New York State District Report Card
Comprehensive Information Report

BEDS Code: 46-01-02-04-0000
Name: Altmar-Parish-Williamstown Central School District
Superintendent: Hollace H. Craven

## Fall Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Kindergarten</td>
<td>127</td>
<td>120</td>
<td>107</td>
</tr>
<tr>
<td>First</td>
<td>137</td>
<td>121</td>
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</tr>
<tr>
<td>Second</td>
<td>135</td>
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<td>125</td>
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<td>137</td>
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<td>Fifth</td>
<td>171</td>
<td>118</td>
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</tr>
<tr>
<td>Sixth</td>
<td>155</td>
<td>173</td>
<td>134</td>
</tr>
<tr>
<td>Ungraded Elementary</td>
<td>0</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>Seventh</td>
<td>132</td>
<td>152</td>
<td>167</td>
</tr>
<tr>
<td>Eighth</td>
<td>132</td>
<td>129</td>
<td>145</td>
</tr>
<tr>
<td>Ninth</td>
<td>165</td>
<td>138</td>
<td>160</td>
</tr>
<tr>
<td>Tenth</td>
<td>126</td>
<td>138</td>
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</tr>
<tr>
<td>Eleventh</td>
<td>103</td>
<td>116</td>
<td>122</td>
</tr>
<tr>
<td>Twelfth</td>
<td>117</td>
<td>101</td>
<td>108</td>
</tr>
<tr>
<td>Ungraded Secondary</td>
<td>0</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Total K-12 Enrollment</td>
<td>1779</td>
<td>1721</td>
<td>1690</td>
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## Student Racial/Ethnic Origin

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>American Indian, Alaskan, Asian, or Pacific Islander</td>
<td>6</td>
<td>0.3%</td>
<td>3</td>
</tr>
<tr>
<td>Black (Not Hispanic)</td>
<td>6</td>
<td>0.3%</td>
<td>6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>0.3%</td>
<td>5</td>
</tr>
<tr>
<td>White (Not Hispanic)</td>
<td>1762</td>
<td>99.0%</td>
<td>1707</td>
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</table>

## Average Class Size

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>16</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Common Branch</td>
<td>19</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>English Grade 8</td>
<td>14</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Mathematics Grade 8</td>
<td>16</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>Science Grade 8</td>
<td>16</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Social Studies Grade 8</td>
<td>16</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>English Grade 10</td>
<td>0</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>Mathematics Grade 10</td>
<td>26</td>
<td>27</td>
<td>21</td>
</tr>
<tr>
<td>Science Grade 10</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Social Studies Grade 10</td>
<td>0</td>
<td>0</td>
<td>33</td>
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(Form – A)
District Need to Resource Capacity Category

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

Similar School Group and Description

<table>
<thead>
<tr>
<th>Similar School Group</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

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).

Student Demographics Used To Determine Similar Schools Group

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Eligible for Free Lunch</td>
<td>658</td>
<td>37.0%</td>
<td>505</td>
</tr>
</tbody>
</table>

Attendance and Suspension

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Students</td>
<td>% of Enroll.</td>
<td>No. of Students</td>
</tr>
<tr>
<td>Annual Attendance Rate</td>
<td>94.5%</td>
<td>93.4%</td>
<td>94.4%</td>
</tr>
<tr>
<td>Student Suspensions</td>
<td>112</td>
<td>6.2%</td>
<td>208</td>
</tr>
</tbody>
</table>

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduced Lunch</td>
<td>12.0%</td>
<td>10.3%</td>
<td>14.7%</td>
</tr>
<tr>
<td>Public Assistance</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Student Stability</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Staff Counts

<table>
<thead>
<tr>
<th>Staff</th>
<th>2002–2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Teachers</td>
<td>135</td>
</tr>
<tr>
<td>Total Other Professional Staff</td>
<td>22</td>
</tr>
<tr>
<td>Total Paraprofessionals</td>
<td>48</td>
</tr>
<tr>
<td>Teaching Out of Certification*</td>
<td>10</td>
</tr>
<tr>
<td>Teachers with Temporary Licenses</td>
<td>2</td>
</tr>
</tbody>
</table>

*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*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Regents</td>
<td>% Regents</td>
<td>Total</td>
<td>Regents</td>
<td>% Regents</td>
</tr>
<tr>
<td></td>
<td>Grads</td>
<td>Diplomas</td>
<td>Diplomas</td>
<td>Grads</td>
<td>Diplomas</td>
<td>Diplomas</td>
</tr>
<tr>
<td>General Education</td>
<td>95</td>
<td>39</td>
<td>41%</td>
<td>83</td>
<td>45</td>
<td>54%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>20</td>
<td>0</td>
<td>0%</td>
<td>8</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>All Students</td>
<td>115</td>
<td>39</td>
<td>34%</td>
<td>91</td>
<td>45</td>
<td>49%</td>
</tr>
</tbody>
</table>

