

# New York State School Report Card Comprehensive Information Report

BEDS Code : 62-08-03-04-0002  
 Name : Highland High School  
 Principal: Nicholas Dyno

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	159	167	154
Tenth	144	161	168
Eleventh	136	150	146
Twelfth	110	126	145
Ungraded Secondary	0	0	0
Total K-12 Enrollment	549	604	613

## 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	4	0.7%	8	1.3%	14	2.3%
Black (Not Hispanic)	24	4.4%	41	6.8%	39	6.4%
Hispanic	19	3.5%	14	2.3%	19	3.1%
White (Not Hispanic)	502	91.4%	541	89.6%	541	88.3%

## 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.
2	0.4%	0	0.0%	6	1.0%

## 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	21	24	16
Mathematics Grade 10	20	27	28
Science Grade 10	20	22	27
Social Studies Grade 10	24	24	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		94.0%		92.0%		92.3%
Student Suspensions	49	9.5%	45	8.2%	50	8.3%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	18.4%	14.9%	23.2%
Reduced Lunch	7.8%	8.6%	10.0%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	100%	86%	98%

### Staff Counts

Staff	2001–2002
Total Teachers	38
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching out of Certification*	4
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	91	43	47%	100	60	60%	140	140	100%
Students with Disabilities	8	0	0%	4	0	0%	0	0	0%
All Students	99	43	43%	104	60	58%	140	140	100%

\*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	57	46	0	5	3	29
Percent	41%	33%	0%	4%	2%	21%

## 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)
0	0	0	0

\*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					11	1.8%
	Entered GED Program*					4	0.7%
	Total Noncompleters					15	2.4%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	9	1.6%	18	3.0%	11	1.8%
	Entered GED Program*	0	0.0%	8	1.3%	4	0.7%
	Total Noncompleters	9	1.6%	26	4.3%	15	2.4%

\*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	2	#	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	4	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	100%	0	0%	0	0%
Science	1	100%	2	#	0	0%
Reading	11	27%	4	#	0	0%
Writing	2	100%	1	#	0	0%
Global Studies	3	67%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	120	138	125	4	15	6
Number Scoring 55–100	116	136	117	#	14	3
Number Scoring 65–100	100	131	110	#	13	1
Number Scoring 85–100	24	54	55	#	0	0
Percentage of Tested Scoring 55–100	97%	99%	94%	#	93%	50%
Percentage of Tested Scoring 65–100	83%	95%	88%	#	87%	17%
Percentage of Tested Scoring 85–100	20%	39%	44%	#	0%	0%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	114	133	55	7	7	13
Number Scoring 55–100	102	123	34	5	5	4
Number Scoring 65–100	91	113	23	3	5	2
Number Scoring 85–100	56	80	5	1	1	0
Percentage of Tested Scoring 55–100	89%	92%	62%	71%	71%	31%
Percentage of Tested Scoring 65–100	80%	85%	42%	43%	71%	15%
Percentage of Tested Scoring 85–100	49%	60%	9%	14%	14%	0%
<b>Mathematics A</b>						
Number Tested	0	0	82	0	0	5
Number Scoring 55–100	0	0	55	0	0	1
Number Scoring 65–100	0	0	45	0	0	1
Number Scoring 85–100	0	0	8	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	67%	0%	0%	20%
Percentage of Tested Scoring 65–100	0%	0%	55%	0%	0%	20%
Percentage of Tested Scoring 85–100	0%	0%	10%	0%	0%	20%
<b>Global Studies (last administered January 2000)</b>						
Number Tested	71			8		
Number Scoring 55–100	70			7		
Number Scoring 65–100	65			7		
Number Scoring 85–100	28			1		
Percentage of Tested Scoring 55–100	99%			88%		
Percentage of Tested Scoring 65–100	92%			88%		
Percentage of Tested Scoring 85–100	39%			12%		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	33	148	164	2	10	10
Number Scoring 55–100	32	145	148	#	8	4
Number Scoring 65–100	29	140	139	#	6	2
Number Scoring 85–100	15	49	42	#	0	0
Percentage of Tested Scoring 55–100	97%	98%	90%	#	80%	40%
Percentage of Tested Scoring 65–100	88%	95%	85%	#	60%	20%
Percentage of Tested Scoring 85–100	45%	33%	26%	#	0%	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	102	57		6	10	
Number Scoring 55–100	101	56		6	10	
Number Scoring 65–100	91	54		5	10	
Number Scoring 85–100	30	16		0	0	
Percentage of Tested Scoring 55–100	99%	98%		100%	100%	
Percentage of Tested Scoring 65–100	89%	95%		83%	100%	
Percentage of Tested Scoring 85–100	29%	28%		0%	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		89	93		7	15
Number Scoring 55–100		84	80		7	6
Number Scoring 65–100		81	68		7	2
Number Scoring 85–100		27	20		0	0
Percentage of Tested Scoring 55–100		94%	86%		100%	40%
Percentage of Tested Scoring 65–100		91%	73%		100%	13%
Percentage of Tested Scoring 85–100		30%	22%		0%	0%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		70	183		3	15
Number Scoring 55–100		70	162		#	9
Number Scoring 65–100		70	154		#	5
Number Scoring 85–100		26	62		#	1
Percentage of Tested Scoring 55–100		100%	89%		#	60%
Percentage of Tested Scoring 65–100		100%	84%		#	33%
Percentage of Tested Scoring 85–100		37%	34%		#	7%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		88	147		13	14
Number Scoring 55–100		80	125		12	7
Number Scoring 65–100		68	116		7	5
Number Scoring 85–100		26	47		1	0
Percentage of Tested Scoring 55–100		91%	85%		92%	50%
Percentage of Tested Scoring 65–100		77%	79%		54%	36%
Percentage of Tested Scoring 85–100		30%	32%		8%	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	164	148	127	80	130
2001	166	147	143	107	141
2002	156	156	136	140	147

