

New York State District Report Card Comprehensive Information Report

BEDS Code: 44-16-00-01-0000

Name: Newburgh City School District

Superintendent: Richard N. Johns

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	348	323	383
Kindergarten	968	1029	978
First	1001	984	1055
Second	965	991	948
Third	973	931	950
Fourth	1018	967	896
Fifth	920	1012	939
Sixth	902	910	974
Ungraded Elementary	248	232	258
Seventh	856	946	942
Eighth	880	842	920
Ninth	819	904	886
Tenth	927	953	1001
Eleventh	699	688	750
Twelfth	700	688	631
Ungraded Secondary	379	415	384
Total K-12 Enrollment	12255	12492	12512

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	231	1.9%	248	2.0%	267	2.1%
Black (Not Hispanic)	3741	30.5%	3825	30.6%	3835	30.7%
Hispanic	3334	27.2%	3591	28.7%	3785	30.3%
White (Not Hispanic)	4949	40.4%	4828	38.6%	4625	37.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	23	23
Common Branch	22	22	22
English Grade 8	22	23	23
Mathematics Grade 8	24	22	24
Science Grade 8	23	23	24
Social Studies Grade 8	23	23	24
English Grade 10	20	22	21
Mathematics Grade 10	21	19	19
Science Grade 10	22	22	24
Social Studies Grade 10	23	24	23

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
NA	NA

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

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1163	9.2%	1251	9.8%	1305	10.1%
Eligible for Free Lunch	5477	44.7%	5260	42.1%	5447	43.5%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.0%		91.7%		91.6%
Student Suspensions	966	8.1%	2197	17.9%	1499	12.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.6%	10.2%	11.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	969
Total Other Professional Staff	108
Total Paraprofessionals	398
Teaching Out of Certification*	118
Teachers with Temporary Licenses	19

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	547	202	37%	461	218	47%	558	226	41%
Students with Disabilities	34	2	6%	21	2	10%	42	4	10%
All Students	581	204	35%	482	220	46%	600	230	38%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	85	116	1	9	44	345
Percent	14%	19%	0%	1%	7%	57%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
42	4	24	66

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			70		219	
	Entered GED Program*			0		56	
	Total Noncompleters			70		275	
Students with Disabilities	Dropped Out			10		45	
	Entered GED Program*			0		4	
	Total Noncompleters			10		49	
All Students	Dropped Out	156	4.6%	80	2.3%	264	7.5%
	Entered GED Program*	26	0.8%	0	0.0%	60	1.7%
	Total Noncompleters	182	5.4%	80	2.3%	324	9.2%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

