

# New York State School Report Card Comprehensive Information Report

BEDS Code : 41-22-01-06-0006  
 Name : Holland-Patent Central High School  
 Principal: Mr. Randy Richards

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	156	152	155
Tenth	151	152	148
Eleventh	144	146	147
Twelfth	136	139	135
Ungraded Secondary	7	4	1
Total K-12 Enrollment	594	593	586

## 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	3	0.5%	8	1.3%	6	1.0%
Black (Not Hispanic)	2	0.3%	1	0.2%	0	0.0%
Hispanic	1	0.2%	3	0.5%	3	0.5%
White (Not Hispanic)	588	99.0%	581	98.0%	577	98.5%

## 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	22	19	19
Mathematics Grade 10	22	16	16
Science Grade 10	20	22	17
Social Studies Grade 10	22	20	18

(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>		92.0%		92.9%		93.4%
<b>Student Suspensions</b>	23	3.8%	29	4.9%	27	4.5%

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

	<b>1999–2000</b>	<b>2000–2001</b>	<b>2001–2002</b>
<b>Free Lunch</b>	13.8%	8.1%	8.5%
<b>Reduced Lunch</b>	9.6%	10.5%	7.9%
<b>Public Assistance</b>	11-20%	11-20%	21-30%
<b>Student Stability</b>	91%	99%	100%

**Staff Counts**

<b>Staff</b>	<b>2001–2002</b>
Total Teachers	43
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	121	74	61%	119	82	69%	129	78	60%
Students with Disabilities	3	0	0%	7	0	0%	0	0	0%
All Students	124	74	60%	126	82	65%	129	78	60%

\*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	36	58	2	3	29	1
Percent	28%	45%	2%	2%	22%	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)
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					12	2.0%
	Entered GED Program*					2	0.3%
	Total Noncompleters					14	2.4%
Students with Disabilities	Dropped Out					1	0.2%
	Entered GED Program*					0	0.0%
	Total Noncompleters					1	0.2%
All Students	Dropped Out	10	1.7%	6	1.0%	13	2.2%
	Entered GED Program*	4	0.7%	6	1.0%	2	0.3%
	Total Noncompleters	14	2.4%	12	2.0%	15	2.6%

\*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	#	0	0%
Science	1	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	21	19%	2	#	0	0%
U.S. Hist & Gov't	27	67%	12	25%	0	0%

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	68%	20	95%	0	0%
Science	17	71%	11	64%	0	0%
Reading	12	100%	8	88%	0	0%
Writing	16	69%	8	75%	0	0%
Global Studies	14	14%	3	#	0	0%
U.S. Hist & Gov't	12	75%	7	57%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	134	140	141	8	12	8
Number Scoring 55–100	130	139	134	6	11	6
Number Scoring 65–100	109	127	123	4	7	2
Number Scoring 85–100	11	37	45	0	0	1
Percentage of Tested Scoring 55–100	97%	99%	95%	75%	92%	75%
Percentage of Tested Scoring 65–100	81%	91%	87%	50%	58%	25%
Percentage of Tested Scoring 85–100	8%	26%	32%	0%	0%	12%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	151	79	17	16	13	1
Number Scoring 55–100	122	53	15	10	5	#
Number Scoring 65–100	101	38	13	5	3	#
Number Scoring 85–100	41	10	10	2	0	#
Percentage of Tested Scoring 55–100	81%	67%	88%	62%	38%	#
Percentage of Tested Scoring 65–100	67%	48%	76%	31%	23%	#
Percentage of Tested Scoring 85–100	27%	13%	59%	12%	0%	#
<b>Mathematics A</b>						
Number Tested	0	0	137	0	0	7
Number Scoring 55–100	0	0	112	0	0	2
Number Scoring 65–100	0	0	93	0	0	1
Number Scoring 85–100	0	0	37	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	82%	0%	0%	29%
Percentage of Tested Scoring 65–100	0%	0%	68%	0%	0%	14%
Percentage of Tested Scoring 85–100	0%	0%	27%	0%	0%	0%
<b>Global Studies (last administered January 2000)</b>						
Number Tested	153			19		
Number Scoring 55–100	142			13		
Number Scoring 65–100	127			8		
Number Scoring 85–100	56			2		
Percentage of Tested Scoring 55–100	93%			68%		
Percentage of Tested Scoring 65–100	83%			42%		
Percentage of Tested Scoring 85–100	37%			11%		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	155	172	107	21	21	7
Number Scoring 55–100	143	169	98	15	18	6
Number Scoring 65–100	127	156	87	8	13	5
Number Scoring 85–100	56	64	30	2	2	1
Percentage of Tested Scoring 55–100	92%	98%	92%	71%	86%	86%
Percentage of Tested Scoring 65–100	82%	91%	81%	38%	62%	71%
Percentage of Tested Scoring 85–100	36%	37%	28%	10%	10%	14%

