

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-09-02-02-0000  
 Name: Westhampton Beach Union Free School District  
 Superintendent: Lynn Schwartz

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	77	76	76
First	67	80	67
Second	67	65	82
Third	77	71	71
Fourth	71	76	69
Fifth	64	69	80
Sixth	76	68	67
Ungraded Elementary	0	2	0
Seventh	174	196	170
Eighth	163	159	191
Ninth	193	211	199
Tenth	244	236	209
Eleventh	281	245	203
Twelfth	214	261	243
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1768	1815	1727

## 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	44	2.5%	41	2.3%	44	2.5%
Black (Not Hispanic)	105	5.9%	97	5.3%	91	5.3%
Hispanic	88	5.0%	104	5.7%	119	6.9%
White (Not Hispanic)	1531	86.6%	1573	86.7%	1473	85.3%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	18	18
Common Branch	19	18	19
English Grade 8	20	22	23
Mathematics Grade 8	23	22	18
Science Grade 8	22	22	23
Social Studies Grade 8	22	22	24
English Grade 10	22	24	17
Mathematics Grade 10	19	25	15
Science Grade 10	25	25	21
Social Studies Grade 10	20	22	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
NA	NA

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	38	2.2%	41	2.3%	44	2.6%
Eligible for Free Lunch	75	4.2%	99	5.5%	79	4.6%

**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		93.9%		94.2%		94.8%
Student Suspensions	92	5.2%	78	4.4%	97	5.3%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.7%	3.4%	3.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

**Staff Counts**

Staff	2003-04
Total Teachers	172
Total Other Professional Staff	26
Total Paraprofessionals	26
Teaching Out of Certification*	3

\*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	191	146	76%	233	180	77%	205	178	87%
Students with Disabilities	20	2	10%	20	5	25%	30	10	33%
All Students	211	148	70%	253	185	73%	235	188	80%

\*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	152	52	0	5	0	26
Percent	65%	22%	0%	2%	0%	11%

## 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)
30	10	1	31

\*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.
<b>General-Education Students</b>	Dropped Out	10		8		5	0.6%
	Entered GED Program*	6		0		0	0.0%
	Total Noncompleters	16		8		5	0.6%
<b>Students with Disabilities</b>	Dropped Out	5		3		1	0.6%
	Entered GED Program*	2		0		0	0.0%
	Total Noncompleters	7		3		1	0.6%
<b>All Students</b>	Dropped Out	15	1.6%	11	1.2%	6	0.6%
	Entered GED Program*	8	0.9%	0	0.0%	0	0.0%
	Total Noncompleters	23	2.5%	11	1.2%	6	0.6%

\*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	99%	100%	0%
2-3	100%	100%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	122	131	0
	Number of Students with Disabilities	13	14	0
	Number of All Students	135	145	0
	Percent of Enrollment	100%	100%	0%
6-8	Number of General-Education Students	124	140	268
	Number of Students with Disabilities	15	19	94
	Number of All Students	139	159	362
	Percent of Enrollment	34%	38%	85%
9-12	Number of General-Education Students	829	841	742
	Number of Students with Disabilities	103	112	111
	Number of All Students	932	953	853
	Percent of Enrollment	100%	100%	100%

