# New York State School Report Card
# Comprehensive Information Report

BEDS Code: 51-05-01-04-0001 Grade Range : 7-12
Name: Colton-Pierrepont Junior-Senior High School
Principal: Randy Johnson

## Fall Enrollment

| Grade | 2001–02 | 2002–03 | 2003–04 |
|---|---|---|---|
| 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 | 38 | 0 | 0 |
| Sixth | 31 | 0 | 0 |
| Ungraded Elementary | 0 | 0 | 0 |
| Seventh | 38 | 32 | 42 |
| Eighth | 28 | 34 | 27 |
| Ninth | 38 | 31 | 36 |
| Tenth | 35 | 36 | 27 |
| Eleventh | 30 | 32 | 32 |
| Twelfth | 26 | 29 | 28 |
| Ungraded Secondary | 0 | 0 | 0 |
| Total K-12 Enrollment | 264 | 194 | 192 |

## Student Racial/Ethnic Origin

| Race/Ethnicity | 2001–02 | | 2002–03 | | 2003–04 | |
|---|---|---|---|---|---|---|
| | No. of Students | % of Enroll. | No. of Students | % of Enroll. | No. of Students | % of Enroll. |
| American Indian, Alaskan, Asian, or Pacific Islander | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Black (Not Hispanic) | 2 | 0.8% | 3 | 1.5% | 2 | 1.0% |
| Hispanic | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| White (Not Hispanic) | 262 | 99.2% | 191 | 98.5% | 190 | 99.0% |

## Average Class Size

| Grade Level | 2001–02 | 2002–03 | 2003–04 |
|---|---|---|---|
| Kindergarten | 0 | 0 | 0 |
| Common Branch | 0 | 0 | 0 |
| English Grade 8 | 14 | 12 | 27 |
| Mathematics Grade 8 | 8 | 11 | 13 |
| Science Grade 8 | 16 | 17 | 28 |
| Social Studies Grade 8 | 0 | 0 | 27 |
| English Grade 10 | 15 | 14 | 28 |
| Mathematics Grade 10 | 7 | 13 | 9 |
| Science Grade 10 | 28 | 12 | 30 |
| Social Studies Grade 10 | 32 | 28 | 30 |

(Form – A)

## District Need to Resource Capacity Category

| N/RC Category | Description |
|---|---|
| 5 | This is a school district with average student needs in relation to district resource capacity. |

## Similar School Group and Description

| Similar School Group | Description |
|---|---|
| 51 | 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 higher 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).

## Student Demographics Used To Determine Similar Schools Group

| | 2001–02 | | 2002–03 | | 2003–04 | |
|---|---|---|---|---|---|---|
| | Count | Percent | Count | Percent | Count | Percent |
| **Limited English Proficient** | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **Eligible for Free Lunch** | 69 | 26.1% | 50 | 25.8% | 52 | 27.1% |

## Attendance and Suspension

| | 2000–01 | | 2001–02 | | 2002–03 | |
|---|---|---|---|---|---|---|
| | **No. of Students** | **% of Enroll.** | **No. of Students** | **% of Enroll.** | **No. of Students** | **% of Enroll.** |
| **Annual Attendance Rate** | | 96.0% | | 97.4% | | 97.9% |
| **Student Suspensions** | 12 | 5.9% | 20 | 7.6% | 29 | 15.0% |

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

| | 2001–02 | 2002–03 | 2003–04 |
|---|---|---|---|
| **Reduced Lunch** | 13.6% | 8.8% | 14.1% |
| **Public Assistance** | 41-50% | 21-30% | 41-50% |
| **Student Stability** | 100% | 100% | 100% |

## Staff Counts

| Staff | 2003–04 |
|---|---|
| Total Teachers | 20 |
| Total Other Professional Staff | 2 |
| Total Paraprofessionals | NA |
| Teaching Out of Certification* | 0 |

