



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **ALBANY CITY SCHOOL DISTRICT**  
District ID **010100010000**  
Superintendent **EVA JOSEPH**  
Telephone **(518) 475-6010**  
Grades **PK-12, UE, US**

## 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.

### For more information:

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

## 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 districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

### **3** View School Accountability Status.

This section lists all schools in your district by 2006–07 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, and on high school graduation rate.

District **ALBANY CITY SCHOOL DISTRICT**

## 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

	2003-04	2004-05	2005-06
Pre-K	281	271	275
Kindergarten	676	695	703
Grade 1	641	657	681
Grade 2	667	638	640
Grade 3	704	659	644
Grade 4	712	670	638
Grade 5	755	719	572
Grade 6	722	707	716
Ungraded Elementary	341	304	96
Grade 7	731	690	825
Grade 8	663	655	705
Grade 9	1024	811	1009
Grade 10	683	644	756
Grade 11	481	530	548
Grade 12	510	435	472
Ungraded Secondary	322	423	39
<b>Total K-12</b>	<b>9632</b>	<b>9237</b>	<b>9044</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	19	19	19
<b>Grade 8</b>			
English	20	19	21
Mathematics	18	20	21
Science	22	18	24
Social Studies	20	19	19
<b>Grade 10</b>			
English	20	23	22
Mathematics	21	20	22
Science	18	21	23
Social Studies	24	21	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.

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## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	4909	51%	5807	63%	5505	61%
Reduced-Price Lunch	794	8%	1059	11%	970	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	233	2%	259	3%	300	3%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	24	0%	37	0%	21	0%
Black or African American	6252	65%	6094	66%	5952	66%
Hispanic or Latino	897	9%	925	10%	918	10%
Asian or Native Hawaiian/Other Pacific Islander	262	3%	265	3%	269	3%
White	2197	23%	1916	21%	1884	21%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		92%		91%		92%
Student Suspensions	1139	N/A	1053	11%	1599	17%

## 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.

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## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	1900	1916	2876
Percent Not Taught by Highly Qualified Teachers	1%	3%	4%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	6	7	17
Percent with No Valid Teaching Certificate	1%	1%	2%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	14	18	23
Percentage of Total	2%	2%	3%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>			
	11%	11%	12%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	851	808	832
Total Other Professional Staff	103	89	77
Total Paraprofessionals*	273	271	255
Assistant Principals	12	15	16
Principals	17	17	18

\* Not available at the school level.

## Teacher Qualifications Information

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

## 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 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: [www.emsc.nysed.gov/irts/accountability/home.shtml](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 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 2005–06 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. At the secondary level, the PI of each group in the 2002 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 meet the qualification for Safe Harbor.

### 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 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 PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 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 (PI) 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 secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### 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 (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (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.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Performance Index (PI)

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 (indicating no proficiency) to Level 4 (indicating advanced proficiency). 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.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

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

### Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

### Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

### Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

District **ALBANY CITY SCHOOL DISTRICT**

## 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: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### 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.



District **ALBANY CITY SCHOOL DISTRICT**

## Summary

### Overall Accountability Status (2006–07)

#### ▲ Good Standing

##### Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

##### Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	✓ <sup>SH</sup>	✓	–	✓ <sup>SH</sup>	✓	–
Hispanic or Latino	✓	✓	–	✓	✓	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	–	–	–
White	✓	✓	–	✓	✓	–
<b>Other Groups</b>						
Students with Disabilities	✗	✗	–	✗	✗	–
Limited English Proficient	✓	✓	–	–	–	–
Economically Disadvantaged	✓ <sup>SH</sup>	✓	–	✓	✓	–
<b>Student groups making AYP in each subject</b>	✗ 7 of 8	✗ 7 of 8	✓ 1 of 1	✗ 5 of 6	✗ 5 of 6	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ 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) ■ |



District **ALBANY CITY SCHOOL DISTRICT**

## Elementary/Middle-Level English Language Arts


























**Accountability Status for This Subject (2006–07)**  Good Standing

**Accountability Measures** 7 of 8 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

### How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (4220:3969)			97%		124	120	
<b>Ethnicity</b>							
American Indian or Alaska Native (10:9)	–	–	–	–	–	–	–
Black or African American (2812:2648)			97%		114	120	109    123
Hispanic or Latino (474:432)			96%		119	117	
Asian or Native Hawaiian/Other Pacific Islander (120:111)			99%		157	112	
White (804:769)			98%		156	118	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1139:729)			94%		72	118	85    85
Limited English Proficient (164:140)			96%		114	113	
Economically Disadvantaged (2542:2398)			97%		117	120	112    125
<b>Final AYP Determination</b>	 7 of 8						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **ALBANY CITY SCHOOL DISTRICT**

## Elementary/Middle-Level Mathematics


























**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 7 of 8 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (4198:3895)			97%		117	84	
<b>Ethnicity</b>							
American Indian or Alaska Native (10:9)	–	–	–	–	–	–	–
Black or African American (2795:2593)			97%		105	84	
Hispanic or Latino (476:429)			97%		116	81	
Asian or Native Hawaiian/Other Pacific Islander (123:108)			97%		165	76	
White (794:756)			97%		154	82	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1135:709)			93%		72	82	72    85
Limited English Proficient (195:138)			95%		104	77	
Economically Disadvantaged (2504:2349)			97%		108	84	
<b>Final AYP Determination</b>	 7 of 8						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.




<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **ALBANY CITY SCHOOL DISTRICT**


















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Science  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (1383:1258)		Qualified		96%		156	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–	–
Black or African American (942:855)		Qualified		96%		147	100	
Hispanic or Latino (157:140)		Qualified		96%		159	100	
Asian or Native Hawaiian/Other Pacific Islander (39:35)	–	–	–	–		183	100	
White (242:225)		Qualified		96%		186	100	
<b>Other Groups</b>								
Students with Disabilities (246:209)		Qualified		90%		130	100	
Limited English Proficient (40:34)		Qualified		93%		124	100	
Economically Disadvantaged (781:722)		Qualified		96%		153	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **ALBANY CITY SCHOOL DISTRICT**

## Secondary-Level English Language Arts




















**Accountability Status for This Subject (2006–07)**  Good Standing

**Accountability Measures** 5 of 6 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




### How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (500:471)			99%		155	149	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (311:285)			99%		140	148	132    146
Hispanic or Latino (40:42)			100%		152	139	
Asian or Native Hawaiian/Other Pacific Islander (21:22)	–	–	–	–	–	–	–
White (127:121)			99%		188	145	
<b>Other Groups</b>							
Students with Disabilities (48:43)			96%		63	139	59‡    77
Limited English Proficient (1:4)	–	–	–	–	–	–	–
Economically Disadvantaged (171:164)			99%		157	146	
<b>Final AYP Determination</b>	 5 of 6						

#### NOTES


- <sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **ALBANY CITY SCHOOL DISTRICT**

