



The New York State District Report Card

Accountability and Overview Report 2010 – 11

District **SCHENECTADY CITY SCHOOL
DISTRICT**

District ID **53-06-00-01-0000**

Superintendent **JOHN YAGIELSKI**

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.

Use this report to:

- 1 Get District Profile information.**
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2011–12 accountability status.
- 4 Review an Overview of District Performance.**
This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

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

District **SCHENECTADY CITY SCHOOL DISTRICT**District ID **53-06-00-01-0000**

District Profile

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

Enrollment

	2008-09	2009-10	2010-11
Pre-K	441	442	431
Kindergarten	876	898	831
Grade 1	833	816	864
Grade 2	818	770	777
Grade 3	760	769	743
Grade 4	780	750	756
Grade 5	750	741	734
Grade 6	696	725	735
Ungraded Elementary	0	0	0
Grade 7	766	731	789
Grade 8	734	709	693
Grade 9	985	889	804
Grade 10	784	732	721
Grade 11	534	609	618
Grade 12	655	548	638
Ungraded Secondary	0	0	0
Total K-12	9971	9687	9703

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	21	22	21
Grade 8			
English	19	18	19
Mathematics	19	19	19
Science	20	19	19
Social Studies	19	19	19
Grade 10			
English	19	23	25
Mathematics	22	22	26
Science	26	25	23
Social Studies	23	23	24

Enrollment Information

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

Average Class Size Information

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

District SCHENECTADY CITY SCHOOL DISTRICT

District ID 53-06-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	4931	49%	5528	57%	5462	56%
Reduced-Price Lunch	1032	10%	1176	12%	890	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	303	3%	325	3%	319	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	14	0%	8	0%	14	0%
Black or African American	3435	34%	3372	35%	3407	35%
Hispanic or Latino	1449	15%	1449	15%	1488	15%
Asian or Native Hawaiian/Other Pacific Islander	1281	13%	1363	14%	1454	15%
White	3792	38%	3495	36%	3340	34%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		91%		90%		90%
Student Suspensions	1757	19%	1672	17%	1403	14%

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

District ID 53-06-00-01-0000

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	826	802	815
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	16%	9%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	10%	10%	10%
Total Number of Core Classes	2249	2053	1912
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	2824	2685	2711
Percent Taught by Teachers Without Appropriate Certification	1%	1%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	24%	27%	24%
Turnover Rate of All Teachers	18%	17%	18%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	113	127	83
Total Paraprofessionals*	419	384	385
Assistant Principals	4	4	5
Principals	24	23	23

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

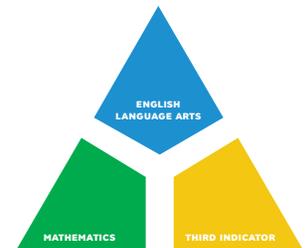
Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

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



1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2007 Cohort

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

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irs.

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.p12.nysed.gov/irs/accountability/>.

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2011–12)

Improvement (Year 7)

ELA	Improvement (Year 7)	Science	Good Standing
Math	Improvement (Year 1)	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	X	X	✓	X	X	X
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American	X	X		X	X	
Hispanic or Latino	X	X		✓ ^{SH}	X	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		X	X	
Multiracial	—	—		—	—	
Other Groups						
Students with Disabilities	X	X		X	X	
Limited English Proficient	X	X		—	—	
Economically Disadvantaged	X	X		✓ ^{SH}	✓ ^{SH}	
Student groups making AYP in each subject	X 2 of 8	X 2 of 8	✓ 1 of 1	X 3 of 7	X 2 of 7	X 0 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status  Improvement (Year 7)
for This Subject
(2011–12)

Accountability Measures 2 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 8) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 7) in 2012-13. [210]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (4581:4292)			99%		111	120	120	120
Ethnicity								
American Indian or Alaska Native (5:5)	–	–	–	–	–	–	–	–
Black or African American (1642:1541)			99%		98	119	108	108
Hispanic or Latino (691:624)			98%		98	118	107	108
Asian or Native Hawaiian/Other Pacific Islander (669:628)			99%		124	118		
White (1567:1489)			99%		123	119		
Multiracial (7:5)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (911:876)			98%		53	118	67	68
Limited English Proficient (146:154)			96%		71	114	85	84
Economically Disadvantaged (3055:3001)			99%		105	120	115	115
Final AYP Determination	 2 of 8							
Non-Accountability Groups								
Female (2189:2036)			99%		119	120		
Male (2392:2256)			99%		103	120		
Migrant (0:0)								

Symbols

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

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

Elementary/Middle-Level Mathematics

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

Accountability Measures 2 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (4582:4285)			98%		126	135	132	133
Ethnicity								
American Indian or Alaska Native (5:5)	–	–	–	–	–	–	–	–
Black or African American (1641:1534)			99%		111	134	118	120
Hispanic or Latino (691:631)			99%		115	133	120	124
Asian or Native Hawaiian/Other Pacific Islander (671:635)			99%		145	133		
White (1567:1475)			98%		137	134		
Multiracial (7:5)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (910:871)			97%		74	133	85	87
Limited English Proficient (147:165)			96%		95	129	105	106
Economically Disadvantaged (3055:2997)			99%		123	135	129	131
Final AYP Determination	 2 of 8							
Non-Accountability Groups								
Female (2190:2038)			99%		128	135		
Male (2392:2247)			98%		123	135		
Migrant (0:0)								

Symbols

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

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

Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11	2011–12
Accountability Groups									
All Students (1507:1359)		Qualified		96%		158	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (540:488)		Qualified		95%		151	100		
Hispanic or Latino (248:217)		Qualified		96%		154	100		
Asian or Native Hawaiian/Other Pacific Islander (222:204)		Qualified		100%		162	100		
White (495:449)		Qualified		96%		165	100		
Multiracial (2:1)		–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (298:275)		Qualified		94%		120	100		
Limited English Proficient (52:47)		Qualified		96%		132	100		
Economically Disadvantaged (977:939)		Qualified		97%		156	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (724:659)				97%		157	100		
Male (783:700)				95%		158	100		
Migrant (0:0)									

Symbols

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

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

Secondary-Level English Language Arts

Accountability Status  Improvement (Year 7)
for This Subject
(2011–12)

Accountability Measures 3 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 2011-12, the district will be In Need of Improvement (Year 8) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 7) in 2012-13. [210]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (607:582)			99%		165	178	156‡	169
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (227:223)			100%		159	176	139‡	163
Hispanic or Latino (79:68)			97%		153	171	150	158
Asian or Native Hawaiian/Other Pacific Islander (101:93)			100%		182	173		
White (200:197)			99%		168	175	168‡	171
Multiracial (0:1)	—	—	—	—	—	—		
Other Groups								
Students with Disabilities (99:101)			96%		80	173	79‡	92
Limited English Proficient (6:5)	—	—	—	—	—	—		
Economically Disadvantaged (320:331)			99%		167	177	156	170
Final AYP Determination	 3 of 7							
Non-Accountability Groups								
Female (315:299)			99%		169	177		
Male (292:283)			99%		160	177		
Migrant (0:0)								

Symbols

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

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

Secondary-Level Mathematics

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

Accountability Measures 2 of 7 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (607:582)			100%		158	175	153‡	162
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (227:223)			100%		148	173	132‡	153
Hispanic or Latino (79:68)			99%		144	168	148	150
Asian or Native Hawaiian/Other Pacific Islander (101:93)			100%		177	170		
White (200:197)			100%		165	172	167‡	169
Multiracial (0:1)	–	–	–	–	–	–		
Other Groups								
Students with Disabilities (99:101)			98%		82	170	84‡	94
Limited English Proficient (6:5)	–	–	–	–	–	–		
Economically Disadvantaged (320:331)			100%		160	174	151	164
Final AYP Determination	 2 of 7							
Non-Accountability Groups								
Female (315:299)			100%		159	174		
Male (292:283)			100%		157	174		
Migrant (0:0)								

