



The New York State District Report Card

Accountability and Overview Report 2010 – 11

District **KINGSTON CITY SCHOOL DISTRICT**
District ID **62-06-00-01-0000**
Superintendent **GERARD GRETZINGER**
Telephone **(845) 339-3000**
Grades **PK-12, UE, US**

This District's Report Card

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

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

Use this report to:

- 1 Get District Profile information.**
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2011–12 accountability status.
- 4 Review an Overview of District Performance.**
This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

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

District KINGSTON CITY SCHOOL DISTRICT

District ID 62-06-00-01-0000

District Profile

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

Enrollment

	2008-09	2009-10	2010-11
Pre-K	279	279	274
Kindergarten	533	539	503
Grade 1	527	523	507
Grade 2	544	535	535
Grade 3	494	544	520
Grade 4	480	491	540
Grade 5	509	465	477
Grade 6	534	512	481
Ungraded Elementary	12	14	9
Grade 7	581	513	503
Grade 8	568	553	496
Grade 9	678	656	600
Grade 10	590	573	577
Grade 11	554	560	541
Grade 12	531	502	519
Ungraded Secondary	47	40	43
Total K-12	7182	7020	6851

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	20	20	20
Grade 8			
English	23	21	23
Mathematics	25	21	22
Science	22	23	24
Social Studies	24	20	24
Grade 10			
English	24	26	23
Mathematics	18	23	26
Science	22	20	20
Social Studies	30	24	26

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

District ID 62-06-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	2076	29%	2178	31%	2240	33%
Reduced-Price Lunch	743	10%	632	9%	607	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	157	2%	177	3%	195	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	26	0%	25	0%	39	1%
Black or African American	1291	18%	1211	17%	1227	18%
Hispanic or Latino	724	10%	728	10%	743	11%
Asian or Native Hawaiian/Other Pacific Islander	144	2%	160	2%	164	2%
White	4904	68%	4714	67%	4515	66%
Multiracial	93	1%	182	3%	163	2%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		94%		93%		93%
Student Suspensions	589	8%	566	8%	481	7%

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

District ID 62-06-00-01-0000

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	587	571	560
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	1%	0%
Percent with Fewer Than Three Years of Experience	3%	2%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	23%	24%	24%
Total Number of Core Classes	1560	1445	1326
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	2029	1936	1889
Percent Taught by Teachers Without Appropriate Certification	1%	1%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	20%	28%
Turnover Rate of All Teachers	16%	13%	14%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	117	53	76
Total Paraprofessionals*	228	213	205
Assistant Principals	7	7	7
Principals	14	14	15

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

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



1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2007 Cohort

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

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irs.

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.p12.nysed.gov/irs/accountability/>.

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2011–12)

Improvement (Year 1)

ELA	Improvement (Year 1)	Science	Good Standing
Math	Good Standing	Graduation Rate	Improvement (Year 1)

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✗
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✗	✗	—	✗	✓	—
Hispanic or Latino	✗	✓	—	✗	✓	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	✓	✓	—	—	—	—
Other Groups						
Students with Disabilities	✗	✗	—	✗	✗	—
Limited English Proficient	✗	✗	—	—	—	—
Economically Disadvantaged	✗	✗	—	✗	✓	—
Student groups making AYP in each subject	✗ 4 of 9	✗ 5 of 9	✓ 1 of 1	✗ 2 of 6	✗ 5 of 6	✗ 0 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|---------------------------------------|--|
| Good Standing | Good Standing |
| Improvement (Year 1) | Requiring Academic Progress (Year 1) |
| Improvement (Year 2) | Requiring Academic Progress (Year 2) |
| Improvement (Year 3) | Requiring Academic Progress (Year 3) |
| Improvement (Year 4) | Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above) | Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts




























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

Accountability Measures 4 of 9 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (3038:2938)			99%		135	120		
Ethnicity								
American Indian or Alaska Native (27:26)	–	–	–	–	–	–		
Black or African American (620:588)			99%		109	117	117	118
Hispanic or Latino (341:315)			99%		115	116	116	124
Asian or Native Hawaiian/Other Pacific Islander (76:73)			100%		159	111		
White (1939:1905)			100%		145	120		
Multiracial (35:31)		–	–		142	105		
Other Groups								
Students with Disabilities (668:692)			98%		80	118	95	92
Limited English Proficient (61:94)			98%		79	112	111	91
Economically Disadvantaged (1518:1465)			99%		115	119	119	124
Final AYP Determination	 4 of 9							
Non-Accountability Groups								
Female (1541:1495)			99%		143	119		
Male (1497:1443)			99%		126	119		
Migrant (3:3)			–		–	–		


Symbols

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

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

Elementary/Middle-Level Mathematics




























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

Accountability Measures 5 of 9 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 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (3037:2937)			99%		148	135	
Ethnicity							
American Indian or Alaska Native (27:26)	–	–	–	–	–	–	–
Black or African American (620:588)			99%		120	132	132 128
Hispanic or Latino (340:318)			100%		136	131	
Asian or Native Hawaiian/Other Pacific Islander (76:73)			100%		174	126	
White (1939:1901)			99%		157	135	
Multiracial (35:31)		–	–		142	120	
Other Groups							
Students with Disabilities (667:689)			98%		101	133	109 111
Limited English Proficient (61:95)			100%		113	127	127 122
Economically Disadvantaged (1517:1466)			99%		128	134	134 135
Final AYP Determination	 5 of 9						
Non-Accountability Groups							
Female (1541:1495)			100%		149	134	
Male (1496:1442)			99%		146	134	
Migrant (3:3)			–		–	–	

Symbols

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

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















Elementary/Middle-Level Science

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

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

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

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11	2011–12
Accountability Groups									
All Students (1053:1007)		Qualified		98%		182	100		
Ethnicity									
American Indian or Alaska Native (10:8)	–	–	–	–	–	–	–		–
Black or African American (231:214)		Qualified		97%		166	100		
Hispanic or Latino (110:100)		Qualified		96%		171	100		
Asian or Native Hawaiian/Other Pacific Islander (21:20)	–	–	–	–	–	–	–		–
White (671:655)		Qualified		99%		189	100		
Multiracial (10:10)	–	–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (228:235)		Qualified		96%		152	100		
Limited English Proficient (17:16)	–	–	–	–	–	–	–		–
Economically Disadvantaged (521:492)		Qualified		97%		172	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (539:519)				99%		185	100		
Male (514:488)				98%		178	100		
Migrant (0:0)									


Symbols

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

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

Secondary-Level English Language Arts




















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

Accountability Measures 2 of 6 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (537:549)			98%		182	178		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–		–
Black or African American (76:83)			97%		167	172	152‡	170
Hispanic or Latino (52:49)			100%		157	169	20‡	161
Asian or Native Hawaiian/Other Pacific Islander (7:7)	–	–	–	–	–	–		–
White (401:409)			98%		188	178		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (151:114)			91%		146	173	143‡	151
Limited English Proficient (6:8)	–	–	–	–	–	–		–
Economically Disadvantaged (151:165)			100%		172	175	175‡	175
Final AYP Determination		2 of 6						
Non-Accountability Groups								
Female (290:282)			98%		186	177		
Male (247:267)			98%		178	176		
Migrant (0:0)								


Symbols

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

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

Secondary-Level Mathematics




















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

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

Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (537:549)			98%		183	175	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (76:83)			97%		169	169	
Hispanic or Latino (52:49)			98%		176	166	
Asian or Native Hawaiian/Other Pacific Islander (7:7)	—	—	—	—	—	—	—
White (401:409)			98%		186	175	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (87:114)			97%		149	170	150 [‡] 154
Limited English Proficient (6:8)	—	—	—	—	—	—	—
Economically Disadvantaged (151:165)			97%		176	172	
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (290:282)			98%		187	174	
Male (247:267)			98%		179	173	
Migrant (0:0)							


