the first cohort will not graduate until 2011.
- By looking at the middle schools which are feeder schools to each high school, the percentage of those who are economically disadvantaged is higher than in the respective high schools. SCSD Director of High Schools Brian Nolan says administrators believe that many of the students who are economically disadvantaged opt not to apply for free or reduced lunches once they reach high school. (Personal Communication) Students are not listed as economically disadvantaged if they do not receive the luncheon subsidy.
- See Appendix XVIII for definition of “Economically Disadvantaged”

5. 63% of economically disadvantaged students at Henninger High School graduated by their fourth year, the highest of the SCSD high schools.

High School Graduation Rate for Syracuse City School District by Economic Status

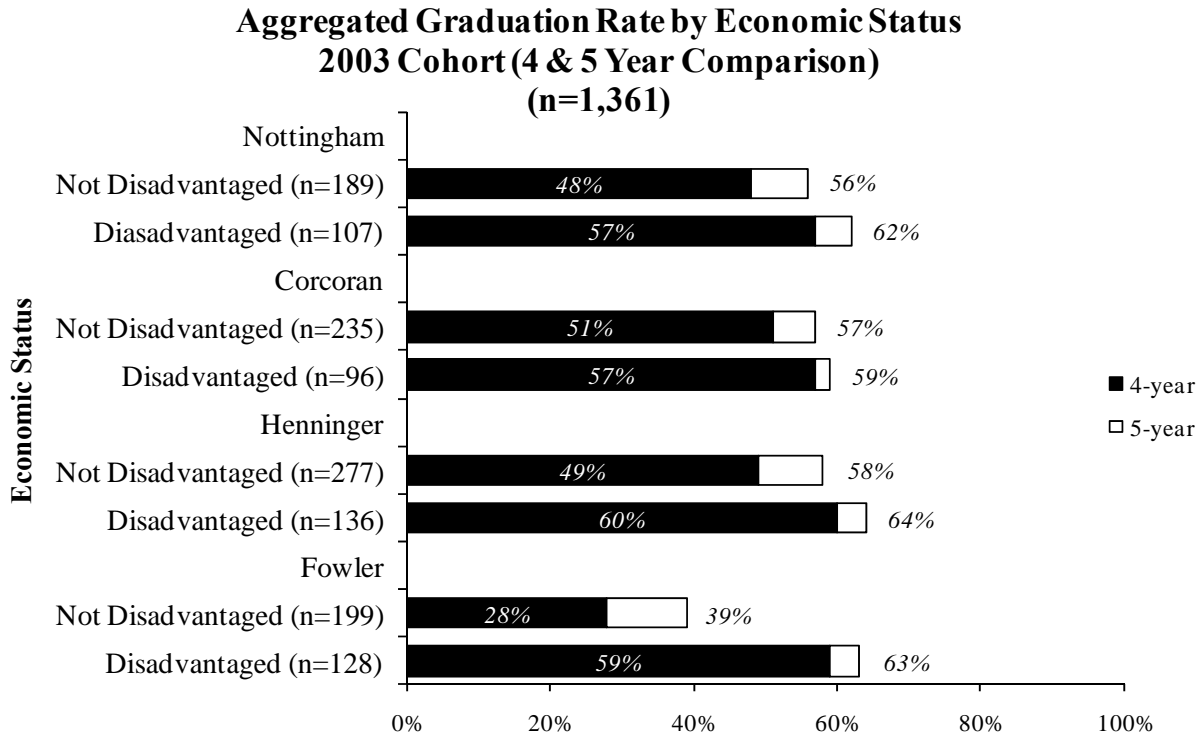
	1998 - 4 Year Outcome (August)	n	1999 - 4 Year Outcome (August)	n	2002 - 4 Year Outcome	n	2003 - 4 Year Outcome	n	2004 - 4 Year Outcome	n
Corcoran Total	63%	267	67%	368	53%	368	56%	331	54%	339
Not Economically Disadvantaged	61%	208	68%	266	43%	266	51%	235	48%	214
Economically Disadvantaged	71%	59	64%	102	69%	102	57%	96	58%	125
Fowler Total	53%	182	52%	177	38%	351	40%	327	36%	321
Not Economically Disadvantaged	37%	113	43%	91	25%	196	28%	199	19%	171
Economically Disadvantaged	80%	69	62%	86	54%	155	59%	128	57%	150
Henninger Total	61%	289	70%	329	55%	412	53%	413	52%	464
Not Economically Disadvantaged	57%	222	65%	225	48%	274	49%	277	45%	287
Economically Disadvantaged	75%	67	81%	104	69%	138	60%	136	63%	177
Nottingham Total	65%	212	66%	282	50%	313	51%	296	52%	347
Not Economically Disadvantaged	64%	169	59%	185	43%	205	48%	189	50%	208
Economically Disadvantaged	65%	43	78%	97	63%	108	57%	107	53%	139

Source: <http://www.emsc.nysed.gov/irts/cohort/2009/200708TotalCohort-School-EconStatus.pdf>

Comment:

- The Institute of Technology at Syracuse Central is absent from the data because the first cohort will not graduate until 2011.
- See Appendix XVIII for definition of “Economically Disadvantaged”

6. 11% more of Fowler High School students who are not economically disadvantaged graduated after five years rather than four years.

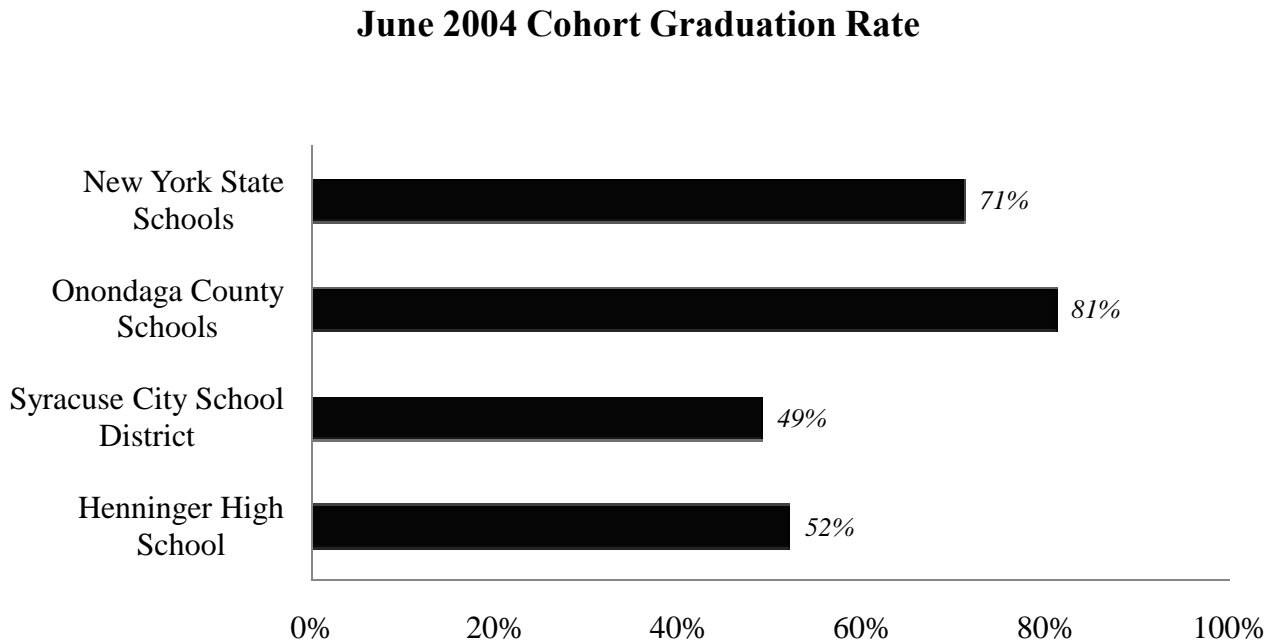


Source: <http://www.emsc.nysed.gov/irts/cohort/2009/200708TotalCohort-School-Gender.pdf>

Comments:

- Institute of Technology at Syracuse Central is not present because their first cohort will graduate in 2011.
- See Appendix XVIII for the definition of economically disadvantaged.

7. 49% of SCSD students in the 2004 cohort graduated after four years.



Source: <http://www.emsc.nysed.gov/irts/cohort/2009/200708TotalCohort-School-Gender.pdf>
<http://www.oms.nysed.gov/press/gradrates20090622.html>

Comments:

- The Institute of Technology at Syracuse Central is absent from the data because the first cohort will not graduate until 2011.
- Henninger High School graduation rate data is presented because Grant and Lincoln Middle School, two of its feeder schools, are located in the targeted zip codes of 13208 and 13203, respectively.
- Henninger High School data are included in the SCSD data.
- The SCSD data are included in the Onondaga County data. The Onondaga Country data are included in the New York State data.

INDICATOR 5: PERCENT OF ADULT LEARNERS WHO MAKE EDUCATIONAL GAIN

INDICATOR 6: PERCENT OF ADULT LEARNERS ENTERING OR RETAINING EMPLOYMENT

Methods

Data Collection

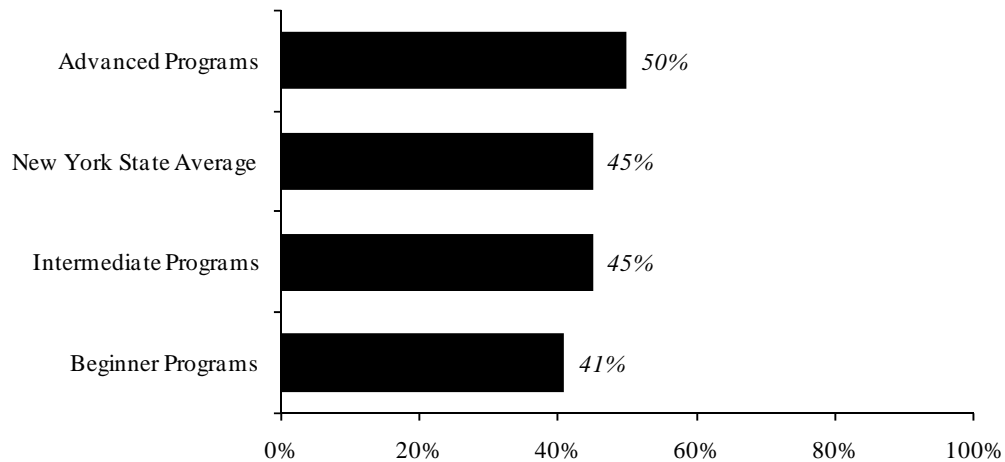
The New York State Education Department (NYSED) conducted adult education and skills programs in previous years. The target population consists of 1,508 (2008-09) in the Onondaga ♦ Cortland ♦ Madison County BOCES program and 2,584 (2008-09) in the Syracuse City School District program. Those adult learners were surveyed by the National Reporting System (NRS).

Data Quality

Based on the available data, there is not much known about how representative the target population is to the whole community of adult learners in New York State or in the United States. No information was available to researchers about the sampling method used to survey respondents. Additionally, researchers do not have a copy of the survey that was administered to these adult learners.

1. 50% of adult learners enrolled in advanced instructional programs made educational gains.

Adult Learners who Received GED While Enrolled in Programs (n=4,925)

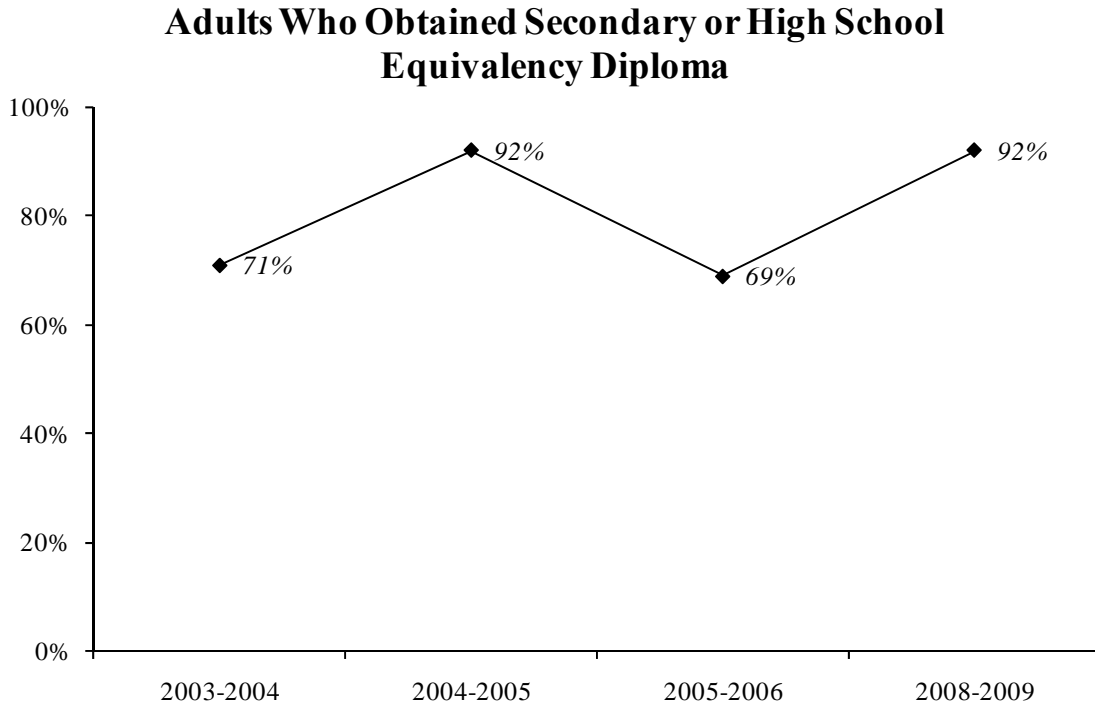


Source: Data on adult learners provided in 2009 by the NYS Education Department from the National Reporting System.

Instructional Type & Level	Enrollment Number	Average Contact Hours	Number Making Gain
Adult Basic Education: Beginner Literacy	41	58	24
Adult Basic Education: Beginner	393	75	124
Adult Basic Education: Intermediate Low	1159	73	534
Adult Basic Education: Intermediate High	1180	68	505
Adult Secondary Education: Low	372	56	174
Adult Secondary Education: High	353	57	N/A
English Second Language: Beginner Literacy	701	113	307
English Second Language: Beginner Low	138	99	89
English Second Language: Beginner High	152	98	97
English Second Language: Intermediate Low	171	104	92
English Second Language: Intermediate High	148	105	71
English Second Language: Advanced Literacy	117	87	59
Enrollment minus Adult Secondary Education High	4572	N/A	2076
New York State Average			
Total Enrollment	4925		

Comment: The programs were aggregated by level of difficulty from the Adult Basic Education, Adult Secondary Education and English as a Second Language programs

2. 92% of 2004-05 and 2008-09 adult learners obtained high school or equivalency diplomas.

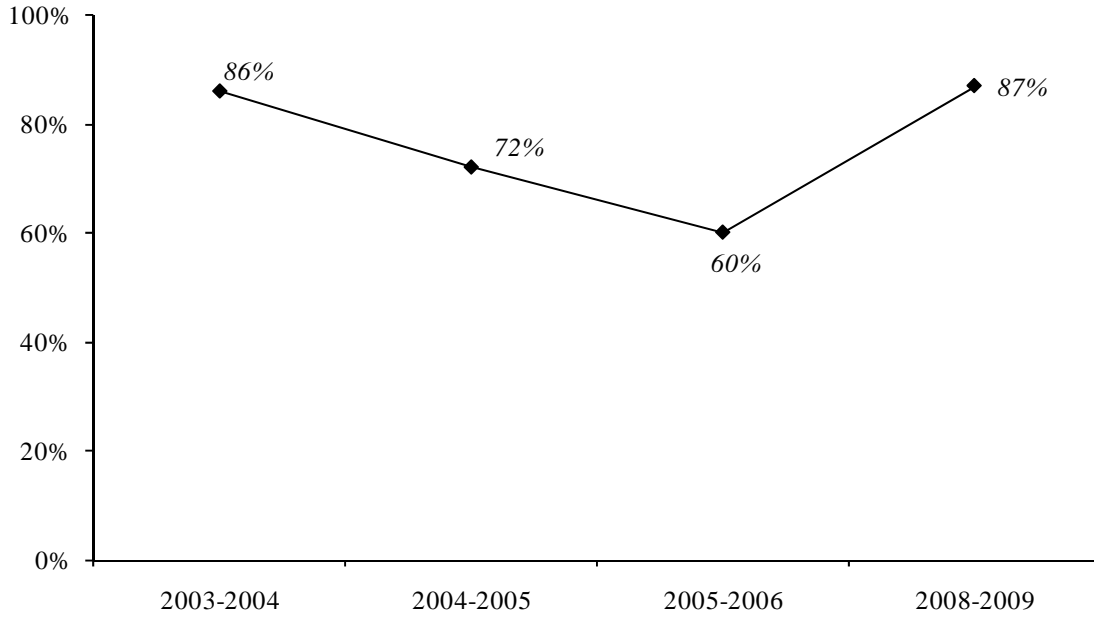


	Year							
	2003-04		2004-05		2005-06		2008-09	
	Count	%	Count	%	Count	%	Count	%
Obtained a High School Diploma/GED	447	71%	380	92%	378	69%	419	92%

Source: Data on adult learners provided in 2009 by the NYS Education Department from the National Reporting System.

3. 87% of adult learners in 2008-09 entered post-secondary education or training.

Adults Who Entered Post-Secondary Education or Training

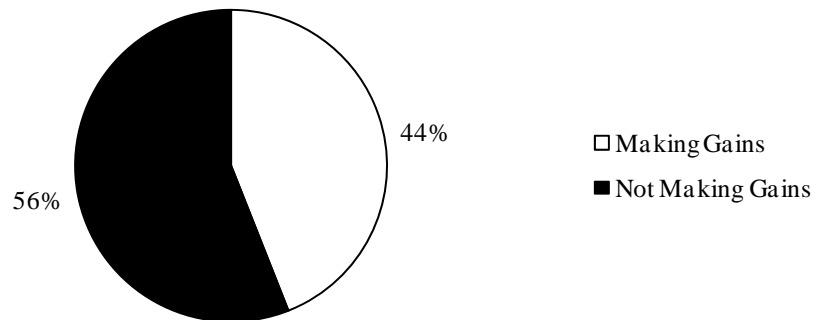


	Year							
	2003-04		2004-05		2005-06		2008-09	
	Count	%	Count	%	Count	%	Count	%
Entered Post-Secondary Education/Training	127	86%	372	72%	381	60%	696	87%

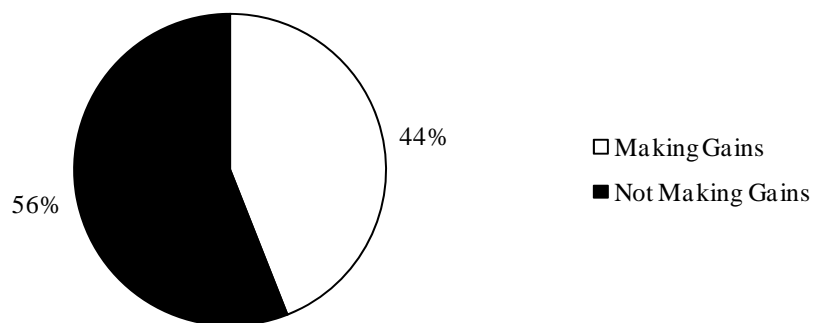
Source: Data on adult learners provided in 2009 by the NYS Education Department from the National Reporting System.

4. 56% of both Syracuse City School District (SCSD) and the Onondaga ♦ Cortland ♦ Madison (OCM) BOCES learners in 2008-09 did not meet New York State standards for educational gains.

