

New York State School Report Card Comprehensive Information Report

BEDS Code : 19-09-01-04-0001

Grade Range : 6-12

Name : Hunter-Tannersville Middle School High School

Principal: Thomas J. Averill

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
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	41	41	43
Ungraded Elementary	0	0	0
Seventh	49	48	41
Eighth	41	40	34
Ninth	42	42	63
Tenth	49	50	37
Eleventh	42	41	40
Twelfth	38	40	34
Ungraded Secondary	0	0	4
Total K-12 Enrollment	302	302	296

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	1.7%	3	1.0%	0	0.0%
Black (Not Hispanic)	5	1.7%	5	1.7%	2	0.7%
Hispanic	5	1.7%	5	1.7%	4	1.4%
White (Not Hispanic)	287	95.0%	289	95.7%	290	98.0%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
11	3.6%	4	1.3%	13	4.4%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	5
English Grade 8	13	24	18
Mathematics Grade 8	14	16	12
Science Grade 8	18	0	13
Social Studies Grade 8	21	0	18
English Grade 10	18	17	13
Mathematics Grade 10	16	22	15
Science Grade 10	26	39	13
Social Studies Grade 10	26	10	11

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average 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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.4%		92.9%		94.5%
Student Suspensions	17	5.4%	34	11.3%	27	8.9%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	20.5%	20.2%	12.2%
Reduced Lunch	7.0%	6.3%	4.1%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	98%	100%

Staff Counts

Staff	2001–2002
Total Teachers	30
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching out of Certification*	3
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	32	16	50%	31	18	58%	26	19	73%
Students with Disabilities	6	1	17%	7	3	43%	9	2	22%
All Students	38	17	45%	38	21	55%	35	21	60%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	18	9	1	0	2	5
Percent	51%	26%	3%	0%	6%	14%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
9	2	0	9

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	5	2.9%	2	1.2%	0	0.0%
	Entered GED Program*	0	0.0%	2	1.2%	0	0.0%
	Total Noncompleters	5	2.9%	4	2.3%	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)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	18	94%	14	93%	13	92%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	17	88%	10	80%	29	83%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	6	100%	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	#	1	#	0	0%

(Form – D)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	1	#
Science	3	#	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	4	#	1	#	0	0%
U.S. Hist & Gov't	5	80%	4	#	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	100%	6	100%	6	100%
Science	5	80%	5	80%	3	#
Reading	1	100%	5	100%	5	100%
Writing	0	0%	3	#	2	#
Global Studies	7	14%	6	100%	3	#
U.S. Hist & Gov't	0	0%	7	86%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	44	39	42	8	11	6
Number Scoring 55–100	42	37	40	7	9	5
Number Scoring 65–100	40	33	39	6	5	4
Number Scoring 85–100	6	11	23	1	2	0
Percentage of Tested Scoring 55–100	95%	95%	95%	88%	82%	83%
Percentage of Tested Scoring 65–100	91%	85%	93%	75%	45%	67%
Percentage of Tested Scoring 85–100	14%	28%	55%	12%	18%	0%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	61	56	13	10	8	1
Number Scoring 55–100	44	44	13	5	6	#
Number Scoring 65–100	40	35	12	5	3	#
Number Scoring 85–100	19	11	4	3	1	#
Percentage of Tested Scoring 55–100	72%	79%	100%	50%	75%	#
Percentage of Tested Scoring 65–100	66%	62%	92%	50%	38%	#
Percentage of Tested Scoring 85–100	31%	20%	31%	30%	12%	#
Mathematics A						
Number Tested	0	0	10	0	0	4
Number Scoring 55–100	0	0	4	0	0	#
Number Scoring 65–100	0	0	4	0	0	#
Number Scoring 85–100	0	0	0	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	40%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	40%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
Global Studies (last administered January 2000)						
Number Tested	1			0		
Number Scoring 55–100	#			0		
Number Scoring 65–100	#			0		
Number Scoring 85–100	#			0		
Percentage of Tested Scoring 55–100	#			0%		
Percentage of Tested Scoring 65–100	#			0%		
Percentage of Tested Scoring 85–100	#			0%		
Global History and Geography (first administered June 2000)						
Number Tested	47	48	34	11	9	5
Number Scoring 55–100	39	46	33	8	9	4
Number Scoring 65–100	33	42	29	5	6	2
Number Scoring 85–100	12	16	3	1	0	0
Percentage of Tested Scoring 55–100	83%	96%	97%	73%	100%	80%
Percentage of Tested Scoring 65–100	70%	88%	85%	45%	67%	40%
Percentage of Tested Scoring 85–100	26%	33%	9%	9%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	41	10		6	2	
Number Scoring 55–100	38	10		4	#	
Number Scoring 65–100	30	4		2	#	
Number Scoring 85–100	11	0		0	#	
Percentage of Tested Scoring 55–100	93%	100%		67%	#	
Percentage of Tested Scoring 65–100	73%	40%		33%	#	
Percentage of Tested Scoring 85–100	27%	0%		0%	#	
U.S. History and Government (first administered June 2001)						
Number Tested		39	49		12	6
Number Scoring 55–100		36	47		9	6
Number Scoring 65–100		33	42		6	2
Number Scoring 85–100		19	22		3	0
Percentage of Tested Scoring 55–100		92%	96%		75%	100%
Percentage of Tested Scoring 65–100		85%	86%		50%	33%
Percentage of Tested Scoring 85–100		49%	45%		25%	0%
Living Environment (first administered June 2001)						
Number Tested		38	43		6	5
Number Scoring 55–100		38	43		6	5
Number Scoring 65–100		37	43		5	5
Number Scoring 85–100		14	14		1	0
Percentage of Tested Scoring 55–100		100%	100%		100%	100%
Percentage of Tested Scoring 65–100		97%	100%		83%	100%
Percentage of Tested Scoring 85–100		37%	33%		17%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		37	55		7	5
Number Scoring 55–100		35	53		7	3
Number Scoring 65–100		29	50		3	2
Number Scoring 85–100		8	17		0	0
Percentage of Tested Scoring 55–100		95%	96%		100%	60%
Percentage of Tested Scoring 65–100		78%	91%		43%	40%
Percentage of Tested Scoring 85–100		22%	31%		0%	0%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	40	47	40	39	42
2001	37	43	38	39	39
2002	59	38	38	35	43

