



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **PORT CHESTER-RYE UNION FREE
SCHOOL DISTRICT**

District ID **661904030000**

Superintendent **DONALD CARLISLE**

Telephone **(914) 934-7901**

Grades **K-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	315	304	313
Grade 1	316	318	308
Grade 2	284	312	318
Grade 3	301	299	301
Grade 4	257	269	262
Grade 5	261	252	262
Grade 6	233	260	256
Ungraded Elementary	65	70	82
Grade 7	250	247	269
Grade 8	243	245	256
Grade 9	259	283	326
Grade 10	236	238	281
Grade 11	183	218	264
Grade 12	220	153	209
Ungraded Secondary	151	140	6
Total K-12	3574	3608	3713

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	22	22	22
Grade 8			
English	15	12	14
Mathematics	15	16	15
Science	23	22	23
Social Studies	22	20	22
Grade 10			
English	27	25	20
Mathematics	24	19	21
Science	23	25	23
Social Studies	22	25	22

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	1586	44%	1525	42%	1473	40%
Reduced-Price Lunch	537	15%	492	14%	382	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	713	20%	866	24%	967	26%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	4	0%
Black or African American	351	10%	342	9%	335	9%
Hispanic or Latino	2367	66%	2461	68%	2548	69%
Asian or Native Hawaiian/Other Pacific Islander	34	1%	37	1%	47	1%
White	822	23%	768	21%	779	21%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		94%		95%		95%
Student Suspensions	382	N/A	313	9%	226	6%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	679	657	964
Percent Not Taught by Highly Qualified Teachers	2%	3%	4%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	5	3	5
Percent with No Valid Teaching Certificate	2%	1%	2%
Individuals Teaching Out of Certification			
Number of Teachers	7	8	10
Percentage of Total	3%	3%	4%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	36%	35%	39%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	265	267	270
Total Other Professional Staff	32	33	31
Total Paraprofessionals*	55	68	74
Assistant Principals	4	5	5
Principals	6	6	6

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner’s Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State’s learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group’s PI not to be considered significantly different from the AMO for that subject. If an accountability group’s PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target’s proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

YES

YES

YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native						
Black or African American	✓	✓		–	–	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	–	–		–	–	
White	✓	✓		✓	✓	
Other Groups						
Students with Disabilities	✗	✓		✗	✓ ^{SH}	
Limited English Proficient	✗	✓		✓	✓	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✗ 5 of 7	✓ 7 of 7	✓ 1 of 1	✗ 5 of 6	✓ 6 of 6	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


Accountability Status Levels

- | Federal | State |
|--------------------------------|------------------------------------------------|
| Good Standing ▲ | Good Standing ■ |
| Improvement (Year 1) ▲ | Requiring Academic Progress (Year 1) ■ |
| Improvement (Year 2) ▲ | Requiring Academic Progress (Year 2) ■ |
| Improvement (Year 3) ▲ | Requiring Academic Progress (Year 3) ■ |
| Improvement (Year 4) ▲ | Requiring Academic Progress (Year 4) ■ |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts























Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 5 of 7 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (1667:1593)			97%		170	119	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (150:145)			99%		150	113	
Hispanic or Latino (1163:1100)			96%		169	119	
Asian or Native Hawaiian/Other Pacific Islander (21:21)	–	–	–	–	–	–	–
White (333:327)			99%		182	116	
Other Groups							
Students with Disabilities ⁴ (305:199)			92%		116	114	
Limited English Proficient (427:277)			92%		164	115	
Economically Disadvantaged (959:910)			97%		166	118	
Final AYP Determination	 5 of 7						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 7 of 7 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (1650:1607)			99%		170	83	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (149:141)			99%		154	77	
Hispanic or Latino (1153:1121)			99%		169	83	
Asian or Native Hawaiian/Other Pacific Islander (21:21)	–	–	–	–	–	–	–
White (327:324)			99%		181	80	
Other Groups							
Students with Disabilities ⁴ (216:209)			97%		125	78	
Limited English Proficient (319:308)			100%		153	80	
Economically Disadvantaged (954:923)			99%		165	82	
Final AYP Determination	 7 of 7						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (528:502)		Qualified		99%		183	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (58:54)		Qualified		98%		174	100	
Hispanic or Latino (354:334)		Qualified		99%		182	100	
Asian or Native Hawaiian/Other Pacific Islander (9:9)		–	–	–	–	–	–	–
White (107:105)		Qualified		98%		190	100	
Other Groups								
Students with Disabilities (69:66)		Qualified		99%		162	100	
Limited English Proficient (112:103)		Qualified		99%		174	100	
Economically Disadvantaged (305:285)		Qualified		99%		179	100	
Final AYP Determination		1 of 1						

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

Secondary-Level English Language Arts



















Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 5 of 6 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
(12th Graders: 2002 Cohort) ¹							
All Students (219:235)			99%		164	147	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (18:24)	–	–	–	–	–	–	–
Hispanic or Latino (127:142)			99%		152	145	
Asian or Native Hawaiian/Other Pacific Islander (5:3)	–	–	–	–	–	–	–
White (69:66)			99%		192	142	
Other Groups							
Students with Disabilities (22:32)		–	–		103	137	110 113
Limited English Proficient (40:34)			100%		162	137	
Economically Disadvantaged (63:81)			100%		143	143	
Final AYP Determination	 5 of 6						

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**



















Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 6 of 6 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]




How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (219:235)			99%		169	139		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (18:24)	–	–	–	–	–	–	–	–
Hispanic or Latino (127:142)			98%		162	137		
Asian or Native Hawaiian/Other Pacific Islander (5:3)	–	–	–	–	–	–	–	–
White (69:66)			100%		189	134		
Other Groups								
Students with Disabilities (22:32)		–	–		113	129	107	122
Limited English Proficient (40:34)			100%		179	129		
Economically Disadvantaged (63:81)			100%		151	135		
Final AYP Determination		6 of 6						

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**









Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives	
	AYP	Met Criterion		State Standard	Progress Target
				2005–06	2006–07
All Students (213)			67%	55%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (15)		–	–	–	–
Hispanic or Latino (124)			61%	55%	
Asian or Native Hawaiian/Other Pacific Islander (0)					
White (74)			77%	55%	
Other Groups					
Students with Disabilities (32)			41%	55%	37% 42%
Limited English Proficient (43)			47%	55%	51% 48%
Economically Disadvantaged (56)			70%	55%	
Final AYP Determination	 1 of 1				

