

# New York State School Report Card Comprehensive Information Report

BEDS Code : 66-23-00-01-0037

Grade Range : 9-12

Name : Gorton High School

Principal: Rocco Grassi

## 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	409	497	447
Tenth	332	392	370
Eleventh	290	236	276
Twelfth	253	265	236
Ungraded Secondary	217	205	207
Total K-12 Enrollment	1501	1595	1536

## 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	117	7.8%	124	7.8%	118	7.7%
Black (Not Hispanic)	490	32.6%	495	31.0%	459	29.9%
Hispanic	563	37.5%	633	39.7%	654	42.6%
White (Not Hispanic)	331	22.1%	343	21.5%	305	19.9%

## 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.
95	6.3%	94	5.9%	81	5.3%

## 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	26	24	27
Mathematics Grade 10	24	22	23
Science Grade 10	25	27	24
Social Studies Grade 10	26	27	27

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
42	All schools in this group are secondary level schools in large cities other than New York City. 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		90.5%		89.3%		91.3%
Student Suspensions	183	13.3%	142	9.5%	251	15.7%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	67.0%	67.0%	71.0%
Reduced Lunch	7.1%	5.7%	5.9%
Public Assistance	71-80%	71-80%	71-80%
Student Stability	93%	95%	86%

### Staff Counts

Staff	2001–2002
Total Teachers	108
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching out of Certification*	10
Teachers with Temporary Licenses	1

\*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	285	74	26%	187	58	31%	154	55	36%
Students with Disabilities	13	0	0%	8	0	0%	28	0	0%
All Students	298	74	25%	195	58	30%	182	55	30%

\*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	84	26	0	6	7	59
Percent	46%	14%	0%	3%	4%	32%

## 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)
28	0	0	28

\*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					17	1.1%
	Entered GED Program*					82	5.3%
	Total Noncompleters					99	6.4%
Students with Disabilities	Dropped Out					3	0.2%
	Entered GED Program*					11	0.7%
	Total Noncompleters					14	0.9%
All Students	Dropped Out	48	3.2%	30	1.9%	20	1.3%
	Entered GED Program*	0	0.0%	20	1.3%	93	6.1%
	Total Noncompleters	48	3.2%	50	3.1%	113	7.4%

\*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	0	0%	0	0%	1	#
Science	0	0%	0	0%	68	76%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	5	0%
U.S. Hist & Gov't	0	0%	0	0%	10	60%

