

# ***New York State Education Department Information and Reporting Services***

## **NEW YORK STATE SCHOOL REPORT CARD**

### **GUIDE TO THE DISTRICT COMPREHENSIVE INFORMATION REPORT 2003**

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# Information Provided in the District Comprehensive Information Report

Information presented in the *District Comprehensive Information Report* was derived from data reported to the Department on one or more of the following reports/records:

- State Aid Attendance Report and Worksheet (SA-129, Part 1)
- BEDS School Data Form
- BEDS District Summary Form
- BEDS Personnel Data Form
- System for Tracking Education Performance (STEP) file
- Local Education Agency Program (LEAP) file

**NOTE:** District counts for assessment data include all students enrolled in district schools and students educated outside the district (both general-education students and students with disabilities) who were placed there by the Committee on Special Education or other agent of the district and are the responsibility of the district. District counts do not include students placed in programs outside the district by parents or by the courts.

All data include both general-education students and students with disabilities unless otherwise indicated.

## BEDS Data

### Fall Enrollment

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>BEDS School Data Forms</i> from all schools in the district	Enrollment for each grade, pre-K–12, ungraded elementary, and ungraded secondary. Kindergarten enrollment is the sum of the students enrolled in half-day and full-day kindergarten classes.	As reported by all schools within the district.
	Total K-12 enrollment.	The sum of all reported enrollments except pre-K.

**NOTE:** Data are presented for each of the last three school years (1999-2000, 2000-2001, and 2001-2002).

## Student Racial/Ethnic Origin

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>BEDS School Data Forms</i> from all schools in the district	Number and percentage of American Indian, Alaskan Native, Asian, or Pacific Islander students.	The sum of the reported number of American Indian, Alaskan Native, and Asian or Pacific Islander K-12 students and this number divided by the total district K-12 enrollment, rounded to the nearest tenth of a percent.
	Number and percentage of Black (not Hispanic) students.	The reported number of Black (not Hispanic) K-12 students and this number divided by the total district K-12 enrollment, rounded to the nearest tenth of a percent.
	Number and percentage of Hispanic students.	The reported number of Hispanic K-12 students and this number divided by the total district K-12 enrollment, rounded to the nearest tenth of a percent.
	Number and percentage of White (not Hispanic) students.	The reported number of White (not Hispanic) K-12 students and this number divided by the total district K-12 enrollment, rounded to the nearest tenth of a percent.

**NOTE:** Data are presented for each of the last three school years (1999-2000, 2000-2001, and 2001-2002).

## Limited English Proficient Students (also known as English Language Learners)

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>BEDS School Data Forms</i> from all schools in the district	Number and percentage of limited English proficient students enrolled.	The reported number of limited English proficient students in grades pre-K–12 and this number divided by the total pre-K–12 district enrollment, rounded to the nearest tenth of a percent.

**NOTE:** Data are presented for each of the last three school years (1999-2000, 2000-2001, and 2001-2002).

## Average Class Size

DATA SOURCE	DATA PROVIDED	COMPUTATION
Individual Teacher <i>BEDS</i> Personnel Data Forms	Kindergarten	Total registration reported in kindergarten classes (including both half- and full-day students) divided by the number of kindergarten classes, rounded to the nearest whole number.
	Common Branch	Total registration reported in common branch classes (grades 1-6) divided by the number of common branch classes, rounded to the nearest whole number.
	English Grade 8	Total registration reported in grade 8 English classes divided by the number of grade 8 English classes, rounded to the nearest whole number.
	Mathematics Grade 8	Total registration reported in grade 8 mathematics classes divided by the number of grade 8 mathematics classes, rounded to the nearest whole number.
	Science Grade 8	Total registration reported in grade 8 science classes divided by the number of grade 8 science classes, rounded to the nearest whole number.
	Social Studies Grade 8	Total registration reported in grade 8 social studies classes divided by the number of grade 8 social studies classes, rounded to the nearest whole number.
	English Grade 10	Total registration reported in grade 10 English classes divided by the number of grade 10 English classes, rounded to the nearest whole number.
	Mathematics Grade 10	Total registration reported in grade 10 mathematics classes divided by the number of grade 10 mathematics classes, rounded to the nearest whole number.
	Science Grade 10	Total registration reported in grade 10 science classes divided by the number of grade 10 science classes, rounded to the nearest whole number.
	Social Studies Grade 10	Total registration reported in grade 10 social studies classes divided by the number of grade 10 social studies classes, rounded to the nearest whole number.