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

5 schools identified 83% of total

JOHN F. KENNEDY MAGNET SCHOOL

KING STREET SCHOOL

PARK AVENUE SCHOOL

PORT CHESTER MIDDLE SCHOOL

THOMAS A. EDISON SCHOOL

Requiring Academic Progress (Year 3)

1 school identified 17% of total

PORT CHESTER SENIOR HIGH SCHOOL

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	82%			249
Grade 4	88%			202
Grade 5	85%			223
Grade 6	62%			226
Grade 7	74%			238
Grade 8	65%			222
Mathematics				
Grade 3	85%			312
Grade 4	91%			266
Grade 5	84%			273
Grade 6	52%			245
Grade 7	64%			263
Grade 8	73%			246
Science				
Grade 4	98%			272
Grade 8	66%			244

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	72%			266
Mathematics	75%			266

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	61%			266

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 681	Range: 616-780	650-780	730-780			
Number of Students:	240	205	28			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	249	96%	82%	11%				
Female	126	98%	79%	15%				
Male	123	95%	85%	7%				
American Indian or Alaska Native								
Black or African American	17	-	-	-				
Hispanic or Latino	170	98%	84%	11%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	59	95%	85%	14%				
Small Group Totals	20	90%	65%	10%				
General-Education Students	224	98%	86%	12%				
Students with Disabilities	25	84%	52%	4%				
English Proficient	219	96%	80%	12%				
Limited English Proficient	30	100%	97%	7%				
Economically Disadvantaged	128	95%	79%	6%				
Not Disadvantaged	121	98%	86%	17%				
Migrant								
Not Migrant	249	96%	82%	11%				

This test was not given in 2004-05.

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	-	-	-				
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	65	42	31	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 679	Range: 624-770	650-770	703-770			
Number of Students:	296	264	71			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	312	95%	85%	23%				
Female	157	95%	83%	22%				
Male	155	95%	86%	24%				
American Indian or Alaska Native								
Black or African American	19	-	-	-				
Hispanic or Latino	232	95%	84%	21%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	58	95%	84%	31%	This test was not given in 2004-05.			
Small Group Totals	22	95%	86%	23%				
General-Education Students	276	97%	88%	24%				
Students with Disabilities	36	78%	61%	11%				
English Proficient	220	97%	91%	27%				
Limited English Proficient	92	89%	70%	12%				
Economically Disadvantaged	182	93%	83%	19%				
Not Disadvantaged	130	97%	87%	28%				
Migrant								
Not Migrant	312	95%	85%	23%				

NOTES

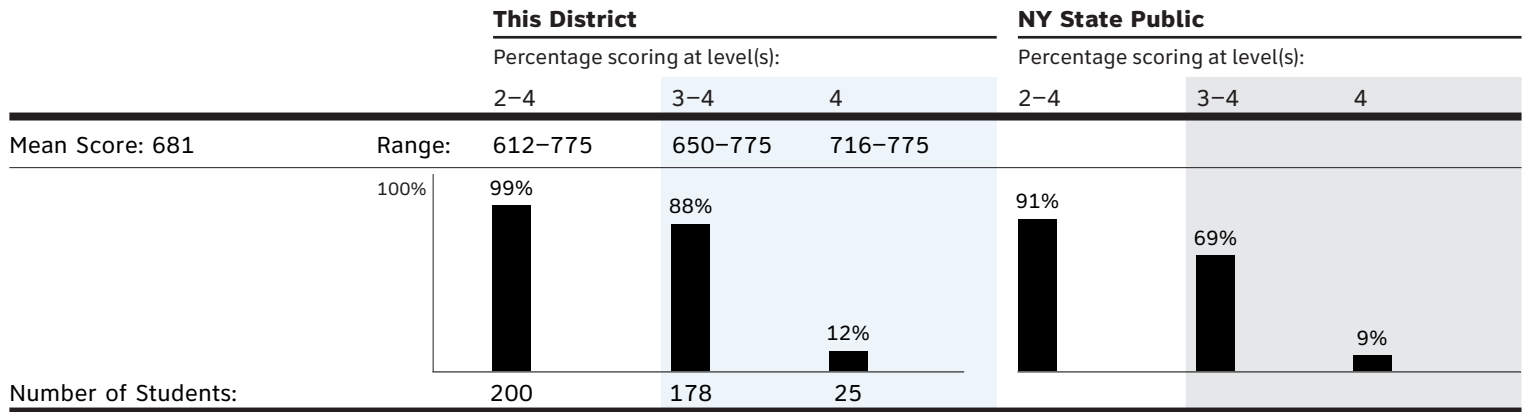
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	-	-	-	This test was not given in 2004-05.			

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	202	99%	88%	12%				
Female	102	100%	89%	16%				
Male	100	98%	87%	9%				
American Indian or Alaska Native								
Black or African American	25	96%	56%	0%				
Hispanic or Latino	124	100%	92%	10%				
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	33%				
White	47	98%	94%	21%				
Small Group Totals								
General-Education Students	180	100%	92%	14%				
Students with Disabilities	22	91%	59%	0%				
English Proficient	193	99%	88%	12%				
Limited English Proficient	9	100%	100%	11%				
Economically Disadvantaged	114	100%	82%	8%				
Not Disadvantaged	88	98%	95%	18%				
Migrant								
Not Migrant	202	99%	88%	12%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	9	9	9	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	53	51	50	N/A	53	44	30	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 689	Range: 622-800	650-800	702-800			
	97%	91%	35%	93%	78%	26%
Number of Students:	259	241	93			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	266	97%	91%	35%				
Female	137	98%	91%	30%				
Male	129	97%	91%	40%				
American Indian or Alaska Native								
Black or African American	25	92%	84%	28%				
Hispanic or Latino	187	97%	91%	33%				
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	50%				
White	48	100%	92%	46%				
Small Group Totals								
General-Education Students	233	100%	94%	36%				
Students with Disabilities	33	82%	67%	30%				
English Proficient	190	98%	95%	41%				
Limited English Proficient	76	95%	80%	20%				
Economically Disadvantaged	161	97%	89%	29%				
Not Disadvantaged	105	98%	93%	44%				
Migrant								
Not Migrant	266	97%	91%	35%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

