

# New York State School Report Card Comprehensive Information Report

BEDS Code: 66-24-01-06-0010  
 Name: Walter Panas High School  
 Principal: Susan Strauss

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	179	165	202
Tenth	280	178	169
Eleventh	267	277	164
Twelfth	237	254	264
Ungraded Secondary	0	0	0
Total K-12 Enrollment	963	874	799

## 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	20	2.1%	23	2.6%	21	2.6%
Black (Not Hispanic)	50	5.2%	47	5.4%	49	6.1%
Hispanic	108	11.2%	100	11.4%	97	12.1%
White (Not Hispanic)	785	81.5%	704	80.5%	632	79.1%

## 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	21	0
Social Studies Grade 8	0	0	0
English Grade 10	25	21	22
Mathematics Grade 10	23	21	20
Science Grade 10	22	21	20
Social Studies Grade 10	21	23	20

(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
49	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 lower 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	23	2.4%	21	2.4%	19	2.4%
Eligible for Free Lunch	25	2.6%	22	2.5%	24	3.0%

### 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		96.2%		97.3%		98.8%
Student Suspensions	62	5.6%	82	8.5%	59	6.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.8%	1.7%	3.6%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	96%	91%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	67
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	8
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	187	127	68%	217	148	68%	216	166	77%
Students with Disabilities	34	2	6%	37	17	46%	37	2	5%
All Students	221	129	58%	254	165	65%	253	168	66%

\*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	164	64	6	2	14	3
Percent	65%	25%	2%	1%	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)
37	2	1	38

\*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			0		7	
	Entered GED Program*			0		8	
	Total Noncompleters			0		15	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		3	
	Total Noncompleters			0		4	
All Students	Dropped Out	9	0.9%	0	0.0%	8	1.0%
	Entered GED Program*	0	0.0%	0	0.0%	11	1.4%
	Total Noncompleters	9	0.9%	0	0.0%	19	2.4%

\*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		124	0
	Number of Students with Disabilities		0	132
	Number of All Students		124	132
	Percent of Enrollment		14%	17%

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

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	76%	15	100%	18	89%
Science	39	51%	3	#	12	75%
Reading	6	83%	0	0%	27	93%
Writing	10	90%	0	0%	29	79%
Global Studies	20	80%	3	#	23	78%
U.S. Hist & Gov't	20	65%	1	#	16	88%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	340	180	166	31	25	41
Number Scoring 55–100	335	168	153	26	17	28
Number Scoring 65–100	323	155	145	20	14	24
Number Scoring 85–100	137	69	63	3	1	2
Percentage of Tested Scoring 55–100	99%	93%	92%	84%	68%	68%
Percentage of Tested Scoring 65–100	95%	86%	87%	65%	56%	59%
Percentage of Tested Scoring 85–100	40%	38%	38%	10%	4%	5%
<b>Mathematics A</b>						
Number Tested	0	0	207	0	0	38
Number Scoring 55–100	0	0	174	0	0	20
Number Scoring 65–100	0	0	151	0	0	14
Number Scoring 85–100	0	0	52	0	0	2
Percentage of Tested Scoring 55–100	0%	0%	84%	0%	0%	53%
Percentage of Tested Scoring 65–100	0%	0%	73%	0%	0%	37%
Percentage of Tested Scoring 85–100	0%	0%	25%	0%	0%	5%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	263	169	155	41	43	25
Number Scoring 55–100	255	158	148	34	35	24
Number Scoring 65–100	248	138	128	30	24	14
Number Scoring 85–100	94	43	42	3	4	0
Percentage of Tested Scoring 55–100	97%	93%	95%	83%	81%	96%
Percentage of Tested Scoring 65–100	94%	82%	83%	73%	56%	56%
Percentage of Tested Scoring 85–100	36%	25%	27%	7%	9%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	246	275	168	38	34	41
Number Scoring 55–100	229	256	159	29	24	33
Number Scoring 65–100	203	226	153	19	14	30
Number Scoring 85–100	88	77	72	3	1	7
Percentage of Tested Scoring 55–100	93%	93%	95%	76%	71%	80%
Percentage of Tested Scoring 65–100	83%	82%	91%	50%	41%	73%
Percentage of Tested Scoring 85–100	36%	28%	43%	8%	3%	17%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	230	160	166	26	32	16
Number Scoring 55–100	223	158	166	23	31	16
Number Scoring 65–100	206	157	163	16	31	14
Number Scoring 85–100	23	39	73	0	2	1
Percentage of Tested Scoring 55–100	97%	99%	100%	88%	97%	100%
Percentage of Tested Scoring 65–100	90%	98%	98%	62%	97%	88%
Percentage of Tested Scoring 85–100	10%	24%	44%	0%	6%	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	135	148	145	19	22	17
Number Scoring 55–100	125	134	138	16	15	14
Number Scoring 65–100	107	124	128	13	13	12
Number Scoring 85–100	27	31	35	2	0	2
Percentage of Tested Scoring 55–100	93%	91%	95%	84%	68%	82%
Percentage of Tested Scoring 65–100	79%	84%	88%	68%	59%	71%
Percentage of Tested Scoring 85–100	20%	21%	24%	11%	0%	12%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		132	95		1	6
Number Scoring 55–100		130	90		#	6
Number Scoring 65–100		110	78		#	6
Number Scoring 85–100		13	8		#	0
Percentage of Tested Scoring 55–100		98%	95%		#	100%
Percentage of Tested Scoring 65–100		83%	82%		#	100%
Percentage of Tested Scoring 85–100		10%	8%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	27	12	5	0	0	0
Number Scoring 55–100	27	12	5	0	0	0
Number Scoring 65–100	26	12	5	0	0	0
Number Scoring 85–100	11	3	3	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	41%	25%	60%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	14	21	21	0	0	0
Number Scoring 55–100	14	21	21	0	0	0
Number Scoring 65–100	14	21	21	0	0	0
Number Scoring 85–100	12	8	13	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	86%	38%	62%	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	148	80	80	1	3	2
Number Scoring 55–100	148	78	80	#	#	#
Number Scoring 65–100	148	78	80	#	#	#
Number Scoring 85–100	93	42	61	#	#	#
Percentage of Tested Scoring 55–100	100%	97%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	97%	100%	#	#	#
Percentage of Tested Scoring 85–100	63%	53%	76%	#	#	#
<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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	231	107	0	10	15	0
Number Scoring 55–100	171	76	0	4	10	0
Number Scoring 65–100	148	62	0	1	8	0
Number Scoring 85–100	66	10	0	1	1	0
Percentage of Tested Scoring 55–100	74%	71%	0%	40%	67%	0%
Percentage of Tested Scoring 65–100	64%	58%	0%	10%	53%	0%
Percentage of Tested Scoring 85–100	29%	9%	0%	10%	7%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	151	149	95	5	1	6
Number Scoring 55–100	136	148	85	4	#	5
Number Scoring 65–100	126	145	79	2	#	4
Number Scoring 85–100	62	78	29	1	#	0
Percentage of Tested Scoring 55–100	90%	99%	89%	80%	#	83%
Percentage of Tested Scoring 65–100	83%	97%	83%	40%	#	67%
Percentage of Tested Scoring 85–100	41%	52%	31%	20%	#	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	16	100%	0	0%	10	100%
Students with Disabilities	17	100%	0	0%	14	100%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<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	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	220	220	220	38	38	38	258	258	258
Number Scoring 55–64	0	11	2	6	8	6	6	19	8
Number Scoring 65–84	123	129	141	18	11	18	141	140	159
Number Scoring 85–100	92	76	73	2	3	1	94	79	74
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)