

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.

A handwritten signature in black ink, appearing to read "Richard P. Mills". The signature is fluid and cursive, with a large initial "R" and "M".

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

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THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Albany, New York 12234

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**

July 2005

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 2003–04, more students scored 65 or higher on Regents examinations in all five areas required for graduation than took these examinations in 1996–97. These areas are English, mathematics, global studies (or global history and geography), U.S. history and government, and biology (or living environment).

Of general-education students in the 2000 accountability cohort (students who entered grade 9 in Fall 2000), 88 percent had met the graduation requirement (scored 55 or higher) in English, 85 percent in mathematics, 89 percent in global history and geography, 86 percent in U.S. history and government, and 90 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 history and geography, U.S. history and government, and living environment — the number of students with disabilities who scored 55 or higher increased between 2001–02 and 2003–04.

Since the implementation of higher graduation requirements in 1996, the percentage of public school graduates earning Regents diplomas increased from 42 to 57 percent.

About 81 percent of 2004 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 more than doubled since 1990. There were more than twice as many Black, Asian, and Hispanic candidates in 2004 as in 1992.

The mean SAT composite score for the class of 2004 was 19 points higher than the mean for the class of 1993.

In 2004, 62.3 percent of fourth-graders in public schools met the standards in English language arts, an increase of over 13 percentage points over 1999. Over seventy-nine percent of fourth-graders met the standards in mathematics in 2004, compared with 66.9 percent in 1999.

On the middle-level assessment in English language arts, 47.3 percent of eighth-graders in public schools met the standards in 2004, compared with 48.3 percent in 1999. In 2004, 57.6 percent of eighth-graders met the standards in mathematics, an increase of nearly 20 percentage points compared with 1999.

The percentage of students with disabilities educated primarily in general-education classes has increased from 52.1 percent in 2002–03 to 53.7 percent in 2003–04.

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 2004 elementary-level State assessment in English language arts, only 44 percent of students in Large City Districts, compared with 84 percent in Low-Need Districts, met the standards by scoring at or above Level 3. The differences in student performance in middle-level mathematics are even more striking. Only 29 percent of students in Large City Districts, compared with 83 percent in Low-Need Districts, met the standards. Seventy percent of general-education students in Large City Districts, compared with 96 percent in Low-Need Districts, who entered grade 9 in 2000 scored at or above 65 in Regents English after four years. Thirty percent of high school completers in Large City Districts, compared with 77 percent in Low-Need Districts, earned Regents-endorsed diplomas in 2003–04. These contrasts in performance parallel contrasts in student need and district resources. Seventy-two percent of students in Large City Districts, compared with three percent in Low-Need Districts, were eligible for free lunches in Fall 2003. Thirteen percent of middle-level mathematics teachers in Large City Districts, compared with three 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 90 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 35 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, 95.4 percent of students in low-minority schools, but only 89.9 percent in high-minority schools, are at school. Only about 44 percent of Black and about 46 percent of Hispanic fourth-graders, compared with 73 percent of White fourth-graders, met the standards on the English language arts assessment for elementary-level students by scoring at or above Level 3. Of general-education students in the 2000 cohort, 90.5 percent of White cohort members met the Regents English examination graduation requirement by scoring at or above 65 after four years; only 68.1 percent of Black and 65.2 percent of Hispanic cohort members did so. In the 2003–04 school year, 68 percent of White students, compared with 23 percent of Black and 25 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 students in poverty and low property wealth. The more advantaged districts spend over \$2,700 more per student and pay their teachers \$22,000 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 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 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 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 state-wide and individual district basis and by racial/ethnic group and gender. The regents are authorized to require school districts, boards of cooperative educational services and nonpublic schools to provide such information as is necessary to prepare the report. In preparing the report, the regents shall consult with other interested parties, including local school districts, teachers’ and faculty organizations, school administrators, parents and students.

§ 3. This act shall take effect immediately.

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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 2005 Edition

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Part I:

Overview

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1 Overview of the Report

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

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

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.

In June 2005, the Board of Regents approved a proposal to phase in the requirement that general-education students achieve a score of 65 or above on all five required Regents examinations to receive a Regents diploma. General-education students first entering grade 9 in 2005 must achieve a score of 65 or above on two of the five required Regents examinations and a score of 55 or above on the remaining three Regents examinations to receive a Regents diploma. Each succeeding group of students entering grade 9 must achieve a score of 65 or above on one more Regents examination, resulting in the group entering grade 9 in 2008 being required to achieve a score of 65 or above on all five required Regents examinations. General-education students who receive a 55 or above on all five Regents examinations but do not receive a 65 or above on the required number of examinations to receive a Regents diploma will receive a local diploma.

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.

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 2003–04 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

Elementary- and Middle-Level English Language Arts and Mathematics Assessments

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 admin-

**2003–04 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

istered for the first time in May 1987; the other two program evaluation tests were introduced in May 1989. Since scores were used to evaluate programs rather than to identify students in need of academic intervention services, no State reference points were established.

Elementary- and middle-level tests have been revised to reflect the new standards in science and social studies. The grade 8 science and social studies tests were administered for the first time in Spring 2001. The grade 5 social studies test was administered for the first time in November 2001; the grade 4 test in May 2004. 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.

Regents Examinations

For more than a century, Regents examinations have been an important component of high school education in New York State. In 2003–04, the Regents examinations were provided in 14 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.

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 2000, 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, 1999, and 2000 cohorts. Performance on Regents examinations in global history and geography and U. S. history and government is reported as a percentage of the 1998, 1999, and 2000 cohorts; performance on Regents examinations in science is reported as a percentage of the 1999 and 2000 cohorts.

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 compe-

tency 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.

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.

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, two additional methods of classifying public schools (by need/resource capacity and by minority composition or race/ethnicity) 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 2003–04 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 2005 report, the district data are organized into 17 tables. Table 1 reports enrollment; student demographics; attendance, dropout, and suspension rates; college-going rate; and stu-

dent/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 2000 cohort data for the Regents English and mathematics examinations results. Table 14 presents 2000 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 2001–02 to 2003–04.

For the convenience of districts and organizations that would like to perform statistical analyses, the district-level data in the 17 tables are available on CD-ROM. 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 or downloaded from the Department’s Information and Reporting Services Web site: <http://www.emsc.nysed.gov/irts>.

Part II:

Accountability System

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1 New York State Accountability System 13

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☆ Highlights

- ☆ *About 45 percent of districts made Adequate Yearly Progress (AYP) on every accountability measure in 2003–04.*
- ☆ *Over two-thirds of schools made AYP in every measure for which they were accountable.*
- ☆ *The largest numbers of districts and schools 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 elementary- and middle-level accountability measures, the students with disabilities group did not make AYP.*
- ☆ *Most schools (46.4 to 76.6 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 — 9.2 percent in English language arts (ELA) and 4.7 percent in mathematics.*
- ☆ *In more than 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 about three-quarters of schools that did not make AYP, the students with disabilities group did not make AYP.*
- ☆ *At all grade levels, the accountability groups that were most likely to not make AYP were students with disabilities and limited English proficient students.*

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 (NCLB) 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. New York State’s accountability system uses the following measures to determine if districts and schools have made Adequately Yearly Progress (AYP): English language arts (ELA) and mathematics at the elementary, middle, and secondary levels; science at the elementary and middle levels; and 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 on an ELA or mathematics accountability measure means that the district or school does not make AYP on that measure.

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 enrolled 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, districts and schools had to meet only the performance requirement, not the participation requirement, to make AYP in ELA and mathematics. Beginning in 2003–04, districts and schools also had to meet the participation requirement at the secondary level. Ninety-five percent of grade 12 students in each accountability group with 40 or more students must take an applicable test.

NCLB requires that each State use graduation rate as the third indicator at the secondary level and select a third indicator at the elementary and middle levels. New York has selected science as its third indicator at the elementary and middle levels.

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 ELA 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 on an accountability measure 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 school does not make AYP for two consecutive years in the same grade and subject, it is designated as a School Requiring Academic Progress (SRAP) under the State system. For a district to be designated as requiring academic progress (DRAP), it must fail to make AYP at all grade levels in the same subject for two consecutive years. 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 school fails to make AYP in that grade and subject or the district fails to make AYP at all grade levels 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 that year, 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 school in improvement status on an accountability measure makes AYP on that measure or a district makes AYP at one or more grade levels in a subject, it remains at the same place on the continuum. If a school or district meets this criterion for two consecutive years, it is designated to be in good standing on that measure.

<p style="text-align: center;">TABLE 2.1</p> <p style="text-align: center;">FEDERAL AND STATE SCHOOL AND DISTRICT IMPROVEMENT CONTINUA</p> <p style="text-align: center;">PAGE 15</p>
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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 at All Grade Levels	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 at All Grade Levels	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 must fail to make AYP in a subject and grade for two consecutive years to be placed in improvement status. A school that makes AYP for two consecutive years in the subject and grade for which they are identified is removed from improvement status.

**A district must fail to make AYP in a subject in all grade levels for two consecutive years to be placed in improvement status. A district that makes AYP for two consecutive years at any grade level in a subject for which they are identified is removed from improvement status.

2 District Accountability

District-Level Analysis of Making AYP by Accountability Group

About 45 percent of public school districts made Adequate Yearly Progress (AYP) on all accountability measures in 2003–04. Districts were most likely to make AYP at the elementary level; 80.7 percent did so. Districts were more likely to make AYP at the middle level (75.2 percent) than at the secondary level (54.0 percent) (Figure 2.1). This pattern of performance stands in sharp contrast to that in 2002–03 when districts were most likely to have made AYP in all subjects at the secondary level. The increased failure of districts to make AYP at the secondary level can be attributed to the initiation of the 95 percent participation requirement at the secondary level in 2003–04. Note that beginning with the 2003–04 results, districts are not placed in improvement status unless they have failed for two consecutive years to make AYP in a

subject at every applicable grade level. Nonetheless, the analyses in this section are based on the performance of districts by subject and grade.

