



The New York State District Report Card

Accountability and Overview Report 2010 – 11

District **ALBANY CITY SCHOOL DISTRICT**
District ID **01-01-00-01-0000**
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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.

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 the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2011–12 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.

For more information:

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

District **ALBANY CITY SCHOOL DISTRICT**District ID **01-01-00-01-0000**

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

	2008-09	2009-10	2010-11
Pre-K	586	717	591
Kindergarten	560	668	715
Grade 1	585	612	684
Grade 2	558	589	659
Grade 3	618	615	664
Grade 4	604	634	703
Grade 5	602	574	612
Grade 6	511	568	545
Ungraded Elementary	87	49	20
Grade 7	542	532	577
Grade 8	564	540	544
Grade 9	899	791	630
Grade 10	735	728	621
Grade 11	521	576	579
Grade 12	513	503	652
Ungraded Secondary	0	0	23
Total K-12	7899	7979	8228

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	18	19	21
Grade 8			
English	17	19	17
Mathematics	18	17	16
Science	19	21	20
Social Studies	19	20	19
Grade 10			
English	19	25	24
Mathematics	15	18	18
Science	14	20	20
Social Studies	25	24	22

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.

District **ALBANY CITY SCHOOL DISTRICT**District ID **01-01-00-01-0000**

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	4660	59%	4015	50%	4275	52%
Reduced-Price Lunch	757	10%	676	8%	628	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	405	5%	502	6%	534	6%
Racial/Ethnic Origin						
American Indian or Alaska Native	27	0%	44	1%	37	0%
Black or African American	4894	62%	4834	61%	4874	59%
Hispanic or Latino	908	11%	946	12%	1009	12%
Asian or Native Hawaiian/Other Pacific Islander	382	5%	463	6%	539	7%
White	1592	20%	1687	21%	1697	21%
Multiracial	96	1%	5	0%	72	1%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		91%		92%		91%
Student Suspensions	1920	23%	1256	16%	1138	14%

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.

District **ALBANY CITY SCHOOL DISTRICT**District ID **01-01-00-01-0000**

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	767	737	692
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	2%	1%	0%
Percent with Fewer Than Three Years of Experience	5%	3%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	13%	13%	13%
Total Number of Core Classes	1913	1600	1483
Percent Not Taught by Highly Qualified Teachers in This District	3%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	2522	2320	2131
Percent Taught by Teachers Without Appropriate Certification	3%	1%	1%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	25%	22%
Turnover Rate of All Teachers	13%	13%	16%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	134	106	140
Total Paraprofessionals*	251	216	201
Assistant Principals	15	11	9
Principals	18	17	17

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

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 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irs/accountability/>.



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 2010–11 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 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 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 AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A 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 to Level 4. (See performance level definitions on the Overview summary page.) 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.p12.nysed.gov/irs.

Progress Targets

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

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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: <http://www.p12.nysed.gov/irs/accountability/>.

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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2011–12)

Improvement (Year 1)

ELA Improvement (Year 1) Science Good Standing

Math Improvement (Year 1) Graduation Rate Improvement (Year 1)

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
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			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American			—			—
Hispanic or Latino			—			—
Asian or Native Hawaiian/Other Pacific Islander			—	—	—	—
White			—			—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities			—			—
Limited English Proficient			—			—
Economically Disadvantaged			—			—
Student groups making AYP in each subject	2 of 8	2 of 8	1 of 1	1 of 7	1 of 7	0 of 1

AYP Status


- Made AYP
- 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) |
| Pending – Requires Special Evaluation | |


























Elementary/Middle-Level English Language Arts

Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 2 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (3778:3472)			99%		115	120	120	124
Ethnicity								
American Indian or Alaska Native (18:16)	–	–	–	–	–	–	–	–
Black or African American (2275:2119)			99%		103	120	113	113
Hispanic or Latino (462:418)			100%		111	117	117	120
Asian or Native Hawaiian/Other Pacific Islander (273:223)			99%		130	115		
White (724:681)			99%		148	118		
Multiracial (26:15)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (780:757)			98%		64	118	76	78
Limited English Proficient (254:237)			98%		82	115	94	94
Economically Disadvantaged (2806:2578)			99%		103	120	114	113
Final AYP Determination	 2 of 8							
Non-Accountability Groups								
Female (1757:1614)			99%		126	119		
Male (2021:1858)			99%		105	119		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.


























Elementary/Middle-Level Mathematics

Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 2 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (3781:3489)			99%		124	135	132	132
Ethnicity								
American Indian or Alaska Native (18:16)	–	–	–	–	–	–	–	–
Black or African American (2278:2113)			98%		111	135	120	120
Hispanic or Latino (462:423)			100%		120	132	128	128
Asian or Native Hawaiian/Other Pacific Islander (273:243)			99%		156	130		
White (724:679)			99%		155	133		
Multiracial (26:15)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (779:752)			98%		86	133	92	97
Limited English Proficient (254:262)			99%		116	130	121	124
Economically Disadvantaged (2810:2596)			99%		115	135	124	124
Final AYP Determination	 2 of 8							
Non-Accountability Groups								
Female (1760:1624)			99%		128	134		
Male (2021:1865)			99%		120	134		
Migrant (0:0)								

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.



















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11 2011–12	
Accountability Groups									
All Students (1274:1155)		Qualified		97%		165	100		
Ethnicity									
American Indian or Alaska Native (4:3)	–	–	–	–	–	–	–		–
Black or African American (761:689)		Qualified		96%		157	100		
Hispanic or Latino (151:140)		Qualified		98%		161	100		
Asian or Native Hawaiian/Other Pacific Islander (97:87)		Qualified		100%		176	100		
White (254:232)		Qualified		97%		183	100		
Multiracial (7:4)	–	–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (264:247)		Qualified		94%		140	100		
Limited English Proficient (98:96)		Qualified		99%		158	100		
Economically Disadvantaged (929:842)		Qualified		97%		158	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (577:525)				97%		162	100		
Male (697:630)				97%		167	100		
Migrant (0:0)									


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts






















Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 1 of 7 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (565:589)			97%		153	178	153‡	158
Ethnicity								
American Indian or Alaska Native (2:3)	–	–	–	–	–	–	–	–
Black or African American (357:369)			97%		148	177	147‡	153
Hispanic or Latino (48:52)			100%		148	170	142‡	153
Asian or Native Hawaiian/Other Pacific Islander (30:29)	–	–	–	–	–	–	–	–
White (125:134)			98%		166	174	173‡	169
Multiracial (3:2)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (85:127)			98%		78	174	79‡	90
Limited English Proficient (26:33)		–	–		106	166	20	115
Economically Disadvantaged (255:282)			98%		149	177	144‡	154
Final AYP Determination	 1 of 7							
Non-Accountability Groups								
Female (303:306)			98%		162	177		
Male (262:283)			97%		143	177		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.






















