

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	111	148	131
First	125	116	148
Second	116	124	119
Third	113	115	123
Fourth	103	115	111
Fifth	102	108	108
Sixth	100	101	102
Ungraded Elementary	11	0	0
Seventh	115	105	96
Eighth	88	115	102
Ninth	81	90	112
Tenth	78	82	95
Eleventh	75	76	82
Twelfth	63	75	78
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1281	1370	1407

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	64	5.0%	59	4.3%	57	4.1%
Black (Not Hispanic)	14	1.1%	13	0.9%	18	1.3%
Hispanic	15	1.2%	16	1.2%	25	1.8%
White (Not Hispanic)	1188	92.7%	1282	93.6%	1307	92.9%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	21	22
Common Branch	20	22	22
English Grade 8	18	23	20
Mathematics Grade 8	18	20	21
Science Grade 8	22	23	21
Social Studies Grade 8	18	23	21
English Grade 10	20	20	18
Mathematics Grade 10	16	17	16
Science Grade 10	17	18	17
Social Studies Grade 10	20	20	19

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	21	1.6%	25	1.8%	10	0.7%
Eligible for Free Lunch	0	0.0%	0	0.0%	0	0.0%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.7%		96.7%		96.8%
Student Suspensions	2	0.2%	15	1.2%	8	0.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	110
Total Other Professional Staff	13
Total Paraprofessionals	35
Teaching Out of Certification*	14

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	57	69	67
	Regents Diplomas	1	0	67
	% Regents Diplomas	2%	0%	100%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	6	8	8
	Regents Diplomas	0	0	8
	% Regents Diplomas	0%	0%	100%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	0
All Students	Total Graduates*	63	77	75
	Regents Diplomas	1	0	75
	% Regents Diplomas	2%	0%	100%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	0