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

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		261	883
	Number of Students with Disabilities		41	105
	Number of All Students		302	988
	Percent of Enrollment		10%	33%
9-12	Number of General-Education Students		271	247
	Number of Students with Disabilities		14	47
	Number of All Students		285	294
	Percent of Enrollment		8%	8%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	76	83%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	72	54%	0	0%	0	0%
Latin	24	100%	0	0%	0	0%
Spanish	354	69%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	71%	2	#	2	#
Science	30	53%	0	0%	8	50%
Reading	1	#	1	#	1	#
Writing	2	#	2	#	2	#
Global Studies	59	41%	7	0%	4	#
U.S. Hist & Gov't	92	36%	12	0%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	76	64%	68	49%	93	61%
Science	114	29%	0	0%	94	43%
Reading	29	66%	29	79%	58	79%
Writing	29	72%	31	94%	60	73%
Global Studies	51	45%	74	11%	90	37%
U.S. Hist & Gov't	63	46%	86	10%	52	54%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	769	624	758	62	36	68
Number Scoring 55–100	586	492	581	16	13	15
Number Scoring 65–100	480	406	510	6	8	11
Number Scoring 85–100	144	166	185	1	2	1
Percentage of Tested Scoring 55–100	76%	79%	77%	26%	36%	22%
Percentage of Tested Scoring 65–100	62%	65%	67%	10%	22%	16%
Percentage of Tested Scoring 85–100	19%	27%	24%	2%	6%	1%
Mathematics A						
Number Tested	0	444	946	0	30	45
Number Scoring 55–100	0	196	559	0	8	7
Number Scoring 65–100	0	129	425	0	5	6
Number Scoring 85–100	0	21	45	0	0	1
Percentage of Tested Scoring 55–100	0%	44%	59%	0%	27%	16%
Percentage of Tested Scoring 65–100	0%	29%	45%	0%	17%	13%
Percentage of Tested Scoring 85–100	0%	5%	5%	0%	0%	2%
Mathematics B (first administered June 2001)						
Number Tested	0	0	302	0	0	4
Number Scoring 55–100	0	0	152	0	0	#
Number Scoring 65–100	0	0	112	0	0	#
Number Scoring 85–100	0	0	15	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	50%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	37%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	5%	0%	0%	#
Global History and Geography						
Number Tested	960	958	1101	112	80	73
Number Scoring 55–100	697	678	752	84	30	25
Number Scoring 65–100	582	510	596	75	21	18
Number Scoring 85–100	141	111	147	0	1	4
Percentage of Tested Scoring 55–100	73%	71%	68%	75%	38%	34%
Percentage of Tested Scoring 65–100	61%	53%	54%	67%	26%	25%
Percentage of Tested Scoring 85–100	15%	12%	13%	0%	1%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	710	753	776	28	47	45
Number Scoring 55–100	505	597	680	12	22	34
Number Scoring 65–100	420	459	572	8	17	24
Number Scoring 85–100	133	98	203	1	3	7
Percentage of Tested Scoring 55–100	71%	79%	88%	43%	47%	76%
Percentage of Tested Scoring 65–100	59%	61%	74%	29%	36%	53%
Percentage of Tested Scoring 85–100	19%	13%	26%	4%	6%	16%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	777	853	951	5	45	80
Number Scoring 55–100	608	765	786	4	38	43
Number Scoring 65–100	486	659	608	2	29	27
Number Scoring 85–100	52	80	81	0	1	0
Percentage of Tested Scoring 55–100	78%	90%	83%	80%	84%	54%
Percentage of Tested Scoring 65–100	63%	77%	64%	40%	64%	34%
Percentage of Tested Scoring 85–100	7%	9%	9%	0%	2%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	559	341	506	3	6	19
Number Scoring 55–100	502	283	462	#	6	16
Number Scoring 65–100	437	239	416	#	4	12
Number Scoring 85–100	109	30	113	#	1	0
Percentage of Tested Scoring 55–100	90%	83%	91%	#	100%	84%
Percentage of Tested Scoring 65–100	78%	70%	82%	#	67%	63%
Percentage of Tested Scoring 85–100	19%	9%	22%	#	17%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		317	379		3	6
Number Scoring 55–100		273	308		#	4
Number Scoring 65–100		180	194		#	3
Number Scoring 85–100		22	15		#	0
Percentage of Tested Scoring 55–100		86%	81%		#	67%
Percentage of Tested Scoring 65–100		57%	51%		#	50%
Percentage of Tested Scoring 85–100		7%	4%		#	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	30	62	75	0	0	0
Number Scoring 55–100	29	59	65	0	0	0
Number Scoring 65–100	28	57	62	0	0	0
Number Scoring 85–100	18	34	23	0	0	0
Percentage of Tested Scoring 55–100	97%	95%	87%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	92%	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	60%	55%	31%	0%	0%	0%
Comprehensive Italian						
Number Tested	64	34	88	0	0	0
Number Scoring 55–100	51	29	81	0	0	0
Number Scoring 65–100	51	27	78	0	0	0
Number Scoring 85–100	29	11	44	0	0	0
Percentage of Tested Scoring 55–100	80%	85%	92%	0%	0%	0%
Percentage of Tested Scoring 65–100	80%	79%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	45%	32%	50%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	314	392	407	0	3	5
Number Scoring 55–100	281	341	360	0	#	5
Number Scoring 65–100	269	318	343	0	#	4
Number Scoring 85–100	173	175	177	0	#	0
Percentage of Tested Scoring 55–100	89%	87%	88%	0%	#	100%
Percentage of Tested Scoring 65–100	86%	81%	84%	0%	#	80%
Percentage of Tested Scoring 85–100	55%	45%	43%	0%	#	0%
Comprehensive Latin						
Number Tested	89	0	23	0	0	0
Number Scoring 55–100	84	0	23	0	0	0
Number Scoring 65–100	80	0	23	0	0	0
Number Scoring 85–100	28	0	11	0	0	0
Percentage of Tested Scoring 55–100	94%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	31%	0%	48%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	724	316	65	9	8	3
Number Scoring 55–100	330	193	37	0	5	#
Number Scoring 65–100	259	141	22	0	3	#
Number Scoring 85–100	92	15	2	0	1	#
Percentage of Tested Scoring 55–100	46%	61%	57%	0%	62%	#
Percentage of Tested Scoring 65–100	36%	45%	34%	0%	38%	#
Percentage of Tested Scoring 85–100	13%	5%	3%	0%	12%	#
Sequential Mathematics, Course III						
Number Tested	347	0	113	2	0	3
Number Scoring 55–100	192	0	55	#	0	#
Number Scoring 65–100	159	0	34	#	0	#
Number Scoring 85–100	63	0	6	#	0	#
Percentage of Tested Scoring 55–100	55%	0%	49%	#	0%	#
Percentage of Tested Scoring 65–100	46%	0%	30%	#	0%	#
Percentage of Tested Scoring 85–100	18%	0%	5%	#	0%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	80	98%	0	0%	0	0%
Students with Disabilities	19	84%	0	0%	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	844	7%	17%	61%	15%
	Students with Disabilities	117	39%	24%	33%	3%
	All Students	961	11%	18%	58%	13%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	800	6%	52%	38%	4%
	Students with Disabilities	97	30%	66%	4%	0%
	All Students	897	8%	54%	34%	4%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	631	631	631	78	78	78	709	709	709
Number Scoring 55–64	64	92	62	4	9	4	68	101	66
Number Scoring 65–84	333	326	387	6	14	11	339	340	398
Number Scoring 85–100	131	91	96	1	1	2	132	92	98
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)