

**Part VII:**

***Nonpublic Schools***

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# ☆ Highlights

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## ***Enrollment Trends***

- ☆ *Nearly 500,000 students were enrolled in nonpublic schools in New York State in Fall 2002, constituting 14.6 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 2002–03.*
- ☆ *The student-teacher ratio in nonpublic schools in 2002–03 was 10.6.*

## ***Performance Trends***

- ☆ *On the New York State Assessment Program in English language arts, 70 percent of elementary-level students and 56 percent of middle-level students in nonpublic schools met the standards in 2003.*
- ☆ *On the New York State Assessment Program in mathematics in 2003, 82 percent of elementary-level students in nonpublic schools met the standards, but only 61 percent of middle-level students did so.*
- ☆ *Eighty-seven percent of students in nonpublic schools scored 65 or higher on the Regents English examination in 2002–03, compared with 78 percent statewide.*
- ☆ *Eighty-five percent of nonpublic school students scored 65 or higher on the Regents global history and geography examination in 2003, compared with 74 percent statewide.*

## ***Other Performance Measures***

- ☆ *In 2002–03, the largest percentage of nonpublic school graduates (51 percent) earned Regents endorsements since the Regents Action Plan was enacted.*
- ☆ *Nearly 95 percent of nonpublic school students graduating in 2003 planned to pursue some form of postsecondary education.*

## ***Dropout Rates***

- ☆ *A very small percentage (0.2 percent) of nonpublic school students dropped out in 2002–03.*

# 1 Enrollment Trends

## Nonpublic School Enrollment

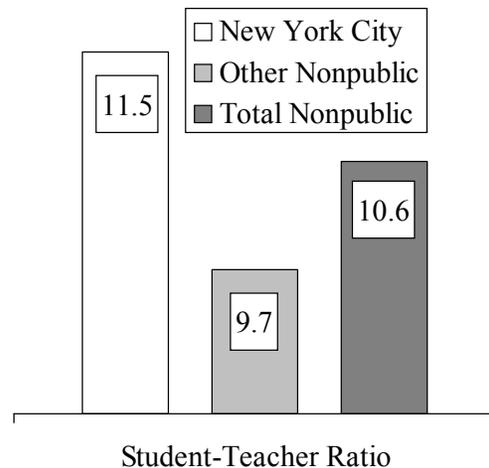
Nearly 500,000 students were enrolled in nonpublic schools in New York State in Fall 2002 (Table 7.1). Nonpublic school students accounted for 14.6 percent of the total State enrollment. The racial/ethnic composition of nonpublic schools was somewhat different from that of public schools. Nonpublic schools enrolled a greater percentage of White students (68.1) in Fall 2002 than the total State enrolled (56.5). Compared with the total State, nonpublic schools had a smaller percentage of Black (15.3 compared with 19.2) and Hispanic (11.9 compared with 17.8) students enrolled.

<p><b>TABLE 7.1</b></p> <p><b>RACIAL/ETHNIC GROUP ENROLLMENT PERCENTAGES BY SECTOR/LOCATION IN NONPUBLIC SCHOOLS</b></p> <p><b>PAGE 208</b></p>
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## Nonpublic School Student-Teacher Ratio

Compared with public schools, nonpublic schools had, on average, two fewer student per teacher statewide in 2002–03 (Figures 3.7 and 7.1). However, New York City nonpublic schools had more students per teacher (11.5) than other nonpublic schools in the State (9.7).

**Figure 7.1**  
**Student-Teacher Ratio**  
**Nonpublic Schools**  
**2002–03**



**Table 7.1**  
**Racial/Ethnic Group Enrollment Percentages by Sector/Location in Nonpublic Schools**  
**New York State**  
**Fall 2002**

<b>Sector/Location</b>	<b>Total Enrollment</b>	<b>Percent Black</b>	<b>Percent Hispanic</b>	<b>Percent American Indian/Alaskan Native</b>	<b>Percent Asian/Pacific Islander</b>	<b>Percent White</b>
<b>Nonpublic</b>						
New York City	270,667	19.3%	17.3%	0.1%	5.8%	57.5%
Other Nonpublic	213,485	10.1	5.0	0.3	3.0	81.6
Total Nonpublic	484,152	15.3	11.9	0.2	4.5	68.1
<b>Total State</b>	3,326,880	19.2%	17.8%	0.4%	6.1%	56.5%

## 2 Performance Trends

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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 2003 than in 1999. In 2003, 70 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 7.2). Twenty-three percent of nonpublic school fourth-graders in 2003, compared with only five percent in 1999, demonstrated knowledge and skills at the advanced level. In 2003, 28 percent scored at Level 2, showing some of the knowledge and skills expected of fourth-graders. The performance of three percent of nonpublic students was severely deficient. From 1999 to 2003, the percentages scoring at Level 1 and Level 2 decreased (by 4 and 12 percentage points, respectively). The percentage of students scoring at Level 3 or above increased in both New York City and Rest of State nonpublic schools. The increase in Rest of State schools was due primarily to a significant increase in the percentage of students scoring at Level 4 (from 7 percent in 1999 to 29 percent in 2003).

