New York State School Report Card Comprehensive Information Report

Grade Range : 9-12

BEDS Code: 25-16-01-06-0005 Name: Chittenango High School Principal: Michael Sandore

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	234	239	222
Tenth	240	219	219
Eleventh	198	210	202
Twelfth	210	194	210
Ungraded Secondary	8	8	8
Total K-12 Enrollment	890	870	861

Student Racial/Ethnic Origin

	2000-	000-2001 2001-2002 2002-2		-2003		
Race/Ethnicity	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	6	0.7%	4	0.5%	7	0.8%
Black (Not Hispanic)	4	0.4%	5	0.6%	3	0.3%
Hispanic	2	0.2%	1	0.1%	1	0.1%
White (Not Hispanic)	878	98.7%	860	98.9%	850	98.7%

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	22	20
Mathematics Grade 10	20	19	16
Science Grade 10	21	20	21
Social Studies Grade 10	23	20	22

(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
5	district resource capacity.

Similar School Group and Description

Similar School Group	Description
	All schools in this group are secondary level schools in school
50	districts with average student needs in relation to district resource
50	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).

Student Demographics Used To Determine Similar Schools Group

	2000-2001		2001-	-2002	2002-2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	2	0.2%
Eligible for Free Lunch	80	9.0%	74	8.5%	81	9.4%

Attendance and Suspension

	1999–2000		2000-	-2001	2001–2002	
	No. of	% of	No. of	% of	No. of	% of
	Students	Enroll.	Students	Enroll.	Students	Enroll.
Annual Attendance Rate		93.6%		93.3%		94.0%
Student Suspensions	43	4.8%	46	5.2%	62	7.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000-2001	2001–2002	2002–2003
Reduced Lunch	6.1%	7.0%	4.7%
Public Assistance	21-30%	11-20%	11-20%
Student Stability	97%	98%	100%

Staff Counts

Staff	2002–2003
Total Teachers	61
Total Other Professional Staff	8
Total Paraprofessionals	NA
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

	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	158	127	80%	145	108	74%	156	132	85%	
Students with Disabilities	24	8	33%	20	5	25%	24	7	29%	
All Students	182	135	74%	165	113	68%	180	139	77%	

High School Graduates Earning Regents Diplomas*

*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	103	50	0	10	15	2
Percent	57%	28%	0%	6%	8%	1%

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)
24	7	8	32

*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-	Dropped Out			12		17	
Education	Entered GED Program*			22		8	
Students	Total Noncompleters			34		25	
Students	Dropped Out			0		2	
with	Entered GED Program*			4		0	
Disabilities	Total Noncompleters			4		2	
All	Dropped Out	10	1.1%	12	1.4%	19	2.2%
Students	Entered GED Program*	5	0.6%	26	3.0%	8	0.9%
Students	Total Noncompleters	15	1.7%	38	4.4%	27	3.1%

*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
	Number of General-Education Students		0	0
4–5	Number of Students with Disabilities		0	0
4–3	Number of All Students		0	0
	Percent of Enrollment		0%	0%
	Number of General-Education Students		0	0
6–8	Number of Students with Disabilities		0	0
0-8	Number of All Students		0	0
	Percent of Enrollment		0%	0%
	Number of General-Education Students		0	0
0 12	Number of Students with Disabilities		0	0
9–12	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-	-2001	2001-	-2002	2002–2003		
Test	No. Tested % Passing	% 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%	

Students with Disabilities

Test	2000–2001		2001-	-2002	2002–2003		
Test	No. Tested	% Passing		% 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		
Test	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	
Mathematics	1	#	0	0%	6	100%	
Science	17	94%	0	0%	2	#	
Reading	0	0%	0	0%	1	#	
Writing	0	0%	0	0%	0	0%	
Global Studies	2	#	0	0%	2	#	
U.S. Hist & Gov't	7	86%	0	0%	1	#	

Students with Disabilities

Test	2000-	2000–2001		-2002	2002–2003		
Test	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	
Mathematics	24	100%	6	100%	14	86%	
Science	5	60%	3	#	10	80%	
Reading	13	92%	5	80%	16	94%	
Writing	11	100%	5	100%	15	93%	
Global Studies	6	0%	0	0%	13	31%	
U.S. Hist & Gov't	7	43%	2	#	3	#	

(Form – E)

