

Schenectady City School District

Academic Data Report
Board of Education
March 2, 2022

Lynne Rutnik, Deputy Superintendent
Carmella Parente, Director of Teaching and Learning
Dr. Shaun M. Mason, Assistant Superintendent of Planning and Accountability



Strategic Plan 2019-2024

Adopted by the Board of Education,
July 10, 2019



Schenectady City School District STRATEGIC PLAN 2019-2024

District Vision

Schenectady City Schools will be a continually improving school district dedicated to excellence in teaching and learning, equity, engagement and efficiency.

District Tagline

Everybody Counts. Everybody Learns.

Organizational Values

EQUITY COLLABORATION LEARNING

Our Pillars	 <p>Student & Graduate Success</p>	 <p>Passionate People</p>	 <p>Partnerships with Families & Community</p>	 <p>Efficient Systems & Equitable Resources</p>
Our Goals	<ul style="list-style-type: none"> • We serve so that all students, regardless of race, economics, and disability, graduate ready to achieve their college, career, and life aspirations through equitable access to programs, resources, and high-quality instruction. • We nurture the whole child and listen to student voices so that students and graduates have a sense of pride and belonging. • Students and graduates demonstrate kindness, cultural competence, and respect for diversity and each other. 	<ul style="list-style-type: none"> • We engage and retain passionate, dedicated people who continuously learn and improve as guardians of equity and advocates for our students' success. • Our team represents the diversity of our community. • We deliver and receive excellent customer service. 	<ul style="list-style-type: none"> • We highly value our families and the community; we welcome and invite their collaboration and partnership. • Communication is inclusive, accessible, goes two ways, and is always based on high expectations within a supportive environment. 	<ul style="list-style-type: none"> • We engage stakeholders to develop and improve inclusive systems and procedures. • People know who to go for, for what, and receive a timely and fair response. • We allocate resources to promote equitable access and outcomes for all.

Presentation Outline



Agenda

Mission and Vision

Interims: ELA and Math

STAR Early Literacy, Reading and Math

Action Steps: ELA and Math

Attendance

Course Passing

Cohort Data

English Language Arts (ELA) Interims

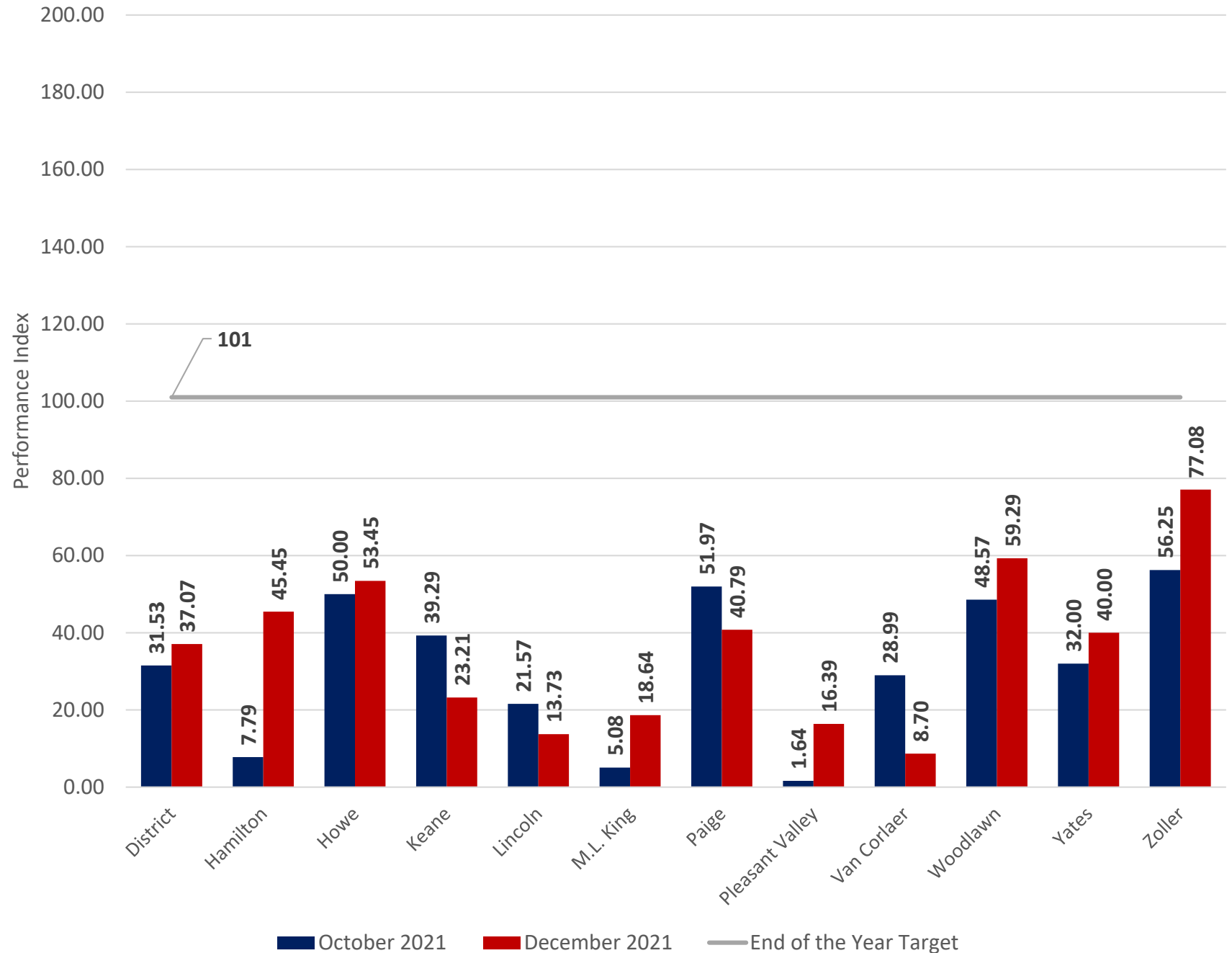




Grade 3 ELA Interims Fall and Winter Administration



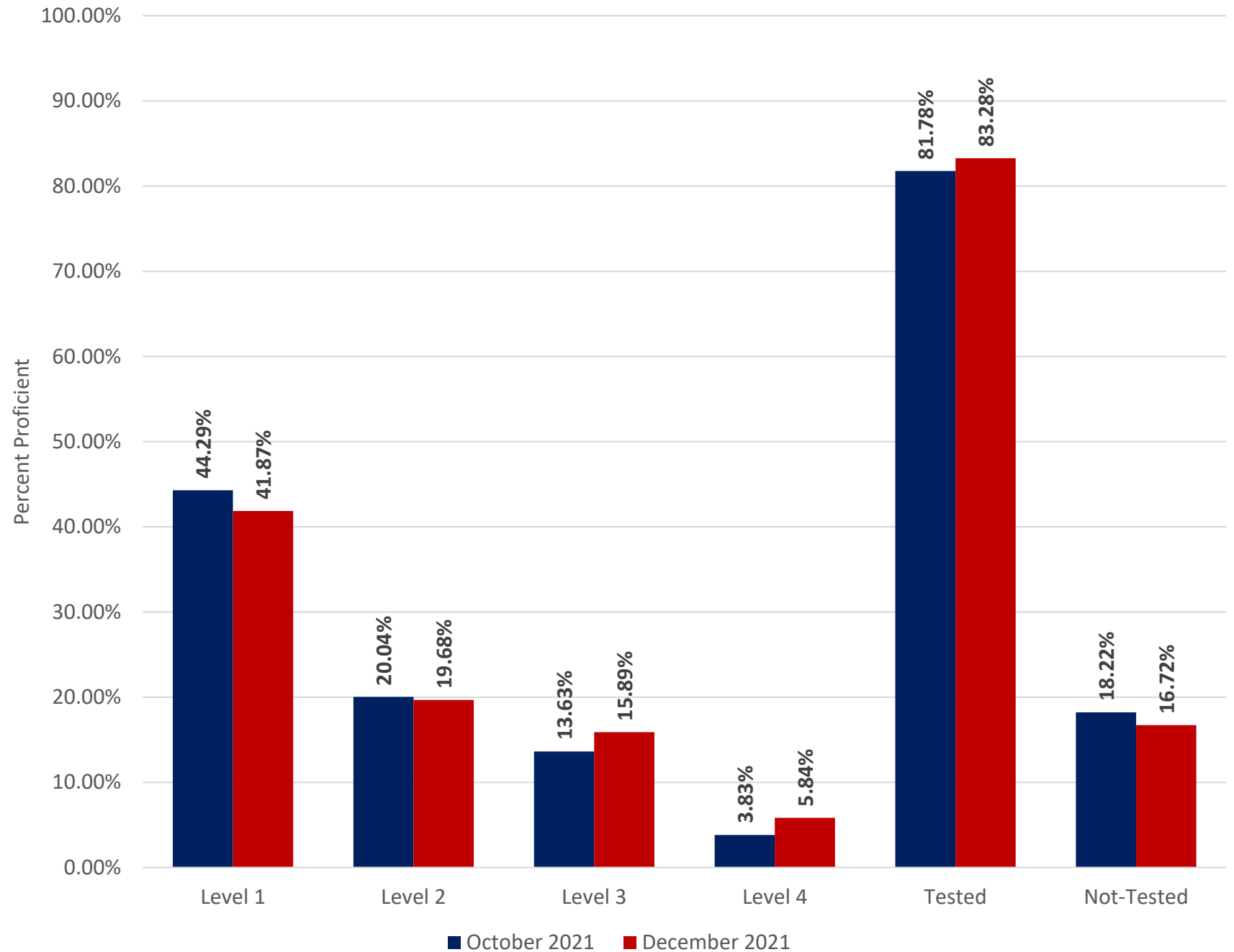
Grade 3 ELA Interims, October 2021 & December 2021



