

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-01-02-03-0000

Name: West Babylon Union Free School District

Superintendent: Melvin S. Noble

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	382	356	351
First	391	378	371
Second	349	382	375
Third	380	346	389
Fourth	394	385	357
Fifth	413	386	393
Sixth	401	398	395
Ungraded Elementary	63	49	50
Seventh	379	394	405
Eighth	364	338	408
Ninth	332	349	363
Tenth	347	330	360
Eleventh	312	349	329
Twelfth	313	339	353
Ungraded Secondary	0	58	25
Total K-12 Enrollment	4820	4837	4924

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	112	2.3%	103	2.1%	126	2.6%
Black (Not Hispanic)	241	5.0%	212	4.4%	226	4.6%
Hispanic	320	6.6%	306	6.3%	360	7.3%
White (Not Hispanic)	4147	86.0%	4216	87.2%	4212	85.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	19	20
Common Branch	22	21	22
English Grade 8	23	23	23
Mathematics Grade 8	20	21	23
Science Grade 8	23	22	23
Social Studies Grade 8	23	23	22
English Grade 10	26	23	24
Mathematics Grade 10	24	23	24
Science Grade 10	21	19	21
Social Studies Grade 10	25	23	24

(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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	101	2.1%	102	2.1%	107	2.2%
Eligible for Free Lunch	561	11.6%	510	10.5%	470	9.6%

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		94.2%		94.7%		94.9%
Student Suspensions	254	5.3%	280	5.8%	275	5.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.8%	4.5%	4.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	353
Total Other Professional Staff	47
Total Paraprofessionals	87
Teaching Out of Certification*	3
Teachers with Temporary Licenses	0

*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	241	163	68%	252	179	71%	249	194	78%
Students with Disabilities	12	1	8%	28	6	21%	40	8	20%
All Students	253	164	65%	280	185	66%	289	202	70%

*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	185	76	0	2	24	2
Percent	64%	26%	0%	1%	8%	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)
40	8	7	47

*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			56		8	
	Entered GED Program*			0		17	
	Total Noncompleters			56		25	
Students with Disabilities	Dropped Out			1		5	
	Entered GED Program*			0		4	
	Total Noncompleters			1		9	
All Students	Dropped Out	22	1.7%	57	4.2%	13	0.9%
	Entered GED Program*	8	0.6%	0	0.0%	21	1.5%
	Total Noncompleters	30	2.3%	57	4.2%	34	2.4%

*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		334	408
	Number of Students with Disabilities		0	0
	Number of All Students		334	408
	Percent of Enrollment		29%	33%
9-12	Number of General-Education Students		992	1211
	Number of Students with Disabilities		188	194
	Number of All Students		1180	1405
	Percent of Enrollment		84%	99%

