

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-19-04-03-0008

Grade Range : 9-12

Name: Port Chester Senior High School

Principal: John Guarracino

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	310	288	318
Tenth	236	255	197
Eleventh	232	224	209
Twelfth	177	212	186
Ungraded Secondary	10	15	118
Total K-12 Enrollment	965	994	1028

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	6	0.6%	7	0.7%	6	0.6%
Black (Not Hispanic)	105	10.9%	97	9.8%	97	9.4%
Hispanic	521	54.0%	567	57.0%	612	59.5%
White (Not Hispanic)	333	34.5%	323	32.5%	313	30.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	24	22
Mathematics Grade 10	22	24	23
Science Grade 10	24	22	21
Social Studies Grade 10	24	24	21

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
45	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	167	17.3%	180	18.1%	179	17.4%
Eligible for Free Lunch	291	30.2%	263	26.5%	345	33.6%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		90.7%		91.2%		92.2%
Student Suspensions	202	21.1%	174	18.0%	162	16.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.3%	8.1%	7.0%
Public Assistance	1-10%	41-50%	41-50%
Student Stability	98%	99%	100%

Staff Counts

Staff	2002–2003
Total Teachers	72
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	0

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	154	60	39%	177	68	38%	148	56	38%
Students with Disabilities	11	1	9%	13	0	0%	19	2	11%
All Students	165	61	37%	190	68	36%	167	58	35%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000–2001 school year include January, June and August 2001 graduates; data for the 2001–2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	72	70	15	5	3	2
Percent	43%	42%	9%	3%	2%	1%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
19	2	9	28

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			38		41	
	Entered GED Program*			14		14	
	Total Noncompleters			52		55	
Students with Disabilities	Dropped Out			11		2	
	Entered GED Program*			4		0	
	Total Noncompleters			15		2	
All Students	Dropped Out	48	5.0%	49	4.9%	43	4.2%
	Entered GED Program*	0	0.0%	18	1.8%	14	1.4%
	Total Noncompleters	48	5.0%	67	6.7%	57	5.5%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K–3

Grades	2000–01	2001–02	2002–03
K–1		0%	0%
2–3		0%	0%

Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9–12	Number of General-Education Students		969	400
	Number of Students with Disabilities		10	100
	Number of All Students		979	500
	Percent of Enrollment		98%	49%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	15	73%	0	0%	6	100%
German	0	0%	0	0%	0	0%
Italian	14	86%	0	0%	12	67%
Latin	0	0%	0	0%	0	0%
Spanish	19	74%	0	0%	30	60%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	1	#	0	0%	2	#
Latin	0	0%	0	0%	0	0%
Spanish	1	#	0	0%	6	67%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	67%	5	100%	1	#
Science	14	64%	22	82%	4	#
Reading	1	#	0	0%	0	0%
Writing	0	0%	1	#	1	#
Global Studies	19	79%	1	#	2	#
U.S. Hist & Gov't	16	50%	8	50%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	80%	3	#	2	#
Science	18	44%	8	75%	8	100%
Reading	9	100%	8	62%	2	#
Writing	11	100%	9	67%	2	#
Global Studies	9	56%	5	100%	7	100%
U.S. Hist & Gov't	8	38%	5	40%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	228	227	220	18	25	17
Number Scoring 55–100	197	185	178	14	19	14
Number Scoring 65–100	163	146	142	6	10	10
Number Scoring 85–100	47	57	34	1	2	1
Percentage of Tested Scoring 55–100	86%	81%	81%	78%	76%	82%
Percentage of Tested Scoring 65–100	71%	64%	65%	33%	40%	59%
Percentage of Tested Scoring 85–100	21%	25%	15%	6%	8%	6%
Mathematics A						
Number Tested	0	217	244	0	17	12
Number Scoring 55–100	0	162	167	0	11	5
Number Scoring 65–100	0	115	120	0	5	2
Number Scoring 85–100	0	21	16	0	1	0
Percentage of Tested Scoring 55–100	0%	75%	68%	0%	65%	42%
Percentage of Tested Scoring 65–100	0%	53%	49%	0%	29%	17%
Percentage of Tested Scoring 85–100	0%	10%	7%	0%	6%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	222	225	230	26	18	32
Number Scoring 55–100	205	208	183	20	17	23
Number Scoring 65–100	181	172	148	17	12	18
Number Scoring 85–100	52	30	37	4	1	1
Percentage of Tested Scoring 55–100	92%	92%	80%	77%	94%	72%
Percentage of Tested Scoring 65–100	82%	76%	64%	65%	67%	56%
Percentage of Tested Scoring 85–100	23%	13%	16%	15%	6%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	185	234	206	9	29	13
Number Scoring 55–100	167	216	197	6	25	12
Number Scoring 65–100	146	170	180	5	21	10
Number Scoring 85–100	73	51	78	1	3	3
Percentage of Tested Scoring 55–100	90%	92%	96%	67%	86%	92%
Percentage of Tested Scoring 65–100	79%	73%	87%	56%	72%	77%
Percentage of Tested Scoring 85–100	39%	22%	38%	11%	10%	23%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	147	235	285	14	21	12
Number Scoring 55–100	144	225	255	13	16	5
Number Scoring 65–100	126	201	212	9	11	5
Number Scoring 85–100	12	21	26	0	0	0
Percentage of Tested Scoring 55–100	98%	96%	89%	93%	76%	42%
Percentage of Tested Scoring 65–100	86%	86%	74%	64%	52%	42%
Percentage of Tested Scoring 85–100	8%	9%	9%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	126	88	45	20	4	15
Number Scoring 55–100	88	79	29	6	#	11
Number Scoring 65–100	61	64	19	3	#	7
Number Scoring 85–100	12	13	0	0	#	0
Percentage of Tested Scoring 55–100	70%	90%	64%	30%	#	73%
Percentage of Tested Scoring 65–100	48%	73%	42%	15%	#	47%
Percentage of Tested Scoring 85–100	10%	15%	0%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		106	145		5	3
Number Scoring 55–100		94	122		4	#
Number Scoring 65–100		52	76		2	#
Number Scoring 85–100		1	9		0	#
Percentage of Tested Scoring 55–100		89%	84%		80%	#
Percentage of Tested Scoring 65–100		49%	52%		40%	#
Percentage of Tested Scoring 85–100		1%	6%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

