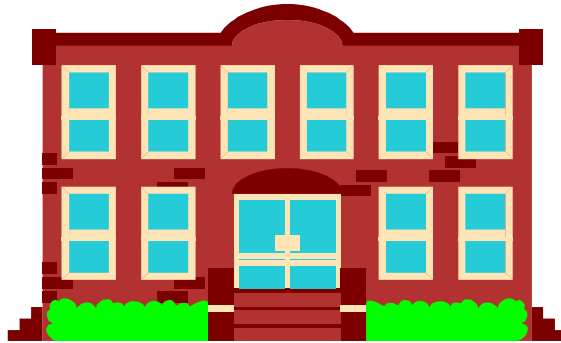


441600-01-0017

The New York State School Report Card
for
Newburgh Free Academy
in
Newburgh City School District

An Overview of Academic Performance



February 2000



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

March 6, 2000

THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of The University

CARL T. HAYDEN, <i>Chancellor</i> , A.B., J.D.	Elmira
DIANE O’NEILL MCGIVERN, <i>Vice Chancellor</i> , B.S.N., M.A., Ph.D.	Staten Island
J. EDWARD MEYER, B.A., LL.B.	Chappaqua
ADELAIDE L. SANFORD, B.A., M.A., P.D.	Hollis
SAUL B. COHEN, B.A., M.A., Ph.D.	New Rochelle
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D.	Peru
ROBERT M. BENNETT, B.A., M.S.	Tonawanda
ROBERT M. JOHNSON, B.S., J.D.	Lloyd Harbor
ANTHONY S. BOTTAR, B.A., J.D.	Syracuse
MERRYL H. TISCH, B.A., M.A.	New York
HAROLD O. LEVY, B.S., M.A. (Oxon.), J.D.	New York
ENA L. FARLEY, B.A., M.A., Ph.D.	Brockport
GERALDINE D. CHAPEY, B.A., M.A., Ed.D.	Belle Harbor
RICARDO E. OQUENDO, B.A., J.D.	Bronx
ELEANOR P. BARTLETT, B.A., M.A.	Albany
ARNOLD B. GARDNER, B.A., LL.B.	Buffalo

President of The University and Commissioner of Education

RICHARD P. MILLS

Chief Operating Officer

RICHARD H. CATE

Deputy Commissioner for Elementary, Middle, Secondary and Continuing Education

JAMES A. KADAMUS

Coordinator, Facilities, Management and Information Services

CHARLES SZUBERLA

Coordinator, Information, Reporting and Technology Services

MARTHA P. MUSSER

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including Braille, large print or audiotape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department’s Office for Diversity, Ethics, and Access, Room 152, Education Building, Albany, N.Y.

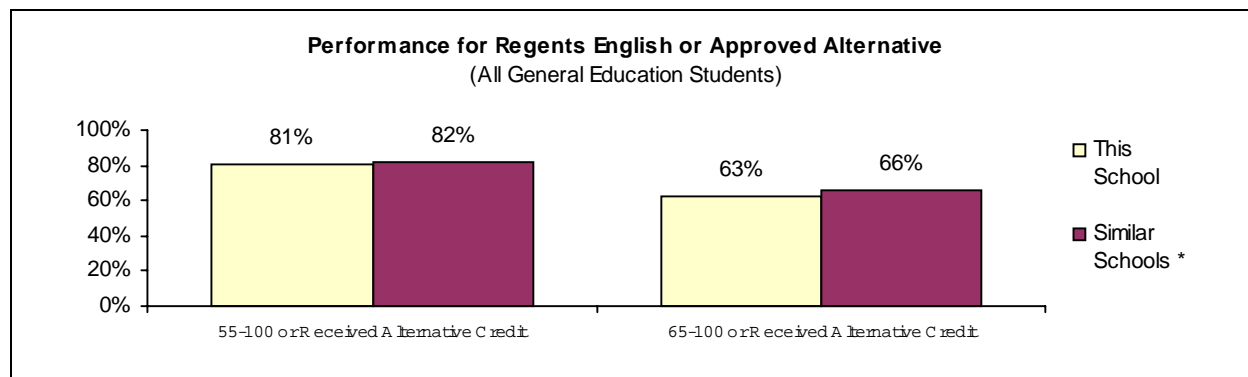
Please address all correspondence about this report that is not related to data corrections to:

