

# 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	2002-03	2003-04	2004-05
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	409	369	408
Tenth	286	399	325
Eleventh	224	226	281
Twelfth	200	186	176
Ungraded Secondary	0	2	0
Total K-12 Enrollment	1119	1182	1190

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	17	1.5%	22	1.9%	23	1.9%
Black (Not Hispanic)	660	59.0%	726	61.4%	737	61.9%
Hispanic	142	12.7%	149	12.6%	168	14.1%
White (Not Hispanic)	300	26.8%	285	24.1%	262	22.0%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	24
Social Studies Grade 8	0	0	0
English Grade 10	23	22	18
Mathematics Grade 10	21	21	20
Science Grade 10	17	17	17
Social Studies Grade 10	24	24	26

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	64	5.7%	64	5.4%	76	6.4%
Eligible for Free Lunch	552	49.3%	667	56.4%	662	55.6%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		85.9%		88.0%		86.9%
Student Suspensions	248	23.1%	448	40.0%	333	28.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	11.4%	12.4%	13.4%
Public Assistance	41-50%	51-60%	51-60%
Student Stability	99%	97%	97%

### Staff Counts

Staff	2004-05
Total Teachers	84
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching Out of Certification*	4

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	146	184	149
	Regents Diplomas	75	72	92
	% Regents Diplomas	51%	39%	62%
	Regents Diplomas with Advanced Designation**			32
	% Regents Diplomas with Advanced Designation			21%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	26	6	3
	Regents Diplomas	9	2	1
	% Regents Diplomas	35%	33%	33%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	11	0	9
<b>All Students</b>	Total Graduates*	172	190	152
	Regents Diplomas	84	74	93
	% Regents Diplomas	49%	39%	61%
	Regents Diplomas with Advanced Designation**			32
	% Regents Diplomas with Advanced Designation			21%
	IEP Diplomas or Local Certificates	11	0	9

