

# New York State District Report Card Comprehensive Information Report

BEDS Code: 12-19-01-04-0000

Name: Walton Central School District

Superintendent: Dr. George F. Mack

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	92	77	89
First	95	90	71
Second	69	83	85
Third	78	74	91
Fourth	88	76	77
Fifth	91	90	82
Sixth	84	91	87
Ungraded Elementary	0	0	0
Seventh	76	96	87
Eighth	100	83	104
Ninth	99	98	72
Tenth	104	111	102
Eleventh	112	98	102
Twelfth	102	107	91
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1190	1174	1140

## 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	7	0.6%	2	0.2%	2	0.2%
Black (Not Hispanic)	8	0.7%	14	1.2%	17	1.5%
Hispanic	4	0.3%	6	0.5%	15	1.3%
White (Not Hispanic)	1171	98.4%	1152	98.1%	1106	97.0%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	15	17
Common Branch	17	18	18
English Grade 8	19	16	19
Mathematics Grade 8	18	16	20
Science Grade 8	20	16	18
Social Studies Grade 8	18	15	18
English Grade 10	23	23	22
Mathematics Grade 10	0	23	0
Science Grade 10	24	27	17
Social Studies Grade 10	17	20	16

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
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

	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	237	19.9%	275	23.4%	273	23.9%

### 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		95.7%		95.7%		95.5%
Student Suspensions	20	1.7%	31	2.6%	28	2.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	13.7%	11.6%	12.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	104
Total Other Professional Staff	13
Total Paraprofessionals	41
Teaching Out of Certification*	12
Teachers with Temporary Licenses	3

\*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	79	43	54%	85	53	62%	77	41	53%
Students with Disabilities	8	2	25%	8	3	38%	10	2	20%
All Students	87	45	52%	93	56	60%	87	43	49%

\*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	19	52	0	2	13	1
Percent	22%	60%	0%	2%	15%	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)
10	2	2	12

\*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			1		7	
	Entered GED Program*			0		2	
	Total Noncompleters			1		9	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		1	
	Total Noncompleters			0		1	
All Students	Dropped Out	11	2.6%	1	0.2%	7	1.9%
	Entered GED Program*	7	1.7%	0	0.0%	3	0.8%
	Total Noncompleters	18	4.3%	1	0.2%	10	2.7%

\*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	220
	Number of Students with Disabilities		0	50
	Number of All Students		0	270
	Percent of Enrollment		0%	97%
9-12	Number of General-Education Students		0	314
	Number of Students with Disabilities		0	53
	Number of All Students		0	367
	Percent of Enrollment		0%	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	16	88%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	48	69%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	48	69%	0	0%	6	100%

### 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	3	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	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	3	#	1	#	8	100%
Science	2	#	3	#	0	0%
Reading	0	0%	0	0%	2	#
Writing	1	#	0	0%	2	#
Global Studies	0	0%	0	0%	5	60%
U.S. Hist & Gov't	3	#	0	0%	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	2	#	23	87%
Science	14	71%	6	100%	3	#
Reading	1	#	1	#	5	80%
Writing	1	#	1	#	5	100%
Global Studies	2	#	0	0%	15	47%
U.S. Hist & Gov't	5	40%	0	0%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	105	86	105	13	13	11
Number Scoring 55–100	105	84	97	13	12	7
Number Scoring 65–100	88	78	83	7	10	4
Number Scoring 85–100	27	30	25	0	0	0
Percentage of Tested Scoring 55–100	100%	98%	92%	100%	92%	64%
Percentage of Tested Scoring 65–100	84%	91%	79%	54%	77%	36%
Percentage of Tested Scoring 85–100	26%	35%	24%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	6	83	140	0	8	22
Number Scoring 55–100	5	58	91	0	7	3
Number Scoring 65–100	4	50	59	0	5	2
Number Scoring 85–100	2	10	12	0	0	0
Percentage of Tested Scoring 55–100	83%	70%	65%	0%	88%	14%
Percentage of Tested Scoring 65–100	67%	60%	42%	0%	62%	9%
Percentage of Tested Scoring 85–100	33%	12%	9%	0%	0%	0%
<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	101	97	107	11	11	22
Number Scoring 55–100	100	88	90	10	8	12
Number Scoring 65–100	81	79	73	6	6	8
Number Scoring 85–100	29	15	28	0	0	1
Percentage of Tested Scoring 55–100	99%	91%	84%	91%	73%	55%
Percentage of Tested Scoring 65–100	80%	81%	68%	55%	55%	36%
Percentage of Tested Scoring 85–100	29%	15%	26%	0%	0%	5%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	69	82	106	9	11	16
Number Scoring 55–100	59	80	99	5	11	14
Number Scoring 65–100	53	68	91	4	7	10
Number Scoring 85–100	20	30	35	0	1	0
Percentage of Tested Scoring 55–100	86%	98%	93%	56%	100%	88%
Percentage of Tested Scoring 65–100	77%	83%	86%	44%	64%	62%
Percentage of Tested Scoring 85–100	29%	37%	33%	0%	9%	0%

