

# New York State School Report Card Comprehensive Information Report

BEDS Code : 42-18-00-01-0049  
 Name : George Fowler High School  
 Principal: Mr. Gregory Walker

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	429	444	446
Tenth	283	251	283
Eleventh	144	174	172
Twelfth	146	107	134
Ungraded Secondary	141	125	119
Total K-12 Enrollment	1143	1101	1154

## 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	57	5.0%	44	4.0%	51	4.4%
Black (Not Hispanic)	363	31.8%	348	31.6%	382	33.1%
Hispanic	149	13.0%	148	13.4%	160	13.9%
White (Not Hispanic)	574	50.2%	561	51.0%	561	48.6%

## 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.
78	6.8%	53	4.8%	77	6.7%

## 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	24	24	24
Mathematics Grade 10	24	26	30
Science Grade 10	24	25	26
Social Studies Grade 10	25	25	26

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
41	All schools in this group are secondary level schools in large cities other than New York City. 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>		90.3%		89.1%		90.2%
<b>Student Suspensions</b>	282	26.2%	249	21.8%	258	23.4%

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

	<b>1999–2000</b>	<b>2000–2001</b>	<b>2001–2002</b>
<b>Free Lunch</b>	49.1%	52.0%	57.8%
<b>Reduced Lunch</b>	6.8%	7.2%	10.2%
<b>Public Assistance</b>	51-60%	61-70%	61-70%
<b>Student Stability</b>	98%	100%	87%

**Staff Counts**

<b>Staff</b>	<b>2001–2002</b>
Total Teachers	80
Total Other Professional Staff	15
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	133	26	20%	102	20	20%	100	45	45%
Students with Disabilities	10	0	0%	11	0	0%	3	3	100%
All Students	143	26	18%	113	20	18%	103	48	47%

\*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	40	45	1	4	13	0
Percent	39%	44%	1%	4%	13%	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)
3	3	11	14

\*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					17	1.5%
	Entered GED Program*					87	7.5%
	Total Noncompleters					104	9.0%
Students with Disabilities	Dropped Out					3	0.3%
	Entered GED Program*					26	2.3%
	Total Noncompleters					29	2.5%
All Students	Dropped Out	53	4.6%	52	4.7%	20	1.7%
	Entered GED Program*	19	1.7%	106	9.6%	113	9.8%
	Total Noncompleters	72	6.3%	158	14.4%	133	11.5%

\*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	22	64%	11	100%	3	#
Science	99	45%	47	38%	18	0%
Reading	3	#	2	#	0	0%
Writing	5	80%	2	#	0	0%
Global Studies	65	12%	21	29%	3	#
U.S. Hist & Gov't	51	63%	46	50%	0	0%

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	54	44%	51	75%	59	0%
Science	59	25%	53	30%	60	0%
Reading	20	50%	14	57%	17	65%
Writing	31	74%	3	#	15	87%
Global Studies	36	11%	19	21%	30	27%
U.S. Hist & Gov't	8	50%	21	29%	7	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	205	178	176	28	23	34
Number Scoring 55–100	143	145	127	8	13	15
Number Scoring 65–100	77	110	85	1	7	8
Number Scoring 85–100	5	10	18	0	0	1
Percentage of Tested Scoring 55–100	70%	81%	72%	29%	57%	44%
Percentage of Tested Scoring 65–100	38%	62%	48%	4%	30%	24%
Percentage of Tested Scoring 85–100	2%	6%	10%	0%	0%	3%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	127	167	113	11	11	10
Number Scoring 55–100	58	89	53	7	7	4
Number Scoring 65–100	41	66	25	6	4	3
Number Scoring 85–100	9	11	2	0	0	0
Percentage of Tested Scoring 55–100	46%	53%	47%	64%	64%	40%
Percentage of Tested Scoring 65–100	32%	40%	22%	55%	36%	30%
Percentage of Tested Scoring 85–100	7%	7%	2%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	122	87	200	24	16	43
Number Scoring 55–100	12	15	78	2	3	8
Number Scoring 65–100	5	4	39	1	0	4
Number Scoring 85–100	0	0	5	0	0	0
Percentage of Tested Scoring 55–100	10%	17%	39%	8%	19%	19%
Percentage of Tested Scoring 65–100	4%	5%	20%	4%	0%	9%
Percentage of Tested Scoring 85–100	0%	0%	3%	0%	0%	0%
<b>Global Studies (last administered January 2000)</b>						
Number Tested	137			17		
Number Scoring 55–100	51			5		
Number Scoring 65–100	25			2		
Number Scoring 85–100	5			0		
Percentage of Tested Scoring 55–100	37%			29%		
Percentage of Tested Scoring 65–100	18%			12%		
Percentage of Tested Scoring 85–100	4%			0%		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	167	300	281	33	55	65
Number Scoring 55–100	104	211	214	8	30	39
Number Scoring 65–100	72	136	121	5	17	15
Number Scoring 85–100	13	17	15	2	1	1
Percentage of Tested Scoring 55–100	62%	70%	76%	24%	55%	60%
Percentage of Tested Scoring 65–100	43%	45%	43%	15%	31%	23%
Percentage of Tested Scoring 85–100	8%	6%	5%	6%	2%	2%

