

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-15-00-01-0009

Grade Range : 9-12

Name: Peekskill High School

Principal: Vincent Burruano

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	240	254	283
Tenth	196	197	180
Eleventh	155	151	165
Twelfth	124	138	132
Ungraded Secondary	0	0	0
Total K-12 Enrollment	715	740	760

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	14	2.0%	12	1.6%	0	0.0%
Black (Not Hispanic)	299	41.8%	301	40.7%	326	42.9%
Hispanic	166	23.2%	196	26.5%	173	22.8%
White (Not Hispanic)	236	33.0%	231	31.2%	261	34.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	23	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	18	16	21
Mathematics Grade 10	19	13	18
Science Grade 10	26	25	22
Social Studies Grade 10	22	22	26

(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
45	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	80	10.8%	95	12.5%
Eligible for Free Lunch	169	23.6%	171	23.1%	263	34.6%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.1%		90.0%		98.0%
Student Suspensions	83	11.6%	77	10.8%	93	12.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.2%	4.9%	10.8%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	96%	97%

Staff Counts

Staff	2002–2003
Total Teachers	56
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	95	45	47%	111	42	38%	110	45	41%
Students with Disabilities	16	0	0%	12	0	0%	10	1	10%
All Students	111	45	41%	123	42	34%	120	46	38%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	54	43	5	3	11	4
Percent	45%	36%	4%	3%	9%	3%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
10	1	5	15

