

# 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	2002-03	2003-04	2004-05
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	202	226	207
Tenth	169	195	212
Eleventh	164	162	187
Twelfth	264	161	155
Ungraded Secondary	0	0	0
Total K-12 Enrollment	799	744	761

### Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	21	2.6%	24	3.2%	22	2.9%
Black (Not Hispanic)	49	6.1%	59	7.9%	55	7.2%
Hispanic	97	12.1%	93	12.5%	102	13.4%
White (Not Hispanic)	632	79.1%	568	76.3%	582	76.5%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	23	21
Mathematics Grade 10	20	18	24
Science Grade 10	20	21	18
Social Studies Grade 10	20	26	22

(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>
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**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	19	2.4%	19	2.6%	18	2.4%
<b>Eligible for Free Lunch</b>	24	3.0%	21	2.8%	22	2.9%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</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>		98.8%		96.3%		96.0%
<b>Student Suspensions</b>	59	6.8%	36	4.5%	40	5.4%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	3.6%	2.6%	2.9%
<b>Public Assistance</b>	11-20%	1-10%	1-10%
<b>Student Stability</b>	100%	97%	100%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	58
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	5

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002–03	2003–04	2004–05
General-Education Students	Total Graduates*	216	120	124
	Regents Diplomas	166	90	119
	% Regents Diplomas	77%	75%	96%
	Regents Diplomas with Advanced Designation**			72
	% Regents Diplomas with Advanced Designation			58%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	37	37	23
	Regents Diplomas	2	13	16
	% Regents Diplomas	5%	35%	70%
	Regents Diplomas with Advanced Designation**			4
	% Regents Diplomas with Advanced Designation			17%
	IEP Diplomas or Local Certificates	1	0	0
All Students	Total Graduates*	253	157	147
	Regents Diplomas	168	103	135
	% Regents Diplomas	66%	66%	92%
	Regents Diplomas with Advanced Designation**			76
	% Regents Diplomas with Advanced Designation			52%
	IEP Diplomas or Local Certificates	1	0	0

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001–02, students may earn a Regents diploma by passing (scoring 65–100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004–05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	108	13	0	0	1	1	1	0
	Percent	87%	10%	0%	0%	1%	1%	1%	0%
Students with Disabilities	Number	7	6	0	0	7	1	2	0
	Percent	30%	26%	0%	0%	30%	4%	9%	0%
All Students	Number	115	19	0	0	8	2	3	0
	Percent	78%	13%	0%	0%	5%	1%	2%	0%

## High School Noncompletion Rates

		2002–03		2003–04		2004–05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	7		8	1.3%	0	0.0%
	Entered GED Program*	8		5	0.8%	0	0.0%
	Total Noncompleters	15		13	2.2%	0	0.0%
Students with Disabilities	Dropped Out	1		0	0.0%	1	0.8%
	Entered GED Program*	3		1	0.7%	0	0.0%
	Total Noncompleters	4		1	0.7%	1	0.8%
All Students	Dropped Out	8	1.0%	8	1.1%	1	0.1%
	Entered GED Program*	11	1.4%	6	0.8%	0	0.0%
	Total Noncompleters	19	2.4%	14	1.9%	1	0.1%

\*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	2002-03	2003-04	2004-05
<b>K-1</b>	0%	0%	0%
<b>2-3</b>	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	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%
<b>6-8</b>	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%
<b>9-12</b>	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	132	140	128
	Number of All Students	132	140	128
	Percent of Enrollment	17%	19%	17%

