

Part V:

Minority Issues

☆ Highlights 148

1 Student Demographics 150

2 Resources 163

3 Performance Trends 166

4 Other Performance Measures 174

5 Attendance, Suspension, and Dropout Rates 180

? Policy Questions 187

★ Highlights

Student Demographics

- ★ *Minority students constituted 45.5 percent of students attending public schools in Fall 2002, compared with 41.1 percent in 1992 and 33.7 percent in 1982. The largest group of minority students was Blacks, followed by Hispanics, Asian/Pacific Islanders, and American Indian/Alaskan Natives.*
- ★ *In Fall 2002, over 74 percent of minority students attending public schools were enrolled in the Big 5 districts.*
- ★ *In Fall 1998, 30.1 percent of public school students attended high-minority schools. By Fall 2002, 31.7 percent did. In fact, enrollment increased by 43,000 in high-minority schools while public school enrollments decreased by 798.*

Resources

- ★ *Statewide, in Fall 2002, compared with teachers in low-minority schools, teachers in high-minority schools were more likely to leave their schools (20 versus 16 percent) and had less experience (a median of 10 years versus 13).*
- ★ *The percentage of minority professional staff has increased over the last 20 years in the Big 5 cities. Nonetheless, the Fall 2002 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 more than twice as likely as either Blacks or Hispanics to earn Regents diplomas.*
- ★ *Statewide, in public schools, approximately 8 in 10 class of 2002–03 graduates in the White and Other Minorities group planned to pursue postsecondary education. The percentage of Whites and Other Minorities (85.9 and 85.2 percent, respectively) planning to pursue postsecondary education was greater than the percentage of Blacks (70.3 percent) or Hispanics (70.2 percent) planning to do so.*
- ★ *Mean SAT scores for the class of 2003 differed substantially according to race/ethnicity. Asians achieved the highest mean composite score, 1067; followed by Whites, 1057; Other Minorities, 981; American Indian/Alaskan Natives, 940; Hispanics, 891; and Blacks, 865.*
- ★ *Minority participation in the Advanced Placement program has increased significantly: There were about twice as many Black, Asian, and Hispanic candidates in 2003 as in 1992.*

Attendance, Suspensions, and Dropouts

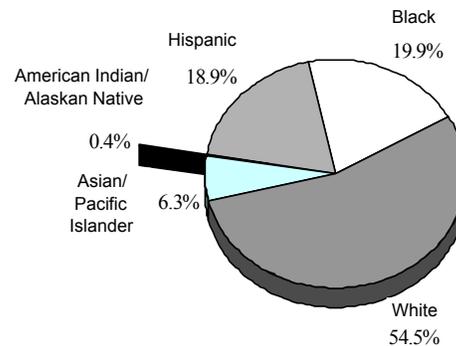
- ☆ *Schools with few minority students had higher attendance rates than schools with many minority students. In 2001–02, low-minority schools had an average attendance rate of 95.2 percent compared with 88.8 percent in high-minority schools.*
- ☆ *Black students were suspended at higher rates than students belonging to other racial/ethnic groups in 2001–02.*
- ☆ *In 2002–03, 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 9 students attending these schools dropped out. In contrast, 1 in 63 students attending schools in the low-poverty, low-minority category dropped out.*

1 Student Demographics

White students constituted a small majority (56.5 percent) of students attending public and nonpublic schools in Fall 2002 (Table 5.1). The largest group of minority students was Blacks (19.2 percent), followed by Hispanics (17.8 percent), Asian/Pacific Islanders (6.1 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 5.1.

<p>TABLE 5.1</p> <p>RACIAL/ETHNIC GROUP ENROLLMENT PERCENTAGES BY SECTOR/LOCATION IN PUBLIC SCHOOLS</p> <p>PAGE 158</p>
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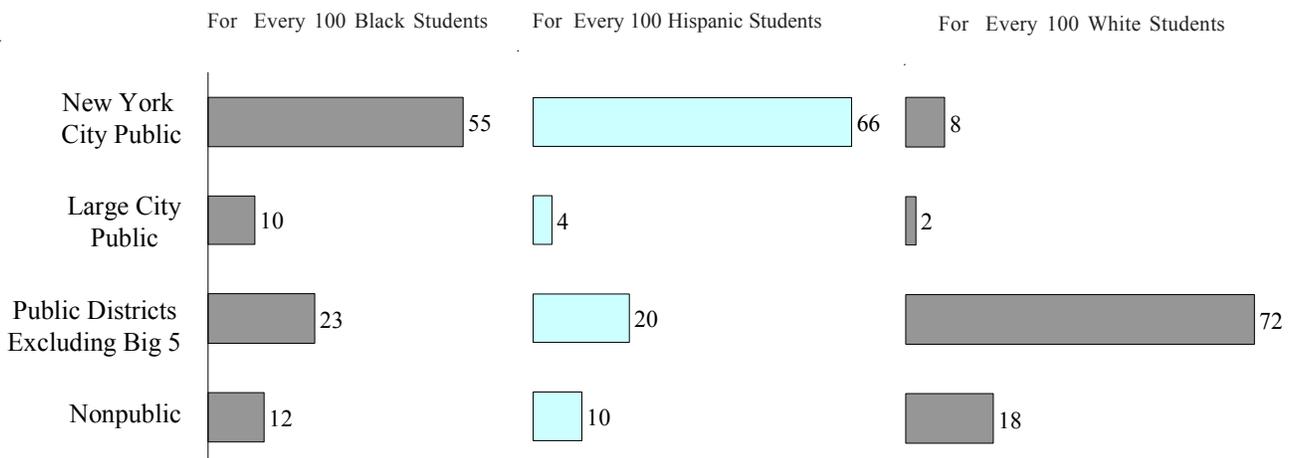
Figure 5.1
Racial/Ethnic Group Enrollment in Public Schools
Fall 2002



Minority students were concentrated in the Big 5 districts. Minorities constituted 85.0 percent of New York City's public school enrollment, 75.3 percent of the Large City District enrollment, but only 18.7 percent of enrollment in districts outside the Big 5 cities. Over 74 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 5.2).

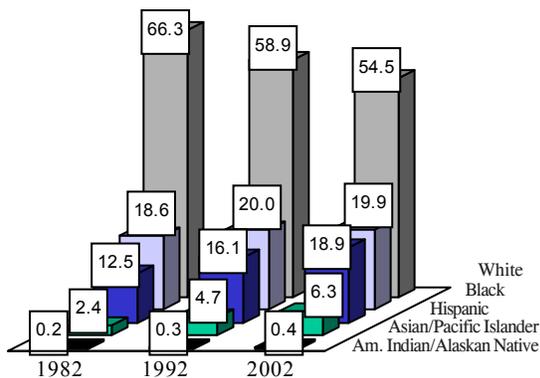
Figure 5.2
Locations Where Black, Hispanic, and White Students Attended School
Fall 2002



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 57.5 percent of the enrollment in nonpublic schools was White, in contrast to 15.0 percent of that in public schools. Fifty percent of White students in New York City attended nonpublic schools. A larger percentage (19 percent) of Black students than students in other minority groups attended nonpublic schools in New York City.

Mirroring population changes in the State, minorities are a growing share of State public school enrollment. Each minority group except Blacks increased its share of the total public enrollment between 1982 and 2002. The greatest growth occurred among Asians and Pacific Islanders (Figure 5.3). Their 2002 share of enrollment was approximately three times greater than their 1982 share.

Figure 5.3
Racial/Ethnic Group Enrollment Trends
in Public Schools
Fall 1982, 1992, and 2002



The State map in Figure 5.4 illustrates the concentration of minority students in urban and certain rural areas of the State in Fall 2002. Within New York City, the concentration varied among community school districts (Figure 5.5). The percentage of minorities in New York City's boroughs ranged from less than 61 percent in Staten Island and Brooklyn's district 21 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. Suburban and rural high-minority districts were located on Long Island and in Westchester, Orange, Rockland, and Sullivan counties.

Figures 5.6 and 5.7 show grades four and eight enrollment by race/ethnicity and need/resource categories in 2001–02. 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 1999 school accountability cohort (Figure 5.8).

Figure 5.4
Map of Public School Districts Showing
Minority Enrollment by District
New York State
Fall 2002

