



The New York State District Report Card

Accountability and Overview Report 2010 – 11

District **NEWBURGH CITY SCHOOL DISTRICT**
District ID **44-16-00-01-0000**
Superintendent **RALPH PIZZO**
Telephone **(845) 563-3431**
Grades **PK-12, UE, US**

This District's Report Card

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

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

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@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 the district's accountability status.

3

View School Accountability Status.

This section lists all schools in your district by 2011–12 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.

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

	2008-09	2009-10	2010-11
Pre-K	644	593	633
Kindergarten	955	941	823
Grade 1	975	931	921
Grade 2	927	924	890
Grade 3	921	881	902
Grade 4	883	904	851
Grade 5	868	833	847
Grade 6	847	855	815
Ungraded Elementary	16	14	11
Grade 7	830	855	888
Grade 8	913	834	813
Grade 9	938	967	944
Grade 10	1062	1029	863
Grade 11	884	882	868
Grade 12	752	765	765
Ungraded Secondary	36	29	26
Total K-12	11807	11644	11227

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	21	22	21
Grade 8			
English	20	21	22
Mathematics	20	22	20
Science	22	21	23
Social Studies	20	22	20
Grade 10			
English	22	19	19
Mathematics	23	24	20
Science	24	23	24
Social Studies	24	25	20

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

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	6030	51%	6037	52%	6052	54%
Reduced-Price Lunch	1452	12%	1301	11%	1222	11%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	1580	13%	1609	14%	1653	15%
Racial/Ethnic Origin						
American Indian or Alaska Native	25	0%	26	0%	26	0%
Black or African American	3505	30%	3367	29%	3157	28%
Hispanic or Latino	4656	39%	4767	41%	4748	42%
Asian or Native Hawaiian/Other Pacific Islander	268	2%	279	2%	268	2%
White	3353	28%	3205	28%	2998	27%
Multiracial	0	0%	0	0%	30	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate	93%		93%		94%	
Student Suspensions	1041	9%	855	7%	703	6%

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

	2008-09	2009-10	2010-11
Total Number of Teachers	1004	963	954
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	4%	3%	1%
Percent with Fewer Than Three Years of Experience	5%	1%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	36%	40%	41%
Total Number of Core Classes	2517	2325	2285
Percent Not Taught by Highly Qualified Teachers in This District	5%	3%	2%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	3364	3262	3242
Percent Taught by Teachers Without Appropriate Certification	5%	4%	1%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	19%	34%	16%
Turnover Rate of All Teachers	10%	17%	13%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	120	116	116
Total Paraprofessionals*	271	208	202
Assistant Principals	28	28	26
Principals	16	15	14

* 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 HOUSS 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 2010–11, 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/irs/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 2010–11 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 2007 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 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 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 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 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 2010–11 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.

2007 Cohort

The count of students in the 2007 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 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 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, 2011, are not included in the 2007 school accountability cohort. The 2007 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/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

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 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total 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, 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 www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 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 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 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/irs.

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 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 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 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

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 2010–11 safe harbor targets are calculated using the following equation:

$$2009-10 \text{ PI} + (200 - \text{the } 2009-10 \text{ PI}) \times 0.10$$

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 2010–11 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 2010–11, 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 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, 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/irs/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 (2011–12)

▲ Improvement (Year 6)

ELA ▲ Improvement (Year 6) Science ▲ Good Standing

Math ▲ Improvement (Year 1) Graduation Rate ▲ Improvement (Year 1)

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
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	✗ 2 of 8	✓ 1 of 1	✗ 1 of 6	✗ 3 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  Improvement (Year 6)
for This Subject
(2011–12)




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 2011-12, the district will be In Need of Improvement (Year 7) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 6) in 2012-13. [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	
Accountability Groups								
All Students (5208:5035)	✓	✓	100%	✓	120	120		
Ethnicity								
American Indian or Alaska Native (17:15)	—	—	—	—	—	—	—	
Black or African American (1529:1466)	✗	✓	100%	✗	105	119	113	115
Hispanic or Latino (2199:2118)	✗	✓	100%	✗	111	120	120	120
Asian or Native Hawaiian/Other Pacific Islander (112:110)	✓	✓	100%	✓	165	112		
White (1343:1319)	✓	✓	100%	✓	147	119		
Multiracial (8:7)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities (768:827)	✗	✓	99%	✗	60	118	75	74
Limited English Proficient (783:1000)	✗	✓	99%	✗	89	119	103	100
Economically Disadvantaged (3681:3533)	✗	✓	100%	✗	106	120	115	115
Final AYP Determination	✗ 3 of 8							
Non-Accountability Groups								
Female (2510:2428)			100%		128	120		
Male (2698:2607)			100%		113	120		
Migrant (7:7)			—		—	—		


Symbols

-  Made AYP
-  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  Improvement (Year 1)
for This Subject
(2011–12)




Accountability Measures 2 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status To be removed from improvement status in mathematics, 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 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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	
Accountability Groups								
All Students (5209:5035)	✗	✓	99%	✗	133	135	135	140
Ethnicity								
American Indian or Alaska Native (17:15)	—	—	—	—	—	—		—
Black or African American (1530:1461)	✗	✓	99%	✗	115	134	121	124
Hispanic or Latino (2199:2128)	✗	✓	99%	✗	128	135	132	135
Asian or Native Hawaiian/Other Pacific Islander (112:111)	✓	✓	100%	✓	181	127		
White (1343:1313)	✓	✓	99%	✓	157	134		
Multiracial (8:7)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities (769:825)	✗	✓	98%	✗	79	133	89	91
Limited English Proficient (784:1013)	✗	✓	99%	✗	112	134	118	121
Economically Disadvantaged (3682:3534)	✗	✓	99%	✗	120	135	125	128
Final AYP Determination	✗ 2 of 8							
Non-Accountability Groups								
Female (2510:2429)			99%		133	135		
Male (2699:2606)			99%		132	135		
Migrant (7:7)			—		—	—		

Symbols

-  Made AYP
-  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 (2011–12)



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 2012-13. [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	
							2010–11	2011–12	
Accountability Groups									
All Students (1697:1605)	✓	Qualified	✓	97%	✓	166	100		
Ethnicity									
American Indian or Alaska Native (3:3)		–	–	–	–	–	–	–	
Black or African American (504:468)		Qualified	✓	96%	✓	152	100		
Hispanic or Latino (708:674)		Qualified	✓	98%	✓	164	100		
Asian or Native Hawaiian/Other Pacific Islander (36:34)		Qualified	–	–	✓	191	100		
White (443:424)		Qualified	✓	97%	✓	182	100		
Multiracial (3:2)		–	–	–	–	–	–	–	
Other Groups									
Students with Disabilities (257:268)		Qualified	✓	93%	✓	132	100		
Limited English Proficient (231:282)		Qualified	✓	97%	✓	151	100		
Economically Disadvantaged (1206:1129)		Qualified	✓	97%	✓	159	100		
Final AYP Determination	✓ 1 of 1								
Non-Accountability Groups									
Female (828:788)				97%		167	100		
Male (869:817)				97%		165	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.

Secondary-Level English Language Arts

Accountability Status  Improvement (Year 6)
for This Subject
(2011–12)




Accountability Measures 1 of 6 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 7) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 6) in 2012-13. [210]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2010–11	2011–12
Accountability Groups								
All Students (821:784)	✗	✓	98%	✗	173	179	172‡	176
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (246:236)	✗	✓	98%	✗	158	176	162‡	162
Hispanic or Latino (283:270)	✗	✓	98%	✗	167	176	169‡	170
Asian or Native Hawaiian/Other Pacific Islander (15:13)	–	–	–	–	–	–		–
White (277:265)	✓	✓	98%	✓	190	176		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (182:99)	✗	✗	91%	✗	102	173	128‡	112
Limited English Proficient (27:28)	–	–	–	–	–	–		–
Economically Disadvantaged (442:433)	✗	✓	98%	✗	162	178	165‡	166
Final AYP Determination	✗ 1 of 6							
Non-Accountability Groups								
Female (406:372)			99%		181	177		
Male (415:412)			98%		165	178		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ 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.




