Symbols

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

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

Graduation Rate

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

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

Prospective Status A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP in 2011-12, the district will be in good standing in 2012-13. [203]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (680)			58%	80%	63%
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (240)			50%	80%	59%
Hispanic or Latino (96)			52%	80%	51%
Asian or Native Hawaiian/Other Pacific Islander (66)			74%	80%	76%
White (278)			63%	80%	68%
Multiracial (0)					
Other Groups					
Students with Disabilities (147)			22%	80%	37%
Limited English Proficient (8)		—	—	—	
Economically Disadvantaged (324)			65%	80%	64%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (338)			61%	80%	
Male (342)			55%	80%	
Migrant (0)					

Symbols

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

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **60%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

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

In Good Standing

8 schools identified 42% of total

CENTRAL PARK INTERNATIONAL MAGNET SCHOOL
 ELMER AVENUE SCHOOL
 FULTON EARLY CHILDHOOD CENTER
 HOWE EARLY CHILDHOOD EDUCATIONAL CENTER
 JESSIE T ZOLLER SCHOOL
 VAN CORLAER SCHOOL
 WILLIAM C KEANE ELEMENTARY SCHOOL
 YATES SCHOOL

Improvement (year 1) Focused

1 school identified 5% of total

WOODLAWN SCHOOL

Improvement (year 1) Comprehensive

4 schools identified 21% of total

FRANKLIN DELANO ROOSEVELT ELEMENTARY SCHOOL
 HAMILTON ELEMENTARY SCHOOL
 LINCOLN SCHOOL
 PLEASANT VALLEY SCHOOL

Corrective Action (year 1) Focused

1 school identified 5% of total

PAIGE SCHOOL

Corrective Action (year 1) Comprehensive

1 school identified 5% of total

MARTIN LUTHER KING SCHOOL

Restructuring (year 1) Comprehensive

1 school identified 5% of total

KATHERINE BURR BLODGETT SUCCESS ACADEMY FOR MIDDLE SCHOOL STUDENTS

Restructuring (advanced) Comprehensive

3 schools identified 16% of total

MONT PLEASANT MIDDLE SCHOOL
 ONEIDA MIDDLE SCHOOL
 SCHENECTADY HIGH SCHOOL

4 Overview of District Performance

District **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

Summary of 2010–11 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	37%			728
Grade 4	35%			765
Grade 5	33%			744
Grade 6	35%			732
Grade 7	21%			785
Grade 8	22%			691

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	42%			730
Grade 4	46%			772
Grade 5	44%			749
Grade 6	41%			733
Grade 7	36%			782
Grade 8	31%			685

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	74%			751
Grade 8	53%			673

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	60%			777
Mathematics	56%			777

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

Mathematics

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

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

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/irs.

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

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

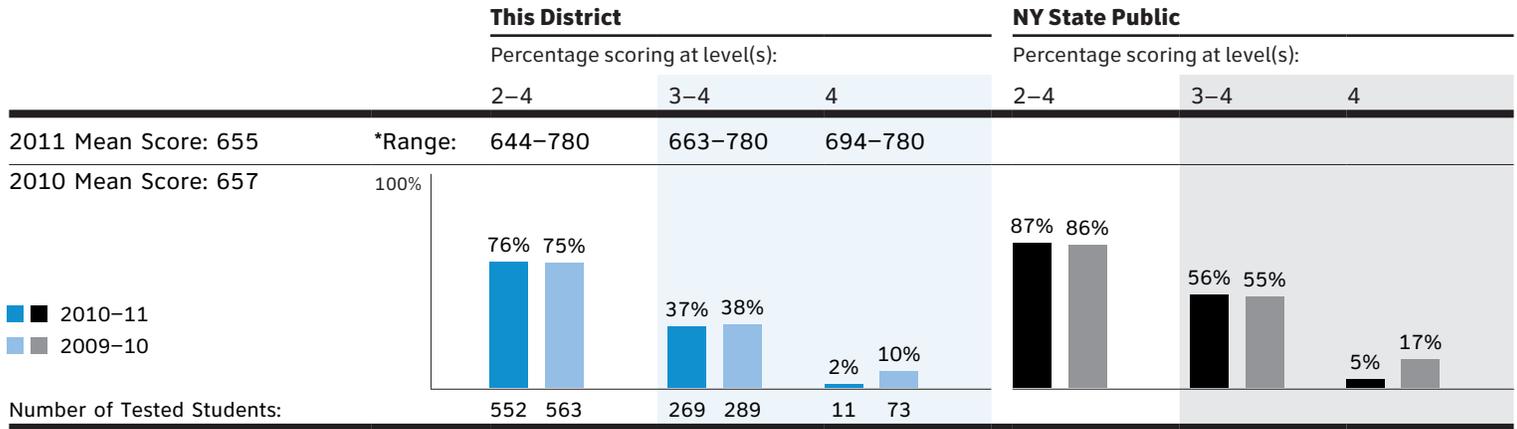
This is an urban or suburban school district with high student needs in relation to district resource capacity.

4 Overview of District Performance

District **SCENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	728	76%	37%	2%	754	75%	38%	10%
Female	365	78%	40%	2%	364	79%	43%	13%
Male	363	73%	34%	1%	390	71%	34%	7%
American Indian or Alaska Native								
Black or African American	258	70%	26%	1%	277	71%	32%	8%
Hispanic or Latino	105	70%	33%	2%	117	74%	39%	6%
Asian or Native Hawaiian/Other Pacific Islander	96	-	-	-	119	77%	39%	7%
White	267	79%	45%	2%	241	78%	45%	15%
Multiracial	2	-	-	-				
Small Group Totals	98	89%	48%	1%				
General-Education Students	602	86%	44%	2%	641	82%	44%	11%
Students with Disabilities	126	29%	2%	0%	113	31%	9%	1%
English Proficient	706	76%	38%	2%	729	75%	39%	10%
Limited English Proficient	22	64%	14%	0%	25	72%	20%	0%
Economically Disadvantaged	489	75%	33%	1%	533	72%	35%	9%
Not Disadvantaged	239	78%	44%	3%	221	81%	45%	11%
Migrant								
Not Migrant	728	76%	37%	2%	754	75%	38%	10%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	16	15	12	10	12	7	7	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	2	N/A	N/A	N/A	3	N/A	N/A	N/A

