

# 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	2000–2001	2001–2002	2002–2003
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	287	390	409
Tenth	303	273	286
Eleventh	193	234	224
Twelfth	152	178	200
Ungraded Secondary	79	0	0
Total K-12 Enrollment	1014	1075	1119

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	13	1.3%	13	1.2%	17	1.5%
Black (Not Hispanic)	652	64.3%	653	60.7%	660	59.0%
Hispanic	109	10.7%	136	12.7%	142	12.7%
White (Not Hispanic)	240	23.7%	273	25.4%	300	26.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	20	19	23
Mathematics Grade 10	20	20	21
Science Grade 10	25	24	17
Social Studies Grade 10	24	27	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	36	3.5%	63	5.9%	64	5.7%
Eligible for Free Lunch	491	48.4%	543	50.5%	552	49.3%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		85.2%		85.7%		85.9%
Student Suspensions	229	22.8%	201	19.8%	248	23.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.5%	10.5%	11.4%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	99%	96%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	87
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	11
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	135	57	42%	143	142	99%	146	75	51%
Students with Disabilities	17	3	18%	10	9	90%	26	9	35%
All Students	152	60	39%	153	151	99%	172	84	49%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	58	80	0	1	9	24
Percent	34%	47%	0%	1%	5%	14%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
26	9	11	37