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			3		20	
	Entered GED Program*			8		11	
	Total Noncompleters			11		31	
Students with Disabilities	Dropped Out			0		4	
	Entered GED Program*			0		1	
	Total Noncompleters			0		5	
All Students	Dropped Out	0	0.0%	3	0.4%	24	3.2%
	Entered GED Program*	0	0.0%	8	1.1%	12	1.6%
	Total Noncompleters	0	0.0%	11	1.5%	36	4.7%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		615	0
	Number of Students with Disabilities		125	0
	Number of All Students		740	0
	Percent of Enrollment		100%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	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	2000-2001		2001-2002		2002-2003	
	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%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	8	75%	4	#
Science	0	0%	17	76%	8	75%
Reading	0	0%	4	#	2	#
Writing	0	0%	4	#	0	0%
Global Studies	0	0%	2	#	3	#
U.S. Hist & Gov't	0	0%	5	40%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	43	49%	26	50%	31	58%
Science	0	0%	25	44%	28	39%
Reading	6	83%	12	83%	25	84%
Writing	0	0%	13	92%	11	73%
Global Studies	0	0%	25	24%	28	29%
U.S. Hist & Gov't	0	0%	10	70%	19	53%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	142	136	149	17	12	25
Number Scoring 55–100	130	124	136	11	8	15
Number Scoring 65–100	120	111	127	9	6	13
Number Scoring 85–100	27	43	43	0	0	2
Percentage of Tested Scoring 55–100	92%	91%	91%	65%	67%	60%
Percentage of Tested Scoring 65–100	85%	82%	85%	53%	50%	52%
Percentage of Tested Scoring 85–100	19%	32%	29%	0%	0%	8%
Mathematics A						
Number Tested	0	0	109	0	0	8
Number Scoring 55–100	0	0	105	0	0	7
Number Scoring 65–100	0	0	97	0	0	6
Number Scoring 85–100	0	0	29	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	88%
Percentage of Tested Scoring 65–100	0%	0%	89%	0%	0%	75%
Percentage of Tested Scoring 85–100	0%	0%	27%	0%	0%	12%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	146	155	202	16	22	29
Number Scoring 55–100	136	133	158	11	9	13
Number Scoring 65–100	119	110	124	6	4	6
Number Scoring 85–100	26	29	24	0	0	0
Percentage of Tested Scoring 55–100	93%	86%	78%	69%	41%	45%
Percentage of Tested Scoring 65–100	82%	71%	61%	38%	18%	21%
Percentage of Tested Scoring 85–100	18%	19%	12%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	140	158	155	10	16	27
Number Scoring 55–100	109	142	137	3	12	15
Number Scoring 65–100	90	102	114	3	6	10
Number Scoring 85–100	23	21	34	1	0	0
Percentage of Tested Scoring 55–100	78%	90%	88%	30%	75%	56%
Percentage of Tested Scoring 65–100	64%	65%	74%	30%	38%	37%
Percentage of Tested Scoring 85–100	16%	13%	22%	10%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	93	126	144	6	15	13
Number Scoring 55–100	91	124	139	5	14	10
Number Scoring 65–100	82	119	128	2	11	10
Number Scoring 85–100	13	26	20	0	0	0
Percentage of Tested Scoring 55–100	98%	98%	97%	83%	93%	77%
Percentage of Tested Scoring 65–100	88%	94%	89%	33%	73%	77%
Percentage of Tested Scoring 85–100	14%	21%	14%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	105	153	208	4	16	17
Number Scoring 55–100	89	133	154	#	10	9
Number Scoring 65–100	68	103	129	#	5	6
Number Scoring 85–100	18	19	28	#	0	1
Percentage of Tested Scoring 55–100	85%	87%	74%	#	62%	53%
Percentage of Tested Scoring 65–100	65%	67%	62%	#	31%	35%
Percentage of Tested Scoring 85–100	17%	12%	13%	#	0%	6%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		64	57		0	2
Number Scoring 55–100		57	53		0	#
Number Scoring 65–100		32	37		0	#
Number Scoring 85–100		5	8		0	#
Percentage of Tested Scoring 55–100		89%	93%		0%	#
Percentage of Tested Scoring 65–100		50%	65%		0%	#
Percentage of Tested Scoring 85–100		8%	14%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	17	11	15	0	0	0
Number Scoring 55–100	17	11	13	0	0	0
Number Scoring 65–100	17	11	13	0	0	0
Number Scoring 85–100	6	3	11	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	87%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	87%	0%	0%	0%
Percentage of Tested Scoring 85–100	35%	27%	73%	0%	0%	0%
Comprehensive Italian						
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 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	78	86	79	0	2	0
Number Scoring 55–100	77	86	78	0	#	0
Number Scoring 65–100	77	83	78	0	#	0
Number Scoring 85–100	50	65	54	0	#	0
Percentage of Tested Scoring 55–100	99%	100%	99%	0%	#	0%
Percentage of Tested Scoring 65–100	99%	97%	99%	0%	#	0%
Percentage of Tested Scoring 85–100	64%	76%	68%	0%	#	0%
Comprehensive Latin						
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%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	83	92	4	2	1	0
Number Scoring 55–100	75	83	#	#	#	0
Number Scoring 65–100	70	77	#	#	#	0
Number Scoring 85–100	41	37	#	#	#	0
Percentage of Tested Scoring 55–100	90%	90%	#	#	#	0%
Percentage of Tested Scoring 65–100	84%	84%	#	#	#	0%
Percentage of Tested Scoring 85–100	49%	40%	#	#	#	0%
Sequential Mathematics, Course III						
Number Tested	62	53	57	0	0	1
Number Scoring 55–100	58	49	50	0	0	#
Number Scoring 65–100	55	46	46	0	0	#
Number Scoring 85–100	20	23	19	0	0	#
Percentage of Tested Scoring 55–100	94%	92%	88%	0%	0%	#
Percentage of Tested Scoring 65–100	89%	87%	81%	0%	0%	#
Percentage of Tested Scoring 85–100	32%	43%	33%	0%	0%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	3	#	8	88%
Students with Disabilities	0	0%	9	44%	21	62%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
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

1999 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	106	106	106	19	19	19	125	125	125
Number Scoring 55–64	4	22	7	4	4	4	8	26	11
Number Scoring 65–84	74	58	74	4	4	2	78	62	76
Number Scoring 85–100	23	15	12	0	0	0	23	15	12
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)