

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-14-02-02-0000

Name: Briarcliff Manor Union Free School District

Superintendent: Frances G. Wills

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	115	118	126
First	119	112	122
Second	136	123	115
Third	134	137	127
Fourth	154	133	145
Fifth	121	152	136
Sixth	117	123	159
Ungraded Elementary	0	0	0
Seventh	125	123	124
Eighth	108	128	123
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	1568	1622	1690

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	76	4.8%	84	5.2%	82	4.9%
Black (Not Hispanic)	21	1.3%	18	1.1%	17	1.0%
Hispanic	13	0.8%	20	1.2%	19	1.1%
White (Not Hispanic)	1458	93.0%	1500	92.5%	1572	93.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	20	18
Common Branch	23	22	21
English Grade 8	19	21	17
Mathematics Grade 8	22	19	19
Science Grade 8	24	19	22
Social Studies Grade 8	24	24	21
English Grade 10	22	20	20
Mathematics Grade 10	12	19	12
Science Grade 10	20	23	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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	34	2.2%	20	1.2%	13	0.8%
Eligible for Free Lunch	6	0.4%	8	0.5%	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		97.2%		96.4%		96.6%
Student Suspensions	13	0.9%	23	1.5%	28	1.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.2%	0.8%	0.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	154
Total Other Professional Staff	27
Total Paraprofessionals	88
Teaching Out of Certification*	1
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	30	100%	30	100%	30	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	70	100%	83	100%	78	100%

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	9	100%	6	83%	4	#

(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	124	12	8	8
Number Scoring 55–100	24	31	123	12	8	8
Number Scoring 65–100	24	29	123	12	7	8
Number Scoring 85–100	13	6	95	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%	77%	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	131	15	7	12
Number Scoring 55–100	122	112	131	15	7	12
Number Scoring 65–100	122	112	130	15	7	11
Number Scoring 85–100	72	85	90	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%	69%	33%	43%	17%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	113	111	127	14	22	6
Number Scoring 55–100	113	111	125	14	22	5
Number Scoring 65–100	111	108	123	12	20	5
Number Scoring 85–100	70	68	78	4	3	1
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	83%
Percentage of Tested Scoring 65–100	98%	97%	97%	86%	91%	83%
Percentage of Tested Scoring 85–100	62%	61%	61%	29%	14%	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	74	1	4	1	0
Number Scoring 55–100	98	74	#	#	#	0
Number Scoring 65–100	98	73	#	#	#	0
Number Scoring 85–100	78	55	#	#	#	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)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	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%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	127	0%	1%	49%	50%
	Students with Disabilities	8	0%	13%	88%	0%
	All Students	135	0%	1%	51%	47%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	107	0%	5%	63%	33%
	Students with Disabilities	17	0%	53%	47%	0%
	All Students	124	0%	11%	60%	28%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	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)