



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **NEWBURGH CITY SCHOOL DISTRICT**
District ID **44-16-00-01-0000**
Superintendent **ANNETTE SATURNELLI**
Telephone **(845) 563-3500**
Grades **K-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

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 2007–08 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 ID **44-16-00-01-0000**

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

	2004-05	2005-06	2006-07
Pre-K	417	417	432
Kindergarten	923	923	923
Grade 1	1006	956	917
Grade 2	934	925	907
Grade 3	942	922	903
Grade 4	895	874	888
Grade 5	870	900	816
Grade 6	876	870	894
Ungraded Elementary	296	222	259
Grade 7	950	885	861
Grade 8	1004	924	865
Grade 9	887	972	964
Grade 10	1066	1094	1077
Grade 11	705	773	810
Grade 12	612	602	670
Ungraded Secondary	408	425	410
Total K-12	12374	12267	12164

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	23	22	22
Grade 8			
English	24	21	21
Mathematics	24	22	21
Science	27	27	24
Social Studies	24	22	21
Grade 10			
English	19	22	23
Mathematics	20	22	22
Science	20	23	26
Social Studies	24	25	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

District ID 44-16-00-01-0000

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	5593	45%	5654	46%	5709	47%
Reduced-Price Lunch	1434	12%	1414	12%	1322	11%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	1553	13%	1595	13%	1536	13%
Racial/Ethnic Origin						
American Indian or Alaska Native	9	0%	8	0%	25	0%
Black or African American	3762	30%	3749	31%	3668	30%
Hispanic or Latino	4168	34%	4301	35%	4487	37%
Asian or Native Hawaiian/Other Pacific Islander	223	2%	244	2%	258	2%
White	4212	34%	3965	32%	3723	31%
Multiracial**	N/A	N/A	N/A	N/A	3	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate	93%		93%		93%	
Student Suspensions	1319	10%	1397	11%	1361	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

District ID 44-16-00-01-0000

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	928	926	885
Percent with No Valid Teaching Certificate	4%	1%	3%
Percent Teaching Out of Certification	6%	2%	4%
Percent with Fewer Than Three Years of Experience	7%	7%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	30%	33%	35%
Total Number of Core Classes*	N/A	3461	2248
Percent Not Taught by Highly Qualified Teachers	N/A	2%	4%
Total Number of Classes	3194	3166	3146
Percent Taught by Teachers Without Appropriate Certification	7%	3%	5%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	17%	16%	19%
Turnover Rate of All Teachers	14%	14%	11%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	111	107	122
Total Paraprofessionals*	223	231	205
Assistant Principals	22	29	28
Principals	13	15	15

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

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 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals 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.



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 2006–07 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level 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.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

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 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

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 2006–07 safe harbor targets were calculated using the following equation:

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

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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.

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.

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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2007–08)

Improvement (Year 3)

ELA	Improvement (Year 3)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005–06	2006–07	2007–08
YES	YES	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			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✓ ^{SH}	✓ ^{SH}	—
Hispanic or Latino	✓	✓	—	✓ ^{SH}	✓ ^{SH}	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✓ ^{SH}	✓	—	✗	✗	—
Limited English Proficient	✓ ^{SH}	✓	—	—	—	—
Economically Disadvantaged	✓	✓	—	✓ ^{SH}	✓	—
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 5 of 6	✗ 5 of 6	✓ 1 of 1

Accountability Status Levels

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Federal

- Good Standing ✓
- Improvement (Year 1) ✓
- Improvement (Year 2) ✓
- Improvement (Year 3) ✓
- Improvement (Year 4) ✓
- Improvement (Year 5 & Above) ✓
- Pending – Requires Special Evaluation

State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007-08)  Improvement (Year 3)

Accountability Measures 8 of 8 Student groups making AYP in English Language Arts
 Made 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 2007-08, the district will be In Need of Improvement (Year 4) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [218]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (5542:5363)			99%		146	121	
Ethnicity							
American Indian or Alaska Native (6:5)	—	—	—	—	—	—	—
Black or African American (1666:1608)			99%		133	119	
Hispanic or Latino (2133:2045)			100%		136	120	
Asian or Native Hawaiian/Other Pacific Islander (113:107)			99%		181	112	
White (1624:1598)			100%		171	119	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (875:833)	 SH		98%	 SH	88	118	85 99
Limited English Proficient ⁵ (562:741)	 SH		99%	 SH	117	118	112 125
Economically Disadvantaged (3376:3256)			100%		131	120	
Final AYP Determination	 8 of 8						

NOTES

¹ 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.

² 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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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

Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007-08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (5513:5339)			99%		151	85	
Ethnicity							
American Indian or Alaska Native (6:5)	—	—	—	—	—	—	—
Black or African American (1661:1588)			99%		133	83	
Hispanic or Latino (2114:2046)			99%		148	84	
Asian or Native Hawaiian/Other Pacific Islander (111:107)			99%		182	76	
White (1621:1593)			100%		172	83	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (879:825)			98%		94	82	
Limited English Proficient ⁵ (556:776)			100%		144	82	
Economically Disadvantaged (3393:3272)			99%		139	84	
Final AYP Determination	 8 of 8						

NOTES

¹ 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.

² 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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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

Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2007-08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006-07 2007-08
All Students (1833:1702)		Qualified		96%		165	100	
Ethnicity								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (542:485)		Qualified		95%		153	100	
Hispanic or Latino (707:664)		Qualified		96%		156	100	
Asian or Native Hawaiian/Other Pacific Islander (32:29)	—	—	—	—	—	—	—	—
White (551:523)		Qualified		96%		188	100	
Multiracial (0:0)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (266:235)		Qualified		94%		136	100	
Limited English Proficient ⁴ (200:251)		Qualified		96%		140	100	
Economically Disadvantaged (1107:1024)		Qualified		96%		152	100	
Final AYP Determination		1 of 1						

NOTES

¹ 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.

² 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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and performance indices.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2007–08)  Improvement (Year 3)

Accountability Measures 5 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 2007-08, the district will be In Need of Improvement (Year 4) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [218]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (759:802) (12th Graders: 2003 Cohort) ¹			99%		159	155	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (221:247)			100%		145	152	130 151
Hispanic or Latino (191:183)			98%		146	151	130 151
Asian or Native Hawaiian/Other Pacific Islander (18:16)	—	—	—	—	—	—	—
White (328:355)			98%		176	153	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (116:91)			94%		68	149	69‡ 81
Limited English Proficient ⁴ (10:8)	—	—	—	—	—	—	—
Economically Disadvantaged (241:267)			98%		148	152	127 153
Final AYP Determination	 5 of 6						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

² 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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

Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08	
(12th Graders: 2003 Cohort) ¹								
All Students (759:802)			99%		157	148		
Ethnicity								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	
Black or African American (221:247)			100%		142	145	133 148	
Hispanic or Latino (191:183)			98%		143	144	143 149	
Asian or Native Hawaiian/Other Pacific Islander (18:16)	—	—	—	—	—	—	—	
White (328:355)			99%		173	146		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (65:91)			95%		87	142	89‡ 98	
Limited English Proficient ⁴ (10:8)	—	—	—	—	—	—	—	
Economically Disadvantaged (241:267)			98%		148	145		
Final AYP Determination		5 of 6						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

² 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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

Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (717)			73%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (195)			62%	55%		
Hispanic or Latino (196)			59%	55%		
Asian or Native Hawaiian/Other Pacific Islander (22)	–	–	–	–		
White (304)			88%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (101)			31%	55%	41%	32%
Limited English Proficient ³ (18)		–	–	–		
Economically Disadvantaged (280)			59%	55%		
Final AYP Determination  1 of 1						

NOTES

¹ 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.

² Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **NEWBURGH CITY SCHOOL DISTRICT**

District ID **44-16-00-01-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 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)

1 school identified 8% of total

MEADOW HILL GLOBAL EXPLORATIONS MAGNET SCHOOL

Corrective Action

1 school identified 8% of total

TEMPLE HILL SCHOOL

Planning for Restructuring

2 schools identified 15% of total

NEWBURGH FREE ACADEMY
NORTH JUNIOR HIGH SCHOOL

Restructuring (Year 1)

1 school identified 8% of total

HERITAGE JUNIOR HIGH SCHOOL

Restructuring (Year 2)

1 school identified 8% of total

SOUTH JUNIOR HIGH SCHOOL

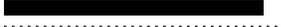
District **NEWBURGH CITY SCHOOL DISTRICT**District ID **44-16-00-01-0000**

Summary of 2006–07 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	55%			929
Grade 4	58%			906
Grade 5	57%			856
Grade 6	56%			926
Grade 7	48%			902
Grade 8	47%			894

Mathematics

Grade 3	75%			934
Grade 4	69%			918
Grade 5	66%			858
Grade 6	64%			924
Grade 7	55%			900
Grade 8	42%			893

Science

Grade 4	80%			905
Grade 8	48%			638

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	66%			945
Mathematics	61%			945

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.

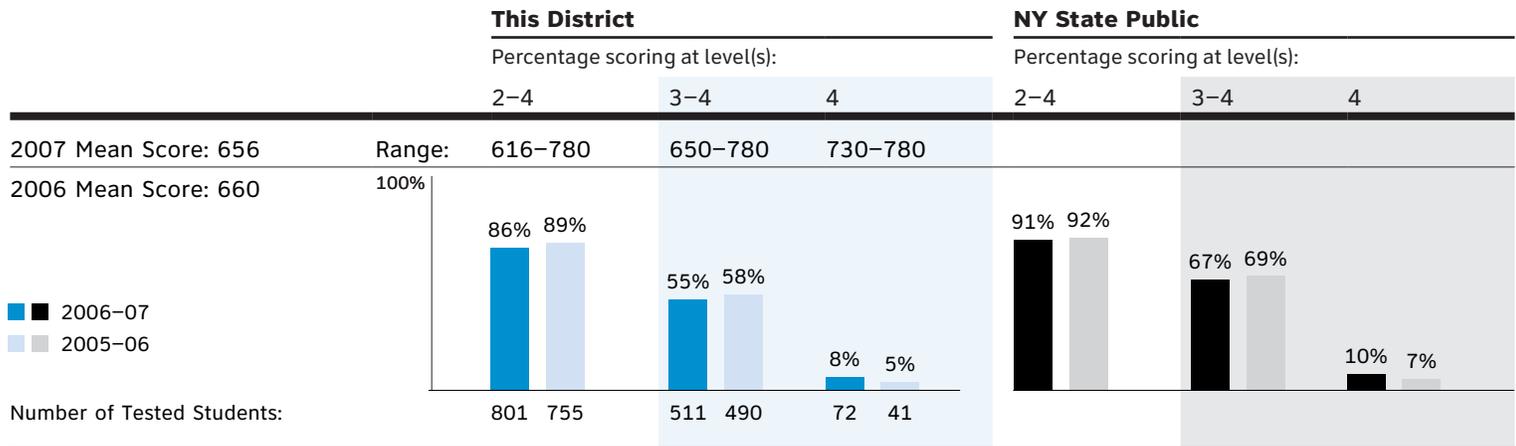
In this section, this district's performance is compared with that of public schools statewide.

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.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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
All Students	929	86%	55%	8%	847	89%	58%	5%
Female	432	89%	61%	8%	413	94%	63%	6%
Male	497	84%	50%	7%	434	85%	53%	3%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	283	84%	49%	4%	268	79%	43%	1%
Hispanic or Latino	375	82%	45%	5%	291	93%	56%	1%
Asian or Native Hawaiian/Other Pacific Islander	20	-	-	-	11	-	-	-
White	248	94%	74%	16%	276	94%	73%	11%
Multiracial								
Small Group Totals	23	100%	87%	13%	12	100%	92%	17%
General-Education Students	796	92%	62%	9%	746	94%	64%	5%
Students with Disabilities	133	49%	15%	2%	101	53%	12%	0%
English Proficient	747	90%	62%	10%	756	89%	60%	5%
Limited English Proficient	182	71%	25%	0%	91	91%	37%	0%
Economically Disadvantaged	602	83%	45%	4%	530	84%	47%	2%
Not Disadvantaged	327	92%	73%	14%	317	97%	76%	9%
Migrant	4	-	-	-				
Not Migrant	925	-	-	-	847	89%	58%	5%

NOTES

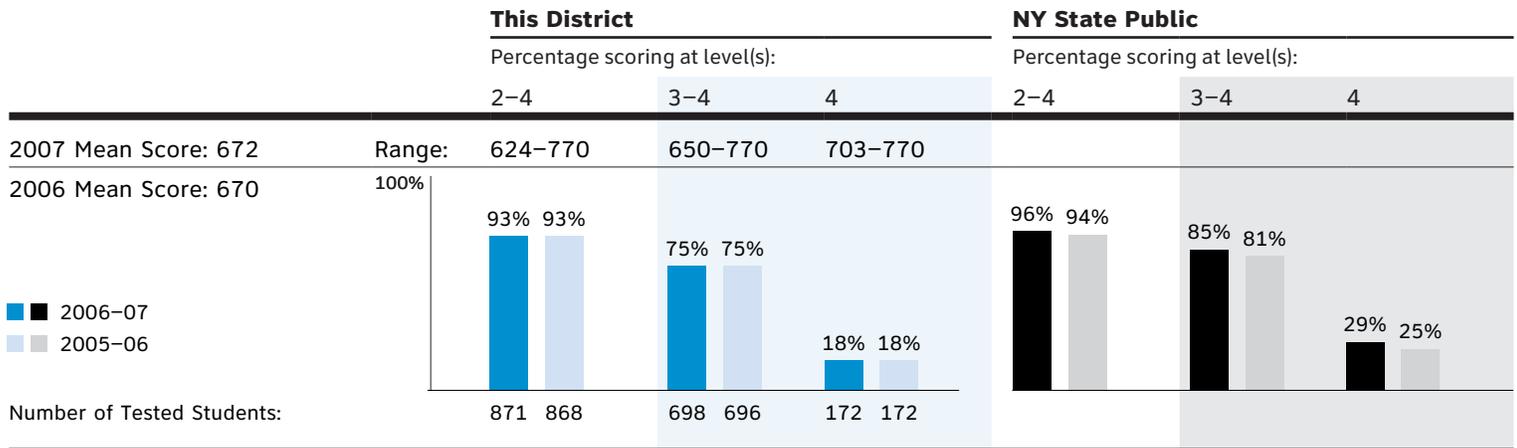
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 3 Mathematics



