

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	496	500	530
First	596	584	605
Second	612	593	605
Third	606	638	622
Fourth	600	626	669
Fifth	694	627	627
Sixth	706	725	698
Ungraded Elementary	35	41	45
Seventh	698	723	756
Eighth	670	693	718
Ninth	687	728	735
Tenth	664	701	735
Eleventh	652	664	707
Twelfth	643	628	684
Ungraded Secondary	11	0	0
Total K-12 Enrollment	8370	8471	8736

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	176	2.1%	188	2.2%	212	2.4%
Black (Not Hispanic)	172	2.1%	178	2.1%	187	2.1%
Hispanic	69	0.8%	76	0.9%	89	1.0%
White (Not Hispanic)	7953	95.0%	8029	94.8%	8248	94.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	20	23
Common Branch	21	21	22
English Grade 8	22	21	23
Mathematics Grade 8	22	23	24
Science Grade 8	22	23	24
Social Studies Grade 8	21	22	24
English Grade 10	24	22	23
Mathematics Grade 10	22	21	22
Science Grade 10	21	20	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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	100	1.2%	109	1.3%	132	1.5%
Eligible for Free Lunch	413	5.2%	355	4.5%	420	5.1%

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		96.3%		95.9%		96.3%
Student Suspensions	213	2.6%	260	3.1%	297	3.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.3%	2.3%	2.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	679
Total Other Professional Staff	132
Total Paraprofessionals	175
Teaching Out of Certification*	8

*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	588	449	76%	6	1	17%	534	453	85%
Students with Disabilities	12	5	42%	0	0	0%	71	46	65%
All Students	600	454	76%	6	1	17%	605	499	82%

*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	311	207	1	11	27	48
Percent	51%	34%	0%	2%	4%	8%

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)
71	46	10	81

*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.
General-Education Students	Dropped Out	14		2		17	0.7%
	Entered GED Program*	20		0		27	1.1%
	Total Noncompleters	34		2		44	1.8%
Students with Disabilities	Dropped Out	0		0		8	1.8%
	Entered GED Program*	5		1		2	0.4%
	Total Noncompleters	5		1		10	2.2%
All Students	Dropped Out	14	0.5%	2	0.1%	25	0.9%
	Entered GED Program*	25	0.9%	1	0.0%	29	1.0%
	Total Noncompleters	39	1.5%	3	0.1%	54	1.9%

*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	266	601	645
	Number of Students with Disabilities	52	92	102
	Number of All Students	318	693	747
	Percent of Enrollment	15%	32%	34%
9-12	Number of General-Education Students	593	1184	1497
	Number of Students with Disabilities	69	138	157
	Number of All Students	662	1322	1654
	Percent of Enrollment	25%	49%	58%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	93		
Completed and Passed Regents Exams	89	96%	77%
Completed and had Course Average of 75% or More	68	73%	81%
Completed and Attained a HS Diploma or Equivalent	89	96%	96%
Completed and Whose Status is Known	90		
Completed and Were Successfully Placed	89	99%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	5	6%	30%
Underrepresented Gender Members Who Completed	2	5%	19%

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%	38	100%	54	98%
German	0	0%	38	100%	40	100%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	136	100%	109	95%

