

# New York State School Report Card Comprehensive Information Report

BEDS Code : 47-22-02-04-0001 Grade Range : 7-12  
 Name : Cherry Valley-Springfield Junior-Senior High School  
 Principal: Mr. Charles W. Strange

## 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	0	0	0
Ungraded Elementary	0	0	0
Seventh	66	44	61
Eighth	69	63	39
Ninth	79	81	77
Tenth	61	76	59
Eleventh	67	57	55
Twelfth	54	58	56
Ungraded Secondary	0	9	0
Total K-12 Enrollment	396	388	347

## 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	3	0.8%	6	1.5%	4	1.2%
Black (Not Hispanic)	0	0.0%	0	0.0%	0	0.0%
Hispanic	3	0.8%	3	0.8%	2	0.6%
White (Not Hispanic)	390	98.5%	379	97.7%	341	98.3%

## 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.
1	0.3%	0	0.0%	0	0.0%

## Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	17	18
Mathematics Grade 8	21	0	0
Science Grade 8	18	14	17
Social Studies Grade 8	17	20	17
English Grade 10	19	16	19
Mathematics Grade 10	20	0	15
Science Grade 10	36	9	18
Social Studies Grade 10	0	16	18

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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**

	<b>1998–1999</b>		<b>1999–2000</b>		<b>2000–2001</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>		95.1%		95.4%		94.3%
<b>Student Suspensions</b>	19	4.7%	13	3.3%	30	7.7%

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

	<b>1999–2000</b>	<b>2000–2001</b>	<b>2001–2002</b>
<b>Free Lunch</b>	11.9%	23.4%	23.3%
<b>Reduced Lunch</b>	12.4%	9.3%	14.1%
<b>Public Assistance</b>	1-10%	11-20%	1-10%
<b>Student Stability</b>	83%	97%	98%

**Staff Counts**

<b>Staff</b>	<b>2001–2002</b>
Total Teachers	21
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching out of Certification*	2
Teachers with Temporary Licenses	1

\*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	55	23	42%	49	24	49%	47	28	60%
Students with Disabilities	4	0	0%	3	1	33%	4	0	0%
All Students	59	23	39%	52	25	48%	51	28	55%

\*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	24	17	1	0	9	0
Percent	47%	33%	2%	0%	18%	0%

## 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)
4	0	4	8

\*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*					8	3.2%
	Total Noncompleters					8	3.2%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	0	0.0%	0	0.0%	0	0.0%
	Entered GED Program*	4	1.5%	0	0.0%	8	3.2%
	Total Noncompleters	4	1.5%	0	0.0%	8	3.2%

\*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)

# Regents Competency Tests

## General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	5	100%
Science	0	0%	2	#	5	100%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	7	29%	0	0%	4	#
U.S. Hist & Gov't	31	74%	4	#	1	#

