

661500-01-0000

The New York State School District Report Card for Peekskill City School District

An Overview of Academic Performance



February 2001



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

March 16, 2001

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

CARL T. HAYDEN, <i>Chancellor</i> , A.B., J.D.	Elmira
DIANE O'NEILL MCGIVERN, <i>Vice Chancellor</i> , B.S.N., M.A., Ph.D.	Staten Island
ADELAIDE L. SANFORD, B.A., M.A., P.D.	Hollis
SAUL B. COHEN, B.A., M.A., Ph.D.	New Rochelle
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D.	Peru
ROBERT M. BENNETT, B.A., M.S.	Tonawanda
ROBERT M. JOHNSON, B.S., J.D.	Lloyd Harbor
ANTHONY S. BOTTAR, B.A., J.D.	Syracuse
MERRYL H. TISCH, B.A., M.A.	New York
ENA L. FARLEY, B.A., M.A., Ph.D.	Brockport
GERALDINE D. CHAPEY, B.A., M.A., Ed.D.	Belle Harbor
RICARDO E. OQUENDO, B.A., J.D.	Bronx
ARNOLD B. GARDNER, B.A., LL.B.	Buffalo
CHARLOTTE K. FRANK, B.B.A., M.S.Ed., Ph.D.	New York
HARRY PHILLIPS, 3 rd , B.A., M.S.F.S.	Hartsdale

President of The University and Commissioner of Education

RICHARD P. MILLS

Chief Operating Officer

RICHARD H. CATE

Deputy Commissioner for Elementary, Middle, Secondary and Continuing Education

JAMES A. KADAMUS

Coordinator, Facilities, Management and Information Services

CHARLES SZUBERLA

Coordinator, Information, Reporting and Technology Services

MARTHA P. MUSSER

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 152, Education Building, Albany, NY 12234.

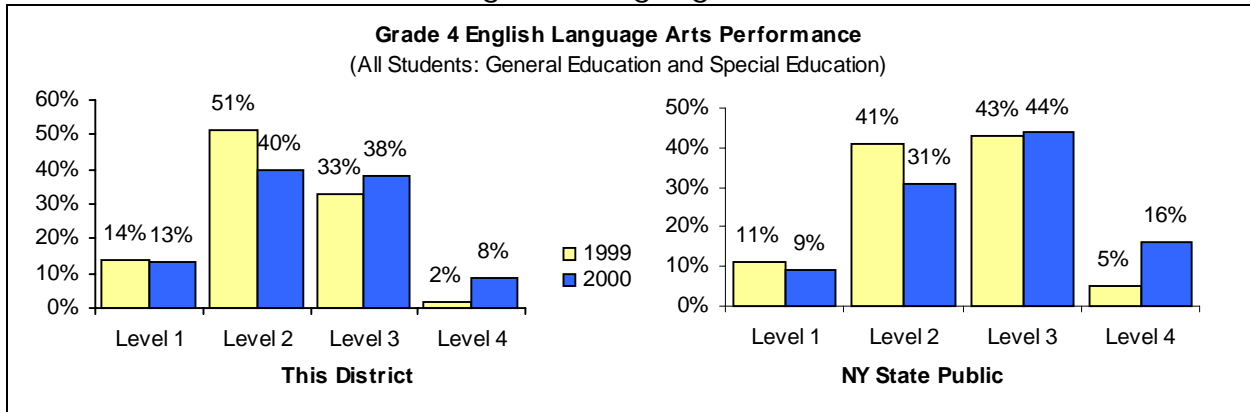
Please address all correspondence about this report that is not related to data corrections to:

School Report Card Coordinator
Information, Reporting, and Technology Services Team
Room 863 Education Building Annex
New York State Education Department
Albany, NY 12234

e-mail: RPTCARD@mail.nysed.gov

Grade 4

English Language Arts



Performance for 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		3	7	17	103	64	4	188	636
	Special Education	7	0	0	15	15	12	0	42	618
	All Students	7	3	7	32	118	76	4	230	632
Feb 2000	General Education		4	6	15	65	80	18	178	647
	Special Education	2	0	3	15	25	6	1	47	616
	All Students	2	4	9	30	90	86	19	225	640

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 are proficient at some 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)