**2008-09 Students Making Educational Gains
in SCSD Programs
(n=2,584)**



**2008-09 Students Making Educational Gains
in OCM BOCES Programs
(n=1,508)**

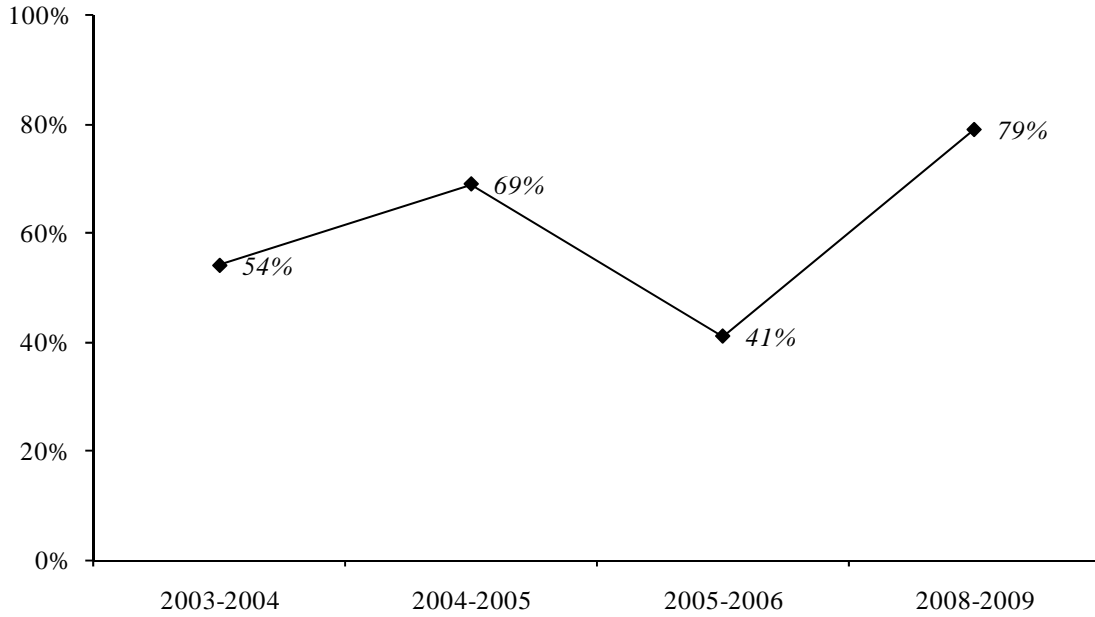


Source: Information from Onondaga Coalition Data Project for Fiscal Year 2008-2009

Comment: OCM BOCES is Onondaga ♦ Cortland ♦ Madison BOCES Programs. Cortland BOCES students are included in the data set with Onondaga County students, but constitute less than one percent of the total population and are considered to be statistically insignificant.

5. 79% of adult learners in 2008-09 entered employment.

**Adult Learners Who Entered Employment
(n=1,443)**

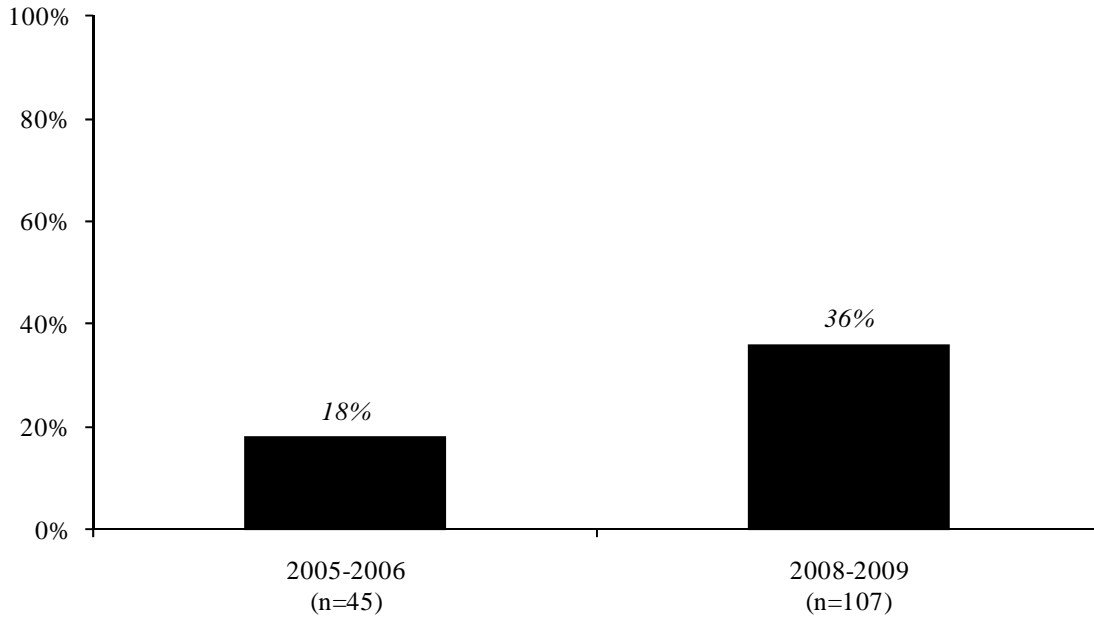


	Year							
	2003-04		2004-05		2005-06		2008-09	
	Count	%	Count	%	Count	%	Count	%
Entered Employment	41	54%	508	69%	511	41%	383	79%

Source: Data on adult learners provided in 2009 by the NYS Education Department from the National Reporting System.

6. 36% of adult learners in 2008-2009 retained employment.

Adult Learners Who Retained Employment in Onondaga

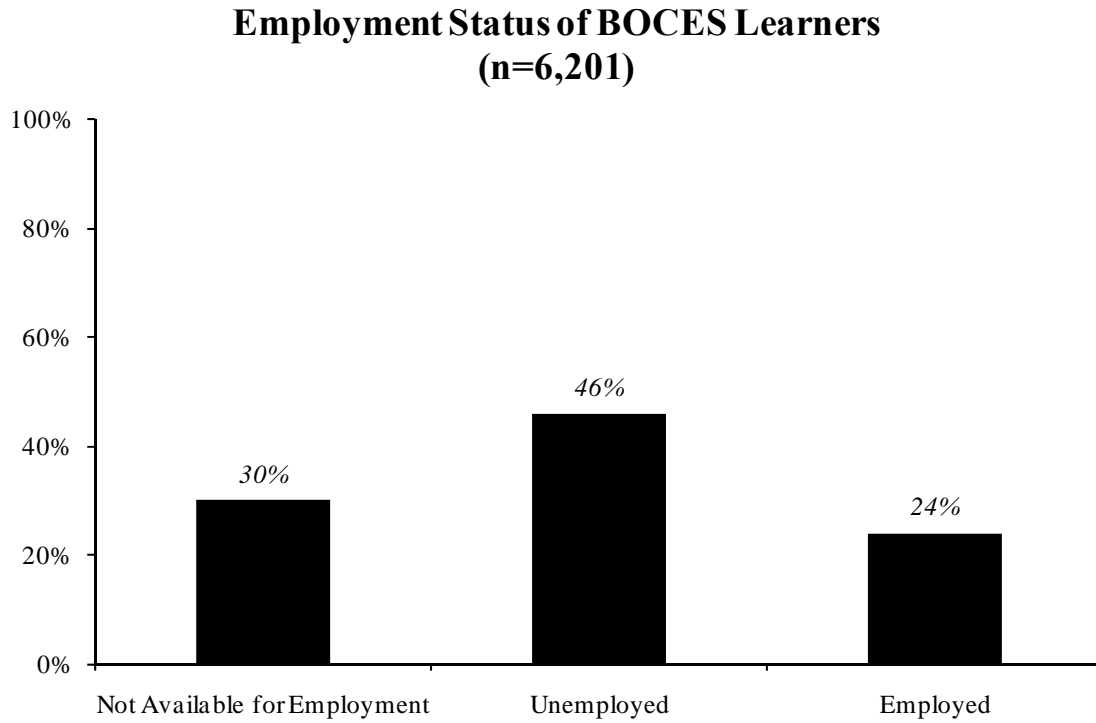


	Year							
	2003-04		2004-05		2005-06		2008-09	
	Count	%	Count	%	Count	%	Count	%
Retained Employment	3	0%	33	0%	45	18%	107	36%

Source: Data on adult learners provided in 2009 by the NYS Education Department from the National Reporting System.

Comment: According to Rosemary Matt, NRS Liaison for the New York State Education Department under contract with the Literacy Assistance Center in NYC, the database system used during the years 2003-04 and 2004-05 was not reliable, so the data could not be reported.

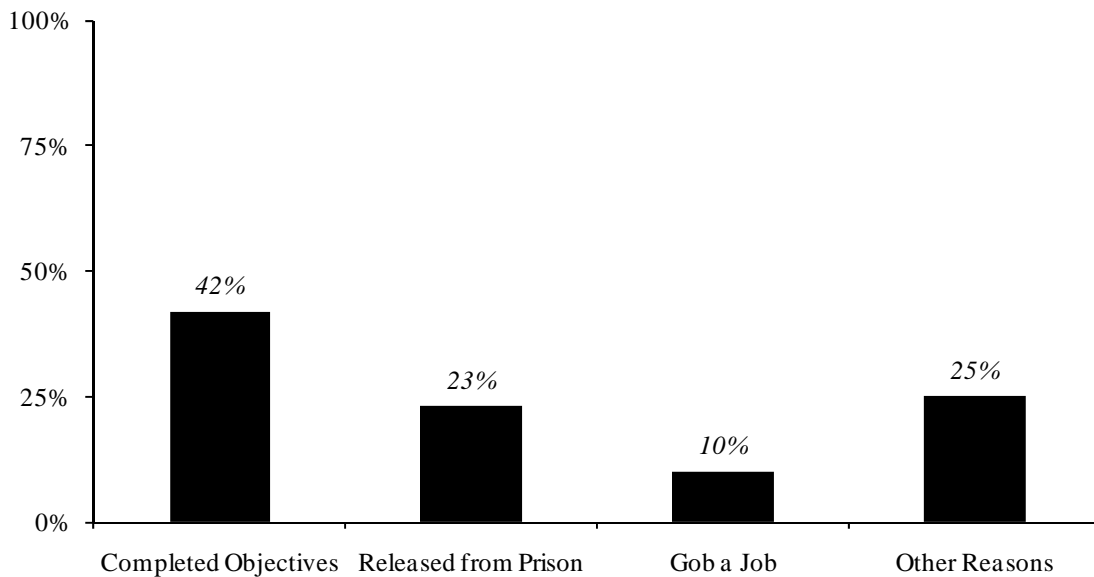
7. 24% of the 2006-07 BOCES adult learners were employed full time or part time in Onondaga County.



Source: Data on adult learners provided in 2009 by the NYS Education Department from the National Reporting System.

8. 10% of adult learners discontinued education services because they got a job in Onondaga County in fiscal year 2006-07.

**Reasons BOCES Learners Discontinued Program Participation
(n=3,172)**



Source: Data on adult learners provided in 2009 by the NYS Education Department from the National Reporting System.

Comment:

“Other Reasons” include:

unknown reason
 changed address
 left area
 lack of interest
 health problems

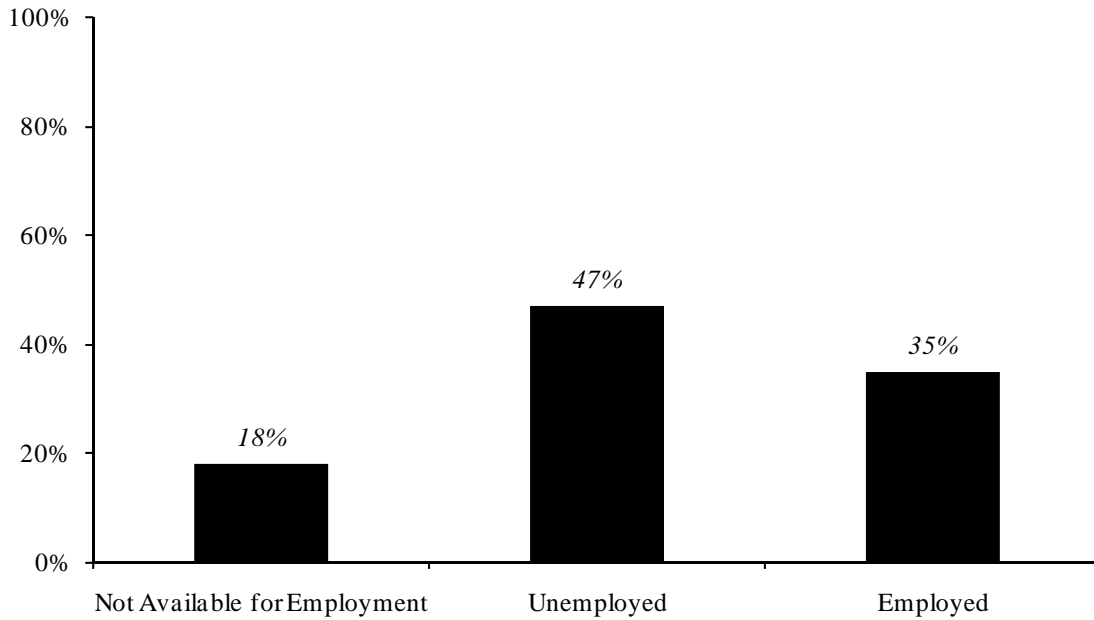
time class scheduled
 entered another education
 program
 child care problems
 never in class

family problems
 entered training program
 transportation problems
 location of class
 instruction not relevant

“Completed Objectives” means to retain employment after nine months, according to Rosemary Matt, NRS Liaison for the New York State Education Department under contract with the Literacy Assistance Center in NYC.

9. 47% of OCM BOCES 2006-07 adult learners in Onondaga County were unemployed.

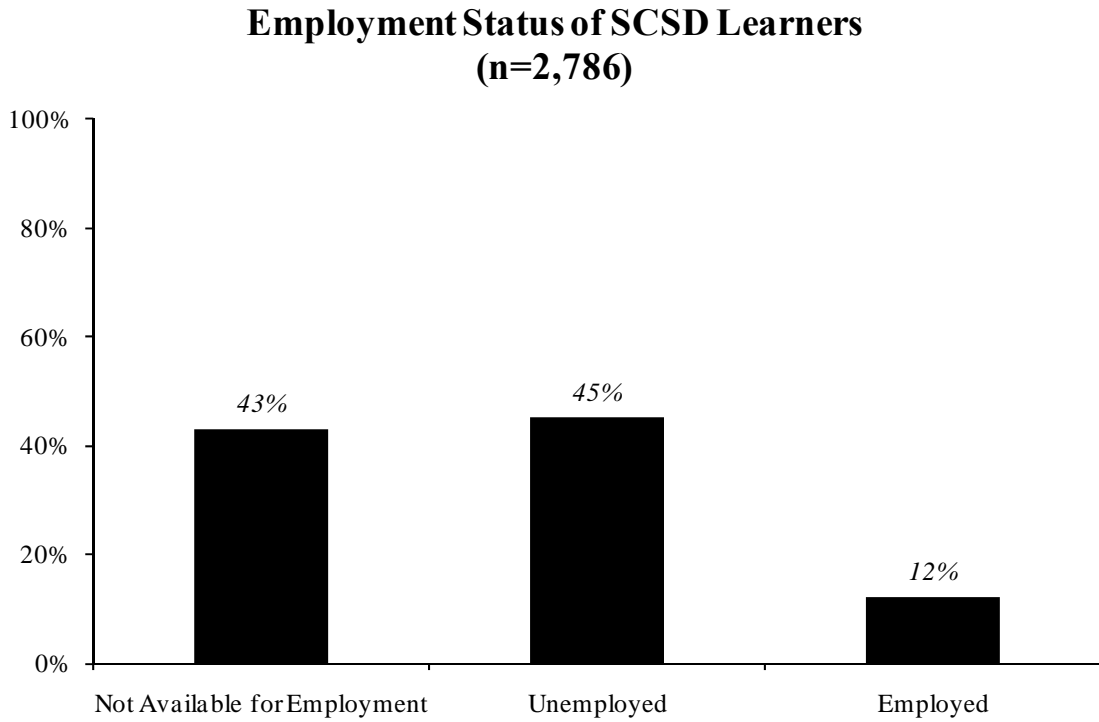
**Employment Status of OCM BOCES Learners
(n=3,277)**



Source: *Data on adult learners provided in 2009 by the NYS Education Department from the National Reporting System.*

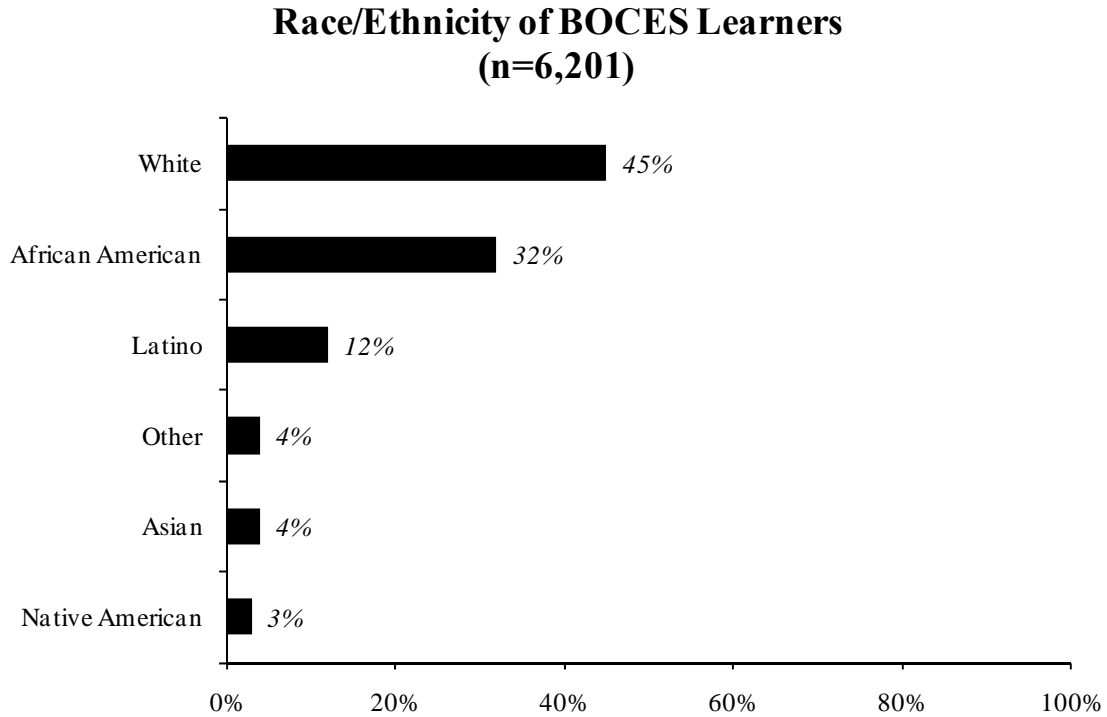
Comment: OCM BOCES Onondaga ♦ Cortland ♦ Madison BOCES. The BOCES students from Cortland constitute less than one percent of the total population. Their number is considered to be statistically insignificant.

10. 45% of 2006-07 SCSD adult learners in Onondaga County were unemployed.



Source: Data on adult learners provided in 2009 by the NYS Education Department from the National Reporting System.

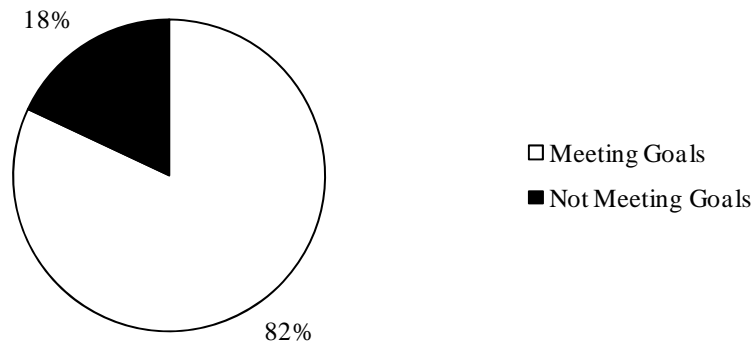
11. 45% of 2006-07 adult learners in Onondaga County were white.



