



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **NEWBURGH CITY SCHOOL DISTRICT**  
District ID **441600010000**  
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Grades **PK-12, UE, US**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [RPTCARD@mail.nysed.gov](mailto:RPTCARD@mail.nysed.gov)

## Use this report to:

### **1** Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

### **2** Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

### **3** View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

### **4** Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **NEWBURGH CITY SCHOOL DISTRICT**

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2003-04	2004-05	2005-06
Pre-K	392	417	417
Kindergarten	984	923	923
Grade 1	1007	1006	956
Grade 2	1001	934	925
Grade 3	941	942	922
Grade 4	920	895	874
Grade 5	895	870	900
Grade 6	911	876	870
Ungraded Elementary	258	296	222
Grade 7	1034	950	885
Grade 8	936	1004	924
Grade 9	937	887	972
Grade 10	1050	1066	1094
Grade 11	752	705	773
Grade 12	656	612	602
Ungraded Secondary	434	408	425
<b>Total K-12</b>	<b>12716</b>	<b>12374</b>	<b>12267</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	23	23	22
<b>Grade 8</b>			
English	24	24	21
Mathematics	24	24	22
Science	25	27	27
Social Studies	24	24	22
<b>Grade 10</b>			
English	20	19	22
Mathematics	20	20	22
Science	18	20	23
Social Studies	23	24	25

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **NEWBURGH CITY SCHOOL DISTRICT**

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	5358	42%	5593	45%	5654	46%
Reduced-Price Lunch	1374	11%	1434	12%	1414	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1408	11%	1553	13%	1595	13%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	22	0%	9	0%	8	0%
Black or African American	3926	31%	3762	30%	3749	31%
Hispanic or Latino	4084	32%	4168	34%	4301	35%
Asian or Native Hawaiian/Other Pacific Islander	186	1%	223	2%	244	2%
White	4498	35%	4212	34%	3965	32%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		92%		93%		93%
Student Suspensions	1696	N/A	1319	10%	1397	11%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **NEWBURGH CITY SCHOOL DISTRICT**

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	2354	2521	3461
Percent Not Taught by Highly Qualified Teachers	10%	7%	2%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	41	38	11
Percent with No Valid Teaching Certificate	4%	4%	1%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	67	52	20
Percentage of Total	7%	6%	2%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>	27%	30%	33%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	922	929	931
Total Other Professional Staff	109	111	107
Total Paraprofessionals*	224	223	231
Assistant Principals	24	22	29
Principals	15	13	15

\* Not available at the school level.

## Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

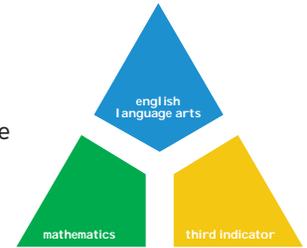
## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: [www.emsc.nysed.gov/irts/accountability/home.shtml](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

### Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

### Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

### Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

District **NEWBURGH CITY SCHOOL DISTRICT**

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

#### ▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

#### ■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

#### ■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

#### ■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

#### ■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

District **NEWBURGH CITY SCHOOL DISTRICT**

## Summary

### Overall Accountability Status (2006–07)

### Improvement (Year 3)

#### Elementary/Middle Level

ELA  Improvement (Year 3)

Math  Good Standing

Science  Good Standing

#### Secondary Level

ELA  Improvement (Year 3)

Math  Good Standing

Graduation Rate  Good Standing

### Title I Part A Funding

### Years the District Received Title I Part A Funding

**2004–05**

YES

**2005–06**

YES

**2006–07**

YES

### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	–	–				
Black or African American	 SH				 SH	
Hispanic or Latino					 SH	
Asian or Native Hawaiian/Other Pacific Islander				–	–	
White						
<b>Other Groups</b>						
Students with Disabilities		 SH				
Limited English Proficient				–	–	
Economically Disadvantaged	 SH				 SH	
<b>Student groups making AYP in each subject</b>	 6 of 8	 8 of 8	 1 of 1	 1 of 6	 5 of 6	 1 of 1

#### AYP Status

-  Made AYP
-  SH Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

- | Federal  | State  |
|--|--|
| Good Standing                 | Good Standing                                 |
| Improvement (Year 1)          | Requiring Academic Progress (Year 1)          |
| Improvement (Year 2)          | Requiring Academic Progress (Year 2)          |
| Improvement (Year 3)          | Requiring Academic Progress (Year 3)          |
| Improvement (Year 4)          | Requiring Academic Progress (Year 4)          |
| Improvement (Year 5 & Above)  | Requiring Academic Progress (Year 5 & Above)  |

District **NEWBURGH CITY SCHOOL DISTRICT**

## Elementary/Middle-Level English Language Arts

**Accountability Status for This Subject (2006–07)**  Improvement (Year 3)

**Accountability Measures** 6 of 8 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

### How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (5754:5532)			99%		136	121	
<b>Ethnicity</b>							
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–
Black or African American (1754:1679)			98%		116	119	108    124
Hispanic or Latino (2117:2008)			99%		127	120	
Asian or Native Hawaiian/Other Pacific Islander (109:107)			100%		175	112	
White (1770:1734)			99%		164	119	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (933:877)			96%		72	118	82    85
Limited English Proficient (587:535)			99%		102	117	109    112
Economically Disadvantaged (3513:3358)			99%		119	120	111    127
<b>Final AYP Determination</b>	 6 of 8						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **NEWBURGH CITY SCHOOL DISTRICT**

## Elementary/Middle-Level Mathematics

**Accountability Status for This Subject (2006–07)**  Good Standing

**Accountability Measures** 8 of 8 Student groups making AYP in Mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (5718:5458)			99%		139	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–
Black or African American (1749:1654)			98%		114	83	
Hispanic or Latino (2099:1980)			98%		137	84	
Asian or Native Hawaiian/Other Pacific Islander (106:104)			100%		184	76	
White (1760:1716)			99%		161	83	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (918:864)			97%		79	82	67    91
Limited English Proficient (579:535)			99%		130	81	
Economically Disadvantaged (3469:3294)			99%		124	84	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **NEWBURGH CITY SCHOOL DISTRICT**

## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Science  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (1925:1766)		Qualified		95%		160	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–	–
Black or African American (633:562)		Qualified		93%		143	100	
Hispanic or Latino (677:615)		Qualified		95%		156	100	
Asian or Native Hawaiian/Other Pacific Islander (35:32)	–	–	–	–		191	100	
White (579:556)		Qualified		97%		179	100	
<b>Other Groups</b>								
Students with Disabilities (316:286)		Qualified		93%		129	100	
Limited English Proficient (197:180)		Qualified		98%		149	100	
Economically Disadvantaged (1140:1038)		Qualified		94%		150	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

- <sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- <sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- <sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **NEWBURGH CITY SCHOOL DISTRICT**

