

To the Governor and the Legislature of the State of New York:

Chapter 655 of the Laws of 1987 (which amended Section 215-a of State Education Law) requires the Board of Regents and the State Education Department to submit an annual report to the Governor and the Legislature with respect to “enrollment trends; indicators of student achievement in reading, writing, mathematics, science and vocational courses; graduation, college attendance and employment rates; ... [and] information concerning teacher and administrator preparation, turnover, in-service education and performance.” The law further states that: “To the extent practicable, all such information shall be displayed on both a statewide and individual district basis and by racial/ethnic group and gender.”

The annual report is presented in two parts. The first is an analysis of statewide data contained in this publication, *New York, the State of Learning: Statewide Profile of the Educational System*. The second part is the individual district profiles contained in *New York, the State of Learning: Statistical Profiles of Public School Districts*. Data in both publications were derived, primarily, from information submitted by superintendents of schools to the Department’s Information and Reporting Services office and Office of State Assessment. The data highlighted in the publication were selected in accordance with the specific mandates of Section 215-a of Education Law. There are, of course, other data regarding student performance, instructional programs, support services, and resources which must be considered in order to develop fully comprehensive profiles of school districts.

The information contained in this report should be helpful to the Governor, the Legislature, and the citizens of New York State in assessing the effectiveness of the many educational programs supported by the State, and in working with the Board of Regents and school officials to improve learning outcomes for our children and youth.

RICHARD P. MILLS
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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**

**STATEWIDE PROFILE OF THE
EDUCATIONAL SYSTEM**

The University of the State of New York/The State Education Department
Albany, New York 12234
July 2003

PREFACE

Beginning in 1995, the Board of Regents raised standards at all grade levels throughout the curriculum and redefined the requirements for high school graduation to align with the new standards. In June 2002, the first class of high school students subject to the higher English, mathematics, and history requirements graduated. The effect of higher standards is already apparent in improved performance on many State assessments.

Substantially more students scored 55 or higher on Regents examinations in four of the five areas required for graduation than took these examinations in 1996–97. These areas include English, global studies (or global history and geography), U.S. history and government, and biology (or living environment).

Of general-education students who entered grade 9 in Fall 1998, 89 percent had met the graduation requirement in English, 86 percent in mathematics, by the end of their fourth year in high school.

On three of the five Regents examinations used to meet graduation requirements — global studies or global history and geography, U.S. history and government, and biology or living environment — the number of students with disabilities who scored 55 or higher increased between 1999–2000 and 2001–02. During that time, the number scoring 55 or higher on Regents examinations in biology (or living environment) more than doubled.

Since the implementation of higher graduation requirements in 1996, the percentage of public school graduates earning Regents diplomas increased from 42 to 55 percent.

About 81 percent of 2002 public high school graduates planned to pursue postsecondary education, compared with 66 percent in 1980.

The number of public school students participating in Advanced Placement examinations has increased 93 percent since 1992. There were almost twice as many Black, Asian, and Hispanic candidates in 2002 as in 1992.

The mean SAT composite score for the class of 2002 was 12 points higher than the mean for the class of 1993.

In 2002, 62 percent of fourth-graders in public schools met the standards in English language arts, an increase of 13 percentage points over 1999. Sixty-eight percent of fourth-graders met the standards in mathematics in 2002, compared with 67 percent in 1999.

On the middle-level assessment in English language arts, 44 percent of eighth-graders in public schools met the standards in 2002, compared with 49 percent in 1999. In 2002, 48 percent of eighth-graders met the standards in mathematics, an increase of 10 percentage points compared with 1999.

The percentage of students with disabilities educated primarily in general-education classes has increased to 51.5 percent.

These signs of progress are encouraging, but too many students and schools have not yet shared in these successes. These, by and large, are schools faced with the challenge of educating large numbers of children placed at risk by poverty, the inability to speak English well, and recent immigration. Throughout this report, in fact, we document a dismaying alignment of disadvantaged students (disproportionately children of color), schools with the poorest educational resources (fiscal and human), and substandard achievement. Conversely, we find that those schools that serve the fewest at-risk children have the greatest financial resources, teachers with the best credentials, and the highest levels of achievement.

Perhaps the sharpest contrasts exist between public schools in New York City and those in districts (mostly suburban) with low percentages of students in poverty and high levels of income and property wealth. Consider these contrasts between New York City and the more advantaged districts: On the 2002 State assessment of proficiency in the English language arts standards for elementary-level students, only 46 percent of New York City students — compared with 86 percent in the more advantaged districts — met the standards. The differences in student performance in middle-level mathematics are even more striking. Only 30 percent of New York City students, compared with 78 percent of students in advantaged districts, met the standards. Seventy-nine percent of general-education students — compared with 98 percent — who entered grade 9 in 1998 had met the minimum graduation requirement in English. Thirty-one percent — compared with 73 percent — of high school completers earned Regents diplomas. These contrasts in performance parallel contrasts in student need and district resources. Seventy-five percent — compared with three percent — were eligible for free lunches. One-third of middle-level mathematics teachers in New York City, compared with four percent in advantaged districts, were not certified in mathematics. Despite New York City's large number of students placed at-risk by poverty and limited proficiency in English, the City's mean expenditure per pupil was 83 percent of that in the most advantaged districts. Consequently, New York City must compete for teachers with more advantaged districts whose median teacher salary exceeds the City's by 30 percent.

Consider also these contrasts between low- and high-minority schools and among racial/ethnic groups. Schools with the highest percentages of minority children — who are frequently also poor — have the least experienced teachers, the most teachers teaching out of certification, the lowest-salaried teachers, and the highest rates of teacher turnover. On an average day, 95.2 percent of students in low-minority schools, but only 88.0 percent in high-minority schools, are at school. Only slightly more than 40 percent of Black and Hispanic fourth-graders — compared with 74 percent of White fourth-graders — met the standards on the English language arts assessment for elementary-level students. Of general-education students in the 1998 cohort, 91.4 percent of White cohort members met the Regents English examination graduation requirement; only 75 percent of Black and 72 percent of Hispanic cohort members did so. As of June 2002, 87 percent of White students in the 1998 cohort earned a local diploma, compared with 53 percent of Black and 50 percent of Hispanic students. These results are even more disturbing when you consider that in the past five years, the enrollment in high-minority schools has increased, while the enrollment in low-minority schools has decreased.

Nor is underachievement limited to large, urban high-minority schools. Consider these contrasts between those districts discussed above with low percentages of students in poverty and high levels of income and property wealth and those rural districts with high percentages of students in poverty and low property wealth. The more advantaged districts spend over \$2,500 more

per student and pay their teachers \$19,500 more annually. Students in more advantaged districts are substantially more likely than students in less advantaged districts to perform with distinction on Regents examinations, and they are almost twice as likely to plan to attend four-year colleges.

State aid formulas help to ensure that those districts with the least ability to raise resources locally, on average, receive the largest allocations of aid from the State. However, with few exceptions, the formulas do not consider the extra help in achieving the standards needed by children placed at risk by poverty and limited proficiency in English.

What are we doing to correct these problems? The State is raising academic standards, increasing the capacity of schools to achieve excellence, and measuring results to make schools accountable.

To raise academic standards, we have established, through a public process, higher standards throughout the curriculum and aligned State assessments with those standards. We have raised the minimum competency requirements for high school graduation to ensure that all graduates are prepared to succeed in postsecondary education or gain skilled employment. We are implementing the strategies for ensuring that all students meet the new, higher standards recommended by the Regents Task Force on Closing the Performance Gap. We are making efforts to ensure that all students spend their required school time focusing productively on academic learning.

To increase the capacity of schools to achieve excellence, we have advanced State aid proposals to ensure that all students receive the help they need to meet the standards, ensure adequate and cost-effective funding for special education, increase aid for career and technical education programs, and consolidate existing state aid formulas into a flexible Consolidated Operating Aid formula. Further, these proposals direct an increasing percentage of aid to support schools that serve high-need student populations.

We are increasing the capacity of schools to serve the needs of students with disabilities. The focus continues on reducing unnecessary referrals by enhancing early childhood programs and providing general classroom environments that support the special learning needs of students.

To prepare teachers for the new standards and assessments, we have enhanced staff development statewide and are implementing steps recommended by a Task Force on Teaching to assure that all teachers are prepared to assist all students in meeting the new academic standards. We will require that all new teachers pass rigorous tests in the content areas they plan to teach. Based on the recommendations of a task force that reviewed the Boards of Cooperative Educational Services (BOCES), we are taking steps to improve the effectiveness of BOCES in preparing students for the challenges of the twenty-first century. Under regulations, teachers and parents are participating in school decisionmaking on such matters as scheduling, staffing, goal-setting, and allocating resources. We are linking educational institutions — schools, colleges, libraries, and museums — through telecommunication networks, so that working with the resources of these institutions will become a daily part of the curriculum for all students.

High student performance and capable leadership are inextricably linked. The Regents have approved the report of the Blue Ribbon Panel on School Leadership. The approved plan, based on conferences across the State, has three goals: to guarantee the quality of leadership education, to recruit and expand the diversity of the education leaders that New York State needs, and to improve the environment for leadership. New regulations on the preparation and certifica-

tion of school leaders were approved by the Board of Regents in July 2003.

We have taken steps to force failing schools to reform, reorganize, or close and have amended the regulations that govern registration review to improve our capacity to identify and remedy low performance in schools. In July 2003, the Board of Regents adopted amendments to Commissioner's Regulations that revised the State's system of accountability for student success to comply with the federal No Child Left Behind Act. These regulations represent a significant milestone in the evolution of the school accountability program in New York. The accountability program supports the efforts of the Regents to both improve student results and close the gap in student performance. We have implemented a system of school and BOCES reports designed to inform the public about student performance, student demographics, and other conditions of the school.

The Board of Regents, the Commissioner of Education, and the State Education Department look forward to working collaboratively with the Governor, the Legislature, boards of education, school personnel, parents, and other interested citizens and students themselves to make the promise of meeting higher standards a reality for all students.

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BOARD OF REGENTS – REPORT TO GOVERNOR, PRESIDENT PRO TEM OF SENATE AND SPEAKER OF ASSEMBLY – EDUCATIONAL STATUS OF STATE’S SCHOOLS

Memoranda relating to this chapter, see Legislative and Executive Memoranda, post

CHAPTER 655

Approved and effective Aug. 5, 1987

AN ACT to amend the education law, in relation to providing for the annual submission by the regents of the university of the state of New York to the governor and the legislature of a report on the educational status of the schools

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

§ 1. Legislative findings. The legislature hereby finds that the state annually devotes extensive resources to education and that it is important to insure that such resources are spent effectively and efficiently. Accordingly, the legislature determines that the board of regents should submit to the governor, the president pro tem of the senate and the speaker of the assembly an annual report setting forth the educational status of the state’s schools. This report will assist the governor and legislature in assessing the efficacy of the many educational programs supported by the state.

§ 2. The education law is amended by adding a new section two hundred fifteen-a to read as follows:

§ 215-a. Annual report by regents to governor and legislature

The regents of the university of the state of New York shall prepare and submit to the governor, the temporary president [pro tem] of the senate, and the speaker of the assembly, not later than the first day of January, nineteen hundred eighty-nine, nineteen hundred and ninety and nineteen hundred ninety-one and the fifteenth day of February of each year thereafter, a report concerning the schools of the state which shall set forth with respect to the preceding school year: enrollment trends; indicators of student achievement in reading, writing, mathematics, science and vocational courses; graduation, college attendance and employment rates; such other indicators of student performance as the regents shall determine; information concerning teacher and administrator preparation, turnover, in-service education and performance; expenditure per pupil on regular education and expenditure per pupil on special education and such other information as requested by the governor, the temporary president [pro tem] of the senate, or the speaker of the assembly. To the extent practicable, all such information shall be displayed on both a state-wide and individual district basis and by racial/ethnic group and gender. The regents are authorized to require school districts, boards of cooperative educational services and nonpublic schools to provide such information as is necessary to prepare the report. In preparing the report, the regents shall consult with other interested parties, including local school districts, teachers’ and faculty organizations, school administrators, parents and students.

§ 3. This act shall take effect immediately.

ACKNOWLEDGMENTS

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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

July 2003 Edition

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Part I:

Overview

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1 Overview of the Report

In July 1996, the Board of Regents adopted standards that define what students should know and be able to do as they progress through grades K-12 in New York State schools. These higher standards are necessary to prepare our children to compete successfully in today's demanding global society. Under New York's revised learning standards, students will develop their problem-solving abilities and learn to think independently. Our children will be better equipped to use their knowledge of all subject areas to solve real-life problems and to handle real work situations. They will also be expected to become competent in the visual and performing arts.

These standards focus on seven curriculum areas: English language arts; mathematics, science and technology; social studies; languages other than English; the arts; health, physical education, and family and consumer sciences; and career development and occupational studies. All children are expected to acquire a working knowledge of each area and develop competency in applying that knowledge to meaningful tasks.

Defining higher standards is one step in the Regents strategy for raising standards for all students. The strategy includes three elements:

1. set clear, high expectations/standards for all students and develop an effective means of assessing student progress in meeting the standards;
2. build the capacity of schools and districts to enable all students to meet standards; and
3. use and expand the existing systems of public accountability for schools, based on student performance, and provide incentives for improving effectiveness and sanctions for low performance.

This strategy builds on the Regents previous school improvement initiatives: the 1984 *Action Plan to Improve Elementary and Secondary Education Results in New York* and *A New Compact for Learning*. The *Action Plan* raised graduation requirements for all students; the *Compact*, endorsed by educators, public officers, business leaders, parents, and students, provided a comprehensive plan for school reform in New York State.

New York State Education Department Mission

To raise the knowledge, skill, and opportunity of all the people in New York

Regents Goals

1. *All students will meet high standards for academic performance and personal behavior and demonstrate the knowledge and skills required by a dynamic world.*
2. *All educational institutions will meet Regents high performance standards.*
3. *The public will be served by qualified, ethical professionals who remain current with best practice in their fields and reflect the diversity of New York State.*
4. *Education, information, and cultural resources will be available and accessible to all people.*
5. *Resources under our care will be used or maintained in the public interest.*
6. *Our work environment will meet high standards.*

The Regents strategic plan, *Leadership and Learning*, establishes goals for the State of New York and strategies for implementing these goals. This report provides indicators of performance to inform us about our progress in achieving these goals.

This report, like previous reports, documents wide variations in student achievement among districts in New York State. These variations are associated with differences in the social and economic context within which districts operate. Inappropriate educational experiences in any one of the three domains contributing to education — school, family, and community — may result in a child being educationally disadvantaged. Five indicators, each associated with poor school performance, are useful for identifying students at risk of educational disadvantage: minority racial/ethnic group identity, living in a poverty household, living in a single-parent family, having a poorly educated mother, and having a non-English language background.¹

Not all students having one or more of these characteristics are educationally disadvantaged; many families provide supportive environments in the face of challenges. Many disadvantaged children, however, experience a mismatch between the skills they learn at home and in the community and the expectations of traditional schools. This mismatch places them at risk of school failure. When families are characterized by several indicators of educational disadvantage, their children's risk of school failure multiplies. Being born to a single mother, minority parents, or undereducated parents,

for example, substantially increases the likelihood that a child will live in poverty.² Further, poor and minority children too often experience low levels of school and community support for educational achievement and thus are placed at risk in all three domains.

The 1990 Census identified preschool and school-aged children through age 19 with multiple risk factors. Children were identified if they were living with a mother who was not a high school graduate, was divorced or separated, and was below the 1989 poverty level. Of all New York State preschool and school-aged children, 8.4 percent were at risk by this measure. The mother of almost one in five of these at-risk children was reported not to speak English well.

Some districts have disproportionate numbers of children who are at risk of being educationally disadvantaged. These children are more likely than others to do poorly in school. This result, however, is not inevitable. All children can learn given appropriate instructional, social, and health services. The fact that so many children are not learning attests to the failure of one or more domains to provide essential services and experiences. Consequently, this report describes not only the differences among schools in student achievement but also differences in demographic characteristics (including the three indicators for which statistics are available) and in fiscal and personnel resources. These analyses reveal that those children who are most at risk of school failure receive fewer resources than their more advantaged peers.

¹ Aaron M. Pallas, Gary Natriello, and Edward L. McDill, "The Changing Nature of the Disadvantaged Population: Current Dimensions and Future Trends," *Educational Researcher* 18 (June-July 1989): 16-22.

² Clifford M. Johnson, Andrew M. Sum, and James D. Weill, *Vanishing Dreams: The Economic Plight of America's Young Families* (Washington, D. C.: Children's Defense Fund, 1992).

2 Graduation Requirements

Since 1984, the Regents have acted three times to raise high school graduation requirements. In 1984, the Regents Action Plan increased requirements for both local and Regents-endorsed diplomas, requiring all students to demonstrate competency in reading, writing, mathematics, global studies, and U.S. history and government. Beginning with the graduating class of 1989, students have been subject to the rigorous requirements of the Regents Action Plan for both Regents and local diplomas. In 1996, the Regents acted to phase out the Regents competency tests, alternatives to Regents examinations for demonstrating minimal competency. Beginning with students who entered ninth grade in 1996, all students not eligible for the safety net described below must demonstrate competency on the Regents English examination to earn a local diploma. During the transition period, districts have the option of accepting Regents examination scores of 55 or higher as demonstrating competency. Each successive class of ninth-graders must score 55 or higher on one or more

additional Regents examinations. Students who entered ninth grade in 2001 must score 65 or higher on Regents examinations in all required areas. In 1997, the Regents established still more rigorous requirements for students who entered ninth grade in 2001. The graduation requirements are outlined in the accompanying table.

To provide additional time for districts to prepare students with disabilities to meet the higher graduation standards, the Regents have adopted a safety net for these students and for general-education students who qualify under Section 504 of the Rehabilitation Act. The safety net requires that eligible students prepare for and take the required Regents examinations but allows those unable to pass a Regents examination to earn a local diploma by passing the related Regents competency test. The safety net is available to eligible students entering grade 9 from September 1996 through September 2004.

New York State High School Graduation Requirements

Course Requirements

Subject Areas	Students Entering Grade 9 Prior to September 2001		Students Entering Grade 9 in September 2001 and Thereafter	
	Local Diploma	Regents Diploma	Regents Diploma	Regents Diploma with Advanced Designation
English	4	4	4	4
Social Studies	4	4	4	4
Mathematics	2	2	3	3
Science	2	2	3	3
Second Language	0	3	1	3 ²
Arts	1	1	1	1
Health	0.5	0.5	0.5	0.5
Physical Education	2	2	2	2
Units in Core	15.5	18.5	18.5	20.5
Total Units Required	20.5 ¹	20.5 ¹	22	22

¹ Students must also complete a three-unit sequence in two of the following areas: career and technical education, mathematics, science, the arts, or a language other than English. As an alternative to completing two three-unit sequences, students may complete one five-unit sequence in any of the above areas or one three-unit sequence and a fifth unit of English or social studies.

² To earn the advanced designation, students must complete one of the following: three units of credit in a language other than English; or five units of credit in career and technical education plus one unit of credit in a language other than English; or five units of credit in the arts plus one unit of credit in a language other than English.

Testing Requirements

Students Entering Grade 9 Prior to September 2001 ³		Students Entering Grade 9 in September 2001 and Thereafter	
Local Diploma	Regents Diploma	Regents Diploma	Regents Diploma with Advanced Designation
RCT Reading	Regents English	Regents English	Regents English
RCT Writing			
RCT Mathematics	Two Regents Mathematics	Regents Mathematics	Two Regents Mathematics
RCT Science	Two Regents Science	Regents Science	Two Regents Science
RCT Global Studies	Regents Global History & Geography	Regents Global History & Geography	Regents Global History & Geography
RCT U.S. History & Government	Regents U.S. History & Government	Regents U.S. History & Government	Regents U.S. History & Government
	Regents Second Language ⁴		Regents Second Language ⁴

³ More rigorous testing requirements are being phased in, beginning with the class who entered ninth grade in September 1996. During the transition period, districts have the option of accepting scores of 55 or higher as passing for a local diploma. Students with disabilities who enter grade 9 prior to September 2005 are required to take the same Regents examinations as general-education students but may earn a local diploma by passing corresponding RCTs.

⁴ Students completing a five-unit sequence in career and technical education or in the arts, in addition to another three- or five-unit sequence, may be exempt.

3 Overview of State Testing Program

In New York State, the primary measures of student and school performance in the elementary and middle grades in 2001–02 were the New York State Assessment Program (NYSAP) in English language arts and mathematics, the grades 4 and 8 science tests, and the grades 5 and 8 social studies tests. The Regents examinations and the Regents competency tests (RCTs) are the primary measures in the secondary grades. This section describes these examination programs. Performance in these programs is discussed in the remaining chapters.

New York State Assessment Program

In the 1998–99 school year, new English language arts (ELA) and mathematics tests, reflecting the elementary- and middle-level learning standards, replaced the Pupil Evaluation Program (PEP) tests in reading and mathematics begun in 1965. The Pupil Evaluation Program required all students to take criterion-referenced reading and mathematics tests in grades 3 and 6 and a writing test in grade 5. The new tests, which are administered in grades 4 and 8, assess a broad range of achievement levels from severely deficient to advanced. They provide a standardized measure to assess whether students are proficient in the standards for their grade level. Commissioner’s Regulations require that schools provide academic intervention services to students scoring at the two lowest levels.

Performance on these criterion-referenced tests is measured on equal-interval scales, each covering 300 to 365 points. Each scale is divided into four performance levels. The scale score ranges associated with each performance level are shown below. Students scoring at Level 1, the lowest, have serious academic deficiencies and show little or no proficiency in the standards for their grade level. Students at this level need extensive academic intervention services to reach the standards. Students at Level 2 show some knowledge and skill in each of the required standards for elementary- or middle-level students but need extra help to reach all of the standards and pass the Regents examinations. Students at Level 3 meet the standards and, with continued steady growth, should pass the Regents examination in the assessed area. Students at Level 4, the highest level, exceed the standards and are moving toward high performance on the Regents examination.

Elementary- and Middle-Level Science, Technology, and Social Studies Tests

The Regents Action Plan mandated the creation of tests to evaluate the effectiveness of instructional programs in elementary-level science and elementary- and middle-level social studies. While the program evaluation tests are designed to evaluate programs, performance on them depends on student ability and motivation as well as

**2001–02 Scale Score Ranges for Performance Levels
New York State Assessment Program**

Assessment	Scale Score Ranges			
	Level 1	Level 2	Level 3	Level 4
Elementary-Level ELA	455–602	603–644	645–691	692–800
Elementary-Level Mathematics	448–601	602–636	637–677	678–810
Middle-Level ELA	527–659	660–698	699–737	738–830
Middle-Level Mathematics	517–680	681–715	716–759	760–882

program effectiveness. The elementary-level program evaluation test in social studies was administered for the first time in May 1987; the other two program evaluation tests were introduced in May 1989. Since scores were used to evaluate programs rather than to identify students in need of academic intervention services, no State reference points were established.

Elementary- and middle-level tests have been revised to reflect the new standards in science, technology, and social studies. The revised grade 4 science test, first administered in May 2000, is the only test at the elementary or middle level that continues to be a program evaluation test. All others are pupil evaluation tests. However, the grade 4 science test also includes a student evaluation component designed to determine whether individual students have achieved the standards expected in this curricular area. Schools must provide academic intervention services to students scoring below the required level on this test to ensure that they reach the graduation standards. The new intermediate-level technology test was administered for the first time in Spring 2001. Results for this test will not be reported to the Department.

The new grade 5 social studies test was administered for the first time in November 2001. The grade 8 science and social studies tests were administered for the first time in Spring 2001. These tests are designed to determine whether individual students have achieved the standards expected in these curricular areas. Schools must provide academic intervention services to students scoring below the required level on any of these tests to ensure that they reach the graduation standards. Schools reported scores for these tests to the State for the first time for the 2001-02 school year.

Regents Examinations

For more than a century, Regents examinations have been an important component of high school education in New York State. Examinations are provided in 18 subjects, and more than a million examinations are administered annually.

Regents examinations serve several purposes: to measure the commencement-level standards established by the Regents; to motivate student achievement; and to provide teachers with valid and reliable criterion-referenced final examinations. Each examination is based on a State syllabus or core curriculum. Caution must be exercised in assessing year-to-year changes in examination results, because their content changes periodically as new course syllabi are developed and approved. The difficulty of examinations is maintained at a constant level by pretesting and field testing items, equating forms, and standard setting.

Student success on the Regents examinations is an important indicator of secondary school quality. In 1996, the Regents acted to raise learning standards by requiring students in the future to demonstrate proficiency for graduation using Regents examinations, rather than the lower-level Regents competency tests (RCTs). Phasing out the RCTs shifts the attention and effort of students to the Regents examinations and the higher learning standards that they measure.

All general-education students who entered ninth grade in Fall 1996 were required to score 55 or higher on the Regents comprehensive examination in English to earn a local diploma. The number of Regents examinations required for graduation increased with each succeeding freshman class: mathematics was added in Fall 1997, global history and geography and U.S. history and government in Fall 1998, and science in Fall 1999. Freshmen who entered ninth grade between 1996 and 1999 can receive local diploma credit by attaining a score of 55–64 on a Regents examination (if permitted by their district), but they need a minimum score of 65 for credit toward a Regents-endorsed local diploma. To complete graduation requirements, freshmen who entered ninth grade in 2000 will need a minimum score of 65 in English and social studies; freshmen who entered ninth grade in 2001 will need a minimum score of 65 in English, social studies, mathematics, and science.

Schools vary both in the percentage of their student enrollment who participate in Regents examinations and in the percentage of tested students who pass. Regents examination performance is reported in two ways. Performance on the Regents examinations in English, mathematics, and social studies, which are required for graduation by students who first entered grade 9 in 1998, is reported as a percentage of students tested. Regents English and mathematics results are also presented as a percentage of the cohort of students who entered grade 9 in Fall 1996, of the cohort of students who entered grade 9 in Fall 1997, of the cohort of students who entered grade 9 in Fall 1998, and of the cohort of students who entered grade 9 in Fall 1999. Performance on Regents examinations in global history and geography and U. S. history and government is reported as a percentage of the 1998 and 1999 cohorts.

Other Regents examinations will focus on a measure – percentage of average grade enrollment (AGE) passing – that considers enrollment and percentage of tested students who pass. The district AGE is calculated by dividing the district grade 9-12 enrollment by four. The percentage of AGE passing is then calculated by dividing the total number of tested students passing (including eighth-graders) by the district AGE. Eighth-graders are included so that districts with accelerated students are not penalized.

The AGE is an estimate of the number of students at one grade level. It is assumed that this measure approximates the number of students within a school who are theoretically eligible to participate in each Regents-level course and Regents examination in a given year. Students choose not to participate in Regents courses that are optional for graduation for a number of reasons, including lack of prerequisite skills and preference for other courses. Those students who do not pass Regents examinations generally take Regents competency

tests (RCTs) to demonstrate competency. As all general-education students are required to pass a particular Regents examination, results on that examination are reported as a proportion of the cohort of students who entered grade 9 in a given year rather than as a proportion of AGE.

Regents Competency Tests

The Commissioner's Regulations required that, beginning in 1984, all students demonstrate competency in reading, writing, mathematics, science, global studies, and U.S. history and government to obtain a high school diploma. The Regents competency tests (RCTs) were established as a mechanism for students not participating in Regents courses and examinations to demonstrate proficiency through criterion-referenced tests. To assist students in meeting the competency criteria, the Commissioner's Regulations require that students scoring below the designated performance levels on elementary-, intermediate-, and commencement-level State assessments in English language arts, mathematics, social studies, and science be provided appropriate academic intervention services. Beginning with the class who entered ninth grade in 2001, general-education students are required to demonstrate proficiency for graduation in all areas by scoring 65 or above on Regents examinations. Students with disabilities who enter ninth grade prior to September 2005 may continue to use RCTs to demonstrate competency.

Differences in RCT performance across schools and test administrations should be interpreted with caution, because the population of test-takers changes as higher State graduation requirements are implemented. As more students have been required to take Regents courses and examinations, the pool of students taking the RCTs became smaller and less able, depressing the percentage of students passing several RCTs.

4 Organization of the Report

This report is organized in two volumes, the *Statewide Profile of the Educational System* and the *Statistical Profiles of Public School Districts*. The *Statewide Profile* is organized primarily by content area (listed in the Table of Contents on page xi).

Summary Groups

The *Statewide Profile* provides summary information for the State as a whole, for schools in the public and nonpublic sectors, and for major groups of public schools. Within the public sector, these groups are:

- New York City public schools;
- Large City Districts (Buffalo, Rochester, Syracuse, and Yonkers); and
- Districts Excluding the Big 5 (districts outside New York City, Buffalo, Rochester, Syracuse, and Yonkers).

In some cases, only two groups are used:

- New York City; and
- Rest of State Districts (the State excluding New York City).

These groups of schools are diverse in terms of student and teacher demographics, resources, and performance. Smaller, more homogeneous groups of schools best illustrate the relationships that exist among poverty, minority status, resources, and performance. For this purpose, three additional methods of classifying public schools (by need/resource capacity, by minority composition or race/ethnicity, and by schools under registration review) and two additional methods of classifying nonpublic schools (New York City and the rest of the State, excluding New York City) are used in the report.

Need/Resource Capacity Categories. The need/resource capacity index was developed by

assessing each school district's special student needs and ability to provide resources relative to the State average. This classification scheme more clearly indicates where in the State system some children are failing because they have not been provided the resources necessary to succeed. In particular, it recognizes that certain districts in addition to the Big 5 — whether small city, suburban, or rural — serve extraordinarily large numbers of educationally disadvantaged children who have not been given full opportunity to learn and succeed. Definitions of, and information about, need/resource capacity categories are found in *Part III: Student Needs and School Resources*.

Minority Composition Categories. One method of classifying schools used in the report since its inception is based on the percentage of minority students enrolled. This classification scheme is useful for illustrating disparities between low- and high-minority schools in student family income, school resources, and performance. Chapter 655 legislation mandates that data in this report be aggregated by race/ethnicity when possible. Where data by racial/ethnic group are not available, such as attendance and teacher data, this scheme is essential.

These classification schemes — minority composition category and need/resource capacity category — form groups of similar public schools to illustrate the relationships among demographics, resources, and performance. Other methods of classifying schools (poverty status and attendance rate) and students (race/ethnicity and gender) are used, as necessary, to illuminate the relationships between these factors and performance or resources.

Schools Under Registration Review. Data are provided in the *Statewide Profile* for one additional group of public schools: Schools Under Registration Review (SURR) during the 2001–02 school year. Beginning in 1996–97, schools farthest from State performance standards were identified for registration review if they were determined to

be most in need of improvement. In May 2000, the Regents established accountability standards based on the following measures: NYSAP in English language arts and mathematics; completing graduation requirements in English language arts and mathematics; and dropout rate. Appendix B provides statistics on SURR schools comparable to those for all public schools.

Nonpublic Schools. Information on nonpublic schools statewide can be found in *Part VI: Nonpublic Schools*. Available data for nonpublic schools are reported aggregated to the State level, and for New York City nonpublic schools and nonpublic schools outside New York City. Statistics on nonpublic schools are available for enrollment, student demographic characteristics (such as racial/ethnic group enrollment and poverty), performance, and high school completion.

School District Data

Statistical Profiles of Public School Districts (the second volume) reports a wide range of data for each of the State's public school districts. The *Statistical Profiles* begins with a glossary that defines the measures presented and refers readers to the chapter in the *Statewide Profile* where additional information on each data element can be found.

In the 2003 report, the district data are organized into 18 tables. Table 1 reports enrollment; student demographics; attendance, dropout, and suspension rates; college-going rate; and student/staff ratios. Table 2 presents school finance data, including district expenditures for general and special education. Table 3 reports data on class size and teacher characteristics. Table 4 pre-

sents information on special-education classification, placement, graduation, and dropout rates. Table 5 presents performance on the NYSAP. Table 6 reports performance on the State assessments in grades 4 and 8 science. Table 7 reports performance on the State assessments in grades 5 and 8 social studies and Regents diploma data. Tables 8 through 13 report Regents examination performance. Table 14 presents 1998 cohort data for the Regents English and mathematics examinations results. Table 15 presents 1998 cohort data for the Regents examinations in global history and geography and U.S. history and government. Table 16 reports results on Regents competency tests. Table 17 presents results on second language proficiency examinations and career education proficiency examinations. Finally, Table 18 provides information on the universal prekindergarten program. For the reader's convenience, summary tables (beginning on page 1) report aggregate statistics for each measure for all public schools, for each public school need/resource capacity category, for all nonpublic schools, and for all schools (public and nonpublic) combined. These summary data are provided for the school years 1999–2000 to 2001–02.

For the convenience of districts and organizations that would like to perform statistical analyses, the district-level data in the 18 tables are available in a set of microcomputer files. For the benefit of analysts, a glossary is provided with the files. Information about obtaining these files can be obtained by calling (518) 474-7965. These data and comparable school-level data can also be viewed on the Department's Information and Reporting Services Web site: <http://www.emsc.nysed.gov/irts>.

Part II:

Longitudinal Trends

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3 Performance Trends	35
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☆ Highlights

Student Demographics

- ☆ *In Fall 2001, 3.33 million students were enrolled in New York State’s public and nonpublic schools.*
- ☆ *Almost 15 percent of the State’s school children attended nonpublic schools.*
- ☆ *Public school enrollment has increased by 9 percent since 1991, reaching 2.84 million in Fall 2001.*
- ☆ *In 2001–02, 120 public schools – 96 in New York City and 24 in other districts – were under registration review. Of all State public school students, 3.3 percent attended one of these schools.*
- ☆ *In Fall 2001, 6.8 percent of students in public schools were identified as limited English proficient.*
- ☆ *In Fall 2001, 12.0 percent of all students attending public and nonpublic schools were identified as students with disabilities.*

Resources

- ☆ *Of the \$33.7 billion in 2000–01 school district revenues, the State provided 46.7 percent; districts, 48.9 percent; and the federal government, 4.4 percent. Revenues from all three sources increased, compared with 1996–97.*
- ☆ *In 2000–01, State revenue to schools was \$5,327 million (51.2 percent) greater than in 1996–97. Considering inflation, however, State revenue in 2000–01 was worth 37.2 percent more than in 1996–97.*
- ☆ *Between 1996–97 and 2000–01, total district revenues increased 13 percent before inflation and 2.6 percent after inflation. Over the five-year period, the mean expenditure per pupil, after adjustment for inflation, increased by 16 percent.*
- ☆ *In 2001–02, school staffing levels reached a record high. Approximately 225,000 persons taught in the State’s public schools; an additional 43,000 served in other professional positions.*
- ☆ *In New York City in 2001–02, elementary classes averaged four more students and secondary classes averaged seven more students than classes outside the Big 5.*

Performance

- ☆ *On the New York State Assessment Program in English language arts, 62 percent of elementary-level students and 44 percent of middle-level students in public schools met the standards in 2002.*

- ☆ *On the New York State Assessment Program in mathematics in 2002, 68 percent of elementary-level students in public schools met the standards, but only 48 percent of middle-level students did so.*
- ☆ *More students scored 55 or higher on the Regents English, U.S. history and government, global history and geography, and living environment examinations in 2002 than took these examinations in 1996.*
- ☆ *More students passed (scored 65 or higher on) the Regents U.S. history and government and living environment examinations in 2002 than took these examinations in 1998.*
- ☆ *For public schools that administered Regents examinations, the percentage of average grade enrollment passing increased in five examination areas between 1997 and 2002. Large improvements occurred on the living environment examination, which can be used to satisfy the new graduation requirements.*
- ☆ *In public schools, 89 percent of general-education students in the 1998 cohort met the graduation requirement (scored 55 or higher) on the Regents English examination after four years of high school; 86 percent scored 55 or higher on the Regents mathematics examination after four years.*
- ☆ *The number of students with disabilities scoring 55 or higher on the Regents biology (or living environment) examination more than doubled between 1999–2000 and 2001–02.*
- ☆ *In 2001, the largest percentage of public school graduates (55 percent) earned Regents endorsements since the Regents Action Plan was enacted.*
- ☆ *Fully 82.4 percent of State seniors graduating from public and nonpublic schools in 2002 planned to pursue some form of postsecondary education.*
- ☆ *The mean Scholastic Assessment Test (SAT I) composite score of the class of 2002 was 1000, 12 points higher than the mean of the class of 1993.*
- ☆ *Since 1992, the number of students in New York participating in Advanced Placement examinations has increased by 93 percent.*

Attendance, Suspensions, and Dropouts

- ☆ *In 2000–01, 4.7 percent of State public school students were suspended from school one or more times.*
- ☆ *In 2001–02, the public school dropout rate was 5.7 percent. New York City had a higher dropout rate than the rest of the State: the dropout rate was 11.2 percent in New York City public schools and 2.5 percent in districts outside New York City.*
- ☆ *In 2001–02, 1.6 percent of public school students left their secondary schools to attend a preparation program leading to a high school equivalency diploma.*

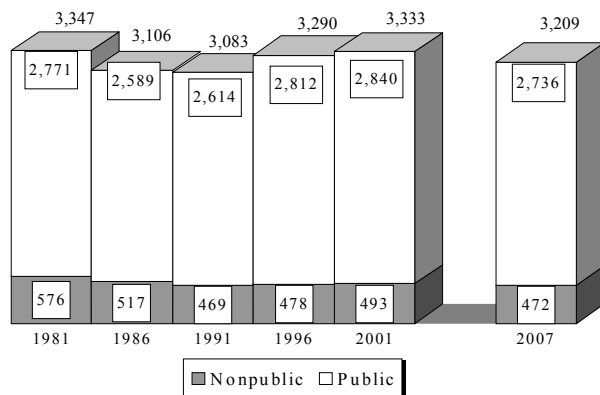
1 Enrollment Trends

In Fall 2001, 3.33 million students were enrolled in New York State's public and nonpublic schools. Of these students, 2.84 million attended public schools and 0.49 million (14.8 percent) attended nonpublic schools (Table 2.1 and Figure 2.1).

TABLE 2.1	
ELEMENTARY AND SECONDARY PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT	
PAGE 20	

Total public and nonpublic enrollment increased 8 percent between 1991 and 2001; nevertheless, the Fall 2001 enrollment included 0.4 percent fewer students than the Fall 1981 enrollment. Total enrollment is predicted to decrease slightly (by 3.7 percent) through Fall 2007. The percentage of students attending nonpublic schools is expected to remain relatively stable (14.7 percent in 2007).

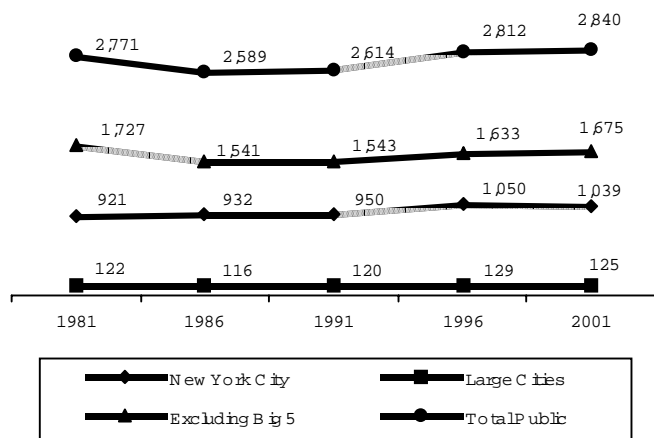
Figure 2.1
Public and Nonpublic K-12 School Enrollment (in thousands)
Fall 1981 to Fall 2007 (projected)



Public School Enrollment

Following 15 years of growth, public school enrollment reached 2.84 million in Fall 2001. Public school enrollment was at its highest (3.52 million) in 1971. A period of declining enrollment followed, reaching a low (2.54 million) in 1989. Despite a 10 percent increase since 1986, enrollment was only 2.5 percent higher in 2001 than in 1981 (Figure 2.2). The upward trend, which originated with an increase in the elementary-school-age population in 1986, has ended. Enrollments are predicted to decline to 2.74 million by Fall 2007 (Table 2.1).

Figure 2.2
Enrollment Trends in Public Schools by Location (in thousands)
Fall 1981 to Fall 2001



Between 1981 and 1986, enrollments increased slightly in New York City (1.2 percent) but decreased everywhere else in the State: 4.9 percent in Large City Districts and 10.8 in Districts Excluding the Big 5 (Figure 2.2). Between 1986 and 1996, enrollments increased in all categories; however, the rate of increase was greater in New York City (12.7 percent) and Large City Districts (11.2 percent) than in Districts Excluding the Big 5 (6.0 percent). From 1996 to 2001, enrollments decreased in New York City (1.0 percent) and Large City Districts (3.1 percent) but increased in Districts Excluding the Big 5 (percent 2.6).

Schools Under Registration Review (SURR)

Since 1989, the registration review process has been the primary means used by the State Education Department to strengthen teaching and learning in the lowest-performing schools in New York State. This process is designed to improve student performance by correcting situations that impede quality education. Through registration review, the lowest-performing schools are identified, warned that their registrations may be revoked, and assisted in improving their educational programs. As a last resort, schools that fail to improve have their registrations revoked. When this occurs, the Commissioner of Education develops a plan to protect the educational welfare of students at the school and requires the school district to implement the plan.

Through the 2001–02 school year, 243 schools had been identified for registration review. One hundred fifty of these schools, including 27 during the 2001–02 school year, have been removed from registration review. Nineteen of these 27 schools were removed because they achieved the student performance standards established by the Commissioner. Eight schools ceased operation in June 2002 pursuant to closure plans developed by their district and approved by the Commissioner. Twenty schools were identified for registration review in the 2001–02 school year, including four schools that had previously been removed from registration review.

In 2001–02, 120 public schools – 96 in New York City and 24 in other districts – were under registration review (Table 2.2). Of all students enrolled in New York City public schools, seven percent attended a SURR school; outside New York City, less than one percent of students were enrolled in SURR schools. Of all public school students statewide, 3.3 percent attended one of these schools. Information on demographics and performance in SURR schools can be found in Appendix B.

TABLE 2.2

NUMBER OF SURR SCHOOLS
AND ENROLLMENT

PAGE 21

Prekindergarten Enrollment

One way of promoting equity in achievement is to ensure that all children come to school ready to learn. The Carnegie Foundation for the Advancement of Teaching surveyed kindergarten teachers in 1991 and estimated that 36 percent of New York kindergartners were not ready to begin school. Quality preschool programs provide young children placed at risk by their social and economic circumstances with experiences that enhance their readiness to learn.

The Universal Prekindergarten (UPK) program was established by statute in 1997. The UPK program completed its fourth year of operation during the 2001–02 school year. In 2001–02, 188 school districts (out of 224 eligible to participate) operated a UPK program. The total number of children served by the UPK program was 54,561. In the first year of the program, 65 school districts served 18,389 students. In 1999–2000, a total of 35,188 were served. These students were funded by the UPK program as well as other sources. The number of children served in 2001–02 increased by 13 percent over the previous year. The statute requires districts to form an advisory board, hold a public hearing, and develop a program plan that includes collaboration with community early childhood education programs. Applications from implementing districts indicated that statutory requirements were met.

Between Fall 1981 and Fall 2001, enrollment in prekindergarten programs operated by public and nonpublic schools expanded significantly (Table 2.3). Enrollment increased during each five-year period in New York City and statewide. In Fall 1981, 19.0 percent of the State's four-year-old population was enrolled in these programs. Twenty years later, the number enrolled had increased to 51.7 percent of the State's four-year-olds. The enrollment in these programs more than tripled statewide during this period, with the greatest increases occurring in New York City. These statistics do not include prekindergarten programs in nonpublic schools that did not have a kindergarten or higher grade.

<p>TABLE 2.3</p> <p>TRENDS IN PUBLIC AND NONPUBLIC SCHOOL PREKINDERGARTEN ENROLLMENTS FOR THE STATE AND NEW YORK CITY</p> <p>PAGE 22</p>

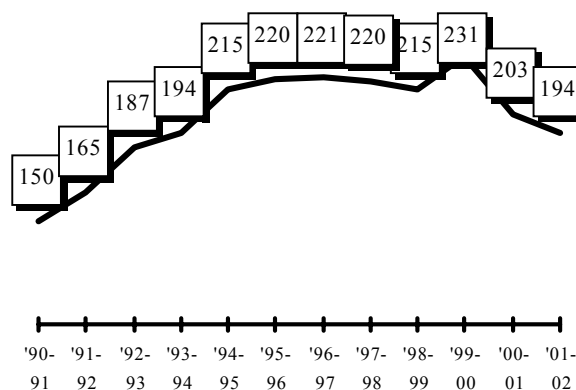
Limited English Proficient Students

Until the 2002–03 school year, Part 154 of Commissioner's Regulations defined students with limited English proficiency (LEP) as students who, by reason of foreign birth or ancestry, speak a language other than English and (1) either understand and speak little or no English or (2) score at or below the 40th percentile on an English language assessment instrument. (Another term popularly used for these students is English language learners (ELLs).) All LEP students who score at or above the 30th percentile on an approved test of reading in English must take the State assessments in English language arts and mathematics. LEP students may choose to take the mathematics assessment in their native language (if available) or in English. Identified students are entitled to special instructional and assessment services to assist them in learning English and achieving objectives in other academic areas. The identification criterion was raised in 1990–91, because the previous criterion

(the 23rd percentile) had proven too low to ensure that all students who needed services received them.

In 2001–02, the number of LEP students served by public schools decreased by 4.4 percent over the previous year but was 29.3 percent higher than in the 1990–91 school year (Figure 2.3). Statewide, 6.8 percent of public school students were identified as limited English proficient. A decrease in LEP students in 1998–99 may be attributed to procedural changes in the identification process in New York City.

Figure 2.3
Number of Public School Students Who Are Limited English Proficient (in thousands)
1990–91 to 2001–02



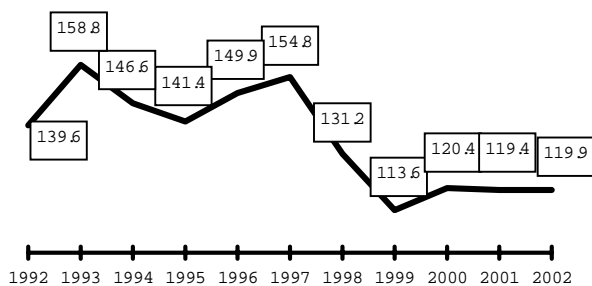
Enrollment of Immigrant Students

Newly immigrated children may require a variety of special services to ensure a smooth transition to American schools. Immigrant students who are limited English proficient are eligible for special programs. Many immigrant students, however, come from other English-speaking countries and are not eligible for these programs. Nonetheless, many of these students, particularly those from developing countries, are poorly prepared for the culture and expectations of American classrooms. Some, for example, emigrated from countries with fewer years of compulsory attendance than American schools. Federal grants from the Emergency Immigrant Education Program (EIEP) were avail-

able until 2001 to districts that had either 500 students or three percent of their student enrollment, counting public and nonpublic students, meeting the federal guidelines for newly immigrated students (having been in the United States three years or less). Beginning in 2002 under the new federal No Child Left Behind (NCLB) legislation, certain districts are eligible to receive Title III-Immigrant funds. The district and allocation are based on formulas determined by the Secretary of Education. NCLB requires that all immigrant students, regardless of whether their district receives these funds, be reported.

Figure 2.4 shows the number of State students eligible for EIEP funds in 1992 to 2001 and the enrollment of all immigrant students statewide in 2002. The number of State students eligible for EIEP funds increased by 14 percent between 1992 and 1993. Since 1993, the number has fluctuated, reaching a nine-year low in 1999, then increasing by 7,000 in 2000 and then decreasing by 1,000 between 2000 and 2001. The count of immigrant students statewide in 2002 was only slightly greater than the count of immigrant students eligible for EIEP funds in 2001 (119.9 thousand compared with 119.4 thousand), indicating that a very large majority of immigrant students received EIEP funds in recent years.

Figure 2.4
Number of Public School Students Eligible for the Emergency Immigrant Education Assistance Program (1992 to 2001) and Number of Immigrant Students Statewide in 2002
 (in thousands)



Special Education Enrollment

Public agencies provide special education programs for students with disabilities intended to meet their unique needs. Local school districts educate the majority of these children. In some cases, however, school districts contract with neighboring districts, BOCES, or approved private schools to provide required special education services. State agencies, such as the Office of Mental Retardation and Developmental Disabilities, the Office of Mental Health, the Office of Children and Family Services, and the Department of Correctional Services, also provide services. Approximately 99 percent of students with disabilities ages 4 to 21 receive services through placements made by public school districts. The remaining students are placed by the courts or State agencies either in State agency programs or in approved private schools.

In the last 20 years, the number of students ages 4 to 21 enrolled in K-12 special education programs statewide has increased 74 percent, from 228,746 students in Fall 1981 to 398,369 students in Fall 2001 (Table 2.4). During the same timeframe, statewide public and nonpublic enrollment decreased by 0.4 percent. Consequently, the share of total public and nonpublic enrollment represented by students with disabilities increased from 6.8 percent in Fall 1981 to 12.0 percent in Fall 2001.

TABLE 2.4	
TRENDS IN SPECIAL EDUCATION ENROLLMENT FOR THE STATE AND NEW YORK CITY	
PAGE 23	

Many factors, including legislative initiatives, court decisions, and State Education Department policy, affect special education enrollments. The federal Education of All Handicapped Children Act (now known as the Individuals with Disabilities Education Act) enacted in 1975 guaranteed, for the first time, a free and appropriate public education

to all children with disabilities. The law further mandated multidisciplinary evaluations and required that individualized education programs for identified students be delivered in the least restrictive environment. At the State level, Article 89 specifies requirements and procedures for the education of students with disabilities.

Three factors explain most of the increases in special education enrollments. First, in the early 1980s, consistent with federal requirements, New York State Law expanded the categories of disabilities to include learning disabilities, autism, multiply disabled, orthopedic conditions, and health impairments, making more children eligible to receive special education services. Second, the 1979 federal court decision *José P. v. Ambach* resulted in more timely evaluations and more appropriate program placements for children with disabilities in New York City. Third, in 1980 the State altered the method used to allocate State aid for educating children with disabilities, replacing the kind of disability with the intensity of services provided as a factor in distributing aid. This change resulted in a significant increase in the total State funds provided for special education programs.

Further, 1989 legislation gave local school districts responsibility for the delivery of preschool special education services and programs to children with disabilities, ages three to five. Previously, special education preschool services were delivered through the Family Court system. Statewide, in 2000–01, of those students whose education was the responsibility of district committees on preschool special education or committees on special education, 8.3 percent were preschool children. The State and counties continue to share the costs of these services. Counties pay for programs and services and then are reimbursed by the State for up to 59.5 percent of their expenditures.

The Regents are concerned about the increasing percentage of students classified as disabled as well as the performance of those students. The Regents have proposed a reform of the State special education funding system to encourage schools to place children in the setting that best meets their

needs and discourage unnecessary referrals to special education. Since 1996–97, the growth in special education has slowed and in 2001–02, the special education classification rate declined to 11.8 percent, compared to 11.9 percent in the previous year. The special education classification rate has remained within plus or minus 0.1 percentage point for the last five years. Several initiatives have been implemented to reduce the classification rate. Chapter 405 of the Laws of 1999 required the Department to identify school districts with very high classification rates and provide technical assistance to these districts. The Department has also been consistently focusing on school district classification rates in school district report cards, in other Department publications, and as a part of the Quality Assurance monitoring process for special education. In addition, the Department is taking steps to ensure that general education settings are better able to meet the needs of students with learning or behavior problems. Strategies for doing this include enhancing early reading and mathematics programs, particularly in low-performing schools, and providing support services for students in general education settings.

Career and Technical Education Enrollment

In April 1989, the Board of Regents adopted a policy requiring that all high school graduates be prepared for immediate employment and/or postsecondary education. Career education programs offer sequences of courses leading to entry-level employment. In addition, the Department has received federal and State funds to better prepare students for the transition from school to work by integrating workplace skills into the curriculum.

As part of its focus on higher academic standards and the increasing need for high school graduates who possess career and technical skills, the Board of Regents, in February 2001, adopted a policy allowing high school students who want to pursue career and technical education programs greater flexibility in their curriculum and courses to meet their graduation requirements. These stu-

dents may take integrated or specialized courses, or a combination of both, that include English, mathematics, science, and other knowledge and skills with technical skills. Such courses would allow them to meet New York’s learning standards by satisfying course requirements and preparing them for required State assessments.

Career and technical education programs are divided into 16 broad categories: Agriculture and Natural Resources; Arts and Communications Services; Business and Administrative Services; Construction; Education and Training Services; Financial Services; Health Services; Hospitality and Tourism; Human Services; Information Technology Services; Legal and Protective Services; Logistics, Transportation, and Distribution Services; Manufacturing; Public Administration/Government Services; Scientific, Engineering, and Technical Services; and Wholesale/Retail Sales and Services. Each category comprises from 3 (Public Administration/Government Services) to 62 (Health Services) programs, preparing students for specialties within the broad area. For example, Logistics, Transportation, and Distribution Services programs include Auto Mechanics, Construction Equipment Operation, and Small Engine Repair. Within the Health Services career area, programs include Dental Hygienist, Medical Assistant, and Licensed Practical Nurse training.

Table 2.5 indicates that 31.0 percent of secondary students participated in career and technical education programs operated by public school districts or BOCES during the 2001–02 school year. Statewide, the number enrolled was the smallest it has ever been. The number of students participating was 20.6 percent smaller in 2001–02 than in 1996–97. A substantially larger percentage of ninth- through twelfth-graders in New York City than in the Rest of State have historically been enrolled in these courses.

TABLE 2.5

TRENDS IN SECONDARY CAREER AND TECHNICAL EDUCATION ENROLLMENT FOR THE STATE, NEW YORK CITY, AND THE REST OF STATE, INCLUDING BOCES

PAGE 24

Statewide, the number of secondary students enrolled in career and technical education has decreased since 1992–93. The addition of three major program areas in 1989–90 (Home Economics, Technology, and Visual/Performing Arts) partially obscures the trend in declining enrollment. Even counting these programs, statewide, the number of secondary students enrolled in career and technical education has fallen 23.6 percentage points since 1992–93. Many factors may have influenced the statewide decline, such as changes in the Commissioner’s Regulations affecting high school graduation, changing student career interests, opinions about program quality, and the cost of career education programs.

Table 2.1
Elementary and Secondary Public and Nonpublic School Enrollment
New York State
Fall 1981 to Fall 2007 (projected)

Year	Public			Nonpublic			Public/Nonpublic Combined			Nonpublic as a Percent of Total
	K-6	7-12	Total	K-6	7-12	Total	K-6	7-12	Total	
	Actual									
Fall 1981	1,347,682	1,422,958	2,770,640	330,280	246,159	576,439	1,677,962	1,669,117	3,347,079	17.2%
Fall 1986	1,339,823	1,249,113	2,588,936	302,399	214,639	517,038	1,642,222	1,463,752	3,105,974	16.6
Fall 1991	1,456,061	1,157,877	2,613,938	279,301	189,757	469,058	1,735,362	1,347,634	3,082,996	15.2
Fall 1996	1,565,676	1,246,268	2,811,944	286,927	191,192	478,119	1,852,603	1,437,460	3,290,063	14.5
Fall 2001	1,546,359	1,293,177	2,839,536	287,871	205,563	493,434	1,834,230	1,498,740	3,332,970	14.8
Projected										
Fall 2007	1,408,287	1,328,111	2,736,399	261,178	211,203	472,381	1,669,425	1,539,315	3,208,780	14.7

Table 2.2
Number of SURR Schools and Enrollment
New York State
1990–91 to 2001–02

Year	New York City		Rest of State		Total State	
	Number of Schools	Enrollment	Number of Schools	Enrollment	Number of Schools	Enrollment
1990–1991	40	45,418	8	7,245	48	52,663
1992–1993	56	62,353	6	6,038	62	68,391
1993–1994	55	61,117	6	6,077	61	67,194
1994–1995	72	75,066	7	8,092	79	83,158
1995–1996	78	79,027	8	8,714	86	87,741
1996–1997	92	88,762	7	9,281	99	98,043
1997–1998	94	87,201	4	6,304	98	93,505
1998–1999	98	84,918	5	6,628	103	91,546
1999–2000	94	71,611	8	7,462	102	79,073
2000–2001	98	78,063	16	11,787	114	89,850
2001–2002	96	77,288	24	16,850	120	94,138

Table 2.3
Trends in Public and Nonpublic School Prekindergarten
Enrollments for the State and New York City
New York State
Fall 1981 to Fall 2001

Year	Total State (Public and Nonpublic)			New York City (Public and Nonpublic)		
	Estimated 4-Year-Old Population	Pre-kindergarten Enrollment	Prekindergarten Enrollment as Percent of Population	Estimated 4-Year-Old Population	Pre-kindergarten Enrollment	Prekindergarten Enrollment as Percent of Population
Fall 1981	223,568	42,433	19.0%	91,726	16,967	18.5%
Fall 1986	241,020	60,496	25.1	97,354	24,401	25.1
Fall 1991	249,105	77,893	31.3	99,104	31,394	31.7
Fall 1996	273,500	86,569	31.7	113,800	36,465	32.0
Fall 2001	248,774	128,570	51.7	106,980	68,883	64.4

Table 2.4
Trends in Special Education
Enrollment for the State and New York City*
New York State
Fall 1981 to Fall 2001

Year	New York City (Public and Nonpublic)			Rest of State (Public and Nonpublic)			Total State		
	Total Enrollment	Special Education Enrollment	Special Education Enrollment as % of Total	Total Enrollment	Special Education Enrollment	Special Education Enrollment as % of Total	Total Enrollment	Special Education Enrollment	Special Education Enrollment as % of Total
Fall 1981	1,232,270	87,283	7.1%	2,117,809	141,463	6.7%	3,347,079	228,746	6.8%
Fall 1986	1,216,720	104,483	8.6	1,889,254	155,650	8.2	3,105,974	260,053	8.4
Fall 1991	1,214,436	111,331	9.2	1,868,560	177,400	9.5	3,082,996	288,731	9.4
Fall 1996	1,315,102	137,009	10.4	1,974,961	239,817	12.1	3,290,063	376,826	11.5
Fall 2001	1,314,459	146,328	11.1	2,018,511	252,041	12.5	3,332,970	398,369	12.0

*Does not include students with disabilities enrolled in State Agency programs or in residential programs when they are placed by the local Social Services Districts, Courts, or State agencies. (There were 5,841 such students on December 3, 2001.)

Table 2.5
Trends in Secondary Career and Technical Education Enrollment
for the State, New York City, and the Rest of State, including BOCES
New York State
1986–87 to 2001–02

School Year	New York City		Rest of State Including BOCES		Total State Including BOCES	
	9–12 Enrollment	Career & Tech. Education Enrollment as a % of 9–12	9–12 Enrollment	Career & Tech. Education Enrollment as a % of 9–12	9–12 Enrollment	Career & Tech. Education Enrollment as a % of 9–12
1986–1987	276,453	50.3%	543,634	29.7%	820,087	36.6%
1987–1988	270,204	49.4	515,042	29.3	785,246	36.2
1988–1989	259,805	51.6	483,485	28.3	743,290	36.4
1989–1990	247,171	57.6	461,623	35.3	708,794	43.1
1990–1991	250,033	57.8	453,806	36.0	703,839	43.8
1991–1992	257,694	58.6	456,550	35.9	714,244	44.1
1992–1993	266,848	59.2	460,992	35.0	727,840	43.9
1993–1994	274,742	55.8	465,748	33.4	740,490	41.7
1994–1995	276,747	53.9	470,190	33.7	746,937	41.2
1995–1996	281,850	53.1	476,572	32.1	758,422	39.9
1996–1997	286,289	55.3	483,357	30.7	769,646	39.9
1997–1998	287,340	52.2	488,897	30.9	776,236	38.8
1998–1999	282,806	50.9	494,877	30.2	777,683	37.8
1999–2000	279,461	47.9	502,020	28.3	781,481	35.3
2000–2001	272,657	46.4	508,231	26.5	780,888	33.4
2001–2002	269,291	43.2	518,255	24.6	787,546	31.0

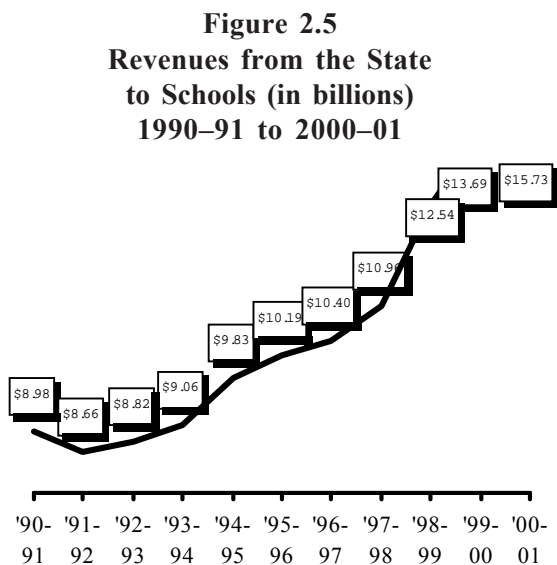
2 Resource Trends¹

School Finance

Article XI of the New York State Constitution mandates that the Legislature provide for the "... maintenance and support of a system of free common schools, wherein all the children of this state may be educated." To fulfill its mandate, the Legislature established and supports a comprehensive system of public education. The Board of Regents, as its legal responsibility, develops legislative recommendations for achieving that mandate.

State, Local, and Federal Support

State revenues to schools were relatively stable between 1990–91 and 1993–94 (Figure 2.5). The State substantially increased revenues to schools in each year beginning in 1994–95. These increases coincided with the growing economy, which increased the revenues received by the State.



This discussion is based upon district reports of expenditures and revenues (Table 2.6) during the five-year period from 1996–97 to 2000–01 (the latest year for which complete data are available). In each year during this period, State revenues to schools increased by at least 5.4 percent. The largest increase, 14.9 percent, occurred in 2000–01. Examining the five-year trend shows that in 2000–01, State revenues to schools were \$5,327 million (51.2 percent) greater than in 1996–97. Considering inflation, however, State revenue to schools in 2000–01 was worth 37.2 percent more than in 1996–97.

TABLE 2.6

TOTAL REVENUES FOR PUBLIC
ELEMENTARY, MIDDLE, AND
SECONDARY EDUCATION

PAGE 31

In 1998–99, the State began making School Tax Relief (STAR) payments to public school districts. STAR is designed to reduce the property tax burden of homeowners. Homeowners receive a school property tax exemption and the State reimburses the district for the money lost in taxes because of the exemption. Beginning with the 1998–99 school year, revenues from STAR are included in State revenue calculations. STAR payments to school districts in 2000–01 exceeded \$1.8 billion (5.5 percent of total revenues).

Financing public education, like governing schools, is a responsibility shared by the State and local communities, with limited assistance from the federal government. In 2000–01, districts raised

¹ The analyses of public school finance described in this chapter are based on data for major school districts (those with eight or more teachers).

\$16.5 billion through tax levies and other local revenue sources to support education. The district contribution represented an increase of \$1.9 billion or 13 percent since 1996–97.

Traditionally, most federal aid has been allocated to school districts to support specific purposes: to promote educational equity for historically underserved populations, such as children living in poverty; to advance a national purpose, for example, international economic competitiveness or national defense; and to support projects, such as research, that a single educational agency could not afford to undertake. In 2000–01, the federal contribution to State schools was \$1.48 billion, an increase of 42.0 percent since 1996–97. Even with this increase, federal revenues amounted to only 4.4 percent of total district revenues.

Because of increases in State, local, and federal revenues, between 1996–97 and 2000–01 total district revenues increased by 29.5 percent (17.5 percent after inflation) to \$33.71 billion. State and federal revenues increased at a faster rate than local revenues.

In 2000–01, the State contribution was 46.7 percent, compared with 39.9 percent in 1996–97. The local share was 48.9 percent, compared with 56.0 percent in 1996–97; and the federal share was 4.4 percent, compared with 4.0 percent in 1996–97.

Revenues and Expenditures per Pupil

Because of increasing enrollment, State revenues per pupil increased at a slower rate than total State revenues to schools. State revenues per pupil increased modestly between 1996–97 and 1997–98, before increasing substantially in 1998–99 (Table 2.7). Comparing 2000–01 with 1996–97, in absolute dollars, State revenue per pupil increased 47.3 percent. Adjusted for inflation, State revenue per pupil increased 33.7 percent.

TABLE 2.7

**STATE REVENUES PER PUPIL AND
EXPENDITURES PER PUPIL IN PUBLIC
ELEMENTARY, MIDDLE, AND
SECONDARY EDUCATION**

PAGE 32

During this five-year period, statewide, the mean expenditure per pupil increased at a slower rate than State aid per pupil. The 2000–01 mean expenditure per pupil was \$11,871, an increase of 27.5 percent over 1996–97. Over the five-year period, adjusted for inflation, expenditures per pupil increased 15.6 percent.

