



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **PEEKSKILL CITY SCHOOL DISTRICT**
District ID **66-15-00-01-0000**
Superintendent **JUDITH JOHNSON**
Telephone **(914) 737-3300**
Grades **PK-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2007–08 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **PEEKSKILL CITY SCHOOL DISTRICT**District ID **66-15-00-01-0000**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2004-05	2005-06	2006-07
Pre-K	106	108	135
Kindergarten	211	239	231
Grade 1	242	222	228
Grade 2	195	225	217
Grade 3	243	202	204
Grade 4	216	238	183
Grade 5	203	226	216
Grade 6	239	202	209
Ungraded Elementary	0	0	0
Grade 7	201	236	177
Grade 8	236	208	213
Grade 9	257	323	205
Grade 10	284	235	279
Grade 11	208	209	195
Grade 12	165	202	165
Ungraded Secondary	16	0	0
Total K-12	2916	2967	2722

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	20	22	20
Grade 8			
English	21	20	20
Mathematics	21	20	20
Science	19	19	21
Social Studies	22	20	21
Grade 10			
English	24	21	19
Mathematics	21	22	22
Science	19	20	18
Social Studies	22	27	28

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **PEEKSKILL CITY SCHOOL DISTRICT**District ID **66-15-00-01-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	1299	45%	911	31%	914	34%
Reduced-Price Lunch	372	13%	279	9%	292	11%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	316	11%	379	13%	398	15%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	2	0%	2	0%
Black or African American	1350	46%	1338	45%	1192	44%
Hispanic or Latino	965	33%	1041	35%	1014	37%
Asian or Native Hawaiian/Other Pacific Islander	45	2%	62	2%	58	2%
White	556	19%	524	18%	456	17%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate	92%		91%		93%	
Student Suspensions	277	9%	313	11%	281	9%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **PEEKSKILL CITY SCHOOL DISTRICT**District ID **66-15-00-01-0000**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	239	231	223
Percent with No Valid Teaching Certificate	0%	1%	1%
Percent Teaching Out of Certification	1%	1%	2%
Percent with Fewer Than Three Years of Experience	4%	3%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	56%	56%	61%
Total Number of Core Classes*	N/A	796	534
Percent Not Taught by Highly Qualified Teachers	N/A	2%	4%
Total Number of Classes	685	665	684
Percent Taught by Teachers Without Appropriate Certification	1%	2%	3%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	19%	33%	20%
Turnover Rate of All Teachers	12%	20%	13%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	38	34	48
Total Paraprofessionals*	56	72	70
Assistant Principals	4	5	3
Principals	6	6	6

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2006–07 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2007–08)

▲ **Good Standing**

ELA ▲ Good Standing

Science ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005–06

2006–07

2007–08

YES

YES

YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✗	✓	
Asian or Native Hawaiian/Other Pacific Islander	—	—		—	—	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		—	—	
Limited English Proficient	✓	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✓ 7 of 7	✓ 7 of 7	✓ 1 of 1	✗ 4 of 5	✓ 5 of 5	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲
- Pending – Requires Special Evaluation

State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

7 of 7

Student groups making AYP in English Language Arts



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (1222:1177)	✓	✓	98%	✓	150	119	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (545:527)	✓	✓	99%	✓	142	117	
Hispanic or Latino (464:443)	✓	✓	97%	✓	150	117	
Asian or Native Hawaiian/Other Pacific Islander (21:20)	—	—	—	—	—	—	—
White (190:185)	✓	✓	98%	✓	171	114	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (292:57)	✓ ^{SH}	✓	95%	✓ ^{SH}	100	109	94 110
Limited English Proficient ⁵ (227:154)	✓	✓	96%	✓	132	114	
Economically Disadvantaged (695:682)	✓	✓	99%	✓	141	118	
Final AYP Determination	✓ 7 of 7						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2007-08)



Good Standing

Accountability Measures

7 of 7

Student groups making AYP in Mathematics



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (1222:1169)	✓	✓	99%	✓	157	83	
Ethnicity							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (546:523)	✓	✓	99%	✓	146	81	
Hispanic or Latino (463:438)	✓	✓	99%	✓	166	81	
Asian or Native Hawaiian/Other Pacific Islander (21:21)	—	—	—	—	—	—	—
White (190:185)	✓	✓	99%	✓	164	78	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (66:58)	✓	✓	95%	✓	98	73	
Limited English Proficient ⁵ (112:159)	✓	✓	99%	✓	156	78	
Economically Disadvantaged (692:674)	✓	✓	99%	✓	150	82	
Final AYP Determination	✓ 7 of 7						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Science

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

1 of 1

Student groups making AYP in Science



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07 2007–08
All Students (404:386)	✓	Qualified	✓	99%	✓	157	100	
Ethnicity								
American Indian or Alaska Native (1:1)		–	–	–	–	–	–	–
Black or African American (178:176)		Qualified	✓	99%	✓	147	100	
Hispanic or Latino (158:145)		Qualified	✓	99%	✓	161	100	
Asian or Native Hawaiian/Other Pacific Islander (8:8)		–	–	–	–	–	–	–
White (59:56)		Qualified	✓	97%	✓	171	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (20:15)		–	–	–	–	–	–	–
Limited English Proficient ⁴ (42:51)		Qualified	✓	100%	✓	157	100	
Economically Disadvantaged (197:191)		Qualified	✓	98%	✓	152	100	
Final AYP Determination	✓	1 of 1						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Secondary-Level English Language Arts

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

4 of 5

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (179:190)	✓	✓	97%	✓	164	151	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (76:83)	✓	✓	97%	✓	148	148	
Hispanic or Latino (97:52)	✗	✗	94%	✓	171	146	
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—
White (52:53)	✓	✓	98%	✓	181	146	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (4:15)	—	—	—	—	—	—	—
Limited English Proficient ⁴ (12:12)	—	—	—	—	—	—	—
Economically Disadvantaged (53:54)	✓	✓	96%	✓	165	146	
Final AYP Determination	✗ 4 of 5						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

5 of 5

Student groups making AYP in Mathematics



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (179:190)	✓	✓	98%	✓	163	144	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (76:83)	✓	✓	99%	✓	149	141	
Hispanic or Latino (49:52)	✓	✓	100%	✓	163	139	
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—
White (52:53)	✓	✓	96%	✓	183	139	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (4:15)	—	—	—	—	—	—	—
Limited English Proficient ⁴ (12:12)	—	—	—	—	—	—	—
Economically Disadvantaged (53:54)	✓	✓	100%	✓	169	139	
Final AYP Determination	✓ 5 of 5						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status








Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2006–07 2007–08
All Students (200)			78%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (100)			79%	55%	
Hispanic or Latino (48)			73%	55%	
Asian or Native Hawaiian/Other Pacific Islander (4)		–	–	–	
White (48)			81%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (28)		–	–	–	
Limited English Proficient ³ (15)		–	–	–	
Economically Disadvantaged (72)			71%	55%	
Final AYP Determination  1 of 1					

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **PEEKSKILL CITY SCHOOL DISTRICT**

District ID **66-15-00-01-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

Good Standing

3 schools identified 50% of total

HILLCREST SCHOOL

OAKSIDE SCHOOL

WOODSIDE SCHOOL

New York State Status

Good Standing

1 school identified 17% of total

URIAH HILL SCHOOL-ECC

Requiring Academic Progress (Year 2)

1 school identified 17% of total

PEEKSKILL HIGH SCHOOL

Requiring Academic Progress (Year 3)







1 school identified 17% of total

PEEKSKILL MIDDLE SCHOOL







District **PEEKSKILL CITY SCHOOL DISTRICT**District ID **66-15-00-01-0000**

Summary of 2006–07 District Performance



Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	69%			203
Grade 4	64%			182
Grade 5	55%			215
Grade 6	55%			202
Grade 7	47%			176
Grade 8	51%			203