School Report Card Coordinator
Information, Reporting, and Technology Services Team
Room 863 Education Building Annex
New York State Education Department
Albany, NY 12234

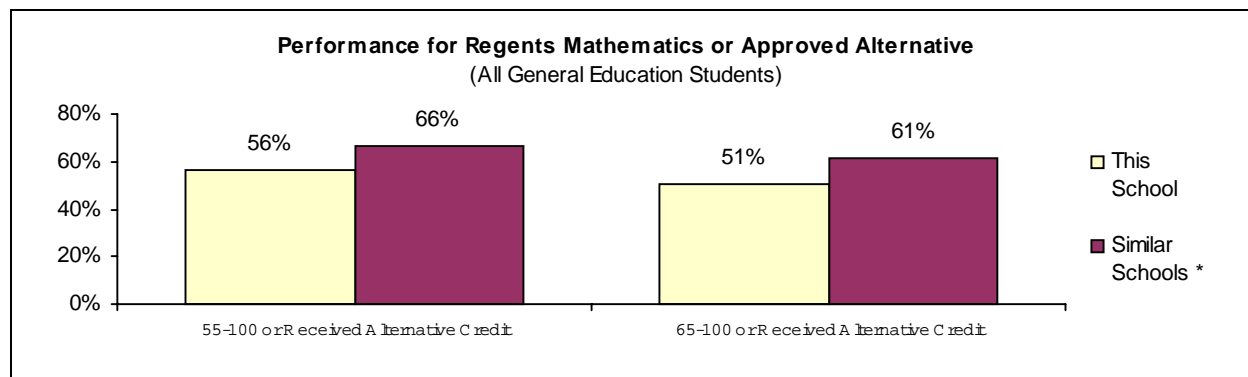
e-mail: RPTCARD@mail.nysed.gov

Cohort Performance

This cohort includes all students enrolled in this school in June 1999 who first entered grade 9 in September 1996. General education students in this cohort must pass the Regents English examination to earn a high school diploma.¹ Special education students who do not pass the Regents English examination may meet this graduation requirement by passing the Regents Competency Tests in both reading and writing. Students in this cohort are not required to pass a Regents mathematics examination to earn a local diploma.



Counts of Students	General Education	Special Education	All Students
September 1996 Grade 9 First-Time Students	599	28	627
Students Tested	549	27	576
Students with High Score From 55 To 100	486	16	502
Students with High Score From 65 To 100	375	7	382
Received Credit For An Approved Alternative Assessment	0	0	0



Counts of Students	General Education	Special Education	All Students
September 1996 Grade 9 First-Time Students	599	28	627
Students Tested	394	8	402
Students with High Score From 55 To 100	336	4	340
Students with High Score From 65 To 100	304	3	307
Received Credit For An Approved Alternative Assessment	0	0	0

* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the School Profile page of this report. Further explanation is available at <http://www.emsc.nysed.gov/reprcrd2000/similar.html>.

¹ Students who score 55 to 64 may earn a local diploma with the approval of the local school board. Only the highest score of each student is counted, regardless of how many times or in which years the student may have taken the examination.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "General Education" category.

