

# New York State School Report Card Comprehensive Information Report

BEDS Code: 58-01-03-03-0008  
 Name: North Babylon High School  
 Principal: Donald Shevlin

Grade Range : 9-12

## 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	0	0	0
Eighth	0	0	0
Ninth	377	359	409
Tenth	343	358	365
Eleventh	361	321	345
Twelfth	323	327	324
Ungraded Secondary	15	22	0
Total K-12 Enrollment	1419	1387	1443

## 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	23	1.6%	25	1.8%	39	2.7%
Black (Not Hispanic)	334	23.5%	312	22.5%	293	20.3%
Hispanic	117	8.2%	127	9.2%	106	7.3%
White (Not Hispanic)	945	66.6%	923	66.5%	1005	69.6%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	25	26	24
Mathematics Grade 10	18	23	22
Science Grade 10	18	17	19
Social Studies Grade 10	25	28	24

(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
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower 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	15	1.1%	20	1.4%	26	1.8%
Eligible for Free Lunch	65	4.6%	49	3.5%	50	3.5%

### 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		93.3%		92.4%		94.1%
Student Suspensions	146	10.9%	139	9.8%	158	11.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.9%	1.5%	1.5%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	98%	97%	95%

### Staff Counts

Staff	2002–2003
Total Teachers	100
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching Out of Certification*	9
Teachers with Temporary Licenses	3

\*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	256	165	64%	385	367	95%	248	189	76%
Students with Disabilities	21	1	5%	0	0	0%	30	7	23%
All Students	277	166	60%	385	367	95%	278	196	71%

\*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	135	30	6	3	18	86
Percent	49%	11%	2%	1%	6%	31%

## 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)
30	7	4	34

\*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		3	
	Entered GED Program*			0		3	
	Total Noncompleters			0		6	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	62	4.4%	0	0.0%	4	0.3%
	Entered GED Program*	24	1.7%	0	0.0%	3	0.2%
	Total Noncompleters	86	6.1%	0	0.0%	7	0.5%

\*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		578	622
	Number of Students with Disabilities		62	70
	Number of All Students		640	692
	Percent of Enrollment		46%	48%

## Second Language Proficiency Examinations

### General-Education Students

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	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
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%