(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	145	123		15	23	
Number Scoring 55–100	72	71		5	8	
Number Scoring 65–100	47	42		3	3	
Number Scoring 85–100	6	7		0	0	
Percentage of Tested Scoring 55–100	50%	58%		33%	35%	
Percentage of Tested Scoring 65–100	32%	34%		20%	13%	
Percentage of Tested Scoring 85–100	4%	6%		0%	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		119	180		18	31
Number Scoring 55–100		72	139		5	22
Number Scoring 65–100		58	88		4	12
Number Scoring 85–100		10	12		0	1
Percentage of Tested Scoring 55–100		61%	77%		28%	71%
Percentage of Tested Scoring 65–100		49%	49%		22%	39%
Percentage of Tested Scoring 85–100		8%	7%		0%	3%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		84	240		10	44
Number Scoring 55–100		74	223		8	36
Number Scoring 65–100		65	191		4	30
Number Scoring 85–100		7	35		1	4
Percentage of Tested Scoring 55–100		88%	93%		80%	82%
Percentage of Tested Scoring 65–100		77%	80%		40%	68%
Percentage of Tested Scoring 85–100		8%	15%		10%	9%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		41	81		2	5
Number Scoring 55–100		34	63		#	2
Number Scoring 65–100		28	55		#	2
Number Scoring 85–100		8	14		#	0
Percentage of Tested Scoring 55–100		83%	78%		#	40%
Percentage of Tested Scoring 65–100		68%	68%		#	40%
Percentage of Tested Scoring 85–100		20%	17%		#	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	349	259	170	146	231
2001	393	213	150	149	226
2002	451	279	181	127	260

\*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	83	43	46	28	50
2001	96	48	27	40	53
2002	103	70	35	25	58