-	Acgents			1		
		All Students			nts with Disa	bilities
	2001	2002	2003	2001	2002	2003
	Compi	ehensive Eng			•	•
Number Tested	180	200	184	27	25	18
Number Scoring 55–100	179	190	179	26	20	16
Number Scoring 65–100	165	179	170	18	15	12
Number Scoring 85–100	76	97	98	1	1	2
Percentage of Tested Scoring 55–100	99%	95%	97%	96%	80%	89%
Percentage of Tested Scoring 65–100	92%	90%	92%	67%	60%	67%
Percentage of Tested Scoring 85–100	42%	48%	53%	4%	4%	11%
	M	athematics A				
Number Tested	0	1	232	0	1	36
Number Scoring 55–100	0	#	205	0	#	27
Number Scoring 65–100	0	#	174	0	#	16
Number Scoring 85–100	0	#	61	0	#	5
Percentage of Tested Scoring 55–100	0%	#	88%	0%	#	75%
Percentage of Tested Scoring 65–100	0%	#	75%	0%	#	44%
Percentage of Tested Scoring 85–100	0%	#	26%	0%	#	14%
Mat	hematics B (fi	rst administe	ered June 200)1)	•	•
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%
<u> </u>	Global His	story and Geo	ography	•		•
Number Tested	222	217	224	39	23	31
Number Scoring 55–100	217	210	205	36	21	24
Number Scoring 65–100	197	188	186	28	17	17
Number Scoring 85–100	98	75	75	3	2	4
Percentage of Tested Scoring 55–100	98%	97%	92%	92%	91%	77%
Percentage of Tested Scoring 65–100	89%	87%	83%	72%	74%	55%
Percentage of Tested Scoring 85–100	44%	35%	33%	8%	9%	13%
U.S. Histor	y and Govern	ment (first ad	lministered J	une 2001)	•	
Number Tested	174	211	199	23	30	21
Number Scoring 55–100	163	202	195	19	28	20
Number Scoring 65–100	147	176	184	15	18	18
Number Scoring 85–100	78	67	99	3	3	3
Percentage of Tested Scoring 55–100	94%	96%	98%	83%	93%	95%
Percentage of Tested Scoring 65–100	84%	83%	92%	65%	60%	86%
Percentage of Tested Scoring 85–100	45%	32%	50%	13%	10%	14%

(Form – F)

