

# New York State School Report Card Comprehensive Information Report

BEDS Code : 14-02-07-06-0006  
 Name : Sweet Home Senior High School  
 Principal: Mr. Paul L. Hendel

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	356	297	317
Tenth	285	328	295
Eleventh	273	270	290
Twelfth	285	280	293
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1199	1175	1195

## 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	48	4.0%	58	4.9%	49	4.1%
Black (Not Hispanic)	68	5.7%	80	6.8%	85	7.1%
Hispanic	17	1.4%	12	1.0%	11	0.9%
White (Not Hispanic)	1066	88.9%	1025	87.2%	1050	87.9%

## 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.
20	1.7%	11	0.9%	14	1.2%

## 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	25	21	21
Mathematics Grade 10	19	22	26
Science Grade 10	18	23	20
Social Studies Grade 10	21	22	21

(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		93.7%		93.6%		92.9%
Student Suspensions	17	1.4%	32	2.7%	43	3.7%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	9.4%	8.8%	9.5%
Reduced Lunch	5.5%	4.9%	4.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	97%	96%

### Staff Counts

Staff	2001–2002
Total Teachers	96
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching out of Certification*	2
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	240	167	70%	248	178	72%	229	183	80%
Students with Disabilities	8	1	12%	16	1	6%	16	0	0%
All Students	248	168	68%	264	179	68%	245	183	75%

\*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	150	68	2	8	9	8
Percent	61%	28%	1%	3%	4%	3%

## 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)
16	0	0	16

\*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					8	0.7%
	Entered GED Program*					30	2.5%
	Total Noncompleters					38	3.2%
Students with Disabilities	Dropped Out					3	0.3%
	Entered GED Program*					2	0.2%
	Total Noncompleters					5	0.4%
All Students	Dropped Out	6	0.5%	9	0.8%	11	0.9%
	Entered GED Program*	32	2.7%	18	1.5%	32	2.7%
	Total Noncompleters	38	3.2%	27	2.3%	43	3.6%

\*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%	2	#
Science	16	81%	0	0%	3	#
Reading	2	#	0	0%	1	#
Writing	4	#	0	0%	1	#
Global Studies	12	42%	0	0%	2	#
U.S. Hist & Gov't	15	80%	6	83%	3	#

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	25	96%	10	90%
Science	20	70%	24	71%	9	89%
Reading	7	100%	7	43%	5	100%
Writing	3	100%	5	100%	3	#
Global Studies	17	24%	12	58%	3	#
U.S. Hist & Gov't	2	0%	15	80%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	331	307	281	15	31	17
Number Scoring 55–100	313	294	258	14	27	13
Number Scoring 65–100	290	254	233	11	13	11
Number Scoring 85–100	17	54	67	0	0	0
Percentage of Tested Scoring 55–100	95%	96%	92%	93%	87%	76%
Percentage of Tested Scoring 65–100	88%	83%	83%	73%	42%	65%
Percentage of Tested Scoring 85–100	5%	18%	24%	0%	0%	0%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	152	39	0	46	17	0
Number Scoring 55–100	114	30	0	25	10	0
Number Scoring 65–100	105	25	0	23	8	0
Number Scoring 85–100	13	2	0	0	1	0
Percentage of Tested Scoring 55–100	75%	77%	0%	54%	59%	0%
Percentage of Tested Scoring 65–100	69%	64%	0%	50%	47%	0%
Percentage of Tested Scoring 85–100	9%	5%	0%	0%	6%	0%
<b>Mathematics A</b>						
Number Tested	0	282	302	0	18	12
Number Scoring 55–100	0	266	264	0	11	3
Number Scoring 65–100	0	242	235	0	10	2
Number Scoring 85–100	0	95	82	0	4	0
Percentage of Tested Scoring 55–100	0%	94%	87%	0%	61%	25%
Percentage of Tested Scoring 65–100	0%	86%	78%	0%	56%	17%
Percentage of Tested Scoring 85–100	0%	34%	27%	0%	22%	0%
<b>Global Studies (last administered January 2000)</b>						
Number Tested	32			2		
Number Scoring 55–100	27			#		
Number Scoring 65–100	24			#		
Number Scoring 85–100	2			#		
Percentage of Tested Scoring 55–100	84%			#		
Percentage of Tested Scoring 65–100	75%			#		
Percentage of Tested Scoring 85–100	6%			#		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	287	330	297	36	47	21
Number Scoring 55–100	266	323	282	27	43	14
Number Scoring 65–100	244	299	259	19	33	13
Number Scoring 85–100	95	142	108	2	2	1
Percentage of Tested Scoring 55–100	93%	98%	95%	75%	91%	67%
Percentage of Tested Scoring 65–100	85%	91%	87%	53%	70%	62%
Percentage of Tested Scoring 85–100	33%	43%	36%	6%	4%	5%

