

# New York State District Report Card Comprehensive Information Report

BEDS Code: 40-03-01-06-0000  
 Name: Lewiston-Porter Central School District  
 Superintendent: Whitney Vantine

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	28	28	29
Kindergarten	130	141	158
First	168	137	146
Second	162	161	144
Third	168	166	161
Fourth	152	177	171
Fifth	167	165	181
Sixth	216	171	167
Ungraded Elementary	0	0	0
Seventh	181	222	176
Eighth	185	188	225
Ninth	230	215	214
Tenth	198	229	217
Eleventh	230	196	223
Twelfth	220	228	190
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2407	2396	2373

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	20	0.8%	27	1.1%	36	1.5%
Black (Not Hispanic)	7	0.3%	13	0.5%	21	0.9%
Hispanic	2	0.1%	11	0.5%	10	0.4%
White (Not Hispanic)	2378	98.8%	2345	97.9%	2306	97.2%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	18	20
Common Branch	19	19	20
English Grade 8	23	19	23
Mathematics Grade 8	23	19	23
Science Grade 8	21	19	22
Social Studies Grade 8	23	19	23
English Grade 10	22	25	23
Mathematics Grade 10	25	21	21
Science Grade 10	19	22	19
Social Studies Grade 10	22	23	23

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	5	0.2%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	122	5.1%	168	7.0%	151	6.4%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.1%		95.2%		95.5%
<b>Student Suspensions</b>	171	6.9%	139	5.8%	94	3.9%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	3.4%	4.8%	3.6%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	198
Total Other Professional Staff	25
Total Paraprofessionals	67
Teaching Out of Certification*	1

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	174	135	78%	189	140	74%	162	127	78%
Students with Disabilities	12	0	0%	18	1	6%	9	2	22%
All Students	186	135	73%	207	141	68%	171	129	75%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	85	66	2	10	7	1
Percent	50%	39%	1%	6%	4%	1%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
9	2	2	11

