

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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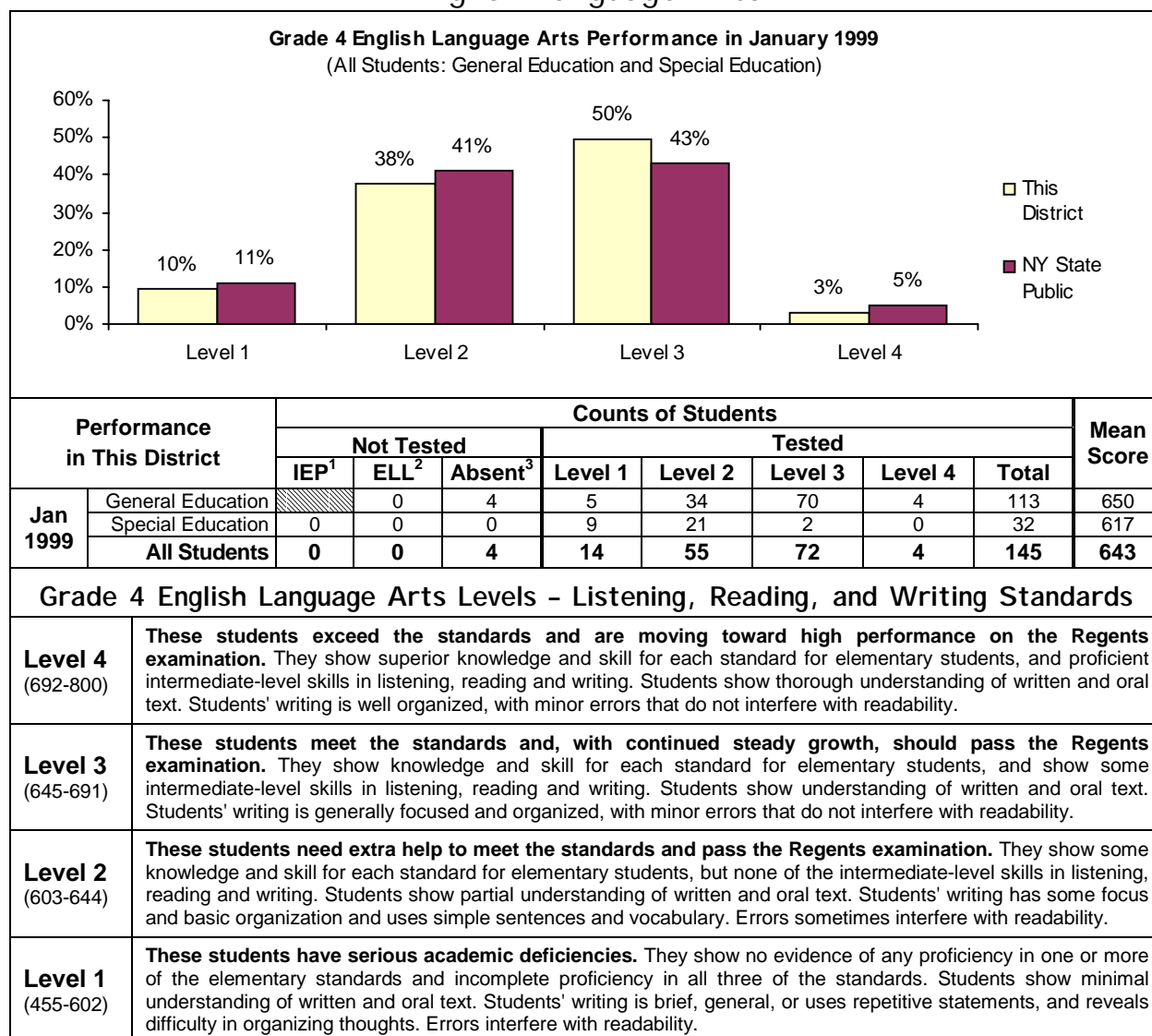
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Grade 4

English Language Arts



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).

