

New York State Education Department
Contract For Excellence
2008-09 Needs and Strategies Report

NEWBURGH CITY SD

SUPERINTENDENT ANNETTE SATURNELLI

Achievement Issues : Describe the overall student achievement need presenting the greatest challenge in your school district which the Contract for Excellence addresses. In particular, describe the needs for those schools in improvement status that qualified your district for the Contract for Excellence.

The overall student achievement need presenting the greatest challenge for the Newburgh Enlarged City School District which the C4E addresses is the performance of our Students With Disabilities (SWDs) and English Language Learners (ELLs) as measured by the NYSTP assessments. The district has six schools in improvement status in ELA and/or Mathematics. South Junior High School is in restructuring Year 2 for ELA and Planning for Restructuring for Math. For ELA, they did not meet participation requirements or performance index (PI) for SWDs and did not meet the PI for ELLs. For Math, they did make AYP. Newburgh Free Academy is in Planning for Restructuring for ELA and Corrective Action for Math. For ELA, they did not meet the PI or graduation rate for SWDs. For Math, they did not meet the PI or graduation rate for SWDs. Heritage Junior High School is in Planning for Restructuring for ELA and Restructuring Year 1 for Math. They did make AYP in both ELA and Math for all disaggregated groups. North Junior High School is in Planning for Restructuring for ELA and Corrective Action for Math. They did make AYP in both ELA and Math for all disaggregated groups. Temple Hill Academy is in Corrective Action for ELA because they did not make the PI for SWDs and ELLs. They did make AYP for all disaggregated groups. Meadow Hill Global Explorations Magnet School is SINI Year 2 for ELA. They did make AYP for all disaggregated groups.

Contract Plan : Describe the overall strategy your district will implement under the Contract for Excellence to address the above needs. Detail the new and innovative programs selected and how they will integrate with existing improvement plans.

NYS assessments indicate that our efforts to implement research-based best practices have resulted in increased student performance. To continue this trend for the 2008-09 C4E we will expand and maintain initiatives implemented in the 2007-08 C4E. As reported in last year's C4E narrative, as a result of two successfully passed bond referendums we were able to continue the implementation of our master plan that included renovations and additions to district buildings with grade level reconfigurations that will be completed over a period of years. This plan will continue as part of C4E now and in the future. Features of our C4E plan include the following components. During the 2007-08 school year, we staffed the additions at two of our high performing elementary schools. This allowed students to transfer from our 7 other elementary schools with first priority given to students from our two SINI schools. This began our district-wide class size reduction plan. New teachers were hired for one new class at each grade level (K-6) as well as for special subject areas. This year we begin the transition to reconfigure the high school from grades 10-12 to grades 9-12. Two of our elementary schools begin the conversion from K-6 to K-8 and a new K-4 elementary school is opening. This allows students from the two K-6 SINI schools to transfer to the smaller K-4 school continuing our class size reduction initiative. Teaching assistants will be placed in first grade classrooms across the district to provide additional instructional support especially in reading. A teaching assistant and a teacher in the same classroom is an effective means of reducing class size. New program/texts have been purchased for our newly developed course in geometry that is aligned to the revised NYS mathematics standards. Our Extended School Year Program for literacy (K-6), course recovery and literacy (7-8), course recovery (9-12) and courses in advance (9-12) will be continued and expanded. This year, emphasis was placed on the recruitment and participation of all students with disabilities (SWDs) and English language learners (ELLs). This extra summer term allows students to take courses in advance to meet cohort graduation requirements in four years. Our extended school day program offers instruction in literacy and math beyond the school day for all students in need of additional support especially for SWDs and ELLs. Leadership coaches will continue to assist administrators to become more effective instructional leaders and improve instruction for all students especially our underperforming

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students. Our literacy and math coaches for teachers will continue to provide embedded professional development. We will continue to expand our career and technical education programs. Our construction career academy and certified nursing assistant program will provide and expand career pathways to allow more students to complete graduation requirements. Social workers, case management workers and attendance teachers will provide expanded support services for at risk students and their families to improve attendance, student performance and graduation rates and to reduce drop-out rates. Our young parents program will continue to provide quality and affordable day care for their at risk babies which allows the students to attend school and complete graduation requirements. The 2007-08 ELA Audit of Curriculum identified 4 key findings/recommendations that will guide implementation of our district-wide plan. The recommendations are: implement a comprehensive clearly articulated ELA written curriculum for all students; implement a clearly articulated ELA system of instruction; develop and implement sustained district-wide ELA professional development opportunities with special emphasis on teaching SWDs and ELLs for all instructional staff; and develop and implement a district-wide system to increase access to the core curriculum for ELLs.