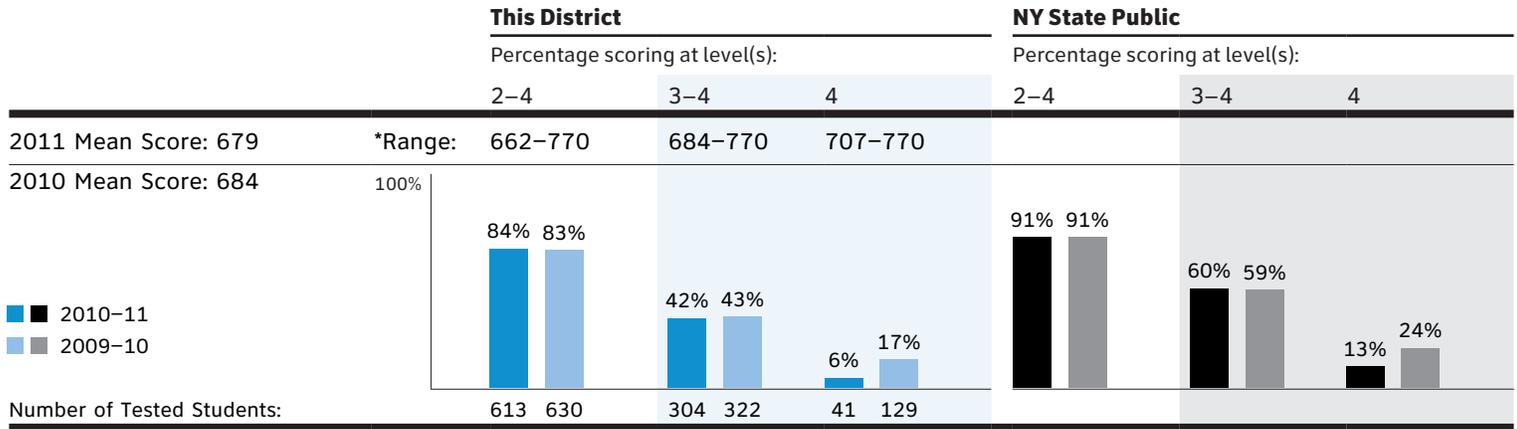
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	730	84%	42%	6%	755	83%	43%	17%
Female	366	84%	37%	4%	366	86%	44%	19%
Male	364	84%	46%	7%	389	81%	42%	15%
American Indian or Alaska Native								
Black or African American	259	77%	30%	2%	277	81%	35%	11%
Hispanic or Latino	107	83%	37%	2%	118	82%	36%	17%
Asian or Native Hawaiian/Other Pacific Islander	98	-	-	-	119	87%	50%	17%
White	264	87%	49%	8%	241	85%	51%	24%
Multiracial	2	-	-	-				
Small Group Totals	100	94%	57%	12%				
General-Education Students	606	90%	48%	7%	641	90%	48%	20%
Students with Disabilities	124	55%	10%	0%	114	47%	15%	4%
English Proficient	706	84%	42%	6%	727	84%	43%	17%
Limited English Proficient	24	83%	25%	0%	28	68%	29%	11%
Economically Disadvantaged	489	83%	38%	4%	532	82%	41%	15%
Not Disadvantaged	241	86%	49%	9%	223	87%	46%	22%
Migrant								
Not Migrant	730	84%	42%	6%	755	83%	43%	17%

NOTES

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

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

Other Assessments

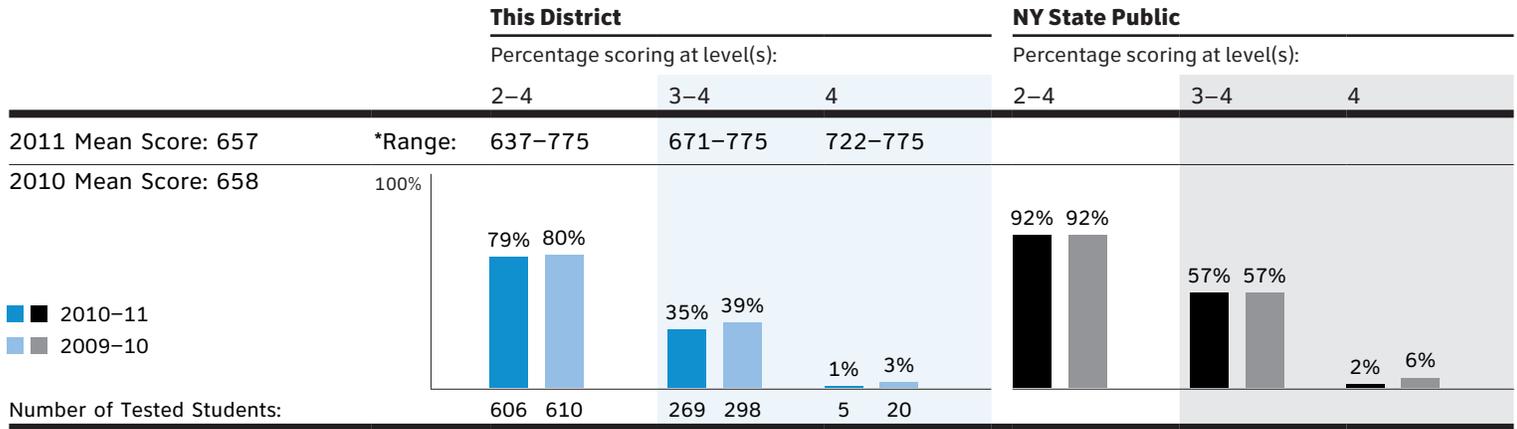
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	15	13	13	7	12	12	7	5

4 Overview of District Performance

District **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	765	79%	35%	1%	758	80%	39%	3%
Female	368	85%	40%	1%	368	84%	46%	4%
Male	397	74%	30%	1%	390	77%	33%	2%
American Indian or Alaska Native					3	-	-	-
Black or African American	286	77%	30%	0%	261	74%	27%	0%
Hispanic or Latino	122	78%	37%	0%	101	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	122	-	-	-	119	90%	49%	4%
White	234	82%	41%	2%	274	85%	51%	5%
Multiracial	1	-	-	-				
Small Group Totals	123	78%	37%	0%	104	74%	29%	2%
General-Education Students	622	88%	41%	1%	626	90%	46%	3%
Students with Disabilities	143	42%	10%	0%	132	36%	8%	0%
English Proficient	743	80%	36%	1%	731	81%	40%	3%
Limited English Proficient	22	50%	0%	0%	27	59%	7%	0%
Economically Disadvantaged	535	78%	31%	0%	513	79%	35%	1%
Not Disadvantaged	230	81%	44%	1%	245	83%	49%	5%
Migrant								
Not Migrant	765	79%	35%	1%	758	80%	39%	3%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	12	11	11	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	4	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	4	N/A	N/A	N/A	2	N/A	N/A	N/A

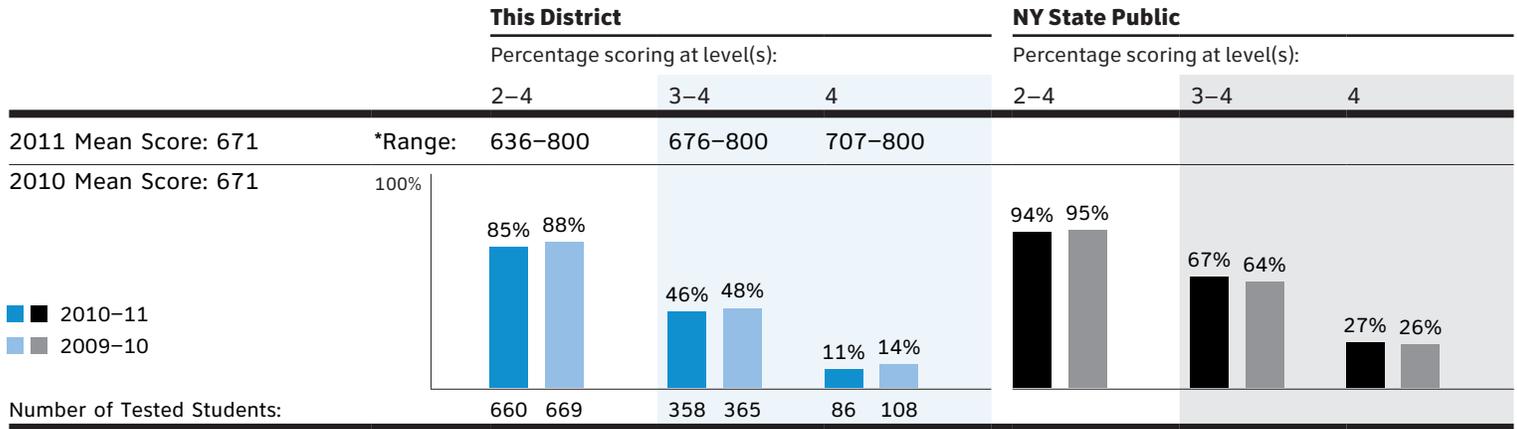
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	772	85%	46%	11%	760	88%	48%	14%
Female	374	90%	49%	11%	368	89%	49%	15%
Male	398	82%	43%	11%	392	87%	47%	14%
American Indian or Alaska Native					3	-	-	-
Black or African American	286	82%	34%	8%	260	83%	29%	5%
Hispanic or Latino	125	82%	49%	9%	103	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	124	-	-	-	121	94%	66%	19%
White	236	90%	53%	15%	273	92%	59%	22%
Multiracial	1	-	-	-				
Small Group Totals	125	88%	58%	14%	106	83%	44%	10%
General-Education Students	628	93%	54%	13%	630	93%	54%	17%
Students with Disabilities	144	54%	15%	3%	130	62%	17%	2%
English Proficient	746	86%	47%	12%	731	89%	49%	15%
Limited English Proficient	26	58%	19%	0%	29	62%	21%	3%
Economically Disadvantaged	538	86%	44%	9%	514	88%	46%	12%
Not Disadvantaged	234	85%	51%	17%	246	88%	52%	18%
Migrant								
Not Migrant	772	85%	46%	11%	760	88%	48%	14%