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	67	0	0	0	0	0	0	0
	Percent	100%	0%	0%	0%	0%	0%	0%	0%
Students with Disabilities	Number	8	0	0	0	0	0	0	0
	Percent	100%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	75	0	0	0	0	0	0	0
	Percent	100%	0%	0%	0%	0%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	2		3	1.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	2		3	1.0%	0	0.0%
Students with Disabilities	Dropped Out	1		0	0.0%	1	2.2%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		0	0.0%	1	2.2%
All Students	Dropped Out	3	1.0%	3	0.9%	1	0.3%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	3	1.0%	3	0.9%	1	0.3%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	165	272
	Number of Students with Disabilities	0	15	28
	Number of All Students	0	180	300
	Percent of Enrollment	0%	56%	100%
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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	26	100%	27	100%	24	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	53	100%	72	100%	69	100%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	3	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	5	100%	5	100%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	75	64	76	7	8	9
Number Scoring 55-100	75	64	76	7	8	9
Number Scoring 65-100	75	63	75	7	8	9
Number Scoring 85-100	51	39	65	2	1	5
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	98%	99%	100%	100%	100%
Percentage of Tested Scoring 85-100	68%	61%	86%	29%	12%	56%
Mathematics A						
Number Tested	77	75	110	7	14	11
Number Scoring 55-100	75	73	110	5	13	11
Number Scoring 65-100	73	73	108	5	13	11
Number Scoring 85-100	46	45	62	0	5	2
Percentage of Tested Scoring 55-100	97%	97%	100%	71%	93%	100%
Percentage of Tested Scoring 65-100	95%	97%	98%	71%	93%	100%
Percentage of Tested Scoring 85-100	60%	60%	56%	0%	36%	18%
Mathematics B						
Number Tested	0	3	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%
Global History and Geography						
Number Tested	76	82	91	6	13	12
Number Scoring 55-100	76	81	91	6	12	12
Number Scoring 65-100	76	81	91	6	12	12
Number Scoring 85-100	49	70	64	2	4	4
Percentage of Tested Scoring 55-100	100%	99%	100%	100%	92%	100%
Percentage of Tested Scoring 65-100	100%	99%	100%	100%	92%	100%
Percentage of Tested Scoring 85-100	64%	85%	70%	33%	31%	33%
U.S. History and Government						
Number Tested	51	47	75	6	8	9
Number Scoring 55-100	51	45	75	6	8	9
Number Scoring 65-100	51	45	75	6	8	9
Number Scoring 85-100	34	43	66	2	8	5
Percentage of Tested Scoring 55-100	100%	96%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	96%	100%	100%	100%	100%
Percentage of Tested Scoring 85-100	67%	91%	88%	33%	100%	56%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	74	77	91	6	11	12
Number Scoring 55-100	74	77	90	6	11	12
Number Scoring 65-100	74	76	90	6	11	12
Number Scoring 85-100	51	57	48	1	4	4
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	99%	99%	100%	100%	100%
Percentage of Tested Scoring 85-100	69%	74%	53%	17%	36%	33%
Physical Setting/Earth Science						
Number Tested	80	91	211	12	11	23
Number Scoring 55-100	79	90	206	11	11	21
Number Scoring 65-100	77	88	196	10	11	20
Number Scoring 85-100	43	47	115	2	4	6
Percentage of Tested Scoring 55-100	99%	99%	98%	92%	100%	91%
Percentage of Tested Scoring 65-100	96%	97%	93%	83%	100%	87%
Percentage of Tested Scoring 85-100	54%	52%	55%	17%	36%	26%
Physical Setting/Chemistry						
Number Tested	3	64	67	0	2	4
Number Scoring 55-100	#	64	66	0	#	#
Number Scoring 65-100	#	63	58	0	#	#
Number Scoring 85-100	#	33	21	0	#	#
Percentage of Tested Scoring 55-100	#	100%	99%	0%	#	#
Percentage of Tested Scoring 65-100	#	98%	87%	0%	#	#
Percentage of Tested Scoring 85-100	#	52%	31%	0%	#	#
Physical Setting/Physics						
Number Tested		5	1		0	0
Number Scoring 55-100		5	#		0	0
Number Scoring 65-100		5	#		0	0
Number Scoring 85-100		1	#		0	0
Percentage of Tested Scoring 55-100		100%	#		0%	0%
Percentage of Tested Scoring 65-100		100%	#		0%	0%
Percentage of Tested Scoring 85-100		20%	#		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	13	17	23	0	1	1
Number Scoring 55-100	13	17	23	0	#	#
Number Scoring 65-100	13	17	23	0	#	#
Number Scoring 85-100	12	17	23	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	92%	100%	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	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	58	53	51	1	2	4
Number Scoring 55-100	58	53	51	#	#	#
Number Scoring 65-100	58	53	51	#	#	#
Number Scoring 85-100	38	41	46	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	66%	77%	90%	#	#	#
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	94	0%	0%	29%	71%
	Students with Disabilities	11	9%	0%	82%	9%
	All Students	105	1%	0%	34%	65%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	91	0%	1%	43%	56%
	Students with Disabilities	11	0%	9%	73%	18%
	All Students	102	0%	2%	46%	52%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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	1	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

2001 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	67	67	67	8	8	8	75	75	75
Number Scoring 55–64	0	0	0	0	0	0	0	0	0
Number Scoring 65–84	19	2	12	6	0	5	25	2	17
Number Scoring 85–100	48	65	55	2	8	3	50	73	58
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		3	6		0	1
Beginning		#	0		0	#
Intermediate		#	1		0	#
Advanced		#	4		0	#
Proficient		#	1		0	#
Reading and Writing (Grade K-1)						
Number Tested		3	6		0	1
Beginning		#	0		0	#
Intermediate		#	1		0	#
Advanced		#	2		0	#
Proficient		#	3		0	#
Listening and Speaking (Grade 2-4)						
Number Tested		4	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		4	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		2	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		4	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 7-8)						
Number Tested		4	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 9-12)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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)