

# New York State School Report Card Comprehensive Information Report

BEDS Code : 28-05-03-06-0003  
 Name : Locust Valley High School  
 Principal: Dr. Richard Shear

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	141	137	168
Tenth	142	147	136
Eleventh	136	139	144
Twelfth	135	137	136
Ungraded Secondary	0	0	0
Total K-12 Enrollment	554	560	584

## 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	9	1.6%	5	0.9%	8	1.4%
Black (Not Hispanic)	9	1.6%	13	2.3%	15	2.6%
Hispanic	46	8.3%	42	7.5%	38	6.5%
White (Not Hispanic)	490	88.4%	500	89.3%	523	89.6%

## 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.
23	4.2%	24	4.3%	17	2.9%

## 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	20	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	17	18	20
Mathematics Grade 10	22	22	13
Science Grade 10	21	21	18
Social Studies Grade 10	19	17	25

(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
53	All schools in this group are secondary level schools in school districts with low 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		95.1%		97.0%		95.0%
Student Suspensions	26	4.5%	31	5.6%	49	8.7%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	2.4%	0.9%	1.0%
Reduced Lunch	1.4%	1.4%	1.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	98%	100%

### Staff Counts

Staff	2001–2002
Total Teachers	57
Total Other Professional Staff	19
Total Paraprofessionals	NA
Teaching out of Certification*	0
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	123	85	69%	116	93	80%	105	88	84%
Students with Disabilities	16	3	19%	20	7	35%	23	10	43%
All Students	139	88	63%	136	100	74%	128	98	77%

\*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	98	27	0	1	2	0
Percent	77%	21%	0%	1%	2%	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)
23	10	1	24

\*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					0	0.0%
	Entered GED Program*					1	0.2%
	Total Noncompleters					1	0.2%
Students with Disabilities	Dropped Out					2	0.3%
	Entered GED Program*					1	0.2%
	Total Noncompleters					3	0.5%
All Students	Dropped Out	9	1.6%	0	0.0%	2	0.3%
	Entered GED Program*	2	0.4%	1	0.2%	2	0.3%
	Total Noncompleters	11	2.0%	1	0.2%	4	0.7%

\*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	9	78%	2	#	0	0%
Science	13	85%	3	#	1	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	6	67%	3	#	0	0%
U.S. Hist & Gov't	16	75%	3	#	0	0%

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	9	89%	4	#
Science	8	62%	3	#	0	0%
Reading	2	100%	3	#	5	100%
Writing	2	50%	4	#	4	#
Global Studies	8	38%	4	#	3	#
U.S. Hist & Gov't	5	80%	6	33%	8	88%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	134	126	202	20	27	31
Number Scoring 55–100	133	122	196	19	23	30
Number Scoring 65–100	124	112	186	13	15	27
Number Scoring 85–100	38	55	88	0	1	3
Percentage of Tested Scoring 55–100	99%	97%	97%	95%	85%	97%
Percentage of Tested Scoring 65–100	93%	89%	92%	65%	56%	87%
Percentage of Tested Scoring 85–100	28%	44%	44%	0%	4%	10%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	197	15	0	25	5	0
Number Scoring 55–100	171	12	0	17	3	0
Number Scoring 65–100	154	9	0	12	1	0
Number Scoring 85–100	105	4	0	5	0	0
Percentage of Tested Scoring 55–100	87%	80%	0%	68%	60%	0%
Percentage of Tested Scoring 65–100	78%	60%	0%	48%	20%	0%
Percentage of Tested Scoring 85–100	53%	27%	0%	20%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	0	142	0	0	20
Number Scoring 55–100	0	0	131	0	0	16
Number Scoring 65–100	0	0	122	0	0	16
Number Scoring 85–100	0	0	56	0	0	4
Percentage of Tested Scoring 55–100	0%	0%	92%	0%	0%	80%
Percentage of Tested Scoring 65–100	0%	0%	86%	0%	0%	80%
Percentage of Tested Scoring 85–100	0%	0%	39%	0%	0%	20%
<b>Global Studies (last administered January 2000)</b>						
Number Tested	2			0		
Number Scoring 55–100	#			0		
Number Scoring 65–100	#			0		
Number Scoring 85–100	#			0		
Percentage of Tested Scoring 55–100	#			0%		
Percentage of Tested Scoring 65–100	#			0%		
Percentage of Tested Scoring 85–100	#			0%		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	136	135	137	27	20	24
Number Scoring 55–100	127	133	135	21	18	23
Number Scoring 65–100	125	132	128	19	17	20
Number Scoring 85–100	83	100	83	7	7	3
Percentage of Tested Scoring 55–100	93%	99%	99%	78%	90%	96%
Percentage of Tested Scoring 65–100	92%	98%	93%	70%	85%	83%
Percentage of Tested Scoring 85–100	61%	74%	61%	26%	35%	12%

