

The University of the State of New York  
**The State Education Department**



**OVERVIEW OF SCHOOL PERFORMANCE IN  
ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE  
AND  
ANALYSIS OF STUDENT SUBGROUP PERFORMANCE  
for  
Webster-Schroeder High School  
in  
Webster Central School District**

**February 2005**

# THE UNIVERSITY OF THE STATE OF NEW YORK

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The *New York State School Report Card* is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on student performance and other measures of school and district performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and services to students.

The *New York State School Report Card* consists of three parts: the *Overview of School Performance in English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance*, the *Comprehensive Information Report*, and the *Accountability Status Report*. The *Overview and Analysis* presents performance data on measures required by the federal No Child Left Behind Act: English, mathematics, science, and graduation rate. Performance data on other State assessments can be found in the *Comprehensive Information Report*. The *Accountability Status Report* provides information as to whether a school is making adequate progress toward enabling all students to achieve proficiency in English and mathematics.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the foundation knowledge they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

In the *Overview*, performance on the elementary- and middle-level assessments in English language arts, mathematics, and science is reported in terms of mean scores and the percentage of students scoring at each of the four levels. These levels indicate performance on the standards from seriously deficient to advanced proficiency. Regents examination scores are reported in four score ranges. Scores of 65 to 100 are passing; scores of 55 to 64 earn credit toward a local diploma (with the approval of the local board of education). Though each elementary- and middle-level assessment is administered to students in a specific grade, secondary-level assessments are taken by students when they complete the coursework for the core curriculum. Therefore, the performance of students at the secondary level is measured for a student cohort rather than a group of students at a particular grade level. Students are grouped in cohorts according to the year in which they first entered grade 9.

The assessment data in the *Overview and Analysis* are for all tested students in the school, including general-education students and students with disabilities. In the *Overview*, each school's performance is compared with that of schools similar in grade level, district resources, and student needs as indicated by income and limited English proficiency (LEP) status. Each district's performance is compared with that of all public schools statewide. In the *Analysis*, performance is disaggregated by race/ethnicity, disability status, gender, LEP status, income level, and migrant status.

Explanations of terms referred to or symbols used in this part of the school report card may be found in the glossary on the last page. Further information on the school report card may be found in the guide, *Understanding Your School Report Card: February 2005*, available on the Information and Reporting Services Web site at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

# Overview of School Performance in English Language Arts, Mathematics, and Science

## School Profile

Principal: Joseph Pustulka		Phone: (585)671-1880
<b>Organization</b> <b>2003–04</b>	Grade Range	Student Enrollment
	9-12	1477

<b>2002–03 School District-wide Total Expenditure per Pupil</b>	\$12,428
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<b>Similar Schools Group</b>	This school is in Similar Schools Group 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.
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### 2003–04 Core Classes Taught by Highly Qualified Teachers\*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
411	98%

\*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

### 2003–04 Teachers with No Valid Teaching Certificate\*

Total Number of Teachers	Percent with No Valid Teaching Certificate
122	2%

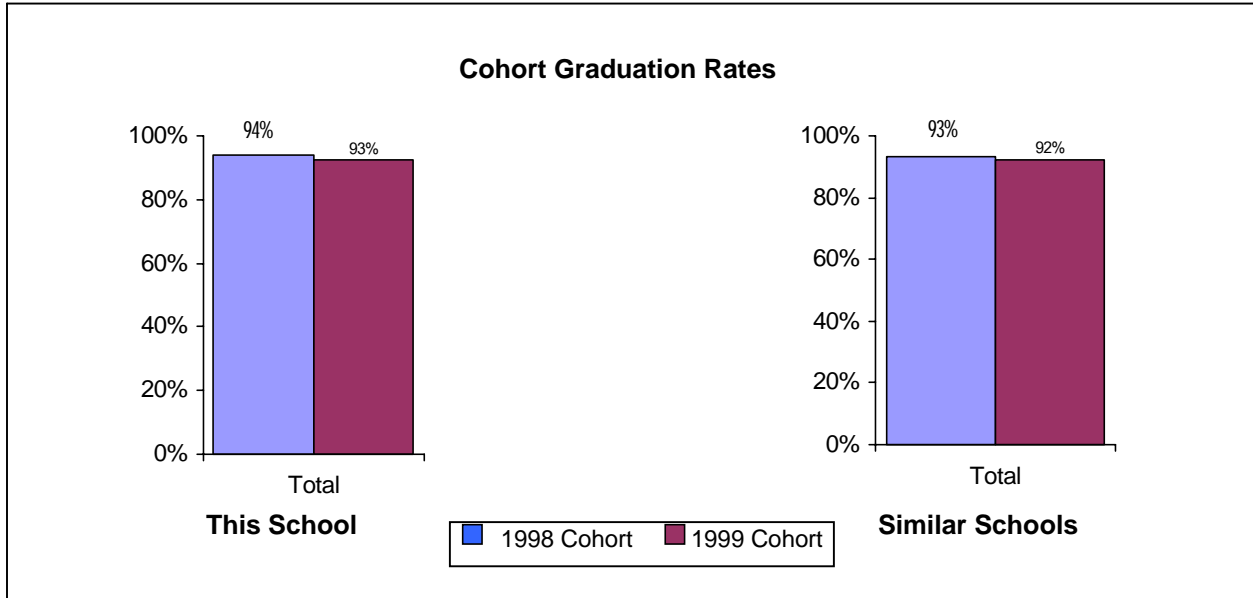
\*Includes teachers with a modified temporary license.





## Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31<sup>st</sup> of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the 1998 and 1999 school accountability cohort for English and mathematics.



Cohort Graduation Rates				
	Cohort Members* (a)	Transfers to GED (b)	Graduation Rate Cohort Members (a+b)	Number Graduated
1998 Cohort	592	11	603	568
1999 Cohort	586	33	619	573

\*Count as of August 31<sup>st</sup> of the fourth year after first entering grade 9.

## Analysis of Student Subgroup Performance

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title I of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title I are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.”

This section of the school report card provides performance data for two years by racial/ethnic group, disability status, gender, English proficiency status, income level, and migrant status. The purpose of the student subgroup analyses is to determine if students who perform below the standards in any school tend to fall into particular groups, such as minority students, limited English proficient students, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the school and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction, and student support services to remedy these performance gaps. If your school did not report data for the 2003–04 school year for a subject and grade, a table showing data for subgroups in that subject and grade will not be included in the *Analysis*.



## 1999 and 2000 High School Cohorts

General-education students who first entered ninth grade in 1999 or 2000 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with district board of education approval) may qualify for a local diploma by earning a score of 55–64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain students with a Section 504 Accommodation Plan may qualify for a local diploma by passing Regents competency tests. The data in these tables show the performance of the cohorts as of June 30<sup>th</sup> of the fourth year after first entering grade 9.

### Performance on the English Assessment Requirement for Graduation after Four Years of High School

Student Subgroup	1999 Cohort					2000 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Pass-ed RCTs			Regents		Pass-ed RCTs	
		55–64	65–100				55–64	65–100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	0	0%	1	s	s	s	s
Black	5	s	s	s	s	5	0	2	0	40%
Hispanic	2	s	s	s	s	2	s	s	s	s
Asian or Pacific Islander	9	0	8	0	89%	4	s	s	s	s
White	615	34	528	1	92%	315	14	280	0	93%
Total	631	36	540	1	91%	327	14	288	0	92%
Small Group Totals (s)	7	2	4	0	86%	7	0	6	0	86%
<b>Results by Disability Status</b>										
General-education students	617	33	535	0	92%	282	4	263	0	95%
Students with disabilities	14	3	5	1	64%	45	10	25	0	78%
Total	631	36	540	1	91%	327	14	288	0	92%
<b>Results by Gender</b>										
Female	307	15	271	1	93%	167	5	152	0	94%
Male	324	21	269	0	90%	160	9	136	0	91%
Total	631	36	540	1	91%	327	14	288	0	92%
<b>Results by English Proficiency Status</b>										
English proficient	631	36	540	1	91%	322	14	284	0	93%
Limited English proficient	0	0	0	0	0%	5	0	4	0	80%
Total	631	36	540	1	91%	327	14	288	0	92%
<b>Results by Income Level</b>										
Economically disadvantaged	44	5	26	0	70%	15	1	10	0	73%
Not disadvantaged	587	31	514	1	93%	312	13	278	0	93%
Total	631	36	540	1	91%	327	14	288	0	92%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	631	36	540	1	91%	327	14	288	0	92%
Total	631	36	540	1	91%	327	14	288	0	92%

**Performance on the Mathematics Assessment Requirement  
for Graduation after Four Years of High School**

Student Subgroup	1999 Cohort					2000 Cohort				
	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Pass-ed RCTs			Regents		Pass-ed RCTs	
		55-64	65-100				55-64	65-100		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	0	0%	1	s	s	s	s
Black	5	s	s	s	s	5	0	4	1	100%
Hispanic	2	s	s	s	s	2	s	s	s	s
Asian or Pacific Islander	9	0	8	0	89%	4	s	s	s	s
White	615	22	542	2	92%	315	21	268	3	93%
Total	631	22	557	2	92%	327	21	276	4	92%
Small Group Totals (s)	7	0	7	0	100%	7	0	4	0	57%
<b>Results by Disability Status</b>										
General-education students	617	20	550	2	93%	282	17	250	0	95%
Students with disabilities	14	2	7	0	64%	45	4	26	4	76%
Total	631	22	557	2	92%	327	21	276	4	92%
<b>Results by Gender</b>										
Female	307	10	279	0	94%	167	8	146	1	93%
Male	324	12	278	2	90%	160	13	130	3	91%
Total	631	22	557	2	92%	327	21	276	4	92%
<b>Results by English Proficiency Status</b>										
English proficient	631	22	557	2	92%	322	20	272	4	92%
Limited English proficient	0	0	0	0	0%	5	1	4	0	100%
Total	631	22	557	2	92%	327	21	276	4	92%
<b>Results by Income Level</b>										
Economically disadvantaged	44	3	32	0	80%	15	1	10	1	80%
Not disadvantaged	587	19	525	2	93%	312	20	266	3	93%
Total	631	22	557	2	92%	327	21	276	4	92%
<b>Results by Migrant Status</b>										
Migrant family	0	0	0	0	0%	0	0	0	0	0%
Not migrant family	631	22	557	2	92%	327	21	276	4	92%
Total	631	22	557	2	92%	327	21	276	4	92%

