

# New York State District Report Card Comprehensive Information Report

BEDS Code : 60-08-01-04-0000  
 Name : Spencer-Van Etten Central School District  
 Superintendent: Mr. C. Thomas Bailey

Grade Range :

## Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	32	32	32
Kindergarten	88	87	95
First	99	78	76
Second	74	92	71
Third	92	75	93
Fourth	88	89	81
Fifth	92	90	91
Sixth	106	92	89
Ungraded Elementary	0	0	0
Seventh	108	108	101
Eighth	82	105	117
Ninth	103	82	103
Tenth	98	100	80
Eleventh	88	101	99
Twelfth	80	88	89
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1198	1187	1185

## 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	0.8%	9	0.8%	8	0.7%
Black (Not Hispanic)	6	0.5%	9	0.8%	6	0.5%
Hispanic	4	0.3%	4	0.3%	5	0.4%
White (Not Hispanic)	1179	98.4%	1165	98.1%	1166	98.4%

## 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%	1	0.1%	1	0.1%

## Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	18	16	19
Common Branch	20	20	21
English Grade 8	0	21	23
Mathematics Grade 8	16	20	23
Science Grade 8	12	19	23
Social Studies Grade 8	16	20	22
English Grade 10	16	0	0
Mathematics Grade 10	19	20	25
Science Grade 10	0	21	19
Social Studies Grade 10	16	0	0

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

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

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>		94.3%		94.6%		92.9%
<b>Student Suspensions</b>	34	2.9%	33	2.8%	53	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>	26.4%	22.6%	23.1%
<b>Reduced Lunch</b>	14.9%	15.3%	13.6%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2001–2002</b>
Total Teachers	95
Total Other Professional Staff	11
Total Paraprofessionals	30
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	55	36	65%	65	65	100%	72	40	56%
Students with Disabilities	2	0	0%	3	1	33%	1	1	100%
All Students	57	36	63%	68	66	97%	73	41	56%

\*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	31	26	4	1	10	1
Percent	42%	36%	5%	1%	14%	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)
1	1	7	8

\*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					10	2.7%
	Entered GED Program*					2	0.5%
	Total Noncompleters					12	3.2%
Students with Disabilities	Dropped Out					5	1.3%
	Entered GED Program*					0	0.0%
	Total Noncompleters					5	1.3%
All Students	Dropped Out	11	3.0%	9	2.4%	15	4.0%
	Entered GED Program*	0	0.0%	0	0.0%	2	0.5%
	Total Noncompleters	11	3.0%	9	2.4%	17	4.6%

\*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)

# 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%	26	100%	39	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	65	86%	53	74%

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	5	80%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	3	#	6	17%

(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%	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	0	0%

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	7	71%	0	0%
Science	3	#	5	40%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	1	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	77	77	75	3	1	3
Number Scoring 55–100	75	77	75	#	#	#
Number Scoring 65–100	65	74	69	#	#	#
Number Scoring 85–100	17	14	28	#	#	#
Percentage of Tested Scoring 55–100	97%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	84%	96%	92%	#	#	#
Percentage of Tested Scoring 85–100	22%	18%	37%	#	#	#
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	98	26	4	1	2	0
Number Scoring 55–100	80	20	#	#	#	0
Number Scoring 65–100	69	12	#	#	#	0
Number Scoring 85–100	32	0	#	#	#	0
Percentage of Tested Scoring 55–100	82%	77%	#	#	#	0%
Percentage of Tested Scoring 65–100	70%	46%	#	#	#	0%
Percentage of Tested Scoring 85–100	33%	0%	#	#	#	0%
<b>Mathematics A</b>						
Number Tested	0	0	70	0	0	2
Number Scoring 55–100	0	0	49	0	0	#
Number Scoring 65–100	0	0	45	0	0	#
Number Scoring 85–100	0	0	11	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	70%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	64%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	16%	0%	0%	#
<b>Global Studies (last administered January 2000)</b>						
Number Tested	89			2		
Number Scoring 55–100	87			#		
Number Scoring 65–100	81			#		
Number Scoring 85–100	31			#		
Percentage of Tested Scoring 55–100	98%			#		
Percentage of Tested Scoring 65–100	91%			#		
Percentage of Tested Scoring 85–100	35%			#		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	88	79	65	2	5	4
Number Scoring 55–100	84	79	64	#	5	#
Number Scoring 65–100	76	72	58	#	4	#
Number Scoring 85–100	31	39	29	#	0	#
Percentage of Tested Scoring 55–100	95%	100%	98%	#	100%	#
Percentage of Tested Scoring 65–100	86%	91%	89%	#	80%	#
Percentage of Tested Scoring 85–100	35%	49%	45%	#	0%	#

