

New York State School Report Card Comprehensive Information Report

BEDS Code: 40-03-01-06-0006

Grade Range : 9-12

Name: Lewiston Porter Senior High School

Principal: Michael Gallagher

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	206	230	215
Tenth	235	198	229
Eleventh	219	230	196
Twelfth	196	220	228
Ungraded Secondary	0	0	0
Total K-12 Enrollment	856	878	868

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	8	0.9%	4	0.5%	6	0.7%
Black (Not Hispanic)	3	0.4%	2	0.2%	3	0.3%
Hispanic	4	0.5%	1	0.1%	4	0.5%
White (Not Hispanic)	841	98.2%	871	99.2%	855	98.5%

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	22	25
Mathematics Grade 10	20	25	21
Science Grade 10	22	19	22
Social Studies Grade 10	23	22	23

(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	3	0.4%	4	0.5%	0	0.0%
Eligible for Free Lunch	37	4.3%	35	4.0%	62	7.1%

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		94.3%		94.4%		95.1%
Student Suspensions	118	13.3%	114	13.3%	116	13.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.3%	2.1%	3.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	85%	96%

Staff Counts

Staff	2002–2003
Total Teachers	63
Total Other Professional Staff	7
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	167	110	66%	174	135	78%	189	140	74%
Students with Disabilities	9	1	11%	11	0	0%	14	1	7%
All Students	176	111	63%	185	135	73%	203	141	69%

*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	107	70	5	7	14	0
Percent	53%	34%	2%	3%	7%	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)
14	1	1	15

*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			20		10	
	Entered GED Program*			2		4	
	Total Noncompleters			22		14	
Students with Disabilities	Dropped Out			7		4	
	Entered GED Program*			3		0	
	Total Noncompleters			10		4	
All Students	Dropped Out	9	1.1%	27	3.1%	14	1.6%
	Entered GED Program*	13	1.5%	5	0.6%	4	0.5%
	Total Noncompleters	22	2.6%	32	3.6%	18	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	0	0%	0	0%	46	89%
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%	93	97%

