

The New York State District Report Card

District NORTH BABYLON UNION FREE SCHOOL DISTRICT District ID 58-01-03-03-0000 Superintendent ROBERT ALOISE Telephone (631) 321-3226 Grades K-12, UE, US

Comprehensive Information Report 2006–07

Regents Exams

		All Students			General-Education Student				Students with Disabilities				
		Total	Percenta	ige of stu	dents	Total	Percenta	age of stud	dents	Total	Percenta	ge of stu	dents
		Tested	scoring a	at or abov	e:	Tested	Tested scoring at or above:		Tested	scoring a	t or abov	e:	
			55	65	85		55	65	85		55	65	85
Comprehensive English	2006–07	0				0				0			
	2005–06	386	92%	87%	35%	316	97%	94%	42%	70	70%	54%	6%
	2004–05	396	91%	81%	28%	343	95%	87%	31%	53	66%	43%	4%
Mathematics A	2006–07	0				0				0			
	2005–06	427	95%	88%	26%	335	96%	94%	32%	92	91%	68%	4%
	2004–05	347	97%	88%	30%	304	99%	93%	33%	43	86%	53%	7%
Mathematics B	2006–07	0				0				0			
	2005–06	140	70%	64%	11%	138	-	_	-	2	-	_	-
	2004–05	194	69%	52%	9%	194	69%	52%	9%	0			
Global History	2006–07	0				0				0			
and Geography	2005–06	412	84%	73%	30%	323	91%	82%	36%	89	60%	38%	7%
	2004–05	370	90%	79%	31%	317	95%	85%	34%	53	60%	42%	8%
U.S. History	2006–07	0				0				0			
and Government	2005–06	376	92%	84%	46%	314	98%	91%	51%	62	61%	47%	18%
	2004–05	373	88%	81%	47%	323	92%	88%	53%	50	62%	38%	10%
Living Environment	2006–07	39	100%	100%	56%	39	100%	100%	56%	0			
	2005–06	366	90%	80%	17%	278	96%	90%	21%	88	70%	49%	6%
	2004–05	382	91%	77%	21%	325	94%	85%	24%	57	75%	35%	4%
Physical Setting/	2006–07	0				0				0			
Earth Science	2005–06	359	85%	79%	29%	326	87%	81%	31%	33	70%	61%	3%
	2004–05	351	85%	72%	18%	313	87%	75%	19%	38	66%	42%	8%
Physical Setting/Chemistry	2006–07	0				0				0			
	2005–06	206	91%	73%	10%	203	-	_	_	3	_	-	-
	2004–05	205	94%	72%	15%	202	-	_	_	3	_	-	-
Physical Setting/Physics	2006–07	0				0				0			
	2005–06	51	84%	69%	20%	49	-	-	-	2	-	-	-
	2004–05	24	100%	88%	50%	24	100%	88%	50%	0			

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

Regents Exams

		All Students			General-Education Student				Students with Disabilities				
		Total		ige of stu		Total		ige of stud		Total	Percentag	,	
		Tested	scoring a	at or abov	e:	Tested	scoring a	at or abov	e:	Tested	scoring at	t or above	9:
			55	65	85		55	65	85		55	65	85
Comprehensive French	2006–07	0				0				0			
	2005–06	19	100%	100%	74%	19	100%	100%	74%	0			
	2004–05	39	100%	97%	69%	38	-	_	-	1	-	-	-
Comprehensive German	2006–07	0				0				0			
	2005–06	0				0				0			
	2004–05	0				0				0			
Comprehensive Hebrew	2006–07	0				0				0			
	2005–06	0				0				0			
	2004-05	0				0				0			
Comprehensive Italian	2006–07	0				0				0			
	2005–06	19	100%	100%	53%	19	100%	100%	53%	0			
	2004–05	29	90%	86%	45%	29	90%	86%	45%	0			
Comprehensive Latin	2006–07	0				0				0			
	2005–06	0				0				0			
	2004-05	0				0				0			
Comprehensive Spanish	2006–07	0				0				0			
	2005-06	137	97%	96%	52%	133	-	-	_	4	-	_	_
	2004-05	135	98%	96%	56%	134	-	_	-	1	_	-	-

