

New York State District Report Card Comprehensive Information Report

BEDS Code: 26-19-01-06-0000

Name: Webster Central School District

Superintendent: Thomas J. Strining

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	504	496	500
First	606	596	584
Second	592	612	593
Third	585	606	638
Fourth	668	600	626
Fifth	677	694	627
Sixth	636	706	725
Ungraded Elementary	44	35	41
Seventh	664	698	723
Eighth	662	670	693
Ninth	677	687	728
Tenth	668	664	701
Eleventh	649	652	664
Twelfth	594	643	628
Ungraded Secondary	0	11	0
Total K-12 Enrollment	8226	8370	8471

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	175	2.1%	176	2.1%	188	2.2%
Black (Not Hispanic)	182	2.2%	172	2.1%	178	2.1%
Hispanic	79	1.0%	69	0.8%	76	0.9%
White (Not Hispanic)	7790	94.7%	7953	95.0%	8029	94.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	19	20
Common Branch	23	21	21
English Grade 8	21	22	21
Mathematics Grade 8	22	22	23
Science Grade 8	22	22	23
Social Studies Grade 8	22	21	22
English Grade 10	24	24	22
Mathematics Grade 10	21	22	21
Science Grade 10	21	21	20
Social Studies Grade 10	24	24	24

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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	98	1.2%	100	1.2%	109	1.3%
Eligible for Free Lunch	354	4.6%	413	5.2%	355	4.4%

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		96.3%		96.3%		95.9%
Student Suspensions	246	3.0%	213	2.6%	260	3.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.7%	2.3%	2.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	704
Total Other Professional Staff	122
Total Paraprofessionals	183
Teaching Out of Certification*	11
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	519	389	75%	588	449	76%	6	1	17%
Students with Disabilities	59	19	32%	12	5	42%	0	0	0%
All Students	578	408	71%	600	454	76%	6	1	17%

*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	2	2	0	0	1	1
Percent	33%	33%	0%	0%	17%	17%

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)
0	0	0	0

*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			14		2	
	Entered GED Program*			20		0	
	Total Noncompleters			34		2	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			5		1	
	Total Noncompleters			5		1	
All Students	Dropped Out	22	0.9%	14	0.5%	2	0.1%
	Entered GED Program*	42	1.6%	25	0.9%	1	0.0%
	Total Noncompleters	64	2.5%	39	1.5%	3	0.1%

*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		266	601
	Number of Students with Disabilities		52	92
	Number of All Students		318	693
	Percent of Enrollment		15%	32%
9-12	Number of General-Education Students		593	1184
	Number of Students with Disabilities		69	138
	Number of All Students		662	1322
	Percent of Enrollment		25%	49%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	37	38%	0	0%	38	100%
German	25	48%	0	0%	38	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	94	28%	0	0%	136	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	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	3	#

