

New York State School Report Card Comprehensive Information Report

BEDS Code : 54-08-01-04-0001
 Name : Gilboa Conesville Central School
 Principal: Lisa Slutzky

Grade Range : K-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	22	34	30
First	23	22	38
Second	27	26	18
Third	19	30	24
Fourth	27	24	28
Fifth	31	28	26
Sixth	17	30	25
Ungraded Elementary	0	2	3
Seventh	40	23	31
Eighth	31	37	25
Ninth	34	30	39
Tenth	29	32	25
Eleventh	36	28	28
Twelfth	33	34	23
Ungraded Secondary	0	8	0
Total K-12 Enrollment	369	388	363

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	0.8%	2	0.5%	2	0.6%
Black (Not Hispanic)	11	3.0%	7	1.8%	8	2.2%
Hispanic	5	1.4%	4	1.0%	3	0.8%
White (Not Hispanic)	350	94.9%	375	96.6%	350	96.4%

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%	1	0.3%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	11	17	15
Common Branch	14	15	15
English Grade 8	16	18	12
Mathematics Grade 8	15	18	14
Science Grade 8	16	18	13
Social Studies Grade 8	15	18	13
English Grade 10	16	14	12
Mathematics Grade 10	15	15	9
Science Grade 10	19	16	15
Social Studies Grade 10	17	15	12

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
64	All schools in this group are elementary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for elementary 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		94.8%		96.5%		94.1%
Student Suspensions	8	2.0%	5	1.4%	4	1.0%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	23.6%	24.5%	26.2%
Reduced Lunch	17.3%	14.9%	16.3%
Public Assistance	31-40%	51-60%	11-20%
Student Stability	100%	100%	100%

Staff Counts

Staff	2001–2002
Total Teachers	42
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching out of Certification*	6
Teachers with Temporary Licenses	1

*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	24	9	38%	27	12	44%	21	12	57%
Students with Disabilities	3	0	0%	3	0	0%	0	0	0%
All Students	27	9	33%	30	12	40%	21	12	57%

*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	7	11	0	1	2	0
Percent	33%	52%	0%	5%	10%	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)
0	0	0	0

*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					1	0.9%
	Entered GED Program*					1	0.9%
	Total Noncompleters					2	1.7%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	1	0.8%	4	3.1%	1	0.9%
	Entered GED Program*	2	1.5%	2	1.5%	1	0.9%
	Total Noncompleters	3	2.3%	6	4.6%	2	1.7%

*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)

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	0	0%	0	0%	16	69%

Students with Disabilities

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	0	0%	0	0%	3	#

(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	0	0%	1	#	0	0%
Science	14	71%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	5	80%	1	#	0	0%
U.S. Hist & Gov't	11	73%	7	71%	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	75%	3	#	3	#
Science	4	75%	2	#	4	#
Reading	3	67%	0	0%	1	#
Writing	3	33%	0	0%	0	0%
Global Studies	1	0%	3	#	3	#
U.S. Hist & Gov't	3	67%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	34	27	23	3	1	3
Number Scoring 55–100	33	27	21	#	#	#
Number Scoring 65–100	30	25	20	#	#	#
Number Scoring 85–100	4	10	8	#	#	#
Percentage of Tested Scoring 55–100	97%	100%	91%	#	#	#
Percentage of Tested Scoring 65–100	88%	93%	87%	#	#	#
Percentage of Tested Scoring 85–100	12%	37%	35%	#	#	#
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	40	39	13	2	3	1
Number Scoring 55–100	34	30	10	#	#	#
Number Scoring 65–100	23	18	9	#	#	#
Number Scoring 85–100	5	6	3	#	#	#
Percentage of Tested Scoring 55–100	85%	77%	77%	#	#	#
Percentage of Tested Scoring 65–100	57%	46%	69%	#	#	#
Percentage of Tested Scoring 85–100	12%	15%	23%	#	#	#
Mathematics A						
Number Tested	2	0	4	0	0	1
Number Scoring 55–100	#	0	#	0	0	#
Number Scoring 65–100	#	0	#	0	0	#
Number Scoring 85–100	#	0	#	0	0	#
Percentage of Tested Scoring 55–100	#	0%	#	0%	0%	#
Percentage of Tested Scoring 65–100	#	0%	#	0%	0%	#
Percentage of Tested Scoring 85–100	#	0%	#	0%	0%	#
Global Studies (last administered January 2000)						
Number Tested	1			0		
Number Scoring 55–100	#			0		
Number Scoring 65–100	#			0		
Number Scoring 85–100	#			0		
Percentage of Tested Scoring 55–100	#			0%		
Percentage of Tested Scoring 65–100	#			0%		
Percentage of Tested Scoring 85–100	#			0%		
Global History and Geography (first administered June 2000)						
Number Tested	25	26	24	1	3	1
Number Scoring 55–100	24	25	23	#	#	#
Number Scoring 65–100	23	20	21	#	#	#
Number Scoring 85–100	5	4	4	#	#	#
Percentage of Tested Scoring 55–100	96%	96%	96%	#	#	#
Percentage of Tested Scoring 65–100	92%	77%	88%	#	#	#
Percentage of Tested Scoring 85–100	20%	15%	17%	#	#	#