Mathematics

Grade 3	77%		203
Grade 4	74%		180
Grade 5	64%		216
Grade 6	73%		205
Grade 7	56%		178
Grade 8	52%		210

Science

Grade 4	78%		183
Grade 8	45%		209

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	72%			210
Mathematics	70%			210

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

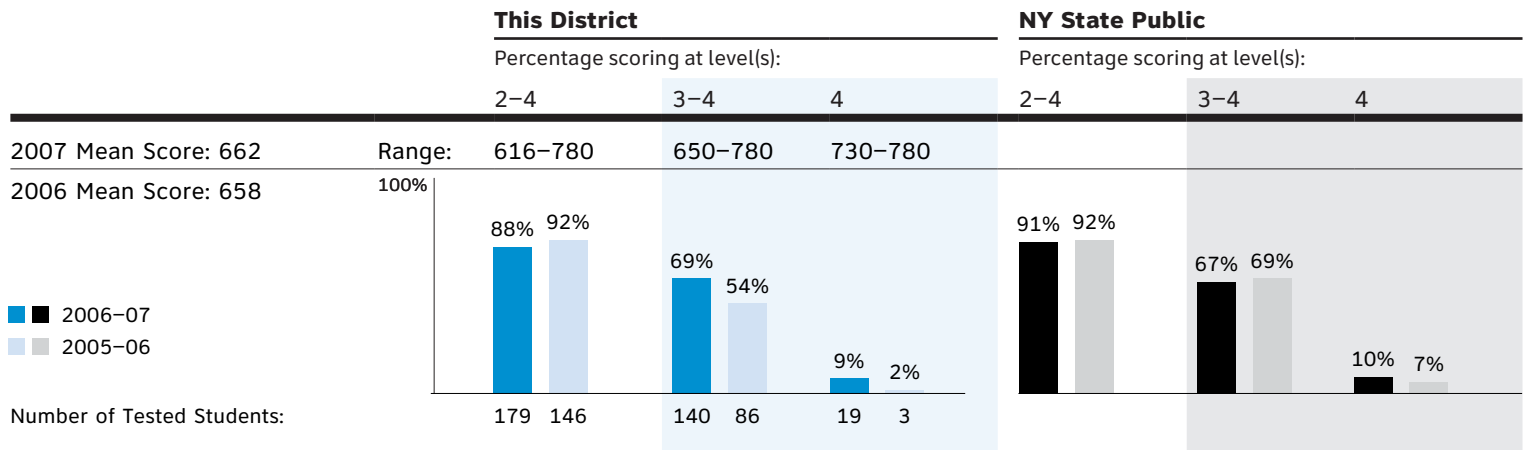
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	203	88%	69%	9%	159	92%	54%	2%
Female	92	96%	73%	11%	87	94%	61%	1%
Male	111	82%	66%	8%	72	89%	46%	3%
American Indian or Alaska Native								
Black or African American	88	86%	66%	8%	84	88%	42%	0%
Hispanic or Latino	91	89%	69%	9%	52	98%	69%	4%
Asian or Native Hawaiian/Other								
Pacific Islander	5	80%	80%	40%	2	—	—	—
White	19	95%	79%	11%	21	—	—	—
Multiracial								
Small Group Totals					23	91%	65%	4%
General-Education Students	194	89%	71%	10%	144	95%	58%	2%
Students with Disabilities	9	67%	22%	0%	15	60%	20%	0%
English Proficient	167	90%	73%	11%	157	—	—	—
Limited English Proficient	36	78%	50%	3%	2	—	—	—
Economically Disadvantaged	111	86%	68%	8%	113	90%	49%	2%
Not Disadvantaged	92	90%	70%	11%	46	96%	67%	2%
Migrant								
Not Migrant	203	88%	69%	9%	159	92%	54%	2%

NOTES

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

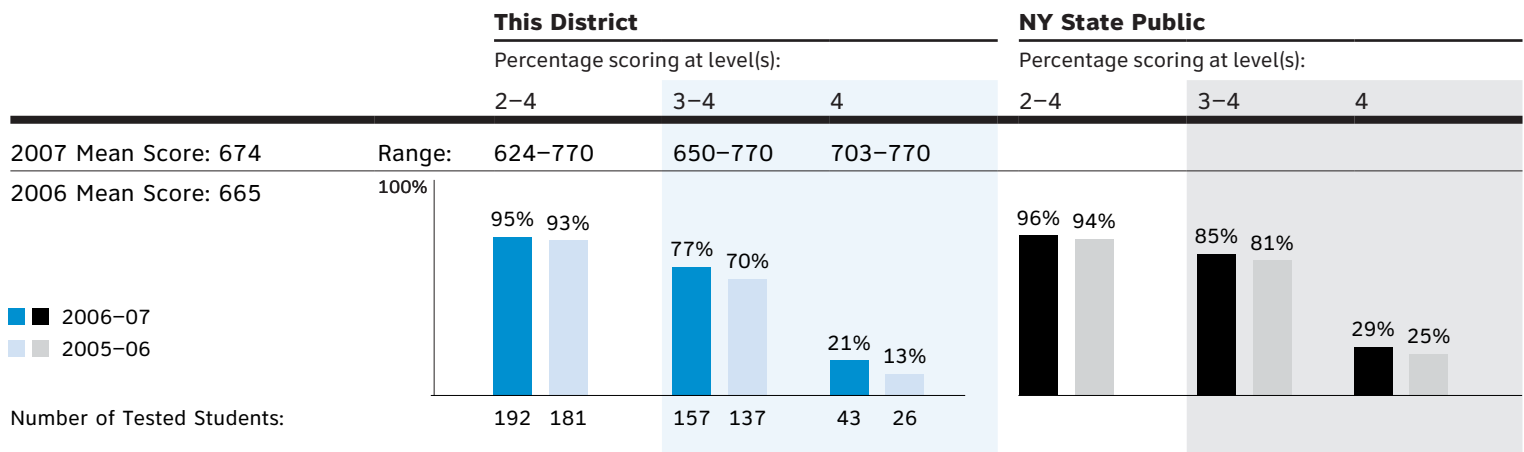
Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District **PEEKSKILL CITY SCHOOL DISTRICT**District ID **66-15-00-01-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	203	95%	77%	21%	195	93%	70%	13%
Female	92	98%	82%	18%	101	93%	68%	16%
Male	111	92%	74%	23%	94	93%	72%	11%
American Indian or Alaska Native					1	—	—	—
Black or African American	88	91%	74%	20%	85	93%	64%	12%
Hispanic or Latino	91	97%	77%	22%	86	93%	76%	12%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	60%	2	—	—	—
White	19	100%	89%	11%	21	—	—	—
Multiracial								
Small Group Totals					24	92%	75%	25%
General-Education Students	195	95%	79%	22%	171	96%	75%	15%
Students with Disabilities	8	75%	25%	0%	24	67%	38%	4%
English Proficient	167	95%	81%	21%	160	94%	73%	16%
Limited English Proficient	36	92%	61%	22%	35	86%	60%	3%
Economically Disadvantaged	110	94%	75%	23%	144	92%	68%	11%
Not Disadvantaged	93	96%	81%	19%	51	94%	76%	20%
Migrant								
Not Migrant	203	95%	77%	21%	195	93%	70%	13%