**NOTE:** Data are presented for each of the last three school years (1999-2000, 2000-2001, and 2001-2002).

## NEED TO RESOURCE CAPACITY CATEGORY

The need to resource capacity (N/RC) index, a measure of a district's ability to meet the needs of its students with local resources, is the ratio of the estimated poverty percentage<sup>1</sup> (expressed in standard score form) to the combined wealth ratio<sup>2</sup> (expressed in standard score form). A district with both estimated poverty and combined wealth ratio equal to the State average has a need to resource capacity index of 1.0. Need/Resource Capacity (N/RC) Categories are determined from this index using the definitions in the table below.

All districts outside the Big 5 cities are assigned to N/RC category 3, 4, 5, or 6.

	Need/Resource Capacity Category	Definition
	High N/RC Districts	
1	New York City	New York City
2	Large City Districts	Buffalo, Rochester, Syracuse, Yonkers
3	Urban-Suburban	All districts at or above the 70th percentile (1.1855) who meet one of the following conditions: 1) 100 or more students per square mile; or 2) at least 50 but fewer than 100 students per square mile and an enrollment of 2,500 and more.
4	Rural	All districts at or above the 70th percentile (1.1855) who meet one of the following conditions: 1) fewer than 50 students per square mile; or 2) at least 50 but fewer than 100 students per square mile and an enrollment of less than 2,500.
5	Average N/RC Districts	All districts between the 20th (0.7693) and 70th (1.1855) percentile on the index.
6	Low N/RC Districts	All districts below the 20th percentile (0.7693) on the index.

### Similar School Group and Description

Within each N/RC category, schools are assigned to similar school groups based on grade level and student need. Within each grade category (elementary, middle, or high), schools are assigned to the low (bottom 25 percent), average (middle 50 percent), or high (top 25 percent) group based on student need. Student need is determined by the percentage of students eligible for the free-lunch program and the percentage of students who are English language learners (limited English proficient).

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<sup>1</sup> **Estimated Poverty Percentage:** A weighted average of the Fall 2000 and Fall 2001 kindergarten through grade 6 free-and-reduced-price-lunch percentages and the 1990 Census poverty percentage. (An average was used to mitigate measurement errors in each measure.) The result is a percentage that more closely approximates the percentage of children eligible for free- or reduced-price lunches than the percentage below the federally established poverty line.

<sup>2</sup> **Combined Wealth Ratio:** The ratio of district wealth per pupil to State average wealth per pupil used in the 1998-99 Governor's proposal.

## Attendance and Suspension

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>District SA-129 Report</i>	Annual attendance rate.	The rate is calculated for State aid purposes from attendance data supplied by districts on the SA-129 Report.
<i>BEDS School Data Forms</i> from all schools in the district	Student suspensions. Number and percentage of students suspended (temporarily excluded from school for disciplinary reasons for one full school day or longer). A student is counted only once, regardless of the number of times he or she was suspended.	The reported number of students suspended and this number divided by the total K-12 enrollment in the district, rounded to the nearest tenth of a percent.

**NOTE:** An asterisk indicates the percentage was greater than zero and rounded to less than 0.1%.  
Data are presented for each of the last three school years for which data were available (1998-1999, 1999-2000, and 2000-2001).

