

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-04-04-03-0000  
 Name: Port Washington Union Free School District  
 Superintendent: Geoffrey N. Gordon

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	372	332	347
First	385	380	348
Second	411	397	372
Third	346	418	403
Fourth	374	354	404
Fifth	379	376	361
Sixth	357	375	369
Ungraded Elementary	0	0	0
Seventh	344	360	377
Eighth	352	359	365
Ninth	336	385	374
Tenth	324	332	370
Eleventh	298	329	318
Twelfth	286	307	322
Ungraded Secondary	3	2	10
Total K-12 Enrollment	4567	4706	4740

## 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	565	12.4%	607	12.9%	622	13.1%
Black (Not Hispanic)	101	2.2%	118	2.5%	112	2.4%
Hispanic	637	13.9%	651	13.8%	666	14.1%
White (Not Hispanic)	3264	71.5%	3330	70.8%	3340	70.5%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	19	20
Common Branch	21	21	20
English Grade 8	0	20	21
Mathematics Grade 8	19	21	22
Science Grade 8	20	22	23
Social Studies Grade 8	0	20	21
English Grade 10	16	15	15
Mathematics Grade 10	17	17	18
Science Grade 10	19	18	20
Social Studies Grade 10	19	20	18

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	397	8.7%	395	8.4%	448	9.5%
<b>Eligible for Free Lunch</b>	242	5.3%	272	5.8%	275	5.8%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.7%		94.9%		93.4%
<b>Student Suspensions</b>	153	3.5%	148	3.2%	208	4.4%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	2.2%	1.6%	3.0%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	425
Total Other Professional Staff	41
Total Paraprofessionals	183
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	248	184	74%	278	215	77%	273	222	81%
Students with Disabilities	34	5	15%	18	3	17%	39	12	31%
All Students	282	189	67%	296	218	74%	312	234	75%

\*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	239	49	0	4	0	20
Percent	77%	16%	0%	1%	0%	6%

## 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)
39	12	9	48

\*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	9		5		12	1.0%
	Entered GED Program*	7		6		5	0.4%
	Total Noncompleters	16		11		17	1.4%
Students with Disabilities	Dropped Out	0		3		1	0.5%
	Entered GED Program*	0		0		3	1.5%
	Total Noncompleters	0		3		4	2.0%
All Students	Dropped Out	9	0.7%	8	0.6%	13	0.9%
	Entered GED Program*	7	0.6%	6	0.4%	8	0.6%
	Total Noncompleters	16	1.3%	14	1.0%	21	1.5%

\*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	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	360
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	360
	Percent of Enrollment	0%	0%	32%
9-12	Number of General-Education Students	11	0	0
	Number of Students with Disabilities	17	0	0
	Number of All Students	28	0	0
	Percent of Enrollment	2%	0%	0%

## 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	56	96%	50	96%	52	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	33	100%	25	100%
Latin	46	98%	46	100%	41	90%
Spanish	174	97%	169	97%	168	96%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	2	#	0	0%	0	0%
Spanish	6	100%	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	0	0%	1	#	1	#
Science	1	#	2	#	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	77%	14	79%	7	86%
Science	16	69%	15	47%	10	60%
Reading	3	#	5	80%	6	83%
Writing	4	#	6	100%	9	100%
Global Studies	3	#	2	#	7	71%
U.S. Hist & Gov't	4	#	2	#	6	67%

