



# The New York State Report Card 2011–12

School **BABYLON JUNIOR-SENIOR HIGH  
SCHOOL**

School ID **58-01-01-03-0002**

District **BABYLON UNION FREE SCHOOL  
DISTRICT**

Principal **AL CIRONE**

Telephone **(631) 893-7920**

Grades **7-12, US**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

## This report includes:

### 1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

### 2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

### 3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

#### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

# 1 Profile

School **BABYLON JUNIOR-SENIOR HIGH SCHOOL**  
School ID **58-01-01-03-0002**

District **BABYLON UNION FREE SCHOOL DISTRICT**

## Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	143	142	137
Grade 8	153	149	141
Grade 9	133	144	135
Grade 10	142	126	138
Grade 11	137	143	124
Grade 12	148	135	143
Ungraded Secondary	1	3	5
<b>Total K-12</b>	<b>857</b>	<b>842</b>	<b>823</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English	20	24	19
Mathematics	24	22	25
Science	22	22	22
Social Studies	24	24	23
<b>Grade 10</b>			
English	15	20	22
Mathematics	19	30	29
Science	19	19	26
Social Studies	21	21	22

## Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

## Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

# 1 Profile

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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	66	8%	76	9%	99	12%
Reduced Price Lunch	24	3%	20	2%	17	2%
Limited English Proficient	7	1%	6	1%	8	1%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	50	6%	47	6%	35	4%
Hispanic or Latino	56	7%	63	7%	72	9%
Asian or Native Hawaiian/Other Pacific Islander	28	3%	27	3%	23	3%
White	723	84%	705	84%	690	84%
Multiracial	0	0%	0	0%	3	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	17	2%	10	1%	15	2%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

*Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

# 1 Profile

School **BABYLON JUNIOR-SENIOR HIGH SCHOOL**  
School ID **58-01-01-03-0002**

District **BABYLON UNION FREE SCHOOL DISTRICT**

## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	75	68	67
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	5%	1%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	69%	74%	72%
<b>Total Number of Core Classes</b>	318	270	246
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	392	357	335
Percent Taught by Teachers Without Appropriate Certification	1%	0%	1%

\*Not available at the district or statewide level.

\*\*Not available for charter schools or at the statewide level.

## Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	10%	0%	40%
Turnover Rate of All Teachers	5%	9%	15%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	10	9	9
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	1
Principals	2	2	1

\*Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

*High-poverty* and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

## 2 Student Performance

School **BABYLON JUNIOR-SENIOR HIGH SCHOOL**  
School ID **58-01-01-03-0002**

District **BABYLON UNION FREE SCHOOL DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

### **New York State Testing Program (NYSTP) Assessments**

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

#### **English Language Arts**

##### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

##### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

#### **Mathematics**

##### **Level 1: Below Standard**

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

##### **Level 2: Meets Basic Standard**

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

##### **Level 3: Meets Proficiency Standard**

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

##### **Level 4: Exceeds Proficiency Standard**

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

### **New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

### **New York State English as a Second Language Achievement Tests (NYSESLAT)**

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

### **Secondary-Level Cohorts**

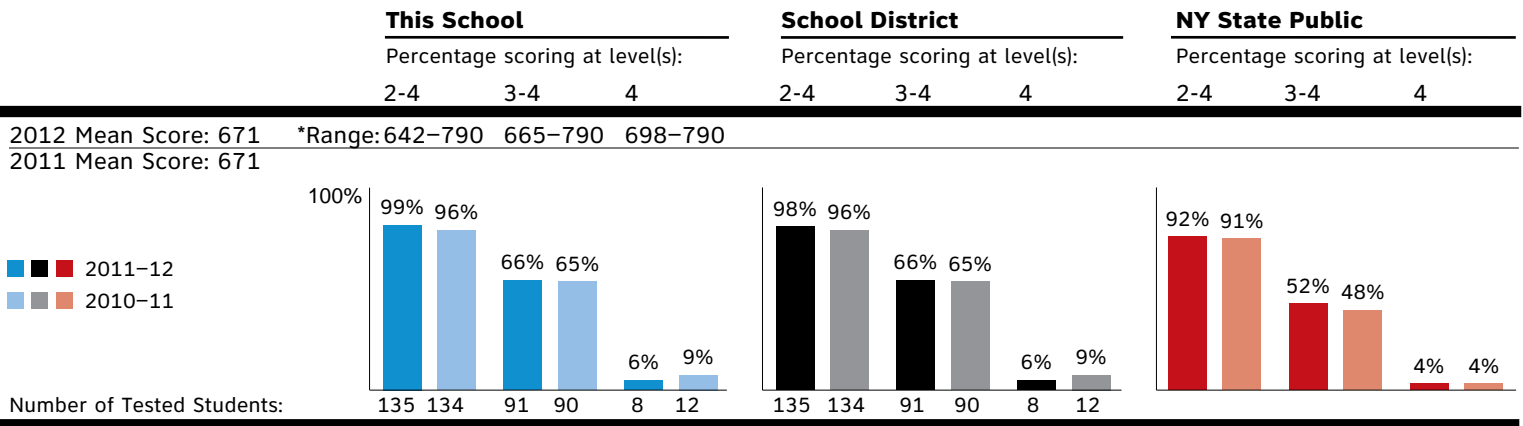
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