NOTES

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

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

Other Assessments

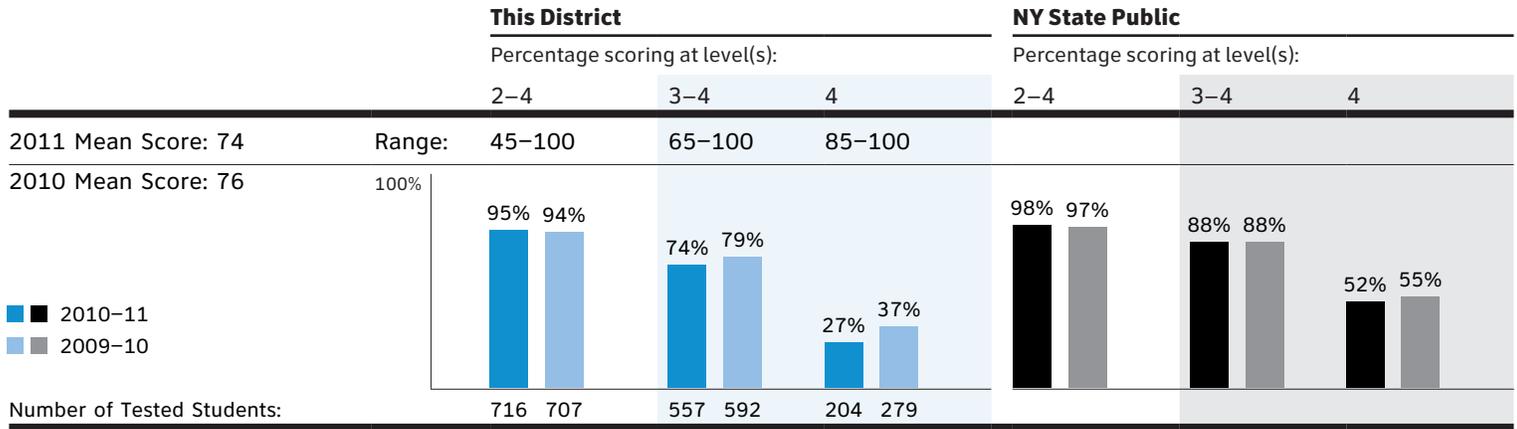
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	13	12	7	4	-	-	-

4 Overview of District Performance

District **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	751	95%	74%	27%	751	94%	79%	37%
Female	366	95%	74%	29%	369	95%	79%	38%
Male	385	95%	74%	26%	382	94%	78%	36%
American Indian or Alaska Native					3	-	-	-
Black or African American	275	95%	71%	22%	254	92%	70%	24%
Hispanic or Latino	123	95%	76%	27%	101	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	124	97%	73%	27%	122	96%	89%	45%
White	229	95%	78%	33%	271	98%	86%	49%
Multiracial								
Small Group Totals					104	88%	70%	30%
General-Education Students	615	97%	80%	31%	626	96%	84%	43%
Students with Disabilities	136	87%	50%	10%	125	84%	52%	10%
English Proficient	724	96%	75%	28%	723	95%	80%	38%
Limited English Proficient	27	78%	52%	7%	28	75%	39%	14%
Economically Disadvantaged	525	95%	72%	24%	505	94%	78%	34%
Not Disadvantaged	226	95%	79%	35%	246	95%	81%	44%
Migrant								
Not Migrant	751	95%	74%	27%	751	94%	79%	37%

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

Other Assessments

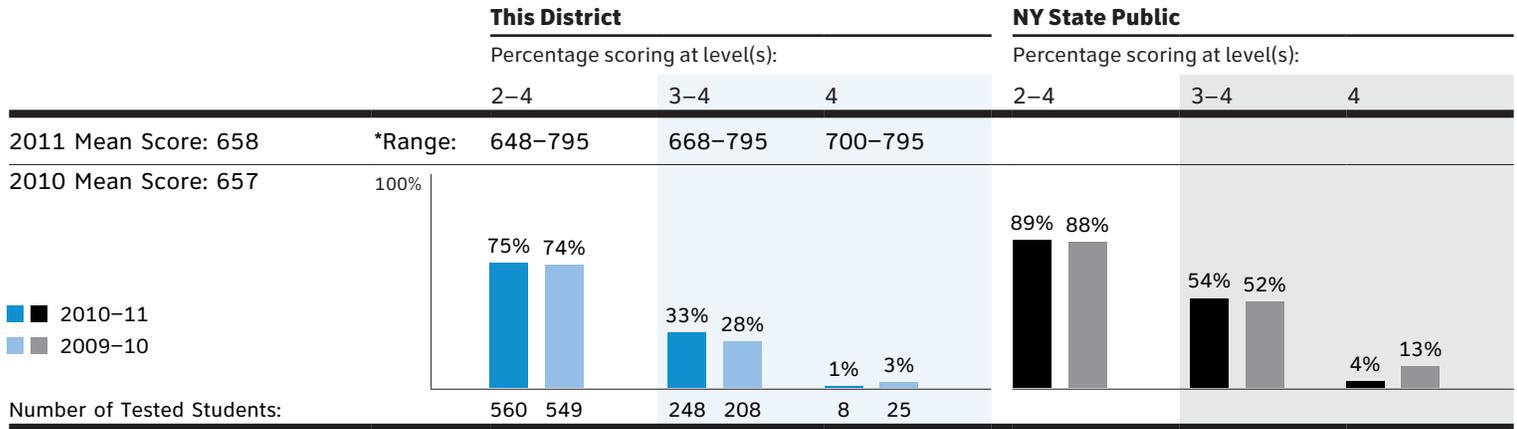
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	12	12	10	4	-	-	-

4 Overview of District Performance

District **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	744	75%	33%	1%	744	74%	28%	3%
Female	365	83%	36%	2%	344	79%	35%	5%
Male	379	68%	30%	0%	400	70%	22%	2%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	257	68%	21%	0%	273	65%	21%	3%
Hispanic or Latino	97	66%	25%	0%	102	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	119	86%	41%	2%	125	84%	39%	6%
White	266	80%	45%	2%	243	81%	33%	4%
Multiracial	2	-	-	-				
Small Group Totals	5	100%	20%	0%	103	68%	23%	1%
General-Education Students	603	86%	40%	1%	614	81%	32%	4%
Students with Disabilities	141	29%	6%	0%	130	39%	8%	0%
English Proficient	724	76%	34%	1%	722	75%	29%	3%
Limited English Proficient	20	50%	0%	0%	22	36%	5%	0%
Economically Disadvantaged	492	75%	30%	0%	522	73%	27%	3%
Not Disadvantaged	252	76%	39%	2%	222	75%	31%	5%
Migrant								
Not Migrant	744	75%	33%	1%	744	74%	28%	3%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	8	7	5	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	1	N/A	N/A	N/A

