



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **SCHENECTADY CITY SCHOOL
DISTRICT**

District ID **530600010000**

Superintendent **ERIC ELY**

Telephone **(518) 370-8100**

Grades **PK-12**

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

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

District **SCHENECTADY CITY SCHOOL DISTRICT**

District Profile

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

Enrollment

	2003-04	2004-05	2005-06
Pre-K	117	135	123
Kindergarten	708	763	737
Grade 1	638	717	757
Grade 2	658	625	690
Grade 3	662	661	641
Grade 4	725	662	647
Grade 5	683	754	687
Grade 6	723	672	767
Ungraded Elementary	91	42	0
Grade 7	767	718	780
Grade 8	686	771	728
Grade 9	879	875	1025
Grade 10	674	714	705
Grade 11	519	548	569
Grade 12	505	472	515
Ungraded Secondary	55	83	0
Total K-12	8973	9077	9248

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	22	23	22
Grade 8			
English	24	26	23
Mathematics	23	27	23
Science	23	28	25
Social Studies	23	28	26
Grade 10			
English	26	23	23
Mathematics	31	25	25
Science	21	22	
Social Studies	25	24	16

Enrollment Information

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

Average Class Size Information

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

District **SCENECTADY CITY SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	4271	48%	5033	55%	4744	51%
Reduced-Price Lunch	796	9%	992	11%	880	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	271	3%	342	4%	311	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	59	1%	23	0%	17	0%
Black or African American	2810	31%	2845	31%	3015	33%
Hispanic or Latino	1137	13%	1231	14%	1309	14%
Asian or Native Hawaiian/Other Pacific Islander	673	8%	800	9%	959	10%
White	4294	48%	4178	46%	3948	43%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		92%		90%		91%
Student Suspensions	1722	N/A	1776	20%	1776	20%

Demographic Factors Information

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

Attendance and Suspensions Information

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

District **SCHENECTADY CITY SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1776	1885	2461
Percent Not Taught by Highly Qualified Teachers	11%	4%	5%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	16	10	8
Percent with No Valid Teaching Certificate	2%	1%	1%
Individuals Teaching Out of Certification			
Number of Teachers	43	21	31
Percentage of Total	6%	3%	4%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	9%	10%	11%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	641	668	710
Total Other Professional Staff	51	122	138
Total Paraprofessionals*	353	393	421
Assistant Principals	9	8	4
Principals	15	15	19

* Not available at the school level.

Teacher Qualifications Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

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

Science Progress Target

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

Science Standard

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

District **SCENECTADY CITY SCHOOL DISTRICT**

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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


District **SCHENECTADY CITY SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

Improvement (Year 3)

Elementary/Middle Level

ELA  Improvement (Year 3)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 3)

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES







































2005–06

YES




2006–07

YES













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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	 SH		–			–
Hispanic or Latino	 SH		–			–
Asian or Native Hawaiian/Other Pacific Islander			–			–
White			–			–
Other Groups						
Students with Disabilities	 SH	 SH	–			–
Limited English Proficient			–	–	–	–
Economically Disadvantaged	 SH		–			–
Student groups making AYP in each subject	 8 of 8	 8 of 8	 1 of 1	 4 of 7	 5 of 7	 1 of 1

AYP Status

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

Accountability Status Levels

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

District **SCHENECTADY CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)



Improvement (Year 3)

Accountability Measures

8 of 8

Student groups making AYP in English Language Arts



Made AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [218]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (4287:4080)	✓	✓	99%	✓	125	120	
Ethnicity							
American Indian or Alaska Native (7:7)	–	–	–	–	–	–	–
Black or African American (1428:1338)	✓ ^{SH}	✓	98%	✓ ^{SH}	116	119	111 124
Hispanic or Latino (608:585)	✓ ^{SH}	✓	98%	✓ ^{SH}	110	117	108 119
Asian or Native Hawaiian/Other Pacific Islander (459:437)	✓	✓	99%	✓	131	117	
White (1785:1713)	✓	✓	99%	✓	137	119	
Other Groups							
Students with Disabilities ⁴ (704:648)	✓ ^{SH}	✓	95%	✓ ^{SH}	71	118	69 84
Limited English Proficient (184:118)	✓	✓	95%	✓	117	112	
Economically Disadvantaged (3112:2971)	✓ ^{SH}	✓	99%	✓ ^{SH}	117	120	114 125
Final AYP Determination	✓ 8 of 8						

NOTES

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

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

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

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

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

AYP Status

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

District **SCHENECTADY CITY SCHOOL DISTRICT**


























Elementary/Middle-Level Mathematics

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

Accountability Measures 8 of 8  Student groups making AYP in Mathematics
Made AYP

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (4287:4007)			98%		124	84	
Ethnicity							
American Indian or Alaska Native (7:7)	–	–	–	–	–	–	–
Black or African American (1420:1307)			98%		108	83	
Hispanic or Latino (619:578)			98%		103	81	
Asian or Native Hawaiian/Other Pacific Islander (466:430)			99%		141	81	
White (1775:1685)			99%		138	83	
Other Groups							
Students with Disabilities ⁴ (686:632)			95%		78	82	58 90
Limited English Proficient (133:124)			98%		89	77	
Economically Disadvantaged (3050:2914)			99%		115	84	
Final AYP Determination	 8 of 8						

NOTES

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

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

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

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

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

AYP Status

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

District **SCENECTADY CITY SCHOOL DISTRICT**



















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (1368:1227)		Qualified		95%		162	100	
Ethnicity								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–	–
Black or African American (478:413)		Qualified		94%		148	100	
Hispanic or Latino (190:168)		Qualified		94%		154	100	
Asian or Native Hawaiian/Other Pacific Islander (134:123)		Qualified		99%		162	100	
White (563:520)		Qualified		97%		176	100	
Other Groups								
Students with Disabilities (209:175)		Qualified		87%		150	100	
Limited English Proficient (42:35)		Qualified		90%		143	100	
Economically Disadvantaged (951:884)		Qualified		96%		156	100	
Final AYP Determination		1 of 1						

NOTES

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


AYP Status

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

District **SCHENECTADY CITY SCHOOL DISTRICT**

Secondary-Level English Language Arts























Accountability Status for This Subject (2006–07)  Improvement (Year 3)

Accountability Measures 4 of 7 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (483:498)			95%		151	149	
Ethnicity							
American Indian or Alaska Native (2:0)	–	–	–	–	–	–	–
Black or African American (153:165)			97%		136	146	145 142
Hispanic or Latino (95:57)			96%		142	141	
Asian or Native Hawaiian/Other Pacific Islander (43:42)			95%		150	139	
White (462:234)			97%		164	147	
Other Groups							
Students with Disabilities (130:79)			83%		65	143	88 79
Limited English Proficient (11:8)	–	–	–	–	–	–	–
Economically Disadvantaged (201:214)			96%		139	146	146 145
Final AYP Determination	 4 of 7						

NOTES




¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.


‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

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

District **SCENECTADY CITY SCHOOL DISTRICT**

Secondary-Level Mathematics























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

Accountability Measures 5 of 7 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (483:498)			95%		156	141	
Ethnicity							
American Indian or Alaska Native (2:0)	–	–	–	–	–	–	–
Black or African American (153:165)			95%		141	138	
Hispanic or Latino (95:57)			93%		146	133	
Asian or Native Hawaiian/Other Pacific Islander (43:42)			95%		162	131	
White (231:234)			95%		169	139	
Other Groups							
Students with Disabilities (130:79)			85%		87	135	88 98
Limited English Proficient (11:8)	–	–	–	–	–	–	–
Economically Disadvantaged (385:214)			96%		146	138	
Final AYP Determination	 5 of 7						

NOTES




¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

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

District **SCHENECTADY CITY SCHOOL DISTRICT**










Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives	
	AYP	Met Criterion		State Standard	Progress Target
				2005–06	2006–07
All Students (470)			67%	55%	
Ethnicity					
American Indian or Alaska Native (2)		–	–	–	–
Black or African American (116)			69%	55%	
Hispanic or Latino (46)			54%	55%	50% 55%
Asian or Native Hawaiian/Other Pacific Islander (45)			71%	55%	
White (261)			68%	55%	
Other Groups					
Students with Disabilities (74)			42%	55%	42% 43%
Limited English Proficient (8)		–	–	–	–
Economically Disadvantaged (153)			75%	55%	
Final AYP Determination		1 of 1			

NOTES

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

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

Graduation Rate Information

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

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

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

3 School Accountability Status

District **SCHENECTADY CITY SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

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

Federal Title I Status

New York State Status

Good Standing

11 schools identified 73% of total

ELMER AVENUE SCHOOL
HAMILTON ELEMENTARY SCHOOL
HOWE INTERNATIONAL MAGNET SCHOOL
JESSIE T. ZOLLER SCHOOL
LINCOLN SCHOOL
MARTIN LUTHER KING SCHOOL
PAIGE SCHOOL
PLEASANT VALLEY SCHOOL
VAN CORLAER SCHOOL
WOODLAWN SCHOOL
YATES SCHOOL

Corrective Action

1 school identified 7% of total

CENTRAL PARK MIDDLE SCHOOL

Planning for Restructuring

2 schools identified 13% of total

MONT PLEASANT MIDDLE SCHOOL
ONEIDA MIDDLE SCHOOL

Requiring Academic Progress (Year 4)

1 school identified 7% of total

SCHENECTADY HIGH SCHOOL

District **SCHENECTADY CITY SCHOOL DISTRICT**

Summary of 2005–06 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	54%			635
Grade 4	45%			637
Grade 5	48%			687
Grade 6	39%			739
Grade 7	36%			734
Grade 8	24%			672

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	67%			661
Grade 4	59%			650
Grade 5	46%			703
Grade 6	35%			757
Grade 7	29%			744
Grade 8	30%			687

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	79%			639
Grade 8	54%			663

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	50%			666
Mathematics	55%			666

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	53%			666

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

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

This District's N/RC Category:

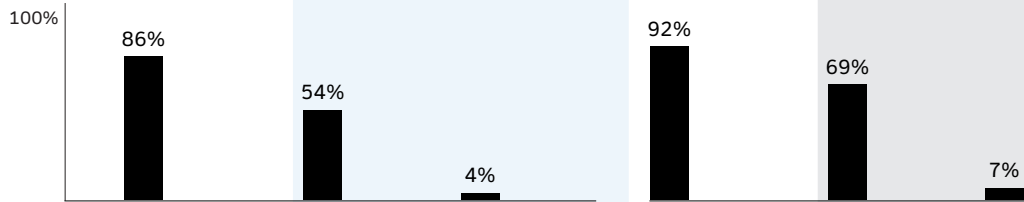
High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

District **SCHENECTADY CITY SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 653	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	546	342	24	92%	69%	7%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	635	86%	54%	4%				
Female	294	91%	62%	4%				
Male	341	81%	47%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	218	82%	47%	1%				
Hispanic or Latino	79	84%	53%	4%				
Asian or Native Hawaiian/Other Pacific Islander	58	-	-	-				
White	279	88%	57%	5%	This test was not given in 2004-05.			
Small Group Totals	59	95%	66%	7%				
General-Education Students	527	93%	62%	5%				
Students with Disabilities	108	53%	15%	0%				
English Proficient	632	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	470	84%	50%	2%				
Not Disadvantaged	165	92%	65%	9%				
Migrant								
Not Migrant	635	86%	54%	4%				

NOTES

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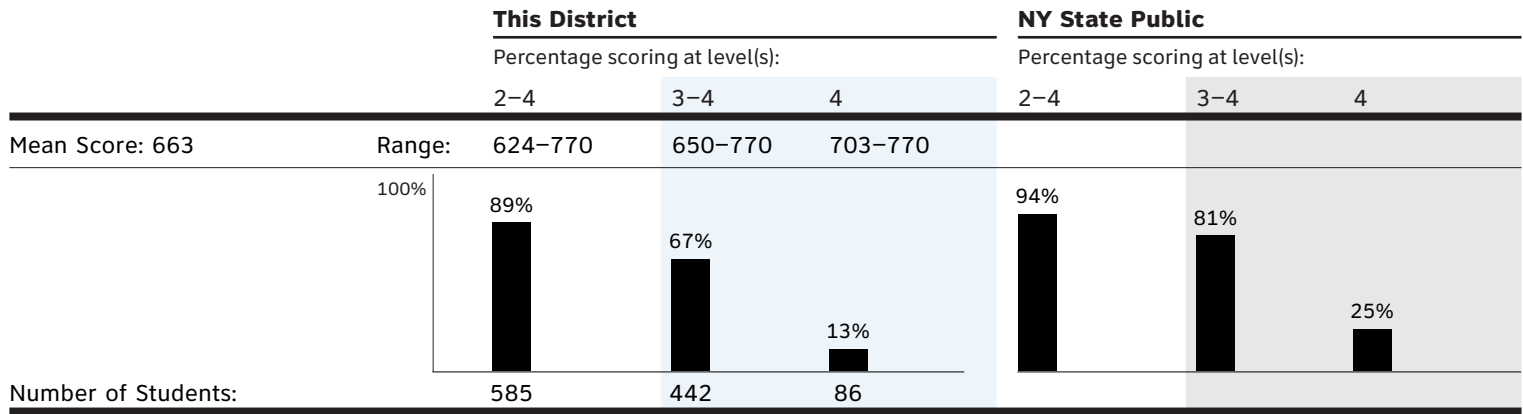
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	5	4	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	25	18	15	N/A	N/A	N/A	N/A	N/A