ELA Interims Grades 2-8 Performance Level



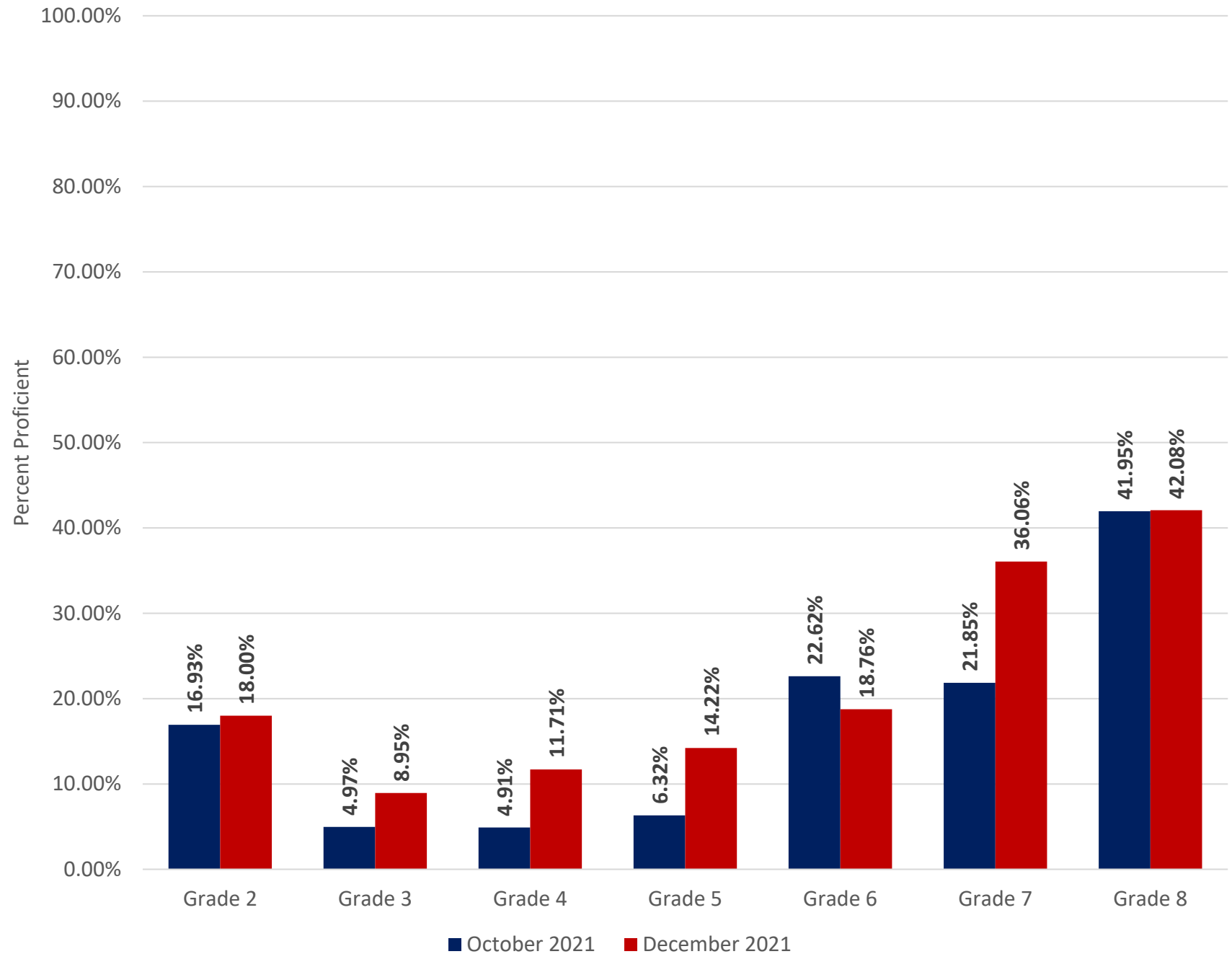
English Language Arts (ELA) Interims by Administration and Performance Level



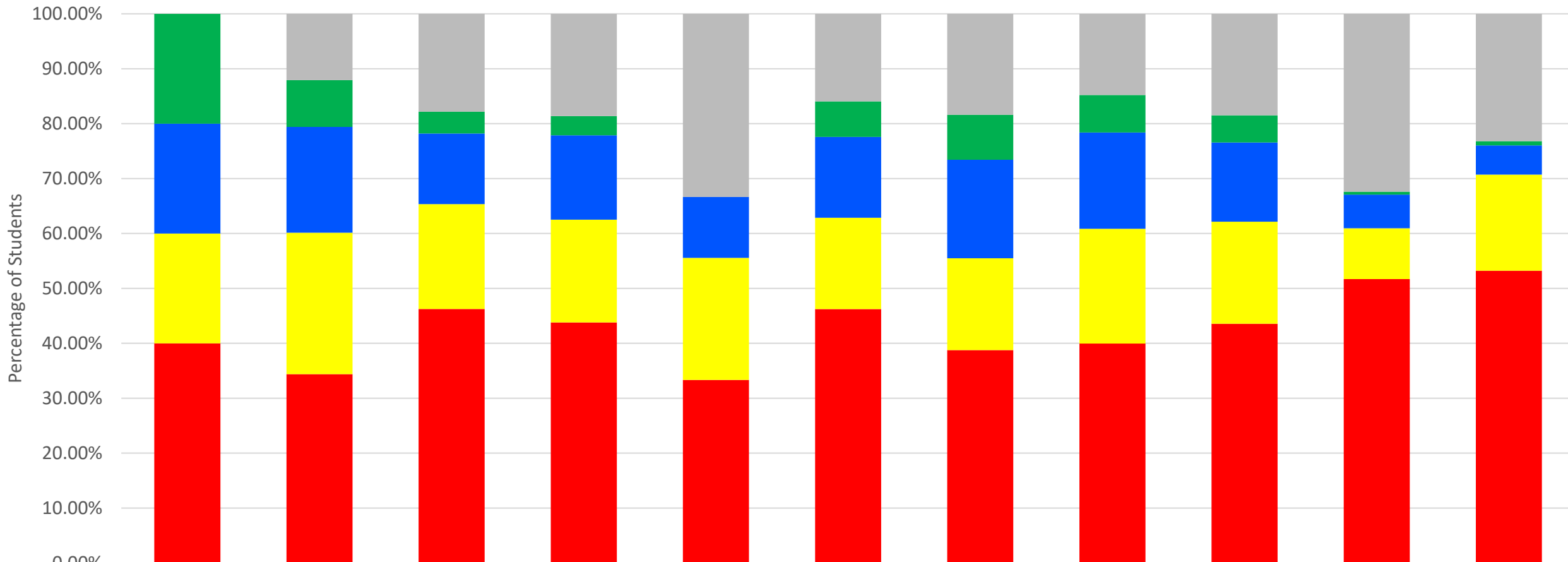
ELA Interims Grades 2-8 Grade Level



English Language Arts (ELA) Interims Percent Proficient by Grade Level



21-22 Winter English Language Arts (ELA) Interims by Level and Recorded Group



	American Indian or Alaska Native n=5	Asian n=1044	Black or African American n=1336	Hispanic/Latino n=1203	Native Hawaiian or Other Pacific Islander n=9	Two or more races n=571	White n=903	Female n=2402	Male n=2669	Students with Disabilities n=735	English Language Learners n=263
■ Not Tested	0.00%	12.07%	17.81%	18.62%	33.33%	15.94%	18.38%	14.78%	18.47%	32.38%	23.19%
■ Level 4	20.00%	8.52%	3.97%	3.49%	0.00%	6.48%	8.19%	6.83%	4.95%	0.54%	0.76%
■ Level 3	20.00%	19.25%	12.87%	15.38%	11.11%	14.71%	17.94%	17.53%	14.42%	6.12%	5.32%
■ Level 2	20.00%	25.77%	19.09%	18.70%	22.22%	16.64%	16.72%	20.90%	18.58%	9.25%	17.49%
■ Level 1	40.00%	34.39%	46.26%	43.81%	33.33%	46.23%	38.76%	39.97%	43.57%	51.70%	53.23%