Secondary-Level Mathematics

Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)




Accountability Measures 3 of 6 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status To be removed from improvement status in mathematics, 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 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (821:784)			99%		176	176	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (246:236)			98%		160	173	152 [‡] 164
Hispanic or Latino (283:270)			99%		176	173	
Asian or Native Hawaiian/Other Pacific Islander (15:13)	—	—	—	—	—	—	—
White (277:265)			99%		190	173	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (182:99)			92%		103	170	114 [‡] 113
Limited English Proficient (27:28)	—	—	—	—	—	—	—
Economically Disadvantaged (442:433)			99%		171	175	160 [‡] 174
Final AYP Determination	 3 of 6						
Non-Accountability Groups							
Female (406:372)			99%		181	174	
Male (415:412)			98%		172	175	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ 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.

Graduation Rate

Accountability Status for This Indicator (2011–12)

Improvement (Year 1)

Accountability Measures

0 of 1

Student groups making AYP in graduation rate

✗

Did not make AYP

Prospective Status

To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [211]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (1003)	✗	✗	64%	80%	67%
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (351)		✗	54%	80%	58%
Hispanic or Latino (320)		✗	57%	80%	66%
Asian or Native Hawaiian/Other Pacific Islander (22)		—	—	—	
White (310)		✓	80%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (156)		✗	46%	80%	50%
Limited English Proficient (38)		✓	37%	80%	37%
Economically Disadvantaged (430)		✗	63%	80%	71%
Final AYP Determination	✗ 0 of 1				
Non-Accountability Groups					
Female (481)			65%	80%	
Male (522)			62%	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 2006 total cohort through June 2011 (after 5 years) for this district is **66%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

4 schools identified 31% of total

BALMVILLE SCHOOL
FOSTERTOWN ETC MAGNET SCHOOL
NEW WINDSOR SCHOOL
WEST STREET ELEMENTARY SCHOOL

Improvement (year 1) Basic

1 school identified 8% of total

HORIZON-ON-THE-HUDSON MAGNET SCHOOL

Improvement (year 1) Focused

4 schools identified 31% of total

GAMS TECH MAGNET SCHOOL
GARDNERTOWN FUNDAMENTAL MAGNET SCHOOL
MEADOW HILL GLOBAL EXPLORATIONS MAGNET SCHOOL
VAILS GATE HIGH TECH MAGNET SCHOOL

Restructuring (year 2) Comprehensive

1 school identified 8% of total

TEMPLE HILL SCHOOL

Restructuring (advanced) Focused

2 schools identified 15% of total

HERITAGE MIDDLE SCHOOL
SOUTH MIDDLE SCHOOL

Restructuring (advanced) Comprehensive

1 school identified 8% of total

NEWBURGH FREE ACADEMY-MAIN CAMPUS







4 Overview of District Performance

District **NEWBURGH CITY SCHOOL DISTRICT**






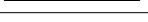
District ID **44-16-00-01-0000**

Summary of 2010–11 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	38%			889
Grade 4	37%			848
Grade 5	37%			854
Grade 6	42%			823
Grade 7	31%			873
Grade 8	30%			806

Mathematics

Grade 3	41%		890
Grade 4	46%		854
Grade 5	50%		856
Grade 6	49%		825
Grade 7	45%		883
Grade 8	36%		802

Science

Grade 4	80%		838
Grade 8	51%		606

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	73%			912
Mathematics	75%			912

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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/irs.

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

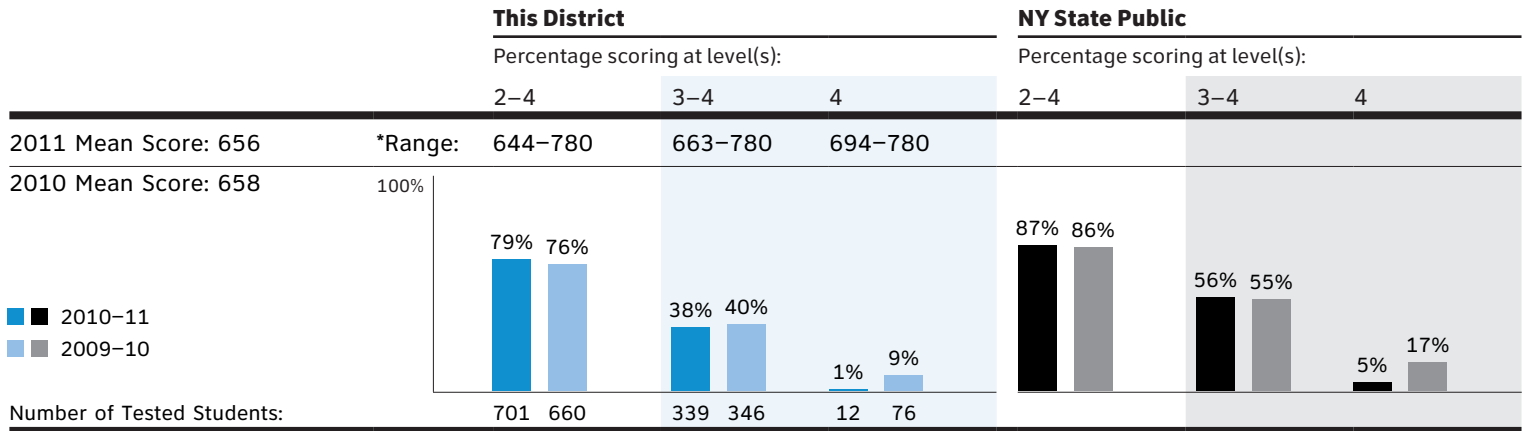
This is an urban or suburban school district with high student needs in relation to district resource capacity.

4 Overview of District Performance

District **NEWBURGH CITY SCHOOL DISTRICT**

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	889	79%	38%	1%	865	76%	40%	9%
Female	427	84%	42%	1%	431	80%	42%	10%
Male	462	74%	34%	2%	434	72%	38%	8%
American Indian or Alaska Native	6	100%	50%	0%	2	-	-	-
Black or African American	257	73%	29%	0%	266	71%	32%	6%
Hispanic or Latino	395	75%	31%	1%	368	74%	35%	6%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	67%	11%	27	-	-	-
White	213	91%	60%	3%	202	85%	58%	17%
Multiracial								
Small Group Totals					29	93%	55%	10%
General-Education Students	796	84%	42%	2%	739	85%	46%	10%
Students with Disabilities	93	32%	8%	0%	126	26%	7%	2%
English Proficient	693	83%	45%	2%	678	80%	46%	11%
Limited English Proficient	196	65%	13%	0%	187	61%	19%	2%
Economically Disadvantaged	633	73%	28%	0%	612	71%	33%	6%
Not Disadvantaged	256	92%	63%	4%	253	90%	56%	15%
Migrant	3	-	-	-	1	-	-	-
Not Migrant	886	-	-	-	864	-	-	-

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	8	6	4	3	17	15	14	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	3	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 3	3	N/A	N/A	N/A	2	N/A	N/A	N/A

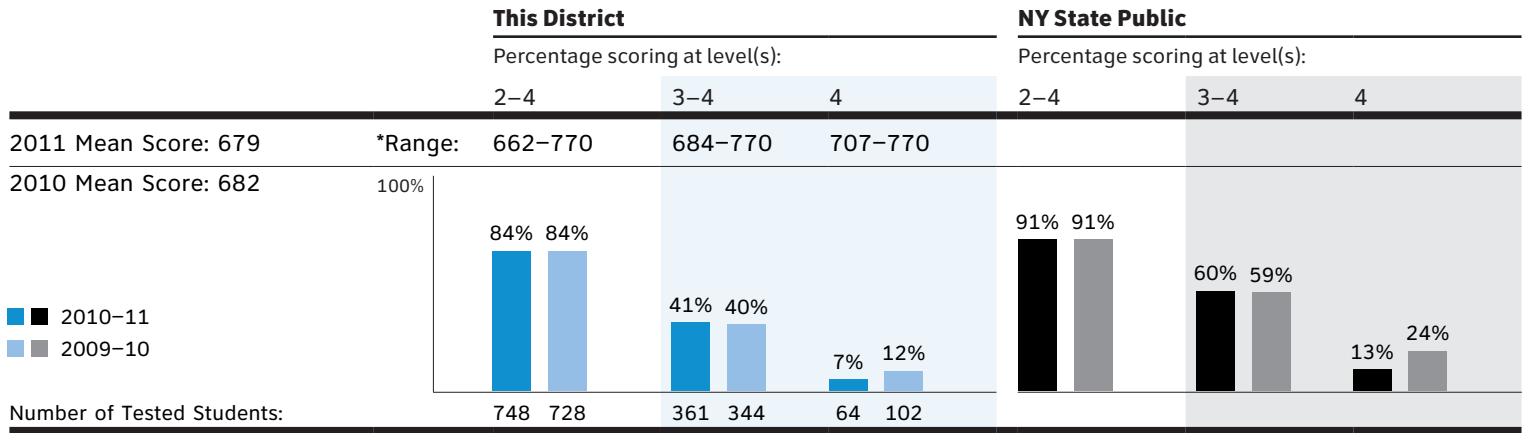
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEWBURGH CITY SCHOOL DISTRICT**