## Secondary-Level Mathematics




















**Accountability Status for This Subject (2006–07)**  Good Standing

**Accountability Measures** 5 of 6 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




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

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (500:471)			100%		164	141	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (311:285)			99%		151	140	
Hispanic or Latino (40:42)			100%		155	131	
Asian or Native Hawaiian/Other Pacific Islander (21:22)	–	–	–	–	–	–	–
White (127:121)			100%		192	137	
<b>Other Groups</b>							
Students with Disabilities (48:43)			98%		98	131	66 <sup>‡</sup> 108
Limited English Proficient (1:4)	–	–	–	–	–	–	–
Economically Disadvantaged (171:164)			99%		166	138	
<b>Final AYP Determination</b>	 5 of 6						

#### NOTES

- <sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- <sup>‡</sup> This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **ALBANY CITY SCHOOL DISTRICT**








## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Graduation Rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
<b>All Students</b> (475)			60%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (6)		–	–	–	–	–
Black or African American (293)			50%	55%	50%	51%
Hispanic or Latino (28)		–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (15)		–	–	–	–	–
White (133)			77%	55%		
<b>Other Groups</b>						
Students with Disabilities (60)			18%	55%	36%	19%
Limited English Proficient (9)		–	–	–	–	–
Economically Disadvantaged (198)			59%	55%		
<b>Final AYP Determination</b>	 1 of 1					

#### NOTES

<sup>1</sup> Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

<sup>2</sup> Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **ALBANY CITY SCHOOL DISTRICT**

## 2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

### Federal Title I Status

### New York State Status

#### Good Standing

13 schools identified 81% of total

ALBANY SCHOOL OF HUMANITIES  
ARBOR HILL ELEMENTARY SCHOOL  
EAGLE POINT ELEMENTARY SCHOOL  
GIFFEN MEMORIAL SCHOOL  
MONTESSORI MAGNET SCHOOL  
MYERS MIDDLE SCHOOL  
NORTH ALBANY ACADEMY  
PHILIP J SCHUYLER ACHIEVEMENT ACADEMY  
SCHOOL 16  
SCHOOL 18  
SCHOOL 19  
SHERIDAN PREPARATORY ACADEMY  
THOMAS S. O'BRIEN ACADEMY OF SCIENCE & TECHNOLOGY

#### Requiring Academic Progress (Year 2)

1 school identified 6% of total

ALBANY HIGH SCHOOL

#### Restructuring (Year 1)

2 schools identified 13% of total

PHILIP LIVINGSTON MAGNET ACADEMY  
WILLIAM S. HACKETT MIDDLE SCHOOL



District **ALBANY CITY SCHOOL DISTRICT**

## Summary of 2005–06 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	51%			630
Grade 4	48%			638
Grade 5	46%			601
Grade 6	43%			690
Grade 7	34%			753
Grade 8	25%			666

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	64%			636
Grade 4	54%			650
Grade 5	46%			605
Grade 6	40%			702
Grade 7	22%			763
Grade 8	27%			660

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	80%			653
Grade 8	45%			657

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	55%			637
Mathematics	58%			637

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	38%			637

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

#### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and 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.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

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

### This District's N/RC Category:

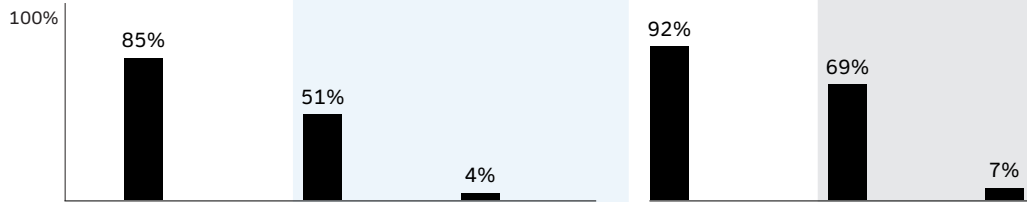
#### High Need/Resource Urban-Suburban Districts

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

District **ALBANY CITY SCHOOL DISTRICT**

## This District's Results in Grade 3 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
Mean Score: 652	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	535	321	23	92%	69%	7%



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>630</b>	<b>85%</b>	<b>51%</b>	<b>4%</b>				
Female	300	87%	52%	3%				
Male	330	83%	50%	4%				
American Indian or Alaska Native								
Black or African American	411	82%	45%	1%				
Hispanic or Latino	62	81%	40%	3%				
Asian or Native Hawaiian/Other Pacific Islander	21	100%	86%	0%				
White	136	92%	67%	11%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	537	90%	57%	4%				
Students with Disabilities	93	57%	17%	0%				
English Proficient	599	85%	51%	4%				
Limited English Proficient	31	77%	58%	0%				
Economically Disadvantaged	411	84%	48%	2%				
Not Disadvantaged	219	87%	57%	7%				
Migrant								
Not Migrant	630	85%	51%	4%				

### NOTES

The – symbol indicates that data for a group of students has 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.

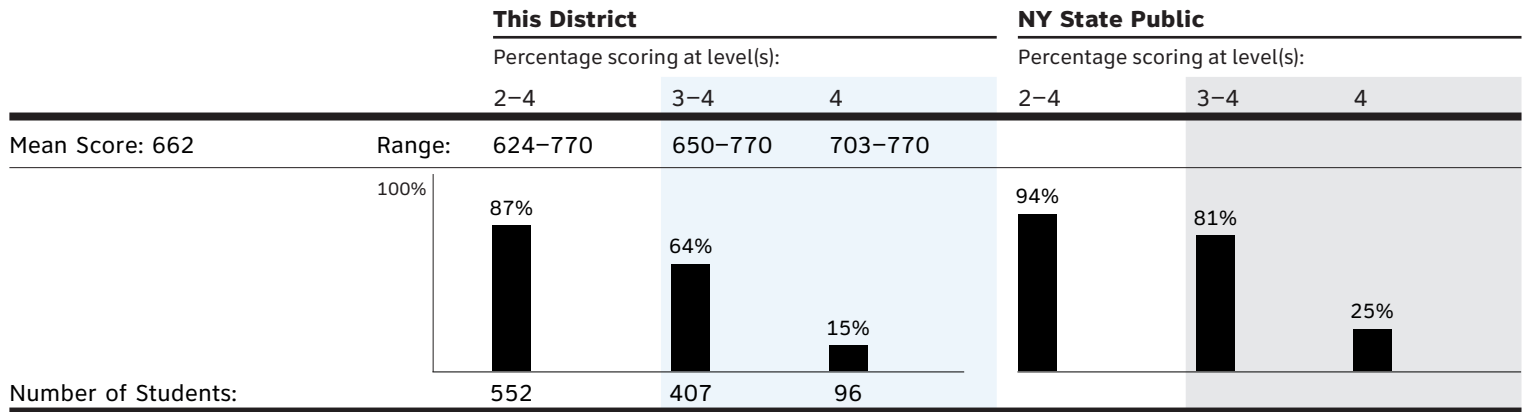
## Other Assessments

	2005-06 School Year				2004-05 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	8	8	7	6	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	15	5	5	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ALBANY CITY SCHOOL DISTRICT**

