

# New York State School Report Card Comprehensive Information Report

BEDS Code : 58-01-02-03-0008  
 Name : West Babylon Senior High School  
 Principal: Ellice Vassallo

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	332	332	349
Tenth	309	347	330
Eleventh	302	312	349
Twelfth	333	313	339
Ungraded Secondary	10	0	0
Total K-12 Enrollment	1286	1304	1367

## 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	30	2.3%	32	2.5%	33	2.4%
Black (Not Hispanic)	74	5.8%	69	5.3%	68	5.0%
Hispanic	86	6.7%	85	6.5%	95	6.9%
White (Not Hispanic)	1096	85.2%	1118	85.7%	1171	85.7%

## 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.
19	1.5%	26	2.0%	30	2.2%

## 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	24	26	23
Mathematics Grade 10	23	24	23
Science Grade 10	22	21	19
Social Studies Grade 10	25	25	23

(Form – A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average 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		92.3%		92.2%		92.2%
Student Suspensions	152	11.9%	165	12.8%	173	13.3%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	6.5%	9.4%	9.7%
Reduced Lunch	1.2%	2.8%	4.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	97%	92%

### Staff Counts

Staff	2001–2002
Total Teachers	93
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching out of Certification*	1
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	257	158	61%	241	163	68%	252	179	71%
Students with Disabilities	14	1	7%	12	1	8%	28	6	21%
All Students	271	159	59%	253	164	65%	280	185	66%

\*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	176	75	4	2	17	6
Percent	63%	27%	1%	1%	6%	2%

## 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	6	8	36

\*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					56	4.1%
	Entered GED Program*					0	0.0%
	Total Noncompleters					56	4.1%
Students with Disabilities	Dropped Out					1	0.1%
	Entered GED Program*					0	0.0%
	Total Noncompleters					1	0.1%
All Students	Dropped Out	37	2.9%	22	1.7%	57	4.2%
	Entered GED Program*	13	1.0%	8	0.6%	0	0.0%
	Total Noncompleters	50	3.9%	30	2.3%	57	4.2%

\*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	5	100%	0	0%	24	33%
Science	0	0%	0	0%	16	56%
Reading	0	0%	0	0%	9	22%
Writing	0	0%	0	0%	10	10%
Global Studies	4	#	0	0%	12	58%
U.S. Hist & Gov't	13	54%	2	#	4	#

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	41	73%	48	62%	37	46%
Science	19	58%	44	61%	25	56%
Reading	20	65%	4	#	16	62%
Writing	10	100%	11	64%	24	58%
Global Studies	29	17%	33	55%	19	95%
U.S. Hist & Gov't	26	46%	18	61%	16	50%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	311	302	336	31	34	54
Number Scoring 55–100	299	291	307	23	29	35
Number Scoring 65–100	240	280	263	12	25	26
Number Scoring 85–100	27	82	117	0	0	0
Percentage of Tested Scoring 55–100	96%	96%	91%	74%	85%	65%
Percentage of Tested Scoring 65–100	77%	93%	78%	39%	74%	48%
Percentage of Tested Scoring 85–100	9%	27%	35%	0%	0%	0%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	299	393	6	66	70	1
Number Scoring 55–100	204	264	6	26	31	#
Number Scoring 65–100	167	209	5	13	22	#
Number Scoring 85–100	52	51	0	0	5	#
Percentage of Tested Scoring 55–100	68%	67%	100%	39%	44%	#
Percentage of Tested Scoring 65–100	56%	53%	83%	20%	31%	#
Percentage of Tested Scoring 85–100	17%	13%	0%	0%	7%	#
<b>Mathematics A</b>						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
<b>Global Studies (last administered January 2000)</b>						
Number Tested	24			4		
Number Scoring 55–100	24			#		
Number Scoring 65–100	16			#		
Number Scoring 85–100	0			#		
Percentage of Tested Scoring 55–100	100%			#		
Percentage of Tested Scoring 65–100	67%			#		
Percentage of Tested Scoring 85–100	0%			#		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	284	343	334	34	47	57
Number Scoring 55–100	268	335	313	21	41	45
Number Scoring 65–100	244	289	292	11	14	37
Number Scoring 85–100	115	156	127	0	1	10
Percentage of Tested Scoring 55–100	94%	98%	94%	62%	87%	79%
Percentage of Tested Scoring 65–100	86%	84%	87%	32%	30%	65%
Percentage of Tested Scoring 85–100	40%	45%	38%	0%	2%	18%

