

# New York State School Report Card Comprehensive Information Report

BEDS Code : 50-01-01-06-0019  
 Name : Clarkstown South Senior High School  
 Principal: Mr. Michael Pilacik

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	325	355	347
Tenth	347	328	357
Eleventh	404	343	329
Twelfth	361	394	353
Ungraded Secondary	10	14	17
Total K-12 Enrollment	1447	1434	1403

## 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	97	6.7%	158	11.0%	168	12.0%
Black (Not Hispanic)	48	3.3%	33	2.3%	39	2.8%
Hispanic	83	5.7%	47	3.3%	52	3.7%
White (Not Hispanic)	1219	84.2%	1196	83.4%	1144	81.5%

## 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.
24	1.7%	26	1.8%	21	1.5%

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

(Form – A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
52	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the lower 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		94.0%		92.8%		92.7%
Student Suspensions	63	4.4%	48	3.3%	62	4.3%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	0.5%	1.5%	0.2%
Reduced Lunch	0.9%	2.4%	0.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	76%	98%	97%

### Staff Counts

Staff	2001–2002
Total Teachers	113
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching out of Certification*	4
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	275	209	76%	307	245	80%	283	226	80%
Students with Disabilities	36	5	14%	55	13	24%	45	21	47%
All Students	311	214	69%	362	258	71%	328	247	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	223	84	1	9	6	5
Percent	68%	26%	0%	3%	2%	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)
45	21	2	47

\*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					0	0.0%
	Entered GED Program*					4	0.3%
	Total Noncompleters					4	0.3%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	1	0.1%	2	0.1%	0	0.0%
	Entered GED Program*	13	0.9%	10	0.7%	4	0.3%
	Total Noncompleters	14	1.0%	12	0.8%	4	0.3%

\*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	4	#	2	#	0	0%
Science	7	86%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	2	#	6	50%	0	0%

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	100%	4	#	42	88%
Science	2	100%	0	0%	18	100%
Reading	3	100%	0	0%	4	#
Writing	10	60%	1	#	5	80%
Global Studies	7	57%	0	0%	3	#
U.S. Hist & Gov't	10	80%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	376	346	303	54	33	25
Number Scoring 55–100	370	340	300	49	30	24
Number Scoring 65–100	316	316	287	26	20	23
Number Scoring 85–100	57	80	185	0	0	8
Percentage of Tested Scoring 55–100	98%	98%	99%	91%	91%	96%
Percentage of Tested Scoring 65–100	84%	91%	95%	48%	61%	92%
Percentage of Tested Scoring 85–100	15%	23%	61%	0%	0%	32%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	231	187	49	53	43	17
Number Scoring 55–100	217	178	49	49	39	17
Number Scoring 65–100	205	159	49	45	35	17
Number Scoring 85–100	114	41	21	22	10	6
Percentage of Tested Scoring 55–100	94%	95%	100%	92%	91%	100%
Percentage of Tested Scoring 65–100	89%	85%	100%	85%	81%	100%
Percentage of Tested Scoring 85–100	49%	22%	43%	42%	23%	35%
<b>Mathematics A</b>						
Number Tested	0	0	1	0	0	1
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 Tested Scoring 55–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 85–100	0%	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	366	323	353	55	45	56
Number Scoring 55–100	359	320	350	52	42	55
Number Scoring 65–100	344	316	333	46	41	43
Number Scoring 85–100	156	144	150	9	4	9
Percentage of Tested Scoring 55–100	98%	99%	99%	95%	93%	98%
Percentage of Tested Scoring 65–100	94%	98%	94%	84%	91%	77%
Percentage of Tested Scoring 85–100	43%	45%	42%	16%	9%	16%