Results by Student Group

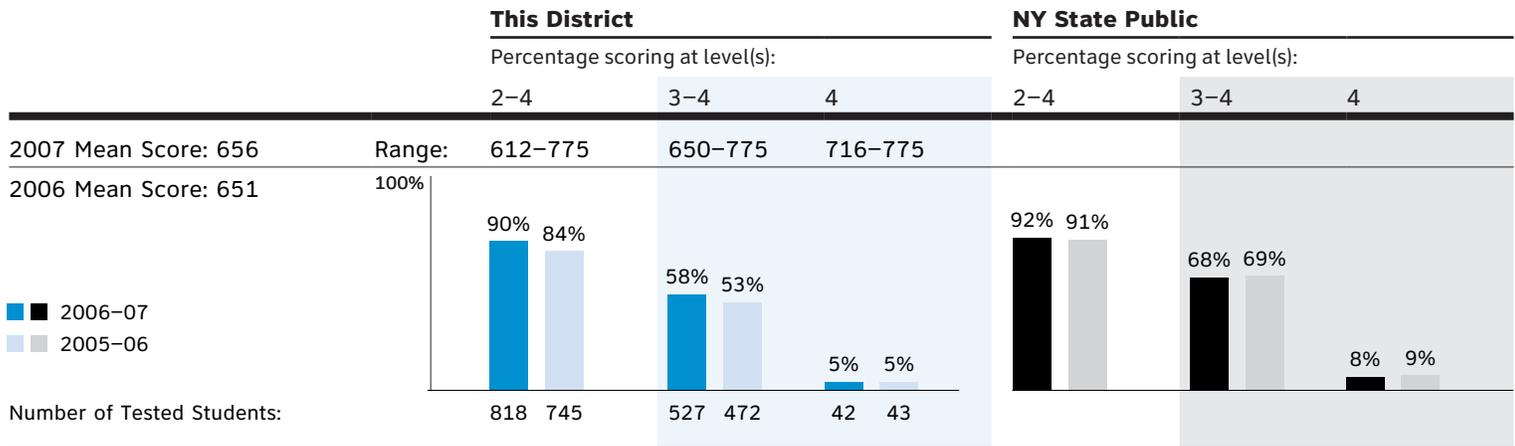
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	934	93%	75%	18%	932	93%	75%	18%
Female	435	94%	77%	20%	446	94%	75%	19%
Male	499	93%	73%	17%	486	93%	74%	18%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	282	89%	68%	13%	266	89%	65%	11%
Hispanic or Latino	383	94%	70%	11%	374	93%	72%	15%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	13	-	-	-
White	247	96%	89%	34%	278	96%	86%	29%
Multiracial								
Small Group Totals	22	100%	91%	41%	14	100%	93%	43%
General-Education Students	804	96%	81%	21%	823	96%	80%	21%
Students with Disabilities	130	74%	35%	1%	109	72%	31%	1%
English Proficient	744	94%	79%	22%	754	94%	78%	22%
Limited English Proficient	190	91%	58%	3%	178	91%	62%	5%
Economically Disadvantaged	612	92%	69%	11%	611	91%	68%	13%
Not Disadvantaged	322	97%	86%	33%	321	98%	88%	30%
Migrant	5	100%	60%	0%				
Not Migrant	929	93%	75%	19%	932	93%	75%	18%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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
All Students	906	90%	58%	5%	884	84%	53%	5%
Female	424	94%	64%	5%	415	86%	57%	6%
Male	482	87%	53%	4%	469	83%	50%	4%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	269	88%	47%	1%	279	76%	38%	2%
Hispanic or Latino	370	88%	53%	1%	314	84%	47%	4%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	16	-	-	-
White	255	96%	77%	12%	274	93%	75%	8%
Multiracial								
Small Group Totals	12	100%	83%	25%	17	94%	82%	18%
General-Education Students	777	94%	65%	5%	741	92%	61%	6%
Students with Disabilities	129	65%	18%	0%	143	45%	13%	0%
English Proficient	760	93%	65%	6%	758	86%	58%	6%
Limited English Proficient	146	74%	22%	0%	126	71%	23%	0%
Economically Disadvantaged	571	87%	48%	1%	554	79%	42%	2%
Not Disadvantaged	335	96%	76%	11%	330	93%	73%	10%
Migrant	2	-	-	-				
Not Migrant	904	-	-	-	884	84%	53%	5%

NOTES

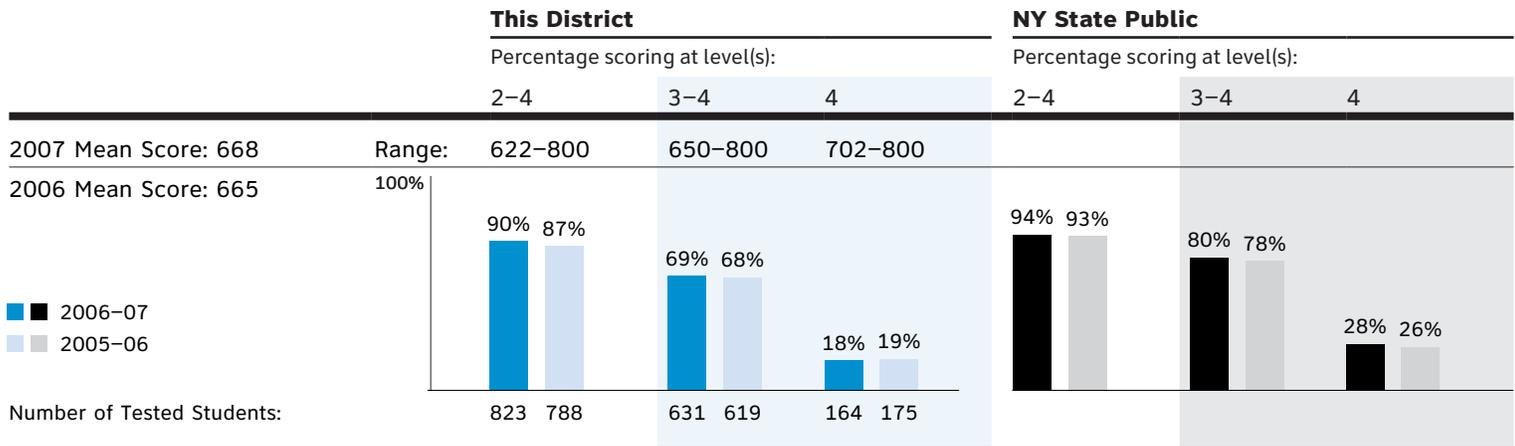
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Other Assessments

	2006-07 School Year				2005-06 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	5	5	4	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 4 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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
All Students	918	90%	69%	18%	910	87%	68%	19%
Female	431	91%	69%	19%	427	87%	67%	18%
Male	487	89%	68%	17%	483	87%	69%	20%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	272	87%	60%	7%	280	76%	54%	9%
Hispanic or Latino	376	87%	65%	13%	345	87%	67%	15%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	16	-	-	-
White	258	96%	83%	35%	268	96%	83%	32%
Multiracial								
Small Group Totals	12	100%	83%	42%	17	94%	94%	59%
General-Education Students	789	93%	75%	21%	766	93%	75%	23%
Students with Disabilities	129	68%	31%	0%	144	54%	32%	1%
English Proficient	760	93%	73%	21%	753	88%	71%	22%
Limited English Proficient	158	75%	46%	3%	157	79%	52%	5%
Economically Disadvantaged	587	86%	60%	10%	575	82%	61%	12%
Not Disadvantaged	331	96%	85%	31%	335	94%	81%	32%
Migrant	2	-	-	-				
Not Migrant	916	-	-	-	910	87%	68%	19%