(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	139	3		20	0	
Number Scoring 55–100	138	#		20	0	
Number Scoring 65–100	134	#		19	0	
Number Scoring 85–100	61	#		3	0	
Percentage of Tested Scoring 55–100	99%	#		100%	0%	
Percentage of Tested Scoring 65–100	96%	#		95%	0%	
Percentage of Tested Scoring 85–100	44%	#		15%	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		123	136		27	16
Number Scoring 55–100		115	128		21	12
Number Scoring 65–100		106	124		18	10
Number Scoring 85–100		69	78		6	3
Percentage of Tested Scoring 55–100		93%	94%		78%	75%
Percentage of Tested Scoring 65–100		86%	91%		67%	62%
Percentage of Tested Scoring 85–100		56%	57%		22%	19%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		261	129		43	22
Number Scoring 55–100		261	128		43	22
Number Scoring 65–100		257	123		39	20
Number Scoring 85–100		61	29		1	2
Percentage of Tested Scoring 55–100		100%	99%		100%	100%
Percentage of Tested Scoring 65–100		98%	95%		91%	91%
Percentage of Tested Scoring 85–100		23%	22%		2%	9%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		0	127		0	20
Number Scoring 55–100		0	127		0	20
Number Scoring 65–100		0	127		0	20
Number Scoring 85–100		0	77		0	6
Percentage of Tested Scoring 55–100		0%	100%		0%	100%
Percentage of Tested Scoring 65–100		0%	100%		0%	100%
Percentage of Tested Scoring 85–100		0%	61%		0%	30%

(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	139	143	139	137	140
2001	142	143	136	135	139
2002	166	135	147	131	145

\*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	22	29	19	16	22
2001	25	23	31	20	25
2002	23	25	23	26	24