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>636</b>	<b>87%</b>	<b>64%</b>	<b>15%</b>				
Female	302	84%	60%	14%				
Male	334	90%	68%	16%				
American Indian or Alaska Native								
Black or African American	405	84%	60%	10%				
Hispanic or Latino	71	80%	55%	8%				
Asian or Native Hawaiian/Other Pacific Islander	24	96%	88%	29%				
White	136	96%	76%	30%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	541	89%	68%	17%				
Students with Disabilities	95	73%	39%	5%				
English Proficient	591	88%	65%	16%				
Limited English Proficient	45	69%	44%	7%				
Economically Disadvantaged	414	85%	62%	10%				
Not Disadvantaged	222	91%	68%	25%				
Migrant								
Not Migrant	636	87%	64%	15%				

### NOTES

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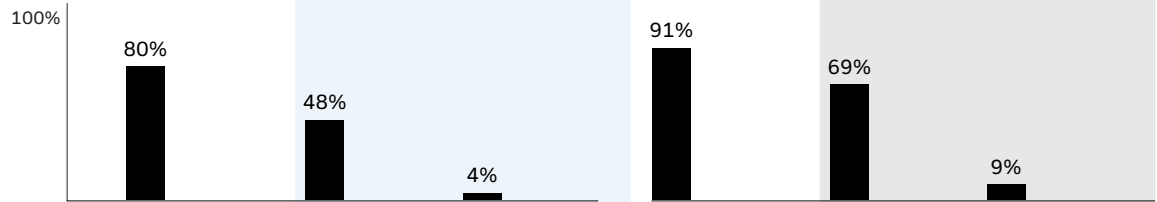
## Other Assessments

	2005-06 School Year				2004-05 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	8	8	6	6	This test was not given in 2004-05.			

District **ALBANY CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 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
Mean Score: 647	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	511	307	27	91%	69%	9%



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>638</b>	<b>80%</b>	<b>48%</b>	<b>4%</b>				
Female	304	84%	54%	6%				
Male	334	76%	43%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	421	77%	43%	3%				
Hispanic or Latino	65	83%	42%	2%				
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-				
White	129	84%	66%	11%				
Small Group Totals	23	96%	65%	4%				
General-Education Students	528	87%	56%	5%				
Students with Disabilities	110	45%	11%	0%				
English Proficient	622	80%	48%	4%				
Limited English Proficient	16	94%	38%	0%				
Economically Disadvantaged	406	80%	40%	2%				
Not Disadvantaged	232	81%	63%	9%				
Migrant								
Not Migrant	638	80%	48%	4%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

The - symbol indicates that data for a group of students has 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.

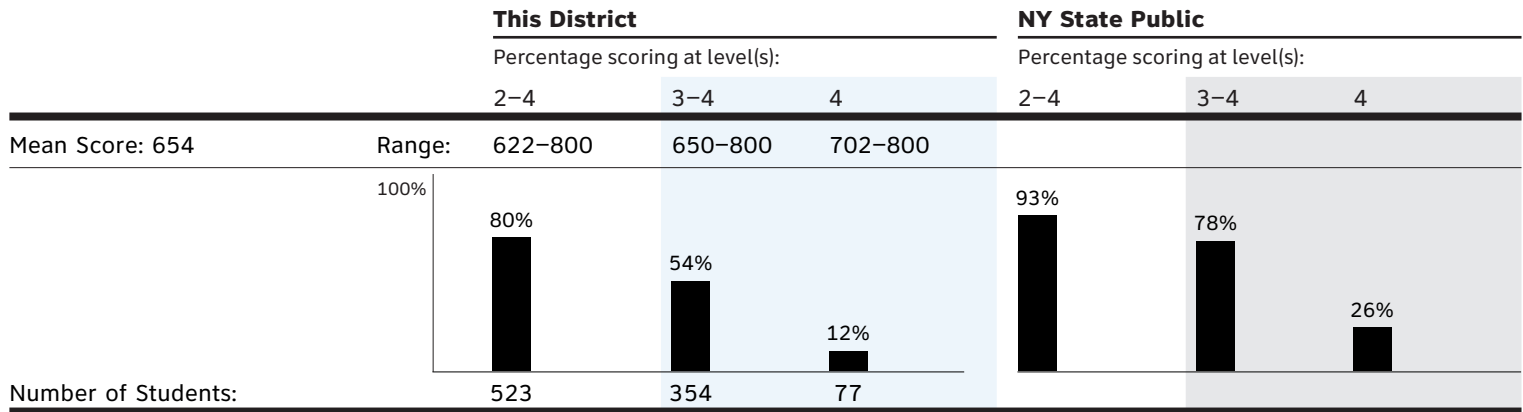
## Other Assessments

	2005-06 School Year				2004-05 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	10	10	10	8	8	8	7	6
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	9	4	4	N/A	9	5	4	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ALBANY CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>650</b>	<b>80%</b>	<b>54%</b>	<b>12%</b>				
Female	302	80%	54%	11%				
Male	348	80%	55%	13%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	428	76%	46%	6%				
Hispanic or Latino	69	84%	54%	9%				
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-				
White	130	90%	76%	31%				
Small Group Totals	23	96%	91%	26%				
General-Education Students	533	86%	61%	14%				
Students with Disabilities	117	56%	24%	4%				
English Proficient	626	81%	55%	12%				
Limited English Proficient	24	75%	33%	8%				
Economically Disadvantaged	411	80%	48%	8%				
Not Disadvantaged	239	82%	65%	18%				
Migrant								
Not Migrant	650	80%	54%	12%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

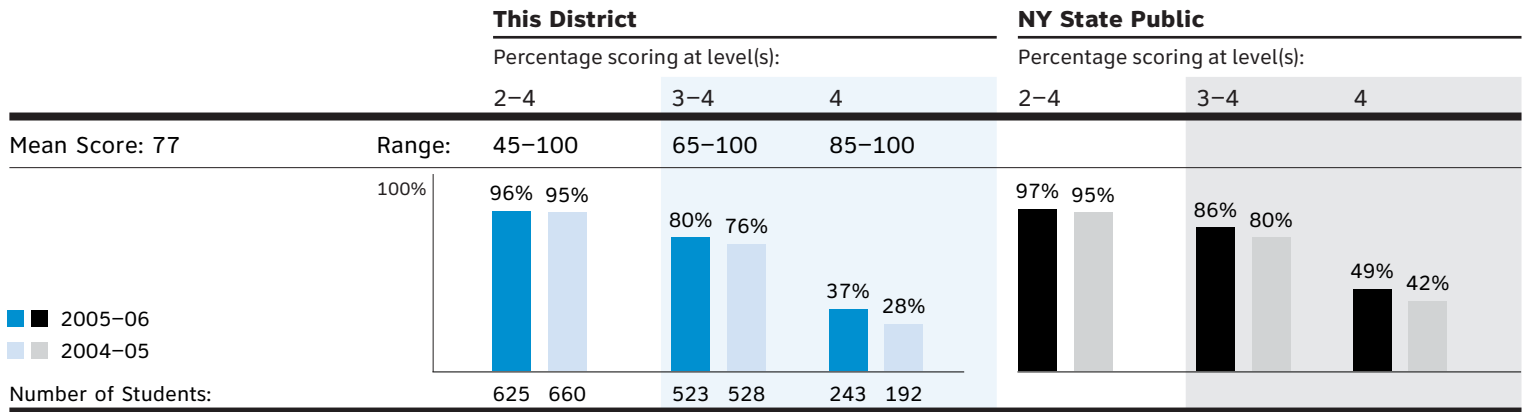
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## Other Assessments

