

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-09-02-02-0000

Name: Westhampton Beach Union Free School District

Superintendent: Mr. Lynn Schwartz

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	62	77	76
First	69	67	80
Second	65	67	65
Third	74	77	71
Fourth	65	71	76
Fifth	71	64	69
Sixth	71	76	68
Ungraded Elementary	0	0	2
Seventh	164	174	196
Eighth	142	163	159
Ninth	206	193	211
Tenth	282	244	236
Eleventh	303	281	245
Twelfth	197	214	261
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1771	1768	1815

## 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	38	2.1%	44	2.5%	41	2.3%
Black (Not Hispanic)	100	5.6%	105	5.9%	97	5.3%
Hispanic	81	4.6%	88	5.0%	104	5.7%
White (Not Hispanic)	1552	87.6%	1531	86.6%	1573	86.7%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	18	18
Common Branch	20	19	18
English Grade 8	17	20	22
Mathematics Grade 8	19	23	22
Science Grade 8	20	22	22
Social Studies Grade 8	18	22	22
English Grade 10	25	22	24
Mathematics Grade 10	26	19	25
Science Grade 10	24	25	25
Social Studies Grade 10	23	20	22

(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
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	36	2.0%	38	2.1%	41	2.3%
Eligible for Free Lunch	112	6.3%	75	4.2%	99	5.5%

### 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		94.1%		93.9%		94.2%
Student Suspensions	90	5.1%	92	5.2%	78	4.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.5%	2.7%	3.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	167
Total Other Professional Staff	26
Total Paraprofessionals	20
Teaching Out of Certification*	7
Teachers with Temporary Licenses	3

\*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	222	147	66%	191	146	76%	233	180	77%
Students with Disabilities	15	0	0%	20	2	10%	20	5	25%
All Students	237	147	62%	211	148	70%	253	185	73%

\*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	153	79	5	6	7	3
Percent	60%	31%	2%	2%	3%	1%

## 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)
20	5	1	21

\*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			10		8	
	Entered GED Program*			6		0	
	Total Noncompleters			16		8	
Students with Disabilities	Dropped Out			5		3	
	Entered GED Program*			2		0	
	Total Noncompleters			7		3	
All Students	Dropped Out	7	0.7%	15	1.6%	11	1.2%
	Entered GED Program*	0	0.0%	8	0.9%	0	0.0%
	Total Noncompleters	7	0.7%	23	2.5%	11	1.2%

\*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		99%	100%
2-3		100%	100%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		122	131
	Number of Students with Disabilities		13	14
	Number of All Students		135	145
	Percent of Enrollment		100%	100%
6-8	Number of General-Education Students		124	140
	Number of Students with Disabilities		15	19
	Number of All Students		139	159
	Percent of Enrollment		34%	38%
9-12	Number of General-Education Students		829	841
	Number of Students with Disabilities		103	112
	Number of All Students		932	953
	Percent of Enrollment		100%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	31	77%	21	90%	24	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	79	94%	97	92%	100	99%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	6	33%	13	100%

(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	1	#	1	#	1	#
Science	5	100%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	3	#	0	0%	2	#
U.S. Hist & Gov't	9	100%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	5	100%	22	91%
Science	5	100%	3	#	1	#
Reading	3	#	1	#	0	0%
Writing	3	#	0	0%	0	0%
Global Studies	1	#	0	0%	4	#
U.S. Hist & Gov't	7	100%	1	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	237	259	252	21	21	29
Number Scoring 55–100	235	256	245	21	21	26
Number Scoring 65–100	221	242	233	13	19	22
Number Scoring 85–100	99	121	104	1	1	1
Percentage of Tested Scoring 55–100	99%	99%	97%	100%	100%	90%
Percentage of Tested Scoring 65–100	93%	93%	92%	62%	90%	76%
Percentage of Tested Scoring 85–100	42%	47%	41%	5%	5%	3%
<b>Mathematics A</b>						
Number Tested	15	212	225	0	32	40
Number Scoring 55–100	15	196	214	0	23	34
Number Scoring 65–100	15	179	200	0	16	30
Number Scoring 85–100	11	63	62	0	2	6
Percentage of Tested Scoring 55–100	100%	92%	95%	0%	72%	85%
Percentage of Tested Scoring 65–100	100%	84%	89%	0%	50%	75%
Percentage of Tested Scoring 85–100	73%	30%	28%	0%	6%	15%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	15	158	0	0	6
Number Scoring 55–100	0	15	135	0	0	6
Number Scoring 65–100	0	15	102	0	0	3
Number Scoring 85–100	0	6	8	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	85%	0%	0%	100%
Percentage of Tested Scoring 65–100	0%	100%	65%	0%	0%	50%
Percentage of Tested Scoring 85–100	0%	40%	5%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	297	261	244	27	35	32
Number Scoring 55–100	296	259	237	27	35	30
Number Scoring 65–100	283	242	210	23	28	20
Number Scoring 85–100	111	93	81	0	1	3
Percentage of Tested Scoring 55–100	100%	99%	97%	100%	100%	94%
Percentage of Tested Scoring 65–100	95%	93%	86%	85%	80%	62%
Percentage of Tested Scoring 85–100	37%	36%	33%	0%	3%	9%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	223	256	268	13	26	31
Number Scoring 55–100	216	254	268	13	26	31
Number Scoring 65–100	205	244	263	11	25	30
Number Scoring 85–100	102	97	148	2	2	6
Percentage of Tested Scoring 55–100	97%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	92%	95%	98%	85%	96%	97%
Percentage of Tested Scoring 85–100	46%	38%	55%	15%	8%	19%