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	890	84%	41%	7%	869	84%	40%	12%
Female	425	83%	37%	6%	435	86%	40%	11%
Male	465	85%	43%	8%	434	82%	40%	12%
American Indian or Alaska Native	6	100%	50%	33%	2	—	—	—
Black or African American	258	74%	29%	3%	266	78%	31%	6%
Hispanic or Latino	396	85%	35%	4%	370	82%	36%	11%
Asian or Native Hawaiian/Other Pacific Islander	18	100%	83%	39%	27	—	—	—
White	212	93%	60%	16%	204	92%	56%	19%
Multiracial								
Small Group Totals					29	97%	52%	31%
General-Education Students	798	87%	45%	8%	743	90%	45%	13%
Students with Disabilities	92	54%	4%	0%	126	48%	8%	4%
English Proficient	691	85%	44%	9%	680	85%	43%	13%
Limited English Proficient	199	81%	29%	1%	189	79%	27%	8%
Economically Disadvantaged	634	80%	32%	3%	616	80%	32%	8%
Not Disadvantaged	256	95%	62%	18%	253	94%	58%	20%
Migrant	3	—	—	—	1	—	—	—
Not Migrant	887	—	—	—	868	—	—	—

NOTES

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Other Assessments

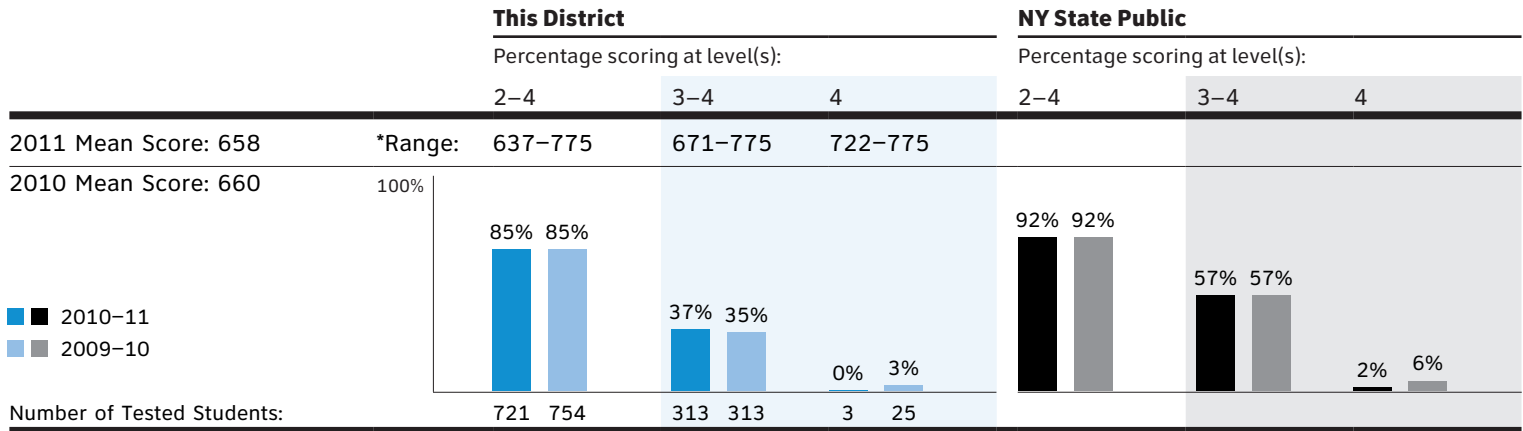
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	8	8	6	3	17	17	14	2

4 Overview of District Performance

District **NEWBURGH CITY SCHOOL DISTRICT**

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

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	848	85%	37%	0%	888	85%	35%	3%
Female	420	89%	43%	1%	444	87%	39%	4%
Male	428	82%	31%	0%	444	82%	32%	2%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	253	77%	27%	0%	254	80%	27%	2%
Hispanic or Latino	362	85%	32%	0%	389	85%	29%	1%
Asian or Native Hawaiian/Other Pacific Islander	26	100%	58%	4%	26	—	—	—
White	201	92%	56%	0%	217	91%	52%	6%
Multiracial	4	—	—	—				
Small Group Totals	6	83%	17%	0%	28	93%	68%	14%
General-Education Students	720	93%	43%	0%	766	91%	40%	3%
Students with Disabilities	128	41%	4%	0%	122	46%	3%	0%
English Proficient	696	88%	41%	0%	696	87%	41%	4%
Limited English Proficient	152	74%	16%	0%	192	76%	14%	0%
Economically Disadvantaged	627	82%	29%	0%	592	81%	25%	1%
Not Disadvantaged	221	94%	59%	1%	296	92%	55%	7%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	847	—	—	—	887	—	—	—

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	18	18	12	9	12	12	7	3
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	7	N/A	N/A	N/A

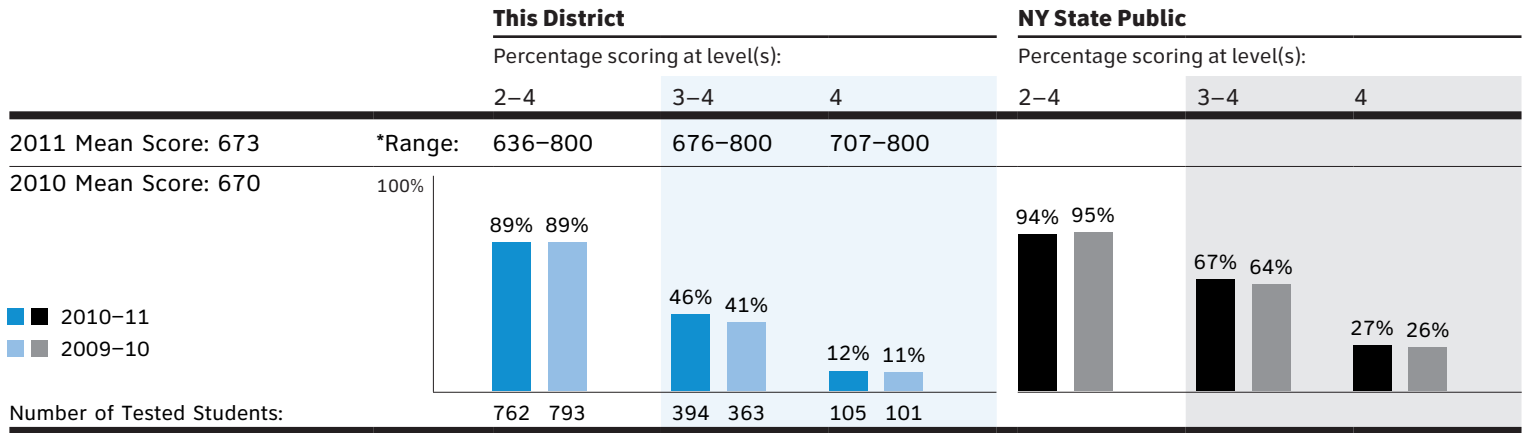
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEWBURGH CITY SCHOOL DISTRICT**