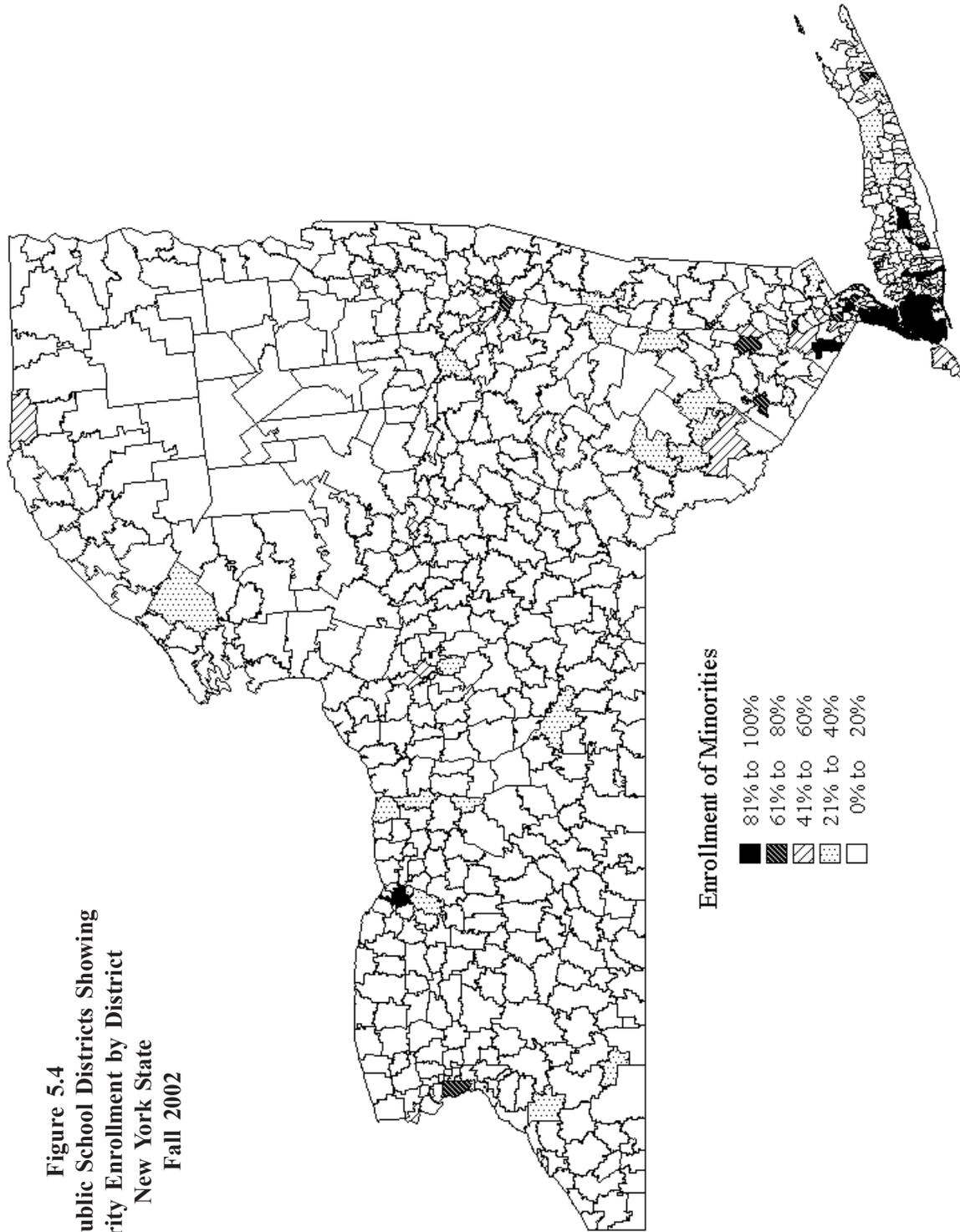


Figure 5.5
Map of Community School Districts
Showing Minority Enrollment by District
New York City
Fall 2002

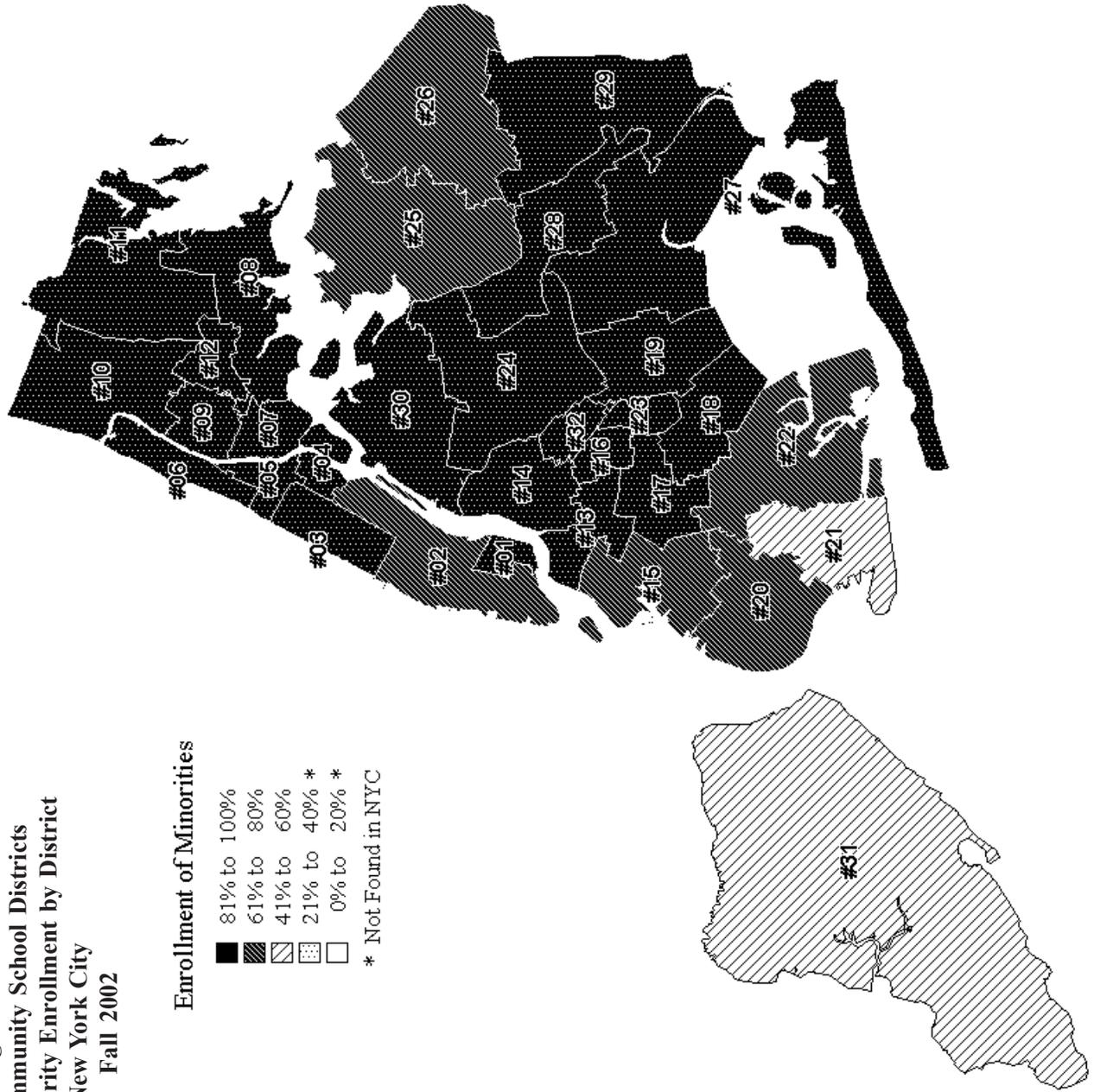


Figure 5.6
Grades 4 and 8 Enrollment by Racial/Ethnic Group and Need/Resource Capacity Category
2001-02

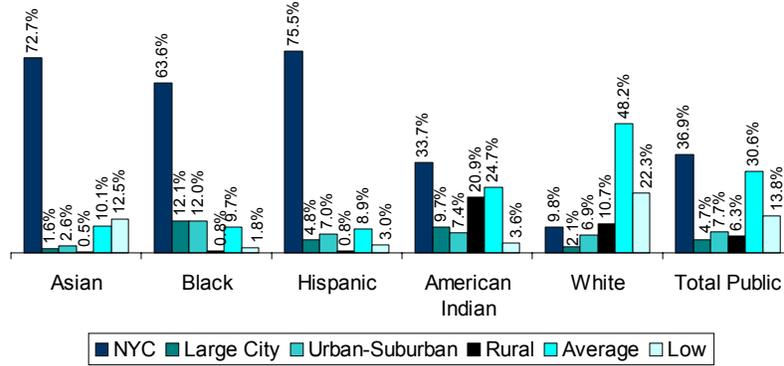


Figure 5.7
Percentage of Grades 4 and 8 Enrollment Consisting of Black, Hispanic, and American Indian Students by Need/Resource Capacity Category
2001-02

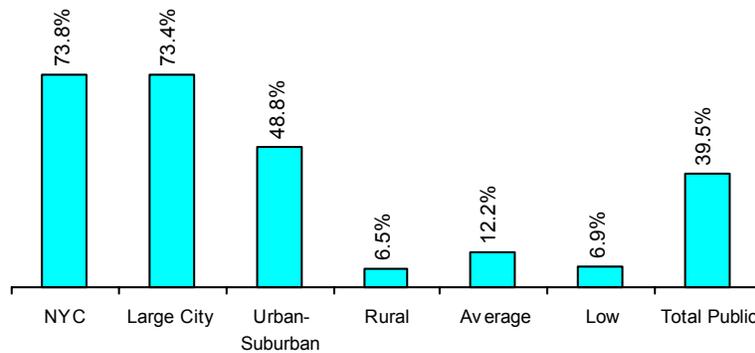
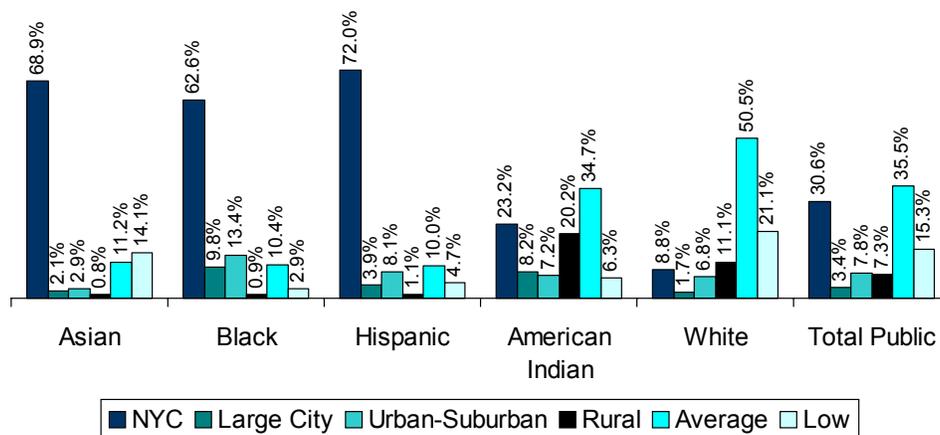


Figure 5.8
1999 District Accountability Cohort Enrollment by Need/Resource Capacity Category and Racial/Ethnic Group after Four Years



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.