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 2002–03 and 2003–04, or did not have students enrolled in any grade 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 did not make AYP in English language arts (ELA), mathematics, science, and graduation rate are shown in Figures 2.2 through 2.4. Participation rate was the greatest cause of not making AYP in middle-level mathematics and in ELA and math-

Figure 2.1
Percentage of Districts That Made AYP in All Subjects by Level 2002–03 and 2003–04

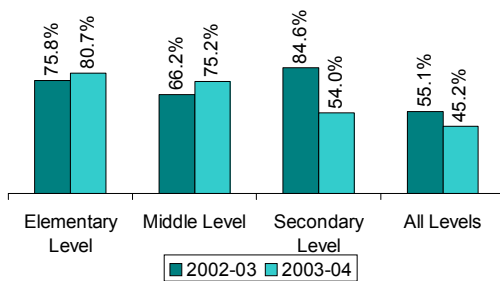


Figure 2.3
Percentage of Districts That Failed to Make AYP at the Middle Level by Subject 2003–04

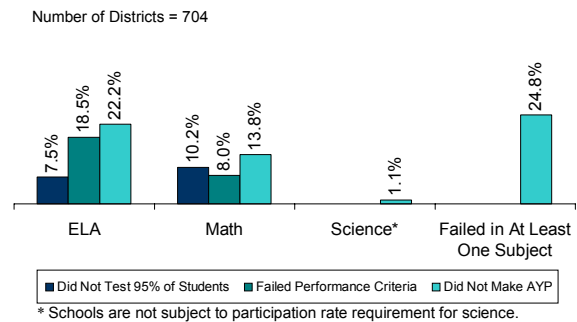


Figure 2.2
Percentage of Districts That Failed to Make AYP at the Elementary Level by Subject 2003–04

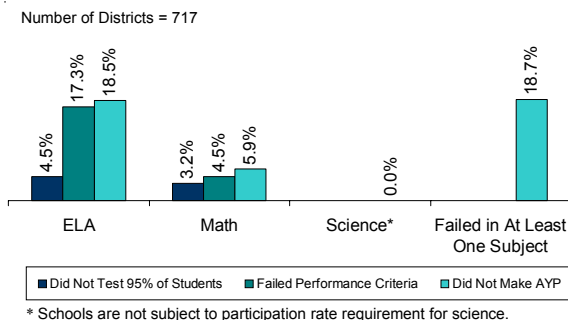
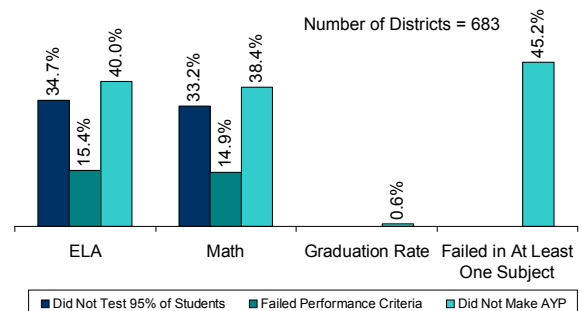


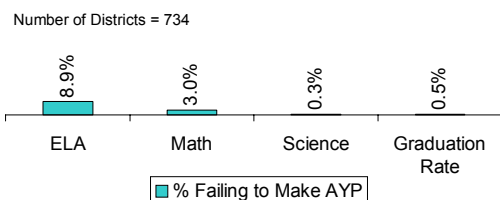
Figure 2.4
Percentage of Districts That Failed to Make AYP at the Secondary Level by Subject/Indicator 2003–04



ematics at the secondary level. At the elementary level, fewer than five percent of districts did not make AYP in ELA or mathematics because of participation rate. More than 10 percent of districts did not make AYP in middle-level mathematics because of participation rate. About one-third of districts failed to make AYP at the secondary level in ELA and mathematics because of participation rate. It can be expected in 2004–05 that, with greater understanding of the participation requirement, fewer districts will fail to meet the requirement. Many districts that failed the participation requirement also failed the performance criteria.

Beginning with the 2003–04 school year, districts do not move along the district improvement continuum unless they do not make AYP at every applicable grade level in a subject (Table 2.1). In every subject area, over 90 percent of districts made AYP in 2003–04 at one or more grade levels (Figure 2.5).

Figure 2.5
Percentage of Districts That Failed to Make AYP
in a Subject at All Grade Levels
2003–04



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 (Tables 2.2–2.7). On each accountability measure, less than one-fifth of districts were accountable for the remaining groups. Districts were accountable for fewer groups at the secondary level than at the elementary or middle level because many

districts failed to identify secondary-level students as economically disadvantaged. While more than 43 percent of districts had 30 or more economically disadvantaged students at the elementary and middle levels, only 24.6 percent did so at the secondary level. While the percentage of districts accountable for economically disadvantaged students at the secondary level was small compared with the percentages at other grade levels, it increased from 16 percent in 2002–03.

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.

TABLE 2.2
DISTRICTS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN ELEMENTARY-LEVEL ENGLISH LANGUAGE ARTS BY ACCOUNTABILITY GROUP IN 2003–04
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TABLE 2.3
DISTRICTS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN ELEMENTARY-LEVEL MATHEMATICS BY ACCOUNTABILITY GROUP IN 2003–04
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TABLE 2.4
DISTRICTS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN MIDDLE-LEVEL ENGLISH LANGUAGE ARTS BY ACCOUNTABILITY GROUP IN 2003–04
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TABLE 2.5

DISTRICTS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN MIDDLE-LEVEL MATHEMATICS BY ACCOUNTABILITY GROUP IN 2003-04

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TABLE 2.6

DISTRICTS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS BY ACCOUNTABILITY GROUP IN 2003-04

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TABLE 2.7

DISTRICTS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN SECONDARY-LEVEL MATHEMATICS BY ACCOUNTABILITY GROUP IN 2003-04

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The majority of districts that did not make AYP at the elementary level failed for only one accountability group. At the middle level, 66 percent of the 156 districts not making AYP in ELA and 47.4 percent of 97 districts not making AYP in mathematics failed for one group only. The pattern was different at the secondary level: one-quarter of districts not making AYP failed for only one group. The all students group in 190 districts did not make AYP in ELA. Of those, only 12 did not have another group that did not make AYP. Similarly, the all students group in 179 districts did not make AYP in mathematics; 11 failed only for the all students group.

If a district failed for only one accountability group, that accountability group was most likely to be students with disabilities. The number of districts where only students with disabilities did not make AYP ranged from 29 districts (69.0 percent of failing districts) in elementary-level mathematics to 94 districts (60.3 percent) in middle-level ELA.

Among districts that did not make AYP, the percentage in which students with disabilities did not make AYP ranged from 38.9 percent in secondary-level mathematics to 95.2 percent in elementary-level mathematics.

The number of districts accountable for students with disabilities on each accountability measure ranged from 187 (secondary-level ELA and mathematics) to 269 (middle-level ELA). The number of districts failing to make AYP for the students with disabilities group ranged from 40 (5.6 percent of all districts) in elementary-level mathematics to 140 districts (19.9 percent) in middle-level ELA. In districts that were accountable for students with disabilities, 17.7 percent (elementary-level mathematics) to 57.2 percent (secondary-level ELA) failed to make AYP for that group.

Of districts failing to make AYP in elementary-level mathematics, 69.0 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 42 (secondary-level ELA and mathematics) to 60 (elementary-level mathematics). In districts that were accountable for LEP students, 16.7 percent (elementary-level mathematics) to 66.0 percent (middle-level ELA) failed to make AYP for the LEP group. Because so few districts were accountable for LEP students, the number of districts failing to make AYP for this group ranged from 10 (1.4 percent of all districts) in elementary-level mathematics to 31 (4.4 percent in middle-level ELA). No district in which the LEP group did not make AYP in elementary- or middle-level mathematics failed for the LEP group only. The largest number of districts that did not make AYP only because LEP students failed to make AYP was three districts in elementary-level ELA.

Because more districts were accountable for the students with disabilities group than the LEP group, students with disabilities accounted for more districts not making AYP than the LEP group accounted

for. At the middle level, the LEP group was more likely to not make AYP than the students with disabilities group. For example, 66.0 percent of districts that were accountable for LEP students, compared with 52.0 percent that were accountable for students with disabilities, failed to make AYP in middle-level ELA. Note that LEP students in grades 4 and 8 who meet certain criteria may use the New York State English as a Second Language Achievement Test as their progress measure in ELA. Further, translations of mathematics accountability assessments are available in five languages.

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, at the elementary and middle levels the larg-

est percentage of districts failing for that group was in middle-level mathematics (1.7 percent of all districts). At the secondary level, White students in a substantially larger percentage of districts, 24.5 and 22.5 percent, did not make AYP in ELA and mathematics, respectively. 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 and Hispanic groups did not make AYP in ELA at the secondary level: 50.5 percent of Black groups and 38.7 percent of Hispanic groups did not make AYP in mathematics. Nevertheless, in each subject seven 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 2003–04

	Number	Percent
Total Districts	717	
Made AYP	560	78.1%
Failed AYP	133	18.5%
Decision Pending	24	3.3%

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/717)
		For This Group (b)	Percent of Failing Districts (b/133)	For This Group Only (c)	Percent of Failing Districts (c/133)		
All Students	693	6	4.5%	0	0.0%	0.9%	0.8%
Students with Disabilities	224	121	91.0%	91	68.4%	54.0%	16.9%
Limited English Proficient	59	30	22.6%	3	2.3%	50.8%	4.2%
Economically Disadvantaged	335	16	12.0%	7	5.3%	4.8%	2.2%
American Indian/Alaskan Native	8	1	0.8%	0	0.0%	12.5%	0.1%
Asian/Pacific Islander	55	1	0.8%	0	0.0%	1.8%	0.1%
Black	109	7	5.3%	0	0.0%	6.4%	1.0%
Hispanic	110	7	5.3%	0	0.0%	6.4%	1.0%
White	669	1	0.8%	0	0.0%	0.1%	0.1%
Percentage of Districts Failing for One Group Only					76.0%		

Table 2.3
Districts Failing to Make Adequate Yearly Progress in Elementary-Level Mathematics by Accountability Group in 2003–04

	Number	Percent
Total Districts	717	
Made AYP	652	90.9%
Failed AYP	42	5.9%
Decision Pending	23	3.2%

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/717)
		For This Group (b)	Percent of Failing Districts (b/42)	For This Group Only (c)	Percent of Failing Districts (c/42)		
All Students	694	1	2.4%	0	0.0%	0.1%	0.1%
Students with Disabilities	226	40	95.2%	29	69.0%	17.7%	5.6%
Limited English Proficient	60	10	23.8%	0	0.0%	16.7%	1.4%
Economically Disadvantaged	332	1	2.4%	0	0.0%	0.3%	0.1%
American Indian/Alaskan Native	8	1	2.4%	1	2.4%	12.5%	0.1%
Asian/Pacific Islander	52	0	0.0%	0	0.0%	0.0%	0.0%
Black	109	2	4.8%	0	0.0%	1.8%	0.3%
Hispanic	111	2	4.8%	1	2.4%	1.8%	0.3%
White	667	1	2.4%	0	0.0%	0.2%	0.1%
Percentage of Districts Failing for One Group Only					73.8%		

Table 2.4
Districts Failing to Make Adequate Yearly Progress in Middle-Level
English Language Arts by Accountability Group in 2003–04

	Number	Percent
Total Districts	704	
Made AYP	534	75.9%
Failed AYP	156	22.2%
Decision Pending	14	2.0%

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/704)
		For This Group (b)	Percent of Failing Districts (b/156)	For This Group Only (c)	Percent of Failing Districts (c/156)		
All Students	690	21	13.5%	1	0.6%	3.0%	3.0%
Students with Disabilities	269	140	89.7%	94	60.3%	52.0%	19.9%
Limited English Proficient	47	31	19.9%	2	1.3%	66.0%	4.4%
Economically Disadvantaged	318	30	19.2%	6	3.8%	9.4%	4.3%
American Indian/Alaskan Native	4	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	54	2	1.3%	0	0.0%	3.7%	0.3%
Black	113	14	9.0%	0	0.0%	12.4%	2.0%
Hispanic	113	12	7.7%	0	0.0%	10.6%	1.7%
White	660	8	5.1%	0	0.0%	1.2%	1.1%
Percentage of Districts Failing for One Group Only					66.0%		

Table 2.5
Districts Failing to Make Adequate Yearly Progress in Middle-Level
Mathematics by Accountability Group in 2003–04

	Number	Percent
Total Districts	704	
Made AYP	589	83.7%
Failed AYP	97	13.8%
Decision Pending	18	2.6%