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	0	0%	0	0%	0	0%
Latin	1	#	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	1	#	2	#	2	#
Science	4	#	9	67%	0	0%
Reading	3	#	6	83%	0	0%
Writing	2	#	7	86%	0	0%
Global Studies	2	#	7	57%	0	0%
U.S. Hist & Gov't	1	#	6	83%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	14%	0	0%	8	100%
Science	5	0%	1	#	3	#
Reading	11	9%	0	0%	5	100%
Writing	12	92%	0	0%	1	#
Global Studies	0	0%	0	0%	11	55%
U.S. Hist & Gov't	1	#	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	217	218	193	14	0	13
Number Scoring 55–100	211	207	181	11	0	9
Number Scoring 65–100	184	179	171	4	0	8
Number Scoring 85–100	63	79	52	0	0	1
Percentage of Tested Scoring 55–100	97%	95%	94%	79%	0%	69%
Percentage of Tested Scoring 65–100	85%	82%	89%	29%	0%	62%
Percentage of Tested Scoring 85–100	29%	36%	27%	0%	0%	8%
Mathematics A						
Number Tested	0	12	211	0	0	12
Number Scoring 55–100	0	5	196	0	0	6
Number Scoring 65–100	0	3	189	0	0	4
Number Scoring 85–100	0	0	48	0	0	0
Percentage of Tested Scoring 55–100	0%	42%	93%	0%	0%	50%
Percentage of Tested Scoring 65–100	0%	25%	90%	0%	0%	33%
Percentage of Tested Scoring 85–100	0%	0%	23%	0%	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	246	194	236	21	1	17
Number Scoring 55–100	240	185	228	20	#	14
Number Scoring 65–100	227	172	220	15	#	11
Number Scoring 85–100	113	68	135	3	#	1
Percentage of Tested Scoring 55–100	98%	95%	97%	95%	#	82%
Percentage of Tested Scoring 65–100	92%	89%	93%	71%	#	65%
Percentage of Tested Scoring 85–100	46%	35%	57%	14%	#	6%
U.S. History and Government (first administered June 2001)						
Number Tested	203	227	205	12	2	9
Number Scoring 55–100	188	212	203	7	#	9
Number Scoring 65–100	168	181	196	6	#	6
Number Scoring 85–100	79	56	98	0	#	1
Percentage of Tested Scoring 55–100	93%	93%	99%	58%	#	100%
Percentage of Tested Scoring 65–100	83%	80%	96%	50%	#	67%
Percentage of Tested Scoring 85–100	39%	25%	48%	0%	#	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	209	191	206	14	1	14
Number Scoring 55–100	208	191	204	13	#	13
Number Scoring 65–100	200	187	197	11	#	11
Number Scoring 85–100	38	64	83	0	#	1
Percentage of Tested Scoring 55–100	100%	100%	99%	93%	#	93%
Percentage of Tested Scoring 65–100	96%	98%	96%	79%	#	79%
Percentage of Tested Scoring 85–100	18%	34%	40%	0%	#	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	149	194	184	12	1	17
Number Scoring 55–100	136	177	161	9	#	10
Number Scoring 65–100	114	140	136	8	#	4
Number Scoring 85–100	32	27	40	2	#	1
Percentage of Tested Scoring 55–100	91%	91%	88%	75%	#	59%
Percentage of Tested Scoring 65–100	77%	72%	74%	67%	#	24%
Percentage of Tested Scoring 85–100	21%	14%	22%	17%	#	6%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		165	186		0	3
Number Scoring 55–100		153	155		0	#
Number Scoring 65–100		100	99		0	#
Number Scoring 85–100		4	13		0	#
Percentage of Tested Scoring 55–100		93%	83%		0%	#
Percentage of Tested Scoring 65–100		61%	53%		0%	#
Percentage of Tested Scoring 85–100		2%	7%		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	36	44	38	0	0	1
Number Scoring 55–100	36	43	38	0	0	#
Number Scoring 65–100	36	41	35	0	0	#
Number Scoring 85–100	16	10	18	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	93%	92%	0%	0%	#
Percentage of Tested Scoring 85–100	44%	23%	47%	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	77	70	67	1	0	0
Number Scoring 55–100	76	69	67	#	0	0
Number Scoring 65–100	75	68	66	#	0	0
Number Scoring 85–100	53	38	29	#	0	0
Percentage of Tested Scoring 55–100	99%	99%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	97%	97%	99%	#	0%	0%
Percentage of Tested Scoring 85–100	69%	54%	43%	#	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	227	221	28	5	0	1
Number Scoring 55–100	197	196	17	3	0	#
Number Scoring 65–100	174	182	16	2	0	#
Number Scoring 85–100	52	50	0	0	0	#
Percentage of Tested Scoring 55–100	87%	89%	61%	60%	0%	#
Percentage of Tested Scoring 65–100	77%	82%	57%	40%	0%	#
Percentage of Tested Scoring 85–100	23%	23%	0%	0%	0%	#
Sequential Mathematics, Course III						
Number Tested	171	188	175	0	0	3
Number Scoring 55–100	131	151	121	0	0	#
Number Scoring 65–100	118	130	104	0	0	#
Number Scoring 85–100	46	48	32	0	0	#
Percentage of Tested Scoring 55–100	77%	80%	69%	0%	0%	#
Percentage of Tested Scoring 65–100	69%	69%	59%	0%	0%	#
Percentage of Tested Scoring 85–100	27%	26%	18%	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	12	100%	20	95%	24	92%
Students with Disabilities	6	83%	0	0%	10	80%

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	195	195	195	18	18	18	213	213	213
Number Scoring 55–64	3	13	3	3	3	3	6	16	6
Number Scoring 65–84	85	118	135	11	8	11	96	126	146
Number Scoring 85–100	101	58	53	2	0	0	103	58	53
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)