

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	500	530	494
First	584	605	595
Second	593	605	602
Third	638	622	621
Fourth	626	669	634
Fifth	627	627	660
Sixth	725	698	684
Ungraded Elementary	41	45	62
Seventh	723	756	684
Eighth	693	718	756
Ninth	728	735	773
Tenth	701	735	728
Eleventh	664	707	717
Twelfth	628	684	680
Ungraded Secondary	0	0	2
Total K-12 Enrollment	8471	8736	8692

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	188	2.2%	212	2.4%	237	2.7%
Black (Not Hispanic)	178	2.1%	187	2.1%	217	2.5%
Hispanic	76	0.9%	89	1.0%	122	1.4%
White (Not Hispanic)	8029	94.8%	8248	94.4%	8116	93.4%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	23	20
Common Branch	21	22	22
English Grade 8	21	23	23
Mathematics Grade 8	23	24	24
Science Grade 8	23	24	26
Social Studies Grade 8	22	24	25
English Grade 10	22	23	22
Mathematics Grade 10	21	22	21
Science Grade 10	20	20	21
Social Studies Grade 10	24	24	22

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	109	1.3%	132	1.5%	150	1.7%
Eligible for Free Lunch	355	4.5%	420	5.1%	415	5.1%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.9%		96.3%		95.4%
Student Suspensions	260	3.1%	297	3.5%	342	3.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	2.3%	2.8%	2.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	720
Total Other Professional Staff	120
Total Paraprofessionals	193
Teaching Out of Certification*	7

*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*	6	534	551
	Regents Diplomas	1	453	518
	% Regents Diplomas	17%	85%	94%
	Regents Diplomas with Advanced Designation**			227
	% Regents Diplomas with Advanced Designation			41%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	0	71	75
	Regents Diplomas	0	46	53
	% Regents Diplomas	0%	65%	71%
	Regents Diplomas with Advanced Designation**			5
	% Regents Diplomas with Advanced Designation			7%
	IEP Diplomas or Local Certificates	0	10	10
All Students	Total Graduates*	6	605	626
	Regents Diplomas	1	499	571
	% Regents Diplomas	17%	82%	91%
	Regents Diplomas with Advanced Designation**			232
	% Regents Diplomas with Advanced Designation			37%
	IEP Diplomas or Local Certificates	0	10	10

* 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	299	174	8	7	36	0	20	7
	Percent	54%	32%	1%	1%	7%	0%	4%	1%
Students with Disabilities	Number	20	37	1	2	11	0	2	2
	Percent	27%	49%	1%	3%	15%	0%	3%	3%
All Students	Number	319	211	9	9	47	0	22	9
	Percent	51%	34%	1%	1%	8%	0%	4%	1%

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	2		17	0.7%	6	0.2%
	Entered GED Program*	0		27	1.1%	17	0.7%
	Total Noncompleters	2		44	1.8%	23	0.9%
Students with Disabilities	Dropped Out	0		8	1.8%	2	0.4%
	Entered GED Program*	1		2	0.4%	3	0.7%
	Total Noncompleters	1		10	2.2%	5	1.1%
All Students	Dropped Out	2	0.1%	25	0.9%	8	0.3%
	Entered GED Program*	1	0.0%	29	1.0%	20	0.7%
	Total Noncompleters	3	0.1%	54	1.9%	28	1.0%

*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
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	601	645	650
	Number of Students with Disabilities	92	102	106
	Number of All Students	693	747	756
	Percent of Enrollment	32%	34%	35%
9-12	Number of General-Education Students	1184	1497	1264
	Number of Students with Disabilities	138	157	100
	Number of All Students	1322	1654	1364
	Percent of Enrollment	49%	58%	47%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	97		
Completed and Passed Regents Exams	81	84%	80%
Completed and had Course Average of 75% or More	97	100%	82%
Completed and Attained a HS Diploma or Equivalent	97	100%	96%
Completed and Whose Status is Known	97		
Completed and Were Successfully Placed	97	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	18	8%	25%
Underrepresented Gender Members Who Completed	5	10%	19%

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	38	100%	54	98%	106	100%
German	38	100%	40	100%	85	91%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	136	100%	109	95%	430	97%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	3	#
German	0	0%	1	#	6	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	0	0%	50	80%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	1	#	9	100%
Science	4	#	1	#	7	57%
Reading	7	86%	3	#	4	#
Writing	4	#	5	100%	5	100%
Global Studies	30	67%	4	#	6	67%
U.S. Hist & Gov't	4	#	6	67%	4	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	10	80%	29	100%
Science	0	0%	8	88%	22	86%
Reading	2	#	7	57%	29	97%
Writing	2	#	5	60%	37	92%
Global Studies	0	0%	8	50%	37	41%
U.S. Hist & Gov't	2	#	3	#	36	56%