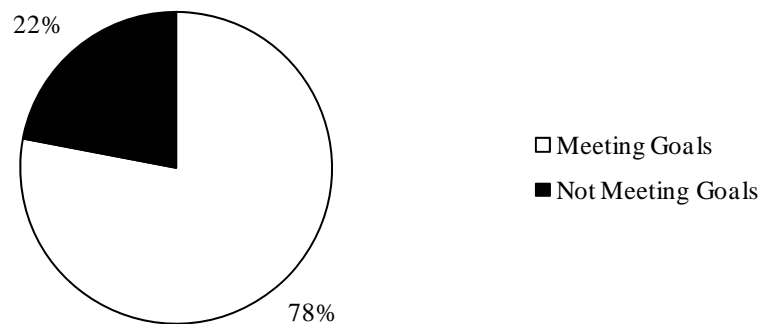
Source: Data on adult learners provided in 2009 by the NYS Education Department from the National Reporting System.

12. Both Syracuse City School District (SCSD) and the Onondaga ♦ Cortland ♦ Madison (OCM) BOCES learners met targets for employment.

**2008-09 Students Meeting Employment Goals
in SCSD Programs
(n=2,584)**



**2008-09 of Students Meeting Employment
Goals in OCM BOCES Programs
(n=1,508)**



Source: Information from Onondaga Coalition Data Project for Fiscal Year 2008-2009

Comment: The BOCES students from Cortland that are part of the data set constitute less than one percent of the total population, which is considered to be statistically insignificant.

INDICATOR 7: PERCENT OF LITERACY AND COMMUNITY PROGRAMS USING
INSTRUCTIONAL PRACTICES BASED ON SCIENTIFICALLY BASED
RESEARCH

INDICATOR 8: AMOUNT OF TOTAL ORGANIZATIONAL FUNDS USED TO SUPPORT
LITERACY RELATED PROGRAMS AND SERVICES BY SELECTED
ORGANIZATIONS

Methods

Data Collection

The data used in this report were collected from an annual online survey using the web program Survey Monkey. Literacy providers include those providing literacy training for the following:

early childhood programs	community based organizations
school-aged children	schools
after school programs	adult education programs
libraries	

Programs were identified by using the United Way funded programs list, Human Resources Council list, libraries, and known literacy providers.

The most recent survey was conducted June 9 through August 27, 2009. There were 43 organizations contacted in Onondaga County. A total of 25 organizations responded, a 58% response rate. Not all data could be used because some respondents did not answer all parts of the questionnaire. The data were compared to responses from a 2008 survey of literacy providers which yielded 46 responses.

Data Quality

Because researchers were not involved in the survey design and implementation or data collection, the quality of the data is unknown.

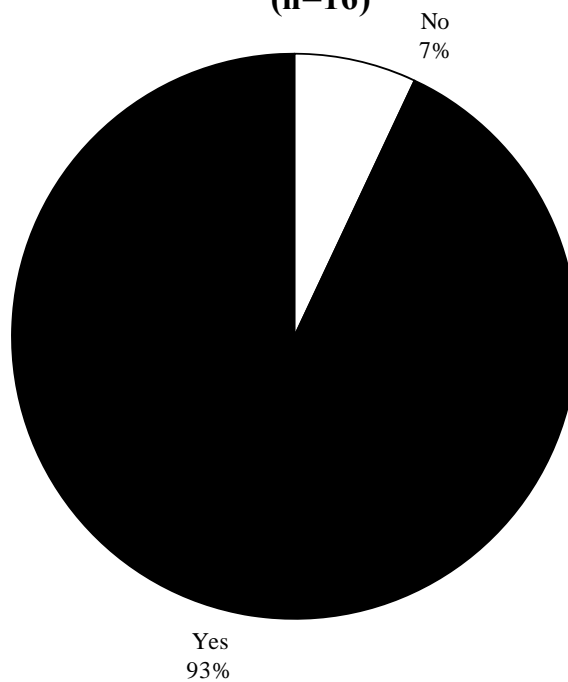
Purpose

Information gathered will be used for writing grants, responding to needs, determining staff development needs, and allocating resources to achieve literacy goals established by the coalition. The list of the organizations providing information can be found in Appendix XVII.

1. 93% of organizations say they currently use scientifically based research to inform literacy instruction.

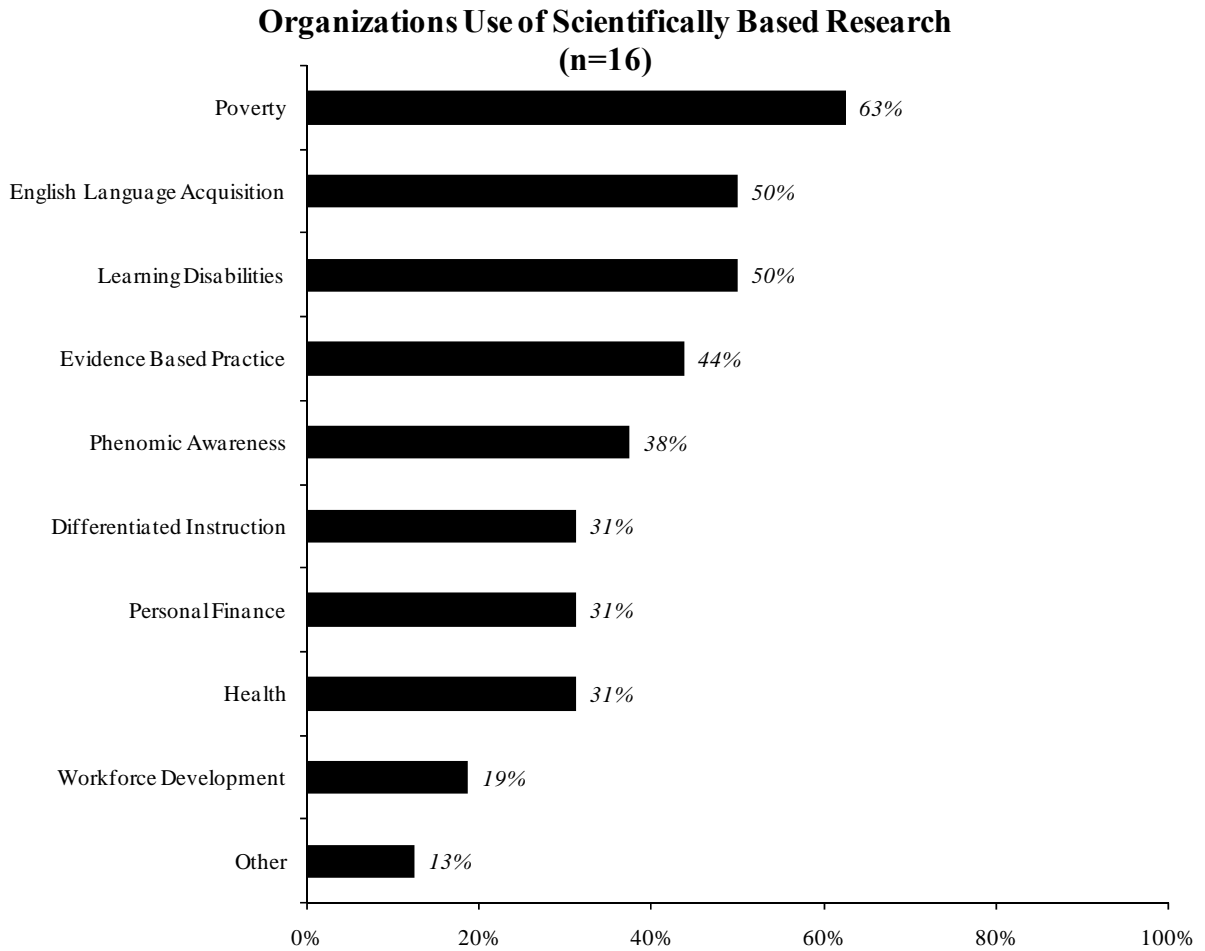
“Does your organization currently use scientifically based research to inform literacy instruction?”

**Organizations that use "instructional practices based on scientific research"
(n=16)**



Source: 2009 Literacy Coalition of Onondaga County Survey.

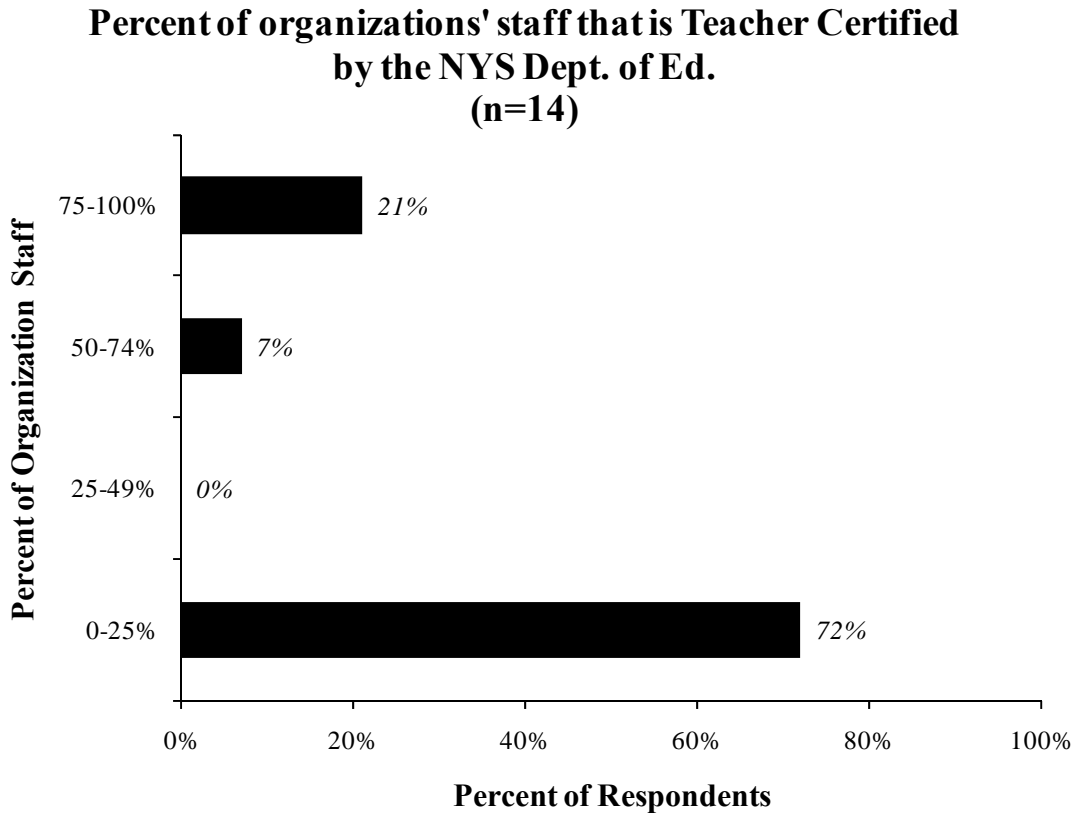
2. 63% of the organizations that use scientifically based research to inform literacy instruction focus on “poverty” issues.



Source: 2009 Literacy Coalition of Onondaga County Survey.

3. 72% of organizations say that 25% or less of their staff is Teacher Certified by the New York State Department of Education.

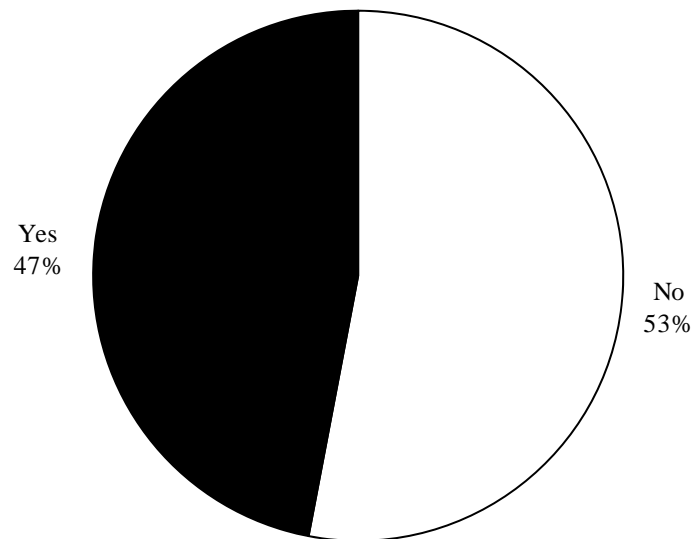
Of the organization's staff that is involved with providing literacy services, what percentage is NYS Dept. Of Education Certified?



Source: 2009 Literacy Coalition of Onondaga County Survey.

4. 53% of organizations say that they do not Pre and Post-Test their clients.

**Organizations that Pre- and Post-Test Clients
n=15**

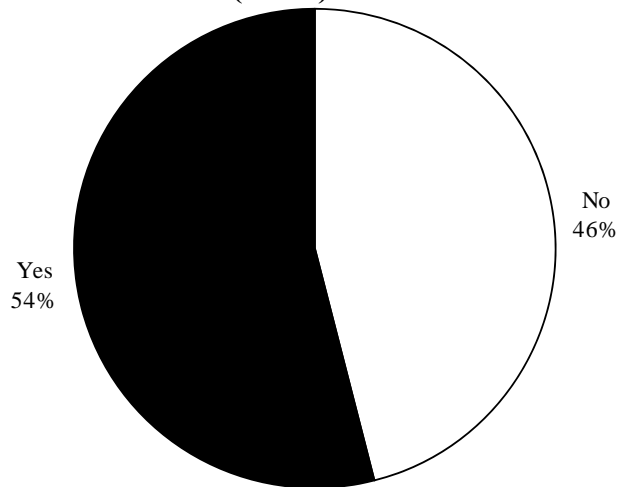


Source: 2009 Literacy Coalition of Onondaga County Survey.

5. 41% of respondents in 2009 say they would use standardized electronic databases.

Would your organization use a standardized electronic database to record client information if it was low-cost and you received assistance in its implementation?

**Organizations that Would Use Standardized Electronic Databases
(n=13)**



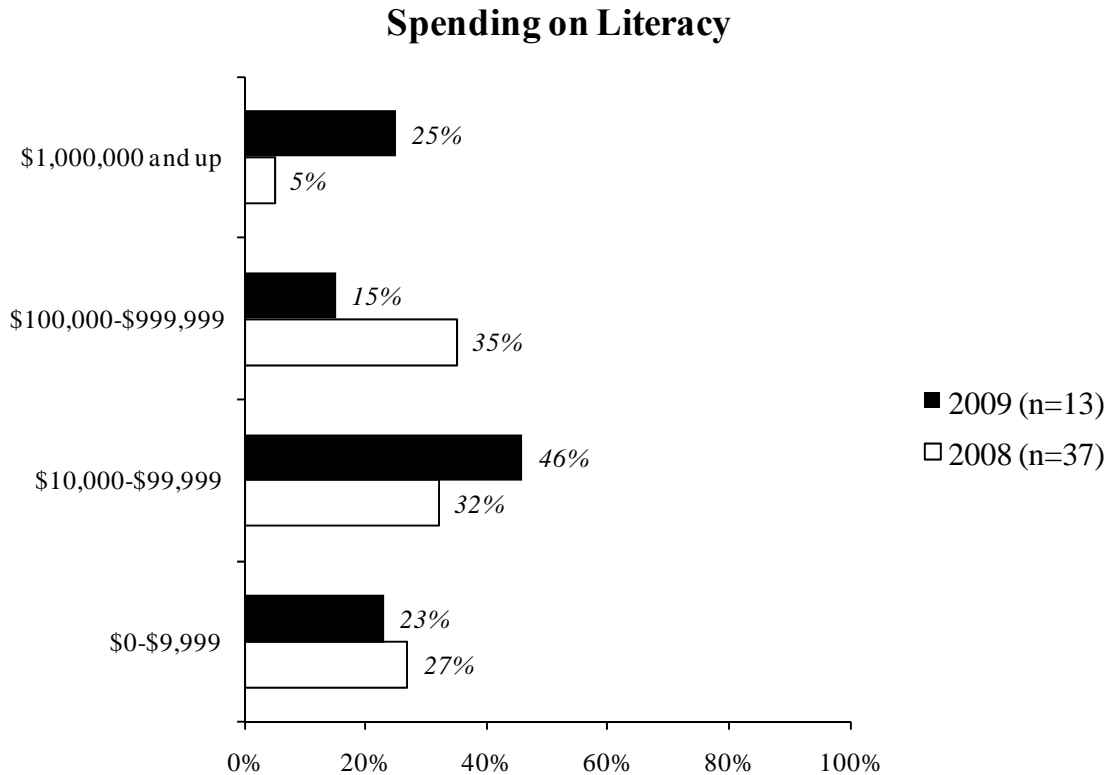
Organizations that Would Use Electronic Databases if Available

Response	2008 (n=46)		2009 (n=17)	
	#	%	#	%
Yes	18	39%	7	41%
No	7	15%	6	35%
Maybe	21	46%	4	24%
Total	46	100%	17	100%

Source: Literacy Coalition of Onondaga County Survey.

Comment: Before determining change over years in terms of percentages, count of total respondents for each year must be considered. For example, while it appears that more program providers said “No” to using electronic databases in 2009 compared to 2008, considering the sample sizes, the data demonstrate the opposite: seven said “No” in 2008 and only six said “No” in 2009, showing a *decrease* in those that said “No.”

6. 25% of organizations report spending \$100,000 and more on literacy programs in 2009, which is significantly less than in 2008.



Source: Literacy Coalition of Onondaga County Survey.

Comments: Before determining change over years in terms of percentages, count of total respondents for each year must be considered. For example, in looking at the response rates for 2008 and 2009, while the percent is much higher in 2009, because the ‘n’ is significantly lower in 2009, the absolute numbers for each year are comparable.

The data used in this table are drawn from both the LCOG survey of organizations which provide literacy services but also from 990 tax forms. This is because most organizations did not provide dollar amounts spent on literacy programs in the survey.

7. 64% of respondents cite “Funding” as the greatest challenge for literacy organizations in 2009.

