

# New York State District Report Card Comprehensive Information Report

BEDS Code: 06-16-01-04-0000

Name: Panama Central School District

Superintendent: Ms. Carol S. Hay

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	66	47	45
First	44	60	49
Second	54	50	57
Third	61	54	49
Fourth	61	59	52
Fifth	63	63	60
Sixth	76	62	61
Ungraded Elementary	0	0	0
Seventh	72	76	62
Eighth	70	69	75
Ninth	81	63	68
Tenth	57	75	64
Eleventh	78	52	77
Twelfth	66	78	52
Ungraded Secondary	0	0	0
Total K-12 Enrollment	849	808	771

## 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	4	0.5%	4	0.5%	4	0.5%
Black (Not Hispanic)	3	0.4%	2	0.2%	3	0.4%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	842	99.2%	802	99.3%	764	99.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	16	15
Common Branch	16	17	16
English Grade 8	12	16	15
Mathematics Grade 8	20	12	15
Science Grade 8	24	23	25
Social Studies Grade 8	23	23	25
English Grade 10	18	19	17
Mathematics Grade 10	0	15	0
Science Grade 10	19	17	23
Social Studies Grade 10	17	19	10

(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>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	128	15.1%	133	16.5%	107	13.9%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		95.8%		95.7%		96.1%
<b>Student Suspensions</b>	10	1.1%	9	1.1%	8	1.0%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	8.1%	7.8%	9.6%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	73
Total Other Professional Staff	8
Total Paraprofessionals	21
Teaching Out of Certification*	3
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	57	28	49%	70	40	57%	46	30	65%
Students with Disabilities	2	0	0%	6	2	33%	1	0	0%
All Students	59	28	47%	76	42	55%	47	30	64%

\*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	7	28	0	4	7	1
Percent	15%	60%	0%	9%	15%	2%

## 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)
1	0	4	5

\*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			4		6	
	Entered GED Program*			0		2	
	Total Noncompleters			4		8	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		1	
	Total Noncompleters			0		2	
All Students	Dropped Out	14	5.0%	4	1.5%	7	2.7%
	Entered GED Program*	3	1.1%	0	0.0%	3	1.1%
	Total Noncompleters	17	6.0%	4	1.5%	10	3.8%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## 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	56	95%	57	84%	62	97%

### 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	4	#	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	0	0%	1	#	0	0%
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	4	#
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	2	#	0	0%
Science	1	#	0	0%	0	0%
Reading	2	#	1	#	2	#
Writing	3	#	1	#	2	#
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	3	#	2	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	75	48	71	8	1	4
Number Scoring 55–100	71	48	60	6	#	#
Number Scoring 65–100	60	46	57	4	#	#
Number Scoring 85–100	23	13	22	0	#	#
Percentage of Tested Scoring 55–100	95%	100%	85%	75%	#	#
Percentage of Tested Scoring 65–100	80%	96%	80%	50%	#	#
Percentage of Tested Scoring 85–100	31%	27%	31%	0%	#	#
<b>Mathematics A</b>						
Number Tested	0	58	75	0	0	4
Number Scoring 55–100	0	52	69	0	0	#
Number Scoring 65–100	0	48	65	0	0	#
Number Scoring 85–100	0	19	32	0	0	#
Percentage of Tested Scoring 55–100	0%	90%	92%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	83%	87%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	33%	43%	0%	0%	#
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	30	0	0	0
Number Scoring 55–100	0	0	23	0	0	0
Number Scoring 65–100	0	0	22	0	0	0
Number Scoring 85–100	0	0	6	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	77%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	73%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	20%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	54	72	65	4	7	6
Number Scoring 55–100	54	70	62	#	6	5
Number Scoring 65–100	49	65	60	#	3	4
Number Scoring 85–100	16	26	24	#	1	1
Percentage of Tested Scoring 55–100	100%	97%	95%	#	86%	83%
Percentage of Tested Scoring 65–100	91%	90%	92%	#	43%	67%
Percentage of Tested Scoring 85–100	30%	36%	37%	#	14%	17%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	73	53	71	9	2	4
Number Scoring 55–100	66	51	70	6	#	#
Number Scoring 65–100	52	46	63	4	#	#
Number Scoring 85–100	32	18	49	3	#	#
Percentage of Tested Scoring 55–100	90%	96%	99%	67%	#	#
Percentage of Tested Scoring 65–100	71%	87%	89%	44%	#	#
Percentage of Tested Scoring 85–100	44%	34%	69%	33%	#	#

(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	58	63	63	5	3	6
Number Scoring 55–100	58	62	63	5	#	6
Number Scoring 65–100	57	62	61	4	#	6
Number Scoring 85–100	6	20	16	0	#	1
Percentage of Tested Scoring 55–100	100%	98%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	98%	98%	97%	80%	#	100%
Percentage of Tested Scoring 85–100	10%	32%	25%	0%	#	17%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	54	57	54	0	4	1
Number Scoring 55–100	51	55	52	0	#	#
Number Scoring 65–100	47	49	49	0	#	#
Number Scoring 85–100	14	16	19	0	#	#
Percentage of Tested Scoring 55–100	94%	96%	96%	0%	#	#
Percentage of Tested Scoring 65–100	87%	86%	91%	0%	#	#
Percentage of Tested Scoring 85–100	26%	28%	35%	0%	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		26	33		0	0
Number Scoring 55–100		25	33		0	0
Number Scoring 65–100		21	27		0	0
Number Scoring 85–100		1	2		0	0
Percentage of Tested Scoring 55–100		96%	100%		0%	0%
Percentage of Tested Scoring 65–100		81%	82%		0%	0%
Percentage of Tested Scoring 85–100		4%	6%		0%	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	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 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	32	39	39	0	0	1
Number Scoring 55–100	32	36	38	0	0	#
Number Scoring 65–100	31	34	37	0	0	#
Number Scoring 85–100	13	16	14	0	0	#
Percentage of Tested Scoring 55–100	100%	92%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	97%	87%	95%	0%	0%	#
Percentage of Tested Scoring 85–100	41%	41%	36%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	46	0	0	2	0	0
Number Scoring 55–100	46	0	0	#	0	0
Number Scoring 65–100	42	0	0	#	0	0
Number Scoring 85–100	22	0	0	#	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	91%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	48%	0%	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	35	29	3	1	1	0
Number Scoring 55–100	33	23	#	#	#	0
Number Scoring 65–100	33	22	#	#	#	0
Number Scoring 85–100	20	6	#	#	#	0
Percentage of Tested Scoring 55–100	94%	79%	#	#	#	0%
Percentage of Tested Scoring 65–100	94%	76%	#	#	#	0%
Percentage of Tested Scoring 85–100	57%	21%	#	#	#	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	51	98%	37	97%	17	100%
Students with Disabilities	2	#	8	63%	2	#

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	52	8%	10%	81%	2%
	Students with Disabilities	7	43%	14%	43%	0%
	All Students	59	12%	10%	76%	2%

## 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	63	0%	37%	57%	6%
	Students with Disabilities	11	18%	73%	9%	0%
	All Students	74	3%	42%	50%	5%

(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	46	46	46	5	5	5	51	51	51
Number Scoring 55–64	3	2	0	1	0	0	4	2	0
Number Scoring 65–84	27	21	34	0	1	3	27	22	37
Number Scoring 85–100	15	18	10	1	0	0	16	18	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)