

# New York State School Report Card Comprehensive Information Report

BEDS Code : 07-09-02-06-0002  
 Name : Thomas A. Edison High School  
 Principal: Mr. Theodore Bowen

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	89	101	115
Tenth	104	93	100
Eleventh	87	100	98
Twelfth	75	97	97
Ungraded Secondary	0	0	0
Total K-12 Enrollment	355	391	410

## 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	2	0.6%	3	0.8%	4	1.0%
Black (Not Hispanic)	4	1.1%	2	0.5%	8	2.0%
Hispanic	2	0.6%	2	0.5%	0	0.0%
White (Not Hispanic)	347	97.7%	384	98.2%	398	97.1%

## 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.
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	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	25	24	0
Mathematics Grade 10	18	20	21
Science Grade 10	22	27	25
Social Studies Grade 10	24	24	21

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<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>		95.5%		97.5%		96.1%
<b>Student Suspensions</b>	24	6.2%	21	5.9%	13	3.3%

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

	<b>1999–2000</b>	<b>2000–2001</b>	<b>2001–2002</b>
<b>Free Lunch</b>	20.8%	12.8%	13.9%
<b>Reduced Lunch</b>	11.6%	5.9%	5.1%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	95%	97%	97%

**Staff Counts**

<b>Staff</b>	<b>2001–2002</b>
Total Teachers	25
Total Other Professional Staff	5
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	73	38	52%	70	0	0%	80	47	59%
Students with Disabilities	2	0	0%	7	0	0%	0	0	0%
All Students	75	38	51%	77	0	0%	80	47	59%

\*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	36	2	5	6	7
Percent	30%	45%	3%	6%	7%	9%

## 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)
0	0	5	5

\*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					14	3.4%
	Entered GED Program*					0	0.0%
	Total Noncompleters					14	3.4%
Students with Disabilities	Dropped Out					1	0.2%
	Entered GED Program*					0	0.0%
	Total Noncompleters					1	0.2%
All Students	Dropped Out	17	4.8%	21	5.4%	15	3.7%
	Entered GED Program*	9	2.5%	0	0.0%	0	0.0%
	Total Noncompleters	26	7.3%	21	5.4%	15	3.7%

\*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	#	1	#	3	#
Science	1	#	3	#	4	#
Reading	0	0%	1	#	0	0%
Writing	1	#	1	#	1	#
Global Studies	4	#	4	#	2	#
U.S. Hist & Gov't	6	67%	2	#	1	#

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	18%	7	43%	6	17%
Science	10	60%	5	20%	7	43%
Reading	7	57%	0	0%	3	#
Writing	8	50%	1	#	3	#
Global Studies	8	12%	3	#	0	0%
U.S. Hist & Gov't	4	0%	3	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	93	88	75	5	5	5
Number Scoring 55–100	91	85	72	4	5	4
Number Scoring 65–100	78	79	62	1	4	2
Number Scoring 85–100	25	34	23	0	1	1
Percentage of Tested Scoring 55–100	98%	97%	96%	80%	100%	80%
Percentage of Tested Scoring 65–100	84%	90%	83%	20%	80%	40%
Percentage of Tested Scoring 85–100	27%	39%	31%	0%	20%	20%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	68	51	0	9	5	0
Number Scoring 55–100	46	41	0	3	3	0
Number Scoring 65–100	40	22	0	3	3	0
Number Scoring 85–100	22	7	0	1	1	0
Percentage of Tested Scoring 55–100	68%	80%	0%	33%	60%	0%
Percentage of Tested Scoring 65–100	59%	43%	0%	33%	60%	0%
Percentage of Tested Scoring 85–100	32%	14%	0%	11%	20%	0%
<b>Mathematics A</b>						
Number Tested	1	79	96	0	1	1
Number Scoring 55–100	#	66	74	0	#	#
Number Scoring 65–100	#	51	57	0	#	#
Number Scoring 85–100	#	17	26	0	#	#
Percentage of Tested Scoring 55–100	#	84%	77%	0%	#	#
Percentage of Tested Scoring 65–100	#	65%	59%	0%	#	#
Percentage of Tested Scoring 85–100	#	22%	27%	0%	#	#
<b>Global Studies (last administered January 2000)</b>						
Number Tested	4			1		
Number Scoring 55–100	#			#		
Number Scoring 65–100	#			#		
Number Scoring 85–100	#			#		
Percentage of Tested Scoring 55–100	#			#		
Percentage of Tested Scoring 65–100	#			#		
Percentage of Tested Scoring 85–100	#			#		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	84	98	76	6	8	3
Number Scoring 55–100	78	91	69	5	7	#
Number Scoring 65–100	69	78	56	4	4	#
Number Scoring 85–100	32	25	12	0	1	#
Percentage of Tested Scoring 55–100	93%	93%	91%	83%	88%	#
Percentage of Tested Scoring 65–100	82%	80%	74%	67%	50%	#
Percentage of Tested Scoring 85–100	38%	26%	16%	0%	12%	#

