

# 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	2000–2001	2001–2002	2002–2003
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	692	608	781
Tenth	577	504	588
Eleventh	469	460	476
Twelfth	376	355	457
Ungraded Secondary	0	115	0
Total K-12 Enrollment	2114	2042	2302

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	94	4.4%	98	4.8%	111	4.8%
Black (Not Hispanic)	558	26.4%	503	24.6%	748	32.5%
Hispanic	164	7.8%	139	6.8%	205	8.9%
White (Not Hispanic)	1298	61.4%	1302	63.8%	1238	53.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	33	16
Mathematics Grade 8	22	16	16
Science Grade 8	22	16	15
Social Studies Grade 8	15	19	0
English Grade 10	26	24	25
Mathematics Grade 10	22	23	31
Science Grade 10	24	28	27
Social Studies Grade 10	28	24	25

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	47	2.2%	47	2.3%	49	2.1%
<b>Eligible for Free Lunch</b>	577	27.3%	616	30.2%	744	32.3%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		87.8%		90.2%		88.9%
<b>Student Suspensions</b>	540	25.9%	409	19.4%	245	12.0%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	6.1%	9.0%	8.8%
<b>Public Assistance</b>	91-100%	81-90%	81-90%
<b>Student Stability</b>	97%	100%	98%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	168
Total Other Professional Staff	25
Total Paraprofessionals	NA
Teaching Out of Certification*	17
Teachers with Temporary Licenses	1

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	261	106	41%	339	112	33%	303	123	41%
Students with Disabilities	34	1	3%	19	3	16%	34	1	3%
All Students	295	107	36%	358	115	32%	337	124	37%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	114	98	0	7	7	111
Percent	34%	29%	0%	2%	2%	33%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
34	1	20	54

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			311		125	
	Entered GED Program*			41		71	
	Total Noncompleters			352		196	
Students with Disabilities	Dropped Out			53		12	
	Entered GED Program*			10		7	
	Total Noncompleters			63		19	
All Students	Dropped Out	144	6.8%	364	17.8%	137	6.0%
	Entered GED Program*	67	3.2%	51	2.5%	78	3.4%
	Total Noncompleters	211	10.0%	415	20.3%	215	9.3%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000–01	2001–02	2002–03
K–1		0%	0%
2–3		0%	0%

## Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9–12	Number of General-Education Students		0	1913
	Number of Students with Disabilities		0	389
	Number of All Students		0	2302
	Percent of Enrollment		0%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	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	2000–2001		2001–2002		2002–2003	
	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%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	67%	1	#	0	0%
Science	44	75%	20	65%	0	0%
Reading	1	#	5	80%	0	0%
Writing	1	#	5	60%	0	0%
Global Studies	0	0%	16	50%	0	0%
U.S. Hist & Gov't	43	53%	21	76%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	80	78%	0	0%	0	0%
Science	18	22%	67	48%	0	0%
Reading	31	52%	23	83%	0	0%
Writing	28	75%	22	77%	0	0%
Global Studies	20	40%	38	26%	0	0%
U.S. Hist & Gov't	16	25%	21	38%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	392	465	467	27	52	38
Number Scoring 55–100	335	339	359	15	16	20
Number Scoring 65–100	250	224	278	5	5	13
Number Scoring 85–100	52	74	100	0	1	2
Percentage of Tested Scoring 55–100	85%	73%	77%	56%	31%	53%
Percentage of Tested Scoring 65–100	64%	48%	60%	19%	10%	34%
Percentage of Tested Scoring 85–100	13%	16%	21%	0%	2%	5%
<b>Mathematics A</b>						
Number Tested	0	396	519	0	40	25
Number Scoring 55–100	0	227	350	0	10	9
Number Scoring 65–100	0	154	280	0	3	5
Number Scoring 85–100	0	38	45	0	1	1
Percentage of Tested Scoring 55–100	0%	57%	67%	0%	25%	36%
Percentage of Tested Scoring 65–100	0%	39%	54%	0%	7%	20%
Percentage of Tested Scoring 85–100	0%	10%	9%	0%	3%	4%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	514	462	520	55	15	11
Number Scoring 55–100	444	393	355	36	10	6
Number Scoring 65–100	317	281	291	15	4	3
Number Scoring 85–100	82	70	77	2	0	0
Percentage of Tested Scoring 55–100	86%	85%	68%	65%	67%	55%
Percentage of Tested Scoring 65–100	62%	61%	56%	27%	27%	27%
Percentage of Tested Scoring 85–100	16%	15%	15%	4%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	361	484	0	28	50	0
Number Scoring 55–100	283	391	0	14	23	0
Number Scoring 65–100	216	263	0	8	13	0
Number Scoring 85–100	85	50	0	1	1	0
Percentage of Tested Scoring 55–100	78%	81%	0%	50%	46%	0%
Percentage of Tested Scoring 65–100	60%	54%	0%	29%	26%	0%
Percentage of Tested Scoring 85–100	24%	10%	0%	4%	2%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	310	509	0	7	49	0
Number Scoring 55–100	303	482	0	6	43	0
Number Scoring 65–100	279	421	0	5	32	0
Number Scoring 85–100	42	48	0	1	0	0
Percentage of Tested Scoring 55–100	98%	95%	0%	86%	88%	0%
Percentage of Tested Scoring 65–100	90%	83%	0%	71%	65%	0%
Percentage of Tested Scoring 85–100	14%	9%	0%	14%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	165	178	161	6	12	8
Number Scoring 55–100	150	162	134	5	10	6
Number Scoring 65–100	124	142	111	3	9	5
Number Scoring 85–100	21	26	15	0	0	0
Percentage of Tested Scoring 55–100	91%	91%	83%	83%	83%	75%
Percentage of Tested Scoring 65–100	75%	80%	69%	50%	75%	62%
Percentage of Tested Scoring 85–100	13%	15%	9%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		217	202		5	2
Number Scoring 55–100		172	163		3	#
Number Scoring 65–100		93	92		2	#
Number Scoring 85–100		13	9		0	#
Percentage of Tested Scoring 55–100		79%	81%		60%	#
Percentage of Tested Scoring 65–100		43%	46%		40%	#
Percentage of Tested Scoring 85–100		6%	4%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	34	33	0	0	0	0
Number Scoring 55–100	31	32	0	0	0	0
Number Scoring 65–100	30	27	0	0	0	0
Number Scoring 85–100	12	6	0	0	0	0
Percentage of Tested Scoring 55–100	91%	97%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	82%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	35%	18%	0%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	23	19	0	0	0	0
Number Scoring 55–100	23	19	0	0	0	0
Number Scoring 65–100	23	18	0	0	0	0
Number Scoring 85–100	13	9	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	95%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	57%	47%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	74	97	0	2	0	0
Number Scoring 55–100	74	97	0	#	0	0
Number Scoring 65–100	74	95	0	#	0	0
Number Scoring 85–100	46	56	0	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	98%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	62%	58%	0%	#	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	339	220	0	7	9	0
Number Scoring 55–100	206	127	0	3	3	0
Number Scoring 65–100	163	83	0	2	2	0
Number Scoring 85–100	50	7	0	0	0	0
Percentage of Tested Scoring 55–100	61%	58%	0%	43%	33%	0%
Percentage of Tested Scoring 65–100	48%	38%	0%	29%	22%	0%
Percentage of Tested Scoring 85–100	15%	3%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	155	190	47	1	1	1
Number Scoring 55–100	114	152	26	#	#	#
Number Scoring 65–100	97	146	15	#	#	#
Number Scoring 85–100	35	56	3	#	#	#
Percentage of Tested Scoring 55–100	74%	80%	55%	#	#	#
Percentage of Tested Scoring 65–100	63%	77%	32%	#	#	#
Percentage of Tested Scoring 85–100	23%	29%	6%	#	#	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	177	94%	209	96%	0	0%
Students with Disabilities	37	78%	36	83%	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 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	53	53	53	13	13	13	66	66	66
Number Scoring 55–64	2	0	1	0	0	1	2	0	2
Number Scoring 65–84	7	0	6	0	0	1	7	0	7
Number Scoring 85–100	3	0	1	0	0	0	3	0	1
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)