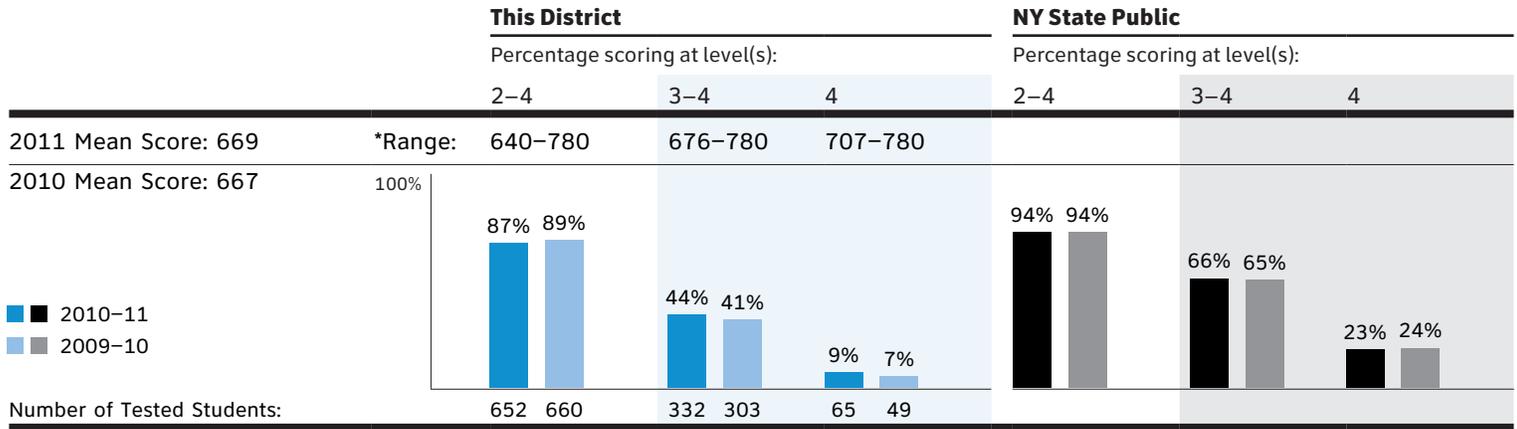
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	749	87%	44%	9%	745	89%	41%	7%
Female	368	89%	47%	7%	345	89%	42%	7%
Male	381	86%	41%	10%	400	89%	39%	6%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	258	84%	27%	2%	272	85%	32%	5%
Hispanic or Latino	101	75%	33%	5%	102	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	120	96%	63%	15%	125	92%	46%	6%
White	265	90%	58%	14%	245	91%	52%	9%
Multiracial	2	-	-	-				
Small Group Totals	5	100%	20%	0%	103	87%	32%	7%
General-Education Students	606	94%	52%	10%	615	93%	45%	8%
Students with Disabilities	143	57%	13%	2%	130	66%	18%	1%
English Proficient	728	88%	45%	9%	722	89%	41%	7%
Limited English Proficient	21	57%	14%	0%	23	74%	22%	9%
Economically Disadvantaged	496	87%	42%	6%	523	88%	38%	5%
Not Disadvantaged	253	87%	49%	13%	222	90%	47%	9%
Migrant								
Not Migrant	749	87%	44%	9%	745	89%	41%	7%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	7	6	6	4	-	-	-

4 Overview of District Performance

District **SCENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 654	*Range: 644-785	662-785	694-785			
2010 Mean Score: 653						
Number of Tested Students:	567	563	256	230	7	10

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	732	77%	35%	1%	731	77%	31%	1%
Female	331	79%	41%	2%	341	83%	34%	1%
Male	401	76%	30%	0%	390	72%	29%	1%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	275	72%	27%	0%	251	74%	26%	1%
Hispanic or Latino	98	-	-	-	112	70%	15%	1%
Asian or Native Hawaiian/Other Pacific Islander	121	83%	42%	1%	95	-	-	-
White	237	82%	43%	2%	272	81%	42%	2%
Multiracial								
Small Group Totals	99	76%	28%	1%	96	83%	36%	1%
General-Education Students	589	87%	41%	1%	586	88%	39%	2%
Students with Disabilities	143	39%	11%	0%	145	32%	3%	0%
English Proficient	710	79%	36%	1%	710	78%	32%	1%
Limited English Proficient	22	36%	9%	0%	21	29%	5%	0%
Economically Disadvantaged	535	77%	31%	1%	523	75%	27%	1%
Not Disadvantaged	197	80%	46%	2%	208	82%	43%	3%
Migrant								
Not Migrant	732	77%	35%	1%	731	77%	31%	1%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	5	4	7	7	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	1	N/A	N/A	N/A	1	N/A	N/A	N/A

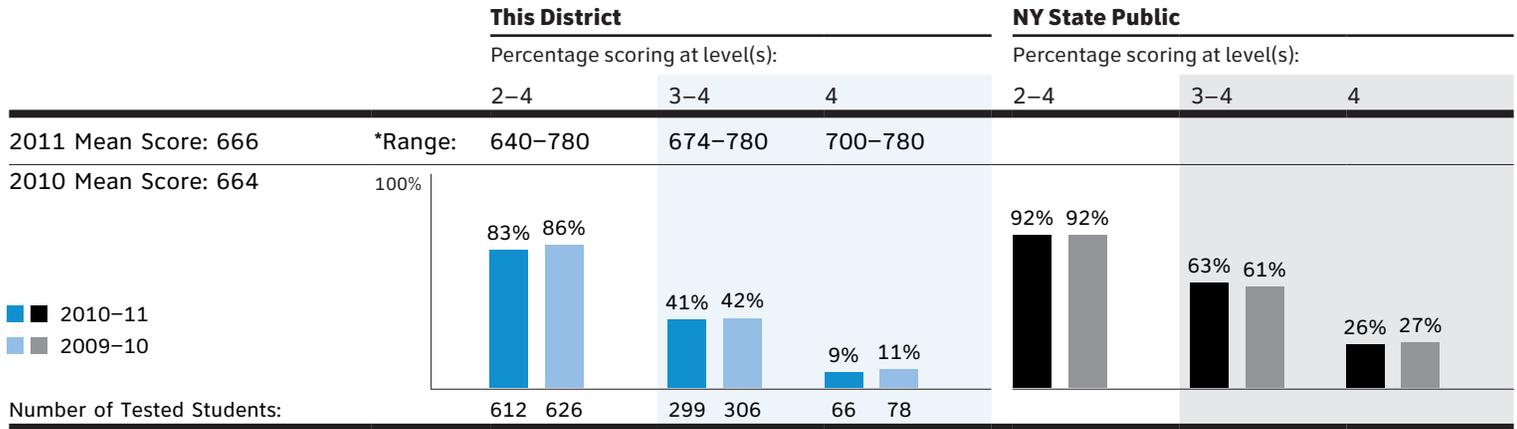
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	733	83%	41%	9%	730	86%	42%	11%
Female	332	85%	44%	11%	340	88%	45%	12%
Male	401	82%	38%	8%	390	84%	39%	9%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	275	80%	32%	4%	252	82%	34%	5%
Hispanic or Latino	98	-	-	-	111	80%	32%	5%
Asian or Native Hawaiian/Other Pacific Islander	124	91%	48%	16%	96	-	-	-
White	235	85%	50%	11%	270	89%	50%	17%
Multiracial								
Small Group Totals	99	82%	33%	9%	97	93%	52%	14%
General-Education Students	590	90%	47%	11%	585	94%	49%	13%
Students with Disabilities	143	56%	13%	1%	145	52%	14%	1%
English Proficient	710	85%	41%	9%	708	87%	43%	11%
Limited English Proficient	23	52%	22%	4%	22	45%	14%	9%
Economically Disadvantaged	533	84%	38%	7%	522	85%	39%	7%
Not Disadvantaged	200	82%	49%	14%	208	87%	49%	19%
Migrant								
Not Migrant	733	83%	41%	9%	730	86%	42%	11%

