

# New York State School Report Card Comprehensive Information Report

BEDS Code : 42-15-01-06-0011  
 Name : Liverpool High School  
 Principal: Mr. Terry Macnabb

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	731	715	730
Tenth	699	719	709
Eleventh	614	676	690
Twelfth	632	580	630
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2676	2690	2759

## 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	85	3.2%	83	3.1%	71	2.6%
Black (Not Hispanic)	116	4.3%	125	4.6%	130	4.7%
Hispanic	23	0.9%	31	1.2%	35	1.3%
White (Not Hispanic)	2452	91.6%	2451	91.1%	2523	91.4%

## 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.
25	0.9%	14	0.5%	15	0.5%

## 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	26	25	25
Mathematics Grade 10	23	24	22
Science Grade 10	24	24	24
Social Studies Grade 10	24	25	25

(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
50	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 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

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.0%		95.1%		93.9%
Student Suspensions	391	14.2%	143	5.3%	0	0.0%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	3.5%	10.4%	7.0%
Reduced Lunch	1.7%	5.2%	2.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	98%	97%

### Staff Counts

Staff	2001–2002
Total Teachers	198
Total Other Professional Staff	29
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	471	350	74%	482	345	72%	467	368	79%
Students with Disabilities	41	3	7%	35	4	11%	45	15	33%
All Students	512	353	69%	517	349	68%	512	383	75%

\*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	279	156	0	12	11	54
Percent	54%	30%	0%	2%	2%	11%

## 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)
45	15	6	51

\*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					50	1.8%
	Entered GED Program*					37	1.3%
	Total Noncompleters					87	3.2%
Students with Disabilities	Dropped Out					9	0.3%
	Entered GED Program*					6	0.2%
	Total Noncompleters					15	0.5%
All Students	Dropped Out	84	3.1%	41	1.5%	59	2.1%
	Entered GED Program*	49	1.8%	62	2.3%	43	1.6%
	Total Noncompleters	133	5.0%	103	3.8%	102	3.7%

\*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)

# Regents Competency Tests

## General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	28	100%	0	0%	10	100%
Science	10	80%	1	#	6	83%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	8	50%	7	71%	4	#
U.S. Hist & Gov't	31	97%	3	#	4	#

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	100%	22	64%	30	83%
Science	5	100%	17	53%	25	60%
Reading	17	47%	10	60%	4	#
Writing	18	89%	7	100%	4	#
Global Studies	30	30%	24	54%	28	46%
U.S. Hist & Gov't	21	95%	3	#	10	60%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	513	645	584	22	67	65
Number Scoring 55–100	493	626	547	21	59	58
Number Scoring 65–100	433	561	490	13	45	45
Number Scoring 85–100	110	172	213	2	4	2
Percentage of Tested Scoring 55–100	96%	97%	94%	95%	88%	89%
Percentage of Tested Scoring 65–100	84%	87%	84%	59%	67%	69%
Percentage of Tested Scoring 85–100	21%	27%	36%	9%	6%	3%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	973	510	99	37	38	7
Number Scoring 55–100	449	430	60	22	28	4
Number Scoring 65–100	422	386	49	19	20	4
Number Scoring 85–100	242	171	10	4	5	0
Percentage of Tested Scoring 55–100	46%	84%	61%	59%	74%	57%
Percentage of Tested Scoring 65–100	43%	76%	49%	51%	53%	57%
Percentage of Tested Scoring 85–100	25%	34%	10%	11%	13%	0%
<b>Mathematics A</b>						
Number Tested	640	47	82	34	23	31
Number Scoring 55–100	463	10	24	21	4	6
Number Scoring 65–100	430	9	10	19	3	2
Number Scoring 85–100	242	0	3	4	0	1
Percentage of Tested Scoring 55–100	72%	21%	29%	62%	17%	19%
Percentage of Tested Scoring 65–100	67%	19%	12%	56%	13%	6%
Percentage of Tested Scoring 85–100	38%	0%	4%	12%	0%	3%
<b>Global Studies (last administered January 2000)</b>						
Number Tested	696			73		
Number Scoring 55–100	644			53		
Number Scoring 65–100	585			42		
Number Scoring 85–100	215			9		
Percentage of Tested Scoring 55–100	93%			73%		
Percentage of Tested Scoring 65–100	84%			58%		
Percentage of Tested Scoring 85–100	31%			12%		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	0	624	665	0	65	82
Number Scoring 55–100	0	617	601	0	62	63
Number Scoring 65–100	0	569	503	0	57	40
Number Scoring 85–100	0	222	133	0	10	4
Percentage of Tested Scoring 55–100	0%	99%	90%	0%	95%	77%
Percentage of Tested Scoring 65–100	0%	91%	76%	0%	88%	49%
Percentage of Tested Scoring 85–100	0%	36%	20%	0%	15%	5%

