

# New York State School Report Card Comprehensive Information Report

BEDS Code: 12-19-01-04-0002  
 Name: Walton High School  
 Principal: K. Michael Snider

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	98	72	84
Tenth	111	102	84
Eleventh	98	102	101
Twelfth	107	91	110
Ungraded Secondary	0	0	0
Total K-12 Enrollment	414	367	379

## 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	0.7%	4	1.1%	5	1.3%
Hispanic	2	0.5%	6	1.6%	8	2.1%
White (Not Hispanic)	409	98.8%	357	97.3%	366	96.6%

## 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	23	22	20
Mathematics Grade 10	23	0	0
Science Grade 10	27	17	14
Social Studies Grade 10	20	16	15

(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
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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**

	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	66	15.9%	55	15.0%	69	18.2%

**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		95.3%		95.8%		95.1%
Student Suspensions	23	5.5%	23	5.6%	20	5.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.4%	9.5%	9.2%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	99%	98%	91%

**Staff Counts**

Staff	2003-04
Total Teachers	31
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	85	53	62%	77	41	53%	87	57	66%
Students with Disabilities	8	3	38%	10	2	20%	19	2	11%
All Students	93	56	60%	87	43	49%	106	59	56%

\*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	30	52	0	5	18	1
Percent	28%	49%	0%	5%	17%	1%

## 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)
19	2	3	22

\*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.
<b>General-Education Students</b>	Dropped Out	1		7		8	2.6%
	Entered GED Program*	0		2		4	1.3%
	Total Noncompleters	1		9		12	3.8%
<b>Students with Disabilities</b>	Dropped Out	0		0		6	7.1%
	Entered GED Program*	0		1		1	1.2%
	Total Noncompleters	0		1		7	8.2%
<b>All Students</b>	Dropped Out	1	0.2%	7	1.9%	14	3.5%
	Entered GED Program*	0	0.0%	3	0.8%	5	1.3%
	Total Noncompleters	1	0.2%	10	2.7%	19	4.8%

\*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	0	314	311
	Number of Students with Disabilities	0	53	68
	Number of All Students	0	367	379
	Percent of Enrollment	0%	100%	100%

## 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; completion 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%	1	#	15	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	6	100%	52	81%

