



# The New York State Report Card 2011–12

School **NEWBURGH FREE ACADEMY-MAIN  
CAMPUS**

School ID **44-16-00-01-0017**

District **NEWBURGH CITY SCHOOL DISTRICT**

Principal **VACANT VACANT**

Telephone **(845) 563-5400**

Grades **9-12, US**

The New York State 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 school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or 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 supports.

## This report includes:

### 1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

### 2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

### 3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

#### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
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# 1 Profile

School **NEWBURGH FREE ACADEMY-MAIN CAMPUS**  
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District **NEWBURGH CITY SCHOOL DISTRICT**

## Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	944	972
Grade 10	1029	863	832
Grade 11	882	868	811
Grade 12	765	765	746
Ungraded Secondary	19	19	18
<b>Total K-12</b>	<b>2695</b>	<b>3459</b>	<b>3379</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English			
Mathematics			
Science			
Social Studies			
<b>Grade 10</b>			
English	22	19	22
Mathematics	23	20	23
Science	24	24	25
Social Studies	24	22	26

## 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 school's and 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 school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

## 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.

# 1 Profile

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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	1099	41%	1541	45%	1614	48%
Reduced Price Lunch	266	10%	375	11%	356	11%
Limited English Proficient	113	4%	168	5%	170	5%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	0	0%	3	0%	4	0%
Black or African American	811	30%	976	28%	948	28%
Hispanic or Latino	973	36%	1347	39%	1358	40%
Asian or Native Hawaiian/Other Pacific Islander	65	2%	83	2%	81	2%
White	846	31%	1044	30%	979	29%
Multiracial	0	0%	6	0%	9	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		93%		88%		91%
Student Suspensions	271	10%	215	8%	295	9%

## 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.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was 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 the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

*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.

# 1 Profile

School **NEWBURGH FREE ACADEMY-MAIN CAMPUS**  
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## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	201	283	267
Percent with No Valid Teaching Certificate	2%	0%	0%
Percent Teaching Out of Certification	5%	1%	1%
Percent with Fewer than Three Years of Experience	1%	3%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	43%	41%	41%
<b>Total Number of Core Classes</b>	788	1075	985
Percent Not Taught by Highly Qualified Teachers in This School*	5%	1%	1%
Percent Not Taught by Highly Qualified Teachers in This District**	3%	2%	1%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	924	1329	1261
Percent Taught by Teachers Without Appropriate Certification	6%	1%	2%

\*Not available at the district or statewide level.

\*\*Not available for charter schools or at the statewide level.

## Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	10%	11%	31%
Turnover Rate of All Teachers	10%	6%	10%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	20	24	21
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	7	10	7
Principals	1	1	2

\*Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than 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 or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

*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.

# 2 Student Performance

School **NEWBURGH FREE ACADEMY-MAIN CAMPUS**  
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District **NEWBURGH CITY SCHOOL DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

## **New York State Testing Program (NYSTP) Assessments**

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

### **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.

## **New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

## **New York State English as a Second Language Achievement Tests (NYSESLAT)**

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

## **Secondary-Level Cohorts**

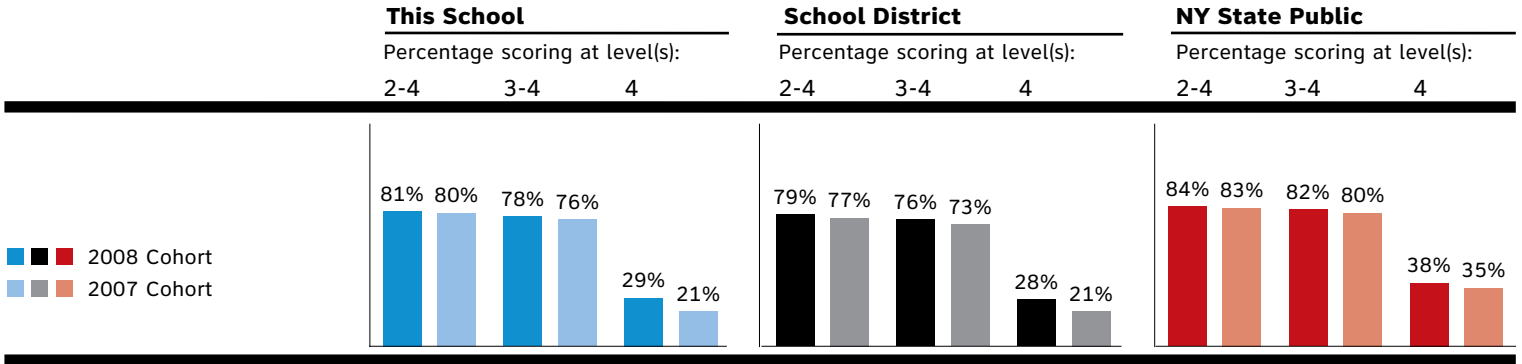
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