Symbols

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

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

Graduation Rate









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

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



Prospective Status

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

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (618)			71%	80%	74%
Ethnicity					
American Indian or Alaska Native (1)		—	—	—	
Black or African American (88)			47%	80%	53%
Hispanic or Latino (40)			60%	80%	66%
Asian or Native Hawaiian/Other Pacific Islander (21)		—	—	—	
White (464)			76%	80%	80%
Multiracial (4)		—	—	—	
Other Groups					
Students with Disabilities (110)			37%	80%	47%
Limited English Proficient (8)		—	—	—	
Economically Disadvantaged (186)			59%	80%	64%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (304)			77%	80%	
Male (314)			66%	80%	
Migrant (0)					

Symbols

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

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **74%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

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

In Good Standing

9 schools identified 64% of total

ANNA DEVINE SCHOOL
CHAMBERS SCHOOL
E R CROSBY ELEMENTARY SCHOOL
ERNEST C MYER SCHOOL
FRANK L MEAGHER SCHOOL
GEORGE WASHINGTON SCHOOL
ROBERT R GRAVES SCHOOL
SOPHIE FINN SCHOOL
ZENA ELEMENTARY SCHOOL

Improvement (year 1) Basic

1 school identified 7% of total

JOHN F KENNEDY SCHOOL

Improvement (year 1) Focused

3 schools identified 21% of total

HARRY L EDSON SCHOOL
J WATSON BAILEY MIDDLE SCHOOL
M CLIFFORD MILLER MIDDLE SCHOOL

Restructuring (advanced) Comprehensive

1 school identified 7% of total

KINGSTON HIGH SCHOOL

4 Overview of District Performance

District **KINGSTON CITY SCHOOL DISTRICT**

District ID **62-06-00-01-0000**

Summary of 2010–11 District Performance

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

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	55%			508
Grade 4	48%			525
Grade 5	47%			470
Grade 6	46%			469
Grade 7	42%			508
Grade 8	38%			500

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	51%			508
Grade 4	62%			528
Grade 5	62%			472
Grade 6	54%			468
Grade 7	57%			507
Grade 8	45%			496

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	88%			523
Grade 8	76%			396

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	76%			649
Mathematics	77%			649

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

Mathematics

Level 1: Below Standard

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

Level 2: Meets Basic Standard

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

Level 3: Meets Proficiency Standard

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

Level 4: Exceeds Proficiency Standard

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

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

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/irs.

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

This District's N/RC Category:

Average Need Districts

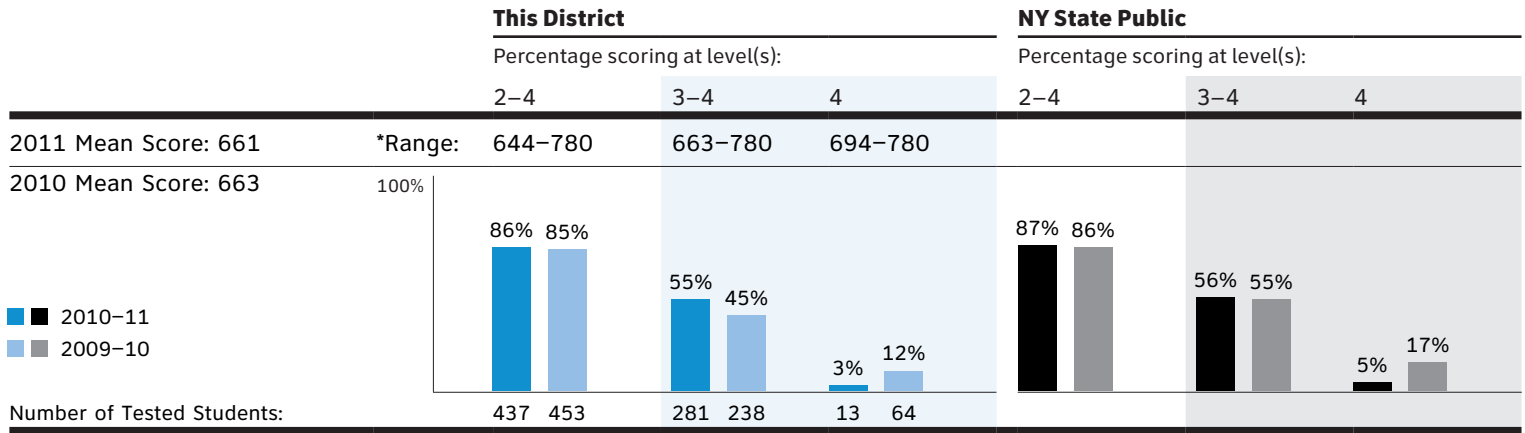
This is a school district with average student needs in relation to district resource capacity.

4 Overview of District Performance

District **KINGSTON CITY SCHOOL DISTRICT**

District ID **62-06-00-01-0000**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	508	86%	55%	3%	532	85%	45%	12%
Female	262	88%	59%	3%	275	89%	50%	16%
Male	246	84%	52%	2%	257	81%	39%	8%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	90	81%	37%	1%	126	79%	29%	6%
Hispanic or Latino	75	83%	44%	1%	69	78%	36%	4%
Asian or Native Hawaiian/Other Pacific Islander	14	86%	71%	7%	9	89%	44%	22%
White	318	88%	64%	3%	320	89%	54%	16%
Multiracial	7	-	-	-	5	-	-	-
Small Group Totals	11	91%	27%	0%	8	88%	0%	0%
General-Education Students	404	95%	64%	3%	425	93%	52%	15%
Students with Disabilities	104	53%	23%	1%	107	55%	16%	2%
English Proficient	486	88%	57%	3%	515	86%	45%	12%
Limited English Proficient	22	50%	18%	0%	17	65%	35%	0%
Economically Disadvantaged	275	79%	42%	1%	280	79%	35%	8%
Not Disadvantaged	233	94%	71%	5%	252	92%	56%	17%
Migrant	2	-	-	-				
Not Migrant	506	-	-	-	532	85%	45%	12%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	5	5	4	7	6	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

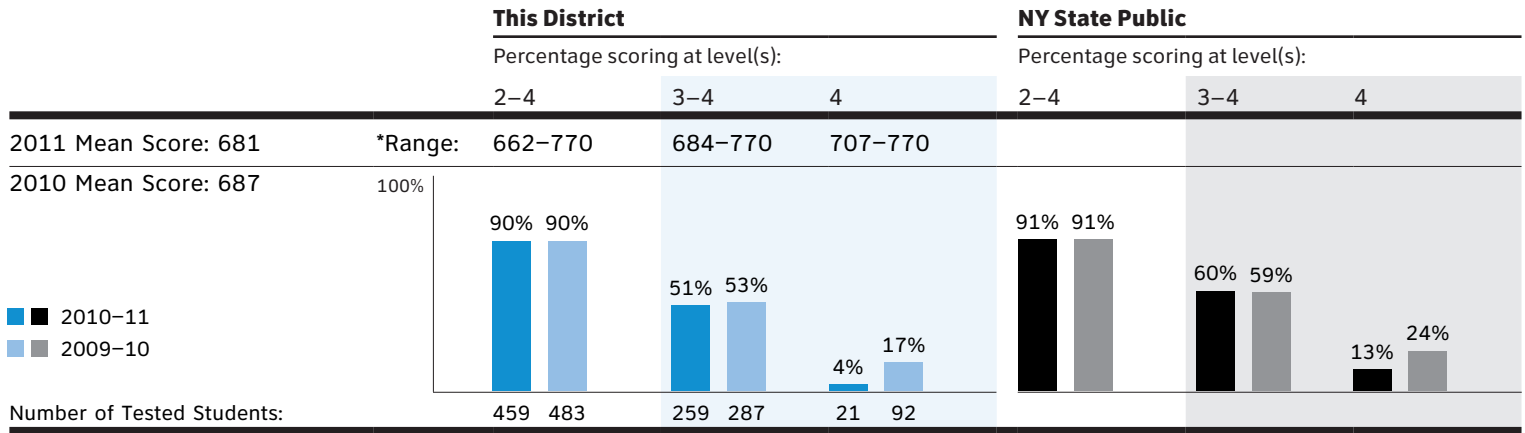
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **KINGSTON CITY SCHOOL DISTRICT**

