



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

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

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 the district's accountability status.

3 View School Accountability Status.

This section lists all schools in your district by 2010–11 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.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

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

	2007-08	2008-09	2009-10
Pre-K	0	644	593
Kindergarten	982	955	941
Grade 1	956	975	931
Grade 2	934	927	924
Grade 3	900	921	881
Grade 4	903	883	904
Grade 5	866	868	833
Grade 6	831	847	855
Ungraded Elementary	15	16	14
Grade 7	911	830	855
Grade 8	908	913	834
Grade 9	968	938	967
Grade 10	1167	1062	1029
Grade 11	873	884	882
Grade 12	718	752	765
Ungraded Secondary	29	36	29
Total K-12	11961	11807	11644

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	21	21	22
Grade 8			
English	17	20	21
Mathematics	17	20	22
Science	22	22	21
Social Studies	19	20	22
Grade 10			
English	20	22	19
Mathematics	24	23	24
Science	23	24	23
Social Studies	25	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**District ID **44-16-00-01-0000**

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	5797	48%	6030	51%	6037	52%
Reduced-Price Lunch	1303	11%	1452	12%	1301	11%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	1537	13%	1580	13%	1609	14%
Racial/Ethnic Origin						
American Indian or Alaska Native	17	0%	25	0%	26	0%
Black or African American	3563	30%	3505	30%	3367	29%
Hispanic or Latino	4611	39%	4656	39%	4767	41%
Asian or Native Hawaiian/Other Pacific Islander	268	2%	268	2%	279	2%
White	3500	29%	3353	28%	3205	28%
Multiracial	2	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate	93%		93%		93%	
Student Suspensions	1167	10%	1041	9%	855	7%

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.

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	971	1004	963
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	4%	4%	3%
Percent with Fewer Than Three Years of Experience	6%	5%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	34%	36%	40%
Total Number of Core Classes	2454	2517	2325
Percent Not Taught by Highly Qualified Teachers in This District	4%	5%	3%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	3210	3364	3262
Percent Taught by Teachers Without Appropriate Certification	5%	5%	4%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	19%	34%
Turnover Rate of All Teachers	12%	10%	17%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	128	120	116
Total Paraprofessionals*	232	271	208
Assistant Principals	28	28	28
Principals	17	16	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. 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who 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 2009–10, 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: <http://www.p12.nysed.gov/irts/accountability/>.



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 2009–10 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 2006 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 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, 2010, are not included in the 2006 school accountability cohort. The 2006 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 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 AMOs 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.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irts.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A 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:

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

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.p12.nysed.gov/irts.

Progress Targets

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

Science: The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:

$$2008-09 \text{ PI} + (200 - \text{the } 2008-09 \text{ PI}) \times 0.10$$

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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: <http://www.p12.nysed.gov/irts/accountability/>.

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 (2010–11)

▲ Improvement (Year 5)

ELA	▲ Improvement (Year 5)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American	✗	✓		✗	✗	
Hispanic or Latino	✗	✓		✗	✗	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		—	—	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✗	✓		—	—	
Economically Disadvantaged	✗	✓		✗	✗	
Student groups making AYP in each subject	✗ 3 of 8	✗ 7 of 8	✓ 1 of 1	✗ 1 of 6	✗ 1 of 6	✗ 0 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) ■ |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2010–11)



Improvement (Year 5)

Accountability Measures

3 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 2010-11, the district will be In Need of Improvement (Year 6) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will remain In Need of Improvement (Year 5) in 2011-12. [210]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (5200:5028)	✓	✓	99%	✓	156	153	
Ethnicity							
American Indian or Alaska Native (11:10)	—	—	—	—	—	—	—
Black or African American (1555:1491)	✗	✓	99%	✗	144	152	152 113
Hispanic or Latino (2142:2070)	✗	✓	100%	✗	151	153	153 120
Asian or Native Hawaiian/Other Pacific Islander (127:120)	✓	✓	98%	✓	187	146	
White (1365:1337)	✓	✓	99%	✓	174	152	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (815:874)	✗	✓	98%	✗	112	151	121 75
Limited English Proficient (761:956)	✗	✓	100%	✗	137	151	148 103
Economically Disadvantaged (3504:3377)	✗	✓	99%	✗	147	153	153 115
Final AYP Determination	✗ 3 of 8						
Non-Accountability Groups							
Female (2483:2406)			99%		161	153	
Male (2717:2622)			99%		151	153	
Migrant (5:5)			—		—	—	

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2010–11)



Good Standing

Accountability Measures

7 of 8

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 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (5194:5045)	✓	✓	99%	✓	171	133	
Ethnicity							
American Indian or Alaska Native (11:10)	—	—	—	—	—	—	—
Black or African American (1553:1491)	✓	✓	99%	✓	160	132	
Hispanic or Latino (2138:2081)	✓	✓	99%	✓	170	133	
Asian or Native Hawaiian/Other Pacific Islander (127:121)	✓	✓	97%	✓	193	126	
White (1365:1342)	✓	✓	100%	✓	184	132	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (811:872)	✗	✓	98%	✗	126	131	131 89
Limited English Proficient (761:976)	✓	✓	99%	✓	161	131	
Economically Disadvantaged (3501:3396)	✓	✓	99%	✓	165	133	
Final AYP Determination	✗ 7 of 8						
Non-Accountability Groups							
Female (2483:2415)			99%		174	133	
Male (2711:2630)			99%		169	133	
Migrant (5:5)			—		—	—	

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Science

Accountability Status for This Subject (2010–11)



Good Standing

Accountability Measures

1 of 1

Student groups making AYP in science



Made AYP

Prospective Status

This district will be in good standing in 2011-12. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10	2010–11
Accountability Groups									
All Students (1745:1656)	✓	Qualified	✓	97%	✓	164	100		
Ethnicity									
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—	—	—
Black or African American (523:482)	Qualified	✓	✓	95%	✓	149	100		
Hispanic or Latino (720:687)	Qualified	✓	✓	98%	✓	161	100		
Asian or Native Hawaiian/Other Pacific Islander (46:43)	Qualified	✓	✓	93%	✓	188	100		
White (453:441)	Qualified	✓	✓	99%	✓	184	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (266:270)	Qualified	✓	✓	94%	✓	124	100		
Limited English Proficient (248:294)	Qualified	✓	✓	98%	✓	148	100		
Economically Disadvantaged (1144:1086)	Qualified	✓	✓	97%	✓	155	100		
Final AYP Determination	✓	1 of 1							
Non-Accountability Groups									
Female (835:797)				98%		162	100		
Male (910:859)				96%		166	100		
Migrant (2:2)				—		—	—		

Symbols



Made AYP



Did not make AYP




Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Graduation Rate

Accountability Status for This Indicator (2010–11)  Good Standing

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP in 2010-11, the district will be in good standing in 2011-12. [203]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives					
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target				
					2009–10	2010–11			
Accountability Groups									
All Students (1021)	✗	✗	64%	80%	70%	67%			
Ethnicity									
American Indian or Alaska Native (0)									
Black or African American (337)					✗	52%	80%	63%	58%
Hispanic or Latino (317)					✗	62%	80%	66%	66%
Asian or Native Hawaiian/Other Pacific Islander (14)					–	–	–		
White (353)					✗	76%	80%	80%	77%
Multiracial (0)									
Other Groups									
Students with Disabilities (146)					✗	42%	80%	54%	50%
Limited English Proficient (42)					✓	26%	80%	16%	37%
Economically Disadvantaged (353)					✗	69%	80%	74%	71%
Final AYP Determination				✗ 0 of 1					
Non-Accountability Groups									
Female (522)						65%	80%		
Male (499)						63%	80%		
Migrant (0)									

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **67%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **NEWBURGH CITY SCHOOL DISTRICT**

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

2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

In Good Standing

9 schools identified 69% of total

BALMVILLE SCHOOL
FOSTERTOWN ETC MAGNET SCHOOL
GAMS TECH MAGNET SCHOOL
GARDNERTOWN FUNDAMENTAL MAGNET SCHOOL
HORIZON-ON-THE-HUDSON MAGNET SCHOOL
MEADOW HILL GLOBAL EXPLORATIONS MAGNET SCHOOL
NEW WINDSOR SCHOOL
VAILS GATE HIGH TECH MAGNET SCHOOL
WEST STREET ELEMENTARY SCHOOL

Restructuring (year 1) Comprehensive

1 school identified 8% of total

TEMPLE HILL SCHOOL

Restructuring (year 2) Focused

1 school identified 8% of total

HERITAGE JUNIOR HIGH SCHOOL

Restructuring (year 2) Comprehensive

1 school identified 8% of total

NEWBURGH FREE ACADEMY

Restructuring (advanced) Focused

1 school identified 8% of total

SOUTH JUNIOR HIGH SCHOOL







4 Overview of District Performance

District **NEWBURGH CITY SCHOOL DISTRICT**







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

Summary of 2009–10 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.