*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas*

| | 2001–02 | | | 2002–03 | | | 2003–04 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total Grads | Regents Diplomas | % Regents Diplomas | Total Grads | Regents Diplomas | % Regents Diplomas | Total Grads | Regents Diplomas | % Regents Diplomas |
| General Education | 19 | 16 | 84% | 31 | 21 | 68% | 4 | 3 | 75% |
| Students with Disabilities | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% |
| All Students | 19 | 16 | 84% | 31 | 21 | 68% | 4 | 3 | 75% |

*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 for the 2001–02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002–03 school year include August 2002 and January and June 2003 graduates; data for the 2003–04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003–04 Graduates (All Students)

| | To 4-year College | To 2-year College | To Other Post-Secondary | To the Military | To Employment | Other |
|---|---|---|---|---|---|---|
| **Number** | 3 | 1 | 0 | 0 | 0 | 0 |
| **Percent** | 75% | 25% | 0% | 0% | 0% | 0% |

## Number of High School Completers with Disabilities in 2003–04

| Graduates* (a) | Regents Diplomas (b) | IEP Diplomas or Certificates (c) | All 2003–04 Completers (a+c) |
|---|---|---|---|
| 0 | 0 | 0 | 0 |

*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

| | | 2001–02 | | 2002–03 | | 2003–04 | |
|---|---|---|---|---|---|---|---|
| | | No. of Students | % of Enroll. | No. of Students | % of Enroll. | No. of Students | % of Enroll. |
| **General-Education Students** | Dropped Out | 0 | | 1 | | 2 | 1.9% |
| | Entered GED Program* | 1 | | 0 | | 1 | 1.0% |
| | Total Noncompleters | 1 | | 1 | | 3 | 2.9% |
| **Students with Disabilities** | Dropped Out | 0 | | 1 | | 0 | 0.0% |
| | Entered GED Program* | 0 | | 0 | | 0 | 0.0% |
| | Total Noncompleters | 0 | | 1 | | 0 | 0.0% |
| **All Students** | Dropped Out | 0 | 0.0% | 2 | 1.6% | 2 | 1.7% |
| | Entered GED Program* | 1 | 0.8% | 0 | 0.0% | 1 | 0.9% |
| | Total Noncompleters | 1 | 0.8% | 2 | 1.6% | 3 | 2.6% |

*The number and percentage of students who left a program leading to a high school diploma and entered a 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

| Grades | 2001–02 | 2002–03 | 2003–04 |
|---|---|---|---|
| K–1 | 0% | 0% | 0% |
| 2–3 | 0% | 0% | 0% |

## Students Developing a Career Plan, 4–12

| Grades | | 2001–02 | 2002–03 | 2003–04 |
|---|---|---|---|---|
| 4–5 | Number of General-Education Students | 0 | 0 | 0 |
| | Number of Students with Disabilities | 1 | 0 | 0 |
| | Number of All Students | 1 | 0 | 0 |
| | Percent of Enrollment | 3% | 0% | 0% |
| 6–8 | Number of General-Education Students | 0 | 26 | 0 |
| | Number of Students with Disabilities | 17 | 3 | 0 |
| | Number of All Students | 17 | 29 | 0 |
| | Percent of Enrollment | 18% | 44% | 0% |
| 9–12 | Number of General-Education Students | 40 | 88 | 97 |
| | Number of Students with Disabilities | 16 | 20 | 27 |
| | Number of All Students | 56 | 108 | 124 |
| | Percent of Enrollment | 43% | 84% | 101% |

## Career and Technical Education (CTE) Programs

| CTE Program | This District | | Statewide Average |
|---|---|---|---|
| | Count | Percentage | |
| All CTE Programs | | | |
| Completed the CTE Program | | | |
| Completed and Passed Regents Exams | | | |
| Completed and had Course Average of 75% or More | | | |
| Completed and Attained a HS Diploma or Equivalent | | | |
| Completed and Whose Status is Known | | | |
| Completed and Were Successfully Placed | | | |
| Nontraditional Programs | | | |
| Underrepresented Gender Members Enrolled | | | |
| Underrepresented Gender Members Who Completed | | | |

**Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.**
**Note: Blank cells indicate that either the district did not have a CTE program or did not report data.**
**This data is reported only at the district level.**

