

# New York State School Report Card Comprehensive Information Report

BEDS Code : 58-04-03-03-0013  
 Name : Huntington High School  
 Principal: Dr. Carmella Leonardi

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	297	251	282
Tenth	290	289	240
Eleventh	265	266	263
Twelfth	233	268	259
Ungraded Secondary	75	25	53
Total K-12 Enrollment	1160	1099	1097

## 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	18	1.6%	22	2.0%	20	1.8%
Black (Not Hispanic)	188	16.2%	167	15.2%	170	15.5%
Hispanic	219	18.9%	213	19.4%	242	22.1%
White (Not Hispanic)	735	63.4%	697	63.4%	665	60.6%

## 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.
102	8.8%	88	8.0%	127	11.6%

## 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	22	21	20
Mathematics Grade 10	18	22	18
Science Grade 10	20	22	19
Social Studies Grade 10	19	21	18

(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).

### 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		91.6%		91.7%		91.4%
Student Suspensions	199	17.3%	260	22.4%	338	30.8%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	17.4%	9.0%	14.7%
Reduced Lunch	2.6%	1.9%	2.9%
Public Assistance	11-20%	11-20%	1-10%
Student Stability	99%	91%	98%

### Staff Counts

Staff	2001–2002
Total Teachers	93
Total Other Professional Staff	15
Total Paraprofessionals	NA
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	188	106	56%	212	127	60%	184	117	64%
Students with Disabilities	18	4	22%	14	0	0%	17	1	6%
All Students	206	110	53%	226	127	56%	201	118	59%

\*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	147	30	0	4	7	13
Percent	73%	15%	0%	2%	3%	6%

## 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)
17	1	3	20

\*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					23	2.1%
	Entered GED Program*					18	1.6%
	Total Noncompleters					41	3.7%
Students with Disabilities	Dropped Out					1	0.1%
	Entered GED Program*					2	0.2%
	Total Noncompleters					3	0.3%
All Students	Dropped Out	33	2.8%	39	3.5%	24	2.2%
	Entered GED Program*	19	1.6%	21	1.9%	20	1.8%
	Total Noncompleters	52	4.5%	60	5.5%	44	4.0%

\*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	24	62%	0	0%	2	#
Science	39	49%	23	78%	1	#
Reading	5	80%	0	0%	0	0%
Writing	7	86%	0	0%	0	0%
Global Studies	8	12%	7	71%	0	0%
U.S. Hist & Gov't	47	62%	14	21%	0	0%