\*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	19	24	10	10	16
2001	34	25	19	4	21
2002	23	22	10	0	14

\*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>	130	141	147	16	21	14
<b>Comprehensive French</b>						
Number Tested	27	27	42	0	0	0
Number Scoring 55–100	27	27	42	0	0	0
Number Scoring 65–100	27	27	37	0	0	0
Number Scoring 85–100	19	14	11	0	0	0
Percentage of AGE Tested	21%	19%	29%	0%	0%	0%
Percentage of AGE Scoring 55–100	21%	19%	29%	0%	0%	0%
Percentage of AGE Scoring 65–100	21%	19%	25%	0%	0%	0%
Percentage of AGE Scoring 85–100	15%	10%	7%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	88%	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	1	0	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>	130	141	147	16	21	14
<b>Comprehensive Spanish</b>						
Number Tested	53	79	101	0	2	1
Number Scoring 55–100	53	79	101	0	#	#
Number Scoring 65–100	52	77	101	0	#	#
Number Scoring 85–100	39	47	71	0	#	#
Percentage of AGE Tested	41%	56%	69%	0%	#	#
Percentage of AGE Scoring 55–100	41%	56%	69%	0%	#	#
Percentage of AGE Scoring 65–100	40%	55%	69%	0%	#	#
Percentage of AGE Scoring 85–100	30%	33%	48%	0%	#	#
Percentage of Tested Scoring 65–100	98%	97%	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>	130	141	147	16	21	14
<b>Sequential Mathematics, Course II</b>						
Number Tested	116	113	91	3	0	0
Number Scoring 55–100	99	102	66	#	0	0
Number Scoring 65–100	95	90	59	#	0	0
Number Scoring 85–100	40	44	33	#	0	0
Percentage of AGE Tested	89%	80%	62%	#	0%	0%
Percentage of AGE Scoring 55–100	76%	72%	45%	#	0%	0%
Percentage of AGE Scoring 65–100	73%	64%	40%	#	0%	0%
Percentage of AGE Scoring 85–100	31%	31%	22%	#	0%	0%
Percentage of Tested Scoring 65–100	82%	80%	65%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	41	75	70	0	0	0
Number Scoring 55–100	41	75	68	0	0	0
Number Scoring 65–100	41	75	68	0	0	0
Number Scoring 85–100	30	55	49	0	0	0
Percentage of AGE Tested	32%	53%	48%	0%	0%	0%
Percentage of AGE Scoring 55–100	32%	53%	46%	0%	0%	0%
Percentage of AGE Scoring 65–100	32%	53%	46%	0%	0%	0%
Percentage of AGE Scoring 85–100	23%	39%	33%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	97%	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>	130	141	147	16	21	14
<b>Earth Science (last administered January 2001)</b>						
Number Tested	0	61		0	5	
Number Scoring 55–100	0	51		0	4	
Number Scoring 65–100	0	43		0	4	
Number Scoring 85–100	0	12		0	1	
Percentage of AGE Tested	0%	43%		0%	24%	
Percentage of AGE Scoring 55–100	0%	36%		0%	19%	
Percentage of AGE Scoring 65–100	0%	30%		0%	19%	
Percentage of AGE Scoring 85–100	0%	9%		0%	5%	
Percentage of Tested Scoring 65–100	0%	70%		0%	80%	
