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 the Vocational and Educational Services for Individuals with Disabilities office. 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
President of The University
of the State of New York
and Commissioner of Education

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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 2004

PREFACE

Beginning in 1996, 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 2003, the first class of high school students subject to the higher English, mathematics, social studies, and science requirements graduated. The effect of higher standards is already apparent in improved performance on many State assessments.

In 2002–03, 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 are English, global studies (or global history and geography), U.S. history and government, and biology (or living environment).

Of general-education students in the 1999 cohort (students who entered grade 9 in Fall 1999), 87 percent had met the graduation requirement in English, 84 percent in mathematics, 89 percent in global history and geography, 86 percent in U.S. history and government, and 87 percent in science by the end of their fourth year in high school.

On all five Regents examinations used to meet graduation requirements — English, mathematics (mathematics A and sequential mathematics, course III), 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 2001–02 and 2002–03.

Since the implementation of higher graduation requirements in 1996, the percentage of public school graduates earning Regents diplomas increased from 42 to 56 percent.

About 82 percent of 2003 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 nearly doubled since 1992. There were almost twice as many Black, Asian, and Hispanic candidates in 2003 as in 1992.

The mean SAT composite score for the class of 2003 was 18 points higher than the mean for the class of 1993.

In 2003, 64 percent of fourth-graders in public schools met the standards in English language arts, an increase of 15 percentage points over 1999. Seventy-nine percent of fourth-graders met the standards in mathematics in 2003, compared with 67 percent in 1999.

On the middle-level assessment in English language arts, 46 percent of eighth-graders in public schools met the standards in 2003, compared with 49 percent in 1999. In 2003, 52 percent of eighth-graders met the standards in mathematics, an increase of 14 percentage points compared with 1999.

The percentage of students with disabilities educated primarily in general-education classes has increased to 52.1 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 racial/ethnic minorities), 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 Large City Districts and those in districts (mostly suburban) with low percentages of students in poverty and high levels of income and property wealth (Low-Need Districts). On the 2003 elementary-level State assessment in English language arts, only 45 percent of students in Large City Districts, compared with 85 percent in Low-Need Districts, met the standards by scoring at Level 3 or above. The differences in student performance in middle-level mathematics are even more striking. Only 24 percent of students in Large City Districts, compared with 80 percent in Low-Need Districts, met the standards. Sixty-one percent of general-education students in Large City Districts, compared with 95 percent in Low-Need Districts, who entered grade 9 in 1999 scored at 65 or above in Regents English after four years. Twenty-nine percent of high school completers in Large City Districts, compared with 75 percent in Low-Need Districts, earned Regents-endorsed diplomas in 2002–03. These contrasts in performance parallel contrasts in student need and district resources. Seventy percent of students in Large City Districts, compared with three percent in Low-Need Districts, were eligible for free lunches in Fall 2002. Nearly one-third of middle-level mathematics teachers in Large City Districts, compared with five percent in Low-Need Districts, were not certified in mathematics. Despite Large City Districts large number of students placed at-risk by poverty and limited proficiency in English, the mean expenditure per pupil was 89 percent of that in Low-Need Districts. Consequently, Large City Districts must compete for teachers with more advantaged districts whose median teacher salary exceeds Large Cities by 26 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, and the highest rates of teacher turnover. On an average day, 95.2 percent of students in low-minority schools, but only 88.8 percent in high-minority schools, are at school. Only about 48 percent of Black and about 48 percent of Hispanic fourth-graders, compared with 75 percent of White fourth-graders, met the standards on the English language arts assessment for elementary-level students by scoring at Level 3 or above. Of general-education students in the 1999 cohort, 88.1 percent of White cohort members met the Regents English examination graduation requirement by scoring 65 or above after four years; only 57.9 percent of Black and 56.2 percent of Hispanic cohort members did so. In the 2002–03 school year, 66 percent of White students, compared with 23 percent of Black and 26 percent of Hispanic students, earned a Regents-endorsed local diploma. 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 stu-

dents in poverty and low property wealth. The more advantaged districts spend over $2,400 more per student and pay their teachers $20,000 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 more than 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 certification 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.

ROBERT M. BENNETT
Chancellor, Board of Regents

RICHARD P. MILLS
President of The University
of the State of New York
and Commissioner of Education

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 statewide 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 2004 Edition

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Part I:
Overview

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 proficiency 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: living in a poverty household, minority racial/ethnic group identity, 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 2000 Census indicates that 32.7 percent of 5-to-17-year-olds spoke English less than "very well." In 1999, 19.1 percent of 5-to-17-year-olds were in poverty status. Thirty-nine percent of families with a female householder with related children under 18 and no husband present were in poverty status.

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.

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[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 course and testing requirements for both local and Regents-endorsed diplomas. Before this plan was enacted, Commissioner's Regulations required all students to demonstrate proficiency in reading, writing, and mathematics. Changes to Commissioner's Regulations in 1984 required all students also to demonstrate proficiency in global studies, U.S. history and government, and science. Beginning with the graduating class of 1989, students have been subject to the rigorous requirements of the Regents Action Plan for both local and Regents-endorsed diplomas.

In 1996, the Board of Regents acted to phase out the Regents competency tests (RCTs), alternatives to Regents examinations for demonstrating minimal competency. Beginning with students who entered ninth grade in 1996, all students not eligible for the RCT safety net described below must score 55 or higher, with local board of education approval, on the Regents Comprehensive Examination in English to earn a local diploma. Each successive class of ninth-graders was required to score 55 or higher on one or more additional Regents examinations. Students who entered ninth grade in 1999 were required to score 55 or higher on Regents examinations in five subject areas. To earn a Regents diploma, students must score 65 or higher on the Regents examinations required for their grade 9 entering class.

In 1997, the Board of Regents established still more rigorous course requirements for students, beginning with those who entered ninth grade in the 2001–02 school year. The graduation requirements are outlined in the accompanying tables.

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. The RCT safety net requires that eligible students prepare for and take five Regents examinations but allows those unable to pass one or more Regents examinations to earn a local diploma by passing the corresponding RCT(s). The RCT safety net is available to eligible students entering grade 9 from September 1996 through September 2009.

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[2]	1	3[3]
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[1]	18.5[1]	18.5	20.5
Total Units Required	20.5	20.5	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 second language. 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] Students completing a sequence of not less than five units of credit in career and technical education or the arts may substitute another three-unit or five-unit sequence in place of the three units in a second language.

[3] To earn the advanced designation, students must complete one of the following: three units of credit in a second language; or five units of credit in career and technical education plus one unit of credit in a second language; or five units of credit in the arts plus one unit of credit in a second language.

Testing Requirements

Students Entering Grade 9:	Prior to 2010	Prior to 2005	Prior to 2001	2001 and Thereafter	2001 and Thereafter
Type of Diploma:	Local Diploma[4]	Local Diploma[5]	Regents Diploma	Regents Diploma	Regents Diploma with Advanced Designation
Score Range Student Must Achieve:	Pass	55–64	65–100	65–100	65–100
Examinations:	RCT Reading & RCT Writing	Regents English	Regents English	Regents English	Regents English
	RCT Mathematics	One Regents Mathematics	Two Regents Mathematics	One Regents Mathematics	Two Regents Mathematics
	RCT Science	One Regents Science	Two Regents Science	One Regents Science	Two Regents Science
	RCT Global Studies	Regents Global History & Geography	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 U.S. History & Government
			Regents Second Language[6]		Regents Second Language[6]

[4] The option of using RCTs to fulfill the testing requirement for a local diploma is only available to students with disabilities who have taken and failed the relevant Regents examination at least once.

[5] Students who enter grade 9 prior to 2005 may fulfill the testing requirement for a local diploma by scoring 55–64 on Regents examinations, but only if this option is approved by the district board of education. General-education students who enter grade 9 in 2005 or thereafter cannot fulfill the testing requirement for or earn a local diploma by scoring 55–64 on Regents examinations.

[6] Students completing a five-unit sequence in career and technical education or in the arts, in addition to another three-unit sequence, do not have to meet this testing requirement.

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 2002–03 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, were administered for the first time. These 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 evaluate students scoring at Level 1 or 2 to determine whether academic intervention services are required.

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 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 were designed to evaluate programs, performance on them depended on student ability and motivation as well as 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.

2002–03 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	527–657	658–696	697–736	737–830
Middle-Level Mathematics	517–680	681–715	716–759	760–882

Elementary- and middle-level tests have been revised to reflect the new standards in science 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 through the 2002–03 school year. 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 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. In 2002–03, the Regents examinations were provided in 15 subjects, and more than 1.5 million examinations are administered annually.

Regents examinations serve several purposes: chief among them are to measure the commencement-level standards established by the Regents and to motivate student achievement. 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 standards by phasing in requirements that students demonstrate proficiency for graduation by passing Regents examinations rather than the less rigorous RCTs. Phasing out the RCTs shifts the attention and effort of students to the Regents examinations and the higher standards that they measure.

All students who entered ninth grade in fall 1996 were required to score 55 or higher on the Regents comprehensive examination in English to satisfy the testing requirement for a local diploma. The number of Regents examinations students were required to score 55 or higher on to satisfy the graduation testing requirement increased with each succeeding cohort of students entering grade 9: mathematics was added in fall 1997, global history and geography and U.S. history and government in fall 1998, and science in fall 1999. Students who enter ninth grade between 1996 and 2004 can satisfy the testing requirement for a local diploma by attaining a score of 55–64 on a Regents examination (if approved by their district), but they need a minimum score of 65 to satisfy the testing requirement for a Regents-endorsed diploma. The local diploma will not be available to general-education students who enter grade 9 in the 2005–06 school year and thereafter. Students entering grade 9 in 2005–06 must score 65 or higher on all five required Regents examinations to satisfy the testing requirements for a Regents diploma.

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, U.S. history and government, global history and geography, and science, which are required for graduation by students who first entered grade 9 in 1999, is reported as a percentage of students tested. Regents English and mathematics examination results are also presented as a percentage of the 1996, 1997, 1998, and 1999 cohorts. 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; performance on Regents examinations in science is reported as a percentage of the 1999 cohort.

Regents Competency Tests

Revisions to the Commissioner's Regulations that went into effect in 1984 required that all students demonstrate proficiency in reading, writing, mathematics, science, global studies, and U.S. history and government to fulfill the testing requirement for a local diploma. (Before this plan was enacted, Commissioner's Regulations required all students to demonstrate proficiency in reading, writing, and mathematics only.) The Regents competency tests (RCTs) were established as a mechanism for students not participating in Regents courses and examinations to demonstrate competency through criterion-referenced tests. The current 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 entering ninth grade in 2005, general-education students will be 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 2010 may continue to use RCTs to demonstrate competency but only if they fail one or more Regents examinations.

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 IV: Student Needs and School Resources*.

Minority Composition Categories. 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, schools are classified 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 and school resources. Performance, dropout, and graduation data are available by race/ethnicity.

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.

Nonpublic Schools. Information on nonpublic schools statewide can be found in *Part VII: 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.

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 2002–03 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 (which was replaced by graduation rate in 2002–03). Appendix B provides statistics on SURR schools comparable to those for all public schools.

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 2004 report, the district data are organized into 17 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 presents information on special-education classification, placement, and exiting status. Table 5 presents performance on the State elementary- and middle-level English language arts and mathematics assessments. Table 6 reports performance on the State assessments in elementary- and middle-level science. Table 7 reports performance on the State assessments in elementary- and middle-level social studies and Regents diploma data. Tables 8 through 12 report Regents examination performance. Table 13 presents 1999 cohort data for the Regents English and mathematics examinations results. Table 14 presents 1999 cohort data for the Regents examinations in global history and geography, U.S. history and government, and science. Table 15 reports results on Regents competency tests. Table 16 presents results on second language proficiency examinations and the Introduction to Occupations examination. Finally, Table 17 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 2000–01 to 2002–03.

For the convenience of districts and organizations that would like to perform statistical analyses, the district-level data in the 17 tables are available in a set of electronic computer 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:

Accountability System

☆ Highlights

- ☆ *The largest numbers of districts were accountable for the following accountability groups: All Students, White Students, Economically Disadvantaged Students, and Students with Disabilities*.
- ☆ *In the majority of districts that did not make AYP on an accountability measure, the students with disabilities group did not make AYP*.
- ☆ *At the elementary and secondary levels, the groups for which schools most typically were accountable were All Students, White Students, and Economically Disadvantaged Students*.
- ☆ *At the middle level, the groups for which schools most typically were accountable were All Students, White Students, Economically Disadvantaged Students, Students with Disabilities, and Black Students*.
- ☆ *The majority of schools (52 to 64 percent) that did not make AYP failed for more than one accountability group*.
- ☆ *Relatively few schools failed to make AYP in English language arts or mathematics at the elementary level—10.0 percent in ELA and 7.7 percent in mathematics*.
- ☆ *In about half of schools that did not make AYP at the elementary level and two-thirds of schools that did not make AYP at the secondary level, the All Students group did not make AYP*.
- ☆ *At the middle level, in the majority of schools that did not make AYP, the Students with Disabilities group did not make AYP*.

1 New York State Accountability System

New York State has established a unified system of accountability, consistent with the requirements of the federal No Child Left Behind Act, that applies to all public school districts (including Special Act Districts) and public schools (including charter schools) and includes all students educated in these institutions. Maintaining good standing in New York State's accountability system requires districts and schools to make Adequately Yearly Progress (AYP) in English language arts (ELA) and mathematics at the elementary, middle, and secondary levels; in science at the elementary and middle levels; and in graduation rate at the secondary level.

Districts and schools are responsible for the AYP of students in the following accountability groups, assuming sufficient enrollment in the group:

- all students,
- students with disabilities,
- limited English proficient students,
- economically disadvantaged students,
- American Indian students,
- Asian students,
- Black students,
- Hispanic students, and
- White students.

The failure of one group to make AYP in English or mathematics means that the district or school does not make AYP in that subject.

At the elementary and middle levels, districts and schools must meet two requirements to make AYP in ELA and mathematics:

- they are required to test 95 percent of students in each accountability group with 40 or more students; *and*
- the performance of each group with 30 or more continuously enrolled students must meet or exceed its Effective Annual Measurable Objective (Effective AMO) or the group must make "safe harbor."

At the secondary level, in 2002–03 only, districts and schools had to meet only the performance requirement, not the participation requirement, to make AYP in English and mathematics. Beginning in 2003–04, districts and schools must also meet the participation requirement at the secondary level.

To make AYP in science, only the all students group is required to meet the performance requirement; there is no participation requirement. To make AYP on graduation rate, the all students group must achieve a graduation rate of at least 55 percent or improve by one percentage point over its previous year's performance.

The State has established Annual Measurable Objectives (AMOs) for English and mathematics at each grade level. The AMOs increase annually, beginning in 2004–05, in equal increments until reaching the goal of 100 percent student proficiency in 2013–14. Recognizing that the annual performance data for relatively small groups of students are not statistically reliable, the State has established Effective AMOs based on the number of students in a measured group. The Effective AMO is the lowest Performance Index (PI) that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO. If an accountability group achieves its Effective AMO, it is considered to have made AYP, as long as the participation requirement, if applicable, has been met. The State has established standards on the third indicators, elementary- and middle-level science and high school graduation rate, that districts and schools must meet to make AYP.

An accountability group whose performance in ELA and mathematics does not equal or exceed its Effective AMO in a subject can make "safe harbor" if its performance improves by a specified amount over its previous year's performance and if its performance on the third indicator equals or exceeds the State standard or improves by 1.0 percentage point on graduation rate and one point on science over the previous year.

If a district or school does not make AYP for two consecutive years in the same grade and subject, it is designated as a District or School Requiring Academic Progress (DRAP or SRAP) under the State system. If the district or school received federal Title I funding during those two years, it is also designated as a District or School in Need of Improvement. In each future year that the district or school fails to make AYP in that subject, it moves to the next highest status on the continuum (e.g., SRAP (Year 2), SRAP (Year 3), etc.). If the district or school receives Title I funding in the year that it fails to make AYP, it also advances one step on the federal improvement continuum. Table 2.1 shows the federal and State school and district improvement continua. The first year that a district or school in improvement status on an accountability measure makes AYP on that measure, it remains at the same place on the continuum. If it makes AYP on the measure for two consecutive years, it is designated to be in good standing on that measure.

TABLE 2.1

FEDERAL AND STATE SCHOOL AND DISTRICT IMPROVEMENT CONTINUA

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Table 2.1
Federal and State School and District Improvement Continua

Federal School Improvement Continuum

Years of Failure Under Title I to Make AYP in Subject and Grade	Status
1	Good Standing
2*	School in Need of Improvement (SINI) — Year 1
3	School in Need of Improvement (SINI) — Year 2
4	Corrective Action
5	Planning for Restructuring
6	Restructuring

Federal District Improvement Continuum

Years of Failure Under Title I to Make AYP in Subject and Grade	Status
1	Good Standing
2*	District in Need of Improvement (DINI) — Year 1
3	District in Need of Improvement (DINI) — Year 2
4	Corrective Action
5	Planning for Restructuring
6	Restructuring

State School Improvement Continuum

Years of Failure to Make AYP in Subject and Grade	Status
1	Good Standing
2*	School Requiring Academic Progress (SRAP) — Year 1
3	School Requiring Academic Progress (SRAP) — Year 2
4	School Requiring Academic Progress (SRAP) — Year 3
5	School Requiring Academic Progress (SRAP) — Year 4
6	School Requiring Academic Progress (SRAP) — Year 5

State District Improvement Continuum

Years of Failure to Make AYP in Subject and Grade	Status
1	Good Standing
2*	District Requiring Academic Progress (DRAP) — Year 1
3	District Requiring Academic Progress (DRAP) — Year 2
4	District Requiring Academic Progress (DRAP) — Year 3
5	District Requiring Academic Progress (DRAP) — Year 4
6	District Requiring Academic Progress (DRAP) — Year 5

*A school or district must fail to make AYP for two consecutive years to be placed in improvement status. A school or district that makes AYP for two consecutive years is removed from improvement status for the subject and grade in which it was identified.

2 District Accountability

District-Level Analysis of Making AYP by Accountability Group

Over 55 percent of public school districts made Adequate Yearly Progress (AYP) in all subjects and grade levels in 2002–03. Districts were most likely to make AYP at the secondary level; 84.6 percent did so. Districts were less likely to make AYP at the middle level (66.2 percent) than at the elementary level (75.8 percent) (Figure 2.1).

As of the production date of this report, the Department had not yet made accountability decisions for a small number of districts on each measure. These districts either did not test 30 students, combining test results for 2001–02 and 2002–03, or did not have students enrolled in the grades in which State assessments are administered. Special procedures are being used to make accountability decisions for these districts.

The percentages of districts by level that failed to make AYP in English language arts (ELA), mathematics, science, and graduation rate are shown in Figures 2.2 through 2.4. At the elementary level, about one-third of districts that did not make AYP in ELA or mathematics failed because of participation rate. Greater percentages of districts failed the participation rate requirement at the middle than the elementary level. Fewer than one-half of districts that did not make AYP in middle-level ELA failed the participation rate requirement, while two-thirds of districts that did not make AYP in middle-level mathematics failed the participation rate requirement. Many districts that failed the participation requirement also failed the performance criteria.

Figure 2.1
Percentage of Districts That Made AYP in All Subjects by Level 2002–03

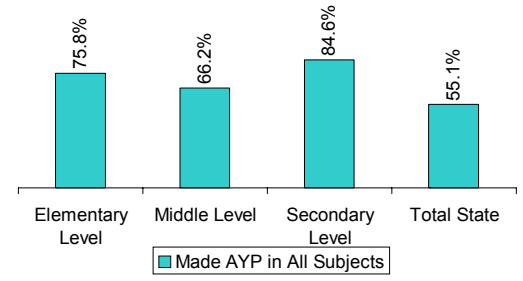
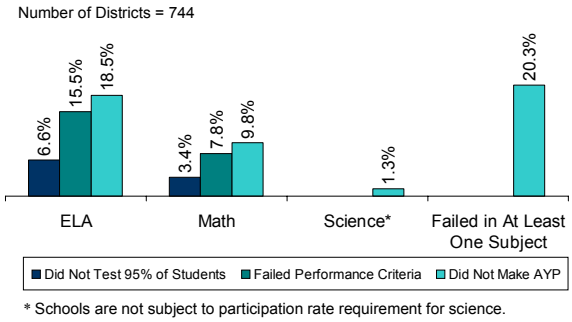
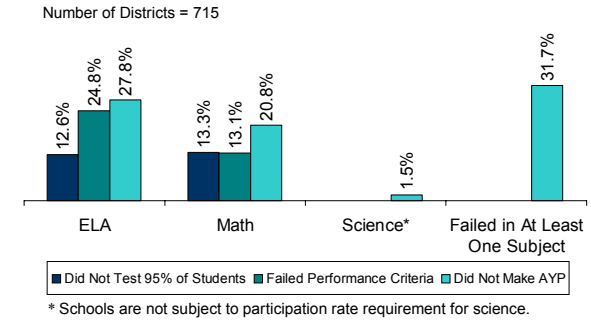


Figure 2.2
Percentage of Districts That Failed to Make AYP at the Elementary Level by Subject 2002–03



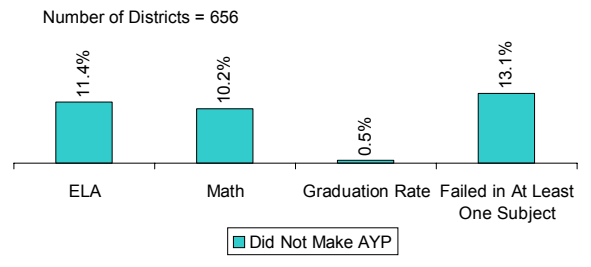
* Schools are not subject to participation rate requirement for science.

Figure 2.3
Percentage of Districts That Failed to Make AYP at the Middle Level by Subject 2002–03



* Schools are not subject to participation rate requirement for science.

Figure 2.4
Percentage of Districts That Failed to Make AYP at the Secondary Level by Subject/Indicator 2002–03



The discrepancies among grade levels in the percentages of districts not making AYP can be accounted for by two factors: the varying performance of students on the State assessments used for accountability and the average number of groups for which districts at a level were accountable. At the elementary, middle, and secondary levels, the groups for which districts most typically were accountable were all students, White students, economically disadvantaged students, and students with disabilities. Less than one-quarter of districts were accountable for the remaining groups (Tables 2.2–2.7). The fact that districts were accountable for fewer groups at the secondary level than at the elementary or middle level can be accounted for by the failure of many districts to identify secondary-level students as economically disadvantaged. While more than 40 percent of districts had 30 or more economically disadvantaged students at the elementary and middle levels, only 16 percent did so at the secondary level.

Some districts did not make AYP on an accountability measure even though every school in the district made AYP on all accountability measures. This situation occurred when the district had 30 students in a group, but the individual schools did not. The aggregate district enrollment was sufficient to form an accountability group. This situation also occurred when the performance of students placed out of district pulled the district performance below the required level.

The majority of districts (54 to 80 percent) that did not make AYP failed for only one accountability group. Fifty-four percent of the 149 districts failing for middle-level mathematics had only one group that did not make AYP. Eighty percent of the 138 districts that did not make AYP in elementary-level ELA had only one group that did not make AYP.

If a district failed for only one accountability group, that accountability group was most likely to be students with disabilities. The percentage of failing districts where only students with disabilities failed ranged from 37.6 percent (56 districts) in middle-level mathematics to 68.1 percent (94 districts) in elementary-level English language arts. For districts that failed for one or more accountability groups, the percentage of failing districts in which there were 30 or more students with disabilities and the group did not make AYP ranged from 76.7 in elementary-level mathematics to 88.4 percent in middle-level ELA.

The number of districts accountable for students with disabilities on each accountability measure ranged from 138 (secondary-level ELA) to 247 (middle-level ELA). In districts that were accountable for students with disabilities, 28 percent (elementary-level mathematics) to 71 percent (middle-level ELA) failed to make AYP for the students with disabilities group. The number of districts failing to make AYP for the students with disabilities group ranged from 56 (7.5 percent) in elementary-level mathematics to 176 districts (24.6 percent) in middle-level ELA. Of districts failing to make AYP in elementary-level ELA, 68.1 percent failed solely for the students with disabilities group. This represented the highest percentage of districts failing to make AYP on an accountability measure because of a single accountability group.

The number of districts accountable for limited English proficient (LEP) students ranged from 12 (secondary-level ELA and mathematics) to 55 (elementary-level ELA). In districts that were accountable for LEP students, 38 percent (elementary-level ELA) to 71 percent (middle-level mathematics) failed to make AYP for the LEP group. Therefore, the number of districts failing to make AYP for the LEP group ranged from five (0.8 percent) in secondary-level mathematics to 35 (4.9 percent) in middle-level mathematics. Only two of the 35 districts in which LEP students failed to make AYP in middle-level mathematics failed to make AYP because of this group only.

While more districts were accountable for the students with disabilities group than the LEP group, the percent of districts that were accountable for the LEP group that failed to make AYP for that group was often greater than the percent that failed for the students with disabilitites group. For example, 40.7 percent of districts that were accountable for LEP students, compared with 27.6 percent that were accountable for students with disabilities, failed to make AYP in elementary-level mathematics.

The same performance gaps among racial/ethnic groups on State assessments occurred among racial/ethnic accountability groups. While the majority of districts were accountable for White students, the largest percentage of districts failing for that group was in middle-level mathematics (3.1 percent). A great majority of districts made AYP for the Black and Hispanic accountability groups at all grade levels, but the percentage failing increased at each grade level until more than 30 percent of Black groups and more than 20 percent of Hispanic groups failed in ELA and in mathematics at the secondary level. Nevertheless, three percent or fewer of all districts with secondary-level schools failed to make AYP because of the Black or Hispanic accountability groups.

Table 2.2
Districts Failing to Make Adequate Yearly Progress in Elementary-Level English Language Arts by Accountability Group in 2002–03

	Number	Percent
Total Districts	744	
Made AYP	586	78.8%
Failed AYP	138	18.5%
Decision Pending	20	2.7%

Accountability Group	Districts with 30+ Students (a)	Did Not Make AYP				Failing Districts as Percent of Districts with 30+ Students (b/a)	Failing Districts as Percent of All Districts (b/744)
		For This Group (b)	Percent of Failing Districts (b/138)	For This Group Only (c)	Percent of Failing Districts (c/138)		
All Students	713	14	10.1%	5	3.6%	2.0%	1.9%
Students with Disabilities	202	118	85.5%	94	68.1%	58.4%	15.9%
Limited English Proficient	55	21	15.2%	3	2.2%	38.2%	2.8%
Economically Disadvantaged	314	14	10.1%	4	2.9%	4.5%	1.9%
American Indian/Alaskan Native	7	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	55	2	1.4%	0	0.0%	3.6%	0.3%
Black	120	7	5.1%	1	0.7%	5.8%	0.9%
Hispanic	109	14	10.1%	1	0.7%	12.8%	1.9%
White	669	8	5.8%	3	2.2%	1.2%	1.1%
Percentage of Districts Failing for One Group Only					80.4%		

Table 2.3
Districts Failing to Make Adequate Yearly Progress in Elementary-Level Mathematics by Accountability Group in 2002–03

	Number	Percent
Total Districts	744	
Made AYP	651	87.5%
Failed AYP	73	9.8%
Decision Pending	20	2.7%

Accountability Group	Districts with 30+ Students (a)	Did Not Make AYP				Failing Districts as Percent of Districts with 30+ Students (b/a)	Failing Districts as Percent of All Districts (b/744)
		For This Group (b)	Percent of Failing Districts (b/73)	For This Group Only (c)	Percent of Failing Districts (c/73)		
All students	710	8	11.0%	2	2.7%	1.1%	1.1%
Students with Disabilities	203	56	76.7%	37	50.7%	27.6%	7.5%
Limited English Proficient	54	22	30.1%	6	8.2%	40.7%	3.0%
Economically Disadvantaged	310	5	6.8%	1	1.4%	1.6%	0.7%
American Indian/Alaskan Native	6	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	56	2	2.7%	1	1.4%	3.6%	0.3%
Black	119	5	6.8%	3	4.1%	4.2%	0.7%
Hispanic	108	4	5.5%	0	0.0%	3.7%	0.5%
White	670	4	5.5%	2	2.7%	0.6%	0.5%
Percentage of Districts Failing for One Group Only					71.2%		

Table 2.4
Districts Failing to Make Adequate Yearly Progress in Middle-Level English Language Arts by Accountability Group in 2002–03

	Number	Percent
Total Districts	715	
Made AYP	503	70.3%
Failed AYP	199	27.8%
Decision Pending	13	1.8%

Accountability Group	Districts with 30+ Students (a)	Did Not Make AYP				Failing Districts as Percent of Districts with 30+ Students (b/a)	Failing Districts as Percent of All Districts (b/715)
		For This Group (b)	Percent of Failing Districts (b/199)	For This Group Only (c)	Percent of Failing Districts (c/199)		
All Students	699	33	16.6%	6	3.0%	4.7%	4.6%
Students with Disabilities	247	176	88.4%	109	54.8%	71.3%	24.6%
Limited English Proficient	48	30	15.1%	0	0.0%	62.5%	4.2%
Economically Disadvantaged	308	49	24.6%	10	5.0%	15.9%	6.9%
American Indian/Alaskan Native	5	2	1.0%	1	0.5%	40.0%	0.3%
Asian/Pacific Islander	48	4	2.0%	0	0.0%	8.3%	0.6%
Black	113	33	16.6%	1	0.5%	29.2%	4.6%
Hispanic	106	30	15.1%	2	1.0%	28.3%	4.2%
White	655	18	9.0%	5	2.5%	2.7%	2.5%
Percentage of Districts Failing for One Group Only					67.3%		

Table 2.5
Districts Failing to Make Adequate Yearly Progress in Middle-Level Mathematics by Accountability Group in 2002–03

	Number	Percent
Total Districts	715	
Made AYP	553	77.3%
Failed AYP	149	20.8%
Decision Pending	13	1.8%

Accountability Group	Districts with 30+ Students (a)	Did Not Make AYP				Failing Districts as Percent of Districts with 30+ Students (b/a)	Failing Districts as Percent of All Districts (b/715)
		For This Group (b)	Percent of Failing Districts (b/149)	For This Group Only (c)	Percent of Failing Districts (c/149)		
All Students	696	40	26.8%	7	4.7%	5.7%	5.6%
Students with Disabilities	242	115	77.2%	56	37.6%	47.5%	16.1%
Limited English Proficient	49	35	23.5%	2	1.3%	71.4%	4.9%
Economically Disadvantaged	303	38	25.5%	7	4.7%	12.5%	5.3%
American Indian/Alaskan Native	5	1	0.7%	0	0.0%	20.0%	0.1%
Asian/Pacific Islander	48	4	2.7%	0	0.0%	8.3%	0.6%
Black	110	25	16.8%	1	0.7%	22.7%	3.5%
Hispanic	105	17	11.4%	1	0.7%	16.2%	2.4%
White	658	22	14.8%	7	4.7%	3.3%	3.1%
Percentage of Districts Failing for One Group Only					54.4%		

Table 2.6
Districts Failing to Make Adequate Yearly Progress in Secondary-Level English Language Arts by Accountability Group in 2002–03

	Number	Percent
Total Districts	656	
Made AYP	574	87.5%
Failed AYP	75	11.4%
Decision Pending	7	1.1%

Accountability Group	Districts with 30+ Students (a)	Did Not Make AYP				Failing Districts as Percent of Districts with 30+ Students (b/a)	Failing Districts as Percent of All Districts (b/656)
		For This Group (b)	Percent of Failing Districts (b/75)	For This Group Only (c)	Percent of Failing Districts (c/75)		
All Students	640	23	30.7%	7	9.3%	3.6%	3.5%
Students with Disabilities	138	59	78.7%	38	50.7%	42.8%	9.0%
Limited English Proficient	12	8	10.7%	1	1.3%	66.7%	1.2%
Economically Disadvantaged	104	17	22.7%	2	2.7%	16.3%	2.6%
American Indian/Alaskan Native	2	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	29	1	1.3%	0	0.0%	3.4%	0.2%
Black	61	19	25.3%	0	0.0%	31.1%	2.9%
Hispanic	56	13	17.3%	2	2.7%	23.2%	2.0%
White	625	8	10.7%	4	5.3%	1.3%	1.2%
Percentage of Districts Failing for One Group Only					72.0%		

Table 2.7
Districts Failing to Make Adequate Yearly Progress in Secondary-Level Mathematics by Accountability Group in 2002–03

	Number	Percent
Total Districts	656	
Made AYP	582	88.7%
Failed AYP	67	10.2%
Decision Pending	7	1.1%

Accountability Group	Districts with 30+ Students (a)	Did Not Make AYP				Failing Districts as Percent of Districts with 30+ Students (b/a)	Failing Districts as Percent of All Districts (b/656)
		For This Group (b)	Percent of Failing Districts (b/67)	For This Group Only (c)	Percent of Failing Districts (c/67)		
All Students	640	16	23.9%	2	3.0%	2.5%	2.4%
Students with Disabilities	138	52	77.6%	33	49.3%	37.7%	7.9%
Limited English Proficient	12	5	7.5%	1	1.5%	41.7%	0.8%
Economically Disadvantaged	104	17	25.4%	1	1.5%	16.3%	2.6%
American Indian/Alaskan Native	2	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	29	1	1.5%	0	0.0%	3.4%	0.2%
Black	61	20	29.9%	3	4.5%	32.8%	3.0%
Hispanic	56	15	22.4%	3	4.5%	26.8%	2.3%
White	625	5	7.5%	2	3.0%	0.8%	0.8%
Percentage of Districts Failing for One Group Only					67.2%		

3 School Accountability

School-Level Analysis of Making AYP by Accountability Group

Over 70 percent of public schools made Adequate Yearly Progress (AYP) in all subjects and grade levels in 2002–03. Elementary schools were most likely to make AYP; 82.6 percent did so. Middle schools were less likely (56.5 percent) than secondary schools (69.3 percent) to make AYP (Figure 2.5).

As of the production date of this report, the Department had not yet made accountability decisions for a small percentage of schools at each level. These schools either did not test 30 students, combining test results for 2001–02 and 2002–03, or did not have students enrolled in the grades in which State assessments are administered. Special procedures are being used to make accountability decisions for these schools.

The percentage of schools by level that failed to make AYP in English language arts (ELA), mathematics, science, and graduation rate are shown in Figures 2.6 through 2.8. Middle-level schools were more likely than elementary-level schools to fail the participation rate requirement. At the elementary level, fewer than half of schools that did not make AYP failed because of participation rate. Approximately one-half of schools that did not make AYP in middle-level ELA failed the participation rate requirement, but 60 percent of middle schools that did not make AYP in mathematics failed the participation rate requirement. Many schools that failed the participation requirement also failed the performance criteria.

Figure 2.5
Percentage of Schools That Made AYP in All Subjects by Level 2002–03

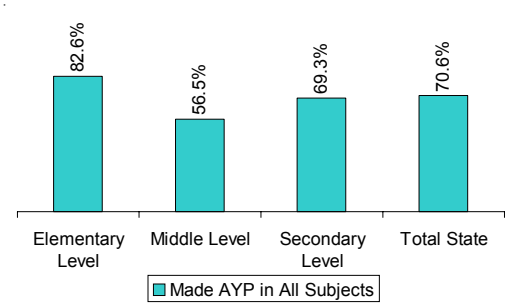
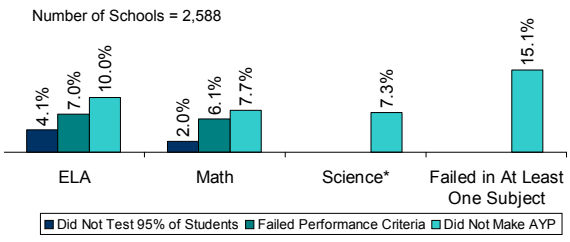
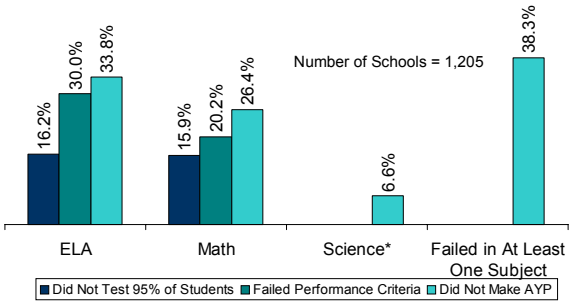


Figure 2.6
Percentage of Schools That Failed to Make AYP at the Elementary Level by Subject 2002–03



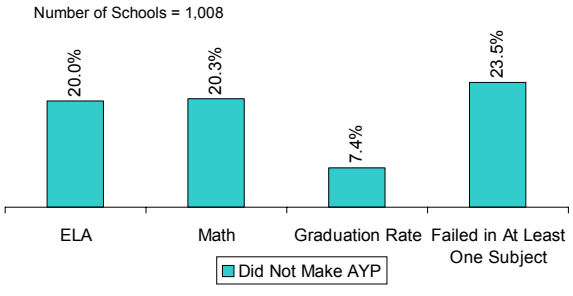
* Schools are not subject to participation rate requirement for science.

Figure 2.7
Percentage of Schools That Failed to Make AYP at the Middle Level by Subject 2002–03



* Schools are not subject to participation rate requirement for science.

Figure 2.8
Percentage of Schools That Failed to Make AYP at the Secondary Level by Subject/Indicator 2002–03



The discrepancies among grade levels in the percentages of schools not making AYP can be accounted for by two factors: the varying performance of students on the State assessments used for accountability and the average number of groups for which schools at a level were accountable. At the elementary and secondary levels, the groups for which schools most typically were accountable were all students, White students, and economically disadvantaged students (Tables 2.8–2.9 and 2.12–2.13). Less than one-quarter of elementary and secondary schools were accountable for the remaining accountability groups. At the middle level, the groups for which schools most typically were accountable were all students, White students, economically disadvantaged students, students with disabilities, and Black students (Tables 2.10 and 2.11). Less than one-quarter of middle-level schools were accountable for the remaining accountability groups. The fact that middle-level schools on average have larger enrollments per grade than elementary schools accounts for the greater number of groups for which middle-level schools were accountable.

TABLE 2.8

SCHOOLS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN ELEMENTARY-LEVEL ENGLISH LANGUAGE ARTS BY ACCOUNTABILITY GROUP IN 2002–03

PAGE 28

TABLE 2.9

SCHOOLS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN ELEMENTARY-LEVEL MATHEMATICS BY ACCOUNTABILITY GROUP IN 2002–03

PAGE 29

TABLE 2.10

SCHOOLS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN MIDDLE-LEVEL ENGLISH LANGUAGE ARTS BY ACCOUNTABILITY GROUP IN 2002–03

PAGE 30

TABLE 2.11

SCHOOLS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN MIDDLE-LEVEL MATHEMATICS BY ACCOUNTABILITY GROUP IN 2002–03

PAGE 31

TABLE 2.12

SCHOOLS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS BY ACCOUNTABILITY GROUP IN 2002–03

PAGE 32

TABLE 2.13

SCHOOLS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN SECONDARY-LEVEL MATHEMATICS BY ACCOUNTABILITY GROUP IN 2002–03

PAGE 33

The majority of schools (52 to 64 percent) that did not make AYP failed for more than one accountability group. Sixty-four percent of secondary schools failing for mathematics had at least two groups that did not make AYP. Fifty-two percent of middle-level schools that did not make AYP in ELA had at least two groups that did not make AYP.

If a middle- or secondary-level school failed for only one accountability group, that accountability group was most likely to be students with disabilities. The percentage of failing middle- and secondary-level schools that failed only for students with disabilities ranged from 14.6 percent in secondary-level mathematics to 37.8 percent in middle-level ELA. If an elementary school failed ELA for only one group, that group was most likely to be the all students group (7.7 percent). More schools (25 versus 21) failed elementary-level mathematics solely because of limited English proficient (LEP) students (12.6 percent) than solely because of students with disabilities (10.6 percent).

The accountability groups that were least likely to make AYP were the students with disabilities and LEP students. While a large percentage of schools that were accountable for one of these groups did not make AYP, the majority of schools did not have sufficient numbers of these students to be held accountable for them.

In each subject area at the elementary and middle levels, of those schools accountable for students with disabilities, 50 percent or more failed to make AYP. The number of schools accountable for students with disabilities ranged from 94 in elementary-level mathematics to 443 in middle-level ELA. Of all schools, the percentage failing to make AYP for students with disabilities ranged from just 2.4 percent (or 61 schools) in elementary-level mathematics to 26.6 percent (or 320 schools) in middle-level ELA. The highest percentage (37.8 percent) of schools failing to make AYP because of one accountability group was for the students with disabilities group for middle-level ELA.

The number of schools accountable for LEP students ranged from 68 in elementary-level ELA to 124 in middle-level ELA. Of those schools accountable for limited English proficient students, 40 percent or more failed to make AYP in each subject area. Therefore, of all schools, the percentage failing to make AYP for LEP students ranged from 1.2 percent (or 32 schools) in elementary-level ELA to 5.3 percent (or 64 schools) in middle-level mathematics. The largest number of schools in which the LEP group was the only group that failed to make AYP was 25 schools in elementary-level mathematics.

The same performance gaps among racial/ethnic groups seen on State assessments occurred among racial/ethnic accountability groups. While the majority of schools were accountable for White students, the largest percentage of schools failing for that group was in middle-level ELA (3.0 percent or 36 schools). A majority of Black and Hispanic accountability groups made AYP at all grade levels, but the percentage of those groups failing increased at each grade level until more than 40 percent failed in ELA and in mathematics at the secondary level. Nevertheless, fewer than 11 percent of all secondary schools failed to make AYP because of the Black or Hispanic accountability groups. At the secondary level, eight schools failed to make AYP in English and six schools failed to make AYP in mathematics solely because of the Hispanic group. Fewer schools failed to make AYP in English or mathematics solely because of the Black students group.