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/704)
		For This Group (b)	Percent of Failing Districts (b/97)	For This Group Only (c)	Percent of Failing Districts (c/97)		
All Students	686	18	18.6%	0	0.0%	2.6%	2.6%
Students with Disabilities	259	84	86.6%	40	41.2%	32.4%	11.9%
Limited English Proficient	47	23	23.7%	0	0.0%	48.9%	3.3%
Economically Disadvantaged	306	25	25.8%	6	6.2%	8.2%	3.6%
American Indian/Alaskan Native	4	1	1.0%	0	0.0%	25.0%	0.1%
Asian/Pacific Islander	53	0	0.0%	0	0.0%	0.0%	0.0%
Black	110	12	12.4%	0	0.0%	10.9%	1.7%
Hispanic	114	13	13.4%	0	0.0%	11.4%	1.8%
White	660	12	12.4%	0	0.0%	1.8%	1.7%
Percentage of Districts Failing for One Group Only					47.4%		

Table 2.6
Districts Failing to Make Adequate Yearly Progress in Secondary-Level
English Language Arts by Accountability Group in 2003–04

	Number	Percent
Total Districts	683	
Made AYP	397	58.1%
Failed AYP	273	40.0%
Decision Pending	13	1.9%

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/683)
		For This Group (b)	Percent of Failing Districts (b/273)	For This Group Only (c)	Percent of Failing Districts (c/273)		
All Students	670	190	69.6%	12	4.4%	28.4%	27.8%
Students with Disabilities	187	107	39.2%	45	16.5%	57.2%	15.7%
Limited English Proficient	42	15	5.5%	2	0.7%	35.7%	2.2%
Economically Disadvantaged	168	57	20.9%	3	1.1%	33.9%	8.3%
American Indian/Alaskan Native	2	1	0.4%	0	0.0%	50.0%	0.1%
Asian/Pacific Islander	48	5	1.8%	1	0.4%	10.4%	0.7%
Black	91	35	12.8%	1	0.4%	38.5%	5.1%
Hispanic	93	30	11.0%	4	1.5%	32.3%	4.4%
White	646	167	61.2%	0	0.0%	25.9%	24.5%
Percentage of Districts Failing for One Group Only					25.0%		

Table 2.7
Districts Failing to Make Adequate Yearly Progress in Secondary-Level
Mathematics by Accountability Group in 2003–04

	Number	Percent
Total Districts	683	
Made AYP	408	59.7%
Failed AYP	262	38.4%
Decision Pending	13	1.9%

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/683)
		For This Group (b)	Percent of Failing Districts (b/262)	For This Group Only (c)	Percent of Failing Districts (c/262)		
All Students	670	179	68.3%	11	4.2%	26.7%	26.2%
Students with Disabilities	187	102	38.9%	37	14.1%	54.5%	14.9%
Limited English Proficient	42	14	5.3%	1	0.4%	33.3%	2.0%
Economically Disadvantaged	168	57	21.8%	4	1.5%	33.9%	8.3%
American Indian/Alaskan Native	2	1	0.4%	0	0.0%	50.0%	0.1%
Asian/Pacific Islander	48	6	2.3%	1	0.4%	12.5%	0.9%
Black	91	46	17.6%	5	1.9%	50.5%	6.7%
Hispanic	93	36	13.7%	4	1.5%	38.7%	5.3%
White	646	154	58.8%	5	1.9%	23.8%	22.5%
Percentage of Districts Failing for One Group Only					25.9%		

3 School Accountability

School-Level Analysis of Making AYP by Accountability Group

Almost 68 percent of public schools made Adequate Yearly Progress (AYP) in all subjects and grade levels in 2003–04. Elementary schools were most likely to make AYP; 90.1 percent did so. Middle schools were more likely (68.5 percent) than secondary schools (53.0 percent) to make AYP (Figure 2.6). Elementary and middle schools were more likely to make AYP in 2003–04 than in 2002–03. Secondary schools, however, were less likely to make AYP. The increased percentage of schools that did not make AYP at the secondary level can be attributed to the implementation of the participation requirement at the secondary level in 2003–04.

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 2.7 through 2.9. Middle-level schools were more likely than elementary-level schools to fail the participation rate requirement. At the elementary level, fewer than one percent of schools did not make AYP because of participation rate. At the middle level, 40 percent of schools that did not

Figure 2.6
Percentage of Schools That Made AYP in All Subjects by Level 2002–03 and 2003–04

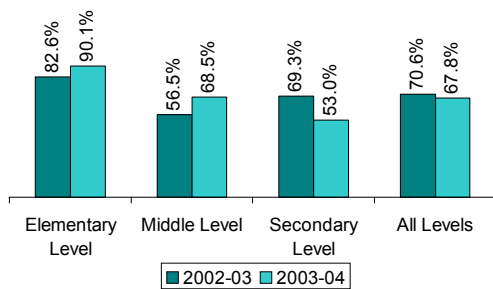


Figure 2.8
Percentage of Schools That Failed to Make AYP at the Middle Level by Subject 2003–04

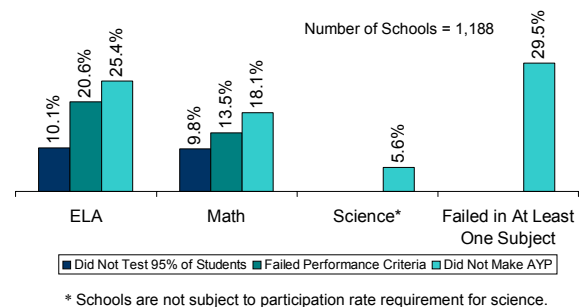


Figure 2.7
Percentage of Schools That Failed to Make AYP at the Elementary Level by Subject 2003–04

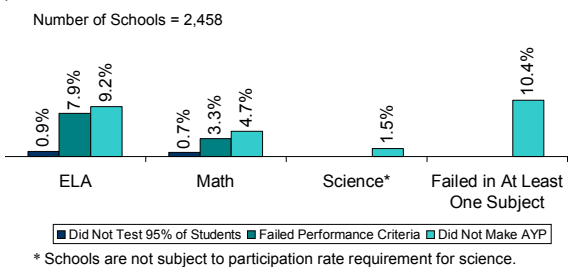
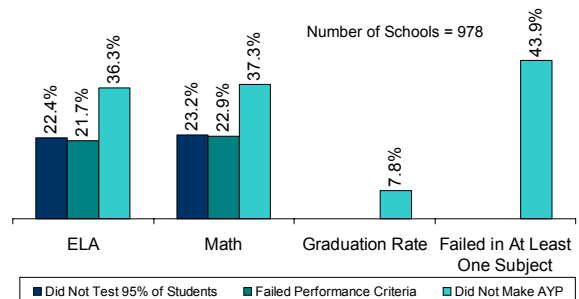


Figure 2.9
Percentage of Schools That Failed to Make AYP at the Secondary Level by Subject/Indicator 2003–04



make AYP in ELA and 54 percent of schools that did not make AYP in mathematics failed the participation rate requirement. The majority of schools that did not make AYP in secondary level ELA and mathematics failed participation rate. Many schools that failed the participation requirement also failed the performance criteria.

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 all grade levels, the groups for which schools most typically were accountable were all students, White students, and economically disadvantaged students (Tables 2.8–2.13). One-third of middle-level schools, but only 17.6 percent of secondary-level schools and 3.0 percent of elementary-level schools, were accountable for students with disabilities. From 17.4 to 28.2 percent of schools were accountable for Black and Hispanic groups. Less than 11 percent of schools were accountable for Asian/Pacific Islander, American Indian/Alaskan Native, and LEP 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. It appears that secondary schools underreported students with disabilities and eco-

nomically disadvantaged students. In general, secondary-level schools have fewer applicants for free- and reduced-price lunches than elementary schools.

Most schools (46.4 to 76.6 percent) that did not make AYP failed for more than one accountability group. Almost 77 percent of secondary schools not making AYP in mathematics had at least two groups that did not make AYP. Over 46 percent of middle-level schools that did not make AYP in ELA had at least two groups that did not make AYP.

TABLE 2.8
SCHOOLS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN ELEMENTARY-LEVEL ENGLISH LANGUAGE ARTS BY ACCOUNTABILITY GROUP IN 2003–04
PAGE 26

TABLE 2.9
SCHOOLS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN ELEMENTARY-LEVEL MATHEMATICS BY ACCOUNTABILITY GROUP IN 2003–04
PAGE 26

TABLE 2.10
SCHOOLS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN MIDDLE-LEVEL ENGLISH LANGUAGE ARTS BY ACCOUNTABILITY GROUP IN 2003–04
PAGE 27

TABLE 2.11
SCHOOLS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN MIDDLE-LEVEL MATHEMATICS BY ACCOUNTABILITY GROUP IN 2003–04
PAGE 27

TABLE 2.12
SCHOOLS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS BY ACCOUNTABILITY GROUP IN 2003–04
PAGE 28

TABLE 2.13
SCHOOLS FAILING TO MAKE ADEQUATE YEARLY PROGRESS IN SECONDARY-LEVEL MATHEMATICS BY ACCOUNTABILITY GROUP IN 2003–04
PAGE 28

On every accountability measure except elementary-level mathematics, if a school failed for only one accountability group, that accountability group was most likely to be students with disabilities. The percentage of failing schools in which only the students with disabilities group did not make AYP ranged from 4.3 percent in elementary-level mathematics to 41.1 percent in middle-level ELA. If an elementary school failed mathematics for only one group, that group was most likely to be the limited English proficient group (21.6 percent). More schools failed elementary-level mathematics solely because of limited English proficient (LEP) students (25) than solely because of students with disabilities (5).

The accountability groups that were least likely to make AYP were the students with disabilities and LEP students. In ELA at all grade levels, of those schools accountable for students with disabilities, more than 50 percent failed to make AYP. Similarly in secondary-level mathematics, more than 50 percent of schools accountable for students with disabilities did not make AYP. The number of schools accountable for students with disabilities ranged from 68 in elementary-level mathematics to 396 in middle-level ELA.

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. Therefore, relatively few schools did not make AYP because of the students with disabilities or LEP group. Of all schools, the percentage failing to make AYP for students with disabilities ranged from just 0.9 percent (or 23 schools) in elementary-level mathematics to 19.3 percent (or 229 schools) in middle-level ELA.

The number of schools accountable for LEP students ranged from 75 in secondary-level ELA and mathematics to 127 in middle-level ELA. Of those schools accountable for limited English proficient students, at least one-third failed to make AYP on each accountability measure. At the secondary level in ELA, 77.3 percent of schools accountable for LEP students did not make AYP.

