

# New York State School Report Card Comprehensive Information Report

BEDS Code : 23-09-01-04-0002  
 Name : Lowville High School  
 Principal: Mr. Daniel J. Cushing

Grade Range : 9-12

## 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	101	0	0
Eighth	121	0	0
Ninth	133	124	103
Tenth	121	132	115
Eleventh	116	114	125
Twelfth	105	116	108
Ungraded Secondary	0	18	15
Total K-12 Enrollment	697	504	466

## 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	19	2.7%	14	2.8%	14	3.0%
Black (Not Hispanic)	6	0.9%	4	0.8%	4	0.9%
Hispanic	7	1.0%	7	1.4%	5	1.1%
White (Not Hispanic)	665	95.4%	479	95.0%	443	95.1%

## 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	0.1%	1	0.2%	1	0.2%

## Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	25	0	0
Mathematics Grade 8	24	0	0
Science Grade 8	24	0	0
Social Studies Grade 8	24	0	0
English Grade 10	21	19	18
Mathematics Grade 10	15	19	18
Science Grade 10	19	22	18
Social Studies Grade 10	20	23	19

(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>
46	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 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).

**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>		95.6%		96.4%		97.0%
<b>Student Suspensions</b>	45	6.1%	18	2.6%	36	7.1%

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

	<b>1999–2000</b>	<b>2000–2001</b>	<b>2001–2002</b>
<b>Free Lunch</b>	14.3%	13.9%	12.2%
<b>Reduced Lunch</b>	8.6%	8.7%	10.1%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	100%	98%	98%

**Staff Counts**

<b>Staff</b>	<b>2001–2002</b>
Total Teachers	37
Total Other Professional Staff	6
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	94	76	81%	94	76	81%	94	69	73%
Students with Disabilities	4	0	0%	13	2	15%	8	2	25%
All Students	98	76	78%	107	78	73%	102	71	70%

\*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	52	31	1	6	11	1
Percent	51%	30%	1%	6%	11%	1%

## 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)
8	2	1	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					8	1.7%
	Entered GED Program*					3	0.6%
	Total Noncompleters					11	2.4%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	5	1.1%	1	0.2%	8	1.7%
	Entered GED Program*	6	1.3%	7	1.4%	3	0.6%
	Total Noncompleters	11	2.3%	8	1.6%	11	2.4%

\*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	1	#	0	0%	1	#
Science	9	44%	3	#	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	7	43%	6	100%	0	0%
U.S. Hist & Gov't	15	47%	10	70%	1	#