## Secondary-Level English Language Arts

**Accountability Status for This Subject (2006–07)**  Improvement (Year 3)

**Accountability Measures** 1 of 6 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

### How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
<b>All Students</b> (679:710)			98%		147	150	150	152
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (179:194)			96%		122	146	135	130
Hispanic or Latino (171:196)			97%		122	146	141	130
Asian or Native Hawaiian/Other Pacific Islander (23:22)	–	–	–	–	–	–	–	–
White (306:298)			99%		177	148		
<b>Other Groups</b>								
Students with Disabilities (51:96)			96%		54	144	82 <sup>‡</sup>	69
Limited English Proficient (23:19)	–	–	–	–	–	–	–	–
Economically Disadvantaged (222:278)			97%		119	147	133	127
<b>Final AYP Determination</b>		1 of 6						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

<sup>‡</sup> This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  **SH** Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **NEWBURGH CITY SCHOOL DISTRICT**

## Secondary-Level Mathematics

**Accountability Status for This Subject (2006–07)**  Good Standing

**Accountability Measures** 5 of 6 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

### How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
(12th Graders: 2002 Cohort) <sup>1</sup>							
<b>All Students</b> (679:710)			98%		153	142	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (179:194)			98%		126	138	124    133
Hispanic or Latino (171:196)			96%		137	138	137    143
Asian or Native Hawaiian/Other Pacific Islander (23:22)	–	–	–	–	–	–	–    –
White (306:298)			100%		178	140	
<b>Other Groups</b>							
Students with Disabilities (112:96)			95%		77	136	77†    89
Limited English Proficient (23:19)	–	–	–	–	–	–	–    –
Economically Disadvantaged (222:278)			98%		129	139	123    136
<b>Final AYP Determination</b>	 5 of 6						

#### NOTES

- <sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- † This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **NEWBURGH CITY SCHOOL DISTRICT**

## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Graduation Rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
<b>All Students</b> (784)			73%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (232)			64%	55%		
Hispanic or Latino (209)			62%	55%		
Asian or Native Hawaiian/Other Pacific Islander (15)		–	–	–	–	–
White (328)			85%	55%		
<b>Other Groups</b>						
Students with Disabilities (90)			40%	55%	52%	41%
Limited English Proficient (35)			46%	55%	55%	47%
Economically Disadvantaged (264)			59%	55%		
<b>Final AYP Determination</b>	 1 of 1					

#### NOTES

<sup>1</sup> Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

<sup>2</sup> Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **NEWBURGH CITY SCHOOL DISTRICT**

## 2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

### Federal Title I Status

### New York State Status

#### **Good Standing**

7 schools identified 54% of total

BALMVILLE SCHOOL  
FOSTERTOWN ETC MAGNET SCHOOL  
GAMS TECH MAGNET SCHOOL  
GARDNERTOWN FUNDAMENTAL MAGNET SCHOOL  
HORIZON-ON-THE-HUDSON MAGNET SCHOOL  
NEW WINDSOR SCHOOL  
VAILS GATE HIGH TECH MAGNET SCHOOL

#### **Improvement (Year 2)**

2 schools identified 15% of total

MEADOW HILL GLOBAL EXPLORATIONS MAGNET SCHOOL  
TEMPLE HILL SCHOOL

#### **Corrective Action**

1 school identified 8% of total

NEWBURGH FREE ACADEMY

#### **Planning for Restructuring**

1 school identified 8% of total

NORTH JUNIOR HIGH SCHOOL

#### **Restructuring (Year 1)**

2 schools identified 15% of total

HERITAGE JUNIOR HIGH SCHOOL  
SOUTH JUNIOR HIGH SCHOOL

District **NEWBURGH CITY SCHOOL DISTRICT**

## Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	58%			847
Grade 4	53%			884
Grade 5	59%			921
Grade 6	53%			883
Grade 7	47%			908
Grade 8	29%			964

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	75%			932
Grade 4	68%			910
Grade 5	62%			938
Grade 6	53%			911
Grade 7	41%			935
Grade 8	28%			969

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	84%			904
Grade 8	37%			705

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	59%			822
Mathematics	60%			822

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	60%			822

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

#### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

### How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

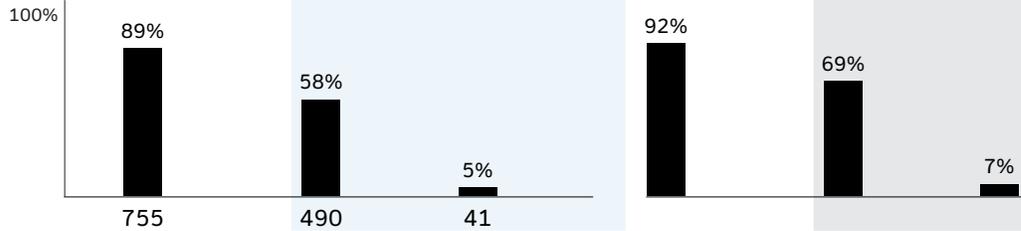
#### High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

District **NEWBURGH CITY SCHOOL DISTRICT**

## This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 660	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	755	490	41	92%	69%	7%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>847</b>	<b>89%</b>	<b>58%</b>	<b>5%</b>				
Female	413	94%	63%	6%				
Male	434	85%	53%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	268	79%	43%	1%				
Hispanic or Latino	291	93%	56%	1%				
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-				
White	276	94%	73%	11%	This test was not given in 2004-05.			
Small Group Totals	12	100%	92%	17%				
General-Education Students	746	94%	64%	5%				
Students with Disabilities	101	53%	12%	0%				
English Proficient	756	89%	60%	5%				
Limited English Proficient	91	91%	37%	0%				
Economically Disadvantaged	530	84%	47%	2%				
Not Disadvantaged	317	97%	76%	9%				
Migrant								
Not Migrant	847	89%	58%	5%				

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	6	5	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	90	38	18	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEWBURGH CITY SCHOOL DISTRICT**

## This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 670	Range: 624-770			650-770 703-770		
Number of Students:	868	696	172			

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>932</b>	<b>93%</b>	<b>75%</b>	<b>18%</b>				
Female	446	94%	75%	19%				
Male	486	93%	74%	18%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	266	89%	65%	11%				
Hispanic or Latino	374	93%	72%	15%				
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-				
White	278	96%	86%	29%	This test was not given in 2004-05.			
Small Group Totals	14	100%	93%	43%				
General-Education Students	823	96%	80%	21%				
Students with Disabilities	109	72%	31%	1%				
English Proficient	754	94%	78%	22%				
Limited English Proficient	178	91%	62%	5%				
Economically Disadvantaged	611	91%	68%	13%				
Not Disadvantaged	321	98%	88%	30%				
Migrant								
Not Migrant	932	93%	75%	18%				

### NOTES

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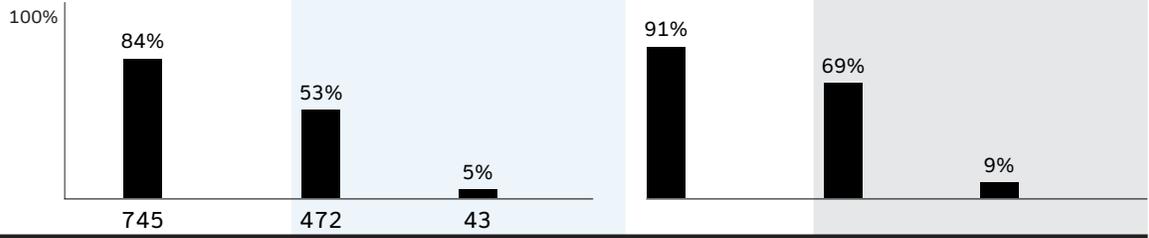
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	6	6	5	This test was not given in 2004-05.			

