

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-15-00-01-0009
 Name: Peekskill High School
 Principal: Vincent Burruano

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	254	283	272
Tenth	197	180	252
Eleventh	151	165	153
Twelfth	138	132	145
Ungraded Secondary	0	0	0
Total K-12 Enrollment	740	760	822

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	12	1.6%	0	0.0%	10	1.2%
Black (Not Hispanic)	301	40.7%	326	42.9%	364	44.3%
Hispanic	196	26.5%	173	22.8%	248	30.2%
White (Not Hispanic)	231	31.2%	261	34.3%	200	24.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	16	21	23
Mathematics Grade 10	13	18	22
Science Grade 10	25	22	23
Social Studies Grade 10	22	26	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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	80	10.8%	95	12.5%	83	10.1%
Eligible for Free Lunch	171	23.1%	263	34.6%	274	33.3%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		90.0%		98.0%		91.0%
Student Suspensions	77	10.8%	93	12.6%	118	15.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.9%	10.8%	12.0%
Public Assistance	21-30%	21-30%	41-50%
Student Stability	96%	97%	93%

Staff Counts

Staff	2003-04
Total Teachers	56
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	111	42	38%	110	45	41%	119	37	31%
Students with Disabilities	12	0	0%	10	1	10%	18	2	11%
All Students	123	42	34%	120	46	38%	137	39	28%

*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	56	58	6	5	10	2
Percent	41%	42%	4%	4%	7%	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)
18	2	5	23

*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		20		4	0.6%
	Entered GED Program*	8		11		5	0.7%
	Total Noncompleters	11		31		9	1.3%
Students with Disabilities	Dropped Out	0		4		0	0.0%
	Entered GED Program*	0		1		1	0.9%
	Total Noncompleters	0		5		1	0.9%
All Students	Dropped Out	3	0.4%	24	3.2%	4	0.5%
	Entered GED Program*	8	1.1%	12	1.6%	6	0.8%
	Total Noncompleters	11	1.5%	36	4.7%	10	1.3%

*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%	0%	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	485
	Number of Students with Disabilities	125	0	65
	Number of All Students	740	0	550
	Percent of Enrollment	100%	0%	67%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

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	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	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	75%	4	#	6	100%
Science	17	76%	8	75%	1	#
Reading	4	#	2	#	0	0%
Writing	4	#	0	0%	0	0%
Global Studies	2	#	3	#	1	#
U.S. Hist & Gov't	5	40%	3	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	26	50%	31	58%	35	74%
Science	25	44%	28	39%	31	35%
Reading	12	83%	25	84%	0	0%
Writing	13	92%	11	73%	0	0%
Global Studies	25	24%	28	29%	13	38%
U.S. Hist & Gov't	10	70%	19	53%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	136	149	180	12	25	17
Number Scoring 55-100	124	136	175	8	15	15
Number Scoring 65-100	111	127	163	6	13	13
Number Scoring 85-100	43	43	77	0	2	3
Percentage of Tested Scoring 55-100	91%	91%	97%	67%	60%	88%
Percentage of Tested Scoring 65-100	82%	85%	91%	50%	52%	76%
Percentage of Tested Scoring 85-100	32%	29%	43%	0%	8%	18%
Mathematics A						
Number Tested	0	109	160	0	8	15
Number Scoring 55-100	0	105	153	0	7	11
Number Scoring 65-100	0	97	133	0	6	10
Number Scoring 85-100	0	29	28	0	1	2
Percentage of Tested Scoring 55-100	0%	96%	96%	0%	88%	73%
Percentage of Tested Scoring 65-100	0%	89%	83%	0%	75%	67%
Percentage of Tested Scoring 85-100	0%	27%	17%	0%	12%	13%
Mathematics 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%
Global History and Geography						
Number Tested	155	202	212	22	29	3
Number Scoring 55-100	133	158	171	9	13	#
Number Scoring 65-100	110	124	146	4	6	#
Number Scoring 85-100	29	24	40	0	0	#
Percentage of Tested Scoring 55-100	86%	78%	81%	41%	45%	#
Percentage of Tested Scoring 65-100	71%	61%	69%	18%	21%	#
Percentage of Tested Scoring 85-100	19%	12%	19%	0%	0%	#
U.S. History and Government						
Number Tested	158	155	164	16	27	12
Number Scoring 55-100	142	137	149	12	15	12
Number Scoring 65-100	102	114	130	6	10	10
Number Scoring 85-100	21	34	46	0	0	1
Percentage of Tested Scoring 55-100	90%	88%	91%	75%	56%	100%
Percentage of Tested Scoring 65-100	65%	74%	79%	38%	37%	83%
Percentage of Tested Scoring 85-100	13%	22%	28%	0%	0%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	126	144	229	15	13	16
Number Scoring 55-100	124	139	207	14	10	8
Number Scoring 65-100	119	128	160	11	10	5
Number Scoring 85-100	26	20	21	0	0	1
Percentage of Tested Scoring 55-100	98%	97%	90%	93%	77%	50%
Percentage of Tested Scoring 65-100	94%	89%	70%	73%	77%	31%
Percentage of Tested Scoring 85-100	21%	14%	9%	0%	0%	6%
Physical Setting/Earth Science						
Number Tested	153	208	135	16	17	23
Number Scoring 55-100	133	154	107	10	9	17
Number Scoring 65-100	103	129	72	5	6	10
Number Scoring 85-100	19	28	6	0	1	0
Percentage of Tested Scoring 55-100	87%	74%	79%	62%	53%	74%
Percentage of Tested Scoring 65-100	67%	62%	53%	31%	35%	43%
Percentage of Tested Scoring 85-100	12%	13%	4%	0%	6%	0%
Physical Setting/Chemistry						
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%
Physical Setting/Physics						
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
Comprehensive French						
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%
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	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%	#
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
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	3	#	8	88%	1	#
Students with Disabilities	9	44%	21	62%	14	64%

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
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
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

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	118	118	118	23	23	23	141	141	141
Number Scoring 55–64	2	9	8	6	2	3	8	11	11
Number Scoring 65–84	67	60	72	5	11	8	72	71	80
Number Scoring 85–100	26	30	25	0	0	0	26	30	25
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
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			73			0
Beginning (0-18)			6			0
Intermediate (19-31)			19			0
Advanced (32-36)			28			0
Proficient (37-39)			20			0
Reading and Writing (Grade 9-12)						
Number Tested			74			0
Beginning (0-14)			12			0
Intermediate (15-24)			29			0
Advanced (25-32)			28			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)