

Alumni Study: Blind Brook High School

Prepared by:

Christopher Griffin

Ronald D. Valenti, Ph.D.

Futuristics Research, Inc.

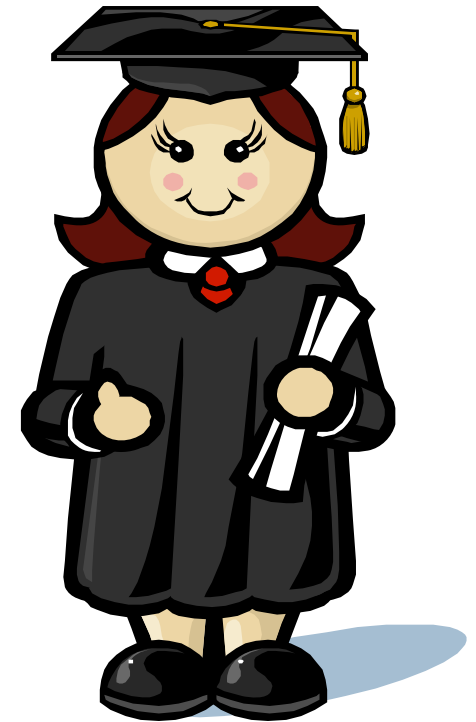
Methodology

- Survey was designed by the Director of Guidance and staff from Futuristics.
- The survey could be completed on-line, by phone or by paper.
- Goal was to gather demographic information about graduates and conduct evaluation of BBHS's curriculum and services.

Class	Net Size	Response	Rate
2002	55	26	47.3
2003	51	15	29.4
2004	70	20	28.6
2005	70	36	51.4
2006	76	34	44.7
Total	322	132	41.0

Demographic Highlights

- 58% of the respondents were female.
- 50% of students identified themselves as primarily AP/ACC level students.
- 47% of students identified themselves as primarily Regents track students.
- 10.4% transferred from the original college they attended.
- 77% of students indicated that they have not made a career decision or made that decision after graduating high school.
- Two respondents indicated that they dropped out of college.



Why did our graduates choose the college they did?

- Academic Reputation (41%)
- Location (17%)
- Offered specific type of training or major. (17%)
- Size (8%)
- Family and/or friends. (7%)

Preparation Level vs. Other Students

	Better Prepared	Prepared about the same	Not as well prepared.
Overall	33.1	55.6	11.3
AP/ACC	27.0	60.3	12.7
Regents	41.1	50.0	8.9

Preparation – Specific Areas

Ranked from highest to lowest

Area	Yes-Prepared	No-Not prepared
Computer Usage	92.1	7.9
Oral Presentation	84.1	15.9
Reading	84.1	15.9
Math	79.8	20.2
Writing	73.0	27.0
Research	69.0	31.0
Study Load	67.5	32.5

Quality of Preparation for Future Responsibilities

- Likert Scale



Rating	Interpretation
4.0 or above	Extremely Favorable
3.85-3.99	Very Favorable
3.70-3.84	Favorable
3.40-3.69	Neutral
3.00-3.39	Less Favorable
Below 2.99	Unfavorable

Ratings – Future Responsibilities

Ranked from highest to lowest

Make informed educational choices	4.23
Treat others with respect	3.90
Think creatively	3.89
Accept citizenship responsibilities	3.89
Handle academic pressures	3.84
Develop ethical standards of behavior	3.79
Accept employment responsibilities	3.75
Make healthy life style choices	3.70
Handle social pressures effectively	3.64
Make informed career choices	3.63
Make informed money management decisions	3.10
Appreciate diversity	2.88

Average Ratings – Learning Skills

Ranked from highest to lowest.

Reading	4.14
Problem Solving/Thinking Skills	4.09
Mathematics	4.07
Writing Skills	3.98
Listening Skills	3.97
Teamwork Skills	3.95
Grammar Skills	3.90
Oral Presentation Skills	3.88
Science Skills	3.87
Study Skills	3.84
Research Skills	3.71
Computer Technology	3.60
Languages Other Than English	3.50
Fine Arts	3.48

Average Ratings for Subject Areas

Ranked from highest to lowest. (50 respondents or more)

Social Studies	4.41
Business Education	4.25
Mathematics	4.20
English	4.13
Art	3.98
Health Education	3.98
Science	3.98
Home Economics/Culinary Arts	3.93
Computer Education	3.83
Technology	3.77
Language other than English	3.73
Music	3.71
Physical Education	3.71

