

The New York State District Report Card

District SCHENECTADY CITY SCHOOL DISTRICT District ID 53-06-00-01-0000 Superintendent JOHN YAGIELSKI Telephone (518) 370-8100 Grades PK-12

Comprehensive Information Report 2010 – 11

Regents Exams

•		All Stu	All Students				al-Educati	ion Stud	ents	Students with Disabilities			
		Total	Percentag	e of stude	nts	Total Percentage of students			Total	Percentag	e of studer	nts	
		Tested	scoring at	or above:		Tested scoring at or above:			Tested	scoring at	or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2010-11	786	83%	72%	21%	646	90%	81%	25%	140	49%	31%	4%
	2009-10	745	80%	66%	14%	627	89%	76%	17%	118	31%	16%	1%
	2008–09	504	80%	67%	20%	424	89%	76%	23%	80	34%	18%	1%
Integrated Algebra	2010-11	1257	73%	49%	3%	1030	80%	56%	3%	227	41%	17%	0%
	2009-10	1022	77%	58%	3%	882	84%	64%	3%	140	36%	18%	0%
	2008–09	751	72%	53%	3%	652	77%	58%	3%	99	37%	21%	2%
Geometry	2010-11	357	85%	59%	6%	350	85%	60%	6%	7	86%	43%	0%
	2009-10	351	85%	62%	10%	338	86%	62%	10%	13	62%	54%	15%
	2008–09	316	75%	54%	9%	309	76%	55%	9%	7	43%	0%	0%
Algebra 2/Trigonometry	2010-11	244	52%	33%	6%	236	51%	33%	6%	8	88%	38%	13%
	2009-10	201	53%	36%	8%	200	-	_	-	1	-	_	-
	2008–09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History	2010-11	1024	73%	52%	10%	890	78%	56%	11%	134	44%	24%	3%
and Geography	2009-10	931	68%	45%	10%	812	72%	49%	11%	119	43%	18%	3%
	2008–09	842	69%	50%	11%	721	73%	55%	12%	121	43%	23%	2%
U.S. History	2010-11	696	82%	65%	25%	602	86%	71%	27%	94	55%	31%	14%
and Government	2009-10	616	87%	77%	25%	539	90%	81%	27%	77	64%	48%	6%
	2008-09	551	86%	69%	24%	484	89%	74%	26%	67	61%	34%	7%
Living Environment	2010-11	759	84%	69%	10%	664	88%	73%	11%	95	56%	36%	3%
	2009-10	730	87%	72%	11%	650	89%	76%	12%	80	71%	43%	3%
	2008–09	696	92%	78%	10%	645	93%	79%	10%	51	73%	57%	6%
Physical Setting/	2010-11	402	79%	56%	7%	369	80%	58%	8%	33	67%	39%	6%
Earth Science	2009-10	342	79%	58%	10%	319	79%	59%	9%	23	78%	57%	26%
	2008–09	271	83%	63%	7%	256	84%	63%	7%	15	73%	60%	0%
Physical Setting/Chemistry	2010-11	264	83%	52%	2%	257	82%	51%	2%	7	100%	86%	14%
	2009-10	270	81%	51%	7%	265	81%	51%	7%	5	80%	40%	0%
	2008–09	231	80%	54%	6%	228	-		-	3	-		-
Physical Setting/Physics	2010-11	89	70%	48%	9%	85	-	-	-	4	-	-	-
	2009-10	63	73%	57%	14%	62	-	-	_	1	-	-	-
	2008–09	42	86%	71%	24%	41	-	-	_	1	-	_	-

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

Regents Exams

		All Stu	All Students				al-Educa	ation St	udents	Students with Disabilities			
		Total Tested	Percenta scoring a	0		Total Tested	Percentage of students scoring at or above:		Total Tested	Percentage of students scoring at or above:			
			55	65	85		55	65	85		55	65	85
Comprehensive French	2010-11	97	89%	85%	34%	96	-	-	-	1	-	-	-
	2009-10	76	92%	86%	36%	76	92%	86%	36%	0			
	2008–09	48	96%	96%	54%	48	96%	96%	54%	0			
Comprehensive Italian	2010-11	0				0				0			
	2009-10	0				0				0			
	2008–09	0				0				0			
Comprehensive Spanish	2010-11	146	86%	78%	22%	144	-	-	-	2	-	-	-
	2009-10	154	95%	85%	37%	148	95%	85%	38%	6	100%	83%	17%
	2008–09	151	98%	97%	46%	149	-	_	-	2	-	-	-

