

New York State School Report Card

Comprehensive Information Report

BEDS Code: 53-06-00-01-0025
 Name: Schenectady High School
 Principal: Sullivan Alois

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	608	781	879
Tenth	504	588	674
Eleventh	460	476	519
Twelfth	355	457	505
Ungraded Secondary	115	0	0
Total K-12 Enrollment	2042	2302	2577

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	98	4.8%	111	4.8%	214	8.3%
Black (Not Hispanic)	503	24.6%	748	32.5%	759	29.5%
Hispanic	139	6.8%	205	8.9%	257	10.0%
White (Not Hispanic)	1302	63.8%	1238	53.8%	1347	52.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	33	16	0
Mathematics Grade 8	16	16	9
Science Grade 8	16	15	9
Social Studies Grade 8	19	0	18
English Grade 10	24	25	26
Mathematics Grade 10	23	31	31
Science Grade 10	28	27	21
Social Studies Grade 10	24	25	25

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	47	2.3%	49	2.1%	42	1.6%
Eligible for Free Lunch	616	30.2%	744	32.3%	862	33.5%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		90.2%		88.9%		88.3%
Student Suspensions	409	19.4%	245	12.0%	691	30.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	9.0%	8.8%	8.0%
Public Assistance	81-90%	81-90%	41-50%
Student Stability	100%	98%	83%

Staff Counts

Staff	2003-04
Total Teachers	149
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	12

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	339	112	33%	303	123	41%	297	159	54%
Students with Disabilities	19	3	16%	34	1	3%	31	4	13%
All Students	358	115	32%	337	124	37%	328	163	50%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	139	140	0	15	30	4
Percent	42%	43%	0%	5%	9%	1%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
31	4	22	53

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	311		125		119	5.7%
	Entered GED Program*	41		71		80	3.9%
	Total Noncompleters	352		196		199	9.6%
Students with Disabilities	Dropped Out	53		12		26	6.2%
	Entered GED Program*	10		7		13	3.1%
	Total Noncompleters	63		19		39	9.3%
All Students	Dropped Out	364	17.8%	137	6.0%	145	5.8%
	Entered GED Program*	51	2.5%	78	3.4%	93	3.7%
	Total Noncompleters	415	20.3%	215	9.3%	238	9.5%

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

(Form - C)

Career Development and Occupational Studies (CDOS)

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

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	1913	2191
	Number of Students with Disabilities	0	389	386
	Number of All Students	0	2302	2577
	Percent of Enrollment	0%	100%	100%