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Regents Competency Tests

		All Students		General-Ed	ucation Students	Students with Disabilities		
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:	
Mathematics	2006–07	0		0		0		
	2005-06	13	38%	1	-	12	-	
	2004-05	7	86%	1	-	6	-	
Science	2006–07	0		0		0		
	2005-06	50	68%	1	-	49	-	
	2004-05	40	73%	10	100%	30	63%	
Reading	2006–07	0		0		0		
	2005-06	20	80%	0		20	80%	
	2004-05	11	91%	0		11	91%	
Writing	2006–07	0		0		0		
	2005-06	17	94%	0		17	94%	
	2004-05	12	83%	0		12	83%	
Global Studies	2006–07	0		0		0		
	2005-06	20	30%	0		20	30%	
	2004-05	17	59%	1	-	16	-	
U.S. History	2006–07	0		0		0		
and Government	2005-06	22	23%	1	-	21	-	
	2004-05	15	60%	1	-	14	-	

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New York State English as a Second Language Achievement Test (NYSESLAT)

	All Students				General-Education Students				Students with Disabilities						
	Total Tested				5	Total Tested				5	Total Tested				5
		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
2006–07	49	0%	16%	33%	51%	47	-	_	-	-	2	-	_	-	_
2005-06	38	3%	16%	34%	47%	35	-	_	_	_	3	-	_	_	_
2004-05	42	0%	19%	50%	31%	42	0%	19%	50%	31%	0				
2006–07	49	22%	37%	18%	22%	47	_	_	_	_	2	-	_	-	_
2005-06	38	24%	32%	11%	34%	35	_	_	_	_	3	-	_	_	_
2004-05	42	38%	33%	21%	7%	42	38%	33%	21%	7%	0				
2006–07	34	0%	6%	47%	47%	26	0%	8%	38%	54%	8	0%	0%	75%	25%
2005-06	41	2%	5%	56%	37%	37	-	_	_	_	4	-	_	_	-
2004–05	36	0%	6%	47%	47%	31	0%	6%	45%	48%	5	0%	0%	60%	40%
2006–07	34	6%	29%	53%	12%	26	0%	27%	58%	15%	8	25%	38%	38%	0%
2005-06	41	7%	24%	46%	22%	37	-	-	-	-	4	-	_	-	-
2004–05	36	3%	28%	44%	25%	31	3%	26%	42%	29%	5	0%	40%	60%	0%
2006–07	23	4%	13%	52%	30%	15	7%	20%	40%	33%	8	0%	0%	75%	25%
2005-06	18	11%	17%	33%	39%	14	-	_	_	_	4	-	_	_	_
2004-05	5	0%	40%	20%	40%	5	0%	40%	20%	40%	0				
2006–07	23	17%	17%	43%	22%	15	27%	13%	33%	27%	8	0%	25%	63%	13%
2005-06	18	28%	22%	22%	28%	14	-	_	_	_	4	-	_	_	-
2004-05	5	20%	20%	40%	20%	5	20%	20%	40%	20%	0				
2006–07	8	13%	38%	25%	25%	5	-	_	_	_	3	-	_	-	_
2005-06	9	22%	0%	44%	33%	7	-	_	_	_	2	-	_	_	_
2004-05	14	0%	21%	50%	29%	12	-	_	_	_	2	-	_	_	_
2006–07	8	25%	38%	13%	25%	5	-	-	-	-	3	-	-	-	-
2005-06	8	25%	25%	25%	25%	6	-	_	_	_	2	-	_	_	_
2004-05	14	21%	21%	36%	21%	12	-	_	_	_	2	-	_	-	-
2006–07	19	11%	21%	42%	26%	15	-	_	-	-	4	-	_	-	-
2005-06	32	3%	13%	41%	44%	31	_	_	_	_	1	_	_	_	_
2004–05	31	6%	32%	23%	39%	28	_	_	_	_	3	_	_	_	_
2006–07	19	16%	32%	21%	32%	15	-	_	-	-	4	-	_	-	-
2005-06	32	3%	22%	28%	47%	31	_	_	_	_	1	_	_	_	_
2004-05	31	10%	23%	39%	29%	28	_	_	_	_	3	_	_	_	_
	2005–06 2004–05 2005–06 2004–05 2005–06 2004–05 2005–06 2004–05 2006–07 2005–06 2004–05 2006–07 2005–06 2004–05 2006–07 2005–06 2004–05 2006–07 2005–06 2004–05 2006–07 2005–06 2004–05	Total Tested 2006-07 49 2005-06 38 2004-05 42 2005-06 38 2005-06 38 2005-07 49 2005-06 34 2005-06 34 2005-06 34 2005-06 34 2005-06 34 2005-06 34 2005-06 34 2005-06 18 2005-06 18 2005-06 18 2005-06 18 2005-06 18 2005-06 18 2005-06 18 2005-06 14 2005-06 14 2005-06 32 2005-06 32 2005-06 32 2005-06 32 2005-06 32 2005-06 