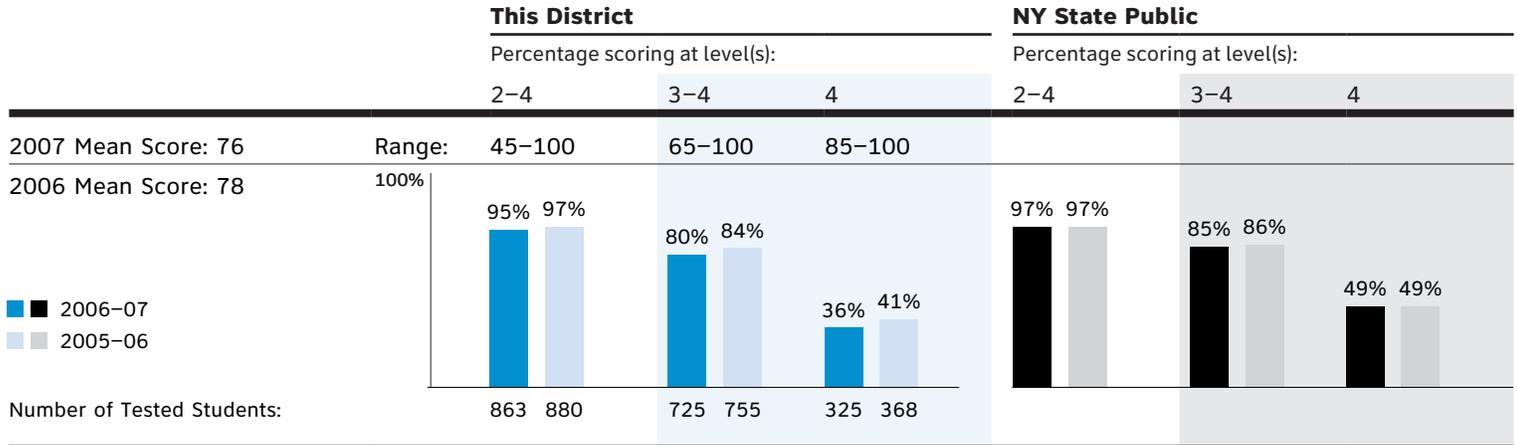
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	5	5	5	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

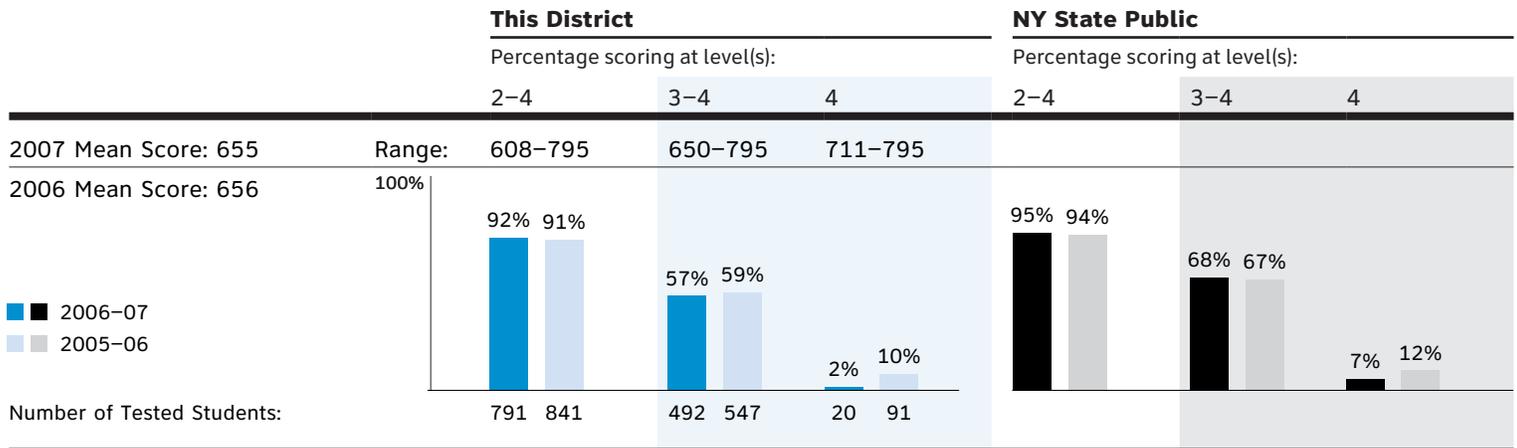
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	905	95%	80%	36%	904	97%	84%	41%
Female	427	96%	83%	36%	425	98%	83%	39%
Male	478	95%	77%	36%	479	97%	84%	43%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	269	96%	74%	25%	275	95%	74%	26%
Hispanic or Latino	372	92%	74%	28%	345	97%	80%	31%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	17	-	-	-
White	252	99%	94%	58%	266	100%	97%	67%
Multiracial								
Small Group Totals	12	100%	100%	67%	18	100%	94%	67%
General-Education Students	776	95%	83%	40%	762	98%	88%	45%
Students with Disabilities	129	95%	64%	12%	142	92%	61%	17%
English Proficient	752	98%	86%	42%	746	98%	87%	47%
Limited English Proficient	153	82%	49%	6%	158	95%	65%	13%
Economically Disadvantaged	583	94%	74%	25%	571	96%	78%	28%
Not Disadvantaged	322	98%	91%	57%	333	99%	93%	62%
Migrant	2	-	-	-				
Not Migrant	903	-	-	-	904	97%	84%	41%

NOTES
The - symbol indicates that data for a group of students have 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

	2006-07 School Year				2005-06 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	5	5	5	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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
All Students	856	92%	57%	2%	921	91%	59%	10%
Female	401	93%	59%	3%	477	94%	60%	11%
Male	455	92%	56%	2%	444	89%	59%	9%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	272	90%	44%	1%	267	87%	48%	4%
Hispanic or Latino	319	90%	51%	1%	345	90%	52%	6%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	18	-	-	-
White	248	98%	78%	5%	289	97%	77%	19%
Multiracial								
Small Group Totals	17	100%	88%	6%	20	100%	90%	20%
General-Education Students	716	97%	66%	3%	776	97%	68%	12%
Students with Disabilities	140	69%	14%	0%	145	62%	14%	1%
English Proficient	776	94%	61%	3%	838	92%	62%	11%
Limited English Proficient	80	79%	25%	0%	83	86%	34%	4%
Economically Disadvantaged	541	90%	47%	1%	554	88%	48%	4%
Not Disadvantaged	315	97%	76%	5%	367	96%	77%	19%
Migrant	1	-	-	-				
Not Migrant	855	-	-	-	921	91%	59%	10%

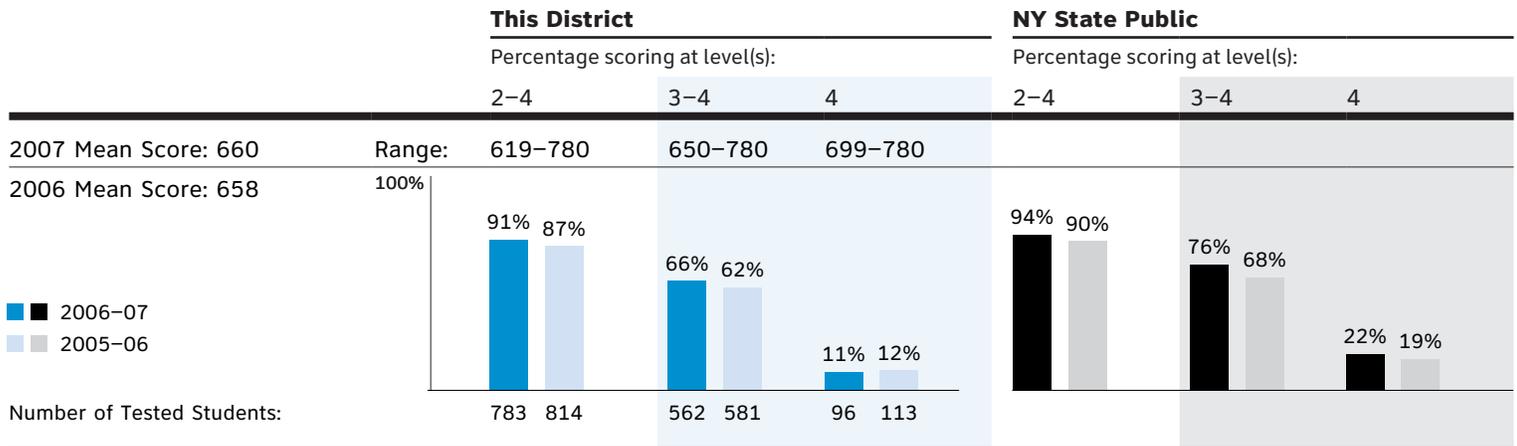
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	6	6	6	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



