

# New York State School Report Card Comprehensive Information Report

BEDS Code : 46-08-01-06-0005  
 Name : Paul V. Moore High School  
 Principal: Mr. Thomas Douglas

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	0	0	0
Eighth	0	0	0
Ninth	449	423	463
Tenth	391	398	386
Eleventh	274	299	312
Twelfth	295	268	300
Ungraded Secondary	31	48	52
Total K-12 Enrollment	1440	1436	1513

## 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	14	1.0%	18	1.3%	13	0.9%
Black (Not Hispanic)	2	0.1%	4	0.3%	7	0.5%
Hispanic	5	0.3%	9	0.6%	10	0.7%
White (Not Hispanic)	1419	98.5%	1405	97.8%	1483	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.
2	0.1%	5	0.3%	2	0.1%

## Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	29	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	24	23
Mathematics Grade 10	22	22	20
Science Grade 10	22	17	23
Social Studies Grade 10	24	24	23

(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		91.0%		93.6%		92.3%
Student Suspensions	90	6.6%	114	7.9%	115	8.0%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	11.4%	12.7%	11.3%
Reduced Lunch	5.4%	5.2%	6.7%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	99%	99%	96%

### Staff Counts

Staff	2001–2002
Total Teachers	117
Total Other Professional Staff	27
Total Paraprofessionals	NA
Teaching out of Certification*	7
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	308	125	41%	231	126	55%	241	123	51%
Students with Disabilities	19	1	5%	9	0	0%	7	0	0%
All Students	327	126	39%	240	126	53%	248	123	50%

\*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	105	64	4	10	18	47
Percent	42%	26%	2%	4%	7%	19%

## 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)
7	0	11	18

\*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					53	3.5%
	Entered GED Program*					28	1.9%
	Total Noncompleters					81	5.4%
Students with Disabilities	Dropped Out					8	0.5%
	Entered GED Program*					3	0.2%
	Total Noncompleters					11	0.7%
All Students	Dropped Out	61	4.2%	34	2.4%	61	4.0%
	Entered GED Program*	0	0.0%	46	3.2%	31	2.0%
	Total Noncompleters	61	4.2%	80	5.6%	92	6.1%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	73	70%	1	#	0	0%
German	42	71%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	154	73%	3	#	0	0%

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	2	#	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	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	29%	3	#	14	100%
Science	66	88%	8	62%	4	#
Reading	3	#	0	0%	1	#
Writing	5	100%	0	0%	1	#
Global Studies	27	41%	5	40%	3	#
U.S. Hist & Gov't	52	77%	26	92%	4	#

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	80%	11	73%	10	70%
Science	16	50%	10	70%	5	80%
Reading	2	100%	4	#	1	#
Writing	6	83%	4	#	1	#
Global Studies	12	58%	7	0%	23	78%
U.S. Hist & Gov't	12	83%	9	56%	7	43%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	256	274	303	19	10	14
Number Scoring 55–100	237	263	285	14	6	6
Number Scoring 65–100	203	238	262	9	6	4
Number Scoring 85–100	22	63	106	1	0	1
Percentage of Tested Scoring 55–100	93%	96%	94%	74%	60%	43%
Percentage of Tested Scoring 65–100	79%	87%	86%	47%	60%	29%
Percentage of Tested Scoring 85–100	9%	23%	35%	5%	0%	7%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	18	11	0	2	0	0
Number Scoring 55–100	12	4	0	#	0	0
Number Scoring 65–100	9	3	0	#	0	0
Number Scoring 85–100	0	0	0	#	0	0
Percentage of Tested Scoring 55–100	67%	36%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	50%	27%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	#	0%	0%
<b>Mathematics A</b>						
Number Tested	71	342	298	8	12	15
Number Scoring 55–100	32	287	241	3	4	8
Number Scoring 65–100	3	214	167	0	3	4
Number Scoring 85–100	0	69	60	0	0	1
Percentage of Tested Scoring 55–100	45%	84%	81%	38%	33%	53%
Percentage of Tested Scoring 65–100	4%	63%	56%	0%	25%	27%
Percentage of Tested Scoring 85–100	0%	20%	20%	0%	0%	7%
<b>Global Studies (last administered January 2000)</b>						
Number Tested	326			12		
Number Scoring 55–100	278			8		
Number Scoring 65–100	233			6		
Number Scoring 85–100	59			0		
Percentage of Tested Scoring 55–100	85%			67%		
Percentage of Tested Scoring 65–100	71%			50%		
Percentage of Tested Scoring 85–100	18%			0%		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	21	365	320	21	19	25
Number Scoring 55–100	21	348	287	21	13	16
Number Scoring 65–100	20	318	254	20	8	12
Number Scoring 85–100	10	125	66	10	2	1
Percentage of Tested Scoring 55–100	100%	95%	90%	100%	68%	64%
Percentage of Tested Scoring 65–100	95%	87%	79%	95%	42%	48%
Percentage of Tested Scoring 85–100	48%	34%	21%	48%	11%	4%