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	89%	46%	12%	893	89%	41%	11%
Female	423	90%	48%	12%	449	89%	39%	11%
Male	431	88%	45%	13%	444	89%	43%	11%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	255	84%	30%	7%	254	84%	29%	6%
Hispanic or Latino	365	92%	46%	8%	392	89%	36%	6%
Asian or Native Hawaiian/Other Pacific Islander	27	96%	70%	41%	26	—	—	—
White	201	92%	64%	24%	219	92%	57%	24%
Multiracial	4	—	—	—				
Small Group Totals	6	67%	33%	0%	28	100%	82%	32%
General-Education Students	726	95%	52%	14%	771	94%	46%	13%
Students with Disabilities	128	54%	10%	2%	122	59%	5%	0%
English Proficient	695	90%	48%	14%	694	90%	46%	14%
Limited English Proficient	159	87%	36%	4%	199	84%	24%	2%
Economically Disadvantaged	632	88%	40%	8%	593	87%	31%	5%
Not Disadvantaged	222	93%	64%	26%	300	93%	60%	25%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	853	—	—	—	892	—	—	—

NOTES

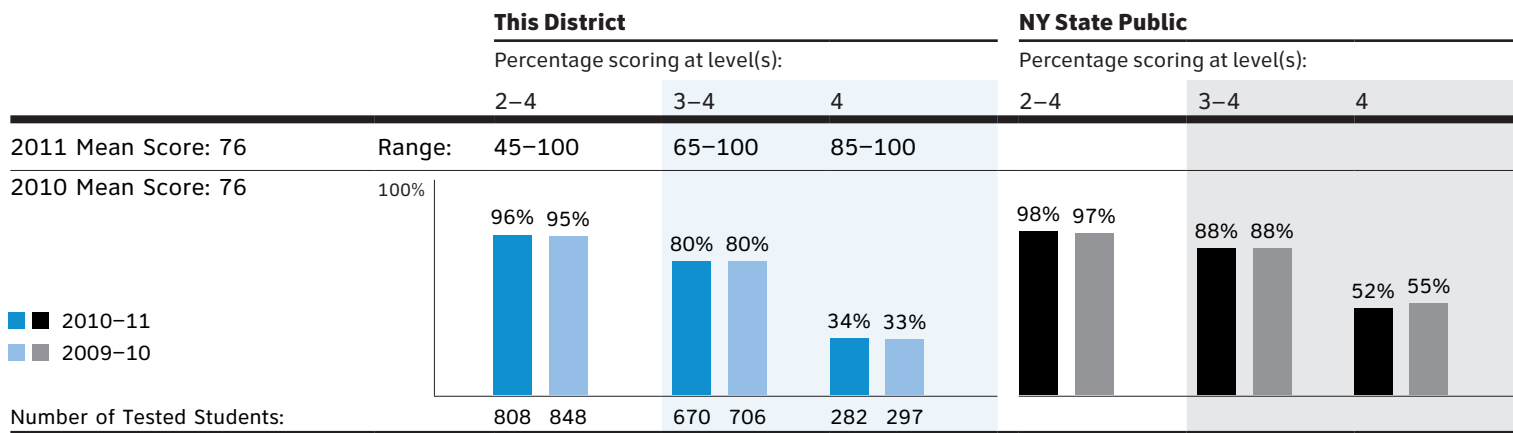
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	18	18	13	3	12	12	8	2

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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	838	96%	80%	34%	888	95%	80%	33%
Female	417	97%	80%	33%	449	95%	78%	33%
Male	421	96%	80%	34%	439	96%	81%	34%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	250	94%	73%	25%	254	94%	76%	24%
Hispanic or Latino	363	97%	78%	26%	388	95%	74%	25%
Asian or Native Hawaiian/Other Pacific Islander	26	—	—	—	25	—	—	—
White	195	98%	90%	55%	219	99%	91%	56%
Multiracial	2	—	—	—				
Small Group Totals	30	100%	93%	53%	27	100%	96%	63%
General-Education Students	716	98%	85%	39%	767	96%	83%	37%
Students with Disabilities	122	87%	52%	5%	121	90%	55%	9%
English Proficient	681	96%	83%	38%	691	97%	86%	40%
Limited English Proficient	157	96%	65%	15%	197	90%	57%	9%
Economically Disadvantaged	619	96%	75%	25%	589	94%	74%	22%
Not Disadvantaged	219	99%	93%	58%	299	98%	91%	56%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	837	—	—	—	887	—	—	—

NOTES

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Other Assessments

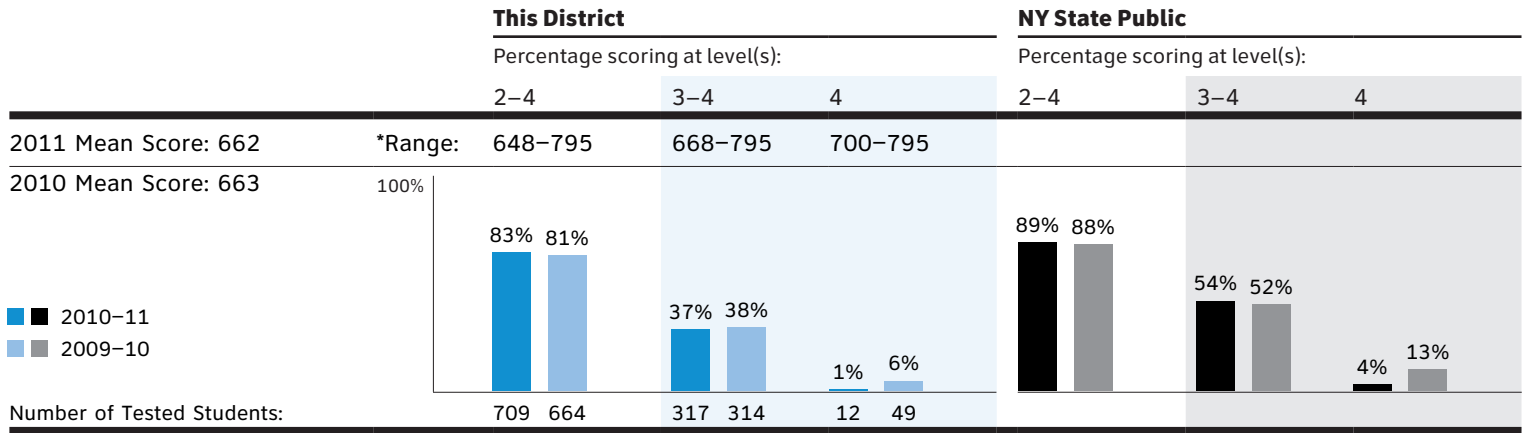
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	18	18	18	13	12	12	12	6

4 Overview of District Performance

District **NEWBURGH CITY SCHOOL DISTRICT**

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

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	83%	37%	1%	816	81%	38%	6%
Female	435	85%	41%	2%	401	85%	39%	6%
Male	419	81%	33%	1%	415	78%	38%	6%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	249	78%	25%	1%	218	74%	26%	2%
Hispanic or Latino	363	83%	33%	1%	344	79%	31%	3%
Asian or Native Hawaiian/Other Pacific Islander	24	—	—	—	21	—	—	—
White	215	87%	55%	2%	232	91%	57%	11%
Multiracial								
Small Group Totals	27	93%	59%	0%	22	86%	82%	36%
General-Education Students	732	90%	43%	2%	694	88%	44%	7%
Students with Disabilities	122	39%	2%	0%	122	45%	7%	1%
English Proficient	715	86%	41%	2%	675	85%	43%	7%
Limited English Proficient	139	67%	15%	0%	141	65%	16%	1%
Economically Disadvantaged	593	79%	27%	1%	576	76%	28%	2%
Not Disadvantaged	261	92%	59%	2%	240	94%	64%	15%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	853	—	—	—	815	—	—	—

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	9	9	7	1	13	13	13	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	4	N/A	N/A	N/A	4	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	4	N/A	N/A	N/A

