

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-01-03-03-0000
 Name: North Babylon Union Free School District
 Superintendent: John Micciche

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	374	381	359
First	403	373	377
Second	416	407	384
Third	404	415	398
Fourth	409	380	421
Fifth	434	401	386
Sixth	422	447	451
Ungraded Elementary	78	79	67
Seventh	411	423	451
Eighth	435	406	410
Ninth	359	409	417
Tenth	358	365	408
Eleventh	321	345	337
Twelfth	327	324	354
Ungraded Secondary	22	0	0
Total K-12 Enrollment	5173	5155	5220

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	153	3.0%	131	2.5%	154	3.0%
Black (Not Hispanic)	1060	20.5%	1074	20.8%	1065	20.4%
Hispanic	470	9.1%	474	9.2%	522	10.0%
White (Not Hispanic)	3490	67.5%	3476	67.4%	3479	66.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	18	19
Common Branch	22	22	22
English Grade 8	25	24	25
Mathematics Grade 8	27	21	24
Science Grade 8	21	21	21
Social Studies Grade 8	26	24	25
English Grade 10	26	23	23
Mathematics Grade 10	23	22	21
Science Grade 10	17	19	18
Social Studies Grade 10	28	24	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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	83	1.6%	91	1.8%	97	1.9%
Eligible for Free Lunch	528	10.2%	597	11.6%	729	14.0%

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		94.0%		95.5%		94.9%
Student Suspensions	210	4.0%	217	4.2%	359	7.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	4.9%	6.1%	6.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	386
Total Other Professional Staff	52
Total Paraprofessionals	81
Teaching Out of Certification*	9

*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	385	367	95%	248	189	76%	288	220	76%
Students with Disabilities	0	0	0%	30	7	23%	46	10	22%
All Students	385	367	95%	278	196	71%	334	230	69%

*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	160	117	7	6	23	21
Percent	48%	35%	2%	2%	7%	6%

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)
46	10	5	51

*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		3		14	1.1%
	Entered GED Program*	0		3		9	0.7%
	Total Noncompleters	0		6		23	1.8%
Students with Disabilities	Dropped Out	0		1		1	0.4%
	Entered GED Program*	0		0		5	1.9%
	Total Noncompleters	0		1		6	2.3%
All Students	Dropped Out	0	0.0%	4	0.3%	15	1.0%
	Entered GED Program*	0	0.0%	3	0.2%	14	0.9%
	Total Noncompleters	0	0.0%	7	0.5%	29	1.9%

*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	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	578	622	630
	Number of Students with Disabilities	62	70	80
	Number of All Students	640	692	710
	Percent of Enrollment	46%	48%	47%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	105		
Completed and Passed Regents Exams	102	97%	77%
Completed and had Course Average of 75% or More	102	97%	81%
Completed and Attained a HS Diploma or Equivalent	104	99%	96%
Completed and Whose Status is Known	100		
Completed and Were Successfully Placed	100	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	9	24%	30%
Underrepresented Gender Members Who Completed	13	54%	19%