Secondary-Level Mathematics

Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 1 of 7 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (565:589)			98%		151	175	151‡	156
Ethnicity								
American Indian or Alaska Native (2:3)	–	–	–	–	–	–	–	–
Black or African American (357:369)			98%		143	174	143‡	149
Hispanic or Latino (48:52)			100%		146	167	139‡	151
Asian or Native Hawaiian/Other Pacific Islander (30:29)	–	–	–	–	–	–	–	–
White (125:134)			99%		166	171	171‡	169
Multiracial (3:2)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (85:127)			98%		80	171	88‡	92
Limited English Proficient (26:33)		–	–		155	163	20	160
Economically Disadvantaged (255:282)			99%		151	174	143‡	156
Final AYP Determination	 1 of 7							
Non-Accountability Groups								
Female (303:306)			99%		157	174		
Male (262:283)			98%		144	174		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Graduation Rate










Accountability Status for This Indicator (2011–12)  Improvement (Year 1)

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP



Prospective Status

To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [211]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (697)			51%	80%	58%
Ethnicity					
American Indian or Alaska Native (1)		—	—	—	
Black or African American (456)			45%	80%	53%
Hispanic or Latino (71)			39%	80%	51%
Asian or Native Hawaiian/Other Pacific Islander (32)			66%	80%	16%
White (137)			70%	80%	75%
Multiracial (0)					
Other Groups					
Students with Disabilities (153)			25%	80%	37%
Limited English Proficient (28)		—	—	—	
Economically Disadvantaged (312)			49%	80%	54%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (347)			58%	80%	
Male (350)			43%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **55%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

6 schools identified 40% of total

ARBOR HILL ELEMENTARY SCHOOL
EAGLE POINT ELEMENTARY SCHOOL
MONTESSORI MAGNET SCHOOL
NEW SCOTLAND ELEMENTARY SCHOOL
PINE HILLS ELEMENTARY SCHOOL
SHERIDAN PREPARATORY ACADEMY

Improvement (year 1) Basic

3 schools identified 20% of total

ALBANY SCHOOL OF HUMANITIES
DELAWARE COMMUNITY SCHOOL
THOMAS S O'BRIEN ACADEMY OF SCIENCE & TECHNOLOGY

Improvement (year 1) Comprehensive

2 schools identified 13% of total

PHILIP J SCHUYLER ACHIEVEMENT ACADEMY
STEPHEN AND HARRIET MYERS MIDDLE SCHOOL

Corrective Action (year 1) Comprehensive

2 schools identified 13% of total

GIFFEN MEMORIAL ELEMENTARY SCHOOL
NORTH ALBANY ACADEMY

Restructuring (advanced) Comprehensive

2 schools identified 13% of total

ALBANY HIGH SCHOOL
WILLIAM S HACKETT MIDDLE SCHOOL

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

Summary of 2010–11 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	44%			648
Grade 4	36%			663
Grade 5	35%			600
Grade 6	39%			548
Grade 7	26%			571
Grade 8	25%			537

Mathematics			
Grade 3	41%		661
Grade 4	44%		677
Grade 5	40%		609
Grade 6	44%		556
Grade 7	37%		576
Grade 8	28%		539

Science			
Grade 4	83%		671
Grade 8	49%		523

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	58%			766
Mathematics	56%			766

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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.p12.nysed.gov/irs.

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

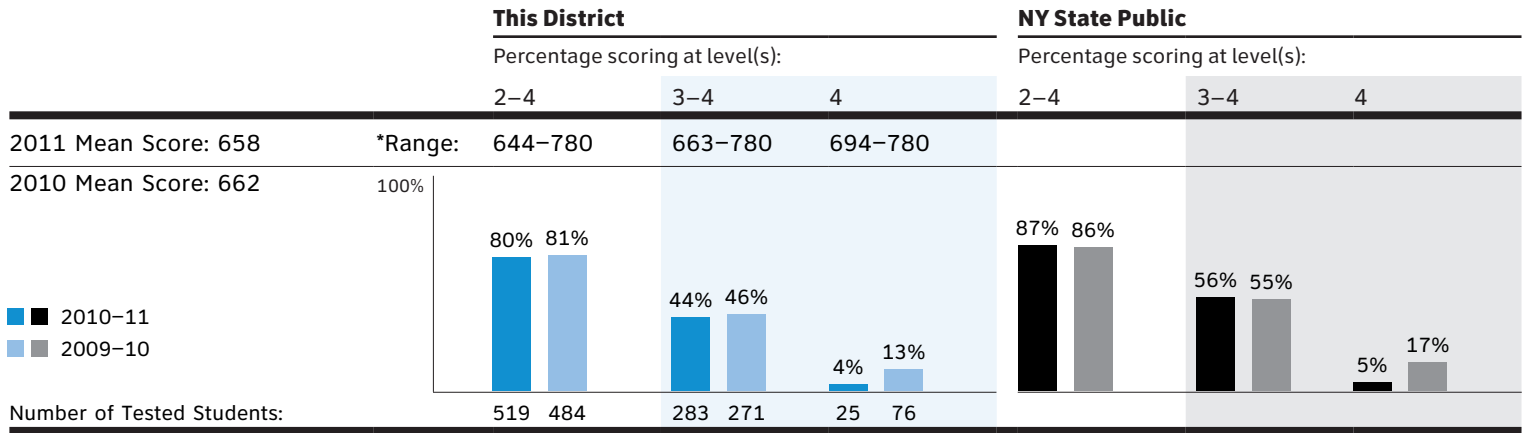
This is an urban or suburban school district with high student needs in relation to district resource capacity.

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	648	80%	44%	4%	594	81%	46%	13%
Female	316	86%	51%	5%	276	86%	50%	16%
Male	332	75%	36%	2%	318	78%	42%	10%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	383	76%	33%	2%	337	74%	35%	6%
Hispanic or Latino	81	80%	40%	1%	76	91%	54%	16%
Asian or Native Hawaiian/Other Pacific Islander	45	78%	60%	4%	37	-	-	-
White	128	92%	71%	12%	141	96%	67%	27%
Multiracial	7	-	-	-				
Small Group Totals	11	91%	73%	0%	40	78%	48%	13%
General-Education Students	558	85%	49%	4%	489	90%	53%	16%
Students with Disabilities	90	52%	10%	0%	105	44%	12%	0%
English Proficient	609	81%	45%	4%	559	82%	46%	12%
Limited English Proficient	39	62%	26%	0%	35	71%	37%	20%
Economically Disadvantaged	472	78%	35%	1%	407	79%	38%	9%
Not Disadvantaged	176	86%	66%	11%	187	87%	63%	22%
Migrant								
Not Migrant	648	80%	44%	4%	594	81%	46%	13%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	20	18	17	16	11	11	11	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	13	N/A	N/A	N/A	15	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	13	N/A	N/A	N/A	15	N/A	N/A	N/A

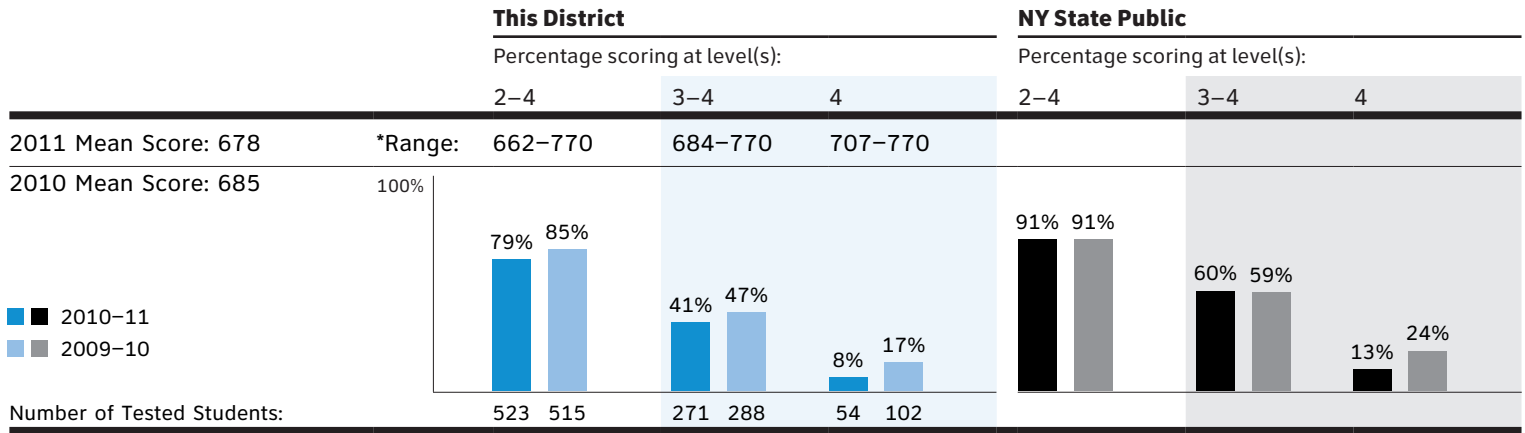
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	661	79%	41%	8%	608	85%	47%	17%
Female	324	81%	43%	9%	283	87%	50%	16%
Male	337	77%	39%	7%	325	82%	45%	17%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	382	72%	29%	3%	336	79%	35%	10%
Hispanic or Latino	81	80%	37%	6%	79	90%	54%	16%
Asian or Native Hawaiian/Other Pacific Islander	56	93%	70%	11%	46	-	-	-
White	131	92%	66%	24%	144	94%	72%	29%
Multiracial	7	-	-	-				
Small Group Totals	11	91%	55%	9%	49	88%	53%	24%
General-Education Students	571	83%	45%	9%	504	90%	53%	19%
Students with Disabilities	90	54%	18%	4%	104	61%	19%	6%
English Proficient	608	79%	40%	9%	557	85%	48%	17%
Limited English Proficient	53	85%	53%	4%	51	76%	41%	10%
Economically Disadvantaged	484	77%	33%	4%	422	82%	39%	11%
Not Disadvantaged	177	85%	62%	20%	186	90%	66%	29%
Migrant								
Not Migrant	661	79%	41%	8%	608	85%	47%	17%

