

New York State District Report Card Comprehensive Information Report

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

Name: Babylon Union Free School District

Superintendent: William Bernhard

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	148	146	142
First	159	153	153
Second	140	157	152
Third	151	146	162
Fourth	149	155	144
Fifth	174	154	153
Sixth	152	174	161
Ungraded Elementary	28	0	0
Seventh	152	158	176
Eighth	191	155	155
Ninth	142	179	149
Tenth	130	140	182
Eleventh	151	129	143
Twelfth	145	149	125
Ungraded Secondary	4	4	4
Total K-12 Enrollment	2016	1999	2001

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	53	2.6%	62	3.1%	68	3.4%
Black (Not Hispanic)	126	6.3%	108	5.4%	103	5.1%
Hispanic	112	5.6%	110	5.5%	106	5.3%
White (Not Hispanic)	1725	85.6%	1719	86.0%	1724	86.2%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	22	21
Common Branch	24	24	24
English Grade 8	18	19	19
Mathematics Grade 8	21	22	22
Science Grade 8	22	22	22
Social Studies Grade 8	20	23	22
English Grade 10	17	15	14
Mathematics Grade 10	21	23	19
Science Grade 10	13	18	24
Social Studies Grade 10	14	22	20

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low 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	24	1.2%	29	1.5%	55	2.8%
Eligible for Free Lunch	125	6.2%	97	4.9%	150	7.5%

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		95.2%		95.1%		95.5%
Student Suspensions	18	0.9%	21	1.0%	8	0.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.1%	2.4%	4.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	164
Total Other Professional Staff	22
Total Paraprofessionals	34
Teaching Out of Certification*	4
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	135	105	78%	126	110	87%	118	102	86%
Students with Disabilities	11	11	100%	15	7	47%	12	4	33%
All Students	146	116	79%	141	117	83%	130	106	82%

*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	85	30	0	3	7	5
Percent	65%	23%	0%	2%	5%	4%

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)
12	4	1	13

*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			0		2	
	Entered GED Program*			3		4	
	Total Noncompleters			3		6	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		1	
	Total Noncompleters			1		2	
All Students	Dropped Out	2	0.4%	1	0.2%	3	0.5%
	Entered GED Program*	3	0.5%	3	0.5%	5	0.8%
	Total Noncompleters	5	0.9%	4	0.7%	8	1.3%

*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%	5%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	7
	Number of Students with Disabilities		0	21
	Number of All Students		0	28
	Percent of Enrollment		0%	9%
6-8	Number of General-Education Students		0	145
	Number of Students with Disabilities		0	24
	Number of All Students		0	169
	Percent of Enrollment		0%	34%
9-12	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%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	41	100%	24	100%	20	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	103	96%	88	100%	101	100%

