

# New York State District Report Card Comprehensive Information Report

BEDS Code: 27-01-00-01-0000  
 Name: Amsterdam City School District  
 Superintendent: Ronald E. Limoncelli

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	258	264	260
First	258	259	267
Second	238	261	282
Third	265	247	260
Fourth	250	254	253
Fifth	260	256	265
Sixth	276	298	306
Ungraded Elementary	137	115	76
Seventh	305	286	304
Eighth	286	318	268
Ninth	389	396	374
Tenth	298	300	345
Eleventh	291	282	279
Twelfth	229	246	241
Ungraded Secondary	0	0	0
Total K-12 Enrollment	3740	3782	3780

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	18	0.5%	25	0.7%	24	0.6%
Black (Not Hispanic)	116	3.1%	125	3.3%	130	3.4%
Hispanic	910	24.3%	1021	27.0%	1050	27.8%
White (Not Hispanic)	2696	72.1%	2611	69.0%	2576	68.1%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	20	20
Common Branch	19	19	19
English Grade 8	21	20	18
Mathematics Grade 8	21	25	20
Science Grade 8	20	22	18
Social Studies Grade 8	20	23	19
English Grade 10	20	22	22
Mathematics Grade 10	18	19	20
Science Grade 10	19	23	23
Social Studies Grade 10	19	19	17

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	132	3.5%	192	5.1%	203	5.4%
Eligible for Free Lunch	1087	29.1%	1325	35.0%	1292	34.2%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.9%		92.4%		92.5%
Student Suspensions	431	11.6%	206	5.5%	309	8.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	5.6%	7.1%	7.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	314
Total Other Professional Staff	30
Total Paraprofessionals	37
Teaching Out of Certification*	7

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	218	270	178
	Regents Diplomas	218	214	161
	% Regents Diplomas	100%	79%	90%
	Regents Diplomas with Advanced Designation**			79
	% Regents Diplomas with Advanced Designation			44%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	35	19	16
	Regents Diplomas	35	4	6
	% Regents Diplomas	100%	21%	38%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			6%
	IEP Diplomas or Local Certificates	0	10	11
<b>All Students</b>	Total Graduates*	253	289	194
	Regents Diplomas	253	218	167
	% Regents Diplomas	100%	75%	86%
	Regents Diplomas with Advanced Designation**			80
	% Regents Diplomas with Advanced Designation			41%
	IEP Diplomas or Local Certificates	0	10	11

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	65	89	1	6	13	0	3	1
	<b>Percent</b>	37%	50%	1%	3%	7%	0%	2%	1%
<b>Students with Disabilities</b>	<b>Number</b>	3	9	0	0	3	0	1	0
	<b>Percent</b>	19%	56%	0%	0%	19%	0%	6%	0%
<b>All Students</b>	<b>Number</b>	68	98	1	6	16	0	4	1
	<b>Percent</b>	35%	51%	1%	3%	8%	0%	2%	1%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	99		84	6.4%	44	3.8%
	Entered GED Program*	19		11	0.8%	10	0.9%
	Total Noncompleters	118		95	7.2%	54	4.7%
<b>Students with Disabilities</b>	Dropped Out	13		19	9.8%	11	9.0%
	Entered GED Program*	5		1	0.5%	2	1.6%
	Total Noncompleters	18		20	10.3%	13	10.7%
<b>All Students</b>	Dropped Out	112	9.3%	103	6.8%	55	4.3%
	Entered GED Program*	24	2.0%	12	0.8%	12	0.9%
	Total Noncompleters	136	11.3%	115	7.6%	67	5.3%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	224	258	213
	Number of Students with Disabilities	54	59	43
	Number of All Students	278	317	256
	Percent of Enrollment	31%	34%	29%
9-12	Number of General-Education Students	0	286	290
	Number of Students with Disabilities	0	36	39
	Number of All Students	0	322	329
	Percent of Enrollment	0%	26%	27%

