

New York State School Report Card Comprehensive Information Report

BEDS Code : 57-30-02-04-0001
 Name : Wayland-Cohocton High School
 Principal: William Whyte

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	198	174	169
Tenth	168	185	168
Eleventh	150	158	169
Twelfth	164	149	150
Ungraded Secondary	0	0	0
Total K-12 Enrollment	680	666	656

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	9	1.3%	8	1.2%	8	1.2%
Black (Not Hispanic)	7	1.0%	4	0.6%	4	0.6%
Hispanic	2	0.3%	2	0.3%	1	0.2%
White (Not Hispanic)	662	97.4%	652	97.9%	643	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.
0	0.0%	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	0	0
Mathematics Grade 8	26	19	19
Science Grade 8	0	20	20
Social Studies Grade 8	0	0	0
English Grade 10	22	20	17
Mathematics Grade 10	21	19	21
Science Grade 10	21	20	14
Social Studies Grade 10	20	19	18

(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		94.4%		94.1%		94.6%
Student Suspensions	73	11.5%	65	9.6%	90	13.5%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	13.7%	11.9%	14.2%
Reduced Lunch	5.6%	5.7%	4.7%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	95%	96%	97%

Staff Counts

Staff	2001–2002
Total Teachers	42
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching out of Certification*	5
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	133	81	61%	120	66	55%	128	90	70%
Students with Disabilities	12	3	25%	16	2	12%	11	1	9%
All Students	145	84	58%	136	68	50%	139	91	65%

*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	43	62	0	5	29	0
Percent	31%	45%	0%	4%	21%	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)
11	1	2	13

*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					12	1.8%
	Entered GED Program*					5	0.8%
	Total Noncompleters					17	2.6%
Students with Disabilities	Dropped Out					5	0.8%
	Entered GED Program*					0	0.0%
	Total Noncompleters					5	0.8%
All Students	Dropped Out	31	4.6%	27	4.1%	17	2.6%
	Entered GED Program*	2	0.3%	4	0.6%	5	0.8%
	Total Noncompleters	33	4.9%	31	4.7%	22	3.4%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% 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	1	#	0	0%	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	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	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	16	31%	9	22%	0	0%
U.S. Hist & Gov't	24	42%	18	56%	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	77%	25	88%	9	100%
Science	16	44%	8	50%	0	0%
Reading	3	67%	25	84%	3	#
Writing	1	0%	26	69%	5	40%
Global Studies	10	20%	7	29%	7	57%
U.S. Hist & Gov't	10	40%	6	33%	6	17%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	141	150	147	21	19	18
Number Scoring 55–100	132	141	136	16	14	12
Number Scoring 65–100	108	127	115	7	7	6
Number Scoring 85–100	10	38	48	0	1	1
Percentage of Tested Scoring 55–100	94%	94%	93%	76%	74%	67%
Percentage of Tested Scoring 65–100	77%	85%	78%	33%	37%	33%
Percentage of Tested Scoring 85–100	7%	25%	33%	0%	5%	6%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	157	164	18	30	35	4
Number Scoring 55–100	116	129	13	16	16	#
Number Scoring 65–100	94	105	9	13	12	#
Number Scoring 85–100	45	24	0	8	5	#
Percentage of Tested Scoring 55–100	74%	79%	72%	53%	46%	#
Percentage of Tested Scoring 65–100	60%	64%	50%	43%	34%	#
Percentage of Tested Scoring 85–100	29%	15%	0%	27%	14%	#
Mathematics A						
Number Tested	0	12	39	0	1	18
Number Scoring 55–100	0	3	21	0	#	5
Number Scoring 65–100	0	1	13	0	#	3
Number Scoring 85–100	0	0	0	0	#	0
Percentage of Tested Scoring 55–100	0%	25%	54%	0%	#	28%
Percentage of Tested Scoring 65–100	0%	8%	33%	0%	#	17%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	#	0%
Global Studies (last administered January 2000)						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
Global History and Geography (first administered June 2000)						
Number Tested	142	195	150	18	28	25
Number Scoring 55–100	132	191	144	13	26	24
Number Scoring 65–100	113	175	131	10	19	16
Number Scoring 85–100	37	65	29	1	4	0
Percentage of Tested Scoring 55–100	93%	98%	96%	72%	93%	96%
Percentage of Tested Scoring 65–100	80%	90%	87%	56%	68%	64%
Percentage of Tested Scoring 85–100	26%	33%	19%	6%	14%	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	144	11		20	1	
Number Scoring 55–100	113	8		13	#	
Number Scoring 65–100	93	5		6	#	
Number Scoring 85–100	22	0		0	#	
Percentage of Tested Scoring 55–100	78%	73%		65%	#	
Percentage of Tested Scoring 65–100	65%	45%		30%	#	
Percentage of Tested Scoring 85–100	15%	0%		0%	#	
U.S. History and Government (first administered June 2001)						
Number Tested		149	145		18	17
Number Scoring 55–100		143	132		17	9
Number Scoring 65–100		120	109		10	4
Number Scoring 85–100		50	36		1	0
Percentage of Tested Scoring 55–100		96%	91%		94%	53%
Percentage of Tested Scoring 65–100		81%	75%		56%	24%
Percentage of Tested Scoring 85–100		34%	25%		6%	0%
Living Environment (first administered June 2001)						
Number Tested		150	127		13	11
Number Scoring 55–100		150	127		13	11
Number Scoring 65–100		148	126		12	10
Number Scoring 85–100		66	63		2	1
Percentage of Tested Scoring 55–100		100%	100%		100%	100%
Percentage of Tested Scoring 65–100		99%	99%		92%	91%
Percentage of Tested Scoring 85–100		44%	50%		15%	9%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		128	97		28	18
Number Scoring 55–100		118	94		26	17
Number Scoring 65–100		89	90		12	15
Number Scoring 85–100		23	32		3	2
Percentage of Tested Scoring 55–100		92%	97%		93%	94%
Percentage of Tested Scoring 65–100		70%	93%		43%	83%
Percentage of Tested Scoring 85–100		18%	33%		11%	11%