District **NEWBURGH CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 651	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	745	472	43	91%	69%	9%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>884</b>	<b>84%</b>	<b>53%</b>	<b>5%</b>				
Female	415	86%	57%	6%				
Male	469	83%	50%	4%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	279	76%	38%	2%				
Hispanic or Latino	314	84%	47%	4%				
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-				
White	274	93%	75%	8%				
Small Group Totals	17	94%	82%	18%				
General-Education Students	741	92%	61%	6%				
Students with Disabilities	143	45%	13%	0%				
English Proficient	758	86%	58%	6%				
Limited English Proficient	126	71%	23%	0%				
Economically Disadvantaged	554	79%	42%	2%				
Not Disadvantaged	330	93%	73%	10%				
Migrant								
Not Migrant	884	84%	53%	5%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

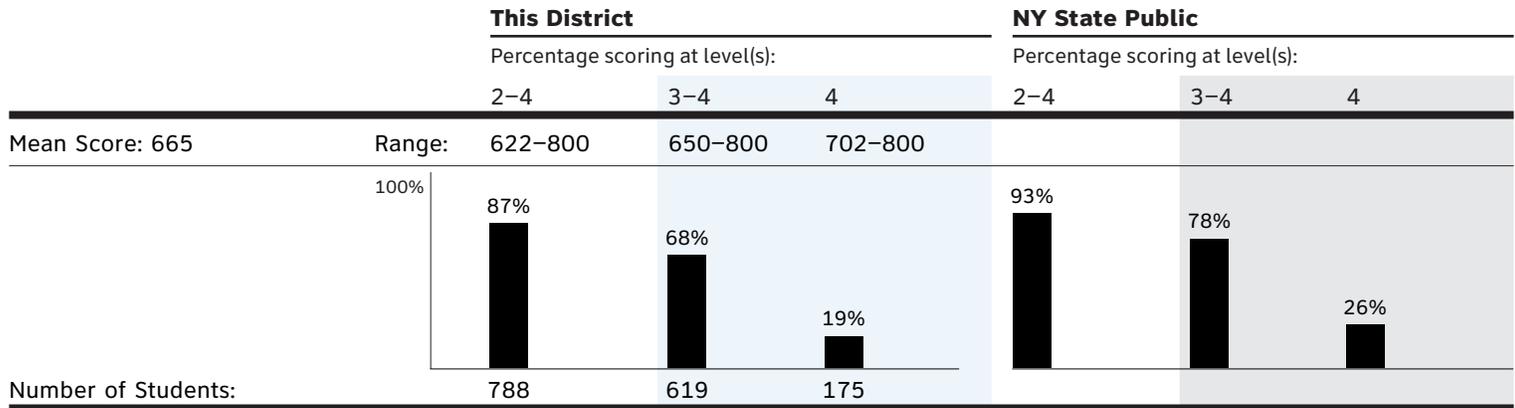
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	10	9	8	3	7	7	6	4
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	34	20	17	N/A	128	80	49	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEWBURGH CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>910</b>	<b>87%</b>	<b>68%</b>	<b>19%</b>				
Female	427	87%	67%	18%				
Male	483	87%	69%	20%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	280	76%	54%	9%				
Hispanic or Latino	345	87%	67%	15%				
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-				
White	268	96%	83%	32%				
Small Group Totals	17	94%	94%	59%				
General-Education Students	766	93%	75%	23%				
Students with Disabilities	144	54%	32%	1%				
English Proficient	753	88%	71%	22%				
Limited English Proficient	157	79%	52%	5%				
Economically Disadvantaged	575	82%	61%	12%				
Not Disadvantaged	335	94%	81%	32%				
Migrant								
Not Migrant	910	87%	68%	19%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

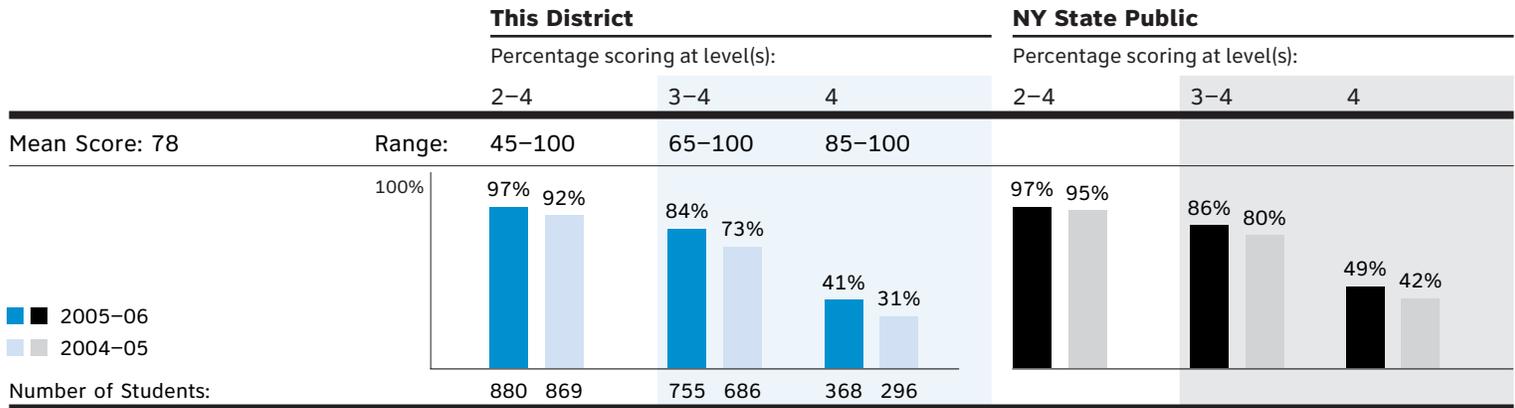
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	10	9	9	2	7	7	6	2

District **NEWBURGH CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>904</b>	<b>97%</b>	<b>84%</b>	<b>41%</b>	<b>942</b>	<b>92%</b>	<b>73%</b>	<b>31%</b>
Female	425	98%	83%	39%	492	91%	72%	31%
Male	479	97%	84%	43%	450	93%	74%	32%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	275	95%	74%	26%	272	90%	68%	18%
Hispanic or Latino	345	97%	80%	31%	356	88%	64%	19%
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-	19	-	-	-
White	266	100%	97%	67%	294	99%	88%	57%
Small Group Totals	18	100%	94%	67%	20	90%	85%	55%
General-Education Students	762	98%	88%	45%	811	93%	77%	35%
Students with Disabilities	142	92%	61%	17%	131	87%	49%	11%
English Proficient	746	98%	87%	47%	759	95%	80%	38%
Limited English Proficient	158	95%	65%	13%	183	79%	43%	6%
Economically Disadvantaged	571	96%	78%	28%	565	88%	62%	17%
Not Disadvantaged	333	99%	93%	62%	377	98%	89%	53%
Migrant					8	75%	50%	13%
Not Migrant	904	97%	84%	41%	934	92%	73%	32%

