

# 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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	356	351	346
First	378	371	357
Second	382	375	353
Third	346	389	360
Fourth	385	357	393
Fifth	386	393	348
Sixth	398	395	401
Ungraded Elementary	49	50	57
Seventh	394	405	387
Eighth	338	408	409
Ninth	349	363	400
Tenth	330	360	374
Eleventh	349	329	365
Twelfth	339	353	365
Ungraded Secondary	58	25	25
Total K-12 Enrollment	4837	4924	4940

## 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	103	2.1%	126	2.6%	114	2.3%
Black (Not Hispanic)	212	4.4%	226	4.6%	222	4.5%
Hispanic	306	6.3%	360	7.3%	368	7.4%
White (Not Hispanic)	4216	87.2%	4212	85.5%	4236	85.7%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	20	22
Common Branch	21	22	21
English Grade 8	23	23	22
Mathematics Grade 8	21	23	23
Science Grade 8	22	23	23
Social Studies Grade 8	23	22	23
English Grade 10	23	24	26
Mathematics Grade 10	23	24	23
Science Grade 10	19	21	21
Social Studies Grade 10	23	24	26

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	102	2.1%	107	2.2%	123	2.5%
<b>Eligible for Free Lunch</b>	510	10.5%	470	9.6%	508	10.3%

**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>		94.7%		94.9%		95.2%
<b>Student Suspensions</b>	280	5.8%	275	5.7%	268	5.4%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	4.6%	4.5%	6.1%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	365
Total Other Professional Staff	41
Total Paraprofessionals	74
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 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	252	179	71%	249	194	78%	263	201	76%
Students with Disabilities	28	6	21%	40	8	20%	46	13	28%
All Students	280	185	66%	289	202	70%	309	214	69%

\*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	218	63	1	9	18	0
Percent	71%	20%	0%	3%	6%	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)
46	13	3	49

\*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	56		8		5	0.4%
	Entered GED Program*	0		17		20	1.6%
	Total Noncompleters	56		25		25	2.0%
Students with Disabilities	Dropped Out	1		5		1	0.5%
	Entered GED Program*	0		4		9	4.2%
	Total Noncompleters	1		9		10	4.7%
All Students	Dropped Out	57	4.2%	13	0.9%	6	0.4%
	Entered GED Program*	0	0.0%	21	1.5%	29	2.0%
	Total Noncompleters	57	4.2%	34	2.4%	35	2.4%

\*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	334	408	381
	Number of Students with Disabilities	0	0	39
	Number of All Students	334	408	420
	Percent of Enrollment	29%	33%	35%
9-12	Number of General-Education Students	992	1211	1273
	Number of Students with Disabilities	188	194	231
	Number of All Students	1180	1405	1504
	Percent of Enrollment	84%	99%	99%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	172		
Completed and Passed Regents Exams	172	100%	77%
Completed and had Course Average of 75% or More	159	92%	81%
Completed and Attained a HS Diploma or Equivalent	172	100%	96%
Completed and Whose Status is Known	172		
Completed and Were Successfully Placed	163	95%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed	3	10%	19%

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	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	24	33%	8	88%	4	#
Science	16	56%	5	60%	2	#
Reading	9	22%	1	#	3	#
Writing	10	10%	1	#	3	#
Global Studies	12	58%	3	#	6	83%
U.S. Hist & Gov't	4	#	3	#	3	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	37	46%	45	69%	32	63%
Science	25	56%	19	58%	6	83%
Reading	16	63%	25	84%	9	100%
Writing	24	58%	26	96%	8	100%
Global Studies	19	95%	23	57%	23	70%
U.S. Hist & Gov't	16	50%	24	54%	10	100%

