

New York State District Report Card Comprehensive Information Report

BEDS Code: 44-16-00-01-0000
 Name: Newburgh City School District
 Superintendent: Annette M. Saturnelli

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	323	383	392
Kindergarten	1029	978	984
First	984	1055	1007
Second	991	948	1001
Third	931	950	941
Fourth	967	896	920
Fifth	1012	939	895
Sixth	910	974	911
Ungraded Elementary	232	258	258
Seventh	946	942	1034
Eighth	842	920	936
Ninth	904	886	937
Tenth	953	1001	1050
Eleventh	688	750	752
Twelfth	688	631	656
Ungraded Secondary	415	384	434
Total K-12 Enrollment	12492	12512	12716

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	248	2.0%	267	2.1%	208	1.6%
Black (Not Hispanic)	3825	30.6%	3835	30.7%	3926	30.9%
Hispanic	3591	28.7%	3785	30.3%	4084	32.1%
White (Not Hispanic)	4828	38.6%	4625	37.0%	4498	35.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	23	23	24
Common Branch	22	22	23
English Grade 8	23	23	24
Mathematics Grade 8	22	24	24
Science Grade 8	23	24	25
Social Studies Grade 8	23	24	24
English Grade 10	22	21	20
Mathematics Grade 10	19	19	20
Science Grade 10	22	24	18
Social Studies Grade 10	24	23	23

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1251	9.8%	1305	10.1%	1408	10.7%
Eligible for Free Lunch	5260	42.1%	5447	43.5%	5358	42.1%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.7%		91.6%		91.9%
Student Suspensions	2197	17.9%	1499	12.0%	1696	13.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	10.2%	11.1%	10.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	922
Total Other Professional Staff	148
Total Paraprofessionals	224
Teaching Out of Certification*	67

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	461	218	47%	558	226	41%	569	261	46%
Students with Disabilities	21	2	10%	42	4	10%	62	6	10%
All Students	482	220	46%	600	230	38%	631	267	42%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	108	118	0	14	53	338
Percent	17%	19%	0%	2%	8%	54%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
62	6	32	94