(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	277	12		21	0	
Number Scoring 55–100	268	9		19	0	
Number Scoring 65–100	245	7		15	0	
Number Scoring 85–100	90	1		1	0	
Percentage of Tested Scoring 55–100	97%	75%		90%	0%	
Percentage of Tested Scoring 65–100	88%	58%		71%	0%	
Percentage of Tested Scoring 85–100	32%	8%		5%	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		277	291		23	23
Number Scoring 55–100		264	282		18	20
Number Scoring 65–100		241	271		11	19
Number Scoring 85–100		127	133		3	4
Percentage of Tested Scoring 55–100		95%	97%		78%	87%
Percentage of Tested Scoring 65–100		87%	93%		48%	83%
Percentage of Tested Scoring 85–100		46%	46%		13%	17%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		328	362		49	27
Number Scoring 55–100		308	355		38	23
Number Scoring 65–100		279	343		26	18
Number Scoring 85–100		60	126		2	0
Percentage of Tested Scoring 55–100		94%	98%		78%	85%
Percentage of Tested Scoring 65–100		85%	95%		53%	67%
Percentage of Tested Scoring 85–100		18%	35%		4%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		154	227		29	23
Number Scoring 55–100		136	206		21	17
Number Scoring 65–100		108	176		11	10
Number Scoring 85–100		28	53		1	0
Percentage of Tested Scoring 55–100		88%	91%		72%	74%
Percentage of Tested Scoring 65–100		70%	78%		38%	43%
Percentage of Tested Scoring 85–100		18%	23%		3%	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	337	275	267	275	289
2001	300	313	270	272	289
2002	317	298	281	267	291

\*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	56	24	16	10	27
2001	35	47	23	16	30
2002	31	20	28	16	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>	289	289	291	27	30	24
<b>Comprehensive French</b>						
Number Tested	46	40	26	1	1	0
Number Scoring 55–100	46	40	24	#	#	0
Number Scoring 65–100	44	40	21	#	#	0
Number Scoring 85–100	19	22	5	#	#	0
Percentage of AGE Tested	16%	14%	9%	#	#	0%
Percentage of AGE Scoring 55–100	16%	14%	8%	#	#	0%
Percentage of AGE Scoring 65–100	15%	14%	7%	#	#	0%
Percentage of AGE Scoring 85–100	7%	8%	2%	#	#	0%
Percentage of Tested Scoring 65–100	96%	100%	81%	#	#	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	12	27	11	0	0	0
Number Scoring 55–100	12	26	11	0	0	0
Number Scoring 65–100	12	26	10	0	0	0
Number Scoring 85–100	4	7	3	0	0	0
Percentage of AGE Tested	4%	9%	4%	0%	0%	0%
Percentage of AGE Scoring 55–100	4%	9%	4%	0%	0%	0%
Percentage of AGE Scoring 65–100	4%	9%	3%	0%	0%	0%
Percentage of AGE Scoring 85–100	1%	2%	1%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	96%	91%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	1	0	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 AGE Tested	0%	#	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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>	289	289	291	27	30	24
<b>Comprehensive Spanish</b>						
Number Tested	102	85	92	1	0	2
Number Scoring 55–100	97	83	89	#	0	#
Number Scoring 65–100	92	81	88	#	0	#
Number Scoring 85–100	35	43	54	#	0	#
Percentage of AGE Tested	35%	29%	32%	#	0%	#
Percentage of AGE Scoring 55–100	34%	29%	31%	#	0%	#
Percentage of AGE Scoring 65–100	32%	28%	30%	#	0%	#
Percentage of AGE Scoring 85–100	12%	15%	19%	#	0%	#
Percentage of Tested Scoring 65–100	90%	95%	96%	#	0%	#
<b>Comprehensive Latin</b>						
Number Tested	15	26	19	0	0	0
Number Scoring 55–100	15	26	19	0	0	0
Number Scoring 65–100	15	26	18	0	0	0
Number Scoring 85–100	13	23	10	0	0	0
Percentage of AGE Tested	5%	9%	7%	0%	0%	0%
Percentage of AGE Scoring 55–100	5%	9%	7%	0%	0%	0%
Percentage of AGE Scoring 65–100	5%	9%	6%	0%	0%	0%
Percentage of AGE Scoring 85–100	4%	8%	3%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	95%	0%	0%	0%

(Form – J)

## Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	289	289	291	27	30	24
<b>Sequential Mathematics, Course II</b>						
Number Tested	299	58	8	20	3	0
Number Scoring 55–100	235	43	5	12	#	0
Number Scoring 65–100	210	39	4	8	#	0
Number Scoring 85–100	76	4	1	0	#	0
Percentage of AGE Tested	103%	20%	3%	74%	#	0%
Percentage of AGE Scoring 55–100	81%	15%	2%	44%	#	0%
Percentage of AGE Scoring 65–100	73%	13%	1%	30%	#	0%
Percentage of AGE Scoring 85–100	26%	1%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	70%	67%	50%	40%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	211	201	24	3	5	1
Number Scoring 55–100	189	182	17	#	4	#
Number Scoring 65–100	173	160	13	#	3	#
Number Scoring 85–100	68	63	2	#	0	#
Percentage of AGE Tested	73%	70%	8%	#	17%	#
Percentage of AGE Scoring 55–100	65%	63%	6%	#	13%	#
Percentage of AGE Scoring 65–100	60%	55%	4%	#	10%	#
Percentage of AGE Scoring 85–100	24%	22%	1%	#	0%	#
Percentage of Tested Scoring 65–100	82%	80%	54%	#	60%	#
<b>Mathematics B (first administered June 2001)</b>						
Number Tested		0	166		0	2
Number Scoring 55–100		0	131		0	#
Number Scoring 65–100		0	101		0	#
Number Scoring 85–100		0	20		0	#
Percentage of AGE Tested		0%	57%		0%	#
Percentage of AGE Scoring 55–100		0%	45%		0%	#
Percentage of AGE Scoring 65–100		0%	35%		0%	#
Percentage of AGE Scoring 85–100		0%	7%		0%	#
Percentage of Tested Scoring 65–100		0%	61%		0%	#

(Form – K)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	289	289	291	27	30	24
<b>Earth Science (last administered January 2001)</b>						
Number Tested	0	13		0	1	
Number Scoring 55–100	0	10		0	#	
Number Scoring 65–100	0	6		0	#	
Number Scoring 85–100	0	0		0	#	
Percentage of AGE Tested	0%	4%		0%	#	
Percentage of AGE Scoring 55–100	0%	3%		0%	#	
Percentage of AGE Scoring 65–100	0%	2%		0%	#	
Percentage of AGE Scoring 85–100	0%	0%		0%	#	
Percentage of Tested Scoring 65–100	0%	46%		0%	#	
<b>Biology (last administered January 2001)</b>						
Number Tested	405	120		56	32	
Number Scoring 55–100	328	78		22	11	
Number Scoring 65–100	269	49		11	5	
Number Scoring 85–100	52	0		0	0	
Percentage of AGE Tested	140%	42%		207%	107%	
Percentage of AGE Scoring 55–100	113%	27%		81%	37%	
Percentage of AGE Scoring 65–100	93%	17%		41%	17%	
Percentage of AGE Scoring 85–100	18%	0%		0%	0%	
Percentage of Tested Scoring 65–100	66%	41%		20%	16%	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	283	246	16	4	4	0
Number Scoring 55–100	251	218	9	#	#	0
Number Scoring 65–100	190	162	3	#	#	0
Number Scoring 85–100	36	38	0	#	#	0
Percentage of AGE Tested	98%	85%	5%	#	#	0%
Percentage of AGE Scoring 55–100	87%	75%	3%	#	#	0%
Percentage of AGE Scoring 65–100	66%	56%	1%	#	#	0%
Percentage of AGE Scoring 85–100	12%	13%	0%	#	#	0%
Percentage of Tested Scoring 65–100	67%	66%	19%	#	#	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	289	289	291	27	30	24
<b>Physics (last administered January 2002)</b>						
Number Tested	119	132	4	0	2	0
Number Scoring 55–100	113	111	#	0	#	0
Number Scoring 65–100	88	78	#	0	#	0
Number Scoring 85–100	21	18	#	0	#	0
Percentage of AGE Tested	41%	46%	#	0%	#	0%
Percentage of AGE Scoring 55–100	39%	38%	#	0%	#	0%
Percentage of AGE Scoring 65–100	30%	27%	#	0%	#	0%
Percentage of AGE Scoring 85–100	7%	6%	#	0%	#	0%
Percentage of Tested Scoring 65–100	74%	59%	#	0%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			195			1
Number Scoring 55–100			184			#
Number Scoring 65–100			152			#
Number Scoring 85–100			31			#
Percentage of AGE Tested			67%			#
Percentage of AGE Scoring 55–100			63%			#
Percentage of AGE Scoring 65–100			52%			#
Percentage of AGE Scoring 85–100			11%			#
Percentage of Tested Scoring 65–100			78%			#
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			101			2
Number Scoring 55–100			65			#
Number Scoring 65–100			44			#
Number Scoring 85–100			9			#
Percentage of AGE Tested			35%			#
Percentage of AGE Scoring 55–100			22%			#
Percentage of AGE Scoring 65–100			15%			#
Percentage of AGE Scoring 85–100			3%			#
Percentage of Tested Scoring 65–100			44%			#

(Form – M)

# Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	28	96%	63	92%	61	100%
Students with Disabilities	14	93%	7	71%	15	100%

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	240	240	20	20	260	260
Number Scoring 55–64	0	2	2	4	2	6
Number Scoring 65–84	143	104	13	8	156	112
Number Scoring 85–100	91	126	0	2	91	128
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	242	24	266
Number Scoring 55–64	4	3	7
Number Scoring 65–84	140	13	153
Number Scoring 85–100	90	1	91
Approved Alternatives	0	0	0

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