(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	289	24		15	2	
Number Scoring 55–100	270	16		10	#	
Number Scoring 65–100	232	12		5	#	
Number Scoring 85–100	85	0		0	#	
Percentage of Tested Scoring 55–100	93%	67%		67%	#	
Percentage of Tested Scoring 65–100	80%	50%		33%	#	
Percentage of Tested Scoring 85–100	29%	0%		0%	#	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		287	316		36	44
Number Scoring 55–100		264	304		23	35
Number Scoring 65–100		248	275		15	22
Number Scoring 85–100		143	96		2	1
Percentage of Tested Scoring 55–100		92%	96%		64%	80%
Percentage of Tested Scoring 65–100		86%	87%		42%	50%
Percentage of Tested Scoring 85–100		50%	30%		6%	2%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		278	307		33	51
Number Scoring 55–100		278	299		33	48
Number Scoring 65–100		273	291		28	44
Number Scoring 85–100		73	98		0	3
Percentage of Tested Scoring 55–100		100%	97%		100%	94%
Percentage of Tested Scoring 65–100		98%	95%		85%	86%
Percentage of Tested Scoring 85–100		26%	32%		0%	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		226	240		43	37
Number Scoring 55–100		183	221		23	29
Number Scoring 65–100		160	190		16	20
Number Scoring 85–100		34	43		4	2
Percentage of Tested Scoring 55–100		81%	92%		53%	78%
Percentage of Tested Scoring 65–100		71%	79%		37%	54%
Percentage of Tested Scoring 85–100		15%	18%		9%	5%

(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	340	303	296	287	307
2001	329	347	324	288	322
2002	348	326	333	290	324

\*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	49	34	23	24	33
2001	50	52	41	17	40
2002	59	57	56	35	52