Results by Student Group

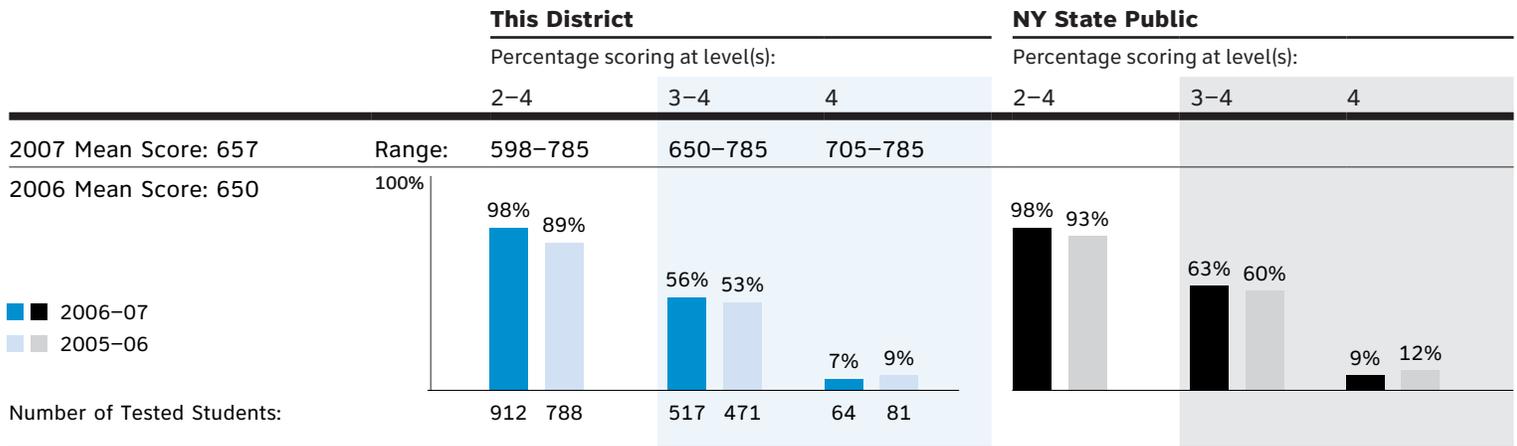
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	858	91%	66%	11%	938	87%	62%	12%
Female	401	94%	65%	11%	482	87%	62%	12%
Male	457	89%	66%	12%	456	87%	61%	12%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	271	86%	52%	5%	264	79%	45%	4%
Hispanic or Latino	322	90%	65%	10%	364	88%	61%	7%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	20	-	-	-
White	248	98%	79%	18%	288	92%	76%	24%
Multiracial								
Small Group Totals	17	100%	94%	41%	22	91%	86%	36%
General-Education Students	718	97%	73%	13%	793	92%	69%	14%
Students with Disabilities	140	64%	26%	1%	145	58%	26%	1%
English Proficient	774	92%	67%	11%	829	88%	63%	13%
Limited English Proficient	84	87%	55%	8%	109	81%	52%	3%
Economically Disadvantaged	546	89%	58%	6%	569	83%	52%	6%
Not Disadvantaged	312	95%	79%	20%	369	92%	77%	22%
Migrant	1	-	-	-				
Not Migrant	857	-	-	-	938	87%	62%	12%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	6	6	6	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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
All Students	926	98%	56%	7%	883	89%	53%	9%
Female	483	100%	59%	9%	445	91%	56%	11%
Male	443	97%	53%	5%	438	88%	51%	7%
American Indian or Alaska Native	1	-	-	-				
Black or African American	267	98%	48%	4%	263	85%	43%	4%
Hispanic or Latino	360	98%	47%	3%	305	87%	43%	7%
Asian or Native Hawaiian/Other Pacific Islander	21	-	-	-	21	100%	90%	48%
White	277	100%	74%	14%	294	95%	70%	14%
Multiracial								
Small Group Totals	22	100%	82%	14%				
General-Education Students	782	99%	64%	8%	736	94%	62%	11%
Students with Disabilities	144	93%	14%	0%	147	65%	11%	0%
English Proficient	893	99%	57%	7%	870	90%	54%	9%
Limited English Proficient	33	85%	12%	0%	13	54%	15%	0%
Economically Disadvantaged	553	98%	44%	2%	539	85%	41%	4%
Not Disadvantaged	373	99%	74%	15%	344	96%	73%	17%
Migrant	1	-	-	-				
Not Migrant	925	-	-	-	883	89%	53%	9%

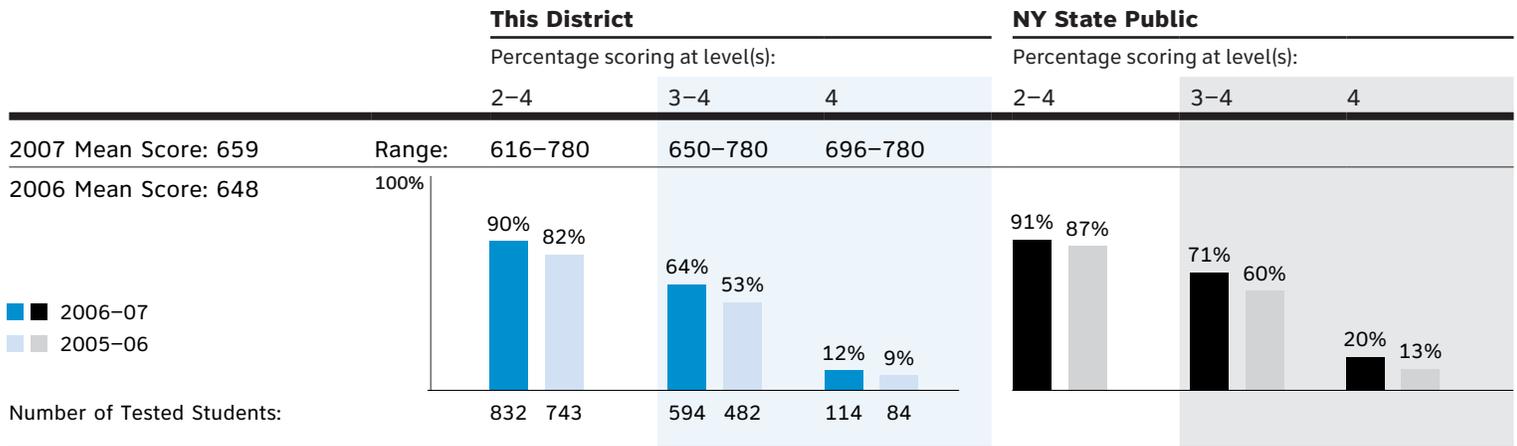
NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	8	8	7	6	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group

