

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-08-01-06-0006
 Name: Westlake High School
 Principal: Frank Viteritti

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	123	133	130
Tenth	130	126	141
Eleventh	147	131	127
Twelfth	126	149	128
Ungraded Secondary	2	0	0
Total K-12 Enrollment	528	539	526

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	18	3.4%	21	3.9%	21	4.0%
Black (Not Hispanic)	2	0.4%	4	0.7%	4	0.8%
Hispanic	23	4.4%	25	4.6%	20	3.8%
White (Not Hispanic)	485	91.9%	489	90.7%	481	91.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	16	21	0
Science Grade 8	0	0	0
Social Studies Grade 8	25	0	0
English Grade 10	17	17	17
Mathematics Grade 10	17	12	24
Science Grade 10	19	19	15
Social Studies Grade 10	17	18	17

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	1.0%	9	1.7%	6	1.1%
Eligible for Free Lunch	31	5.9%	11	2.0%	7	1.3%

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		89.7%		96.3%		96.2%
Student Suspensions	66	12.2%	24	4.6%	46	8.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.3%	1.3%	1.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	84%	99%

Staff Counts

Staff	2003-04
Total Teachers	53
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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	104	83	80%	115	99	86%	99	86	87%
Students with Disabilities	14	7	50%	22	9	41%	22	10	45%
All Students	118	90	76%	137	108	79%	121	96	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 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	80	33	1	0	5	2
Percent	66%	27%	1%	0%	4%	2%

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)
22	10	3	25

*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	1		1		4	0.9%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		1		4	0.9%
Students with Disabilities	Dropped Out	3		0		1	1.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	3		0		1	1.0%
All Students	Dropped Out	4	0.8%	1	0.2%	5	0.9%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	4	0.8%	1	0.2%	5	0.9%

*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	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	89	444	434
	Number of Students with Disabilities	0	89	92
	Number of All Students	89	533	526
	Percent of Enrollment	17%	99%	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; completer 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	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%	3	#

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%	1	#

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%	5	100%	2	#
Science	0	0%	2	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	22	91%	7	86%
Science	4	#	3	#	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	0	0%	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	147	127	128	22	23	20
Number Scoring 55-100	145	123	128	22	23	20
Number Scoring 65-100	143	120	128	21	22	20
Number Scoring 85-100	90	67	89	6	3	8
Percentage of Tested Scoring 55-100	99%	97%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	97%	94%	100%	95%	96%	100%
Percentage of Tested Scoring 85-100	61%	53%	70%	27%	13%	40%
Mathematics A						
Number Tested	113	110	152	9	13	23
Number Scoring 55-100	111	101	147	9	11	19
Number Scoring 65-100	108	97	143	9	10	15
Number Scoring 85-100	47	24	63	2	0	5
Percentage of Tested Scoring 55-100	98%	92%	97%	100%	85%	83%
Percentage of Tested Scoring 65-100	96%	88%	94%	100%	77%	65%
Percentage of Tested Scoring 85-100	42%	22%	41%	22%	0%	22%
Mathematics B						
Number Tested	0	68	85	0	2	1
Number Scoring 55-100	0	54	78	0	#	#
Number Scoring 65-100	0	50	70	0	#	#
Number Scoring 85-100	0	18	24	0	#	#
Percentage of Tested Scoring 55-100	0%	79%	92%	0%	#	#
Percentage of Tested Scoring 65-100	0%	74%	82%	0%	#	#
Percentage of Tested Scoring 85-100	0%	26%	28%	0%	#	#
Global History and Geography						
Number Tested	126	121	128	24	17	19
Number Scoring 55-100	126	119	127	24	17	18
Number Scoring 65-100	125	118	125	24	17	16
Number Scoring 85-100	47	63	51	5	8	2
Percentage of Tested Scoring 55-100	100%	98%	99%	100%	100%	95%
Percentage of Tested Scoring 65-100	99%	98%	98%	100%	100%	84%
Percentage of Tested Scoring 85-100	37%	52%	40%	21%	47%	11%
U.S. History and Government						
Number Tested	147	129	128	22	23	19
Number Scoring 55-100	146	127	125	22	23	19
Number Scoring 65-100	138	125	123	21	23	18
Number Scoring 85-100	61	79	75	3	5	7
Percentage of Tested Scoring 55-100	99%	98%	98%	100%	100%	100%
Percentage of Tested Scoring 65-100	94%	97%	96%	95%	100%	95%
Percentage of Tested Scoring 85-100	41%	61%	59%	14%	22%	37%