2001 2002 2003 2001 2002 2 Living Environment (first administered June 2001) Number Tested 171 189 227 14 15 Number Scoring 55–100 170 189 224 14 15 Number Scoring 55–100 168 188 219 14 15 Percentage of Tested Scoring 55–100 99% 100% 99% 100% 100% 5 Percentage of Tested Scoring 55–100 99% 100% 100% 100% 8 Percentage of Tested Scoring 55–100 98% 99% 96% 100% 100% 8 Percentage of Tested Scoring 55–100 94% 41% 49% 14% 13% 1 Number Scoring 55–100 191 214 152 22 27 Number Scoring 65–100 83% 85% 77% 48% 65% 6 Percentage of Tested Scoring 55–100 91% 95% 90%		Acgents	Examin	liauolis			
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Number Scoring $85-100$ 76 77 111 2 2 Percentage of Tested Scoring $55-100$ 99% 100% 99% 100% 100% 99% Percentage of Tested Scoring $65-100$ 98% 99% 96% 100% 100% 8 Percentage of Tested Scoring $85-100$ 44% 41% 49% 14% 13% 1 Number Coring $55-100$ 191 214 152 22 27 Number Scoring $55-100$ 191 214 152 22 27 Number Scoring $55-100$ 175 191 129 16 20 Number Scoring $55-100$ 91% 95% 90% 67% 87% 88 Percentage of Tested Scoring $55-100$ 91% 95% 90% 67% 87% 88 Percentage of Tested Scoring $55-100$ 91% 95% 90% 66% 6% 1 Number Scoring $55-100$ 43% 36% 23% 6% 6% 1 Number Scoring $55-100$ 98 107 <td>Number Scoring 55–100</td> <td>170</td> <td>189</td> <td>224</td> <td>14</td> <td>15</td> <td>16</td>	Number Scoring 55–100	170	189	224	14	15	16
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Physical Setting/Chemistry (first administered June 2002) Number Tested 98 110 3 Number Scoring 55–100 98 107 # Number Scoring 65–100 84 94 # Number Scoring 85–100 15 27 # Percentage of Tested Scoring 55–100 100% 97% # Percentage of Tested Scoring 65–100 86% 85% # Percentage of Tested Scoring 65–100 15% 25% # Percentage of Tested Scoring 85–100 15% 25% # Number Tested Scoring 55–100 15% 25% # Number Tested	Percentage of Tested Scoring 65–100	83%	85%	77%	48%	65%	66%
Number Tested 98 110 3 Number Scoring 55–100 98 107 # Number Scoring 65–100 84 94 # Number Scoring 85–100 15 27 # Percentage of Tested Scoring 55–100 100% 97% # Percentage of Tested Scoring 65–100 86% 85% # Percentage of Tested Scoring 65–100 15% 25% # Percentage of Tested Scoring 85–100 15% 25% # Number Tested 15% 25% # Number Scoring 55–100 15% 25% # Number Scoring 55–100 15 1 1 Number Scoring 65–100 1 1 1 Number Scoring 85–100 1 1 1 Number Scoring 85–100 1 1 1 Percentage of Tested Scoring 55–100 1 1 1 Percentage of Tested Scoring 55–100 1 1 1 Percentage of Tested Scoring 65–100 1 1	Percentage of Tested Scoring 85–100	43%	36%	23%	6%	6%	19%
Number Scoring 55–100 98 107 # Number Scoring 65–100 84 94 # Number Scoring 85–100 15 27 # Percentage of Tested Scoring 55–100 100% 97% # Percentage of Tested Scoring 65–100 86% 85% # Percentage of Tested Scoring 85–100 15% 25% # Percentage of Tested Scoring 85–100 15% 25% # Physical Setting/Physics (first administered June 2002)* Number Tested Number Scoring 55–100 Number Scoring 55–100 Number Scoring 65–100 Number Scoring 65–100 Percentage of Tested Scoring 55–100 Percentage of Tested Scoring 65–100	Physical S	etting/Chemi	stry (first adn	ninistered Ju	ne 2002)		
Number Scoring 65–100 84 94 # Number Scoring 85–100 15 27 # Percentage of Tested Scoring 55–100 100% 97% # Percentage of Tested Scoring 65–100 86% 85% # Percentage of Tested Scoring 85–100 15% 25% # Percentage of Tested Scoring 85–100 15% 25% # Purcentage of Tested Scoring 55–100 15% 25% # Number Tested Image: Coring 55–100 Image: Coring 55–100 <thimage: 55–100<="" coring="" th=""> Image: Coring 55–100</thimage:>	Number Tested		98	110		3	1
Number Scoring 85–100 15 27 # Percentage of Tested Scoring 55–100 100% 97% # Percentage of Tested Scoring 65–100 86% 85% # Percentage of Tested Scoring 85–100 15% 25% # Percentage of Tested Scoring 85–100 15% 25% # Physical Setting/Physics (first administered June 2002)* Number Tested Image: Coring 55–100 Image: Coring	Number Scoring 55–100		98	107		#	#
Percentage of Tested Scoring 55–100 100% 97% # Percentage of Tested Scoring 65–100 86% 85% # Percentage of Tested Scoring 85–100 15% 25% # Physical Setting/Physics (first administered June 2002)* Number Tested Image: Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2" Number Tested Image: Colspan="2">Image: Colspan="2" Number Scoring 55–100 Image: Colspan="2">Colspan="2" Number Scoring 65–100 Image: Colspan="2">Image: Colspan="2" Number Scoring 65–100 Image: Colspan="2">Image: Colspan="2" Percentage of Tested Scoring 55–100 Image: Colspan="2">Image: Colspan="2" Percentage of Tested Scoring 65–100 Image: Colspan="2">Image: Colspan="2"	Number Scoring 65–100		84	94		#	#
Percentage of Tested Scoring 65–10086%85%#Percentage of Tested Scoring 85–10015%25%#Physical Setting/Physics (first admirtstered June 2002)*Number Tested111Number Scoring 55–100111Number Scoring 65–1001111Number Scoring 85–1001111Percentage of Tested Scoring 55–1001111Percentage of Tested Scoring 65–1001111Percentage of Tested Scoring 65–1001111			15	27		#	#
Percentage of Tested Scoring 85–10015%25%#Physical Setting/Physics (first administered June 2002)*Number TestedNumber Scoring 55–100Number Scoring 65–100Number Scoring 85–100Percentage of Tested Scoring 55–100Percentage of Tested Scoring 65–100Percentage of Tested Scoring 65–100	Percentage of Tested Scoring 55–100		100%	97%		#	#
Physical Setting/Physics (first administered June 2002)* Number Tested Image: Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2">Colspan="2"Colsp	Percentage of Tested Scoring 65–100		86%	85%			#
Number TestedONumber Scoring 55–100Image: Constraint of the second se	Percentage of Tested Scoring 85–100		15%	25%		#	#
Number Scoring 55–100Image: Control of the state of the st	Physical S	Setting/Physic	cs (first admir	nistered June	2002)*		
Number Scoring 65–100Image: Control of the state of the st	Number Tested						
Number Scoring 85–100Image: Control of the steel scoring 55–100Image: Control of the steel scoring 65–100Percentage of Tested Scoring 65–100Image: Control of the steel score of the	Number Scoring 55–100						
Percentage of Tested Scoring 55–100 Image: Control of the second sec	Number Scoring 65–100						
Percentage of Tested Scoring 65–100							
	Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100	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)