Of all schools, the percentage failing to make AYP for LEP students ranged from 1.2 percent (or 30 schools) in elementary-level mathematics to 5.9 percent (or 58 schools) in secondary-level ELA. 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, at the elementary and middle levels, fewer than 2.0 percent of schools accountable for White students did not make AYP. At the secondary level, in over 13 percent of all schools, White students did not make AYP. A large majority of Black and Hispanic accountability groups made AYP at the elementary and middle levels; at the secondary level, more than 40 percent of Black and Hispanic groups did not make AYP in ELA and more than 50 percent did not do so in mathematics. Nevertheless, fewer than 13 percent of all secondary schools failed to make AYP on each accountability measure because of the Black or Hispanic accountability groups. At the secondary level, five schools failed to make AYP in English and eight 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 2003–04

	Number	Percent
Total Schools	2,458	
Made AYP	2,154	87.6%
Failed AYP	227	9.2%
Decision Pending	77	3.1%

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/2,458)
		For This Group (b)	Percent of Failing Schools (b/227)	For This Group Only (c)	Percent of Failing Schools (c/227)		
All Students	2,362	121	53.3%	6	2.6%	5.1%	4.9%
Students with Disabilities	73	49	21.6%	23	10.1%	67.1%	2.0%
Limited English Proficient	79	31	13.7%	12	5.3%	39.2%	1.3%
Economically Disadvantaged	1,047	118	52.0%	16	7.0%	11.3%	4.8%
American Indian/Alaskan Native	3	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	115	0	0.0%	0	0.0%	0.0%	0.0%
Black	512	76	33.5%	8	3.5%	14.8%	3.1%
Hispanic	428	57	25.1%	16	7.0%	13.3%	2.3%
White	1,495	1	0.4%	0	0.0%	0.1%	0.0%
Percentage of Schools Failing for One Group Only					35.5%		

Table 2.9
Schools Failing to Make Adequate Yearly Progress in Elementary-Level
Mathematics by Accountability Group in 2003–04

	Number	Percent
Total Schools	2,458	
Made AYP	2,265	92.1%
Failed AYP	116	4.7%
Decision Pending	77	3.1%

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/2,458)
		For This Group (b)	Percent of Failing Schools (b/116)	For This Group Only (c)	Percent of Failing Schools (c/116)		
All Students	2,361	42	36.2%	1	0.9%	1.8%	1.7%
Students with Disabilities	68	23	19.8%	5	4.3%	33.8%	0.9%
Limited English Proficient	80	30	25.9%	25	21.6%	37.5%	1.2%
Economically Disadvantaged	1,041	40	34.5%	7	6.0%	3.8%	1.6%
American Indian/Alaskan Native	3	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	114	0	0.0%	0	0.0%	0.0%	0.0%
Black	500	30	25.9%	8	6.9%	6.0%	1.2%
Hispanic	430	16	13.8%	4	3.4%	3.7%	0.7%
White	1,496	0	0.0%	0	0.0%	0.0%	0.0%
Percentage of Schools Failing for One Group Only					43.1%		

Table 2.10
Schools Failing to Make Adequate Yearly Progress in Middle-Level
English Language Arts by Accountability Group in 2003–04

	Number	Percent
Total Schools	1,188	
Made AYP	813	68.4%
Failed AYP	302	25.4%
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/1,188)
		For This Group (b)	Percent of Failing Schools (b/302)	For This Group Only (c)	Percent of Failing Schools (c/302)		
All Students	1,115	93	30.8%	7	2.3%	8.3%	7.8%
Students with Disabilities	396	229	75.8%	124	41.1%	57.8%	19.3%
Limited English Proficient	127	69	22.8%	12	4.0%	54.3%	5.8%
Economically Disadvantaged	636	83	27.5%	8	2.6%	13.1%	7.0%
American Indian/Alaskan Native	3	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	90	0	0.0%	0	0.0%	0.0%	0.0%
Black	335	74	24.5%	10	3.3%	22.1%	6.2%
Hispanic	312	54	17.9%	1	0.3%	17.3%	4.5%
White	817	12	4.0%	0	0.0%	1.5%	1.0%
Percentage of Schools Failing for One Group Only					53.6%		

Table 2.11
Schools Failing to Make Adequate Yearly Progress in Middle-Level
Mathematics by Accountability Group in 2003–04

	Number	Percent
Total Schools	1,188	
Made AYP	896	75.4%
Failed AYP	215	18.1%
Decision Pending	77	6.5%

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/1,188)
		For This Group (b)	Percent of Failing Schools (b/215)	For This Group Only (c)	Percent of Failing Schools (c/215)		
All Students	1,110	67	31.2%	4	1.9%	6.0%	5.6%
Students with Disabilities	377	160	74.4%	84	39.1%	42.4%	13.5%
Limited English Proficient	125	42	19.5%	8	3.7%	33.6%	3.5%
Economically Disadvantaged	619	60	27.9%	8	3.7%	9.7%	5.1%
American Indian/Alaskan Native	3	1	0.5%	0	0.0%	33.3%	0.1%
Asian/Pacific Islander	88	1	0.5%	0	0.0%	1.1%	0.1%
Black	329	53	24.7%	8	3.7%	16.1%	4.5%
Hispanic	308	35	16.3%	1	0.5%	11.4%	2.9%
White	817	12	5.6%	0	0.0%	1.5%	1.0%
Percentage of Schools Failing for One Group Only					52.6%		

Table 2.12
Schools Failing to Make Adequate Yearly Progress in Secondary-Level
English Language Arts by Accountability Group in 2003–04

	Number	Percent
Total Schools	978	
Made AYP	557	57.0%
Failed AYP	355	36.3%
Decision Pending	66	6.7%

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/978)
		For This Group (b)	Percent of Failing Schools (b/355)	For This Group Only (c)	Percent of Failing Schools (c/355)		
All Students	912	248	69.9%	24	6.8%	27.2%	25.4%
Students with Disabilities	172	101	28.5%	37	10.4%	58.7%	10.3%
Limited English Proficient	75	58	16.3%	11	3.1%	77.3%	5.9%
Economically Disadvantaged	324	109	30.7%	11	3.1%	33.6%	11.1%
American Indian/Alaskan Native	1	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	81	16	4.5%	0	0.0%	19.8%	1.6%
Black	218	91	25.6%	3	0.8%	41.7%	9.3%
Hispanic	185	74	20.8%	5	1.4%	40.0%	7.6%
White	722	132	37.2%	4	1.1%	18.3%	13.5%
Percentage of Schools Failing for One Group Only					26.7%		

Table 2.13
Schools Failing to Make Adequate Yearly Progress in Secondary-Level
Mathematics by Accountability Group in 2003–04

	Number	Percent
Total Schools	978	
Made AYP	547	55.9%
Failed AYP	365	37.3%
Decision Pending	66	6.7%

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/978)
		For This Group (b)	Percent of Failing Schools (b/365)	For This Group Only (c)	Percent of Failing Schools (c/365)		
All Students	912	269	73.7%	23	6.3%	29.5%	27.5%
Students with Disabilities	172	95	26.0%	30	8.2%	55.2%	9.7%
Limited English Proficient	75	48	13.2%	2	0.5%	64.0%	4.9%
Economically Disadvantaged	324	132	36.2%	10	2.7%	40.7%	13.5%
American Indian/Alaskan Native	1	0	0.0%	0	0.0%	0.0%	0.0%
Asian/Pacific Islander	81	9	2.5%	2	0.5%	11.1%	0.9%
Black	218	125	34.2%	7	1.9%	57.3%	12.8%
Hispanic	185	101	27.7%	8	2.2%	54.6%	10.3%
White	722	133	36.4%	4	1.1%	18.4%	13.6%
Percentage of Schools Failing for One Group Only					23.4%		

Part III:

Longitudinal Trends

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☆ Highlights

Student Demographics

- ☆ *In Fall 2003, 3.32 million students were enrolled in New York State's public and nonpublic schools.*
- ☆ *Over 14 percent of the State's school children attended nonpublic schools.*
- ☆ *Public school enrollment has increased by 11 percent since 1988, reaching 2.84 million in Fall 2003.*
- ☆ *In 2003–04, 65 public schools – 46 in New York City and 19 in other districts – were under registration review. Of all State public school students, 1.8 percent attended one of these schools.*
- ☆ *In Fall 2003, 6.8 percent of students in public schools were identified as limited English proficient.*
- ☆ *In Fall 2003, 12.1 percent of all students attending public and nonpublic schools were identified as students with disabilities.*

Resources

- ☆ *Of the \$37.3 billion in 2002–03 school district revenues, the State provided 46.0 percent; districts, 48.3 percent; and the federal government, 5.7 percent. Revenues from all three sources increased, compared with 1998–99.*
- ☆ *In 2002–03, State revenue to schools was \$4.64 billion (37.0 percent) greater than in 1998–99. Considering inflation, however, State revenue in 2002–03 was worth 23.8 percent more than in 1998–99.*
- ☆ *Between 1998–99 and 2002–03, total district revenues increased 16.7 percent before inflation and 5.5 percent after inflation. Over the five-year period, the mean expenditure per pupil, after adjustment for inflation, increased by 14.0 percent.*
- ☆ *In 2003–04, over 224,000 persons taught in the State's public schools; an additional 42,895 served in other professional positions.*

Performance

- ☆ *On the New York State Assessment Program in English language arts, 62.3 percent of elementary-level students and 47.3 percent of middle-level students in public schools met the standards in 2004.*

- ☆ *On the New York State Assessment Program in mathematics in 2004, 79.1 percent of elementary-level students in public schools met the standards, but only 57.6 percent of middle-level students did so.*
- ☆ *More students scored 65 or higher on the Regents English, mathematics, U.S. history and government, global history and geography, and living environment examinations in 2004 than took these examinations in 1996.*
- ☆ *In public schools, 88 percent of general-education students in the 2000 cohort met the graduation requirement (scored 55 or higher) on the Regents English examination after four years of high school; 85 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 sequential mathematics, course I, and mathematics A examinations increased by 35 percent between 2001–02 and 2003–04.*
- ☆ *In 2004, the largest percentage of public school graduates (57 percent) earned Regents endorsed diplomas since the Regents Action Plan was enacted.*
- ☆ *Nearly 81 percent of State seniors graduating from public schools in 2004 planned to pursue some form of postsecondary education.*
- ☆ *The mean Scholastic Assessment Test (SAT I) composite score of the class of 2004 was 1007, 19 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 2002–03, 4.4 percent of State public school students were suspended from school one or more times.*
- ☆ *In 2003–04, the public school dropout rate was 4.3 percent. New York City had a higher dropout rate than the rest of the State: the dropout rate was 7.5 percent in New York City public schools and 2.5 percent in districts outside New York City.*
- ☆ *In 2003–04, 1.5 percent of public school students left their secondary schools to attend a preparation program leading to a high school equivalency diploma.*

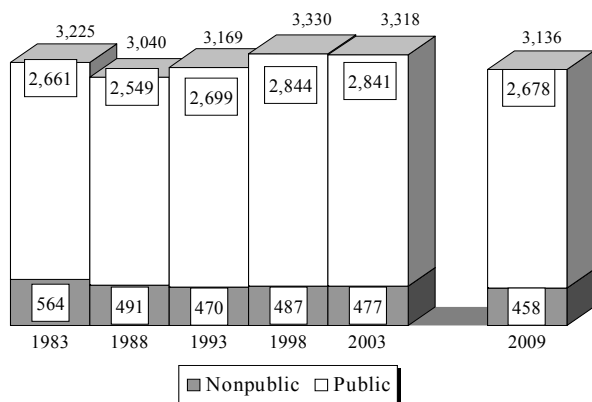
1 Enrollment Trends

In Fall 2003, 3.32 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 (14.4 percent) attended nonpublic schools (Table 3.1 and Figure 3.1).