### NOTES

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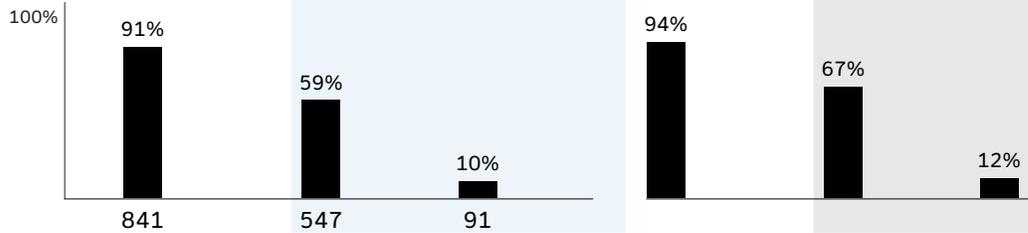
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	8	7	6	4	7	7	7	3

District **NEWBURGH CITY SCHOOL DISTRICT**

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 656	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	841	547	91	94%	67%	12%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>921</b>	<b>91%</b>	<b>59%</b>	<b>10%</b>				
Female	477	94%	60%	11%				
Male	444	89%	59%	9%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	267	87%	48%	4%				
Hispanic or Latino	345	90%	52%	6%				
Asian or Native Hawaiian/Other Pacific Islander	18	-	-	-				
White	289	97%	77%	19%	This test was not given in 2004-05.			
Small Group Totals	20	100%	90%	20%				
General-Education Students	776	97%	68%	12%				
Students with Disabilities	145	62%	14%	1%				
English Proficient	838	92%	62%	11%				
Limited English Proficient	83	86%	34%	4%				
Economically Disadvantaged	554	88%	48%	4%				
Not Disadvantaged	367	96%	77%	19%				
Migrant								
Not Migrant	921	91%	59%	10%				

### NOTES

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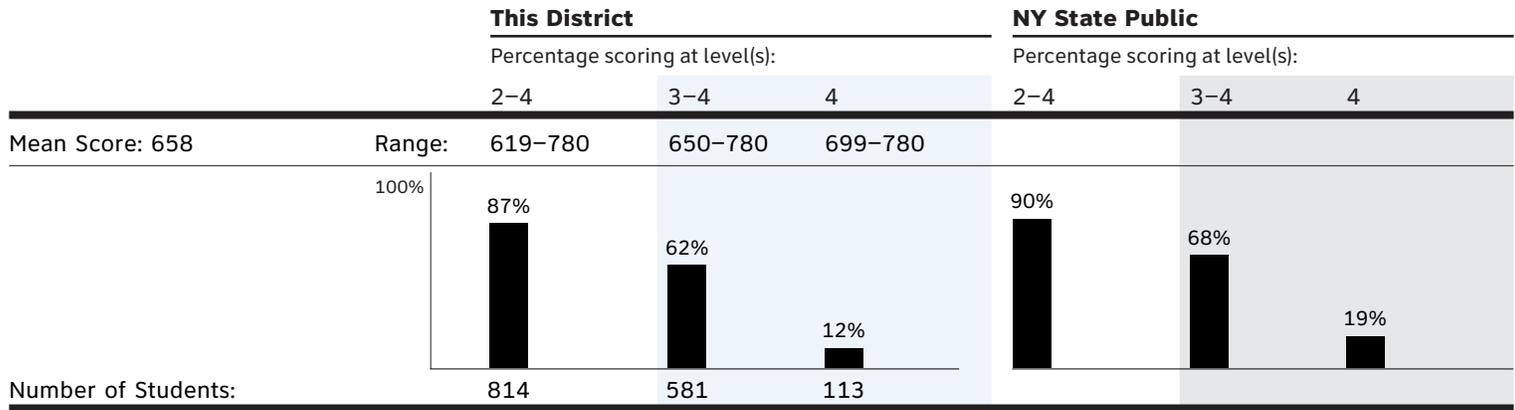
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	8	8	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	27	18	14	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEWBURGH CITY SCHOOL DISTRICT**

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>938</b>	<b>87%</b>	<b>62%</b>	<b>12%</b>				
Female	482	87%	62%	12%				
Male	456	87%	61%	12%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	264	79%	45%	4%				
Hispanic or Latino	364	88%	61%	7%				
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-				
White	288	92%	76%	24%	This test was not given in 2004-05.			
Small Group Totals	22	91%	86%	36%				
General-Education Students	793	92%	69%	14%				
Students with Disabilities	145	58%	26%	1%				
English Proficient	829	88%	63%	13%				
Limited English Proficient	109	81%	52%	3%				
Economically Disadvantaged	569	83%	52%	6%				
Not Disadvantaged	369	92%	77%	22%				
Migrant								
Not Migrant	938	87%	62%	12%				

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	7	3	3	This test was not given in 2004-05.			

District **NEWBURGH CITY SCHOOL DISTRICT**

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public			
	Percentage scoring at level(s):			Percentage scoring at level(s):			
	2-4	3-4	4	2-4	3-4	4	
Mean Score: 650	Range: 598-785			650-785			705-785
Number of Students:	788	471	81				

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>883</b>	<b>89%</b>	<b>53%</b>	<b>9%</b>				
Female	445	91%	56%	11%				
Male	438	88%	51%	7%				
American Indian or Alaska Native								
Black or African American	263	85%	43%	4%				
Hispanic or Latino	305	87%	43%	7%				
Asian or Native Hawaiian/Other Pacific Islander	21	100%	90%	48%				
White	294	95%	70%	14%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	736	94%	62%	11%				
Students with Disabilities	147	65%	11%	0%				
English Proficient	870	90%	54%	9%				
Limited English Proficient	13	54%	15%	0%				
Economically Disadvantaged	539	85%	41%	4%				
Not Disadvantaged	344	96%	73%	17%				
Migrant								
Not Migrant	883	89%	53%	9%				