(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	112	5		3	0	
Number Scoring 55–100	108	3		#	0	
Number Scoring 65–100	102	1		#	0	
Number Scoring 85–100	51	0		#	0	
Percentage of Tested Scoring 55–100	96%	60%		#	0%	
Percentage of Tested Scoring 65–100	91%	20%		#	0%	
Percentage of Tested Scoring 85–100	46%	0%		#	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		132	143		12	7
Number Scoring 55–100		125	136		9	5
Number Scoring 65–100		97	115		3	3
Number Scoring 85–100		50	30		2	1
Percentage of Tested Scoring 55–100		95%	95%		75%	71%
Percentage of Tested Scoring 65–100		73%	80%		25%	43%
Percentage of Tested Scoring 85–100		38%	21%		17%	14%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		138	117		11	2
Number Scoring 55–100		138	117		11	#
Number Scoring 65–100		136	116		9	#
Number Scoring 85–100		34	61		1	#
Percentage of Tested Scoring 55–100		100%	100%		100%	#
Percentage of Tested Scoring 65–100		99%	99%		82%	#
Percentage of Tested Scoring 85–100		25%	52%		9%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		119	120		7	6
Number Scoring 55–100		116	120		7	6
Number Scoring 65–100		116	118		7	6
Number Scoring 85–100		86	78		5	2
Percentage of Tested Scoring 55–100		97%	100%		100%	100%
Percentage of Tested Scoring 65–100		97%	98%		100%	100%
Percentage of Tested Scoring 85–100		72%	65%		71%	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	156	143	138	131	142
2001	149	149	139	133	143
2002	159	146	140	133	145

\*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	5	2	0	0	2
2001	16	11	13	9	12
2002	15	9	7	5	9

