

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	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	354	353	388
Tenth	335	381	351
Eleventh	652	337	387
Twelfth	643	628	351
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1984	1699	1477

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	38	1.9%	30	1.8%	31	2.1%
Black (Not Hispanic)	34	1.7%	33	1.9%	30	2.0%
Hispanic	16	0.8%	14	0.8%	13	0.9%
White (Not Hispanic)	1896	95.6%	1622	95.5%	1403	95.0%

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	20	23
Mathematics Grade 10	21	19	23
Science Grade 10	21	22	20
Social Studies Grade 10	24	23	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
54	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 higher 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	6	0.3%	14	0.8%	25	1.7%
Eligible for Free Lunch	66	3.3%	56	3.3%	82	5.6%

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		96.8%		96.4%		94.2%
Student Suspensions	109	5.7%	118	6.0%	118	7.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	1.4%	2.0%	2.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	100%	97%

Staff Counts

Staff	2003-04
Total Teachers	128
Total Other Professional Staff	20
Total Paraprofessionals	NA
Teaching Out of Certification*	4

*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	578	448	78%	6	1	17%	276	222	80%
Students with Disabilities	12	5	42%	0	0	0%	33	19	58%
All Students	590	453	77%	6	1	17%	309	241	78%

*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	153	102	1	7	15	31
Percent	50%	33%	0%	2%	5%	10%

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)
33	19	1	34

*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		12	1.0%
	Entered GED Program*	13		0		16	1.3%
	Total Noncompleters	27		2		28	2.3%
Students with Disabilities	Dropped Out	0		0		2	0.9%
	Entered GED Program*	3		1		0	0.0%
	Total Noncompleters	3		1		2	0.9%
All Students	Dropped Out	14	0.7%	2	0.1%	14	1.0%
	Entered GED Program*	16	0.8%	1	0.1%	16	1.1%
	Total Noncompleters	30	1.5%	3	0.2%	30	2.1%

*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	275	251
	Number of Students with Disabilities	0	25	19
	Number of All Students	0	300	270
	Percent of Enrollment	0%	18%	18%

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; completer 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%	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%	2	#

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%	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%	2	#	1	#
Science	6	33%	4	#	0	0%
Reading	24	92%	6	83%	1	#
Writing	24	63%	4	#	1	#
Global Studies	3	#	27	67%	2	#
U.S. Hist & Gov't	28	79%	4	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	2	#
Science	2	#	0	0%	1	#
Reading	6	50%	2	#	1	#
Writing	5	60%	2	#	1	#
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	6	33%	2	#	0	0%

(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	616	350	354	11	13	55
Number Scoring 55-100	579	324	340	8	10	50
Number Scoring 65-100	534	296	324	6	6	37
Number Scoring 85-100	271	139	158	2	0	3
Percentage of Tested Scoring 55-100	94%	93%	96%	73%	77%	91%
Percentage of Tested Scoring 65-100	87%	85%	92%	55%	46%	67%
Percentage of Tested Scoring 85-100	44%	40%	45%	18%	0%	5%
Mathematics A						
Number Tested	470	406	386	7	16	51
Number Scoring 55-100	372	362	371	2	13	40
Number Scoring 65-100	283	331	356	1	10	33
Number Scoring 85-100	84	69	119	0	1	7
Percentage of Tested Scoring 55-100	79%	89%	96%	29%	81%	78%
Percentage of Tested Scoring 65-100	60%	82%	92%	14%	62%	65%
Percentage of Tested Scoring 85-100	18%	17%	31%	0%	6%	14%
Mathematics B						
Number Tested	2	73	116	0	0	3
Number Scoring 55-100	#	70	111	0	0	#
Number Scoring 65-100	#	62	108	0	0	#
Number Scoring 85-100	#	23	40	0	0	#
Percentage of Tested Scoring 55-100	#	96%	96%	0%	0%	#
Percentage of Tested Scoring 65-100	#	85%	93%	0%	0%	#
Percentage of Tested Scoring 85-100	#	32%	34%	0%	0%	#
Global History and Geography						
Number Tested	349	375	382	3	12	68
Number Scoring 55-100	333	350	356	#	9	54
Number Scoring 65-100	298	312	319	#	8	41
Number Scoring 85-100	85	121	122	#	0	5
Percentage of Tested Scoring 55-100	95%	93%	93%	#	75%	79%
Percentage of Tested Scoring 65-100	85%	83%	84%	#	67%	60%
Percentage of Tested Scoring 85-100	24%	32%	32%	#	0%	7%
U.S. History and Government						
Number Tested	662	357	339	12	12	44
Number Scoring 55-100	628	346	327	9	9	41
Number Scoring 65-100	579	323	313	7	8	39
Number Scoring 85-100	225	179	204	2	0	18
Percentage of Tested Scoring 55-100	95%	97%	96%	75%	75%	93%
Percentage of Tested Scoring 65-100	87%	90%	92%	58%	67%	89%
Percentage of Tested Scoring 85-100	34%	50%	60%	17%	0%	41%