(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	239	221	210	9	23	30
Number Scoring 55–100	238	221	209	9	23	29
Number Scoring 65–100	229	219	192	9	23	23
Number Scoring 85–100	48	78	56	0	2	2
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	97%
Percentage of Tested Scoring 65–100	96%	99%	91%	100%	100%	77%
Percentage of Tested Scoring 85–100	20%	35%	27%	0%	9%	7%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	186	177	208	30	37	33
Number Scoring 55–100	182	173	204	27	36	31
Number Scoring 65–100	167	157	189	17	29	26
Number Scoring 85–100	84	63	93	3	3	6
Percentage of Tested Scoring 55–100	98%	98%	98%	90%	97%	94%
Percentage of Tested Scoring 65–100	90%	89%	91%	57%	78%	79%
Percentage of Tested Scoring 85–100	45%	36%	45%	10%	8%	18%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		161	204		2	4
Number Scoring 55–100		155	192		#	#
Number Scoring 65–100		126	143		#	#
Number Scoring 85–100		15	11		#	#
Percentage of Tested Scoring 55–100		96%	94%		#	#
Percentage of Tested Scoring 65–100		78%	70%		#	#
Percentage of Tested Scoring 85–100		9%	5%		#	#
<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	36	52	38	0	1	0
Number Scoring 55–100	36	51	36	0	#	0
Number Scoring 65–100	35	47	35	0	#	0
Number Scoring 85–100	19	22	18	0	#	0
Percentage of Tested Scoring 55–100	100%	98%	95%	0%	#	0%
Percentage of Tested Scoring 65–100	97%	90%	92%	0%	#	0%
Percentage of Tested Scoring 85–100	53%	42%	47%	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	189	136	112	2	2	3
Number Scoring 55–100	187	135	109	#	#	#
Number Scoring 65–100	183	133	108	#	#	#
Number Scoring 85–100	111	73	56	#	#	#
Percentage of Tested Scoring 55–100	99%	99%	97%	#	#	#
Percentage of Tested Scoring 65–100	97%	98%	96%	#	#	#
Percentage of Tested Scoring 85–100	59%	54%	50%	#	#	#
<b>Comprehensive Latin</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%

(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	289	69	7	8	6	1
Number Scoring 55–100	236	49	3	5	2	#
Number Scoring 65–100	211	47	3	4	2	#
Number Scoring 85–100	101	6	0	1	1	#
Percentage of Tested Scoring 55–100	82%	71%	43%	62%	33%	#
Percentage of Tested Scoring 65–100	73%	68%	43%	50%	33%	#
Percentage of Tested Scoring 85–100	35%	9%	0%	12%	17%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	176	204	146	0	4	7
Number Scoring 55–100	161	189	110	0	#	6
Number Scoring 65–100	154	182	78	0	#	3
Number Scoring 85–100	89	92	3	0	#	0
Percentage of Tested Scoring 55–100	91%	93%	75%	0%	#	86%
Percentage of Tested Scoring 65–100	88%	89%	53%	0%	#	43%
Percentage of Tested Scoring 85–100	51%	45%	2%	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	41	98%	44	100%	23	91%
Students with Disabilities	16	94%	27	100%	12	83%

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	63	0%	0%	46%	54%
	Students with Disabilities	6	0%	0%	67%	33%
	All Students	69	0%	0%	48%	52%

### 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	137	0%	16%	66%	18%
	Students with Disabilities	26	8%	46%	46%	0%
	All Students	163	1%	21%	63%	15%

(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	240	240	240	26	26	26	266	266	266
Number Scoring 55–64	4	2	1	3	0	2	7	2	3
Number Scoring 65–84	121	133	117	19	18	17	140	151	134
Number Scoring 85–100	103	95	113	1	3	3	104	98	116
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)