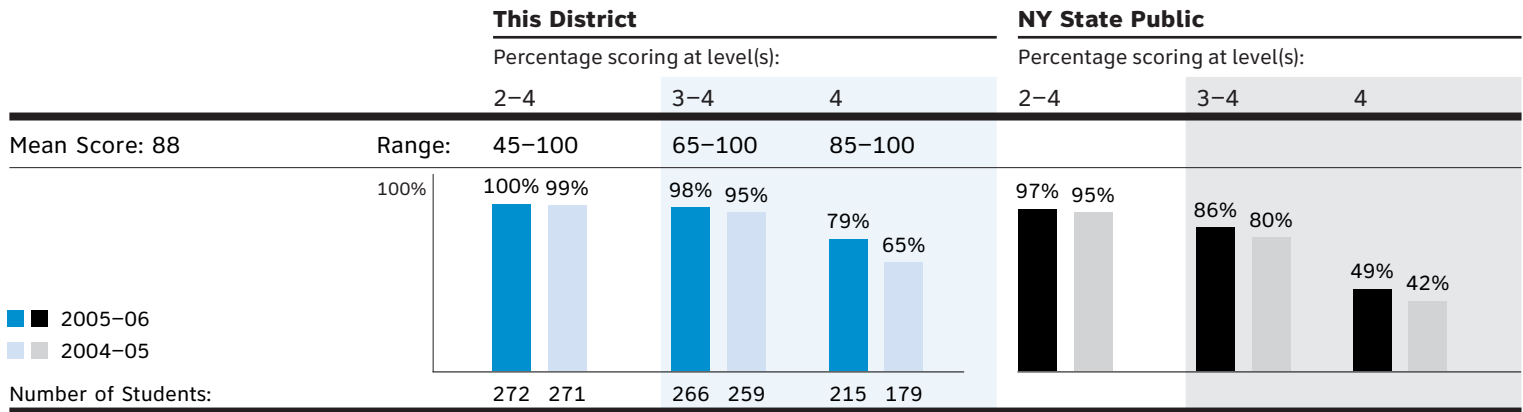
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	9	9	9	9

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	272	100%	98%	79%	274	99%	95%	65%
Female	140	100%	97%	74%	142	98%	94%	63%
Male	132	100%	98%	85%	132	100%	95%	68%
American Indian or Alaska Native								
Black or African American	26	100%	96%	65%	25	-	-	-
Hispanic or Latino	192	100%	97%	78%	195	98%	93%	63%
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	100%	3	-	-	-
White	48	100%	100%	88%	51	100%	100%	80%
Small Group Totals					28	100%	96%	54%
General-Education Students	237	100%	98%	81%	237	99%	95%	68%
Students with Disabilities	35	100%	97%	69%	37	100%	89%	49%
English Proficient	195	100%	99%	84%	207	100%	99%	72%
Limited English Proficient	77	100%	95%	68%	67	96%	82%	43%
Economically Disadvantaged	165	100%	98%	76%	153	98%	92%	62%
Not Disadvantaged	107	100%	97%	84%	121	100%	98%	69%
Migrant								
Not Migrant	272	100%	98%	79%	274	99%	95%	65%

NOTES

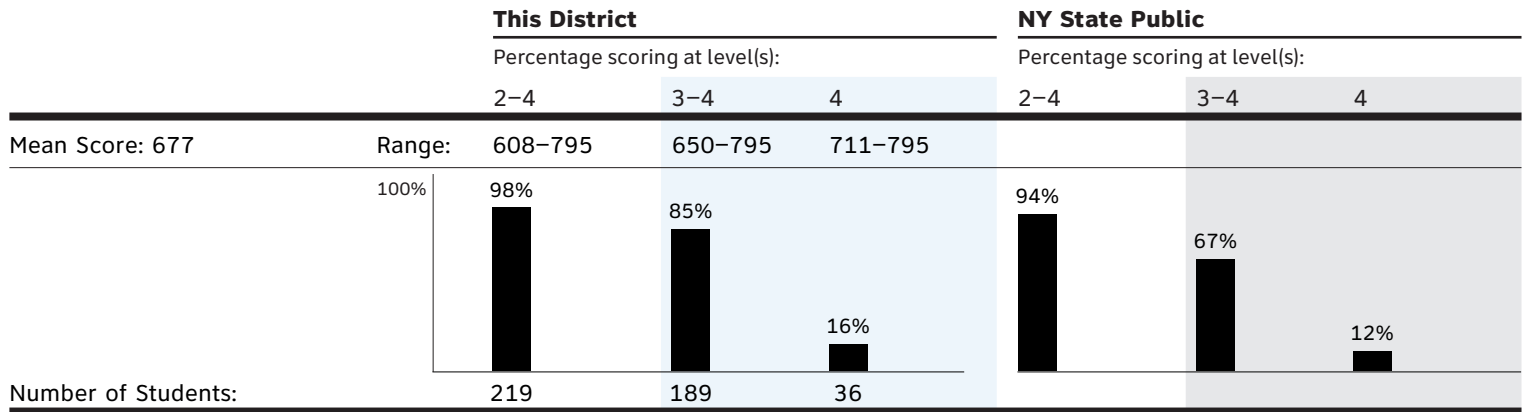
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	10	10	10	10

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	223	98%	85%	16%				
Female	110	97%	85%	21%				
Male	113	99%	85%	12%				
American Indian or Alaska Native								
Black or African American	21	-	-	-				
Hispanic or Latino	145	99%	88%	12%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	53	98%	89%	30%	This test was not given in 2004-05.			
Small Group Totals	25	96%	56%	8%				
General-Education Students	199	100%	88%	18%				
Students with Disabilities	24	83%	54%	4%				
English Proficient	213	98%	85%	16%				
Limited English Proficient	10	100%	90%	20%				
Economically Disadvantaged	125	98%	84%	8%				
Not Disadvantaged	98	98%	86%	27%				
Migrant								
Not Migrant	223	98%	85%	16%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	10	10	10	10	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	30	23	20	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 675	619-780	650-780	699-780			
Range:						
	96%	84%	21%	90%	68%	19%
Number of Students:	261	230	57			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	273	96%	84%	21%				
Female	141	94%	79%	21%				
Male	132	98%	89%	20%				
American Indian or Alaska Native								
Black or African American	22	-	-	-				
Hispanic or Latino	193	95%	82%	17%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	54	98%	96%	39%				
Small Group Totals	26	96%	77%	12%				
General-Education Students	238	98%	88%	23%				
Students with Disabilities	35	80%	60%	6%				
English Proficient	217	98%	88%	24%				
Limited English Proficient	56	88%	71%	11%				
Economically Disadvantaged	164	95%	80%	16%				
Not Disadvantaged	109	96%	90%	28%				
Migrant								
Not Migrant	273	96%	84%	21%				

This test was not given in 2004-05.

