

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	2002-03	2003-04	2004-05
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	176	158	154
Eighth	155	176	157
Ninth	149	159	164
Tenth	182	147	154
Eleventh	143	177	141
Twelfth	125	136	174
Ungraded Secondary	4	3	0
Total K-12 Enrollment	934	956	944

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	33	3.5%	33	3.5%	32	3.4%
Black (Not Hispanic)	44	4.7%	44	4.6%	42	4.4%
Hispanic	60	6.4%	63	6.6%	55	5.8%
White (Not Hispanic)	797	85.3%	816	85.4%	815	86.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	21	17
Mathematics Grade 8	22	22	19
Science Grade 8	22	22	19
Social Studies Grade 8	22	24	21
English Grade 10	14	17	16
Mathematics Grade 10	19	17	20
Science Grade 10	24	20	20
Social Studies Grade 10	20	21	23

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	13	1.4%	18	1.9%	19	2.0%
Eligible for Free Lunch	53	5.7%	43	4.5%	38	4.0%

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		95.5%		95.5%		96.2%
Student Suspensions	8	0.9%	11	1.2%	14	1.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	3.4%	2.5%	1.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	91%	98%

Staff Counts

Staff	2004-05
Total Teachers	87
Total Other Professional Staff	10
Total Paraprofessionals	NA
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*	110	117	162
	Regents Diplomas	100	100	146
	% Regents Diplomas	91%	85%	90%
	Regents Diplomas with Advanced Designation**			103
	% Regents Diplomas with Advanced Designation			64%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	10	14	9
	Regents Diplomas	3	10	5
	% Regents Diplomas	30%	71%	56%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	0
All Students	Total Graduates*	120	131	171
	Regents Diplomas	103	110	151
	% Regents Diplomas	86%	84%	88%
	Regents Diplomas with Advanced Designation**			103
	% Regents Diplomas with Advanced Designation			60%
	IEP Diplomas or Local Certificates	0	0	0

* 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	120	31	0	2	7	0	0	2
	Percent	74%	19%	0%	1%	4%	0%	0%	1%
Students with Disabilities	Number	3	2	0	0	3	0	0	1
	Percent	33%	22%	0%	0%	33%	0%	0%	11%
All Students	Number	123	33	0	2	10	0	0	3
	Percent	72%	19%	0%	1%	6%	0%	0%	2%

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	2		3	0.5%	2	0.3%
	Entered GED Program*	4		2	0.4%	1	0.2%
	Total Noncompleters	6		5	0.9%	3	0.5%
Students with Disabilities	Dropped Out	1		0	0.0%	0	0.0%
	Entered GED Program*	1		1	1.4%	2	10.0%
	Total Noncompleters	2		1	1.4%	2	10.0%
All Students	Dropped Out	3	0.5%	3	0.5%	2	0.3%
	Entered GED Program*	5	0.8%	3	0.5%	3	0.5%
	Total Noncompleters	8	1.3%	6	1.0%	5	0.8%

*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	142	461	0
	Number of Students with Disabilities	17	33	0
	Number of All Students	159	494	0
	Percent of Enrollment	48%	147%	0%
9-12	Number of General-Education Students	0	269	565
	Number of Students with Disabilities	0	63	68
	Number of All Students	0	332	633
	Percent of Enrollment	0%	53%	100%

(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	20	100%	20	100%	19	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	101	100%	102	100%	122	100%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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%	4	#	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	4	#	1	#	19	74%
Science	2	#	1	#	16	75%
Reading	0	0%	0	0%	4	#
Writing	0	0%	1	#	1	#
Global Studies	0	0%	0	0%	4	#
U.S. Hist & Gov't	0	0%	0	0%	4	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	96%	16	88%	2	#
Science	13	77%	10	90%	1	#
Reading	2	#	5	20%	3	#
Writing	1	#	5	100%	1	#
Global Studies	14	43%	5	80%	0	0%
U.S. Hist & Gov't	5	100%	0	0%	1	#

