

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-19-01-06-0009
 Name: Webster-Schroeder High School
 Principal: Joseph Pustulka

Grade Range : 9-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	0	354	353
Tenth	668	335	381
Eleventh	649	652	337
Twelfth	594	643	628
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1911	1984	1699

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	32	1.7%	38	1.9%	30	1.8%
Black (Not Hispanic)	29	1.5%	34	1.7%	33	1.9%
Hispanic	14	0.7%	16	0.8%	14	0.8%
White (Not Hispanic)	1836	96.1%	1896	95.6%	1622	95.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	24	23	20
Mathematics Grade 10	21	21	19
Science Grade 10	21	21	22
Social Studies Grade 10	24	24	23

(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
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the middle 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	0.4%	6	0.3%	14	0.8%
Eligible for Free Lunch	53	2.8%	66	3.3%	56	3.3%

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		95.0%		96.8%		96.4%
Student Suspensions	155	8.1%	109	5.7%	118	5.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.3%	1.4%	2.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	98%	100%

Staff Counts

Staff	2002–2003
Total Teachers	149
Total Other Professional Staff	21
Total Paraprofessionals	NA
Teaching Out of Certification*	5
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%	578	448	78%	6	1	17%
Students with Disabilities	59	19	32%	12	5	42%	0	0	0%
All Students	578	408	71%	590	453	77%	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*			13		0	
	Total Noncompleters			27		2	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			3		1	
	Total Noncompleters			3		1	
All Students	Dropped Out	16	0.8%	14	0.7%	2	0.1%
	Entered GED Program*	21	1.1%	16	0.8%	1	0.1%
	Total Noncompleters	37	1.9%	30	1.5%	3	0.2%

*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	275
	Number of Students with Disabilities		0	25
	Number of All Students		0	300
	Percent of Enrollment		0%	18%