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

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>BEDS School Data Forms</i> from all schools in the district	Percentage of enrolled students who are approved applicants for the free-lunch program.	The reported number of approved K-12 applicants for the free-lunch program divided by the total enrollment in grades K-12, rounded to the nearest percent. If the school does not offer free lunch to half-day kindergartners, then half-day kindergarten enrollment is excluded from the divisor.
	Percentage of enrolled students who are approved applicants for the reduced-price-lunch program.	The reported number of approved K-12 applicants for the reduced-price-lunch program divided by the total enrollment in grades K-12, rounded to the nearest percent.
	Public Assistance	Not collected at the district level.
	Student Stability	Not collected at the district level.

**NOTE:** Data are presented for each of the last three school years (1999-2000, 2000-2001, and 2001-2002).

## Staff Counts

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>BEDS District Summary Form</i>	Number of full-time and part-time teachers.	As reported at the district level.
	Number of non-teaching professional staff (principals, assistant principals, and other professional staff).	As reported at the district level.
	Number of full- and part-time paraprofessionals.	As reported at the district level.
Individual Teacher <i>BEDS Personnel Data Forms</i>	Number of staff teaching more than one class out of certification area and teaching out of certification for more than 20 percent of a full-time assignment, including teachers working under a temporary license.	Each teacher's certification status is determined by comparing the reported teaching assignments with certification records on the SED Teacher Certification File.
	Number of staff teaching all classes under a temporary license.	Each teacher's certification status is determined by comparing the reported teaching assignments with certification records on the SED Teacher Certification File.

**NOTE:** Data are presented for the 2001-2002 school year only.

## High School Graduates and Noncompleters

### High School Graduates Earning Regents Diplomas

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>Graduation and Dropout Reports (Regular School Year) and Summer Graduation Reports</i> from all schools in the district for 1999-2000 and 2000-2001. <i>STEP</i> for 2001-2002.	Total graduates. The number of students awarded local diplomas (including Regents-endorsed diplomas).	Total number of male and female students awarded local diplomas as reported by all schools in the district.
	Number of Regents-endorsed diplomas, both "regular" and "with honors."	Total number of male and female students awarded Regents-endorsed diplomas as reported by all schools in the district.
	Percentage of local diplomas that were Regents-endorsed.	The number of Regents-endorsed diplomas divided by the total number of graduates, rounded to the nearest percent.

**NOTE:** 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. Data are presented for all students, general-education students, and students with disabilities.

## Distribution of 2001-2002 Graduates (All Students)

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>STEP</i>	Number and percentage of graduates planning to attend a 4-year college.	The reported number planning to attend a 4-year college in or out of State divided by the reported total number of graduates, rounded to the nearest percent.
	Number and percentage of graduates planning to attend a 2-year college.	The reported number planning to attend a 2-year college in or out of State divided by the reported total number of graduates, rounded to the nearest percent.
	Number and percentage of graduates planning to attend other post-secondary schools (e.g., trade and proprietary schools).	The reported number planning to attend other post-secondary schools in or out of State divided by the reported total number of graduates, rounded to the nearest percent.
	Number and percentage of graduates planning to enlist in the military.	The reported number planning to enlist in the military divided by the reported total number of graduates, rounded to the nearest percent.
	Number and percentage of graduates planning to become employed immediately after graduation.	The reported number planning to become employed immediately after graduation divided by the reported total number of graduates, rounded to the nearest percent.
	Number and percentage of graduates with other or unspecified plans.	The reported number with other or unspecified plans divided by the reported total number of graduates, rounded to the nearest percent.

**NOTE:** Data are presented for students graduating between September 1, 2001 and June 30, 2002.



## Number of High School Completers with Disabilities in 2001-2002

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>STEP</i>	Total graduates. The number of students with disabilities awarded local diplomas (including Regents-endorsed diplomas) between September 1, 2001 and June 30, 2002.	As reported.
	Number of students with disabilities awarded Regents-endorsed diplomas, both "regular" and "with honors."	As reported.
	Number of students with disabilities awarded IEP diplomas and/or local certificates.	As reported.
	Total number of students with disabilities who completed high school.	The sum of the number of students with disabilities awarded local diplomas, IEP diplomas, and/or local certificates.

**NOTE:** Data are presented for students with disabilities completing high school between September 1, 2001 and June 30, 2002.