■ Level 1
 ■ Level 2
 ■ Level 3
 ■ Level 4
 ■ Not Tested

Math Interims

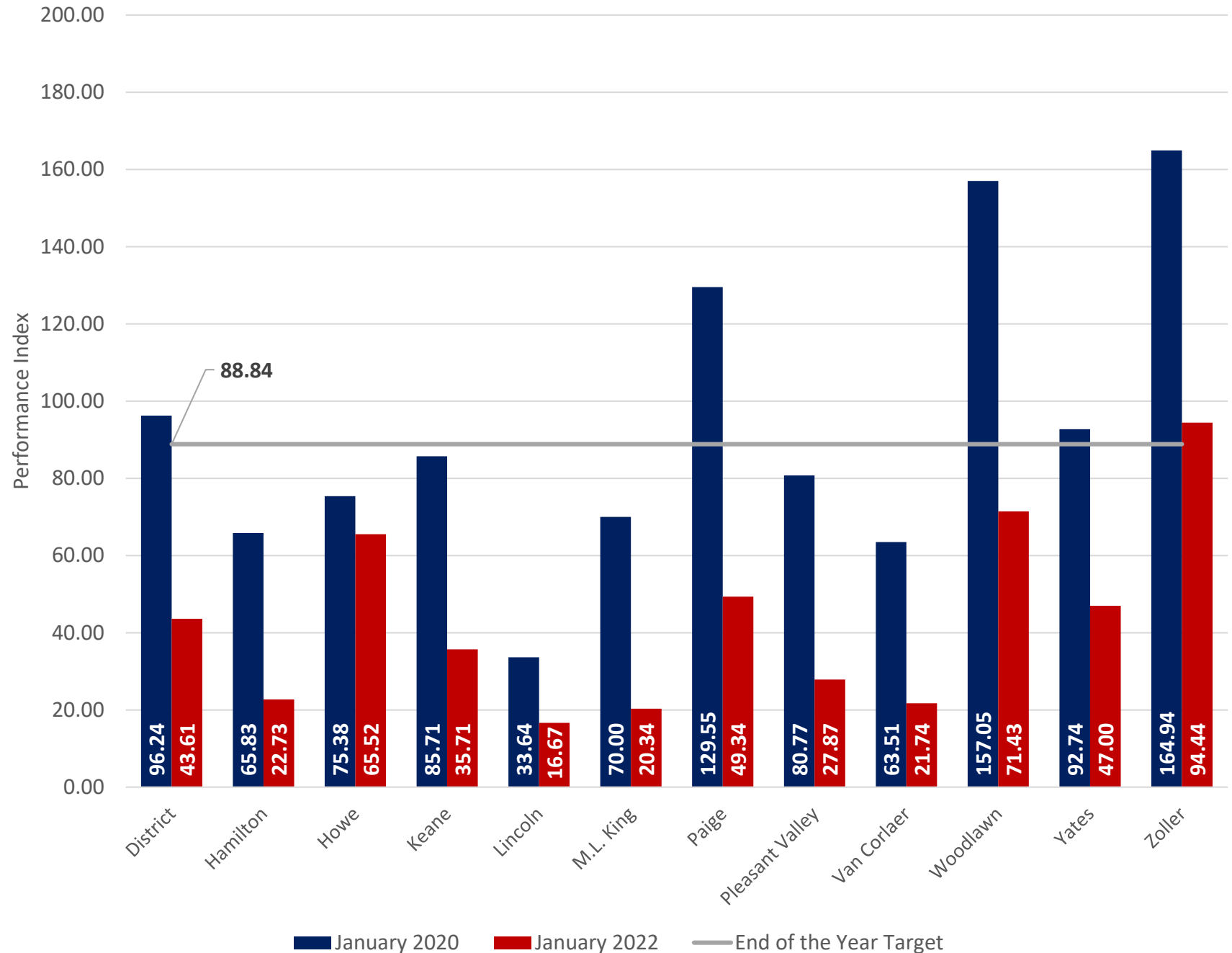




Grade 3 Math Interims Winter Administration



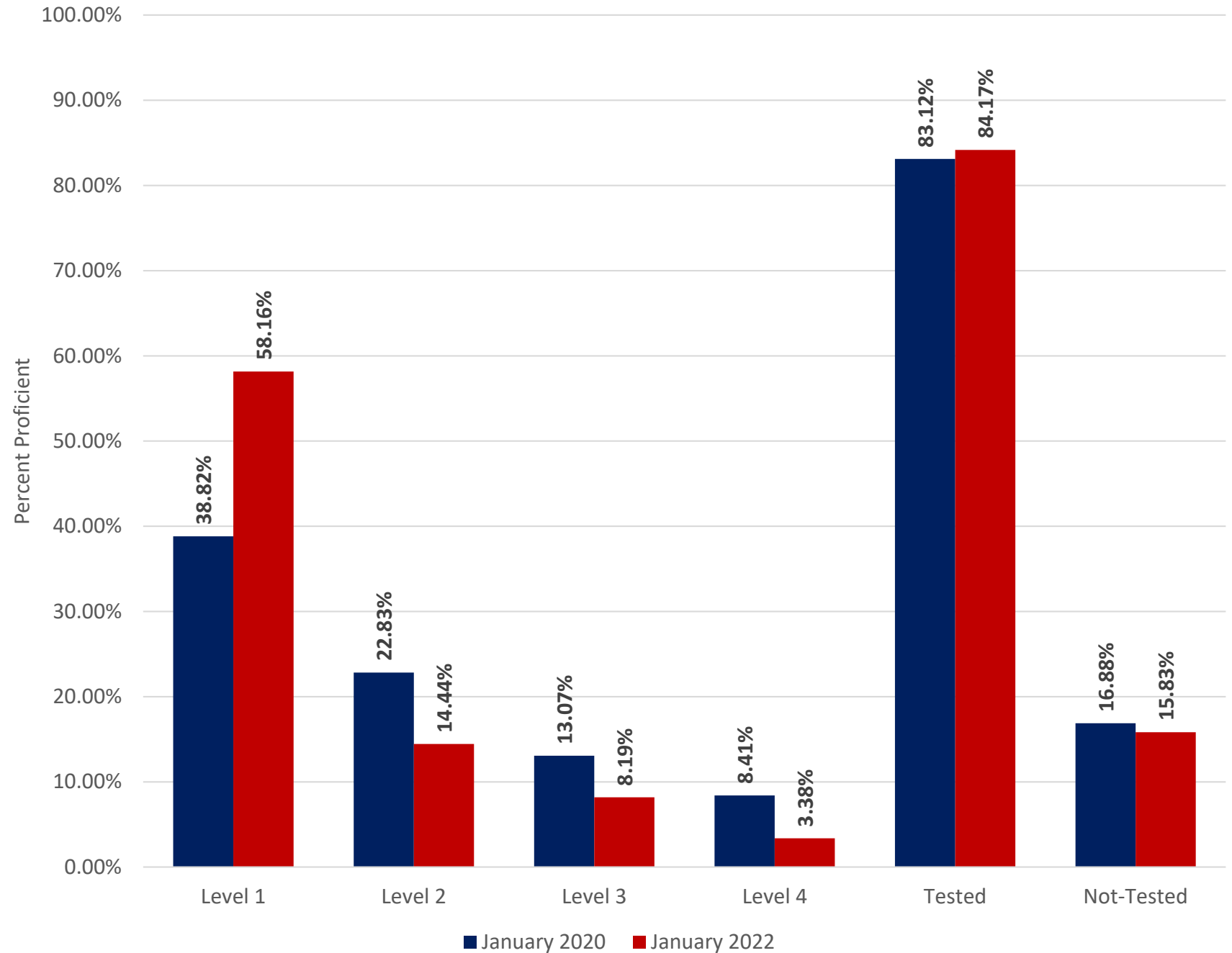
Grade 3 Math Interims, January 2020 & January 2022