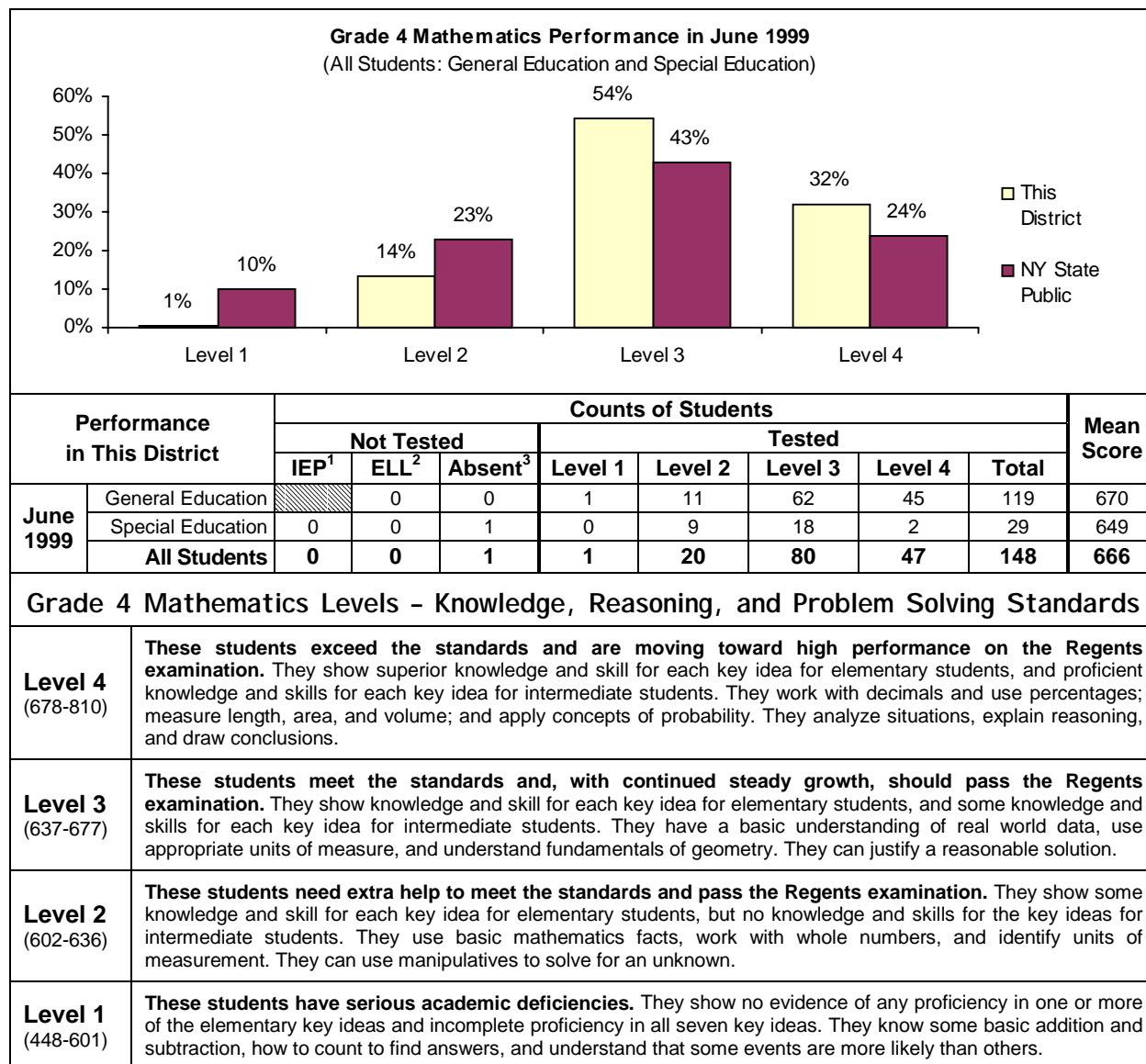
² These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who perform below the 30th percentile on another appropriate English reading assessment. Other grade 4 ELL students must take this test.

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.