NOTES

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

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

Other Assessments

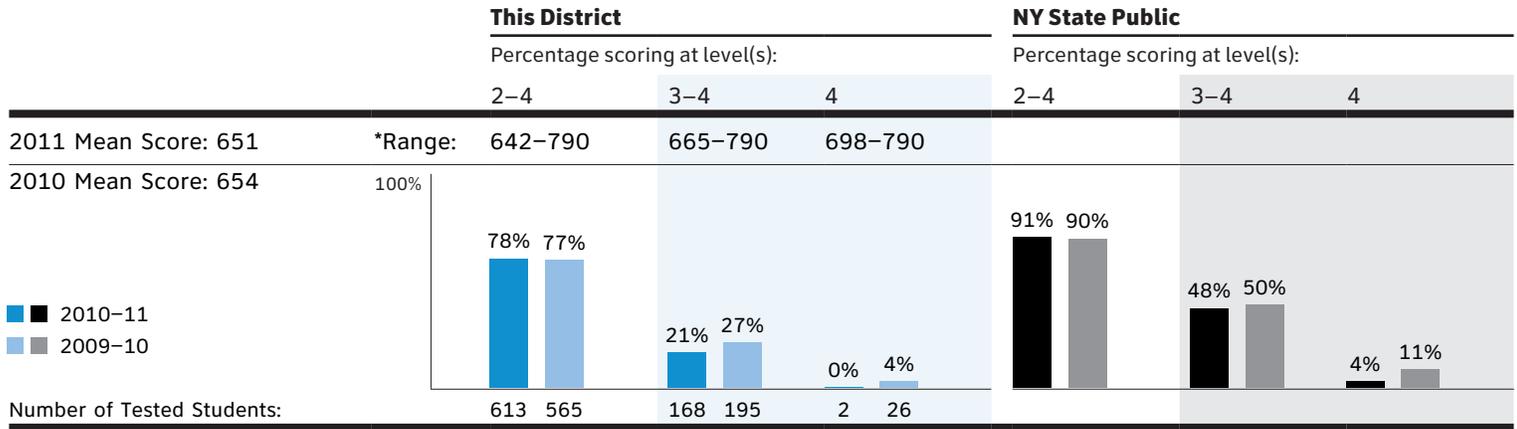
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	5	7	7	5	5

4 Overview of District Performance

District **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	785	78%	21%	0%	731	77%	27%	4%
Female	364	82%	24%	0%	350	83%	30%	5%
Male	421	75%	19%	0%	381	72%	23%	2%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	279	76%	15%	0%	273	72%	18%	1%
Hispanic or Latino	123	68%	12%	0%	110	73%	24%	1%
Asian or Native Hawaiian/Other Pacific Islander	99	-	-	-	86	-	-	-
White	282	80%	31%	1%	261	82%	36%	7%
Multiracial	1	-	-	-				
Small Group Totals	101	89%	24%	0%	87	85%	30%	2%
General-Education Students	631	89%	26%	0%	592	86%	32%	4%
Students with Disabilities	154	35%	3%	0%	139	41%	4%	0%
English Proficient	766	80%	22%	0%	716	78%	27%	4%
Limited English Proficient	19	16%	0%	0%	15	20%	0%	0%
Economically Disadvantaged	521	78%	16%	0%	519	76%	24%	2%
Not Disadvantaged	264	78%	33%	1%	212	80%	33%	7%
Migrant								
Not Migrant	785	78%	21%	0%	731	77%	27%	4%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	8	8	8	6	11	11	9	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	5	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	5	N/A	N/A	N/A	0	N/A	N/A	N/A

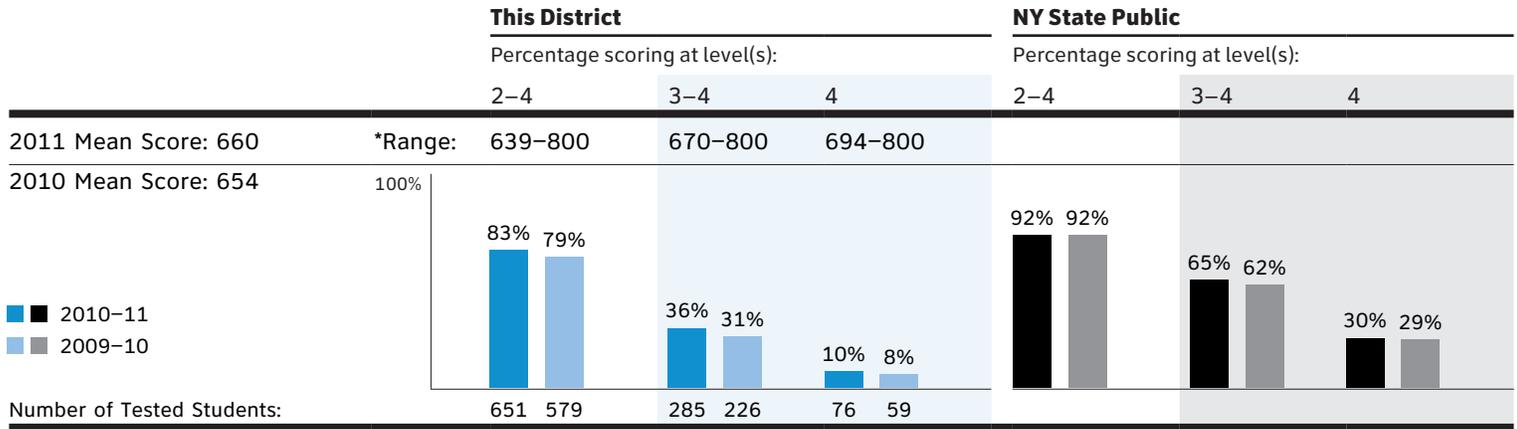
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SCENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	782	83%	36%	10%	733	79%	31%	8%
Female	367	85%	37%	10%	349	82%	34%	9%
Male	415	82%	36%	9%	384	77%	28%	8%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	276	81%	28%	6%	274	73%	22%	3%
Hispanic or Latino	128	78%	25%	2%	110	69%	23%	6%
Asian or Native Hawaiian/Other Pacific Islander	99	-	-	-	87	-	-	-
White	277	84%	48%	17%	261	85%	40%	11%
Multiracial	1	-	-	-				
Small Group Totals	101	92%	41%	11%	88	91%	42%	17%
General-Education Students	632	91%	43%	12%	592	88%	37%	10%
Students with Disabilities	150	51%	10%	0%	141	43%	6%	1%
English Proficient	758	84%	37%	10%	718	80%	31%	8%
Limited English Proficient	24	46%	4%	0%	15	47%	7%	0%
Economically Disadvantaged	519	84%	32%	6%	519	79%	29%	6%
Not Disadvantaged	263	82%	44%	16%	214	79%	36%	13%
Migrant								
Not Migrant	782	83%	36%	10%	733	79%	31%	8%

