

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-04-01-03-0000

Name: Westbury Union Free School District

Superintendent: Constance R. Clark

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	227	210	242
Kindergarten	300	290	242
First	343	340	305
Second	304	339	313
Third	304	289	353
Fourth	322	302	290
Fifth	287	307	313
Sixth	302	277	318
Ungraded Elementary	52	84	88
Seventh	292	236	278
Eighth	232	247	273
Ninth	227	217	291
Tenth	267	233	228
Eleventh	195	259	222
Twelfth	203	169	249
Ungraded Secondary	71	166	64
Total K-12 Enrollment	3701	3755	3827

## 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	76	2.1%	70	1.9%	88	2.3%
Black (Not Hispanic)	1947	52.6%	1877	50.0%	1873	48.9%
Hispanic	1588	42.9%	1741	46.4%	1815	47.4%
White (Not Hispanic)	90	2.4%	67	1.8%	51	1.3%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	19	17
Common Branch	22	21	21
English Grade 8	23	23	21
Mathematics Grade 8	23	23	22
Science Grade 8	21	21	20
Social Studies Grade 8	23	23	23
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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	954	24.3%	1084	27.3%	1109	27.3%
Eligible for Free Lunch	2405	70.7%	2431	70.2%	2399	66.9%

### 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		94.2%		94.0%		93.8%
Student Suspensions	193	5.4%	298	8.1%	346	9.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.4%	10.7%	8.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	300
Total Other Professional Staff	54
Total Paraprofessionals	107
Teaching Out of Certification*	31
Teachers with Temporary Licenses	5

\*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		46%	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	10	100%	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	72	85%	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	106	0	0	8
Number Scoring 55–100	0	0	91	0	0	1
Number Scoring 65–100	0	0	78	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%	74%	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	40	57	0	0	0	0
Number Scoring 55–100	33	51	0	0	0	0
Number Scoring 65–100	22	38	0	0	0	0
Number Scoring 85–100	9	4	0	0	0	0
Percentage of Tested Scoring 55–100	82%	89%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	55%	67%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	23%	7%	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	271	7%	14%	69%	10%
	Students with Disabilities	36	22%	33%	42%	3%
	All Students	307	9%	16%	65%	9%

### 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	235	97%	1%	1%	0%
	Students with Disabilities	40	95%	0%	5%	0%
	All Students	275	97%	1%	2%	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)