Table 2.8
Schools Failing to Make Adequate Yearly Progress in Elementary-Level English Language Arts by Accountability Group in 2002–03

	Number	Percent
Total Schools	2,588	
Made AYP	2,264	87.5%
Failed AYP	259	10.0%
Decision Pending	65	2.5%

Accountability Group	Schools with 30+ Students (a)	Did Not Make AYP				Failing Schools as Percent of Schools with 30+ Students (b/a)	Failing Schools as Percent of All Schools (b/2,588)
		For This Group (b)	Percent of Failing Schools (b/259)	For This Group Only (c)	Percent of Failing Schools (c/259)		
All Students	2,311	145	56.0%	20	7.7%	6.3%	5.6%
Students with Disabilities	97	66	25.5%	19	7.3%	68.0%	2.6%
Limited English Proficient	68	32	12.4%	15	5.8%	47.1%	1.2%
Economically Disadvantaged	937	87	33.6%	11	4.2%	9.3%	3.4%
American Indian/Alaskan Native	4	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	112	4	1.5%	2	0.8%	3.6%	0.2%
Black	505	69	26.6%	11	4.2%	13.7%	2.7%
Hispanic	430	74	28.6%	18	6.9%	17.2%	2.9%
White	1,485	15	5.8%	3	1.2%	1.0%	0.6%
Percentage of Schools Failing for One Group Only					38.2%		

Table 2.9
Schools Failing to Make Adequate Yearly Progress in Elementary-Level Mathematics by Accountability Group in 2002–03

	Number	Percent
Total Schools	2,588	
Made AYP	2,324	89.8%
Failed AYP	199	7.7%
Decision Pending	65	2.5%

Accountability Group	Schools with 30+ Students (a)	Did Not Make AYP				Failing Schools as Percent of Schools with 30+ Students (b/a)	Failing Schools as Percent of all Schools (b/2,588)
		For This Group (b)	Percent of Failing Schools (b/199)	For This Group Only (c)	Percent of Failing Schools (c/199)		
All Students	2,308	96	48.2%	10	5.0%	4.2%	3.7%
Students with Disabilities	94	61	30.7%	21	10.6%	64.9%	2.4%
Limited English Proficient	69	33	16.6%	25	12.6%	47.8%	1.3%
Economically Disadvantaged	931	54	27.1%	3	1.5%	5.8%	2.1%
American Indian/Alaskan Native	4	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	111	2	1.0%	1	0.5%	1.8%	0.1%
Black	502	50	25.1%	17	8.5%	10.0%	1.9%
Hispanic	431	37	18.6%	9	4.5%	8.6%	1.4%
White	1,479	4	2.0%	2	1.0%	0.3%	0.2%
Percentage of Schools Failing for One Group Only					44.2%		

Table 2.10
Schools Failing to Make Adequate Yearly Progress in Middle-Level English Language Arts by Accountability Group in 2002–03

	Number	Percent
Total Schools	1,205	
Made AYP	725	60.2%
Failed AYP	407	33.8%
Decision Pending	73	6.1%

Accountability Group	Schools with 30+ Students (a)	Did Not Make AYP				Failing Schools as Percent of Schools with 30+ Students (b/a)	Failing Schools as Percent of All Schools (b/1,205)
		For This Group (b)	Percent of Failing Schools (b/407)	For This Group Only (c)	Percent of Failing Schools (c/407)		
All Students	1,129	166	40.8%	9	2.2%	14.7%	13.8%
Students with Disabilities	443	320	78.6%	154	37.8%	72.2%	26.6%
Limited English Proficient	124	63	15.5%	3	0.7%	50.8%	5.2%
Economically Disadvantaged	589	127	31.2%	11	2.7%	21.6%	10.5%
American Indian/Alaskan Native	4	1	0.2%	1	0.2%	25.0%	0.1%
Asian/Pacific Islander	88	9	2.2%	0	0.0%	10.2%	0.7%
Black	341	121	29.7%	9	2.2%	35.5%	10.0%
Hispanic	294	92	22.6%	6	1.5%	31.3%	7.6%
White	814	36	8.8%	1	0.2%	4.4%	3.0%
Percentage of Schools Failing for One Group Only					47.7%		

Table 2.11
Schools Failing to Make Adequate Yearly Progress in Middle-Level Mathematics by Accountability Group in 2002–03

	Number	Percent
Total Schools	1,205	
Made AYP	811	67.3%
Failed AYP	318	26.4%
Decision Pending	76	6.3%

Accountability Group	Schools with 30+ Students (a)	Did Not Make AYP				Failing Schools as Percent of Schools with 30+ Students (b/a)	Failing Schools as Percent of All Schools (b/1,205)
		For This Group (b)	Percent of Failing Schools (b/318)	For This Group Only (c)	Percent of Failing Schools (c/318)		
All Students	1,127	130	40.9%	8	2.5%	11.5%	10.8%
Students with Disabilities	427	235	73.9%	93	29.2%	55.0%	19.5%
Limited English Proficient	123	64	20.1%	7	2.2%	52.0%	5.3%
Economically Disadvantaged	580	105	33.0%	16	5.0%	18.1%	8.7%
American Indian/Alaskan Native	4	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	87	1	0.3%	0	0.0%	1.1%	0.1%
Black	330	98	30.8%	3	0.9%	29.7%	8.1%
Hispanic	289	69	21.7%	4	1.3%	23.9%	5.7%
White	817	32	10.1%	2	0.6%	3.9%	2.7%
Percentage of Schools Failing for One Group Only					41.8%		

Table 2.12
Schools Failing to Make Adequate Yearly Progress in Secondary-Level English Language Arts by Accountability Group in 2002–03

	Number	Percent
Total Schools	1,008	
Made AYP	733	72.7%
Failed AYP	202	20.0%
Decision Pending	73	7.2%

Accountability Group	Schools with 30+ Students (a)	Did Not Make AYP				Failing Schools as Percent of Schools with 30+ Students (b/a)	Failing Schools as Percent of All Schools (b/1,008)
		For This Group (b)	Percent of Failing Schools (b/202)	For This Group Only (c)	Percent of Failing Schools (c/202)		
All Students	898	128	63.4%	25	12.4%	14.3%	12.7%
Students with Disabilities	165	81	40.1%	35	17.3%	49.1%	8.0%
Limited English Proficient	63	38	18.8%	1	0.5%	60.3%	3.8%
Economically Disadvantaged	285	53	26.2%	3	1.5%	18.6%	5.3%
American Indian/Alaskan Native	1	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	77	12	5.9%	0	0.0%	15.6%	1.2%
Black	215	89	44.1%	5	2.5%	41.4%	8.8%
Hispanic	182	78	38.6%	8	4.0%	42.9%	7.7%
White	716	15	7.4%	0	0.0%	2.1%	1.5%
Percentage of Schools Failing for One Group Only					38.1%		

Table 2.13
Schools Failing to Make Adequate Yearly Progress in Secondary-Level Mathematics by Accountability Group in 2002–03

	Number	Percent
Total Schools	1,008	
Made AYP	730	72.4%
Failed AYP	205	20.3%
Decision Pending	73	7.2%

Accountability Group	Schools with 30+ Students (a)	Did Not Make AYP				Failing Schools as Percent of Schools with 30+ Students (b/a)	Failing Schools as Percent of All Schools (b/1,008)
		For This Group (b)	Percent of Failing Schools (b/205)	For This Group Only (c)	Percent of Failing Schools (c/205)		
All Students	898	136	66.3%	29	14.1%	15.1%	13.5%
Students with Disabilities	165	74	36.1%	30	14.6%	44.8%	7.3%
Limited English Proficient	63	25	12.2%	2	1.0%	39.7%	2.5%
Economically Disadvantaged	285	57	27.8%	2	1.0%	20.0%	5.7%
American Indian/Alaskan Native	1	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	77	5	2.4%	0	0.0%	6.5%	0.5%
Black	215	102	49.8%	4	2.0%	47.4%	10.1%
Hispanic	182	85	41.5%	6	2.9%	46.7%	8.4%
White	716	14	6.8%	1	0.5%	2.0%	1.4%
Percentage of Schools Failing for One Group Only					36.1%		

Part III:

Longitudinal Trends

☆ Highlights

Student Demographics

- ☆ *In Fall 2002, 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 10 percent since 1987, reaching 2.84 million in Fall 2002.*
- ☆ *In 2002–03, 81 public schools – 58 in New York City and 23 in other districts – were under registration review. Of all State public school students, 2.3 percent attended one of these schools.*
- ☆ *In Fall 2002, 6.3 percent of students in public schools were identified as limited English proficient.*
- ☆ *In Fall 2002, 11.9 percent of all students attending public and nonpublic schools were identified as students with disabilities.*

Resources

- ☆ *Of the $35.1 billion in 2001–02 school district revenues, the State provided 48.8 percent; districts, 46.2 percent; and the federal government, 5.0 percent. Revenues from all three sources increased, compared with 1997–98.*
- ☆ *In 2001–02, State revenue to schools was $6,129 million (55.9 percent) greater than in 1997–98. Considering inflation, however, State revenue in 2001–02 was worth 41.5 percent more than in 1997–98.*
- ☆ *Between 1997–98 and 2001–02, total district revenues increased 28.6 percent before inflation and 16.7 percent after inflation. Over the five-year period, the mean expenditure per pupil, after adjustment for inflation, increased by 13.5 percent.*
- ☆ *In 2002–03, school staffing levels reached a record high. Over 225,000 persons taught in the State's public schools; an additional 43,250 served in other professional positions.*

Performance

- ☆ *On the New York State Assessment Program in English language arts, 64 percent of elementary-level students and 46 percent of middle-level students in public schools met the standards in 2003.*

- ☆ *On the New York State Assessment Program in mathematics in 2003, 79 percent of elementary-level students in public schools met the standards, but only 52 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 2003 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 2003 than took these examinations in 2000.*
- ☆ *In public schools, 87 percent of general-education students in the 1999 cohort met the graduation requirement (scored 55 or higher) on the Regents English examination after four years of high school; 84 percent scored 55 or higher on the Regents mathematics examination after four years.*
- ☆ *The percentage of students with disabilities scoring 55 or higher on the Regents U.S. history and government examination increased by 9 percent between 2000–01 and 2002–03.*
- ☆ *In 2003, the largest percentage of public school graduates (56 percent) earned Regents endorsed diplomas since the Regents Action Plan was enacted.*
- ☆ *Fully 83.6 percent of State seniors graduating from public and nonpublic schools in 2003 planned to pursue some form of postsecondary education.*
- ☆ *The mean Scholastic Assessment Test (SAT I) composite score of the class of 2003 was 1006, 18 points higher than the mean of the class of 1993.*
- ☆ *Since 1990, the number of students in New York participating in Advanced Placement examinations has more than doubled.*

Attendance, Suspensions, and Dropouts

- ☆ *In 2001–02, 4.4 percent of State public school students were suspended from school one or more times.*
- ☆ *In 2002–03, the public school dropout rate was 4.6 percent. New York City had a higher dropout rate than the rest of the State: the dropout rate was 8.2 percent in New York City public schools and 2.5 percent in districts outside New York City.*
- ☆ *In 2002–03, 2.0 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 2002, 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 0.48 million (14.6 percent) attended nonpublic schools (Table 3.1 and Figure 3.1).

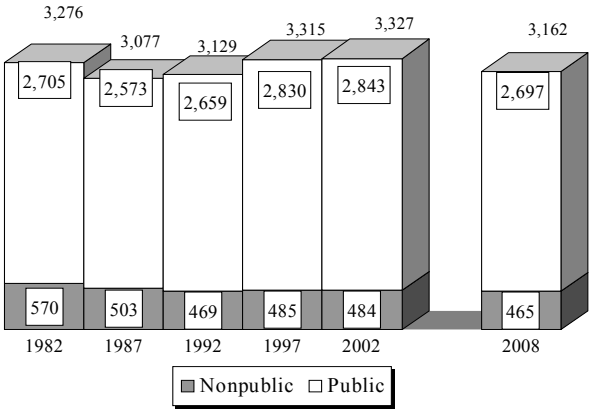
TABLE 3.1

ELEMENTARY AND SECONDARY PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT

PAGE 44

Total public and nonpublic enrollment increased 6 percent between 1992 and 2002. Total enrollment is predicted to decrease by 5.0 percent through Fall 2008. The percentage of students attending nonpublic schools is expected to increase to 14.7 percent in 2008.

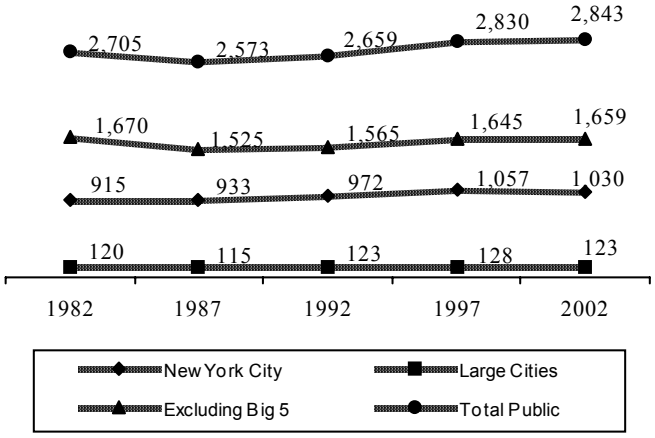
Figure 3.1
Public and Nonpublic
K-12 School Enrollment (in thousands)
Fall 1982 to Fall 2008 (projected)



Public School Enrollment

Following 13 years of growth, public school enrollment reached 2.84 million in Fall 2002. 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 10.5 percent increase since 1987, enrollment was only 5.1 percent higher in 2002 than in 1982 (Figure 3.2). The upward trend, which originated with an increase in the elementary-school-age population in 1986, has ended. Enrollments are predicted to decline to 2.70 million by Fall 2008 (Table 3.1).

Figure 3.2
Enrollment Trends in Public Schools
by Location (in thousands)
Fall 1982 to Fall 2002



Between 1982 and 1987, enrollments increased slightly in New York City (2.0 percent) but decreased everywhere else in the State: 4.2 percent in Large City Districts and 8.7 in Districts Excluding the Big 5 (Figure 3.2). Between 1987 and 1997, enrollments increased in all categories; however, the rate of increase was greater in New York City (13.3 percent) and Large City Districts (11.3 percent) than in Districts Excluding the Big 5 (7.9 percent). From 1997 to 2002, enrollments decreased in New York City (2.6 percent) and Large City Districts (3.9 percent) but increased in Districts Excluding the Big 5 (0.9 percent).

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 schools in New York State that are performing the farthest below the State standard. 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. Should this occur, the Commissioner of Education would develop a plan to protect the educational welfare of students at the school and require the school district to implement the plan.

Through the 2002–03 school year, 251 schools had been identified for registration review. One hundred eighty-four of these schools, including 24 during the 2002–03 school year, have been removed from registration review. Twenty of these 24 schools were removed because they achieved the student performance standards established by the Commissioner. Four schools ceased operation in June 2003 pursuant to closure plans developed by their district and approved by the Commissioner. Nine schools were identified for registration review in the 2002–03 school year, including one school that had previously been removed from registration review.

In 2002–03, 81 public schools — 58 in New York City and 23 in other districts — were under registration review (Table 3.2). Of all students enrolled in New York City public schools, 4.8 percent attended a SURR school; outside New York City, 0.9 percent of students were enrolled in SURR schools. Of all public school students statewide, 2.3 percent attended one of these schools. Information on demographics and performance in SURR schools can be found in Appendix B.

TABLE 3.2

NUMBER OF SURR SCHOOLS AND ENROLLMENT

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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 fifth year of operation during the 2002–03 school year. In 2002–03, 189 school districts (out of 224 eligible to participate) operated a UPK program. The total number of children served by the UPK program was 58,300. In the first year of the program, 62 school districts served 18,200 students. In 1999–2000, a total of 27,400 were served. These students were funded by the UPK program as well as other sources. The number of children served in 2002–03 increased by 6 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 1982 and Fall 2002, enrollment in prekindergarten programs operated by public and nonpublic schools expanded significantly (Table 3.3). Enrollment increased during each five-year period in New York City and statewide. In Fall 1982, 21.3 percent of the State's four-year-old population was enrolled in these programs. Twenty years later, the number enrolled had increased to 51.2 percent of the State's four-year-olds. The enrollment in these programs nearly 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.

TABLE 3.3

TRENDS IN PUBLIC AND NONPUBLIC SCHOOL PREKINDERGARTEN ENROLLMENTS FOR THE STATE AND NEW YORK CITY

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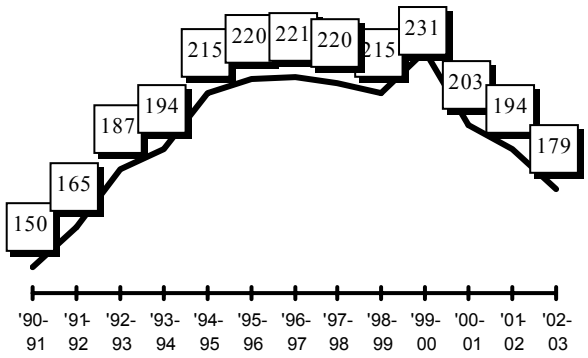
Limited English Proficient Students

Part 154 of Commissioner's Regulations defines 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 below a state designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT). Beginning in 2002–03, grades 4 and 8 LEP students who have been enrolled in a school in the United States (not including Puerto Rico) for fewer than three full consecutive years may use the NYSESLAT as the required measure of English language arts proficiency. 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.

In 2002–03, the number of LEP students served by public schools was 19.3 percentage points higher than in 1990–91 (Figure 3.3). Statewide, 6.3 percent of public school students were identified as limited English proficient. A decrease in LEP students in 1998–99 and an increase in 1999–2000 may be attributed to procedural changes in the identification process in New York City.

Figure 3.3
Number of Public School Students Who Are Limited English Proficient (in thousands)
1990–91 to 2002–03



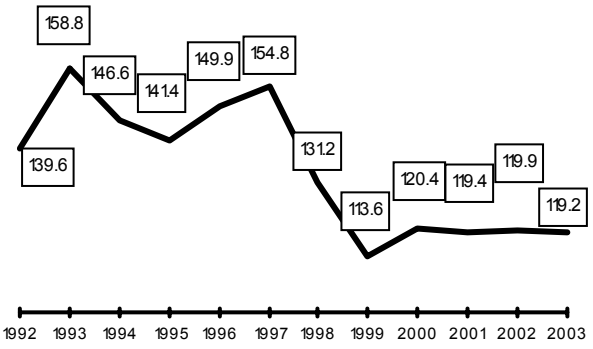
Enrollment of Immigrant Students

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 available 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 have been 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 are reported, regardless of whether their district receives these funds.

Figure 3.4 shows the number of State students eligible for EIEP funds in 1992 to 2001 and the enrollment of all immigrant students statewide in 2002 and 2003. 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. The number of immigrant students remained relatively stable between 2002 and 2003.

Figure 3.4
Number of Public School Students Eligible for the Emergency Immigrant Education Assistance Program (1992 to 2001) and Number of Immigrant Students Statewide in 2002 and 2003 (in thousands)



Special Education Enrollment

Public agencies provide special education programs for students with disabilities to meet their unique needs as determined by the Committee on Special Education. 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 61 percent, from 246,529 students in Fall 1982 to 397,561 students in Fall 2002 (Table 3.4). During the same timeframe, statewide public and nonpublic enrollment increased by 1.6 percent. Consequently, the share of total public and nonpublic enrollment represented by students with disabilities increased from 7.5 percent in Fall 1982 to 11.9 percent in Fall 2002.

TABLE 3.4

TRENDS IN SPECIAL EDUCATION ENROLLMENT FOR THE STATE AND NEW YORK CITY

PAGE 47

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 Board of Regents is concerned about the increasing percentage of students classified as disabled as well as the performance of those students. The Board has 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. The classification rate increased by only 0.4 percentage point in seven years: from 11.6 percent in 1996–97 to 12.0 percent in 2002–03. 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 3.5 indicates that 31.8 percent of secondary students participated in career and technical education programs operated by public school districts or BOCES during the 2002–03 school year. Statewide, the number enrolled was 20 percent less than in 1992–93. 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.

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 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 3.5

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

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Table 3.1
Elementary and Secondary Public and Nonpublic School Enrollment
New York State
Fall 1982 to Fall 2008 (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 1982	1,314,575	1,390,838	2,705,413	325,161	245,299	570,460	1,639,736	1,636,137	3,275,873	17.4%
Fall 1987	1,360,888	1,212,361	2,573,249	297,340	206,041	503,381	1,658,228	1,418,402	3,076,630	16.4
Fall 1992	1,478,156	1,181,016	2,659,172	279,964	189,393	469,357	1,758,120	1,370,409	3,128,529	15.0
Fall 1997	1,573,430	1,256,496	2,829,926	291,524	193,929	485,453	1,864,954	1,450,425	3,315,379	14.6
Fall 2002	1,527,701	1,315,027	2,842,728	277,123	207,029	484,152	1,804,824	1,522,056	3,326,880	14.6
Projected										
Fall 2008	1,395,167	1,301,992	2,697,159	257,256	207,933	465,189	1,652,423	1,509,926	3,162,348	14.7

Table 3.2
Number of SURR Schools and Enrollment
New York State
1990–91 to 2002–03

Year	New York City		Rest of State		Total Public	
	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
2002–2003	58	49,641	23	16,326	81	65,967

Table 3.3
Trends in Public and Nonpublic School Prekindergarten Enrollments for the State and New York City
New York State
Fall 1982 to Fall 2002

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 1982	217,568	46,259	21.3%	88,286	18,710	21.2%
Fall 1987	242,321	63,598	26.2	98,202	25,206	25.7
Fall 1992	257,019	81,691	31.8	103,156	33,183	32.2
Fall 1997	265,850	86,765	32.6	109,510	37,554	34.3
Fall 2002	258,578	132,361	51.2	110,347	71,673	65.0

Table 3.4
Trends in Special Education
Enrollment for the State and New York City*
New York State
Fall 1982 to Fall 2002

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 1982	1,223,157	94,736	7.8%	2,052,716	151,793	7.4%	3,275,873	246,529	7.5%
Fall 1987	1,212,247	103,342	8.5	1,864,383	155,809	8.4	3,076,630	259,151	8.4
Fall 1992	1,236,088	108,183	8.8	1,892,441	187,986	9.9	3,128,529	296,169	9.5
Fall 1997	1,326,404	141,856	10.7	1,988,975	242,582	12.2	3,315,379	384,432	11.6
Fall 2002	1,300,675	144,040	11.1	2,026,205	253,521	12.5	3,326,880	397,561	11.9

*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 3.5
Trends in Secondary Career and Technical Education Enrollment for the State, New York City, and the Rest of State, including BOCES
New York State
1988–89 to 2002–03

School Year	New York City			Rest of State Including BOCES			Total State Including BOCES		
	9–12 Enrollment	Career & Tech. Education Enrollment	Career & Tech. Education Enrollment as a % of 9-12	9–12 Enrollment	Career & Tech. Education Enrollment	Career & Tech. Education Enrollment as a % of 9-12	9–12 Enrollment	Career & Tech. Education Enrollment	Career & Tech. Education Enrollment as a % of 9–12
1988–1989	259,805	133,945	51.6	483,485	136,873	28.3	743,290	270,818	36.4
1989–1990	247,171	142,364	57.6	461,623	163,123	35.3	708,794	305,487	43.1
1990–1991	250,033	144,583	57.8	453,806	163,558	36.0	703,839	308,141	43.8
1991–1992	257,694	151,131	58.6	456,550	163,706	35.9	714,244	314,837	44.1
1992–1993	266,848	157,964	59.2	460,992	161,318	35.0	727,840	319,282	43.9
1993–1994	274,742	153,348	55.8	465,748	155,683	33.4	740,490	309,031	41.7
1994–1995	276,747	149,238	53.9	470,190	158,540	33.7	746,937	307,778	41.2
1995–1996	281,850	149,794	53.1	476,572	153,052	32.1	758,422	302,846	39.9
1996–1997	286,289	158,356	55.3	483,357	148,590	30.7	769,646	306,946	39.9
1997–1998	287,340	149,921	52.2	488,897	151,122	30.9	776,236	301,043	38.8
1998–1999	282,806	143,994	50.9	494,877	149,611	30.2	777,683	293,605	37.8
1999–2000	279,461	133,903	47.9	502,020	141,965	28.3	781,481	275,868	35.3
2000–2001	272,657	126,547	46.4	508,231	134,495	26.5	780,888	261,042	33.4
2001–2002	269,291	116,458	43.2	518,255	127,406	24.6	787,546	243,864	31.0
2002–2003	272,592	118,892	43.6	528,253	135,768	25.7	800,845	254,660	31.8

2 Resource Trends[1]

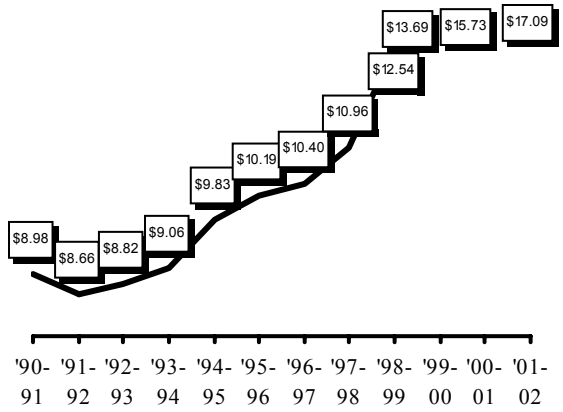
School Finance

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 3.5). 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.

Figure 3.5
Revenues from the State to Schools (in billions) 1990–91 to 2001–02



This discussion is based upon district reports of expenditures and revenues (Table 3.6) during the five-year period from 1997–98 to 2001–02 (the latest year for which complete data are available). In each year during this period, State revenues to schools increased by at least 8.7 percent. The largest increase, 14.9 percent, occurred in 2000–01. Examining the five-year trend shows that in 2001–02, State revenues to schools were $6,129 million (55.9 percent) greater than in 1997–98. Considering inflation, however, State revenue to schools in 2001–02 was worth 41.5 percent more than in 1997–98.

TABLE 3.6

TOTAL REVENUES FOR PUBLIC ELEMENTARY, MIDDLE, AND SECONDARY EDUCATION

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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 2001–02 exceeded $2.5 billion (7.2 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 2001–02, 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).

$16.2 billion through tax levies and other local revenue sources to support education. The district contribution represented an increase of $1.0 billion or 7 percent since 1997–98.

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 2001–02, the federal contribution to State schools was $1.77 billion, an increase of 61.7 percent since 1997–98. Even with this increase, federal revenues amounted to only 5.0 percent of total district revenues.

Because of increases in State, local, and federal revenues, between 1997–98 and 2001–02 total district revenues increased by 28.6 percent (16.7 percent after inflation) to $35.06 billion. State and federal revenues increased at a faster rate than local revenues.

In 2001–02, the State contribution was 48.8 percent, compared with 40.2 percent in 1997–98. The local share was 46.2 percent, compared with 55.8 percent in 1997–98; and the federal share was 5.0 percent, compared with 4.0 percent in 1997–98.

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 by at least $374 in every year between 1997–98 and 2001–02 (Table 3.7). Comparing 2001–02 with 1997–98, in absolute dollars, State revenue per pupil increased 52.2 percent. Adjusted for inflation, State revenue per pupil increased 38.1 percent.

TABLE 3.7

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

PAGE 54

During this five-year period, statewide, the mean expenditure per pupil increased at a slower rate than State aid per pupil. The 2001–02 mean expenditure per pupil was $12,265, an increase of 25.0 percent over 1997–98. Over the five-year period, adjusted for inflation, expenditures per pupil increased 13.5 percent.

Public School Teachers and Administrators

In 2002–03, staffing levels reached a record high. Over 225,000 persons taught in the State's public schools; an additional 43,250 professionals worked as administrators, school counselors, school nurses, psychologists, and other professional staff, devoting more than half of their time to nonteaching duties (Table 3.8). Compared with the previous year, there were approximately 450 more classroom teachers.

TABLE 3.8

PROFESSIONAL STAFF IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

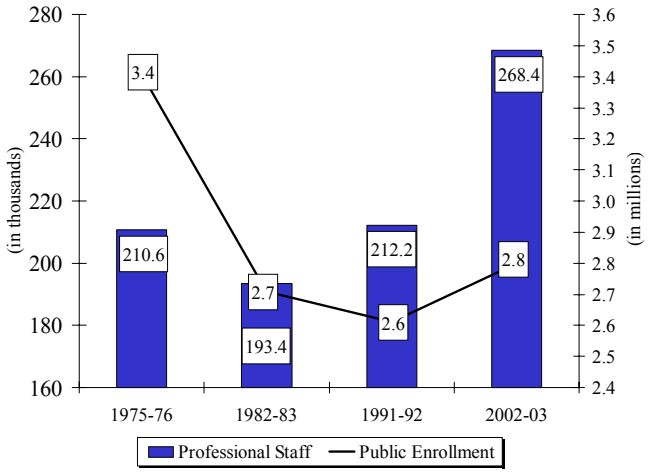
PAGE 55

Tracing a 28-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 268,351 in 2002–03. 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 3.6 contrasts changes in public school enrollment with changes in professional teaching and nonteaching staff. In 2002–03, 268,400 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 14.4 students in 1992–93, and one for every 16.2 in 1982–83 (Figure 3.7).

Figure 3.6
Trends in Public School Enrollment and Total Professional Staff
1975–76, 1982–83, 1991–92, and 2002–03



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 3.9). Comparing average class sizes in 2002–03 with those in 1990–91, kindergarten and elementary classes in Large City Districts and Districts Excluding the Big 5 were smaller in 2002–03. Secondary classes in English 9 and U.S. history and government were larger, while secondary classes in biology were smaller.

TABLE 3.9

PUBLIC SCHOOL AVERAGE CLASS SIZE IN SELECTED GRADES AND COURSES

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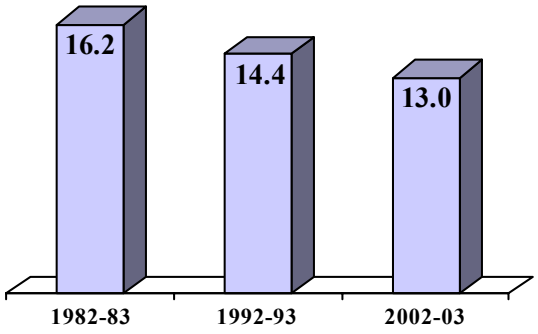
In Large City Districts and Districts Excluding the Big 5, kindergarten classes in 2002–03 included, on average, 19 students and other classes, 21 to 24 students.

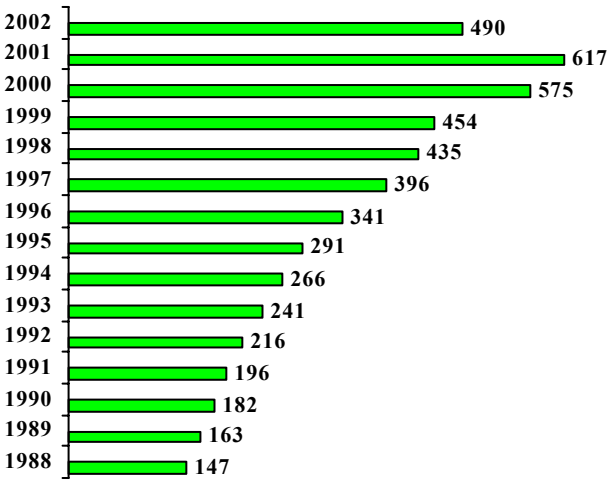
Figure 3.7
Number of Students per Teacher
1982–83, 1992–93, and 2002–03



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 2002, the number of microcomputers in New York's public schools, excluding New York City, was greater than the number in the entire State in 1999 (Figure 3.8).

Figure 3.8
Growth in Number of Microcomputers in New York State Public Schools (in thousands) Fall 1988 to Fall 2002*



*2002 data do not include New York City.

Table 3.6
Total Revenues for Public Elementary, Middle, and Secondary Education
(in thousands)
New York State
1997–98 to 2001–02

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
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
2001–2002	35,061,479	17,091,396	48.8	1,766,064	5.0	16,204,019	46.2

Source: Fifteenth Annual School District Fiscal Profile Data Base
*Beginning in 1998–99, revenues from State sources include School Tax Relief (STAR) payments.

Table 3.7
State Revenues per Pupil and Expenditures per Pupil in Public Elementary, Middle, and Secondary Education
New York State
1997–98 to 2001–02

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
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
2001–2002	5,926	8.3	12,265	3.3

Source: Fifteenth 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 3.8
Professional Staff[1] in Public Elementary and Secondary Schools
New York State
1975–76 to 2002–03

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
2002–2003	225,101	43,250	268,351

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 3.9
Public School Average Class Size in Selected Grades and Courses
1990–91, 1995–96, and 1998–99 to 2002–03*

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
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
2002–2003	NA	NA	NA	NA	NA	NA
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
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
2002–2003	18.4	21.4	24.1	24.9	24.4	25.8
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
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
2002–2003	18.9	20.7	22.0	21.6	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
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
2002–2003	NA	NA	NA	NA	NA	NA

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

* Data for New York City are not available for 2002–03.

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 (ELA) and mathematics administered in grades 4 and 8. On these new tests, data for five 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), and public schools outside of New York City (Rest of 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 and definitions of performance levels 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 2003 than in 1999. In January 2003, 64 percent of public school fourth-graders (compared with 49 percent in 1999) demonstrated achievement of the skills and knowledge in ELA expected of elementary-school students by scoring at Level 3 or 4 (Figure 3.9). Twenty-two percent of fourth-graders demonstrated knowledge and skills consistent with the State standards by scoring at Level 4 for middle-level students. Thirty percent showed some of the knowledge and skills expected of fourth-graders by scoring at Level 2. The performance of six percent was severely deficient (Level 1).

Figure 3.9
Percentage of Tested Public School Students Scoring at Each Performance Level on Elementary-Level English Language Arts 1999 to 2003

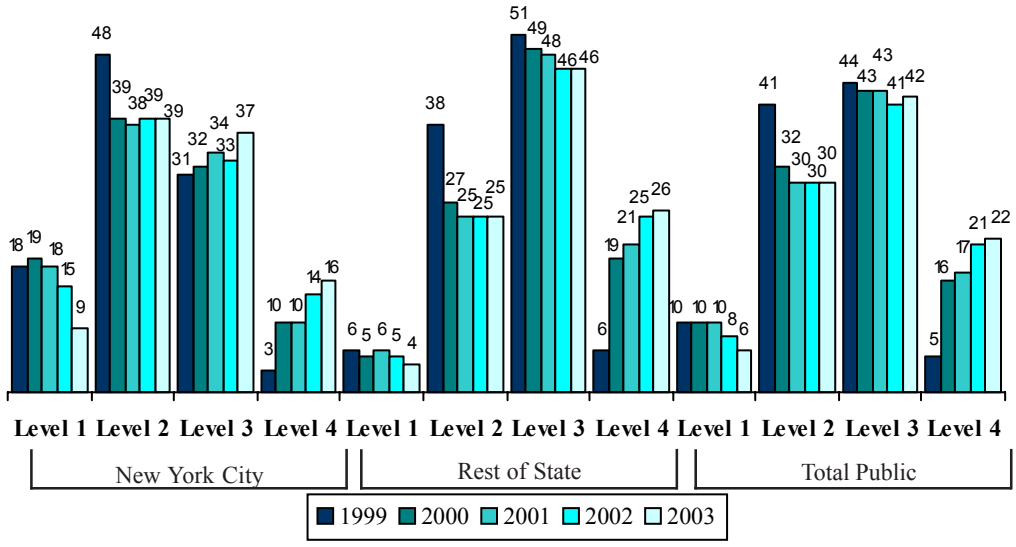


Figure 3.10
Percentage of Tested Public School Students Scoring at Each Performance Level on Elementary-Level Mathematics 1999 to 2003

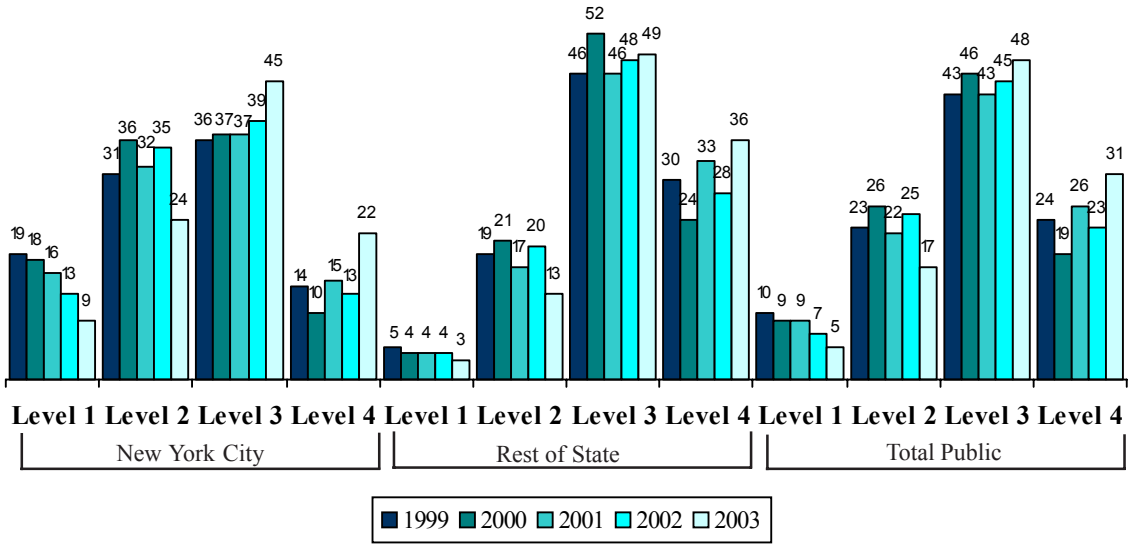
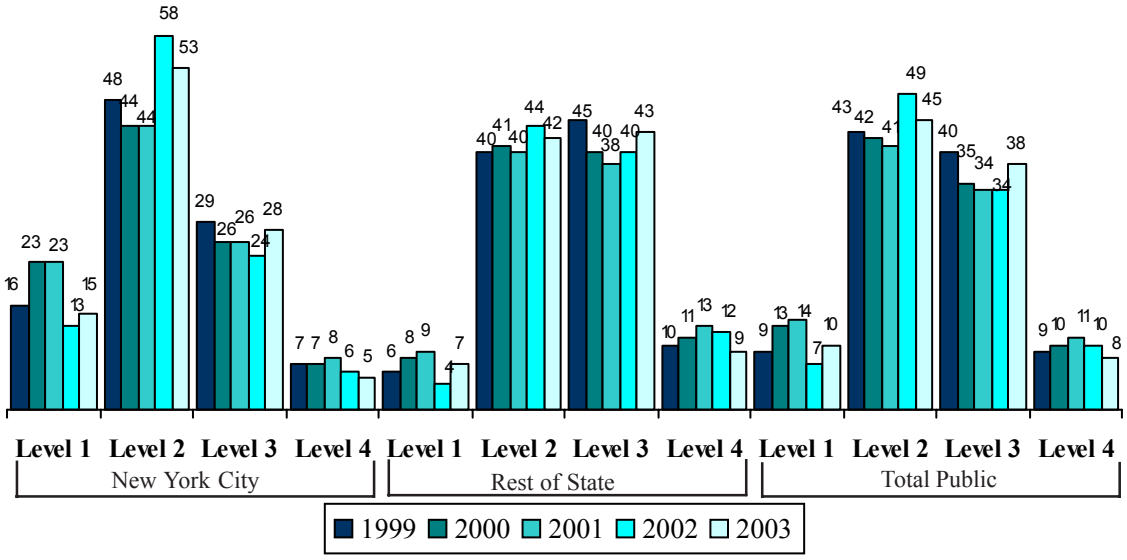


Figure 3.11
Percentage of Tested Public School Students Scoring at Each Performance Level on Middle-Level English Language Arts 1999 to 2003



New York City fourth-graders also showed improved performance in 2003: 53 percent of tested students scored at Level 3 or above compared with 34 percent in 1999.

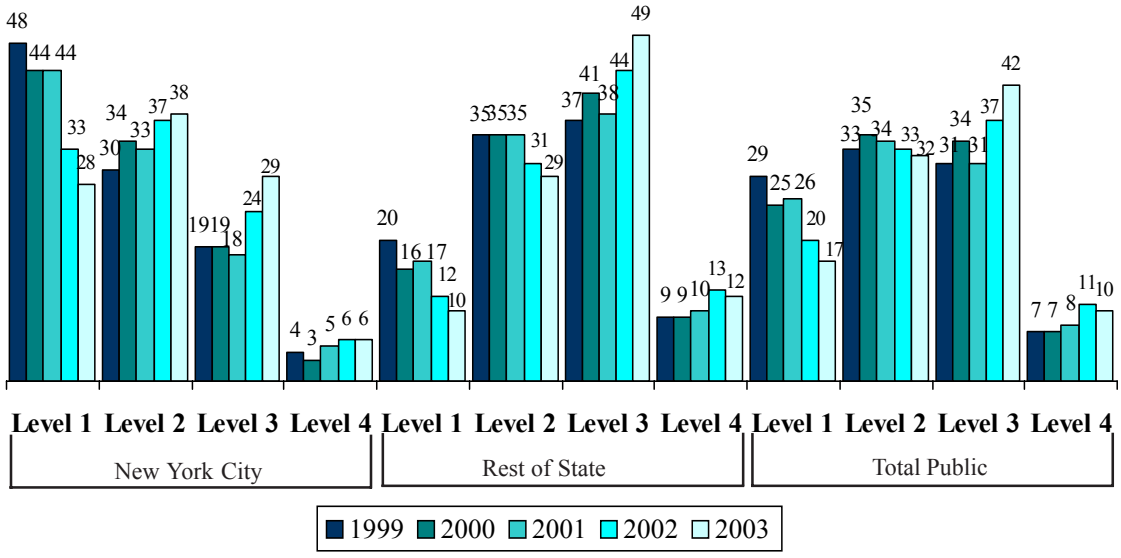
Elementary-Level Mathematics

In every year since 1999, a larger percentage of tested students succeeded in meeting the State standards on this assessment than any other in the NYSAP (Figure 3.10). In 2003, a much larger percentage of students scored at Levels 3 or 4 than in 1999 (79 percent in 2003 compared with 67 percent in 1999). Thirty-one 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. Nevertheless, the percentage of New York City public school students demonstrating proficiency increased from 50 percent in 1999 to 67 percent in 2003.

Middle-Level English Language Arts (ELA)

Eighth-graders statewide scored higher on the ELA assessment in 2003 than in 2002. In 2003, 46 percent of eighth-graders demonstrated proficiency in the ELA standards for their grade compared with 44 percent in 2002 (Figure 3.11). Statewide, fewer eighth-graders demonstrated proficiency in ELA in 2003 than in 1999, when 49 percent of eighth-graders were proficient. The percentage of New York City public school students demonstrating proficiency decreased from 36 to 33 percent during that time. 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-three 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 3.12
Percentage of Tested Public School Students Scoring at Each Performance Level on Middle-Level Mathematics 1999 to 2003



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 3.12). These results caused many school districts statewide to examine the curriculum and instruction provided to middle-level students to ensure that they are aligned with the middle-level standards for mathematics. In 2003, 52 percent scored at Level 3 or 4. Statewide, 17 percent showed no evidence of proficiency in these skills. Thirty-five percent of New York City students were able to meet the standards in 2003 compared with 23 percent in 1999.

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 2003, public school students answered, on average, 33 out of 45 questions correctly on the multiple-choice portion of the science test (Figure 3.13). This portion of the science test is used to determine which students need academic intervention services in science. Thirty percent of fourth-graders in 2003 compared to 34 percent in 2000 were determined to need these services (Figure 3.14). 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 34 in 2003 on this portion of the test.

Figure 3.13
Mean Scores of Public School Students Tested in Elementary-Level Science 2000 to 2003

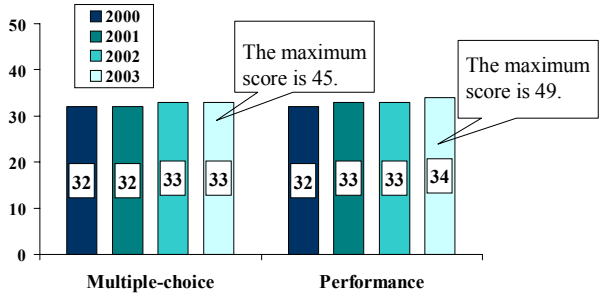
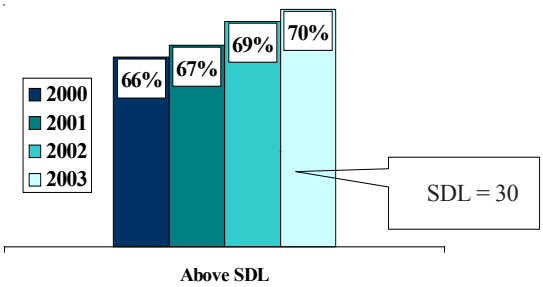


Figure 3.14
Percentage of Students Tested in Elementary-Level Science Scoring Above the State Designated Level (SDL) 2000 to 2003



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 statewide scoring at Level 3 remained stable in 2002 and 2003 (56 percent), but the percentage scoring at Level 4 dropped from 32 percent in 2002 to 16 percent in 2003. Similar drops at this level were seen in New York City and the Rest of State (Figure 3.15).

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. Performance statewide on this test remained relatively stable in 2002 and 2003: 75 percent scored at Level 3 or above in 2002 and 72 percent did so in 2003 (Figure 3.16). Performance in New York City and the Rest of State also remained relatively stable.

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. Performance statewide dropped in 2003, 65 percent of students scored at Levels 3 and 4 in 2002; only 51 percent did so in 2003 (Figure 3.17). New York City saw a significant increase in students scoring at Level 1: 5 percent in 2002 compared with 18 percent in 2003.