District ID **62-06-00-01-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	508	90%	51%	4%	539	90%	53%	17%
Female	262	89%	48%	3%	278	91%	55%	18%
Male	246	91%	54%	5%	261	88%	51%	16%
American Indian or Alaska Native	4	-	-	-	3	-	-	-
Black or African American	91	82%	27%	1%	126	86%	46%	6%
Hispanic or Latino	75	89%	40%	1%	74	86%	41%	11%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	64%	0%	10	90%	60%	10%
White	317	93%	61%	6%	321	92%	60%	23%
Multiracial	7	-	-	-	5	-	-	-
Small Group Totals	11	91%	18%	0%	8	88%	13%	0%
General-Education Students	403	95%	58%	5%	431	95%	61%	19%
Students with Disabilities	105	73%	25%	0%	108	69%	21%	7%
English Proficient	486	92%	52%	4%	516	91%	54%	18%
Limited English Proficient	22	64%	18%	0%	23	70%	26%	4%
Economically Disadvantaged	276	86%	34%	1%	285	85%	43%	11%
Not Disadvantaged	232	96%	71%	8%	254	94%	65%	24%
Migrant	2	-	-	-				
Not Migrant	506	-	-	-	539	90%	53%	17%

NOTES

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

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Other Assessments

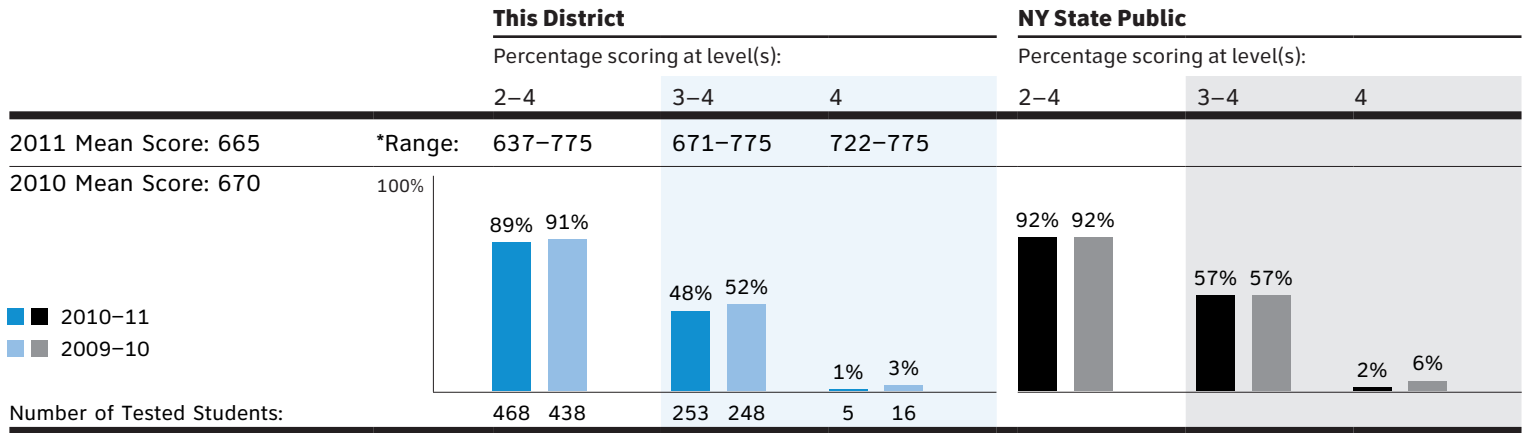
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	5	5	4	7	7	6	5

4 Overview of District Performance

District **KINGSTON CITY SCHOOL DISTRICT**

District ID **62-06-00-01-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	525	89%	48%	1%	479	91%	52%	3%
Female	275	93%	54%	2%	229	92%	56%	4%
Male	250	85%	42%	0%	250	91%	48%	2%
American Indian or Alaska Native	5	80%	0%	0%	2	-	-	-
Black or African American	118	84%	31%	0%	101	84%	33%	3%
Hispanic or Latino	72	81%	32%	0%	54	87%	26%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	82%	9%	14	100%	57%	7%
White	313	93%	58%	1%	301	94%	64%	4%
Multiracial	6	100%	33%	0%	7	-	-	-
Small Group Totals					9	100%	0%	0%
General-Education Students	414	96%	58%	1%	376	97%	61%	4%
Students with Disabilities	111	63%	12%	0%	103	72%	17%	0%
English Proficient	510	90%	50%	1%	467	92%	53%	3%
Limited English Proficient	15	73%	0%	0%	12	75%	0%	0%
Economically Disadvantaged	284	83%	33%	0%	244	88%	40%	2%
Not Disadvantaged	241	96%	66%	2%	235	95%	64%	5%
Migrant								
Not Migrant	525	89%	48%	1%	479	91%	52%	3%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	9	9	7	7	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

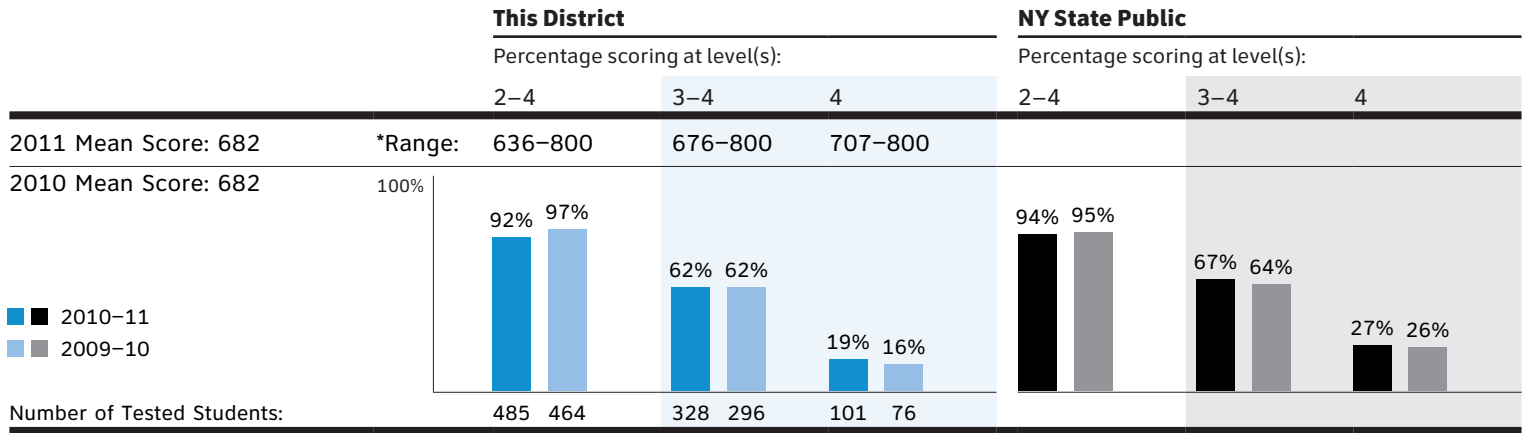
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **KINGSTON CITY SCHOOL DISTRICT**