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	6	9	8	7	8
2001	10	6	14	7	9
2002	6	3	5	9	6

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	42	39	43	8	9	6
Comprehensive French						
Number Tested	6	21	5	1	1	0
Number Scoring 55–100	6	21	5	#	#	0
Number Scoring 65–100	6	21	5	#	#	0
Number Scoring 85–100	1	11	1	#	#	0
Percentage of AGE Tested	14%	54%	12%	#	#	0%
Percentage of AGE Scoring 55–100	14%	54%	12%	#	#	0%
Percentage of AGE Scoring 65–100	14%	54%	12%	#	#	0%
Percentage of AGE Scoring 85–100	2%	28%	2%	#	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	3	1	0	0	0	0
Number Scoring 55–100	#	#	0	0	0	0
Number Scoring 65–100	#	#	0	0	0	0
Number Scoring 85–100	#	#	0	0	0	0
Percentage of AGE Tested	#	#	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	#	#	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	#	#	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	42	39	43	8	9	6
Comprehensive Spanish						
Number Tested	8	21	12	2	1	0
Number Scoring 55–100	8	21	12	#	#	0
Number Scoring 65–100	8	21	12	#	#	0
Number Scoring 85–100	6	13	9	#	#	0
Percentage of AGE Tested	19%	54%	28%	#	#	0%
Percentage of AGE Scoring 55–100	19%	54%	28%	#	#	0%
Percentage of AGE Scoring 65–100	19%	54%	28%	#	#	0%
Percentage of AGE Scoring 85–100	14%	33%	21%	#	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	#	0%
Comprehensive Latin						
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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	42	39	43	8	9	6
Sequential Mathematics, Course II						
Number Tested	36	47	50	7	7	2
Number Scoring 55–100	26	30	41	4	3	#
Number Scoring 65–100	23	27	34	3	3	#
Number Scoring 85–100	9	9	12	0	0	#
Percentage of AGE Tested	86%	121%	116%	88%	78%	#
Percentage of AGE Scoring 55–100	62%	77%	95%	50%	33%	#
Percentage of AGE Scoring 65–100	55%	69%	79%	38%	33%	#
Percentage of AGE Scoring 85–100	21%	23%	28%	0%	0%	#
Percentage of Tested Scoring 65–100	64%	57%	68%	43%	43%	#
Sequential Mathematics, Course III						
Number Tested	32	29	28	2	3	0
Number Scoring 55–100	22	21	22	#	#	0
Number Scoring 65–100	17	19	21	#	#	0
Number Scoring 85–100	8	8	16	#	#	0
Percentage of AGE Tested	76%	74%	65%	#	#	0%
Percentage of AGE Scoring 55–100	52%	54%	51%	#	#	0%
Percentage of AGE Scoring 65–100	40%	49%	49%	#	#	0%
Percentage of AGE Scoring 85–100	19%	21%	37%	#	#	0%
Percentage of Tested Scoring 65–100	53%	66%	75%	#	#	0%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	42	39	43	8	9	6
Earth Science (last administered January 2001)						
Number Tested	0	4		0	0	
Number Scoring 55–100	0	#		0	0	
Number Scoring 65–100	0	#		0	0	
Number Scoring 85–100	0	#		0	0	
Percentage of AGE Tested	0%	#		0%	0%	
Percentage of AGE Scoring 55–100	0%	#		0%	0%	
Percentage of AGE Scoring 65–100	0%	#		0%	0%	
Percentage of AGE Scoring 85–100	0%	#		0%	0%	
Percentage of Tested Scoring 65–100	0%	#		0%	0%	