(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	18	3		0	0	
Number Scoring 55–100	18	#		0	0	
Number Scoring 65–100	15	#		0	0	
Number Scoring 85–100	2	#		0	0	
Percentage of Tested Scoring 55–100	100%	#		0%	0%	
Percentage of Tested Scoring 65–100	83%	#		0%	0%	
Percentage of Tested Scoring 85–100	11%	#		0%	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		27	23		1	4
Number Scoring 55–100		25	22		#	#
Number Scoring 65–100		22	16		#	#
Number Scoring 85–100		11	4		#	#
Percentage of Tested Scoring 55–100		93%	96%		#	#
Percentage of Tested Scoring 65–100		81%	70%		#	#
Percentage of Tested Scoring 85–100		41%	17%		#	#
Living Environment (first administered June 2001)						
Number Tested		30	26		3	0
Number Scoring 55–100		30	26		#	0
Number Scoring 65–100		27	26		#	0
Number Scoring 85–100		1	5		#	0
Percentage of Tested Scoring 55–100		100%	100%		#	0%
Percentage of Tested Scoring 65–100		90%	100%		#	0%
Percentage of Tested Scoring 85–100		3%	19%		#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		2	6		0	0
Number Scoring 55–100		#	6		0	0
Number Scoring 65–100		#	6		0	0
Number Scoring 85–100		#	1		0	0
Percentage of Tested Scoring 55–100		#	100%		0%	0%
Percentage of Tested Scoring 65–100		#	100%		0%	0%
Percentage of Tested Scoring 85–100		#	17%		0%	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	35	29	32	33	32
2001	33	30	30	33	32
2002	36	24	30	21	28

*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	2	3	3	4
2001	4	8	4	3	5
2002	3	2	9	0	4