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	4	#
Science	5	100%	0	0%	4	#
Reading	1	100%	0	0%	0	0%
Writing	1	100%	0	0%	0	0%
Global Studies	3	33%	3	#	2	#
U.S. Hist & Gov't	10	60%	5	60%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	115	106	121	13	11	9
Number Scoring 55–100	114	106	120	13	11	8
Number Scoring 65–100	107	105	118	9	11	6
Number Scoring 85–100	43	50	73	0	1	0
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	100%	89%
Percentage of Tested Scoring 65–100	93%	99%	98%	69%	100%	67%
Percentage of Tested Scoring 85–100	37%	47%	60%	0%	9%	0%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	150	107	0	13	9	0
Number Scoring 55–100	138	104	0	12	7	0
Number Scoring 65–100	131	103	0	11	7	0
Number Scoring 85–100	87	63	0	6	1	0
Percentage of Tested Scoring 55–100	92%	97%	0%	92%	78%	0%
Percentage of Tested Scoring 65–100	87%	96%	0%	85%	78%	0%
Percentage of Tested Scoring 85–100	58%	59%	0%	46%	11%	0%
<b>Mathematics A</b>						
Number Tested	0	0	25	0	0	3
Number Scoring 55–100	0	0	11	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%	44%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	16%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
<b>Global Studies (last administered January 2000)</b>						
Number Tested	8			2		
Number Scoring 55–100	7			#		
Number Scoring 65–100	6			#		
Number Scoring 85–100	2			#		
Percentage of Tested Scoring 55–100	88%			#		
Percentage of Tested Scoring 65–100	75%			#		
Percentage of Tested Scoring 85–100	25%			#		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	110	142	113	10	16	9
Number Scoring 55–100	101	133	110	10	13	7
Number Scoring 65–100	83	117	101	6	10	6
Number Scoring 85–100	38	36	35	0	8	0
Percentage of Tested Scoring 55–100	92%	94%	97%	100%	81%	78%
Percentage of Tested Scoring 65–100	75%	82%	89%	60%	62%	67%
Percentage of Tested Scoring 85–100	35%	25%	31%	0%	50%	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	87	3		4	1	
Number Scoring 55–100	87	#		#	#	
Number Scoring 65–100	86	#		#	#	
Number Scoring 85–100	49	#		#	#	
Percentage of Tested Scoring 55–100	100%	#		#	#	
Percentage of Tested Scoring 65–100	99%	#		#	#	
Percentage of Tested Scoring 85–100	56%	#		#	#	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		107	122		12	9
Number Scoring 55–100		99	121		11	9
Number Scoring 65–100		91	111		8	8
Number Scoring 85–100		67	48		1	1
Percentage of Tested Scoring 55–100		93%	99%		92%	100%
Percentage of Tested Scoring 65–100		85%	91%		67%	89%
Percentage of Tested Scoring 85–100		63%	39%		8%	11%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		134	112		14	9
Number Scoring 55–100		134	111		14	8
Number Scoring 65–100		132	110		12	8
Number Scoring 85–100		49	43		1	1
Percentage of Tested Scoring 55–100		100%	99%		100%	89%
Percentage of Tested Scoring 65–100		99%	98%		86%	89%
Percentage of Tested Scoring 85–100		37%	38%		7%	11%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		118	102		10	8
Number Scoring 55–100		111	97		8	6
Number Scoring 65–100		106	92		6	3
Number Scoring 85–100		47	41		1	0
Percentage of Tested Scoring 55–100		94%	95%		80%	75%
Percentage of Tested Scoring 65–100		90%	90%		60%	38%
Percentage of Tested Scoring 85–100		40%	40%		10%	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	132	117	115	100	116
2001	120	129	118	122	122
2002	106	111	120	103	110

\*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	11	13	6	11
2001	14	12	12	23	15
2002	8	8	9	8	8