(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	176	158	140	28	39	26
Number Scoring 55-100	176	152	138	28	37	25
Number Scoring 65-100	173	148	134	27	34	23
Number Scoring 85-100	38	47	44	1	2	3
Percentage of Tested Scoring 55-100	100%	96%	99%	100%	95%	96%
Percentage of Tested Scoring 65-100	98%	94%	96%	96%	87%	88%
Percentage of Tested Scoring 85-100	22%	30%	31%	4%	5%	12%
Physical Setting/Earth Science						
Number Tested	17	1	24	14	0	11
Number Scoring 55-100	15	#	22	12	0	10
Number Scoring 65-100	13	#	21	10	0	9
Number Scoring 85-100	1	#	3	0	0	2
Percentage of Tested Scoring 55-100	88%	#	92%	86%	0%	91%
Percentage of Tested Scoring 65-100	76%	#	88%	71%	0%	82%
Percentage of Tested Scoring 85-100	6%	#	12%	0%	0%	18%
Physical Setting/Chemistry						
Number Tested	94	157	118	7	10	8
Number Scoring 55-100	86	132	109	7	8	7
Number Scoring 65-100	65	98	92	3	5	7
Number Scoring 85-100	13	16	17	0	0	1
Percentage of Tested Scoring 55-100	91%	84%	92%	100%	80%	88%
Percentage of Tested Scoring 65-100	69%	62%	78%	43%	50%	88%
Percentage of Tested Scoring 85-100	14%	10%	14%	0%	0%	12%
Physical Setting/Physics						
Number Tested			43			0
Number Scoring 55-100			43			0
Number Scoring 65-100			42			0
Number Scoring 85-100			18			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			98%			0%
Percentage of Tested Scoring 85-100			42%			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	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 Italian						
Number Tested	35	31	32	1	0	1
Number Scoring 55-100	35	31	32	#	0	#
Number Scoring 65-100	35	31	32	#	0	#
Number Scoring 85-100	22	16	28	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	63%	52%	88%	#	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	63	69	54	2	2	1
Number Scoring 55-100	63	69	54	#	#	#
Number Scoring 65-100	63	69	54	#	#	#
Number Scoring 85-100	43	57	44	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	68%	83%	81%	#	#	#
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	88	5	0	9	1	0
Number Scoring 55-100	77	3	0	9	#	0
Number Scoring 65-100	71	1	0	8	#	0
Number Scoring 85-100	42	0	0	1	#	0
Percentage of Tested Scoring 55-100	88%	60%	0%	100%	#	0%
Percentage of Tested Scoring 65-100	81%	20%	0%	89%	#	0%
Percentage of Tested Scoring 85-100	48%	0%	0%	11%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	9	100%	4	#	3	#
Students with Disabilities	8	100%	5	80%	2	#

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	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	101	101	101	22	22	22	123	123	123
Number Scoring 55–64	0	0	0	0	0	1	0	0	1
Number Scoring 65–84	56	28	47	16	17	16	72	45	63
Number Scoring 85–100	42	72	53	4	3	2	46	75	55
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
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			8			0
Beginning (0-18)			1			0
Intermediate (19-31)			2			0
Advanced (32-36)			4			0
Proficient (37-39)			1			0
Reading and Writing (Grade 9-12)						
Number Tested			8			0
Beginning (0-14)			1			0
Intermediate (15-24)			2			0
Advanced (25-32)			5			0
Proficient (33-35)			0			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 - L)