# 2 Student Performance

School **BABYLON JUNIOR-SENIOR HIGH SCHOOL**  
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District **BABYLON UNION FREE SCHOOL DISTRICT**

## Results in Grade 7 English Language Arts



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	137	99%	66%	6%	139	96%	65%	9%
Female	56	100%	77%	11%	64	100%	77%	11%
Male	81	98%	59%	2%	75	93%	55%	7%
American Indian or Alaska Native								
Black or African American	4	–	–	–	3	–	–	–
Hispanic or Latino	14	93%	29%	0%	13	100%	38%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	4	–	–	–
White	115	100%	72%	7%	119	97%	69%	10%
Multiracial	2	–	–	–				
Small Group Totals	8	88%	50%	0%	7	71%	43%	0%
General-Education Students	124	100%	71%	6%	126	99%	70%	10%
Students with Disabilities	13	85%	23%	0%	13	69%	15%	0%
English Proficient	137	99%	66%	6%	138	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	5	100%	20%	0%	5	60%	40%	0%
Not Disadvantaged	132	98%	68%	6%	134	98%	66%	9%
Migrant								
Not Migrant	137	99%	66%	6%	139	96%	65%	9%

### NOTES

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.

\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	1	N/A	N/A	N/A

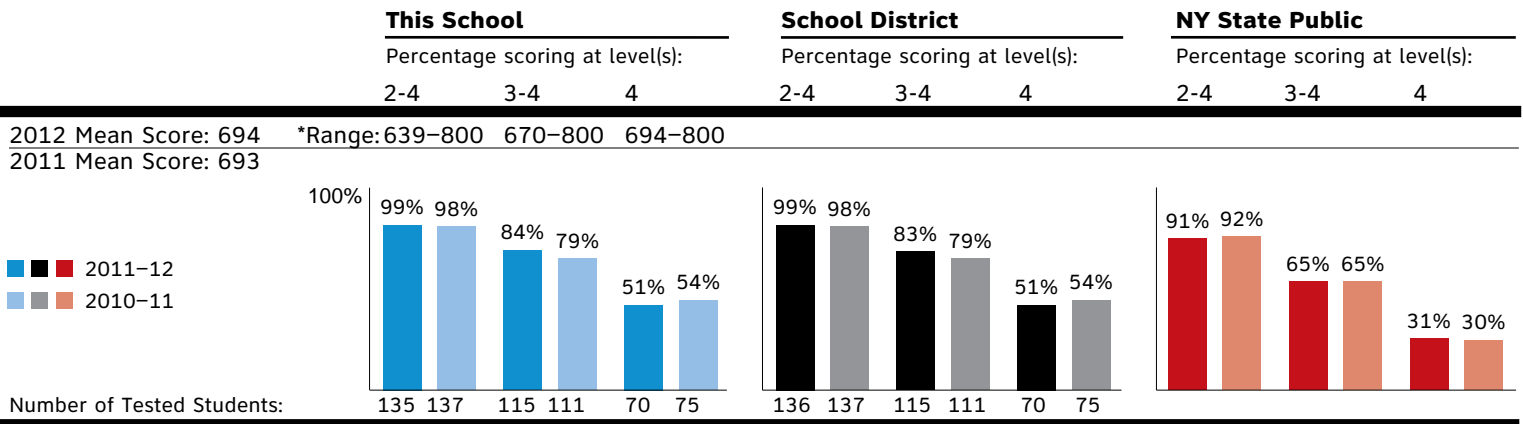
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

