

The University of the State of New York  
The State Education Department



**ANALYSES BY STUDENT SUBGROUP OF SCHOOL  
PERFORMANCE IN ENGLISH LANGUAGE ARTS  
AND MATHEMATICS**  
for  
**Albany City School District**

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title 1 of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title 1 are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.” Beginning with this report card, New York State will report performance data by gender, disability status, racial/ethnic group, English proficiency status, migrant status, and income level. District reports do not show high school performance data by gender, racial/ethnic group, migrant status, or income level because data were available only from high schools that received Title 1 funding.

The purpose of the analyses on the following pages is to determine if students who perform below the standards in this district tend to fall into particular groups, such as minority students, English language learners, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction and student support services to remedy these performance gaps.

It is important that programmatic changes be based on valid and reliable data. If a district does not have 20 students in a group in a given year, the district should evaluate results for students in this group over a period of years to make programmatic decisions. To protect the privacy of students, the Department’s policy is never to publish data for groups with fewer than five students, nor to publish data that would allow readers to easily determine the performance of a group smaller than five. If the number of students in small group racial/ethnic groups exceeds four, the aggregate performance of students in these groups is shown in the last row (Small Group Totals) of Results by Race/Ethnicity.

# Elementary English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	s	s	s	s	2	s	s
Black	1	0	20	107	244	143	23	517	79%	32%
Hispanic	1	3	14	12	25	13	5	55	78%	33%
Asian or Pacific Islander	1	0	3	s	s	s	s	18	s	s
White	0	1	10	15	56	97	44	212	93%	67%
Total	3	4	47	134	335	262	73	804	83%	42%
Small Group Totals (s)	1	0	3	0	10	9	1	20	100%	50%
<b>Results by Gender</b>										
Female	2	2	15	62	150	145	47	404	85%	48%
Male	1	2	32	72	185	117	26	400	82%	36%
Total	3	4	47	134	335	262	73	804	83%	42%
<b>Results by English Proficiency Status</b>										
English Proficient	1	0	31	s	s	s	s	801	s	s
Limited English Proficient	2	4	16	s	s	s	s	3	s	s
Total	3	4	47	134	335	262	73	804	83%	42%
<b>Results by Income Level</b>										
Economically Disadvantaged	2	3	34	105	248	148	24	525	80%	33%
Not Disadvantaged	1	1	13	29	87	114	49	279	90%	58%
Total	3	4	47	134	335	262	73	804	83%	42%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	3	4	47	134	335	262	73	804	83%	42%
Total	3	4	47	134	335	262	73	804	83%	42%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Elementary Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	s	s	s	s	2	s	s
Black	5	1	9	86	206	196	35	523	84%	44%
Hispanic	1	5	0	9	21	28	8	66	86%	55%
Asian or Pacific Islander	0	3	1	s	s	s	s	18	s	s
White	4	2	5	7	43	96	63	209	97%	76%
Total	10	11	15	102	278	328	110	818	88%	54%
Small Group Totals (s)	0	3	1	0	8	8	4	20	100%	60%
<b>Results by Gender</b>										
Female	4	3	6	39	147	164	54	404	90%	54%
Male	6	8	9	63	131	164	56	414	85%	53%
Total	10	11	15	102	278	328	110	818	88%	54%
<b>Results by English Proficiency Status</b>										
English Proficient	9	0	15	99	274	324	108	805	88%	54%
Limited English Proficient	1	11	0	3	4	4	2	13	77%	46%
Total	10	11	15	102	278	328	110	818	88%	54%
<b>Results by Income Level</b>										
Economically Disadvantaged	7	7	9	78	213	211	37	539	86%	46%
Not Disadvantaged	3	4	6	24	65	117	73	279	91%	68%
Total	10	11	15	102	278	328	110	818	88%	54%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	10	11	15	102	278	328	110	818	88%	54%
Total	10	11	15	102	278	328	110	818	88%	54%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Middle-Level English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	1	1	3	2	0	6	83%	33%
Black	1	0	67	149	202	47	2	400	63%	12%
Hispanic	0	0	8	16	20	5	0	41	61%	12%
Asian or Pacific Islander	0	0	1	0	7	7	0	14	100%	50%
White	0	0	22	26	66	64	14	170	85%	46%
Total	1	0	99	192	298	125	16	631	70%	22%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	0	0	42	85	150	81	9	325	74%	28%
Male	1	0	57	107	148	44	7	306	65%	17%
Total	1	0	99	192	298	125	16	631	70%	22%
<b>Results by English Proficiency Status</b>										
English Proficient	1	0	87	s	s	s	s	630	s	s
Limited English Proficient	0	0	12	s	s	s	s	1	s	s
Total	1	0	99	192	298	125	16	631	70%	22%
<b>Results by Income Level</b>										
Economically Disadvantaged	1	0	59	112	173	49	1	335	67%	15%
Not Disadvantaged	0	0	40	80	125	76	15	296	73%	31%
Total	1	0	99	192	298	125	16	631	70%	22%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	1	0	99	192	298	125	16	631	70%	22%
Total	1	0	99	192	298	125	16	631	70%	22%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Middle-Level Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	2	0	3	0	2	5	100%	40%
Black	2	0	65	257	121	26	0	404	36%	6%
Hispanic	0	0	6	23	15	5	0	43	47%	12%
Asian or Pacific Islander	0	1	0	2	9	3	0	14	86%	21%
White	2	9	13	37	56	64	10	167	78%	44%
Total	4	10	86	319	204	98	12	633	50%	17%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	1	6	31	174	103	48	4	329	47%	16%
Male	3	4	55	145	101	50	8	304	52%	19%
Total	4	10	86	319	204	98	12	633	50%	17%
<b>Results by English Proficiency Status</b>										
English Proficient	4	0	86	s	s	s	s	630	s	s
Limited English Proficient	0	10	0	s	s	s	s	3	s	s
Total	4	10	86	319	204	98	12	633	50%	17%
<b>Results by Income Level</b>										
Economically Disadvantaged	3	6	54	195	112	26	1	334	42%	8%
Not Disadvantaged	1	4	32	124	92	72	11	299	59%	28%
Total	4	10	86	319	204	98	12	633	50%	17%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	4	10	86	319	204	98	12	633	50%	17%
Total	4	10	86	319	204	98	12	633	50%	17%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# 1997 High School Cohort

General-education students who first entered ninth grade in 1997 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with local Board approval) may qualify for a local diploma by earning a score of 55-64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain Section 504 students may qualify for a local diploma by passing Regents competency tests. Data on this page are based on the *Special Regents Examination Report* for the 1997 Cohort.

## Performance on the English Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	330	85	208	0	89%
Students with Disabilities	14	3	0	0	21%
<b>Total</b>	<b>344</b>	<b>88</b>	<b>208</b>	<b>0</b>	<b>86%</b>
Results by English Language Proficiency					
English Proficient	344	88	208	0	86%
Limited English Proficient	0	0	0	0	
<b>Total</b>	<b>344</b>	<b>88</b>	<b>208</b>	<b>0</b>	<b>86%</b>

## Performance on the Mathematics Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	330	30	223	0	77%
Students with Disabilities	14	4	3	1	57%
<b>Total</b>	<b>344</b>	<b>34</b>	<b>226</b>	<b>1</b>	<b>76%</b>

## Students Not Counted in the Cohort

Student Group	First-Time Ninth-Graders in Fall 1997	Students in Cohort in June 2001	Students Eliminated after October 1999			
			Eligible for Alternate Assessment	ELL Students Entering US at 17 or over	Transferred to GED or Another High School	Died or Left the USA
<b>Total</b>	582	344	33	0	11	1