

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-04-01-03-0000
 Name: Westbury Union Free School District
 Superintendent: Constance R. Clark

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	210	242	213
Kindergarten	290	242	306
First	340	305	286
Second	339	313	293
Third	289	353	318
Fourth	302	290	314
Fifth	307	313	267
Sixth	277	318	317
Ungraded Elementary	84	88	101
Seventh	236	278	300
Eighth	247	273	267
Ninth	217	291	278
Tenth	233	228	270
Eleventh	259	222	198
Twelfth	169	249	202
Ungraded Secondary	166	64	106
Total K-12 Enrollment	3755	3827	3823

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	70	1.9%	88	2.3%	64	1.7%
Black (Not Hispanic)	1877	50.0%	1873	48.9%	1808	47.3%
Hispanic	1741	46.4%	1815	47.4%	1890	49.4%
White (Not Hispanic)	67	1.8%	51	1.3%	61	1.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	17	24
Common Branch	21	21	22
English Grade 8	23	21	26
Mathematics Grade 8	23	22	26
Science Grade 8	21	20	22
Social Studies Grade 8	23	23	26
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

N/RC Category	Description
3	This is an urban or suburban school district with high 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1084	27.3%	1109	27.3%	1255	31.1%
Eligible for Free Lunch	2431	70.2%	2399	66.9%	2481	64.9%

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		94.0%		93.8%		91.5%
Student Suspensions	298	8.1%	346	9.2%	187	4.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.7%	8.2%	10.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	300
Total Other Professional Staff	63
Total Paraprofessionals	107
Teaching Out of Certification*	14

*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%	144	50	35%
Students with Disabilities	12	0	0%	14	0	0%	10	1	10%
All Students	157	41	26%	191	73	38%	154	51	33%

*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	10	11
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	7	17

*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		25	2.6%
	Entered GED Program*	20		21		13	1.3%
	Total Noncompleters	57		36		38	3.9%
Students with Disabilities	Dropped Out	5		0		4	4.2%
	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%	29	2.7%
	Entered GED Program*	20	2.0%	24	2.3%	14	1.3%
	Total Noncompleters	62	6.4%	39	3.7%	43	4.1%

*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	46%	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%	22	100%
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%	90	87%

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%	13	46%
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%	23	48%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	246	184	200	18	13	26
Number Scoring 55-100	179	140	152	1	2	9
Number Scoring 65-100	130	113	118	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%	7%	0%	0%	0%
Mathematics A						
Number Tested	0	106	232	0	8	12
Number Scoring 55-100	0	91	207	0	1	5
Number Scoring 65-100	0	78	179	0	1	4
Number Scoring 85-100	0	23	49	0	0	0
Percentage of Tested Scoring 55-100	0%	86%	89%	0%	12%	42%
Percentage of Tested Scoring 65-100	0%	74%	77%	0%	12%	33%
Percentage of Tested Scoring 85-100	0%	22%	21%	0%	0%	0%
Mathematics 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%
Global History and Geography						
Number Tested	227	185	277	13	17	16
Number Scoring 55-100	162	102	183	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%
U.S. History and Government						
Number Tested	246	164	180	16	11	23
Number Scoring 55-100	202	125	131	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%	53%	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
Living Environment						
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%
Physical Setting/Earth Science						
Number Tested	57	0	73	0	0	0
Number Scoring 55-100	51	0	63	0	0	0
Number Scoring 65-100	38	0	51	0	0	0
Number Scoring 85-100	4	0	8	0	0	0
Percentage of Tested Scoring 55-100	89%	0%	86%	0%	0%	0%
Percentage of Tested Scoring 65-100	67%	0%	70%	0%	0%	0%
Percentage of Tested Scoring 85-100	7%	0%	11%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	78	67	107	3	1	2
Number Scoring 55-100	54	40	76	#	#	#
Number Scoring 65-100	26	29	42	#	#	#
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%	#	#	#
Physical Setting/Physics						
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
Comprehensive French						
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%
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	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%	#
Comprehensive Latin						
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
Sequential Mathematics, Course III (last administered January 2004)						
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
Nov 2003	General-Education Students	261	9%	5%	57%	29%
	Students with Disabilities	27	30%	15%	41%	15%
	All Students	288	11%	6%	56%	27%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	240	8%	43%	46%	3%
	Students with Disabilities	19	0%	16%	63%	21%
	All Students	259	7%	41%	47%	4%

(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
Elementary Level						
Social Studies	3	0	#	#	#	#
Middle Level						
Social Studies	5	0	0	2	1	2
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	171	171	171	23	23	23	194	194	194
Number Scoring 55–64	14	11	6	3	3	7	17	14	13
Number Scoring 65–84	113	108	127	7	7	8	120	115	135
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
Listening and Speaking (Grade K-1)						
Number Tested			275			7
Beginning (0-18)			15			1
Intermediate (19-31)			63			4
Advanced (32-36)			128			2
Proficient (37-39)			69			0
Reading and Writing (Grade K-1)						
Number Tested			277			7
Beginning (0-14)			43			5
Intermediate (15-24)			89			0
Advanced (25-32)			114			2
Proficient (33-35)			31			0
Listening and Speaking (Grade 2-4)						
Number Tested			287			10
Beginning (0-18)			15			0
Intermediate (19-31)			32			1
Advanced (32-36)			96			6
Proficient (37-39)			144			3
Reading and Writing (Grade 2-4)						
Number Tested			287			10
Beginning (0-14)			58			3
Intermediate (15-24)			154			6
Advanced (25-32)			61			1
Proficient (33-35)			14			0
Listening and Speaking (Grade 5-6)						
Number Tested			72			5
Beginning (0-18)			9			0
Intermediate (19-31)			11			1
Advanced (32-36)			17			3
Proficient (37-39)			35			1
Reading and Writing (Grade 5-6)						
Number Tested			72			5
Beginning (0-14)			20			1
Intermediate (15-24)			35			4
Advanced (25-32)			17			0
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 - K)

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
Listening and Speaking (Grade 7-8)						
Number Tested			73			1
Beginning (0-18)			20			#
Intermediate (19-31)			12			#
Advanced (32-36)			33			#
Proficient (37-39)			8			#
Reading and Writing (Grade 7-8)						
Number Tested			73			1
Beginning (0-14)			21			#
Intermediate (15-24)			32			#
Advanced (25-32)			17			#
Proficient (33-35)			3			#
Listening and Speaking (Grade 9-12)						
Number Tested			165			16
Beginning (0-18)			57			7
Intermediate (19-31)			34			3
Advanced (32-36)			44			4
Proficient (37-39)			30			2
Reading and Writing (Grade 9-12)						
Number Tested			165			16
Beginning (0-14)			65			8
Intermediate (15-24)			59			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)