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

District **SCENECTADY CITY SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	661	89%	67%	13%				
Female	314	89%	67%	12%				
Male	347	88%	67%	14%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	217	85%	62%	7%				
Hispanic or Latino	103	84%	57%	10%				
Asian or Native Hawaiian/Other Pacific Islander	61	-	-	-				
White	279	91%	73%	18%	This test was not given in 2004-05.			
Small Group Totals	62	97%	73%	16%				
General-Education Students	555	92%	72%	15%				
Students with Disabilities	106	72%	41%	1%				
English Proficient	633	89%	67%	13%				
Limited English Proficient	28	79%	57%	4%				
Economically Disadvantaged	480	87%	64%	9%				
Not Disadvantaged	181	92%	75%	24%				
Migrant								
Not Migrant	661	89%	67%	13%				

NOTES

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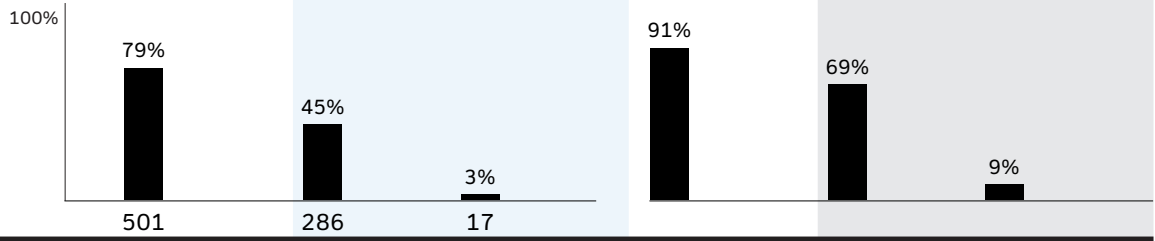
Other Assessments

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

District **SCHENECTADY CITY SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 643	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	501	286	17	91%	69%	9%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	637	79%	45%	3%				
Female	319	84%	49%	3%				
Male	318	73%	41%	2%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	210	76%	40%	1%				
Hispanic or Latino	80	65%	28%	1%				
Asian or Native Hawaiian/Other Pacific Islander	68	-	-	-				
White	277	83%	53%	5%				
Small Group Totals	70	86%	44%	1%				
General-Education Students	508	88%	52%	3%				
Students with Disabilities	129	41%	17%	1%				
English Proficient	630	79%	45%	3%				
Limited English Proficient	7	29%	14%	0%				
Economically Disadvantaged	476	76%	41%	2%				
Not Disadvantaged	161	85%	57%	5%				
Migrant								
Not Migrant	637	79%	45%	3%				

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

NOTES

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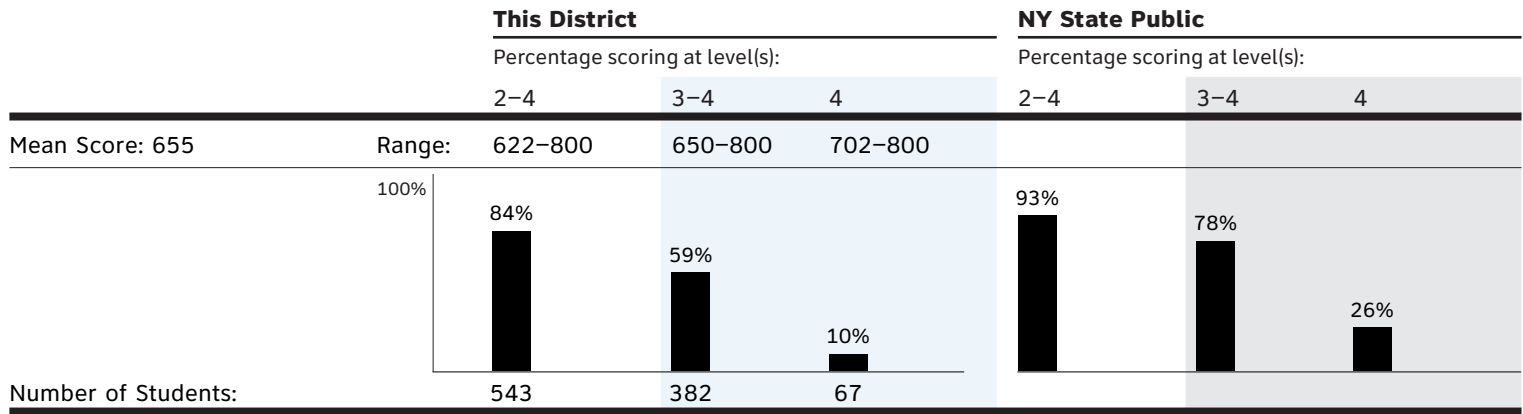
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	19	15	11	N/A	25	16	10	N/A

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

District **SCHENECTADY CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	650	84%	59%	10%				
Female	328	83%	56%	10%				
Male	322	84%	62%	10%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	216	79%	49%	5%				
Hispanic or Latino	86	78%	47%	3%				
Asian or Native Hawaiian/Other Pacific Islander	74	-	-	-				
White	272	88%	67%	15%				
Small Group Totals	76	87%	72%	17%				
General-Education Students	521	89%	65%	12%				
Students with Disabilities	129	62%	35%	3%				
English Proficient	623	84%	59%	11%				
Limited English Proficient	27	78%	44%	4%				
Economically Disadvantaged	488	82%	55%	8%				
Not Disadvantaged	162	89%	70%	17%				
Migrant								
Not Migrant	650	84%	59%	10%				