32 2005-06 32 2005-06 32 2005-06 32	TotalPercent restedTotalPercent restedBegin.2006-07490%2005-06383%2006-074922%2005-063824%2005-063824%2006-07340%2006-07340%2006-07340%2006-07340%2006-07340%2006-07341%2006-07341%2006-07341%2006-07363%2006-071811%2006-07231%2006-071828%2006-0783%2006-07813%2006-07825%2006-07825%2006-07140%2006-071420%2006-071421%2006-071421%2006-07323%2006-071421%2006-071421%2006-071421%2006-071421%2006-071421%2006-07323%2006-07323%2006-071421%2006-071421%2006-071421%2006-07323%2006-07323%2006-07323%2006-071421%2006-0732<	Total TestedPercent study ineact2006-0749BeginIntern2005-063833%16%2004-05420%19%2006-074922%37%2005-063824%32%2004-054238%33%2006-07340%6%2004-054238%33%2006-07340%6%2006-07340%6%2004-05360%29%2004-05363%29%2004-053636%29%2004-053611%11%2005-061811%13%2006-072317%38%2006-07813%20%2006-07813%20%2006-07813%38%2005-06140%21%2006-07825%38%2005-061421%21%2006-07825%38%2005-06323%21%2005-06323%32%2005-06323%33%2005-06323%3%2005-06323%3%2005-06323%3%2005-06323%3%2005-06323%3%2005-06323%3%2005-06323%3%2005-06 <td>Total TestedPercent students scor in each percentEstedPercentBeginInterm2006-07490%16%33%2005-06383%16%34%2006-074922%37%18%2005-063824%32%11%2005-063824%32%11%2005-064238%33%21%2006-07340%6%47%2005-06412%5%56%2005-06310%6%47%2005-06342%5%56%2005-06366%29%53%2005-06363%28%44%2005-061811%13%52%2005-061811%13%20%2005-061828%20%20%2005-061813%38%25%2005-063813%36%25%2005-063825%36%36%2005-063825%25%25%2005-063825%36%36%2005-063825%25%25%2005-063825%36%36%2005-063825%25%25%2005-063936%32%25%2005-063636%23%25%2005-063636%32%25%2005-06<!--</td--><td>2006-07490%16%33%51%2005-06383%16%34%47%2004-05420%19%50%31%2005-064922%37%18%22%2005-063824%32%11%34%2005-064238%33%21%47%2005-07340%6%47%47%2005-06412%5%56%37%2005-06412%5%56%37%2005-07346%29%53%12%2005-06417%24%46%22%2005-073637%13%33%39%2005-061811%17%33%39%2005-072316%22%22%28%2005-061828%22%28%28%2005-07813%25%25%25%2005-06140%21%36%25%2005-07825%25%25%25%2005-061421%21%25%2005-07825%25%25%25%2005-061421%21%25%2005-071421%21%25%2005-061421%21%25%<trr>2005-071421%</trr></td><td>Total TestedPercent students scoring in each performance levelTotal TestedBegin.Interm. Adv.Prof.2006-07490%16%33%51%472005-06383%16%34%47%352006-074922%37%18%22%472006-074922%37%18%22%472006-074438%33%21%47%422006-07340%6%47%47%312006-07340%6%47%47%312006-07346%29%53%12%312006-07346%29%53%12%312006-07334%13%52%30%1142006-07234%13%52%30%142006-072317%13%25%552006-072317%13%22%25%142006-072317%13%25%552006-07825%25%25%25%552006-07825%25%25%25%552006-07825%38%13%25%25%55</td><td>Total Percent students source levelTotal Percent students source levelTotal Percent students source levelTotal Percent students2006-074490%16%33%51%4762004-05420%19%50%31%4220%2006-074922%37%18%22%4762005-063824%32%11%34%35562006-074922%37%18%22%4742005-063824%32%11%34%35662006-07440%6%47%47%46%20%2006-07340%6%47%47%310%2006-07340%5%56%37%12%36%2006-07346%29%53%12%36%0%2006-07346%29%53%12%36%0%2006-07346%29%53%12%36%16%2006-072317%17%33%30%1417%2004-0550%20%20%16%16%20%2004-051811%17%33%22%1520%2004-051811%17%23%25%1520%2004-051828%22%25%161616%2004-051813%25%<td>Total