Figure 3.15
Percentage of Tested Public School Students Scoring at Each Performance Level on Elementary-Level Social Studies 2002 and 2003

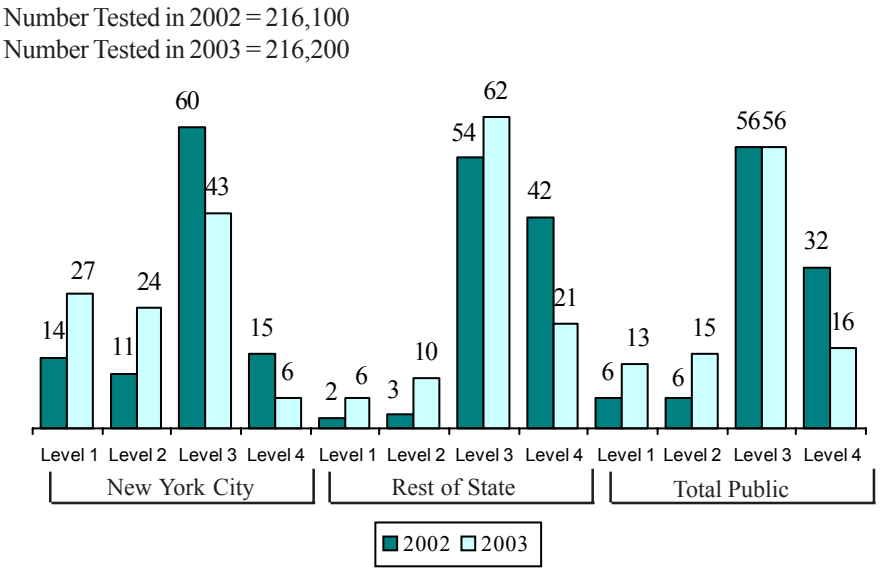


Figure 3.16
Percentage of Tested Public School Students Scoring at Each Performance Level on Middle-Level Science 2002 and 2003

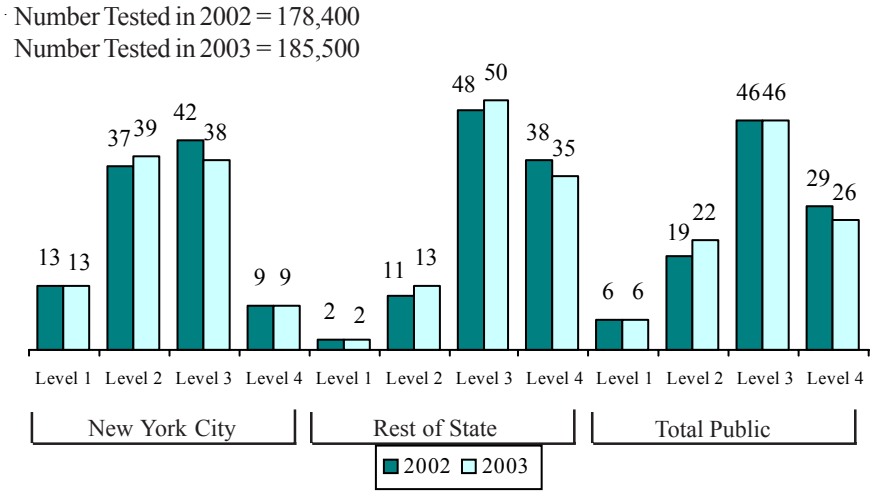
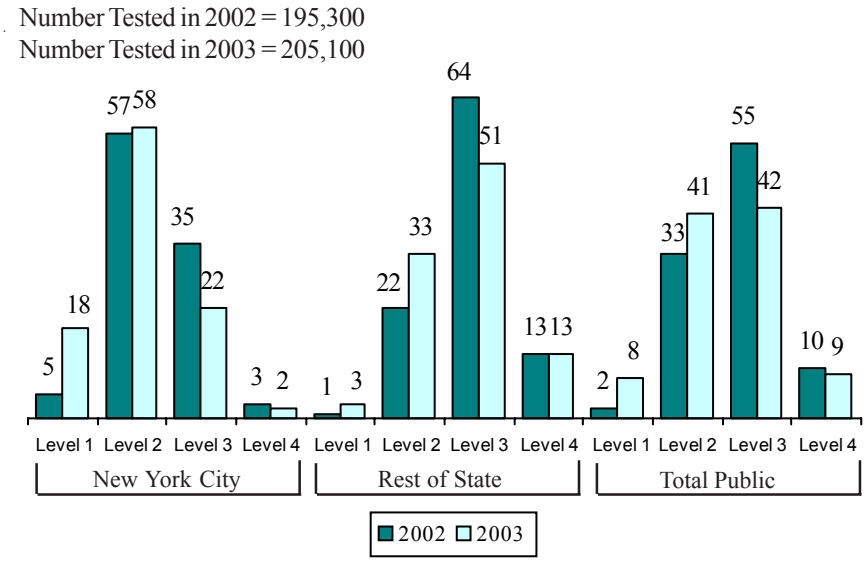


Figure 3.17
Percentage of Tested Public School Students Scoring at Each Performance Level on Middle-Level Social Studies 2002 and 2003



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 also 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 two 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, mathematics, global history and geography, U.S. history and government, and science examinations is reported as a percentage of the number of students enrolled in a cohort, for each cohort for which the subject was a graduation requirement.

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 1998, schools began reporting results for students tested the previous August, January, and/or June.

Number Tested and Passing

Test results show that the number of students tested and the number of students scoring 55 or higher on all five core Regents examinations has increased substantially since 1996 (Figures 3.18–3.22). 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 2003 than the number tested in 1996. Between 1996 and 2003, the increases in numbers of students scoring 55–100 compared to the numbers of students tested on those four examinations ranged from 37 to 53 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 3.19).

In 2003, 86 percent of tested students scored 55 or higher on the Regents English examination, as did 75 percent on the Regents 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 3.18
Trends in Numbers Tested and Scoring 55–100 and 65–100 on the Regents Comprehensive Examination in English 1995–96 to 2002–03

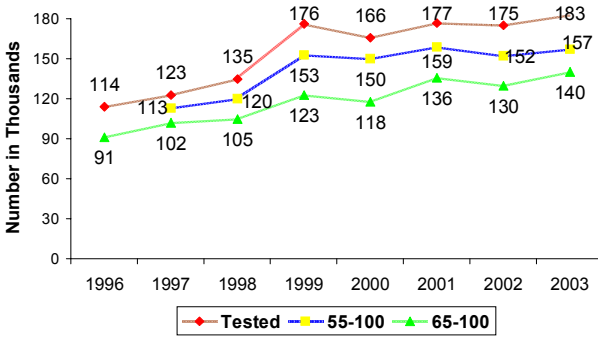


Figure 3.19
Trends in Numbers Tested and Scoring 55–100 and 65–100 on the Regents Examinations in Sequential Mathematics, Course I, and/or Mathematics A 1995–96 to 2002–03

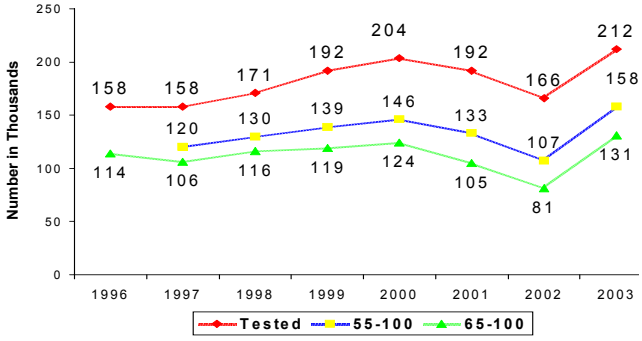


Figure 3.20
Trends in Numbers Tested and Scoring 55–100 and 65–100 on the Regents Examinations in Global Studies and/or Global History and Geography 1995–96 to 2002–03

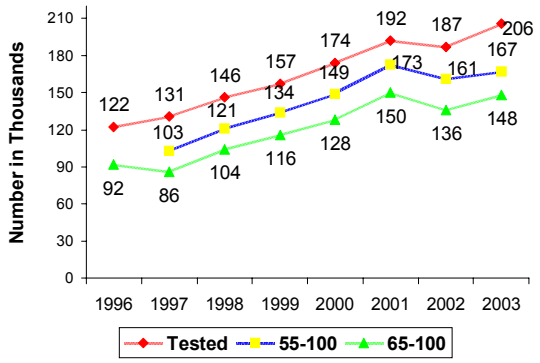


Figure 3.21
Trends in Numbers Tested and Scoring 55–100 and 65–100 on the Regents Examination in U.S. History & Government (old and new) 1995–96 to 2002–03

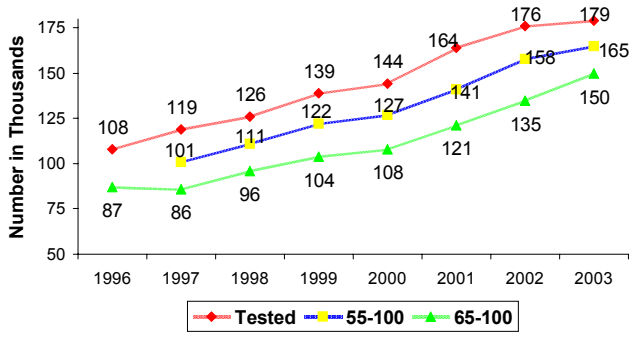
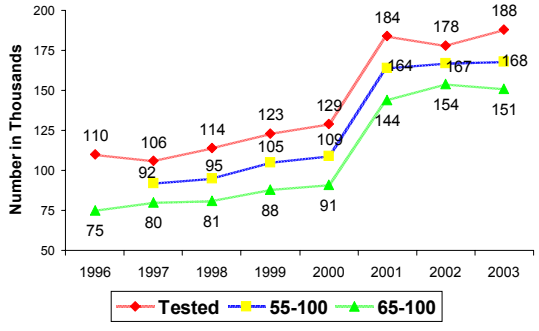


Figure 3.22
Trends in Numbers Tested and Scoring 55–100 and 65–100 on the Regents Examinations in Biology and/or Living Environment 1995–96 to 2002–03



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 (BEDS) 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.

The percentage of students in the 1999 cohort meeting the graduation requirement in English by scoring 65 or higher on the Regents examination in English within four years was greater than for the 1996 cohort but smaller than for the 1998 cohort. However, because the number of students in the 1999 cohort (154,500) was significantly larger than the number in the 1998 cohort (144,500), the number of students in the 1999 cohort scoring 65 or higher was greater than that in the 1998 cohort. The number of students in the 1999 cohort scoring 65 or higher on the Regents English examination within four years was 120,441, compared with 115,318 in the 1998 cohort. In public schools statewide, 75 percent of general-education students in the 1996 cohort, 76 percent in the 1997 cohort, 80 percent in the 1998 cohort, and 78 percent in the 1999 cohort met the English graduation requirement within four years by scoring 65 or higher on the Regents English examination (Figure 3.23). A small percentage of students in each cohort were not tested (7, 8, 9, and 10 percent, respectively).

A greater percentage of students in the 1999 cohort than in the 1996 cohort scored 65 or higher on the Regents mathematics examination, 75 percent in the 1999 cohort compared with 73 percent in the 1996 cohort (Figure 3.24). 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, 1998, and 1999 cohorts than in the 1996 cohort were not tested in Regents mathematics after four years (7, 8, and 9 percent in the 1997, 1998, and 1999 cohorts, respectively, compared with 22 percent in the 1996 cohort).

Eighty-one percent of general-education students in the 1999 cohort compared with 78 percent in the 1998 cohort scored 65 or higher on the Regents global history and geography graduation requirement within four years (Figure 3.25). The performance of the 1998 and 1999 cohorts on the Regents U.S. history and government examination was similar: 77 percent of the 1998 cohort scored 65–100 after four years; 76 percent of the 1999 cohort did so (Figure 3.26). Students typically take the global history and geography examination in the second year of high school, the U. S. history and government examination in the third year. Figure 3.27 shows the performance of the 1999 cohort in Regents science. This was the first group that was required to take and pass a Regents science examination to receive a local diploma. Over 80 percent of this group scored 65–100 on a Regents science examination after four years.

Figure 3.23
Performance of General-Education Students in Accountability Cohort in Regents English after Four Years 1996 to 1999 Cohorts

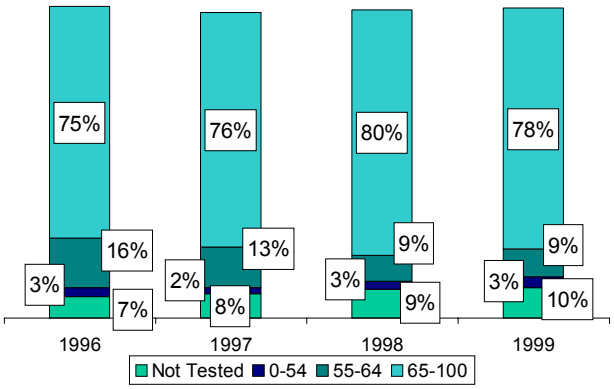


Figure 3.24
Performance of General-Education Students in Accountability Cohort in Regents Mathematics after Four Years 1996 to 1999 Cohorts

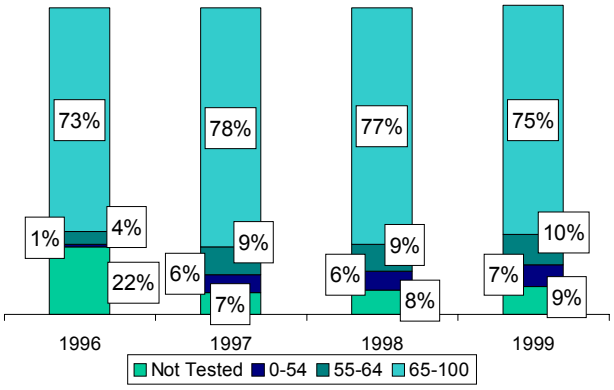


Figure 3.25
Performance of General-Education Students in Accountability Cohort in Regents Global History and Geography after Four Years 1998 and 1999 Cohorts

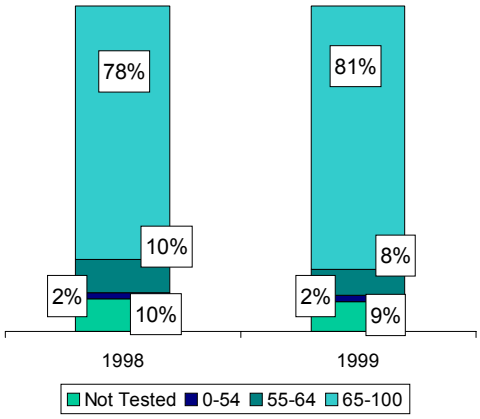


Figure 3.26
Performance of General-Education Students in Accountability Cohort in Regents U.S. History and Government after Four Years 1998 and 1999 Cohorts

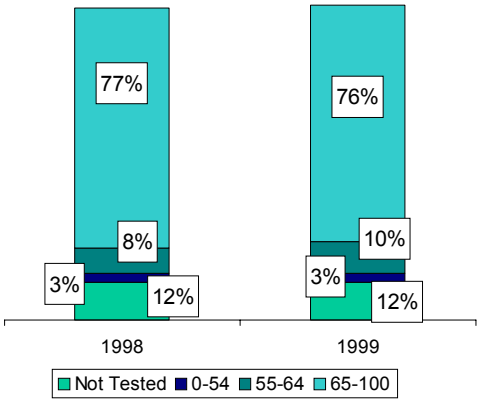
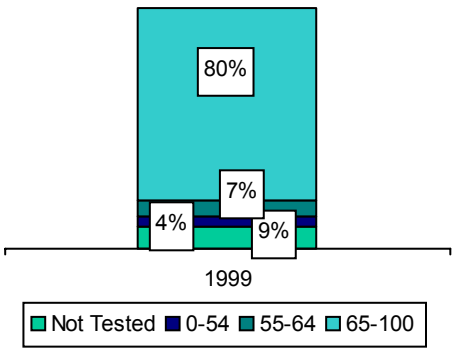


Figure 3.27
Performance of General-Education Students in Accountability Cohort in Regents Science after Four Years 1999 Cohort



Enrollment of General-Education Students in Accountability Cohort after Four Years:

1996: 143,500
1997: 145,000
1998: 144,500
1999: 154,500

Note: The counts and percentages for the 1996 to 1998 cohorts include students who were continuously enrolled in schools within the district. The 1999 cohort counts and percentages also include continuously enrolled students who transferred between schools within a district or who were out of district placements.

1996 Cohort Performance after Four Years of High School

Within four years of first entering grade nine, 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 (Table 3.10). 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 3.10

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 3.11). 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 3.11

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

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1998 Cohort Performance after Four Years of High School

After four years, 76.3 percent of students in the 1998 cohort scored 65–100 in Regents English and 73.4 percent did so in Regents mathematics (Table 3.12). 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 govenment and U.S. history and government after four years: 74.6 and 73.3 percent, respectively.

TABLE 3.12

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

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1999 Cohort Performance after Four Years of High School

After four years, 73.6 percent of students in the 1999 cohort scored 65–100 in Regents English and 70.6 percent did so in Regents mathematics (Table 3.13). Similar percentages of students in the 1999 cohort scored 65–100 in Regents global history and geography (77.4 percent), U.S. history and government (71.9 percent), and science (76.4 percent) after four years. The 1999 cohort performed better than the 1996 and 1997 cohorts in Regents English.

TABLE 3.13

PERCENTAGE OF STUDENTS IN THE 1999 COHORT SCORING 55-100 AND 65-100 IN REGENTS ENGLISH, MATHEMATICS, GLOBAL HISTORY AND GEOGRAPHY, U.S. HISTORY AND GOVERNMENT, AND SCIENCE AFTER FOUR YEARS

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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. The NYSAA, first administered in the 2001–02 school year, measures the progress of students with severe cognitive disabilities in meeting alternate assessment standards. These students are designated as eligible for the NYSAA by the Committee on Special Education (CSE).

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 sometimes include both general-education students and students with disabilities. Cohort results are reported for general-education students, students with disabilities, and all students.

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 2003 than in 2000, 2001, and 2002 (Table 3.14). Of those who participated, 23 percent of fourth-graders achieved the State standard in ELA; 48 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 8 percent of eighth-graders scored at Levels 3 and 4 on the ELA and 17 percent did so on the mathematics assessment.

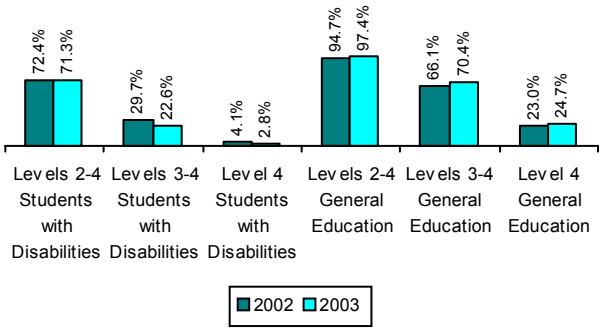
TABLE 3.14

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

PAGE 79

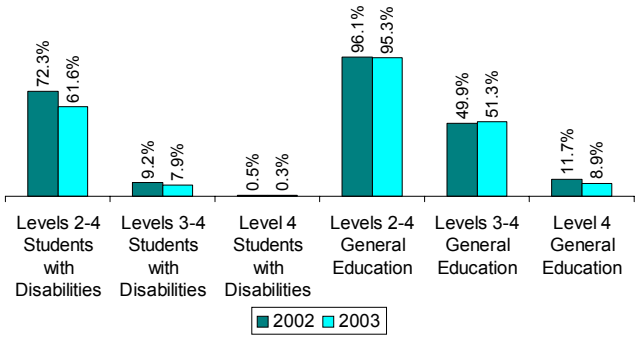
The performance of students with disabilities lags behind that of general-education students. A number of federal and State initiatives are designed to increase the achievement of students with disabilities. General-education students were nearly nine times more likely than students with disabilities to score at Level 4 on the elementary-level English language arts assessment in 2003 (24.7 compared with 2.8 percent) and more than three times as likely to score at Level 3 or above (70.4 compared with 22.6 percent) (Figure 3.28).

Figure 3.28
Elementary-Level English Language Arts Results for General-Education Students and Students with Disabilities
2002 and 2003



At the middle level, the disparity between the performance of general-education students and students with disabilities in English was even greater: 8.9 percent of general-education students compared with 0.3 percent of students with disabilities scored at Level 4; 51.3 compared with 7.9 percent scored at Level 3 or above (Figure 3.29).

Figure 3.29
Middle-Level English Language Arts Results for General-Education Students and Students with Disabilities
2002 and 2003



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 42 percent of students with disabilities tested on the elementary-level science test scored above the State designated level (Table 3.15). Nearly 43 percent of students with disabilities who took the grade 5 social studies test scored at Level 3 or above, while 45.6 percent of students with disabilities who took the grade 8 science test and 19.0 percent of those who took the grade 8 social studies test did so (Table 3.16).

TABLE 3.15

NUMBER OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS WITH DISABILITIES TESTED AND PERCENT ABOVE AND BELOW STATE DESIGNATED LEVEL (SDL) ELEMENTARY-LEVEL SCIENCE

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TABLE 3.16

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

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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 3.17). Between 2000–01 and 2002–03, on four out of five Regents examinations required for graduation, the number of students with disabilities tested has increased. In two required areas — mathematics (sequential math, course I, and mathematics A) and U.S. history and government — the percentage of students with disabilities tested who scored 55 or above also increased.

TABLE 3.17

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 1999 cohort meeting the graduation requirement in English was 8 percentage points fewer than the percentage in the 1998 cohort after four years (57 percent compared with 49 percent) (Figure 3.30). In mathematics, it was 5 percentage points fewer (44 percent compared with 39 percent). However, these percentage increases are only relative to the increase in the sizes of the cohorts. The 1998 cohort contained only 13,000 students with disabilities, but the 1999 cohort contained 17,000 (Figure 3.31).

Figure 3.30
Percentage of Students with Disabilities in the 1996 to 1999 Cohorts Meeting Graduation Requirements in Regents English after Four Years
All Public Schools

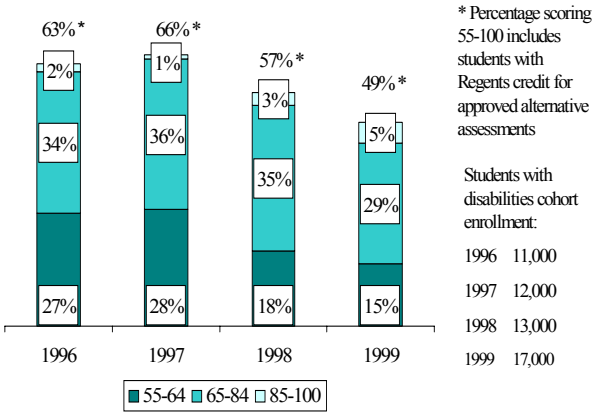
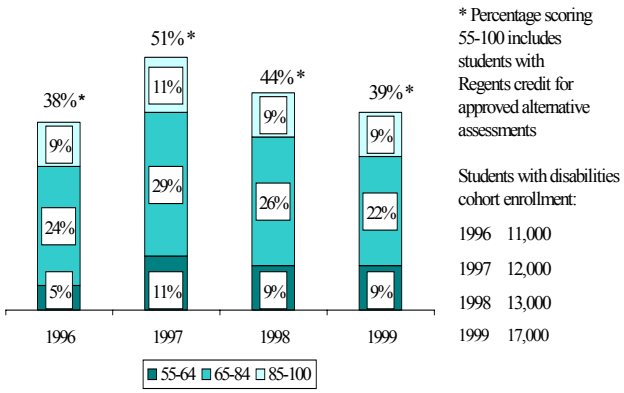


Figure 3.31
Percentage of Students with Disabilities in the 1996 to 1999 Cohorts Meeting Graduation Requirements in Regents Mathematics after Four Years
All Public Schools



Regents Competency Tests

In mathematics, reading and writing, the number of students taking the RCT increased between 1999 and 2003 (Table 3.18). The greatest percentage of increase (52.1 percent) was in mathematics. In science, global studies, and U.S. history and government, the number of students taking the RCT decreased between 1999 and 2003. The greatest percent of decrease (46.0) was in science.

TABLE 3.18

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

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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. In 2002–03, the NYSAA was offered in four subjects: English language arts, mathematics, science, and social studies. Students eligible to take the NYSAA used this assessment rather than the general assessment to gauge progress. In English language arts, 435 students at the elementary level; 549 students at the middle level; and 410 students at the secondary level took the NYSAA (Table 3.19). In mathematics, 425 students at the elementary level; 548 students at the middle level; and 389 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 all subjects.

TABLE 3.19

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 percentage of limited English proficient (LEP) students scoring at Level 3 or above in 2003 decreased from the previous year on the elementary-level English language arts assessment; the percentage of English proficient students doing so increased. A slightly smaller percentage of limited English proficient (LEP) students scored at Level 3 or above on the elementary-level English language arts assessment in 2003 than in 2002 (11.8 percent compared to 14.0) (Figure 3.32). A slightly larger percentage of English proficient students scored at Level 3 or above in 2003 than in 2002 (65.3 percent compared to 62.7). As expected, more English proficient than LEP students achieved the standards by scoring at Level 3 or above in both years. A similar pattern can be seen in middle-level English (Figure 3.33). More than half of the LEP students in the 1999 cohort scored 55 or higher in Regents English after four years of high school; one-third scored 65 or higher (Figure 3.34). Nearly 60 percent did so in Regents mathematics (Figure 3.35).

Figure 3.32
Performance of LEP and Not LEP Students on the Elementary-Level English Language Arts Assessment 2002 and 2003

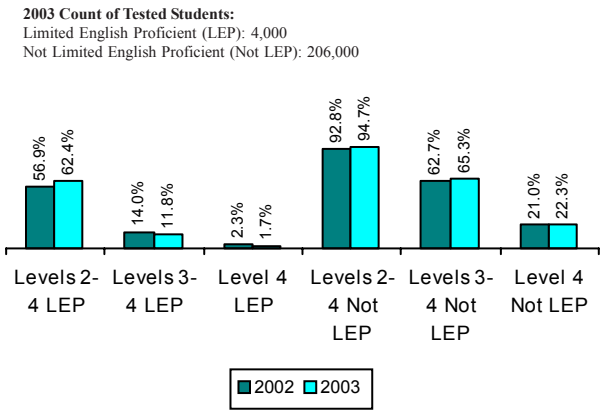


Figure 3.33
Performance of LEP and Not LEP Students on the Middle-Level English Language Arts Assessment 2002 and 2003

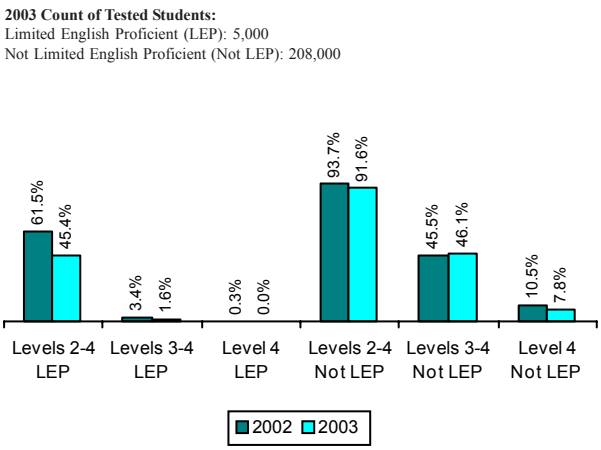


Figure 3.34
Performance of LEP and Not LEP Students in the 1998 and 1999 Cohorts on the Regents English Assessment after Four Years

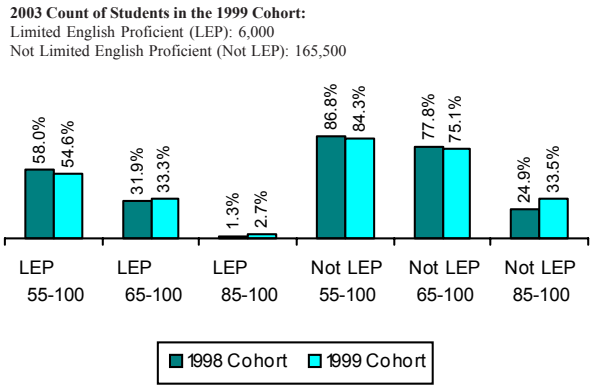


Figure 3.35
Performance of LEP and Not LEP Students in the 1998 and 1999 Cohorts on the Regents Mathematics Assessments after Four Years

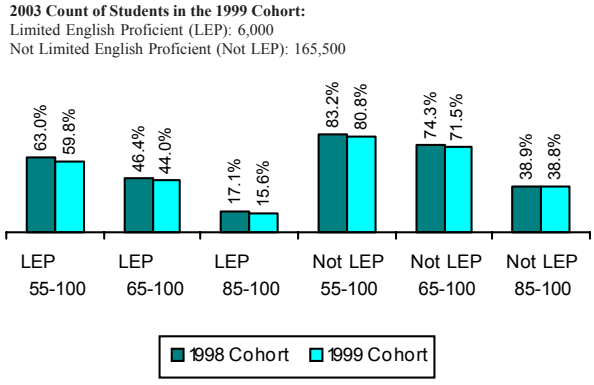


Table 3.10
Percentage of Students in the 1996 Cohort Scoring 55–100 and 65–100 in Regents English after Four Years: New York State

Subject	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
English	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 3.11
Percentage of Students in the 1997 Cohort Scoring 55–100 and 65–100 in Regents English and Mathematics after Four Years
New York State

Subject	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
English	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%
Mathematics	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 3.12
Percentage of Students in the 1998 Cohort Scoring 55–100 and 65–100 in Regents English, Mathematics, Global History and Geography, and U.S. History and Government after Four Years: New York State

Subject	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
English	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%
Mathematics	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%
Global History & Geography	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%
U.S. History & Government	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 3.13
Percentage of Students in the 1999 Cohort Scoring 55–100 and 65–100 in Regents English, Mathematics, Global History and Geography, U.S. History and Government, and Science after Four Years
New York State

Subject	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
English	New York City	48,878	75.9%	61.0%	3,621	31.2%	15.1%	52,499	72.9%	57.8%
	Large City Districts	5,056	79.7	61.1	832	32.0	16.1	5,888	73.0	54.8
	Districts Excluding Big 5	100,587	92.7	87.0	12,425	55.4	41.1	113,012	88.6	82.0
	Total Public*	154,521	87.0%	77.9%	16,878	49.1%	34.3%	171,399	83.3%	73.6%
Mathematics	New York City	48,878	70.4%	54.5%	3,621	18.4%	9.3%	52,499	66.8%	51.4%
	Large City Districts	5,056	70.8	50.4	832	15.4	10.8	5,888	63.0	44.8
	Districts Excluding Big 5	100,587	92.0	86.1	12,425	47.1	38.2	113,012	87.0	80.8
	Total Public*	154,521	84.4%	74.9%	16,878	39.4%	30.6%	171,399	80.0%	70.6%
Global History & Geography	New York City	48,878	78.7%	64.1%	3,621	38.9%	19.7%	52,499	76.0%	61.1%
	Large City Districts	5,056	85.4	69.2	832	41.7	25.8	5,888	79.2	63.1
	Districts Excluding Big 5	100,587	93.5	89.7	12,425	67.4	54.0	113,012	90.6	85.8
	Total Public*	154,521	88.5%	81.0%	16,878	60.0%	45.3%	171,399	85.7%	77.4%
U.S. History & Government	New York City	48,878	72.3%	57.7%	3,621	28.9%	16.0%	52,499	69.3%	54.9%
	Large City Districts	5,056	76.9	58.7	832	35.9	19.2	5,888	71.1	53.1
	Districts Excluding Big 5	100,587	91.9	85.3	12,425	59.1	44.4	113,012	88.3	80.8
	Total Public*	154,521	85.2%	75.7%	16,878	51.5%	37.1%	171,399	81.9%	71.9%
Science	New York City	48,878	74.4%	59.2%	3,621	26.9%	14.4%	52,499	71.1%	56.1%
	Large City Districts	5,056	85.7	70.2	832	40.5	27.3	5,888	79.3	64.1
	Districts Excluding Big 5	100,587	94.0	90.7	12,425	62.3	51.9	113,012	90.5	86.4
	Total Public*	154,521	87.5%	80.1%	16,878	53.6%	42.7%	171,399	84.2%	76.4%

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

Table 3.14
Number of Public and Nonpublic School Students with Disabilities
Tested and Percent Scoring at Each Performance Level
New York State Assessment Program
1999 to 2003

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
	2003	27,633	28	49	20	3
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
	2003	28,300	20	32	39	9
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
	2003	31,317	38	54	8	*
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
	2003	31,070	48	35	16	1

* Less than 0.5%

Table 3.15
Number of Public and Nonpublic School Students with Disabilities Tested and Percent Above and Below State Designated Level (SDL)
Elementary-Level Science
2002 and 2003

Year	Number Tested	% above SDL	% below SDL
2002	28,369	41.3%	58.7%
2003	27,870	42.2	57.8

Table 3.16
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 and 2003

Assessment	Year	Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Elementary-Level Social Studies	2002	29,680	21.8%	10.6%	56.9%	10.6%
	2003	29,217	35.3	22.0	39.3	3.5
Middle-Level Social Studies	2002	26,473	9.0	59.6	30.4	1.1
	2003	27,937	25.6	55.4	18.1	0.9
Middle-Level Science	2002	25,973	17.5	33.9	40.3	8.3
	2003	26,632	18.1	36.4	38.4	7.2

Table 3.17
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
2000–01 to 2002–03

Regents Examinations	2000–01			2001–02			2002–03		
	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	15,354	10,461	68.1%	14,101	8,606	61.0%	16,309	9,680	59.4%
Sequential Mathematics, Course I, and Mathematics A	18,483	8,267	44.7	13,016	4,867	37.4	16,826	7,709	45.8
Global Studies and/or Global History and Geography*	18,615	13,770	74.0	16,636	10,911	65.6	19,864	11,267	56.7
U.S. History & Government *	12,956	8,616	66.5	13,314	9,482	71.2	15,668	11,824	75.5
Biology and/or Living Environment **	13,832	10,614	76.7	13,314	11,017	82.7	16,001	11,427	71.4

* 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 3.18
Trends in the Number of Students with Disabilities Tested and Percentage Passing Regents Competency Tests
New York State
1999 to 2003

Regents Competency Test	1999		2000		2001		2002		2003	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
Mathematics	11,896	43.8%	12,476	57.3%	16,181	63.7%	13,051	55.1%	18,093	62.7%
Science	25,678	40.4	16,223	43.0	14,723	39.8	11,536	38.9	13,877	38.6
Reading	8,151	65.0	6,234	65.7	7,130	60.3	6,762	58.7	9,837	61.2
Writing	5,758	71.5	5,870	68.5	6,465	69.9	5,380	69.2	7,181	68.2
Global Studies	16,003	34.7	11,644	23.2	9,624	31.9	8,381	31.6	11,665	35.7
U.S. History and Government	9,915	53.3	9,089	54.2	7,254	42.9	5,216	46.7	6,504	45.4

Table 3.19
Number of Public and Nonpublic School Students with Severe Disabilities
Tested and Percent Scoring at Each Performance Level
New York State Alternate Assessment
2002–03

Assessment	Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
English Language Arts					
Elementary Level	435	5.1%	9.2%	30.6%	55.2%
Middle Level	549	0.9	8.7	41.4	49.0
Secondary Level	410	2.9	10.7	35.6	50.7
Mathematics					
Elementary Level	425	3.5%	16.0%	27.3%	53.2%
Middle Level	548	1.6	10.8	38.3	49.3
Secondary Level	389	2.3	10.5	38.6	48.6
Science					
Elementary Level	420	4.1%	20.0%	35.7%	40.2%
Middle Level	542	2.0	17.3	41.1	39.5
Secondary Level	385	2.3	15.3	41.3	41.0
Social Studies					
Elementary Level	270	4.4%	15.2%	29.3%	51.1%
Middle Level	548	1.5	8.8	38.0	51.8
Secondary Level	387	2.3	9.3	34.4	54.0

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

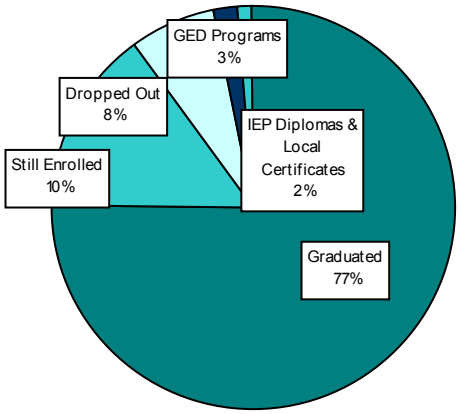
The ultimate goal of elementary, middle, and secondary education is for students to acquire the proficiencies required for employment and postsecondary education. Credentials awarded by secondary schools and college-going rates are two measures of success in accomplishing this goal. The measures are 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 in section three of this chapter) as well as all students excluded from the accountability cohort solely because they transferred to high school equivalency programs. As of August 2002, over three quarters of the 1998 graduation-rate cohort earned a local diploma (Figure 3.36). Only two percent received IEP diplomas or local certificates and three percent transferred to General Educational Development (GED) programs. Ten percent of the cohort were still enrolled as of August 2002.

Figure 3.36
1998 Graduation-Rate Cohort Status Including Credentials Earned as of August 2002



Statewide Results

In 2003, 143,818 public school students statewide graduated from high school, compared with 136,754 in 1996 when the new standards were adopted (Figure 3.37). This increase was primarily seen in schools outside New York City. The slight decrease in New York City graduates between 2001–02 and 2002–03 can be attributed to an underreporting by a number of schools in New York City in 2002–03. 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 3.38). 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 2002–03, the percentage of graduates earning Regents diplomas increased by 11 percentage points: 56 percent of graduates earned Regents endorsements in 2002–03. Since 1988–89, schools outside the Big 5 have increased their Regents diploma rate by 26 percentage points, New York City schools by 10 points and Large City Districts by 11 points.

Figure 3.37
Number of Public High School Graduates
1995–96 to 2002–03

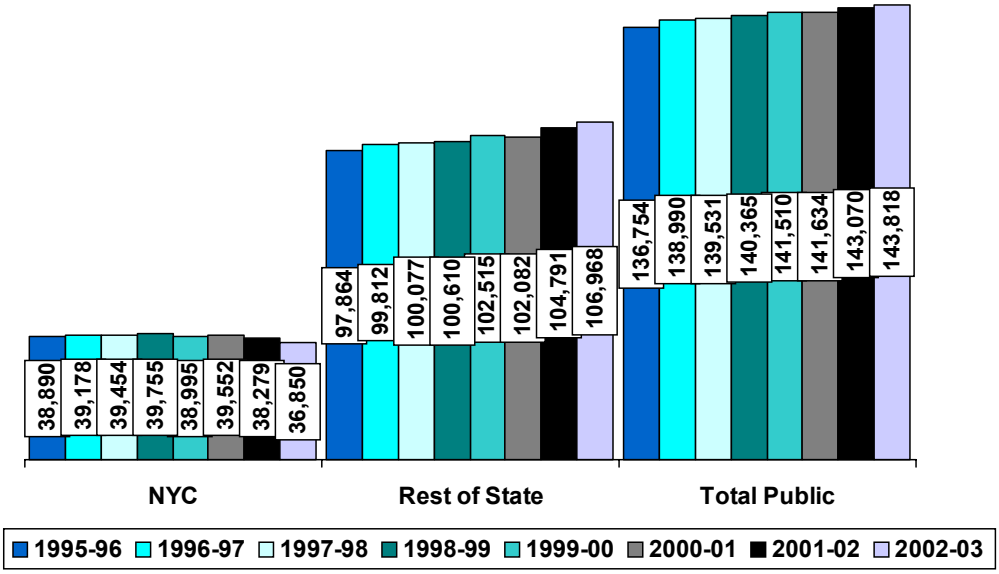
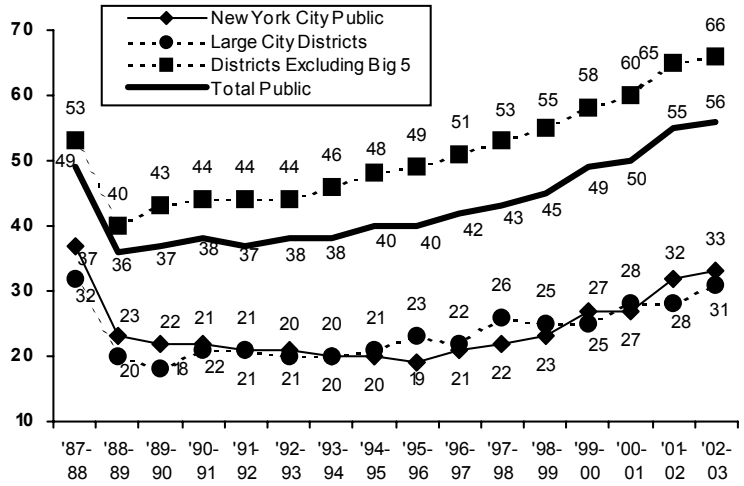


Figure 3.38
Percent of Public High School Graduates Receiving Regents Diplomas
1987–88 to 2002–03



College-Going Rate

Table 3.20 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 83.6 percent of State seniors graduating from public and nonpublic schools in 2003 intended to pursue some form of postsecondary education. Public and State graduation rates for 1980 and 1990 are not directly comparable to those for 1998 and later. 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 3.20

TRENDS IN COLLEGE-GOING RATE OF PUBLIC SCHOOL STUDENTS GRADUATING CLASSES OF 1980, 1990, AND 1998 TO 2003

PAGE 90

The statewide college-going rate in 2003 (83.6 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 56.1 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 25.6 in 2003. The percentage of graduates planning to attend other postsecondary institutions has declined since 1980; 1.9 percent of 2003 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 2003 graduates (81.9 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 (52.9 percent) in 2003. Planned attendance at two-year institutions is now only slightly higher than in 1980, standing at 27.7 percent in 2003. Planned attendance at other postsecondary institutions (such as proprietary schools) has decreased from 3.8 percent in 1980 to 1.3 percent in 2003.

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 V: Minority Issues*.)

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-

[1] Prior to 2002, these data were based on aggregate data provided by principals. These data do not reflect actual postsecondary enrollment data. The 2002 and 2003 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.

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 3.39 and 3.40 show recentered scores for senior classes from 1993 to 2003.[1] In New York State, approximately 145,500 students, or 78 percent of the senior class of 2003, took the SAT during their high school years. The mean composite score for these students was 1006, which was six points higher than the mean of the classes of 2000, 2001, and 2002, and 18 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 3.39
Mean Verbal SAT I Scores
Senior Classes of 1993 to 2003

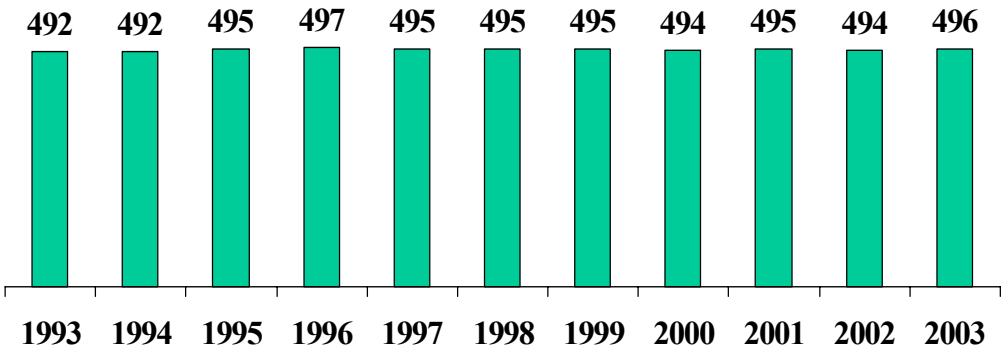
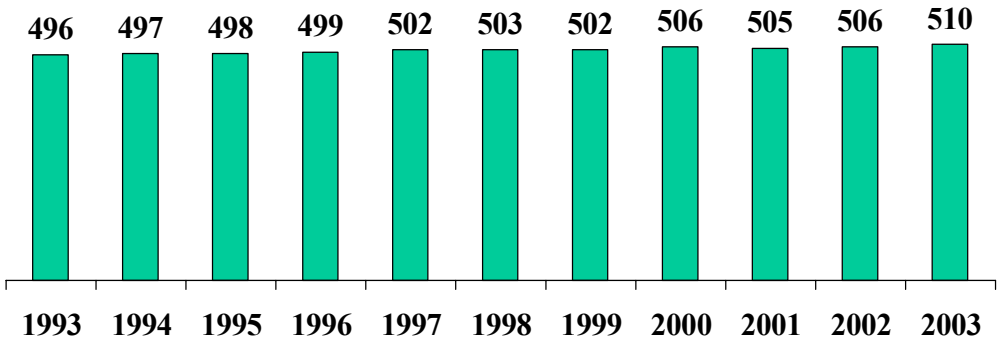


Figure 3.40
Mean Mathematics SAT I Scores
Senior Classes of 1993 to 2003



The Advanced Placement (AP) Program

The advanced placement program consists of 31 AP subjects. High school students may earn college credit at postsecondary institutions throughout the country using this program. The 89,200 New Yorkers who participated composed 8.9 percent of national participants and wrote 8.8 percent of examinations. Since 1990, the number of New Yorkers participating has more than doubled (Figure 3.41) and the number of exams taken has almost tripled (Figure 3.42). Sixty-four percent of tests written by New York State students received a score of three or more, qualifying them for college credit.