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	55%	33	88%	58	57%
Science	30	47%	9	22%	51	45%
Reading	15	67%	10	70%	13	85%
Writing	8	75%	13	100%	9	78%
Global Studies	31	23%	11	18%	16	31%
U.S. Hist & Gov't	21	38%	14	50%	13	23%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	277	277	289	32	34	28
Number Scoring 55–100	245	252	260	14	23	16
Number Scoring 65–100	185	193	214	7	13	8
Number Scoring 85–100	29	47	86	0	0	1
Percentage of Tested Scoring 55–100	88%	91%	90%	44%	68%	57%
Percentage of Tested Scoring 65–100	67%	70%	74%	22%	38%	29%
Percentage of Tested Scoring 85–100	10%	17%	30%	0%	0%	4%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	162	135	119	13	14	25
Number Scoring 55–100	127	92	46	8	2	4
Number Scoring 65–100	116	60	20	7	0	2
Number Scoring 85–100	46	13	3	3	0	1
Percentage of Tested Scoring 55–100	78%	68%	39%	62%	14%	16%
Percentage of Tested Scoring 65–100	72%	44%	17%	54%	0%	8%
Percentage of Tested Scoring 85–100	28%	10%	3%	23%	0%	4%
<b>Mathematics A</b>						
Number Tested	105	139	144	13	21	23
Number Scoring 55–100	48	42	46	7	7	2
Number Scoring 65–100	20	11	20	2	2	1
Number Scoring 85–100	1	2	2	0	0	1
Percentage of Tested Scoring 55–100	46%	30%	32%	54%	33%	9%
Percentage of Tested Scoring 65–100	19%	8%	14%	15%	10%	4%
Percentage of Tested Scoring 85–100	1%	1%	1%	0%	0%	4%
<b>Global Studies (last administered January 2000)</b>						
Number Tested	13			1		
Number Scoring 55–100	9			#		
Number Scoring 65–100	5			#		
Number Scoring 85–100	0			#		
Percentage of Tested Scoring 55–100	69%			#		
Percentage of Tested Scoring 65–100	38%			#		
Percentage of Tested Scoring 85–100	0%			#		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	240	285	212	31	34	30
Number Scoring 55–100	207	269	183	17	27	16
Number Scoring 65–100	174	232	153	5	14	4
Number Scoring 85–100	67	110	52	1	3	0
Percentage of Tested Scoring 55–100	86%	94%	86%	55%	79%	53%
Percentage of Tested Scoring 65–100	72%	81%	72%	16%	41%	13%
Percentage of Tested Scoring 85–100	28%	39%	25%	3%	9%	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	236	41		7	3	
Number Scoring 55–100	197	40		4	#	
Number Scoring 65–100	161	28		1	#	
Number Scoring 85–100	50	1		0	#	
Percentage of Tested Scoring 55–100	83%	98%		57%	#	
Percentage of Tested Scoring 65–100	68%	68%		14%	#	
Percentage of Tested Scoring 85–100	21%	2%		0%	#	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		251	274		28	25
Number Scoring 55–100		212	236		15	11
Number Scoring 65–100		180	201		12	7
Number Scoring 85–100		91	99		3	1
Percentage of Tested Scoring 55–100		84%	86%		54%	44%
Percentage of Tested Scoring 65–100		72%	73%		43%	28%
Percentage of Tested Scoring 85–100		36%	36%		11%	4%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		256	215		27	24
Number Scoring 55–100		246	207		25	21
Number Scoring 65–100		226	192		15	13
Number Scoring 85–100		65	65		1	0
Percentage of Tested Scoring 55–100		96%	96%		93%	88%
Percentage of Tested Scoring 65–100		88%	89%		56%	54%
Percentage of Tested Scoring 85–100		25%	30%		4%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		140	158		3	8
Number Scoring 55–100		125	149		#	7
Number Scoring 65–100		113	136		#	4
Number Scoring 85–100		34	39		#	2
Percentage of Tested Scoring 55–100		89%	94%		#	88%
Percentage of Tested Scoring 65–100		81%	86%		#	50%
Percentage of Tested Scoring 85–100		24%	25%		#	25%

(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	319	278	263	218	270
2001	300	313	301	265	295
2002	288	239	252	241	255

\*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	36	36	28	29	32
2001	32	37	34	23	32
2002	37	36	26	33	33