NOTES

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

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

Other Assessments

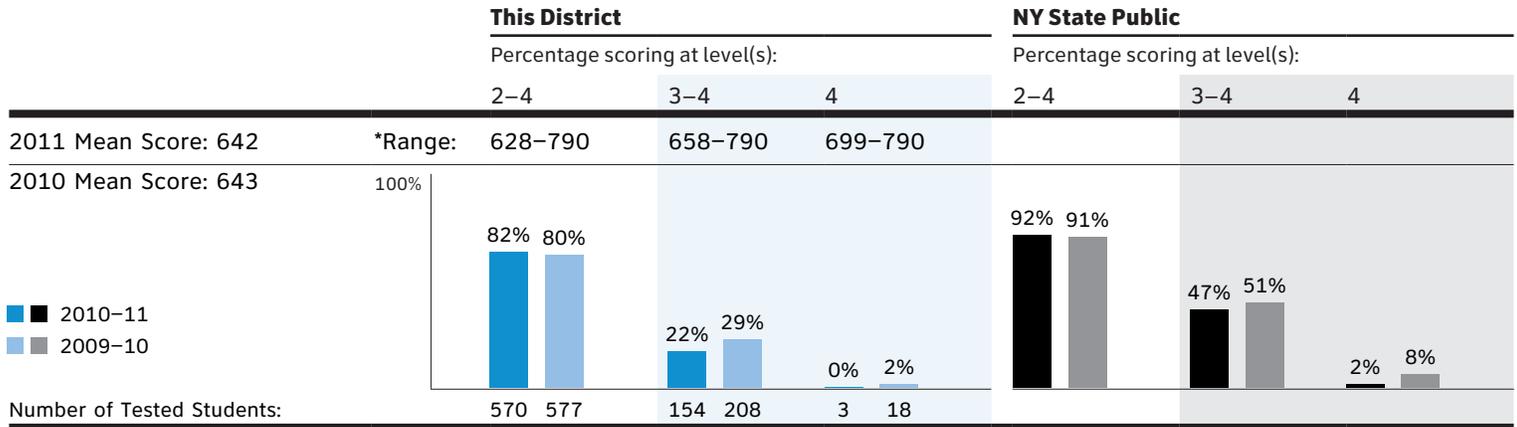
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	8	7	6	4	11	8	8	3

4 Overview of District Performance

District **SCENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	691	82%	22%	0%	721	80%	29%	2%
Female	332	86%	24%	1%	359	87%	38%	3%
Male	359	79%	21%	0%	362	73%	20%	2%
American Indian or Alaska Native					1	-	-	-
Black or African American	245	79%	18%	0%	246	78%	22%	2%
Hispanic or Latino	115	78%	14%	0%	115	70%	17%	0%
Asian or Native Hawaiian/Other Pacific Islander	93	-	-	-	106	-	-	-
White	237	85%	30%	1%	253	84%	38%	5%
Multiracial	1	-	-	-				
Small Group Totals	94	90%	23%	1%	107	85%	37%	2%
General-Education Students	569	92%	27%	1%	583	89%	35%	3%
Students with Disabilities	122	40%	2%	0%	138	41%	4%	0%
English Proficient	675	84%	23%	0%	696	82%	30%	3%
Limited English Proficient	16	31%	0%	0%	25	28%	0%	0%
Economically Disadvantaged	424	84%	20%	0%	507	80%	27%	2%
Not Disadvantaged	267	80%	27%	1%	214	81%	33%	3%
Migrant								
Not Migrant	691	82%	22%	0%	721	80%	29%	2%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	12	12	9	5	6	6	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	5	N/A	N/A	N/A	4	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	5	N/A	N/A	N/A	4	N/A	N/A	N/A

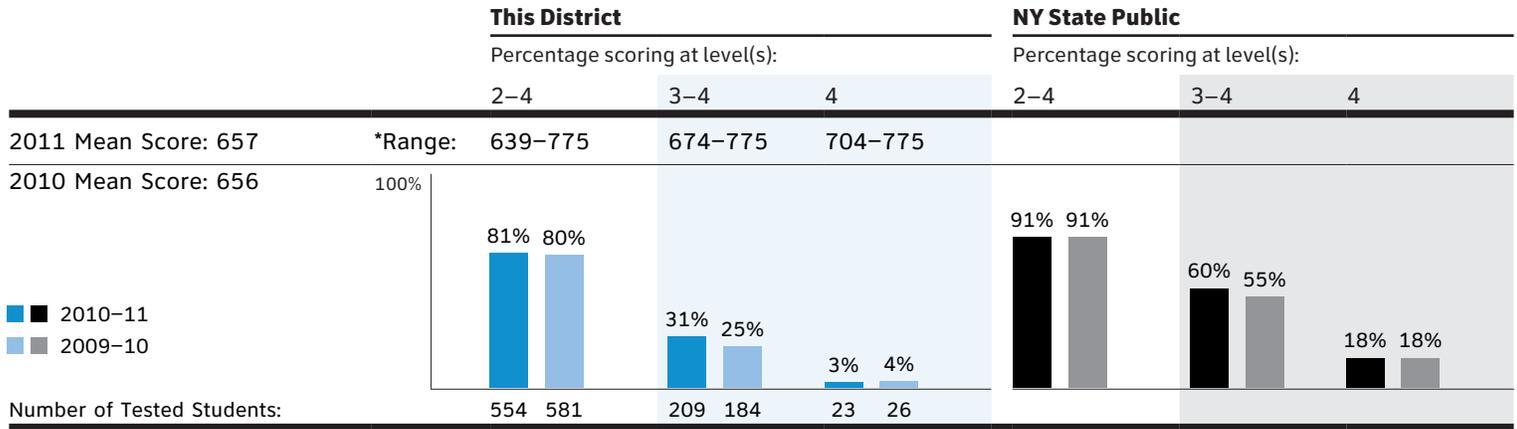
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	685	81%	31%	3%	726	80%	25%	4%
Female	330	84%	30%	3%	362	85%	30%	5%
Male	355	78%	31%	3%	364	75%	21%	2%
American Indian or Alaska Native					1	-	-	-
Black or African American	239	76%	22%	0%	248	74%	16%	2%
Hispanic or Latino	115	81%	27%	2%	116	76%	14%	1%
Asian or Native Hawaiian/Other Pacific Islander	95	-	-	-	108	-	-	-
White	235	82%	38%	8%	253	86%	34%	6%
Multiracial	1	-	-	-				
Small Group Totals	96	90%	38%	2%	109	85%	39%	6%
General-Education Students	565	88%	35%	4%	588	87%	30%	4%
Students with Disabilities	120	47%	9%	0%	138	51%	5%	0%
English Proficient	664	82%	31%	3%	697	81%	26%	4%
Limited English Proficient	21	57%	10%	0%	29	59%	7%	0%
Economically Disadvantaged	420	85%	31%	2%	513	81%	25%	4%
Not Disadvantaged	265	75%	30%	5%	213	78%	27%	4%
Migrant								
Not Migrant	685	81%	31%	3%	726	80%	25%	4%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	12	10	10	3	6	6	5	2

4 Overview of District Performance

District **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

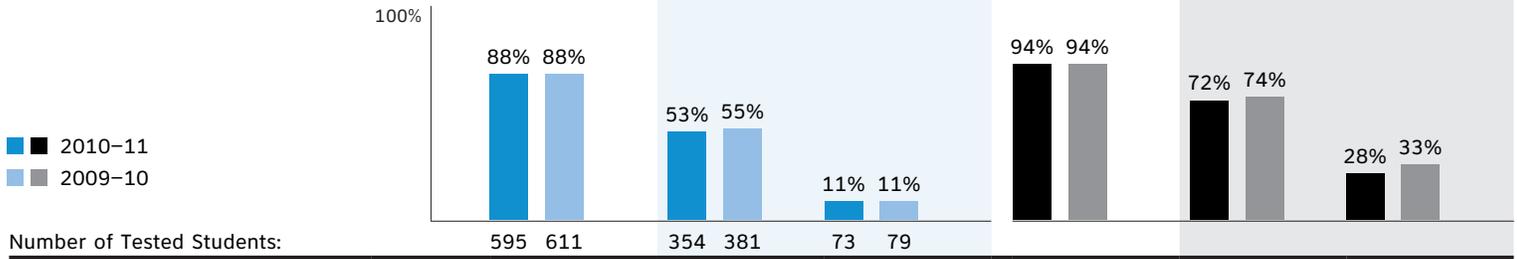
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