	2005-06 School Year				2004-05 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	9	9	9	7	8	8	7	5

District **ALBANY CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 Science



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>653</b>	<b>96%</b>	<b>80%</b>	<b>37%</b>	<b>694</b>	<b>95%</b>	<b>76%</b>	<b>28%</b>
Female	308	96%	79%	37%	307	94%	74%	25%
Male	345	95%	81%	37%	387	96%	78%	30%
American Indian or Alaska Native	1	-	-	-				
Black or African American	433	95%	75%	27%	434	94%	71%	18%
Hispanic or Latino	68	96%	82%	37%	71	96%	77%	24%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	21	100%	90%	52%
White	130	98%	93%	66%	168	97%	87%	51%
Small Group Totals	22	100%	95%	64%				
General-Education Students	536	97%	85%	41%	545	97%	81%	31%
Students with Disabilities	117	88%	59%	19%	149	89%	59%	14%
English Proficient	629	96%	81%	38%	677	95%	76%	28%
Limited English Proficient	24	88%	63%	25%	17	88%	65%	12%
Economically Disadvantaged	409	96%	78%	31%	463	94%	70%	19%
Not Disadvantaged	244	95%	83%	48%	231	97%	89%	45%
Migrant								
Not Migrant	653	96%	80%	37%	694	95%	76%	28%

### NOTES

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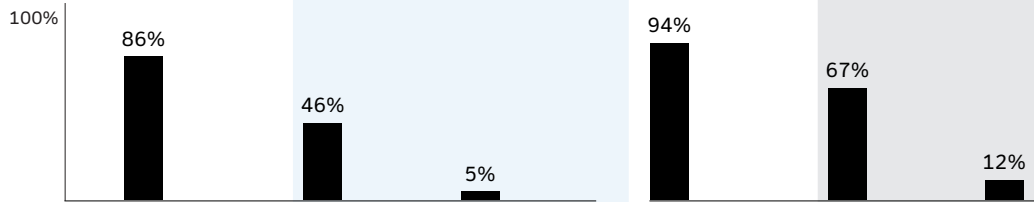
## Other Assessments

	2005-06 School Year				2004-05 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	9	9	9	7	7	7	5	4

District **ALBANY CITY SCHOOL DISTRICT**

## This District's Results in Grade 5 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
Mean Score: 643	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	517	278	32	94%	67%	12%



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>601</b>	<b>86%</b>	<b>46%</b>	<b>5%</b>				
Female	268	87%	50%	8%				
Male	333	85%	43%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	368	83%	39%	2%				
Hispanic or Latino	63	83%	38%	2%				
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-				
White	151	93%	66%	15%	This test was not given in 2004-05.			
Small Group Totals	19	95%	63%	5%				
General-Education Students	469	93%	54%	7%				
Students with Disabilities	132	61%	17%	1%				
English Proficient	582	86%	46%	5%				
Limited English Proficient	19	89%	58%	0%				
Economically Disadvantaged	392	84%	38%	2%				
Not Disadvantaged	209	89%	62%	11%				
Migrant								
Not Migrant	601	86%	46%	5%				

### NOTES

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## Other Assessments

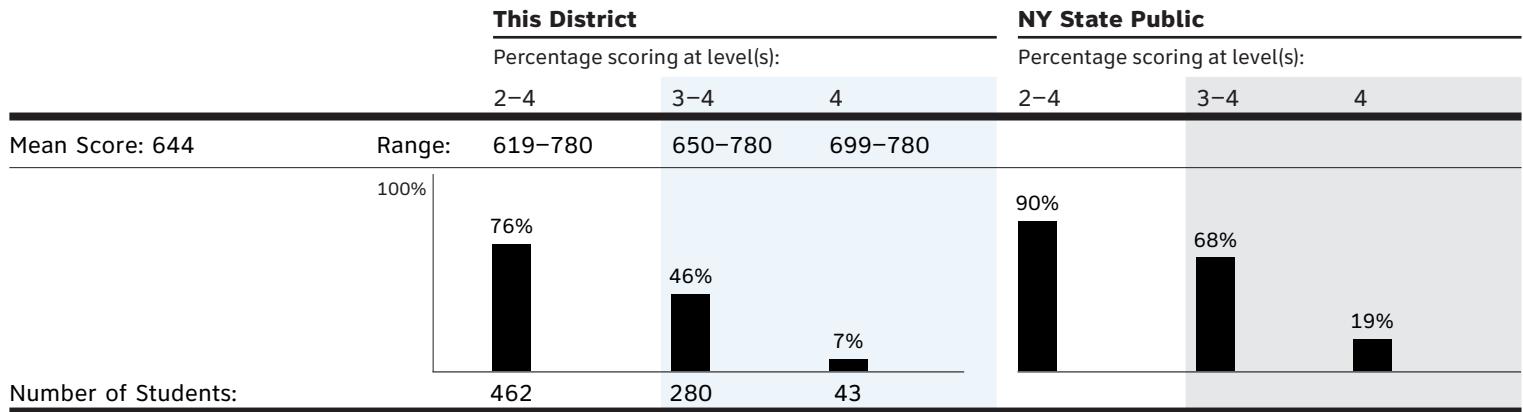
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	10	10	9	7	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	14	6	5	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.



District **ALBANY CITY SCHOOL DISTRICT**

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>605</b>	<b>76%</b>	<b>46%</b>	<b>7%</b>				
Female	278	78%	47%	5%				
Male	327	75%	46%	9%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	361	72%	40%	4%				
Hispanic or Latino	72	76%	36%	4%				
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-				
White	149	86%	64%	16%	This test was not given in 2004-05.			
Small Group Totals	23	83%	61%	4%				
General-Education Students	474	85%	54%	9%				
Students with Disabilities	131	46%	17%	1%				
English Proficient	575	76%	46%	7%				
Limited English Proficient	30	77%	57%	10%				
Economically Disadvantaged	389	70%	39%	3%				
Not Disadvantaged	216	87%	60%	14%				
Migrant								
Not Migrant	605	76%	46%	7%				

### NOTES

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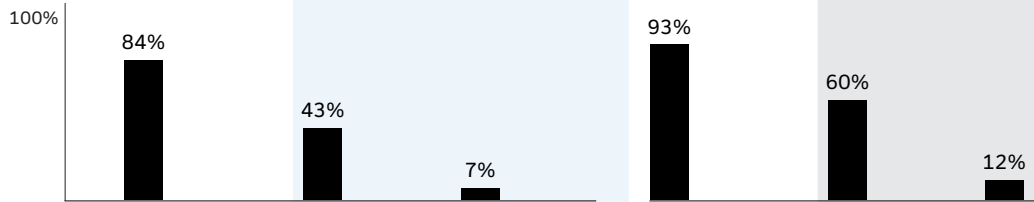
## Other Assessments

	2005-06 School Year				2004-05 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	6	6	This test was not given in 2004-05.			