ΝΟΤΕ

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

Regents Competency Tests

		All Students	5	General-Ed	ucation Students	Students with Disabilities		
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:	
Mathematics	2010-11	66	39%	1	-	65	-	
	2009-10	82	45%	2	-	80	-	
	2008-09	73	58%	4	-	69	-	
Science	2010-11	63	32%	1	-	62	-	
	2009-10	73	26%	2	-	71	-	
	2008-09	30	43%	2	-	28	-	
Reading	2010-11	46	46%	3	-	43	-	
	2009-10	64	50%	1	-	63	-	
	2008–09	37	65%	1	-	36	-	
Writing	2010-11	34	74%	1	-	33	-	
	2009-10	49	90%	1	-	48	-	
	2008–09	31	74%	0		31	74%	
Global Studies	2010-11	62	19%	2	-	60	-	
	2009-10	89	26%	3	-	86	-	
	2008–09	78	22%	2	-	76	-	
U.S. History	2010-11	44	32%	2	-	42	-	
and Government	2009-10	33	27%	2	-	31	-	
	2008–09	27	48%	2	-	25	-	

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

New York State English as a Second Language Achievement Test (NYSESLAT)

	All Students				Gene	ral-Edu	cation	Stude	nts	Students with Disabilities					
	TotalPercent of students scoringTestedin each performance level:				Total Tested				5	Total Tested				5	
		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	. Adv.	Prof.
2010-11	83	5%	11%	40%	45%	74	5%	8%	39%	47%	9	0%	33%	44%	22%
2009-10	83	1%	27%	35%	37%	73	0%	22%	36%	42%	10	10%	60%	30%	0%
2008–09	75	5%	15%	44%	36%	66	6%	12%	45%	36%	9	0%	33%	33%	33%
2010-11	82	28%	24%	20%	28%	73	26%	22%	22%	30%	9	44%	44%	0%	11%
2009-10	83	40%	35%	8%	17%	73	34%	38%	10%	18%	10	80%	10%	0%	10%
2008–09	75	32%	27%	15%	27%	66	30%	29%	15%	26%	9	44%	11%	11%	33%
2010-11	80	3%	5%	39%	54%	64	3%	5%	30%	63%	16	0%	6%	75%	19%
2009-10	92	2%	8%	26%	64%	80	3%	9%	20%	69%	12	0%	0%	67%	33%
2008–09	100	2%	5%	41%	52%	83	1%	4%	40%	55%	17	6%	12%	47%	35%
2010-11	80	20%	26%	40%	14%	64	16%	22%	47%	16%	16	38%	44%	13%	6%
2009–10	92	15%	27%	35%	23%	80	13%	25%	38%	25%	12	33%	42%	17%	8%
2008–09	100	10%	39%	33%	18%	83	6%	39%	36%	19%	17	29%	41%	18%	12%
2010-11	43	0%	9%	44%	47%	29	0%	10%	31%	59%	14	0%	7%	71%	21%
2009–10	46	4%	2%	39%	54%	29	3%	0%	28%	69%	17	6%	6%	59%	29%
2008–09	42	5%	7%	52%	36%	21	0%	10%	62%	29%	21	10%	5%	43%	43%
2010-11	43	12%	23%	35%	30%	29	7%	17%	38%	38%	14	21%	36%	29%	14%
2009–10	46	7%	30%	46%	17%	29	3%	24%	45%	28%	17	12%	41%	47%	0%
2008–09	40	18%	43%	18%	23%	21	10%	62%	0%	29%	19	26%	21%	37%	16%
2010-11	50	14%	16%	32%	38%	32	16%	22%	19%	44%	18	11%	6%	56%	28%
2009–10	46	4%	9%	26%	61%	32	0%	9%	31%	59%	14	14%	7%	14%	64%
2008–09	52	4%	17%	31%	48%	40	5%	20%	30%	45%	12	0%	8%	33%	58%
2010-11	50	32%	30%	24%	14%	32	38%	25%	22%	16%	18	22%	39%	28%	11%
2009–10	46	22%	52%	20%	7%	32	16%	53%	22%	9%	14	36%	50%	14%	0%
2008–09	51	27%	43%	18%	12%	39	26%	41%	18%	15%	12	33%	50%	17%	0%
2010-11	69	6%	16%	26%	52%	54	4%	19%	28%	50%	15	13%	7%	20%	60%
2009–10	48	10%	13%	25%	52%	39	8%	13%	26%	54%	9	22%	11%	22%	44%
2008-09	45	2%	13%	40%	44%	38	3%	13%	42%	42%	7	0%	14%	29%	57%
2010-11	69	16%	42%	39%	3%	54	15%	43%	41%	2%	15	20%	40%	33%	7%
2009–10	47	13%	51%	21%	15%	38	11%	50%	21%	18%	9	22%	56%	22%	0%
2008-09	44	14%	45%	27%	14%	37	16%	41%	27%	16%	7	0%	71%	29%	0%