TestedPercent of structure terrorTotal In each percent of structure terrorTotal In each percent of structurePercent TestedReginIntermation2006-07490%16%33%51%476762004-05420%19%50%31%4220%19%2006-074922%37%18%22%47620%19%2005-063824%32%11%34%3556762004-054238%33%21%7%4238%33%2006-07440%6%47%47%660%8%2005-06340%6%47%47%3166%6%2004-05360%6%47%47%3160%6%2004-05340%6%47%47%3160%6%2004-05360%6%47%47%3160%6%2004-05360%6%47%47%3160%2%2004-05360%2%53%12%36%36%36%2004-05360%2%53%12%36%36%36%36%2004-053636%2%33%12%36%36%36%36%36%36%36%36%36%36%36%36%36%36%36%<td>Total Percent students survers Total Percent students survers Total Percent students State Percent students Percent students</td><td>Interfactor Interfactor Interfactor Interfactor Interfactor Interfactor Interfactor Interfactor Interfactor Interfactor Interfactor Interfactor Interfactor</td><td>Intern Jumber of students scoring Tester Intern Adv Prote Intern Jumer Jumer<td>Total Tested Percent in each Pertormance level Total in each Percent Tested Percent in each Percent Tested Total in each Percent Tested Percent in each Percent Tested Total in each Percent Tested Total in each Percent Tested Total in each Percent Tested Total in each Percent Tested Total in each Percent Tested Total in each Percent Tested Total in each Percent Tested Total in each Percent Tested Total Tested Total Tested<td>Total Percent of studeerts Solid Solid</td><td>Total Testel Percent J students scoring Testel Total in each performance level: 2004-05 49 24% 37% 18% 22% 47 7</td></br></br></br></br></br></br></br></br></td></td></td></td></td>	Total TestedPercent students scor in each percentEstedPercentBeginInterm2006-07490%16%33%2005-06383%16%34%2006-074922%37%18%2005-063824%32%11%2005-063824%32%11%2005-064238%33%21%2006-07340%6%47%2005-06412%5%56%2005-06310%6%47%2005-06342%5%56%2005-06366%29%53%2005-06363%28%44%2005-061811%13%52%2005-061811%13%20%2005-061828%20%20%2005-061813%38%25%2005-063813%36%25%2005-063825%36%36%2005-063825%25%25%2005-063825%36%36%2005-063825%25%25%2005-063825%36%36%2005-063825%25%25%2005-063936%32%25%2005-063636%23%25%2005-063636%32%25%2005-06 </td <td>2006-07490%16%33%51%2005-06383%16%34%47%2004-05420%19%50%31%2005-064922%37%18%22%2005-063824%32%11%34%2005-064238%33%21%47%2005-07340%6%47%47%2005-06412%5%56%37%2005-06412%5%56%37%2005-07346%29%53%12%2005-06417%24%46%22%2005-073637%13%33%39%2005-061811%17%33%39%2005-072316%22%22%28%2005-061828%22%28%28%2005-07813%25%25%25%2005-06140%21%36%25%2005-07825%25%25%25%2005-061421%21%25%2005-07825%25%25%25%2005-061421%21%25%2005-071421%21%25%2005-061421%21%25%<trr>2005-071421%</trr></td> <td>Total TestedPercent students scoring in each performance levelTotal TestedBegin.Interm. Adv.Prof.2006-07490%16%33%51%472005-06383%16%34%47%352006-074922%37%18%22%472006-074922%37%18%22%472006-074438%33%21%47%422006-07340%6%47%47%312006-07340%6%47%47%312006-07346%29%53%12%312006-07346%29%53%12%312006-07334%13%52%30%1142006-07234%13%52%30%142006-072317%13%25%552006-072317%13%22%25%142006-072317%13%25%552006-07825%25%25%25%552006-07825%25%25%25%552006-07825%38%13%25%25%55</td> <td>Total