Math Interims Grades 3-8



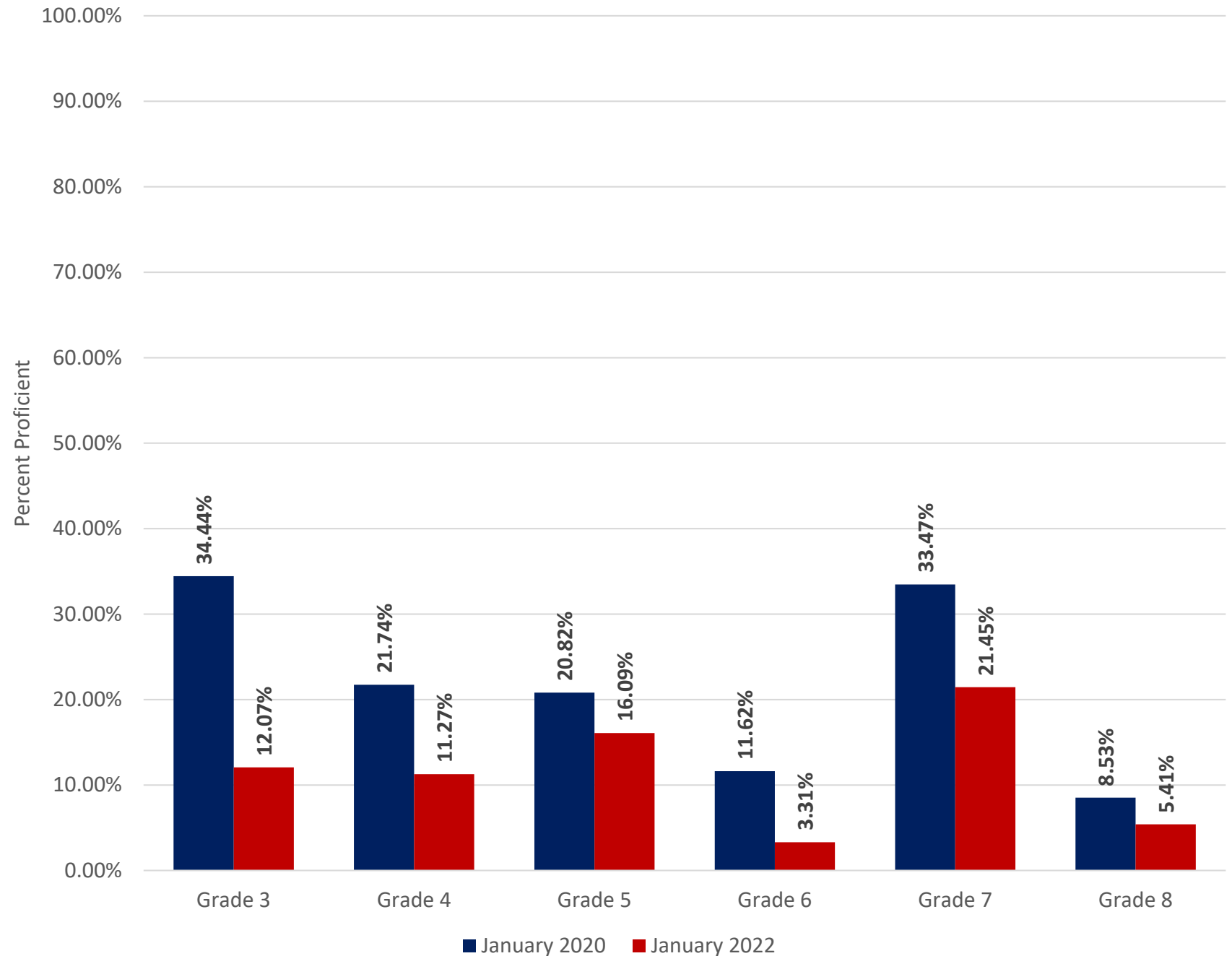
Math Interims by Year, Administration and Performance Level