#### **Middle-Level English Language Arts (ELA)**

Nonpublic school eighth-graders were slightly more successful on the ELA examination in 2003 than in 2002, but less successful than in 1999. The percentage scoring at Level 3 or above decreased from 61 percent in 1999 to 56 percent in 2003 (Figure 7.3). However, the percentage of students scoring at Level 1 in 2003 was the same as that in 1999 (four percent). Performance patterns in New York City and Rest of State nonpublic schools were similar to those in nonpublic schools statewide.

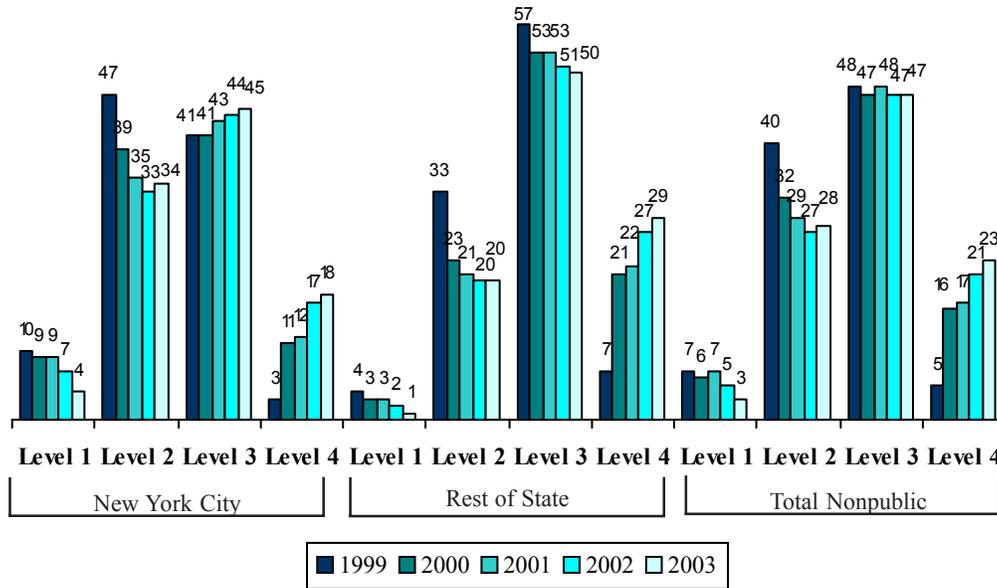
#### **Elementary-Level Mathematics**

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; 82 percent did so in 2003 (Figure 7.4). The performance of Rest of State schools was substantially better than that of New York City schools. In Rest of State nonpublic schools, 88 percent of students scored at Level 3 or above in 2003, compared with 76 percent in New York City nonpublic schools.

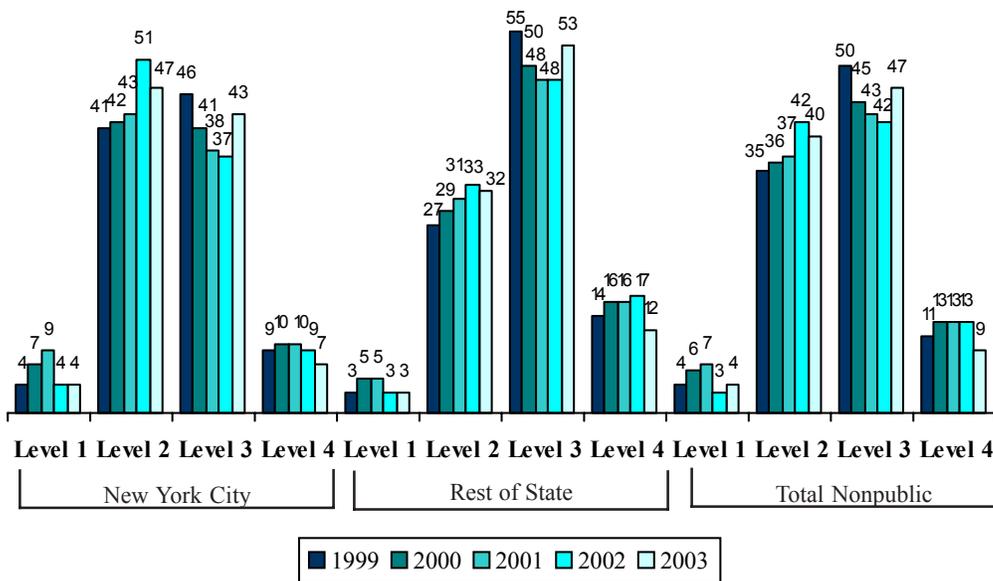
#### **Middle-Level Mathematics**

Though the middle-level mathematics assessment proved to be the most challenging of the NYSAP assessments, performance improved between 1999 and 2003 (Figure 7.5). Forty-four percent of eighth-graders in nonpublic schools met the standards in this assessment in 1999, compared with 61 percent in 2003. The percentage of students scoring at Level 1 dropped from 19 percent in 1999 to 8 percent in 2003. Performance trends in New York City and Rest of State nonpublic schools were comparable: the percentage of students scoring at Levels 1 and 2 decreased, while the percentage of students scoring at Level 3 increased significantly.

