

# New York State School Report Card Comprehensive Information Report

BEDS Code : 18-03-00-01-0006  
 Name : Batavia High School  
 Principal: Ms. Pamela J. Buresch

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	243	221	244
Tenth	184	219	189
Eleventh	218	202	215
Twelfth	200	202	175
Ungraded Secondary	21	45	0
Total K-12 Enrollment	866	889	823

## 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	6	0.7%	5	0.6%	9	1.1%
Black (Not Hispanic)	64	7.4%	67	7.5%	60	7.3%
Hispanic	11	1.3%	14	1.6%	9	1.1%
White (Not Hispanic)	785	90.6%	803	90.3%	745	90.5%

## 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	0.2%	4	0.4%	7	0.9%

## 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	19	23	20
Mathematics Grade 10	17	24	19
Science Grade 10	19	22	23
Social Studies Grade 10	22	22	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		93.0%		94.3%		92.2%
Student Suspensions	97	10.6%	86	9.9%	168	18.9%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	16.1%	14.8%	14.9%
Reduced Lunch	6.2%	7.1%	9.0%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	91%	99%	91%

### Staff Counts

Staff	2001–2002
Total Teachers	67
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching out of Certification*	1
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	159	97	61%	156	79	51%	137	82	60%
Students with Disabilities	24	5	21%	14	0	0%	14	5	36%
All Students	183	102	56%	170	79	46%	151	87	58%

\*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	51	83	0	1	13	3
Percent	34%	55%	0%	1%	9%	2%

## 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)
14	5	5	19

\*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					21	2.6%
	Entered GED Program*					55	6.7%
	Total Noncompleters					76	9.2%
Students with Disabilities	Dropped Out					4	0.5%
	Entered GED Program*					6	0.7%
	Total Noncompleters					10	1.2%
All Students	Dropped Out	41	4.7%	26	2.9%	25	3.0%
	Entered GED Program*	19	2.2%	15	1.7%	61	7.4%
	Total Noncompleters	60	6.9%	41	4.6%	86	10.5%

\*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	8	62%	3	#	3	#
Science	11	82%	6	83%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	9	33%	8	88%	0	0%
U.S. Hist & Gov't	34	59%	14	79%	0	0%

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	100%	12	92%	8	62%
Science	5	100%	4	#	3	#
Reading	6	100%	1	#	1	#
Writing	6	83%	1	#	0	0%
Global Studies	11	45%	5	60%	1	#
U.S. Hist & Gov't	15	93%	4	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	195	190	192	27	12	20
Number Scoring 55–100	180	178	180	21	11	17
Number Scoring 65–100	130	159	172	8	10	15
Number Scoring 85–100	18	17	60	2	0	2
Percentage of Tested Scoring 55–100	92%	94%	94%	78%	92%	85%
Percentage of Tested Scoring 65–100	67%	84%	90%	30%	83%	75%
Percentage of Tested Scoring 85–100	9%	9%	31%	7%	0%	10%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	200	194	102	24	30	23
Number Scoring 55–100	155	124	57	14	15	12
Number Scoring 65–100	136	99	43	12	9	9
Number Scoring 85–100	37	10	5	0	0	1
Percentage of Tested Scoring 55–100	78%	64%	56%	58%	50%	52%
Percentage of Tested Scoring 65–100	68%	51%	42%	50%	30%	39%
Percentage of Tested Scoring 85–100	18%	5%	5%	0%	0%	4%
<b>Mathematics A</b>						
Number Tested	0	0	44	0	0	1
Number Scoring 55–100	0	0	39	0	0	#
Number Scoring 65–100	0	0	38	0	0	#
Number Scoring 85–100	0	0	23	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	89%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	86%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	52%	0%	0%	#
<b>Global Studies (last administered January 2000)</b>						
Number Tested	15			0		
Number Scoring 55–100	11			0		
Number Scoring 65–100	5			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	73%			0%		
Percentage of Tested Scoring 65–100	33%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	175	227	169	19	29	22
Number Scoring 55–100	163	219	163	15	28	19
Number Scoring 65–100	147	197	158	12	25	19
Number Scoring 85–100	63	84	54	4	4	1
Percentage of Tested Scoring 55–100	93%	96%	96%	79%	97%	86%
Percentage of Tested Scoring 65–100	84%	87%	93%	63%	86%	86%
Percentage of Tested Scoring 85–100	36%	37%	32%	21%	14%	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	162	19		10	0	
Number Scoring 55–100	146	12		8	0	
Number Scoring 65–100	123	8		5	0	
Number Scoring 85–100	55	0		0	0	
Percentage of Tested Scoring 55–100	90%	63%		80%	0%	
Percentage of Tested Scoring 65–100	76%	42%		50%	0%	
Percentage of Tested Scoring 85–100	34%	0%		0%	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		172	190		13	19
Number Scoring 55–100		158	182		10	17
Number Scoring 65–100		145	163		10	15
Number Scoring 85–100		87	50		5	2
Percentage of Tested Scoring 55–100		92%	96%		77%	89%
Percentage of Tested Scoring 65–100		84%	86%		77%	79%
Percentage of Tested Scoring 85–100		51%	26%		38%	11%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		179	142		12	23
Number Scoring 55–100		178	140		12	23
Number Scoring 65–100		177	136		12	21
Number Scoring 85–100		59	47		3	7
Percentage of Tested Scoring 55–100		99%	99%		100%	100%
Percentage of Tested Scoring 65–100		99%	96%		100%	91%
Percentage of Tested Scoring 85–100		33%	33%		25%	30%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		168	182		32	18
Number Scoring 55–100		139	167		28	15
Number Scoring 65–100		122	155		26	13
Number Scoring 85–100		41	72		10	4
Percentage of Tested Scoring 55–100		83%	92%		88%	83%
Percentage of Tested Scoring 65–100		73%	85%		81%	72%
Percentage of Tested Scoring 85–100		24%	40%		31%	22%