(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	144	172	149	16	17	3
Number Scoring 55-100	143	166	146	16	12	#
Number Scoring 65-100	134	157	141	14	10	#
Number Scoring 85-100	89	117	75	5	1	#
Percentage of Tested Scoring 55-100	99%	97%	98%	100%	71%	#
Percentage of Tested Scoring 65-100	93%	91%	95%	88%	59%	#
Percentage of Tested Scoring 85-100	62%	68%	50%	31%	6%	#
Mathematics A						
Number Tested	218	176	144	28	20	5
Number Scoring 55-100	178	169	144	10	17	5
Number Scoring 65-100	161	163	140	10	15	5
Number Scoring 85-100	55	85	69	1	5	2
Percentage of Tested Scoring 55-100	82%	96%	100%	36%	85%	100%
Percentage of Tested Scoring 65-100	74%	93%	97%	36%	75%	100%
Percentage of Tested Scoring 85-100	25%	48%	48%	4%	25%	40%
Mathematics B						
Number Tested	79	120	125	2	2	1
Number Scoring 55-100	73	112	109	#	#	#
Number Scoring 65-100	64	104	99	#	#	#
Number Scoring 85-100	10	42	23	#	#	#
Percentage of Tested Scoring 55-100	92%	93%	87%	#	#	#
Percentage of Tested Scoring 65-100	81%	87%	79%	#	#	#
Percentage of Tested Scoring 85-100	13%	35%	18%	#	#	#
Global History and Geography						
Number Tested	189	152	161	24	22	2
Number Scoring 55-100	174	144	156	12	17	#
Number Scoring 65-100	161	139	150	9	15	#
Number Scoring 85-100	80	79	87	0	3	#
Percentage of Tested Scoring 55-100	92%	95%	97%	50%	77%	#
Percentage of Tested Scoring 65-100	85%	91%	93%	38%	68%	#
Percentage of Tested Scoring 85-100	42%	52%	54%	0%	14%	#
U.S. History and Government						
Number Tested	143	176	147	19	16	4
Number Scoring 55-100	138	171	142	16	16	#
Number Scoring 65-100	131	167	136	15	14	#
Number Scoring 85-100	69	109	93	2	5	#
Percentage of Tested Scoring 55-100	97%	97%	97%	84%	100%	#
Percentage of Tested Scoring 65-100	92%	95%	93%	79%	88%	#
Percentage of Tested Scoring 85-100	48%	62%	63%	11%	31%	#

(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	176	161	163	22	17	3
Number Scoring 55-100	176	161	163	22	17	#
Number Scoring 65-100	170	157	163	19	16	#
Number Scoring 85-100	61	57	62	2	1	#
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	#
Percentage of Tested Scoring 65-100	97%	98%	100%	86%	94%	#
Percentage of Tested Scoring 85-100	35%	35%	38%	9%	6%	#
Physical Setting/Earth Science						
Number Tested	149	151	149	15	9	2
Number Scoring 55-100	144	148	144	14	8	#
Number Scoring 65-100	138	140	137	12	7	#
Number Scoring 85-100	79	69	76	1	1	#
Percentage of Tested Scoring 55-100	97%	98%	97%	93%	89%	#
Percentage of Tested Scoring 65-100	93%	93%	92%	80%	78%	#
Percentage of Tested Scoring 85-100	53%	46%	51%	7%	11%	#
Physical Setting/Chemistry						
Number Tested	109	113	100	3	5	1
Number Scoring 55-100	106	111	100	#	5	#
Number Scoring 65-100	96	103	92	#	4	#
Number Scoring 85-100	24	27	31	#	0	#
Percentage of Tested Scoring 55-100	97%	98%	100%	#	100%	#
Percentage of Tested Scoring 65-100	88%	91%	92%	#	80%	#
Percentage of Tested Scoring 85-100	22%	24%	31%	#	0%	#
Physical Setting/Physics						
Number Tested		40	24		0	0
Number Scoring 55-100		38	24		0	0
Number Scoring 65-100		37	24		0	0
Number Scoring 85-100		11	13		0	0
Percentage of Tested Scoring 55-100		95%	100%		0%	0%
Percentage of Tested Scoring 65-100		93%	100%		0%	0%
Percentage of Tested Scoring 85-100		28%	54%		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	31	21	21	0	0	1
Number Scoring 55-100	31	21	21	0	0	#
Number Scoring 65-100	31	21	21	0	0	#
Number Scoring 85-100	21	15	10	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	68%	71%	48%	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	107	86	91	2	1	0
Number Scoring 55-100	107	86	91	#	#	0
Number Scoring 65-100	107	86	90	#	#	0
Number Scoring 85-100	77	60	82	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	100%	99%	#	#	0%
Percentage of Tested Scoring 85-100	72%	70%	90%	#	#	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	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
June 2005	General-Education Students	144	0%	8%	70%	22%
	Students with Disabilities	14	0%	29%	64%	7%
	All Students	158	0%	10%	70%	20%

(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	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

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	151	151	151	5	5	5	156	156	156
Number Scoring 55–64	4	2	0	0	0	0	4	2	0
Number Scoring 65–84	62	44	58	4	2	4	66	46	62
Number Scoring 85–100	80	105	93	0	2	1	80	107	94
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 7-8)						
Number Tested		4	5		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	4		0	0
Proficient		#	1		0	0
Reading and Writing (Grade 7-8)						
Number Tested		4	5		0	0
Beginning		#	0		0	0
Intermediate		#	3		0	0
Advanced		#	2		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		8	5		1	1
Beginning		2	0		#	#
Intermediate		0	3		#	#
Advanced		3	1		#	#
Proficient		3	1		#	#
Reading and Writing (Grade 9-12)						
Number Tested		8	5		1	1
Beginning		1	0		#	#
Intermediate		3	4		#	#
Advanced		4	1		#	#
Proficient		0	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)