

**NEW YORK**

**THE STATE OF LEARNING**

**A Report to the Governor and  
the Legislature  
on the  
Educational Status of the  
State's Schools**

**STATISTICAL PROFILES OF  
PUBLIC SCHOOL DISTRICTS**

The University of the State of New York/The State Education Department  
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# NEW YORK: THE STATE OF LEARNING

A Report to the Governor and the Legislature  
on the Educational Status of the State's Schools

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## TABLE OF CONTENTS

|  |     |
|--|-----|
| Glossary .....   | v   |
| Summary Statistics for Public and Nonpublic Schools .....  | 1   |
| Table 1: Need/Resource Capacity (NR/C) Code; Racial/Ethnic Distribution of Enrollment; Attendance Rate; Census Poverty Index; Free/Reduced Lunch; LEP Rate; Suspension Rate; Dropout Rate; Percent to GED; Percent to College; Student-Support Staff Ratio; Pupil-Teacher Ratio..... | 17  |
| Table 2: Total Expenditures Per Pupil, New York State Revenue Share, and Combined Wealth Ratio; Percent Distribution of Expenditures for Major Functions; Instructional Expenditures for General and Special Education .....   | 40  |
| Table 3: Average Class Size; For Classroom Teachers: Percent Minority, Annual Turnover Rate, Median Salary, Certification Status, Median Years' Experience, Educational Attainment .....   | 60  |
| Table 4: Percent of School-Age Residents Classified as Having Disabilities; Portion of School Day Outside General Education Classrooms; Exiting Students with Disabilities .....   | 83  |
| Table 5: English Language Arts and Mathematics Examinations, Elementary and Middle Levels: Number Tested and Percentages at Levels 1, 2, 3, and 4 .....  | 106 |
| Table 6: Program Evaluation Test, Elementary-Level Science: Multiple Choice Component and Performance Component; Middle-Level Science: Number Tested and Percentages at Levels 1, 2, 3, and 4.....   | 128 |
| Table 7: Elementary- and Middle-Level Social Studies: Number Tested and Percentages at Levels 1, 2, 3, and 4; Number of High School Graduates and Percent Regents Diplomas.....  | 151 |
| Table 8: Results of Regents Examinations in Comprehensive English, Living Environment, and Mathematics A.....  | 173 |

|           |   |     |
|-----------|---|-----|
| Table 9:  | Results of Regents Examinations in Global History & Geography and U.S. History and Government .....                                 | 193 |
| Table 10: | Results of Regents Examinations in Physical Setting: Earth Science, Physical Setting: Chemistry, and Physical Setting: Physics..... | 214 |
| Table 11: | Results of Regents Examinations in Mathematics B; Sequential Mathematics, Course II; and Sequential Mathematics, Course III .....   | 235 |
| Table 12: | Results of Regents Examinations in Comprehensive Spanish, Comprehensive French, and Other Foreign Languages .....                   | 255 |
| Table 13: | 1999 Cohort Results for Regents English and Regents Mathematics .....   | 275 |
| Table 14: | 1999 Cohort Results for Regents Global History and Geography, Regents U. S. History and Government, and Regents Science.....        | 298 |
| Table 15: | Results of Regents Competency Tests .....   | 321 |
| Table 16: | Results of Second Language Proficiency and Introduction to Occupations Examinations .....   | 343 |
| Table 17: | Report on Universal Prekindergarten (UPK) Programs .....  | 361 |

## GLOSSARY

### STATISTICS FOR PUBLIC SCHOOL DISTRICTS

**Need/Resource Capacity (N/RC) Category Code:** A code indicating to which of six Need/Resource Capacity Categories a district belongs. Districts are placed in an N/RC category based on their N/RC Index. The N/RC Index is a measure of a district's ability to meet the needs of its students with local resources. This measure is calculated by dividing a district's estimated poverty percentage by its Combined Wealth Ratio. Additional information can be found in *Part IV* of the *Statewide Profile of the Educational System*.

