

# New York State School Report Card Comprehensive Information Report

BEDS Code : 44-16-00-01-0017  
 Name : Newburgh Free Academy  
 Principal: Peter Copeletti

Grade Range : 10-12

## 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	0	0	0
Tenth	857	927	953
Eleventh	731	699	688
Twelfth	647	700	688
Ungraded Secondary	155	179	206
Total K-12 Enrollment	2390	2505	2535

## 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	60	2.5%	52	2.1%	60	2.4%
Black (Not Hispanic)	700	29.3%	739	29.5%	758	29.9%
Hispanic	537	22.5%	587	23.4%	624	24.6%
White (Not Hispanic)	1093	45.7%	1127	45.0%	1093	43.1%

## 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.
74	3.1%	72	2.9%	72	2.8%

## Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	6	6	0
Mathematics Grade 8	0	0	0
Science Grade 8	6	6	0
Social Studies Grade 8	6	6	0
English Grade 10	21	20	22
Mathematics Grade 10	23	21	19
Science Grade 10	24	22	22
Social Studies Grade 10	24	24	24

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. 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		89.6%		88.0%		88.2%
Student Suspensions	184	7.8%	75	3.1%	1161	46.4%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	32.2%	33.9%	28.0%
Reduced Lunch	5.7%	7.3%	7.9%
Public Assistance	31-40%	41-50%	11-20%
Student Stability	5%	97%	100%

### Staff Counts

Staff	2001–2002
Total Teachers	191
Total Other Professional Staff	23
Total Paraprofessionals	NA
Teaching out of Certification*	27
Teachers with Temporary Licenses	2

\*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	463	157	34%	547	202	37%	455	216	47%
Students with Disabilities	34	1	3%	34	2	6%	4	0	0%
All Students	497	158	32%	581	204	35%	459	216	47%

\*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	180	145	0	20	42	72
Percent	39%	32%	0%	4%	9%	16%

## 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)
4	0	0	4

\*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					67	2.6%
	Entered GED Program*					0	0.0%
	Total Noncompleters					67	2.6%
Students with Disabilities	Dropped Out					2	0.1%
	Entered GED Program*					0	0.0%
	Total Noncompleters					2	0.1%
All Students	Dropped Out	95	4.0%	156	6.2%	69	2.7%
	Entered GED Program*	37	1.5%	26	1.0%	0	0.0%
	Total Noncompleters	132	5.5%	182	7.3%	69	2.7%

\*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	11	9%	7	71%	2	#
Science	72	46%	30	53%	0	0%
Reading	0	0%	1	#	1	#
Writing	2	#	2	#	2	#
Global Studies	33	48%	59	41%	7	0%
U.S. Hist & Gov't	41	49%	92	36%	10	0%

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	63	65%	48	48%
Science	61	52%	95	25%	0	0%
Reading	0	0%	27	63%	16	75%
Writing	8	100%	27	70%	16	100%
Global Studies	28	54%	51	45%	51	14%
U.S. Hist & Gov't	40	50%	63	46%	58	14%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	720	768	574	29	61	32
Number Scoring 55–100	633	585	462	24	15	12
Number Scoring 65–100	470	480	387	8	6	7
Number Scoring 85–100	94	144	162	0	1	2
Percentage of Tested Scoring 55–100	88%	76%	80%	83%	25%	38%
Percentage of Tested Scoring 65–100	65%	62%	67%	28%	10%	22%
Percentage of Tested Scoring 85–100	13%	19%	28%	0%	2%	6%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	702	500	102	89	26	1
Number Scoring 55–100	108	145	49	1	2	#
Number Scoring 65–100	63	78	31	0	1	#
Number Scoring 85–100	6	4	4	0	0	#
Percentage of Tested Scoring 55–100	15%	29%	48%	1%	8%	#
Percentage of Tested Scoring 65–100	9%	16%	30%	0%	4%	#
Percentage of Tested Scoring 85–100	1%	1%	4%	0%	0%	#
<b>Mathematics A</b>						
Number Tested	0	0	363	0	0	24
Number Scoring 55–100	0	0	150	0	0	5
Number Scoring 65–100	0	0	87	0	0	3
Number Scoring 85–100	0	0	9	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	41%	0%	0%	21%
Percentage of Tested Scoring 65–100	0%	0%	24%	0%	0%	12%
Percentage of Tested Scoring 85–100	0%	0%	2%	0%	0%	0%
<b>Global Studies (last administered January 2000)</b>						
Number Tested	873			34		
Number Scoring 55–100	583			21		
Number Scoring 65–100	453			8		
Number Scoring 85–100	120			1		
Percentage of Tested Scoring 55–100	67%			62%		
Percentage of Tested Scoring 65–100	52%			24%		
Percentage of Tested Scoring 85–100	14%			3%		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	0	958	843	0	110	66
Number Scoring 55–100	0	695	602	0	82	26
Number Scoring 65–100	0	581	454	0	74	17
Number Scoring 85–100	0	141	93	0	0	1
Percentage of Tested Scoring 55–100	0%	73%	71%	0%	75%	39%
Percentage of Tested Scoring 65–100	0%	61%	54%	0%	67%	26%
Percentage of Tested Scoring 85–100	0%	15%	11%	0%	0%	2%