NOTES

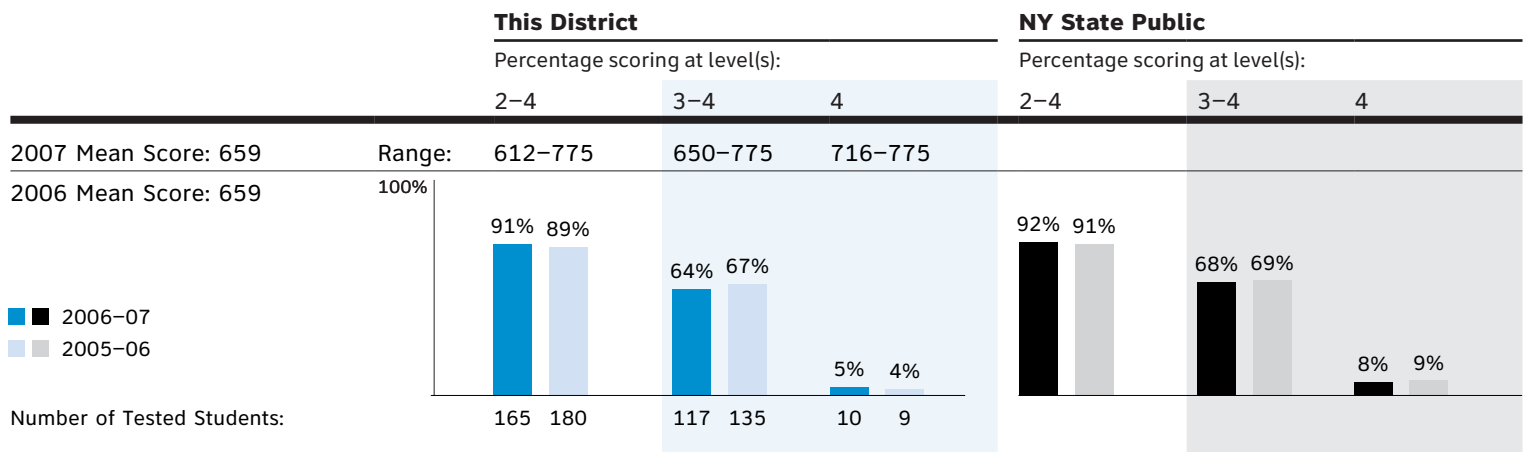
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	3	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

District **PEEKSKILL CITY SCHOOL DISTRICT**District ID **66-15-00-01-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	182	91%	64%	5%	203	89%	67%	4%
Female	95	94%	72%	7%	96	90%	66%	5%
Male	87	87%	56%	3%	107	88%	67%	4%
American Indian or Alaska Native	1	—	—	—				
Black or African American	79	90%	61%	3%	98	83%	62%	3%
Hispanic or Latino	82	90%	63%	6%	68	97%	72%	1%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	5	100%	100%	20%
White	18	—	—	—	32	88%	63%	13%
Multiracial								
Small Group Totals	21	95%	81%	14%				
General-Education Students	176	92%	66%	6%	173	95%	75%	5%
Students with Disabilities	6	50%	0%	0%	30	53%	17%	0%
English Proficient	156	94%	71%	6%	203	89%	67%	4%
Limited English Proficient	26	73%	27%	4%				
Economically Disadvantaged	103	88%	56%	2%	126	86%	60%	1%
Not Disadvantaged	79	94%	75%	10%	77	94%	78%	10%
Migrant								
Not Migrant	182	91%	64%	5%	203	89%	67%	4%

NOTES

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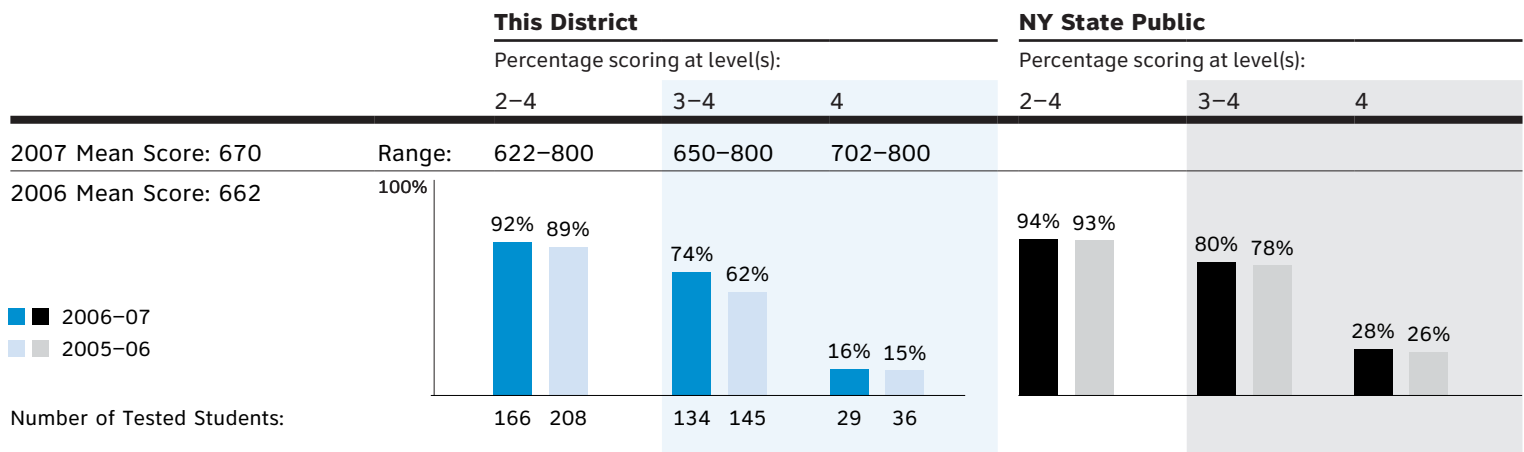
Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District **PEEKSKILL CITY SCHOOL DISTRICT**District ID **66-15-00-01-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	180	92%	74%	16%	234	89%	62%	15%
Female	90	92%	76%	14%	112	87%	56%	15%
Male	90	92%	73%	18%	122	91%	67%	16%
American Indian or Alaska Native	1	—	—	—				
Black or African American	80	89%	65%	10%	96	83%	55%	15%
Hispanic or Latino	79	96%	82%	19%	99	94%	68%	10%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	5	100%	100%	80%
White	18	—	—	—	34	88%	59%	24%
Multiracial								
Small Group Totals	21	90%	81%	29%				
General-Education Students	174	94%	77%	17%	200	93%	67%	18%
Students with Disabilities	6	50%	0%	0%	34	65%	32%	0%
English Proficient	153	92%	75%	19%	202	88%	64%	18%
Limited English Proficient	27	93%	74%	0%	32	94%	50%	0%
Economically Disadvantaged	102	89%	68%	15%	149	85%	56%	9%
Not Disadvantaged	78	96%	83%	18%	85	95%	72%	26%
Migrant								
Not Migrant	180	92%	74%	16%	234	89%	62%	15%