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	58	52%
Science	0	0%	0	0%	28	39%
Reading	0	0%	0	0%	24	42%
Writing	0	0%	0	0%	19	84%
Global Studies	0	0%	0	0%	35	31%
U.S. Hist & Gov't	0	0%	0	0%	21	38%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	310	238	288	13	3	24
Number Scoring 55–100	253	192	249	0	#	11
Number Scoring 65–100	186	138	195	0	#	4
Number Scoring 85–100	31	16	56	0	#	0
Percentage of Tested Scoring 55–100	82%	81%	86%	0%	#	46%
Percentage of Tested Scoring 65–100	60%	58%	68%	0%	#	17%
Percentage of Tested Scoring 85–100	10%	7%	19%	0%	#	0%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	138	160	95	18	2	1
Number Scoring 55–100	28	43	62	1	#	#
Number Scoring 65–100	17	20	34	0	#	#
Number Scoring 85–100	2	1	5	0	#	#
Percentage of Tested Scoring 55–100	20%	27%	65%	6%	#	#
Percentage of Tested Scoring 65–100	12%	12%	36%	0%	#	#
Percentage of Tested Scoring 85–100	1%	1%	5%	0%	#	#
<b>Mathematics A</b>						
Number Tested	0	168	329	0	18	33
Number Scoring 55–100	0	78	105	0	0	0
Number Scoring 65–100	0	59	62	0	0	0
Number Scoring 85–100	0	15	6	0	0	0
Percentage of Tested Scoring 55–100	0%	46%	32%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	35%	19%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	9%	2%	0%	0%	0%
<b>Global Studies (last administered January 2000)</b>						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	184	391	382	19	14	38
Number Scoring 55–100	152	283	245	5	2	9
Number Scoring 65–100	115	221	162	3	0	4
Number Scoring 85–100	33	51	24	0	0	0
Percentage of Tested Scoring 55–100	83%	72%	64%	26%	14%	24%
Percentage of Tested Scoring 65–100	62%	57%	42%	16%	0%	11%
Percentage of Tested Scoring 85–100	18%	13%	6%	0%	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	259	0		6	0	
Number Scoring 55–100	151	0		3	0	
Number Scoring 65–100	89	0		1	0	
Number Scoring 85–100	15	0		0	0	
Percentage of Tested Scoring 55–100	58%	0%		50%	0%	
Percentage of Tested Scoring 65–100	34%	0%		17%	0%	
Percentage of Tested Scoring 85–100	6%	0%		0%	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		204	326		17	28
Number Scoring 55–100		149	262		4	8
Number Scoring 65–100		109	197		2	5
Number Scoring 85–100		23	40		1	1
Percentage of Tested Scoring 55–100		73%	80%		24%	29%
Percentage of Tested Scoring 65–100		53%	60%		12%	18%
Percentage of Tested Scoring 85–100		11%	12%		6%	4%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		290	458		34	39
Number Scoring 55–100		189	358		8	13
Number Scoring 65–100		138	252		3	8
Number Scoring 85–100		13	24		0	0
Percentage of Tested Scoring 55–100		65%	78%		24%	33%
Percentage of Tested Scoring 65–100		48%	55%		9%	21%
Percentage of Tested Scoring 85–100		4%	5%		0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		1	4		1	1
Number Scoring 55–100		#	#		#	#
Number Scoring 65–100		#	#		#	#
Number Scoring 85–100		#	#		#	#
Percentage of Tested Scoring 55–100		#	#		#	#
Percentage of Tested Scoring 65–100		#	#		#	#
Percentage of Tested Scoring 85–100		#	#		#	#

(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	633	375	329	336	418
2001	577	461	310	287	409
2002	470	368	287	237	341

\*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	115	63	41	83	76
2001	77	69	66	29	60
2002	90	58	58	30	59

