

New York State School Report Card Comprehensive Information Report

BEDS Code: 06-29-01-04-0002

Grade Range : 9-12

Name: Westfield High School

Principal: Catherine Oldenburg

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	76	87	94
Tenth	77	62	80
Eleventh	74	71	68
Twelfth	71	69	70
Ungraded Secondary	17	0	0
Total K-12 Enrollment	315	289	312

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	2	0.6%	3	1.0%	5	1.6%
Black (Not Hispanic)	2	0.6%	2	0.7%	2	0.6%
Hispanic	4	1.3%	10	3.5%	13	4.2%
White (Not Hispanic)	307	97.5%	274	94.8%	292	93.6%

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	12	7	9
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	0	0	20
Mathematics Grade 10	14	18	1
Science Grade 10	19	0	18
Social Studies Grade 10	12	0	17

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
48	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the higher 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	2	0.6%	1	0.4%	1	0.3%
Eligible for Free Lunch	61	19.4%	81	28.0%	96	30.8%

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		95.4%		94.6%		95.5%
Student Suspensions	11	3.4%	6	1.9%	24	8.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.6%	11.1%	9.3%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	94%	97%	97%

Staff Counts

Staff	2002–2003
Total Teachers	21
Total Other Professional Staff	2
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	63	38	60%	58	42	72%	61	45	74%
Students with Disabilities	3	1	33%	5	0	0%	0	0	0%
All Students	66	39	59%	63	42	67%	61	45	74%

*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	25	28	1	2	5	0
Percent	41%	46%	2%	3%	8%	0%

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)
0	0	6	6

*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			6		5	
	Entered GED Program*			2		3	
	Total Noncompleters			8		8	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	8	2.5%	6	2.1%	6	1.9%
	Entered GED Program*	4	1.3%	2	0.7%	3	1.0%
	Total Noncompleters	12	3.8%	8	2.8%	9	2.9%

*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		254	160
	Number of Students with Disabilities		35	0
	Number of All Students		289	160
	Percent of Enrollment		100%	51%

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%	4	#	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%	2	#	4	#
Science	0	0%	0	0%	2	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	2	#	0	0%

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	70	62	65	4	1	2
Number Scoring 55–100	68	62	65	#	#	#
Number Scoring 65–100	62	56	63	#	#	#
Number Scoring 85–100	32	42	41	#	#	#
Percentage of Tested Scoring 55–100	97%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	89%	90%	97%	#	#	#
Percentage of Tested Scoring 85–100	46%	68%	63%	#	#	#
Mathematics A						
Number Tested	0	5	81	0	0	4
Number Scoring 55–100	0	1	78	0	0	#
Number Scoring 65–100	0	0	72	0	0	#
Number Scoring 85–100	0	0	19	0	0	#
Percentage of Tested Scoring 55–100	0%	20%	96%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	89%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	23%	0%	0%	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	37	78	108	2	2	12
Number Scoring 55–100	37	77	105	#	#	10
Number Scoring 65–100	36	75	102	#	#	9
Number Scoring 85–100	15	23	45	#	#	0
Percentage of Tested Scoring 55–100	100%	99%	97%	#	#	83%
Percentage of Tested Scoring 65–100	97%	96%	94%	#	#	75%
Percentage of Tested Scoring 85–100	41%	29%	42%	#	#	0%
U.S. History and Government (first administered June 2001)						
Number Tested	46	71	58	4	2	1
Number Scoring 55–100	44	71	58	#	#	#
Number Scoring 65–100	37	65	56	#	#	#
Number Scoring 85–100	26	34	32	#	#	#
Percentage of Tested Scoring 55–100	96%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	80%	92%	97%	#	#	#
Percentage of Tested Scoring 85–100	57%	48%	55%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	38	83	83	1	10	7
Number Scoring 55–100	38	83	81	#	10	5
Number Scoring 65–100	37	81	77	#	9	4
Number Scoring 85–100	17	36	35	#	1	0
Percentage of Tested Scoring 55–100	100%	100%	98%	#	100%	71%
Percentage of Tested Scoring 65–100	97%	98%	93%	#	90%	57%
Percentage of Tested Scoring 85–100	45%	43%	42%	#	10%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	20	64	68	0	1	7
Number Scoring 55–100	20	64	68	0	#	7
Number Scoring 65–100	20	63	67	0	#	6
Number Scoring 85–100	9	37	40	0	#	2
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	100%
Percentage of Tested Scoring 65–100	100%	98%	99%	0%	#	86%
Percentage of Tested Scoring 85–100	45%	58%	59%	0%	#	29%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		7	45		1	0
Number Scoring 55–100		7	40		#	0
Number Scoring 65–100		5	29		#	0
Number Scoring 85–100		0	6		#	0
Percentage of Tested Scoring 55–100		100%	89%		#	0%
Percentage of Tested Scoring 65–100		71%	64%		#	0%
Percentage of Tested Scoring 85–100		0%	13%		#	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	19	16	20	0	0	0
Number Scoring 55–100	19	16	20	0	0	0
Number Scoring 65–100	19	15	20	0	0	0
Number Scoring 85–100	15	4	8	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	79%	25%	40%	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	19	13	22	0	0	0
Number Scoring 55–100	19	13	22	0	0	0
Number Scoring 65–100	19	13	22	0	0	0
Number Scoring 85–100	17	9	10	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	89%	69%	45%	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	67	70	11	1	0	0
Number Scoring 55–100	58	64	10	#	0	0
Number Scoring 65–100	53	55	9	#	0	0
Number Scoring 85–100	26	20	2	#	0	0
Percentage of Tested Scoring 55–100	87%	91%	91%	#	0%	0%
Percentage of Tested Scoring 65–100	79%	79%	82%	#	0%	0%
Percentage of Tested Scoring 85–100	39%	29%	18%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	39	37	49	1	0	0
Number Scoring 55–100	35	36	39	#	0	0
Number Scoring 65–100	28	35	34	#	0	0
Number Scoring 85–100	13	21	15	#	0	0
Percentage of Tested Scoring 55–100	90%	97%	80%	#	0%	0%
Percentage of Tested Scoring 65–100	72%	95%	69%	#	0%	0%
Percentage of Tested Scoring 85–100	33%	57%	31%	#	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	29	97%	52	100%	75	91%
Students with Disabilities	6	83%	8	88%	14	57%

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	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	62	62	62	5	5	5	67	67	67
Number Scoring 55–64	0	2	0	0	0	0	0	2	0
Number Scoring 65–84	31	25	26	0	0	0	31	25	26
Number Scoring 85–100	27	31	33	0	0	0	27	31	33
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)