

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	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	441	427	401
Tenth	232	263	318
Eleventh	219	224	236
Twelfth	194	180	194
Ungraded Secondary	10	10	15
Total K-12 Enrollment	1096	1104	1164

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	14	1.3%	13	1.2%	14	1.2%
Black (Not Hispanic)	56	5.1%	51	4.6%	58	5.0%
Hispanic	45	4.1%	48	4.3%	70	6.0%
White (Not Hispanic)	981	89.5%	992	89.9%	1022	87.8%

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	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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.5%	9	0.8%	6	0.5%
Eligible for Free Lunch	212	19.3%	186	16.9%	218	18.7%

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		87.3%		89.2%		90.1%
Student Suspensions	218	21.8%	273	24.9%	287	26.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	7.2%	6.9%	8.5%
Public Assistance	51-60%	21-30%	21-30%
Student Stability	100%	100%	94%

Staff Counts

Staff	2003-04
Total Teachers	69
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	5

*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%	15	13	87%	11	0	0%
All Students	192	192	100%	181	167	92%	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	9.0%
	Entered GED Program*	2		1		1	0.8%
	Total Noncompleters	7		1		12	9.8%
All Students	Dropped Out	62	5.7%	5	0.5%	70	6.3%
	Entered GED Program*	15	1.4%	2	0.2%	5	0.4%
	Total Noncompleters	77	7.0%	7	0.6%	75	6.7%

*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	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
Comprehensive English						
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%
Mathematics A						
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%
Mathematics 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%
Global History and Geography						
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%
U.S. History and Government						
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
Living Environment						
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%
Physical Setting/Earth Science						
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%	#
Physical Setting/Chemistry						
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%
Physical Setting/Physics						
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
Comprehensive French						
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%
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	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%	#
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	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
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	0	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	194	194	194	12	12	12	206	206	206
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
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			10			1
Beginning (0-18)			2			#
Intermediate (19-31)			4			#
Advanced (32-36)			1			#
Proficient (37-39)			3			#
Reading and Writing (Grade 9-12)						
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)