### NOTES

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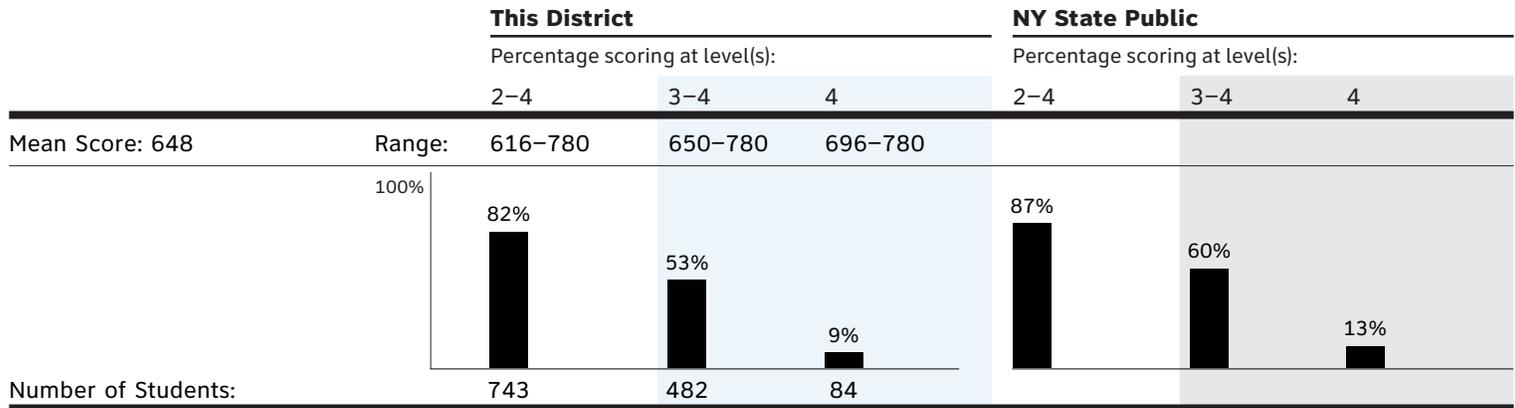
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	5	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	30	25	18	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEWBURGH CITY SCHOOL DISTRICT**

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>911</b>	<b>82%</b>	<b>53%</b>	<b>9%</b>				
Female	460	81%	50%	8%				
Male	451	82%	56%	10%				
American Indian or Alaska Native								
Black or African American	271	71%	37%	3%				
Hispanic or Latino	326	79%	49%	5%				
Asian or Native Hawaiian/Other Pacific Islander	20	100%	85%	45%				
White	294	92%	70%	17%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	758	88%	59%	11%				
Students with Disabilities	153	50%	24%	1%				
English Proficient	868	83%	54%	10%				
Limited English Proficient	43	49%	35%	0%				
Economically Disadvantaged	561	74%	43%	4%				
Not Disadvantaged	350	94%	69%	17%				
Migrant								
Not Migrant	911	82%	53%	9%				

### NOTES

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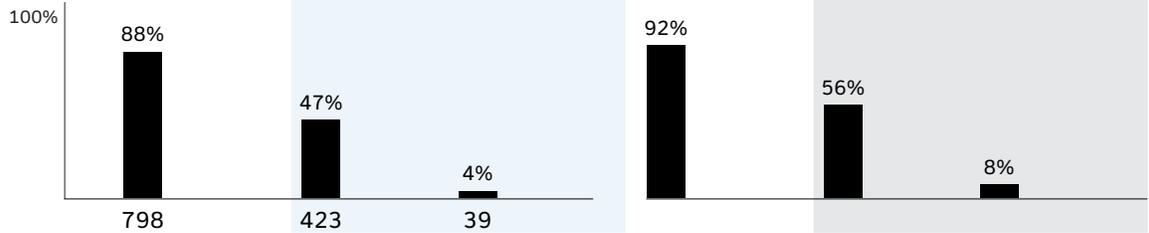
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	7	5	4	This test was not given in 2004-05.			

District **NEWBURGH CITY SCHOOL DISTRICT**

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 643	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	798	423	39	92%	56%	8%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>908</b>	<b>88%</b>	<b>47%</b>	<b>4%</b>				
Female	417	92%	53%	5%				
Male	491	85%	41%	4%				
American Indian or Alaska Native								
Black or African American	287	78%	29%	1%				
Hispanic or Latino	303	87%	40%	3%				
Asian or Native Hawaiian/Other Pacific Islander	17	94%	53%	0%				
White	301	97%	69%	9%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	770	93%	54%	5%				
Students with Disabilities	138	57%	8%	1%				
English Proficient	889	88%	47%	4%				
Limited English Proficient	19	63%	5%	0%				
Economically Disadvantaged	527	83%	31%	1%				
Not Disadvantaged	381	95%	68%	9%				
Migrant								
Not Migrant	908	88%	47%	4%				

### NOTES

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## Other Assessments

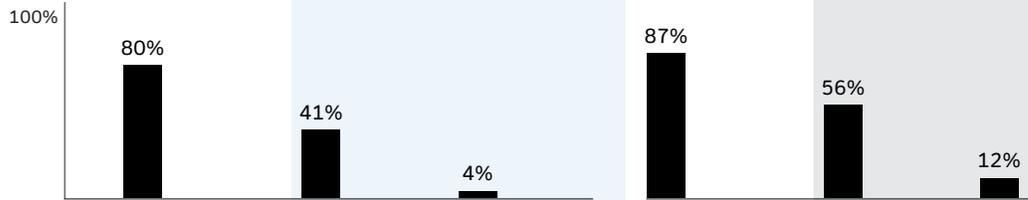
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	9	9	9	6	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	27	15	8	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEWBURGH CITY SCHOOL DISTRICT**

## This District's Results in Grade 7 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 637	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	749	380	37	87%	56%	12%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>935</b>	<b>80%</b>	<b>41%</b>	<b>4%</b>				
Female	426	86%	43%	5%				
Male	509	75%	39%	3%				
American Indian or Alaska Native								
Black or African American	289	67%	25%	1%				
Hispanic or Latino	325	78%	36%	2%				
Asian or Native Hawaiian/Other Pacific Islander	18	100%	78%	11%				
White	303	93%	58%	8%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	794	87%	46%	5%				
Students with Disabilities	141	40%	8%	0%				
English Proficient	891	81%	42%	4%				
Limited English Proficient	44	55%	16%	2%				
Economically Disadvantaged	544	72%	26%	1%				
Not Disadvantaged	391	92%	60%	8%				
Migrant								
Not Migrant	935	80%	41%	4%				

### NOTES

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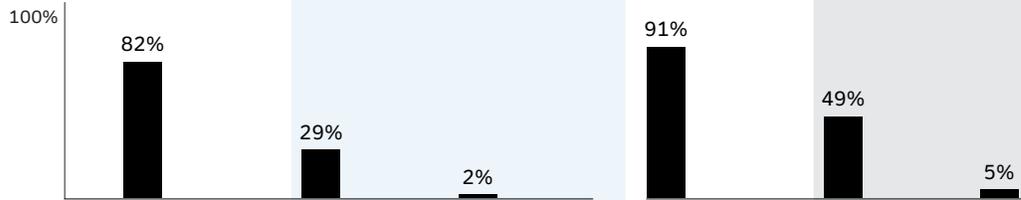
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	11	11	8	6	This test was not given in 2004-05.			

