

New York State School Report Card Comprehensive Information Report

BEDS Code: 62-06-00-01-0022
 Name: Kingston High School
 Principal: Marie Anderson

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	651	773	711
Tenth	602	577	673
Eleventh	578	530	503
Twelfth	556	505	472
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2387	2385	2359

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	60	2.5%	66	2.8%	62	2.6%
Black (Not Hispanic)	322	13.5%	318	13.3%	308	13.1%
Hispanic	86	3.6%	100	4.2%	118	5.0%
White (Not Hispanic)	1919	80.4%	1901	79.7%	1871	79.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	25	24	26
Mathematics Grade 10	27	25	26
Science Grade 10	23	21	23
Social Studies Grade 10	25	24	25

(Form - A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
43	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	31	1.3%	36	1.5%	64	2.7%
Eligible for Free Lunch	377	15.8%	360	15.1%	416	17.6%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.7%		92.0%		96.6%
Student Suspensions	203	8.7%	276	11.6%	186	7.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.5%	6.2%	6.1%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	96%	99%	97%

Staff Counts

Staff	2003-04
Total Teachers	153
Total Other Professional Staff	21
Total Paraprofessionals	NA
Teaching Out of Certification*	5

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	437	310	71%	411	271	66%	394	266	68%
Students with Disabilities	48	22	46%	30	4	13%	29	3	10%
All Students	485	332	68%	441	275	62%	423	269	64%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	167	177	0	14	49	16
Percent	39%	42%	0%	3%	12%	4%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
29	3	10	39