NOTES

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Other Assessments

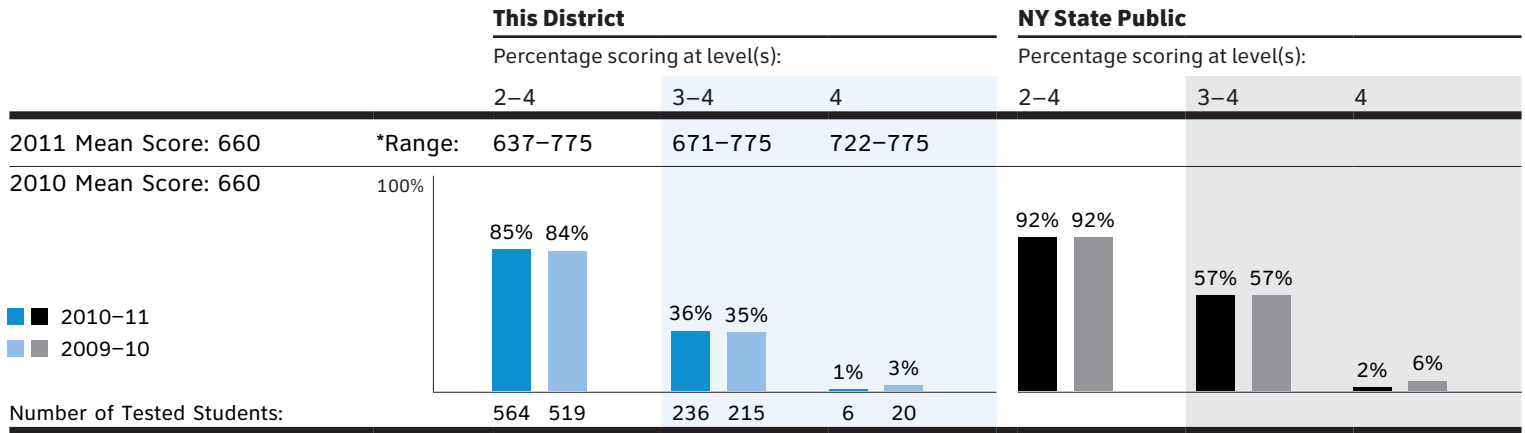
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	21	21	20	15	11	10	7	6

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	663	85%	36%	1%	618	84%	35%	3%
Female	301	88%	42%	2%	304	89%	38%	4%
Male	362	83%	31%	0%	314	79%	32%	2%
American Indian or Alaska Native	3	-	-	-	6	83%	33%	0%
Black or African American	379	82%	27%	0%	360	83%	25%	1%
Hispanic or Latino	85	94%	32%	0%	81	79%	41%	1%
Asian or Native Hawaiian/Other Pacific Islander	50	76%	42%	2%	33	94%	73%	12%
White	140	91%	59%	2%	138	87%	48%	9%
Multiracial	6	-	-	-				
Small Group Totals	9	67%	22%	11%				
General-Education Students	554	90%	40%	1%	507	91%	41%	4%
Students with Disabilities	109	60%	13%	0%	111	53%	5%	0%
English Proficient	615	87%	38%	1%	588	85%	36%	3%
Limited English Proficient	48	67%	8%	0%	30	63%	20%	0%
Economically Disadvantaged	476	82%	26%	1%	437	82%	26%	1%
Not Disadvantaged	187	92%	60%	2%	181	88%	56%	8%
Migrant								
Not Migrant	663	85%	36%	1%	618	84%	35%	3%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	15	13	13	12	18	18	15	14
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	14	N/A	N/A	N/A	14	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	14	N/A	N/A	N/A	15	N/A	N/A	N/A

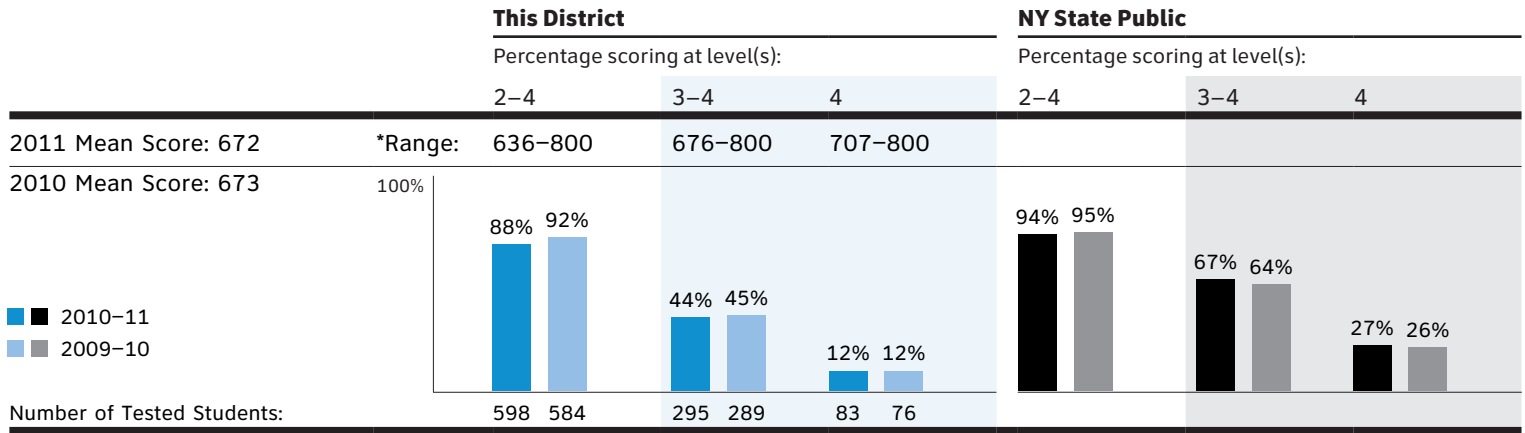
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	677	88%	44%	12%	636	92%	45%	12%
Female	306	90%	45%	12%	311	94%	50%	13%
Male	371	87%	42%	12%	325	90%	42%	11%
American Indian or Alaska Native	3	-	-	-	6	83%	33%	17%
Black or African American	380	83%	32%	4%	362	91%	38%	7%
Hispanic or Latino	86	92%	48%	10%	83	88%	39%	8%
Asian or Native Hawaiian/Other Pacific Islander	62	97%	55%	13%	45	100%	69%	16%
White	140	96%	68%	34%	140	94%	61%	26%
Multiracial	6	-	-	-				
Small Group Totals	9	89%	33%	11%				
General-Education Students	568	93%	47%	14%	525	95%	51%	14%
Students with Disabilities	109	66%	28%	5%	111	75%	19%	3%
English Proficient	614	88%	44%	13%	591	92%	46%	13%
Limited English Proficient	63	92%	37%	5%	45	91%	38%	0%
Economically Disadvantaged	491	87%	36%	7%	455	91%	40%	7%
Not Disadvantaged	186	92%	64%	26%	181	93%	59%	25%
Migrant								
Not Migrant	677	88%	44%	12%	636	92%	45%	12%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