<p>TABLE 3.1</p> <p>ELEMENTARY AND SECONDARY PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT</p> <p>PAGE 38</p>

While total public and nonpublic enrollment was 4.7 percent higher in 2003 than in 1993, total enrollment is predicted to decrease by 5.5 percent through Fall 2009. The percentage of students attending nonpublic schools is expected to decrease by 3.9 percent in 2009.

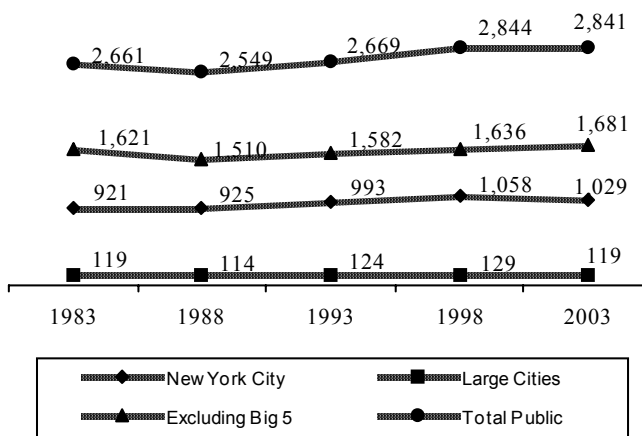
Figure 3.1
Public and Nonpublic K-12 School Enrollment (in thousands)
Fall 1983 to Fall 2009 (projected)



Public School Enrollment

In Fall 2003, total public enrollment decreased slightly to 2.84 million. This decrease was due largely to decreases in enrollment in the Big 5 City Districts (Figure 3.2). 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 an 11.5 percent increase since 1988, enrollment was 0.1 percent lower in 2003 than in 1998. Enrollments are predicted to decline even further to 2.68 million by Fall 2009 (Table 3.1).

Figure 3.2
Enrollment Trends in Public Schools by Location (in thousands)
Fall 1983 to Fall 2003



Between 1983 and 1988, enrollments increased slightly in New York City (0.4 percent) but decreased everywhere else in the State: 4.2 percent in Large City Districts and 6.8 in Districts Excluding the Big 5 (Figure 3.2). Between 1988 and 1998, enrollments increased in all categories; however, the rate of increase was greater in New York City (14.4 percent) and Large City Districts (13.2 percent) than in Districts Excluding the Big 5 (8.3 percent). From 1998 to 2003, enrollments decreased in New York City (2.7 percent) and Large City Districts (7.8 percent) but increased in Districts Excluding the Big 5 (2.8 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 2003–04 school year, 259 schools had been identified for registration review. Two hundred eleven of these schools, including 26 during the 2003–04 school year, have been removed from registration review. Twenty-two of these 26 schools were removed because they achieved the student performance standards established by the Commissioner. Four schools ceased operation in June 2004 pursuant to closure plans developed by their district and approved by the Commissioner. Ten schools were identified for registration review in the 2003–04 school year, including two schools that had previously been removed from registration review.

In 2003–04, 65 public schools — 46 in New York City and 19 in other districts — were under registration review (Table 3.2). Of all students enrolled in New York City public schools, 3.7 percent attended a SURR school; outside New York City, 0.7 percent of students were enrolled in SURR schools. Of all public school students statewide, 1.8 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, which was established by statute in 1997, completed its sixth year of operation during the 2003–04 school year. In 2003–04, 190 school districts (out of 224 eligible to participate) operated a UPK program. The total number of children served by the UPK program was 58,500. This represents over a 200 percent increase from the initial year of implementation in 1998–99, when 62 districts served 18,200 students. 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 1983 and Fall 2003, 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 1983, 23.0 percent of the State's four-year-old population was enrolled in these programs. Twenty years later, the number enrolled had increased to 52.8 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.

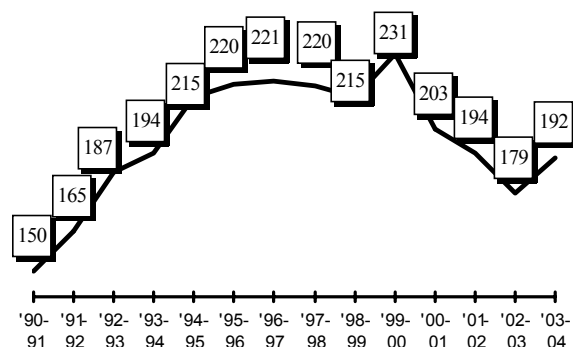
TABLE 3.3	
TRENDS IN PUBLIC AND NONPUBLIC SCHOOL PREKINDERGARTEN ENROLLMENTS FOR THE STATE AND NEW YORK CITY	
PAGE 40	

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 2003–04, the number of LEP students served by public schools was 28.0 percentage points higher than in 1990–91 (Figure 3.3). Statewide, 6.8 percent of public school students were identified as limited English proficient. A decrease in LEP students in 1998–99 and 2002–03, 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 2003–04



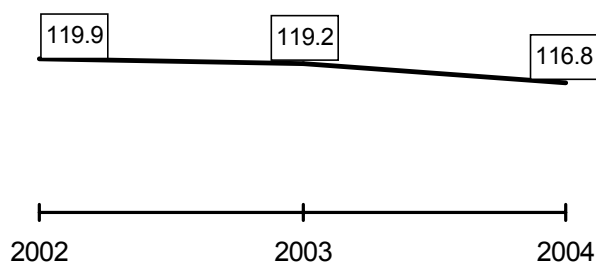
Enrollment of Immigrant Students

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. 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 allocations are based on formulas determined by the Secretary of Education.

NCLB requires that all immigrant students be reported, regardless of whether their district receives these funds.

Figure 3.4 shows the enrollment of all immigrant students statewide in 2002 through 2004. The number of immigrant students remained relatively stable between 2002 and 2003 but decreased somewhat in 2004. This decrease can be partially accounted for by the general decrease in enrollment in public schools statewide. The immigrant enrollment between 2003 and 2004 represents a 2.0 percent decrease.

Figure 3.4
Number of Immigrant Students
Statewide in 2002 to 2004
(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 53.9 percent, from 259,939 students in Fall 1983 to 399,943 students in Fall 2003 (Table 3.4). During the same timeframe, statewide public and nonpublic enrollment increased by 2.9 percent. Consequently, the share of total public and nonpublic enrollment represented by students with disabilities increased from 8.1 percent in Fall 1983 to 12.1 percent in Fall 2003.

TABLE 3.4

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

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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. The number of preschool children with disabilities provided special education services has grown from 32,467 on December 1, 1996 to 37,936 on December 1, 2003. Statewide, in 2003–04, of those students whose education was the responsibility of district committees on preschool special education or committees on special education, 8.6 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 0.6 percentage point in seven years: from 11.6 percent in 1996–97 to 12.2 percent in 2003–04. 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 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 students 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; Manufac-

turing; 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 28.9 percent of secondary students participated in career and technical education programs operated by public school districts or BOCES during the 2003–04 school year. Statewide, the number enrolled was 26 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 increases in the course and testing requirements for earning a high school diploma, 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 1983 to Fall 2009 (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 1983	1,301,097	1,359,944	2,661,041	321,761	242,648	564,409	1,622,858	1,602,592	3,225,450	17.5%
Fall 1988	1,380,332	1,168,378	2,548,710	292,942	198,435	491,377	1,673,274	1,366,831	3,040,087	16.2
Fall 1993	1,498,325	1,200,629	2,698,954	280,921	188,671	469,592	1,779,246	1,389,300	3,168,546	14.8
Fall 1998	1,580,192	1,263,334	2,843,526	292,157	194,811	486,968	1,872,349	1,458,145	3,330,494	14.6
Fall 2003	1,505,392	1,335,343	2,840,735	267,890	208,892	476,782	1,773,282	1,544,235	3,317,517	14.4
Projected										
Fall 2009	1,395,167	1,282,383	2,677,550	253,662	204,551	458,213	1,648,830	1,486,933	3,135,763	14.6

Table 3.2
Number of SURR Schools and Enrollment
New York State
1990–91 to 2003–04

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
2003–2004	46	38,539	19	13,454	65	51,993

Table 3.3
Trends in Public and Nonpublic School Prekindergarten
Enrollments for the State and New York City
New York State
Fall 1983 to Fall 2003

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 1983	219,230	50,411	23.0%	87,360	20,416	23.4%
Fall 1988	244,493	70,506	28.8	99,004	30,312	30.6
Fall 1993	266,621	84,922	31.9	107,385	33,906	31.6
Fall 1998	260,296	97,861	37.6	107,845	47,994	44.5
Fall 2003	244,103	128,862	52.8	107,442	69,821	65.0

Table 3.4
Trends in Special Education
Enrollment for the State and New York City*
New York State
Fall 1983 to Fall 2003

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 1983	1,226,539	104,239	8.5%	1,998,911	155,700	7.8%	3,225,450	259,939	8.1%
Fall 1988	1,199,708	104,985	8.8	1,840,379	157,497	8.6	3,040,087	262,482	8.6
Fall 1993	1,256,266	110,003	8.8	1,912,280	183,549	9.6	3,168,546	293,552	9.3
Fall 1998	1,327,330	147,674	11.1	2,003,164	245,338	12.2	3,330,494	393,012	11.8
Fall 2003	1,296,301	145,022	11.2	2,021,216	254,921	12.6	3,317,517	399,943	12.1

*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 5,501 such students on December 1, 2003.)

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
1989–90 to 2003–04

School Year	New York City		Rest of State Including BOCES		Total State Including BOCES		
	9–12 Enrollment	Career & Tech. Education Enrollment as a % of 9–12	9–12 Enrollment	Career & Tech. Education Enrollment as a % of 9–12	9–12 Enrollment	Career & Tech. Education Enrollment	Career & Tech. Education Enrollment as a % of 9–12
1989–1990	247,171	57.6	461,623	35.3	708,794	305,487	43.1
1990–1991	250,033	57.8	453,806	36.0	703,839	308,141	43.8
1991–1992	257,694	58.6	456,550	35.9	714,244	314,837	44.1
1992–1993	266,848	59.2	460,992	35.0	727,840	319,282	43.9
1993–1994	274,742	55.8	465,748	33.4	740,490	309,031	41.7
1994–1995	276,747	53.9	470,190	33.7	746,937	307,778	41.2
1995–1996	281,850	53.1	476,572	32.1	758,422	302,846	39.9
1996–1997	286,289	55.3	483,357	30.7	769,646	306,946	39.9
1997–1998	287,340	52.2	488,897	30.9	776,236	301,043	38.8
1998–1999	282,806	50.9	494,877	30.2	777,683	293,605	37.8
1999–2000	279,461	47.9	502,020	28.3	781,481	275,868	35.3
2000–2001	272,657	46.4	508,231	26.5	780,888	261,042	33.4
2001–2002	269,291	43.2	518,255	24.6	787,546	243,864	31.0
2002–2003	272,592	43.6	528,253	25.7	800,845	254,660	31.8
2003–2004	283,571	38.6	536,765	23.7	820,336	236,796	28.9

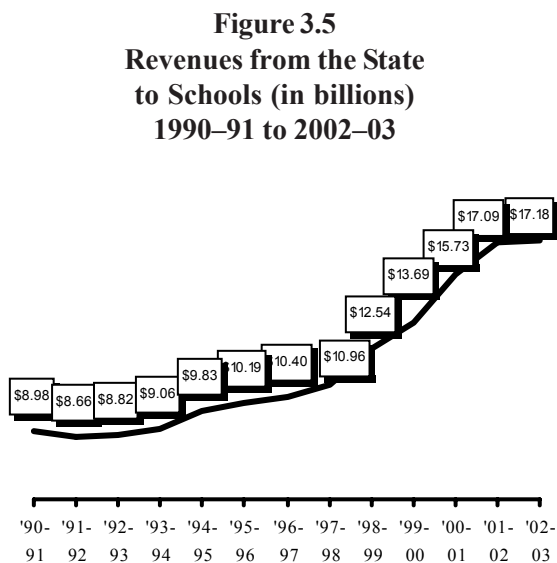
2 Resource Trends¹

School Finance

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

State, Local, and Federal Support

State revenues to schools were relatively stable between 1990–91 and 1993–94 (Figure 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.



