

New York State School Report Card Comprehensive Information Report

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

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	169	179
Tenth	178	184	174
Eleventh	188	176	183
Twelfth	174	181	173
Ungraded Secondary	0	0	0
Total K-12 Enrollment	728	710	709

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	15	2.1%	10	1.4%	14	2.0%
Black (Not Hispanic)	9	1.2%	10	1.4%	13	1.8%
Hispanic	5	0.7%	6	0.8%	7	1.0%
White (Not Hispanic)	699	96.0%	684	96.3%	675	95.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	20	20	21
Mathematics Grade 10	20	20	17
Science Grade 10	17	17	16
Social Studies Grade 10	20	23	22

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	1.0%	6	0.9%	5	0.7%
Eligible for Free Lunch	21	2.9%	26	3.7%	31	4.4%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.0%		96.7%		96.9%
Student Suspensions	54	7.5%	60	8.2%	65	9.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	1.2%	0.9%	1.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	99%	99%

Staff Counts

Staff	2004-05
Total Teachers	59
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	2

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	164	151	151
	Regents Diplomas	138	146	145
	% Regents Diplomas	84%	97%	96%
	Regents Diplomas with Advanced Designation**			102
	% Regents Diplomas with Advanced Designation			68%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	8	20	13
	Regents Diplomas	4	11	13
	% Regents Diplomas	50%	55%	100%
	Regents Diplomas with Advanced Designation**			3
	% Regents Diplomas with Advanced Designation			23%
	IEP Diplomas or Local Certificates	1	2	5
All Students	Total Graduates*	172	171	164
	Regents Diplomas	142	157	158
	% Regents Diplomas	83%	92%	96%
	Regents Diplomas with Advanced Designation**			105
	% Regents Diplomas with Advanced Designation			64%
	IEP Diplomas or Local Certificates	1	2	5