## Cohort Graduation Rates

Students were counted as graduates if they earned a local diploma with or without a Regents endorsement by August 31<sup>st</sup> of the fourth year after first entering grade 9. The graduation-rate cohort includes students who transferred to general education development (GED) programs. These students were not counted in the district accountability cohort for English and mathematics.

Student Subgroup	1998 Cohort as of August 31, 2002		1999 Cohort as of August 31, 2003	
	Graduation Rate Cohort	Graduation Rate	Graduation Rate Cohort	Graduation Rate
<b>Results by Race/Ethnicity</b>				
American Indian/Alaskan Native	1	s	0	0%
Black	8	s	6	s
Hispanic	1	s	2	s
Asian or Pacific Islander	11	100%	9	100%
White	582	94%	602	93%
Total	603	94%	619	93%
Small Group Totals (s)	10	100%	8	88%
<b>Results by Disability Status</b>				
General-education students	591	95%	602	94%
Students with disabilities	12	58%	17	47%
Total	603	94%	619	93%
<b>Results by Gender</b>				
Female	315	97%	307	94%
Male	288	91%	312	91%
Total	603	94%	619	93%
<b>Results by English Proficiency Status</b>				
English proficient	603	94%	619	93%
Limited English proficient	0	0%	0	0%
Total	603	94%	619	93%
<b>Results by Income Level</b>				
Economically disadvantaged	2	s	35	86%
Not disadvantaged	601	s	584	93%
Total	603	94%	619	93%
<b>Results by Migrant Status</b>				
Migrant family	0	0%	0	0%
Not migrant family	603	94%	619	93%
Total	603	94%	619	93%

## Glossary

**Accountability Cohort:** An accountability cohort is all students, regardless of grade status, who were enrolled in school on BEDS day two years after the year in which they first entered grade 9, or, in the case of ungraded students with disabilities, the year in which they reached their seventeenth birthday. (For example, the 1999 accountability cohort consists of all students who first entered grade 9 in the fall of 1999 who were enrolled on October 3, 2001). Certain students are not included in the school accountability cohort. Cohort is defined in Section 100.2 (p) (8) of the Commissioner's Regulations.

**Component Retests:** Component retests were offered in Regents English and Mathematics A to certain students who were at risk of not meeting the State learning standards. Component retesting is the process by which a student who has failed a Regents examination in English or Mathematics A twice is retested only on the areas of the learning standards in which the student has been proven deficient. Component retesting eliminates the need for the student to retake the full Regents examination multiple times. Students who earn credit through component retesting are counted as if they scored in the 55–64 range or in the 65–84 range on the Regents examination, as determined by the component retest results.

**Counts of Students Tested:** "Counts of Students Tested" includes only students who completed sufficient test questions to receive a score.

**Graduation-Rate Cohort:** Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a general education development (GED) program.

**Limited English Proficient (LEP) Students:** Schools provide special English instruction to students for whom English is a second language so they can participate effectively in the academic program. In 2002–03 and in previous years, students were considered LEP if, by reason of foreign birth or ancestry, they spoke a language other than English and (1) either understood and spoke little or no English or (2) scored at or below the 40<sup>th</sup> percentile on an English language assessment instrument. Beginning in 2003–04, students are considered LEP if, by reason of foreign birth or ancestry, they speak a language other than English and (1) either understand and speak little or no English or (2) score below a state-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT). The United States Department of Education has approved the use of the NYSESLAT as the required measure of language arts proficiency for LEP students in grades 4 and 8 who have attended school in the United States (not including Puerto Rico) for fewer than three consecutive years and for LEP students who have attended for four or five years and have received an exemption from the general assessment requirement.

**New York State Alternate Assessment (NYSAA):** The district Committee on Special Education designates students with severe disabilities who meet criteria established in Commissioner's Regulations to take the New York State Alternate Assessment (NYSAA).

**Student Confidentiality/Suppressed Data (# and s):** To ensure student confidentiality, the Department does *not* publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. In the *Overview*, the pound character (#) appears when fewer than five students in a group were tested. In the *Analysis*, when fewer than five students in a group (e.g., Hispanic) were tested, percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. Suppressed data are indicated with an (s). However, the performance of tested students in these groups is aggregated and shown in the Small Group Total row.

**Validity and Reliability of Small Group Data:** It is important that programmatic decisions are based on valid and reliable data. Data for fewer than 30 students in a group may be neither valid nor reliable. If a school does not have 30 students in a grade or a subgroup in a given year, the school should evaluate results for students in this group over a period of years to make programmatic decisions.