Enrollment data are for the 2003-2004 school year; completer 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	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	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	36	83%	2	#	3	#
Science	43	63%	1	#	3	#
Reading	9	100%	2	#	0	0%
Writing	9	89%	2	#	0	0%
Global Studies	9	67%	2	#	1	#
U.S. Hist & Gov't	6	83%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	32	97%	34	74%
Science	0	0%	32	47%	40	55%
Reading	0	0%	7	100%	2	#
Writing	0	0%	6	100%	3	#
Global Studies	0	0%	12	17%	13	38%
U.S. Hist & Gov't	0	0%	3	#	7	43%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	294	357	344	0	42	53
Number Scoring 55-100	276	333	324	0	33	42
Number Scoring 65-100	263	289	285	0	20	20
Number Scoring 85-100	119	97	139	0	3	2
Percentage of Tested Scoring 55-100	94%	93%	94%	0%	79%	79%
Percentage of Tested Scoring 65-100	89%	81%	83%	0%	48%	38%
Percentage of Tested Scoring 85-100	40%	27%	40%	0%	7%	4%
Mathematics A						
Number Tested	289	414	395	0	49	46
Number Scoring 55-100	144	326	382	0	20	38
Number Scoring 65-100	120	288	344	0	12	26
Number Scoring 85-100	40	114	64	0	2	0
Percentage of Tested Scoring 55-100	50%	79%	97%	0%	41%	83%
Percentage of Tested Scoring 65-100	42%	70%	87%	0%	24%	57%
Percentage of Tested Scoring 85-100	14%	28%	16%	0%	4%	0%
Mathematics B						
Number Tested	0	127	165	0	1	4
Number Scoring 55-100	0	81	145	0	#	#
Number Scoring 65-100	0	65	130	0	#	#
Number Scoring 85-100	0	7	34	0	#	#
Percentage of Tested Scoring 55-100	0%	64%	88%	0%	#	#
Percentage of Tested Scoring 65-100	0%	51%	79%	0%	#	#
Percentage of Tested Scoring 85-100	0%	6%	21%	0%	#	#
Global History and Geography						
Number Tested	343	355	426	0	43	66
Number Scoring 55-100	317	314	384	0	28	45
Number Scoring 65-100	272	284	329	0	13	25
Number Scoring 85-100	71	95	129	0	1	3
Percentage of Tested Scoring 55-100	92%	88%	90%	0%	65%	68%
Percentage of Tested Scoring 65-100	79%	80%	77%	0%	30%	38%
Percentage of Tested Scoring 85-100	21%	27%	30%	0%	2%	5%
U.S. History and Government						
Number Tested	313	342	335	0	47	44
Number Scoring 55-100	288	334	318	0	43	31
Number Scoring 65-100	266	319	297	0	38	22
Number Scoring 85-100	97	129	155	0	2	7
Percentage of Tested Scoring 55-100	92%	98%	95%	0%	91%	70%
Percentage of Tested Scoring 65-100	85%	93%	89%	0%	81%	50%
Percentage of Tested Scoring 85-100	31%	38%	46%	0%	4%	16%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	259	303	406	0	43	49
Number Scoring 55-100	248	288	390	0	35	43
Number Scoring 65-100	239	256	353	0	20	29
Number Scoring 85-100	32	59	62	0	0	2
Percentage of Tested Scoring 55-100	96%	95%	96%	0%	81%	88%
Percentage of Tested Scoring 65-100	92%	84%	87%	0%	47%	59%
Percentage of Tested Scoring 85-100	12%	19%	15%	0%	0%	4%
Physical Setting/Earth Science						
Number Tested	329	384	368	0	18	35
Number Scoring 55-100	251	331	319	0	11	25
Number Scoring 65-100	210	280	262	0	7	18
Number Scoring 85-100	46	91	50	0	1	0
Percentage of Tested Scoring 55-100	76%	86%	87%	0%	61%	71%
Percentage of Tested Scoring 65-100	64%	73%	71%	0%	39%	51%
Percentage of Tested Scoring 85-100	14%	24%	14%	0%	6%	0%
Physical Setting/Chemistry						
Number Tested	141	144	158	0	2	1
Number Scoring 55-100	138	138	137	0	#	#
Number Scoring 65-100	113	121	98	0	#	#
Number Scoring 85-100	23	21	17	0	#	#
Percentage of Tested Scoring 55-100	98%	96%	87%	0%	#	#
Percentage of Tested Scoring 65-100	80%	84%	62%	0%	#	#
Percentage of Tested Scoring 85-100	16%	15%	11%	0%	#	#
Physical Setting/Physics						
Number Tested			21			0
Number Scoring 55-100			19			0
Number Scoring 65-100			18			0
Number Scoring 85-100			6			0
Percentage of Tested Scoring 55-100			90%			0%
Percentage of Tested Scoring 65-100			86%			0%
Percentage of Tested Scoring 85-100			29%			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
Comprehensive French						
Number Tested	19	27	20	0	0	0
Number Scoring 55-100	19	27	20	0	0	0
Number Scoring 65-100	19	27	20	0	0	0
Number Scoring 85-100	7	13	12	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	37%	48%	60%	0%	0%	0%
Comprehensive Italian						
Number Tested	23	12	19	0	0	0
Number Scoring 55-100	23	11	19	0	0	0
Number Scoring 65-100	23	9	18	0	0	0
Number Scoring 85-100	16	4	12	0	0	0
Percentage of Tested Scoring 55-100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	75%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	70%	33%	63%	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	137	142	135	0	2	1
Number Scoring 55-100	134	140	133	0	#	#
Number Scoring 65-100	129	133	128	0	#	#
Number Scoring 85-100	77	97	85	0	#	#
Percentage of Tested Scoring 55-100	98%	99%	99%	0%	#	#
Percentage of Tested Scoring 65-100	94%	94%	95%	0%	#	#
Percentage of Tested Scoring 85-100	56%	68%	63%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	186	43	1	0	2	0
Number Scoring 55-100	148	18	#	0	#	0
Number Scoring 65-100	134	10	#	0	#	0
Number Scoring 85-100	43	1	#	0	#	0
Percentage of Tested Scoring 55-100	80%	42%	#	0%	#	0%
Percentage of Tested Scoring 65-100	72%	23%	#	0%	#	0%
Percentage of Tested Scoring 85-100	23%	2%	#	0%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	105	97%	109	97%	33	97%
Students with Disabilities	0	0%	24	92%	6	100%