(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	336	276	335	54	49	46
Number Scoring 55-100	307	257	318	35	38	38
Number Scoring 65-100	263	236	302	26	30	33
Number Scoring 85-100	117	113	156	0	4	4
Percentage of Tested Scoring 55-100	91%	93%	95%	65%	78%	83%
Percentage of Tested Scoring 65-100	78%	86%	90%	48%	61%	72%
Percentage of Tested Scoring 85-100	35%	41%	47%	0%	8%	9%
<b>Mathematics A</b>						
Number Tested	1	514	725	0	58	70
Number Scoring 55-100	#	414	653	0	28	53
Number Scoring 65-100	#	343	575	0	20	33
Number Scoring 85-100	#	61	164	0	2	7
Percentage of Tested Scoring 55-100	#	81%	90%	0%	48%	76%
Percentage of Tested Scoring 65-100	#	67%	79%	0%	34%	47%
Percentage of Tested Scoring 85-100	#	12%	23%	0%	3%	10%
<b>Mathematics B</b>						
Number Tested	0	0	183	0	0	7
Number Scoring 55-100	0	0	138	0	0	5
Number Scoring 65-100	0	0	112	0	0	5
Number Scoring 85-100	0	0	38	0	0	1
Percentage of Tested Scoring 55-100	0%	0%	75%	0%	0%	71%
Percentage of Tested Scoring 65-100	0%	0%	61%	0%	0%	71%
Percentage of Tested Scoring 85-100	0%	0%	21%	0%	0%	14%
<b>Global History and Geography</b>						
Number Tested	334	337	368	57	61	40
Number Scoring 55-100	313	304	332	45	40	26
Number Scoring 65-100	292	284	323	37	33	25
Number Scoring 85-100	127	139	185	10	4	8
Percentage of Tested Scoring 55-100	94%	90%	90%	79%	66%	65%
Percentage of Tested Scoring 65-100	87%	84%	88%	65%	54%	62%
Percentage of Tested Scoring 85-100	38%	41%	50%	18%	7%	20%
<b>U.S. History and Government</b>						
Number Tested	316	259	324	44	39	43
Number Scoring 55-100	304	243	302	35	34	29
Number Scoring 65-100	275	224	292	22	29	25
Number Scoring 85-100	96	110	162	1	9	5
Percentage of Tested Scoring 55-100	96%	94%	93%	80%	87%	67%
Percentage of Tested Scoring 65-100	87%	86%	90%	50%	74%	58%
Percentage of Tested Scoring 85-100	30%	42%	50%	2%	23%	12%