Figure 3.41
Advanced Placement Candidates
New York State Public and Nonpublic Schools (in thousands)
1990 to 2003

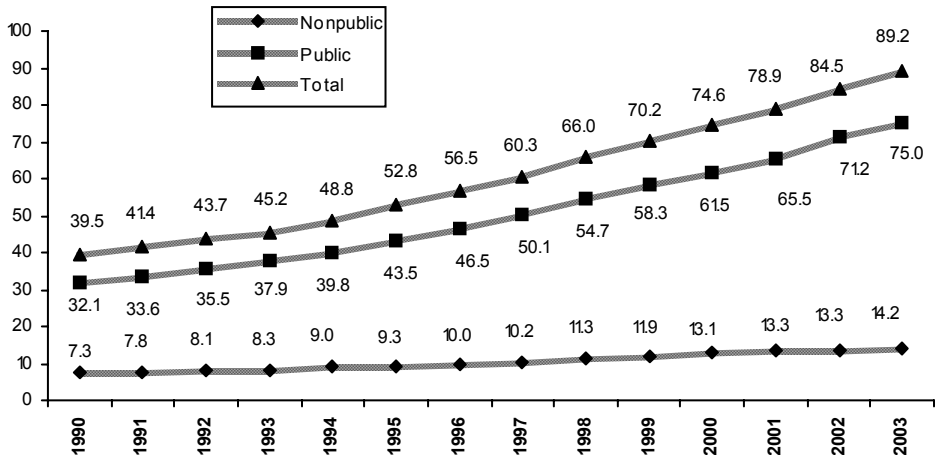
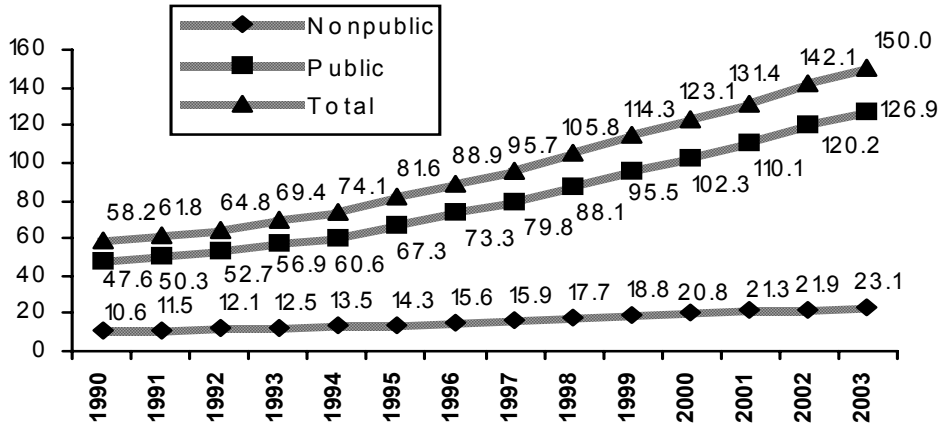


Figure 3.42
Advanced Placement Examinations Written
New York State Public and Nonpublic Schools (in thousands)
1990 to 2003



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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 3.20
Trends in College-Going Rate of Public School Students
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
Public								
4-Year	37.8%	44.7%	49.5%	48.9%	50.1%	50.9%	52.6%	52.9%
2-Year	24.7	29.4	26.3	25.4	25.1	26.2	26.8	27.7
Total	62.5	74.1	75.8	74.7	75.1	77.1	79.3	80.6
Other Postsecondary	3.8	2.5	1.8	1.5	1.5	1.5	1.3	1.3
Total Postsecondary	66.3%	76.6%	77.6%	76.2%	76.7%	78.6%	80.6%	81.9%
Total State (including Nonpublic)								
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: New York City's methodology for reporting these data changed in 1998. 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.

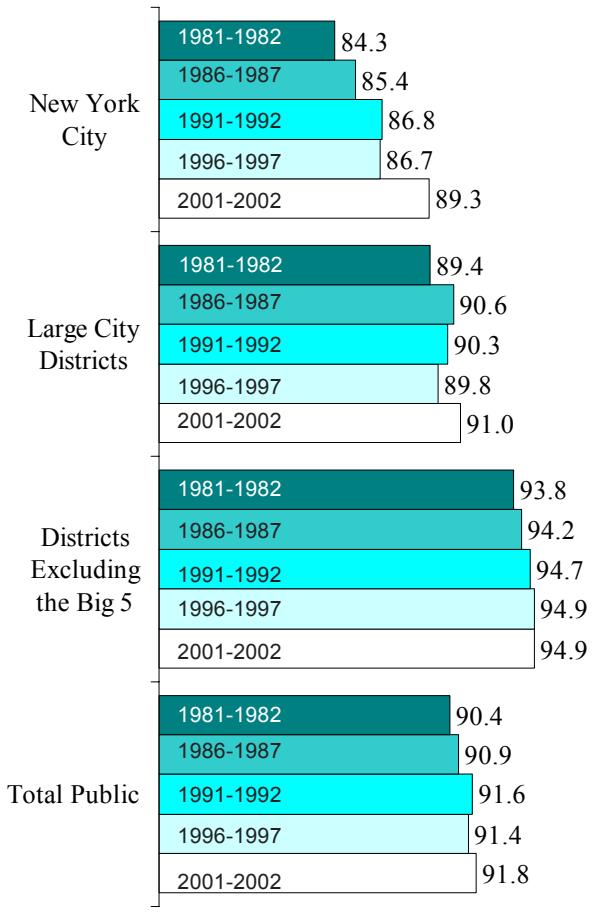
5 Attendance, Dropout, and Suspension Rates

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 2001–02 (the most recent year for which complete data are available) was 91.8 percent (Figure 3.43). In other words, on average, nearly 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 2001–02 compared to 1981–82.

Figure 3.43
Public School Annual Attendance Rate
1981-82 to 2001-02
in Five-Year Intervals



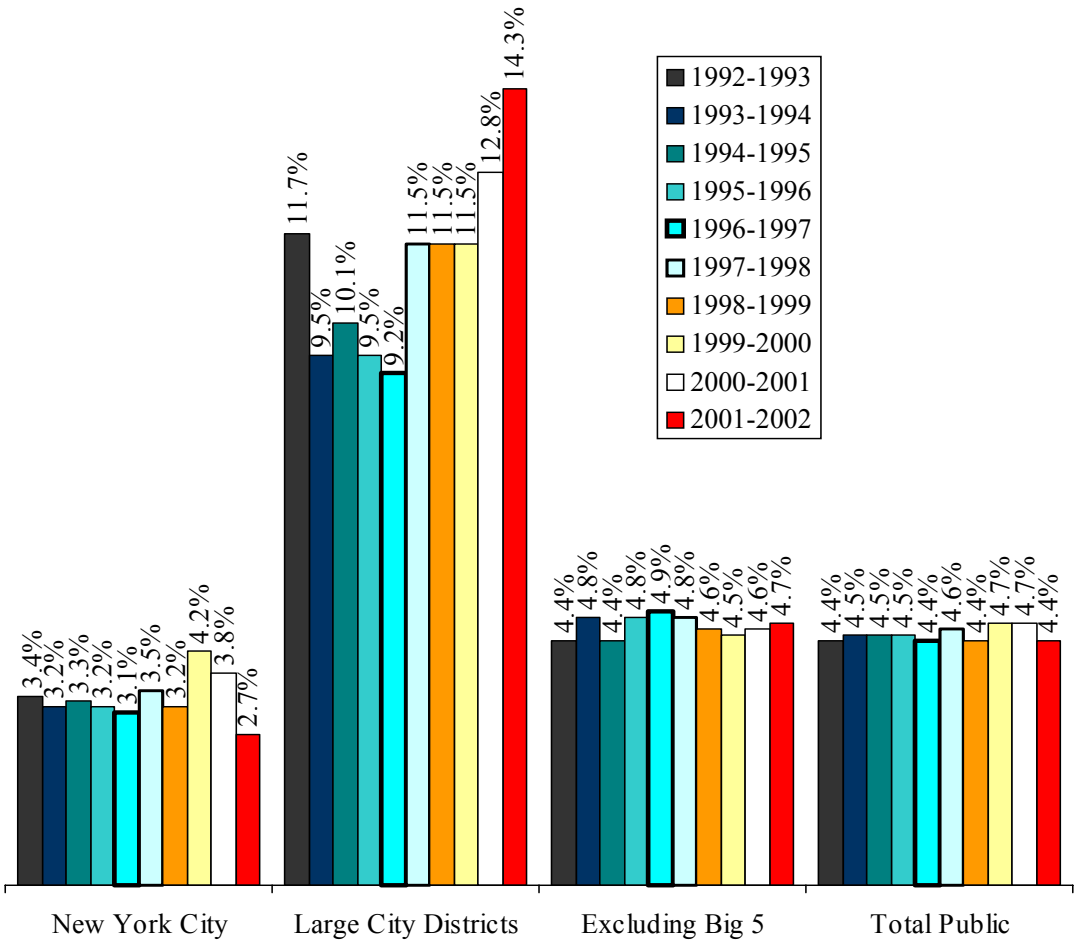
Student Suspensions

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 tenth year, the Department has collected data on the number of students who were suspended from school for one or more days. In 2001–02, 4.4 percent of State students were suspended one or more times (Figure 3.44). While slight variations in rate have occurred since 1992–93, the total public rate was identical in 1992–93 and 2001–02. The majority of suspensions occurred at the middle and secondary levels: 6.6 percent of middle-level students and 7.3 percent of secondary-level students were suspended. In contrast, elementary schools suspended only 1.7 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 3.44
Public High School Annual Suspension Rates by Location
1992–93 to 2001–02



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, with the implementation of the STEP data collection system, the Department has begun to track the progress of students from first entry into grade 9 through the ending of their enrollment in public schools, whether the enrollment ends with earning a credential, transferring to a program leading to a high school equivalency diploma, or dropping out. (Figure 3.36 shows the students in the 1998 graduation-rate cohort.) The State's ability to determine a cohort dropout rate will be enhanced by the implementation of a unique student ID system. The State will begin to implement this system in the 2004–05 school year.

During the 1990s, approximately 472,500 students left New York State public schools without completing requirements for high school graduation. In 2002–2003, the most recent year for which statistics are available, 38,292 students dropped out of school. Nearly three-fourths (70.4 percent) of these students attended school in the Big 5 districts. A disproportionate percentage of these students were minorities. (See *Part V: Minority Issues.*)

The dropout statistics for 2002–03 are based on data submitted electronically using the System for Tracking Education Performance by public school principals and the New York City Department 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 has been the standard for measuring dropout rates in New York State for many years and is calculated by dividing the number of dropouts during a single year by the grade 9–12 enrollment for that year.

Annual Dropout Rate

In 2002–03, 4.6 percent of secondary students left school without earning a credential and without entering a high school equivalency preparation program (Figure 3.45). The decrease in the statewide dropout rate from the previous year (from 5.7 percent in 2001–02 to 4.6 percent in 2002–03) was due to a significant decrease in the New York City dropout rate (from 11.2 to 8.2 percent), which in turn was due to variations in New York City reporting. Rest of State rates were the same in 2001–02 and 2002–03: 2.5 percent. The increase from 1996–97 to 2001–02 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.

Programs Leading to a High School Equivalency Diploma

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 Educational Development (GED) test. Applicants who meet required standards on the GED are eligible for a high school equivalency diploma from New York State. In 2002–03, 2.0 percent of students left their schools to attend equivalency preparation programs, compared with 1.6 percent in the previous year (Figure 3.46). The percentage of students moving to these programs was 3.5 in New York City, 0.9 percentage points higher than the previous year but 2.4 percent lower than in 2000–01.

Figure 3.45
Public High School Annual Dropout Rates by Location
1995–96 to 2002–03

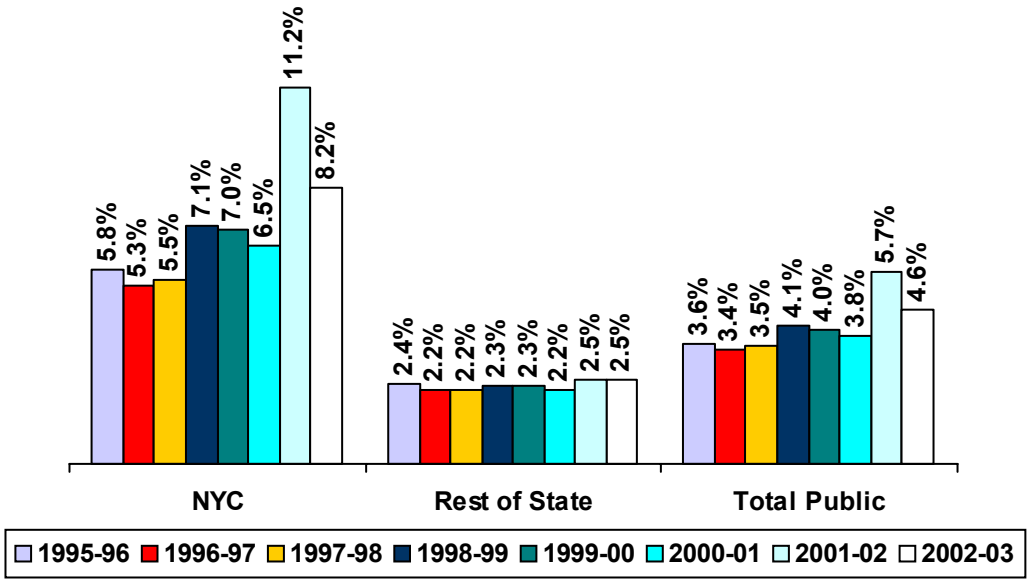
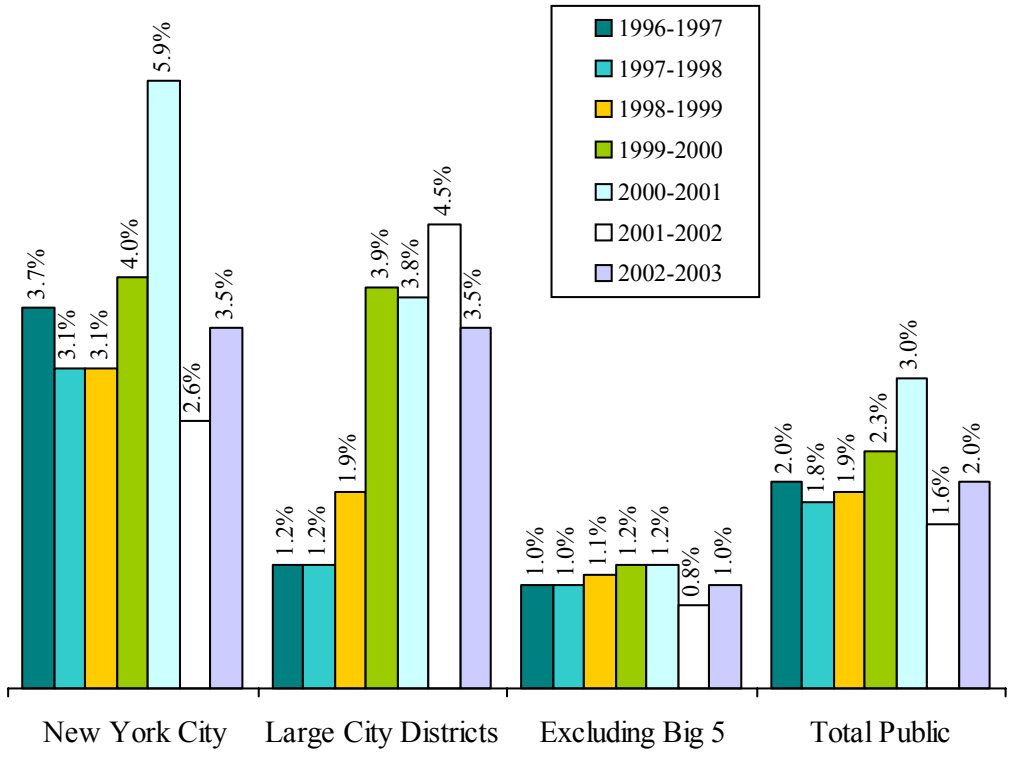


Figure 3.46
Percentage of Public School Students Transferring to
High School Equivalency Diploma Preparation Programs
1996–97 to 2002–03



? 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?
- ? 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?

Part IV:

Student Needs and School Resources

☆ Highlights

- ☆ *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.*
- ☆ *In Fall 2002, more than one-half (54.7 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 14.2 percent of public school students; the Big 5 districts enrolled 40.5 percent.*
- ☆ *Eighty-five percent of minority students attended schools in the Big 5 districts or in other High N/RC Districts.*
- ☆ *On average, Low N/RC Districts spent the most per pupil ($14,366); New York City spent the least ($11,627).*
- ☆ *Rural High N/RC Districts paid the lowest median teacher salary; Low N/RC Districts paid the highest.*
- ☆ *On average, students in Rural High N/RC Districts had more access to microcomputers and library books than did students in other districts.*
- ☆ *Among High N/RC Districts, rural districts on average performed better on State assessments than Urban-Suburban and Big 5 districts.*
- ☆ *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.*
- ☆ *In elementary- and middle-level English language arts and mathematics, students in New York City and the Large City Districts were less likely than students in other N/RC categories to meet the State standards (score at Level 3 or above). Schools in the Average and Low N/RC Districts had the largest percentages of students meeting the standards.*
- ☆ *As student poverty decreased relative to the district's capacity to raise revenues locally, the percentage of high school completers earning Regents diplomas increased.*
- ☆ *Students in Low N/RC Districts had the highest college-going rate (93.2 percent); students from New York City and the Urban-Suburban High N/RC Districts had the lowest rates (71.5 and 76.6 percent, respectively).*
- ☆ *Outside the Big 5 districts, urban and suburban schools in the High N/RC Districts had the lowest average attendance rate (93.3 percent); Low N/RC Districts had the highest rate (95.7 percent). New York City and the Large City Districts had the lowest attendance rates overall (89.3 and 91.0 percent, respectively).*

- *Among the High N/RC Districts, the Large City Districts had the highest suspension rate (14.3 percent) followed by urban and suburban schools (9.7 percent). The Low N/RC Districts had the lowest suspension rate (2.2 percent).*
- *New York City had the highest average dropout rate (8.2 percent) in 2002–03; Low N/RC Districts had the lowest dropout rate (0.8 percent). New York City students were 10 times as likely to drop out as students in Low N/RC Districts.*
- *The percentage of students with disabilities educated primarily in general-education classes has increased in the last eight years. In December 2002, 52.1 percent of students with disabilities were in general-education classes.*
- *In public schools statewide, more than 71 percent of students with disabilities scored at Level 2 or above on the elementary-level ELA and mathematics assessments. Only 51.5 percent scored at Level 2 or above on the middle-level mathematics assessment and 61.6 percent on the middle-level ELA assessment.*
- *The largest percentages of general-education students in the 1999 cohort met the minimum requirement for Regents English in Rural High, Average, and Low N/RC Districts. Regents mathematics followed the same pattern.*
- *Nearly half of students with disabilities in the 1999 cohort met the English graduation requirement by scoring 55 or higher on Regents English. Low N/RC districts had the largest percentage (76 percent) meeting the standards.*
- *Thirty-nine percent of students with disabilities in the 1999 cohort met the mathematics graduation requirement by scoring 55 or higher on a Regents mathematics examination.*
- *In 2002–03, two-thirds of public high school completers with disabilities statewide and almost 90 percent of those in Low N/RC Districts succeeded in meeting graduation requirements.*

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 4.1 defines the three N/RC categories.

TABLE 4.1

NEED/RESOURCE CAPACITY CATEGORY DEFINITIONS

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The State map in Figure 4.1 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 4.1
Map of Public School Districts Showing
Need/Resource Capacity Categories
New York State
2002–03

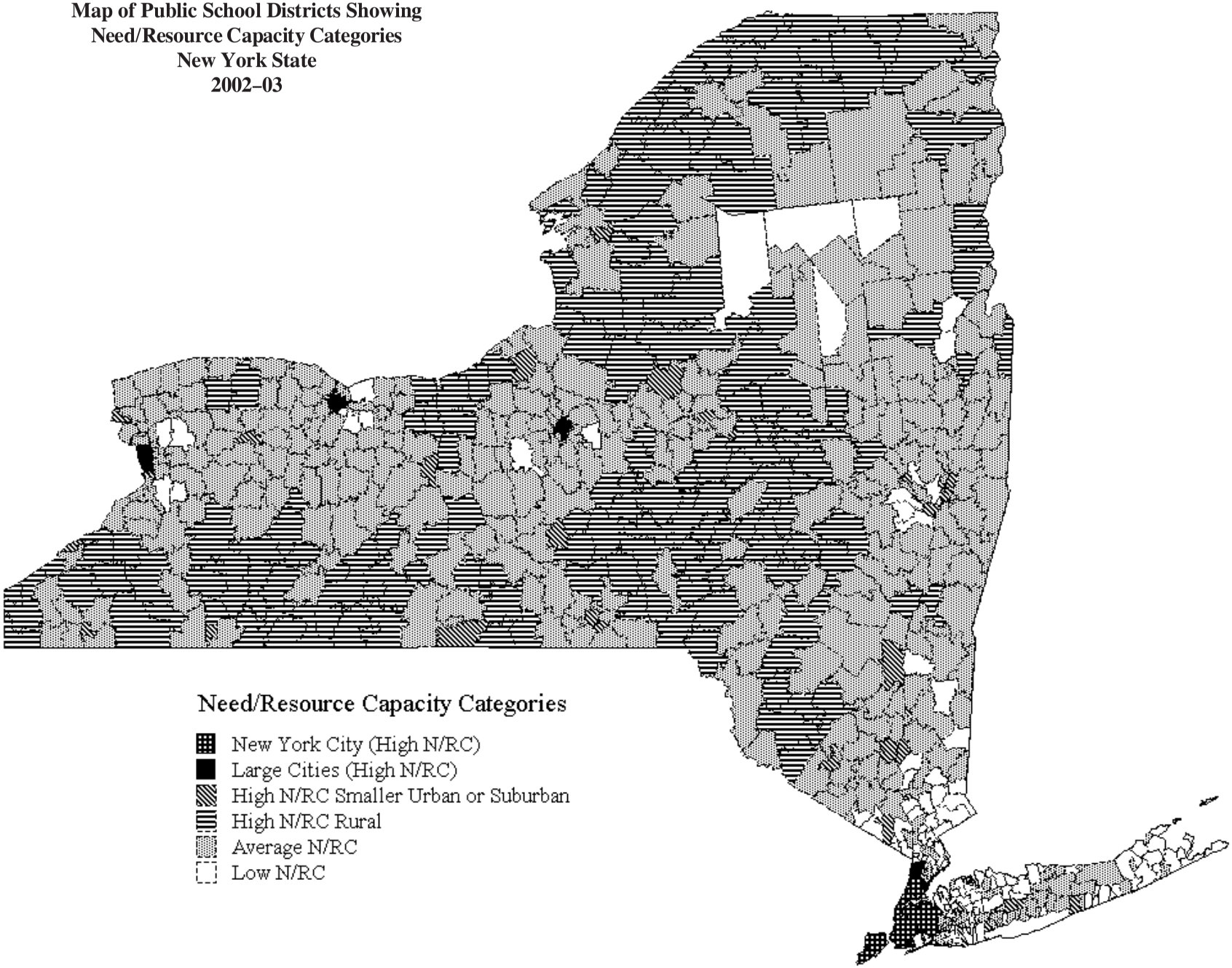

Table 4.1
Need/Resource Capacity Category Definitions

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 percentage[1] (expressed in standard score form) to the Combined Wealth Ratio[2] (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 (1.188) 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 (1.188) 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 (0.7706) and 70th (1.188) percentile on the index.
Low N/RC Districts	All districts below the 20th percentile (0.7706) on the index.
Charter Schools	Each charter school is a district.

[1] **Estimated Poverty Percentage:** A weighted average of the 2000–01 and 2001–02 kindergarten through grade 6 free-and-reduced-price-lunch percentage and the percentage of children aged 5 to 17 in poverty according to the 2000 Decenniel Census. (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 2002, 40.5 percent of public school students attended school in New York City and the Large City Districts (Table 4.2). The Average N/RC category includes 359 districts; almost one-third of the State's public enrollment attended these schools. There were 134 districts in the Low N/RC category. About one in seven students (13.8 percent) attended school in a Low N/RC District.

TABLE 4.2

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

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Outside the Big 5 districts, the High N/RC Districts are divided into two subcategories: urban-suburban and rural. The urban-suburban subcategory includes 46 districts. The rural subcategory includes 157 small, sparsely populated districts. The urban-suburban and rural high-need districts enrolled 14.2 percent of public school students. More than one-half (54.7 percent) of the State's public enrollment attended schools in districts with less than average capacity to meet their needs through local resources.

Limited English Proficient Students

Part 154 of Commissioner's Regulations defines 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 below a state designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT). 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 2002, statewide, 6.3 percent of public school students were identified as LEP (Table 4.3). These students were concentrated in New York City, where public schools enrolled 70 percent of all identified LEP students attending State public schools. Another 16.5 percent attended schools in other High-Need Districts, and 13.6 percent attended schools in Average- or Low-Need Districts. LEP students made up 12.1 percent of New York City's public school enrollment and 9.3 percent of Large City District enrollment.

TABLE 4.3

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

PAGE 107

Racial/Ethnic Group Enrollment

Minority students attending public schools were overrepresented in districts that serve large percentages of students in poverty (Table 4.4). In Fall 2002, over 75 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 4.4

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

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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 V: Minority Issues*); 2000 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 2000 Census indicate the percentage of 5- to 17-year-olds in families with incomes below the 1999 federal poverty threshold, $17,029 for a family of four. The State poverty rate was 19.1 percent. According to the 2000 Census, 125 districts outside the Big 5 had 20 percent or more resident children living in poverty (Table 4.5). All but 22 were High N/RC Districts. In fact, nearly half of High N/RC Districts had poverty rates of 20 percent or more; only three had Census poverty rates below 10 percent. In contrast, 76 Low N/RC Districts had Census poverty rates below five percent.

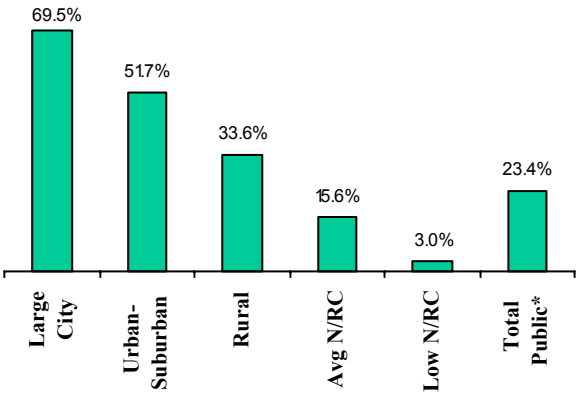
TABLE 4.5

NUMBER AND PERCENT OF DISTRICTS IN EACH 2000 CENSUS POVERTY CATEGORY (5- TO 17-YEAR-OLDS IN FAMILIES BELOW THE POVERTY LINE) BY NEED/RESOURCE CAPACITY CATEGORY

PAGE 109

Another indicator of student poverty and its concentration in schools is the number of students participating in the free-lunch program. In Fall 2002, 23.4 percent of total public school students, not including New York City, were eligible for free

Figure 4.2
Percentage of K-6 Students Eligible to Participate in the Free-Lunch Program by Need/Resource Capacity Category Fall 2002*



*Does not include New York City data.

[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).

lunches; 69.5 percent in Large City Districts alone (Figure 4.2). These participation rates may not reflect the total need for subsidized lunches. 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 2002. More than one-half of students in urban and suburban districts participated, as did 33.6 percent in rural districts. By definition, much smaller percentages of students in Average and Low N/RC Districts participated. (See *Part V: Minority Issues* for additional information on school poverty.)

Table 4.2
Number and Percent of Districts, Schools, and Enrollment
by Need/Resource Capacity Category
New York State
Fall 2002

Need/Resource Capacity Category	Districts		Schools		Enrollment	
	Number	Percent	Number	Percent	Number	Percent
High N/RC Districts						
New York City	1	0.1%	1,222	28.5%	1,030,008	36.2%
Large City Districts	4	0.5	201	4.7	122,908	4.3
Urban-Suburban	46	6.2	342	8.0	226,382	8.0
Rural	157	21.3	412	9.6	176,545	6.2
Average N/RC Districts	359	48.7	1,466	34.1	864,777	30.4
Low N/RC Districts	134	18.1	611	14.2	391,657	13.8
BOCES	38	5.1	—	—	19,873	0.7
Charter Schools	—	—	38	0.9	10,578	0.4
Total Public	739	100%	4,292	100%	2,842,728	100%

Table 4.3
Number and Percent of Public School
Limited English Proficient Students by Location
New York State
Fall 2002

Sector/Location	Students	
	Number	Percent of Enrollment
High N/RC Districts		
New York City	124,796	12.1%
Large City Districts	11,415	9.3
Urban-Suburban	16,812	7.4
Rural	1,254	0.7
Average N/RC Districts	15,464	1.8
Low N/RC Districts	8,822	2.3
Charter Schools	207	2.0
Total Public	178,770	6.3%

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

Table 4.4
Racial/Ethnic Group Enrollment Percentages
by Need/Resource Capacity Category
New York State
Fall 2002

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	1,030,008	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
Urban-Suburban	226,382	31.1	19.5	0.4	2.3	46.7
Rural	176,545	3.3	2.9	1.5	0.7	91.7
Average N/RC Districts	864,777	6.2	5.6	0.4	2.2	85.6
Low N/RC Districts	391,657	2.9	4.5	0.1	5.8	86.7
BOCES	19,873	13.9	6.2	0.6	1.5	77.8
Charter Schools	10,578	67.1	15.9	0.4	1.4	15.1
Total Public	2,842,728	19.9%	18.9%	0.4%	6.3%	54.5%

Table 4.5
Number and Percent of Districts in Each 2000 Census Poverty Category
(5- to 17-Year-Olds in Families Below the Poverty Line)
by Need/Resource Capacity Category
New York State

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	0	0.0	4	100.0
Urban-Suburban	0	0.0	0	0.0	1	2.3	12	27.9	30	69.8
Rural	1	0.6	2	1.3	18	11.3	65	40.9	73	45.9
Average N/RC Districts	39	11.3	131	38.0	95	27.5	59	17.1	21	6.1
Low N/RC Districts	76	56.3	45	33.3	11	8.1	2	1.5	1	0.7
Total Public	116	16.9	178	25.9	125	18.2%	138	20.1%	130	18.9%

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 4.6 demonstrates variations in average expenditures per pupil in 2001–02 among categories. In general, Low N/RC Districts spent the most, $14,366 or 117 percent of the State average. Large City Districts had the next highest average expenditure ($12,759), followed by Urban-Suburban High N/RC Districts ($12,707). New York City had the lowest average expenditure ($11,627), 95 percent of the State average. Rural N/RC Districts had the second lowest average expenditure ($11,939), 97 percent of the State average.

TABLE 4.6

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

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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 4.6). (See *Part III: Longitudinal Trends* for more information.)

In 2001–02, the Rural High N/RC Districts had the lowest mean CWR (0.513) and received the largest percentage of their funding from the State (69.4 percent). The Low N/RC Districts had the highest average CWR (1.897) and received the smallest percentage of their funding from the State (24.8 percent). The average State revenue provided per pupil varied from $3,595 in the Low N/RC Districts to $8,436 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 2001–02 (Table 4.6). The largest expenditure category was instruction, which accounted for 77.7 percent of expenditures statewide.

Central administration costs accounted for a small percentage of total expenditures, averaging 2.1 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 4.8 percent of total expenditures.

New York City spent the largest percentage on instruction (81.9 percent). Rural High N/RC Districts had the smallest percentage (71.7 percent) expended for instruction. Among categories, Rural High N/RC Districts spent the largest percentage on debt service (10.8 percent). Outside New

York City, the Urban-Suburban High N/RC and Large City Districts spent the largest percentage on instruction (77.9 percent and 77.4 percent, respectively). Large City Districts spent the smallest percentage (1.1 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 may have allowed them to operate more efficiently than districts outside the Big 5.

Expenditure Differences Among Districts

Table 4.7 shows the variations in expenditures within categories as well as increases in expenditures over the five-year period. (In Table 4.7, median and percentile expenditures are shown, whereas in Table 4.6 means or averages are shown.) In 2001–02, the median district statewide spent 27.7 percent more per pupil than in 1997–98. The largest percentage increase ($3,977 or 37.1 percent) occurred in Rural Districts. At the median in Low N/RC Districts, expenditures increased by a smaller percentage (17.3 percent) and a smaller amount ($2,210) than in any other category. The increase in New York City ($2,693 or 30.1 percent) was slightly greater than the increase in the median district statewide.

TABLE 4.7

PUBLIC SCHOOL EXPENDITURES PER PUPIL UNIT BY NEED/RESOURCE CAPACITY CATEGORY

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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 $2,300 to $3,500 more per pupil than the median districts in the other N/RC categories, and $3,400 more than New York City. Further, Low N/RC Districts spent more in 1997–98 than the median districts in other N/RC categories spent in 2001–02. 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 2001–02, statewide, the median district spent $12,181 per pupil. The district at the 90th percentile of expenditure per pupil spent 60 percent more than the district at the 10th percentile ($16,355 versus $10,214 per pupil). Statewide, the expenditure gap between the 10th and 90th percentile districts increased in actual dollars but decreased as a percentage between 1997–98 and 2001–02. In two categories, Rural High-Need and Low-Need Districts, the expenditure gap increased. The expenditure gaps within N/RC categories were large: 44 to 88 percent. The expenditure gap in Rural High N/RC Districts (44.1 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 $11,627 compared with a median of $15,004 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 4.8). Teachers in Low N/RC Districts had a median salary of $63,344, compared with the State median of $53,017. These districts had fewer students per teacher (12.2) 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 (35.7 percent). The median years of experience of teachers in this category was 11.

TABLE 4.8

SELECTED PUBLIC SCHOOL CLASSROOM TEACHER CHARACTERISTICS BY NEED/RESOURCE CAPACITY CATEGORY

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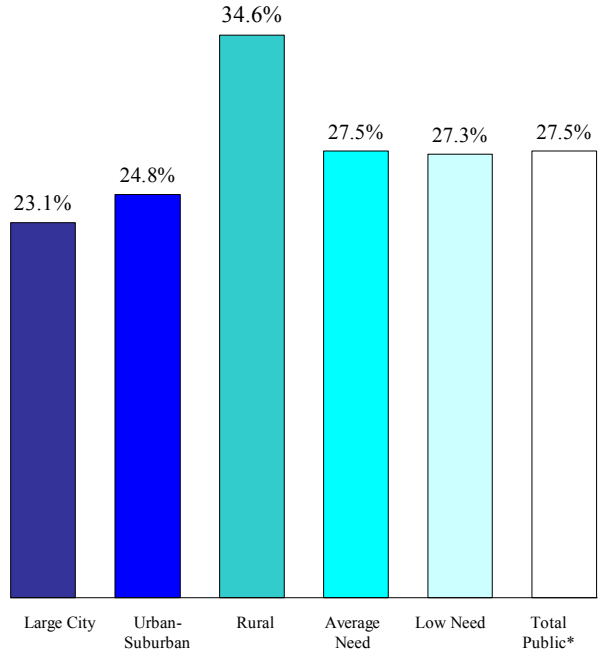
In Fall 2002, Rural High N/RC Districts had the smallest percentage (11.1 percent) of teachers with at least 30 credits beyond the master's degree and the fewest students per teacher (11.7). New York City and Low N/RC Districts had the least experienced teachers (11 median years of experience). Nineteen percent of teachers in New York City in Fall 2001 were not teaching in the district in Fall 2002. This was the highest turnover rate in the State. On the other hand, New York City had the greatest percentage of teachers with at least 30 credits beyond a master's degree (38.6 percent) in Fall 2002.

Microcomputers and Library Books

Data for Fall 2002 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 4.3).

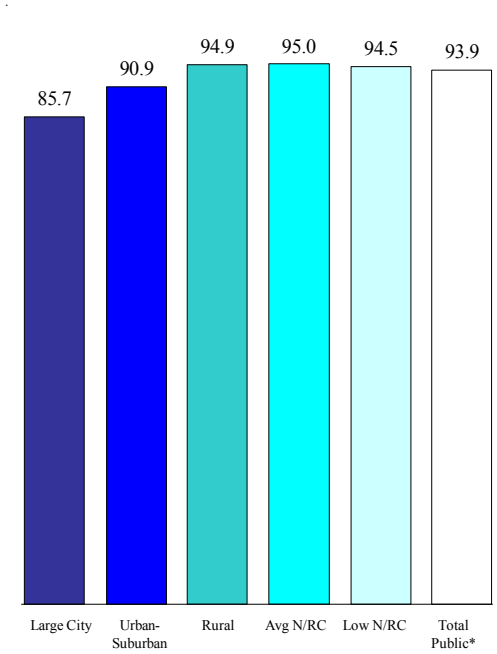
Figure 4.3
Number of Microcomputers per 100 Students by Need/Resource Capacity Category
Fall 2002



*Total Public does not include New York City.

Schools in Rural High-Need, Average, and 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 4.4). New-generation computers are defined as Pentiums and Power-PCs. The Large City Districts had a substantially smaller percentage (85.7) of computers that were new generation.

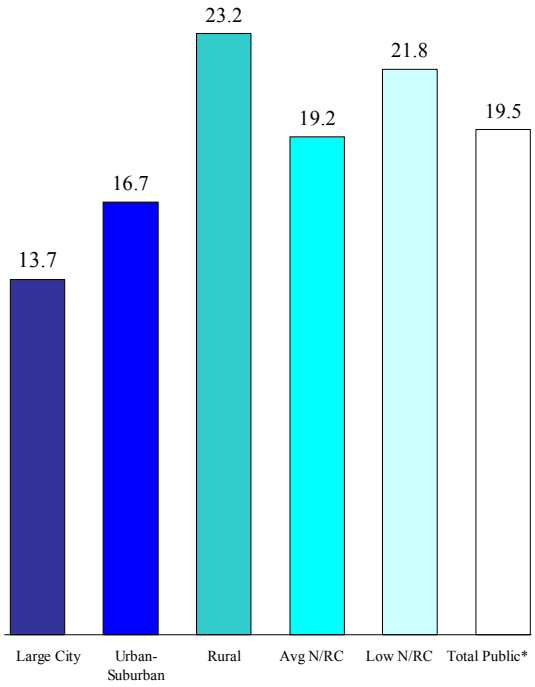
Figure 4.4
Percent of Microcomputers Classified as New Generation by Need/Resource Capacity Category
Fall 2002



*Total Public does not include New York City.

Rural Districts had more library books per student, on average, than districts in other categories (Figure 4.5). 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. In evaluating differences among school districts, note that the range, recency, and relevance of the topics covered in accessible books are as important as the number of books.

Figure 4.5
Number of Library Books per Student by Need/Resource Capacity Category
Fall 2002



*Total Public does not include New York City.

Table 4.6
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
2001–02

Location	Fiscal Data				Percent Distribution of Expenditures						
					Instruction						
	Expend Per Pupil Unit[1]	NYS Revenue Share		Combined Wealth Ratio	Excluding Fringe Benefits	Fringe Benefits	Total	Central Admini-stration	Transpor-tation	Debt Service	Misc.
High N/RC Districts											
New York City	$11,627	$5,731	51.3%	0.939	63.9%	18.0%	81.9%	2.5%	4.7%	1.7%	9.2%
Large City Districts	12,759	8,436	66.7	0.575	62.9	14.5	77.4	1.1	5.8	4.9	10.8
Urban-Suburban	12,707	7,300	57.2	0.676	64.5	13.5	77.9	1.5	4.8	5.4	10.4
Rural	11,939	8,434	69.4	0.513	58.7	13.0	71.7	2.3	5.0	10.8	10.2
Average N/RC Districts	11,990	5,907	48.8	0.915	61.7	13.2	74.9	1.9	5.4	7.1	10.7
Low N/RC Districts	14,366	3,595	24.8	1.897	63.4	13.2	76.6	2.1	5.1	4.5	11.7
Total Public	$12,265	$5,926	48.7%	1.000	62.9%	14.8%	77.7%	2.1%	5.0%	4.8%	10.4%

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

Table 4.7
Public School Expenditures per Pupil Unit
by Need/Resource Capacity Category
New York State
1997–98 and 2001–02

Location	Expend. per Pupil Unit[1] 1997–98	Expend. per Pupil Unit[1] 2001–02	Expend. Change $	Expend. Change %	Expend. Gap Index[2] 1997–98	Expend. Gap Index[2] 2001–02
High N/RC Districts						
New York City	$8,934	$11,627	$2,693	30.1%		
Large City Districts						
Median	$9,973	$12,377	$2,404	24.1%		
Urban-Suburban						
10th	$8,382	$10,066	$1,684	20.1%		
50th	10,413	12,747	2,334	22.4	56.9%	56.1%
90th	13,152	15,709	2,557	19.4		
Rural						
10th	$7,810	$10,193	$2,383	30.5%		
50th	8,953	12,055	3,102	34.7	37.2%	44.1%
90th	10,712	14,689	3,977	37.1		
Average N/RC Districts						
10 th	$7,875	$10,016	$2,141	27.2%		
50 th	9,127	11,551	2,424	26.6	54.7%	48.6%
90 th	12,183	14,887	2,704	22.2		
Low N/RC Districts						
10 th	$9,680	$11,037	$1,357	14.0%		
50 th	12,794	15,004	2,210	17.3	72.7%	88.2%
90 th	16,711	20,774	4,063	24.3		
Total Public						
10 th	$8,005	$10,214	$2,209	27.6%		
50 th	9,535	12,181	2,646	27.7	68.3%	60.1%
90th	13,471	16,355	2,884	21.4		

[1] Expenditures per pupil were calculated as in Table 4.6.

[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 4.8
Selected Public School Classroom Teacher Characteristics
by Need/Resource Capacity Category
New York State
Fall 2002

Need/Resource Capacity Category	Selected Classroom Teacher Characteristics					
	Pupil-Teacher Ratio	Median Teacher Salary	Teacher Turnover Rate Fall 2001 to Fall 2002	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	13.8	$53,017	19%	N/A	38.6%	11
Large City Districts	12.0	50,413	16	12.7%*	22.7	12
Urban-Suburban	13.2	53,811	12	5.6	27.7	13
Rural	11.7	43,330	12	5.1	11.1	14
Average N/RC Districts	12.8	51,379	12	3.2	21.4	13
Low N/RC Districts	12.2	63,344	12	3.1	35.7	11
Total Public	13.0	$53,017	14%	N/A	29.2%	12

*Excludes Buffalo

4 Performance Trends

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. Students scoring at Level 2 have demonstrated only partial proficiency. In response to the Regents concern with excellence, Level 4 identifies students who have demonstrated skills and knowledge beyond that expected in their grade. 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

Figures 4.6 to 4.10 relate performance on the NYSAP to N/RC categories. 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 on elementary- and middle-level mathematics and middle-level English language arts (ELA) assessments. Performance on the elementary-level mathematics test illustrates the relationship between performance and N/RC category. On this test, the percentage of fourth-graders scoring at Level 2 or above ranged from 91.5 percent in New York City to 99.4 percent in Low-Need Districts. The percentage of students scoring at Level 3 or above showed greater contrasts among districts, ranging from 63.0 percent in Large City Districts to 94.6 percent in Low-Need Districts (Figure 4.9).

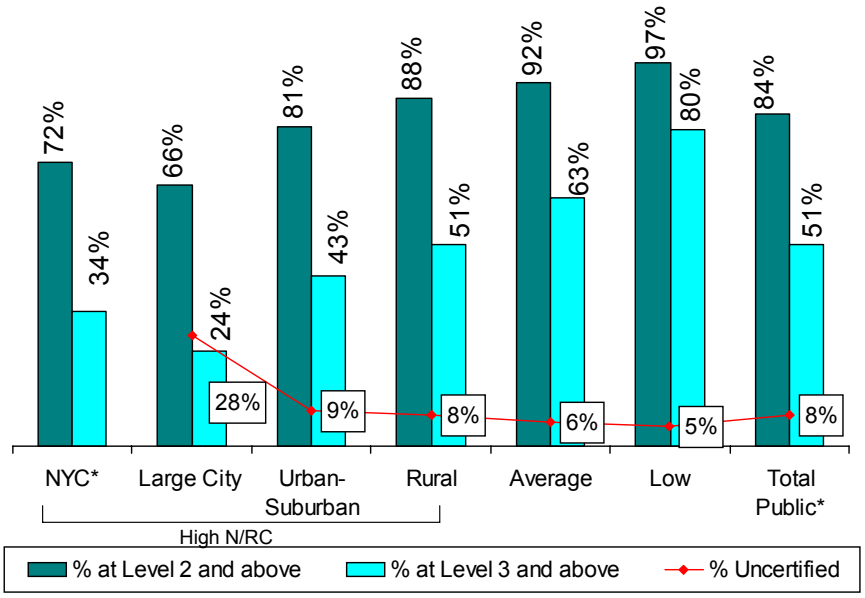
Students statewide had greater difficulty meeting the State standards at the middle level than at the elementary level. Only 51.4 percent of tested students statewide scored at Level 3 or above in middle-level mathematics. The performance gaps among N/RC categories were greatest on this assessment. While 79.5 percent of tested eighth-graders in Low N/RC Districts scored at Level 3 or Level 4, only 34.4 percent of New York City students and 24.1 percent of Large City Districts students achieved that standard (Figure 4.10). Eighth-graders scoring substantially below Level 3 can be expected to have difficulty completing the mathematics graduation requirement.

