

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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	146	142	140
First	153	153	152
Second	157	152	151
Third	146	162	148
Fourth	155	144	154
Fifth	154	153	145
Sixth	174	161	157
Ungraded Elementary	0	0	6
Seventh	158	176	158
Eighth	155	155	176
Ninth	179	149	159
Tenth	140	182	147
Eleventh	129	143	177
Twelfth	149	125	136
Ungraded Secondary	4	4	3
Total K-12 Enrollment	1999	2001	2009

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	62	3.1%	68	3.4%	66	3.3%
Black (Not Hispanic)	108	5.4%	103	5.1%	100	5.0%
Hispanic	110	5.5%	106	5.3%	121	6.0%
White (Not Hispanic)	1719	86.0%	1724	86.2%	1722	85.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	21	20
Common Branch	24	24	22
English Grade 8	19	19	21
Mathematics Grade 8	22	22	22
Science Grade 8	22	22	22
Social Studies Grade 8	23	22	24
English Grade 10	15	14	17
Mathematics Grade 10	23	19	17
Science Grade 10	18	24	20
Social Studies Grade 10	22	20	21

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	29	1.5%	55	2.8%	56	2.8%
Eligible for Free Lunch	97	4.9%	150	7.5%	182	9.1%

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		95.1%		95.5%		95.7%
Student Suspensions	21	1.0%	8	0.4%	18	0.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.4%	4.3%	3.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	166
Total Other Professional Staff	22
Total Paraprofessionals	34
Teaching Out of Certification*	0

*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	126	110	87%	118	102	86%	120	100	83%
Students with Disabilities	15	7	47%	12	4	33%	16	10	62%
All Students	141	117	83%	130	106	82%	136	110	81%

*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	95	23	0	4	7	7
Percent	70%	17%	0%	3%	5%	5%

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)
16	10	1	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	0		2		3	0.5%
	Entered GED Program*	3		4		3	0.5%
	Total Noncompleters	3		6		6	1.1%
Students with Disabilities	Dropped Out	1		1		3	3.3%
	Entered GED Program*	0		1		2	2.2%
	Total Noncompleters	1		2		5	5.6%
All Students	Dropped Out	1	0.2%	3	0.5%	6	0.9%
	Entered GED Program*	3	0.5%	5	0.8%	5	0.8%
	Total Noncompleters	4	0.7%	8	1.3%	11	1.7%

*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%	5%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	7	118
	Number of Students with Disabilities	0	21	24
	Number of All Students	0	28	142
	Percent of Enrollment	0%	9%	47%
6-8	Number of General-Education Students	0	145	586
	Number of Students with Disabilities	0	24	61
	Number of All Students	0	169	647
	Percent of Enrollment	0%	34%	131%
9-12	Number of General-Education Students	0	0	269
	Number of Students with Disabilities	0	0	63
	Number of All Students	0	0	332
	Percent of Enrollment	0%	0%	53%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	30		
Completed and Passed Regents Exams	30	100%	77%
Completed and had Course Average of 75% or More	29	97%	81%
Completed and Attained a HS Diploma or Equivalent	30	100%	96%
Completed and Whose Status is Known	30		
Completed and Were Successfully Placed	30	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			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	24	100%	20	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	88	100%	101	100%	102	100%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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%	4	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	5	100%	1	#
Science	1	#	5	60%	2	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	1	#
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	3	#	29	97%	20	85%
Science	5	20%	15	67%	12	92%
Reading	1	#	6	83%	7	14%
Writing	3	#	5	80%	5	100%
Global Studies	4	#	15	47%	8	75%
U.S. Hist & Gov't	4	#	6	83%	1	#

(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	133	153	176	13	22	20
Number Scoring 55-100	130	148	168	11	19	13
Number Scoring 65-100	127	137	158	9	16	11
Number Scoring 85-100	80	89	118	1	5	2
Percentage of Tested Scoring 55-100	98%	97%	95%	85%	86%	65%
Percentage of Tested Scoring 65-100	95%	90%	90%	69%	73%	55%
Percentage of Tested Scoring 85-100	60%	58%	67%	8%	23%	10%
Mathematics A						
Number Tested	171	225	177	16	31	21
Number Scoring 55-100	132	179	170	9	10	18
Number Scoring 65-100	117	161	163	6	10	15
Number Scoring 85-100	44	55	85	2	1	5
Percentage of Tested Scoring 55-100	77%	80%	96%	56%	32%	86%
Percentage of Tested Scoring 65-100	68%	72%	92%	38%	32%	71%
Percentage of Tested Scoring 85-100	26%	24%	48%	12%	3%	24%
Mathematics B						
Number Tested	0	79	120	0	2	2
Number Scoring 55-100	0	73	112	0	#	#
Number Scoring 65-100	0	64	104	0	#	#
Number Scoring 85-100	0	10	42	0	#	#
Percentage of Tested Scoring 55-100	0%	92%	93%	0%	#	#
Percentage of Tested Scoring 65-100	0%	81%	87%	0%	#	#
Percentage of Tested Scoring 85-100	0%	13%	35%	0%	#	#
Global History and Geography						
Number Tested	147	194	154	24	29	24
Number Scoring 55-100	138	177	145	21	15	18
Number Scoring 65-100	127	164	139	17	12	15
Number Scoring 85-100	41	80	79	1	0	3
Percentage of Tested Scoring 55-100	94%	91%	94%	88%	52%	75%
Percentage of Tested Scoring 65-100	86%	85%	90%	71%	41%	62%
Percentage of Tested Scoring 85-100	28%	41%	51%	4%	0%	12%
U.S. History and Government						
Number Tested	131	152	178	10	24	18
Number Scoring 55-100	127	145	172	7	19	17
Number Scoring 65-100	125	136	168	7	18	15
Number Scoring 85-100	62	70	109	1	2	5
Percentage of Tested Scoring 55-100	97%	95%	97%	70%	79%	94%
Percentage of Tested Scoring 65-100	95%	89%	94%	70%	75%	83%
Percentage of Tested Scoring 85-100	47%	46%	61%	10%	8%	28%