## 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%	3	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	8	100%	7	100%
Science	3	#	0	0%	4	#
Reading	0	0%	2	#	1	#
Writing	0	0%	2	#	3	#
Global Studies	0	0%	5	60%	5	60%
U.S. Hist & Gov't	0	0%	2	#	6	83%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	23	87%	11	91%
Science	6	100%	3	#	4	#
Reading	1	#	5	80%	8	88%
Writing	1	#	5	100%	12	100%
Global Studies	0	0%	15	47%	7	71%
U.S. Hist & Gov't	0	0%	4	#	8	50%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	86	105	95	13	11	17
Number Scoring 55-100	84	97	89	12	7	11
Number Scoring 65-100	78	83	78	10	4	8
Number Scoring 85-100	30	25	32	0	0	0
Percentage of Tested Scoring 55-100	98%	92%	94%	92%	64%	65%
Percentage of Tested Scoring 65-100	91%	79%	82%	77%	36%	47%
Percentage of Tested Scoring 85-100	35%	24%	34%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	83	140	106	8	22	6
Number Scoring 55-100	58	91	101	7	3	5
Number Scoring 65-100	50	59	90	5	2	3
Number Scoring 85-100	10	12	27	0	0	1
Percentage of Tested Scoring 55-100	70%	65%	95%	88%	14%	83%
Percentage of Tested Scoring 65-100	60%	42%	85%	62%	9%	50%
Percentage of Tested Scoring 85-100	12%	9%	25%	0%	0%	17%
<b>Mathematics B</b>						
Number Tested	0	0	8	0	0	0
Number Scoring 55-100	0	0	8	0	0	0
Number Scoring 65-100	0	0	7	0	0	0
Number Scoring 85-100	0	0	3	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	88%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	38%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	97	107	101	11	22	13
Number Scoring 55-100	88	90	85	8	12	5
Number Scoring 65-100	79	73	73	6	8	4
Number Scoring 85-100	15	28	29	0	1	1
Percentage of Tested Scoring 55-100	91%	84%	84%	73%	55%	38%
Percentage of Tested Scoring 65-100	81%	68%	72%	55%	36%	31%
Percentage of Tested Scoring 85-100	15%	26%	29%	0%	5%	8%
<b>U.S. History and Government</b>						
Number Tested	82	106	98	11	16	15
Number Scoring 55-100	80	99	92	11	14	13
Number Scoring 65-100	68	91	81	7	10	8
Number Scoring 85-100	30	35	44	1	0	0
Percentage of Tested Scoring 55-100	98%	93%	94%	100%	88%	87%
Percentage of Tested Scoring 65-100	83%	86%	83%	64%	62%	53%
Percentage of Tested Scoring 85-100	37%	33%	45%	9%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	89	82	88	11	15	10
Number Scoring 55-100	88	79	86	10	13	9
Number Scoring 65-100	83	75	79	9	9	7
Number Scoring 85-100	19	19	12	0	0	0
Percentage of Tested Scoring 55-100	99%	96%	98%	91%	87%	90%
Percentage of Tested Scoring 65-100	93%	91%	90%	82%	60%	70%
Percentage of Tested Scoring 85-100	21%	23%	14%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	96	87	95	14	9	16
Number Scoring 55-100	87	76	84	13	6	13
Number Scoring 65-100	71	61	70	7	5	10
Number Scoring 85-100	9	17	17	0	0	4
Percentage of Tested Scoring 55-100	91%	87%	88%	93%	67%	81%
Percentage of Tested Scoring 65-100	74%	70%	74%	50%	56%	62%
Percentage of Tested Scoring 85-100	9%	20%	18%	0%	0%	25%
<b>Physical Setting/Chemistry</b>						
Number Tested	4	47	22	1	2	0
Number Scoring 55-100	#	41	18	#	#	0
Number Scoring 65-100	#	27	14	#	#	0
Number Scoring 85-100	#	5	1	#	#	0
Percentage of Tested Scoring 55-100	#	87%	82%	#	#	0%
Percentage of Tested Scoring 65-100	#	57%	64%	#	#	0%
Percentage of Tested Scoring 85-100	#	11%	5%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			8			1
Number Scoring 55-100			8			#
Number Scoring 65-100			7			#
Number Scoring 85-100			4			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			88%			#
Percentage of Tested Scoring 85-100			50%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	11	15	11	0	0	0
Number Scoring 55-100	11	15	11	0	0	0
Number Scoring 65-100	11	15	11	0	0	0
Number Scoring 85-100	6	8	5	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	55%	53%	45%	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	11	13	19	0	0	0
Number Scoring 55-100	11	13	19	0	0	0
Number Scoring 65-100	11	13	19	0	0	0
Number Scoring 85-100	7	9	14	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	64%	69%	74%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	1	1	0	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	26	20	0	1	1	0
Number Scoring 55-100	26	19	0	#	#	0
Number Scoring 65-100	26	19	0	#	#	0
Number Scoring 85-100	21	13	0	#	#	0
Percentage of Tested Scoring 55-100	100%	95%	0%	#	#	0%
Percentage of Tested Scoring 65-100	100%	95%	0%	#	#	0%
Percentage of Tested Scoring 85-100	81%	65%	0%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	60	100%	56	98%	48	94%
Students with Disabilities	18	100%	11	82%	17	76%

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
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 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	86	86	86	19	19	19	105	105	105
Number Scoring 55–64	7	5	7	4	4	4	11	9	11
Number Scoring 65–84	56	41	47	8	9	9	64	50	56
Number Scoring 85–100	16	35	28	0	0	0	16	35	28
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)