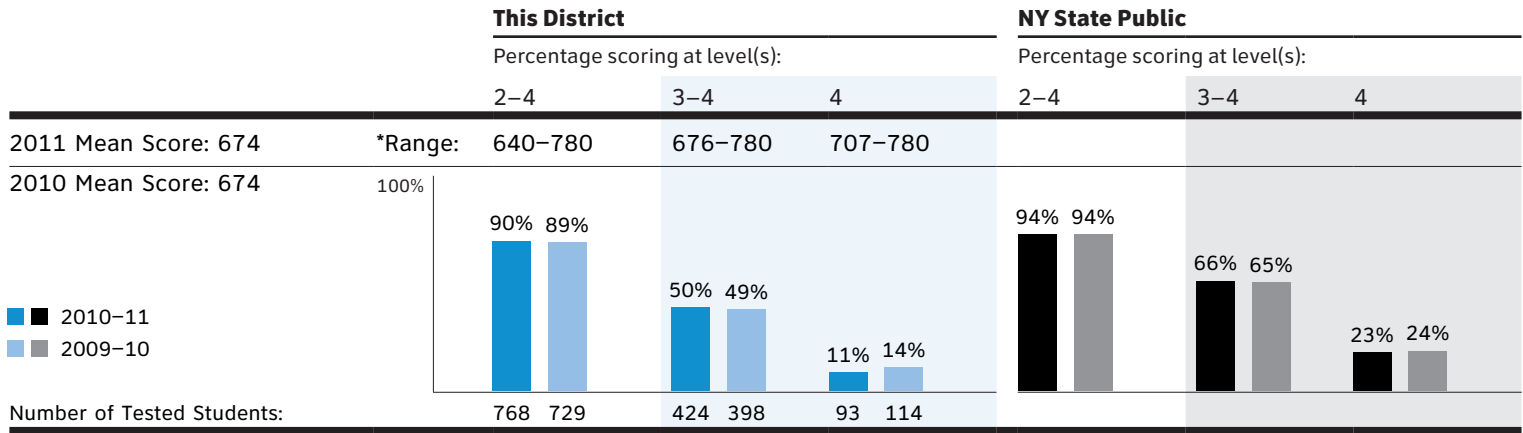
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEWBURGH CITY SCHOOL DISTRICT**

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	90%	50%	11%	818	89%	49%	14%
Female	437	90%	47%	10%	400	89%	47%	12%
Male	419	90%	52%	11%	418	89%	50%	16%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	247	87%	39%	4%	218	83%	36%	9%
Hispanic or Latino	366	88%	44%	8%	345	88%	42%	7%
Asian or Native Hawaiian/Other Pacific Islander	24	—	—	—	22	—	—	—
White	215	95%	67%	20%	232	97%	67%	25%
Multiracial	1	—	—	—				
Small Group Totals	28	96%	71%	25%	23	91%	83%	48%
General-Education Students	735	94%	54%	12%	696	94%	54%	16%
Students with Disabilities	121	66%	20%	2%	122	62%	16%	1%
English Proficient	713	92%	54%	12%	674	91%	54%	17%
Limited English Proficient	143	78%	26%	3%	144	79%	22%	1%
Economically Disadvantaged	595	86%	40%	6%	577	86%	40%	7%
Not Disadvantaged	261	97%	70%	23%	241	96%	70%	31%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	855	—	—	—	817	—	—	—

NOTES

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Other Assessments

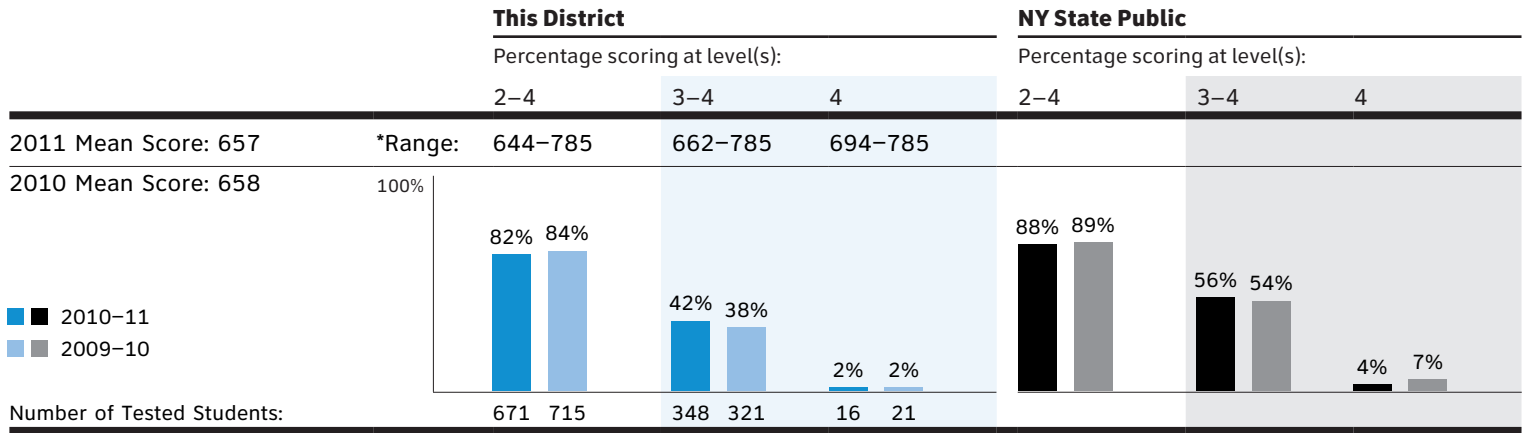
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	9	9	8	3	13	13	13	9

4 Overview of District Performance

District **NEWBURGH CITY SCHOOL DISTRICT**

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

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	823	82%	42%	2%	854	84%	38%	2%
Female	403	83%	42%	2%	397	86%	42%	4%
Male	420	80%	43%	2%	457	82%	34%	1%
American Indian or Alaska Native					4	-	-	-
Black or African American	221	76%	33%	0%	263	79%	29%	1%
Hispanic or Latino	348	79%	33%	0%	343	80%	30%	2%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	18	-	-	-
White	232	89%	60%	6%	226	93%	56%	5%
Multiracial	3	-	-	-				
Small Group Totals	22	100%	86%	5%	22	100%	68%	5%
General-Education Students	703	88%	48%	2%	721	92%	44%	3%
Students with Disabilities	120	45%	11%	0%	133	40%	2%	0%
English Proficient	713	86%	48%	2%	763	87%	41%	3%
Limited English Proficient	110	52%	8%	0%	91	53%	7%	0%
Economically Disadvantaged	586	77%	33%	1%	573	80%	28%	1%
Not Disadvantaged	237	94%	65%	5%	281	91%	58%	5%
Migrant	1	-	-	-				
Not Migrant	822	-	-	-	854	84%	38%	2%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	13	13	11	8	6	6	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	5	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 6	5	N/A	N/A	N/A	2	N/A	N/A	N/A

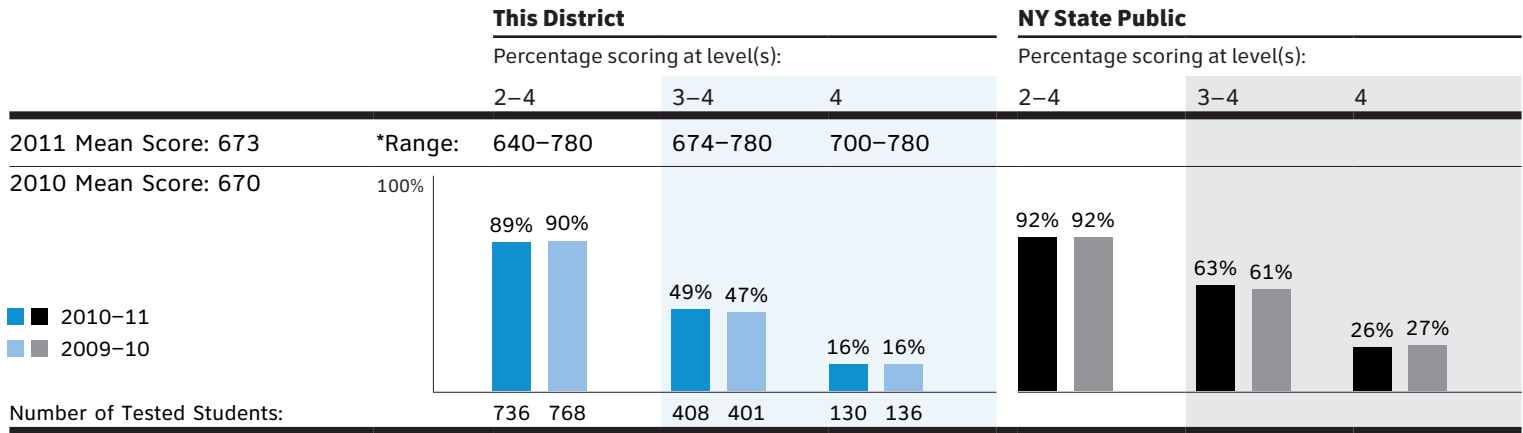
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEWBURGH CITY SCHOOL DISTRICT**

