

# New York State District Report Card Comprehensive Information Report

BEDS Code: 44-18-00-05-0000  
 Name: Port Jervis City School District  
 Superintendent: Joseph Dilorenzo

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	218	229	228
First	253	265	272
Second	222	220	221
Third	265	242	227
Fourth	234	268	258
Fifth	231	238	274
Sixth	250	232	243
Ungraded Elementary	23	15	5
Seventh	329	292	257
Eighth	278	323	288
Ninth	441	427	401
Tenth	232	263	318
Eleventh	219	224	236
Twelfth	194	180	194
Ungraded Secondary	20	14	22
Total K-12 Enrollment	3409	3432	3444

## 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	24	0.7%	26	0.8%	27	0.8%
Black (Not Hispanic)	191	5.6%	184	5.4%	176	5.1%
Hispanic	172	5.0%	192	5.6%	186	5.4%
White (Not Hispanic)	3022	88.6%	3030	88.3%	3055	88.7%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	19	24
Common Branch	20	20	22
English Grade 8	22	22	20
Mathematics Grade 8	22	23	21
Science Grade 8	21	22	20
Social Studies Grade 8	21	22	20
English Grade 10	22	23	24
Mathematics Grade 10	22	28	22
Science Grade 10	23	20	26
Social Studies Grade 10	23	25	22

(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
NA	NA

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	23	0.7%	20	0.6%	23	0.7%
Eligible for Free Lunch	946	29.5%	872	27.2%	939	29.2%

### 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		91.0%		91.6%		91.6%
Student Suspensions	386	11.3%	409	12.0%	414	12.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	11.4%	11.5%	12.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2003-04
Total Teachers	232
Total Other Professional Staff	37
Total Paraprofessionals	38
Teaching Out of Certification*	11

\*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	184	184	100%	166	154	93%	151	76	50%
Students with Disabilities	8	8	100%	18	14	78%	11	0	0%
All Students	192	192	100%	184	168	91%	162	76	47%

\*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	58	85	0	1	16	2
Percent	36%	52%	0%	1%	10%	1%

## 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)
11	0	7	18

\*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	57		5		59	6.0%
	Entered GED Program*	13		1		4	0.4%
	Total Noncompleters	70		6		63	6.4%
Students with Disabilities	Dropped Out	5		0		11	6.1%
	Entered GED Program*	2		1		1	0.6%
	Total Noncompleters	7		1		12	6.6%
All Students	Dropped Out	62	5.7%	5	0.5%	70	6.0%
	Entered GED Program*	15	1.4%	2	0.2%	5	0.4%
	Total Noncompleters	77	7.0%	7	0.6%	75	6.4%

\*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	493
	Number of Students with Disabilities	0	0	59
	Number of All Students	0	0	552
	Percent of Enrollment	0%	0%	69%
9-12	Number of General-Education Students	1001	970	0
	Number of Students with Disabilities	95	124	149
	Number of All Students	1096	1094	149
	Percent of Enrollment	100%	99%	13%

