



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **KINGSTON CITY SCHOOL DISTRICT**
District ID **620600010000**
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Grades **PK-12, UE**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

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

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **KINGSTON CITY SCHOOL DISTRICT**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	100	94	95
Kindergarten	574	524	520
Grade 1	548	562	492
Grade 2	621	537	556
Grade 3	614	621	513
Grade 4	627	589	585
Grade 5	684	624	578
Grade 6	645	721	640
Ungraded Elementary	22	17	53
Grade 7	672	657	685
Grade 8	673	626	649
Grade 9	711	724	758
Grade 10	673	630	587
Grade 11	503	584	536
Grade 12	472	457	561
Ungraded Secondary	10	70	0
Total K-12	8049	7943	7713

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	21	20	20
Grade 8			
English	21	22	23
Mathematics	24	22	24
Science	24	22	26
Social Studies	24	22	26
Grade 10			
English	26	26	26
Mathematics	26	25	25
Science	23	22	21
Social Studies	25	27	24

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District KINGSTON CITY SCHOOL DISTRICT

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	2094	26%	2390	30%	2169	28%
Reduced-Price Lunch	687	9%	651	8%	553	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	172	2%	168	2%	200	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	28	0%	53	1%	28	0%
Black or African American	1287	16%	1338	17%	1322	17%
Hispanic or Latino	539	7%	560	7%	614	8%
Asian or Native Hawaiian/Other Pacific Islander	178	2%	157	2%	186	2%
White	6017	75%	5835	73%	5563	72%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		93%		94%		93%
Student Suspensions	526	N/A	588	7%	707	9%

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 **KINGSTON CITY SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1518	1564	2184
Percent Not Taught by Highly Qualified Teachers	7%	8%	6%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	10	18	11
Percent with No Valid Teaching Certificate	2%	3%	2%
Individuals Teaching Out of Certification			
Number of Teachers	20	31	19
Percentage of Total	3%	5%	3%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	16%	18%	19%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	602	611	603
Total Other Professional Staff	48	70	57
Total Paraprofessionals*	201	195	240
Assistant Principals	8	7	6
Principals	14	15	14

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

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



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

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

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

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

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

Science Progress Target

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

Science Standard

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

District **KINGSTON CITY SCHOOL DISTRICT**

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.


District **KINGSTON CITY SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

Improvement (Year 2)

Elementary/Middle Level

ELA  Improvement (Year 2)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 2)

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES



































2005–06

YES




2006–07

YES













On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American			–			–
Hispanic or Latino			–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander			–	–	–	–
White			–			–
Other Groups						
Students with Disabilities			–			–
Limited English Proficient			–	–	–	–
Economically Disadvantaged			–			–
Student groups making AYP in each subject	 7 of 8	 7 of 8	 1 of 1	 3 of 5	 4 of 5	 1 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)  |

District **KINGSTON CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts


























Accountability Status for This Subject (2006–07)  Improvement (Year 2)

Accountability Measures 7 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 2006-07, the district will be In Need of Improvement (Year 3) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 2) in 2007-08. [207]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (3708:3532)			97%		154	120		
Ethnicity								
American Indian or Alaska Native (12:12)	–	–	–	–	–	–	–	
Black or African American (678:624)			95%		133	118		
Hispanic or Latino (291:267)			97%		141	115		
Asian or Native Hawaiian/Other Pacific Islander (77:76)			100%		168	111		
White (2650:2553)			97%		160	120		
Other Groups								
Students with Disabilities ⁴ (1022:712)			93%		99	118	97 109	
Limited English Proficient (68:58)			99%		138	109		
Economically Disadvantaged (1449:1340)			95%		136	119		
Final AYP Determination		7 of 8						

NOTES

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

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

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

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

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


AYP Status

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

District **KINGSTON CITY SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics


























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

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

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (3690:3527)			98%		157	84	
Ethnicity							
American Indian or Alaska Native (13:12)	–	–	–	–	–	–	–
Black or African American (676:626)			96%		136	82	
Hispanic or Latino (285:263)			97%		141	79	
Asian or Native Hawaiian/Other Pacific Islander (77:76)			100%		179	75	
White (2639:2550)			98%		163	84	
Other Groups							
Students with Disabilities ⁴ (1004:712)			93%		107	82	
Limited English Proficient (67:60)			99%		118	74	
Economically Disadvantaged (1433:1337)			96%		138	83	
Final AYP Determination		7 of 8					

NOTES

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

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

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

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

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

AYP Status

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

District **KINGSTON CITY SCHOOL DISTRICT**















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (1252:1148)		Qualified		94%		185	100	
Ethnicity								
American Indian or Alaska Native (8:8)	–	–	–	–	–	–	–	–
Black or African American (211:186)		Qualified		91%		175	100	
Hispanic or Latino (87:76)		Qualified		93%		166	100	
Asian or Native Hawaiian/Other Pacific Islander (31:29)	–	–	–	–	–	–	–	–
White (915:849)		Qualified		94%		189	100	
Other Groups								
Students with Disabilities (255:209)		Qualified		83%		160	100	
Limited English Proficient (20:17)	–	–	–	–	–	–	–	–
Economically Disadvantaged (466:408)		Qualified		91%		176	100	
Final AYP Determination	 1 of 1							

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

AYP Status

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

District **KINGSTON CITY SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)



Improvement (Year 2)

Accountability Measures

3 of 5

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 2006-07, the district will be In Need of Improvement (Year 3) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 2) in 2007-08. [207]

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (548:560)	✓	✓	98%	✓	173	149	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (55:67)	✗	✓	98%	✗	131	142	142 138
Hispanic or Latino (26:23)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (11:10)	–	–	–	–	–	–	–
White (453:457)	✓	✓	98%	✓	180	149	
Other Groups							
Students with Disabilities (101:59)	✗	✗	89%	✗	100	141	101 110
Limited English Proficient (2:4)	–	–	–	–	–	–	–
Economically Disadvantaged (107:114)	✓	✓	98%	✓	149	144	
Final AYP Determination	✗	3 of 5					

NOTES

¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.