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	825	89%	49%	16%	857	90%	47%	16%
Female	404	90%	51%	14%	398	89%	46%	16%
Male	421	88%	48%	17%	459	90%	48%	16%
American Indian or Alaska Native					4	-	-	-
Black or African American	221	86%	38%	8%	263	85%	36%	7%
Hispanic or Latino	351	88%	42%	9%	345	88%	41%	11%
Asian or Native Hawaiian/Other Pacific Islander	19	-	-	-	18	-	-	-
White	231	94%	68%	31%	227	96%	65%	32%
Multiracial	3	-	-	-				
Small Group Totals	22	100%	86%	50%	22	100%	86%	36%
General-Education Students	704	95%	56%	18%	724	95%	53%	19%
Students with Disabilities	121	57%	14%	2%	133	62%	14%	1%
English Proficient	711	91%	54%	18%	764	92%	51%	18%
Limited English Proficient	114	76%	19%	0%	93	71%	11%	1%
Economically Disadvantaged	588	86%	39%	9%	576	87%	38%	9%
Not Disadvantaged	237	97%	76%	32%	281	94%	65%	30%
Migrant	1	-	-	-				
Not Migrant	824	-	-	-	857	90%	47%	16%

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Other Assessments

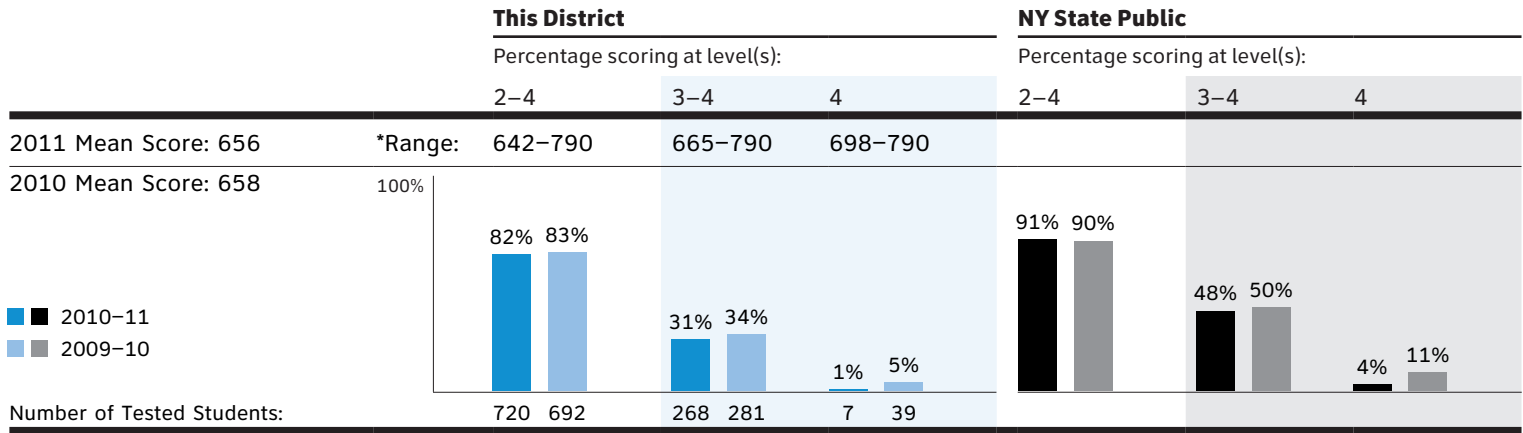
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	13	13	13	7	6	6	5	5

4 Overview of District Performance

District **NEWBURGH CITY SCHOOL DISTRICT**

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

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	873	82%	31%	1%	836	83%	34%	5%
Female	393	88%	38%	1%	391	89%	42%	8%
Male	480	78%	25%	0%	445	77%	26%	2%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	281	77%	20%	0%	258	77%	22%	2%
Hispanic or Latino	344	80%	23%	0%	334	79%	26%	2%
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—	11	—	—	—
White	229	92%	52%	3%	232	94%	57%	11%
Multiracial								
Small Group Totals	19	100%	74%	0%	12	100%	50%	17%
General-Education Students	741	90%	36%	1%	725	90%	38%	5%
Students with Disabilities	132	42%	0%	0%	111	38%	4%	1%
English Proficient	789	86%	34%	1%	763	86%	36%	5%
Limited English Proficient	84	49%	0%	0%	73	45%	4%	1%
Economically Disadvantaged	623	78%	20%	0%	560	78%	22%	2%
Not Disadvantaged	250	93%	56%	2%	276	92%	57%	11%
Migrant					1	—	—	—
Not Migrant	873	82%	31%	1%	835	—	—	—

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	5	5	4	4	9	9	9	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	8	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 7	8	N/A	N/A	N/A	8	N/A	N/A	N/A

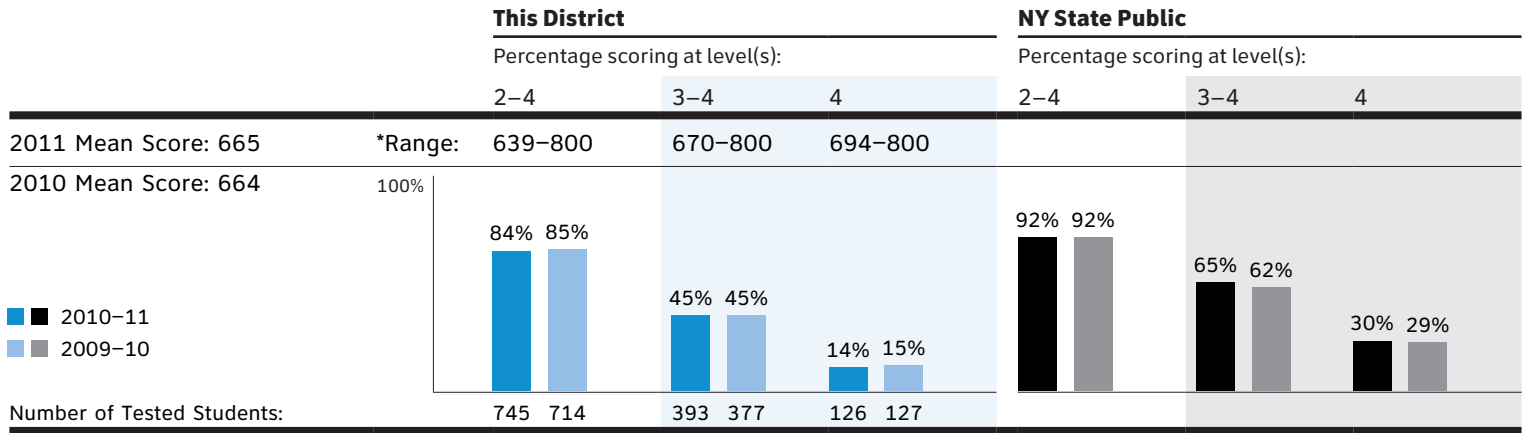
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEWBURGH CITY SCHOOL DISTRICT**

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	883	84%	45%	14%	842	85%	45%	15%
Female	399	87%	46%	16%	396	88%	48%	17%
Male	484	82%	43%	13%	446	82%	42%	13%
American Indian or Alaska Native	4	—	—	—	1	—	—	—
Black or African American	280	79%	34%	6%	260	82%	32%	9%
Hispanic or Latino	355	83%	38%	8%	337	81%	39%	9%
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—	11	—	—	—
White	229	93%	64%	31%	233	93%	66%	28%
Multiracial								
Small Group Totals	19	100%	95%	47%	12	100%	83%	58%
General-Education Students	751	91%	52%	17%	731	91%	51%	17%
Students with Disabilities	132	48%	4%	0%	111	47%	6%	0%
English Proficient	790	88%	49%	16%	761	88%	49%	17%
Limited English Proficient	93	56%	6%	0%	81	53%	7%	1%
Economically Disadvantaged	633	81%	35%	7%	566	81%	34%	8%
Not Disadvantaged	250	93%	68%	32%	276	93%	66%	29%
Migrant					1	—	—	—
Not Migrant	883	84%	45%	14%	841	—	—	—