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	100%
German	0	0%	0	0%	1	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	3	#	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	33%	3	#	1	#
Science	6	33%	4	#	1	#
Reading	24	92%	7	86%	3	#
Writing	24	63%	4	#	5	100%
Global Studies	3	#	30	67%	4	#
U.S. Hist & Gov't	28	79%	4	#	6	67%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	10	80%
Science	3	#	0	0%	8	88%
Reading	9	44%	2	#	7	57%
Writing	7	57%	2	#	5	60%
Global Studies	2	#	0	0%	8	50%
U.S. Hist & Gov't	7	29%	2	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	622	642	677	12	17	103
Number Scoring 55-100	584	606	642	8	14	84
Number Scoring 65-100	538	567	607	6	10	62
Number Scoring 85-100	272	295	315	2	3	8
Percentage of Tested Scoring 55-100	94%	94%	95%	67%	82%	82%
Percentage of Tested Scoring 65-100	86%	88%	90%	50%	59%	60%
Percentage of Tested Scoring 85-100	44%	46%	47%	17%	18%	8%
Mathematics A						
Number Tested	905	766	787	12	25	116
Number Scoring 55-100	743	702	760	6	21	96
Number Scoring 65-100	588	644	730	5	18	78
Number Scoring 85-100	204	150	242	2	3	8
Percentage of Tested Scoring 55-100	82%	92%	97%	50%	84%	83%
Percentage of Tested Scoring 65-100	65%	84%	93%	42%	72%	67%
Percentage of Tested Scoring 85-100	23%	20%	31%	17%	12%	7%
Mathematics B						
Number Tested	2	252	194	0	1	4
Number Scoring 55-100	#	248	189	0	#	#
Number Scoring 65-100	#	234	182	0	#	#
Number Scoring 85-100	#	61	83	0	#	#
Percentage of Tested Scoring 55-100	#	98%	97%	0%	#	#
Percentage of Tested Scoring 65-100	#	93%	94%	0%	#	#
Percentage of Tested Scoring 85-100	#	24%	43%	0%	#	#
Global History and Geography						
Number Tested	649	695	789	6	19	137
Number Scoring 55-100	627	655	732	4	16	98
Number Scoring 65-100	580	597	665	3	15	74
Number Scoring 85-100	198	251	306	1	2	12
Percentage of Tested Scoring 55-100	97%	94%	93%	67%	84%	72%
Percentage of Tested Scoring 65-100	89%	86%	84%	50%	79%	54%
Percentage of Tested Scoring 85-100	31%	36%	39%	17%	11%	9%
U.S. History and Government						
Number Tested	674	659	643	13	17	84
Number Scoring 55-100	638	644	622	9	14	76
Number Scoring 65-100	587	621	593	7	13	69
Number Scoring 85-100	229	357	387	2	3	27
Percentage of Tested Scoring 55-100	95%	98%	97%	69%	82%	90%
Percentage of Tested Scoring 65-100	87%	94%	92%	54%	76%	82%
Percentage of Tested Scoring 85-100	34%	54%	60%	15%	18%	32%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	1215	598	848	18	15	113
Number Scoring 55-100	1168	591	829	13	14	98
Number Scoring 65-100	1143	571	803	9	14	79
Number Scoring 85-100	528	216	397	3	1	10
Percentage of Tested Scoring 55-100	96%	99%	98%	72%	93%	87%
Percentage of Tested Scoring 65-100	94%	95%	95%	50%	93%	70%
Percentage of Tested Scoring 85-100	43%	36%	47%	17%	7%	9%
Physical Setting/Earth Science						
Number Tested	6	834	733	0	14	118
Number Scoring 55-100	5	800	699	0	13	100
Number Scoring 65-100	4	766	648	0	13	71
Number Scoring 85-100	0	421	303	0	6	8
Percentage of Tested Scoring 55-100	83%	96%	95%	0%	93%	85%
Percentage of Tested Scoring 65-100	67%	92%	88%	0%	93%	60%
Percentage of Tested Scoring 85-100	0%	50%	41%	0%	43%	7%
Physical Setting/Chemistry						
Number Tested	445	505	487	4	6	29
Number Scoring 55-100	429	473	476	#	5	26
Number Scoring 65-100	373	386	404	#	2	17
Number Scoring 85-100	65	97	94	#	0	2
Percentage of Tested Scoring 55-100	96%	94%	98%	#	83%	90%
Percentage of Tested Scoring 65-100	84%	76%	83%	#	33%	59%
Percentage of Tested Scoring 85-100	15%	19%	19%	#	0%	7%
Physical Setting/Physics						
Number Tested			199			8
Number Scoring 55-100			187			7
Number Scoring 65-100			165			7
Number Scoring 85-100			75			2
Percentage of Tested Scoring 55-100			94%			88%
Percentage of Tested Scoring 65-100			83%			88%
Percentage of Tested Scoring 85-100			38%			25%