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


AYP Status

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

District **KINGSTON CITY SCHOOL DISTRICT**

Secondary-Level Mathematics

















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

Accountability Measures 4 of 5 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (548:560)			99%		180	141	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (55:67)			98%		148	134	
Hispanic or Latino (26:23)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (11:10)	–	–	–	–	–	–	–
White (453:457)			99%		186	141	
Other Groups							
Students with Disabilities (101:59)			86%		110	133	114 119
Limited English Proficient (2:4)	–	–	–	–	–	–	–
Economically Disadvantaged (107:114)			98%		162	136	
Final AYP Determination	 4 of 5						

NOTES




¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

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


AYP Status

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

District **KINGSTON CITY SCHOOL DISTRICT**








Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (461)			76%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (58)			64%	55%		
Hispanic or Latino (25)	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (9)	–	–	–	–	–	–
White (369)			78%	55%		
Other Groups						
Students with Disabilities (48)			48%	55%	48%	49%
Limited English Proficient (0)						
Economically Disadvantaged (70)			61%	55%		
Final AYP Determination		1 of 1				

NOTES

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

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

Graduation Rate Information

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

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

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

3 School Accountability Status

District **KINGSTON CITY SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

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

Federal Title I Status

New York State Status

▲ Good Standing

11 schools identified 79% of total

ANNA DEVINE SCHOOL
CHAMBERS SCHOOL
E.R. CROSBY ELEMENTARY SCHOOL
ERNEST C. MYER SCHOOL
FRANK L. MEAGHER SCHOOL
GEORGE WASHINGTON SCHOOL
HARRY L. EDSON SCHOOL
JOHN F. KENNEDY SCHOOL
ROBERT R. GRAVES SCHOOL
SOPHIE FINN SCHOOL
ZENA ELEMENTARY SCHOOL

▲ Improvement (Year 2)

1 school identified 7% of total

M. CLIFFORD MILLER MIDDLE SCHOOL

■ Requiring Academic Progress (Year 4)

2 schools identified 14% of total

J WATSON BAILEY MIDDLE SCHOOL
KINGSTON HIGH SCHOOL

District **KINGSTON CITY SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	71%			527
Grade 4	67%			573
Grade 5	76%			570
Grade 6	57%			573
Grade 7	53%			643
Grade 8	41%			613

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	87%			526
Grade 4	80%			573
Grade 5	82%			573
Grade 6	57%			605
Grade 7	50%			651
Grade 8	38%			622

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	96%			561
Grade 8	73%			492

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	68%			681
Mathematics	73%			681

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	70%			681

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

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

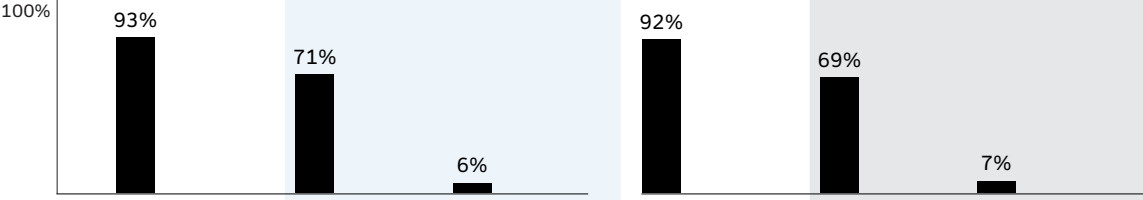
This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

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

District **KINGSTON CITY SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public			
	Percentage scoring at level(s):			Percentage scoring at level(s):			
	2-4	3-4	4	2-4	3-4	4	
Mean Score: 667	Range: 616-780			650-780			730-780
							
Number of Students:	492	373	31				

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	527	93%	71%	6%				
Female	271	96%	76%	7%				
Male	256	91%	66%	4%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	109	91%	57%	0%				
Hispanic or Latino	38	92%	58%	3%				
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-				
White	364	94%	76%	7%	This test was not given in 2004-05.			
Small Group Totals	16	100%	75%	19%				
General-Education Students	425	99%	80%	7%				
Students with Disabilities	102	69%	32%	3%				
English Proficient	522	94%	71%	6%				
Limited English Proficient	5	60%	20%	0%				
Economically Disadvantaged	221	89%	60%	2%				
Not Disadvantaged	306	96%	79%	8%				
Migrant								
Not Migrant	527	93%	71%	6%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

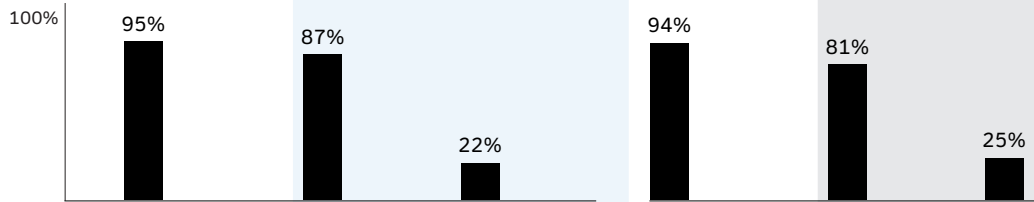
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	5	4	4	This test was not given in 2004-05.			
New York State English as a Second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

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

District **KINGSTON CITY SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 679	624-770	650-770	703-770			
Range:	624-770	650-770	703-770			
Number of Students:	501	457	116			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	526	95%	87%	22%				
Female	272	97%	89%	22%				
Male	254	94%	85%	22%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	110	93%	78%	4%				
Hispanic or Latino	38	95%	82%	13%				
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-				
White	362	96%	90%	27%	This test was not given in 2004-05.			
Small Group Totals	16	94%	94%	50%				
General-Education Students	426	100%	94%	26%				
Students with Disabilities	100	77%	56%	5%				
English Proficient	518	95%	87%	22%				
Limited English Proficient	8	88%	88%	0%				
Economically Disadvantaged	223	93%	79%	9%				
Not Disadvantaged	303	97%	93%	32%				
Migrant								
Not Migrant	526	95%	87%	22%				

NOTES

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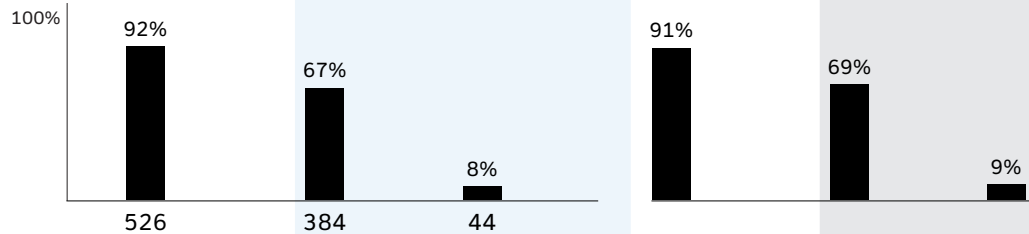
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	5	5	5	This test was not given in 2004-05.			