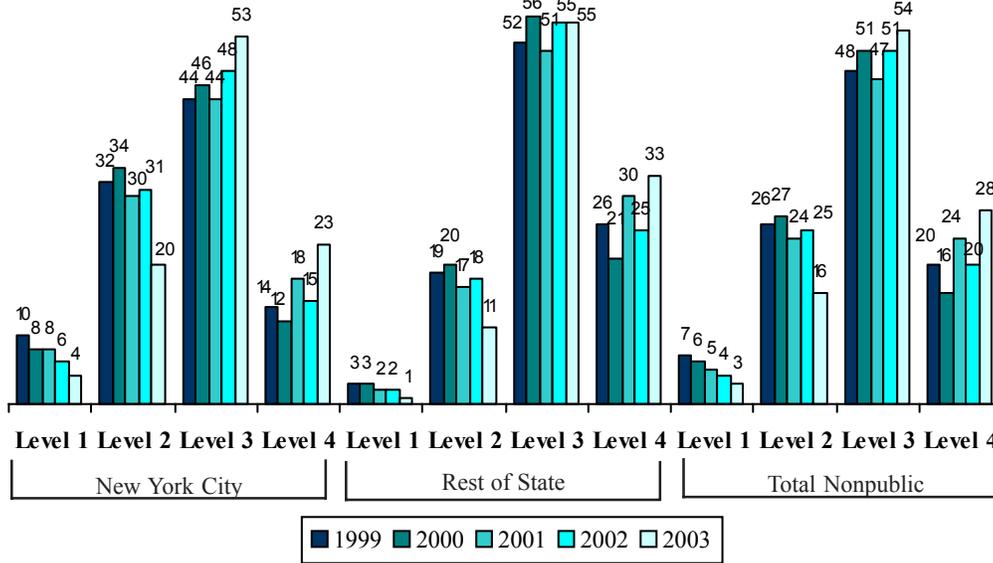
**Figure 7.2**  
**Percentage of Tested Nonpublic School Students Scoring at Each Performance Level on Elementary-Level English Language Arts 1999 to 2003**



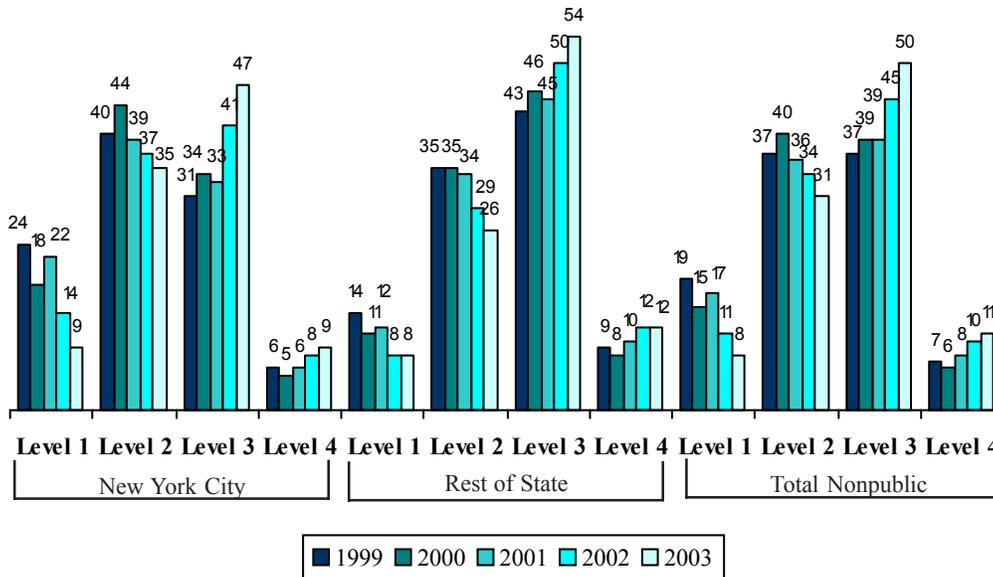
**Figure 7.3**  
**Percentage of Tested Nonpublic School Students Scoring at Each Performance Level on Middle-Level English Language Arts 1999 to 2003**



