

New York State School Report Card Comprehensive Information Report

BEDS Code: 42-07-01-06-0001
 Name: Westhill Senior High School
 Principal: Gregory Avellino

Grade Range : 9-12

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	188	179	188
Tenth	181	191	178
Eleventh	177	175	188
Twelfth	151	173	174
Ungraded Secondary	2	0	0
Total K-12 Enrollment	699	718	728

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	20	2.9%	21	2.9%	15	2.1%
Black (Not Hispanic)	9	1.3%	14	1.9%	9	1.2%
Hispanic	6	0.9%	6	0.8%	5	0.7%
White (Not Hispanic)	664	95.0%	677	94.3%	699	96.0%

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	21	19	20
Mathematics Grade 10	17	12	20
Science Grade 10	17	17	17
Social Studies Grade 10	20	22	20

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower 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	7	1.0%	7	1.0%	7	1.0%
Eligible for Free Lunch	24	3.4%	21	2.9%	21	2.9%

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		96.3%		96.7%		96.0%
Student Suspensions	29	4.3%	31	4.4%	54	7.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.6%	1.8%	1.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	99%	100%

Staff Counts

Staff	2002–2003
Total Teachers	61
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	130	116	89%	164	137	84%	164	138	84%
Students with Disabilities	16	8	50%	3	0	0%	8	4	50%
All Students	146	124	85%	167	137	82%	172	142	83%

*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	118	44	3	3	4	0
Percent	69%	26%	2%	2%	2%	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)
8	4	1	9

*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			0		2	
	Entered GED Program*			2		4	
	Total Noncompleters			2		6	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		1	
	Total Noncompleters			0		1	
All Students	Dropped Out	0	0.0%	0	0.0%	2	0.3%
	Entered GED Program*	2	0.3%	2	0.3%	5	0.7%
	Total Noncompleters	2	0.3%	2	0.3%	7	1.0%

*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%	9	89%	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%	2	#	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%	0	0%
Science	0	0%	1	#	0	0%
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%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	90%	1	#	7	100%
Science	5	60%	6	83%	11	82%
Reading	8	88%	2	#	8	100%
Writing	9	67%	2	#	7	86%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	173	177	183	16	8	22
Number Scoring 55–100	168	176	182	15	8	22
Number Scoring 65–100	162	162	176	12	6	18
Number Scoring 85–100	113	119	104	3	3	7
Percentage of Tested Scoring 55–100	97%	99%	99%	94%	100%	100%
Percentage of Tested Scoring 65–100	94%	92%	96%	75%	75%	82%
Percentage of Tested Scoring 85–100	65%	67%	57%	19%	38%	32%
Mathematics A						
Number Tested	0	23	206	0	1	19
Number Scoring 55–100	0	19	196	0	#	17
Number Scoring 65–100	0	11	184	0	#	14
Number Scoring 85–100	0	0	93	0	#	5
Percentage of Tested Scoring 55–100	0%	83%	95%	0%	#	89%
Percentage of Tested Scoring 65–100	0%	48%	89%	0%	#	74%
Percentage of Tested Scoring 85–100	0%	0%	45%	0%	#	26%
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	179	186	171	12	20	16
Number Scoring 55–100	178	186	171	11	20	16
Number Scoring 65–100	176	182	170	11	19	16
Number Scoring 85–100	124	92	101	7	2	8
Percentage of Tested Scoring 55–100	99%	100%	100%	92%	100%	100%
Percentage of Tested Scoring 65–100	98%	98%	99%	92%	95%	100%
Percentage of Tested Scoring 85–100	69%	49%	59%	58%	10%	50%
U.S. History and Government (first administered June 2001)						
Number Tested	169	179	190	16	8	22
Number Scoring 55–100	166	179	190	16	8	22
Number Scoring 65–100	159	173	190	14	8	22
Number Scoring 85–100	104	97	135	3	4	12
Percentage of Tested Scoring 55–100	98%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	94%	97%	100%	88%	100%	100%
Percentage of Tested Scoring 85–100	62%	54%	71%	19%	50%	55%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	171	185	168	9	18	14
Number Scoring 55–100	171	185	168	9	18	14
Number Scoring 65–100	170	185	167	9	18	14
Number Scoring 85–100	80	94	86	3	3	5
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 85–100	47%	51%	51%	33%	17%	36%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	181	169	166	17	10	15
Number Scoring 55–100	178	169	166	16	10	15
Number Scoring 65–100	174	165	165	16	9	15
Number Scoring 85–100	92	94	100	4	2	7
Percentage of Tested Scoring 55–100	98%	100%	100%	94%	100%	100%
Percentage of Tested Scoring 65–100	96%	98%	99%	94%	90%	100%
Percentage of Tested Scoring 85–100	51%	56%	60%	24%	20%	47%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		128	123		3	4
Number Scoring 55–100		127	121		#	#
Number Scoring 65–100		115	114		#	#
Number Scoring 85–100		35	53		#	#
Percentage of Tested Scoring 55–100		99%	98%		#	#
Percentage of Tested Scoring 65–100		90%	93%		#	#
Percentage of Tested Scoring 85–100		27%	43%		#	#
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	66	75	61	1	1	1
Number Scoring 55–100	66	75	61	#	#	#
Number Scoring 65–100	66	75	61	#	#	#
Number Scoring 85–100	66	71	61	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	100%	95%	100%	#	#	#
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	69	70	68	1	2	2
Number Scoring 55–100	69	70	65	#	#	#
Number Scoring 65–100	69	70	65	#	#	#
Number Scoring 85–100	66	49	52	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	96%	#	#	#
Percentage of Tested Scoring 65–100	100%	100%	96%	#	#	#
Percentage of Tested Scoring 85–100	96%	70%	76%	#	#	#
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	176	159	43	13	9	6
Number Scoring 55–100	170	154	26	12	9	4
Number Scoring 65–100	167	137	18	12	6	4
Number Scoring 85–100	112	63	3	6	1	0
Percentage of Tested Scoring 55–100	97%	97%	60%	92%	100%	67%
Percentage of Tested Scoring 65–100	95%	86%	42%	92%	67%	67%
Percentage of Tested Scoring 85–100	64%	40%	7%	46%	11%	0%
Sequential Mathematics, Course III						
Number Tested	145	151	122	4	4	7
Number Scoring 55–100	132	142	105	#	#	5
Number Scoring 65–100	121	134	99	#	#	5
Number Scoring 85–100	62	71	49	#	#	0
Percentage of Tested Scoring 55–100	91%	94%	86%	#	#	71%
Percentage of Tested Scoring 65–100	83%	89%	81%	#	#	71%
Percentage of Tested Scoring 85–100	43%	47%	40%	#	#	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	34	100%	23	100%	29	100%
Students with Disabilities	9	100%	4	#	5	80%

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	158	158	158	8	8	8	166	166	166
Number Scoring 55–64	1	0	1	0	0	0	1	0	1
Number Scoring 65–84	41	68	61	2	4	5	43	72	66
Number Scoring 85–100	116	89	96	6	4	3	122	93	99
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)