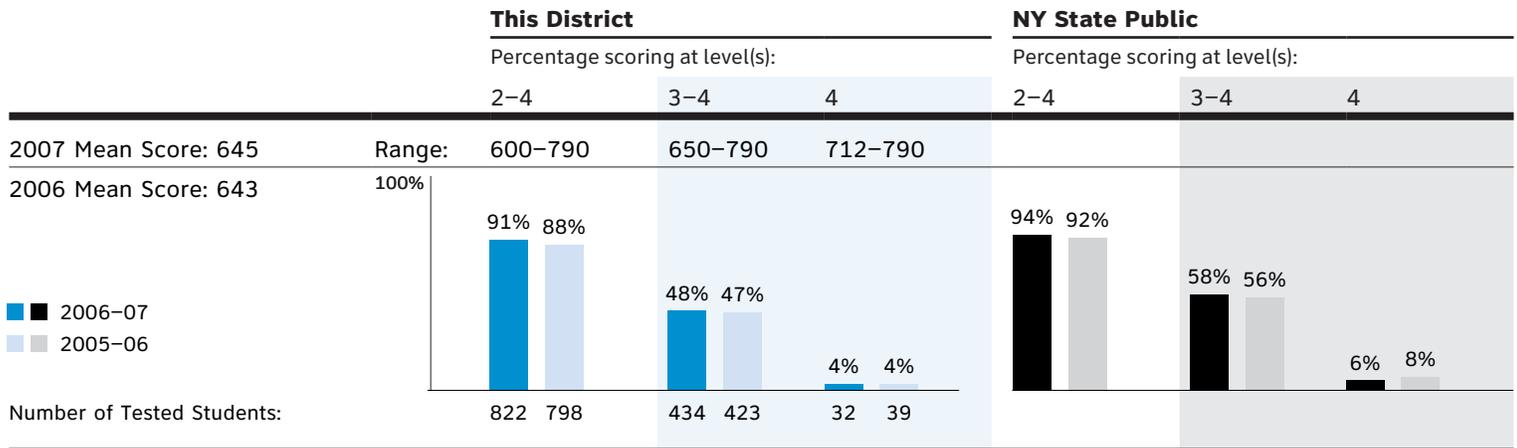
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	924	90%	64%	12%	911	82%	53%	9%
Female	482	91%	65%	12%	460	81%	50%	8%
Male	442	88%	64%	13%	451	82%	56%	10%
American Indian or Alaska Native	1	-	-	-				
Black or African American	263	82%	50%	6%	271	71%	37%	3%
Hispanic or Latino	361	92%	63%	9%	326	79%	49%	5%
Asian or Native Hawaiian/Other Pacific Islander	22	-	-	-	20	100%	85%	45%
White	277	94%	78%	21%	294	92%	70%	17%
Multiracial								
Small Group Totals	23	100%	78%	39%				
General-Education Students	780	94%	70%	14%	758	88%	59%	11%
Students with Disabilities	144	69%	33%	1%	153	50%	24%	1%
English Proficient	885	90%	65%	12%	868	83%	54%	10%
Limited English Proficient	39	87%	51%	18%	43	49%	35%	0%
Economically Disadvantaged	556	87%	56%	7%	561	74%	43%	4%
Not Disadvantaged	368	95%	77%	20%	350	94%	69%	17%
Migrant	1	-	-	-				
Not Migrant	923	-	-	-	911	82%	53%	9%

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Other Assessments

	2006-07 School Year				2005-06 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	8	7	6	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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
All Students	902	91%	48%	4%	908	88%	47%	4%
Female	453	93%	53%	4%	417	92%	53%	5%
Male	449	89%	43%	4%	491	85%	41%	4%
American Indian or Alaska Native								
Black or African American	279	86%	37%	1%	287	78%	29%	1%
Hispanic or Latino	324	90%	38%	2%	303	87%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander	21	100%	90%	19%	17	94%	53%	0%
White	278	97%	68%	7%	301	97%	69%	9%
Multiracial								
Small Group Totals								
General-Education Students	753	96%	56%	4%	770	93%	54%	5%
Students with Disabilities	149	68%	9%	0%	138	57%	8%	1%
English Proficient	870	93%	50%	4%	889	88%	47%	4%
Limited English Proficient	32	47%	3%	0%	19	63%	5%	0%
Economically Disadvantaged	546	88%	34%	2%	527	83%	31%	1%
Not Disadvantaged	356	96%	70%	6%	381	95%	68%	9%
Migrant	2	-	-	-				
Not Migrant	900	-	-	-	908	88%	47%	4%

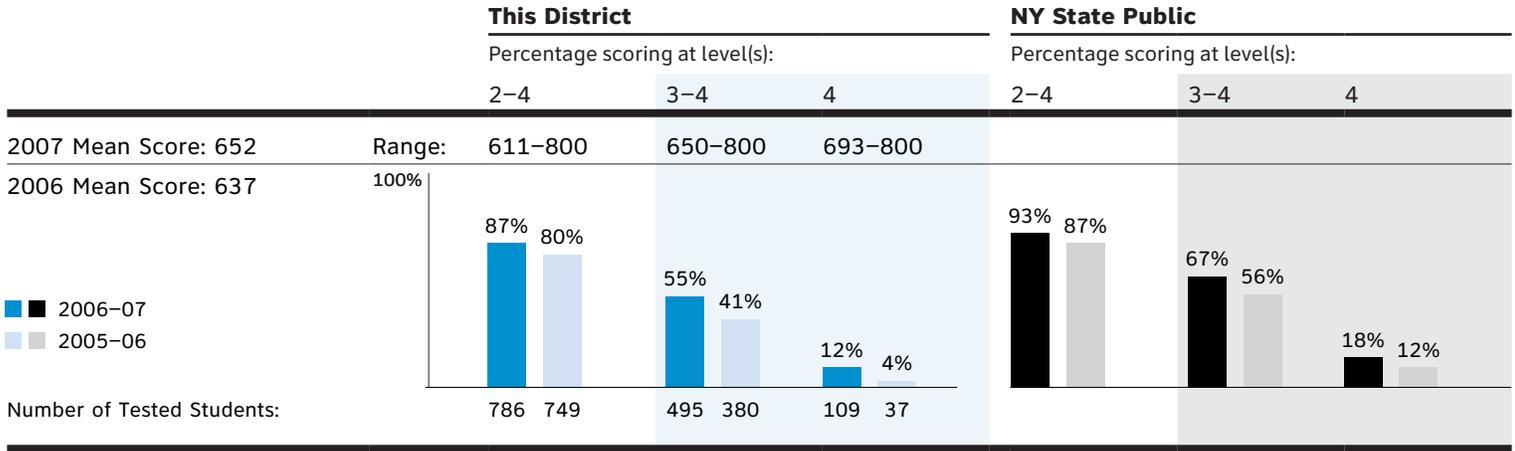
NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	12	12	10	8	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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
All Students	900	87%	55%	12%	935	80%	41%	4%
Female	454	90%	56%	11%	426	86%	43%	5%
Male	446	84%	54%	13%	509	75%	39%	3%
American Indian or Alaska Native								
Black or African American	275	79%	37%	4%	289	67%	25%	1%
Hispanic or Latino	323	88%	50%	9%	325	78%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	20	100%	95%	60%	18	100%	78%	11%
White	282	94%	75%	20%	303	93%	58%	8%
Multiracial								
Small Group Totals								
General-Education Students	749	94%	63%	14%	794	87%	46%	5%
Students with Disabilities	151	56%	15%	1%	141	40%	8%	0%
English Proficient	859	88%	57%	13%	891	81%	42%	4%
Limited English Proficient	41	68%	17%	0%	44	55%	16%	2%
Economically Disadvantaged	553	82%	43%	6%	544	72%	26%	1%
Not Disadvantaged	347	95%	75%	22%	391	92%	60%	8%
Migrant	2	-	-	-				
Not Migrant	898	-	-	-	935	80%	41%	4%