(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	361	0		44	0	
Number Scoring 55–100	344	0		33	0	
Number Scoring 65–100	318	0		20	0	
Number Scoring 85–100	182	0		4	0	
Percentage of Tested Scoring 55–100	95%	0%		75%	0%	
Percentage of Tested Scoring 65–100	88%	0%		45%	0%	
Percentage of Tested Scoring 85–100	50%	0%		9%	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		327	285		46	25
Number Scoring 55–100		321	284		45	24
Number Scoring 65–100		306	271		38	19
Number Scoring 85–100		164	117		6	3
Percentage of Tested Scoring 55–100		98%	100%		98%	96%
Percentage of Tested Scoring 65–100		94%	95%		83%	76%
Percentage of Tested Scoring 85–100		50%	41%		13%	12%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		388	286		50	42
Number Scoring 55–100		386	286		48	42
Number Scoring 65–100		376	283		40	39
Number Scoring 85–100		112	128		2	9
Percentage of Tested Scoring 55–100		99%	100%		96%	100%
Percentage of Tested Scoring 65–100		97%	99%		80%	93%
Percentage of Tested Scoring 85–100		29%	45%		4%	21%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		276	328		56	54
Number Scoring 55–100		266	322		51	52
Number Scoring 65–100		243	312		43	49
Number Scoring 85–100		60	67		8	10
Percentage of Tested Scoring 55–100		96%	98%		91%	96%
Percentage of Tested Scoring 65–100		88%	95%		77%	91%
Percentage of Tested Scoring 85–100		22%	20%		14%	19%

(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	226	343	395	342	327
2001	356	329	354	388	357
2002	358	353	309	340	340

\*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	62	57	78	53	63
2001	69	62	58	88	69
2002	66	60	30	52	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>	327	357	340	63	69	52
<b>Comprehensive French</b>						
Number Tested	25	34	48	0	2	2
Number Scoring 55–100	25	34	47	0	#	#
Number Scoring 65–100	25	34	45	0	#	#
Number Scoring 85–100	6	24	25	0	#	#
Percentage of AGE Tested	8%	10%	14%	0%	#	#
Percentage of AGE Scoring 55–100	8%	10%	14%	0%	#	#
Percentage of AGE Scoring 65–100	8%	10%	13%	0%	#	#
Percentage of AGE Scoring 85–100	2%	7%	7%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	94%	0%	#	#
<b>Comprehensive Italian</b>						
Number Tested	43	35	52	1	3	4
Number Scoring 55–100	43	35	51	#	#	#
Number Scoring 65–100	42	35	50	#	#	#
Number Scoring 85–100	25	35	35	#	#	#
Percentage of AGE Tested	13%	10%	15%	#	#	#
Percentage of AGE Scoring 55–100	13%	10%	15%	#	#	#
Percentage of AGE Scoring 65–100	13%	10%	15%	#	#	#
Percentage of AGE Scoring 85–100	8%	10%	10%	#	#	#
Percentage of Tested Scoring 65–100	98%	100%	96%	#	#	#
<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>	327	357	340	63	69	52
<b>Comprehensive Spanish</b>						
Number Tested	275	172	154	18	7	10
Number Scoring 55–100	273	169	154	18	7	10
Number Scoring 65–100	270	167	154	18	7	10
Number Scoring 85–100	110	117	121	5	5	7
Percentage of AGE Tested	84%	48%	45%	29%	10%	19%
Percentage of AGE Scoring 55–100	83%	47%	45%	29%	10%	19%
Percentage of AGE Scoring 65–100	83%	47%	45%	29%	10%	19%
Percentage of AGE Scoring 85–100	34%	33%	36%	8%	7%	13%
Percentage of Tested Scoring 65–100	98%	97%	100%	100%	100%	100%
<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>	327	357	340	63	69	52
<b>Sequential Mathematics, Course II</b>						
Number Tested	310	360	317	37	36	32
Number Scoring 55–100	295	352	305	37	33	30
Number Scoring 65–100	278	337	289	32	32	27
Number Scoring 85–100	134	164	128	8	11	9
Percentage of AGE Tested	95%	101%	93%	59%	52%	62%
Percentage of AGE Scoring 55–100	90%	99%	90%	59%	48%	58%
Percentage of AGE Scoring 65–100	85%	94%	85%	51%	46%	52%
Percentage of AGE Scoring 85–100	41%	46%	38%	13%	16%	17%
Percentage of Tested Scoring 65–100	90%	94%	91%	86%	89%	84%
<b>Sequential Mathematics, Course III</b>						
Number Tested	281	255	315	11	14	15
Number Scoring 55–100	269	252	311	8	14	15
Number Scoring 65–100	259	241	301	8	14	15
Number Scoring 85–100	138	141	184	2	8	5
Percentage of AGE Tested	86%	71%	93%	17%	20%	29%
Percentage of AGE Scoring 55–100	82%	71%	91%	13%	20%	29%
Percentage of AGE Scoring 65–100	79%	68%	89%	13%	20%	29%
Percentage of AGE Scoring 85–100	42%	39%	54%	3%	12%	10%
Percentage of Tested Scoring 65–100	92%	95%	96%	73%	100%	100%
<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>	327	357	340	63	69	52
<b>Earth Science (last administered January 2001)</b>						
Number Tested	0	2		0	2	
Number Scoring 55–100	0	#		0	#	
Number Scoring 65–100	0	#		0	#	
Number Scoring 85–100	0	#		0	#	
Percentage of AGE Tested	0%	#		0%	#	
Percentage of AGE Scoring 55–100	0%	#		0%	#	
Percentage of AGE Scoring 65–100	0%	#		0%	#	
Percentage of AGE Scoring 85–100	0%	#		0%	#	
Percentage of Tested Scoring 65–100	0%	#		0%	#	
<b>Biology (last administered January 2001)</b>						
Number Tested	340	1		40	1	
Number Scoring 55–100	335	#		39	#	
Number Scoring 65–100	307	#		33	#	
Number Scoring 85–100	117	#		3	#	
Percentage of AGE Tested	104%	#		63%	#	
Percentage of AGE Scoring 55–100	102%	#		62%	#	
Percentage of AGE Scoring 65–100	94%	#		52%	#	
Percentage of AGE Scoring 85–100	36%	#		5%	#	
Percentage of Tested Scoring 65–100	90%	#		82%	#	
<b>Chemistry (last administered January 2002)</b>						
Number Tested	292	254	1	13	7	0
Number Scoring 55–100	278	238	#	12	5	0
Number Scoring 65–100	258	219	#	10	5	0
Number Scoring 85–100	81	91	#	1	0	0
Percentage of AGE Tested	89%	71%	#	21%	10%	0%
Percentage of AGE Scoring 55–100	85%	67%	#	19%	7%	0%
Percentage of AGE Scoring 65–100	79%	61%	#	16%	7%	0%
Percentage of AGE Scoring 85–100	25%	25%	#	2%	0%	0%
Percentage of Tested Scoring 65–100	88%	86%	#	77%	71%	0%