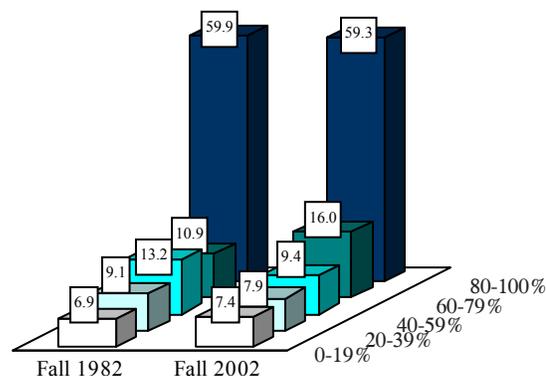
Table 5.2 provides information about the number of public schools and the number of students in each minority-composition category in Fall 2002. In New York City, most schools were high minority (73.9 percent); in districts outside the Big 5 cities, most schools were low minority (75.1 percent).

TABLE 5.2
NUMBER AND PERCENT OF PUBLIC SCHOOLS AND ENROLLMENT BY MINORITY COMPOSITION CATEGORY
PAGE 159

Across the State, a large majority of students attended either low- or high-minority schools: 43.7 percent attended low-minority schools; 32.0 percent attended high-minority schools (Table 5.2). Sixty-seven percent of minority students attended high-minority schools (Table 5.3). 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 1982. 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 5.9).

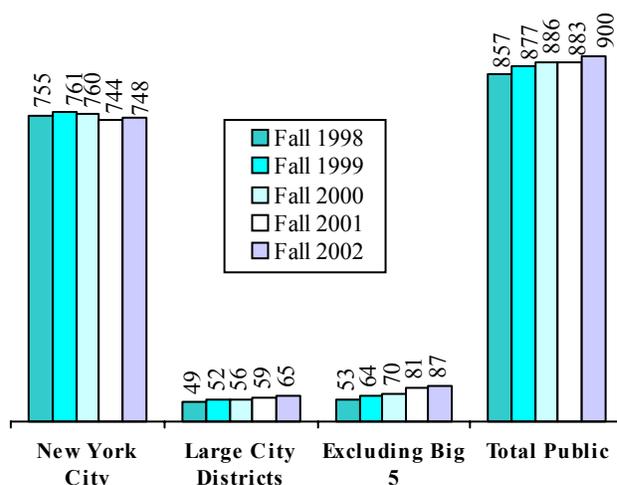
TABLE 5.3
NUMBER AND PERCENT OF MINORITY STUDENTS IN PUBLIC SCHOOLS OF DIFFERING MINORITY COMPOSITION BY LOCATION
PAGE 160

Figure 5.9
Percent of Black and Hispanic Students in Public Schools of Differing Minority Composition Fall 1982 and Fall 2002



Moreover, the number of students attending high-minority schools increased between Fall 1998 and Fall 2002 (Figure 5.10). In Fall 1998, 30.1 percent of public school students attended high-minority schools. By Fall 2002, 31.7 percent did so. In fact, during this period, enrollment in high-minority schools increased by 43,000 students, while enrollment in all public schools decreased by 798.

Figure 5.10
Enrollment in High-Minority Schools (in thousands) Fall 1998 to Fall 2002



Poverty

In Fall 2002, 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 5.4). Statewide at the fourth- and eighth-grade levels in 2001–02, minority students were more likely to be economically disadvantaged than White students (Figure 5.11). To further illustrate this contrast, Figure 5.12 shows the poverty status of high-minority schools compared with that of low-minority schools. In New York State, 678 high-minority schools (59.0 percent) had concentrated poverty. Among low-minority schools, only 198 (9.2 percent) had such a large percentage of families receiving public assistance. Among New York City's 904 high-minority schools, only 123 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.

TABLE 5.4	
NUMBER OF PUBLIC SCHOOLS AND NUMBER AND PERCENT OF STUDENTS BY MINORITY COMPOSITION AND POVERTY STATUS OF SCHOOL	
PAGE 161	

Figure 5.11
Percentage of Fourth- and Eighth-Graders in Each Racial/Ethnic Group from Low-Income Families 2001–02

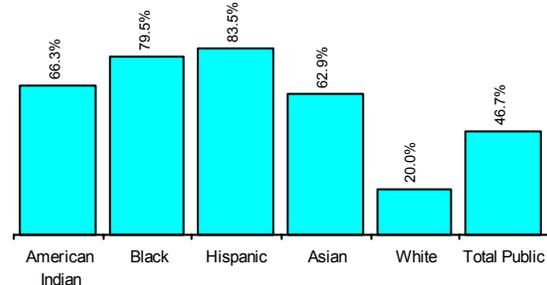
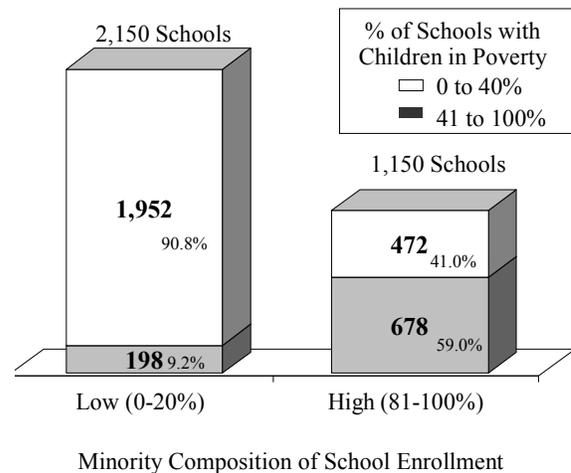


Figure 5.12
Contrasting Levels of Poverty in High- and Low-Minority Schools Fall 2002



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 2002, 73 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 18 percent had medium stability rates (between 81 and 90 percent); nine percent had lower rates (Table 5.5).

TABLE 5.5

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

PAGE 162

High-minority schools have lower student stability rates than other schools. In Fall 2002, only 53 percent of high-minority schools had high rates, compared with 85 percent of low-minority schools. Statewide, 19 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 5.1
Racial/Ethnic Group Enrollment Percentages by
Sector/Location in Public Schools
New York State
Fall 2002

Sector/Location	Total Enrollment	Percent Black	Percent Hispanic	Percent American Indian/Alaskan Native	Percent Asian and Pacific Islander	Percent White
Public						
New York City	1,030,008	34.0%	38.2%	0.4%	12.4%	15.0%
Large City Districts	122,908	52.0	20.2	0.8	2.3	24.7
Districts Excluding the Big 5	1,659,361	8.5	6.9	0.4	2.9	81.3
BOCES	19,873	13.9	6.2	0.6	1.5	77.8
Total Public*	2,842,728	19.9%	18.9%	0.4%	6.3%	54.5%
Total Nonpublic	484,152	15.3%	11.9%	0.2%	4.5%	68.1%
Total State	3,326,880	19.2%	17.8%	0.4%	6.1%	56.5%

*Total public includes charter schools, which are not included in the other counts.

Table 5.2
Number and Percent of Public Schools and Enrollment
by Minority Composition Category
New York State
Fall 2002

Location/Minority Composition of Schools	Schools		Enrollment	
	Number	Percent	Number	Percent
New York City				
0–20 Percent	23	1.9%	21,398	2.1%
21–40 Percent	42	3.4	32,537	3.2
41–60 Percent	104	8.5	92,517	9.0
61–80 Percent	150	12.3	135,727	13.2
81–100 Percent	904	73.9	747,821	72.6
Large City Districts				
0–20 Percent	1	0.5	73	0.1
21–40 Percent	10	5.0%	7,203	5.9%
41–60 Percent	32	15.9	18,795	15.3
61–80 Percent	56	27.9	31,827	25.9
81–100 Percent	102	50.7	64,815	52.8
Districts Excluding the Big 5				
0–20 Percent	2,126	75.1%	1,208,272	72.8%
21–40 Percent	337	11.9	218,674	13.2
41–60 Percent	135	4.8	88,930	5.4
61–80 Percent	89	3.1	56,983	3.4
81–100 Percent	144	5.1	86,882	5.2
Total Public				
0–20 Percent	2,150	50.5%	1,229,743	43.7%
21–40 Percent	389	9.1	258,414	9.2
41–60 Percent	271	6.4	200,242	7.1
61–80 Percent	295	6.9	224,537	8.0
81–100 Percent	1,150	27.0	899,518	32.0

Table 5.3
Number and Percent of Minority Students in Public Schools
of Differing Minority Composition by Location
New York State
Fall 2002

Location/Minority Composition of Schools	Number of Minority Students	Percent of Minority Students
New York City		
0–20 Percent	2,949	0.3%
21–40 Percent	10,827	1.2
41–60 Percent	48,335	5.5
61–80 Percent	95,251	10.9
81–100 Percent	718,524	82.0
Large City Districts		
0–20 Percent	12	0.0%
21–40 Percent	2,424	2.6
41–60 Percent	9,684	10.5
61–80 Percent	22,592	24.4
81–100 Percent	57,696	62.4
Districts Excluding the Big 5		
0–20 Percent	88,418	28.4%
21–40 Percent	61,794	19.8
41–60 Percent	43,509	14.0
61–80 Percent	39,317	12.6
81–100 Percent	78,818	25.3
Total Public		
0–20 Percent	91,379	7.1%
21–40 Percent	75,045	5.9
41–60 Percent	101,528	7.9
61–80 Percent	157,160	12.3
81–100 Percent	855,038	66.8

Table 5.4
Number of Public Schools and Number and Percent of Students by
Minority Composition and Poverty Status of School
New York State
Fall 2002

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%)	23	21,398	2.1%
Medium Poverty (21–40%)	—	—	—
High Poverty (41–100%)	—	—	—
High Minority (81–100%)			
Low Poverty (0–20%)	123	90,760	8.8%
Medium Poverty (21–40%)	307	247,799	24.1
High Poverty (41–100%)	474	409,262	39.8
Large City Districts			
Low Minority (0–20%)			
Low Poverty (0–20%)	1	73	0.1%
Medium Poverty (21–40%)	—	—	—
High Poverty (41–100%)	—	—	—
High Minority (81–100%)			
Low Poverty (0–20%)	—	—	—
Medium Poverty (21–40%)	3	2,384	1.9
High Poverty (41–100%)	99	62,431	50.9
Districts Excluding the Big 5			
Low Minority (0–20%)			
Low Poverty (0–20%)	1,381	881,225	53.1%
Medium Poverty (21–40%)	547	250,396	15.1
High Poverty (41–100%)	198	76,651	4.6
High Minority (81–100%)			
Low Poverty (0–20%)	20	11,406	0.7%
Medium Poverty (21–40%)	19	14,134	0.9
High Poverty (41–100%)	105	61,342	3.7
Total Public			
Low Minority (0–20%)			
Low Poverty (0–20%)	1,405	902,696	32.1%
Medium Poverty (21–40%)	547	250,396	8.9
High Poverty (41–100%)	198	76,651	2.7
High Minority (81–100%)			
Low Poverty (0–20%)	143	102,166	3.6%
Medium Poverty (21–40%)	329	264,317	9.4
High Poverty (41–100%)	678	533,035	19.0