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			112		48	
	Entered GED Program*			0		28	
	Total Noncompleters			112		76	
Students with Disabilities	Dropped Out			6		10	
	Entered GED Program*			0		6	
	Total Noncompleters			6		16	
All Students	Dropped Out	18	1.8%	118	11.0%	58	5.2%
	Entered GED Program*	46	4.5%	0	0.0%	34	3.0%
	Total Noncompleters	64	6.3%	118	11.0%	92	8.2%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		1070	896
	Number of Students with Disabilities		0	223
	Number of All Students		1070	1119
	Percent of Enrollment		100%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	0	0%	7	86%
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%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	50%	4	#	4	#
Science	60	43%	3	#	5	60%
Reading	1	#	0	0%	1	#
Writing	2	#	0	0%	2	#
Global Studies	6	33%	0	0%	2	#
U.S. Hist & Gov't	5	40%	0	0%	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	50	70%	26	46%	69	61%
Science	81	44%	26	31%	64	47%
Reading	11	91%	0	0%	17	88%
Writing	11	100%	0	0%	22	95%
Global Studies	11	82%	2	#	14	100%
U.S. Hist & Gov't	12	92%	0	0%	6	67%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	228	30	213	39	11	28
Number Scoring 55–100	186	26	164	30	10	16
Number Scoring 65–100	157	19	128	20	8	11
Number Scoring 85–100	18	2	36	0	1	0
Percentage of Tested Scoring 55–100	82%	87%	77%	77%	91%	57%
Percentage of Tested Scoring 65–100	69%	63%	60%	51%	73%	39%
Percentage of Tested Scoring 85–100	8%	7%	17%	0%	9%	0%
<b>Mathematics A</b>						
Number Tested	3	0	270	0	0	44
Number Scoring 55–100	#	0	138	0	0	11
Number Scoring 65–100	#	0	99	0	0	6
Number Scoring 85–100	#	0	21	0	0	0
Percentage of Tested Scoring 55–100	#	0%	51%	0%	0%	25%
Percentage of Tested Scoring 65–100	#	0%	37%	0%	0%	14%
Percentage of Tested Scoring 85–100	#	0%	8%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	282	12	257	66	4	36
Number Scoring 55–100	262	9	198	58	#	27
Number Scoring 65–100	214	8	160	46	#	21
Number Scoring 85–100	59	0	46	7	#	6
Percentage of Tested Scoring 55–100	93%	75%	77%	88%	#	75%
Percentage of Tested Scoring 65–100	76%	67%	62%	70%	#	58%
Percentage of Tested Scoring 85–100	21%	0%	18%	11%	#	17%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	194	28	200	33	1	28
Number Scoring 55–100	158	24	181	22	#	23
Number Scoring 65–100	122	19	156	16	#	19
Number Scoring 85–100	41	1	48	1	#	1
Percentage of Tested Scoring 55–100	81%	86%	91%	67%	#	82%
Percentage of Tested Scoring 65–100	63%	68%	78%	48%	#	68%
Percentage of Tested Scoring 85–100	21%	4%	24%	3%	#	4%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	76	28	176	10	2	25
Number Scoring 55–100	61	15	136	6	#	13
Number Scoring 65–100	50	10	99	6	#	7
Number Scoring 85–100	15	0	2	2	#	0
Percentage of Tested Scoring 55–100	80%	54%	77%	60%	#	52%
Percentage of Tested Scoring 65–100	66%	36%	56%	60%	#	28%
Percentage of Tested Scoring 85–100	20%	0%	1%	20%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	175	6	166	30	0	14
Number Scoring 55–100	154	3	121	26	0	8
Number Scoring 65–100	119	2	84	20	0	4
Number Scoring 85–100	1	0	16	0	0	0
Percentage of Tested Scoring 55–100	88%	50%	73%	87%	0%	57%
Percentage of Tested Scoring 65–100	68%	33%	51%	67%	0%	29%
Percentage of Tested Scoring 85–100	1%	0%	10%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		0	98		0	3
Number Scoring 55–100		0	84		0	#
Number Scoring 65–100		0	64		0	#
Number Scoring 85–100		0	18		0	#
Percentage of Tested Scoring 55–100		0%	86%		0%	#
Percentage of Tested Scoring 65–100		0%	65%		0%	#
Percentage of Tested Scoring 85–100		0%	18%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	24	0	21	0	0	0
Number Scoring 55–100	24	0	19	0	0	0
Number Scoring 65–100	22	0	17	0	0	0
Number Scoring 85–100	14	0	8	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	90%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	0%	81%	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	0%	38%	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	100	0	75	5	0	4
Number Scoring 55–100	96	0	71	5	0	#
Number Scoring 65–100	92	0	63	5	0	#
Number Scoring 85–100	43	0	38	1	0	#
Percentage of Tested Scoring 55–100	96%	0%	95%	100%	0%	#
Percentage of Tested Scoring 65–100	92%	0%	84%	100%	0%	#
Percentage of Tested Scoring 85–100	43%	0%	51%	20%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	203	52	55	24	2	3
Number Scoring 55–100	97	23	16	9	#	#
Number Scoring 65–100	71	10	13	6	#	#
Number Scoring 85–100	23	1	1	1	#	#
Percentage of Tested Scoring 55–100	48%	44%	29%	38%	#	#
Percentage of Tested Scoring 65–100	35%	19%	24%	25%	#	#
Percentage of Tested Scoring 85–100	11%	2%	2%	4%	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	105	14	79	4	0	6
Number Scoring 55–100	53	8	47	#	0	3
Number Scoring 65–100	38	5	42	#	0	2
Number Scoring 85–100	9	0	13	#	0	0
Percentage of Tested Scoring 55–100	50%	57%	59%	#	0%	50%
Percentage of Tested Scoring 65–100	36%	36%	53%	#	0%	33%
Percentage of Tested Scoring 85–100	9%	0%	16%	#	0%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	134	91%	122	73%	11	64%
Students with Disabilities	34	85%	20	75%	7	71%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	1	#	#	#	#
	Students with Disabilities	0	#	#	#	#
	All Students	1	#	#	#	#

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 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	166	166	166	35	35	35	201	201	201
Number Scoring 55–64	13	28	20	7	11	5	20	39	25
Number Scoring 65–84	80	85	97	18	14	11	98	99	108
Number Scoring 85–100	52	30	26	3	2	1	55	32	27
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)