**Figure 7.4**  
**Percentage of Tested Nonpublic School Students Scoring at Each**  
**Performance Level on Elementary-Level Mathematics**  
**1999 to 2003**



**Figure 7.5**  
**Percentage of Tested Nonpublic School Students Scoring at Each**  
**Performance Level on Middle-Level Mathematics**  
**1999 to 2003**

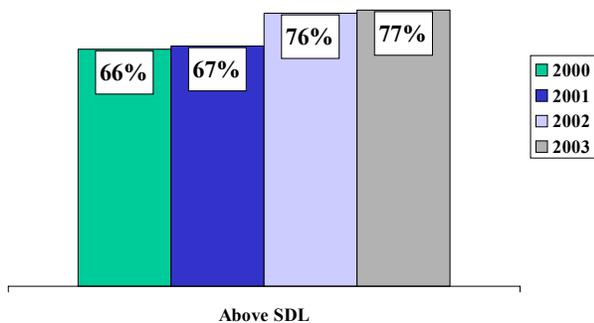


## Elementary- and Middle-Level Science and Social Studies

A significantly larger percentage of nonpublic school students taking the elementary-level science test scored above the State Designated Level (SDL) in 2003 than in 2000 (77 percent in 2003 compared with 66 percent in 2000) (Figure 7.6). Sixty-six percent of nonpublic and public school students scored above the SDL in 2000. Though the percentage of both public and nonpublic school students scoring above the SDL increased in 2003, 77 percent of nonpublic school students, but only 70 percent of public school students, achieved this goal. The mean score was greater for students in Rest of State nonpublic schools (36) than in New York City nonpublic schools (32) (Figure 7.7).

In nonpublic and public schools, performance on the middle-level science test remained relatively stable between 2002 and 2003. In 2002, 88 percent of tested nonpublic school students scored at

**Figure 7.6**  
Percentage of Nonpublic School Students Tested in Elementary-Level Science Scoring above the State Designated Level (SDL=30) 2000 to 2003

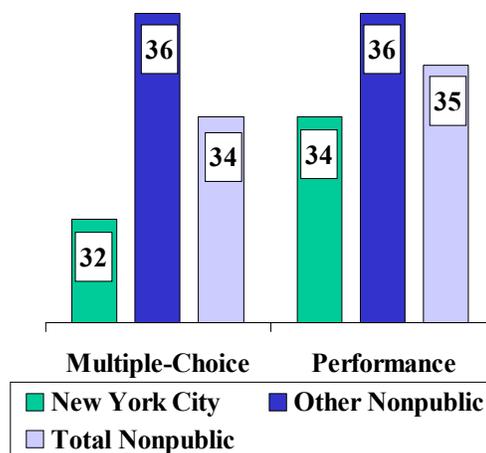


Level 3 or above compared with 85 percent in 2003 (Figure 7.8). The small decrease in performance was primarily the result of New York City performance, where the percent of tested students scoring at Level 3 or above decreased by 6 percentage points from 2002 to 2003.

At both the elementary and the middle level, nonpublic and public school performance on the social studies tests decreased between 2002 and 2003. On the elementary-level test, 95 percent of tested nonpublic school students scored at Level 3 or above in 2002 compared with only 80 percent in 2003 (Figure 7.9). Again, the decrease in performance is most evident in New York City, where the percentage of students scoring at Level 3 or above dropped by 19 points between 2002 and 2003.

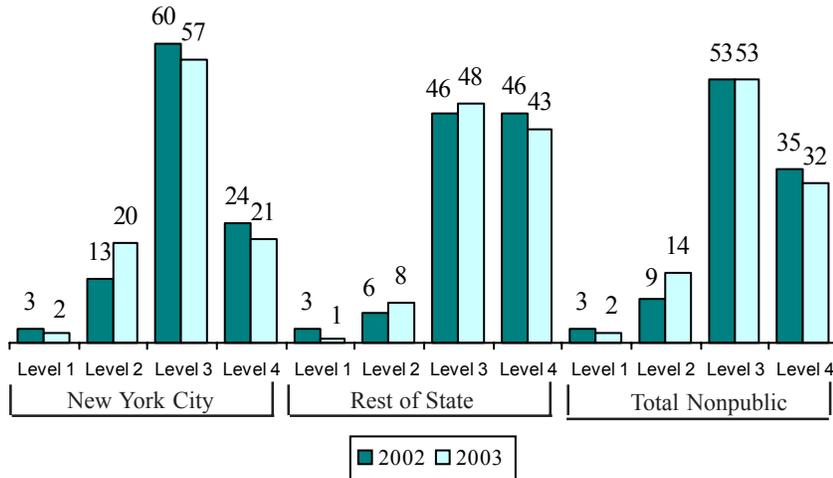
Similar trends can be seen at the middle level in social studies, where 77 percent of tested students scored at Level 3 or above in 2002 but only 62 percent did so in 2003 (Figure 7.10).