The Need/Resource Capacity Categories are:

1. *New York City* Public Schools;
2. *Large City Districts* – Buffalo, Rochester, Syracuse, and Yonkers;
3. *High Need Urban-Suburban* Districts;
4. *High Need Rural* Districts;
5. *Average Need* Districts; and
6. *Low Need* Districts.

#### STUDENTS

- **Total Enrollment:** The number of students enrolled in prekindergarten through grade 12, including students with disabilities in ungraded classes, 2002–03. Source: Basic Educational Data System. Additional information can be found in *Part III, Section 1; Part IV, Section 2; and Part V, Section 1* of the *Statewide Profile of the Educational System*.
- **Percent White:** The number of enrolled White (not Hispanic) students divided by the total district enrollment, 2002–03. Source: Basic Educational Data System. Additional information can be found in *Part III, Section 1; Part IV, Section 2; and Part V, Section 1* of the *Statewide Profile of the Educational System*.
- **Percent Black:** The number of enrolled Black (not Hispanic) students divided by the total district enrollment, 2002–03. Source: Basic Educational Data System. Additional information can be found in *Part III, Section 1; Part IV, Section 2; and Part V, Section 1* of the *Statewide Profile of the Educational System*.
- **Percent Hispanic:** The number of enrolled Hispanic students divided by the total district enrollment, 2002–03. Source: Basic Educational Data System. Additional information can be found in *Part III, Section 1; Part IV, Section 2; and Part V, Section 1* of the *Statewide Profile of the Educational System*.
- **Percent Other:** The number of enrolled other minority students divided by the total district enrollment, 2002–03. Other minority groups include American Indian, Alaskan Native, Asian, and Pacific Islander. Source: Basic Educational Data System. Additional information can be found in *Part III, Section 1; Part IV, Section 2; and Part V, Section 1* of the *Statewide Profile of the Educational System*.
- **Annual Attendance Rate:** The average daily attendance divided by the possible average daily attendance, 2001–02. Attendance rates are not shown for school districts with fewer than eight teachers. Source: General Aids and Services Team. Additional information can be found in *Part III, Section 5; Part IV, Section 6; and Part V, Section 5* of the *Statewide Profile of the Educational System*.
- **Census Poverty Index:** The number of children 5 to 17 years of age in families below the poverty level, as determined by the 2000 federal census, divided by the total number of children within the district boundaries who are 5 to 17 years of age. Additional information can be found in *Part IV, Section 2* of the *Statewide Profile of the Educational System*.

