

New York State School Report Card

Comprehensive Information Report

BEDS Code: 13-15-00-01-0010
 Name: Poughkeepsie High School
 Principal: Robert Murphy

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	390	409	369
Tenth	273	286	399
Eleventh	234	224	226
Twelfth	178	200	186
Ungraded Secondary	0	0	2
Total K-12 Enrollment	1075	1119	1182

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	13	1.2%	17	1.5%	22	1.9%
Black (Not Hispanic)	653	60.7%	660	59.0%	726	61.4%
Hispanic	136	12.7%	142	12.7%	149	12.6%
White (Not Hispanic)	273	25.4%	300	26.8%	285	24.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	19	23	22
Mathematics Grade 10	20	21	21
Science Grade 10	24	17	17
Social Studies Grade 10	27	24	24

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
45	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the higher 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	63	5.9%	64	5.7%	64	5.4%
Eligible for Free Lunch	543	50.5%	552	49.3%	667	56.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		85.7%		85.9%		88.0%
Student Suspensions	201	19.8%	248	23.1%	448	40.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.5%	11.4%	12.4%
Public Assistance	41-50%	41-50%	51-60%
Student Stability	96%	99%	97%

Staff Counts

Staff	2003-04
Total Teachers	91
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	7

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	143	142	99%	146	75	51%	184	72	39%
Students with Disabilities	10	9	90%	26	9	35%	6	2	33%
All Students	153	151	99%	172	84	49%	190	74	39%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	63	70	0	7	2	48
Percent	33%	37%	0%	4%	1%	25%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
6	2	0	6

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	112		48		47	5.0%
	Entered GED Program*	0		28		63	6.7%
	Total Noncompleters	112		76		110	11.8%
Students with Disabilities	Dropped Out	6		10		20	7.8%
	Entered GED Program*	0		6		19	7.4%
	Total Noncompleters	6		16		39	15.1%
All Students	Dropped Out	118	11.0%	58	5.2%	67	5.6%
	Entered GED Program*	0	0.0%	34	3.0%	82	6.9%
	Total Noncompleters	118	11.0%	92	8.2%	149	12.5%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	1070	896	917
	Number of Students with Disabilities	0	223	265
	Number of All Students	1070	1119	1182
	Percent of Enrollment	100%	100%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	7	86%	12	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	32	34%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	3	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	4	#	5	80%
Science	3	#	5	60%	10	70%
Reading	0	0%	1	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	2	#	1	#
U.S. Hist & Gov't	0	0%	1	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	26	46%	69	61%	99	64%
Science	26	31%	64	47%	92	53%
Reading	0	0%	17	88%	6	100%
Writing	0	0%	22	95%	4	#
Global Studies	2	#	14	100%	5	80%
U.S. Hist & Gov't	0	0%	6	67%	6	100%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	30	213	224	11	28	31
Number Scoring 55–100	26	164	201	10	16	25
Number Scoring 65–100	19	128	167	8	11	20
Number Scoring 85–100	2	36	60	1	0	7
Percentage of Tested Scoring 55–100	87%	77%	90%	91%	57%	81%
Percentage of Tested Scoring 65–100	63%	60%	75%	73%	39%	65%
Percentage of Tested Scoring 85–100	7%	17%	27%	9%	0%	23%
Mathematics A						
Number Tested	0	270	259	0	44	22
Number Scoring 55–100	0	138	224	0	11	10
Number Scoring 65–100	0	99	178	0	6	7
Number Scoring 85–100	0	21	31	0	0	1
Percentage of Tested Scoring 55–100	0%	51%	86%	0%	25%	45%
Percentage of Tested Scoring 65–100	0%	37%	69%	0%	14%	32%
Percentage of Tested Scoring 85–100	0%	8%	12%	0%	0%	5%
Mathematics B						
Number Tested	0	0	70	0	0	3
Number Scoring 55–100	0	0	53	0	0	#
Number Scoring 65–100	0	0	42	0	0	#
Number Scoring 85–100	0	0	23	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	76%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	60%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	33%	0%	0%	#
Global History and Geography						
Number Tested	12	257	293	4	36	37
Number Scoring 55–100	9	198	245	#	27	29
Number Scoring 65–100	8	160	183	#	21	19
Number Scoring 85–100	0	46	59	#	6	1
Percentage of Tested Scoring 55–100	75%	77%	84%	#	75%	78%
Percentage of Tested Scoring 65–100	67%	62%	62%	#	58%	51%
Percentage of Tested Scoring 85–100	0%	18%	20%	#	17%	3%
U.S. History and Government						
Number Tested	28	200	206	1	28	31
Number Scoring 55–100	24	181	182	#	23	27
Number Scoring 65–100	19	156	143	#	19	23
Number Scoring 85–100	1	48	51	#	1	9
Percentage of Tested Scoring 55–100	86%	91%	88%	#	82%	87%
Percentage of Tested Scoring 65–100	68%	78%	69%	#	68%	74%
Percentage of Tested Scoring 85–100	4%	24%	25%	#	4%	29%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	28	176	307	2	25	42
Number Scoring 55–100	15	136	208	#	13	21
Number Scoring 65–100	10	99	151	#	7	13
Number Scoring 85–100	0	2	6	#	0	1
Percentage of Tested Scoring 55–100	54%	77%	68%	#	52%	50%
Percentage of Tested Scoring 65–100	36%	56%	49%	#	28%	31%
Percentage of Tested Scoring 85–100	0%	1%	2%	#	0%	2%
Physical Setting/Earth Science						
Number Tested	6	166	212	0	14	11
Number Scoring 55–100	3	121	149	0	8	7
Number Scoring 65–100	2	84	107	0	4	5
Number Scoring 85–100	0	16	15	0	0	1
Percentage of Tested Scoring 55–100	50%	73%	70%	0%	57%	64%
Percentage of Tested Scoring 65–100	33%	51%	50%	0%	29%	45%
Percentage of Tested Scoring 85–100	0%	10%	7%	0%	0%	9%
Physical Setting/Chemistry						
Number Tested	0	98	103	0	3	3
Number Scoring 55–100	0	84	85	0	#	#
Number Scoring 65–100	0	64	53	0	#	#
Number Scoring 85–100	0	18	6	0	#	#
Percentage of Tested Scoring 55–100	0%	86%	83%	0%	#	#
Percentage of Tested Scoring 65–100	0%	65%	51%	0%	#	#
Percentage of Tested Scoring 85–100	0%	18%	6%	0%	#	#
Physical Setting/Physics						
Number Tested			28			0
Number Scoring 55–100			21			0
Number Scoring 65–100			18			0
Number Scoring 85–100			5			0
Percentage of Tested Scoring 55–100			75%			0%
Percentage of Tested Scoring 65–100			64%			0%
Percentage of Tested Scoring 85–100			18%			0%

