

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-19-04-03-0008
 Name: Port Chester Senior High School
 Principal: Mitchell Combs

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	288	318	259
Tenth	255	197	236
Eleventh	224	209	183
Twelfth	212	186	220
Ungraded Secondary	15	118	151
Total K-12 Enrollment	994	1028	1049

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	7	0.7%	6	0.6%	9	0.9%
Black (Not Hispanic)	97	9.8%	97	9.4%	113	10.8%
Hispanic	567	57.0%	612	59.5%	630	60.1%
White (Not Hispanic)	323	32.5%	313	30.4%	297	28.3%

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	24	22	27
Mathematics Grade 10	24	23	24
Science Grade 10	22	21	23
Social Studies Grade 10	24	21	22

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	180	18.1%	179	17.4%	171	16.3%
Eligible for Free Lunch	263	26.5%	345	33.6%	378	36.0%

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		91.2%		92.2%		92.0%
Student Suspensions	174	18.0%	162	16.3%	188	18.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	8.1%	7.0%	10.5%
Public Assistance	41-50%	41-50%	31-40%
Student Stability	99%	100%	100%

Staff Counts

Staff	2003-04
Total Teachers	76
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*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	177	68	38%	148	56	38%	184	75	41%
Students with Disabilities	13	0	0%	19	2	11%	16	2	12%
All Students	190	68	36%	167	58	35%	200	77	39%

*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	85	87	3	9	6	10
Percent	42%	43%	1%	4%	3%	5%

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)
16	2	4	20

*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	38		41		32	3.5%
	Entered GED Program*	14		14		11	1.2%
	Total Noncompleters	52		55		43	4.7%
Students with Disabilities	Dropped Out	11		2		8	5.5%
	Entered GED Program*	4		0		2	1.4%
	Total Noncompleters	15		2		10	6.8%
All Students	Dropped Out	49	4.9%	43	4.2%	40	3.7%
	Entered GED Program*	18	1.8%	14	1.4%	13	1.2%
	Total Noncompleters	67	6.7%	57	5.5%	53	5.0%

*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	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	969	400	0
	Number of Students with Disabilities	10	100	0
	Number of All Students	979	500	0
	Percent of Enrollment	98%	49%	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; completer 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	0	0%	6	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	12	67%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	30	60%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	2	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	6	67%	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	5	100%	1	#	5	100%
Science	22	82%	4	#	5	100%
Reading	0	0%	0	0%	0	0%
Writing	1	#	1	#	1	#
Global Studies	1	#	2	#	2	#
U.S. Hist & Gov't	8	50%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	2	#	17	100%
Science	8	75%	8	100%	3	#
Reading	8	63%	2	#	3	#
Writing	9	67%	2	#	2	#
Global Studies	5	100%	7	100%	1	#
U.S. Hist & Gov't	5	40%	4	#	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	227	220	243	25	17	22
Number Scoring 55-100	185	178	233	19	14	20
Number Scoring 65-100	146	142	214	10	10	16
Number Scoring 85-100	57	34	72	2	1	1
Percentage of Tested Scoring 55-100	81%	81%	96%	76%	82%	91%
Percentage of Tested Scoring 65-100	64%	65%	88%	40%	59%	73%
Percentage of Tested Scoring 85-100	25%	15%	30%	8%	6%	5%
Mathematics A						
Number Tested	217	244	280	17	12	22
Number Scoring 55-100	162	167	255	11	5	21
Number Scoring 65-100	115	120	216	5	2	18
Number Scoring 85-100	21	16	21	1	0	0
Percentage of Tested Scoring 55-100	75%	68%	91%	65%	42%	95%
Percentage of Tested Scoring 65-100	53%	49%	77%	29%	17%	82%
Percentage of Tested Scoring 85-100	10%	7%	7%	6%	0%	0%
Mathematics B						
Number Tested	0	0	22	0	0	0
Number Scoring 55-100	0	0	22	0	0	0
Number Scoring 65-100	0	0	21	0	0	0
Number Scoring 85-100	0	0	9	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	41%	0%	0%	0%
Global History and Geography						
Number Tested	225	230	281	18	32	30
Number Scoring 55-100	208	183	229	17	23	15
Number Scoring 65-100	172	148	196	12	18	11
Number Scoring 85-100	30	37	59	1	1	1
Percentage of Tested Scoring 55-100	92%	80%	81%	94%	72%	50%
Percentage of Tested Scoring 65-100	76%	64%	70%	67%	56%	37%
Percentage of Tested Scoring 85-100	13%	16%	21%	6%	3%	3%
U.S. History and Government						
Number Tested	234	206	203	29	13	19
Number Scoring 55-100	216	197	181	25	12	17
Number Scoring 65-100	170	180	166	21	10	17
Number Scoring 85-100	51	78	66	3	3	2
Percentage of Tested Scoring 55-100	92%	96%	89%	86%	92%	89%
Percentage of Tested Scoring 65-100	73%	87%	82%	72%	77%	89%
Percentage of Tested Scoring 85-100	22%	38%	33%	10%	23%	11%

