

## 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 III* 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, 2001-02. Source: Basic Educational Data System. Additional information can be found in *Part II, Section 1; Part III, Section 2; and Part IV, 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, 2001-02. Source: Basic Educational Data System. Additional information can be found in *Part II, Section 1; Part III, Section 2; and Part IV, 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, 2001-02. Source: Basic Educational Data System. Additional information can be found in *Part II, Section 1; Part III, Section 2; and Part IV, Section 1* of the *Statewide Profile of the Educational System*.
- **Percent Hispanic:** The number of enrolled Hispanic students divided by the total district enrollment, 2001-02. Source: Basic Educational Data System. Additional information can be found in *Part II, Section 1; Part III, Section 2; and Part IV, 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, 2001-02. Other minority groups include American Indian, Alaskan Native, Asian, and Pacific Islander. Source: Basic Educational Data System. Additional information can be found in *Part II, Section 1; Part III, Section 2; and Part IV, Section 1* of the *Statewide Profile of the Educational System*.
- **Annual Attendance Rate:** The average daily attendance divided by the possible average daily attendance, 2000-01. 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 II, Section 5; Part III, Section 6; and Part IV, 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 1990 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 III, 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 2001. 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 III, 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) 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 for 2001-02. Source: Basic Educational Data System. Additional information can be found in *Part II, Section 1* and *Part III, 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 2000-01 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 II, Section 5*; *Part III, Section 6*; and *Part IV, Section 5* of the *Statewide Profile of the Educational System*.
- **Dropout Rate:** The number of dropouts between July 1, 2001 and June 30, 2002 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 2001-02, 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 II, Section 5*; *Part III, Section 6*; and *Part IV, Section 5* of the *Statewide Profile of the Educational System*.
- **Percent to College:** The number of 2001-02 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 II, Section 4*; *Part III, Section 5*; and *Part IV, 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 2001-02. Support staff include guidance counselors, psychologists, psychiatrists, social workers, attendance teachers, nurses, dental hygienists, and librarians. Source: Basic Educational Data System. Additional information can be found in *Part II, 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, 2001-02. Source: Basic Educational Data System. Additional information can be found in *Part II, Section 2* and *Part III, 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/enrollment 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; and students educated in other districts for which the district pays tuition; and 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, 2000-01. 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: Fourteenth Annual School District Fiscal Profile database. Additional information can be found in *Part III, Section 3* of the *Statewide Profile of the Educational System*.

- **New York State Revenue Share:** District revenues from State sources divided by total revenues, 2000-01. Source: Fourteenth Annual School District Fiscal Profile database. Additional information can be found in *Part II, Section 2* and *Part III, 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 1997 divided by a weighted pupil count. The Alternate Pupil Wealth Ratio is equal to the 1997 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: Fourteenth Annual School District Fiscal Profile database. Additional information can be found in *Part III, Section 3* of the *Statewide Profile of the Educational System*.
- **Percent Distribution of Expenditures:** The percentage of total expenditures allocated to each expenditure category, 2000-01. Source: Fourteenth Annual School District Fiscal Profile database. Additional information can be found in *Part III, 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, 2000-01. 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 III, 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, 2000-01. Additional information can be found in *Part III, 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, 2000-01. Additional information can be found in *Part III, 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, 2000-01. Additional information can be found in *Part III, Section 3* of the *Statewide Profile of the Educational System*.
- **Percent for Transportation:** Expenditures for transportation divided by total expenditures, 2000-01. Additional information can be found in *Part III, 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, 2000-01. Additional information can be found in *Part III, 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, 2000-01. Additional information can be found in *Part III, 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, 2000-01. Source: School District Annual Financial Report (ST-3).
- **Full-Time Equivalent Enrollment for General Education:** The average (FTE) K-12 daily membership plus K-12 students for whom the district pays tuition to another school district, including both students classified as having a disability and those not so classified. 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, 2000-01. Source: State Aid Worksheet (SA-100/19).
- **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, 2000-01. Source: School District Annual Financial Report (ST-3).
- **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, 2000-01. Source: State Aid Worksheet (SA-100/19).
- **Instructional Expense per Student with Disability:** Instructional expenditures for students with disabilities divided by the count of students with disabilities, 2000-01. The total cost of instruction for students with disabilities may include some general-education expenses. Likewise, special-education services provided in the general-education classroom may benefit students not classified as having disabilities.