## High School Noncompletion Rates

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>Graduation and Dropout Reports (Regular School Year) and Summer Graduation Reports</i> from all schools in the district for 1999-2000 and 2000-2001.  <i>STEP</i> for 2001-2002.	Number and percentage of student dropouts (students who left school prior to graduation for any reason except death and did not enter any other school, high school equivalency program or other diploma program).	The reported number of students who dropped out divided by the total district enrollment in grades 9-12, including the portion of ungraded secondary enrollment attributable to grades 9-12, rounded to the nearest tenth of a percent.
	Number and percentage of students entering an equivalency preparation program (programs described in Part 100.7 (h), Part 100.7(I), or Part 168 of the Regulations of the Commissioner of Education) or any other program leading to a high school equivalency diploma.	The reported number of students who entered an equivalency preparation program or any other program leading to a high school equivalency diploma and this number divided by the total district enrollment in grades 9-12, including the portion of ungraded secondary enrollment attributable to grades 9-12, rounded to the nearest tenth of a percent.
	Combined number and percentage of students in the two categories above.	The sum of the reported number of student dropouts and students entering high school equivalency preparation programs, and this number divided by the total district enrollment in grades 9-12, including the portion of ungraded secondary enrollment attributable to grades 9-12, rounded to the nearest tenth of a percent.

**NOTE:** Combined data are presented for general-education students and students with disabilities for 2001-2002; and for all students for 1999-2000, 2000-2001, and 2001-2002.

# SECONDARY EXAMINATION REPORT

## Second Language Proficiency Examinations

The Second Language Proficiency Examinations measure reading, writing, speaking, and listening skills in French, German, Italian, Latin, and Spanish. Students who pass a Second Language Proficiency Examination may earn the first unit of high school credit for second language study.

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>Secondary Examination Reports</i> from all schools in the district and the district report for students receiving educational services outside the district for 1999-2000 and 2000-2001.  <i>STEP</i> for 2001-2002.	Number of students tested.	Total number of tested students in grades 8 and below and in grades 9 and above.
	Percentage of tested students who passed.	The number of students reported passing divided by the total number of students tested, rounded to the nearest percent.

**NOTE:** Data are presented for general-education students and students with disabilities for each test for the last three school years (1999-2000, 2000-2001, and 2001-2002).

## Regents Competency Tests (RCTs)

The Regents Competency Tests (RCTs) were designed to establish minimum standards in reading, writing, mathematics, science, U.S. history and government, and global studies for receipt of a high school diploma. When fully implemented, the new graduation standards will require that all students take Regents examinations, rather than Regents competency tests, to earn a high school diploma. Students who first entered grade 9 before the Regents examination was required in a curricular area may satisfy the graduation requirement by passing the appropriate RCT.

Schools reported combined results for students tested in January, June, and/or the previous August. If a student takes the same examination more than once during the same school year, only the highest score is reported.

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>Secondary Examination Reports</i> from all schools in the district and the district report for students receiving educational services outside the district for 1999-2000 and 2000-2001.  <i>STEP</i> for 2001-2002.	Number of students tested.	Total number of students tested.
	Percentage of tested students passing.	The number of students reported passing divided by the number of students reported tested, rounded to the nearest percent.

**NOTE:** Data are presented for general-education students and students with disabilities for each test for the last three school years (1999-2000, 2000-2001, and 2001-2002).

## Regents Examinations

The Regents examination program offers 18 examinations in the areas of English, social studies, mathematics, science, and second language. The new higher standards will require that students pass Regents examinations in five areas (English, mathematics, global history and geography, U.S. history and government, and science) to earn a high school diploma.

Schools reported combined results for students tested in January, June, and/or the previous August. If a student takes the same examination more than once during the same school year, only the highest score is reported.

