

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 44-16-00-01-0000  
 Name: Newburgh City School District  
 Superintendent: Annette M. Saturnelli

### Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	383	392	417
Kindergarten	978	984	923
First	1055	1007	1006
Second	948	1001	934
Third	950	941	942
Fourth	896	920	895
Fifth	939	895	870
Sixth	974	911	876
Ungraded Elementary	258	258	296
Seventh	942	1034	950
Eighth	920	936	1004
Ninth	886	937	887
Tenth	1001	1050	1066
Eleventh	750	752	705
Twelfth	631	656	612
Ungraded Secondary	384	434	408
Total K-12 Enrollment	12512	12716	12374

### Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	267	2.1%	208	1.6%	232	1.9%
Black (Not Hispanic)	3835	30.7%	3926	30.9%	3762	30.4%
Hispanic	3785	30.3%	4084	32.1%	4168	33.7%
White (Not Hispanic)	4625	37.0%	4498	35.4%	4212	34.0%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	23	24	23
Common Branch	22	23	23
English Grade 8	23	24	24
Mathematics Grade 8	24	24	24
Science Grade 8	24	25	27
Social Studies Grade 8	24	24	24
English Grade 10	21	20	19
Mathematics Grade 10	19	20	20
Science Grade 10	24	18	20
Social Studies Grade 10	23	23	24

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1305	10.1%	1408	10.7%	1553	12.1%
<b>Eligible for Free Lunch</b>	5447	43.5%	5358	42.1%	5593	45.2%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		91.6%		91.9%		93.2%
<b>Student Suspensions</b>	1499	12.0%	1696	13.6%	1319	10.4%

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	11.1%	10.8%	11.6%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	929
Total Other Professional Staff	146
Total Paraprofessionals	223
Teaching Out of Certification*	52

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	558	569	602
	Regents Diplomas	226	261	409
	% Regents Diplomas	41%	46%	68%
	Regents Diplomas with Advanced Designation**			139
	% Regents Diplomas with Advanced Designation			23%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	42	62	46
	Regents Diplomas	4	6	6
	% Regents Diplomas	10%	10%	13%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			4%
	IEP Diplomas or Local Certificates	24	32	20
All Students	Total Graduates*	600	631	648
	Regents Diplomas	230	267	415
	% Regents Diplomas	38%	42%	64%
	Regents Diplomas with Advanced Designation**			141
	% Regents Diplomas with Advanced Designation			22%
	IEP Diplomas or Local Certificates	24	32	20

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	251	225	6	8	11	0	0	101
	Percent	42%	37%	1%	1%	2%	0%	0%	17%
Students with Disabilities	Number	10	22	0	0	4	0	0	10
	Percent	22%	48%	0%	0%	9%	0%	0%	22%
All Students	Number	261	247	6	8	15	0	0	111
	Percent	40%	38%	1%	1%	2%	0%	0%	17%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	219		144	4.7%	129	4.2%
	Entered GED Program*	56		35	1.1%	17	0.6%
	Total Noncompleters	275		179	5.9%	146	4.8%
Students with Disabilities	Dropped Out	45		26	4.9%	23	4.6%
	Entered GED Program*	4		3	0.6%	1	0.2%
	Total Noncompleters	49		29	5.5%	24	4.8%
All Students	Dropped Out	264	7.5%	170	4.7%	152	4.3%
	Entered GED Program*	60	1.7%	38	1.1%	18	0.5%
	Total Noncompleters	324	9.2%	208	5.8%	170	4.8%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	883	1503	1461
	Number of Students with Disabilities	105	187	255
	Number of All Students	988	1690	1716
	Percent of Enrollment	33%	55%	57%
9-12	Number of General-Education Students	247	2948	2770
	Number of Students with Disabilities	47	379	431
	Number of All Students	294	3327	3201
	Percent of Enrollment	8%	91%	91%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	377		
Completed and Passed Regents Exams	331	88%	80%
Completed and had Course Average of 75% or More	365	97%	82%
Completed and Attained a HS Diploma or Equivalent	377	100%	96%
Completed and Whose Status is Known	377		
Completed and Were Successfully Placed	374	99%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	131	19%	25%
Underrepresented Gender Members Who Completed	2	3%	19%