**Figure 7.7**  
Mean Scores in PET Grade 4 Science for Nonpublic School Students 2003



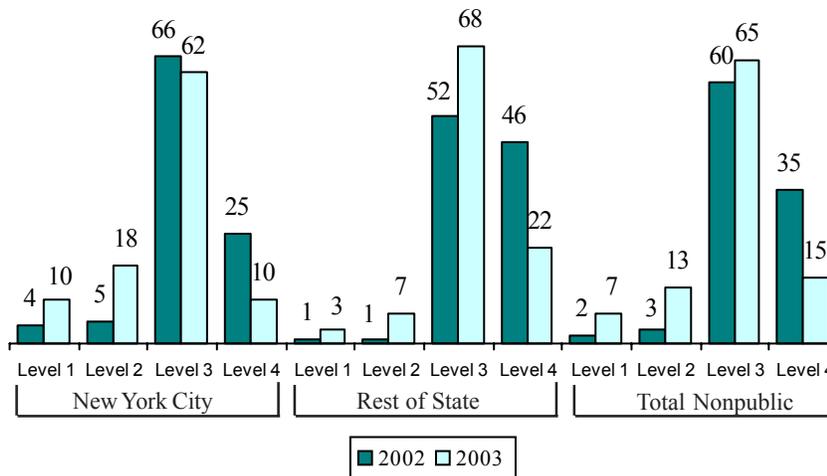
**Figure 7.8**  
**Percentage of Tested Nonpublic School Students Scoring at Each**  
**Performance Level on Middle-Level Science**  
**2002 and 2003**

Number Tested in 2002 = 16,200  
 Number Tested in 2003 = 17,300



**Figure 7.9**  
**Percentage of Tested Nonpublic School Students Scoring at Each**  
**Performance Level on Elementary-Level Social Studies**  
**2002 and 2003**

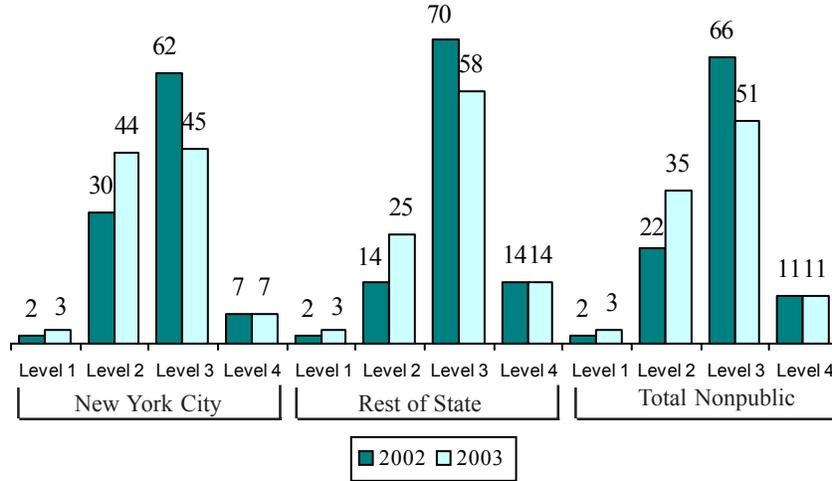
Number Tested in 2002 = 26,000  
 Number Tested in 2003 = 24,800



**Figure 7.10**  
**Percentage of Tested Nonpublic School Students Scoring at Each**  
**Performance Level on Middle-Level Social Studies**  
**2002 and 2003**