* 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
Comprehensive French						
Number Tested	58	77	88	1	1	0
Number Scoring 55-100	58	75	88	#	#	0
Number Scoring 65-100	58	74	87	#	#	0
Number Scoring 85-100	29	48	65	#	#	0
Percentage of Tested Scoring 55-100	100%	97%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	96%	99%	#	#	0%
Percentage of Tested Scoring 85-100	50%	62%	74%	#	#	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	43	48	40	0	1	1
Number Scoring 55-100	43	47	40	0	#	#
Number Scoring 65-100	43	46	40	0	#	#
Number Scoring 85-100	27	20	23	0	#	#
Percentage of Tested Scoring 55-100	100%	98%	100%	0%	#	#
Percentage of Tested Scoring 65-100	100%	96%	100%	0%	#	#
Percentage of Tested Scoring 85-100	63%	42%	57%	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	256	286	324	2	4	9
Number Scoring 55-100	254	286	318	#	#	9
Number Scoring 65-100	249	284	316	#	#	9
Number Scoring 85-100	154	148	189	#	#	3
Percentage of Tested Scoring 55-100	99%	100%	98%	#	#	100%
Percentage of Tested Scoring 65-100	97%	99%	98%	#	#	100%
Percentage of Tested Scoring 85-100	60%	52%	58%	#	#	33%
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	527	99	0	6	2	0
Number Scoring 55-100	494	71	0	6	#	0
Number Scoring 65-100	447	52	0	6	#	0
Number Scoring 85-100	225	13	0	3	#	0
Percentage of Tested Scoring 55-100	94%	72%	0%	100%	#	0%
Percentage of Tested Scoring 65-100	85%	53%	0%	100%	#	0%
Percentage of Tested Scoring 85-100	43%	13%	0%	50%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	217	95%
Students with Disabilities	0	0%	0	0%	57	74%

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
Nov 2003	General-Education Students	576	1%	3%	47%	49%
	Students with Disabilities	63	24%	11%	56%	10%
	All Students	639	3%	4%	48%	45%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	636	1%	22%	60%	17%
	Students with Disabilities	96	8%	61%	30%	0%
	All Students	732	2%	27%	56%	14%

(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
Elementary Level						
Social Studies	3	0	#	#	#	#
Middle Level						
Social Studies	5	0	0	0	1	4
Secondary Level						
English Language Arts	6	1	0	0	0	6
Social Studies	6	1	0	0	0	6
Mathematics	6	1	0	0	0	6
Science	6	1	0	0	0	6

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	553	553	553	91	91	91	644	644	644
Number Scoring 55–64	10	8	6	7	4	6	17	12	12
Number Scoring 65–84	321	197	213	41	44	39	362	241	252
Number Scoring 85–100	188	324	310	7	25	18	195	349	328
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			51			0
Beginning (0-18)			3			0
Intermediate (19-31)			2			0
Advanced (32-36)			19			0
Proficient (37-39)			27			0
Reading and Writing (Grade K-1)						
Number Tested			51			0
Beginning (0-14)			8			0
Intermediate (15-24)			16			0
Advanced (25-32)			16			0
Proficient (33-35)			11			0
Listening and Speaking (Grade 2-4)						
Number Tested			35			3
Beginning (0-18)			0			#
Intermediate (19-31)			4			#
Advanced (32-36)			10			#
Proficient (37-39)			21			#
Reading and Writing (Grade 2-4)						
Number Tested			35			3
Beginning (0-14)			5			#
Intermediate (15-24)			17			#
Advanced (25-32)			9			#
Proficient (33-35)			4			#
Listening and Speaking (Grade 5-6)						
Number Tested			11			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			4			0
Proficient (37-39)			7			0
Reading and Writing (Grade 5-6)						
Number Tested			11			0
Beginning (0-14)			1			0
Intermediate (15-24)			4			0
Advanced (25-32)			5			0
Proficient (33-35)			1			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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			17			0
Beginning (0-18)			3			0
Intermediate (19-31)			2			0
Advanced (32-36)			6			0
Proficient (37-39)			6			0
Reading and Writing (Grade 7-8)						
Number Tested			17			0
Beginning (0-14)			2			0
Intermediate (15-24)			8			0
Advanced (25-32)			5			0
Proficient (33-35)			2			0
Listening and Speaking (Grade 9-12)						
Number Tested			26			0
Beginning (0-18)			2			0
Intermediate (19-31)			6			0
Advanced (32-36)			10			0
Proficient (37-39)			8			0
Reading and Writing (Grade 9-12)						
Number Tested			26			0
Beginning (0-14)			5			0
Intermediate (15-24)			8			0
Advanced (25-32)			12			0
Proficient (33-35)			1			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)