Enrollment data are for the 2004-2005 school year; completion data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	2	#	7	86%
Science	8	50%	7	43%	5	80%
Reading	1	#	1	#	5	80%
Writing	2	#	4	#	5	100%
Global Studies	4	#	5	0%	9	22%
U.S. Hist & Gov't	3	#	3	#	4	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	93	61%	131	47%	119	61%
Science	94	43%	141	46%	105	47%
Reading	58	79%	38	61%	58	59%
Writing	60	73%	37	59%	60	83%
Global Studies	90	37%	100	43%	106	27%
U.S. Hist & Gov't	52	54%	68	49%	54	63%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	758	692	707	68	61	83
Number Scoring 55-100	581	610	562	15	22	20
Number Scoring 65-100	510	553	471	11	15	11
Number Scoring 85-100	185	206	187	1	2	0
Percentage of Tested Scoring 55-100	77%	88%	79%	22%	36%	24%
Percentage of Tested Scoring 65-100	67%	80%	67%	16%	25%	13%
Percentage of Tested Scoring 85-100	24%	30%	26%	1%	3%	0%
<b>Mathematics A</b>						
Number Tested	946	847	955	45	76	115
Number Scoring 55-100	559	731	778	7	45	34
Number Scoring 65-100	425	536	585	6	25	19
Number Scoring 85-100	45	60	75	1	1	1
Percentage of Tested Scoring 55-100	59%	86%	81%	16%	59%	30%
Percentage of Tested Scoring 65-100	45%	63%	61%	13%	33%	17%
Percentage of Tested Scoring 85-100	5%	7%	8%	2%	1%	1%
<b>Mathematics B</b>						
Number Tested	302	311	383	4	2	1
Number Scoring 55-100	152	160	180	#	#	#
Number Scoring 65-100	112	127	123	#	#	#
Number Scoring 85-100	15	22	12	#	#	#
Percentage of Tested Scoring 55-100	50%	51%	47%	#	#	#
Percentage of Tested Scoring 65-100	37%	41%	32%	#	#	#
Percentage of Tested Scoring 85-100	5%	7%	3%	#	#	#
<b>Global History and Geography</b>						
Number Tested	1101	750	986	73	44	94
Number Scoring 55-100	752	563	733	25	9	29
Number Scoring 65-100	596	462	535	18	6	11
Number Scoring 85-100	147	151	158	4	0	1
Percentage of Tested Scoring 55-100	68%	75%	74%	34%	20%	31%
Percentage of Tested Scoring 65-100	54%	62%	54%	25%	14%	12%
Percentage of Tested Scoring 85-100	13%	20%	16%	5%	0%	1%
<b>U.S. History and Government</b>						
Number Tested	776	715	735	45	64	52
Number Scoring 55-100	680	618	588	34	26	15
Number Scoring 65-100	572	537	479	24	16	10
Number Scoring 85-100	203	230	202	7	4	4
Percentage of Tested Scoring 55-100	88%	86%	80%	76%	41%	29%
Percentage of Tested Scoring 65-100	74%	75%	65%	53%	25%	19%
Percentage of Tested Scoring 85-100	26%	32%	27%	16%	6%	8%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	951	749	957	80	86	94
Number Scoring 55-100	786	614	755	43	39	43
Number Scoring 65-100	608	459	600	27	20	26
Number Scoring 85-100	81	55	109	0	1	1
Percentage of Tested Scoring 55-100	83%	82%	79%	54%	45%	46%
Percentage of Tested Scoring 65-100	64%	61%	63%	34%	23%	28%
Percentage of Tested Scoring 85-100	9%	7%	11%	0%	1%	1%
<b>Physical Setting/Earth Science</b>						
Number Tested	506	437	781	19	49	66
Number Scoring 55-100	462	367	622	16	26	23
Number Scoring 65-100	416	301	483	12	17	11
Number Scoring 85-100	113	24	107	0	0	2
Percentage of Tested Scoring 55-100	91%	84%	80%	84%	53%	35%
Percentage of Tested Scoring 65-100	82%	69%	62%	63%	35%	17%
Percentage of Tested Scoring 85-100	22%	5%	14%	0%	0%	3%
<b>Physical Setting/Chemistry</b>						
Number Tested	379	288	313	6	5	5
Number Scoring 55-100	308	263	274	4	3	2
Number Scoring 65-100	194	175	176	3	1	2
Number Scoring 85-100	15	20	23	0	0	0
Percentage of Tested Scoring 55-100	81%	91%	88%	67%	60%	40%
Percentage of Tested Scoring 65-100	51%	61%	56%	50%	20%	40%
Percentage of Tested Scoring 85-100	4%	7%	7%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		72	54		0	0
Number Scoring 55-100		61	39		0	0
Number Scoring 65-100		57	28		0	0
Number Scoring 85-100		18	2		0	0
Percentage of Tested Scoring 55-100		85%	72%		0%	0%
Percentage of Tested Scoring 65-100		79%	52%		0%	0%
Percentage of Tested Scoring 85-100		25%	4%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	75	63	41	0	0	0
Number Scoring 55-100	65	63	41	0	0	0
Number Scoring 65-100	62	62	41	0	0	0
Number Scoring 85-100	23	29	18	0	0	0
Percentage of Tested Scoring 55-100	87%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	83%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	31%	46%	44%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	88	79	51	0	1	1
Number Scoring 55-100	81	77	51	0	#	#
Number Scoring 65-100	78	75	51	0	#	#
Number Scoring 85-100	44	38	28	0	#	#
Percentage of Tested Scoring 55-100	92%	97%	100%	0%	#	#
Percentage of Tested Scoring 65-100	89%	95%	100%	0%	#	#
Percentage of Tested Scoring 85-100	50%	48%	55%	0%	#	#
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	407	218	394	5	3	5
Number Scoring 55-100	360	208	383	5	#	5
Number Scoring 65-100	343	194	374	4	#	4
Number Scoring 85-100	177	104	211	0	#	0
Percentage of Tested Scoring 55-100	88%	95%	97%	100%	#	100%
Percentage of Tested Scoring 65-100	84%	89%	95%	80%	#	80%
Percentage of Tested Scoring 85-100	43%	48%	54%	0%	#	0%
<b>Comprehensive Latin</b>						
Number Tested	23	24	30	0	0	0
Number Scoring 55-100	23	23	30	0	0	0
Number Scoring 65-100	23	20	29	0	0	0
Number Scoring 85-100	11	5	11	0	0	0
Percentage of Tested Scoring 55-100	100%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	83%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	48%	21%	37%	0%	0%	0%