\*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>	270	295	255	32	32	33
<b>Comprehensive French</b>						
Number Tested	31	28	23	0	0	0
Number Scoring 55–100	31	28	23	0	0	0
Number Scoring 65–100	30	28	23	0	0	0
Number Scoring 85–100	17	22	17	0	0	0
Percentage of AGE Tested	11%	9%	9%	0%	0%	0%
Percentage of AGE Scoring 55–100	11%	9%	9%	0%	0%	0%
Percentage of AGE Scoring 65–100	11%	9%	9%	0%	0%	0%
Percentage of AGE Scoring 85–100	6%	7%	7%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	100%	100%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	21	24	21	0	0	0
Number Scoring 55–100	21	24	21	0	0	0
Number Scoring 65–100	21	24	21	0	0	0
Number Scoring 85–100	13	19	9	0	0	0
Percentage of AGE Tested	8%	8%	8%	0%	0%	0%
Percentage of AGE Scoring 55–100	8%	8%	8%	0%	0%	0%
Percentage of AGE Scoring 65–100	8%	8%	8%	0%	0%	0%
Percentage of AGE Scoring 85–100	5%	6%	4%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	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>	270	295	255	32	32	33
<b>Comprehensive Spanish</b>						
Number Tested	125	198	114	0	2	2
Number Scoring 55–100	124	197	107	0	#	#
Number Scoring 65–100	117	195	107	0	#	#
Number Scoring 85–100	47	124	75	0	#	#
Percentage of AGE Tested	46%	67%	45%	0%	#	#
Percentage of AGE Scoring 55–100	46%	67%	42%	0%	#	#
Percentage of AGE Scoring 65–100	43%	66%	42%	0%	#	#
Percentage of AGE Scoring 85–100	17%	42%	29%	0%	#	#
Percentage of Tested Scoring 65–100	94%	98%	94%	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>	270	295	255	32	32	33
<b>Sequential Mathematics, Course II</b>						
Number Tested	156	157	153	2	1	2
Number Scoring 55–100	141	120	120	#	#	#
Number Scoring 65–100	133	106	98	#	#	#
Number Scoring 85–100	67	44	46	#	#	#
Percentage of AGE Tested	58%	53%	60%	#	#	#
Percentage of AGE Scoring 55–100	52%	41%	47%	#	#	#
Percentage of AGE Scoring 65–100	49%	36%	38%	#	#	#
Percentage of AGE Scoring 85–100	25%	15%	18%	#	#	#
Percentage of Tested Scoring 65–100	85%	68%	64%	#	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	150	122	145	2	0	3
Number Scoring 55–100	138	107	125	#	0	#
Number Scoring 65–100	120	94	106	#	0	#
Number Scoring 85–100	64	46	57	#	0	#
Percentage of AGE Tested	56%	41%	57%	#	0%	#
Percentage of AGE Scoring 55–100	51%	36%	49%	#	0%	#
Percentage of AGE Scoring 65–100	44%	32%	42%	#	0%	#
Percentage of AGE Scoring 85–100	24%	16%	22%	#	0%	#
Percentage of Tested Scoring 65–100	80%	77%	73%	#	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>	270	295	255	32	32	33
<b>Earth Science (last administered January 2001)</b>						
Number Tested	218	35		16	2	
Number Scoring 55–100	157	27		10	#	
Number Scoring 65–100	132	12		5	#	
Number Scoring 85–100	27	0		0	#	
Percentage of AGE Tested	81%	12%		50%	#	
Percentage of AGE Scoring 55–100	58%	9%		31%	#	
Percentage of AGE Scoring 65–100	49%	4%		16%	#	
Percentage of AGE Scoring 85–100	10%	0%		0%	#	
Percentage of Tested Scoring 65–100	61%	34%		31%	#	
<b>Biology (last administered January 2001)</b>						
Number Tested	204	18		11	1	
Number Scoring 55–100	195	16		9	#	
Number Scoring 65–100	174	8		8	#	
Number Scoring 85–100	58	0		0	#	
Percentage of AGE Tested	76%	6%		34%	#	
Percentage of AGE Scoring 55–100	72%	5%		28%	#	
Percentage of AGE Scoring 65–100	64%	3%		25%	#	
Percentage of AGE Scoring 85–100	21%	0%		0%	#	
Percentage of Tested Scoring 65–100	85%	44%		73%	#	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	121	145	13	0	1	0
Number Scoring 55–100	116	136	7	0	#	0
Number Scoring 65–100	103	119	1	0	#	0
Number Scoring 85–100	39	49	0	0	#	0
Percentage of AGE Tested	45%	49%	5%	0%	#	0%
Percentage of AGE Scoring 55–100	43%	46%	3%	0%	#	0%
Percentage of AGE Scoring 65–100	38%	40%	0%	0%	#	0%
Percentage of AGE Scoring 85–100	14%	17%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	85%	82%	8%	0%	#	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	270	295	255	32	32	33
<b>Physics (last administered January 2002)</b>						
Number Tested	56	49	0	0	0	0
Number Scoring 55–100	56	46	0	0	0	0
Number Scoring 65–100	52	39	0	0	0	0
Number Scoring 85–100	27	0	0	0	0	0
Percentage of AGE Tested	21%	17%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	21%	16%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	19%	13%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	10%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	80%	0%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			195			1
Number Scoring 55–100			192			#
Number Scoring 65–100			150			#
Number Scoring 85–100			19			#
Percentage of AGE Tested			76%			#
Percentage of AGE Scoring 55–100			75%			#
Percentage of AGE Scoring 65–100			59%			#
Percentage of AGE Scoring 85–100			7%			#
Percentage of Tested Scoring 65–100			77%			#
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			55			0
Number Scoring 55–100			46			0
Number Scoring 65–100			35			0
Number Scoring 85–100			3			0
Percentage of AGE Tested			22%			0%
Percentage of AGE Scoring 55–100			18%			0%
Percentage of AGE Scoring 65–100			14%			0%
Percentage of AGE Scoring 85–100			1%			0%
Percentage of Tested Scoring 65–100			64%			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	12	100%	25	96%	15	100%
Students with Disabilities	4	#	3	#	10	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	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

## 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	190	190	24	24	214	214
Number Scoring 55–64	11	18	13	4	24	22
Number Scoring 65–84	102	84	6	7	108	91
Number Scoring 85–100	64	82	0	2	64	84
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	222	22	244
Number Scoring 55–64	4	3	7
Number Scoring 65–84	128	11	139
Number Scoring 85–100	78	1	79
Approved Alternatives	0	0	0

(Form – O)