School **BABYLON JUNIOR-SENIOR HIGH SCHOOL**  
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District **BABYLON UNION FREE SCHOOL DISTRICT**

## Results in Grade 7 Mathematics



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	137	99%	84%	51%	140	98%	79%	54%
Female	56	100%	88%	55%	65	100%	80%	57%
Male	81	98%	81%	48%	75	96%	79%	51%
American Indian or Alaska Native								
Black or African American	4	–	–	–	3	–	–	–
Hispanic or Latino	14	100%	50%	21%	13	92%	46%	23%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	4	–	–	–
White	115	100%	90%	57%	120	100%	84%	58%
Multiracial	2	–	–	–				
Small Group Totals	8	75%	63%	25%	7	71%	57%	43%
General-Education Students	124	100%	89%	56%	127	99%	85%	59%
Students with Disabilities	13	85%	38%	8%	13	85%	23%	0%
English Proficient	137	99%	84%	51%	138	–	–	–
Limited English Proficient					2	–	–	–
Economically Disadvantaged	5	100%	60%	20%	6	100%	50%	17%
Not Disadvantaged	132	98%	85%	52%	134	98%	81%	55%
Migrant								
Not Migrant	137	99%	84%	51%	140	98%	79%	54%

### NOTES

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\* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

### Other

### Assessments

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			

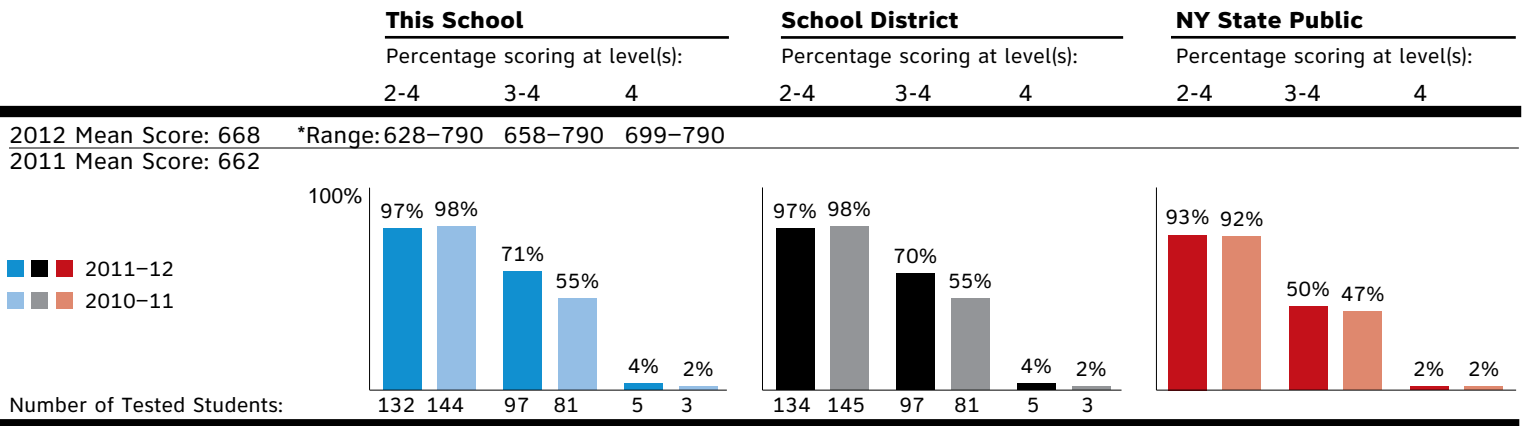


# 2 Student Performance

School **BABYLON JUNIOR-SENIOR HIGH SCHOOL**  
School ID **58-01-01-03-0002**

District **BABYLON UNION FREE SCHOOL DISTRICT**

## Results in Grade 8 English Language Arts



### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	136	97%	71%	4%	147	98%	55%	2%
Female	65	98%	82%	3%	70	100%	63%	3%
Male	71	96%	62%	4%	77	96%	48%	1%
American Indian or Alaska Native								