- **Percent Free/Reduced Price Lunch:** The number of students in kindergarten through grade 6 participating in the free-and-reduced-price lunch program divided by the enrollment in full-day kindergarten through grade 6 as of October 2002. Not all school districts participate in the program, and the percentage of eligible students who apply varies across participating districts. Therefore, statistics contained in the table may underestimate the number of eligible students. A blank indicates that Percent-Free/Reduced-Price-Lunch data were not available. A pound sign (#) appears when the percentage of participants is greater than 100. This may occur when half-day kindergarten students participate in the lunch program. Source: Basic Educational Data System. Additional information can be found in *Part IV, Section 2* of the *Statewide Profile of the Educational System*.
- **LEP Rate:** The number of limited English proficient students (also known as English language learners) in 2002–03 as defined by Section 154.2(a) of the Regulations of the Commissioner of Education divided by the total district enrollment in grades PreK–12, expressed as a percentage. Source: Basic Educational Data System. Additional information can be found in *Part III, Section 1* and *Part IV, Section 2* of the *Statewide Profile of the Educational System*.
- **Suspension Rate:** The number of students in grades K–12 who were suspended from school for at least one full day during the 2001–02 school year divided by the total district K–12 enrollment, expressed as a percentage. Data pertain to out-of-school suspensions only. Source: Basic Educational Data System. Additional information can be found in *Part III, Section 5; Part IV, Section 6; and Part V, Section 5* of the *Statewide Profile of the Educational System*.
- **Dropout Rate:** The number of dropouts between July 1, 2002 and June 30, 2003 divided by the grades 9–12 enrollment, including the portion of ungraded secondary enrollment that can be attributed to grades 9–12, expressed as a percentage. A dropout is defined as any student who left school before graduation for any reason except death and did not enter another school or high school equivalency preparation program. If a district did not have enrollment in grades 9–12 in 2002–03, the dropout rate is blank. In New York City, only the high school districts and the City as a whole have a dropout rate reported. Source: School and Student Accountability Data System. Additional information can be found in *Part III, Section 5; Part IV, Section 6; and Part V, Section 5* of the *Statewide Profile of the Educational System*.
- **Percent to College:** The number of 2002–03 high school graduates entering four-year, two-year, or other post-secondary institutions, divided by total high school graduates, expressed as a percentage. Data are shown for the New York City high school districts and the City as a whole. Source: School and Student Accountability Data System. Additional information can be found in *Part III, Section 4; Part IV, Section 5; and Part V, Section 4* of the *Statewide Profile of the Educational System*.
- **Student/Support Staff Ratio:** The number of students in grades K–12 divided by the number of support staff in full-time equivalents (FTEs) in 2002–03. Support staff include guidance counselors, psychologists, psychiatrists, social workers, attendance teachers, nurses, dental hygienists, and librarians. New York City data are not available for 2002–03. Source: Basic Educational Data System. Additional information can be found in *Part III, Section 2* of the *Statewide Profile of the Educational System*.
- **Pupil-Teacher Ratio:** The total district enrollment divided by the number of full- and part-time public school classroom teachers, 2002–03. Source: Basic Educational Data System. Additional information can be found in *Part III, Section 2* and *Part IV, Section 3* of the *Statewide Profile of the Educational System*.

## FISCAL DATA

- **Expenditures per Pupil Unit:** Total expenditures, including those charged to the General, Debt Service, and Special Aid Funds. The pupil measure is based on average daily membership and includes students enrolled in district programs; disabled students educated in district, BOCES, and approved private school programs, including the State schools at Rome and Batavia; students educated in other districts for which the district pays tuition; resident students attending charter schools; and a full-time equivalent (FTE) count of incarcerated youth in a county jail for whom the district in which the county jail is located must provide an educational program, 2001–02. Prekindergarten and half-day kindergarten students are weighted at 0.5. The components needed to calculate

expenditures per pupil unit are not collected for districts with fewer than eight teachers. Source: Fifteenth Annual School District Fiscal Profile database. Additional information can be found in *Part III, Section 2 and Part IV, Section 3* of the *Statewide Profile of the Educational System*.