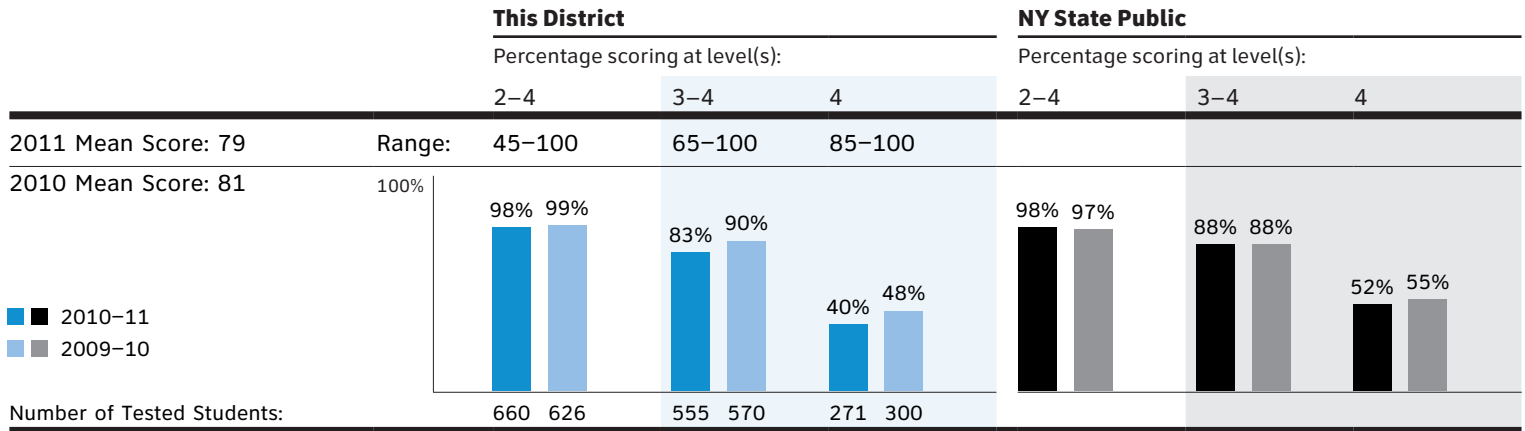
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	15	15	13	11	18	17	15	12

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	671	98%	83%	40%	631	99%	90%	48%
Female	303	98%	82%	41%	310	99%	93%	51%
Male	368	99%	83%	40%	321	99%	88%	44%
American Indian or Alaska Native	3	-	-	-	6	100%	67%	67%
Black or African American	375	97%	78%	31%	359	99%	89%	40%
Hispanic or Latino	85	99%	87%	44%	82	99%	89%	49%
Asian or Native Hawaiian/Other Pacific Islander	62	100%	82%	44%	44	98%	95%	59%
White	141	100%	91%	63%	140	99%	95%	61%
Multiracial	5	-	-	-				
Small Group Totals	8	100%	88%	25%				
General-Education Students	563	99%	85%	43%	523	99%	94%	53%
Students with Disabilities	108	94%	70%	25%	108	98%	72%	23%
English Proficient	608	98%	83%	42%	588	99%	91%	49%
Limited English Proficient	63	100%	78%	22%	43	95%	81%	21%
Economically Disadvantaged	483	99%	79%	32%	451	99%	90%	41%
Not Disadvantaged	188	98%	91%	63%	180	99%	92%	65%
Migrant								
Not Migrant	671	98%	83%	40%	631	99%	90%	48%

NOTES

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Other Assessments

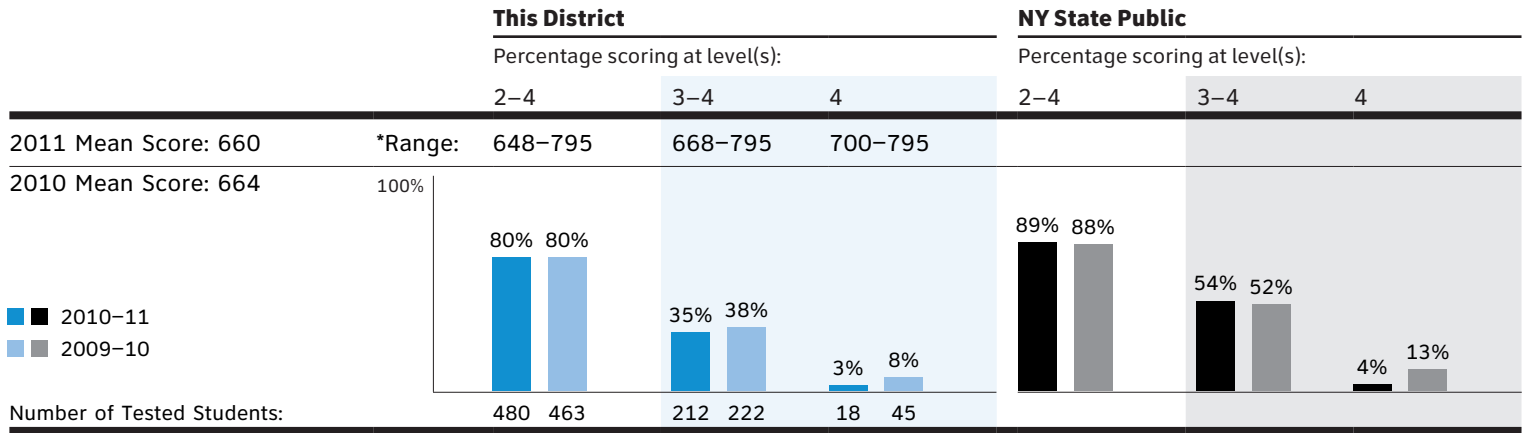
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	15	15	14	14	18	16	15	13

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	600	80%	35%	3%	581	80%	38%	8%
Female	297	84%	39%	5%	271	85%	42%	8%
Male	303	77%	32%	1%	310	75%	35%	7%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	349	76%	28%	1%	363	78%	31%	4%
Hispanic or Latino	82	82%	34%	1%	68	68%	22%	6%
Asian or Native Hawaiian/Other Pacific Islander	36	89%	64%	6%	36	-	-	-
White	126	89%	49%	10%	112	94%	62%	18%
Multiracial	4	-	-	-				
Small Group Totals	7	71%	14%	0%	38	79%	63%	13%
General-Education Students	490	89%	42%	4%	476	89%	46%	9%
Students with Disabilities	110	41%	6%	0%	105	39%	4%	0%
English Proficient	567	81%	37%	3%	559	81%	40%	8%
Limited English Proficient	33	55%	12%	0%	22	36%	5%	0%
Economically Disadvantaged	436	77%	26%	0%	432	78%	32%	4%
Not Disadvantaged	164	88%	60%	10%	149	86%	56%	17%
Migrant								
Not Migrant	600	80%	35%	3%	581	80%	38%	8%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	17	16	16	14	20	19	18	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	9	N/A	N/A	N/A	8	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	9	N/A	N/A	N/A	8	N/A	N/A	N/A