# 2 Student Performance

School **NEWBURGH FREE ACADEMY-MAIN CAMPUS**  
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## Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 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
<b>All Students</b>	<b>865</b>	<b>81%</b>	<b>78%</b>	<b>29%</b>	<b>881</b>	<b>80%</b>	<b>76%</b>	<b>21%</b>
Female	429	83%	80%	33%	420	84%	81%	26%
Male	436	78%	76%	25%	461	76%	71%	17%
American Indian or Alaska Native								
Black or African American	237	76%	72%	20%	260	76%	70%	13%
Hispanic or Latino	340	76%	73%	19%	321	74%	69%	15%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	16	-	-	-
White	260	90%	89%	47%	283	90%	89%	37%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	28	89%	86%	64%	17	82%	82%	24%
General-Education Students	758	87%	85%	33%	770	85%	83%	24%
Students with Disabilities	107	38%	30%	1%	111	48%	29%	1%
English Proficient	823	82%	80%	30%	836	83%	78%	23%
Limited English Proficient	42	57%	43%	2%	45	36%	31%	0%
Economically Disadvantaged	533	74%	70%	16%	493	77%	71%	12%
Not Disadvantaged	332	92%	90%	50%	388	84%	82%	33%
Migrant	2	-	-	-	2	-	-	-
Not Migrant	863	-	-	-	879	-	-	-

### NOTES

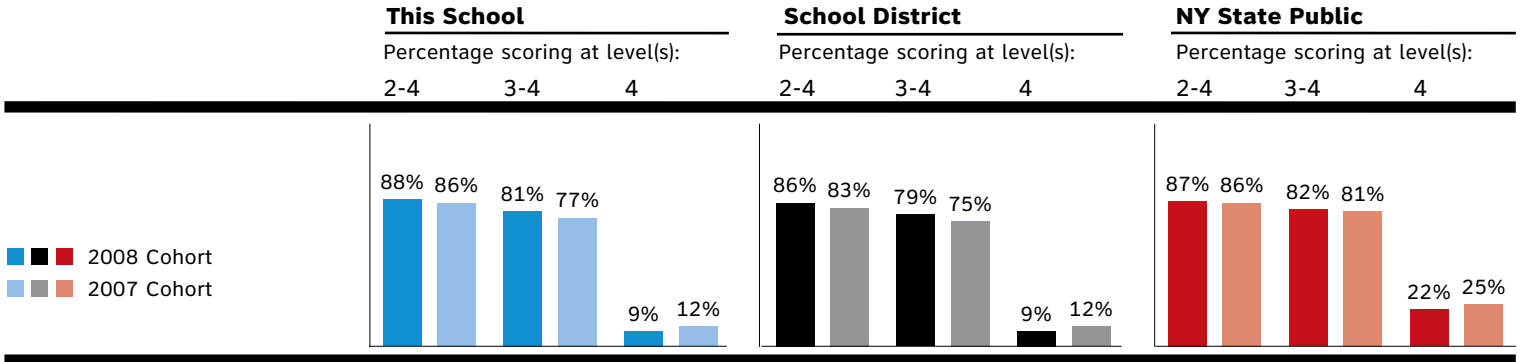
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# 2 Student Performance

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District **NEWBURGH CITY SCHOOL DISTRICT**

## Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 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
<b>All Students</b>	<b>865</b>	<b>88%</b>	<b>81%</b>	<b>9%</b>	<b>881</b>	<b>86%</b>	<b>77%</b>	<b>12%</b>
Female	429	88%	83%	8%	420	89%	80%	16%
Male	436	87%	78%	9%	461	83%	74%	9%
American Indian or Alaska Native								
Black or African American	237	84%	72%	3%	260	81%	68%	3%
Hispanic or Latino	340	85%	78%	5%	321	84%	74%	7%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	16	-	-	-
White	260	93%	92%	15%	283	93%	88%	25%
Multiracial	3	-	-	-	1	-	-	-
Small Group Totals	28	93%	93%	46%	17	88%	88%	24%
General-Education Students	758	93%	88%	10%	770	91%	85%	14%
Students with Disabilities	107	51%	30%	0%	111	49%	23%	0%
English Proficient	823	88%	81%	9%	836	87%	78%	13%
Limited English Proficient	42	83%	71%	5%	45	69%	58%	0%
Economically Disadvantaged	533	83%	75%	4%	493	85%	74%	5%
Not Disadvantaged	332	94%	91%	17%	388	87%	81%	21%
Migrant	2	-	-	-	2	-	-	-
Not Migrant	863	-	-	-	879	-	-	-