Black or African American	2	–	–	–	7	–	–	–
Hispanic or Latino	15	100%	47%	0%	11	100%	45%	9%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	3	–	–	–
White	115	97%	75%	3%	126	98%	56%	2%
Multiracial								
Small Group Totals	6	83%	67%	17%	10	100%	60%	0%
General-Education Students	124	99%	77%	4%	129	100%	61%	2%
Students with Disabilities	12	75%	17%	0%	18	83%	11%	0%
English Proficient	135	–	–	–	146	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	8	100%	25%	0%	7	86%	29%	0%
Not Disadvantaged	128	97%	74%	4%	140	99%	56%	2%
Migrant								
Not Migrant	136	97%	71%	4%	147	98%	55%	2%

### NOTES

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

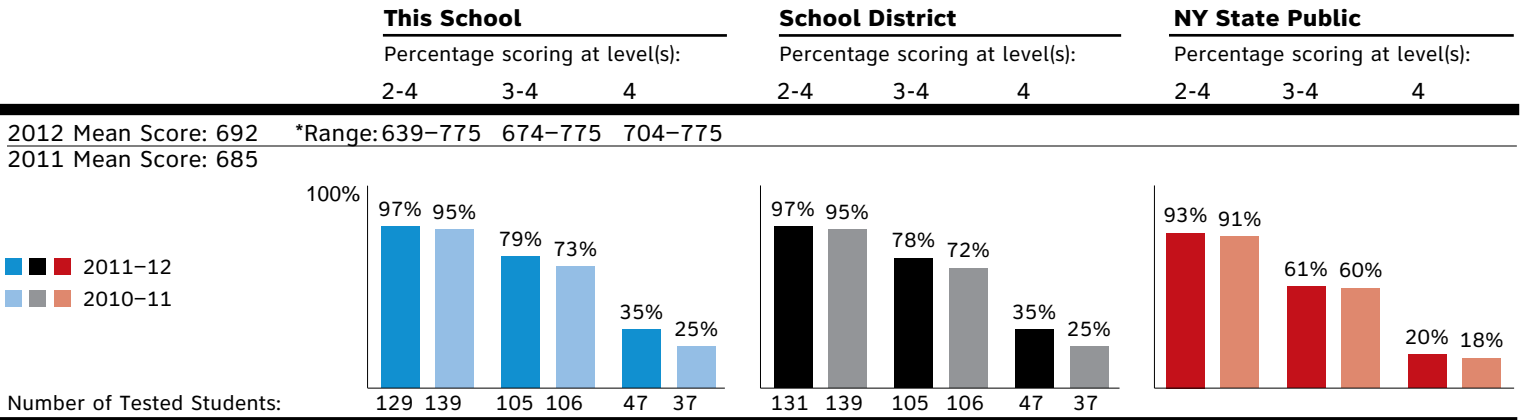


## 2 Student Performance

School **BABYLON JUNIOR-SENIOR HIGH SCHOOL**  
School ID **58-01-01-03-0002**

District **BABYLON UNION FREE SCHOOL DISTRICT**

### Results in Grade 8 Mathematics



#### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	133	97%	79%	35%	146	95%	73%	25%
Female	63	98%	84%	33%	69	97%	74%	23%
Male	70	96%	74%	37%	77	94%	71%	27%
American Indian or Alaska Native								
Black or African American	2	–	–	–	7	–	–	–
Hispanic or Latino	15	93%	53%	13%	11	100%	45%	9%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	3	–	–	–
White	112	98%	82%	38%	125	94%	75%	26%
Multiracial								
Small Group Totals	6	83%	83%	50%	10	100%	70%	40%
General-Education Students	121	99%	83%	38%	129	98%	78%	29%
Students with Disabilities	12	75%	33%	8%	17	76%	35%	0%
English Proficient	132	–	–	–	145	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	8	88%	75%	0%	7	100%	43%	0%
Not Disadvantaged	125	98%	79%	38%	139	95%	74%	27%
Migrant								
Not Migrant	133	97%	79%	35%	146	95%	73%	25%

