

# New York State District Report Card Comprehensive Information Report

BEDS Code: 66-19-04-03-0000  
 Name: Port Chester-Rye Union Free School District  
 Superintendent: Charles D. Coletti

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	309	315	304
First	313	316	318
Second	289	284	312
Third	296	301	299
Fourth	273	257	269
Fifth	230	261	252
Sixth	243	233	260
Ungraded Elementary	72	65	70
Seventh	230	250	247
Eighth	225	243	245
Ninth	318	259	283
Tenth	197	236	238
Eleventh	209	183	218
Twelfth	186	220	153
Ungraded Secondary	137	151	140
Total K-12 Enrollment	3527	3574	3608

## 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	29	0.8%	34	1.0%	37	1.0%
Black (Not Hispanic)	352	10.0%	351	9.8%	342	9.5%
Hispanic	2303	65.3%	2367	66.2%	2461	68.2%
White (Not Hispanic)	843	23.9%	822	23.0%	768	21.3%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	22	22	22
Common Branch	22	22	22
English Grade 8	11	15	12
Mathematics Grade 8	14	15	16
Science Grade 8	23	23	22
Social Studies Grade 8	16	22	20
English Grade 10	22	27	25
Mathematics Grade 10	23	24	19
Science Grade 10	21	23	25
Social Studies Grade 10	21	22	25

(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
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
<b>Limited English Proficient</b>	684	19.4%	713	20.0%	866	24.0%
<b>Eligible for Free Lunch</b>	1516	43.0%	1586	44.4%	1525	42.3%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>Annual Attendance Rate</b>		94.6%		94.4%		94.7%
<b>Student Suspensions</b>	341	9.8%	382	10.8%	313	8.8%

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

	2002-03	2003-04	2004-05
<b>Reduced Lunch</b>	12.1%	15.0%	13.6%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	267
Total Other Professional Staff	44
Total Paraprofessionals	68
Teaching Out of Certification*	8

\*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*	148	184	159
	Regents Diplomas	56	75	132
	% Regents Diplomas	38%	41%	83%
	Regents Diplomas with Advanced Designation**			48
	% Regents Diplomas with Advanced Designation			30%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	19	19	17
	Regents Diplomas	2	2	11
	% Regents Diplomas	11%	11%	65%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	9	4	10
<b>All Students</b>	Total Graduates*	167	203	176
	Regents Diplomas	58	77	143
	% Regents Diplomas	35%	38%	81%
	Regents Diplomas with Advanced Designation**			48
	% Regents Diplomas with Advanced Designation			27%
	IEP Diplomas or Local Certificates	9	4	10

\* 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>	79	67	1	1	8	0	2	1
	<b>Percent</b>	50%	42%	1%	1%	5%	0%	1%	1%
<b>Students with Disabilities</b>	<b>Number</b>	3	10	0	1	2	0	1	0
	<b>Percent</b>	18%	59%	0%	6%	12%	0%	6%	0%
<b>All Students</b>	<b>Number</b>	82	77	1	2	10	0	3	1
	<b>Percent</b>	47%	44%	1%	1%	6%	0%	2%	1%

## 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	41		32	3.5%	32	3.6%
	Entered GED Program*	14		11	1.2%	13	1.4%
	Total Noncompleters	55		43	4.6%	45	5.0%
<b>Students with Disabilities</b>	Dropped Out	2		8	5.3%	6	3.6%
	Entered GED Program*	0		2	1.3%	1	0.6%
	Total Noncompleters	2		10	6.6%	7	4.2%
<b>All Students</b>	Dropped Out	43	4.2%	40	3.7%	38	3.6%
	Entered GED Program*	14	1.4%	13	1.2%	14	1.3%
	Total Noncompleters	57	5.5%	53	4.9%	52	4.9%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	46	98%	19	100%	59	92%
German	0	0%	0	0%	0	0%
Italian	58	93%	37	100%	58	97%
Latin	0	0%	0	0%	0	0%
Spanish	96	88%	59	100%	59	95%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	7	57%	0	0%	2	#
Latin	0	0%	0	0%	0	0%
Spanish	8	75%	0	0%	2	#