District ID **62-06-00-01-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	528	92%	62%	19%	480	97%	62%	16%
Female	277	94%	64%	21%	230	97%	60%	17%
Male	251	90%	61%	18%	250	97%	63%	14%
American Indian or Alaska Native	5	100%	20%	0%	2	-	-	-
Black or African American	120	88%	38%	7%	101	95%	41%	5%
Hispanic or Latino	73	86%	53%	4%	54	93%	46%	2%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	73%	27%	14	100%	86%	21%
White	313	94%	74%	27%	302	98%	71%	22%
Multiracial	6	100%	50%	33%	7	-	-	-
Small Group Totals					9	100%	44%	0%
General-Education Students	416	97%	71%	23%	377	98%	68%	20%
Students with Disabilities	112	72%	30%	4%	103	90%	37%	2%
English Proficient	513	92%	63%	19%	468	97%	62%	16%
Limited English Proficient	15	73%	40%	7%	12	83%	50%	0%
Economically Disadvantaged	286	87%	48%	10%	245	94%	49%	8%
Not Disadvantaged	242	97%	79%	30%	235	99%	74%	24%
Migrant								
Not Migrant	528	92%	62%	19%	480	97%	62%	16%

NOTES

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

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

Other Assessments

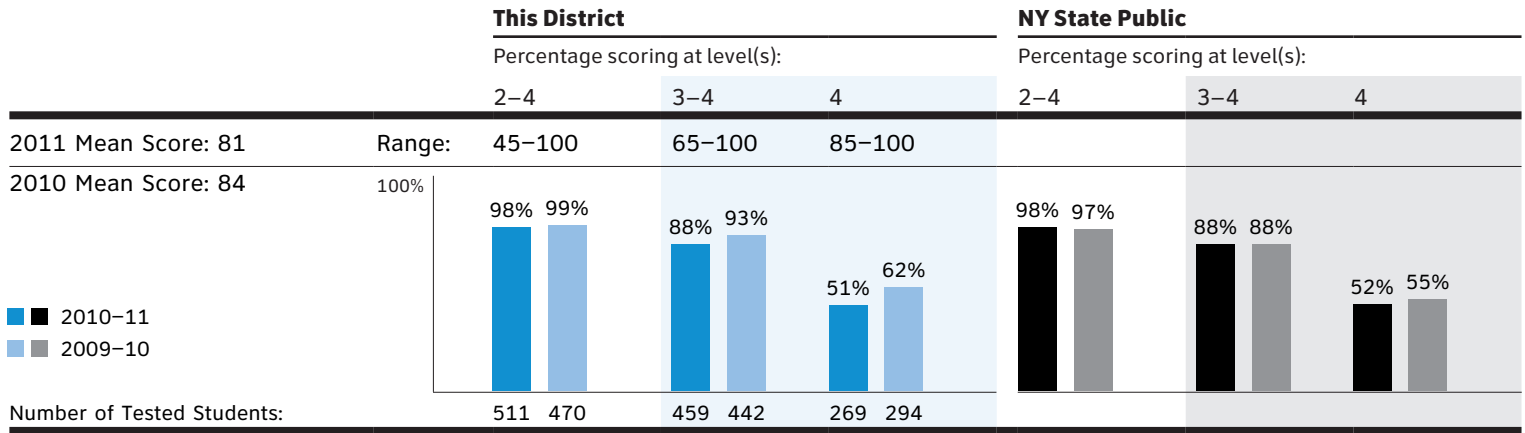
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	9	9	7	6	4	-	-	-

4 Overview of District Performance

District **KINGSTON CITY SCHOOL DISTRICT**

District ID **62-06-00-01-0000**

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	523	98%	88%	51%	474	99%	93%	62%
Female	276	99%	90%	55%	227	100%	92%	62%
Male	247	97%	85%	47%	247	99%	94%	62%
American Indian or Alaska Native	5	100%	60%	0%	2	-	-	-
Black or African American	118	95%	79%	26%	100	99%	89%	39%
Hispanic or Latino	71	97%	79%	31%	53	98%	83%	40%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	91%	64%	14	100%	100%	93%
White	312	99%	93%	66%	298	99%	96%	73%
Multiracial	6	100%	100%	50%	7	-	-	-
Small Group Totals					9	100%	89%	22%
General-Education Students	414	98%	92%	60%	372	99%	97%	70%
Students with Disabilities	109	95%	73%	20%	102	98%	80%	34%
English Proficient	509	98%	88%	52%	462	100%	94%	62%
Limited English Proficient	14	86%	64%	14%	12	83%	67%	50%
Economically Disadvantaged	281	97%	80%	36%	240	99%	91%	50%
Not Disadvantaged	242	98%	96%	69%	234	100%	96%	74%
Migrant								
Not Migrant	523	98%	88%	51%	474	99%	93%	62%

NOTES

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	9	9	9	8	4	-	-	-

4 Overview of District Performance

District **KINGSTON CITY SCHOOL DISTRICT**

District ID **62-06-00-01-0000**

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
2011 Mean Score: 664	*Range: 648-795	668-795	700-795			
2010 Mean Score: 670						
Number of Tested Students:	397	408	221	216	11	43

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	470	84%	47%	2%	462	88%	47%	9%
Female	223	86%	51%	4%	244	91%	53%	11%
Male	247	83%	44%	1%	218	85%	39%	7%
American Indian or Alaska Native	5	100%	40%	0%	4	-	-	-
Black or African American	90	74%	33%	1%	90	82%	28%	7%
Hispanic or Latino	52	71%	23%	2%	51	86%	37%	2%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	62%	8%	11	100%	55%	18%
White	302	88%	55%	3%	298	90%	53%	11%
Multiracial	8	100%	38%	0%	8	-	-	-
Small Group Totals					12	100%	67%	0%
General-Education Students	361	93%	58%	3%	370	94%	55%	11%
Students with Disabilities	109	55%	10%	0%	92	67%	15%	1%
English Proficient	464	85%	47%	2%	456	89%	47%	9%
Limited English Proficient	6	50%	17%	0%	6	67%	0%	0%
Economically Disadvantaged	239	78%	37%	1%	220	82%	35%	5%
Not Disadvantaged	231	91%	58%	4%	242	94%	57%	13%
Migrant								
Not Migrant	470	84%	47%	2%	462	88%	47%	9%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	5	4	2	5	5	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