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#### Other

#### Assessments

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	0			

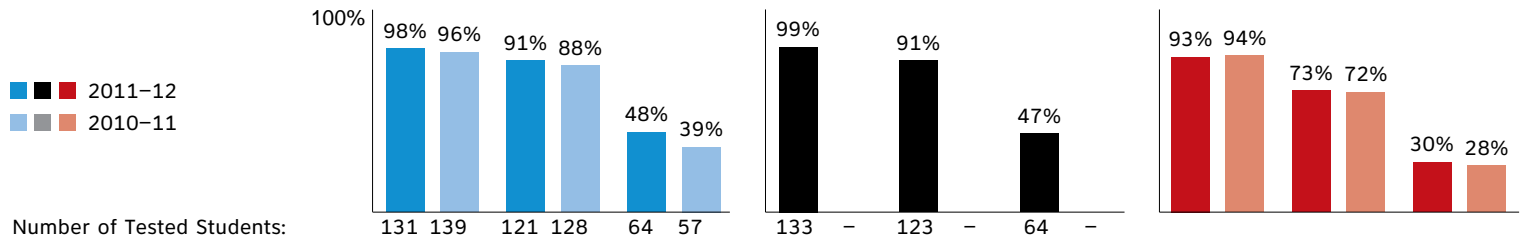
## 2 Student Performance

School **BABYLON JUNIOR-SENIOR HIGH SCHOOL**  
School ID **58-01-01-03-0002**

District **BABYLON UNION FREE SCHOOL DISTRICT**

### Results in Grade 8 Science

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4



#### Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4      3–4      4			Total Tested	Percentage scoring at level(s): 2–4      3–4      4		
All Students	80	98%	85%	19%				
Female	35	97%	86%	14%				
Male	45	98%	84%	22%				
American Indian or Alaska Native								
Black or African American	2	–	–	–				
Hispanic or Latino	12	–	–	–				
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	65	98%	89%	22%				
Multiracial								
Small Group Totals	15	93%	67%	7%				
General-Education Students	68	99%	93%	21%				
Students with Disabilities	12	92%	42%	8%				
English Proficient	79	–	–	–				
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	7	100%	57%	0%				
Not Disadvantaged	73	97%	88%	21%				
Migrant								
Not Migrant	80	98%	85%	19%				

#### NOTES

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#### Other Assessments

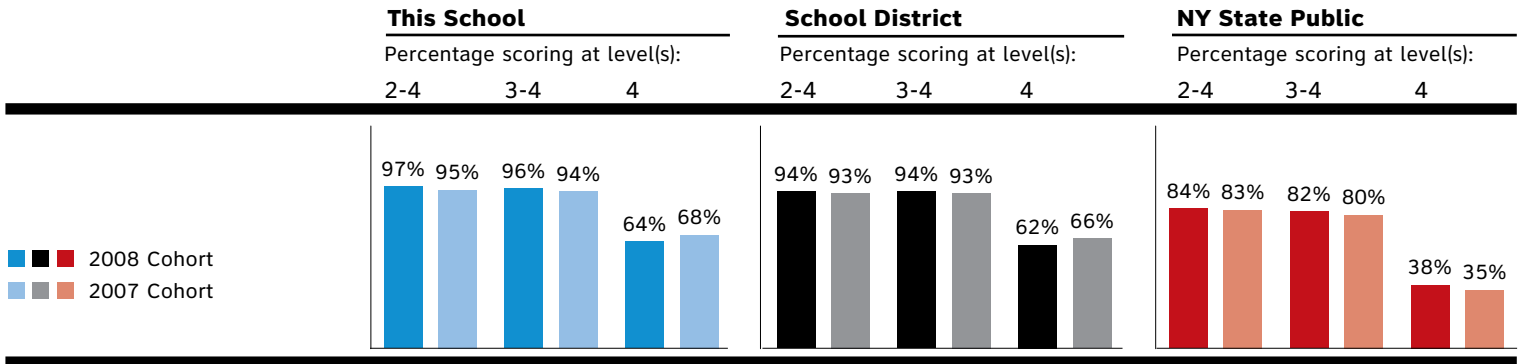
Other Assessments	2011-12 School Year				2010-11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	—	—	—	0			
Regents Science	53	53	53	49	145	139	128	57