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	70		219		144	4.7%
	Entered GED Program*	0		56		35	1.1%
	Total Noncompleters	70		275		179	5.9%
Students with Disabilities	Dropped Out	10		45		26	4.9%
	Entered GED Program*	0		4		3	0.6%
	Total Noncompleters	10		49		29	5.5%
All Students	Dropped Out	80	2.3%	264	7.5%	170	4.7%
	Entered GED Program*	0	0.0%	60	1.7%	38	1.1%
	Total Noncompleters	80	2.3%	324	9.2%	208	5.8%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	261	883	1503
	Number of Students with Disabilities	41	105	187
	Number of All Students	302	988	1690
	Percent of Enrollment	10%	33%	55%
9-12	Number of General-Education Students	271	247	2948
	Number of Students with Disabilities	14	47	379
	Number of All Students	285	294	3327
	Percent of Enrollment	8%	8%	91%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	361		
Completed and Passed Regents Exams	170	47%	77%
Completed and had Course Average of 75% or More	325	90%	81%
Completed and Attained a HS Diploma or Equivalent	361	100%	96%
Completed and Whose Status is Known	341		
Completed and Were Successfully Placed	339	99%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	17	6%	30%
Underrepresented Gender Members Who Completed	4	6%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	2	#	2	#
Science	0	0%	8	50%	7	43%
Reading	1	#	1	#	1	#
Writing	2	#	2	#	4	#
Global Studies	7	0%	4	#	5	0%
U.S. Hist & Gov't	12	0%	3	#	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	68	49%	93	61%	131	47%
Science	0	0%	94	43%	141	46%
Reading	29	79%	58	79%	38	61%
Writing	31	94%	60	73%	37	59%
Global Studies	74	11%	90	37%	100	43%
U.S. Hist & Gov't	86	10%	52	54%	68	49%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	624	758	692	36	68	61
Number Scoring 55-100	492	581	610	13	15	22
Number Scoring 65-100	406	510	553	8	11	15
Number Scoring 85-100	166	185	206	2	1	2
Percentage of Tested Scoring 55-100	79%	77%	88%	36%	22%	36%
Percentage of Tested Scoring 65-100	65%	67%	80%	22%	16%	25%
Percentage of Tested Scoring 85-100	27%	24%	30%	6%	1%	3%
Mathematics A						
Number Tested	444	946	847	30	45	76
Number Scoring 55-100	196	559	731	8	7	45
Number Scoring 65-100	129	425	536	5	6	25
Number Scoring 85-100	21	45	60	0	1	1
Percentage of Tested Scoring 55-100	44%	59%	86%	27%	16%	59%
Percentage of Tested Scoring 65-100	29%	45%	63%	17%	13%	33%
Percentage of Tested Scoring 85-100	5%	5%	7%	0%	2%	1%
Mathematics B						
Number Tested	0	302	311	0	4	2
Number Scoring 55-100	0	152	160	0	#	#
Number Scoring 65-100	0	112	127	0	#	#
Number Scoring 85-100	0	15	22	0	#	#
Percentage of Tested Scoring 55-100	0%	50%	51%	0%	#	#
Percentage of Tested Scoring 65-100	0%	37%	41%	0%	#	#
Percentage of Tested Scoring 85-100	0%	5%	7%	0%	#	#
Global History and Geography						
Number Tested	958	1101	750	80	73	44
Number Scoring 55-100	678	752	563	30	25	9
Number Scoring 65-100	510	596	462	21	18	6
Number Scoring 85-100	111	147	151	1	4	0
Percentage of Tested Scoring 55-100	71%	68%	75%	38%	34%	20%
Percentage of Tested Scoring 65-100	53%	54%	62%	26%	25%	14%
Percentage of Tested Scoring 85-100	12%	13%	20%	1%	5%	0%
U.S. History and Government						
Number Tested	753	776	715	47	45	64
Number Scoring 55-100	597	680	618	22	34	26
Number Scoring 65-100	459	572	537	17	24	16
Number Scoring 85-100	98	203	230	3	7	4
Percentage of Tested Scoring 55-100	79%	88%	86%	47%	76%	41%
Percentage of Tested Scoring 65-100	61%	74%	75%	36%	53%	25%
Percentage of Tested Scoring 85-100	13%	26%	32%	6%	16%	6%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	853	951	749	45	80	86
Number Scoring 55-100	765	786	614	38	43	39
Number Scoring 65-100	659	608	459	29	27	20
Number Scoring 85-100	80	81	55	1	0	1
Percentage of Tested Scoring 55-100	90%	83%	82%	84%	54%	45%
Percentage of Tested Scoring 65-100	77%	64%	61%	64%	34%	23%
Percentage of Tested Scoring 85-100	9%	9%	7%	2%	0%	1%
Physical Setting/Earth Science						
Number Tested	341	506	437	6	19	49
Number Scoring 55-100	283	462	367	6	16	26
Number Scoring 65-100	239	416	301	4	12	17
Number Scoring 85-100	30	113	24	1	0	0
Percentage of Tested Scoring 55-100	83%	91%	84%	100%	84%	53%
Percentage of Tested Scoring 65-100	70%	82%	69%	67%	63%	35%
Percentage of Tested Scoring 85-100	9%	22%	5%	17%	0%	0%
Physical Setting/Chemistry						
Number Tested	317	379	288	3	6	5
Number Scoring 55-100	273	308	263	#	4	3
Number Scoring 65-100	180	194	175	#	3	1
Number Scoring 85-100	22	15	20	#	0	0
Percentage of Tested Scoring 55-100	86%	81%	91%	#	67%	60%
Percentage of Tested Scoring 65-100	57%	51%	61%	#	50%	20%
Percentage of Tested Scoring 85-100	7%	4%	7%	#	0%	0%
