

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-04-01-03-0007

Grade Range : 9-12

Name: Westbury Senior High School

Principal: Manuel Arias

## 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	227	217	291
Tenth	267	233	228
Eleventh	195	259	222
Twelfth	203	169	249
Ungraded Secondary	71	98	64
Total K-12 Enrollment	963	976	1054

## 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	16	1.7%	15	1.5%	19	1.8%
Black (Not Hispanic)	617	64.1%	605	62.0%	623	59.1%
Hispanic	309	32.1%	344	35.2%	399	37.9%
White (Not Hispanic)	21	2.2%	12	1.2%	13	1.2%

## 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	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	14	14
Mathematics Grade 10	0	0	0
Science Grade 10	23	23	0
Social Studies Grade 10	21	24	22

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
45	All schools in this group are secondary level schools in urban or suburban 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	200	20.8%	183	18.8%	195	18.5%
Eligible for Free Lunch	453	47.0%	489	50.1%	526	49.9%

### 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		93.6%		92.7%		91.3%
Student Suspensions	118	12.9%	176	18.3%	185	19.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.2%	8.1%	7.3%
Public Assistance	71-80%	71-80%	71-80%
Student Stability	95%	99%	95%

### Staff Counts

Staff	2002–2003
Total Teachers	80
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching Out of Certification*	9
Teachers with Temporary Licenses	1

\*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	138	59	43%	145	41	28%	177	73	41%
Students with Disabilities	10	0	0%	12	0	0%	14	0	0%
All Students	148	59	40%	157	41	26%	191	73	38%

\*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	191	0	0	0	0	0
Percent	100%	0%	0%	0%	0%	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)
14	0	5	19

\*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			37		15	
	Entered GED Program*			20		21	
	Total Noncompleters			57		36	
Students with Disabilities	Dropped Out			5		0	
	Entered GED Program*			0		3	
	Total Noncompleters			5		3	
All Students	Dropped Out	28	2.9%	42	4.3%	15	1.4%
	Entered GED Program*	13	1.4%	20	2.0%	24	2.3%
	Total Noncompleters	41	4.3%	62	6.4%	39	3.7%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## 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%	23	83%	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%	1	#	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%	22	86%
Science	67	61%	1	#	7	43%
Reading	0	0%	2	#	16	69%
Writing	0	0%	0	0%	7	86%
Global Studies	11	73%	0	0%	7	57%
U.S. Hist & Gov't	56	54%	0	0%	10	40%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	67%	4	#	13	54%
Science	4	#	0	0%	12	42%
Reading	11	64%	10	70%	17	76%
Writing	19	95%	1	#	15	60%
Global Studies	28	68%	2	#	24	54%
U.S. Hist & Gov't	19	58%	0	0%	15	60%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	252	246	184	19	18	13
Number Scoring 55–100	151	179	140	0	1	2
Number Scoring 65–100	82	130	113	0	0	2
Number Scoring 85–100	4	29	19	0	0	0
Percentage of Tested Scoring 55–100	60%	73%	76%	0%	6%	15%
Percentage of Tested Scoring 65–100	33%	53%	61%	0%	0%	15%
Percentage of Tested Scoring 85–100	2%	12%	10%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	0	104	0	0	8
Number Scoring 55–100	0	0	89	0	0	1
Number Scoring 65–100	0	0	76	0	0	1
Number Scoring 85–100	0	0	23	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	86%	0%	0%	12%
Percentage of Tested Scoring 65–100	0%	0%	73%	0%	0%	12%
Percentage of Tested Scoring 85–100	0%	0%	22%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	245	227	185	17	13	17
Number Scoring 55–100	205	162	102	5	9	0
Number Scoring 65–100	153	129	79	0	6	0
Number Scoring 85–100	25	15	16	0	0	0
Percentage of Tested Scoring 55–100	84%	71%	55%	29%	69%	0%
Percentage of Tested Scoring 65–100	62%	57%	43%	0%	46%	0%
Percentage of Tested Scoring 85–100	10%	7%	9%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	153	246	164	15	16	11
Number Scoring 55–100	102	202	125	1	7	3
Number Scoring 65–100	66	146	110	0	1	2
Number Scoring 85–100	16	13	16	0	0	0
Percentage of Tested Scoring 55–100	67%	82%	76%	7%	44%	27%
Percentage of Tested Scoring 65–100	43%	59%	67%	0%	6%	18%
Percentage of Tested Scoring 85–100	10%	5%	10%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	120	237	204	0	9	19
Number Scoring 55–100	117	197	179	0	3	6
Number Scoring 65–100	111	174	155	0	2	4
Number Scoring 85–100	9	24	7	0	0	0
Percentage of Tested Scoring 55–100	97%	83%	88%	0%	33%	32%
Percentage of Tested Scoring 65–100	93%	73%	76%	0%	22%	21%
Percentage of Tested Scoring 85–100	7%	10%	3%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	0	1	0	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%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		78	67		3	1
Number Scoring 55–100		54	40		#	#
Number Scoring 65–100		26	29		#	#
Number Scoring 85–100		9	1		#	#
Percentage of Tested Scoring 55–100		69%	60%		#	#
Percentage of Tested Scoring 65–100		33%	43%		#	#
Percentage of Tested Scoring 85–100		12%	1%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	29	6	8	0	0	0
Number Scoring 55–100	29	5	8	0	0	0
Number Scoring 65–100	29	5	8	0	0	0
Number Scoring 85–100	16	1	3	0	0	0
Percentage of Tested Scoring 55–100	100%	83%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	83%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	17%	38%	0%	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	89	71	97	0	1	0
Number Scoring 55–100	87	66	96	0	#	0
Number Scoring 65–100	87	61	96	0	#	0
Number Scoring 85–100	68	31	59	0	#	0
Percentage of Tested Scoring 55–100	98%	93%	99%	0%	#	0%
Percentage of Tested Scoring 65–100	98%	86%	99%	0%	#	0%
Percentage of Tested Scoring 85–100	76%	44%	61%	0%	#	0%
<b>Comprehensive Latin</b>						
Number Tested	13	33	7	0	0	0
Number Scoring 55–100	13	32	7	0	0	0
Number Scoring 65–100	13	32	7	0	0	0
Number Scoring 85–100	1	18	1	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	8%	55%	14%	0%	0%	0%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	179	149	0	0	1	0
Number Scoring 55–100	104	98	0	0	#	0
Number Scoring 65–100	73	82	0	0	#	0
Number Scoring 85–100	15	5	0	0	#	0
Percentage of Tested Scoring 55–100	58%	66%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	41%	55%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	8%	3%	0%	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	106	89	45	0	0	0
Number Scoring 55–100	61	71	34	0	0	0
Number Scoring 65–100	43	60	26	0	0	0
Number Scoring 85–100	9	7	6	0	0	0
Percentage of Tested Scoring 55–100	58%	80%	76%	0%	0%	0%
Percentage of Tested Scoring 65–100	41%	67%	58%	0%	0%	0%
Percentage of Tested Scoring 85–100	8%	8%	13%	0%	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	19	84%	0	0%	0	0%
Students with Disabilities	3	#	0	0%	0	0%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	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

## 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	207	207	207	21	21	21	228	228	228
Number Scoring 55–64	26	37	6	2	7	1	28	44	7
Number Scoring 65–84	117	111	134	1	1	2	118	112	136
Number Scoring 85–100	25	15	17	0	0	0	25	15	17
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)