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	642	677	720	17	103	118
Number Scoring 55-100	606	642	696	14	84	98
Number Scoring 65-100	567	607	642	10	62	73
Number Scoring 85-100	295	315	332	3	8	8
Percentage of Tested Scoring 55-100	94%	95%	97%	82%	82%	83%
Percentage of Tested Scoring 65-100	88%	90%	89%	59%	60%	62%
Percentage of Tested Scoring 85-100	46%	47%	46%	18%	8%	7%
Mathematics A						
Number Tested	766	787	764	25	116	112
Number Scoring 55-100	702	760	744	21	96	96
Number Scoring 65-100	644	730	706	18	78	74
Number Scoring 85-100	150	242	273	3	8	8
Percentage of Tested Scoring 55-100	92%	97%	97%	84%	83%	86%
Percentage of Tested Scoring 65-100	84%	93%	92%	72%	67%	66%
Percentage of Tested Scoring 85-100	20%	31%	36%	12%	7%	7%
Mathematics B						
Number Tested	252	194	679	1	4	32
Number Scoring 55-100	248	189	545	#	#	18
Number Scoring 65-100	234	182	466	#	#	14
Number Scoring 85-100	61	83	109	#	#	0
Percentage of Tested Scoring 55-100	98%	97%	80%	#	#	56%
Percentage of Tested Scoring 65-100	93%	94%	69%	#	#	44%
Percentage of Tested Scoring 85-100	24%	43%	16%	#	#	0%
Global History and Geography						
Number Tested	695	789	765	19	137	121
Number Scoring 55-100	655	732	721	16	98	93
Number Scoring 65-100	597	665	661	15	74	71
Number Scoring 85-100	251	306	305	2	12	9
Percentage of Tested Scoring 55-100	94%	93%	94%	84%	72%	77%
Percentage of Tested Scoring 65-100	86%	84%	86%	79%	54%	59%
Percentage of Tested Scoring 85-100	36%	39%	40%	11%	9%	7%
U.S. History and Government						
Number Tested	659	643	709	17	84	112
Number Scoring 55-100	644	622	651	14	76	76
Number Scoring 65-100	621	593	612	13	69	71
Number Scoring 85-100	357	387	365	3	27	18
Percentage of Tested Scoring 55-100	98%	97%	92%	82%	90%	68%
Percentage of Tested Scoring 65-100	94%	92%	86%	76%	82%	63%
Percentage of Tested Scoring 85-100	54%	60%	51%	18%	32%	16%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	598	848	735	15	113	109
Number Scoring 55-100	591	829	713	14	98	93
Number Scoring 65-100	571	803	688	14	79	79
Number Scoring 85-100	216	397	293	1	10	6
Percentage of Tested Scoring 55-100	99%	98%	97%	93%	87%	85%
Percentage of Tested Scoring 65-100	95%	95%	94%	93%	70%	72%
Percentage of Tested Scoring 85-100	36%	47%	40%	7%	9%	6%
Physical Setting/Earth Science						
Number Tested	834	733	763	14	118	110
Number Scoring 55-100	800	699	727	13	100	90
Number Scoring 65-100	766	648	676	13	71	69
Number Scoring 85-100	421	303	370	6	8	16
Percentage of Tested Scoring 55-100	96%	95%	95%	93%	85%	82%
Percentage of Tested Scoring 65-100	92%	88%	89%	93%	60%	63%
Percentage of Tested Scoring 85-100	50%	41%	48%	43%	7%	15%
Physical Setting/Chemistry						
Number Tested	505	487	553	6	29	26
Number Scoring 55-100	473	476	542	5	26	25
Number Scoring 65-100	386	404	496	2	17	20
Number Scoring 85-100	97	94	154	0	2	3
Percentage of Tested Scoring 55-100	94%	98%	98%	83%	90%	96%
Percentage of Tested Scoring 65-100	76%	83%	90%	33%	59%	77%
Percentage of Tested Scoring 85-100	19%	19%	28%	0%	7%	12%
Physical Setting/Physics						
Number Tested		199	173		8	8
Number Scoring 55-100		187	164		7	6
Number Scoring 65-100		165	138		7	3
Number Scoring 85-100		75	57		2	2
Percentage of Tested Scoring 55-100		94%	95%		88%	75%
Percentage of Tested Scoring 65-100		83%	80%		88%	38%
Percentage of Tested Scoring 85-100		38%	33%		25%	25%