Special Populations : The needs of special populations (LEP, students with disabilities, poverty and students with low achievement) should be assessed, with specific programmatic efforts identified.

The needs of the special populations ELLs, SWDs economically disadvantaged, and students with low achievement were identified by the Audit of Curriculum (AOC) conducted by Learning Points Associates during the 2007-08 school year. The findings of the AOC addressed the need for a comprehensive, clearly articulated ELA written curriculum for all students; to implement a clearly articulated ELA system of instruction; to develop and implement sustained district-wide ELA professional development opportunities, with special emphasis on teaching SWDs and ELLs, for all instructional staff; and to develop and implement a district-wide system to increase access to the core curriculum for ELLs.

Targeting to Need : Provide evidence that funds are targeted to students with the greatest educational needs. Refer to the Educational Need Matrix e-mailed to each superintendent.

Funds are targeted to students with the greatest educational needs as per the Educational Need Matrix provided by NYSED: Newburgh Free Academy, minimum pro-rata allocation \$487,143, actual allocated amount \$491,822, total enrollment 2,761 students, 71 ELLs (2.6%), 894 Free lunch (32.4%), 347 SWDs (12.6%) and 715 non-achieving students (25.9%); Temple Hill Academy, minimum pro-rata allocation \$434,958, actual allocated amount \$457,503, total enrollment 1,130 students, 365 ELLs (32.3%), 773 Free lunch (68.4%), 127 SWDs (11.2%) and 545 non-achieving students (48.2%); Meadow Hill School, minimum pro-rata allocation \$328,225, actual allocation \$437,227, total enrollment 1,074 students, 226 ELLs (21%), 600 Free lunch (55.9%), 182 SWDs (16.9%) and 358 non-achieving students (33.3%); South Junior High School, minimum pro-rata allocation \$289,113, actual allocated amount \$321,894, total enrollment 962 students, 96 are ELLs (10%), 509 Free lunch (52.9%), 106 SWDs (11%) and 492 non-achieving students (51.1%); North Junior High School, minimum pro-rata allocation was \$282,833, actual allocated amount \$348,677, total enrollment 1030 students, 11 ELLs (1.1%), 443 Free lunch (43%), 176 SWDs (17.1%) and 547 non-achieving students (53.1%); Heritage Junior High School, minimum pro-rata allocation \$238,474, actual allocated amount \$238,755, total enrollment of 904, 14 ELLs (1.5%), 378 Free lunch (41.8%), 174 SWDs (19.2%) and 426 non-achieving students (47.2%); GAMS Elementary School, no minimum pro-rate allocation but there are students with educational needs, allocated amount \$67,929, total enrollment 1,027, 211 ELLs (20.5%), 539 free lunch (52.5%), 133 SWDs (13%) and 332 non-achieving students (32.4%); Gardnertown School, no minimum pro-rate allocation but there are students with educational needs, actual allocated amount \$53,01, total enrollment 712, 119 ELLs, (16.7%), 331 free lunch (46.5%), 99 SWDs

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(13.9%) and 218 non-achieving students (30.6%); At Vails Gate School, no minimum pro-rate allocation but there are students with educational needs, actual allocated amount \$45,000, total enrollment 639, 103 ELLs, (16.1%), 335 free lunch (52.4%), 90 SWDs (14.1%) and 213 non-achieving students (33.4%); Horizons-on-the-Hudson Elementary School, no minimum pro-rate allocation but there are students with educational needs, actual allocated amount \$61,218, total enrollment 467, 74 ELLs, (15.8%), 341 free lunch (73%), 42 SWDs (9%) and 230 non-achieving students (49.3%); New Windsor School, no minimum pro-rate allocation but there are students with educational needs, actual allocated amount \$142,974, total enrollment of 505, 43 ELLs, (8.5%), 250 free lunch (49.5%), 65 SWDs (12.9%) and 215 non-achieving students (42.7 %); Fostertown School, no minimum pro-rate allocation but there are students with educational needs, actual allocated amount 26,682, total enrollment 603, 25 ELLs, (4.1%), 204 free lunch (33.8%), 63 SWDs (10.4%) and 151 non-achieving students (25.1%); Balmville School, no minimum pro-rate allocation but there are students with educational needs, actual allocated amount \$81,923, total enrollment of 324, 32 ELLs, (9.9%), 112 free lunch (34.6%), 22 SWDs (6.8%) and 105 non-achieving students (32.5%). We are reopening West Street School as a K-4 elementary school as part of our class size reduction plan. We are allocating \$480,131. The projected enrollment will be 320 students.