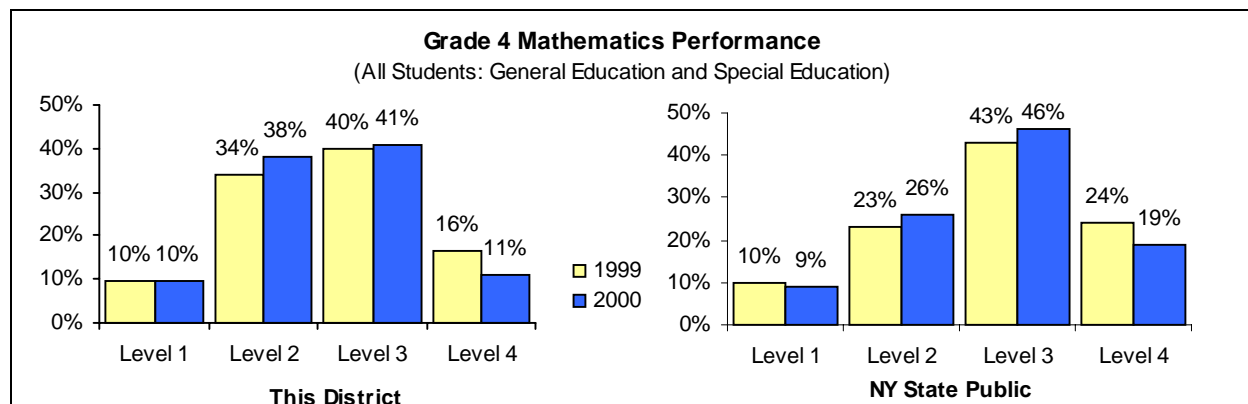
ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
February 2000	4	#

- 1 These students were exempt from this test because of disability as 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.
- 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 for 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		2	7	16	64	80	37	197	647
	Special Education	9	0	5	7	16	15	2	40	627
	All Students	9	2	12	23	80	95	39	237	644
May 2000	General Education		4	5	12	62	80	25	179	644
	Special Education	2	0	4	10	24	12	0	46	621
	All Students	2	4	9	22	86	92	25	225	639

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 some key ideas 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 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 were exempt from this test because of disability as stated in their Individualized Educational Program (IEP).

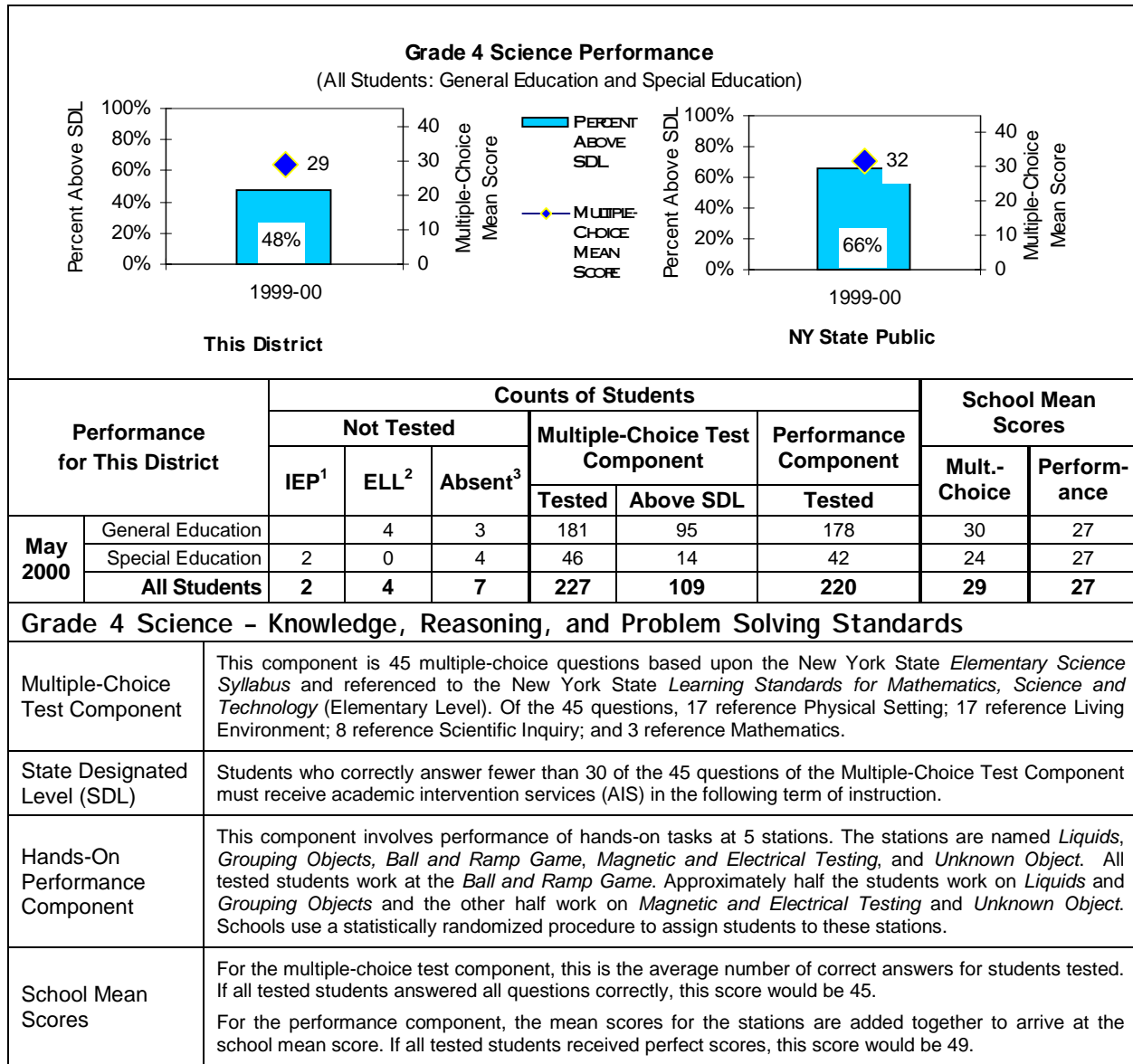
2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take 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 this 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 4