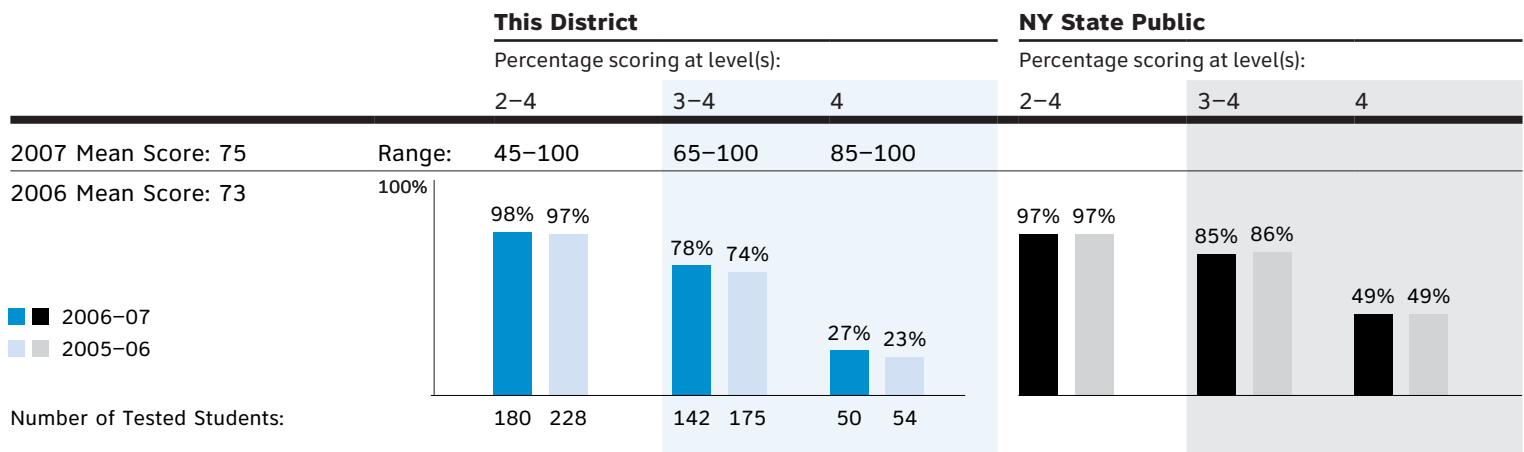
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	183	98%	78%	27%	235	97%	74%	23%
Female	93	98%	77%	31%	111	97%	70%	22%
Male	90	99%	78%	23%	124	97%	78%	24%
American Indian or Alaska Native	1	—	—	—				
Black or African American	80	99%	73%	20%	96	97%	73%	20%
Hispanic or Latino	82	98%	78%	28%	98	96%	71%	17%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	5	100%	80%	80%
White	18	—	—	—	36	100%	86%	39%
Multiracial								
Small Group Totals	21	100%	95%	52%				
General-Education Students	177	99%	79%	28%	202	98%	76%	26%
Students with Disabilities	6	83%	33%	17%	33	94%	64%	6%
English Proficient	155	99%	81%	32%	204	98%	78%	26%
Limited English Proficient	28	96%	57%	4%	31	94%	48%	0%
Economically Disadvantaged	103	99%	77%	24%	152	96%	69%	16%
Not Disadvantaged	80	98%	79%	31%	83	99%	84%	35%
Migrant								
Not Migrant	183	98%	78%	27%	235	97%	74%	23%

NOTES

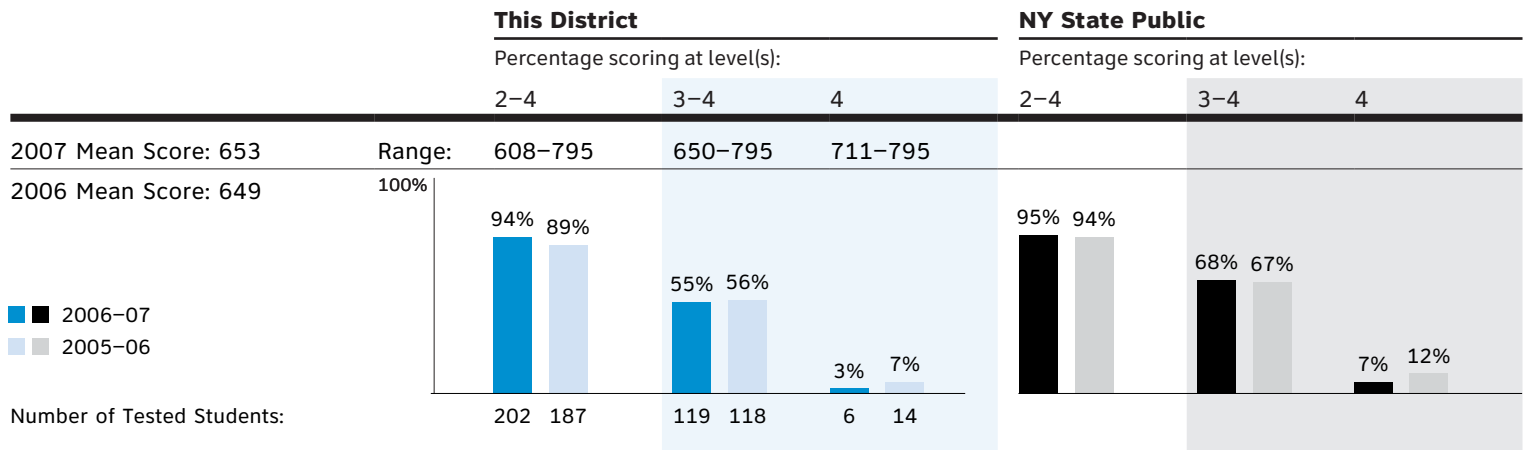
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

District **PEEKSKILL CITY SCHOOL DISTRICT**District ID **66-15-00-01-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	215	94%	55%	3%	209	89%	56%	7%
Female	99	92%	46%	4%	108	93%	63%	7%
Male	116	96%	63%	2%	101	86%	50%	6%
American Indian or Alaska Native								
Black or African American	93	94%	51%	2%	89	88%	54%	4%
Hispanic or Latino	86	93%	51%	1%	71	92%	54%	1%
Asian or Native Hawaiian/Other								
Pacific Islander	5	100%	100%	0%	3	—	—	—
White	31	97%	74%	10%	46	—	—	—
Multiracial								
Small Group Totals					49	90%	65%	18%
General-Education Students	212	—	—	—	177	95%	63%	8%
Students with Disabilities	3	—	—	—	32	56%	19%	0%
English Proficient	197	94%	59%	3%	208	—	—	—
Limited English Proficient	18	89%	17%	0%	1	—	—	—
Economically Disadvantaged	156	92%	47%	1%	112	88%	48%	3%
Not Disadvantaged	59	98%	78%	7%	97	91%	66%	11%
Migrant								
Not Migrant	215	94%	55%	3%	209	89%	56%	7%

NOTES

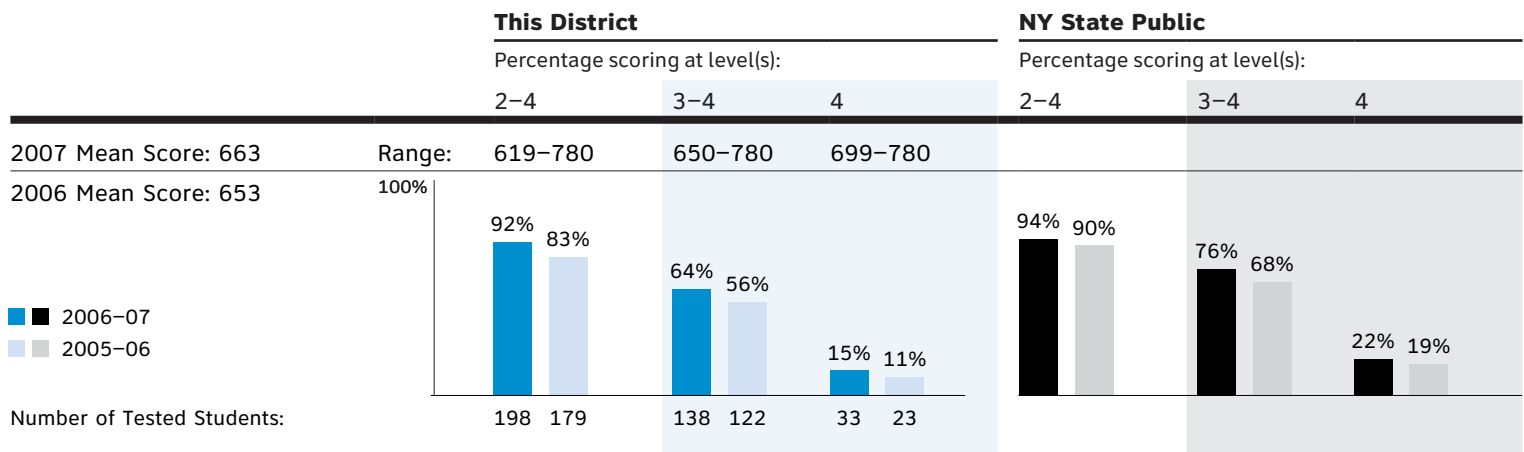
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	216	92%	64%	15%	216	83%	56%	11%
Female	100	89%	61%	15%	111	85%	61%	12%
Male	116	94%	66%	16%	105	81%	51%	10%
American Indian or Alaska Native					1	—	—	—
Black or African American	94	91%	60%	10%	88	80%	50%	10%
Hispanic or Latino	86	90%	65%	17%	80	86%	63%	6%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	60%	3	—	—	—
White	31	97%	68%	19%	44	—	—	—
Multiracial								
Small Group Totals					48	83%	58%	19%
General-Education Students	213	—	—	—	184	90%	64%	13%
Students with Disabilities	3	—	—	—	32	44%	13%	0%
English Proficient	198	92%	66%	16%	207	83%	57%	11%
Limited English Proficient	18	83%	39%	11%	9	78%	44%	0%
Economically Disadvantaged	157	90%	60%	13%	114	82%	54%	6%
Not Disadvantaged	59	97%	75%	20%	102	83%	60%	16%
Migrant								
Not Migrant	216	92%	64%	15%	216	83%	56%	11%