Public School Teachers and Administrators

In 2001–02, staffing levels reached a record high. Approximately 225,000 persons taught in the State’s public schools; an additional 43,400 professionals worked as administrators, school counselors, school nurses, psychologists, and other professional staff, devoting more than half of their time to nonteaching duties (Table 2.8). Compared with the previous year, there were approximately 5,000 more classroom teachers and 500 additional other professional staff.

TABLE 2.8

**PROFESSIONAL STAFF IN PUBLIC
ELEMENTARY AND SECONDARY SCHOOLS**

PAGE 33

Tracing a 26-year trend in the number of professional staff employed reveals a decrease of 17,000 staff (8.2 percent) between 1975–76 and 1982–83, followed by an increase of approximately 26,000 staff (13.5 percent) between 1982–83 and 1990–91. Staffing decreased in 1991–92 and then increased continuously, reaching 268,056

in 2001–02. The staff decline in the 1970s responded to a decrease in enrollment. While enrollment continued to fall until 1990, the number of school professionals began to increase in 1983. Part of this increase may be accounted for by greater enrollments in special education, English as a second language, and bilingual programs mandated by law or regulation.

Figure 2.6 contrasts changes in public school enrollment with changes in professional teaching and nonteaching staff. In 2001–02, 268,000 professional staff (full- and part-time) served 2.8 million students. In that year, on average, districts employed one classroom teacher for every 13.0 students compared with one for every 14.9 students in 1991–92, and one for every 16.8 in 1981–82 (Figure 2.7).

In 1991–92, districts eliminated over 7,000 (three percent) professional positions because State and local resources had failed to keep pace with rising district expense for salaries. This decrease in staff was accompanied by an increase in public school class sizes, partially negating improvements made during the 1980s (Table 2.9).

Comparing average class sizes in 2001–02 with those in 1990–91, kindergarten and elementary classes in all district categories were smaller in 2001–02. Secondary classes in English 9 were larger in all categories, and in U.S. history and government were larger in all categories, except New York City, while secondary classes in biology were smaller in all categories, though total State averages were equal (24.1).

On average, each kindergarten class in 2001–02 included 20 students and other classes, 22 to 24 students. Class sizes in New York City were substantially larger than classes in other school categories. New York City elementary classes (grades 1 through 6) averaged four more students and secondary classes averaged seven more students than classes outside the Big 5.

TABLE 2.9
PUBLIC SCHOOL
AVERAGE CLASS SIZE
IN SELECTED
GRADES AND COURSES

PAGE 34

Figure 2.6
Trends in Public School Enrollment
and Total Professional Staff
1975–76, 1982–83, 1991–92, and 2001–02

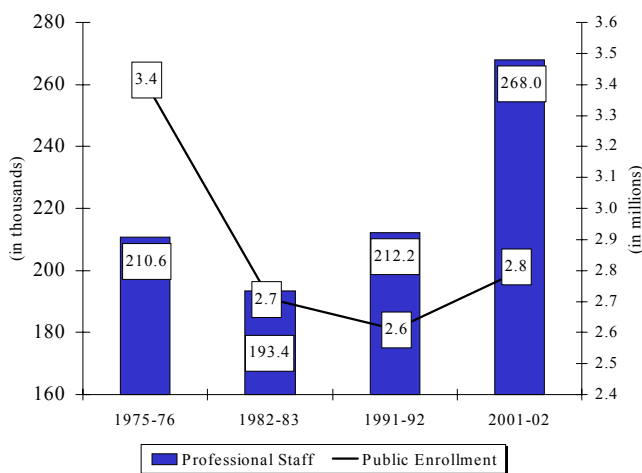
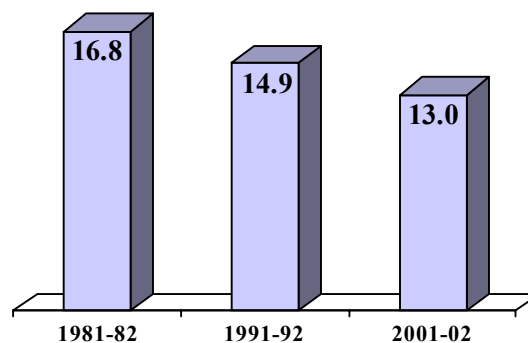


Figure 2.7
Number of Students per Teacher
1981–82, 1991–92, and 2001–02



Twenty-nine percent of public school teachers in high minority schools were teaching without the appropriate certification in 2001 (Figure 2.8). However, 35.5 percent of public school teachers in high minority schools had a master's degree plus 30 hours or a doctorate (Figure 2.9). High-minority districts throughout the State had teachers with the smallest average number of years of teaching experience in 2001 (Figure 2.10). Low-minority districts had teachers with the greatest average num-

ber of years of teaching experience (16 in New York City, and 14 in the Rest of State). The highest median salary of teachers in 2001 was in Rest of State high-minority districts (\$60,618) (Figure 2.11). The lowest median salary was in large city districts with a minority composition of 41 to 60 percent (\$47,840). The turnover rate of teachers was lowest in the large city districts with a minority composition of 21 to 40 percent (12 percent) and highest in New York City high-minority districts (24 percent) (Figure 2.12).

Figure 2.8
Percentage of Teachers Teaching Without Appropriate Certification by Minority Composition
Fall 2001

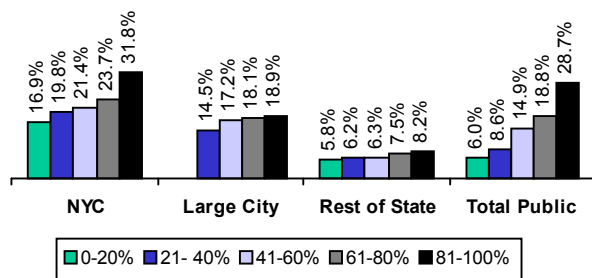


Figure 2.9
Percentage of Teachers Teaching with a Master's Degree plus 30 Hours or a Doctorate by Minority Composition
Fall 2001

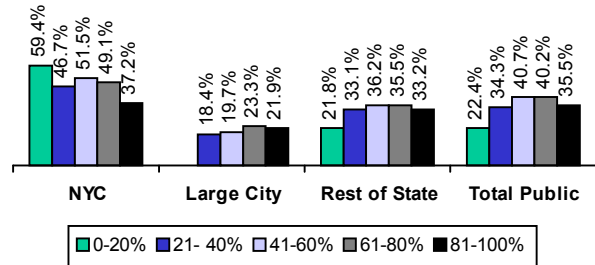


Figure 2.10
Average Years of Teaching Experience by Minority Composition
Fall 2001

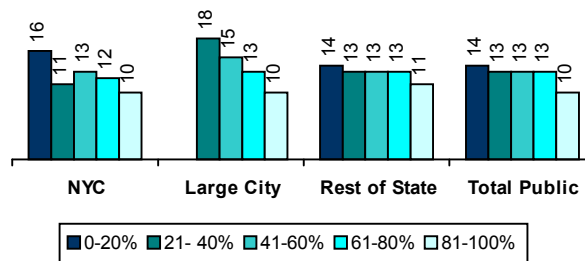


Figure 2.11
Median Salary of Teachers by Minority Composition
Fall 2001

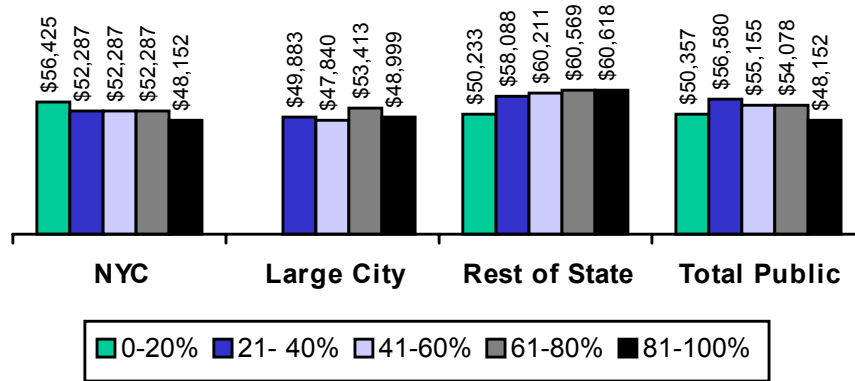
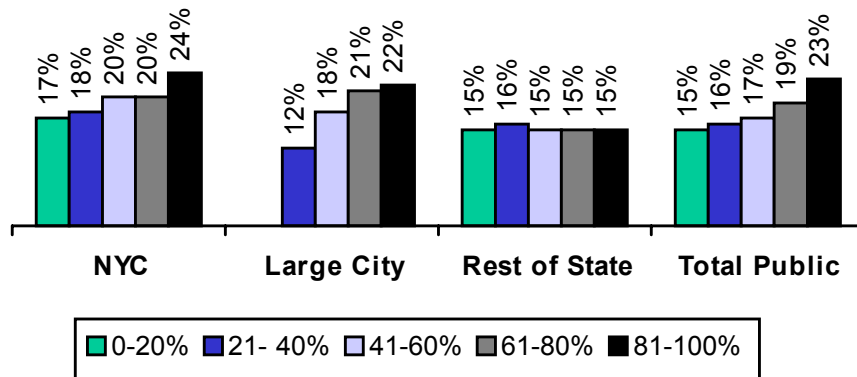


Figure 2.12
Turnover Rate of Teachers by Minority Composition
Fall 2000–Fall 2001



Microcomputers

To develop proficiency in the use of technology, students must have regular access to computers and other technology accessories. School districts across the State are making progress in giving students opportunities to develop technological literacy. In 2001, the number of microcomputers in New York's public schools was nearly five times the number in 1987 (Figure 2.13). In 2001, these schools acquired an additional 42,000 microcomputers over the previous year.

Figure 2.13
Growth in Number of Microcomputers in
New York State Public Schools (in thousands)
Fall 1987 to Fall 2001

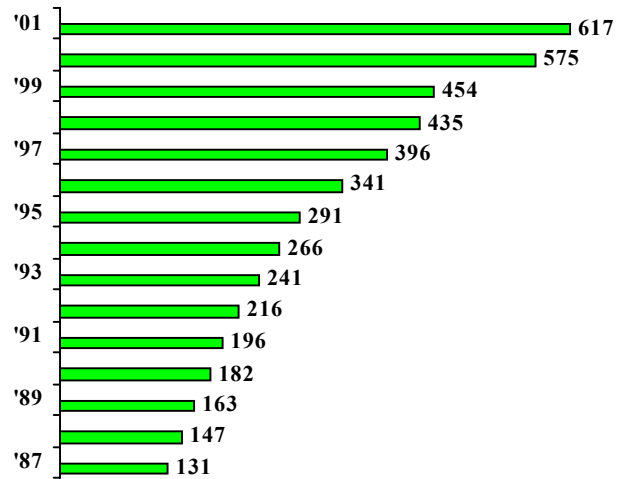


Table 2.6
Total Revenues for Public Elementary, Middle, and Secondary Education
(in thousands)
New York State
1996–97 to 2000–01

School Year	Total Revenue From All Sources	Revenues from State Sources*		Revenues from Federal Sources		Revenues from Local Sources	
		Amount	% of Total Revenue	Amount	% of Total Revenue	Amount	% of Total Revenue
1996–1997	26,038,615	10,400,060	39.9	1,045,219	4.0	14,593,336	56.0
1997–1998	27,259,542	10,962,706	40.2	1,091,881	4.0	15,204,955	55.8
1998–1999	29,328,272	12,536,040	42.7	1,345,607	4.6	15,446,625	52.7
1999–2000	31,090,806	13,689,833	44.0	1,425,615	4.6	15,975,358	51.4
2000–2001	33,708,478	15,726,809	46.7	1,483,978	4.4	16,497,691	48.9

Source: Fourteenth Annual School District Fiscal Profile Data Base

*Beginning in 1998–99, revenues from State sources include School Tax Relief (STAR) payments.

Table 2.7
State Revenues per Pupil and Expenditures per Pupil in
Public Elementary, Middle, and Secondary Education
New York State
1996–97 to 2000–01

School Year	State Revenues Per Pupil*	Percent Increase in State Revenues Per Pupil Over Prior Year	Expenditures Per Pupil	Percent Increase in Expenditures Per Pupil Over Prior Year
1996–1997	3,716	0.5	9,309	0.7
1997–1998	3,894	4.8	9,810	5.4
1998–1999	4,410	13.3	10,371	5.2
1999–2000	4,784	8.5	11,040	6.5
2000–2001	5,474	14.4	11,871	7.5

Source: Fourteenth Annual District Fiscal Profile Report Data Base

Note: Expenditures per pupil were calculated using total expenditures, including those charged to the General, Debt Service, and Special Aid Funds. The pupil measure is the duplicated combined adjusted average daily membership, including students enrolled in district programs; students with disabilities educated in district, BOCES, or approved private school programs or at Rome or Batavia; students attending charter schools; incarcerated youth; and students educated in other districts for which the district pays tuition. Pre-kindergarten and half-day kindergarten students are weighted at 0.5.

*Beginning in 1998–99, State revenues included School Tax Relief (STAR) payments.

Table 2.8
Professional Staff¹ in Public Elementary and Secondary Schools
New York State
1975–76 to 2001–02

Year	Classroom Teachers	Other Professional Staff ²	Total Professional Staff
1975–1976	182,772	27,859	210,631
1976–1977	173,975	25,619	199,594
1977–1978	175,879	27,259	203,138
1978–1979	176,141	27,478	203,619
1979–1980	172,803	29,008	201,811
1980–1981	169,189	27,468	196,657
1981–1982	168,516	27,210	195,726
1982–1983	167,172	26,190	193,362
1983–1984	168,944	27,693	196,637
1984–1985	171,093	27,682	198,775
1985–1986	175,256	28,120	203,376
1986–1987	176,121	31,458	207,579
1987–1988	176,910	36,177	213,087
1988–1989	177,871	35,773	213,644
1989–1990	183,293	31,835	215,128
1990–1991	186,205	33,344	219,549
1991–1992	180,274	31,962	212,236
1992–1993	184,303	33,184	217,487
1993–1994	188,846	34,577	223,423
1994–1995	190,759	32,764	223,523
1995–1996	197,591	31,744	229,335
1996–1997	201,316	33,781	235,097
1997–1998	206,365	31,776	238,141
1998–1999	206,842	39,449	246,291
1999–2000	213,746	41,130	254,876
2000–2001	219,615	42,896	262,511
2001–2002	224,644	43,412	268,056

1 Professional staff counts are totals of full-time and part-time staff and include staff employed by Boards of Cooperative Educational Services (BOCES).

2 Other professional staff includes administrators, school counselors, school nurses, psychologists, and other professional staff who devote more than half their time to non-teaching duties.

Table 2.9
Public School Average Class Size in Selected Grades and Courses
1990–91 and 1995–96 to 2001–02

Location/Year	Kindergarten	Grades 1-6	English 7	English 9	Regents Biology	Regents U.S. History & Gov't
New York City						
1990–1991	24.7	27.3	29.0	27.9	31.1	29.3
1995–1996	25.4	28.3	30.4	29.9	31.6	30.6
1996–1997	25.1	28.0	29.7	30.0	31.4	30.4
1997–1998	24.2	27.3	29.3	28.9	30.4	29.5
1998–1999	23.8	26.5	28.9	28.4	29.6	28.7
1999–2000	22.5	25.5	28.2	28.5	30.2	28.7
2000–2001	21.7	24.8	28.2	27.8	29.6	29.2
2001–2002	21.3	24.5	28.0	28.1	29.6	29.0
Large City Districts						
1990–1991	23.5	24.6	22.7	22.1	25.5	22.1
1995–1996	23.6	24.5	24.4	24.1	25.7	23.7
1996–1997	22.4	24.2	24.1	25.0	26.3	25.5
1997–1998	20.6	24.0	24.1	24.7	26.4	25.6
1998–1999	21.1	23.6	23.4	24.4	25.7	25.2
1999–2000	18.8	22.5	23.2	23.5	25.6	25.0
2000–2001	17.1	20.9	23.6	22.8	25.0	24.7
2001–2002	17.7	20.4	23.5	23.0	23.2	24.5
Districts Excluding the Big 5						
1990–1991	20.5	22.0	21.1	20.2	21.8	20.4
1995–1996	20.9	22.4	22.2	21.9	22.4	22.0
1996–1997	20.4	22.2	22.2	21.9	22.7	22.0
1997–1998	20.1	22.0	22.4	22.0	22.7	22.2
1998–1999	19.8	21.7	21.8	21.6	21.9	21.7
1999–2000	19.4	21.2	21.8	21.5	21.7	21.6
2000–2001	18.9	20.9	21.8	21.3	21.5	21.6
2001–2002	18.8	20.7	21.8	21.4	21.4	21.7
Total State						
1990–1991	21.8	23.6	23.3	22.4	24.1	22.8
1995–1996	22.4	24.2	24.3	24.0	26.2	24.6
1996–1997	21.9	24.0	24.2	24.2	25.9	24.6
1997–1998	21.3	23.6	24.2	24.0	25.4	24.7
1998–1999	21.0	23.2	23.6	23.6	24.6	24.0
1999–2000	20.3	22.5	23.4	23.4	24.2	23.9
2000–2001	19.6	22.0	23.1	22.7	23.8	23.7
2001–2002	19.5	21.8	23.3	23.2	24.1	24.0

Note: Average class size for Regents biology for 2001–02 includes classes in biology and living environment.

3 Performance Trends

The elementary- and middle-level examinations, Regents examinations, and Regents competency tests (RCTs) are key indicators of trends in student performance. This section discusses performance trends over the years on these tests. In 1999, the State replaced the Pupil Evaluation Program (PEP) tests in grades 3 and 6 reading and mathematics and grade 5 writing with new assessments in English language arts and mathematics administered in grades 4 and 8. On these new tests, data for four years are reported. Performance on State assessments is reported for the following school categories: all public schools (Total Public), New York City public schools (New York City), public schools outside of New York City (Rest of State), all nonpublic schools (Total Nonpublic), and all public and nonpublic schools (Total State). The performance of students with disabilities on the New York State Assessment Program, the RCTs, and the Regents examinations is also discussed. A description of these testing programs can be found in *Part I: Overview*.

New York State Assessment Program (NYSAP)

Elementary-Level English Language Arts (ELA)

Fourth-graders performed substantially better on the ELA examination in 2002 than in 1999. In January 2002, 62 percent of public school fourth-graders (compared with 49 percent in 1999) demonstrated achievement of the skills and knowledge in English language arts expected of elementary-school students (Figure 2.14). Twenty-one percent of fourth-graders demonstrated knowledge and skills consistent with the State standards for middle-level students. Thirty percent showed some of the knowledge and skills expected of fourth-graders. The performance of eight percent was severely deficient.

Figure 2.14
Percentage of Tested Public School Students Scoring at Each Performance Level on Elementary-Level English Language Arts 1999, 2000, 2001, and 2002

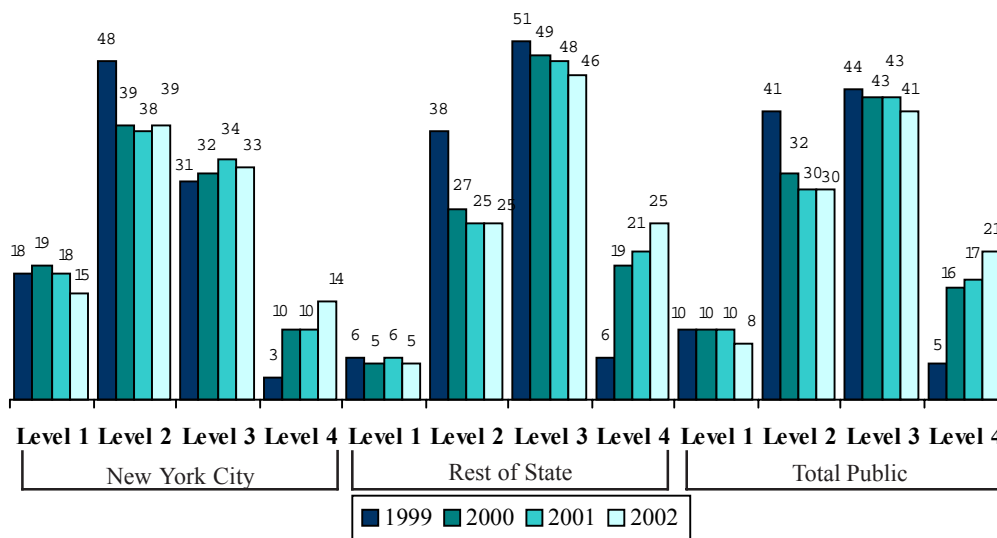


Figure 2.15
Percentage of Tested Public School Students Scoring at Each
Performance Level on Elementary-Level Mathematics
1999, 2000, 2001, and 2002

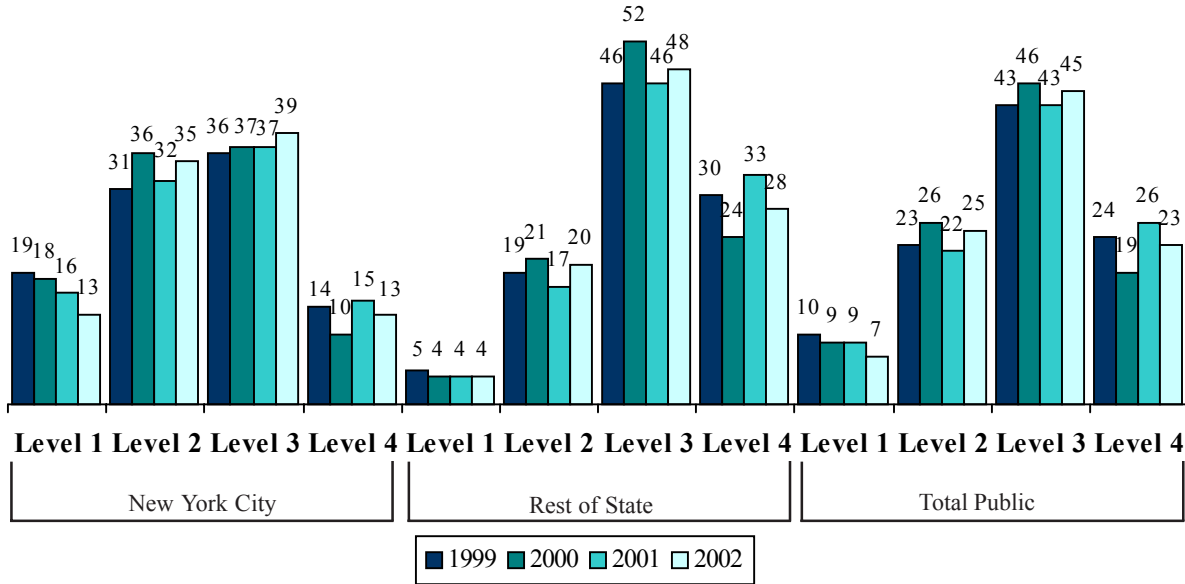
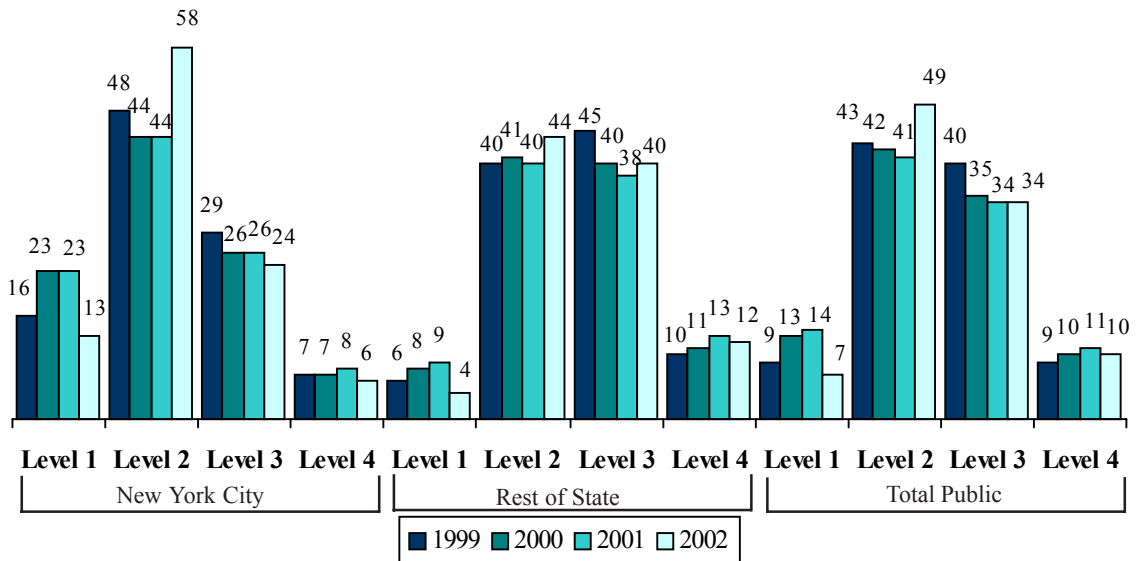


Figure 2.16
Percentage of Tested Public School Students Scoring at Each
Performance Level on Middle-Level English Language Arts
1999, 2000, 2001, and 2002



New York City fourth-graders also showed improved performance in 2002: 47 percent of tested students scored at Level 3 or above. Consistent with historical patterns of performance on the PEP test in reading, more New York City students than students elsewhere scored at Levels 1 and 2, thus requiring academic intervention services. Additional aggregations of data by Need/Resource Capacity Category (Part III of this report) show that, on average, New York City performed better than the Large City Districts.

Elementary-Level Mathematics

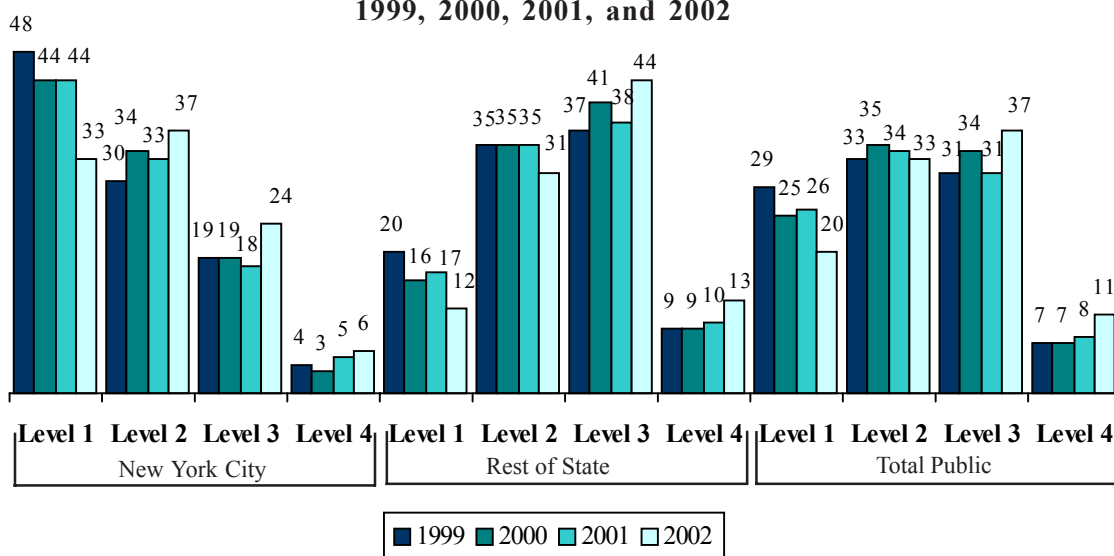
In 1999, 2000, 2001, and 2002, a larger percentage of tested students succeeded in meeting the State standards on this assessment than any other in the NYSAP (Figure 2.15). In 2002, a slightly larger percentage of students scored at Levels 3 or 4 than in 1999 (68 percent in 2002 compared with 67 percent in 1999). Twenty-three percent of tested students demonstrated advanced knowledge and skills by scoring at Level 4. On average, students in public schools outside New York

City were more likely to meet the standards than New York City students were. The percentage of students at Level 1 was three times as great in New York City as in Rest of State schools in 2002.

Middle-Level English Language Arts (ELA)

While fourth-graders scored much higher on the ELA assessment in 2002 than in 1999, eighth-graders statewide scored lower. In 2002, 44 percent of eighth-graders demonstrated proficiency in the ELA standards for their grade (Figure 2.16). The students who scored at Level 3 or 4, with continued steady growth, should pass the Regents English examination. Students below those levels will need varying degrees of academic intervention to succeed on the Regents English examination. Thirty percent of New York City eighth-graders, compared with 52 percent in the Rest of State, demonstrated proficiency on the middle-level ELA standards.

Figure 2.17
Percentage of Tested Public School Students Scoring at Each Performance Level on Middle-Level Mathematics 1999, 2000, 2001, and 2002



Middle-Level Mathematics

From 1999 to 2002, the majority of eighth-graders were not able to demonstrate proficiency in the mathematical knowledge and skills expected of middle-level students (Figure 2.17). Performance statewide increased in 2002 from the previous year. Forty-eight percent of tested students scored at Level 3 or 4. Statewide, 20 percent showed no evidence of proficiency in these skills. These results caused many school districts statewide to examine the curriculum and instruction provided to middle-level students to ensure that it is aligned with the middle-level standards for mathematics. In 2002, only 30 percent of New York City students were able to meet the standards. The large percentage of mathematics teachers teaching out of certification in the middle grades in New York City, documented in Figure 3.6, compromises the City's ability to prepare students for the middle- and commencement-level mathematics standards.

Need for Academic Intervention Services (AIS)

In 2001–02, 25 percent of students who took elementary-level assessments in English language arts (ELA) and mathematics scored at Level 1 or Level 2 on both assessments and required evaluation for academic intervention services (AIS) in both subjects. Four percent of tested students scored at Level 1 on both assessments. Over 13 percent of elementary-level students scored at Level 4 on the ELA and mathematics assessments. More middle- than elementary-level students required AIS. Forty-three percent of students who took middle-level assessments in ELA and mathematics scored at Level 1 or Level 2 on both assessments; six percent scored at Level 1. Only five percent of middle-level students scored at Level 4 on both assessments.

Elementary-Level Science

In 2000, the Program Evaluation Test (PET) in science was revised. The revised test was designed to assess the content, concepts, and skills

contained in the New York State *Elementary Science Syllabus*, Levels I and II and the *New York State Learning Standards for Mathematics, Science, and Technology (Elementary Level)*. The new science test is used to evaluate student as well as school performance, whereas the previous version was used to measure school performance only.

In 2002, public school students answered, on average, 33 out of 45 questions correctly on the multiple-choice portion of the science test (Figure 2.18). This portion of the science test is used to determine which students need academic intervention services in science. Thirty-one percent of fourth-graders in 2002 compared to 33 percent in 2001 were determined to need these services (Figure 2.19). The performance portion of the test is used to evaluate school science programs rather than students. Schools achieved a mean score of 33 in 2001 and 2002 and 32 in 2000 on this portion of the test.

Figure 2.18
Mean Scores of Public School Students
Tested in Elementary-Level Science
2000, 2001, and 2002

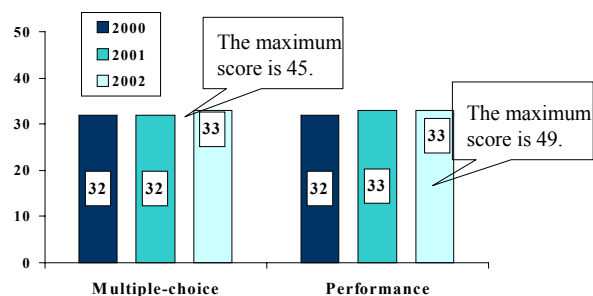
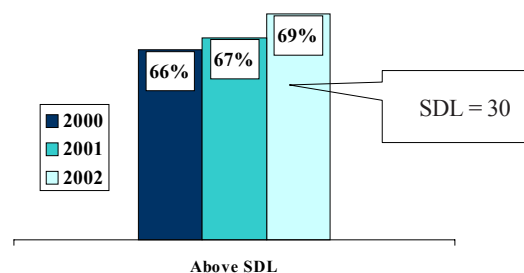


Figure 2.19
Percentage of Students Tested in
Elementary-Level Science Scoring
Above the State Designated Level (SDL)
2000, 2001, and 2002



Elementary-Level Social Studies

The grade 5 social studies test based on the new standards was administered for the first time in 2000–01. Data on this test were collected for the first time in 2001–02, the second year of testing. This test assesses knowledge and skills gained in grades K-4 in New York State history, United States history, world history, geography, economics, and civics, citizenship, and government. The percentage of students meeting the standard by scoring at Level 3 or Level 4 was high (88 percent) statewide (Figure 2.20). However, a larger percentage of students in the Rest of State (96 percent) than in New York City (75 percent) met the standard.

Middle-Level Science

The grade 8 science test based on the new standards was administered for the first time in 2000–01. Data on this test were collected for the first time in 2001–02, the second year of testing. This test assesses knowledge and skills gained in grades 5-8 in scientific inquiry, living environment, and physical setting. The percentage of students meeting the standard by scoring at Level 3 or Level 4 was greater in the Rest of State (86 percent) than in New York City (51 percent) (Figure 2.21). However, students statewide performed well, with 75 percent meeting the standard.

Middle-Level Social Studies

The grade 8 social studies test based on the new standards was administered for the first time in 2000–01. Data on this test were collected for the first time in 2001–02, the second year of testing. This test assesses knowledge and skills gained in grades 7-8 in United States history, geography, and economics. Students performed better on the grade 5 social studies assessment than in the grade 8. Only 38 percent of students in New York City met the standard by scoring at Level 3 or Level 4 (Figure 2.22). Statewide, a larger percentage of students met the standard (65 percent).

Figure 2.20
Percentage of Tested Public School Students Scoring at Each Performance Level on Elementary-Level Social Studies 2002

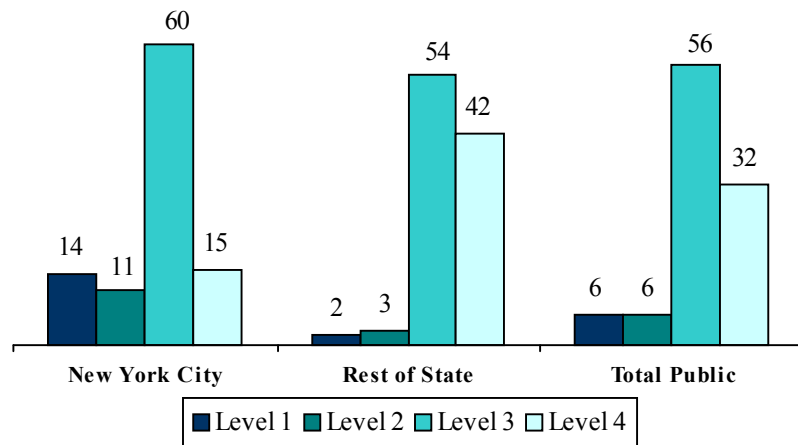


Figure 2.21
Percentage of Tested Public School Students Scoring at Each Performance Level on Middle-Level Science 2002

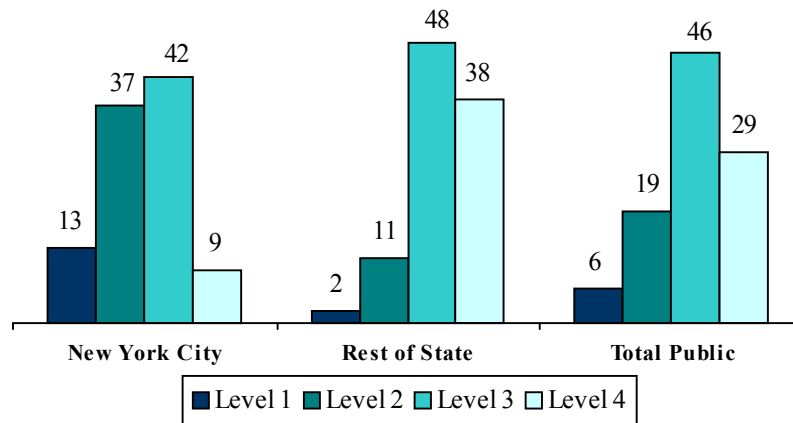
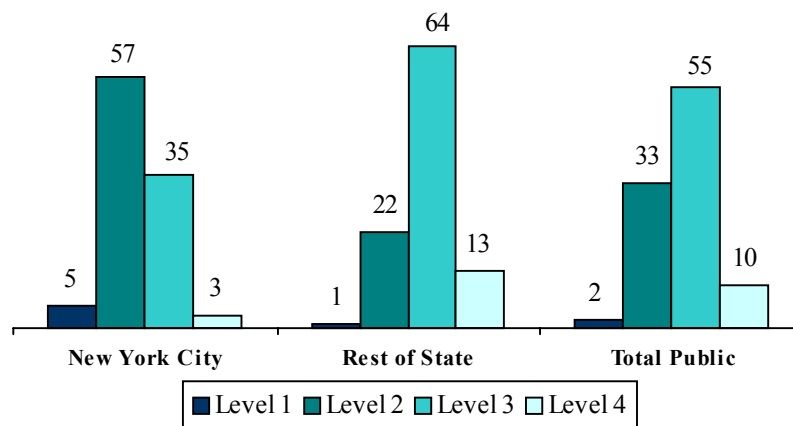


Figure 2.22
Percentage of Tested Public School Students Scoring at Each Performance Level on Middle-Level Social Studies 2002



Regents Examinations

General-education students who entered ninth grade for the first time in 1996 were required to score at least 65 (55 with local board approval until the requirements are fully implemented) on the Regents examination in English; students who entered ninth grade in 1997 were required to score at least 65 (55 with local board approval) on the Regents English examination and a Regents mathematics examination; students who entered ninth grade in 1998 were required to score at least 65 (55 with local board approval) on the Regents global history and geography and the Regents U.S. history and government examinations; and students who entered ninth grade in 1999 must also score at least 65 (55 with local board approval) on a Regents science examination. Students may also meet the Regents graduation requirement by passing approved alternative assessments. (See *Part I: Overview* for a description of high school graduation requirements.)

Performance on the Regents examinations is reported using three measures: First, in the five curricular areas in which Regents examinations are required for graduation, the number of students tested scoring 55–100 and the number scoring 65–100 are reported. Second, performance on the Regents English and mathematics examinations is reported as a percentage of the number of students enrolled in the 1996, 1997, and 1998 cohorts, the first groups of students subject to new higher graduation requirements. Third, summary results are presented as a percentage of average grade enrollment (AGE) for all Regents examinations except English; sequential mathematics, course I; global studies (or global history and geography); and U.S. history and government.

Reported results for Regents examinations given before 1996 are not directly comparable to those reported for later years. Before 1996, the Department collected data separately for the January and June administrations of the RCTs, the Regents examinations, and the career education proficiency examinations. In those years, the Department reported only the results of June admin-

istrations of the Regents examinations. As schools administered increasing numbers of examinations in January, statistics underrepresented the percentage of students actually taking and passing Regents examinations. Beginning in 1996, for each examination, schools reported results for students tested in January and/or June, and only one score, the student's higher score, was reported if the student took an examination more than once during the school year. In previous years, a student might have been reported as failing in January and passing or failing in June. In 1998, schools began reporting results for students tested the previous August, January, and/or June. Annual performance on examinations administered through 1995 can be found in the 2000 edition of this report.

Number Tested and Passing

Test results show that the number of students tested and the number of students scoring 55 or higher on four of the five core Regents examinations has increased substantially since 1996 (Figures 2.23, 2.25, 2.26, and 2.27). In fact, on four Regents examinations, comprehensive English, global studies (or global history and geography), U.S. history and government, and living environment, the number of public school students scoring 55 or higher was greater in 2002 than the number tested in 1996. Between 1996 and 2002, the increases in numbers of students scoring 55–100 compared to the numbers of students tested on those four examinations ranged from 32 to 52 percent. The 2001–02 downturn in the number of students tested in mathematics reflects the greater amount of time and coursework needed to prepare for the mathematics A examination compared with the sequential mathematics, course I, examination (Figure 2.24).

In 2002, 87 percent of tested students scored 55 or higher on the Regents English examination, as did 64 percent on the Regents sequential mathematics, course I, or mathematics A examination. Scoring 55 or higher on these examinations satisfies the minimum graduation requirements in English and mathematics during the phase-in of new graduation requirements.

Figure 2.23
Trends in Numbers Tested and Scoring
55–100 and 65–100 on the Regents
Examination in Comprehensive English
1995–96 to 2001–02

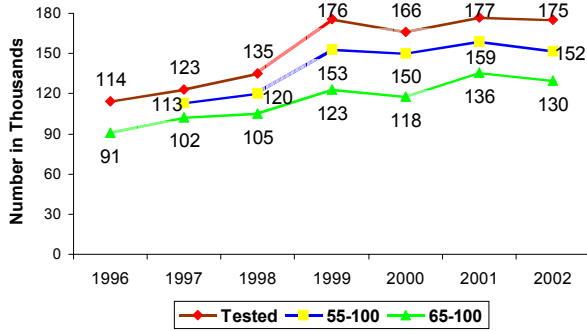


Figure 2.24
Trends in Numbers Tested and Scoring
55–100 and 65–100 on the Regents
Examinations in Sequential Mathematics, Course I,
and Mathematics A
1995–96 to 2001–02

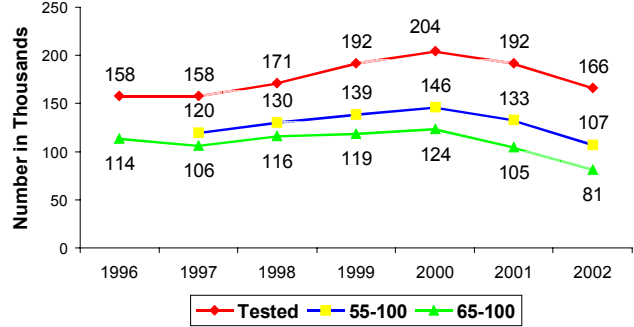


Figure 2.25
Trends in Numbers Tested
and Scoring 55–100 and 65–100
on the Regents Examinations in
Global Studies and/or Global History and Geography
1995–96 to 2001–02

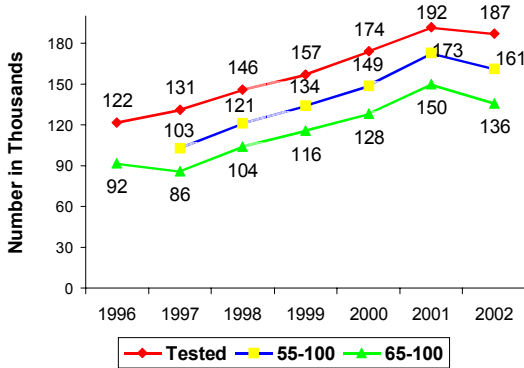


Figure 2.26
Trends in Numbers Tested
and Scoring 55–100 and 65–100
on the Regents Examination in
U.S. History & Government (old and new)
1995–96 to 2001–02

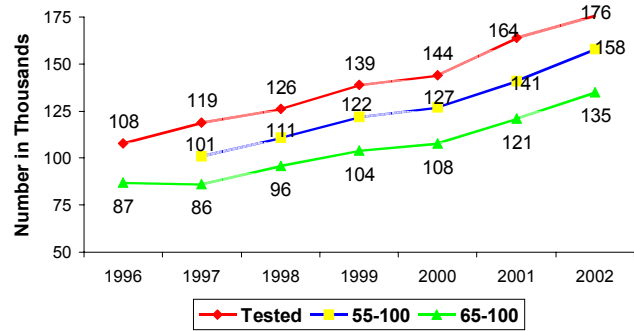
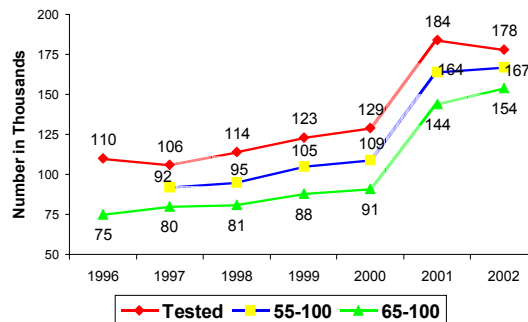


Figure 2.27
Trends in Numbers Tested
and Scoring 55–100 and 65–100
on the Regents Examinations in
Biology and/or Living Environment
1995–96 to 2001–02



Cohort Performance after Four Years of High School

A “cohort” consists of all students, regardless of their current grade status, who first entered grade 9 in a particular year and were enrolled in the reporting school on BEDS day (the first Wednesday in October of the school year, the date on which Basic Educational Data System data are collected) two years later (or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the school year in which the graded students in the cohort first entered grade 9). For instance, the 1998 cohort consists of all students, regardless of their current grade status, who were enrolled in the school on October 4, 2000 (BEDS day) and either first entered grade 9 (anywhere) during the 1998–99 school year (July 1, 1998 through June 30, 1999) or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 1998–99 school year.

More students in the 1998 cohort than in the 1996 cohort met the graduation requirement in English within four years of entering grade 9 by scoring 65 or above. In public schools statewide, 75 percent of general-education students in the 1996 cohort, 76 percent in the 1997 cohort, and 80 percent in the 1998 cohort met the English graduation requirement within four years by scor-

ing 65 or higher on the Regents English examination (Figure 2.28). A small percentage of students in each cohort were not tested (7, 8, and 9 percent, respectively). A greater percentage of students in the 1998 cohort than in the 1996 cohort scored 55 or higher on the Regents mathematics examination, 77 percent in the 1998 cohort compared with 73 percent in the 1996 cohort (Figure 2.29). The increase in the number of students scoring 55 or higher on the mathematics examination is not unexpected given that Regents mathematics was not a graduation requirement for students in the 1996 cohort. A much smaller percentage of students in the 1997 and 1998 cohorts than in the 1996 cohort were not tested in Regents mathematics after four years (7 and 8 percent in the 1997 and 1998 cohorts, respectively, compared with 22 percent in the 1996 cohort).

Eighty-eight percent of general-education students in the 1998 cohort met the Regents global history and geography graduation requirement within four years; 77.7 percent scored 65 or higher (Figure 2.30 and Table 2.15). Approximately eighty-six percent of general-education students in the 1998 cohort met the Regents U.S. history and government graduation requirement within four years; 76.5 percent scored 65 or higher (Figure 2.31 and Table 2.16). Students typically take the global history and geography examination after two years of high school, the U. S. history and government examination after three years.

Figure 2.28
Public School General-Education Cohort Performance in Regents English After Four Years

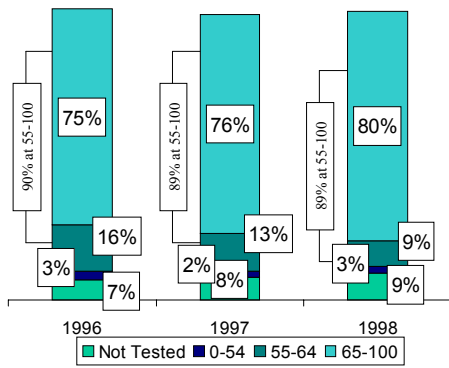


Figure 2.29
Public School General-Education Cohort Performance in Regents Mathematics After Four Years

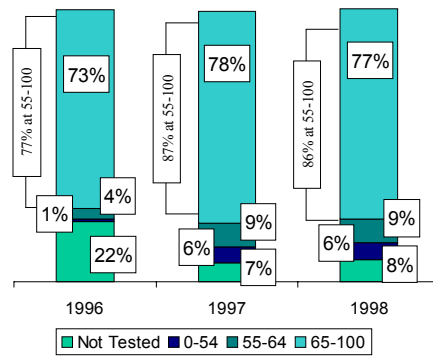


Figure 2.30
Public School General-Education Cohort Performance in Regents Global History and Geography After Four Years

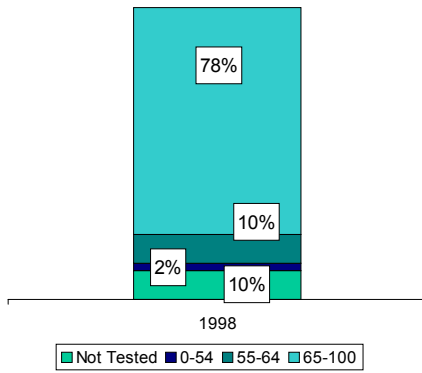
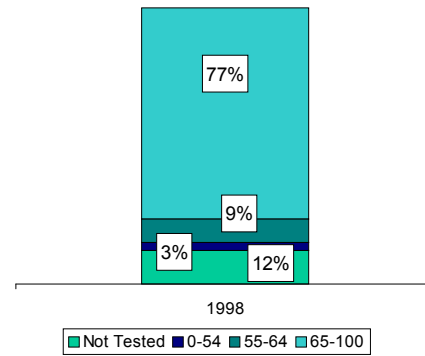


Figure 2.31
Public School General-Education Cohort Performance in Regents U.S. History and Government After Four Years



1996 Cohort Performance after Four Years of High School

Fully 71.8 percent of all students (general education students and students with disabilities) in the 1996 cohort scored 65–100 on the Regents comprehensive examination in English within four years of first entering grade 9 (Table 2.10). Nearly three-fourths (74.5 percent) of general-education students in the 1996 cohort scored 65–100 in Regents English after four years. Only slightly over one-third (35.6 percent) of students with disabilities did so.

TABLE 2.10

PERCENTAGE OF STUDENTS IN THE 1996 COHORT SCORING 55-100 AND 65-100 IN REGENTS ENGLISH AFTER FOUR YEARS

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1997 Cohort Performance after Four Years of High School

Performance of students in the 1997 cohort in Regents English was similar: 75.8 percent of general-education students compared with 37.7 percent of students with disabilities scored 65–100 in Regents English after four years (Table 2.11). Nearly 73 percent of all students in the cohort scored 65–100. More students in the 1997 cohort achieved scores of 65–100 in Regents mathematics than in English within four years; more students achieved scores of 55–100 in English than in mathematics (Table 2.12).

TABLE 2.11

PERCENTAGE OF STUDENTS IN THE 1997 COHORT SCORING 55-100 AND 65-100 IN REGENTS ENGLISH AFTER FOUR YEARS

PAGE 53

TABLE 2.12

PERCENTAGE OF STUDENTS IN THE 1997 COHORT SCORING 55-100 AND 65-100 IN REGENTS MATHEMATICS AFTER FOUR YEARS

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1998 Cohort Performance after Four Years of High School

In the 1998 cohort, 76.3 percent of students scored 65–100 in Regents English and 73.4 percent did so in Regents mathematics after four years (Tables 2.13 and 2.14). This was a 4.5 percent improvement over the 1996 cohort and a 3.5 percent improvement over the 1997 cohort in English. Similar percentages of students in the 1998 cohort scored 65–100 in Regents global history and government and U.S. history and government after four years: 74.6 and 73.3 percent, respectively (Tables 2.15 and 2.16).

TABLE 2.13

PERCENTAGE OF STUDENTS IN THE 1998 COHORT SCORING 55-100 AND 65-100 IN REGENTS ENGLISH AFTER FOUR YEARS

PAGE 55

TABLE 2.14

PERCENTAGE OF STUDENTS IN THE 1998 COHORT SCORING 55-100 AND 65-100 IN REGENTS MATHEMATICS AFTER FOUR YEARS

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TABLE 2.15

PERCENTAGE OF STUDENTS IN THE 1998 COHORT SCORING 55-100 AND 65-100 IN REGENTS GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS

PAGE 57

TABLE 2.16

PERCENTAGE OF STUDENTS IN THE 1998 COHORT SCORING 55-100 AND 65-100 IN REGENTS U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS

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Performance as a Percentage of AGE

Between 1996–97 and 2001–02, in public schools statewide, the percentage of AGE passing increased on five Regents examinations (Table 2.17). In 2002, a record percentage of AGE (76.8 percent) passed the Regents living environment examination, a 32.5 percent increase from 1996. However, the examination given in 1996 was Regents biology, which was based on the old syllabus.

TABLE 2.17
PERCENT OF AVERAGE GRADE
ENROLLMENT (AGE) IN PUBLIC SCHOOLS
IN NEW YORK STATE SCORING 65–100
ON REGENTS EXAMINATIONS

PAGES 59–60

Comparing 2001–02 with 1996–97, performance improved on all examinations but sequential mathematics, course II, and physics in the Rest of State public schools. A possible explanation for the decrease in performance in mathematics, course II, is that 45,000 fewer students took the examination in 2001–02 than in the previous year. In public schools outside New York City, at least 70 percent of AGE scored 65 or higher on the Regents examinations in Earth science and living environment. The Regents living environment examination had the largest percentage (87.8 percent) of AGE exceeding the minimum requirement for graduation (scoring at least 65).

Performance of Students with Disabilities

In keeping with the Department’s goal of raising standards for all children, one objective is to increase the percentage of students with disabilities who participate in the State testing program. Elementary- and middle-level students must participate in the NYSAP or the New York State Alternate Assessment (NYSAA) for students with severe disabilities, first administered in the 2001–02 school year. In 2000–01, students designated as severely disabled and eligible for the NYSAA by the Committee on Special Education (CSE) were administered local assessments of their progress in acquiring the alternate standards.

No student may earn a high school diploma without demonstrating competency for high school graduation by passing the Regents Competency Tests (RCTs) or Regents examinations (or approved alternatives) in required areas. The local CSE sets individualized goals for students with disabilities. Those students they judge to be unable to meet the competency requirements earn IEP (Individualized Education Program) diplomas or local certificates when they complete the goals established in their IEPs. Students who do not take the competency tests are required to take the NYSAA, if eligible, or the general assessment before they reach 17 years of age. Some students working toward IEP diplomas may take State tests in some academic areas and the NYSAA in others. (See *Part I: Overview* for a description of high school graduation requirements.)

RCT results for students with disabilities are compiled separately from those of general-education students. Results reported earlier for the NYSAP in ELA and mathematics include students with disabilities. Regents examination results, except when reported by cohort, include both general-education students and students with disabilities.

Students with disabilities have been afforded increasing access to general-education programs leading to high school diplomas and, consequently, have been participating in the testing program with greater frequency. This section reviews their performance on the NYSAP, Regents examinations, and Regents Competency Tests (RCTs). The Regents examinations document proficiency at the level required for graduation. The RCTs document minimum competency for graduation for students not subject to the revised graduation requirements. Districts must provide a plan for academic intervention services for students who score below Level 3 on NYSAP tests, who fail RCTs, or who score below the approved local passing grade on Regents examinations.

New York State Assessment Program

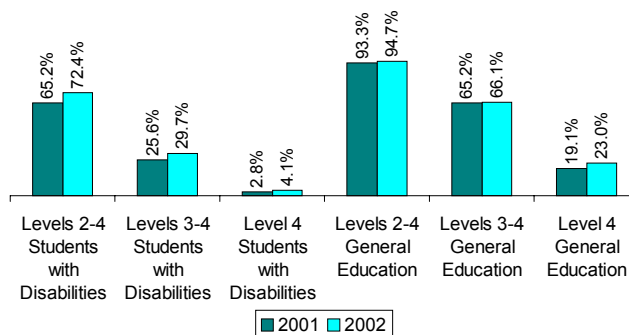
Smaller numbers of students with disabilities participated in the elementary-level NYSAP in 2002 than in 2001 (Table 2.18). However, of those who participated, 30 percent of fourth-graders achieved the State standard in ELA; 37 percent did so in mathematics. Middle-level students with disabilities, like middle-level general-education students, were less successful than elementary-level students in achieving the State standards. Only 10 percent of eighth-graders scored at Levels 3 and 4 on the ELA and 15 percent did so on the mathematics assessment.

TABLE 2.18
NUMBER OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS WITH DISABILITIES TESTED AND PERCENT SCORING AT EACH PERFORMANCE LEVEL
NEW YORK STATE ASSESSMENT PROGRAM

PAGE 61

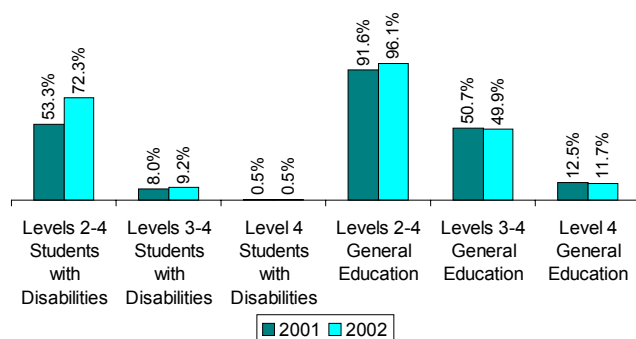
General-education students were over five times more likely than students with disabilities to score at Level 4 on the elementary-level English language arts assessment in 2002 (23.0 compared with 4.1 percent) and more than twice as likely to score at Level 3 or above (66.1 compared with 29.7 percent) (Figure 2.32). However, the performance of both general-education students and students with disabilities has increased at all levels since 2001.

Figure 2.32
Elementary-Level English Language Arts Results for General-Education Students and Students with Disabilities
2001 and 2002



At the middle level, the disparity between the performance of general-education students and students with disabilities in English was even greater: 11.7 percent of general-education students compared with 0.5 percent of students with disabilities scored at Level 4; 49.9 compared with 9.2 percent scored at Level 3 or above (Figure 2.33). Though the performance of general-education students decreased slightly in 2002, the performance of students with disabilities increased slightly.

Figure 2.33
Middle-Level English Language Arts Results for General-Education Students and Students with Disabilities 2001 and 2002



Elementary- and Middle-Level Science and Social Studies

The trend in the performance of students with disabilities taking the elementary- and middle-level science and social studies tests was similar to that of all students in the State. Over 41 percent of students with disabilities tested on the elementary-level science test scored above the State designated level (Table 2.19). Over two-thirds of students with disabilities who took the grade 5 social studies test (67.5 percent) scored at Level 3 or above, while only 48.6 percent of students with disabilities who took the grade 8 science test and 31.5 percent of those who took the grade 8 social studies test did so (Table 2.20).

<p>TABLE 2.19</p> <p>NUMBER OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS WITH DISABILITIES TESTED AND PERCENT ABOVE AND BELOW STATE DESIGNATED LEVEL (SDL) ELEMENTARY-LEVEL SCIENCE</p> <p>PAGE 62</p>
<p>TABLE 2.20</p> <p>NUMBER OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS WITH DISABILITIES TESTED AND PERCENT SCORING AT EACH PERFORMANCE LEVEL ELEMENTARY- AND MIDDLE-LEVEL SOCIAL STUDIES AND MIDDLE-LEVEL SCIENCE</p> <p>PAGE 62</p>

Regents Examinations

While students with disabilities are allowed to meet the assessment requirement for a local diploma by passing the RCTs, all students must take five Regents examinations before graduation; consequently, larger numbers of students with disabilities are taking Regents examinations (Table 2.21). Between 1999–2000 and 2001–02, on four out of five Regents examinations required for graduation, the number of students with disabilities tested has increased. On two of the five examinations — global studies (or global history and geography), and biology (or living environment) — the percentage of students with disabilities tested who scored 55 or above also increased. In 2001–02, over twice as many students with disabilities scored 55 or above on biology (or living environment) as in 1999–2000.

TABLE 2.21

TRENDS IN THE NUMBER OF STUDENTS WITH DISABILITIES TESTED AND THE NUMBERS AND PERCENTAGE OF TESTED SCORING 55 OR ABOVE ON NEW YORK STATE REGENTS EXAMINATIONS

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Cohort Performance after Four Years of High School

The percentage of students with disabilities in the 1998 cohort meeting the graduation requirement in English was 9 percentage points fewer than the percentage in the 1997 cohort after four years (Figure 2.34). Only 37 percent of students with disabilities in the 1998 cohort in Large City Districts scored 55 or higher on the Regents English examination after four years (Table 2.13). The percentage of the 1997 and 1998 cohorts scoring 55 or higher on Regents mathematics was 51 percent and 44 percent, respectively (Figure 2.35).

Figure 2.34
Percentage of Students with Disabilities in the 1996, 1997, and 1998 Cohorts Meeting Graduation Requirements in Regents English after Four Years All Public Schools

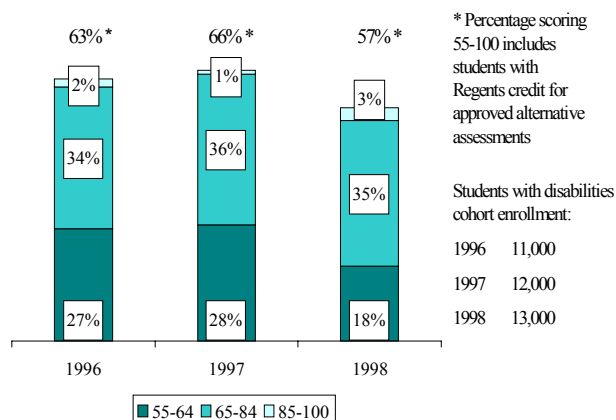
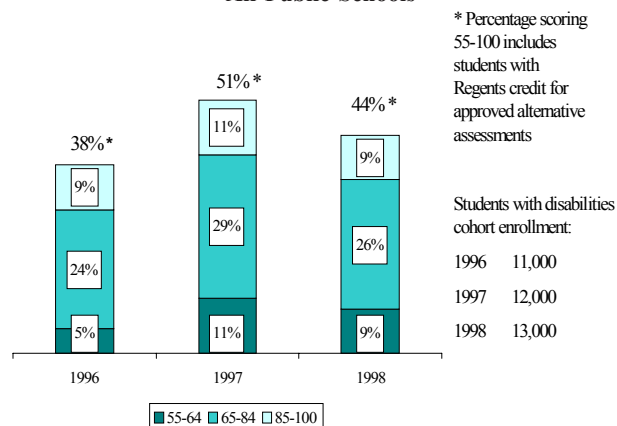


Figure 2.35
Percentage of Students with Disabilities in the 1996, 1997, and 1998 Cohorts Meeting Graduation Requirements in Regents Mathematics after Four Years All Public Schools



Regents Competency Tests

As larger numbers of students with disabilities take Regents examinations, fewer take RCTs. The greatest reduction (51 percent since 1998) occurred on the RCT in writing. The number of students taking the RCT in reading decreased by 40 percent between 1998 and 2002. More students with disabilities took the Regents English, global history and geography, and U.S. history and government examinations than the associated RCTs in 2001–02 (Table 2.22).

TABLE 2.22

**TRENDS IN THE NUMBER OF STUDENTS
WITH DISABILITIES TESTED AND
PERCENTAGE PASSING
REGENTS COMPETENCY TESTS**

PAGE 64

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessment (NYSAA) was administered for the first time in 2001–02 to students designated by a district Committee on Special Education as having severe cognitive disabilities. The NYSAA was offered in six subjects: English language arts; math, science, and technology; health, physical education, and family and consumer sciences; social studies; career development and occupational studies; and the arts. Students eligible to take the NYSAA used this assessment rather than the general assessment to gauge progress. In English language arts, 2,076 students at the elementary level; 2,028 students at the middle level; and 1,355 students at the secondary level took the NYSAA (Table 2.23). In mathematics, science, and technology, 2,408 students at the elementary level; 2,071 students at the middle level; and 1,387 students at the secondary level took the NYSAA. The majority of tested students at all three levels met the standards (scored at level 3 or above) on the NYSAA in English language arts and math, science, and technology.

TABLE 2.23

**NUMBER OF PUBLIC AND NONPUBLIC
SCHOOL STUDENTS WITH SEVERE
DISABILITIES TESTED AND PERCENT
SCORING AT EACH PERFORMANCE LEVEL
NEW YORK STATE ALTERNATE ASSESSMENT**

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Performance of Limited English Proficient (LEP) Students

The performance of both limited English proficient (LEP) students and English proficient students on the elementary-level English language arts assessment improved in 2002 (Figure 2.36). As expected, more English proficient students than LEP students achieved the standards by scoring at Level 3 or above. A significantly larger percentage of LEP students scored at Level 2 or above on the middle-level English language arts assessment in 2002 than in 2001 (Figure 2.37). Almost half of the LEP students who met the graduation requirement in Regents English in 2001 and 2002 did so by scoring between 55 and 64 (Figure 2.38). More than a quarter of LEP students who met the standard in Regents mathematics in 2002 scored between 55 and 64 (Figure 2.39).