(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	76	0		3	0	
Number Scoring 55–100	73	0		#	0	
Number Scoring 65–100	65	0		#	0	
Number Scoring 85–100	16	0		#	0	
Percentage of Tested Scoring 55–100	96%	0%		#	0%	
Percentage of Tested Scoring 65–100	86%	0%		#	0%	
Percentage of Tested Scoring 85–100	21%	0%		#	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		83	77		1	3
Number Scoring 55–100		81	64		#	#
Number Scoring 65–100		68	52		#	#
Number Scoring 85–100		25	17		#	#
Percentage of Tested Scoring 55–100		98%	83%		#	#
Percentage of Tested Scoring 65–100		82%	68%		#	#
Percentage of Tested Scoring 85–100		30%	22%		#	#
<b>Living Environment (first administered June 2001)</b>						
Number Tested		71	73		3	4
Number Scoring 55–100		71	72		#	#
Number Scoring 65–100		69	69		#	#
Number Scoring 85–100		19	19		#	#
Percentage of Tested Scoring 55–100		100%	99%		#	#
Percentage of Tested Scoring 65–100		97%	95%		#	#
Percentage of Tested Scoring 85–100		27%	26%		#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		78	100		6	3
Number Scoring 55–100		65	94		4	#
Number Scoring 65–100		57	79		4	#
Number Scoring 85–100		15	30		0	#
Percentage of Tested Scoring 55–100		83%	94%		67%	#
Percentage of Tested Scoring 65–100		73%	79%		67%	#
Percentage of Tested Scoring 85–100		19%	30%		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	88	90	80	67	81
2001	84	83	89	73	82
2002	92	72	82	87	83

\*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	3	3	3
2001	14	12	7	7	10
2002	10	11	11	8	10