District **KINGSTON CITY SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 664	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	526	384	44	91%	69%	9%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	573	92%	67%	8%				
Female	267	96%	72%	10%				
Male	306	88%	62%	6%				
American Indian or Alaska Native	6	83%	50%	17%				
Black or African American	98	87%	54%	5%				
Hispanic or Latino	39	92%	69%	3%				
Asian or Native Hawaiian/Other Pacific Islander	12	100%	58%	17%				
White	418	93%	70%	8%				
Small Group Totals								
General-Education Students	461	98%	77%	10%				
Students with Disabilities	112	66%	26%	0%				
English Proficient	570	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	231	86%	54%	3%				
Not Disadvantaged	342	96%	76%	11%				
Migrant								
Not Migrant	573	92%	67%	8%				

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

NOTES

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Other Assessments

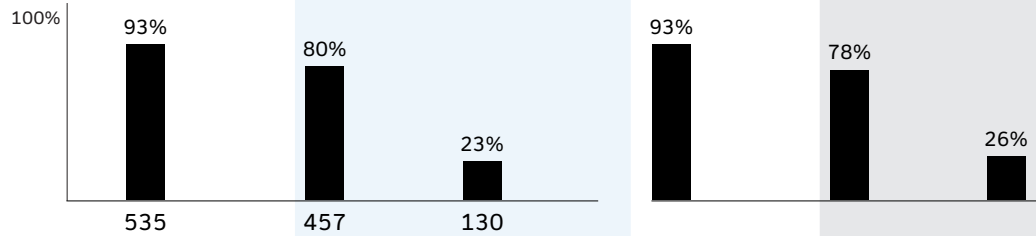
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	10	10	10	8	10	10	10	9
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	6	4	3	N/A	13	10	6	N/A

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

District **KINGSTON CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 674	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
Number of Students:	535	457	130			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	573	93%	80%	23%				
Female	267	96%	80%	21%				
Male	306	91%	80%	24%				
American Indian or Alaska Native	6	83%	83%	33%				
Black or African American	95	92%	72%	18%				
Hispanic or Latino	44	84%	70%	14%				
Asian or Native Hawaiian/Other Pacific Islander	13	100%	85%	54%				
White	415	95%	82%	24%				
Small Group Totals								
General-Education Students	464	98%	86%	27%				
Students with Disabilities	109	73%	54%	4%				
English Proficient	564	93%	80%	23%				
Limited English Proficient	9	89%	67%	0%				
Economically Disadvantaged	228	87%	71%	17%				
Not Disadvantaged	345	98%	86%	27%				
Migrant								
Not Migrant	573	93%	80%	23%				

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

NOTES

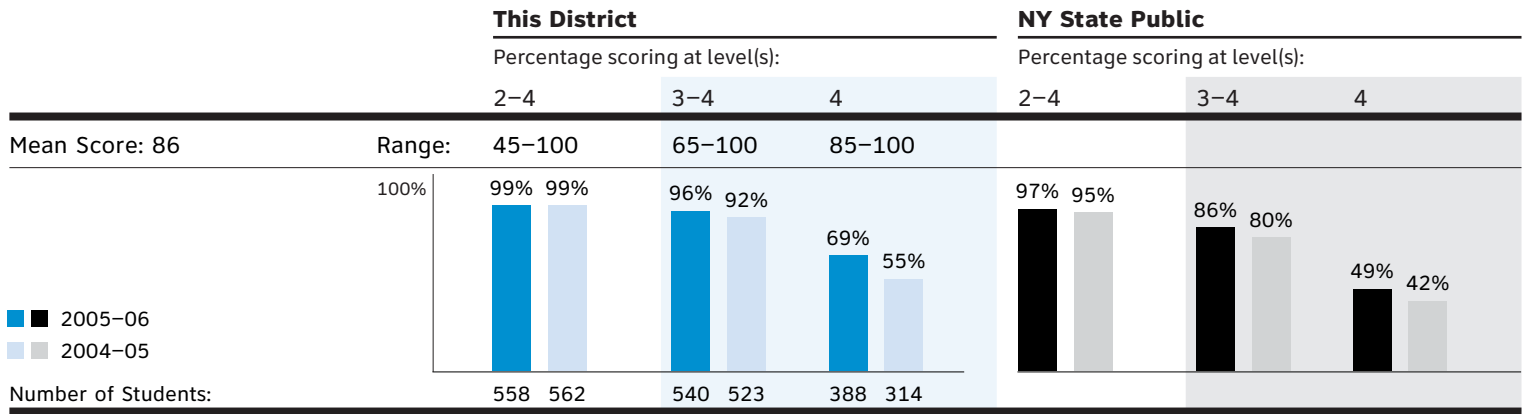
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	9	8	7	7	8	8	8	7

District **KINGSTON CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	561	99%	96%	69%	566	99%	92%	55%
Female	258	100%	97%	69%	280	99%	89%	50%
Male	303	99%	95%	69%	286	100%	96%	61%
American Indian or Alaska Native	6	100%	83%	83%	2	-	-	-
Black or African American	93	99%	95%	66%	104	99%	86%	46%
Hispanic or Latino	43	98%	91%	63%	38	95%	79%	32%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	55%	13	-	-	-
White	408	100%	97%	71%	409	100%	95%	60%
Small Group Totals	15	100%	93%	47%	15	100%	93%	47%
General-Education Students	457	100%	98%	74%	463	100%	94%	61%
Students with Disabilities	104	97%	87%	46%	103	98%	84%	32%
English Proficient	552	100%	97%	70%	552	100%	93%	57%
Limited English Proficient	9	89%	78%	33%	14	86%	50%	0%
Economically Disadvantaged	220	99%	93%	60%	207	98%	87%	40%
Not Disadvantaged	341	100%	99%	75%	359	100%	96%	65%
Migrant								
Not Migrant	561	99%	96%	69%	566	99%	92%	55%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	9	8	7	7	5	5	5	5

