

New York State District Report Card Comprehensive Information Report

BEDS Code : 28-02-20-03-0000
 Name : Lynbrook Union Free School District
 Superintendent: William Metkiff

Grade Range :

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	239	213	216
First	232	252	226
Second	231	233	253
Third	248	227	234
Fourth	265	253	228
Fifth	217	263	258
Sixth	253	233	279
Ungraded Elementary	27	23	22
Seventh	233	252	227
Eighth	220	231	256
Ninth	222	216	238
Tenth	222	217	216
Eleventh	194	217	213
Twelfth	194	192	206
Ungraded Secondary	7	0	5
Total K-12 Enrollment	3004	3022	3077

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	102	3.4%	98	3.2%	104	3.4%
Black (Not Hispanic)	35	1.2%	23	0.8%	24	0.8%
Hispanic	227	7.6%	210	6.9%	224	7.3%
White (Not Hispanic)	2640	87.9%	2691	89.0%	2725	88.6%

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.
76	2.5%	77	2.5%	69	2.2%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	23	19	19
Common Branch	21	20	20
English Grade 8	24	23	23
Mathematics Grade 8	23	22	21
Science Grade 8	21	23	22
Social Studies Grade 8	22	23	23
English Grade 10	22	20	21
Mathematics Grade 10	23	20	23
Science Grade 10	13	27	21
Social Studies Grade 10	25	23	21

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

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		95.2%		95.7%		95.3%
Student Suspensions	23	0.8%	14	0.5%	17	0.6%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	1.2%	0.8%	0.6%
Reduced Lunch	0.2%	0.2%	0.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2001–2002
Total Teachers	254
Total Other Professional Staff	42
Total Paraprofessionals	37
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	158	127	80%	164	144	88%	167	138	83%
Students with Disabilities	22	6	27%	21	9	43%	21	5	24%
All Students	180	133	74%	185	153	83%	188	143	76%

*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	144	38	1	0	5	0
Percent	77%	20%	1%	0%	3%	0%

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)
21	5	4	25

*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					4	0.5%
	Entered GED Program*					1	0.1%
	Total Noncompleters					5	0.6%
Students with Disabilities	Dropped Out					4	0.5%
	Entered GED Program*					0	0.0%
	Total Noncompleters					4	0.5%
All Students	Dropped Out	1	0.1%	0	0.0%	8	0.9%
	Entered GED Program*	0	0.0%	4	0.5%	1	0.1%
	Total Noncompleters	1	0.1%	4	0.5%	9	1.0%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	26	100%	34	97%	42	98%
German	0	0%	0	0%	0	0%
Italian	17	0%	18	78%	29	100%
Latin	0	0%	0	0%	0	0%
Spanish	164	98%	164	97%	175	94%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	1	#
German	0	0%	0	0%	0	0%
Italian	2	#	3	#	3	#
Latin	0	0%	0	0%	0	0%
Spanish	5	100%	3	#	7	86%

(Form – D)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	10	80%	4	#	4	#
Reading	1	#	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	8	12%	6	33%	0	0%
U.S. Hist & Gov't	14	71%	4	#	2	#

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	2	#	8	62%
Science	14	57%	5	80%	4	#
Reading	3	#	1	#	3	#
Writing	3	#	0	0%	6	83%
Global Studies	11	45%	4	#	1	#
U.S. Hist & Gov't	14	93%	4	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	193	209	208	19	22	28
Number Scoring 55–100	191	204	198	17	20	24
Number Scoring 65–100	184	199	188	14	15	21
Number Scoring 85–100	58	92	106	0	2	7
Percentage of Tested Scoring 55–100	99%	98%	95%	89%	91%	86%
Percentage of Tested Scoring 65–100	95%	95%	90%	74%	68%	75%
Percentage of Tested Scoring 85–100	30%	44%	51%	0%	9%	25%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	229	258	36	18	23	11
Number Scoring 55–100	189	238	26	16	20	7
Number Scoring 65–100	172	213	16	14	14	7
Number Scoring 85–100	112	117	0	4	2	0
Percentage of Tested Scoring 55–100	83%	92%	72%	89%	87%	64%
Percentage of Tested Scoring 65–100	75%	83%	44%	78%	61%	64%
Percentage of Tested Scoring 85–100	49%	45%	0%	22%	9%	0%
Mathematics A						
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%
Global Studies (last administered January 2000)						
Number Tested	216			24		
Number Scoring 55–100	208			20		
Number Scoring 65–100	197			16		
Number Scoring 85–100	102			1		
Percentage of Tested Scoring 55–100	96%			83%		
Percentage of Tested Scoring 65–100	91%			67%		
Percentage of Tested Scoring 85–100	47%			4%		
Global History and Geography (first administered June 2000)						
Number Tested	0	212	212	0	27	25
Number Scoring 55–100	0	211	207	0	27	25
Number Scoring 65–100	0	206	203	0	23	25
Number Scoring 85–100	0	122	92	0	8	2
Percentage of Tested Scoring 55–100	0%	100%	98%	0%	100%	100%
Percentage of Tested Scoring 65–100	0%	97%	96%	0%	85%	100%
Percentage of Tested Scoring 85–100	0%	58%	43%	0%	30%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	206	5		23	0	
Number Scoring 55–100	190	4		19	0	
Number Scoring 65–100	176	3		16	0	
Number Scoring 85–100	81	2		1	0	
Percentage of Tested Scoring 55–100	92%	80%		83%	0%	
Percentage of Tested Scoring 65–100	85%	60%		70%	0%	
Percentage of Tested Scoring 85–100	39%	40%		4%	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		209	210		26	28
Number Scoring 55–100		197	205		20	26
Number Scoring 65–100		182	194		15	24
Number Scoring 85–100		120	99		2	8
Percentage of Tested Scoring 55–100		94%	98%		77%	93%
Percentage of Tested Scoring 65–100		87%	92%		58%	86%
Percentage of Tested Scoring 85–100		57%	47%		8%	29%
Living Environment (first administered June 2001)						
Number Tested		214	216		24	35
Number Scoring 55–100		214	213		24	33
Number Scoring 65–100		210	206		22	26
Number Scoring 85–100		60	114		3	3
Percentage of Tested Scoring 55–100		100%	99%		100%	94%
Percentage of Tested Scoring 65–100		98%	95%		92%	74%
Percentage of Tested Scoring 85–100		28%	53%		12%	9%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		197	262		18	19
Number Scoring 55–100		195	255		17	16
Number Scoring 65–100		188	244		17	15
Number Scoring 85–100		114	127		7	3
Percentage of Tested Scoring 55–100		99%	97%		94%	84%
Percentage of Tested Scoring 65–100		95%	93%		94%	79%
Percentage of Tested Scoring 85–100		58%	48%		39%	16%