(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	#	6	33%	3	#
Science	1	#	6	33%	4	#
Reading	0	0%	24	92%	7	86%
Writing	0	0%	24	62%	4	#
Global Studies	3	#	3	#	30	67%
U.S. Hist & Gov't	11	45%	28	79%	4	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	61	85%	3	#	0	0%
Science	45	64%	3	#	0	0%
Reading	14	86%	9	44%	2	#
Writing	19	68%	7	57%	2	#
Global Studies	37	51%	2	#	0	0%
U.S. Hist & Gov't	57	61%	7	29%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	627	622	642	106	12	17
Number Scoring 55–100	606	584	606	90	8	14
Number Scoring 65–100	563	538	567	68	6	10
Number Scoring 85–100	253	272	295	6	2	3
Percentage of Tested Scoring 55–100	97%	94%	94%	85%	67%	82%
Percentage of Tested Scoring 65–100	90%	86%	88%	64%	50%	59%
Percentage of Tested Scoring 85–100	40%	44%	46%	6%	17%	18%
Mathematics A						
Number Tested	0	905	766	0	12	25
Number Scoring 55–100	0	743	702	0	6	21
Number Scoring 65–100	0	588	644	0	5	18
Number Scoring 85–100	0	204	150	0	2	3
Percentage of Tested Scoring 55–100	0%	82%	92%	0%	50%	84%
Percentage of Tested Scoring 65–100	0%	65%	84%	0%	42%	72%
Percentage of Tested Scoring 85–100	0%	23%	20%	0%	17%	12%
Mathematics B (first administered June 2001)						
Number Tested	0	2	252	0	0	1
Number Scoring 55–100	0	#	248	0	0	#
Number Scoring 65–100	0	#	234	0	0	#
Number Scoring 85–100	0	#	61	0	0	#
Percentage of Tested Scoring 55–100	0%	#	98%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	#	93%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	#	24%	0%	0%	#
Global History and Geography						
Number Tested	700	649	695	125	6	19
Number Scoring 55–100	681	627	655	116	4	16
Number Scoring 65–100	613	580	597	89	3	15
Number Scoring 85–100	285	198	251	22	1	2
Percentage of Tested Scoring 55–100	97%	97%	94%	93%	67%	84%
Percentage of Tested Scoring 65–100	88%	89%	86%	71%	50%	79%
Percentage of Tested Scoring 85–100	41%	31%	36%	18%	17%	11%
U.S. History and Government (first administered June 2001)						
Number Tested	597	674	659	98	13	17
Number Scoring 55–100	534	638	644	60	9	14
Number Scoring 65–100	483	587	621	43	7	13
Number Scoring 85–100	235	229	357	7	2	3
Percentage of Tested Scoring 55–100	89%	95%	98%	61%	69%	82%
Percentage of Tested Scoring 65–100	81%	87%	94%	44%	54%	76%
Percentage of Tested Scoring 85–100	39%	34%	54%	7%	15%	18%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	465	1215	598	71	18	15
Number Scoring 55–100	453	1168	591	66	13	14
Number Scoring 65–100	433	1143	571	48	9	14
Number Scoring 85–100	119	528	216	15	3	1
Percentage of Tested Scoring 55–100	97%	96%	99%	93%	72%	93%
Percentage of Tested Scoring 65–100	93%	94%	95%	68%	50%	93%
Percentage of Tested Scoring 85–100	26%	43%	36%	21%	17%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	624	6	834	113	0	14
Number Scoring 55–100	608	5	800	101	0	13
Number Scoring 65–100	585	4	766	90	0	13
Number Scoring 85–100	297	0	421	20	0	6
Percentage of Tested Scoring 55–100	97%	83%	96%	89%	0%	93%
Percentage of Tested Scoring 65–100	94%	67%	92%	80%	0%	93%
Percentage of Tested Scoring 85–100	48%	0%	50%	18%	0%	43%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		445	505		4	6
Number Scoring 55–100		429	473		#	5
Number Scoring 65–100		373	386		#	2
Number Scoring 85–100		65	97		#	0
Percentage of Tested Scoring 55–100		96%	94%		#	83%
Percentage of Tested Scoring 65–100		84%	76%		#	33%
Percentage of Tested Scoring 85–100		15%	19%		#	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	53	58	77	1	1	1
Number Scoring 55–100	53	58	75	#	#	#
Number Scoring 65–100	52	58	74	#	#	#
Number Scoring 85–100	33	29	48	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	97%	#	#	#
Percentage of Tested Scoring 65–100	98%	100%	96%	#	#	#
Percentage of Tested Scoring 85–100	62%	50%	62%	#	#	#
Comprehensive Italian						
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%
Comprehensive German						
Number Tested	53	43	48	1	0	1
Number Scoring 55–100	52	43	47	#	0	#
Number Scoring 65–100	52	43	46	#	0	#
Number Scoring 85–100	37	27	20	#	0	#
Percentage of Tested Scoring 55–100	98%	100%	98%	#	0%	#
Percentage of Tested Scoring 65–100	98%	100%	96%	#	0%	#
Percentage of Tested Scoring 85–100	70%	63%	42%	#	0%	#
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	289	256	286	5	2	4
Number Scoring 55–100	287	254	286	5	#	#
Number Scoring 65–100	285	249	284	5	#	#
Number Scoring 85–100	174	154	148	3	#	#
Percentage of Tested Scoring 55–100	99%	99%	100%	100%	#	#
Percentage of Tested Scoring 65–100	99%	97%	99%	100%	#	#
Percentage of Tested Scoring 85–100	60%	60%	52%	60%	#	#
Comprehensive Latin						
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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	712	186	63	83	9	4
Number Scoring 55–100	642	140	51	62	4	#
Number Scoring 65–100	573	111	40	48	3	#
Number Scoring 85–100	270	14	8	15	1	#
Percentage of Tested Scoring 55–100	90%	75%	81%	75%	44%	#
Percentage of Tested Scoring 65–100	80%	60%	63%	58%	33%	#
Percentage of Tested Scoring 85–100	38%	8%	13%	18%	11%	#
Sequential Mathematics, Course III						
Number Tested	498	527	99	31	6	2
Number Scoring 55–100	455	494	71	23	6	#
Number Scoring 65–100	418	447	52	20	6	#
Number Scoring 85–100	194	225	13	8	3	#
Percentage of Tested Scoring 55–100	91%	94%	72%	74%	100%	#
Percentage of Tested Scoring 65–100	84%	85%	53%	65%	100%	#
Percentage of Tested Scoring 85–100	39%	43%	13%	26%	50%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	221	87%	0	0%	0	0%
Students with Disabilities	55	96%	0	0%	0	0%

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
Nov 2002	General-Education Students	562	1%	3%	65%	31%
	Students with Disabilities	73	15%	18%	64%	3%
	All Students	635	2%	5%	65%	28%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	601	0%	13%	71%	15%
	Students with Disabilities	102	3%	66%	30%	1%
	All Students	703	1%	21%	65%	13%

(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
Elementary Level						
Social Studies	5	0	0	1	2	2
Middle Level						
Social Studies	2	0	#	#	#	#
Secondary Level						
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	625	625	625	28	28	28	653	653	653
Number Scoring 55–64	20	37	16	3	0	4	23	37	20
Number Scoring 65–84	294	308	338	7	4	8	301	312	346
Number Scoring 85–100	278	223	241	3	2	1	281	225	242
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)