Figure 4.6 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 Large City Districts, where 28 percent of mathematics teachers at the middle level were not certified to teach mathematics, only 24 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 five 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, 85 percent of the fourth-graders in these districts met the standard on the ELA; 70 percent of eighth-graders did so.

In contrast, in Urban-Suburban High N/RC Districts, only 61 percent of fourth-graders performed that well on the ELA; 37 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 4.6
Percentages of Tested Public School Students Scoring at Level 2 and above and Level 3 and above on Middle-Level Mathematics Compared with Percentages of Uncertified Mathematics Teachers
2003



*New York City data for uncertified teachers are not available.

Figure 4.7
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 Category 2003

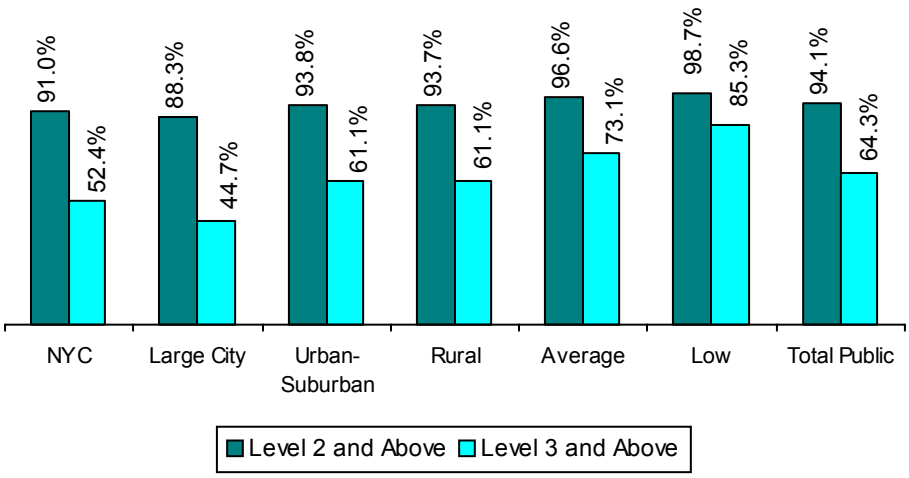


Figure 4.8
Percentage of Tested Public School Students Scoring at Level 2 and above and at Level 3 and above on Middle-Level English Language Arts by Need/Resource Capacity Category 2003

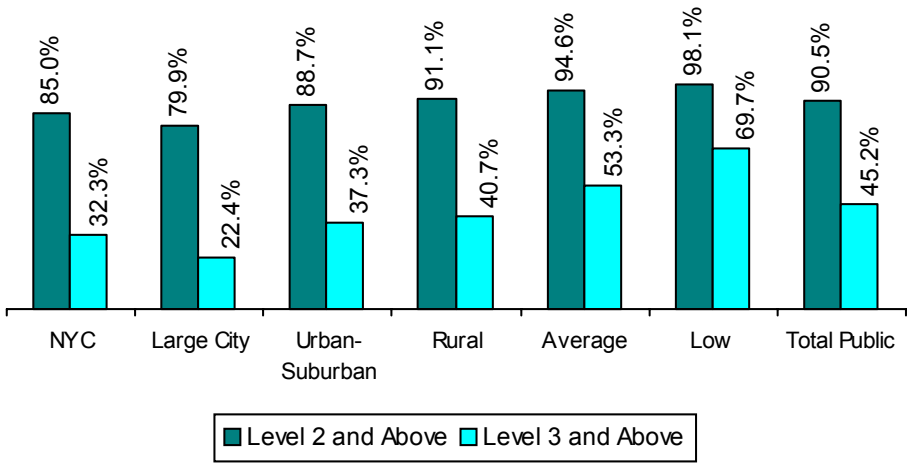


Figure 4.9
Percentage of Tested Public School Students Scoring at Level 2 and above and at Level 3 and above on Elementary-Level Mathematics by Need/Resource Capacity Category
2003

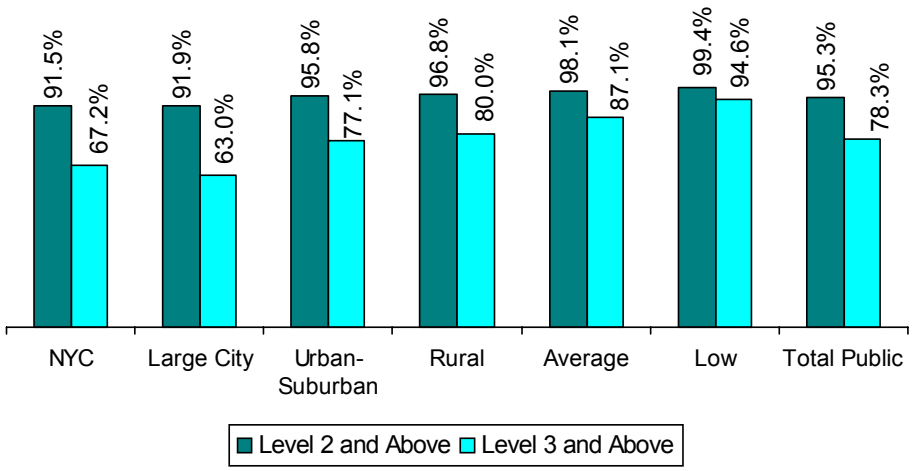
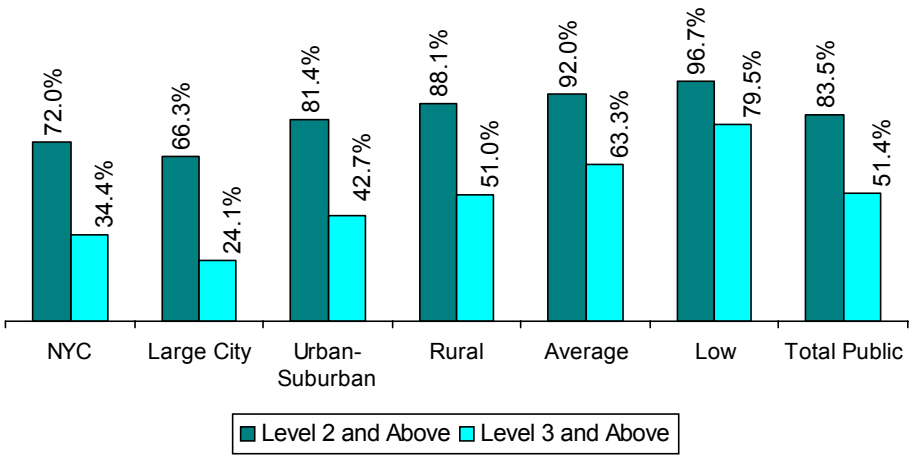


Figure 4.10
Percentage of Tested Public School Students Scoring at Level 2 and above and at Level 3 and above on Middle-Level Mathematics by Need/Resource Capacity Category
2003



Figures 4.11 to 4.14 show elementary- and middle-level performance in ELA and mathematics based on income. A greater percentage of not economically disadvantaged students, compared with economically disadvantaged 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. Statewide, the greatest disparity between percentages of advantaged and disadvantaged students was on the middle-level mathematics examination. Sixty-eight percent of not disadvantaged students compared with 34 percent of disadvantaged students (a difference of 34 percentage points) scored at Level 3 or higher on the middle-level mathematics examination.

Figure 4.11
Percentage of Tested Public School Students Scoring at Level 3 and above on Elementary-Level English Language Arts by Family Income 2003

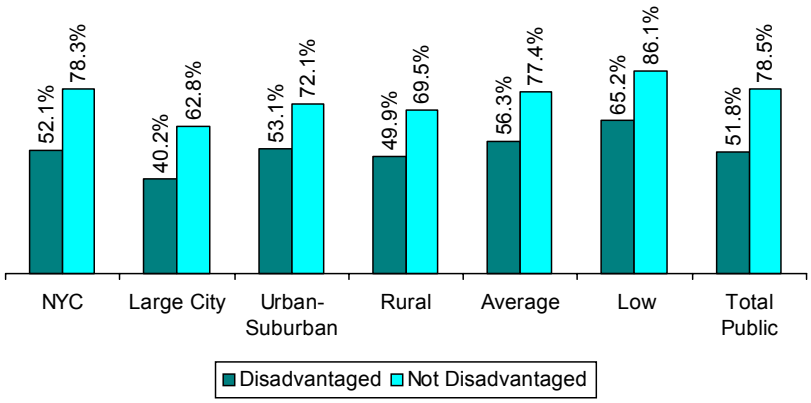


Figure 4.12
Percentage of Tested Public School Students Scoring at Level 3 and above on Elementary-Level Mathematics by Family Income 2003

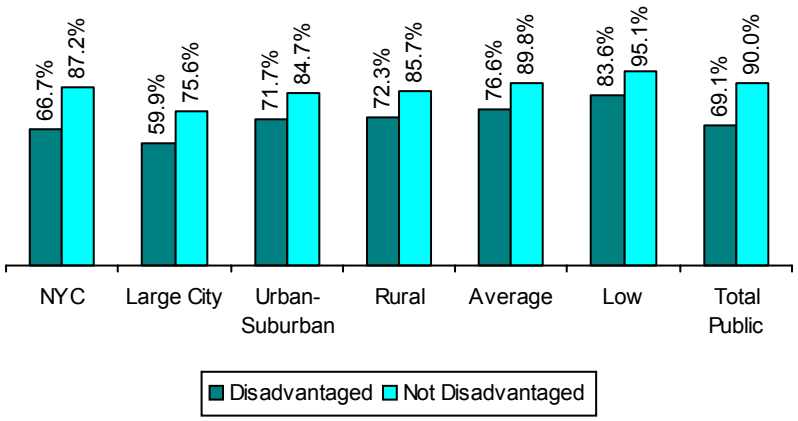


Figure 4.13
Percentage of Tested Public School Students Scoring at Level 3 and above on Middle-Level English Language Arts by Family Income 2003

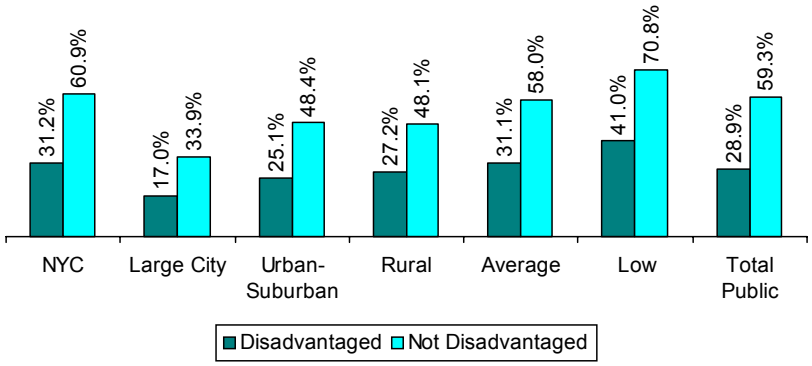
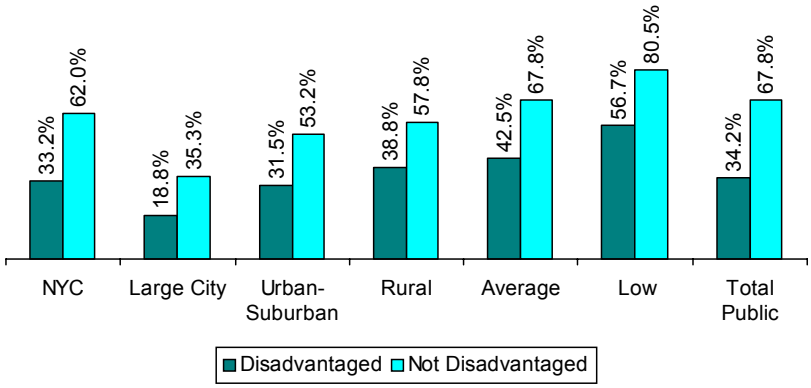


Figure 4.14
Percentage of Tested Public School Students Scoring at Level 3 and above on Middle-Level Mathematics by Family Income 2003



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 was 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.)

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

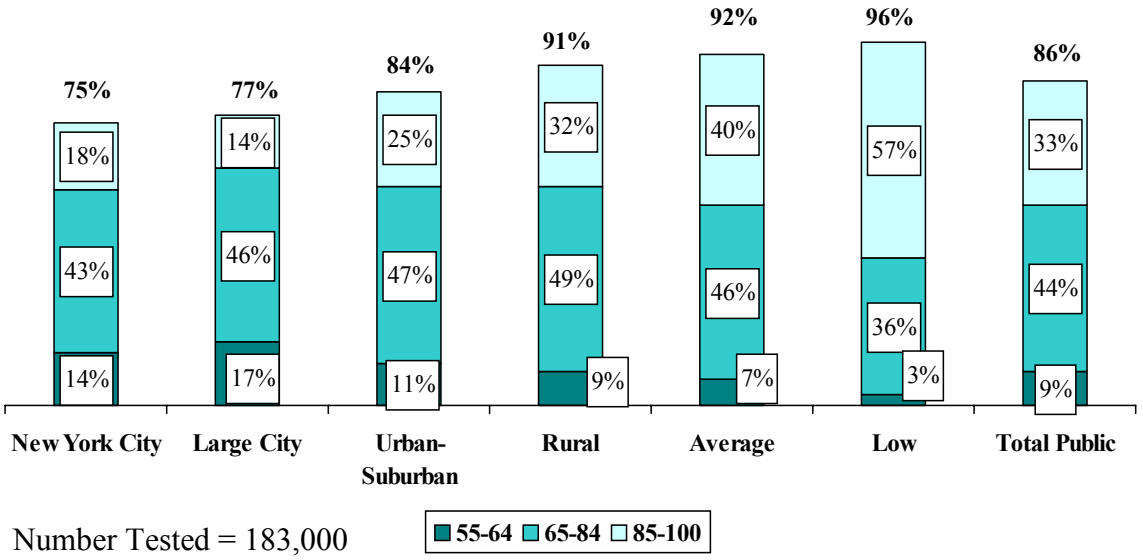
In public schools statewide, 183,000 students took the Regents comprehensive examination in English between August 2002 and June 2003 (Figure 4.15). A similar number took the Regents U.S. history and government (179,000) and Regents living environment (188,000) examinations. From 86 to 92 percent of tested students scored 55–100 on those tests. A significantly greater number of students were tested on the Regents global history and geography examination (205,500); however, the percentage scoring 55 or higher was still high (81 percent). Of the 212,000 students who took the Regents mathematics A examination, three-fourths 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, 57 percent of tested students in Low-Need Districts compared with 14 percent of students in the Large City Districts scored 85 or higher. Similarly, smaller percentages scored 55–64 or 0–54 in low-need districts than in other categories.

In most N/RC categories, tested students were most successful on the Regents U.S. history and government examination and the failure rate (students scoring 0 to 54) was highest on mathematics A. The mathematics A tests reported here were given before the Fall 2003 standard setting for mathematics A. The disparity in performance among N/RC categories was greatest on mathematics A. 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 4.15
Percentage of Tested Students Scoring 55-64, 65-84, and 85-100
by Need/Resource Capacity Category
All Students in Public Schools
August 2002, January 2003, and June 2003

Regents Comprehensive Examination in English



Mathematics A

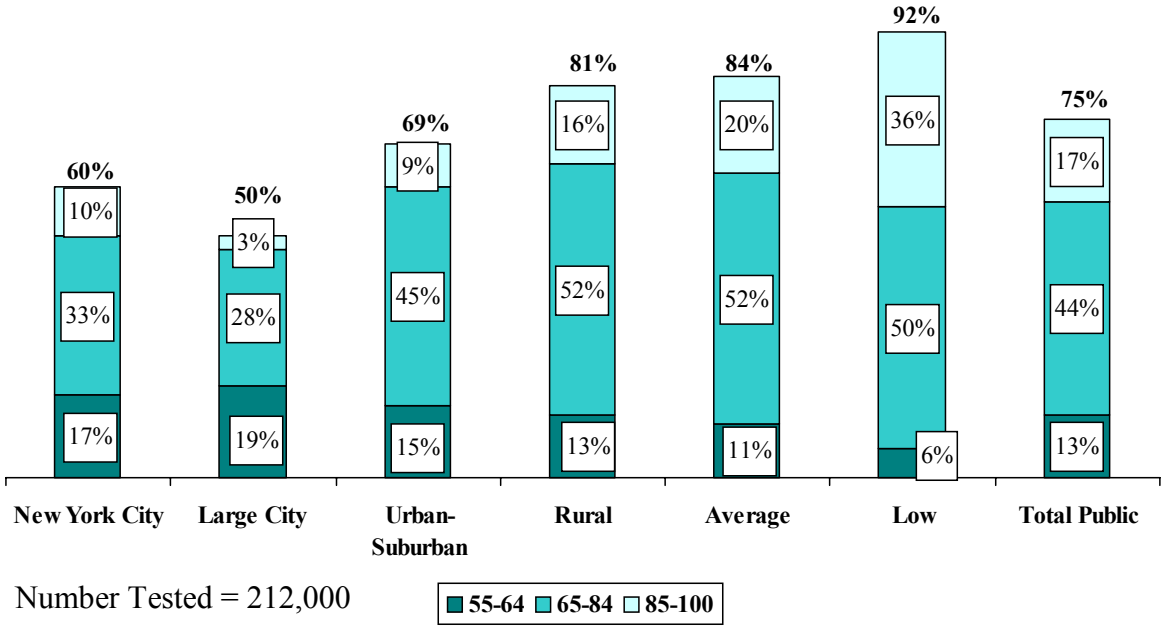
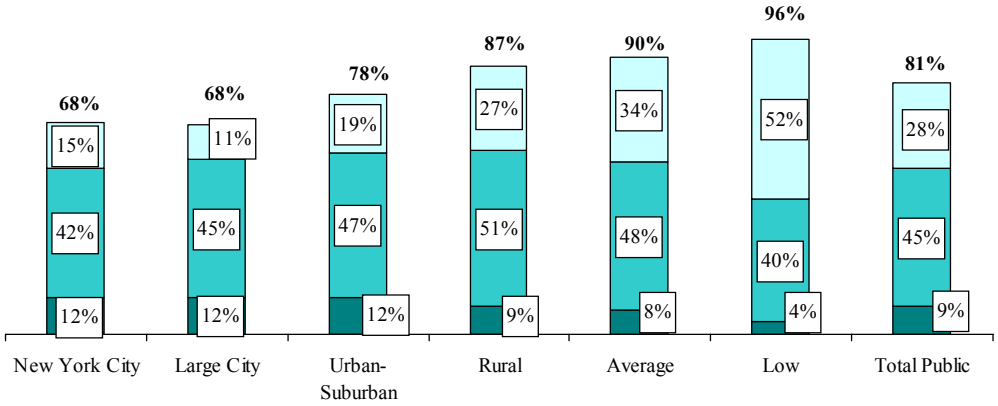


Figure 4.15 (continued)
Percent of Tested Students Scoring 55-64, 65-84, and 85-100
by Need/Resource Capacity Category
All Students in Public Schools
August 2002, January 2003, and June 2003

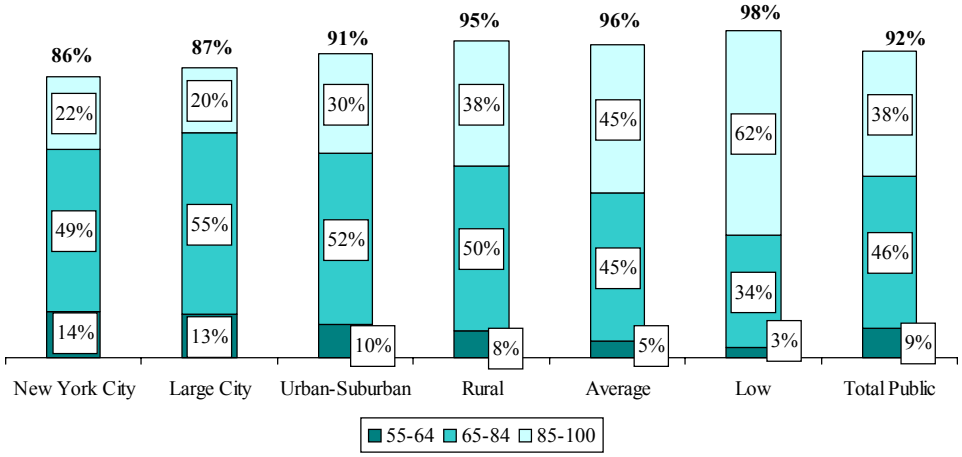
Regents Global History and Geography



Number Tested = 205,500

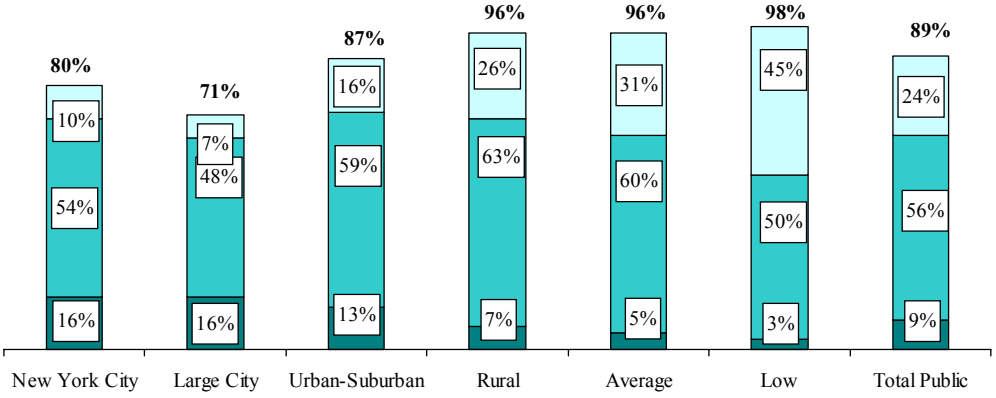
55-64 65-84 85-100

Regents U.S. History and Government



Number Tested = 179,000

Regents Living Environment



Number Tested = 188,000

55-64 65-84 85-100

1999 Cohort Performance after Four Years

The Department collected data to assess the success of students in the 1999 cohort in meeting the graduation requirements in English, mathematics, global history and geography, U.S. history and government, and science (Tables 4.9–4.13). After four years of high school, New York City and the Large City Districts had the smallest percentages of 1999 general-education cohort members meeting the revised Regents English requirement, 75.9 and 79.7 percent, respectively. In Low N/RC Districts 97.2 percent of general-education students had met the requirement by scoring 55 or higher on the Regents examination or earning an acceptable score on an approved alternative examination (Table 4.9).

Statewide, 84.4 percent of general-education students in the 1999 cohort scored 55 or higher — and 74.9 percent scored 65 or higher — on a Regents mathematics examination or an approved alternative after four years of high school (Table 4.10). 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. The gap between the lowest and the highest performing categories was greater when counting students scoring at 65 or above (44.6 percent gap between Large City and Low N/RC Districts) and those scoring at 55 or above (26.9 percent between New York City and Low N/RC Districts).

A full 88.5 percent of general-education students in the 1999 cohort scored 55 or higher— and 81.0 percent scored 65 or higher — on the Regents examination in global history and geography after four years of high school (Table 4.11). Results by N/RC category were similar to those for English: 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.

TABLE 4.9

NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1999 DISTRICT COHORT REPORTED WITH GRADUATION CREDIT FOR REGENTS ENGLISH BY NEED/RESOURCE CAPACITY CATEGORY AFTER FOUR YEARS

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TABLE 4.10

NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1999 DISTRICT COHORT REPORTED WITH GRADUATION CREDIT FOR REGENTS MATHEMATICS BY NEED/RESOURCE CAPACITY CATEGORY AFTER FOUR YEARS

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TABLE 4.11

NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1999 DISTRICT COHORT REPORTED WITH GRADUATION CREDIT FOR REGENTS GLOBAL HISTORY AND GEOGRAPHY BY NEED/RESOURCE CAPACITY CATEGORY AFTER FOUR YEARS

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TABLE 4.12

NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1999 DISTRICT COHORT REPORTED WITH GRADUATION CREDIT FOR REGENTS U.S. HISTORY AND GOVERNMENT BY NEED/RESOURCE CAPACITY CATEGORY AFTER FOUR YEARS

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TABLE 4.13

NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1999 DISTRICT COHORT REPORTED WITH GRADUATION CREDIT FOR REGENTS SCIENCE BY NEED/RESOURCE CAPACITY CATEGORY AFTER FOUR YEARS

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A slightly smaller percentage of general-education students in the 1999 cohort scored at 55 or higher and 65 or higher in Regents U.S. history and government than in global history and geography after four years: 85.2 percent at 55 or higher and 75.7 percent at 65 or higher (Table 4.12). Similar performance can be seen in Regents science, where 87.5 percent of general-education students in the 1999 cohort scored 55 or higher and 80.1 percent scored 65 or higher (Table 4.13). Again, the percentages of students scoring 55 or higher and 65 or higher on these examinations were much higher in Low, Average, and Rural N/RC Districts than in other categories.

The percentage of cohort members that qualified for Regents credit by scoring 65 or higher was greatest on the Regents global history and geography examination (81.0 percent) and smallest in Regents mathematics (74.9 percent). Considering cohort members who scored 55 or higher, the differences among examinations were smaller: 84.4 percent scored 55 or higher in Regents mathematics (the smallest percent) and 88.5 percent did so in Regents global history and geography (the greatest percent).

Table 4.9
Number and Percent of General-Education Students in the 1999 District Cohort Reported with Graduation Credit for Regents English by Need/Resource Capacity Category after Four Years
New York State
June 2003

Need/Resource Category	1999 Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	48,878	37,120	75.9%	29,804	61.0%
Large City Districts	5,056	4,032	79.7	3,090	61.1
Urban/Suburban	11,856	9,821	82.8	8,380	70.7
Rural	11,162	10,074	90.3	9,177	82.2
Average N/RC Districts	54,434	50,905	93.5	48,007	88.2
Low N/RC Districts	23,093	22,435	97.2	21,951	95.1
Charter Schools	42	36	85.7	32	76.2
Total Public	154,521	134,423	87.0	120,441	77.9

Table 4.10
Number and Percent of General-Education Students in the 1999 District Cohort Reported with Graduation Credit for Regents Mathematics by Need/Resource Capacity Category after Four Years
New York State
June 2003

Need/Resource Category	1999 Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	48,878	34,395	70.4%	26,644	54.5%
Large City Districts	5,056	3,581	70.8	2,549	50.4
Urban/Suburban	11,856	9,452	79.7	8,118	68.5
Rural	11,162	10,003	89.6	9,055	81.1
Average N/RC Districts	54,434	50,561	92.9	47,455	87.2
Low N/RC Districts	23,093	22,461	97.3	21,930	95.0
Charter Schools	42	37	88.1	26	61.9
Total Public	154,521	130,490	84.4%	115,777	74.9%

Table 4.11
Number and Percent of General-Education Students in the 1999 District Cohort Reported with Graduation Credit for Regents Global History and Geography by Need/Resource Capacity Category after Four Years
New York State
June 2003

Need/Resource Category	1999 Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	48,878	38,491	78.7%	31,343	64.1%
Large City Districts	5,056	4,317	85.4	3,498	69.2
Urban/Suburban	11,856	10,186	85.9	9,118	76.9
Rural	11,162	10,359	92.8	9,642	86.4
Average N/RC Districts	54,434	50,971	93.6	49,230	90.4
Low N/RC Districts	23,093	22,455	97.2	22,225	96.2
Charter Schools	42	36	85.7	31	73.8
Total Public	154,521	136,815	88.5	125,087	81.0

Table 4.12
Number and Percent of General-Education Students in the 1999 District Cohort Reported with Graduation Credit for Regents U.S. History and Government by Need/Resource Capacity Category after Four Years
New York State
June 2003

Need/Resource Category	1999 Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	48,878	35,334	72.3%	28,225	57.7%
Large City Districts	5,056	3,890	76.9	2,967	58.7
Urban/Suburban	11,856	9,566	80.7	8,195	69.1
Rural	11,162	10,098	90.5	8,969	80.4
Average N/RC Districts	54,434	50,386	92.6	46,938	86.2
Low N/RC Districts	23,093	22,326	96.7	21,624	93.6
Charter Schools	42	33	78.6	30	71.4
Total Public	154,521	131,633	85.2	116,948	75.7

Table 4.13
Number and Percent of General-Education Students in the 1999 District Cohort Reported with Graduation Credit for Regents Science by Need/Resource Capacity Category after Four Years
New York State
June 2003

Need/Resource Category	1999 Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	48,878	36,356	74.4%	28,947	59.2%
Large City Districts	5,056	4,333	85.7	3,548	70.2
Urban/Suburban	11,856	10,069	84.9	9,106	76.8
Rural	11,162	10,391	93.1	9,903	88.7
Average N/RC Districts	54,434	51,440	94.5	49,893	91.7
Low N/RC Districts	23,093	22,591	97.8	22,265	96.4
Charter Schools	42	38	90.5	35	83.3
Total Public	154,521	135,218	87.5	123,697	80.1

5 Other Performance Measures

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 4.14). In New York City and Large City districts, nearly one in three completers earned Regents diplomas. In Urban-Suburban High N/RC Districts, 44.5 percent of the completers earned Regents diplomas; in Low N/RC Districts, nearly three-fourths did so. An inverse relationship was observed among N/RC groups between the percentages of students receiving Regents diplomas and the percentages earning IEPs or certificates. Categories with the largest percentages of Regents diplomas had the smallest percentages of IEP diplomas.

TABLE 4.14

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

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Figure 4.16 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 school accountability cohort solely because they transferred to a general education development (GED) program. Figure 4.16 also shows the status of cohort members who had not earned a local diploma by August 31, 2002. Over three-fourths of students in the 1998 graduation-rate cohort earned a diploma by August 2002. Students in Low-Need Districts were most likely to have earned a local diploma and least likely to have dropped out.

Figures 4.17 and 4.18 show the percentages of the 1998 cohort graduating as of August 2002 by disability classification and English proficiency status, respectively. Seventy-nine percent of general-education students and 55 percent of students with disabilities in the 1998 graduation-rate cohort graduated as of August 2002. Only 49 percent of limited English proficient (LEP) students, compared with 78 percent of English proficient students, in the 1998 graduation-rate cohort graduated.

Figure 4.16
1998 Cohort Graduation Rate and Status as of August 2002
by Need/Resource Capacity Category

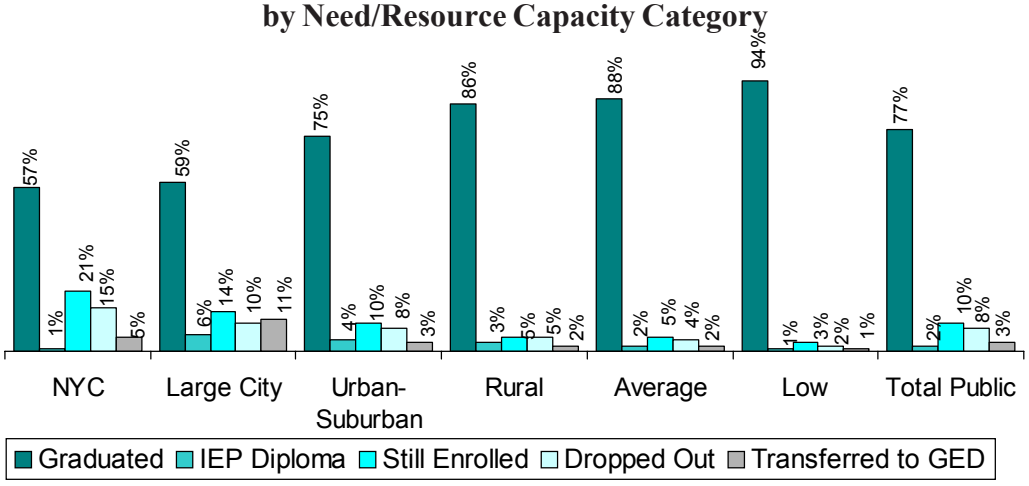


Figure 4.17
1998 Cohort Graduation Rate as of August 2002
by Need/Resource Capacity Category and Disability Classification

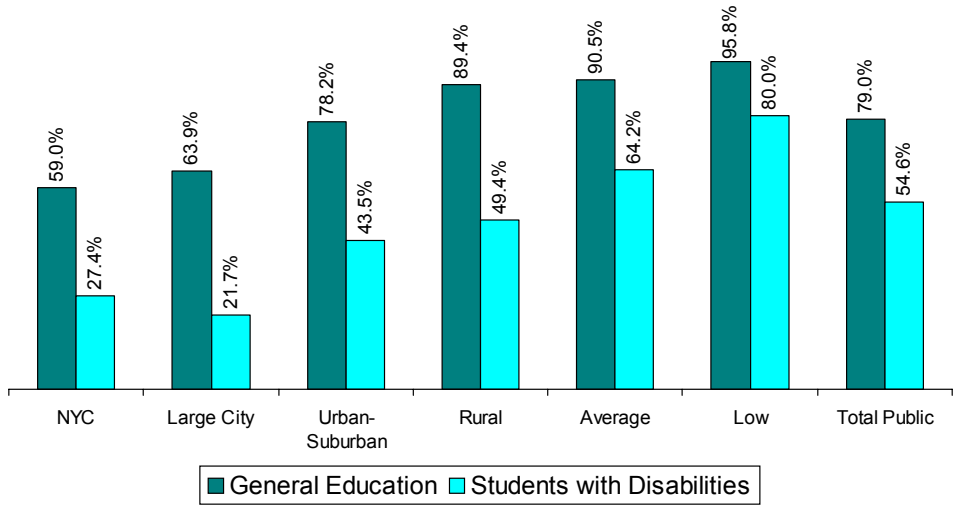
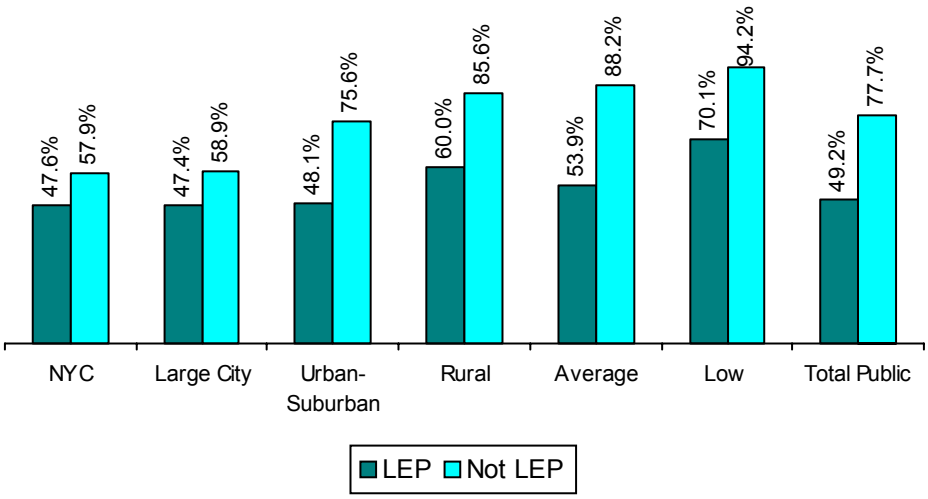


Figure 4.18
1998 Cohort Graduation Rate as of August 2002
by Need/Resource Capacity Category and English Proficiency



College-Going Rate

Students in Low N/RC Districts had the highest college-going rate (93.2 percent) among public school categories (Table 4.15). The majority of these students planned to attend four-year institutions (73.2 percent). Only 76.6 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 34.9 percent of students from rural districts, the smallest percentage of all types of districts, planned to attend four-year institutions.

TABLE 4.15

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

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Table 4.14
Credentials Earned by Public High School Completers
by Need/Resource Capacity Category
New York State
2002–03

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	38,802	30.9%	63.8%	5.2%	0.1%
Large City Districts	4,919	29.1	64.3	6.5	0.1
Urban-Suburban	11,199	44.5	50.8	4.6	0.0
Rural	11,279	55.6	39.8	4.5	0.1
Average N/RC Districts	57,222	65.3	32.4	2.3	0.1
Low N/RC Districts	25,336	74.6	24.4	1.0	0.1
Total Public*	148,856	54.4%	42.3%	3.3%	0.1%

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

Table 4.15
College-Going Rates of Public High School Graduates
by Need/Resource Capacity Category
New York State
2002–03

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	54.1%	16.0%	1.5%	71.5%
Large City Districts	45.5	31.8	1.1	78.4
Urban-Suburban	39.0	35.9	1.7	76.6
Rural	34.9	41.0	1.8	77.6
Average N/RC Districts	49.8	34.7	1.4	85.9
Low N/RC Districts	73.2	19.4	0.6	93.2
Total Public*	52.9%	27.7%	1.3%	81.9%

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

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 4.16). Urban and suburban schools in High N/RC Districts had the lowest average attendance rate (93.3 percent) outside the Big 5 districts. The average attendance rate in Low N/RC Districts (95.7 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).

TABLE 4.16

PUBLIC SCHOOL ANNUAL ATTENDANCE RATES BY NEED/RESOURCE CAPACITY CATEGORY

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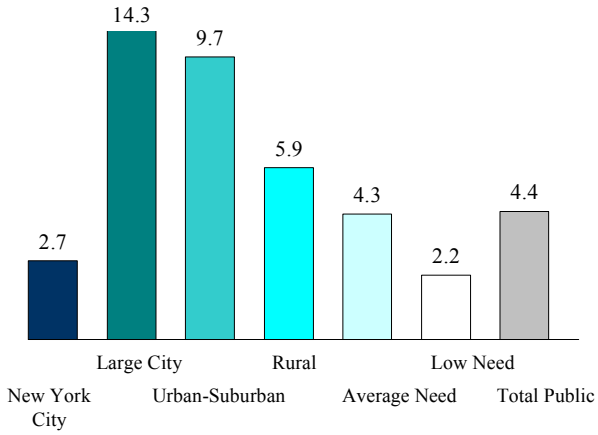
Secondary schools with low attendance rates tend to have high dropout rates. Many of the factors that lead to frequent absences, alienation from the schooling process, economic difficulties, and family problems, may also cause students to leave school prematurely. Among New York State public schools 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 (2.7 percent) of any N/RC category (Figure 4.19). 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 4.19
Public School Suspension Rates by Need/Resource Capacity Category 2001–02



Dropout Rates

As with attendance and suspension rates, reported dropout rates varied significantly among summary groups. In 2002–03, students in New York City were 10 times as likely to drop out as students in Low N/RC Districts (Table 4.17). The other High N/RC Districts reported dropout rates of 3.6 to 7.2 percent in 2002–03.

TABLE 4.17

PUBLIC SCHOOL ANNUAL DROPOUT RATES BY NEED/RESOURCE CAPACITY CATEGORY

PAGE 136

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, as students who have been retained in grade are more likely to drop out than other students. Statewide, 14.9 percent of ninth-graders were repeaters (Table 4.18). In New York City, 25.7 percent of the ninth-grade enrollment in Fall 2002 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 lower in the Large City Districts (25.1 percent) and considerably lower in the other categories. In Low N/RC Districts, the ninth-grade repeat rate was 1.2 percent.

TABLE 4.18

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

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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 increased slightly from 1.6 percent in 2001–02 to 2.0 percent in 2002–03 (Table 4.19). Large City Districts and New York City had the highest percentages (3.5 percent in each category) of students leaving diploma programs in 2002–03. 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 4.19

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

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Table 4.16
Public School Annual Attendance Rates
by Need/Resource Capacity Category
New York State
2001–02

Need/Resource Capacity Category	Percent
High N/RC Districts	
New York City	89.3%
Large City Districts	91.0
Urban-Suburban	93.3
Rural	94.5
Average N/RC Districts	95.0
Low N/RC Districts	95.7
Total Public	91.8%

Table 4.17
Public School Annual Dropout Rates[1]
by Need/Resource Capacity Category
New York State
2002–03

Need/Resource Capacity Category	Dropout Rate
High N/RC Districts	
New York City	8.2%
Large City Districts	7.2
Urban-Suburban	4.3
Rural	3.6
Average N/RC Districts	2.1
Low N/RC Districts	0.8
Total Public	4.6%

[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 4.18
Number of Ninth-Graders and Percentage Repeating Ninth Grade by Need/Resource Capacity Category New York State Fall 2002

Need/Resource Capacity Category	Grade 9 Enrollment	Percent Repeaters
High N/RC Districts		
New York City	101,835	25.7%
Large City Districts	11,288	25.1
Urban/Suburban	18,613	12.1
Rural	15,806	9.1
Average N/RC Districts	72,749	5.9
Low N/RC Districts	30,635	1.2
Total Public	250,926	14.9%

Table 4.19
Alternative Public High School Equivalency Program Participation and Participation Rate by Need/Resource Capacity Category New York State 2001–02 and 2002–03

Need/Resource Capacity Category	Rate 2001–02	Rate 2002–03
High N/RC Districts		
New York City	2.6%	3.5%
Large City Districts	4.5	3.5
Urban/Suburban	1.4	2.0
Rural	1.0	1.4
Average N/RC Districts	0.8	0.9
Low N/RC Districts	0.3	0.3
Total Public	1.6%	2.0%

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 9–2.

7 Students with Disabilities

Performance results in this section reflect data for those students with disabilities whose Individualized Education Program (IEP) does 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 2002, 52.1 percent of students with disabilities, compared with 28 percent in December 1992, were educated in general-education classes; that is, they spent less than 21 percent of their time outside general education (Table 4.20). Nationally, in 2002–03, 48.2 percent of students with disabilities were educated in general-education classes. New York State continues to exceed the national average in the number of students with disabilities placed in general-education classes for 80 percent or more of the school day. 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 4.20

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

PAGE 141

In public schools statewide, in December 2002, 6.6 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: 41.4 percent in New York City, 31.2 percent in Urban-Suburban High Need Districts, and 22.5 in Rural High Need Districts. In Low N/RC Districts, about one in nine was 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 4.21). Statewide, students with disabilities were almost twice as likely to score at Level 3 or above on the elementary-level mathematics assessment (47.8 percent) as on the elementary-level ELA assessment (22.6 percent). Students in Low-Need Districts were nearly three times as likely as students in High-Need Districts to score at Level 3 or above on the elementary-level ELA assessment and substantially more likely to do so on the elementary-level mathematics assessment. In the highest performing category, Low-Need Districts, only one in five students with disabilities scored at Level 3 or above on the middle-level ELA assessment. In all N/RC categories, students with disabilities were about twice as likely to score at Level 3 or above in mathematics as in ELA.

TABLE 4.21

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

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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 except the Big 5 scored at Level 2 or higher on the middle-level ELA and mathematics assessment.

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, 76 percent of students with disabilities in the 1999 cohort had fulfilled the minimum English requirement by scoring 55 or higher and 69 percent had achieved the minimum mathematics requirement. Sixty-four percent of students with disabilities had scored 65 or higher on the Regents examination in comprehensive English; 60 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, one in eleven students with disabilities in the 1999 cohort scored 65 or higher on the mathematics Regents examinations; in English, fewer than one in seven did so (Table 4.22).

TABLE 4.22

PERCENTAGE OF STUDENTS WITH DISABILITIES IN THE 1999 COHORT SCORING 55-100 AND 65-100 ON REGENTS EXAMINATIONS IN ENGLISH AND MATHEMATICS BY NEED/RESOURCE CAPACITY CATEGORY

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High School Completions and Dropouts

In 2002–03, 16,875 students with disabilities earned high school diplomas, certificates, or equivalency diplomas and 408 students reached age 21 (when entitlement to public education ends) (Table 4.23). In public schools statewide, the majority of these students succeeded in meeting graduation requirements: 14.0 percent earned Regents diplomas and 53.4 percent earned local diplomas. An additional 3.7 percent earned high school equivalency diplomas. The remainder of these students (28.9 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 4.23

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

PAGE 144

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 89.9 percent of high school completers with disabilities in Low N/RC Districts achieved this goal, compared with 47.9 percent in New York City and 54.4 percent in the Large City Districts.

An additional 9,338 students with disabilities left school without completing diploma or certificate requirements in 2002–03 (Table 4.24). Because some students with disabilities are in ungraded 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 grades 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.

TABLE 4.24

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

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Using this procedure, the dropout rate for students with disabilities in public schools statewide was 6.7 percent in 2002–03 compared with 6.0 percent in 2001–02. The dropout rate for all students (with and without disabilities) was 3.8 percent in 2000–01, 5.7 percent in 2001–02, and 4.6 percent in 2002–03 (Table 4.17).