- **New York State Revenue Share:** District revenues from State sources divided by total revenues, 2001–02. Source: Fifteenth Annual School District Fiscal Profile database. Additional information can be found in *Part III, Section 2 and Part IV, Section 3* of the *Statewide Profile of the Educational System*.
- **Combined Wealth Ratio:** The Combined Wealth Ratio (CWR) compares district wealth to the State average wealth, which is defined as 1.0. A district with a CWR of less than 1.0 has wealth below the State average. Conversely, a district with a CWR of more than 1.0 has wealth above the State average. The CWR is calculated as follows: (0.5 multiplied by the Pupil Wealth Ratio) + (0.5 multiplied by the Alternate Pupil Wealth Ratio). The Pupil Wealth Ratio is equal to the actual value of property in 1998 divided by a weighted pupil count. The Alternate Pupil Wealth Ratio is equal to the 1998 Adjusted Gross Income of a district divided by a weighted pupil count. The weighted pupil count is based on the adjusted average daily attendance of K–12 students resident in the district plus weightings for students with special educational needs, students with disabilities, and secondary school students; half-day kindergarten students are weighted at 0.5. The CWR is not used in determining State aid for districts with fewer than eight teachers and is not calculated for these districts. Source: Fifteenth Annual School District Fiscal Profile database. Additional information can be found in *Part IV, Section 3* of the *Statewide Profile of the Educational System*.
- **Percent Distribution of Expenditures:** The percentage of total expenditures allocated to each expenditure category, 2001–02. Source: Fifteenth Annual School District Fiscal Profile database. Additional information can be found in *Part IV, Section 3* of the *Statewide Profile of the Educational System*.
- **Percent for Instruction Excluding Fringe Benefits:** Expenditures for instruction (excluding fringe benefits for instructional personnel) divided by total expenditures, 2001–02. Instructional expenditures include salaries paid to K–12 teachers; instructional salaries for student personnel services, supervision, curriculum, and development; BOCES instructional expenditures; tuition; and other instructional expenditures (including expenditures for prekindergarten programs, library, media, paraprofessionals, supplies, and equipment). Additional information can be found in *Part IV, Section 3* of the *Statewide Profile of the Educational System*.
- **Percent for Fringe Benefit Expenditures for Instructional Personnel:** Estimated expenditures for fringe benefits for instructional personnel divided by total expenditures, 2001–02. Additional information can be found in *Part IV, Section 3* of the *Statewide Profile of the Educational System*.
- **Total Percent for Instruction:** The sum of Percent for Instruction excluding Fringe Benefits and Percent for Fringe Benefit Expenditures for Instructional Personnel, 2001–02. Additional information can be found in *Part IV, Section 3* of the *Statewide Profile of the Educational System*.
- **Percent for Central Administration:** Expenditures for central administration divided by total expenditures. Central administration expenditures include, for example, chief school officer, business office, purchasing, personnel, public information, and fees for fiscal agents, 2001–02. Additional information can be found in *Part IV, Section 3* of the *Statewide Profile of the Educational System*.
- **Percent for Transportation:** Expenditures for transportation divided by total expenditures, 2001–02. Additional information can be found in *Part IV, Section 3* of the *Statewide Profile of the Educational System*.
- **Percent for Debt Services:** Principal and interest on approved building projects, transportation issues, and other debt instruments, both short and long term, divided by total expenditures, 2001–02. Additional information can be found in *Part IV, Section 3* of the *Statewide Profile of the Educational System*.
- **Percent for Miscellaneous:** All other expenditures divided by total expenditures. Included are expenditures for operation and maintenance, board of education (including legal expenses), community services, certain

undistributed expenses (including noninstructional employee benefits), and certain interfund transfers, 2001–02. Additional information can be found in *Part IV, Section 3* of the *Statewide Profile of the Educational System*.

- **Instructional Expenditures for General Education:** The K–12 expenditures for classroom instruction (excluding special education) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as transportation, debt service, and district-wide administration, are not included. Instructional expenditures for general education include amounts for instruction of students with disabilities in a general-education setting, 2001–02. Source: School District Annual Financial Report (ST-3).
- **Full-Time Equivalent Enrollment for General Education:** The average K–12 daily membership plus K–12 students for whom the district pays tuition to another school district, including general-education students and students with disabilities. Students attending a charter school located within the district’s geographical boundaries are included. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an educational program, 2001–02. Source: State Aid Worksheet (SA-100/19).
- **Instructional Expenditures per Student for General Education:** Instructional expenditures for students in general education divided by the count of students in general education, 2001–02. The total cost of instruction for students in general education may include both expenditures for general-education students and students with disabilities.
- **Instructional Expenditures for Students with Disabilities:** The K–12 expenditures for students with disabilities (including summer special-education expenditures) plus a proration of building-level administrative and instructional support expenditures, 2001–02. Source: School District Annual Financial Report (ST-3).
- **Full-Time Equivalent Enrollment for Students with Disabilities:** The count of this district’s K–12 students with disabilities, plus the students for whom another district is paying tuition to this district for special education services, 2001–02. Source: VESID PD1 and State Aid Worksheet (SA-100/19).
- **Instructional Expenditures per Student with Disabilities:** Instructional expenditures for students with disabilities divided by the count of students with disabilities, 2001–02. The total cost of instruction for students with disabilities may include both expenditures for general-education students and students with disabilities.