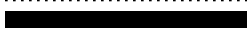
English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	40%			865
Grade 4	35%			888
Grade 5	38%			816
Grade 6	38%			854
Grade 7	34%			836
Grade 8	32%			807

Mathematics

Grade 3	40%		869
Grade 4	41%		893
Grade 5	49%		818
Grade 6	47%		857
Grade 7	45%		842
Grade 8	31%		815

Science

Grade 4	80%		888
Grade 8	50%		635

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	70%			1003
Mathematics	64%			1003

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.p12.nysed.gov/irts.

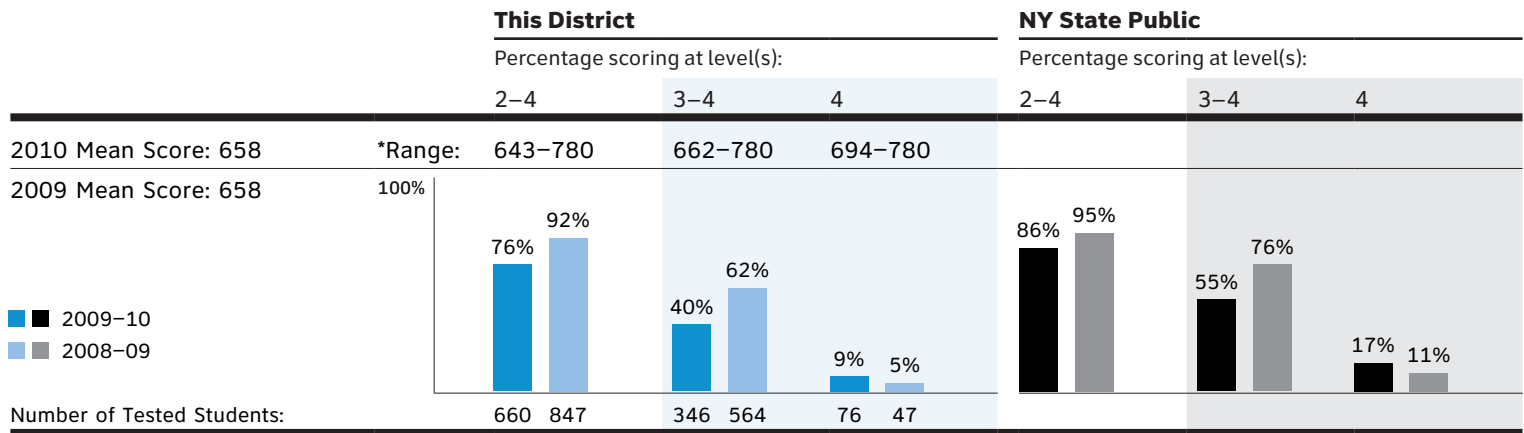
In this section, this district's performance is compared with that of public schools statewide.

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

	2009-10 School Year				2008-09 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	865	76%	40%	9%	917	92%	62%	5%
Female	431	80%	42%	10%	470	96%	66%	6%
Male	434	72%	38%	8%	447	89%	57%	4%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	266	71%	32%	6%	264	92%	56%	3%
Hispanic or Latino	368	74%	35%	6%	393	91%	55%	4%
Asian or Native Hawaiian/Other Pacific Islander	27	—	—	—	24	—	—	—
White	202	85%	58%	17%	235	95%	76%	9%
Multiracial								
Small Group Totals	29	93%	55%	10%	25	96%	88%	12%
General-Education Students	739	85%	46%	10%	810	95%	67%	6%
Students with Disabilities	126	26%	7%	2%	107	70%	21%	0%
English Proficient	678	80%	46%	11%	710	94%	69%	6%
Limited English Proficient	187	61%	19%	2%	207	86%	36%	1%
Economically Disadvantaged	612	71%	33%	6%	605	91%	54%	3%
Not Disadvantaged	253	90%	56%	15%	312	95%	76%	9%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	864	—	—	—	916	—	—	—

NOTES

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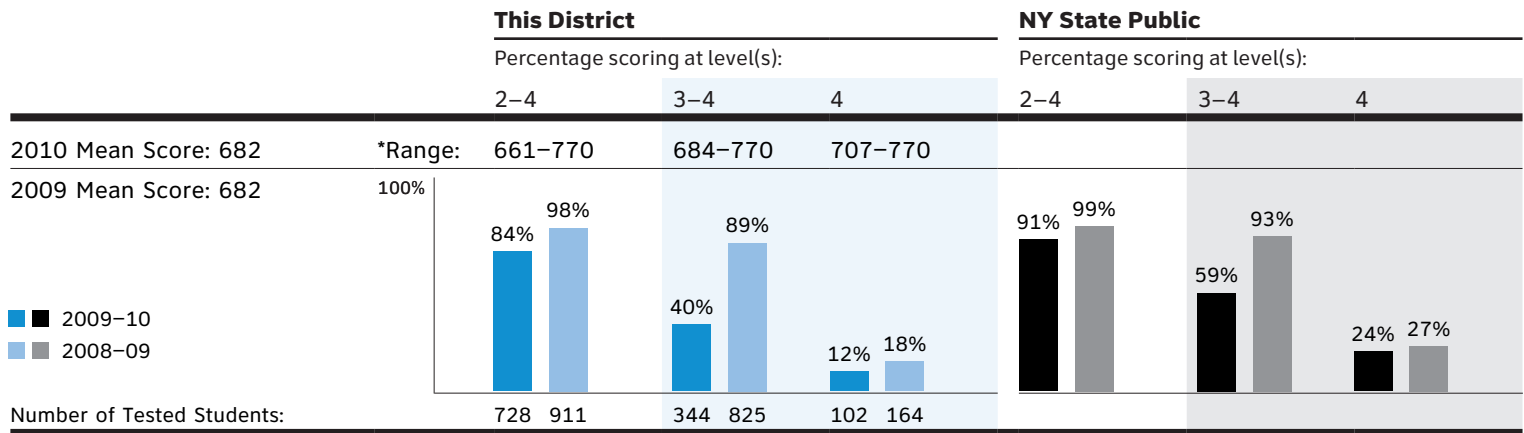
Other

Assessments

	2009-10 School Year				2008-09 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	17	15	14	7	12	10	8	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	N/A	N/A	N/A	8	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	2	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

	2009-10 School Year				2008-09 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	869	84%	40%	12%	925	98%	89%	18%
Female	435	86%	40%	11%	474	100%	91%	17%
Male	434	82%	40%	12%	451	97%	88%	19%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	266	78%	31%	6%	262	97%	82%	12%
Hispanic or Latino	370	82%	36%	11%	402	99%	92%	14%
Asian or Native Hawaiian/Other Pacific Islander	27	—	—	—	24	—	—	—
White	204	92%	56%	19%	236	100%	92%	28%
Multiracial								
Small Group Totals	29	97%	52%	31%	25	100%	96%	36%
General-Education Students	743	90%	45%	13%	812	100%	93%	20%
Students with Disabilities	126	48%	8%	4%	113	90%	59%	2%
English Proficient	680	85%	43%	13%	711	98%	89%	20%
Limited English Proficient	189	79%	27%	8%	214	99%	89%	9%
Economically Disadvantaged	616	80%	32%	8%	613	98%	87%	13%
Not Disadvantaged	253	94%	58%	20%	312	99%	93%	28%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	868	—	—	—	924	—	—	—