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 5.5
Distribution of Public School Student Stability Rates
by Location and Minority Composition of School
New York State
Fall 2002

Location/Minority Composition of School	Average Stability Rate	Percent of School Having		
		Low Rate	Medium Rate	High Rate
New York City				
0–20 percent	96.2	—	9%	91%
21–40 percent	93.5	2%	19	79
41–60 percent	97.7	4	20	76
61–80 percent	95.4	14	17	69
81–100 percent	91.9	19	28	54
Total	93.1	16%	25%	59%
Large City Districts				
0–20 percent	81.0	—	100%	—
21–40 percent	86.0	20%	60	20%
41–60 percent	90.4	9	34	56
61–80 percent	89.9	20	25	55
81–100 percent	90.8	20	42	38
Total	90.3	18%	37%	45%
Districts Excluding the Big 5				
0–20 percent	95.6	3%	12%	85%
21–40 percent	94.6	5	16	78
41–60 percent	94.4	7	21	72
61–80 percent	91.7	11	13	75
81–100 percent	87.6	21	23	56
Total	94.9	5%	14%	82%
Total State				
0–20 percent	95.7	3%	12%	85%
21–40 percent	94.3	5	18	77
41–60 percent	95.4	6	22	72
61–80 percent	93.6	14	18	68
81–100 percent	91.3	19	28	53
Total	94.2	9%	18%	73%

Note: Student Stability Rate is the percentage of students in the highest grade in a school in 2002–03 who were also enrolled in the same school in 2001–02. The low rate is 1–80 percent; medium rate, 81–90 percent; high rate, 91–100 percent.

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 5.6). Statewide, compared with teachers in low-minority schools, teachers in high-minority schools were more likely to leave their schools (20 versus 16 percent) and had less experience (a median of 10 years versus 13). A larger percentage of teachers in high-minority schools (34.1 percent), however, had completed 30 credits beyond the master's degree.

<p>TABLE 5.6</p> <p>SELECTED PUBLIC SCHOOL CLASSROOM TEACHER CHARACTERISTICS BY LOCATION AND MINORITY COMPOSITION OF SCHOOL</p> <p>PAGE 164</p>
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In New York City, teachers in high-minority schools earned smaller median salaries (\$50,828) than teachers in low-minority schools (\$64,049). This pattern was not true in Districts Excluding the Big 5, where teachers in high-minority schools earned larger median salaries (\$62,320) than teachers in low-minority schools (\$51,073). This funding reflects the low minority enrollment and low teacher salaries of schools in Rural Districts and the higher minority enrollments and higher teacher salaries of suburban New York City schools. (See *Part IV: Student Needs and School Resources*.)

On the other hand, high-minority schools in New York City and in Districts Excluding the Big 5 had similar high percentages of teachers holding

educational credentials beyond the master's degree (34.9 and 35.8 percent, respectively).

The Fall 2002 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 5.7).

<p>TABLE 5.7</p> <p>RACIAL/ETHNIC COMPOSITION OF PUBLIC SCHOOL PROFESSIONAL STAFF AND STUDENTS</p> <p>PAGE 165</p>

Comparing 2002 with 1982, the percentage of minority teachers has increased in New York City, Large City Districts, and Districts Excluding the Big 5 (Figure 5.13). The increases in Black and Hispanic teachers in New York City particularly have been substantial. In the rest of the State, the percentages of Hispanic and Other Minorities teachers have increased slightly. In Large City Districts the percentage of Black teachers has increased slightly; in Districts Excluding the Big 5 the percentage of Black teachers has remained the same.

Figure 5.13
**Percent Distribution of Public School
Classroom Teachers by Race/Ethnicity
1982 and 2002**

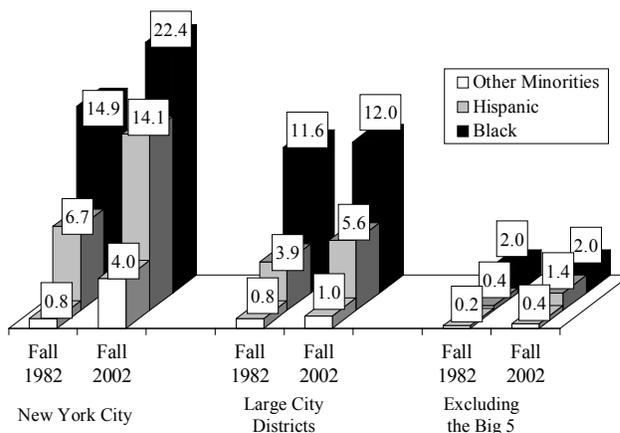


Table 5.6
Selected Public School Classroom Teacher Characteristics
by Location and Minority Composition of School
New York State
Fall 2002

Location/Minority Composition of School	Selected Classroom Teacher Characteristics				
	Median Teacher Salary	Teacher Turnover Rate Fall 2001 to Fall 2002	Percent Teaching Out of Certification*	Percent with Master's Plus 30 Hours or Doctorate	Median Years of Experience
New York City					
0–20 percent	\$64,049	17%	N/A	57.4%	17
21–40 percent	58,335	15	N/A	47.4	12
41–60 percent	60,729	16	N/A	50.6	13
61–80 percent	59,262	17	N/A	48.0	13
81–100 percent	50,828	20	N/A	34.9	10
Large City Districts**					
0–20 percent	\$63,368	17%	16.7%	N/A	24
21–40 percent	47,446	19	11.9	18.4%	16
41–60 percent	46,997	17	15.2	19.0	15
61–80 percent	53,875	25	16.9	25.5	12
81–100 percent	51,641	27	16.4	23.6	11
Districts Excluding the Big 5					
0–20 percent	\$51,073	16%	5.3%	21.8%	13
21–40 percent	60,042	16	5.5	34.1	12
41–60 percent	60,129	16	6.2	34.3	12
61–80 percent	61,367	16	6.9	34.9	12
81–100 percent	62,320	17	7.3	35.8	11
Total Public**					
0–20 percent	\$51,204	16%	N/A	22.3%	13
21–40 percent	59,435	16	N/A	35.2	12
41–60 percent	59,262	16	N/A	39.5	13
61–80 percent	59,262	18	N/A	41.0	13
81–100 percent	52,709	20	N/A	34.1	10

* New York City and Buffalo certification data are not available for 2002-03.

** Buffalo data are not included.

Table 5.7
Racial/Ethnic Composition of Public School
Professional Staff and Students
New York State
Fall 2002

Location	Enrollment	Principals & Assistant Principals	Classroom Teachers	Other Professional Staff
New York City				
Black	34.0%	25.9%	22.4%	21.4%
Hispanic	38.2	15.5	14.1	15.9
American Indian/Alaskan Native	0.4	0.5	0.3	0.3
Asian/Pacific Islander	12.4	1.7	3.8	3.7
White	15.0	56.4	59.5	58.6
Large City Districts				
Black	52.0%	36.4%	12.0%	18.3%
Hispanic	20.2	8.3	5.6	8.4
American Indian/Alaskan Native	0.8	0.5	0.3	0.1
Asian/Pacific Islander	2.3	0.2	0.7	0.5
White	24.7	54.6	81.4	72.7
Districts Excluding the Big 5				
Black	8.5%	5.7%	2.0%	3.2%
Hispanic	6.9	1.9	1.4	1.8
American Indian/Alaskan Native	0.4	0.2	0.1	0.2
Asian/Pacific Islander	2.9	0.2	0.4	0.4
White	81.3	92.0	96.2	94.5
Total Public				
Black	19.9%	15.6%	9.2%	11.6%
Hispanic	18.9	7.9	5.8	8.1
American Indian/Alaskan Native	0.4	0.3	0.2	0.2
Asian/Pacific Islander	6.3	0.8	1.5	1.8
White	54.5	75.4	83.3	78.1

3 Performance Trends

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 in 2002 and 2003 (Figures 5.14–5.21). In 2003, the greatest disparity among racial/ethnic groups occurred on the middle-level mathematics assessment, on which White students were nearly two and a half 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 one-and-a-half times 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 English language arts assessment, for example, considering students scoring at Level 2 or above, the discrepancy between the lowest (Black and Hispanic students) and highest (Asian students) performing groups was 7.5 percentage points in 2003. Considering students scoring at Level 3 or above, the discrepancy between these groups was 30.0 percentage points.

Over 74 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 2002 in elementary-level ELA and more significantly in elementary-level mathematics. In each racial/ethnic group, the percentage of students scoring at Level 3 or above on the elementary-level ELA and elementary-level mathematics assessments increased between 2002 and 2003.