## FACULTY

- **Average Class Size:** The total registration in specified classes divided by the number of those classes with registration, 2002–03. Kindergarten includes both half and full day. Common Branch refers to self-contained classes in grades 1–6. Data for grade 8 and grade 10 classes exclude remedial classes. New York City data are not available for 2002–03. Source: Basic Educational Data System. Additional information can be found in *Part III, Section 2* of the *Statewide Profile of the Educational System*.
- **Percent Minority Teachers:** The number of minority classroom teachers divided by the total number of classroom teachers, 2002–03. Minority teachers include teachers in any of the following racial/ethnic categories: Black (Not Hispanic), Hispanic, American Indian, Alaskan Native, Asian, and Pacific Islander. Source: Basic Educational Data System. Additional information can be found in *Part V, Section 2* of the *Statewide Profile of the Educational System*.
- **Annual Teacher Turnover Rate:** The number of teachers who were employed by the district in 2001–02 but not in 2002–03 (including teachers on leave of absence), divided by the total number of teachers employed in 2001–02, expressed as a percentage. New York City data are not available for 2002–03. Source: Basic Educational Data System. Additional information can be found in *Part IV, Section 3* and *Part V, Section 2* of the *Statewide Profile of the Educational System*.
- **Teacher Median Salary:** The median salary of full-time classroom teachers, 2002–03. A blank indicates that a district did not have a salary agreement when the data were collected. Source: Basic Educational Data System.

Additional information can be found in *Part IV, Section 3* and *Part V, Section 2* of the *Statewide Profile of the Educational System*.

- **Percent of Teachers with Permanent Certification:** The number of classroom teachers with permanent certification in their currently assigned class subjects divided by the total number of classroom teachers, 2002–03. New York City data are not available for 2002–03. Source: Basic Educational Data System. Additional information can be found in *Part IV, Section 3* and *Part V, Section 2* of the *Statewide Profile of the Educational System*.
- **Percent of Teachers with Provisional Certification:** The number of classroom teachers with provisional certification in their currently assigned class subjects divided by the total number of classroom teachers, 2002–03. New York City data are not available for 2002–03. Source: Basic Educational Data System. Additional information can be found in *Part IV, Section 3* and *Part V, Section 2* of the *Statewide Profile of the Educational System*.
- **Percent of Teachers with Other:** The number of classroom teachers who either teach more than 20 percent of their time in a subject or subjects for which they hold no certification or who hold a temporary license, divided by the total number of classroom teachers, 2002–03. New York City data are not available for 2002–03. Source: Basic Educational Data System. Additional information can be found in *Part IV, Section 3* and *Part V, Section 2* of the *Statewide Profile of the Educational System*.
- **Median Years Experience of Teachers:** The median years of experience of classroom teachers, 2002–03. Source: Basic Educational Data System. Additional information can be found in *Part IV, Section 3* and *Part V, Section 2* of the *Statewide Profile of the Educational System*.
- **Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate:** The number of classroom teachers with a master's degree plus 30 hours or a doctorate divided by the total number of classroom teachers, 2002–03. Source: Basic Educational Data System. Additional information can be found in *Part IV, Section 3* and *Part V, Section 2* of the *Statewide Profile of the Educational System*.