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	10	90%	0	0%
Science	3	100%	9	100%	1	#
Reading	0	0%	4	#	2	#
Writing	1	100%	3	#	3	#
Global Studies	6	17%	2	#	1	#
U.S. Hist & Gov't	2	50%	3	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	64	44	51	3	2	2
Number Scoring 55–100	64	44	50	#	#	#
Number Scoring 65–100	57	42	46	#	#	#
Number Scoring 85–100	17	20	22	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	98%	#	#	#
Percentage of Tested Scoring 65–100	89%	95%	90%	#	#	#
Percentage of Tested Scoring 85–100	27%	45%	43%	#	#	#
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	56	44	35	3	4	2
Number Scoring 55–100	48	25	22	#	#	#
Number Scoring 65–100	40	19	14	#	#	#
Number Scoring 85–100	25	6	5	#	#	#
Percentage of Tested Scoring 55–100	86%	57%	63%	#	#	#
Percentage of Tested Scoring 65–100	71%	43%	40%	#	#	#
Percentage of Tested Scoring 85–100	45%	14%	14%	#	#	#
<b>Mathematics A</b>						
Number Tested	36	25	58	0	3	2
Number Scoring 55–100	34	9	46	0	#	#
Number Scoring 65–100	31	6	37	0	#	#
Number Scoring 85–100	16	0	21	0	#	#
Percentage of Tested Scoring 55–100	94%	36%	79%	0%	#	#
Percentage of Tested Scoring 65–100	86%	24%	64%	0%	#	#
Percentage of Tested Scoring 85–100	44%	0%	36%	0%	#	#
<b>Global Studies (last administered January 2000)</b>						
Number Tested	61			6		
Number Scoring 55–100	54			3		
Number Scoring 65–100	48			2		
Number Scoring 85–100	17			0		
Percentage of Tested Scoring 55–100	89%			50%		
Percentage of Tested Scoring 65–100	79%			33%		
Percentage of Tested Scoring 85–100	28%			0%		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	61	61	52	6	4	1
Number Scoring 55–100	54	58	49	3	#	#
Number Scoring 65–100	48	42	40	2	#	#
Number Scoring 85–100	17	7	9	0	#	#
Percentage of Tested Scoring 55–100	89%	95%	94%	50%	#	#
Percentage of Tested Scoring 65–100	79%	69%	77%	33%	#	#
Percentage of Tested Scoring 85–100	28%	11%	17%	0%	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>U.S. History and Government (last administered January 2001)</b>						
Number Tested	62	18		3	1	
Number Scoring 55–100	44	15		#	#	
Number Scoring 65–100	29	10		#	#	
Number Scoring 85–100	6	3		#	#	
Percentage of Tested Scoring 55–100	71%	83%		#	#	
Percentage of Tested Scoring 65–100	47%	56%		#	#	
Percentage of Tested Scoring 85–100	10%	17%		#	#	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		47	65		4	3
Number Scoring 55–100		35	61		#	#
Number Scoring 65–100		30	45		#	#
Number Scoring 85–100		15	13		#	#
Percentage of Tested Scoring 55–100		74%	94%		#	#
Percentage of Tested Scoring 65–100		64%	69%		#	#
Percentage of Tested Scoring 85–100		32%	20%		#	#
<b>Living Environment (first administered June 2001)</b>						
Number Tested		35	32		0	0
Number Scoring 55–100		35	32		0	0
Number Scoring 65–100		35	32		0	0
Number Scoring 85–100		17	22		0	0
Percentage of Tested Scoring 55–100		100%	100%		0%	0%
Percentage of Tested Scoring 65–100		100%	100%		0%	0%
Percentage of Tested Scoring 85–100		49%	69%		0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		41	51		1	0
Number Scoring 55–100		40	50		#	0
Number Scoring 65–100		40	45		#	0
Number Scoring 85–100		17	22		#	0
Percentage of Tested Scoring 55–100		98%	98%		#	0%
Percentage of Tested Scoring 65–100		98%	88%		#	0%
Percentage of Tested Scoring 85–100		41%	43%		#	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	80	60	64	58	66
2001	73	69	51	60	63
2002	75	57	59	55	62

\*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	13	10	6	9	10
2001	16	10	8	6	10
2002	0	0	5	8	3