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	20		10		12	1.5%
	Entered GED Program*	2		7		3	0.4%
	Total Noncompleters	22		17		15	1.9%
Students with Disabilities	Dropped Out	7		4		2	1.9%
	Entered GED Program*	5		2		3	2.9%
	Total Noncompleters	12		6		5	4.8%
All Students	Dropped Out	27	3.1%	14	1.6%	14	1.6%
	Entered GED Program*	7	0.8%	9	1.0%	6	0.7%
	Total Noncompleters	34	3.9%	23	2.7%	20	2.3%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	26	0
	Number of Students with Disabilities	35	0	0
	Number of All Students	35	26	0
	Percent of Enrollment	6%	4%	0%
9-12	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	53	91%	18	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	102	97%	14	100%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	2	#	1	#
Science	9	67%	0	0%	1	#
Reading	6	83%	0	0%	0	0%
Writing	7	86%	0	0%	0	0%
Global Studies	7	57%	0	0%	0	0%
U.S. Hist & Gov't	6	83%	1	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	8	100%	2	#
Science	1	#	4	#	1	#
Reading	0	0%	7	100%	7	100%
Writing	0	0%	1	#	8	88%
Global Studies	0	0%	12	50%	3	#
U.S. Hist & Gov't	0	0%	4	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	218	194	231	0	13	15
Number Scoring 55-100	207	182	216	0	9	7
Number Scoring 65-100	179	172	202	0	8	6
Number Scoring 85-100	79	52	79	0	1	1
Percentage of Tested Scoring 55-100	95%	94%	94%	0%	69%	47%
Percentage of Tested Scoring 65-100	82%	89%	87%	0%	62%	40%
Percentage of Tested Scoring 85-100	36%	27%	34%	0%	8%	7%
<b>Mathematics A</b>						
Number Tested	12	211	209	0	12	16
Number Scoring 55-100	5	196	202	0	6	11
Number Scoring 65-100	3	189	196	0	4	8
Number Scoring 85-100	0	48	69	0	0	2
Percentage of Tested Scoring 55-100	42%	93%	97%	0%	50%	69%
Percentage of Tested Scoring 65-100	25%	90%	94%	0%	33%	50%
Percentage of Tested Scoring 85-100	0%	23%	33%	0%	0%	12%
<b>Mathematics B</b>						
Number Tested	0	0	147	0	0	0
Number Scoring 55-100	0	0	109	0	0	0
Number Scoring 65-100	0	0	90	0	0	0
Number Scoring 85-100	0	0	22	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	74%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	61%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	15%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	194	236	205	1	17	19
Number Scoring 55-100	185	228	199	#	14	16
Number Scoring 65-100	172	220	186	#	11	10
Number Scoring 85-100	68	135	113	#	1	4
Percentage of Tested Scoring 55-100	95%	97%	97%	#	82%	84%
Percentage of Tested Scoring 65-100	89%	93%	91%	#	65%	53%
Percentage of Tested Scoring 85-100	35%	57%	55%	#	6%	21%
<b>U.S. History and Government</b>						
Number Tested	227	206	217	2	10	15
Number Scoring 55-100	212	204	216	#	10	14
Number Scoring 65-100	181	197	213	#	7	11
Number Scoring 85-100	56	98	143	#	1	2
Percentage of Tested Scoring 55-100	93%	99%	100%	#	100%	93%
Percentage of Tested Scoring 65-100	80%	96%	98%	#	70%	73%
Percentage of Tested Scoring 85-100	25%	48%	66%	#	10%	13%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	191	206	185	1	14	14
Number Scoring 55-100	191	204	182	#	13	13
Number Scoring 65-100	187	197	174	#	11	9
Number Scoring 85-100	64	83	89	#	1	3
Percentage of Tested Scoring 55-100	100%	99%	98%	#	93%	93%
Percentage of Tested Scoring 65-100	98%	96%	94%	#	79%	64%
Percentage of Tested Scoring 85-100	34%	40%	48%	#	7%	21%
<b>Physical Setting/Earth Science</b>						
Number Tested	236	225	238	1	17	26
Number Scoring 55-100	219	202	214	#	10	16
Number Scoring 65-100	181	177	189	#	4	13
Number Scoring 85-100	47	67	46	#	1	0
Percentage of Tested Scoring 55-100	93%	90%	90%	#	59%	62%
Percentage of Tested Scoring 65-100	77%	79%	79%	#	24%	50%
Percentage of Tested Scoring 85-100	20%	30%	19%	#	6%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	165	186	176	0	3	1
Number Scoring 55-100	153	155	167	0	#	#
Number Scoring 65-100	100	99	135	0	#	#
Number Scoring 85-100	4	13	20	0	#	#
Percentage of Tested Scoring 55-100	93%	83%	95%	0%	#	#
Percentage of Tested Scoring 65-100	61%	53%	77%	0%	#	#
Percentage of Tested Scoring 85-100	2%	7%	11%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			57			0
Number Scoring 55-100			57			0
Number Scoring 65-100			53			0
Number Scoring 85-100			4			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			93%			0%
Percentage of Tested Scoring 85-100			7%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	44	38	37	0	1	0
Number Scoring 55-100	43	38	37	0	#	0
Number Scoring 65-100	41	35	37	0	#	0
Number Scoring 85-100	10	18	16	0	#	0
Percentage of Tested Scoring 55-100	98%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	93%	92%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	23%	47%	43%	0%	#	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	70	67	68	0	0	0
Number Scoring 55-100	69	67	68	0	0	0
Number Scoring 65-100	68	66	66	0	0	0
Number Scoring 85-100	38	29	29	0	0	0
Percentage of Tested Scoring 55-100	99%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	99%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	54%	43%	43%	0%	0%	0%
<b>Comprehensive Latin</b>						
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	188	175	37	0	3	1
Number Scoring 55-100	151	121	19	0	#	#
Number Scoring 65-100	130	104	13	0	#	#
Number Scoring 85-100	48	32	0	0	#	#
Percentage of Tested Scoring 55-100	80%	69%	51%	0%	#	#
Percentage of Tested Scoring 65-100	69%	59%	35%	0%	#	#
Percentage of Tested Scoring 85-100	26%	18%	0%	0%	#	#

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	20	95%	24	92%	30	97%
Students with Disabilities	0	0%	12	83%	10	80%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	150	0%	1%	57%	42%
	Students with Disabilities	29	7%	14%	76%	3%
	All Students	179	1%	3%	60%	36%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	199	0%	19%	54%	28%
	Students with Disabilities	26	0%	50%	50%	0%
	All Students	225	0%	22%	53%	24%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 2000 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	171	171	171	12	12	12	183	183	183
Number Scoring 55–64	4	1	3	2	2	1	6	3	4
Number Scoring 65–84	95	70	104	4	4	4	99	74	108
Number Scoring 85–100	66	93	61	0	1	2	66	94	63
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)