

# New York State School Report Card Comprehensive Information Report

BEDS Code : 07-06-00-01-0020  
 Name : Southside High School  
 Principal: Ms. Lisa Kelly

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	337	312	278
Tenth	339	309	306
Eleventh	276	263	273
Twelfth	244	268	277
Ungraded Secondary	92	45	45
Total K-12 Enrollment	1288	1197	1179

## 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	12	0.9%	8	0.7%	6	0.5%
Black (Not Hispanic)	61	4.7%	59	4.9%	54	4.6%
Hispanic	8	0.6%	8	0.7%	8	0.7%
White (Not Hispanic)	1207	93.7%	1122	93.7%	1111	94.2%

## 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.
1	0.1%	1	0.1%	1	0.1%

## 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	27	23	23
Mathematics Grade 10	0	22	28
Science Grade 10	29	30	0
Social Studies Grade 10	28	22	19

(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		94.3%		92.2%		95.7%
Student Suspensions	232	18.1%	123	9.6%	82	6.9%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	24.8%	17.4%	19.4%
Reduced Lunch	12.2%	6.9%	8.4%
Public Assistance	21-30%	21-30%	11-20%
Student Stability	79%	96%	83%

### Staff Counts

Staff	2001–2002
Total Teachers	90
Total Other Professional Staff	11
Total Paraprofessionals	NA
Teaching out of Certification*	6
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	173	81	47%	177	88	50%	171	94	55%
Students with Disabilities	20	2	10%	11	0	0%	8	0	0%
All Students	193	83	43%	188	88	47%	179	94	53%

\*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	64	70	4	12	19	10
Percent	36%	39%	2%	7%	11%	6%

## 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)
8	0	18	26

\*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					44	3.7%
	Entered GED Program*					39	3.3%
	Total Noncompleters					83	7.0%
Students with Disabilities	Dropped Out					14	1.2%
	Entered GED Program*					12	1.0%
	Total Noncompleters					26	2.2%
All Students	Dropped Out	76	5.9%	107	8.9%	58	4.9%
	Entered GED Program*	23	1.8%	26	2.2%	51	4.3%
	Total Noncompleters	99	7.7%	133	11.1%	109	9.2%

\*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	6	83%	1	#	4	#
Science	45	76%	17	88%	10	40%
Reading	2	#	0	0%	0	0%
Writing	3	#	1	#	0	0%
Global Studies	52	38%	20	50%	3	#
U.S. Hist & Gov't	90	91%	45	76%	4	#

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	60%	9	78%	15	93%
Science	29	31%	7	100%	18	39%
Reading	10	100%	0	0%	5	100%
Writing	12	83%	4	#	8	100%
Global Studies	29	21%	11	36%	10	60%
U.S. Hist & Gov't	12	17%	13	54%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	262	237	234	19	17	14
Number Scoring 55–100	239	209	200	10	8	8
Number Scoring 65–100	161	175	168	4	5	7
Number Scoring 85–100	8	22	44	0	0	0
Percentage of Tested Scoring 55–100	91%	88%	85%	53%	47%	57%
Percentage of Tested Scoring 65–100	61%	74%	72%	21%	29%	50%
Percentage of Tested Scoring 85–100	3%	9%	19%	0%	0%	0%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	284	250	25	8	1	1
Number Scoring 55–100	154	187	11	5	#	#
Number Scoring 65–100	110	140	5	4	#	#
Number Scoring 85–100	20	36	0	0	#	#
Percentage of Tested Scoring 55–100	54%	75%	44%	62%	#	#
Percentage of Tested Scoring 65–100	39%	56%	20%	50%	#	#
Percentage of Tested Scoring 85–100	7%	14%	0%	0%	#	#
<b>Mathematics A</b>						
Number Tested	11	84	118	2	9	12
Number Scoring 55–100	5	23	32	#	0	5
Number Scoring 65–100	1	14	11	#	0	2
Number Scoring 85–100	0	3	0	#	0	0
Percentage of Tested Scoring 55–100	45%	27%	27%	#	0%	42%
Percentage of Tested Scoring 65–100	9%	17%	9%	#	0%	17%
Percentage of Tested Scoring 85–100	0%	4%	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	261	314	326	19	23	22
Number Scoring 55–100	174	255	259	6	13	18
Number Scoring 65–100	127	203	193	5	6	9
Number Scoring 85–100	14	24	19	1	0	0
Percentage of Tested Scoring 55–100	67%	81%	79%	32%	57%	82%
Percentage of Tested Scoring 65–100	49%	65%	59%	26%	26%	41%
Percentage of Tested Scoring 85–100	5%	8%	6%	5%	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	219	0		3	0	
Number Scoring 55–100	188	0		#	0	
Number Scoring 65–100	152	0		#	0	
Number Scoring 85–100	64	0		#	0	
Percentage of Tested Scoring 55–100	86%	0%		#	0%	
Percentage of Tested Scoring 65–100	69%	0%		#	0%	
Percentage of Tested Scoring 85–100	29%	0%		#	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		210	233		10	19
Number Scoring 55–100		185	208		3	14
Number Scoring 65–100		160	178		3	9
Number Scoring 85–100		44	54		0	2
Percentage of Tested Scoring 55–100		88%	89%		30%	74%
Percentage of Tested Scoring 65–100		76%	76%		30%	47%
Percentage of Tested Scoring 85–100		21%	23%		0%	11%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		267	223		17	10
Number Scoring 55–100		216	219		10	8
Number Scoring 65–100		189	200		8	7
Number Scoring 85–100		33	36		0	0
Percentage of Tested Scoring 55–100		81%	98%		59%	80%
Percentage of Tested Scoring 65–100		71%	90%		47%	70%
Percentage of Tested Scoring 85–100		12%	16%		0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		176	174		6	0
Number Scoring 55–100		121	148		3	0
Number Scoring 65–100		90	114		2	0
Number Scoring 85–100		10	19		1	0
Percentage of Tested Scoring 55–100		69%	85%		50%	0%
Percentage of Tested Scoring 65–100		51%	66%		33%	0%
Percentage of Tested Scoring 85–100		6%	11%		17%	0%