(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	167	183	162	18	27	17
Number Scoring 55-100	165	179	162	16	25	17
Number Scoring 65-100	163	172	157	16	21	16
Number Scoring 85-100	53	61	57	2	2	1
Percentage of Tested Scoring 55-100	99%	98%	100%	89%	93%	100%
Percentage of Tested Scoring 65-100	98%	94%	97%	89%	78%	94%
Percentage of Tested Scoring 85-100	32%	33%	35%	11%	7%	6%
Physical Setting/Earth Science						
Number Tested	134	150	153	10	16	11
Number Scoring 55-100	128	144	149	9	14	9
Number Scoring 65-100	127	138	141	9	12	8
Number Scoring 85-100	67	79	69	2	1	1
Percentage of Tested Scoring 55-100	96%	96%	97%	90%	88%	82%
Percentage of Tested Scoring 65-100	95%	92%	92%	90%	75%	73%
Percentage of Tested Scoring 85-100	50%	53%	45%	20%	6%	9%
Physical Setting/Chemistry						
Number Tested	93	109	113	4	3	5
Number Scoring 55-100	89	106	111	#	#	5
Number Scoring 65-100	76	96	103	#	#	4
Number Scoring 85-100	17	24	27	#	#	0
Percentage of Tested Scoring 55-100	96%	97%	98%	#	#	100%
Percentage of Tested Scoring 65-100	82%	88%	91%	#	#	80%
Percentage of Tested Scoring 85-100	18%	22%	24%	#	#	0%
Physical Setting/Physics						
Number Tested			40			0
Number Scoring 55-100			38			0
Number Scoring 65-100			37			0
Number Scoring 85-100			11			0
Percentage of Tested Scoring 55-100			95%			0%
Percentage of Tested Scoring 65-100			93%			0%
Percentage of Tested Scoring 85-100			28%			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	13	31	21	0	0	0
Number Scoring 55-100	13	31	21	0	0	0
Number Scoring 65-100	13	31	21	0	0	0
Number Scoring 85-100	7	21	15	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	54%	68%	71%	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	89	107	86	3	2	1
Number Scoring 55-100	89	107	86	#	#	#
Number Scoring 65-100	89	107	86	#	#	#
Number Scoring 85-100	67	77	60	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	75%	72%	70%	#	#	#
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	100	9	0	4	1	0
Number Scoring 55-100	91	6	0	#	#	0
Number Scoring 65-100	84	2	0	#	#	0
Number Scoring 85-100	48	0	0	#	#	0
Percentage of Tested Scoring 55-100	91%	67%	0%	#	#	0%
Percentage of Tested Scoring 65-100	84%	22%	0%	#	#	0%
Percentage of Tested Scoring 85-100	48%	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	6	100%	14	86%	4	#
Students with Disabilities	5	80%	3	#	1	#

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	134	3%	3%	53%	41%
	Students with Disabilities	10	20%	10%	60%	10%
	All Students	144	4%	3%	53%	39%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	156	1%	23%	65%	11%
	Students with Disabilities	18	0%	67%	33%	0%
	All Students	174	1%	28%	62%	10%

(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	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
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	118	118	118	21	21	21	139	139	139
Number Scoring 55–64	2	5	2	2	1	0	4	6	2
Number Scoring 65–84	78	48	53	15	15	18	93	63	71
Number Scoring 85–100	34	62	62	1	2	1	35	64	63
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			13			0
Beginning (0-18)			0			0
Intermediate (19-31)			5			0
Advanced (32-36)			6			0
Proficient (37-39)			2			0
Reading and Writing (Grade K-1)						
Number Tested			13			0
Beginning (0-14)			0			0
Intermediate (15-24)			1			0
Advanced (25-32)			11			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 2-4)						
Number Tested			17			1
Beginning (0-18)			2			#
Intermediate (19-31)			1			#
Advanced (32-36)			3			#
Proficient (37-39)			11			#
Reading and Writing (Grade 2-4)						
Number Tested			17			1
Beginning (0-14)			3			#
Intermediate (15-24)			8			#
Advanced (25-32)			5			#
Proficient (33-35)			1			#
Listening and Speaking (Grade 5-6)						
Number Tested			6			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			2			0
Proficient (37-39)			2			0
Reading and Writing (Grade 5-6)						
Number Tested			6			0
Beginning (0-14)			2			0
Intermediate (15-24)			1			0
Advanced (25-32)			2			0
Proficient (33-35)			1			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			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			9			1
Beginning (0-18)			2			#
Intermediate (19-31)			0			#
Advanced (32-36)			3			#
Proficient (37-39)			4			#
Reading and Writing (Grade 9-12)						
Number Tested			9			1
Beginning (0-14)			1			#
Intermediate (15-24)			3			#
Advanced (25-32)			5			#
Proficient (33-35)			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)