(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	34	89	82	3	11	15
Number Scoring 55–100	34	88	79	#	10	13
Number Scoring 65–100	34	83	75	#	9	9
Number Scoring 85–100	10	19	19	#	0	0
Percentage of Tested Scoring 55–100	100%	99%	96%	#	91%	87%
Percentage of Tested Scoring 65–100	100%	93%	91%	#	82%	60%
Percentage of Tested Scoring 85–100	29%	21%	23%	#	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	61	96	87	15	14	9
Number Scoring 55–100	50	87	76	9	13	6
Number Scoring 65–100	40	71	61	6	7	5
Number Scoring 85–100	8	9	17	0	0	0
Percentage of Tested Scoring 55–100	82%	91%	87%	60%	93%	67%
Percentage of Tested Scoring 65–100	66%	74%	70%	40%	50%	56%
Percentage of Tested Scoring 85–100	13%	9%	20%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		4	47		1	2
Number Scoring 55–100		#	41		#	#
Number Scoring 65–100		#	27		#	#
Number Scoring 85–100		#	5		#	#
Percentage of Tested Scoring 55–100		#	87%		#	#
Percentage of Tested Scoring 65–100		#	57%		#	#
Percentage of Tested Scoring 85–100		#	11%		#	#
<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	16	11	15	0	0	0
Number Scoring 55–100	16	11	15	0	0	0
Number Scoring 65–100	16	11	15	0	0	0
Number Scoring 85–100	14	6	8	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	88%	55%	53%	0%	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	14	11	13	0	0	0
Number Scoring 55–100	13	11	13	0	0	0
Number Scoring 65–100	13	11	13	0	0	0
Number Scoring 85–100	5	7	9	0	0	0
Percentage of Tested Scoring 55–100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	36%	64%	69%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	1	1	0	0	0
Number Scoring 55–100	0	#	#	0	0	0
Number Scoring 65–100	0	#	#	0	0	0
Number Scoring 85–100	0	#	#	0	0	0
Percentage of Tested Scoring 55–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	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	48	1	0	2	1	0
Number Scoring 55–100	45	#	0	#	#	0
Number Scoring 65–100	44	#	0	#	#	0
Number Scoring 85–100	23	#	0	#	#	0
Percentage of Tested Scoring 55–100	94%	#	0%	#	#	0%
Percentage of Tested Scoring 65–100	92%	#	0%	#	#	0%
Percentage of Tested Scoring 85–100	48%	#	0%	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	36	26	20	0	1	1
Number Scoring 55–100	36	26	19	0	#	#
Number Scoring 65–100	36	26	19	0	#	#
Number Scoring 85–100	22	21	13	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	95%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	95%	0%	#	#
Percentage of Tested Scoring 85–100	61%	81%	65%	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	65	100%	60	100%	56	98%
Students with Disabilities	3	#	18	100%	11	82%

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	69	3%	12%	68%	17%
	Students with Disabilities	14	29%	21%	50%	0%
	All Students	83	7%	13%	65%	14%

### 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	72	0%	49%	46%	6%
	Students with Disabilities	23	0%	78%	22%	0%
	All Students	95	0%	56%	40%	4%

(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	74	74	74	11	11	11	85	85	85
Number Scoring 55–64	8	8	3	1	2	2	9	10	5
Number Scoring 65–84	37	35	44	10	7	9	47	42	53
Number Scoring 85–100	26	29	23	0	1	0	26	30	23
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)