

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-19-05-02-0002
 Name: Blind Brook High School
 Principal: Larry Mayer

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	86	93	0
Eighth	87	85	0
Ninth	81	79	81
Tenth	70	81	78
Eleventh	69	64	75
Twelfth	61	68	63
Ungraded Secondary	0	0	0
Total K-12 Enrollment	454	470	297

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	29	6.4%	31	6.6%	12	4.0%
Black (Not Hispanic)	3	0.7%	2	0.4%	4	1.3%
Hispanic	1	0.2%	0	0.0%	1	0.3%
White (Not Hispanic)	421	92.7%	437	93.0%	280	94.3%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	18	0
Mathematics Grade 8	22	22	18
Science Grade 8	21	21	22
Social Studies Grade 8	22	20	18
English Grade 10	22	21	20
Mathematics Grade 10	18	17	16
Science Grade 10	18	20	17
Social Studies Grade 10	23	20	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
53	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 middle 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	14	3.1%	11	2.3%	1	0.3%
Eligible for Free Lunch	0	0.0%	0	0.0%	0	0.0%

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		97.4%		96.1%		96.5%
Student Suspensions	20	4.8%	20	4.4%	0	0.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	None	None	None
Student Stability	98%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	27
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	1

*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	61	0	0%	62	0	0%	57	1	2%
Students with Disabilities	3	0	0%	6	0	0%	6	0	0%
All Students	64	0	0%	68	0	0%	63	1	2%

*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	60	0	0	0	1	2
Percent	95%	0%	0%	0%	2%	3%

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)
6	0	0	6

*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			3		2	
	Entered GED Program*			0		0	
	Total Noncompleters			3		2	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	0	0.0%	3	1.0%	3	1.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	3	1.0%	3	1.0%

*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		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	20	100%	17	94%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	66	100%	51	100%	1	#

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	6	100%	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%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	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	7	100%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	4	#	0	0%	0	0%
Writing	5	100%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	70	64	75	6	4	7
Number Scoring 55–100	70	64	75	6	#	7
Number Scoring 65–100	70	62	75	6	#	7
Number Scoring 85–100	30	39	51	1	#	2
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	100%	97%	100%	100%	#	100%
Percentage of Tested Scoring 85–100	43%	61%	68%	17%	#	29%
Mathematics A						
Number Tested	86	88	77	6	6	7
Number Scoring 55–100	79	83	75	2	3	5
Number Scoring 65–100	66	77	73	1	3	5
Number Scoring 85–100	35	50	46	1	0	0
Percentage of Tested Scoring 55–100	92%	94%	97%	33%	50%	71%
Percentage of Tested Scoring 65–100	77%	88%	95%	17%	50%	71%
Percentage of Tested Scoring 85–100	41%	57%	60%	17%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	70	76	76	6	6	6
Number Scoring 55–100	70	76	76	6	6	6
Number Scoring 65–100	69	75	76	6	6	6
Number Scoring 85–100	38	47	49	3	1	2
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 85–100	54%	62%	64%	50%	17%	33%
U.S. History and Government (first administered June 2001)						
Number Tested	70	65	51	7	4	6
Number Scoring 55–100	70	65	51	7	#	6
Number Scoring 65–100	69	62	51	6	#	6
Number Scoring 85–100	42	29	34	3	#	2
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	99%	95%	100%	86%	#	100%
Percentage of Tested Scoring 85–100	60%	45%	67%	43%	#	33%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	68	73	74	6	6	6
Number Scoring 55–100	68	73	74	6	6	6
Number Scoring 65–100	67	73	74	6	6	6
Number Scoring 85–100	18	44	51	1	1	1
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 85–100	26%	60%	69%	17%	17%	17%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	80	78	80	7	6	12
Number Scoring 55–100	80	78	79	7	6	11
Number Scoring 65–100	78	77	77	7	5	10
Number Scoring 85–100	44	51	43	3	2	2
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	92%
Percentage of Tested Scoring 65–100	97%	99%	96%	100%	83%	83%
Percentage of Tested Scoring 85–100	55%	65%	54%	43%	33%	17%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		53	3		2	0
Number Scoring 55–100		52	#		#	0
Number Scoring 65–100		48	#		#	0
Number Scoring 85–100		12	#		#	0
Percentage of Tested Scoring 55–100		98%	#		#	0%
Percentage of Tested Scoring 65–100		91%	#		#	0%
Percentage of Tested Scoring 85–100		23%	#		#	0%
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	21	16	13	0	2	0
Number Scoring 55–100	21	16	13	0	#	0
Number Scoring 65–100	21	16	13	0	#	0
Number Scoring 85–100	16	12	12	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	76%	75%	92%	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	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	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	32	50	58	0	0	1
Number Scoring 55–100	32	50	58	0	0	#
Number Scoring 65–100	32	50	58	0	0	#
Number Scoring 85–100	31	45	38	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	97%	90%	66%	0%	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)

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	58	58	58	6	6	6	64	64	64
Number Scoring 55–64	0	1	1	0	0	0	0	1	1
Number Scoring 65–84	23	28	28	3	6	5	26	34	33
Number Scoring 85–100	33	28	27	3	0	1	36	28	28
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)