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The New York State School District Report Card for Pawling Central School District

An Overview of Academic Performance

February 2000

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

March 6, 2000

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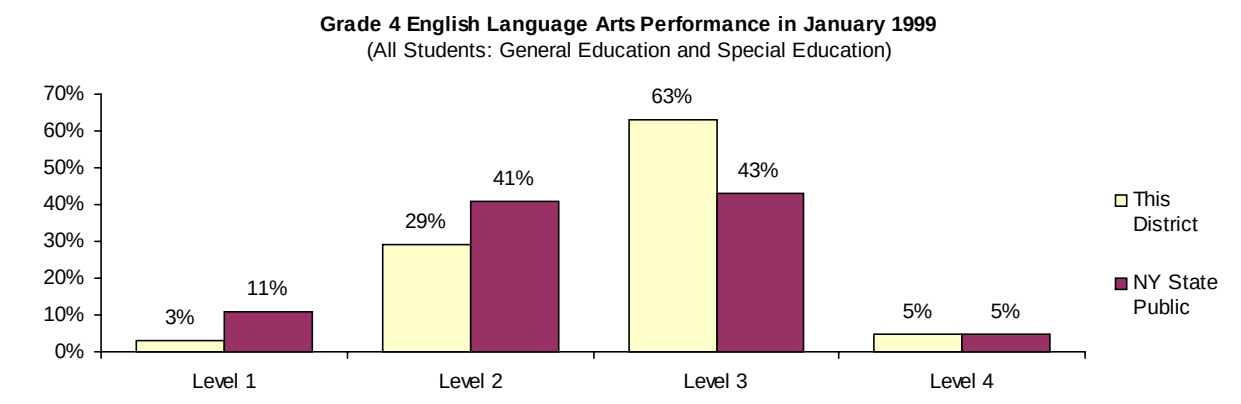
Grade 4

English Language Arts



Performance in This District		Counts of Students								Mean Score
		Not Tested			Tested					
		IEP[1]	ELL[2]	Absent[3]	Level 1	Level 2	Level 3	Level 4	Total	
Jan 1999	General Education		0	0	1	26	65	5	97	659
	Special Education	3	0	0	2	5	2	0	9	625
	All Students	**3**	**0**	**0**	**3**	**31**	**67**	**5**	**106**	**656**

Grade 4 English Language Arts Levels – Listening, Reading, and Writing Standards

Level 4 (692-800)	**These students exceed the standards and are moving toward high performance on the Regents examination.** They show superior knowledge and skill for each standard for elementary students, and proficient intermediate-level skills in listening, reading and writing. Students show thorough understanding of written and oral text. Students' writing is well organized, with minor errors that do not interfere with readability.
Level 3 (645-691)	**These students meet the standards and, with continued steady growth, should pass the Regents examination.** They show knowledge and skill for each standard for elementary students, and show some intermediate-level skills in listening, reading and writing. Students show understanding of written and oral text. Students' writing is generally focused and organized, with minor errors that do not interfere with readability.
Level 2 (603-644)	**These students need extra help to meet the standards and pass the Regents examination.** They show some knowledge and skill for each standard for elementary students, but none of the intermediate-level skills in listening, reading and writing. Students show partial understanding of written and oral text. Students' writing has some focus and basic organization and uses simple sentences and vocabulary. Errors sometimes interfere with readability.
Level 1 (455-602)	**These students have serious academic deficiencies.** They show no evidence of any proficiency in one or more of the elementary standards and incomplete proficiency in all three of the standards. Students show minimal understanding of written and oral text. Students' writing is brief, general, or uses repetitive statements, and reveals difficulty in organizing thoughts. Errors interfere with readability.

Performance of English Language Learners (ELL)

English language learners (ELL), formerly referred to as limited English proficient (LEP), are students for whom English is a second language. Schools assist these students in learning English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test.[2] Their progress in learning English is measured, using standardized tests, and reported.

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
January 1999	0	0

1 These students with disabilities were exempt from this test because of their disability. This exemption is stated in their Individualized Educational Program (IEP).