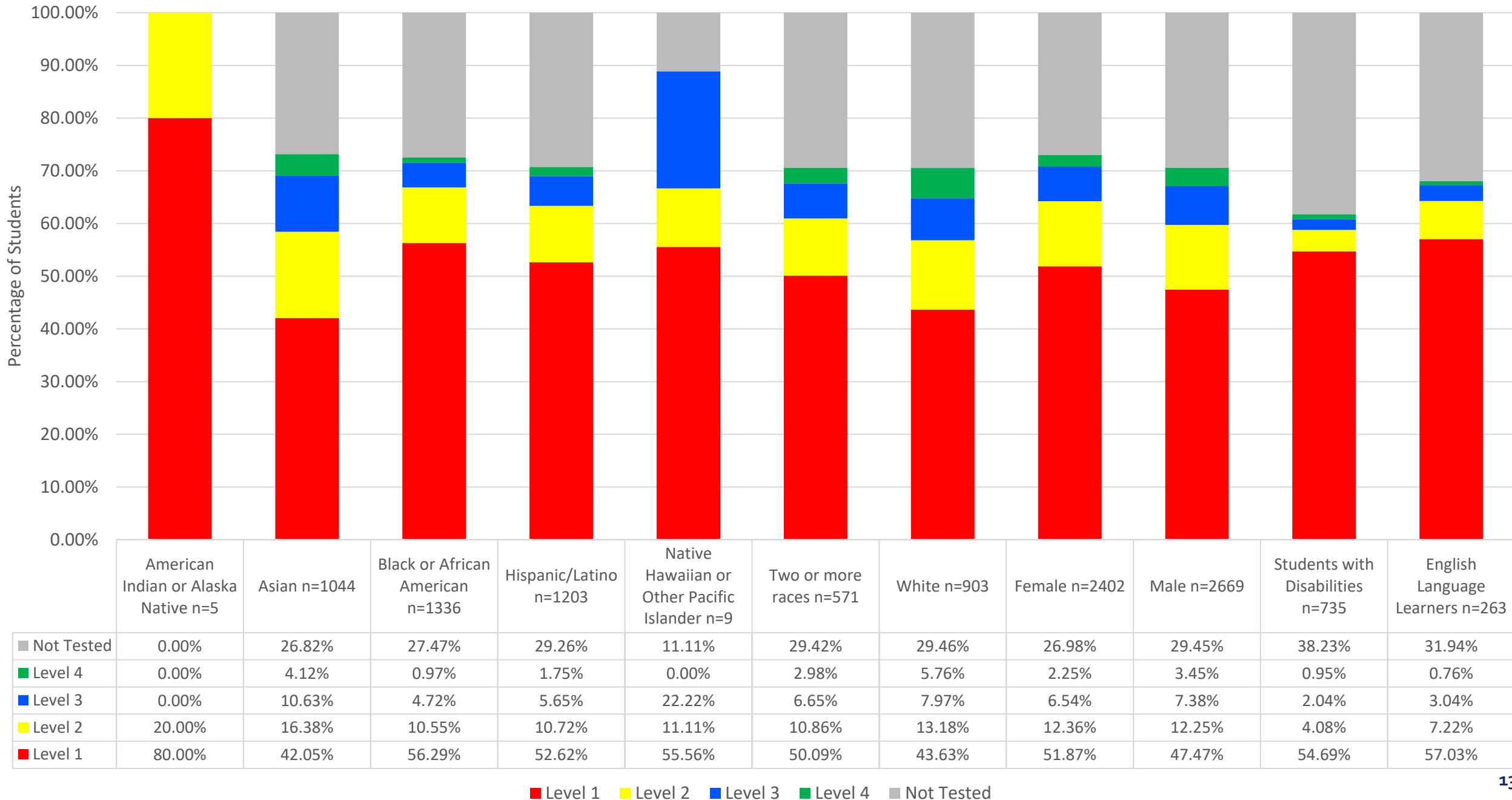
Math Interims Grades 3-8 Grade Level



Math Interims Percent Proficient by Grade Level



21-22 Winter Math Interims by Level and Recorded Group



■ Level 1
 ■ Level 2
 ■ Level 3
 ■ Level 4
 ■ Not Tested

STAR Reading and Math

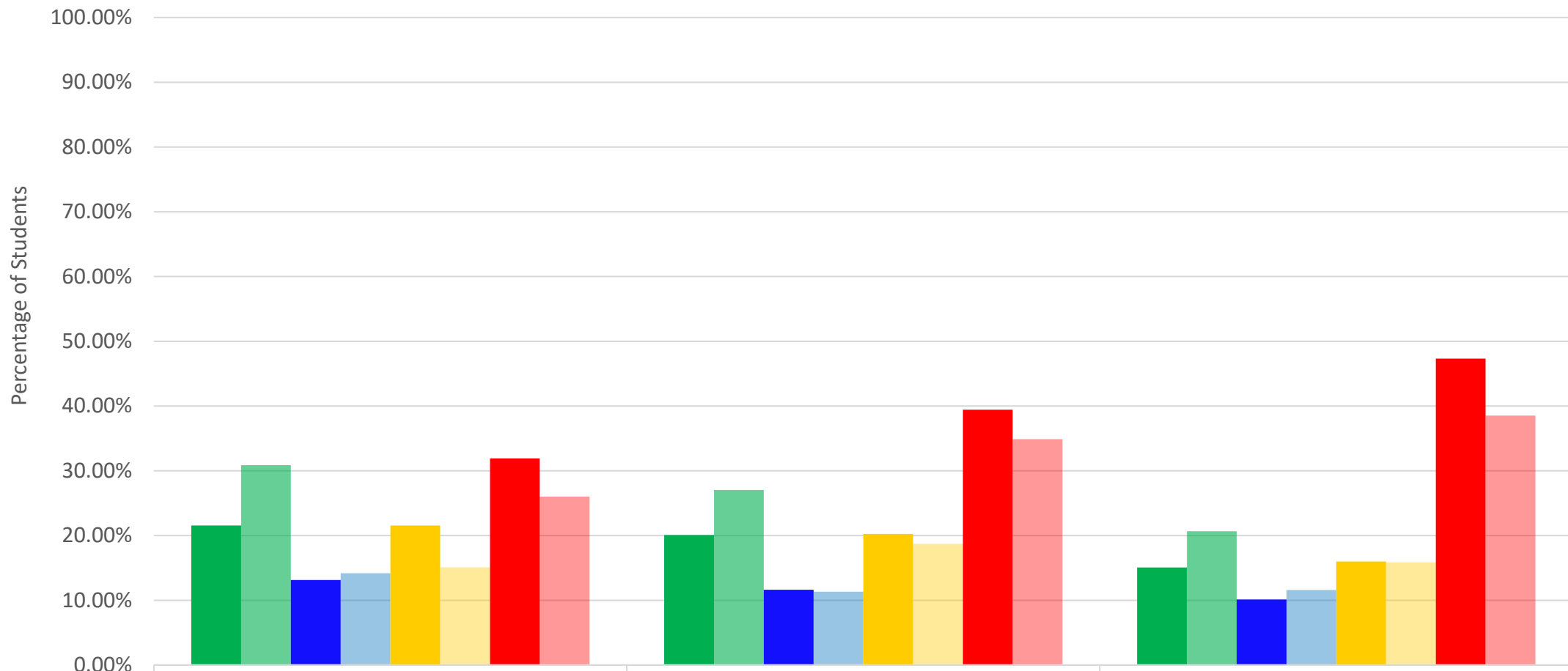
Early Literacy (K-2)

STAR Reading

STAR Math

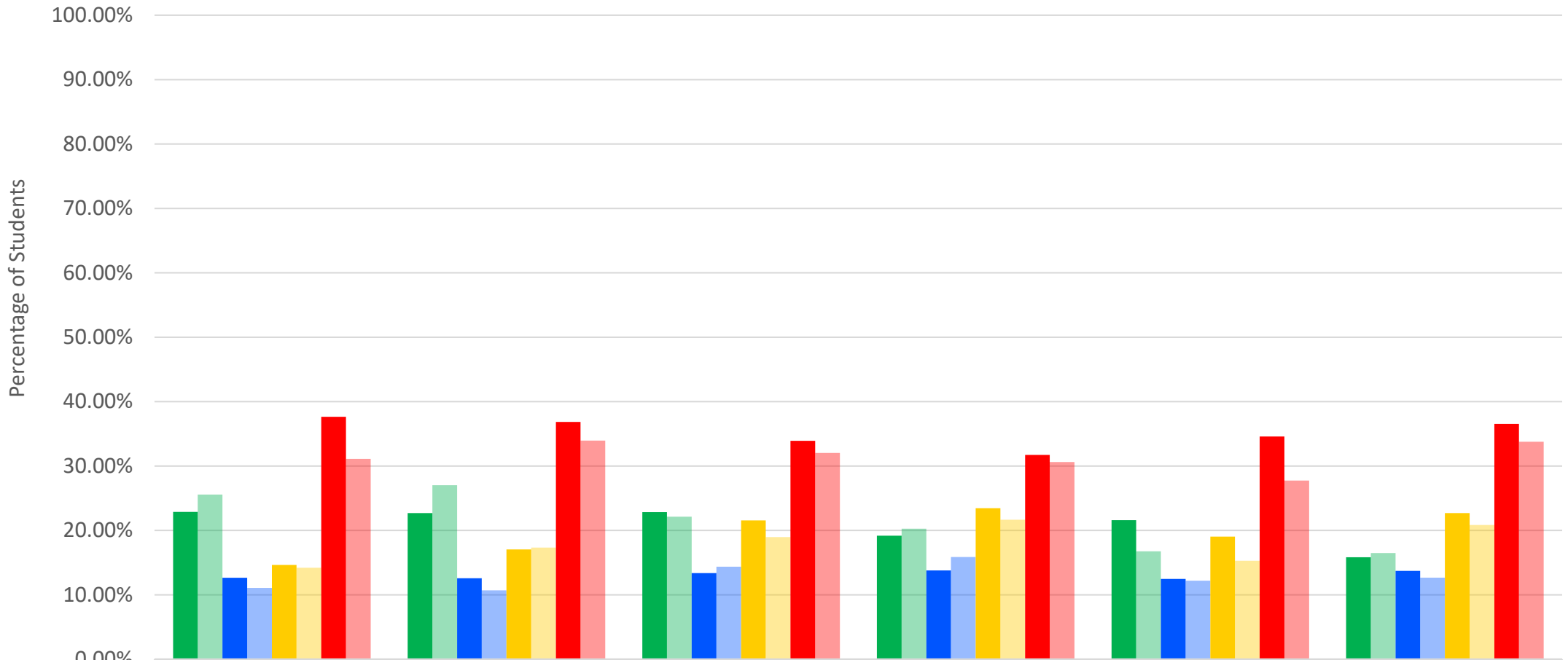


STAR Early Literacy by Administration, Category and Grade Level



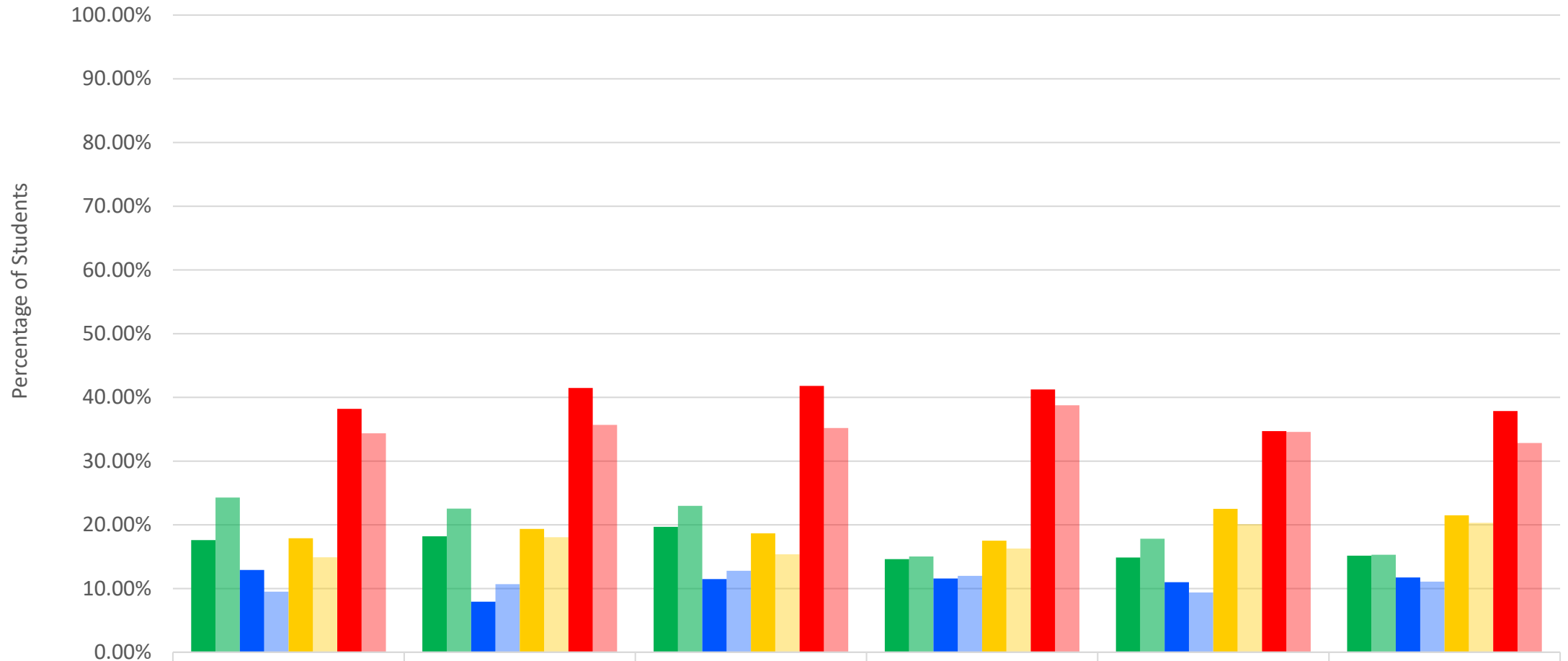
	KN	1	2
At/Above Benchmark October 2021	21.55%	20.09%	15.07%
At/Above Benchmark January 2022	30.88%	27.04%	20.67%
On Watch October 2021	13.14%	11.63%	10.13%
On Watch January 2022	14.19%	11.33%	11.60%
Intervention October 2021	21.55%	20.24%	16.00%
Intervention January 2022	15.11%	18.73%	15.87%
Urgent Intervention October 2021	31.93%	39.43%	47.33%
Urgent Intervention January 2022	26.02%	34.89%	38.53%