<b>Biology (last administered January 2001)</b>						
Number Tested	139	62		20	4	
Number Scoring 55–100	131	60		16	#	
Number Scoring 65–100	120	59		15	#	
Number Scoring 85–100	48	23		0	#	
Percentage of AGE Tested	107%	44%		125%	#	
Percentage of AGE Scoring 55–100	101%	43%		100%	#	
Percentage of AGE Scoring 65–100	92%	42%		94%	#	
Percentage of AGE Scoring 85–100	37%	16%		0%	#	
Percentage of Tested Scoring 65–100	86%	95%		75%	#	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	57	69	21	0	0	0
Number Scoring 55–100	57	69	20	0	0	0
Number Scoring 65–100	53	62	17	0	0	0
Number Scoring 85–100	21	26	4	0	0	0
Percentage of AGE Tested	44%	49%	14%	0%	0%	0%
Percentage of AGE Scoring 55–100	44%	49%	14%	0%	0%	0%
Percentage of AGE Scoring 65–100	41%	44%	12%	0%	0%	0%
Percentage of AGE Scoring 85–100	16%	18%	3%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	90%	81%	0%	0%	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	130	141	147	16	21	14
<b>Physics (last administered January 2002)</b>						
Number Tested	34	13	19	0	0	0
Number Scoring 55–100	34	13	19	0	0	0
Number Scoring 65–100	34	13	19	0	0	0
Number Scoring 85–100	26	8	12	0	0	0
Percentage of AGE Tested	26%	9%	13%	0%	0%	0%
Percentage of AGE Scoring 55–100	26%	9%	13%	0%	0%	0%
Percentage of AGE Scoring 65–100	26%	9%	13%	0%	0%	0%
Percentage of AGE Scoring 85–100	20%	6%	8%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			47			0
Number Scoring 55–100			47			0
Number Scoring 65–100			42			0
Number Scoring 85–100			18			0
Percentage of AGE Tested			32%			0%
Percentage of AGE Scoring 55–100			32%			0%
Percentage of AGE Scoring 65–100			29%			0%
Percentage of AGE Scoring 85–100			12%			0%
Percentage of Tested Scoring 65–100			89%			0%
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			23			0
Number Scoring 55–100			22			0
Number Scoring 65–100			20			0
Number Scoring 85–100			8			0
Percentage of AGE Tested			16%			0%
Percentage of AGE Scoring 55–100			15%			0%
Percentage of AGE Scoring 65–100			14%			0%
Percentage of AGE Scoring 85–100			5%			0%
Percentage of Tested Scoring 65–100			87%			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	1	#	0	0%	0	0%
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	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	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	135	135	1	1	136	136
Number Scoring 55–64	#	#	#	#	5	6
Number Scoring 65–84	#	#	#	#	39	65
Number Scoring 85–100	#	#	#	#	37	24
Approved Alternatives	#	#	#	#	0	0

## 1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	128	8	136
Number Scoring 55–64	2	2	4
Number Scoring 65–84	69	3	72
Number Scoring 85–100	47	0	47
Approved Alternatives	0	0	0

(Form – O)