District **NEWBURGH CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 631	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	794	275	16	91%	49%	5%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>964</b>	<b>82%</b>	<b>29%</b>	<b>2%</b>				
Female	441	85%	31%	2%				
Male	523	80%	26%	1%				
American Indian or Alaska Native								
Black or African American	338	74%	14%	1%				
Hispanic or Latino	300	80%	21%	0%				
Asian or Native Hawaiian/Other Pacific Islander	16	100%	88%	19%				
White	310	93%	48%	3%				
Small Group Totals								
General-Education Students	815	89%	32%	2%				
Students with Disabilities	149	47%	7%	0%				
English Proficient	947	83%	29%	2%				
Limited English Proficient	17	59%	6%	0%				
Economically Disadvantaged	544	75%	14%	0%				
Not Disadvantaged	420	92%	47%	4%				
Migrant								
Not Migrant	964	82%	29%	2%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

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## Other Assessments

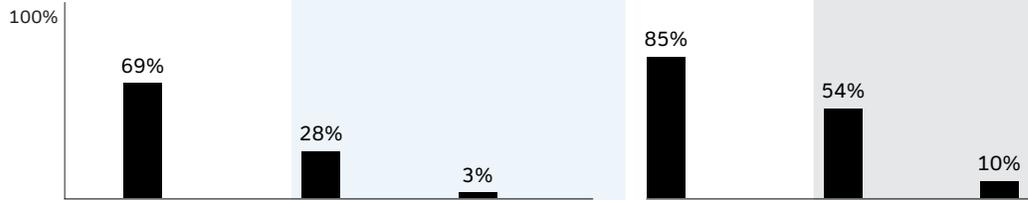
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	11	11	9	4	6	6	5	5
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	22	16	13	N/A	32	28	21	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEWBURGH CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 630	616-775	650-775	701-775			
Range:						
Number of Students:	671	276	26			



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>969</b>	<b>69%</b>	<b>28%</b>	<b>3%</b>				
Female	451	69%	26%	2%				
Male	518	69%	31%	3%				
American Indian or Alaska Native								
Black or African American	331	59%	16%	1%				
Hispanic or Latino	316	67%	24%	0%				
Asian or Native Hawaiian/Other Pacific Islander	18	94%	89%	33%				
White	304	81%	43%	5%				
Small Group Totals								
General-Education Students	825	74%	32%	3%				
Students with Disabilities	144	41%	6%	0%				
English Proficient	930	70%	29%	3%				
Limited English Proficient	39	49%	26%	0%				
Economically Disadvantaged	548	62%	18%	0%				
Not Disadvantaged	421	79%	42%	6%				
Migrant								
Not Migrant	969	69%	28%	3%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

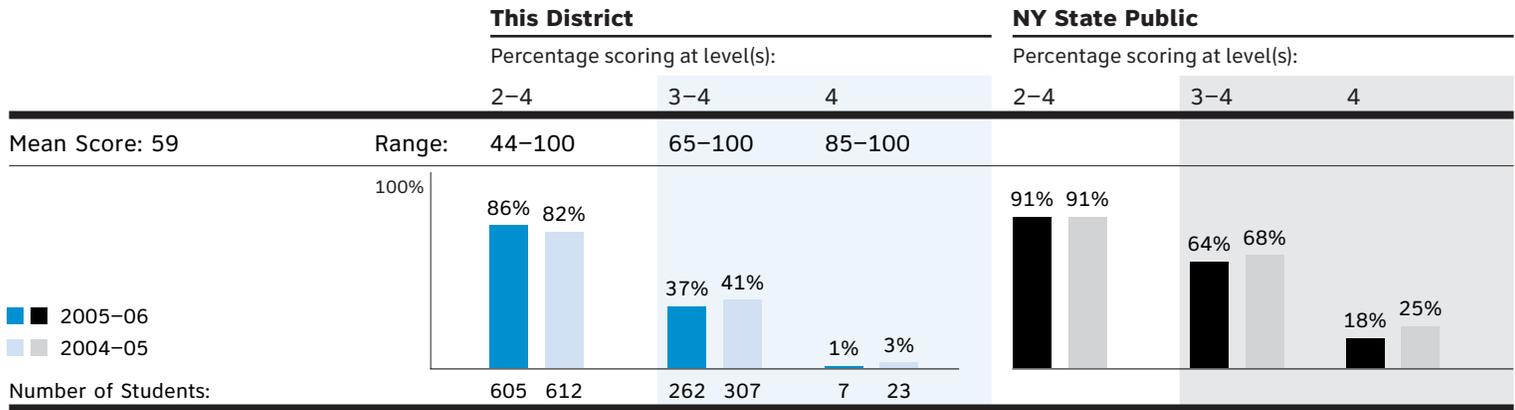
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	11	11	7	3	6	6	6	5

District **NEWBURGH CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>705</b>	<b>86%</b>	<b>37%</b>	<b>1%</b>	<b>742</b>	<b>82%</b>	<b>41%</b>	<b>3%</b>
Female	326	87%	29%	0%	364	82%	34%	2%
Male	379	85%	44%	2%	378	83%	48%	4%
American Indian or Alaska Native								
Black or African American	267	84%	27%	0%	289	76%	31%	2%
Hispanic or Latino	255	85%	35%	0%	253	83%	40%	2%
Asian or Native Hawaiian/Other Pacific Islander	5	80%	80%	20%	9	89%	56%	0%
White	178	90%	54%	3%	191	91%	59%	5%
<b>Small Group Totals</b>								
General-Education Students	575	89%	40%	1%	616	86%	45%	4%
Students with Disabilities	130	71%	23%	0%	126	66%	22%	0%
English Proficient	669	87%	38%	1%	709	83%	43%	3%
Limited English Proficient	36	56%	19%	0%	33	70%	15%	0%
Economically Disadvantaged	447	82%	30%	0%	477	79%	33%	2%
Not Disadvantaged	258	92%	50%	2%	265	89%	56%	5%
Migrant					3	-	-	-
Not Migrant	705	86%	37%	1%	739	-	-	-

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	11	11	9	6	5	5	3	3
Regents Science	197	188	175	69	219	212	199	69

District **NEWBURGH CITY SCHOOL DISTRICT**

## Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

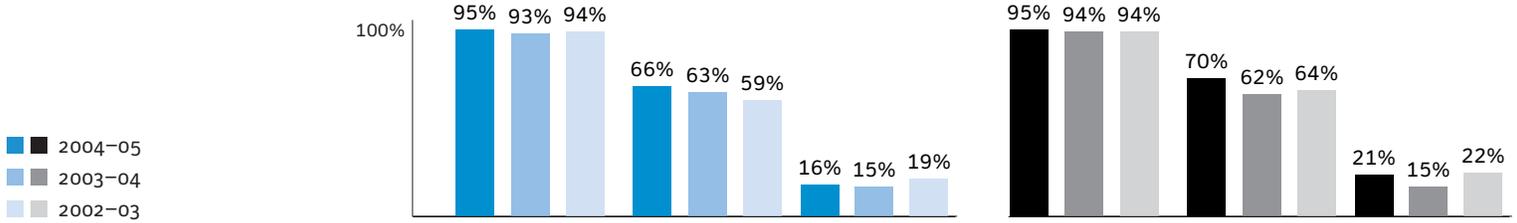
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	43	241	406	136	826	659
Feb 2004	59	252	410	130	851	656
Feb 2003	49	307	355	168	879	656