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

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	26	33	30	0	0	1
Number Scoring 55–100	25	33	29	0	0	#
Number Scoring 65–100	23	30	28	0	0	#
Number Scoring 85–100	7	5	7	0	0	#
Percentage of Tested Scoring 55–100	96%	100%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	88%	91%	93%	0%	0%	#
Percentage of Tested Scoring 85–100	27%	15%	23%	0%	0%	#
Comprehensive Italian						
Number Tested	35	36	29	1	0	1
Number Scoring 55–100	35	35	29	#	0	#
Number Scoring 65–100	34	33	28	#	0	#
Number Scoring 85–100	16	15	12	#	0	#
Percentage of Tested Scoring 55–100	100%	97%	100%	#	0%	#
Percentage of Tested Scoring 65–100	97%	92%	97%	#	0%	#
Percentage of Tested Scoring 85–100	46%	42%	41%	#	0%	#
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	97	106	108	5	3	6
Number Scoring 55–100	91	106	108	3	#	6
Number Scoring 65–100	90	104	107	3	#	6
Number Scoring 85–100	79	91	91	2	#	5
Percentage of Tested Scoring 55–100	94%	100%	100%	60%	#	100%
Percentage of Tested Scoring 65–100	93%	98%	99%	60%	#	100%
Percentage of Tested Scoring 85–100	81%	86%	84%	40%	#	83%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	156	22	0	6	1	0
Number Scoring 55–100	118	15	0	4	#	0
Number Scoring 65–100	96	12	0	1	#	0
Number Scoring 85–100	31	1	0	1	#	0
Percentage of Tested Scoring 55–100	76%	68%	0%	67%	#	0%
Percentage of Tested Scoring 65–100	62%	55%	0%	17%	#	0%
Percentage of Tested Scoring 85–100	20%	5%	0%	17%	#	0%
Sequential Mathematics, Course III						
Number Tested	101	91	90	1	2	1
Number Scoring 55–100	91	82	80	#	#	#
Number Scoring 65–100	88	80	76	#	#	#
Number Scoring 85–100	29	34	16	#	#	#
Percentage of Tested Scoring 55–100	90%	90%	89%	#	#	#
Percentage of Tested Scoring 65–100	87%	88%	84%	#	#	#
Percentage of Tested Scoring 85–100	29%	37%	18%	#	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	7	100%	8	100%	7	86%
Students with Disabilities	9	100%	7	100%	11	55%

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

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	170	170	170	31	31	31	201	201	201
Number Scoring 55–64	16	16	14	3	1	3	19	17	17
Number Scoring 65–84	90	74	116	13	14	14	103	88	130
Number Scoring 85–100	44	53	22	4	1	1	48	54	23
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)