

THE UNIVERSITY OF THE STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT

To: School Superintendents Date: February 15, 2006  
From: Martha Musser *Martha Musser*  
Subject: 2000 and 2001 Cohort Data for the February  
Regents Meeting

In December and January, we presented the Board of Regents with data on the outcomes of students in the 2000 and 2001 cohorts. We presented data for all public high schools in the State, in New York City, and in the rest of State. These reports may be accessed at the following Web sites:

<http://www.regents.nysed.gov/2005Meetings/December2005/1205emscvesidd3.htm> and  
<http://www.regents.nysed.gov/2006Meetings/January2006/106brd3.htm>.

In February, we will present the Board of Regents with additional analyses of the student outcome and Regents examination performance data of particular groups, such as disabled students, limited English proficient students, and minority students, within the 2000 and 2001 cohorts. The report will also include district- and school-level data for the 2000 and 2001 cohorts. Summary reports for your district and secondary schools within your district are enclosed for your information. These reports are based on analyses of student records in the STEP files submitted to the Department in August 2005, which reported on student outcomes through June 30, 2005. The accuracy of these files was certified at the time of submission and therefore the data may not be changed.

The analysis of 2000 and 2001 cohort outcomes are based on analyses of student records selected by the following criteria:

1. Data came from the district STEP files submitted in August 2005.
2. For the 2000 cohort, students were selected who entered grade 9 for the first time in 2000-01 or who were ungraded students with disabilities who reached the age of 17 in the 2000-01 school year. For the 2001 cohort, students were selected who entered grade 9 for the first time in 2001-02 or who were ungraded students with disabilities who reached the age of 17 in the 2001-02 school year.
3. All students on each district file who met the criteria in Items 1 and 2 were initially selected. The students selected, therefore, included all students in the 2000 and 2001 district accountability cohorts and students who did not meet the requirements for inclusion in the accountability cohorts, such as students who enrolled in the district after BEDS day in October 2002 (for the 2000 cohort) or after BEDS day in October 2003 (for the 2001 cohort). Students were included in a district or school cohort if their last enrollment record reported a minimum enrollment of five months in that district or school. The STEP A-4 Verification Report based on the August 2005 STEP file included only students in the district or school accountability cohort. The cohort data in the STEP A-4 Report will not match the enclosed summary report because different criteria were used in this analysis than are used in the accountability cohort definition.

4. Students whose last enrollment record in a district showed that they had transferred to another public school district in New York State were eliminated from the study because they should have had a duplicate record reported by the school district to which they transferred.
5. Similarly, students whose last enrollment record indicated that they had transferred to a nonpublic school, transferred out of State, been transferred by court order, left the U.S., or died were eliminated from the study.
6. The remaining students were divided into five groups according to their latest STEP enrollment record:
  - a. Those who had graduated (earned a Local or Regents diploma) on or before June 30, 2005;
  - b. Those who earned an IEP Diploma on or before June 30, 2005;
  - c. Those who were still enrolled on June 30, 2005, as indicated by an enrollment record with no ending date;
  - d. Those who had dropped out as indicated by an enrollment ending date on or before June 30, 2005 and an ending reason code of 136, 340, 357, 391, 408 or 425 (see STEP Manual, page 60); and
  - e. Those who had transferred to a GED program, as indicated by an enrollment ending date on or before June 30, 2005 and an ending reason code of 289 or 306.
7. All students whose last enrollment record indicated that they had transferred to GED programs, including those who had transferred to programs not covered under Commissioner's Regulations 100.7; that is, high school equivalency preparation programs and alternative high school equivalency preparation programs, were counted as transferring to GED.
8. Beginning with the 2002 cohort, pursuant to amendments to CR 100.2(p), only students who transfer to programs approved under CR 100.7 and actually earn a GED or remain enrolled until August 30 of their fourth year of high school will be counted as transfers to GED programs. Students who transfer to non-approved GED programs or who drop out of GED programs will be counted as dropouts.

If you have questions about the data reported for your district, please contact Martha Musser of the Information, Reporting and Technology Services Office by phone (518-474-7965) or e-mail ([mmusser@mail.nysed.gov](mailto:mmusser@mail.nysed.gov)).