

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-08-01-06-0006

Grade Range : 9-12

Name: Westlake High School

Principal: Frank Viteritti

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	143	123	133
Tenth	126	130	126
Eleventh	131	147	131
Twelfth	139	126	149
Ungraded Secondary	0	2	0
Total K-12 Enrollment	539	528	539

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	18	3.3%	18	3.4%	21	3.9%
Black (Not Hispanic)	3	0.6%	2	0.4%	4	0.7%
Hispanic	12	2.2%	23	4.4%	25	4.6%
White (Not Hispanic)	506	93.9%	485	91.9%	489	90.7%

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	19	16	21
Science Grade 8	0	0	0
Social Studies Grade 8	0	25	0
English Grade 10	18	17	17
Mathematics Grade 10	22	17	12
Science Grade 10	21	19	19
Social Studies Grade 10	20	17	18

(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	6	1.1%	5	0.9%	9	1.7%
Eligible for Free Lunch	27	5.0%	31	5.9%	11	2.0%

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		96.5%		89.7%		96.3%
Student Suspensions	4	0.7%	66	12.2%	24	4.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.6%	1.3%	1.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	98%	84%

Staff Counts

Staff	2002–2003
Total Teachers	57
Total Other Professional Staff	10
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	117	74	63%	104	83	80%	115	99	86%
Students with Disabilities	17	12	71%	14	7	50%	22	9	41%
All Students	134	86	64%	118	90	76%	137	108	79%

*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	105	25	0	1	5	1
Percent	77%	18%	0%	1%	4%	1%

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)
22	9	3	25

*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		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			0		0	
	Total Noncompleters			3		0	
All Students	Dropped Out	3	0.6%	4	0.8%	1	0.2%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	3	0.6%	4	0.8%	1	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		89	444
	Number of Students with Disabilities		0	89
	Number of All Students		89	533
	Percent of Enrollment		17%	99%