Figure 5.14
Percentage of Public School Students Scoring at Level 3 or Above on the Elementary-Level English Language Arts Assessment by Race/Ethnicity 2002 and 2003

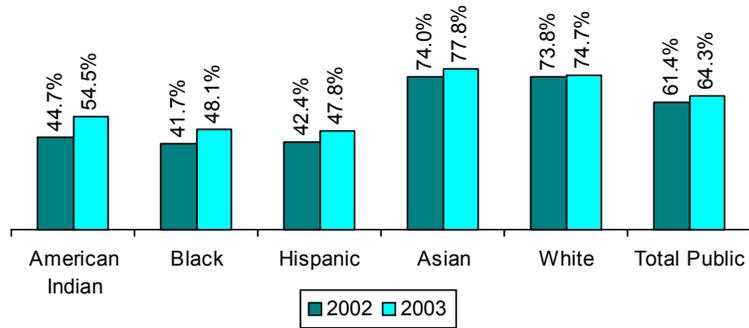


Figure 5.15
Percentage of Public School Students Scoring at Level 2 or Above on the Elementary-Level English Language Arts Assessment by Race/Ethnicity 2002 and 2003

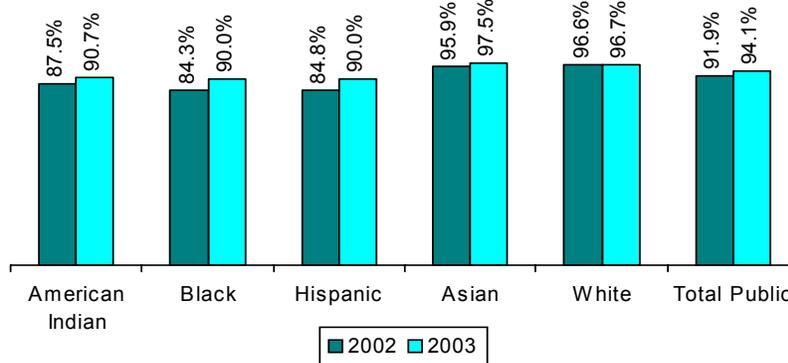


Figure 5.16
Percentage of Public School Students Scoring at Level 3 or Above on the Elementary-Level Mathematics Assessment by Race/Ethnicity 2002 and 2003

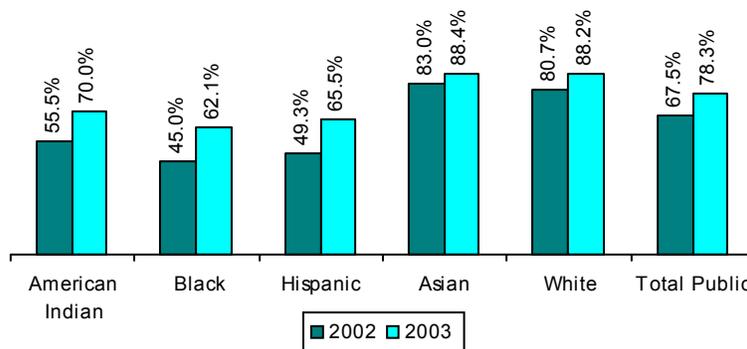


Figure 5.17
Percentage of Public School Students Scoring at Level 2 or Above on the Elementary-Level Mathematics Assessment by Race/Ethnicity 2002 and 2003

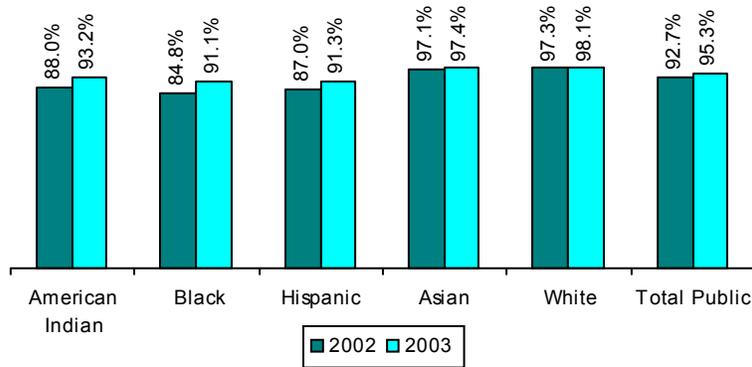


Figure 5.18
Percentage of Public School Students Scoring at Level 3 or Above on the Middle-Level English Language Arts Assessment by Race/Ethnicity 2002 and 2003

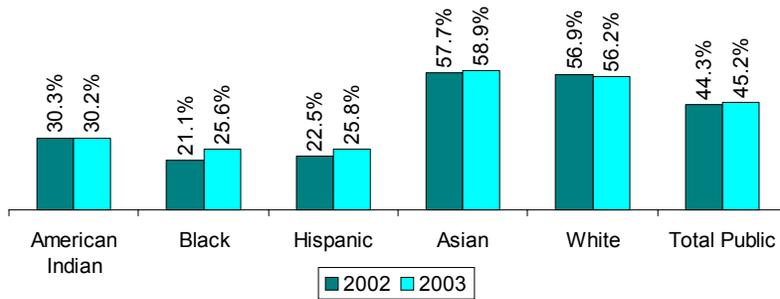


Figure 5.19
Percentage of Public School Students Scoring at Level 2 or Above on the Middle-Level English Language Arts Assessment by Race/Ethnicity 2002 and 2003

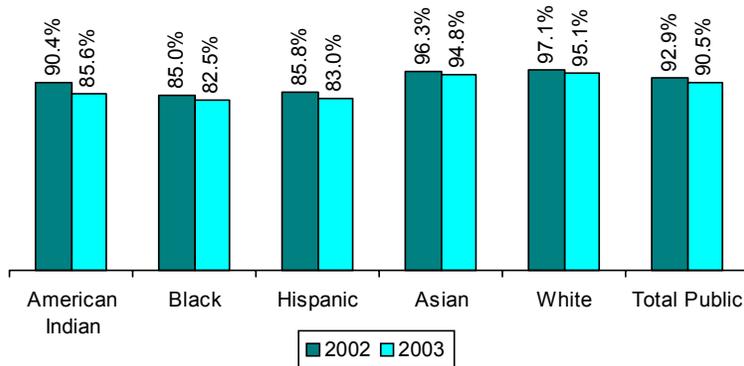


Figure 5.20
Percentage of Public School Students Scoring at Level 3 or Above on the Middle-Level Mathematics Assessment by Race/Ethnicity 2002 and 2003

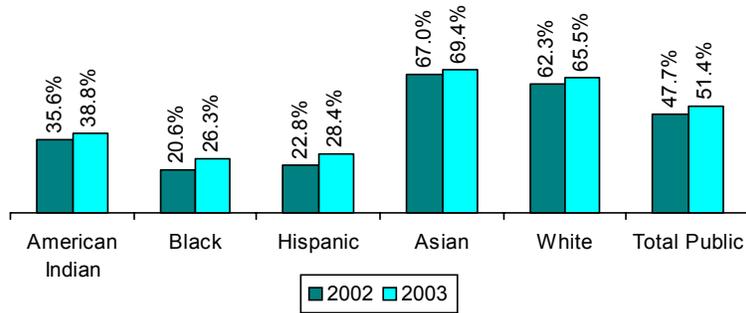
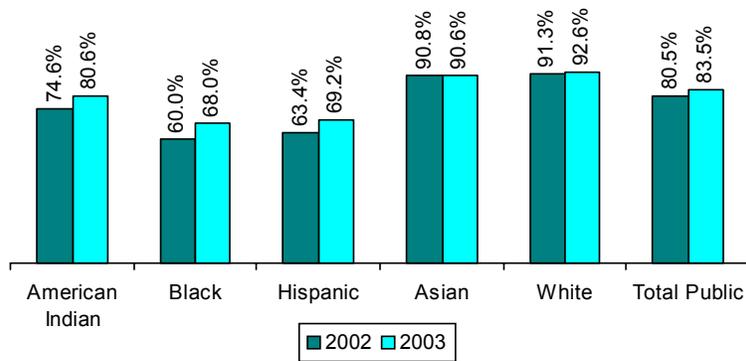


Figure 5.21
Percentage of Public School Students Scoring at Level 2 or Above on the Middle-Level Mathematics Assessment by Race/Ethnicity 2002 and 2003



Regents Examination Results for the 1999 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.

Students in the 1999 school accountability cohort were required to score 65–100 (55–100 with local board approval) on Regents examinations in five subjects — English, mathematics, global history and geography, U.S. history and government, and science — to earn a local diploma. Figures 5.22–5.31 show the results of this cohort after four years of secondary-level study. On all five 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; 86.8 percent of White general-education students met the requirement by scoring 65–100 but only 49.1 percent of Black students did so (Figure 5.25).

Figure 5.22
Percentage of Public School Students (General-Education Students and Students with Disabilities) in the 1999 Cohort Scoring at Various Levels on the Regents English Examination by Race/Ethnicity 2003

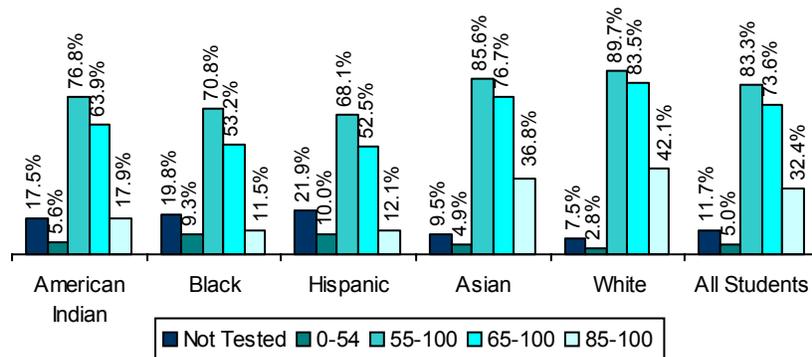


Figure 5.23
Percentage of Public School General-Education Students in the 1999 Cohort Scoring at Various Levels on the Regents English Examination by Race/Ethnicity 2003

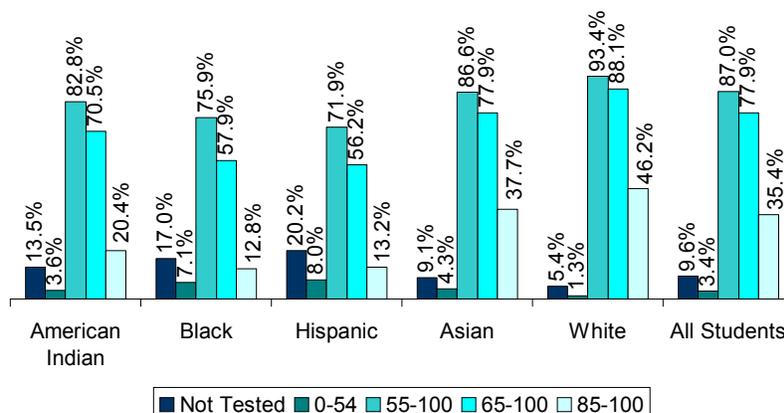


Figure 5.24
Percentage of Public School Students (General-Education Students and Students with Disabilities) in the 1999 Cohort Scoring at Various Levels on the Regents Mathematics Examinations by Race/Ethnicity 2003