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Other Assessments

	2006-07 School Year				2005-06 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	12	11	10	7	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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
2007 Mean Score: 646	602-790	650-790	715-790			
2006 Mean Score: 631						
Number of Tested Students:	822	794	424	275	20	16

Results by Student Group

	2006-07 School Year				2005-06 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
All Students	894	92%	47%	2%	964	82%	29%	2%
Female	419	94%	56%	4%	441	85%	31%	2%
Male	475	90%	40%	1%	523	80%	26%	1%
American Indian or Alaska Native								
Black or African American	264	89%	30%	1%	338	74%	14%	1%
Hispanic or Latino	320	89%	40%	1%	300	80%	21%	0%
Asian or Native Hawaiian/Other Pacific Islander	19	95%	63%	5%	16	100%	88%	19%
White	291	98%	70%	4%	310	93%	48%	3%
Multiracial								
Small Group Totals								
General-Education Students	775	96%	54%	3%	815	89%	32%	2%
Students with Disabilities	119	66%	6%	0%	149	47%	7%	0%
English Proficient	863	94%	49%	2%	947	83%	29%	2%
Limited English Proficient	31	35%	3%	0%	17	59%	6%	0%
Economically Disadvantaged	502	89%	32%	1%	544	75%	14%	0%
Not Disadvantaged	392	96%	67%	4%	420	92%	47%	4%
Migrant	2	-	-	-				
Not Migrant	892	-	-	-	964	82%	29%	2%

NOTES

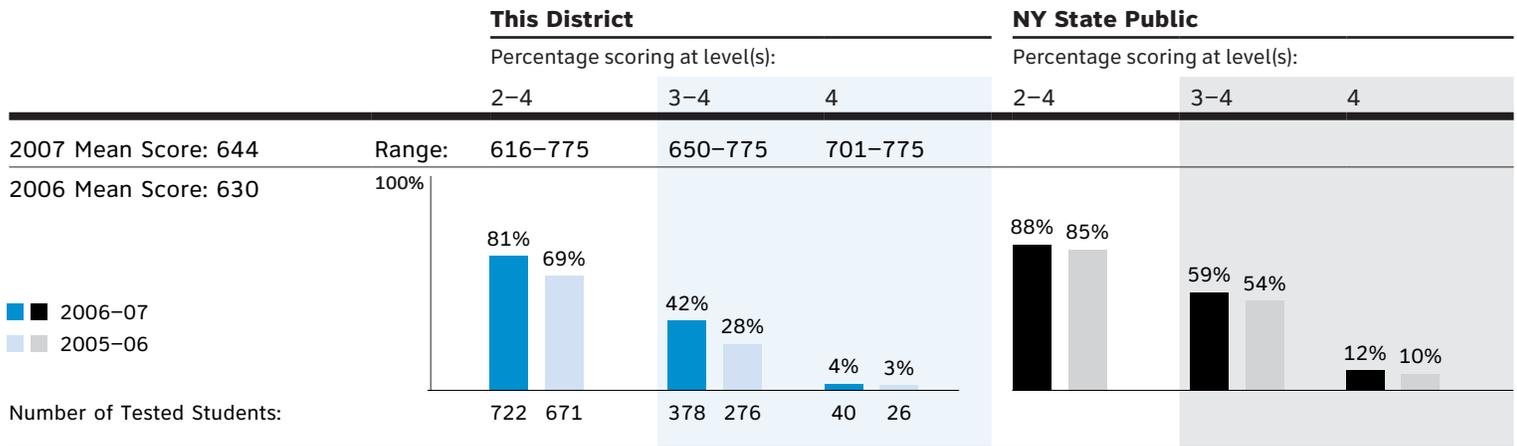
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Other Assessments

	2006-07 School Year				2005-06 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	8	8	7	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 8 Mathematics



Results by Student Group

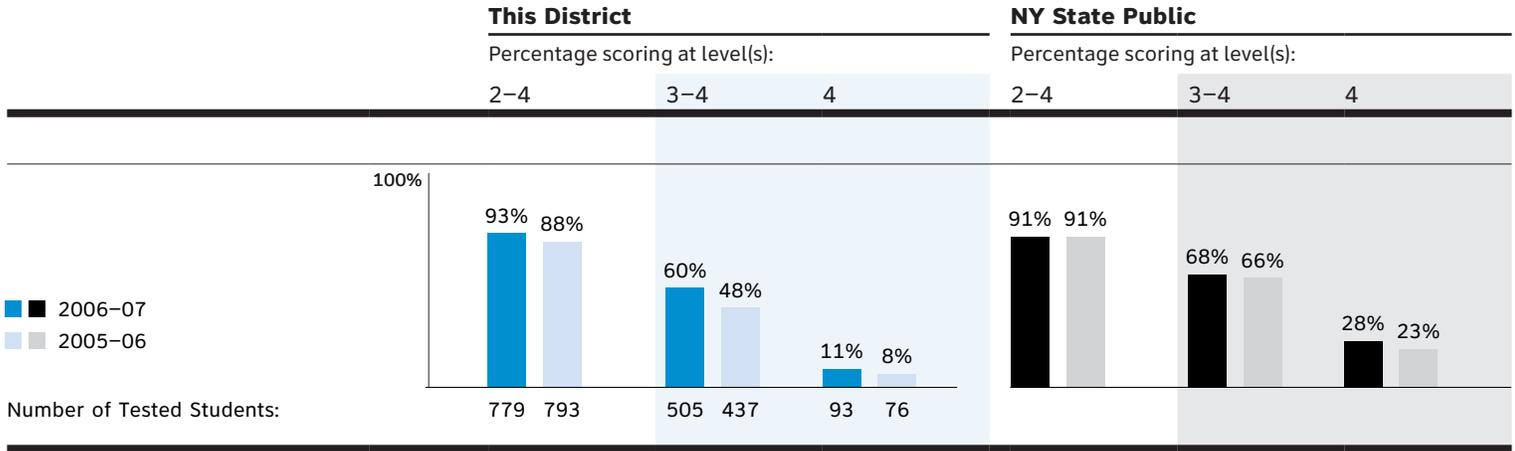
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	893	81%	42%	4%	969	69%	28%	3%
Female	420	83%	43%	6%	451	69%	26%	2%
Male	473	79%	42%	3%	518	69%	31%	3%
American Indian or Alaska Native								
Black or African American	264	71%	27%	2%	331	59%	16%	1%
Hispanic or Latino	321	80%	36%	2%	316	67%	24%	0%
Asian or Native Hawaiian/Other Pacific Islander	21	90%	71%	5%	18	94%	89%	33%
White	287	90%	62%	9%	304	81%	43%	5%
Multiracial								
Small Group Totals								
General-Education Students	774	86%	48%	5%	825	74%	32%	3%
Students with Disabilities	119	47%	8%	0%	144	41%	6%	0%
English Proficient	852	82%	44%	5%	930	70%	29%	3%
Limited English Proficient	41	51%	15%	0%	39	49%	26%	0%
Economically Disadvantaged	511	73%	32%	1%	548	62%	18%	0%
Not Disadvantaged	382	92%	57%	9%	421	79%	42%	6%
Migrant	2	-	-	-				
Not Migrant	891	-	-	-	969	69%	28%	3%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	8	7	6	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