(Form – L)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	327	357	340	63	69	52
<b>Physics (last administered January 2002)</b>						
Number Tested	244	185	0	3	10	0
Number Scoring 55–100	239	177	0	#	10	0
Number Scoring 65–100	230	166	0	#	8	0
Number Scoring 85–100	128	56	0	#	2	0
Percentage of AGE Tested	75%	52%	0%	#	14%	0%
Percentage of AGE Scoring 55–100	73%	50%	0%	#	14%	0%
Percentage of AGE Scoring 65–100	70%	46%	0%	#	12%	0%
Percentage of AGE Scoring 85–100	39%	16%	0%	#	3%	0%
Percentage of Tested Scoring 65–100	94%	90%	0%	#	80%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			288			13
Number Scoring 55–100			283			12
Number Scoring 65–100			240			6
Number Scoring 85–100			57			0
Percentage of AGE Tested			85%			25%
Percentage of AGE Scoring 55–100			83%			23%
Percentage of AGE Scoring 65–100			71%			12%
Percentage of AGE Scoring 85–100			17%			0%
Percentage of Tested Scoring 65–100			83%			46%
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			158			10
Number Scoring 55–100			140			8
Number Scoring 65–100			110			4
Number Scoring 85–100			29			0
Percentage of AGE Tested			46%			19%
Percentage of AGE Scoring 55–100			41%			15%
Percentage of AGE Scoring 65–100			32%			8%
Percentage of AGE Scoring 85–100			9%			0%
Percentage of Tested Scoring 65–100			70%			40%

(Form – M)

# Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	15	100%	25	100%	13	100%
Students with Disabilities	25	96%	29	90%	11	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	7	0	0	2	4	1
Mathematics, Science, & Technology	7	0	0	1	6	0
Health, Phys. Ed., & Fam. & Cons. Sci.	7	0	0	1	6	0
Social Studies	7	0	0	2	4	1
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	278	278	48	48	326	326
Number Scoring 55–64	2	2	3	4	5	6
Number Scoring 65–84	138	116	34	32	172	148
Number Scoring 85–100	135	149	8	7	143	156
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	270	30	300
Number Scoring 55–64	0	2	2
Number Scoring 65–84	147	18	165
Number Scoring 85–100	120	4	124
Approved Alternatives	0	0	0

(Form – O)