(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	224	228	200	192	211
2001	215	216	209	195	209
2002	256	223	209	206	224

*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	30	32	22	27	28
2001	21	30	27	20	25
2002	43	27	29	25	31

*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
Average Grade Enrollment (AGE)	211	209	224	28	25	31
Comprehensive French						
Number Tested	21	29	30	2	0	0
Number Scoring 55–100	21	29	30	#	0	0
Number Scoring 65–100	20	29	29	#	0	0
Number Scoring 85–100	9	22	18	#	0	0
Percentage of AGE Tested	10%	14%	13%	#	0%	0%
Percentage of AGE Scoring 55–100	10%	14%	13%	#	0%	0%
Percentage of AGE Scoring 65–100	9%	14%	13%	#	0%	0%
Percentage of AGE Scoring 85–100	4%	11%	8%	#	0%	0%
Percentage of Tested Scoring 65–100	95%	100%	97%	#	0%	0%
Comprehensive Italian						
Number Tested	22	18	20	0	2	0
Number Scoring 55–100	22	18	20	0	#	0
Number Scoring 65–100	22	18	20	0	#	0
Number Scoring 85–100	16	11	4	0	#	0
Percentage of AGE Tested	10%	9%	9%	0%	#	0%
Percentage of AGE Scoring 55–100	10%	9%	9%	0%	#	0%
Percentage of AGE Scoring 65–100	10%	9%	9%	0%	#	0%
Percentage of AGE Scoring 85–100	8%	5%	2%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	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 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%
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 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
Average Grade Enrollment (AGE)	211	209	224	28	25	31
Comprehensive Spanish						
Number Tested	120	86	106	3	4	1
Number Scoring 55–100	120	86	106	#	#	#
Number Scoring 65–100	118	86	106	#	#	#
Number Scoring 85–100	77	76	90	#	#	#
Percentage of AGE Tested	57%	41%	47%	#	#	#
Percentage of AGE Scoring 55–100	57%	41%	47%	#	#	#
Percentage of AGE Scoring 65–100	56%	41%	47%	#	#	#
Percentage of AGE Scoring 85–100	36%	36%	40%	#	#	#
Percentage of Tested Scoring 65–100	98%	100%	100%	#	#	#
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 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
Average Grade Enrollment (AGE)	211	209	224	28	25	31
Sequential Mathematics, Course II						
Number Tested	190	206	221	4	25	14
Number Scoring 55–100	172	184	195	#	22	12
Number Scoring 65–100	161	174	175	#	19	7
Number Scoring 85–100	96	90	98	#	9	0
Percentage of AGE Tested	90%	99%	99%	#	100%	45%
Percentage of AGE Scoring 55–100	82%	88%	87%	#	88%	39%
Percentage of AGE Scoring 65–100	76%	83%	78%	#	76%	23%
Percentage of AGE Scoring 85–100	45%	43%	44%	#	36%	0%
Percentage of Tested Scoring 65–100	85%	84%	79%	#	76%	50%
Sequential Mathematics, Course III						
Number Tested	151	173	167	8	3	14
Number Scoring 55–100	137	162	150	8	#	12
Number Scoring 65–100	126	146	135	7	#	10
Number Scoring 85–100	72	74	79	1	#	3
Percentage of AGE Tested	72%	83%	75%	29%	#	45%
Percentage of AGE Scoring 55–100	65%	78%	67%	29%	#	39%
Percentage of AGE Scoring 65–100	60%	70%	60%	25%	#	32%
Percentage of AGE Scoring 85–100	34%	35%	35%	4%	#	10%
Percentage of Tested Scoring 65–100	83%	84%	81%	88%	#	71%
Mathematics B (first administered June 2001)						
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
Average Grade Enrollment (AGE)	211	209	224	28	25	31
Earth Science (last administered January 2001)						
Number Tested	178	14		6	1	
Number Scoring 55–100	168	12		6	#	
Number Scoring 65–100	156	7		5	#	
Number Scoring 85–100	88	0		2	#	
Percentage of AGE Tested	84%	7%		21%	#	
Percentage of AGE Scoring 55–100	80%	6%		21%	#	
Percentage of AGE Scoring 65–100	74%	3%		18%	#	
Percentage of AGE Scoring 85–100	42%	0%		7%	#	
Percentage of Tested Scoring 65–100	88%	50%		83%	#	