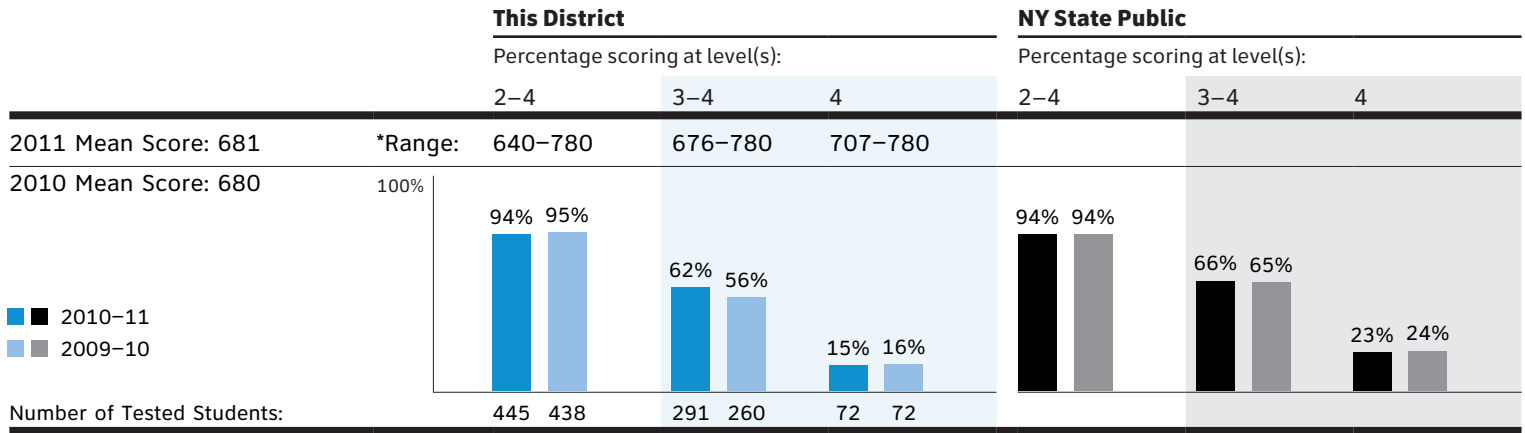
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **KINGSTON CITY SCHOOL DISTRICT**

District ID **62-06-00-01-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	472	94%	62%	15%	463	95%	56%	16%
Female	224	93%	60%	17%	244	95%	57%	16%
Male	248	96%	63%	14%	219	94%	55%	16%
American Indian or Alaska Native	5	100%	20%	0%	4	-	-	-
Black or African American	90	91%	40%	4%	89	88%	33%	4%
Hispanic or Latino	53	89%	45%	4%	52	100%	54%	8%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	85%	46%	12	100%	58%	33%
White	303	96%	71%	19%	298	95%	62%	20%
Multiracial	8	88%	50%	25%	8	-	-	-
Small Group Totals					12	100%	83%	0%
General-Education Students	363	97%	72%	19%	372	97%	62%	19%
Students with Disabilities	109	84%	27%	4%	91	84%	33%	2%
English Proficient	465	95%	62%	15%	455	95%	56%	15%
Limited English Proficient	7	71%	43%	14%	8	100%	63%	25%
Economically Disadvantaged	240	93%	49%	8%	221	91%	43%	6%
Not Disadvantaged	232	96%	75%	23%	242	98%	68%	24%
Migrant								
Not Migrant	472	94%	62%	15%	463	95%	56%	16%

NOTES

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Other Assessments

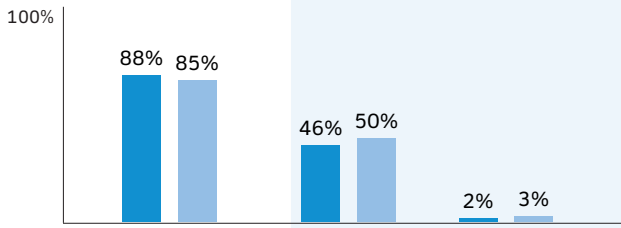
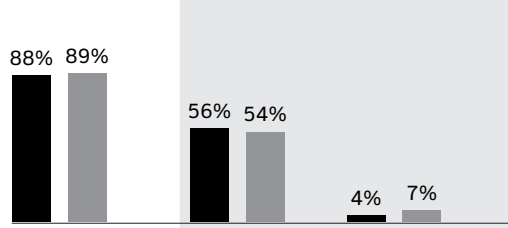
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	5	3	1	5	5	5	3

4 Overview of District Performance

District **KINGSTON CITY SCHOOL DISTRICT**

District ID **62-06-00-01-0000**

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
2011 Mean Score: 659	*Range: 644-785	662-785	694-785			
2010 Mean Score: 661						
						
Number of Tested Students:	413	424	215	249	8	17

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	469	88%	46%	2%	497	85%	50%	3%
Female	244	93%	52%	3%	252	89%	54%	5%
Male	225	83%	39%	0%	245	82%	47%	2%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	96	77%	27%	0%	98	69%	31%	2%
Hispanic or Latino	52	83%	35%	2%	45	91%	49%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	90%	60%	0%	18	78%	56%	11%
White	299	92%	53%	2%	329	89%	55%	4%
Multiracial	9	-	-	-	4	-	-	-
Small Group Totals	12	92%	58%	0%	7	100%	71%	14%
General-Education Students	372	95%	54%	2%	395	95%	62%	4%
Students with Disabilities	97	61%	15%	0%	102	46%	3%	0%
English Proficient	463	88%	46%	2%	488	86%	51%	3%
Limited English Proficient	6	67%	0%	0%	9	56%	0%	0%
Economically Disadvantaged	241	82%	32%	0%	238	77%	35%	1%
Not Disadvantaged	228	95%	60%	4%	259	93%	64%	6%
Migrant	1	-	-	-				
Not Migrant	468	-	-	-	497	85%	50%	3%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	2	1	1	5	5	3	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

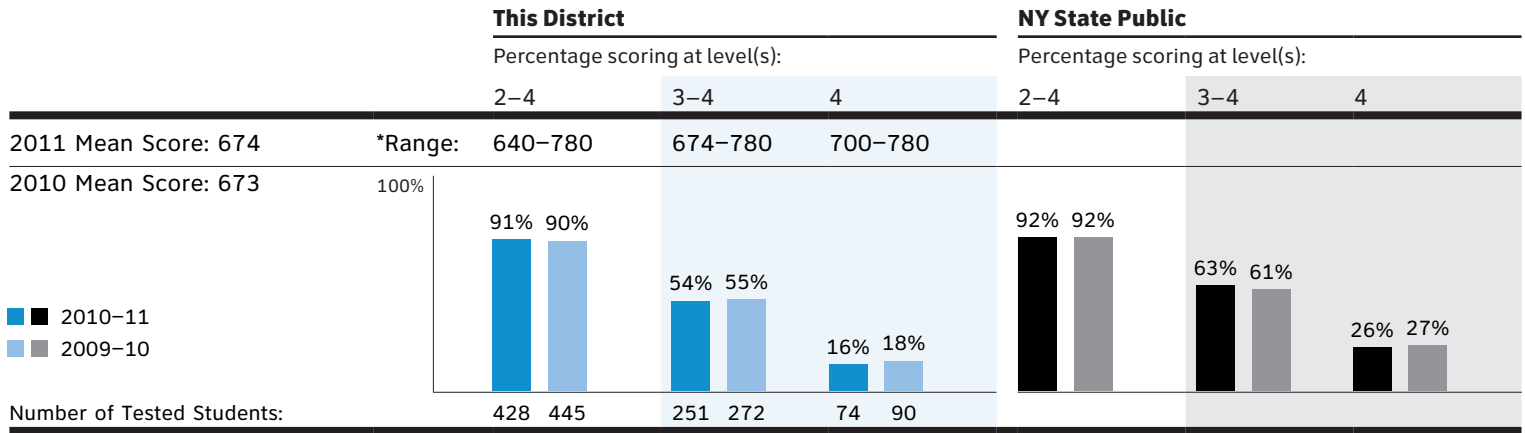
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **KINGSTON CITY SCHOOL DISTRICT**