District **KINGSTON CITY SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 671	608-795	650-795	711-795			
Number of Students:	558	432	73			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	570	98%	76%	13%				
Female	278	98%	76%	14%				
Male	292	98%	75%	11%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	103	96%	64%	6%				
Hispanic or Latino	37	95%	65%	8%				
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-				
White	417	99%	79%	15%	This test was not given in 2004-05.			
Small Group Totals	13	100%	92%	15%				
General-Education Students	460	100%	84%	15%				
Students with Disabilities	110	91%	41%	2%				
English Proficient	560	98%	77%	13%				
Limited English Proficient	10	90%	30%	0%				
Economically Disadvantaged	213	96%	63%	7%				
Not Disadvantaged	357	99%	83%	16%				
Migrant								
Not Migrant	570	98%	76%	13%				

NOTES

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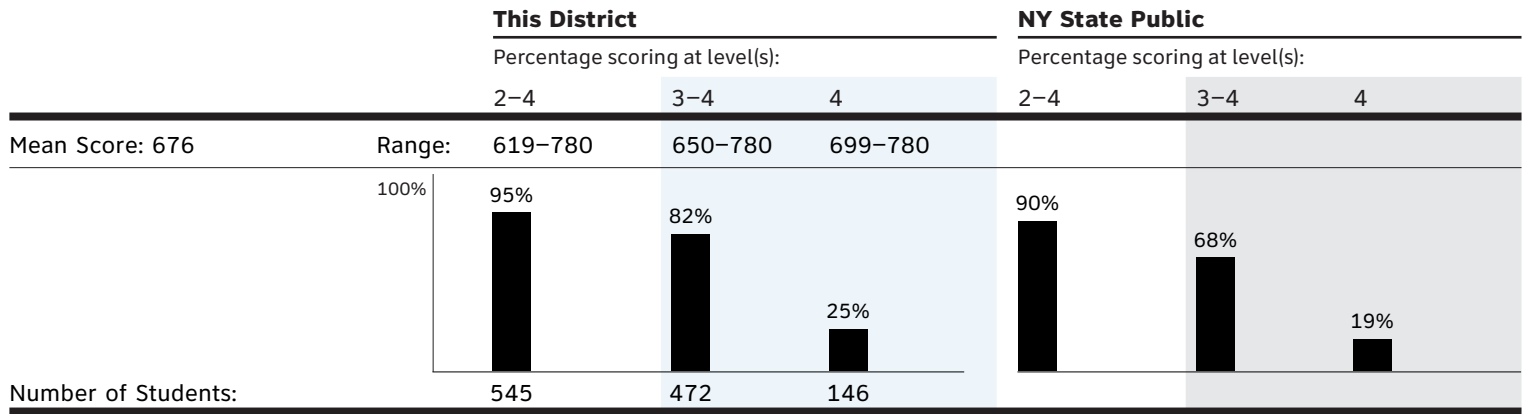
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	14	14	13	11	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	3	-	-	N/A	N/A	N/A	N/A	N/A

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

District **KINGSTON CITY SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	573	95%	82%	25%				
Female	275	95%	82%	23%				
Male	298	95%	83%	28%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	104	93%	73%	16%				
Hispanic or Latino	37	92%	70%	8%				
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-				
White	419	96%	85%	28%	This test was not given in 2004-05.			
Small Group Totals	13	100%	100%	69%				
General-Education Students	463	99%	89%	30%				
Students with Disabilities	110	77%	53%	8%				
English Proficient	560	95%	83%	26%				
Limited English Proficient	13	85%	38%	0%				
Economically Disadvantaged	213	92%	70%	14%				
Not Disadvantaged	360	97%	89%	32%				
Migrant								
Not Migrant	573	95%	82%	25%				

NOTES

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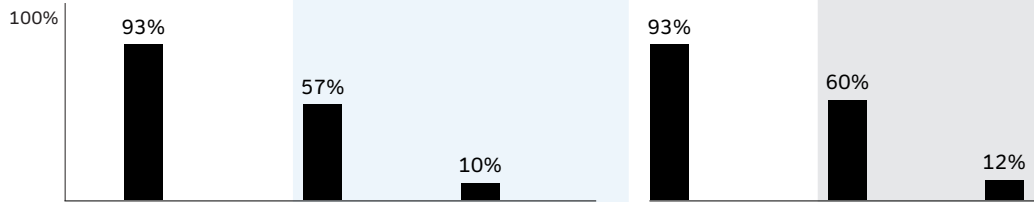
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	13	13	12	9	This test was not given in 2004-05.			

District **KINGSTON CITY SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 654	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	531	328	57			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	573	93%	57%	10%				
Female	292	96%	60%	12%				
Male	281	90%	55%	7%				
American Indian or Alaska Native								
Black or African American	101	84%	38%	3%				
Hispanic or Latino	49	86%	41%	2%				
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	27%				
White	412	95%	63%	12%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	463	98%	67%	12%				
Students with Disabilities	110	69%	16%	1%				
English Proficient	570	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	228	86%	43%	5%				
Not Disadvantaged	345	97%	67%	13%				
Migrant								
Not Migrant	573	93%	57%	10%				

NOTES

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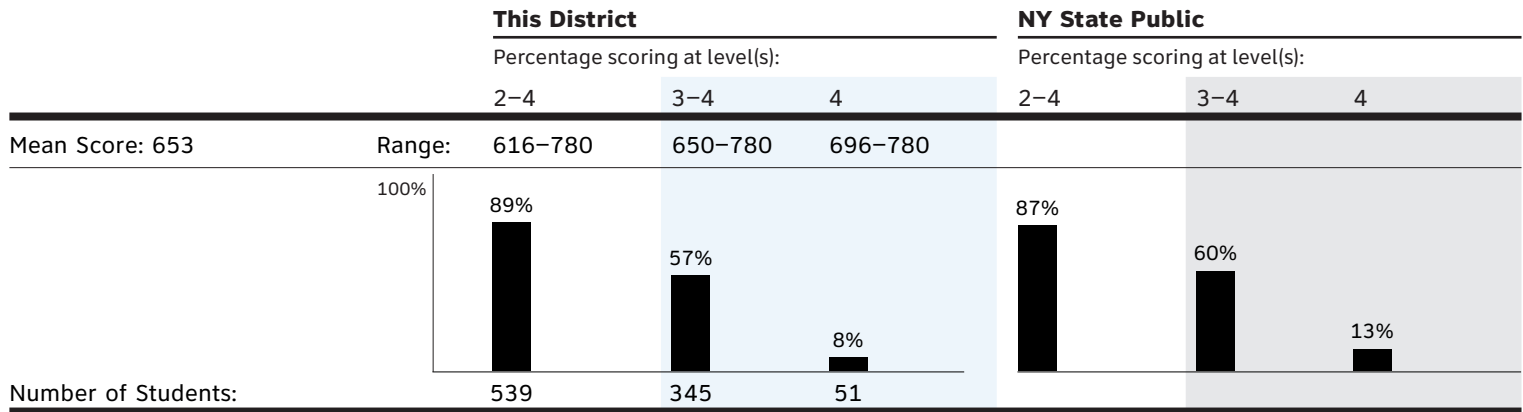
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	8	7	7	6	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	14	10	9	N/A	N/A	N/A	N/A	N/A