(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	191	155	141	158	161
2001	170	169	143	140	156
2002	174	158	160	142	159

*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	39	26	25	15	26
2001	40	25	15	17	24
2002	32	34	24	14	26

*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)	161	156	159	26	24	26
Comprehensive French						
Number Tested	32	60	35	1	1	1
Number Scoring 55–100	32	59	33	#	#	#
Number Scoring 65–100	32	57	29	#	#	#
Number Scoring 85–100	15	17	9	#	#	#
Percentage of AGE Tested	20%	38%	22%	#	#	#
Percentage of AGE Scoring 55–100	20%	38%	21%	#	#	#
Percentage of AGE Scoring 65–100	20%	37%	18%	#	#	#
Percentage of AGE Scoring 85–100	9%	11%	6%	#	#	#
Percentage of Tested Scoring 65–100	100%	95%	83%	#	#	#
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	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 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)	161	156	159	26	24	26
Comprehensive Spanish						
Number Tested	32	64	42	1	2	0
Number Scoring 55–100	31	64	40	#	#	0
Number Scoring 65–100	29	64	40	#	#	0
Number Scoring 85–100	14	42	18	#	#	0
Percentage of AGE Tested	20%	41%	26%	#	#	0%
Percentage of AGE Scoring 55–100	19%	41%	25%	#	#	0%
Percentage of AGE Scoring 65–100	18%	41%	25%	#	#	0%
Percentage of AGE Scoring 85–100	9%	27%	11%	#	#	0%
Percentage of Tested Scoring 65–100	91%	100%	95%	#	#	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)	161	156	159	26	24	26
Sequential Mathematics, Course II						
Number Tested	120	151	131	9	11	6
Number Scoring 55–100	89	129	111	6	8	4
Number Scoring 65–100	74	113	97	5	7	3
Number Scoring 85–100	30	52	40	3	1	1
Percentage of AGE Tested	75%	97%	82%	35%	46%	23%
Percentage of AGE Scoring 55–100	55%	83%	70%	23%	33%	15%
Percentage of AGE Scoring 65–100	46%	72%	61%	19%	29%	12%
Percentage of AGE Scoring 85–100	19%	33%	25%	12%	4%	4%
Percentage of Tested Scoring 65–100	62%	75%	74%	56%	64%	50%
Sequential Mathematics, Course III						
Number Tested	62	62	67	3	3	1
Number Scoring 55–100	61	59	65	#	#	#
Number Scoring 65–100	59	57	62	#	#	#
Number Scoring 85–100	42	38	46	#	#	#
Percentage of AGE Tested	39%	40%	42%	#	#	#
Percentage of AGE Scoring 55–100	38%	38%	41%	#	#	#
Percentage of AGE Scoring 65–100	37%	37%	39%	#	#	#
Percentage of AGE Scoring 85–100	26%	24%	29%	#	#	#
Percentage of Tested Scoring 65–100	95%	92%	93%	#	#	#
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)	161	156	159	26	24	26
Earth Science (last administered January 2001)						
Number Tested	149	13		26	2	
Number Scoring 55–100	126	7		16	#	
Number Scoring 65–100	98	1		11	#	
Number Scoring 85–100	26	0		6	#	
Percentage of AGE Tested	93%	8%		100%	#	
Percentage of AGE Scoring 55–100	78%	4%		62%	#	
Percentage of AGE Scoring 65–100	61%	1%		42%	#	
Percentage of AGE Scoring 85–100	16%	0%		23%	#	
Percentage of Tested Scoring 65–100	66%	8%		42%	#	
Biology (last administered January 2001)						
Number Tested	102	0		4	0	
Number Scoring 55–100	102	0		#	0	
Number Scoring 65–100	98	0		#	0	
Number Scoring 85–100	37	0		#	0	
Percentage of AGE Tested	63%	0%		#	0%	
Percentage of AGE Scoring 55–100	63%	0%		#	0%	
Percentage of AGE Scoring 65–100	61%	0%		#	0%	
Percentage of AGE Scoring 85–100	23%	0%		#	0%	
Percentage of Tested Scoring 65–100	96%	0%		#	0%	
Chemistry (last administered January 2002)						
Number Tested	83	90	17	3	5	1
Number Scoring 55–100	79	79	16	#	4	#
Number Scoring 65–100	66	59	10	#	3	#
Number Scoring 85–100	19	12	0	#	1	#
Percentage of AGE Tested	52%	58%	11%	#	21%	#
Percentage of AGE Scoring 55–100	49%	51%	10%	#	17%	#
Percentage of AGE Scoring 65–100	41%	38%	6%	#	12%	#
Percentage of AGE Scoring 85–100	12%	8%	0%	#	4%	#
Percentage of Tested Scoring 65–100	80%	66%	59%	#	60%	#