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	2	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	89%	3	#	8	50%
Science	12	75%	6	83%	16	63%
Reading	27	93%	12	100%	9	89%
Writing	29	79%	18	94%	9	100%
Global Studies	23	78%	9	44%	8	75%
U.S. Hist & Gov't	16	88%	10	100%	5	100%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	166	163	171	41	26	28
Number Scoring 55-100	153	160	166	28	24	23
Number Scoring 65-100	145	156	156	24	22	15
Number Scoring 85-100	63	98	102	2	4	3
Percentage of Tested Scoring 55-100	92%	98%	97%	68%	92%	82%
Percentage of Tested Scoring 65-100	87%	96%	91%	59%	85%	54%
Percentage of Tested Scoring 85-100	38%	60%	60%	5%	15%	11%
<b>Mathematics A</b>						
Number Tested	207	216	178	38	31	34
Number Scoring 55-100	174	211	173	20	28	29
Number Scoring 65-100	151	199	161	14	22	18
Number Scoring 85-100	52	82	62	2	3	7
Percentage of Tested Scoring 55-100	84%	98%	97%	53%	90%	85%
Percentage of Tested Scoring 65-100	73%	92%	90%	37%	71%	53%
Percentage of Tested Scoring 85-100	25%	38%	35%	5%	10%	21%
<b>Mathematics B</b>						
Number Tested	0	114	150	0	3	5
Number Scoring 55-100	0	102	95	0	#	2
Number Scoring 65-100	0	89	84	0	#	2
Number Scoring 85-100	0	37	17	0	#	0
Percentage of Tested Scoring 55-100	0%	89%	63%	0%	#	40%
Percentage of Tested Scoring 65-100	0%	78%	56%	0%	#	40%
Percentage of Tested Scoring 85-100	0%	32%	11%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	155	178	188	25	32	34
Number Scoring 55-100	148	170	181	24	25	28
Number Scoring 65-100	128	160	165	14	20	19
Number Scoring 85-100	42	73	91	0	5	4
Percentage of Tested Scoring 55-100	95%	96%	96%	96%	78%	82%
Percentage of Tested Scoring 65-100	83%	90%	88%	56%	62%	56%
Percentage of Tested Scoring 85-100	27%	41%	48%	0%	16%	12%
<b>U.S. History and Government</b>						
Number Tested	168	183	178	41	31	26
Number Scoring 55-100	159	168	171	33	25	22
Number Scoring 65-100	153	157	160	30	19	16
Number Scoring 85-100	72	77	91	7	2	6
Percentage of Tested Scoring 55-100	95%	92%	96%	80%	81%	85%
Percentage of Tested Scoring 65-100	91%	86%	90%	73%	61%	62%
Percentage of Tested Scoring 85-100	43%	42%	51%	17%	6%	23%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	166	170	179	16	15	22
Number Scoring 55-100	166	170	175	16	15	19
Number Scoring 65-100	163	170	168	14	15	16
Number Scoring 85-100	73	72	66	1	2	3
Percentage of Tested Scoring 55-100	100%	100%	98%	100%	100%	86%
Percentage of Tested Scoring 65-100	98%	100%	94%	88%	100%	73%
Percentage of Tested Scoring 85-100	44%	42%	37%	6%	13%	14%
<b>Physical Setting/Earth Science</b>						
Number Tested	145	165	151	17	26	23
Number Scoring 55-100	138	145	135	14	22	12
Number Scoring 65-100	128	127	118	12	12	4
Number Scoring 85-100	35	34	33	2	2	0
Percentage of Tested Scoring 55-100	95%	88%	89%	82%	85%	52%
Percentage of Tested Scoring 65-100	88%	77%	78%	71%	46%	17%
Percentage of Tested Scoring 85-100	24%	21%	22%	12%	8%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	95	124	118	6	4	2
Number Scoring 55-100	90	122	117	6	#	#
Number Scoring 65-100	78	114	95	6	#	#
Number Scoring 85-100	8	25	21	0	#	#
Percentage of Tested Scoring 55-100	95%	98%	99%	100%	#	#
Percentage of Tested Scoring 65-100	82%	92%	81%	100%	#	#
Percentage of Tested Scoring 85-100	8%	20%	18%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested		37	51		2	1
Number Scoring 55-100		32	43		#	#
Number Scoring 65-100		27	28		#	#
Number Scoring 85-100		4	2		#	#
Percentage of Tested Scoring 55-100		86%	84%		#	#
Percentage of Tested Scoring 65-100		73%	55%		#	#
Percentage of Tested Scoring 85-100		11%	4%		#	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	5	18	6	0	0	0
Number Scoring 55-100	5	18	6	0	0	0
Number Scoring 65-100	5	18	6	0	0	0
Number Scoring 85-100	3	9	6	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	60%	50%	100%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	21	18	20	0	0	1
Number Scoring 55-100	21	18	20	0	0	#
Number Scoring 65-100	21	18	20	0	0	#
Number Scoring 85-100	13	15	12	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	62%	83%	60%	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	80	103	101	2	4	2
Number Scoring 55-100	80	102	101	#	#	#
Number Scoring 65-100	80	101	101	#	#	#
Number Scoring 85-100	61	81	64	#	#	#
Percentage of Tested Scoring 55-100	100%	99%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 85-100	76%	79%	63%	#	#	#
<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)



# New York State Alternate Assessments (NYSAA) 2004–05

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

## 2001 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	124	124	124	20	20	20	144	144	144
Number Scoring 55–64	2	2	0	6	3	2	8	5	2
Number Scoring 65–84	77	63	68	11	12	14	88	75	82
Number Scoring 85–100	43	55	55	1	1	1	44	56	56
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		14	16		1	2
Beginning		2	0		#	#
Intermediate		5	10		#	#
Advanced		2	2		#	#
Proficient		5	4		#	#
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		14	16		1	2
Beginning		5	2		#	#
Intermediate		3	10		#	#
Advanced		5	1		#	#
Proficient		1	3		#	#

\*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)