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

District **KINGSTON CITY SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	605	89%	57%	8%				
Female	310	90%	54%	7%				
Male	295	88%	60%	10%				
American Indian or Alaska Native								
Black or African American	114	81%	33%	3%				
Hispanic or Latino	58	74%	41%	3%				
Asian or Native Hawaiian/Other Pacific Islander	11	100%	91%	18%				
White	422	93%	65%	10%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	487	95%	65%	10%				
Students with Disabilities	118	63%	25%	0%				
English Proficient	589	90%	58%	9%				
Limited English Proficient	16	50%	19%	0%				
Economically Disadvantaged	251	81%	40%	3%				
Not Disadvantaged	354	95%	69%	12%				
Migrant								
Not Migrant	605	89%	57%	8%				

NOTES

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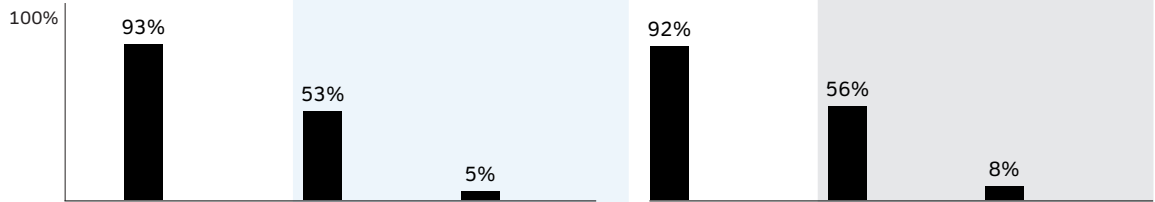
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	9	7	6	3	This test was not given in 2004-05.			

District **KINGSTON CITY SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 649	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	596	340	35	92%	56%	8%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	643	93%	53%	5%				
Female	321	94%	57%	8%				
Male	322	91%	49%	3%				
American Indian or Alaska Native								
Black or African American	114	86%	27%	2%				
Hispanic or Latino	49	96%	45%	2%				
Asian or Native Hawaiian/Other Pacific Islander	8	88%	50%	13%				
White	472	94%	60%	7%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	514	98%	63%	7%				
Students with Disabilities	129	70%	11%	0%				
English Proficient	639	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	233	86%	36%	1%				
Not Disadvantaged	410	97%	62%	8%				
Migrant								
Not Migrant	643	93%	53%	5%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	11	11	11	10	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	6	4	4	N/A	N/A	N/A	N/A	N/A

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

District **KINGSTON CITY SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 649	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
	92%	50%	5%	87%	56%	12%
Number of Students:	597	324	33			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	651	92%	50%	5%				
Female	325	92%	52%	5%				
Male	326	91%	48%	5%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	112	85%	23%	3%				
Hispanic or Latino	54	89%	46%	2%				
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-				
White	475	93%	57%	6%	This test was not given in 2004-05.			
Small Group Totals	10	100%	30%	10%				
General-Education Students	520	97%	59%	6%				
Students with Disabilities	131	72%	15%	0%				
English Proficient	641	92%	50%	5%				
Limited English Proficient	10	70%	10%	0%				
Economically Disadvantaged	239	86%	30%	2%				
Not Disadvantaged	412	95%	61%	7%				
Migrant								
Not Migrant	651	92%	50%	5%				

NOTES

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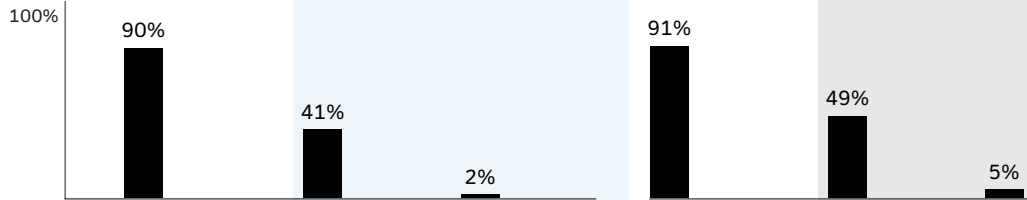
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	8	8	8	8	This test was not given in 2004-05.			

District **KINGSTON CITY SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 643	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	551	249	13	91%	49%	5%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	613	90%	41%	2%				
Female	318	92%	48%	3%				
Male	295	88%	33%	1%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	101	80%	25%	1%				
Hispanic or Latino	34	76%	18%	0%				
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-				
White	460	93%	45%	3%				
Small Group Totals	18	94%	56%	0%				
General-Education Students	515	95%	47%	3%				
Students with Disabilities	98	62%	6%	0%				
English Proficient	611	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	200	82%	24%	1%				
Not Disadvantaged	413	94%	49%	3%				
Migrant								
Not Migrant	613	90%	41%	2%				

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

NOTES

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Other Assessments

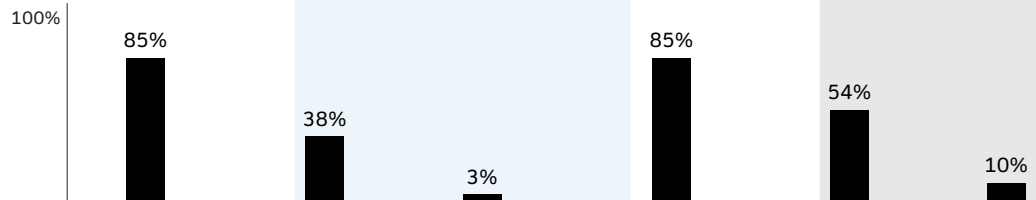
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	4	4	5	5	4	3
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	9	9	8	N/A	8	6	4	N/A