Number Tested in 2002 = 18,200

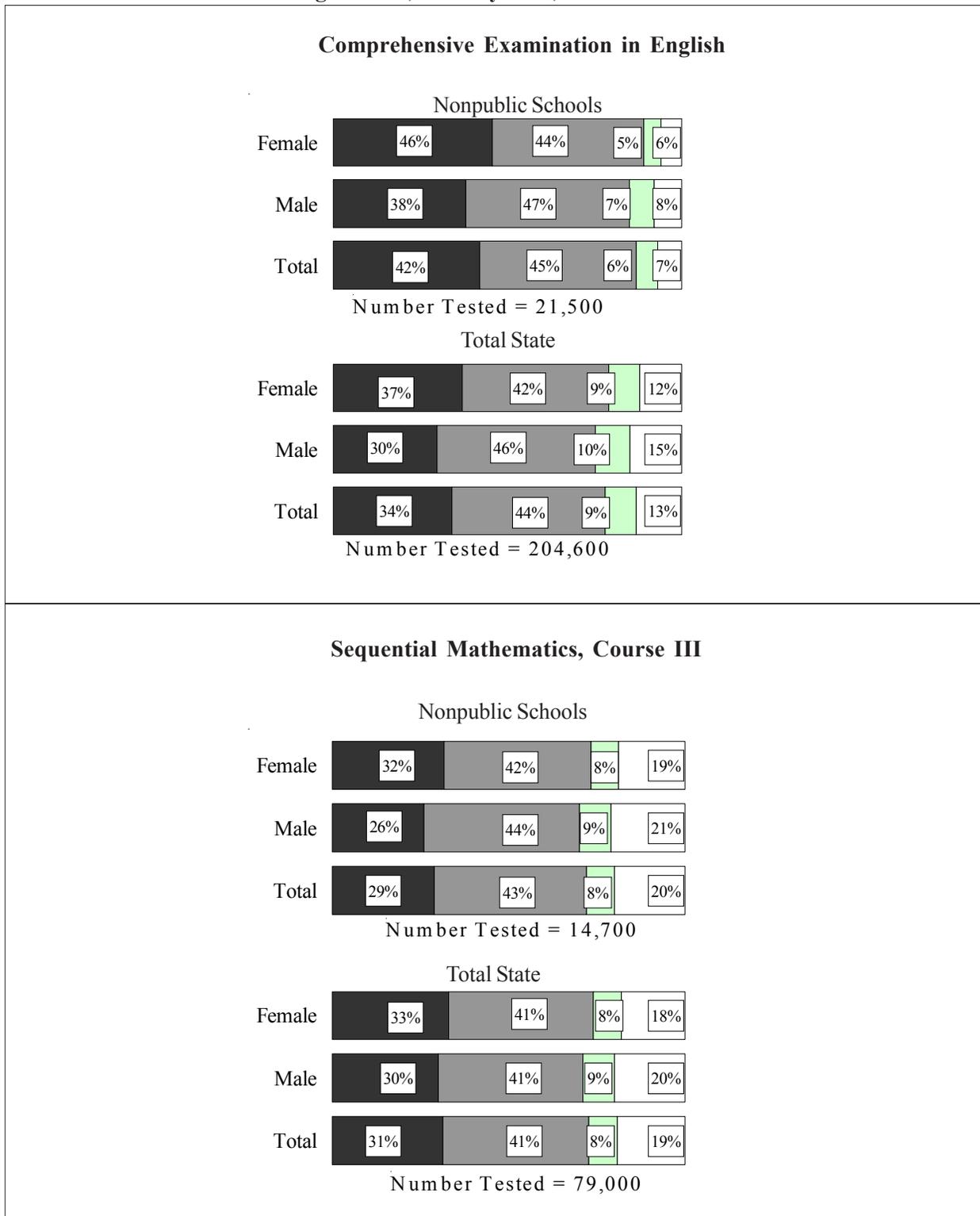
Number Tested in 2003 = 19,100



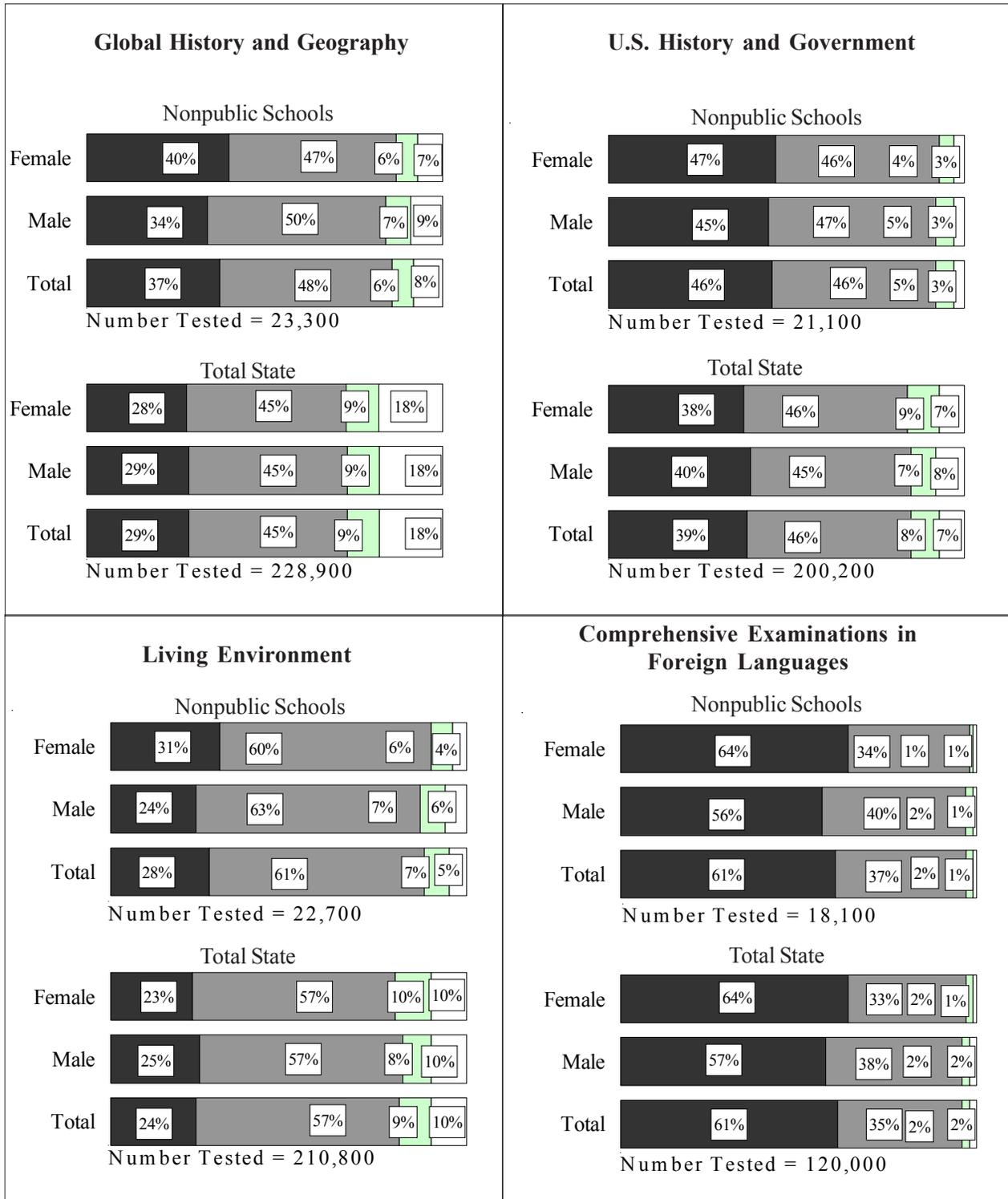
## Regents Examination Performance

In Regents examinations in English, global history and geography, U.S. history and government, living environment, and foreign languages, greater percentages of tested total nonpublic school students than students statewide scored 65–100 (Figure 7.11). A greater percentage of nonpublic school females than males (from 1 to 5 percentage points greater) scored 65–100 in English; sequential mathematics, course III; global history and geography; U.S. history and government; living environment; and foreign languages. Nonpublic school students were least successful on the Regents sequential mathematics, course III, examination than on any of the other examinations for which data are provided in Figure 7.11. (Data are not available for mathematics A because the June 2003 examination was rescaled after the original data were reported to the Department.) While nonpublic school students made up 14.6 percent of total State enrollment, they made up only 10.5 percent of Regents English examination takers. This is because nonpublic school students are not required to take Regents examinations to graduate.