Percent students source levelTotal Percent students source levelTotal Percent students source levelTotal Percent students2006-074490%16%33%51%4762004-05420%19%50%31%4220%2006-074922%37%18%22%4762005-063824%32%11%34%35562006-074922%37%18%22%4742005-063824%32%11%34%35662006-07440%6%47%47%46%20%2006-07340%6%47%47%310%2006-07340%5%56%37%12%36%2006-07346%29%53%12%36%0%2006-07346%29%53%12%36%0%2006-07346%29%53%12%36%16%2006-072317%17%33%30%1417%2004-0550%20%20%16%16%20%2004-051811%17%33%22%1520%2004-051811%17%23%25%1520%2004-051828%22%25%161616%2004-051813%25%<td>Total TestedPercent of structure terrorTotal In each percent of structure terrorTotal In each percent of structurePercent TestedReginIntermation2006-07490%16%33%51%476762004-05420%19%50%31%4220%19%2006-074922%37%18%22%47620%19%2005-063824%32%11%34%3556762004-054238%33%21%7%4238%33%2006-07440%6%47%47%660%8%2005-06340%6%47%47%3166%6%2004-05360%6%47%47%3160%6%2004-05340%6%47%47%3160%6%2004-05360%6%47%47%3160%6%2004-05360%6%47%47%3160%2%2004-05360%2%53%12%36%36%36%2004-05360%2%53%12%36%36%36%36%2004-053636%2%33%12%36%36%36%36%36%36%36%36%36%36%36%36%36%36%36%<td>Total Percent students survers Total Percent students survers Total Percent students State Percent students Percent students</td><td>Interfactor Interfactor Interfactor Interfactor Interfactor Interfactor Interfactor Interfactor Interfactor Interfactor Interfactor Interfactor Interfactor</td><td>Intern Jumber of students scoring Tester Intern Adv Prote Intern Jumer Jumer<td>Total Tested Percent in each Pertormance level Total in each Percent Tested Percent in each Percent Tested Total in each Percent Tested Percent in each Percent Tested Total in each Percent Tested Total in each Percent Tested Total in each Percent Tested Total in each Percent Tested Total in each Percent Tested Total in each Percent Tested Total in each Percent Tested Total in each Percent Tested Total Tested Total Tested<td>Total Percent of studeerts Solid Solid</td><td>Total Testel Percent J students scoring Testel Total in each performance level: 2004-05 49 24% 37% 18% 22% 47 7</td></br></br></br></br></br></br></br></br></td></td></td></td>	2006-07490%16%33%51%2005-06383%16%34%47%2004-05420%19%50%31%2005-064922%37%18%22%2005-063824%32%11%34%2005-064238%33%21%47%2005-07340%6%47%47%2005-06412%5%56%37%2005-06412%5%56%37%2005-07346%29%53%12%2005-06417%24%46%22%2005-073637%13%33%39%2005-061811%17%33%39%2005-072316%22%22%28%2005-061828%22%28%28%2005-07813%25%25%25%2005-06140%21%36%25%2005-07825%25%25%25%2005-061421%21%25%2005-07825%25%25%25%2005-061421%21%25%2005-071421%21%25%2005-061421%21%25% <trr>2005-071421%</trr>	Total TestedPercent students scoring in each performance levelTotal TestedBegin.Interm. 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NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