District **ALBANY CITY SCHOOL DISTRICT**

## 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
Mean Score: 639	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	581	299	49	93%	60%	12%



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>690</b>	<b>84%</b>	<b>43%</b>	<b>7%</b>				
Female	343	88%	50%	8%				
Male	347	80%	36%	6%				
American Indian or Alaska Native	5	100%	100%	20%				
Black or African American	477	82%	35%	3%				
Hispanic or Latino	77	87%	48%	6%				
Asian or Native Hawaiian/Other Pacific Islander	12	92%	83%	8%				
White	119	91%	67%	22%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	572	92%	51%	9%				
Students with Disabilities	118	48%	8%	0%				
English Proficient	680	84%	44%	7%				
Limited English Proficient	10	80%	30%	10%				
Economically Disadvantaged	414	82%	37%	3%				
Not Disadvantaged	276	88%	53%	14%				
Migrant								
Not Migrant	690	84%	43%	7%				

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 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	8	8	7	6	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	10	6	5	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ALBANY CITY SCHOOL DISTRICT**

## This District's Results in Grade 6 Mathematics

	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
Mean Score: 637	Range: 616-780	650-780	696-780			
Number of Students:	516	278	31			

## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>702</b>	<b>74%</b>	<b>40%</b>	<b>4%</b>				
Female	347	74%	41%	4%				
Male	355	73%	38%	5%				
American Indian or Alaska Native	5	100%	80%	0%				
Black or African American	478	71%	32%	2%				
Hispanic or Latino	83	71%	43%	4%				
Asian or Native Hawaiian/Other Pacific Islander	17	88%	65%	12%				
White	119	83%	61%	15%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	585	79%	44%	5%				
Students with Disabilities	117	44%	15%	1%				
English Proficient	680	74%	40%	5%				
Limited English Proficient	22	59%	23%	0%				
Economically Disadvantaged	419	69%	34%	2%				
Not Disadvantaged	283	80%	48%	7%				
Migrant								
Not Migrant	702	74%	40%	4%				

### NOTES

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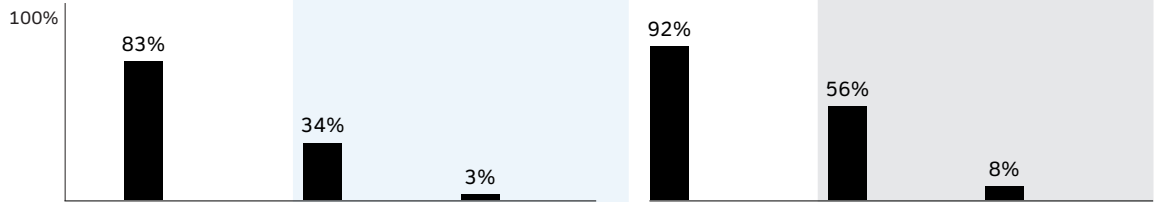
## Other Assessments

	2005-06 School Year				2004-05 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	9	9	7	5	This test was not given in 2004-05.			

District **ALBANY CITY SCHOOL DISTRICT**

## This District's Results in Grade 7 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
Mean Score: 631	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	622	256	22	92%	56%	8%



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>753</b>	<b>83%</b>	<b>34%</b>	<b>3%</b>				
Female	370	89%	41%	4%				
Male	383	76%	27%	2%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	534	81%	28%	1%				
Hispanic or Latino	75	77%	28%	1%				
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-				
White	129	91%	58%	12%	This test was not given in 2004-05.			
Small Group Totals	15	87%	67%	20%				
General-Education Students	607	88%	40%	4%				
Students with Disabilities	146	58%	8%	0%				
English Proficient	744	83%	34%	3%				
Limited English Proficient	9	44%	0%	0%				
Economically Disadvantaged	439	82%	30%	2%				
Not Disadvantaged	314	83%	39%	5%				
Migrant								
Not Migrant	753	83%	34%	3%				

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 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	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	11	6	5	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ALBANY CITY SCHOOL DISTRICT**

## This District's Results in Grade 7 Mathematics

	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
Mean Score: 620	611-800	650-800	693-800			
Range:						
	65%	22%	2%	87%	56%	12%
Number of Students:	497	170	12			

## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>763</b>	<b>65%</b>	<b>22%</b>	<b>2%</b>				
Female	376	68%	24%	2%				
Male	387	63%	20%	1%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	539	60%	15%	0%				
Hispanic or Latino	80	66%	25%	1%				
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-				
White	126	81%	48%	6%	This test was not given in 2004-05.			
Small Group Totals	18	89%	50%	11%				
General-Education Students	628	72%	26%	2%				
Students with Disabilities	135	33%	4%	0%				
English Proficient	744	66%	23%	2%				
Limited English Proficient	19	42%	11%	0%				
Economically Disadvantaged	441	62%	16%	1%				
Not Disadvantaged	322	69%	31%	2%				
Migrant								
Not Migrant	763	65%	22%	2%				

### NOTES

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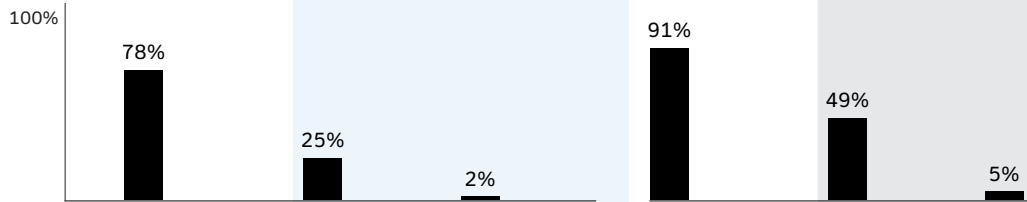
## Other Assessments

	2005-06 School Year				2004-05 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	7	7	This test was not given in 2004-05.			