District ID **62-06-00-01-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	468	91%	54%	16%	497	90%	55%	18%
Female	244	93%	56%	19%	251	93%	57%	20%
Male	224	89%	51%	13%	246	86%	53%	16%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	95	86%	29%	6%	98	84%	35%	8%
Hispanic or Latino	53	92%	51%	6%	46	93%	52%	4%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	80%	20%	18	89%	61%	39%
White	298	92%	60%	21%	328	91%	61%	22%
Multiracial	9	-	-	-	3	-	-	-
Small Group Totals	12	100%	67%	8%	7	86%	57%	29%
General-Education Students	373	98%	63%	19%	393	98%	66%	23%
Students with Disabilities	95	66%	16%	3%	104	58%	13%	1%
English Proficient	462	91%	54%	16%	487	90%	55%	18%
Limited English Proficient	6	100%	33%	0%	10	70%	20%	0%
Economically Disadvantaged	240	87%	40%	5%	236	84%	41%	5%
Not Disadvantaged	228	96%	68%	27%	261	94%	67%	30%
Migrant	1	-	-	-				
Not Migrant	467	-	-	-	497	90%	55%	18%

NOTES

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Other Assessments

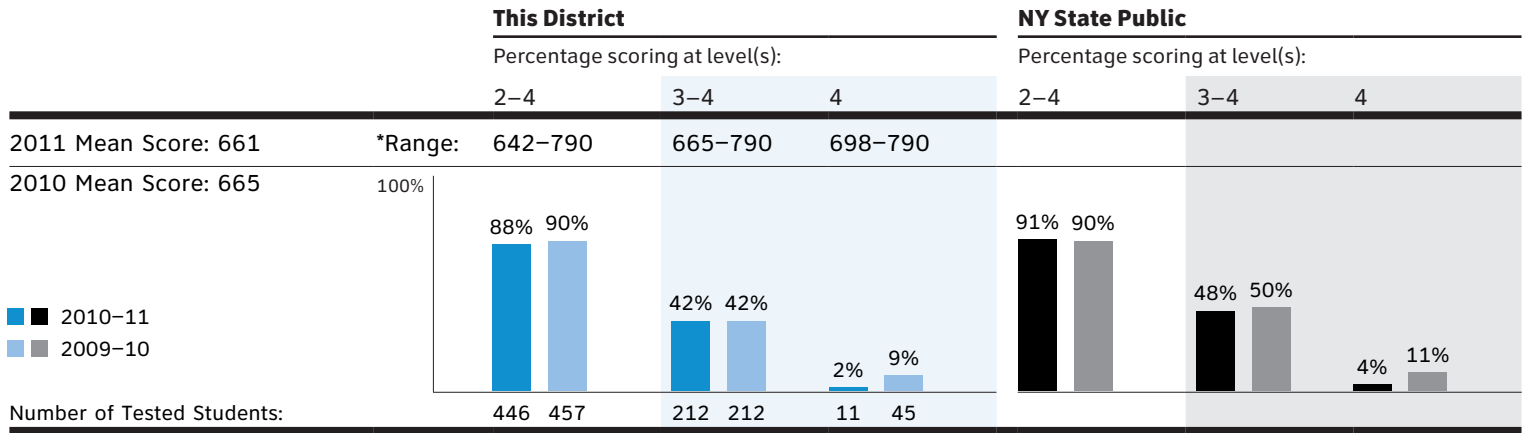
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	5	5	3	5	5	4	2

4 Overview of District Performance

District **KINGSTON CITY SCHOOL DISTRICT**

District ID **62-06-00-01-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	508	88%	42%	2%	508	90%	42%	9%
Female	264	93%	47%	3%	262	94%	51%	12%
Male	244	82%	36%	1%	246	86%	32%	6%
American Indian or Alaska Native	5	-	-	-	1	-	-	-
Black or African American	103	79%	28%	2%	104	79%	23%	3%
Hispanic or Latino	47	91%	32%	0%	40	93%	33%	3%
Asian or Native Hawaiian/Other Pacific Islander	18	89%	56%	0%	13	100%	85%	31%
White	334	90%	46%	2%	346	93%	47%	10%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	6	83%	50%	17%	5	80%	40%	20%
General-Education Students	406	96%	51%	3%	401	98%	50%	11%
Students with Disabilities	102	54%	4%	0%	107	61%	11%	2%
English Proficient	500	88%	42%	2%	505	-	-	-
Limited English Proficient	8	50%	13%	0%	3	-	-	-
Economically Disadvantaged	227	82%	23%	0%	236	85%	31%	3%
Not Disadvantaged	281	93%	57%	4%	272	94%	51%	14%
Migrant								
Not Migrant	508	88%	42%	2%	508	90%	42%	9%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	6	6	3	5	5	5	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

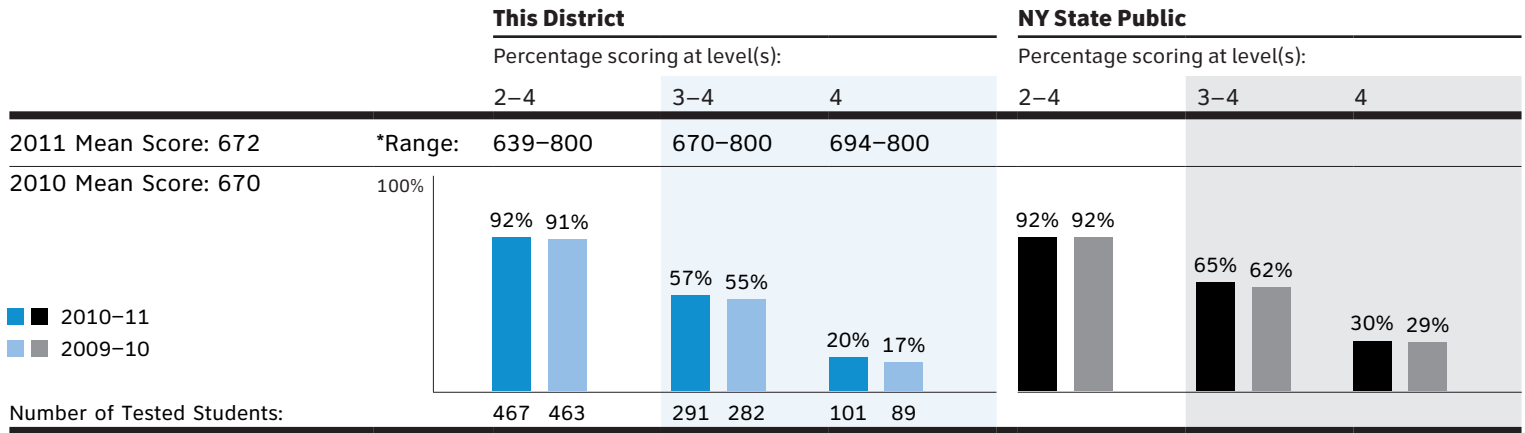
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **KINGSTON CITY SCHOOL DISTRICT**

District ID **62-06-00-01-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	507	92%	57%	20%	509	91%	55%	17%
Female	264	94%	59%	22%	266	93%	61%	20%
Male	243	90%	55%	17%	243	89%	50%	15%
American Indian or Alaska Native	5	-	-	-	1	-	-	-
Black or African American	104	87%	38%	11%	104	85%	32%	4%
Hispanic or Latino	47	98%	51%	9%	41	90%	46%	10%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	72%	39%	13	100%	100%	54%
White	332	93%	64%	23%	346	92%	62%	21%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	6	83%	50%	50%	5	100%	40%	0%
General-Education Students	405	98%	68%	25%	404	98%	66%	22%
Students with Disabilities	102	70%	17%	1%	105	63%	15%	2%
English Proficient	499	92%	58%	20%	506	-	-	-
Limited English Proficient	8	88%	50%	13%	3	-	-	-
Economically Disadvantaged	228	88%	41%	10%	235	87%	43%	11%
Not Disadvantaged	279	96%	71%	28%	274	94%	66%	23%
Migrant								
Not Migrant	507	92%	57%	20%	509	91%	55%	17%