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
Nov 2003	General-Education Students	332	1%	2%	52%	45%
	Students with Disabilities	68	12%	10%	69%	9%
	All Students	400	3%	3%	55%	39%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	338	0%	28%	59%	13%
	Students with Disabilities	75	1%	69%	28%	1%
	All Students	413	0%	35%	54%	11%

(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
Elementary Level						
Social Studies	5	0	0	1	2	2
Middle Level						
Social Studies	1	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

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	288	288	288	47	47	47	335	335	335
Number Scoring 55–64	9	7	5	14	4	2	23	11	7
Number Scoring 65–84	192	145	213	25	30	39	217	175	252
Number Scoring 85–100	74	125	67	1	4	0	75	129	67
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
Listening and Speaking (Grade K-1)						
Number Tested			31			1
Beginning (0-18)			0			#
Intermediate (19-31)			4			#
Advanced (32-36)			11			#
Proficient (37-39)			16			#
Reading and Writing (Grade K-1)						
Number Tested			31			1
Beginning (0-14)			3			#
Intermediate (15-24)			7			#
Advanced (25-32)			9			#
Proficient (33-35)			12			#
Listening and Speaking (Grade 2-4)						
Number Tested			27			8
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			5			2
Proficient (37-39)			19			6
Reading and Writing (Grade 2-4)						
Number Tested			27			8
Beginning (0-14)			1			1
Intermediate (15-24)			14			3
Advanced (25-32)			10			4
Proficient (33-35)			2			0
Listening and Speaking (Grade 5-6)						
Number Tested			10			2
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			1			#
Proficient (37-39)			8			#
Reading and Writing (Grade 5-6)						
Number Tested			10			2
Beginning (0-14)			0			#
Intermediate (15-24)			2			#
Advanced (25-32)			6			#
Proficient (33-35)			2			#

*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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			15			2
Beginning (0-18)			2			#
Intermediate (19-31)			0			#
Advanced (32-36)			7			#
Proficient (37-39)			6			#
Reading and Writing (Grade 7-8)						
Number Tested			15			2
Beginning (0-14)			0			#
Intermediate (15-24)			6			#
Advanced (25-32)			7			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 9-12)						
Number Tested			26			1
Beginning (0-18)			4			#
Intermediate (19-31)			5			#
Advanced (32-36)			10			#
Proficient (37-39)			7			#
Reading and Writing (Grade 9-12)						
Number Tested			26			1
Beginning (0-14)			4			#
Intermediate (15-24)			8			#
Advanced (25-32)			11			#
Proficient (33-35)			3			#

*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)