Performance Targets : You will need to complete a detailed Performance Matrix in the application that will capture the specific gap reduction you expect in each school with C4E funds for specific accountability areas and subgroups of students. In this narrative, describe the overall achievement outcomes that you anticipate will result from the C4E programs.

The overall achievement outcomes that we anticipate from the C4E programs are to reduce the gap between the Performance Index and 200 by 10% for each of the disaggregated groups for each of the schools in improvement status. For schools not in improvement status, our goal is to reduce the gap by 10% for the targeted disaggregated groups.

Maintenance of Effort : Describe how you will continue your previous year's C4E program expenditures. Explain any reductions in expenditures that will be reallocated as part of this year's contract.

NYS assessments indicate that our efforts to implement research-based best practices have resulted in increased student performance. To continue this trend for the 2008-09 C4E we will expand and maintain initiatives implemented in the 2007-08 C4E. During the 2007-08 school year, we staffed the additions at two of our high performing elementary schools. New teachers were hired for one new class at each grade level (K-6) as well as for special subject areas. This began our district-wide class size reduction plan. During the 2008-09 school year increase in salaries will be funded by C4E. The opening of West Street School allows students from the two K-6 SINI schools to transfer to the smaller K-4 school thus continuing our class size reduction initiative. Teaching assistants will be placed in first grade classrooms across the district to provide additional instructional support especially in reading. A teaching assistant and a teacher in the same classroom is an effective means of reducing class size. Our Extended School Year Program for literacy (K-6), course recovery and literacy (7-8), course recovery (9-12) and courses in advance (9-12) will be continued and expanded. This year, emphasis was placed on the recruitment and participation of all students with disabilities (SWDs) and English language learners (ELLs). This extra summer term allows students to take courses in advance to meet cohort graduation requirements in four years. Our extended school day program offers instruction in literacy and math beyond the school day for all students in need of additional support especially for SWDs and ELLs. Leadership coaches will continue to assist administrators to become more effective instructional leaders and improve instruction for all students especially our underperforming students. Our literacy and math coaches for teachers will continue to provide embedded professional development. We will continue to expand our career and technical education programs. Our

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construction career academy and certified nursing assistant program will provide and expand career pathways to allow more students to complete graduation requirements. Social workers, case management workers and attendance teachers will provide expanded support services for at risk students and their families to improve attendance, student performance and graduation rates and to reduce drop-out rates. Our young parents program will continue to provide quality and affordable day care for their at risk babies which allows the students to attend school and complete graduation requirements.

New vs. Continuation of Existing Programs : Describe how funds will supplement and not supplant current programs, except where allowed.

Teaching assistants will be placed in first grade classrooms across the district to provide additional instructional support especially in reading. A teaching assistant and a teacher in the same classroom is an effective means of reducing class size. Prior to this year's C4E funding, there were no teaching assistants in our first grade classrooms. Two of our elementary schools begin the conversion from K-6 to K-8 and a new K-4 elementary school is opening. This allows students from the two K-6 SINI schools to transfer to the smaller K-4 school continuing our class size reduction initiative. C4E funding for this school year will assist us with the re-opening of West Street Elementary School. C4E funding will allow us to purchase a new program/texts for our newly developed course in geometry that is aligned to the revised NYS mathematics standards. C4E funding allowed us to hire two additional literacy coaches to provide embedded professional development for our teachers. C4E funding allowed us to move forward with technology integration at Heritage Junior High School, Temple Hill Academy and Newburgh Free Academy. This will allow for another opportunity for differentiated instruction. C4E funding allowed us to expand our Extended School Year Program from 20 to 25 days and to increase the participation of more SWDs and ELLs. C4E funding allowed us to expand our construction career academy and certified nursing assistant programs at Newburgh Free Academy to provide and expand career pathways to allow more students to complete graduation requirements.