Table 4.20
Number of Public School Students with Disabilities and Percent in Each Placement by Need/Resource Capacity Category
New York State
December 2002

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	137,154	47.0%	2.4%	41.4%	9.2%
Large City Districts	23,256	53.0	23.1	18.7	5.2
Urban-Suburban	35,579	44.0	16.9	31.2	7.9
Rural	26,430	53.5	22.0	22.5	2.1
Average N/RC Districts	111,376	56.7	20.3	18.3	4.7
Low N/RC Districts	46,602	61.4	21.4	11.2	6.0
Total State Excluding the Big 5	219,987	55.2	20.2	19.4	5.2
Total Public	380,397	52.1%	14.0%	27.3%	6.6%

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 4.21
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
2002–03

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	9,907	62.1%	15.2%	10,289	48.1%	3.5%	10,135	67.1%	31.8%	10,174	30.9%	5.0%
Large City Districts	1,661	65.2	17.4	1,801	47.3	3.5	1,811	78.6	41.6	1,772	42.3	10.7
Urban/Suburban	2,241	69.5	18.9	2,630	58.4	7.1	2,345	81.1	47.2	2,586	51.8	15.8
Rural	1,805	66.1	15.4	2,207	59.3	5.3	1,844	83.1	47.0	2,201	54.0	15.7
Average N/RC Districts	7,542	78.0	26.1	9,512	70.5	9.1	7,622	88.8	57.8	9,433	63.1	20.7
Low N/RC Districts	3,335	90.2	45.7	3,702	87.2	20.9	3,369	95.2	77.3	3,722	81.2	40.6
Total Public*	26,583	71.3%	22.6%	30,172	61.6%	7.9%	27,216	79.8%	47.8%	29,921	51.5%	16.4%

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

Table 4.22
Percentage of Students with Disabilities in the 1999 Cohort
Scoring 55–100 and 65–100 on Regents Examinations in English and Mathematics
by Need/Resource Capacity Category
June 2003

Need/Resource Category	1999 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	3,621	31%	15%	18%	9%
Large City Districts	832	32	16	15	11
Urban Suburban	1,576	33	22	25	18
Rural	1,423	42	27	35	27
Average N/RC	6,432	54	38	45	36
Low N/RC	2,982	76	64	69	60
Total Public*	16,878	49%	34%	39%	31%

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

Table 4.23
Credentials Earned by Public High School Completers with Disabilities by Need/Resource Capacity Category
New York State
June 2003

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	Number
High N/RC Districts										
New York City	82	2.2%	1,723	45.7%	1,840	48.8%	124	3.3%	3,769	160
Large City Districts	17	2.7	327	51.7	288	45.5	1	0.2	633	11
Urban/Suburban	110	7.6	704	48.5	569	39.2	70	4.8	1,453	21
Rural	157	10.3	712	46.9	557	36.7	91	6.0	1,517	25
Average N/RC Districts	1,109	16.8	3,821	58.0	1,389	21.1	271	4.1	6,590	124
Low N/RC Districts	889	30.5	1,730	59.4	227	7.8	67	2.3	2,913	67
Total Public	2,364	14.0%	9,017	53.4%	4,870	28.9%	624	3.7%	16,875	408

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

Table 4.24
Number and Percent of Students with Disabilities
Who Left Public Secondary Schools without Completing Requirements
by Need/Resource Capacity Category
New York State[1]
2002–03

Location	Number of Dropouts	Dropout Rate[2]
High N/RC Districts		
New York City	4,741	9.6%
Large City Districts	528	6.5
Urban/Suburban	763	5.7
Rural	790	7.1
Average N/RC Districts	2,156	4.8
Low N/RC Districts	360	2.1
Total Public	9,338	6.7%

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

[2] Dropout rate is the number of students with disabilities who dropped out between 7/1/02 and 6/30/03 or were reported as "moved, not known to be continuing," divided by the 12/3/02 enrollment of students with disabilities, ages 14–21. Previous editions of this publication did not include "moved, not known to be continuing" in this calculation.

? 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 highly qualified 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 V:

Minority Issues

☆ 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.

TABLE 5.1

RACIAL/ETHNIC GROUP ENROLLMENT PERCENTAGES BY SECTOR/LOCATION IN PUBLIC SCHOOLS

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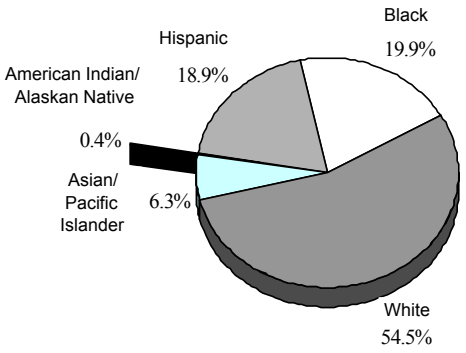
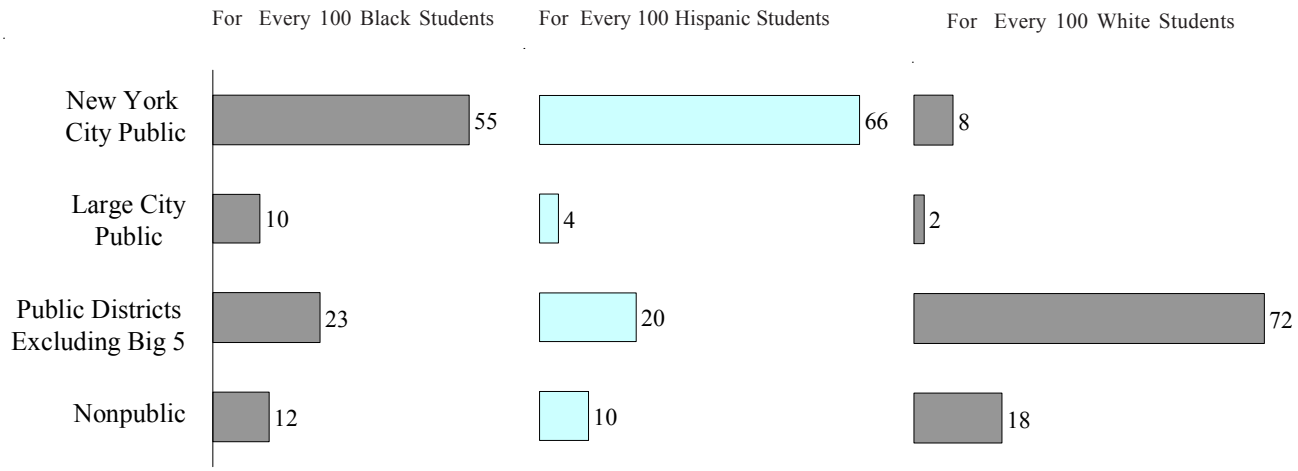
Minority students were concentrated in the Big 5 districts. Minorities constituted 85.0 percent of New York City's public school enrollment, 75.3 percent of the Large City District enrollment, but only 18.7 percent of enrollment in districts outside the Big 5 cities. Over 74 percent of minority students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

Figure 5.1
Racial/Ethnic Group Enrollment in Public Schools
Fall 2002



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).

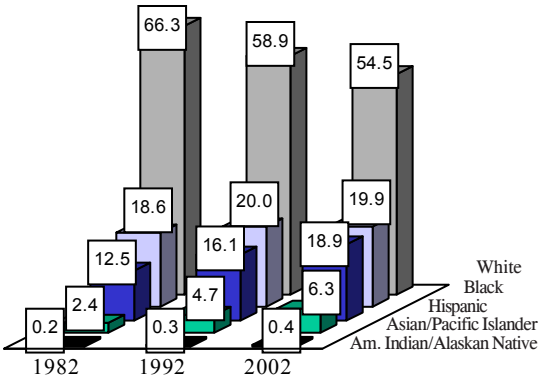
Figure 5.2
Locations Where Black, Hispanic, and White Students Attended School
Fall 2002



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

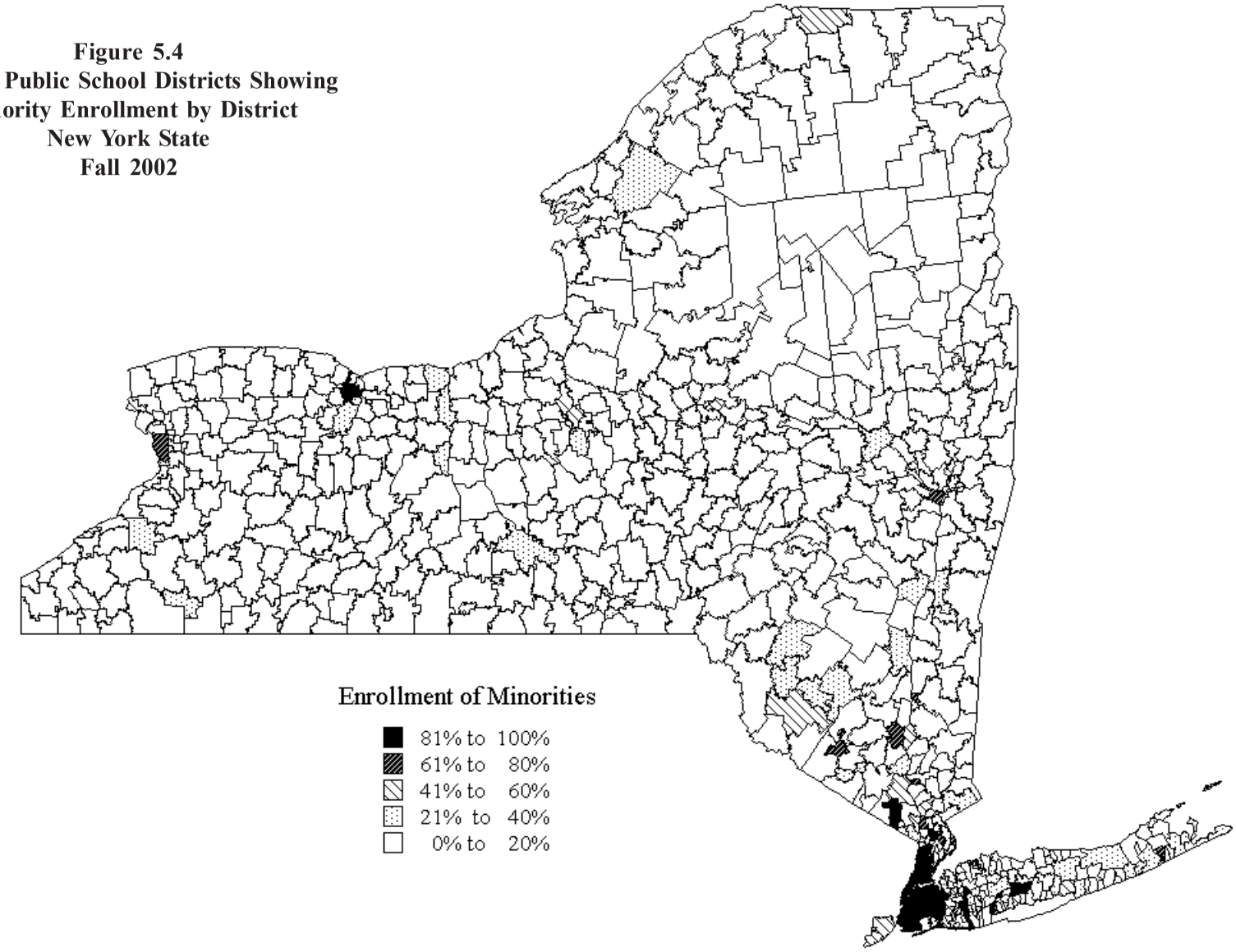


Figure 5.5
Map of Community School Districts
Showing Minority Enrollment by District
New York City
Fall 2002

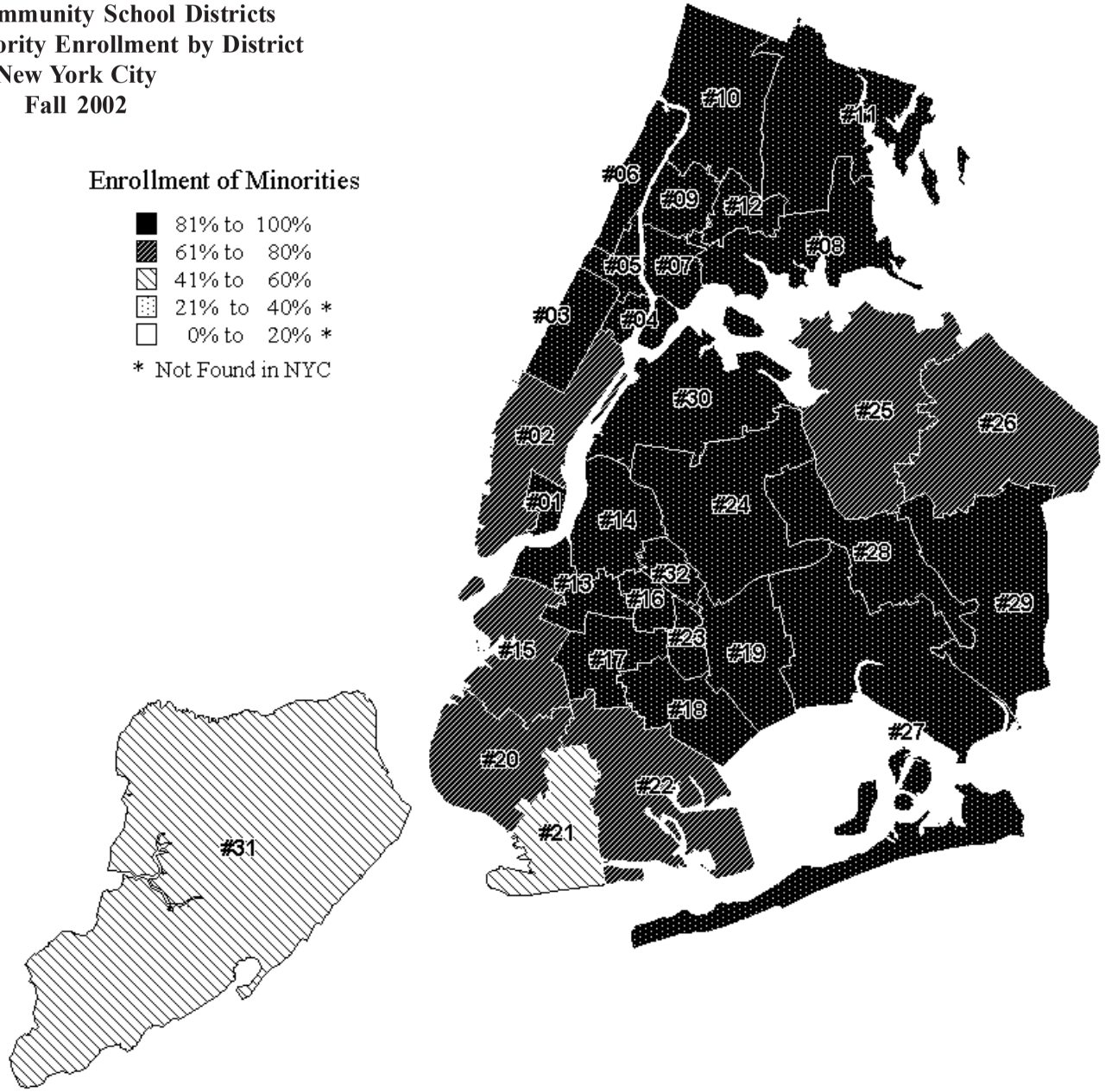


Figure 5.6
Grades 4 and 8 Enrollment by Racial/Ethnic Group and Need/Resource Capacity Category
2001–02

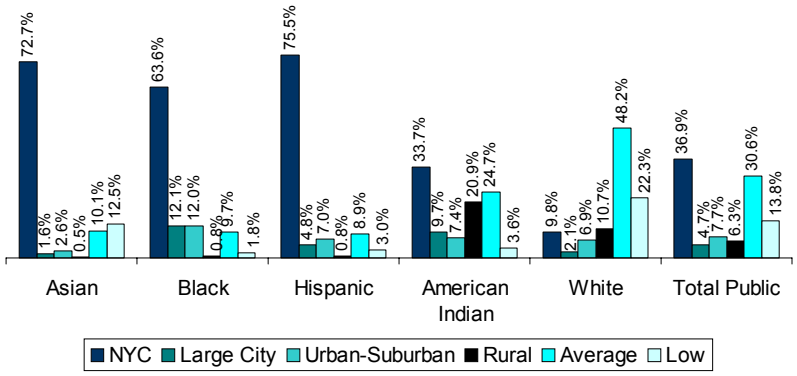


Figure 5.7
Percentage of Grades 4 and 8 Enrollment Consisting of Black, Hispanic, and American Indian Students by Need/Resource Capacity Category
2001–02

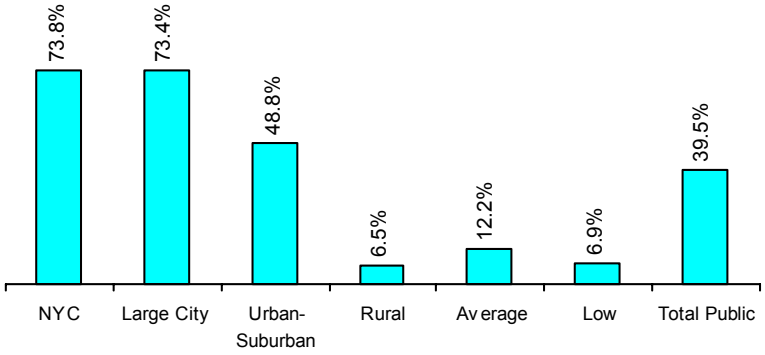
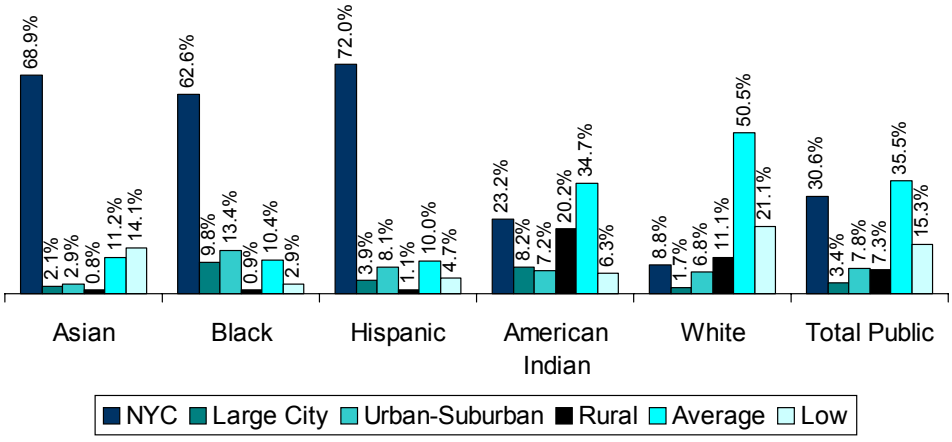


Figure 5.8
1999 District Accountability Cohort Enrollment by Need/Resource Capacity Category and Racial/Ethnic Group after Four Years



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

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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

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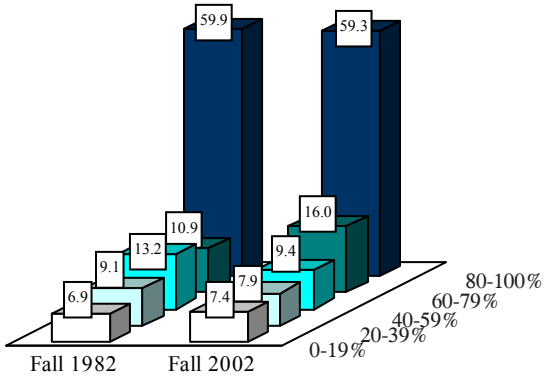
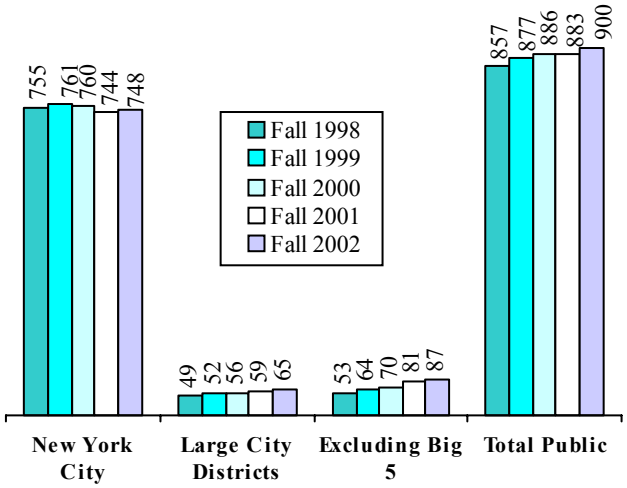
Figure 5.9
Percent of Black and Hispanic Students in Public Schools of Differing Minority Composition
Fall 1982 and Fall 2002



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

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

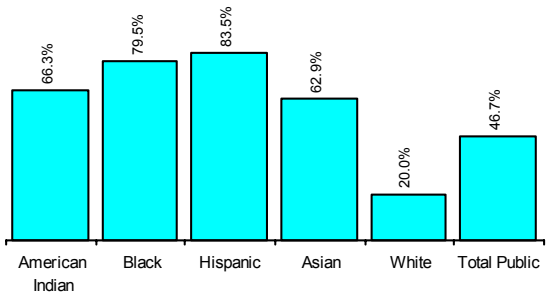
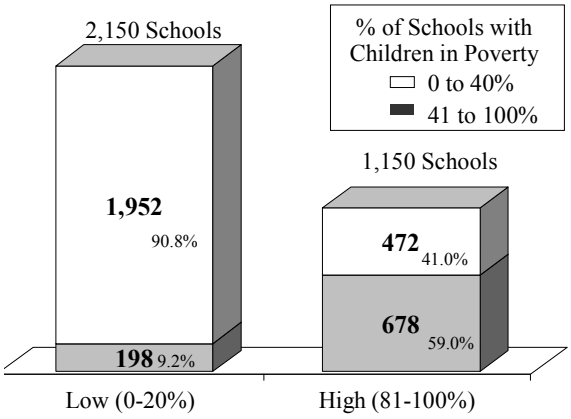


Figure 5.12
Contrasting Levels of Poverty in High- and Low-Minority Schools Fall 2002



Minority Composition of School Enrollment

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

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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.

[1] Percent 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.

TABLE 5.6

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 ($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).

TABLE 5.7

RACIAL/ETHNIC COMPOSITION OF PUBLIC SCHOOL PROFESSIONAL STAFF AND STUDENTS

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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

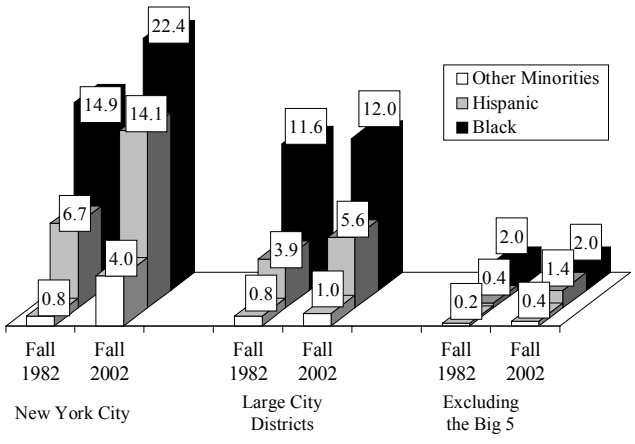


Table 5.6
Selected Public School Classroom Teacher Characteristics
by Location and Minority Composition of School
New York State
Fall 2002

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

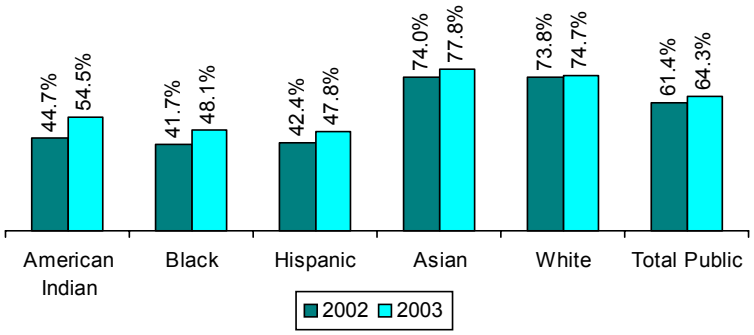


Figure 5.15
Percentage of Public School Students Scoring at Level 2 or Above on the Elementary-Level English Language Arts Assessment by Race/Ethnicity 2002 and 2003

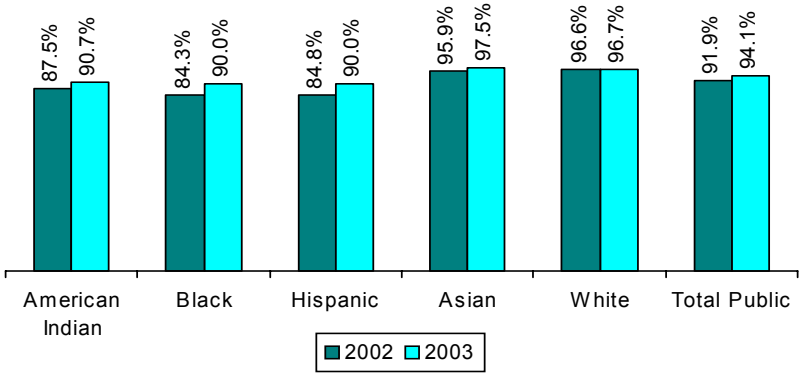


Figure 5.16
Percentage of Public School Students Scoring at Level 3 or Above on the Elementary-Level Mathematics Assessment by Race/Ethnicity 2002 and 2003

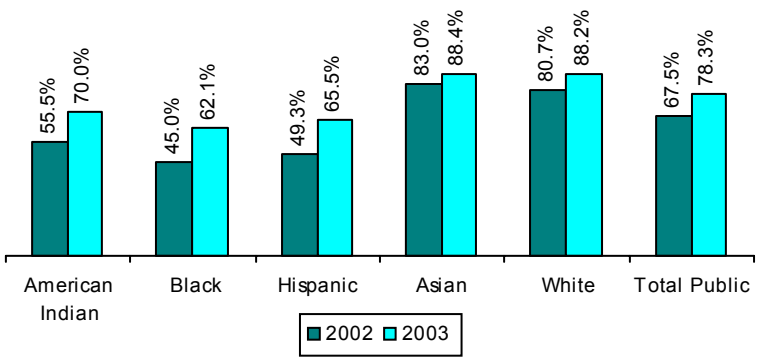


Figure 5.17
Percentage of Public School Students Scoring at Level 2 or Above on the Elementary-Level Mathematics Assessment by Race/Ethnicity 2002 and 2003

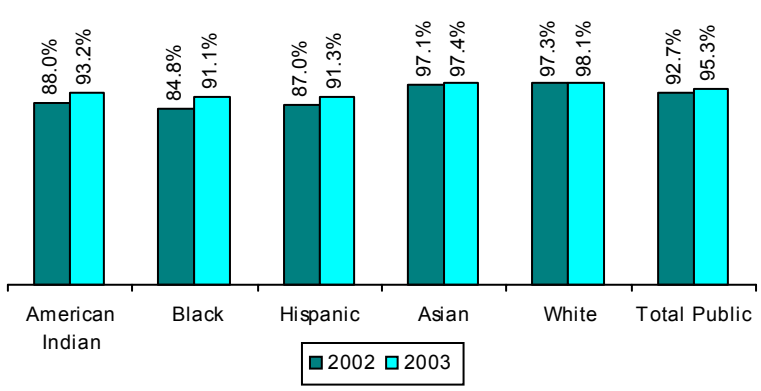


Figure 5.18
Percentage of Public School Students Scoring at Level 3 or Above on the Middle-Level English Language Arts Assessment by Race/Ethnicity 2002 and 2003

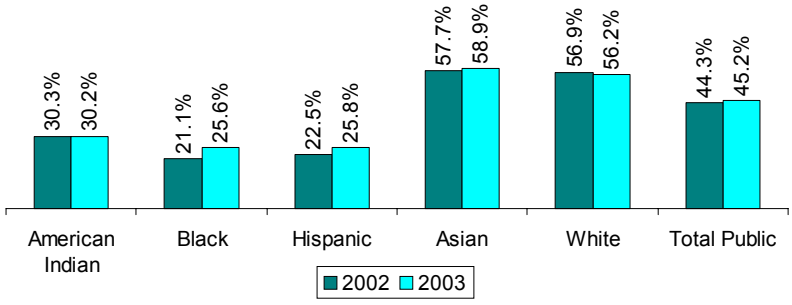


Figure 5.19
Percentage of Public School Students Scoring at Level 2 or Above on the Middle-Level English Language Arts Assessment by Race/Ethnicity 2002 and 2003

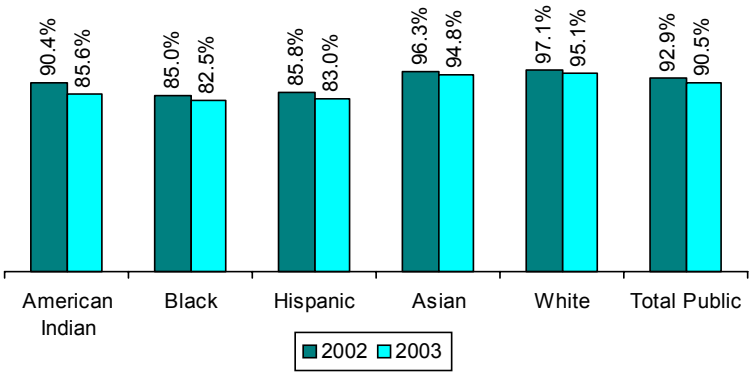


Figure 5.20
Percentage of Public School Students Scoring at Level 3 or Above on the Middle-Level Mathematics Assessment by Race/Ethnicity 2002 and 2003

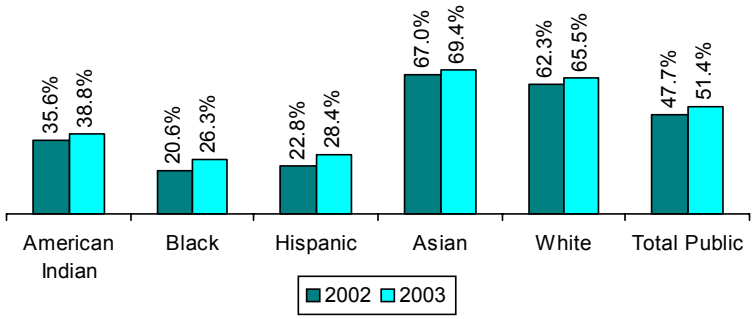
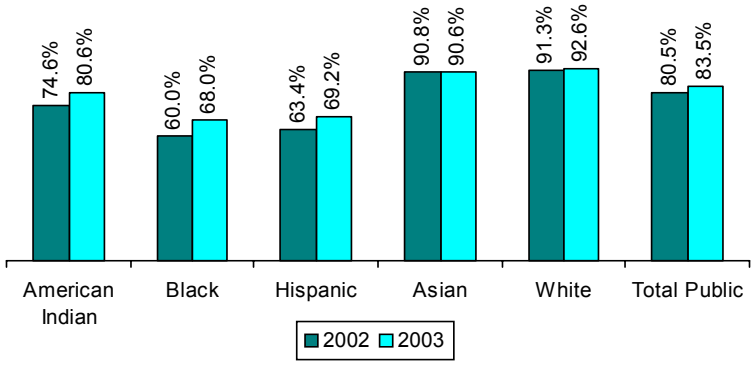


Figure 5.21
Percentage of Public School Students Scoring at Level 2 or Above on the Middle-Level Mathematics Assessment by Race/Ethnicity 2002 and 2003



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

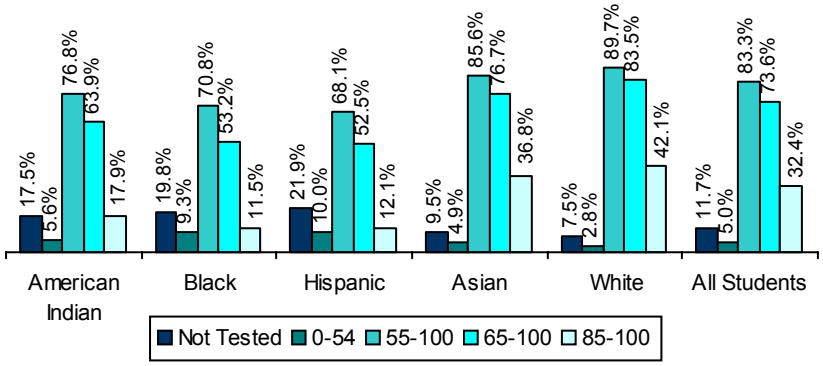


Figure 5.23
Percentage of Public School General-Education Students in the 1999 Cohort Scoring at Various Levels on the Regents English Examination by Race/Ethnicity 2003

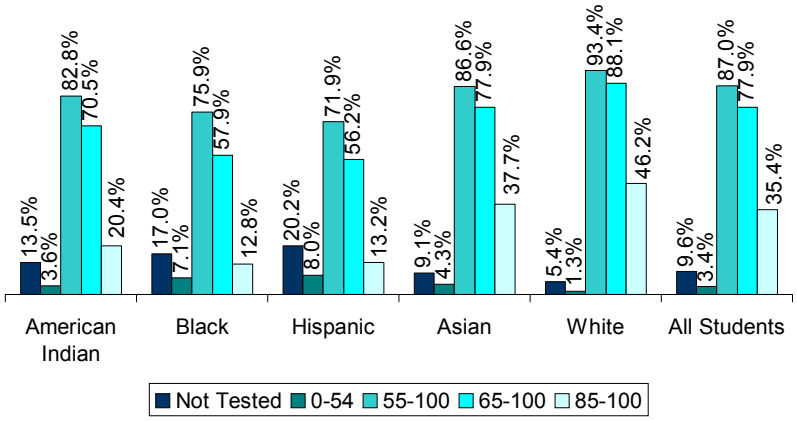


Figure 5.24
Percentage of Public School Students (General-Education Students and Students with Disabilities) in the 1999 Cohort Scoring at Various Levels on the Regents Mathematics Examinations by Race/Ethnicity
2003

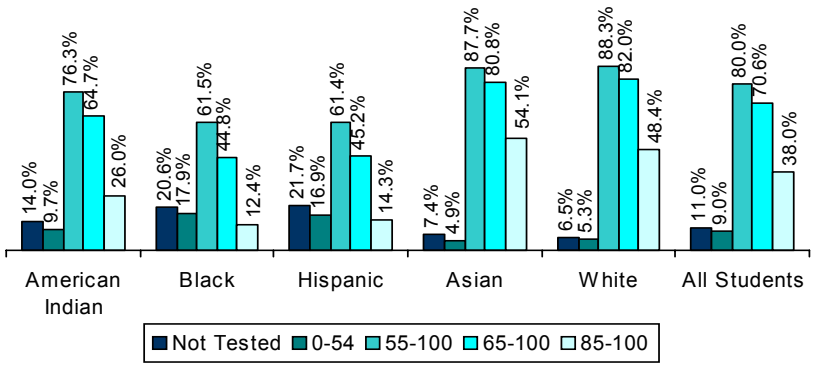


Figure 5.25
Percentage of Public School General-Education Students in the 1999 Cohort Scoring at Various Levels on the Regents Mathematics Examinations by Race/Ethnicity
2003

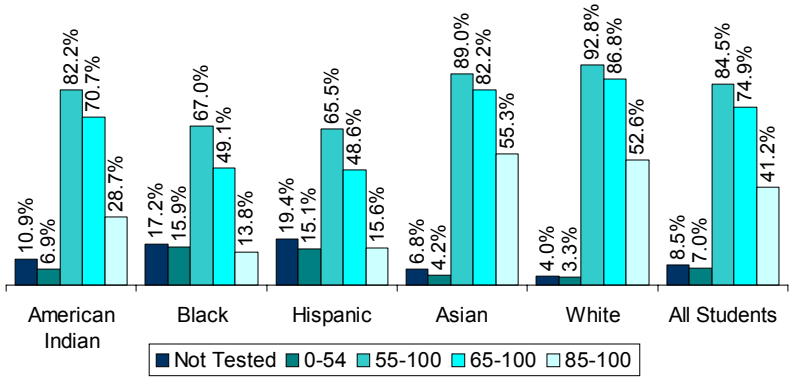


Figure 5.26
Percentage of Public School Students (General-Education Students and Students with Disabilities) in the 1999 Cohort Scoring at Various Levels on the Regents Global History and Geography Examination by Race/Ethnicity
2003

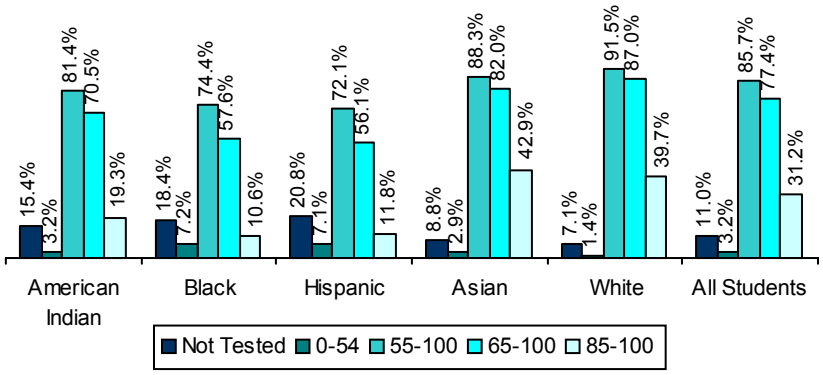


Figure 5.27
Percentage of Public School General-Education Students in the 1999 Cohort Scoring at Various Levels on the Regents Global History and Geography Examination by Race/Ethnicity
2003

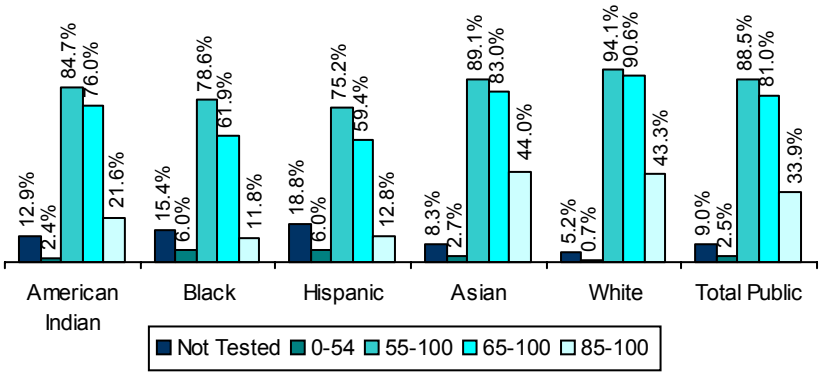


Figure 5.28
Percentage of Public School Students (General-Education Students and Students with Disabilities) in the 1999 Cohort Scoring at Various Levels on the Regents U.S. History and Government Examination by Race/Ethnicity
2003

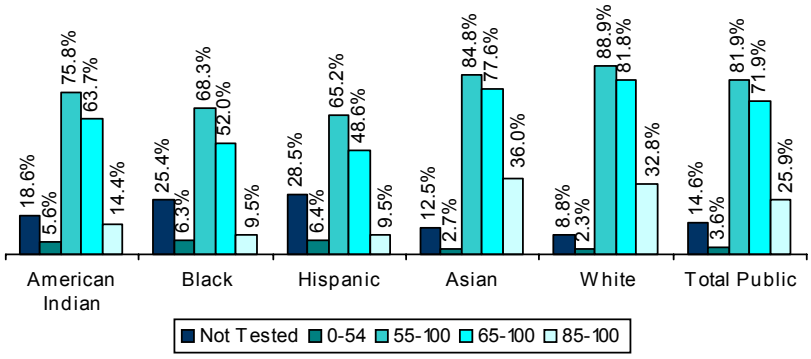


Figure 5.29
Percentage of Public School General-Education Students in the 1999 Cohort Scoring at Various Levels on the Regents U.S. History and Government Examination by Race/Ethnicity
2003

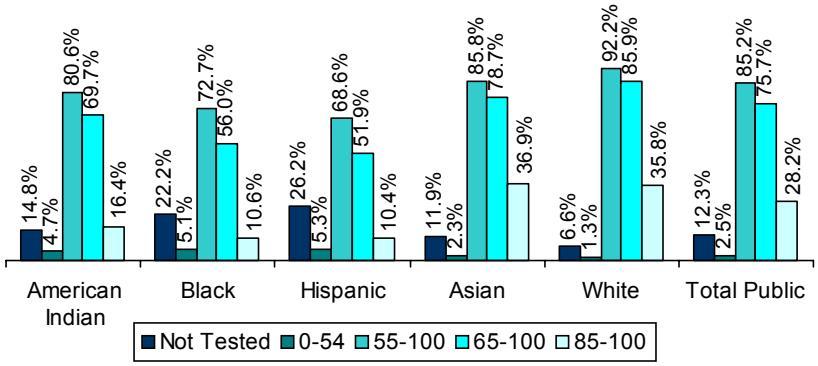


Figure 5.30
Percentage of Public School Students (General-Education Students and Students with Disabilities) in the 1999 Cohort Scoring at Various Levels on the Regents Science Examinations by Race/Ethnicity
2003

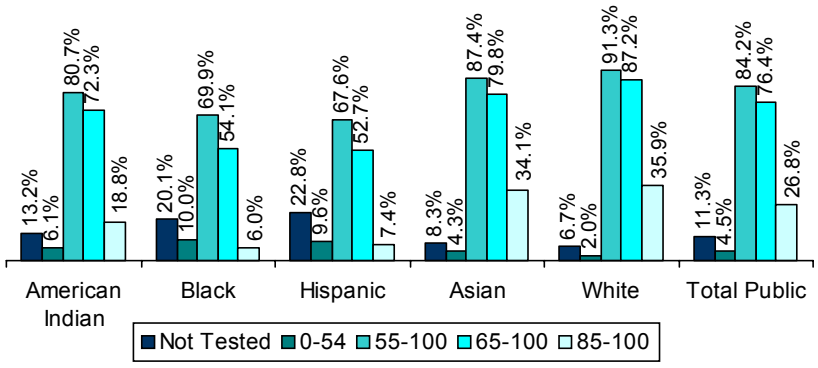
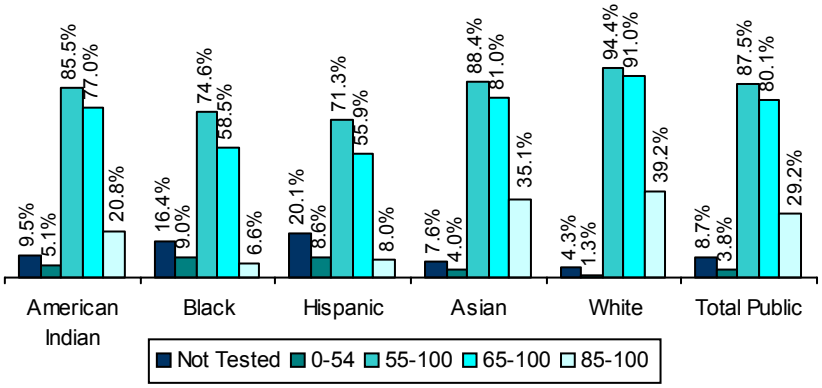


Figure 5.31
Percentage of Public School General-Education Students in the 1999 Cohort Scoring at Various Levels on the Regents Science Examinations by Race/Ethnicity
2003



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

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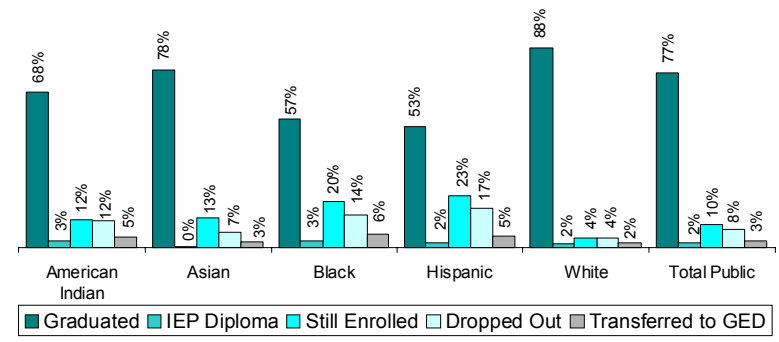
Similarly, in New York City, White students were more than twice as likely to earn Regents diplomas as either Blacks or Hispanics. In New York City, Hispanics were underrepresented among graduates when compared with their representation in total enrollment (28.6 percent of graduates, 38.2 percent of 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

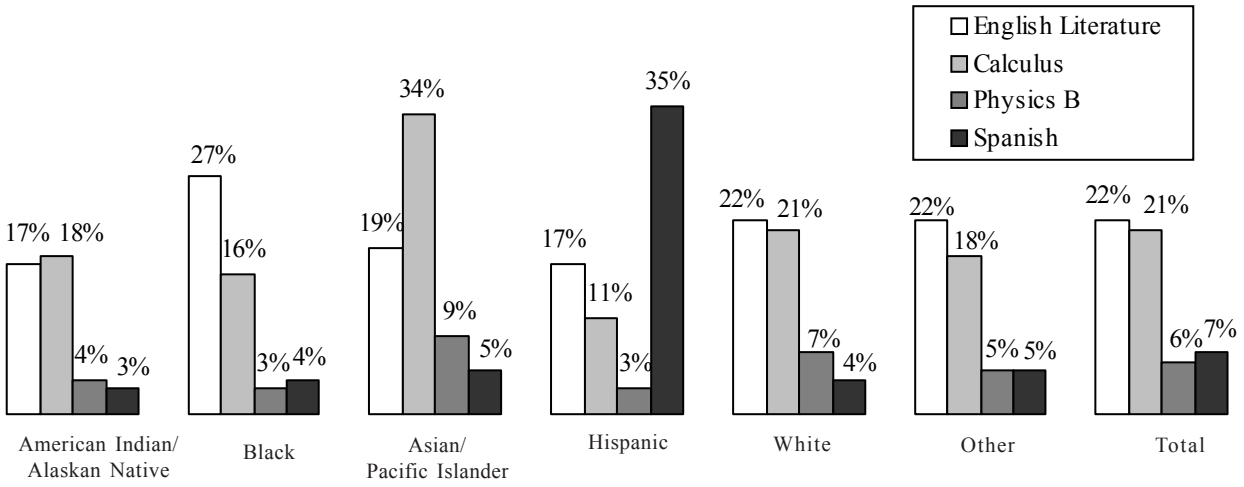


Table 5.8
Credentials Earned by Public High School Completers by Racial/Ethnic Group
New York State
2002–03

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

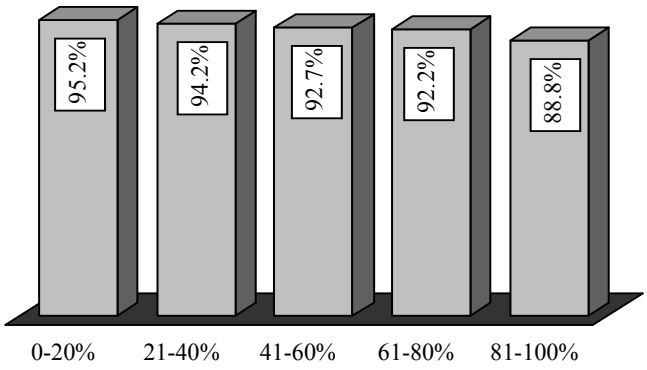


Table 5.11 presents average annual attendance rates and the percentage of schools within each minority-composition category that had low, medium, or high annual attendance rates. Statewide, 85 percent of all high-minority schools, but only 13 percent of low-minority schools, had annual attendance rates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

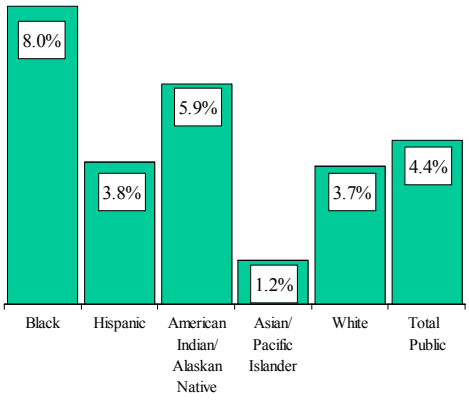


TABLE 5.12

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

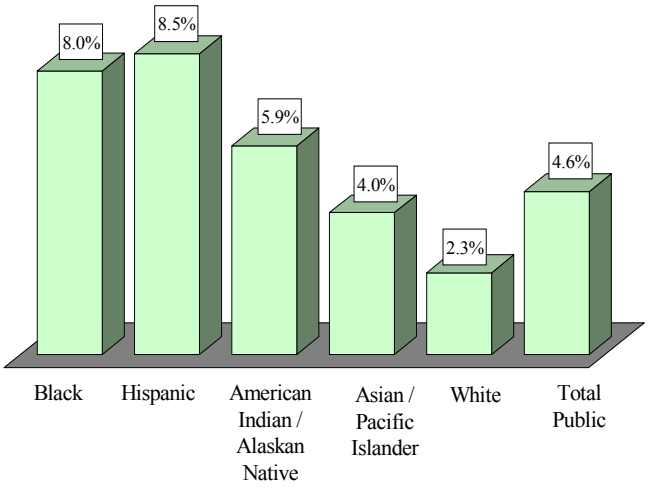


TABLE 5.13

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 percent, 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

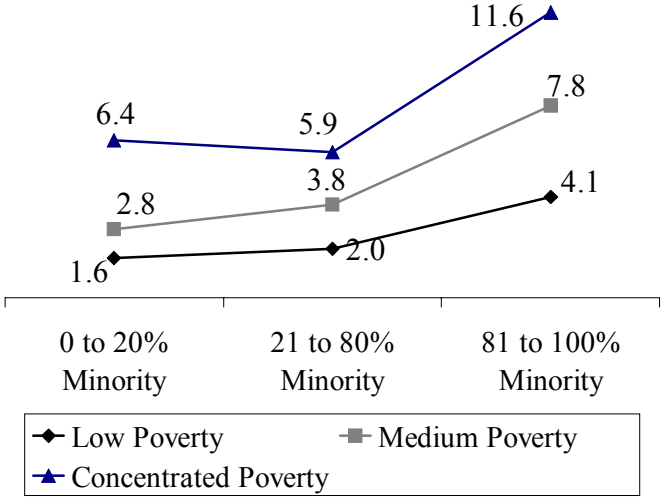


Table 5.11
Distribution of Public School Annual Attendance Rates by Location and Minority Composition of School
New York State
2001–02

Location/Minority Composition of School	Average Attendance 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?