STAR 360 Reading by Administration, Category and Grade Level



	3	4	5	6	7	8
■ At/Above Benchmark October 2021	22.87%	22.69%	22.84%	19.17%	21.58%	15.83%
■ At/Above Benchmark January 2022	25.57%	27.02%	22.13%	20.28%	16.76%	16.49%
■ On Watch October 2021	12.64%	12.57%	13.36%	13.79%	12.47%	13.72%
■ On Watch January 2022	11.08%	10.69%	14.37%	15.86%	12.20%	12.66%
■ Intervention October 2021	14.63%	17.05%	21.55%	23.45%	19.03%	22.69%
■ Intervention January 2022	14.20%	17.34%	18.97%	21.66%	15.28%	20.84%
■ Urgent Intervention October 2021	37.64%	36.85%	33.91%	31.72%	34.58%	36.54%
■ Urgent Intervention January 2022	31.11%	33.96%	32.04%	30.62%	27.75%	33.77%

STAR 360 Math by Administration, Category and Grade Level



	3	4	5	6	7	8
■ At/Above Benchmark October 2021	17.61%	18.21%	19.68%	14.62%	14.88%	15.17%
■ At/Above Benchmark January 2022	24.29%	22.54%	22.99%	15.03%	17.83%	15.30%
■ On Watch October 2021	12.93%	7.95%	11.49%	11.59%	10.99%	11.74%
■ On Watch January 2022	9.52%	10.69%	12.79%	12.00%	9.38%	11.08%
■ Intervention October 2021	17.90%	19.36%	18.68%	17.52%	22.52%	21.50%
■ Intervention January 2022	14.91%	18.06%	15.37%	16.28%	20.11%	20.32%
■ Urgent Intervention October 2021	38.21%	41.47%	41.81%	41.24%	34.72%	37.86%
■ Urgent Intervention January 2022	34.38%	35.69%	35.20%	38.76%	34.58%	32.85%