(Form – D)

# Second Language Proficiency Examinations

### General-Education Students

| Test | 2001–02 | | 2002–03 | | 2003–04 | |
|---|---|---|---|---|---|---|
| | 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% | 0 | 0% |

### Students with Disabilities

| Test | 2001–02 | | 2002–03 | | 2003–04 | |
|---|---|---|---|---|---|---|
| | 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% | 0 | 0% |

# Regents Competency Tests

### General-Education Students

| Test | 2001–02 | | 2002–03 | | 2003–04 | |
|---|---|---|---|---|---|---|
| | No. Tested | % Passing | No. Tested | % Passing | No. Tested | % Passing |
| Mathematics | 0 | 0% | 1 | # | 0 | 0% |
| Science | 0 | 0% | 1 | # | 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 | 0 | 0% | 0 | 0% | 0 | 0% |

### Students with Disabilities

| Test | 2001–02 | | 2002–03 | | 2003–04 | |
|---|---|---|---|---|---|---|
| | No. Tested | % Passing | No. Tested | % Passing | No. Tested | % Passing |
| Mathematics | 0 | 0% | 0 | 0% | 0 | 0% |
| Science | 0 | 0% | 1 | # | 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 | 0 | 0% | 0 | 0% | 0 | 0% |

(Form – E)

# Regents Examinations

| | All Students | | | Students with Disabilities | | |
|---|---|---|---|---|---|---|
| | 2001–02 | 2002–03 | 2003–04 | 2001–02 | 2002–03 | 2003–04 |
| **Comprehensive English** | | | | | | |
| Number Tested | 25 | 28 | 4 | 0 | 2 | 0 |
| Number Scoring 55–100 | 25 | 28 | # | 0 | # | 0 |
| Number Scoring 65–100 | 24 | 25 | # | 0 | # | 0 |
| Number Scoring 85–100 | 16 | 8 | # | 0 | # | 0 |
| Percentage of Tested Scoring 55–100 | 100% | 100% | # | 0% | # | 0% |
| Percentage of Tested Scoring 65–100 | 96% | 89% | # | 0% | # | 0% |
| Percentage of Tested Scoring 85–100 | 64% | 29% | # | 0% | # | 0% |
| **Mathematics A** | | | | | | |
| Number Tested | 1 | 31 | 2 | 0 | 1 | 0 |
| Number Scoring 55–100 | # | 28 | # | 0 | # | 0 |
| Number Scoring 65–100 | # | 21 | # | 0 | # | 0 |
| Number Scoring 85–100 | # | 3 | # | 0 | # | 0 |
| Percentage of Tested Scoring 55–100 | # | 90% | # | 0% | # | 0% |
| Percentage of Tested Scoring 65–100 | # | 68% | # | 0% | # | 0% |
| Percentage of Tested Scoring 85–100 | # | 10% | # | 0% | # | 0% |
| **Mathematics B** | | | | | | |
| Number Tested | 0 | 0 | 4 | 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 Tested Scoring 55–100 | 0% | 0% | # | 0% | 0% | 0% |
| Percentage of Tested Scoring 65–100 | 0% | 0% | # | 0% | 0% | 0% |
| Percentage of Tested Scoring 85–100 | 0% | 0% | # | 0% | 0% | 0% |
| **Global History and Geography** | | | | | | |
| Number Tested | 31 | 32 | 7 | 2 | 1 | 1 |
| Number Scoring 55–100 | 31 | 30 | 7 | # | # | # |
| Number Scoring 65–100 | 24 | 25 | 7 | # | # | # |
| Number Scoring 85–100 | 6 | 11 | 2 | # | # | # |
| Percentage of Tested Scoring 55–100 | 100% | 94% | 100% | # | # | # |
| Percentage of Tested Scoring 65–100 | 77% | 78% | 100% | # | # | # |
| Percentage of Tested Scoring 85–100 | 19% | 34% | 29% | # | # | # |
| **U.S. History and Government** | | | | | | |
| Number Tested | 26 | 29 | 3 | 0 | 2 | 0 |
| Number Scoring 55–100 | 25 | 29 | # | 0 | # | 0 |
| Number Scoring 65–100 | 25 | 26 | # | 0 | # | 0 |
| Number Scoring 85–100 | 13 | 9 | # | 0 | # | 0 |
| Percentage of Tested Scoring 55–100 | 96% | 100% | # | 0% | # | 0% |
| Percentage of Tested Scoring 65–100 | 96% | 90% | # | 0% | # | 0% |
| Percentage of Tested Scoring 85–100 | 50% | 31% | # | 0% | # | 0% |