(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	243	194	223	196	214
2001	217	219	179	183	200
2002	229	190	197	154	193

\*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	9	9	21	7	12
2001	28	23	13	13	19
2002	28	35	22	18	26

\*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>	214	200	193	12	19	26
<b>Comprehensive French</b>						
Number Tested	19	13	21	1	0	1
Number Scoring 55–100	18	13	21	#	0	#
Number Scoring 65–100	18	13	21	#	0	#
Number Scoring 85–100	5	5	7	#	0	#
Percentage of AGE Tested	9%	7%	11%	#	0%	#
Percentage of AGE Scoring 55–100	8%	7%	11%	#	0%	#
Percentage of AGE Scoring 65–100	8%	7%	11%	#	0%	#
Percentage of AGE Scoring 85–100	2%	3%	4%	#	0%	#
Percentage of Tested Scoring 65–100	95%	100%	100%	#	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	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>	214	200	193	12	19	26
<b>Comprehensive Spanish</b>						
Number Tested	82	106	137	3	3	6
Number Scoring 55–100	81	102	136	#	#	6
Number Scoring 65–100	80	97	131	#	#	6
Number Scoring 85–100	36	38	62	#	#	0
Percentage of AGE Tested	38%	53%	71%	#	#	23%
Percentage of AGE Scoring 55–100	38%	51%	70%	#	#	23%
Percentage of AGE Scoring 65–100	37%	48%	68%	#	#	23%
Percentage of AGE Scoring 85–100	17%	19%	32%	#	#	0%
Percentage of Tested Scoring 65–100	98%	92%	96%	#	#	100%
<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>	214	200	193	12	19	26
<b>Sequential Mathematics, Course II</b>						
Number Tested	205	211	136	7	13	17
Number Scoring 55–100	159	166	89	5	8	13
Number Scoring 65–100	132	145	72	3	8	9
Number Scoring 85–100	62	48	7	0	0	1
Percentage of AGE Tested	96%	105%	70%	58%	68%	65%
Percentage of AGE Scoring 55–100	74%	83%	46%	42%	42%	50%
Percentage of AGE Scoring 65–100	62%	72%	37%	25%	42%	35%
Percentage of AGE Scoring 85–100	29%	24%	4%	0%	0%	4%
Percentage of Tested Scoring 65–100	64%	69%	53%	43%	62%	53%
<b>Sequential Mathematics, Course III</b>						
Number Tested	117	122	152	1	1	8
Number Scoring 55–100	98	99	122	#	#	7
Number Scoring 65–100	88	77	104	#	#	6
Number Scoring 85–100	33	36	39	#	#	1
Percentage of AGE Tested	55%	61%	79%	#	#	31%
Percentage of AGE Scoring 55–100	46%	49%	63%	#	#	27%
Percentage of AGE Scoring 65–100	41%	39%	54%	#	#	23%
Percentage of AGE Scoring 85–100	15%	18%	20%	#	#	4%
Percentage of Tested Scoring 65–100	75%	63%	68%	#	#	75%
<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>	214	200	193	12	19	26
<b>Earth Science (last administered January 2001)</b>						
Number Tested	262	79		15	0	
Number Scoring 55–100	205	39		9	0	
Number Scoring 65–100	175	17		8	0	
Number Scoring 85–100	65	0		0	0	
Percentage of AGE Tested	122%	40%		125%	0%	
Percentage of AGE Scoring 55–100	96%	20%		75%	0%	
Percentage of AGE Scoring 65–100	82%	9%		67%	0%	
