# New York State School Report Card
# Comprehensive Information Report

BEDS Code: 66-14-02-02-0002 Grade Range : 9-12
Name: Briarcliff High School
Principal: Robert E. Maher

## Fall Enrollment

| Grade | 2000–2001 | 2001–2002 | 2002–2003 |
|---|---|---|---|
| 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 | 122 | 129 | 156 |
| Tenth | 127 | 120 | 126 |
| Eleventh | 107 | 114 | 118 |
| Twelfth | 83 | 110 | 113 |
| Ungraded Secondary | 0 | 0 | 0 |
| Total K-12 Enrollment | 439 | 473 | 513 |

## Student Racial/Ethnic Origin

| Race/Ethnicity | 2000–2001 | | 2001–2002 | | 2002–2003 | |
|---|---|---|---|---|---|---|
| | No. of Students | % of Enroll. | No. of Students | % of Enroll. | No. of Students | % of Enroll. |
| American Indian, Alaskan, Asian, or Pacific Islander | 36 | 8.2% | 33 | 7.0% | 36 | 7.0% |
| Black (Not Hispanic) | 19 | 4.3% | 16 | 3.4% | 15 | 2.9% |
| Hispanic | 8 | 1.8% | 12 | 2.5% | 10 | 1.9% |
| White (Not Hispanic) | 376 | 85.6% | 412 | 87.1% | 452 | 88.1% |

## Average Class Size

| Grade Level | 2000–2001 | 2001–2002 | 2002–2003 |
|---|---|---|---|
| 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 | 25 | 20 | 20 |
| Mathematics Grade 10 | 10 | 19 | 12 |
| Science Grade 10 | 19 | 22 | 20 |
| Social Studies Grade 10 | 23 | 19 | 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 |
|---|---|
| 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

| | 2000–2001 | | 2001–2002 | | 2002–2003 | |
|---|---|---|---|---|---|---|
| | Count | Percent | Count | Percent | Count | Percent |
| **Limited English Proficient** | 6 | 1.4% | 8 | 1.7% | 3 | 0.6% |
| **Eligible for Free Lunch** | 6 | 1.4% | 4 | 0.9% | 0 | 0.0% |

## Attendance and Suspension

| | 1999–2000 | | 2000–2001 | | 2001–2002 | |
|---|---|---|---|---|---|---|
| | **No. of Students** | **% of Enroll.** | **No. of Students** | **% of Enroll.** | **No. of Students** | **% of Enroll.** |
| **Annual Attendance Rate** | | 95.7% | | 96.2% | | 96.6% |
| **Student Suspensions** | 12 | 3.0% | 12 | 2.7% | 16 | 3.4% |

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

| | 2000–2001 | 2001–2002 | 2002–2003 |
|---|---|---|---|
| **Reduced Lunch** | 0.5% | 0.9% | 1.0% |
| **Public Assistance** | 1-10% | 1-10% | 1-10% |
| **Student Stability** | 99% | 100% | 100% |

## Staff Counts

| Staff | 2002–2003 |
|---|---|
| Total Teachers | 45 |
| Total Other Professional Staff | 8 |
| Total Paraprofessionals | NA |
| Teaching Out of Certification* | 0 |
| Teachers with Temporary Licenses | 0 |

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas*

| | 2000–2001 | | | 2001–2002 | | | 2002–2003 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total Grads | Regents Diplomas | % Regents Diplomas | Total Grads | Regents Diplomas | % Regents Diplomas | Total Grads | Regents Diplomas | % Regents Diplomas |
| General Education | 68 | 58 | 85% | 100 | 91 | 91% | 96 | 95 | 99% |
| Students with Disabilities | 10 | 6 | 60% | 13 | 11 | 85% | 11 | 7 | 64% |
| All Students | 78 | 64 | 82% | 113 | 102 | 90% | 107 | 102 | 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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

| | To 4-year College | To 2-year College | To Other Post-Secondary | To the Military | To Employment | Other |
|---|---|---|---|---|---|---|
| **Number** | 99 | 6 | 0 | 0 | 2 | 0 |
| **Percent** | 93% | 6% | 0% | 0% | 2% | 0% |

## Number of High School Completers with Disabilities in 2002–2003

| Graduates* (a) | Regents Diplomas (b) | IEP Diplomas or Certificates (c) | All 2002–2003 Completers (a+c) |
|---|---|---|---|
| 11 | 7 | 0 | 11 |