NOTES

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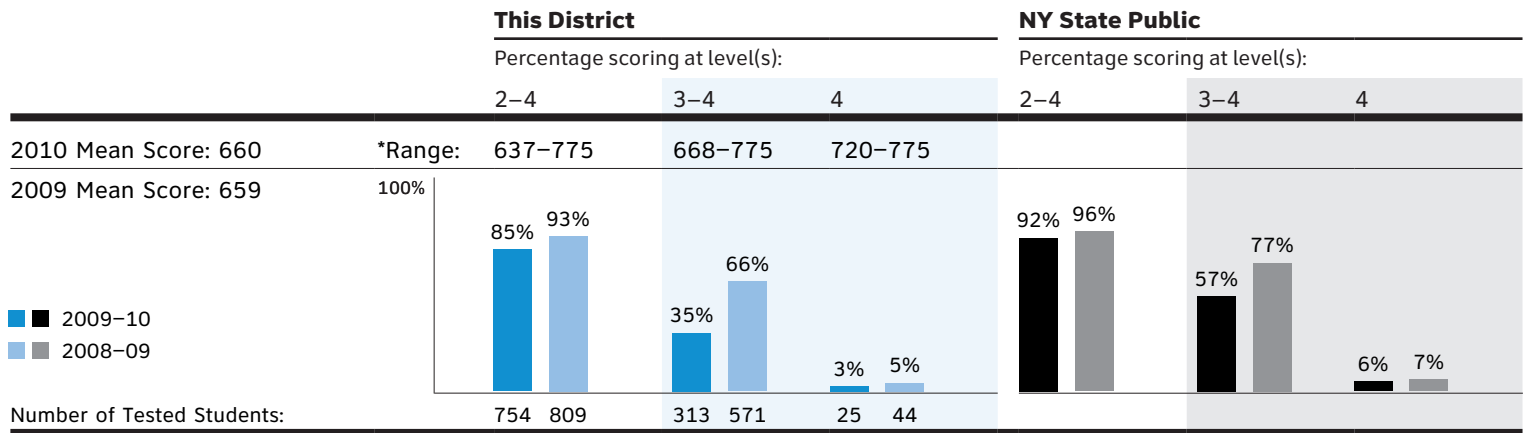
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 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	17	17	14	2	12	12	10	3

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	888	85%	35%	3%	871	93%	66%	5%
Female	444	87%	39%	4%	425	96%	67%	6%
Male	444	82%	32%	2%	446	90%	65%	4%
American Indian or Alaska Native	2	—	—	—				
Black or African American	254	80%	27%	2%	243	90%	54%	0%
Hispanic or Latino	389	85%	29%	1%	373	92%	62%	3%
Asian or Native Hawaiian/Other Pacific Islander	26	—	—	—	20	100%	100%	40%
White	217	91%	52%	6%	235	96%	80%	11%
Multiracial								
Small Group Totals	28	93%	68%	14%				
General-Education Students	766	91%	40%	3%	735	98%	74%	6%
Students with Disabilities	122	46%	3%	0%	136	63%	22%	0%
English Proficient	696	87%	41%	4%	697	94%	71%	6%
Limited English Proficient	192	76%	14%	0%	174	89%	43%	0%
Economically Disadvantaged	592	81%	25%	1%	600	91%	57%	2%
Not Disadvantaged	296	92%	55%	7%	271	97%	84%	13%
Migrant	1	—	—	—				
Not Migrant	887	—	—	—	871	93%	66%	5%

NOTES

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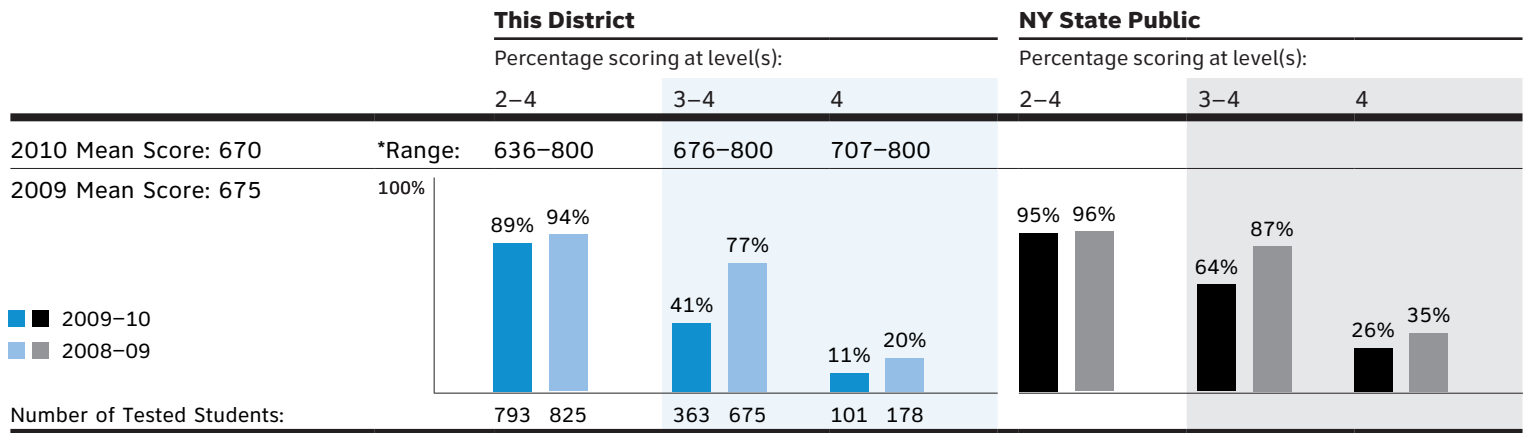
Other

Assessments

	2009-10 School Year				2008-09 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	12	12	7	3	14	13	10	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	7	N/A	N/A	N/A	7	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	7	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

	2009-10 School Year				2008-09 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	89%	41%	11%	876	94%	77%	20%
Female	449	89%	39%	11%	425	96%	78%	18%
Male	444	89%	43%	11%	451	93%	76%	22%
American Indian or Alaska Native	2	—	—	—				
Black or African American	254	84%	29%	6%	241	89%	63%	10%
Hispanic or Latino	392	89%	36%	6%	383	95%	79%	14%
Asian or Native Hawaiian/Other Pacific Islander	26	—	—	—	20	100%	100%	65%
White	219	92%	57%	24%	232	98%	87%	38%
Multiracial								
Small Group Totals	28	100%	82%	32%				
General-Education Students	771	94%	46%	13%	742	98%	84%	23%
Students with Disabilities	122	59%	5%	0%	134	74%	40%	4%
English Proficient	694	90%	46%	14%	692	94%	79%	23%
Limited English Proficient	199	84%	24%	2%	184	94%	71%	10%
Economically Disadvantaged	593	87%	31%	5%	612	92%	72%	13%
Not Disadvantaged	300	93%	60%	25%	264	98%	89%	38%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	892	—	—	—	875	—	—	—