## FACULTY

- **Average Class Size:** The total registration in specified classes divided by the number of those classes with registration, 2001-02. 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. Source: Basic Educational Data System. Additional information can be found in *Part II, 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, 2001-02. 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 IV, 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 2000-01 but not in 2001-02 (including teachers on leave of absence), divided by the total number of teachers employed in 2000-01, expressed as a percentage. Source: Basic Educational Data System. Additional information can be found in *Part III, Section 3* and *Part IV, Section 2* of the *Statewide Profile of the Educational System*.
- **Teacher Median Salary:** The median salary of full-time classroom teachers, 2001-02. 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 III, Section 3* and *Part IV, 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, 2001-02. Source: Basic Educational Data System. Additional information can be found in *Part III, Section 3* and *Part IV, 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, 2001-02. Source: Basic Educational Data System. Additional information can be found in *Part III, Section 3* and *Part IV, 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, 2001-02. Source: Basic Educational Data System. Additional information can be found in *Part III, Section 3* and *Part IV, Section 2* of the *Statewide Profile of the Educational System*.
- **Median Years Experience of Teachers:** The median years of experience of classroom teachers, 2001-02. Source: Basic Educational Data System. Additional information can be found in *Part III, Section 3* and *Part IV, 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, 2001-02. Source: Basic Educational Data System. Additional information can be found in *Part III, Section 3* and *Part IV, Section 2* of the *Statewide Profile of the Educational System*.

## STUDENTS WITH DISABILITIES

- **School-Age Residents Classified as Having 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, 2001. Source: School District Report of the Number of Students with Disabilities (PD-1) and the Basic Educational Data System (BEDS). Additional information can be found in *Part II, Section 1* and *Part III, Section 7* of the *Statewide Profile of the Educational System*.
- **Portion of the Day in Settings Apart from General Education:** A display of the percentage of students with disabilities who spend various portions of their school day in settings outside of general-education classrooms, December 1, 2001. 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 II, Section 1* and *Part III, 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, 2001. Source: School District Report of the Number of Students with Disabilities (PD-1). Additional information can be found in *Part II, Section 1* and *Part III, 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, 2001 and June 30, 2002. Data are shown for three classes of special-education 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 III, Section 7* of the *Statewide Profile of the Educational System*.

## TEST RESULTS

- **English Language Arts and Mathematics, Grades 4 and 8:** The number of students tested (general and special education) and the percentage who scored at each of the four performance levels during 2002 test administrations. English Language Arts – Grade 4 was administered in January; all others were administered in May. 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 at all 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 at least 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 2; Part II, Section 3; Part III, Section 4; Part IV, Section 3; and Part V, Section 3* of the *Statewide Profile of the Education System*.

- **Program Evaluation Test (Grade 4 Science):** The number tested, percent above the state designated level (SDL), mean score for the multiple-choice component, and mean score for the performance component, 2001-02. 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* and *Part III, Section 4* of the *Statewide Profile of the Educational System*.

- **Middle-level Science Test (Grade 8):** Data displayed are 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 2002 test administration. The performance levels are as follows:

Level 1: These students have serious academic deficiencies as evidenced in the middle-level science test.

Level 2: These students need extra help to meet the standards for middle-level science.

Level 3: These students meet the standards on the middle-level science test and, with continued steady growth, should pass the Regents examinations.

Level 4: These students exceed the standards on the middle-level science test and are moving toward high performance on the Regents examinations.

- **Elementary-level Social Studies Test (Grade 5):** Data displayed are 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 2002 test administration. The performance levels are as follows:

Level 1: These students are unable to show proficiency in understanding the content, concepts, and skills required for elementary-level achievement in any or most of the learning standards and key ideas assessed in social studies and are unable to show evidence of an ability to apply the content, concepts, and skills required for entering intermediate-level academic environments.

Level 2: These students show only minimal knowledge and understanding of the content, concepts, and skills required for elementary-level achievement of the five learning standards that are assessed in social studies and show only minimal knowledge of the content, concepts, and skills required for entering intermediate-level academic environments.

Level 3: These students show knowledge and understanding of the content, concepts, and skills required for elementary-level achievement of the five learning standards that are assessed in social studies and show the ability to apply the content, concepts, and skills required for entering intermediate-level academic environments.

Level 4: These students show evidence of superior understanding of the content, concepts, and skills required for elementary-level achievement in each of the learning standards and key ideas assessed in social studies and show evidence of superior ability to apply the content, concepts, and skills required for entering intermediate-level learning environments.