## Career and Technical Education (CTE) Programs

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

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	1	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	32	78%	0	0%
Spanish	0	0%	199	72%	5	80%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	6	17%	24	75%
Science	3	#	14	57%	34	59%
Reading	5	80%	2	#	1	#
Writing	4	#	4	#	2	#
Global Studies	1	#	1	#	5	20%
U.S. Hist & Gov't	0	0%	1	#	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	47	66%	49	59%	28	32%
Science	34	65%	47	55%	25	40%
Reading	20	70%	15	67%	13	46%
Writing	20	90%	19	95%	10	100%
Global Studies	11	55%	12	25%	12	25%
U.S. Hist & Gov't	10	50%	5	20%	8	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	259	224	229	23	28	25
Number Scoring 55-100	230	206	205	12	19	17
Number Scoring 65-100	189	186	175	5	9	6
Number Scoring 85-100	67	79	53	0	1	0
Percentage of Tested Scoring 55-100	89%	92%	90%	52%	68%	68%
Percentage of Tested Scoring 65-100	73%	83%	76%	22%	32%	24%
Percentage of Tested Scoring 85-100	26%	35%	23%	0%	4%	0%
<b>Mathematics A</b>						
Number Tested	285	279	238	26	26	18
Number Scoring 55-100	206	269	229	7	22	14
Number Scoring 65-100	160	237	202	6	18	9
Number Scoring 85-100	22	55	58	1	0	0
Percentage of Tested Scoring 55-100	72%	96%	96%	27%	85%	78%
Percentage of Tested Scoring 65-100	56%	85%	85%	23%	69%	50%
Percentage of Tested Scoring 85-100	8%	20%	24%	4%	0%	0%
<b>Mathematics B</b>						
Number Tested	23	98	117	0	1	3
Number Scoring 55-100	22	86	87	0	#	#
Number Scoring 65-100	21	69	68	0	#	#
Number Scoring 85-100	6	14	5	0	#	#
Percentage of Tested Scoring 55-100	96%	88%	74%	0%	#	#
Percentage of Tested Scoring 65-100	91%	70%	58%	0%	#	#
Percentage of Tested Scoring 85-100	26%	14%	4%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	270	252	261	34	33	24
Number Scoring 55-100	235	221	241	22	20	20
Number Scoring 65-100	214	192	216	18	12	13
Number Scoring 85-100	63	71	81	1	1	0
Percentage of Tested Scoring 55-100	87%	88%	92%	65%	61%	83%
Percentage of Tested Scoring 65-100	79%	76%	83%	53%	36%	54%
Percentage of Tested Scoring 85-100	23%	28%	31%	3%	3%	0%
<b>U.S. History and Government</b>						
Number Tested	247	225	221	23	27	24
Number Scoring 55-100	232	214	206	18	23	19
Number Scoring 65-100	211	197	184	13	17	11
Number Scoring 85-100	102	93	99	0	4	2
Percentage of Tested Scoring 55-100	94%	95%	93%	78%	85%	79%
Percentage of Tested Scoring 65-100	85%	88%	83%	57%	63%	46%
Percentage of Tested Scoring 85-100	41%	41%	45%	0%	15%	8%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	211	227	273	34	13	19
Number Scoring 55-100	195	205	254	23	7	16
Number Scoring 65-100	177	181	221	13	4	8
Number Scoring 85-100	19	22	60	0	0	0
Percentage of Tested Scoring 55-100	92%	90%	93%	68%	54%	84%
Percentage of Tested Scoring 65-100	84%	80%	81%	38%	31%	42%
Percentage of Tested Scoring 85-100	9%	10%	22%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	240	212	244	24	19	14
Number Scoring 55-100	218	189	206	17	13	8
Number Scoring 65-100	187	166	168	13	10	5
Number Scoring 85-100	48	62	36	2	2	2
Percentage of Tested Scoring 55-100	91%	89%	84%	71%	68%	57%
Percentage of Tested Scoring 65-100	78%	78%	69%	54%	53%	36%
Percentage of Tested Scoring 85-100	20%	29%	15%	8%	11%	14%
<b>Physical Setting/Chemistry</b>						
Number Tested	144	102	123	2	2	4
Number Scoring 55-100	126	92	109	#	#	#
Number Scoring 65-100	82	60	80	#	#	#
Number Scoring 85-100	11	2	9	#	#	#
Percentage of Tested Scoring 55-100	88%	90%	89%	#	#	#
Percentage of Tested Scoring 65-100	57%	59%	65%	#	#	#
Percentage of Tested Scoring 85-100	8%	2%	7%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested		53	39		1	0
Number Scoring 55-100		52	39		#	0
Number Scoring 65-100		49	36		#	0
Number Scoring 85-100		15	14		#	0
Percentage of Tested Scoring 55-100		98%	100%		#	0%
Percentage of Tested Scoring 65-100		92%	92%		#	0%
Percentage of Tested Scoring 85-100		28%	36%		#	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	111	120	121	4	5	3
Number Scoring 55-100	110	118	121	#	4	#
Number Scoring 65-100	110	117	118	#	4	#
Number Scoring 85-100	70	63	72	#	4	#
Percentage of Tested Scoring 55-100	99%	98%	100%	#	80%	#
Percentage of Tested Scoring 65-100	99%	97%	98%	#	80%	#
Percentage of Tested Scoring 85-100	63%	53%	60%	#	80%	#
<b>Comprehensive Latin</b>						
Number Tested	32	32	17	0	0	0
Number Scoring 55-100	32	32	17	0	0	0
Number Scoring 65-100	32	31	16	0	0	0
Number Scoring 85-100	22	12	5	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	97%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	69%	38%	29%	0%	0%	0%