NOTES

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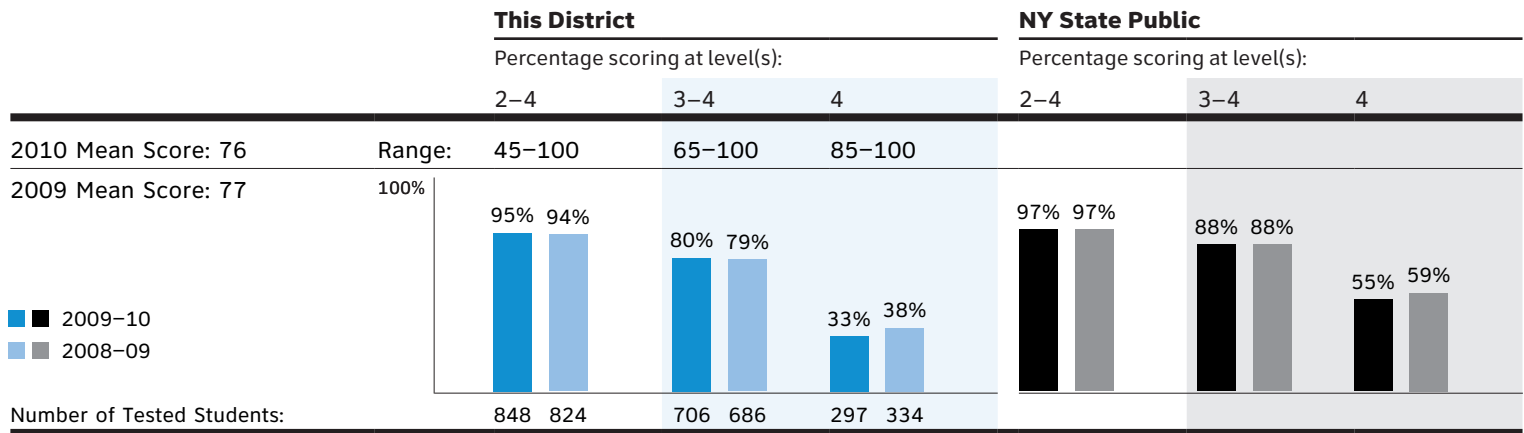
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 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	12	12	8	2	14	14	11	4

This District's Results in Grade 4 Science



Results by Student Group

	2009-10 School Year				2008-09 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	888	95%	80%	33%	873	94%	79%	38%
Female	449	95%	78%	33%	421	95%	78%	34%
Male	439	96%	81%	34%	452	93%	79%	42%
American Indian or Alaska Native	2	—	—	—				
Black or African American	254	94%	76%	24%	238	90%	69%	22%
Hispanic or Latino	388	95%	74%	25%	384	94%	75%	30%
Asian or Native Hawaiian/Other Pacific Islander	25	—	—	—	20	100%	100%	90%
White	219	99%	91%	56%	231	99%	93%	64%
Multiracial								
Small Group Totals	27	100%	96%	63%				
General-Education Students	767	96%	83%	37%	739	96%	82%	42%
Students with Disabilities	121	90%	55%	9%	134	84%	57%	16%
English Proficient	691	97%	86%	40%	691	96%	84%	44%
Limited English Proficient	197	90%	57%	9%	182	88%	59%	15%
Economically Disadvantaged	589	94%	74%	22%	614	93%	73%	28%
Not Disadvantaged	299	98%	91%	56%	259	99%	92%	63%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	887	—	—	—	872	—	—	—

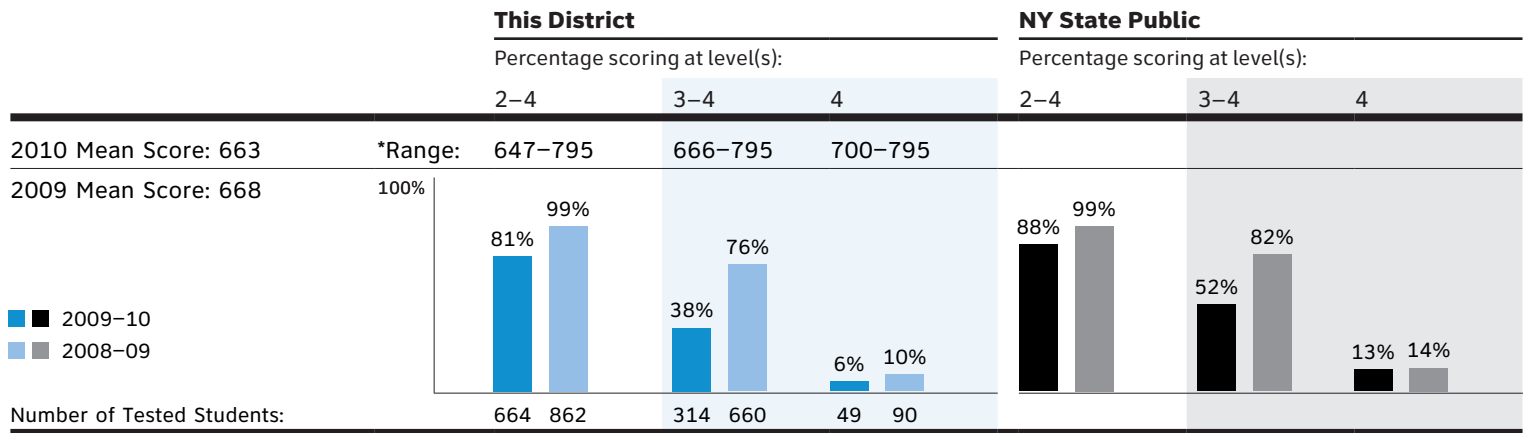
NOTES

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

	2009-10 School Year				2008-09 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	12	12	12	6	14	14	14	11

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	816	81%	38%	6%	873	99%	76%	10%
Female	401	85%	39%	6%	402	99%	80%	13%
Male	415	78%	38%	6%	471	99%	72%	8%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	218	74%	26%	2%	265	98%	69%	6%
Hispanic or Latino	344	79%	31%	3%	355	98%	72%	6%
Asian or Native Hawaiian/Other Pacific Islander	21	—	—	—	19	—	—	—
White	232	91%	57%	11%	231	100%	87%	21%
Multiracial								
Small Group Totals	22	86%	82%	36%	22	100%	95%	23%
General-Education Students	694	88%	44%	7%	737	99%	84%	12%
Students with Disabilities	122	45%	7%	1%	136	95%	30%	0%
English Proficient	675	85%	43%	7%	743	99%	80%	12%
Limited English Proficient	141	65%	16%	1%	130	95%	50%	2%
Economically Disadvantaged	576	76%	28%	2%	586	98%	70%	6%
Not Disadvantaged	240	94%	64%	15%	287	99%	87%	20%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	815	—	—	—	872	—	—	—

NOTES

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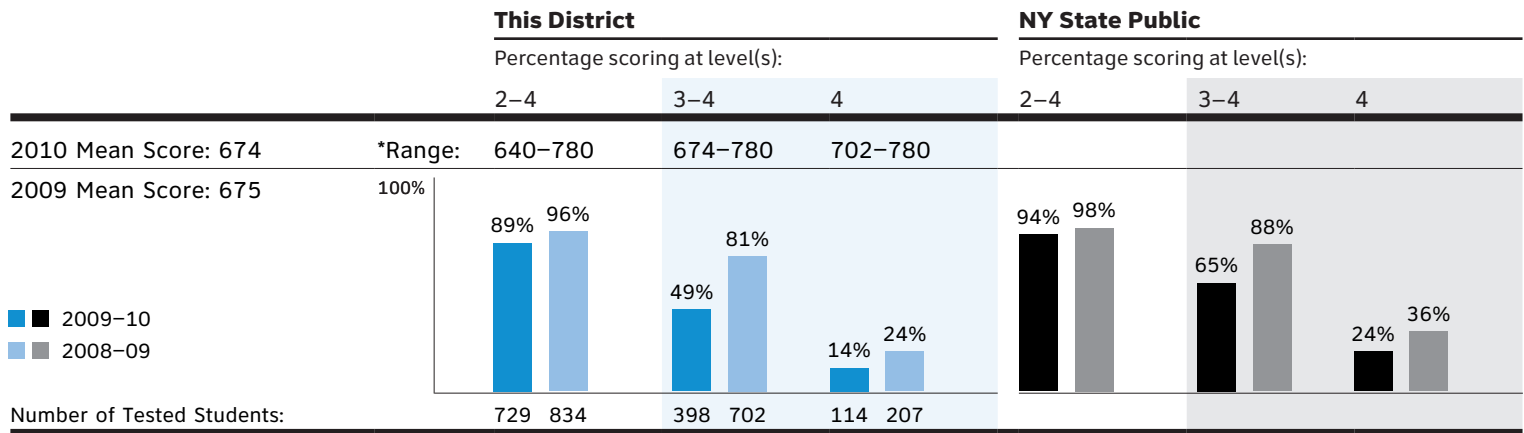
Other