(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	667	19		9	19	
Number Scoring 55–100	477	4		4	4	
Number Scoring 65–100	385	0		0	0	
Number Scoring 85–100	121	0		0	0	
Percentage of Tested Scoring 55–100	72%	21%		44%	21%	
Percentage of Tested Scoring 65–100	58%	0%		0%	0%	
Percentage of Tested Scoring 85–100	18%	0%		0%	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		708	682		26	39
Number Scoring 55–100		504	553		11	20
Number Scoring 65–100		419	432		7	15
Number Scoring 85–100		133	93		1	3
Percentage of Tested Scoring 55–100		71%	81%		42%	51%
Percentage of Tested Scoring 65–100		59%	63%		27%	38%
Percentage of Tested Scoring 85–100		19%	14%		4%	8%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		365	386		3	29
Number Scoring 55–100		215	325		#	25
Number Scoring 65–100		141	246		#	19
Number Scoring 85–100		1	6		#	0
Percentage of Tested Scoring 55–100		59%	84%		#	86%
Percentage of Tested Scoring 65–100		39%	64%		#	66%
Percentage of Tested Scoring 85–100		0%	2%		#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		282	289		3	4
Number Scoring 55–100		239	240		#	#
Number Scoring 65–100		199	201		#	#
Number Scoring 85–100		30	24		#	#
Percentage of Tested Scoring 55–100		85%	83%		#	#
Percentage of Tested Scoring 65–100		71%	70%		#	#
Percentage of Tested Scoring 85–100		11%	8%		#	#

(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	0	829	722	638	730
2001	0	918	690	691	766
2002	59	825	619	553	514

\*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	0	103	60	68	77
2001	0	119	78	67	88
2002	14	109	63	17	51