(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	286	326	325	19	39	39
Number Scoring 55-100	280	313	317	17	33	34
Number Scoring 65-100	275	305	307	14	30	28
Number Scoring 85-100	161	182	200	3	8	10
Percentage of Tested Scoring 55-100	98%	96%	98%	89%	85%	87%
Percentage of Tested Scoring 65-100	96%	94%	94%	74%	77%	72%
Percentage of Tested Scoring 85-100	56%	56%	62%	16%	21%	26%
<b>Mathematics A</b>						
Number Tested	326	379	387	37	43	46
Number Scoring 55-100	301	359	380	27	35	41
Number Scoring 65-100	276	333	363	21	28	36
Number Scoring 85-100	179	128	188	6	2	5
Percentage of Tested Scoring 55-100	92%	95%	98%	73%	81%	89%
Percentage of Tested Scoring 65-100	85%	88%	94%	57%	65%	78%
Percentage of Tested Scoring 85-100	55%	34%	49%	16%	5%	11%
<b>Mathematics B</b>						
Number Tested	0	258	304	0	13	5
Number Scoring 55-100	0	220	274	0	10	3
Number Scoring 65-100	0	181	238	0	7	2
Number Scoring 85-100	0	53	105	0	0	0
Percentage of Tested Scoring 55-100	0%	85%	90%	0%	77%	60%
Percentage of Tested Scoring 65-100	0%	70%	78%	0%	54%	40%
Percentage of Tested Scoring 85-100	0%	21%	35%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	324	329	369	44	46	45
Number Scoring 55-100	321	320	361	42	41	40
Number Scoring 65-100	312	311	348	34	38	34
Number Scoring 85-100	176	208	270	6	11	14
Percentage of Tested Scoring 55-100	99%	97%	98%	95%	89%	89%
Percentage of Tested Scoring 65-100	96%	95%	94%	77%	83%	76%
Percentage of Tested Scoring 85-100	54%	63%	73%	14%	24%	31%
<b>U.S. History and Government</b>						
Number Tested	303	344	318	22	45	37
Number Scoring 55-100	293	343	312	18	44	32
Number Scoring 65-100	266	339	304	11	42	30
Number Scoring 85-100	126	233	219	1	13	9
Percentage of Tested Scoring 55-100	97%	100%	98%	82%	98%	86%
Percentage of Tested Scoring 65-100	88%	99%	96%	50%	93%	81%
Percentage of Tested Scoring 85-100	42%	68%	69%	5%	29%	24%

(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	325	517	387	36	79	41
Number Scoring 55-100	323	511	385	36	73	41
Number Scoring 65-100	319	496	378	34	65	39
Number Scoring 85-100	155	211	188	6	7	6
Percentage of Tested Scoring 55-100	99%	99%	99%	100%	92%	100%
Percentage of Tested Scoring 65-100	98%	96%	98%	94%	82%	95%
Percentage of Tested Scoring 85-100	48%	41%	49%	17%	9%	15%
<b>Physical Setting/Earth Science</b>						
Number Tested	318	139	258	35	8	25
Number Scoring 55-100	310	138	256	31	7	25
Number Scoring 65-100	296	137	247	28	6	21
Number Scoring 85-100	169	114	148	5	0	5
Percentage of Tested Scoring 55-100	97%	99%	99%	89%	88%	100%
Percentage of Tested Scoring 65-100	93%	99%	96%	80%	75%	84%
Percentage of Tested Scoring 85-100	53%	82%	57%	14%	0%	20%
<b>Physical Setting/Chemistry</b>						
Number Tested	199	314	291	9	9	6
Number Scoring 55-100	194	305	287	8	9	4
Number Scoring 65-100	163	272	268	7	8	3
Number Scoring 85-100	33	45	82	0	1	0
Percentage of Tested Scoring 55-100	97%	97%	99%	89%	100%	67%
Percentage of Tested Scoring 65-100	82%	87%	92%	78%	89%	50%
Percentage of Tested Scoring 85-100	17%	14%	28%	0%	11%	0%
<b>Physical Setting/Physics</b>						
Number Tested			155			2
Number Scoring 55-100			153			#
Number Scoring 65-100			148			#
Number Scoring 85-100			65			#
Percentage of Tested Scoring 55-100			99%			#
Percentage of Tested Scoring 65-100			95%			#
Percentage of Tested Scoring 85-100			42%			#