Assessments

	2009-10 School Year				2008-09 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	13	13	13	5	6	6	6	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	4	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

	2009-10 School Year				2008-09 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	818	89%	49%	14%	870	96%	81%	24%
Female	400	89%	47%	12%	402	96%	81%	24%
Male	418	89%	50%	16%	468	96%	81%	23%
American Indian or Alaska Native	1	—	—	—	3	—	—	—
Black or African American	218	83%	36%	9%	265	94%	74%	15%
Hispanic or Latino	345	88%	42%	7%	353	96%	78%	19%
Asian or Native Hawaiian/Other Pacific Islander	22	—	—	—	19	—	—	—
White	232	97%	67%	25%	230	97%	90%	38%
Multiracial								
Small Group Totals	23	91%	83%	48%	22	100%	100%	50%
General-Education Students	696	94%	54%	16%	736	98%	87%	28%
Students with Disabilities	122	62%	16%	1%	134	82%	47%	1%
English Proficient	674	91%	54%	17%	739	96%	84%	27%
Limited English Proficient	144	79%	22%	1%	131	93%	63%	7%
Economically Disadvantaged	577	86%	40%	7%	587	95%	76%	16%
Not Disadvantaged	241	96%	70%	31%	283	98%	90%	40%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	817	—	—	—	869	—	—	—

NOTES

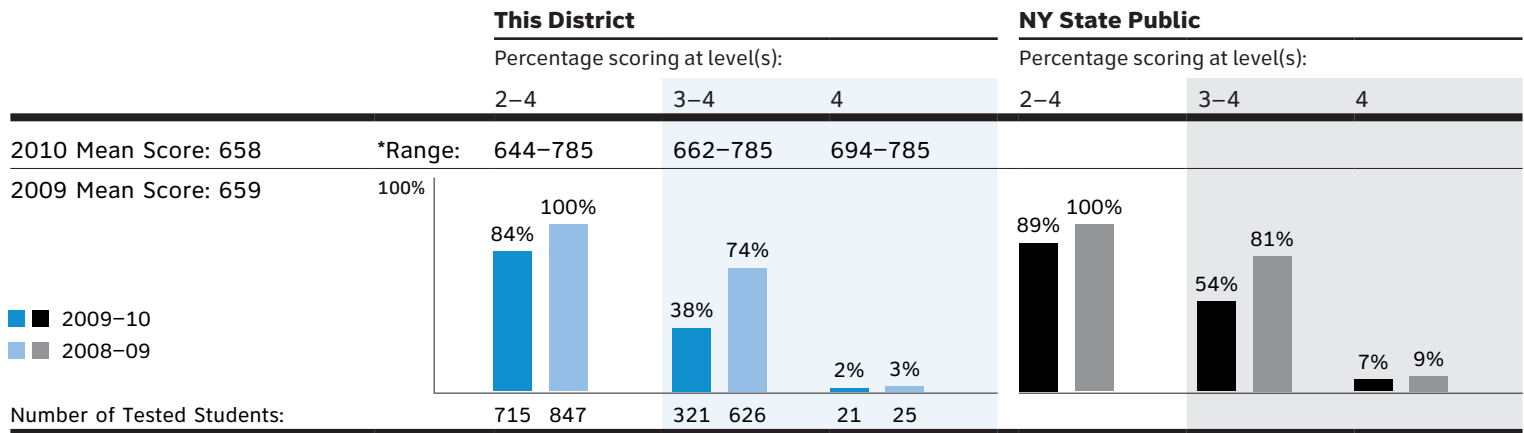
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Other Assessments

	2009-10 School Year				2008-09 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	13	13	13	9	6	6	5	3

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	854	84%	38%	2%	847	100%	74%	3%
Female	397	86%	42%	4%	400	100%	81%	5%
Male	457	82%	34%	1%	447	100%	68%	1%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	263	79%	29%	1%	264	100%	66%	2%
Hispanic or Latino	343	80%	30%	2%	328	100%	70%	1%
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	12	—	—	—
White	226	93%	56%	5%	242	100%	87%	7%
Multiracial								
Small Group Totals	22	100%	68%	5%	13	100%	100%	15%
General-Education Students	721	92%	44%	3%	709	100%	82%	4%
Students with Disabilities	133	40%	2%	0%	138	100%	30%	0%
English Proficient	763	87%	41%	3%	758	100%	78%	3%
Limited English Proficient	91	53%	7%	0%	89	100%	42%	0%
Economically Disadvantaged	573	80%	28%	1%	538	100%	67%	1%
Not Disadvantaged	281	91%	58%	5%	309	100%	86%	6%
Migrant								
Not Migrant	854	84%	38%	2%	847	100%	74%	3%

NOTES

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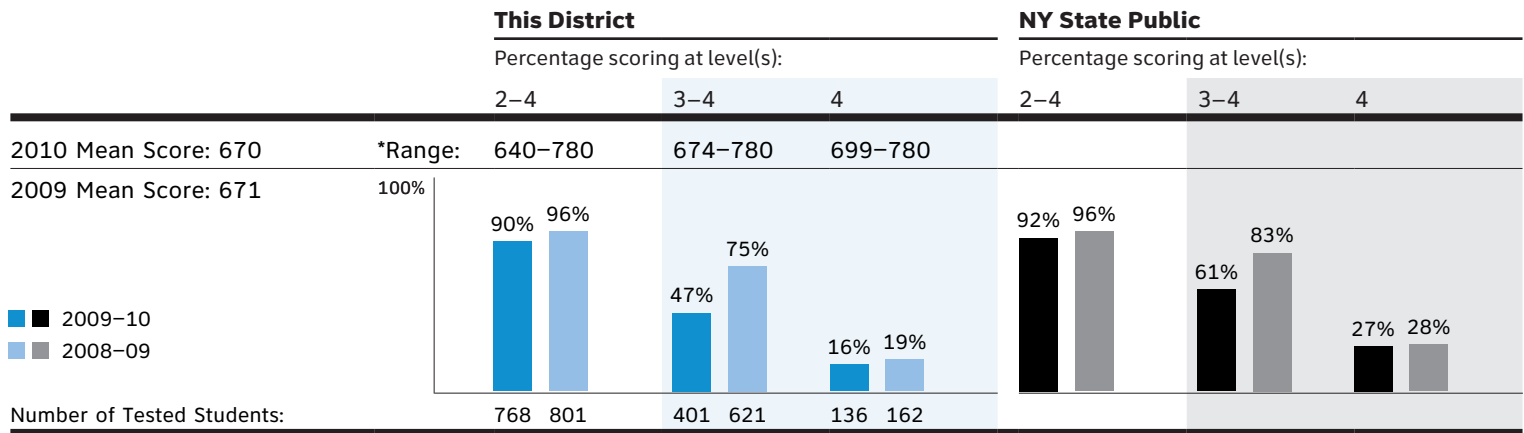
Other

Assessments

	2009-10 School Year				2008-09 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	10	10	9	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	5	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	2	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

