

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 66-15-00-01-0000  
 Name: Peekskill City School District  
 Superintendent: Judith Johnson

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	71	78	89
Kindergarten	261	215	234
First	225	261	220
Second	203	232	254
Third	260	201	224
Fourth	225	245	208
Fifth	216	219	223
Sixth	212	223	207
Ungraded Elementary	59	0	0
Seventh	232	237	238
Eighth	217	230	254
Ninth	286	302	300
Tenth	211	205	284
Eleventh	164	176	171
Twelfth	151	150	149
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2922	2896	2966

### 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	62	2.1%	44	1.5%	35	1.2%
Black (Not Hispanic)	1375	47.1%	1347	46.5%	1402	47.3%
Hispanic	747	25.6%	800	27.6%	926	31.2%
White (Not Hispanic)	738	25.3%	705	24.3%	603	20.3%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	16	16
Common Branch	20	19	21
English Grade 8	18	17	24
Mathematics Grade 8	19	21	23
Science Grade 8	17	21	22
Social Studies Grade 8	19	19	22
English Grade 10	15	21	23
Mathematics Grade 10	11	18	22
Science Grade 10	25	22	23
Social Studies Grade 10	21	26	26

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	233	7.8%	260	8.7%	278	9.1%
<b>Eligible for Free Lunch</b>	1117	38.2%	1394	48.1%	1215	41.0%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		91.0%		94.0%		91.6%
<b>Student Suspensions</b>	255	8.8%	362	12.4%	287	9.9%

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	10.3%	12.9%	12.5%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	239
Total Other Professional Staff	52
Total Paraprofessionals	78
Teaching Out of Certification*	3

\*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	117	42	36%	120	45	38%	131	37	28%
Students with Disabilities	13	0	0%	14	1	7%	21	2	10%
All Students	130	42	32%	134	46	34%	152	39	26%

\*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	57	67	6	5	15	2
Percent	38%	44%	4%	3%	10%	1%

## 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)
21	2	5	26

\*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	3		21		5	0.7%
	Entered GED Program*	14		19		9	1.2%
	Total Noncompleters	17		40		14	1.9%
Students with Disabilities	Dropped Out	0		4		1	0.7%
	Entered GED Program*	2		3		1	0.7%
	Total Noncompleters	2		7		2	1.4%
All Students	Dropped Out	3	0.4%	25	3.0%	6	0.7%
	Entered GED Program*	16	2.0%	22	2.6%	10	1.1%
	Total Noncompleters	19	2.3%	47	5.6%	16	1.8%

\*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%	45%	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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9–12	Number of General-Education Students	615	0	520
	Number of Students with Disabilities	125	0	82
	Number of All Students	740	0	602
	Percent of Enrollment	91%	0%	67%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	70		
Completed and Passed Regents Exams	70	100%	77%
Completed and had Course Average of 75% or More	61	87%	81%
Completed and Attained a HS Diploma or Equivalent	70	100%	96%
Completed and Whose Status is Known	70		
Completed and Were Successfully Placed	70	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	0	.	19%