Physical Setting/Physics						
Number Tested			72			0
Number Scoring 55-100			61			0
Number Scoring 65-100			57			0
Number Scoring 85-100			18			0
Percentage of Tested Scoring 55-100			85%			0%
Percentage of Tested Scoring 65-100			79%			0%
Percentage of Tested Scoring 85-100			25%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	62	75	63	0	0	0
Number Scoring 55-100	59	65	63	0	0	0
Number Scoring 65-100	57	62	62	0	0	0
Number Scoring 85-100	34	23	29	0	0	0
Percentage of Tested Scoring 55-100	95%	87%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	83%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	55%	31%	46%	0%	0%	0%
Comprehensive Italian						
Number Tested	34	88	79	0	0	1
Number Scoring 55-100	29	81	77	0	0	#
Number Scoring 65-100	27	78	75	0	0	#
Number Scoring 85-100	11	44	38	0	0	#
Percentage of Tested Scoring 55-100	85%	92%	97%	0%	0%	#
Percentage of Tested Scoring 65-100	79%	89%	95%	0%	0%	#
Percentage of Tested Scoring 85-100	32%	50%	48%	0%	0%	#
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	392	407	218	3	5	3
Number Scoring 55-100	341	360	208	#	5	#
Number Scoring 65-100	318	343	194	#	4	#
Number Scoring 85-100	175	177	104	#	0	#
Percentage of Tested Scoring 55-100	87%	88%	95%	#	100%	#
Percentage of Tested Scoring 65-100	81%	84%	89%	#	80%	#
Percentage of Tested Scoring 85-100	45%	43%	48%	#	0%	#
Comprehensive Latin						
Number Tested	0	23	24	0	0	0
Number Scoring 55-100	0	23	23	0	0	0
Number Scoring 65-100	0	23	20	0	0	0
Number Scoring 85-100	0	11	5	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	83%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	48%	21%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	0	113	0	0	3	0
Number Scoring 55-100	0	55	0	0	#	0
Number Scoring 65-100	0	34	0	0	#	0
Number Scoring 85-100	0	6	0	0	#	0
Percentage of Tested Scoring 55-100	0%	49%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	30%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	5%	0%	0%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	40	63%
Students with Disabilities	0	0%	0	0%	7	14%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	819	9%	8%	61%	22%
	Students with Disabilities	112	42%	21%	34%	4%
	All Students	931	13%	9%	58%	19%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	792	8%	57%	31%	4%
	Students with Disabilities	103	45%	50%	5%	0%
	All Students	895	13%	56%	28%	4%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	8	2	0	2	1	5
Middle Level						
Social Studies	3	1	#	#	#	#
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	645	645	645	101	101	101	746	746	746
Number Scoring 55–64	61	51	46	6	6	8	67	57	54
Number Scoring 65–84	378	281	435	22	19	29	400	300	464
Number Scoring 85–100	101	190	78	1	7	1	102	197	79
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			490			13
Beginning (0-18)			35			1
Intermediate (19-31)			108			7
Advanced (32-36)			198			5
Proficient (37-39)			149			0
Reading and Writing (Grade K-1)						
Number Tested			491			13
Beginning (0-14)			147			5
Intermediate (15-24)			139			6
Advanced (25-32)			153			2
Proficient (33-35)			52			0
Listening and Speaking (Grade 2-4)						
Number Tested			577			61
Beginning (0-18)			18			3
Intermediate (19-31)			86			12
Advanced (32-36)			166			19
Proficient (37-39)			307			27
Reading and Writing (Grade 2-4)						
Number Tested			578			61
Beginning (0-14)			114			22
Intermediate (15-24)			250			26
Advanced (25-32)			152			12
Proficient (33-35)			62			1
Listening and Speaking (Grade 5-6)						
Number Tested			145			11
Beginning (0-18)			13			1
Intermediate (19-31)			9			0
Advanced (32-36)			50			5
Proficient (37-39)			73			5
Reading and Writing (Grade 5-6)						
Number Tested			145			11
Beginning (0-14)			17			1
Intermediate (15-24)			48			7
Advanced (25-32)			70			3
Proficient (33-35)			10			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			81			1
Beginning (0-18)			14			#
Intermediate (19-31)			11			#
Advanced (32-36)			29			#
Proficient (37-39)			27			#
Reading and Writing (Grade 7-8)						
Number Tested			83			1
Beginning (0-14)			14			#
Intermediate (15-24)			38			#
Advanced (25-32)			26			#
Proficient (33-35)			5			#
Listening and Speaking (Grade 9-12)						
Number Tested			140			1
Beginning (0-18)			12			#
Intermediate (19-31)			45			#
Advanced (32-36)			42			#
Proficient (37-39)			41			#
Reading and Writing (Grade 9-12)						
Number Tested			138			1
Beginning (0-14)			22			#
Intermediate (15-24)			51			#
Advanced (25-32)			57			#
Proficient (33-35)			8			#

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)