Part VI:
Gender Issues

☆ Highlights

- ☆ *Despite gains by women, in 2002–03, 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.*
- ☆ *When comparing the percentage of tested students scoring 55 or higher and 65 or higher on Regents examinations, the performance of males and females was similar on the Regents examinations in global history and geography, U.S. history and government, and foreign languages. Males performed slightly better than females on the living environment and mathematics A examinations.*
- ☆ *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 6.1 shows the percentages of women administrators in selected district administrative fields, beginning in 1970–71. While women have made gains in the past 33 years, they continue to be underrepresented in the highest levels of administration. Between 1970–71 and 2002–03, the percentage of female school superintendents in independent districts increased from 0.4 to 19.2 percent and in dependent districts from 1.8 to 22.7 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.

TABLE 6.1

PERCENTAGE OF WOMEN ADMINISTRATORS IN SELECTED PROFESSIONAL FIELDS IN PUBLIC SCHOOLS

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The percentages of female principals, assistant principals, and classroom teachers have also increased in the past 28 years (Figure 6.1). The increase in female principals and assistant principals has been particularly significant. In 2002–03, 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.

Figure 6.1
Percentage of Women Principals, Assistant Principals, and Classroom Teachers in Public Elementary and Secondary Schools 1980–81 to 2002–03

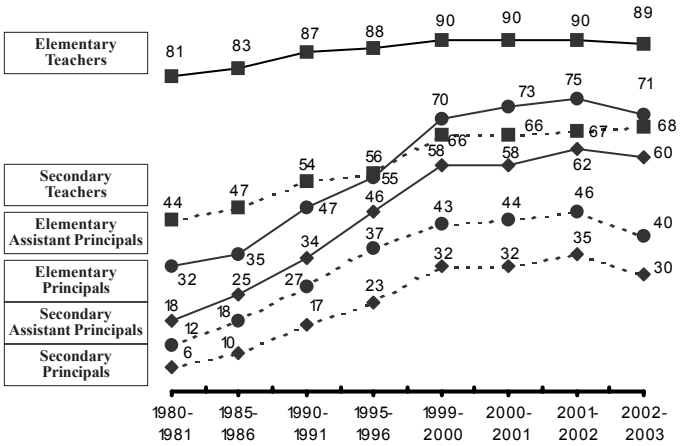

Table 6.1
Percentage of Women Administrators in
Selected Professional Fields in Public Schools
New York State
1970–71 to 2002–03

Professional Field	1970–1971	1975–1976	1980–1981	1985–1986	1990–1991	1995–1996	2000–2001	2001–2002	2002–2003*
Superintendent Independent	0.4%	1.8%	1.8%	4.8%	6.2%	12.8%	20.3%	21.8%	19.2%
Superintendent Dependent	1.8	0.6	3.4	4.9	8.9	14.4	19.9	19.7	22.7
Deputy/Associate/ Assistant Superintendent	11.9	9.1	10.3	14.6	23.9	32.2	45.4	47.6	46.5
Business Manager	10.3	10.6	14.1	19.6	24.8	29.3	31.9	39.0	41.2
Director/Coordinator	31.6	28.5	35.2	39.0	46.1	51.7	56.5	56.4	55.0
Assistant Director/ Coordinator	50.7	37.6	43.9	44.4	58.0	60.4	69.7	64.7	74.4
Supervisor	52.0	42.1	40.2	45.7	52.3	58.4	65.1	64.5	61.0

*Data for 2002–03 do not include New York City.

3 Performance Trends

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 6.2). 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 5.1 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: 6.7 percentage points on the elementary-level assessment and 10.4 percentage points on the middle-level assessment.

TABLE 6.2

NUMBER OF PUBLIC SCHOOL STUDENTS TESTED AND PERCENT SCORING AT OR ABOVE LEVEL 2 AND AT OR ABOVE LEVEL 3 ON ENGLISH LANGUAGE ARTS (ELA) ASSESSMENT BY GENDER NEW YORK STATE ASSESSMENT PROGRAM

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Regents Examinations

Figure 6.2 presents statistics for males and females on selected Regents examinations administered in 2002–03. 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. (See the description of high school graduation requirements in *Part I: Overview*.)

Statewide, tested females were more likely than males (87 percent compared with 85 percent) 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 seven points (Figure 6.2).

When comparing the percentage of tested students scoring 55 or higher and 65 or higher, the performance of males and females was similar on the Regents examinations in global history and geography, U.S. history and government, and foreign languages. Males performed slightly better than females on the living environment examination (82 percent of males compared with 79 percent of females scored 65 or higher) and the mathematics A examination (63 percent of males compared with 61 percent of females).

Figure 6.2
Public School Performance as a Percentage of Students Tested by Gender
Regents Examinations
August 2002, January 2003, and June 2003

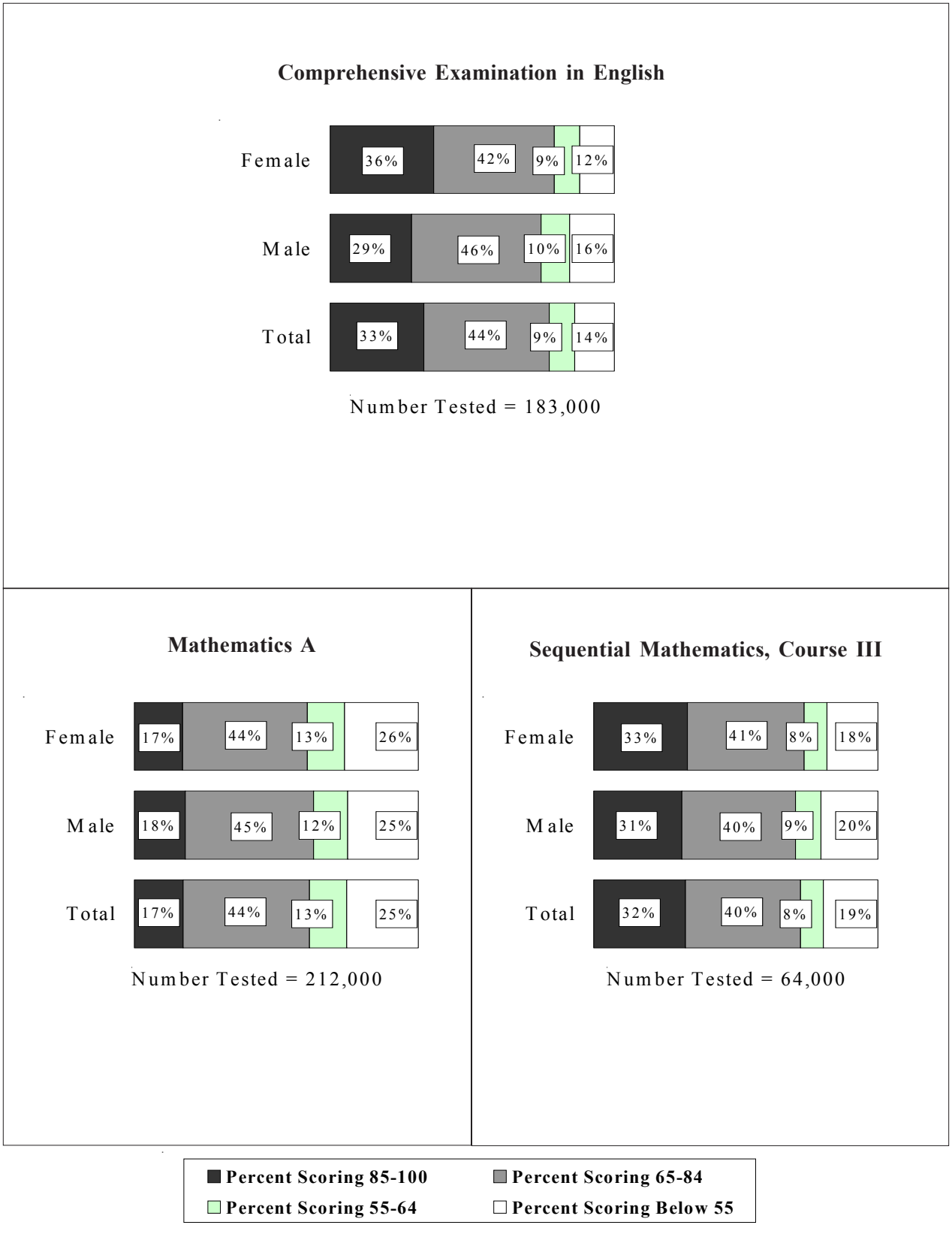

Figure 6.2 (continued)
Public School Performance as a Percentage of Students Tested by Gender
Regents Examinations
August 2002, January 2003, and June 2003

These results were significantly affected by the number of male and female students taking these examinations. More females than males took each of the examinations (Table 6.3). Generally, the smaller the percentage of a student group tested, the more likely that students tested will represent the highest performing students. For example, 79 percent of tested females statewide, compared with 82 percent of males, scored 65–100 on the Regents living environment examination. To put these percentages in perspective, consider that 97,133 females, as compared with 90,927 males, were tested. Therefore, about 2,175 more female than male students met this standard despite the smaller percentage of female students scoring 65–100 (Table 6.3).

TABLE 6.3

NUMBERS OF PUBLIC SCHOOLS AND TOTAL STATE STUDENTS TESTED ON SELECTED REGENTS EXAMINATIONS BY GENDER

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Table 6.2
Number of Public School Students Tested and Percent Scoring at or Above Level 2 and at or Above Level 3 on the English Language Arts (ELA) Assessment by Gender
New York State Assessment Program
2003

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	38,517	88.8%	48.4%	36,553	81.0%	27.1%
Female	36,996	93.3	56.5	35,422	89.1	37.7
Large City Districts						
Male	4,709	86.0	41.0	4,576	75.5	18.6
Female	4,402	90.7	48.8	4,247	84.7	26.4
Districts Excluding the Big 5						
Male	64,119	95.7	70.4	67,510	92.5	48.8
Female	60,130	97.3	76.2	63,916	96.1	59.0
Total Public*						
Male	107,867	92.7	61.1	108,872	87.9	40.2
Female	102,038	95.5	67.7	103,834	93.3	50.4
Total State						
Male	120,944	93.2	61.7	119,290	88.6	41.1
Female	116,426	95.8	68.4	115,899	93.7	51.5

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

Table 6.3
Numbers of Public Schools and Total State Students
Tested on Selected Regents Examinations by Gender
2002–03

Subject	Public School		Total State	
	Male	Female	Male	Female
Comprehensive Examination in English	89,803	93,282	99,871	104,701
Comprehensive Examination in Foreign Languages	44,060	57,829	51,568	68,441
Mathematics A	102,256	109,631	114,101	123,186
Sequential Mathematics, Course III	30,476	33,740	36,794	42,159
Living Environment	90,927	97,133	101,135	109,633
Global History and Geography	100,737	104,813	111,449	117,446
U.S. History and Government	86,960	92,125	96,503	103,652

4 Other Performance Measures

Diplomas Awarded

Fifty-one percent of public high school completers in 2002–03 were female (Table 6.4). Most of 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.

TABLE 6.4

CREDENTIALS EARNED BY PUBLIC HIGH SCHOOL COMPLETERS BY GENDER

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More females earned Regents diplomas. In public schools statewide, 56.3 percent of females and 52.3 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.

Scholastic Assessment Test I

In the class of 2003, more females than males took the SAT I: 54 percent of those tested were female. Males scored 43 points higher on the combined tests than females (Figures 6.3 and 6.4). Approximately 77 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 2003 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.

Between 1995 and 2003, the mean verbal score of males increased from 497 to 502, while the mean score of females decreased by one point to 492. Both males and females improved their performance on the mathematics test: males by 13 points; females by 12 points.

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 2003 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 49 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, 63 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 (2,855) relative to male test-takers (5,035) who earned scores above 700 on the mathematics section.

Figure 6.3
Mean Verbal SAT I Scores by Gender
New York State
Senior Classes of 1995 to 2003

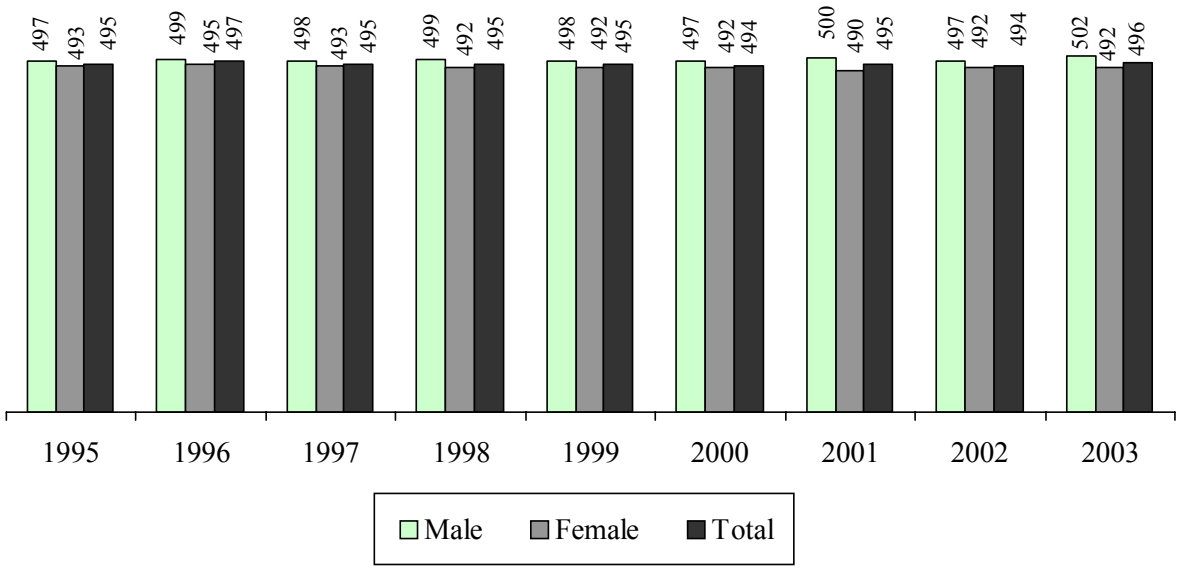

Figure 6.4
Mean Mathematics SAT I Scores by Gender
New York State
Senior Classes of 1995 to 2003

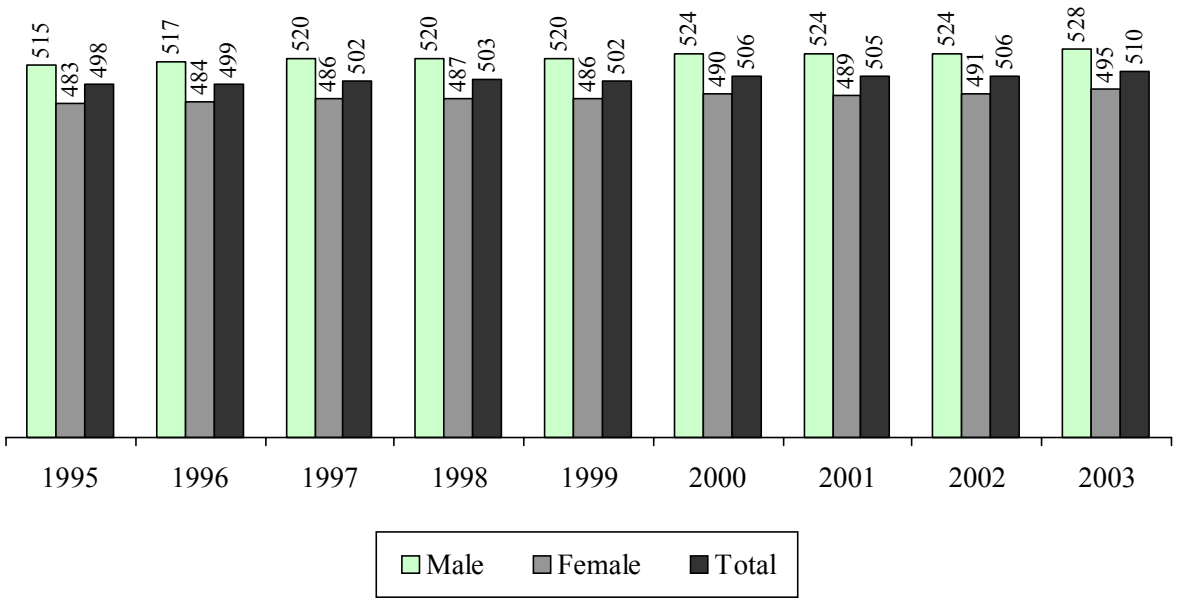

Table 6.4
Credentials Earned by Public High School Completers by Gender
New York State
2002–03

Sector/Location and Diplomas/Certificates	Gender		Total
	Male	Female	
New York City			
Total Completers	17,858	20,944	38,802
Regents-Endorsed Local Diplomas With Honors	6.1%	8.0%	7.1%
Regents-Endorsed Local Diplomas (Without Honors)	23.3	24.2	23.8
Other Local Diplomas	63.7	64.0	63.8
IEP Diplomas	6.8	3.8	5.2
Certificates	0.2	0.0	0.1
Large City Districts			
Total Completers	2,222	2,697	4,919
Regents-Endorsed Local Diplomas With Honors	1.1%	1.7%	1.5%
Regents-Endorsed Local Diplomas (Without Honors)	26.1	28.8	27.6
Other Local Diplomas	64.5	64.1	64.3
IEP Diplomas	8.1	5.2	6.5
Certificates	0.2	0.1	0.1
Districts Excluding the Big 5			
Total Completers	52,293	52,743	105,036
Regents-Endorsed Local Diplomas With Honors	12.6%	15.7%	14.2%
Regents-Endorsed Local Diplomas (Without Honors)	48.6	51.5	50.1
Other Local Diplomas	35.6	30.9	33.2
IEP Diplomas	3.1	1.8	2.5
Certificates	0.1	0.1	0.1
Total Public			
Total Completers	72,418	76,438	148,856
Regents-Endorsed Local Diplomas With Honors	10.6%	13.1%	11.9%
Regents-Endorsed Local Diplomas (Without Honors)	41.7	43.2	42.5
Other Local Diplomas	43.4	41.1	42.3
IEP Diplomas	4.1	2.5	3.3
Certificates	0.1	0.1	0.1

? Policy Questions

- ? What steps are necessary to enable more women to assume leadership positions districtwide and 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 VII:

Nonpublic Schools

☆ Highlights

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.

TABLE 7.1

RACIAL/ETHNIC GROUP ENROLLMENT PERCENTAGES BY SECTOR/LOCATION IN NONPUBLIC SCHOOLS

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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

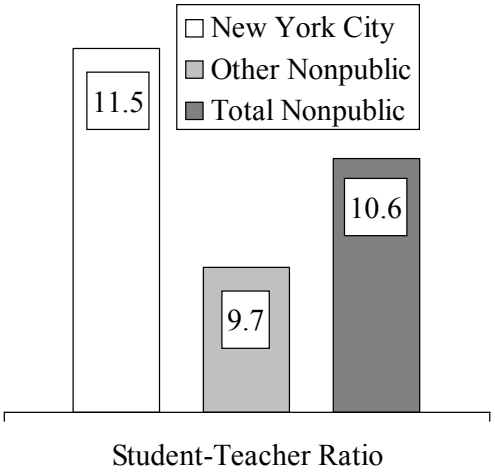


Table 7.1
Racial/Ethnic Group Enrollment Percentages by Sector/Location in Nonpublic Schools
New York State
Fall 2002

Sector/Location	Total Enrollment	Percent Black	Percent Hispanic	Percent American Indian/ Alaskan Native	Percent Asian/ Pacific Islander	Percent White
Nonpublic						
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
Total State	3,326,880	19.2%	17.8%	0.4%	6.1%	56.5%

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 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

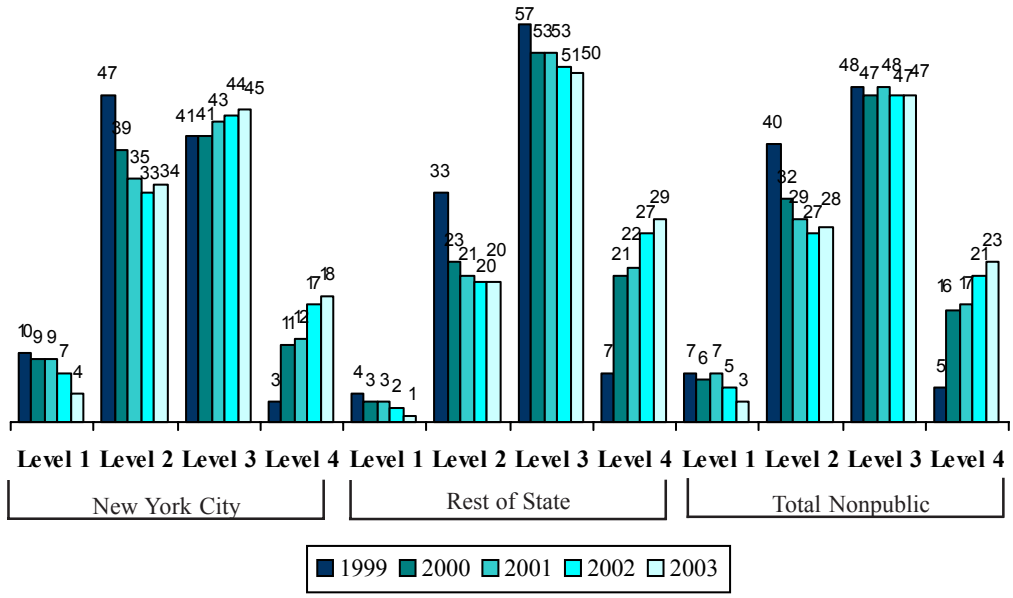


Figure 7.3
Percentage of Tested Nonpublic School Students Scoring at Each Performance Level on Middle-Level English Language Arts 1999 to 2003

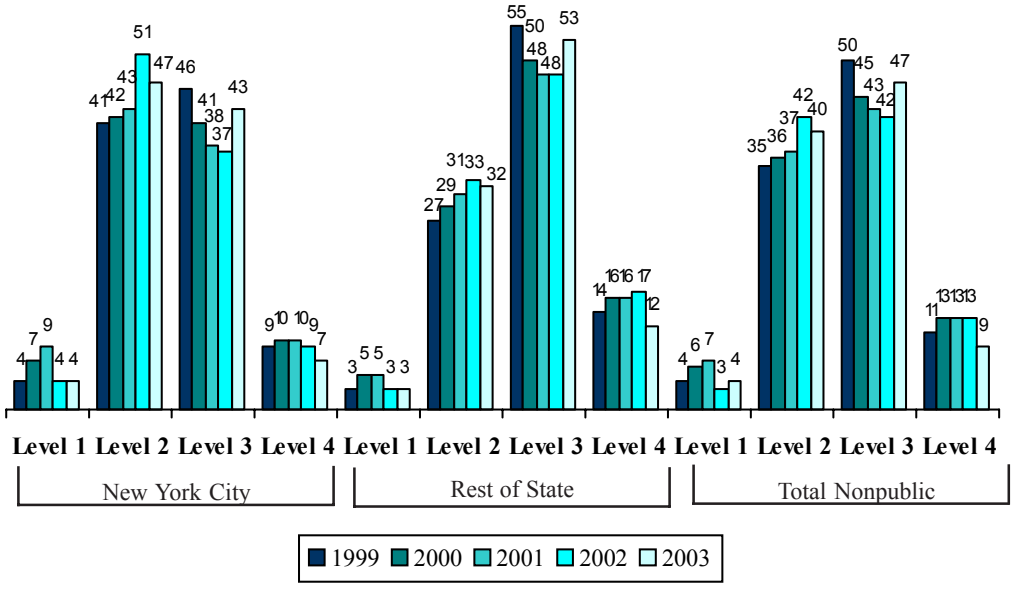


Figure 7.4
Percentage of Tested Nonpublic School Students Scoring at Each Performance Level on Elementary-Level Mathematics
1999 to 2003

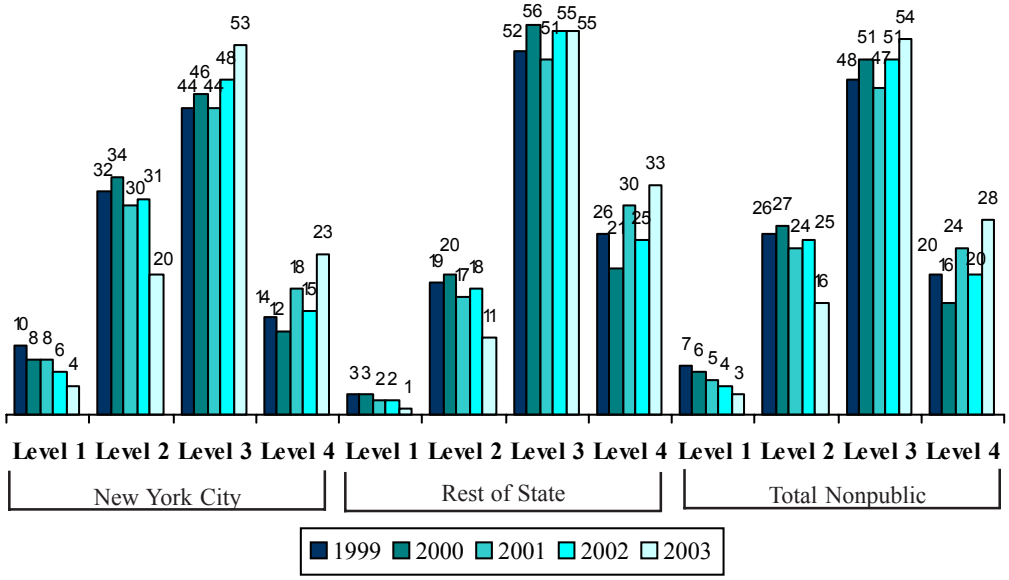
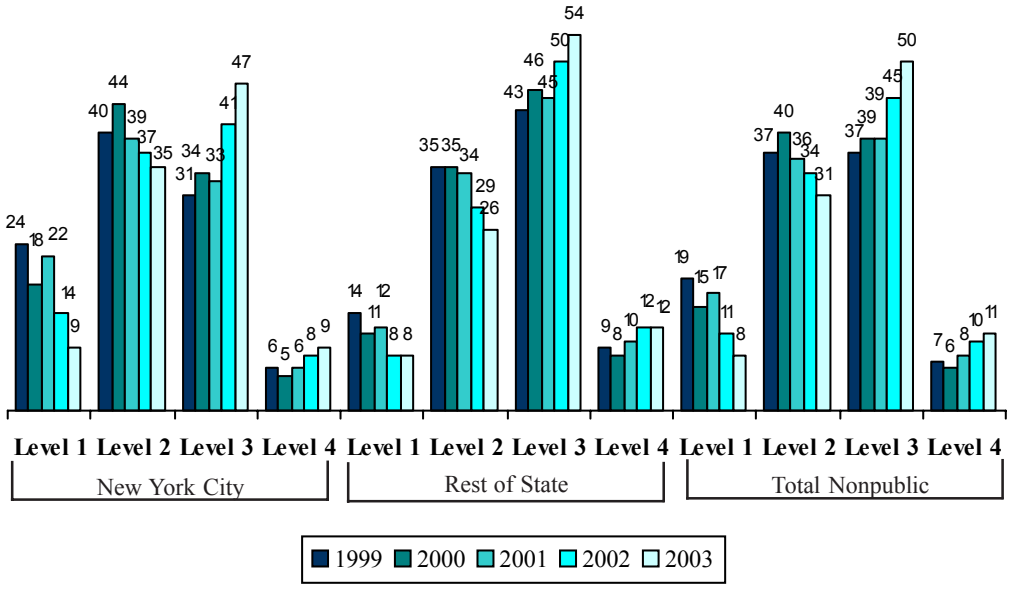


Figure 7.5
Percentage of Tested Nonpublic School Students Scoring at Each Performance Level on Middle-Level Mathematics
1999 to 2003



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

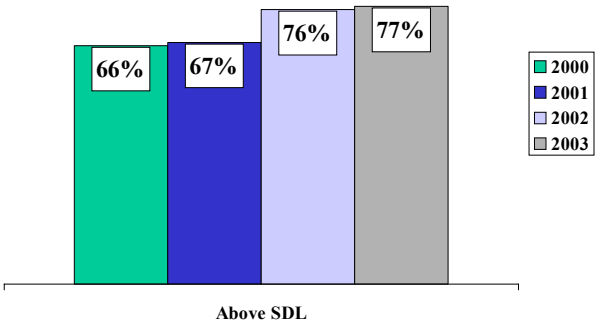


Figure 7.7
Mean Scores in PET Grade 4 Science for Nonpublic School Students 2003

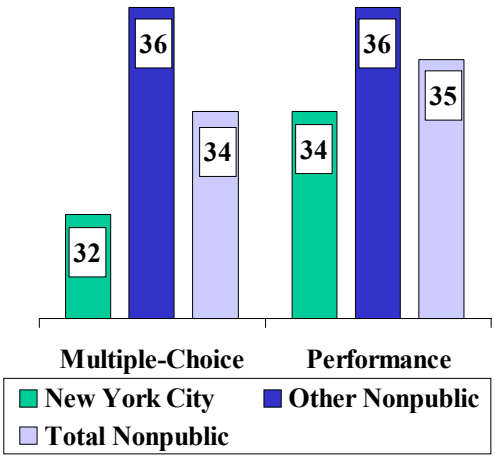


Figure 7.8
Percentage of Tested Nonpublic School Students Scoring at Each Performance Level on Middle-Level Science 2002 and 2003

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

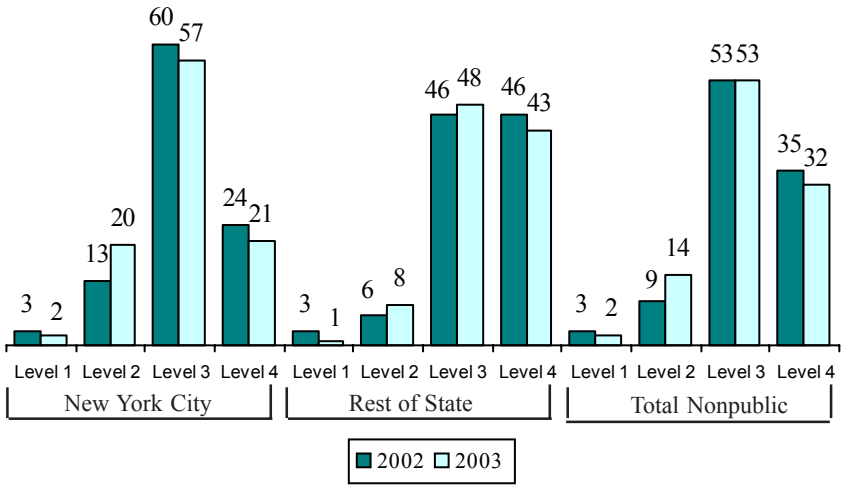


Figure 7.9
Percentage of Tested Nonpublic School Students Scoring at Each Performance Level on Elementary-Level Social Studies 2002 and 2003

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

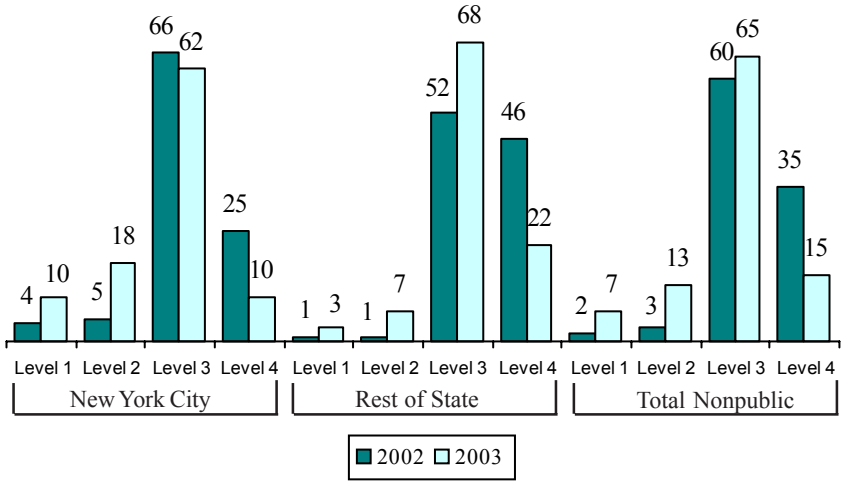
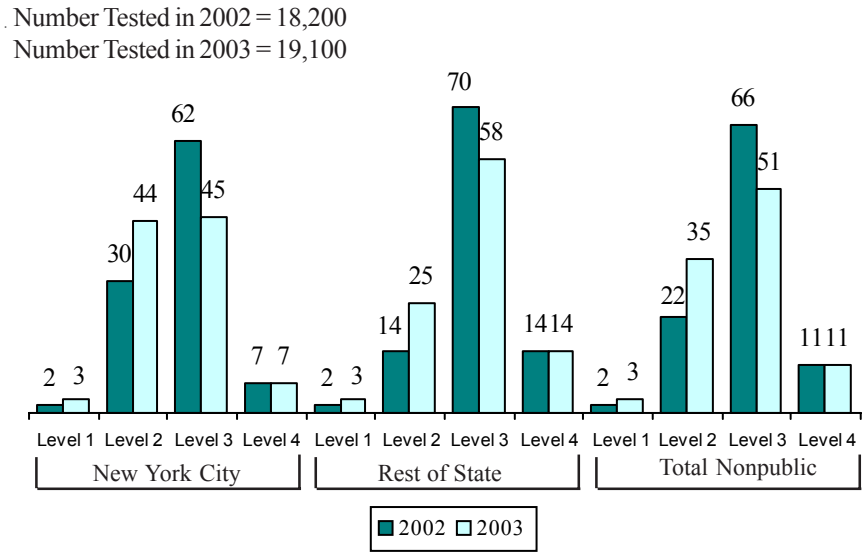


Figure 7.10
Percentage of Tested Nonpublic School Students Scoring at Each Performance Level on Middle-Level Social Studies 2002 and 2003



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

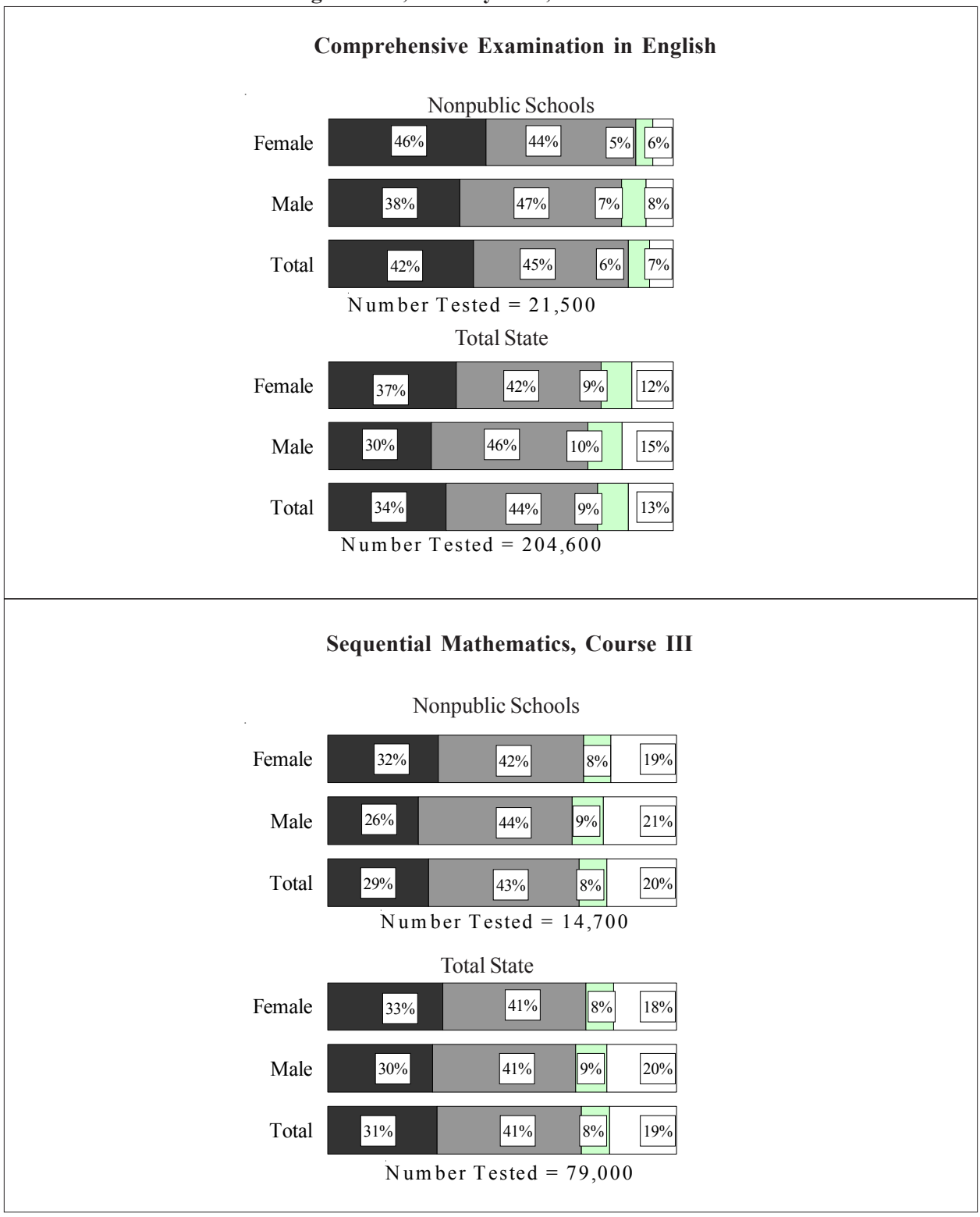
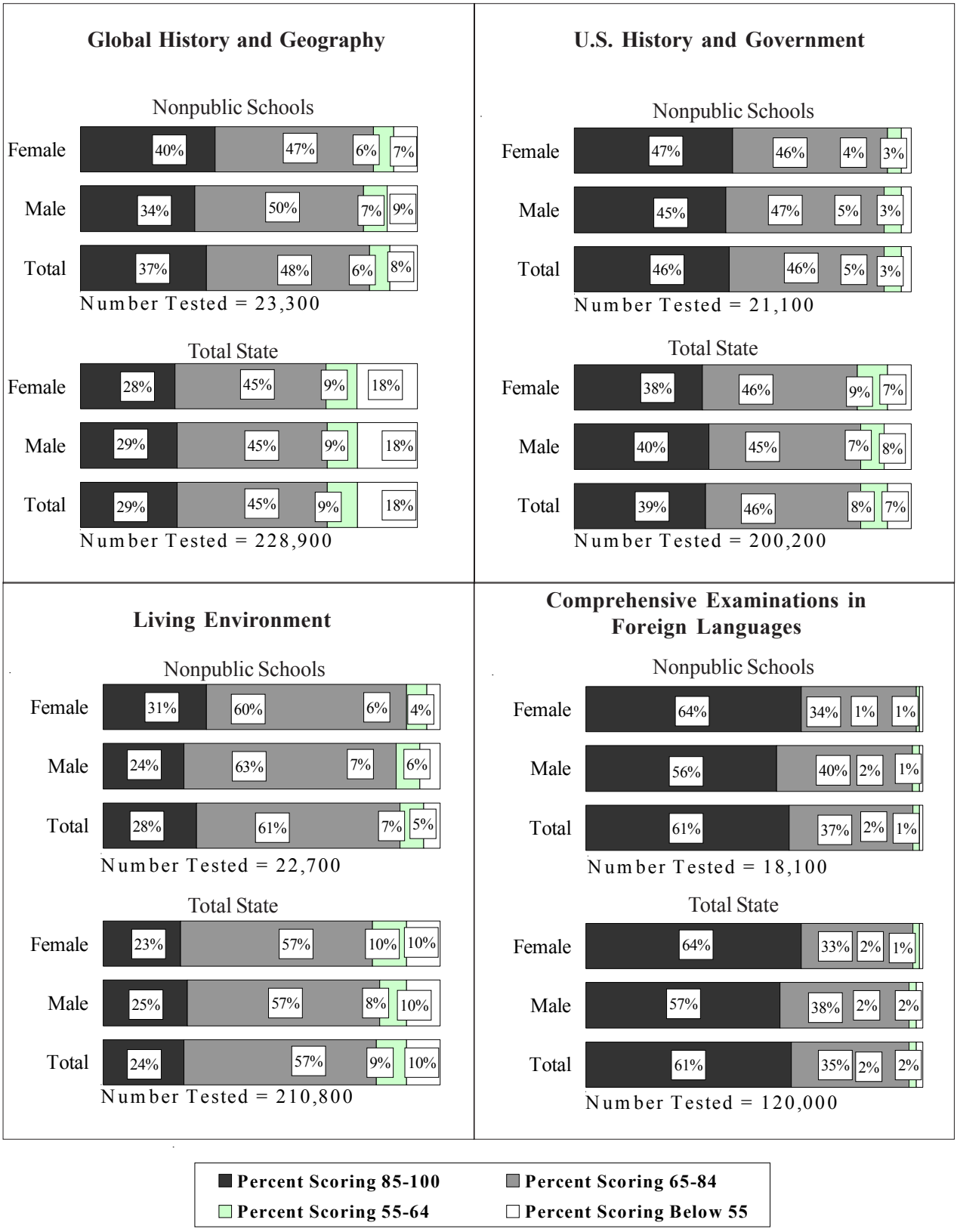


Figure 7.11 (continued)
Performance as a Percentage of Nonpublic School Students Tested by Gender
Regents Examinations
August 2002, January 2003, and June 2003



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

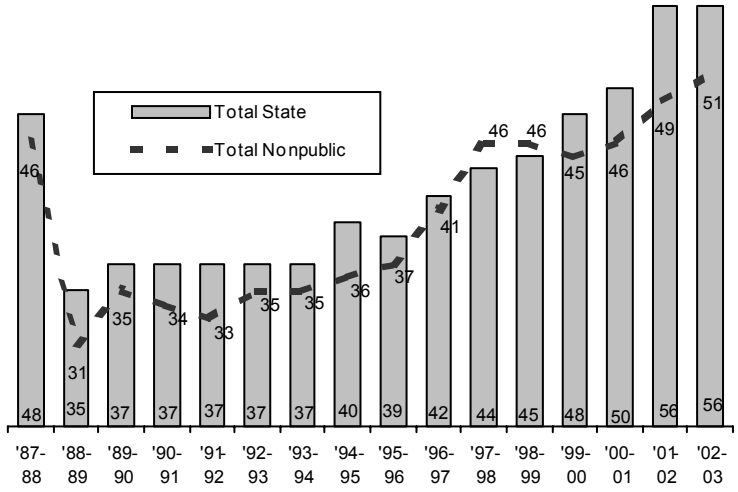
The ultimate goal of elementary, middle, and secondary education is for students to acquire the proficiencies required for employment and postsecondary education. Credentials awarded by secondary schools and college-going rates are two measures of success in accomplishing this goal.