## STUDENTS WITH DISABILITIES

- **Percent of School-Age Residents with Disabilities:** The number of school-age (ages 6–21) residents in the district who are classified as having disabilities, divided by the total district-resident school-age population (including public school students, nonpublic school students, and students receiving only home instruction), expressed as a percentage, December 1, 2002. Source: School District Report of the Number of Students with Disabilities (PD-1) and the Basic Educational Data System. Additional information can be found in *Part III, Section 1* and *Part IV, Section 7* of the *Statewide Profile of the Educational System*.
- **Portion of the School Day in Settings Apart from General Education:** The percentage of students with disabilities who spend various portions of the school day in settings outside of general-education classrooms, December 1, 2002. Source: Required Report of the Number of Students with Disabilities Provided Special Education in Regular School-based Programs and in Separate Settings (PD-4). Additional information can be found in *Part III, Section 1* and *Part IV, Section 7* of the *Statewide Profile of the Educational System*.
- **Total Count of Students with Disabilities:** The total count of school-age (ages 6–21) residents of the district who are classified as having a disability, including those attending public and nonpublic schools and those receiving only home instruction, December 1, 2002. Source: School District Report of the Number of Students with Disabilities (PD-1). Additional information can be found in *Part III, Section 1* and *Part IV, Section 7* of the *Statewide Profile of the Educational System*.
- **Exiting Students with Disabilities:** The number of students with disabilities, ages 14 to 21, who exited special-education or secondary-education programs between July 1, 2002 and June 30, 2003. Data are shown for three classes of exiters: 1) Regents/Local Diplomas — students with disabilities who received local diplomas or local diplomas with Regents endorsements, 2) IEP/local certificate — students with disabilities who received either

Individualized Education Program (IEP) diplomas or local certificates, and 3) Dropouts — students with disabilities who left school without having received a diploma or certificate, were age 14–21, did not return to a general-education program, did not die, and did not transfer to another school. Source: Office of Vocational and Educational Services for Individuals with Disabilities (VESID). Additional information can be found in *Part IV, Section 7 of the Statewide Profile of the Educational System*.

## TEST RESULTS

- **English Language Arts and Mathematics Tests (Grades 4 and 8):** The number of students (general-education students and students with disabilities) tested and the percentage who scored at each of the four performance levels during the 2003 test administrations. English Language Arts – Grade 4 was administered in January; all others were administered in May 2003. The performance levels are as follows:
  - Level 1: Test scores indicate that these students have serious academic deficiencies. These students demonstrate no evidence of proficiency in one or more of the standards and do not reach proficiency in any of the standards.
  - Level 2: Test scores indicate that these students will need extra help to meet the standards and pass the Regents examinations. These students demonstrate some knowledge and skills for each standard or full proficiency in one or more, but not all, of the assessed standards.
  - Level 3: Test scores indicate that student performance meets standards and, with continued steady growth, these students should pass the Regents examinations. Students demonstrate knowledge and skills for each applicable standard.
  - Level 4: Test scores indicate that student performance exceeds the standards and students are moving toward high performance on the Regents examinations. Students demonstrate superior knowledge and skills in each standard area.

Additional information can be found in *Part I, Section 3; Part III, Section 3; Part IV, Section 4; Part V, Section 3; and Part VI, Section 3 of the Statewide Profile of the Educational System*.

- **Elementary-Level Science Test (Grade 4):** The number of students (general-education students and students with disabilities) tested, percentage that scored above the state designated level (SDL) on the multiple-choice component, the mean score for the multiple-choice component, and the mean score for the performance component, 2002–03. Students who correctly answer fewer than 30 (SDL) of the 45 questions on the multiple-choice component must receive academic intervention services (AIS) in the following term of instruction. The mean score for the multiple-choice component is the average number of correct answers for students tested. The mean score for the performance component (a perfect score is 49) is the sum of mean scores for performance component stations. Zero indicates that no students were tested. Source: School and Student Accountability Data System. Additional information can be found in *Part I, Section 3 and Part III, Section 3 of the Statewide Profile of the Educational System*.
- **Middle-Level Science Test (Grade 8):** The number of students tested (general-education students and students with disabilities) and the percentage who scored at each of the four performance levels on the 2003 test administration (January and June 2003). The performance levels are the same as found under English Language Arts and Mathematics Tests (Grades 4 and 8). Additional information can be found in *Part III, Section 3 of the Statewide Profile of the Educational System*.
- **Elementary-Level Social Studies Test (Grade 5):** The number of students tested (general-education students and students with disabilities) and the percentage who scored at each of the four performance levels on the 2003 test administration (November 2002). The performance levels are the same as found under English Language Arts and Mathematics Tests (Grades 4 and 8). Additional information can be found in *Part III, Section 3 of the Statewide Profile of the Educational System*.