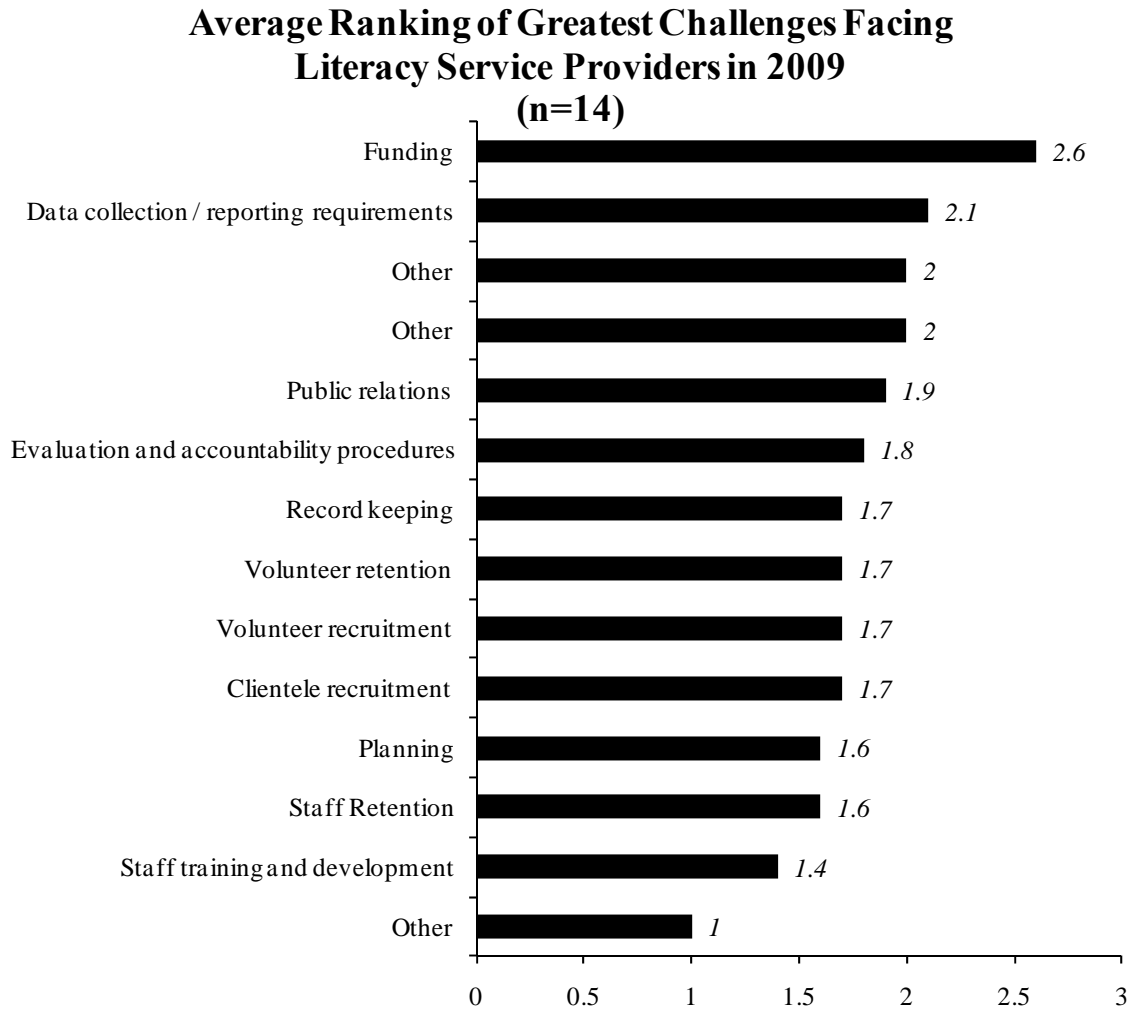
**Literacy Services’ Greatest Challenges in 2009
(n=14)**

Literacy Service	Not Challenging		Challenging		Extremely Challenging	
	#	%	#	%	#	%
Clientele recruitment	3	30%	7	70%	0	0%
Data collection / reporting requirements	1	10%	7	70%	2	20%
Staff Retention	6	46%	6	46%	1	8%
Staff training and development	6	60%	4	40%	0	0%
Volunteer recruitment	5	45%	4	36%	2	18%
Volunteer retention	5	56%	2	22%	2	22%
Evaluation and accountability procedures	6	46%	4	31%	3	23%
Funding	1	7%	4	29%	9	64%
Public relations	4	31%	6	46%	3	23%
Record keeping	6	50%	4	33%	2	17%
Planning	4	40%	6	60%	0	0%
Other	0	0%	3	100%	0	0%

Source: 2009 Literacy Coalition of Onondaga County Survey.

Comments: 1=Not Challenging; 2=Challenging; 3=Extremely Challenging. No comparison was made between the 2008 and 2009 data due to an error on this year’s survey. The percentages included in the table are row percents. Refer to the graph on the next page for average ranks of greatest challenges in 2009.

8. On a scale of 1 to 3 “funding” is rated the greatest challenge facing literacy providers in 2009 with an average ranking of 2.6.

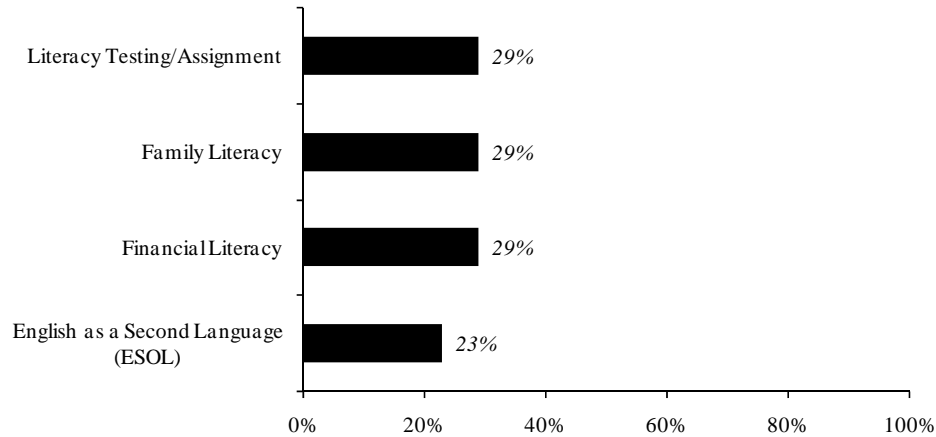


Source: 2009 Literacy Coalition of Onondaga County Survey.

Comment: 1=Not Challenging; 2=Challenging; 3=Extremely Challenging

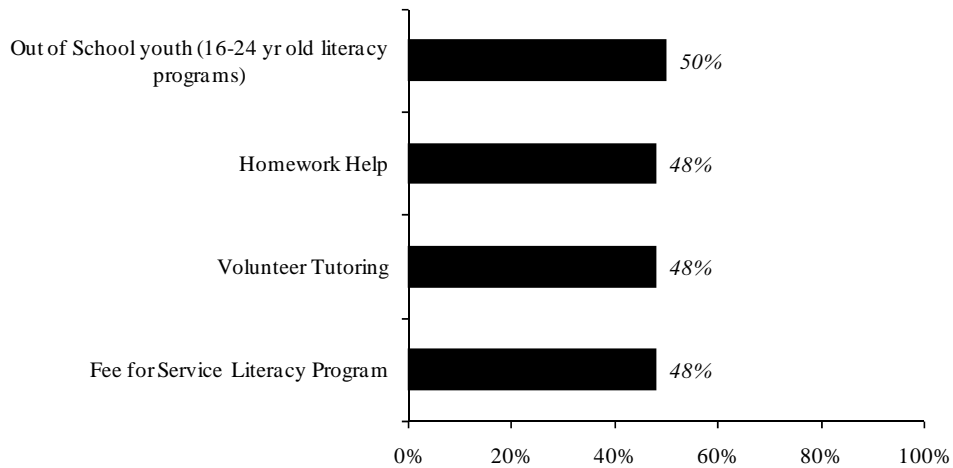
9. 29% (n=31) of 2009 organizations say the major service they offer is “Literacy Testing/Assignment.” In 2008, 30% (n=46) said “Out of School Youth (16-24 years old)” was the primary service offered.

**Top Four Literacy Services Offered in 2009
(n=31)**



Source: 2009 Literacy Coalition of Onondaga County Survey.

**Top Four Literacy Services Offered 2008
(n=46)**



Source: 2008 Literacy Coalition of Onondaga County Survey.

Comment: Please refer to the table on the following page for a complete ranking of all literacy services offered for both 2008 and 2009

Literacy Services Offered

Service Option	2008		2009	
	#	%	#	%
Early Reading First	6	13%	3	13%
Reading First	6	13%	2	10%
Homework Help	22	48%	5	19%
Subject tutoring	15	33%	5	19%
Literacy Testing/Assignment	11	24%	7	29%
Out of School youth (16-24 yr old literacy programs)	23	50%	5	19%
Learning Disability Assessment	4	9%	2	6%
Learning Disability Tutoring	9	20%	5	19%
Adult Basic Reading and Writing	12	26%	5	23%
Adult Basic Math	8	17%	3	13%
English as a Second Language (ESOL)	12	26%	6	23%
Vocational English as a Second Language	6	13%	3	13%
Native Language Literacy	2	4%	3	10%
Volunteer Tutoring	22	48%	3	10%
Literacy Programming for Incarcerated Youth and/or Adults	5	11%	1	10%
GED Instruction/Test Preparation	14	30%	4	19%
GED Testing	5	11%	1	3%
Home Study- GRASP Program	7	15%	1	3%
EDP External Diploma Program	14	30%	1	3%
GED Connection/WCNY	17	37%	2	13%
Vocational Training	12	26%	1	6%
Parent Education	14	30%	4	23%
Family Literacy	18	39%	6	29%
Health Literacy	11	24%	5	26%
Financial Literacy	11	24%	6	29%
Computer Literacy	6	13%	5	26%
Citizenship/ civic participation	6	13%	5	23%
Fee for Service Literacy Program	22	48%	0	0%
Workplace Literacy	15	34%	3	13%

Source: *The Literacy Coalition of Onondaga County Survey*

Comment: “Other” was removed from the 2008 data because it was not included in the 2009 survey.

Other: Count-11 Percent- 24%

10. 59% of organizations responded that proposal development was “Somewhat Challenging” in 2009, which is similar to the findings for 2008 that found the same task “Somewhat Challenging.”

2009 (n=17)

Task	Not Challenging		Hardly Challenging		Somewhat Challenging		Challenging		Extremely Challenging	
	#	%	#	%	#	%	#	%	#	%
Proposal development process	1	6%	0	0%	10	59%	2	24%	4	12%
Data collection, reporting	1	6%	1	6%	8	47%	3	18%	2	12%
Staff time	1	6%	1	6%	6	35%	6	35%	5	17%
Potential literacy funding sources	0	0%	3	20%	6	40%	4	27%	2	13%

Source: 2009 Literacy Coalition of Onondaga County Survey

Comment: Refer to graph on the next page for 2008 and 2009 average rankings.

2008 (n=46)

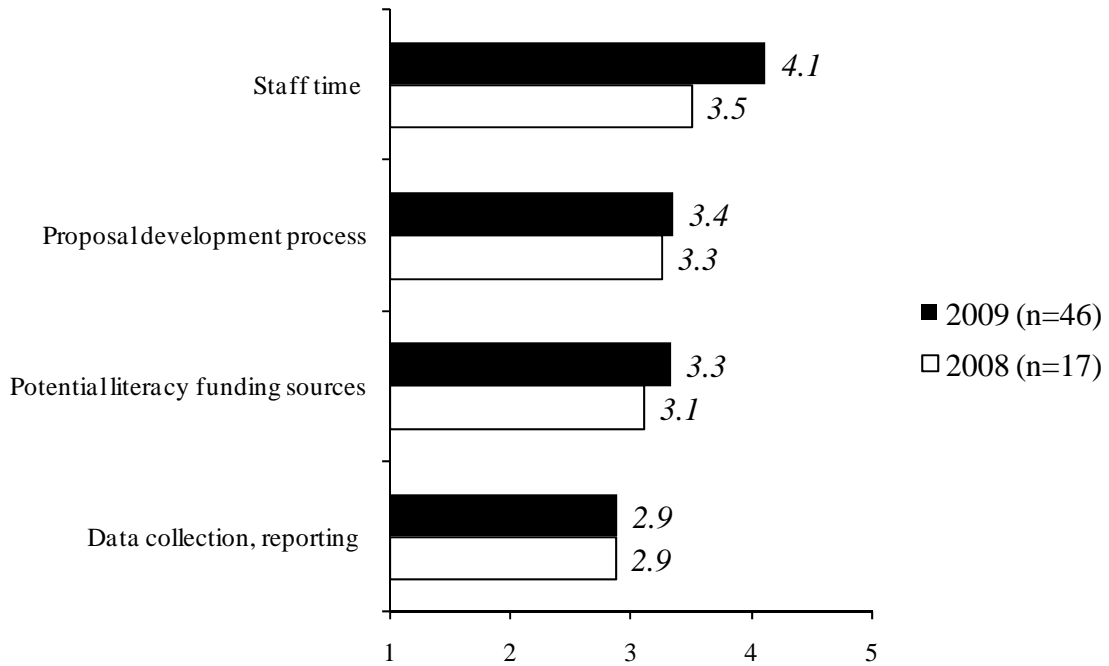
Task	Not Challenging		Hardly Challenging		Somewhat Challenging		Challenging		Extremely Challenging	
	#	%	#	%	#	%	#	%	#	%
Proposal development process	5	11%	7	15%	14	30%	11	24%	9	20%
Data collection, reporting	2	4%	18	39%	12	26%	12	26%	2	4%
Staff time	4	9%	6	13%	13	28%	9	20%	14	30%
Potential literacy funding sources	6	13%	14	30%	4	9%	13	28%	9	20%

Source: 2008 Literacy Coalition of Onondaga County Survey.

Comments: Refer to the graph on the next page for 2008 and 2009 average ranks. Additionally, while the difference in percent of respondents who answered “No” may seem significant, note that the sample size in 2009 is much smaller than that of 2008. Before determining change over years in terms of percentages, count of total respondents for each year must be considered.

11. Staff time was ranked as largest funding challenge in 2009.

Average Ranking of Funding Challenges Comparing 2008 and 2009

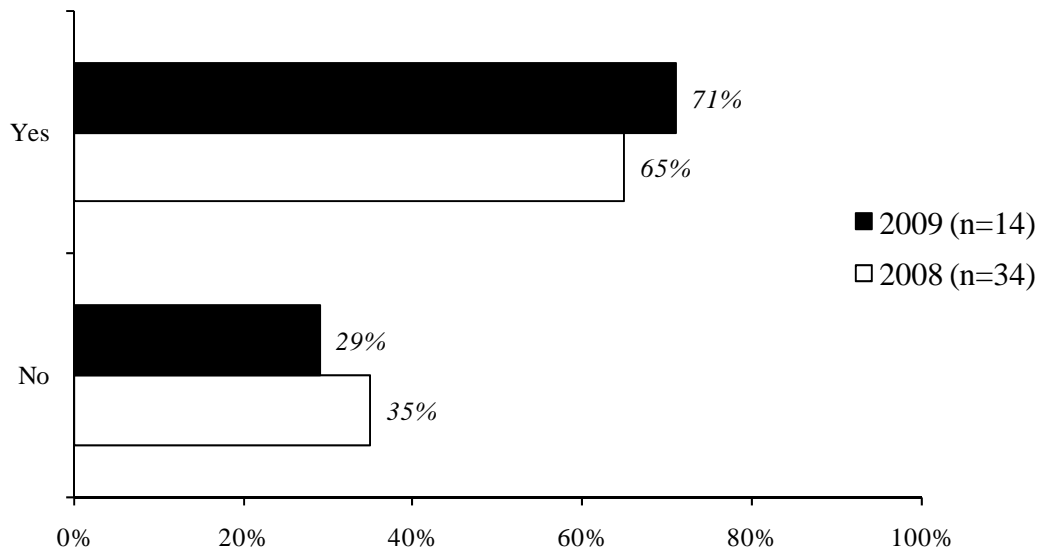


Source: Literacy Coalition of Onondaga County Survey.

Comments: Before determining change over years in terms of percentages, count of total respondents for each year must be considered.

12. 71% of 2009 respondents say they provide training to literacy volunteers.

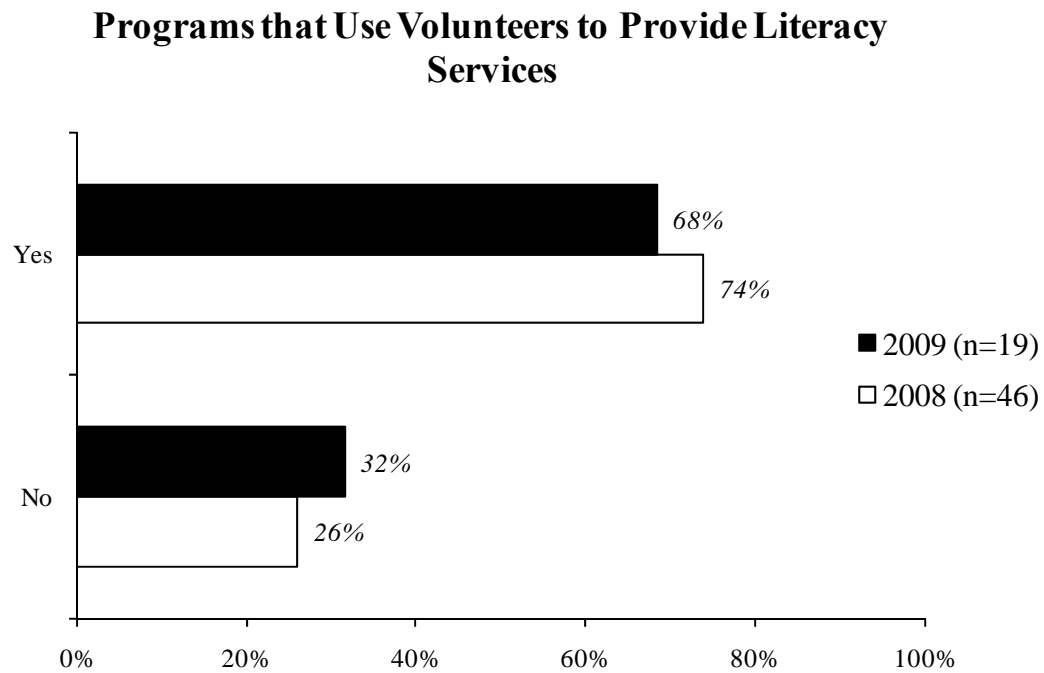
Literacy Programs which Provide Training for Their Volunteers



Source: Literacy Coalition of Onondaga County Survey.

Comments: Before determining change over years in terms of percentages, count of total respondents for each year must be considered.

13. 68% of 2009 respondents say they use volunteers to provide literacy services.



Source: Literacy Coalition of Onondaga County Survey.

Comments: Before determining change over years in terms of percentages, count of total respondents for each year must be considered.

14. 100% (n=17) of 2009 respondents say they partner with other organizations. This is only approximately half of the number of respondents who responded “Yes” in 2008.

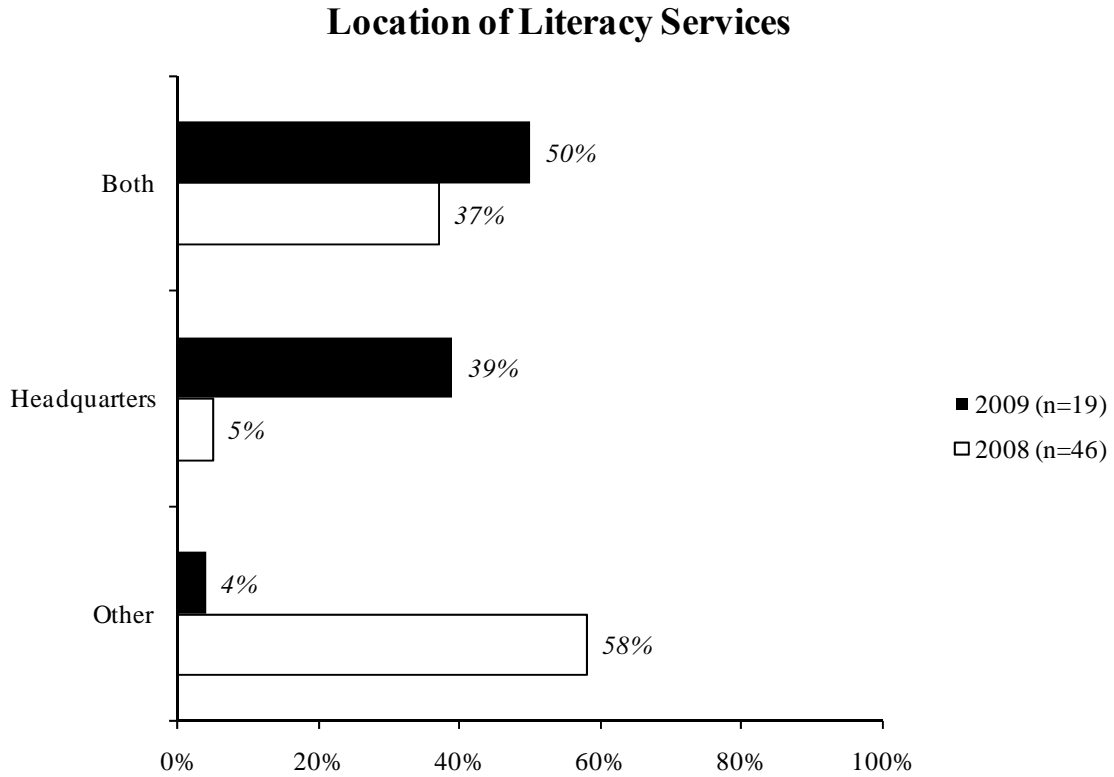
Literacy Service Providers that Partner with Other Organizations

Response	2008 (n=46)		2009 (n=17)	
	#	%	#	%
Yes	39	85%	17	100%
No	7	15%	0	0%
Maybe	0	0%	0	0%
Total	46	100%	17	100%

Source: Literacy Coalition of Onondaga County Survey.