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	6	83%	0	0%
Science	4	#	5	100%	0	0%
Reading	0	0%	2	#	0	0%
Writing	1	#	3	#	0	0%
Global Studies	2	#	3	#	1	#
U.S. Hist & Gov't	1	#	0	0%	2	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	17	100%	6	100%
Science	8	100%	3	#	5	80%
Reading	2	#	3	#	14	64%
Writing	2	#	2	#	11	91%
Global Studies	7	100%	1	#	18	33%
U.S. Hist & Gov't	4	#	2	#	12	50%

(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	220	243	247	17	22	29
Number Scoring 55-100	178	233	232	14	20	25
Number Scoring 65-100	142	214	207	10	16	13
Number Scoring 85-100	34	72	81	1	1	1
Percentage of Tested Scoring 55-100	81%	96%	94%	82%	91%	86%
Percentage of Tested Scoring 65-100	65%	88%	84%	59%	73%	45%
Percentage of Tested Scoring 85-100	15%	30%	33%	6%	5%	3%
<b>Mathematics A</b>						
Number Tested	244	281	285	12	22	25
Number Scoring 55-100	167	255	268	5	21	19
Number Scoring 65-100	120	216	234	2	18	17
Number Scoring 85-100	16	21	33	0	0	3
Percentage of Tested Scoring 55-100	68%	91%	94%	42%	95%	76%
Percentage of Tested Scoring 65-100	49%	77%	82%	17%	82%	68%
Percentage of Tested Scoring 85-100	7%	7%	12%	0%	0%	12%
<b>Mathematics B</b>						
Number Tested	0	22	76	0	0	0
Number Scoring 55-100	0	22	53	0	0	0
Number Scoring 65-100	0	21	40	0	0	0
Number Scoring 85-100	0	9	1	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	70%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	95%	53%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	41%	1%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	230	282	288	32	30	30
Number Scoring 55-100	183	230	239	23	15	17
Number Scoring 65-100	148	197	210	18	11	13
Number Scoring 85-100	37	59	57	1	1	1
Percentage of Tested Scoring 55-100	80%	82%	83%	72%	50%	57%
Percentage of Tested Scoring 65-100	64%	70%	73%	56%	37%	43%
Percentage of Tested Scoring 85-100	16%	21%	20%	3%	3%	3%
<b>U.S. History and Government</b>						
Number Tested	206	203	235	13	19	22
Number Scoring 55-100	197	181	208	12	17	17
Number Scoring 65-100	180	166	193	10	17	12
Number Scoring 85-100	78	66	76	3	2	4
Percentage of Tested Scoring 55-100	96%	89%	89%	92%	89%	77%
Percentage of Tested Scoring 65-100	87%	82%	82%	77%	89%	55%
Percentage of Tested Scoring 85-100	38%	33%	32%	23%	11%	18%