(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	285	245	233	206	242
2001	331	307	242	243	281
2002	303	305	247	219	269

\*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	55	44	32	27	40
2001	43	44	29	24	35
2002	46	34	22	30	33

\*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>	242	281	269	40	35	33
<b>Comprehensive French</b>						
Number Tested	41	31	38	0	0	0
Number Scoring 55–100	41	31	37	0	0	0
Number Scoring 65–100	39	31	37	0	0	0
Number Scoring 85–100	15	21	18	0	0	0
Percentage of AGE Tested	17%	11%	14%	0%	0%	0%
Percentage of AGE Scoring 55–100	17%	11%	14%	0%	0%	0%
Percentage of AGE Scoring 65–100	16%	11%	14%	0%	0%	0%
Percentage of AGE Scoring 85–100	6%	7%	7%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	100%	97%	0%	0%	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	7	11	14	1	0	0
Number Scoring 55–100	7	10	14	#	0	0
Number Scoring 65–100	7	9	12	#	0	0
Number Scoring 85–100	5	3	4	#	0	0
Percentage of AGE Tested	3%	4%	5%	#	0%	0%
Percentage of AGE Scoring 55–100	3%	4%	5%	#	0%	0%
Percentage of AGE Scoring 65–100	3%	3%	4%	#	0%	0%
Percentage of AGE Scoring 85–100	2%	1%	1%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	82%	86%	#	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>	242	281	269	40	35	33
<b>Comprehensive Spanish</b>						
Number Tested	111	131	159	2	2	0
Number Scoring 55–100	110	127	154	#	#	0
Number Scoring 65–100	105	123	150	#	#	0
Number Scoring 85–100	52	73	90	#	#	0
Percentage of AGE Tested	46%	47%	59%	#	#	0%
Percentage of AGE Scoring 55–100	45%	45%	57%	#	#	0%
Percentage of AGE Scoring 65–100	43%	44%	56%	#	#	0%
Percentage of AGE Scoring 85–100	21%	26%	33%	#	#	0%
Percentage of Tested Scoring 65–100	95%	94%	94%	#	#	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>	242	281	269	40	35	33
<b>Sequential Mathematics, Course II</b>						
Number Tested	231	246	207	2	9	1
Number Scoring 55–100	147	151	140	#	0	#
Number Scoring 65–100	117	122	113	#	0	#
Number Scoring 85–100	44	38	31	#	0	#
Percentage of AGE Tested	95%	88%	77%	#	26%	#
Percentage of AGE Scoring 55–100	61%	54%	52%	#	0%	#
Percentage of AGE Scoring 65–100	48%	43%	42%	#	0%	#
Percentage of AGE Scoring 85–100	18%	14%	12%	#	0%	#
Percentage of Tested Scoring 65–100	51%	50%	55%	#	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	95	95	109	1	0	0
Number Scoring 55–100	74	73	103	#	0	0
Number Scoring 65–100	69	67	91	#	0	0
Number Scoring 85–100	33	30	38	#	0	0
Percentage of AGE Tested	39%	34%	41%	#	0%	0%
Percentage of AGE Scoring 55–100	31%	26%	38%	#	0%	0%
Percentage of AGE Scoring 65–100	29%	24%	34%	#	0%	0%
Percentage of AGE Scoring 85–100	14%	11%	14%	#	0%	0%
Percentage of Tested Scoring 65–100	73%	71%	83%	#	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>	242	281	269	40	35	33
<b>Earth Science (last administered January 2001)</b>						
Number Tested	192	0		29	0	
Number Scoring 55–100	121	0		5	0	
Number Scoring 65–100	90	0		3	0	
Number Scoring 85–100	12	0		0	0	
Percentage of AGE Tested	79%	0%		72%	0%	
Percentage of AGE Scoring 55–100	50%	0%		12%	0%	
Percentage of AGE Scoring 65–100	37%	0%		7%	0%	