Figure 2.36
Performance of LEP and Not LEP Students on the Elementary-Level English Language Arts Assessment 2001 and 2002

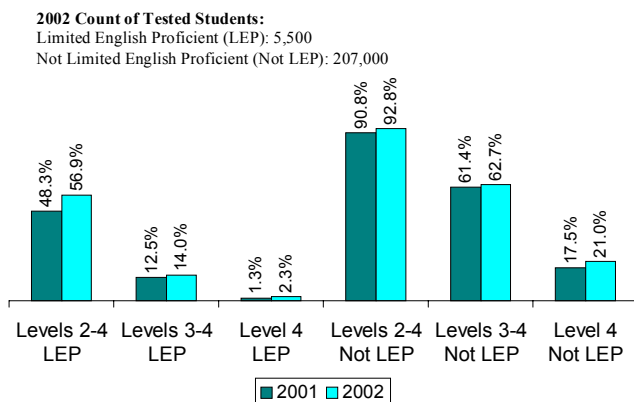


Figure 2.37
Performance of LEP and Not LEP Students on the Middle-Level English Language Arts Assessment 2001 and 2002

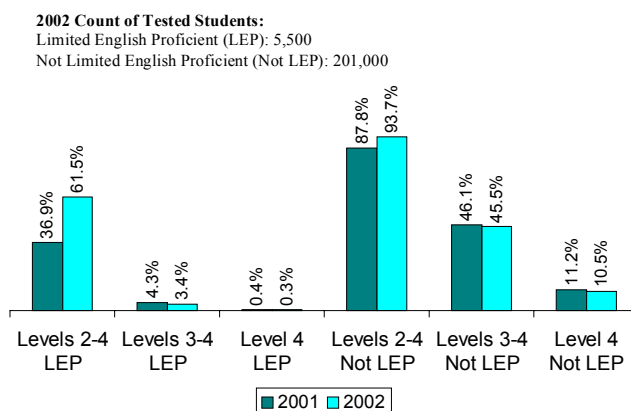


Figure 2.38
Performance of LEP and Not LEP Students in the 1997 and 1998 Cohorts on the Regents English Assessment after Four Years

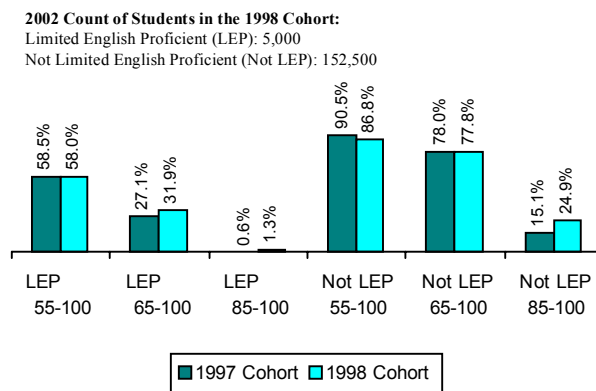


Figure 2.39
Performance of LEP and Not LEP Students in the 1998 Cohort on the Regents Mathematics Assessment after Four Years

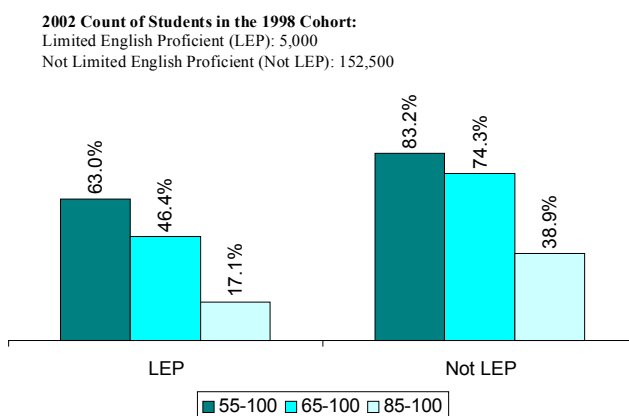


Table 2.10
Percentage of Students in the 1996 Cohort Scoring 55–100 and 65–100
in Regents English after Four Years
New York State

Location	General-Education Students			Students with Disabilities			All Students		
	Cohort Enrollment	Percent 55–100	Percent 65–100	Cohort Enrollment	Percent 55–100	Percent 65–100	Cohort Enrollment	Percent 55–100	Percent 65–100
New York City	46,870	77.0%	53.3%	1,485	55.4%	16.5%	48,355	76.3%	52.2%
Large City Districts	4,939	84.4	57.9	365	40.3	16.7	5,304	81.4	55.1
Districts Excluding Big 5	91,740	97.0	86.2	8,988	65.2	39.5	100,728	94.1	69.1
Total Public*	143,549	90.0%	74.5%	10,838	63.0%	35.6%	154,387	88.1%	71.8%

*Total public includes data for charter schools, which are not included in the N/RC categories.

Table 2.11
Percentage of Students in the 1997 Cohort Scoring 55–100 and 65–100
in Regents English after Four Years
New York State

Location	General-Education Students			Students with Disabilities			All Students		
	Cohort Enrollment	Percent 55–100	Percent 65–100	Cohort Enrollment	Percent 55–100	Percent 65–100	Cohort Enrollment	Percent 55–100	Percent 65–100
New York City	47,554	76.7%	55.6%	1,698	50.4%	18.7%	49,252	75.8%	54.4%
Large City Districts	4,812	80.7	54.1	537	32.8	14.9	5,349	75.9	50.1
Districts Excluding Big 5	92,738	95.9	87.3	9,820	69.9	42.2	102,558	93.4	83.0
Total Public*	145,237	89.1%	75.8%	12,060	65.5%	37.7%	157,297	87.3%	72.8%

*Total public includes data for charter schools, which are not included in the N/R/C categories.

Table 2.12
Percentage of Students in the 1997 Cohort Scoring 55–100 and 65–100
in Regents Mathematics after Four Years
New York State

Location	General-Education Students			Students with Disabilities			All Students		
	Cohort Enrollment	Percent 55–100	Percent 65–100	Cohort Enrollment	Percent 55–100	Percent 65–100	Cohort Enrollment	Percent 55–100	Percent 65–100
New York City	47,554	72.2%	58.7%	1,698	30.2%	18.0%	49,252	70.5%	57.3%
Large City Districts	4,812	70.2	55.6	537	15.1	10.4	5,349	64.7	51.5
Districts Excluding Big 5	92,738	95.0	89.1	9,820	56.4	45.5	102,558	91.3	85.0
Total Public*	145,237	86.6%	78.0%	12,060	50.8%	40.1%	157,297	83.9%	75.1%

*Total public includes data for charter schools, which are not included in the N/RC categories.

Table 2.13
Percentage of Students in the 1998 Cohort Scoring 55–100 and 65–100
in Regents English after Four Years
New York State

Location	General-Education Students			Students with Disabilities			All Students		
	Cohort Enrollment	Percent 55–100	Percent 65–100	Cohort Enrollment	Percent 55–100	Percent 65–100	Cohort Enrollment	Percent 55–100	Percent 65–100
New York City	45,591	79.1%	63.5%	2,842	39.6%	19.9%	48,433	76.8%	60.9%
Large City Districts	4,684	81.3	63.6	485	36.9	20.0	5,169	77.2	59.5
Districts Excluding Big 5	94,327	93.4	88.4	9,866	62.6	45.1	104,193	90.4	84.2
Total Public*	144,644	88.5%	79.7%	13,202	56.7%	38.8%	157,846	85.8%	76.3%

*Total public includes data for charter schools, which are not included in the N/R/C categories.

Table 2.14
Percentage of Students in the 1998 Cohort Scoring 55–100 and 65–100
in Regents Mathematics after Four Years
New York State

Location	General-Education Students			Students with Disabilities			All Students		
	Cohort Enrollment	Percent 55–100	Percent 65–100	Cohort Enrollment	Percent 55–100	Percent 65–100	Cohort Enrollment	Percent 55–100	Percent 65–100
New York City	45,591	74.4%	59.1%	2,842	25.6%	14.7%	48,433	71.6%	56.5%
Large City Districts	4,684	73.2	53.3	485	23.9	16.7	5,169	68.6	49.8
Districts Excluding Big 5	94,327	92.3	86.7	9,866	50.8	41.7	104,193	88.4	82.5
Total Public*	144,644	86.0%	76.9%	13,202	44.4%	35.0%	157,846	82.5%	73.4%

*Total public includes data for charter schools, which are not included in the N/RC categories.

Table 2.15
Percentage of Students in the 1998 Cohort Scoring 55–100 and 65–100
in Regents Global History and Geography after Four Years
New York State

Location	General-Education Students			Students with Disabilities			All Students		
	Cohort Enrollment	Percent 55–100	Percent 65–100	Cohort Enrollment	Percent 55–100	Percent 65–100	Cohort Enrollment	Percent 55–100	Percent 65–100
New York City	45,591	78.7%	61.5%	2,842	39.6%	19.9%	48,433	76.4%	59.1%
Large City Districts	4,684	85.1	62.3	485	40.2	26.0	5,169	80.9	58.9
Districts Excluding Big 5	94,327	92.1	86.2	9,866	65.3	47.8	104,193	89.5	82.6
Total Public*	144,644	87.7%	77.7%	13,202	58.8%	40.9%	157,846	85.3%	74.6%

*Total public includes data for charter schools, which are not included in the N/RC categories.

Table 2.16
Percentage of Students in the 1998 Cohort Scoring 55–100 and 65–100
in Regents U.S. History and Government after Four Years
New York State

Location	General-Education Students			Students with Disabilities			All Students		
	Cohort Enrollment	Percent 55–100	Percent 65–100	Cohort Enrollment	Percent 55–100	Percent 65–100	Cohort Enrollment	Percent 55–100	Percent 65–100
New York City	45,591	73.0%	60.8%	2,842	30.5%	18.6%	48,433	70.5%	58.4%
Large City Districts	4,684	77.2	57.9	485	35.1	21.9	5,169	73.2	54.6
Districts Excluding Big 5	94,327	91.1	85.0	9,866	60.2	45.6	104,193	89.2	82.2
Total Public*	144,644	85.0%	76.5%	13,202	52.9%	38.9%	157,846	82.3%	73.3%

*Total public includes data for charter schools, which are not included in the N/RC categories.

Table 2.17
Percent of Average Grade Enrollment (AGE) in Public Schools
in New York State Scoring 65–100 on Regents Examinations
1997 to 2002

Sector/Location	1997	1998	1999	2000	2001	2002	Change
Comprehensive English							
Total Public	56.3%	56.9%	64.8%	NA	NA	NA	NA
New York City	39.2	39.5	47.8				
Rest of State	65.1	66.5	74.2				
Total State	57.9%	58.4%	66.3%				
Foreign Languages							
Total Public	47.7%	49.2%	47.6%	49.8%	50.9%	49.0%	+1.3%
New York City	35.1	34.4	32.3	34.9	32.8	33.4	-1.7
Rest of State	54.2	57.2	56.0	57.3	60.6	56.9	+2.7
Total State	50.1%	51.9%	50.5%	51.4%	53.0%	51.0%	+0.9%
Sequential Mathematics, Course I							
Total Public	58.7%	62.5%	61.7%	NA	NA	NA	NA
New York City	39.2	41.3	36.4				
Rest of State	68.7	74.2	75.7				
Total State	59.3%	62.8%	62.7%				
Sequential Mathematics, Course II							
Total Public	44.4%	46.9%	46.6%	46.2%	45.6%	27.9%	-16.5%
New York City	28.1	27.5	26.5	25.9	25.8	18.2	-9.9
Rest of State	52.8	57.7	57.7	56.5	56.3	32.8	-20.0
Total State	45.5%	47.7%	47.5%	46.0%	46.3%	28.9%	-16.6%
Sequential Mathematics, Course III							
Total Public	36.2%	34.9%	35.8%	36.6%	36.5%	36.3%	+0.1%
New York City	22.3	20.2	19.9	21.3	20.6	21.6	-0.7
Rest of State	43.4	43.1	44.6	44.3	45.1	43.9	+0.5
Total State	37.0%	35.8%	36.8%	37.3%	36.9%	37.3%	+0.3%

Table 2.17 (continued)
Percent of Average Grade Enrollment (AGE) in Public Schools
in New York State Scoring 65–100 on Regents Examinations
1997 to 2002

Sector/Location	1997	1998	1999	2000	2001	2002	Change
Biology (or Living Environment)**							
Total Public	44.3%	43.7%	46.5%	48.5%	74.1%	76.8%	+32.5%
New York City*	17.9	16.3	16.7	16.3	48.5	60.4	+42.5
Rest of State	57.9	58.8	62.9	64.7	87.7	87.8	+29.9
Total State	46.7%	45.5%	48.4%	49.8%	74.7%	79.6%	+32.9%
Chemistry**							
Total Public	33.0%	32.6%	35.5%	34.6%	35.5%	33.7%	+0.7%
New York City	17.1	16.6	18.1	19.3	20.5	17.7	+0.6
Rest of State	41.2	41.4	45.1	42.2	43.5	41.9	+0.7
Total State	34.4%	34.1%	36.7%	35.6%	36.6%	34.6%	+0.2%
Earth Science (or Physical Setting/Earth Science)**							
Total Public	43.2%	40.5%	49.2%	50.7%	56.4%	57.3%	+14.1%
New York City	12.2	13.0	16.7	19.4	29.8	30.6	+18.4
Rest of State	59.4	55.6	67.1	66.5	70.7	70.9	+11.5
Total State	42.6%	38.8%	48.3%	48.3%	53.8%	55.6%	+13.0%
Physics**							
Total Public	19.5%	19.4%	18.7%	19.6%	19.2%	14.1%	-5.4%
New York City	12.2	11.2	11.2	12.5	12.0	8.0	-4.2
Rest of State	23.3	23.9	22.9	23.2	23.0	17.2	-6.1
Total State	19.5%	19.5%	19.0%	19.5%	19.0%	14.3%	-5.2%
Global Studies (or Global History and Geography)**							
Total Public	47.9%	56.1%	60.9%	68.5%	NA	NA	NA
New York City	29.3	35.6	38.4	44.2			
Rest of State	57.5	67.5	73.3	80.7			
Total State	50.1%	57.5%	62.5%	68.9%			
U.S. History and Government							
Total Public	47.9%	52.2%	54.9%	57.4%	NA	NA	NA
New York City	31.8	32.0	33.6	38.5			
Rest of State	56.3	63.3	66.7	67.0			
Total State	49.2%	53.6%	56.7%	57.9%			

*New York City administered an alternative examination for Biology credit until June 2001.

**Biology was replaced by Living Environment in June 2001. The 2001 data include results for both examinations. Chemistry was replaced by Physical Setting/Chemistry in June 2002. The 2002 data include results for both examinations. Earth Science was replaced by Physical Setting/Earth Science in June 2001. The 2001 data include results for both examinations. Physics was replaced by Physical Setting/Physics in June 2002. The 2002 data include results for both examinations. Global Studies was replaced by Global History and Geography in June 2000. The 2000 data include results for both examinations.

Table 2.18
Number of Public and Nonpublic School Students with Disabilities
Tested and Percent Scoring at Each Performance Level
New York State Assessment Program
1999 to 2002

Assessment	Year Tested	Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Elementary-Level ELA	1999	27,064	31%	49%	19%	1%
	2000	30,528	30	43	24	3
	2001	29,156	35	40	23	3
	2002	28,364	27	43	26	4
Elementary-Level Math	1999	29,170	30	34	30	6
	2000	31,392	28	36	31	6
	2001	34,222	28	32	32	8
	2002	28,620	26	37	31	6
Middle-Level ELA	1999	24,594	33	57	9	*
	2000	28,331	42	47	10	1
	2001	27,520	47	45	8	1
	2002	29,579	28	63	9	1
Middle-Level Math	1999	25,257	66	26	7	1
	2000	28,508	57	31	11	1
	2001	26,995	62	29	9	*
	2002	29,169	51	34	14	1

* Less than 0.5%

Table 2.19
Number of Public and Nonpublic School Students with Disabilities
Tested and Percent Above and Below State Designated Level (SDL)
Elementary-Level Science
2002

Number Tested	% above SDL	% below SDL
28,369	41.3%	58.7%

Table 2.20
Number of Public and Nonpublic School Students with Disabilities
Tested and Percent Scoring at Each Performance Level
Elementary- and Middle-Level Social Studies and Middle-Level Science
2002

Assessment	Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Elementary-Level Social Studies	29,680	21.8%	10.6%	56.9%	10.6%
Middle-Level Social Studies	26,473	9.0	59.6	30.4	1.1
Middle-Level Science	25,973	17.5	33.9	40.3	8.3

Table 2.21
Trends in the Number of Students with Disabilities Tested and the Numbers and
Percentage of Tested Scoring 55 or Above on New York State Regents Examinations
1999-2000 to 2001-2002

Regents Examinations	1999-2000			2000-2001			2001-2002		
	Number Written	55 or Above	% at or Above 55	Number Written	55 or Above	% at or Above 55	Number Written	55 or Above	% at or Above 55
Comprehensive English	13,528	9,514	70.3%	15,354	10,461	68.1%	14,101	8,606	61.0%
Sequential Mathematics, Course I, and Mathematics A	17,021	8,136	47.8	18,483	8,267	44.7	13,016	4,867	37.4
Global Studies and/or Global History and Geography *	15,797	10,283	65.1	18,615	13,770	74.0	16,636	10,911	65.6
U.S. History & Government **	8,278	6,049	73.1	12,956	8,616	66.5	13,314	9,482	71.2
Biology and/or Living Environment ***	7,769	4,993	64.3	13,832	10,614	76.7	13,314	11,017	82.7

* Global Studies was replaced by Global History and Geography in June 2000. The 1999-2000 data include results for both examinations.

** The U.S. History & Government examination based on the old syllabus was replaced by a new U.S. History & Government examination based on a new core curriculum in June 2001. The 2000-01 data include results for both examinations.

*** Biology was replaced by Living Environment in June 2001. The 2000-01 data include results for both examinations.

Table 2.22
Trends in the Number of Students with Disabilities Tested
and Percentage Passing Regents Competency Tests
New York State
1998 to 2002

Regents Competency Test	1998		1999		2000		2001		2002	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
Mathematics	14,676	41.3%	11,896	43.8%	12,476	57.3%	16,181	63.7%	13,051	55.1%
Science	21,198	39.2	25,678	40.4	16,223	43.0	14,723	39.8	11,536	38.9
Reading	11,357	67.1	8,151	65.0	6,234	65.7	7,130	60.3	6,762	58.7
Writing	11,029	68.2	5,758	71.5	5,870	68.5	6,465	69.9	5,380	69.2
Global Studies	14,381	39.4	16,003	34.7	11,644	23.2	9,624	31.9	8,381	31.6
U.S. History and Government	9,234	54.4	9,915	53.3	9,089	54.2	7,254	42.9	5,216	46.7

Note: The statistics for 1998 include students tested in January and June. The 1999 through 2001 statistics include students tested in August, January, and June.

Table 2.23
Number of Public and Nonpublic School Students with Severe Disabilities
Tested and Percent Scoring at Each Performance Level
New York State Alternate Assessment
2002

Assessment	Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
English Language Arts					
Elementary Level	2,076	7.4%	37.0%	54.5%	1.1%
Middle Level	2,028	4.8	37.0	57.4	0.8
Secondary Level	1,355	5.3	31.6	57.3	5.8
Math, Science, & Technology					
Elementary Level	2,408	7.8%	41.2%	50.2%	0.8%
Middle Level	2,071	6.8	35.1	57.0	1.1
Secondary Level	1,387	6.6	31.6	56.2	5.6
Health, Physical Education, & Family & Consumer Sciences					
Elementary Level	2,231	9.7%	44.3%	45.0%	1.0%
Middle Level	1,873	7.4	40.4	51.4	0.8
Secondary Level	1,224	8.3	36.1	50.6	5.0
Social Studies					
Elementary Level	2,302	9.2%	43.8%	46.3%	0.7%
Middle Level	1,987	7.5	37.5	54.3	0.7
Secondary Level	1,287	6.5	37.8	50.3	5.4
Career Development & Occupational Studies					
Elementary Level	196	10.7%	43.4%	45.4%	0.5%
Middle Level	272	7.7	37.5	54.0	0.7
Secondary Level	318	5.4	36.2	52.8	5.7
The Arts					
Elementary Level	86	34.9%	31.4%	32.6%	1.2%
Middle Level	81	19.8	42.0	35.8	2.5
Secondary Level	137	10.9	40.9	46.0	2.2

4 Other Performance Measures

Performance measures other than State tests can be used to assess student achievement. These measures include Regents and local diplomas awarded, college-going rates, national scholarships, and results of national assessment programs. Descriptions of current and future graduation requirements can be found in *Part I: Overview*.

State Measures

The ultimate goal of elementary, middle, and secondary education is for students to acquire the proficiencies required for employment and postsecondary education. Credentials awarded by secondary schools and college-going rates are two measures of success in accomplishing this goal. The measures are displayed by the following categories of public schools: New York City, Large City Districts, and Districts Excluding the Big 5.

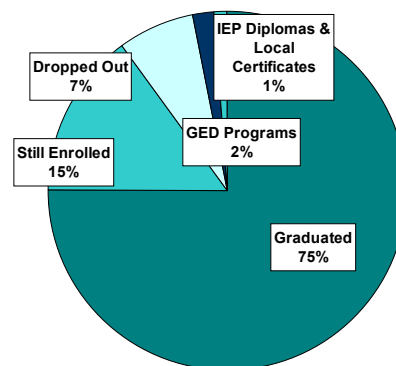
Credentials

In New York State, a Regents-endorsed local diploma (Regents diploma) is generally regarded as an indicator of rigorous effort and excellent accomplishment. The percentage of students receiving Regents diplomas each year is an indicator of attainment for the educational system. It should be noted, however, that many public schools offer courses of study that exceed the minimum standards established by the State Education Department for awarding Regents diplomas.

In 2001–02, data for the graduation-rate cohort was collected for the first time. The graduation-rate cohort includes all students in the school accountability cohort (defined on page 43) as well as all students excluded from the accountability cohort solely because they transferred to general education development (GED) programs. As of June 2002, three quarters of the 1998 graduation-rate cohort earned a local diploma (Figure 2.40). Only one percent received IEP diplomas or local cer-

tificates and two percent transferred to GED programs. Fifteen percent of the cohort were still enrolled as of June 2002.

Figure 2.40
1998 Graduation-Rate Cohort Status
including Credentials Earned as of 2002



Statewide Results

In 2002, 143,070 public school students statewide graduated from high school, compared with 136,754 in 1996 when the new standards were adopted (Figure 2.41). This increase was primarily seen in schools outside New York City. The percentage of high school graduates receiving Regents diplomas dropped dramatically in 1988–89, the year that the provisions of the Regents Action Plan increasing graduation requirements were fully implemented (Figure 2.42). Thirty-six percent of the graduates of New York State’s public schools earned Regents diplomas in 1988–89, compared with 49 percent the previous year. Between 1989–90 and 1998–99, only small increases were achieved in the percentage of graduates earning Regents diplomas. Between 1998–99 and 2001–02, the percentage of graduates earning Regents diplomas increased by 10 percentage points: 55 percent of graduates earned Regents endorsements in 2001–02. Since 1988–89, schools outside the Big 5 have increased their Regents diploma rate by 25

Figure 2.41
Number of Public High School Graduates
1995-96 to 2001-02

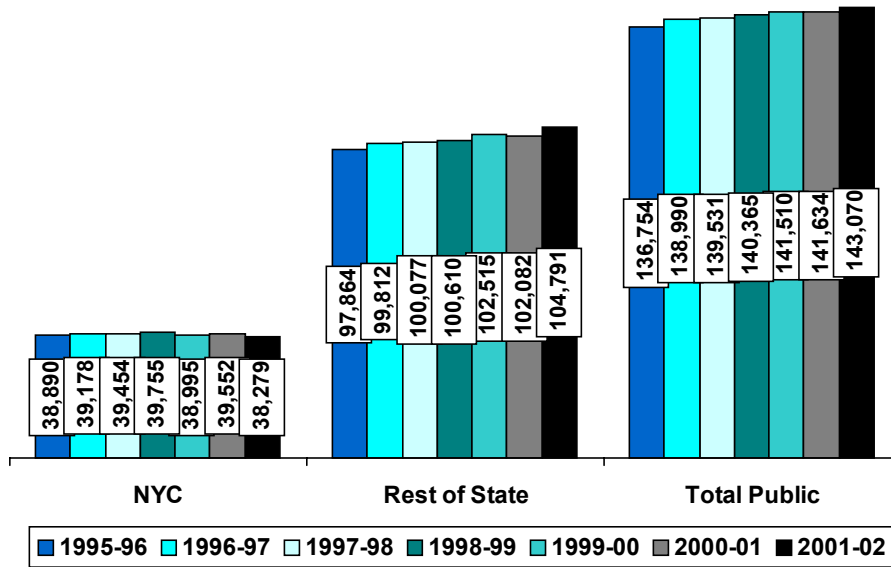
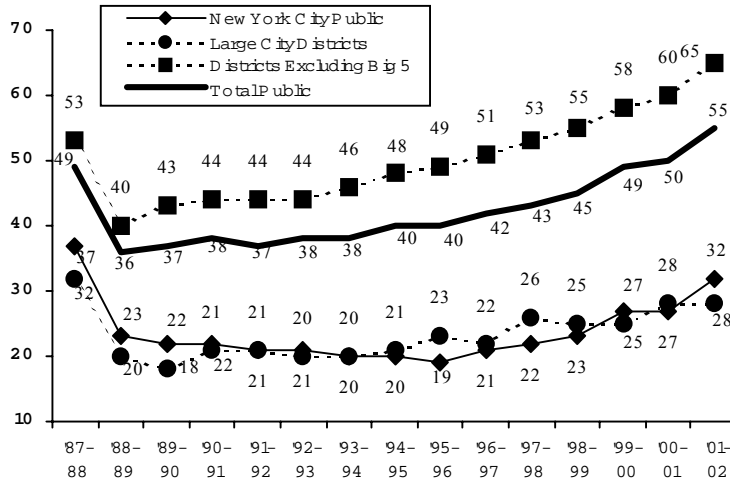


Figure 2.42
Percent of Public High School Graduates Receiving Regents Diplomas
1987-88 to 2001-02



percentage points, New York City schools by 9 points and Large City Districts by 8 points.

College-Going Rate

Table 2.24 shows trends in the college-going rate of New York State high school graduates. The rate is based on secondary schools' reports of the number of graduates who intend to enroll in four-year and two-year postsecondary institutions as well as other postsecondary education programs.¹ A total of 82.4 percent of State seniors graduating from public and nonpublic schools in 2002 intended to pursue some form of postsecondary education. The reduction from 84.3 percent in 1997 is attributable to a change in New York City's reporting methodology in 1998. Prior to 1998, New York City apportioned students with no specified plans among all categories, including a share to the postsecondary education categories. In 1998, New York City placed unknowns in "Other," reducing the counts in postsecondary education categories for all public schools and for the Total State category, including public and nonpublic.

TABLE 2.24

**TRENDS IN COLLEGE-GOING RATE OF
PUBLIC SCHOOL STUDENTS
GRADUATING CLASSES OF
1980, 1990, AND 1997 TO 2002**

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The statewide college-going rate in 2002 (82.4 percent) was substantially higher than that in 1980 (69.0 percent). Increases in the percentage of high school graduates planning to attend a four-year institution accounted for most of the increase; this group increased from 41.3 to 56.0 percent. The percentage of graduates who planned to pursue their education at two-year institutions has declined slightly in recent years, from 27.1 percent in 1990 to 24.6 in 2002. The percentage of graduates planning to attend other postsecondary institutions has declined since 1980; 1.8 percent of 2002 graduates planned to attend these institutions.

Since public school graduates greatly outnumber nonpublic school graduates, it is not surprising that public school and statewide trends in college-going rates are similar. Public schools reported that over four in five 2002 graduates (80.6 percent) planned to attend some kind of postsecondary institution. Planned attendance at four-year institutions has increased from slightly more than one student in three (37.8 percent) in 1980 to over half (52.6 percent) in 2002. Planned attendance at two-year institutions is now only slightly higher than in 1980, standing at 26.8 percent in 2002. Planned attendance at other postsecondary institutions (such as proprietary schools) has decreased to 1.3 percent.

National Programs

The performance of New York State and national students can be compared on national scholarship programs and College Entrance Examination Board programs. New York State students, who accounted for six percent of 1994–95 national high school graduates, were significantly overrepresented among high achievers in these programs. (Information about the participation of minority students in national standardized testing programs can be found in *Part IV: Minority Issues*.)

¹ While these data are based on estimates made by principals rather than actual postsecondary enrollment data, a Department study demonstrated that the data are valid. The 2002 data for public schools were taken from individual student records submitted to the Department using the System for Tracking Education Performance (STEP) and may be more accurate.

College Entrance Examination Board

The College Entrance Examination Board sponsors a series of tests for secondary school students. The Scholastic Assessment Test or SAT I (formerly the Scholastic Aptitude Test) is designed to measure verbal and quantitative reasoning skills, developed over many years of education, that are related to academic performance in college. The SAT II: Subject Tests (formerly achievement tests) measure achievement in a wide range of secondary-level courses. The Advanced Placement Program measures achievement in college-level courses offered in secondary schools to determine whether participants are qualified for college credit.

Scholastic Assessment Test

Each year about one million college-bound students nationwide take the Scholastic Assessment Test (SAT I). There are two components to the SAT I: the verbal test measures vocabulary and reading comprehension skills, and the mathematics test measures the ability to solve problems involving arithmetic reasoning, algebra, and geometry. The SAT is intended to predict student performance in college; it measures abilities that are developed over years of study and use, both in and out of school. Since it does not measure achievement in a particular curriculum, it is not an appropriate measure of a given instructional program's quality and effectiveness.

In April 1995, the College Board recentered the score scales for the SAT I and II. These tests were originally developed with scales ranging from 200 to 800 and a mean of 500. As larger and larger percentages of high school students took the SAT, the mean of tested students dropped substantially below 500. The recentering, based on a sample from the senior class of 1990, reestablished the mean at about 500.

In 1996, for the first time, the College Board reported State SAT results on the recentered scale. Figures 2.43 and 2.44 show recentered scores for

senior classes from 1993 to 2002.¹ In New York State, approximately 139,000 students, or 77 percent of the senior class of 2002, took the SAT during their high school years. The mean composite score for these students was 1,000, the same as the mean of the class of 2000, 2001, and 2002, but 12 points higher than the mean of the class of 1993.

A 1993 research study examined the mean SAT scores in 38 states with adequate numbers of test-takers.² The study concluded that when factors known to be related to SAT scores – family income, parental education, race, and gender of test-taker – were controlled, New York State had the highest adjusted-mean SAT score among states examined. A study by John Bishop of Cornell University attributes New York's high ranking to the Regents examinations.³ This attribution was based on his study of the Canadian education system, which led him to conclude that externally set curriculum-based examinations (such as the Regents examinations) were associated with higher performance on the International Assessment of Education Progress in mathematics and science. The examinations apparently influence students, parents, teachers, and administrators in ways that lead to higher achievement.

An analysis conducted by the Texas Education Agency supports the contention that New York State students do exceptionally well on the SATs. The Texas analysis examined the percentage of 1994 high school graduates in each state who scored 500 or above on the verbal and the mathematics sections of the SATs. Nationally, 11.1 percent of high school graduates scored at least 500 on the verbal section; 18.7 percent scored that high on the mathematics section. In New York State, 18.8 percent of high school graduates achieved that criterion on the verbal section; 32.3 percent did so in mathematics. New York State ranked fourth among states in verbal and third in mathematics. It should be noted that just as states with the largest percentages of test-takers are disadvantaged in the traditional ranking of states by SAT scores, by the Texas criterion, those states with the smallest percentages of test-takers are disadvantaged. In both cases, the percentage of SAT-takers in a state strongly influences its ranking.

Figure 2.43
Mean Verbal SAT I Scores
Senior Classes of 1993 to 2002

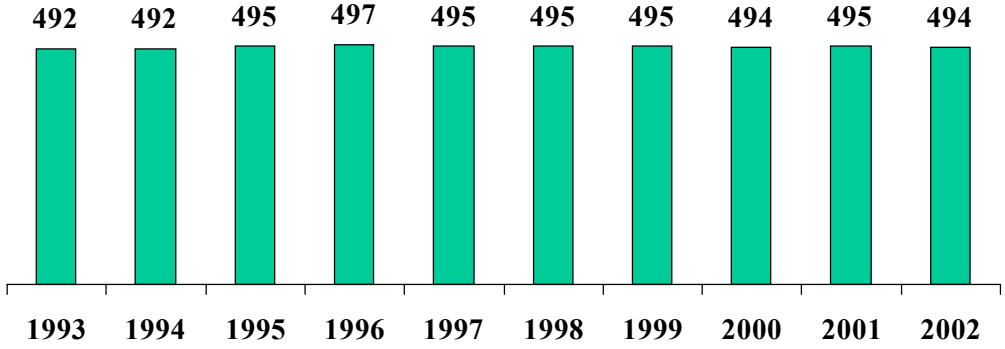
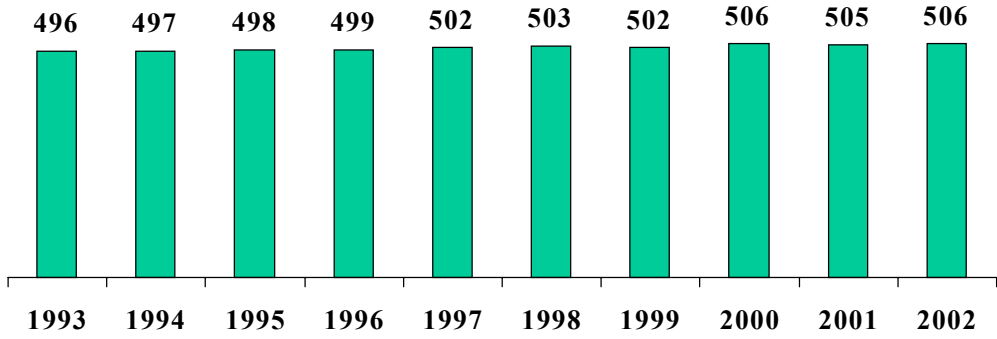


Figure 2.44
Mean Mathematics SAT I Scores
Senior Classes of 1993 to 2002



The Advanced Placement (AP) Program

The advance placement program consists of 23 AP subjects. High school students may earn college credit at postsecondary institutions throughout the country using this program. The 84,500 New Yorkers who participated composed 9.3 percent of national participants and wrote 9.2 percent of examinations. Since 1990, the number of New Yorkers participating has increased by more than 100 percent (Figure 2.45) and the number of exams taken by 144 percent (Figure 2.46). Sixty-six percent of tests written by New York State students received a score of three or more, qualifying them for college credit.

Figure 2.45
Advanced Placement Candidates
New York State Public and
Nonpublic Schools
(in thousands)
1990 to 2002

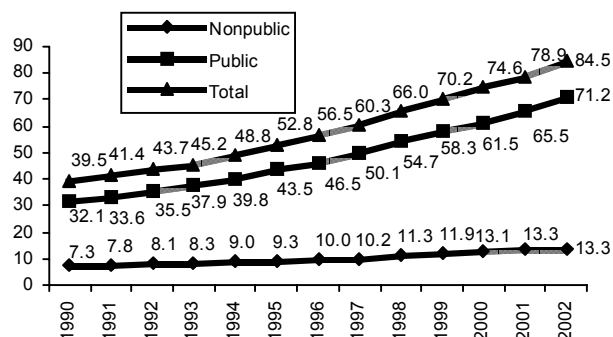
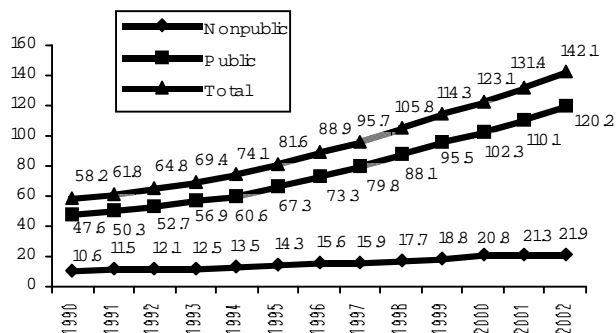


Figure 2.46
Advanced Placement Examinations Written
New York State Public and
Nonpublic Schools
(in thousands)
1990 to 2002



¹ If students took the test more than once, their most recent score was used in this calculation.

² Amy Graham and Thomas Husted. "Understanding State Variation in SAT Scores," *Economics of Education* 12 (1993): 197-202.

³ John Bishop. *Impact of Curriculum-Based Examinations on Learning in Canadian Secondary Schools* (Ithaca, NY: Cornell University, School of Industrial and Labor Relations, December 1994).

Table 2.24
Trends in College-Going Rate of Public School Students
Graduating Classes of 1980, 1990, and 1997 to 2002
New York State

Postsecondary Plans by Category of High School	Percent of High School Graduates Entering Postsecondary Education in the Fall of:							
	1980	1990	1997	1998	1999	2000	2001	2002
Public								
4-Year	37.8%	44.7%	53.2%	49.5%	48.9%	50.1%	50.9%	52.6%
2-Year	24.7	29.4	27.8	26.3	25.4	25.1	26.2	26.8
Total	62.5	74.1	81.0	75.8	74.7	75.1	77.1	79.3
Other Postsecondary	3.8	2.5	1.8	1.8	1.5	1.5	1.5	1.3
Total Postsecondary	66.3%	76.6%	82.8%	77.6%	76.2%	76.7%	78.6%	80.6%
Total State (including Nonpublic)								
4-Year	41.3%	48.7%	56.2%	53.0%	52.5%	53.4%	54.2%	56.0%
2-Year	23.6	27.1	25.4	24.0	23.6	23.3	24.3	24.6
Total	64.9	75.8	81.6	77.0	76.1	76.7	78.5	80.6
Other Postsecondary	4.1	2.9	2.7	2.9	2.5	2.1	2.0	1.8
Total Postsecondary	69.0%	78.7%	84.3%	79.9%	78.6%	78.8%	80.4%	82.4%

Note: The statewide percentage of students reported entering postsecondary institutions decreased in 1998 due to a change in New York City's reporting methodology. Prior to 1998, New York City apportioned students with no specified plans among all categories. In 1998, New York City placed unknowns in the "Other" category, reducing the percentage going to postsecondary education.

5 Attendance, Dropout, and Suspension Rates

Attendance, dropout, and suspension rates are important indicators of student achievement and behavior. Previous analysis has demonstrated the relationship between school attendance rates and the percentage of students scoring above the minimum standard on the elementary-level reading test. Suspensions and dropout rates are indicators of the school's ability to engage students in learning and retain students in school until completion.

Attendance Rates

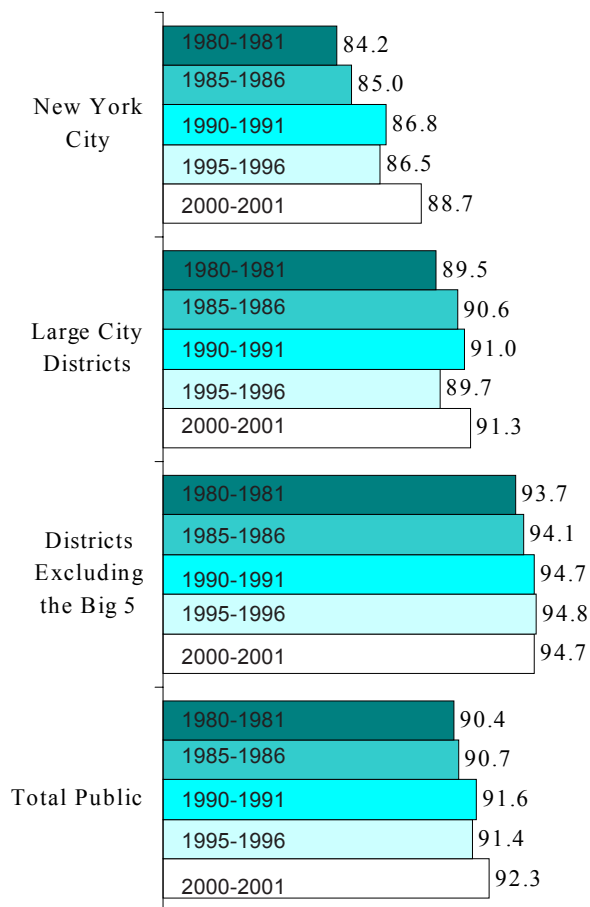
The average attendance rate in State public schools for 2000–01 (the most recent year for which complete data are available) was 92.3 percent (Figure 2.47). In other words, on average, more than 92 out of every 100 enrolled students attended school for some portion of each school day. Attendance has improved statewide and in every major summary group in 2000–01 compared to 1980–81.

Student Suspensions

Suspension from school is a form of discipline imposed for serious or repeated infractions of school rules. Variations in school suspension rates are difficult to interpret because they may result from either differing incidence of misconduct or varying school discipline policies. Some schools serve large numbers of students whose home and community circumstances place them at risk of school failure. If these students become alienated from school, they may be less likely than other students to conform to school rules and thus be subject to disciplinary measures more frequently. On the other hand, some schools may impose suspensions in situations where other schools would not.

For the ninth year, the Department has collected data on the number of students who were suspended from school for one or more days. In 2000–01, 4.7 percent of State students were sus-

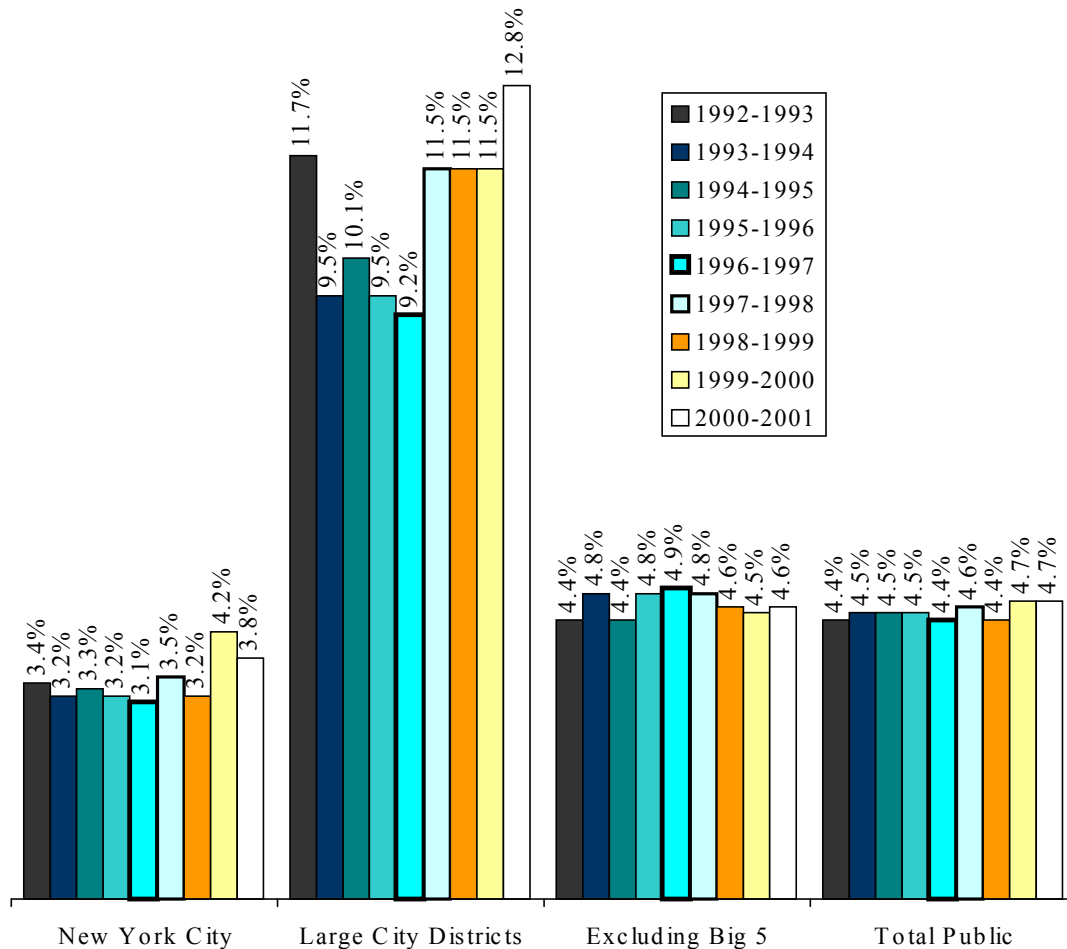
Figure 2.47
Public School Annual Attendance Rate
1980-81 to 2000-01
in Five-Year Intervals



pending one or more times (Figure 2.48). The majority of suspensions occurred at the middle and secondary levels: 6.8 percent of middle-level students and 7.5 percent of secondary-level students were suspended. In contrast, elementary schools suspended only 2.0 percent of their students.

Suspensions result in missed classes and, possibly, increased alienation from school. Because of the relationship between suspension and dropout rates and because suspension rates vary dramatically among racial/ethnic groups (see *Part IV: Minority Issues*), high rates of suspension are of grave concern. The Department is examining ways to assist schools in providing appropriate support

Figure 2.48
Public High School Annual Suspension Rates by Location
1992-93 to 2000-01



systems for students to prevent the behaviors that lead to suspension and eventually to dropping out.

High School Completion

To assess efforts at improving student retention, accurate and consistent measures of the incidence of dropping out are necessary. One major obstacle to measuring dropouts is failure to agree on a standard definition. Should all premature school leavers be defined as dropouts? What about students not enrolled in a regular school program who are pursuing formal education through general-education development classes, alternative night schools, the military, or community colleges? Where a standard definition exists, districts may not always know whether a student has transferred to another program or dropped out. A related issue is timing: At what point does a youth's status change from chronic truant to dropout?

The incidence of dropping out is measured in a variety of ways. The first, the status dropout rate, conforms to our intuitive notion of what we mean by dropout rate: that is, the number of individuals at a given time in a given age group who are not enrolled in school and have not earned a diploma or its equivalent. The status dropout rate is important because it indicates the extent of the problem in the population and provides a basis for planning alternative programs for preparing dropouts to participate fully in society.

Status dropout rates, however, are not sensitive to year-to-year changes in the number of students leaving school and thus cannot be used to evaluate the short-term success of dropout prevention efforts. Therefore, an alternative measure, the event dropout rate, is used for measuring retention power in the State and the nation. It represents

the share of students who leave without completing high school during a single year. The event (or annual) dropout rate can be calculated using statistics that are readily available for all high schools; it is easily usable when computing statistics at the district, regional, and State levels.

The event dropout rate, however, does not address the number who return to school at some later date and eventually graduate or earn high school equivalency diplomas. To determine patterns of leaving and reentering school, educators must track the progress of individual students through their education careers. This longitudinal tracking allows the computation of a cohort dropout rate, indicating the educational attainment of a single group (or cohort) of students. Deriving cohort statistics requires a commitment to tracking former students that has previously been considered too burdensome for most schools, districts, and states. Thus, traditionally, cohort dropout rates have been available only from longitudinal research studies, such as those sponsored by the U.S. Department of Education. Now, however, cohort rates are also available from districts, such as New York City, with automated student record systems that track students as they progress through school.

During the 1980s, 426,000 young people left New York State public schools without completing requirements for high school graduation. In 2001–2002, the most recent year for which statistics are available, 47,296 students dropped out of school. Over three-fourths (75.7 percent) of these students attended school in the Big 5 districts. A disproportionate percentage of these young people were minority students (see *Part IV: Minority Issues*).

The dropout statistics for 2001–02 are based on data submitted electronically using the System for Tracking Education Performance by public school principals and the New York City Board of Education. In New York State, a dropout is any student, regardless of age, who left school prior to graduation for any reason except death and has not been documented as having entered another school or a program leading to a high school equivalency diploma.

The event (or annual) dropout rate is the standard for measuring dropout rates in New York State and is calculated by dividing the number of dropouts during a single year by the grade 9–12 enrollment for that year. Cohort dropout rates are not yet available for the State.

Annual Dropout Rate

In 2001–02, 5.7 percent of secondary students left school without earning a credential and without entering a high school equivalency preparation program (Figure 2.49). This rate was 2.3 percentage points higher than the historical low reached in 1996–97. This increase is significantly influenced by the increase in reported dropouts in New York City from 6.5 percent in 2000–01 to 11.2 percent in 2001–02. This increase in part reflects changes in reporting procedures by New York City. In previous years, only students who dropped out of high school were included in the dropout counts. Due to revised reporting rules, all students, including those in junior high schools and middle schools, who dropped out were included in the 2001–02 dropout counts. In addition, New York City made further changes to decision rules for counting dropouts and began reflecting student status as of June 30th of the reporting year, rather than the fall of the following year. These changes affected New York City's 2001–02 dropout counts.

Alternative High School Programs

In response to growing concern about the number of students who are failing to complete high school and the consequences of this failure, many districts provide students who are not succeeding in the traditional school structure with preparation programs for the General Education Development (GED) test. Applicants who meet required standards on the GED are eligible for a high school equivalency diploma from New York State. In 2001–02, 1.6 percent of students left their schools to attend equivalency preparation programs, compared with 3.0 percent in the previous year (Figure 2.50). The percentage of students moving to these programs was 2.6 in New York City, 3.3 percentage points lower than the previous year and 1.1 percent lower than in 1996–97.

Figure 2.49
Public High School Annual Dropout Rates by Location
1995-96 to 2001-02

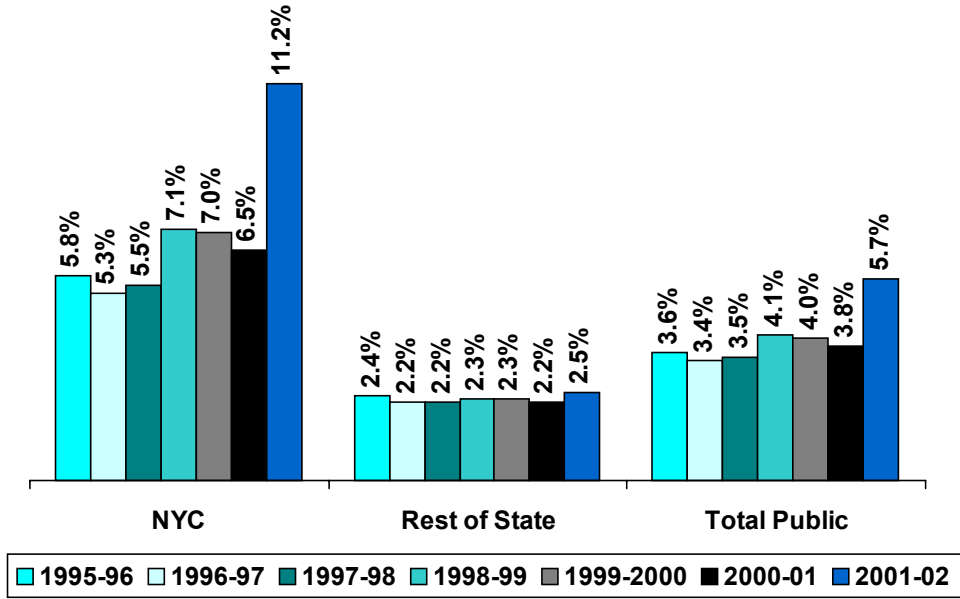
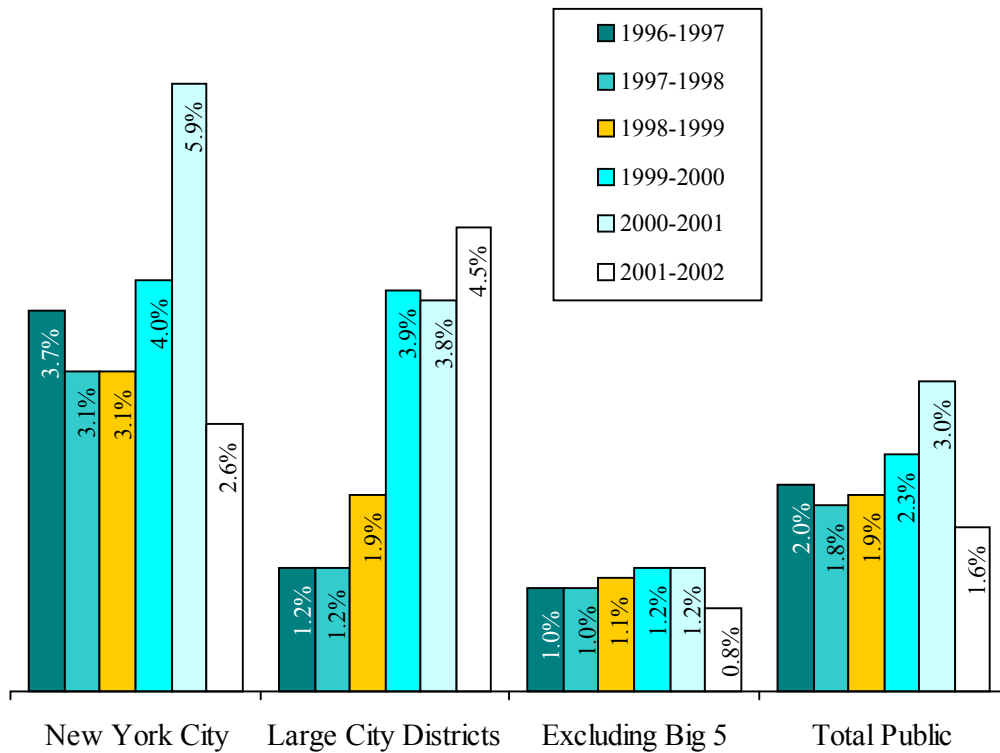


Figure 2.50
Percentage of Public School Students Transferring to
High School Equivalency Diploma Preparation Programs
1996-97 to 2001-02



? Policy Questions

- ? How can the State assist districts that have insufficient building capacity to accommodate increasing enrollments?
- ? How can State funds best be allocated to meet the needs of students placed at risk by poverty and limited English proficiency?
- ? What special services and programs are needed to assist newly immigrated students in adjusting to school?
- ? What kinds of staff development programs are needed to give teachers the skills to prepare all students to meet the new higher standards?
- ? What programs are most successful in helping ill-prepared students succeed in Regents-level courses?
- ? How should we hold schools accountable for the performance of students with disabilities, students with limited English proficiency, and minority students?
- ? What changes in program and policy are needed to better prepare students for skilled employment following high school graduation?
- ? How does student performance in the Regents curriculum relate to postsecondary performance?
- ? What new policies and programs are needed to improve attendance in low-performing schools?
- ? As the State implements higher academic standards for students, what is the effect on the dropout rate and on the rate of transfer to preparation programs leading to alternative credentials?
- ? What percentage of students who leave general high school programs for alternative programs leading to high school equivalency diplomas eventually earn credentials?
- ? How can we use technology to provide better longitudinal tracking of student performance and school transitions throughout the State?

Part III:

Student Needs and School Resources

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P Highlights

- P Districts are divided into three categories — Low, Average, and High Need/Resource Capacity (N/RC) — based on student need, as measured by poverty level, relative to ability to raise resources locally.*
- P In Fall 2001, more than one-half (54.9 percent) of the State’s public school enrollment attended schools in districts with less than average capacity to meet their needs through local resources. The Urban-Suburban and Rural High N/RC Districts enrolled 13.9 percent of public school students; the Big 5 districts enrolled 41.0 percent.*
- P Almost 86 percent of minority students attended schools in the Big 5 districts or in other High N/RC Districts.*
- P On average, Low N/RC Districts spent the most per pupil (\$13,810); Rural High N/RC Districts spent the least (\$11,176).*
- P Rural High N/RC Districts paid the lowest median teacher salary; Low N/RC Districts paid the highest.*
- P On average, students in Rural High and Low N/RC Districts had more access to micro-computers and library books than did students in other districts.*
- P In general, schools in High N/RC Districts, including the Big 5 districts, had larger percentages of students identified as needing academic intervention services and smaller percentages meeting the standards on the New York State Assessment Program than schools in Low and Average-Need Districts.*
- P Among High N/RC Districts, rural districts on average performed better on State assessments than Urban-Suburban and Big 5 districts.*
- P As student poverty in a district decreased in relation to its capacity to raise resources, the percentage of students participating in, passing, and performing with distinction on Regents examinations increased.*
- P Statewide, 71 percent of schools met the State performance standards for elementary-level ELA; 51 percent met the standards for middle-level ELA.*
- P Statewide, 78 percent of schools met the State performance standards for elementary-level mathematics; 47 percent met the standards for middle-level mathematics.*
- P As student poverty decreased relative to the district’s capacity to raise revenues locally, the percentage of high school completers earning Regents diplomas increased.*
- P Students in Low N/RC Districts had the highest college-going rate (92.8 percent); students from New York City and the Urban-Suburban High N/RC Districts had the lowest rates (70.6 and 71.4 percent, respectively).*
- P Outside the Big 5 districts, urban and suburban schools in the High N/RC Districts had the lowest average attendance rate (92.9 percent); Low N/RC Districts had the highest rate (95.6 percent). New York City and the Large City Districts had the lowest attendance rates overall (88.7 and 91.3 percent, respectively).*

- P Among the High N/RC Districts, the Large City Districts had the highest suspension rate (12.8 percent) followed by urban and suburban schools (9.8 percent). The Low N/RC Districts had the lowest suspension rate (2.2 percent).*
- P New York City had the highest average dropout rate (11.2 percent) in 2001–02; Low N/RC Districts had the lowest dropout rate (1.1 percent).*
- P The percentage of students with disabilities educated primarily in general-education classes has increased in the last eight years. In December 2001, 51.5 percent of students with disabilities were in general-education classes.*
- P In public schools statewide, more than 70 percent of students with disabilities scored at Level 2 or above on the elementary-level ELA and mathematics assessments. Only 48 percent scored at Level 2 or above on the middle-level mathematics assessment and 72 percent on the middle-level ELA assessment.*
- P Two-thirds of students with disabilities who left high school in 2001–02, and almost 90 percent of those in Low N/RC Districts, succeeded in meeting graduation requirements.*
- P The largest percentages of general-education students in the 1998 cohort met the minimum requirement for Regents English in Rural High, Average, and Low N/RC Districts. Regents mathematics followed the same pattern.*
- P More than half of students with disabilities in the 1998 cohort met the English graduation requirement by scoring 55 or higher on Regents English. The largest percentage (82 percent) met the standard in Low N/RC districts.*
- P Forty-four percent of students with disabilities in the 1998 cohort met the mathematics graduation requirement by scoring 55 or higher on a Regents mathematics examination.*

1 Need/Resource Capacity Categories

Six public school district groups defined by need/resource capacity (N/RC) are described in this chapter. This classification system indicates where in the State system some children are failing because they have not been provided the resources necessary to succeed. In particular, it recognizes that certain districts in addition to the Big 5 — whether small city, suburban, or rural — serve exceptional numbers of educationally disadvantaged children who are not achieving at desired levels. We know that all children can learn, but children who have been placed at risk by poverty, homelessness, poor nutrition, or inadequate care, often require special educational and support services to master required competencies. These services incur an extra financial burden for the district and increase the cost of education.

The need/resource capacity (N/RC) index divides districts into three categories based on their ability to meet the special needs of their students with local resources: those with the highest need relative to resource capacity (High N/RC); those with average need relative to resource capacity (Average N/RC); and those with less than average need relative to resource capacity (Low N/RC). The High N/RC Districts are subdivided

into four groups: New York City, Large City Districts, Urban-Suburban Districts, and Rural Districts. New York City and Large City Districts are treated as separate groups because of the large number of students they serve and because of the special challenges associated with these large urban districts. The High N/RC districts, outside the Big 5, that meet specified criteria are classified as rural districts, and the remaining districts are classified as urban and suburban districts. Table 3.1 defines the three N/RC categories.

<p>TABLE 3.1</p> <p>NEED/RESOURCE CAPACITY CATEGORY DEFINITIONS</p> <p>PAGE 84</p>
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The State map in Figure 3.1 illustrates the geographic location of districts in each N/RC category. The Low N/RC Districts are found in the suburbs around New York City, Rochester, Syracuse, Buffalo, and in the central Adirondack and Capital District regions. The High N/RC Districts are found throughout the State from Long Island to the North Country and the Southern Tier.

Figure 3.1
Map of Public School Districts Showing
Need/Resource Capacity Categories
New York State
2001-02

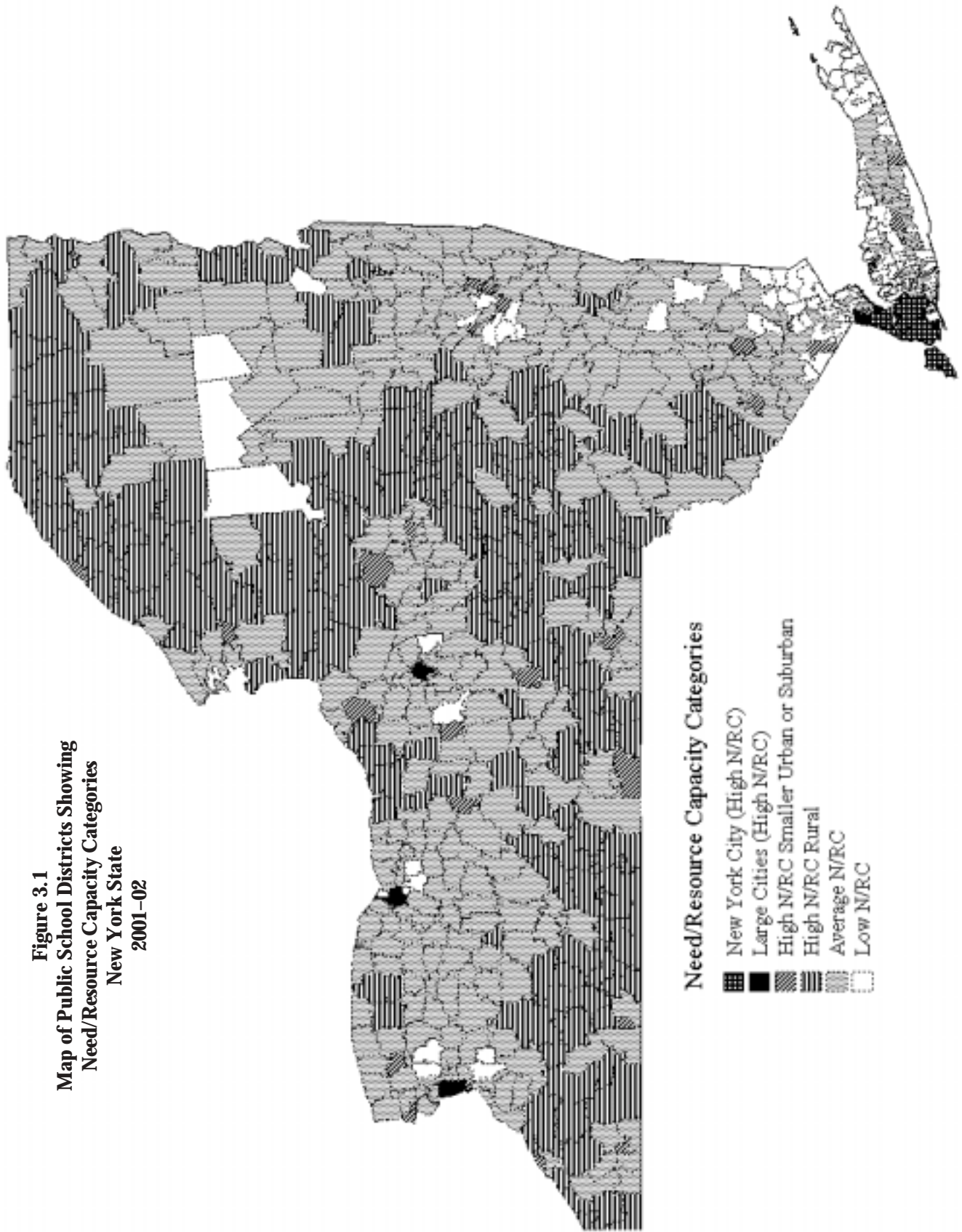


Table 3.1
Need/Resource Capacity Category Definitions

The need/resource capacity 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 percentage¹ (expressed in standard score form) to the Combined Wealth Ratio² (expressed in standard score form). A district with both estimated poverty and Combined Wealth Ratio equal to the State average would have a need/resource capacity index of 1.0. Need/Resource Capacity (N/RC) categories are determined from this index using the definitions in the table below.

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

¹ **Estimated Poverty Percentage:** A weighted average of the 1999–2000 and 2000–01 kindergarten through grade 6 free-and-reduced-price-lunch percentage. (An average was used to mitigate errors in each measure.) The result is a measure that approximates the percentage of children eligible for free- or reduced-price lunches.

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

2 Student Demographics

In Fall 2001, 41.0 percent of public school students attended school in New York City and the Large City Districts (Table 3.2). The Average N/RC category includes 361 districts; almost one-third of the State's public enrollment attended these schools. There were 135 districts in the Low N/RC category. More than one in eight students (13.8 percent) attended school in a Low N/RC District.

Outside the Big 5 districts, the High N/RC Districts are divided into two subcategories: urban-suburban and rural. The urban-suburban subcategory includes 43 districts. The rural subcategory includes 159 small, sparsely populated districts. More than one-half (54.9 percent) of the State's public enrollment attended schools in districts with less than average capacity to meet their needs through local resources. The urban-suburban and rural high-need districts enrolled 13.9 percent of public school students.

