The New York State School District Report Card for Putnam Valley Central School District

An Overview of Academic Performance



February 2000



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

March 6, 2000

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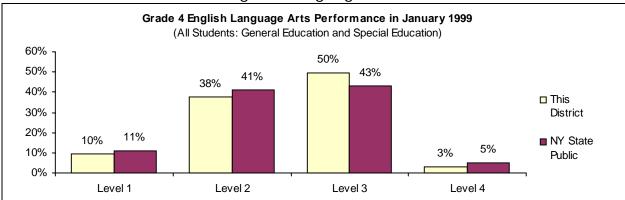
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March 06, 2000

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English Language Arts



	Performance				Counts of Students					Maga
in This District			Not Test	ed	Tested					Mean Score
		IEP ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4	Total	Score
1	General Education		0	4	5	34	70	4	113	650
Jan	Special Education	0	0	0	9	21	2	0	32	617
1999	All Students	0	0	4	14	55	72	4	145	643

Grade 4 English Language Arts Levels - Listening, Reading, and Writing Standards

Level 4 (692-800)								
Level 3 (645-691)	These students meet the standards and, with continued steady growth, should pass the Regents examination. They show knowledge and skill for each standard for elementary students, and show some intermediate-level skills in listening, reading and writing. Students show understanding of written and oral text. Students' writing is generally focused and organized, with minor errors that do not interfere with readability.							
Level 2 (603-644)	These students need extra help to meet the standards and pass the Regents examination. They show some knowledge and skill for each standard for elementary students, but none of the intermediate-level skills in listening, reading and writing. Students show partial understanding of written and oral text. Students' writing has some focus and basic organization and uses simple sentences and vocabulary. Errors sometimes interfere with readability.							
Level 1 (455-602)	These students have serious academic deficiencies. They show no evidence of any proficiency in one or more of the elementary standards and incomplete proficiency in all three of the standards. Students show minimal understanding of written and oral text. Students' writing is brief, general, or uses repetitive statements, and reveals difficulty in organizing thoughts. Errors interfere with readability.							

Performance of English Language Learners (ELL)

English language learners (ELL), formerly referred to as limited English proficient (LEP), are students for whom English is a second language. Schools assist these students in learning English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test.² Their progress in learning English is measured, using standardized tests, and reported.

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
January 1999	0	0

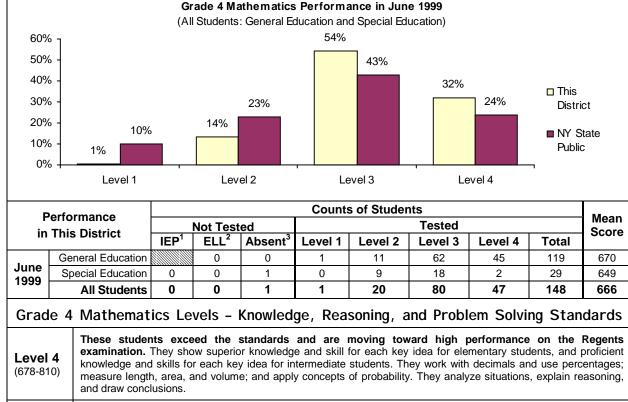
¹ These students with disabilities were exempt from this test because of their disability. This exemption is stated in their Individualized Educational Program (IEP).

These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who perform below the 30th percentile on another appropriate English reading assessment. Other grade 4 ELL students must take this test.

³ These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.

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

Mathematics



Level 4 (678-810)	examination. They show superior knowledge and skill for each key idea for elementary students, and proficient knowledge and skills for each key idea for intermediate students. They work with decimals and use percentages; measure length, area, and volume; and apply concepts of probability. They analyze situations, explain reasoning, and draw conclusions.
Level 3 (637-677)	These students meet the standards and, with continued steady growth, should pass the Regents examination. They show knowledge and skill for each key idea for elementary students, and some knowledge and skills for each key idea for intermediate students. They have a basic understanding of real world data, use appropriate units of measure, and understand fundamentals of geometry. They can justify a reasonable solution.
Level 2 (602-636)	These students need extra help to meet the standards and pass the Regents examination. They show some knowledge and skill for each key idea for elementary students, but no knowledge and skills for the key ideas for intermediate students. They use basic mathematics facts, work with whole numbers, and identify units of measurement. They can use manipulatives to solve for an unknown.
Level 1 (448-601)	These students have serious academic deficiencies. They show no evidence of any proficiency in one or more of the elementary key ideas and incomplete proficiency in all seven key ideas. They know some basic addition and subtraction, how to count to find answers, and understand that some events are more likely than others.

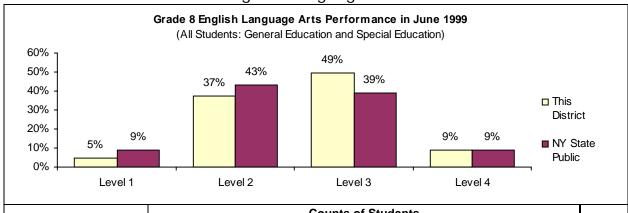
¹ These students with disabilities were exempt from this test because of their disability. This exemption is stated in their Individualized Educational Program (IEP).

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

³ These students were enrolled at the time of testing, but were not present to complete some part of the mathematics assessment.