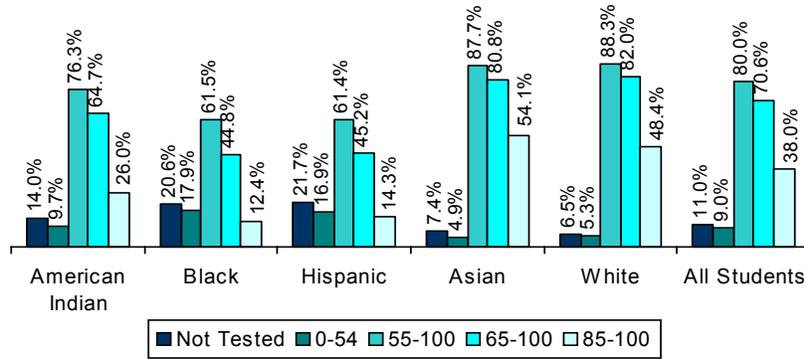


Figure 5.25
Percentage of Public School General-Education Students in the 1999 Cohort Scoring at Various Levels on the Regents Mathematics Examinations by Race/Ethnicity 2003

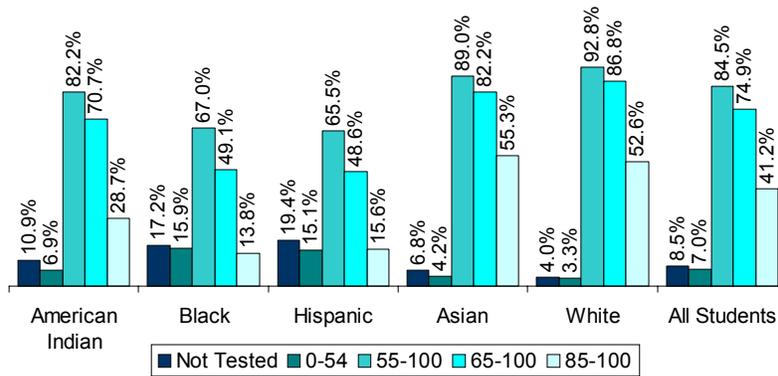


Figure 5.26
Percentage of Public School Students (General-Education Students and Students with Disabilities) in the 1999 Cohort Scoring at Various Levels on the Regents Global History and Geography Examination by Race/Ethnicity 2003

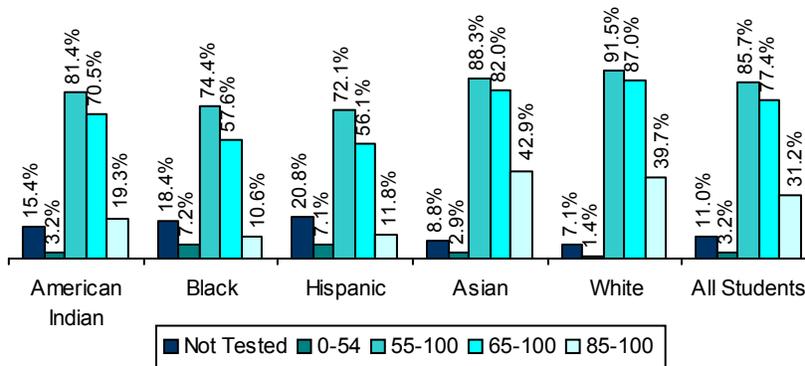


Figure 5.27
Percentage of Public School General-Education Students in the 1999 Cohort Scoring at Various Levels on the Regents Global History and Geography Examination by Race/Ethnicity 2003

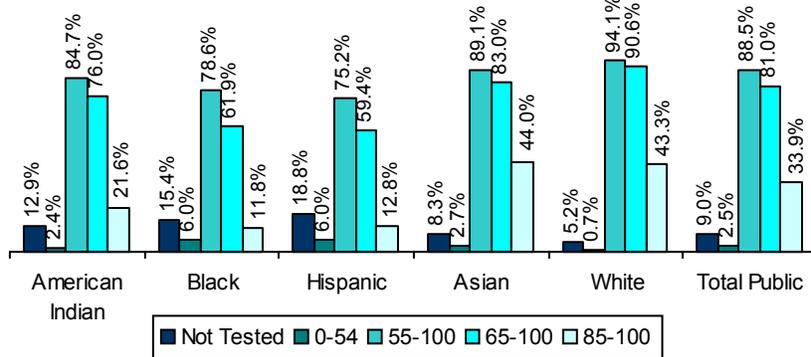


Figure 5.28
Percentage of Public School Students (General-Education Students and Students with Disabilities) in the 1999 Cohort Scoring at Various Levels on the Regents U.S. History and Government Examination by Race/Ethnicity 2003

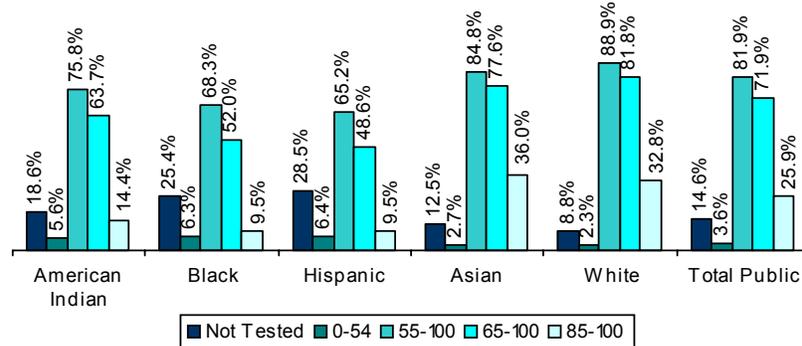


Figure 5.29
Percentage of Public School General-Education Students in the 1999 Cohort Scoring at Various Levels on the Regents U.S. History and Government Examination by Race/Ethnicity 2003

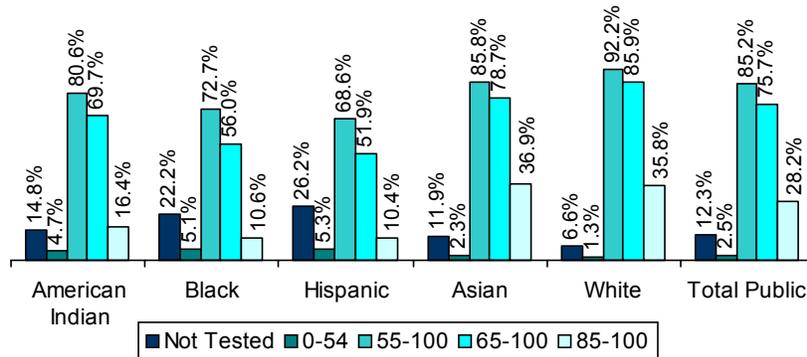


Figure 5.30
Percentage of Public School Students (General-Education Students and Students with Disabilities) in the 1999 Cohort Scoring at Various Levels on the Regents Science Examinations by Race/Ethnicity 2003

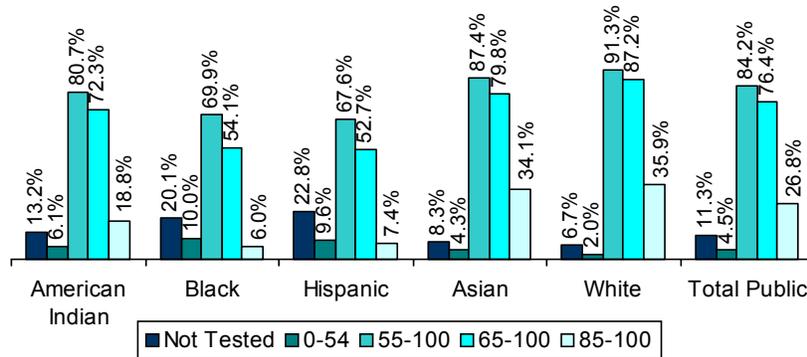
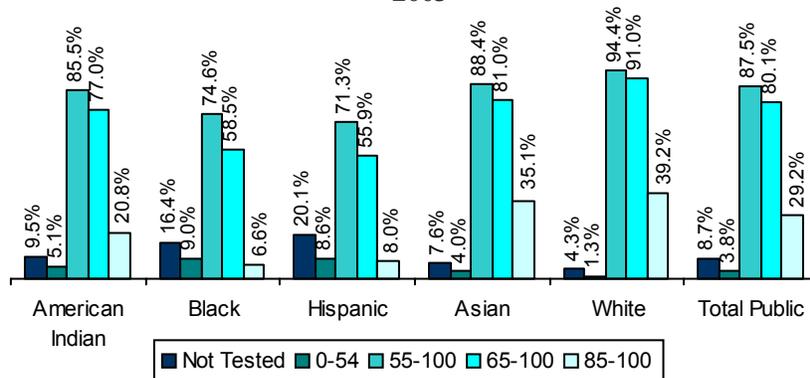


Figure 5.31
Percentage of Public School General-Education Students in the 1999 Cohort Scoring at Various Levels on the Regents Science Examinations by Race/Ethnicity 2003



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 2002–03 (Table 5.8). Statewide, Whites were more than twice as likely as either Blacks or Hispanics to earn Regents diplomas. About 66 percent of Whites earned Regents diplomas, compared with 23 percent of Blacks and 26 percent of Hispanics.