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

NOTES

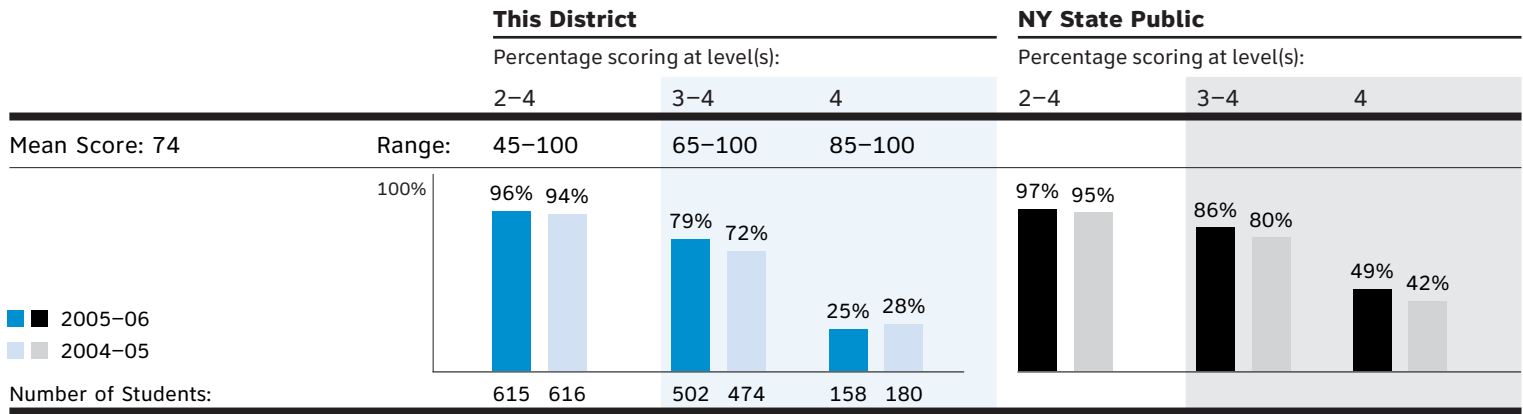
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Other Assessments

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

District **SCENECTADY CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	639	96%	79%	25%	654	94%	72%	28%
Female	323	97%	79%	25%	323	94%	72%	28%
Male	316	96%	78%	24%	331	94%	73%	27%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	210	96%	72%	19%	202	93%	67%	24%
Hispanic or Latino	86	94%	69%	15%	79	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	74	-	-	-	85	94%	71%	16%
White	267	98%	86%	33%	287	98%	82%	35%
Small Group Totals	76	93%	80%	22%	80	86%	54%	20%
General-Education Students	521	97%	81%	26%	572	94%	75%	29%
Students with Disabilities	118	92%	69%	17%	82	93%	55%	17%
English Proficient	612	97%	79%	25%	626	95%	74%	29%
Limited English Proficient	27	89%	70%	7%	28	71%	32%	4%
Economically Disadvantaged	471	96%	76%	22%	465	93%	67%	21%
Not Disadvantaged	168	96%	85%	33%	189	97%	85%	44%
Migrant								
Not Migrant	639	96%	79%	25%	654	94%	72%	28%

NOTES

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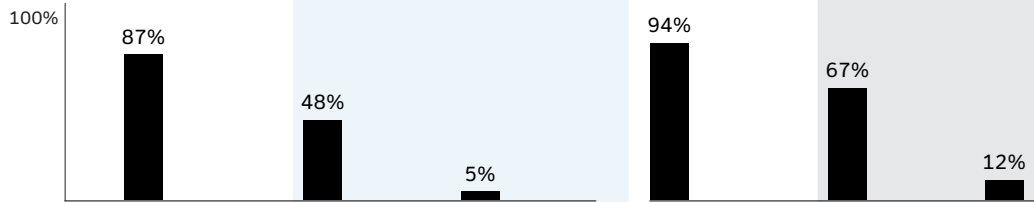
Other Assessments

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

District **SCHENECTADY CITY SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 645	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	596	327	36	94%	67%	12%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	687	87%	48%	5%				
Female	329	91%	51%	6%				
Male	358	83%	45%	4%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	214	88%	44%	5%				
Hispanic or Latino	75	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	96	90%	43%	7%				
White	300	87%	55%	5%	This test was not given in 2004-05.			
Small Group Totals	77	79%	36%	5%				
General-Education Students	560	94%	55%	6%				
Students with Disabilities	127	57%	15%	1%				
English Proficient	677	87%	48%	5%				
Limited English Proficient	10	70%	0%	0%				
Economically Disadvantaged	499	85%	40%	4%				
Not Disadvantaged	188	93%	67%	9%				
Migrant								
Not Migrant	687	87%	48%	5%				

NOTES

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Other Assessments

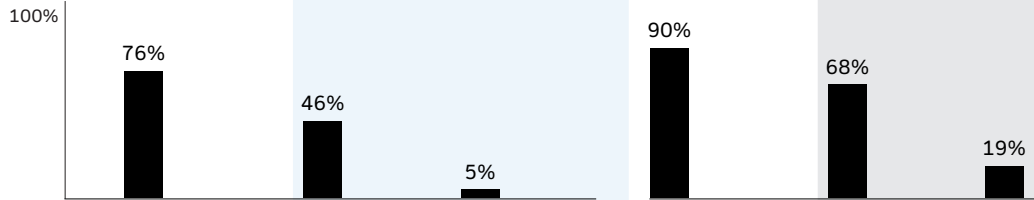
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	14	10	8	N/A	N/A	N/A	N/A	N/A

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

District **SCENECTADY CITY SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 643	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	532	321	38	90%	68%	19%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	703	76%	46%	5%				
Female	338	80%	44%	4%				
Male	365	72%	47%	6%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	218	69%	34%	3%				
Hispanic or Latino	87	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	98	84%	57%	7%				
White	298	80%	54%	7%	This test was not given in 2004-05.			
Small Group Totals	89	69%	31%	6%				
General-Education Students	577	82%	52%	6%				
Students with Disabilities	126	44%	17%	2%				
English Proficient	677	77%	47%	6%				
Limited English Proficient	26	50%	15%	0%				
Economically Disadvantaged	506	73%	40%	4%				
Not Disadvantaged	197	83%	61%	9%				
Migrant								
Not Migrant	703	76%	46%	5%				

NOTES

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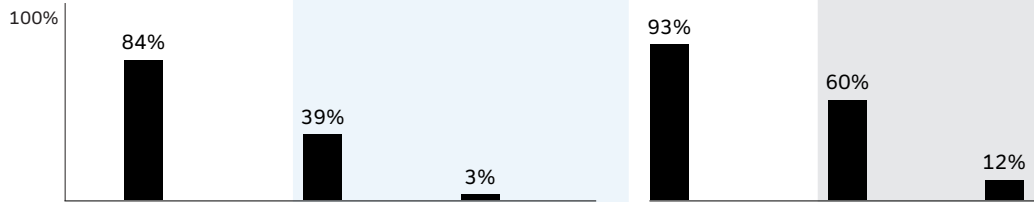
Other Assessments

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

District **SCHENECTADY CITY SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 637	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	623	285	25			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	739	84%	39%	3%				
Female	373	86%	40%	4%				
Male	366	82%	37%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	253	80%	26%	1%				
Hispanic or Latino	89	80%	35%	1%				
Asian or Native Hawaiian/Other Pacific Islander	88	-	-	-				
White	308	89%	51%	6%	This test was not given in 2004-05.			
Small Group Totals	89	85%	34%	4%				
General-Education Students	623	90%	43%	4%				
Students with Disabilities	116	56%	14%	0%				
English Proficient	736	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	551	82%	31%	1%				
Not Disadvantaged	188	92%	60%	9%				
Migrant								
Not Migrant	739	84%	39%	3%				