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%	0	0%	5	100%
Science	0	0%	0	0%	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	5	100%	22	91%
Science	0	0%	4	#	3	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	3	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	118	147	127	19	22	23
Number Scoring 55–100	118	145	123	19	22	23
Number Scoring 65–100	117	143	120	19	21	22
Number Scoring 85–100	57	90	67	3	6	3
Percentage of Tested Scoring 55–100	100%	99%	97%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	97%	94%	100%	95%	96%
Percentage of Tested Scoring 85–100	48%	61%	53%	16%	27%	13%
Mathematics A						
Number Tested	0	113	110	0	9	13
Number Scoring 55–100	0	111	101	0	9	11
Number Scoring 65–100	0	108	97	0	9	10
Number Scoring 85–100	0	47	24	0	2	0
Percentage of Tested Scoring 55–100	0%	98%	92%	0%	100%	85%
Percentage of Tested Scoring 65–100	0%	96%	88%	0%	100%	77%
Percentage of Tested Scoring 85–100	0%	42%	22%	0%	22%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	68	0	0	2
Number Scoring 55–100	0	0	54	0	0	#
Number Scoring 65–100	0	0	50	0	0	#
Number Scoring 85–100	0	0	18	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	79%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	74%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	26%	0%	0%	#
Global History and Geography						
Number Tested	154	126	121	18	24	17
Number Scoring 55–100	153	126	119	18	24	17
Number Scoring 65–100	152	125	118	18	24	17
Number Scoring 85–100	75	47	63	3	5	8
Percentage of Tested Scoring 55–100	99%	100%	98%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	99%	98%	100%	100%	100%
Percentage of Tested Scoring 85–100	49%	37%	52%	17%	21%	47%
U.S. History and Government (first administered June 2001)						
Number Tested	124	147	129	20	22	23
Number Scoring 55–100	120	146	127	17	22	23
Number Scoring 65–100	114	138	125	15	21	23
Number Scoring 85–100	70	61	79	8	3	5
Percentage of Tested Scoring 55–100	97%	99%	98%	85%	100%	100%
Percentage of Tested Scoring 65–100	92%	94%	97%	75%	95%	100%
Percentage of Tested Scoring 85–100	56%	41%	61%	40%	14%	22%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	118	176	158	10	28	39
Number Scoring 55–100	117	176	152	10	28	37
Number Scoring 65–100	114	173	148	10	27	34
Number Scoring 85–100	20	38	47	1	1	2
Percentage of Tested Scoring 55–100	99%	100%	96%	100%	100%	95%
Percentage of Tested Scoring 65–100	97%	98%	94%	100%	96%	87%
Percentage of Tested Scoring 85–100	17%	22%	30%	10%	4%	5%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	151	17	1	18	14	0
Number Scoring 55–100	141	15	#	15	12	0
Number Scoring 65–100	132	13	#	13	10	0
Number Scoring 85–100	84	1	#	6	0	0
Percentage of Tested Scoring 55–100	93%	88%	#	83%	86%	0%
Percentage of Tested Scoring 65–100	87%	76%	#	72%	71%	0%
Percentage of Tested Scoring 85–100	56%	6%	#	33%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		94	157		7	10
Number Scoring 55–100		86	132		7	8
Number Scoring 65–100		65	98		3	5
Number Scoring 85–100		13	16		0	0
Percentage of Tested Scoring 55–100		91%	84%		100%	80%
Percentage of Tested Scoring 65–100		69%	62%		43%	50%
Percentage of Tested Scoring 85–100		14%	10%		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	20	0	0	0	0	0
Number Scoring 55–100	19	0	0	0	0	0
Number Scoring 65–100	19	0	0	0	0	0
Number Scoring 85–100	15	0	0	0	0	0
Percentage of Tested Scoring 55–100	95%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	75%	0%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	38	35	31	1	1	0
Number Scoring 55–100	38	35	31	#	#	0
Number Scoring 65–100	36	35	31	#	#	0
Number Scoring 85–100	22	22	16	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	95%	100%	100%	#	#	0%
Percentage of Tested Scoring 85–100	58%	63%	52%	#	#	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	68	63	69	1	2	2
Number Scoring 55–100	67	63	69	#	#	#
Number Scoring 65–100	66	63	69	#	#	#
Number Scoring 85–100	50	43	57	#	#	#
Percentage of Tested Scoring 55–100	99%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	97%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	74%	68%	83%	#	#	#
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	110	3	1	9	0	0
Number Scoring 55–100	100	#	#	7	0	0
Number Scoring 65–100	93	#	#	7	0	0
Number Scoring 85–100	53	#	#	3	0	0
Percentage of Tested Scoring 55–100	91%	#	#	78%	0%	0%
Percentage of Tested Scoring 65–100	85%	#	#	78%	0%	0%
Percentage of Tested Scoring 85–100	48%	#	#	33%	0%	0%
Sequential Mathematics, Course III						
Number Tested	115	88	5	8	9	1
Number Scoring 55–100	109	77	3	7	9	#
Number Scoring 65–100	102	71	1	5	8	#
Number Scoring 85–100	60	42	0	3	1	#
Percentage of Tested Scoring 55–100	95%	88%	60%	88%	100%	#
Percentage of Tested Scoring 65–100	89%	81%	20%	62%	89%	#
Percentage of Tested Scoring 85–100	52%	48%	0%	38%	11%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	9	100%	4	#
Students with Disabilities	0	0%	8	100%	5	80%

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	1	#	#	#	#
Social Studies	0	1	#	#	#	#
Mathematics	0	1	#	#	#	#
Science	1	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	118	118	118	23	23	23	141	141	141
Number Scoring 55–64	0	4	1	0	1	1	0	5	2
Number Scoring 65–84	52	58	55	19	18	18	71	76	73
Number Scoring 85–100	65	55	60	4	4	3	69	59	63
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)