New York State School Report Card
Comprehensive Information Report

BEDS Code: 21-19-01-02-0001 Grade Range : K-12
Name: Town Of Webb School
Principal: Marie Schoonover

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	25	20	17
First	33	22	20
Second	22	29	22
Third	25	23	29
Fourth	27	23	23
Fifth	32	28	19
Sixth	33	33	29
Ungraded Elementary	0	0	0
Seventh	47	37	37
Eighth	26	46	37
Ninth	38	26	48
Tenth	35	36	25
Eleventh	38	33	34
Twelfth	34	40	36
Ungraded Secondary	0	0	0
Total K-12 Enrollment	415	396	376

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	4	1.0%	2	0.5%	2	0.5%
Black (Not Hispanic)	3	0.7%	4	1.0%	5	1.3%
Hispanic	5	1.2%	6	1.5%	5	1.3%
White (Not Hispanic)	403	97.1%	384	97.0%	364	96.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	13	10	17
Common Branch	15	15	12
English Grade 8	26	0	18
Mathematics Grade 8	19	14	0
Science Grade 8	22	14	19
Social Studies Grade 8	11	15	18
English Grade 10	18	19	14
Mathematics Grade 10	6	32	9
Science Grade 10	20	21	9
Social Studies Grade 10	21	0	0

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	69	16.6%	67	16.9%	65	17.3%

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		94.4%		94.3%		95.3%
Student Suspensions	7	1.6%	15	3.6%	16	4.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.2%	4.3%	4.5%
Public Assistance	11-20%	21-30%	21-30%
Student Stability	100%	98%	100%

Staff Counts

Staff	2002–2003
Total Teachers	43
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	29	17	59%	37	29	78%	32	18	56%
Students with Disabilities	3	0	0%	0	0	0%	2	0	0%
All Students	32	17	53%	37	29	78%	34	18	53%

*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	14	12	3	0	0	5
Percent	41%	35%	9%	0%	0%	15%

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)
2	0	1	3

*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			1		2	
	Entered GED Program*			0		0	
	Total Noncompleters			1		2	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	3	2.1%	1	0.7%	2	1.4%
	Entered GED Program*	1	0.7%	0	0.0%	0	0.0%
	Total Noncompleters	4	2.8%	1	0.7%	2	1.4%

*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	90
	Number of Students with Disabilities		0	13
	Number of All Students		0	103
	Percent of Enrollment		0%	100%
9–12	Number of General-Education Students		0	133
	Number of Students with Disabilities		0	10
	Number of All Students		0	143
	Percent of Enrollment		0%	100%

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%	13	100%	15	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	14	86%	32	97%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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%	1	#	2	#
Science	1	#	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	2	#	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	2	#	1	#
Writing	0	0%	2	#	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	41	35	37	2	1	2
Number Scoring 55–100	38	29	34	#	#	#
Number Scoring 65–100	36	25	25	#	#	#
Number Scoring 85–100	10	9	10	#	#	#
Percentage of Tested Scoring 55–100	93%	83%	92%	#	#	#
Percentage of Tested Scoring 65–100	88%	71%	68%	#	#	#
Percentage of Tested Scoring 85–100	24%	26%	27%	#	#	#
Mathematics A						
Number Tested	0	23	38	0	1	1
Number Scoring 55–100	0	17	33	0	#	#
Number Scoring 65–100	0	9	26	0	#	#
Number Scoring 85–100	0	0	5	0	#	#
Percentage of Tested Scoring 55–100	0%	74%	87%	0%	#	#
Percentage of Tested Scoring 65–100	0%	39%	68%	0%	#	#
Percentage of Tested Scoring 85–100	0%	0%	13%	0%	#	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	13	0	0	0
Number Scoring 55–100	0	0	10	0	0	0
Number Scoring 65–100	0	0	6	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	77%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	46%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	39	36	26	2	1	0
Number Scoring 55–100	37	34	25	#	#	0
Number Scoring 65–100	27	32	25	#	#	0
Number Scoring 85–100	9	6	13	#	#	0
Percentage of Tested Scoring 55–100	95%	94%	96%	#	#	0%
Percentage of Tested Scoring 65–100	69%	89%	96%	#	#	0%
Percentage of Tested Scoring 85–100	23%	17%	50%	#	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	39	36	38	2	1	2
Number Scoring 55–100	36	34	37	#	#	#
Number Scoring 65–100	33	32	36	#	#	#
Number Scoring 85–100	17	8	11	#	#	#
Percentage of Tested Scoring 55–100	92%	94%	97%	#	#	#
Percentage of Tested Scoring 65–100	85%	89%	95%	#	#	#
Percentage of Tested Scoring 85–100	44%	22%	29%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	33	41	25	2	1	0
Number Scoring 55–100	33	41	25	#	#	0
Number Scoring 65–100	32	40	24	#	#	0
Number Scoring 85–100	8	14	11	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	97%	98%	96%	#	#	0%
Percentage of Tested Scoring 85–100	24%	34%	44%	#	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	38	29	44	0	0	2
Number Scoring 55–100	38	29	43	0	0	#
Number Scoring 65–100	38	28	41	0	0	#
Number Scoring 85–100	20	14	22	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	97%	93%	0%	0%	#
Percentage of Tested Scoring 85–100	53%	48%	50%	0%	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		16	14		0	0
Number Scoring 55–100		15	14		0	0
Number Scoring 65–100		15	14		0	0
Number Scoring 85–100		4	7		0	0
Percentage of Tested Scoring 55–100		94%	100%		0%	0%
Percentage of Tested Scoring 65–100		94%	100%		0%	0%
Percentage of Tested Scoring 85–100		25%	50%		0%	0%
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	7	5	9	0	0	0
Number Scoring 55–100	7	5	8	0	0	0
Number Scoring 65–100	7	5	8	0	0	0
Number Scoring 85–100	2	3	5	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 85–100	29%	60%	56%	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	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 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	16	16	9	0	0	0
Number Scoring 55–100	16	15	9	0	0	0
Number Scoring 65–100	16	15	9	0	0	0
Number Scoring 85–100	11	9	3	0	0	0
Percentage of Tested Scoring 55–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	69%	56%	33%	0%	0%	0%
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	37	5	0	3	0	0
Number Scoring 55–100	36	5	0	#	0	0
Number Scoring 65–100	33	4	0	#	0	0
Number Scoring 85–100	12	0	0	#	0	0
Percentage of Tested Scoring 55–100	97%	100%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	89%	80%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	32%	0%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	28	22	3	0	0	0
Number Scoring 55–100	22	16	#	0	0	0
Number Scoring 65–100	18	13	#	0	0	0
Number Scoring 85–100	5	6	#	0	0	0
Percentage of Tested Scoring 55–100	79%	73%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	64%	59%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	18%	27%	#	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	**% Passing**	**No. Tested**	**% Passing**	**No. Tested**	**% Passing**
General-Education Students	14	100%	11	100%	16	100%
Students with Disabilities	4	#	3	#	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	19	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	20	0%	0%	50%	50%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	33	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	37	3%	22%	68%	8%

(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	33	33	33	2	2	2	35	35	35
Number Scoring 55–64	#	#	#	#	#	#	5	2	1
Number Scoring 65–84	#	#	#	#	#	#	21	22	24
Number Scoring 85–100	#	#	#	#	#	#	8	7	9
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)