NOTES

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Other Assessments

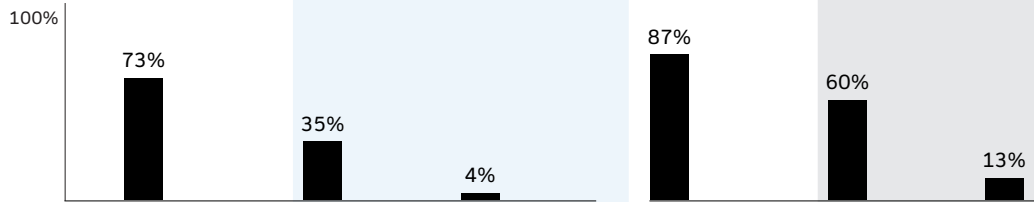
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	5	5	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	13	9	8	N/A	N/A	N/A	N/A	N/A

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

District **SCHENECTADY CITY SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 634	616-780	650-780	696-780			
Range:	616-780	650-780	696-780			
Number of Students:	550	268	31	87%	60%	13%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	757	73%	35%	4%				
Female	381	74%	33%	3%				
Male	376	71%	38%	5%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	251	64%	22%	2%				
Hispanic or Latino	101	60%	22%	1%				
Asian or Native Hawaiian/Other Pacific Islander	93	-	-	-				
White	311	81%	48%	6%	This test was not given in 2004-05.			
Small Group Totals	94	80%	44%	9%				
General-Education Students	640	79%	40%	5%				
Students with Disabilities	117	38%	8%	0%				
English Proficient	741	73%	36%	4%				
Limited English Proficient	16	56%	13%	0%				
Economically Disadvantaged	552	70%	30%	3%				
Not Disadvantaged	205	80%	49%	7%				
Migrant								
Not Migrant	757	73%	35%	4%				

NOTES

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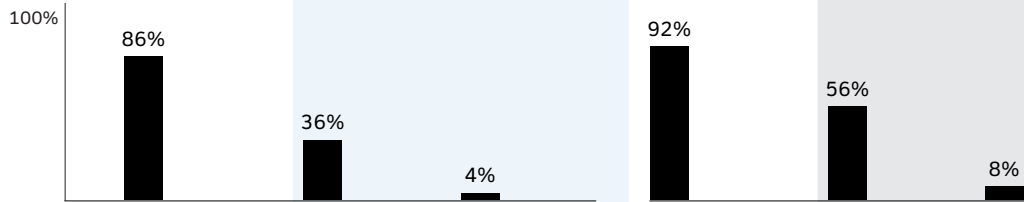
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	5	5	4	This test was not given in 2004-05.			

District **SCHENECTADY CITY SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 635	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	628	262	27	92%	56%	8%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	734	86%	36%	4%				
Female	367	87%	37%	5%				
Male	367	84%	34%	3%				
American Indian or Alaska Native								
Black or African American	253	81%	31%	2%				
Hispanic or Latino	115	83%	25%	3%				
Asian or Native Hawaiian/Other Pacific Islander	72	89%	40%	0%				
White	294	90%	43%	7%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	643	89%	40%	4%				
Students with Disabilities	91	62%	8%	0%				
English Proficient	733	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	530	85%	29%	2%				
Not Disadvantaged	204	87%	52%	9%				
Migrant								
Not Migrant	734	86%	36%	4%				

NOTES

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Other Assessments

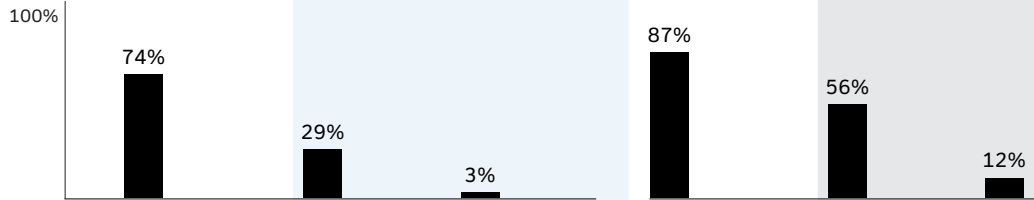
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	18	10	5	N/A	N/A	N/A	N/A	N/A

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

District **SCHENECTADY CITY SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 628	611-800	650-800	693-800			
Range:						
	547	217	20	87%	56%	12%



Number of Students:

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	744	74%	29%	3%				
Female	374	73%	29%	3%				
Male	370	74%	29%	3%				
American Indian or Alaska Native								
Black or African American	243	69%	21%	0%				
Hispanic or Latino	131	63%	18%	0%				
Asian or Native Hawaiian/Other Pacific Islander	77	75%	35%	8%				
White	293	81%	40%	5%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	656	77%	32%	3%				
Students with Disabilities	88	48%	8%	0%				
English Proficient	724	75%	30%	3%				
Limited English Proficient	20	20%	5%	0%				
Economically Disadvantaged	535	70%	23%	1%				
Not Disadvantaged	209	81%	44%	6%				
Migrant								
Not Migrant	744	74%	29%	3%				

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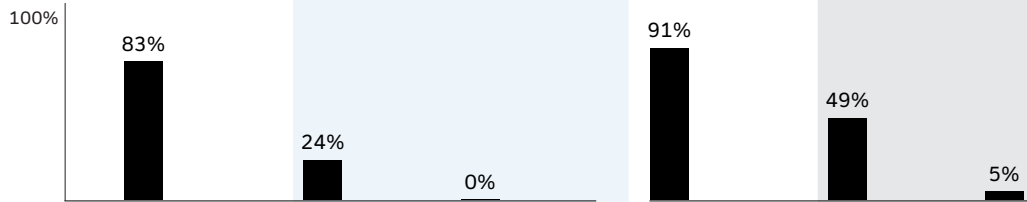
Other Assessments

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

District **SCHENECTADY CITY SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 630	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	560	160	2			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	672	83%	24%	0%				
Female	325	86%	26%	0%				
Male	347	81%	22%	0%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	245	79%	17%	0%				
Hispanic or Latino	85	79%	18%	0%				
Asian or Native Hawaiian/Other Pacific Islander	56	-	-	-				
White	285	89%	32%	1%				
Small Group Totals	57	79%	25%	0%				
General-Education Students	608	86%	26%	0%				
Students with Disabilities	64	55%	6%	0%				
English Proficient	671	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	452	81%	18%	0%				
Not Disadvantaged	220	88%	36%	1%				
Migrant								
Not Migrant	672	83%	24%	0%				