(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	275	0		19	0	
Number Scoring 55–100	236	0		11	0	
Number Scoring 65–100	167	0		6	0	
Number Scoring 85–100	47	0		1	0	
Percentage of Tested Scoring 55–100	86%	0%		58%	0%	
Percentage of Tested Scoring 65–100	61%	0%		32%	0%	
Percentage of Tested Scoring 85–100	17%	0%		5%	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		269	324		9	10
Number Scoring 55–100		224	295		5	7
Number Scoring 65–100		185	249		1	5
Number Scoring 85–100		70	56		0	0
Percentage of Tested Scoring 55–100		83%	91%		56%	70%
Percentage of Tested Scoring 65–100		69%	77%		11%	50%
Percentage of Tested Scoring 85–100		26%	17%		0%	0%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		308	278		9	21
Number Scoring 55–100		301	275		8	21
Number Scoring 65–100		291	270		7	18
Number Scoring 85–100		95	83		1	1
Percentage of Tested Scoring 55–100		98%	99%		89%	100%
Percentage of Tested Scoring 65–100		94%	97%		78%	86%
Percentage of Tested Scoring 85–100		31%	30%		11%	5%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		299	333		8	6
Number Scoring 55–100		270	315		7	5
Number Scoring 65–100		227	287		5	4
Number Scoring 85–100		69	80		1	2
Percentage of Tested Scoring 55–100		90%	95%		88%	83%
Percentage of Tested Scoring 65–100		76%	86%		62%	67%
Percentage of Tested Scoring 85–100		23%	24%		12%	33%

(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	424	358	255	252	322
2001	405	357	280	236	320
2002	450	354	303	302	352

\*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	47	34	20	17	30
2001	41	33	20	13	27
2002	47	37	18	30	33

\*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>	322	320	352	30	27	33
<b>Comprehensive French</b>						
Number Tested	39	59	39	0	0	0
Number Scoring 55–100	35	59	39	0	0	0
Number Scoring 65–100	32	57	37	0	0	0
Number Scoring 85–100	15	33	11	0	0	0
Percentage of AGE Tested	12%	18%	11%	0%	0%	0%
Percentage of AGE Scoring 55–100	11%	18%	11%	0%	0%	0%
Percentage of AGE Scoring 65–100	10%	18%	11%	0%	0%	0%
Percentage of AGE Scoring 85–100	5%	10%	3%	0%	0%	0%
Percentage of Tested Scoring 65–100	82%	97%	95%	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	15	18	26	0	0	0
Number Scoring 55–100	14	18	26	0	0	0
Number Scoring 65–100	14	18	26	0	0	0
Number Scoring 85–100	11	12	11	0	0	0
Percentage of AGE Tested	5%	6%	7%	0%	0%	0%
Percentage of AGE Scoring 55–100	4%	6%	7%	0%	0%	0%
Percentage of AGE Scoring 65–100	4%	6%	7%	0%	0%	0%
Percentage of AGE Scoring 85–100	3%	4%	3%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	100%	100%	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>	322	320	352	30	27	33
<b>Comprehensive Spanish</b>						
Number Tested	82	107	85	1	0	1
Number Scoring 55–100	79	107	82	#	0	#
Number Scoring 65–100	66	103	79	#	0	#
Number Scoring 85–100	7	44	36	#	0	#
Percentage of AGE Tested	25%	33%	24%	#	0%	#
Percentage of AGE Scoring 55–100	25%	33%	23%	#	0%	#
Percentage of AGE Scoring 65–100	20%	32%	22%	#	0%	#
Percentage of AGE Scoring 85–100	2%	14%	10%	#	0%	#
Percentage of Tested Scoring 65–100	80%	96%	93%	#	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>	322	320	352	30	27	33
<b>Sequential Mathematics, Course II</b>						
Number Tested	212	264	179	2	3	8
Number Scoring 55–100	175	248	141	#	#	5
Number Scoring 65–100	160	198	106	#	#	1
Number Scoring 85–100	84	69	24	#	#	0
Percentage of AGE Tested	66%	82%	51%	#	#	24%
Percentage of AGE Scoring 55–100	54%	78%	40%	#	#	15%
Percentage of AGE Scoring 65–100	50%	62%	30%	#	#	3%
Percentage of AGE Scoring 85–100	26%	22%	7%	#	#	0%
Percentage of Tested Scoring 65–100	75%	75%	59%	#	#	12%
<b>Sequential Mathematics, Course III</b>						
Number Tested	147	182	15	2	0	1
Number Scoring 55–100	124	144	8	#	0	#
Number Scoring 65–100	109	133	4	#	0	#
Number Scoring 85–100	54	75	0	#	0	#
Percentage of AGE Tested	46%	57%	4%	#	0%	#
Percentage of AGE Scoring 55–100	39%	45%	2%	#	0%	#
Percentage of AGE Scoring 65–100	34%	42%	1%	#	0%	#
Percentage of AGE Scoring 85–100	17%	23%	0%	#	0%	#
Percentage of Tested Scoring 65–100	74%	73%	27%	#	0%	#
<b>Mathematics B (first administered June 2001)</b>						
Number Tested		0	195		0	2
Number Scoring 55–100		0	155		0	#
Number Scoring 65–100		0	123		0	#
Number Scoring 85–100		0	19		0	#
Percentage of AGE Tested		0%	55%		0%	#
Percentage of AGE Scoring 55–100		0%	44%		0%	#
Percentage of AGE Scoring 65–100		0%	35%		0%	#
Percentage of AGE Scoring 85–100		0%	5%		0%	#
Percentage of Tested Scoring 65–100		0%	63%		0%	#