*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

| | | 2000–2001 | | 2001–2002 | | 2002–2003 | |
|---|---|---|---|---|---|---|---|
| | | No. of Students | % of Enroll. | No. of Students | % of Enroll. | No. of Students | % of Enroll. |
| **General-Education Students** | Dropped Out | | | 0 | | 0 | |
| | Entered GED Program* | | | 0 | | 0 | |
| | Total Noncompleters | | | 0 | | 0 | |
| **Students with Disabilities** | Dropped Out | | | 0 | | 0 | |
| | Entered GED Program* | | | 0 | | 0 | |
| | Total Noncompleters | | | 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 K-12, diploma-bound systems and entered an alternative 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 | 2000–01 | 2001–02 | 2002–03 |
|---|---|---|---|
| K–1 | | 0% | 0% |
| 2–3 | | 0% | 0% |

## Students Developing a Career Plan, 4–12

| Grades | | 2000–01 | 2001–02 | 2002–03 |
|---|---|---|---|---|
| 4–5 | Number of General-Education Students | | 0 | 0 |
| | Number of Students with Disabilities | | 0 | 0 |
| | Number of All Students | | 0 | 0 |
| | Percent of Enrollment | | 0% | 0% |
| 6–8 | Number of General-Education Students | | 0 | 0 |
| | Number of Students with Disabilities | | 0 | 0 |
| | Number of All Students | | 0 | 0 |
| | Percent of Enrollment | | 0% | 0% |
| 9–12 | Number of General-Education Students | | 105 | 106 |
| | Number of Students with Disabilities | | 18 | 22 |
| | Number of All Students | | 123 | 128 |
| | Percent of Enrollment | | 26% | 25% |

# Second Language Proficiency Examinations

### General-Education Students

| Test | 2000–2001 | | 2001–2002 | | 2002–2003 | |
|---|---|---|---|---|---|---|
| | 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% | 2 | # | 2 | # |

### Students with Disabilities

| Test | 2000–2001 | | 2001–2002 | | 2002–2003 | |
|---|---|---|---|---|---|---|
| | 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% | 0 | 0% |

(Form-D)

# Regents Competency Tests

## General-Education Students

| Test | 2000–2001 | | 2001–2002 | | 2002–2003 | |
|---|---|---|---|---|---|---|
| | 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 | 2 | # | 0 | 0% | 0 | 0% |

## Students with Disabilities

| Test | 2000–2001 | | 2001–2002 | | 2002–2003 | |
|---|---|---|---|---|---|---|
| | No. Tested | % Passing | No. Tested | % Passing | No. Tested | % Passing |
| Mathematics | 0 | 0% | 1 | # | 1 | # |
| Science | 0 | 0% | 2 | # | 0 | 0% |
| Reading | 0 | 0% | 2 | # | 0 | 0% |
| Writing | 0 | 0% | 2 | # | 0 | 0% |
| Global Studies | 1 | # | 1 | # | 0 | 0% |
| U.S. Hist & Gov't | 0 | 0% | 0 | 0% | 1 | # |

(Form – E)