District **ALBANY CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 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
Mean Score: 628	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	517	169	16			



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>666</b>	<b>78%</b>	<b>25%</b>	<b>2%</b>				
Female	341	82%	31%	4%				
Male	325	73%	19%	1%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	476	73%	17%	0%				
Hispanic or Latino	75	83%	25%	1%				
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-				
White	100	94%	64%	13%				
Small Group Totals	15	87%	47%	7%				
General-Education Students	573	83%	29%	3%				
Students with Disabilities	93	47%	4%	0%				
English Proficient	660	78%	26%	2%				
Limited English Proficient	6	33%	0%	0%				
Economically Disadvantaged	350	76%	17%	0%				
Not Disadvantaged	316	79%	34%	5%				
Migrant								
Not Migrant	666	78%	25%	2%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

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## Other Assessments

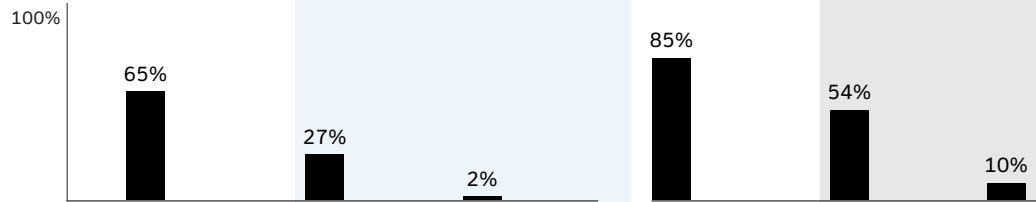
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	3	11	11	8	6
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	7	6	6	N/A	6	3	1	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ALBANY CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 Mathematics

	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
Mean Score: 625	616-775	650-775	701-775			
Range:						
Number of Students:	428	179	14			



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>660</b>	<b>65%</b>	<b>27%</b>	<b>2%</b>				
Female	348	66%	30%	2%				
Male	312	63%	24%	2%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	464	59%	17%	0%				
Hispanic or Latino	80	69%	29%	3%				
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-				
White	100	86%	68%	9%				
Small Group Totals	16	94%	56%	6%				
General-Education Students	566	70%	31%	2%				
Students with Disabilities	94	34%	5%	0%				
English Proficient	646	65%	28%	2%				
Limited English Proficient	14	50%	0%	0%				
Economically Disadvantaged	345	60%	18%	1%				
Not Disadvantaged	315	70%	37%	4%				
Migrant								
Not Migrant	660	65%	27%	2%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

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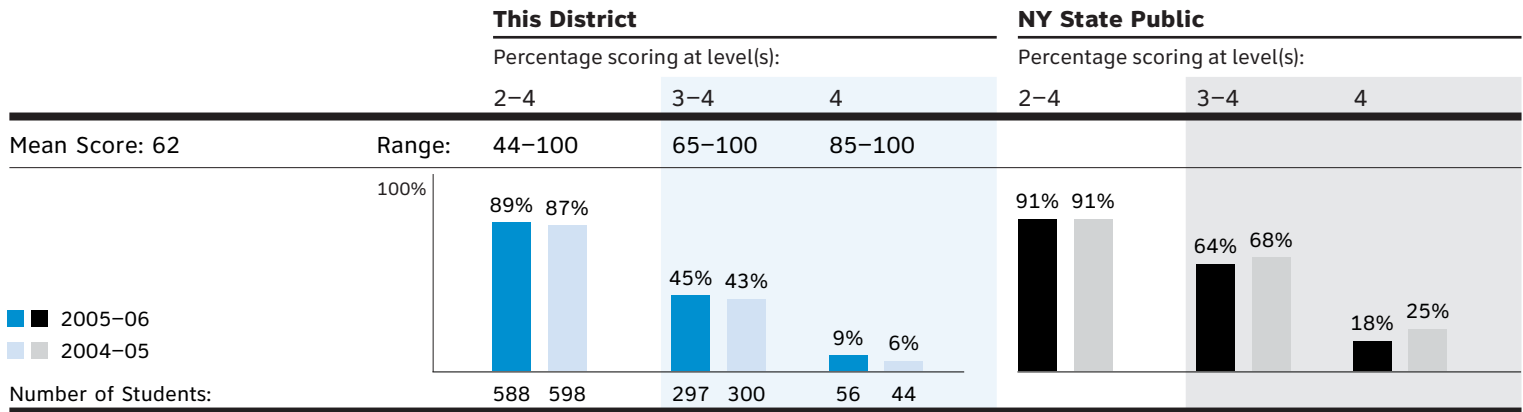
## Other Assessments

	2005-06 School Year				2004-05 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	4	-	-	-	11	11	10	7



District **ALBANY CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 Science



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>657</b>	<b>89%</b>	<b>45%</b>	<b>9%</b>	<b>691</b>	<b>87%</b>	<b>43%</b>	<b>6%</b>
Female	350	90%	46%	9%	343	89%	44%	6%
Male	307	89%	44%	8%	348	84%	43%	7%
American Indian or Alaska Native	2	-	-	-	2	-	-	-
Black or African American	460	87%	36%	3%	487	85%	36%	2%
Hispanic or Latino	81	91%	47%	5%	58	81%	43%	3%
Asian or Native Hawaiian/Other Pacific Islander	15	-	-	-	14	-	-	-
White	99	96%	84%	36%	130	94%	70%	25%
Small Group Totals	17	100%	65%	24%	16	94%	50%	6%
General-Education Students	566	92%	49%	10%	547	91%	50%	8%
Students with Disabilities	91	76%	21%	1%	144	68%	19%	1%
English Proficient	644	90%	46%	9%	681	87%	44%	6%
Limited English Proficient	13	77%	0%	0%	10	50%	0%	0%
Economically Disadvantaged	334	89%	37%	3%	378	84%	38%	3%
Not Disadvantaged	323	90%	54%	15%	313	89%	50%	11%
Migrant								
Not Migrant	657	89%	45%	9%	691	87%	43%	6%

### NOTES

The - symbol indicates that data for a group of students has 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

	2005-06 School Year				2004-05 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	5	5	5	3	11	11	9	6
Regents Science	0				0			

District **ALBANY CITY SCHOOL DISTRICT**

## Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

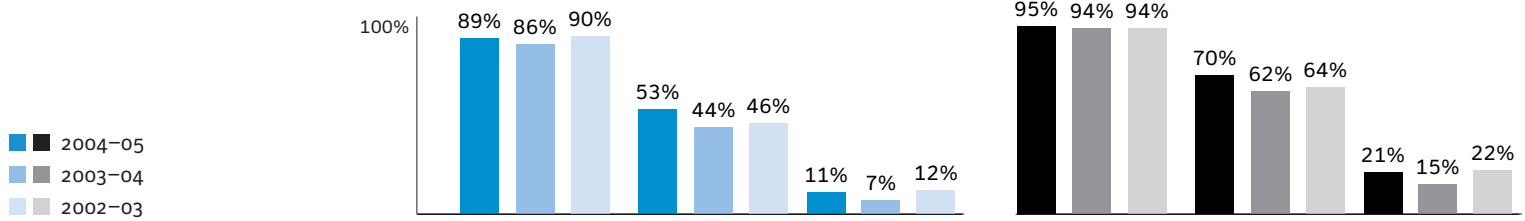
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	76	250	294	74	694	646
Feb 2004	105	314	280	54	753	638
Feb 2003	81	338	268	95	782	644

### Grade 8

#### This School

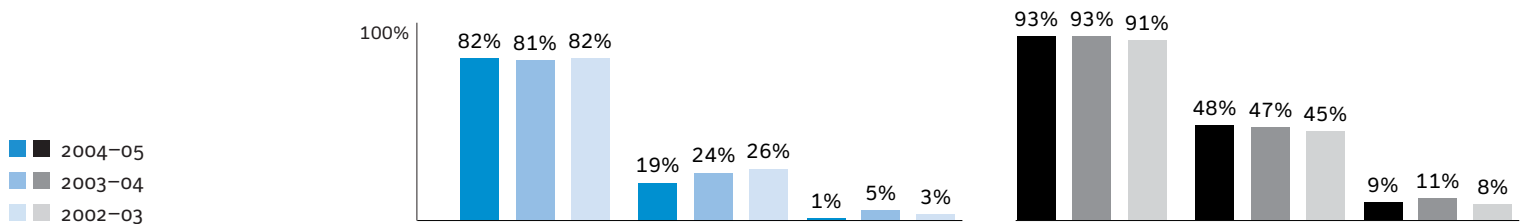
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	133	467	130	11	741	678
Jan 2004	122	374	125	35	656	682
Jan 2003	103	328	128	20	579	680

