

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	351	346	336
First	371	357	345
Second	375	353	344
Third	389	360	358
Fourth	357	393	364
Fifth	393	348	385
Sixth	395	401	352
Ungraded Elementary	50	57	71
Seventh	405	387	392
Eighth	408	409	378
Ninth	363	400	416
Tenth	360	374	410
Eleventh	329	365	379
Twelfth	353	365	340
Ungraded Secondary	25	25	26
Total K-12 Enrollment	4924	4940	4896

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	126	2.6%	114	2.3%	149	3.0%
Black (Not Hispanic)	226	4.6%	222	4.5%	209	4.3%
Hispanic	360	7.3%	368	7.4%	391	8.0%
White (Not Hispanic)	4212	85.5%	4236	85.7%	4147	84.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	22	21
Common Branch	22	21	22
English Grade 8	23	22	22
Mathematics Grade 8	23	23	21
Science Grade 8	23	23	22
Social Studies Grade 8	22	23	22
English Grade 10	24	26	25
Mathematics Grade 10	24	23	22
Science Grade 10	21	21	21
Social Studies Grade 10	24	26	25

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	107	2.2%	123	2.5%	138	2.8%
Eligible for Free Lunch	470	9.6%	508	10.3%	538	11.0%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.9%		95.2%		95.3%
Student Suspensions	275	5.7%	268	5.4%	306	6.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	4.5%	6.1%	6.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	363
Total Other Professional Staff	36
Total Paraprofessionals	85
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	249	263	277
	Regents Diplomas	194	201	256
	% Regents Diplomas	78%	76%	92%
	Regents Diplomas with Advanced Designation**			129
	% Regents Diplomas with Advanced Designation			47%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	40	46	36
	Regents Diplomas	8	13	12
	% Regents Diplomas	20%	28%	33%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			6%
	IEP Diplomas or Local Certificates	7	3	3
All Students	Total Graduates*	289	309	313
	Regents Diplomas	202	214	268
	% Regents Diplomas	70%	69%	86%
	Regents Diplomas with Advanced Designation**			131
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates	7	3	3

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	168	67	0	2	39	1	0	0
	Percent	61%	24%	0%	1%	14%	0%	0%	0%
Students with Disabilities	Number	5	15	0	0	13	3	0	0
	Percent	14%	42%	0%	0%	36%	8%	0%	0%
All Students	Number	173	82	0	2	52	4	0	0
	Percent	55%	26%	0%	1%	17%	1%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	8		5	0.4%	3	0.2%
	Entered GED Program*	17		20	1.6%	15	1.1%
	Total Noncompleters	25		25	2.0%	18	1.3%
Students with Disabilities	Dropped Out	5		1	0.5%	0	0.0%
	Entered GED Program*	4		9	4.2%	11	5.2%
	Total Noncompleters	9		10	4.7%	11	5.2%
All Students	Dropped Out	13	0.9%	6	0.4%	3	0.2%
	Entered GED Program*	21	1.5%	29	2.0%	26	1.7%
	Total Noncompleters	34	2.4%	35	2.4%	29	1.8%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	408	381	400
	Number of Students with Disabilities	0	39	0
	Number of All Students	408	420	400
	Percent of Enrollment	33%	35%	35%
9-12	Number of General-Education Students	1211	1273	1322
	Number of Students with Disabilities	194	231	223
	Number of All Students	1405	1504	1545
	Percent of Enrollment	99%	99%	99%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	118		
Completed and Passed Regents Exams	63	53%	80%
Completed and had Course Average of 75% or More	104	88%	82%
Completed and Attained a HS Diploma or Equivalent	40	34%	96%
Completed and Whose Status is Known	40		
Completed and Were Successfully Placed	40	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	6	5%	25%
Underrepresented Gender Members Who Completed	0	0%	19%