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

#### Distribution of 2002–2003 Graduates (All Students)

<table>
<thead>
<tr>
<th></th>
<th>To 4-year College</th>
<th>To 2-year College</th>
<th>To Other Post-Secondary</th>
<th>To the Military</th>
<th>To Employment</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>23</td>
<td>46</td>
<td>3</td>
<td>11</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Percent</td>
<td>23%</td>
<td>45%</td>
<td>3%</td>
<td>11%</td>
<td>18%</td>
<td>1%</td>
</tr>
</tbody>
</table>

#### Number of High School Completers with Disabilities in 2002–2003

<table>
<thead>
<tr>
<th>Graduates*</th>
<th>Regents Diplomas</th>
<th>IEP Diplomas or Certificates</th>
<th>All 2002–2003 Completers (a+c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
<td>(a+c)</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

*Local Diplomas (including local diplomas with Regents endorsements)

#### High School Noncompletion Rates

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Students</td>
<td>% of Enroll.</td>
<td>No. of Students</td>
<td>% of Enroll.</td>
<td>No. of Students</td>
<td>% of Enroll.</td>
</tr>
<tr>
<td>General Education Students</td>
<td>Dropped Out</td>
<td>13</td>
<td>4</td>
<td>13</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Entered GED Program*</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total Noncompleters</td>
<td>13</td>
<td>5</td>
<td>13</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Dropped Out</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Entered GED Program*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total Noncompleters</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>All Students</td>
<td>Dropped Out</td>
<td>23</td>
<td>4.5%</td>
<td>21</td>
<td>4.2%</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Entered GED Program*</td>
<td>19</td>
<td>3.7%</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total Noncompleters</td>
<td>42</td>
<td>8.2%</td>
<td>21</td>
<td>4.2%</td>
<td>11</td>
</tr>
</tbody>
</table>

*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)
## Career Development and Occupational Studies (CDOS)

### Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K–3

<table>
<thead>
<tr>
<th>Grades</th>
<th>2000–01</th>
<th>2001–02</th>
<th>2002–03</th>
</tr>
</thead>
<tbody>
<tr>
<td>K–1</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>2–3</td>
<td>0%</td>
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</tbody>
</table>

### Students Developing a Career Plan, 4–12

<table>
<thead>
<tr>
<th>Grades</th>
<th>2000–01</th>
<th>2001–02</th>
<th>2002–03</th>
</tr>
</thead>
<tbody>
<tr>
<td>4–5</td>
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</tr>
<tr>
<td>Number of General-Education Students</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of Students with Disabilities</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of All Students</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percent of Enrollment</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>6–8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of General-Education Students</td>
<td>112</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of Students with Disabilities</td>
<td>18</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of All Students</td>
<td>130</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Percent of Enrollment</td>
<td>28%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>9–12</td>
<td></td>
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<tr>
<td>Number of General-Education Students</td>
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<td>0</td>
</tr>
<tr>
<td>Number of Students with Disabilities</td>
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<td>0</td>
</tr>
<tr>
<td>Number of All Students</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percent of Enrollment</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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</table>

### Second Language Proficiency Examinations

#### General-Education Students

<table>
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</thead>
<tbody>
<tr>
<td></td>
<td>No. Tested</td>
<td>% Passing</td>
<td>No. Tested</td>
</tr>
<tr>
<td>French</td>
<td>54</td>
<td>87%</td>
<td>48</td>
</tr>
<tr>
<td>German</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Italian</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Latin</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Spanish</td>
<td>66</td>
<td>56%</td>
<td>51</td>
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</table>

#### Students with Disabilities

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Tested</td>
<td>% Passing</td>
<td>No. Tested</td>
</tr>
<tr>
<td>French</td>
<td>2</td>
<td>#</td>
<td>2</td>
</tr>
<tr>
<td>German</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Italian</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Latin</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Spanish</td>
<td>7</td>
<td>0%</td>
<td>1</td>
</tr>
</tbody>
</table>

(Form-D)
# Regents Competency Tests

## General-Education Students

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Tested</td>
<td>% Passing</td>
<td>No. Tested</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>#</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Global Studies</td>
<td>2</td>
<td>#</td>
<td>0</td>
</tr>
<tr>
<td>U.S. Hist &amp; Gov't</td>
<td>7</td>
<td>57%</td>
<td>0</td>
</tr>
</tbody>
</table>

## Students with Disabilities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Tested</td>
<td>% Passing</td>
<td>No. Tested</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
<td>90%</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>#</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>4</td>
<td>#</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td>4</td>
<td>#</td>
<td>0</td>
</tr>
<tr>
<td>Global Studies</td>
<td>3</td>
<td>#</td>
<td>0</td>
</tr>
<tr>
<td>U.S. Hist &amp; Gov't</td>
<td>5</td>
<td>60%</td>
<td>0</td>
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</tbody>
</table>