## 2 Student Performance

School **BABYLON JUNIOR-SENIOR HIGH SCHOOL**  
School ID **58-01-01-03-0002**

District **BABYLON UNION FREE SCHOOL DISTRICT**

### Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	149	97%	96%	64%	141	95%	94%	68%
Female	79	97%	96%	68%	66	97%	97%	76%
Male	70	96%	96%	60%	75	93%	92%	61%
American Indian or Alaska Native								
Black or African American	9	100%	100%	56%	10	60%	50%	20%
Hispanic or Latino	9	89%	89%	33%	12	100%	100%	50%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	60%	6	83%	83%	50%
White	126	97%	97%	67%	113	98%	98%	75%
Multiracial								
Small Group Totals								
General-Education Students	143	98%	97%	67%	131	98%	98%	73%
Students with Disabilities	6	67%	67%	0%	10	50%	50%	10%
English Proficient	147	–	–	–	138	–	–	–
Limited English Proficient	2	–	–	–	3	–	–	–
Economically Disadvantaged	9	89%	89%	56%	5	100%	100%	40%
Not Disadvantaged	140	97%	96%	65%	136	95%	94%	69%
Migrant								
Not Migrant	149	97%	96%	64%	141	95%	94%	68%

#### NOTES

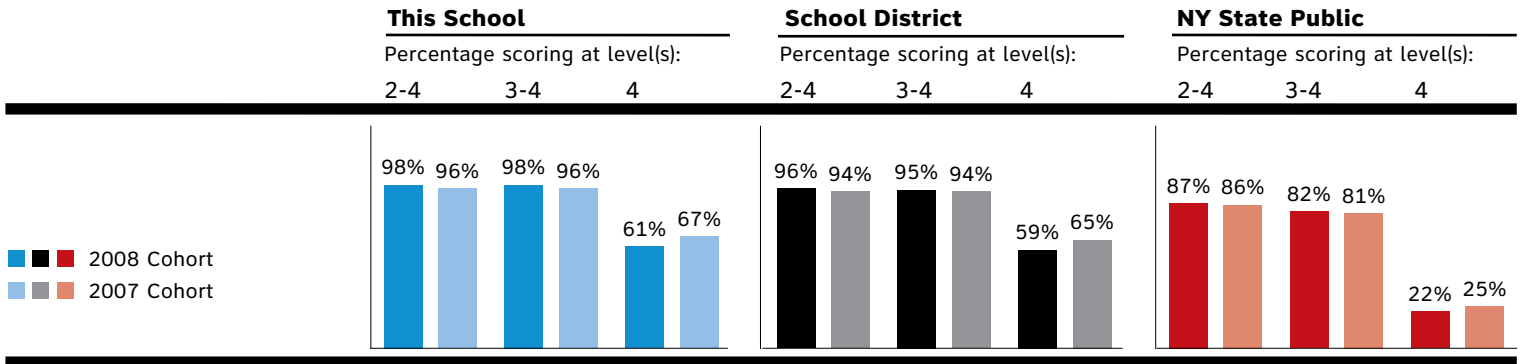
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## 2 Student Performance

School **BABYLON JUNIOR-SENIOR HIGH SCHOOL**  
School ID **58-01-01-03-0002**

District **BABYLON UNION FREE SCHOOL DISTRICT**

### Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s): 2–4      3–4      4			Number of Students	Percentage scoring at level(s): 2–4      3–4      4		
All Students	149	98%	98%	61%	141	96%	96%	67%
Female	79	100%	100%	68%	66	98%	98%	74%
Male	70	96%	96%	53%	75	93%	93%	61%
American Indian or Alaska Native								
Black or African American	9	100%	100%	22%	10	60%	60%	10%
Hispanic or Latino	9	89%	89%	44%	12	100%	100%	50%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	100%	60%	6	100%	100%	100%
White	126	98%	98%	65%	113	98%	98%	73%
Multiracial								
Small Group Totals								
General-Education Students	143	99%	99%	64%	131	98%	98%	71%
Students with Disabilities	6	83%	83%	0%	10	60%	60%	20%
English Proficient	147	–	–	–	138	–	–	–
Limited English Proficient	2	–	–	–	3	–	–	–
Economically Disadvantaged	9	100%	100%	44%	5	100%	100%	20%
Not Disadvantaged	140	98%	98%	62%	136	96%	96%	69%
Migrant								
Not Migrant	149	98%	98%	61%	141	96%	96%	67%