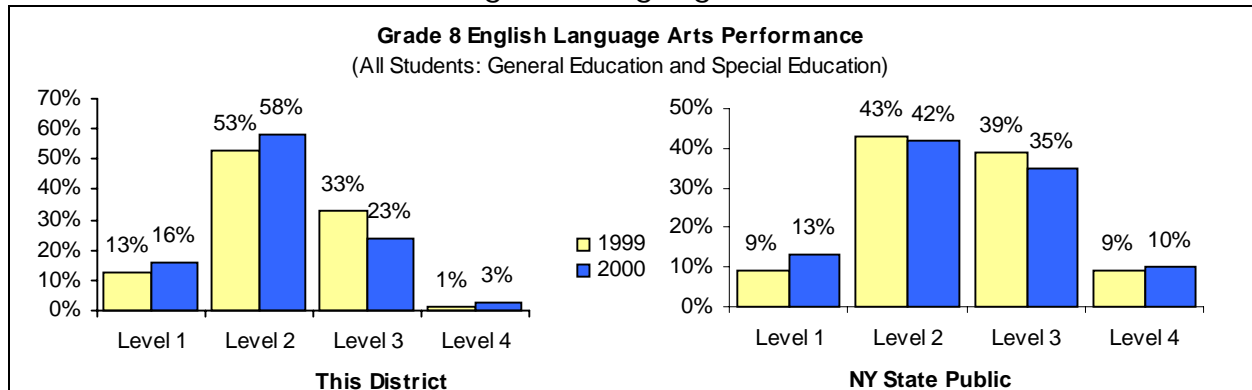
Science



- 1 These students were exempt from this test because of disability as 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 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 did not complete any part of this science 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 for 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	10	9	57	46	2	114	694
	Special Education	1	0	7	9	17	0	0	26	665
	All Students	1	0	17	18	74	46	2	140	689
May 2000	General Education		4	4	14	85	42	5	146	691
	Special Education	3	0	6	14	19	0	0	33	664
	All Students	3	4	10	28	104	42	5	179	686

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 are proficient at some commencement-level skills in listening, reading and writing. Students show thorough understanding of intermediate-level 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 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)