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	111	36	0	0	4	0	0	0
	Percent	74%	24%	0%	0%	3%	0%	0%	0%
Students with Disabilities	Number	7	5	0	0	1	0	0	0
	Percent	54%	38%	0%	0%	8%	0%	0%	0%
All Students	Number	118	41	0	0	5	0	0	0
	Percent	72%	25%	0%	0%	3%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	2		1	0.2%	1	0.2%
	Entered GED Program*	4		6	1.3%	9	1.5%
	Total Noncompleters	6		7	1.5%	10	1.7%
Students with Disabilities	Dropped Out	0		2	2.6%	3	2.6%
	Entered GED Program*	1		4	5.1%	1	0.9%
	Total Noncompleters	1		6	7.7%	4	3.5%
All Students	Dropped Out	2	0.3%	3	0.5%	4	0.6%
	Entered GED Program*	5	0.7%	10	1.8%	10	1.4%
	Total Noncompleters	7	1.0%	13	2.3%	14	2.0%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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%	9	100%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	1	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	2	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	1	#	0	0%
Science	11	82%	2	#	0	0%
Reading	8	100%	2	#	0	0%
Writing	7	86%	1	#	0	0%
Global Studies	0	0%	4	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	183	182	179	22	16	25
Number Scoring 55-100	182	179	174	22	15	22
Number Scoring 65-100	176	178	163	18	14	16
Number Scoring 85-100	104	123	85	7	7	4
Percentage of Tested Scoring 55-100	99%	98%	97%	100%	94%	88%
Percentage of Tested Scoring 65-100	96%	98%	91%	82%	88%	64%
Percentage of Tested Scoring 85-100	57%	68%	47%	32%	44%	16%
Mathematics A						
Number Tested	206	146	190	19	22	38
Number Scoring 55-100	196	144	186	17	21	34
Number Scoring 65-100	184	142	179	14	20	31
Number Scoring 85-100	93	81	115	5	5	5
Percentage of Tested Scoring 55-100	95%	99%	98%	89%	95%	89%
Percentage of Tested Scoring 65-100	89%	97%	94%	74%	91%	82%
Percentage of Tested Scoring 85-100	45%	55%	61%	26%	23%	13%
Mathematics B						
Number Tested	0	137	156	0	6	9
Number Scoring 55-100	0	124	129	0	4	7
Number Scoring 65-100	0	113	98	0	4	7
Number Scoring 85-100	0	42	21	0	2	0
Percentage of Tested Scoring 55-100	0%	91%	83%	0%	67%	78%
Percentage of Tested Scoring 65-100	0%	82%	63%	0%	67%	78%
Percentage of Tested Scoring 85-100	0%	31%	13%	0%	33%	0%
Global History and Geography						
Number Tested	171	181	171	16	25	35
Number Scoring 55-100	171	176	165	16	21	31
Number Scoring 65-100	170	171	152	16	18	23
Number Scoring 85-100	101	73	75	8	6	4
Percentage of Tested Scoring 55-100	100%	97%	96%	100%	84%	89%
Percentage of Tested Scoring 65-100	99%	94%	89%	100%	72%	66%
Percentage of Tested Scoring 85-100	59%	40%	44%	50%	24%	11%
U.S. History and Government						
Number Tested	190	172	174	22	16	23
Number Scoring 55-100	190	169	170	22	15	21
Number Scoring 65-100	190	165	169	22	15	20
Number Scoring 85-100	135	114	124	12	7	10
Percentage of Tested Scoring 55-100	100%	98%	98%	100%	94%	91%
Percentage of Tested Scoring 65-100	100%	96%	97%	100%	94%	87%
Percentage of Tested Scoring 85-100	71%	66%	71%	55%	44%	43%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	168	178	165	14	25	31
Number Scoring 55-100	168	178	163	14	25	29
Number Scoring 65-100	167	173	163	14	22	29
Number Scoring 85-100	86	75	68	5	4	3
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	94%
Percentage of Tested Scoring 65-100	99%	97%	99%	100%	88%	94%
Percentage of Tested Scoring 85-100	51%	42%	41%	36%	16%	10%
Physical Setting/Earth Science						
Number Tested	166	18	172	15	3	22
Number Scoring 55-100	166	17	166	15	#	18
Number Scoring 65-100	165	15	153	15	#	13
Number Scoring 85-100	100	6	90	7	#	3
Percentage of Tested Scoring 55-100	100%	94%	97%	100%	#	82%
Percentage of Tested Scoring 65-100	99%	83%	89%	100%	#	59%
Percentage of Tested Scoring 85-100	60%	33%	52%	47%	#	14%
Physical Setting/Chemistry						
Number Tested	123	124	136	4	3	10
Number Scoring 55-100	121	124	136	#	#	10
Number Scoring 65-100	114	115	133	#	#	10
Number Scoring 85-100	53	42	60	#	#	4
Percentage of Tested Scoring 55-100	98%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	93%	93%	98%	#	#	100%
Percentage of Tested Scoring 85-100	43%	34%	44%	#	#	40%
Physical Setting/Physics						
Number Tested		55	46		1	1
Number Scoring 55-100		55	46		#	#
Number Scoring 65-100		54	44		#	#
Number Scoring 85-100		19	19		#	#
Percentage of Tested Scoring 55-100		100%	100%		#	#
Percentage of Tested Scoring 65-100		98%	96%		#	#
Percentage of Tested Scoring 85-100		35%	41%		#	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	61	66	39	1	4	0
Number Scoring 55-100	61	66	39	#	#	0
Number Scoring 65-100	61	66	39	#	#	0
Number Scoring 85-100	61	64	38	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	100%	97%	97%	#	#	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	68	58	66	2	3	2
Number Scoring 55-100	65	58	66	#	#	#
Number Scoring 65-100	65	58	66	#	#	#
Number Scoring 85-100	52	47	57	#	#	#
Percentage of Tested Scoring 55-100	96%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	96%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	76%	81%	86%	#	#	#
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)

New York State Alternate Assessments (NYSAA) 2004–05

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

2001 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	152	152	152	19	19	19	171	171	171
Number Scoring 55–64	0	3	1	0	0	0	0	3	1
Number Scoring 65–84	58	43	41	8	9	10	66	52	51
Number Scoring 85–100	90	105	109	8	7	6	98	112	115
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		2	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 9-12)						
Number Tested		3	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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)