

New York State School Report Card

Comprehensive Information Report

BEDS Code: 15-16-01-04-0001
 Name: Westport Central School
 Principal: Karen Kearns

Grade Range : K-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	19	14	19
First	9	13	15
Second	14	13	19
Third	22	14	7
Fourth	21	22	17
Fifth	14	22	19
Sixth	32	19	21
Ungraded Elementary	1	0	0
Seventh	29	29	16
Eighth	20	29	29
Ninth	21	19	25
Tenth	22	20	20
Eleventh	24	24	19
Twelfth	21	24	25
Ungraded Secondary	2	0	0
Total K-12 Enrollment	271	262	251

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	8	3.0%	1	0.4%	1	0.4%
Black (Not Hispanic)	0	0.0%	0	0.0%	0	0.0%
Hispanic	3	1.1%	4	1.5%	6	2.4%
White (Not Hispanic)	260	95.9%	257	98.1%	244	97.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	14	19
Common Branch	13	13	15
English Grade 8	20	29	28
Mathematics Grade 8	0	27	19
Science Grade 8	19	23	29
Social Studies Grade 8	19	15	28
English Grade 10	22	19	22
Mathematics Grade 10	0	6	15
Science Grade 10	24	20	21
Social Studies Grade 10	20	20	20

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	67	24.7%	42	16.0%	34	13.6%

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		94.0%		97.0%		95.2%
Student Suspensions	5	1.8%	2	0.7%	6	2.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	15.5%	11.5%	13.2%
Public Assistance	1-10%	11-20%	21-30%
Student Stability	100%	96%	88%

Staff Counts

Staff	2003-04
Total Teachers	28
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	20	14	70%	23	14	61%	19	14	74%
Students with Disabilities	1	1	100%	0	0	0%	4	1	25%
All Students	21	15	71%	23	14	61%	23	15	65%

*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	13	4	0	0	6	0
Percent	57%	17%	0%	0%	26%	0%

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)
4	1	1	5

*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	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	0	0.0%	0	0.0%

*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)

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%	3	#
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	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	0	0%	0	0%	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	5	100%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	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	22	22	18	0	2	2
Number Scoring 55–100	22	22	18	0	#	#
Number Scoring 65–100	21	21	18	0	#	#
Number Scoring 85–100	13	13	11	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	95%	95%	100%	0%	#	#
Percentage of Tested Scoring 85–100	59%	59%	61%	0%	#	#
Mathematics A						
Number Tested	0	16	16	0	0	2
Number Scoring 55–100	0	16	16	0	0	#
Number Scoring 65–100	0	16	16	0	0	#
Number Scoring 85–100	0	9	4	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	56%	25%	0%	0%	#
Mathematics B						
Number Tested	0	0	12	0	0	0
Number Scoring 55–100	0	0	10	0	0	0
Number Scoring 65–100	0	0	10	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	83%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	25%	0%	0%	0%
Global History and Geography						
Number Tested	21	20	19	2	2	2
Number Scoring 55–100	21	20	19	#	#	#
Number Scoring 65–100	19	17	19	#	#	#
Number Scoring 85–100	9	11	14	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	90%	85%	100%	#	#	#
Percentage of Tested Scoring 85–100	43%	55%	74%	#	#	#
U.S. History and Government						
Number Tested	26	23	18	1	2	3
Number Scoring 55–100	23	23	17	#	#	#
Number Scoring 65–100	22	22	17	#	#	#
Number Scoring 85–100	8	13	12	#	#	#
Percentage of Tested Scoring 55–100	88%	100%	94%	#	#	#
Percentage of Tested Scoring 65–100	85%	96%	94%	#	#	#
Percentage of Tested Scoring 85–100	31%	57%	67%	#	#	#

(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	19	18	19	2	2	2
Number Scoring 55–100	19	17	19	#	#	#
Number Scoring 65–100	19	17	19	#	#	#
Number Scoring 85–100	11	11	12	#	#	#
Percentage of Tested Scoring 55–100	100%	94%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	94%	100%	#	#	#
Percentage of Tested Scoring 85–100	58%	61%	63%	#	#	#
Physical Setting/Earth Science						
Number Tested	18	19	22	2	2	3
Number Scoring 55–100	17	19	20	#	#	#
Number Scoring 65–100	16	19	18	#	#	#
Number Scoring 85–100	9	14	8	#	#	#
Percentage of Tested Scoring 55–100	94%	100%	91%	#	#	#
Percentage of Tested Scoring 65–100	89%	100%	82%	#	#	#
Percentage of Tested Scoring 85–100	50%	74%	36%	#	#	#
Physical Setting/Chemistry						
Number Tested	15	15	12	0	0	0
Number Scoring 55–100	15	13	10	0	0	0
Number Scoring 65–100	14	11	10	0	0	0
Number Scoring 85–100	3	3	4	0	0	0
Percentage of Tested Scoring 55–100	100%	87%	83%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	73%	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	20%	20%	33%	0%	0%	0%
Physical Setting/Physics						
Number Tested			9			0
Number Scoring 55–100			8			0
Number Scoring 65–100			7			0
Number Scoring 85–100			2			0
Percentage of Tested Scoring 55–100			89%			0%
Percentage of Tested Scoring 65–100			78%			0%
Percentage of Tested Scoring 85–100			22%			0%

* 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	25	10	15	1	0	0
Number Scoring 55–100	23	9	15	#	0	0
Number Scoring 65–100	18	8	13	#	0	0
Number Scoring 85–100	3	4	5	#	0	0
Percentage of Tested Scoring 55–100	92%	90%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	72%	80%	87%	#	0%	0%
Percentage of Tested Scoring 85–100	12%	40%	33%	#	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	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 Latin						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	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	22	16	0	2	0	0
Number Scoring 55-100	21	13	0	#	0	0
Number Scoring 65-100	19	13	0	#	0	0
Number Scoring 85-100	10	6	0	#	0	0
Percentage of Tested Scoring 55-100	95%	81%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	86%	81%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	45%	38%	0%	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	14	100%	18	94%	19	100%
Students with Disabilities	2	#	2	#	3	#

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	14	0%	14%	64%	21%
	Students with Disabilities	5	0%	40%	40%	20%
	All Students	19	0%	21%	58%	21%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	27	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	30	3%	30%	50%	17%

(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	19	19	19	6	6	6	25	25	25
Number Scoring 55–64	1	0	0	0	0	0	1	0	0
Number Scoring 65–84	6	5	7	2	2	3	8	7	10
Number Scoring 85–100	11	12	12	0	1	1	11	13	13
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)