

New York State School Report Card Comprehensive Information Report

BEDS Code: 05-11-01-04-0004
 Name: Port Byron Senior High School
 Principal: Shawn Bissetta

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	108	109	107
Tenth	110	98	81
Eleventh	92	98	96
Twelfth	86	76	85
Ungraded Secondary	0	0	0
Total K-12 Enrollment	396	381	369

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	2	0.5%	0	0.0%	0	0.0%
Black (Not Hispanic)	5	1.3%	3	0.8%	2	0.5%
Hispanic	1	0.3%	0	0.0%	1	0.3%
White (Not Hispanic)	388	98.0%	378	99.2%	366	99.2%

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	19	15
Mathematics Grade 10	20	17	14
Science Grade 10	28	26	0
Social Studies Grade 10	24	21	18

(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	35	8.8%	61	16.0%	26	7.0%

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		94.1%		94.4%		94.1%
Student Suspensions	18	4.5%	23	5.8%	20	5.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.3%	10.2%	6.2%
Public Assistance	11-20%	21-30%	11-20%
Student Stability	97%	100%	99%

Staff Counts

Staff	2002–2003
Total Teachers	28
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	72	42	58%	65	39	60%	77	53	69%
Students with Disabilities	2	0	0%	0	0	0%	5	0	0%
All Students	74	42	57%	65	39	60%	82	53	65%

*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	25	46	2	3	5	1
Percent	30%	56%	2%	4%	6%	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)
5	0	0	5

*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		9	
	Entered GED Program*			1		1	
	Total Noncompleters			10		10	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
All Students	Dropped Out	7	1.8%	10	2.6%	10	2.7%
	Entered GED Program*	3	0.8%	1	0.3%	1	0.3%
	Total Noncompleters	10	2.5%	11	2.9%	11	3.0%

*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		370	331
	Number of Students with Disabilities		11	38
	Number of All Students		381	369
	Percent of Enrollment		100%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(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%	0	0%	4	#
Science	0	0%	1	#	2	#
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	2	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	15	60%	15	80%
Science	6	17%	12	92%	19	53%
Reading	0	0%	7	100%	8	75%
Writing	0	0%	7	71%	10	50%
Global Studies	1	#	11	18%	6	33%
U.S. Hist & Gov't	1	#	4	#	8	12%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	89	88	81	1	7	3
Number Scoring 55–100	87	80	76	#	5	#
Number Scoring 65–100	83	71	64	#	3	#
Number Scoring 85–100	27	18	16	#	0	#
Percentage of Tested Scoring 55–100	98%	91%	94%	#	71%	#
Percentage of Tested Scoring 65–100	93%	81%	79%	#	43%	#
Percentage of Tested Scoring 85–100	30%	20%	20%	#	0%	#
Mathematics A						
Number Tested	0	36	79	0	3	5
Number Scoring 55–100	0	30	65	0	#	2
Number Scoring 65–100	0	29	48	0	#	1
Number Scoring 85–100	0	16	6	0	#	0
Percentage of Tested Scoring 55–100	0%	83%	82%	0%	#	40%
Percentage of Tested Scoring 65–100	0%	81%	61%	0%	#	20%
Percentage of Tested Scoring 85–100	0%	44%	8%	0%	#	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	106	103	96	13	9	5
Number Scoring 55–100	100	94	78	10	8	3
Number Scoring 65–100	80	70	62	2	3	1
Number Scoring 85–100	18	8	10	0	0	0
Percentage of Tested Scoring 55–100	94%	91%	81%	77%	89%	60%
Percentage of Tested Scoring 65–100	75%	68%	65%	15%	33%	20%
Percentage of Tested Scoring 85–100	17%	8%	10%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	84	99	99	1	8	6
Number Scoring 55–100	78	86	88	#	4	3
Number Scoring 65–100	66	63	81	#	2	1
Number Scoring 85–100	31	15	16	#	0	0
Percentage of Tested Scoring 55–100	93%	87%	89%	#	50%	50%
Percentage of Tested Scoring 65–100	79%	64%	82%	#	25%	17%
Percentage of Tested Scoring 85–100	37%	15%	16%	#	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	91	91	75	6	7	3
Number Scoring 55–100	89	84	72	5	6	#
Number Scoring 65–100	88	75	61	5	5	#
Number Scoring 85–100	20	10	9	0	0	#
Percentage of Tested Scoring 55–100	98%	92%	96%	83%	86%	#
Percentage of Tested Scoring 65–100	97%	82%	81%	83%	71%	#
Percentage of Tested Scoring 85–100	22%	11%	12%	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	85	104	115	4	6	12
Number Scoring 55–100	73	85	102	#	4	7
Number Scoring 65–100	57	65	80	#	1	5
Number Scoring 85–100	16	15	20	#	0	0
Percentage of Tested Scoring 55–100	86%	82%	89%	#	67%	58%
Percentage of Tested Scoring 65–100	67%	62%	70%	#	17%	42%
Percentage of Tested Scoring 85–100	19%	14%	17%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		53	74		0	0
Number Scoring 55–100		50	54		0	0
Number Scoring 65–100		33	36		0	0
Number Scoring 85–100		3	4		0	0
Percentage of Tested Scoring 55–100		94%	73%		0%	0%
Percentage of Tested Scoring 65–100		62%	49%		0%	0%
Percentage of Tested Scoring 85–100		6%	5%		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	29	21	17	0	0	0
Number Scoring 55–100	29	19	16	0	0	0
Number Scoring 65–100	27	15	16	0	0	0
Number Scoring 85–100	8	2	3	0	0	0
Percentage of Tested Scoring 55–100	100%	90%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	71%	94%	0%	0%	0%
Percentage of Tested Scoring 85–100	28%	10%	18%	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	41	33	36	0	0	0
Number Scoring 55–100	41	33	34	0	0	0
Number Scoring 65–100	40	32	33	0	0	0
Number Scoring 85–100	21	17	19	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	97%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	51%	52%	53%	0%	0%	0%
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	78	29	2	1	1	0
Number Scoring 55–100	74	26	#	#	#	0
Number Scoring 65–100	67	25	#	#	#	0
Number Scoring 85–100	32	3	#	#	#	0
Percentage of Tested Scoring 55–100	95%	90%	#	#	#	0%
Percentage of Tested Scoring 65–100	86%	86%	#	#	#	0%
Percentage of Tested Scoring 85–100	41%	10%	#	#	#	0%
Sequential Mathematics, Course III						
Number Tested	61	58	44	0	0	0
Number Scoring 55–100	55	54	43	0	0	0
Number Scoring 65–100	51	53	41	0	0	0
Number Scoring 85–100	28	33	18	0	0	0
Percentage of Tested Scoring 55–100	90%	93%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	84%	91%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	46%	57%	41%	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	51	98%	57	98%	36	94%
Students with Disabilities	10	100%	1	#	1	#

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	78	78	78	8	8	8	86	86	86
Number Scoring 55–64	1	9	1	3	2	0	4	11	1
Number Scoring 65–84	57	51	52	5	2	5	62	53	57
Number Scoring 85–100	18	15	25	0	0	0	18	15	25
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)