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

NOTES

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Other Assessments

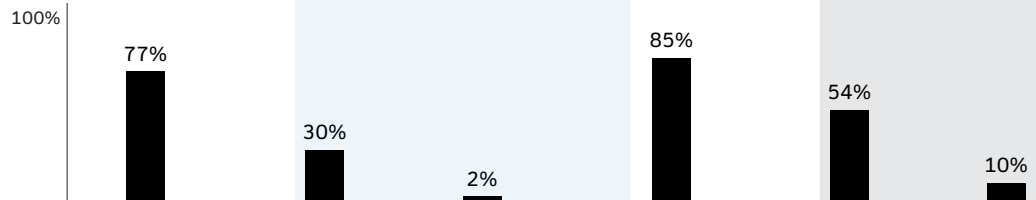
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	11	8	6	N/A	18	14	12	N/A

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

District **SCENECTADY CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 634	616-775	650-775	701-775			
Range:						
Number of Students:	532	205	13			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	687	77%	30%	2%				
Female	335	79%	29%	1%				
Male	352	76%	31%	2%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	245	70%	21%	1%				
Hispanic or Latino	97	70%	23%	1%				
Asian or Native Hawaiian/Other Pacific Islander	59	-	-	-				
White	285	85%	36%	3%				
Small Group Totals	60	85%	48%	2%				
General-Education Students	622	80%	32%	2%				
Students with Disabilities	65	52%	14%	2%				
English Proficient	674	78%	30%	2%				
Limited English Proficient	13	54%	23%	0%				
Economically Disadvantaged	456	74%	25%	1%				
Not Disadvantaged	231	84%	39%	4%				
Migrant								
Not Migrant	687	77%	30%	2%				

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

NOTES

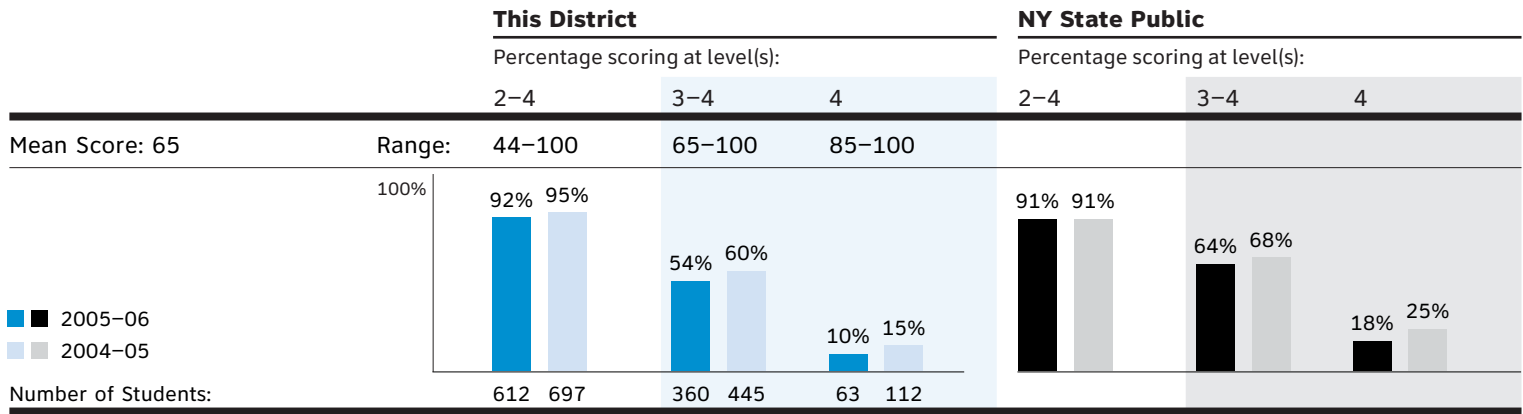
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	1	-	-	-

District **SCHENECTADY CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	663	92%	54%	10%	737	95%	60%	15%
Female	328	92%	47%	7%	388	95%	58%	13%
Male	335	92%	62%	12%	349	94%	63%	18%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	234	90%	39%	4%	204	93%	50%	8%
Hispanic or Latino	93	89%	51%	4%	124	93%	48%	8%
Asian or Native Hawaiian/Other Pacific Islander	59	-	-	-	50	-	-	-
White	276	96%	70%	15%	358	97%	71%	23%
Small Group Totals	60	90%	50%	13%	51	92%	59%	8%
General-Education Students	604	93%	56%	10%	646	96%	64%	17%
Students with Disabilities	59	88%	34%	2%	91	84%	33%	1%
English Proficient	652	93%	55%	10%	717	95%	61%	15%
Limited English Proficient	11	64%	27%	9%	20	80%	30%	10%
Economically Disadvantaged	443	91%	46%	5%	447	93%	52%	8%
Not Disadvantaged	220	95%	70%	18%	290	97%	73%	26%
Migrant								
Not Migrant	663	92%	54%	10%	737	95%	60%	15%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	1	-	-	-
Regents Science	0				0			

District **SCHENECTADY CITY SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

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

Grade 4

This District

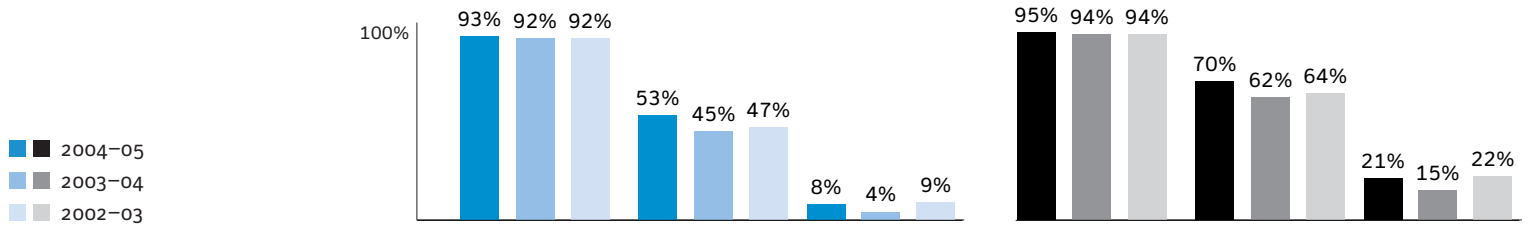
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	46	241	279	51	617	649
Feb 2004	50	314	273	26	663	641
Feb 2003	56	300	255	64	675	645