\* 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	68	39	57	1	3	0
Number Scoring 55-100	68	39	57	#	#	0
Number Scoring 65-100	67	39	57	#	#	0
Number Scoring 85-100	43	38	53	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	99%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	63%	97%	93%	#	#	0%
<b>Comprehensive Italian</b>						
Number Tested	14	15	10	0	2	1
Number Scoring 55-100	14	15	10	0	#	#
Number Scoring 65-100	14	14	10	0	#	#
Number Scoring 85-100	8	10	9	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	93%	100%	0%	#	#
Percentage of Tested Scoring 85-100	57%	67%	90%	0%	#	#
<b>Comprehensive German</b>						
Number Tested	1	0	0	0	0	0
Number Scoring 55-100	#	0	0	0	0	0
Number Scoring 65-100	#	0	0	0	0	0
Number Scoring 85-100	#	0	0	0	0	0
Percentage of Tested Scoring 55-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	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	156	161	196	3	3	7
Number Scoring 55-100	156	161	195	#	#	7
Number Scoring 65-100	155	161	194	#	#	7
Number Scoring 85-100	126	145	169	#	#	4
Percentage of Tested Scoring 55-100	100%	100%	99%	#	#	100%
Percentage of Tested Scoring 65-100	99%	100%	99%	#	#	100%
Percentage of Tested Scoring 85-100	81%	90%	86%	#	#	57%
<b>Comprehensive Latin</b>						
Number Tested	21	44	36	0	0	1
Number Scoring 55-100	21	44	36	0	0	#
Number Scoring 65-100	21	44	36	0	0	#
Number Scoring 85-100	18	34	32	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	86%	77%	89%	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	247	18	25	6	1	3
Number Scoring 55-100	229	13	12	6	#	#
Number Scoring 65-100	214	11	10	5	#	#
Number Scoring 85-100	131	3	1	1	#	#
Percentage of Tested Scoring 55-100	93%	72%	48%	100%	#	#
Percentage of Tested Scoring 65-100	87%	61%	40%	83%	#	#
Percentage of Tested Scoring 85-100	53%	17%	4%	17%	#	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	3	#	8	88%	11	100%
Students with Disabilities	3	#	11	91%	7	71%

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	304	3%	3%	35%	59%
	Students with Disabilities	56	14%	5%	59%	21%
	All Students	360	5%	3%	39%	53%

## 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	301	1%	21%	57%	21%
	Students with Disabilities	58	24%	57%	16%	3%
	All Students	359	5%	26%	50%	18%

(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	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	2	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	2	0	#	#	#	#
Social Studies	0	0	0	0	0	0
Mathematics	2	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	277	277	277	50	50	50	327	327	327
Number Scoring 55–64	0	1	3	6	2	2	6	3	5
Number Scoring 65–84	104	63	107	24	24	24	128	87	131
Number Scoring 85–100	157	207	160	5	10	7	162	217	167
Approved Alternatives	1	0	0	0	0	0	1	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			119			0
Beginning (0-18)			7			0
Intermediate (19-31)			25			0
Advanced (32-36)			43			0
Proficient (37-39)			44			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			119			0
Beginning (0-14)			34			0
Intermediate (15-24)			16			0
Advanced (25-32)			45			0
Proficient (33-35)			24			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			118			5
Beginning (0-18)			4			0
Intermediate (19-31)			12			0
Advanced (32-36)			33			2
Proficient (37-39)			69			3
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			118			5
Beginning (0-14)			17			0
Intermediate (15-24)			49			4
Advanced (25-32)			35			0
Proficient (33-35)			17			1
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			63			6
Beginning (0-18)			1			0
Intermediate (19-31)			5			0
Advanced (32-36)			15			2
Proficient (37-39)			42			4
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			63			6
Beginning (0-14)			4			0
Intermediate (15-24)			14			2
Advanced (25-32)			36			4
Proficient (33-35)			9			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			30			0
Beginning (0-18)			1			0
Intermediate (19-31)			2			0
Advanced (32-36)			19			0
Proficient (37-39)			8			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			30			0
Beginning (0-14)			1			0
Intermediate (15-24)			7			0
Advanced (25-32)			15			0
Proficient (33-35)			7			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			105			2
Beginning (0-18)			15			#
Intermediate (19-31)			21			#
Advanced (32-36)			31			#
Proficient (37-39)			38			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			105			2
Beginning (0-14)			17			#
Intermediate (15-24)			28			#
Advanced (25-32)			42			#
Proficient (33-35)			18			#

\*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)