District **ALBANY CITY SCHOOL DISTRICT**

## Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

Percentage scoring at level(s):

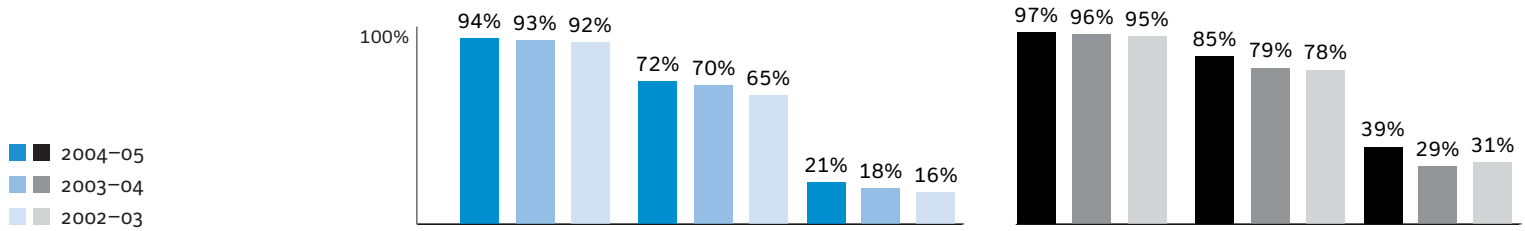
2-4                      3-4                      4

Range: 602-810                      637-810                      678-810

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	43	146	353	144	686	653
May 2004	51	183	399	137	770	650
May 2003	61	220	393	126	800	647

### Grade 8

#### This School

Percentage scoring at level(s):

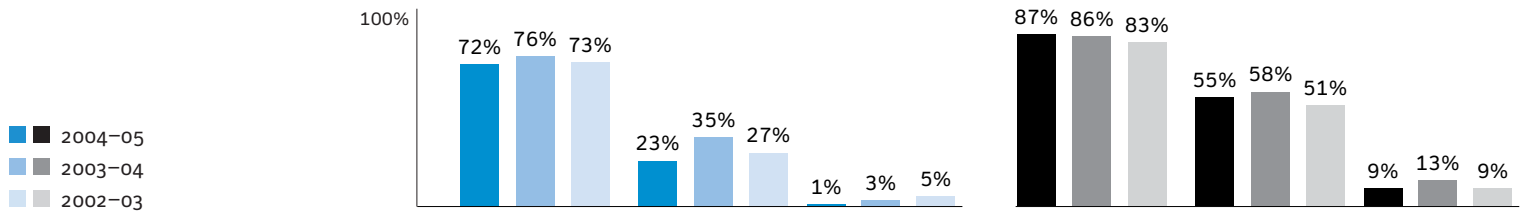
2-4                      3-4                      4

Range: 681-882                      716-882                      760-882

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	206	362	166	6	740	695
May 2004	163	268	217	19	667	698
May 2003	165	279	137	28	609	696

District **ALBANY CITY SCHOOL DISTRICT**

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

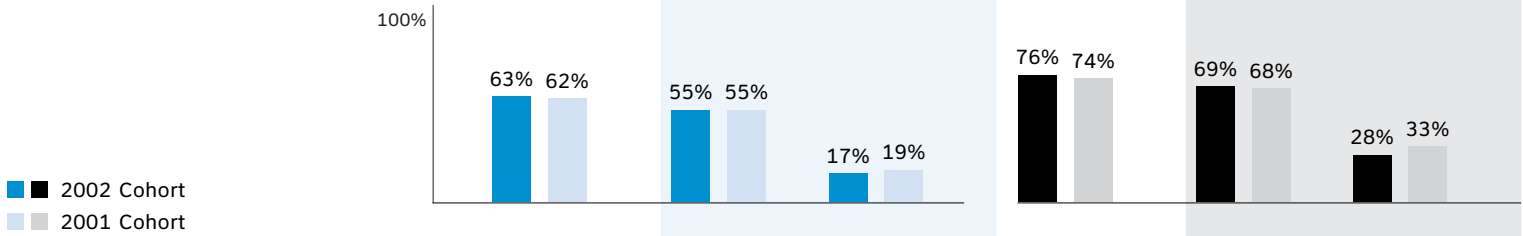
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>637</b>	<b>63%</b>	<b>55%</b>	<b>17%</b>	<b>689</b>	<b>62%</b>	<b>55%</b>	<b>19%</b>
Female	328	69%	59%	19%	366	65%	57%	20%
Male	309	58%	50%	15%	323	59%	52%	19%
American Indian or Alaska Native	1	–	–	–	7	71%	71%	43%
Black or African American	406	57%	45%	6%	425	58%	48%	9%
Hispanic or Latino	59	59%	51%	19%	54	56%	46%	9%
Asian or Native Hawaiian/Other Pacific Islander	23	–	–	–	21	71%	67%	29%
White	148	80%	78%	43%	182	73%	71%	45%
Small Group Totals	24	83%	83%	33%				
General-Education Students	545	71%	62%	20%	565	71%	64%	24%
Students with Disabilities	92	18%	12%	0%	124	22%	12%	0%
English Proficient	632	63%	55%	17%	672	62%	55%	19%
Limited English Proficient	5	40%	20%	0%	17	59%	47%	12%
Economically Disadvantaged	224	65%	53%	7%				
Not Disadvantaged	413	62%	56%	22%				
Migrant								
Not Migrant	637	63%	55%	17%				

### NOTES

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	3	0

\* 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.