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	55	65	0	1	3	0	0	25
	<b>Percent</b>	37%	44%	0%	1%	2%	0%	0%	17%
<b>Students with Disabilities</b>	<b>Number</b>	0	0	0	0	0	0	0	3
	<b>Percent</b>	0%	0%	0%	0%	0%	0%	0%	100%
<b>All Students</b>	<b>Number</b>	55	65	0	1	3	0	0	28
	<b>Percent</b>	36%	43%	0%	1%	2%	0%	0%	18%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	48		47	5.0%	52	5.6%
	Entered GED Program*	28		63	6.7%	34	3.7%
	Total Noncompleters	76		110	11.8%	86	9.3%
<b>Students with Disabilities</b>	Dropped Out	10		20	7.8%	22	8.6%
	Entered GED Program*	6		19	7.4%	10	3.9%
	Total Noncompleters	16		39	15.1%	32	12.5%
<b>All Students</b>	Dropped Out	58	5.2%	67	5.6%	74	6.3%
	Entered GED Program*	34	3.0%	82	6.9%	44	3.7%
	Total Noncompleters	92	8.2%	149	12.5%	118	10.0%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	896	917	907
	Number of Students with Disabilities	223	265	283
	Number of All Students	1119	1182	1190
	Percent of Enrollment	100%	100%	100%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	7	86%	12	100%	11	91%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	32	34%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	3	#	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	5	80%	2	#
Science	5	60%	10	70%	0	0%
Reading	1	#	0	0%	2	#
Writing	2	#	0	0%	3	#
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	1	#	2	#	2	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	69	61%	99	64%	101	60%
Science	64	47%	92	53%	80	58%
Reading	17	88%	6	100%	11	73%
Writing	22	95%	4	#	9	89%
Global Studies	14	100%	5	80%	24	54%
U.S. Hist & Gov't	6	67%	6	100%	12	75%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	213	224	229	28	31	23
Number Scoring 55-100	164	201	204	16	25	17
Number Scoring 65-100	128	167	156	11	20	7
Number Scoring 85-100	36	60	57	0	7	1
Percentage of Tested Scoring 55-100	77%	90%	89%	57%	81%	74%
Percentage of Tested Scoring 65-100	60%	75%	68%	39%	65%	30%
Percentage of Tested Scoring 85-100	17%	27%	25%	0%	23%	4%
<b>Mathematics A</b>						
Number Tested	270	259	260	44	22	39
Number Scoring 55-100	138	224	218	11	10	21
Number Scoring 65-100	99	178	170	6	7	16
Number Scoring 85-100	21	31	26	0	1	3
Percentage of Tested Scoring 55-100	51%	86%	84%	25%	45%	54%
Percentage of Tested Scoring 65-100	37%	69%	65%	14%	32%	41%
Percentage of Tested Scoring 85-100	8%	12%	10%	0%	5%	8%
<b>Mathematics B</b>						
Number Tested	0	70	70	0	3	0
Number Scoring 55-100	0	53	38	0	#	0
Number Scoring 65-100	0	42	29	0	#	0
Number Scoring 85-100	0	23	6	0	#	0
Percentage of Tested Scoring 55-100	0%	76%	54%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	60%	41%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	33%	9%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	257	293	289	36	37	36
Number Scoring 55-100	198	245	222	27	29	24
Number Scoring 65-100	160	183	168	21	19	18
Number Scoring 85-100	46	59	31	6	1	0
Percentage of Tested Scoring 55-100	77%	84%	77%	75%	78%	67%
Percentage of Tested Scoring 65-100	62%	62%	58%	58%	51%	50%
Percentage of Tested Scoring 85-100	18%	20%	11%	17%	3%	0%
<b>U.S. History and Government</b>						
Number Tested	200	206	237	28	31	24
Number Scoring 55-100	181	182	180	23	27	9
Number Scoring 65-100	156	143	143	19	23	7
Number Scoring 85-100	48	51	69	1	9	3
Percentage of Tested Scoring 55-100	91%	88%	76%	82%	87%	38%
Percentage of Tested Scoring 65-100	78%	69%	60%	68%	74%	29%
Percentage of Tested Scoring 85-100	24%	25%	29%	4%	29%	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	176	307	260	25	42	42
Number Scoring 55-100	136	208	137	13	21	11
Number Scoring 65-100	99	151	100	7	13	8
Number Scoring 85-100	2	6	5	0	1	2
Percentage of Tested Scoring 55-100	77%	68%	53%	52%	50%	26%
Percentage of Tested Scoring 65-100	56%	49%	38%	28%	31%	19%
Percentage of Tested Scoring 85-100	1%	2%	2%	0%	2%	5%
<b>Physical Setting/Earth Science</b>						
Number Tested	166	212	182	14	11	10
Number Scoring 55-100	121	149	117	8	7	3
Number Scoring 65-100	84	107	83	4	5	2
Number Scoring 85-100	16	15	14	0	1	0
Percentage of Tested Scoring 55-100	73%	70%	64%	57%	64%	30%
Percentage of Tested Scoring 65-100	51%	50%	46%	29%	45%	20%
Percentage of Tested Scoring 85-100	10%	7%	8%	0%	9%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	98	103	128	3	3	5
Number Scoring 55-100	84	85	89	#	#	4
Number Scoring 65-100	64	53	54	#	#	2
Number Scoring 85-100	18	6	4	#	#	0
Percentage of Tested Scoring 55-100	86%	83%	70%	#	#	80%
Percentage of Tested Scoring 65-100	65%	51%	42%	#	#	40%
Percentage of Tested Scoring 85-100	18%	6%	3%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		28	40		0	0
Number Scoring 55-100		21	28		0	0
Number Scoring 65-100		18	24		0	0
Number Scoring 85-100		5	6		0	0
Percentage of Tested Scoring 55-100		75%	70%		0%	0%
Percentage of Tested Scoring 65-100		64%	60%		0%	0%
Percentage of Tested Scoring 85-100		18%	15%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	21	26	15	0	0	1
Number Scoring 55-100	19	26	15	0	0	#
Number Scoring 65-100	17	22	13	0	0	#
Number Scoring 85-100	8	11	3	0	0	#
Percentage of Tested Scoring 55-100	90%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	81%	85%	87%	0%	0%	#
Percentage of Tested Scoring 85-100	38%	42%	20%	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	75	78	88	4	1	4
Number Scoring 55-100	71	74	84	#	#	#
Number Scoring 65-100	63	67	79	#	#	#
Number Scoring 85-100	38	32	34	#	#	#
Percentage of Tested Scoring 55-100	95%	95%	95%	#	#	#
Percentage of Tested Scoring 65-100	84%	86%	90%	#	#	#
Percentage of Tested Scoring 85-100	51%	41%	39%	#	#	#
<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)

## New York State Alternate Assessments (NYSAA) 2004–05

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

### 2001 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	164	164	164	25	25	25	189	189	189
Number Scoring 55–64	14	26	18	4	2	3	18	28	21
Number Scoring 65–84	94	71	110	5	7	5	99	78	115
Number Scoring 85–100	36	48	21	3	1	1	39	49	22
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		49	52		8	5
Beginning		10	6		2	0
Intermediate		16	22		2	3
Advanced		13	13		4	2
Proficient		10	11		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		48	53		8	5
Beginning		9	4		2	1
Intermediate		24	28		5	2
Advanced		12	12		1	2
Proficient		3	9		0	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)