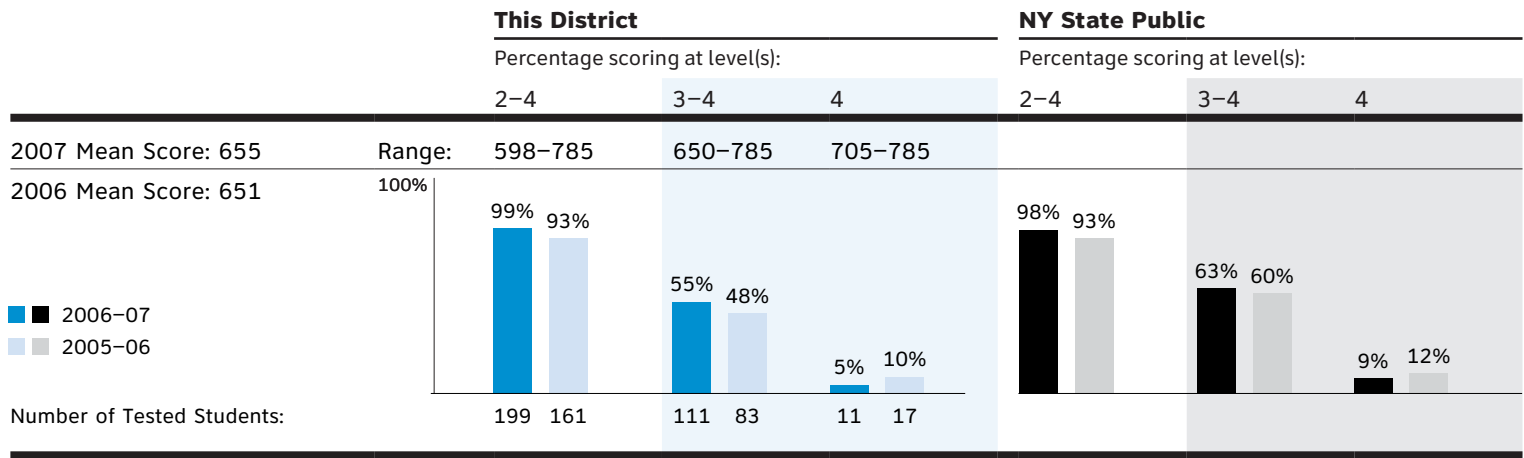
NOTES

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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	202	99%	55%	5%	173	93%	48%	10%
Female	105	99%	57%	6%	81	96%	57%	15%
Male	97	98%	53%	5%	92	90%	40%	5%
American Indian or Alaska Native	1	—	—	—				
Black or African American	90	99%	51%	4%	88	92%	36%	5%
Hispanic or Latino	72	97%	51%	0%	41	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	1	—	—	—
White	38	—	—	—	43	95%	63%	21%
Multiracial								
Small Group Totals	40	100%	70%	18%	42	93%	57%	10%
General-Education Students	197	98%	56%	6%	143	97%	57%	12%
Students with Disabilities	5	100%	0%	0%	30	77%	3%	0%
English Proficient	197	99%	56%	6%	172	—	—	—
Limited English Proficient	5	60%	20%	0%	1	—	—	—
Economically Disadvantaged	128	98%	43%	2%	94	93%	41%	4%
Not Disadvantaged	74	100%	76%	12%	79	94%	56%	16%
Migrant								
Not Migrant	202	99%	55%	5%	173	93%	48%	10%

NOTES

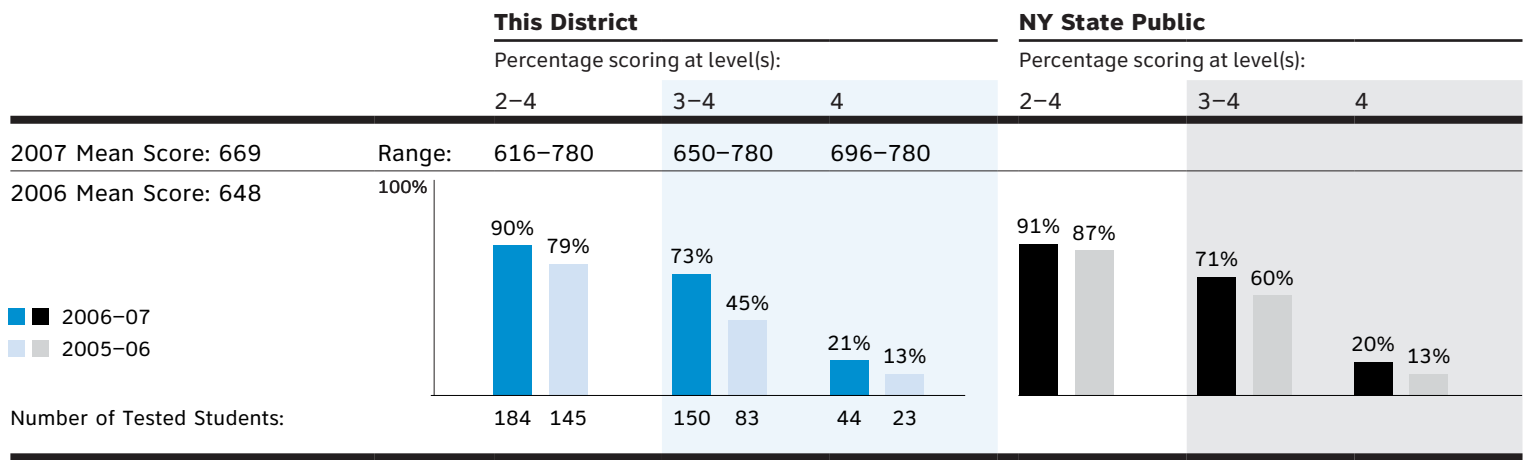
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	205	90%	73%	21%	184	79%	45%	13%
Female	107	85%	72%	23%	86	84%	47%	13%
Male	98	95%	74%	19%	98	74%	44%	12%
American Indian or Alaska Native	1	—	—	—				
Black or African American	91	82%	66%	19%	90	74%	31%	4%
Hispanic or Latino	75	97%	79%	19%	49	82%	51%	20%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	2	—	—	—
White	37	—	—	—	43	—	—	—
Multiracial								
Small Group Totals	39	92%	79%	33%	45	84%	67%	20%
General-Education Students	200	90%	74%	22%	153	82%	50%	14%
Students with Disabilities	5	80%	40%	20%	31	61%	19%	3%
English Proficient	200	90%	74%	22%	174	80%	47%	13%
Limited English Proficient	5	80%	40%	20%	10	60%	10%	0%
Economically Disadvantaged	129	86%	65%	13%	95	75%	40%	8%
Not Disadvantaged	76	96%	87%	36%	89	83%	51%	17%
Migrant								
Not Migrant	205	90%	73%	21%	184	79%	45%	13%

