

New York State School Report Card Comprehensive Information Report

BEDS Code : 58-02-06-02-0003
 Name : Port Jefferson High School
 Principal: Mr. Daniel Nolan

Grade Range : 9-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	87	89	85
Tenth	83	90	85
Eleventh	88	83	87
Twelfth	80	89	81
Ungraded Secondary	0	0	0
Total K-12 Enrollment	338	351	338

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	7	2.1%	9	2.6%	10	3.0%
Black (Not Hispanic)	2	0.6%	4	1.1%	4	1.2%
Hispanic	7	2.1%	6	1.7%	6	1.8%
White (Not Hispanic)	322	95.3%	332	94.6%	318	94.1%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
4	1.2%	3	0.9%	4	1.2%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	21	0	0
Social Studies Grade 8	0	0	0
English Grade 10	16	24	17
Mathematics Grade 10	22	10	23
Science Grade 10	20	16	12
Social Studies Grade 10	14	16	15

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
52	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		88.5%		92.3%		91.8%
Student Suspensions	13	3.9%	12	3.5%	21	6.0%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	0.6%	2.0%	0.9%
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	93%	99%	100%

Staff Counts

Staff	2001–2002
Total Teachers	24
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching out of Certification*	0
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	68	59	87%	72	57	79%	73	57	78%
Students with Disabilities	6	2	33%	11	2	18%	4	3	75%
All Students	74	61	82%	83	59	71%	77	60	78%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	67	4	0	1	0	5
Percent	87%	5%	0%	1%	0%	6%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
4	3	0	4

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					1	0.3%
	Entered GED Program*					3	0.9%
	Total Noncompleters					4	1.2%
Students with Disabilities	Dropped Out					1	0.3%
	Entered GED Program*					1	0.3%
	Total Noncompleters					2	0.6%
All Students	Dropped Out	1	0.3%	3	0.9%	2	0.6%
	Entered GED Program*	0	0.0%	1	0.3%	4	1.2%
	Total Noncompleters	1	0.3%	4	1.1%	6	1.8%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	1	#	0	0%
Science	2	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	1	#	0	0%
U.S. Hist & Gov't	5	80%	1	#	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	3	#	0	0%
Science	3	100%	0	0%	0	0%
Reading	6	100%	3	#	0	0%
Writing	3	100%	3	#	0	0%
Global Studies	1	100%	1	#	0	0%
U.S. Hist & Gov't	4	100%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	75	82	81	10	9	7
Number Scoring 55–100	74	79	78	10	6	7
Number Scoring 65–100	71	76	77	9	5	7
Number Scoring 85–100	21	51	47	0	0	0
Percentage of Tested Scoring 55–100	99%	96%	96%	100%	67%	100%
Percentage of Tested Scoring 65–100	95%	93%	95%	90%	56%	100%
Percentage of Tested Scoring 85–100	28%	62%	58%	0%	0%	0%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	37	38	4	7	3	1
Number Scoring 55–100	35	34	#	6	#	#
Number Scoring 65–100	31	32	#	6	#	#
Number Scoring 85–100	21	13	#	1	#	#
Percentage of Tested Scoring 55–100	95%	89%	#	86%	#	#
Percentage of Tested Scoring 65–100	84%	84%	#	86%	#	#
Percentage of Tested Scoring 85–100	57%	34%	#	14%	#	#
Mathematics A						
Number Tested	0	10	10	0	3	7
Number Scoring 55–100	0	4	4	0	#	3
Number Scoring 65–100	0	4	3	0	#	3
Number Scoring 85–100	0	1	0	0	#	0
Percentage of Tested Scoring 55–100	0%	40%	40%	0%	#	43%
Percentage of Tested Scoring 65–100	0%	40%	30%	0%	#	43%
Percentage of Tested Scoring 85–100	0%	10%	0%	0%	#	0%
Global Studies (last administered January 2000)						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
Global History and Geography (first administered June 2000)						
Number Tested	82	82	84	5	8	9
Number Scoring 55–100	81	82	84	5	8	9
Number Scoring 65–100	80	82	82	5	8	9
Number Scoring 85–100	58	55	52	0	3	4
Percentage of Tested Scoring 55–100	99%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	100%	98%	100%	100%	100%
Percentage of Tested Scoring 85–100	71%	67%	62%	0%	38%	44%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	77	1		9	0	
Number Scoring 55–100	74	#		9	0	
Number Scoring 65–100	66	#		5	0	
Number Scoring 85–100	25	#		0	0	
Percentage of Tested Scoring 55–100	96%	#		100%	0%	
Percentage of Tested Scoring 65–100	86%	#		56%	0%	
Percentage of Tested Scoring 85–100	32%	#		0%	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		78	85		6	8
Number Scoring 55–100		77	85		6	8
Number Scoring 65–100		71	78		6	7
Number Scoring 85–100		45	43		1	1
Percentage of Tested Scoring 55–100		99%	100%		100%	100%
Percentage of Tested Scoring 65–100		91%	92%		100%	88%
Percentage of Tested Scoring 85–100		58%	51%		17%	12%
Living Environment (first administered June 2001)						
Number Tested		77	82		11	7
Number Scoring 55–100		77	82		11	7
Number Scoring 65–100		77	82		11	7
Number Scoring 85–100		41	41		3	1
Percentage of Tested Scoring 55–100		100%	100%		100%	100%
Percentage of Tested Scoring 65–100		100%	100%		100%	100%
Percentage of Tested Scoring 85–100		53%	50%		27%	14%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		38	34		5	8
Number Scoring 55–100		38	32		5	8
Number Scoring 65–100		37	30		4	8
Number Scoring 85–100		14	10		2	3
Percentage of Tested Scoring 55–100		100%	94%		100%	100%
Percentage of Tested Scoring 65–100		97%	88%		80%	100%
Percentage of Tested Scoring 85–100		37%	29%		40%	38%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	88	83	85	75	83
2001	86	84	85	86	85
2002	82	84	87	80	83

