



The New York State Accountability Report 2011-12

DISTRICT: NEWBURGH CITY SCHOOL
DISTRICT
DISTRICT ID: 441600010000
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Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
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New York State Education Department
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Brooklyn, NY 11217
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Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	✓
White	X
Multiracial	—
Students With Disabilities	X
Limited English Proficient	X
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	5160	99%
American Indian or Alaska Native	—	20	—
Black or African American	✓	1505	99%
Hispanic or Latino	✓	2223	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	121	100%
White	✓	1274	100%
Multiracial	—	17	—
Students With Disabilities	✓	822	99%
Limited English Proficient	✓	709	99%
Economically Disadvantaged	✓	3655	100%

- ✓ At least 95% of students enrolled during the test administration period were tested.
- ✗ Less than 95% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	5013	128	148	131
American Indian or Alaska Native	—	20	—	—	—
Black or African American	X	1453	111	127	117
Hispanic or Latino	X	2156	122	130	123
Asian or Native Hawaiian/Other Pacific Islander	✓	118	180	155	155
White	X	1253	153	161	154
Multiracial	—	13	—	—	—
Students With Disabilities	X	851†	65†	97	78
Limited English Proficient	X	999‡	103‡	107	105
Economically Disadvantaged	X	3541	115	132	118

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

X Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	5140	99%
Not Black or African American	3655	100%
Not Hispanic or Latino	2937	99%
Not Asian or Native Hawaiian/Other Pacific Islander	5039	99%
Not White	3886	99%
Not Multiracial	5143	99%
General Education	4338	100%
English Proficient	4451	100%
Not Economically Disadvantaged	1505	99%
Male	2675	99%
Female	2485	100%
Migrant	6	—
Not Migrant	5154	99%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	4993	128
Not Black or African American	3560	135
Not Hispanic or Latino	2857	133
Not Asian or Native Hawaiian/Other Pacific Islander	4895	127
Not White	3760	119
Not Multiracial	5000	128
General Education	4229	140
English Proficient	4344	135
Not Economically Disadvantaged	1472	159
Male	2586	120
Female	2427	136
Migrant	6	—
Not Migrant	5007	128

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Math: AYP

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	✓
White	X
Multiracial	—
Students With Disabilities	X
Limited English Proficient	X
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	5170	99%
American Indian or Alaska Native	—	20	—
Black or African American	✓	1509	99%
Hispanic or Latino	✓	2224	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	121	98%
White	✓	1279	99%
Multiracial	—	17	—
Students With Disabilities	✓	823	98%
Limited English Proficient	✓	713	98%
Economically Disadvantaged	✓	3662	99%

- ✓ At least 95% of students enrolled during the test administration period were tested.
- ✗ Less than 95% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	5016	137	162	143
American Indian or Alaska Native	—	20	—	—	—
Black or African American	X	1451	116	139	128
Hispanic or Latino	X	2161	136	148	140
Asian or Native Hawaiian/Other Pacific Islander	✓	118	186	175	175
White	X	1253	157	171	164
Multiracial	—	13	—	—	—
Students With Disabilities	X	849†	79†	118	97
Limited English Proficient	X	1010‡	123‡	137	127
Economically Disadvantaged	X	3545	126	149	133

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

X Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	5150	99%
Not Black or African American	3661	99%
Not Hispanic or Latino	2946	99%
Not Asian or Native Hawaiian/Other Pacific Islander	5049	99%
Not White	3891	99%
Not Multiracial	5153	99%
General Education	4347	99%
English Proficient	4457	99%
Not Economically Disadvantaged	1508	99%
Male	2678	99%
Female	2492	99%
Migrant	6	—
Not Migrant	5164	99%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	4996	137
Not Black or African American	3565	145
Not Hispanic or Latino	2855	138
Not Asian or Native Hawaiian/Other Pacific Islander	4898	136
Not White	3763	130
Not Multiracial	5003	137
General Education	4234	148
English Proficient	4335	141
Not Economically Disadvantaged	1471	162
Male	2584	134
Female	2432	140
Migrant	6	—
Not Migrant	5010	137