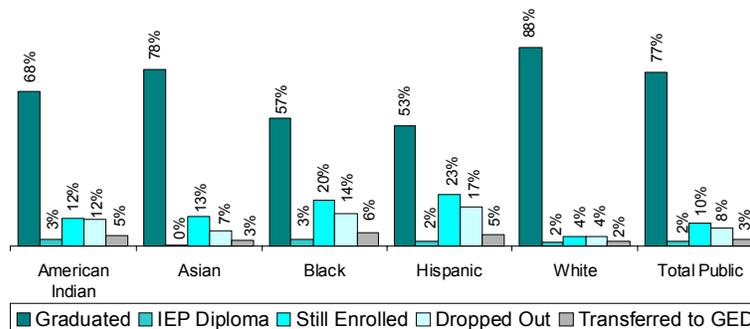
TABLE 5.8
CREDENTIALS EARNED BY PUBLIC HIGH SCHOOL COMPLETERS BY RACIAL/ETHNIC GROUP
PAGE 177

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 (28.6 percent of graduates, 38.2 percent of enrollment). Conversely, White students comprised 21.1 percent of the New York City graduates, while they accounted for only 15.0 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, 6.6 percent of Blacks and 6.5 percent of Hispanics earned IEP diplomas or certificates, whereas 2.4 percent of Whites and 1.5 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 5.32). (The 1998 graduation-rate cohort consists of all students in the 1998 school accountability cohort plus all students excluded from this cohort because they transferred to a high school equivalency preparation program.) Statewide, 57 percent of Black students and 53 percent of Hispanic students earned a local diploma, whereas 78 percent of Asian students and 88 percent of White students did so.

Figure 5.32
1998 District Cohort Status by Race/Ethnicity as of August 2002



College-Going Rate

In New York State, the majority of 2002–03 public school graduates, regardless of race/ethnicity, planned to pursue postsecondary education (Table 5.9). 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 than those in the Black and Hispanic groups to plan to enroll in four-year and least likely to plan to enroll in two-year institutions.

TABLE 5.9

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

PAGE 178

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 2003 differed substantially according to race/ethnicity (Table 5.10). Asians achieved the highest mean composite score (1067), followed by Whites (1057), Other Minorities (981), American Indians/Alaskan Natives (940), Hispanics (891), and Blacks (865).

TABLE 5.10

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

PAGE 179

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 2003, participation by minority students in the Advanced Placement (AP) program increased significantly. While the total number of public school candidates increased by 72 percent, there were about twice as many Black, Asian, and Hispanic candidates in 2003 as in 1992. Nevertheless, certain minorities continued to be severely underrepresented among this elite group. In 2003, only six percent of candidates were Black and only nine percent were Hispanic. Only 165 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; 19 percent took English literature; and 5 percent took the Spanish language examination. In contrast, 35 percent of Hispanic candidates took Spanish, 17 percent took English literature, and 11 percent took a calculus examination (Figure 5.33).

Figure 5.33
Percent of Public School Advanced Placement Candidates within Each Racial/Ethnic Group
Participating in Selected Advanced Placement Examinations
May 2003

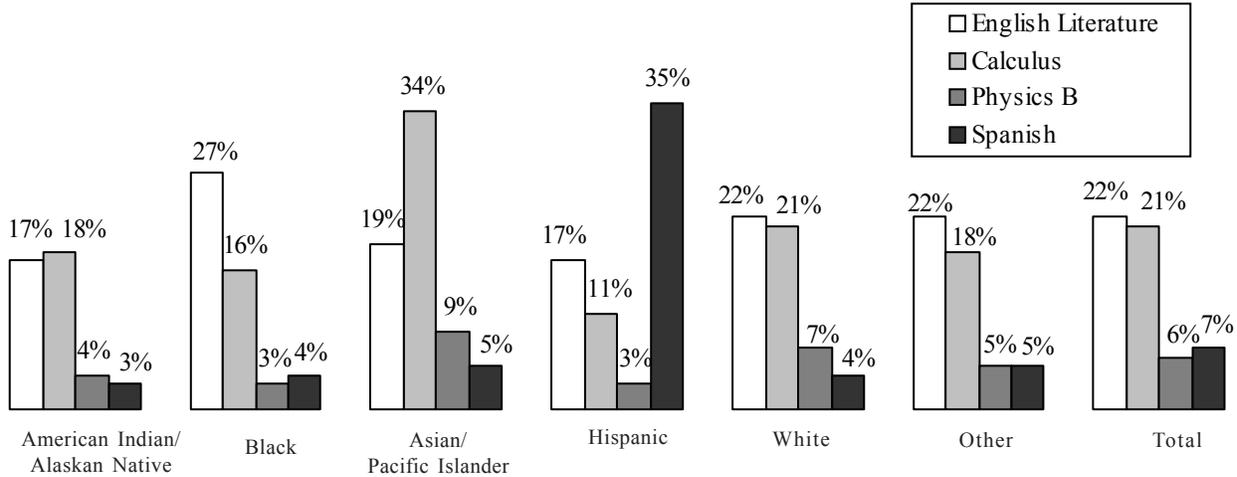


Table 5.8
Credentials Earned by Public High School Completers by Racial/Ethnic Group
New York State
2002–03

Sector/Location and Diplomas/Certificates	Racial/Ethnic Group			
	Black	Hispanic	Other Minority*	White
New York City				
Number of Completers	12,518	11,106	6,983	8,195
Regents-Endorsed Local Diplomas	17.7%	19.4%	52.2%	48.4%
Other Local Diplomas	75.2	73.1	46.4	48.7
IEP Diplomas	6.9	7.4	1.4	2.8
Certificates	0.2	0.1	0.0	0.0
Large City Districts				
Number of Completers	2,291	736	275	1,617
Regents-Endorsed Local Diplomas	19.7%	17.8%	45.5%	44.7%
Other Local Diplomas	72.4	73.1	52.0	50.8
IEP Diplomas	7.8	9.0	2.5	4.3
Certificates	0.1	0.1	0.0	0.2
Districts Excluding the Big 5				
Number of Completers	6,989	4,911	3,779	89,357
Regents-Endorsed Local Diplomas	34.3%	43.8%	71.0%	67.4%
Other Local Diplomas	60.3	52.2	27.4	30.3
IEP Diplomas	5.4	3.9	1.5	2.2
Certificates	0.0	0.1	0.1	0.1
Total Public**				
Number of Completers	21,836	16,794	11,046	99,180
Regents-Endorsed Local Diplomas	23.2%	26.4%	58.5%	65.5%
Other Local Diplomas	70.2	67.0	40.0	32.2
IEP Diplomas	6.5	6.4	1.5	2.3
Certificates	0.1	0.1	0.0	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 5.9
College-Going Rates of Public High School Graduates
by Location and Racial/Ethnic Group
New York State
2002–03 Graduates

Location and Postsecondary Type	Race/Ethnicity				
	Black	Hispanic	Other Minority*	White	Total
New York City					
Percent to 4-Year College	44.6%	44.2%	70.9%	66.4%	54.0%
Percent to 2-Year College	18.0	20.5	10.2	12.3	16.1
Percent to Other Postsecondary	1.5	2.0	0.6	1.5	1.5
Total to Postsecondary	64.0%	66.6%	81.6%	80.1%	71.5%
Large City Districts					
Percent to 4-Year College	43.5%	38.9%	57.8%	49.0%	45.5%
Percent to 2-Year College	34.2	29.0	26.1	30.8	31.8
Percent to Other Postsecondary	0.7	2.8	1.1	0.8	1.1
Total to Postsecondary	78.3%	70.7%	85.1%	80.6%	78.4%
Districts Excluding the Big 5					
Percent to 4-Year College	44.6%	38.1%	71.0%	53.5%	52.8%
Percent to 2-Year College	32.7	37.4	20.1	31.8	31.7
Percent to Other Postsecondary	1.7	2.4	0.7	1.2	1.3
Total to Postsecondary	78.9%	78.0%	91.8%	86.5%	85.8%
Total Public					
Percent to 4-Year College	44.5%	42.0%	70.6%	54.4%	52.9%
Percent to 2-Year College	24.4	26.1	14.0	30.2	27.7
Percent to Other Postsecondary	1.5	2.2	0.6	1.2	1.3
Total to Postsecondary	70.3%	70.2%	85.2%	85.9%	81.9%

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

Table 5.10
SAT Scores for Public and Nonpublic High School Seniors
by Racial/Ethnic Group and Gender
New York State
Senior Class of 2003

Race/Ethnicity	Male			Female			Total					
	Number	Verbal	Math	Combined	Number	Verbal	Math	Combined	Number	Verbal	Math	Combined
American Indian/ Alaskan Native	307	469	488	957	328	459	464	923	635	464	476	940
Asian	3,929	496	583	1079	4,449	497	559	1056	8,378	497	570	1067
Black	5,313	434	443	877	8,349	433	426	859	13,662	433	432	865
Hispanic*	4,484	453	468	921	6,694	438	436	874	11,178	443	448	891
White	30,443	527	551	1078	35,294	520	519	1039	65,737	523	534	1057
Other Minority	1,915	491	517	1008	2,694	482	481	963	4,609	485	496	981
No Response	21,016	495	520	1015	20,347	485	488	973	41,363	490	504	994
Total (All Seniors)	67,407	502	528	1030	78,155	492	495	987	145,562	496	510	1006

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 5.34 illustrates the negative relationship between the minority enrollment of public schools and average annual attendance rates. In 2001–02, low-minority schools had an average attendance rate of 95.2 percent (92.5 percent in New York City), compared with 88.8 percent (89.3 percent in New York City) in high-minority schools (Table 5.11).