The following discussion is based upon district reports of expenditures and revenues during the five-year period from 1998–99 to 2002–03 (the latest year for which complete data are available) (Table 3.6). In each year during this period, State revenues to schools increased by at least 0.5 percent. The largest increase, 14.9 percent, occurred in 2000–01. Examining the five-year trend, State revenues to schools were \$4.64 billion (37.0 percent) greater in 2002–03 than in 1998–99. Considering inflation, however, State revenue to schools in 2002–03 was worth 23.8 percent more than in 1998–99.

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 2002–03 was \$2.7 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 2002–03, districts raised \$18.0 billion through tax levies and other local rev-

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).

enue sources to support education. The district contribution represented an increase of \$2.6 billion or 16.7 percent since 1998–99.

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 2002–03, the federal contribution to State schools was \$2.1 billion, an increase of 59.2 percent since 1998–99. Even with this increase, federal revenues amounted to only 5.7 percent of total district revenues.

Because of increases in State, local, and federal revenues, between 1998–99 and 2002–03 total district revenues increased by 27.3 percent (15.1 percent after inflation) to \$37.3 billion. State and federal revenues increased at a faster rate than local revenues.

In 2002–03, the State contribution was 46.0 percent, compared with 42.7 percent in 1998–99. The local share was 48.3 percent, compared with 52.7 percent in 1998–99; and the federal share was 5.7 percent, compared with 4.6 percent in 1998–99.

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 eight percent or more in the first four years of this period, but increased by less than one percent in 2002–03 (Table 3.7). Comparing 2002–03 with 1998–99, in absolute dollars, State revenues per pupil increased 35.5 percent. Adjusted for inflation, State revenues per pupil increased 22.4 percent.

TABLE 3.7

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

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During this five-year period, statewide, the mean expenditure per pupil increased at a slower rate than State aid per pupil. The 2002–03 mean expenditure per pupil was \$13,085, an increase of 26.2 percent over 1998–99. Over the five-year period, adjusted for inflation, expenditures per pupil increased 14.0 percent.

Public School Teachers and Administrators

In 2003–04, nearly 267,000 professional staff were employed in public elementary and secondary schools. Over 224,000 individuals taught in the State’s public schools; an additional 42,895 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).

TABLE 3.8

PROFESSIONAL STAFF IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

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Tracing a 29-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 a high of 268,351

in 2002–03. Between 2002–03 and 2003–04, professional staff decreased by 1,451 individuals, responding in part to a decrease in enrollment. The staff decline in the 1970s also 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 2003–04, 266,900 professional staff (full- and part-time) served 2.8 million students. In that year, on average, districts employed one classroom teacher for every 12.4 students compared with one for every 14.3 students in 1993–94 and one for every 15.8 in 1983–84 (Figure 3.7).

In 1991–92, districts eliminated over 7,000 (three percent) professional positions because State and local resources had failed to keep pace with

rising district expense for salaries. This decrease in staff was accompanied by an increase in public school class sizes, partially negating improvements made during the 1980s (Table 3.9). Comparing average class sizes in 2003–04 with those in 1990–91, kindergarten and elementary classes in all New York City, Large City District, and Districts Excluding the Big 5 were smaller in 2003–04. Secondary classes in English 9 and U.S. history and government were larger in Large City Districts and Districts Excluding the Big 5 but smaller in New York City. Secondary classes in biology were smaller in all three areas. Statewide, kindergarten classes in 2003–04 included, on average, 20 students and other classes, 22 students.

TABLE 3.9
PUBLIC SCHOOL AVERAGE CLASS SIZE
IN SELECTED GRADES AND COURSES

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Figure 3.6
Trends in Public School Enrollment
and Total Professional Staff
1975–76, 1982–83, 1991–92, and 2003–04

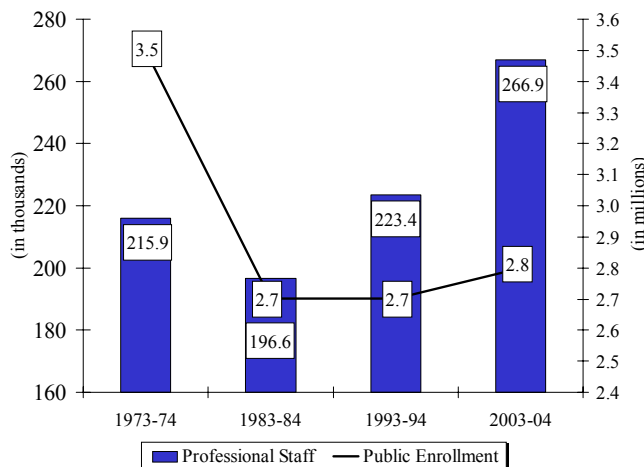
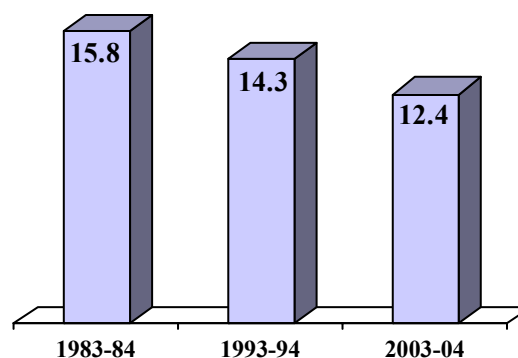


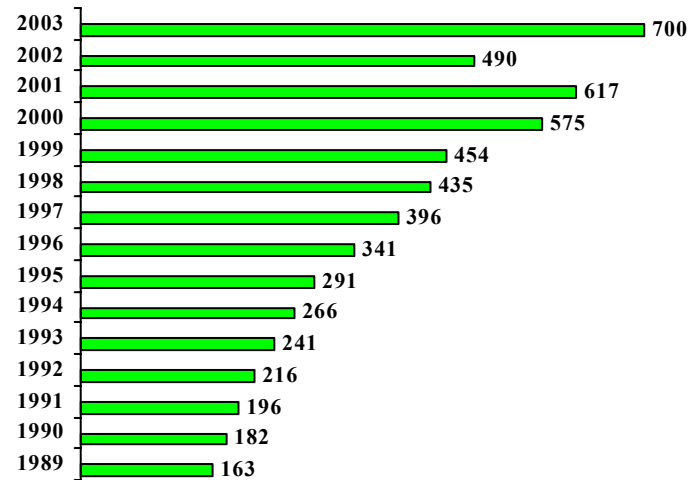
Figure 3.7
Number of Students per Teacher
1983–84, 1993–94, and 2003–04



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 2003, the number of microcomputers in New York's public schools has nearly tripled since 1993 (Figure 3.8). (Note that the number of microcomputers in 2002 decreased significantly because counts do not include data from New York City, as they were not available in that year.)

Figure 3.8
Growth in Number of Microcomputers in
New York State Public Schools (in thousands)
Fall 1989 to Fall 2003*



*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
1998–99 to 2002–03

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
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
2002–2003	37,348,488	17,177,740	46.0	2,142,106	5.7	18,028,642	48.3

Source: Sixteenth 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
1998–99 to 2002–03

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
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
2002–2003	5,975	0.8	13,085	6.7

Source: Sixteenth 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 Staff¹ in Public Elementary and Secondary Schools
New York State
1975–76 to 2003–04

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
2003–2004	224,005	42,895	266,900

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 1999–2000 to 2003–04

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
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
2003–2004	22.2	23.5	27.1	27.8	28.6	28.8
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
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
2003–2004	19.6	21.7	25.0	23.6	24.9	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
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
2003–2004	19.2	20.8	21.8	21.8	21.6	21.7
Total Public						
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
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
2003–2004	20.1	21.7	22.2	22.1	22.1	22.3

Note: Average class size for Regents biology for 2001–02 includes classes in biology and living environment. Average class size for Regents biology for 2002–03 and 2003–04 is for living environment only.

* 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. 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 2004 than in 1999, the first year of test administration. In February 2004, 62.3 percent of public school fourth-graders (compared with 48.9 percent in 1999) demonstrated achievement of the skills and knowledge in ELA expected of elementary-school students by scoring at or above Level 3 (Figure 3.9). The performance of 5.9 percent was severely deficient (Level 1) (Figure 3.10). New York City fourth-graders also showed improved performance in 2004: 49.7 percent of tested students scored at or above Level 3 compared with 34.4 percent in 1999.

Middle-Level English Language Arts (ELA)

Eighth-graders statewide scored higher on the ELA assessment in 2004 than in the previous four years. In 2004, 47.3 percent of eighth-graders demonstrated proficiency in the ELA standards for their grade compared with 45.0 percent in 2000 and 2001, 44.3 percent in 2002, and 45.2 percent in 2003 (Figure 3.11). Statewide, fewer eighth-graders demonstrated proficiency in ELA in 2004 than in 1999, when 48.3 percent of eighth-graders were proficient. The percentage of New York City public school students demonstrating proficiency remained relatively the same (35.7 percent in 1999 and 35.6 percent in 2004). A full 35.6 percent of New York City eighth-graders, compared with 53.2 percent in the Rest of State, demonstrated proficiency on the middle-level ELA standards. Statewide, the percentage of students scoring at Level 1 decreased from 8.9 percent in 1999 to 7.3 percent in 2004 (Figure 3.12). The students who scored at or above Level 3, 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.

Elementary-Level Mathematics

In every year since 1999, a larger percentage of tested students succeeded in meeting the State standards on the elementary-level mathematics assessment than on any other assessment in the NYSAP (Figure 3.13). In 2004, a much larger percentage of students scored at or above Level 3 than in 1999 (79.1 percent in 2004 compared with 66.9 percent in 1999). Only 3.9 percent scored at Level 1 (Figure 3.14). 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 50.0 percent in 1999 to 68.1 percent in 2004.

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 3.15). 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, 51.4 percent scored at or above Level 3. In 2004, this percentage increased to 57.6. Statewide in 2004, 13.9 percent showed no evidence of proficiency in these skills (Figure 3.16). A full 42.3 percent of New York City students were able to meet the standards in 2004 compared with 22.7 percent in 1999.

Elementary-Level Science

In the 2003–04 school year, the grade 4 science test based on the new standards was administered for the first time. This test assesses knowledge and skills gained in grades K-4 in science. The percentage of students demonstrating the achievement of the skills and knowledge expected of elementary-school students in science in 2004 in public schools statewide was 78.8 percent (Figure 3.17). The majority of these students were in Rest of State schools. Statewide, the performance of 5.1 percent of public school students was severely deficient (Figure 3.18).