(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	78	2		6	0	
Number Scoring 55–100	73	#		4	0	
Number Scoring 65–100	56	#		2	0	
Number Scoring 85–100	13	#		0	0	
Percentage of Tested Scoring 55–100	94%	#		67%	0%	
Percentage of Tested Scoring 65–100	72%	#		33%	0%	
Percentage of Tested Scoring 85–100	17%	#		0%	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		92	77		6	4
Number Scoring 55–100		81	72		3	#
Number Scoring 65–100		70	61		1	#
Number Scoring 85–100		36	24		0	#
Percentage of Tested Scoring 55–100		88%	94%		50%	#
Percentage of Tested Scoring 65–100		76%	79%		17%	#
Percentage of Tested Scoring 85–100		39%	31%		0%	#
<b>Living Environment (first administered June 2001)</b>						
Number Tested		71	79		4	5
Number Scoring 55–100		71	78		#	5
Number Scoring 65–100		71	76		#	5
Number Scoring 85–100		16	25		#	0
Percentage of Tested Scoring 55–100		100%	99%		#	100%
Percentage of Tested Scoring 65–100		100%	96%		#	100%
Percentage of Tested Scoring 85–100		23%	32%		#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		84	88		0	4
Number Scoring 55–100		73	81		0	#
Number Scoring 65–100		59	68		0	#
Number Scoring 85–100		20	23		0	#
Percentage of Tested Scoring 55–100		87%	92%		0%	#
Percentage of Tested Scoring 65–100		70%	77%		0%	#
Percentage of Tested Scoring 85–100		24%	26%		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	99	102	96	81	95
2001	104	98	106	97	101
2002	112	85	87	85	92