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

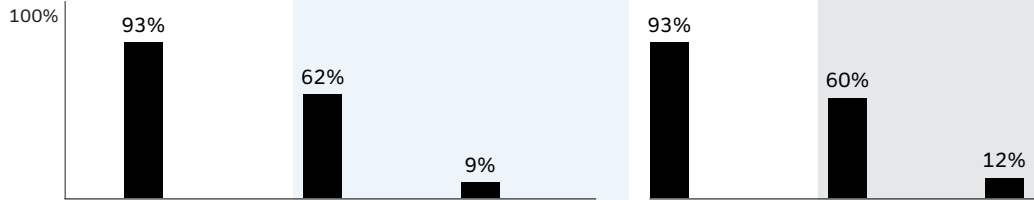
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	11	11	10	9				

This test was not given in 2004-05.

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 655	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	211	141	20	211	141	20



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	226	93%	62%	9%				
Female	103	93%	67%	7%				
Male	123	93%	59%	11%				
American Indian or Alaska Native								
Black or African American	21	-	-	-				
Hispanic or Latino	156	92%	58%	4%				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	48	98%	79%	25%				
Small Group Totals	22	91%	59%	5%				
General-Education Students	202	97%	68%	10%				
Students with Disabilities	24	63%	13%	0%				
English Proficient	216	94%	64%	9%				
Limited English Proficient	10	90%	20%	0%				
Economically Disadvantaged	125	92%	56%	4%				
Not Disadvantaged	101	95%	70%	15%				
Migrant								
Not Migrant	226	93%	62%	9%				

This test was not given in 2004-05.

NOTES

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Other Assessments

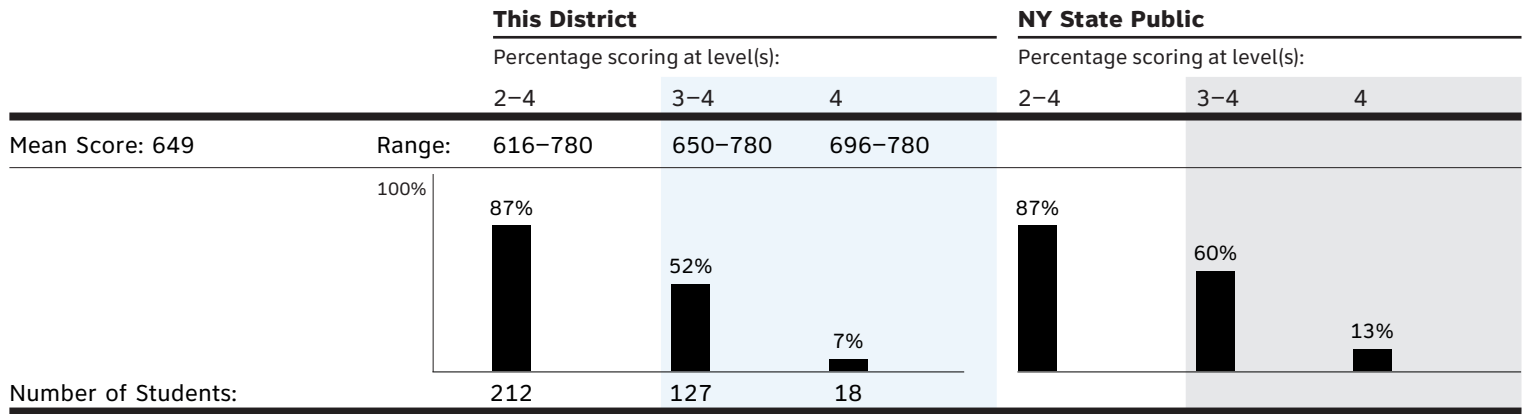
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	6				
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	22	21	18	N/A	N/A	N/A	N/A	N/A

This test was not given in 2004-05.

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	245	87%	52%	7%				
Female	115	84%	45%	9%				
Male	130	88%	58%	6%				
American Indian or Alaska Native								
Black or African American	21	-	-	-				
Hispanic or Latino	176	85%	50%	6%				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	47	91%	64%	13%				
Small Group Totals	22	91%	41%	5%				
General-Education Students	221	91%	56%	8%				
Students with Disabilities	24	46%	17%	0%				
English Proficient	213	89%	57%	8%				
Limited English Proficient	32	69%	19%	0%				
Economically Disadvantaged	145	82%	45%	6%				
Not Disadvantaged	100	93%	62%	10%				
Migrant								
Not Migrant	245	87%	52%	7%				

This test was not given in 2004-05.

NOTES

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Other Assessments

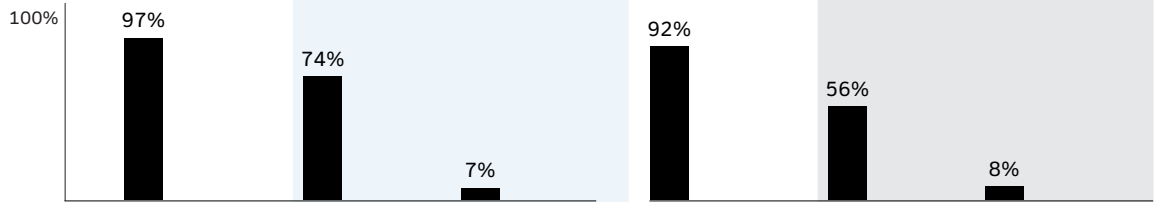
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	6				

This test was not given in 2004-05.

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 665	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	231	176	17	231	176	17



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	238	97%	74%	7%				
Female	116	96%	72%	7%				
Male	122	98%	75%	7%				
American Indian or Alaska Native								
Black or African American	24	-	-	-				
Hispanic or Latino	156	97%	71%	4%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	55	98%	89%	11%				
Small Group Totals	27	96%	63%	15%				
General-Education Students	213	100%	79%	8%				
Students with Disabilities	25	72%	32%	0%				
English Proficient	238	97%	74%	7%				
Limited English Proficient								
Economically Disadvantaged	119	98%	67%	4%				
Not Disadvantaged	119	96%	81%	10%				
Migrant								
Not Migrant	238	97%	74%	7%				

This test was not given in 2004-05.