	2009-10 2008-09 2010-11 2009-10 2008-09 2010-11 2009-10 2008-09 2010-11 2009-10 2008-09 2010-11 2009-10 2008-09 2010-11 2009-10 2008-09 2010-11 2009-10 2008-09 2010-11 2009-10 2008-09 2010-11 2009-10	Total Tested 2010-11 83 2009-10 83 2009-10 83 2009-10 83 2009-10 83 2009-10 83 2009-10 80 2009-10 92 2008-09 100 2010-11 80 2009-10 92 2008-09 100 2010-11 80 2009-10 46 2009-10 46 2009-10 46 2009-10 46 2009-10 46 2009-10 46 2009-10 46 2009-10 46 2009-10 46 2009-10 46 2009-10 46 2009-10 46 2009-10 46 2009-10 46 2009-10 46 2009-10 46 2009-10 46 2009-10 46 2	TotalPercent TestedTotalPercent Tested2010-11835%2009-10831%2009-10755%2010-118228%2009-108340%2009-108340%2009-107532%2010-11803%2009-10922%2009-10922%2009-1010020%2009-1010010%2009-1010010%2009-10464%2009-104610%2009-104610%2009-104610%2009-10464%2009-10462%2009-10462%2009-10462%2009-105014%2009-105032%2009-10652%2009-10642%2009-11696%2009-11696%2009-116910%2009-116910%2009-116910%2009-11692%2009-116910%2009-116910%2009-116910%2009-116910%2009-116910%2009-116910%2009-116910%2009-116910%2009-116910%2009-1169	Total TestedPercent study Tested2010-11835%11%2009-10831%27%2008-09755%15%2010-118228%24%2009-108340%35%2008-097532%27%2009-108340%35%2009-10803%5%2009-10922%8%2009-10922%8%2009-1010020%26%2009-1010010%39%2009-1010010%39%2009-10464%2%2009-10464%2%2009-104610%30%2009-10467%30%2009-10467%30%2009-104614%43%2009-10467%30%2009-104614%43%2009-105014%43%2009-115032%30%2009-115032%30%2009-115032%30%2009-11696%43%2009-11696%43%2009-116916%43%2009-11696%13%2009-11696%13%2009-11696%13%2009-11696%13%2009-11696%13%201	Prior Studient Studi	Priority intervalueTotal Precent view subservaluePriority intervaluePriority intervalue2010-11835%11%40%45%2009-00755%15%44%36%2009-007526%20%20%20%20%2009-108340%35%39%21%2009-108340%35%39%54%2009-10803%5%39%54%2009-10922%8%26%64%2009-10922%41%52%2009-109215%27%35%23%2009-1010020%26%40%14%2009-104020%30%44%36%2009-104640%23%36%36%2009-10467%30%46%36%2009-10467%30%46%36%2009-104616%30%26%36%2009-104626%30%26%36%2009-104626%30%26%36%2009-104646%30%26%36%2009-104626%30%26%36%2009-104626%30%26%36%2009-104626%30%26%36%2009-104626%30%26%36%<	Total Percent students storentTotal TestedTestedInterm Adv.Prof.Egin.Interm Adv.Prof.2010-11835%11%40%45%742009-10831%27%35%37%732009-10831%24%20%28%732009-108340%35%39%54%6642009-108327%15%27%6642009-10803%5%39%54%6442009-10922%8%26%64%8%2010-118020%26%40%14%642009-10922%8%23%832010-11430%9%44%47%292009-10467%30%46%17%212009-10467%30%46%36%32%2009-10467%30%46%36%32%32%2009-10467%30%46%36%32%32%32%2009-10467%30%46%36%32%32%32%32%32%32%32%32%32%32%32%32%32%32% <td>Total Percent students source levelTotal Percent rester in each percent rester rester in each percent rester rester in each percent rester rester in each percent rester r</td> <td>TotalPercent studentsSectionPercent studentsSectionPercent studentsSectionPercent students2010-11835%11%40%45%745%8%2009-10331%27%35%37%7326%22%2008-09755%15%44%36%6666%12%2010-118228%24%20%28%7326%22%2009-108340%35%8%17%7334%38%2008-097532%27%15%27%6630%29%2010-11803%5%39%54%643%5%2009-10922%8%26%46%803%9%2009-109215%27%35%23%8013%25%2009-109215%27%35%23%8013%25%2009-109215%27%35%23%8013%25%2009-109215%27%35%23%8013%25%2009-109215%27%35%23%8013%25%2009-109215%27%35%23%8033%16%36%2009-10467%27%35%23%8013%25%2009-10467%25%36%24%36%</td> <td>Total Percent student store Price Reservent Store Reservent Store 2010-11 83 5% 11% 40% 45% 74 5% 8% 39% 2009-10 83 1% 27% 35% 37% 73 0% 22% 36% 2009-10 83 1% 27% 35% 37% 73 26% 22% 22% 2009-10 83 40% 35% 36% 17% 73 34% 36% 26% 2009-10 83 40% 35% 36% 17% 73 34% 36% 26% 2009-10 92 2% 27% 15% 27% 36%<</td> <td>Interfactor in each performance in each performance</td> <td>Intern Journal Percent of students