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	1	#	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%	2	#	5	100%
Science	0	0%	1	#	5	60%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	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
Mathematics	28	79%	3	#	29	97%
Science	18	50%	5	20%	15	67%
Reading	3	#	1	#	6	83%
Writing	3	#	3	#	5	80%
Global Studies	0	0%	4	#	15	47%
U.S. Hist & Gov't	4	#	4	#	6	83%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	147	133	153	18	13	22
Number Scoring 55–100	144	130	148	16	11	19
Number Scoring 65–100	140	127	137	13	9	16
Number Scoring 85–100	44	80	89	1	1	5
Percentage of Tested Scoring 55–100	98%	98%	97%	89%	85%	86%
Percentage of Tested Scoring 65–100	95%	95%	90%	72%	69%	73%
Percentage of Tested Scoring 85–100	30%	60%	58%	6%	8%	23%
Mathematics A						
Number Tested	1	171	225	0	16	31
Number Scoring 55–100	#	132	179	0	9	10
Number Scoring 65–100	#	117	161	0	6	10
Number Scoring 85–100	#	44	55	0	2	1
Percentage of Tested Scoring 55–100	#	77%	80%	0%	56%	32%
Percentage of Tested Scoring 65–100	#	68%	72%	0%	38%	32%
Percentage of Tested Scoring 85–100	#	26%	24%	0%	12%	3%
Mathematics B (first administered June 2001)						
Number Tested	0	0	79	0	0	2
Number Scoring 55–100	0	0	73	0	0	#
Number Scoring 65–100	0	0	64	0	0	#
Number Scoring 85–100	0	0	10	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	92%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	81%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	13%	0%	0%	#
Global History and Geography						
Number Tested	132	147	194	12	24	29
Number Scoring 55–100	131	138	177	12	21	15
Number Scoring 65–100	128	127	164	11	17	12
Number Scoring 85–100	50	41	80	1	1	0
Percentage of Tested Scoring 55–100	99%	94%	91%	100%	88%	52%
Percentage of Tested Scoring 65–100	97%	86%	85%	92%	71%	41%
Percentage of Tested Scoring 85–100	38%	28%	41%	8%	4%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	157	131	152	19	10	24
Number Scoring 55–100	149	127	145	16	7	19
Number Scoring 65–100	139	125	136	13	7	18
Number Scoring 85–100	78	62	70	2	1	2
Percentage of Tested Scoring 55–100	95%	97%	95%	84%	70%	79%
Percentage of Tested Scoring 65–100	89%	95%	89%	68%	70%	75%
Percentage of Tested Scoring 85–100	50%	47%	46%	11%	10%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	124	167	183	5	18	27
Number Scoring 55–100	124	165	179	5	16	25
Number Scoring 65–100	123	163	172	5	16	21
Number Scoring 85–100	35	53	61	0	2	2
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	89%	93%
Percentage of Tested Scoring 65–100	99%	98%	94%	100%	89%	78%
Percentage of Tested Scoring 85–100	28%	32%	33%	0%	11%	7%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	110	134	150	4	10	16
Number Scoring 55–100	108	128	144	#	9	14
Number Scoring 65–100	104	127	138	#	9	12
Number Scoring 85–100	69	67	79	#	2	1
Percentage of Tested Scoring 55–100	98%	96%	96%	#	90%	88%
Percentage of Tested Scoring 65–100	95%	95%	92%	#	90%	75%
Percentage of Tested Scoring 85–100	63%	50%	53%	#	20%	6%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		93	109		4	3
Number Scoring 55–100		89	106		#	#
Number Scoring 65–100		76	96		#	#
Number Scoring 85–100		17	24		#	#
Percentage of Tested Scoring 55–100		96%	97%		#	#
Percentage of Tested Scoring 65–100		82%	88%		#	#
Percentage of Tested Scoring 85–100		18%	22%		#	#
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	23	13	31	1	0	0
Number Scoring 55–100	23	13	31	#	0	0
Number Scoring 65–100	23	13	31	#	0	0
Number Scoring 85–100	17	7	21	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	74%	54%	68%	#	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	78	89	107	0	3	2
Number Scoring 55–100	78	89	107	0	#	#
Number Scoring 65–100	78	89	107	0	#	#
Number Scoring 85–100	62	67	77	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	79%	75%	72%	0%	#	#
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	138	6	1	4	1	1
Number Scoring 55–100	125	5	#	#	#	#
Number Scoring 65–100	106	5	#	#	#	#
Number Scoring 85–100	61	0	#	#	#	#
Percentage of Tested Scoring 55–100	91%	83%	#	#	#	#
Percentage of Tested Scoring 65–100	77%	83%	#	#	#	#
Percentage of Tested Scoring 85–100	44%	0%	#	#	#	#
Sequential Mathematics, Course III						
Number Tested	114	100	9	5	4	1
Number Scoring 55–100	106	91	6	5	#	#
Number Scoring 65–100	101	84	2	5	#	#
Number Scoring 85–100	57	48	0	2	#	#
Percentage of Tested Scoring 55–100	93%	91%	67%	100%	#	#
Percentage of Tested Scoring 65–100	89%	84%	22%	100%	#	#
Percentage of Tested Scoring 85–100	50%	48%	0%	40%	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	5	100%	6	100%	14	86%
Students with Disabilities	16	100%	5	80%	3	#

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	132	2%	4%	60%	35%
	Students with Disabilities	20	5%	10%	85%	0%
	All Students	152	2%	5%	63%	30%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	145	0%	14%	66%	20%
	Students with Disabilities	14	0%	57%	43%	0%
	All Students	159	0%	18%	64%	18%

(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	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	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	109	109	109	9	9	9	118	118	118
Number Scoring 55–64	0	0	2	1	1	3	1	1	5
Number Scoring 65–84	58	46	34	7	5	4	65	51	38
Number Scoring 85–100	49	62	73	1	1	1	50	63	74
Approved Alternatives	2	0	0	0	0	0	2	0	0

(Form – K)