(Form – E)
### Regents Examinations

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th></th>
<th>Students with Disabilities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Tested</td>
<td>111</td>
<td>114</td>
<td>118</td>
<td>9</td>
</tr>
<tr>
<td>Number Scoring 55–100</td>
<td>109</td>
<td>107</td>
<td>112</td>
<td>8</td>
</tr>
<tr>
<td>Number Scoring 65–100</td>
<td>97</td>
<td>93</td>
<td>105</td>
<td>3</td>
</tr>
<tr>
<td>Number Scoring 85–100</td>
<td>24</td>
<td>32</td>
<td>27</td>
<td>0</td>
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(Form – F)
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*Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment. (Form – G)*
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<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Percentage of Tested Scoring 85–100</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

(Form – H)
## Regents Examinations

### Sequential Mathematics, Course II (last administered January 2003)

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
<td>94</td>
<td>90</td>
</tr>
<tr>
<td>Number Scoring 55–100</td>
<td>72</td>
<td>76</td>
</tr>
<tr>
<td>Number Scoring 65–100</td>
<td>65</td>
<td>61</td>
</tr>
<tr>
<td>Number Scoring 85–100</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Percentage of Tested Scoring 55–100</td>
<td>77%</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of Tested Scoring 65–100</td>
<td>69%</td>
<td>68%</td>
</tr>
<tr>
<td>Percentage of Tested Scoring 85–100</td>
<td>18%</td>
<td>17%</td>
</tr>
</tbody>
</table>

### Sequential Mathematics, Course III

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
<td>36</td>
<td>68</td>
</tr>
<tr>
<td>Number Scoring 55–100</td>
<td>28</td>
<td>63</td>
</tr>
<tr>
<td>Number Scoring 65–100</td>
<td>26</td>
<td>60</td>
</tr>
<tr>
<td>Number Scoring 85–100</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>Percentage of Tested Scoring 55–100</td>
<td>78%</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of Tested Scoring 65–100</td>
<td>72%</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of Tested Scoring 85–100</td>
<td>44%</td>
<td>40%</td>
</tr>
</tbody>
</table>

(Form – I)
Introduction to Occupations Examination

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Tested</td>
<td>% Passing</td>
<td>No. Tested</td>
<td>% Passing</td>
<td>No. Tested</td>
<td>% Passing</td>
<td>No. Tested</td>
<td>% Passing</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>115</td>
<td>97%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>18</td>
<td>94%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Elementary-Level Social Studies

<table>
<thead>
<tr>
<th></th>
<th>Number Tested</th>
<th>% at Level 1</th>
<th>% at Level 2</th>
<th>% at Level 3</th>
<th>% at Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 2002</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>General-Education Students</td>
<td>112</td>
<td>3%</td>
<td>15%</td>
<td>75%</td>
<td>7%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>22</td>
<td>18%</td>
<td>27%</td>
<td>55%</td>
<td>0%</td>
</tr>
<tr>
<td>All Students</td>
<td>134</td>
<td>5%</td>
<td>17%</td>
<td>72%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Middle-Level Social Studies

<table>
<thead>
<tr>
<th></th>
<th>Number Tested</th>
<th>% at Level 1</th>
<th>% at Level 2</th>
<th>% at Level 3</th>
<th>% at Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2003</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>General-Education Students</td>
<td>121</td>
<td>1%</td>
<td>49%</td>
<td>49%</td>
<td>2%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>17</td>
<td>47%</td>
<td>53%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>All Students</td>
<td>138</td>
<td>7%</td>
<td>49%</td>
<td>43%</td>
<td>1%</td>
</tr>
</tbody>
</table>

(Form – J)
## New York State Alternate Assessments (NYSAA) 2002–2003

<table>
<thead>
<tr>
<th>Test</th>
<th>Elementary Level</th>
<th>Middle Level</th>
<th>Secondary Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tested</td>
<td>Not Tested</td>
<td>Level 1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### 1999 Cohort Performance on Regents Examinations after Four Years

<table>
<thead>
<tr>
<th>Test</th>
<th>General-Education Students</th>
<th>Students with Disabilities</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Global History &amp; Geo.</td>
<td>U.S. History &amp; Gov’t</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Global History &amp; Geo.</td>
<td>U.S. History &amp; Gov’t</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Global History &amp; Geo.</td>
<td>U.S. History &amp; Gov’t</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Global History &amp; Geo.</td>
<td>U.S. History &amp; Gov’t</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Global History &amp; Geo.</td>
<td>U.S. History &amp; Gov’t</td>
<td>Science</td>
</tr>
</tbody>
</table>

| Cohort Enrollment     | 101                          | 101                        | 101          |
| Number Scoring 55–64  | 6                            | 6                          | 6            |
| Number Scoring 65–84  | 62                           | 54                         | 59           |
| Number Scoring 85–100 | 26                           | 34                         | 20           |
| Approved Alternatives | 0                            | 0                          | 0            |