

New York State School Report Card Comprehensive Information Report

BEDS Code: 04-29-01-04-0002
 Name: Portville Junior-Senior High School
 Principal: Peter Tigh

Grade Range : 7-12

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	108	96	92
Eighth	89	105	97
Ninth	102	90	108
Tenth	115	100	86
Eleventh	94	105	86
Twelfth	104	93	101
Ungraded Secondary	13	0	9
Total K-12 Enrollment	625	589	579

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	9	1.4%	8	1.4%	6	1.0%
Black (Not Hispanic)	3	0.5%	4	0.7%	2	0.3%
Hispanic	7	1.1%	4	0.7%	4	0.7%
White (Not Hispanic)	606	97.0%	573	97.3%	567	97.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	16	21	24
Mathematics Grade 8	19	19	21
Science Grade 8	0	16	24
Social Studies Grade 8	17	20	24
English Grade 10	22	18	22
Mathematics Grade 10	22	21	19
Science Grade 10	13	15	16
Social Studies Grade 10	22	20	17

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	73	11.7%	67	11.4%	77	13.3%

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		96.0%		95.6%		95.8%
Student Suspensions	25	4.1%	13	2.1%	41	7.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.2%	8.3%	9.3%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	98%	100%	98%

Staff Counts

Staff	2002–2003
Total Teachers	45
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	88	55	62%	85	45	53%	95	92	97%
Students with Disabilities	2	0	0%	0	0	0%	2	0	0%
All Students	90	55	61%	85	45	53%	97	92	95%

*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	47	23	3	10	14	0
Percent	48%	24%	3%	10%	14%	0%

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)
2	0	1	3

*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			9		7	
	Entered GED Program*			0		0	
	Total Noncompleters			9		7	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
All Students	Dropped Out	9	2.1%	10	2.6%	8	2.1%
	Entered GED Program*	2	0.5%	0	0.0%	0	0.0%
	Total Noncompleters	11	2.6%	10	2.6%	8	2.1%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	25	68%	23	74%	16	62%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	53	66%	65	72%	69	83%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	3	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	4	#	3	#

(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	0	0%	2	#	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	7	86%	1	#
Science	2	#	2	#	0	0%
Reading	2	#	2	#	5	100%
Writing	4	#	1	#	4	#
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	0	0%	1	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	86	103	82	4	7	4
Number Scoring 55–100	85	97	78	#	2	#
Number Scoring 65–100	75	91	77	#	0	#
Number Scoring 85–100	27	52	39	#	0	#
Percentage of Tested Scoring 55–100	99%	94%	95%	#	29%	#
Percentage of Tested Scoring 65–100	87%	88%	94%	#	0%	#
Percentage of Tested Scoring 85–100	31%	50%	48%	#	0%	#
Mathematics A						
Number Tested	0	132	141	0	5	7
Number Scoring 55–100	0	103	124	0	2	4
Number Scoring 65–100	0	83	111	0	0	3
Number Scoring 85–100	0	22	30	0	0	1
Percentage of Tested Scoring 55–100	0%	78%	88%	0%	40%	57%
Percentage of Tested Scoring 65–100	0%	63%	79%	0%	0%	43%
Percentage of Tested Scoring 85–100	0%	17%	21%	0%	0%	14%
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	103	92	95	8	5	6
Number Scoring 55–100	97	86	83	3	4	2
Number Scoring 65–100	95	81	78	3	4	2
Number Scoring 85–100	45	29	38	0	0	0
Percentage of Tested Scoring 55–100	94%	93%	87%	38%	80%	33%
Percentage of Tested Scoring 65–100	92%	88%	82%	38%	80%	33%
Percentage of Tested Scoring 85–100	44%	32%	40%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	89	105	89	5	7	4
Number Scoring 55–100	83	97	87	4	4	#
Number Scoring 65–100	75	84	84	3	2	#
Number Scoring 85–100	35	31	51	0	0	#
Percentage of Tested Scoring 55–100	93%	92%	98%	80%	57%	#
Percentage of Tested Scoring 65–100	84%	80%	94%	60%	29%	#
Percentage of Tested Scoring 85–100	39%	30%	57%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	85	69	98	3	2	2
Number Scoring 55–100	84	69	96	#	#	#
Number Scoring 65–100	82	66	96	#	#	#
Number Scoring 85–100	20	19	35	#	#	#
Percentage of Tested Scoring 55–100	99%	100%	98%	#	#	#
Percentage of Tested Scoring 65–100	96%	96%	98%	#	#	#
Percentage of Tested Scoring 85–100	24%	28%	36%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	76	102	87	5	4	4
Number Scoring 55–100	73	99	84	5	#	#
Number Scoring 65–100	63	85	83	1	#	#
Number Scoring 85–100	19	40	39	1	#	#
Percentage of Tested Scoring 55–100	96%	97%	97%	100%	#	#
Percentage of Tested Scoring 65–100	83%	83%	95%	20%	#	#
Percentage of Tested Scoring 85–100	25%	39%	45%	20%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		29	41		0	0
Number Scoring 55–100		27	37		0	0
Number Scoring 65–100		15	30		0	0
Number Scoring 85–100		2	4		0	0
Percentage of Tested Scoring 55–100		93%	90%		0%	0%
Percentage of Tested Scoring 65–100		52%	73%		0%	0%
Percentage of Tested Scoring 85–100		7%	10%		0%	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	11	17	25	0	0	0
Number Scoring 55–100	11	17	24	0	0	0
Number Scoring 65–100	11	12	24	0	0	0
Number Scoring 85–100	10	2	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	71%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	91%	12%	56%	0%	0%	0%
Comprehensive Italian						
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 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	28	30	23	0	0	0
Number Scoring 55–100	27	30	23	0	0	0
Number Scoring 65–100	27	29	23	0	0	0
Number Scoring 85–100	17	21	12	0	0	0
Percentage of Tested Scoring 55–100	96%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	61%	70%	52%	0%	0%	0%
Comprehensive Latin						
Number Tested	7	8	13	0	0	0
Number Scoring 55–100	7	8	13	0	0	0
Number Scoring 65–100	7	7	11	0	0	0
Number Scoring 85–100	4	5	3	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	88%	85%	0%	0%	0%
Percentage of Tested Scoring 85–100	57%	62%	23%	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	78	11	0	1	0	0
Number Scoring 55–100	70	9	0	#	0	0
Number Scoring 65–100	62	8	0	#	0	0
Number Scoring 85–100	32	1	0	#	0	0
Percentage of Tested Scoring 55–100	90%	82%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	79%	73%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	41%	9%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	52	63	60	0	0	0
Number Scoring 55–100	52	57	55	0	0	0
Number Scoring 65–100	44	52	50	0	0	0
Number Scoring 85–100	21	23	17	0	0	0
Percentage of Tested Scoring 55–100	100%	90%	92%	0%	0%	0%
Percentage of Tested Scoring 65–100	85%	83%	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	40%	37%	28%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	42	100%	13	100%	35	94%
Students with Disabilities	5	60%	3	#	6	50%

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	87	1%	29%	56%	14%
	Students with Disabilities	7	43%	43%	14%	0%
	All Students	94	4%	30%	53%	13%

(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	95	95	95	5	5	5	100	100	100
Number Scoring 55–64	2	11	5	0	1	2	2	12	7
Number Scoring 65–84	46	50	52	1	1	1	47	51	53
Number Scoring 85–100	44	31	34	0	0	0	44	31	34
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)