**Figure 7.11**  
**Performance as a Percentage of Nonpublic School Students Tested by Gender**  
**Regents Examinations**  
**August 2002, January 2003, and June 2003**



**Figure 7.11 (continued)**  
**Performance as a Percentage of Nonpublic School Students Tested by Gender**  
**Regents Examinations**  
**August 2002, January 2003, and June 2003**



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

### 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

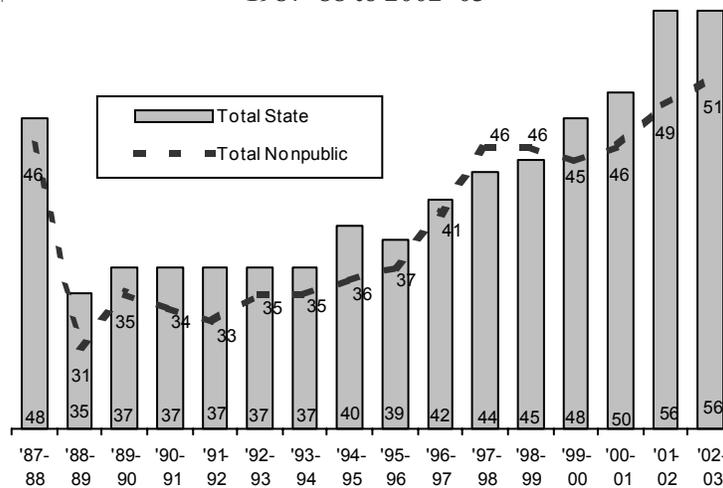
The ultimate goal of elementary, middle, and secondary education is for students to acquire the proficiencies required for employment and postsecondary education. Credentials awarded by secondary schools and college-going rates are two measures of success in accomplishing this goal.

#### 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 2002–03, 51 percent of nonpublic secondary school graduates statewide were awarded Regents diplomas (Figure 7.12), a record high in 16 years. In 1988–89, 31 percent of graduates of nonpublic schools earned Regents diplomas, compared with 46 percent the year before.

**Figure 7.12**  
**Percentage of High School Graduates of Nonpublic Schools Receiving Regents Diplomas 1987–88 to 2002–03**



In 2002–03, 21,794 nonpublic school completers earned a credential (Table 7.2). Over half (50.1 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 2002–03. A similar pattern exists in public schools: 65.5 percent of White students compared with 23.2 percent of Black students and 26.4 percent of Hispanic students earned Regents diplomas.