## 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	74	80%	0	0%	27	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	207	58%	21	81%	68	97%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	17%	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	12	25%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	50%	0	0%	0	0%
Science	9	22%	0	0%	0	0%
Reading	3	#	0	0%	0	0%
Writing	3	#	0	0%	0	0%
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	48%	0	0%	0	0%
Science	25	24%	0	0%	0	0%
Reading	19	58%	0	0%	0	0%
Writing	11	64%	0	0%	1	#
Global Studies	10	10%	0	0%	1	#
U.S. Hist & Gov't	4	#	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	185	7	238	11	0	19
Number Scoring 55-100	167	4	204	6	0	7
Number Scoring 65-100	146	3	189	1	0	5
Number Scoring 85-100	56	1	94	0	0	1
Percentage of Tested Scoring 55-100	90%	57%	86%	55%	0%	37%
Percentage of Tested Scoring 65-100	79%	43%	79%	9%	0%	26%
Percentage of Tested Scoring 85-100	30%	14%	39%	0%	0%	5%
<b>Mathematics A</b>						
Number Tested	0	273	269	0	17	18
Number Scoring 55-100	0	197	242	0	4	15
Number Scoring 65-100	0	155	205	0	3	11
Number Scoring 85-100	0	21	32	0	0	0
Percentage of Tested Scoring 55-100	0%	72%	90%	0%	24%	83%
Percentage of Tested Scoring 65-100	0%	57%	76%	0%	18%	61%
Percentage of Tested Scoring 85-100	0%	8%	12%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	0	111	0	0	0
Number Scoring 55-100	0	0	80	0	0	0
Number Scoring 65-100	0	0	60	0	0	0
Number Scoring 85-100	0	0	16	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	72%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	54%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	14%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	227	9	253	22	2	21
Number Scoring 55-100	190	5	205	11	#	8
Number Scoring 65-100	165	3	186	6	#	4
Number Scoring 85-100	41	0	68	0	#	0
Percentage of Tested Scoring 55-100	84%	56%	81%	50%	#	38%
Percentage of Tested Scoring 65-100	73%	33%	74%	27%	#	19%
Percentage of Tested Scoring 85-100	18%	0%	27%	0%	#	0%
<b>U.S. History and Government</b>						
Number Tested	221	0	240	16	0	17
Number Scoring 55-100	189	0	203	8	0	8
Number Scoring 65-100	146	0	174	3	0	5
Number Scoring 85-100	43	0	70	0	0	0
Percentage of Tested Scoring 55-100	86%	0%	85%	50%	0%	47%
Percentage of Tested Scoring 65-100	66%	0%	72%	19%	0%	29%
Percentage of Tested Scoring 85-100	19%	0%	29%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	246	0	221	17	0	14
Number Scoring 55-100	234	0	212	14	0	12
Number Scoring 65-100	211	0	190	10	0	8
Number Scoring 85-100	36	0	29	0	0	0
Percentage of Tested Scoring 55-100	95%	0%	96%	82%	0%	86%
Percentage of Tested Scoring 65-100	86%	0%	86%	59%	0%	57%
Percentage of Tested Scoring 85-100	15%	0%	13%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	118	0	68	1	0	1
Number Scoring 55-100	113	0	68	#	0	#
Number Scoring 65-100	101	0	58	#	0	#
Number Scoring 85-100	19	0	18	#	0	#
Percentage of Tested Scoring 55-100	96%	0%	100%	#	0%	#
Percentage of Tested Scoring 65-100	86%	0%	85%	#	0%	#
Percentage of Tested Scoring 85-100	16%	0%	26%	#	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	87	0	114	0	0	0
Number Scoring 55-100	81	0	107	0	0	0
Number Scoring 65-100	60	0	85	0	0	0
Number Scoring 85-100	11	0	9	0	0	0
Percentage of Tested Scoring 55-100	93%	0%	94%	0%	0%	0%
Percentage of Tested Scoring 65-100	69%	0%	75%	0%	0%	0%
Percentage of Tested Scoring 85-100	13%	0%	8%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			30			0
Number Scoring 55-100			29			0
Number Scoring 65-100			25			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			97%			0%
Percentage of Tested Scoring 65-100			83%			0%
Percentage of Tested Scoring 85-100			10%			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
<b>Comprehensive French</b>						
Number Tested	25	0	2	0	0	0
Number Scoring 55-100	24	0	#	0	0	0
Number Scoring 65-100	24	0	#	0	0	0
Number Scoring 85-100	10	0	#	0	0	0
Percentage of Tested Scoring 55-100	96%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	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	68	0	218	0	0	3
Number Scoring 55-100	66	0	147	0	0	#
Number Scoring 65-100	64	0	129	0	0	#
Number Scoring 85-100	47	0	35	0	0	#
Percentage of Tested Scoring 55-100	97%	0%	67%	0%	0%	#
Percentage of Tested Scoring 65-100	94%	0%	59%	0%	0%	#
Percentage of Tested Scoring 85-100	69%	0%	16%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	85	0	8	0	0	0
Number Scoring 55-100	75	0	2	0	0	0
Number Scoring 65-100	71	0	1	0	0	0
Number Scoring 85-100	43	0	0	0	0	0
Percentage of Tested Scoring 55-100	88%	0%	25%	0%	0%	0%
Percentage of Tested Scoring 65-100	84%	0%	12%	0%	0%	0%
Percentage of Tested Scoring 85-100	51%	0%	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	61	100%	0	0%	0	0%
Students with Disabilities	3	#	0	0%	0	0%

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
<b>Nov 2003</b>	General-Education Students	246	9%	7%	65%	19%
	Students with Disabilities	27	33%	26%	41%	0%
	All Students	273	11%	9%	62%	17%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	249	4%	49%	44%	3%
	Students with Disabilities	25	36%	44%	20%	0%
	All Students	274	7%	49%	42%	3%

(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
<b>Elementary Level</b>						
Social Studies	4	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	2	1	#	#	#	#
<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

## 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	195	195	195	17	17	17	212	212	212
Number Scoring 55–64	5	5	6	2	1	0	7	6	6
Number Scoring 65–84	126	104	117	4	4	7	130	108	124
Number Scoring 85–100	43	55	50	0	0	0	43	55	50
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			6			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			2			#
Proficient (37-39)			4			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			6			1
Beginning (0-14)			2			#
Intermediate (15-24)			3			#
Advanced (25-32)			1			#
Proficient (33-35)			0			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 – K)

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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			5			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			2			0
Proficient (37-39)			3			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			5			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			1			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			10			1
Beginning (0-18)			2			#
Intermediate (19-31)			4			#
Advanced (32-36)			1			#
Proficient (37-39)			3			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			10			1
Beginning (0-14)			3			#
Intermediate (15-24)			2			#
Advanced (25-32)			2			#
Proficient (33-35)			3			#

\*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)