Guidance Department Evaluation

Class	Course Planning	Schedules	Academic Help	Personal Concerns	Career	Availability	College Planning
2002	3.4	3.25	3.29	3.2	2.86	3.23	3.17
2003	3.8	3.56	3.44	3.5	3.33	4.0	3.38
2004	3.17	3.33	3.25	3.0	2.67	3.33	3.06
2005	3.85	3.71	3.89	3.44	2.88	4.07	3.88
2006	3.91	3.48	4.12	4.44	3.70	4.25	4.10
Overall	3.66	3.50	3.65	3.61	3.07	3.83	3.61

Other Ratings

Library Resources	3.82
Computer Resources in Library	3.84
Library Study Climate	3.43
Academic Competitions	3.95
BBHS Athletics	4.24
BBHS Clubs	3.97
BBHS Publications	4.30
BBHS Student Government	4.16
BBHS Theater	4.00

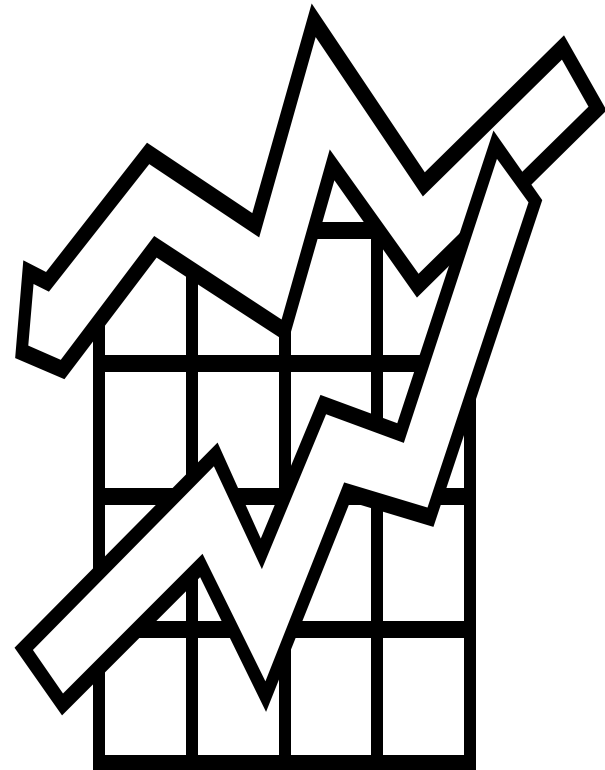
Social and Interpersonal Concerns

Column to the right indicates percentage of students responding yes.

Is there too much academic pressure?	46
Is social acceptance a problem?	45
Is academic dishonesty a problem at BBHS?	40
Is alcohol a problem?	37
Is lack of school spirit a problem?	35
Are drugs a problem?	29
Is the grading unfair?	29
Is discipline administered unfairly?	26
Do students treat other students disrespectfully?	21
Do the administrators treat students disrespectfully?	13
Do the coaches treat the students disrespectfully?	10
Is harassment a problem at BBHS?	10
Is school safety a problem?	4
Do the teachers treat students disrespectfully?	3
Do the staff, custodians, monitors treat students disrespectfully?	3 or less

