

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	2001-02	2002-03	2003-04
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	109	107	117
Tenth	98	81	96
Eleventh	98	96	78
Twelfth	76	85	84
Ungraded Secondary	0	0	0
Total K-12 Enrollment	381	369	375

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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	3	0.8%	2	0.5%	2	0.5%
Hispanic	0	0.0%	1	0.3%	1	0.3%
White (Not Hispanic)	378	99.2%	366	99.2%	372	99.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	19	15	20
Mathematics Grade 10	17	14	29
Science Grade 10	26	0	0
Social Studies Grade 10	21	18	21

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	61	16.0%	26	7.1%	30	8.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.4%		94.1%		94.1%
Student Suspensions	23	5.8%	20	5.3%	18	4.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	10.2%	6.2%	9.3%
Public Assistance	21-30%	11-20%	21-30%
Student Stability	100%	99%	100%

Staff Counts

Staff	2003-04
Total Teachers	30
Total Other Professional Staff	3
Total Paraprofessionals	NA
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	65	39	60%	77	53	69%	73	30	41%
Students with Disabilities	0	0	0%	5	0	0%	3	0	0%
All Students	65	39	60%	82	53	65%	76	30	39%

*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	17	43	3	3	3	7
Percent	22%	57%	4%	4%	4%	9%

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)
3	0	6	9

*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	9		9		17	5.1%
	Entered GED Program*	1		1		1	0.3%
	Total Noncompleters	10		10		18	5.4%
Students with Disabilities	Dropped Out	1		1		3	7.1%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		1		3	7.1%
All Students	Dropped Out	10	2.6%	10	2.7%	20	5.3%
	Entered GED Program*	1	0.3%	1	0.3%	1	0.3%
	Total Noncompleters	11	2.9%	11	3.0%	21	5.6%

*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	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	370	331	0
	Number of Students with Disabilities	11	38	0
	Number of All Students	381	369	0
	Percent of Enrollment	100%	100%	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%	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	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	60%	15	80%	16	81%
Science	12	92%	19	53%	15	73%
Reading	7	100%	8	75%	4	#
Writing	7	71%	10	50%	4	#
Global Studies	11	18%	6	33%	11	64%
U.S. Hist & Gov't	4	#	8	13%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	88	81	66	7	3	2
Number Scoring 55-100	80	76	65	5	#	#
Number Scoring 65-100	71	64	59	3	#	#
Number Scoring 85-100	18	16	12	0	#	#
Percentage of Tested Scoring 55-100	91%	94%	98%	71%	#	#
Percentage of Tested Scoring 65-100	81%	79%	89%	43%	#	#
Percentage of Tested Scoring 85-100	20%	20%	18%	0%	#	#
Mathematics A						
Number Tested	36	79	100	3	5	7
Number Scoring 55-100	30	65	98	#	2	6
Number Scoring 65-100	29	48	93	#	1	4
Number Scoring 85-100	16	6	26	#	0	0
Percentage of Tested Scoring 55-100	83%	82%	98%	#	40%	86%
Percentage of Tested Scoring 65-100	81%	61%	93%	#	20%	57%
Percentage of Tested Scoring 85-100	44%	8%	26%	#	0%	0%
Mathematics B						
Number Tested	0	0	33	0	0	0
Number Scoring 55-100	0	0	24	0	0	0
Number Scoring 65-100	0	0	15	0	0	0
Number Scoring 85-100	0	0	2	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	73%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	45%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	6%	0%	0%	0%
Global History and Geography						
Number Tested	103	96	123	9	5	14
Number Scoring 55-100	94	78	89	8	3	5
Number Scoring 65-100	70	62	61	3	1	2
Number Scoring 85-100	8	10	11	0	0	0
Percentage of Tested Scoring 55-100	91%	81%	72%	89%	60%	36%
Percentage of Tested Scoring 65-100	68%	65%	50%	33%	20%	14%
Percentage of Tested Scoring 85-100	8%	10%	9%	0%	0%	0%
U.S. History and Government						
Number Tested	99	99	81	8	6	4
Number Scoring 55-100	86	88	71	4	3	#
Number Scoring 65-100	63	81	51	2	1	#
Number Scoring 85-100	15	16	16	0	0	#
Percentage of Tested Scoring 55-100	87%	89%	88%	50%	50%	#
Percentage of Tested Scoring 65-100	64%	82%	63%	25%	17%	#
Percentage of Tested Scoring 85-100	15%	16%	20%	0%	0%	#

(Form - F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	91	75	94	7	3	6
Number Scoring 55-100	84	72	78	6	#	6
Number Scoring 65-100	75	61	66	5	#	5
Number Scoring 85-100	10	9	11	0	#	0
Percentage of Tested Scoring 55-100	92%	96%	83%	86%	#	100%
Percentage of Tested Scoring 65-100	82%	81%	70%	71%	#	83%
Percentage of Tested Scoring 85-100	11%	12%	12%	0%	#	0%
Physical Setting/Earth Science						
Number Tested	104	115	107	6	12	14
Number Scoring 55-100	85	102	79	4	7	9
Number Scoring 65-100	65	80	52	1	5	5
Number Scoring 85-100	15	20	8	0	0	0
Percentage of Tested Scoring 55-100	82%	89%	74%	67%	58%	64%
Percentage of Tested Scoring 65-100	62%	70%	49%	17%	42%	36%
Percentage of Tested Scoring 85-100	14%	17%	7%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	53	74	31	0	0	0
Number Scoring 55-100	50	54	28	0	0	0
Number Scoring 65-100	33	36	16	0	0	0
Number Scoring 85-100	3	4	3	0	0	0
Percentage of Tested Scoring 55-100	94%	73%	90%	0%	0%	0%
Percentage of Tested Scoring 65-100	62%	49%	52%	0%	0%	0%
Percentage of Tested Scoring 85-100	6%	5%	10%	0%	0%	0%
Physical Setting/Physics						
Number Tested			15			0
Number Scoring 55-100			14			0
Number Scoring 65-100			13			0
Number Scoring 85-100			4			0
Percentage of Tested Scoring 55-100			93%			0%
Percentage of Tested Scoring 65-100			87%			0%
Percentage of Tested Scoring 85-100			27%			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
Comprehensive French						
Number Tested	21	17	13	0	0	0
Number Scoring 55-100	19	16	13	0	0	0
Number Scoring 65-100	15	16	13	0	0	0
Number Scoring 85-100	2	3	5	0	0	0
Percentage of Tested Scoring 55-100	90%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	71%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	10%	18%	38%	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	33	36	30	0	0	0
Number Scoring 55-100	33	34	29	0	0	0
Number Scoring 65-100	32	33	27	0	0	0
Number Scoring 85-100	17	19	17	0	0	0
Percentage of Tested Scoring 55-100	100%	94%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	92%	90%	0%	0%	0%
Percentage of Tested Scoring 85-100	52%	53%	57%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	58	44	1	0	0	0
Number Scoring 55-100	54	43	#	0	0	0
Number Scoring 65-100	53	41	#	0	0	0
Number Scoring 85-100	33	18	#	0	0	0
Percentage of Tested Scoring 55-100	93%	98%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	93%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	57%	41%	#	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	57	98%	36	94%	56	73%
Students with Disabilities	1	#	1	#	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
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
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

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	79	79	79	8	8	8	87	87	87
Number Scoring 55–64	5	6	6	2	0	1	7	6	7
Number Scoring 65–84	62	51	53	1	2	3	63	53	56
Number Scoring 85–100	10	17	19	0	0	0	10	17	19
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
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
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)