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	11	5	15	6	9
2001	10	10	7	13	10
2002	9	9	8	5	8

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	83	85	83	9	10	8
Comprehensive French						
Number Tested	10	11	17	0	0	0
Number Scoring 55–100	10	11	17	0	0	0
Number Scoring 65–100	10	11	17	0	0	0
Number Scoring 85–100	10	10	13	0	0	0
Percentage of AGE Tested	12%	13%	20%	0%	0%	0%
Percentage of AGE Scoring 55–100	12%	13%	20%	0%	0%	0%
Percentage of AGE Scoring 65–100	12%	13%	20%	0%	0%	0%
Percentage of AGE Scoring 85–100	12%	12%	16%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	83	85	83	9	10	8
Comprehensive Spanish						
Number Tested	41	33	20	0	0	0
Number Scoring 55–100	41	33	20	0	0	0
Number Scoring 65–100	40	33	20	0	0	0
Number Scoring 85–100	31	29	19	0	0	0
Percentage of AGE Tested	49%	39%	24%	0%	0%	0%
Percentage of AGE Scoring 55–100	49%	39%	24%	0%	0%	0%
Percentage of AGE Scoring 65–100	48%	39%	24%	0%	0%	0%
Percentage of AGE Scoring 85–100	37%	34%	23%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	100%	100%	0%	0%	0%
Comprehensive Latin						
Number Tested	14	11	15	0	0	0
Number Scoring 55–100	14	11	15	0	0	0
Number Scoring 65–100	14	11	15	0	0	0
Number Scoring 85–100	13	7	8	0	0	0
Percentage of AGE Tested	17%	13%	18%	0%	0%	0%
Percentage of AGE Scoring 55–100	17%	13%	18%	0%	0%	0%
Percentage of AGE Scoring 65–100	17%	13%	18%	0%	0%	0%
Percentage of AGE Scoring 85–100	16%	8%	10%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	83	85	83	9	10	8
Sequential Mathematics, Course II						
Number Tested	83	78	78	7	7	3
Number Scoring 55–100	71	73	70	6	5	#
Number Scoring 65–100	64	67	63	4	4	#
Number Scoring 85–100	37	43	32	1	1	#
Percentage of AGE Tested	100%	92%	94%	78%	70%	#
Percentage of AGE Scoring 55–100	86%	86%	84%	67%	50%	#
Percentage of AGE Scoring 65–100	77%	79%	76%	44%	40%	#
Percentage of AGE Scoring 85–100	45%	51%	39%	11%	10%	#
Percentage of Tested Scoring 65–100	77%	86%	81%	57%	57%	#
Sequential Mathematics, Course III						
Number Tested	75	66	64	2	1	2
Number Scoring 55–100	69	61	62	#	#	#
Number Scoring 65–100	67	59	57	#	#	#
Number Scoring 85–100	41	33	37	#	#	#
Percentage of AGE Tested	90%	78%	77%	#	#	#
Percentage of AGE Scoring 55–100	83%	72%	75%	#	#	#
Percentage of AGE Scoring 65–100	81%	69%	69%	#	#	#
Percentage of AGE Scoring 85–100	49%	39%	45%	#	#	#
Percentage of Tested Scoring 65–100	89%	89%	89%	#	#	#
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	83	85	83	9	10	8
Earth Science (last administered January 2001)						
Number Tested	47	0		11	0	
Number Scoring 55–100	46	0		10	0	
Number Scoring 65–100	41	0		5	0	
Number Scoring 85–100	16	0		2	0	
Percentage of AGE Tested	57%	0%		122%	0%	
Percentage of AGE Scoring 55–100	55%	0%		111%	0%	