NOTES

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Other Assessments

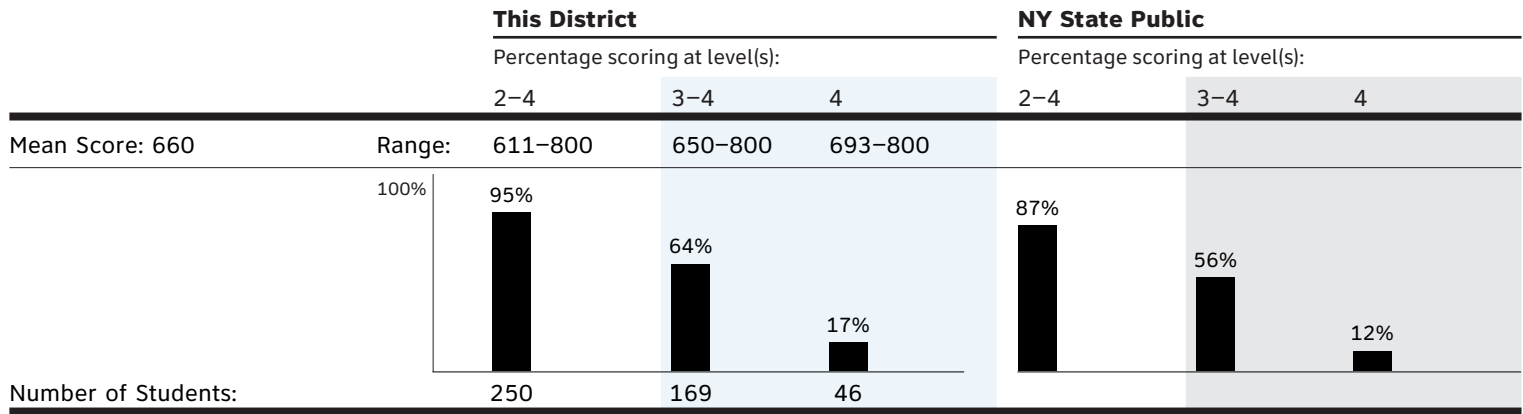
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-				
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	28	26	25	N/A	N/A	N/A	N/A	N/A

This test was not given in 2004-05.

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	263	95%	64%	17%				
Female	126	94%	62%	16%				
Male	137	96%	66%	19%				
American Indian or Alaska Native								
Black or African American	26	-	-	-				
Hispanic or Latino	177	95%	62%	15%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	56	96%	86%	34%				
Small Group Totals	30	90%	40%	3%				
General-Education Students	238	98%	68%	19%				
Students with Disabilities	25	68%	24%	0%				
English Proficient	235	95%	67%	18%				
Limited English Proficient	28	93%	39%	11%				
Economically Disadvantaged	142	94%	56%	11%				
Not Disadvantaged	121	96%	74%	26%				
Migrant								
Not Migrant	263	95%	64%	17%				

This test was not given in 2004-05.

NOTES

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Other Assessments

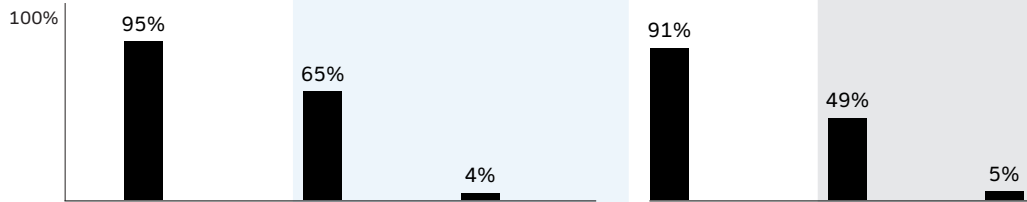
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-				

This test was not given in 2004-05.

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 663	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	210	145	9	210	145	9



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	222	95%	65%	4%				
Female	94	97%	68%	3%				
Male	128	93%	63%	5%				
American Indian or Alaska Native								
Black or African American	31	-	-	-				
Hispanic or Latino	129	95%	63%	3%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	59	95%	76%	7%				
Small Group Totals	34	94%	56%	3%				
General-Education Students	194	98%	73%	5%				
Students with Disabilities	28	68%	11%	0%				
English Proficient	217	94%	66%	4%				
Limited English Proficient	5	100%	40%	0%				
Economically Disadvantaged	116	95%	61%	1%				
Not Disadvantaged	106	94%	70%	8%				
Migrant								
Not Migrant	222	95%	65%	4%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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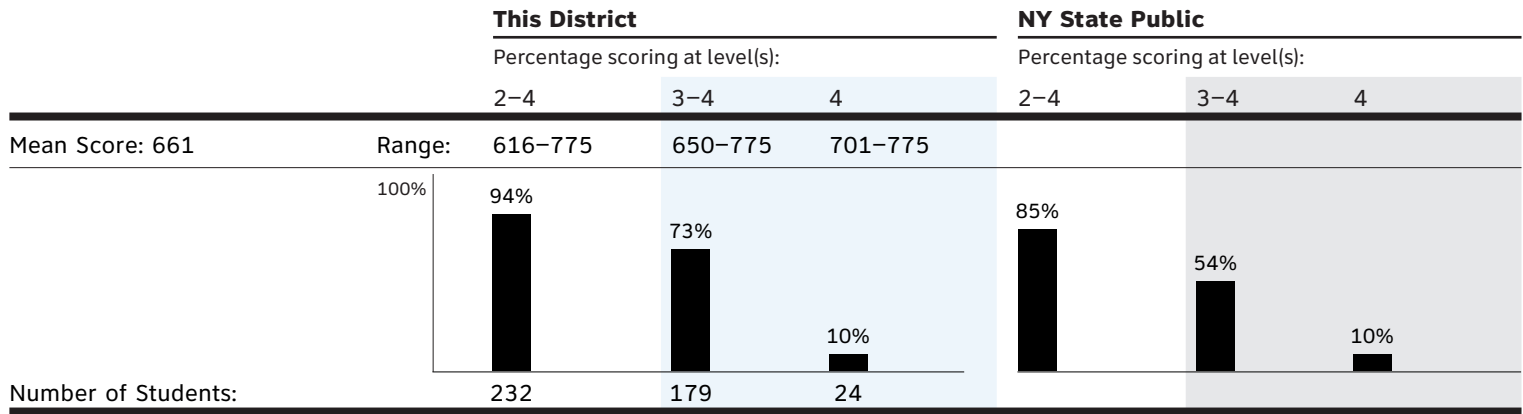
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	6	6	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	31	28	25	N/A	31	29	29	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	246	94%	73%	10%				
Female	114	95%	70%	9%				
Male	132	94%	75%	11%				
American Indian or Alaska Native								
Black or African American	28	-	-	-				
Hispanic or Latino	157	93%	72%	6%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	58	98%	86%	24%				
Small Group Totals	31	94%	52%	3%				
General-Education Students	221	96%	77%	11%				
Students with Disabilities	25	80%	32%	0%				
English Proficient	211	97%	74%	10%				
Limited English Proficient	35	77%	63%	6%				
Economically Disadvantaged	134	92%	66%	7%				
Not Disadvantaged	112	97%	80%	13%				
Migrant								
Not Migrant	246	94%	73%	10%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