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

District **KINGSTON CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 642	616-775	650-775	701-775			
Range:	616-775	650-775	701-775			
Number of Students:	530	238	19			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	622	85%	38%	3%				
Female	318	84%	42%	3%				
Male	304	87%	35%	3%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	102	72%	16%	0%				
Hispanic or Latino	38	71%	21%	0%				
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-				
White	461	89%	44%	4%				
Small Group Totals	21	100%	52%	10%				
General-Education Students	518	93%	45%	4%				
Students with Disabilities	104	48%	5%	0%				
English Proficient	612	85%	39%	3%				
Limited English Proficient	10	90%	20%	0%				
Economically Disadvantaged	207	73%	19%	1%				
Not Disadvantaged	415	91%	48%	4%				
Migrant								
Not Migrant	622	85%	38%	3%				

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

NOTES

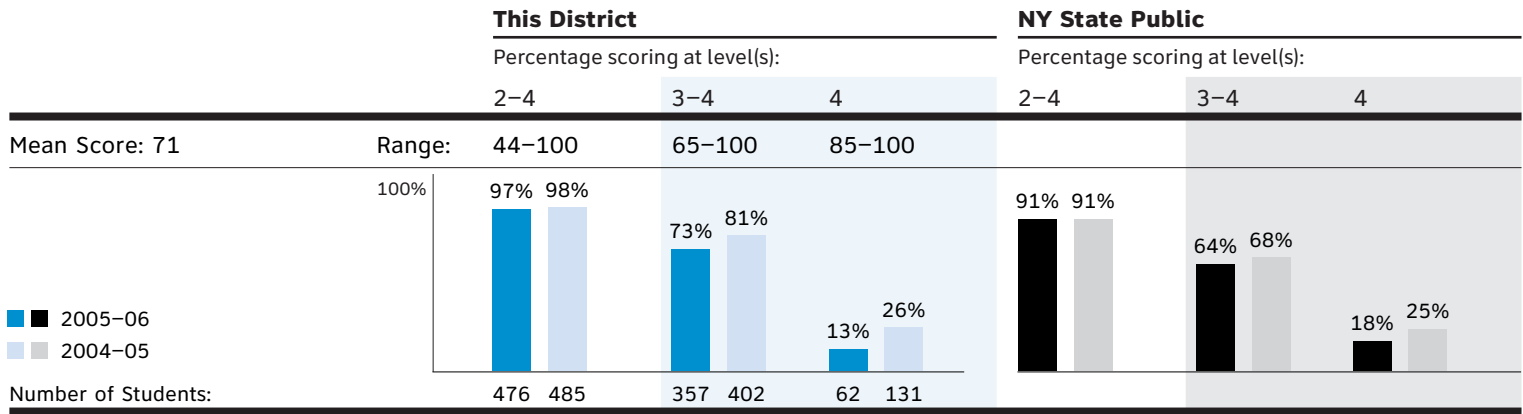
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	5	4	3	6	6	5	4

District **KINGSTON CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	492	97%	73%	13%	496	98%	81%	26%
Female	246	97%	67%	8%	241	99%	80%	21%
Male	246	97%	78%	17%	255	97%	82%	31%
American Indian or Alaska Native	2	-	-	-	5	100%	100%	40%
Black or African American	97	98%	57%	3%	85	96%	68%	9%
Hispanic or Latino	34	85%	50%	6%	40	88%	63%	18%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	8	100%	38%	13%
White	348	97%	80%	16%	358	99%	87%	32%
Small Group Totals	13	100%	38%	8%				
General-Education Students	399	98%	79%	15%	409	99%	86%	31%
Students with Disabilities	93	89%	44%	4%	87	93%	57%	7%
English Proficient	481	97%	74%	13%	486	99%	83%	27%
Limited English Proficient	11	82%	27%	0%	10	50%	0%	0%
Economically Disadvantaged	188	95%	60%	4%	157	96%	71%	22%
Not Disadvantaged	304	98%	81%	18%	339	99%	86%	28%
Migrant								
Not Migrant	492	97%	73%	13%	496	98%	81%	26%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	4	2	6	6	6	4
Regents Science	105	105	105	90	85	85	85	69

District **KINGSTON CITY SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

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

Grade 4

This District

Percentage scoring at level(s):

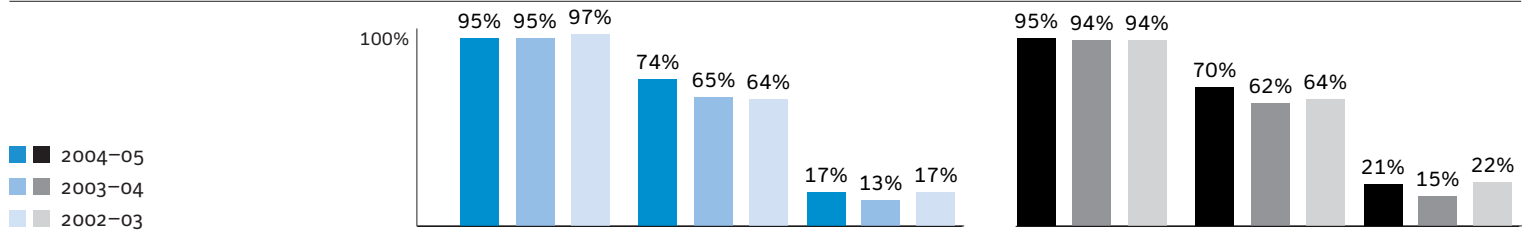
2-4 3-4 4

Range: 603-800 645-800 692-800

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	27	120	315	95	557	664
Feb 2004	28	180	308	76	592	656
Feb 2003	23	220	311	117	671	659

Grade 8

This School

Percentage scoring at level(s):

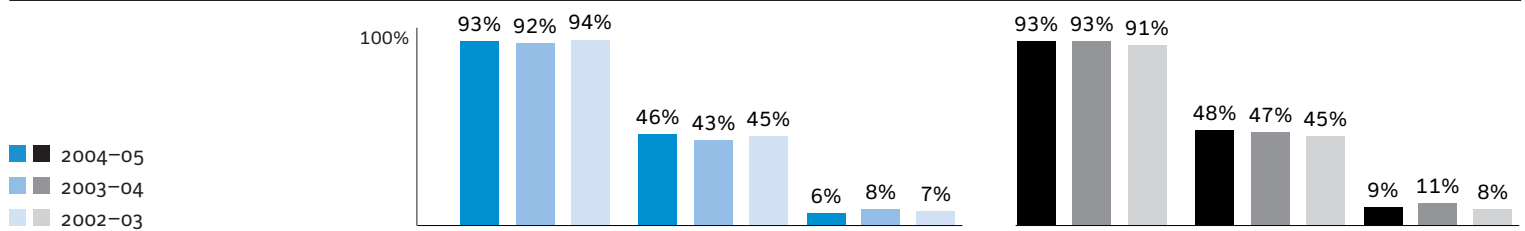
2-4 3-4 4

Range: 658-830 697-830 737-830

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	45	286	250	34	615	694
Jan 2004	51	312	229	48	640	696
Jan 2003	39	309	238	43	629	695