second in each performance level Intern Journal Percent of students second in each performance level Intern Journal Performance 2009-01 80 30% 20% 20% 40% 40% 40% 40% 40%<td>Total Testel Percent J students scuring in each performance level Total Testel Percent J students scuring testel In each performance level Total Testel Percent J restel Testel In each performance level Testel Begin. Interm. Adv. Percent J Restel Respin. Restel Restel<td>Total Percent J students J</td><td>Total restet Percent J substrist Prote Total restet Percent J substrist 2000-10 83 10% 11% 40% 30% 66 60% 12% 40% 100 60% 30% 33% 2000-10 83 40% 30% 50% 30% 64 30% 20% 60% 10% 10% 10% 40% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10%</td></td></td>	Total Percent students source levelTotal Percent rester in each percent rester rester in each percent rester rester in each percent rester rester in each percent rester r	TotalPercent studentsSectionPercent studentsSectionPercent studentsSectionPercent students2010-11835%11%40%45%745%8%2009-10331%27%35%37%7326%22%2008-09755%15%44%36%6666%12%2010-118228%24%20%28%7326%22%2009-108340%35%8%17%7334%38%2008-097532%27%15%27%6630%29%2010-11803%5%39%54%643%5%2009-10922%8%26%46%803%9%2009-109215%27%35%23%8013%25%2009-109215%27%35%23%8013%25%2009-109215%27%35%23%8013%25%2009-109215%27%35%23%8013%25%2009-109215%27%35%23%8013%25%2009-109215%27%35%23%8033%16%36%2009-10467%27%35%23%8013%25%2009-10467%25%36%24%36%	Total Percent student store Price Reservent Store Reservent Store 2010-11 83 5% 11% 40% 45% 74 5% 8% 39% 2009-10 83 1% 27% 35% 37% 73 0% 22% 36% 2009-10 83 1% 27% 35% 37% 73 26% 22% 22% 2009-10 83 40% 35% 36% 17% 73 34% 36% 26% 2009-10 83 40% 35% 36% 17% 73 34% 36% 26% 2009-10 92 2% 27% 15% 27% 36%<	Interfactor in each performance	Intern Journal Percent of students second in each performance level Intern Journal Percent of students second in each performance level Intern Journal Performance 2009-01 80 30% 20% 20% 40% 40% 40% 40% 40% <td>Total Testel Percent J students scuring in each performance level Total Testel Percent J students scuring testel In each performance level Total Testel Percent J restel Testel In each performance level Testel Begin. Interm. Adv. Percent J Restel Respin. Restel Restel<td>Total Percent J students J</td><td>Total restet Percent J substrist Prote Total restet Percent J substrist 2000-10 83 10% 11% 40% 30% 66 60% 12% 40% 100 60% 30% 33% 2000-10 83 40% 30% 50% 30% 64 30% 20% 60% 10% 10% 10% 40% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10%</td></td>	Total Testel Percent J students scuring in each performance level Total Testel Percent J students scuring testel In each performance level Total Testel Percent J restel Testel In each performance level Testel Begin. Interm. Adv. Percent J Restel Respin. Restel Restel <td>Total Percent J students J</td> <td>Total restet Percent J substrist Prote Total restet Percent J substrist 2000-10 83 10% 11% 40% 30% 66 60% 12% 40% 100 60% 30% 33% 2000-10 83 40% 30% 50% 30% 64 30% 20% 60% 10% 10% 10% 40% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10%</td>	Total Percent J students J	Total restet Percent J substrist Prote Total restet Percent J substrist 2000-10 83 10% 11% 40% 30% 66 60% 12% 40% 100 60% 30% 33% 2000-10 83 40% 30% 50% 30% 64 30% 20% 60% 10% 10% 10% 40% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10%