\*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>	116	122	110	11	15	8
<b>Comprehensive French</b>						
Number Tested	31	30	26	0	2	0
Number Scoring 55–100	31	30	26	0	#	0
Number Scoring 65–100	31	30	26	0	#	0
Number Scoring 85–100	23	15	11	0	#	0
Percentage of AGE Tested	27%	25%	24%	0%	#	0%
Percentage of AGE Scoring 55–100	27%	25%	24%	0%	#	0%
Percentage of AGE Scoring 65–100	27%	25%	24%	0%	#	0%
Percentage of AGE Scoring 85–100	20%	12%	10%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	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>	116	122	110	11	15	8
<b>Comprehensive Spanish</b>						
Number Tested	57	72	73	2	4	5
Number Scoring 55–100	57	72	73	#	#	5
Number Scoring 65–100	55	72	72	#	#	5
Number Scoring 85–100	28	47	39	#	#	0
Percentage of AGE Tested	49%	59%	66%	#	#	62%
Percentage of AGE Scoring 55–100	49%	59%	66%	#	#	62%
Percentage of AGE Scoring 65–100	47%	59%	65%	#	#	62%
Percentage of AGE Scoring 85–100	24%	39%	35%	#	#	0%
Percentage of Tested Scoring 65–100	96%	100%	99%	#	#	100%
<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>	116	122	110	11	15	8
<b>Sequential Mathematics, Course II</b>						
Number Tested	78	124	89	5	9	4
Number Scoring 55–100	68	111	82	4	7	#
Number Scoring 65–100	64	94	77	4	6	#
Number Scoring 85–100	33	41	33	2	1	#
Percentage of AGE Tested	67%	102%	81%	45%	60%	#
Percentage of AGE Scoring 55–100	59%	91%	75%	36%	47%	#
Percentage of AGE Scoring 65–100	55%	77%	70%	36%	40%	#
Percentage of AGE Scoring 85–100	28%	34%	30%	18%	7%	#
Percentage of Tested Scoring 65–100	82%	76%	87%	80%	67%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	79	63	80	2	4	2
Number Scoring 55–100	76	54	74	#	#	#
Number Scoring 65–100	73	52	72	#	#	#
Number Scoring 85–100	47	34	41	#	#	#
Percentage of AGE Tested	68%	52%	73%	#	#	#
Percentage of AGE Scoring 55–100	66%	44%	67%	#	#	#
Percentage of AGE Scoring 65–100	63%	43%	65%	#	#	#
Percentage of AGE Scoring 85–100	41%	28%	37%	#	#	#
Percentage of Tested Scoring 65–100	92%	83%	90%	#	#	#
<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>	116	122	110	11	15	8
<b>Earth Science (last administered January 2001)</b>						
Number Tested	141	8		12	1	
Number Scoring 55–100	130	3		9	#	
Number Scoring 65–100	122	2		6	#	
Number Scoring 85–100	45	0		0	#	
Percentage of AGE Tested	122%	7%		109%	#	
Percentage of AGE Scoring 55–100	112%	2%		82%	#	
Percentage of AGE Scoring 65–100	105%	2%		55%	#	
Percentage of AGE Scoring 85–100	39%	0%		0%	#	
Percentage of Tested Scoring 65–100	87%	25%		50%	#	
<b>Biology (last administered January 2001)</b>						
Number Tested	96	8		9	0	
Number Scoring 55–100	88	6		8	0	
Number Scoring 65–100	80	5		5	0	
Number Scoring 85–100	29	2		1	0	
Percentage of AGE Tested	83%	7%		82%	0%	
Percentage of AGE Scoring 55–100	76%	5%		73%	0%	
Percentage of AGE Scoring 65–100	69%	4%		45%	0%	
Percentage of AGE Scoring 85–100	25%	2%		9%	0%	
Percentage of Tested Scoring 65–100	83%	62%		56%	0%	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	86	62	0	1	3	0
Number Scoring 55–100	85	60	0	#	#	0
Number Scoring 65–100	79	56	0	#	#	0
Number Scoring 85–100	34	23	0	#	#	0
Percentage of AGE Tested	74%	51%	0%	#	#	0%
Percentage of AGE Scoring 55–100	73%	49%	0%	#	#	0%
Percentage of AGE Scoring 65–100	68%	46%	0%	#	#	0%
Percentage of AGE Scoring 85–100	29%	19%	0%	#	#	0%
Percentage of Tested Scoring 65–100	92%	90%	0%	#	#	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	116	122	110	11	15	8
<b>Physics (last administered January 2002)</b>						
Number Tested	33	40	0	0	2	0
Number Scoring 55–100	33	40	0	0	#	0
Number Scoring 65–100	33	37	0	0	#	0
Number Scoring 85–100	17	16	0	0	#	0
Percentage of AGE Tested	28%	33%	0%	0%	#	0%
Percentage of AGE Scoring 55–100	28%	33%	0%	0%	#	0%
Percentage of AGE Scoring 65–100	28%	30%	0%	0%	#	0%
Percentage of AGE Scoring 85–100	15%	13%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	93%	0%	0%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			88			1
Number Scoring 55–100			84			#
Number Scoring 65–100			62			#
Number Scoring 85–100			7			#
Percentage of AGE Tested			80%			#
Percentage of AGE Scoring 55–100			76%			#
Percentage of AGE Scoring 65–100			56%			#
Percentage of AGE Scoring 85–100			6%			#
Percentage of Tested Scoring 65–100			70%			#
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			30			0
Number Scoring 55–100			30			0
Number Scoring 65–100			29			0
Number Scoring 85–100			15			0
Percentage of AGE Tested			27%			0%
Percentage of AGE Scoring 55–100			27%			0%
Percentage of AGE Scoring 65–100			26%			0%
Percentage of AGE Scoring 85–100			14%			0%
Percentage of Tested Scoring 65–100			97%			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	39	100%	45	96%	0	0%
Students with Disabilities	12	83%	7	86%	0	0%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	95	95	8	8	103	103
Number Scoring 55–64	14	6	4	2	18	8
Number Scoring 65–84	40	21	4	4	44	25
Number Scoring 85–100	36	60	0	1	36	61
Approved Alternatives	0	0	0	0	0	0

## 1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	110	10	120
Number Scoring 55–64	2	1	3
Number Scoring 65–84	60	7	67
Number Scoring 85–100	48	1	49
Approved Alternatives	0	0	0

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