District **ALBANY CITY SCHOOL DISTRICT**

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

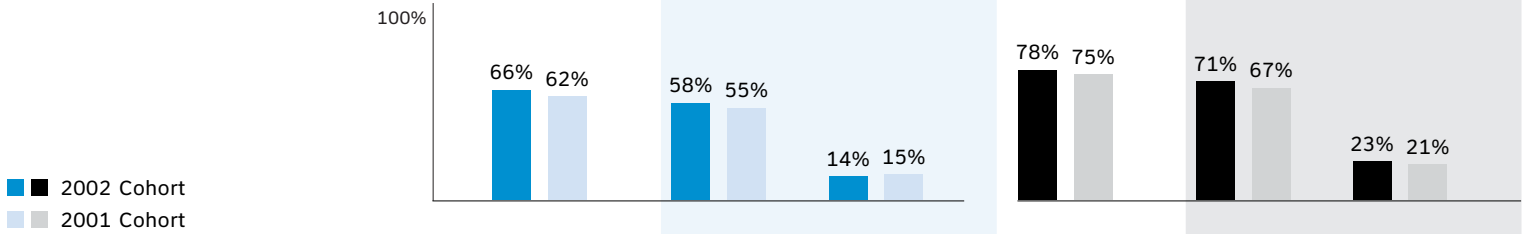
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>637</b>	<b>66%</b>	<b>58%</b>	<b>14%</b>	<b>689</b>	<b>62%</b>	<b>55%</b>	<b>15%</b>
Female	328	72%	61%	14%	366	65%	55%	15%
Male	309	61%	54%	14%	323	59%	54%	15%
American Indian or Alaska Native	1	–	–	–	7	71%	57%	29%
Black or African American	406	60%	49%	5%	425	57%	47%	9%
Hispanic or Latino	59	61%	53%	10%	54	56%	50%	17%
Asian or Native Hawaiian/Other Pacific Islander	23	–	–	–	21	71%	67%	19%
White	148	82%	79%	36%	182	75%	72%	28%
Small Group Totals	24	92%	92%	38%				
General-Education Students	545	74%	64%	16%	565	72%	64%	19%
Students with Disabilities	92	24%	18%	1%	124	17%	12%	0%
English Proficient	632	66%	58%	14%	672	62%	54%	15%
Limited English Proficient	5	60%	40%	0%	17	76%	76%	6%
Economically Disadvantaged	224	67%	57%	8%				
Not Disadvantaged	413	66%	58%	17%				
Migrant								
Not Migrant	637	66%	58%	14%				

### NOTES

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	3	0

\* 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.

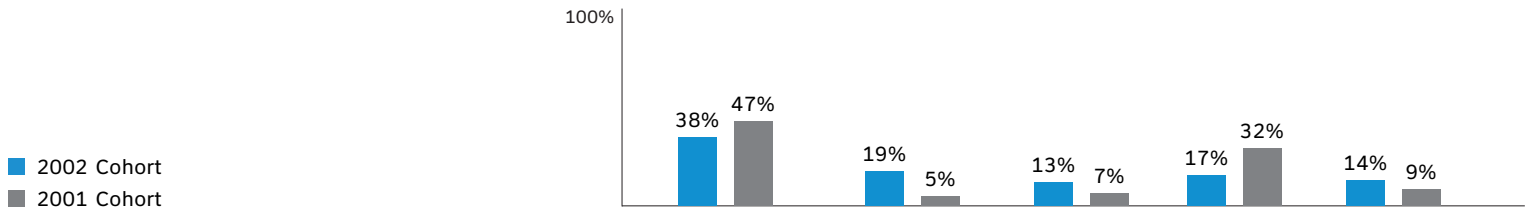
District **ALBANY CITY SCHOOL DISTRICT**

## Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

## Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>2002</b>	<b>637</b>	<b>38%</b>	<b>19%</b>	<b>13%</b>	<b>17%</b>	<b>14%</b>
	<b>2001</b>	<b>689</b>	<b>47%</b>	<b>5%</b>	<b>7%</b>	<b>32%</b>	<b>9%</b>
Female	2002	328	40%	20%	10%	19%	11%
	2001	366	52%	5%	5%	28%	9%
Male	2002	309	35%	18%	15%	15%	17%
	2001	323	42%	5%	8%	36%	10%
American Indian or Alaska Native	2002	1	–	–	–	–	–
	2001	7	57%	14%	0%	0%	29%
Black or African American	2002	406	25%	24%	14%	21%	16%
	2001	425	40%	6%	8%	36%	11%
Hispanic or Latino	2002	59	32%	12%	15%	20%	20%
	2001	54	43%	4%	9%	35%	9%
Asian or Native Hawaiian/Other Pacific Islander	2002	23	–	–	–	–	–
	2001	21	67%	5%	0%	29%	0%
White	2002	148	68%	9%	9%	7%	7%
	2001	182	65%	2%	3%	23%	7%
Small Group Totals	2002	24	71%	13%	0%	13%	4%
General-Education Students	2002	545	41%	17%	11%	18%	13%
	2001	565	54%	0%	5%	33%	7%
Students with Disabilities	2002	92	14%	29%	21%	15%	21%
	2001	124	18%	27%	12%	24%	19%
English Proficient	2002	632	38%	19%	13%	17%	14%
	2001	672	47%	5%	7%	31%	10%
Limited English Proficient	2002	5	0%	0%	20%	80%	0%
	2001	17	47%	0%	0%	47%	6%
Economically Disadvantaged	2002	224	26%	24%	17%	22%	10%
	2001	224	26%	24%	17%	22%	10%
Not Disadvantaged	2002	413	44%	16%	10%	15%	16%
	2001	413	44%	16%	10%	15%	16%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	637	38%	19%	13%	17%	14%
	2001	637	38%	19%	13%	17%	14%

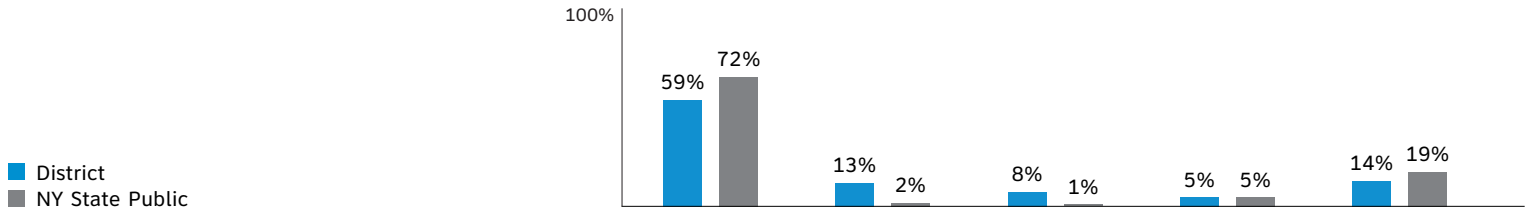
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District **ALBANY CITY SCHOOL DISTRICT**

## Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>578</b>	<b>59%</b>	<b>13%</b>	<b>8%</b>	<b>5%</b>	<b>14%</b>
Female	312	63%	13%	5%	4%	13%
Male	266	54%	14%	11%	6%	15%
American Indian or Alaska Native	7	57%	14%	0%	0%	29%
Black or African American	356	50%	18%	10%	6%	16%
Hispanic or Latino	40	60%	8%	13%	3%	18%
Asian or Native Hawaiian/Other Pacific Islander	20	75%	5%	5%	15%	0%
White	155	78%	5%	5%	2%	10%
<b>Small Group Totals</b>						
General-Education Students	482	66%	8%	7%	6%	13%
Students with Disabilities	96	22%	43%	15%	1%	20%
English Proficient	567	59%	14%	8%	5%	14%
Limited English Proficient	11	73%	0%	0%	18%	9%
Economically Disadvantaged	241	57%	15%	11%	5%	12%
Not Disadvantaged	337	60%	13%	6%	5%	16%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	578	59%	13%	8%	5%	14%

### NOTES

The – symbol indicates that data for a group of students has 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.