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	161	156	159	26	24	26
Physics (last administered January 2002)						
Number Tested	22	30	0	1	0	0
Number Scoring 55–100	21	30	0	#	0	0
Number Scoring 65–100	20	29	0	#	0	0
Number Scoring 85–100	3	10	0	#	0	0
Percentage of AGE Tested	14%	19%	0%	#	0%	0%
Percentage of AGE Scoring 55–100	13%	19%	0%	#	0%	0%
Percentage of AGE Scoring 65–100	12%	19%	0%	#	0%	0%
Percentage of AGE Scoring 85–100	2%	6%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	91%	97%	0%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			91			3
Number Scoring 55–100			87			#
Number Scoring 65–100			60			#
Number Scoring 85–100			2			#
Percentage of AGE Tested			57%			#
Percentage of AGE Scoring 55–100			55%			#
Percentage of AGE Scoring 65–100			38%			#
Percentage of AGE Scoring 85–100			1%			#
Percentage of Tested Scoring 65–100			66%			#
Physical Setting/Physics (first administered June 2002)						
Number Tested			9			0
Number Scoring 55–100			8			0
Number Scoring 65–100			6			0
Number Scoring 85–100			1			0
Percentage of AGE Tested			6%			0%
Percentage of AGE Scoring 55–100			5%			0%
Percentage of AGE Scoring 65–100			4%			0%
Percentage of AGE Scoring 85–100			1%			0%
Percentage of Tested Scoring 65–100			67%			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	81	98%	54	96%	50	96%
Students with Disabilities	35	89%	17	94%	15	80%

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	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
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	1	0	#	#	#	#
Mathematics, Science, & Technology	1	0	#	#	#	#
Health, Phys. Ed., & Fam. & Cons. Sci.	1	0	#	#	#	#
Social Studies	1	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	125	125	15	15	140	140
Number Scoring 55–64	10	13	5	6	15	19
Number Scoring 65–84	78	51	7	4	85	55
Number Scoring 85–100	36	51	0	1	36	52
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	146	26	172
Number Scoring 55–64	4	3	7
Number Scoring 65–84	71	13	84
Number Scoring 85–100	66	5	71
Approved Alternatives	0	0	0

(Form – O)