Career and Technical Education (CTE) Programs

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

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	16	63%
Science	20	65%	0	0%	15	67%
Reading	5	80%	0	0%	10	40%
Writing	5	60%	0	0%	14	79%
Global Studies	16	50%	0	0%	10	60%
U.S. Hist & Gov't	21	76%	0	0%	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	101	63%
Science	67	48%	0	0%	105	47%
Reading	23	83%	0	0%	54	56%
Writing	22	77%	0	0%	54	93%
Global Studies	38	26%	0	0%	44	30%
U.S. Hist & Gov't	21	38%	0	0%	24	54%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	465	467	526	52	38	56
Number Scoring 55–100	339	359	458	16	20	31
Number Scoring 65–100	224	278	347	5	13	15
Number Scoring 85–100	74	100	104	1	2	0
Percentage of Tested Scoring 55–100	73%	77%	87%	31%	53%	55%
Percentage of Tested Scoring 65–100	48%	60%	66%	10%	34%	27%
Percentage of Tested Scoring 85–100	16%	21%	20%	2%	5%	0%
Mathematics A						
Number Tested	396	519	608	40	25	38
Number Scoring 55–100	227	350	546	10	9	23
Number Scoring 65–100	154	280	447	3	5	15
Number Scoring 85–100	38	45	42	1	1	2
Percentage of Tested Scoring 55–100	57%	67%	90%	25%	36%	61%
Percentage of Tested Scoring 65–100	39%	54%	74%	7%	20%	39%
Percentage of Tested Scoring 85–100	10%	9%	7%	3%	4%	5%
Mathematics B						
Number Tested	0	0	154	0	0	2
Number Scoring 55–100	0	0	118	0	0	#
Number Scoring 65–100	0	0	87	0	0	#
Number Scoring 85–100	0	0	11	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	77%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	56%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	7%	0%	0%	#
Global History and Geography						
Number Tested	462	520	679	15	11	60
Number Scoring 55–100	393	355	497	10	6	25
Number Scoring 65–100	281	291	366	4	3	13
Number Scoring 85–100	70	77	96	0	0	1
Percentage of Tested Scoring 55–100	85%	68%	73%	67%	55%	42%
Percentage of Tested Scoring 65–100	61%	56%	54%	27%	27%	22%
Percentage of Tested Scoring 85–100	15%	15%	14%	0%	0%	2%
U.S. History and Government						
Number Tested	484	0	482	50	0	53
Number Scoring 55–100	391	0	364	23	0	31
Number Scoring 65–100	263	0	260	13	0	15
Number Scoring 85–100	50	0	87	1	0	2
Percentage of Tested Scoring 55–100	81%	0%	76%	46%	0%	58%
Percentage of Tested Scoring 65–100	54%	0%	54%	26%	0%	28%
Percentage of Tested Scoring 85–100	10%	0%	18%	2%	0%	4%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	509	0	592	49	0	59
Number Scoring 55–100	482	0	498	43	0	38
Number Scoring 65–100	421	0	400	32	0	21
Number Scoring 85–100	48	0	59	0	0	1
Percentage of Tested Scoring 55–100	95%	0%	84%	88%	0%	64%
Percentage of Tested Scoring 65–100	83%	0%	68%	65%	0%	36%
Percentage of Tested Scoring 85–100	9%	0%	10%	0%	0%	2%
Physical Setting/Earth Science						
Number Tested	178	161	239	12	8	8
Number Scoring 55–100	162	134	191	10	6	7
Number Scoring 65–100	142	111	139	9	5	3
Number Scoring 85–100	26	15	19	0	0	0
Percentage of Tested Scoring 55–100	91%	83%	80%	83%	75%	88%
Percentage of Tested Scoring 65–100	80%	69%	58%	75%	62%	38%
Percentage of Tested Scoring 85–100	15%	9%	8%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	217	202	234	5	2	4
Number Scoring 55–100	172	163	185	3	#	#
Number Scoring 65–100	93	92	122	2	#	#
Number Scoring 85–100	13	9	14	0	#	#
Percentage of Tested Scoring 55–100	79%	81%	79%	60%	#	#
Percentage of Tested Scoring 65–100	43%	46%	52%	40%	#	#
Percentage of Tested Scoring 85–100	6%	4%	6%	0%	#	#
Physical Setting/Physics						
Number Tested			49			1
Number Scoring 55–100			39			#
Number Scoring 65–100			32			#
Number Scoring 85–100			5			#
Percentage of Tested Scoring 55–100			80%			#
Percentage of Tested Scoring 65–100			65%			#
Percentage of Tested Scoring 85–100			10%			#

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	33	0	29	0	0	0
Number Scoring 55–100	32	0	27	0	0	0
Number Scoring 65–100	27	0	26	0	0	0
Number Scoring 85–100	6	0	10	0	0	0
Percentage of Tested Scoring 55–100	97%	0%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	82%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 85–100	18%	0%	34%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
Comprehensive German						
Number Tested	19	0	6	0	0	0
Number Scoring 55–100	19	0	6	0	0	0
Number Scoring 65–100	18	0	5	0	0	0
Number Scoring 85–100	9	0	2	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	0%	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	47%	0%	33%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	97	0	62	0	0	0
Number Scoring 55–100	97	0	62	0	0	0
Number Scoring 65–100	95	0	62	0	0	0
Number Scoring 85–100	56	0	45	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	0%	73%	0%	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	190	47	5	1	1	0
Number Scoring 55–100	152	26	3	#	#	0
Number Scoring 65–100	146	15	2	#	#	0
Number Scoring 85–100	56	3	0	#	#	0
Percentage of Tested Scoring 55–100	80%	55%	60%	#	#	0%
Percentage of Tested Scoring 65–100	77%	32%	40%	#	#	0%
Percentage of Tested Scoring 85–100	29%	6%	0%	#	#	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	209	96%	0	0%	136	71%
Students with Disabilities	36	83%	0	0%	31	68%

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	346	346	346	58	58	58	404	404	404
Number Scoring 55–64	50	39	33	8	8	12	58	47	45
Number Scoring 65–84	185	157	217	14	11	17	199	168	234
Number Scoring 85–100	65	98	56	0	2	1	65	100	57
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			40			1
Beginning (0-18)			2			#
Intermediate (19-31)			8			#
Advanced (32-36)			18			#
Proficient (37-39)			12			#
Reading and Writing (Grade 9-12)						
Number Tested			40			1
Beginning (0-14)			5			#
Intermediate (15-24)			14			#
Advanced (25-32)			19			#
Proficient (33-35)			2			#

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

(Form - L)