#### NOTES

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## 2 Student Performance

School **BABYLON JUNIOR-SENIOR HIGH SCHOOL**  
School ID **58-01-01-03-0002**

District **BABYLON UNION FREE SCHOOL DISTRICT**

### 2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
<b>Global History and Geography</b>	149	1%	44%	52%	143	1%	43%	54%	6	17%	67%	0%
<b>U.S. History and Government</b>	149	1%	17%	78%	143	1%	18%	79%	6	17%	0%	50%
<b>Science</b>	149	0%	39%	59%	143	0%	37%	61%	6	0%	83%	17%

### New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	0				
Mathematics	0				
Social Studies	0				
Science	0				

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## 2 Student Performance

School **BABYLON JUNIOR-SENIOR HIGH SCHOOL**  
School ID **58-01-01-03-0002**

District **BABYLON UNION FREE SCHOOL DISTRICT**

### Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	124	98%	94%	63%	109	99%	97%	72%	15	93%	67%	0%
	2010-11	141	99%	99%	67%	134	99%	99%	70%	7	86%	86%	14%
	2009-10	141	96%	94%	66%	132	98%	97%	70%	9	67%	56%	11%
Integrated Algebra	2011-12	146	99%	95%	40%	129	99%	96%	45%	17	94%	88%	6%
	2010-11	151	99%	91%	48%	139	99%	96%	53%	12	92%	42%	0%
	2009-10	136	99%	96%	46%	128	99%	96%	49%	8	100%	88%	0%
Geometry	2011-12	117	98%	98%	51%	116	—	—	—	1	—	—	—
	2010-11	111	100%	99%	56%	110	—	—	—	1	—	—	—
	2009-10	110	100%	100%	63%	108	—	—	—	2	—	—	—
Algebra 2/Trigonometry	2011-12	99	88%	66%	29%	98	—	—	—	1	—	—	—
	2010-11	109	94%	91%	39%	107	—	—	—	2	—	—	—
	2009-10	85	96%	95%	49%	84	—	—	—	1	—	—	—
Global History and Geography	2011-12	146	98%	94%	66%	131	99%	98%	73%	15	87%	53%	7%
	2010-11	141	94%	88%	48%	125	98%	93%	54%	16	63%	50%	0%
	2009-10	149	95%	88%	49%	142	96%	89%	51%	7	71%	71%	14%
U.S. History and Government	2011-12	128	96%	95%	75%	112	99%	98%	85%	16	75%	69%	6%
	2010-11	138	100%	100%	81%	133	100%	100%	80%	5	100%	100%	100%
	2009-10	136	99%	99%	87%	130	99%	99%	88%	6	100%	100%	67%
Living Environment	2011-12	72	99%	93%	68%	63	98%	95%	78%	9	100%	78%	0%
	2010-11	172	94%	87%	37%	142	96%	92%	43%	30	87%	60%	7%
	2009-10	165	98%	94%	42%	151	99%	98%	46%	14	79%	50%	0%
Physical Setting/Earth Science	2011-12	139	97%	87%	47%	120	98%	90%	53%	19	89%	68%	11%
	2010-11	160	96%	87%	53%	141	98%	90%	58%	19	84%	63%	11%
	2009-10	141	96%	91%	48%	132	98%	93%	50%	9	78%	56%	11%
Physical Setting/Chemistry	2011-12	128	95%	77%	20%	127	—	—	—	1	—	—	—
	2010-11	105	99%	88%	29%	104	—	—	—	1	—	—	—
	2009-10	117	97%	83%	13%	114	—	—	—	3	—	—	—
Physical Setting/Physics	2011-12	57	96%	89%	39%	57	96%	89%	39%	0			
	2010-11	67	82%	67%	27%	67	82%	67%	27%	0			
	2009-10	62	92%	74%	16%	62	92%	74%	16%	0			