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 decreased slightly between 2002 and 2004: 74.8 percent scored at or above Level 3 in 2002, 72.0 percent did so in 2003, and 67.9 did so in 2004 (Figure 3.19). Similar trends were seen in New York City. Statewide, the percentage of students scoring at Level 1 increased since 2002: 5.7 percent in 2002, 6.0 in 2003, and 8.4 in 2004 (Figure 3.20).

Elementary-Level Social Studies

The grade 5 social studies test based on the new standards was administered for the first time in 2001–02. Data on this test were collected for the first time in that year. 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 or above Level 3 increased from 71.5 percent in 2003 to 74.6 percent in 2004 (Figure 3.21). However, the percentage scoring at Level 1 also increased from 13.2 to 16.7 percent between those years. Similar trends were seen in New York City and the Rest of State (Figure 3.22).

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 between 2002 and 2004: 64.5 percent of students scored at or above Level 3 in 2002, 50.9 percent did so in 2003, and 44.8 percent did so in 2004 (Figure 3.23). New York City saw a significant increase in students scoring at Level 1: 5.2 percent in 2002, 18.2 percent in 2003, and 22.8 percent in 2004 (Figure 3.24).

Figure 3.9
Percentage of Tested Public School Students Scoring at
or above Level 3 on Elementary-Level English Language Arts
1999 to 2004

Number Tested in 1999 = 207,245
 Number Tested in 2000 = 216,786
 Number Tested in 2001 = 215,037

Number Tested in 2002 = 212,820
 Number Tested in 2003 = 209,905
 Number Tested in 2004 = 206,246

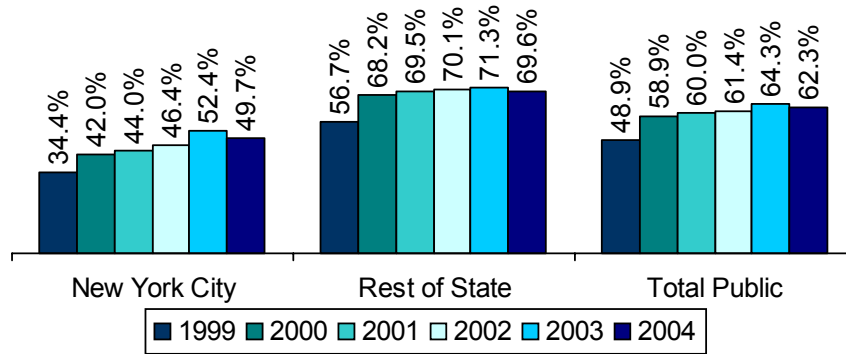


Figure 3.10
Percentage of Tested Public School Students Scoring at
Level 1 on Elementary-Level English Language Arts
1999 to 2004

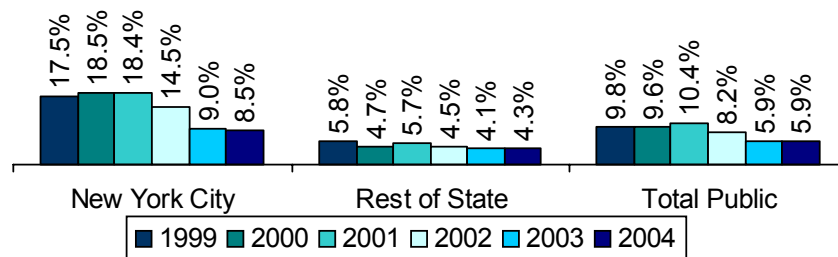


Figure 3.11
Percentage of Tested Public School Students Scoring at or above Level 3 on Middle-Level English Language Arts 1999 to 2004

Number Tested in 1999 = 187,312
 Number Tested in 2000 = 195,996
 Number Tested in 2001 = 196,473

Number Tested in 2002 = 206,418
 Number Tested in 2003 = 212,706
 Number Tested in 2004 = 218,092

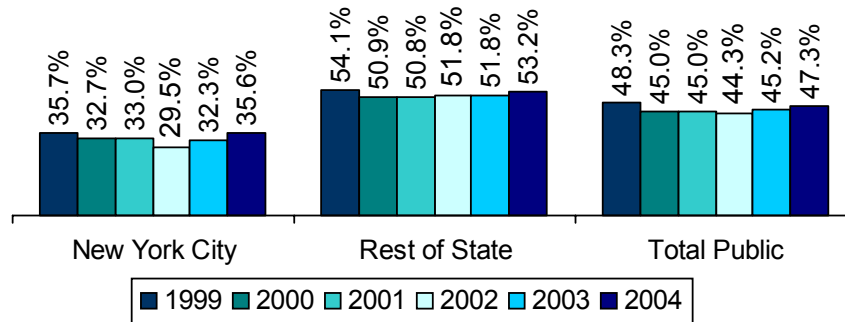


Figure 3.12
Percentage of Tested Public School Students Scoring at Level 1 on Middle-Level English Language Arts 1999 to 2004

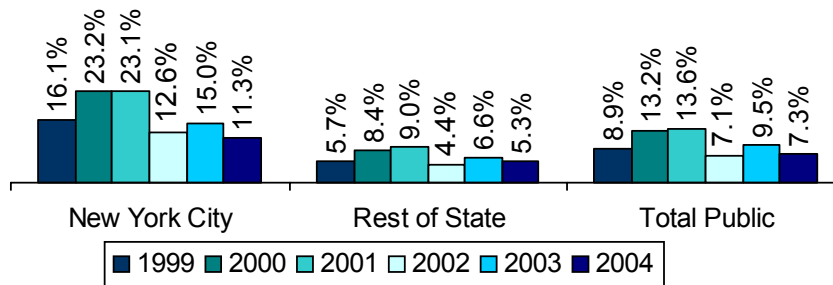


Figure 3.13
Percentage of Tested Public School Students Scoring at or above Level 3 on Elementary-Level Mathematics 1999 to 2004

Number Tested in 1999 = 214,433
 Number Tested in 2000 = 220,669
 Number Tested in 2001 = 219,854

Number Tested in 2002 = 216,521
 Number Tested in 2003 = 218,179
 Number Tested in 2004 = 214,696

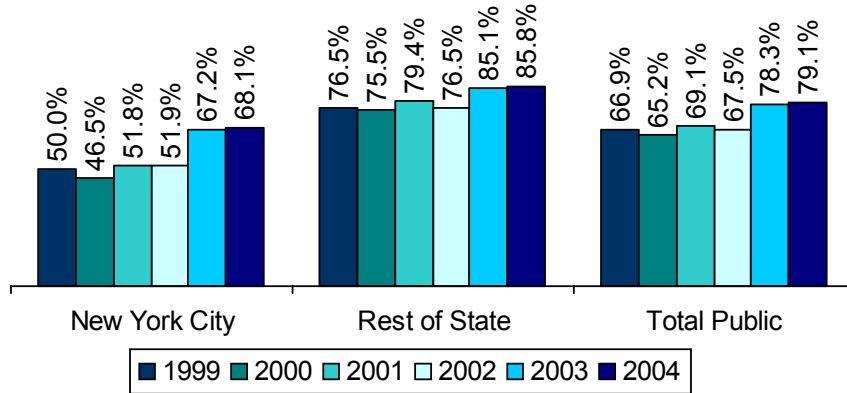


Figure 3.14
Percentage of Tested Public School Students Scoring at Level 1 on Elementary-Level Mathematics 1999 to 2004

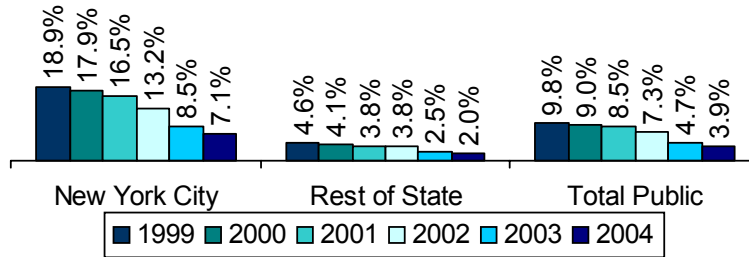


Figure 3.15
Percentage of Tested Public School Students Scoring at or above Level 3 on Middle-Level Mathematics 1999 to 2004

Number Tested in 1999 = 192,140	Number Tested in 2002 = 208,183
Number Tested in 2000 = 198,094	Number Tested in 2003 = 219,002
Number Tested in 2001 = 199,984	Number Tested in 2004 = 223,284

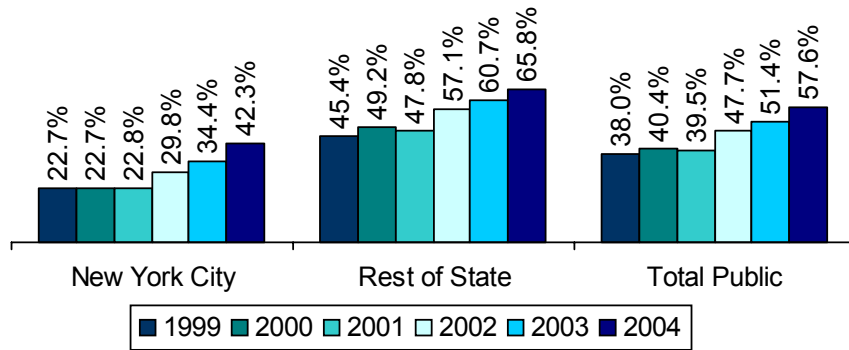


Figure 3.16
Percentage of Tested Public School Students Scoring at Level 1 on Middle-Level Mathematics 1999 to 2004

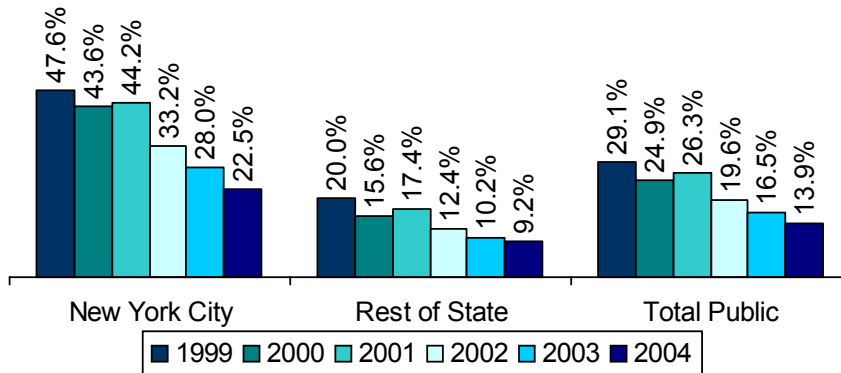


Figure 3.17
Percentage of Tested Public School Students Scoring at or above Level 3 on Elementary-Level Science 2004