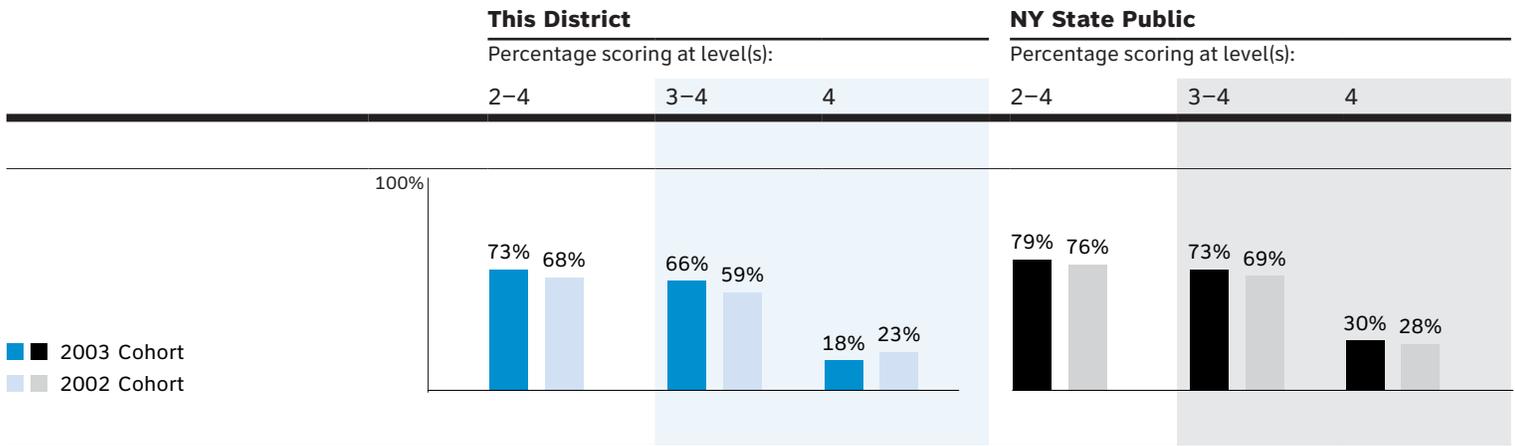
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	638	91%	48%	4%	705	86%	37%	1%
Female	275	90%	42%	3%	326	87%	29%	0%
Male	363	91%	53%	5%	379	85%	44%	2%
American Indian or Alaska Native								
Black or African American	218	87%	38%	3%	267	84%	27%	0%
Hispanic or Latino	267	90%	45%	3%	255	85%	35%	0%
Asian or Native Hawaiian/Other Pacific Islander	12	92%	42%	8%	5	80%	80%	20%
White	141	99%	71%	9%	178	90%	54%	3%
Multiracial								
Small Group Totals								
General-Education Students	532	93%	53%	5%	575	89%	40%	1%
Students with Disabilities	106	78%	24%	2%	130	71%	23%	0%
English Proficient	600	93%	51%	5%	669	87%	38%	1%
Limited English Proficient	38	61%	11%	0%	36	56%	19%	0%
Economically Disadvantaged	425	88%	39%	3%	447	82%	30%	0%
Not Disadvantaged	213	95%	68%	8%	258	92%	50%	2%
Migrant	2	-	-	-				
Not Migrant	636	-	-	-	705	86%	37%	1%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	8	8	7	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	203	201	196	66	197	188	175	69

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	945	73%	66%	18%	822	68%	59%	23%
Female	473	78%	71%	19%	411	74%	65%	26%
Male	472	67%	60%	16%	411	61%	54%	19%
American Indian or Alaska Native	1	–	–	–				
Black or African American	287	67%	57%	9%	232	54%	41%	8%
Hispanic or Latino	250	62%	53%	6%	237	55%	47%	12%
Asian or Native Hawaiian/Other Pacific Islander	18	–	–	–	22	100%	86%	45%
White	389	83%	79%	31%	331	84%	79%	39%
Multiracial								
Small Group Totals	19	79%	74%	26%				
General-Education Students	830	80%	73%	20%	711	75%	67%	26%
Students with Disabilities	115	20%	12%	0%	111	19%	11%	0%
English Proficient	926	74%	66%	18%	796	69%	60%	23%
Limited English Proficient	19	32%	26%	0%	26	42%	27%	0%
Economically Disadvantaged	317	68%	59%	7%	332	54%	43%	10%
Not Disadvantaged	628	75%	69%	23%	490	77%	70%	31%
Migrant					5	60%	40%	0%
Not Migrant					817	68%	59%	23%

NOTES

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Other Assessments

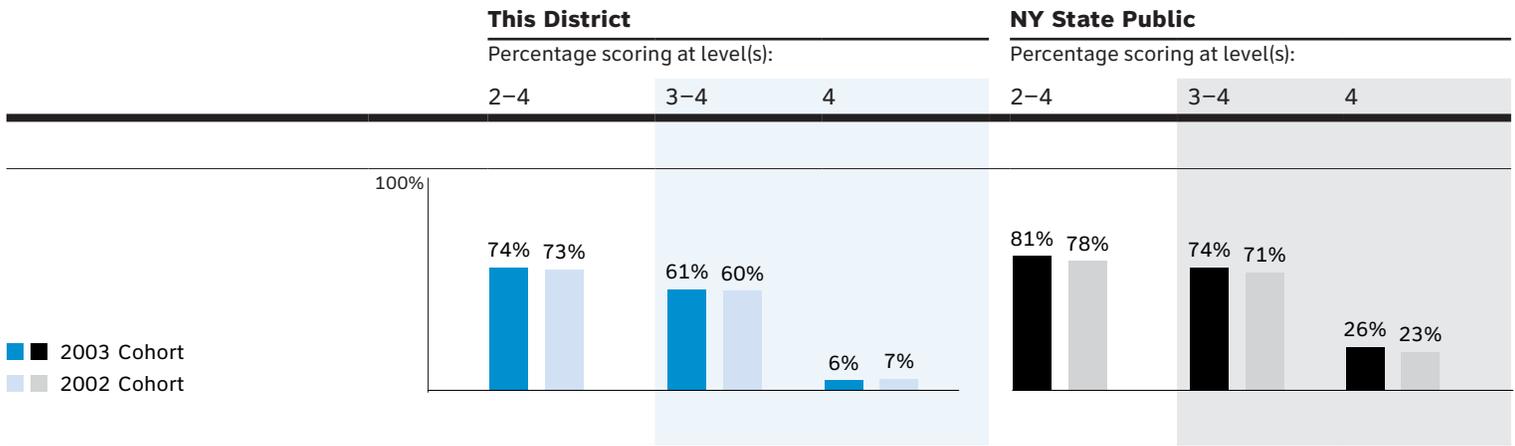
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				2	–	–	–

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	945	74%	61%	6%	822	73%	60%	7%
Female	473	79%	62%	5%	411	77%	63%	6%
Male	472	70%	59%	7%	411	68%	57%	8%
American Indian or Alaska Native	1	–	–	–				
Black or African American	287	69%	50%	2%	232	59%	42%	3%
Hispanic or Latino	250	63%	48%	2%	237	62%	50%	2%
Asian or Native Hawaiian/Other Pacific Islander	18	–	–	–	22	95%	91%	32%
White	389	84%	76%	10%	331	88%	77%	12%
Multiracial								
Small Group Totals	19	95%	84%	21%				
General-Education Students	830	82%	68%	7%	711	80%	67%	8%
Students with Disabilities	115	21%	10%	0%	111	26%	14%	1%
English Proficient	926	75%	61%	6%	796	73%	60%	7%
Limited English Proficient	19	47%	37%	5%	26	54%	42%	8%
Economically Disadvantaged	317	71%	53%	2%	332	61%	45%	3%
Not Disadvantaged	628	76%	65%	8%	490	81%	70%	10%
Migrant					5	80%	60%	0%
Not Migrant					817	73%	60%	7%

NOTES

The – symbol indicates that data for a group of students have 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

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				2	–	–	–

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.