District **KINGSTON CITY SCHOOL DISTRICT**

Previous Years' Results for Mathematics

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

Grade 4

This District

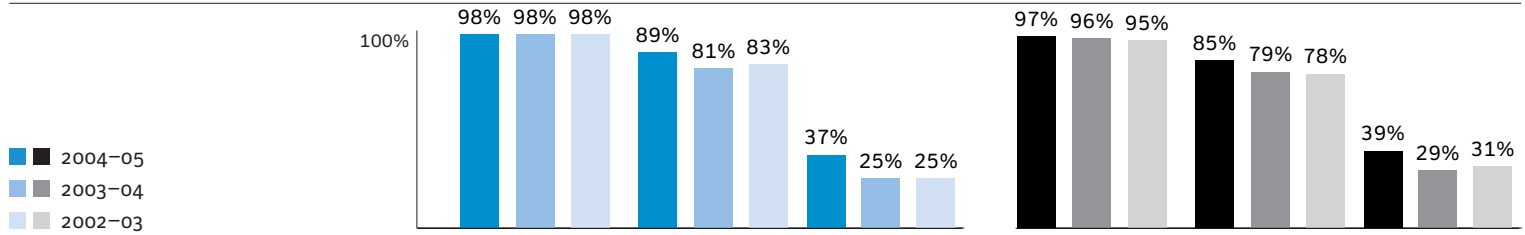
Percentage scoring at level(s):

2-4 3-4 4
Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	13	52	293	211	569	670
May 2004	14	99	341	148	602	661
May 2003	14	97	395	166	672	659

Grade 8

This School

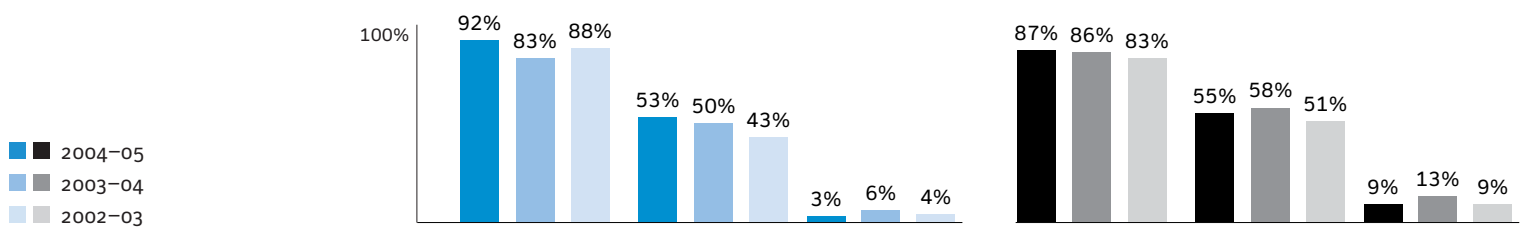
Percentage scoring at level(s):

2-4 3-4 4
Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	50	230	301	18	599	715
May 2004	109	219	285	41	654	710
May 2003	79	287	247	28	641	711

District **KINGSTON CITY SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

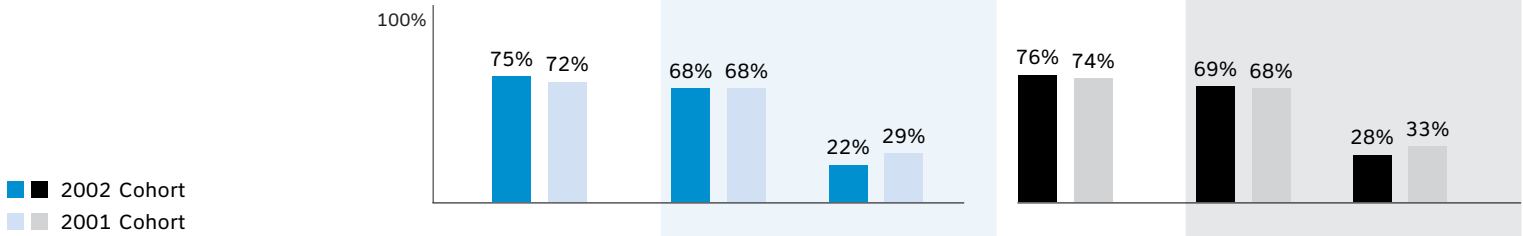
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	681	75%	68%	22%	562	72%	68%	29%
Female	346	83%	77%	28%	263	79%	77%	37%
Male	335	67%	59%	16%	299	66%	60%	22%
American Indian or Alaska Native	3	–	–	–				
Black or African American	85	60%	49%	1%	81	52%	46%	9%
Hispanic or Latino	29	62%	59%	17%	34	65%	56%	9%
Asian or Native Hawaiian/Other Pacific Islander	12	–	–	–	11	91%	91%	45%
White	552	78%	71%	25%	436	76%	72%	34%
Small Group Totals	15	93%	73%	27%				
General-Education Students	599	81%	74%	25%	487	78%	75%	33%
Students with Disabilities	82	34%	23%	1%	75	33%	23%	4%
English Proficient	677	–	–	–	561	–	–	–
Limited English Proficient	4	–	–	–	1	–	–	–
Economically Disadvantaged	151	63%	51%	8%				
Not Disadvantaged	530	79%	73%	26%				
Migrant								
Not Migrant	681	75%	68%	22%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	7	1

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **KINGSTON CITY SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