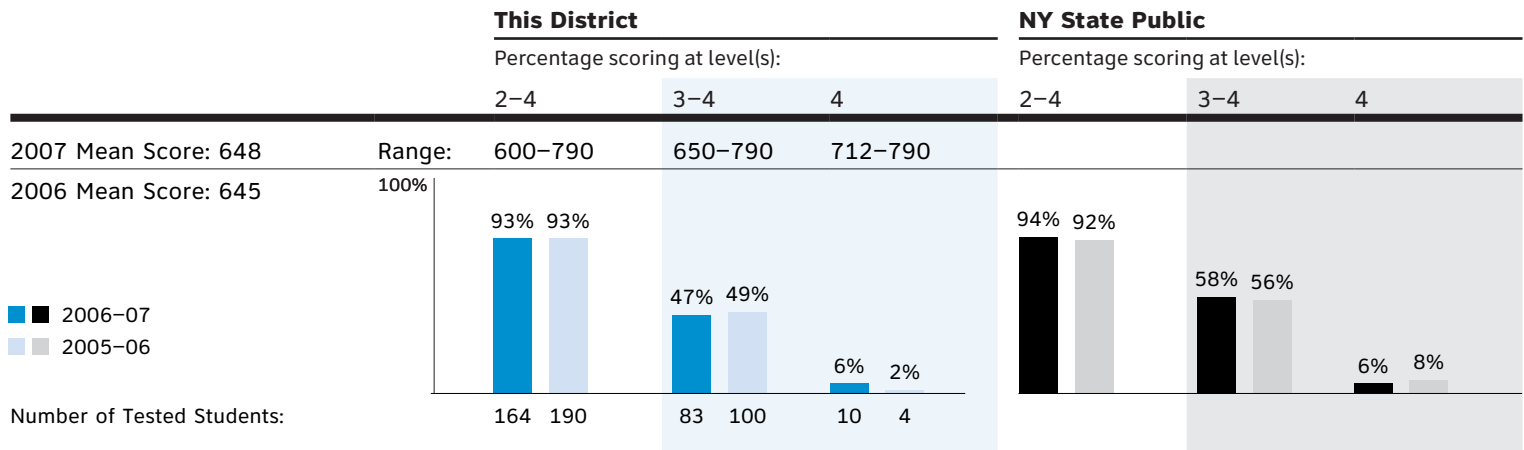
NOTES

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Other Assessments

Other Assessments	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	176	93%	47%	6%	205	93%	49%	2%
Female	83	95%	58%	6%	97	92%	48%	1%
Male	93	91%	38%	5%	108	94%	49%	3%
American Indian or Alaska Native								
Black or African American	88	92%	34%	2%	104	91%	48%	2%
Hispanic or Latino	47	91%	51%	9%	64	92%	44%	2%
Asian or Native Hawaiian/Other								
Pacific Islander	1	—	—	—	4	—	—	—
White	40	—	—	—	33	—	—	—
Multiracial								
Small Group Totals	41	98%	71%	10%	37	97%	59%	3%
General-Education Students	161	97%	51%	6%	166	98%	56%	2%
Students with Disabilities	15	53%	7%	0%	39	69%	18%	0%
English Proficient	169	93%	49%	6%	205	93%	49%	2%
Limited English Proficient	7	86%	0%	0%				
Economically Disadvantaged	88	92%	43%	2%	128	90%	38%	2%
Not Disadvantaged	88	94%	51%	9%	77	97%	66%	1%
Migrant								
Not Migrant	176	93%	47%	6%	205	93%	49%	2%

NOTES

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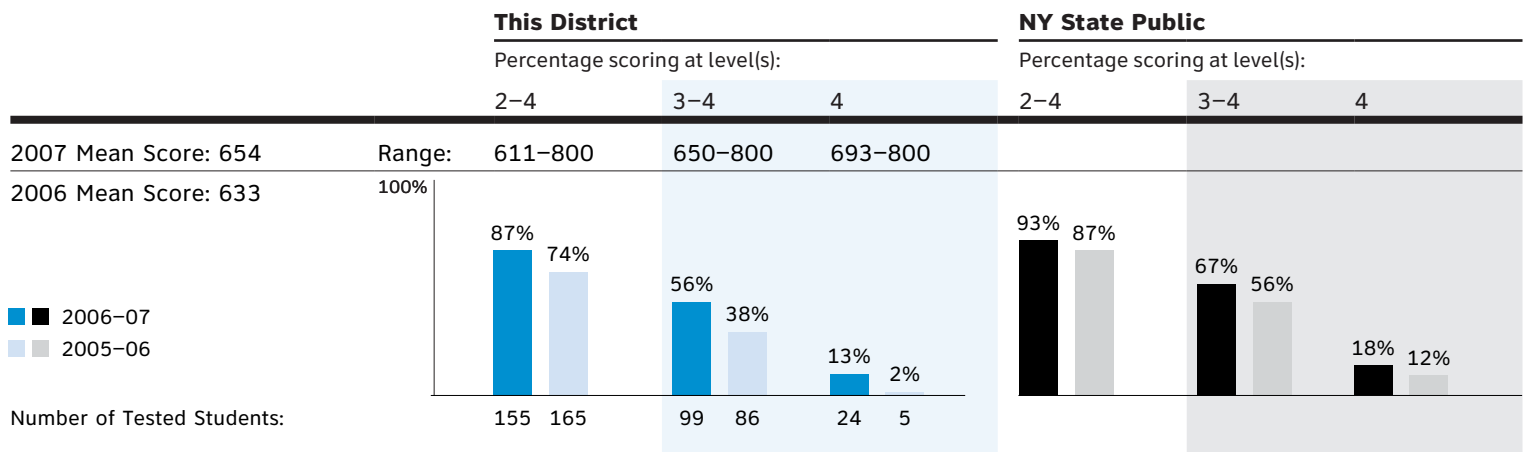
Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District **PEEKSKILL CITY SCHOOL DISTRICT**District ID **66-15-00-01-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	178	87%	56%	13%	224	74%	38%	2%
Female	84	90%	56%	15%	104	73%	30%	2%
Male	94	84%	55%	12%	120	74%	46%	3%
American Indian or Alaska Native								
Black or African American	87	85%	45%	6%	106	70%	35%	3%
Hispanic or Latino	49	92%	69%	20%	79	73%	32%	1%
Asian or Native Hawaiian/Other								
Pacific Islander	2	-	-	-	4	-	-	-
White	40	-	-	-	35	-	-	-
Multiracial								
Small Group Totals	42	86%	62%	21%	39	85%	62%	3%
General-Education Students	163	91%	60%	15%	184	83%	44%	3%
Students with Disabilities	15	40%	13%	0%	40	33%	13%	0%
English Proficient	168	88%	58%	14%	210	74%	38%	2%
Limited English Proficient	10	80%	20%	0%	14	71%	50%	0%
Economically Disadvantaged	84	87%	56%	12%	139	72%	29%	1%
Not Disadvantaged	94	87%	55%	15%	85	76%	54%	4%
Migrant								
Not Migrant	178	87%	56%	13%	224	74%	38%	2%