	2009-10 School Year				2008-09 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	857	90%	47%	16%	832	96%	75%	19%
Female	398	89%	46%	16%	392	97%	78%	20%
Male	459	90%	48%	16%	440	96%	72%	19%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	263	85%	36%	7%	260	95%	67%	12%
Hispanic or Latino	345	88%	41%	11%	323	96%	70%	12%
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	12	—	—	—
White	227	96%	65%	32%	236	99%	88%	36%
Multiracial								
Small Group Totals	22	100%	86%	36%	13	100%	92%	54%
General-Education Students	724	95%	53%	19%	709	97%	79%	22%
Students with Disabilities	133	62%	14%	1%	123	91%	52%	2%
English Proficient	764	92%	51%	18%	743	97%	79%	22%
Limited English Proficient	93	71%	11%	1%	89	90%	42%	2%
Economically Disadvantaged	576	87%	38%	9%	532	95%	67%	11%
Not Disadvantaged	281	94%	65%	30%	300	99%	88%	34%
Migrant					1	—	—	—
Not Migrant	857	90%	47%	16%	831	—	—	—

NOTES

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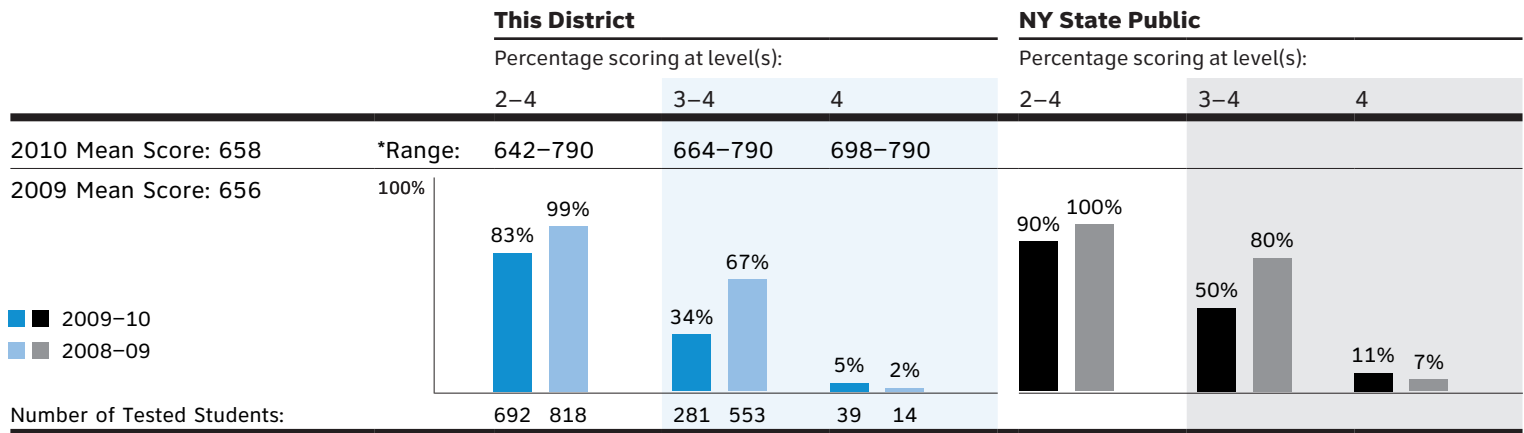
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Other

Assessments

	2009-10 School Year				2008-09 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	5	10	10	9	6

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	836	83%	34%	5%	827	99%	67%	2%
Female	391	89%	42%	8%	377	100%	71%	2%
Male	445	77%	26%	2%	450	98%	63%	1%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	258	77%	22%	2%	265	98%	52%	0%
Hispanic or Latino	334	79%	26%	2%	316	99%	65%	1%
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—	16	—	—	—
White	232	94%	57%	11%	229	100%	84%	3%
Multiracial								
Small Group Totals	12	100%	50%	17%	17	100%	94%	24%
General-Education Students	725	90%	38%	5%	694	100%	76%	2%
Students with Disabilities	111	38%	4%	1%	133	93%	21%	0%
English Proficient	763	86%	36%	5%	773	99%	70%	2%
Limited English Proficient	73	45%	4%	1%	54	100%	24%	0%
Economically Disadvantaged	560	78%	22%	2%	529	99%	57%	0%
Not Disadvantaged	276	92%	57%	11%	298	98%	84%	5%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	835	—	—	—	826	—	—	—

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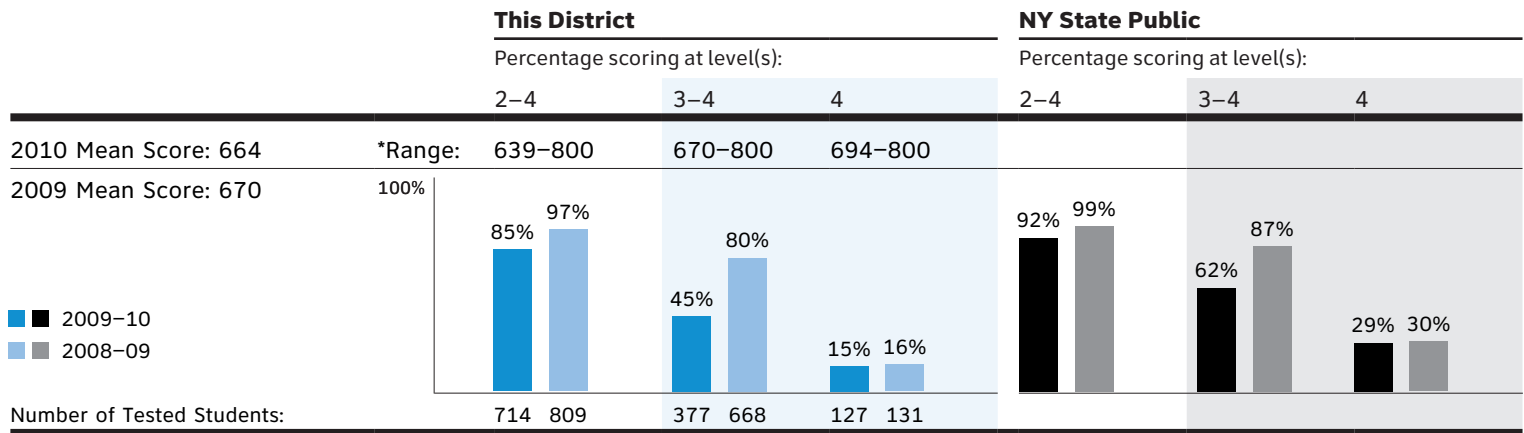
Other

Assessments

	2009-10 School Year				2008-09 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	8	7	7	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	8	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	8	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

	2009-10 School Year				2008-09 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	842	85%	45%	15%	830	97%	80%	16%
Female	396	88%	48%	17%	379	98%	83%	15%
Male	446	82%	42%	13%	451	97%	78%	17%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	260	82%	32%	9%	266	95%	69%	9%
Hispanic or Latino	337	81%	39%	9%	317	98%	81%	10%
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—	18	—	—	—
White	233	93%	66%	28%	228	100%	92%	29%
Multiracial								
Small Group Totals	12	100%	83%	58%	19	100%	89%	53%
General-Education Students	731	91%	51%	17%	696	100%	90%	19%
Students with Disabilities	111	47%	6%	0%	134	85%	30%	1%
English Proficient	761	88%	49%	17%	774	97%	82%	17%
Limited English Proficient	81	53%	7%	1%	56	100%	55%	5%
Economically Disadvantaged	566	81%	34%	8%	542	97%	76%	8%
Not Disadvantaged	276	93%	66%	29%	288	99%	89%	31%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	841	—	—	—	829	—	—	—