\*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>	142	143	145	2	12	9
<b>Comprehensive French</b>						
Number Tested	32	30	19	0	0	0
Number Scoring 55–100	32	30	19	0	0	0
Number Scoring 65–100	32	30	19	0	0	0
Number Scoring 85–100	18	15	6	0	0	0
Percentage of AGE Tested	23%	21%	13%	0%	0%	0%
Percentage of AGE Scoring 55–100	23%	21%	13%	0%	0%	0%
Percentage of AGE Scoring 65–100	23%	21%	13%	0%	0%	0%
Percentage of AGE Scoring 85–100	13%	10%	4%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	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>	142	143	145	2	12	9
<b>Comprehensive Spanish</b>						
Number Tested	40	78	68	0	1	1
Number Scoring 55–100	40	77	68	0	#	#
Number Scoring 65–100	34	75	67	0	#	#
Number Scoring 85–100	12	42	47	0	#	#
Percentage of AGE Tested	28%	55%	47%	0%	#	#
Percentage of AGE Scoring 55–100	28%	54%	47%	0%	#	#
Percentage of AGE Scoring 65–100	24%	52%	46%	0%	#	#
Percentage of AGE Scoring 85–100	8%	29%	32%	0%	#	#
Percentage of Tested Scoring 65–100	85%	96%	99%	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>	142	143	145	2	12	9
<b>Sequential Mathematics, Course II</b>						
Number Tested	126	144	27	3	8	1
Number Scoring 55–100	89	109	19	#	7	#
Number Scoring 65–100	80	88	15	#	5	#
Number Scoring 85–100	38	29	4	#	1	#
Percentage of AGE Tested	89%	101%	19%	#	67%	#
Percentage of AGE Scoring 55–100	63%	76%	13%	#	58%	#
Percentage of AGE Scoring 65–100	56%	62%	10%	#	42%	#
Percentage of AGE Scoring 85–100	27%	20%	3%	#	8%	#
Percentage of Tested Scoring 65–100	63%	61%	56%	#	62%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	85	90	81	2	1	2
Number Scoring 55–100	58	76	74	#	#	#
Number Scoring 65–100	49	64	67	#	#	#
Number Scoring 85–100	19	27	35	#	#	#
Percentage of AGE Tested	60%	63%	56%	#	#	#
Percentage of AGE Scoring 55–100	41%	53%	51%	#	#	#
Percentage of AGE Scoring 65–100	35%	45%	46%	#	#	#
Percentage of AGE Scoring 85–100	13%	19%	24%	#	#	#
Percentage of Tested Scoring 65–100	58%	71%	83%	#	#	#
<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>	142	143	145	2	12	9
<b>Earth Science (last administered January 2001)</b>						
Number Tested	142	0		7	0	
Number Scoring 55–100	138	0		7	0	
Number Scoring 65–100	130	0		6	0	
Number Scoring 85–100	64	0		1	0	
Percentage of AGE Tested	100%	0%		350%	0%	
Percentage of AGE Scoring 55–100	97%	0%		350%	0%	
Percentage of AGE Scoring 65–100	92%	0%		300%	0%	
Percentage of AGE Scoring 85–100	45%	0%		50%	0%	
Percentage of Tested Scoring 65–100	92%	0%		86%	0%	
<b>Biology (last administered January 2001)</b>						
Number Tested	110	3		5	0	
Number Scoring 55–100	105	#		3	0	
Number Scoring 65–100	99	#		3	0	
Number Scoring 85–100	38	#		0	0	
Percentage of AGE Tested	77%	#		250%	0%	
Percentage of AGE Scoring 55–100	74%	#		150%	0%	
Percentage of AGE Scoring 65–100	70%	#		150%	0%	
Percentage of AGE Scoring 85–100	27%	#		0%	0%	
Percentage of Tested Scoring 65–100	90%	#		60%	0%	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	83	76	0	1	4	0
Number Scoring 55–100	83	74	0	#	#	0
Number Scoring 65–100	76	68	0	#	#	0
Number Scoring 85–100	36	29	0	#	#	0
Percentage of AGE Tested	58%	53%	0%	#	#	0%
Percentage of AGE Scoring 55–100	58%	52%	0%	#	#	0%
Percentage of AGE Scoring 65–100	54%	48%	0%	#	#	0%
Percentage of AGE Scoring 85–100	25%	20%	0%	#	#	0%
Percentage of Tested Scoring 65–100	92%	89%	0%	#	#	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	142	143	145	2	12	9
<b>Physics (last administered January 2002)</b>						
Number Tested	26	30	0	0	0	0
Number Scoring 55–100	26	30	0	0	0	0
Number Scoring 65–100	24	30	0	0	0	0
Number Scoring 85–100	12	15	0	0	0	0
Percentage of AGE Tested	18%	21%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	18%	21%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	17%	21%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	8%	10%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	100%	0%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			84			1
Number Scoring 55–100			84			#
Number Scoring 65–100			75			#
Number Scoring 85–100			17			#
Percentage of AGE Tested			58%			#
Percentage of AGE Scoring 55–100			58%			#
Percentage of AGE Scoring 65–100			52%			#
Percentage of AGE Scoring 85–100			12%			#
Percentage of Tested Scoring 65–100			89%			#
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			28			0
Number Scoring 55–100			26			0
Number Scoring 65–100			23			0
Number Scoring 85–100			3			0
Percentage of AGE Tested			19%			0%
Percentage of AGE Scoring 55–100			18%			0%
Percentage of AGE Scoring 65–100			16%			0%
Percentage of AGE Scoring 85–100			2%			0%
Percentage of Tested Scoring 65–100			82%			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	56	100%	36	100%	0	0%
Students with Disabilities	10	80%	9	100%	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	132	132	4	4	136	136
Number Scoring 55–64	#	#	#	#	7	22
Number Scoring 65–84	#	#	#	#	61	50
Number Scoring 85–100	#	#	#	#	53	49
Approved Alternatives	#	#	#	#	0	0

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

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	136	10	146
Number Scoring 55–64	1	0	1
Number Scoring 65–84	63	6	69
Number Scoring 85–100	65	1	66
Approved Alternatives	0	0	0

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