TABLE 3.2

**NUMBER AND PERCENT OF DISTRICTS,
SCHOOLS, AND ENROLLMENT BY
NEED/RESOURCE CAPACITY CATEGORY**

PAGE 88

Limited English Proficient Students

Before being revised in 2003, Part 154 of Commissioner's Regulations defined students with limited English proficiency (LEP) as students who, by reason of foreign birth or ancestry, speak a language other than English and (1) either understand and speak little or no English or (2) score at or below the 40th percentile on an English language assessment instrument. Another term popularly used for these students is English language learners (ELLs). Identified students are entitled to special instructional and assessment services to assist

them in learning English and achieving objectives in other academic areas.

In Fall 2001, statewide, 6.8 percent of public school students were identified as LEP (Table 3.3). These students were concentrated in New York City, where public schools enrolled 73.4 percent of all identified LEP students attending State public schools. LEP students made up 13.7 percent of New York City's public school enrollment and 8.0 percent of Large City District enrollment. Thirteen percent of LEP students attended schools in Average or Low N/RC Districts.

TABLE 3.3

**NUMBER AND PERCENT OF PUBLIC
SCHOOL LIMITED ENGLISH PROFICIENT
STUDENTS BY LOCATION**

PAGE 89

Racial/Ethnic Group Enrollment

Minority students attending public schools were overrepresented in districts that serve large percentages of students in poverty (Table 3.4). In Fall 2001, over 76 percent of minority students attended schools in the Big 5 districts. Another ten percent attended schools in other High N/RC Districts (nine percent in urban-suburban districts and one percent in rural districts). Over 85 percent of minority students attended schools in High N/RC Districts, while nearly ten percent attended schools in Average N/RC Districts and four percent attended schools in Low N/RC Districts.

TABLE 3.4

**RACIAL/ETHNIC GROUP ENROLLMENT
PERCENTAGES BY NEED/RESOURCE
CAPACITY CATEGORY**

PAGE 90

Poverty

Poverty has a pervasive effect on children’s physical, emotional, and cognitive health. Research has documented that low-income children are more likely than others to go without necessary food, shelter, and health care; less likely to be in good preschool programs or day care settings; and more likely to be retained in school, drop out, become teenaged parents, and be unemployed.¹ Despite the inability of schools to control the economic situation of their students, this report documents the relationship between poverty and achievement for two reasons. First, society has a responsibility to ensure that all children learn, regardless of their family circumstances. Second, we hope that the documentation of this relationship will inspire solutions that will remove children from the devastating circumstances of poverty.

Three measures are used to gauge the percentage of very low-income students attending schools in the State: poverty status, indicating the percentage of students who, in the principals’ judgments, come from families on public assistance (discussed in *Part IV: Minority Issues*); 1990 Census data, indicating the percentage of children below the Federal poverty threshold; and the percentage of free-and-reduced-price-lunch-program applicants in the enrollment. Since the percentage of free-and-reduced-price-lunch-program applicants and the Census poverty rate were used in determining the need/resource capacity index, high-poverty schools are, by definition, most likely to be in High N/RC Districts.

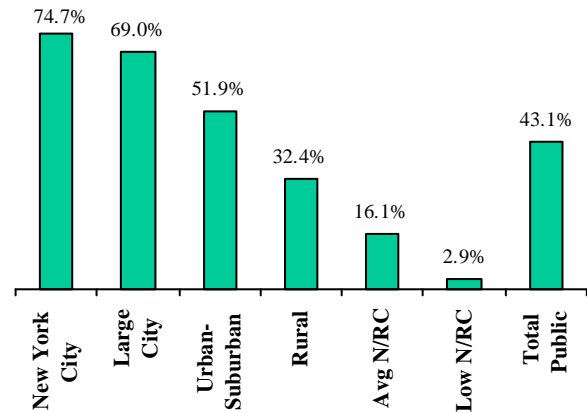
School district poverty rates based on the 1990 Census indicate the percentage of 5- to 17-year-olds in families with incomes below the 1989 federal poverty threshold, \$13,924 for a family of four. The State poverty rate was 18 percent. According to the 1990 Census, 61 districts outside the Big 5 had 20 percent or more resident children living

in poverty (Table 3.5). All but one were High N/RC Districts. In fact, three in ten High N/RC Districts had poverty rates of 20 percent or more; only four had Census poverty rates below 10 percent. In contrast, 116 Low N/RC Districts had Census poverty rates below five percent.

TABLE 3.5
NUMBER AND PERCENT OF DISTRICTS IN EACH 1990 CENSUS POVERTY CATEGORY (5- TO 17-YEAR-OLDS IN FAMILIES BELOW THE POVERTY LINE) BY NEED/RESOURCE CAPACITY CATEGORY
PAGE 91

Another indicator of student poverty and its concentration in schools is the number of students participating in the free-lunch program. In Fall 2001, 43.1 percent of public school students were eligible for free lunches; New York City and the Large City

Figure 3.2
Percentage of K-6 Students Eligible to Participate in the Free-Lunch Program by Need/Resource Capacity Category Fall 2001



¹ Clifford M. Johnson, Andrew M. Sum, and James D. Weill, *Vanishing Dreams: The Economic Plight of America’s Families* (Washington, D.C.: Children’s Defense Fund, 1992).

Districts had the highest eligibility rates (Figure 3.2). These participation rates may not reflect the total need for subsidized lunches. In fact, in Fall 2001, 90 elementary schools (about four percent) did not participate in the program or did not provide data. In other schools, particularly secondary schools, not all students eligible to receive subsidized lunches applied for benefits.

The High N/RC Districts outside the Big 5 had high rates of participation in the free-lunch program in Fall 2001. More than one-half of students in urban and suburban districts participated, as did 32.4

percent in rural districts. By definition, much smaller percentages of students in Average and Low N/RC Districts participated. (See *Part IV: Minority Issues* for additional information on school poverty.)

Measured by free-lunch eligibility, 1,934 schools (46 percent) had relatively low concentrations of poverty; fewer than 21 percent of their students were eligible. On the other hand, 659 schools (16 percent) had exceptionally high concentrations of poverty; 81 percent or more students were eligible.

Table 3.2
Number and Percent of Districts, Schools, and Enrollment
by Need/Resource Capacity Category
New York State
Fall 2001

Need/Resource Capacity Category	Districts		Schools		Enrollment	
	Number	Percent	Number	Percent	Number	Percent
High N/RC Districts						
New York City	1	0.1%	1,208	28.5%	1,038,833	36.7%
Large City Districts	4	0.5	205	4.8	125,280	4.4
Urban-Suburban	43	5.8	336	7.9	216,974	7.6
Rural	159	21.5	402	9.5	176,573	6.2
Average N/RC Districts	361	48.8	1,461	34.6	869,520	30.6
Low N/RC Districts	135	18.2	623	14.7	391,484	13.8
BOCES	38	5.1	—	—	20,872	0.7
Total Public	741	100%	4,235	100%	2,839,536	100%

Table 3.3
Number and Percent of Public School
Limited English Proficient Students by Location
New York State
Fall 2001

Sector/Location	Students	
	Number	Percent
High N/RC Districts		
New York City	142,033	13.7%
Large City Districts	10,052	8.0
Urban-Suburban	14,913	6.9
Rural	1,286	0.7
Average N/RC Districts	16,511	1.9
Low N/RC Districts	8,810	2.3
Total Public	193,605	6.8%

Note: Includes students who score at or below the 40th percentile on an English language assessment instrument approved by the Commissioner of Education.

Table 3.4
Racial/Ethnic Group Enrollment Percentages
by Need/Resource Capacity Category
New York State
Fall 2001

Need/Resource Capacity Category	Total Enrollment	Percent Black	Percent Hispanic	Percent American Indian/Alaskan Native	Percent Asian and Pacific Islander	Percent White
High N/RC Districts						
New York City	1,038,833	34.4%	38.0%	0.4%	12.1%	15.1%
Large City Districts	125,280	51.8	19.5	0.8	2.3	25.6
Urban-Suburban	216,974	31.0	17.3	0.4	2.1	49.2
Rural	176,573	2.9	2.6	1.5	0.7	92.3
Average N/RC Districts	869,520	6.3	5.6	0.4	2.1	85.6
Low N/RC Districts	391,484	2.9	4.5	0.1	5.6	86.9
BOCES	20,872	14.0	6.4	0.5	1.5	77.6
Total Public	2,839,536	19.9%	18.6%	0.4%	6.2%	54.9%

Table 3.5
Number and Percent of Districts in Each 1990 Census Poverty Category
(5- to 17-Year-Olds in Families below the Poverty Line)
by Need/Resource Capacity Category
New York State
1989

Need/Resource Capacity Category	Census Poverty Category												
	0.0 to 4.9%		5.0 to 9.9%		10.0 to 14.9%		15.0 to 19.9%		20.0% or more				
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent			
High N/RC Districts													
New York City	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%			
Large City Districts	0	0.0	0	0.0	0	0.0	1	25.0	3	75.0			
Urban-Suburban	0	0.0	1	2.7	13	35.1	8	21.6	15	40.5			
Rural	0	0.0	3	1.8	51	30.0	71	41.8	45	26.5			
Average N/RC Districts	90	25.8	159	45.6	89	25.5	10	2.9	1	0.3			
Low N/RC Districts	116	85.3	13	9.6	5	3.7	2	1.5	0	0.0			
Total Public	206	29.6%	176	25.3%	158	22.7%	92	13.2%	65	9.3%			

3 Resources

Children who have been placed at risk by poverty, homelessness, poor nutrition, or inadequate care, often require special educational and support services to master basic competencies. Expenditures per pupil, teacher characteristics, and the availability of microcomputers and library books are indicators of the instructional program districts are able to provide.

School Finance

Table 3.6 demonstrates variations in average expenditures per pupil in 2000–01 among categories. In general, Low N/RC Districts spent the most, \$13,810 or 116 percent of the State average. Large City Districts had the next highest average expenditure (\$12,634), followed by Urban-Suburban High N/RC Districts (\$12,129) and New York City (\$11,474). Rural High N/RC Districts had the lowest average expenditure (\$11,176), 94 percent of the State average. Average N/RC Districts had the second lowest average expenditure (\$11,470), 97 percent of the State average.

TABLE 3.6
PUBLIC SCHOOL EXPENDITURES PER PUPIL UNIT, STATE REVENUE SHARE, COMBINED WEALTH RATIO, AND PERCENT DISTRIBUTION OF EXPENDITURES BY NEED/RESOURCE CAPACITY CATEGORY

PAGE 96

State Aid Distribution

The State allocates most categories of aid to districts in inverse proportion to their combined wealth ratios (CWR), a measure of the district's income and property wealth relative to the State average (Table 3.6). (See *Part II: Longitudinal Trends* for more information.)

In 2000–01, the Rural High N/RC Districts had the lowest mean CWR (0.508) and received the largest percentage of their funding from the State (68.1 percent). The Low N/RC Districts had the highest average CWR (1.894) and received the smallest percentage of their funding from the State (23.7 percent). The average State revenue provided per pupil varied from \$3,285 in the Low N/RC Districts to \$7,947 in the Large City Districts.

The CWR reflects calculations based on district property values, income, and students compared to the corresponding State averages as legislated each year.

Budget Allocation

Across N/RC categories, average districts allocated roughly comparable portions of their budgets to instruction, central administration, transportation, and debt service in 2000–01 (Table 3.6). The largest expenditure category was instruction, which accounted for 76.3 percent of expenditures statewide.

Central administration costs accounted for a small percentage of total expenditures, averaging 2.0 percent statewide. Department data indicate that central administration costs, as a percentage of all expenses, generally diminish with increased district size, but may constitute a five- to six-percent share of overall expense in very small districts. The percentage of total expenditures devoted to transportation was 5.0 percent. Debt service (generally for capital improvements) accounted for 5.3 percent of total expenditures.

New York City spent the largest percentage on instruction. Rural High N/RC Districts had the lowest average expenditure per pupil and used the smallest percentage of this expenditure (71.1 percent) for instruction. Among categories, they spent the largest percentage on central administration (2.2 percent) and debt service (10.3 percent). Outside

New York City, the Urban-Suburban High N/RC Districts spent the largest percentage on instruction (76.5 percent). Large City Districts spent the smallest percentage (1.2 percent) on central administration. These districts, in fact, spent a smaller percentage on central administration than New York City. The relatively large size of these districts compared to the rural districts may have allowed them to operate more efficiently.

Expenditure Differences Among Districts

Table 3.7 shows the variations in expenditures within categories as well as increases in expenditures over the five-year period. (In Table 3.7, median and percentile expenditures are shown, whereas in Table 3.6 means or averages are shown.) In 2000–01, the median district statewide spent 25.8 percent more per pupil than in 1996–97. The largest increase (\$3,069 or 32.4 percent) occurred in the Large City Districts. At the median in Low N/RC Districts, expenditures increased by a smaller percentage (15.5 percent) and a smaller amount (\$1,957) than in any other category. The increase in New York City (\$3,303 or 40.4 percent) was greater than the increase in the median district statewide.

<p>TABLE 3.7</p> <p>PUBLIC SCHOOL EXPENDITURES PER PUPIL UNIT BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 97</p>
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Despite a relatively small percentage increase in expenditure per pupil over the five-year period, Low N/RC Districts maintained their fiscally advantageous position. The median Low N/RC District spent \$2,000 to \$3,400 more per pupil than the median districts in the other N/RC categories, and \$3,000 more than New York City. Further, Low N/RC Districts spent more in 1996–97 than the median districts in other N/RC categories spent in

2000–01. Again, we see that those districts with the largest percentages of students placed at-risk of educational failure, generally, had lower expenditures per pupil than districts with few students at risk.

There were large variations in expenditures per pupil within as well as between categories. In 2000–01, statewide, the median district spent \$11,584 per pupil. The district at the 90th percentile of expenditure per pupil spent 61 percent more than the district at the 10th percentile (\$15,535 versus \$9,662 per pupil). Statewide, the expenditure gap between the 10th and 90th percentile districts increased in actual dollars but decreased as a percentage between 1996–97 and 2000–01. These expenditure gaps within N/RC categories were large: 46 to 85 percent. The expenditure gap in Rural High N/RC Districts (46 percent) was smaller than in any other category.

Another concern is the disparity between New York City and its suburbs, which are subject to similar regional costs. The mean expenditure in New York City was \$11,474 compared with a median of \$14,565 in the Low N/RC Districts, the majority of which were New York City suburbs.

Both the expenditure measure and the pupil count used in this analysis are designed to reflect a district’s educational costs as accurately as possible. Hence, expenditures include those charged to the General, Debt Service, and Special Aid Funds. The pupil measure is based on enrollment and includes students enrolled in district programs; students with disabilities educated in district, BOCES, approved private school programs, and Section 4405 programs; students enrolled in charter schools; incarcerated youth; and students educated in other districts. Prekindergarten and half-day kindergarten students are weighted at 0.5.

Classroom Teachers

Since the largest portion of school district budgets was spent on staff salaries, those districts with the highest expenditures per pupil generally pay the highest teacher salaries (Table 3.8). Teachers in Low N/RC Districts had a median salary of \$62,736, compared with the State median of \$51,020. These districts had fewer students per teacher (12.4) than the State average (13.0) and the largest percentage of teachers (outside New York City) with at least 30 credits beyond the master's degree (36.5 percent). The median years of experience of teachers in this category was 12.

<p>TABLE 3.8</p> <p>SELECTED PUBLIC SCHOOL CLASSROOM TEACHER CHARACTERISTICS BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 98</p>

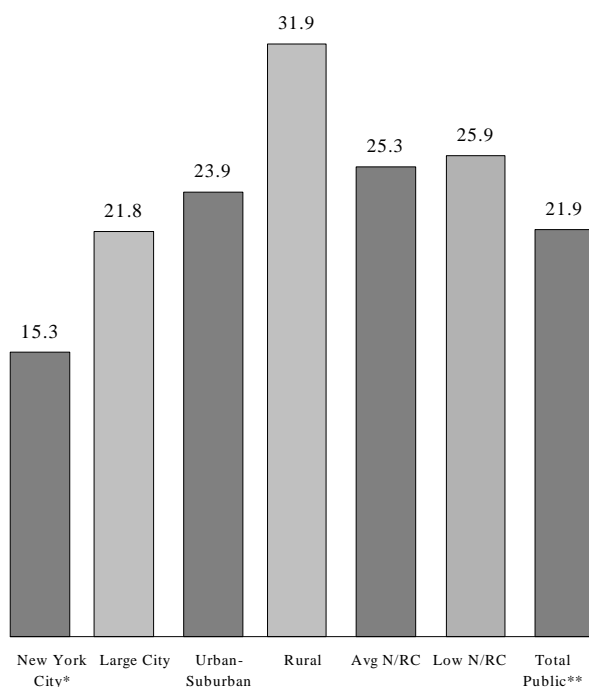
Rural High N/RC Districts had the smallest percentage (10.9 percent) of teachers with at least 30 credits beyond the master's degree. Large City Districts had the fewest students per teacher (11.5).

New York City had the least experienced teachers and the largest percentage of teachers teaching out of certification. Further, 22 percent of teachers in New York City in Fall 2000 were not teaching in the district in Fall 2001. On the other hand, 40.8 percent of New York City teachers had at least 30 credits beyond a master's degree.

Microcomputers and Library Books

Data for Fall 2001 were not available for New York City. On average, students in public schools in Rural Districts had greater access to microcomputers than did students in other categories (Figure 3.3).

Figure 3.3
**Number of Microcomputers
per 100 Students
by Need/Resource Capacity Category
Fall 2001**

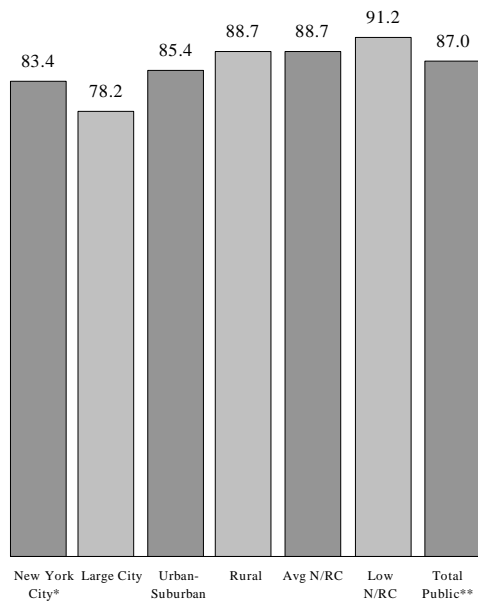


*New York City data were not available for Fall 2001. Fall 2000 data were used to determine this percentage.

**Total Public percentage was determined using Fall 2001 data for all categories except New York City. Fall 2000 data were used for New York City.

Schools in Low N/RC Districts had the largest percentages of computers classified as new generation, that is, those capable of using the latest instructional technology (Figure 3.4). New-generation computers are defined as Pentiums and Power-PCs. The Large City Districts had a substantially smaller percentage (78.2) of computers that were new generation.

Figure 3.4
Percent of Microcomputers Classified as New-Generation by Need/Resource Capacity Category
Fall 2001



*New York City data were not available for Fall 2001. Fall 2000 data were used to determine this percentage.

**Total Public percentage was determined using Fall 2001 data for all categories except New York City. Fall 2000 data were used for New York City.

Rural Districts had more library books per student, on average, than districts in other categories (Figure 3.5). Students in Low N/RC Districts had the second largest number of library books per student. Large City Districts had considerably fewer books per student. These resource differences among N/RC categories follow the same pattern as differences in performance among the categories.

Figure 3.5
Number of Library Books per Student by Need/Resource Capacity Category
Fall 2001

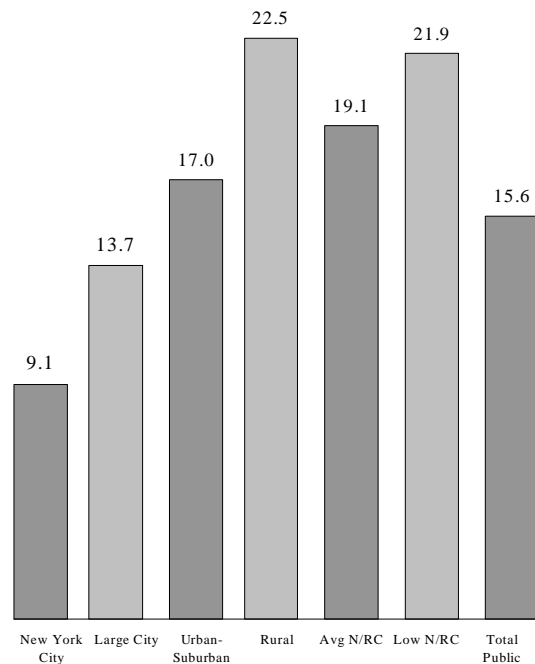


Table 3.6
Public School Expenditures per Pupil Unit, State Revenue Share, Combined Wealth Ratio, and Percent Distribution of Expenditures by Need/Resource Capacity Category
New York State
2000-01

Location	Fiscal Data				Percent Distribution of Expenditures						
	Expend Per Pupil Unit	NYS Revenue Share	Combined Wealth Ratio	Instruction			Central Administration	Transportation	Debt Service	Misc.	
				Excluding Fringe Benefits	Fringe Benefits	Total					
High N/RC Districts											
New York City	\$11,474	\$5,264	0.935	63.0%	16.8%	79.8%	2.2%	4.6%	3.4%	10.0%	
Large City Districts	12,634	7,947	0.615	61.8	13.3	75.1	1.2	5.7	4.5	13.6	
Urban-Suburban	12,129	6,988	0.674	64.2	12.3	76.5	1.5	4.6	6.0	11.4	
Rural	11,176	7,741	0.508	59.1	12.0	71.1	2.2	5.2	10.3	11.2	
Average N/RC Districts	11,470	5,441	0.920	62.1	12.1	74.2	1.9	5.4	7.0	11.6	
Low N/RC Districts	13,810	3,285	1.894	63.7	12.1	75.8	2.1	5.1	4.3	12.7	
Total Public	\$11,871	\$5,474	1.000	62.6%	13.7%	76.3%	2.0%	5.0%	5.3%	11.4%	

Note: The expenditure categories are defined in the Glossary (Statistical Profiles of Public School Districts).

Table 3.7
Public School Expenditures per Pupil Unit
by Need/Resource Capacity Category
New York State
1996–97 and 2000–01

Location	Expend. per Pupil Unit ¹ 1996–97	Expend. per Pupil Unit ¹ 2000–01	Expend. Change \$	Expend. Change %	Expend. Gap Index ² 1996–97	Expend. Gap Index ² 2000–01
High N/RC Districts						
New York City	\$8,171	\$11,474	\$3,303	40.4%		
Large City Districts						
Median	\$9,482	\$12,551	\$3,069	32.4%		
Urban-Suburban						
10 th	\$7,869	\$9,746	\$1,877	23.9%		
50 th	9,781	12,066	2,285	23.4	59.5%	52.3%
90 th	12,553	14,839	2,286	18.2		
Rural						
10 th	\$7,449	\$9,717	\$2,268	30.5%		
50 th	8,588	11,121	2,533	29.5	37.0%	46.0%
90 th	10,202	14,184	3,982	39.0		
Average N/RC Districts						
10 th	\$7,662	\$9,553	\$1,891	24.7%		
50 th	8,951	11,081	2,130	23.8	56.4%	52.0%
90 th	11,982	14,517	2,535	21.2		
Low N/RC Districts						
10 th	\$9,200	\$10,732	\$1,531	16.6%		
50 th	12,608	14,565	1,957	15.5	81.9%	84.8%
90 th	16,732	19,833	3,101	18.5		
Total Public						
10 th	\$7,698	\$9,662	\$1,964	25.5%		
50 th	9,210	11,584	2,374	25.8	72.6%	60.8%
90 th	13,287	15,535	2,248	16.9		

¹ Expenditures per pupil were calculated as in Table 3.6.

² The expenditure-gap index is calculated by determining the expenditure per pupil difference between the 10th and 90th percentiles, dividing the difference by the expenditure per pupil at the 10th percentile, and multiplying the result by 100.

Table 3.8
Selected Public School Classroom Teacher Characteristics
by Need/Resource Capacity Category
New York State
Fall 2001

Need/Resource Capacity Category	Selected Classroom Teacher Characteristics					
	Pupil-Teacher Ratio	Median Teacher Salary	Teacher Turnover Rate Fall 2000 to Fall 2001	Percent Teaching Out of Certification Area	Percent with Master's Plus 30 Hours or Doctorate	Median Years of Experience
High N/RC Districts						
New York City	13.9	\$48,152	22%	29.1%	40.8%	11
Large City Districts	11.5	49,786	13	14.4*	21.6	12
Urban-Suburban	13.1	53,245	11	6.1	27.3	14
Rural	11.8	43,150	11	5.6	10.9	15
Average N/RC Districts	12.8	50,827	11	3.9	21.0	13
Low N/RC Districts	12.4	62,736	11	3.5	36.5	12
Total Public	13.0	\$51,020	15	12.9%*	29.3%	12

*Excludes Buffalo

4 Performance

Two key indicators of student performance are the New York State Assessment Program (NYSAP) at the elementary and middle levels and the Regents examinations at the secondary level. NYSAP performance is indicated at four performance levels, ranging from deficient (Level 1) to advanced (Level 4). Students scoring at Level 3 have demonstrated proficiency in the standards expected for their grade level. On Regents examinations, three performance standards have been set: competency for a local diploma, passing at Regents level, and passing with distinction. A score of 55 is required to demonstrate competency for a local diploma; 65 is required to receive credit toward a Regents diploma; and 85 is required for distinction. An overview of the State testing program can be found in *Part I: Overview*.

New York State Assessment Program

Performance on the NYSAP was related to N/RC category (Figures 3.6–3.10). Students in New York City and the Large City Districts were less likely to meet the State standards (score at Level 3 or Level 4) than students in other N/RC categories. Schools in the Average and Low N/RC Districts had the largest percentages of students meeting the standards. Among High N/RC Districts, rural districts performed better than districts in other categories. Performance on the elementary-level English language arts (ELA) test illustrates the relationship between performance and N/RC category. On this test, only 86 percent of fourth-graders in New York City and 85 percent of fourth-graders in the Large City Districts scored at Level 2 and above (demonstrating partial proficiency in the standards). The percentages of students scoring at Level 2 and above in the other N/RC categories were as follows: Urban-Suburban High N/RC, 92 percent; Rural High N/RC, 94 percent; Average N/RC, 97 percent; and Low N/RC, 99 percent (Figure 3.7).

Level 3 identifies students who have demonstrated the skills and knowledge expected at their grade. In response to the Regents concern with excellence, Level 4 identifies students who have demonstrated skills and knowledge beyond that expected in their grade.

Students statewide had greater difficulty meeting the State standards at the middle level than at the elementary level. Only 48 percent of tested students statewide scored at Level 3 or above in middle-level mathematics. The performance gaps among N/RC categories were greatest on this assessment. While 78 percent of tested eighth-graders in Low N/RC Districts scored at Level 3 or Level 4, only 30 percent of New York City students and 20 percent of Large City Districts students achieved that standard (Figure 3.10). Eighth-graders scoring substantially below Level 3 can be expected to have difficulty completing the mathematics graduation requirement.

Figure 3.6 contrasts the percentage of students in each N/RC category meeting the standard on the middle-level mathematics assessment with the percentage of uncertified mathematics teachers in that category. In New York City, where 34 percent of mathematics teachers at the middle level were not certified to teach mathematics, only 30 percent of students scored at Level 3 or Level 4. In Low N/RC Districts, where the majority of students achieved the standard in mathematics, only four percent of mathematics teachers were teaching out of certification.

Districts with greater capacity to meet students' needs with local resources have higher percentages of tested students performing at Levels 3 and 4. The better performance of students in the Low N/RC Districts was particularly evident in the percentages of students meeting or exceeding the standard. For example, 86 percent of the fourth-graders in these districts met the standard

on the ELA; 71 percent of eighth-graders did so. In contrast, in Urban-Suburban High N/RC Districts, only 57 percent of fourth-graders performed that well on the ELA; 34 percent of eighth-graders did so. For each assessment, at each grade level, there were consistently larger percentages of students meeting the standard in districts having lower student need to resource ratios.

Figure 3.6
Percentages of Students Scoring at Level 2 and above and Level 3 and above on Middle-Level Mathematics Compared with Percentages of Uncertified Mathematics Teachers 2002

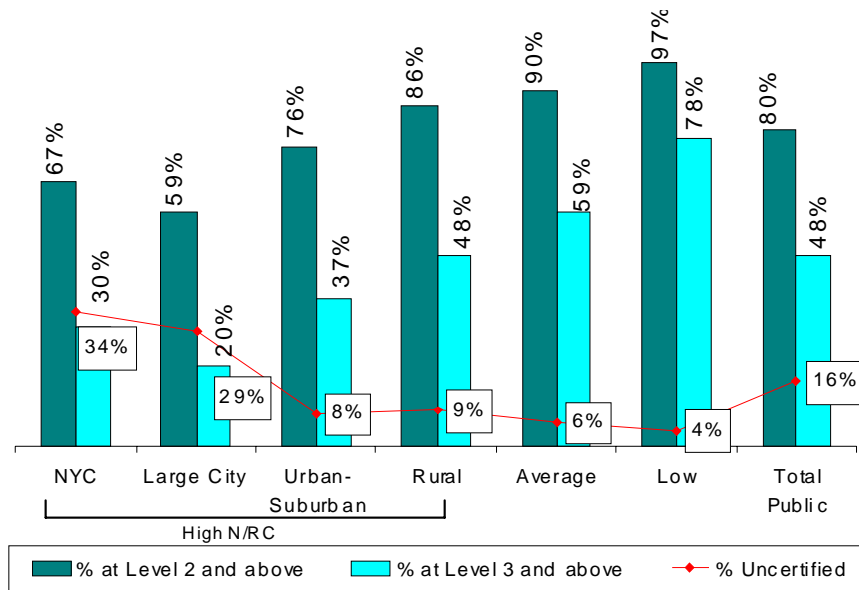


Figure 3.7
Percentage of Tested Public School Students Scoring at Level 2 and above and at Level 3 and above on Elementary-Level English Language Arts by Need/Resource Capacity 2002

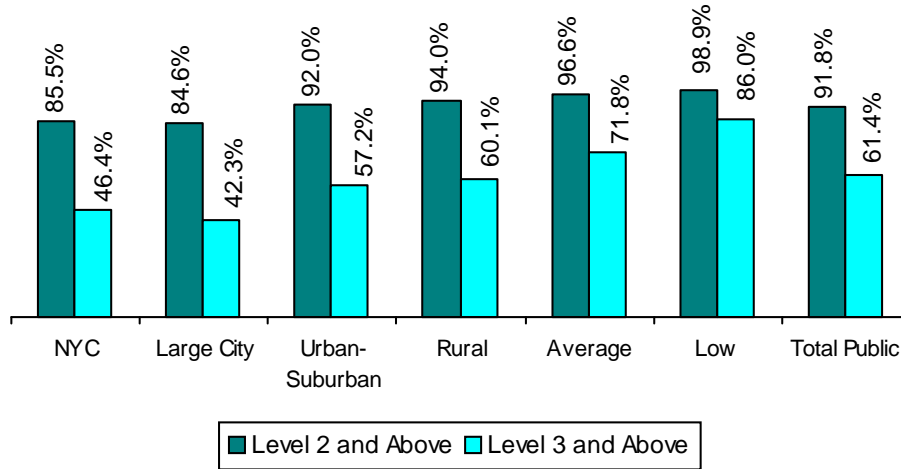


Figure 3.8
Percentage of Tested Public School Students Scoring at Level 2 and above and at Level 3 and above on Middle-Level English Language Arts by Need/Resource Capacity 2002

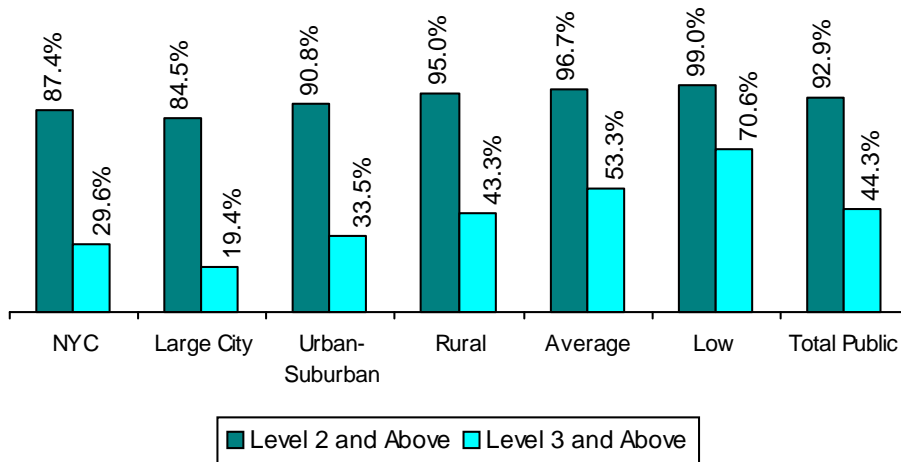


Figure 3.9
Percentage of Tested Public School Students Scoring at Level 2 and above and at Level 3 and above on Elementary-Level Mathematics by Need/Resource Capacity 2002

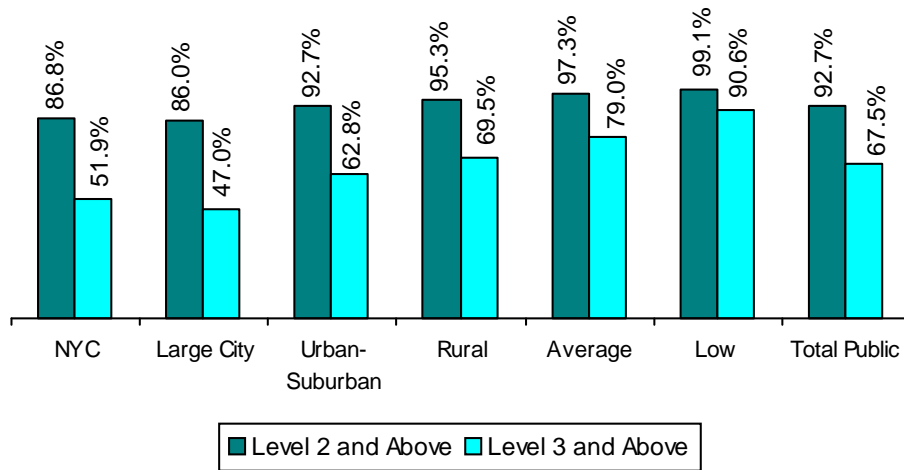
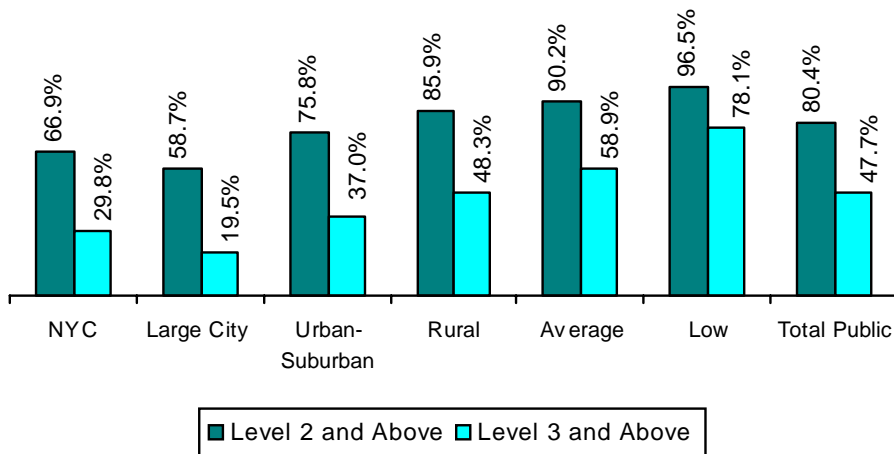


Figure 3.10
Percentage of Tested Public School Students Scoring at Level 2 and above and at Level 3 and above on Middle-Level Mathematics by Need/Resource Capacity 2002



Figures 3.11–3.14 show elementary- and middle-level performance in ELA and mathematics based on income. A greater percentage of economically advantaged students scored at Level 3 or higher on all four examinations. In general, the differences between economic groups were greater at the middle level than at the elementary level. The greatest disparity be-

tween percentages of advantaged and disadvantaged students was on the middle-level mathematics examination. Sixty-three percent of not disadvantaged students compared with 27 percent of disadvantaged students (a difference of 36 percentage points) scored at Level 3 or higher on the middle-level mathematics examination.

Figure 3.11
Percentage of Tested Public School Students Scoring at or above Level 3 on Elementary-Level English Language Arts (ELA) by Family Income 2002

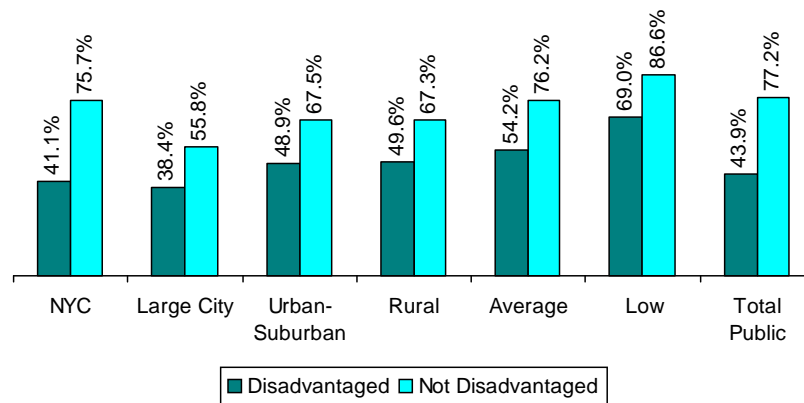


Figure 3.12
Percentage of Tested Public School Students Scoring at or above Level 3 on Elementary-Level Mathematics by Family Income 2002

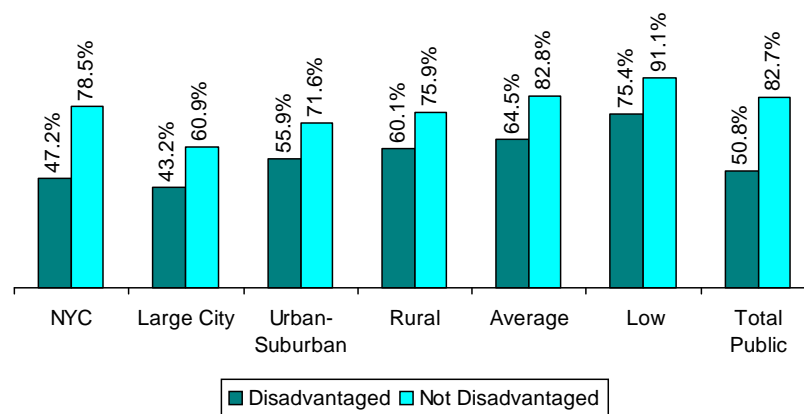


Figure 3.13
Percentage of Tested Public School Students Scoring at or above Level 3 on Middle-Level English Language Arts (ELA) by Family Income 2002

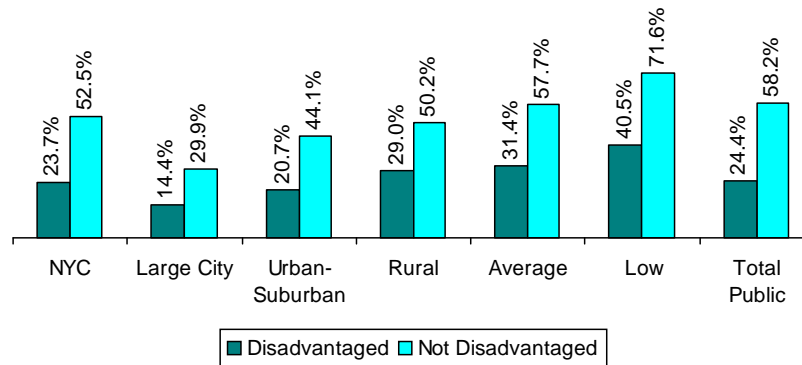
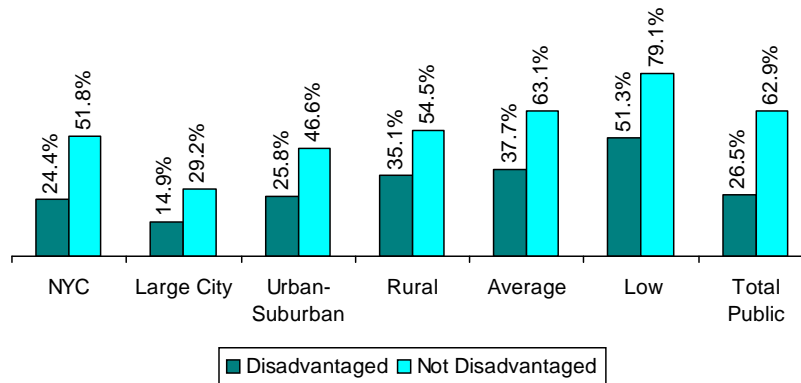


Figure 3.14
Percentage of Tested Public School Students Scoring at or above Level 3 on Middle-Level Mathematics by Family Income 2002



Regents Examinations

The revised graduation requirements demand that all students strive to succeed at the Regents level or higher. General-education students who first entered grade 9 in 1996–97 or later were required to score 55 or higher on the Regents examination in English or an approved alternative to graduate. Each succeeding ninth-grade class is required to score 55 or higher on additional Regents examinations to graduate. General-education students in the class who entered grade 9 in 1999–2000 must score 55 or higher on Regents examinations in five areas — English, mathematics, global history and geography, U.S. history and government, and science. When the transition to the new graduation requirements is complete, all students will be required to score 65 or higher on a Regents examination in each of the five areas. (See *Part I: Overview* for a description of graduation requirements.)

This section reports performance on Regents examinations that can be used to meet these graduation requirements. Regents examination results are reported in two ways. Performance is reported as a percentage of students tested and by student cohort. (See *Part I: Overview* for a discussion of cohort.) Because either the Regents examination in sequential mathematics, course I, or the Regents examination in mathematics A can be used to satisfy the graduation requirement, combined results are reported for these examinations.

Using either of these measures, the pattern of performance among N/RC categories found on these Regents examinations was similar to that found in the NYSAP. As the student need in a district decreased in relation to its capacity to raise resources, the percentage of students participating in, passing, and performing with distinction on these Regents examinations increased.

Results as a Percentage of Tested Students

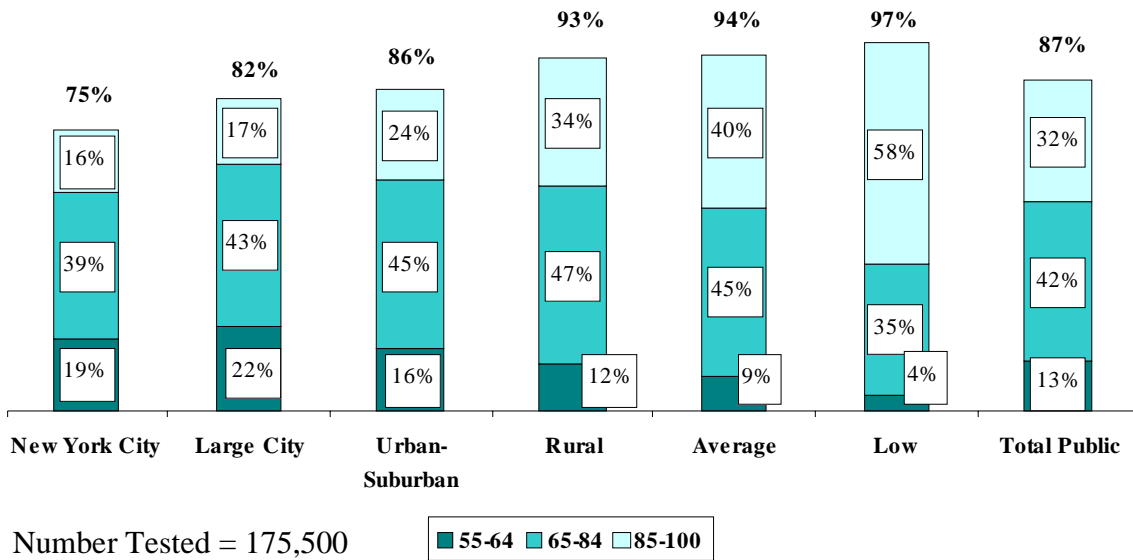
In public schools statewide, 175,500 students took the Regents comprehensive examination in English between August 2001 and June 2002 (Figure 3.15). A similar number took the Regents U.S. history and government (176,000) and Regents living environment (178,000) examinations. A significantly greater number of students were tested on the Regents global history and geography examination (187,500); however, the percentage scoring 55 or higher was still high (86 percent). Of the 166,000 students who took the Regents sequential mathematics, course I, or mathematics A examination, only 64 percent scored 55 or higher.

On every examination, a larger percentage of tested students in the low-need districts than in other categories scored 85 or higher. On the Regents comprehensive examination in English, 58 percent of tested students statewide—compared with 16 percent of students in the Big 5—scored 85 or higher. Similarly, smaller percentages scored 55–64 or 0–54 in low-need districts than in other categories.

In every N/RC category, tested students were most successful on the Regents U.S. history and government and living environment examinations, and the failure rate (students scoring 0 to 54) was highest on mathematics examinations. The disparity in performance among N/RC categories was greatest on the mathematics examinations. These results combined with the low performance on the middle-level mathematics assessment and the high rate of mathematics teachers teaching out of certification suggest that students in high need districts, particularly, are not receiving adequate preparation for the graduation requirement in mathematics.

Figure 3.15
Percentage of Tested Students Scoring 55-64, 65-84, and 85-100
by Need/Resource Capacity Category
All Students in Public Schools
August 2001, January 2002, and June 2002

Regents Comprehensive Examination in English



Regents Sequential Mathematics, Course I, and Mathematics A

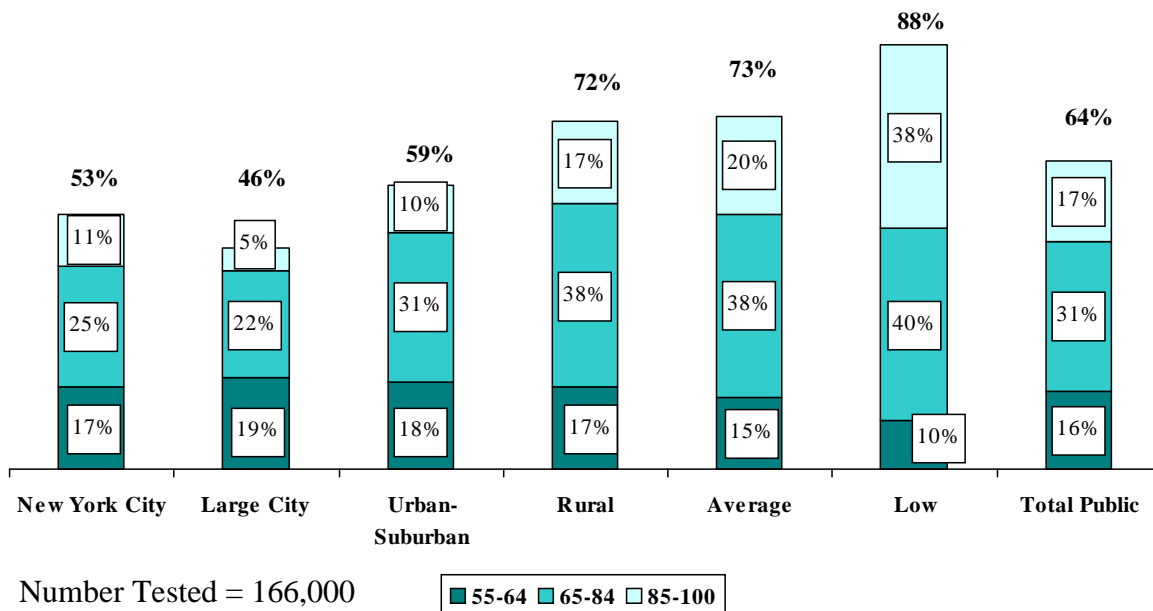
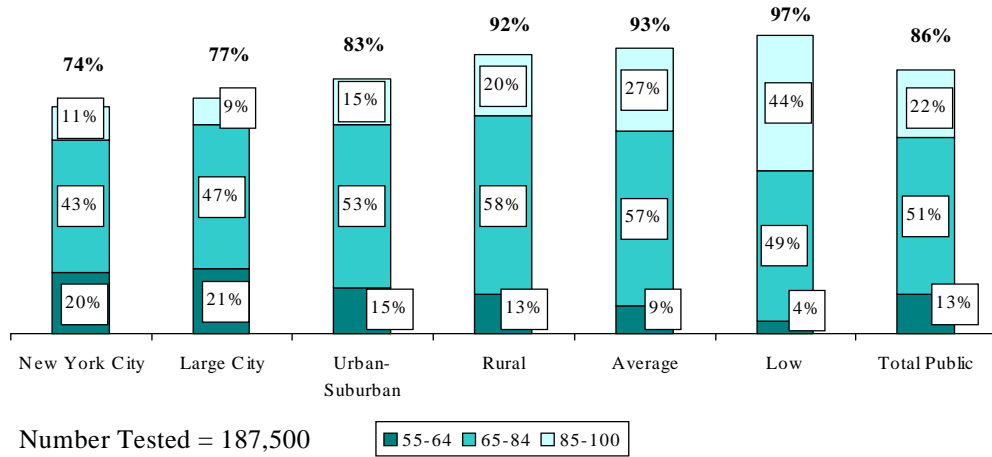
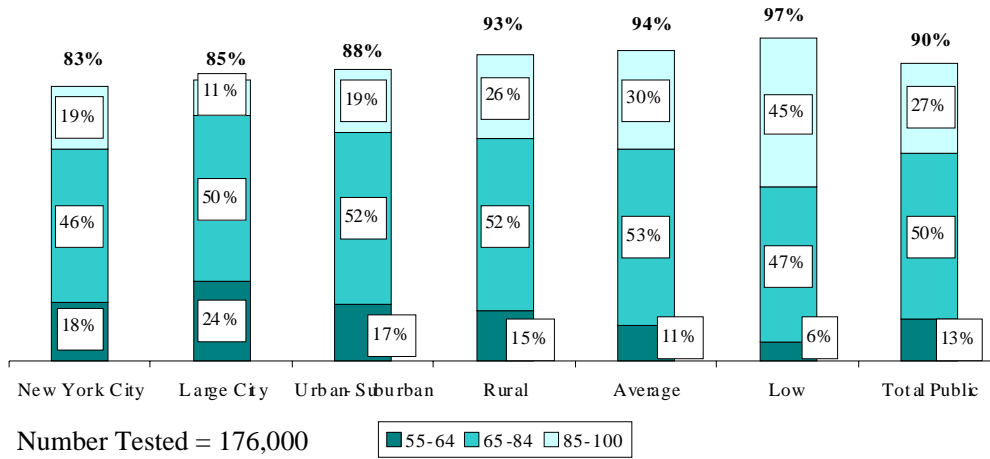


Figure 3.15 (continued)
Percent of Tested Students Scoring 55-64, 65-84, and 85-100
by Need/Resource Capacity Category
All Students in Public Schools
August 2001, January 2002, and June 2002

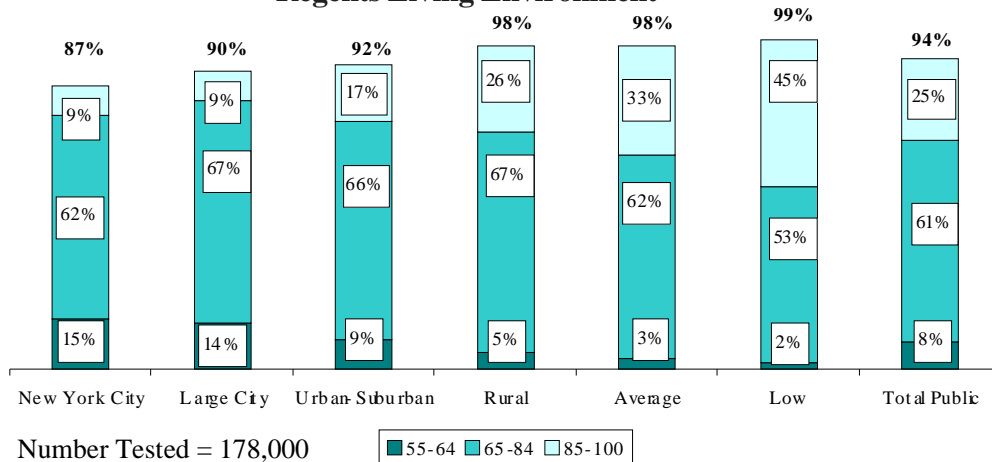
Regents Global History and Geography



Regents U.S. History and Government



Regents Living Environment



1998 Cohort Performance after Four Years

The Department collected data to assess the progress of students in the 1998 cohort in meeting the graduation requirements in English and mathematics (Tables 3.9 and 3.10). After four years of high school, New York City and the Large City Districts had the smallest percentages of 1998 general-education cohort members meeting the revised Regents English requirement, 79 and 81 percent, respectively. Ninety-eight percent of general-education students in Low N/RC Districts had met the requirement by scoring 55 or higher on the Regents examination or earning an acceptable score on an approved alternative examination (Table 3.9).

Eighty-six percent of general-education students in the 1998 cohort scored 55 or higher — and 77 percent scored 65 or higher — on a Regents mathematics examination or an approved alternative after four years of high school (Table 3.10). The percentages of students with Regents examination credit in mathematics were much higher in the Low, Average, and Rural N/RC Districts than in the other categories.

TABLE 3.9

NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1998 COHORT REPORTED WITH CREDIT FOR REGENTS ENGLISH BY NEED/RESOURCE CAPACITY CATEGORY AFTER FOUR YEARS

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TABLE 3.10

NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1998 COHORT REPORTED WITH CREDIT FOR REGENTS MATHEMATICS BY NEED/RESOURCE CAPACITY CATEGORY AFTER FOUR YEARS

PAGE 109

Nearly 88 percent of general-education students in the 1998 cohort scored 55 or higher— and nearly 78 percent scored 65 or higher — on the Regents examination in global history and geography after four years of high school (Table 3.11). Results by N/RC category were similar to those for mathematics: the percentages of students scoring 55 or higher and 65 or higher were much higher in the Low, Average, and Rural N/RC Districts than in the other categories.

A slightly smaller percentage of general-education students in the 1998 cohort scored at 55 or higher and 65 or higher in Regents U.S. history and government after four years: 76.5 percent at 65 or higher and 85.0 percent at 55 or higher (Table 3.12).

TABLE 3.11

NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1998 COHORT REPORTED WITH CREDIT FOR REGENTS GLOBAL HISTORY AND GEOGRAPHY BY NEED/RESOURCE CAPACITY CATEGORY AFTER FOUR YEARS

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TABLE 3.12

NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1998 COHORT REPORTED WITH CREDIT FOR REGENTS U.S. HISTORY AND GOVERNMENT BY NEED/RESOURCE CAPACITY CATEGORY AFTER FOUR YEARS

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Table 3.9
Number and Percent of General-Education Students in 1998 Cohort Reported with
Credit for Regents English by Need/Resource Capacity Category after Four Years
New York State
June 2002

Need/Resource Category	1998 Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	45,591	36,058	79.1%	28,929	63.5%
Large City Districts	4,684	3,810	81.3	2,981	63.6
Urban/Suburban	9,776	8,488	86.8	7,335	75.0
Rural	10,255	9,326	90.9	8,626	84.1
Average N/RC Districts	51,929	48,440	93.3	45,959	88.5
Low N/RC Districts	22,367	21,871	97.8	21,461	95.9
Total Public*	144,644	128,028	88.5	115,318	79.7

* Total Public includes data for Charter Schools, which are not included in N/RC categories.

Table 3.10
Number and Percent of General-Education Students in the 1998 Cohort Reported with
Credit for Regents Mathematics by Need/Resource Capacity Category after Four Years
New York State
June 2002

Need/Resource Category	1998 Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	45,591	33,929	74.4%	26,923	59.1%
Large City Districts	4,684	3,429	73.2	2,495	53.3
Urban/Suburban	9,776	8,099	82.8	6,952	71.1
Rural	10,255	9,275	90.4	8,516	83.0
Average N/RC Districts	51,929	47,935	92.3	45,024	86.7
Low N/RC Districts	22,367	21,727	97.1	21,294	95.2
Total Public*	144,644	124,419	86.0%	111,224	76.9%

* Total Public includes data for Charter Schools, which are not included in N/RC categories.

Table 3.11
Number and Percent of General-Education Students in 1998 Cohort
Reported with Credit for Regents Global History and Geography
by Need/Resource Capacity Category after Four Years
New York State
June 2002

Need/Resource Category	1998 Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	45,591	35,888	78.7%	28,050	61.5%
Large City Districts	4,684	3,986	85.1	2,920	62.3
Urban/Suburban	9,776	8,175	83.6	6,937	71.0
Rural	10,255	9,371	91.4	8,377	81.7
Average N/RC Districts	51,929	47,972	92.4	45,117	86.9
Low N/RC Districts	22,367	21,367	95.6	20,922	93.5
Total Public*	144,644	126,811	87.7	112,351	77.7

* Total Public includes data for Charter Schools, which are not included in N/RC categories.

Table 3.12
Number and Percent of General-Education Students in the 1998 Cohort
Reported with Credit for Regents U.S. History and Government
by Need/Resource Capacity Category after Four Years
New York State
June 2002

Need/Resource Category	1998 Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	45,591	33,301	73.0%	27,732	60.8%
Large City Districts	4,684	3,614	77.2	2,714	57.9
Urban/Suburban	9,776	7,861	80.4	6,800	69.6
Rural	10,255	9,178	89.5	8,197	79.9
Average N/RC Districts	51,929	47,362	91.2	44,163	85.0
Low N/RC Districts	22,367	21,574	96.5	21,013	93.9
Total Public*	144,644	122,920	85.0	110,642	76.5

* Total Public includes data for Charter Schools, which are not included in N/RC categories.

5 Other Performance Measures

There are several additional useful indicators of student performance. One key indicator is the percentage of schools meeting State performance standards. Other indicators are the percentages of students earning Regents diplomas and other high school credentials and college-going rates. The requirements for earning local and Regents-endorsed diplomas are described in *Part I: Overview*.

State Performance Standards

The State performance standards at the elementary and middle levels are based on the State assessments in English language arts and mathematics. The State performance standards are established in Commissioner's Regulations for secondary schools based on the English language arts (ELA) and mathematics graduation assessment requirements as well as the annual high school drop-out rate. The standards denote acceptable school performance on these measures. Based on each relevant State standard, a school will fall into one of three categories: meeting the standard, below the standard, and farthest from the standard.

Elementary and Middle Schools

In these grades, the State performance standards for a given school year are the performance index values for each accountability performance measure, established by the Commissioner, that represent acceptable progress toward the State's goal of proficiency for 90 percent of the students. The Commissioner has established the following State standards for elementary- and middle-level schools:

Year	2000-01	2001-02	2002-03
State Standard	140	145	150

The Commissioner also used 140 as the cut point to identify schools that did not demonstrate acceptable progress toward achieving the goal of 90 percent student proficiency during the 2000–01 school year.

The Performance Index measures the percentage of full-year tested students who scored at Level 2 and above, and the percentage who scored at Level 3 and above on each of the elementary- and middle-level assessments in ELA and mathematics. For example, a school in which all full-year students who were tested perform at or above Level 3 will have a Performance Index of 200; a school in which all full-year, tested students perform at Level 2 will have a Performance Index of 100; and a school in which all full-year, tested students perform at Level 1 will have a Performance Index of 0. The results for ELL/LEP students who took approved alternative assessments are included in the calculation of the ELA Performance Index. Those students who meet the Part 154 performance standards are counted as performing at Level 2, while those who do not are counted as performing at Level 1.

High Schools

Commissioner's Regulations dictate that 90 percent of the annual high school cohort must meet their graduation assessment requirements in English language arts and mathematics.

In 2001–02, the annual high school accountability cohort was selected from the cohort of students who first entered grade 9 in 1998. (See *Part I: Overview* for a definition of the school accountability cohort.) General-education students in the 1998 cohort met the graduation requirement in English if they scored 55 or higher on the Regents English examination or an approved alternative. They could meet the graduation requirement in mathematics, global history and geography, and U.S. history and government by scoring 55 or higher on a Regents examination in mathematics, global history and geography, or U.S. history and government examination (or an approved alternative), respectively. Students with disabilities (and selected Section 504 students) could meet their requirement by scoring 55 or higher on an appropriate

State Performance Standards

Public School Standards, 1998–99 through 2001–02		
Grade Level	Subject Area	School Performance Criteria
Grades 4 and 8	English Language Arts	The school must achieve a performance index of 140.
	Mathematics	
High School	English Language Arts	Ninety percent of the high school cohort must meet their individual graduation assessment requirements in English and mathematics.
	Mathematics	

ate Regents examination or by passing the corresponding Regents competency test or an approved alternative.

Consequences for Schools Below a Standard

Between 1998–99 and 2001–02, the Commissioner assigned adequate yearly progress (AYP) targets to schools below a State standard. The Commissioner determined the target value that represents an adequate performance improvement for schools below the elementary- and middle-level standards and schools below the high school dropout rate standard, according to a specified formula (that is, to reduce the performance gap by 15 percent per year for three years).

During the implementation of the new graduation requirements, the following criteria apply for high schools below the English language arts or mathematics standards: Any high school below State standards in 1998–99 that had a 1996 cohort percentage of at least 80 percent was considered to have made AYP for the 1999–2000 school year. In 2000–01 and 2001–02, any school that maintained its 1999–2000 school year cohort percentage was considered to have made AYP.

A school district with a school below a State standard must develop a plan for assisting that school to reach the State standard. A Local Assistance Plan (LAP) is a district-developed plan for improving student achievement in a school that is performing below a State standard. Such a plan is required for each school that performs below a State standard.

School Performance on the Standards

Figures 3.16–3.21 show the percentage of schools in each N/RC category that achieved the State standard or made their AYP target in elementary- and middle-level English language arts (ELA) and mathematics.

A larger percentage of schools achieved the standard in elementary- than in middle-level English language arts. At the elementary level, the Large City Districts had the smallest percentages of schools meeting the standards: only one school in three achieved the State standard in ELA, while fewer than one-half did so in mathematics.

The lowest performance overall and the largest disparities among districts occurred on the middle-level mathematics assessment. Ninety-eight percent of schools in Low N/RC districts met the State standard in middle-level mathematics, compared with 72 percent in the Average N/RC Districts. Very few schools in High N/RC Districts achieved the standard in middle-level mathematics.

In all N/RC categories, except Low N/RC Districts, substantially smaller percentages of schools achieved the mathematics standards at the middle than at the elementary level. By contrast, at least 99 percent of schools at the elementary level and 98 percent at the middle level in Low N/RC Districts achieved the State standards. Significantly larger percentages of rural schools than schools in other High N/RC categories succeeded in meet-

ing the standards. Figure 3.22 shows the percentage of secondary schools in each N/RC category that achieved the State standard in English language arts and mathematics in 2001–02. In the Average and Low N/RC Districts, more than 90 percent of schools met each State standard.

Figure 3.16
Percentage of Schools at the Elementary Level Meeting
the Standards in English and/or Mathematics by Need/Resource Category
2002

The number in the boxes is the number of elementary-level schools in each need/resource category.

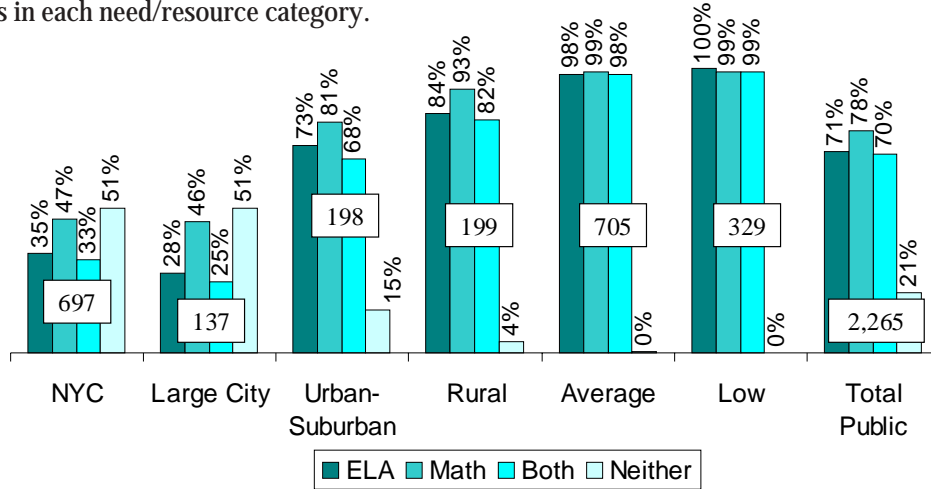


Figure 3.17
Percentage of Schools at the Elementary Level Meeting the Standard
or Making Adequate Yearly Progress in English by Need/Resource Category
2002

The number in the boxes is the number of elementary-level schools in each need/resource category.