Grade 8

This School

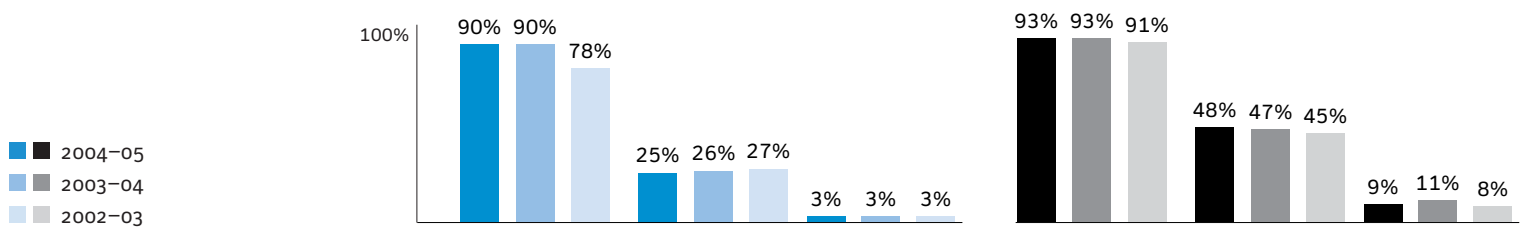
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	79	521	178	20	798	684
Jan 2004	71	447	161	22	701	686
Jan 2003	159	369	172	21	721	680

District **SCHENECTADY CITY SCHOOL DISTRICT**

Previous Years' Results for Mathematics

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

Grade 4

This District

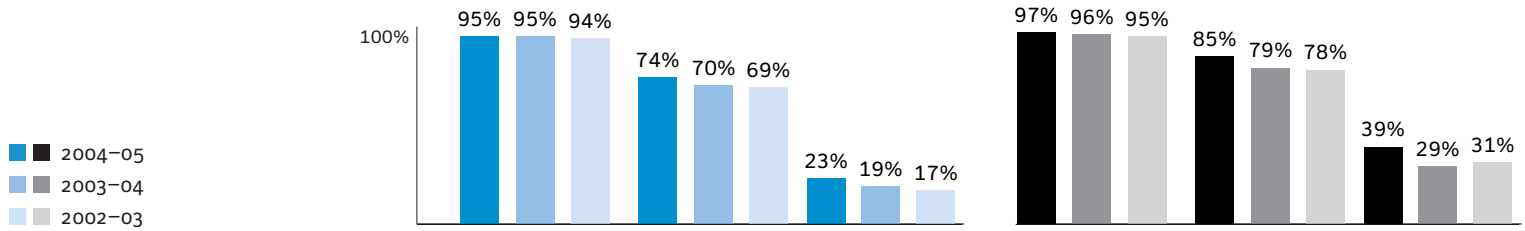
Percentage scoring at level(s):

2-4	3-4	4
Range: 602-810	637-810	678-810

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	34	136	342	150	662	655
May 2004	33	174	359	133	699	652
May 2003	41	175	364	122	702	650

Grade 8

This School

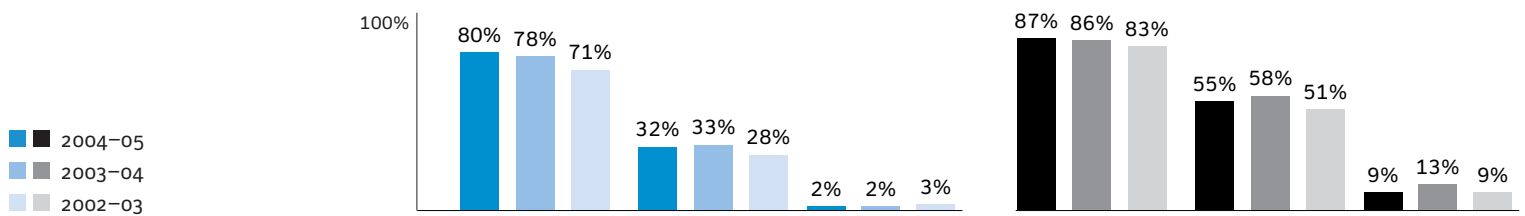
Percentage scoring at level(s):

2-4	3-4	4
Range: 681-882	716-882	760-882

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	158	380	240	19	797	703
May 2004	151	316	217	16	700	701
May 2003	206	301	178	23	708	696

District **SCENECTADY CITY SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

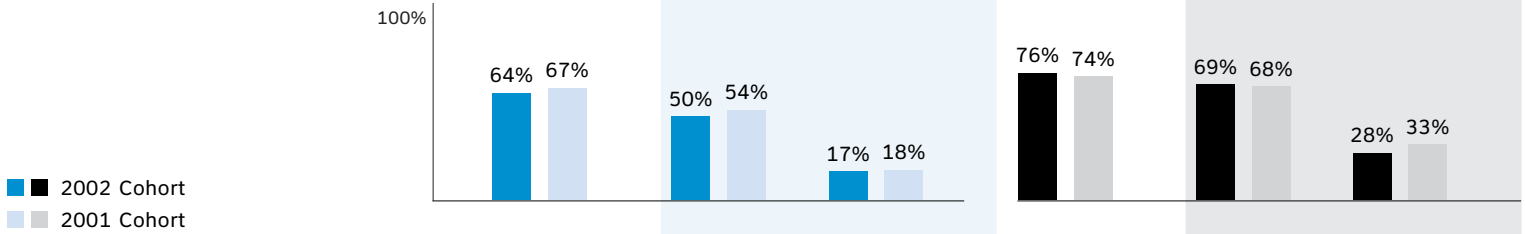
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	666	64%	50%	17%	566	67%	54%	18%
Female	340	70%	54%	19%	293	73%	59%	21%
Male	326	57%	46%	14%	273	62%	48%	16%
American Indian or Alaska Native	4	–	–	–	2	–	–	–
Black or African American	227	57%	40%	10%	142	65%	47%	8%
Hispanic or Latino	74	62%	46%	14%	58	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	53	–	–	–	59	73%	58%	10%
White	308	68%	59%	24%	305	70%	60%	27%
Small Group Totals	57	68%	49%	5%	60	53%	33%	8%
General-Education Students	566	70%	57%	20%	484	74%	59%	21%
Students with Disabilities	100	28%	10%	0%	82	32%	21%	0%
English Proficient	658	63%	50%	17%	557	67%	54%	19%
Limited English Proficient	8	100%	75%	13%	9	89%	56%	0%
Economically Disadvantaged	239	72%	54%	10%				
Not Disadvantaged	427	59%	48%	20%				
Migrant								
Not Migrant	666	64%	50%	17%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSA): High School Equivalent	1	1

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

District **SCENECTADY CITY SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