## 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; completion 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	21	90%	24	96%	24	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	97	92%	100	99%	164	91%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	6	33%	13	100%	3	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	1	#
Science	1	#	0	0%	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	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
Mathematics	5	100%	22	91%	11	100%
Science	3	#	1	#	20	100%
Reading	1	#	0	0%	5	80%
Writing	0	0%	0	0%	5	100%
Global Studies	0	0%	4	#	3	#
U.S. Hist & Gov't	1	#	0	0%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	259	252	221	21	29	34
Number Scoring 55-100	256	245	217	21	26	30
Number Scoring 65-100	242	233	206	19	22	23
Number Scoring 85-100	121	104	106	1	1	1
Percentage of Tested Scoring 55-100	99%	97%	98%	100%	90%	88%
Percentage of Tested Scoring 65-100	93%	92%	93%	90%	76%	68%
Percentage of Tested Scoring 85-100	47%	41%	48%	5%	3%	3%
<b>Mathematics A</b>						
Number Tested	212	225	237	32	40	38
Number Scoring 55-100	196	214	231	23	34	33
Number Scoring 65-100	179	200	219	16	30	27
Number Scoring 85-100	63	62	89	2	6	5
Percentage of Tested Scoring 55-100	92%	95%	97%	72%	85%	87%
Percentage of Tested Scoring 65-100	84%	89%	92%	50%	75%	71%
Percentage of Tested Scoring 85-100	30%	28%	38%	6%	15%	13%
<b>Mathematics B</b>						
Number Tested	15	158	167	0	6	5
Number Scoring 55-100	15	135	146	0	6	5
Number Scoring 65-100	15	102	117	0	3	5
Number Scoring 85-100	6	8	34	0	0	2
Percentage of Tested Scoring 55-100	100%	85%	87%	0%	100%	100%
Percentage of Tested Scoring 65-100	100%	65%	70%	0%	50%	100%
Percentage of Tested Scoring 85-100	40%	5%	20%	0%	0%	40%
<b>Global History and Geography</b>						
Number Tested	261	244	227	35	32	38
Number Scoring 55-100	259	237	213	35	30	31
Number Scoring 65-100	242	210	193	28	20	22
Number Scoring 85-100	93	81	100	1	3	7
Percentage of Tested Scoring 55-100	99%	97%	94%	100%	94%	82%
Percentage of Tested Scoring 65-100	93%	86%	85%	80%	62%	58%
Percentage of Tested Scoring 85-100	36%	33%	44%	3%	9%	18%
<b>U.S. History and Government</b>						
Number Tested	256	268	209	26	31	32
Number Scoring 55-100	254	268	205	26	31	28
Number Scoring 65-100	244	263	196	25	30	25
Number Scoring 85-100	97	148	113	2	6	6
Percentage of Tested Scoring 55-100	99%	100%	98%	100%	100%	88%
Percentage of Tested Scoring 65-100	95%	98%	94%	96%	97%	78%
Percentage of Tested Scoring 85-100	38%	55%	54%	8%	19%	19%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	221	210	210	23	30	29
Number Scoring 55-100	221	209	208	23	29	28
Number Scoring 65-100	219	192	194	23	23	25
Number Scoring 85-100	78	56	69	2	2	2
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	97%	97%
Percentage of Tested Scoring 65-100	99%	91%	92%	100%	77%	86%
Percentage of Tested Scoring 85-100	35%	27%	33%	9%	7%	7%
<b>Physical Setting/Earth Science</b>						
Number Tested	177	208	212	37	33	31
Number Scoring 55-100	173	204	202	36	31	23
Number Scoring 65-100	157	189	186	29	26	16
Number Scoring 85-100	63	93	89	3	6	2
Percentage of Tested Scoring 55-100	98%	98%	95%	97%	94%	74%
Percentage of Tested Scoring 65-100	89%	91%	88%	78%	79%	52%
Percentage of Tested Scoring 85-100	36%	45%	42%	8%	18%	6%
<b>Physical Setting/Chemistry</b>						
Number Tested	161	204	166	2	4	3
Number Scoring 55-100	155	192	159	#	#	#
Number Scoring 65-100	126	143	120	#	#	#
Number Scoring 85-100	15	11	19	#	#	#
Percentage of Tested Scoring 55-100	96%	94%	96%	#	#	#
Percentage of Tested Scoring 65-100	78%	70%	72%	#	#	#
Percentage of Tested Scoring 85-100	9%	5%	11%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			94			1
Number Scoring 55-100			91			#
Number Scoring 65-100			86			#
Number Scoring 85-100			22			#
Percentage of Tested Scoring 55-100			97%			#
Percentage of Tested Scoring 65-100			91%			#
Percentage of Tested Scoring 85-100			23%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	52	38	28	1	0	0
Number Scoring 55-100	51	36	28	#	0	0
Number Scoring 65-100	47	35	28	#	0	0
Number Scoring 85-100	22	18	14	#	0	0
Percentage of Tested Scoring 55-100	98%	95%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	90%	92%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	42%	47%	50%	#	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	136	112	131	2	3	3
Number Scoring 55-100	135	109	128	#	#	#
Number Scoring 65-100	133	108	126	#	#	#
Number Scoring 85-100	73	56	73	#	#	#
Percentage of Tested Scoring 55-100	99%	97%	98%	#	#	#
Percentage of Tested Scoring 65-100	98%	96%	96%	#	#	#
Percentage of Tested Scoring 85-100	54%	50%	56%	#	#	#
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	204	146	2	4	7	0
Number Scoring 55-100	189	110	#	#	6	0
Number Scoring 65-100	182	78	#	#	3	0
Number Scoring 85-100	92	3	#	#	0	0
Percentage of Tested Scoring 55-100	93%	75%	#	#	86%	0%
Percentage of Tested Scoring 65-100	89%	53%	#	#	43%	0%
Percentage of Tested Scoring 85-100	45%	2%	#	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	44	100%	23	91%	25	96%
Students with Disabilities	27	100%	12	83%	21	90%

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
<b>Nov 2003</b>	General-Education Students	69	1%	3%	38%	58%
	Students with Disabilities	9	0%	0%	56%	44%
	All Students	78	1%	3%	40%	56%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	171	1%	17%	59%	23%
	Students with Disabilities	22	5%	77%	18%	0%
	All Students	193	1%	24%	54%	21%

(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
<b>Elementary Level</b>						
Social Studies	2	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	222	222	222	37	37	37	259	259	259
Number Scoring 55–64	5	1	2	7	1	2	12	2	4
Number Scoring 65–84	113	72	86	25	24	28	138	96	114
Number Scoring 85–100	91	136	128	1	4	2	92	140	130
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			10			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			2			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			10			0
Beginning (0-14)			2			0
Intermediate (15-24)			3			0
Advanced (25-32)			2			0
Proficient (33-35)			3			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 - K)

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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			6			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			1			0
Proficient (37-39)			3			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			6			0
Beginning (0-14)			2			0
Intermediate (15-24)			1			0
Advanced (25-32)			3			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			21			1
Beginning (0-18)			1			#
Intermediate (19-31)			4			#
Advanced (32-36)			6			#
Proficient (37-39)			10			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			20			1
Beginning (0-14)			1			#
Intermediate (15-24)			5			#
Advanced (25-32)			11			#
Proficient (33-35)			3			#

\*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)