\*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>	418	409	341	76	60	59
<b>Comprehensive French</b>						
Number Tested	9	9	12	0	0	0
Number Scoring 55–100	9	9	11	0	0	0
Number Scoring 65–100	9	9	11	0	0	0
Number Scoring 85–100	3	3	3	0	0	0
Percentage of AGE Tested	2%	2%	4%	0%	0%	0%
Percentage of AGE Scoring 55–100	2%	2%	3%	0%	0%	0%
Percentage of AGE Scoring 65–100	2%	2%	3%	0%	0%	0%
Percentage of AGE Scoring 85–100	1%	1%	1%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	92%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	7	18	23	0	0	0
Number Scoring 55–100	7	14	23	0	0	0
Number Scoring 65–100	7	13	23	0	0	0
Number Scoring 85–100	3	5	6	0	0	0
Percentage of AGE Tested	2%	4%	7%	0%	0%	0%
Percentage of AGE Scoring 55–100	2%	3%	7%	0%	0%	0%
Percentage of AGE Scoring 65–100	2%	3%	7%	0%	0%	0%
Percentage of AGE Scoring 85–100	1%	1%	2%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	72%	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>	418	409	341	76	60	59
<b>Comprehensive Spanish</b>						
Number Tested	124	123	128	2	0	1
Number Scoring 55–100	124	110	123	#	0	#
Number Scoring 65–100	121	110	119	#	0	#
Number Scoring 85–100	75	80	76	#	0	#
Percentage of AGE Tested	30%	30%	38%	#	0%	#
Percentage of AGE Scoring 55–100	30%	27%	36%	#	0%	#
Percentage of AGE Scoring 65–100	29%	27%	35%	#	0%	#
Percentage of AGE Scoring 85–100	18%	20%	22%	#	0%	#
Percentage of Tested Scoring 65–100	98%	89%	93%	#	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>	418	409	341	76	60	59
<b>Sequential Mathematics, Course II</b>						
Number Tested	120	172	49	3	6	1
Number Scoring 55–100	87	82	26	#	1	#
Number Scoring 65–100	72	65	17	#	1	#
Number Scoring 85–100	25	28	0	#	1	#
Percentage of AGE Tested	29%	42%	14%	#	10%	#
Percentage of AGE Scoring 55–100	21%	20%	8%	#	2%	#
Percentage of AGE Scoring 65–100	17%	16%	5%	#	2%	#
Percentage of AGE Scoring 85–100	6%	7%	0%	#	2%	#
Percentage of Tested Scoring 65–100	60%	38%	35%	#	17%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	106	78	100	0	1	0
Number Scoring 55–100	92	50	73	0	#	0
Number Scoring 65–100	82	43	67	0	#	0
Number Scoring 85–100	32	23	23	0	#	0
Percentage of AGE Tested	25%	19%	29%	0%	#	0%
Percentage of AGE Scoring 55–100	22%	12%	21%	0%	#	0%
Percentage of AGE Scoring 65–100	20%	11%	20%	0%	#	0%
Percentage of AGE Scoring 85–100	8%	6%	7%	0%	#	0%
Percentage of Tested Scoring 65–100	77%	55%	67%	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>	418	409	341	76	60	59
<b>Earth Science (last administered January 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%	
<b>Biology (last administered January 2001)</b>						
Number Tested	286	0		9	0	
Number Scoring 55–100	180	0		1	0	
Number Scoring 65–100	115	0		0	0	
Number Scoring 85–100	32	0		0	0	
Percentage of AGE Tested	68%	0%		12%	0%	
Percentage of AGE Scoring 55–100	43%	0%		1%	0%	
Percentage of AGE Scoring 65–100	28%	0%		0%	0%	
Percentage of AGE Scoring 85–100	8%	0%		0%	0%	
Percentage of Tested Scoring 65–100	40%	0%		0%	0%	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	122	220	38	3	5	1
Number Scoring 55–100	93	124	21	#	0	#
Number Scoring 65–100	62	85	12	#	0	#
Number Scoring 85–100	7	23	1	#	0	#
Percentage of AGE Tested	29%	54%	11%	#	8%	#
Percentage of AGE Scoring 55–100	22%	30%	6%	#	0%	#
Percentage of AGE Scoring 65–100	15%	21%	4%	#	0%	#
Percentage of AGE Scoring 85–100	2%	6%	0%	#	0%	#
Percentage of Tested Scoring 65–100	51%	39%	32%	#	0%	#

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	418	409	341	76	60	59
<b>Physics (last administered January 2002)</b>						
Number Tested	42	40	0	0	0	0
Number Scoring 55–100	25	29	0	0	0	0
Number Scoring 65–100	10	13	0	0	0	0
Number Scoring 85–100	0	1	0	0	0	0
Percentage of AGE Tested	10%	10%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	6%	7%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	2%	3%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	24%	33%	0%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			183			5
Number Scoring 55–100			87			1
Number Scoring 65–100			41			0
Number Scoring 85–100			2			0
Percentage of AGE Tested			54%			8%
Percentage of AGE Scoring 55–100			26%			2%
Percentage of AGE Scoring 65–100			12%			0%
Percentage of AGE Scoring 85–100			1%			0%
Percentage of Tested Scoring 65–100			22%			0%
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			48			0
Number Scoring 55–100			15			0
Number Scoring 65–100			10			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			14%			0%
Percentage of AGE Scoring 55–100			4%			0%
Percentage of AGE Scoring 65–100			3%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			21%			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	287	66%	175	79%	213	80%
Students with Disabilities	21	19%	16	56%	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
<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	7	0	0	5	2	0
Mathematics, Science, & Technology	7	0	0	3	4	0
Health, Phys. Ed., & Fam. & Cons. Sci.	7	0	0	2	5	0
Social Studies	7	0	0	5	2	0
Career Dev. & Occ. Studies (optional)	3	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	188	188	37	37	225	225
Number Scoring 55–64	40	40	2	2	42	42
Number Scoring 65–84	100	87	3	2	103	89
Number Scoring 85–100	33	30	0	0	33	30
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	262	67	329
Number Scoring 55–64	44	4	48
Number Scoring 65–84	134	10	144
Number Scoring 85–100	23	0	23
Approved Alternatives	0	0	0

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