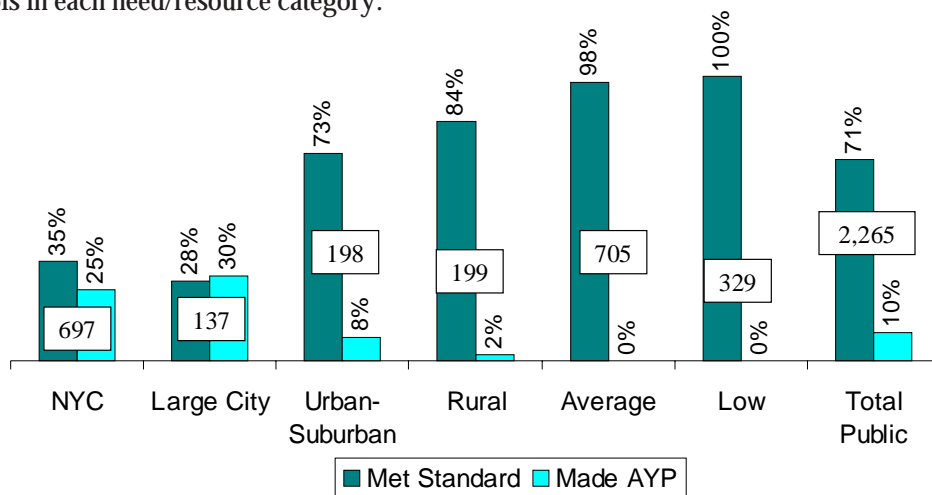


Figure 3.18
Percentage of Schools at the Elementary Level Meeting the Standard or Making Adequate Yearly Progress in Mathematics by Need/Resource Category 2002

The number in the boxes is the number of elementary-level schools in each need/resource category.

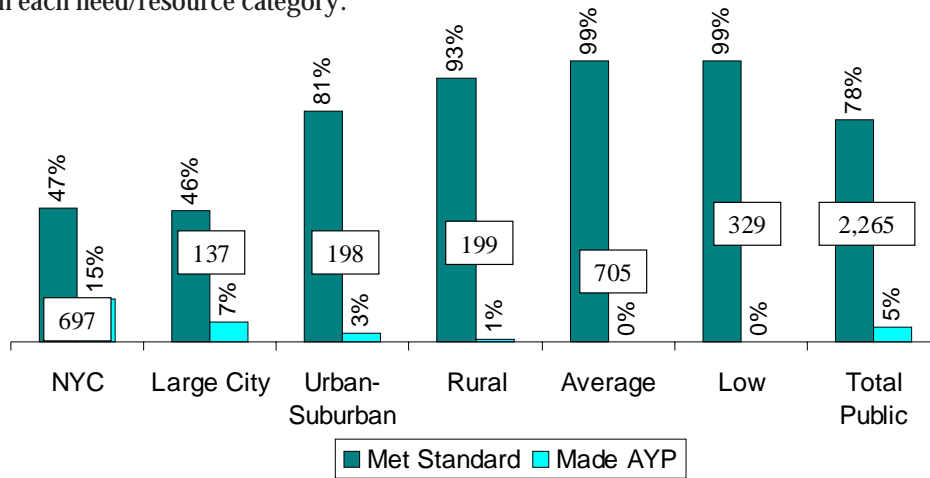


Figure 3.19
Percentage of Schools at the Middle Level Meeting the Standards in English and/or Mathematics by Need/Resource Category 2002

The number in the boxes is the number of middle-level schools in each need/resource category.

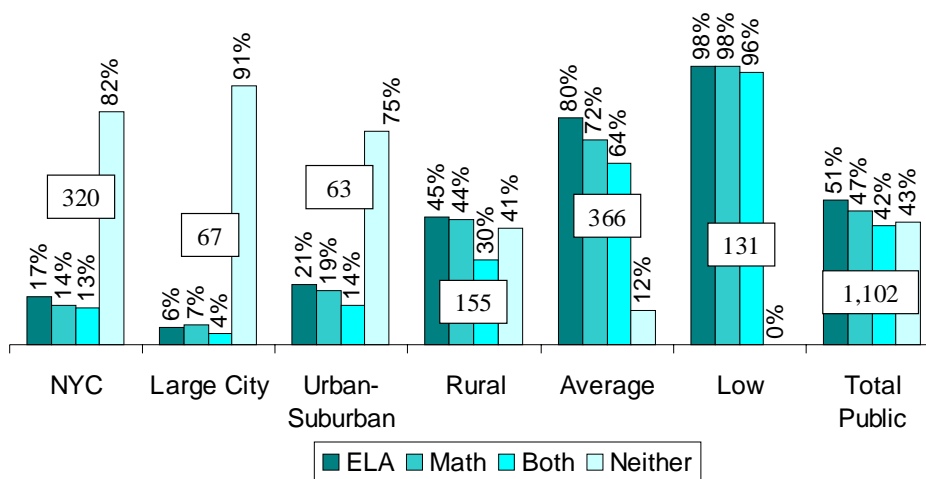


Figure 3.20
Percentage of Schools at the Middle Level Meeting the Standard
and Percentage Making Adequate Yearly Progress in English by Need/Resource Category
2002

The number in the boxes is the number of middle-level schools in each need/resource category.

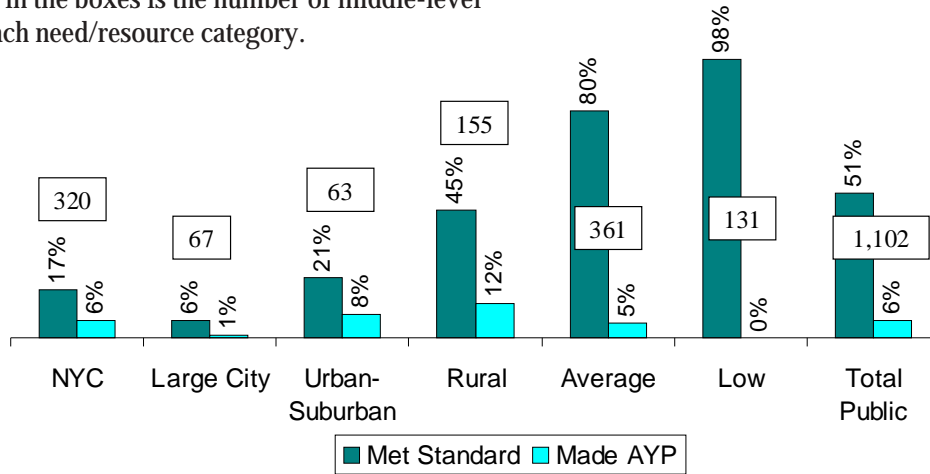


Figure 3.21
Percentage of Schools at the Middle Level Meeting the Standard
and Percentage Making Adequate Yearly Progress in Mathematics by Need/Resource Category
2002

The number in the boxes is the number of middle-level schools in each need/resource category.

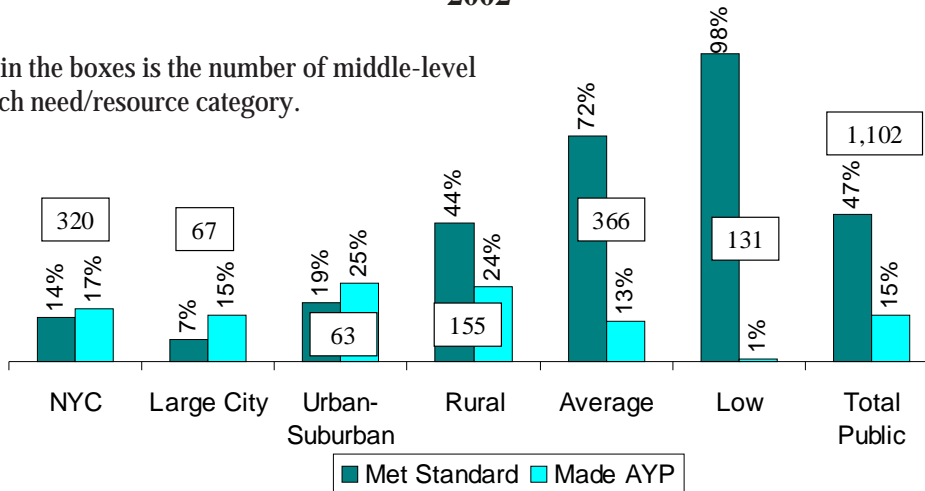
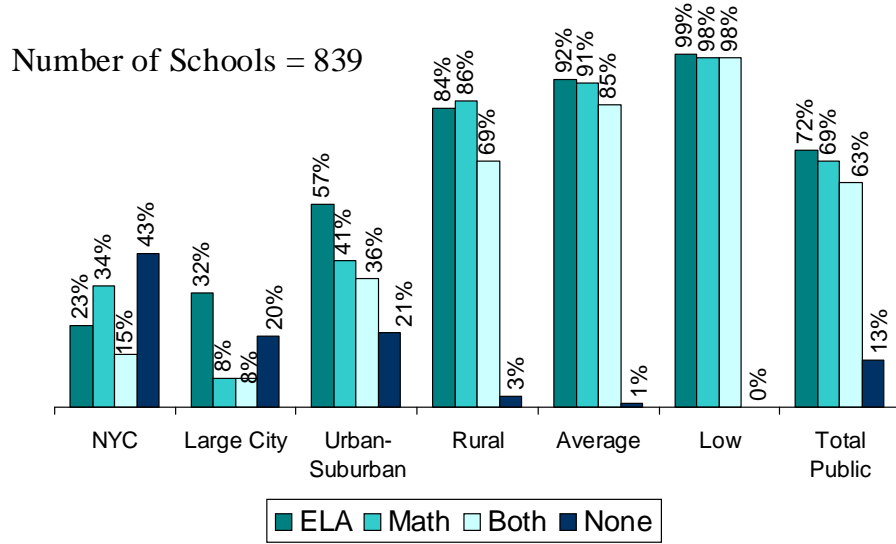


Figure 3.22
Percentage of Schools at the Secondary Level Meeting
the Standards in English and/or Mathematics by Need/Resource Category
2002



Credentials

As student need decreased relative to the district's capacity to raise revenues locally, the percentage of high school completers earning Regents diplomas increased (Table 3.13). In New York City, about one in three completers earned Regents diplomas. In Large City Districts, about one in four did so. In Urban-Suburban High N/RC Districts, 44.9 percent of the completers earned Regents diplomas; in Low N/RC Districts, 73.3 percent did so. An inverse relationship was observed between need/resource capacity and the percentage of completers earning IEPs or certificates. Categories with the largest percentages of Regents diplomas had the smallest percentages of IEP diplomas.

TABLE 3.13

CREDENTIALS EARNED BY PUBLIC HIGH SCHOOL COMPLETERS BY NEED/RESOURCE CAPACITY CATEGORY

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Figure 3.23 shows the percentage of students in the 1998 graduation-rate cohort who earned a local diploma (with or without a Regents endorsement). The 1998 graduation-rate cohort includes all students in the 1998 school accountability cohort plus all students who were excluded from the cohort solely because they transferred to a general education development (GED) program. Figure 3.23 also shows the status of cohort members who had not earned a local diploma by June 30, 2002. Three-fourths of students in the 1998 graduation-rate cohort earned a diploma by June 2002. Students in low-need districts were most likely to have earned a local diploma and least likely to have dropped out.

Figures 3.24 and 3.25 show the percentages of the 1998 cohort graduating as of June 2002 by disability classification and English proficiency status, respectively. Seventy-seven percent of general-education students and 55 percent of students with disabilities in the 1998 graduation-rate cohort graduated as of June 2002. Only 38 percent of limited English proficient students, compared with 77 percent of English proficient students, in the 1998 graduation-rate cohort graduated.

Figure 3.23
1998 Cohort Graduation Rate and Status as of June 2002
by Need/Resource Capacity

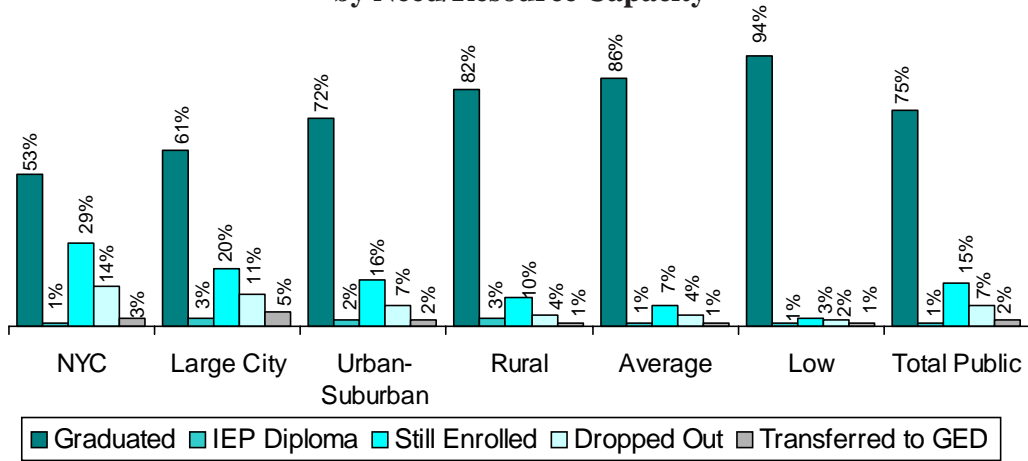


Figure 3.24
1998 Cohort Graduation Rate as of June 2002
by Need/Resource Capacity and Disability Classification

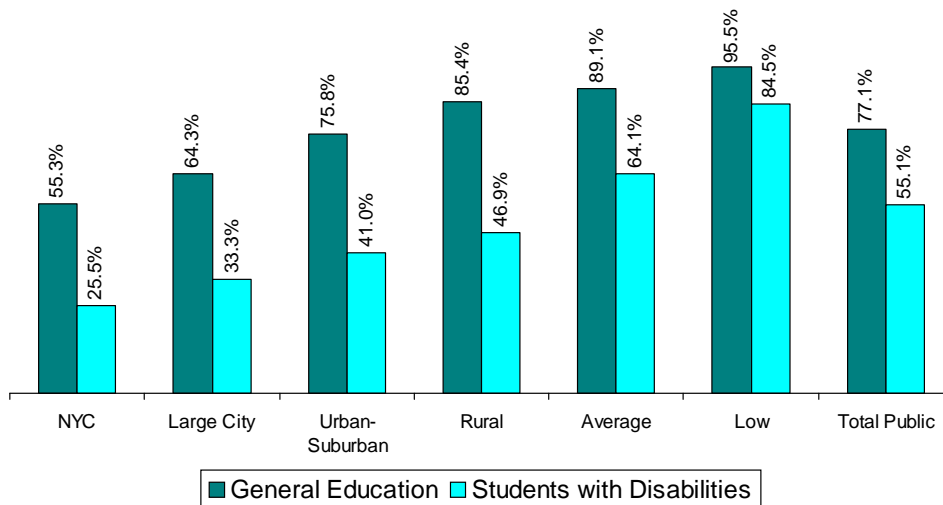
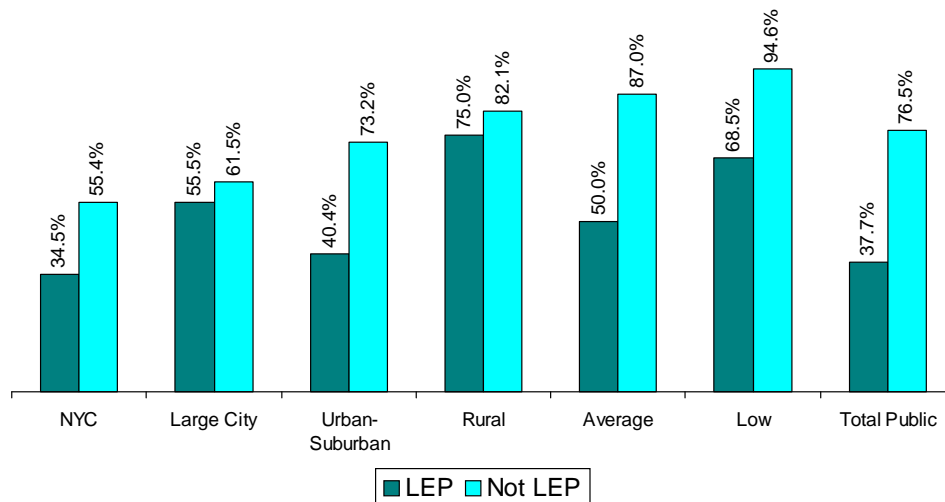


Figure 3.25
1998 Cohort Graduation Rate as of June 2002
by Need/Resource Capacity and English Proficiency



College-Going Rate

Students in Low N/RC Districts had the highest college-going rate (92.8 percent) among public school categories (Table 3.14). The majority of these students planned to attend four-year institutions (72.6 percent). Only 71.4 percent of students from Urban-Suburban High N/RC Districts planned on furthering their education, the smallest percentage among all categories except New York City. Only 36.4 percent of students from rural districts, the smallest percentage of all types of districts, planned to attend four-year institutions.

TABLE 3.14

COLLEGE-GOING RATES OF PUBLIC HIGH SCHOOL GRADUATES BY NEED/RESOURCE CAPACITY CATEGORY

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Table 3.13
Credentials Earned by Public High School Completers
by Need/Resource Capacity Category
New York State
2001–02

Need/Resource Capacity Category	High School Completion Credentials				
	Number	Local Diplomas		Percent IEP Diplomas	Percent Certificates
		Percent Regents-endorsed	Percent Other		
High N/RC Districts					
New York City	40,001	30.5%	65.3%	4.1%	0.1%
Large City Districts	4,436	26.5	67.3	4.8	1.3
Urban-Suburban	10,345	44.9	50.6	4.2	0.3
Rural	11,052	54.1	41.2	4.6	0.2
Average N/RC Districts	56,167	63.3	34.3	2.3	0.1
Low N/RC Districts	25,666	73.3	25.7	0.9	0.1
Total Public	147,702	53.1%	43.9%	2.9%	0.1%

Table 3.14
College-Going Rates of Public High School Graduates
by Need/Resource Capacity Category
New York State
2001–02

Need/Resource Capacity Category	College-Going Rate			
	Percent to 4-Year College	Percent to 2-Year College	Percent to Other Postsecondary	Total
High N/RC Districts				
New York City	52.6%	16.5%	1.6%	70.6%
Large City Districts	44.9	29.0	1.2	75.0
Urban-Suburban	37.1	33.2	1.1	71.4
Rural	36.4	38.6	1.8	76.8
Average N/RC Districts	49.6	33.9	1.3	84.8
Low N/RC Districts	72.6	19.5	0.7	92.8
Total Public	52.6%	26.8%	1.3%	80.6%

6 Attendance, Suspension, and Dropout Rates

Attendance, suspension, and dropout rates serve as useful measures of schools' abilities to retain students and motivate learning.

Attendance Rates

The Big 5 districts had the lowest average attendance rates among the N/RC categories (Table 3.15). Urban and suburban schools in High N/RC Districts had the lowest average attendance rate (92.9 percent) outside the Big 5 districts. The average attendance rate in Low N/RC Districts (95.6 percent) was highest. Differences in attendance rate are related to differences among schools in the incidence of poverty. In secondary schools statewide, the correlation between attendance rate and the percentage of students reported eligible for free lunches was significant ($r = -0.45$, 1996 data).

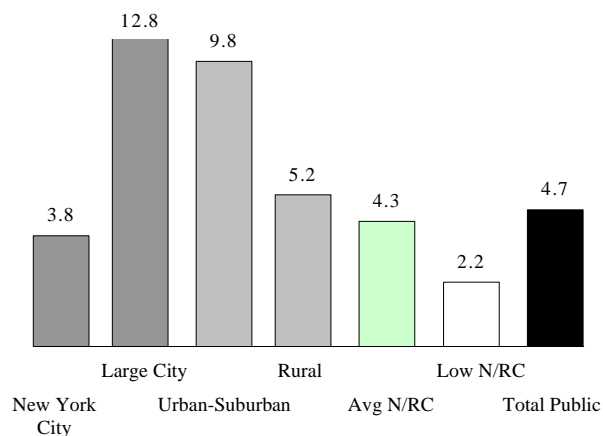
<p>TABLE 3.15</p> <p>PUBLIC SCHOOL ANNUAL ATTENDANCE RATES BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 124</p>
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Secondary schools with low attendance rates tend to have high dropout rates. Many of the factors that lead to frequent absences, alienation from the schooling process, economic difficulties, and family problems, may also cause students to leave school prematurely. Among New York State public schools serving grades 9 through 12, the correlation between average attendance rate and annual dropout rate was significant ($r = -0.54$, 1996 data).

Student Suspensions

Suspension from school is a form of discipline imposed for serious or repeated infractions of school rules. Variations in school suspension rates can result from either differing incidence of misconduct or differences in school discipline policies. For example, the suspension rate in New York City was among the lowest (3.8 percent) of any N/RC category (Figure 3.26). This finding is consistent with district policy discouraging suspensions for nonviolent acts; in New York City most students were suspended for interpersonal violent acts or for use or possession of a weapon. Outside New York City, most suspensions were for nonviolent acts. Low N/RC Districts had the lowest suspension rate (2.2 percent); Large City Districts and High N/RC Urban-Suburban Districts had much higher rates, over nine percent in each category.

Figure 3.26
Public School Suspension Rates by Need/Resource Capacity Category 2000-01



Dropout Rates

As with attendance and suspension rates, reported dropout rates varied significantly among summary groups. In 2001–02, students in New York City were 10 times as likely to drop out as students in Low N/RC Districts (Table 3.16). The other High N/RC Districts reported dropout rates of 3.2 to 5.3 percent in 2001–02.

TABLE 3.16

**PUBLIC SCHOOL ANNUAL DROPOUT
RATES BY NEED/RESOURCE
CAPACITY CATEGORY**

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Ninth-Grade Repeaters

The proportion of ninth-grade students who repeat the grade (do not earn enough units of credit or do not pass courses required for promotion to tenth grade) can be an indicator of future dropout rates. Statewide, 15.6 percent of ninth-graders were repeaters (Table 3.17). In New York City, 27.2 percent of the ninth-grade enrollment in Fall 2001 were repeaters. While this rate is high, it is significantly lower than the percentage of repeaters (35.9 percent) reported by New York City in Fall 1999. The repeat rate was slightly higher in the Large City Districts (28.5 percent) and considerably lower in the other categories. In Low N/RC Districts, the ninth-grade repeat rate was 1.2 percent.

TABLE 3.17

**NUMBER OF NINTH GRADERS AND
PERCENTAGE REPEATING NINTH GRADE
BY NEED/RESOURCE CAPACITY CATEGORY**

PAGE 125

High School Equivalency

Students at severe risk of dropping out of general high school programs who meet certain age and performance criteria may enter alternative programs leading to high school equivalency diplomas. The rate of participation in these programs is computed using the same pupil base used to compute the dropout rate. The rate of leaving high school for equivalency program participation decreased from 3.0 percent in 2000–01 to 1.6 percent in 2001–02 (Table 3.18). Large City Districts and New York City had the highest percentages of students leaving diploma programs and entering alternative programs, 4.5 and 2.6 percent, respectively. While students entering alternative programs are not counted as dropouts, the rate of successful completion of high school equivalency requirements is not known and may not be high. Federal reporting standards stipulate that students who do not complete the GED program be counted as dropouts. Beginning with the 2001–02 school year, New York State reported non-completion rates, including traditional dropouts and transfers to high school equivalency programs.

TABLE 3.18

**ALTERNATIVE PUBLIC HIGH SCHOOL
EQUIVALENCY PROGRAM PARTICIPATION
AND PARTICIPATION RATE BY NEED/
RESOURCE CAPACITY CATEGORY**

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Table 3.15
Public School Annual Attendance Rates
by Need/Resource Capacity Category
New York State
2000–01

Need/Resource Capacity Category	Percent
High N/RC Districts	
New York City	88.7%
Large City Districts	91.3
Urban-Suburban	92.9
Rural	94.3
Average N/RC Districts	94.9
Low N/RC Districts	95.6
Total Public	92.3%

Table 3.16
Public School Annual Dropout Rates¹
by Need/Resource Capacity Category
New York State
2001–02

Need/Resource Capacity Category	Dropout Rate
High N/RC Districts	
New York City	11.2%
Large City Districts	5.3
Urban-Suburban	5.0
Rural	3.2
Average N/RC Districts	2.0
Low N/RC Districts	1.1
Total Public	5.7%

¹ Dropout Rate equals the number of dropouts divided by grades 9-12 enrollment, including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

Table 3.17
Number of Ninth-Graders and Percentage Repeating Ninth Grade
by Need/Resource Capacity Category
New York State
Fall 2001

Need/Resource Capacity Category	Grade 9 Enrollment	Percent Repeaters
High N/RC Districts		
New York City	100,102	27.2%
Large City Districts	10,905	28.5
Urban/Suburban	17,235	12.1
Rural	15,462	9.3
Average N/RC Districts	72,547	5.7
Low N/RC Districts	29,440	1.2
Total Public	245,691	15.6%

Table 3.18
Alternative Public High School Equivalency Program Participation
and Participation Rate by Need/Resource Capacity Category
New York State
2000-01 and 2001-02

Need/Resource Capacity Category	Rate 2000-01	Rate 2001-02
High N/RC Districts		
New York City	5.9%	2.6%
Large City Districts	3.8	4.5
Urban/Suburban	2.4	1.4
Rural	1.6	1.0
Average N/RC Districts	1.2	0.8
Low N/RC Districts	0.4	0.3
Total Public	3.0%	1.6%

Note: Alternative Program Participation Rate equals number of students who left a regular public high school program and entered an alternative program or other diploma program leading to a High School Equivalency Diploma, divided by grades 9-12 enrollment, including the portion of ungraded secondary enrollment that can be attributed to grades 9-12.

7 Students with Disabilities

Performance results in this section reflect data for those students with disabilities whose Individualized Education Program (IEP) do not place them in the NYSAA program for severely disabled students.

Students with disabilities benefit by integration in age-appropriate general-education classrooms to the maximum extent consistent with achieving their individual educational goals. Serving students with disabilities with their nondisabled peers in the least restrictive environment ensures them the same opportunities and expectations for successful accomplishment. Four categories of placements have been established based on the percentage of time spent outside the general-education classroom. From less to more restrictive, these categories are less than 21 percent, 21 to 60 percent, more than 60 percent of time outside the general-education classroom, and separate education setting. Separate education settings are in buildings where no general-education students are being educated.

A Department objective is to increase the percentage of students with disabilities receiving special-education services in classrooms with general-education students. The percentage of students with disabilities educated primarily in general-education classes has increased in the last eight years. In December 2001, 51.5 percent of students with disabilities, compared with 8 percent in 1991–92 and 28 percent in 1992–93, were educated in general-education classes; that is, they spent less than 21 percent of their time outside general education (Table 3.19). Nationally, in 1999–2000, 47.3 percent of students with disabilities were educated in general-education classes. This improvement may be attributed to more accurate data-collection procedures and implementation of the Regents policy on the responsibilities of local school districts to implement federal and State requirements for least restrictive environment.

TABLE 3.19

NUMBER OF PUBLIC SCHOOL STUDENTS WITH DISABILITIES AND PERCENT IN EACH PLACEMENT BY NEED/RESOURCE CAPACITY CATEGORY

PAGE 129

In public schools statewide, in December 2001, 6.5 percent of students with disabilities were educated in separate settings. The Urban-Suburban High N/RC Districts, New York City, and the Low N/RC Districts had relatively large percentages of students educated in separate settings. The Rural High N/RC Districts had the smallest percentages of students educated in separate settings.

Students with disabilities educated in public school buildings are reported in three categories, from less to more restrictive. The Big 5 districts and the Urban-Suburban High N/RC Districts assigned the largest percentages to the more restrictive category: 44.1 percent in New York City, 25.2 percent in Large City Districts, and 32.4 percent in Urban-Suburban High Need Districts. In Low N/RC Districts, about one in 11 were placed in the more restrictive setting and more than one-half of students (61.4 percent) spent less than 21 percent of their time outside the general-education classroom.

NYSAP Performance

Students with disabilities at the elementary and middle levels who are not assigned to the NYSAA by the local committee on special education must participate in the New York State Assessment Program (NYSAP).

In all district categories, a majority of tested students with disabilities scored at Level 2 or above on both elementary-level assessments in the NYSAP (Table 3.20). In all district categories, students with disabilities were least successful on the middle-level mathematics assessment. This is not surprising given that general-education students were least successful on this assessment. State-wide, on all assessments, substantially smaller percentages of students with disabilities scored at Level 3 or Level 4 than at Level 2.

<p>TABLE 3.20</p> <p>NUMBER OF STUDENTS WITH DISABILITIES TESTED AND PERCENT SCORING AT OR ABOVE LEVELS 2 AND 3 BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>NEW YORK STATE ASSESSMENT PROGRAM</p> <p>PAGE 130</p>

Students with disabilities, like general-education students, had more difficulty with the middle- than the elementary-level assessments. The majority of students with disabilities in all district categories scored at Level 2 or higher on the middle-level ELA. On the middle-level mathematics assessment, only in the Rural, Average, and Low N/RC Districts did the majority of students with disabilities score that high.

As with students in general education, the patterns of performance in each N/RC category and on each test were consistent and parallel; the Low N/RC Districts had the highest percentages scoring at or above Level 2 and Level 3; the High N/RC Districts had the lowest percentages.

Cohort Performance on Regents English and Mathematics

Two benchmarks of progress toward meeting higher standards are the percentages of students with disabilities who have demonstrated proficiency in English language arts by passing the Regents examination in comprehensive English and proficiency in mathematics by passing a Regents mathematics examination by the end of their fourth year of high school. In the Low N/RC Districts, 82 percent of students with disabilities in the 1998 cohort had fulfilled the minimum English requirement by scoring 55 or higher and 73 percent had achieved the minimum mathematics requirement. Sixty-eight percent of these students had scored 65 or higher on the Regents examination in comprehensive English; 63 percent had done so on a Regents mathematics examination. In each of the other N/RC categories, the percentages were smaller. In New York City, fewer than one in five students with disabilities in the 1998 cohort scored 65 or higher on the mathematics Regents examinations; for English, the number was one in five (Table 3.21).

<p>TABLE 3.21</p> <p>PERCENTAGE OF STUDENTS WITH DISABILITIES IN THE 1998 COHORT SCORING 55-100 AND 65-100 ON REGENTS EXAMINATIONS IN ENGLISH AND MATHEMATICS BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 131</p>

High School Completions and Dropouts

In 2001–02, 15,168 students with disabilities earned high school diplomas, certificates, or equivalency diplomas and 377 students reached age 21 (when entitlement to public education ends) (Table 3.22). In public schools statewide, the majority of

these students succeeded in meeting graduation requirements: 11.5 percent earned Regents diplomas and 55.1 percent earned local diplomas. An additional 3.4 percent earned high school equivalency diplomas. The remainder of these students (30.0 percent) earned IEP diplomas or special certificates, signifying completion of at least 12 or 13 years of school beyond kindergarten and accomplishment of the goals established in their last IEP.

TABLE 3.22
CREDENTIALS EARNED BY PUBLIC HIGH SCHOOL COMPLETERS WITH DISABILITIES BY NEED/RESOURCE CAPACITY CATEGORY
PAGE 132

High school completers with disabilities in the Big 5 districts and in other High N/RC Districts were less likely than those in Average or Low N/RC Districts to earn Regents or local diplomas. About 88.7 percent of high school completers with disabilities in Low N/RC Districts achieved this goal, compared with 50.2 percent in New York City and 49.1 percent in the Large City Districts.

An additional 8,404 students with disabilities left school without completing diploma or certificate requirements in 2001–02 (Table 3.23). Because some students with disabilities are in ungraded

TABLE 3.23
NUMBER AND PERCENT OF STUDENTS WITH DISABILITIES WHO LEFT PUBLIC SECONDARY SCHOOLS WITHOUT COMPLETING REQUIREMENTS BY NEED/RESOURCE CAPACITY CATEGORY
PAGE 133

classes, dropout rates for students with disabilities cannot be computed in the same way that the overall dropout rate is computed; that is, by comparing the number of dropouts with the enrollment in grades 9–12 plus the portion of the grade 7–12 ungraded enrollment attributed to grades 9–12. Instead, to calculate the dropout rate, the number of students with disabilities who dropped out is compared with the number of students with disabilities in the comparable age group, 14 to 21.

Using this procedure, the dropout rate for students with disabilities in public schools statewide was 6.0 percent in 2001–02 compared with 6.9 percent in 2000–01. The dropout rate for all students (with and without disabilities) was 4.0 percent in 1999–2000, 3.8 percent in 2000–01, and 5.7 percent in 2001–02 (Table 3.16).

Table 3.19
Number of Public School Students with Disabilities and Percent in
Each Placement by Need/Resource Capacity Category
New York State
December 2001

Need/Resource Capacity Category	Number of Students (Age 6–21)	Percent of Time Spent Outside the Classroom in Public School Buildings			Separate Education Settings
		Less than 21 Percent	21 to 60 Percent	More Than 60 Percent	
High N/RC Districts:					
New York City	139,538	45.9%	1.5%	44.1%	8.5%
Large City Districts	23,056	52.5	16.6	25.2	5.6
Urban-Suburban	30,754	46.6	14.0	32.4	6.9
Rural	26,586	53.7	21.4	22.4	2.5
Average N/RC Districts	115,830	55.0	21.1	19.0	4.9
Low N/RC Districts	45,450	61.4	20.3	11.5	6.8
Total State Excluding the Big 5	218,620	55.0	20.0	19.7	5.3
Total Public	381,214	51.5%	13.0%	29.0%	6.5%

Note: The data include students in school-age programs (ages 6 through 21) who were the responsibility of public school district committees on special education. Data are not included for students enrolled in State-agency operated programs or students with disabilities who are placed by the local Social Services, districts, the courts, or other State agencies (Article 81 placements).

Table 3.20
Number of Students with Disabilities Tested and Percent Scoring
at or above Levels 2 and 3 by Need/Resource Capacity Category
New York State Assessment Program
2001-02

Need/Resource Capacity Category	Elementary-Level ELA			Middle-Level ELA			Elementary-Level Mathematics			Middle-Level Mathematics		
	Number Tested	At or Above Level 2	At or Above Level 3	Number Tested	At or Above Level 2	At or Above Level 3	Number Tested	At or Above Level 2	At or Above Level 3	Number Tested	At or Above Level 2	At or Above Level 3
	High N/RC Districts											
New York City	10,288	55.0%	14.7%	9,606	56.2%	3.0%	10,401	57.1%	19.7%	9,637	26.3%	3.6%
Large City Districts	1,725	69.7	24.0	1,583	63.4	3.9	1,774	73.8	31.8	1,636	39.9	9.5
Urban/Suburban	2,260	74.9	30.1	2,379	67.9	6.1	2,299	74.9	34.7	2,324	44.0	10.7
Rural	1,866	79.6	30.3	2,134	77.7	8.5	1,847	79.9	38.3	2,094	52.8	12.9
Average N/RC Districts	7,920	84.8	39.1	9,254	82.4	11.5	7,996	86.4	49.5	8,998	61.3	19.1
Low N/RC Districts	3,263	93.1	56.5	3,520	93.7	25.0	3,271	93.9	67.2	3,459	81.1	40.8
Total Public*	27,393	72.4%	29.7%	28,483	72.3%	9.2%	27,660	74.0%	37.2%	28,156	48.4%	14.7%

*Total Public includes data for Charter Schools, which are not included in N/RC categories.

Table 3.21
Percentage of Students with Disabilities in the 1998 Cohort
Scoring 55–100 and 65–100 on Regents Examinations in English and Mathematics
by Need/Resource Capacity Category
June 2002

Need/Resource Category	1998 Cohort Enrollment	Regents English		Regents Mathematics	
		Percent 55–100	Percent 65–100	Percent 55–100	Percent 65–100
High N/RC Districts					
New York City	2,842	40%	20%	26%	15%
Large City Districts	485	37	20	24	17
Urban Suburban	1,017	39	23	25	18
Rural	974	50	31	43	34
Average N/RC	5,251	60	41	46	37
Low N/RC	2,624	82	68	73	63
Total Public*	13,202	57%	39%	44%	35%

*Total Public includes data for Charter Schools, which are not included in N/RC categories.

Table 3.22
Credentials Earned by Public High School Completers with Disabilities
by Need/Resource Capacity Category
New York State
June 2002

Location	Reason For Leaving											
	Regents-Endorsed Local Diploma		Local Diploma		IEP or Special Certificate		High School Equivalency Diploma		Total*		Reached Maximum Age	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High N/RC Districts	65	2.0%	1,549	48.2%	1,476	45.9%	123	3.8%	3,213		163	
New York City	16	3.2	232	45.9	257	50.9	0	0	505		15	
Large City Districts	71	6.2	504	44.1	496	43.4	72	6.3	1,143		19	
Urban/Suburban	108	7.8	623	44.9	581	41.9	75	5.4	1,387		28	
Rural	766	12.6	3,650	60.1	1,473	24.2	187	3.1	6,076		104	
Average N/RC Districts	723	25.4	1,801	63.3	271	9.5	49	1.7	2,844		48	
Low N/RC Districts	1,749	11.5%	8,359	55.1%	4,554	30.0%	506	3.4%	15,168		377	
Total Public												

* Total number of completers does not include students who reached maximum age.

Table 3.23
Number and Percent of Students with Disabilities
Who Left Public Secondary Schools without Completing Requirements
by Need/Resource Capacity Category
New York State¹
2001–02

Location	Number of Dropouts	Dropout Rate ²
High N/RC Districts		
New York City	5,199	10.8%
Large City Districts	320	4.3
Urban/Suburban	636	5.7
Rural	549	4.9
Average N/RC Districts	1,499	3.3
Low N/RC Districts	201	1.2
Total Public	8,404	6.0%

¹Data do not include students with disabilities in State-agency programs or placed in approved private schools pursuant to Article 81.

²Dropout rate is the number of students with disabilities who dropped out between 7/1/01 and 6/30/02, divided by the 12/3/01 enrollment of students with disabilities, ages 14–21.

? Policy Questions

- ? How can the State change its method of financing public schools to bring about greater equity in resources among districts and taxpayers?
- ? What would constitute fiscal equity among school districts and how should it be measured?
- ? What can the State do to encourage individuals to obtain certification in subject areas that are underrepresented? What can the State do to attract certified teachers to localities where there are shortages?
- ? How can better qualified teachers and administrators be attracted to low-performing schools?
- ? How can instructional technology be used to broaden the curriculum in rural schools?
- ? What can the State do to close the performance gap among districts with different levels of student need?
- ? What policy and program changes are needed to increase the likelihood that insufficiently prepared students will succeed in Regents-level courses?
- ? What new policies and programs are needed to improve attendance in low-performing schools?
- ? How can we provide students in rural schools with the opportunity to pursue advanced secondary and college-level courses? How do we improve their access to postsecondary education?

Part IV:

Minority Issues

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Highlights

Student Demographics

- ☆ *Minority students constituted 45.1 percent of students attending public schools in Fall 2001, compared with 40.1 percent in 1991 and 32.7 percent in 1981. The largest group of minority students was Blacks, followed by Hispanics, Asian/Pacific Islanders, and American Indian/Alaskan Natives.*
- ☆ *In Fall 2001, over 77 percent of minority students attending public schools were enrolled in the Big 5 districts.*
- ☆ *In Fall 1997, 30.1 percent of public school students attended high-minority schools. By Fall 2001, 31.4 percent did. In fact, enrollment increased by 37,000 in high-minority schools while public school enrollments increased by 9,600.*

Resources

- ☆ *Statewide, in Fall 2001, compared with teachers in low-minority schools, teachers in high-minority schools were more likely to leave their schools (23 versus 15 percent), were more likely to be uncertified (28.7 versus 6.0 percent), and had less experience (10 years versus 14).*
- ☆ *The percentage of minority professional staff has increased over the last 20 years in the Big 5 cities. Nonetheless, the Fall 2001 racial/ethnic distribution of school educators did not reflect the distribution of the student body.*

Performance

- ☆ *In both English language arts and mathematics, substantially larger percentages of Whites and Asian/Pacific Islanders than students from other minority groups met or exceeded the standards for elementary- and middle-level students.*
- ☆ *Statewide, of those completing high school, Whites were nearly three times as likely as either Blacks or Hispanics to earn Regents diplomas.*
- ☆ *Statewide, in public schools, approximately 8 in 10 class of 2001–02 graduates in the White and Other Minorities group planned to pursue postsecondary education. The percentage of Whites and Other Minorities (85.0 percent) planning to pursue postsecondary education was greater than the percentage of Blacks (67.9 percent) or Hispanics (67.1 percent) planning to do so.*
- ☆ *Mean SAT scores for the class of 2002 differed substantially according to race/ethnicity. Asians achieved the highest mean composite score, 1058; followed by Whites, 1051; Other Minorities, 978; American Indian/Alaskan Natives, 948; Hispanics, 893; and Blacks, 866.*
- ☆ *Minority participation in the Advanced Placement program has increased significantly: There were twice as many Black, Asian, and Hispanic candidates in 2002 as in 1992.*

Attendance, Suspensions, and Dropouts

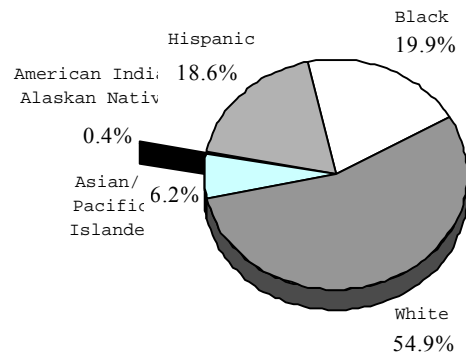
- ☆ *Schools with few minority students had higher attendance rates than schools with many minority students. In 2000–01, low-minority schools had an average attendance rate of 95.2 percent compared with 88.0 percent in high-minority schools. On average, students in high-minority schools missed 22 days of school in 2000–01.*
- ☆ *Black students were suspended at higher rates than students belonging to other racial/ethnic groups in 2000–01.*
- ☆ *In 2000–01, public secondary schools that enrolled the largest percentages of minority students and had the highest poverty levels had the highest annual dropout rates; 1 in 6 students attending these schools dropped out. In contrast, 1 in 59 students attending schools in the low-poverty, low-minority category dropped out.*

1 Student Demographics

White students constituted a small majority (56.9 percent) of students attending public and nonpublic schools in Fall 2001 (Table 4.1). The largest group of minority students were Blacks (19.2 percent), followed by Hispanics (17.6 percent), Asian/Pacific Islanders (5.9 percent), and American Indian/Alaskan Natives (0.4 percent). The racial/ethnic composition of public school enrollment was very similar to that of the total State enrollment. The public school percentages are shown in Figure 4.1.

<p>TABLE 4.1</p> <p>RACIAL/ETHNIC GROUP ENROLLMENT PERCENTAGES BY SECTOR/LOCATION IN PUBLIC SCHOOLS</p> <p>PAGE 146</p>
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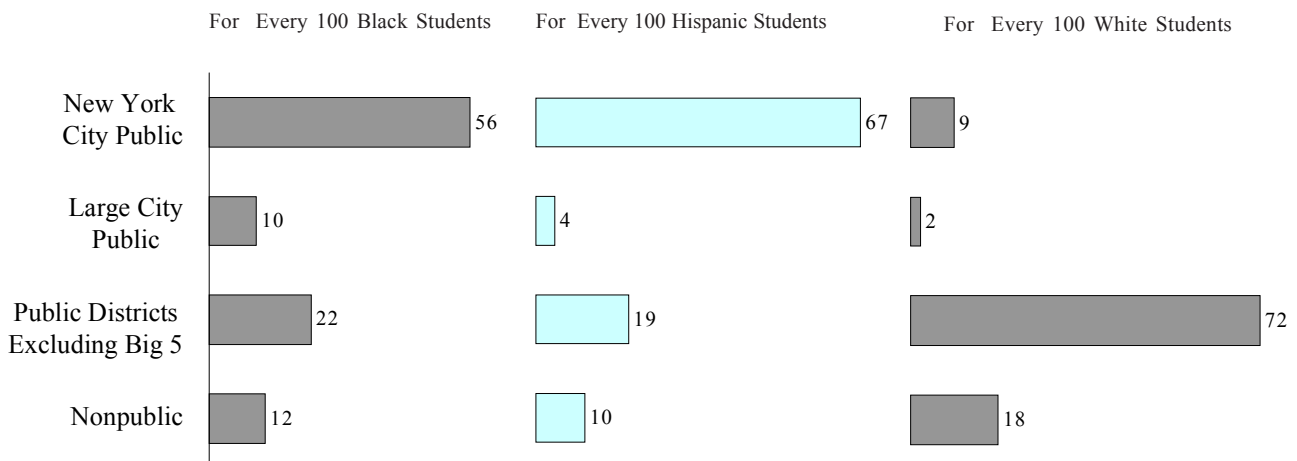
Figure 4.1
Racial/Ethnic Group Enrollment in Public Schools
Fall 2001



Minority students were concentrated in the Big 5 districts. Minorities constituted 84.9 percent of New York City's public school enrollment, 74.4 percent of the Large City District enrollment, but only 18.1 percent of enrollment in districts outside the Big 5 cities. Over 77 percent of minority students attending public schools were enrolled in the Big 5 districts.

Black and Hispanic schoolchildren were about seven times as likely as White children to attend schools in New York City; in contrast, White students were more than three times as likely as Black and Hispanic children to attend public schools outside the Big 5. White children were also more likely than Black and Hispanic children to attend nonpublic schools (Figure 4.2).

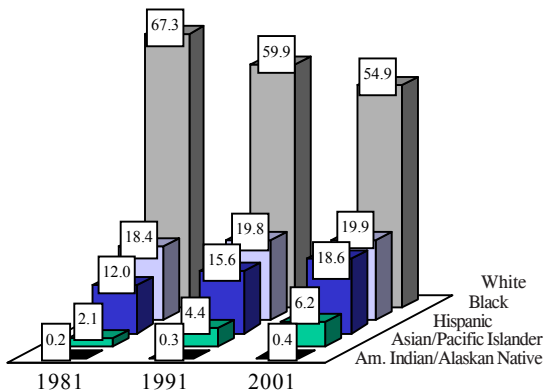
Figure 4.2
Locations Where Black, Hispanic, and White Students Attended School
Fall 2001



Statewide, 68.1 percent of students in nonpublic schools were White. The disparity in nonpublic enrollment between majority and minority students was particularly wide in New York City, where 57.2 percent of the enrollment in nonpublic schools was White, in contrast to 15.1 percent of that in public schools. Fifty percent of White students in New York City attended nonpublic schools. A larger percentage (20 percent) of Black students than New York City students in other minority groups attended nonpublic schools.

Mirroring population changes in the State, minorities are a growing share of State public school enrollment. While each minority group increased its share of the total public enrollment between 1981 and 2001, the rates of growth for Asians/Pacific Islanders were greater than for Blacks and Hispanics (Figure 4.3). The greatest growth occurred among Asians and Pacific Islanders. Their 2001 share of enrollment was nearly three times greater than their 1981 share.

Figure 4.3
Racial/Ethnic Group Enrollment Trends
in Public Schools
Fall 1981, 1991, and 2001



The State map in Figure 4.4 illustrates the concentration of minority students in urban and certain rural areas of the State in Fall 2001. Within New York City, the concentration varied among community school districts (Figure 4.5). The percentage of minorities in New York City's boroughs ranged from less than 41 percent in Staten Island to 81 percent or more in all community school districts in the Bronx. The community school districts in Manhattan and Queens fell in the two highest minority enrollment categories, ranging from 61 to 100 percent. Brooklyn had only one district, 21, in the 41 to 60 percent category; the remaining districts had 61 percent or greater minority enrollment. Suburban and rural high-minority districts were located on Long Island and in Westchester, Orange, Rockland, and Sullivan counties.

Figures 4.6 and 4.7 show grades four and eight enrollment by race/ethnicity and need/resource categories in 2002. New York City had the largest Asian, Black, and Hispanic enrollment. The majority of American Indians were enrolled in New York City and Average Need Districts, while nearly half of the White students were enrolled in Average Need Districts. Similar enrollment trends exist for the 1998 school accountability cohort (Figure 4.8).

Figure 4.4
Map of Public School Districts Showing
Minority Enrollment by District
New York State
Fall 2001

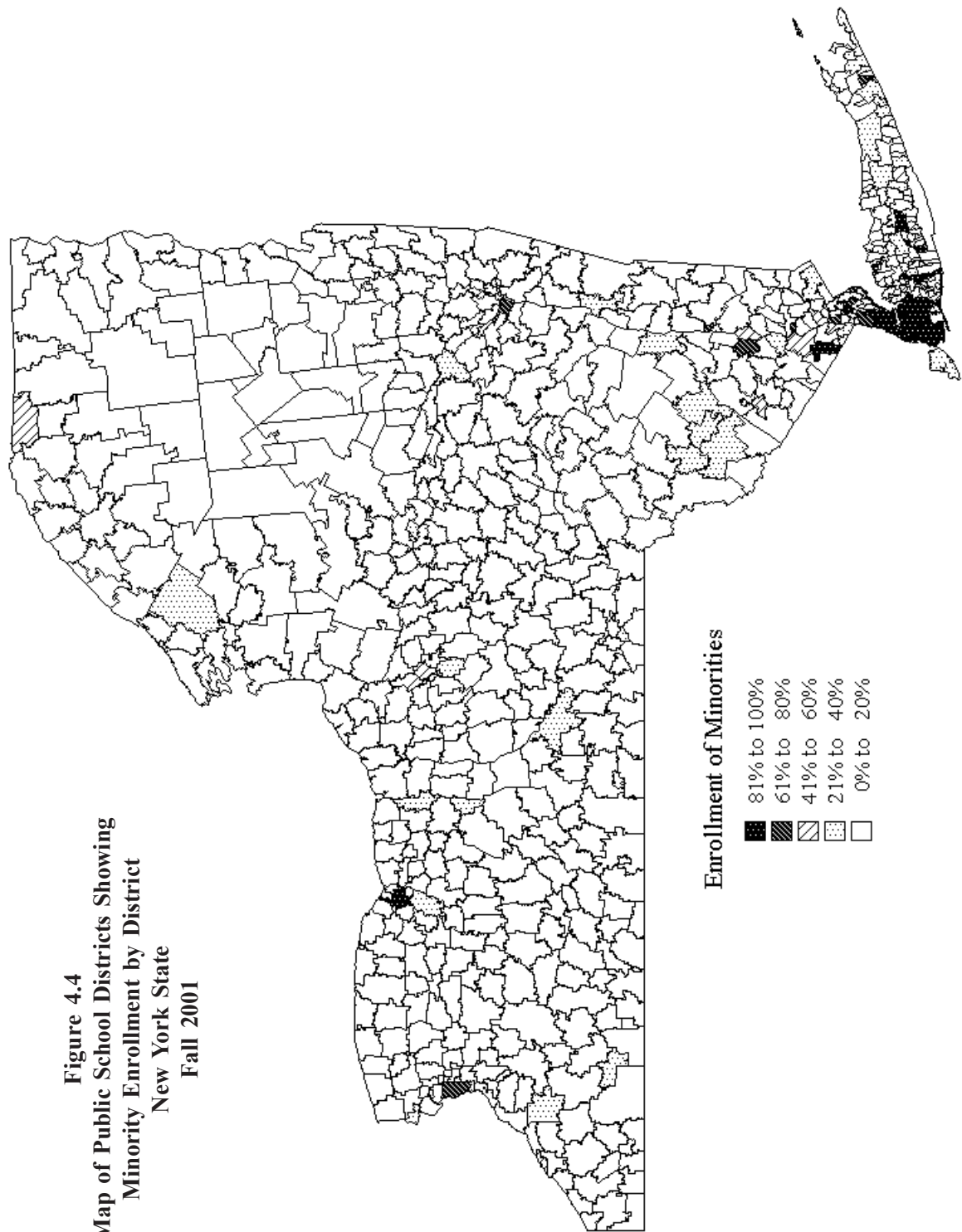


Figure 4.5
Map of Community School Districts
Showing Minority Enrollment by District
New York City
Fall 2001

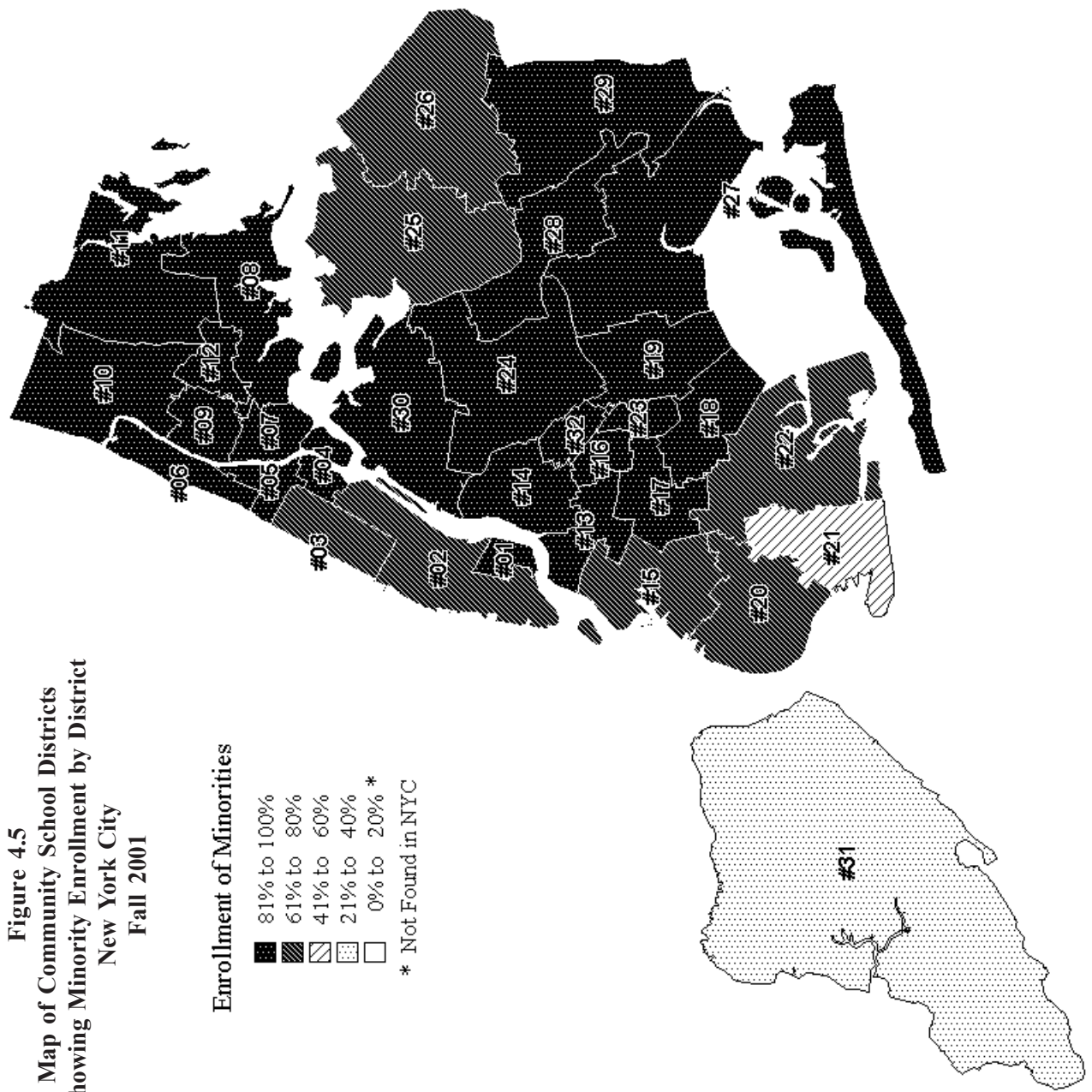


Figure 4.6
Grades 4 and 8 Enrollment by Racial/Ethnic Group and Need/Resource Category
2002

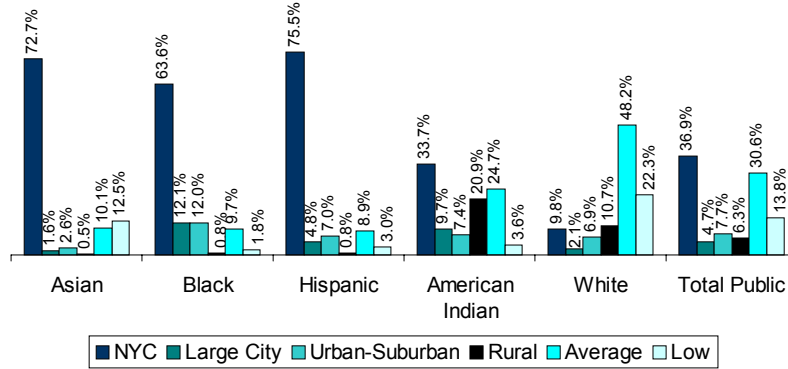


Figure 4.7
Percentage of Grades 4 and 8 Enrollment Consisting of Black, Hispanic, and American Indian Students by Need/Resource Category
2002

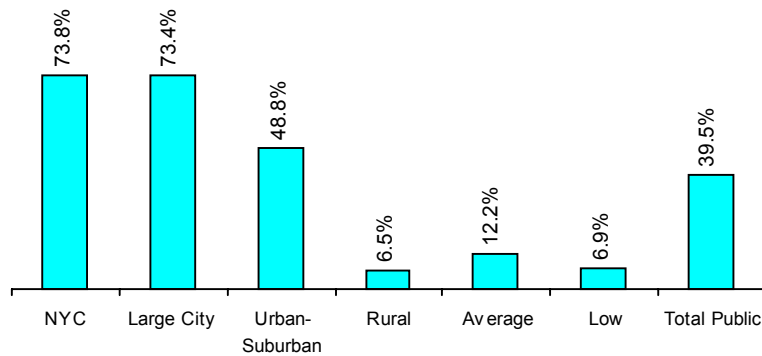
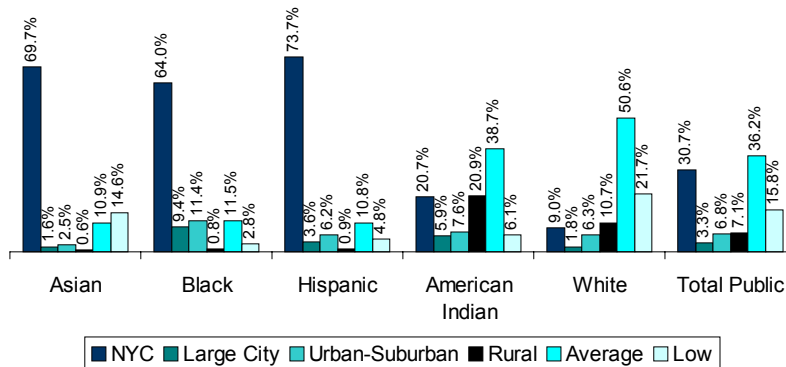


Figure 4.8
1998 School Accountability Cohort Enrollment by Need/Resource Category and Racial/Ethnic Group
2002



Minority Composition Categories

For purposes of comparison, public schools are divided into five categories based on minority enrollment: 0 to 20 percent (low-minority schools), 21 to 40 percent, 41 to 60 percent, 61 to 80 percent, and 81 to 100 percent (high-minority schools). For some measures, comparisons among these groups of schools are the only means of assessing equity between minority and majority students.

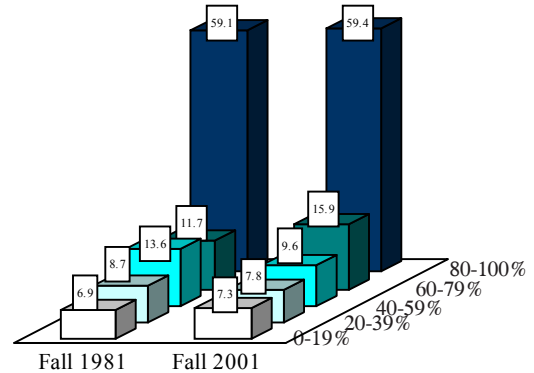
Table 4.2 provides information about the number of public schools and the number of students in each minority-composition category in Fall 2001. In New York City, most schools were high minority (73.6 percent); in districts outside the Big 5 cities, most schools were low minority (75.3 percent).

<p>TABLE 4.2</p> <p>NUMBER AND PERCENT OF PUBLIC SCHOOLS AND ENROLLMENT BY MINORITY COMPOSITION CATEGORY</p> <p>PAGE 147</p>

Across the State, a large majority of students attended either low- or high-minority schools: 44.0 percent attended low-minority schools; 31.4 percent attended high-minority schools (Table 4.2). Sixty-seven percent of minority students attended high-minority schools (Table 4.3). Only seven percent of minority students attended low-minority schools, mainly in districts outside the Big 5. This pattern of minority-student segregation has not changed since Fall 1981. Consistently, since that time, about 60 percent of Black and Hispanic students have attended schools where 80 percent or more of the enrollment was Black or Hispanic (Figure 4.9).

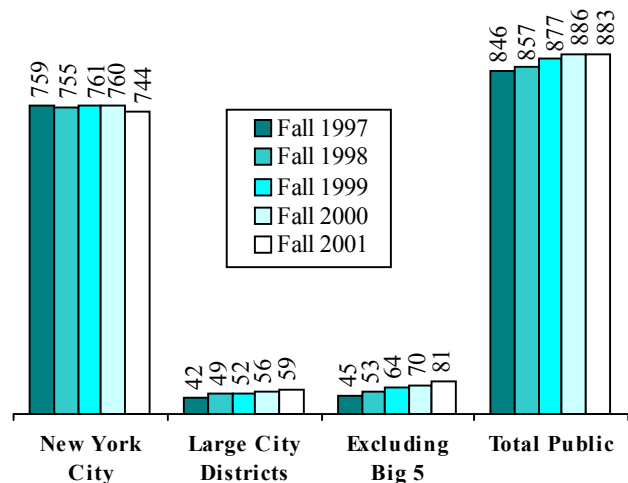
<p>TABLE 4.3</p> <p>NUMBER AND PERCENT OF MINORITY STUDENTS IN PUBLIC SCHOOLS OF DIFFERING MINORITY COMPOSITION BY LOCATION</p> <p>PAGE 148</p>
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Figure 4.9
Percent of Black and Hispanic Students in Public Schools of Differing Minority Composition
Fall 1981 and Fall 2001



Moreover, the number of students attending high-minority schools increased between Fall 1997 and Fall 2001 (Figure 4.10). In Fall 1997, 30.1 percent of public school students attended high-minority schools. By Fall 2001, 31.4 percent did so. In fact, during this period, enrollment in high-minority schools increased by 37,000 students, while enrollment in all public schools increased by 9,600.

Figure 4.10
Enrollment in High-Minority Schools (in thousands)
Fall 1997 to Fall 2001



Poverty

In Fall 2001, minority students were more likely than White students to attend public schools with concentrated poverty; that is, where more than 40 percent of students' families were on public assistance (Table 4.4). Statewide at the fourth- and eighth-grade levels, minority students were more likely to be economically disadvantaged than White students (Figure 4.11). To further illustrate this contrast, Figure 4.12 shows the poverty status of high-minority schools compared with that of low-minority schools. In New York State, 682 high-minority schools (62.9 percent) had concentrated poverty. Among low-minority schools, only 185 (8.6 percent) had such a large percentage of families receiving public assistance. Among New York City's 852 high-minority schools, only 120 were in the lowest-poverty category (with 20 percent or fewer students coming from families on public assistance). The close association between minority status and poverty is cause for grave concern. Children in poverty have less access to medical care, proper nutrition, and quality daycare and preschool programs than other children and are thus more likely to be placed at risk of educational failure.

Figure 4.11
Percentage of Fourth- and Eighth-Graders in Each Racial/Ethnic Group from Low-Income Families 2002

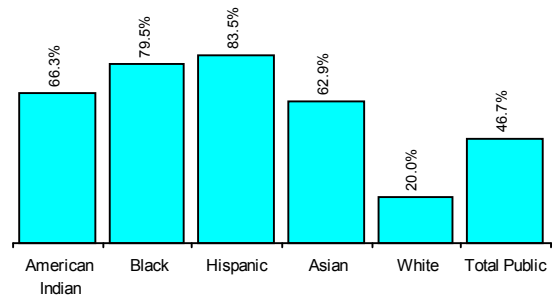


Figure 4.12
Contrasting Levels of Poverty in High- and Low-Minority Schools Fall 2001

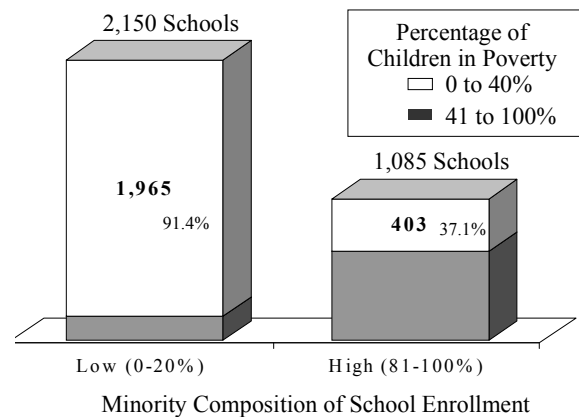


TABLE 4.4

NUMBER OF PUBLIC SCHOOLS AND NUMBER AND PERCENT OF STUDENTS BY MINORITY COMPOSITION AND POVERTY STATUS OF SCHOOL

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School Student Stability

One obstacle to educational progress is frequent transfers between schools. Moreover, schools that have many children transferring in and out during a school year have more difficulty meeting students' individual needs than do schools with stable enrollments. Therefore, educators are concerned about achievement in schools with high percentages of transfers. National Assessment of Educational Progress data demonstrated the effect of changing schools on mathematics proficiency. Nationally, fourth-graders who had changed schools three or more times in the previous two years achieved an average proficiency of 199 on the 500-point scale, while those who had not changed schools scored 224. The average scores for comparable groups of eighth-graders were 244 and 270.