* 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
Comprehensive French						
Number Tested	77	88	89	1	0	2
Number Scoring 55-100	75	88	89	#	0	#
Number Scoring 65-100	74	87	85	#	0	#
Number Scoring 85-100	48	65	42	#	0	#
Percentage of Tested Scoring 55-100	97%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	96%	99%	96%	#	0%	#
Percentage of Tested Scoring 85-100	62%	74%	47%	#	0%	#
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	48	40	58	1	1	0
Number Scoring 55-100	47	40	57	#	#	0
Number Scoring 65-100	46	40	56	#	#	0
Number Scoring 85-100	20	23	30	#	#	0
Percentage of Tested Scoring 55-100	98%	100%	98%	#	#	0%
Percentage of Tested Scoring 65-100	96%	100%	97%	#	#	0%
Percentage of Tested Scoring 85-100	42%	57%	52%	#	#	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	286	324	356	4	9	17
Number Scoring 55-100	286	318	353	#	9	17
Number Scoring 65-100	284	316	341	#	9	13
Number Scoring 85-100	148	189	180	#	3	3
Percentage of Tested Scoring 55-100	100%	98%	99%	#	100%	100%
Percentage of Tested Scoring 65-100	99%	98%	96%	#	100%	76%
Percentage of Tested Scoring 85-100	52%	58%	51%	#	33%	18%
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	611	1%	4%	46%	49%
	Students with Disabilities	66	38%	15%	42%	5%
	All Students	677	5%	5%	45%	44%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	665	0%	9%	61%	30%
	Students with Disabilities	100	2%	52%	38%	8%
	All Students	765	0%	15%	58%	27%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	6	1	0	0	0	6
Middle Level						
Social Studies	2	0	#	#	#	#
Secondary Level						
English Language Arts	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	4	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	548	548	548	99	99	99	647	647	647
Number Scoring 55–64	11	13	2	19	8	9	30	21	11
Number Scoring 65–84	284	160	209	47	43	53	331	203	262
Number Scoring 85–100	245	363	331	6	24	19	251	387	350
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
Listening and Speaking (Grade K-1)						
Number Tested		51	17		0	0
Beginning		3	1		0	0
Intermediate		2	1		0	0
Advanced		19	13		0	0
Proficient		27	2		0	0
Reading and Writing (Grade K-1)						
Number Tested		51	17		0	0
Beginning		8	3		0	0
Intermediate		16	6		0	0
Advanced		16	4		0	0
Proficient		11	4		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		35	38		3	2
Beginning		0	1		#	#
Intermediate		4	1		#	#
Advanced		10	18		#	#
Proficient		21	18		#	#
Reading and Writing (Grade 2-4)						
Number Tested		35	38		3	2
Beginning		5	1		#	#
Intermediate		17	4		#	#
Advanced		9	21		#	#
Proficient		4	12		#	#
Listening and Speaking (Grade 5-6)						
Number Tested		11	15		0	2
Beginning		0	0		0	#
Intermediate		0	1		0	#
Advanced		4	10		0	#
Proficient		7	4		0	#
Reading and Writing (Grade 5-6)						
Number Tested		11	15		0	2
Beginning		1	0		0	#
Intermediate		4	6		0	#
Advanced		5	6		0	#
Proficient		1	3		0	#

*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 - K)

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
Listening and Speaking (Grade 7-8)						
Number Tested		17	14		0	0
Beginning		3	1		0	0
Intermediate		2	4		0	0
Advanced		6	4		0	0
Proficient		6	5		0	0
Reading and Writing (Grade 7-8)						
Number Tested		17	14		0	0
Beginning		2	2		0	0
Intermediate		8	5		0	0
Advanced		5	4		0	0
Proficient		2	3		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		26	22		0	0
Beginning		2	2		0	0
Intermediate		6	7		0	0
Advanced		10	6		0	0
Proficient		8	7		0	0
Reading and Writing (Grade 9-12)						
Number Tested		26	22		0	0
Beginning		5	2		0	0
Intermediate		8	9		0	0
Advanced		12	7		0	0
Proficient		1	4		0	0

*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)