(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	235	285	305	21	12	37
Number Scoring 55-100	225	255	275	16	5	32
Number Scoring 65-100	201	212	210	11	5	22
Number Scoring 85-100	21	26	12	0	0	0
Percentage of Tested Scoring 55-100	96%	89%	90%	76%	42%	86%
Percentage of Tested Scoring 65-100	86%	74%	69%	52%	42%	59%
Percentage of Tested Scoring 85-100	9%	9%	4%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	88	45	101	4	15	12
Number Scoring 55-100	79	29	95	#	11	9
Number Scoring 65-100	64	19	81	#	7	6
Number Scoring 85-100	13	0	14	#	0	1
Percentage of Tested Scoring 55-100	90%	64%	94%	#	73%	75%
Percentage of Tested Scoring 65-100	73%	42%	80%	#	47%	50%
Percentage of Tested Scoring 85-100	15%	0%	14%	#	0%	8%
Physical Setting/Chemistry						
Number Tested	106	145	112	5	3	0
Number Scoring 55-100	94	122	106	4	#	0
Number Scoring 65-100	52	76	86	2	#	0
Number Scoring 85-100	1	9	7	0	#	0
Percentage of Tested Scoring 55-100	89%	84%	95%	80%	#	0%
Percentage of Tested Scoring 65-100	49%	52%	77%	40%	#	0%
Percentage of Tested Scoring 85-100	1%	6%	6%	0%	#	0%
Physical Setting/Physics						
Number Tested			53			0
Number Scoring 55-100			50			0
Number Scoring 65-100			43			0
Number Scoring 85-100			11			0
Percentage of Tested Scoring 55-100			94%			0%
Percentage of Tested Scoring 65-100			81%			0%
Percentage of Tested Scoring 85-100			21%			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	33	30	26	0	1	0
Number Scoring 55-100	33	29	26	0	#	0
Number Scoring 65-100	30	28	26	0	#	0
Number Scoring 85-100	5	7	9	0	#	0
Percentage of Tested Scoring 55-100	100%	97%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	91%	93%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	15%	23%	35%	0%	#	0%
Comprehensive Italian						
Number Tested	36	29	27	0	1	0
Number Scoring 55-100	35	29	27	0	#	0
Number Scoring 65-100	33	28	27	0	#	0
Number Scoring 85-100	15	12	18	0	#	0
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	92%	97%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	42%	41%	67%	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	106	108	117	3	6	3
Number Scoring 55-100	106	108	117	#	6	#
Number Scoring 65-100	104	107	115	#	6	#
Number Scoring 85-100	91	91	106	#	5	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 65-100	98%	99%	98%	#	100%	#
Percentage of Tested Scoring 85-100	86%	84%	91%	#	83%	#
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	91	90	0	2	1	0
Number Scoring 55-100	82	80	0	#	#	0
Number Scoring 65-100	80	76	0	#	#	0
Number Scoring 85-100	34	16	0	#	#	0
Percentage of Tested Scoring 55-100	90%	89%	0%	#	#	0%
Percentage of Tested Scoring 65-100	88%	84%	0%	#	#	0%
Percentage of Tested Scoring 85-100	37%	18%	0%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	8	100%	7	86%	2	#
Students with Disabilities	7	100%	11	55%	2	#

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	1	0	#	#	#	#
Secondary Level						
English Language Arts	0	1	0	0	0	0
Social Studies	0	1	0	0	0	0
Mathematics	0	1	0	0	0	0
Science	0	1	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	190	190	190	32	32	32	222	222	222
Number Scoring 55–64	16	8	20	4	1	4	20	9	24
Number Scoring 65–84	121	74	137	12	6	12	133	80	149
Number Scoring 85–100	30	66	15	1	3	0	31	69	15
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			146			0
Beginning (0-18)			24			0
Intermediate (19-31)			51			0
Advanced (32-36)			58			0
Proficient (37-39)			13			0
Reading and Writing (Grade 9-12)						
Number Tested			146			0
Beginning (0-14)			29			0
Intermediate (15-24)			40			0
Advanced (25-32)			65			0
Proficient (33-35)			12			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)