NOTES

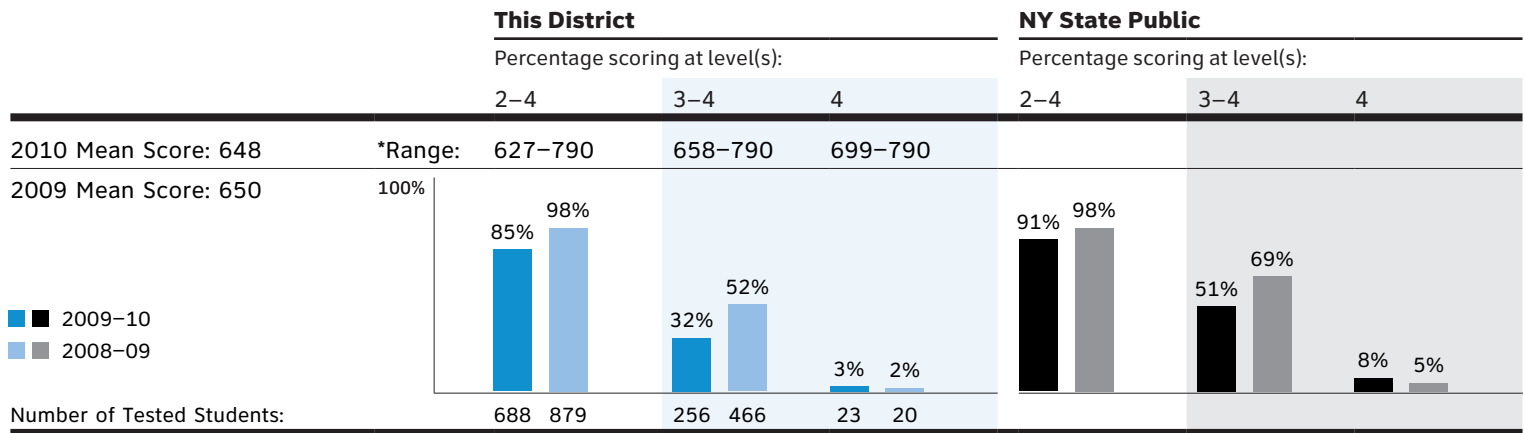
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Other Assessments

	2009-10 School Year				2008-09 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	4	7	6	5	4

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 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	807	85%	32%	3%	899	98%	52%	2%
Female	369	90%	38%	3%	469	98%	55%	3%
Male	438	81%	26%	3%	430	97%	48%	1%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	251	76%	19%	2%	239	99%	42%	2%
Hispanic or Latino	311	85%	28%	2%	368	96%	42%	1%
Asian or Native Hawaiian/Other Pacific Islander	17	—	—	—	24	—	—	—
White	227	95%	48%	5%	267	99%	72%	4%
Multiracial								
Small Group Totals	18	100%	78%	17%	25	96%	76%	8%
General-Education Students	686	93%	37%	3%	777	99%	59%	3%
Students with Disabilities	121	40%	2%	0%	122	89%	7%	0%
English Proficient	767	86%	33%	3%	865	99%	54%	2%
Limited English Proficient	40	65%	5%	0%	34	76%	6%	0%
Economically Disadvantaged	526	82%	24%	1%	536	97%	39%	1%
Not Disadvantaged	281	91%	46%	6%	363	99%	71%	4%
Migrant	1	—	—	—	2	—	—	—
Not Migrant	806	—	—	—	897	—	—	—

NOTES

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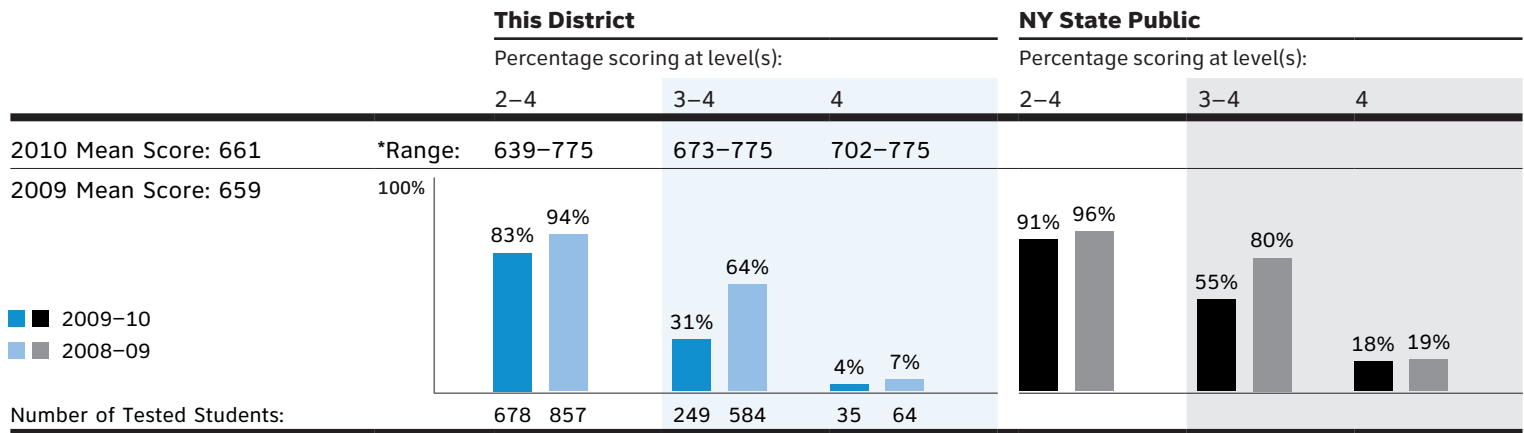
Other

Assessments

	2009-10 School Year				2008-09 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	6	6	6	5	9	9	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	9	N/A	N/A	N/A	9	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	9	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

	2009-10 School Year				2008-09 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	815	83%	31%	4%	908	94%	64%	7%
Female	373	87%	34%	5%	470	95%	65%	7%
Male	442	80%	28%	4%	438	94%	64%	7%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	252	75%	16%	2%	242	91%	48%	3%
Hispanic or Latino	317	84%	30%	3%	373	94%	64%	4%
Asian or Native Hawaiian/Other Pacific Islander	17	—	—	—	26	—	—	—
White	228	90%	44%	7%	266	97%	78%	14%
Multiracial								
Small Group Totals	18	100%	83%	33%	27	100%	81%	15%
General-Education Students	698	91%	36%	5%	788	97%	70%	8%
Students with Disabilities	117	38%	1%	0%	120	79%	26%	1%
English Proficient	767	84%	32%	5%	862	95%	65%	7%
Limited English Proficient	48	69%	13%	0%	46	89%	50%	0%
Economically Disadvantaged	537	81%	21%	1%	543	93%	55%	2%
Not Disadvantaged	278	88%	48%	11%	365	96%	78%	14%
Migrant	1	—	—	—	2	—	—	—
Not Migrant	814	—	—	—	906	—	—	—

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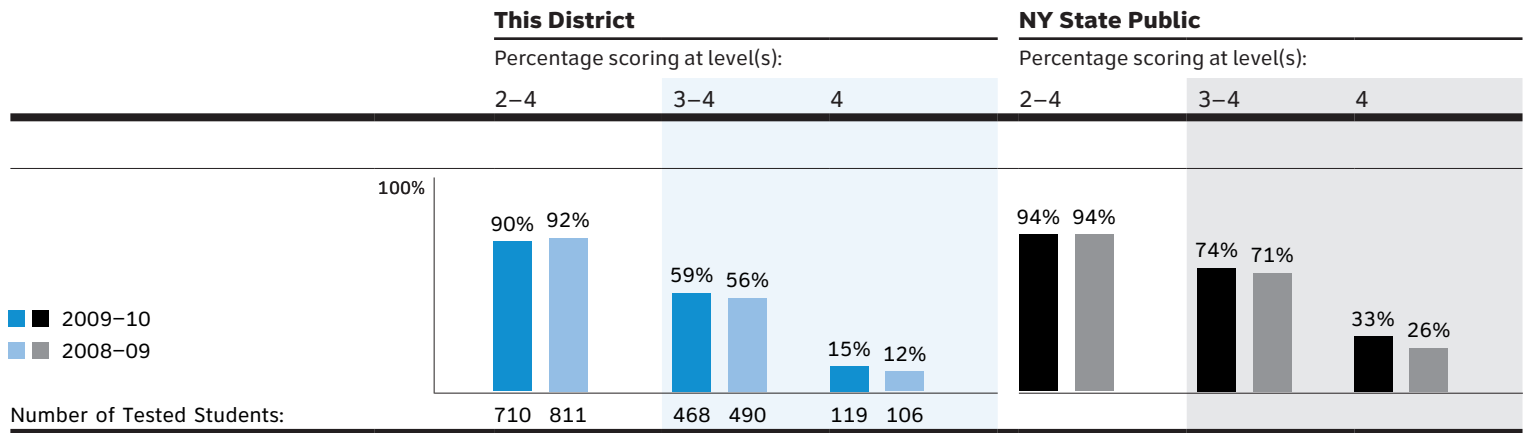
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 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	6	5	5	4	9	7	7	4