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

Statewide 2010–11 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4 Reading	32%	33%	26%	9%
Grade 8 Reading	24%	41%	31%	4%
Grade 4 Mathematics	20%	44%	31%	5%
Grade 8 Mathematics	30%	40%	23%	7%

Statewide 2010–11 NAEP Participation Rates for LEP Students and Students with Disabilities

	Participation Rate
Grade 4 Reading	
Limited English Proficient	84%
Students with Disabilities	85%
Grade 8 Reading	
Limited English Proficient	77%
Students with Disabilities	84%
Grade 4 Mathematics	
Limited English Proficient	91%
Students with Disabilities	90%
Grade 8 Mathematics	
Limited English Proficient	92%
Students with Disabilities	91%

NOTE

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States.

2007 Total Cohort Performance on Regents Exams After Four Years

-	All St	udents			Gene	General-Education Students				Students with Disabilities			
	Percentage of students scoring:			oho nrol	e Percentage of				Percentage of students scoring:				
		55–64	65-84	85-100		55-64	65–84	85-100		55-64	65–84	85-100	
Global History and Geography	777	9%	44%	12%	636	8%	50%	14%	141	10%	18%	1%	
U.S. History and Government	777	6%	38%	19%	636	5%	42%	23%	141	12%	18%	4%	
Science	777	5%	53%	10%	636	4%	61%	12%	141	9%	19%	2%	

New York State Alternate Assessments (NYSAA) 2010–11

	All St	udents			
	Total	Number o	fstuden	ts scorin	ıg
	Tested	at Level:			
		1	2	3	4
Secondary Level					
English Language Arts	5	0	1	3	1
Mathematics	6	0	3	3	0
Social Studies	5	1	1	0	3
Science	5	0	0	4	1

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the Accountability and Overview Report part of The New York State Report Card.

NOTE

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

High School Completers

		All Students		General-Educ	ation Students	Students with Disabilities		
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	
Total Graduates	2010-11	462		412		50		
	2009-10	449		397		52		
	2008–09	497		463		34		
Receiving a Regents Diploma	2010-11	360	78%	346	84%	14	28%	
	2009-10	293	65%	284	72%	9	17%	
	2008–09	335	67%	330	71%	5	15%	
Receiving a Regents Diploma	2010-11	64	14%	64	16%	0	0%	
with Advanced Designation	2009-10	65	14%	65	16%	0	0%	
	2008–09	96	19%	95	21%	1	3%	
Receiving an	2010-11	33	N/A	0		33	N/A	
Individualized Education	2009-10	23	N/A	0		23	N/A	
Program (IEP) Diploma	2008–09	32	N/A	0		32	N/A	

NOTE Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Noncompleters

		All Students		General-Educa	ation Students	Students with Disabilities		
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	
Dropped Out	2010-11	218	6%	147	5%	71	9%	
	2009-10	208	6%	143	5%	65	8%	
	2008–09	166	4%	109	4%	57	8%	
Entered Approved High School	2010-11	74	2%	56	2%	18	2%	
Equivalency Preparation	2009-10	79	2%	70	2%	9	1%	
Program	2008–09	83	2%	72	2%	11	1%	
Total Noncompleters	2010-11	292	8%	203	7%	89	12%	
	2009-10	287	8%	213	7%	74	10%	
	2008–09	249	7%	181	6%	68	9%	

Post-secondary Plans of 2010–11 Completers

	All Students		General-Edu	cation Students	Students with Disabilities			
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students		
To 4-year College	132	27%	130	32%	2	2%		
To 2-year College	237	48%	205	50%	32	39%		
To Other Post-secondary	11	2%	10	2%	1	1%		
To the Military	11	2%	11	3%	0	0%		
To Employment	32	6%	8	2%	24	29%		
To Adult Services	1	0%	0	0%	1	1%		
To Other Known Plans	0	0%	0	0%	0	0%		
Plan Unknown	71	14%	48	12%	23	28%		