School Profile

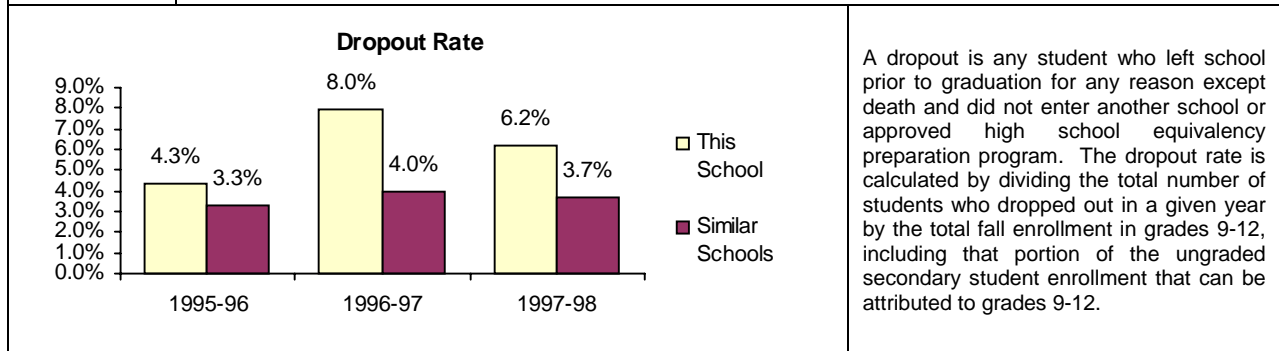
Principal: Mr. Peter Copeletti			Phone: (914)563-7500	
Organization 1998-99		School Staff ¹ (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
10-12	2,359	190	25	25

1997-98 School District-wide Total Expenditure per Pupil	\$9,076
---	---------

Student Enrollment			
Grade Level	October 1998	Grade Level	October 1998
Pre-Kindergarten	0	Grade 7	0
Kindergarten	0	Grade 8	0
Grade 1	0	Grade 9	0
Grade 2	0	Grade 10	980
Grade 3	0	Grade 11	629
Grade 4	0	Grade 12	600
Grade 5	0	Ungraded Elementary with Disabilities	0
Grade 6	0	Ungraded Secondary with Disabilities	150

Student Demographics Used To Determine Similar School Groups	1996-97		1997-98		1998-99	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	135	5.9%	126	5.3%	68	2.9%
Eligible For Free Lunch	612	26.7%	665	27.7%	657	27.9%

Similar Schools Group	This school is in Similar Schools Group 44. All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.
------------------------------	---



¹ Some district-employed staff serve in more than one school. These shared people are not reported here.

School Accountability Measures

The Regents expect schools to meet or exceed 90 percent on each benchmark shown here. Regulations require school districts to develop and implement local assistance plans (LAP) to bring every public school up to these levels. These plans must include activities to improve the performance of all students, including students with disabilities. LAP for district public schools are available for public review at the district office.

All students continuously enrolled from October until the date of State testing at this school are included in these measures. Students with disabilities are included¹. Also, schools with fewer than 20 students in a grade may combine results for three consecutive years to reduce the impact of small-population variability. Local school officials have this information.

English Language Arts Performance of Students in Grades 4 and 8 for 1998-99

	Continuously Enrolled Students Required To Take State ELA Tests		English Language Learners Reported Using Alternative Measure		Benchmark Percentage (b+d)/(a+c)
	Tested (a)	At Or Above Level 2 In English Language Arts (b)	English Language Proficiency Below Effective Participation Level (c)	Making Satisfactory Progress (d)	
Grade 4					NA
Grade 8					NA

Mathematics Performance of Students in Grades 4 and 8 for 1998-99

	Continuously Enrolled Students		Benchmark Percentage (b/a)
	Tested (a)	At Or Above Level 2 In Math (b)	
Grade 4			NA
Grade 8			NA

Demonstrated Competency of Students in Grade 11 for 1998-99

Competency Area	Grade 11 Enrollment June 1999 (a)	Regents Level (higher) (b)	RCT Level (lower) (c)	Benchmark Percentage ² (b+c)/a
Reading	617	384	123	82%
Writing	617	384	114	81%
Mathematics	617	521	38	91%

¹ All students with disabilities who are enrolled in this school are included in these measures along with general education students, regardless of classroom environment and level of special education services. These calculations match those used to identify the schools farthest from State standards [potential schools under registration review (SURR)] and Title I schools that are making adequate yearly progress.

² The State data system does not separate these Grade 11 results based on duration of enrollment. Some schools with high mobility grade 11 populations may not have their LAP status correctly identified in this report. These numbers are, however, indicative of performance in all schools.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a grade tested or enrolled. If fewer than five English language learners were reported (English Language Arts Performance table), the counts are replaced by the pound character (#).