

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	2000-2001	2001-2002	2002-2003
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	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	915	914	934

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	25	2.7%	31	3.4%	33	3.5%
Black (Not Hispanic)	56	6.1%	49	5.4%	44	4.7%
Hispanic	55	6.0%	64	7.0%	60	6.4%
White (Not Hispanic)	779	85.1%	770	84.2%	797	85.3%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
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
54	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 higher 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	9	1.0%	17	1.9%	13	1.4%
Eligible for Free Lunch	41	4.5%	27	2.9%	53	5.7%

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		95.1%		94.7%		95.5%
Student Suspensions	9	1.0%	7	0.8%	8	0.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.3%	3.3%	3.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	97%	100%

Staff Counts

Staff	2002–2003
Total Teachers	84
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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%	124	110	89%	110	100	91%
Students with Disabilities	11	11	100%	15	7	47%	10	3	30%
All Students	146	116	79%	139	117	84%	120	103	86%

*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	84	28	0	3	3	2
Percent	70%	23%	0%	3%	3%	2%

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)
10	3	0	10

*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*			0		4	
	Total Noncompleters			0		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%	0	0.0%	5	0.8%
	Total Noncompleters	5	0.9%	1	0.2%	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%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	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%
6-8	Number of General-Education Students		0	142
	Number of Students with Disabilities		0	17
	Number of All Students		0	159
	Percent of Enrollment		0%	48%
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	#	4	#
Science	0	0%	1	#	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
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%	2	#	25	96%
Science	18	50%	3	#	13	77%
Reading	2	#	1	#	2	#
Writing	2	#	2	#	1	#
Global Studies	0	0%	0	0%	14	43%
U.S. Hist & Gov't	3	#	2	#	5	100%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	143	130	144	18	11	16
Number Scoring 55–100	140	127	143	16	9	16
Number Scoring 65–100	136	124	134	13	7	14
Number Scoring 85–100	44	79	89	1	1	5
Percentage of Tested Scoring 55–100	98%	98%	99%	89%	82%	100%
Percentage of Tested Scoring 65–100	95%	95%	93%	72%	64%	88%
Percentage of Tested Scoring 85–100	31%	61%	62%	6%	9%	31%
Mathematics A						
Number Tested	1	169	218	0	16	28
Number Scoring 55–100	#	131	178	0	9	10
Number Scoring 65–100	#	116	161	0	6	10
Number Scoring 85–100	#	44	55	0	2	1
Percentage of Tested Scoring 55–100	#	78%	82%	0%	56%	36%
Percentage of Tested Scoring 65–100	#	69%	74%	0%	38%	36%
Percentage of Tested Scoring 85–100	#	26%	25%	0%	12%	4%
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	129	141	189	12	19	24
Number Scoring 55–100	128	134	174	12	18	12
Number Scoring 65–100	127	125	161	11	16	9
Number Scoring 85–100	50	41	80	1	1	0
Percentage of Tested Scoring 55–100	99%	95%	92%	100%	95%	50%
Percentage of Tested Scoring 65–100	98%	89%	85%	92%	84%	38%
Percentage of Tested Scoring 85–100	39%	29%	42%	8%	5%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	153	125	143	18	7	19
Number Scoring 55–100	146	123	138	16	6	16
Number Scoring 65–100	138	122	131	13	6	15
Number Scoring 85–100	78	62	69	2	1	2
Percentage of Tested Scoring 55–100	95%	98%	97%	89%	86%	84%
Percentage of Tested Scoring 65–100	90%	98%	92%	72%	86%	79%
Percentage of Tested Scoring 85–100	51%	50%	48%	11%	14%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	122	163	176	4	15	22
Number Scoring 55–100	122	162	176	#	14	22
Number Scoring 65–100	122	160	170	#	14	19
Number Scoring 85–100	35	53	61	#	2	2
Percentage of Tested Scoring 55–100	100%	99%	100%	#	93%	100%
Percentage of Tested Scoring 65–100	100%	98%	97%	#	93%	86%
Percentage of Tested Scoring 85–100	29%	33%	35%	#	13%	9%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	110	132	149	4	8	15
Number Scoring 55–100	108	126	144	#	7	14
Number Scoring 65–100	104	125	138	#	7	12
Number Scoring 85–100	69	67	79	#	2	1
Percentage of Tested Scoring 55–100	98%	95%	97%	#	88%	93%
Percentage of Tested Scoring 65–100	95%	95%	93%	#	88%	80%
Percentage of Tested Scoring 85–100	63%	51%	53%	#	25%	7%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		92	109		3	3
Number Scoring 55–100		88	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		83%	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	88	107	0	2	2
Number Scoring 55–100	78	88	107	0	#	#
Number Scoring 65–100	78	88	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%	76%	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	5	1	4	0	1
Number Scoring 55–100	125	5	#	#	0	#
Number Scoring 65–100	106	5	#	#	0	#
Number Scoring 85–100	61	0	#	#	0	#
Percentage of Tested Scoring 55–100	91%	100%	#	#	0%	#
Percentage of Tested Scoring 65–100	77%	100%	#	#	0%	#
Percentage of Tested Scoring 85–100	44%	0%	#	#	0%	#
Sequential Mathematics, Course III						
Number Tested	113	99	9	5	3	1
Number Scoring 55–100	105	90	6	5	#	#
Number Scoring 65–100	100	83	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	88%	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%	4	#	11	91%
Students with Disabilities	16	100%	4	#	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	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 2003	General-Education Students	145	0%	14%	66%	20%
	Students with Disabilities	13	0%	54%	46%	0%
	All Students	158	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	106	106	106	8	8	8	114	114	114
Number Scoring 55–64	0	0	2	1	1	3	1	1	5
Number Scoring 65–84	55	44	31	6	5	3	61	49	34
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)