Comments: Organizations that responded that they partner with other organizations answered “Yes,” those that did not partner answered “No.” As none of the organizations answered “Maybe,” the option has been omitted from the graph. Before determining change over years in terms of percentages, count of total respondents for each year must be considered.

15. 50% (n=19) of organizations in 2009 say they use “Both” their headquarters and other locations to provide literacy services.



Source: Literacy Coalition of Onondaga County Survey.

Comments: Before determining change over years in terms of percentages, count of total respondents for each year must be considered.

APPENDICES

Appendix I: Yeah Baby Flyer

Appendix II: Reading Habits Survey

Appendix III: Child Care Centers by Modality

Appendix IV: Indicator 1 Distribution of Zip Codes

Appendix V: Indicator 1 Script

Appendix VI: Indicator 1 Child Care Center Definitions

Appendix VII: Indicator 1 Child Care Center Codebook

Appendix VIII: Indicator 1 Supplemental Crosstabs

Appendix IX: Indicator 2 Script

Appendix X: Indicator 2 DIBELS Testing

Appendix XI: Indicator 2 Supplemental Graph

Appendix XII: Syracuse City School District Quadrants

Appendix XIII: Indicator 4 Supplemental Graphs

Appendix XIV: Indicator 7 Supplemental Chart

Appendix XV: Indicator 7 Survey

Appendix XVI: Indicator 7 Codebook

Appendix XVII: Indicator 7 Organizations Surveyed

Appendix XVIII: Glossary

Appendix XIX: References

Data sets for each of the Indicators are available upon request. Please contact the Community Benchmarks Program at Syracuse University.



CNY's Largest Baby & Family Expo
Sunday, September 27, 2009
10am-4pm Holiday Inn Liverpool

Estimated Attendance: 5,000
FREE ADMISSION / FREE PARKING

APPENDIX II: READING HABITS SURVEY



THE MAXWELL SCHOOL OF SYRACUSE
UNIVERSITY
102 Maxwell Hall ♦ Syracuse, NY 13244-
1090
315.443.3934/ fax 315.443.5069

READING

If the adult picking up the child has more than one child at the child care program, aged five and under, ask them to base their responses on the oldest child who is five or under.

1. How many books does your child have of his/her own, including those shared with brothers/sisters?

2. In the past month (last 30 days), has anyone in your family visited a library with your child?
____ Yes ____ No

3. How many times have you or someone in your family read to your child in the past week?
____ Not at all ____ Once or twice ____ 3 or more times ____ Every day

4. How many minutes on each of those days, did you or someone in your family read to your child (average)?

When you or someone in your family reads to your child, how often do you . . .

		<i>Usually</i>	<i>Sometimes</i>	<i>Never</i>
5.	stop reading and ask the child to tell you what is in a picture? Would you say that you do this usually, sometimes or never?			
6.	stop reading and point out letters?			
7.	ask the child to read with you?			
8.	Talk about the story and what happened when the book is done?			

APPENDIX II: READING HABITS SURVEY

9. Does your child actually read the words written in the book or does s/he look at the book and pretend to read?

_____ Reads the written words _____ Pretends to read _____ Does both

10. Your relationship to the child. _____ Mother _____ Father _____ Grandparent

_____ Friend/Neighbor _____ Other (define) _____

11. Do you receive a child care subsidy to help pay for child care?

_____ Yes _____ No

12. Gender of child. _____ Female _____ Male

13. Please select the race/ethnicity that most closely matches that of your child.

_____ White _____ Black _____ Asian or Pacific Islander _____ Hispanic

_____ Other (please explain) _____

14. Highest level of education of the mother.

_____ No high school degree _____ high school diploma or equivalent

_____ Some college, including vocational/technical or associate's degree

_____ Bachelor's degree or higher

15. Mother's employment status.

_____ Works 35 hours or more a week _____ Less than 35 hours

_____ Looking for work _____ Not employed

16. Please indicate the number of parents in the home

_____ Two parents _____ One parent _____ No parents

17. What is your zip code? _____

Thank you for taking the time to provide this information

APPENDIX III: CHILD CARE CENTER BY MODALITY

Child Care Centers by Modality

Modality	Targeted Groups	Number Surveyed	Percent Surveyed
Center	3	2	67%
Group Family Child Care	11	3	27%
Family Child Care	16	2	13%
Total	30	8	27%

APPENDIX IV: INDICATOR 1 DISTRIBUTION OF ZIP CODES

**Distribution of all Respondents by Zip Code
(n=269)**

Zip Code	Count	Zip Code	Count	Zip Code	Count	Zip Code	Count
13021	2	13066	4	13148	1	13215	2
13027	10	13069	4	13153	1	13218	1
13029	2	13076	1	13159	1	13219	9
13030	1	13078	5	13166	2	13224	9
13031	4	13084	2	13203	17	13302	1
13032	3	13088	10	13204	8	13340	1
13033	1	13090	8	13205	4	13661	1
13035	1	13104	3	13206	24	14446	1
13036	5	13108	1	13207	14	14489	1
13037	10	13114	3	13208	28	14516	1
13041	2	13120	1	13209	3	14817	2
13044	5	13126	2	13210	8		
13051	1	13131	2	13211	7		
13057	3	13132	3	13212	12		
13060	2	13135	1	13214	8		

**Distribution of Onondaga County Respondents' Zip Codes
(n=211)**

Zip Code	Count	Zip Code	Count
13027	10	13203	17
13029	2	13204	8
13030	1	13205	4
13031	4	13206	24
13041	2	13207	14
13057	3	13208	28
13060	2	13209	3
13066	4	13210	8
13078	5	13211	7
13084	2	13212	12
13088	10	13214	8
13090	8	13215	2
13104	3	13219	9
13108	1	13224	9
13120	1		

**Distribution of Syracuse Respondents' Zip Codes
(n=154)**

Zip Code	Count
13203	17
13204	8
13205	4
13206	24
13207	14
13208	28
13209	3
13210	8
13211	7
13212	12
13214	8
13215	2
13219	9
13224	9

**Distribution of Respondents' Zip Codes
Out-of-Onondaga County
(n=57)**

Zip Code	Count	Zip Code	Count
13021	2	13132	3
13032	3	13135	1
13033	1	13148	1
13035	1	13153	1
13036	5	13159	1
13037	10	13166	2
13044	5	13302	1
13051	1	13340	1
13069	4	14446	1
13076	1	14489	1
13114	3	14516	1
13126	2	13661	1
13131	2	14817	2
13132	3		

APPENDIX V: INDICATOR 1 SCRIPT

My name is _____. I am a researcher with the Community Benchmarks Program at Syracuse University. Gretchen Kinnell of Child Care Solutions has spoken to you about a literacy survey that we are conducting. Is this a convenient time?

1. What time are children typically picked up from your program? _____
2. Are all the children in your program five and under? _____ Yes _____ No
3. If not, can you tell me approximately how many families have children that are five and under? _____
4. Do you have any families whose primary language is Spanish? _____ Yes _____ No
5. If so, approximately how many? _____
6. Do you have other families whose primary language is something other than English or Spanish? _____ Yes _____ No
7. If so, approximately how many? _____
8. What are those languages? _____
9. Can I begin implementing the survey at _____ p.m. on _____, Sept. _____?
10. Would you like me to email you a copy of the survey? _____ Yes _____ No
11. If yes, request their email address if you do not have it.

12. If they do not use email, or do not want to give you the address, tell them you will bring a copy of the survey w/you—and be sure to do that.

Do you have any questions for me or is there anything I should know?

Thanks for your time.

APPENDIX VI: INDICATOR 1 CHILD CARE CENTER DEFINITIONS

Registered Family Child Care means one person who is providing child care in their own home. They are actually small business owners and must follow specific regulations. The regulations include the number of children they can care for is 5-6 depending on the number of children under the age of 2. They can also care for two additional school age children before and after school.

Licensed Group Family Child Care means two people -- usually an owner and an assistant or two partners -- who provide child care in the home of one of them. This is again a small business and has its own regulations. They can care for 10-12 children depending on the number of children under the age of 2 and can again have two additional school age children before and after school.

Licensed Child Care Centers are programs that care for children in age groups -- all infants together, toddlers together, preschoolers together and school age children together before and after school. They can be owned by one person or a corporation; they can be not-for-profit but they must all follow regulations designed just for them. The capacity of each center is determined by the amount of space they have available, but individual groups must meet specific ratios and group-size limits. A capacity of fewer than 40 children is considered very small; the largest centers in our community have about 250 children. Head Start fits into this category.

People who care for only one or two children are considered legally-exempt from regulations and so are not included in the spread sheet.

APPENDIX VII: INDICATOR 1 CHILD CARE CENTER CODEBOOK

COLUMN	VARIABLE NAME	DEFINITION	CODE
A	PROGRAM	Name of the childcare program	Text
B	LASTNAME	Last name of the contact at the program	Text
C	ZIPCENTER	Zip code of childcare center	Numeric value
D	MODALITY	Type of childcare center	Centers= 1 Group Family Child Care= 2 Family Child Care= 3
E	AGE	Age of Child	Numeric value
F	BOOKSOWN	Number of books child owns or shares with siblings	Numeric value
G	LIB	In past month child has visited the library with a family member	Yes=1 No=2
H	TIMESREAD	Number of times someone in the family read to the child in the past week	Every day=1 3 or more times=2 Once or twice=3 Not at all=4
I	MINS	Minutes a day on average someone in the family reads to the child	Numeric value
J	PICTURE	How often you stop reading and ask the child to tell you what is in the picture	Usually=1 Sometimes=2 Never=3
K	LETTERS	How often you stop reading and point out letters	Usually=1 Sometimes=2 Never=3
L	READ	How often you ask the child to read with you	Usually=1 Sometimes=2 Never=3
M	TALKSTORY	How often you talk about the story and what happened when the book is done	Usually=1 Sometimes=2 Never=3

COLUMN	VARIABLE NAME	DEFINITION	CODE
N	LOOK	Child actually reads words written in book or does he/she look at book and pretend to read.	Reads the written words=1 Pretends to read=2 Does both=3
O	RELATIONSHIP	Relationship to the child	Mother=1 Father=2 Grandparent=3 Friend/Neighbor= 4 Other=5
P	SUBSID	Receive a childcare subsidy to help pay for childcare	Yes=1 No=2
Q	GENDER	Gender of child	Male=1 Female=2
R	RACE	The race/ethnicity that most closely matches the child	White=1 Black=2 Asian/Pacific Islander=3 Hispanic=4 Other=5
S	EDU	Highest level of education of the mother	No high school degree=1 High school diploma or equivalent=2 Some college, including vocational/technical or associate's degree=3 Bachelor's degree or higher=4
T	EMPLOY	Mother's employment status	Works 35 hours or more a week=1 Less than 35 hours=2 Looking for work=3 Not employed=4
U	PARENTS	Number of parents in the home	Two parents=1 One parent=2 No parents=3
V	ZIP	Zip code of residence	Numeric value

When the person does not answer a question code it 99

APPENDIX VIII: INDICATOR 1 SUPPLEMENTAL CROSSTABS

1. Child vs. Pictures

	Frequency Pointing Out Pictures While Reading			
Relationship to Child	Usually	Sometimes	Never	Total
Mother	136 51%	44 17%	30 11%	210 79%
Father	11 4%	10 4%	2 1%	23 9%
Grandparent	10 4%	8 3%	1 >1%	19 7%
Friend/Neighbor	3 1%	1 >1%	0 0%	4 2%
Other	8 3%	1 >1%	1 >1%	10 4%
Total	168 63%	64 24%	34 13%	266 100%

2. Relationship to Child vs. How Often Child Reads Along

Relationship to Child	Frequency of Child Reading Along			Total
	Usually	Sometimes	Never	
Mother	43 16%	79 30%	86 33%	208 79%
Father	10 4%	10 4%	3 1%	23 9%
Grandparent	8 3%	7 3%	4 2%	19 7%
Friend/Neighbor	1 >1%	2 1%	1 >1%	4 2%
Other	3 1%	4 2%	3 1%	10 4%
Total	65 25%	102 40%	97 37%	264 100%

3. Relationship to Child vs. How Often Story is Talked About Afterwards

	Frequency of Talking About Story After Reading			
Relationship to Child	Usually	Sometimes	Never	Total
Mother	87 33%	76 30%	45 17%	208 79%
Father	16 6%	5 2%	2 1%	23 9%
Grandparent	12 5%	6 2%	1 >1%	19 7%
Friend/Neighbor	2 1%	2 1%	0 0%	4 2%
Other	5 2%	2 1%	3 1%	10 4%
Total	122 46%	91 35%	51 19%	264 100%

4. Relationship to Child vs. Frequency of Pointing Out Letters

	Frequency of Pointing Out Letters While Reading			
Relationship to Child	Usually	Sometimes	Never	Total
Mother	95 36%	78 29%	37 14%	208 79%
Father	9 3%	12 5%	2 1%	23 9%
Grandparent	13 5%	2 >1%	4 2%	19 7%
Friend/Neighbor	2 1%	1 >1%	1 >1%	4 2%
Other	5 2%	4 2%	1 >1%	10 4%
Total	124 47%	97 37%	45 17%	266 100%

5. Minutes Read Per Day vs. Pointing Out Pictures

Minutes Read to Per Day	Frequency of Pointing Out Pictures While Reading			Total
	Usually	Sometimes	Never	
0-10	26 10%	16 6%	13 5%	55 21%
11-20	34 13%	15 6%	7 3%	56 21%
21-30	82 31%	33 12%	11 4%	126 47%
>30	25 9%	3 1%	1 <1%	29 11%
Total	167 63%	67 25%	32 12%	266 100%

6. Minutes Read to Per Day vs. Frequency of Talking About the Story

	Frequency of Talking About the Story After Reading			
Minutes Read to Per Day	Usually	Sometimes	Never	Total
0-10	14 5%	21 8%	20 8%	55 21%
11-20	26 10%	22 8%	8 3%	56 21%
21-30	65 25%	43 16%	18 7%	126 47%
>30	19 7%	6 2%	2 1%	27 10%
Total	124 47%	92 35%	48 18%	264 100%

7. Minutes Read to Per Day vs. Frequency of Pointing Out Letters While Reading

	Frequency of Pointing Out Letters While Reading			
Minutes Read to Per Day	Usually	Sometimes	Never	Total
0-10	17 6%	15 6%	23 9%	55 21%
11-20	25 9%	19 7%	12 5%	56 21%
21-30	63 24%	55 21%	8 3%	126 47%
>30	19 7%	8 3%	2 1%	29 11%
Total	124 47%	97 37%	45 17%	266 100%

Before calling, research name of person attempting to call

Step 1:

Call and ask for **Asst. Superintendent** or **curriculum director**, or anyone who deals with kindergarten screening or DIBELS data.

Take name of person

Hello, My name is _____. I am a researcher from the Maxwell School of Syracuse University working with the Literacy Coalition of Onondaga County. We are looking to obtain data on Kindergarten readiness. Do you have a few minutes to answer some questions?

Yes: See Step 2

No: do you have an email account or fax number so I can send you the information?

Confidentiality problem: We are gathering information at the school level

Step 2:

Ask Questions:

1. What instrument does your district use to measure kindergarten readiness before the student enters school? **Note type of test**
2. What month was that test administered?
3. Does your district measure reading readiness in any way? When?
4. Does your district measure letter knowledge in any way? When?
5. When does your district use DIBELS?
6. If not, then what test does your district use?
7. Are those scores available to be sent to us via email or fax?
8. Are the (**Question 1 answer**) scores available to be sent to us for research? (In Excel format total raw number and percentage of below, at and above proficiency)

Troubleshooting

Leaving messages: Leave name (spelled out), number, email

If not available: ask when would be a good time to call back

Keep an accurate record of who you talked to for future uses.

APPENDIX X: INDICATOR 2 DIBELS TESTING



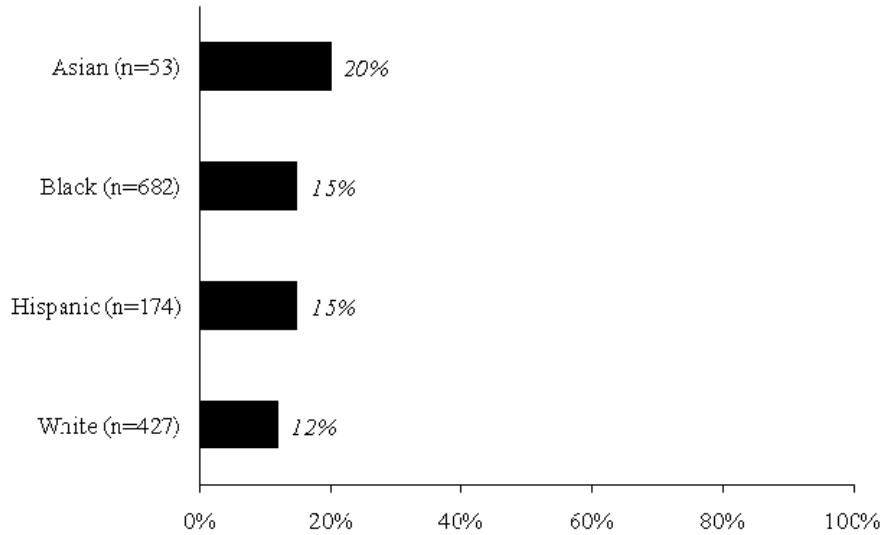
	Beginning of Year Month 1 -3		Middle of Year Month 4 -6		End of Year Month 7 -10	
DIBELS Measure	Scores	Status	Scores	Status	Scores	Status
Initial Sound Fluency (ISF)	0 -3 4 -7 8 and above	At risk Some risk Low risk	0 -9 10 -24 25 and above	Deficit Emerging Established	Not administered during this assessment period	
Letter Naming Fluency (LNF)	0 -1 2 -7 8 and above	At risk Some risk Low risk	0 -14 15 -26 27 and above	At risk Some risk Low risk	0 -28 29 -39 40 and above	At risk Some risk Low risk
Phoneme Segmentation Fluency (PSF)	Not administered during this assessment period		0 -6 7 -17 18 and above	At risk Some risk Low risk	0 -9 10 -34 35 and above	Deficit Emerging Established
Nonsense Word Fluency (NWF-CLS)	Not administered during this assessment period		0 -4 5 -12 13 and above	At risk Some risk Low risk	0 -14 15 -24 25 and above	At risk Some risk Low risk
Word Use Fluency (WUF)	<p>BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED.</p> <p>Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th percentile and 40th percentile should be considered at some risk.</p>					

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APPENDIX XI: INDICATOR 2 SUPPLEMENTAL GRAPHS

1. 20% of SCSD Asian kindergarten students scoring “At Risk” on the Initial Sound Fluency section of the DIBELS test in January 2009.