NOTES

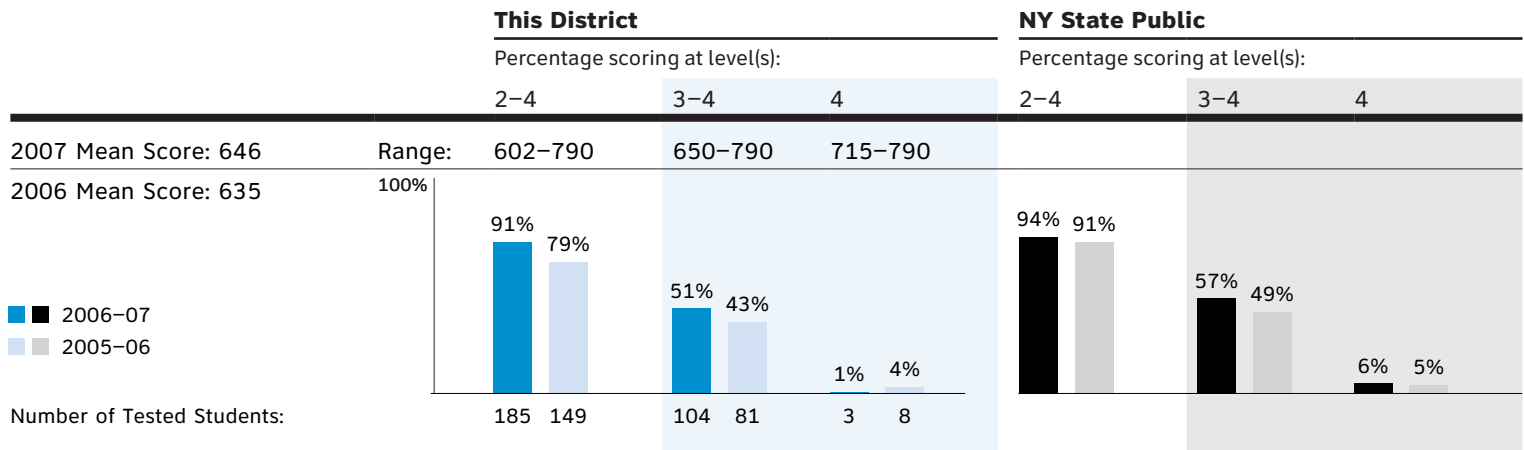
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

District **PEEKSKILL CITY SCHOOL DISTRICT**District ID **66-15-00-01-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	203	91%	51%	1%	189	79%	43%	4%
Female	94	94%	59%	1%	100	91%	57%	3%
Male	109	89%	45%	2%	89	65%	27%	6%
American Indian or Alaska Native								
Black or African American	95	86%	42%	1%	97	72%	33%	1%
Hispanic or Latino	67	93%	49%	0%	52	85%	52%	2%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	0%	7	86%	71%	29%
White	36	100%	72%	6%	33	88%	52%	12%
Multiracial								
Small Group Totals								
General-Education Students	198	93%	53%	2%	149	89%	52%	5%
Students with Disabilities	5	20%	0%	0%	40	43%	8%	0%
English Proficient	194	92%	54%	2%	185	—	—	—
Limited English Proficient	9	78%	0%	0%	4	—	—	—
Economically Disadvantaged	88	88%	39%	1%	114	80%	39%	0%
Not Disadvantaged	115	94%	61%	2%	75	77%	49%	11%
Migrant								
Not Migrant	203	91%	51%	1%	189	79%	43%	4%

NOTES

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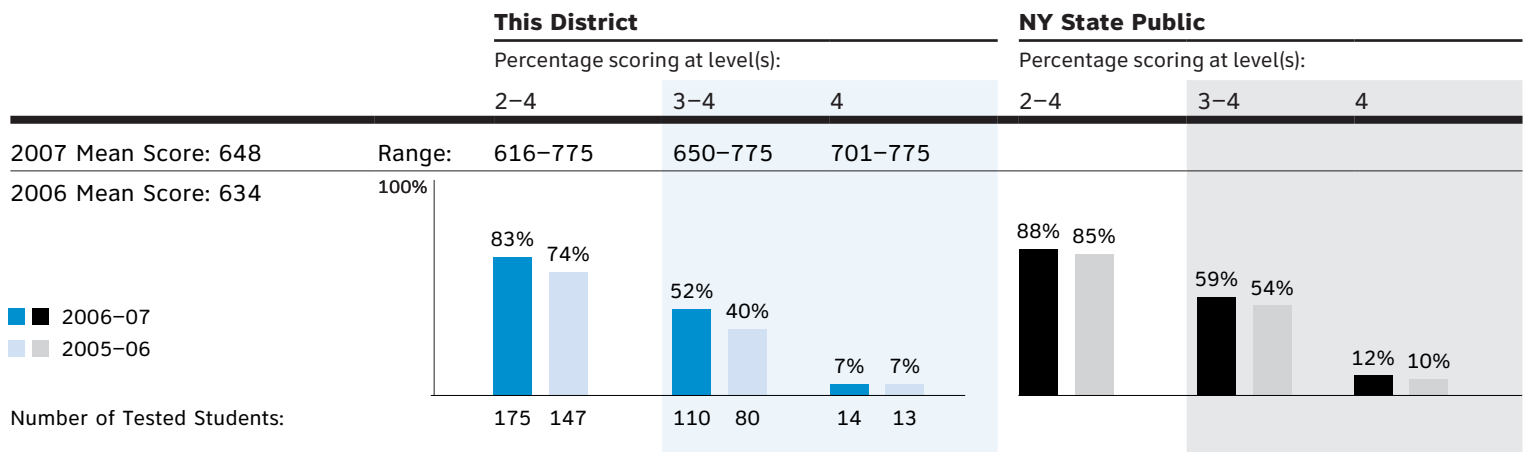
Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District **PEEKSKILL CITY SCHOOL DISTRICT**District ID **66-15-00-01-0000**

This District's Results in Grade 8 Mathematics



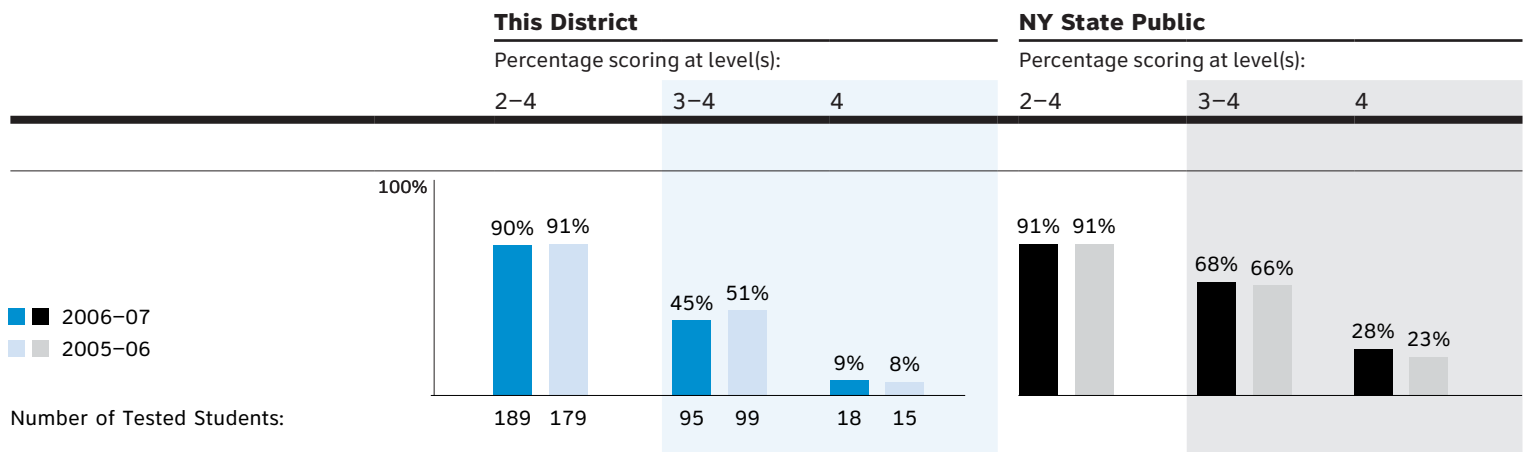
Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	210	83%	52%	7%	200	74%	40%	7%
Female	100	80%	47%	3%	104	76%	42%	5%
Male	110	86%	57%	10%	96	71%	38%	8%
American Indian or Alaska Native								
Black or African American	94	80%	45%	6%	97	66%	33%	1%
Hispanic or Latino	73	88%	49%	7%	64	80%	44%	11%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	20%	7	71%	71%	43%
White	38	82%	71%	5%	32	84%	47%	6%
Multiracial								
Small Group Totals								
General-Education Students	203	85%	54%	7%	162	81%	45%	8%
Students with Disabilities	7	29%	14%	0%	38	39%	18%	0%
English Proficient	197	84%	54%	7%	187	73%	41%	7%
Limited English Proficient	13	69%	23%	0%	13	77%	23%	0%
Economically Disadvantaged	88	76%	38%	6%	123	72%	34%	6%
Not Disadvantaged	122	89%	63%	7%	77	75%	49%	8%
Migrant								
Not Migrant	210	83%	52%	7%	200	74%	40%	7%