- **Middle-Level Social Studies Test (Grade 8):** The number of students tested (general-education students and students with disabilities) and the percentage who scored at each of the four performance levels on the 2003 test administration (June 2003). The performance levels are the same as found under English Language Arts and Mathematics Tests (Grades 4 and 8). Additional information can be found in *Part III, Section 3* of the *Statewide Profile of the Educational System*.
- **Number of Diplomas:** The number of high school graduates (general-education students and students with disabilities) who received local diplomas, 2002–03. Data are shown for the New York City high school districts and the City as a whole. Additional information can be found in *Part I, Section 2; Part III, Section 4; Part IV, Section 5; Part V, Section 4; and Part VI, Section 4* of the *Statewide Profile of the Educational System*.
- **Percent of Graduates Who Received Regents Diplomas:** The percentage of graduates who earned Regents-endorsed local diplomas, 2002–03. Data are shown for the New York City high school districts and the City as a whole. Source: School and Student Accountability Data System. Additional information can be found in *Part I, Section 2; Part III, Section 4; Part IV, Section 5; Part V, Section 4; and Part VI, Section 4* of the *Statewide Profile of the Educational System*.
- **Regents Examinations:** The number of students tested (general-education students and students with disabilities combined) in August 2002, January 2003, and June 2003 and the percentage of tested students scoring 55–64, 65–84, and 85–100 are shown for the Regents examinations in Comprehensive English; Living Environment; Mathematics A; Global History and Geography; U.S. History and Government; Physical Setting: Earth Science; Physical Setting: Chemistry; Mathematics B; Sequential Mathematics, Course II; Sequential Mathematics, Course III; Comprehensive Spanish; Comprehensive French; and other comprehensive foreign languages (comprehensive examinations in German, Hebrew, Italian, and Latin). A zero indicates that no students were tested. Source: School and Student Accountability Data System. Additional information can be found in *Part I, Section 3; Part III, Section 3; Part IV, Section 4; Part V, Section 3; and Part VI, Section 3* of the *Statewide Profile of the Educational System*.
- **Regents Cohort:** These data show the performance of a cohort of students in meeting new graduation requirements in English language arts, mathematics, social studies, and science. The 1999 cohort includes students who entered grade 9 for the first time in the 1999–2000 school year and who meet certain other criteria described in the *Statewide Profile of the Educational System*. Students in the 1999 cohort were required to score 55 or higher on a Regents examination in English, mathematics, global history and geography, U.S. history and government, and science to earn a local diploma. Districts may award local high school diplomas to students who score between 55 and 64 on an applicable Regents examination during the phase-in of graduation requirements. Credit toward a Regents diploma is only awarded to students who score 65 or higher. Data are shown for general-education students. Additional information can be found in *Part I, Section 2; Part III, Section 3; Part IV, Section 4; and Part V, Section 3* of the *Statewide Profile of the Educational System*.
- **Regents Competency Tests:** The number of students tested (general-education students and students with disabilities) and the percentage of tested students passing are shown for Regents competency tests in mathematics, science, reading, writing, global studies, and U.S. history and government administered August 2002, January 2003, and June 2003. Source: School and Student Accountability Data System. Additional information can be found in *Part III, Section 3 and Part IV, Section 7* of the *Statewide Profile of the Educational System*.
- **Second Language Proficiency Examinations:** The number of students tested (general-education students and students with disabilities) in grade 8 and below, the percentage of these students passing, the number of students tested in grade 9 and above, and the percentage of these students passing, June 2003. Results are shown for examinations in French, Spanish, and other foreign languages (German, Italian, and Latin). Source: School and Student Accountability Data System.
- **Introduction to Occupations Examination:** The number of students tested (general-education students and students with disabilities) and the percentage of students passing the Introduction to Occupations examination, August 2002, January 2003, and June 2003. Source: School and Student Accountability Data System.