### Regents Examinations (Comprehensive English; Sequential Mathematics, Course I; Mathematics A; Global Studies; Global History and Geography; U.S. History and Government; Living Environment; and Physical Setting/Earth Science)

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>Secondary Examination Reports</i> from all schools in the district and the district report for students receiving educational services outside the district for 1999-2000 and 2000-2001. <i>STEP</i> for 2001-2002.	Number of students tested.	Total number of students reported scoring in the intervals 0-54, 55-64, 65-84, and 85-100.
	Number of students scoring 55-100.	Total number of students reported scoring in the intervals 55-64, 65-84, and 85-100.
	Number of students scoring 65-100.	Total number of students reported scoring in the intervals 65-84 and 85-100.
	Number of students scoring 85-100.	Total number of students reported scoring in the interval 85-100.
	Percentage of tested scoring 55-100.	The reported number of students scoring 55-100 divided by the number tested, rounded to the nearest percent.
	Percentage of tested scoring 65-100.	The reported number of students scoring 65-100 divided by the number tested, rounded to the nearest percent.
	Percentage of tested scoring 85-100.	The reported number of students scoring 85-100 divided by the number tested, rounded to the nearest percent.

**NOTE:** Data are presented for each examination for each of the last three school years (1999-2000, 2000-2001, and 2001-2002). Only two years of data are for the new version of the Regents examination in U.S. history and government, the Living Environment examination, and the Physical Setting/Earth Science examination, which were administered for the first time in June 2001. Data are presented for all students (general-education students and students with disabilities combined) and for students with disabilities only.

## Average Grade Enrollment

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>Secondary Examination Reports</i> from all schools in the district and the district report for students receiving educational services outside the district for 1999-2000 and 2000-2001.  <i>STEP</i> for 2001-2002.	Number of students enrolled in grades 9, 10, 11, and 12 in June 2002.	Total number of students reported as enrolled.
	Average grade enrollment (AGE)	Average of the reported grade 9-12 enrollments, rounded to the nearest whole number. When no enrollment in grades 9-12 is reported, grade 8 enrollment appears as AGE. In 2001-2002, for schools whose highest grade was grade 8 and who reported secondary-level assessments through STEP, grade 8 enrollment as reported through LEAP is their AGE.

**NOTE:** Data are presented by grade for each of the last three school years (1999-2000, 2000-2001, and 2001-2002). Data are presented for all students (general-education students and students with disabilities combined) and for students with disabilities only.

**Regents Examinations (Comprehensive French, Italian, German, Hebrew, Spanish and Latin; Sequential Mathematics, Course II and Course III; Mathematics B; Earth Science; Biology; Chemistry; Physics; Physical Setting/Chemistry; and Physical Setting/Physics)**

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>Secondary Examination Reports</i> from all schools in the district and the district report for students receiving educational services outside the district for 1999-2000 and 2000-2001.  <i>STEP</i> for 2001-2002.	Average grade enrollment (AGE).	See AGE definition on the previous page.
	Number of students tested.	Total number of students reported scoring in the intervals 0-54, 55-64, 65-84, and 85-100.
	Number of students scoring 55-100.	Total number of students reported scoring in the intervals 55-64, 65-84, and 85-100.
	Number of students scoring 65-100.	Total number of students reported scoring in the intervals 65-84 and 85-100.
	Number of students scoring 85-100.	Total number of students reported scoring in the interval 85-100.
	Percentage of AGE tested.	The reported number of students tested divided by the AGE, rounded to the nearest percent.
	Percentage of AGE scoring 55-100.	The reported number of students scoring 55-100 divided by the AGE, rounded to the nearest percent.
	Percentage of AGE scoring 65-100.	The reported number of students scoring 65-100 divided by the AGE, rounded to the nearest percent.
	Percentage of AGE scoring 85-100.	The reported number of students scoring 85-100 divided by the AGE, rounded to the nearest percent.
	Percentage of students tested scoring 65-100.	The reported number of students scoring 65-100 divided by the reported number of students tested, rounded to the nearest percent.