Figure 5.34
Total Public Annual Average Attendance Rate
by Minority Composition of School
2001–02

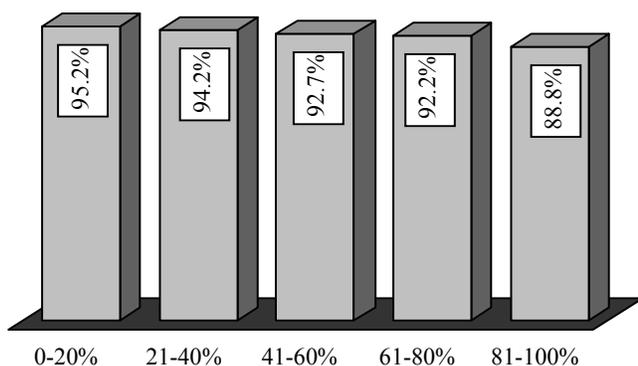


Table 5.11 presents average annual attendance rates and the percentage of schools within each minority-composition category that had low, medium, or high annual attendance rates. Statewide, 85 percent of all high-minority schools, but only 13 percent of low-minority schools, had annual attendance rates lower than 94 percent.

TABLE 5.11

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

PAGE 183

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 5.35. In districts outside New York City, on average, Black suspension rates were extraordinarily high: 18.1 percent in the Large City Districts and 13.2 percent in districts outside the Big 5, compared with 4.1 percent in New York City (Table 5.12).

Figure 5.35
Public School Suspension Rates
by Race/Ethnicity
2001–02

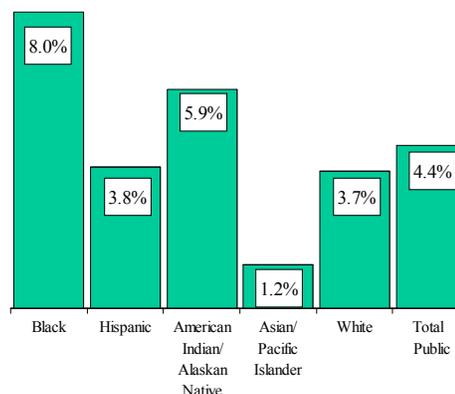


TABLE 5.12

PUBLIC SCHOOL RACIAL/ETHNIC GROUP SUSPENSION RATES BY LOCATION

PAGE 184

Dropout Rates

Statewide in 2002–03, 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 5.36. Minority students attending schools outside the Big 5 were less likely to drop out than their peers attending schools in the Big 5 (Table 5.13).

Figure 5.36
Public School Annual Dropout Rates
by Race/Ethnicity
2002–03

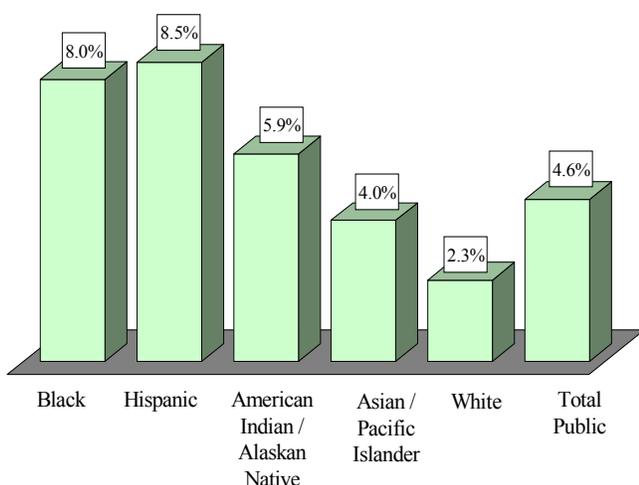


TABLE 5.13

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

PAGE 184

Statewide between 1995–96 and 2002–03, the annual dropout rate increased from 3.6 to 4.6 percent (see Figure 3.45 in Part III of this report). A similar trend in dropout rates occurred for minority students, where the dropout rate for Black students over a five-year period increased by 1.7 percent, for Hispanic students increased by 0.9 per-

cent, for American Indian/Alaskan Native students increased by 0.5 percent, and for Asian students increased by 0.8 percent. Dropout rates for White students remained the same (2.3 percent).

Schools with large percentages of minority students had higher dropout rates than schools with small percentages of minority students (Table 5.14). On average, in low-minority schools, only 1 student in 50 dropped out in 2002–03. In contrast, in high-minority schools, 1 student in 10 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 3.4 percent among Hispanics attending low-minority schools but 10.2 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 9.1 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 5.14

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

PAGE 185

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 11.6 percent in 2002–03; 1 in 9 students attending these schools dropped out in that year (Table 5.15). In contrast, 1 in 63 students (1.6 percent) attending schools in the low-poverty, low-minority category dropped out. Figure 5.37 displays the observed relationship of school poverty status, minority composition, and average annual dropout rate in 2002–03.

Across the State, concentrated-poverty, high-minority schools accounted for a disproportionate number (42 percent) of dropouts. Historically, within each minority composition category, as poverty increases, so does the dropout rate. In 2002–03 among high-minority schools, the dropout rate of concentrated-poverty schools was 11.6 percent and schools with medium poverty was 7.8 percent.

TABLE 5.15
PUBLIC HIGH SCHOOL
DROPOUT RATES
BY POVERTY STATUS AND
MINORITY COMPOSITION OF SCHOOL
PAGE 186

Figure 5.37
Public High School Annual Dropout Rates
by Poverty Status and
Minority Composition of School
2002–03

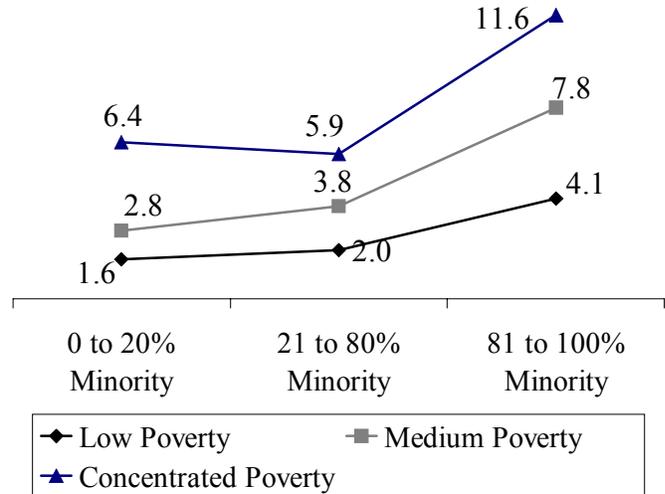


Table 5.11
Distribution of Public School Annual Attendance Rates
by Location and Minority Composition of School
New York State
2001–02

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	92.5%	96%	4%	—
21–40 Percent	92.0	67	33	—
41–60 Percent	91.8	66	30	4%
61–80 Percent	91.5	69	27	4
81–100 Percent	88.1	93	7	1
Total	89.3%	87%	12%	1%
Large City Districts				
0–20 Percent	94.2%	—	100%	—
21–40 Percent	92.6	60%	40%	—
41–60 Percent	91.4	66	31	3%
61–80 Percent	92.3	71	29	—
81–100 Percent	89.8	82	17	1
Total	91.0%	75%	24%	1%
Districts Excluding the Big 5				
0–20 Percent	95.3%	12%	48%	40%
21–40 Percent	94.6	20	52	28
41–60 Percent	94.0	36	50	13
61–80 Percent	93.9	40	41	19
81–100 Percent	93.5	41	35	24
Total	95.0%	17%	48%	36%
Total Public				
0–20 Percent	95.2%	13%	47%	39%
21–40 Percent	94.2	26	50	24
41–60 Percent	92.7	51	40	9
61–80 Percent	92.2	61	31	8
81–100 Percent	88.8	85	11	4
Total	92.7%	39%	37%	24%

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 5.12
Public School Racial/Ethnic Group Suspension Rates by Location
New York State
2001–02

Location	Black	Hispanic	American Indian/ Alaskan Native	Asian and Pacific Islander	White	Total
New York City	4.1%	2.3%	3.2%	0.9%	1.7%	2.7%
Large City Districts	18.1	12.5	11.0	4.3	9.0	14.3
Districts Excluding the Big 5	13.2	7.0	6.6	1.7	3.8	4.7
Total Public	8.0%	3.8%	5.9%	1.2%	3.7%	4.4%

Table 5.13
Public High School Annual Dropout Rates
by Race/Ethnicity and Location
New York State
2002–03

Location	Black	Hispanic	American Indian/ Alaskan Native	Asian and Pacific Islander	White	Total
New York City	9.6%	9.7%	9.6%	4.9%	4.8%	8.2%
Large City Districts	7.6	7.3	10.5	6.3	6.4	7.2
Districts Excluding the Big 5	4.0	4.9	3.8	1.2	1.9	2.2
Total Public	8.0%	8.5%	5.9%	4.0%	2.3%	4.6%

Table 5.14
Public High School Annual Dropout Rates
by Race/Ethnicity and Minority Composition Category
New York State
2002–03

Minority Composition Category	Black	Hispanic	American Indian/Alaskan Native	Asian and Pacific Islander	White	Total
0–20 Percent	3.7%	3.4%	3.4%	1.3%	1.9%	2.0%
21–40 Percent	3.2	4.2	4.8	1.1	1.7	2.1
41–60 Percent	4.9	5.5	7.2	2.1	3.3	3.9
61–80 Percent	4.4	4.9	6.4	2.4	3.3	3.8
81–100 Percent	9.5	10.2	9.7	7.3	9.1	9.6
Total Public	8.0%	8.5%	5.9%	4.0%	2.3%	4.6%

Table 5.15
Public High School Dropout Rates by Poverty Status
and Minority Composition of School
New York State
2002–03

Minority Composition and Poverty Status of School	Number of Dropouts	Average Annual Dropout Rate
Low Poverty (0–20%)		
Low Minority (0–20%)	4,805	1.6%
Medium Minority (21–80%)	1,996	2.0
High Minority (81–100%)	625	4.1
Total	7,426	1.8%
Medium Poverty (21–40%)		
Low Minority (0–20%)	1,995	2.8%
Medium Minority (21–80%)	2,752	3.8
High Minority (81–100%)	7,467	7.8
Total	12,214	5.1%
Concentrated Poverty (41–100%)		
Low Minority (0–20%)	694	6.4%
Medium Minority (21–80%)	1,851	5.9
High Minority (81–100%)	16,107	11.6
Total	18,652	10.3%

? 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?