*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)	32	32	28	4	5	4
Comprehensive French						
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 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	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of AGE Tested	0%	#	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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)	32	32	28	4	5	4
Comprehensive Spanish						
Number Tested	13	10	10	0	0	0
Number Scoring 55–100	13	10	10	0	0	0
Number Scoring 65–100	13	10	10	0	0	0
Number Scoring 85–100	3	8	5	0	0	0
Percentage of AGE Tested	41%	31%	36%	0%	0%	0%
Percentage of AGE Scoring 55–100	41%	31%	36%	0%	0%	0%
Percentage of AGE Scoring 65–100	41%	31%	36%	0%	0%	0%
Percentage of AGE Scoring 85–100	9%	25%	18%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	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)	32	32	28	4	5	4
Sequential Mathematics, Course II						
Number Tested	11	16	16	0	0	0
Number Scoring 55–100	11	16	13	0	0	0
Number Scoring 65–100	10	16	13	0	0	0
Number Scoring 85–100	3	9	11	0	0	0
Percentage of AGE Tested	34%	50%	57%	0%	0%	0%
Percentage of AGE Scoring 55–100	34%	50%	46%	0%	0%	0%
Percentage of AGE Scoring 65–100	31%	50%	46%	0%	0%	0%
Percentage of AGE Scoring 85–100	9%	28%	39%	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	100%	81%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	13	11	8	0	0	0
Number Scoring 55–100	11	8	5	0	0	0
Number Scoring 65–100	9	7	5	0	0	0
Number Scoring 85–100	0	2	1	0	0	0
Percentage of AGE Tested	41%	34%	29%	0%	0%	0%
Percentage of AGE Scoring 55–100	34%	25%	18%	0%	0%	0%
Percentage of AGE Scoring 65–100	28%	22%	18%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	6%	4%	0%	0%	0%
Percentage of Tested Scoring 65–100	69%	64%	62%	0%	0%	0%
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)	32	32	28	4	5	4
Earth Science (last administered January 2001)						
Number Tested	6	0		0	0	
Number Scoring 55–100	6	0		0	0	
Number Scoring 65–100	4	0		0	0	
Number Scoring 85–100	0	0		0	0	
Percentage of AGE Tested	19%	0%		0%	0%	
Percentage of AGE Scoring 55–100	19%	0%		0%	0%	
Percentage of AGE Scoring 65–100	12%	0%		0%	0%	
Percentage of AGE Scoring 85–100	0%	0%		0%	0%	
Percentage of Tested Scoring 65–100	67%	0%		0%	0%	
Biology (last administered January 2001)						
Number Tested	41	18		3	2	
Number Scoring 55–100	39	14		#	#	
Number Scoring 65–100	27	8		#	#	
Number Scoring 85–100	3	0		#	#	
Percentage of AGE Tested	128%	56%		#	#	
Percentage of AGE Scoring 55–100	122%	44%		#	#	
Percentage of AGE Scoring 65–100	84%	25%		#	#	
Percentage of AGE Scoring 85–100	9%	0%		#	#	
Percentage of Tested Scoring 65–100	66%	44%		#	#	
Chemistry (last administered January 2002)						
Number Tested	17	32	0	1	0	0
Number Scoring 55–100	16	27	0	#	0	0
Number Scoring 65–100	11	18	0	#	0	0
Number Scoring 85–100	1	2	0	#	0	0
Percentage of AGE Tested	53%	100%	0%	#	0%	0%
Percentage of AGE Scoring 55–100	50%	84%	0%	#	0%	0%
Percentage of AGE Scoring 65–100	34%	56%	0%	#	0%	0%
Percentage of AGE Scoring 85–100	3%	6%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	65%	56%	0%	#	0%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	32	32	28	4	5	4
Physics (last administered January 2002)						
Number Tested	9	10	1	1	0	0
Number Scoring 55–100	9	10	#	#	0	0
Number Scoring 65–100	6	7	#	#	0	0
Number Scoring 85–100	0	1	#	#	0	0
Percentage of AGE Tested	28%	31%	#	#	0%	0%
Percentage of AGE Scoring 55–100	28%	31%	#	#	0%	0%
Percentage of AGE Scoring 65–100	19%	22%	#	#	0%	0%
Percentage of AGE Scoring 85–100	0%	3%	#	#	0%	0%
Percentage of Tested Scoring 65–100	67%	70%	#	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			16			0
Number Scoring 55–100			16			0
Number Scoring 65–100			13			0
Number Scoring 85–100			1			0
Percentage of AGE Tested			57%			0%
Percentage of AGE Scoring 55–100			57%			0%
Percentage of AGE Scoring 65–100			46%			0%
Percentage of AGE Scoring 85–100			4%			0%
Percentage of Tested Scoring 65–100			81%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			6			0
Number Scoring 55–100			2			0
Number Scoring 65–100			2			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			21%			0%
Percentage of AGE Scoring 55–100			7%			0%
Percentage of AGE Scoring 65–100			7%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			33%			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	13	100%	11	100%	2	#
Students with Disabilities	7	100%	3	#	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
Nov 2001	General-Education Students	17	0%	0%	47%	53%
	Students with Disabilities	9	0%	0%	100%	0%
	All Students	26	0%	0%	65%	35%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	20	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	24	0%	8%	88%	4%

(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	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	0	0	0	0	0	0
Number Scoring 55–64	0	0	0	0	0	0
Number Scoring 65–84	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
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	21	6	27
Number Scoring 55–64	3	1	4
Number Scoring 65–84	13	2	15
Number Scoring 85–100	3	0	3
Approved Alternatives	0	0	0

(Form – O)