

# New York State School Report Card Comprehensive Information Report

BEDS Code: 06-29-01-04-0002  
 Name: Westfield High School  
 Principal: Catherine Oldenburg

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	87	94	89
Tenth	62	80	83
Eleventh	71	68	71
Twelfth	69	70	63
Ungraded Secondary	0	0	1
Total K-12 Enrollment	289	312	307

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	3	1.0%	5	1.6%	5	1.6%
Black (Not Hispanic)	2	0.7%	2	0.6%	2	0.7%
Hispanic	10	3.5%	13	4.2%	6	2.0%
White (Not Hispanic)	274	94.8%	292	93.6%	294	95.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	7	9	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	0	20	21
Mathematics Grade 10	18	1	22
Science Grade 10	0	18	31
Social Studies Grade 10	0	17	19

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
48	All schools in this group are secondary level schools in rural 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.4%	1	0.3%	1	0.3%
Eligible for Free Lunch	81	28.0%	96	30.8%	122	39.7%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.6%		95.5%		94.1%
Student Suspensions	6	1.9%	24	8.3%	42	13.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	11.1%	9.3%	14.3%
Public Assistance	11-20%	21-30%	21-30%
Student Stability	97%	97%	87%

### Staff Counts

Staff	2003-04
Total Teachers	22
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	58	42	72%	61	45	74%	56	43	77%
Students with Disabilities	5	0	0%	0	0	0%	1	0	0%
All Students	63	42	67%	61	45	74%	57	43	75%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	31	18	1	4	3	0
Percent	54%	32%	2%	7%	5%	0%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
1	0	4	5

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	6		5		4	1.5%
	Entered GED Program*	2		3		2	0.7%
	Total Noncompleters	8		8		6	2.2%
Students with Disabilities	Dropped Out	0		1		0	0.0%
	Entered GED Program*	0		0		1	2.2%
	Total Noncompleters	0		1		1	2.2%
All Students	Dropped Out	6	2.1%	6	1.9%	4	1.3%
	Entered GED Program*	2	0.7%	3	1.0%	3	1.0%
	Total Noncompleters	8	2.8%	9	2.9%	7	2.2%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	254	160	0
	Number of Students with Disabilities	35	0	0
	Number of All Students	289	160	0
	Percent of Enrollment	100%	51%	0%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	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%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	4	#	1	#
Science	0	0%	2	#	1	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	2	#	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	4	#
Science	1	#	1	#	4	#
Reading	3	#	2	#	1	#
Writing	3	#	3	#	1	#
Global Studies	0	0%	3	#	5	40%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	62	65	72	1	2	7
Number Scoring 55-100	62	65	72	#	#	7
Number Scoring 65-100	56	63	71	#	#	7
Number Scoring 85-100	42	41	46	#	#	1
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	90%	97%	99%	#	#	100%
Percentage of Tested Scoring 85-100	68%	63%	64%	#	#	14%
<b>Mathematics A</b>						
Number Tested	5	81	94	0	4	13
Number Scoring 55-100	1	78	92	0	#	12
Number Scoring 65-100	0	72	90	0	#	11
Number Scoring 85-100	0	19	37	0	#	2
Percentage of Tested Scoring 55-100	20%	96%	98%	0%	#	92%
Percentage of Tested Scoring 65-100	0%	89%	96%	0%	#	85%
Percentage of Tested Scoring 85-100	0%	23%	39%	0%	#	15%
<b>Mathematics B</b>						
Number Tested	0	0	39	0	0	0
Number Scoring 55-100	0	0	33	0	0	0
Number Scoring 65-100	0	0	31	0	0	0
Number Scoring 85-100	0	0	8	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	85%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	79%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	21%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	78	108	81	2	12	11
Number Scoring 55-100	77	105	71	#	10	6
Number Scoring 65-100	75	102	67	#	9	3
Number Scoring 85-100	23	45	33	#	0	1
Percentage of Tested Scoring 55-100	99%	97%	88%	#	83%	55%
Percentage of Tested Scoring 65-100	96%	94%	83%	#	75%	27%
Percentage of Tested Scoring 85-100	29%	42%	41%	#	0%	9%
<b>U.S. History and Government</b>						
Number Tested	71	58	79	2	1	10
Number Scoring 55-100	71	58	78	#	#	10
Number Scoring 65-100	65	56	75	#	#	8
Number Scoring 85-100	34	32	41	#	#	1
Percentage of Tested Scoring 55-100	100%	100%	99%	#	#	100%
Percentage of Tested Scoring 65-100	92%	97%	95%	#	#	80%
Percentage of Tested Scoring 85-100	48%	55%	52%	#	#	10%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	83	83	85	10	7	6
Number Scoring 55-100	83	81	84	10	5	5
Number Scoring 65-100	81	77	82	9	4	5
Number Scoring 85-100	36	35	29	1	0	0
Percentage of Tested Scoring 55-100	100%	98%	99%	100%	71%	83%
Percentage of Tested Scoring 65-100	98%	93%	96%	90%	57%	83%
Percentage of Tested Scoring 85-100	43%	42%	34%	10%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	64	68	66	1	7	3
Number Scoring 55-100	64	68	65	#	7	#
Number Scoring 65-100	63	67	62	#	6	#
Number Scoring 85-100	37	40	35	#	2	#
Percentage of Tested Scoring 55-100	100%	100%	98%	#	100%	#
Percentage of Tested Scoring 65-100	98%	99%	94%	#	86%	#
Percentage of Tested Scoring 85-100	58%	59%	53%	#	29%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	7	45	55	1	0	0
Number Scoring 55-100	7	40	50	#	0	0
Number Scoring 65-100	5	29	38	#	0	0
Number Scoring 85-100	0	6	9	#	0	0
Percentage of Tested Scoring 55-100	100%	89%	91%	#	0%	0%
Percentage of Tested Scoring 65-100	71%	64%	69%	#	0%	0%
Percentage of Tested Scoring 85-100	0%	13%	16%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			5			0
Number Scoring 55-100			5			0
Number Scoring 65-100			5			0
Number Scoring 85-100			2			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			40%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	16	20	23	0	0	0
Number Scoring 55-100	16	20	23	0	0	0
Number Scoring 65-100	15	20	23	0	0	0
Number Scoring 85-100	4	8	9	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	94%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	25%	40%	39%	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	13	22	23	0	0	0
Number Scoring 55-100	13	22	23	0	0	0
Number Scoring 65-100	13	22	21	0	0	0
Number Scoring 85-100	9	10	14	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	91%	0%	0%	0%
Percentage of Tested Scoring 85-100	69%	45%	61%	0%	0%	0%
<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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	37	49	0	0	0	0
Number Scoring 55-100	36	39	0	0	0	0
Number Scoring 65-100	35	34	0	0	0	0
Number Scoring 85-100	21	15	0	0	0	0
Percentage of Tested Scoring 55-100	97%	80%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	69%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	57%	31%	0%	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	52	100%	75	91%	77	95%
Students with Disabilities	8	88%	14	57%	11	55%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 2000 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	56	56	56	2	2	2	58	58	58
Number Scoring 55–64	#	#	#	#	#	#	1	2	2
Number Scoring 65–84	#	#	#	#	#	#	36	20	21
Number Scoring 85–100	#	#	#	#	#	#	17	33	33
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)