**SCSD "Deficit" Kindergarten Initial Sound Fluency
Scores by Race/Ethnicity
January 2009**

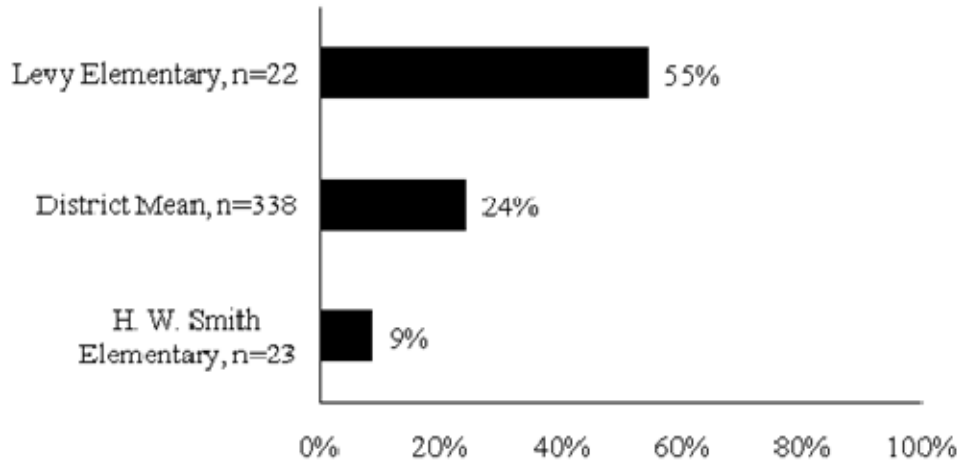


	Asian (n=53)	Hispanic (n=174)	Black (n=682)	White (n=427)
Established	42%	29%	44%	39%
Emerging	37%	56%	41%	48%

Source: 2009 SCSD DIBELS Data

2. 55% of Levy Elementary kindergarten students scoring "At Risk" in the Letter Naming Fluency section of the DIBELS test in January 2009.

"At Risk" Students, January 2009

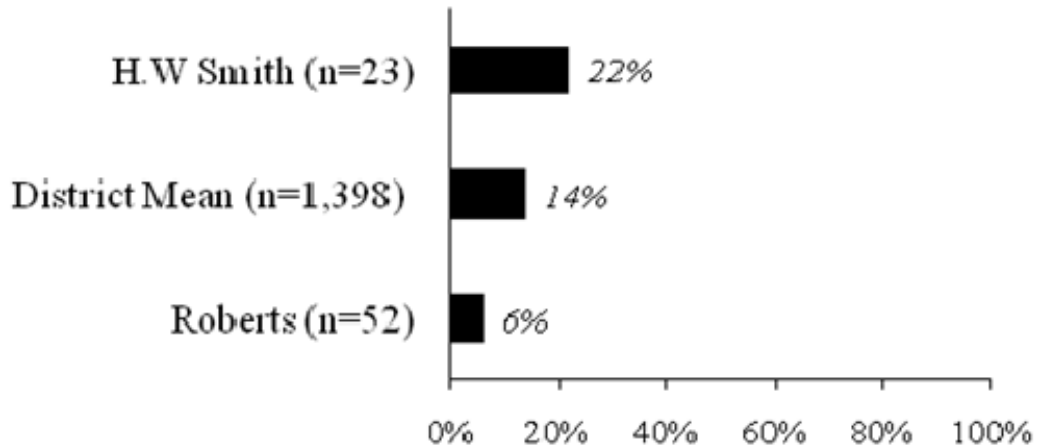


Student Scores, January 2009				
Current Building Name	At Risk	Low risk	Some risk	Count
Bellevue Elementary School	30%	45%	24%	66
Delaware Elementary	48%	32%	21%	63
Dr. King Magnet Elementary	16%	72%	11%	87
Dr. Weeks Elementary	28%	43%	28%	109
Edward Smith Elementary	17%	63%	20%	64
Elmwood Elementary	18%	62%	20%	55
Franklin Magnet Elementary	35%	48%	18%	107
Frazer Elementary	26%	64%	10%	69
H. W. Smith Elementary	9%	91%	0%	23
Hughes Magnet Elementary	20%	64%	15%	59
Huntington Elementary	19%	58%	23%	83
Lemoine Elementary	24%	58%	18%	67
Levy Elementary	55%	36%	9%	22
McKinley - Brighton Elementary	20%	64%	16%	74
Meachem Elementary	10%	64%	25%	67
Porter Magnet Elementary	24%	64%	12%	66
Roberts Elementary	19%	56%	25%	52
Salem Hyde Elementary	13%	69%	19%	64
Seymour Magnet Elementary	25%	57%	19%	69
Van Duyn Elementary	23%	52%	25%	44
Webster Elementary	30%	56%	15%	88

Source: 2009 SCSD DIBELS data.

3. 22% of H.W Smith Elementary kindergarten students scoring “Deficit” in the Initial Sound Fluency section of the DIBELS test in January 2009.

"Deficit" Students January 2009

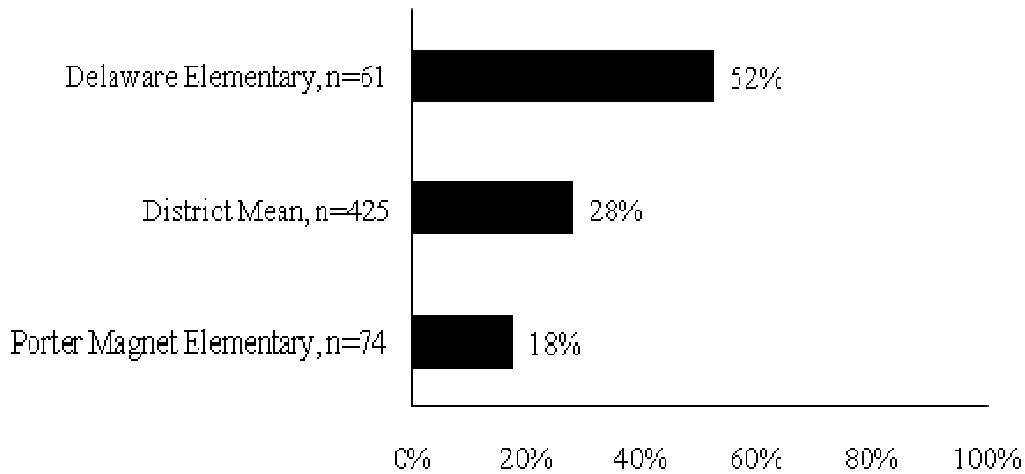


School	Count	Deficit	Emerging	Established
Bellevue Elementary School	66	11%	56%	33%
Delaware Elementary	63	14%	70%	16%
Dr. King Magnet Elementary	87	7%	30%	63%
Dr. Weeks Elementary	109	19%	55%	26%
Edward Smith Elementary	64	6%	34%	59%
Elmwood Elementary	55	18%	47%	35%
Franklin Magnet Elementary	107	21%	49%	31%
Frazer Elementary	69	9%	26%	65%
H. W. Smith Elementary	23	22%	74%	4%
Hughes Magnet Elementary	59	12%	24%	64%
Huntington Elementary	83	18%	63%	19%
Lemoyne Elementary	67	15%	43%	42%
Levy Elementary	22	18%	50%	32%
McKinley - Brighton Elementary	74	16%	22%	62%
Meachem Elementary	67	10%	49%	40%
Porter Magnet Elementary	66	12%	47%	41%
Roberts Elementary	52	6%	37%	58%
Salem Hyde Elementary	64	14%	52%	34%
Seymour Magnet Elementary	69	17%	54%	29%
Van Duyn Elementary	44	18%	39%	43%
Webster Elementary	88	11%	44%	44%

Source: 2009 SCSD DIBELS Data

4. 52% of Delaware Elementary kindergarten students scored "At Risk" in the Letter Naming Fluency section of the June 2009 DIBELS test, the lowest percentage in the school district, while 18% of Porter Magnet Elementary kindergarten students scored "at risk," the lowest percentage in the SCSD.

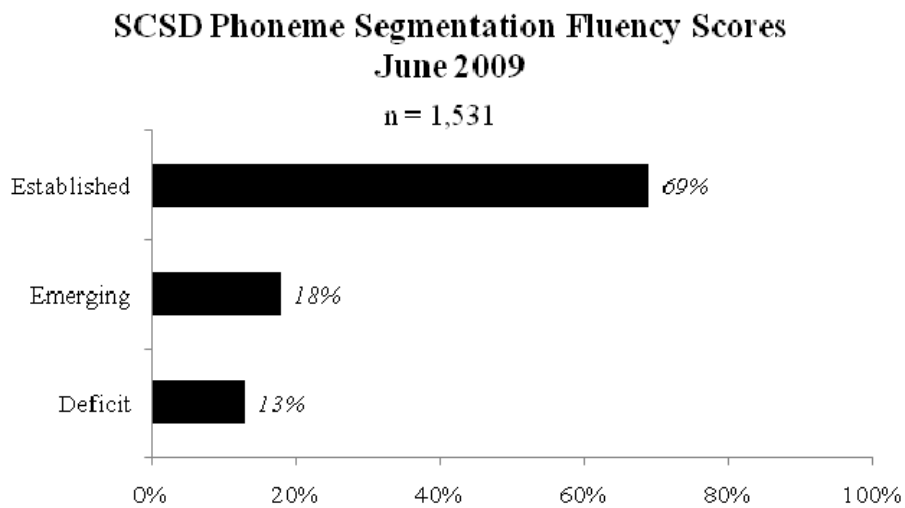
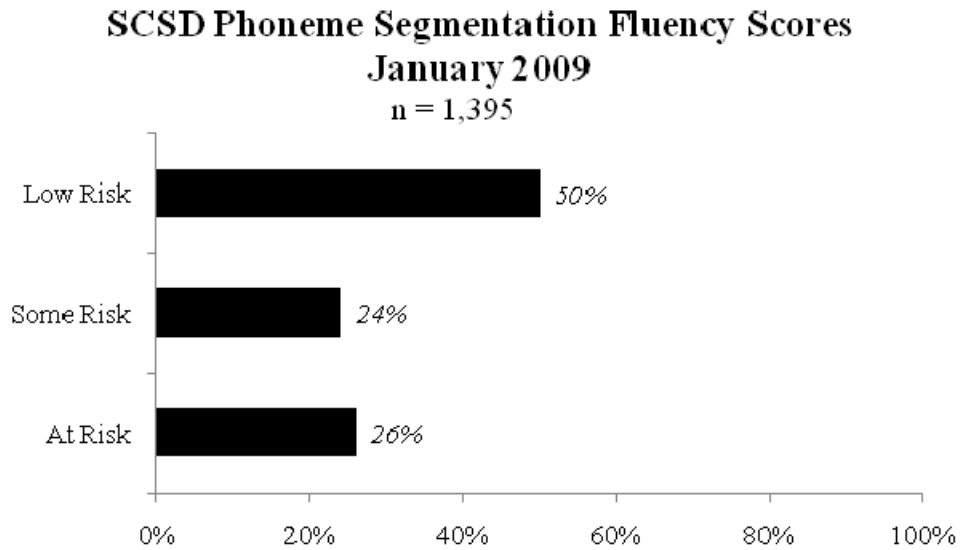
"At Risk" Students June 2009



Student Scores, June 2009				
Current Building Name	At Risk	Some Risk	Low Risk	Count
Bellevue Elementary School	30%	24%	46%	67
Delaware Elementary	52%	16%	31%	61
Dr. King Magnet Elementary	20%	24%	56%	99
Dr. Weeks Elementary	40%	32%	28%	113
Edward Smith Elementary	18%	32%	50%	68
Elmwood Elementary	27%	28%	45%	60
Franklin Magnet Elementary	41%	19%	40%	110
Frazer Elementary	27%	26%	47%	74
H. W. Smith Elementary	20%	17%	63%	75
Hughes Magnet Elementary	18%	16%	66%	62
Huntington Elementary	29%	31%	40%	87
Lemoyne Elementary	24%	9%	68%	68
Levy Elementary	50%	27%	23%	26
McKinley - Brighton Elementary	23%	12%	64%	81
Meachem Elementary	19%	26%	55%	73
Porter Magnet Elementary	18%	20%	62%	74
Roberts Elementary	35%	23%	42%	52
Salem Hyde Elementary	26%	20%	54%	65
Seymour Magnet Elementary	26%	14%	60%	70
Van Duyn Elementary	20%	32%	48%	50
Webster Elementary	28%	21%	51%	94

Source: 2009 SCSD DIBELS data.

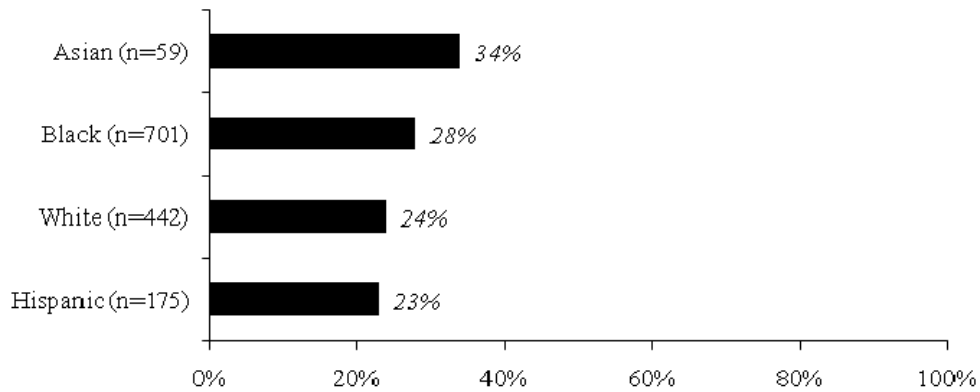
5. Over half of SCSD kindergarten students scored either “Low Risk” or “Established” on the Phoneme Segmentation Fluency section of the January and June 2009 DIBELS test.



Source: 2009 SCSD DIBELS Data

6. 34% of Asian SCSD kindergarten students scored “At Risk” on the Phoneme Segmentation Fluency section of the DIBELS test in January 2009.

**SCSD Phoneme Segmentation Fluency "At Risk" Scores by Race/Ethnicity
January 2009**

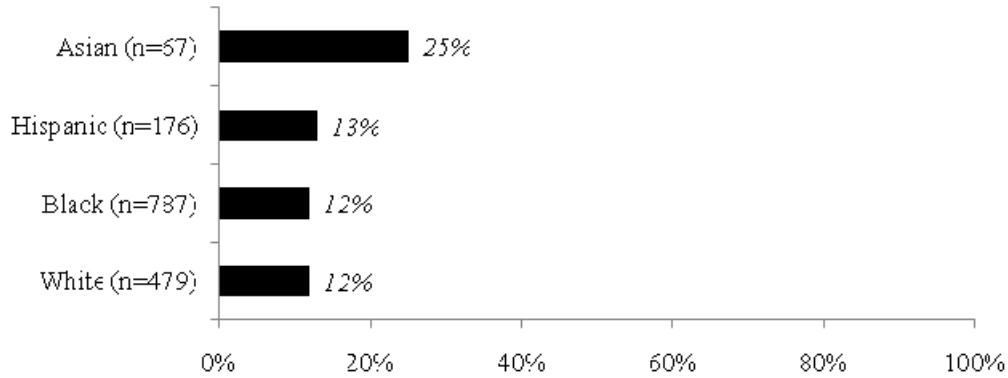


	Asian (n=59)	Black (n=701)	White (n=442)	Hispanic (n=175)
Some Risk	31%	26%	21%	18%
Low Risk	35%	46%	55%	58%

Source: 2009 SCSD DIBELS Data

7. 25% of Asian SCSD kindergarten students scored “Deficit” on the Phoneme Segmentation Fluency section of the DIBELS test in June 2009.

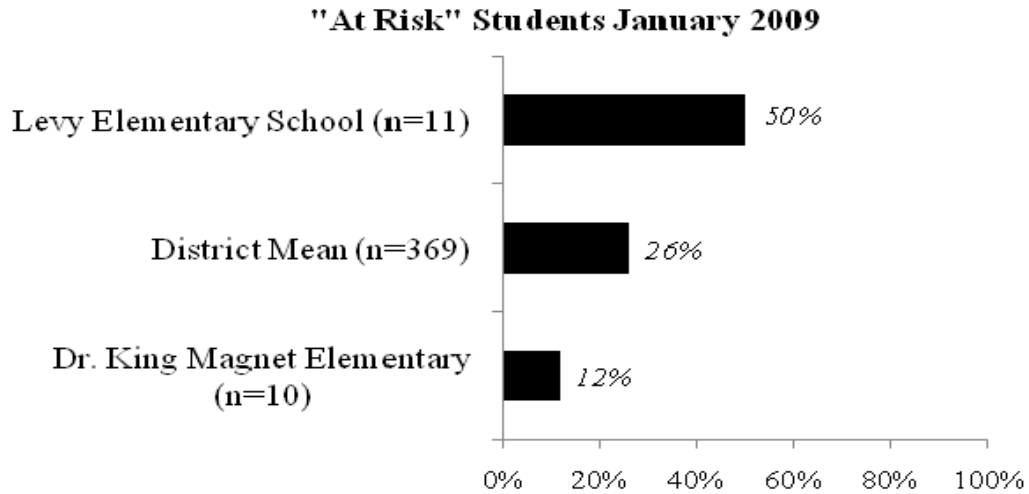
**Phoneme Segmentation Fluency "Deficit" Scores by
Race/Ethnicity
June 2009**



	Asian (n=67)	Hispanic (n=176)	Black (n=787)	White (n=479)
Emerging	18%	21%	26%	31%
Established	23%	24%	28%	34%

Source: 2009 SCSD DIBELS Data

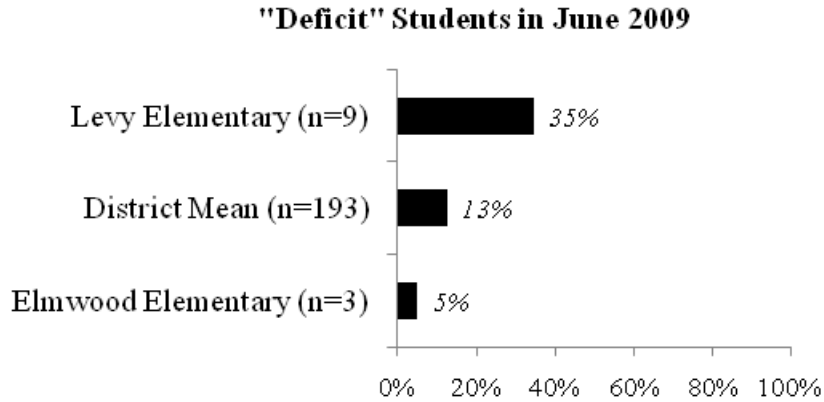
8. 50% of SCSD ESL kindergarten students scored “At Risk” on the Phoneme Segmentation Fluency section of the DIBELS test in January 2009.



