

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-04-01-03-0007  
 Name: Westbury Senior High School  
 Principal: Manuel Arias

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	217	291	278
Tenth	233	228	270
Eleventh	259	222	198
Twelfth	169	249	202
Ungraded Secondary	98	64	106
Total K-12 Enrollment	976	1054	1054

## 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	15	1.5%	19	1.8%	17	1.6%
Black (Not Hispanic)	605	62.0%	623	59.1%	614	58.3%
Hispanic	344	35.2%	399	37.9%	409	38.8%
White (Not Hispanic)	12	1.2%	13	1.2%	14	1.3%

## 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	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	14	14	22
Mathematics Grade 10	0	0	0
Science Grade 10	23	0	26
Social Studies Grade 10	24	22	23

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
45	All schools in this group are secondary level schools in urban or suburban 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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	183	18.8%	195	18.5%	220	20.9%
<b>Eligible for Free Lunch</b>	489	50.1%	526	49.9%	488	46.3%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		92.7%		91.3%		87.0%
<b>Student Suspensions</b>	176	18.3%	185	19.0%	19	1.8%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	8.1%	7.3%	7.3%
<b>Public Assistance</b>	71-80%	71-80%	51-60%
<b>Student Stability</b>	99%	95%	94%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	84
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	5

\*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	145	41	28%	177	73	41%	142	50	35%
Students with Disabilities	12	0	0%	14	0	0%	10	1	10%
All Students	157	41	26%	191	73	38%	152	51	34%

\*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	66	60	2	5	9	10
Percent	43%	39%	1%	3%	6%	7%

## 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)
10	1	6	16

\*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	37		15		23	2.4%
	Entered GED Program*	20		21		12	1.3%
	Total Noncompleters	57		36		35	3.7%
Students with Disabilities	Dropped Out	5		0		4	4.3%
	Entered GED Program*	0		3		1	1.1%
	Total Noncompleters	5		3		5	5.3%
All Students	Dropped Out	42	4.3%	15	1.4%	27	2.6%
	Entered GED Program*	20	2.0%	24	2.3%	13	1.2%
	Total Noncompleters	62	6.4%	39	3.7%	40	3.8%

\*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	0	0	948
	Number of Students with Disabilities	0	0	106
	Number of All Students	0	0	1054
	Percent of Enrollment	0%	0%	100%

## 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	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	23	83%	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	1	#	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	0	0%	22	86%	12	42%
Science	1	#	7	43%	17	59%
Reading	2	#	16	69%	4	#
Writing	0	0%	7	86%	5	100%
Global Studies	0	0%	7	57%	13	38%
U.S. Hist & Gov't	0	0%	10	40%	4	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	13	54%	23	52%
Science	0	0%	12	42%	15	40%
Reading	10	70%	17	76%	23	87%
Writing	1	#	15	60%	22	82%
Global Studies	2	#	24	54%	27	15%
U.S. Hist & Gov't	0	0%	15	60%	22	45%

(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	246	184	197	18	13	26
Number Scoring 55-100	179	140	150	1	2	9
Number Scoring 65-100	130	113	117	0	2	4
Number Scoring 85-100	29	19	15	0	0	0
Percentage of Tested Scoring 55-100	73%	76%	76%	6%	15%	35%
Percentage of Tested Scoring 65-100	53%	61%	59%	0%	15%	15%
Percentage of Tested Scoring 85-100	12%	10%	8%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	104	231	0	8	12
Number Scoring 55-100	0	89	206	0	1	5
Number Scoring 65-100	0	76	178	0	1	4
Number Scoring 85-100	0	23	48	0	0	0
Percentage of Tested Scoring 55-100	0%	86%	89%	0%	12%	42%
Percentage of Tested Scoring 65-100	0%	73%	77%	0%	12%	33%
Percentage of Tested Scoring 85-100	0%	22%	21%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	0	13	0	0	0
Number Scoring 55-100	0	0	10	0	0	0
Number Scoring 65-100	0	0	7	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	77%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	54%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	227	185	276	13	17	16
Number Scoring 55-100	162	102	182	9	0	3
Number Scoring 65-100	129	79	124	6	0	2
Number Scoring 85-100	15	16	28	0	0	1
Percentage of Tested Scoring 55-100	71%	55%	66%	69%	0%	19%
Percentage of Tested Scoring 65-100	57%	43%	45%	46%	0%	12%
Percentage of Tested Scoring 85-100	7%	9%	10%	0%	0%	6%
<b>U.S. History and Government</b>						
Number Tested	246	164	178	16	11	23
Number Scoring 55-100	202	125	130	7	3	6
Number Scoring 65-100	146	110	96	1	2	4
Number Scoring 85-100	13	16	19	0	0	0
Percentage of Tested Scoring 55-100	82%	76%	73%	44%	27%	26%
Percentage of Tested Scoring 65-100	59%	67%	54%	6%	18%	17%
Percentage of Tested Scoring 85-100	5%	10%	11%	0%	0%	0%

