

New York State School Report Card Comprehensive Information Report

BEDS Code: 44-16-00-01-0017
 Name: Newburgh Free Academy
 Principal: Peter Copeletti

Grade Range : 9-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	0	0	31
Tenth	927	953	1001
Eleventh	699	688	750
Twelfth	700	688	631
Ungraded Secondary	179	206	193
Total K-12 Enrollment	2505	2535	2606

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	52	2.1%	60	2.4%	60	2.3%
Black (Not Hispanic)	739	29.5%	758	29.9%	814	31.2%
Hispanic	587	23.4%	624	24.6%	646	24.8%
White (Not Hispanic)	1127	45.0%	1093	43.1%	1086	41.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	6	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	6	0	0
Social Studies Grade 8	6	0	0
English Grade 10	20	22	20
Mathematics Grade 10	21	19	19
Science Grade 10	22	22	24
Social Studies Grade 10	24	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
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.

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	72	2.9%	72	2.8%	123	4.7%
Eligible for Free Lunch	850	33.9%	710	28.0%	793	30.4%

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		88.0%		88.2%		88.4%
Student Suspensions	75	3.1%	1161	46.4%	385	15.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.3%	7.9%	8.5%
Public Assistance	41-50%	11-20%	11-20%
Student Stability	97%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	215
Total Other Professional Staff	25
Total Paraprofessionals	NA
Teaching Out of Certification*	31
Teachers with Temporary Licenses	2

*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%	455	216	47%	558	226	41%
Students with Disabilities	34	2	6%	4	0	0%	40	4	10%
All Students	581	204	35%	459	216	47%	598	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	115	1	9	44	344
Percent	14%	19%	0%	2%	7%	58%

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)
40	4	24	64

*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			67		190	
	Entered GED Program*			0		56	
	Total Noncompleters			67		246	
Students with Disabilities	Dropped Out			2		44	
	Entered GED Program*			0		4	
	Total Noncompleters			2		48	
All Students	Dropped Out	156	6.2%	69	2.7%	234	9.0%
	Entered GED Program*	26	1.0%	0	0.0%	60	2.3%
	Total Noncompleters	182	7.3%	69	2.7%	294	11.3%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	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%