School	Count	At Risk	Some Risk	Low Risk
Bellevue Elementary School	9	14%	21%	65%
Delaware Elementary	15	24%	11%	65%
Dr. King Magnet Elementary	10	12%	16%	72%
Dr. Weeks Elementary	49	45%	36%	19%
Edward Smith Elementary	14	22%	18%	58%
Elmwood Elementary	10	18%	27%	55%
Franklin Magnet Elementary	43	40%	25%	35%
Frazer Elementary	13	19%	42%	39%
H. W. Smith Elementary	6	26%	17%	57%
Hughes Magnet Elementary	21	36%	15%	49%
Huntington Elementary	18	22%	30%	48%
Lemoyme Elementary	17	25%	15%	60%
Levy Elementary	11	50%	27%	23%
McKinley - Brighton Elementary	19	26%	16%	58%
Meachem Elementary	23	34%	24%	42%
Porter Magnet Elementary	9	14%	24%	62%
Roberts Elementary	11	21%	30%	47%
Salem Hyde Elementary	12	19%	27%	55%
Seymour Magnet Elementary	15	22%	10%	68%
Van Duyn Elementary	13	29%	31%	38%

Source: 2009 SCSD DIBELS Data

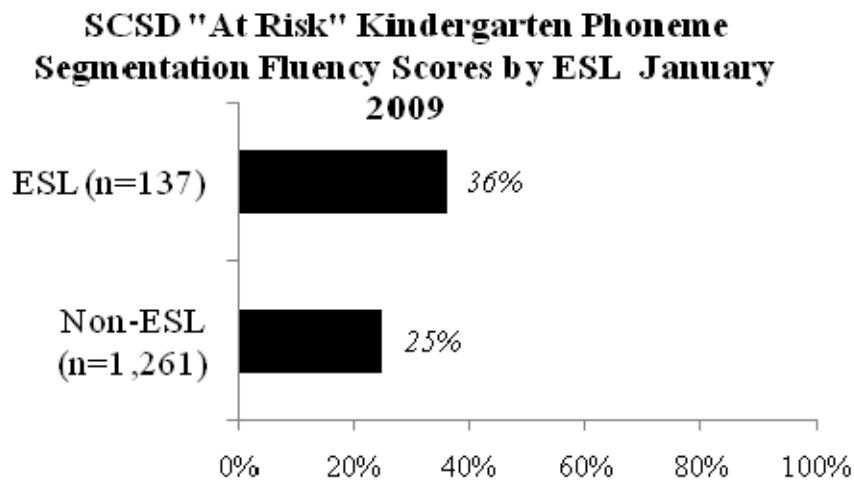
9. 35% of Levy Elementary kindergarten students scored “Deficit” in the Phoneme Segmentation Fluency section of the DIBELS test in January 2009.



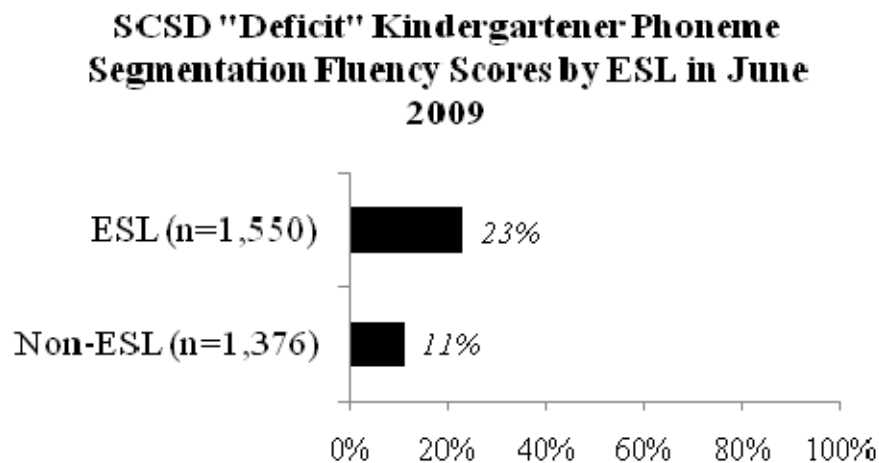
School	Count	Deficit	Emerging	Established
Bellevue Elementary School	5	7%	13%	79%
Delaware Elementary	9	15%	21%	64%
Dr. King Magnet Elementary	5	5%	15%	80%
Dr. Weeks Elementary	28	25%	35%	41%
Edward Smith Elementary	7	10%	14%	75%
Elmwood Elementary	3	5%	22%	73%
Franklin Magnet Elementary	18	17%	32%	51%
Frazer Elementary	16	22%	18%	61%
H. W. Smith Elementary	4	5%	17%	77%
Hughes Magnet Elementary	7	11%	3%	85%
Huntington Elementary	16	18%	13%	69%
Lemoyne Elementary	9	13%	13%	74%
Levy Elementary	9	35%	27%	38%
McKinley - Brighton Elementary	8	10%	20%	70%
Meachem Elementary	6	8%	15%	77%
Porter Magnet Elementary	7	9%	7%	84%
Roberts Elementary	3	6%	26%	68%
Salem Hyde Elementary	7	11%	15%	74%
Seymour Magnet Elementary	5	7%	11%	81%
Van Duyn Elementary	5	10%	22%	69%
Webster Elementary	16	17%	22%	61%

Source: 2009 SCSD DIBELS Data

10. 21. 30% of male SCSD kindergarteners scored “At Risk” on the Phoneme Segmentation Fluency section of the DIBELS test in January 2009 compared to only 15%



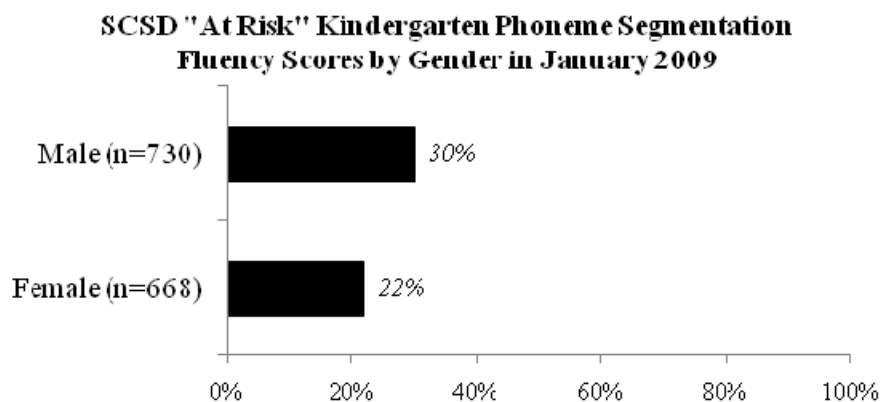
SCSD Phoneme Segmentation Fluency Scores by ESL Status January 2009			
	At Risk	Some Risk	Low Risk
Non-ESL (n=1,261)	25%	23%	51%
ESL (n=137)	36%	28%	36%



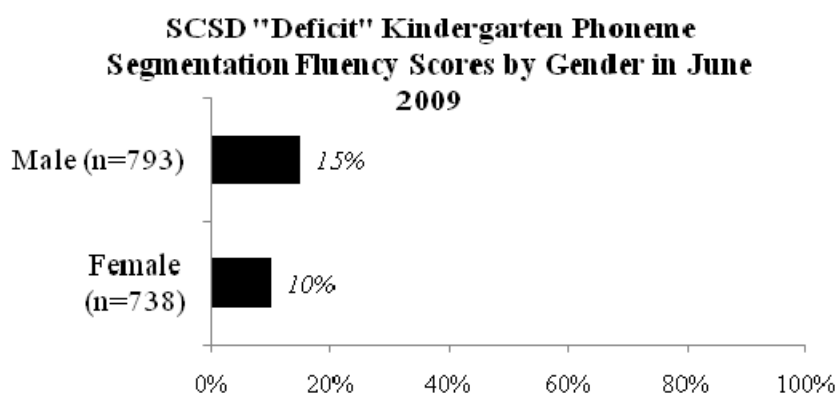
SCSD Phoneme Segmentation Fluency Scores by ESL Status June 2009			
	Deficit	Emerging	Established
Non-ESL (n=1,261)	11%	18%	71%
ESL (n=137)	23%	25%	52%

Source: 2009 SCSD DIBELS Data

11. 30% of male SCSD kindergarteners scored “At Risk” on the Phoneme Segmentation Fluency section of the DIBELS test in January 2009 compared to only 15%



SCSD Phoneme Segmentation Fluency Scores by Gender Status January 2009			
	At Risk	Some Risk	Low Risk
Male (n=730)	30%	23%	46%
Female (n=668)	22%	24%	54%



SCSD Phoneme Segmentation Fluency Scores by Gender Status June 2009			
	Deficit	Emerging	Established
Male (n=730)	15%	21%	64%
Female (n=668)	10%	16%	74%

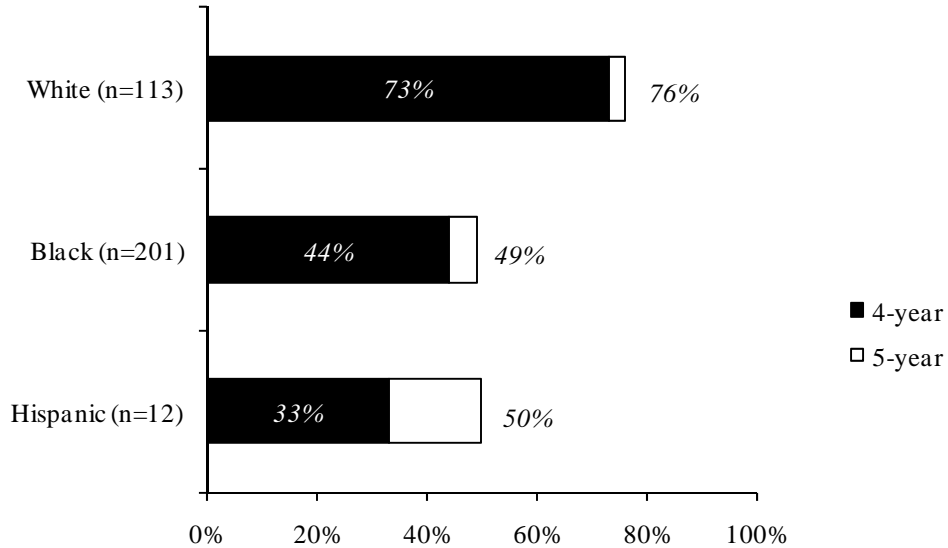
Source: 2009 SCSD DIBELS Data and 2009 BCSD DIBELS Data.

APPENDIX XII: SYRACUSE CITY SCHOOL DISTRICT QUADRANTS

QUADRANT 1	QUADRANT 2	QUADRANT 3	QUADRANT 4
Nottingham High School	Corcoran High School	Fowler High School	Henninger High School
Levy Middle School	Clary Middle School	Bellevue Middle School	Grant Middle School
	Danforth Magnet Middle School	Shea Middle School	Lincoln Middle School
Edward Smith K-8 School	Roberts K-8 School	Blodgett K-8 School	Dr. Edwin E. Weeks Elementary
Hughes Elementary	Elmwood Elementary	Frazer School K-8	Huntington School
H.W. Smith K-8 School	Dr. King Applied Science Magnet School	Bellevue Middle School Academy	Franklin Magnet School
Solace Elementary	McKinley- Brighton Magnet Elementary School	Delaware Elementary	LeMoyne Elementary
	Meachem Elementary	Porter School of Technology and Career Exploration	Salem Hyde Elementary
	Van Duyn Elementary	Seymour Magnet School	Webster Elementary

1. 17% more Hispanic students graduated high school after five years rather than four years (n=12).

**Corcoran High School Graduation Rates by
Race/Ethnicity
2003 Cohort (4 / 5 Year Comparison)**



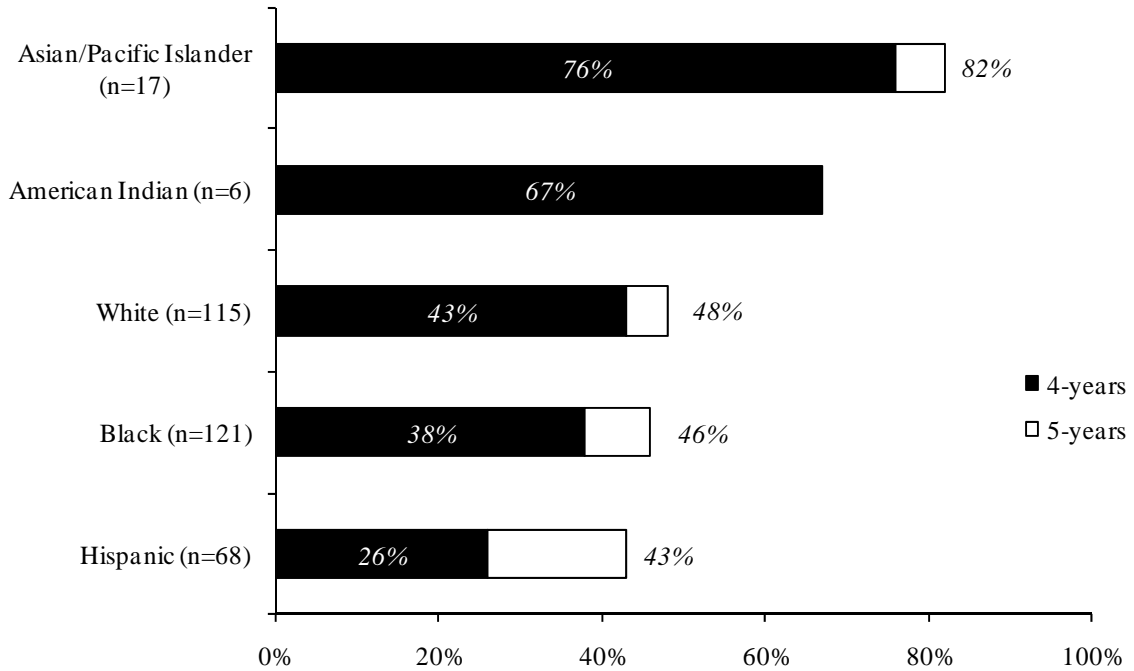
Source: <http://www.emsc.nysed.gov/irts/cohort/2009/200708TotalCohort-School-RaceEthnicity.pdf>

Comments: The Institute of Technology at Syracuse Central is absent from the data because the first cohort will not graduate until 2011.

Omitted from the graph are American Indian/Native Alaskan (n=4) and Asian/Pacific Islander (n=1), because they are labeled as a “small group”, and districts do not report data for small groups. See Appendix XVIII for definition of “small groups”.

2. 17% more Hispanic students graduated high school after five years rather than four years (n=12).

2003 Fowler High School Cohort Graduation Rates by Race/Ethnicity (4 /5 Year Comparison)

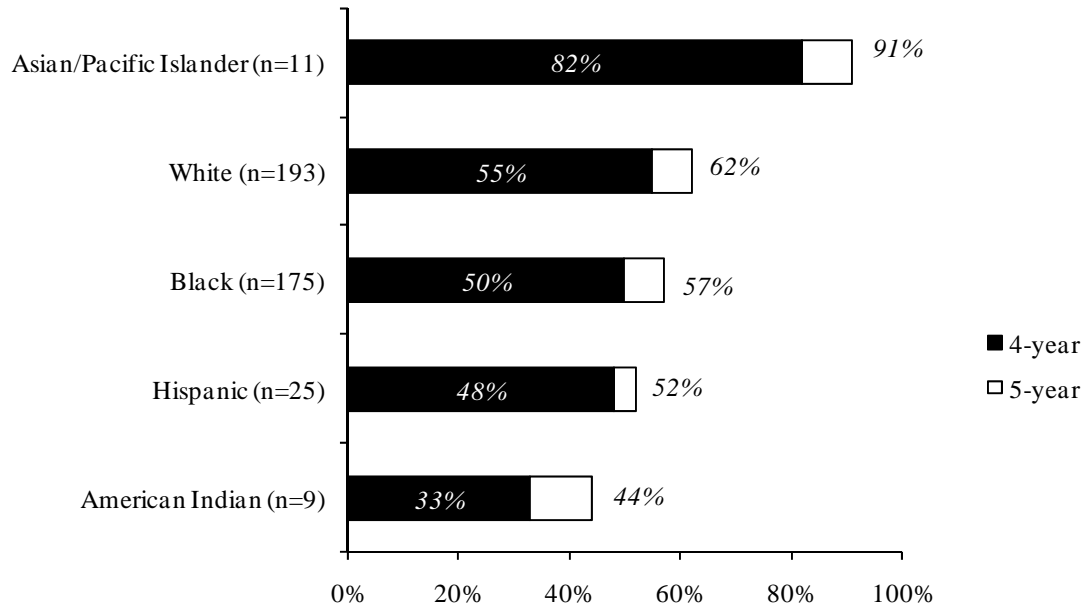


Source: <http://www.emsc.nysed.gov/irts/cohort/2009/200708TotalCohort-School-RaceEthnicity.pdf>

Comment: The Institute of Technology at Syracuse Central is absent from the data because the first cohort will not graduate until 2011.

3. 11% more American Indian students graduated from high school after five years rather than four years (n= 9).

**Henninger High School Graduation Rates by
Race/Ethnicity
2003 Cohort (4 / 5 Year Comparison)**

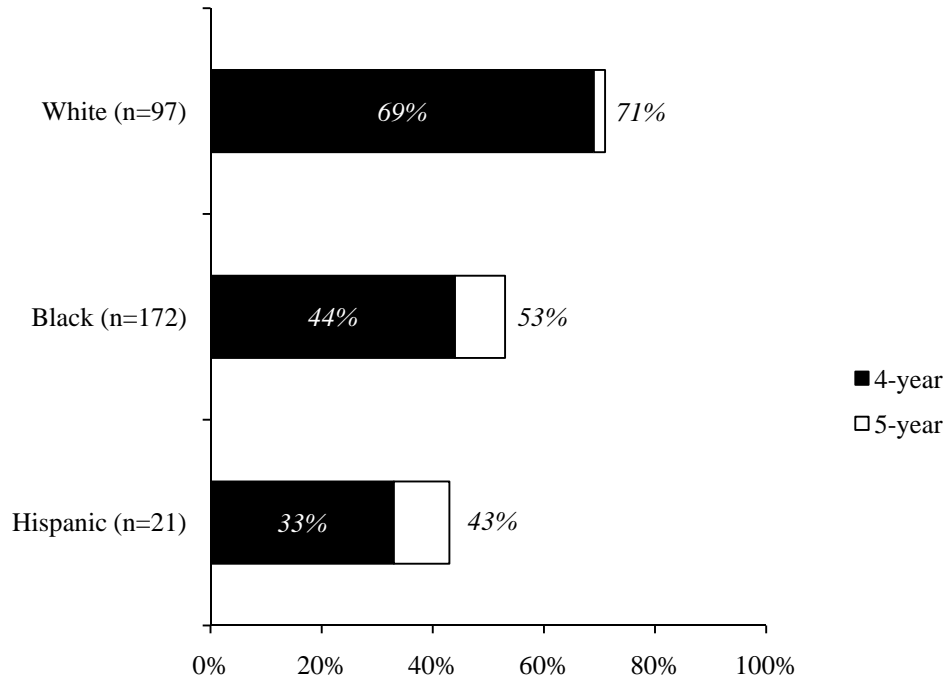


Source: <http://www.emsc.nysed.gov/irts/cohort/2009/200708TotalCohort-School-RaceEthnicity.pdf>

Comments: The Institute of Technology at Syracuse Central is absent from the data because the first cohort will not graduate until 2011.

4. 10% more Hispanic students graduated high school after five years rather than four years (n=21).

**Nottingham High School Graduation Rates by Race/Ethnicity
2003 Cohort (4 / 5 Year Comparison)**



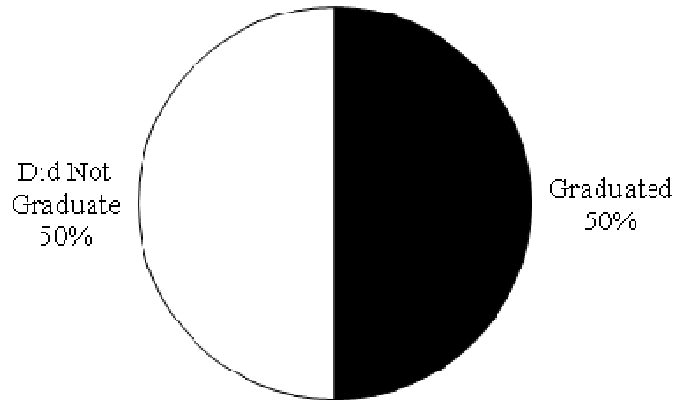
Source: <http://www.emsc.nysed.gov/irts/cohort/2009/200708TotalCohort-School-RaceEthnicity.pdf>

Comments: The Institute of Technology at Syracuse Central is absent from the data because the first cohort will not graduate until 2011.