				G. 1		
	2001	All Students			nts with Disa	
	2001	2002	2003	2001	2002	2003
NI		rehensive Fre		1	1	0
Number Tested	54	68	56	1	1	0
Number Scoring 55–100	54	68	56	#	#	0
Number Scoring 65–100	51	67	56	#	#	0
Number Scoring 85–100	28	27	31	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65–100	94%	99%	100%	#	#	0%
Percentage of Tested Scoring 85–100	52%	40%	55%	#	#	0%
		rehensive Ita			2	
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%
		<u>ehensive</u> Ger		-		
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%
	Compr	ehensive Heb	orew			
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%
	Compr	ehensive Spa	nish	-	•	
Number Tested	113	86	74	3	2	2
Number Scoring 55–100	111	85	73	#	#	#
Number Scoring 65–100	111	84	73	#	#	#
Number Scoring 85–100	63	52	48	#	#	#
Percentage of Tested Scoring 55–100	98%	99%	99%	#	#	#
Percentage of Tested Scoring 65–100	98%	98%	99%	#	#	#
Percentage of Tested Scoring 85–100	56%	60%	65%	#	#	#
		orehensive La			•	
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%
	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100						

(Form - H)

		All Students	All Students			bilities
	2001	2002	2003	2001	2002	2003
Sequential Mat	nematics, Cou	rse II (last ad	lministered J	anuary 2003)	
Number Tested	174	197	34	16	9	4
Number Scoring 55–100	161	160	28	13	2	#
Number Scoring 65–100	153	146	22	12	2	#
Number Scoring 85–100	96	92	2	4	0	#
Percentage of Tested Scoring 55-100	93%	81%	82%	81%	22%	#
Percentage of Tested Scoring 65-100	88%	74%	65%	75%	22%	#
Percentage of Tested Scoring 85-100	55%	47%	6%	25%	0%	#
	Sequential M	athematics, (Course III			
Number Tested	113	149	131	10	8	1
Number Scoring 55–100	99	137	118	8	5	#
Number Scoring 65–100	86	127	115	5	5	#
Number Scoring 85–100	25	89	61	1	3	#
Percentage of Tested Scoring 55–100	88%	92%	90%	80%	62%	#
Percentage of Tested Scoring 65-100	76%	85%	88%	50%	62%	#
Percentage of Tested Scoring 85–100	22%	60%	47%	10%	38%	#

(Form – I)

03/10/04

Introduction to Occupations Examination

	2000-	-2001	2001-	-2002	2002–2003		
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	
General-Education Students	119	100%	109	99%	76	100%	
Students with Disabilities	25	96%	13	85%	22	77%	

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	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - J)

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			Studen	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	169	169	169	34	34	34	203	203	203	
Number Scoring 55–64	5	11	6	4	8	5	9	19	11	
Number Scoring 65–84	69	90	56	19	13	16	88	103	72	
Number Scoring 85–100	91	60	104	2	2	2	93	62	106	
Approved Alternatives	0	0	0	0	0	0	0	0	0	

(Form – K)