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**
Total Nonpublic					
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
Total Public					
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
Total State					
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

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

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

Part VIII:
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 2009, 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 2002–03, 183,000 students took the Regents English examination; 157,000 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 2002–03, the number of students taking a first-level Regents mathematics examination increased from 158,000 to 212,000. The percentage of tested students scoring 55 or higher in sequential mathematics, course I, in 1996–97 (76 percent) was similar to that of students scoring 55 or higher in mathematics A in 2002–03 (75 percent).

The number of students tested on the Regents global history and geography examination in 2002–03 increased to 206,000 compared with 122,000 in 1995–96; 81 percent of tested students scored 55 or higher in 2002–03. The most dramatic increase in 2002–03 was in the number of students taking the Regents living environment examination, which satisfies the assessment requirement in science. General-education students who first entered grade 9 in 1999 are the first who must meet this requirement. The number of students tested increased from 129,000 in 2000 to 188,000 in 2003; 89 percent of tested students scored 55 or higher in 2003.

The State administered assessments measuring elementary- and middle-level learning standards in English language arts (ELA) and mathematics for the fifth year in 2003. Sixty-four percent of fourth-graders and 46 percent of eighth-graders in 2003, compared with 49 percent of fourth- and eighth-graders in 1999, demonstrated proficiency in the ELA standards for their grade level by scoring at Level 3 or above. Among the four assessments, the highest levels of proficiency were demonstrated by fourth-graders on the mathematics assessment for elementary-level students. Seventy-nine percent of fourth-graders demonstrated proficiency in elementary-level mathematics in 2003 compared with 67 percent in 1999. Fifty-two percent of eighth-graders demonstrated proficiency in middle-level mathematics in 2003, compared with 38 percent in 1999. Though the percentage of eighth-graders scoring at Level 1 in mathematics has decreased by 12 percentage points since 1999, 17 percent of students are still scoring at Level 1 in 2003, compared with only five percent of students at the elementary level. The assessments revealed that the greatest need for improved curriculum in 2003 is in middle-level ELA. Only 46 percent of eighth-graders, compared with 49 percent in 1999, met or exceeded the standards in ELA. Clearly, schools must review 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 also increased. More students with disabilities took Regents examinations in English, global history and geography, U.S. history and government, and biology (or living environment) in 2002–03 than in 2000–01. A greater percentage of tested students with disabilities scored 55 or above in Regents U.S. history and government and mathematics A or sequential mathematics, course I, in 2002–03 than in 2000–01. A majority of students

with disabilities in the 1999 cohort scored 55–100 in three of the five required Regents examination subjects (global history and geography, U.S. history and government, and science) after four years; 49 percent did so in English and 39 percent in mathematics. Students with disabilities' performance on fourth and eighth grade mathematics assessments improved between 2002 and 2003.

For the fourth year, New York State placed a larger percentage of students with disabilities in general-education classes than the national average. Minority students, however, continued to be disproportionately placed in special education.

As participation in Regents courses and examinations has increased, so has the performance of New York State students on national programs of student achievement. The average composite SAT I score for the graduating class of 2003 (1006) was 18 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. Comparing 2003 with 1990, the number of candidates participating has more than doubled. There were about twice as many Black, Asian, and Hispanic candidates in 2003 as in 1992. Sixty-four 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 completers in public schools planned to enroll in postsecondary education, only 56 percent earned Regents diplomas. Statewide, 87 percent of general-education students in the 1999 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: 76 percent in New York City and 80 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 52 percent of New York City fourth-graders — and 45 percent of fourth-graders in the Large City Districts — succeeded in meeting or exceeding the elementary-level ELA standards in 2003 by scoring at Level 3 or above.

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 poverty; by 2002–03 this percentage had grown to 27.3. In 2002–03, the number of limited English proficient students was 19.3 percentage points higher than in 1990–91. 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 1997–98 and 2001–02, State aid increased by $6.1 billion, a 41.5 percent increase after inflation. Over the same

five-year period, expenditures per pupil increased by 38.1 percent after inflation. In 2001–02, the State share of district revenues was 48.8 percent, compared with 40.2 percent in 1997–98. 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 $10,000 to $20,800, 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 had more students per teacher, higher rates of teacher turnover, 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 Rural 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. 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 and foreign language examinations) was administered in January 2002.

To raise learning standards for all students, the Board of Regents is phasing out the Regents competency tests (RCTs) for students with disabilities, beginning with students who enter grade 9 in September 2010, and requiring all students to demon-

strate 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 first entered grade 9 in 2001, students must score 65 or higher (55 at local board option) on five Regents examinations and earn 22 credits to earn a Regents diploma. Beginning with this group, higher requirements have also been established for an advanced designation on the Regents diploma. (See *Part I: Overview* for a description of graduation requirements.)

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 June 2004, 15 local education agencies and all 38 BOCES have submitted certification forms to the Department requesting approval for career and technical education programs. Over 775 program proposals have been received and over 625 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.

Under the No Child Left Behind (NCLB) Act, all school districts, BOCES, charter schools, the State schools at Batavia and Rome, and Special Act School Districts defined in Section 4001 of the Education Law must ensure that all teachers in core academic subjects meet the federal definition of highly qualified by the end of the 2005–06 school year or by a later deadline established by the U.S. Secretary of Education for rural areas. NCLB core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. To be "highly qualified," a teacher must have a bachelor's degree and be fully certified by the State of New York. The teacher must also pass State tests or meet comparable requirements for the grades and the subjects they are teaching. Under NCLB, schools that receive Title I federal funds may only hire new teachers if they are highly qualified. All teachers of core subjects, even experienced teachers, may participate in professional development to meet the highly qualified standard set by NCLB. School districts must offer professional development to enable teachers to become highly qualified and effective teachers by the 2005–06 school year.

The Regents 2004 State Aid proposal recommended an increase of $880 million, a 6 percent increase over the 2001–02 school year. The proposal recommended a new foundation formula to target 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 a foundation program for operating general-education programs that meet student needs;
- adjust Foundation Aid to reflect regional variations in cost and provide districts with limited protection against losses from 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;
- adjust formulas to provide a greater incentive to districts to place students with disabilities in integrated settings with their non-disabled peers; and
- expect a local contribution to the foundation program based on property value in the district and the income of its residents.

The Regents proposal recommended that 84 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 be eligible to 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 Blue Ribbon Panel's Statement on School Leadership. The charge to the Panel was to identify strategies to prepare, recruit, place, and keep a sufficient number of administrators with the knowledge and skills to lead New York schools. The Panel identified three goals: create an environment where leaders succeed in improving student achievement; provide quality preparation for school leaders; and expand the scope and incentives for recruiting, developing, and retaining effective school leaders.

To address the Blue Ribbon Panel's goal of providing quality preparation for school leaders, Commissioner Mills developed a list of guiding questions on preparing leaders. After much discussion with and response from the field and Re-

gional Leadership Forums, the Board of Regents in July 2003 approved final regulations, guiding school leadership preparation programs. 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 program, focusing on competency-based preparation that requires meaningful field experiences and mentoring, and ensuring program quality through a national accreditation and graduate pass rates on State assessments.

Other initiatives have been underway to address the Blue Ribbon Panel's recommendations to improve the environment and increase incentives for school leaders. In 2001, a statewide "Leaders Count!" campaign was launched to educate the public about school leadership and improve relations between communities and the school district. The New York State Center for School Leadership has also partnered with the New York State School Boards Association and the New York State Council of School Superintendents to develop training that focuses on the relationship between the board and the superintendent. Finally, the Department is supporting legislation to increase the incentives for teacher leaders to take on the job of administration by ensuring that administrators' pension benefits reflect the 12-month calendar.

The Department will measure success in addressing the goals of the Blue Ribbon Panel by having effective school leaders for all of New York State's schools who, in the judgment of those who employ them, possess the essential knowledge and skills to improve student achievement.

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 superintendents of the Big 5 City school districts to implement an Urban Initiative to support these large city districts. The strategy includes:

- In New York City, District Comprehensive Education Plans (DCEPs), a performance-based planning process designed to assist superintendents in identifying areas of educational or organizational need within their district and to promote performance-based planning and accountability;
- In the Big 4 Districts, Partnership Agreements with the New York State Education Department, which are based on the priority areas

contained in each district's strategic plan and which indicate expected outcomes, performance indicators, district responsibilities, and services and support to be provided by the Department and its networks; and

- Urban Forums that 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.

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 System (VLS), a web-based source of information for administrators, teachers, teacher candidates, parents, students, and the public. VLS was designed to encourage the use of the Internet as a tool for teaching and learning and to provide help to classroom teachers in locating and using Internet resources for instruction. The vision is to create a comprehensive education portal, which offers electronic tools to help all learners achieve higher learning and more importantly, integrates a range of standards-based resources keyed to the New York State Learning Standards.

The VLS presents the New York State Learning Standards, including the full text of the 28 standards and their respective key ideas and performance indicators, as well as the alternate performance indicators for students with severe disabilities. It offers resources that classroom teachers can use to support preK-12 standards-based instruction, such as sample tasks and learning experiences.

The Department recognizes that teachers can search the Internet for thousands of educational lessons and classroom resources. The value added through VLS is that it operates from a content management system designed to assure that all resources are keyed to the student performance levels of the New York State Learning Standards. Other teaching resources available on VLS include those from the New York State Library, public broadcasting services, and archives.

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;

- Using technology to encourage efficient, consistent, cost-effective ways to fold local data into statewide data; and

- Identifying family concerns that reflect new patterns and require review of rules for excused and unexcused absences.

The Department has already taken significant steps in examining these issues. These steps include reviewing State and federal laws and regulations, conducting regional workshops on attendance, convening a Commissioner's Statewide Attendance Advisory Council, forming an attendance workgroup 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.

As a result of over two years of policy discussion and development, which was enriched by dialogue at the State, regional, and local levels, the Board of Regents in October 2001 amended the Regulations of the Commissioner concerning student attendance. The major features of the new regulations are:

- Clarification concerning the content of and responsibilities for maintaining the record of student attendance;

- Periodic review of attendance data by school building administrators for the purpose of identifying problems and developing actions to improve student attendance; and

- Development by each school district of a Comprehensive Attendance Policy that ensures the maintenance of accurate student attendance records and the use of attendance data to improve attendance within the context of local needs and expectations.

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 to develop and implement attendance recordkeeping systems consistent with their locally-developed 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 $1.14 billion for the 2002–03 school year. 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.

In 2003, the federal government awarded New York State approximately $146.3 million to begin implementation of Reading First, a six-year program designed to help low-performing, high-poverty schools to teach all students to read at grade level by the end of grade 3. In 2003–04, more than $70 million in funding were awarded to 48 school districts and charter schools across New York State under this plan. The Reading First grants will be used to:

- Provide professional development targeted to implement instructional practices that are based on scientifically based reading research;

- Support the purchase and implementation of scientific research-based reading programs and teaching strategies, including frequent assessment for the purpose of monitoring student progress in each of the components of reading mastery;

- Provide intensive instruction for students who are below benchmark in the acquisition of reading skills and abilities; and

- Support all students, including students with disabilities and students who are limited English proficient, in learning to read at grade level by the end of grade 3.

To ensure effective statewide implementation of the Reading First initiative, the Department is creating an infrastructure to build capacity for reading instruction based on scientifically-based reading research. Seven Regional School Support Centers (RSSCs) have been established and funded to provide comprehensive and intensive technical assistance and professional development to participating Reading First districts. The Department will fund a New York State Reading Resource Center (NYSRRC) to ensure the statewide dissemination of scientifically-based reading research and to support the work of RSSCs. In addition, the Department will offer State-level professional development for K-3 classroom teachers in Reading First schools through the New York State Reading Academy, a web-based program in research-based reading instruction.

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 July 2003, after several years of study and deliberation, the Board of Regents adopted the Regents Policy Statement on Middle-Level Education as part of an effort to strengthen and improve education in the middle grades. The 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. The Policy Statement is fully aligned with the Department's *Essential Elements* document.

The Board of Regents is studying and discussing alternative approaches for ensuring that schools with middle-level grades accurately and comprehensively implement both the Regents Policy and the *Essential Elements*.

Coordinated school health programs support both the academic and the health goals established for school-age children. Eight regional Student Support Services Centers (formerly called the Coordinated School Health Network) and three statewide centers — Statewide School Health Services Center, New York State Center for Healthy Schools, and the New York State Center for School Safety — have been established. Under the direction of the State Education Department, this network identifies research and best practices, 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.

The centers will focus on improving academic performance, attendance, school completion, and/or school safety through the development of safe and supportive learning environments, including the promotion of youth development and community-school collaboration.

In addition, the Student Support Services Team (formerly the Comprehensive Health and Pupil Services Team) collaborates with other State agencies that provide 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 vio-

lence prevention education. The Team collaborates with the Department of Health to build and sustain an infrastructure that supports a coordinated approach to providing health services to schools and skills-based health education.

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 York State's plan for meeting the accountability requirements of the federal No Child Left Behind (NCLB) Act was approved by the U.S. Department of Education in January 2003. President George W. 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. 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 approved by the Regents in July 2003. Key elements in the proposal include:

- establishing criteria for determining if schools/districts have made adequate yearly progress;
- determining consequences for schools/districts that do not 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 2002–03 school year, 251 schools had been identified for registration review. One hundred eighty-four of these schools, including 24 during the 2002–03 school year, have been removed from registration review. Twenty of these 24 were removed because they achieved the student performance standards established by the Commissioner and the other four ceased operation in June 2003 pursuant to closure plans developed by their district and approved by the Commissioner. Nine schools were identified for registration review in the 2002–03 school year, including one school that had previously been removed from registration review.

Statewide, 527 schools were designated as in need of improvement under Title I for the 2003–04 school year. A total of 188 schools that did not receive Title I funds were listed under State rules as requiring academic progress. Depending on the school's improvement status, among other requirements, it may have had to develop a school improvement plan, provide public school choice, provide Supplemental Education Services (SES), or take actions that may include replacing school staff, instituting a new curriculum, or restructuring the internal organization of the school.

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 2004, we issued the eighth 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 seventh report was issued in April 2004. 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 reexamine 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 2004 Edition

The Department relied on its current reporting systems to supply most data for the July 2004 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 2000 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 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, 5, and 8 in 2002–03). STEP collects electronic records for all students 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. Because 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 designing and implementing 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 awarding of a contract for the development of a statewide unique student identification (ID) system. The unique ID is expected to be assigned to all public school students by the end of the 2004–05 school year. The second step was the awarding of a contract to eScholar for a licence to use its student data model. The Department plans to issue contracts for the development and maintenance of a regional warehouse and a State repository based on the eScholar model. The Department is also issuing a Request for Proposal for the development of an analytical tool that will allow a variety of audiences to view data in the warehouse as a basis for better understanding student performance. Access to the data will be controlled by authorization codes to preserve individual student privacy.

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, sal-

ary, 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 Department 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 analyze 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)

Racial/Ethnic Enrollment
Fall 2002

Location of SURR Schools	% Black	% Hispanic	% American Indian/ Alaskan Native	% Asian and Pacific Islander	% White
New York City	47.6%	48.2%	0.4%	2.2%	1.6%
Rest of State	62.1	22.8	0.5	1.2	13.4
Total	51.2	41.9	0.4	1.9	4.5

Percent of Schools with Concentrated Poverty*, Percent of Enrollment Participating in Free-Lunch Program, and Percent of Enrollment Who Are Limited English Proficient
Fall 2002

Location	% of Schools with Concentrated Poverty	% Free-Lunch Participation	% Limited English Proficient
New York City	72.4%	N/A	13.9%
Rest of State SURR	100.0	75.3%	8.3
Total SURR	80.2	N/A	12.5

*Over 40 percent of enrollment from families on public assistance.

Attendance, Suspension, Dropout Rates, and Percent of Students Retained in Ninth Grade

Location	2001–02 Attendance Rate	2001–02 Suspension Rate	2002–2003 Dropout Rate	Students Retained in Ninth Grade Fall 2002
New York City	84.2%	4.7%	10.0%	38.4%
Rest of State SURR	87.8	27.2	9.8	32.2
Total SURR	85.1	10.5	9.9	36.9

Student Performance in SURR Schools and All Public Schools by Location
New York State
2002–03

Location	NYSAP Tests: Percentage at or above Level 2			
	Elementary Level		Middle Level	
	ELA	Mathematics	ELA	Mathematics
SURR Schools				
New York City	82%	84%	78%	59%
Rest of State	85	89	76	58
Total SURR	83	86	78	59
Public Schools				
New York City	91%	91%	85%	78%
Rest of State	95	97	93	90
Total Public	94	95	90	83

Location	Percentage of the 1999 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		Science	
		Percent 55–100	Percent 65–100	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	2,587	53%	33%	46%	31%	59%	35%	51%	31%	54%	38%
Rest of State	865	60	36	42	22	68	49	62	39	66	45
Total SURR	3,452	55	33	45	29	61	39	54	33	57	39
Public Schools											
New York City	52,499	73%	58%	67%	51%	76%	61%	69%	55%	71%	56%
Rest of State	118,900	88	81	86	79	90	85	87	79	90	85
Total Public	171,399	83	74	80	71	86	77	82	72	84	76

Schools Under Registration Review (SURR)
by Legislative and Congressional Districts as of June 2003

CSD	Schools	Senate District	Assembly District	Congressional District
1	J.H.S. 370**	25	66	14
	I.S. 509	25	64	14
3	M.S. 258	30	67	15
4	P.S. 57*	28	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	J.H.S. 149	28	84	16
	I.S. 184	32	79	16
8	P.S. 60	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	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
	P.S/M.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
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
16	P.S./I.S. 35*	18	56	10
17	I.S. 390	20	56	11
18	I.S. 252	21	58	11
19	P.S. 13	19	40	10
	P.S. 190*	19	40	10
	P.S. 224*	19	40	10
	I.S. 292	17	55	10
	I.S. 302	17	54	12
23	I.S. 55*	18	55	10
	J.H.S. 275	19	40	10
27	P.S. 43	14	31	6
	P.S. 45	10	32	6
	J.H.S. 198	10	31	6

*These schools were removed from registration review during the 2002–03 school year.
**These schools were closed during the 2002–03 school year.

CSD	Schools	Senate District	Assembly District	Congressional District
29	I.S. 192	6	33	6
31	P.S. 31	23	61	13
78 New York City High Schools	Adlai E. Stevenson H.S.*	32	76	7
	Alfred E. Smith H.S.*	28	84	16
	Automotive H.S.	17	50	12
	Concord H.S.	23	43	11
	EBC/East New York School for Public Safety and Law	17	55	10
	Franklin K. Lane H.S.	17	54	12
	George Wingate H.S.	20	57	11
	Humanities & the Arts Magnet H.S.	14	33	6
	John Jay H.S.**	18	44	11
	Louis B. Brandeis*	31	67	8
	Monroe Academy for Business & Law	32	85	16
	Park West H.S.	29	67	8
85 Chancellor's District	P.S. 25 (formerly in CSD #16)*	18	56	10
	P.S. 28 (formerly in CSD #16)	18	56	10
	P.S. 30 (formerly in CSD #5)	25	66	8
	P.S. 40 (formerly in CSD #28)*	10	32	6
	P.S. 49 (formerly in CSD #7)	28	84	16
	P.S. 57 (formerly in CSD #12)	33	79	16
	P.S. 64 (formerly in CSD #9)	28	77	16
	P.S. 66 (formerly in CSD #12)	32	85	16
	P.S. 129 (formerly in CSD #5)*	30	70	15
	I.S. 158 (formerly in CSD #12)	32	79	16
	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
	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. 391 (formerly in CSD #17)	20	43	11
	850 Grand Street Campus Academies (formerly Eastern District) —H.S. for Legal Studies*	17	53	12
	Theodore Roosevelt H.S.	34	78	16
	Wadleigh H.S.*	30	68	15
	William Taft H.S.	28	77	16
Buffalo	P.S. 11	60	141	28
	P.S. 18	60	144	27
	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. 171	60	141	28
	P.S. 74	60	141	28
	Burgard H.S.	60	141	28
	Kensington H.S.**	60	141	28
	South Park H.S.	58	145	25

*These schools were removed from registration review during the 2002–03 school year.
**These schools were closed during the 2002–03 school year.

CSD	School	Senate District	Assembly District	Congressional District
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
Syracuse	Blodgett Elementary School*	50	119	25
	Danforth Magnet School	49	119	25
	Hughes Academic Magnet School	49	120	25
	James A. Shea Middle School	50	119	25
Wyandanch	Milton L. Olive Middle School	4	11	2
	Wyandanch 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 2002–03 school year.
**These schools were closed during the 2002–03 school year.

Appendix C: Universal Prekindergarten Program

Introduction

Chapter 436 of the Laws of 1997 provides for New York State's Universal Prekindergarten (UPK) Program. The program was designed to be phased in over a four-year period, with the first districts implementing programs in the 1998–99 school year and an increasing number of districts becoming eligible each year until the program was fully implemented in the 2001–02 school year. The statute specifies a formula to be used to calculate a district's grant award. When fully implemented, the UPK Program is intended to provide all districts with the opportunity to offer a State-funded prekindergarten experience to all four-year-olds, regardless of income.

By statute, districts are required to set aside at least 10 percent of their UPK grant to collaborate with existing early childhood agencies for the provision of the instructional program. UPK classes may be located at public school sites or at early childhood agency sites. This set-aside requirement may be waived when a district can document that it has made diligent efforts to identify an agency with which to collaborate and is unable to do so due to the lack of available agencies within its district boundaries.

UPK classrooms, regardless of setting, provide child-centered and interactive learning experiences. The instructional program must be designed for children as active learners and be based on a professional body of knowledge about how social, emotional, cognitive, language, and physical development takes place in young children. Classroom activities are planned around learning centers, and each day includes a balance of active and quiet play, individual and group activities, and teacher-directed and child-initiated activities. The goals of the program are to develop children's language and communication skills, to promote early literacy skills, to develop large and fine motor skills, and to foster children's social-emotional development. The prekindergarten content is connected with the kindergarten and early elementary curricula and the New York State Learning Standards.

Program Highlights

Status of Implementation. Full implementation as set forth in Section 3602–3 of Education Law has not been realized due to three years of static appropriations. Since 2001–02, the only districts eligible to receive a UPK grant were those that were eligible in the previous year. As a result, approximately 35 percent of the school districts in New York State have not had the opportunity to offer a State-funded prekindergarten program to four-year-olds in their boundaries.

Despite funding obstacles, approximately 81,000 students statewide currently participate in a State-funded early education program. State-funded early education programs include UPK, the Targeted Prekindergarten Program (formerly known as the NYS Experimental Prekindergarten Program), and full-time approved preschool special education programs (four or more hours per day). In the 2002–03 school year, districts also used other funding sources, such as Title I, magnet school grants, and local tax levy, to provide prekindergarten services to approximately 5,800 children. In addition, the federally funded Head Start program served 26,000 four-year-olds. In the 2002–03 school year, 44 percent of New York State's four-year-olds received a State-funded, federally funded, or other school district funded prekindergarten program (Figure C.1).

Interest in the UPK Program remains high. As boards of education across the State engaged the public in the development of their local budgets, they have been urged to retain their commitment to early education. These boards of education have made important decisions to maintain UPK. As a result, the UPK program has experienced slight, incremental growth over the last three years (Table C.1).

During the 2002–03 school year, 189 of the 224 eligible districts (84 percent) participated in the UPK program, serving approximately 58,300 children. Figure C.2 illustrates the distribution of en-

rolled children between the Big 5 City school districts and the rest of the State.

Collaboration with Early Childhood Agencies. New York State's UPK Program requires districts to set aside a minimum of 10 percent of their UPK grant funds to collaborate with existing early childhood agencies. This collaboration requirement has fostered the development of a prekindergarten system that builds upon and complements the preexisting early care and education system within communities. Districts and early childhood agencies continue to be engaged in meaningful collaborations that benefit districts, early childhood agencies, children, and their families. While all collaborations involve the provision of the instructional program by the early childhood agency, the nature of collaborations varies widely and is subject to the terms of the contract between the district and the community-based organization. Professional development, curricula and assessments, kindergarten transition activities, support services, and parent involvement are among the shared and coordinated activities resulting from UPK collaborations.

The early childhood agencies collaborating with school districts include the full gamut of early care and education providers: day care centers, nursery schools, Head Start programs, group family or family day care providers, preschool special education providers, BOCES, and nonpublic schools (Figure C.3).

Since the inception of the UPK Program, the grant funds used to support collaborations with early childhood agencies have consistently exceeded the statutorily mandated minimum of 10 percent. In the 2002–03 school year, early childhood agencies provided the instructional program for approximately 63 percent of the UPK students statewide; 68 percent of the enrolled children in New York City, and 52 percent of the UPK students in the rest of the State. The distribution of grant funds between public schools and early childhood agencies approximates the distribution of students (Figure C.4).

Teacher Qualifications. Qualified and well-prepared staff is one predictor of a high quality early childhood program. The UPK Program requires that all teachers possess New York State certification to teach in the early grades. The program regulations provide a transition period for early childhood agencies to meet this requirement. During the transition period, early childhood agencies may employ classroom teachers who are not certified, provided there is an on-site education director, responsible for program implementation, who has New York State teaching certification for services in the early grades. While this transition period was originally scheduled to end in September 2001, it has been extended until September 2004. During the 2002–03 school year, 81 percent of the teachers in UPK classrooms were certified. While 94 percent of the UPK teachers outside of New York City were certified, only 74 percent of the UPK teachers in New York City were certified (Figure C.5).

Program Effectiveness. UPK has created an earlier entry point to education, assisted in the coordination between day care settings and public education, and helped young children be better prepared to learn.

State Education Department Program Administration. Department staff continues to provide technical assistance to school districts and community agencies via telephone calls, e-mail, and listserve communication. In the 2002–03 school year, comprehensive monitoring visits to UPK Programs were made to 14 school districts. In addition, UPK Program oversight was provided by Department staff conducting coordinated monitoring reviews for other programs, such as Title I, Academic Intervention Service (AIS) plans, District Comprehensive Education Plan (DCEP), school improvement, and SURR/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 early childhood conferences, articles in relevant publications, and policy memoranda to the field.

Technical assistance and support to school districts were also provided through the participation of Department staff in the citywide meetings of the New York City Early Childhood Directors. These meetings provide an opportunity to obtain information regarding the needs of the programs and to discuss implementation difficulties in New York City. They also provide an opportunity to reinforce the Department's strategic objectives for early education and to convey information on program policy and new initiatives. Department staff also attend meetings of the New York State Prekindergarten Administrators Association, which serve a similar purpose on a statewide basis.

Program Challenges and Needs

Transportation. The inability of districts to receive transportation aid for UPK children continued to challenge districts in 2002–03. 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 State transportation aid for the purpose of transporting prekindergarten children.

Alignment with Other State and Federal Initiatives. Early education and reading instruction have been at the forefront of State and national attention over the past five years. Research suggests strongly that the roots of reading difficulties lie in the early childhood years. Quality early education for all students that includes strong scientifically based reading instruction is a core strategy for raising academic performance and closing the achievement gap.

Since 1992 when the Board of Regents adopted "Supporting Young Children and Families: A Regents Policy Statement on Early Childhood," there have been significant changes in how districts address standards, assessments, curriculum, and instructional practices in the early childhood years. The Regents have determined that the policy statement would benefit from review to ensure that it is aligned with the current research and the increased focus on literacy in the early school years. To this end, the Regents have directed the Department to conduct a series of public forums throughout the spring of 2004 with key early education stakeholders. The outcomes of the public engagement and subsequent policy discussions may have implications for the UPK Program requirements.

Summary

Prekindergarten programs and quality early childhood programs are essential to assisting young children prepare for academic success. The UPK Program has been a catalyst for positive change in those districts where it has been implemented. Both districts and early childhood agencies have benefited from shared professional development activities and collaboration. Consistent goals, objectives, and curriculum are being implemented and all teachers benefit from interaction across systems. Districts are reassessing their kindergarten through grade two programs to ensure continuity between prekindergarten and the early elementary grades. These efforts benefit the children who enter kindergarten with a stronger educational foundation, as well as their parents and families who have better understanding of school expectations and how they can support their children's learning.

Figure C.1
Percent of New York State Prekindergarten Students Served by Various Programs
2002–03

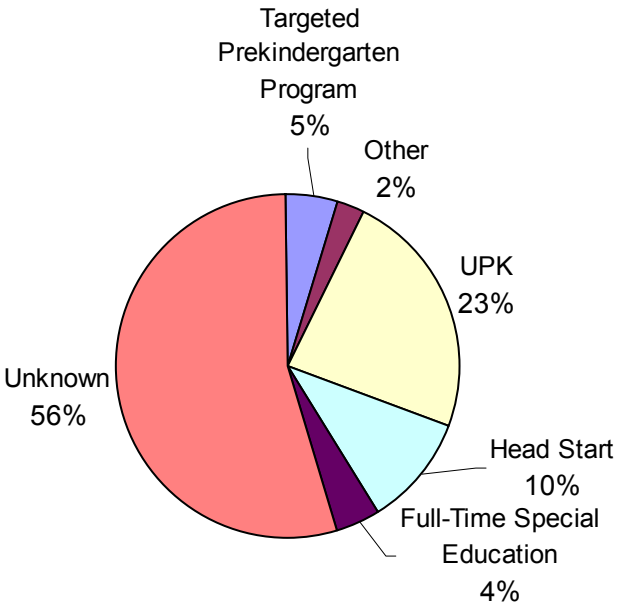

Figure C.2
Universal Prekindergarten Program Enrollment
2002–03

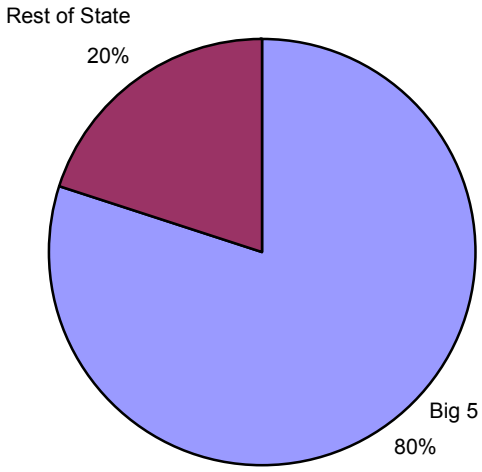

Figure C.3
Percent of UPK Classes Provided by Various Groups
2002–03

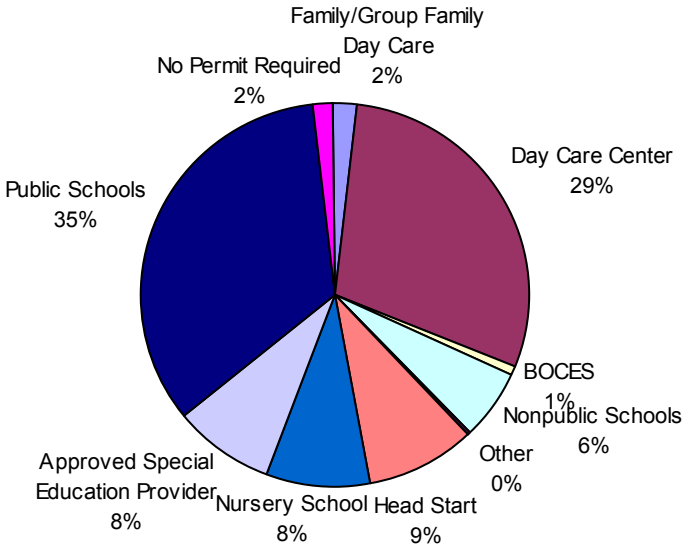

Figure C.4
Distribution of UPK Students Between District-Operated Classes and Agency-Operated Classes
2002–03

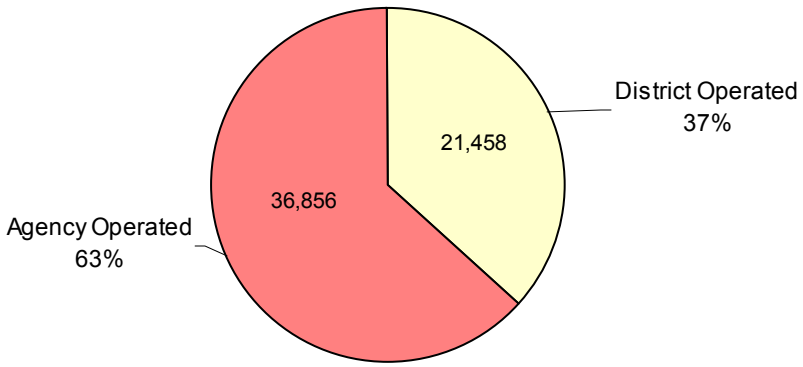

Figure C.5
Percentage of UPK Teachers Who Are Certified in the Big 5 Cities and the Rest of the State (ROS)
2002–03

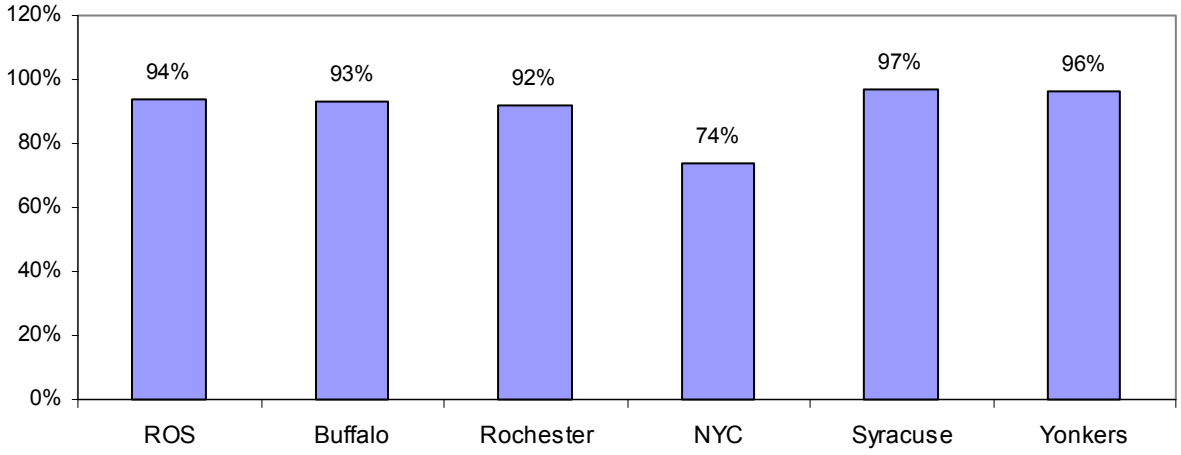

Table C.1
Growth Trends in UPK
1998–99 to 2002–03

Year	Number of Districts Participating	Expenditures (in millions)	Number of Children Served
1998–1999	62	$56.3	18,200
1999–2000	97	$83.6	27,400
2000–2001	162	$158.4	48,100
2001–2002	188	$176.8	54,800
2002–2003	189	$195.4	58,300

Sources: 1998–2003 Final Expenditure Reports (FS-10-F) and 1998–2003 UPK Final Program Report

Appendix D: Incarcerated Youths

Background

Individuals under the age of 21 who commit offenses determined by the judicial system to warrant removal from the community are often remanded to the custody of the New York State Department of Correctional Services (DOCS), the New York State Office of Children and Family Services (OCFS), or county jails. DOCS and OCFS are State agencies, which are responsible for providing educational service programs for certain youths incarcerated in their facilities. Youths placed in county jails are the educational responsibility of the district in which the jail is located.

DOCS currently has approximately 65 facilities, 7 of which are work release, that serve individuals 16 years of age or older who have sentences generally longer than one year. All individuals in these facilities who are not performing at or above the grade 9 level are required by the Commissioner to participate in an educational program offered by DOCS. These programs include Adult Basic Education, Pre-General Educational Development (GED), GED, Bilingual, and English as a Second Language (Table D.1).

OCFS has 32 facilities, serving individuals ages 12 to 21 who have committed an offense before 16 years of age. All youths in these facilities who do not have a high school credential are required to participate in a program offered by OCFS. These programs include K-12 Academics, GED Instruction, Career and Technical Education, Job Readiness, and Library Services (Table D.1).

New York State has 59 county jail facilities, holding individuals 16 years of age or older who are in custody for less than one year. Individuals in these facilities are not mandated to participate in the programs offered by the county jails. These programs include K-12 Academics, GED Instruction, Adult Basic Education, English as a Second Language, Career and Technical Education, Job Readiness, and Computer Training (Table D.1).

On July 12, 2003, 3,222 inmates under the age of 21 were in the custody of DOCS; and 1,709 students were in OCFS programs. In 2002–03, 4,683 individuals under the age of 21 were admitted to Rikers Island and 7,337 individuals under the age of 21 were admitted to county jails other than Rikers Island in New York State (Table D.1).

Funding for Incarcerated Youths

State aid payments to school districts responsible for the provision of educational services to individuals in incarcerated programs has grown from approximately $11.1 million in 1998–99 to $14.4 million in 2002–03 (Table D.2). These funds are used to support teachers and purchase supplies and materials directly related to instruction. State aid for incarcerated youths comes from a number of sources, including Workforce Investment Act (WIA) funds; Vocational and Technical Education Act (VTEA) funds; Elementary and Secondary Education Act (ESEA) Neglected and Delinquent funds; Title I, Part A funds; and Title II, Section 225 funds (Table D.2).

Incarcerated Youths and General Educational Development (GED) Diplomas

Generally, 98 to 99 percent of incarcerated youths receiving educational services from the Department of Correctional Services are working toward a high school equivalency diploma. Approximately 40 percent of incarcerated youths receiving services from the Office of Children and Family Services are working toward a GED; about 60 percent are working toward a local diploma. In 2002–03, 2,555 incarcerated youths served by DOCS were tested on the GEDs; 67 percent passed. In the same year, 307 incarcerated youths served by OCFS were tested and 64 percent passed. County jails tested 1,690 incarcerated youths; 69 percent passed (D.3).

Table D.1
Numbers Served and Educational Services Provided by Agencies Responsible for the Education of Incarcerated/Institutionalized Youths

Agency	Number Served	Educational and Support Services Provided
Department of Correctional Services (DOCS)	July 12, 2003: 3,222 inmates under 21 years of age 1,601 receiving educational services	Adult Basic Education Pre-GED GED Instruction Bilingual English as a Second Language
Office of Children and Family Services (OCFS)	July 12, 2003: 1,709 students in program 3,002 students received educational services during the 2002–03 school year	K-12 Academics GED Instruction Career and Technical Education Job Readiness Library Services
County Jails	1,508 students on any given day plus (excluding Rikers Island) 1,141 students in Rikers Island 7,337 individuals admitted in 2002–03 (excluding Rikers Island) 4,683 admitted in Rikers Island	K-12 Academics GED Instruction Adult Basic Education ESOL Career and Technical Education Job Readiness Computer Training

Table D.2
Counts of Full-Time Equivalent Incarcerated Youths and Distribution of Funds for Their Educational Services 1998–99 to 2002–03*

Year	Full-Time Equivalents (FTEs)**	State Aid to FTEs	WIA 2000–02 AEA 1997–99	Vocational and Technical Education Act Funds	ESEA Neglected and Delinquent Funds
2002–2003	1,505.416	$14,374,474	$2,704,721	$197,661	
2001–2002	1,508.909	13,344,004	2,704,721	159,020	$758,884
2000–2001	1,483.400	12,439,322	2,300,000	147,766	764,211
1999–2000	1,483.264	11,573,847	2,127,685	147,776	N/A
1998–1999	1,465.884	11,123,602	2,403,065	160,127	N/A

*Does not include counts for Riker's Island.

**FTEs are calculated on a 12-month program, which includes 48 weeks or a maximum of 4 weeks per month. The FTEs are truncated to 3 decimals; therefore, each week counts as .020 (1/48) and each month counts as .083 (4/48) of a year. Typically, three consecutive days of enrollment are required within the same week and same month for a youth to be considered incarcerated for a week, and no more than four weeks can constitute a single month.

Table D.3
Numbers of Incarcerated Youths Tested and Percentages Passing the General Educational Development (GED) Test
July 1, 2002–June 30, 2003

Agency	Number Tested	Percent Passing
Department of Correctional Services (DOCS)	2,555	67.0%
Office of Children and Family Services (OCFS)	307	64.0
County Jail Programs	1,690	69.0