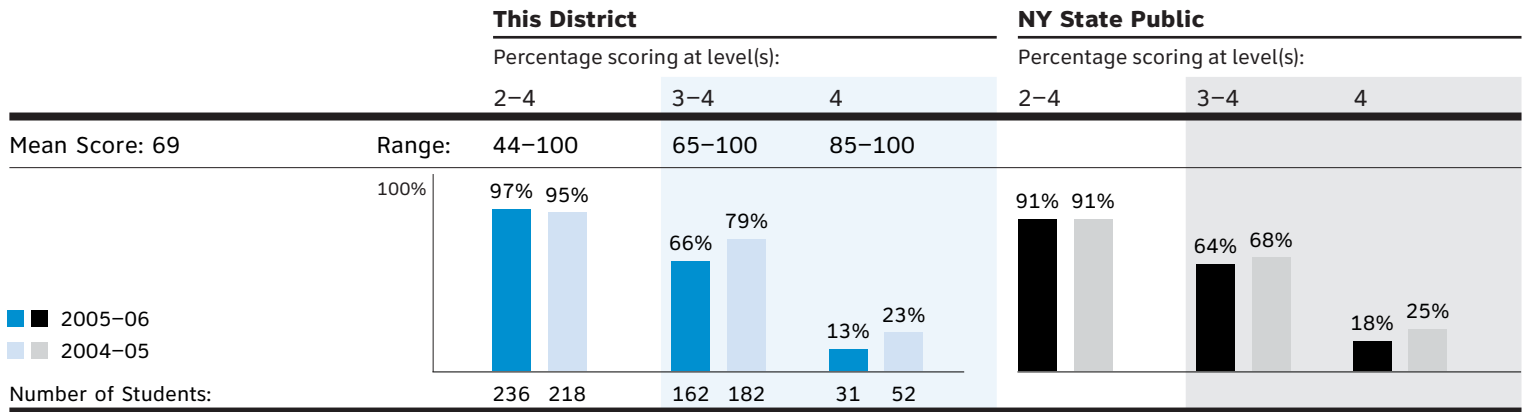
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	6	6	2	-	-	-

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	244	97%	66%	13%	230	95%	79%	23%
Female	113	96%	64%	9%	101	97%	81%	21%
Male	131	98%	69%	16%	129	93%	78%	24%
American Indian or Alaska Native								
Black or African American	28	-	-	-	25	88%	56%	12%
Hispanic or Latino	157	96%	63%	6%	148	94%	76%	16%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	56	100%	80%	36%	57	100%	96%	44%
Small Group Totals	31	97%	58%	3%				
General-Education Students	218	99%	71%	14%	204	98%	85%	25%
Students with Disabilities	26	81%	27%	0%	26	69%	31%	4%
English Proficient	210	98%	73%	15%	200	96%	82%	25%
Limited English Proficient	34	91%	26%	0%	30	90%	63%	7%
Economically Disadvantaged	135	94%	59%	7%	116	92%	71%	14%
Not Disadvantaged	109	100%	76%	20%	114	97%	88%	32%
Migrant								
Not Migrant	244	97%	66%	13%	230	95%	79%	23%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	6	6	6	6	2	-	-	-
Regents Science	0				0			

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

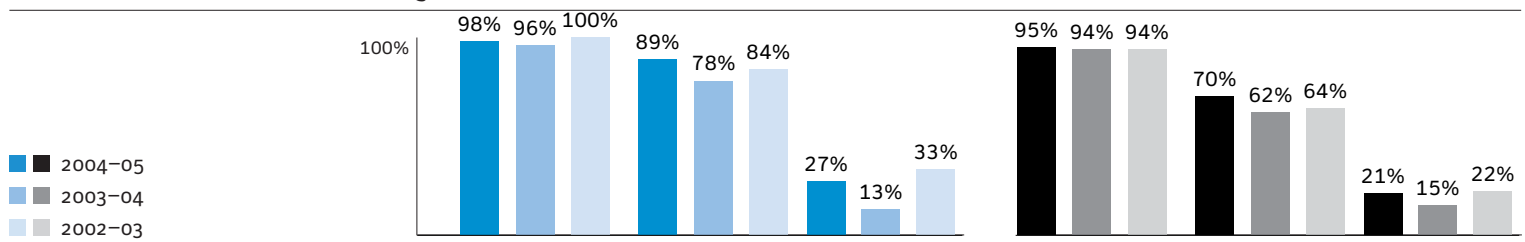
Percentage scoring at level(s):

2-4 3-4 4
 Range: 603-800 645-800 692-800

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	5	19	141	60	225	675
Feb 2004	7	35	128	25	195	665
Feb 2003	1	36	116	74	227	678

Grade 8

This School

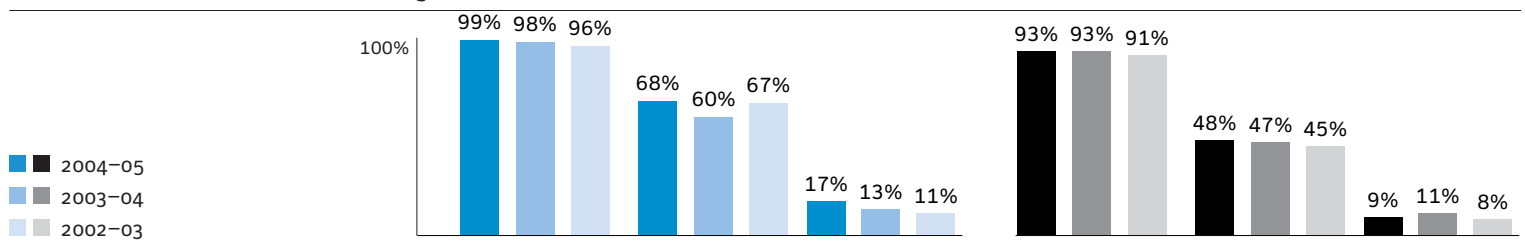
Percentage scoring at level(s):