Percentage of AGE Scoring 85–100	5%	0%		0%	0%	
Percentage of Tested Scoring 65–100	47%	0%		10%	0%	
<b>Biology (last administered January 2001)</b>						
Number Tested	295	51		22	1	
Number Scoring 55–100	193	43		3	#	
Number Scoring 65–100	136	22		0	#	
Number Scoring 85–100	17	1		0	#	
Percentage of AGE Tested	122%	18%		55%	#	
Percentage of AGE Scoring 55–100	80%	15%		7%	#	
Percentage of AGE Scoring 65–100	56%	8%		0%	#	
Percentage of AGE Scoring 85–100	7%	0%		0%	#	
Percentage of Tested Scoring 65–100	46%	43%		0%	#	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	128	136	10	0	1	0
Number Scoring 55–100	116	115	7	0	#	0
Number Scoring 65–100	101	100	4	0	#	0
Number Scoring 85–100	42	49	1	0	#	0
Percentage of AGE Tested	53%	48%	4%	0%	#	0%
Percentage of AGE Scoring 55–100	48%	41%	3%	0%	#	0%
Percentage of AGE Scoring 65–100	42%	36%	1%	0%	#	0%
Percentage of AGE Scoring 85–100	17%	17%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	79%	74%	40%	0%	#	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	242	281	269	40	35	33
<b>Physics (last administered January 2002)</b>						
Number Tested	70	77	0	1	0	0
Number Scoring 55–100	67	76	0	#	0	0
Number Scoring 65–100	53	73	0	#	0	0
Number Scoring 85–100	11	17	0	#	0	0
Percentage of AGE Tested	29%	27%	0%	#	0%	0%
Percentage of AGE Scoring 55–100	28%	27%	0%	#	0%	0%
Percentage of AGE Scoring 65–100	22%	26%	0%	#	0%	0%
Percentage of AGE Scoring 85–100	5%	6%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	76%	95%	0%	#	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			136			0
Number Scoring 55–100			125			0
Number Scoring 65–100			101			0
Number Scoring 85–100			13			0
Percentage of AGE Tested			51%			0%
Percentage of AGE Scoring 55–100			46%			0%
Percentage of AGE Scoring 65–100			38%			0%
Percentage of AGE Scoring 85–100			5%			0%
Percentage of Tested Scoring 65–100			74%			0%
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			62			0
Number Scoring 55–100			45			0
Number Scoring 65–100			33			0
Number Scoring 85–100			2			0
Percentage of AGE Tested			23%			0%
Percentage of AGE Scoring 55–100			17%			0%
Percentage of AGE Scoring 65–100			12%			0%
Percentage of AGE Scoring 85–100			1%			0%
Percentage of Tested Scoring 65–100			53%			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	280	94%	239	89%	235	94%
Students with Disabilities	50	62%	30	63%	24	58%

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	3	0	#	#	#	#
Mathematics, Science, & Technology	3	0	#	#	#	#
Health, Phys. Ed., & Fam. & Cons. Sci.	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Career Dev. & Occ. Studies (optional)	2	0	#	#	#	#
The Arts (optional)	3	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	193	193	28	28	221	221
Number Scoring 55–64	31	20	6	3	37	23
Number Scoring 65–84	114	99	4	2	118	101
Number Scoring 85–100	22	41	0	1	22	42
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	233	30	263
Number Scoring 55–64	25	2	27
Number Scoring 65–84	146	7	153
Number Scoring 85–100	31	0	31
Approved Alternatives	0	0	0

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