NOTES

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Other Assessments

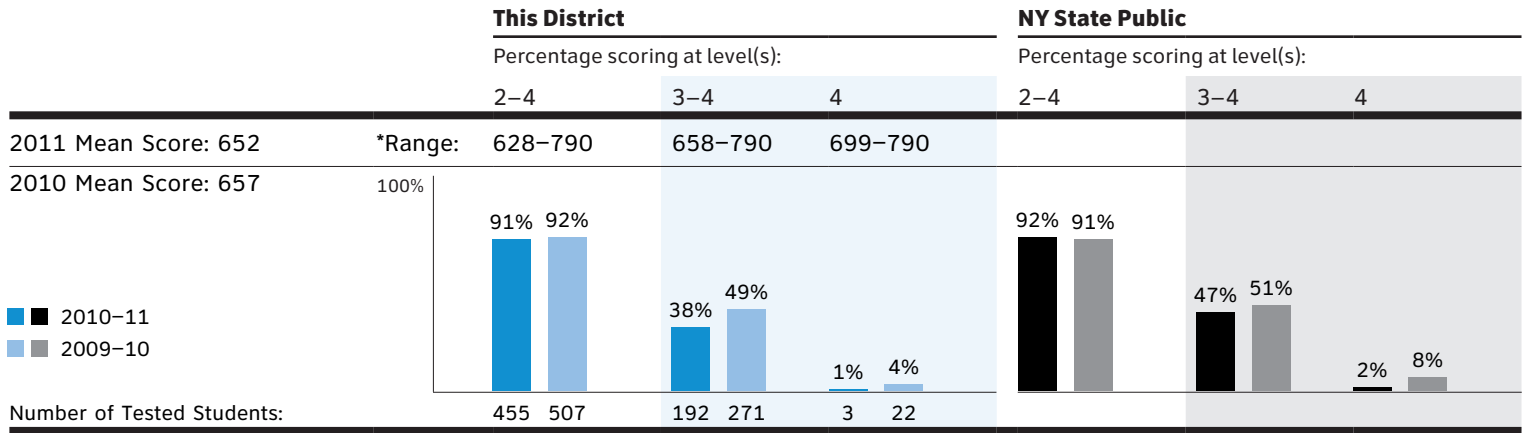
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	5	5	1	5	4	4	1

4 Overview of District Performance

District **KINGSTON CITY SCHOOL DISTRICT**

District ID **62-06-00-01-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	500	91%	38%	1%	549	92%	49%	4%
Female	255	95%	46%	1%	262	96%	58%	5%
Male	245	87%	31%	0%	287	89%	42%	3%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	108	81%	18%	0%	93	86%	35%	1%
Hispanic or Latino	36	92%	25%	0%	45	76%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	80%	10%	6	100%	33%	17%
White	339	94%	46%	1%	396	96%	54%	5%
Multiracial	3	-	-	-	5	-	-	-
Small Group Totals	7	86%	14%	0%	9	89%	56%	11%
General-Education Students	405	97%	46%	1%	445	98%	59%	5%
Students with Disabilities	95	64%	4%	0%	104	70%	10%	0%
English Proficient	498	-	-	-	545	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	231	85%	24%	0%	224	87%	35%	3%
Not Disadvantaged	269	96%	51%	1%	325	96%	59%	5%
Migrant								
Not Migrant	500	91%	38%	1%	549	92%	49%	4%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	5	3	6	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

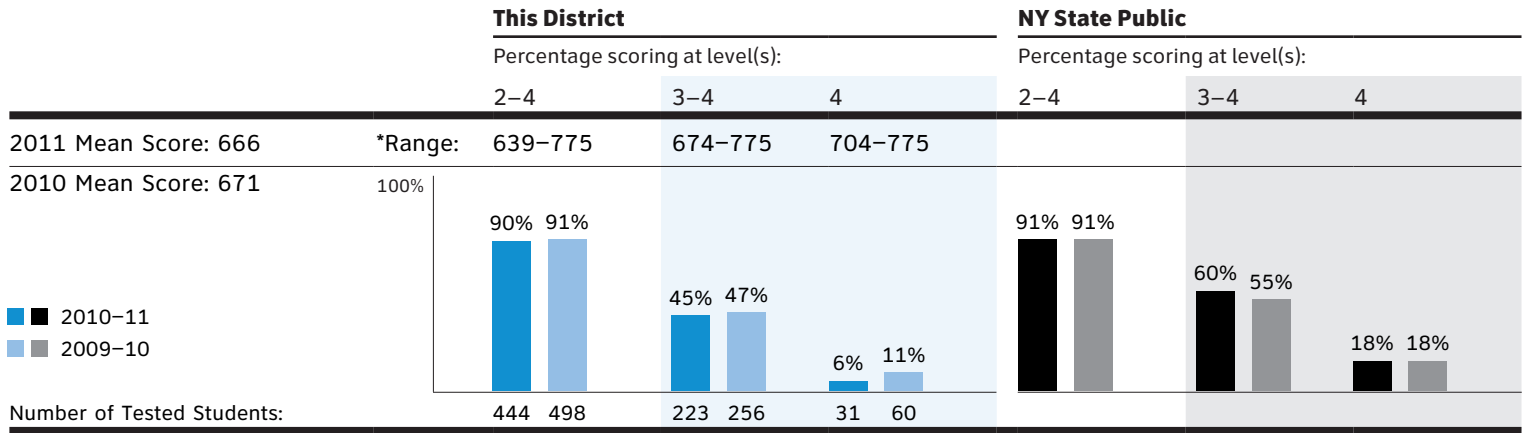
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **KINGSTON CITY SCHOOL DISTRICT**

District ID **62-06-00-01-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	496	90%	45%	6%	550	91%	47%	11%
Female	253	93%	49%	7%	262	93%	48%	13%
Male	243	86%	41%	6%	288	89%	45%	9%
American Indian or Alaska Native	4	-	-	-	4	-	-	-
Black or African American	106	84%	23%	0%	93	85%	27%	4%
Hispanic or Latino	36	89%	33%	6%	44	84%	41%	7%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	100%	10%	7	100%	86%	57%
White	337	91%	52%	8%	397	92%	51%	12%
Multiracial	3	-	-	-	5	-	-	-
Small Group Totals	7	71%	29%	0%	9	89%	44%	11%
General-Education Students	402	97%	54%	8%	446	98%	57%	13%
Students with Disabilities	94	57%	7%	0%	104	61%	4%	0%
English Proficient	494	-	-	-	546	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	229	82%	29%	3%	224	85%	30%	5%
Not Disadvantaged	267	96%	59%	9%	326	94%	58%	15%
Migrant								
Not Migrant	496	90%	45%	6%	550	91%	47%	11%