**TABLE 7.2**  
**CREDENTIALS EARNED BY NONPUBLIC  
HIGH SCHOOL COMPLETERS  
BY RACIAL/ETHNIC GROUP**  
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## College-Going Rate

Table 7.3 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 graduates 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 2003 the percentage had increased to 94.7 percent. The percentage of nonpublic school graduates planning to attend postsecondary school was over 11 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 percent in 1980 to 77.6 percent in 2003. 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 11.2 percent in 2003.

**TABLE 7.3**  
**TRENDS IN COLLEGE-GOING RATE FOR  
NONPUBLIC SCHOOL GRADUATES  
GRADUATING CLASSES OF  
1980, 1990, AND 1998 TO 2003**  
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**Table 7.2**  
**Credentials Earned by Nonpublic High School Completers by Racial/Ethnic Group**  
**New York State**  
**2002–03**

Sector/Location and Diplomas/Certificates	Racial/Ethnic Group				
	Black	Hispanic	Other Minority*	White	Total
<b>Total Nonpublic</b>					
Number of Completers	2,603	2,596	1,137	15,458	21,794
Regents-Endorsed Local Diplomas	32.5%	31.6%	48.2%	56.3%	50.1%
Other Local Diplomas	65.5	67.2	50.3	42.7	48.8
IEP Diplomas	1.8	1.2	1.4	0.7	0.9
Certificates	0.3	0.0	0.1	0.2	0.2
<b>Total Public</b>					
Number of Completers	21,836	16,794	11,046	99,180	148,856
Regents-Endorsed Local Diplomas	23.2%	26.4%	58.5%	65.5%	54.4%
Other Local Diplomas	70.2	67.0	40.0	32.2	42.3
IEP Diplomas	6.5	6.4	1.5	2.3	3.3
Certificates	0.1	0.1	0.0	0.1	0.1
<b>Total State</b>					
Number of Completers	24,439	19,390	12,183	114,638	170,650
Regents-Endorsed Local Diplomas	24.2%	27.1%	57.5%	64.3%	53.8%
Other Local Diplomas	69.7	67.0	41.0	33.6	43.1
IEP Diplomas	6.0	5.7	1.5	2.1	3.0
Certificates	0.1	0.1	0.0	0.1	0.1

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

**Table 7.3**  
**Trends in College-Going Rate for Nonpublic School Graduates**  
**Graduating Classes of 1980, 1990, and 1998 to 2003**  
**New York State**

Postsecondary Plans by Category of High School	Percent of High School Graduates Entering Postsecondary Education in the Fall of:							
	1980	1990	1998	1999	2000	2001	2002	2003
Nonpublic								
4-Year	64.7%	70.9%	71.4%	72.2%	76.7%	76.9%	78.2%	77.6%
2-Year	16.2	14.3	11.8	11.6	10.7	11.1	10.8	11.2
Total	80.9	85.2	83.2	83.8	87.5	88.0	89.0	88.8
Other Postsecondary	5.6	5.3	8.3	8.5	6.4	5.3	5.3	5.9
Total Postsecondary	86.5%	90.5%	91.5%	92.3%	93.9%	93.3%	94.3%	94.7%
Total State								
4-Year	41.3%	48.7%	53.0%	52.5%	53.4%	54.2%	56.0%	56.1%
2-Year	23.6	27.1	24.0	23.6	23.3	24.3	24.6	25.6
Total	64.9	75.8	77.0	76.1	76.7	78.5	80.6	81.7
Other Postsecondary	4.1	2.9	2.9	2.5	2.1	2.0	1.8	1.9
Total Postsecondary	69.0%	78.7%	79.9%	78.6%	78.8%	80.4%	82.4%	83.6%

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 these students in the "Other" category, reducing the percentage going to postsecondary education.

## 4 Dropout Rates

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### 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 2002–03 was nearly two and a half times that of students in other nonpublic schools (34.5 percent in New York City compared with 13.9 percent in other nonpublic schools). The dropout rate of nonpublic school students in 2002–03 was relatively low at 0.2 percent (Table 7.4).

TABLE 7.4

**DROPOUTS AND YOUTH AT RISK  
IN NONPUBLIC SCHOOLS**

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**Table 7.4**  
**Dropouts and Youth at Risk in Nonpublic Schools**  
**New York State**  
**2002–03**

Nonpublic Location	Dropouts and Youth at Risk		
	Percent Free/Reduced Lunch	LEP Rate	Dropout Rate
New York City	34.5%	5.9%	0.1%
Other Nonpublic	13.9	5.3	0.4
Total Nonpublic	25.4	5.7	0.2

## ? Policy Questions

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- ? How should the standards and graduation requirements apply to students in nonpublic schools?