A school's student stability rate is estimated by the percentage of students in its highest grade who were also enrolled in the same school during the previous year. Statewide in Fall 2001, 75 percent of public schools had high stability rates. Schools are defined as having high student stability if at least 91 percent of students enrolled in the highest grade had also been enrolled in the same school in the previous year. Another 17 percent had medium stability rates (between 81 and 90 percent); eight percent had lower rates (Table 4.5).

TABLE 4.5

**DISTRIBUTION OF PUBLIC SCHOOL
STUDENT STABILITY RATES BY
LOCATION AND MINORITY
COMPOSITION OF SCHOOL**

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High-minority schools have lower student stability rates than other schools. In Fall 2001, only 54 percent of high-minority schools had high rates, compared with 87 percent of low-minority schools. Statewide, 20 percent of high-minority schools had unstable enrollments; that is, they had 80 percent or fewer students in the highest grade who were enrolled the year before.

Table 4.1
Racial/Ethnic Group Enrollment Percentages by Sector/Location in Public Schools
New York State
Fall 2001

Sector/Location	Total Enrollment	Percent Black	Percent Hispanic	Percent American Indian/Alaskan Native	Percent Asian and Pacific Islander	Percent White
Public						
New York City	1,038,833	34.4%	38.0%	0.4%	12.1%	15.1%
Large City Districts	125,280	51.8	19.5	0.8	2.3	25.6
Districts Excluding the Big 5	1,654,551	8.4	6.5	0.4	2.8	81.9
BOCES	20,872	14.0	6.4	0.5	1.5	77.6
Total Public*	2,839,536	19.9%	18.6%	0.4%	6.2%	54.9%
Total Nonpublic	493,434	15.4%	12.0%	0.3%	4.2%	68.1%
Total State	3,332,970	19.2%	17.6%	0.4%	5.9%	56.9%

*Total public does not include BOCES counts because students enrolled in BOCES programs are also included in one of the other three location groupings (e.g., New York City).

Table 4.2
Number and Percent of Public Schools and Enrollment
by Minority Composition Category
New York State
Fall 2001

Location/Minority Composition of Schools	Schools		Enrollment	
	Number	Percent	Number	Percent
New York City				
0–20 Percent	25	2.1%	22,381	2.2%
21–40 Percent	45	3.7	35,723	3.5
41–60 Percent	107	8.9	97,145	9.4
61–80 Percent	142	11.8	129,521	12.6
81–100 Percent	888	73.6	743,646	72.3
Large City Districts				
0–20 Percent	—	—	—	—
21–40 Percent	10	4.9%	6,179	5.0%
41–60 Percent	33	16.2	21,039	16.9
61–80 Percent	69	33.8	38,724	31.1
81–100 Percent	92	45.1	58,623	47.1
Districts Excluding the Big 5				
0–20 Percent	2,125	75.3%	1,213,816	73.3%
21–40 Percent	342	12.1	217,367	13.1
41–60 Percent	134	4.7	87,957	5.3
61–80 Percent	81	2.9	55,082	3.3
81–100 Percent	141	5.0	80,658	4.9
Total Public				
0–20 Percent	2,150	50.8%	1,236,197	44.0%
21–40 Percent	397	9.4	259,269	9.2
41–60 Percent	274	6.5	206,141	7.3
61–80 Percent	292	6.9	223,327	8.0
81–100 Percent	1,121	26.5	882,927	31.4

Table 4.3
Number and Percent of Minority Students in Public Schools
of Differing Minority Composition by Location
New York State
Fall 2001

Location/Minority Composition of Schools	Number of Minority Students	Percent of Minority Students
New York City		
0–20 Percent	3,074	0.4%
21–40 Percent	12,080	1.4
41–60 Percent	51,135	5.8
61–80 Percent	91,690	10.5
81–100 Percent	717,247	81.9
Large City Districts		
0–20 Percent	—	—
21–40 Percent	2,036	2.2%
41–60 Percent	10,695	11.5
61–80 Percent	27,787	30.0
81–100 Percent	52,211	56.3
Districts Excluding the Big 5		
0–20 Percent	84,708	28.1%
21–40 Percent	60,801	20.2
41–60 Percent	43,297	14.4
61–80 Percent	38,318	12.7
81–100 Percent	73,838	24.5
Total Public		
0–20 Percent	87,782	6.9%
21–40 Percent	74,917	5.9
41–60 Percent	105,127	8.3
61–80 Percent	157,795	12.4
81–100 Percent	843,296	66.5

Table 4.4
Number of Public Schools and Number and Percent of Students by
Minority Composition and Poverty Status of School
New York State
Fall 2001

Location/Minority Composition and Poverty Status of School	Number of Schools	Number of Students	Percent of Students ¹
New York City			
Low Minority (0–20%)			
Low Poverty (0–20%)	25	22,635	2.2%
Medium Poverty (21–40%)	—	—	—
High Poverty (41–100%)	—	—	—
High Minority (81–100%)			
Low Poverty (0–20%)	120	136,713	13.4%
Medium Poverty (21–40%)	244	222,345	21.8
High Poverty (41–100%)	488	375,753	36.8
Large City Districts			
Low Minority (0–20%)			
Low Poverty (0–20%)	—	—	—
Medium Poverty (21–40%)	—	—	—
High Poverty (41–100%)	—	—	—
High Minority (81–100%)			
Low Poverty (0–20%)	—	—	—
Medium Poverty (21–40%)	1	591	0.5%
High Poverty (41–100%)	91	58,032	46.6
Districts Excluding the Big 5			
Low Minority (0–20%)			
Low Poverty (0–20%)	1,422	896,237	54.2%
Medium Poverty (21–40%)	518	244,523	14.8
High Poverty (41–100%)	185	73,056	4.4
High Minority (81–100%)			
Low Poverty (0–20%)	17	8,629	0.5%
Medium Poverty (21–40%)	21	17,461	1.1
High Poverty (41–100%)	103	54,568	3.3
Total Public			
Low Minority (0–20%)			
Low Poverty (0–20%)	1,447	918,872	32.8%
Medium Poverty (21–40%)	518	244,523	8.7
High Poverty (41–100%)	185	73,056	2.6
High Minority (81–100%)			
Low Poverty (0–20%)	137	145,342	5.2%
Medium Poverty (21–40%)	266	240,397	8.6
High Poverty (41–100%)	682	488,353	17.4

Note: This table excludes New York City Special Schools, Special Act Districts, and New York City schools with citywide enrollment that do not provide percent on welfare.

¹Percent of students by location attending schools in each poverty status/minority composition category. Percentages do not add to 100 percent because students attending schools with 21 to 80 percent minority students are not included in the displayed data.

Table 4.5
Distribution of Public School Student Stability Rates
by Location and Minority Composition of School
New York State
Fall 2001

Location/Minority Composition of School	Average Stability Rate	Percent of School Having		
		Low Rate	Medium Rate	High Rate
New York City				
0–20 percent	95.4	—	12%	88%
21–40 percent	95.1	4	13	82
41–60 percent	97.5	5	20	76
61–80 percent	94.6	10	20	70
81–100 percent	91.8	18	26	56
Total	93.0	15%	24%	61%
Large City Districts				
0–20 percent *	—	—	—	—
21–40 percent	95.2	—	60%	40%
41–60 percent	92.6	9	30	61
61–80 percent	89.3	12	42	46
81–100 percent	86.5	26	45	29
Total	88.7	17%	42%	41%
Districts Excluding the Big 5				
0–20 percent	97.5	3%	10%	87%
21–40 percent	94.9	5	17	78
41–60 percent	94.7	8	20	72
61–80 percent	89.4	7	28	64
81–100 percent	90.0	24	16	60
Total	96.4	5%	12%	83%
Total State				
0–20 percent	97.5	3%	10%	87%
21–40 percent	94.9	5	17	78
41–60 percent	95.9	7	21	72
61–80 percent	92.4	10	27	63
81–100 percent	91.2	20	26	54
Total	95.1	8%	17%	75%

Note: Student Stability Rate is the percentage of students in the highest grade in a school in 2001–02 who were also enrolled in the same school in 2000–01. The low rate is 1–80 percent; medium rate, 81–90 percent; high rate, 91–100 percent.

*No schools in this category.

2 Resources

The most important resource in any school is its personnel: administrators, teachers, and other support staff. More than any other factor, the quality, training, and effort of these individuals determine the quality of the instructional program.

Teacher Characteristics

The contrasts found in classroom teacher characteristics among public schools with varying minority composition portend the disparities found in performance among these groups (Table 4.6). Statewide, compared with teachers in low-minority schools, teachers in high-minority schools were more likely to leave their schools (23 versus 15 percent), were more likely to be teaching out of certification (28.7 versus 6.0 percent), and had less experience (a median of 10 years versus 14). A larger percentage of teachers in high-minority schools (35.5 percent), however, had completed 30 credits beyond the master's degree.

TABLE 4.6

**SELECTED PUBLIC SCHOOL CLASSROOM
TEACHER CHARACTERISTICS
BY LOCATION AND MINORITY
COMPOSITION OF SCHOOL**

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In New York City, teachers in high-minority schools earned smaller median salaries (\$48,152) than teachers in low-minority schools (\$56,425). This pattern was not true in Districts Excluding the Big 5. Nevertheless, because the majority of high-minority schools were in New York City, statewide, teachers in high-minority schools earned the lowest median salary (\$48,152) among minority composition categories.

Among high-minority schools, New York City schools had the highest percentage of teachers teaching out of certification (31.8 percent) and, along with Large City Districts, teachers with the fewest median years of experience (10 years). On the other hand, New York City schools in this category had the highest percentage of teachers holding educational credentials beyond the master's degree (37.2 percent).

The Fall 2001 racial/ethnic distribution of school educators did not reflect that of the student body. Statewide, in comparison with their representation among students, Whites were overrepresented in the professional staff. This pattern of disparities was true in New York City, Large City Districts, and Districts Excluding the Big 5 (Table 4.7). The one exception to the pattern was that American Indians and Alaskan Natives were equitably represented among professional staff in New York City.

TABLE 4.7

**RACIAL/ETHNIC COMPOSITION OF
PUBLIC SCHOOL PROFESSIONAL
STAFF AND STUDENTS**

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Comparing 2001 with 1981, the percentage of minority teachers has increased in New York City (Figure 4.13). The increases in Black and Hispanic teachers particularly have been substantial. In the rest of the State, the percentage of Hispanic teachers has increased slightly, the percentage of Other Minorities teachers has remained the same, and the percentage of Black teachers has decreased slightly.

Figure 4.13
**Percent Distribution of Public School
Classroom Teachers by Race/Ethnicity
1981 and 2001**

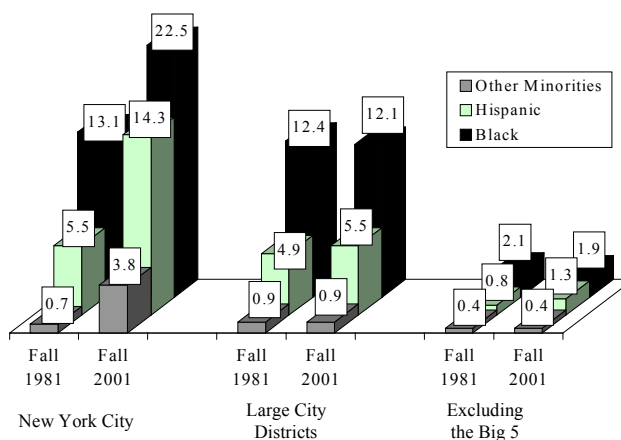


Table 4.6
Selected Public School Classroom Teacher Characteristics
by Location and Minority Composition of School
New York State
Fall 2001

Location/Minority Composition of School	Selected Classroom Teacher Characteristics				
	Median Teacher Salary	Teacher Turnover Rate Fall 2000 to Fall 2001	Percent Teaching Out of Certification	Percent with Master's Plus 30 Hours or Doctorate	Median Years of Experience
New York City					
0–20 percent	\$56,425	17%	16.9%	59.4%	16
21–40 percent	52,287	18	19.8	46.7	11
41–60 percent	52,287	20	21.4	51.5	13
61–80 percent	52,287	20	23.7	49.1	12
81–100 percent	48,152	24	31.8	37.2	10
Large City Districts*					
0–20 percent	—	—	—	—	—
21–40 percent	\$49,883	12%	14.5%	18.4%	18
41–60 percent	47,840	18	17.2	19.7	15
61–80 percent	53,413	21	18.1	23.3	13
81–100 percent	48,994	22	18.9	21.9	10
Districts Excluding the Big 5					
0–20 percent	\$50,233	15%	5.8%	21.8%	14
21–40 percent	58,088	16	6.2	33.1	13
41–60 percent	60,211	15	6.3	36.2	13
61–80 percent	60,569	15	7.5	35.5	13
81–100 percent	60,618	15	8.2	33.2	11
Total Public*					
0–20 percent	\$50,357	15%	6.0%	22.4%	14
21–40 percent	56,580	16	8.6	34.3	13
41–60 percent	55,155	17	14.9	40.7	13
61–80 percent	54,078	19	18.8	40.2	13
81–100 percent	48,152	23	28.7	35.5	10

* Percent not certified/licensed excludes Buffalo.

Table 4.7
Racial/Ethnic Composition of Public School
Professional Staff and Students
New York State
Fall 2001

Location	Enrollment	Principals & Assistant Principals	Classroom Teachers	Other Professional Staff
New York City				
Black	34.4%	24.5%	22.3%	21.0%
Hispanic	38.0	14.6	14.1	15.4
American Indian/Alaskan Native	0.4	0.3	0.3	0.3
Asian/Pacific Islander	12.1	1.6	3.5	3.4
White	15.1	59.0	59.8	59.9
Large City Districts				
Black	51.8%	36.1%	12.1%	19.0%
Hispanic	19.5	8.3	5.4	8.6
American Indian/Alaskan Native	0.8	0.4	0.3	0.5
Asian/Pacific Islander	2.3	0.2	0.7	0.7
White	25.6	55.0	81.5	71.2
Districts Excluding the Big 5				
Black	8.4%	5.9%	2.0%	3.7%
Hispanic	6.5	1.8	1.3	2.0
American Indian/Alaskan Native	0.4	0.1	0.1	0.2
Asian/Pacific Islander	2.8	0.4	0.4	0.3
White	81.9	91.8	96.2	93.8
Total Public				
Black	19.9%	15.3%	9.2%	11.8%
Hispanic	18.6	7.6	5.8	8.2
American Indian/Alaskan Native	0.4	0.2	0.2	0.3
Asian/Pacific Islander	6.2	0.9	1.3	1.7
White	54.9	76.0	83.5	78.0

3 Performance

This section examines differences among racial/ethnic groups in performance on the New York State Assessment Program (NYSAP) and Regents examinations. Information about the State testing program can be found in *Part I: Overview*.

New York State Assessment Program

In both English language arts and mathematics, substantially larger percentages of White and Asian/Pacific Islander students than students from other minority groups succeeded in meeting or exceeding the standards for elementary- and middle-level students (Figures 4.14–4.21). The greatest disparity among racial/ethnic groups occurred on the middle-level mathematics assessment, on which White students were more than three times as likely to score at Level 3 or higher than Black students. By contrast, the smallest disparity occurred on the elementary-level mathematics test, on which student performance was strongest. White students were nearly twice as likely as Black or Hispanic students to score at Level 3 or above on this assessment.

In general, the disparities among racial/ethnic groups were greater at Level 3 and above than at Level 2 and above. On the elementary-level mathematics assessment, for example, 84.8 percent of the lowest performing group scored at Level 2 or above, compared with 97.3 percent of the highest performing group.

Over 76 percent of minority students attend schools in the Big 5 city districts, where district performance was lower than in Rest of State districts. However, performance improved slightly since 2001 in elementary-level ELA and more significantly in middle-level mathematics. In each racial/ethnic group, the percentage of students scoring at Level 3 or above on the elementary-level ELA and middle-level mathematics assessments increased between 2001 and 2002.

Figure 4.14
Percentage of Public School Students Scoring at Level 3 or Above on the Elementary-Level English Language Arts Assessment by Race/Ethnicity 2001 and 2002

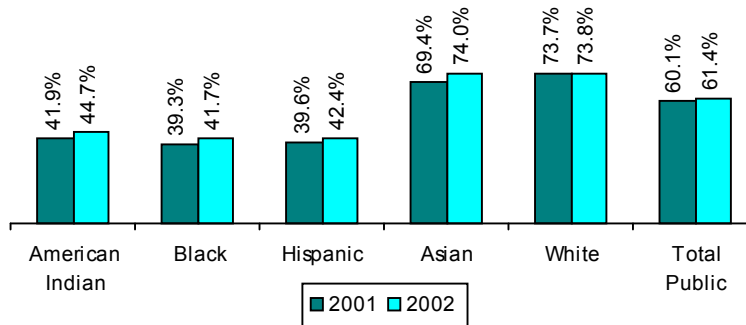


Figure 4.15
Percentage of Public School Students Scoring at Level 2 or Above on the Elementary-Level English Language Arts Assessment by Race/Ethnicity 2001 and 2002

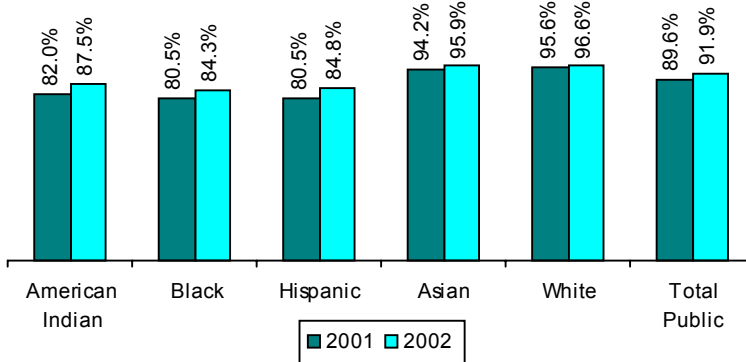


Figure 4.16
Percentage of Public School Students Scoring at Level 3 or Above on the Elementary-Level Mathematics Assessment by Race/Ethnicity 2001 and 2002

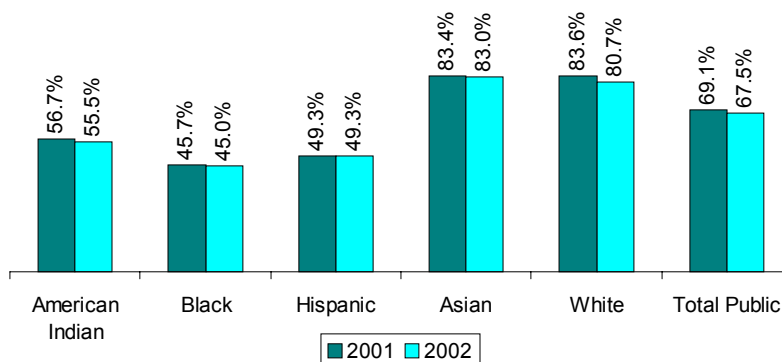


Figure 4.17
Percentage of Public School Students Scoring at Level 2 or Above on the Elementary-Level Mathematics Assessment by Race/Ethnicity 2001 and 2002

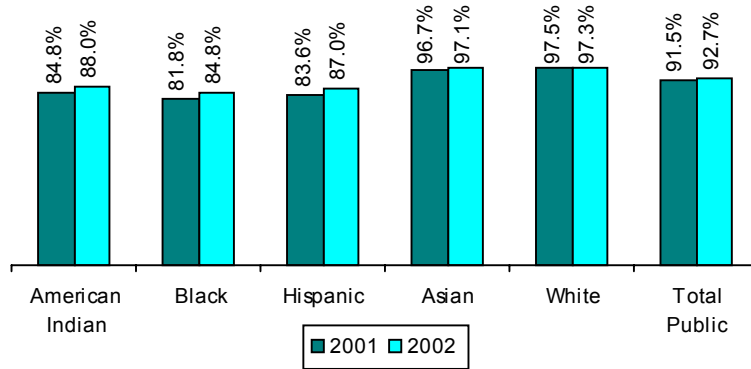


Figure 4.18
Percentage of Public School Students Scoring at Level 3 or Above on the Middle-Level English Language Arts Assessment by Race/Ethnicity 2001 and 2002

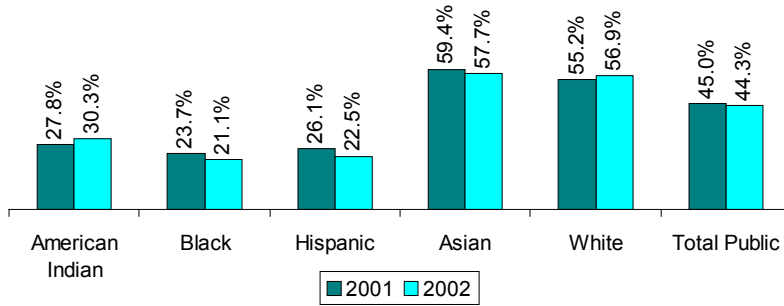


Figure 4.19
Percentage of Public School Students Scoring at Level 2 or Above on the Middle-Level English Language Arts Assessment by Race/Ethnicity 2001 and 2002

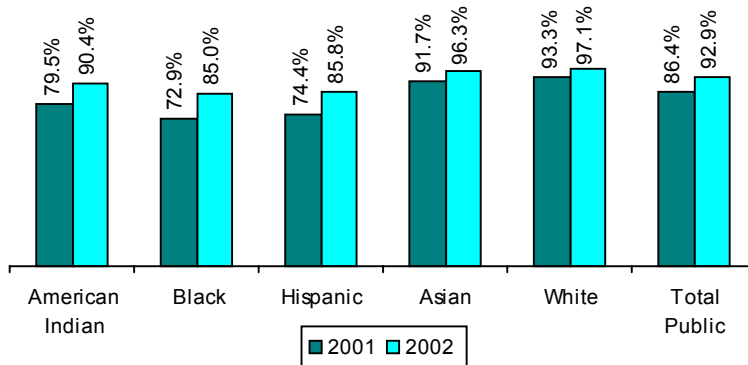


Figure 4.20
Percentage of Public School Students Scoring at Level 3 or Above on the Middle-Level Mathematics Assessment by Race/Ethnicity 2001 and 2002

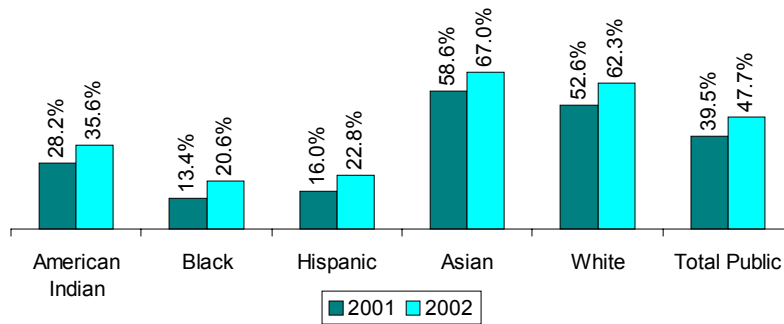
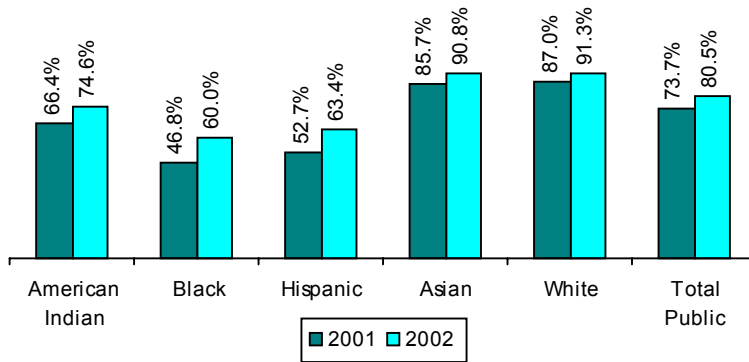


Figure 4.21
Percentage of Public School Students Scoring at Level 2 or Above on the Middle-Level Mathematics Assessment by Race/Ethnicity 2001 and 2002



Regents Examination Results for the 1998 Cohort

Regents examinations discriminate among students in courses sufficiently challenging to prepare students for postsecondary education. In 1996, the Board of Regents determined that all students need the skills and knowledge assessed on five key Regents examinations to be prepared for life in the 21st century.

The 1998 school accountability cohort is required to score 65–100 (55–100 with local board approval) on Regents examinations in four subjects — English, mathematics, global history and geography, and U.S. history and government — to earn a local diploma. Figures 4.22–4.29 show the results of this cohort after four years of secondary-level study. On all four required examinations, substantially larger percentages of White and Asian students in the cohort met the graduation requirements. The greatest disparity among racial/ethnic groups was in meeting the mathematics requirement; 89.4 percent of White students met the requirement by scoring 55–100 but only 65.9 percent of Black students did so (Figure 4.24).

Figure 4.22
Percentage of Public School Students (General Education and Students with Disabilities) in the 1998 Cohort Scoring at Various Levels on the Regents English Examination by Race/Ethnicity 2002

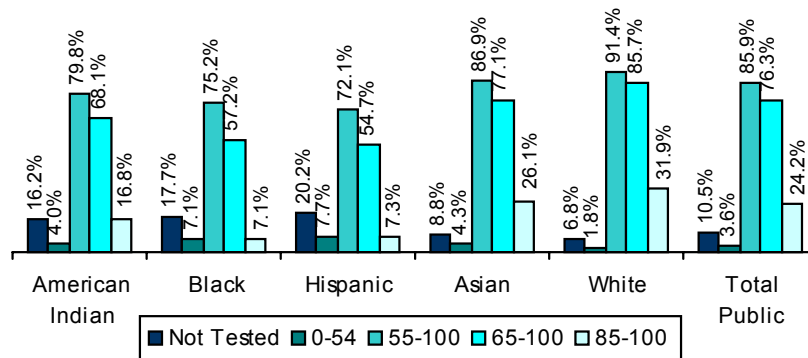


Figure 4.23
Percentage of Public School General-Education Students Only in the 1998 Cohort Scoring at Various Levels on the Regents English Examination by Race/Ethnicity 2002

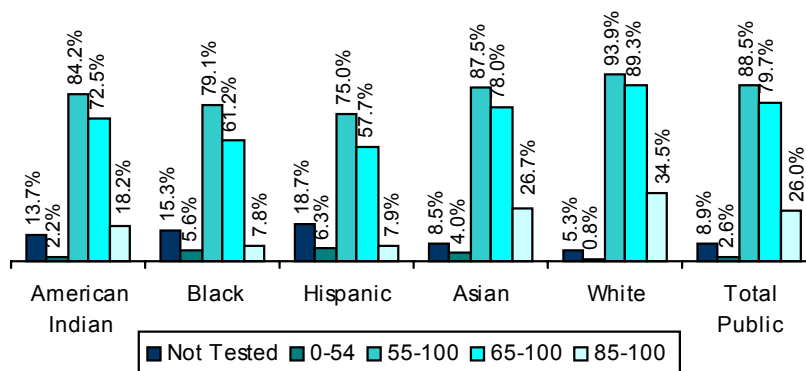


Figure 4.24
Percentage of Public School Students (General Education and Students with Disabilities) in the 1998 Cohort Scoring at Various Levels on the Regents Mathematics Examinations by Race/Ethnicity 2002

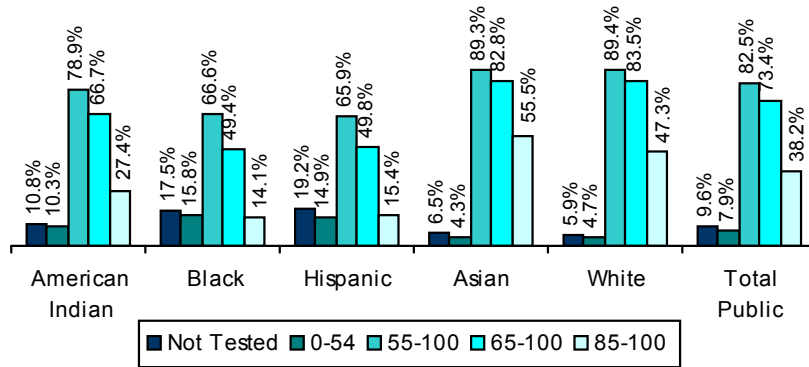


Figure 4.25
Percentage of Public School General-Education Students Only in the 1998 Cohort Scoring at Various Levels on the Regents Mathematics Examinations by Race/Ethnicity 2002

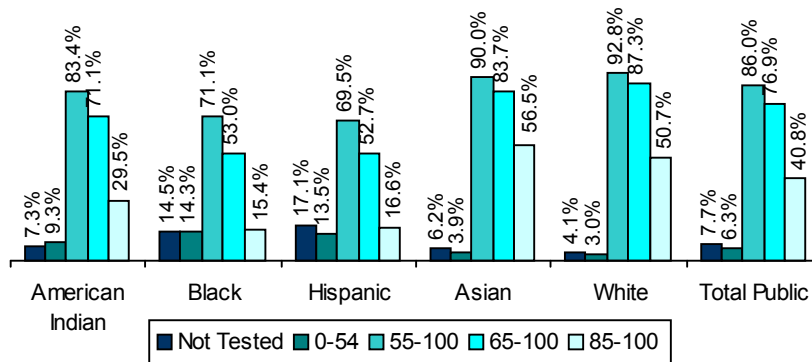


Figure 4.26
Percentage of Public School Students (General Education and Students with Disabilities) in the 1998 Cohort Scoring at Various Levels on the Regents Global History and Geography Examination by Race/Ethnicity 2002

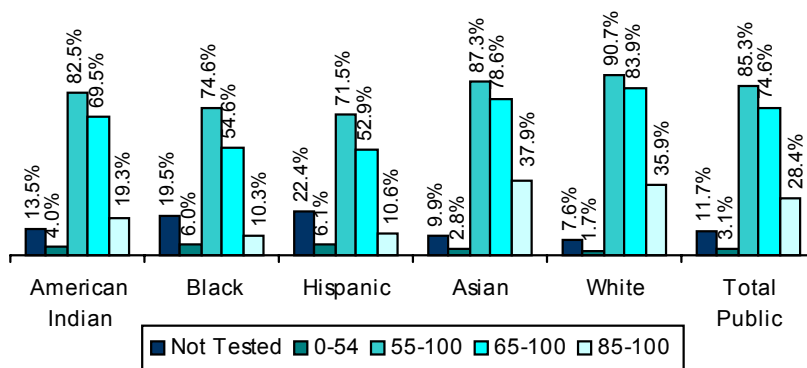


Figure 4.27
Percentage of Public School General Education Students Only in the 1998 Cohort Scoring at Various Levels on the Regents Global History and Geography Examination by Race/Ethnicity 2002

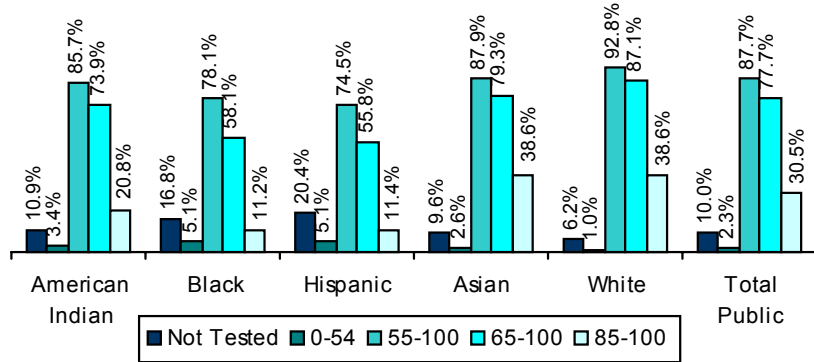


Figure 4.28
Percentage of Public School Students (General Education and Students with Disabilities) in the 1998 Cohort Scoring at Various Levels on the Regents U.S. History and Government Examination by Race/Ethnicity 2002

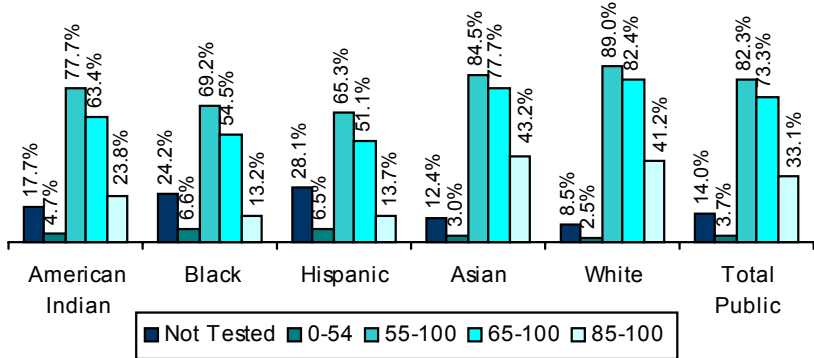
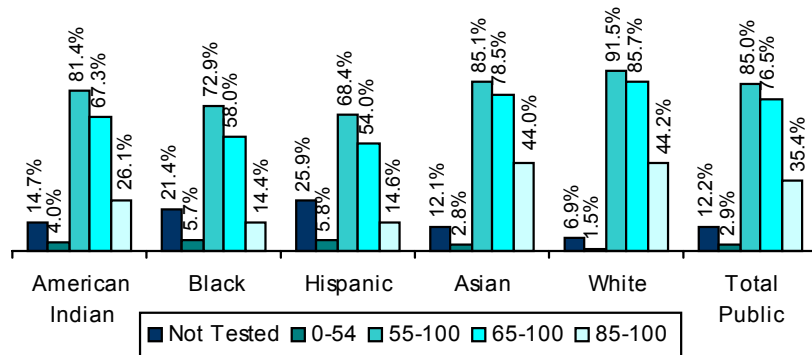


Figure 4.29
Percentage of Public School General Education Students Only in the 1998 Cohort Scoring at Various Levels on the Regents U.S. History and Government Examination by Race/Ethnicity 2002



4 Other Performance Measures

Other measures supplement the State testing program in assessing the academic performance of students. The measures for which data are reported by race/ethnicity include high school credentials earned, college-going rates, and performance on some national assessments.

Credentials

There were differences among racial/ethnic groups in the proportions of students completing high school who received Regents diplomas, local diplomas, individualized education program (IEP) diplomas, and local certificates in 2001–02 (Table 4.8). Statewide, Whites were more than twice as likely as either Blacks or Hispanics to earn Regents diplomas. About 64 percent of Whites earned Regents diplomas, compared with 23 percent of Blacks and 24 percent of Hispanics.

<p>TABLE 4.8</p> <p>CREDENTIALS EARNED BY PUBLIC HIGH SCHOOL COMPLETERS BY RACIAL/ETHNIC GROUP</p> <p>PAGE 164</p>

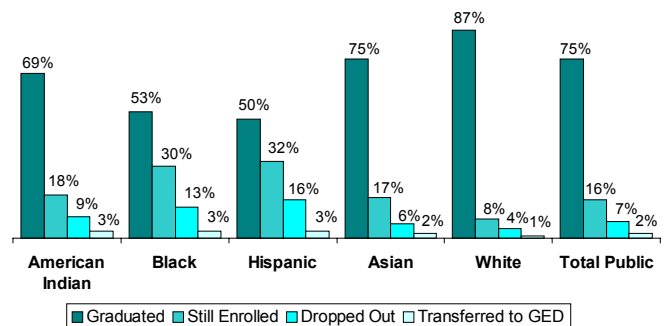
Similarly, in New York City, White students were more than twice as likely to earn Regents diplomas as either Blacks or Hispanics. In New York City, Hispanics were underrepresented among graduates when compared with their representation in total enrollment (29 percent of graduates, 38 percent of enrollment). Conversely, White students comprised 21 percent of the New York City graduates, while they accounted for only 15 percent of the total enrollment. Minority students

attending public schools outside the Big 5 were more successful in earning Regents diplomas than those attending schools in the Big 5.

Smaller percentages of Whites and Other Minorities than Blacks or Hispanics were awarded IEP diplomas and local certificates for students with disabilities. In public schools, 5.7 percent of Blacks and 5.3 percent of Hispanics earned IEP diplomas or certificates, whereas 2.3 percent of Whites and 1.4 percent of Other Minorities earned these credentials. This pattern was seen in all categories.

Of students in the 1998 graduation-rate cohort, Black and Hispanic students were less likely to have graduated and more likely to still be enrolled or to have dropped out than White and Asian students after four years (Figure 4.30). Statewide, 53 percent of Black students and 50 percent of Hispanic students earned a local diploma, whereas 75 percent of Asian students and 87 percent of White students did so.

Figure 4.30
1998 Cohort Status by Race/Ethnicity as of June 2002



College-Going Rate

In New York State, the majority of 2001–02 public school graduates, regardless of race/ethnicity, planned to pursue postsecondary education (Table 4.9). Graduates in the Other Minorities and White groups were most likely to plan to enroll in college. More than eight in ten of these students planned to pursue postsecondary education. Students in the Other Minorities group were also more likely to plan to enroll in four-year and least likely to plan to enroll in two-year institutions.

TABLE 4.9

COLLEGE-GOING RATES OF PUBLIC HIGH SCHOOL GRADUATES BY LOCATION AND RACIAL/ETHNIC GROUP

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The reported college-going rates of all racial/ethnic groups, but most notably those of Blacks and Hispanics, reflect a change in reporting policy by New York City Public Schools. Until 1998, New York City distributed students whose postsecondary plans were unknown across all categories. Beginning in 1999, in reporting postsecondary plans for graduates, New York City assigned all students whose plans were unknown to the “Other” category.

College Entrance Examination Board

The Scholastic Aptitude Test (SAT) is most frequently written by students who intend to apply to competitive colleges and universities. Mean SAT scores for the class of 2002 differed substantially according to race/ethnicity (Table 4.10). Asians achieved the highest mean composite score (1058), followed by Whites (1051), Other Minorities (978), American Indian/Alaskan Natives (948), Hispanics (893), and Blacks (866).

TABLE 4.10

SAT SCORES FOR PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS BY RACIAL/ETHNIC GROUP AND GENDER

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An analysis conducted by the College Board on self-reported data from New York State college-bound seniors taking the SAT in 1995 suggested that socioeconomic factors influence the racial/ethnic differences in SAT scores. Black and Hispanic test-takers, who as a group received lower scores than Whites, reported significantly lower parental incomes than White test-takers. Almost one-fifth (18 percent) of Black students and over one-fifth (22 percent) of Hispanic students reported parental income below \$12,000. In contrast, only three percent of Whites reported parental incomes that low.

Between 1992 and 2002, participation by minority students in the Advanced Placement (AP) program increased significantly. While the total number of public school candidates increased by 63 percent, there were almost twice as many Black, Asian, and Hispanic candidates in 2002 as in 1992. Nevertheless, certain minorities continued to be severely underrepresented among this elite group. In 2002, only six percent of candidates were Black and only eight percent were Hispanic. Only 147 American Indian students took AP examinations in New York State.

There were differences among minority groups in the examinations that they chose to take. For example, 34 percent of Asian candidates took a calculus examination; 18 percent took English literature; and 4 percent took the Spanish language examination. In contrast, 35 percent of Hispanic candidates took Spanish, 15 percent took English literature, and 12 percent took a calculus examination (Figure 4.31).

Figure 4.31
Percent of Public School Advanced Placement Candidates within Each Racial/Ethnic Group
Participating in Selected Advanced Placement Examinations
May 2002

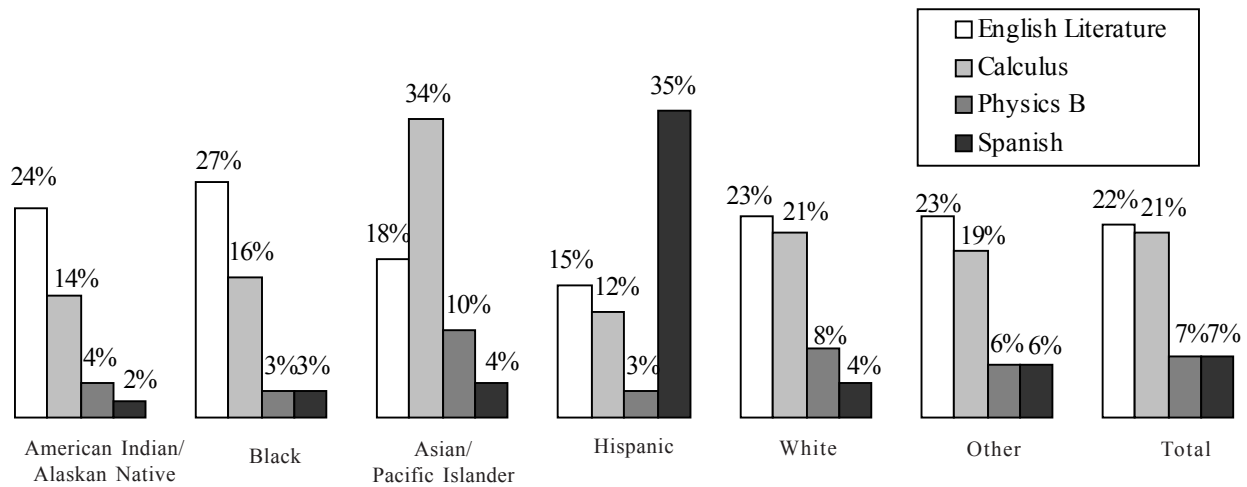


Table 4.8
Credentials Earned by Public High School Completers by Racial/Ethnic Group
New York State
2001–02

Sector/Location and Diplomas/Certificates	Racial/Ethnic Group			
	Black	Hispanic	Other Minority*	White
New York City				
Number of Graduates	12,933	11,575	6,962	8,531
Regents-Endorsed Local Diplomas	17.6%	18.4%	50.2%	50.2%
Other Local Diplomas	76.8	75.8	48.4	47.6
IEP Diplomas	5.5	5.6	1.5	2.3
Certificates	0.1	0.1	0.0	0.0
Large City Districts				
Number of Graduates	2,036	603	186	1,611
Regents-Endorsed Local Diplomas	14.8%	16.4%	43.5%	43.2%
Other Local Diplomas	78.4	76.5	55.9	51.3
IEP Diplomas	5.7	6.6	0.5	3.5
Certificates	1.1	0.5	0.0	2.0
Districts Excluding the Big 5				
Number of Graduates	6,452	4,611	3,549	88,665
Regents-Endorsed Local Diplomas	35.6%	40.3%	70.3%	65.8%
Other Local Diplomas	58.8	55.7	28.4	31.9
IEP Diplomas	5.4	3.7	1.0	2.2
Certificates	0.2	0.3	0.3	0.1
Total Public**				
Number of Graduates	21,417	16,785	10,697	98,803
Regents-Endorsed Local Diplomas	22.8%	24.4%	56.7%	64.1%
Other Local Diplomas	71.5	70.3	41.9	33.6
IEP Diplomas	5.5	5.1	1.3	2.2
Certificates	0.2	0.2	0.1	0.1

*Includes American Indian, Alaskan Native, Asian, and Pacific Islander.

**Total public includes counts of students in charter schools, which are not included in N/RC categories.

Table 4.9
College-Going Rates of Public High School Graduates
by Location and Racial/Ethnic Group
New York State
2001–02 Graduates

Location and Postsecondary Type	Race/Ethnicity				
	Black	Hispanic	Other Minority*	White	Total
New York City					
Percent to 4-Year College	42.2%	41.7%	69.6%	68.3%	52.6%
Percent to 2-Year College	18.8	20.9	11.0	11.7	16.5
Percent to Other Postsecondary	1.7	2.1	0.7	1.3	1.6
Total to Postsecondary	62.8%	64.7%	81.3%	81.3%	70.6%
Large City Districts					
Percent to 4-Year College	41.0%	37.5%	60.0%	50.3%	44.9%
Percent to 2-Year College	30.8	31.2	23.3	26.7	29.0
Percent to Other Postsecondary	1.3	2.7	0.6	0.6	1.2
Total to Postsecondary	73.1%	71.4%	83.9%	77.6%	75.0%
Districts Excluding the Big 5					
Percent to 4-Year College	45.5%	38.9%	71.9%	53.3%	52.9%
Percent to 2-Year College	30.3	32.0	19.9	31.0	30.6
Percent to Other Postsecondary	1.4	1.8	0.5	1.2	1.2
Total to Postsecondary	77.2%	72.7%	92.2%	85.5%	84.7%
Total Public					
Percent to 4-Year College	43.0%	40.8%	70.1%	54.5%	52.6%
Percent to 2-Year College	23.2	24.2	14.2	29.3	26.8
Percent to Other Postsecondary	1.6	2.0	0.6	1.2	1.3
Total to Postsecondary	67.9%	67.1%	85.0%	85.0%	80.6%

* Includes American Indian, Alaskan Native, Asian, and Pacific Islander.

Table 4.10
SAT Scores for Public and Nonpublic High School Seniors
by Racial/Ethnic Group and Gender
New York State
Senior Class of 2002

Race/Ethnicity	Male			Female			Total					
	Number	Verbal	Math	Combined	Number	Verbal	Math	Combined	Number	Verbal	Math	Combined
	American Indian/ Alaskan Native	292	478	504	982	339	459	460	919	631	468	480
Asian	4,201	493	584	1077	4,417	489	552	1041	8,618	491	567	1058
Black	5,285	434	441	875	8,122	435	424	859	13,407	435	431	866
Hispanic*	4,461	453	466	919	6,564	441	434	875	11,025	446	447	893
White	31,953	523	547	1070	36,656	520	515	1035	68,609	521	530	1051
Other Minority	1,785	488	511	999	2,602	486	479	965	4,387	486	492	978
No Response	16,405	483	507	990	15,925	479	478	957	32,330	481	493	974
Total (All Seniors)	64,382	497	524	1021	74,625	492	491	983	139,007	494	506	1000

Source: The College Board

*Includes Mexican American/Mexican, Puerto Rican, and Other Hispanic.

5 Attendance, Suspension, and Dropout Rates

Attendance, suspension, and dropout rates are important measures of school success. Absence from school for any reason deprives children of opportunities for learning.

Attendance Rates

Schools with few minority students had higher attendance rates than schools with many minority students. Figure 4.32 illustrates the negative relationship between the minority enrollment of public schools and average annual attendance rates. In 2000–01, low-minority schools had an average attendance rate of 95.2 percent (92.8 percent in New York City), compared with 88.0 percent (87.3 percent in New York City) in high-minority schools. On average, students in high-minority schools missed 22 days of school in 2000–01.

Figure 4.32
Total Public Annual Average Attendance Rate
by Minority Composition of School
2000–01

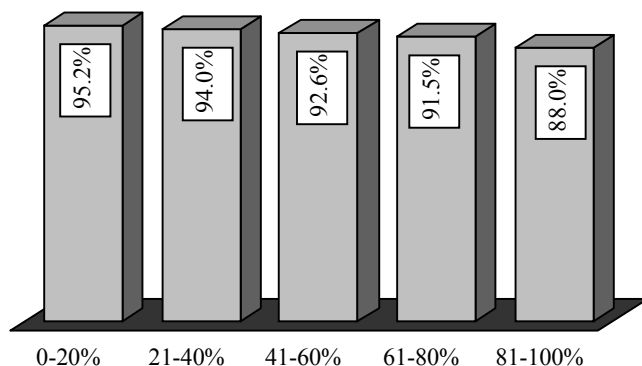


Table 4.11 presents average annual attendance rates and the percentage of schools within each minority-composition category that had low, medium, or high annual attendance rates. Statewide, 87 percent of all high-minority schools, but only 14 percent of low-minority schools, had annual attendance rates lower than 94 percent. This finding is of particular significance given the positive relationship that has been demonstrated in previous years between attendance and performance on PEP tests.

TABLE 4.11

DISTRIBUTION OF PUBLIC SCHOOL ANNUAL ATTENDANCE RATES BY LOCATION AND MINORITY COMPOSITION OF SCHOOL

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Student Suspensions

Black students were consistently suspended at higher rates than students belonging to other racial/ethnic groups. The statewide suspension rate of each racial/ethnic group is shown in Figure 4.33. In districts outside New York City, on average, Black suspension rates were extraordinarily high: 16.6 percent in the Large City Districts and 12.8 percent in districts outside the Big 5, compared with 6.2 percent in New York City (Table 4.12).

Figure 4.33
Public School Suspension Rates
by Race/Ethnicity
2000–01

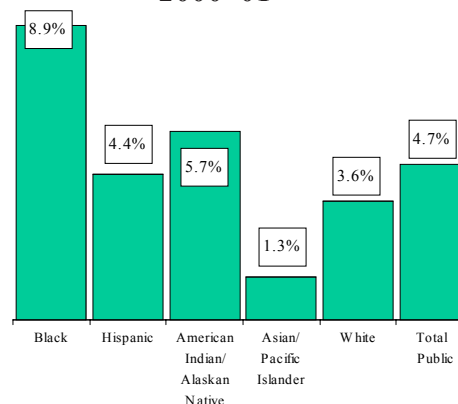


TABLE 4.12

PUBLIC SCHOOL RACIAL/ETHNIC GROUP SUSPENSION RATES BY LOCATION

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Dropout Rates

Statewide, minority students were more likely than White students to drop out. The percentage of students who left school without completing requirements in each racial/ethnic group is shown in Figure 4.34. Minority students attending schools outside the Big 5 were less likely to drop out than their peers attending schools in the Big 5 (Table 4.13).

Figure 4.34
Public School Annual Dropout Rates
by Race/Ethnicity
2001–02

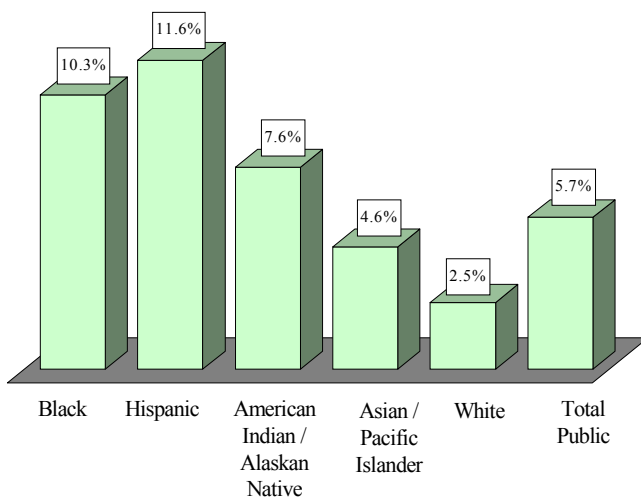


TABLE 4.13

**PUBLIC HIGH SCHOOL ANNUAL
DROPOUT RATES BY RACE/
ETHNICITY AND LOCATION**

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Statewide between 1995–96 and 2001–02, the annual dropout rate increased from 3.6 to 5.7 percent (see Figure 2.49 on page 76). A similar trend in dropout rates occurred for minority students, where the dropout rate for Black students over a five-year period increased by 0.8 percent, for Hispanic students increased by 0.5 percent, and for

American Indian/Alaskan Native students increased by 1.8 percent. White and Asian student dropout rates decreased by 0.1 and 0.2 percentage points, respectively.

Schools with large percentages of minority students had higher dropout rates than schools with small percentages of minority students (Table 4.14). On average, in low-minority schools, only 1 student in 50 dropped out in 2000–01. In contrast, in high-minority schools, 1 student in 13 dropped out. Regardless of racial/ethnic origin, students attending high-minority schools dropped out at higher rates than students attending low-minority schools. For example, the dropout rate was 3.0 percent among Hispanics attending low-minority schools but 8.3 percent among those attending high-minority schools. The contrast in dropout rates between Whites attending low- and high-minority schools was about the same, 1.9 compared with 6.9 percent. In interpreting these results, the reader should remember the strong association between minority status and poverty. The high poverty rates in high-minority schools may increase the dropout rates of students in those schools.

TABLE 4.14

**PUBLIC HIGH SCHOOL ANNUAL
DROPOUT RATES BY
RACE/ETHNICITY AND
MINORITY COMPOSITION CATEGORY**

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Schools with concentrated poverty also had higher dropout rates than other schools. Public secondary schools that enrolled the largest percentage of minority students and had the highest poverty level had the highest annual dropout rates, averaging 17.7 percent in 2000–01; 1 in 6 students attending these schools dropped out in that year. In contrast, 1 in 59 students (1.7 percent) attending schools in the low-poverty, low-minority category dropped out. Figure 4.35 displays the observed relationship of school poverty status, minority composition, and average annual dropout rate in 2000–01.

Across the State, concentrated-poverty, high-minority schools accounted for a disproportionate number (54 percent) of dropouts (Table 4.15). Historically, within each minority composition category, as poverty increases, so does the dropout rate. In 2000–01 among high-minority schools, the dropout rate of concentrated-poverty schools was 17.7 percent and schools with medium poverty was 7.0 percent.

TABLE 4.15
PUBLIC HIGH SCHOOL
DROPOUT RATES
BY POVERTY STATUS AND
MINORITY COMPOSITION OF SCHOOL
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Figure 4.35
Public High School Annual Dropout Rates
by Poverty Status and
Minority Composition of School
2000–01

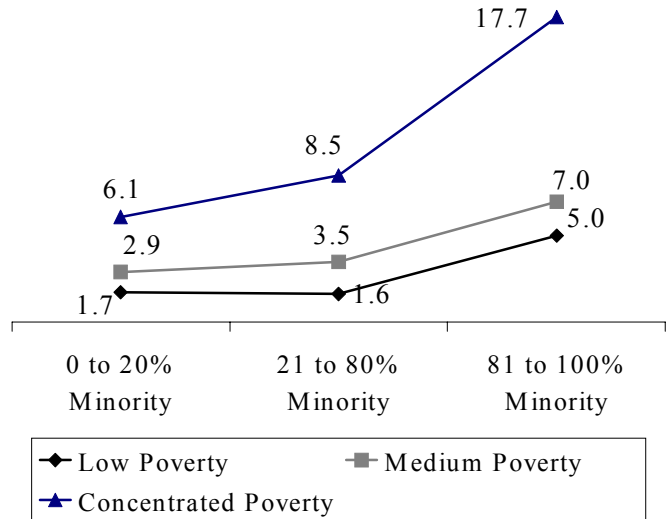


Table 4.11
Distribution of Public School Annual Attendance Rates
by Location and Minority Composition of School
New York State
2000–01

Location/Minority Composition of School	Average Atten- dance Rate	Percent of Schools Having		
		Low Rate	Medium Rate	High Rate
New York City				
0–20 Percent	92.8%	64%	36%	0%
21–40 Percent	91.7	73	27	0
41–60 Percent	91.5	73	24	3
61–80 Percent	90.7	77	22	1
81–100 Percent	87.3	95	4	1
Total	88.7%	89%	10%	1%
Large City Districts				
0–20 Percent	—	—	—	—
21–40 Percent	93.1%	80%	20%	0%
41–60 Percent	91.1	67	27	6
61–80 Percent	91.5	84	14	1
81–100 Percent	89.7	82	17	1
Total	91.3%	80%	18%	2%
Districts Excluding the Big 5				
0–20 Percent	95.2%	14%	49%	38%
21–40 Percent	94.4	23	52	25
41–60 Percent	94.0	37	51	12
61–80 Percent	93.2	48	38	15
81–100 Percent	93.6	39	32	29
Total	94.7%	18%	48%	34%
Total Public				
0–20 Percent	95.2%	14%	48%	37%
21–40 Percent	94.0	30	48	22
41–60 Percent	92.6	55	38	8
61–80 Percent	91.5	70	24	5
81–100 Percent	88.0	87	9	4
Total	92.3%	41%	36%	23%

Note: Attendance Rate is Average Daily Attendance divided by Average Possible Attendance. Low Rate equals less than 0.940, Medium Rate equals 0.940–0.959, and High Rate equals 0.960 and higher. Percentages may not add to 100% due to rounding.

Table 4.12
Public School Racial/Ethnic Group Suspension Rates by Location
New York State
2000-01

Location	Black	Hispanic	American Indian/Alaskan Native	Asian and Pacific Islander	White	Total
New York City	6.2%	3.4%	0.9%	1.1%	2.0%	3.8%
Large City Districts	16.6	10.9	9.1	3.9	8.2	13.0
Districts Excluding the Big 5	12.8	6.7	7.0	1.6	3.7	4.6
Total Public	9.0%	4.4%	5.3%	1.3%	3.6%	4.7%

Table 4.13
Public High School Annual Dropout Rates by Race/Ethnicity and Location
New York State
2000-01

Location	Black	Hispanic	American Indian/Alaskan Native	Asian and Pacific Islander	White	Total
New York City	7.3%	7.9%	9.4%	3.7%	3.7%	6.5%
Large City Districts	5.1	5.2	5.2	2.6	3.5	4.5
Districts Excluding the Big 5	3.3	4.1	5.5	0.7	1.9	2.1
Total Public	6.2%	7.0%	6.6%	2.9%	2.1%	3.8%

Table 4.14
Public High School Annual Dropout Rates
by Race/Ethnicity and Minority Composition Category
New York State
2000–01

Minority Composition Category	Black	Hispanic	American Indian/Alaskan Native	Asian and Pacific Islander	White	Total
0–20 Percent	3.4%	3.0%	5.7%	0.7%	1.9%	2.0%
21–40 Percent	3.3	3.7	4.0	1.2	1.6	2.0
41–60 Percent	3.0	3.7	5.6	1.7	1.8	2.4
61–80 Percent	3.3	4.3	5.4	1.7	2.4	3.0
81–100 Percent	7.2	8.3	10.9	5.3	6.9	7.5
Total Public	6.2%	7.0%	6.6%	2.9%	2.1%	3.8%

Table 4.15
Public High School Dropout Rates by Poverty Status
and Minority Composition of School
New York State
2000–01

Minority Composition and Poverty Status of School	Number of Dropouts	Average Annual Dropout Rate
Low Poverty (0–20%)		
Low Minority (0–20%)	5,144	1.7%
Medium Minority (21–80%)	1,614	1.6
High Minority (81–100%)	695	5.0
Total	7,453	1.8%
Medium Poverty (21–40%)		
Low Minority (0–20%)	2,088	2.9%
Medium Minority (21–80%)	2,515	3.5
High Minority (81–100%)	6,475	7.0
Total	11,078	4.7%
Concentrated Poverty (41–100%)		
Low Minority (0–20%)	665	6.1%
Medium Minority (21–80%)	2,727	8.5
High Minority (81–100%)	25,373	17.7
Total	28,765	15.4%

? Policy Questions

- ? What can the State do to close the resource gap between low- and high-minority schools?
- ? How can qualified minorities be attracted to teaching and other education professions?
- ? What can the State do to close the performance gap between low- and high-minority schools?
- ? What kinds of programs are most successful in overcoming the deficiencies of insufficiently prepared students so they can succeed in Regents-level courses?
- ? What new policies and programs are needed to improve attendance in low-performing schools?
- ? How are minority students achieving in low-minority schools? What school and program factors are associated with minority students' successes?
- ? What new policies and programs are needed to improve attendance in low-performing schools?
- ? What new policies are needed to ensure that school discipline measures, such as student suspensions, are applied without racial or cultural bias?
- ? What programs are needed to keep larger percentages of Black, Hispanic, and American Indian/Alaskan Native students in school?

Part V:

Gender Issues

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1 Introduction 177

2 Gender Composition of School Professional Staff 178

3 Performance 180

4 Other Performance Measures 186

? Policy Questions 189

☆ Highlights

- ☆ *Despite gains by women, in 2001–02, men held significantly greater percentages of leadership positions — superintendents, principals, and assistant principals (except in elementary schools).*
- ☆ *Examination of differences in performance between males and females on the elementary- and middle-level English language arts (ELA) assessments shows substantial differences in favor of females. These differences are larger than the gender differences found previously on the grades 3 and 6 Pupil Evaluation Program (PEP) tests in reading.*
- ☆ *In 2001–02, in public schools, female students performed better than males in English. Males outperformed females at the mastery level on the Regents examinations in mathematics A and sequential mathematics, course I; physics; living environment; global history and geography; and U.S. history and government.*
- ☆ *Female graduates were more likely than males to earn Regents-endorsed diplomas, but males earned higher average SAT scores.*

1 Introduction

In the 1993 policy statement, “Equity of Women in the 1990’s,” the Board of Regents reaffirmed the following principles:

- ✦ The Regents are committed to gender equity. We must change the way we think and act in order to achieve an educational system where leadership is gender-balanced and where schools are beacons of gender equity for a diverse society.
- ✦ Individuals will be valued and rewarded because of their competence, expertise, knowledge, motivation, and personal qualities and not because of their gender.
- ✦ In education and employment opportunities, there should be no difference between the sexes, and all practices which interfere with equal opportunities for men and women must be eliminated.
- ✦ There should be statewide compliance with State and Federal Civil Rights and Equal Employment Laws and the affirmative action policies of the Federal Departments of Labor, Health and Human Services, and Education.
- ✦ Based on the premise that there are as many qualified women as men, the goal is to achieve more evenly balanced representation of women and men at all levels of administration in all educational and cultural institutions and the career work sites of our State.

2 Gender Composition of School Professional Staff

Providing both male and female role models is an important objective in ensuring that young adults are aware of all available career opportunities. Table 5.1 shows the percentages of women administrators in selected district administrative fields, beginning in 1970–71. While women have made gains in the past 31 years, they continue to be underrepresented in the highest levels of administration. Between 1970–71 and 2001–02, the percentage of female school superintendents in independent districts increased from 0.4 to 21.8 percent and in dependent districts from 1.8 to 19.7 percent. The percentage of female deputy, associate, and assistant superintendents and the percentage of female school business managers have nearly quadrupled in this time period.

The percentages of female principals, assistant principals, and classroom teachers have also increased in the past 26 years (Figure 5.1). The increase in female principals and assistant principals has been particularly significant. In 2001–02, however, women continued to be better represented among principals and assistant principals of elementary than secondary schools. Even so, in elementary schools the percentage of women in leadership positions was significantly smaller than their representation among classroom teachers. To have equivalent representation of women in teaching and leadership positions, elementary schools must considerably increase, and secondary schools must more than double, the number of female principals. Conversely, another goal is to increase the number of male teachers in elementary schools. The percentage of male teachers in elementary schools has declined since 1980–81. Male role models are important to all children, but particularly those from female-headed, single-parent families.

TABLE 5.1
PERCENTAGE OF WOMEN ADMINISTRATORS IN SELECTED PROFESSIONAL FIELDS IN PUBLIC SCHOOLS
PAGE 179

Figure 5.1
Percentage of Women Principals, Assistant Principals, and Classroom Teachers in Public Elementary and Secondary Schools 1975–76 to 2001–02

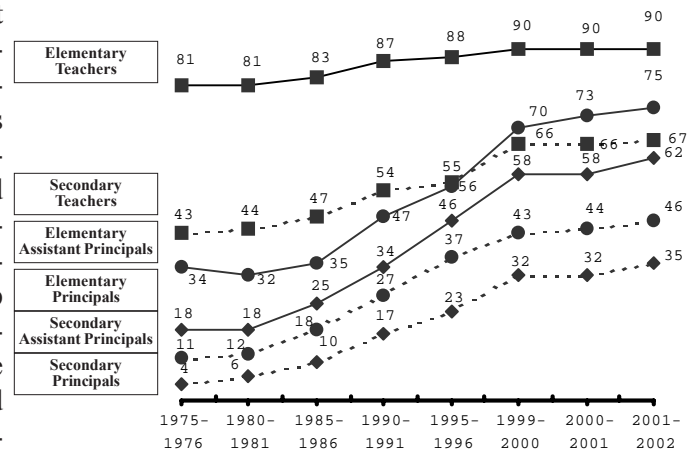


Table 5.1
Percentage of Women Administrators in
Selected Professional Fields in Public Schools
New York State
1970-71 to 2001-02

Professional Field	1970- 1971	1975- 1976	1980- 1981	1985- 1986	1990- 1991	1995- 1996	1999- 2000	2000- 2001	2001- 2002
Superintendent Independent	0.4%	1.8%	1.8%	4.8%	6.2%	12.8%	18.3%	20.3%	21.8%
Superintendent Dependent	1.8	0.6	3.4	4.9	8.9	14.4	17.5	19.9	19.7
Deputy/Associate/Assistant Superintendent	11.9	9.1	10.3	14.6	23.9	32.2	41.0	45.4	47.6
Business Manager	10.3	10.6	14.1	19.6	24.8	29.3	32.7	31.9	39.0
Director/Coordinator	31.6	28.5	35.2	39.0	46.1	51.7	55.1	56.5	56.4
Assistant Director/Coordinator	50.7	37.6	43.9	44.4	58.0	60.4	64.9	69.7	64.7
Supervisor	52.0	42.1	40.2	45.7	52.3	58.4	64.0	65.1	64.5

3 Performance

This section examines differences in performance between males and females on the English language arts tests in the New York State Assessment Program (NYSAP) and on Regents examinations. Information about these assessment programs can be found in *Part I: Overview*.