\*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>	307	322	324	33	40	52
<b>Comprehensive French</b>						
Number Tested	17	16	6	1	0	0
Number Scoring 55–100	16	15	6	#	0	0
Number Scoring 65–100	15	13	6	#	0	0
Number Scoring 85–100	8	9	1	#	0	0
Percentage of AGE Tested	6%	5%	2%	#	0%	0%
Percentage of AGE Scoring 55–100	5%	5%	2%	#	0%	0%
Percentage of AGE Scoring 65–100	5%	4%	2%	#	0%	0%
Percentage of AGE Scoring 85–100	3%	3%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	88%	81%	100%	#	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	58	37	48	0	0	0
Number Scoring 55–100	57	37	47	0	0	0
Number Scoring 65–100	55	35	43	0	0	0
Number Scoring 85–100	17	17	16	0	0	0
Percentage of AGE Tested	19%	11%	15%	0%	0%	0%
Percentage of AGE Scoring 55–100	19%	11%	15%	0%	0%	0%
Percentage of AGE Scoring 65–100	18%	11%	13%	0%	0%	0%
Percentage of AGE Scoring 85–100	6%	5%	5%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	95%	90%	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>	307	322	324	33	40	52
<b>Comprehensive Spanish</b>						
Number Tested	131	162	158	3	1	4
Number Scoring 55–100	124	162	157	#	#	#
Number Scoring 65–100	111	154	151	#	#	#
Number Scoring 85–100	39	99	77	#	#	#
Percentage of AGE Tested	43%	50%	49%	#	#	#
Percentage of AGE Scoring 55–100	40%	50%	48%	#	#	#
Percentage of AGE Scoring 65–100	36%	48%	47%	#	#	#
Percentage of AGE Scoring 85–100	13%	31%	24%	#	#	#
Percentage of Tested Scoring 65–100	85%	95%	96%	#	#	#
<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>	307	322	324	33	40	52
<b>Sequential Mathematics, Course II</b>						
Number Tested	296	439	322	22	41	34
Number Scoring 55–100	194	307	241	10	15	19
Number Scoring 65–100	168	248	194	8	5	15
Number Scoring 85–100	84	98	63	2	0	1
Percentage of AGE Tested	96%	136%	99%	67%	102%	65%
Percentage of AGE Scoring 55–100	63%	95%	74%	30%	38%	37%
Percentage of AGE Scoring 65–100	55%	77%	60%	24%	12%	29%
Percentage of AGE Scoring 85–100	27%	30%	19%	6%	0%	2%
Percentage of Tested Scoring 65–100	57%	56%	60%	36%	12%	44%
<b>Sequential Mathematics, Course III</b>						
Number Tested	0	209	212	0	8	8
Number Scoring 55–100	0	170	183	0	3	7
Number Scoring 65–100	0	152	165	0	2	6
Number Scoring 85–100	0	85	77	0	0	2
Percentage of AGE Tested	0%	65%	65%	0%	20%	15%
Percentage of AGE Scoring 55–100	0%	53%	56%	0%	7%	13%
Percentage of AGE Scoring 65–100	0%	47%	51%	0%	5%	12%
Percentage of AGE Scoring 85–100	0%	26%	24%	0%	0%	4%
Percentage of Tested Scoring 65–100	0%	73%	78%	0%	25%	75%
<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>	307	322	324	33	40	52
<b>Earth Science (last administered January 2001)</b>						
Number Tested	238	68		47	7	
Number Scoring 55–100	191	61		25	5	
Number Scoring 65–100	131	54		20	5	
Number Scoring 85–100	19	3		1	0	
Percentage of AGE Tested	78%	21%		142%	17%	
Percentage of AGE Scoring 55–100	62%	19%		76%	12%	
Percentage of AGE Scoring 65–100	43%	17%		61%	12%	
Percentage of AGE Scoring 85–100	6%	1%		3%	0%	
Percentage of Tested Scoring 65–100	55%	79%		43%	71%	
<b>Biology (last administered January 2001)</b>						
Number Tested	349	59		48	11	
Number Scoring 55–100	295	52		20	10	
Number Scoring 65–100	246	27		10	7	
Number Scoring 85–100	63	1		0	0	
Percentage of AGE Tested	114%	18%		145%	28%	
Percentage of AGE Scoring 55–100	96%	16%		61%	25%	
Percentage of AGE Scoring 65–100	80%	8%		30%	17%	
Percentage of AGE Scoring 85–100	21%	0%		0%	0%	
Percentage of Tested Scoring 65–100	70%	46%		21%	64%	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	160	248	3	4	7	0
Number Scoring 55–100	122	215	#	#	3	0
Number Scoring 65–100	96	170	#	#	0	0
Number Scoring 85–100	19	44	#	#	0	0
Percentage of AGE Tested	52%	77%	#	#	17%	0%
Percentage of AGE Scoring 55–100	40%	67%	#	#	7%	0%
Percentage of AGE Scoring 65–100	31%	53%	#	#	0%	0%
Percentage of AGE Scoring 85–100	6%	14%	#	#	0%	0%
Percentage of Tested Scoring 65–100	60%	69%	#	#	0%	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	307	322	324	33	40	52
<b>Physics (last administered January 2002)</b>						
Number Tested	22	21	0	0	0	0
Number Scoring 55–100	22	21	0	0	0	0
Number Scoring 65–100	19	21	0	0	0	0
Number Scoring 85–100	6	5	0	0	0	0
Percentage of AGE Tested	7%	7%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	7%	7%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	6%	7%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	2%	2%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	86%	100%	0%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			196			6
Number Scoring 55–100			176			5
Number Scoring 65–100			134			4
Number Scoring 85–100			19			2
Percentage of AGE Tested			60%			12%
Percentage of AGE Scoring 55–100			54%			10%
Percentage of AGE Scoring 65–100			41%			8%
Percentage of AGE Scoring 85–100			6%			4%
Percentage of Tested Scoring 65–100			68%			67%
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			112			0
Number Scoring 55–100			107			0
Number Scoring 65–100			90			0
Number Scoring 85–100			21			0
Percentage of AGE Tested			35%			0%
Percentage of AGE Scoring 55–100			33%			0%
Percentage of AGE Scoring 65–100			28%			0%
Percentage of AGE Scoring 85–100			6%			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	80	96%	94	100%	64	100%
Students with Disabilities	6	100%	30	80%	42	90%

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	269	269	36	36	305	305
Number Scoring 55–64	11	15	11	8	22	23
Number Scoring 65–84	130	97	16	12	146	109
Number Scoring 85–100	112	139	0	3	112	142
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	275	53	328
Number Scoring 55–64	0	5	5
Number Scoring 65–84	150	37	187
Number Scoring 85–100	109	0	109
Approved Alternatives	0	0	0

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