(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	237	204	314	9	19	21
Number Scoring 55-100	197	179	262	3	6	12
Number Scoring 65-100	174	155	203	2	4	4
Number Scoring 85-100	24	7	19	0	0	0
Percentage of Tested Scoring 55-100	83%	88%	83%	33%	32%	57%
Percentage of Tested Scoring 65-100	73%	76%	65%	22%	21%	19%
Percentage of Tested Scoring 85-100	10%	3%	6%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	1	0	1	0	0	0
Number Scoring 55-100	#	0	#	0	0	0
Number Scoring 65-100	#	0	#	0	0	0
Number Scoring 85-100	#	0	#	0	0	0
Percentage of Tested Scoring 55-100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	#	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	78	67	106	3	1	2
Number Scoring 55-100	54	40	75	#	#	#
Number Scoring 65-100	26	29	41	#	#	#
Number Scoring 85-100	9	1	1	#	#	#
Percentage of Tested Scoring 55-100	69%	60%	71%	#	#	#
Percentage of Tested Scoring 65-100	33%	43%	39%	#	#	#
Percentage of Tested Scoring 85-100	12%	1%	1%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			25			0
Number Scoring 55-100			19			0
Number Scoring 65-100			16			0
Number Scoring 85-100			1			0
Percentage of Tested Scoring 55-100			76%			0%
Percentage of Tested Scoring 65-100			64%			0%
Percentage of Tested Scoring 85-100			4%			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	6	8	23	0	0	0
Number Scoring 55-100	5	8	22	0	0	0
Number Scoring 65-100	5	8	22	0	0	0
Number Scoring 85-100	1	3	14	0	0	0
Percentage of Tested Scoring 55-100	83%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	83%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	17%	38%	61%	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	71	97	77	1	0	1
Number Scoring 55-100	66	96	77	#	0	#
Number Scoring 65-100	61	96	74	#	0	#
Number Scoring 85-100	31	59	51	#	0	#
Percentage of Tested Scoring 55-100	93%	99%	100%	#	0%	#
Percentage of Tested Scoring 65-100	86%	99%	96%	#	0%	#
Percentage of Tested Scoring 85-100	44%	61%	66%	#	0%	#
<b>Comprehensive Latin</b>						
Number Tested	33	7	6	0	0	0
Number Scoring 55-100	32	7	6	0	0	0
Number Scoring 65-100	32	7	6	0	0	0
Number Scoring 85-100	18	1	3	0	0	0
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	55%	14%	50%	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	89	45	0	0	0	0
Number Scoring 55-100	71	34	0	0	0	0
Number Scoring 65-100	60	26	0	0	0	0
Number Scoring 85-100	7	6	0	0	0	0
Percentage of Tested Scoring 55-100	80%	76%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	67%	58%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	8%	13%	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	0	0%	0	0%	20	60%
Students with Disabilities	0	0%	0	0%	13	54%

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	169	169	169	23	23	23	192	192	192
Number Scoring 55–64	14	11	6	3	3	7	17	14	13
Number Scoring 65–84	111	106	125	7	7	8	118	113	133
Number Scoring 85–100	18	25	17	0	0	0	18	25	17
Approved Alternatives	0	0	0	0	0	0	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			160			16
Beginning (0-18)			54			7
Intermediate (19-31)			33			3
Advanced (32-36)			43			4
Proficient (37-39)			30			2
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			160			16
Beginning (0-14)			63			8
Intermediate (15-24)			56			5
Advanced (25-32)			41			3
Proficient (33-35)			0			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)