(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	619	324	329	11	8	54
Number Scoring 55-100	586	321	318	7	8	47
Number Scoring 65-100	571	309	305	3	8	40
Number Scoring 85-100	244	117	126	0	0	8
Percentage of Tested Scoring 55-100	95%	99%	97%	64%	100%	87%
Percentage of Tested Scoring 65-100	92%	95%	93%	27%	100%	74%
Percentage of Tested Scoring 85-100	39%	36%	38%	0%	0%	15%
Physical Setting/Earth Science						
Number Tested	3	333	373	0	3	59
Number Scoring 55-100	#	317	348	0	#	44
Number Scoring 65-100	#	304	314	0	#	27
Number Scoring 85-100	#	139	151	0	#	4
Percentage of Tested Scoring 55-100	#	95%	93%	0%	#	75%
Percentage of Tested Scoring 65-100	#	91%	84%	0%	#	46%
Percentage of Tested Scoring 85-100	#	42%	40%	0%	#	7%
Physical Setting/Chemistry						
Number Tested	401	268	261	3	4	18
Number Scoring 55-100	386	253	255	#	#	16
Number Scoring 65-100	333	205	215	#	#	10
Number Scoring 85-100	51	47	49	#	#	1
Percentage of Tested Scoring 55-100	96%	94%	98%	#	#	89%
Percentage of Tested Scoring 65-100	83%	76%	82%	#	#	56%
Percentage of Tested Scoring 85-100	13%	18%	19%	#	#	6%
Physical Setting/Physics						
Number Tested			117			4
Number Scoring 55-100			107			#
Number Scoring 65-100			92			#
Number Scoring 85-100			39			#
Percentage of Tested Scoring 55-100			91%			#
Percentage of Tested Scoring 65-100			79%			#
Percentage of Tested Scoring 85-100			33%			#

* 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	28	37	34	0	0	0
Number Scoring 55-100	28	35	34	0	0	0
Number Scoring 65-100	28	35	33	0	0	0
Number Scoring 85-100	14	22	22	0	0	0
Percentage of Tested Scoring 55-100	100%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	95%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	59%	65%	0%	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	32	10	19	0	0	0
Number Scoring 55-100	32	10	19	0	0	0
Number Scoring 65-100	32	10	19	0	0	0
Number Scoring 85-100	21	7	12	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	66%	70%	63%	0%	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	201	153	153	2	2	4
Number Scoring 55-100	199	153	153	#	#	#
Number Scoring 65-100	194	151	151	#	#	#
Number Scoring 85-100	111	81	82	#	#	#
Percentage of Tested Scoring 55-100	99%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	97%	99%	99%	#	#	#
Percentage of Tested Scoring 85-100	55%	53%	54%	#	#	#
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	454	97	0	5	2	0
Number Scoring 55-100	423	70	0	5	#	0
Number Scoring 65-100	377	51	0	5	#	0
Number Scoring 85-100	172	12	0	2	#	0
Percentage of Tested Scoring 55-100	93%	72%	0%	100%	#	0%
Percentage of Tested Scoring 65-100	83%	53%	0%	100%	#	0%
Percentage of Tested Scoring 85-100	38%	12%	0%	40%	#	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%	105	94%
Students with Disabilities	0	0%	0	0%	26	81%

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	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 2004	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
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

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	282	282	282	45	45	45	327	327	327
Number Scoring 55–64	10	7	4	4	4	4	14	11	8
Number Scoring 65–84	171	99	117	21	25	21	192	124	138
Number Scoring 85–100	79	165	146	3	9	8	82	174	154
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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			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)