(Form – H)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	228	8%	8%	51%	33%
	Students with Disabilities	56	45%	9%	46%	0%
	All Students	284	15%	8%	50%	26%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	223	3%	26%	57%	14%
	Students with Disabilities	40	18%	50%	28%	5%
	All Students	263	5%	30%	52%	13%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

### 2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	217	217	217	51	51	51	268	268	268
Number Scoring 55–64	7	5	4	2	8	3	9	13	7
Number Scoring 65–84	115	76	121	17	10	15	132	86	136
Number Scoring 85–100	59	92	63	1	4	3	60	96	66
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		43	47		10	10
Beginning		5	3		0	0
Intermediate		9	13		4	1
Advanced		21	17		3	6
Proficient		8	14		3	3
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		43	47		10	10
Beginning		19	21		4	5
Intermediate		11	16		4	5
Advanced		9	5		1	0
Proficient		4	5		1	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		47	53		19	16
Beginning		2	1		2	1
Intermediate		10	8		2	2
Advanced		15	38		7	13
Proficient		20	6		8	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		47	53		19	16
Beginning		27	14		13	5
Intermediate		14	24		5	8
Advanced		4	12		1	2
Proficient		2	3		0	1
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		23	22		5	4
Beginning		1	2		0	#
Intermediate		3	4		0	#
Advanced		6	11		0	#
Proficient		13	5		5	#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		23	22		5	4
Beginning		4	2		1	#
Intermediate		10	9		2	#
Advanced		8	10		2	#
Proficient		1	1		0	#

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

(Form - K)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		36	26		6	2
Beginning		2	2		0	#
Intermediate		4	4		0	#
Advanced		15	14		3	#
Proficient		15	6		3	#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		36	26		6	2
Beginning		7	4		2	#
Intermediate		19	14		4	#
Advanced		8	6		0	#
Proficient		2	2		0	#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		25	39		1	3
Beginning		3	4		#	#
Intermediate		5	8		#	#
Advanced		10	13		#	#
Proficient		7	14		#	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		23	39		1	3
Beginning		7	6		#	#
Intermediate		7	12		#	#
Advanced		8	7		#	#
Proficient		1	14		#	#

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

(Form - L)