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	0	0%	0	0%	0	0%

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%	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%	6	33%	2	#
Science	0	0%	6	33%	4	#
Reading	0	0%	24	92%	6	83%
Writing	0	0%	24	62%	4	#
Global Studies	0	0%	3	#	27	67%
U.S. Hist & Gov't	7	43%	28	79%	4	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	39	85%	2	#	0	0%
Science	21	57%	2	#	0	0%
Reading	14	86%	6	50%	2	#
Writing	19	68%	5	60%	2	#
Global Studies	31	48%	1	#	0	0%
U.S. Hist & Gov't	54	63%	6	33%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	610	616	350	102	11	13
Number Scoring 55–100	591	579	324	87	8	10
Number Scoring 65–100	557	534	296	68	6	6
Number Scoring 85–100	253	271	139	6	2	0
Percentage of Tested Scoring 55–100	97%	94%	93%	85%	73%	77%
Percentage of Tested Scoring 65–100	91%	87%	85%	67%	55%	46%
Percentage of Tested Scoring 85–100	41%	44%	40%	6%	18%	0%
Mathematics A						
Number Tested	0	470	406	0	7	16
Number Scoring 55–100	0	372	362	0	2	13
Number Scoring 65–100	0	283	331	0	1	10
Number Scoring 85–100	0	84	69	0	0	1
Percentage of Tested Scoring 55–100	0%	79%	89%	0%	29%	81%
Percentage of Tested Scoring 65–100	0%	60%	82%	0%	14%	62%
Percentage of Tested Scoring 85–100	0%	18%	17%	0%	0%	6%
Mathematics B (first administered June 2001)						
Number Tested	0	2	73	0	0	0
Number Scoring 55–100	0	#	70	0	0	0
Number Scoring 65–100	0	#	62	0	0	0
Number Scoring 85–100	0	#	23	0	0	0
Percentage of Tested Scoring 55–100	0%	#	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	85%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	32%	0%	0%	0%
Global History and Geography						
Number Tested	688	349	375	120	3	12
Number Scoring 55–100	674	333	350	113	#	9
Number Scoring 65–100	611	298	312	88	#	8
Number Scoring 85–100	285	85	121	22	#	0
Percentage of Tested Scoring 55–100	98%	95%	93%	94%	#	75%
Percentage of Tested Scoring 65–100	89%	85%	83%	73%	#	67%
Percentage of Tested Scoring 85–100	41%	24%	32%	18%	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	591	662	357	96	12	12
Number Scoring 55–100	531	628	346	60	9	9
Number Scoring 65–100	482	579	323	43	7	8
Number Scoring 85–100	235	225	179	7	2	0
Percentage of Tested Scoring 55–100	90%	95%	97%	62%	75%	75%
Percentage of Tested Scoring 65–100	82%	87%	90%	45%	58%	67%
Percentage of Tested Scoring 85–100	40%	34%	50%	7%	17%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	464	619	324	70	11	8
Number Scoring 55–100	453	586	321	66	7	8
Number Scoring 65–100	433	571	309	48	3	8
Number Scoring 85–100	119	244	117	15	0	0
Percentage of Tested Scoring 55–100	98%	95%	99%	94%	64%	100%
Percentage of Tested Scoring 65–100	93%	92%	95%	69%	27%	100%
Percentage of Tested Scoring 85–100	26%	39%	36%	21%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	3	3	333	2	0	3
Number Scoring 55–100	#	#	317	#	0	#
Number Scoring 65–100	#	#	304	#	0	#
Number Scoring 85–100	#	#	139	#	0	#
Percentage of Tested Scoring 55–100	#	#	95%	#	0%	#
Percentage of Tested Scoring 65–100	#	#	91%	#	0%	#
Percentage of Tested Scoring 85–100	#	#	42%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		401	268		3	4
Number Scoring 55–100		386	253		#	#
Number Scoring 65–100		333	205		#	#
Number Scoring 85–100		51	47		#	#
Percentage of Tested Scoring 55–100		96%	94%		#	#
Percentage of Tested Scoring 65–100		83%	76%		#	#
Percentage of Tested Scoring 85–100		13%	18%		#	#
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	28	37	1	0	0
Number Scoring 55–100	53	28	35	#	0	0
Number Scoring 65–100	52	28	35	#	0	0
Number Scoring 85–100	33	14	22	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	95%	#	0%	0%
Percentage of Tested Scoring 65–100	98%	100%	95%	#	0%	0%
Percentage of Tested Scoring 85–100	62%	50%	59%	#	0%	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	53	32	10	1	0	0
Number Scoring 55–100	52	32	10	#	0	0
Number Scoring 65–100	52	32	10	#	0	0
Number Scoring 85–100	37	21	7	#	0	0
Percentage of Tested Scoring 55–100	98%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	98%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	70%	66%	70%	#	0%	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	201	153	5	2	2
Number Scoring 55–100	287	199	153	5	#	#
Number Scoring 65–100	285	194	151	5	#	#
Number Scoring 85–100	174	111	81	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%	55%	53%	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	512	181	58	80	9	4
Number Scoring 55–100	445	135	48	61	4	#
Number Scoring 65–100	386	107	39	47	3	#
Number Scoring 85–100	144	13	8	15	1	#
Percentage of Tested Scoring 55–100	87%	75%	83%	76%	44%	#
Percentage of Tested Scoring 65–100	75%	59%	67%	59%	33%	#
Percentage of Tested Scoring 85–100	28%	7%	14%	19%	11%	#
Sequential Mathematics, Course III						
Number Tested	497	454	97	31	5	2
Number Scoring 55–100	454	423	70	23	5	#
Number Scoring 65–100	417	377	51	20	5	#
Number Scoring 85–100	193	172	12	8	2	#
Percentage of Tested Scoring 55–100	91%	93%	72%	74%	100%	#
Percentage of Tested Scoring 65–100	84%	83%	53%	65%	100%	#
Percentage of Tested Scoring 85–100	39%	38%	12%	26%	40%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	194	96%	0	0%	0	0%
Students with Disabilities	45	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	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
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	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	617	617	617	14	14	14	631	631	631
Number Scoring 55–64	20	36	16	2	0	1	22	36	17
Number Scoring 65–84	293	307	336	6	4	8	299	311	344
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)