

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 66-19-05-02-0002  
 Name: Blind Brook High School  
 Principal: Anthony Baxter

Grade Range : 9-12

### Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	0	0	0
Eighth	0	0	0
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	297	323	367

### 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	12	4.0%	11	3.4%	11	3.0%
Black (Not Hispanic)	4	1.3%	2	0.6%	7	1.9%
Hispanic	1	0.3%	1	0.3%	11	3.0%
White (Not Hispanic)	280	94.3%	309	95.7%	338	92.1%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	18	0	0
Science Grade 8	22	0	0
Social Studies Grade 8	18	0	0
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**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1	0.3%	3	0.9%	0	0.0%
<b>Eligible for Free Lunch</b>	0	0.0%	0	0.0%	0	0.0%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		96.5%		97.1%		97.0%
<b>Student Suspensions</b>	0	0.0%	13	4.4%	0	0.0%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	0.0%	0.0%	0.0%
<b>Public Assistance</b>	None	None	None
<b>Student Stability</b>	100%	100%	99%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	32
Total Other Professional Staff	4
Total Paraprofessionals	NA
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 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	2.3%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		0	0.0%	1	2.3%
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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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	1	#	0	0%	4	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	0	0%	0	0%	0	0%

# 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
<b>Comprehensive English</b>						
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%
<b>Mathematics A</b>						
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%
<b>Mathematics B</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%
<b>Global History and Geography</b>						
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%
<b>U.S. History and Government</b>						
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
<b>Living Environment</b>						
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%
<b>Physical Setting/Earth Science</b>						
Number Tested	80	91	109	12	11	11
Number Scoring 55-100	79	90	105	11	11	10
Number Scoring 65-100	77	88	97	10	11	9
Number Scoring 85-100	43	47	56	2	4	1
Percentage of Tested Scoring 55-100	99%	99%	96%	92%	100%	91%
Percentage of Tested Scoring 65-100	96%	97%	89%	83%	100%	82%
Percentage of Tested Scoring 85-100	54%	52%	51%	17%	36%	9%
<b>Physical Setting/Chemistry</b>						
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%	#	#
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
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%	#	#
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
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%	#	#	#
<b>Comprehensive Latin</b>						
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) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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

## 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
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		0	1		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 – L)