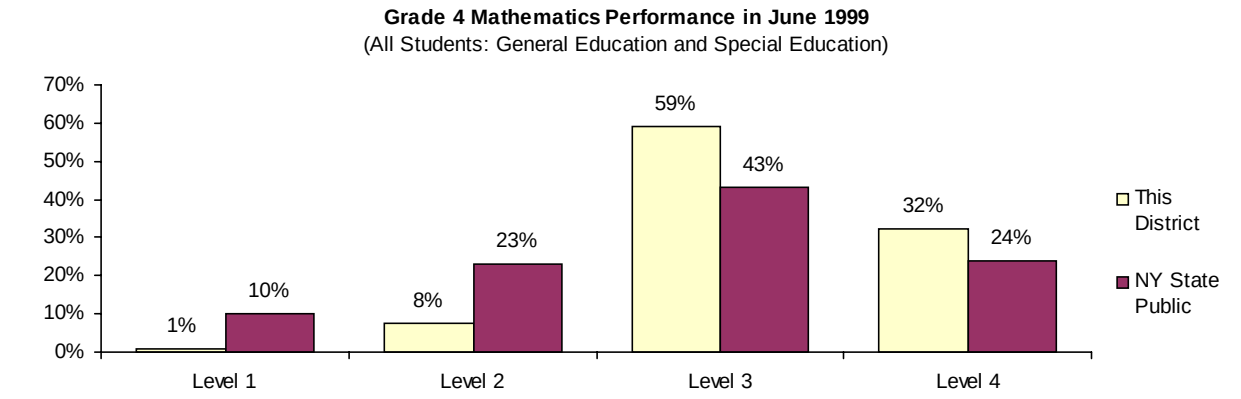
2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who perform below the 30th percentile on another appropriate English reading assessment. Other grade 4 ELL students must take this test.

3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Grade 4

Mathematics



Performance in This District		Counts of Students								Mean Score
		Not Tested			Tested					
		IEP[1]	ELL[2]	Absent[3]	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	0	0	4	58	33	95	671
	Special Education	3	0	0	1	4	4	1	10	640
	All Students	**3**	**0**	**0**	**1**	**8**	**62**	**34**	**105**	**668**

Grade 4 Mathematics Levels – Knowledge, Reasoning, and Problem Solving Standards

Level 4 (678-810)	**These students exceed the standards and are moving toward high performance on the Regents examination.** They show superior knowledge and skill for each key idea for elementary students, and proficient knowledge and skills for each key idea for intermediate students. They work with decimals and use percentages; measure length, area, and volume; and apply concepts of probability. They analyze situations, explain reasoning, and draw conclusions.
Level 3 (637-677)	**These students meet the standards and, with continued steady growth, should pass the Regents examination.** They show knowledge and skill for each key idea for elementary students, and some knowledge and skills for each key idea for intermediate students. They have a basic understanding of real world data, use appropriate units of measure, and understand fundamentals of geometry. They can justify a reasonable solution.
Level 2 (602-636)	**These students need extra help to meet the standards and pass the Regents examination.** They show some knowledge and skill for each key idea for elementary students, but no knowledge and skills for the key ideas for intermediate students. They use basic mathematics facts, work with whole numbers, and identify units of measurement. They can use manipulatives to solve for an unknown.
Level 1 (448-601)	**These students have serious academic deficiencies.** They show no evidence of any proficiency in one or more of the elementary key ideas and incomplete proficiency in all seven key ideas. They know some basic addition and subtraction, how to count to find answers, and understand that some events are more likely than others.

1 These students with disabilities were exempt from this test because of their disability. This exemption is stated in their Individualized Educational Program (IEP).

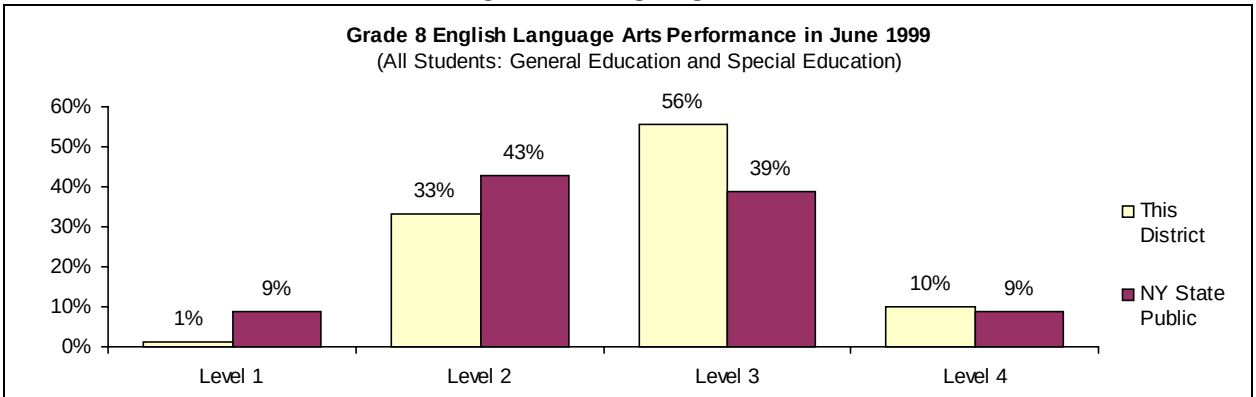
2 These students were not required to take this test because they were English language learners (ELL) who performed below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing, but were not present to complete some part of the mathematics assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Grade 8