# Regents Examinations

| | All Students | | | Students with Disabilities | | |
|---|---|---|---|---|---|---|
| | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 |
| **Comprehensive English** | | | | | | |
| Number Tested | 107 | 108 | 119 | 16 | 11 | 7 |
| Number Scoring 55–100 | 107 | 107 | 119 | 16 | 10 | 7 |
| Number Scoring 65–100 | 106 | 106 | 119 | 15 | 9 | 7 |
| Number Scoring 85–100 | 62 | 91 | 106 | 3 | 4 | 2 |
| Percentage of Tested Scoring 55–100 | 100% | 99% | 100% | 100% | 91% | 100% |
| Percentage of Tested Scoring 65–100 | 99% | 98% | 100% | 94% | 82% | 100% |
| Percentage of Tested Scoring 85–100 | 58% | 84% | 89% | 19% | 36% | 29% |
| **Mathematics A** | | | | | | |
| Number Tested | 24 | 31 | 123 | 12 | 8 | 8 |
| Number Scoring 55–100 | 24 | 31 | 122 | 12 | 8 | 8 |
| Number Scoring 65–100 | 24 | 29 | 122 | 12 | 7 | 8 |
| Number Scoring 85–100 | 13 | 6 | 94 | 1 | 1 | 3 |
| Percentage of Tested Scoring 55–100 | 100% | 100% | 99% | 100% | 100% | 100% |
| Percentage of Tested Scoring 65–100 | 100% | 94% | 99% | 100% | 88% | 100% |
| Percentage of Tested Scoring 85–100 | 54% | 19% | 76% | 8% | 12% | 38% |
| **Mathematics B (first administered June 2001)** | | | | | | |
| 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% |
| **Global History and Geography** | | | | | | |
| Number Tested | 108 | 120 | 94 | 15 | 6 | 14 |
| Number Scoring 55–100 | 108 | 119 | 91 | 15 | 6 | 13 |
| Number Scoring 65–100 | 108 | 118 | 90 | 15 | 6 | 12 |
| Number Scoring 85–100 | 81 | 63 | 52 | 5 | 1 | 2 |
| Percentage of Tested Scoring 55–100 | 100% | 99% | 97% | 100% | 100% | 93% |
| Percentage of Tested Scoring 65–100 | 100% | 98% | 96% | 100% | 100% | 86% |
| Percentage of Tested Scoring 85–100 | 75% | 53% | 55% | 33% | 17% | 14% |
| **U.S. History and Government (first administered June 2001)** | | | | | | |
| Number Tested | 119 | 107 | 121 | 20 | 11 | 7 |
| Number Scoring 55–100 | 119 | 107 | 120 | 20 | 11 | 7 |
| Number Scoring 65–100 | 119 | 105 | 118 | 20 | 10 | 7 |
| Number Scoring 85–100 | 77 | 69 | 89 | 8 | 2 | 4 |
| Percentage of Tested Scoring 55–100 | 100% | 100% | 99% | 100% | 100% | 100% |
| Percentage of Tested Scoring 65–100 | 100% | 98% | 98% | 100% | 91% | 100% |
| Percentage of Tested Scoring 85–100 | 65% | 64% | 74% | 40% | 18% | 57% |

(Form – F)

# Regents Examinations

| | All Students | | | Students with Disabilities | | |
|---|---|---|---|---|---|---|
| | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 |
| **Living Environment (first administered June 2001)** | | | | | | |
| Number Tested | 122 | 112 | 130 | 15 | 7 | 12 |
| Number Scoring 55–100 | 122 | 112 | 130 | 15 | 7 | 12 |
| Number Scoring 65–100 | 122 | 112 | 129 | 15 | 7 | 11 |
| Number Scoring 85–100 | 72 | 85 | 89 | 5 | 3 | 2 |
| Percentage of Tested Scoring 55–100 | 100% | 100% | 100% | 100% | 100% | 100% |
| Percentage of Tested Scoring 65–100 | 100% | 100% | 99% | 100% | 100% | 92% |
| Percentage of Tested Scoring 85–100 | 59% | 76% | 68% | 33% | 43% | 17% |
| **Physical Setting/Earth Science (first administered June 2001)** | | | | | | |
| Number Tested | 69 | 76 | 73 | 14 | 21 | 6 |
| Number Scoring 55–100 | 69 | 76 | 71 | 14 | 21 | 5 |
| Number Scoring 65–100 | 67 | 73 | 69 | 12 | 19 | 5 |
| Number Scoring 85–100 | 28 | 34 | 28 | 4 | 2 | 1 |
| Percentage of Tested Scoring 55–100 | 100% | 100% | 97% | 100% | 100% | 83% |
| Percentage of Tested Scoring 65–100 | 97% | 96% | 95% | 86% | 90% | 83% |
| Percentage of Tested Scoring 85–100 | 41% | 45% | 38% | 29% | 10% | 17% |
| **Physical Setting/Chemistry (first administered June 2002)** | | | | | | |
| Number Tested | | 92 | 94 | | 1 | 3 |
| Number Scoring 55–100 | | 91 | 93 | | # | # |
| Number Scoring 65–100 | | 89 | 85 | | # | # |
| Number Scoring 85–100 | | 27 | 27 | | # | # |
| Percentage of Tested Scoring 55–100 | | 99% | 99% | | # | # |
| Percentage of Tested Scoring 65–100 | | 97% | 90% | | # | # |
| Percentage of Tested Scoring 85–100 | | 29% | 29% | | # | # |
| **Physical Setting/Physics (first administered June 2002)*** | | | | | | |
| Number Tested | | | | | | |
| Number Scoring 55–100 | | | | | | |
| Number Scoring 65–100 | | | | | | |
| Number Scoring 85–100 | | | | | | |
| Percentage of Tested Scoring 55–100 | | | | | | |
| Percentage of Tested Scoring 65–100 | | | | | | |
| Percentage of Tested Scoring 85–100 | | | | | | |