Enrollment data are for the 2003-2004 school year; completion 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	19	100%	20	100%	26	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	120	83%	132	90%	162	82%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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%	8	88%	7	71%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	80%	4	#	6	100%
Science	20	75%	9	78%	2	#
Reading	5	60%	4	#	0	0%
Writing	5	100%	1	#	0	0%
Global Studies	3	#	4	#	1	#
U.S. Hist & Gov't	7	43%	3	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	30	57%	37	62%	38	74%
Science	30	47%	33	48%	34	41%
Reading	17	88%	27	85%	0	0%
Writing	17	94%	14	79%	0	0%
Global Studies	25	24%	29	31%	16	38%
U.S. Hist & Gov't	11	64%	23	52%	11	45%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	142	166	197	13	25	23
Number Scoring 55–100	128	147	187	9	15	16
Number Scoring 65–100	113	134	173	7	13	13
Number Scoring 85–100	43	45	78	0	2	3
Percentage of Tested Scoring 55–100	90%	89%	95%	69%	60%	70%
Percentage of Tested Scoring 65–100	80%	81%	88%	54%	52%	57%
Percentage of Tested Scoring 85–100	30%	27%	40%	0%	8%	13%
<b>Mathematics A</b>						
Number Tested	0	119	182	0	8	20
Number Scoring 55–100	0	114	169	0	7	12
Number Scoring 65–100	0	101	140	0	6	10
Number Scoring 85–100	0	32	29	0	1	2
Percentage of Tested Scoring 55–100	0%	96%	93%	0%	88%	60%
Percentage of Tested Scoring 65–100	0%	85%	77%	0%	75%	50%
Percentage of Tested Scoring 85–100	0%	27%	16%	0%	12%	10%
<b>Mathematics B</b>						
Number Tested	0	0	46	0	0	0
Number Scoring 55–100	0	0	42	0	0	0
Number Scoring 65–100	0	0	40	0	0	0
Number Scoring 85–100	0	0	22	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	91%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	87%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	48%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	163	209	212	22	29	3
Number Scoring 55–100	138	160	171	9	13	#
Number Scoring 65–100	113	125	146	4	6	#
Number Scoring 85–100	29	24	40	0	0	#
Percentage of Tested Scoring 55–100	85%	77%	81%	41%	45%	#
Percentage of Tested Scoring 65–100	69%	60%	69%	18%	21%	#
Percentage of Tested Scoring 85–100	18%	11%	19%	0%	0%	#
<b>U.S. History and Government</b>						
Number Tested	170	155	179	19	27	15
Number Scoring 55–100	150	137	153	14	15	12
Number Scoring 65–100	108	114	133	7	10	10
Number Scoring 85–100	23	34	46	0	0	1
Percentage of Tested Scoring 55–100	88%	88%	85%	74%	56%	80%
Percentage of Tested Scoring 65–100	64%	74%	74%	37%	37%	67%
Percentage of Tested Scoring 85–100	14%	22%	26%	0%	0%	7%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	134	160	235	15	13	17
Number Scoring 55–100	132	154	213	14	10	9
Number Scoring 65–100	125	137	166	11	10	6
Number Scoring 85–100	26	20	21	0	0	1
Percentage of Tested Scoring 55–100	99%	96%	91%	93%	77%	53%
Percentage of Tested Scoring 65–100	93%	86%	71%	73%	77%	35%
Percentage of Tested Scoring 85–100	19%	12%	9%	0%	0%	6%
<b>Physical Setting/Earth Science</b>						
Number Tested	153	208	169	16	17	23
Number Scoring 55–100	133	154	138	10	9	17
Number Scoring 65–100	103	129	92	5	6	10
Number Scoring 85–100	19	28	11	0	1	0
Percentage of Tested Scoring 55–100	87%	74%	82%	62%	53%	74%
Percentage of Tested Scoring 65–100	67%	62%	54%	31%	35%	43%
Percentage of Tested Scoring 85–100	12%	13%	7%	0%	6%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	64	57	32	0	2	0
Number Scoring 55–100	57	53	31	0	#	0
Number Scoring 65–100	32	37	26	0	#	0
Number Scoring 85–100	5	8	5	0	#	0
Percentage of Tested Scoring 55–100	89%	93%	97%	0%	#	0%
Percentage of Tested Scoring 65–100	50%	65%	81%	0%	#	0%
Percentage of Tested Scoring 85–100	8%	14%	16%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			14			0
Number Scoring 55–100			14			0
Number Scoring 65–100			14			0
Number Scoring 85–100			2			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			14%			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
<b>Comprehensive French</b>						
Number Tested	11	15	15	0	0	0
Number Scoring 55–100	11	13	15	0	0	0
Number Scoring 65–100	11	13	15	0	0	0
Number Scoring 85–100	3	11	13	0	0	0
Percentage of Tested Scoring 55–100	100%	87%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	87%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	27%	73%	87%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	86	79	89	2	0	2
Number Scoring 55–100	86	78	88	#	0	#
Number Scoring 65–100	83	78	88	#	0	#
Number Scoring 85–100	65	54	67	#	0	#
Percentage of Tested Scoring 55–100	100%	99%	99%	#	0%	#
Percentage of Tested Scoring 65–100	97%	99%	99%	#	0%	#
Percentage of Tested Scoring 85–100	76%	68%	75%	#	0%	#
<b>Comprehensive Latin</b>						
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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	53	57	4	0	1	0
Number Scoring 55–100	49	50	#	0	#	0
Number Scoring 65–100	46	46	#	0	#	0
Number Scoring 85–100	23	19	#	0	#	0
Percentage of Tested Scoring 55–100	92%	88%	#	0%	#	0%
Percentage of Tested Scoring 65–100	87%	81%	#	0%	#	0%
Percentage of Tested Scoring 85–100	43%	33%	#	0%	#	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	16	100%	18	78%	6	100%
Students with Disabilities	13	46%	27	63%	16	69%

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
<b>Nov 2003</b>	General-Education Students	193	14%	9%	62%	16%
	Students with Disabilities	39	51%	26%	18%	5%
	All Students	232	20%	12%	54%	14%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	197	12%	51%	34%	4%
	Students with Disabilities	34	26%	62%	12%	0%
	All Students	231	14%	52%	30%	3%

(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
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	4	0	#	#	#	#
<b>Secondary Level</b>						
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	128	128	128	28	28	28	156	156	156
Number Scoring 55–64	3	9	8	6	3	3	9	12	11
Number Scoring 65–84	70	62	78	5	11	8	75	73	86
Number Scoring 85–100	28	32	26	0	0	0	28	32	26
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			104			13
Beginning (0-18)			7			2
Intermediate (19-31)			11			2
Advanced (32-36)			54			8
Proficient (37-39)			32			1
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			104			13
Beginning (0-14)			31			7
Intermediate (15-24)			32			2
Advanced (25-32)			30			4
Proficient (33-35)			11			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			49			3
Beginning (0-18)			4			#
Intermediate (19-31)			10			#
Advanced (32-36)			13			#
Proficient (37-39)			22			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			49			3
Beginning (0-14)			18			#
Intermediate (15-24)			26			#
Advanced (25-32)			4			#
Proficient (33-35)			1			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			30			3
Beginning (0-18)			2			#
Intermediate (19-31)			5			#
Advanced (32-36)			3			#
Proficient (37-39)			20			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			30			3
Beginning (0-14)			9			#
Intermediate (15-24)			5			#
Advanced (25-32)			12			#
Proficient (33-35)			4			#

\*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)\***

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			25			0
Beginning (0-18)			2			0
Intermediate (19-31)			2			0
Advanced (32-36)			9			0
Proficient (37-39)			12			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			25			0
Beginning (0-14)			1			0
Intermediate (15-24)			8			0
Advanced (25-32)			14			0
Proficient (33-35)			2			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			79			0
Beginning (0-18)			7			0
Intermediate (19-31)			21			0
Advanced (32-36)			31			0
Proficient (37-39)			20			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			80			0
Beginning (0-14)			13			0
Intermediate (15-24)			32			0
Advanced (25-32)			30			0
Proficient (33-35)			5			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 - L)