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	4	#	6	83%
Science	5	60%	2	#	1	#
Reading	1	#	3	#	0	0%
Writing	1	#	3	#	0	0%
Global Studies	3	#	6	83%	1	#
U.S. Hist & Gov't	3	#	3	#	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	45	69%	32	63%	24	67%
Science	19	58%	6	83%	3	#
Reading	25	84%	9	100%	7	100%
Writing	26	96%	8	100%	16	100%
Global Studies	23	57%	23	70%	16	81%
U.S. Hist & Gov't	24	54%	10	100%	15	73%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	276	335	349	49	46	38
Number Scoring 55-100	257	318	337	38	38	36
Number Scoring 65-100	236	302	325	30	33	32
Number Scoring 85-100	113	156	151	4	4	8
Percentage of Tested Scoring 55-100	93%	95%	97%	78%	83%	95%
Percentage of Tested Scoring 65-100	86%	90%	93%	61%	72%	84%
Percentage of Tested Scoring 85-100	41%	47%	43%	8%	9%	21%
Mathematics A						
Number Tested	514	725	450	58	70	45
Number Scoring 55-100	414	653	435	28	53	40
Number Scoring 65-100	343	575	411	20	33	36
Number Scoring 85-100	61	164	161	2	7	12
Percentage of Tested Scoring 55-100	81%	90%	97%	48%	76%	89%
Percentage of Tested Scoring 65-100	67%	79%	91%	34%	47%	80%
Percentage of Tested Scoring 85-100	12%	23%	36%	3%	10%	27%
Mathematics B						
Number Tested	0	183	232	0	7	9
Number Scoring 55-100	0	138	162	0	5	6
Number Scoring 65-100	0	112	133	0	5	4
Number Scoring 85-100	0	38	30	0	1	1
Percentage of Tested Scoring 55-100	0%	75%	70%	0%	71%	67%
Percentage of Tested Scoring 65-100	0%	61%	57%	0%	71%	44%
Percentage of Tested Scoring 85-100	0%	21%	13%	0%	14%	11%
Global History and Geography						
Number Tested	337	368	396	61	40	49
Number Scoring 55-100	304	332	362	40	26	36
Number Scoring 65-100	284	323	331	33	25	26
Number Scoring 85-100	139	185	154	4	8	7
Percentage of Tested Scoring 55-100	90%	90%	91%	66%	65%	73%
Percentage of Tested Scoring 65-100	84%	88%	84%	54%	62%	53%
Percentage of Tested Scoring 85-100	41%	50%	39%	7%	20%	14%
U.S. History and Government						
Number Tested	259	324	343	39	43	44
Number Scoring 55-100	243	302	315	34	29	33
Number Scoring 65-100	224	292	308	29	25	31
Number Scoring 85-100	110	162	208	9	5	13
Percentage of Tested Scoring 55-100	94%	93%	92%	87%	67%	75%
Percentage of Tested Scoring 65-100	86%	90%	90%	74%	58%	70%
Percentage of Tested Scoring 85-100	42%	50%	61%	23%	12%	30%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	352	341	395	55	38	49
Number Scoring 55-100	338	331	390	51	35	48
Number Scoring 65-100	322	320	375	44	33	45
Number Scoring 85-100	115	111	127	7	6	4
Percentage of Tested Scoring 55-100	96%	97%	99%	93%	92%	98%
Percentage of Tested Scoring 65-100	91%	94%	95%	80%	87%	92%
Percentage of Tested Scoring 85-100	33%	33%	32%	13%	16%	8%
Physical Setting/Earth Science						
Number Tested	334	431	395	48	61	42
Number Scoring 55-100	312	389	351	38	45	27
Number Scoring 65-100	288	337	312	27	31	20
Number Scoring 85-100	156	146	154	7	3	7
Percentage of Tested Scoring 55-100	93%	90%	89%	79%	74%	64%
Percentage of Tested Scoring 65-100	86%	78%	79%	56%	51%	48%
Percentage of Tested Scoring 85-100	47%	34%	39%	15%	5%	17%
Physical Setting/Chemistry						
Number Tested	189	274	230	11	13	11
Number Scoring 55-100	169	209	219	8	8	10
Number Scoring 65-100	148	162	189	5	7	8
Number Scoring 85-100	35	42	43	1	0	0
Percentage of Tested Scoring 55-100	89%	76%	95%	73%	62%	91%
Percentage of Tested Scoring 65-100	78%	59%	82%	45%	54%	73%
Percentage of Tested Scoring 85-100	19%	15%	19%	9%	0%	0%
Physical Setting/Physics						
Number Tested		72	121		0	0
Number Scoring 55-100		72	120		0	0
Number Scoring 65-100		72	115		0	0
Number Scoring 85-100		36	57		0	0
Percentage of Tested Scoring 55-100		100%	99%		0%	0%
Percentage of Tested Scoring 65-100		100%	95%		0%	0%
Percentage of Tested Scoring 85-100		50%	47%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	11	17	35	0	0	0
Number Scoring 55-100	11	17	33	0	0	0
Number Scoring 65-100	11	16	33	0	0	0
Number Scoring 85-100	4	3	8	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	94%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	36%	18%	23%	0%	0%	0%
Comprehensive Italian						
Number Tested	54	59	60	3	1	1
Number Scoring 55-100	54	58	60	#	#	#
Number Scoring 65-100	53	57	60	#	#	#
Number Scoring 85-100	20	18	24	#	#	#
Percentage of Tested Scoring 55-100	100%	98%	100%	#	#	#
Percentage of Tested Scoring 65-100	98%	97%	100%	#	#	#
Percentage of Tested Scoring 85-100	37%	31%	40%	#	#	#
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	161	190	209	9	5	7
Number Scoring 55-100	155	188	209	9	5	7
Number Scoring 65-100	149	186	208	8	5	7
Number Scoring 85-100	81	120	155	1	2	4
Percentage of Tested Scoring 55-100	96%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	93%	98%	100%	89%	100%	100%
Percentage of Tested Scoring 85-100	50%	63%	74%	11%	40%	57%
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	356	0%	1%	31%	69%
	Students with Disabilities	39	3%	3%	56%	38%
	All Students	395	1%	1%	33%	66%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	342	0%	4%	46%	50%
	Students with Disabilities	53	2%	32%	55%	11%
	All Students	395	0%	8%	47%	45%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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	3	0	#	#	#	#
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	3	0	#	#	#	#

