

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-09-02-02-0001
 Name: Westhampton Beach Senior High School
 Principal: Edward W. Casswell

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	206	193	211
Tenth	282	244	236
Eleventh	303	281	245
Twelfth	197	214	261
Ungraded Secondary	0	0	0
Total K-12 Enrollment	988	932	953

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	14	1.4%	16	1.7%	14	1.5%
Black (Not Hispanic)	41	4.1%	48	5.2%	44	4.6%
Hispanic	31	3.1%	37	4.0%	41	4.3%
White (Not Hispanic)	902	91.3%	831	89.2%	854	89.6%

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	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
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
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the middle 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	8	0.8%	13	1.4%	16	1.7%
Eligible for Free Lunch	29	2.9%	30	3.2%	28	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		93.7%		93.6%		94.2%
Student Suspensions	65	6.7%	68	6.9%	55	5.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.1%	1.2%	2.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	95%	100%	84%

Staff Counts

Staff	2002–2003
Total Teachers	74
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching Out of Certification*	6
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%	190	146	77%	232	180	78%
Students with Disabilities	15	0	0%	17	1	6%	19	5	26%
All Students	237	147	62%	207	147	71%	251	185	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	153	78	5	6	7	2
Percent	61%	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)
19	5	0	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			8		8	
	Entered GED Program*			6		0	
	Total Noncompleters			14		8	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			1		0	
	Total Noncompleters			2		2	
All Students	Dropped Out	7	0.7%	9	1.0%	10	1.0%
	Entered GED Program*	0	0.0%	7	0.8%	0	0.0%
	Total Noncompleters	7	0.7%	16	1.7%	10	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		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	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%	15	100%

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%	4	#

(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	#	0	0%	1	#
Science	5	100%	0	0%	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	#	4	#	22	91%
Science	5	100%	2	#	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%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	237	258	251	21	20	29
Number Scoring 55–100	235	255	244	21	20	26
Number Scoring 65–100	221	241	233	13	18	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%	93%	62%	90%	76%
Percentage of Tested Scoring 85–100	42%	47%	41%	5%	5%	3%
Mathematics A						
Number Tested	0	196	198	0	31	40
Number Scoring 55–100	0	180	187	0	22	34
Number Scoring 65–100	0	163	173	0	15	30
Number Scoring 85–100	0	49	36	0	2	6
Percentage of Tested Scoring 55–100	0%	92%	94%	0%	71%	85%
Percentage of Tested Scoring 65–100	0%	83%	87%	0%	48%	75%
Percentage of Tested Scoring 85–100	0%	25%	18%	0%	6%	15%
Mathematics B (first administered June 2001)						
Number Tested	0	15	157	0	0	6
Number Scoring 55–100	0	15	134	0	0	6
Number Scoring 65–100	0	15	101	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%	64%	0%	0%	50%
Percentage of Tested Scoring 85–100	0%	40%	5%	0%	0%	0%
Global History and Geography						
Number Tested	297	259	244	27	33	32
Number Scoring 55–100	296	257	237	27	33	30
Number Scoring 65–100	283	240	210	23	26	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%	79%	62%
Percentage of Tested Scoring 85–100	37%	36%	33%	0%	3%	9%
U.S. History and Government (first administered June 2001)						
Number Tested	223	254	268	13	25	31
Number Scoring 55–100	216	252	268	13	25	31
Number Scoring 65–100	205	242	263	11	24	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
Living Environment (first administered June 2001)						
Number Tested	239	219	209	9	21	30
Number Scoring 55–100	238	219	208	9	21	29
Number Scoring 65–100	229	217	191	9	21	23
Number Scoring 85–100	48	78	55	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%	36%	26%	0%	10%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	170	161	184	30	35	33
Number Scoring 55–100	166	157	180	27	34	31
Number Scoring 65–100	151	141	166	17	27	26
Number Scoring 85–100	68	47	70	3	1	6
Percentage of Tested Scoring 55–100	98%	98%	98%	90%	97%	94%
Percentage of Tested Scoring 65–100	89%	88%	90%	57%	77%	79%
Percentage of Tested Scoring 85–100	40%	29%	38%	10%	3%	18%
Physical Setting/Chemistry (first administered June 2002)						
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%		#	#
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	36	51	38	0	0	0
Number Scoring 55–100	36	50	36	0	0	0
Number Scoring 65–100	35	46	35	0	0	0
Number Scoring 85–100	19	22	18	0	0	0
Percentage of Tested Scoring 55–100	100%	98%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	90%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	53%	43%	47%	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	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%	#	#	#
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	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%	#
Sequential Mathematics, Course III						
Number Tested	176	203	146	0	3	7
Number Scoring 55–100	161	188	110	0	#	6
Number Scoring 65–100	154	181	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%	26	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
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	237	237	237	20	20	20	257	257	257
Number Scoring 55–64	4	2	1	3	0	2	7	2	3
Number Scoring 65–84	120	133	116	16	17	15	136	150	131
Number Scoring 85–100	103	95	113	1	3	2	104	98	115
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)