595 611

354 381

73 79

Results by Student Group

2010-11 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	673	88%	53%	11%	698	88%	55%	11%
Female	326	90%	48%	9%	345	90%	57%	11%
Male	347	87%	56%	12%	353	85%	52%	12%
American Indian or Alaska Native								
Black or African American	229	88%	46%	6%	240	87%	48%	6%
Hispanic or Latino	114	87%	44%	8%	107	81%	39%	6%
Asian or Native Hawaiian/Other Pacific Islander	97	-	-	-	108	87%	66%	12%
White	232	91%	63%	18%	243	91%	63%	19%
Multiracial	1	-	-	-				
Small Group Totals	98	87%	55%	10%				
General-Education Students	554	93%	58%	13%	568	91%	61%	14%
Students with Disabilities	119	66%	25%	3%	130	71%	25%	1%
English Proficient	651	89%	54%	11%	670	88%	56%	12%
Limited English Proficient	22	59%	5%	0%	28	68%	21%	0%
Economically Disadvantaged	416	90%	52%	9%	493	87%	54%	9%
Not Disadvantaged	257	86%	54%	14%	205	89%	56%	17%
Migrant								
Not Migrant	673	88%	53%	11%	698	88%	55%	11%

NOTES

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

Other Assessments

2010-11 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

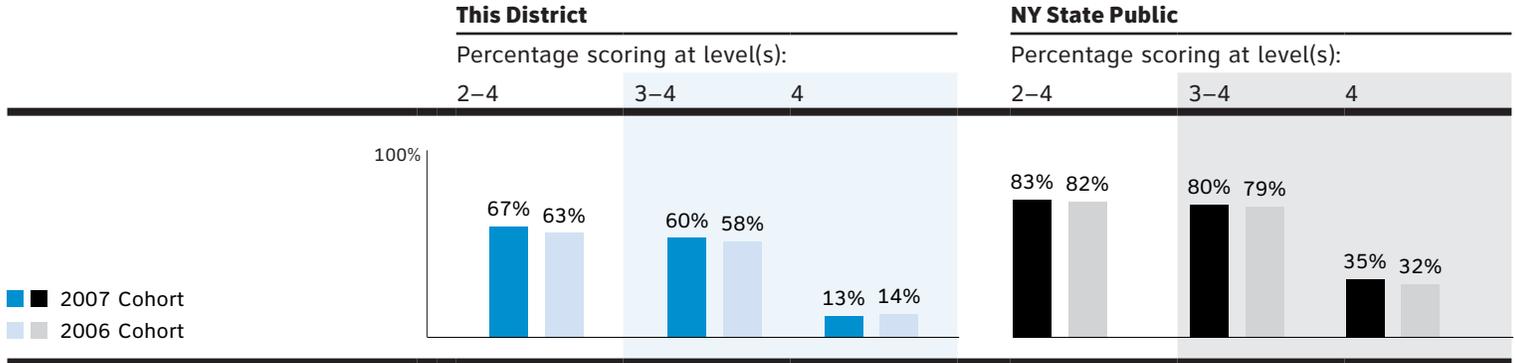
	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	12	12	10	8	6	4	4	1
Regents Science	0				0			

4 Overview of District Performance

District **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	777	67%	60%	13%	687	63%	58%	14%
Female	380	71%	66%	16%	337	69%	64%	17%
Male	397	62%	54%	10%	350	57%	51%	11%
American Indian or Alaska Native								
Black or African American	278	70%	60%	9%	241	58%	51%	8%
Hispanic or Latino	116	47%	44%	8%	98	54%	52%	5%
Asian or Native Hawaiian/Other Pacific Islander	103	-	-	-	70	73%	70%	24%
White	279	64%	59%	18%	278	68%	63%	20%
Multiracial	1	-	-	-				
Small Group Totals	104	87%	79%	16%				
General-Education Students	636	75%	70%	16%	541	74%	70%	18%
Students with Disabilities	141	30%	16%	1%	146	22%	14%	1%
English Proficient	761	68%	61%	13%	678	63%	58%	14%
Limited English Proficient	16	13%	0%	0%	9	22%	22%	0%
Economically Disadvantaged	386	76%	68%	10%	326	71%	64%	11%
Not Disadvantaged	391	58%	52%	16%	361	55%	52%	17%
Migrant								
Not Migrant	777	67%	60%	13%	687	63%	58%	14%

NOTES

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

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

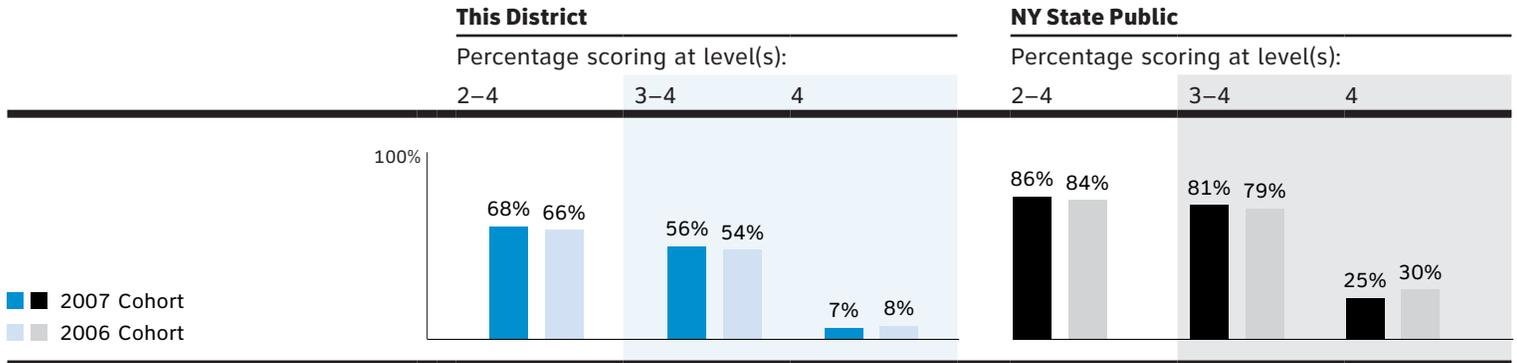
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **SCHENECTADY CITY SCHOOL DISTRICT**

District ID **53-06-00-01-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	777	68%	56%	7%	687	66%	54%	8%
Female	380	71%	59%	8%	337	69%	56%	7%
Male	397	64%	53%	6%	350	62%	51%	9%
American Indian or Alaska Native								
Black or African American	278	69%	52%	2%	241	60%	43%	2%
Hispanic or Latino	116	51%	43%	3%	98	59%	47%	5%
Asian or Native Hawaiian/Other Pacific Islander	103	-	-	-	70	76%	69%	17%
White	279	67%	58%	13%	278	70%	62%	12%
Multiracial	1	-	-	-				
Small Group Totals	104	86%	75%	9%				
General-Education Students	636	77%	65%	8%	541	77%	65%	10%
Students with Disabilities	141	28%	16%	1%	146	23%	11%	1%
English Proficient	761	69%	57%	7%	678	66%	55%	8%
Limited English Proficient	16	13%	13%	0%	9	11%	0%	0%
Economically Disadvantaged	386	75%	64%	4%	326	71%	57%	7%
Not Disadvantaged	391	61%	48%	10%	361	60%	51%	9%
Migrant								
Not Migrant	777	68%	56%	7%	687	66%	54%	8%

NOTES

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

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

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