

New York State District Report Card

Comprehensive Information Report

BEDS Code: 66-19-05-02-0000
 Name: Blind Brook-Rye Union Free School District
 Superintendent: Ronald D. Valenti

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	131	111	148
First	121	125	116
Second	113	116	124
Third	107	113	115
Fourth	101	103	115
Fifth	103	102	108
Sixth	119	100	101
Ungraded Elementary	0	11	0
Seventh	93	115	105
Eighth	85	88	115
Ninth	79	81	90
Tenth	81	78	82
Eleventh	64	75	76
Twelfth	68	63	75
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1265	1281	1370

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	75	5.9%	64	5.0%	59	4.3%
Black (Not Hispanic)	5	0.4%	14	1.1%	13	0.9%
Hispanic	19	1.5%	15	1.2%	16	1.2%
White (Not Hispanic)	1166	92.2%	1188	92.7%	1282	93.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	19	21
Common Branch	21	20	22
English Grade 8	18	18	23
Mathematics Grade 8	22	18	20
Science Grade 8	21	22	23
Social Studies Grade 8	20	18	23
English Grade 10	21	20	20
Mathematics Grade 10	17	16	17
Science Grade 10	20	17	18
Social Studies Grade 10	20	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
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	31	2.5%	21	1.6%	25	1.8%
Eligible for Free Lunch	0	0.0%	0	0.0%	0	0.0%

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		96.3%		96.7%		96.7%
Student Suspensions	20	1.7%	2	0.2%	15	1.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	119
Total Other Professional Staff	20
Total Paraprofessionals	40
Teaching Out of Certification*	5

*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	62	0	0%	57	1	2%	69	0	0%
Students with Disabilities	6	0	0%	6	0	0%	8	0	0%
All Students	68	0	0%	63	1	2%	77	0	0%

*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	75	2	0	0	0	0
Percent	97%	3%	0%	0%	0%	0%

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)
8	0	0	8

*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	3		2		3	1.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	3		2		3	1.0%
Students with Disabilities	Dropped Out	0		1		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		0	0.0%
All Students	Dropped Out	3	1.0%	3	1.0%	3	0.9%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	3	1.0%	3	1.0%	3	0.9%

*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	165
	Number of Students with Disabilities	0	0	15
	Number of All Students	0	0	180
	Percent of Enrollment	0%	0%	56%
9-12	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%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion 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	17	94%	26	100%	27	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	51	100%	53	100%	72	100%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	2	#	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	6	100%	4	#	5	100%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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%

(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	64	75	64	4	7	8
Number Scoring 55–100	64	75	64	#	7	8
Number Scoring 65–100	62	75	63	#	7	8
Number Scoring 85–100	39	51	39	#	2	1
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	97%	100%	98%	#	100%	100%
Percentage of Tested Scoring 85–100	61%	68%	61%	#	29%	12%
Mathematics A						
Number Tested	88	77	75	6	7	14
Number Scoring 55–100	83	75	73	3	5	13
Number Scoring 65–100	77	73	73	3	5	13
Number Scoring 85–100	50	46	45	0	0	5
Percentage of Tested Scoring 55–100	94%	97%	97%	50%	71%	93%
Percentage of Tested Scoring 65–100	88%	95%	97%	50%	71%	93%
Percentage of Tested Scoring 85–100	57%	60%	60%	0%	0%	36%
Mathematics B						
Number Tested	0	0	3	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%
Global History and Geography						
Number Tested	76	76	82	6	6	13
Number Scoring 55–100	76	76	81	6	6	12
Number Scoring 65–100	75	76	81	6	6	12
Number Scoring 85–100	47	49	70	1	2	4
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	92%
Percentage of Tested Scoring 65–100	99%	100%	99%	100%	100%	92%
Percentage of Tested Scoring 85–100	62%	64%	85%	17%	33%	31%
U.S. History and Government						
Number Tested	65	51	47	4	6	8
Number Scoring 55–100	65	51	45	#	6	8
Number Scoring 65–100	62	51	45	#	6	8
Number Scoring 85–100	29	34	43	#	2	8
Percentage of Tested Scoring 55–100	100%	100%	96%	#	100%	100%
Percentage of Tested Scoring 65–100	95%	100%	96%	#	100%	100%
Percentage of Tested Scoring 85–100	45%	67%	91%	#	33%	100%

(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	73	74	77	6	6	11
Number Scoring 55–100	73	74	77	6	6	11
Number Scoring 65–100	73	74	76	6	6	11
Number Scoring 85–100	44	51	57	1	1	4
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 85–100	60%	69%	74%	17%	17%	36%
Physical Setting/Earth Science						
Number Tested	78	80	91	6	12	11
Number Scoring 55–100	78	79	90	6	11	11
Number Scoring 65–100	77	77	88	5	10	11
Number Scoring 85–100	51	43	47	2	2	4
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	92%	100%
Percentage of Tested Scoring 65–100	99%	96%	97%	83%	83%	100%
Percentage of Tested Scoring 85–100	65%	54%	52%	33%	17%	36%
Physical Setting/Chemistry						
Number Tested	53	3	64	2	0	2
Number Scoring 55–100	52	#	64	#	0	#
Number Scoring 65–100	48	#	63	#	0	#
Number Scoring 85–100	12	#	33	#	0	#
Percentage of Tested Scoring 55–100	98%	#	100%	#	0%	#
Percentage of Tested Scoring 65–100	91%	#	98%	#	0%	#
Percentage of Tested Scoring 85–100	23%	#	52%	#	0%	#
Physical Setting/Physics						
Number Tested			5			0
Number Scoring 55–100			5			0
Number Scoring 65–100			5			0
Number Scoring 85–100			1			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			20%			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	16	13	17	2	0	1
Number Scoring 55–100	16	13	17	#	0	#
Number Scoring 65–100	16	13	17	#	0	#
Number Scoring 85–100	12	12	17	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	75%	92%	100%	#	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	1	0	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	50	58	53	0	1	2
Number Scoring 55–100	50	58	53	0	#	#
Number Scoring 65–100	50	58	53	0	#	#
Number Scoring 85–100	45	38	41	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	90%	66%	77%	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	0	0	1	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%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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	96	0%	2%	40%	58%
	Students with Disabilities	11	18%	9%	45%	27%
	All Students	107	2%	3%	40%	55%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	105	0%	10%	49%	41%
	Students with Disabilities	7	0%	14%	71%	14%
	All Students	112	0%	11%	50%	39%

(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	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

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	70	70	70	8	8	8	78	78	78
Number Scoring 55–64	0	0	0	0	0	0	0	0	0
Number Scoring 65–84	25	11	19	6	5	5	31	16	24
Number Scoring 85–100	45	34	50	1	2	2	46	36	52
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			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*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			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*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)