\*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>	140	139	145	22	25	24
<b>Comprehensive French</b>						
Number Tested	18	24	23	0	0	0
Number Scoring 55–100	18	24	23	0	0	0
Number Scoring 65–100	18	24	21	0	0	0
Number Scoring 85–100	15	18	10	0	0	0
Percentage of AGE Tested	13%	17%	16%	0%	0%	0%
Percentage of AGE Scoring 55–100	13%	17%	16%	0%	0%	0%
Percentage of AGE Scoring 65–100	13%	17%	14%	0%	0%	0%
Percentage of AGE Scoring 85–100	11%	13%	7%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	91%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	11	20	12	0	0	0
Number Scoring 55–100	11	20	12	0	0	0
Number Scoring 65–100	11	19	12	0	0	0
Number Scoring 85–100	5	16	10	0	0	0
Percentage of AGE Tested	8%	14%	8%	0%	0%	0%
Percentage of AGE Scoring 55–100	8%	14%	8%	0%	0%	0%
Percentage of AGE Scoring 65–100	8%	14%	8%	0%	0%	0%
Percentage of AGE Scoring 85–100	4%	12%	7%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	95%	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>	140	139	145	22	25	24
<b>Comprehensive Spanish</b>						
Number Tested	75	56	75	0	2	0
Number Scoring 55–100	74	56	73	0	#	0
Number Scoring 65–100	72	56	73	0	#	0
Number Scoring 85–100	40	45	60	0	#	0
Percentage of AGE Tested	54%	40%	52%	0%	#	0%
Percentage of AGE Scoring 55–100	53%	40%	50%	0%	#	0%
Percentage of AGE Scoring 65–100	51%	40%	50%	0%	#	0%
Percentage of AGE Scoring 85–100	29%	32%	41%	0%	#	0%
Percentage of Tested Scoring 65–100	96%	100%	97%	0%	#	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>	140	139	145	22	25	24
<b>Sequential Mathematics, Course II</b>						
Number Tested	141	120	0	16	15	0
Number Scoring 55–100	125	106	0	12	11	0
Number Scoring 65–100	117	97	0	10	10	0
Number Scoring 85–100	63	58	0	2	3	0
Percentage of AGE Tested	101%	86%	0%	73%	60%	0%
Percentage of AGE Scoring 55–100	89%	76%	0%	55%	44%	0%
Percentage of AGE Scoring 65–100	84%	70%	0%	45%	40%	0%
Percentage of AGE Scoring 85–100	45%	42%	0%	9%	12%	0%
Percentage of Tested Scoring 65–100	83%	81%	0%	62%	67%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	117	127	102	10	10	6
Number Scoring 55–100	96	106	83	5	7	5
Number Scoring 65–100	83	94	77	5	5	5
Number Scoring 85–100	35	51	35	1	2	2
Percentage of AGE Tested	84%	91%	70%	45%	40%	25%
Percentage of AGE Scoring 55–100	69%	76%	57%	23%	28%	21%
Percentage of AGE Scoring 65–100	59%	68%	53%	23%	20%	21%
Percentage of AGE Scoring 85–100	25%	37%	24%	5%	8%	8%
Percentage of Tested Scoring 65–100	71%	74%	75%	50%	50%	83%
<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>	140	139	145	22	25	24
<b>Earth Science (last administered January 2001)</b>						
Number Tested	127	4		18	2	
Number Scoring 55–100	122	#		15	#	
Number Scoring 65–100	117	#		12	#	
Number Scoring 85–100	43	#		2	#	
Percentage of AGE Tested	91%	#		82%	#	
Percentage of AGE Scoring 55–100	87%	#		68%	#	
Percentage of AGE Scoring 65–100	84%	#		55%	#	
Percentage of AGE Scoring 85–100	31%	#		9%	#	
Percentage of Tested Scoring 65–100	92%	#		67%	#	
<b>Biology (last administered January 2001)</b>						
Number Tested	117	7		17	5	
Number Scoring 55–100	113	6		14	4	
Number Scoring 65–100	102	5		9	3	
Number Scoring 85–100	52	0		2	0	
Percentage of AGE Tested	84%	5%		77%	20%	
Percentage of AGE Scoring 55–100	81%	4%		64%	16%	
Percentage of AGE Scoring 65–100	73%	4%		41%	12%	
Percentage of AGE Scoring 85–100	37%	0%		9%	0%	
Percentage of Tested Scoring 65–100	87%	71%		53%	60%	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	106	125	0	7	11	0
Number Scoring 55–100	90	119	0	6	9	0
Number Scoring 65–100	68	100	0	5	6	0
Number Scoring 85–100	31	32	0	1	0	0
Percentage of AGE Tested	76%	90%	0%	32%	44%	0%
Percentage of AGE Scoring 55–100	64%	86%	0%	27%	36%	0%
Percentage of AGE Scoring 65–100	49%	72%	0%	23%	24%	0%
Percentage of AGE Scoring 85–100	22%	23%	0%	5%	0%	0%
Percentage of Tested Scoring 65–100	64%	80%	0%	71%	55%	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	140	139	145	22	25	24
<b>Physics (last administered January 2002)</b>						
Number Tested	51	35	0	0	1	0
Number Scoring 55–100	51	35	0	0	#	0
Number Scoring 65–100	50	35	0	0	#	0
Number Scoring 85–100	34	21	0	0	#	0
Percentage of AGE Tested	36%	25%	0%	0%	#	0%
Percentage of AGE Scoring 55–100	36%	25%	0%	0%	#	0%
Percentage of AGE Scoring 65–100	36%	25%	0%	0%	#	0%
Percentage of AGE Scoring 85–100	24%	15%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	98%	100%	0%	0%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			102			7
Number Scoring 55–100			99			7
Number Scoring 65–100			92			7
Number Scoring 85–100			16			1
Percentage of AGE Tested			70%			29%
Percentage of AGE Scoring 55–100			68%			29%
Percentage of AGE Scoring 65–100			63%			29%
Percentage of AGE Scoring 85–100			11%			4%
Percentage of Tested Scoring 65–100			90%			100%
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			55			0
Number Scoring 55–100			50			0
Number Scoring 65–100			44			0
Number Scoring 85–100			18			0
Percentage of AGE Tested			38%			0%
Percentage of AGE Scoring 55–100			34%			0%
Percentage of AGE Scoring 65–100			30%			0%
Percentage of AGE Scoring 85–100			12%			0%
Percentage of Tested Scoring 65–100			80%			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	6	100%	1	#	2	#
Students with Disabilities	3	#	1	#	3	#

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	99	99	26	26	125	125
Number Scoring 55–64	0	3	2	2	2	5
Number Scoring 65–84	33	30	11	10	44	40
Number Scoring 85–100	66	64	7	5	73	69
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	120	20	140
Number Scoring 55–64	1	1	2
Number Scoring 65–84	50	12	62
Number Scoring 85–100	60	2	62
Approved Alternatives	0	0	0

(Form – O)