Elementary/Middle-Level Social Studies 2006–07

	All Students				Gener	General-Education Students					Students with Disabilities					
	Total Percentage of students Tested scoring at level:				Total Percentage of students Tested scoring at level:					Total Percentage of students Tested scoring at level:						
		1	2	3	4		1	2	3	4		1	2	3	4	
Elementary Level	407	2%	3%	59%	36%	319	2%	3%	57%	39%	88	3%	3%	67%	26%	
Middle Level	390	2%	20%	57%	21%	312	0%	13%	60%	26%	78	10%	45%	42%	3%	

2003 Total Cohort Performance on Regents Exams After Four Years

	All S	All Students			Gene	General-Education Students				Students with Disabilities				
	Cohort Enrollment	Percentage of Substructures scoring:				Percentag students s		Cohort Enrollment	لت الع ب م م O S S S S S S S S S S S S S S S S S					
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100		
Global History and Geography	375	7%	45%	28%	294	4%	53%	35%	81	17%	19%	2%		
U.S. History and Government	375	4%	24%	43%	294	4%	27%	53%	81	6%	12%	6%		
Science	375	9%	53%	24%	294	4%	60%	30%	81	25%	25%	2%		

New York State Alternate Assessments (NYSAA) 2006–07

	All St	All Students									
	Total	Number of students scoring									
	lested	at Level: 1	2	3	4						
Elementary Level	I										
Social Studies	4	-	-	-	-						
Middle Level											
Social Studies	6	0	1	1	4						
Secondary Level											
English Language Arts	8	0	2	2	4						
Mathematics	8	0	4	0	4						
Social Studies	8	0	0	3	5						
Science	8	0	1	2	5						

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the Accountability and Overview Report part of The New York State Report Card.

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

High School Completers

		All Students		General-Educ	ation Students	Students with	n Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	
Total Graduates	2006–07	333		287		46		
	2005–06	358		315		43		
	2004-05	303		264		39		
Receiving a Regents Diploma	2006–07	281	84%	260	91%	21	46%	
	2005-06	299	84%	281	89%	18	42%	
	2004–05	239	79%	230	87%	9	23%	
Receiving a Regents Diploma	2006–07	116	35%	116	40%	0		
with Advanced Designation	2005-06	88	25%	86	27%	2	5%	
	2004-05	115	38%	115	44%	0		
Receiving an	2006–07	11	N/A	0		11	N/A	
Individualized Education	2005-06	8	N/A	0		8	N/A	
Program (IEP) Diploma	2004-05	7	N/A	0		7	N/A	

NOTE Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Noncompleters

		All Students		General-Educ	ation Students	Students with Disabilities		
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	
Dropped Out	2006–07	25	1%	15	1%	10	2%	
	2005-06	20	1%	12	1%	8	2%	
	2004-05	16	1%	12	1%	4	2%	
Entered Approved High	2006–07	0		0		0		
School Equivalency	2005-06	1	0%	1	0%	0		
Preparation Program	2004-05	0		0		0		
Total Noncompleters	2006–07	25	1%	15	1%	10	2%	
	2005-06	21	1%	13	1%	8	2%	
	2004–05	21	1%	16	1%	5	2%	

Post-secondary Plans of 2006–07 Graduates

	All Students		General-Edu	cation Students	Students with Disabilities		
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	
To 4-year College	176	51%	170	59%	6	11%	
To 2-year College	109	32%	84	29%	25	44%	
To Other Post-secondary	4	1%	2	1%	2	4%	
To the Military	8	2%	4	1%	4	7%	
To Employment	24	7%	12	4%	12	21%	
To Adult Services	3	1%	0		3	5%	
To Other Known Plans	3	1%	2	1%	1	2%	
Plan Unknown	17	5%	13	5%	4	7%	

More Information about the District

District NORTH BABYLON UNION FREE SCHOOL DISTRICT District ID 58-01-03-03-0000

Financial Information

\$17,223	
\$16,212	

NOTE

Expenditure data are available only at the district level.

Public Assistance information is available only at the school level.

Career and Technical Education Programs (CTE Programs)

	This Distric	t	
	Number of Students	Percentage of Students	Statewide Average
All CTE Programs			
Completed the CTE Program	0		
Completed and Passed Regents Exams	0		
Completed and had Course Average of 75% or more	0		
Completed and Attained a HS Diploma or Equivalent	0		
Completed and Whose Status is Known	0		
Completed and Were Successfully Placed	0		
Nontraditional Programs			
Enrolled Members, Regardless of Gender, in 2006-07	0		
Enrolled Members of Historically Underrepresented Gender in 2006-07	0	••••••••••••••••••••••••••••	•••••••••••••••••••••••
Completers, Regardless of Gender, as of June 2006	0		
Completers of Historically Underrepresented Gender as of June 2006	0		

Enrollment data are for the 2006–07 school year; completer data are as of June 2006.