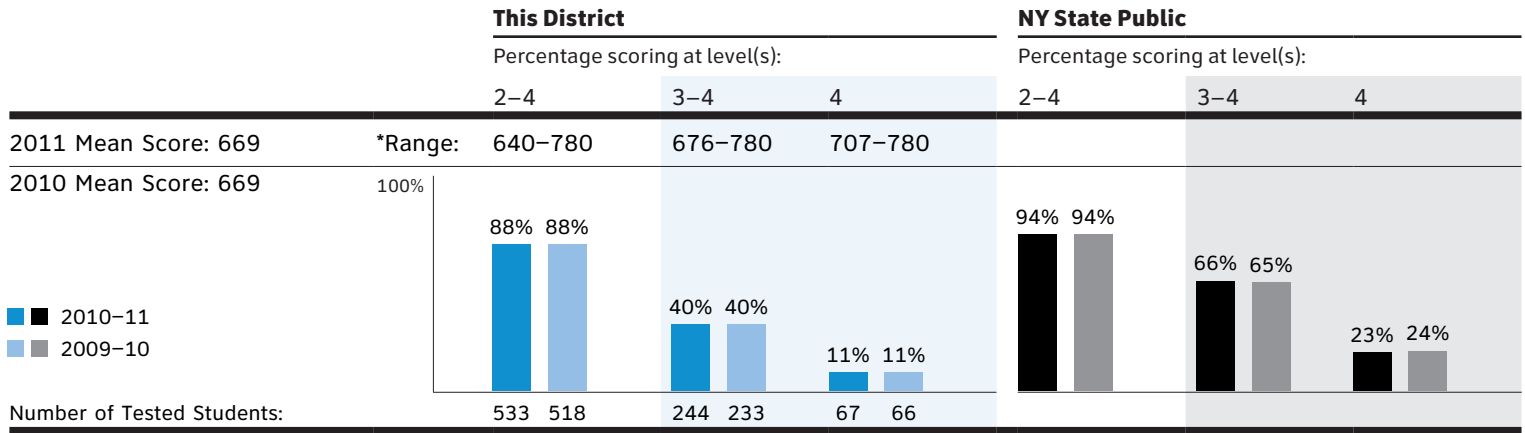
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	609	88%	40%	11%	588	88%	40%	11%
Female	299	88%	40%	13%	273	92%	43%	12%
Male	310	87%	40%	9%	315	85%	37%	10%
American Indian or Alaska Native	3	-	-	-	2	-	-	-
Black or African American	349	84%	31%	5%	364	87%	30%	5%
Hispanic or Latino	83	86%	39%	7%	73	81%	27%	7%
Asian or Native Hawaiian/Other Pacific Islander	42	98%	64%	14%	38	-	-	-
White	128	94%	59%	28%	111	95%	71%	32%
Multiracial	4	-	-	-				
Small Group Totals	7	100%	14%	14%	40	95%	60%	20%
General-Education Students	500	91%	44%	13%	482	93%	45%	13%
Students with Disabilities	109	73%	23%	3%	106	65%	13%	2%
English Proficient	567	88%	42%	12%	558	88%	41%	12%
Limited English Proficient	42	76%	17%	0%	30	83%	17%	0%
Economically Disadvantaged	446	86%	33%	5%	436	88%	33%	6%
Not Disadvantaged	163	92%	61%	28%	152	89%	59%	26%
Migrant								
Not Migrant	609	88%	40%	11%	588	88%	40%	11%

NOTES

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Other Assessments

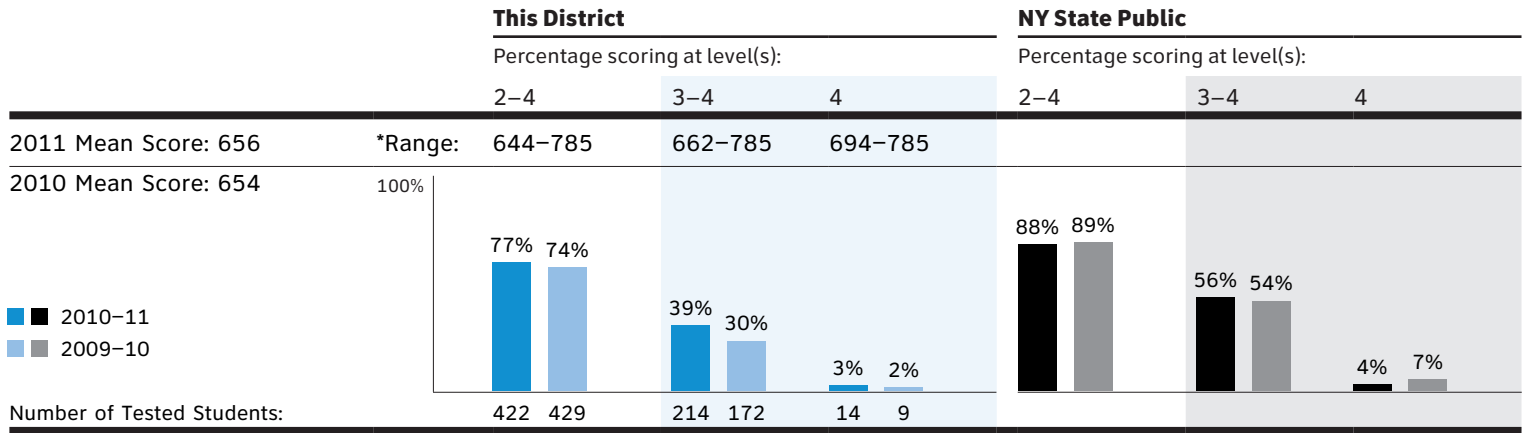
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	18	18	17	15	20	18	18	14

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	548	77%	39%	3%	576	74%	30%	2%
Female	251	82%	43%	3%	279	81%	35%	2%
Male	297	72%	35%	2%	297	69%	25%	1%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	348	75%	31%	1%	394	71%	26%	0%
Hispanic or Latino	64	64%	30%	2%	54	80%	19%	4%
Asian or Native Hawaiian/Other Pacific Islander	33	76%	58%	6%	27	-	-	-
White	96	91%	68%	6%	98	87%	47%	3%
Multiracial	4	-	-	-				
Small Group Totals	7	100%	57%	0%	30	77%	50%	10%
General-Education Students	448	85%	46%	3%	440	85%	37%	2%
Students with Disabilities	100	42%	10%	0%	136	41%	8%	0%
English Proficient	524	79%	41%	3%	557	76%	31%	2%
Limited English Proficient	24	25%	4%	0%	19	42%	11%	0%
Economically Disadvantaged	420	75%	33%	1%	442	71%	26%	1%
Not Disadvantaged	128	84%	59%	9%	134	84%	44%	3%
Migrant								
Not Migrant	548	77%	39%	3%	576	74%	30%	2%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	20	13	11	9	13	12	9	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	9	N/A	N/A	N/A	6	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	9	N/A	N/A	N/A	5	N/A	N/A	N/A

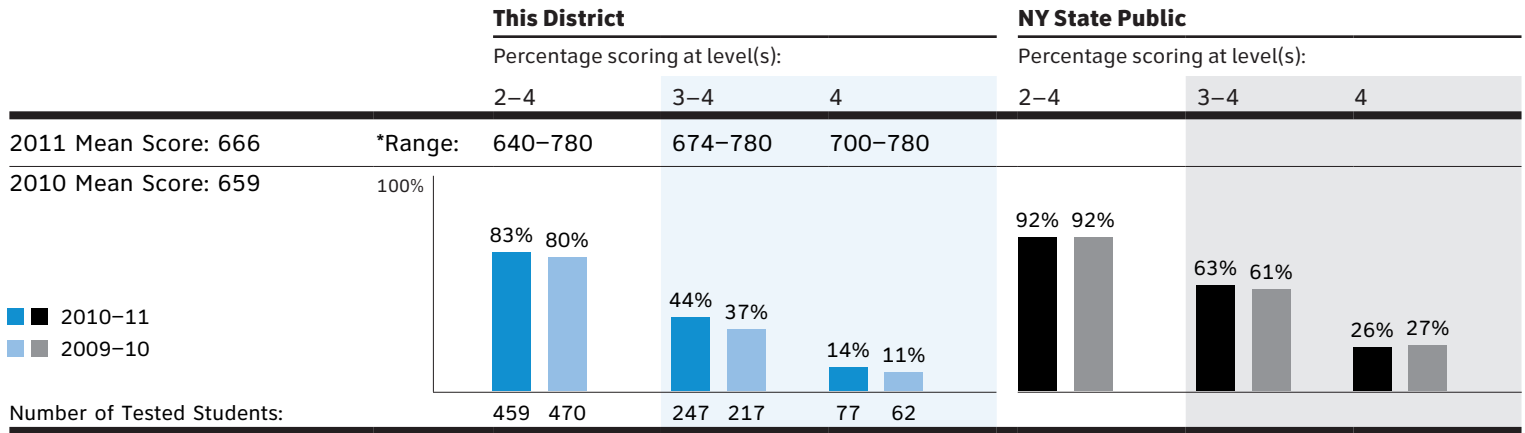
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	556	83%	44%	14%	588	80%	37%	11%
Female	254	88%	48%	11%	283	85%	46%	13%
Male	302	78%	41%	16%	305	75%	29%	9%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	347	81%	38%	6%	400	76%	30%	7%
Hispanic or Latino	66	74%	32%	9%	54	83%	39%	6%
Asian or Native Hawaiian/Other Pacific Islander	39	90%	62%	36%	33	-	-	-
White	97	91%	68%	36%	98	89%	56%	23%
Multiracial	4	-	-	-				
Small Group Totals	7	86%	43%	29%	36	92%	61%	28%
General-Education Students	456	89%	51%	16%	451	88%	44%	13%
Students with Disabilities	100	55%	14%	3%	137	52%	13%	3%
English Proficient	523	84%	46%	14%	563	80%	37%	11%
Limited English Proficient	33	61%	18%	6%	25	72%	36%	8%
Economically Disadvantaged	427	82%	38%	8%	454	78%	30%	7%
Not Disadvantaged	129	84%	65%	33%	134	88%	59%	22%
Migrant								
Not Migrant	556	83%	44%	14%	588	80%	37%	11%