\*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>	730	766	514	77	88	51
<b>Comprehensive French</b>						
Number Tested	29	30	54	0	0	0
Number Scoring 55–100	25	29	52	0	0	0
Number Scoring 65–100	24	28	50	0	0	0
Number Scoring 85–100	10	18	31	0	0	0
Percentage of AGE Tested	4%	4%	11%	0%	0%	0%
Percentage of AGE Scoring 55–100	3%	4%	10%	0%	0%	0%
Percentage of AGE Scoring 65–100	3%	4%	10%	0%	0%	0%
Percentage of AGE Scoring 85–100	1%	2%	6%	0%	0%	0%
Percentage of Tested Scoring 65–100	83%	93%	93%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	164	64	33	0	0	0
Number Scoring 55–100	157	51	28	0	0	0
Number Scoring 65–100	156	51	26	0	0	0
Number Scoring 85–100	34	29	11	0	0	0
Percentage of AGE Tested	22%	8%	6%	0%	0%	0%
Percentage of AGE Scoring 55–100	22%	7%	5%	0%	0%	0%
Percentage of AGE Scoring 65–100	21%	7%	5%	0%	0%	0%
Percentage of AGE Scoring 85–100	5%	4%	2%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	80%	79%	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>	730	766	514	77	88	51
<b>Comprehensive Spanish</b>						
Number Tested	228	272	294	3	0	0
Number Scoring 55–100	196	240	259	#	0	0
Number Scoring 65–100	184	229	243	#	0	0
Number Scoring 85–100	89	139	127	#	0	0
Percentage of AGE Tested	31%	36%	57%	#	0%	0%
Percentage of AGE Scoring 55–100	27%	31%	50%	#	0%	0%
Percentage of AGE Scoring 65–100	25%	30%	47%	#	0%	0%
Percentage of AGE Scoring 85–100	12%	18%	25%	#	0%	0%
Percentage of Tested Scoring 65–100	81%	84%	83%	#	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	47	55	0	0	0	0
Number Scoring 55–100	47	52	0	0	0	0
Number Scoring 65–100	46	51	0	0	0	0
Number Scoring 85–100	19	16	0	0	0	0
Percentage of AGE Tested	6%	7%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	6%	7%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	6%	7%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	3%	2%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	93%	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>	730	766	514	77	88	51
<b>Sequential Mathematics, Course II</b>						
Number Tested	611	540	299	9	9	7
Number Scoring 55–100	155	165	181	2	0	4
Number Scoring 65–100	87	103	132	1	0	2
Number Scoring 85–100	16	13	13	0	0	0
Percentage of AGE Tested	84%	70%	58%	12%	10%	14%
Percentage of AGE Scoring 55–100	21%	22%	35%	3%	0%	8%
Percentage of AGE Scoring 65–100	12%	13%	26%	1%	0%	4%
Percentage of AGE Scoring 85–100	2%	2%	3%	0%	0%	0%
Percentage of Tested Scoring 65–100	14%	19%	44%	11%	0%	29%
<b>Sequential Mathematics, Course III</b>						
Number Tested	350	347	0	2	2	0
Number Scoring 55–100	207	192	0	#	#	0
Number Scoring 65–100	170	159	0	#	#	0
Number Scoring 85–100	78	63	0	#	#	0
Percentage of AGE Tested	48%	45%	0%	#	#	0%
Percentage of AGE Scoring 55–100	28%	25%	0%	#	#	0%
Percentage of AGE Scoring 65–100	23%	21%	0%	#	#	0%
Percentage of AGE Scoring 85–100	11%	8%	0%	#	#	0%
Percentage of Tested Scoring 65–100	49%	46%	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>	730	766	514	77	88	51
<b>Earth Science (last administered January 2001)</b>						
Number Tested	224	0		2	0	
Number Scoring 55–100	132	0		#	0	
Number Scoring 65–100	98	0		#	0	
Number Scoring 85–100	9	0		#	0	
Percentage of AGE Tested	31%	0%		#	0%	
Percentage of AGE Scoring 55–100	18%	0%		#	0%	
Percentage of AGE Scoring 65–100	13%	0%		#	0%	
Percentage of AGE Scoring 85–100	1%	0%		#	0%	
Percentage of Tested Scoring 65–100	44%	0%		#	0%	
<b>Biology (last administered January 2001)</b>						
Number Tested	526	0		9	0	
Number Scoring 55–100	205	0		4	0	
Number Scoring 65–100	111	0		1	0	
Number Scoring 85–100	7	0		0	0	
Percentage of AGE Tested	72%	0%		12%	0%	
Percentage of AGE Scoring 55–100	28%	0%		5%	0%	
Percentage of AGE Scoring 65–100	15%	0%		1%	0%	
Percentage of AGE Scoring 85–100	1%	0%		0%	0%	
Percentage of Tested Scoring 65–100	21%	0%		11%	0%	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	342	274	25	1	2	0
Number Scoring 55–100	260	233	16	#	#	0
Number Scoring 65–100	204	203	9	#	#	0
Number Scoring 85–100	47	58	1	#	#	0
Percentage of AGE Tested	47%	36%	5%	#	#	0%
Percentage of AGE Scoring 55–100	36%	30%	3%	#	#	0%
Percentage of AGE Scoring 65–100	28%	27%	2%	#	#	0%
Percentage of AGE Scoring 85–100	6%	8%	0%	#	#	0%
Percentage of Tested Scoring 65–100	60%	74%	36%	#	#	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	730	766	514	77	88	51
<b>Physics (last administered January 2002)</b>						
Number Tested	118	112	1	1	2	0
Number Scoring 55–100	115	106	#	#	#	0
Number Scoring 65–100	114	95	#	#	#	0
Number Scoring 85–100	46	21	#	#	#	0
Percentage of AGE Tested	16%	15%	#	#	#	0%
Percentage of AGE Scoring 55–100	16%	14%	#	#	#	0%
Percentage of AGE Scoring 65–100	16%	12%	#	#	#	0%
Percentage of AGE Scoring 85–100	6%	3%	#	#	#	0%
Percentage of Tested Scoring 65–100	97%	85%	#	#	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			287			2
Number Scoring 55–100			245			#
Number Scoring 65–100			159			#
Number Scoring 85–100			19			#
Percentage of AGE Tested			56%			#
Percentage of AGE Scoring 55–100			48%			#
Percentage of AGE Scoring 65–100			31%			#
Percentage of AGE Scoring 85–100			4%			#
Percentage of Tested Scoring 65–100			55%			#
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			91			0
Number Scoring 55–100			85			0
Number Scoring 65–100			70			0
Number Scoring 85–100			11			0
Percentage of AGE Tested			18%			0%
Percentage of AGE Scoring 55–100			17%			0%
Percentage of AGE Scoring 65–100			14%			0%
Percentage of AGE Scoring 85–100			2%			0%
Percentage of Tested Scoring 65–100			77%			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	177	93%	80	98%	0	0%
Students with Disabilities	15	87%	19	84%	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	0	0	0	0	0	0
Number Scoring 55–64	0	0	0	0	0	0
Number Scoring 65–84	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
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	20	2	22
Number Scoring 55–64	#	#	1
Number Scoring 65–84	#	#	9
Number Scoring 85–100	#	#	2
Approved Alternatives	#	#	0

(Form – O)