2-4 3-4 4
 Range: 658-830 697-830 737-830

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	2	63	105	34	204	713
Jan 2004	4	79	99	27	209	708
Jan 2003	7	59	111	22	199	707

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

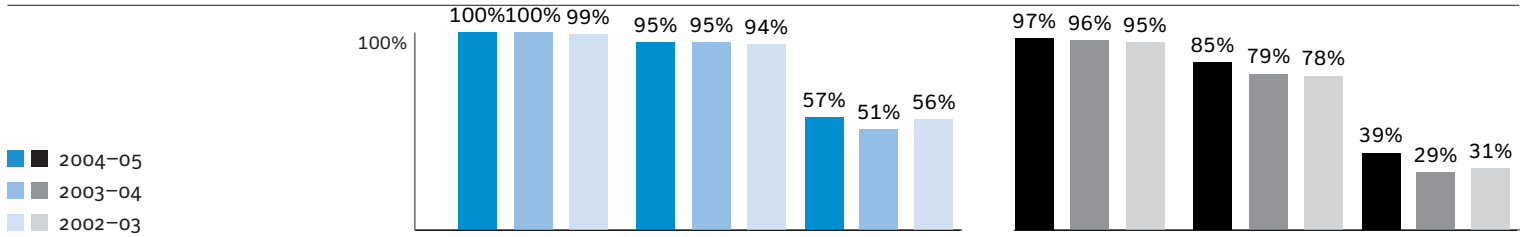
Percentage scoring at level(s):

2-4 3-4 4
 Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	0	15	104	156	275	683
May 2004	1	11	112	127	251	682
May 2003	3	13	102	150	268	682

Grade 8

This School

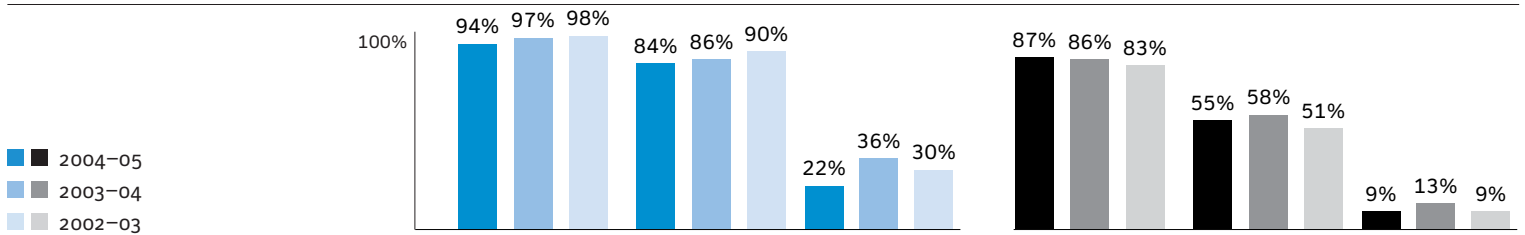
Percentage scoring at level(s):

2-4 3-4 4
 Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	15	22	148	51	236	739
May 2004	8	25	115	82	230	746
May 2003	5	18	136	69	228	748

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

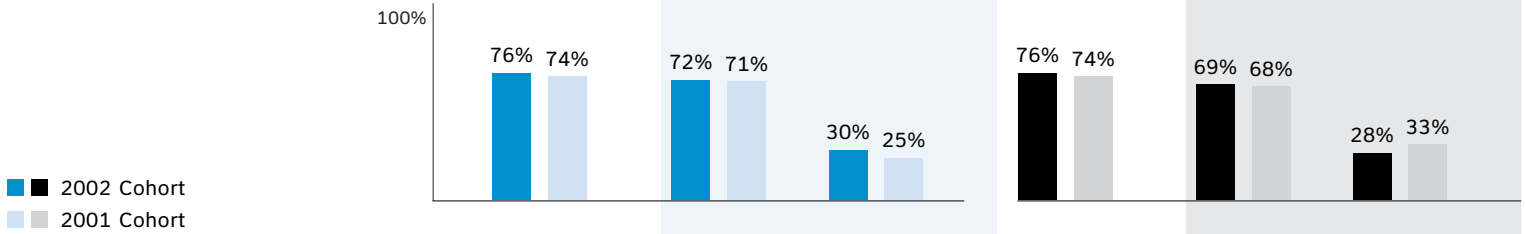
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	266	76%	72%	30%	245	74%	71%	25%
Female	130	80%	78%	41%	123	80%	78%	28%
Male	136	72%	65%	20%	122	69%	65%	22%
American Indian or Alaska Native								
Black or African American	26	–	–	–	17	71%	71%	6%
Hispanic or Latino	165	68%	65%	22%	147	68%	65%	18%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–				
White	72	93%	90%	53%	81	86%	83%	43%
Small Group Totals	29	79%	66%	17%				
General-Education Students	233	79%	77%	34%	212	77%	76%	29%
Students with Disabilities	33	52%	36%	3%	33	58%	42%	0%
English Proficient	215	80%	76%	36%	186	84%	80%	32%
Limited English Proficient	51	57%	55%	6%	59	44%	44%	3%
Economically Disadvantaged	85	69%	64%	20%				
Not Disadvantaged	181	79%	76%	35%				
Migrant								
Not Migrant	266	76%	72%	30%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	0	0