New York State Assessment Program

Examination of differences in performance between males and females on the elementary- and middle-level English language arts (ELA) assessments shows substantial differences in favor of females (Table 5.2). Statewide, considering the percentages of students scoring at or above Level 2 (partial proficiency in the standards), the difference at the elementary level was 2.6 percentage points; the difference at the middle level was 3.5 percentage points. Considering the percentages of students scoring at Level 3 or above (proficiency in the standards), the differences between males and females were greater: 5.7 percentage points on the elementary-level assessment and 8.6 percentage points on the middle-level assessment.

<p>TABLE 5.2</p> <p>NUMBER OF PUBLIC SCHOOL STUDENTS TESTED AND PERCENT SCORING AT OR ABOVE LEVEL 2 AND AT OR ABOVE LEVEL 3 ON ELA BY GENDER</p> <p>NEW YORK STATE ASSESSMENT PROGRAM</p> <p>PAGE 184</p>

These differences are larger than the gender differences found previously on the grades 3 and 6 Pupil Evaluation Program (PEP) tests in reading. The largest difference in 1998 on the reading tests was 1.2 percentage points. The PEP tests consisted solely of multiple-choice questions designed to identify students in need of remedial help in reading. The NYSAP measures proficiency in reading, writing, and listening and requires extended

written responses. The source of the larger gender differences found on the NYSAP may be greater proficiency of females than males in writing and the higher skill levels assessed on the NYSAP.

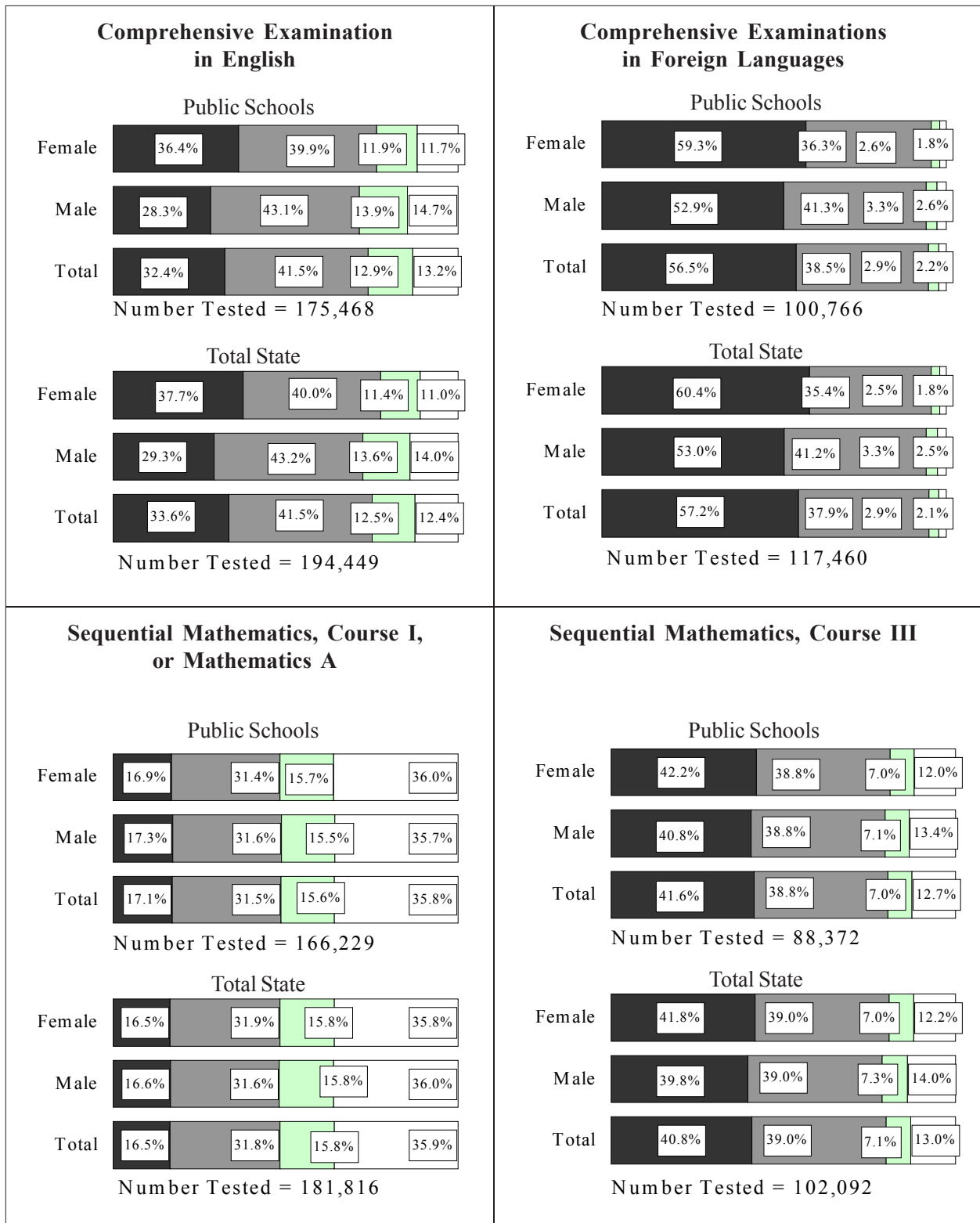
Regents Examinations

Figure 5.2 presents statistics for males and females on selected Regents examinations administered in 2001–02. For each examination, the following data are presented in stacked bar charts: the percentage of tested students scoring 85 to 100; the percentage of tested students scoring 65 to 84; the percentage of tested students scoring 55 to 64; and the percentage of tested students scoring below 55.

Beginning with students who first entered ninth grade in 2001, public school students are required to pass five Regents examinations to graduate from high school. (See the description of high school graduation requirements in *Part I: Overview*.) The transition plan requires that students who entered ninth grade between 1996 and 1999 score 55 or higher on the Regents English examination and that students who entered ninth grade between 1997 and 2000 score 55 or higher on a Regents examination in mathematics. Regents examinations in global history and geography and U.S. history and government are also required of students who entered ninth grade in 1998 and later, and science is required of students who entered grade 9 in 1999 and later. After the transition period, only scores of 65 or higher will satisfy graduation requirements.

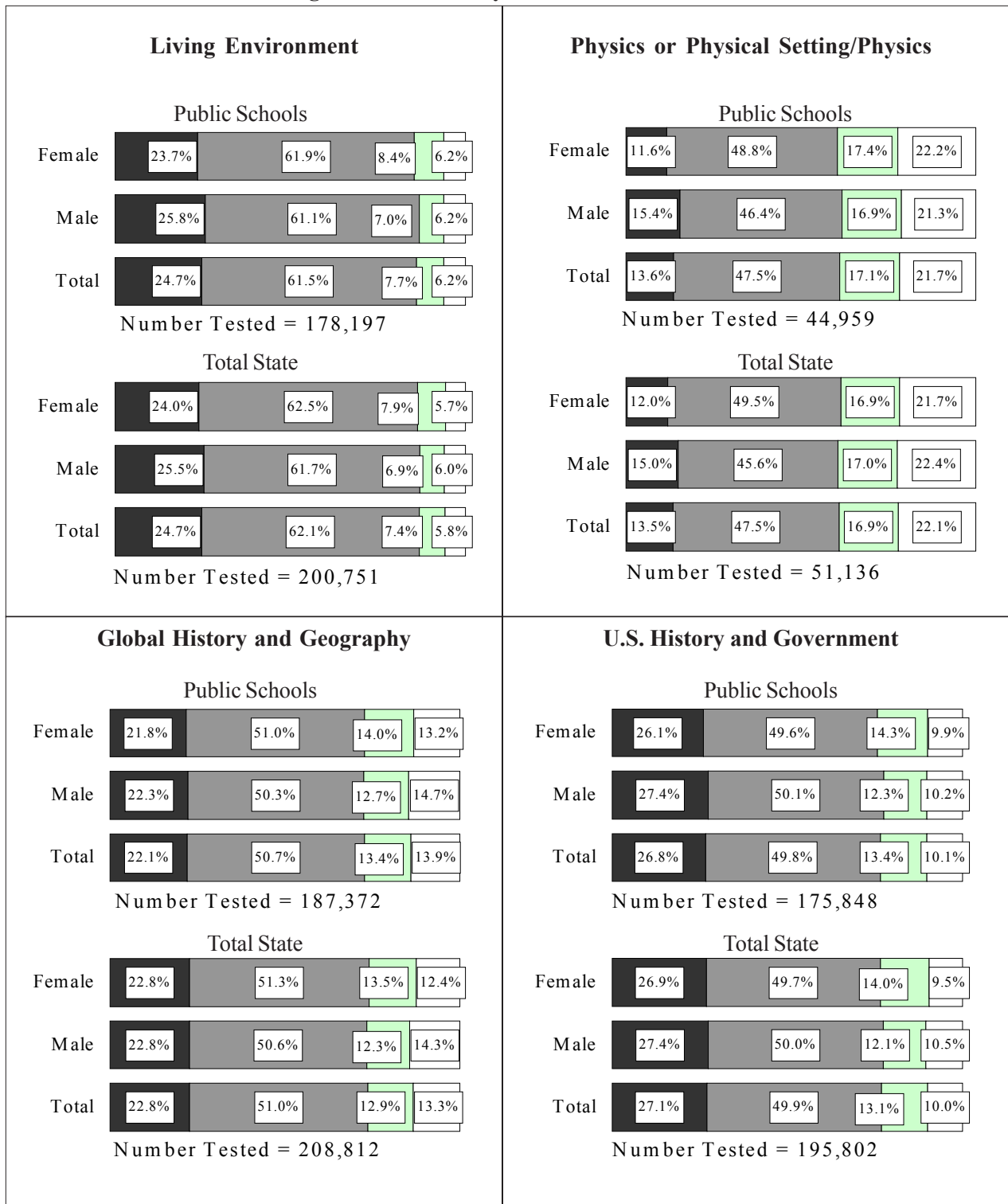
Statewide, tested females were more likely than males to score 55 or higher on the Regents English examination, the first examination required under the new graduation requirements. The percentage of tested females passing the Regents English examination with an 85 or better exceeded the male percentage by over eight points. Males were more likely than females, by 2.2 percentage points, to obtain graduation credit in English by scoring between 55 and 64 (Figure 5.2).

Figure 5.2
Performance as a Percentage of Students Tested by Gender
Regents Examinations
August 2001, January 2002, and June 2002



■ Percent Scoring 85-100	■ Percent Scoring 65-84
■ Percent Scoring 55-64	□ Percent Scoring Below 55

Figure 5.2 (continued)
Performance as a Percentage of Students Tested by Gender
Regents Examinations
August 2001, January 2002, and June 2002



Percent Scoring 85-100
 Percent Scoring 65-84
 Percent Scoring 55-64
 Percent Scoring Below 55

Statewide, similar disparities exist between tested males and females on the foreign language; sequential mathematics, course I, or mathematics A; sequential mathematics, course III; living environment; physics and physical setting/physics; global history and geography; and U.S. history and government Regents examinations: a larger percentage of females than males scored 55 or higher. On two examinations, living environment and U.S. history and government, tested males were slightly more likely than females to score 65 or higher.

These results were significantly affected by the number of male and female students taking these examinations. The total State average grade enrollment (AGE) and public school AGE had more males than females. Yet more females than males took each of the examinations except physics. Generally, the smaller the percentage of a student group tested, the more likely that students tested will represent the highest performing students. For example, 86.5 percent of tested females statewide, compared with 87.2 percent of males, scored 65–100 on the Regents living environment examination. To put these percentages in perspective, consider that 96 percent of the female AGE, as compared with 88 percent of the male AGE, was tested. Therefore, a much larger number of females (90,000) than males (84,000) met this standard despite the smaller number of females in the enrollment (Table 5.3).

TABLE 5.3
AVERAGE GRADE ENROLLMENT (AGE)
AND NUMBERS OF PUBLIC SCHOOL
STUDENTS TESTED ON SELECTED
REGENTS EXAMINATIONS BY GENDER

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Table 5.2
Number of Public School Students Tested and Percent Scoring
at or above Level 2 and at or above Level 3 on ELA by Gender
New York State Assessment Program
2002

Sector/Location and Gender	Elementary-Level ELA			Middle-Level ELA		
	Number Tested	Percent at or above Level 2	Percent at or above Level 3	Number Tested	Percent at or above Level 2	Percent at or above Level 3
Public						
New York City						
Male	39,064	82.9%	42.7%	34,877	84.2%	25.2%
Female	37,834	88.2	50.3	34,291	90.7	34.0
Large City Districts						
Male	4,760	83.2	40.6	4,192	81.1	17.1
Female	4,789	86.7	45.0	4,085	88.1	22.2
Districts Excluding the Big 5						
Male	64,671	95.8	70.0	66,143	95.4	49.5
Female	61,013	96.9	74.6	62,562	97.4	58.5
Total Public*						
Male	108,868	90.6	58.7	105,335	91.1	40.1
Female	103,952	93.2	64.3	101,083	94.7	48.7
Total State						
Male	122,129	91.0	59.4	115,156	91.5	41.0
Female	118,769	93.6	65.1	112,491	95.0	49.6

*Total Public includes data for charter schools, which are not included in the N/RC categories.

Figure 5.3
Average Grade Enrollment (AGE) and Numbers of Public School
Students Tested on Selected Regents Examinations by Gender
2001–02

Subject	Public School		Total State	
	Male	Female	Male	Female
AGE	98,360	97,054	109,680	109,127
Comprehensive Examination in English	86,344	89,124	95,220	99,229
Comprehensive Examination in Foreign Languages	43,666	57,100	50,657	66,803
Sequential Mathematics, Course I, and Mathematics A	80,168	86,061	87,986	93,830
Sequential Mathematics, Course III	42,032	46,339	48,054	54,037
Living Environment	85,897	92,300	96,380	104,371
Physics	23,667	21,292	26,314	24,822
Global History and Geography	92,073	95,298	102,270	106,541
U.S. History and Government	84,940	90,908	94,572	101,230

4 Other Performance Measures

Diplomas Awarded

Fifty-one percent of public high school completers in 2001–02 were female. The gender disparity was accounted for by the Big 5 cities, where 54 percent of completers were female; outside the Big 5, slightly more than 50 percent of completers were female.

Just as female students were more likely than male students to take and pass most Regents examinations, more females earned Regents diplomas (Table 5.4). In public schools statewide, 55.1 percent of females and 50.9 percent of male graduates earned Regents diplomas (with or without honors). A larger percentage of females than males earned honors recognition. Concomitantly, higher percentages of males than females were awarded local certificates and IEP diplomas.

TABLE 5.4

**CREDENTIALS EARNED
BY PUBLIC HIGH SCHOOL
COMPLETERS BY GENDER**

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Scholastic Assessment Test I

In the class of 2002, more females than males took the SAT I: 54 percent of those tested were female. Males scored 38 points higher on the combined tests than females (Figures 5.3 and 5.4). Approximately 87 percent of the difference in the combined scores (33 points) was accounted for by the difference in scores for the mathematics component. The pattern of gender differences in class of 2002 SAT scores is consistent with the patterns seen in prior years; males scored slightly higher on the verbal test and substantially higher on the mathematics test.

The lower SAT performance of females may be partially accounted for by differences between the male and female populations of test-takers. Women from families of lower socioeconomic status as indicated by income and parental education are more likely than men from similar families to take the SAT. In New York State's 2002 senior class, 67 percent of test-takers reporting that their families were in the lowest income bracket (under \$10,000) were female. In contrast, only 48 percent of test-takers reporting the highest family income bracket (\$100,000 or more) were female. In addition, of those test-takers who reported that their parents had not earned a high school diploma, 62 percent were female. Since SAT performance correlates highly with parental income and education, the fact that more female test-takers reported coming from families with low incomes and less education may explain some of the gap in mean performance between males and females. The greater number of female test-takers from lower-income, less-educated families does not explain, however, the small number of female test-takers (2,624) relative to male test-takers (4,705) who earned scores above 700 on the mathematics section.

Figure 5.3
Mean Verbal SAT I Scores by Gender
New York State
Senior Classes of 1995 to 2002

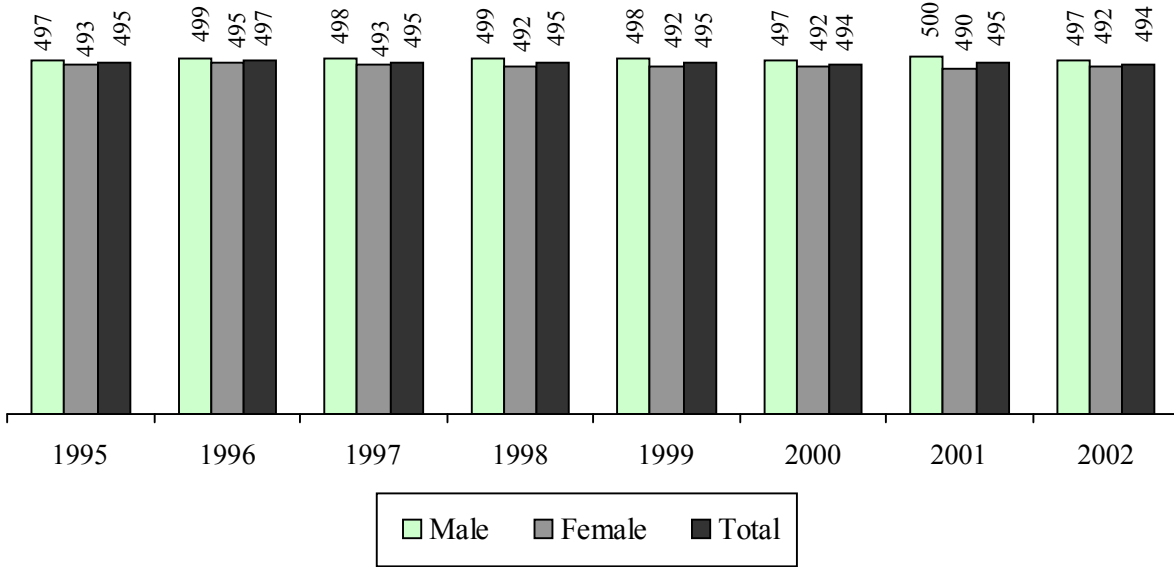


Figure 5.4
Mean Mathematics SAT I Scores by Gender
New York State
Senior Classes of 1995 to 2002

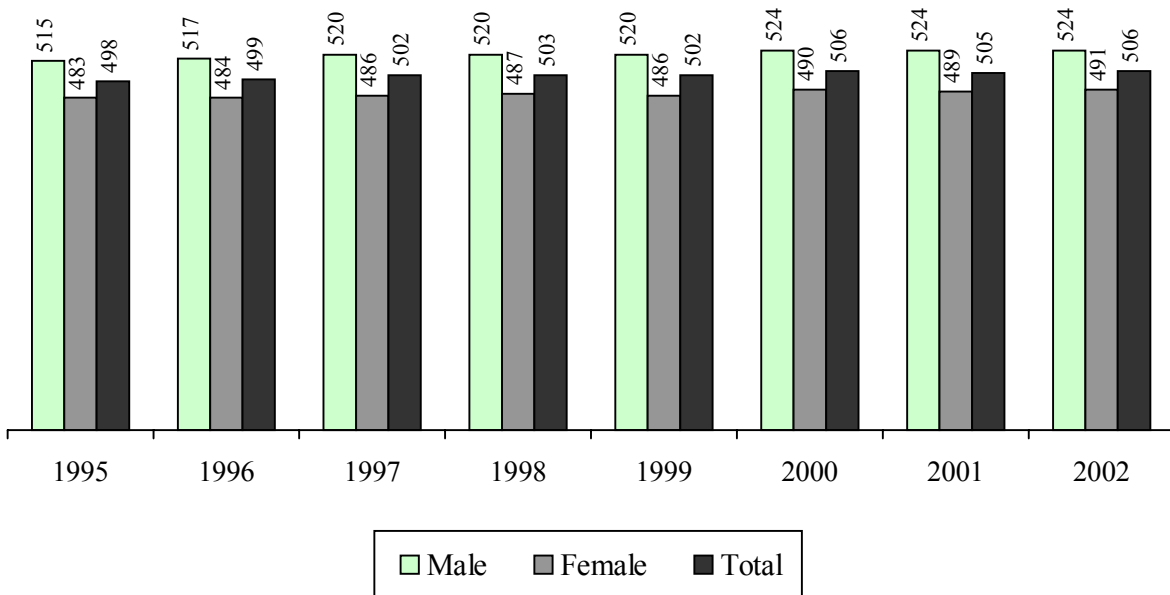


Table 5.4
Credentials Earned by Public High School Completers by Gender
New York State
2001–02

Sector/Location and Diplomas/Certificates	Gender		Total
	Male	Female	
New York City			
Total Completers	18,405	21,596	40,001
Regents-Endorsed Local Diplomas With Honors	5.9%	7.1%	6.6%
Regents-Endorsed Local Diplomas (Without Honors)	22.6	25.0	23.9
Other Local Diplomas	66.0	64.7	65.3
IEP Diplomas	5.4	3.0	4.1
Certificates	0.2	0.1	0.1
Large City Districts			
Total Completers	1,995	2,441	4,436
Regents-Endorsed Local Diplomas With Honors	1.7%	2.8%	2.3%
Regents-Endorsed Local Diplomas (Without Honors)	22.8	25.4	24.3
Other Local Diplomas	67.0	67.6	67.3
IEP Diplomas	6.7	3.3	4.8
Certificates	1.8	0.9	1.3
Districts Excluding the Big 5			
Total Completers	51,116	51,970	103,092
Regents-Endorsed Local Diplomas With Honors	12.0%	15.0%	13.5%
Regents-Endorsed Local Diplomas (Without Honors)	47.9	50.9	49.4
Other Local Diplomas	37.1	32.2	34.6
IEP Diplomas	2.9	1.9	2.4
Certificates	0.1	0.1	0.1
Total Public			
Total Completers	71,731	76,150	147,887
Regents-Endorsed Local Diplomas With Honors	10.1%	12.3%	11.2%
Regents-Endorsed Local Diplomas (Without Honors)	40.8	42.8	41.9
Other Local Diplomas	45.2	42.5	43.8
IEP Diplomas	3.7	2.2	2.9
Certificates	0.2	0.1	0.1

? Policy Questions

- ? What steps are necessary to enable more women to assume leadership positions in elementary, middle, and secondary schools?
- ? What steps are necessary to encourage more men to aspire to elementary school teaching positions?
- ? What changes can be made in educational programs, particularly those in the Big 5 city districts, to better enable male students to meet the higher performance standards?
- ? What kinds of training would assist female students in achieving higher scores on the SAT I?

Part VI:

Nonpublic Schools

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2 Performance Trends 195

3 Other Performance Measures 204

4 Dropout Rates 208

? Policy Questions 209

☆ Highlights

Enrollment Trends

- ☆ *Nearly 500,000 students were enrolled in nonpublic schools in New York State in Fall 2001, constituting 14.8 percent of the total State enrollment.*
- ☆ *Minorities (Black, Hispanic, American Indian/Alaskan Native, and Asian/Pacific Islander students) constituted 31.9 percent of the nonpublic school enrollment in 2001–02.*
- ☆ *The student-teacher ratio in nonpublic schools in 2001–02 was 12.0.*

Performance Trends

- ☆ *On the New York State Assessment Program in English language arts, 68 percent of elementary-level students and 55 percent of middle-level students in nonpublic schools met the standards in 2002.*
- ☆ *On the New York State Assessment Program in mathematics in 2002, 71 percent of elementary-level students in nonpublic schools met the standards, but only 55 percent of middle-level students did so.*
- ☆ *Eighty-three percent of students in nonpublic schools scored 65 or higher on the Regents global history examination in 2002, compared with 74 percent statewide.*
- ☆ *Eighty percent of nonpublic school students scored 65 or higher on the Regents U.S. history and government examination in 2002, compared with 77 percent statewide.*
- ☆ *For all nonpublic schools that administered Regents examinations, the percentage of average grade enrollment passing increased in four examination areas between 1997 and 2002. Large improvements occurred on Earth science and biology (or living environment) examinations, which can be used to satisfy the new graduation requirements.*

Other Performance Measures

- ☆ *In 2002, the largest percentage of nonpublic school graduates (49 percent) earned Regents endorsements since the Regents Action Plan was enacted.*
- ☆ *Fully 94.3 percent of State seniors graduating from nonpublic schools in 2002 planned to pursue some form of postsecondary education.*

Dropout Rates

- ☆ *A very small percentage (0.3 percent) of nonpublic school students dropped out in 2001–02.*

1 Enrollment Trends

Nonpublic School Enrollment

Nearly 500,000 students were enrolled in nonpublic schools in New York State in Fall 2001 (Table 6.1). Nonpublic school students accounted for 14.8 percent of the total State enrollment. Nonpublic schools had a greater percentage of White students (68.1) enrolled in Fall 2001 than the total State (56.9). Nonpublic schools had a significantly smaller percentage of Black (15.4 compared with 19.2) and Hispanic (12.0 compared with 17.6) students enrolled than the total State.

<p>TABLE 6.1</p> <p>RACIAL/ETHNIC GROUP ENROLLMENT PERCENTAGES BY SECTOR/LOCATION IN NONPUBLIC SCHOOLS</p> <p>PAGE 194</p>

Nonpublic School Student-Teacher Ratio

Compared with public schools, nonpublic schools had, on average, one fewer student per teacher statewide in 2001–02 (Figures 2.7 and 6.1). However, New York City nonpublic schools had more students per teacher (12.8) than other nonpublic schools in the State (11.2).

Figure 6.1
Student-Teacher Ratio
Nonpublic Schools
2001–02

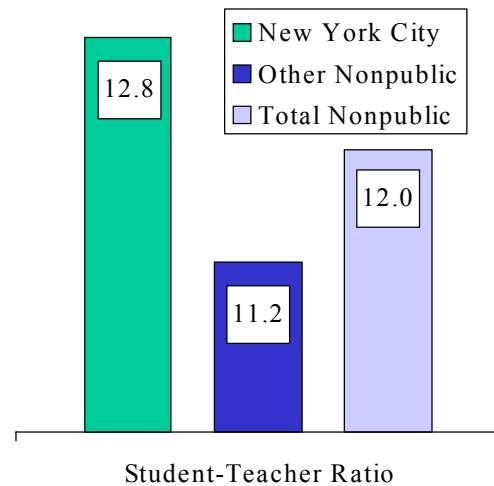


Table 6.1
Racial/Ethnic Group Enrollment Percentages by Sector/Location in Nonpublic Schools
New York State
Fall 2001

Sector/Location	Total Enrollment	Percent Black	Percent Hispanic	Percent American Indian/Alaskan Native	Percent Asian and Pacific Islander	Percent White
Nonpublic						
New York City	275,626	19.7%	17.6%	0.1%	5.4%	57.2%
Other Nonpublic	217,808	10.1	4.9	0.4	2.8	81.8
Total Nonpublic	493,434	15.4	12.0	0.3	4.2	68.1
Total State	3,332,970	19.2%	17.6%	0.4%	5.9%	56.9%

2 Performance Trends

This section discusses performance trends of nonpublic school students over the years on the elementary- and middle-level examinations and Regents examinations. A description of these testing programs can be found in *Part I: Overview*.

New York State Assessment Program (NYSAP)

Elementary-Level English Language Arts (ELA)

Fourth-graders in nonpublic schools performed substantially better on the ELA examination in 2002 than in 1999. In 2002, 68 percent of nonpublic school fourth-graders (compared with 53 percent in 1999) demonstrated achievement of the skills and knowledge in English language arts expected of elementary-school students by scoring at Level 3 or above (Figure 6.2). Twenty-one percent of nonpublic school fourth-graders in 2002, compared with only five percent in 1999, demonstrated knowledge and skills at the advanced level. In 2002, an additional 27 percent scored at Level 2, showing some of the knowledge and skills expected of fourth-graders. The performance of five percent was severely deficient. From 1999 to 2002, the percentages scoring at Level 1 and Level 2 decreased (by 2 and 13 percentage points, respectively), while the percentage scoring at Level 4 increased by 16 percentage points.

Middle-Level English Language Arts (ELA)

Nonpublic school eighth-graders were less successful on the ELA examination in 2002 than in previous years. Though the percentage scoring at Level 4 remained at 13 percent for three years, the percentage scoring at Level 3 has decreased by 8 percentage points since 1999 (Figure 6.3). Sixty-one percent of students scored at Level 3 or above in 1999; only 55 percent did so in 2002. A smaller percentage of students scored at Level 1 in 2002 than in any previous year.

Elementary-Level Mathematics

Performance on the elementary-level mathematics test has improved since 1999. Sixty-eight percent of tested nonpublic school students scored at Level 3 or above in 1999; 71 percent did so in 2002 (Figure 6.4). The performance of Rest of State schools was substantially better than that of New York City schools. In Rest of State nonpublic schools, 80 percent of students scored at Level 3 or above in 2002, compared with 63 percent in New York City nonpublic schools.

Middle-Level Mathematics

Though the middle-level mathematics assessment proved to be the most challenging of the NYSAP assessments, performance improved between 1999 and 2002 (Figure 6.5). Forty-four percent of eighth-graders in nonpublic schools met the standards in this assessment in 1999, compared with 55 percent in 2002. The percentage of students scoring at Level 1 dropped from 19 percent in 1999 to 11 percent in 2002.

Figure 6.2
Percentage of Tested Nonpublic School Students Scoring at Each
Performance Level on Elementary-Level English Language Arts
1999, 2000, 2001, and 2002

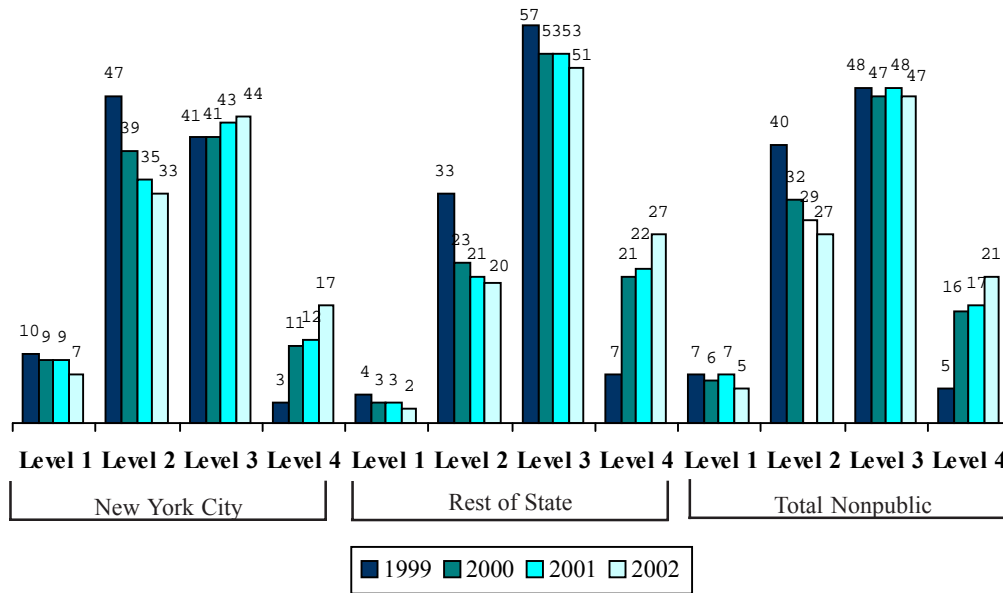


Figure 6.3
Percentage of Tested Nonpublic School Students Scoring at Each
Performance Level on Middle-Level English Language Arts
1999, 2000, 2001, and 2002

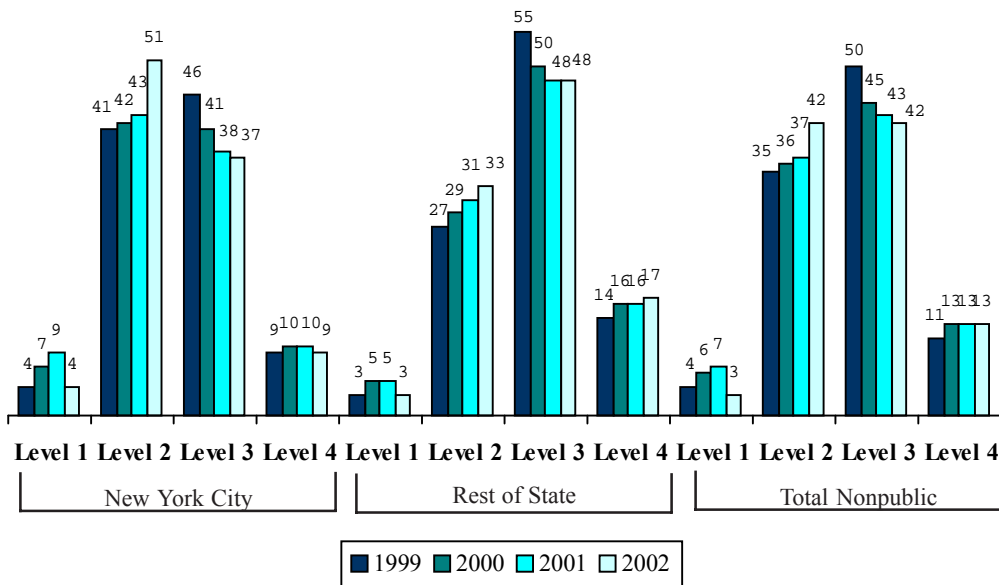


Figure 6.4
Percentage of Tested Nonpublic School Students Scoring at Each
Performance Level on Elementary-Level Mathematics
1999, 2000, 2001, and 2002

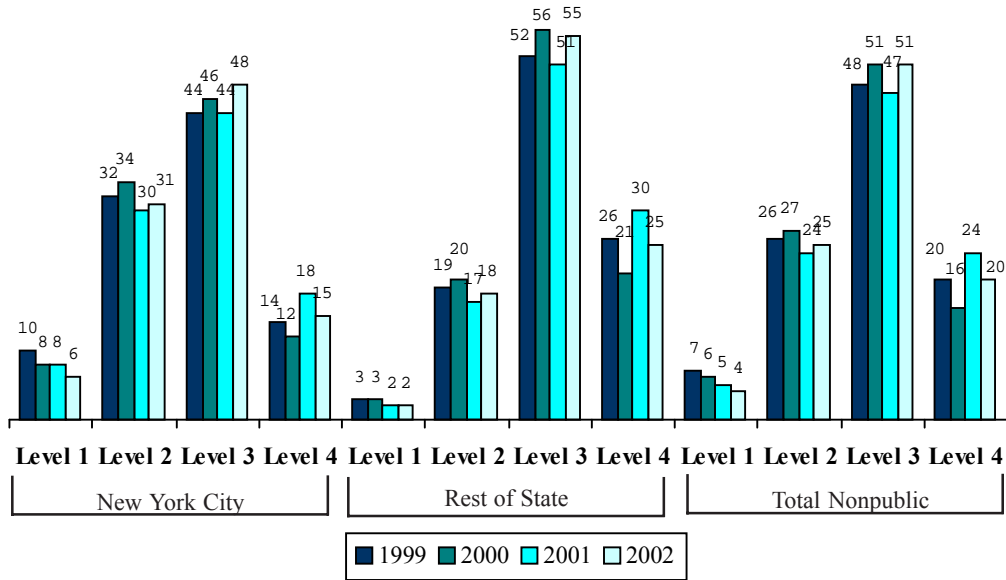
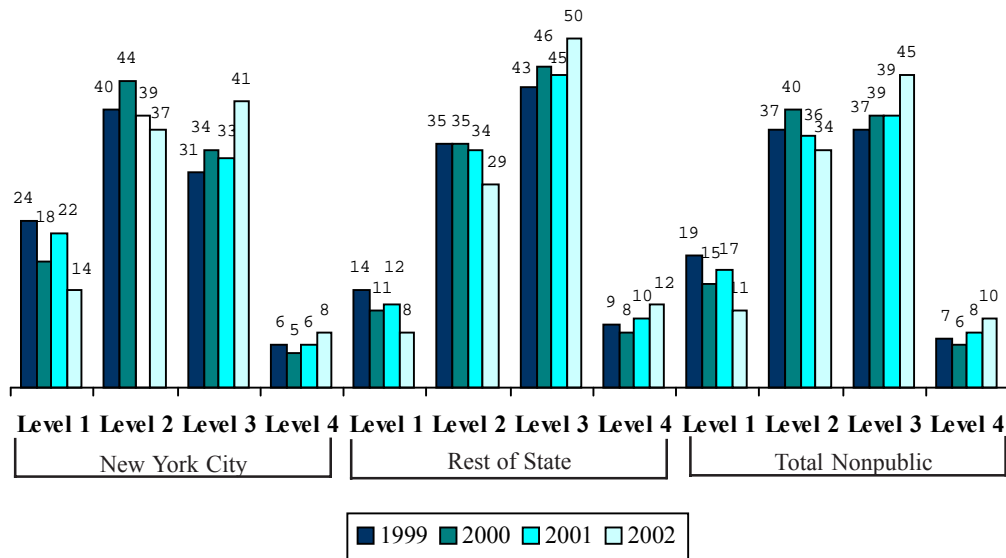


Figure 6.5
Percentage of Tested Nonpublic School Students Scoring at Each
Performance Level on Middle-Level Mathematics
1999, 2000, 2001, and 2002



Elementary- and Middle-Level Science and Social Studies

A significantly larger percentage of nonpublic school students taking the elementary-level science test scored above the State Designated Level in 2002 than in 2000 (76 percent in 2002 compared with 66 percent in 2000) (Figure 6.6). The mean score was greater for students in Rest of State nonpublic schools (36) than in New York City nonpublic schools (32) (Figure 6.7).

Scores on the elementary- and middle-level social studies tests and the middle-level science test were collected for the first time for the 2001–02 administration. Ninety-five percent of tested nonpublic school students scored at Level 3 or

above on the elementary-level social studies test, 91 percent in New York City and 98 percent in Rest of State nonpublic schools (Figure 6.8). Eighty-eight percent of tested nonpublic school students scored at Level 3 or above on the middle-level science: 84 percent in New York City and 92 percent in Rest of State schools (Figure 6.9). Seventy-seven percent of tested nonpublic school students scored at Level 3 or above on the middle-level science test: 84 percent in New York City and 92 percent in Rest of State schools (Figure 6.9). Seventy-seven percent of tested nonpublic school students scored at Level 3 or above on middle-level social studies test: 69 percent in New York City and 84 percent in Rest of State schools (Figure 6.10). Nearly one-third of New York City nonpublic school students scored at Level 2 on this assessment.

Figure 6.6
Percentage of Nonpublic School Students Tested in Elementary-Level Science Scoring above the State Designated Level (SDL) 2000, 2001, and 2002

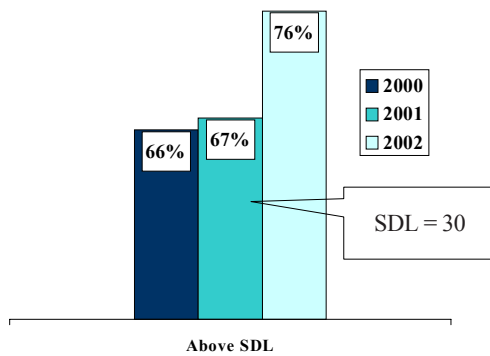
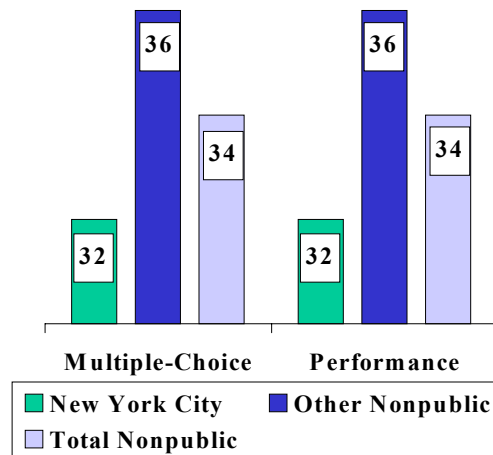


Figure 6.7
Mean Scores in PET Grade 4 Science for Nonpublic School Students 2002



Number Tested = 25,722

Figure 6.8
Percentage of Tested Nonpublic School Students Scoring at Each Performance Level on Elementary-Level Social Studies 2002

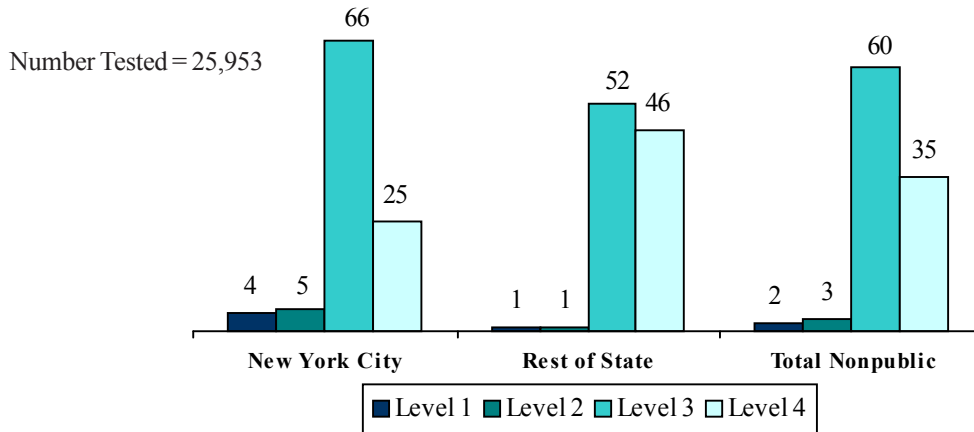


Figure 6.9
Percentage of Tested Nonpublic School Students Scoring at Each Performance Level on Middle-Level Science 2002

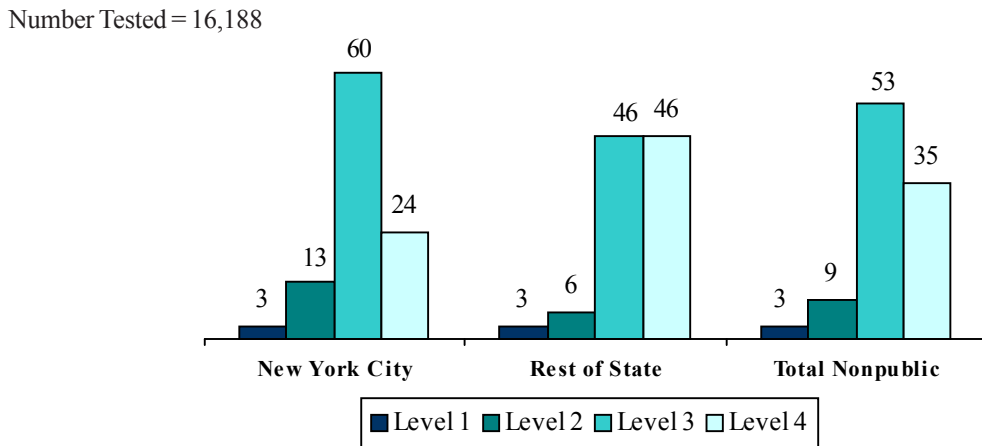
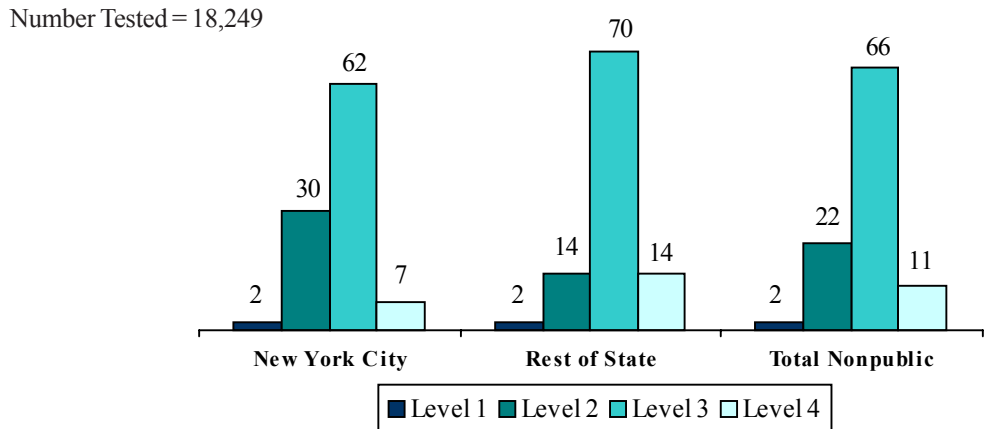


Figure 6.10
Percentage of Tested Nonpublic School Students Scoring at Each Performance Level on Middle-Level Social Studies 2002



Regents Examinations

Performance as a Percentage of AGE

In 1996–97, in nonpublic schools administering Regents examinations, more than 60 percent of AGE passed 6 of the 11 examinations. In 2001–02, compared with the previous year, the percentages of AGE in nonpublic schools passing Regents examinations increased in four areas (Table 6.2). Eighty-eight percent of AGE in nonpublic schools passed the Regents living environment examination. The largest improvements between 1996–97 and 2001–02 occurred on biology (or living environment) and Earth science examinations, which can be used to satisfy current and future requirements for graduation.

TABLE 6.2

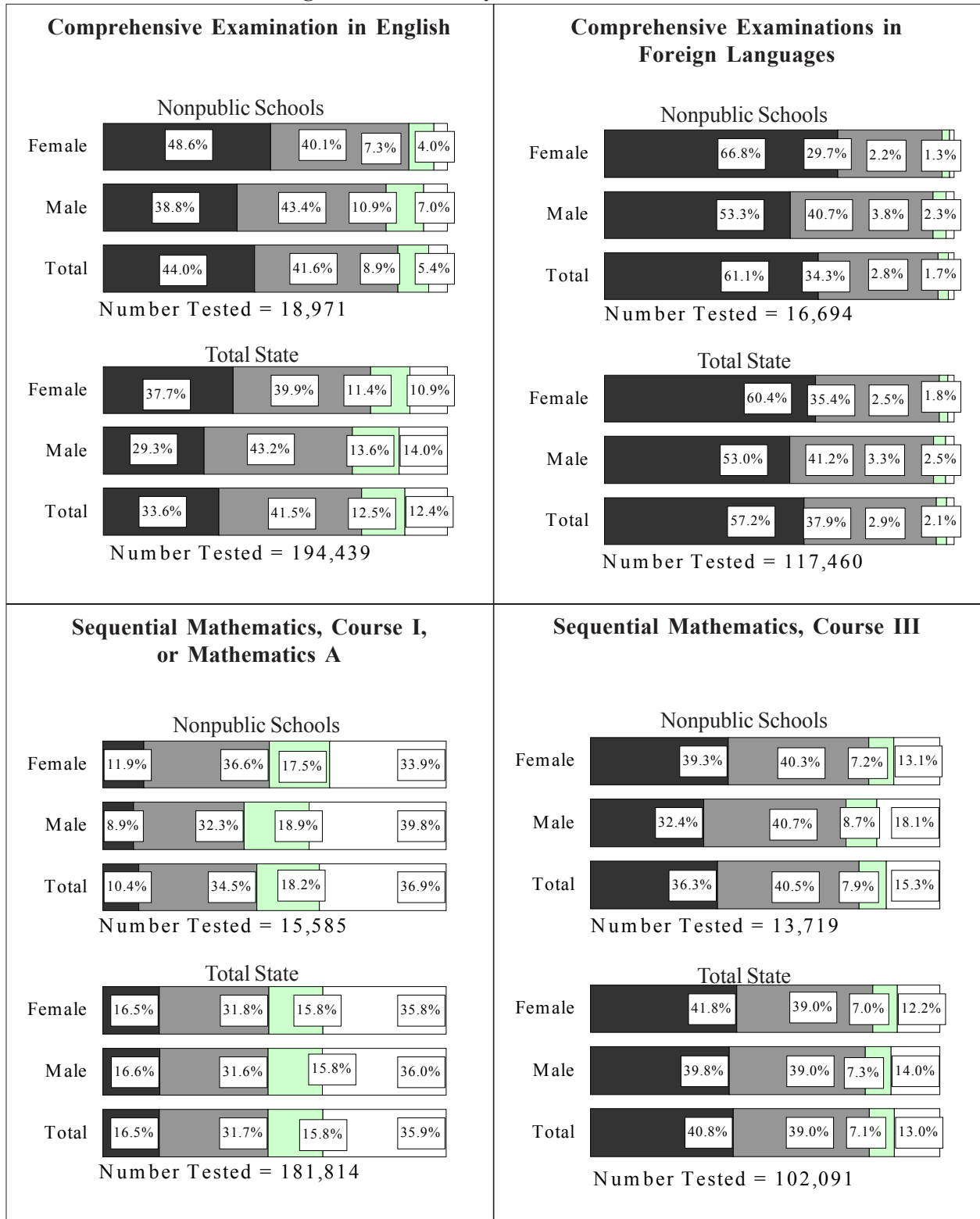
PERCENTAGE OF AVERAGE GRADE ENROLLMENT (AGE) IN NONPUBLIC SCHOOLS IN NEW YORK STATE SCORING 65-100 ON REGENTS EXAMINATIONS

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Performance by Gender as a Percentage of Tested

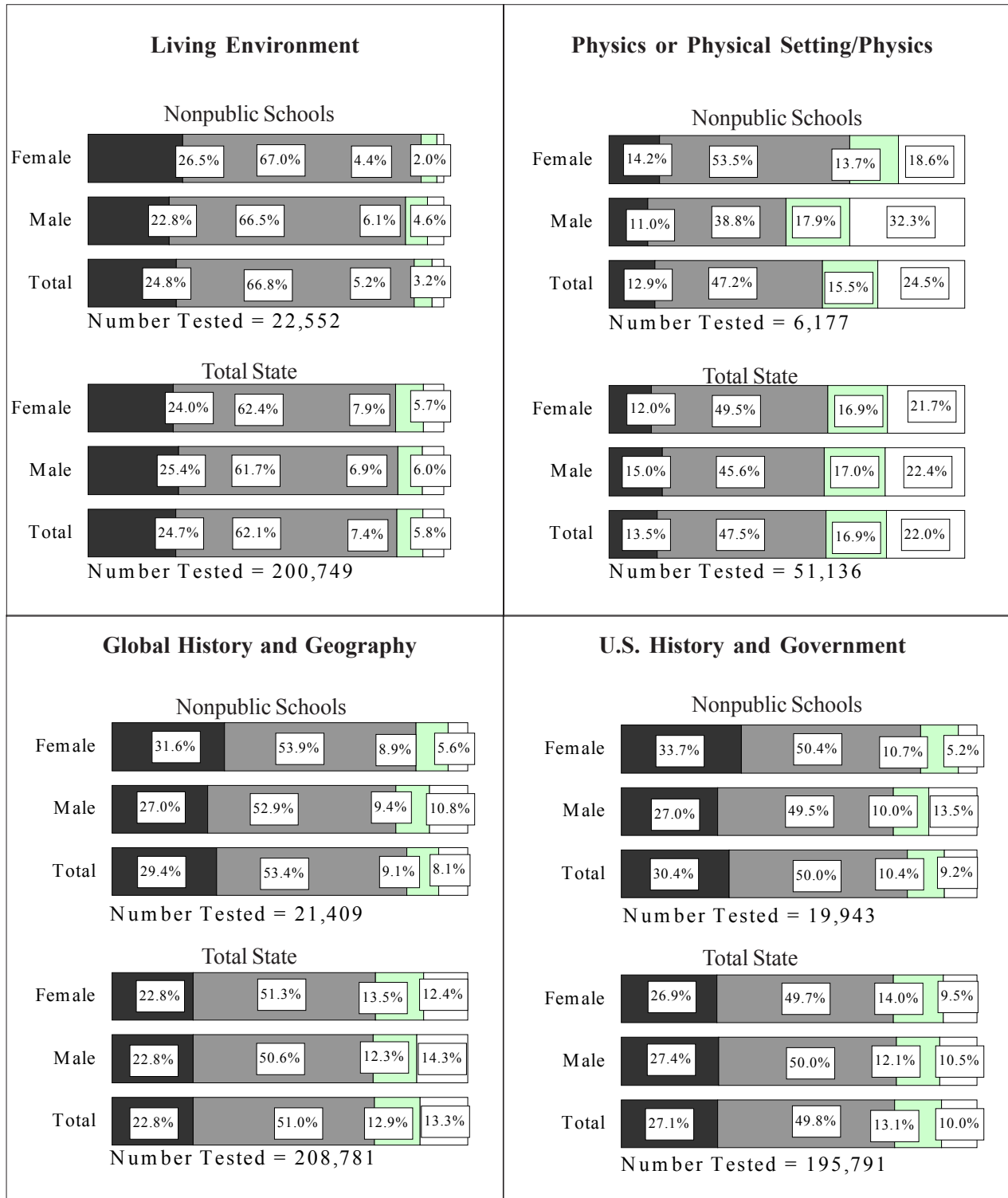
In five out of eight Regents examinations (living environment, global history and geography, U.S. history and geography, English, and foreign languages), greater percentages of total nonpublic school students than students statewide score 65–100 (Figure 6.11). A greater percentage of nonpublic school females than males (from 2.5 to 17.5 percent greater) scored 65–100 in all subjects. Similar to public school students and students statewide, nonpublic school students scored lowest in sequential mathematics, course I, and mathematics A.

Figure 6.11
Performance as a Percentage of Nonpublic School Students Tested by Gender
Regents Examinations
August 2001, January 2002, and June 2002



Percent Scoring 85-100
 Percent Scoring 65-84
 Percent Scoring 55-64
 Percent Scoring Below 55

Figure 6.11 (continued)
Performance as a Percentage of Nonpublic School Students Tested by Gender
Regents Examinations
August 2001, January 2002, and June 2002



Percent Scoring 85-100
 Percent Scoring 65-84
 Percent Scoring 55-64
 Percent Scoring Below 55

Table 6.2
Percentage of Average Grade Enrollment (AGE) in Nonpublic Schools
in New York State Scoring 65–100 on Regents Examinations
1997 to 2002

Sector/Location	1997	1998	1999	2000	2001	2002	Change
Comprehensive English							
Nonpublic	71.4%	71.6%	79.9%	N/A	N/A	N/A	N/A
Total State	57.9	58.4	66.3				
Foreign Languages							
Nonpublic	70.1%	75.1%	76.5%	63.8%	70.2%	68.1%	-2.0%
Total State	50.1	51.9	50.5	51.4	53.0	51.0	-0.9
Sequential Mathematics, Course I							
Nonpublic	63.9%	65.7%	71.1%	N/A	N/A	N/A	N/A
Total State	59.3	62.8	62.7				
Sequential Mathematics, Course II							
Nonpublic	54.8%	54.0%	55.5%	44.0%	52.2%	37.5%	-17.3%
Total State	45.5	47.7	47.5	46.0	46.3	28.9	-16.6
Sequential Mathematics, Course III							
Nonpublic	44.3%	43.4%	45.9%	42.8%	40.6%	45.0%	+0.7%
Total State	37.0	35.8	36.8	37.3	36.9	37.3	+0.3
Biology (or Living Environment)*							
Nonpublic	67.2%	60.6%	65.5%	59.9%	81.6%	88.3%	+21.1%
Total State	46.7	45.5	48.4	49.8	74.7	79.6	+32.9
Chemistry*							
Nonpublic	46.5%	47.4%	48.1%	43.5%	45.7%	41.9%	+4.6%
Total State	34.4	34.1	36.7	35.6	36.6	34.6	+0.2
Earth Science (or Physical Setting/Earth Science)*							
Nonpublic	36.6%	24.7%	40.8%	29.8%	34.8%	41.9%	+5.3%
Total State	42.6	38.8	48.3	48.3	53.8	55.6	+13.0
Physics*							
Nonpublic	19.8%	20.8%	21.0%	18.7%	18.1%	15.9%	-3.9%
Total State	19.5	19.5	19.0	19.5	19.0	14.3	-5.2
Global Studies (or Global History and Geography)*							
Nonpublic	68.2%	68.8%	76.6%	72.4%	N/A	N/A	N/A
Total State	50.1	57.5	62.5	68.9			
U.S. History and Government							
Nonpublic	60.3%	65.6%	72.3%	61.8%	N/A	N/A	N/A
Total State	49.2	53.6	56.7	57.9			

*Biology was replaced by Living Environment in June 2001. The 2001 data include results for both examinations. Earth Science was replaced by Physical Setting/Earth Science in June 2001. The 2001 data include results for both examinations. Global Studies was replaced by Global History and Geography in June 2000. The 2000 data include results for both examinations. Chemistry was replaced by Physical Setting/Chemistry in June 2002. The 2002 data include results for both examinations. Physics was replaced by Physical Setting/Physics in June 2002. The 2002 data include results for both examinations.

3 Other Performance Measures

Performance measures other than State tests can be used to assess student achievement. These measures include Regents and local diplomas awarded, and college-going rates. Descriptions of current and future graduation requirements can be found in *Part I: Overview*.

State Measures

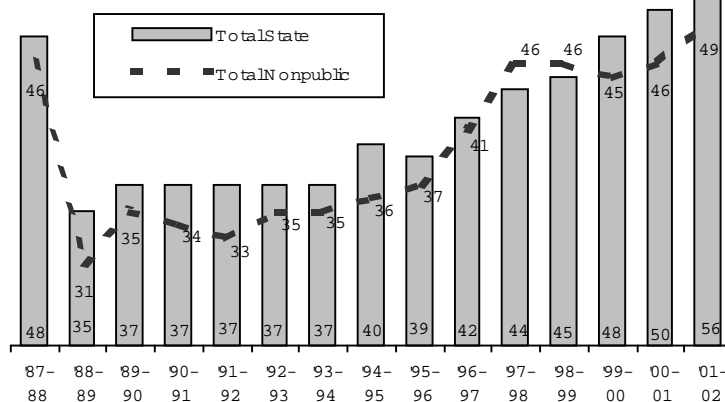
The ultimate goal of elementary, middle, and secondary education is for students to acquire the proficiencies required for employment and postsecondary education. Credentials awarded by secondary schools and college-going rates are two measures of success in accomplishing this goal.

Credentials

In New York State, a Regents-endorsed local diploma (Regents diploma) is generally regarded as an indicator of rigorous effort and excellent accomplishment. The percentage of students receiving Regents diplomas each year is an indicator of attainment for the educational system. It should be noted, however, that many nonpublic schools offer courses of study that exceed the minimum standards established by the State Education Department for awarding Regents diplomas.

In 2001–2002, 49 percent of nonpublic secondary school students statewide were awarded Regents diplomas (Figure 6.12). In 1988–89, 31 percent of graduates of nonpublic schools earned Regents diplomas, compared with 46 percent the year before. Between 1995–96 and 1997–98, the percentage of nonpublic high school graduates earning Regents diplomas increased by nine percentage points. The percentage increased by one point between 1999–2000 and 2000–01 and a further three points in 2001–02.

Figure 6.12
Percentage of High School Graduates of Nonpublic Schools Receiving Regents Diplomas
1987–88 to 2001–02



In 2001–02, 21,635 nonpublic school students earned a credential (Table 6.3). Nearly half (47.9 percent) received Regents diplomas. White students in nonpublic schools were more likely than Black and Hispanic students to earn Regents diplomas: more than half of White students compared with less than one-third of Black and Hispanic students earned Regents diplomas in 2001–02. A similar pattern exists in public schools: 64.1 percent of White students compared with 22.8 percent of Black students and 24.4 percent of Hispanic students earned Regents diplomas.

TABLE 6.3
**CREDENTIALS EARNED BY NONPUBLIC
HIGH SCHOOL COMPLETERS
BY RACIAL/ETHNIC GROUP**

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College-Going Rate

Table 6.4 shows trends in the college-going rate of New York State nonpublic high school graduates. The rate is based on secondary nonpublic schools' reports of the number of seniors who intend to enroll in four-year and two-year postsecondary institutions as well as other postsecondary education programs. In 1980 a total of 86.5 percent of State seniors graduating from nonpublic schools intended to pursue some form of postsecondary education. By 2002 the percentage had increased to 94.3 percent. The percentage of nonpublic school graduates planning to attend postsecondary school was over 10 percentage points greater than the statewide percentage planning to do so. Increases in the percentage of nonpublic high school graduates planning to attend a four-year institution accounted for most of the increase; this group increased from 64.7 to 78.2 percent. The percentage of nonpublic school graduates who planned to pursue their education at two-year institutions has declined in recent years, from 16.2 percent in 1980 to 10.8 percent in 2002.

TABLE 6.4
**TRENDS IN COLLEGE-GOING RATE FOR
NONPUBLIC SCHOOL STUDENTS
GRADUATING CLASSES OF
1980, 1990, AND 1997 TO 2002**

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Table 6.3
Credentials Earned by Nonpublic High School Completers by Racial/Ethnic Group
New York State
2001–02

Sector/Location and Diplomas/Certificates	Racial/Ethnic Group				
	Black	Hispanic	Other Minority*	White	Total
Total Nonpublic					
Number of Graduates	2,467	2,677	1,090	15,401	21,635
Regents-Endorsed Local Diplomas	31.4%	32.0%	35.0%	54.3%	47.9%
Other Local Diplomas	66.1	66.8	64.0	44.6	50.7
IEP Diplomas	1.9	0.9	0.7	0.6	0.8
Certificates	0.6	0.3	0.2	0.5	0.5
Total Public					
Number of Graduates	21,417	16,785	10,697	98,803	147,702
Regents-Endorsed Local Diplomas	22.8%	24.4%	56.7%	64.1%	53.1%
Other Local Diplomas	71.5	70.3	41.9	33.6	43.9
IEP Diplomas	5.5	5.1	1.3	2.2	2.9
Certificates	0.2	0.2	0.1	0.1	0.1
Total State					
Number of Graduates	23,884	19,462	11,787	114,204	169,337
Regents-Endorsed Local Diplomas	23.6%	25.4%	54.7%	62.8%	52.4%
Other Local Diplomas	71.0	69.8	43.9	35.1	44.7
IEP Diplomas	5.1	4.6	1.2	2.0	2.7
Certificates	0.3	0.2	0.1	0.2	0.2

*Includes American Indian, Alaskan Native, Asian, and Pacific Islander.

Table 6.4
Trends in College-Going Rate for Nonpublic School Students
Graduating Classes of 1980, 1990, and 1997 to 2002
New York State

Postsecondary Plans by Category of High School	Percent of High School Graduates Entering Postsecondary Education in the Fall of:							
	1980	1990	1997	1998	1999	2000	2001	2002
Nonpublic								
4-Year	64.7%	70.9%	73.0%	71.4%	72.2%	76.7%	76.9%	78.2%
2-Year	16.2	14.3	11.9	11.8	11.6	10.7	11.1	10.8
Total	80.9	85.2	84.9	83.2	83.8	87.5	88.0	89.0
Other Postsecondary	5.6	5.3	7.1	8.3	8.5	6.4	5.3	5.3
Total Postsecondary	86.5%	90.5%	92.0%	91.5%	92.3%	93.9%	93.3%	94.3%
Total State								
4-Year	41.3%	48.7%	56.2%	53.0%	52.5%	53.4%	54.2%	56.0%
2-Year	23.6	27.1	25.4	24.0	23.6	23.3	24.3	24.6
Total	64.9	75.8	81.6	77.0	76.1	76.7	78.5	80.6
Other Postsecondary	4.1	2.9	2.7	2.9	2.5	2.1	2.0	1.8
Total Postsecondary	69.0%	78.7%	84.3%	79.9%	78.6%	78.8%	80.4%	82.4%

Note: The statewide percentage of students reported entering postsecondary institutions decreased in 1998 due to a change in New York City's reporting methodology. Prior to 1998, New York City apportioned students with no specified plans among all categories. In 1998, New York City placed unknowns in the "Other" category, reducing the percentage going to postsecondary education.

4 Dropout Rates

Nonpublic School Dropouts and Youth at Risk

The percentage of nonpublic school students in New York City participating in the free- and reduced-price program in 2001–02 was nearly three times that of students in other nonpublic schools (34.3 percent in New York City compared with 13.3 percent in other nonpublic schools). The dropout rate of nonpublic school students in 2001–02 was relatively low at 0.3 percent (Table 6.5).