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Science: AYP

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✗
Limited English Proficient	✓
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	1744	98%
American Indian or Alaska Native	—	9	—
Black or African American	✓	526	97%
Hispanic or Latino	✓	748	98%
Asian or Native Hawaiian/Other Pacific Islander	—	32	—
White	✓	424	98%
Multiracial	—	5	—
Students With Disabilities	✓	242	95%
Limited English Proficient	✓	242	97%
Economically Disadvantaged	✓	1226	97%

- ✓ At least 80% of students enrolled during the test administration period were tested.
- ✗ Less than 80% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **NO**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI \geq EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	1666	168	176	167
American Indian or Alaska Native	—	9	—	—	—
Black or African American	✓	494	158	156	153
Hispanic or Latino	✓	719	163	161	161
Asian or Native Hawaiian/Other Pacific Islander	✓	31	194	170	170
White	✓	412	185	186	183
Multiracial	—	1	—	—	—
Students With Disabilities	✗	248†	117†	147	133
Limited English Proficient	✓	308‡	146‡	144	144
Economically Disadvantaged	✗	1162	159	165	160

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 3(\text{Count at Level 4})}{\text{Count of Tested Students}} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	1735	98%
Not Black or African American	1218	98%
Not Hispanic or Latino	996	97%
Not Asian or Native Hawaiian/Other Pacific Islander	1712	97%
Not White	1320	97%
Not Multiracial	1739	98%
General Education	1502	98%
English Proficient	1502	98%
Not Economically Disadvantaged	518	98%
Male	921	97%
Female	823	98%
Migrant	3	—
Not Migrant	1741	98%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1657	167
Not Black or African American	1172	172
Not Hispanic or Latino	947	171
Not Asian or Native Hawaiian/Other Pacific Islander	1635	167
Not White	1254	162
Not Multiracial	1665	168
General Education	1443	176
English Proficient	1439	173
Not Economically Disadvantaged	504	188
Male	878	167
Female	788	169
Migrant	3	—
Not Migrant	1663	168

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Secondary-Level ELA: AYP

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

Adequate Yearly Progress: In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	X
Limited English Proficient	✓
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **NO**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	823	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	220	100%
Hispanic or Latino	✓	315	99%
Asian or Native Hawaiian/Other Pacific Islander	—	24	—
White	✓	262	97%
Multiracial	—	2	—
Students With Disabilities	✗	165*	89%*
Limited English Proficient	—	35	—
Economically Disadvantaged	✓	461	99%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

* The percentage of 12th graders tested in the current year fell below 95 percent, so the numbers of 12th graders in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

Secondary-Level ELA: Performance

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	778	144	155	145
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	213	128	126	126
Hispanic or Latino	✓	293	134	131	131
Asian or Native Hawaiian/Other Pacific Islander	—	23	—	—	—
White	✓	246	167	167	167
Multiracial	—	3	—	—	—
Students With Disabilities	✗	93†	56†	87	64
Limited English Proficient	✓	38‡	63‡	85	20
Economically Disadvantaged	✗	457	126	136	128

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level ELA: Non-AYP Groups

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	823	99%
Not Black or African American	603	98%
Not Hispanic or Latino	508	98%
Not Asian or Native Hawaiian/Other Pacific Islander	799	99%
Not White	561	99%
Not Multiracial	821	99%
General Education	750	99%
English Proficient	788	98%
Not Economically Disadvantaged	362	98%
Male	419	99%
Female	404	98%
Migrant	1	—
Not Migrant	822	99%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	778	144
Not Black or African American	565	151
Not Hispanic or Latino	485	150
Not Asian or Native Hawaiian/Other Pacific Islander	755	143
Not White	532	134
Not Multiracial	775	144
General Education	687	156
English Proficient	745	148
Not Economically Disadvantaged	321	170
Male	383	140
Female	395	148
Migrant	2	—
Not Migrant	776	145