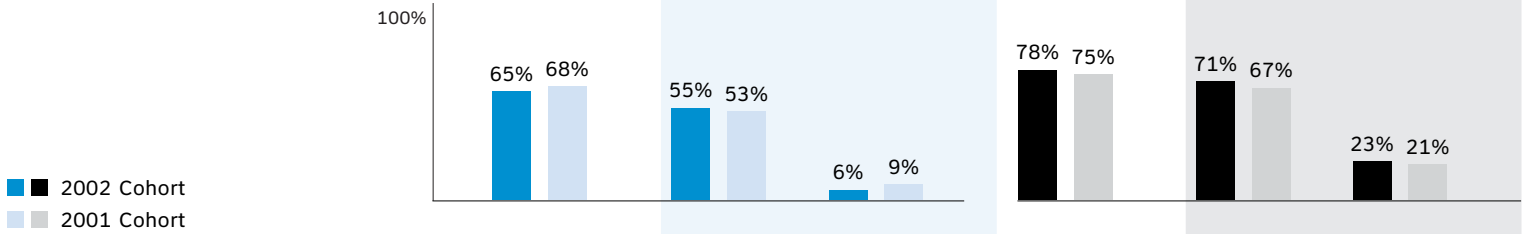
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	666	65%	55%	6%	566	68%	53%	9%
Female	340	69%	59%	7%	293	73%	56%	7%
Male	326	62%	50%	5%	273	63%	50%	11%
American Indian or Alaska Native	4	–	–	–	2	–	–	–
Black or African American	227	60%	44%	1%	142	65%	44%	1%
Hispanic or Latino	74	64%	46%	5%	58	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	53	–	–	–	59	69%	51%	8%
White	308	70%	64%	9%	305	72%	62%	13%
Small Group Totals	57	67%	60%	7%	60	52%	33%	5%
General-Education Students	566	71%	61%	7%	484	74%	59%	10%
Students with Disabilities	100	35%	19%	0%	82	29%	20%	4%
English Proficient	658	65%	54%	6%	557	68%	53%	9%
Limited English Proficient	8	100%	100%	0%	9	67%	56%	11%
Economically Disadvantaged	239	74%	60%	4%				
Not Disadvantaged	427	61%	52%	7%				
Migrant								
Not Migrant	666	65%	55%	6%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	0	1

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

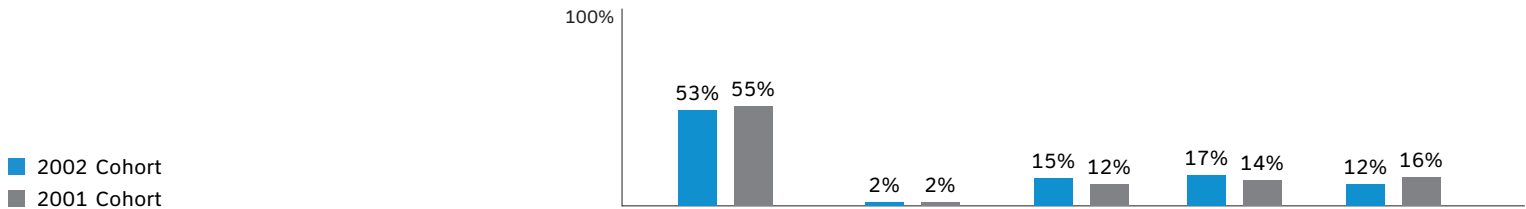
District **SCHENECTADY CITY SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

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

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	666	53%	2%	15%	17%	12%
	2001	566	55%	2%	12%	14%	16%
Female	2002	340	58%	1%	15%	16%	9%
	2001	293	60%	2%	11%	14%	13%
Male	2002	326	48%	3%	15%	18%	15%
	2001	273	51%	3%	12%	15%	19%
American Indian or Alaska Native	2002	4	–	–	–	–	–
	2001	2	–	–	–	–	–
Black or African American	2002	227	46%	2%	18%	21%	13%
	2001	142	53%	3%	8%	18%	18%
Hispanic or Latino	2002	74	51%	3%	9%	23%	14%
	2001	58	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2002	53	–	–	–	–	–
White	2002	308	59%	3%	15%	13%	11%
	2001	305	59%	2%	13%	10%	16%
Small Group Totals	2002	57	56%	0%	16%	21%	7%
	2001	60	37%	3%	12%	28%	20%
General-Education Students	2002	566	58%	0%	16%	15%	11%
	2001	484	58%	0%	13%	14%	15%
Students with Disabilities	2002	100	27%	15%	11%	31%	16%
	2001	82	37%	16%	6%	17%	24%
English Proficient	2002	658	53%	2%	16%	17%	12%
	2001	557	55%	2%	12%	14%	16%
Limited English Proficient	2002	8	88%	0%	0%	13%	0%
	2001	9	44%	0%	0%	44%	11%
Economically Disadvantaged	2002	239	60%	4%	5%	23%	7%
	2001	239	60%	4%	5%	23%	7%
Not Disadvantaged	2002	427	50%	1%	21%	14%	14%
	2001	427	50%	1%	21%	14%	14%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	666	53%	2%	15%	17%	12%
	2001	666	53%	2%	15%	17%	12%

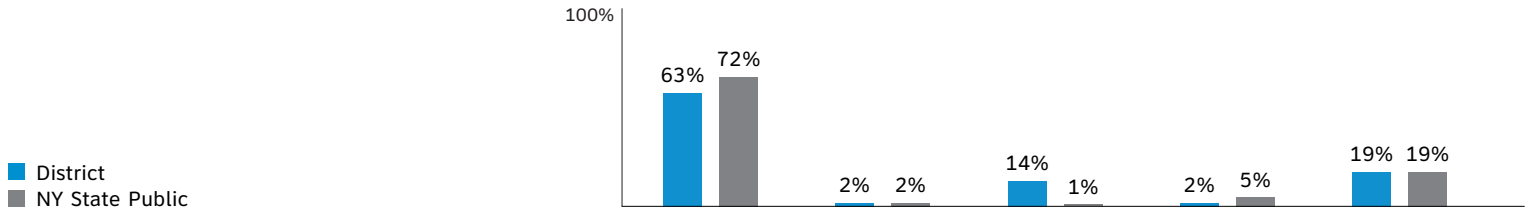
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District **SCHENECTADY CITY SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	553	63%	2%	14%	2%	19%
Female	285	67%	2%	12%	3%	15%
Male	268	59%	3%	15%	1%	22%
American Indian or Alaska Native	2	–	–	–	–	–
Black or African American	139	64%	3%	10%	4%	19%
Hispanic or Latino	53	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	55	73%	0%	13%	4%	11%
White	304	63%	2%	15%	1%	19%
Small Group Totals	55	53%	4%	15%	4%	25%
General-Education Students	474	67%	0%	14%	2%	17%
Students with Disabilities	79	42%	16%	9%	4%	29%
English Proficient	545	63%	2%	14%	2%	19%
Limited English Proficient	8	75%	0%	13%	0%	13%
Economically Disadvantaged	176	76%	4%	9%	3%	9%
Not Disadvantaged	377	57%	2%	16%	2%	24%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	553	63%	2%	14%	2%	19%

NOTES

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