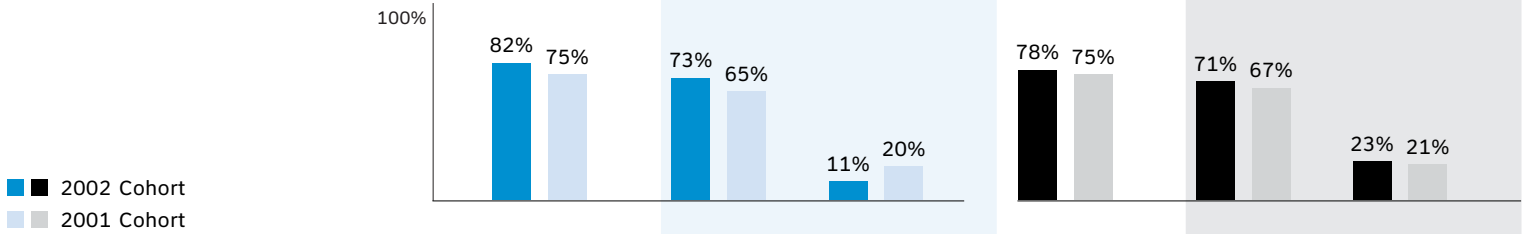
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	681	82%	73%	11%	562	75%	65%	20%
Female	346	88%	79%	12%	263	80%	71%	22%
Male	335	75%	66%	10%	299	70%	59%	19%
American Indian or Alaska Native	3	–	–	–				
Black or African American	85	71%	56%	5%	81	53%	37%	2%
Hispanic or Latino	29	59%	52%	3%	34	65%	50%	9%
Asian or Native Hawaiian/Other Pacific Islander	12	–	–	–	11	82%	82%	36%
White	552	84%	76%	12%	436	79%	71%	24%
Small Group Totals	15	100%	100%	20%				
General-Education Students	599	87%	80%	12%	487	81%	71%	23%
Students with Disabilities	82	41%	20%	2%	75	33%	27%	4%
English Proficient	677	–	–	–	561	–	–	–
Limited English Proficient	4	–	–	–	1	–	–	–
Economically Disadvantaged	151	70%	60%	5%				
Not Disadvantaged	530	85%	76%	12%				
Migrant								
Not Migrant	681	82%	73%	11%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	8	0

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

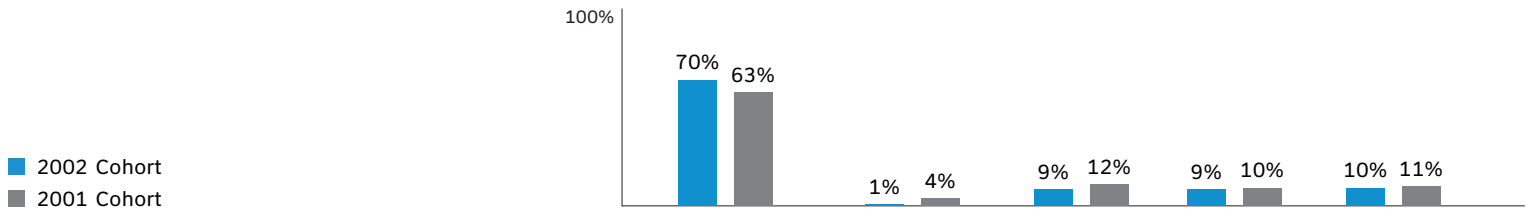
District **KINGSTON CITY SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

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

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	681	70%	1%	9%	9%	10%
	2001	562	63%	4%	12%	10%	11%
Female	2002	346	77%	1%	8%	6%	7%
	2001	263	72%	3%	12%	6%	6%
Male	2002	335	62%	1%	10%	12%	14%
	2001	299	56%	5%	11%	13%	16%
American Indian or Alaska Native	2002	3	–	–	–	–	–
Black or African American	2002	85	51%	2%	9%	25%	13%
	2001	81	47%	2%	25%	11%	15%
Hispanic or Latino	2002	29	59%	3%	10%	10%	17%
	2001	34	53%	0%	12%	12%	24%
Asian or Native Hawaiian/Other Pacific Islander	2002	12	–	–	–	–	–
White	2002	552	73%	1%	10%	7%	10%
	2001	436	67%	5%	9%	10%	10%
Small Group Totals	2002	15	87%	0%	0%	7%	7%
General-Education Students	2002	599	74%	0%	10%	7%	9%
	2001	487	68%	4%	11%	7%	9%
Students with Disabilities	2002	82	39%	10%	7%	22%	22%
	2001	75	31%	5%	12%	29%	23%
English Proficient	2002	677	–	–	–	–	–
	2001	561	–	–	–	–	–
Limited English Proficient	2002	4	–	–	–	–	–
	2001	1	–	–	–	–	–
Economically Disadvantaged	2002	151	53%	2%	15%	18%	13%
	2001	147	47%	3%	13%	15%	13%
Not Disadvantaged	2002	530	75%	1%	8%	7%	10%
	2001	419	67%	3%	10%	8%	10%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	681	70%	1%	9%	9%	10%

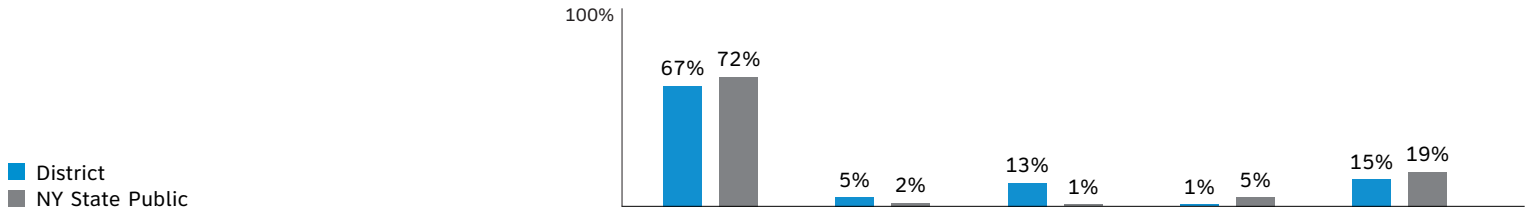
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District **KINGSTON CITY SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	569	67%	5%	13%	1%	15%
Female	268	73%	3%	13%	0%	10%
Male	301	61%	7%	12%	1%	19%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	82	51%	4%	24%	1%	20%
Hispanic or Latino	34	68%	0%	9%	0%	24%
Asian or Native Hawaiian/Other Pacific Islander	11	73%	0%	9%	0%	18%
White	442	69%	6%	11%	1%	13%
Small Group Totals						
General-Education Students	499	70%	4%	12%	1%	13%
Students with Disabilities	70	41%	14%	14%	3%	27%
English Proficient	568	–	–	–	–	–
Limited English Proficient	1	–	–	–	–	–
Economically Disadvantaged	103	51%	6%	18%	1%	23%
Not Disadvantaged	466	70%	5%	11%	1%	13%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	569	67%	5%	13%	1%	15%

NOTES

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