(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	307	352	341	51	55	38
Number Scoring 55-100	299	338	331	48	51	35
Number Scoring 65-100	291	322	320	44	44	33
Number Scoring 85-100	98	115	111	3	7	6
Percentage of Tested Scoring 55-100	97%	96%	97%	94%	93%	92%
Percentage of Tested Scoring 65-100	95%	91%	94%	86%	80%	87%
Percentage of Tested Scoring 85-100	32%	33%	33%	6%	13%	16%
<b>Physical Setting/Earth Science</b>						
Number Tested	240	334	431	37	48	61
Number Scoring 55-100	221	312	389	29	38	45
Number Scoring 65-100	190	288	337	20	27	31
Number Scoring 85-100	43	156	146	2	7	3
Percentage of Tested Scoring 55-100	92%	93%	90%	78%	79%	74%
Percentage of Tested Scoring 65-100	79%	86%	78%	54%	56%	51%
Percentage of Tested Scoring 85-100	18%	47%	34%	5%	15%	5%
<b>Physical Setting/Chemistry</b>						
Number Tested	196	189	274	6	11	13
Number Scoring 55-100	176	169	209	5	8	8
Number Scoring 65-100	134	148	162	4	5	7
Number Scoring 85-100	19	35	42	2	1	0
Percentage of Tested Scoring 55-100	90%	89%	76%	83%	73%	62%
Percentage of Tested Scoring 65-100	68%	78%	59%	67%	45%	54%
Percentage of Tested Scoring 85-100	10%	19%	15%	33%	9%	0%
<b>Physical Setting/Physics</b>						
Number Tested			72			0
Number Scoring 55-100			72			0
Number Scoring 65-100			72			0
Number Scoring 85-100			36			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			50%			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	11	17	0	0	0
Number Scoring 55-100	6	11	17	0	0	0
Number Scoring 65-100	6	11	16	0	0	0
Number Scoring 85-100	1	4	3	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	17%	36%	18%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	48	54	59	0	3	1
Number Scoring 55-100	47	54	58	0	#	#
Number Scoring 65-100	43	53	57	0	#	#
Number Scoring 85-100	16	20	18	0	#	#
Percentage of Tested Scoring 55-100	98%	100%	98%	0%	#	#
Percentage of Tested Scoring 65-100	90%	98%	97%	0%	#	#
Percentage of Tested Scoring 85-100	33%	37%	31%	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	158	161	190	4	9	5
Number Scoring 55-100	157	155	188	#	9	5
Number Scoring 65-100	151	149	186	#	8	5
Number Scoring 85-100	77	81	120	#	1	2
Percentage of Tested Scoring 55-100	99%	96%	99%	#	100%	100%
Percentage of Tested Scoring 65-100	96%	93%	98%	#	89%	100%
Percentage of Tested Scoring 85-100	49%	50%	63%	#	11%	40%
<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	212	205	47	8	11	0
Number Scoring 55-100	183	157	34	7	9	0
Number Scoring 65-100	165	130	28	6	5	0
Number Scoring 85-100	77	60	1	2	1	0
Percentage of Tested Scoring 55-100	86%	77%	72%	88%	82%	0%
Percentage of Tested Scoring 65-100	78%	63%	60%	75%	45%	0%
Percentage of Tested Scoring 85-100	36%	29%	2%	25%	9%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	64	100%	74	97%	66	100%
Students with Disabilities	42	90%	31	87%	16	75%

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	323	0%	1%	35%	65%
	Students with Disabilities	35	6%	3%	34%	57%
	All Students	358	1%	1%	35%	64%

## 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	377	0%	9%	48%	43%
	Students with Disabilities	44	5%	57%	34%	5%
	All Students	421	0%	14%	47%	39%

(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	2	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	4	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	250	250	250	49	49	49	299	299	299
Number Scoring 55–64	7	6	1	6	6	7	13	12	8
Number Scoring 65–84	120	90	127	20	18	33	140	108	160
Number Scoring 85–100	116	148	118	3	6	5	119	154	123
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 K-1)</b>						
Number Tested			33			0
Beginning (0-18)			2			0
Intermediate (19-31)			7			0
Advanced (32-36)			9			0
Proficient (37-39)			15			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			33			0
Beginning (0-14)			11			0
Intermediate (15-24)			5			0
Advanced (25-32)			10			0
Proficient (33-35)			7			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			25			1
Beginning (0-18)			2			#
Intermediate (19-31)			4			#
Advanced (32-36)			4			#
Proficient (37-39)			15			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			25			1
Beginning (0-14)			5			#
Intermediate (15-24)			12			#
Advanced (25-32)			4			#
Proficient (33-35)			4			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			15			1
Beginning (0-18)			1			#
Intermediate (19-31)			0			#
Advanced (32-36)			5			#
Proficient (37-39)			9			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			15			1
Beginning (0-14)			2			#
Intermediate (15-24)			3			#
Advanced (25-32)			8			#
Proficient (33-35)			2			#

\*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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			11			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			3			#
Proficient (37-39)			7			#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			11			1
Beginning (0-14)			0			#
Intermediate (15-24)			3			#
Advanced (25-32)			6			#
Proficient (33-35)			2			#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			35			1
Beginning (0-18)			2			#
Intermediate (19-31)			11			#
Advanced (32-36)			14			#
Proficient (37-39)			8			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			35			1
Beginning (0-14)			2			#
Intermediate (15-24)			12			#
Advanced (25-32)			16			#
Proficient (33-35)			5			#

\*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)