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	94		74		58	2.8%
	Entered GED Program*	62		61		102	4.9%
	Total Noncompleters	156		135		160	7.7%
Students with Disabilities	Dropped Out	24		21		19	6.6%
	Entered GED Program*	11		15		22	7.6%
	Total Noncompleters	35		36		41	14.1%
All Students	Dropped Out	118	4.9%	95	4.0%	77	3.2%
	Entered GED Program*	73	3.1%	76	3.2%	124	5.2%
	Total Noncompleters	191	8.0%	171	7.2%	201	8.5%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	30	0	0
	Number of Students with Disabilities	145	30	9
	Number of All Students	175	30	9
	Percent of Enrollment	7%	1%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	140	92%	162	85%
German	0	0%	51	98%	52	94%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	503	74%	394	66%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	7	43%	15	75%
German	0	0%	2	#	4	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	20	45%	29	41%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	34	79%	17	100%	4	#
Science	41	85%	6	83%	2	#
Reading	21	67%	0	0%	3	#
Writing	4	#	4	#	5	100%
Global Studies	6	67%	5	60%	1	#
U.S. Hist & Gov't	10	80%	3	#	10	60%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	138	73%	56	70%	61	56%
Science	96	69%	34	47%	36	56%
Reading	118	74%	43	42%	39	51%
Writing	75	49%	49	45%	28	50%
Global Studies	31	39%	35	69%	23	35%
U.S. Hist & Gov't	33	70%	18	72%	12	33%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	487	524	464	36	34	36
Number Scoring 55-100	433	464	429	14	14	30
Number Scoring 65-100	354	399	391	4	8	22
Number Scoring 85-100	139	114	162	0	1	3
Percentage of Tested Scoring 55-100	89%	89%	92%	39%	41%	83%
Percentage of Tested Scoring 65-100	73%	76%	84%	11%	24%	61%
Percentage of Tested Scoring 85-100	29%	22%	35%	0%	3%	8%
Mathematics A						
Number Tested	619	680	637	39	34	34
Number Scoring 55-100	389	489	596	9	12	24
Number Scoring 65-100	329	385	481	6	9	12
Number Scoring 85-100	107	43	76	3	0	2
Percentage of Tested Scoring 55-100	63%	72%	94%	23%	35%	71%
Percentage of Tested Scoring 65-100	53%	57%	76%	15%	26%	35%
Percentage of Tested Scoring 85-100	17%	6%	12%	8%	0%	6%
Mathematics B						
Number Tested	0	0	242	0	0	3
Number Scoring 55-100	0	0	209	0	0	#
Number Scoring 65-100	0	0	170	0	0	#
Number Scoring 85-100	0	0	43	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	86%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	70%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	18%	0%	0%	#
Global History and Geography						
Number Tested	391	562	673	35	50	55
Number Scoring 55-100	357	436	536	24	27	25
Number Scoring 65-100	307	369	458	18	17	16
Number Scoring 85-100	75	112	148	3	1	4
Percentage of Tested Scoring 55-100	91%	78%	80%	69%	54%	45%
Percentage of Tested Scoring 65-100	79%	66%	68%	51%	34%	29%
Percentage of Tested Scoring 85-100	19%	20%	22%	9%	2%	7%
U.S. History and Government						
Number Tested	521	560	470	28	39	45
Number Scoring 55-100	476	508	392	15	22	30
Number Scoring 65-100	399	458	348	9	17	24
Number Scoring 85-100	109	182	140	1	2	9
Percentage of Tested Scoring 55-100	91%	91%	83%	54%	56%	67%
Percentage of Tested Scoring 65-100	77%	82%	74%	32%	44%	53%
Percentage of Tested Scoring 85-100	21%	33%	30%	4%	5%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	418	535	644	33	42	60
Number Scoring 55-100	414	492	600	32	26	44
Number Scoring 65-100	401	467	565	21	18	33
Number Scoring 85-100	147	159	201	2	1	2
Percentage of Tested Scoring 55-100	99%	92%	93%	97%	62%	73%
Percentage of Tested Scoring 65-100	96%	87%	88%	64%	43%	55%
Percentage of Tested Scoring 85-100	35%	30%	31%	6%	2%	3%
Physical Setting/Earth Science						
Number Tested	332	549	525	13	13	28
Number Scoring 55-100	316	516	444	10	10	21
Number Scoring 65-100	290	485	392	10	9	19
Number Scoring 85-100	64	219	140	0	3	2
Percentage of Tested Scoring 55-100	95%	94%	85%	77%	77%	75%
Percentage of Tested Scoring 65-100	87%	88%	75%	77%	69%	68%
Percentage of Tested Scoring 85-100	19%	40%	27%	0%	23%	7%
Physical Setting/Chemistry						
Number Tested	273	253	275	1	5	6
Number Scoring 55-100	269	241	265	#	5	6
Number Scoring 65-100	226	196	213	#	4	3
Number Scoring 85-100	48	33	36	#	0	1
Percentage of Tested Scoring 55-100	99%	95%	96%	#	100%	100%
Percentage of Tested Scoring 65-100	83%	77%	77%	#	80%	50%
Percentage of Tested Scoring 85-100	18%	13%	13%	#	0%	17%
Physical Setting/Physics						
Number Tested			66			2
Number Scoring 55-100			57			#
Number Scoring 65-100			50			#
Number Scoring 85-100			20			#
Percentage of Tested Scoring 55-100			86%			#
Percentage of Tested Scoring 65-100			76%			#
Percentage of Tested Scoring 85-100			30%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	88	77	81	0	0	1
Number Scoring 55-100	88	77	78	0	0	#
Number Scoring 65-100	84	77	78	0	0	#
Number Scoring 85-100	38	47	54	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	96%	0%	0%	#
Percentage of Tested Scoring 65-100	95%	100%	96%	0%	0%	#
Percentage of Tested Scoring 85-100	43%	61%	67%	0%	0%	#
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	30	27	35	0	1	0
Number Scoring 55-100	30	23	35	0	#	0
Number Scoring 65-100	29	21	35	0	#	0
Number Scoring 85-100	7	10	16	0	#	0
Percentage of Tested Scoring 55-100	100%	85%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	97%	78%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	23%	37%	46%	0%	#	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	197	192	248	2	1	1
Number Scoring 55-100	191	183	240	#	#	#
Number Scoring 65-100	188	175	233	#	#	#
Number Scoring 85-100	107	72	98	#	#	#
Percentage of Tested Scoring 55-100	97%	95%	97%	#	#	#
Percentage of Tested Scoring 65-100	95%	91%	94%	#	#	#
Percentage of Tested Scoring 85-100	54%	38%	40%	#	#	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	0	229	46	0	2	1
Number Scoring 55-100	0	162	29	0	#	#
Number Scoring 65-100	0	129	19	0	#	#
Number Scoring 85-100	0	25	0	0	#	#
Percentage of Tested Scoring 55-100	0%	71%	63%	0%	#	#
Percentage of Tested Scoring 65-100	0%	56%	41%	0%	#	#
Percentage of Tested Scoring 85-100	0%	11%	0%	0%	#	#

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	2	#	33	94%
Students with Disabilities	0	0%	7	43%	19	42%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	422	422	422	42	42	42	464	464	464
Number Scoring 55–64	12	13	7	4	6	7	16	19	14
Number Scoring 65–84	235	209	203	15	13	17	250	222	220
Number Scoring 85–100	154	177	198	4	5	4	158	182	202
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			36			3
Beginning (0-18)			5			#
Intermediate (19-31)			12			#
Advanced (32-36)			8			#
Proficient (37-39)			11			#
Reading and Writing (Grade 9-12)						
Number Tested			36			3
Beginning (0-14)			5			#
Intermediate (15-24)			20			#
Advanced (25-32)			10			#
Proficient (33-35)			1			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)