Percentage of AGE Scoring 65–100	49%	0%		56%	0%	
Percentage of AGE Scoring 85–100	19%	0%		22%	0%	
Percentage of Tested Scoring 65–100	87%	0%		45%	0%	
Biology (last administered January 2001)						
Number Tested	72	0		3	0	
Number Scoring 55–100	72	0		#	0	
Number Scoring 65–100	69	0		#	0	
Number Scoring 85–100	34	0		#	0	
Percentage of AGE Tested	87%	0%		#	0%	
Percentage of AGE Scoring 55–100	87%	0%		#	0%	
Percentage of AGE Scoring 65–100	83%	0%		#	0%	
Percentage of AGE Scoring 85–100	41%	0%		#	0%	
Percentage of Tested Scoring 65–100	96%	0%		#	0%	
Chemistry (last administered January 2002)						
Number Tested	76	55	2	2	2	0
Number Scoring 55–100	76	53	#	#	#	0
Number Scoring 65–100	73	46	#	#	#	0
Number Scoring 85–100	34	22	#	#	#	0
Percentage of AGE Tested	92%	65%	#	#	#	0%
Percentage of AGE Scoring 55–100	92%	62%	#	#	#	0%
Percentage of AGE Scoring 65–100	88%	54%	#	#	#	0%
Percentage of AGE Scoring 85–100	41%	26%	#	#	#	0%
Percentage of Tested Scoring 65–100	96%	84%	#	#	#	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	83	85	83	9	10	8
Physics (last administered January 2002)						
Number Tested	39	48	1	0	2	0
Number Scoring 55–100	39	48	#	0	#	0
Number Scoring 65–100	37	44	#	0	#	0
Number Scoring 85–100	15	18	#	0	#	0
Percentage of AGE Tested	47%	56%	#	0%	#	0%
Percentage of AGE Scoring 55–100	47%	56%	#	0%	#	0%
Percentage of AGE Scoring 65–100	45%	52%	#	0%	#	0%
Percentage of AGE Scoring 85–100	18%	21%	#	0%	#	0%
Percentage of Tested Scoring 65–100	95%	92%	#	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			70			3
Number Scoring 55–100			67			#
Number Scoring 65–100			57			#
Number Scoring 85–100			8			#
Percentage of AGE Tested			84%			#
Percentage of AGE Scoring 55–100			81%			#
Percentage of AGE Scoring 65–100			69%			#
Percentage of AGE Scoring 85–100			10%			#
Percentage of Tested Scoring 65–100			81%			#
Physical Setting/Physics (first administered June 2002)						
Number Tested			44			0
Number Scoring 55–100			35			0
Number Scoring 65–100			30			0
Number Scoring 85–100			9			0
Percentage of AGE Tested			53%			0%
Percentage of AGE Scoring 55–100			42%			0%
Percentage of AGE Scoring 65–100			36%			0%
Percentage of AGE Scoring 85–100			11%			0%
Percentage of Tested Scoring 65–100			68%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	15	100%	9	100%	0	0%
Students with Disabilities	4	#	1	#	0	0%

On school reports, 1999–2000 and 2000–2001 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	75	75	5	5	80	80
Number Scoring 55–64	0	3	0	0	0	3
Number Scoring 65–84	19	21	2	4	21	25
Number Scoring 85–100	54	47	2	0	56	47
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	78	9	87
Number Scoring 55–64	0	0	0
Number Scoring 65–84	31	7	38
Number Scoring 85–100	43	2	45
Approved Alternatives	0	0	0

(Form – O)