English Language Arts



Performance in This District		Counts of Students								Mean Score
		Not Tested			Tested					
		IEP[1]	ELL[2]	Absent[3]	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		1	0	0	18	50	9	77	716
	Special Education	2	0	0	1	12	0	0	13	680
	All Students	**2**	**1**	**0**	**1**	**30**	**50**	**9**	**90**	**711**

Grade 8 English Language Arts Levels – Listening, Reading, and Writing Standards

Level 4 (739-830)	**These students exceed the standards and are moving toward high performance on the Regents examination.** They show superior knowledge and skill for each standard for intermediate students, and proficient commencement-level skills in listening, reading and writing. Students show thorough understanding of intermediate written and oral text. Students' writing is consistently well organized, insightful, and thoroughly developed, with sophisticated and effective language and few or no errors in spelling, grammar, or punctuation.
Level 3 (701-738)	**These students meet the standards and, with continued steady growth, should pass the Regents examination.** They show knowledge and skill for each standard for intermediate students, and some commencement-level skills in listening, reading and writing. Students show general understanding of intermediate level written and oral text. Students' writing is generally organized and developed, with minor errors that do not interfere with readability.
Level 2 (662-700)	**These students need extra help to meet the standards and pass the Regents examination.** They show some knowledge and skill for each standard for intermediate students. Students show partial understanding of intermediate-level written and oral text. Students' writing has some focus and basic organization and uses simple sentences and vocabulary. Errors sometimes interfere with comprehension.
Level 1 (527-661)	**These students have serious academic deficiencies.** They show no evidence of any proficiency in one or more of the standards for intermediate students and incomplete proficiency in all three of the standards. Students show minimal understanding of intermediate-level written and oral text. Students' writing is brief, general, or uses repetitive statements, and reveals difficulty in organizing thoughts. Errors interfere with both readability and comprehension.

Performance of English Language Learners (ELL)

English language learners (ELL), formerly referred to as limited English proficient (LEP), are students for whom English is a second language. Schools assist these students in learning English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test.[2] Their progress in learning English is measured, using standardized tests, and reported.

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 1999	1	#

1 These students with disabilities were exempt from this test because of their disability. This exemption is stated in their Individualized Educational Program (IEP).

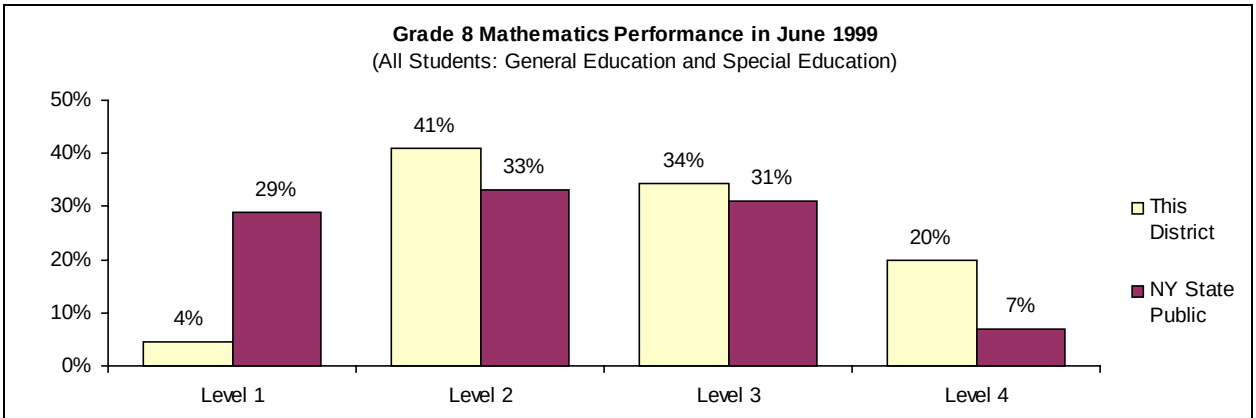
2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment. Other grade 4 ELL students must take this test.