(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%	36	83%	2	#
Science	4	#	43	63%	1	#
Reading	0	0%	9	100%	2	#
Writing	0	0%	9	89%	2	#
Global Studies	0	0%	9	67%	2	#
U.S. Hist & Gov't	3	#	6	83%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	47%	0	0%	32	97%
Science	55	11%	0	0%	32	47%
Reading	0	0%	0	0%	7	100%
Writing	0	0%	0	0%	6	100%
Global Studies	25	32%	0	0%	12	17%
U.S. Hist & Gov't	14	57%	0	0%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	315	294	357	45	0	42
Number Scoring 55–100	291	276	333	29	0	33
Number Scoring 65–100	257	263	289	13	0	20
Number Scoring 85–100	69	119	97	0	0	3
Percentage of Tested Scoring 55–100	92%	94%	93%	64%	0%	79%
Percentage of Tested Scoring 65–100	82%	89%	81%	29%	0%	48%
Percentage of Tested Scoring 85–100	22%	40%	27%	0%	0%	7%
<b>Mathematics A</b>						
Number Tested	0	289	395	0	0	49
Number Scoring 55–100	0	144	307	0	0	20
Number Scoring 65–100	0	120	269	0	0	12
Number Scoring 85–100	0	40	108	0	0	2
Percentage of Tested Scoring 55–100	0%	50%	78%	0%	0%	41%
Percentage of Tested Scoring 65–100	0%	42%	68%	0%	0%	24%
Percentage of Tested Scoring 85–100	0%	14%	27%	0%	0%	4%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	127	0	0	1
Number Scoring 55–100	0	0	81	0	0	#
Number Scoring 65–100	0	0	65	0	0	#
Number Scoring 85–100	0	0	7	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	64%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	51%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	6%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	359	343	355	50	0	43
Number Scoring 55–100	336	317	314	42	0	28
Number Scoring 65–100	288	272	284	28	0	13
Number Scoring 85–100	56	71	95	1	0	1
Percentage of Tested Scoring 55–100	94%	92%	88%	84%	0%	65%
Percentage of Tested Scoring 65–100	80%	79%	80%	56%	0%	30%
Percentage of Tested Scoring 85–100	16%	21%	27%	2%	0%	2%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	315	313	341	42	0	47
Number Scoring 55–100	285	288	333	23	0	43
Number Scoring 65–100	247	266	319	9	0	38
Number Scoring 85–100	55	97	129	0	0	2
Percentage of Tested Scoring 55–100	90%	92%	98%	55%	0%	91%
Percentage of Tested Scoring 65–100	78%	85%	94%	21%	0%	81%
Percentage of Tested Scoring 85–100	17%	31%	38%	0%	0%	4%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	253	259	266	36	0	43
Number Scoring 55–100	243	248	251	31	0	35
Number Scoring 65–100	223	239	219	23	0	20
Number Scoring 85–100	26	32	33	0	0	0
Percentage of Tested Scoring 55–100	96%	96%	94%	86%	0%	81%
Percentage of Tested Scoring 65–100	88%	92%	82%	64%	0%	47%
Percentage of Tested Scoring 85–100	10%	12%	12%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	330	329	384	19	0	18
Number Scoring 55–100	250	251	331	10	0	11
Number Scoring 65–100	212	210	280	8	0	7
Number Scoring 85–100	19	46	91	1	0	1
Percentage of Tested Scoring 55–100	76%	76%	86%	53%	0%	61%
Percentage of Tested Scoring 65–100	64%	64%	73%	42%	0%	39%
Percentage of Tested Scoring 85–100	6%	14%	24%	5%	0%	6%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		141	144		0	2
Number Scoring 55–100		138	138		0	#
Number Scoring 65–100		113	121		0	#
Number Scoring 85–100		23	21		0	#
Percentage of Tested Scoring 55–100		98%	96%		0%	#
Percentage of Tested Scoring 65–100		80%	84%		0%	#
Percentage of Tested Scoring 85–100		16%	15%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	25	19	27	0	0	0
Number Scoring 55–100	25	19	27	0	0	0
Number Scoring 65–100	25	19	27	0	0	0
Number Scoring 85–100	14	7	13	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	56%	37%	48%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	30	23	12	0	0	0
Number Scoring 55–100	29	23	11	0	0	0
Number Scoring 65–100	29	23	9	0	0	0
Number Scoring 85–100	17	16	4	0	0	0
Percentage of Tested Scoring 55–100	97%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	100%	75%	0%	0%	0%
Percentage of Tested Scoring 85–100	57%	70%	33%	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	107	137	141	0	0	2
Number Scoring 55–100	105	134	139	0	0	#
Number Scoring 65–100	101	129	132	0	0	#
Number Scoring 85–100	70	77	97	0	0	#
Percentage of Tested Scoring 55–100	98%	98%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	94%	94%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	65%	56%	69%	0%	0%	#
<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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	319	84	4	15	0	1
Number Scoring 55–100	212	47	#	5	0	#
Number Scoring 65–100	174	41	#	4	0	#
Number Scoring 85–100	54	7	#	0	0	#
Percentage of Tested Scoring 55–100	66%	56%	#	33%	0%	#
Percentage of Tested Scoring 65–100	55%	49%	#	27%	0%	#
Percentage of Tested Scoring 85–100	17%	8%	#	0%	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	268	186	42	3	0	2
Number Scoring 55–100	226	148	17	#	0	#
Number Scoring 65–100	211	134	9	#	0	#
Number Scoring 85–100	82	43	1	#	0	#
Percentage of Tested Scoring 55–100	84%	80%	40%	#	0%	#
Percentage of Tested Scoring 65–100	79%	72%	21%	#	0%	#
Percentage of Tested Scoring 85–100	31%	23%	2%	#	0%	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	47	100%	105	97%	109	97%
Students with Disabilities	12	92%	0	0%	24	92%

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
<b>Nov 2002</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 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%

(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
<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

## 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	273	273	273	37	37	37	310	310	310
Number Scoring 55–64	8	5	6	9	9	5	17	14	11
Number Scoring 65–84	175	150	175	22	16	23	197	166	198
Number Scoring 85–100	62	92	74	1	4	1	63	96	75
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)