2001 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	277	277	277	40	40	40	317	317	317
Number Scoring 55–64	5	2	4	3	2	6	8	4	10
Number Scoring 65–84	124	107	138	21	19	22	145	126	160
Number Scoring 85–100	138	154	129	1	6	6	139	160	135
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		33	31		0	2
Beginning		2	1		0	#
Intermediate		7	5		0	#
Advanced		9	18		0	#
Proficient		15	7		0	#
Reading and Writing (Grade K-1)						
Number Tested		33	30		0	2
Beginning		11	7		0	#
Intermediate		5	10		0	#
Advanced		10	8		0	#
Proficient		7	5		0	#
Listening and Speaking (Grade 2-4)						
Number Tested		25	31		1	2
Beginning		2	0		#	#
Intermediate		4	2		#	#
Advanced		4	16		#	#
Proficient		15	13		#	#
Reading and Writing (Grade 2-4)						
Number Tested		25	31		1	2
Beginning		5	0		#	#
Intermediate		12	8		#	#
Advanced		4	15		#	#
Proficient		4	8		#	#
Listening and Speaking (Grade 5-6)						
Number Tested		15	13		1	2
Beginning		1	0		#	#
Intermediate		0	3		#	#
Advanced		5	4		#	#
Proficient		9	6		#	#
Reading and Writing (Grade 5-6)						
Number Tested		15	13		1	2
Beginning		2	1		#	#
Intermediate		3	2		#	#
Advanced		8	6		#	#
Proficient		2	4		#	#

*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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		11	6		1	0
Beginning		0	0		#	0
Intermediate		1	0		#	0
Advanced		3	1		#	0
Proficient		7	5		#	0
Reading and Writing (Grade 7-8)						
Number Tested		11	6		1	0
Beginning		0	0		#	0
Intermediate		3	0		#	0
Advanced		6	3		#	0
Proficient		2	3		#	0
Listening and Speaking (Grade 9-12)						
Number Tested		35	41		1	1
Beginning		2	5		#	#
Intermediate		11	17		#	#
Advanced		14	9		#	#
Proficient		8	10		#	#
Reading and Writing (Grade 9-12)						
Number Tested		35	41		1	1
Beginning		2	3		#	#
Intermediate		12	19		#	#
Advanced		16	9		#	#
Proficient		5	10		#	#

*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)