This District's Results in Grade 8 Science



Results by Student Group

	2009-10 School Year				2008-09 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	635	88%	50%	6%	715	91%	47%	3%
Female	282	88%	43%	4%	361	90%	43%	2%
Male	353	88%	56%	8%	354	92%	51%	3%
American Indian or Alaska Native								
Black or African American	217	82%	35%	4%	201	87%	36%	1%
Hispanic or Latino	261	88%	50%	5%	333	92%	46%	2%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	16	88%	56%	0%
White	153	—	—	—	165	95%	61%	5%
Multiracial								
Small Group Totals	157	94%	69%	11%				
General-Education Students	525	94%	55%	7%	604	93%	52%	3%
Students with Disabilities	110	57%	24%	1%	111	77%	17%	1%
English Proficient	589	88%	53%	6%	674	92%	49%	3%
Limited English Proficient	46	80%	15%	2%	41	66%	17%	0%
Economically Disadvantaged	460	87%	44%	4%	484	89%	40%	1%
Not Disadvantaged	175	90%	66%	11%	231	94%	60%	5%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	634	—	—	—	714	—	—	—

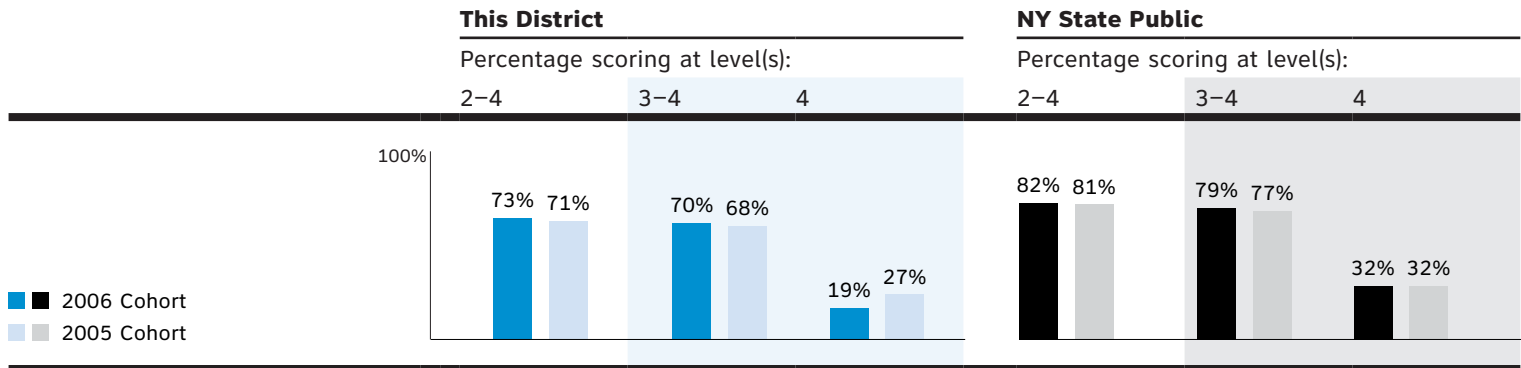
NOTES

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Other Assessments

	2009-10 School Year				2008-09 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	6	6	5	5	9	9	5	4
Regents Science	153	153	151	80	162	161	155	88

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



Results by Student Group

	2006 Cohort				2005 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	1003	73%	70%	19%	1020	71%	68%	27%
Female	481	75%	74%	23%	520	73%	70%	31%
Male	522	72%	67%	15%	500	68%	66%	22%
American Indian or Alaska Native								
Black or African American	351	66%	60%	11%	336	60%	57%	14%
Hispanic or Latino	320	69%	67%	11%	318	69%	67%	20%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	95%	64%	14	86%	86%	36%
White	310	85%	83%	33%	352	81%	78%	44%
Multiracial								
Small Group Totals								
General-Education Students	855	78%	76%	22%	881	76%	74%	31%
Students with Disabilities	148	43%	34%	1%	139	35%	28%	1%
English Proficient	972	74%	71%	20%	982	72%	70%	28%
Limited English Proficient	31	39%	35%	0%	38	29%	21%	0%
Economically Disadvantaged	430	78%	73%	12%	353	78%	75%	17%
Not Disadvantaged	573	70%	68%	24%	667	66%	64%	32%
Migrant								
Not Migrant	1003	73%	70%	19%	1020	71%	68%	27%

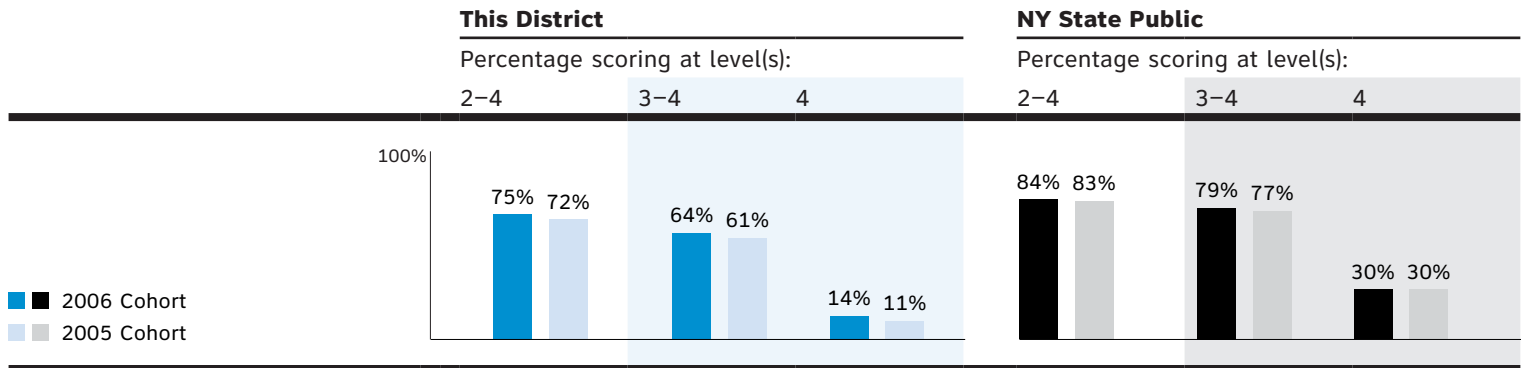
NOTES

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* 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.

** 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.

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



Results by Student Group

	2006 Cohort				2005 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	1003	75%	64%	14%	1020	72%	61%	11%
Female	481	79%	66%	13%	520	73%	61%	12%
Male	522	71%	61%	14%	500	71%	60%	9%
American Indian or Alaska Native								
Black or African American	351	66%	51%	6%	336	60%	46%	4%
Hispanic or Latino	320	75%	62%	9%	318	74%	61%	5%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	95%	64%	14	93%	86%	43%
White	310	84%	77%	24%	352	82%	73%	21%
Multiracial								
Small Group Totals								
General-Education Students	855	82%	72%	16%	881	79%	68%	12%
Students with Disabilities	148	34%	18%	0%	139	30%	17%	1%
English Proficient	972	75%	64%	14%	982	73%	62%	11%
Limited English Proficient	31	58%	42%	0%	38	53%	34%	3%
Economically Disadvantaged	430	78%	64%	7%	353	78%	61%	6%
Not Disadvantaged	573	72%	63%	19%	667	69%	61%	13%
Migrant								
Not Migrant	1003	75%	64%	14%	1020	72%	61%	11%

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.

* 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.

** 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.