NOTES

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Other Assessments

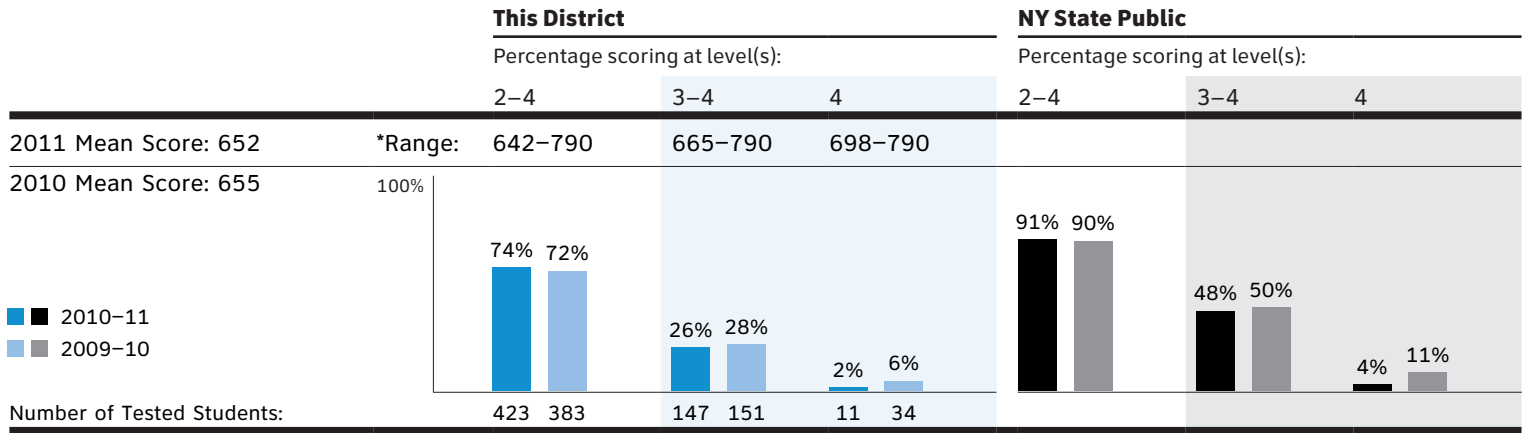
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	20	20	18	14	13	12	10	10

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	571	74%	26%	2%	534	72%	28%	6%
Female	269	83%	33%	3%	237	80%	34%	9%
Male	302	67%	20%	1%	297	65%	24%	4%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	380	69%	19%	0%	335	70%	20%	4%
Hispanic or Latino	62	79%	24%	0%	66	59%	17%	3%
Asian or Native Hawaiian/Other Pacific Islander	29	76%	45%	10%	29	-	-	-
White	95	89%	46%	6%	103	84%	57%	17%
Multiracial	2	-	-	-				
Small Group Totals	5	60%	60%	20%	30	70%	47%	7%
General-Education Students	437	85%	31%	2%	422	83%	35%	8%
Students with Disabilities	134	38%	7%	1%	112	30%	4%	0%
English Proficient	555	75%	26%	2%	495	76%	30%	7%
Limited English Proficient	16	38%	0%	0%	39	23%	3%	3%
Economically Disadvantaged	449	71%	19%	0%	411	68%	19%	2%
Not Disadvantaged	122	86%	49%	7%	123	85%	59%	20%
Migrant								
Not Migrant	571	74%	26%	2%	534	72%	28%	6%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	16	16	13	13	20	20	16	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	8	N/A	N/A	N/A	7	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	8	N/A	N/A	N/A	7	N/A	N/A	N/A

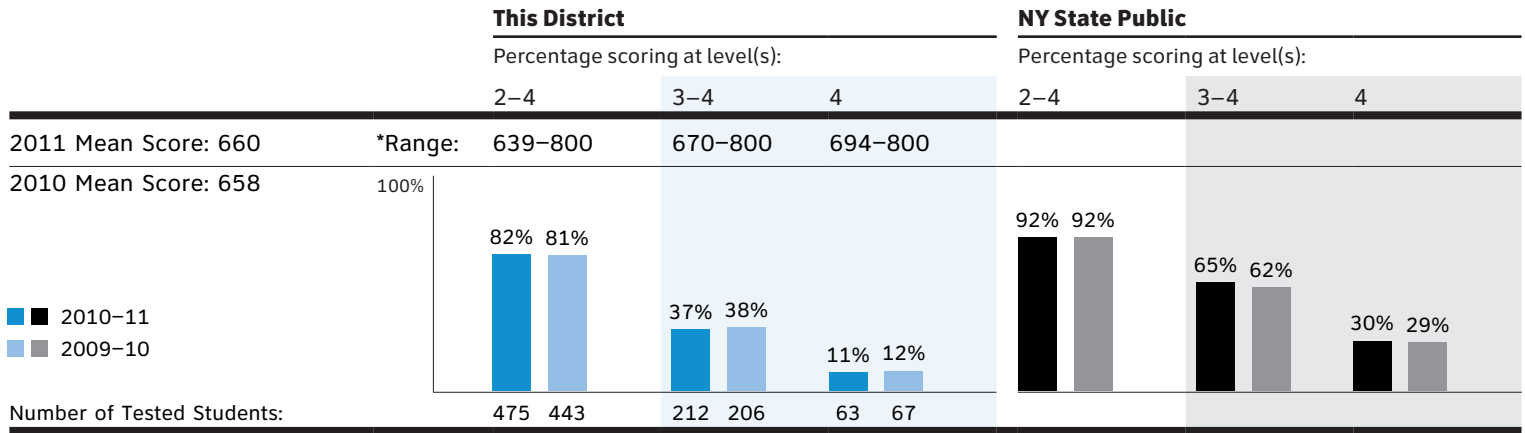
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	576	82%	37%	11%	547	81%	38%	12%
Female	273	86%	43%	12%	248	83%	41%	13%
Male	303	79%	31%	10%	299	80%	35%	12%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	379	79%	27%	6%	338	78%	30%	7%
Hispanic or Latino	65	82%	40%	5%	72	71%	28%	7%
Asian or Native Hawaiian/Other Pacific Islander	34	82%	59%	29%	33	-	-	-
White	93	95%	63%	28%	103	93%	62%	31%
Multiracial	2	-	-	-				
Small Group Totals	5	100%	60%	40%	34	91%	56%	21%
General-Education Students	445	90%	43%	13%	435	89%	45%	15%
Students with Disabilities	131	58%	15%	2%	112	50%	10%	0%
English Proficient	552	84%	38%	11%	501	83%	40%	13%
Limited English Proficient	24	58%	17%	0%	46	59%	15%	2%
Economically Disadvantaged	454	81%	31%	7%	423	80%	30%	7%
Not Disadvantaged	122	88%	58%	26%	124	84%	62%	31%
Migrant								
Not Migrant	576	82%	37%	11%	547	81%	38%	12%