\*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	9	8	8	3	7
2001	5	7	9	7	7
2002	15	7	7	4	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>	95	101	92	7	7	8
<b>Comprehensive French</b>						
Number Tested	35	29	31	0	0	0
Number Scoring 55–100	34	29	31	0	0	0
Number Scoring 65–100	34	28	29	0	0	0
Number Scoring 85–100	24	14	7	0	0	0
Percentage of AGE Tested	37%	29%	34%	0%	0%	0%
Percentage of AGE Scoring 55–100	36%	29%	34%	0%	0%	0%
Percentage of AGE Scoring 65–100	36%	28%	32%	0%	0%	0%
Percentage of AGE Scoring 85–100	25%	14%	8%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	97%	94%	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>	95	101	92	7	7	8
<b>Comprehensive Spanish</b>						
Number Tested	17	13	10	0	1	0
Number Scoring 55–100	13	13	10	0	#	0
Number Scoring 65–100	12	13	10	0	#	0
Number Scoring 85–100	2	11	7	0	#	0
Percentage of AGE Tested	18%	13%	11%	0%	#	0%
Percentage of AGE Scoring 55–100	14%	13%	11%	0%	#	0%
Percentage of AGE Scoring 65–100	13%	13%	11%	0%	#	0%
Percentage of AGE Scoring 85–100	2%	11%	8%	0%	#	0%
Percentage of Tested Scoring 65–100	71%	100%	100%	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>	95	101	92	7	7	8
<b>Sequential Mathematics, Course II</b>						
Number Tested	65	70	43	1	0	0
Number Scoring 55–100	56	66	36	#	0	0
Number Scoring 65–100	45	58	28	#	0	0
Number Scoring 85–100	14	15	13	#	0	0
Percentage of AGE Tested	68%	69%	47%	#	0%	0%
Percentage of AGE Scoring 55–100	59%	65%	39%	#	0%	0%
Percentage of AGE Scoring 65–100	47%	57%	30%	#	0%	0%
Percentage of AGE Scoring 85–100	15%	15%	14%	#	0%	0%
Percentage of Tested Scoring 65–100	69%	83%	65%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	54	42	43	1	0	0
Number Scoring 55–100	47	34	34	#	0	0
Number Scoring 65–100	46	28	26	#	0	0
Number Scoring 85–100	19	17	9	#	0	0
Percentage of AGE Tested	57%	42%	47%	#	0%	0%
Percentage of AGE Scoring 55–100	49%	34%	37%	#	0%	0%
Percentage of AGE Scoring 65–100	48%	28%	28%	#	0%	0%
Percentage of AGE Scoring 85–100	20%	17%	10%	#	0%	0%
Percentage of Tested Scoring 65–100	85%	67%	60%	#	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>	95	101	92	7	7	8
<b>Earth Science (last administered January 2001)</b>						
Number Tested	0	8		0	1	
Number Scoring 55–100	0	5		0	#	
Number Scoring 65–100	0	4		0	#	
Number Scoring 85–100	0	0		0	#	
Percentage of AGE Tested	0%	8%		0%	#	
Percentage of AGE Scoring 55–100	0%	5%		0%	#	
Percentage of AGE Scoring 65–100	0%	4%		0%	#	
Percentage of AGE Scoring 85–100	0%	0%		0%	#	
Percentage of Tested Scoring 65–100	0%	50%		0%	#	
<b>Biology (last administered January 2001)</b>						
Number Tested	75	5		5	0	
Number Scoring 55–100	72	4		4	0	
Number Scoring 65–100	55	2		0	0	
Number Scoring 85–100	15	0		0	0	
Percentage of AGE Tested	79%	5%		71%	0%	
Percentage of AGE Scoring 55–100	76%	4%		57%	0%	
Percentage of AGE Scoring 65–100	58%	2%		0%	0%	
Percentage of AGE Scoring 85–100	16%	0%		0%	0%	
Percentage of Tested Scoring 65–100	73%	40%		0%	0%	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	40	37	0	0	0	0
Number Scoring 55–100	38	37	0	0	0	0
Number Scoring 65–100	34	34	0	0	0	0
Number Scoring 85–100	6	15	0	0	0	0
Percentage of AGE Tested	42%	37%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	40%	37%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	36%	34%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	6%	15%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	85%	92%	0%	0%	0%	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	95	101	92	7	7	8
<b>Physics (last administered January 2002)</b>						
Number Tested	23	18	0	0	0	0
Number Scoring 55–100	23	17	0	0	0	0
Number Scoring 65–100	20	17	0	0	0	0
Number Scoring 85–100	5	3	0	0	0	0
Percentage of AGE Tested	24%	18%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	24%	17%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	21%	17%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	5%	3%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	87%	94%	0%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			37			0
Number Scoring 55–100			37			0
Number Scoring 65–100			25			0
Number Scoring 85–100			3			0
Percentage of AGE Tested			40%			0%
Percentage of AGE Scoring 55–100			40%			0%
Percentage of AGE Scoring 65–100			27%			0%
Percentage of AGE Scoring 85–100			3%			0%
Percentage of Tested Scoring 65–100			68%			0%
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			14			0
Number Scoring 55–100			9			0
Number Scoring 65–100			9			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			15%			0%
Percentage of AGE Scoring 55–100			10%			0%
Percentage of AGE Scoring 65–100			10%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			64%			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	54	98%	50	92%	50	98%
Students with Disabilities	12	67%	5	100%	7	57%

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	86	86	6	6	92	92
Number Scoring 55–64	7	7	0	0	7	7
Number Scoring 65–84	35	31	0	0	35	31
Number Scoring 85–100	30	36	0	0	30	36
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	82	7	89
Number Scoring 55–64	1	0	1
Number Scoring 65–84	53	3	56
Number Scoring 85–100	19	1	20
Approved Alternatives	0	0	0

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