

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**

**Meadow Hill Global Explorations Magnet School**

**in**

**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 school report card, New York State will report performance data by gender, disability status, racial/ethnic group, English proficiency status, migrant status, and income level. Only high schools that received Title 1 funding have reports showing performance data by gender, racial/ethnic group, migrant status, and income level.

The purpose of the analyses on the following pages is to determine if students who perform below the standards in this school 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 school 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 school does not have 20 students in a group in a given year, the school 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		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	4	0	1	7	18	14	0	39	82%	36%
Hispanic	1	20	0	s	s	s	s	30	s	s
Asian or Pacific Islander	0	0	0	s	s	s	s	1	s	s
White	2	0	1	1	23	14	9	47	98%	49%
Total	7	20	2	10	60	36	11	117	91%	40%
Small Group Totals (s)	1	20	0	2	19	8	2	31	94%	32%
<b>Results by Gender</b>										
Female	2	10	1	6	32	21	6	65	91%	42%
Male	5	10	1	4	28	15	5	52	92%	38%
Total	7	20	2	10	60	36	11	117	91%	40%
<b>Results by English Proficiency Status</b>										
English Proficient	7	0	1	8	49	33	11	101	92%	44%
Limited English Proficient	0	20	1	2	11	3	0	16	88%	19%
Total	7	20	2	10	60	36	11	117	91%	40%
<b>Results by Income Level</b>										
Economically Disadvantaged	5	20	2	7	41	18	2	68	90%	29%
Not Disadvantaged	2	0	0	3	19	18	9	49	94%	55%
Total	7	20	2	10	60	36	11	117	91%	40%
<b>Results by Migrant Status</b>										
Migrant Family	0	1	0	0	0	0	0	0	0%	0%
Not Migrant Family	7	19	2	10	60	36	11	117	91%	40%
Total	7	20	2	10	60	36	11	117	91%	40%

**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	4	0	1	s	s	s	s	40	s	s
Hispanic	1	1	0	3	24	19	4	50	94%	46%
Asian or Pacific Islander	0	0	0	s	s	s	s	1	s	s
White	1	0	1	2	12	19	16	49	96%	71%
Total	6	1	2	7	55	54	24	140	95%	56%
Small Group Totals (s)	4	0	1	2	19	16	4	41	95%	49%
Results by Gender										
Female	2	1	0	2	29	31	14	76	97%	59%
Male	4	0	2	5	26	23	10	64	92%	52%
Total	6	1	2	7	55	54	24	140	95%	56%
Results by English Proficiency Status										
English Proficient	6	0	2	4	36	41	23	104	96%	62%
Limited English Proficient	0	1	0	3	19	13	1	36	92%	39%
Total	6	1	2	7	55	54	24	140	95%	56%
Results by Income Level										
Economically Disadvantaged	5	1	2	5	46	31	8	90	94%	43%
Not Disadvantaged	1	0	0	2	9	23	16	50	96%	78%
Total	6	1	2	7	55	54	24	140	95%	56%
Results by Migrant Status										
Migrant Family	0	0	0	s	s	s	s	1	s	s
Not Migrant Family	6	1	2	s	s	s	s	139	s	s
Total	6	1	2	7	55	54	24	140	95%	56%

**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

Data in this section are based on Local Education Agency Program (LEAP) Reporting System Files for the 1997 Cohort. Data are only available for schools receiving Title 1 funding. Only students with disabilities and certain Section 504 students may qualify for a local diploma by passing Regents competency tests.

## Performance on the English Graduation Assessment Requirement

Results for General Education Students and Students with Disabilities Combined

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
<b>Results by Race/Ethnicity</b>					
American Indian/Alaskan Native	0	0	0	0	
Black	0	0	0	0	
Hispanic	20	0	0	0	0%
Asian or Pacific Islander	0	0	0	0	
White	0	0	0	0	
Missing	0	0	0	0	
Total	20	0	0	0	0%
Small Group Totals (s)	0	0	0	0	
<b>Results by Gender</b>					
Female	10	0	0	0	0%
Male	10	0	0	0	0%
Total	20	0	0	0	0%
<b>Results by Income Level</b>					
Economically Disadvantaged	20	0	0	0	0%
Not Disadvantaged	0	0	0	0	
Total	20	0	0	0	0%
<b>Results by Migrant Status</b>					
Migrant Family	1	s	s	s	s
Not Migrant Family	19	s	s	s	s
Total	20	0	0	0	0%

# Performance on the Mathematics Graduation Assessment Requirement

Results for General Education Students and Students with Disabilities Combined

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
<b>Results by Race/Ethnicity</b>					
American Indian/Alaskan Native	0	0	0	0	
Black	0	0	0	0	
Hispanic	20	0	0	0	0%
Asian or Pacific Islander	0	0	0	0	
White	0	0	0	0	
Missing	0	0	0	0	
Total	20	0	0	0	0%
Small Group Totals (s)	0	0	0	0	
<b>Results by Gender</b>					
Female	10	0	0	0	0%
Male	10	0	0	0	0%
Total	20	0	0	0	0%
<b>Results by Income Level</b>					
Economically Disadvantaged	20	0	0	0	0%
Not Disadvantaged	0	0	0	0	
Total	20	0	0	0	0%
<b>Results by Migrant Status</b>					
Migrant Family	1	s	s	s	s
Not Migrant Family	19	s	s	s	s
Total	20	0	0	0	0%