NOTES

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Other Assessments	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	209	90%	45%	9%	196	91%	51%	8%
Female	97	89%	35%	6%	100	95%	56%	5%
Male	112	92%	54%	11%	96	88%	45%	10%
American Indian or Alaska Native								
Black or African American	95	87%	39%	5%	95	93%	45%	1%
Hispanic or Latino	72	92%	42%	6%	62	87%	50%	6%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	20%	7	100%	57%	57%
White	37	95%	65%	22%	32	94%	66%	19%
Multiracial								
Small Group Totals								
General-Education Students	204	91%	46%	9%	159	94%	55%	9%
Students with Disabilities	5	60%	40%	0%	37	78%	32%	0%
English Proficient	196	91%	48%	9%	183	91%	51%	8%
Limited English Proficient	13	77%	8%	0%	13	92%	46%	0%
Economically Disadvantaged	86	87%	33%	6%	120	90%	45%	3%
Not Disadvantaged	123	93%	54%	11%	76	93%	59%	14%
Migrant								
Not Migrant	209	90%	45%	9%	196	91%	51%	8%

NOTES

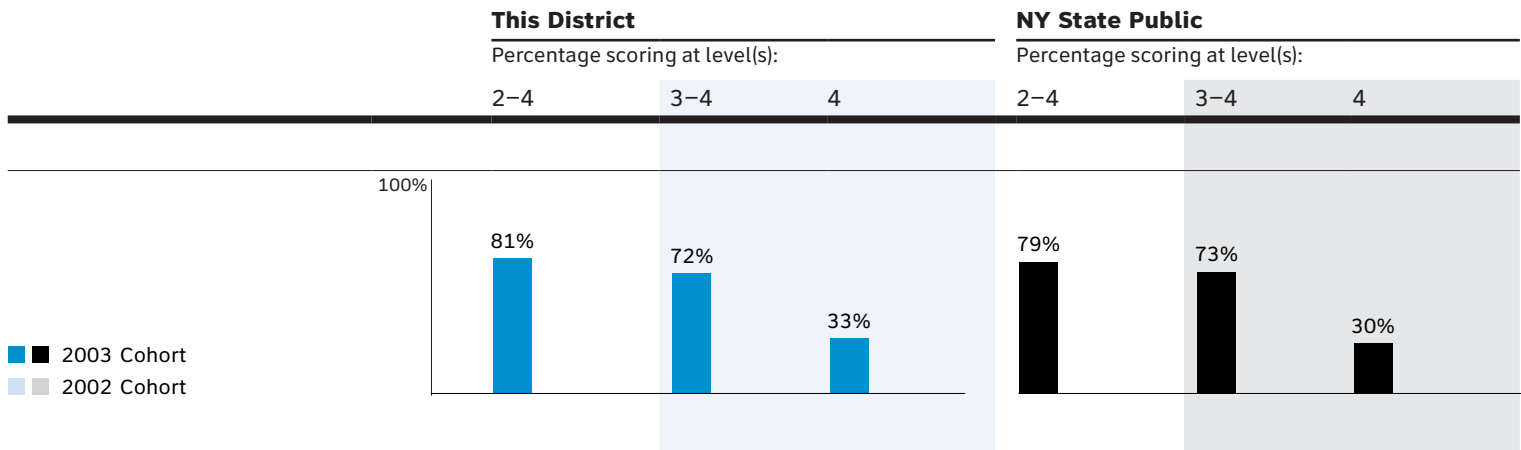
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Other Assessments

	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

District **PEEKSKILL CITY SCHOOL DISTRICT**District ID **66-15-00-01-0000**

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

Results by Student Group	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	210	81%	72%	33%				
Female	99	82%	76%	40%				
Male	111	81%	69%	27%				
American Indian or Alaska Native								
Black or African American	90	76%	66%	31%				
Hispanic or Latino	62	85%	71%	16%				
Asian or Native Hawaiian/Other								
Pacific Islander	2	–	–	–				
White	56	–	–	–				
Multiracial								
Small Group Totals	58	86%	84%	55%				
General-Education Students	192	87%	77%	36%				
Students with Disabilities	18	22%	22%	0%				
English Proficient	197	81%	72%	36%				
Limited English Proficient	13	92%	77%	0%				
Economically Disadvantaged	59	80%	69%	32%				
Not Disadvantaged	151	82%	74%	34%				
Migrant								
Not Migrant								

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

Other Assessments	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

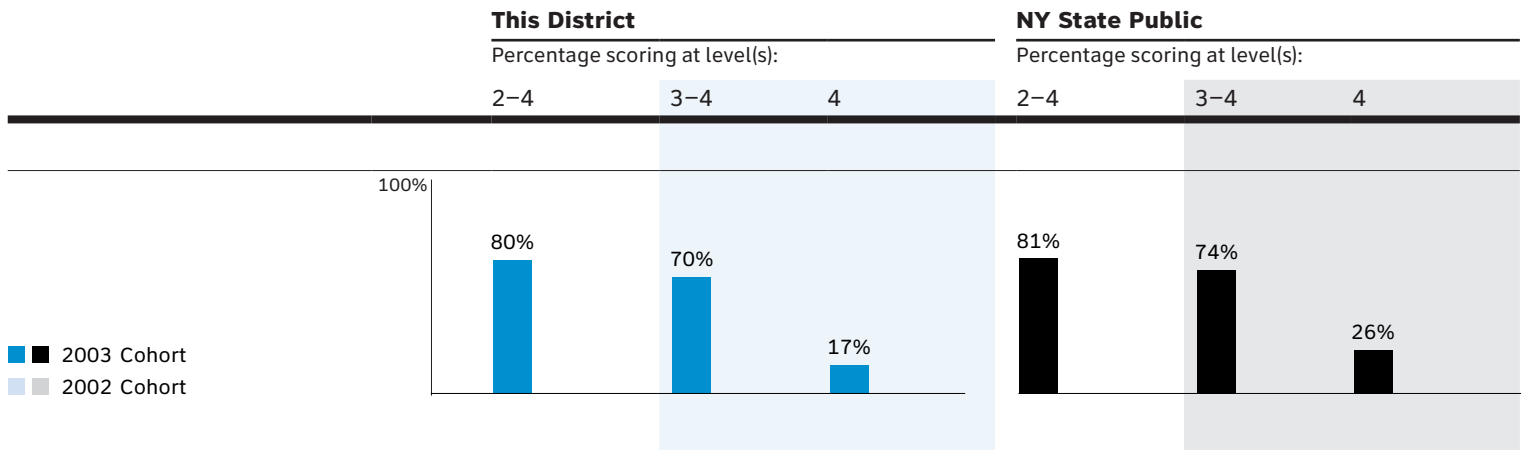
* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

District **PEEKSKILL CITY SCHOOL DISTRICT**District ID **66-15-00-01-0000**

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	210	80%	70%	17%				
Female	99	85%	74%	19%				
Male	111	77%	68%	14%				
American Indian or Alaska Native								
Black or African American	90	77%	63%	10%				
Hispanic or Latino	62	81%	69%	16%				
Asian or Native Hawaiian/Other								
Pacific Islander	2	–	–	–				
White	56	–	–	–				
Multiracial								
Small Group Totals	58	86%	83%	28%				
General-Education Students	192	86%	76%	18%				
Students with Disabilities	18	22%	17%	0%				
English Proficient	197	80%	72%	17%				
Limited English Proficient	13	85%	54%	15%				
Economically Disadvantaged	59	81%	68%	12%				
Not Disadvantaged	151	80%	72%	19%				
Migrant								
Not Migrant								

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.