Biology (last administered January 2001)						
Number Tested	240	19		29	3	
Number Scoring 55–100	225	18		20	#	
Number Scoring 65–100	201	11		14	#	
Number Scoring 85–100	74	0		1	#	
Percentage of AGE Tested	114%	9%		104%	#	
Percentage of AGE Scoring 55–100	107%	9%		71%	#	
Percentage of AGE Scoring 65–100	95%	5%		50%	#	
Percentage of AGE Scoring 85–100	35%	0%		4%	#	
Percentage of Tested Scoring 65–100	84%	58%		48%	#	
Chemistry (last administered January 2002)						
Number Tested	133	167	11	9	6	0
Number Scoring 55–100	132	163	11	9	6	0
Number Scoring 65–100	123	143	10	8	6	0
Number Scoring 85–100	55	67	1	0	2	0
Percentage of AGE Tested	63%	80%	5%	32%	24%	0%
Percentage of AGE Scoring 55–100	63%	78%	5%	32%	24%	0%
Percentage of AGE Scoring 65–100	58%	68%	4%	29%	24%	0%
Percentage of AGE Scoring 85–100	26%	32%	0%	0%	8%	0%
Percentage of Tested Scoring 65–100	92%	86%	91%	89%	100%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	211	209	224	28	25	31
Physics (last administered January 2002)						
Number Tested	107	99	0	1	2	0
Number Scoring 55–100	106	99	0	#	#	0
Number Scoring 65–100	104	91	0	#	#	0
Number Scoring 85–100	43	40	0	#	#	0
Percentage of AGE Tested	51%	47%	0%	#	#	0%
Percentage of AGE Scoring 55–100	50%	47%	0%	#	#	0%
Percentage of AGE Scoring 65–100	49%	44%	0%	#	#	0%
Percentage of AGE Scoring 85–100	20%	19%	0%	#	#	0%
Percentage of Tested Scoring 65–100	97%	92%	0%	#	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			177			16
Number Scoring 55–100			164			13
Number Scoring 65–100			126			8
Number Scoring 85–100			30			0
Percentage of AGE Tested			79%			52%
Percentage of AGE Scoring 55–100			73%			42%
Percentage of AGE Scoring 65–100			56%			26%
Percentage of AGE Scoring 85–100			13%			0%
Percentage of Tested Scoring 65–100			71%			50%
Physical Setting/Physics (first administered June 2002)						
Number Tested			123			4
Number Scoring 55–100			113			#
Number Scoring 65–100			97			#
Number Scoring 85–100			35			#
Percentage of AGE Tested			55%			#
Percentage of AGE Scoring 55–100			50%			#
Percentage of AGE Scoring 65–100			43%			#
Percentage of AGE Scoring 85–100			16%			#
Percentage of Tested Scoring 65–100			79%			#

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	8	100%	9	100%	6	100%
Students with Disabilities	6	50%	6	83%	4	#

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
Nov 2001	General-Education Students	238	0%	0%	19%	81%
	Students with Disabilities	19	0%	5%	42%	53%
	All Students	257	0%	0%	21%	79%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	225	0%	7%	76%	17%
	Students with Disabilities	27	0%	22%	74%	4%
	All Students	252	0%	8%	76%	16%

(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
Elementary Level						
English Language Arts	1	0	#	#	#	#
Mathematics, Science, & Technology	1	1	#	#	#	#
Health, Phys, Ed., & Fam. & Cons. Sci.	1	1	#	#	#	#
Social Studies	1	1	#	#	#	#
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	1	0	#	#	#	#
Mathematics, Science, & Technology	1	0	#	#	#	#
Health, Phys, Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	1	0	#	#	#	#
Career Dev. & Occ. Studies (optional)	1	0	#	#	#	#
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
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	178	178	26	26	204	204
Number Scoring 55–64	3	3	1	1	4	4
Number Scoring 65–84	72	53	16	16	88	69
Number Scoring 85–100	100	119	0	1	100	120
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	183	31	214
Number Scoring 55–64	2	2	4
Number Scoring 65–84	87	15	102
Number Scoring 85–100	86	6	92
Approved Alternatives	0	0	0

(Form – O)