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%	0	0%

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%	0	0%

(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	0	0%	24	33%	8	88%
Science	0	0%	16	56%	5	60%
Reading	0	0%	9	22%	1	#
Writing	0	0%	10	10%	1	#
Global Studies	0	0%	12	58%	3	#
U.S. Hist & Gov't	2	#	4	#	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	48	62%	37	46%	45	69%
Science	44	61%	25	56%	19	58%
Reading	4	#	16	62%	25	84%
Writing	11	64%	24	58%	26	96%
Global Studies	33	55%	19	95%	23	57%
U.S. Hist & Gov't	18	61%	16	50%	24	54%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	302	336	276	34	54	49
Number Scoring 55–100	291	307	257	29	35	38
Number Scoring 65–100	280	263	236	25	26	30
Number Scoring 85–100	82	117	113	0	0	4
Percentage of Tested Scoring 55–100	96%	91%	93%	85%	65%	78%
Percentage of Tested Scoring 65–100	93%	78%	86%	74%	48%	61%
Percentage of Tested Scoring 85–100	27%	35%	41%	0%	0%	8%
Mathematics A						
Number Tested	0	1	514	0	0	58
Number Scoring 55–100	0	#	414	0	0	28
Number Scoring 65–100	0	#	343	0	0	20
Number Scoring 85–100	0	#	61	0	0	2
Percentage of Tested Scoring 55–100	0%	#	81%	0%	0%	48%
Percentage of Tested Scoring 65–100	0%	#	67%	0%	0%	34%
Percentage of Tested Scoring 85–100	0%	#	12%	0%	0%	3%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	343	334	337	47	57	61
Number Scoring 55–100	335	313	304	41	45	40
Number Scoring 65–100	289	292	284	14	37	33
Number Scoring 85–100	156	127	139	1	10	4
Percentage of Tested Scoring 55–100	98%	94%	90%	87%	79%	66%
Percentage of Tested Scoring 65–100	84%	87%	84%	30%	65%	54%
Percentage of Tested Scoring 85–100	45%	38%	41%	2%	18%	7%
U.S. History and Government (first administered June 2001)						
Number Tested	287	316	259	36	44	39
Number Scoring 55–100	264	304	243	23	35	34
Number Scoring 65–100	248	275	224	15	22	29
Number Scoring 85–100	143	96	110	2	1	9
Percentage of Tested Scoring 55–100	92%	96%	94%	64%	80%	87%
Percentage of Tested Scoring 65–100	86%	87%	86%	42%	50%	74%
Percentage of Tested Scoring 85–100	50%	30%	42%	6%	2%	23%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	278	307	352	33	51	55
Number Scoring 55–100	278	299	338	33	48	51
Number Scoring 65–100	273	291	322	28	44	44
Number Scoring 85–100	73	98	115	0	3	7
Percentage of Tested Scoring 55–100	100%	97%	96%	100%	94%	93%
Percentage of Tested Scoring 65–100	98%	95%	91%	85%	86%	80%
Percentage of Tested Scoring 85–100	26%	32%	33%	0%	6%	13%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	316	240	334	43	37	48
Number Scoring 55–100	273	221	312	23	29	38
Number Scoring 65–100	250	190	288	16	20	27
Number Scoring 85–100	120	43	156	4	2	7
Percentage of Tested Scoring 55–100	86%	92%	93%	53%	78%	79%
Percentage of Tested Scoring 65–100	79%	79%	86%	37%	54%	56%
Percentage of Tested Scoring 85–100	38%	18%	47%	9%	5%	15%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		196	189		6	11
Number Scoring 55–100		176	169		5	8
Number Scoring 65–100		134	148		4	5
Number Scoring 85–100		19	35		2	1
Percentage of Tested Scoring 55–100		90%	89%		83%	73%
Percentage of Tested Scoring 65–100		68%	78%		67%	45%
Percentage of Tested Scoring 85–100		10%	19%		33%	9%
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	16	6	11	0	0	0
Number Scoring 55–100	15	6	11	0	0	0
Number Scoring 65–100	13	6	11	0	0	0
Number Scoring 85–100	9	1	4	0	0	0
Percentage of Tested Scoring 55–100	94%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	81%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	17%	36%	0%	0%	0%
Comprehensive Italian						
Number Tested	37	48	54	0	0	3
Number Scoring 55–100	37	47	54	0	0	#
Number Scoring 65–100	35	43	53	0	0	#
Number Scoring 85–100	17	16	20	0	0	#
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	95%	90%	98%	0%	0%	#
Percentage of Tested Scoring 85–100	46%	33%	37%	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	162	158	161	1	4	9
Number Scoring 55–100	162	157	155	#	#	9
Number Scoring 65–100	154	151	149	#	#	8
Number Scoring 85–100	99	77	81	#	#	1
Percentage of Tested Scoring 55–100	100%	99%	96%	#	#	100%
Percentage of Tested Scoring 65–100	95%	96%	93%	#	#	89%
Percentage of Tested Scoring 85–100	61%	49%	50%	#	#	11%
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	439	322	57	41	34	5
Number Scoring 55–100	307	241	29	15	19	1
Number Scoring 65–100	248	194	22	5	15	1
Number Scoring 85–100	98	63	1	0	1	0
Percentage of Tested Scoring 55–100	70%	75%	51%	37%	56%	20%
Percentage of Tested Scoring 65–100	56%	60%	39%	12%	44%	20%
Percentage of Tested Scoring 85–100	22%	20%	2%	0%	3%	0%
Sequential Mathematics, Course III						
Number Tested	209	212	205	8	8	11
Number Scoring 55–100	170	183	157	3	7	9
Number Scoring 65–100	152	165	130	2	6	5
Number Scoring 85–100	85	77	60	0	2	1
Percentage of Tested Scoring 55–100	81%	86%	77%	38%	88%	82%
Percentage of Tested Scoring 65–100	73%	78%	63%	25%	75%	45%
Percentage of Tested Scoring 85–100	41%	36%	29%	0%	25%	9%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	94	100%	64	100%	74	97%
Students with Disabilities	30	80%	42	90%	31	87%

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	350	1%	2%	62%	36%
	Students with Disabilities	45	4%	2%	69%	24%
	All Students	395	1%	2%	63%	35%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	362	0%	9%	72%	18%
	Students with Disabilities	61	7%	52%	41%	0%
	All Students	423	1%	16%	68%	15%

(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	1	0	#	#	#	#
Middle Level						
Social Studies	2	0	#	#	#	#
Secondary Level						
English Language Arts	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	4	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	256	256	256	53	53	53	309	309	309
Number Scoring 55–64	5	12	0	12	10	5	17	22	5
Number Scoring 65–84	96	136	141	27	23	37	123	159	178
Number Scoring 85–100	148	91	107	4	0	1	152	91	108
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)