NOTES

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

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

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	5	4	3	6	4	4	3

4 Overview of District Performance

District **KINGSTON CITY SCHOOL DISTRICT**

District ID **62-06-00-01-0000**

This District's Results in Grade 8 Science

This District

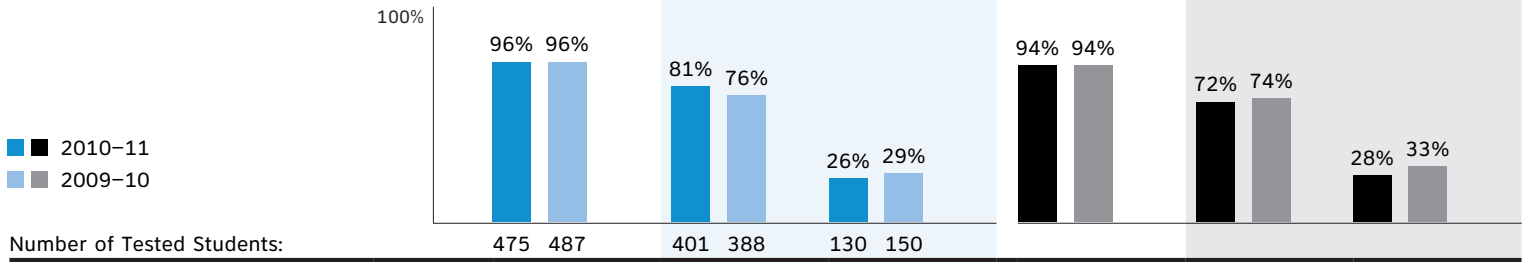
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2010-11 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	396	95%	76%	16%	434	95%	72%	20%
Female	192	97%	78%	12%	200	96%	72%	15%
Male	204	93%	75%	21%	234	94%	72%	25%
American Indian or Alaska Native	3	-	-	-	4	-	-	-
Black or African American	99	90%	63%	3%	80	89%	64%	9%
Hispanic or Latino	33	97%	64%	9%	42	93%	55%	14%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	3	-	-	-
White	255	96%	83%	22%	300	97%	76%	24%
Multiracial	2	-	-	-	5	100%	100%	20%
Small Group Totals	9	100%	78%	33%	7	100%	100%	29%
General-Education Students	301	99%	87%	20%	335	99%	82%	25%
Students with Disabilities	95	81%	41%	5%	99	80%	37%	3%
English Proficient	394	-	-	-	430	-	-	-
Limited English Proficient	2	-	-	-	4	-	-	-
Economically Disadvantaged	206	93%	67%	9%	196	90%	64%	11%
Not Disadvantaged	190	97%	86%	24%	238	99%	79%	28%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	396	95%	76%	16%	434	95%	72%	20%

NOTES

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

Other Assessments

2010-11 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

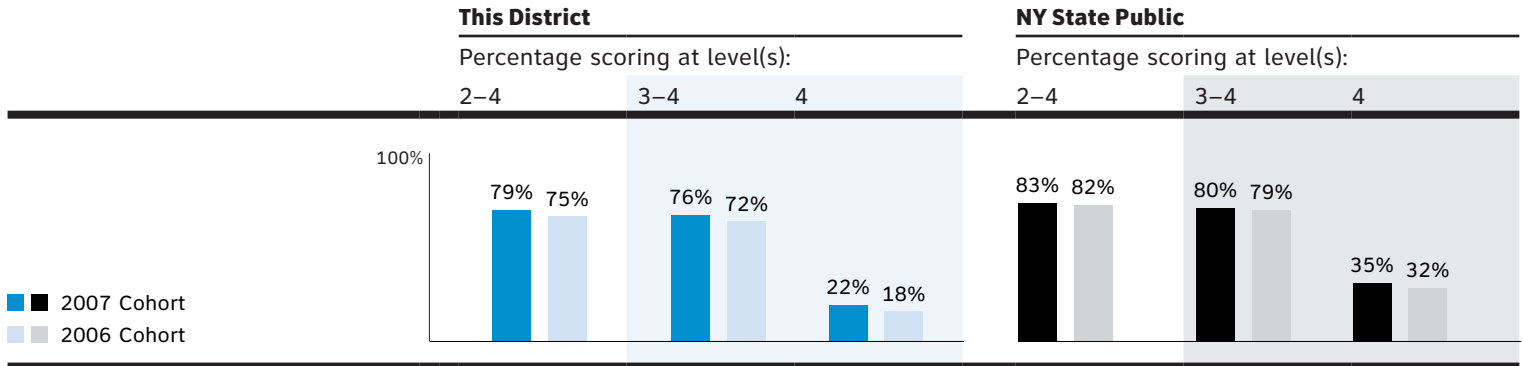
	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6
Regents Science	99	75

4 Overview of District Performance

District KINGSTON CITY SCHOOL DISTRICT

District ID 62-06-00-01-0000

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



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	649	79%	76%	22%	622	75%	72%	18%
Female	332	83%	80%	29%	305	81%	79%	26%
Male	317	75%	72%	15%	317	69%	66%	11%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	108	68%	62%	8%	91	54%	52%	3%
Hispanic or Latino	60	72%	63%	15%	39	64%	64%	3%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	21	95%	95%	19%
White	471	83%	81%	26%	466	80%	76%	23%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	10	80%	80%	40%	5	40%	40%	0%
General-Education Students	506	85%	84%	27%	511	82%	80%	22%
Students with Disabilities	143	57%	48%	3%	111	43%	36%	0%
English Proficient	638	80%	77%	22%	614	75%	72%	19%
Limited English Proficient	11	27%	9%	0%	8	50%	50%	0%
Economically Disadvantaged	201	75%	67%	14%	187	65%	61%	8%
Not Disadvantaged	448	81%	80%	25%	435	79%	77%	23%
Migrant								
Not Migrant	649	79%	76%	22%	622	75%	72%	18%

NOTES

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

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

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

4 Overview of District Performance

District KINGSTON CITY SCHOOL DISTRICT

District ID 62-06-00-01-0000

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

This District

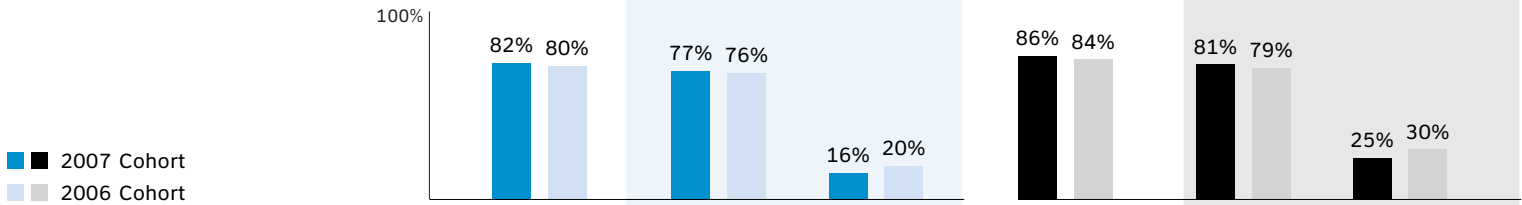
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

	2007 Cohort				2006 Cohort**			
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Female	332	86%	80%	17%	305	86%	81%	23%
Male	317	77%	74%	14%	317	74%	71%	17%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	108	73%	64%	4%	91	66%	58%	7%
Hispanic or Latino	60	78%	77%	5%	39	67%	67%	10%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	21	95%	95%	43%
White	471	84%	80%	19%	466	83%	80%	22%
Multiracial	1	-	-	-	4	-	-	-
Small Group Totals	10	80%	80%	50%	5	60%	60%	0%
General-Education Students	506	88%	86%	20%	511	86%	84%	24%
Students with Disabilities	143	58%	46%	0%	111	49%	41%	1%
English Proficient	638	82%	78%	16%	614	80%	76%	20%
Limited English Proficient	11	55%	55%	9%	8	50%	50%	13%
Economically Disadvantaged	201	78%	72%	7%	187	74%	68%	12%
Not Disadvantaged	448	83%	80%	19%	435	82%	80%	23%
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