Grade 4

Mathematics



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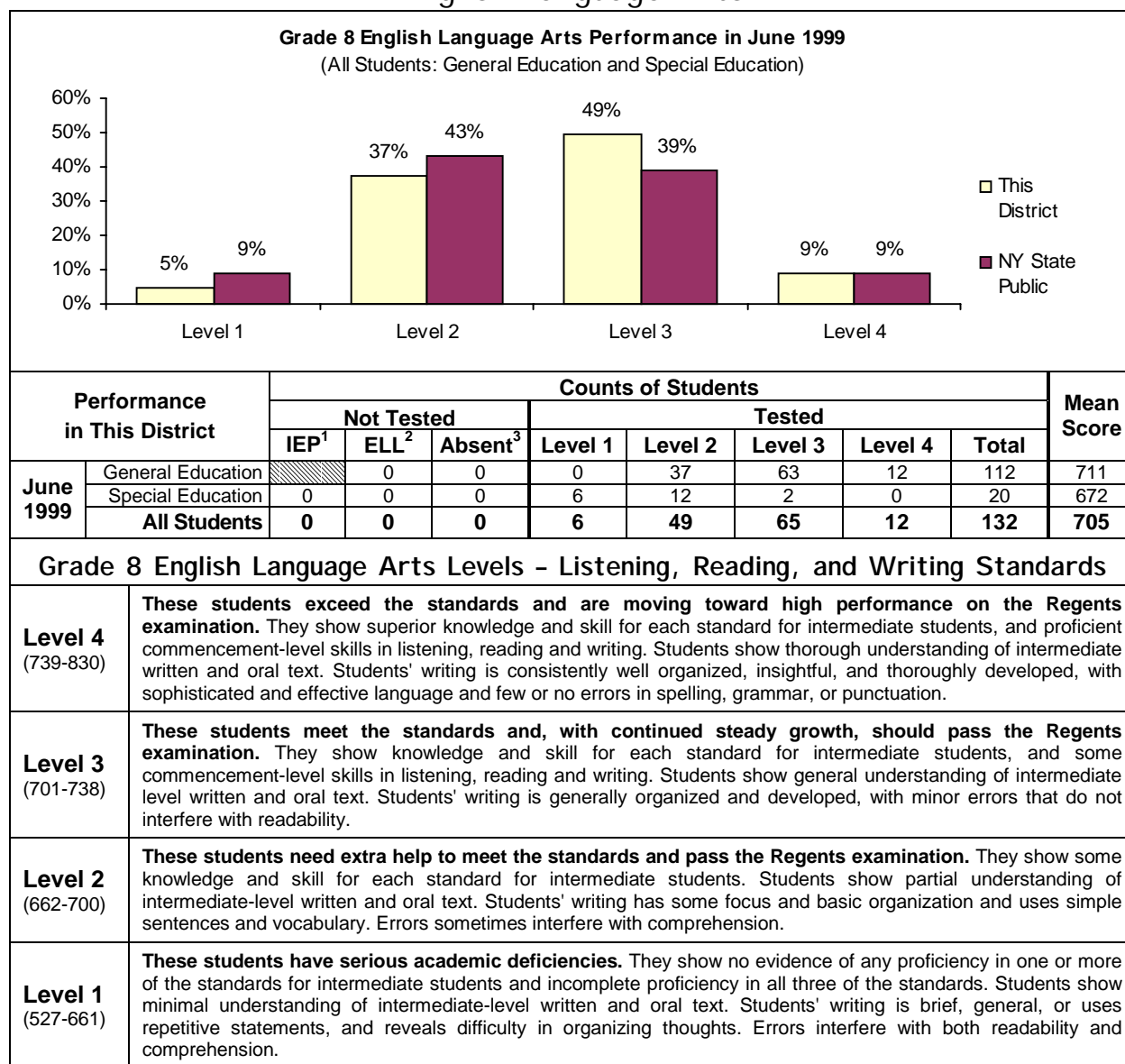
2 These students were not required to take this test because they were English language learners (ELL) who performed below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take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

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.

Grade 8

English Language Arts



Performance of English Language Learners (ELL)

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

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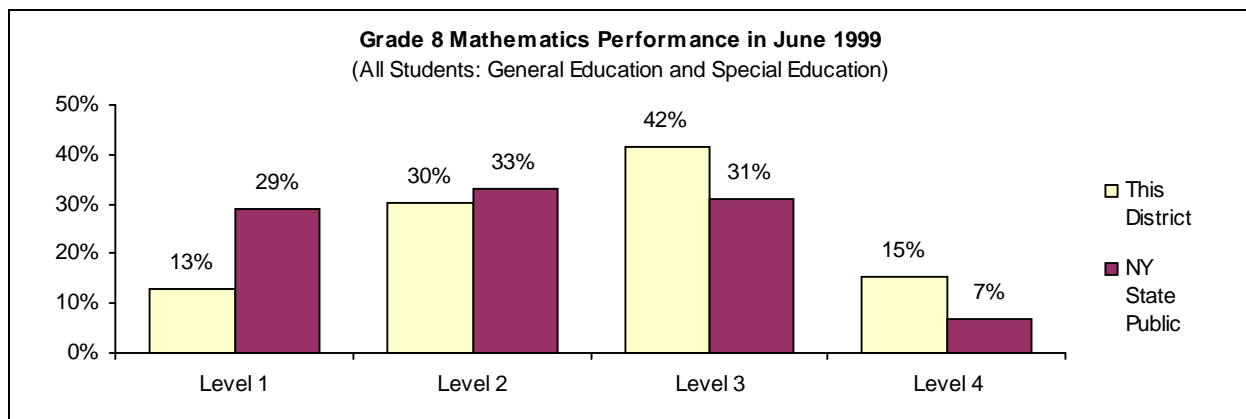
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Grade 8

Mathematics



Performance in This District		Counts of Students								Mean Score
		Not Tested			Tested					
		IEP ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	0	4	35	54	19	112	728
	Special Education	0	0	0	13	5	1	1	20	672
	All Students	0	0	0	17	40	55	20	132	720

Grade 8 Mathematics Levels – Knowledge, Reasoning, and Problem Solving Standards

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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School District Profile

Superintendent: Mr. John C. Kleinegris			Phone: (914)528-8143	
Organization 1998-99		School Staff (both full- and part-time)		
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.
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