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

Adequate Yearly Progress: In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	—
White	X
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	✓
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	823	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	220	100%
Hispanic or Latino	✓	315	99%
Asian or Native Hawaiian/Other Pacific Islander	—	24	—
White	✓	262	98%
Multiracial	—	2	—
Students With Disabilities	✓	73	95%
Limited English Proficient	—	35	—
Economically Disadvantaged	✓	461	100%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level Math: Performance

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	778	109	132	115
American Indian or Alaska Native	—	0	—	—	—
Black or African American	X	213	90	95	95
Hispanic or Latino	X	293	99	102	102
Asian or Native Hawaiian/Other Pacific Islander	—	23	—	—	—
White	X	246	133	147	139
Multiracial	—	3	—	—	—
Students With Disabilities	✓	93†	51†	72	51
Limited English Proficient	✓	38‡	97‡	85	20
Economically Disadvantaged	X	457	93	110	103

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

X Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level Math: Non-AYP Groups

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	823	99%
Not Black or African American	603	99%
Not Hispanic or Latino	508	99%
Not Asian or Native Hawaiian/Other Pacific Islander	799	99%
Not White	561	100%
Not Multiracial	821	99%
General Education	750	100%
English Proficient	788	99%
Not Economically Disadvantaged	362	99%
Male	419	99%
Female	404	100%
Migrant	1	—
Not Migrant	822	99%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	778	109
Not Black or African American	565	116
Not Hispanic or Latino	485	115
Not Asian or Native Hawaiian/Other Pacific Islander	755	107
Not White	532	98
Not Multiracial	775	109
General Education	687	116
English Proficient	745	110
Not Economically Disadvantaged	321	131
Male	383	108
Female	395	109
Migrant	2	—
Not Migrant	776	109

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	128	137	144	109	130
American Indian or Alaska Native	—	—	—	—	—
Black or African American	111	116	128	90	111
Hispanic or Latino	122	136	134	99	123
Asian or Native Hawaiian/Other Pacific Islander	180	186	—	—	183
White	153	157	167	133	153
Multiracial	—	—	—	—	—
Students With Disabilities	65	79	56	51	63
Limited English Proficient	103	123	63	97	97
Economically Disadvantaged	115	126	126	93	115

— There was not enough students to determine a Performance Index.

Graduation Rate: AYP

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

Adequate Yearly Progress: To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

All accountability groups made AYP: **NO**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	✗
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **NO**

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	912	69%	80%	66%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	273	59%	80%	57%
Hispanic or Latino	✓	332	62%	80%	59%
Asian or Native Hawaiian/Other Pacific Islander	—	16	—	—	—
White	✓	290	85%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	✗	126†	44%†	80%	49%
Limited English Proficient	✗	52‡	27%‡	80%	41%
Economically Disadvantaged	✗	499	62%	80%	65%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **NO**

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	X	995	68%	80%	70%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	X	346	59%	80%	61%
Hispanic or Latino	X	319	62%	80%	69%
Asian or Native Hawaiian/Other Pacific Islander	—	22	—	—	—
White	✓	307	84%	80%	78%
Multiracial	—	1	—	—	—
Students With Disabilities	✓	146†	53%†	80%	51%
Limited English Proficient	X	36‡	39%‡	80%	50%
Economically Disadvantaged	X	433	69%	80%	74%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

X Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

Graduation Rate: Non-AYP

DISTRICT: NEWBURGH CITY SCHOOL DISTRICT

DISTRICT ID: 441600010000

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	912	69%	995	68%
Not Black or African American	639	73%	649	73%
Not Hispanic or Latino	580	72%	676	71%
Not Asian or Native Hawaiian/Other Pacific Islander	896	68%	973	68%
Not White	622	61%	688	61%
Not Multiracial	911	69%	994	68%
General Education	787	72%	857	71%
English Proficient	865	71%	963	69%
Not Economically Disadvantaged	413	76%	562	68%
Male	480	63%	513	68%
Female	432	74%	482	68%
Migrant	2	—	0	—
Not Migrant	910	69%	995	68%

— There were fewer than 30 students in the cohort.

Graduation Rates for Select Diploma Types

Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 12%, which did not exceed the State average of 31%.

Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 1%, which did not exceed the State average of 3%.