Overall Rating for Blind Brook High School

Class	Rating
2002	3.75
2003	4.07
2004	3.58
2005	4.08
2006	3.88
Overall	3.89



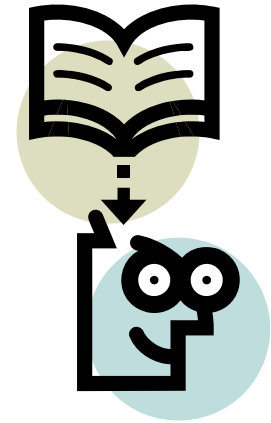
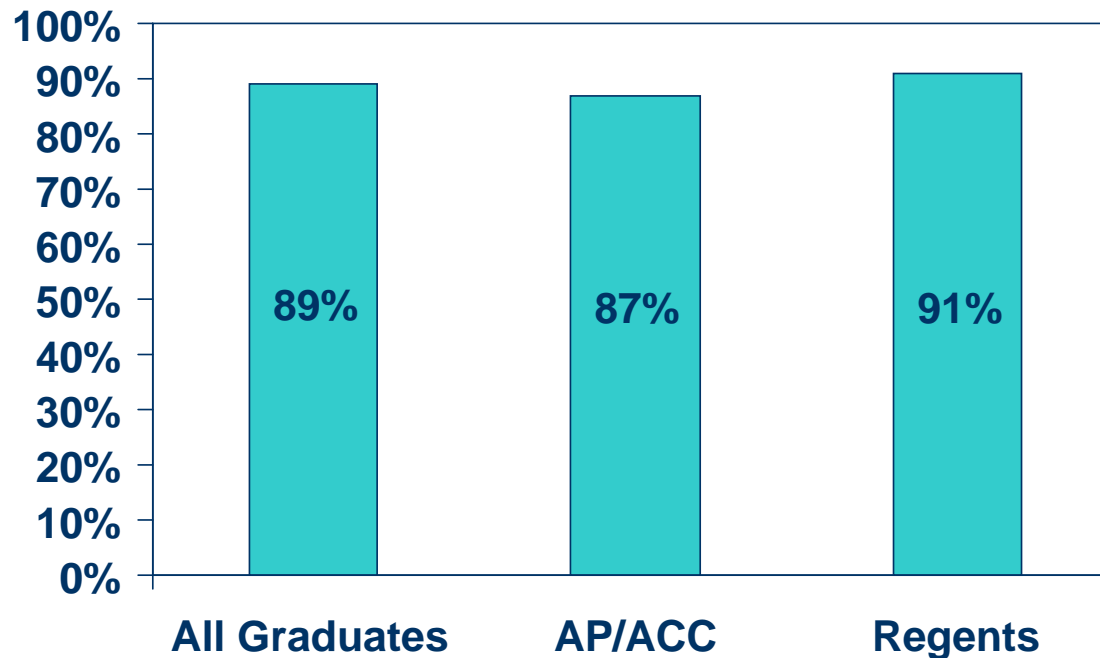
Findings & Recommendations

Two Suggestions:

- 1. Integrate these recommendations into Middle States Planning Committee Review.**
- 2. Where appropriate, establish specific recommendations as part of Five-Year Middle States Performance Plan.**