\*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
<b>Average Grade Enrollment (AGE)</b>	66	63	62	10	10	3
<b>Comprehensive French</b>						
Number Tested	19	8	8	0	0	0
Number Scoring 55–100	19	8	8	0	0	0
Number Scoring 65–100	19	8	8	0	0	0
Number Scoring 85–100	12	5	2	0	0	0
Percentage of AGE Tested	29%	13%	13%	0%	0%	0%
Percentage of AGE Scoring 55–100	29%	13%	13%	0%	0%	0%
Percentage of AGE Scoring 65–100	29%	13%	13%	0%	0%	0%
Percentage of AGE Scoring 85–100	18%	8%	3%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	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 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%
<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 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%
<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 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
<b>Average Grade Enrollment (AGE)</b>	66	63	62	10	10	3
<b>Comprehensive Spanish</b>						
Number Tested	17	18	17	0	0	0
Number Scoring 55–100	17	18	17	0	0	0
Number Scoring 65–100	17	18	16	0	0	0
Number Scoring 85–100	7	14	9	0	0	0
Percentage of AGE Tested	26%	29%	27%	0%	0%	0%
Percentage of AGE Scoring 55–100	26%	29%	27%	0%	0%	0%
Percentage of AGE Scoring 65–100	26%	29%	26%	0%	0%	0%
Percentage of AGE Scoring 85–100	11%	22%	15%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	94%	0%	0%	0%
<b>Comprehensive Latin</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 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
<b>Average Grade Enrollment (AGE)</b>	66	63	62	10	10	3
<b>Sequential Mathematics, Course II</b>						
Number Tested	44	40	2	0	0	0
Number Scoring 55–100	39	40	#	0	0	0
Number Scoring 65–100	36	37	#	0	0	0
Number Scoring 85–100	22	23	#	0	0	0
Percentage of AGE Tested	67%	63%	#	0%	0%	0%
Percentage of AGE Scoring 55–100	59%	63%	#	0%	0%	0%
Percentage of AGE Scoring 65–100	55%	59%	#	0%	0%	0%
Percentage of AGE Scoring 85–100	33%	37%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	82%	93%	#	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	23	34	24	0	1	0
Number Scoring 55–100	19	34	22	0	#	0
Number Scoring 65–100	17	31	22	0	#	0
Number Scoring 85–100	7	18	14	0	#	0
Percentage of AGE Tested	35%	54%	39%	0%	#	0%
Percentage of AGE Scoring 55–100	29%	54%	35%	0%	#	0%
Percentage of AGE Scoring 65–100	26%	49%	35%	0%	#	0%
Percentage of AGE Scoring 85–100	11%	29%	23%	0%	#	0%
Percentage of Tested Scoring 65–100	74%	91%	92%	0%	#	0%
<b>Mathematics B (first administered June 2001)</b>						
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
<b>Average Grade Enrollment (AGE)</b>	66	63	62	10	10	3
<b>Earth Science (last administered January 2001)</b>						
Number Tested	48	19		4	2	
Number Scoring 55–100	44	18		#	#	
Number Scoring 65–100	34	14		#	#	
Number Scoring 85–100	14	1		#	#	
Percentage of AGE Tested	73%	30%		#	#	
Percentage of AGE Scoring 55–100	67%	29%		#	#	
Percentage of AGE Scoring 65–100	52%	22%		#	#	
Percentage of AGE Scoring 85–100	21%	2%		#	#	
Percentage of Tested Scoring 65–100	71%	74%		#	#	
<b>Biology (last administered January 2001)</b>						
Number Tested	26	5		1	0	
Number Scoring 55–100	25	3		#	0	
Number Scoring 65–100	22	1		#	0	
Number Scoring 85–100	9	0		#	0	
Percentage of AGE Tested	39%	8%		#	0%	
Percentage of AGE Scoring 55–100	38%	5%		#	0%	
Percentage of AGE Scoring 65–100	33%	2%		#	0%	
Percentage of AGE Scoring 85–100	14%	0%		#	0%	
Percentage of Tested Scoring 65–100	85%	20%		#	0%	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	14	17	3	0	0	0
Number Scoring 55–100	14	17	#	0	0	0
Number Scoring 65–100	13	14	#	0	0	0
Number Scoring 85–100	6	8	#	0	0	0
Percentage of AGE Tested	21%	27%	#	0%	0%	0%
Percentage of AGE Scoring 55–100	21%	27%	#	0%	0%	0%
Percentage of AGE Scoring 65–100	20%	22%	#	0%	0%	0%
Percentage of AGE Scoring 85–100	9%	13%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	82%	#	0%	0%	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	66	63	62	10	10	3
<b>Physics (last administered January 2002)</b>						
Number Tested	13	10	1	0	0	0
Number Scoring 55–100	13	10	#	0	0	0
Number Scoring 65–100	13	10	#	0	0	0
Number Scoring 85–100	5	7	#	0	0	0
Percentage of AGE Tested	20%	16%	#	0%	0%	0%
Percentage of AGE Scoring 55–100	20%	16%	#	0%	0%	0%
Percentage of AGE Scoring 65–100	20%	16%	#	0%	0%	0%
Percentage of AGE Scoring 85–100	8%	11%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	#	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			19			0
Number Scoring 55–100			18			0
Number Scoring 65–100			17			0
Number Scoring 85–100			4			0
Percentage of AGE Tested			31%			0%
Percentage of AGE Scoring 55–100			29%			0%
Percentage of AGE Scoring 65–100			27%			0%
Percentage of AGE Scoring 85–100			6%			0%
Percentage of Tested Scoring 65–100			89%			0%
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			5			0
Number Scoring 55–100			4			0
Number Scoring 65–100			4			0
Number Scoring 85–100			2			0
Percentage of AGE Tested			8%			0%
Percentage of AGE Scoring 55–100			6%			0%
Percentage of AGE Scoring 65–100			6%			0%
Percentage of AGE Scoring 85–100			3%			0%
Percentage of Tested Scoring 65–100			80%			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	26	96%	29	97%	33	97%
Students with Disabilities	1	#	3	#	1	#

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
<b>Nov 2001</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 2002</b>	General-Education Students	28	0%	14%	75%	11%
	Students with Disabilities	12	0%	58%	42%	0%
	All Students	40	0%	28%	65%	8%

(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
<b>Elementary Level</b>						
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
<b>Middle Level</b>						
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
<b>Secondary Level</b>						
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	43	43	8	8	51	51
Number Scoring 55–64	5	5	1	2	6	7
Number Scoring 65–84	20	21	3	1	23	22
Number Scoring 85–100	12	15	0	0	12	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	59	5	64
Number Scoring 55–64	2	1	3
Number Scoring 65–84	29	1	30
Number Scoring 85–100	19	0	19
Approved Alternatives	0	0	0

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