(Form – H)



## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	777	8%	7%	56%	29%
	Students with Disabilities	157	41%	17%	38%	5%
	All Students	934	13%	8%	53%	25%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	844	7%	46%	43%	4%
	Students with Disabilities	124	35%	60%	6%	0%
	All Students	968	11%	48%	38%	3%

(Form – I)

# New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	7	1	0	2	3	2
<b>Middle Level</b>						
Social Studies	6	2	0	1	2	3
<b>Secondary Level</b>						
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

## 2001 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	682	682	682	88	88	88	770	770	770
Number Scoring 55–64	95	69	49	4	7	13	99	76	62
Number Scoring 65–84	362	295	449	8	5	20	370	300	469
Number Scoring 85–100	142	214	109	4	5	2	146	219	111
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade K–1)</b>						
Number Tested		490	493		13	6
Beginning		35	30		1	0
Intermediate		108	145		7	1
Advanced		198	207		5	5
Proficient		149	111		0	0
<b>Reading and Writing (Grade K–1)</b>						
Number Tested		491	492		13	6
Beginning		147	189		5	2
Intermediate		139	184		6	2
Advanced		153	67		2	1
Proficient		52	52		0	1
<b>Listening and Speaking (Grade 2–4)</b>						
Number Tested		577	597		61	45
Beginning		18	9		3	0
Intermediate		86	46		12	4
Advanced		166	321		19	27
Proficient		307	221		27	14
<b>Reading and Writing (Grade 2–4)</b>						
Number Tested		578	597		61	45
Beginning		114	25		22	1
Intermediate		250	132		26	18
Advanced		152	271		12	20
Proficient		62	169		1	6
<b>Listening and Speaking (Grade 5–6)</b>						
Number Tested		145	161		11	10
Beginning		13	15		1	1
Intermediate		9	22		0	1
Advanced		50	73		5	5
Proficient		73	51		5	3
<b>Reading and Writing (Grade 5–6)</b>						
Number Tested		145	161		11	10
Beginning		17	18		1	2
Intermediate		48	29		7	3
Advanced		70	67		3	4
Proficient		10	47		0	1

\*The NYSESLAT was first administered in the 2002–03 school year, but complete data for all school districts were not available until 2003–04.

(Form – K)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		81	89		1	1
Beginning		14	4		#	#
Intermediate		11	27		#	#
Advanced		29	39		#	#
Proficient		27	19		#	#
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		83	89		1	1
Beginning		14	18		#	#
Intermediate		38	22		#	#
Advanced		26	30		#	#
Proficient		5	19		#	#
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		140	129		1	1
Beginning		12	4		#	#
Intermediate		45	48		#	#
Advanced		42	52		#	#
Proficient		41	25		#	#
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		138	124		1	1
Beginning		22	11		#	#
Intermediate		51	54		#	#
Advanced		57	39		#	#
Proficient		8	20		#	#

\*The NYSESLAT was first administered in the 2002–03 school year, but complete data for all school districts were not available until 2003–04.

(Form – L)