

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	229	228	234
First	265	272	244
Second	220	221	218
Third	242	227	223
Fourth	268	258	229
Fifth	238	274	251
Sixth	232	243	253
Ungraded Elementary	15	5	22
Seventh	292	257	266
Eighth	323	288	259
Ninth	427	401	398
Tenth	263	318	278
Eleventh	224	236	248
Twelfth	180	194	210
Ungraded Secondary	14	22	21
Total K-12 Enrollment	3432	3444	3354

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	26	0.8%	27	0.8%	49	1.5%
Black (Not Hispanic)	184	5.4%	176	5.1%	179	5.3%
Hispanic	192	5.6%	186	5.4%	206	6.1%
White (Not Hispanic)	3030	88.3%	3055	88.7%	2920	87.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	24	20
Common Branch	20	22	22
English Grade 8	22	20	19
Mathematics Grade 8	23	21	19
Science Grade 8	22	20	19
Social Studies Grade 8	22	20	21
English Grade 10	23	24	26
Mathematics Grade 10	28	22	19
Science Grade 10	20	26	22
Social Studies Grade 10	25	22	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	20	0.6%	23	0.7%	28	0.8%
Eligible for Free Lunch	872	27.2%	939	29.2%	1015	32.5%

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		91.6%		91.6%		92.0%
Student Suspensions	409	12.0%	414	12.1%	354	10.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	11.5%	12.3%	11.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	230
Total Other Professional Staff	35
Total Paraprofessionals	39
Teaching Out of Certification*	6

*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
General-Education Students	Total Graduates*	166	151	194
	Regents Diplomas	154	76	142
	% Regents Diplomas	93%	50%	73%
	Regents Diplomas with Advanced Designation**			64
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	18	11	9
	Regents Diplomas	14	0	3
	% Regents Diplomas	78%	0%	33%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	7	9
All Students	Total Graduates*	184	162	203
	Regents Diplomas	168	76	145
	% Regents Diplomas	91%	47%	71%
	Regents Diplomas with Advanced Designation**			64
	% Regents Diplomas with Advanced Designation			32%
	IEP Diplomas or Local Certificates	4	7	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
General-Education Students	Number	68	97	2	8	15	0	0	4
	Percent	35%	50%	1%	4%	8%	0%	0%	2%
Students with Disabilities	Number	1	2	0	1	5	0	0	0
	Percent	11%	22%	0%	11%	56%	0%	0%	0%
All Students	Number	69	99	2	9	20	0	0	4
	Percent	34%	49%	1%	4%	10%	0%	0%	2%

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.
General-Education Students	Dropped Out	5		59	6.0%	74	7.2%
	Entered GED Program*	1		4	0.4%	5	0.5%
	Total Noncompleters	6		63	6.4%	79	7.7%
Students with Disabilities	Dropped Out	0		11	6.1%	21	12.9%
	Entered GED Program*	1		1	0.6%	1	0.6%
	Total Noncompleters	1		12	6.6%	22	13.5%
All Students	Dropped Out	5	0.5%	70	6.0%	95	8.0%
	Entered GED Program*	2	0.2%	5	0.4%	6	0.5%
	Total Noncompleters	7	0.6%	75	6.4%	101	8.5%

*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	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	493	537
	Number of Students with Disabilities	0	59	0
	Number of All Students	0	552	537
	Percent of Enrollment	0%	69%	68%
9-12	Number of General-Education Students	970	0	43
	Number of Students with Disabilities	124	149	2
	Number of All Students	1094	149	45
	Percent of Enrollment	99%	13%	4%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	0	0%	27	100%	32	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	21	81%	68	97%	64	100%