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	0	21	26	0	0	0
Number Scoring 55–100	0	19	26	0	0	0
Number Scoring 65–100	0	17	22	0	0	0
Number Scoring 85–100	0	8	11	0	0	0
Percentage of Tested Scoring 55–100	0%	90%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	81%	85%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	38%	42%	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 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%
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 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%
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 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%
Comprehensive Spanish						
Number Tested	0	75	78	0	4	1
Number Scoring 55–100	0	71	74	0	#	#
Number Scoring 65–100	0	63	67	0	#	#
Number Scoring 85–100	0	38	32	0	#	#
Percentage of Tested Scoring 55–100	0%	95%	95%	0%	#	#
Percentage of Tested Scoring 65–100	0%	84%	86%	0%	#	#
Percentage of Tested Scoring 85–100	0%	51%	41%	0%	#	#
Comprehensive Latin						
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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	14	79	9	0	6	0
Number Scoring 55–100	8	47	3	0	3	0
Number Scoring 65–100	5	42	1	0	2	0
Number Scoring 85–100	0	13	0	0	0	0
Percentage of Tested Scoring 55–100	57%	59%	33%	0%	50%	0%
Percentage of Tested Scoring 65–100	36%	53%	11%	0%	33%	0%
Percentage of Tested Scoring 85–100	0%	16%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	122	73%	11	64%	29	0%
Students with Disabilities	20	75%	7	71%	2	#

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – I)

New York State Alternate Assessments (NYSAA)

2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	2	0	0	0	0
Secondary Level						
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

2000 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	165	165	165	18	18	18	183	183	183
Number Scoring 55–64	20	8	23	2	0	0	22	8	23
Number Scoring 65–84	93	90	99	5	4	2	98	94	101
Number Scoring 85–100	26	45	21	0	0	0	26	45	21
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			49			8
Beginning (0-18)			10			2
Intermediate (19-31)			16			2
Advanced (32-36)			13			4
Proficient (37-39)			10			0
Reading and Writing (Grade 9-12)						
Number Tested			48			8
Beginning (0-14)			9			2
Intermediate (15-24)			24			5
Advanced (25-32)			12			1
Proficient (33-35)			3			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)