NOTES

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Other Assessments

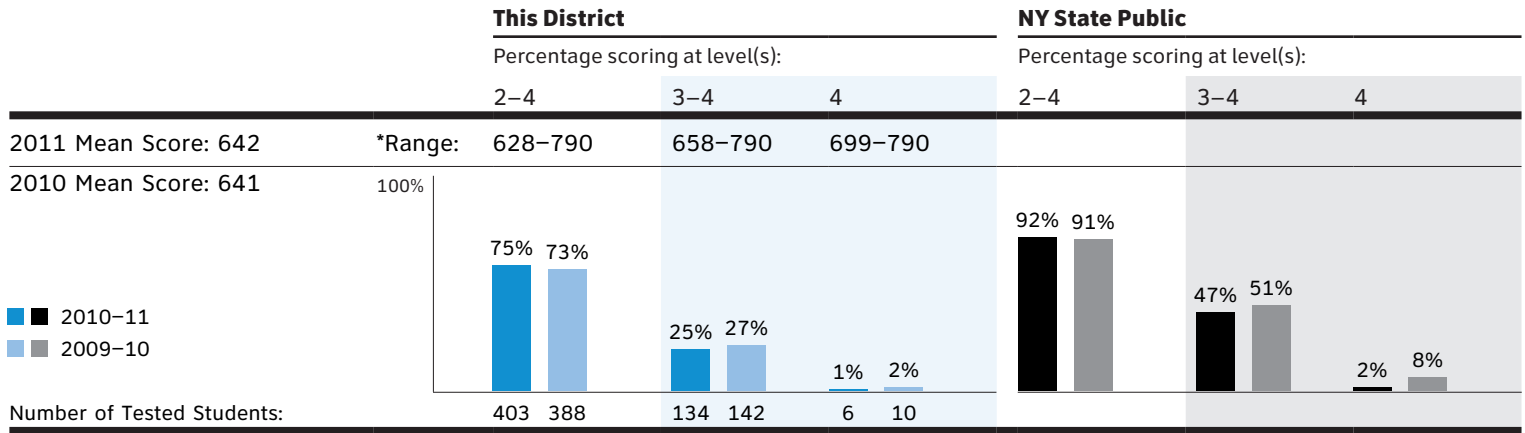
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	16	13	12	9	20	13	13	10

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	537	75%	25%	1%	531	73%	27%	2%
Female	249	82%	29%	1%	258	76%	34%	3%
Male	288	69%	22%	1%	273	70%	20%	0%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	339	72%	16%	0%	343	73%	21%	1%
Hispanic or Latino	63	67%	16%	0%	66	59%	23%	0%
Asian or Native Hawaiian/Other Pacific Islander	27	-	-	-	22	-	-	-
White	104	90%	52%	6%	98	86%	48%	7%
Multiracial	3	-	-	-				
Small Group Totals	31	71%	48%	0%	24	67%	33%	0%
General-Education Students	428	85%	31%	1%	413	83%	34%	2%
Students with Disabilities	109	35%	1%	0%	118	38%	3%	0%
English Proficient	508	78%	26%	1%	508	75%	28%	2%
Limited English Proficient	29	28%	7%	0%	23	22%	4%	0%
Economically Disadvantaged	408	71%	15%	0%	392	69%	20%	1%
Not Disadvantaged	129	89%	57%	5%	139	83%	45%	6%
Migrant								
Not Migrant	537	75%	25%	1%	531	73%	27%	2%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	24	21	19	17	18	18	17	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	5	N/A	N/A	N/A	6	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	5	N/A	N/A	N/A	8	N/A	N/A	N/A

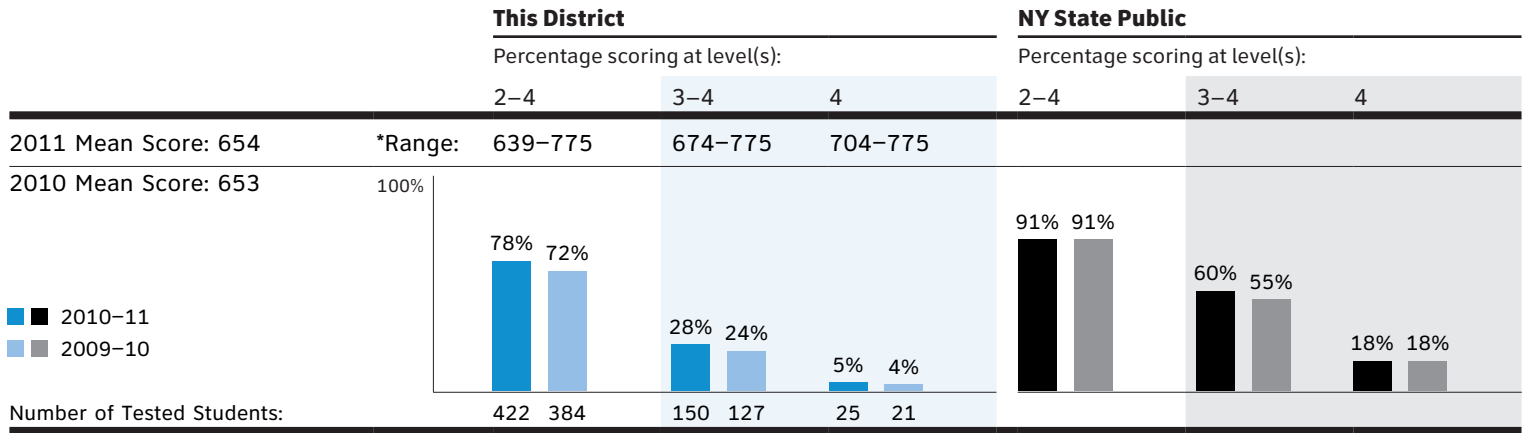
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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
All Students	539	78%	28%	5%	537	72%	24%	4%
Female	252	79%	29%	5%	260	75%	26%	5%
Male	287	78%	27%	4%	277	69%	21%	3%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	335	75%	19%	3%	342	68%	16%	1%
Hispanic or Latino	64	72%	20%	5%	67	64%	15%	1%
Asian or Native Hawaiian/Other Pacific Islander	31	-	-	-	28	-	-	-
White	105	87%	51%	10%	98	87%	48%	11%
Multiracial	3	-	-	-				
Small Group Totals	35	94%	51%	3%	30	83%	50%	13%
General-Education Students	432	86%	33%	6%	421	80%	29%	5%
Students with Disabilities	107	48%	6%	0%	116	42%	3%	0%
English Proficient	505	79%	28%	5%	508	72%	24%	4%
Limited English Proficient	34	74%	24%	0%	29	55%	17%	3%
Economically Disadvantaged	410	76%	19%	2%	397	69%	16%	2%
Not Disadvantaged	129	85%	57%	14%	140	79%	44%	11%
Migrant								
Not Migrant	539	78%	28%	5%	537	72%	24%	4%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	24	20	19	9	18	15	15	11