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%	0	0%	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	0	0%	0	0%	3	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	7	57%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	7	57%
Writing	0	0%	1	#	7	43%
Global Studies	0	0%	1	#	3	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	7	238	245	0	19	18
Number Scoring 55-100	4	204	217	0	7	10
Number Scoring 65-100	3	189	195	0	5	4
Number Scoring 85-100	1	94	89	0	1	0
Percentage of Tested Scoring 55-100	57%	86%	89%	0%	37%	56%
Percentage of Tested Scoring 65-100	43%	79%	80%	0%	26%	22%
Percentage of Tested Scoring 85-100	14%	39%	36%	0%	5%	0%
Mathematics A						
Number Tested	273	269	266	17	18	8
Number Scoring 55-100	197	242	250	4	15	5
Number Scoring 65-100	155	205	213	3	11	1
Number Scoring 85-100	21	32	42	0	0	0
Percentage of Tested Scoring 55-100	72%	90%	94%	24%	83%	62%
Percentage of Tested Scoring 65-100	57%	76%	80%	18%	61%	12%
Percentage of Tested Scoring 85-100	8%	12%	16%	0%	0%	0%
Mathematics B						
Number Tested	0	111	98	0	0	0
Number Scoring 55-100	0	80	68	0	0	0
Number Scoring 65-100	0	60	44	0	0	0
Number Scoring 85-100	0	16	9	0	0	0
Percentage of Tested Scoring 55-100	0%	72%	69%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	54%	45%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	14%	9%	0%	0%	0%
Global History and Geography						
Number Tested	9	253	290	2	21	26
Number Scoring 55-100	5	205	245	#	8	12
Number Scoring 65-100	3	186	213	#	4	5
Number Scoring 85-100	0	68	83	#	0	0
Percentage of Tested Scoring 55-100	56%	81%	84%	#	38%	46%
Percentage of Tested Scoring 65-100	33%	74%	73%	#	19%	19%
Percentage of Tested Scoring 85-100	0%	27%	29%	#	0%	0%
U.S. History and Government						
Number Tested	0	240	253	0	17	14
Number Scoring 55-100	0	203	222	0	8	7
Number Scoring 65-100	0	174	188	0	5	5
Number Scoring 85-100	0	70	95	0	0	1
Percentage of Tested Scoring 55-100	0%	85%	88%	0%	47%	50%
Percentage of Tested Scoring 65-100	0%	72%	74%	0%	29%	36%
Percentage of Tested Scoring 85-100	0%	29%	38%	0%	0%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	0	221	247	0	14	10
Number Scoring 55-100	0	212	224	0	12	5
Number Scoring 65-100	0	190	190	0	8	3
Number Scoring 85-100	0	29	36	0	0	0
Percentage of Tested Scoring 55-100	0%	96%	91%	0%	86%	50%
Percentage of Tested Scoring 65-100	0%	86%	77%	0%	57%	30%
Percentage of Tested Scoring 85-100	0%	13%	15%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	0	68	153	0	1	1
Number Scoring 55-100	0	68	151	0	#	#
Number Scoring 65-100	0	58	133	0	#	#
Number Scoring 85-100	0	18	58	0	#	#
Percentage of Tested Scoring 55-100	0%	100%	99%	0%	#	#
Percentage of Tested Scoring 65-100	0%	85%	87%	0%	#	#
Percentage of Tested Scoring 85-100	0%	26%	38%	0%	#	#
Physical Setting/Chemistry						
Number Tested	0	114	47	0	0	0
Number Scoring 55-100	0	107	42	0	0	0
Number Scoring 65-100	0	85	31	0	0	0
Number Scoring 85-100	0	9	6	0	0	0
Percentage of Tested Scoring 55-100	0%	94%	89%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	75%	66%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	8%	13%	0%	0%	0%
Physical Setting/Physics						
Number Tested		30	49		0	0
Number Scoring 55-100		29	44		0	0
Number Scoring 65-100		25	40		0	0
Number Scoring 85-100		3	7		0	0
Percentage of Tested Scoring 55-100		97%	90%		0%	0%
Percentage of Tested Scoring 65-100		83%	82%		0%	0%
Percentage of Tested Scoring 85-100		10%	14%		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
Comprehensive French						
Number Tested	0	2	1	0	0	0
Number Scoring 55-100	0	#	#	0	0	0
Number Scoring 65-100	0	#	#	0	0	0
Number Scoring 85-100	0	#	#	0	0	0
Percentage of Tested Scoring 55-100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 85-100	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	0	218	217	0	3	11
Number Scoring 55-100	0	147	168	0	#	6
Number Scoring 65-100	0	129	155	0	#	6
Number Scoring 85-100	0	35	72	0	#	1
Percentage of Tested Scoring 55-100	0%	67%	77%	0%	#	55%
Percentage of Tested Scoring 65-100	0%	59%	71%	0%	#	55%
Percentage of Tested Scoring 85-100	0%	16%	33%	0%	#	9%
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	225	6%	10%	54%	30%
	Students with Disabilities	29	34%	24%	41%	0%
	All Students	254	9%	12%	53%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	218	6%	28%	60%	7%
	Students with Disabilities	35	31%	49%	17%	3%
	All Students	253	9%	30%	54%	6%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	3	2	#	#	#	#
Middle Level						
Social Studies	2	1	#	#	#	#
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	227	227	227	35	35	35	262	262	262
Number Scoring 55–64	18	32	17	2	3	3	20	35	20
Number Scoring 65–84	116	94	118	7	4	7	123	98	125
Number Scoring 85–100	61	72	68	0	1	0	61	73	68
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
Listening and Speaking (Grade K-1)						
Number Tested		1	7		0	0
Beginning		#	0		0	0
Intermediate		#	2		0	0
Advanced		#	4		0	0
Proficient		#	1		0	0
Reading and Writing (Grade K-1)						
Number Tested		1	7		0	0
Beginning		#	1		0	0
Intermediate		#	3		0	0
Advanced		#	2		0	0
Proficient		#	1		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		6	11		1	1
Beginning		0	0		#	#
Intermediate		0	0		#	#
Advanced		2	7		#	#
Proficient		4	4		#	#
Reading and Writing (Grade 2-4)						
Number Tested		6	11		1	1
Beginning		2	0		#	#
Intermediate		3	0		#	#
Advanced		1	9		#	#
Proficient		0	2		#	#
Listening and Speaking (Grade 5-6)						
Number Tested		1	2		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		0	#
Reading and Writing (Grade 5-6)						
Number Tested		1	2		0	1
Beginning		#	#		0	#
Intermediate		#	#		0	#
Advanced		#	#		0	#
Proficient		#	#		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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		5	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		2	0		0	0
Proficient		3	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		5	0		0	0
Beginning		1	0		0	0
Intermediate		3	0		0	0
Advanced		1	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		10	7		1	1
Beginning		2	0		#	#
Intermediate		4	3		#	#
Advanced		1	1		#	#
Proficient		3	3		#	#
Reading and Writing (Grade 9-12)						
Number Tested		10	7		1	1
Beginning		3	1		#	#
Intermediate		2	1		#	#
Advanced		2	2		#	#
Proficient		3	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)