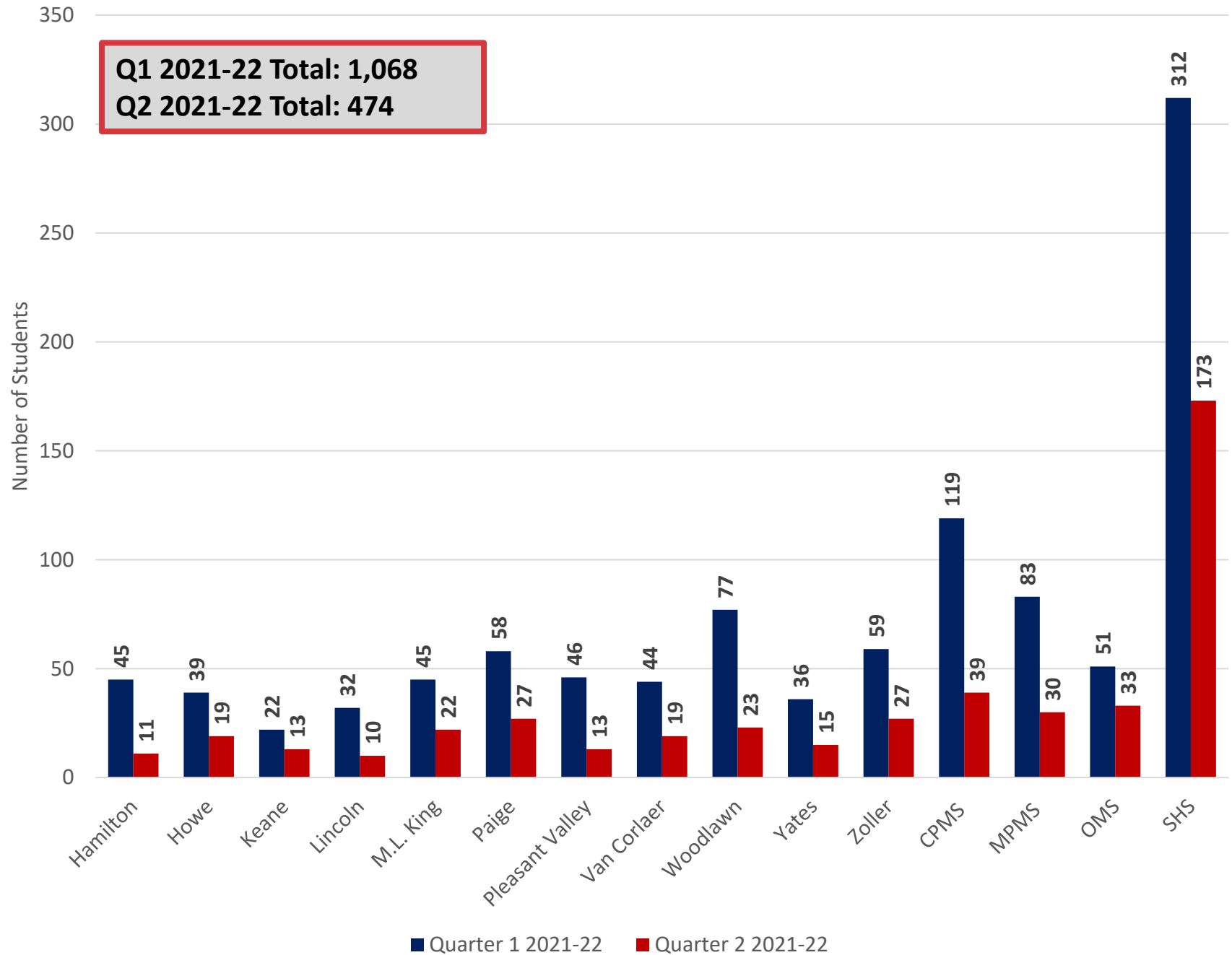
Attendance



Perfect Attendance



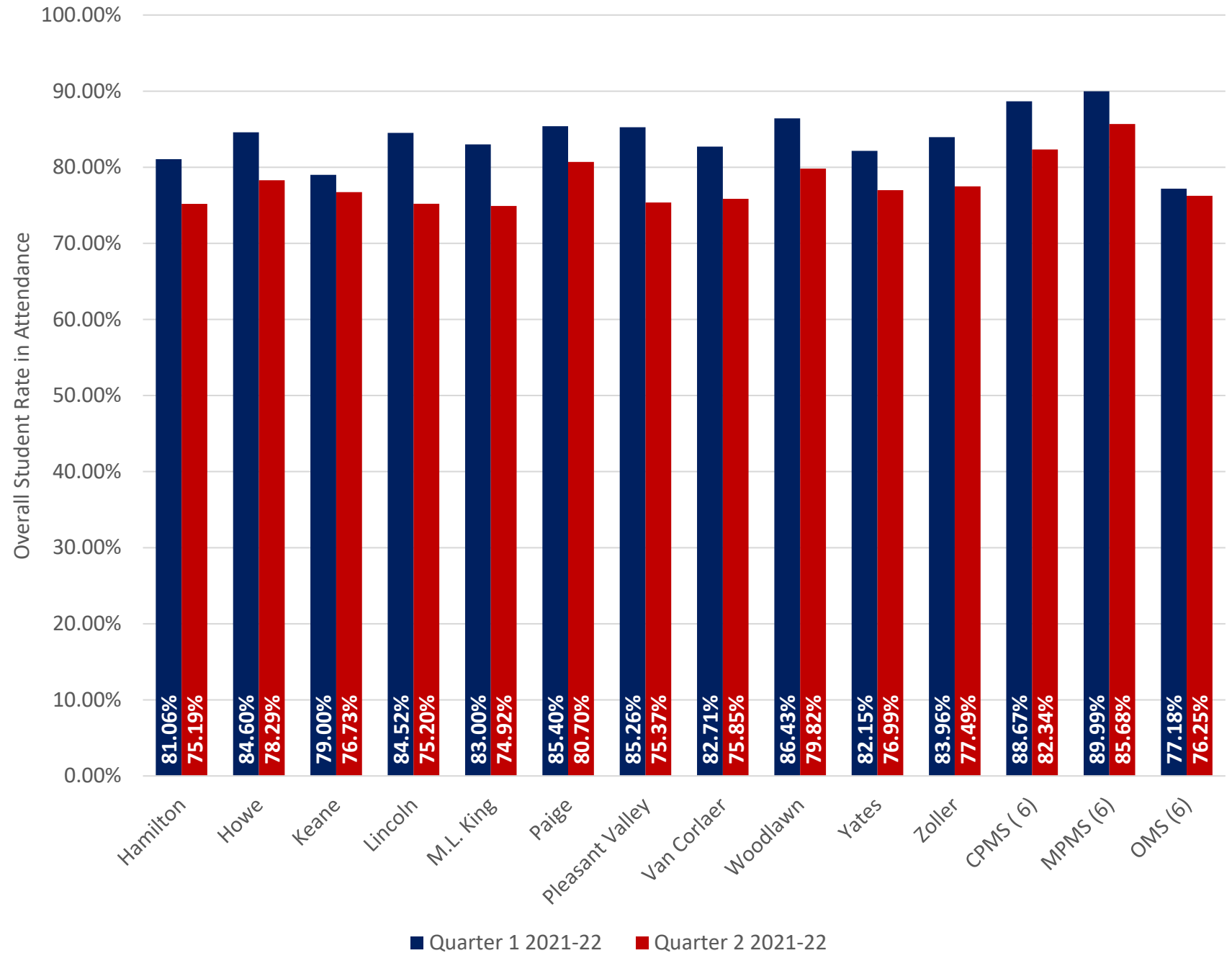
Perfect Attendance Quarter 1 vs Quarter 2



Overall Student Rate in Attendance Grades K-6



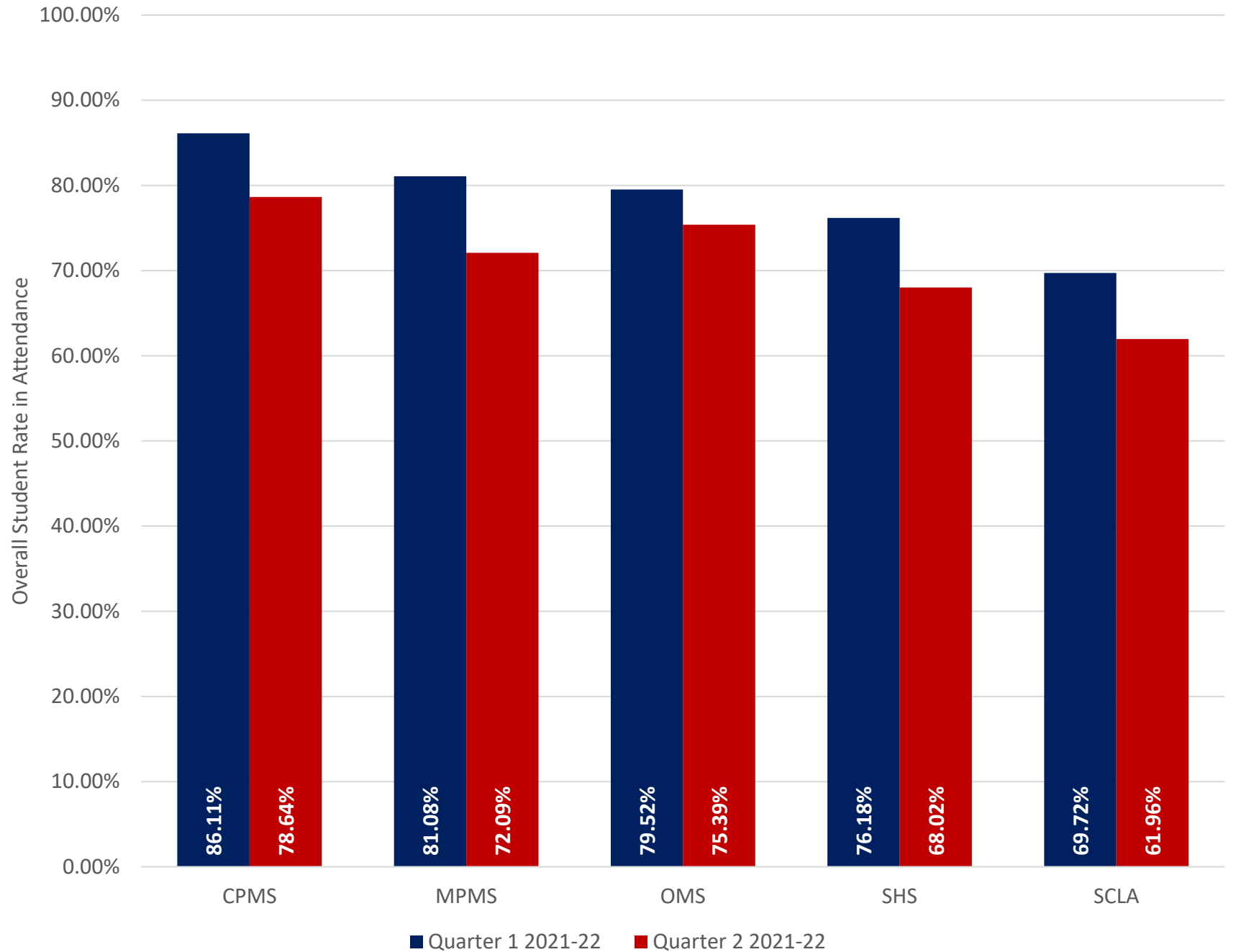
Overall Student Rate in Attendance Quarter 1 vs Quarter 2