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## 2 Student Performance

School **BABYLON JUNIOR-SENIOR HIGH SCHOOL**  
School ID **58-01-01-03-0002**

District **BABYLON UNION FREE SCHOOL DISTRICT**

### Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	4	—	2	—	2	—
	2010-11	15	47%	0	—	15	47%
	2009-10	13	69%	0	—	13	69%
Science	2011-12	0	—	0	—	0	—
	2010-11	4	—	0	—	4	—
	2009-10	1	—	0	—	1	—
Reading	2011-12	2	—	0	—	2	—
	2010-11	2	—	0	—	2	—
	2009-10	8	75%	0	—	8	75%
Writing	2011-12	1	—	0	—	1	—
	2010-11	1	—	0	—	1	—
	2009-10	6	100%	0	—	6	100%
Global Studies	2011-12	2	—	0	—	2	—
	2010-11	7	43%	0	—	7	43%
	2009-10	4	—	0	—	4	—
U.S. History and Government	2011-12	4	—	0	—	4	—
	2010-11	1	—	0	—	1	—
	2009-10	4	—	0	—	4	—

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## 2 Student Performance

School **BABYLON JUNIOR-SENIOR HIGH SCHOOL**  
School ID **58-01-01-03-0002**

District **BABYLON UNION FREE SCHOOL DISTRICT**

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

		All Students				General-Education Students				Students with Disabilities						
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:					
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 7–8)	2011–12	1	–	–	–	–	1	–	–	–	–	0				
	2010–11	3	–	–	–	–	3	–	–	–	–	0				
	2009–10	3	–	–	–	–	3	–	–	–	–	0				
Reading and Writing (Grades 7–8)	2011–12	1	–	–	–	–	1	–	–	–	–	0				
	2010–11	3	–	–	–	–	3	–	–	–	–	0				
	2009–10	3	–	–	–	–	3	–	–	–	–	0				
Listening and Speaking (Grades 9–12)	2011–12	7	0%	43%	14%	43%	7	0%	43%	14%	43%	0				
	2010–11	4	–	–	–	–	4	–	–	–	–	0				
	2009–10	5	20%	20%	0%	60%	5	20%	20%	0%	60%	0				
Reading and Writing (Grades 9–12)	2011–12	7	0%	57%	29%	14%	7	0%	57%	29%	14%	0				
	2010–11	4	–	–	–	–	4	–	–	–	–	0				
	2009–10	5	0%	60%	40%	0%	5	0%	60%	40%	0%	0				

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# 3 Student Outcomes

School **BABYLON JUNIOR-SENIOR HIGH SCHOOL**  
School ID **58-01-01-03-0002**

District **BABYLON UNION FREE SCHOOL DISTRICT**

## High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
<b>Total Graduates</b>	2011-12	143		138		5	
	2010-11	132		127		5	
	2009-10	143		125		18	
<b>Receiving a Regents Diploma</b>	2011-12	142	99%	138	100%	4	80%
	2010-11	130	98%	126	99%	4	80%
	2009-10	133	93%	124	99%	9	50%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011-12	92	64%	92	67%	0	0%
	2010-11	91	69%	90	71%	1	20%
	2009-10	90	63%	89	71%	1	6%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011-12	1	N/A	0		1	N/A
	2010-11	1	N/A	0		1	N/A
	2009-10	0		0		0	

### NOTE

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

## High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>Dropped Out</b>	2011-12	1	0%	1	0%	0	0%
	2010-11	2	0%	1	0%	1	1%
	2009-10	1	0%	0	0%	1	1%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011-12	1	0%	1	0%	0	0%
	2010-11	6	1%	3	0%	3	4%
	2009-10	4	1%	3	0%	1	1%
<b>Total Non-completers</b>	2011-12	2	0%	2	0%	0	0%
	2010-11	8	1%	4	1%	4	6%
	2009-10	5	1%	3	0%	2	3%

## Post-secondary Plans of 2011-12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>To 4-year College</b>	107	74%	105	76%	2	33%
<b>To 2-year College</b>	32	22%	30	22%	2	33%
<b>To Other Post-secondary</b>	0	0%	0	0%	0	0%
<b>To the Military</b>	3	2%	3	2%	0	0%
<b>To Employment</b>	1	1%	0	0%	1	17%
<b>To Adult Services</b>	0	0%	0	0%	0	0%
<b>To Other Known Plans</b>	1	1%	0	0%	1	17%
<b>Plan Unknown</b>	0	0%	0	0%	0	0%