

The University of the State of New York
The State Education Department



**ANALYSES BY STUDENT SUBGROUP OF SCHOOL
PERFORMANCE IN ENGLISH LANGUAGE ARTS
AND MATHEMATICS**
for
Newburgh City School District

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title 1 of the federal Elementary and Secondary Education Act includes explicit requirements "to ensure that students served by Title 1 are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State." Beginning with this report card, New York State will report performance data by gender, disability status, racial/ethnic group, English proficiency status, migrant status, and income level. District reports do not show high school performance data by gender, racial/ethnic group, migrant status, or income level because data were available only from high schools that received Title 1 funding.

The purpose of the analyses on the following pages is to determine if students who perform below the standards in this district tend to fall into particular groups, such as minority students, English language learners, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction and student support services to remedy these performance gaps.

It is important that programmatic changes be based on valid and reliable data. If a district does not have 20 students in a group in a given year, the district should evaluate results for students in this group over a period of years to make programmatic decisions. To protect the privacy of students, the Department's policy is never to publish data for groups with fewer than five students, nor to publish data that would allow readers to easily determine the performance of a group smaller than five. If the number of students in small group racial/ethnic groups exceeds four, the aggregate performance of students in these groups is shown in the last row (Small Group Totals) of Results by Race/Ethnicity.

Elementary English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	20	0	7	71	147	82	9	309	77%	29%
Hispanic	11	98	4	14	85	84	12	195	93%	49%
Asian or Pacific Islander	0	1	0	0	3	1	4	8	100%	63%
White	7	1	7	21	112	172	100	405	95%	67%
Total	38	100	18	106	347	339	125	917	88%	51%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
Results by Gender										
Female	11	47	7	57	155	166	68	446	87%	52%
Male	27	53	11	49	192	173	57	471	90%	49%
Total	38	100	18	106	347	339	125	917	88%	51%
Results by English Proficiency Status										
English Proficient	33	0	15	99	306	306	124	835	88%	51%
Limited English Proficient	5	100	3	7	41	33	1	82	91%	41%
Total	38	100	18	106	347	339	125	917	88%	51%
Results by Income Level										
Economically Disadvantaged	29	99	12	85	239	149	20	493	83%	34%
Not Disadvantaged	9	1	6	21	108	190	105	424	95%	70%
Total	38	100	18	106	347	339	125	917	88%	51%
Results by Migrant Status										
Migrant Family	0	6	1	s	s	s	s	3	s	s
Not Migrant Family	38	94	17	s	s	s	s	914	s	s
Total	38	100	18	106	347	339	125	917	88%	51%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Elementary Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	14	0	5	44	136	116	26	322	86%	44%
Hispanic	9	1	3	25	102	130	41	298	92%	57%
Asian or Pacific Islander	0	0	0	0	1	2	6	9	100%	89%
White	4	1	3	14	73	165	156	408	97%	79%
Total	27	2	11	83	312	413	229	1037	92%	62%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
Results by Gender										
Female	6	1	3	39	160	195	112	506	92%	61%
Male	21	1	8	44	152	218	117	531	92%	63%
Total	27	2	11	83	312	413	229	1037	92%	62%
Results by English Proficiency Status										
English Proficient	22	0	10	63	242	341	209	855	93%	64%
Limited English Proficient	5	2	1	20	70	72	20	182	89%	51%
Total	27	2	11	83	312	413	229	1037	92%	62%
Results by Income Level										
Economically Disadvantaged	19	2	8	71	245	232	60	608	88%	48%
Not Disadvantaged	8	0	3	12	67	181	169	429	97%	82%
Total	27	2	11	83	312	413	229	1037	92%	62%
Results by Migrant Status										
Migrant Family	0	0	0	1	3	6	0	10	90%	60%
Not Migrant Family	27	2	11	82	309	407	229	1027	92%	62%
Total	27	2	11	83	312	413	229	1037	92%	62%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Middle-Level English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	9	0	48	90	122	26	6	244	63%	13%
Hispanic	10	26	22	62	87	29	5	183	66%	19%
Asian or Pacific Islander	0	2	0	0	4	4	4	12	100%	67%
White	3	0	16	46	161	133	30	370	88%	44%
Total	22	28	86	198	374	192	45	809	76%	29%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
Results by Gender										
Female	8	11	31	89	193	102	37	421	79%	33%
Male	14	17	55	109	181	90	8	388	72%	25%
Total	22	28	86	198	374	192	45	809	76%	29%
Results by English Proficiency Status										
English Proficient	18	0	75	162	335	187	45	729	78%	32%
Limited English Proficient	4	28	11	36	39	5	0	80	55%	6%
Total	22	28	86	198	374	192	45	809	76%	29%
Results by Income Level										
Economically Disadvantaged	10	26	65	141	172	47	8	368	62%	15%
Not Disadvantaged	12	2	21	57	202	145	37	441	87%	41%
Total	22	28	86	198	374	192	45	809	76%	29%
Results by Migrant Status										
Migrant Family	1	4	3	s	s	s	s	1	s	s
Not Migrant Family	21	24	83	s	s	s	s	808	s	s
Total	22	28	86	198	374	192	45	809	76%	29%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Middle-Level Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	10	0	38	138	86	27	3	254	46%	12%
Hispanic	10	0	33	81	86	30	1	198	59%	16%
Asian or Pacific Islander	0	1	0	1	3	4	5	13	92%	69%
White	4	0	15	64	154	132	20	370	83%	41%
Total	24	1	86	284	329	193	29	835	66%	27%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
Results by Gender										
Female	9	0	33	141	188	87	14	430	67%	23%
Male	15	1	53	143	141	106	15	405	65%	30%
Total	24	1	86	284	329	193	29	835	66%	27%
Results by English Proficiency Status										
English Proficient	20	0	68	234	289	183	29	735	68%	29%
Limited English Proficient	4	1	18	50	40	10	0	100	50%	10%
Total	24	1	86	284	329	193	29	835	66%	27%
Results by Income Level										
Economically Disadvantaged	12	1	66	195	153	39	2	389	50%	11%
Not Disadvantaged	12	0	20	89	176	154	27	446	80%	41%
Total	24	1	86	284	329	193	29	835	66%	27%
Results by Migrant Status										
Migrant Family	1	0	4	s	s	s	s	4	s	s
Not Migrant Family	23	1	82	s	s	s	s	831	s	s
Total	24	1	86	284	329	193	29	835	66%	27%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

1997 High School Cohort

General-education students who first entered ninth grade in 1997 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with local Board approval) may qualify for a local diploma by earning a score of 55-64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain Section 504 students may qualify for a local diploma by passing Regents competency tests. Data on this page are based on the *Special Regents Examination Report* for the 1997 Cohort.

Performance on the English Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	662	106	435	0	82%
Students with Disabilities	35	12	6	4	63%
Total	697	118	441	4	81%
Results by English Language Proficiency					
English Proficient	687	114	438	4	81%
Limited English Proficient	10	4	3	0	70%
Total	697	118	441	4	81%

Performance on the Mathematics Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	662	67	459	0	79%
Students with Disabilities	35	0	8	1	26%
Total	697	67	467	1	77%

Students Not Counted in the Cohort

Student Group	First-Time Ninth-Graders in Fall 1997	Students in Cohort in June 2001	Students Eliminated after October 1999			
			Eligible for Alternate Assessment	ELL Students Entering US at 17 or over	Transferred to GED or Another High School	Died or Left the USA
Total	95	697	0	0	34	1