

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 66-14-02-02-0002  
 Name: Briarcliff High School  
 Principal: Lorna Thompson

Grade Range : 9-12

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	129	156	151
Tenth	120	126	157
Eleventh	114	118	118
Twelfth	110	113	115
Ungraded Secondary	0	0	0
Total K-12 Enrollment	473	513	541

### 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	33	7.0%	36	7.0%	45	8.3%
Black (Not Hispanic)	16	3.4%	15	2.9%	14	2.6%
Hispanic	12	2.5%	10	1.9%	10	1.8%
White (Not Hispanic)	412	87.1%	452	88.1%	472	87.2%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	20	23
Mathematics Grade 10	19	12	18
Science Grade 10	22	20	20
Social Studies Grade 10	19	19	20

(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>
52	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 lower 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>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	8	1.7%	3	0.6%	4	0.7%
<b>Eligible for Free Lunch</b>	4	0.9%	0	0.0%	2	0.4%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		96.2%		96.6%		95.5%
<b>Student Suspensions</b>	12	2.7%	16	3.4%	4	0.8%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	0.9%	1.0%	0.0%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	100%	100%	100%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	49
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*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	100	91	91%	96	95	99%	114	110	96%
Students with Disabilities	13	11	85%	11	7	64%	6	4	67%
All Students	113	102	90%	107	102	95%	120	114	95%

\*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	115	5	0	0	0	0
Percent	96%	4%	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)
6	4	0	6

\*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	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	0	0.0%	0	0.0%

\*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	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	105	106	142
	Number of Students with Disabilities	18	22	15
	Number of All Students	123	128	157
	Percent of Enrollment	26%	25%	29%

## 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	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	2	#	5	100%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	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%	1	#

# 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%	1	#
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	1	#	1	#	0	0%
Science	2	#	0	0%	0	0%
Reading	2	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	108	119	116	11	7	15
Number Scoring 55–100	107	119	116	10	7	15
Number Scoring 65–100	106	119	114	9	7	13
Number Scoring 85–100	91	106	89	4	2	2
Percentage of Tested Scoring 55–100	99%	100%	100%	91%	100%	100%
Percentage of Tested Scoring 65–100	98%	100%	98%	82%	100%	87%
Percentage of Tested Scoring 85–100	84%	89%	77%	36%	29%	13%
<b>Mathematics A</b>						
Number Tested	31	123	149	8	8	14
Number Scoring 55–100	31	122	149	8	8	14
Number Scoring 65–100	29	122	149	7	8	14
Number Scoring 85–100	6	94	111	1	3	4
Percentage of Tested Scoring 55–100	100%	99%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	94%	99%	100%	88%	100%	100%
Percentage of Tested Scoring 85–100	19%	76%	74%	12%	38%	29%
<b>Mathematics B</b>						
Number Tested	0	0	99	0	0	2
Number Scoring 55–100	0	0	99	0	0	#
Number Scoring 65–100	0	0	99	0	0	#
Number Scoring 85–100	0	0	71	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	72%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	120	94	166	6	14	15
Number Scoring 55–100	119	91	166	6	13	15
Number Scoring 65–100	118	90	164	6	12	15
Number Scoring 85–100	63	52	110	1	2	2
Percentage of Tested Scoring 55–100	99%	97%	100%	100%	93%	100%
Percentage of Tested Scoring 65–100	98%	96%	99%	100%	86%	100%
Percentage of Tested Scoring 85–100	53%	55%	66%	17%	14%	13%
<b>U.S. History and Government</b>						
Number Tested	107	121	115	11	7	14
Number Scoring 55–100	107	120	114	11	7	14
Number Scoring 65–100	105	118	113	10	7	13
Number Scoring 85–100	69	89	92	2	4	2
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	98%	98%	91%	100%	93%
Percentage of Tested Scoring 85–100	64%	74%	80%	18%	57%	14%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	112	130	162	7	12	11
Number Scoring 55–100	112	130	160	7	12	11
Number Scoring 65–100	112	129	160	7	11	11
Number Scoring 85–100	85	89	96	3	2	3
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	99%	99%	100%	92%	100%
Percentage of Tested Scoring 85–100	76%	68%	59%	43%	17%	27%
<b>Physical Setting/Earth Science</b>						
Number Tested	76	73	83	21	6	17
Number Scoring 55–100	76	71	79	21	5	17
Number Scoring 65–100	73	69	76	19	5	16
Number Scoring 85–100	34	28	27	2	1	2
Percentage of Tested Scoring 55–100	100%	97%	95%	100%	83%	100%
Percentage of Tested Scoring 65–100	96%	95%	92%	90%	83%	94%
Percentage of Tested Scoring 85–100	45%	38%	33%	10%	17%	12%
<b>Physical Setting/Chemistry</b>						
Number Tested	92	94	117	1	3	6
Number Scoring 55–100	91	93	116	#	#	6
Number Scoring 65–100	89	85	102	#	#	1
Number Scoring 85–100	27	27	41	#	#	0
Percentage of Tested Scoring 55–100	99%	99%	99%	#	#	100%
Percentage of Tested Scoring 65–100	97%	90%	87%	#	#	17%
Percentage of Tested Scoring 85–100	29%	29%	35%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			45			1
Number Scoring 55–100			45			#
Number Scoring 65–100			45			#
Number Scoring 85–100			28			#
Percentage of Tested Scoring 55–100			100%			#
Percentage of Tested Scoring 65–100			100%			#
Percentage of Tested Scoring 85–100			62%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	25	31	36	0	0	1
Number Scoring 55–100	25	31	36	0	0	#
Number Scoring 65–100	24	31	36	0	0	#
Number Scoring 85–100	15	27	26	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	96%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	60%	87%	72%	0%	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	84	76	109	2	6	4
Number Scoring 55–100	84	76	109	#	6	#
Number Scoring 65–100	84	76	109	#	6	#
Number Scoring 85–100	72	68	101	#	3	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	100%	#
Percentage of Tested Scoring 85–100	86%	89%	93%	#	50%	#
<b>Comprehensive Latin</b>						
Number Tested	5	7	10	0	0	0
Number Scoring 55–100	5	7	10	0	0	0
Number Scoring 65–100	5	7	10	0	0	0
Number Scoring 85–100	5	6	7	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	100%	86%	70%	0%	0%	0%

(Form – H)



## Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	93	73	0	1	1	0
Number Scoring 55–100	89	69	0	#	#	0
Number Scoring 65–100	85	67	0	#	#	0
Number Scoring 85–100	54	44	0	#	#	0
Percentage of Tested Scoring 55–100	96%	95%	0%	#	#	0%
Percentage of Tested Scoring 65–100	91%	92%	0%	#	#	0%
Percentage of Tested Scoring 85–100	58%	60%	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
<b>Nov 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
<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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	110	110	110	6	6	6	116	116	116
Number Scoring 55–64	0	1	0	0	0	0	0	1	0
Number Scoring 65–84	46	26	27	5	2	3	51	28	30
Number Scoring 85–100	64	83	83	1	4	3	65	87	86
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

**New York State English as a Second Language Achievement Tests (NYSESLAT)\***

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
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)