### Grade 8

#### This School

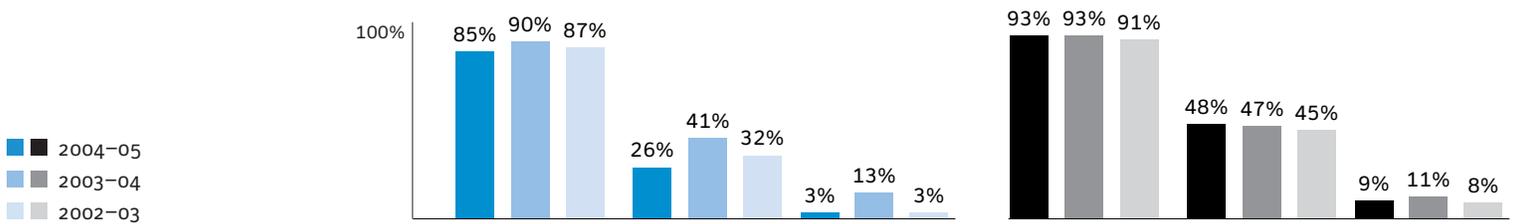
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	155	607	236	31	1029	681
Jan 2004	97	458	262	117	934	695
Jan 2003	114	486	250	29	879	686

District **NEWBURGH CITY SCHOOL DISTRICT**

## Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

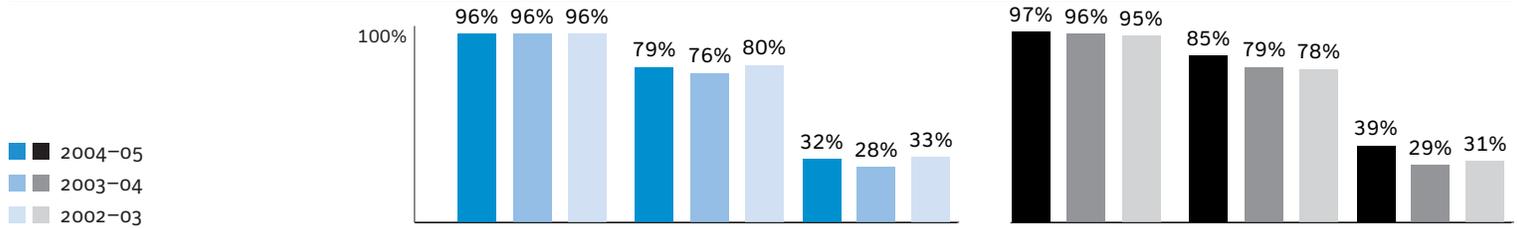
Percentage scoring at level(s):

2-4                      3-4                      4  
 Range: 602-810      637-810              678-810

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	36	166	441	308	951	665
May 2004	36	189	460	269	954	660
May 2003	36	148	422	304	910	663

### Grade 8

#### This School

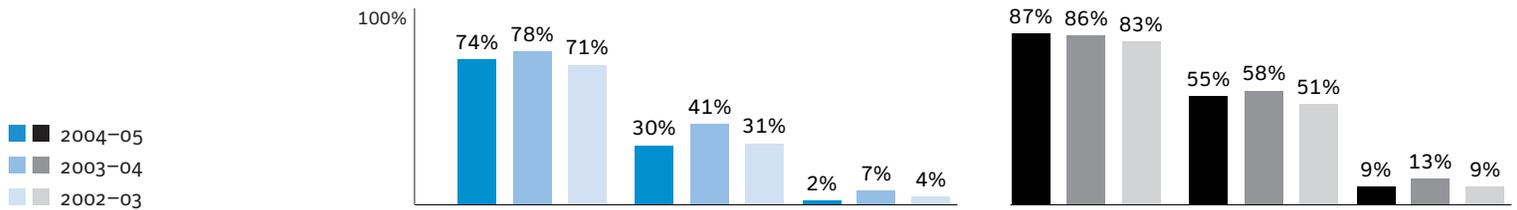
Percentage scoring at level(s):

2-4                      3-4                      4  
 Range: 681-882      716-882              760-882

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	264	439	280	25	1008	698
May 2004	214	355	332	65	966	704
May 2003	257	361	250	32	900	697

District **NEWBURGH CITY SCHOOL DISTRICT**

## This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4

3-4

4

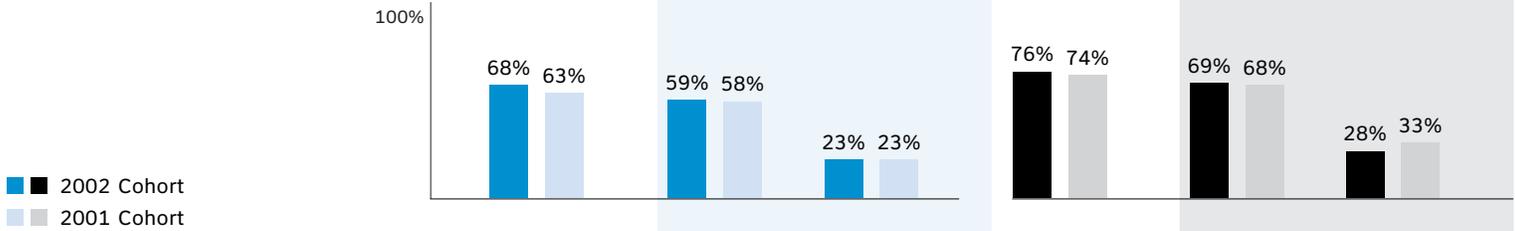
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>822</b>	<b>68%</b>	<b>59%</b>	<b>23%</b>	<b>945</b>	<b>63%</b>	<b>58%</b>	<b>23%</b>
Female	411	74%	65%	26%	468	68%	63%	28%
Male	411	61%	54%	19%	477	57%	53%	19%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	232	54%	41%	8%	301	48%	42%	9%
Hispanic or Latino	237	55%	47%	12%	255	57%	51%	15%
Asian or Native Hawaiian/Other Pacific Islander	22	100%	86%	45%	18	78%	78%	44%
White	331	84%	79%	39%	371	78%	75%	40%
<b>Small Group Totals</b>								
General-Education Students	711	75%	67%	26%	810	70%	66%	27%
Students with Disabilities	111	19%	11%	0%	135	21%	13%	2%
English Proficient	796	69%	60%	23%	897	64%	60%	25%
Limited English Proficient	26	42%	27%	0%	48	38%	27%	0%
Economically Disadvantaged	332	54%	43%	10%	-	-	-	-
Not Disadvantaged	490	77%	70%	31%	-	-	-	-
Migrant	5	60%	40%	0%	-	-	-	-
Not Migrant	817	68%	59%	23%	-	-	-	-

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	2	4

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **NEWBURGH CITY SCHOOL DISTRICT**