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

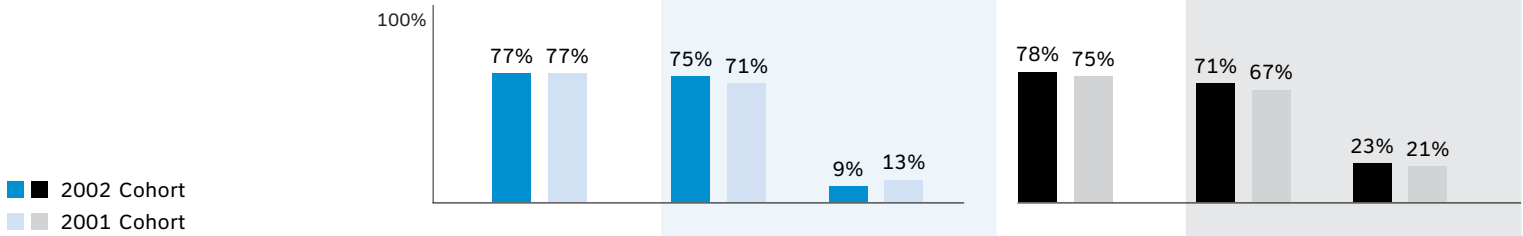
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	266	77%	75%	9%	245	77%	71%	13%
Female	130	82%	82%	8%	123	83%	76%	12%
Male	136	73%	68%	10%	122	71%	66%	13%
American Indian or Alaska Native								
Black or African American	26	-	-	-	17	65%	65%	0%
Hispanic or Latino	165	73%	70%	7%	147	73%	67%	7%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	72	88%	88%	14%	81	86%	80%	26%
Small Group Totals	29	76%	72%	3%				
General-Education Students	233	82%	80%	10%	212	82%	76%	14%
Students with Disabilities	33	48%	39%	0%	33	48%	39%	3%
English Proficient	215	80%	78%	10%	186	82%	77%	14%
Limited English Proficient	51	65%	63%	4%	59	61%	53%	8%
Economically Disadvantaged	85	73%	68%	5%				
Not Disadvantaged	181	80%	78%	10%				
Migrant								
Not Migrant	266	77%	75%	9%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	0	0

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

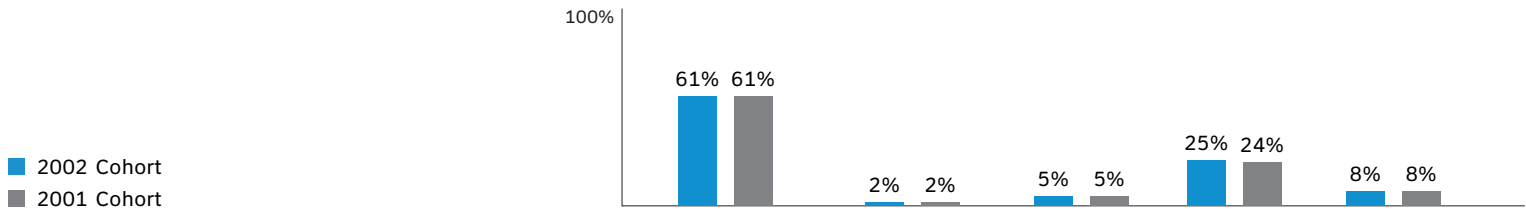
District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	266	61%	2%	5%	25%	8%
	2001	245	61%	2%	5%	24%	8%
Female	2002	130	71%	1%	3%	18%	8%
	2001	123	67%	2%	7%	19%	5%
Male	2002	136	51%	3%	6%	32%	8%
	2001	122	55%	3%	2%	29%	11%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
Black or African American	2002	26	–	–	–	–	–
	2001	17	71%	18%	0%	6%	6%
Hispanic or Latino	2002	165	53%	3%	5%	29%	10%
	2001	147	55%	1%	6%	28%	10%
Asian or Native Hawaiian/Other Pacific Islander	2002	3	–	–	–	–	–
White	2002	72	82%	0%	3%	11%	4%
	2001	81	70%	1%	4%	20%	5%
Small Group Totals	2002	29	52%	0%	7%	38%	3%
General-Education Students	2002	233	65%	0%	4%	22%	8%
	2001	212	65%	0%	5%	22%	8%
Students with Disabilities	2002	33	27%	15%	6%	45%	6%
	2001	33	39%	18%	3%	33%	6%
English Proficient	2002	215	64%	2%	3%	27%	4%
	2001	186	70%	3%	3%	21%	3%
Limited English Proficient	2002	51	47%	0%	10%	20%	24%
	2001	59	34%	0%	12%	32%	22%
Economically Disadvantaged	2002	85	49%	6%	5%	39%	1%
	2001	85	49%	6%	5%	39%	1%
Not Disadvantaged	2002	181	66%	0%	4%	19%	11%
	2001	181	66%	0%	4%	19%	11%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	266	61%	2%	5%	25%	8%
	2001	245	61%	2%	5%	24%	8%

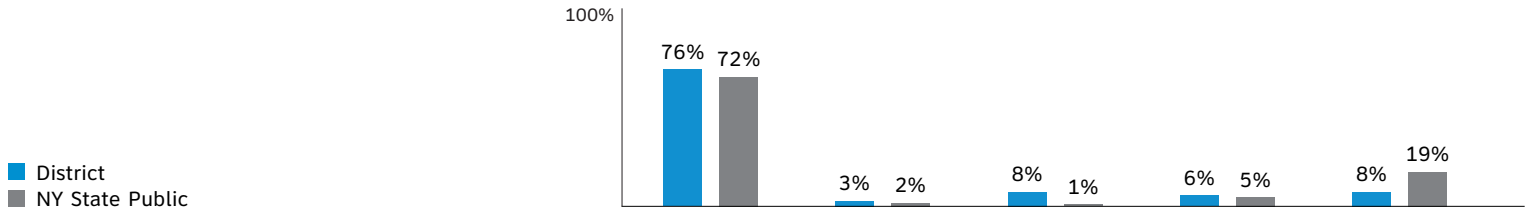
NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

District **PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	237	76%	3%	8%	6%	8%
Female	120	81%	2%	8%	4%	6%
Male	117	70%	3%	8%	8%	11%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	17	76%	18%	0%	0%	6%
Hispanic or Latino	144	71%	1%	9%	8%	10%
Asian or Native Hawaiian/Other Pacific Islander	0	N/A	N/A	N/A	N/A	N/A
White	76	84%	1%	7%	3%	5%
Small Group Totals						
General-Education Students	204	79%	0%	8%	5%	8%
Students with Disabilities	33	55%	18%	3%	12%	12%
English Proficient	180	82%	3%	6%	5%	4%
Limited English Proficient	57	56%	0%	14%	9%	21%
Economically Disadvantaged	60	88%	7%	0%	3%	2%
Not Disadvantaged	177	71%	1%	10%	7%	11%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	237	76%	3%	8%	6%	8%

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.