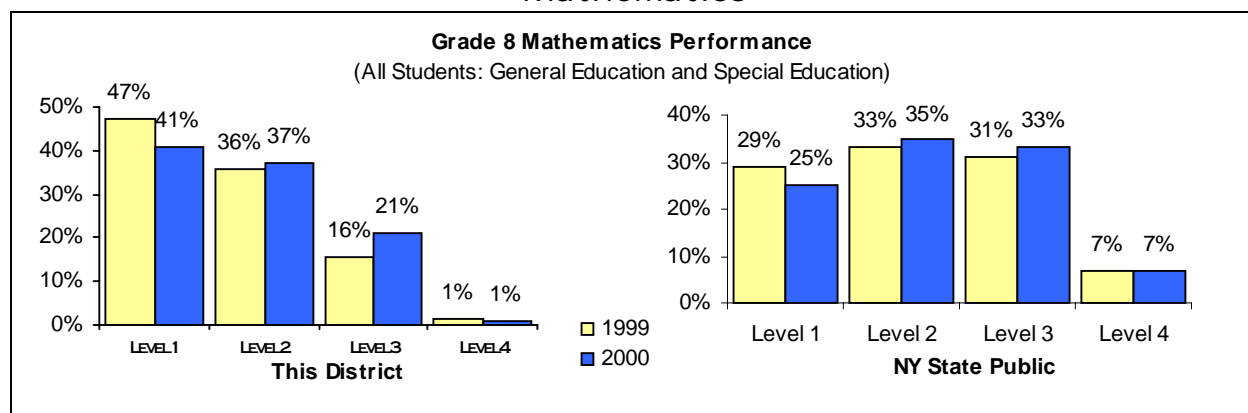
ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 8 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 2000	4	#

- 1 These students were exempt from this test because of disability as stated in their Individualized Educational Program (IEP).
- 2 These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.
- 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 for 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	11	43	47	21	2	113	688
	Special Education	1	0	6	23	3	1	0	27	648
	All Students	1	0	17	66	50	22	2	140	680
May 2000	General Education		0	3	50	61	38	2	151	696
	Special Education	3	0	4	26	8	1	0	35	652
	All Students	3	0	7	76	69	39	2	186	688

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 are proficient at some 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 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 were exempt from this test because of disability as stated in their Individualized Educational Program (IEP).

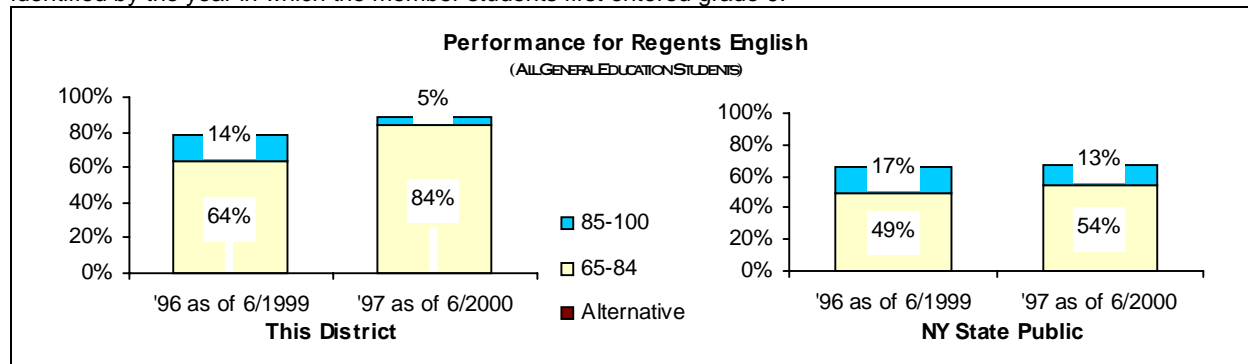
2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an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

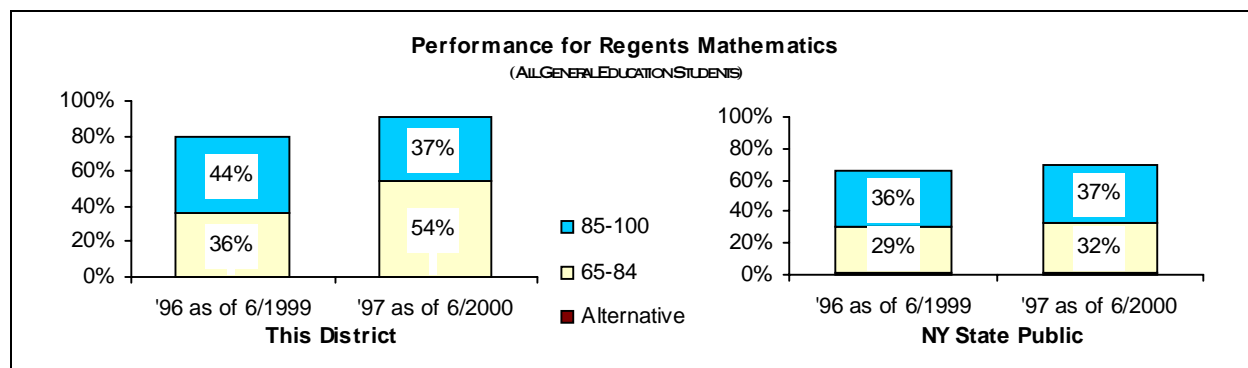
To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Cohort Performance

This section presents the success of students in this school district on Regents examinations after three years of high school. The first block presents information about success on the Regents examination in comprehensive English. The second block presents information about success on any Regents examination in mathematics. A cohort¹ is identified by the year in which the member students first entered grade 9.



