

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



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

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

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

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

Elementary English Language Arts

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

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	1	6	1	8	100%	88%
Black	4	0	0	12	35	31	10	88	86%	47%
Hispanic	3	4	0	2	12	12	0	26	92%	46%
Asian or Pacific Islander	0	2	0	0	6	7	0	13	100%	54%
White	14	0	5	19	101	274	104	498	96%	76%
Total	21	6	5	33	155	330	115	633	95%	70%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
Results by Gender										
Female	6	2	1	9	77	155	57	298	97%	71%
Male	17	4	4	24	78	175	58	335	93%	70%
Total	23	6	5	33	155	330	115	633	95%	70%
Results by English Proficiency Status										
English Proficient	23	0	5	s	s	s	s	632	s	s
Limited English Proficient	0	6	0	s	s	s	s	1	s	s
Total	23	6	5	33	155	330	115	633	95%	70%
Results by Income Level										
Economically Disadvantaged	6	0	2	16	50	55	17	138	88%	52%
Not Disadvantaged	17	6	3	17	105	275	98	495	97%	75%
Total	23	6	5	33	155	330	115	633	95%	70%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	23	6	5	33	155	330	115	633	95%	70%
Total	23	6	5	33	155	330	115	633	95%	70%

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

Elementary Mathematics

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

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	1	0	1	3	3	7	100%	86%
Black	4	0	4	7	30	30	16	83	92%	55%
Hispanic	3	0	0	5	7	12	6	30	83%	60%
Asian or Pacific Islander	0	0	0	0	5	8	2	15	100%	67%
White	14	0	2	11	91	243	156	501	98%	80%
Total	21	0	7	23	134	296	183	636	96%	75%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
Results by Gender										
Female	6	0	4	10	63	146	79	298	97%	76%
Male	17	0	3	13	71	150	104	338	96%	75%
Total	23	0	7	23	134	296	183	636	96%	75%
Results by English Proficiency Status										
English Proficient	23	0	7	20	133	294	183	630	97%	76%
Limited English Proficient	0	0	0	3	1	2	0	6	50%	33%
Total	23	0	7	23	134	296	183	636	96%	75%
Results by Income Level										
Economically Disadvantaged	5	0	1	10	46	58	24	138	93%	59%
Not Disadvantaged	18	0	6	13	88	238	159	498	97%	80%
Total	23	0	7	23	134	296	183	636	96%	75%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	23	0	7	23	134	296	183	636	96%	75%
Total	23	0	7	23	134	296	183	636	96%	75%

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

Middle-Level English Language Arts

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

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	s	s	s	s	1	s	s
Black	2	0	7	18	42	11	2	73	75%	18%
Hispanic	1	4	3	5	15	8	0	28	82%	29%
Asian or Pacific Islander	0	1	0	s	s	s	s	13	s	s
White	2	1	14	48	206	175	39	468	90%	46%
Total	5	6	24	71	270	198	44	583	88%	42%
Small Group Totals (s)	0	1	0	0	7	4	3	14	100%	50%
Results by Gender										
Female	4	1	11	22	108	120	28	278	92%	53%
Male	3	5	13	49	162	78	16	305	84%	31%
Total	7	6	24	71	270	198	44	583	88%	42%
Results by English Proficiency Status										
English Proficient	7	0	23	s	s	s	s	581	s	s
Limited English Proficient	0	6	1	s	s	s	s	2	s	s
Total	7	6	24	71	270	198	44	583	88%	42%
Results by Income Level										
Economically Disadvantaged	4	0	11	30	101	26	5	162	81%	19%
Not Disadvantaged	3	6	13	41	169	172	39	421	90%	50%
Total	7	6	24	71	270	198	44	583	88%	42%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	7	6	24	71	270	198	44	583	88%	42%
Total	7	6	24	71	270	198	44	583	88%	42%

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

Middle-Level Mathematics

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

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	s	s	s	s	1	s	s
Black	2	0	7	41	23	9	0	73	44%	12%
Hispanic	1	0	2	16	12	4	1	33	52%	15%
Asian or Pacific Islander	0	0	0	s	s	s	s	14	s	s
White	2	1	13	103	211	137	17	468	78%	33%
Total	5	1	22	163	251	156	19	589	72%	30%
Small Group Totals (s)	0	0	0	3	5	6	1	15	80%	47%
Results by Gender										
Female	4	0	8	83	108	82	8	281	70%	32%
Male	3	1	14	80	143	74	11	308	74%	28%
Total	7	1	22	163	251	156	19	589	72%	30%
Results by English Proficiency Status										
English Proficient	7	0	22	159	247	156	19	581	73%	30%
Limited English Proficient	0	1	0	4	4	0	0	8	50%	0%
Total	7	1	22	163	251	156	19	589	72%	30%
Results by Income Level										
Economically Disadvantaged	4	0	9	64	77	21	2	164	61%	14%
Not Disadvantaged	3	1	13	99	174	135	17	425	77%	36%
Total	7	1	22	163	251	156	19	589	72%	30%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	7	1	22	163	251	156	19	589	72%	30%
Total	7	1	22	163	251	156	19	589	72%	30%

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

1997 High School Cohort

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

Performance on the English Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	397	39	293	0	84%
Students with Disabilities	47	15	10	4	62%
Total	444	54	303	4	81%
Results by English Language Proficiency					
English Proficient	444	54	303	4	81%
Limited English Proficient	0	0	0	0	
Total	444	54	303	4	81%

Performance on the Mathematics Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	397	24	277	0	76%
Students with Disabilities	47	6	7	13	55%
Total	444	30	284	13	74%

Students Not Counted in the Cohort

Student Group	First-Time Ninth-Graders in Fall 1997	Students in Cohort in June 2001	Students Eliminated after October 1999			
			Eligible for Alternate Assessment	ELL Students Entering US at 17 or over	Transferred to GED or Another High School	Died or Left the USA
Total	554	444	18	0	29	1