Second Language Proficiency Examinations

General-Education Students

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%

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%	10	0%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	63	65%	48	48%	93	61%
Science	95	25%	0	0%	94	43%
Reading	27	63%	16	75%	58	79%
Writing	27	70%	16	100%	60	73%
Global Studies	51	45%	51	14%	90	37%
U.S. Hist & Gov't	63	46%	58	14%	52	54%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	768	574	756	61	32	68
Number Scoring 55–100	585	462	579	15	12	15
Number Scoring 65–100	480	387	508	6	7	11
Number Scoring 85–100	144	162	184	1	2	1
Percentage of Tested Scoring 55–100	76%	80%	77%	25%	38%	22%
Percentage of Tested Scoring 65–100	62%	67%	67%	10%	22%	16%
Percentage of Tested Scoring 85–100	19%	28%	24%	2%	6%	1%
Mathematics A						
Number Tested	0	363	724	0	24	45
Number Scoring 55–100	0	150	351	0	5	7
Number Scoring 65–100	0	87	243	0	3	6
Number Scoring 85–100	0	9	10	0	0	1
Percentage of Tested Scoring 55–100	0%	41%	48%	0%	21%	16%
Percentage of Tested Scoring 65–100	0%	24%	34%	0%	12%	13%
Percentage of Tested Scoring 85–100	0%	2%	1%	0%	0%	2%
Mathematics B (first administered June 2001)						
Number Tested	0	0	261	0	0	4
Number Scoring 55–100	0	0	130	0	0	#
Number Scoring 65–100	0	0	95	0	0	#
Number Scoring 85–100	0	0	13	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	50%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	36%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	5%	0%	0%	#
Global History and Geography						
Number Tested	958	843	1101	110	66	73
Number Scoring 55–100	695	602	752	82	26	25
Number Scoring 65–100	581	454	596	74	17	18
Number Scoring 85–100	141	93	147	0	1	4
Percentage of Tested Scoring 55–100	73%	71%	68%	75%	39%	34%
Percentage of Tested Scoring 65–100	61%	54%	54%	67%	26%	25%
Percentage of Tested Scoring 85–100	15%	11%	13%	0%	2%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	708	682	776	26	39	45
Number Scoring 55–100	504	553	680	11	20	34
Number Scoring 65–100	419	432	572	7	15	24
Number Scoring 85–100	133	93	203	1	3	7
Percentage of Tested Scoring 55–100	71%	81%	88%	42%	51%	76%
Percentage of Tested Scoring 65–100	59%	63%	74%	27%	38%	53%
Percentage of Tested Scoring 85–100	19%	14%	26%	4%	8%	16%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	365	386	469	3	29	64
Number Scoring 55–100	215	325	333	#	25	30
Number Scoring 65–100	141	246	214	#	19	17
Number Scoring 85–100	1	6	5	#	0	0
Percentage of Tested Scoring 55–100	59%	84%	71%	#	86%	47%
Percentage of Tested Scoring 65–100	39%	64%	46%	#	66%	27%
Percentage of Tested Scoring 85–100	0%	2%	1%	#	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	282	289	285	3	4	18
Number Scoring 55–100	239	240	243	#	#	15
Number Scoring 65–100	199	201	204	#	#	12
Number Scoring 85–100	30	24	26	#	#	0
Percentage of Tested Scoring 55–100	85%	83%	85%	#	#	83%
Percentage of Tested Scoring 65–100	71%	70%	72%	#	#	67%
Percentage of Tested Scoring 85–100	11%	8%	9%	#	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		287	379		2	6
Number Scoring 55–100		245	308		#	4
Number Scoring 65–100		159	194		#	3
Number Scoring 85–100		19	15		#	0
Percentage of Tested Scoring 55–100		85%	81%		#	67%
Percentage of Tested Scoring 65–100		55%	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	54	75	0	0	0
Number Scoring 55–100	29	52	65	0	0	0
Number Scoring 65–100	28	50	62	0	0	0
Number Scoring 85–100	18	31	23	0	0	0
Percentage of Tested Scoring 55–100	97%	96%	87%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	93%	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	60%	57%	31%	0%	0%	0%
Comprehensive Italian						
Number Tested	64	33	88	0	0	0
Number Scoring 55–100	51	28	81	0	0	0
Number Scoring 65–100	51	26	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%	33%	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	272	294	380	0	0	5
Number Scoring 55–100	240	259	335	0	0	5
Number Scoring 65–100	229	243	319	0	0	4
Number Scoring 85–100	139	127	158	0	0	0
Percentage of Tested Scoring 55–100	88%	88%	88%	0%	0%	100%
Percentage of Tested Scoring 65–100	84%	83%	84%	0%	0%	80%
Percentage of Tested Scoring 85–100	51%	43%	42%	0%	0%	0%
Comprehensive Latin						
Number Tested	55	0	14	0	0	0
Number Scoring 55–100	52	0	14	0	0	0
Number Scoring 65–100	51	0	14	0	0	0
Number Scoring 85–100	16	0	2	0	0	0
Percentage of Tested Scoring 55–100	95%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	29%	0%	14%	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	540	299	65	9	7	3
Number Scoring 55–100	165	181	37	0	4	#
Number Scoring 65–100	103	132	22	0	2	#
Number Scoring 85–100	13	13	2	0	0	#
Percentage of Tested Scoring 55–100	31%	61%	57%	0%	57%	#
Percentage of Tested Scoring 65–100	19%	44%	34%	0%	29%	#
Percentage of Tested Scoring 85–100	2%	4%	3%	0%	0%	#
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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
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	625	625	625	76	76	76	701	701	701
Number Scoring 55–64	64	91	61	4	9	4	68	100	65
Number Scoring 65–84	331	326	386	6	14	11	337	340	397
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)