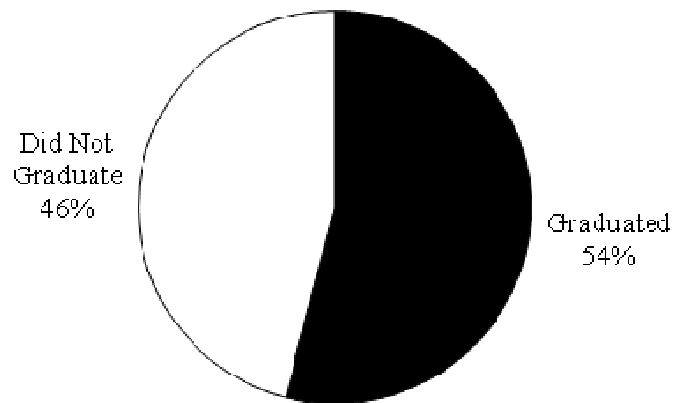
Omitted from the graph are American Indian/Native Alaskan (n=1) and Asian/Pacific Islander (n=5), because they are labeled as a “small group”, and districts do not report data for small groups. See Appendix XVIII for definition of “small groups”.

5. 54% of female students from the 2004 Cohort graduated high school by August of their fourth year (n=788).

**Male Graduation Rate for SCSD
2004 Cohort (August)
n= 718**



**Female Graduation Rate for SCSD
2004 Cohort (August)
n= 788**



Source: <http://www.emsc.nysed.gov/irts/cohort/2009/200708TotalCohort-School-Gender.pdf>

Comment: The Institute of Technology at Syracuse Central is absent from the data because the first cohort will not graduate until 2011.

APPENDIX XIV: INDICATOR 7 SUPPLEMENTAL CHART

Literacy Services Offered, 2008(n=46) and 2009 (n=31)

Service Option	2008		2009	
	#	%	#	%
Early Reading First	6	13%	3	13%
Reading First	6	13%	2	10%
Homework Help	22	48%	5	19%
Subject tutoring	15	33%	5	19%
Literacy Testing/Assignment	11	24%	7	29%
Out of School youth (16-24 yr old literacy programs)	23	50%	5	19%
Learning Disability Assessment	4	9%	2	6%
Learning Disability Tutoring	9	20%	5	19%
Adult Basic Reading and Writing	12	26%	5	23%
Adult Basic Math	8	17%	3	13%
English as a Second Language (ESOL)	12	26%	6	23%
Vocational English as a Second Language	6	13%	3	13%
Native Language Literacy	2	4%	3	10%
Volunteer Tutoring	22	48%	3	10%
Literacy Programming for Incarcerated Youth and/or Adults	5	11%	1	10%
GED Instruction/Test Preparation	14	30%	4	19%
GED Testing	5	11%	1	3%
Home Study- GRASP Program	7	15%	1	3%
EDP External Diploma Program	14	30%	1	3%
GED Connection/WCNY	17	37%	2	13%
Vocational Training	12	26%	1	6%
Parent Education	14	30%	4	23%
Family Literacy	18	39%	6	29%
Health Literacy	11	24%	5	26%
Financial Literacy	11	24%	6	29%
Computer Literacy	6	13%	5	26%
Citizenship/ civic participation	6	13%	5	23%
Fee for Service Literacy Program	22	48%	0	0%
Workplace Literacy	15	34%	3	13%

Source: Literacy Coalition of Onondaga County Survey (2009).

Comments: Other was removed from 2008 data because it was not an option in the 2009 survey
 Other: Count-11 Percent- 24%

ONONDAGA COUNTY LITERACY PROVIDER SURVEY 2009

Please ask the person who is most familiar with your organization's literacy services to complete this survey. If your organization does NOT provide literacy services, please select "No" below, and then click next.

The survey should take about 20 minutes to complete. To lessen your response time, it may be helpful to compile the following information before you begin:

1. The number of literacy clients your organization served during the most recently completed fiscal year.
2. Your organization's total literacy services budget for the most recently completed fiscal year.
3. The names of organizations you partner with to provide literacy services and the names of grants that fund those collaborative efforts.
4. All funding sources (and the dollar amount received from each source) for literacy services provided during the most recently completed fiscal year.
5. The zip codes of service clients' place of residence. A zip code map is included with this question to assist you.

Please be sure to click "Finish" when you are finished with the survey and ready to submit your responses. If you have questions, please contact Ginny Carmody at vcarmody@unitedway-cny.org

We thank you for your time and support in achieving 100% literacy through 100% community engagement.

1) Does your organization provide literacy services or programming of any kind to members of the community?

Yes/No

2) Provide the Organization's contact information. Please be sure to enter a response for each question. If a question does not apply, write N/A.

Organization Name:

Organization Street Address:

City:

Zip Code:

Organization Website:

Executive Director Name:

Executive Director Email Address

3) Does your organization have 501(c) (3) status?

Yes/No

4) Does your organization have a Literacy Program Coordinator/Administrator?

Yes/No

5) Please provide the Literacy Program Coordinator's name and email address.

6) What literacy services does your organization offer? Please check all that apply.

- Early Reading First
- Reading First
- Homework help
- Subject tutoring
- Literacy testing/assessment
- Out of school youth (16-24 yr old) literacy programs
- Learning disability assessment
- Learning disability tutoring
- Adult basic reading and writing
- Adult basic math
- English as a Second Language (ESOL)
- Vocational English as a Second Language (VESL)
- Native language literacy
- Volunteer tutoring
- Literacy programming for incarcerated youth and/or adults
- GED instruction / test preparation
- GED testing
- Home Study – GRASP program
- EDP External Diploma Program
- GED on TV
- Vocational training
- Parent education
- Family literacy
- Health literacy
- Financial literacy
- Computer literacy
- Citizenship / civic participation
- Fee for service literacy program
- Workplace Literacy
- Other, please specify

7) When did your organization's last fiscal year begin and end?

8) How many (unduplicated count) clients did your organization provide literacy services to during its last fiscal year?

9) Where does your organization provide literacy services?

Literacy services are provided at the organization's headquarters address that I provided in Question 1, only.

Literacy services are provided at both the organization's headquarters and at other locations.

Literacy services are provided at locations other than the organization's headquarters, only.

10) Please list the names and addresses of ALL other locations where literacy services are provided by your organization. If services are provided at variable or irregular locations (e.g. public places or clients' homes), please indicate this in the first box.

11) Thinking specifically about the literacy services your organization provides, what do you believe are your greatest challenges?

Not challenging at all Somewhat challenging Extremely challenging
 1 2 3 4 5

- Clientele recruitment
- Clientele retention
- Staff retention
- Staff training and development
- Volunteer recruitment
- Volunteer retention
- Evaluation and accountability procedures
- Funding
- Public relations
- Record keeping
- Planning
- Other
- Other
- Other

12) Does your organization partner with other organizations to provide literacy services?

Yes/No

13) Please provide the names of each organization you partner with (and if applicable, include the names of any grants that jointly fund that collaborative effort).

Partnering Organization Grant Name Grant Amount

14) What was your organization's total LITERACY SERVICES budget during its last complete fiscal year?

15) In the spaces below, please enter the dollar amount of funding you received from each funding source during your organization's last completed fiscal year for ALL literacy services combined. If you receive funding from a source that is not listed, please enter the name of the funding source and the amount you received

Award/Grant Amount in Dollars

- Community Development Block Grant (CDBG)
- Workforce Investment Act Title I
- Workforce Investment Act Title II
- 21st Century Learning Center Act
- Community Technology Centers
- El Civics
- Even Start
- Head Start
- Early Reading First
- Incarcerated Youth
- Literacy Zone
- Private Foundations
- Individual Donors
- Events/Fundraising

Public School System
 State Adult Education System
 Workforce Investment Board
 Employment Preparation Education (EPE)
 Educational Resource
 City Government Funding
 Department of Justice
 Department of Health and Human Services
 Department of Housing and Urban Development
 Department of Labor
 Private Corporations
 Other

16) Now consider the challenges you experience in funding literacy services. Please rank, in order of importance, the funding challenges your organization faces in delivering literacy services.

Not challenging at all	Somewhat challenging	Extremely challenging
1	2 3	4 5

Time and complexity of proposal development process
 Data collection and reporting requirements
 Staff time and resources to secure and monitor grants
 Knowledge of potential literacy funding sources

17) Please explain any additional funding challenges your organization may experience.

18) What information about funding would be useful for your organization?

19) Now please think about where your literacy service clients reside. To the best of your ability, indicate which zip codes your literacy clients reside in using the list of Onondaga County zip codes below. Please refer to the map of Onondaga County zip codes for assistance.

20) What percentage of your organization’s literacy clients belong to each of the following age groups?

Less than 5 years
 5 years to 15 years
 16 years to 20 years
 21 years and older

21) In your estimation, what percentage of your organization’s literacy clients uses public transportation as their primary mode of transportation?

10% or less
 More than 10% but fewer than 50%
 50% or more
 Don't know

22) How far away is the nearest Centro bus stop from your organization's headquarters?

- Less than 1/4 mile
- 1/4 mile to less than 1/2 mile
- 1/2 mile to less than 1 mile
- 1 mile or more
- Don't know

23) Please now think about all of your organization's staff that is involved in literacy services. What percentage of those people is NYS Dept. of Education Teacher Certified?

24) Does your organization currently use scientifically based research to inform literacy instruction?

25) If so, does the Scientifically based research address any of the following:

- a. Poverty
- b. Learning disabilities
- c. English language acquisition
- d. Workforce development
- e. Health
- f. Personal finances
- g. Other

26). What types of professional development based on scientifically based research would staff in your program likely attend?

27).Does your organization utilize volunteers to provide its literacy services?

Yes/No

28).Does your organization provide training to its literacy volunteers?

Yes (Please explain)/No

29).Does your organization pre-test and post test new literacy clients to determine their literacy needs prior to providing services? If so, please explain the pre-test used.

Yes (Please explain)/No

30).Please describe your organization's methods for literacy client record keeping. If you do not keep literacy client records, please enter NA.

31).Would your organization use a standardized electronic database to record client information if it was low-cost and you received assistance in its implementation?

Yes/No/Maybe

Thank you very much for your time! We will contact you if we have any further questions.

APPENDIX XVI: INDICATOR 7 CODEBOOK

QUESTION	CODE
Does your organization provide literacy services or programming of any kind to members of the community?	1 – Yes 2 – No 99- No Response
How many (unduplicated count) clients did your organization provide literacy services to during its last fiscal year?	Open Ended
Does your organization have 501(c) (3) status?	1 – Yes 2 – No 99- No Response
What literacy services does your organization offer? Please check all that apply. <ol style="list-style-type: none"> 1. Early Reading First 2. Reading First 3. Homework help 4. Subject tutoring 5. Literacy testing/assessment 6. Out of school youth (16-24 yr old) literacy programs 7. Learning disability assessment 8. Learning disability tutoring 9. Adult basic reading and writing 10. Adult basic math 11. English as a Second Language (ESOL) 12. Vocational English as a Second Language (VESL) 13. Native language literacy 14. Volunteer tutoring 15. Literacy programming for incarcerated youth and/or adults 16. GED instruction / test preparation 17. GED testing 18. Home Study – GRASP program 19. EDP External Diploma Program 20. GED on TV 21. Vocational training 22. Parent education 23. Family literacy 24. Health literacy 25. Financial literacy 26. Computer literacy 27. Citizenship / civic participation 28. Fee for service literacy program 29. Workplace Literacy 30. Other, please specify 	0- Unchecked 1- Checked

APPENDIX XVI: INDICATOR 7 CODEBOOK

QUESTION	CODE
Please list the names and addresses of ALL other locations where literacy services are provided by your organization. If services are provided at variable or irregular locations (e.g. public places or clients' homes), please indicate this in the first box.	Open Ended
<p>11) Thinking specifically about the literacy services your organization provides, what do you believe are your greatest challenges? Not challenging at all, Somewhat challenging, Extremely challenging.</p> <ol style="list-style-type: none"> 1. Clientele recruitment 2. Clientele retention 3. Staff retention 4. Staff training and development 5. Volunteer recruitment 6. Volunteer retention 7. Evaluation and accountability procedures 8. Funding 9. Public relations 10. Record keeping 11. Planning 12. Other 13. Other 14. Other 	99-No Response 1 – Not challenging at all 2 – Somewhat challenging 3 – Extremely challenging
Does your organization partner with other organizations to provide literacy services?	99 – No Response 1 – Yes 2 – No
Please provide the names of each organization you partner with (and if applicable, include the names of any grants that jointly fund that collaborative effort).	Open Ended
What was your organization's total LITERACY SERVICES budget during its last complete fiscal year?	Open Ended 99 – No Response

APPENDIX XVI: INDICATOR 7 CODEBOOK

QUESTION	CODE
<p>In the spaces below, please enter the dollar amount of funding you received from each funding source during your organization's last completed fiscal year for ALL literacy services combined. If you receive funding from a source that is not listed, please enter the name of the funding source and the amount you received</p> <ol style="list-style-type: none"> 1. Community Development Block Grant (CDBG) 2. Workforce Investment Act Title I 3. Workforce Investment Act Title II 4. 21st Century Learning Center Act 5. Community Technology Centers 6. El Civics 7. Even Start 8. Head Start 9. Early Reading First 10. Incarcerated Youth 11. Literacy Zone 12. Private Foundations 13. Individual Donors 14. Events/Fundraising 15. Public School System 16. State Adult Education System 17. Workforce Investment Board 18. Employment Preparation Education (EPE) 19. Education al Resource 20. City Government Funding 21. Department of Justice 22. Department of Health and Human Services 23. Department of Housing and Urban Development 24. Department of Labor 25. Private Corporations 26. Other 	<p>Open Ended 0 – No Response (assume no funding)</p>
<p>Now consider the challenges you experience in funding literacy services. Please rank, in order of importance, the funding challenges your organization faces in delivering literacy services. Not challenging at all, somewhat challenging, Extremely challenging</p> <p>Time and complexity of proposal development process Data collection and reporting requirements Staff time and resources to secure and monitor grants Knowledge of potential literacy funding sources</p>	<p>1 – Not challenging at all 2 - 3 – Somewhat challenging 4 – 5- Extremely challenging</p>
<p>Please explain any additional funding challenges your organization may experience.</p>	<p>Open Ended</p>

APPENDIX XVI: INDICATOR 7 CODEBOOK

QUESTION	CODE
What information about funding would be useful for your organization?	Open Ended
Now please think about where your literacy service clients reside. To the best of your ability, indicate which zip codes your literacy clients reside in using the list of Onondaga County zip codes below. Please refer to the map of Onondaga County zip codes for assistance.	Open Ended
What percentage of your organization's literacy clients belong to each of the following age groups? No Response, Less than 5 years, 5 years to 15 years, 16 years to 20 years, 21 years and older	Open Ended
Please now think about all of your organization's staff that are involved in literacy services. What percentage of those people is NYS Dept. of Education Teacher Certified?	Open Ended
Does your organization currently use scientifically based research to inform literacy instruction?	99 – No Response 1 – Yes 2 – No
If so, does the Scientifically based research address any of the following: <ol style="list-style-type: none"> 1. Poverty 2. Learning disabilities 3. English language acquisition 4. Workforce development 5. Health 6. Personal finances 7. Other 	99 – No Response 1 – Selected
What types of professional development based on scientifically based research would staff in your program likely attend?	Open Ended
Does your organization utilize volunteers to provide its literacy services? Yes/No	99 – No Response 1 – Yes 2 – No
Does your organization provide training to its literacy volunteers? Yes (Please explain)/No	Open Ended

APPENDIX XVI: INDICATOR 7 CODEBOOK

QUESTION	CODE
Please describe your organization's methods for literacy client record keeping. If you do not keep literacy client records, please enter NA.	Open Ended
Would your organization use a standardized electronic database to record client information if it was low-cost and you received assistance in its implementation? Yes/No/Maybe	1 – Yes 2 – No 3 – Maybe 99 – No response

Organizations Surveyed

ACR
Adult & Continuing Education
Baltimore Woods Nature Center
Child Care Solutions
Children's Consortium
CNY Works
Cooperative Federal (Syracuse Cooperative Federal Credit Union)
Eagle Wings Academy
East Syracuse Free Library
Fayetteville Free Library
FLAGS
Greater Syracuse Chamber of Commerce
LaFayette Central School
LARCS
LCOC
Learning Disabilities Association of CNY
Mary Ann Shaw Center for Public and Community Service
Minoa First United Methodist Church
Onondaga County Public Library Literacy Program
People In Action
Saturday Morning Breakfast Club
Skaneateles Library
Syracuse City School District
Westcott Community Center

APPENDIX XVIII: GLOSSARY

Term	Definition
Dropout	<p>Any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.</p>
Economically Disadvantaged	<p>A partial description of a student who is considered economically disadvantaged is if he or she is a member of:</p> <ul style="list-style-type: none"> • a household supported by one parent if dependent, by the student or by a spouse if independent, whose total annual income is not more than the applicable amount listed in the table below; or • a household supported by more than one worker (parents if dependent, student and spouse if independent) in which the total annual income does not exceed the applicable amount listed in the table below by more than \$4,800; or • a household supported by one worker (parent if dependent, student if independent) who is the sole support of a one-parent family in which the total annual income does not exceed the applicable amount listed in the table below by more than \$4,800; or • a household supported by one worker (parent if dependent, student if independent) who is working two or more jobs at the same time in which the total annual income does not exceed the applicable amount listed in the table below by more than \$1,800. <p>The number of members of a household shall be determined by ascertaining the number of individuals living in the student's residence who are economically dependent on the income supporting the student.</p> <p>The total annual household income for the 2008 calendar year is \$15,590 for one with increments of \$5,410 for each additional person.</p> <p>Source: The University of the State of New York, THE STATE EDUCATION DEPARTMENT Office of K-16 Initiatives and Access Programs www.highered.nysed.gov/kiap</p>

Term	Definition
Graduation-Rate Cohort	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 general education development (GED) program.
Limited English Proficient (LEP) Students	Schools provide special English instruction to students for whom English is a second language so they can participate effectively in the academic program. In 2002–03 and in previous years, students were considered LEP if, by reason of foreign birth or ancestry, they spoke a language other than English and (1) either understood and spoke little or no English or (2) scored at or below the 40 th percentile on an English language assessment instrument. Beginning in 2003–04, students are considered LEP if, by reason of foreign birth or ancestry, they speak a language other than English and (1) either understand and speak little or no English or (2) score below a state-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT). The United States Department of Education has approved the use of the NYSESLAT as the required measure of language arts proficiency for LEP students in grades 4 and 8 who have attended school in the United States (not including Puerto Rico) for fewer than three consecutive years and for LEP students who have attended for four or five years and have received an exemption from the general assessment requirement.
Student Confidentiality/Suppressed Data (# and s)	To ensure student confidentiality, the Department does not publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. In the Overview, the pound character (#) appears when fewer than five students in a group were tested. In the Analysis, when fewer than five students in a group (e.g., Hispanic) were tested, percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. Suppressed data are indicated with an (s). However, the performance of tested students in these groups is aggregated and shown in the Small Group Total row.
Survey Monkey	A free website where anyone can create professional online surveys quickly and easily. Log on to www.surveymonkey.com for more information.
Validity and Reliability of Small Group Data	It is important that programmatic decisions are based on valid and reliable data. Data for fewer than 30 students in a group may be neither valid nor reliable. If a school does not have 30 students in a grade or a subgroup in a given year, the school should evaluate results for students in this group over a period of years to make programmatic decisions.

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