TABLE 6.5
DROPOUTS AND YOUTH AT RISK
IN NONPUBLIC SCHOOLS

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Table 6.5
Dropouts and Youth at Risk in Nonpublic Schools
New York State
2001–02

Nonpublic Location	Dropouts and Youth at Risk		
	Percent Free/Reduced Lunch	LEP Rate	Dropout Rate
New York City	34.3%	5.4%	0.2%
Other Nonpublic	13.3	5.1	0.4
Total Nonpublic	25.0	5.3	0.3

? Policy Questions

- ? How should the new standards and graduation requirements apply to students in nonpublic schools?

Part VII:

Conclusion

Conclusion

Beginning in 1995, the Board of Regents raised curriculum and graduation standards for students in New York State. In 1996, the Regents replaced the minimum competency graduation requirements with the requirement that all students pass five core Regents examinations to demonstrate proficiency in English, mathematics, social studies, and science. In 1996, they adopted standards that define what students at all grade levels should know and be able to do in seven curriculum areas. In 1997, they increased the credit requirements for graduation. While these requirements will not be fully implemented until 2005, the higher standards have already led to improved performance.

A significant effect, directly attributable to the higher standards, is increased participation in Regents examinations. Changes in participation on the Regents examinations required for graduation are striking and illustrate the progress being made toward an all Regents-level curriculum in these subjects. In 2001–02, 175,000 students took the Regents English examination; 152,000 scored 55 or higher. In 1995–96, only 114,000 students took this examination. Regents mathematics examinations have traditionally been taken by more students than any other Regents examination and have also had the lowest passing rate. Between 1996–97 and 2000–01, the number of students taking a first-level Regents mathematics examination increased from 158,000 to 192,000. Fewer students took these examinations in 2001–02, as the sequential mathematics, course I, examination was administered for the last time in January 2002 and mathematics A typically requires three semesters of study. As more students took the demanding mathematics A examination, the percentage of students scoring 55 or higher fell from 76 to 64 percent.

The number of students tested on the Regents global history and geography examination in 2001–02 increased to 187,000 compared with 122,000 in 1995–96; 86 percent of tested students scored 55 or higher. The most dramatic increase in 2001–02 was in the number of students taking the Regents living environment examination, which satisfies the assessment requirement in science. General-educational

students in the 1999 cohort are the first who must meet this requirement. The number of students tested increased from 129,000 in 2000 to 178,000 in 2002; 94 percent of tested students scored 55 or higher in 2002.

Increased participation is not limited to the core Regents examinations required for graduation. In public schools, the percentage of average grade enrollment passing the Regents examinations in advanced mathematics and science and in foreign languages has increased since 1997. Because of the increase in the number of students taking advanced examinations, since 1997 the percentage of graduates earning Regents diplomas in public schools has increased from 42 to 55 percent.

The State administered assessments measuring elementary- and middle-level standards in English language arts (ELA) and mathematics for the fourth year in 2002. Sixty-two percent of fourth-graders and 44 percent of eighth-graders in 2002, compared with 48 percent of fourth- and eighth-graders in 1999, demonstrated proficiency in the ELA standards for their grade level. All but eight percent of fourth-graders and seven percent of eighth-graders showed some proficiency in these standards for their grade level. Among the four assessments, the highest levels of proficiency were demonstrated by fourth-graders on the mathematics assessment for elementary-level students. Fully 68 percent of fourth-graders demonstrated proficiency in elementary-level mathematics. An additional 25 percent demonstrated partial proficiency. Forty-eight percent of eighth-graders demonstrated proficiency in middle-level mathematics, an eight percent increase over the previous year. Though the percentage of eighth-graders scoring at Level 1 has decreased by nine percentage points since 1999, 20 percent of students are still scoring at Level 1 at the middle level, compared with only seven percent of students at the elementary level. The assessments revealed that the greatest need for improved curriculum in 2002 is in middle-level ELA. Only 44 percent of eighth-graders, compared with 49 percent in 1999, met or exceeded the standards in ELA. Clearly, schools must re-

view their curriculum and instruction to ensure that they are successful in enabling all students to reach the standards.

The statistics cited above include both general-education students and students with disabilities. Participation by students with disabilities in the Regents examinations shows a similar pattern. More students with disabilities scored 65 or higher in 2001–02 than in 2000–01 on the Regents comprehensive examination in English. Fewer students with disabilities scored 65 or higher in Regents mathematics. A majority of students with disabilities in the 1998 cohort scored 55–100 in three of the four required Regents examinations (English, global history and geography, and U.S. history and government) after four years; 44 percent did so in mathematics. Students with disabilities' performance on fourth and eighth grade ELA assessments improved between 2001 and 2002.

Preschool special education services continue to be more integrated each year as a result of the 1996 Regents legislative initiative. For the third year, New York State's rate of placement of children with disabilities in general-education classes exceeded the national average. Minority students, however, continued to be disproportionately placed in special education.

New York State students performed better on national programs of student achievement. The average composite SAT I score for the class of 2002 (1,000) was 12 points higher than the average for the class of 1993.

The results of New York State's students on the Advanced Placement (AP) examinations deserve special mention. While New York State accounted for six percent of all graduates nationwide, State students wrote approximately 10 percent of the Advanced Placement (AP) examinations. Comparing 2002 with 1990, the number of candidates increased more than 100 percent. There were twice as many Black, Asian, and Hispanic candidates in 2002 as in 1992. Sixty-six percent of tests written by State students received a score of three or more, qualifying for college credit.

Not all students shared in these successes.

Underachievement is still a concern in many schools — both those with high poverty and those with greater wealth. Even in many high-performing schools, there is room for improvement. While 82 percent of high school seniors in public schools planned to enroll in postsecondary education, only 55 percent earned Regents diplomas. Statewide, 89 percent of general-education students in the 1998 school accountability cohort scored 55 or higher on the Regents comprehensive English examination by the end of their fourth year in high school. In the Big 5 districts, the percentages reaching this milestone were much smaller: 79 percent in New York City and 81 percent in the Large City Districts. Many students who had not achieved this milestone had been held back in ninth or tenth grade and had not completed the curriculum necessary to take the examination. We know from the example set by certain schools — including some with diverse student enrollments — that more students, with proper preparation and instruction, could pass this Regents examination.

Similarly, smaller percentages of students in the Big 5 districts than in other districts met or exceeded the standards for elementary- and middle-level ELA and mathematics. For example, only 46 percent of New York City fourth-graders — and 42 percent of fourth-graders in the Large City Districts — succeeded in meeting or exceeding the elementary-level ELA standards.

In too many schools with large numbers of minority students and concentrated poverty, many students left school without diplomas, and many who graduated were not prepared for a complex and changing society. Too many fourth- and eighth-graders had not acquired the skills and knowledge in English language arts and mathematics required to succeed in higher grades and thus, without dramatic changes in the educational system, are destined to follow their brothers and sisters into lives of poverty.

Why are many of our students not performing at the level we need? Large numbers of children placed at risk by poverty, the inability to speak English well, and recent immigration increasingly challenge public schools. In 1988–89, 19 percent of students attended schools with concentrated pov-

erty; by 2000–01 this percentage had grown to 24. The percentage of students with limited English proficiency has increased by almost two percentage points since 1990, reaching 6.8 percent in 2001–02. Since 1991, the number of immigrant students has fluctuated. These students present challenges that are beyond the training and experience of many educators, and meeting the needs of these students requires greater resources than the schools they attend have available.

State revenues to schools have increased substantially in recent years. Between 1996–97 and 2000–01, State aid increased by \$5.3 billion, a 37 percent increase after inflation. Over the same five-year period, expenditures per pupil increased by 16 percent after inflation. In 2000–01, the State share of district revenues was 46.7 percent, compared with 39.9 percent in 1996–97. Because local ability to raise funds is such an important factor in determining the financial resources available to school districts, State aid cannot equalize resources among districts: statewide expenditures per pupil range from \$9,700 to \$15,500, even excluding districts at the extremes.

Moreover, as data in this report demonstrate, resources are not aligned with need. Those schools with the greatest need frequently have the fewest fiscal resources and teachers with the weakest credentials. The situation in New York City public schools illustrates this point.

On average, New York City served much larger percentages of students placed at risk by poverty, limited English skills, and recent immigration than districts outside the Big 5. Nevertheless, the City spent less per pupil than the State average and had more students per teacher, higher rates of teacher turnover, a larger percentage of teachers teaching out of certification, and less experienced teachers. To a lesser extent, the Large City Districts — Buffalo, Rochester, Syracuse, and Yonkers — struggled with these same challenges.

This pattern of high student needs, limited resources, and poor performance is not limited to the Big 5. It is observed in districts outside the Big 5 with high rates of student poverty and low income and property wealth — Urban-Suburban and Ru-

ral High Need/Resource Capacity (N/RC) Districts. Compared with other districts outside the Big 5, urban and suburban High N/RC Districts had the largest percentages of students in poverty, roughly comparable resources per pupil, the highest dropout and suspension rates, the highest rates of transfer to high school equivalency programs, the largest percentage of students retained in grade 9, and the lowest attendance rates.

Rural High N/RC Districts, on average, had the lowest-salaried teachers and the fewest teachers with substantial credentials beyond the master's degree of any school category. They also had the lowest average expenditure per pupil. In contrast, districts that had low rates of poverty relative to their wealth (Low N/RC Districts) had the greatest resources on almost every measure.

We know that children from even the worst circumstances, if given appropriate instruction and support, can succeed in school. We have daily evidence that this is so, demonstrated by caring, effective teachers and children in pockets of excellence obscured by the statewide averages. Clearly, there is a compelling need to raise standards for all students: to ensure that all students meet the standards, that all students enter high school with the skills to participate successfully in Regents courses, and that all students graduate from high school with the skills and knowledge to find employment or pursue higher education. The State has a three-part strategy for school reform: raise academic standards, increase the capacity of schools to achieve excellence, and measure results and make schools accountable.

Raise Academic Standards

Through a public process, we have set higher learning standards to make all our students competitive in the global marketplace. In July 1996, after extensive review by State and national experts and necessary revisions, the Board of Regents approved standards in seven disciplines: mathematics, science, and technology; English language arts; the arts; languages other than English; career development and occupational studies; health, physical education, and family and consumer sciences; and social studies. Teacher re-

source guides are now available in these areas. New assessments have been developed and administered in elementary- and middle-level English language arts and mathematics, grade 4 science, grade 5 social studies, grade 8 science and social studies, and intermediate-level technology. New Regents examinations have been developed in English, mathematics, global history and geography, U.S. history and government, chemistry, physics, biology (living environment), and Earth science. The last examination based on an old syllabus (with the exception of sequential mathematics) was administered in January 2002.

To raise learning standards for all students, the Board of Regents is phasing out the Regents competency tests (RCTs) and requiring all students to demonstrate competency for graduation using Regents examinations. Phasing out the RCTs ensures that all students are being prepared for the higher learning standards measured by the Regents examinations. This action was the first step in raising graduation requirements. All general-education students who entered ninth grade in Fall 1996 were required to score 65 or higher (55 at local board option) on the Regents examination in English to earn a local diploma. The graduation requirements are increasing incrementally. Beginning with students who entered ninth grade in 2001, all general-education students are required to pass at least five Regents examinations and earn at least 22 units of credit. Beginning with this class, higher requirements have also been established for an advanced designation on the Regents diploma.

The Department has approved a career and technical education path to the standards. Students who complete this program will have achieved the same academic standards as all other students. In addition, they will have met industry-approved standards in their career field. Key elements of the program include criteria for certifying and recertifying career and technical education programs; flexibility in core academic courses; technical assessments based on industry standards; a technical endorsement on a Regents diploma; and a work skills certification and employability profile for students successfully completing a technical assessment. As of April 25, 2003, 14 local education agencies and 34 BOCES have submitted certifi-

cation forms to the Department requesting approval for career and technical education programs. Over 500 program proposals were received and over 400 approved in the areas of arts/humanities, business/information systems, health services, engineering/technologies, human and public services, and natural and agricultural sciences.

Increase the Capacity of Schools to Achieve Excellence

We cannot expect all students to meet higher standards unless we improve the educational system. Students need safe learning environments, qualified teachers employing a range of instructional techniques suited to diverse learning styles, contemporary technology and other instructional materials, and social, psychological, and health support systems.

The Regents 2003 State Aid proposal recommended an increase of \$516 million, a 3.5 percent increase over the 2001–02 school year. The proposal targeted school aid to close the gap between actual student achievement and that needed to meet State learning standards. Recommendations were to:

- consolidate many aids into comprehensive aid programs for school operation, meeting student needs, instructional materials, and equipment;
- adjust Consolidated Operating Aid to reflect regional variations in cost and provide districts with limited protection against losses year to year;
- focus resources on those districts with high concentrations of students needing extra time and extra help and with limited fiscal capacity to raise resources locally;
- provide aid for career and technical education programs in the Big 5 City School Districts comparable to BOCES Aid received by other districts; and
- adjust formulas to provide a greater incentive to districts to place students with disabilities in integrated settings with their non-disabled peers.

The Regents proposal recommended that 76 percent of the increase in State aid be allocated for high need school districts, those districts that have high student need and limited ability to raise revenues locally.

In Spring 1996, the Chancellor of the Board of Regents charged the Regents Task Force on Teaching with determining how the Department can assure that all teachers are prepared to assist all students in meeting the new academic standards and achieving learning outcomes. Since July 1998, when the Regents adopted “*Teaching to Higher Standards: New York’s Commitment*,” a great deal has been accomplished to implement and sustain this policy:

- The requirements for professional development plans were implemented in Fall 2000. Districts have formed professional development teams and statewide training was completed.
- The annual professional performance review requirements were established and implemented in the school districts in the fall of 2000. They continue to be reviewed and revised as necessary to ensure that they are effective.
- In 1999, the Regents adopted new, more rigorous standards for teacher education programs to ensure their preparation of teachers who would be effective in assisting all their students in meeting the State learning standards. Between April 2000 and September 2001, Department staff reviewed approximately 3,000 teacher education programs that 108 colleges had modified to meet the new standards. Those programs meeting the standards admitted the first freshmen to their improved programs in September 2000. The first graduates of these more rigorous programs will begin their teaching careers in September 2004.
- The State Education Department continues to measure the success rate of students in teacher education programs on the New York State Teacher Certification Examinations and report the results to the institutions. Technical assistance is being provided to institutions that do not have the required 80 percent passing rate.

High student performance and capable leadership are inextricably linked. It is estimated that, in the next five years, nearly half of school leaders in New York State will leave their positions. A systematic and statewide strategy for recruiting and supporting the next generation of school leaders needs to be established. In November 1998, the Chancellor of the Board of Regents established a Task Force on School Leadership. To assist the Regents with their deliberations, the Commissioner appointed the Blue Ribbon Panel on School Leadership, representing a wide range of education and community leaders.

In March 1999, the Board approved the report of the Blue Ribbon Panel on Leadership. The purpose is to prepare, recruit, place, and keep a sufficient number of individuals with the knowledge and skill to lead New York schools. The plan has three goals: guarantee the quality of leadership education; recruit in sufficient numbers and increase the diversity of education leaders that New York needs; and improve the environment for leadership. We will measure success by the number of individuals who, in the judgment of those who employ them, possess the essential knowledge and skills of leadership.

In Fall 2001, Commissioner Mills developed a list of guiding questions on preparing leaders. These questions were distributed and discussed at Regional Leadership Forums and meetings with members of the leadership preparation community. In addition, responses were solicited from over 5,000 people around the State. These responses and the recommendations of the Blue Ribbon Panel are summarized in “*Creating a Framework for the Preparation of School Leaders*” and were reviewed by the Regents in April 2002. In December 2002, the first preliminary draft of regulations to implement pre-service and professional development requirements for school leaders was released. Final regulations were approved by the Board of Regents in July 2003. The regulations center on four components of leadership preparation: having a standard so that all candidates prepared in New York State are competent in a basic set of knowledge and skills, requiring evidence of successful leadership experience as part of the requirements for admission to a preparation pro-

gram, focusing on competency-based preparation that requires meaningful field experiences and mentoring, and ensuring program quality by demanding that a nationally recognized accrediting body endorse preparation programs.

In 2002, the Department began a series of Call to Teaching forums to address the recruitment and retention of quality teachers. Teams from school districts and higher education institutions participated in the forums. Some of the themes for future actions that emerged at these forums include investment in mentoring; developing a timeline for acquiring a master's degree; encouraging peer tutoring, internships, and shadowing experiences for middle and high school students; using experienced classroom teachers to model good practice and attitude; ensuring a school climate that supports quality teaching and learning; offering financial incentives to attract teachers to the lowest performing schools; and developing stronger partnerships between higher education institutions and school districts to recruit and retain teachers.

Closing the gaps in student achievement is one of the highest priorities for the Regents, one that touches on more Regents initiatives than any other. Topics such as leadership, teaching, libraries, and State aid are connected to the campaign to raise student achievement and close the gaps. In November 1998, the Chancellor of the Board of Regents established a Task Force on Closing the Performance Gap. The advisory panel on closing the gap and the Regents Task Force on Closing the Performance Gap have examined the data, listened to national experts, and honed the strategies to close the large gap that exists in many high-need schools between current performance and the new higher standards for graduation.

The Department convened two subcommittees of the Statewide Gap Advisory Committee to advise on implementation of the recommended strategies. The subcommittees addressed 1) communication, advocacy, and support, and 2) improving classroom instruction.

The greatest challenge to meeting the Regents standards is in five large city school districts that educate 42 percent of New York State's children.

Recently, the Department built on years of joint work with the CEOs of those systems to implement an Urban Initiative to support these large city districts. The initiative is designed to provide dynamic, practical tools to improve educational results and maintain balanced budgets. The strategy includes: 1) semi-annual meetings of Department representatives with administrators in each of the Large City Districts to build an understanding of each district's fiscal and program characteristics, track the implementation and effectiveness of initiatives, and identify strategies and programs to be implemented; 2) urban forums that will examine data and best practices in technology planning and management, fiscal planning, curriculum and instruction, attendance improvement and dropout prevention, professional development and mentoring, and other strategic topics; and 3) a sharing of strategies and programs implemented to address barriers to learning in selected schools in each district.

To help school districts provide students with access to the instructional support necessary to meet the higher standards, the Department continues to focus statewide professional development efforts on the new standards and assessments. To ensure quality programs and collaboration among the network of providers, the Department has created a regional network that is strategically aligned, tactically focused, and competitively funded on a multi-year basis. This regional network will focus local, regional, and statewide activities on "closing the gap" in student performance across New York State by providing accountability for program performance and supporting periodic program renewal.

The New York State Education Department has also developed the New York State Virtual Learning Space (VLS), a web-based source of information for administrators, teachers, teacher candidates, parents, students, and the public. VLS will provide information on the New York State learning standards in each of the seven standard areas; performance indicators for each standard area at all levels of education; resource guides with core curricula; State assessments; learning experiences tied to the performance indicators; instructional and curricular resources, including online professional development opportunities for teachers, developed

by teachers and other members of the educational community statewide; and library, archive and museum records.

The Regents have focused special attention to make sure that students with disabilities are educated to their fullest potential in the least restrictive environment possible. The recommended reform of special education funding encourages schools to place children in the setting that best meets their needs and discourages unnecessary referrals to special education. The goal is to obviate the need for referrals by enhancing early childhood programs and providing supportive general classroom environments. Staff development and parent education will enhance the capacity of teachers and parents to help students with disabilities meet the new standards. Particular initiatives have been directed to improve the reading and mathematics achievement of students with disabilities in low-performing schools. The Department provides technical assistance so that students are appropriately identified for special education and when they no longer require services.

In December 1999, the Commissioner announced a school attendance initiative linked to the State's goal of increasing academic standards and performance. State rules and guidance for keeping attendance have not changed in more than 40 years. But student behavior, academic expectations, family patterns, and technology have changed. The issues addressed included:

- Setting consistent attendance policies and ensuring consistent interpretation of attendance rules across schools and school districts;
- Use of technology to encourage efficient, consistent, cost-effective ways to fold local data into statewide data; and
- Family concerns that reflect new patterns and require review of rules for excused and unexcused absences.

The Department has already taken significant steps toward setting consistent attendance policies. These steps include reviewing State and federal laws and regulations, conducting regional work-

shops on attendance, convening a statewide attendance advisory group, forming an attendance work group to assemble all relevant information on attendance, and adjusting audit plans to increase audits of school district attendance systems as part of an overall effort to improve the reliability of school district data. School districts, BOCES, charter schools, county vocational education and extension boards, and nonpublic schools were required to adopt a comprehensive attendance policy on or before June 30, 2002 and develop and implement attendance recordkeeping systems consistent with their comprehensive attendance policy by July 1, 2003.

The Regents recognize that unsafe and unhealthy schools do not support higher education standards. Through the efforts of the Regents in working with the Governor and Legislature in 1997, the following school facility improvement initiatives were funded: an increase in building aid equal to 10 percent of the approved project cost; regional cost factors applied to the State building aid formula to assist school districts in regions with high labor costs; and a total of \$200 million for minor maintenance and repair of school buildings over four years beginning in 1998–99. Recently enacted changes will spread building aid over the probable useful life of capital improvement. State building aid reached \$1.42 billion for the 2001–02 school year, which represents an increase of more than 96 percent over the last four years. The Regents recommend that the Governor and Legislature enact changes to make sure that school facilities are maintained as adequate places for learning and that resources are targeted to fix those buildings most in need of repair first.

New York State won an \$81.8 million multi-year grant under the Federal Reading Excellence Act for its proposal "Reading for Results." New York's application was developed by the Department in concert with the Governor and a partnership of reading and literacy experts. The award is being used to create a comprehensive early literacy effort focused on disadvantaged, low-performing students in grades K-3. In addition, the program will use the funds to improve children's reading skills by increasing teacher training and creating new literacy programs, and to form new partnerships between par-

ents, teachers, schools, community-based organizations, libraries, and family literacy and early childhood development programs. Nearly 250,000 children and 20,000 teachers at more than 300 schools, primarily in New York City, are eligible for subgrants under the Reading for Results project. Tutorial Assistance Sub-grants to Schools totaling \$3.7 million were awarded in May 2003 to 25 Reading for Results school districts. These funds will be used to provide after-hours, Saturday, and summer tutoring for children at risk of not learning to read at grade level by the end of grade 3.

To improve student achievement in middle-level schools, the Department developed a middle-level education reform agenda called *A Blueprint for Change*. The agenda is designed to help middle schools raise student achievement and to ensure all middle grade students meet the intermediate-level learning standards and develop as individuals. The *Blueprint* promotes the use of a strategy previously published by the Department called *Essential Elements of Standards — Focused Middle Level Schools and Programs*. *Essential Elements* is based on the review of literature and research done on middle-level learning and details the key components of an effective middle-level school and/or program.

In June 2003 the Board of Regents reviewed a draft of the revised Regents Policy Statement on Middle-Level Education as part of an effort to strengthen and improve education in the middle grades. The draft statement focuses on ensuring that all middle-level students are provided with an educational setting that is safe and supportive and that values continuous improvement and ongoing professional learning; a challenging, standards-based course of study; an organized and structured school; an educational system that promotes academic achievement and personal development; and skilled, caring, knowledgeable, and effective teachers and leaders.

Coordinated school health programs support both the academic and health goals established for school-age children. Nine Coordinated School Health Network Centers and three statewide offices — Statewide School Health Services Center, Statewide Center for School Health, and the Statewide Center for School Safety — have been established. Under the direction of the State Education Department, this network implements pro-

grams, delivers services, provides technical assistance and training, and conducts assessments. Coordinated school health programs support the Department's strategic goals by raising standards for health, physical education, and family and consumer sciences; promoting health and academic success; supporting school-based community services; providing professional development; instituting regulations that promote an environment free from tobacco, drugs, weapons, and violence; and encouraging respect for individual differences and involvement of families. In addition, the Department collaborates with other State agencies that conduct educational services for youth — the Office of Mental Health, the Office of Alcoholism and Substance Abuse Services, the Office of Children and Family Services, and the Department of Correctional Services — to provide drug and violence prevention education, and the Department of Health to build an infrastructure approach to school health.

In 1999–2000, the Department directed Federal Goals 2000 funds to help schools raise standards. As part of this initiative, the State awarded over \$31 million in grants to local school districts. Under the grants, local school districts and BOCES collaborated with schools, colleges, universities, community organizations, and businesses to implement State standards through instructional technology, develop high local standards, develop new assessments, and provide training activities to teachers, parents, and staff. Educators from school districts across the State as well as colleges and universities and cultural and community organizations participated in the training. In 2000–01, the Department awarded over \$31 million in grants to continue this work with greater emphasis on closing the gap in mathematics and English language arts, as well as new leadership initiatives.

In 2001–02, the 12 consolidated School-to-Work (STW) partnerships focused on providing teachers with quality staff development related to the New York State learning standards. The focus of the activities is on the career plan pilot project, which will assist in the development of student career portfolios and the State Labor Department computerized career zone. Workshops focused on applying universal skills, placing learning

in the context of real-world experiences, using the curriculum as a means of engaging students in thinking and planning for the future, and providing work-based learning opportunities that integrate with academic learning. This is the last year of federal funding for STW. Many of the partnerships have formed connections with county workforce investment boards.

To meet the needs and goals of adult learners and to enable them to achieve economic self-sufficiency, the Department supports a number of adult education programs, including adult basic literacy and English for Speakers of Other Languages (ESOL). These programs served 176,239 adults in 2000–01. Of these adult learners, 6,714 obtained a High School Equivalency Diploma; 6,447 entered other academic or vocational training; 15,520 gained employment or are being retained or advanced in their employment; and 2,054 either left public assistance or had their grants adjusted due to employment earnings.

To raise standards and build capacity, parents, other community members, and teachers must be actively involved in children's education. Commissioner's Regulations require that school districts involve teachers and parents in school planning and decisionmaking. In many schools, teachers and parents are already participating fully in such matters as scheduling, staffing, goal-setting, and allocating available resources. To support this involvement, we will provide information about the new standards to educators, parents, and other community members through teleconferences, the Internet, and materials designed for parents.

The State is linking educational institutions — schools, colleges, libraries, and museums — through telecommunication networks. For every student, working with the resources of these institutions will become a daily part of the curriculum, transcending the boundaries of the classroom.

Measure Results and Make Schools Accountable

The new standards form the basis of New York's assessment system. We have strengthened

our Regents examinations, the foundation of the assessment system, to reflect higher academic standards and to give more emphasis to students' ability to express their knowledge in writing, to conduct empirical research, and to apply mathematical skills to real-life situations. The Department has conducted pilot assessments to identify valid and reliable techniques for measuring the higher standards. New Regents examinations were administered in English language arts and mathematics in June 1999, and a new examination in global history and geography was administered in June 2000. New examinations in U.S. history and government, Earth science, and living environment (biology) were administered in June 2001. New examinations in chemistry and physics were administered in June 2002.

In December 2002, the Board of Regents approved New York State's plan for meeting the accountability requirements of the federal No Child Left Behind (NCLB) Act. This plan was approved by the U.S. Department of Education in January 2003. President Bush recognized New York State in a White House ceremony on January 8, 2003 among only five states that had approved school accountability plans consistent with NCLB. Commissioner's Regulations continue to be amended to align the regulations with NCLB. Proposed amendments to the Regulations of the Commissioner of Education relating to school/district accountability and data and reporting requirements under the No Child Left Behind (NCLB) Act were submitted to the Regents for approval in July 2003. Key elements in the proposal include:

- establishing criteria for determining if schools/districts have met the State standard or made adequate yearly progress;
- determining consequences for schools/districts that do not meet the State standard or make adequate yearly progress;
- establishing criteria by which schools/districts are identified as "high performing;" and
- establishing rules for school/district reporting of data to the State and the subsequent public reporting of these data by the State.

These revised regulations represent a significant milestone in the evolution of the school accountability program in New York State. The accountability program supports the efforts of the Regents to both improve student results and close the gap in student performance. Implicit in the regulations adopted are a number of policy goals:

- measure school performance in terms of students' achieving proficiency rather than minimum competency;
- develop a multi-year plan to raise the bar for school performance;
- establish standards for all schools, not just those that are low performing;
- give schools the opportunity to "compete against themselves" to demonstrate that they are making adequate progress toward closing the gap between their performance and the State accountability standards; and
- recognize schools that are demonstrating rapid improvement.

The Department has taken steps to force failing schools to reform, reorganize, or close. Regulations that govern registration review were amended to improve our capacity to identify and remedy low performance in schools. Through the 1999–2000 school year, 206 schools had been identified for registration review. Ninety-nine of these schools, including 18 during the 1999–2000 school year, have been removed from registration review. Fifteen of these 18 were removed because they achieved the student performance standards established by the Commissioner and the other three ceased operation in June 2000 pursuant to closure plans developed by their district and approved by the Commissioner. Twenty-four schools were identified for registration review in the 1999–2000 school year.

The community has a vital role in building successful schools. The citizens elect school board members and legislators and, outside the Big 5, vote on school budgets. Reporting results in ways that the public can understand is a critical part of

the school reform strategy. In December 1996, a revised system of school reports designed to inform the public about student performance, student demographics, and other conditions of the school was implemented. In March 2003, we issued the seventh annual school report cards. As planned, the report cards have engaged the wider school community in a conversation about public school performance to build a climate that supports high performance and continuous improvement.

Since 2002, the School Report Card has included student performance data disaggregated by gender, racial/ethnic group, English proficiency status, migrant status, disability status, and income level for examinations in English language arts and mathematics. The significant gaps in performance among ethnic groups documented in this report are shown at the school level on report cards. The public reporting of these data will motivate changes in curriculum and instruction that will close these gaps.

In December 1997, the Board of Regents expanded the public reporting of the performance of the educational system by adopting regulations requiring the preparation and distribution of a Board of Cooperative Educational Services (BOCES) report card. The BOCES are a vital part of the educational system in New York State and must be included in the reporting system. The sixth report was issued in April 2003. We envision that the BOCES report card will be used as a tool to continuously improve the BOCES programs and services and provide information to parents, teachers, administrators, and communities.

After several years of strong economic growth, New York State is in an economic decline with a significant reduction in revenues. Nonetheless, we must continue our efforts to improve the educational system for all students and to move the education reform agenda forward. We have an opportunity to move New York State toward a system that links investment in education to demonstrable results. We have an obligation to examine every expenditure to maximize the benefit it yields, to re-examine and revise fundamentally the ways in which schools are organized and operated in New York State, and to devise new modes that will produce more satisfactory results. The data make a compelling case for change.

Appendix A: Data Resources

In August 1987, the New York State Legislature enacted an amendment to Section 215-a of Education Law that requires the Board of Regents to submit an annual report on the educational status of the State's schools. The Chapter 655 amendment specifies the information to be reported with a strong focus on data related to student performance. An important element of this law, one consistent with the Department's dual commitment to educational excellence and equity, is the requested display of data by racial/ethnic group and gender, on both a statewide and individual district basis "to the extent practicable."

Data Sources for the July 2003 Edition

The Department relied on its current reporting systems to supply most data for the July 2003 edition of this report: the Basic Educational Data System (BEDS); the School Financial (SF) system; VESID's Strategic Evaluation Data Collection, Analysis, and Reporting (SEDCAR) system; and the School and Student Accountability Data System (SSADS). The BEDS system includes three parts: school building data, district data, and professional personnel data. From public elementary, middle, and secondary schools, BEDS annually collects data on enrollment, professional staff, students with limited English proficiency, students from families on public assistance, student support services, and technology and library media resources. Similar data are collected from nonpublic schools. From public school districts, BEDS collects data on district-wide enrollments, personnel, and programs. Finally, from public school professional staff, BEDS collects demographic information, such as salary, education, experience, and certification.

The School Financial (SF) system stores the data from the Annual Financial Report for School Districts. The SEDCAR system collects counts of students with disabilities by kind of disability, placement, and age. SSADS collects State test

results, credentials awarded, and related information from public and nonpublic schools.

Data from these Department databases were supplemented by several sources. Information was generated from several reports based on the 1990 Decennial Census and from other governmental reports. Information about results on the Scholastic Assessment Test and the Advanced Placement Program was developed with the cooperation of The College Board. Finally, several program offices within the State Education Department contributed both statistical data and programmatic information.

Status of Department Data Collection Efforts

The Department routinely collects two categories of data about schools and students. The first is student-specific information. The second is aggregated data reported to the Department for school buildings and school districts.

The Department gathers student-specific data through a variety of collection methods, such as the New York State High-School-Equivalency-Examination answer sheet; the Local Education Agency Program (LEAP) reporting system; the System for Tracking Educational Progress (STEP); and the System to Track and Account for Children (STAC) forms (for students with disabilities). The STAC data-collection forms are also linked to unique case-registration numbers, which permit the implementation of a tracking system for all participating students. The LEAP system collects electronic records for all public school students in elementary- and middle-level grades in which State assessments are administered (grades 4 and 8 in 2001–02). STEP collects electronic records for all student in grades 9–12.

Enrollment, attendance, and suspension data are locally recorded on an individual basis, but submitted to the Education Department aggregated to the school level. The attendance data used in this report were aggregated without gender or racial/

ethnic breakdowns. The same limitations apply to efforts to determine the level of academic success of children from low-income families.

Where individual records are not available, the Department uses a second strategy based on available information about the composition of school enrollments to relate data about race/ethnicity and poverty status to outcome data. These data permit this report to display school statistics by the percentage of minority enrollment and by the percentage of students from families on public assistance.

In summary, the Department has the capacity to respond to a variety of policy questions involving students of different racial/ethnic and socioeconomic backgrounds. This capacity, moreover, is expanding as the Department revises its procedures to collect individual student data.

Department Initiatives Related to Data Collection and Analysis

The Department has also undertaken several major initiatives to ensure that data collection and analysis become integrated with and support critical planning, supervision, and evaluation activities at both the State and local levels. These initiatives include the Statewide Student Database and the Fiscal Profiles project.

Statewide Student Database

The Department has revised its data-collection policy to require all school districts to submit individual student test scores electronically. Past policy required districts to submit essentially the same information aggregated by grade and/or school in paper-and-pencil format. In Spring 1997, the Department began using LEAP to collect results for all State assessments administered in grades 4 through 8.

In the 2001–02 school year, the Department expanded the collection of individual student records to secondary schools. The System for Tracking Education Performance (STEP) collected student results for all secondary-level State assessments as well as graduate and dropout data. Be-

cause the LEAP and STEP systems do not meet all Department needs for student data, we have initiated planning for a comprehensive individual student record system that will replace these two systems. In collaboration with the Big 5 districts and the regional information centers, the Department is preparing to design and implement an electronic system to collect individual student data at the elementary, middle, and secondary levels. This system will integrate sections of BEDS, SSADS, the SEDCAR system, and other smaller systems that collect data on individual students from public schools.

The planned statewide student database is designed to meet current and anticipated information needs, to support better decisionmaking regarding resource allocation, to improve services to students, and to provide information for State policymakers on matters such as the usefulness of current laws and regulations in ensuring that young people receive the educational services they need. The database will be accessible to local education agencies for use in planning, evaluation, and policy development. The individual student data will enhance the usefulness of the New York State School Report Cards, initiated in December 1996, and provide necessary performance data for State and federal accountability programs.

The first step toward implementing the database was the release of a Request for Proposal (RFP) for the development of a statewide unique student identification (ID) system in January 2003. A contract for this system is expected to be awarded in Fall 2003. The unique ID is expected to be assigned to all public school students by the end of the 2004–05 school year.

Fiscal Profiles of School Districts

The Education Department has developed a computerized reporting system, the School District Fiscal Profiles, which provides a detailed and comprehensive view of spending, revenue, staffing, salary, and educational performance trends in districts. The profiles are derived from data submitted by school districts. Generating the profiles requires the merging of files from several different computer databases and the calculating of statistics not previously used by the Department. The Depart-

ment publishes the School District Fiscal Profiles annually.

Regents Policy

In developing these data collection and analysis initiatives, the Regents and the Department addressed several policy questions concerning the purposes of data collection and analysis, the importance of individual student data, the appropriate use of technology, and the need for a common, integrated database.

Information is crucial for decisionmaking. Teachers and administrators must have reliable, accurate, and timely information about all of their students, provided in ways that make it easy to ana-

lyze student progress individually and by groups. At the same time, by law, information about individuals must be kept secure and confidential. The Regents, therefore, support the prosecution, to the full extent of the law, of any individual or group that accesses or uses information in an unauthorized manner or uses information systems (or the information they contain) maliciously, destructively, or for personal gain.

The Regents support local district planning to use technology in management and in support of instruction. This process must examine hardware and software, sources of funding, and the relationship of these with curricular objectives, focusing on technology as a supportive tool, rather than an end in itself.

Appendix B: Statistics for Schools Under Registration Review (SURR)

Number of SURR Schools and Enrollment (See Table 2.2 – Page 21)

Racial/Ethnic Enrollment Fall 2001

Location of SURR Schools	% Black	% Hispanic	% American Indian/Alaskan Native	% Asian and Pacific Islander	% White
New York City	49.9%	46.8%	0.5%	1.6%	1.3%
Rest of State	66.1	20.2	0.2	1.1	12.4
Total	52.8	42.0	0.4	1.5	3.3

Percent with Concentrated Poverty*, Percent of Enrollment Participating in Free-Lunch Program, and Percent of Enrollment Who Are English Language Learners Fall 2001

Location	% Concentrated Poverty	% Free-Lunch Participation	% English Language Learners
New York City	84.4%	84.3%	15.4%
Rest of State SURR	91.7	74.1	6.8
Total SURR	85.8	82.5	13.8

*Over 40 percent of enrollment from families on public assistance.

Average Class Size in SURR Schools Fall 2001

Class	Average Size
Kindergarten	18.6
Grades 1-6	21.7
English 7	25.8
English 9	26.4
Regents Biology (or Living Environment)	27.3
U.S. History and Government	28.2

Attendance, Suspension, Dropout Rates, and Students Retained in Ninth Grade

Location	2000–01 Attendance	2000–01 Suspension	2001–2002 Dropout Rates	Students Retained in Ninth Grade Fall 2001
New York City	84.2%	7.0%	9.0%	32.4%
Rest of State SURR	88.7	19.0	7.6	48.2
Total SURR	85.0	9.2	8.7	34.2

**Student Performance in SURR Schools and All Public Schools by Location
New York State
2001-02**

Location	NYSAP Tests: Percentage at or above Level 2			
	Elementary Level		Middle Level	
	ELA	Mathematics	ELA	Mathematics
SURR Schools				
New York City	75%	79%	81%	51%
Rest of State	75	79	80	48
Total SURR	75	79	81	51
Public Schools				
New York City	86%	87%	87%	67%
Rest of State	96	96	96	88
Total Public	92	93	93	80

Location	Percentage of the 1998 Cohort Scoring 55-100 and 65-100 on Regents Examinations Required for a Local Diploma after Four Years								
	Cohort Enrollment	English		Mathematics		Global History & Geography		U.S. History & Government	
		Percent 55-100	Percent 65-100	Percent 55-100	Percent 65-100	Percent 55-100	Percent 65-100	Percent 55-100	Percent 65-100
SURR Schools									
New York City	2,887	63%	37%	55%	38%	61%	36%	51%	33%
Rest of State	568	65	42	52	32	70	44	64	42
Total SURR	3,455	63	38	54	37	63	37	53	35
Public Schools									
New York City	48,433	77%	61%	72%	57%	76%	59%	71%	58%
Rest of State	104,193	90	84	88	83	90	83	89	82
Total Public	157,846	86	76	83	73	85	75	82	73

Location	Percentage of Average Grade Enrollment Scoring 65-100 on Regents Examinations				
	Comprehensive Foreign Languages	Sequential Mathematics, Course III	Living Environment	Chemistry (or Physical Setting/Chemistry)	Physics (or Physical Setting/Physics)
SURR Schools					
New York City	21.2%	7.8%	48.5%	4.0%	0.9%
Rest of State	12.7	4.4	61.4	6.0	1.1
Total SURR	19.5	7.1	51.1	4.4	0.9
Public Schools					
New York City	33.4%	21.6%	60.4%	17.7%	8.0%
Rest of State	56.9	43.9	87.8	41.9	17.2
Total Public	49.0	36.3	76.8	33.7	14.1

**Schools Under Registration Review (SURR)
by Legislative and Congressional Districts
2001-02**

CSD	School	Senate District	Assembly District	Congressional District
1	P.S. 97**	25	74	12
	J.H.S. 370	25	66	14
	I.S. 509	25	64	14
3	I.S. 248**	29	67	8
	M.S. 258	30	67	15
4	P.S. 57	28	68	15
	P.S. 96*	30	68	15
5	P.S. 92	30	70	15
	P.S. 195	30	70	15
	P.S. 197	30	70	15
	J.H.S. 275	30	70	15
7	I.S. 139**	28	84	16
	I.S. 184	32	79	16
8	I.S. 52**	32	85	16
	P.S. 60	32	79	16
	I.S. 120**	32	79	16
	P.S. 140	32	79	16
9	P.S. 4	36	79	16
	P.S. 55	36	79	16
	J.H.S. 117	28	86	16
10	P.S. 32*	33	78	16
	M.S. 143	33	78	17
	P.S./M.S. 306	28	86	16
	P.S./M.S. 315	33	86	16
12	P.S. 6	36	76	16
	C.S. 67	33	79	16
	I.S. 98	32	79	16
13	J.H.S. 258	18	56	10
	P.S. 270	18	57	10
	P.S. 305*	18	56	10
	P.S. 307*	25	52	10
14	P.S. 23	18	54	10
	I.S. 33	17	54	10
	I.S. 49	17	53	12
15	M.S. 88	20	44	12
	M.S. 378 (formerly M.S. 822 & M.S. 824)	18	51	12

*These schools were removed from registration review during the 2001–02 school year.

**These schools were closed during the 2001–02 school year.

CSD	School	Senate District	Assembly District	Congressional District
16	P.S./I.S. 35	18	56	10
17	P.S. 191* I.S. 390	19 20	55 56	11 11
18	I.S. 252	21	58	11
19	P.S. 13 P.S. 72* P.S. 149* P.S. 158* P.S. 190 P.S. 224 I.S. 292 I.S. 302	19 19 19 17 19 19 17 17	40 40 40 54 40 40 55 54	10 10 10 10 10 10 10 12
23	I.S. 55 P.S. 73* J.H.S. 275	18 18 19	55 55 40	10 10 10
27	P.S. 43 P.S. 45 P.S. 105* J.H.S. 198	14 10 14 10	31 32 31 31	6 6 6 6
29	I.S. 192	6	33	6
31	P.S. 31	23	61	13
32	I.S. 291*	17	53	12
78 New York City High Schools	Adlai E. Stevenson H.S. Alfred E. Smith H.S. Automotive H.S. Concord H.S. George Wingate H.S. John Jay H.S. Louis Brandeis H.S.	32 28 17 23 20 18 29	76 84 50 43 57 44 67	7 16 12 11 11 11 8
85 Chancellor's District	P.S. 25 (formerly in CSD #16) P.S. 28 (formerly in CSD #16) P.S. 30 (formerly in CSD #5) P.S. 40 (formerly in CSD #28) P.S. 49 (formerly in CSD #7) P.S. 57 (formerly in CSD #12) P.S. 59 (formerly in CSD #10)* P.S. 64 (formerly in CSD #9) P.S. 66 (formerly in CSD #12) P.S. 77 Campus Schools — C.S. 195 (formerly P.S. 77 in CSD #12)*	18 18 25 10 28 33 33 28 32 32	56 56 66 32 84 79 79 77 85 85	10 10 8 6 16 16 16 16 16 16

*These schools were removed from registration review during the 2001–02 school year.

**These schools were closed during the 2001–02 school year.

CSD	School	Senate District	Assembly District	Congressional District
	J.H.S. 82 (formerly in CSD #9)**	28	77	16
	P.S. 85 (formerly in CSD #10)*	33	86	16
	P.S. 129 (formerly in CSD #5)	30	70	15
	M.S. 136 (formerly in CSD #15)*	18	51	12
	I.S. 158 (formerly in CSD #12)	32	79	16
	P. S. 161 (formerly in CSD #5)*	29	66	8
	P.S. 180 (formerly in CSD #3)*	30	70	15
	I.S. 183 (formerly in CSD #7)	28	84	16
	P.S. 198 (formerly in CSD #12)	32	79	16
	P.S. 212 (formerly in CSD #12)	32	79	16
	P.S. 214 (formerly in CSD #12)*	36	79	16
	I.S. 229 (formerly in CSD #9)	28	77	16
	I.S. 246 (formerly in CSD #17)	21	42	11
	P.S. 309 (formerly in CSD #16)	18	56	10
	I.S. 320 (formerly in CSD #17)**	20	57	11
	I.S. 391 (formerly in CSD #17)	20	43	11
	850 Grand Street Campus Academies (formerly Eastern District)	17	53	12
	— H.S. for Legal Studies			
	— H.S. for Enterprise, Business & Technology*			
	Theodore Roosevelt H.S.	34	78	16
	Wadleigh H.S.	30	68	15
	William Taft H.S.	28	77	16
Buffalo	P.S. 4**	60	141	60
	P.S. 11	60	141	28
	P.S. 38	58	144	27
	P.S. 44	60	141	28
	P.S. 53	60	141	28
	P.S. 69	58	145	27
	P.S. 71	60	141	28
	P.S. 74	60	141	28
	Burgard H.S.	60	141	28
	Kensington H.S.	60	141	28
Newburgh	Broadway School	39	100	22
Rochester	Alternative Education Center at James Lofton	56	133	28
	Dr. Freddie Thomas Learning Center	56	133	28
	Frederick Douglass M.S.	55	131	28
Roosevelt	Roosevelt Jr.-Sr. H.S.	8	18	4
Schenectady	Pleasant Valley School*	44	105	21
Syracuse	Blodgett Elementary School	50	119	25
	Hughes Academic Magnet School	49	120	25
	James A. Shea Middle School	50	119	25

*These schools were removed from registration review during the 2001–02 school year.

**These schools were closed during the 2001–02 school year.

CSD	School	Senate District	Assembly District	Congressional District
Wynandanch	Milton L. Olive Middle School	4	11	2
	Wynandanch Memorial High School	4	11	2
Yonkers	Lincoln High School	35	93	17
	Mark Twain Middle School	34	93	17
	Ralph Waldo Emerson Middle School	35	93	18

*These schools were removed from registration review during the 2001–02 school year.

**These schools were closed during the 2001–02 school year.

Appendix C: Universal Prekindergarten Program

Introduction

The Universal Prekindergarten (UPK) legislation was enacted in 1997 as part of the Learning Achieving Developmentally by Directing Education Resources (LADDER) Program. A statutory provision that took effect in 1998–99 made school districts statewide eligible to apply for program participation through a four-year phase-in schedule. The major factors determining when a district would become eligible to apply for UPK were the number of unserved four-year-olds in the district and the district's combined wealth ratio. Programs are required to provide high quality, developmentally appropriate classrooms, with prescribed student-teacher ratios, teacher certification requirements, and class size limits.

The growth and development of the UPK Program during its fourth year of implementation continued to significantly shift the landscape of early childhood education in New York State. The 2001–02 school year was to have been the first year that all districts would have been eligible to access UPK funds to provide a program to all four-year-olds. The enacted State budget, however, limited access to those districts that had operated a program during the 2000–01 school year. Despite the lack of universal access to funding and the fact that the late passage of the baseline and supplemental budgets presented school districts with challenges and increased complexity for planning and collaboration, 99 percent of those districts that operated a program in 2000–01 continued to operate UPK in the current school year. In addition, 26 districts implemented UPK for the first time.

School districts continued the strong relationships with community-based agencies that they had developed in the previous years of their involvement in UPK. The amount of funding spent on collaboration far exceeded the minimum requirement established by law and distributed additional essential resources for the enhancement of the early care and education system in New York State.

Program Accomplishments

Implementation. The UPK program completed its fourth year of operation during the 2001–02 school year. Statewide, 188 of the 224 eligible districts participated. Expenditures totaled approximately \$176.8 million. Across the State there were 54,588 children served, a 14 percent increase from the previous year.

Collaboration. The UPK program was created as a public/private partnership in an effort to maximize the current delivery systems available in early care and education. A minimum of 10 percent of a district's allocation must be used to contract with eligible agencies. Eligible agencies include day care centers, nursery schools, Head Start programs, group family or family child care programs, preschool special education programs, nonpublic schools, and other agencies providing early childhood services. This constellation of early childhood programs encompasses the early care and education system within the State.

In 2001–02, collaboration agreements with eligible agencies represented 65 percent of the total UPK funding. New York City allocated 70 percent of its grant for collaboration. In the Rest of the State, 60 percent of UPK grant funds were allocated for collaboration. The total level of collaboration not only dramatically exceeded the statutory requirement but also represented a continuing trend of increasing the level of collaboration each year. This level of collaboration between school districts and community agencies demonstrated the commitment necessary for the continued growth and development of UPK.

Districts and community-based organizations have engaged in very unique kinds of collaboration beyond establishing a fiscal relationship. Collaborations involving supervision of staff, professional development, support services, and shared transportation are found throughout the State. These unique features of the New York State UPK Program differentiate it from programs in all other states nationwide. This collaborative ap-

proach to service delivery has the greatest potential for dramatically changing the system.

State Education Department Program Administration. Department staff responded to, or placed, in excess of 2,000 technical assistance calls to school districts and community agencies. They made comprehensive monitoring visits to UPK programs in 13 school districts. In addition, Department staff provided UPK program oversight by conducting coordinated monitoring reviews for other programs, such as Title I, Academic Intervention Service plans, District Comprehensive Education Plans, school improvement, and Schools Under Registration Review/Redesign visits. Complete and current UPK program information was made widely accessible through the New York State Education Department Web site, as well as through an early childhood conference, articles in relevant publications, and policy memoranda to the field. An additional resource was made available to the field when the Department created an electronic mailing list service for the prekindergarten community.

The support that districts received resulted in the majority of district applications meeting statutory requirements without further Department assistance. Applications were reviewed and approved typically within a few weeks of when they were received.

Ensuring High Quality Programs and Continuity with Learning Standards. Continued efforts are in place to ensure that districts provide uniform high quality, developmentally appropriate programs that articulate with the curriculum in the early elementary grades. This effort includes reviewing district UPK plans, conducting site visits, and conducting and supporting professional development activities for UPK directors and staff. Progress has been made in heightening the awareness of district- and agency-based staff about the importance of learning standards in relation to prekindergarten children. In addition to the other major components of child development and child learning, a focus on early literacy, including language development and early reading strategies, is an essential component of quality programs.

The Department has adopted the national reading goal that all children will be able to read independently and well by the end of grade 3. To sup-

port this goal, the Department has developed and disseminated to all districts *Early Literacy Guidance: Prekindergarten–Grade 3*. This document builds on and enhances previous English language arts documents of the Department. It provides teachers with specific early literacy skills that students should know and be able to demonstrate in kindergarten through grade 3.

Integration of Preschool Children with Disabilities. UPK provides opportunities for the participation of children with disabilities. In 2001–02, children with disabilities represented nine percent of the total UPK enrollment outside of New York City. Most of the enrolled preschool children with disabilities were receiving related services. In New York City, two percent of the UPK enrollment were children with disabilities. This apparently low percentage is explained in part by the fact that New York City operates Super Start and Super Start Plus, two well-established programs that were already providing prekindergarten to children with disabilities prior to UPK.

Within the Department, staff from the Child, Family and Community Services Team and the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) have expanded outreach efforts and technical assistance to special education programs and UPK providers. It is anticipated that inclusion rates will increase as more parents request UPK placements for their children with special needs and district staff more frequently recommend UPK as an appropriate placement for these children. As UPK continues to gain stability in funding and opportunity for planning time, we expect increasing rates of participation of children with disabilities.

Program Evaluation. UPK statute requires an independent evaluation of the program in order to provide State lawmakers with objective information about the overall benefits of the program. However, without the commitment of funds for this purpose, a systematic statewide evaluation cannot occur.

In 2001, the National Center for Early Development and Learning (NCELD) selected New York State as one of six states to participate in a large scale, multi-year evaluation of statewide prekindergarten programs. This effort, funded by the United States Department of Education, is the

first multi-state study to include extensive classroom observations, child assessments, and kindergarten follow-up. This study will generate completely new data about the nation's prekindergarten programs. The data derived through participation in this study will provide New York State with important information regarding the effectiveness of its prekindergarten programs and other implementation factors.

Financial resources are required for the purpose of conducting a broad-based independent program evaluation of UPK. These resources would supplement the grants that have already been committed to program evaluation.

Program Challenges

Program Expansion/Full Implementation. There are numerous documented benefits to children who attend a quality prekindergarten program. Prekindergarten programs better prepare children to begin school by offering developmentally appropriate, child-centered, teacher-guided instruction. Kindergarten programs in districts where all children have the opportunity to attend prekindergarten have shifted their level of instruction to accommodate the advanced level of their incoming students. Children in these districts begin kindergarten with more of the basic skills needed to succeed and a broader conceptual foundation upon which to build future learning. When, in addition, districts offer full-day kindergarten (nearly 600 of the 680 districts do), the children have an even greater advantage in meeting the rigorous demands of the New York State Learning Standards.

Teacher Qualifications. Well-prepared teachers are essential to quality early childhood programs. The UPK program in New York State has one of the most rigorous teacher qualification requirements in the country. Legislation and UPK Regulations require that teachers either be certified to teach in the early elementary grades or be directly supervised by a certified teacher. The provision in the legislation that permits supervision by a certified teacher was adopted, recognizing that agency-based programs may have difficulty attracting and retaining certified teachers. This pro-

vision was scheduled to phase out in 2001–02; however, it appears that some agency-based programs may not be able to adhere to this time frame. Under current law, all UPK teachers must be certified by September 2003.

During the 2001–02 school year, 68 percent of the UPK teachers in New York City possessed teaching certification. In the Rest of the State, 91 percent of teachers were certified. That New York City is having the most difficulty meeting the certification requirement is not unexpected due to its shortage of teachers in general. The New York State Education Department and the New York City Department of Education are implementing strategies to address this need. These strategies include developing alternate routes to receiving certification, a series of Call to Teaching forums, overseas recruitment, and participation in Teach America.

Transportation. The inability of districts to receive transportation aid for UPK children continued to offer a challenge in 2001–02. Districts are allowed to use their grant funds to transport children; however, use of funds for this purpose results in decreased resources for program requirements. In an effort to move toward structuring a district's prekindergarten program like that of its K-12 program, it is recommended that districts be allowed to use the State transportation aid for the purpose of transporting prekindergarten children.

Summary

In conclusion, the UPK Program is being successfully implemented statewide. Prekindergarten programs and quality early childhood programs are essential to preparing young children for academic excellence. The UPK Program has not only been implemented successfully, it has also been a catalyst for change in early education programs. Early care providers have benefited from the professional development activities and collaboration with public schools. Curriculum consistent with district education programs are being realized, and teachers are benefiting from interaction across the education field. Districts have reassessed their kindergarten through second grade programs to en-

sure that skills mastered in prekindergarten are not duplicated in later grades. Parents and families have benefited from programs that are educationally based and meet the needs of working families. Increased involvement of community-based programs demonstrates the effectiveness of the 2001–02 UPK program.

Figure C.1
Universal Prekindergarten Program
Number of Children Served
2001-02

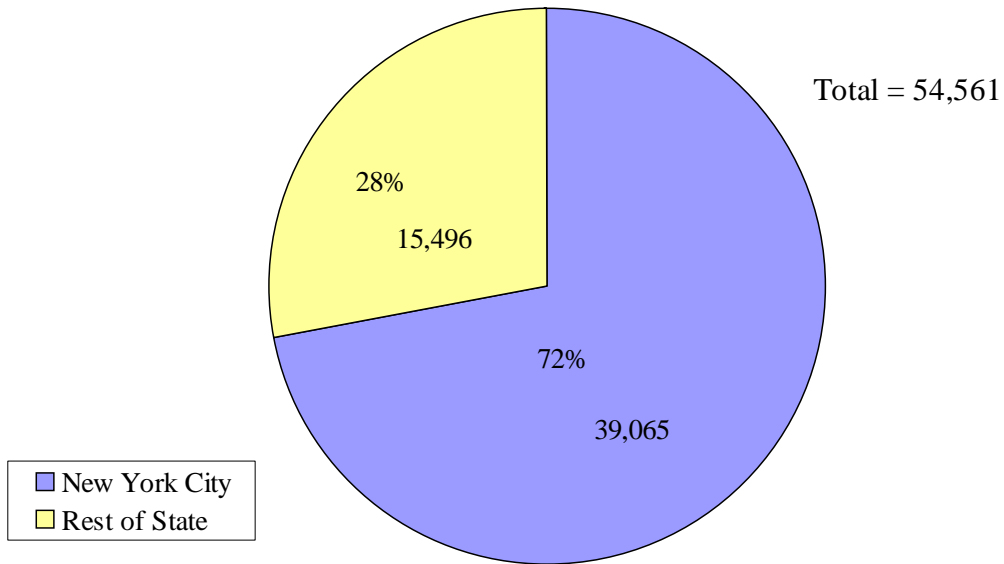


Figure C.2
Universal Prekindergarten Program
Number of Children Funded in School District and Community-Based Classrooms
1998-99 to 2001-02

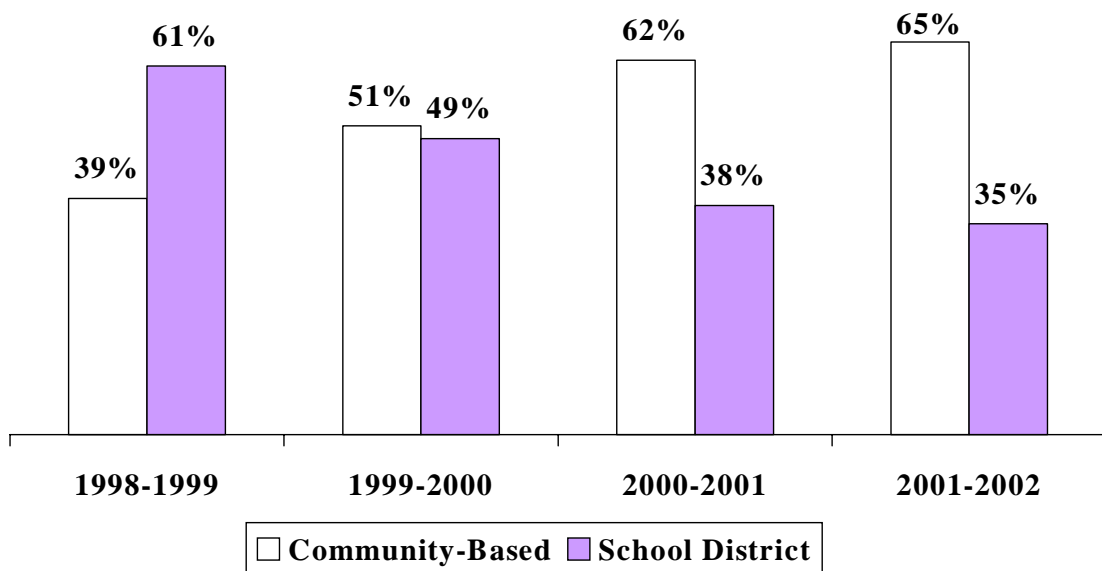


Figure C.3
Universal Prekindergarten Program
Full- and Half-Day Class Counts
2001–02

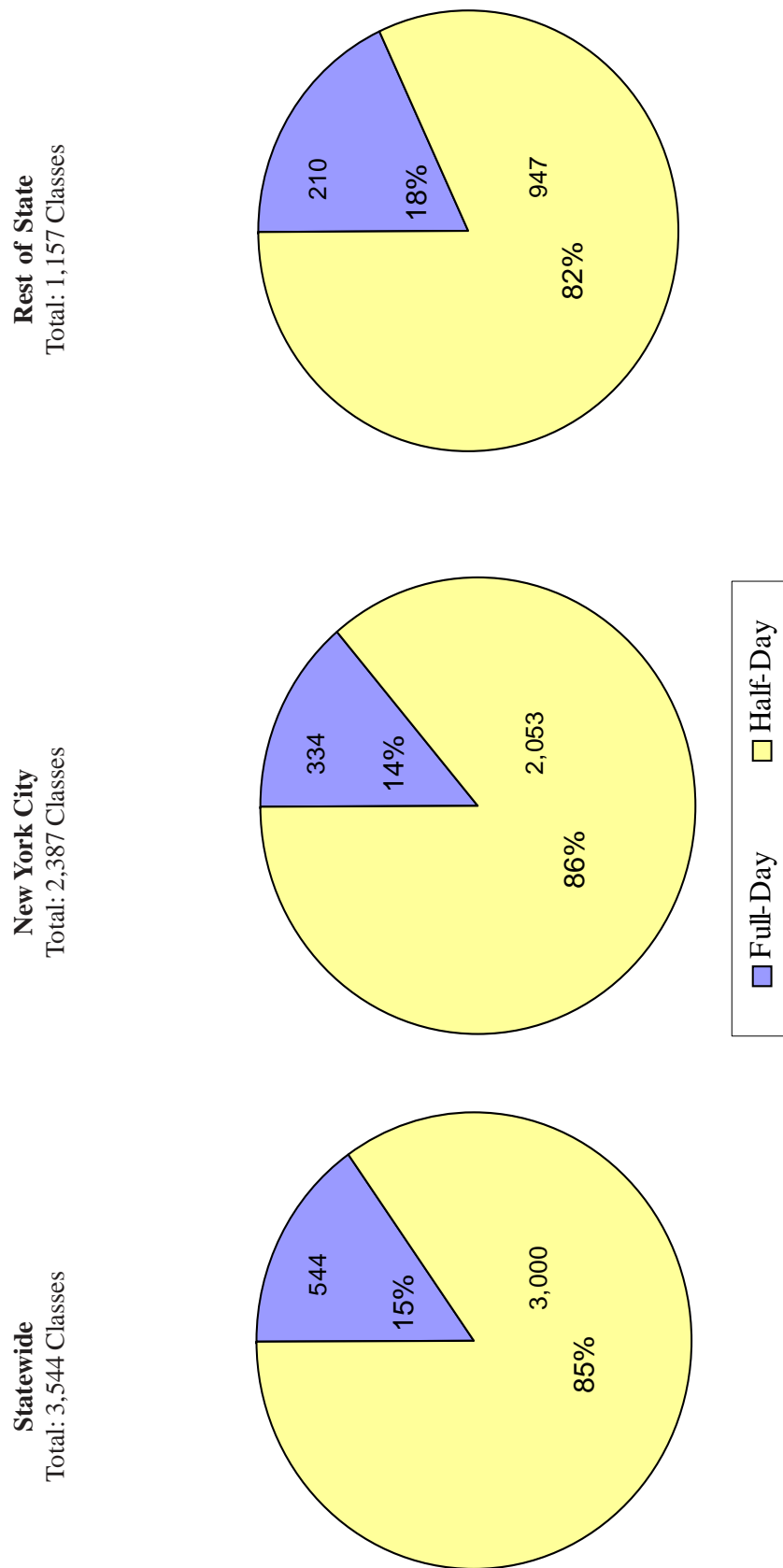


Figure C.4
Universal Prekindergarten Program
Collaborative Profile
2001-02

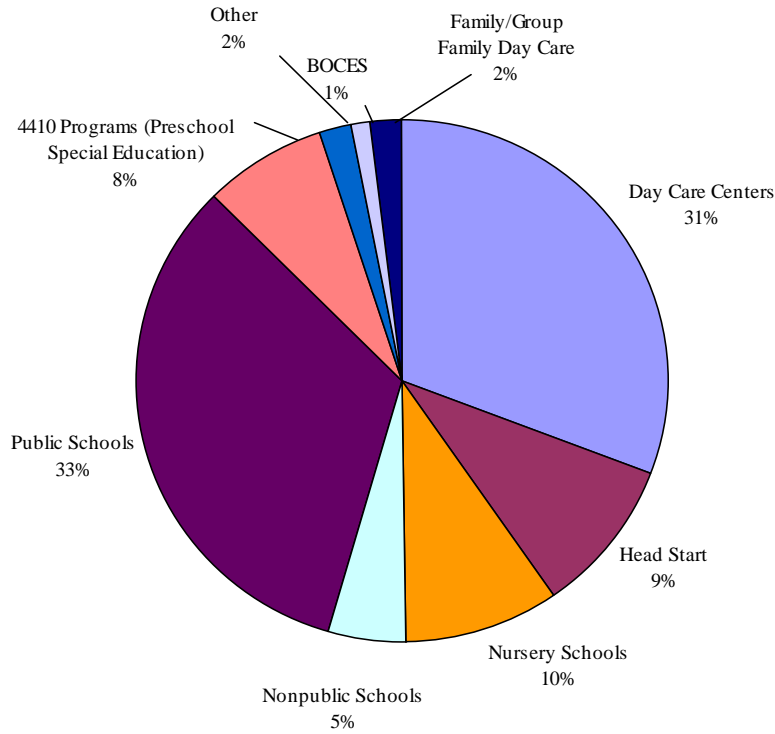


Figure C.5
Universal Prekindergarten Program
Class Count with Extended Day Options
2001-02