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## 2 Student Performance

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District **NEWBURGH CITY SCHOOL DISTRICT**

### 2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
<b>Global History and Geography</b>	865	8%	46%	21%	758	8%	51%	24%	107	11%	11%	0%
<b>U.S. History and Government</b>	865	7%	41%	26%	758	6%	45%	30%	107	9%	12%	0%
<b>Science</b>	865	7%	54%	24%	758	6%	58%	28%	107	17%	20%	0%

### New York State Alternate Assessments (NYSAA) 2011-12

	All Students				
	Total Tested	Number of students scoring at Level:			
Secondary Level		1	2	3	4
English Language Arts	6	0	0	0	6
Mathematics	6	0	0	0	6
Social Studies	6	0	0	0	6
Science	6	0	0	0	6

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# 2 Student Performance

School **NEWBURGH FREE ACADEMY-MAIN CAMPUS**  
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## Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	797	93%	88%	35%	717	96%	91%	38%	80	69%	55%	11%
	2010-11	849	90%	82%	25%	756	94%	87%	28%	93	57%	38%	2%
	2009-10	932	89%	82%	28%	826	94%	88%	31%	106	54%	28%	1%
Integrated Algebra	2011-12	1041	74%	45%	1%	881	80%	50%	1%	160	44%	14%	0%
	2010-11	1191	81%	58%	1%	1022	86%	64%	1%	169	54%	22%	0%
	2009-10	691	78%	54%	0%	577	84%	61%	0%	114	47%	19%	0%
Geometry	2011-12	554	83%	62%	11%	548	83%	63%	11%	6	67%	33%	0%
	2010-11	430	86%	60%	9%	428	—	—	—	2	—	—	—
	2009-10	337	73%	47%	2%	333	—	—	—	4	—	—	—
Algebra 2/Trigonometry	2011-12	343	53%	31%	7%	341	—	—	—	2	—	—	—
	2010-11	372	60%	40%	8%	371	—	—	—	1	—	—	—
	2009-10	330	52%	32%	8%	328	—	—	—	2	—	—	—
Global History and Geography	2011-12	1165	78%	54%	13%	1048	83%	59%	14%	117	37%	14%	0%
	2010-11	1042	67%	47%	12%	933	72%	50%	13%	109	28%	14%	2%
	2009-10	1076	71%	58%	17%	954	75%	63%	19%	122	32%	21%	0%
U.S. History and Government	2011-12	897	86%	71%	25%	818	89%	75%	27%	79	48%	29%	6%
	2010-11	811	85%	70%	28%	741	89%	75%	30%	70	41%	17%	0%
	2009-10	841	88%	78%	29%	747	92%	83%	32%	94	63%	41%	4%
Living Environment	2011-12	996	79%	55%	11%	880	85%	60%	13%	116	34%	16%	2%
	2010-11	959	81%	60%	8%	879	86%	65%	9%	80	35%	13%	1%
	2009-10	335	62%	31%	2%	292	66%	33%	2%	43	37%	16%	0%
Physical Setting/Earth Science	2011-12	554	79%	55%	16%	532	81%	57%	17%	22	23%	9%	0%
	2010-11	513	74%	53%	11%	471	75%	55%	11%	42	60%	36%	2%
	2009-10	453	75%	61%	9%	424	77%	64%	10%	29	48%	17%	0%
Physical Setting/Chemistry	2011-12	259	85%	54%	6%	258	—	—	—	1	—	—	—
	2010-11	306	88%	60%	9%	305	—	—	—	1	—	—	—
	2009-10	321	84%	53%	4%	320	—	—	—	1	—	—	—
Physical Setting/Physics	2011-12	33	67%	52%	12%	33	67%	52%	12%	0	—	—	—
	2010-11	26	62%	54%	12%	26	62%	54%	12%	0	—	—	—
	2009-10	31	74%	58%	16%	30	—	—	—	1	—	—	—

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## 2 Student Performance

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District **NEWBURGH CITY SCHOOL DISTRICT**

### Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	48	13%	2	—	46	—
	2010-11	59	14%	0	—	59	14%
	2009-10	69	36%	0	—	69	36%
Science	2011-12	63	38%	4	—	59	—
	2010-11	74	39%	2	—	72	—
	2009-10	71	39%	0	—	71	39%
Reading	2011-12	28	46%	1	—	27	—
	2010-11	43	37%	0	—	43	37%
	2009-10	33	45%	0	—	33	45%
Writing	2011-12	20	90%	0	—	20	90%
	2010-11	40	65%	0	—	40	65%
	2009-10	17	94%	0	—	17	94%
Global Studies	2011-12	77	43%	8	38%	69	43%
	2010-11	77	36%	2	—	75	—
	2009-10	92	34%	0	—	92	34%
U.S. History and Government	2011-12	55	49%	4	—	51	—
	2010-11	40	38%	2	—	38	—
	2009-10	51	31%	2	—	49	—

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# 2 Student Performance

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## New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities						
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:					
			Begin.	Interm.	Adv.		Prof.	Begin.	Interm.		Adv.	Prof.	Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2011-12	0				0				0						
	2010-11	0				0				0						
	2009-10	0				0				0						
Reading and Writing (Grades K-1)	2011-12	0				0				0						
	2010-11	0				0				0						
	2009-10	0				0				0						
Listening and Speaking (Grades 2-4)	2011-12	0				0				0						
	2010-11	0				0				0						
	2009-10	0				0				0						
Reading and Writing (Grades 2-4)	2011-12	0				0				0						
	2010-11	0				0				0						
	2009-10	0				0				0						
Listening and Speaking (Grades 5-6)	2011-12	0				0				0						
	2010-11	0				0				0						
	2009-10	0				0				0						
Reading and Writing (Grades 5-6)	2011-12	0				0				0						
	2010-11	0				0				0						
	2009-10	0				0				0						
Listening and Speaking (Grades 7-8)	2011-12	0				0				0						
	2010-11	0				0				0						
	2009-10	0				0				0						
Reading and Writing (Grades 7-8)	2011-12	0				0				0						
	2010-11	0				0				0						
	2009-10	0				0				0						
Listening and Speaking (Grades 9-12)	2011-12	148	7%	22%	26%	45%	123	9%	22%	28%	41%	25	0%	20%	16%	64%
	2010-11	146	12%	23%	21%	45%	131	11%	24%	20%	46%	15	20%	13%	27%	40%
	2009-10	84	11%	23%	13%	54%	82	—	—	—	—	2	—	—	—	—
Reading and Writing (Grades 9-12)	2011-12	148	14%	41%	20%	25%	123	15%	41%	20%	24%	25	8%	40%	24%	28%
	2010-11	143	15%	48%	22%	15%	128	13%	49%	23%	15%	15	33%	33%	13%	20%
	2009-10	84	11%	54%	29%	7%	82	—	—	—	—	2	—	—	—	—

NOTE  
 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.

# 3 Student Outcomes

School **NEWBURGH FREE ACADEMY-MAIN CAMPUS**  
 School ID **44-16-00-01-0017**

District **NEWBURGH CITY SCHOOL DISTRICT**

## High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
<b>Total Graduates</b>	2011-12	661		617		44	
	2010-11	645		589		56	
	2009-10	672		612		60	
<b>Receiving a Regents Diploma</b>	2011-12	556	84%	545	88%	11	25%
	2010-11	509	79%	492	84%	17	30%
	2009-10	439	65%	428	70%	11	18%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011-12	145	22%	145	24%	0	0%
	2010-11	106	16%	105	18%	1	2%
	2009-10	108	16%	108	18%	0	0%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011-12	17	N/A	0		17	N/A
	2010-11	8	N/A	0		8	N/A
	2009-10	13	N/A	0		13	N/A

### NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

## High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>Dropped Out</b>	2011-12	175	5%	137	5%	38	10%
	2010-11	207	6%	169	6%	38	9%
	2009-10	230	9%	180	8%	50	15%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011-12	0	0%	0	0%	0	0%
	2010-11	0	0%	0	0%	0	0%
	2009-10	13	0%	13	1%	0	0%
<b>Total Non-completers</b>	2011-12	175	5%	137	5%	38	10%
	2010-11	207	6%	169	6%	38	9%
	2009-10	243	9%	193	8%	50	15%

## Post-secondary Plans of 2011-12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>To 4-year College</b>	242	36%	239	39%	3	5%
<b>To 2-year College</b>	254	37%	230	37%	24	39%
<b>To Other Post-secondary</b>	15	2%	12	2%	3	5%
<b>To the Military</b>	14	2%	12	2%	2	3%
<b>To Employment</b>	54	8%	43	7%	11	18%
<b>To Adult Services</b>	9	1%	0	0%	9	15%
<b>To Other Known Plans</b>	22	3%	21	3%	1	2%
<b>Plan Unknown</b>	68	10%	60	10%	8	13%