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Other Assessments

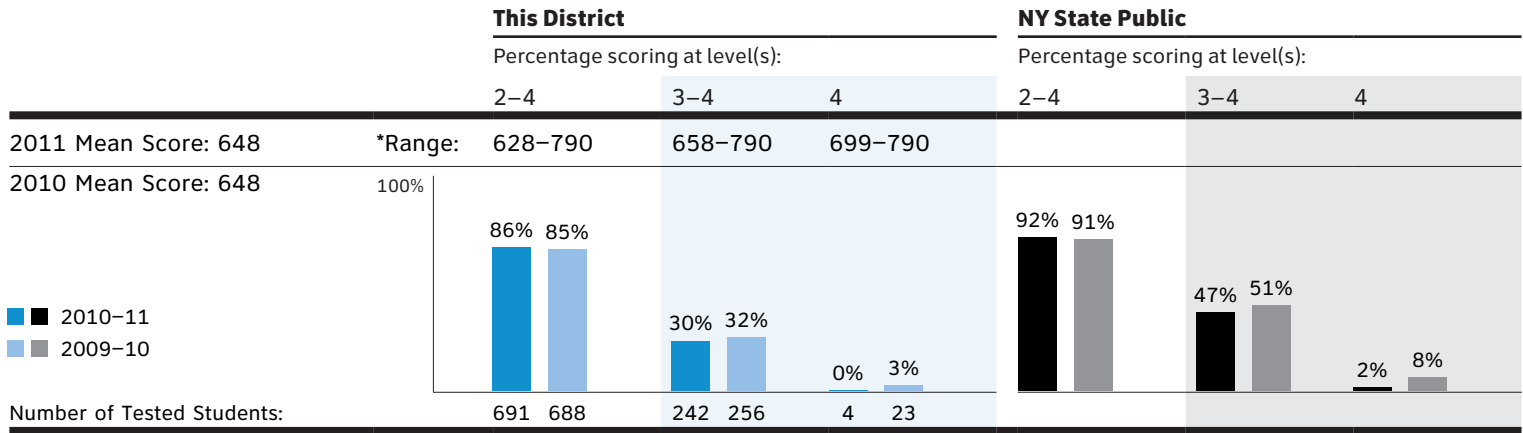
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	4	2	9	9	9	4

4 Overview of District Performance

District **NEWBURGH CITY SCHOOL DISTRICT**

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

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	806	86%	30%	0%	807	85%	32%	3%
Female	389	90%	36%	1%	369	90%	38%	3%
Male	417	81%	24%	0%	438	81%	26%	3%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	238	84%	21%	1%	251	76%	19%	2%
Hispanic or Latino	328	82%	23%	0%	311	85%	28%	2%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	17	-	-	-
White	230	93%	50%	1%	227	95%	48%	5%
Multiracial								
Small Group Totals	10	90%	50%	0%	18	100%	78%	17%
General-Education Students	703	92%	34%	1%	686	93%	37%	3%
Students with Disabilities	103	42%	2%	0%	121	40%	2%	0%
English Proficient	742	89%	33%	1%	767	86%	33%	3%
Limited English Proficient	64	48%	0%	0%	40	65%	5%	0%
Economically Disadvantaged	561	82%	21%	0%	526	82%	24%	1%
Not Disadvantaged	245	94%	51%	1%	281	91%	46%	6%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	805	-	-	-	806	-	-	-

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	8	7	6	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	5	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	5	N/A	N/A	N/A	9	N/A	N/A	N/A

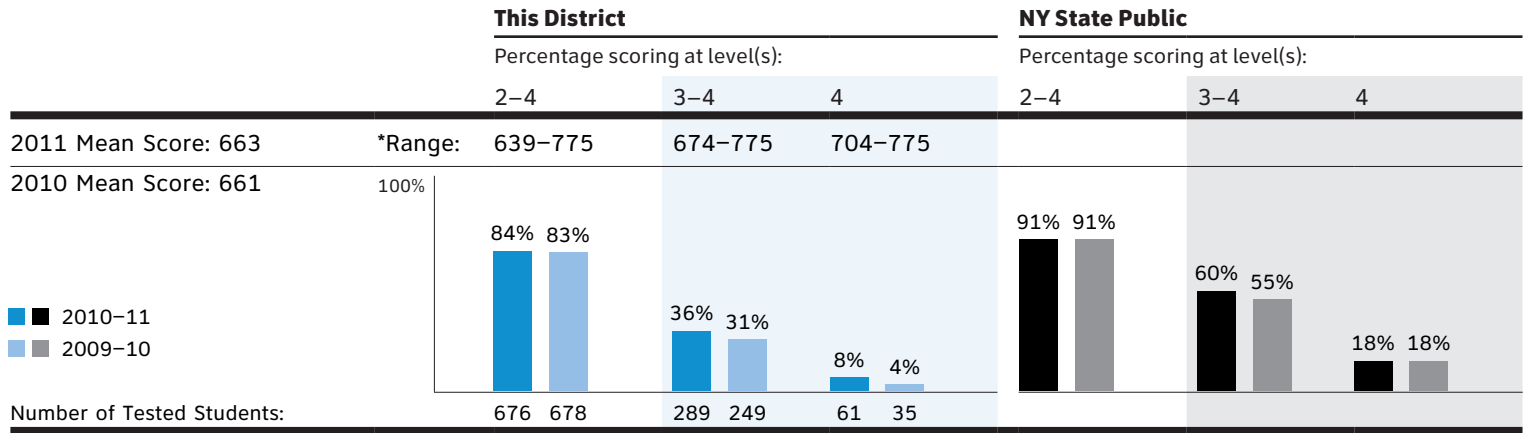
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEWBURGH CITY SCHOOL DISTRICT**

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	802	84%	36%	8%	815	83%	31%	4%
Female	389	85%	38%	7%	373	87%	34%	5%
Male	413	83%	34%	8%	442	80%	28%	4%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	236	77%	24%	3%	252	75%	16%	2%
Hispanic or Latino	330	84%	30%	5%	317	84%	30%	3%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	17	-	-	-
White	226	92%	56%	15%	228	90%	44%	7%
Multiracial								
Small Group Totals	10	100%	70%	40%	18	100%	83%	33%
General-Education Students	700	89%	41%	9%	698	91%	36%	5%
Students with Disabilities	102	50%	4%	1%	117	38%	1%	0%
English Proficient	734	86%	39%	8%	767	84%	32%	5%
Limited English Proficient	68	62%	7%	0%	48	69%	13%	0%
Economically Disadvantaged	559	80%	28%	3%	537	81%	21%	1%
Not Disadvantaged	243	93%	55%	18%	278	88%	48%	11%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	801	-	-	-	814	-	-	-

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

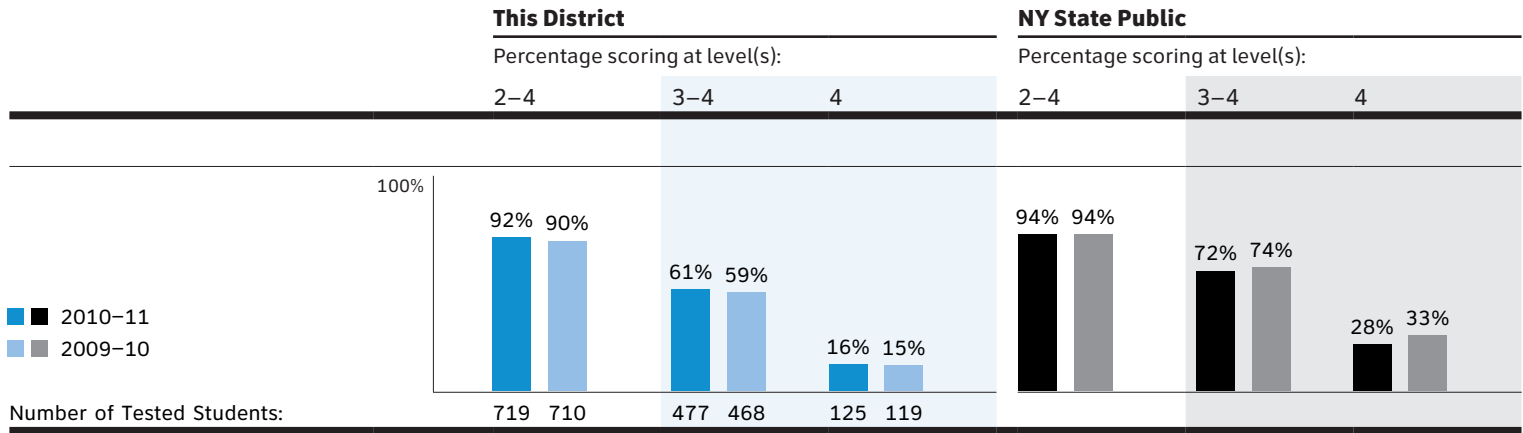
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	8	8	8	5	6	5	5	4