Counts of Students		Cohort ¹ Membership	Highest Score ² From 55 To 64	Highest Score ² From 65 To 84	Highest Score ² From 85 To 100	Credit For An Approved Alternative Assessment
1996 Cohort ¹	General Education	118	17	76	17	0
	Special Education	19	2	4	0	0
	All Students	137	19	80	17	0
1997 Cohort ¹	General Education	114	4	96	6	0
	Special Education	25	1	7	0	0
	All Students	139	5	103	6	0



Counts of Students		Cohort ¹ Membership	Highest Score ² From 55 To 64	Highest Score ² From 65 To 84	Highest Score ² From 85 To 100	Credit For An Approved Alternative Assessment
1996 Cohort ¹	General Education	118	1	42	52	0
	Special Education	19	2	4	1	0
	All Students	137	3	46	53	0
1997 Cohort ¹	General Education	114	0	61	42	0
	Special Education	25	2	8	0	0
	All Students	139	2	69	42	0

¹ The cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations as of July 2000.

² Only the highest score of each student is counted, regardless of how many times 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

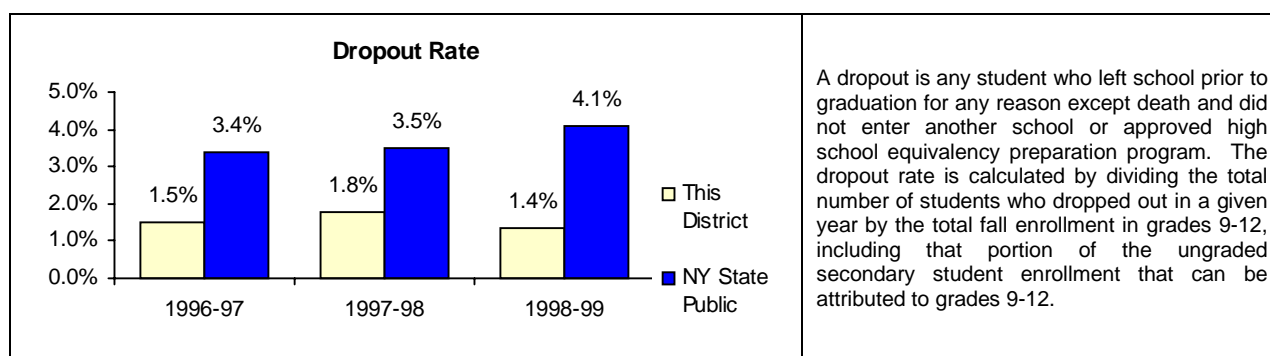
Superintendent: Dr. Salvatore Corda			Phone: (914)737-3300	
Organization 1999-2000		School Staff ¹ (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
K-12	2,870	225	34	86

1998-99 School District-wide Total Expenditure per Pupil	\$14,006
---	----------

Student Enrollment			
Grade Level	October 1999	Grade Level	October 1999
Pre-Kindergarten	94	Grade 7	207
Kindergarten	233	Grade 8	191
Grade 1	261	Grade 9	223
Grade 2	237	Grade 10	184
Grade 3	240	Grade 11	125
Grade 4	188	Grade 12	139
Grade 5	219	Ungraded Elementary with Disabilities	100
Grade 6	186	Ungraded Secondary with Disabilities	137

Student Demographics	1997-98		1998-99		1999-2000	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	125	4.3%	97	3.3%	150	5.1%
Eligible For Free Lunch	1091	39.2%	1295	45.9%	1231	42.9%

Need-to-Resource-Capacity Index Group	This school district is in Need-to-Resource-Capacity Group 3. This district is an urban or suburban district with high needs relative to local resource capacity.
--	---



¹ Some district-employed staff serve in more than one school. These shared people are not reported here.