(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	285	305	329	12	37	26
Number Scoring 55-100	255	275	267	5	32	13
Number Scoring 65-100	212	210	214	5	22	5
Number Scoring 85-100	26	12	20	0	0	0
Percentage of Tested Scoring 55-100	89%	90%	81%	42%	86%	50%
Percentage of Tested Scoring 65-100	74%	69%	65%	42%	59%	19%
Percentage of Tested Scoring 85-100	9%	4%	6%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	45	101	117	15	12	14
Number Scoring 55-100	29	95	100	11	9	12
Number Scoring 65-100	19	81	79	7	6	8
Number Scoring 85-100	0	14	9	0	1	0
Percentage of Tested Scoring 55-100	64%	94%	85%	73%	75%	86%
Percentage of Tested Scoring 65-100	42%	80%	68%	47%	50%	57%
Percentage of Tested Scoring 85-100	0%	14%	8%	0%	8%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	145	112	154	3	0	4
Number Scoring 55-100	122	106	132	#	0	#
Number Scoring 65-100	76	86	91	#	0	#
Number Scoring 85-100	9	7	5	#	0	#
Percentage of Tested Scoring 55-100	84%	95%	86%	#	0%	#
Percentage of Tested Scoring 65-100	52%	77%	59%	#	0%	#
Percentage of Tested Scoring 85-100	6%	6%	3%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		53	54		0	0
Number Scoring 55-100		50	52		0	0
Number Scoring 65-100		43	48		0	0
Number Scoring 85-100		11	9		0	0
Percentage of Tested Scoring 55-100		94%	96%		0%	0%
Percentage of Tested Scoring 65-100		81%	89%		0%	0%
Percentage of Tested Scoring 85-100		21%	17%		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	30	26	28	1	0	1
Number Scoring 55-100	29	26	27	#	0	#
Number Scoring 65-100	28	26	25	#	0	#
Number Scoring 85-100	7	9	7	#	0	#
Percentage of Tested Scoring 55-100	97%	100%	96%	#	0%	#
Percentage of Tested Scoring 65-100	93%	100%	89%	#	0%	#
Percentage of Tested Scoring 85-100	23%	35%	25%	#	0%	#
<b>Comprehensive Italian</b>						
Number Tested	29	27	34	1	0	2
Number Scoring 55-100	29	27	34	#	0	#
Number Scoring 65-100	28	27	33	#	0	#
Number Scoring 85-100	12	18	18	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	97%	100%	97%	#	0%	#
Percentage of Tested Scoring 85-100	41%	67%	53%	#	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	108	117	94	6	3	4
Number Scoring 55-100	108	117	93	6	#	#
Number Scoring 65-100	107	115	93	6	#	#
Number Scoring 85-100	91	106	82	5	#	#
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	#	#
Percentage of Tested Scoring 65-100	99%	98%	99%	100%	#	#
Percentage of Tested Scoring 85-100	84%	91%	87%	83%	#	#
<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)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	224	0%	2%	46%	51%
	Students with Disabilities	32	0%	0%	56%	44%
	All Students	256	0%	2%	48%	50%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	209	0%	13%	66%	21%
	Students with Disabilities	29	0%	59%	41%	0%
	All Students	238	0%	19%	63%	18%

(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
<b>Elementary Level</b>						
Social Studies	10	1	0	0	0	10
<b>Middle Level</b>						
Social Studies	1	1	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	5	0	0	0	0	5
Social Studies	5	0	0	0	1	4
Mathematics	5	0	0	0	1	4
Science	5	0	0	0	0	5

### 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	177	177	177	32	32	32	209	209	209
Number Scoring 55–64	13	4	7	2	1	5	15	5	12
Number Scoring 65–84	100	80	122	15	13	12	115	93	134
Number Scoring 85–100	44	59	33	1	2	0	45	61	33
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 K-1)</b>						
Number Tested		275	323		6	23
Beginning		16	9		2	2
Intermediate		62	84		3	10
Advanced		106	176		1	10
Proficient		91	54		0	1
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		275	322		6	22
Beginning		87	97		4	12
Intermediate		66	139		0	10
Advanced		92	56		2	0
Proficient		30	30		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		226	295		10	30
Beginning		11	12		0	0
Intermediate		34	30		4	3
Advanced		77	173		2	21
Proficient		104	80		4	6
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		226	293		10	30
Beginning		37	21		3	4
Intermediate		95	61		5	13
Advanced		66	126		2	10
Proficient		28	85		0	3
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		73	86		6	5
Beginning		3	9		0	0
Intermediate		6	9		0	0
Advanced		27	43		4	4
Proficient		37	25		2	1
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		75	87		6	5
Beginning		11	10		3	1
Intermediate		33	12		1	2
Advanced		27	35		2	2
Proficient		4	30		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 - 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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		71	68		0	0
Beginning		8	4		0	0
Intermediate		10	17		0	0
Advanced		31	33		0	0
Proficient		22	14		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		71	66		0	0
Beginning		3	3		0	0
Intermediate		36	21		0	0
Advanced		25	21		0	0
Proficient		7	21		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		160	161		0	0
Beginning		27	18		0	0
Intermediate		56	66		0	0
Advanced		62	52		0	0
Proficient		15	25		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		160	162		0	0
Beginning		31	11		0	0
Intermediate		45	61		0	0
Advanced		71	47		0	0
Proficient		13	43		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)