

# New York State School Report Card Comprehensive Information Report

BEDS Code: 44-18-00-05-0006  
 Name: Port Jervis Senior High School  
 Principal: Arnold Spadafora

Grade Range : 9-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	348	441	427
Tenth	249	232	263
Eleventh	214	219	224
Twelfth	177	194	180
Ungraded Secondary	12	10	10
Total K-12 Enrollment	1000	1096	1104

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	6	0.6%	14	1.3%	13	1.2%
Black (Not Hispanic)	52	5.2%	56	5.1%	51	4.6%
Hispanic	53	5.3%	45	4.1%	48	4.3%
White (Not Hispanic)	889	88.9%	981	89.5%	992	89.9%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	22	23
Mathematics Grade 10	17	22	28
Science Grade 10	19	23	20
Social Studies Grade 10	25	23	25

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.5%	5	0.5%	9	0.8%
Eligible for Free Lunch	187	18.7%	212	19.3%	186	16.9%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		89.6%		87.3%		89.2%
Student Suspensions	315	29.9%	218	21.8%	273	24.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.4%	7.2%	6.9%
Public Assistance	11-20%	51-60%	21-30%
Student Stability	100%	100%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	71
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	1

\*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\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	172	159	92%	184	184	100%	166	154	93%
Students with Disabilities	9	8	89%	8	8	100%	15	13	87%
All Students	181	167	92%	192	192	100%	181	167	92%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	76	64	4	11	22	4
Percent	42%	35%	2%	6%	12%	2%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
15	13	4	19

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			57		5	
	Entered GED Program*			13		1	
	Total Noncompleters			70		6	
Students with Disabilities	Dropped Out			5		0	
	Entered GED Program*			2		1	
	Total Noncompleters			7		1	
All Students	Dropped Out	56	5.6%	62	5.7%	5	0.5%
	Entered GED Program*	16	1.6%	15	1.4%	2	0.2%
	Total Noncompleters	72	7.2%	77	7.0%	7	0.6%

\*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)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		1001	970
	Number of Students with Disabilities		95	124
	Number of All Students		1096	1094
	Percent of Enrollment		100%	99%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	61	77%	74	80%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	140	69%	207	58%	21	81%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	8	12%	6	17%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	10	10%	12	25%	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	6	50%	0	0%
Science	0	0%	9	22%	0	0%
Reading	0	0%	3	#	0	0%
Writing	0	0%	3	#	0	0%
Global Studies	2	#	3	#	0	0%
U.S. Hist & Gov't	4	#	2	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	25	48%	0	0%
Science	29	31%	25	24%	0	0%
Reading	2	#	19	58%	0	0%
Writing	2	#	11	64%	0	0%
Global Studies	10	40%	10	10%	0	0%
U.S. Hist & Gov't	6	50%	4	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	207	185	7	17	11	0
Number Scoring 55–100	200	167	4	13	6	0
Number Scoring 65–100	184	146	3	9	1	0
Number Scoring 85–100	54	56	1	3	0	0
Percentage of Tested Scoring 55–100	97%	90%	57%	76%	55%	0%
Percentage of Tested Scoring 65–100	89%	79%	43%	53%	9%	0%
Percentage of Tested Scoring 85–100	26%	30%	14%	18%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	0	273	0	0	17
Number Scoring 55–100	0	0	197	0	0	4
Number Scoring 65–100	0	0	155	0	0	3
Number Scoring 85–100	0	0	21	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	72%	0%	0%	24%
Percentage of Tested Scoring 65–100	0%	0%	57%	0%	0%	18%
Percentage of Tested Scoring 85–100	0%	0%	8%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	225	227	9	18	22	2
Number Scoring 55–100	206	190	5	11	11	#
Number Scoring 65–100	182	165	3	7	6	#
Number Scoring 85–100	61	41	0	1	0	#
Percentage of Tested Scoring 55–100	92%	84%	56%	61%	50%	#
Percentage of Tested Scoring 65–100	81%	73%	33%	39%	27%	#
Percentage of Tested Scoring 85–100	27%	18%	0%	6%	0%	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	199	221	0	11	16	0
Number Scoring 55–100	174	189	0	5	8	0
Number Scoring 65–100	147	146	0	3	3	0
Number Scoring 85–100	52	43	0	0	0	0
Percentage of Tested Scoring 55–100	87%	86%	0%	45%	50%	0%
Percentage of Tested Scoring 65–100	74%	66%	0%	27%	19%	0%
Percentage of Tested Scoring 85–100	26%	19%	0%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	230	246	0	8	17	0
Number Scoring 55–100	226	234	0	6	14	0
Number Scoring 65–100	210	211	0	5	10	0
Number Scoring 85–100	33	36	0	0	0	0
Percentage of Tested Scoring 55–100	98%	95%	0%	75%	82%	0%
Percentage of Tested Scoring 65–100	91%	86%	0%	62%	59%	0%
Percentage of Tested Scoring 85–100	14%	15%	0%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	119	118	0	0	1	0
Number Scoring 55–100	113	113	0	0	#	0
Number Scoring 65–100	100	101	0	0	#	0
Number Scoring 85–100	25	19	0	0	#	0
Percentage of Tested Scoring 55–100	95%	96%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	84%	86%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	21%	16%	0%	0%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		87	0		0	0
Number Scoring 55–100		81	0		0	0
Number Scoring 65–100		60	0		0	0
Number Scoring 85–100		11	0		0	0
Percentage of Tested Scoring 55–100		93%	0%		0%	0%
Percentage of Tested Scoring 65–100		69%	0%		0%	0%
Percentage of Tested Scoring 85–100		13%	0%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	32	25	0	0	0	0
Number Scoring 55–100	32	24	0	0	0	0
Number Scoring 65–100	31	24	0	0	0	0
Number Scoring 85–100	19	10	0	0	0	0
Percentage of Tested Scoring 55–100	100%	96%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	96%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	59%	40%	0%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	62	68	0	0	0	0
Number Scoring 55–100	59	66	0	0	0	0
Number Scoring 65–100	52	64	0	0	0	0
Number Scoring 85–100	28	47	0	0	0	0
Percentage of Tested Scoring 55–100	95%	97%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	84%	94%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	45%	69%	0%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	139	89	0	2	0	0
Number Scoring 55–100	118	79	0	#	0	0
Number Scoring 65–100	104	75	0	#	0	0
Number Scoring 85–100	36	44	0	#	0	0
Percentage of Tested Scoring 55–100	85%	89%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	75%	84%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	26%	49%	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	83	85	0	0	0	0
Number Scoring 55–100	69	75	0	0	0	0
Number Scoring 65–100	67	71	0	0	0	0
Number Scoring 85–100	29	43	0	0	0	0
Percentage of Tested Scoring 55–100	83%	88%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	81%	84%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	35%	51%	0%	0%	0%	0%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	97	99%	61	100%	0	0%
Students with Disabilities	14	86%	3	#	0	0%

On school reports, 2000–2001 and 2001–2002 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 2000–2001, 2001–2002, and 2002–2003 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	219	219	219	25	25	25	244	244	244
Number Scoring 55–64	19	37	11	7	6	5	26	43	16
Number Scoring 65–84	114	83	106	9	3	9	123	86	115
Number Scoring 85–100	58	42	56	1	0	0	59	42	56
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)