\*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>	231	226	260	50	53	58
<b>Comprehensive French</b>						
Number Tested	22	11	8	0	0	1
Number Scoring 55–100	20	11	8	0	0	#
Number Scoring 65–100	19	8	8	0	0	#
Number Scoring 85–100	9	1	2	0	0	#
Percentage of AGE Tested	10%	5%	3%	0%	0%	#
Percentage of AGE Scoring 55–100	9%	5%	3%	0%	0%	#
Percentage of AGE Scoring 65–100	8%	4%	3%	0%	0%	#
Percentage of AGE Scoring 85–100	4%	0%	1%	0%	0%	#
Percentage of Tested Scoring 65–100	86%	73%	100%	0%	0%	#
<b>Comprehensive Italian</b>						
Number Tested	4	4	3	0	1	0
Number Scoring 55–100	#	#	#	0	#	0
Number Scoring 65–100	#	#	#	0	#	0
Number Scoring 85–100	#	#	#	0	#	0
Percentage of AGE Tested	#	#	#	0%	#	0%
Percentage of AGE Scoring 55–100	#	#	#	0%	#	0%
Percentage of AGE Scoring 65–100	#	#	#	0%	#	0%
Percentage of AGE Scoring 85–100	#	#	#	0%	#	0%
Percentage of Tested Scoring 65–100	#	#	#	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>	231	226	260	50	53	58
<b>Comprehensive Spanish</b>						
Number Tested	22	55	42	0	1	1
Number Scoring 55–100	19	48	39	0	#	#
Number Scoring 65–100	15	36	36	0	#	#
Number Scoring 85–100	5	16	20	0	#	#
Percentage of AGE Tested	10%	24%	16%	0%	#	#
Percentage of AGE Scoring 55–100	8%	21%	15%	0%	#	#
Percentage of AGE Scoring 65–100	6%	16%	14%	0%	#	#
Percentage of AGE Scoring 85–100	2%	7%	8%	0%	#	#
Percentage of Tested Scoring 65–100	68%	65%	86%	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>	231	226	260	50	53	58
<b>Sequential Mathematics, Course II</b>						
Number Tested	90	101	115	4	7	11
Number Scoring 55–100	79	65	67	#	3	6
Number Scoring 65–100	72	56	53	#	3	5
Number Scoring 85–100	25	17	12	#	1	1
Percentage of AGE Tested	39%	45%	44%	#	13%	19%
Percentage of AGE Scoring 55–100	34%	29%	26%	#	6%	10%
Percentage of AGE Scoring 65–100	31%	25%	20%	#	6%	9%
Percentage of AGE Scoring 85–100	11%	8%	5%	#	2%	2%
Percentage of Tested Scoring 65–100	80%	55%	46%	#	43%	45%
<b>Sequential Mathematics, Course III</b>						
Number Tested	66	64	68	2	3	5
Number Scoring 55–100	58	55	44	#	#	5
Number Scoring 65–100	51	48	34	#	#	4
Number Scoring 85–100	16	13	5	#	#	1
Percentage of AGE Tested	29%	28%	26%	#	#	9%
Percentage of AGE Scoring 55–100	25%	24%	17%	#	#	9%
Percentage of AGE Scoring 65–100	22%	21%	13%	#	#	7%
Percentage of AGE Scoring 85–100	7%	6%	2%	#	#	2%
Percentage of Tested Scoring 65–100	77%	75%	50%	#	#	80%
<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>	231	226	260	50	53	58
<b>Earth Science (last administered January 2001)</b>						
Number Tested	96	69		6	4	
Number Scoring 55–100	60	43		5	#	
Number Scoring 65–100	37	29		1	#	
Number Scoring 85–100	8	5		0	#	
Percentage of AGE Tested	42%	31%		12%	#	
Percentage of AGE Scoring 55–100	26%	19%		10%	#	
Percentage of AGE Scoring 65–100	16%	13%		2%	#	
Percentage of AGE Scoring 85–100	3%	2%		0%	#	
Percentage of Tested Scoring 65–100	39%	42%		17%	#	
<b>Biology (last administered January 2001)</b>						
Number Tested	176	105		11	15	
Number Scoring 55–100	119	47		7	5	
Number Scoring 65–100	80	29		5	4	
Number Scoring 85–100	13	4		1	0	
Percentage of AGE Tested	76%	46%		22%	28%	
Percentage of AGE Scoring 55–100	52%	21%		14%	9%	
Percentage of AGE Scoring 65–100	35%	13%		10%	8%	
Percentage of AGE Scoring 85–100	6%	2%		2%	0%	
Percentage of Tested Scoring 65–100	45%	28%		45%	27%	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	43	86	65	2	4	6
Number Scoring 55–100	34	49	38	#	#	1
Number Scoring 65–100	25	25	19	#	#	0
Number Scoring 85–100	7	4	2	#	#	0
Percentage of AGE Tested	19%	38%	25%	#	#	10%
Percentage of AGE Scoring 55–100	15%	22%	15%	#	#	2%
Percentage of AGE Scoring 65–100	11%	11%	7%	#	#	0%
Percentage of AGE Scoring 85–100	3%	2%	1%	#	#	0%
Percentage of Tested Scoring 65–100	58%	29%	29%	#	#	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	231	226	260	50	53	58
<b>Physics (last administered January 2002)</b>						
Number Tested	21	9	12	0	0	1
Number Scoring 55–100	13	9	11	0	0	#
Number Scoring 65–100	11	5	9	0	0	#
Number Scoring 85–100	4	2	3	0	0	#
Percentage of AGE Tested	9%	4%	5%	0%	0%	#
Percentage of AGE Scoring 55–100	6%	4%	4%	0%	0%	#
Percentage of AGE Scoring 65–100	5%	2%	3%	0%	0%	#
Percentage of AGE Scoring 85–100	2%	1%	1%	0%	0%	#
Percentage of Tested Scoring 65–100	52%	56%	75%	0%	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			45			6
Number Scoring 55–100			30			3
Number Scoring 65–100			16			1
Number Scoring 85–100			1			0
Percentage of AGE Tested			17%			10%
Percentage of AGE Scoring 55–100			12%			5%
Percentage of AGE Scoring 65–100			6%			2%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			36%			17%
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			0			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			0%			0%
Percentage of AGE Scoring 55–100			0%			0%
Percentage of AGE Scoring 65–100			0%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			0%			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	119	77%	40	90%	89	97%
Students with Disabilities	35	43%	25	92%	27	74%

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	3	0	#	#	#	#
Mathematics, Science, & Technology	3	0	#	#	#	#
Health, Phys. Ed., & Fam. & Cons. Sci.	3	0	#	#	#	#
Social Studies	3	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	136	136	22	22	158	158
Number Scoring 55–64	45	31	3	5	48	36
Number Scoring 65–84	65	38	9	7	74	45
Number Scoring 85–100	14	12	1	1	15	13
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	158	44	202
Number Scoring 55–64	21	3	24
Number Scoring 65–84	71	17	88
Number Scoring 85–100	20	1	21
Approved Alternatives	0	0	0

(Form – O)