(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	523	19		33	3	
Number Scoring 55–100	494	19		31	#	
Number Scoring 65–100	460	16		27	#	
Number Scoring 85–100	190	7		5	#	
Percentage of Tested Scoring 55–100	94%	100%		94%	#	
Percentage of Tested Scoring 65–100	88%	84%		82%	#	
Percentage of Tested Scoring 85–100	36%	37%		15%	#	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		683	639		66	70
Number Scoring 55–100		619	594		48	59
Number Scoring 65–100		578	535		39	45
Number Scoring 85–100		225	177		10	9
Percentage of Tested Scoring 55–100		91%	93%		73%	84%
Percentage of Tested Scoring 65–100		85%	84%		59%	64%
Percentage of Tested Scoring 85–100		33%	28%		15%	13%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		540	578		43	53
Number Scoring 55–100		532	569		40	50
Number Scoring 65–100		507	546		37	46
Number Scoring 85–100		82	107		1	0
Percentage of Tested Scoring 55–100		99%	98%		93%	94%
Percentage of Tested Scoring 65–100		94%	94%		86%	87%
Percentage of Tested Scoring 85–100		15%	19%		2%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		605	720		75	111
Number Scoring 55–100		539	693		53	96
Number Scoring 65–100		506	621		44	72
Number Scoring 85–100		229	264		7	16
Percentage of Tested Scoring 55–100		89%	96%		71%	86%
Percentage of Tested Scoring 65–100		84%	86%		59%	65%
Percentage of Tested Scoring 85–100		38%	37%		9%	14%

(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	730	687	593	581	648
2001	704	693	633	579	652
2002	749	676	674	591	673

\*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	100	153	65	78	99
2001	98	105	85	59	87
2002	131	96	98	70	99

\*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>	648	652	673	99	87	99
<b>Comprehensive French</b>						
Number Tested	136	112	84	1	2	0
Number Scoring 55–100	133	112	82	#	#	0
Number Scoring 65–100	131	111	76	#	#	0
Number Scoring 85–100	65	62	22	#	#	0
Percentage of AGE Tested	21%	17%	12%	#	#	0%
Percentage of AGE Scoring 55–100	21%	17%	12%	#	#	0%
Percentage of AGE Scoring 65–100	20%	17%	11%	#	#	0%
Percentage of AGE Scoring 85–100	10%	10%	3%	#	#	0%
Percentage of Tested Scoring 65–100	96%	99%	90%	#	#	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	1	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%
<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>	648	652	673	99	87	99
<b>Comprehensive Spanish</b>						
Number Tested	307	322	328	2	4	2
Number Scoring 55–100	301	320	321	#	#	#
Number Scoring 65–100	288	316	314	#	#	#
Number Scoring 85–100	125	204	189	#	#	#
Percentage of AGE Tested	47%	49%	49%	#	#	#
Percentage of AGE Scoring 55–100	46%	49%	48%	#	#	#
Percentage of AGE Scoring 65–100	44%	48%	47%	#	#	#
Percentage of AGE Scoring 85–100	19%	31%	28%	#	#	#
Percentage of Tested Scoring 65–100	94%	98%	96%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	9	11	26	0	1	0
Number Scoring 55–100	9	11	26	0	#	0
Number Scoring 65–100	9	10	26	0	#	0
Number Scoring 85–100	3	8	12	0	#	0
Percentage of AGE Tested	1%	2%	4%	0%	#	0%
Percentage of AGE Scoring 55–100	1%	2%	4%	0%	#	0%
Percentage of AGE Scoring 65–100	1%	2%	4%	0%	#	0%
Percentage of AGE Scoring 85–100	0%	1%	2%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	91%	100%	0%	#	0%

(Form – J)

## Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	648	652	673	99	87	99
<b>Sequential Mathematics, Course II</b>						
Number Tested	594	557	558	28	37	35
Number Scoring 55–100	492	467	438	22	24	17
Number Scoring 65–100	433	427	383	17	20	14
Number Scoring 85–100	228	211	170	4	6	1
Percentage of AGE Tested	92%	85%	83%	28%	43%	35%
Percentage of AGE Scoring 55–100	76%	72%	65%	22%	28%	17%
Percentage of AGE Scoring 65–100	67%	65%	57%	17%	23%	14%
Percentage of AGE Scoring 85–100	35%	32%	25%	4%	7%	1%
Percentage of Tested Scoring 65–100	73%	77%	69%	61%	54%	40%
<b>Sequential Mathematics, Course III</b>						
Number Tested	320	393	396	7	10	11
Number Scoring 55–100	295	344	366	5	8	11
Number Scoring 65–100	269	319	345	3	7	10
Number Scoring 85–100	160	175	194	1	2	4
Percentage of AGE Tested	49%	60%	59%	7%	11%	11%
Percentage of AGE Scoring 55–100	46%	53%	54%	5%	9%	11%
Percentage of AGE Scoring 65–100	42%	49%	51%	3%	8%	10%
Percentage of AGE Scoring 85–100	25%	27%	29%	1%	2%	4%
Percentage of Tested Scoring 65–100	84%	81%	87%	43%	70%	91%
<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>	648	652	673	99	87	99
<b>Earth Science (last administered January 2001)</b>						
Number Tested	0	8		0	2	
Number Scoring 55–100	0	8		0	#	
Number Scoring 65–100	0	5		0	#	
Number Scoring 85–100	0	0		0	#	
Percentage of AGE Tested	0%	1%		0%	#	
Percentage of AGE Scoring 55–100	0%	1%		0%	#	
Percentage of AGE Scoring 65–100	0%	1%		0%	#	
Percentage of AGE Scoring 85–100	0%	0%		0%	#	
Percentage of Tested Scoring 65–100	0%	62%		0%	#	
<b>Biology (last administered January 2001)</b>						
Number Tested	481	16		31	3	
Number Scoring 55–100	452	16		27	#	
Number Scoring 65–100	372	4		19	#	
Number Scoring 85–100	103	0		2	#	
Percentage of AGE Tested	74%	2%		31%	#	
Percentage of AGE Scoring 55–100	70%	2%		27%	#	
Percentage of AGE Scoring 65–100	57%	1%		19%	#	
Percentage of AGE Scoring 85–100	16%	0%		2%	#	
Percentage of Tested Scoring 65–100	77%	25%		61%	#	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	375	397	3	6	11	0
Number Scoring 55–100	366	390	#	5	10	0
Number Scoring 65–100	323	357	#	3	8	0
Number Scoring 85–100	138	110	#	0	1	0
Percentage of AGE Tested	58%	61%	#	6%	13%	0%
Percentage of AGE Scoring 55–100	56%	60%	#	5%	11%	0%
Percentage of AGE Scoring 65–100	50%	55%	#	3%	9%	0%
Percentage of AGE Scoring 85–100	21%	17%	#	0%	1%	0%
Percentage of Tested Scoring 65–100	86%	90%	#	50%	73%	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	648	652	673	99	87	99
<b>Physics (last administered January 2002)</b>						
Number Tested	179	138	0	1	2	0
Number Scoring 55–100	174	138	0	#	#	0
Number Scoring 65–100	158	130	0	#	#	0
Number Scoring 85–100	41	29	0	#	#	0
Percentage of AGE Tested	28%	21%	0%	#	#	0%
Percentage of AGE Scoring 55–100	27%	21%	0%	#	#	0%
Percentage of AGE Scoring 65–100	24%	20%	0%	#	#	0%
Percentage of AGE Scoring 85–100	6%	4%	0%	#	#	0%
Percentage of Tested Scoring 65–100	88%	94%	0%	#	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			403			17
Number Scoring 55–100			387			17
Number Scoring 65–100			328			14
Number Scoring 85–100			54			1
Percentage of AGE Tested			60%			17%
Percentage of AGE Scoring 55–100			58%			17%
Percentage of AGE Scoring 65–100			49%			14%
Percentage of AGE Scoring 85–100			8%			1%
Percentage of Tested Scoring 65–100			81%			82%
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			190			7
Number Scoring 55–100			132			5
Number Scoring 65–100			93			3
Number Scoring 85–100			9			0
Percentage of AGE Tested			28%			7%
Percentage of AGE Scoring 55–100			20%			5%
Percentage of AGE Scoring 65–100			14%			3%
Percentage of AGE Scoring 85–100			1%			0%
Percentage of Tested Scoring 65–100			49%			43%

(Form – M)

# Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	88	94%	32	88%	26	100%
Students with Disabilities	23	70%	17	76%	11	100%

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)	1	1	#	#	#	#
The Arts (optional)	0	2	#	#	#	#

## 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	516	516	74	74	590	590
Number Scoring 55–64	21	19	10	7	31	26
Number Scoring 65–84	296	249	36	32	332	281
Number Scoring 85–100	183	217	6	10	189	227
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	556	93	649
Number Scoring 55–64	21	11	32
Number Scoring 65–84	329	52	381
Number Scoring 85–100	185	5	190
Approved Alternatives	0	0	0

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