Percentage of AGE Scoring 85–100	30%	0%		0%	0%	
Percentage of Tested Scoring 65–100	67%	22%		53%	0%	
<b>Biology (last administered January 2001)</b>						
Number Tested	136	30		5	0	
Number Scoring 55–100	127	23		5	0	
Number Scoring 65–100	111	13		3	0	
Number Scoring 85–100	34	4		0	0	
Percentage of AGE Tested	64%	15%		42%	0%	
Percentage of AGE Scoring 55–100	59%	12%		42%	0%	
Percentage of AGE Scoring 65–100	52%	7%		25%	0%	
Percentage of AGE Scoring 85–100	16%	2%		0%	0%	
Percentage of Tested Scoring 65–100	82%	43%		60%	0%	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	83	93	1	3	1	0
Number Scoring 55–100	81	87	#	#	#	0
Number Scoring 65–100	70	77	#	#	#	0
Number Scoring 85–100	22	28	#	#	#	0
Percentage of AGE Tested	39%	47%	#	#	#	0%
Percentage of AGE Scoring 55–100	38%	43%	#	#	#	0%
Percentage of AGE Scoring 65–100	33%	39%	#	#	#	0%
Percentage of AGE Scoring 85–100	10%	14%	#	#	#	0%
Percentage of Tested Scoring 65–100	84%	83%	#	#	#	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	214	200	193	12	19	26
<b>Physics (last administered January 2002)</b>						
Number Tested	59	47	0	3	2	0
Number Scoring 55–100	55	45	0	#	#	0
Number Scoring 65–100	45	37	0	#	#	0
Number Scoring 85–100	7	9	0	#	#	0
Percentage of AGE Tested	28%	23%	0%	#	#	0%
Percentage of AGE Scoring 55–100	26%	23%	0%	#	#	0%
Percentage of AGE Scoring 65–100	21%	18%	0%	#	#	0%
Percentage of AGE Scoring 85–100	3%	4%	0%	#	#	0%
Percentage of Tested Scoring 65–100	76%	79%	0%	#	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			133			5
Number Scoring 55–100			128			5
Number Scoring 65–100			101			3
Number Scoring 85–100			23			0
Percentage of AGE Tested			69%			19%
Percentage of AGE Scoring 55–100			66%			19%
Percentage of AGE Scoring 65–100			52%			12%
Percentage of AGE Scoring 85–100			12%			0%
Percentage of Tested Scoring 65–100			76%			60%
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			60			1
Number Scoring 55–100			48			#
Number Scoring 65–100			34			#
Number Scoring 85–100			9			#
Percentage of AGE Tested			31%			#
Percentage of AGE Scoring 55–100			25%			#
Percentage of AGE Scoring 65–100			18%			#
Percentage of AGE Scoring 85–100			5%			#
Percentage of Tested Scoring 65–100			57%			#

(Form – M)

# Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	65	92%	58	88%	27	96%
Students with Disabilities	23	74%	23	43%	7	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	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	148	148	18	18	166	166
Number Scoring 55–64	9	9	1	0	10	9
Number Scoring 65–84	76	46	3	7	79	53
Number Scoring 85–100	54	74	5	5	59	79
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	173	24	197
Number Scoring 55–64	5	1	6
Number Scoring 65–84	84	13	97
Number Scoring 85–100	71	2	73
Approved Alternatives	0	0	0

(Form – O)