Biology (last administered January 2001)						
Number Tested	35	7		4	1	
Number Scoring 55–100	33	7		#	#	
Number Scoring 65–100	27	5		#	#	
Number Scoring 85–100	5	0		#	#	
Percentage of AGE Tested	83%	18%		#	#	
Percentage of AGE Scoring 55–100	79%	18%		#	#	
Percentage of AGE Scoring 65–100	64%	13%		#	#	
Percentage of AGE Scoring 85–100	12%	0%		#	#	
Percentage of Tested Scoring 65–100	77%	71%		#	#	
Chemistry (last administered January 2002)						
Number Tested	19	26	11	2	5	0
Number Scoring 55–100	17	20	10	#	5	0
Number Scoring 65–100	15	9	5	#	3	0
Number Scoring 85–100	4	1	0	#	1	0
Percentage of AGE Tested	45%	67%	26%	#	56%	0%
Percentage of AGE Scoring 55–100	40%	51%	23%	#	56%	0%
Percentage of AGE Scoring 65–100	36%	23%	12%	#	33%	0%
Percentage of AGE Scoring 85–100	10%	3%	0%	#	11%	0%
Percentage of Tested Scoring 65–100	79%	35%	45%	#	60%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	42	39	43	8	9	6
Physics (last administered January 2002)						
Number Tested	16	11	0	1	2	0
Number Scoring 55–100	15	11	0	#	#	0
Number Scoring 65–100	14	11	0	#	#	0
Number Scoring 85–100	6	8	0	#	#	0
Percentage of AGE Tested	38%	28%	0%	#	#	0%
Percentage of AGE Scoring 55–100	36%	28%	0%	#	#	0%
Percentage of AGE Scoring 65–100	33%	28%	0%	#	#	0%
Percentage of AGE Scoring 85–100	14%	21%	0%	#	#	0%
Percentage of Tested Scoring 65–100	88%	100%	0%	#	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			19			0
Number Scoring 55–100			19			0
Number Scoring 65–100			17			0
Number Scoring 85–100			6			0
Percentage of AGE Tested			44%			0%
Percentage of AGE Scoring 55–100			44%			0%
Percentage of AGE Scoring 65–100			40%			0%
Percentage of AGE Scoring 85–100			14%			0%
Percentage of Tested Scoring 65–100			89%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			9			0
Number Scoring 55–100			8			0
Number Scoring 65–100			5			0
Number Scoring 85–100			1			0
Percentage of AGE Tested			21%			0%
Percentage of AGE Scoring 55–100			19%			0%
Percentage of AGE Scoring 65–100			12%			0%
Percentage of AGE Scoring 85–100			2%			0%
Percentage of Tested Scoring 65–100			56%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	8	100%	11	100%	7	100%
Students with Disabilities	2	#	7	100%	5	100%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	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
June 2002	General-Education Students	28	0%	14%	71%	14%
	Students with Disabilities	5	0%	20%	80%	0%
	All Students	33	0%	15%	73%	12%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	26	26	9	9	35	35
Number Scoring 55–64	0	0	2	4	2	4
Number Scoring 65–84	15	11	7	4	22	15
Number Scoring 85–100	9	14	0	1	9	15
Approved Alternatives	1	0	0	0	1	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	33	4	37
Number Scoring 55–64	#	#	1
Number Scoring 65–84	#	#	17
Number Scoring 85–100	#	#	17
Approved Alternatives	#	#	0

(Form – O)