\*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>	81	82	83	3	10	10
<b>Comprehensive French</b>						
Number Tested	13	16	15	0	0	0
Number Scoring 55–100	13	16	15	0	0	0
Number Scoring 65–100	13	16	15	0	0	0
Number Scoring 85–100	7	11	10	0	0	0
Percentage of AGE Tested	16%	20%	18%	0%	0%	0%
Percentage of AGE Scoring 55–100	16%	20%	18%	0%	0%	0%
Percentage of AGE Scoring 65–100	16%	20%	18%	0%	0%	0%
Percentage of AGE Scoring 85–100	9%	13%	12%	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>	81	82	83	3	10	10
<b>Comprehensive Spanish</b>						
Number Tested	39	45	36	0	1	1
Number Scoring 55–100	39	45	36	0	#	#
Number Scoring 65–100	39	42	36	0	#	#
Number Scoring 85–100	10	23	20	0	#	#
Percentage of AGE Tested	48%	55%	43%	0%	#	#
Percentage of AGE Scoring 55–100	48%	55%	43%	0%	#	#
Percentage of AGE Scoring 65–100	48%	51%	43%	0%	#	#
Percentage of AGE Scoring 85–100	12%	28%	24%	0%	#	#
Percentage of Tested Scoring 65–100	100%	93%	100%	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>	81	82	83	3	10	10
<b>Sequential Mathematics, Course II</b>						
Number Tested	53	70	17	0	2	1
Number Scoring 55–100	47	52	13	0	#	#
Number Scoring 65–100	43	46	12	0	#	#
Number Scoring 85–100	22	12	0	0	#	#
Percentage of AGE Tested	65%	85%	20%	0%	#	#
Percentage of AGE Scoring 55–100	58%	63%	16%	0%	#	#
Percentage of AGE Scoring 65–100	53%	56%	14%	0%	#	#
Percentage of AGE Scoring 85–100	27%	15%	0%	0%	#	#
Percentage of Tested Scoring 65–100	81%	66%	71%	0%	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	37	39	35	0	0	0
Number Scoring 55–100	32	29	23	0	0	0
Number Scoring 65–100	31	22	21	0	0	0
Number Scoring 85–100	12	9	4	0	0	0
Percentage of AGE Tested	46%	48%	42%	0%	0%	0%
Percentage of AGE Scoring 55–100	40%	35%	28%	0%	0%	0%
Percentage of AGE Scoring 65–100	38%	27%	25%	0%	0%	0%
Percentage of AGE Scoring 85–100	15%	11%	5%	0%	0%	0%
Percentage of Tested Scoring 65–100	84%	56%	60%	0%	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>	81	82	83	3	10	10
<b>Earth Science (last administered January 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%	
<b>Biology (last administered January 2001)</b>						
Number Tested	74	0		2	0	
Number Scoring 55–100	63	0		#	0	
Number Scoring 65–100	51	0		#	0	
Number Scoring 85–100	15	0		#	0	
Percentage of AGE Tested	91%	0%		#	0%	
Percentage of AGE Scoring 55–100	78%	0%		#	0%	
Percentage of AGE Scoring 65–100	63%	0%		#	0%	
Percentage of AGE Scoring 85–100	19%	0%		#	0%	
Percentage of Tested Scoring 65–100	69%	0%		#	0%	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	42	38	2	0	2	0
Number Scoring 55–100	42	37	#	0	#	0
Number Scoring 65–100	41	34	#	0	#	0
Number Scoring 85–100	12	10	#	0	#	0
Percentage of AGE Tested	52%	46%	#	0%	#	0%
Percentage of AGE Scoring 55–100	52%	45%	#	0%	#	0%
Percentage of AGE Scoring 65–100	51%	41%	#	0%	#	0%
Percentage of AGE Scoring 85–100	15%	12%	#	0%	#	0%
Percentage of Tested Scoring 65–100	98%	89%	#	0%	#	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	81	82	83	3	10	10
<b>Physics (last administered January 2002)</b>						
Number Tested	5	12	0	0	0	0
Number Scoring 55–100	5	11	0	0	0	0
Number Scoring 65–100	5	9	0	0	0	0
Number Scoring 85–100	2	3	0	0	0	0
Percentage of AGE Tested	6%	15%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	6%	13%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	6%	11%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	2%	4%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	75%	0%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			50			1
Number Scoring 55–100			43			#
Number Scoring 65–100			39			#
Number Scoring 85–100			2			#
Percentage of AGE Tested			60%			#
Percentage of AGE Scoring 55–100			52%			#
Percentage of AGE Scoring 65–100			47%			#
Percentage of AGE Scoring 85–100			2%			#
Percentage of Tested Scoring 65–100			78%			#
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			15			0
Number Scoring 55–100			6			0
Number Scoring 65–100			2			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			18%			0%
Percentage of AGE Scoring 55–100			7%			0%
Percentage of AGE Scoring 65–100			2%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			13%			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	92%	3	#	1	#
Students with Disabilities	2	#	0	0%	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	88	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	91	2%	2%	65%	31%

## 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	99	0%	15%	81%	4%
	Students with Disabilities	16	0%	63%	38%	0%
	All Students	115	0%	22%	75%	3%

(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	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
<b>Middle Level</b>						
English Language Arts	2	0	#	#	#	#
Mathematics, Science, & Technology	2	0	#	#	#	#
Health, Phys. Ed., & Fam. & Cons. Sci.	2	0	#	#	#	#
Social Studies	2	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	78	78	9	9	87	87
Number Scoring 55–64	2	9	0	0	2	9
Number Scoring 65–84	44	38	0	1	44	39
Number Scoring 85–100	30	28	1	0	31	28
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	75	12	87
Number Scoring 55–64	1	0	1
Number Scoring 65–84	48	3	51
Number Scoring 85–100	19	0	19
Approved Alternatives	0	0	0

(Form – O)