3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Grade 8

Mathematics



Performance in This District		Counts of Students								Mean Score
		Not Tested			Tested					
		IEP[1]	ELL[2]	Absent[3]	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	0	0	31	29	18	78	733
	Special Education	2	0	1	4	6	2	0	12	690
	All Students	**2**	**0**	**1**	**4**	**37**	**31**	**18**	**90**	**727**

Grade 8 Mathematics Levels – Knowledge, Reasoning, and Problem Solving Standards

Level 4 (760-882)	**These students exceed the standards and are moving toward high performance on the Regents examination.** They show superior knowledge and skill for each key idea for intermediate students, and proficient commencement-level skills. They consistently demonstrate proficiency and accuracy in processes and solutions. They clearly communicate mathematical insights, use a wide range of mathematical problem-solving strategies, and identify the most efficient means to a solution.
Level 3 (716-759)	**These students meet the standards and, with continued steady growth, should pass the Regents examination.** They show knowledge and skill for each key idea for intermediate students, and some commencement-level skills. They use prime numbers, factors, rational numbers; apply formulas; visualize three dimensional shapes; understand and use the Pythagorean theorem and trigonometric functions.
Level 2 (681-715)	**These students need extra help to meet the standards and pass the Regents examination.** They show some knowledge and skill for each key idea for intermediate students. They use basic reasoning, understand percentages, visualize two-dimensional shapes, understand properties of polygons and use patterns.
Level 1 (517-680)	**These students have serious academic deficiencies.** They show no evidence of any proficiency in one or more of the key ideas for intermediate students and incomplete proficiency in all seven key ideas. They can use variables and make and use simple measurements. They may use simple operations and understand simple graphical displays. They can identify some patterns and functions.

1 These students with disabilities were exempt from this test because of their disability. This exemption is stated in their Individualized Educational Program (IEP).

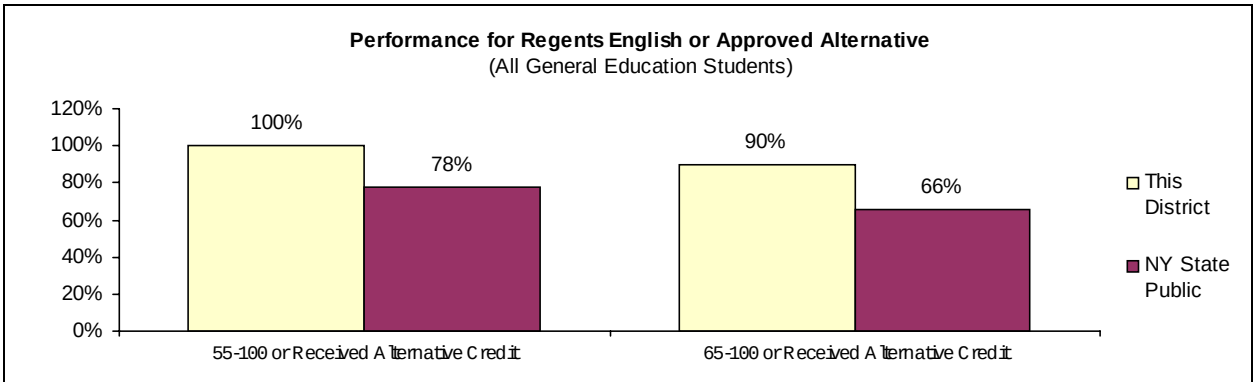
2 These students were not required to take this test because they are English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing, but were not present to complete some part of the mathematics assessment.