- **Middle-level Social Studies Test (Grade 8):** Data displayed are 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 2002 test administration. The performance levels are as follows:

Level 1: These students are unable to show proficiency in understanding the content, concepts, and skills required for intermediate-level achievement in any or most of the learning standards and key ideas assessed in social studies and are unable to show evidence of an ability to apply the content, concepts, and skills required for entering secondary-level academic environments.

Level 2: These students show only minimal knowledge and understanding of the content, concepts, and skills required for intermediate-level achievement of the five learning standards that are assessed in social studies and show only minimal ability to apply the content, concepts, and skills required for entering secondary-level academic environments.

Level 3: These students show knowledge and understanding of the content, concepts, and skills required for intermediate-level achievement of the five learning standards that are assessed in social studies and show the ability to apply the content, concepts, and skills required for entering secondary-level academic environments.

Level 4: These students show evidence of superior understanding of the content, concepts, and skills required for intermediate-level achievement in each of the learning standards and key ideas assessed in social studies and show evidence of superior ability to apply the content, concepts, and skills required for entering secondary-level academic environments.

- **Percent of Graduates Who Received Regents Diplomas:** The number of general-education and special-education high school graduates who received local diplomas and the percentage of these graduates who earned Regents-endorsed local diplomas, 2001-02. New York City Public School data are provided only at the citywide level. Source: School and Student Accountability Data System. Additional information can be found in *Part I; Part II, Section 4; Part III, Section 5; Part IV, Section 4; and Part V, Section 3* of the *Statewide Profile of the Educational System*.
- **Average Grade Enrollment (AGE):** The sum of general-education students and students with disabilities enrolled in grades 9-12, divided by four, June 2002. Source: School and Student Accountability Data System.
- **Regents Examinations:** The number of students tested (general-education students and students with disabilities combined) in August 2001, January 2002, and June 2002 are shown for the Regents examinations in comprehensive English; sequential mathematics, course I; mathematics A; global history and geography; U.S. history and government; physical setting: Earth science; living environment; physical setting: Physics (first admin. June 2002); mathematics B; sequential mathematics, course II; sequential mathematics, course III; physical setting: chemistry (first admin. June 2002); chemistry; physics (last admin. January 2002); comprehensive Spanish; comprehensive French; and other comprehensive foreign languages (comprehensive examinations in German, Hebrew, Italian, and Latin). The percentage of tested student cohort scoring 55-64, 65-84, and 85-100 are shown for the Regents examinations in comprehensive English; sequential mathematics, course I; mathematics A; global history and geography; U.S. history and government; physical setting: Earth science; and living environment. Results on all other Regents examinations are shown as the percentage of average grade enrollment tested and scoring between 55-64, 65-100, and 85-100. The percentage of the AGE tested will be over 100 percent (noted with “#”) when the number of students tested was greater than the AGE. This happens, for example, when a large number of eighth-graders were tested. A zero indicates that no students were tested. Source: School and Student Accountability Data System. Additional information can be found in *Part I; Part II, Section 3; Part III, Section 4; Part IV, Section 4; and Part V, Section 3* of the *Statewide Profile of the Educational System*.
- **Regents Cohort:** These data assess the progress of a cohort of students in meeting new graduation requirements in English language arts, mathematics and social studies. The 1998 cohort includes students who entered grade 9 for the first time in the 1998-99 school year. The 1996 cohort includes students who entered grade 9 for the first time in the 1996-97 school year. Students in the 1997 cohort were required to pass Regents examinations in both English and mathematics. Students in the 1996 cohort were required to pass the Regents examination in English, while their mathematics requirement could be met by either passing an exam in Regents mathematics or by passing the Regents Competency Test (RCT) in mathematics. The score range of 55-100 for each subject is shown because 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. Regents credit is only awarded to students who score 65 or higher. Additional information can be found in *Part III, Section 4* 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. Results are shown for the following Regents competency tests: mathematics, science, reading, writing, global studies, and U.S. history and government, August 2001, January 2002, and June 2002. Source: School and Student Accountability Data System. Additional information can be found in *Part II, Section 3* and *Part III, 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 2002. Results are shown for the following examinations: French, Spanish, and other second languages (German, Italian, and Latin). Source: School and Student Accountability Data System.
- **Occupational Education Proficiency Exam:** The number of students tested (general-education students and students with disabilities) and the percentage of students passing the Introduction to Occupations exam, January 2002 and June 2002. Source: School and Student Accountability Data System.