(Form – F)

# Regents Examinations

| | All Students | | | Students with Disabilities | | |
|---|---|---|---|---|---|---|
| | 2001–02 | 2002–03 | 2003–04 | 2001–02 | 2002–03 | 2003–04 |
| **Living Environment** | | | | | | |
| Number Tested | 24 | 30 | 2 | 2 | 4 | 0 |
| Number Scoring 55–100 | 24 | 30 | # | # | # | 0 |
| Number Scoring 65–100 | 22 | 28 | # | # | # | 0 |
| Number Scoring 85–100 | 8 | 9 | # | # | # | 0 |
| Percentage of Tested Scoring 55–100 | 100% | 100% | # | # | # | 0% |
| Percentage of Tested Scoring 65–100 | 92% | 93% | # | # | # | 0% |
| Percentage of Tested Scoring 85–100 | 33% | 30% | # | # | # | 0% |
| **Physical Setting/Earth Science** | | | | | | |
| Number Tested | 30 | 23 | 6 | 2 | 1 | 1 |
| Number Scoring 55–100 | 30 | 23 | 6 | # | # | # |
| Number Scoring 65–100 | 30 | 22 | 6 | # | # | # |
| Number Scoring 85–100 | 13 | 19 | 3 | # | # | # |
| Percentage of Tested Scoring 55–100 | 100% | 100% | 100% | # | # | # |
| Percentage of Tested Scoring 65–100 | 100% | 96% | 100% | # | # | # |
| Percentage of Tested Scoring 85–100 | 43% | 83% | 50% | # | # | # |
| **Physical Setting/Chemistry** | | | | | | |
| Number Tested | 21 | 16 | 3 | 0 | 0 | 0 |
| Number Scoring 55–100 | 21 | 15 | # | 0 | 0 | 0 |
| Number Scoring 65–100 | 19 | 15 | # | 0 | 0 | 0 |
| Number Scoring 85–100 | 2 | 0 | # | 0 | 0 | 0 |
| Percentage of Tested Scoring 55–100 | 100% | 94% | # | 0% | 0% | 0% |
| Percentage of Tested Scoring 65–100 | 90% | 94% | # | 0% | 0% | 0% |
| Percentage of Tested Scoring 85–100 | 10% | 0% | # | 0% | 0% | 0% |
| **Physical Setting/Physics** | | | | | | |
| 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% |

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

| | All Students | | | Students with Disabilities | | |
|---|---|---|---|---|---|---|
| | 2001–02 | 2002–03 | 2003–04 | 2001–02 | 2002–03 | 2003–04 |
| **Comprehensive French** | | | | | | |
| Number Tested | 18 | 11 | 3 | 0 | 0 | 0 |
| Number Scoring 55–100 | 18 | 10 | # | 0 | 0 | 0 |
| Number Scoring 65–100 | 18 | 10 | # | 0 | 0 | 0 |
| Number Scoring 85–100 | 5 | 4 | # | 0 | 0 | 0 |
| Percentage of Tested Scoring 55–100 | 100% | 91% | # | 0% | 0% | 0% |
| Percentage of Tested Scoring 65–100 | 100% | 91% | # | 0% | 0% | 0% |
| Percentage of Tested Scoring 85–100 | 28% | 36% | # | 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 Tested Scoring 55–100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65–100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85–100 | 0% | 0% | 0% | 0% | 0% | 0% |
| **Comprehensive German** | | | | | | |
| 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 Tested Scoring 55–100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65–100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85–100 | 0% | 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 Tested Scoring 55–100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65–100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85–100 | 0% | 0% | 0% | 0% | 0% | 0% |
| **Comprehensive Spanish** | | | | | | |
| 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 Tested Scoring 55–100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65–100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85–100 | 0% | 0% | 0% | 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 Tested Scoring 55–100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65–100 | 0% | 0% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85–100 | 0% | 0% | 0% | 0% | 0% | 0% |