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English Language Arts



Performance in This District					Counts	s of Studer	nts			Maan
			Not Test	ed	Tested					Mean Score
		IEP ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4	Total	Score
	General Education		0	0	0	37	63	12	112	711
June	Special Education	0	0	0	6	12	2	0	20	672
1999	All Students	0	0	0	6	49	65	12	132	705

Grade 8 English Language Arts Levels - Listening, Reading, and Writing Standards

Grade	Grade 8 English Language Arts Levels - Listening, Reading, and Writing Standards						
Level 4 (739-830)	These students exceed the standards and are moving toward high performance on the Regents examination. They show superior knowledge and skill for each standard for intermediate students, and proficient commencement-level skills in listening, reading and writing. Students show thorough understanding of intermediate written and oral text. Students' writing is consistently well organized, insightful, and thoroughly developed, with sophisticated and effective language and few or no errors in spelling, grammar, or punctuation.						
Level 3 (701-738)	These students meet the standards and, with continued steady growth, should pass the Regents examination. They show knowledge and skill for each standard for intermediate students, and some commencement-level skills in listening, reading and writing. Students show general understanding of intermediate level written and oral text. Students' writing is generally organized and developed, with minor errors that do not interfere with readability.						
Level 2 (662-700)	These students need extra help to meet the standards and pass the Regents examination. They show some knowledge and skill for each standard for intermediate students. Students show partial understanding of intermediate-level written and oral text. Students' writing has some focus and basic organization and uses simple sentences and vocabulary. Errors sometimes interfere with comprehension.						
Level 1 (527-661)	These students have serious academic deficiencies. They show no evidence of any proficiency in one or more of the standards for intermediate students and incomplete proficiency in all three of the standards. Students show minimal understanding of intermediate-level written and oral text. Students' writing is brief, general, or uses repetitive statements, and reveals difficulty in organizing thoughts. Errors interfere with both readability and						

Performance of English Language Learners (ELL)

English language learners (ELL), formerly referred to as limited English proficient (LEP), are students for whom English is a second language. Schools assist these students in learning English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test.² Their progress in learning English is measured, using standardized tests, and reported.

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 1999	0	0

¹ These students with disabilities were exempt from this test because of their disability. This exemption is stated in their Individualized Educational Program (IEP).

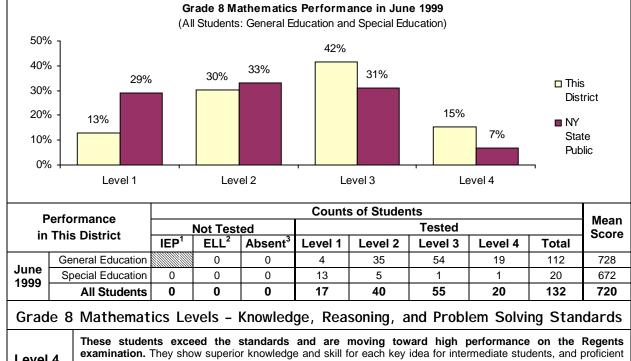
comprehension.

² These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment. Other grade 4 ELL students must take this test.

³ These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.

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

Mathematics



Level 4 (760-882)	These students exceed the standards and are moving toward high performance on the Regents examination. They show superior knowledge and skill for each key idea for intermediate students, and proficient commencement-level skills. They consistently demonstrate proficiency and accuracy in processes and solutions. They clearly communicate mathematical insights, use a wide range of mathematical problem-solving strategies, and identify the most efficient means to a solution.
Level 3 (716-759)	These students meet the standards and, with continued steady growth, should pass the Regents examination. They show knowledge and skill for each key idea for intermediate students, and some commencement-level skills. They use prime numbers, factors, rational numbers; apply formulas; visualize three dimensional shapes; understand and use the Pythagorean theorem and trigonometric functions.
Level 2 (681-715)	These students need extra help to meet the standards and pass the Regents examination. They show some knowledge and skill for each key idea for intermediate students. They use basic reasoning, understand percentages, visualize two-dimensional shapes, understand properties of polygons and use patterns.
Level 1 (517-680)	These students have serious academic deficiencies. They show no evidence of any proficiency in one or more of the key ideas for intermediate students and incomplete proficiency in all seven key ideas. They can use variables and make and use simple measurements. They may use simple operations and understand simple graphical displays. They can identify some patterns and functions.

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³ These students were enrolled at the time of testing, but were not present to complete some part of the mathematics assessment.

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School District Profile

Superintend	Superintendent: Mr. John C. Kleinegris Phone: (914)528-8143						
Organizati 1998-99	on	Sch	nool Staff (both full- and part-t	ime)			
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals			
K-8	1,228	94	12	23			

Public Total Expenditure per Pupil	1997-98
This School District	\$10,604
New York State	\$9,810

District Student Enrollment						
Grade Levels	October 1998	Grade Levels	October 1998			
Pre-Kindergarten	0	Grade 7	139			
Kindergarten	124	Grade 8	133			
Grade 1	124	Grade 9	0			
Grade 2	159	Grade 10	0			
Grade 3	133	Grade 11	0			
Grade 4	146	Grade 12	0			
Grade 5	135	Ungraded Elementary with Disabilities	0			
Grade 6	135	Ungraded Secondary with Disabilities	0			

Student Demographics	1996-97		1997-98		1998-99		
	Count	Percent	Count	Percent	Count	Percent	NY Statewide Public Percent
English Language Learners	4	0.3%	1	0.1%	15	1.2%	7.5%
Eligible For Free Lunch	90	8.3%	77	7.0%	111	10.0%	38.5%

Need / Resource Capacity Group	The Education Department groups school districts for policy analysis based on certain demographic factors. This is a school district with low student needs in relation to district resource capacity.