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

This District's Results in Grade 8 Science

This District

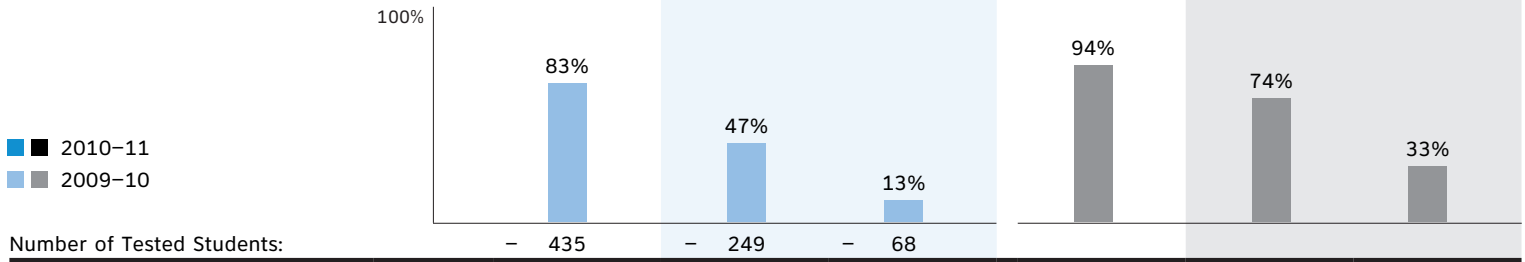
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 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
All Students	523	89%	49%	13%	525	83%	47%	13%
Female	246	91%	47%	13%	256	82%	45%	13%
Male	277	88%	51%	13%	269	84%	50%	13%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	326	88%	42%	6%	333	81%	40%	6%
Hispanic or Latino	62	82%	35%	6%	64	75%	36%	11%
Asian or Native Hawaiian/Other Pacific Islander	32	-	-	-	28	-	-	-
White	100	95%	76%	40%	98	92%	73%	31%
Multiracial	2	-	-	-	-	-	-	-
Small Group Totals	35	100%	60%	17%	30	87%	70%	33%
General-Education Students	421	93%	56%	16%	419	87%	54%	16%
Students with Disabilities	102	74%	21%	1%	106	65%	20%	1%
English Proficient	489	90%	51%	14%	496	84%	48%	14%
Limited English Proficient	34	79%	26%	0%	29	69%	34%	3%
Economically Disadvantaged	397	88%	41%	5%	388	80%	40%	7%
Not Disadvantaged	126	92%	76%	40%	137	92%	69%	29%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	523	89%	49%	13%	525	83%	47%	13%

NOTES

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

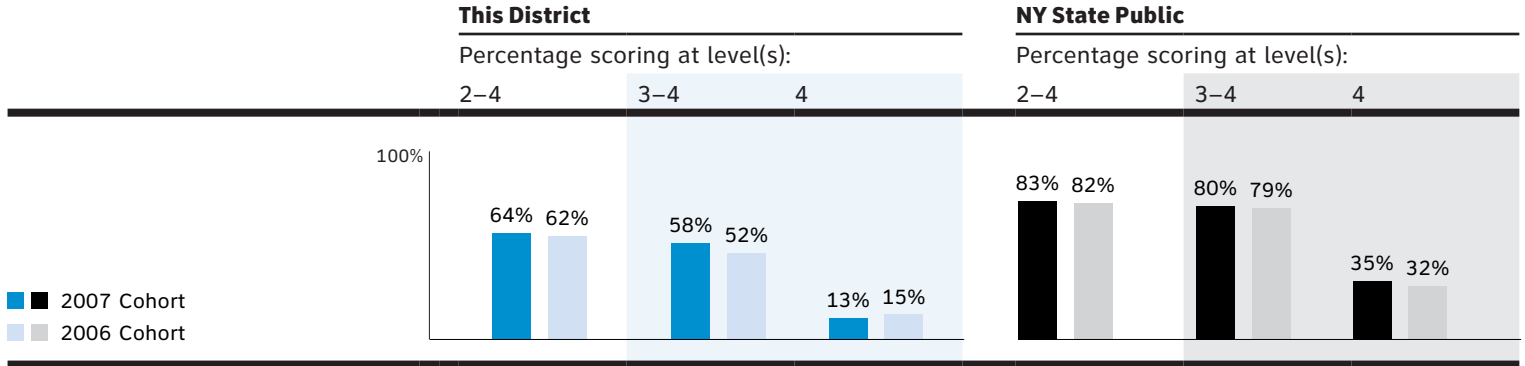
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	24	19	17	13	18	17	16	16
Regents Science	1	-	-	-	0	-	-	-

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	766	64%	58%	13%	703	62%	52%	15%
Female	386	70%	65%	15%	348	72%	60%	21%
Male	380	58%	50%	11%	355	52%	45%	10%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	481	63%	56%	5%	460	59%	47%	7%
Hispanic or Latino	79	51%	46%	5%	71	52%	46%	15%
Asian or Native Hawaiian/Other Pacific Islander	37	65%	57%	24%	32	-	-	-
White	162	75%	68%	38%	139	73%	71%	40%
Multiracial	3	-	-	-				
Small Group Totals	7	71%	71%	0%	33	70%	67%	21%
General-Education Students	583	75%	70%	17%	555	73%	63%	19%
Students with Disabilities	183	29%	17%	1%	148	20%	11%	1%
English Proficient	726	65%	59%	14%	675	62%	53%	16%
Limited English Proficient	40	50%	28%	0%	28	54%	39%	0%
Economically Disadvantaged	361	65%	57%	5%	312	62%	50%	9%
Not Disadvantaged	405	63%	58%	20%	391	61%	54%	20%
Migrant								
Not Migrant	766	64%	58%	13%	703	62%	52%	15%

NOTES

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

* 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.

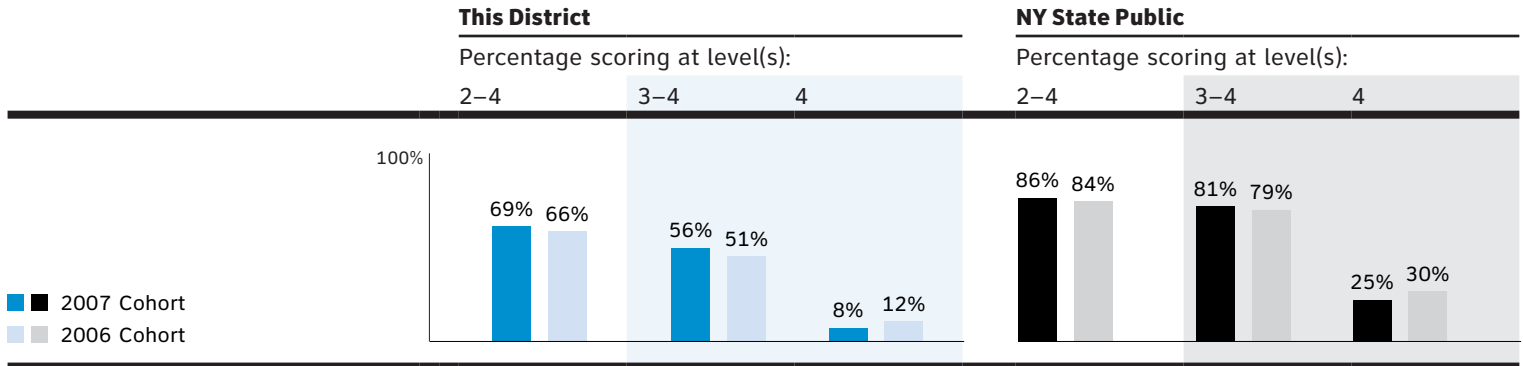
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **ALBANY CITY SCHOOL DISTRICT**

District ID **01-01-00-01-0000**

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	766	69%	56%	8%	703	66%	51%	12%
Female	386	75%	60%	9%	348	73%	57%	14%
Male	380	64%	51%	7%	355	60%	46%	10%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	481	69%	52%	1%	460	63%	44%	3%
Hispanic or Latino	79	57%	48%	5%	71	61%	42%	13%
Asian or Native Hawaiian/Other Pacific Islander	37	76%	70%	16%	32	-	-	-
White	162	74%	65%	27%	139	76%	71%	34%
Multiracial	3	-	-	-				
Small Group Totals	7	86%	57%	0%	33	88%	79%	36%
General-Education Students	583	81%	69%	10%	555	77%	62%	15%
Students with Disabilities	183	31%	14%	1%	148	27%	10%	1%
English Proficient	726	69%	56%	8%	675	66%	51%	12%
Limited English Proficient	40	68%	58%	0%	28	68%	61%	21%
Economically Disadvantaged	361	72%	57%	2%	312	66%	49%	6%
Not Disadvantaged	405	67%	54%	13%	391	66%	52%	17%
Migrant								
Not Migrant	766	69%	56%	8%	703	66%	51%	12%

NOTES

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

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** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.