(Form – H)

# Regents Examinations

| | All Students | | | Students with Disabilities | | |
|---|---|---|---|---|---|---|
| | 2001–02 | 2002–03 | 2003–04 | 2001–02 | 2002–03 | 2003–04 |
| **Sequential Mathematics, Course III (last administered January 2004)** | | | | | | |
| Number Tested | 18 | 15 | 0 | 0 | 0 | 0 |
| Number Scoring 55–100 | 14 | 8 | 0 | 0 | 0 | 0 |
| Number Scoring 65–100 | 12 | 7 | 0 | 0 | 0 | 0 |
| Number Scoring 85–100 | 6 | 3 | 0 | 0 | 0 | 0 |
| Percentage of Tested Scoring 55–100 | 78% | 53% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 65–100 | 67% | 47% | 0% | 0% | 0% | 0% |
| Percentage of Tested Scoring 85–100 | 33% | 20% | 0% | 0% | 0% | 0% |

# Introduction to Occupations Examination

| | 2001–02 | | 2002–03 | | 2003–04 | |
|---|---|---|---|---|---|---|
| | No. Tested | % Passing | No. Tested | % Passing | No. Tested | % Passing |
| General-Education Students | 9 | 100% | 5 | 100% | 0 | 0% |
| Students with Disabilities | 2 | # | 3 | # | 0 | 0% |

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

# Elementary-Level Social Studies

| | | Number Tested | % at Level 1 | % at Level 2 | % at Level 3 | % at Level 4 |
|---|---|---|---|---|---|---|
| **Nov 2003** | 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 |
|---|---|---|---|---|---|---|
| **June 2004** | General-Education Students | 21 | 0% | 29% | 48% | 24% |
| | Students with Disabilities | 6 | 0% | 50% | 50% | 0% |
| | All Students | 27 | 0% | 33% | 48% | 19% |

(Form – I)

# New York State Alternate Assessments (NYSAA)
# 2003–04

| | Count of Students | | | | | |
|---|---|---|---|---|---|---|
| **Test** | **Tested** | **Not Tested** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Elementary Level** | | | | | | |
| Social Studies | 0 | 0 | 0 | 0 | 0 | 0 |
| **Middle Level** | | | | | | |
| Social Studies | 0 | 0 | 0 | 0 | 0 | 0 |
| **Secondary Level** | | | | | | |
| English Language Arts | 0 | 0 | 0 | 0 | 0 | 0 |
| Social Studies | 0 | 0 | 0 | 0 | 0 | 0 |
| Mathematics | 0 | 0 | 0 | 0 | 0 | 0 |
| Science | 0 | 0 | 0 | 0 | 0 | 0 |

# 2000 Cohort Performance on Regents Examinations after Four Years

| | General-Education Students | | | Students with Disabilities | | | All Students | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Global History & Geo.** | **U.S. History & Gov't** | **Science** | **Global History & Geo.** | **U.S. History & Gov't** | **Science** | **Global History & Geo.** | **U.S. History & Gov't** | **Science** |
| Cohort Enrollment | 25 | 25 | 25 | 3 | 3 | 3 | 28 | 28 | 28 |
| Number Scoring 55–64 | # | # | # | # | # | # | 5 | 2 | 0 |
| Number Scoring 65–84 | # | # | # | # | # | # | 16 | 14 | 15 |
| Number Scoring 85–100 | # | # | # | # | # | # | 6 | 9 | 11 |
| Approved Alternatives | # | # | # | # | # | # | 0 | 0 | 0 |

(Form – J)