

# New York State School Report Card Comprehensive Information Report

BEDS Code: 58-01-01-03-0002  
 Name: Babylon Junior-Senior High School  
 Principal: Robert Visbal

Grade Range : 7-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
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	914	934	956

## 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	31	3.4%	33	3.5%	33	3.5%
Black (Not Hispanic)	49	5.4%	44	4.7%	44	4.6%
Hispanic	64	7.0%	60	6.4%	63	6.6%
White (Not Hispanic)	770	84.2%	797	85.3%	816	85.4%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
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
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	17	1.9%	13	1.4%	18	1.9%
Eligible for Free Lunch	27	3.0%	53	5.7%	43	4.5%

### 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		94.7%		95.5%		95.5%
Student Suspensions	7	0.8%	8	0.9%	11	1.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	3.3%	3.4%	2.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	100%	91%

### Staff Counts

Staff	2003-04
Total Teachers	81
Total Other Professional Staff	10
Total Paraprofessionals	NA
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	124	110	89%	110	100	91%	117	100	85%
Students with Disabilities	15	7	47%	10	3	30%	14	10	71%
All Students	139	117	84%	120	103	86%	131	110	84%

\*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	2
Percent	73%	18%	0%	3%	5%	2%

## 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)
14	10	0	14

\*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*	0		4		2	0.4%
	Total Noncompleters	0		6		5	0.9%
Students with Disabilities	Dropped Out	1		1		0	0.0%
	Entered GED Program*	0		1		1	1.4%
	Total Noncompleters	1		2		1	1.4%
All Students	Dropped Out	1	0.2%	3	0.5%	3	0.5%
	Entered GED Program*	0	0.0%	5	0.8%	3	0.5%
	Total Noncompleters	1	0.2%	8	1.3%	6	1.0%

\*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	0	142	461
	Number of Students with Disabilities	0	17	33
	Number of All Students	0	159	494
	Percent of Enrollment	0%	48%	147%
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			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion 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	#	4	#	1	#
Science	1	#	2	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	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	2	#	25	96%	16	88%
Science	3	#	13	77%	10	90%
Reading	1	#	2	#	5	20%
Writing	2	#	1	#	5	100%
Global Studies	0	0%	14	43%	5	80%
U.S. Hist & Gov't	2	#	5	100%	0	0%

(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	130	144	172	11	16	17
Number Scoring 55-100	127	143	166	9	16	12
Number Scoring 65-100	124	134	157	7	14	10
Number Scoring 85-100	79	89	117	1	5	1
Percentage of Tested Scoring 55-100	98%	99%	97%	82%	100%	71%
Percentage of Tested Scoring 65-100	95%	93%	91%	64%	88%	59%
Percentage of Tested Scoring 85-100	61%	62%	68%	9%	31%	6%
<b>Mathematics A</b>						
Number Tested	169	218	176	16	28	20
Number Scoring 55-100	131	178	169	9	10	17
Number Scoring 65-100	116	161	163	6	10	15
Number Scoring 85-100	44	55	85	2	1	5
Percentage of Tested Scoring 55-100	78%	82%	96%	56%	36%	85%
Percentage of Tested Scoring 65-100	69%	74%	93%	38%	36%	75%
Percentage of Tested Scoring 85-100	26%	25%	48%	12%	4%	25%
<b>Mathematics B</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%	#	#
<b>Global History and Geography</b>						
Number Tested	141	189	152	19	24	22
Number Scoring 55-100	134	174	144	18	12	17
Number Scoring 65-100	125	161	139	16	9	15
Number Scoring 85-100	41	80	79	1	0	3
Percentage of Tested Scoring 55-100	95%	92%	95%	95%	50%	77%
Percentage of Tested Scoring 65-100	89%	85%	91%	84%	38%	68%
Percentage of Tested Scoring 85-100	29%	42%	52%	5%	0%	14%
<b>U.S. History and Government</b>						
Number Tested	125	143	176	7	19	16
Number Scoring 55-100	123	138	171	6	16	16
Number Scoring 65-100	122	131	167	6	15	14
Number Scoring 85-100	62	69	109	1	2	5
Percentage of Tested Scoring 55-100	98%	97%	97%	86%	84%	100%
Percentage of Tested Scoring 65-100	98%	92%	95%	86%	79%	88%
Percentage of Tested Scoring 85-100	50%	48%	62%	14%	11%	31%

(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	163	176	161	15	22	17
Number Scoring 55-100	162	176	161	14	22	17
Number Scoring 65-100	160	170	157	14	19	16
Number Scoring 85-100	53	61	57	2	2	1
Percentage of Tested Scoring 55-100	99%	100%	100%	93%	100%	100%
Percentage of Tested Scoring 65-100	98%	97%	98%	93%	86%	94%
Percentage of Tested Scoring 85-100	33%	35%	35%	13%	9%	6%
<b>Physical Setting/Earth Science</b>						
Number Tested	132	149	151	8	15	9
Number Scoring 55-100	126	144	148	7	14	8
Number Scoring 65-100	125	138	140	7	12	7
Number Scoring 85-100	67	79	69	2	1	1
Percentage of Tested Scoring 55-100	95%	97%	98%	88%	93%	89%
Percentage of Tested Scoring 65-100	95%	93%	93%	88%	80%	78%
Percentage of Tested Scoring 85-100	51%	53%	46%	25%	7%	11%
<b>Physical Setting/Chemistry</b>						
Number Tested	92	109	113	3	3	5
Number Scoring 55-100	88	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	83%	88%	91%	#	#	80%
Percentage of Tested Scoring 85-100	18%	22%	24%	#	#	0%
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
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%
<b>Comprehensive Italian</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 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	88	107	86	2	2	1
Number Scoring 55-100	88	107	86	#	#	#
Number Scoring 65-100	88	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	76%	72%	70%	#	#	#
<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	99	9	0	3	1	0
Number Scoring 55-100	90	6	0	#	#	0
Number Scoring 65-100	83	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	4	#	11	91%	3	#
Students with Disabilities	4	#	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
<b>Nov 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## 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	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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

## 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	116	116	116	15	15	15	131	131	131
Number Scoring 55–64	2	5	2	0	1	0	2	6	2
Number Scoring 65–84	76	47	51	13	12	14	89	59	65
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			8			1
Beginning (0-18)			2			#
Intermediate (19-31)			0			#
Advanced (32-36)			3			#
Proficient (37-39)			3			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			8			1
Beginning (0-14)			1			#
Intermediate (15-24)			3			#
Advanced (25-32)			4			#
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)