**NOTE:** Data are presented for each examination for each of the last three school years (1999-2000, 2000-2001, and 2001-2002). Only two years of data are presented for the Regents examinations in Mathematics B, which was administered for the first time during the 2000-2001 school year. Only two years of data are presented for the Regents examinations in Earth Science and Biology, which were administered for the last time during the 2000-2001 school year. Only one year of data are presented for the Regents examinations in Physical Setting/Chemistry and Physical Setting/Physics, which were administered for the first time during the 2001-2002 school year. Data are presented for all students (general-education students and students with disabilities combined) and for students with disabilities only.

## Introduction to Occupations Examination

The Introduction to Occupations Examination helps establish and maintain achievement standards in occupational education.

Schools reported combined results for students tested in January, June, and/or the previous August. If a student takes the same examination more than once during the same school year, only the highest score is reported.

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>Secondary Examination Reports</i> from all schools in the district and the district report for students receiving educational services outside the district for 1999-2000 and 2000-2001.  <i>STEP</i> for 2001-2002.	Number of students tested.	Total number of students tested.
	Percentage of tested students passing.	Number of students reported passing divided by the number of students reported tested, rounded to the nearest percent.

**NOTE:** Data are presented for general-education students and students with disabilities for each examination for the last three school years (1999-2000, 2000-2001, and 2001-2002).

## Elementary-Level Social Studies Test

The elementary-level social studies test is administered to students in grade 5 and measures student progress toward meeting the learning standards in social studies at the elementary level.

Student results were collected by the Department for the first time for the 2001-02 school year.

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>LEAP</i>	Number of students tested.	Total number of students tested.
	Percentage of students scoring at each of four performance levels.	Number of students reported as scoring at level 1, level 2, level 3, or level 4 divided by the number of students reported tested, rounded to the nearest percent.

**NOTE:** Data are presented for all students, general-education students, and students with disabilities for the 2001-02 school year.

## Middle-Level Social Studies Test

The middle-level social studies test is administered to students in grade 8 and measures student progress toward meeting the learning standards in social studies at the intermediate level.

Student results were collected by the Department for the first time for the 2001-02 school year.

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>LEAP</i>	Number of students tested.	Total number of students tested.
	Percentage of students scoring at each of four performance levels.	Number of students reported as scoring at level 1, level 2, level 3, or level 4 divided by the number of students reported tested, rounded to the nearest percent.

**NOTE:** Data are presented for all students, general-education students, and students with disabilities for the 2001-02 school year.

## New York State Alternate Assessments (NYSAA)

Student results were collected by the Department for the first time for the 2001-02 school year.

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>LEAP</i> for elementary and intermediate level; and <i>STEP</i> for secondary level.	Number of students tested.	Total number of students reported tested.
	Number of students not tested.	Total number of students reported as not tested.
	Number of students scoring at each of four NYSAA performance levels.	Number of students reported as scoring at level 1, level 2, level 3, or level 4.

**NOTE:** Only students with severe disabilities may take the NYSAA. Therefore, data are presented only for students with disabilities for the 2001-02 school year.



## 1998 Cohort Performance on Regents Examinations after Four Years

The 1998 cohort members must meet graduation requirements in U.S. history and government and global history and geography. Only the highest score of each student is counted, regardless of how many times the student took the examinations.

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>STEP</i>	Number of members in the cohort.	Total number of students enrolled in the cohort.
	Number of students scoring 55-64, 65-84, 85-100 or taking an approved alternative.	Total number of students scoring in each interval or taking an approved alternative.

**NOTE:** Data are presented for all students, general-education students, and students with disabilities.

## 1999 Cohort Performance on Regents Examinations in Science after Three Years

The 1999 cohort members must meet graduation requirements in science. Only the highest score of each student is counted, regardless of how many times the student took the examinations.

DATA SOURCE	DATA PROVIDED	COMPUTATION
<i>STEP</i>	Number of members in the cohort.	Total number of students enrolled in the cohort.
	Number of students scoring 55-64, 65-84, 85-100 or taking an approved alternative.	Total number of students scoring in each interval or taking an approved alternative.

**NOTE:** Data are presented for all students, general-education students, and students with disabilities.