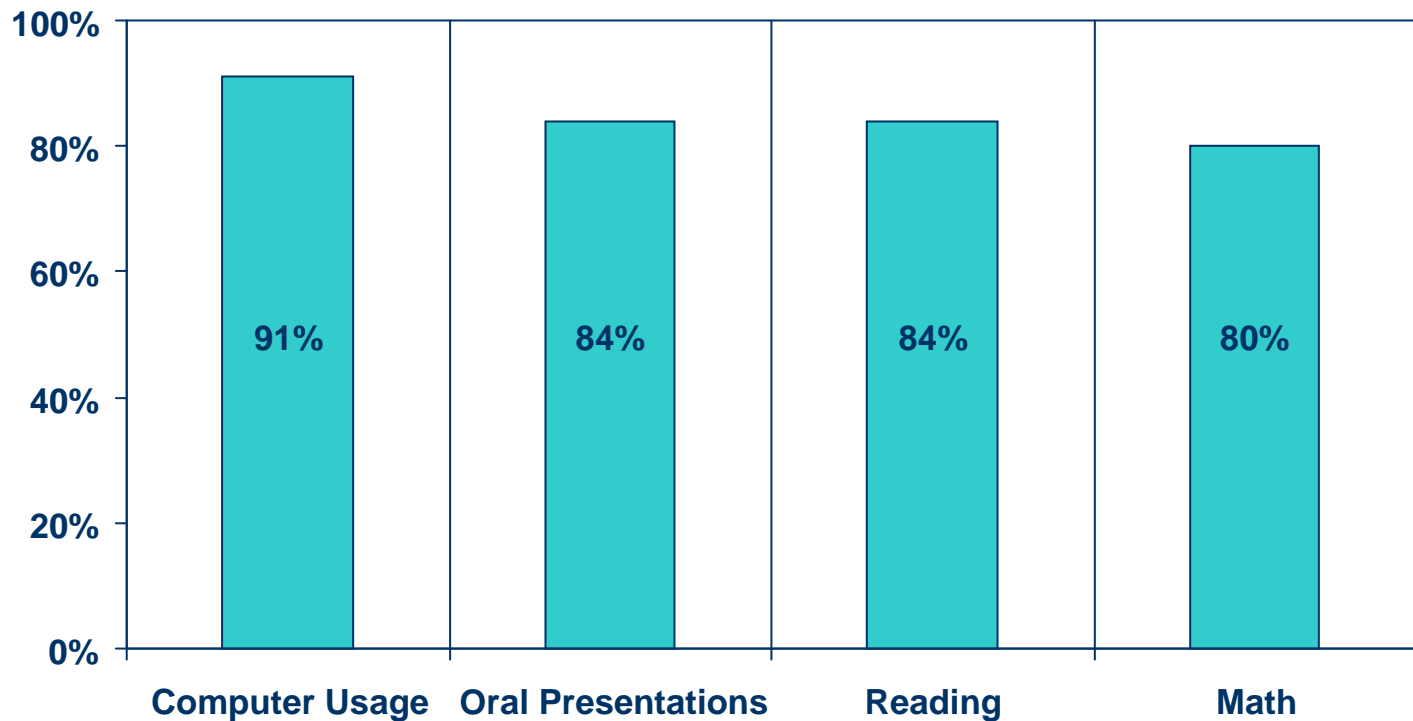
Findings

Graduates find they are adequately prepared overall for college.



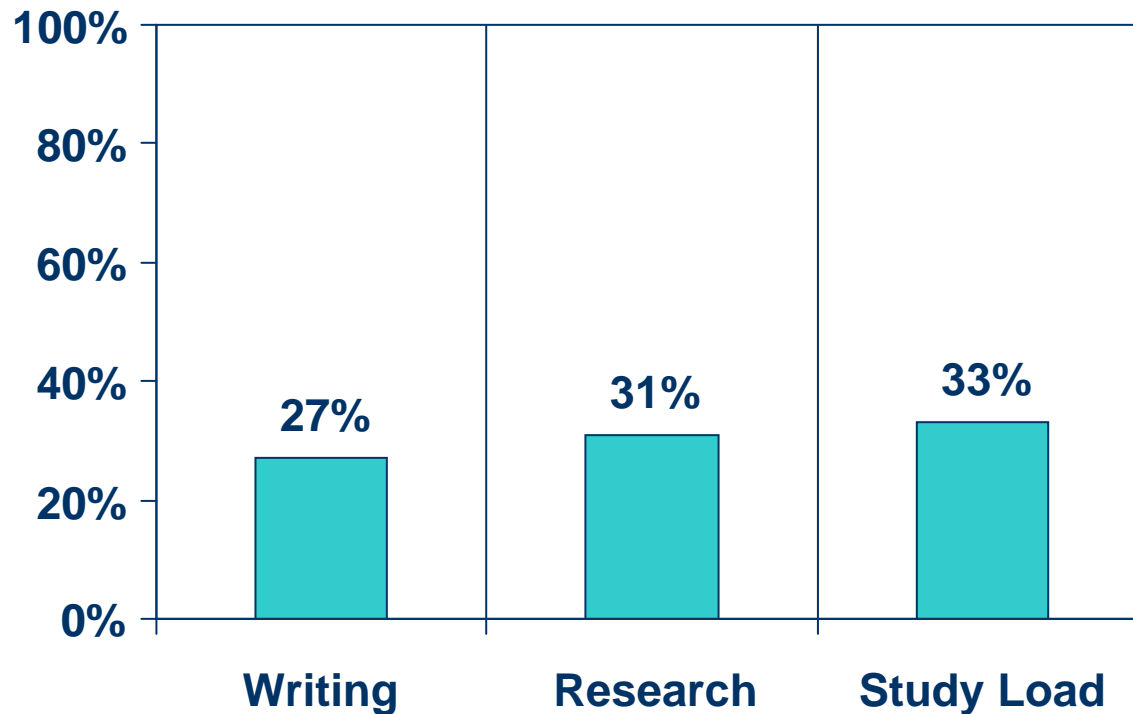
Findings

Students reported they were prepared in:



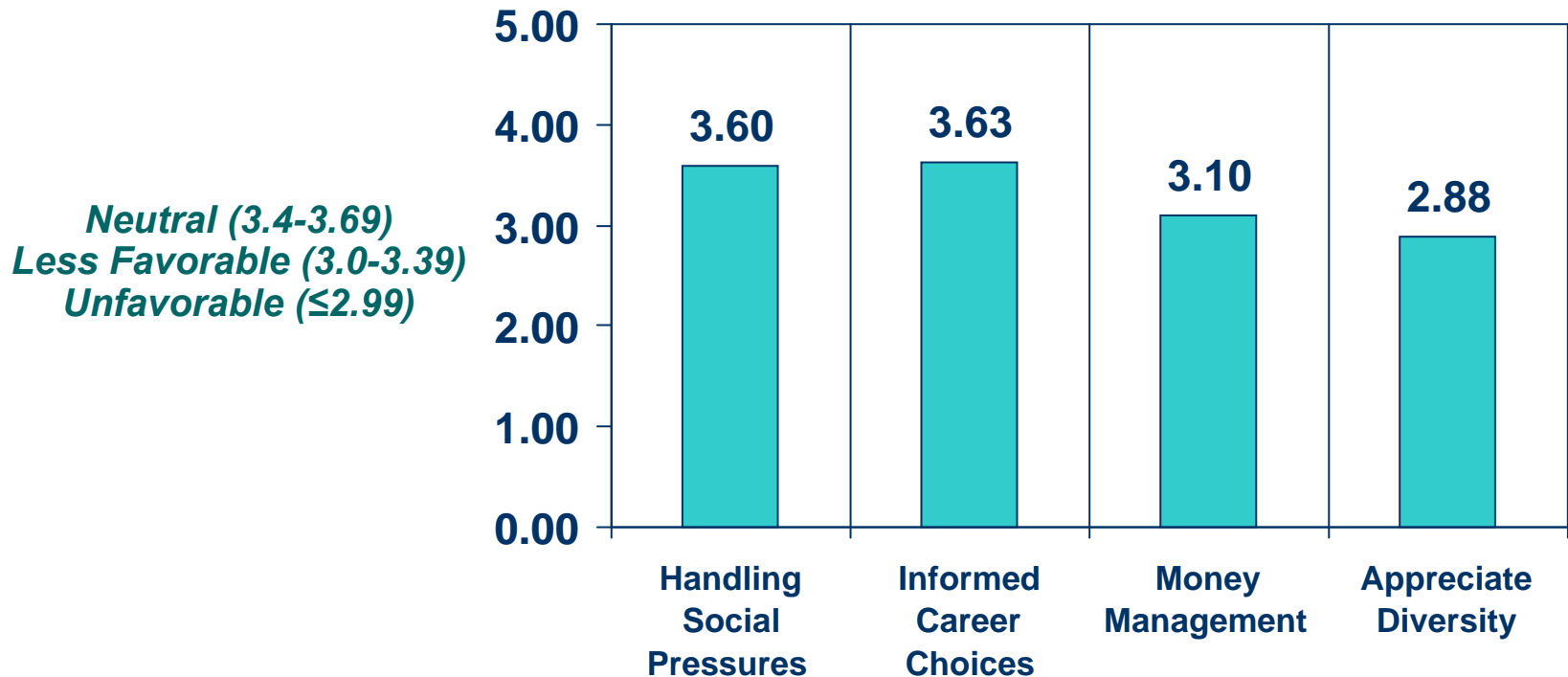
Findings

However, more than 1 in 4 students said they were not adequately prepared in:



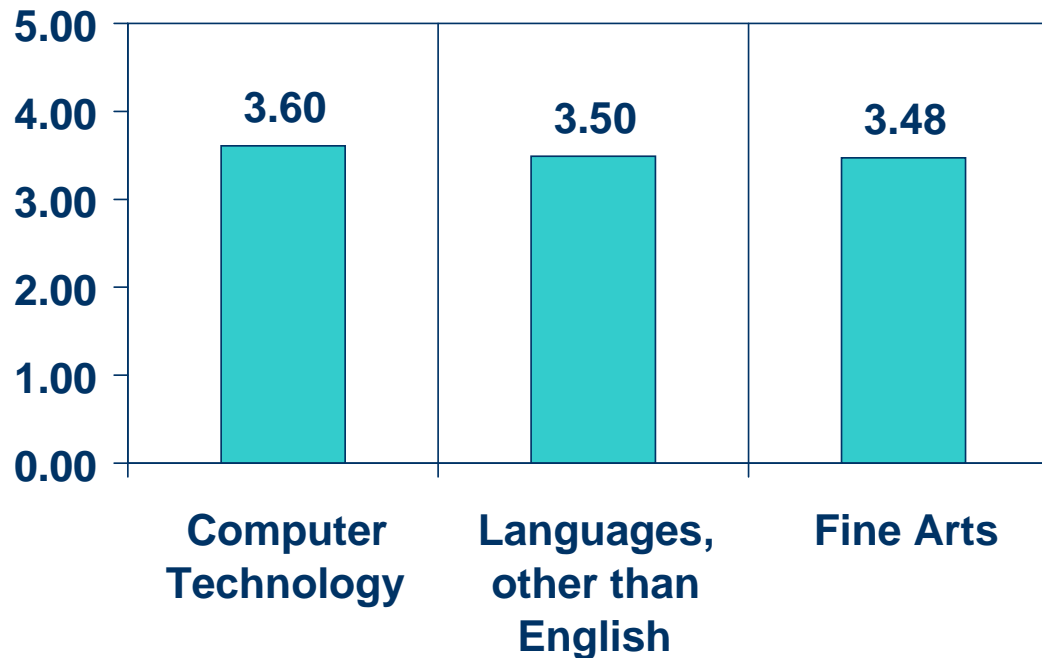
Findings

While rating 8 areas high in preparation for future responsibilities, 4 areas fell into the following categories:



Findings

Students rated 11 Skill Areas from *Favorable to Extremely Favorable*, but 3 areas were rated only *Neutral* (3.40-3.69).



Findings

Overall, graduates from 2002-2006 rated Blind Brook High School as *Very Favorable*, with an aggregate average of 3.89 (*Very Favorable* is 3.85-3.99)



Recommendations for Future Study and Action

- **Structured Informational Sessions and Discussions**
October – November 2007
- **Develop Operational Definitions**
December 2007
- **Examine Each Improvement Domain and Investigate Potential Solutions**
December 2007 – February 2008
- **Report Findings for Implementation 2008-2009**
School Budget: February 2008
Middle States Evaluation Report: April – June 2008

Recommendations for Future Study and Action

- I. **Initiate Informational Sessions and Structured Discussions with the Administrative Team, Secondary School Coordinators and School Faculty to Review Graduates' perceived areas of strength and domains for improvement.**



Recommendations for Future Study and Action

II. **Develop Operational Definitions for Improvement Areas and Examine Potential Programmatic Changes that may be either independent in nature and/or integrated into current curriculum areas.**

- Coordinator, Department Meetings.
- Focus Survey Groups
 - *Current Seniors*
 - *Graduates from 2002-2006*
- Middle States Evaluation Data.

Recommendations for Future Study and Action

III. Potential Investigation Areas

<i>Improvement Domains</i>	<i>Potential Solutions</i>
1. Writing	1. Does the current 9 th grade course in Effective Communication more adequately address these needs? OR Should a 9 th grade research/writing skills course be more focused?
2. Research	2. Does the current requirement of a senior research paper rigorously and effectively address student needs for writing and research?
	3. Should there be a writing/research based curriculum strand/grades 6-12 as part of the English curriculum to supplement these efforts?

Recommendations for Future Study and Action

III. Potential Investigation Areas

<i>Improvement Domains</i>	<i>Potential Solutions</i>
3. Computer Technology	1. Will the current district goal to formulate a comprehensive computer technology course of study for 3 high school credits to be offered in September 2008 address this domain?
	2. Evaluate the current K-12 Technology curriculum to assess student learning at each grade level?
	3. What links can be drawn to writing/research domains?

Recommendations for Future Study and Action

III. Potential Investigation Areas

<i>Improvement Domains</i>	<i>Potential Solutions</i>
4. Money Management	<p>1. Re-evaluate the current spring semester of senior year to determine more effective delivery of career and life skills, prior to graduation.</p> <ul style="list-style-type: none">▪ <i>Money Management Elective</i>▪ <i>Senior Options</i>▪ <i>Résumé Writing, Interview and Related Skills</i>

Recommendations for Future Study and Action

III. Potential Investigation Areas

<i>Improvement Domains</i>	<i>Potential Solutions</i>
5. Handling Social Pressures	1. Work with the current senior class to develop focus survey groups to operationally define student concerns in these areas.
6. Informed Career Choices	2. Invite graduates from 2002-2006 to return for a focus survey group examination of how Blind Brook could more effectively address these social, career and academic concerns.
7. Appreciate Diversity	