4 Overview of District Performance

District **NEWBURGH CITY SCHOOL DISTRICT**

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

This District's Results in Grade 8 Science



Results by Student Group

	2010-11 School Year				2009-10 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	606	90%	51%	5%	635	88%	50%	6%
Female	286	93%	50%	3%	282	88%	43%	4%
Male	320	88%	53%	7%	353	88%	56%	8%
American Indian or Alaska Native	1	—	—	—				
Black or African American	195	88%	39%	5%	217	82%	35%	4%
Hispanic or Latino	280	90%	52%	4%	261	88%	50%	5%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	4	—	—	—
White	127	—	—	—	153	—	—	—
Multiracial								
Small Group Totals	131	93%	68%	7%	157	94%	69%	11%
General-Education Students	517	93%	57%	6%	525	94%	55%	7%
Students with Disabilities	89	72%	17%	0%	110	57%	24%	1%
English Proficient	542	92%	56%	6%	589	88%	53%	6%
Limited English Proficient	64	70%	17%	0%	46	80%	15%	2%
Economically Disadvantaged	479	89%	48%	5%	460	87%	44%	4%
Not Disadvantaged	127	96%	64%	6%	175	90%	66%	11%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	605	—	—	—	634	—	—	—

NOTES

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Other Assessments

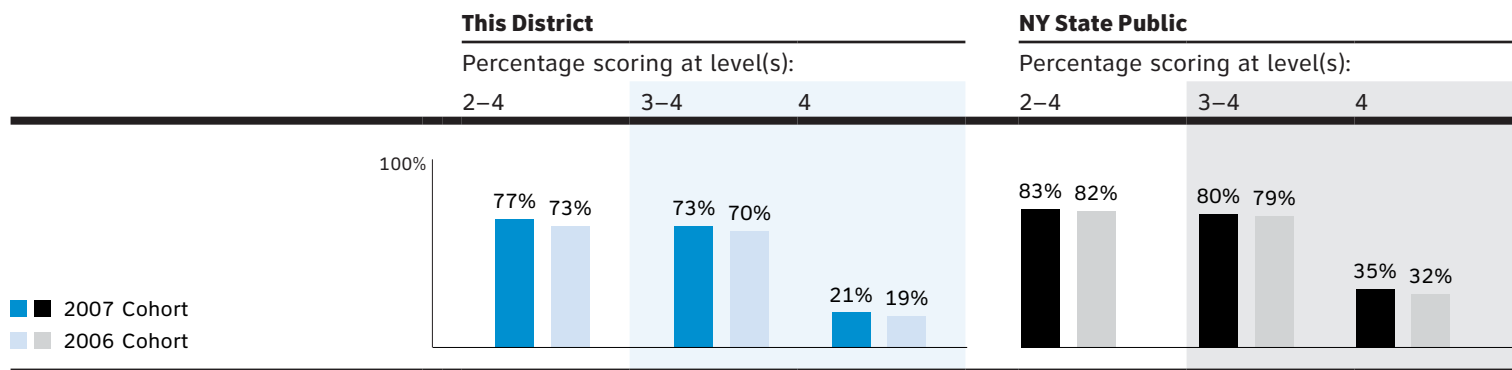
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	8	8	7	6	6	6	5	5
Regents Science	175	173	165	95	153	153	151	80

4 Overview of District Performance

District **NEWBURGH CITY SCHOOL DISTRICT**

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

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



Results by Student Group

	2007 Cohort				2006 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	912	77%	73%	21%	1003	73%	70%	19%
Female	432	82%	79%	26%	481	75%	74%	23%
Male	480	73%	69%	16%	522	72%	67%	15%
American Indian or Alaska Native								
Black or African American	273	72%	67%	12%	351	66%	60%	11%
Hispanic or Latino	332	72%	67%	14%	320	69%	67%	11%
Asian or Native Hawaiian/Other Pacific Islander	16	–	–	–	22	95%	95%	64%
White	290	88%	87%	36%	310	85%	83%	33%
Multiracial	1	–	–	–				
Small Group Totals	17	82%	82%	24%				
General-Education Students	787	83%	81%	24%	855	78%	76%	22%
Students with Disabilities	125	42%	26%	1%	148	43%	34%	1%
English Proficient	865	80%	76%	22%	972	74%	71%	20%
Limited English Proficient	47	34%	30%	0%	31	39%	35%	0%
Economically Disadvantaged	499	76%	71%	12%	430	78%	73%	12%
Not Disadvantaged	413	79%	77%	31%	573	70%	68%	24%
Migrant	2	–	–	–				
Not Migrant	910	–	–	–	1003	73%	70%	19%

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.

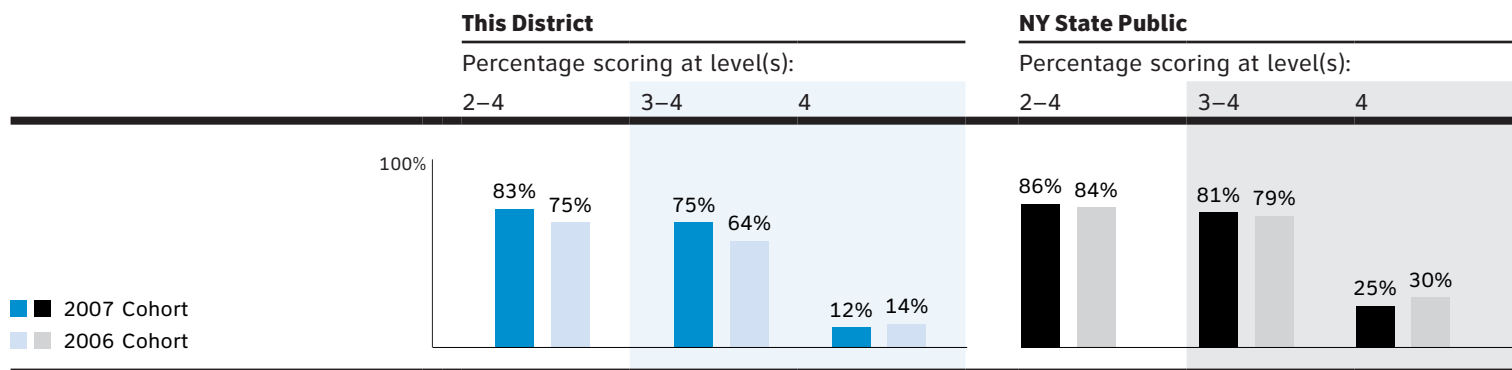
** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

4 Overview of District Performance

District **NEWBURGH CITY SCHOOL DISTRICT**

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

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



Results by Student Group

	2007 Cohort				2006 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	912	83%	75%	12%	1003	75%	64%	14%
Female	432	87%	78%	16%	481	79%	66%	13%
Male	480	80%	71%	8%	522	71%	61%	14%
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Hispanic or Latino	332	81%	71%	7%	320	75%	62%	9%
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—	22	95%	95%	64%
White	290	90%	86%	25%	310	84%	77%	24%
Multiracial	1	—	—	—				
Small Group Totals	17	88%	88%	24%				
General-Education Students	787	90%	83%	14%	855	82%	72%	16%
Students with Disabilities	125	43%	21%	0%	148	34%	18%	0%
English Proficient	865	84%	76%	12%	972	75%	64%	14%
Limited English Proficient	47	66%	55%	0%	31	58%	42%	0%
Economically Disadvantaged	499	84%	73%	5%	430	78%	64%	7%
Not Disadvantaged	413	82%	76%	19%	573	72%	63%	19%
Migrant	2	—	—	—				
Not Migrant	910	—	—	—	1003	75%	64%	14%

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