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

| | All Students | | | Students with Disabilities | | |
|---|---|---|---|---|---|---|
| | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 |
| **Comprehensive French** | | | | | | |
| Number Tested | 27 | 25 | 31 | 1 | 0 | 0 |
| Number Scoring 55–100 | 27 | 25 | 31 | # | 0 | 0 |
| Number Scoring 65–100 | 27 | 24 | 31 | # | 0 | 0 |
| Number Scoring 85–100 | 21 | 15 | 27 | # | 0 | 0 |
| Percentage of Tested Scoring 55–100 | 100% | 100% | 100% | # | 0% | 0% |
| Percentage of Tested Scoring 65–100 | 100% | 96% | 100% | # | 0% | 0% |
| Percentage of Tested Scoring 85–100 | 78% | 60% | 87% | # | 0% | 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 | 90 | 84 | 76 | 10 | 2 | 6 |
| Number Scoring 55–100 | 90 | 84 | 76 | 10 | # | 6 |
| Number Scoring 65–100 | 90 | 84 | 76 | 10 | # | 6 |
| Number Scoring 85–100 | 81 | 72 | 68 | 8 | # | 3 |
| Percentage of Tested Scoring 55–100 | 100% | 100% | 100% | 100% | # | 100% |
| Percentage of Tested Scoring 65–100 | 100% | 100% | 100% | 100% | # | 100% |
| Percentage of Tested Scoring 85–100 | 90% | 86% | 89% | 80% | # | 50% |
| **Comprehensive Latin** | | | | | | |
| Number Tested | 0 | 5 | 7 | 0 | 0 | 0 |
| Number Scoring 55–100 | 0 | 5 | 7 | 0 | 0 | 0 |
| Number Scoring 65–100 | 0 | 5 | 7 | 0 | 0 | 0 |
| Number Scoring 85–100 | 0 | 5 | 6 | 0 | 0 | 0 |
| Percentage of Tested Scoring 55–100 | 0% | 100% | 100% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65–100 | 0% | 100% | 100% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85–100 | 0% | 100% | 86% | 0% | 0% | 0% |

(Form – H)

# Regents Examinations

| | All Students | | | Students with Disabilities | | |
|---|---|---|---|---|---|---|
| | **2001** | **2002** | **2003** | **2001** | **2002** | **2003** |
| **Sequential Mathematics, Course II (last administered January 2003)** | | | | | | |
| Number Tested | 98 | 73 | 1 | 4 | 1 | 0 |
| Number Scoring 55–100 | 98 | 73 | # | # | # | 0 |
| Number Scoring 65–100 | 98 | 72 | # | # | # | 0 |
| Number Scoring 85–100 | 78 | 54 | # | # | # | 0 |
| Percentage of Tested Scoring 55–100 | 100% | 100% | # | # | # | 0% |
| Percentage of Tested Scoring 65–100 | 100% | 99% | # | # | # | 0% |
| Percentage of Tested Scoring 85–100 | 80% | 74% | # | # | # | 0% |
| **Sequential Mathematics, Course III** | | | | | | |
| Number Tested | 70 | 93 | 73 | 3 | 1 | 1 |
| Number Scoring 55–100 | 70 | 89 | 69 | # | # | # |
| Number Scoring 65–100 | 65 | 85 | 67 | # | # | # |
| Number Scoring 85–100 | 39 | 54 | 44 | # | # | # |
| Percentage of Tested Scoring 55–100 | 100% | 96% | 95% | # | # | # |
| Percentage of Tested Scoring 65–100 | 93% | 91% | 92% | # | # | # |
| Percentage of Tested Scoring 85–100 | 56% | 58% | 60% | # | # | # |

(Form – I)

# New York State Alternate Assessments (NYSAA)
# 2002–2003

| | Count of Students | | | | | |
|---|---|---|---|---|---|---|
| **Test** | **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 |

# 1999 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 | 96 | 96 | 96 | 12 | 12 | 12 | 108 | 108 | 108 |
| Number Scoring 55–64 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 2 | 0 |
| Number Scoring 65–84 | 21 | 26 | 33 | 8 | 9 | 8 | 29 | 35 | 41 |
| Number Scoring 85–100 | 74 | 69 | 63 | 3 | 1 | 2 | 77 | 70 | 65 |
| Approved Alternatives | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |

(Form – K)