(Form – K)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	322	320	352	30	27	33
<b>Earth Science (last administered January 2001)</b>						
Number Tested	500	0		0	0	
Number Scoring 55–100	500	0		0	0	
Number Scoring 65–100	500	0		0	0	
Number Scoring 85–100	500	0		0	0	
Percentage of AGE Tested	155%	0%		0%	0%	
Percentage of AGE Scoring 55–100	155%	0%		0%	0%	
Percentage of AGE Scoring 65–100	155%	0%		0%	0%	
Percentage of AGE Scoring 85–100	155%	0%		0%	0%	
Percentage of Tested Scoring 65–100	100%	0%		0%	0%	
<b>Biology (last administered January 2001)</b>						
Number Tested	247	0		5	0	
Number Scoring 55–100	215	0		4	0	
Number Scoring 65–100	177	0		2	0	
Number Scoring 85–100	36	0		0	0	
Percentage of AGE Tested	77%	0%		17%	0%	
Percentage of AGE Scoring 55–100	67%	0%		13%	0%	
Percentage of AGE Scoring 65–100	55%	0%		7%	0%	
Percentage of AGE Scoring 85–100	11%	0%		0%	0%	
Percentage of Tested Scoring 65–100	72%	0%		40%	0%	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	80	93	2	1	0	0
Number Scoring 55–100	73	90	#	#	0	0
Number Scoring 65–100	60	73	#	#	0	0
Number Scoring 85–100	20	20	#	#	0	0
Percentage of AGE Tested	25%	29%	#	#	0%	0%
Percentage of AGE Scoring 55–100	23%	28%	#	#	0%	0%
Percentage of AGE Scoring 65–100	19%	23%	#	#	0%	0%
Percentage of AGE Scoring 85–100	6%	6%	#	#	0%	0%
Percentage of Tested Scoring 65–100	75%	78%	#	#	0%	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	322	320	352	30	27	33
<b>Physics (last administered January 2002)</b>						
Number Tested	109	85	5	2	0	0
Number Scoring 55–100	100	71	4	#	0	0
Number Scoring 65–100	83	52	0	#	0	0
Number Scoring 85–100	19	11	0	#	0	0
Percentage of AGE Tested	34%	27%	1%	#	0%	0%
Percentage of AGE Scoring 55–100	31%	22%	1%	#	0%	0%
Percentage of AGE Scoring 65–100	26%	16%	0%	#	0%	0%
Percentage of AGE Scoring 85–100	6%	3%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	76%	61%	0%	#	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			189			4
Number Scoring 55–100			178			#
Number Scoring 65–100			130			#
Number Scoring 85–100			15			#
Percentage of AGE Tested			54%			#
Percentage of AGE Scoring 55–100			51%			#
Percentage of AGE Scoring 65–100			37%			#
Percentage of AGE Scoring 85–100			4%			#
Percentage of Tested Scoring 65–100			69%			#
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			55			0
Number Scoring 55–100			48			0
Number Scoring 65–100			36			0
Number Scoring 85–100			4			0
Percentage of AGE Tested			16%			0%
Percentage of AGE Scoring 55–100			14%			0%
Percentage of AGE Scoring 65–100			10%			0%
Percentage of AGE Scoring 85–100			1%			0%
Percentage of Tested Scoring 65–100			65%			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	137	96%	119	98%	106	100%
Students with Disabilities	11	82%	13	85%	15	87%

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	271	271	16	16	287	287
Number Scoring 55–64	25	38	1	3	26	41
Number Scoring 65–84	174	135	6	2	180	137
Number Scoring 85–100	55	70	0	0	55	70
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	303	22	325
Number Scoring 55–64	6	2	8
Number Scoring 65–84	172	12	184
Number Scoring 85–100	103	1	104
Approved Alternatives	0	0	0

(Form – O)