Overall Student Rate in Attendance Grades 7-12



Overall Student Rate in Attendance Quarter 1 vs Quarter 2



Course Passing



**Number of Students (K-6) Below Achievement for Grade Level
Quarter 1 2021-22 and Quarter 2 2021-22 Report Card**

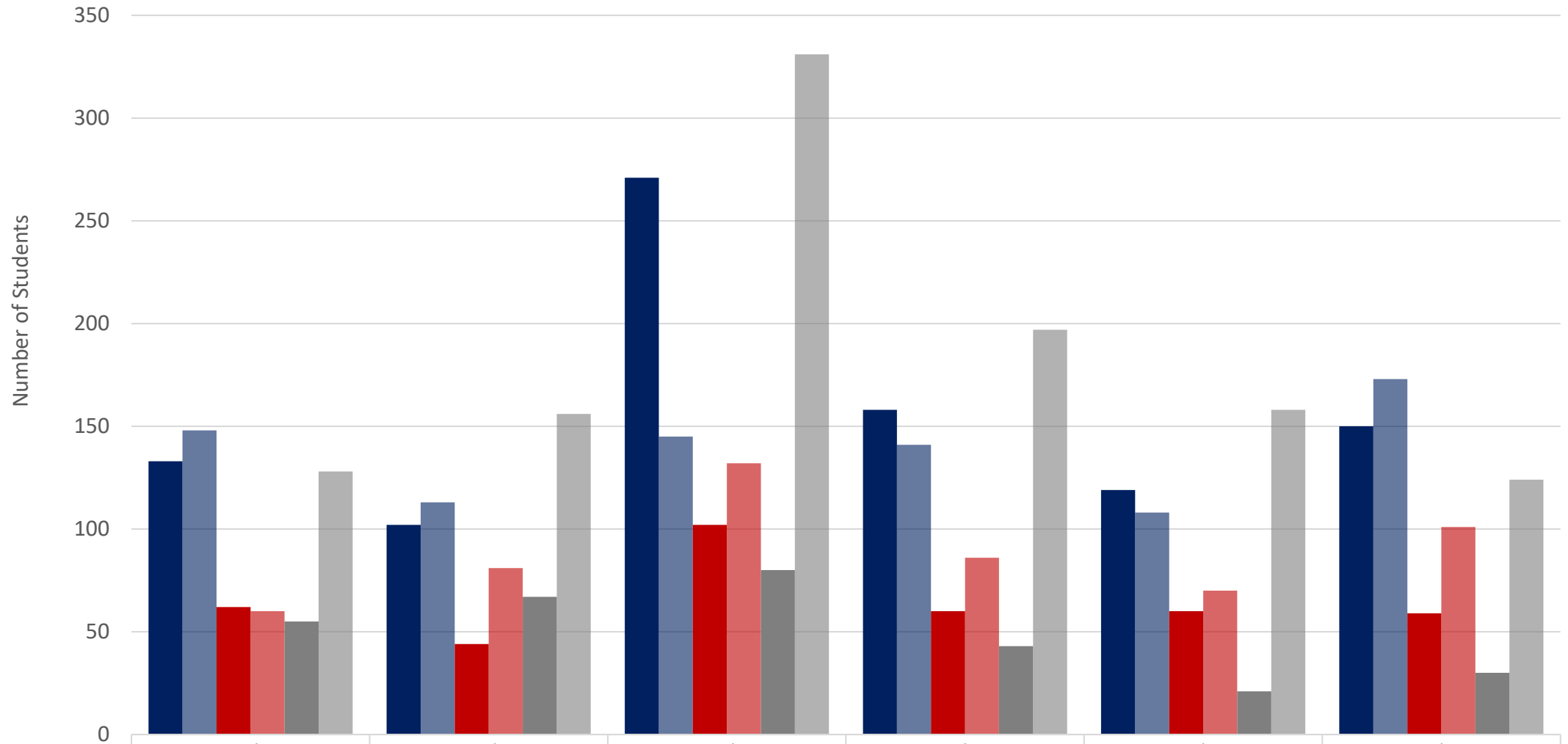
School	1 course		2 courses		3 or more courses	
	21-22 Q1	21-22 Q2	21-22 Q1	21-22 Q2	21-22 Q1	21-22 Q2
Hamilton	53 (12.83%)	44 (10.84%)	59 (15.01%)	27 (6.65%)	62 (15.01%)	62 (15.27%)
Howe	43(13.11%)	23 (6.55%)	19 (5.60%)	23 (6.55%)	36 (10.98%)	26 (7.41%)
Keane	35 (12.87%)	27(10.00%)	19 (6.99%)	18 (6.79%)	28 (10.29%)	26 (9.63%)
Lincoln	34(11.33%)	32 (10.70%)	27 (9.00%)	33 (11.04%)	66 (22.00%)	56 (18.73%)
M.L. King	42(10.94%)	52 (13.61%)	33 (8.59%)	26 (6.81%)	64 (16.67%)	48 (12.57%)
Paige	60 (14.05%)	40 (9.37%)	46 (10.77%)	29 (6.79%)	74 (17.33%)	74 (17.33%)
Pleasant Valley	35 (10.70%)	23 (7.01%)	18 (3.67%)	7 (2.94%)	12 (3.67%)	20 (6.10%)
Van Corlaer	28 (7.22%)	43 (11.08%)	14 (3.61%)	12 (3.09%)	12 (3.09%)	21 (5.41%)
Woodlawn	57 (13.51%)	41 (9.60%)	39 (9.24%)	27 (6.32%)	69 (16.35%)	62 (14.52%)
Yates	48 (16.22%)	40 (13.79%)	41 (13.85%)	27 (9.31%)	57 (19.26%)	53 9 18.28%)
Zoller	39 (9.40%)	32 (7.51%)	22 (11.57%)	19 (4.46%)	56 (13.49%)	49 (11.50%)
CPMS (6)	12 (4.94%)	19 (15.23%)	11 (4.53%)	6 (2.47%)	6 (2.47%)	16 (6.58%)
MPMS (6)	38 (16.10%)	34 (14.59%)	21 (8.90%)	21 (9.01%)	42 (17.80%)	41 (17.60%)
OMS (6)	40 (19.23%)	37 (17.37%)	19 (9.13%)	13 (6.10%)	10 (4.81%)	36 (16.90%)

Number of Students (7-12) with Grade <60
 Quarter 1 2021-22 and Quarter 2 2021-22 Report Card

SCHOOL	1 course		2 courses		3 or more courses	
	21-22 Q1	21-22 Q2	21-22 Q1	21-22 Q2	21-22 Q1	21-22 Q2
CPMS	67 (14.53%)	83 (18.40%)	33 (7.16%)	51 (11.31%)	23 (4.99%)	69 (15.30%)
MPMS	120 (24.15%)	106 (20.23%)	63 (12.26%)	59 (11.26%)	83 (13.96%)	149 (28.44%)
OMS	47 (10.17%)	71 (15.37%)	10 (2.38%)	31 (6.71%)	16 (3.25%)	66 (14.29%)
*SHS	699 (25.13%)	568 (20.42%)	281 (9.68%)	389 (13.99%)	174 (5.94%)	810 (29.13%)

*SHS: Quarter 1 IE Total: 4,515
 Quarter 2 IE Total: 1,846

Number of Students with Failing Courses by Grade Level (7-12)



	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
■ 1 Course Failure Quarter 1 21-22	133	102	271	158	119	150
■ 1 Course Failure Quarter 2 21-22	148	113	145	141	108	173
■ 2 Course Failures Quarter 1 21-22	62	44	102	60	60	59
■ 2 Course Failures Quarter 2 21-22	60	81	132	86	70	101
■ 3 + Course Failures Quarter 1 21-22	55	67	80	43	21	30
■ 3 + Course Failures Quarter 2 21-22	128	156	331	197	158	124

Composition Index and Relative Risk: 3 or more course failures K-6



Relative Risk Definition:

The risk of a student in a recorded group with 3 or more course failures *compared to* the risk of all other students 3 or more course failures

Recorded Group	3 or more Course Failures n=590	Recorded Group Enrollment Total: 4,684	Relative Risk 2021-22 Q1	Relative Risk 2021-22 Q2
Hispanic/Latino	178 (30.17%)	1,112(23.74%)	1.35	1.39
Asian	63 (35.39%)	978 (20.88%)	0.48	0.45
Black or African American	172 (29.15%)	1,196 (25.53%)	1.17	1.20
White	97 (16.39%)	833 (17.78%)	0.97	0.91
2 or more	79 (13.39%)	553 (11.81%)	1.09	1.15
Native Hawaiian or Other Pacific Islander	1 (0.17%)	8 (0.17%)	3.94	.99
American Indian or Alaska Native	0 (0.00%)	4 (0.09%)	0.00	0.00
SWD	132 (22.37%)	621 (13.26%)	1.52	1.89
ELL	55 (9.32%)	252 (5.38%)	1.74	1.81

Composition Index and Relative Risk: 3 or more course failures 7-12



Relative Risk Definition:

The risk of a student in a recorded group with 3 or more course failures *compared to* the risk of all other students 3 or more course failures

Recorded Group	Students with 3 or more Course Failures n=1,094	Recorded Group Enrollment Total: 4,218	Relative Risk 2021-22 Q1	Relative Risk 2021-22 Q2
Hispanic/Latino	291 (26.60%)	906 (21.48%)	0.62	1.32
Asian	147 (13.44%)	976 (23.14%)	0.22	0.52
Black or African American	389 (35.56%)	1,257 (29.80%)	0.78	1.30
White	196 (17.92%)	794 (18.82%)	0.50	0.94
2 or more	67(6.12%)	270 (6.40%)	0.79	0.95
Native Hawaiian or Other Pacific Islander	2 (0.18%)	6 (0.14%)	0.00	1.29
American Indian or Alaska Native	2 (0.18%)	9 (0.21%)	0.00	0.86
SWD	172 (15.72%)	761 (18.04%)	.45	0.85
ELL	54 (4.94%)	187 (4.43%)	.36	1.12

Cohort Data





Graduation Rate



Percentage of Students that Graduate in 4-Years