## This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4

3-4

4

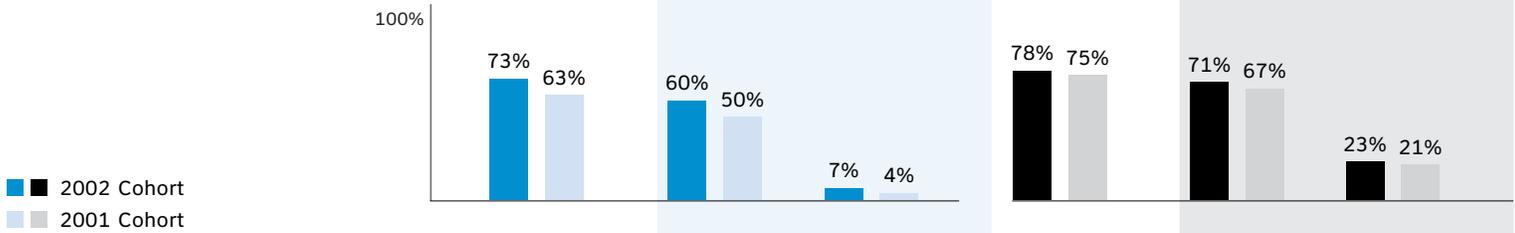
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>822</b>	<b>73%</b>	<b>60%</b>	<b>7%</b>	<b>945</b>	<b>63%</b>	<b>50%</b>	<b>4%</b>
Female	411	77%	63%	6%	468	65%	51%	6%
Male	411	68%	57%	8%	477	61%	49%	3%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	232	59%	42%	3%	301	50%	34%	2%
Hispanic or Latino	237	62%	50%	2%	255	60%	47%	2%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	91%	32%	18	83%	83%	22%
White	331	88%	77%	12%	371	76%	65%	8%
<b>Small Group Totals</b>								
General-Education Students	711	80%	67%	8%	810	71%	57%	5%
Students with Disabilities	111	26%	14%	1%	135	13%	9%	1%
English Proficient	796	73%	60%	7%	897	63%	51%	5%
Limited English Proficient	26	54%	42%	8%	48	63%	46%	0%
Economically Disadvantaged	332	61%	45%	3%	-	-	-	-
Not Disadvantaged	490	81%	70%	10%	-	-	-	-
Migrant	5	80%	60%	0%	-	-	-	-
Not Migrant	817	73%	60%	7%	-	-	-	-

### NOTES

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	2	4

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

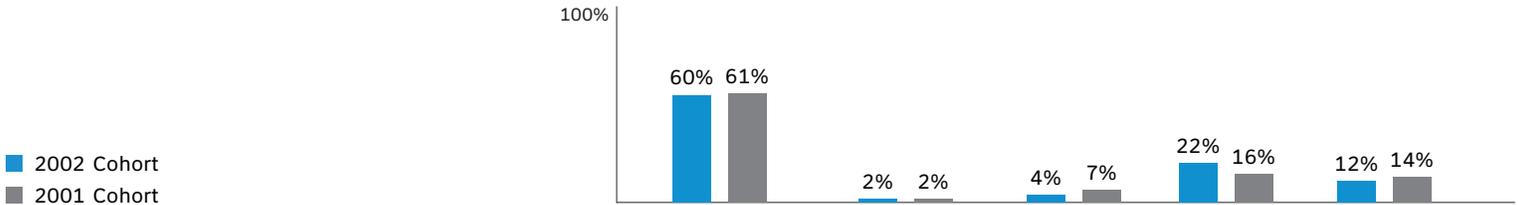
District **NEWBURGH CITY SCHOOL DISTRICT**

## Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

## Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	2002	822	60%	2%	4%	22%	12%
	2001	945	61%	2%	7%	16%	14%
Female	2002	411	65%	1%	4%	19%	11%
	2001	468	68%	1%	6%	12%	14%
Male	2002	411	55%	3%	4%	25%	14%
	2001	477	54%	2%	9%	20%	15%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	232	47%	3%	6%	27%	17%
	2001	301	48%	1%	9%	22%	20%
Hispanic or Latino	2002	237	44%	2%	4%	33%	16%
	2001	255	51%	2%	6%	22%	19%
Asian or Native Hawaiian/Other Pacific Islander	2002	22	91%	0%	0%	9%	0%
White	2002	331	78%	1%	3%	11%	7%
	2001	371	77%	2%	6%	8%	7%
<b>Small Group Totals</b>							
General-Education Students	2002	711	65%	0%	4%	19%	12%
	2001	810	64%	0%	7%	15%	14%
Students with Disabilities	2002	111	25%	14%	5%	41%	16%
	2001	135	41%	11%	7%	25%	16%
English Proficient	2002	796	61%	2%	4%	21%	12%
	2001	897	62%	2%	7%	15%	14%
Limited English Proficient	2002	26	38%	0%	0%	38%	23%
	2001	48	35%	0%	10%	44%	10%
Economically Disadvantaged	2002	332	44%	3%	5%	33%	15%
	2001	371	44%	2%	6%	8%	7%
Not Disadvantaged	2002	490	71%	1%	3%	15%	10%
	2001	530	70%	1%	3%	15%	10%
Migrant	2002	5	60%	0%	0%	20%	20%
	2001	5	60%	0%	0%	20%	20%
Not Migrant	2002	817	60%	2%	4%	22%	12%
	2001	940	61%	2%	7%	16%	14%

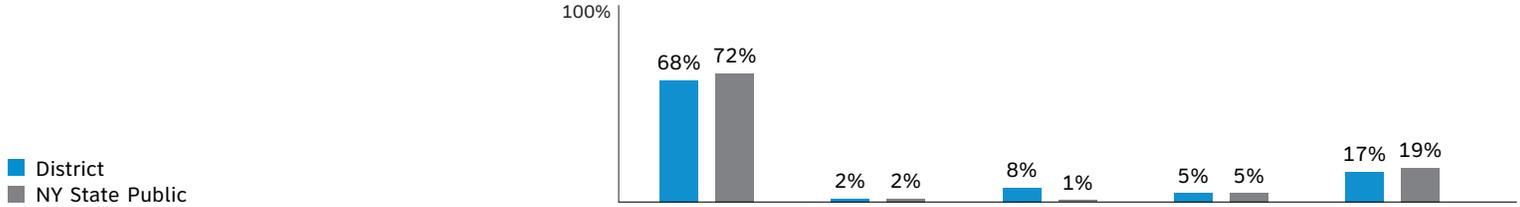
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District **NEWBURGH CITY SCHOOL DISTRICT**

## Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>936</b>	<b>68%</b>	<b>2%</b>	<b>8%</b>	<b>5%</b>	<b>17%</b>
Female	465	72%	2%	7%	3%	16%
Male	471	64%	2%	9%	7%	17%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	295	56%	2%	12%	6%	24%
Hispanic or Latino	251	63%	3%	7%	7%	21%
Asian or Native Hawaiian/Other Pacific Islander	18	83%	0%	6%	6%	6%
White	372	80%	2%	7%	3%	9%
<b>Small Group Totals</b>						
General-Education Students	802	72%	0%	8%	4%	16%
Students with Disabilities	134	46%	13%	9%	10%	21%
English Proficient	896	68%	2%	8%	5%	17%
Limited English Proficient	40	63%	0%	10%	8%	20%
Economically Disadvantaged	311	59%	3%	5%	8%	24%
Not Disadvantaged	625	72%	1%	10%	4%	13%
Migrant	6	83%	0%	0%	0%	17%
Not Migrant	930	68%	2%	8%	5%	17%

### NOTES

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