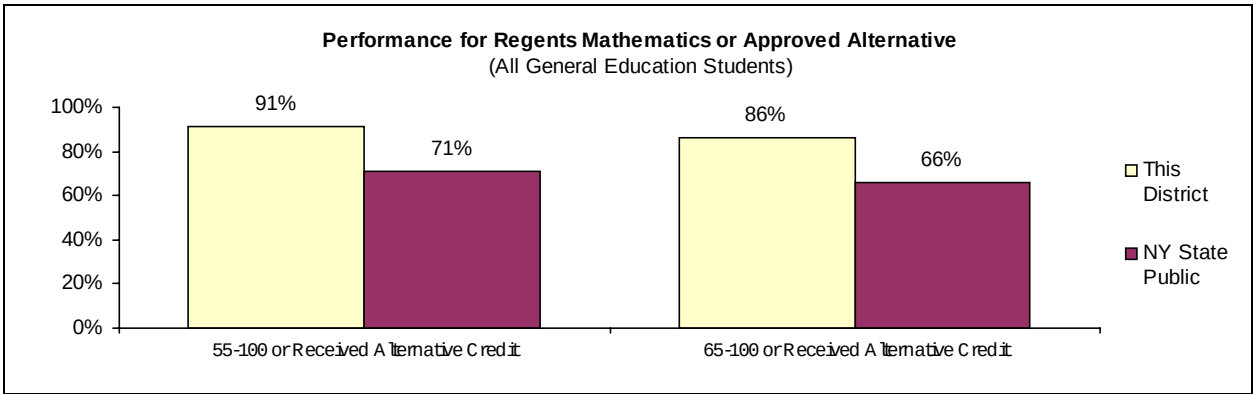
To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Cohort Performance

This cohort includes all students enrolled in this district in June 1999 who first entered grade 9 in September 1996. General education students in this cohort must pass the Regents English examination to earn a high school diploma.[1] Special education students who do not pass the Regents English examination may meet this graduation requirement by passing the Regents Competency Tests in both reading and writing. Students in this cohort are not required to pass a Regents mathematics examination to earn a local diploma.



Counts of Students	General Education	Special Education	All Students
September 1996 Grade 9 First-Time Students	58	6	64
Students Tested	58	6	64
Students with High Score From 55 To 100	58	3	61
Students with High Score From 65 To 100	52	1	53
Received Credit For An Approved Alternative Assessment	0	0	0



Counts Of Students In Secondary Program for Three Years	General Education	Special Education	All Students
September 1996 Grade 9 First-Time Students	58	6	64
Students Tested	58	5	63
Students with High Score From 55 To 100	53	1	54
Students with High Score From 65 To 100	50	1	51
Received Credit For An Approved Alternative Assessment	0	0	0

[1] Students who score 55 to 64 may earn a local diploma with the approval of the local school board. Only the highest score of each student is counted, regardless of how many times or in which years the student may have taken the examination.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "General-Education" category.

School District Profile

Superintendent: Dr. Evalyn W. Jerkins	Phone: (914)855-4600

Organization 1998-99		School Staff (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
K-12	1,301	99	12	21

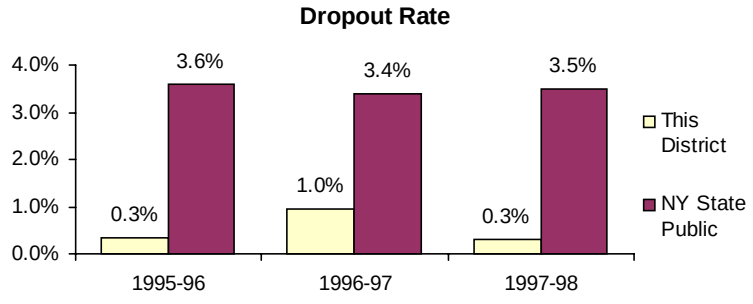
Public Total Expenditure per Pupil	1997-98
This School District	$9,793
New York State	$9,810

District Student Enrollment

Grade Levels	October 1998	Grade Levels	October 1998
Pre-Kindergarten	0	Grade 7	112
Kindergarten	98	Grade 8	93
Grade 1	134	Grade 9	88
Grade 2	105	Grade 10	103
Grade 3	111	Grade 11	65
Grade 4	109	Grade 12	77
Grade 5	119	Ungraded Elementary with Disabilities	0
Grade 6	87	Ungraded Secondary with Disabilities	0

Student Demographics	1996-97		1997-98		1998-99		
	Count	Percent	Count	Percent	Count	Percent	NY Statewide Public Percent
English Language Learners	13	1.0%	18	1.4%	15	1.2%	7.5%
Eligible For Free Lunch	78	6.7%	73	6.1%	56	4.7%	38.5%

Need / Resource Capacity Group	The Education Department groups school districts for policy analysis based on certain demographic factors. This is a school district with low student needs in relation to district resource capacity.



A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.