Number Tested in 2004 = 212,216

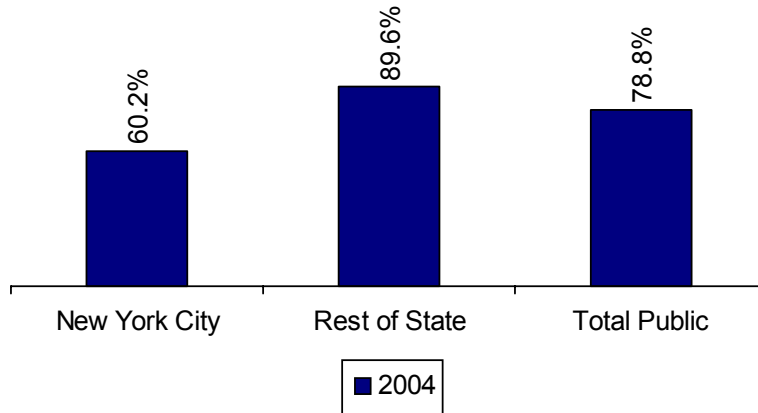


Figure 3.18
Percentage of Tested Public School Students Scoring at Level 1 on Elementary-Level Science 2004

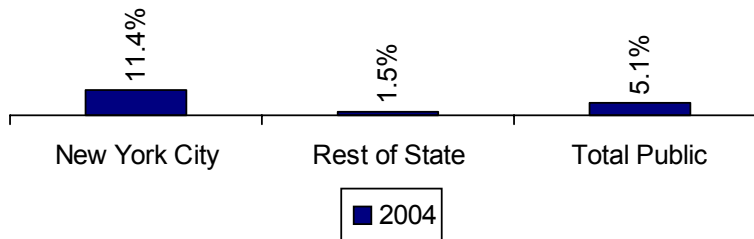


Figure 3.19
Percentage of Tested Public School Students Scoring at or above Level 3 on Middle-Level Science
2002 to 2004

Number Tested in 2002 = 178,367
 Number Tested in 2003 = 185,477
 Number Tested in 2004 = 194,861

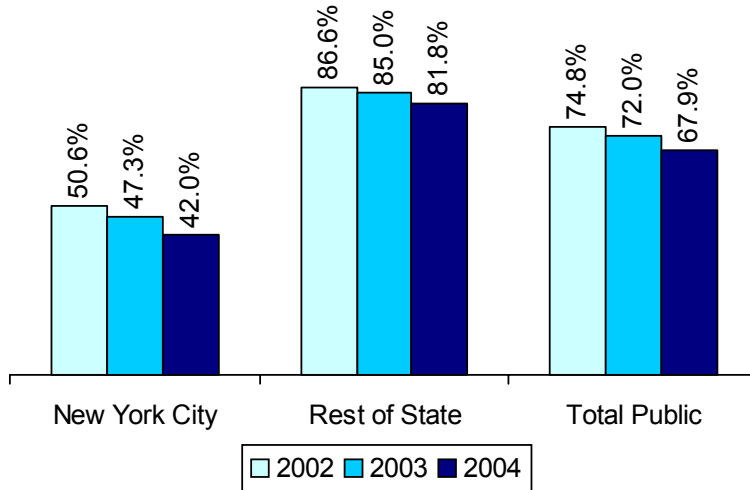


Figure 3.20
Percentage of Tested Public School Students Scoring at Level 1 on Middle-Level Science
2002 to 2004

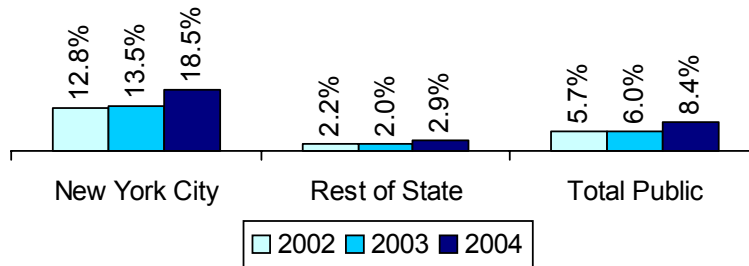


Figure 3.21
Percentage of Tested Public School Students Scoring at or above Level 3 on Elementary-Level Social Studies 2002 to 2004

Number Tested in 2002 = 216,132
 Number Tested in 2003 = 216,154
 Number Tested in 2004 = 216,247

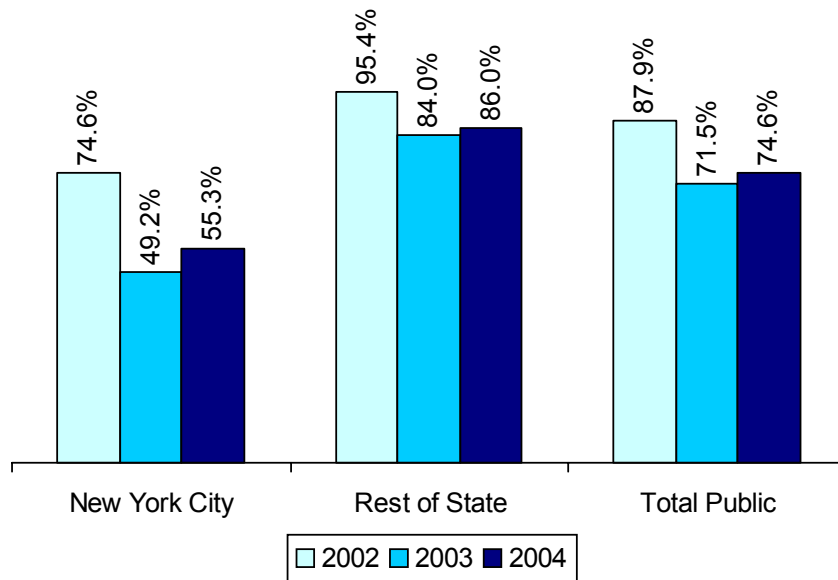


Figure 3.22
Percentage of Tested Public School Students Scoring at Level 1 on Elementary-Level Social Studies 2002 to 2004

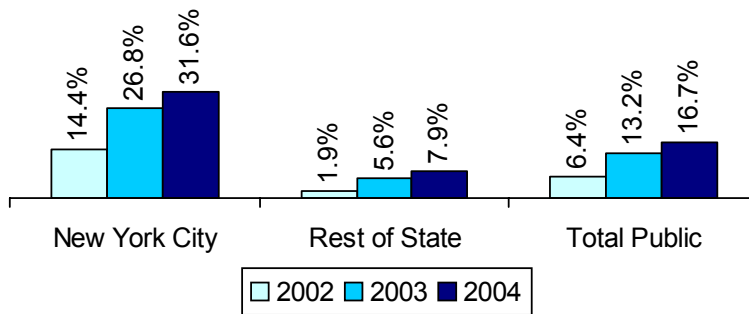


Figure 3.23
Percentage of Tested Public School Students Scoring at or above Level 3 on Middle-Level Social Studies
2002 to 2004

Number Tested in 2002 = 195,303
 Number Tested in 2003 = 205,106
 Number Tested in 2004 = 217,329

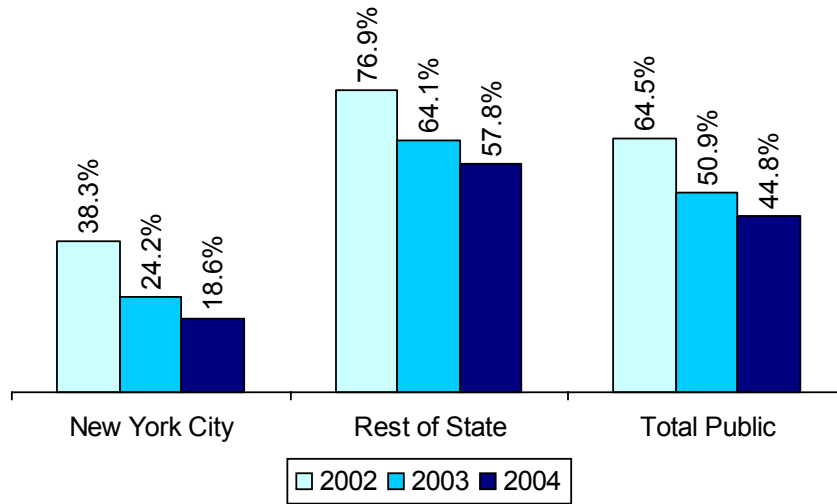
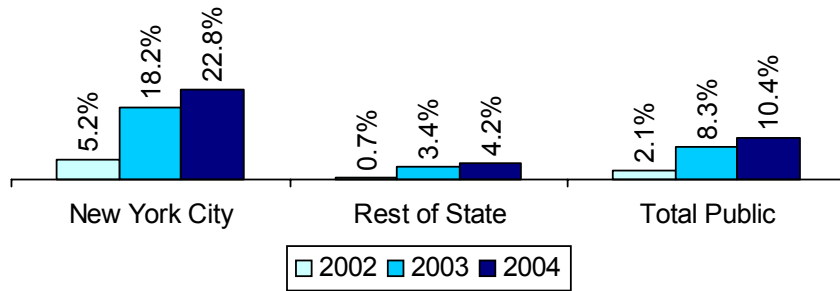


Figure 3.24
Percentage of Tested Public School Students Scoring at Level 1 on Middle-Level Social Studies
2002 to 2004



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 or later were also required to 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 3.25–3.29). In fact, on all five Regents examinations — comprehensive English; sequential mathematics, course I, and/or mathematics A; global studies (or global history and geography); U.S. history and government; and biology and/or living environment — the number of public school students scoring 55 or higher was greater in 2004 than the number tested in 1996. 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 3.26).

In 2004, 90 percent of tested students scored 55 or higher on the Regents English examination, as did 93 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 3.25
Trends in Numbers Tested and Scoring
55–100 and 65–100 on the Regents
Comprehensive Examination in English
1995–96 to 2003–04

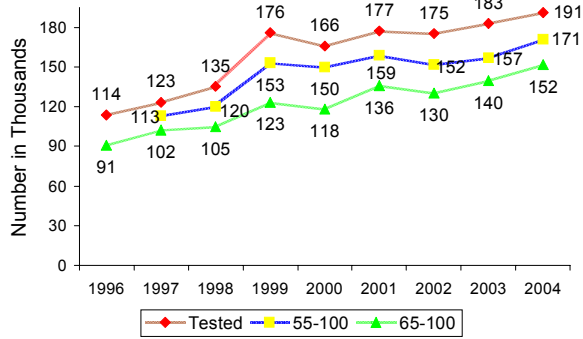


Figure 3.26
Trends in Numbers Tested and Scoring
55–100 and 65–100 on the Regents
Examinations in Sequential Mathematics, Course I,
and/or Mathematics A
1995–96 to 2003–04

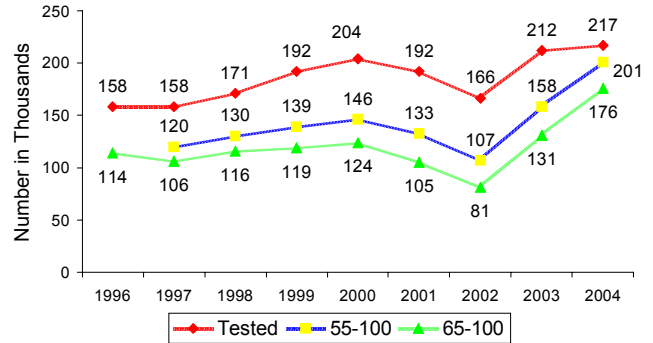


Figure 3.27
Trends in Numbers Tested
and Scoring 55–100 and 65–100
on the Regents Examinations in
Global Studies and/or Global History and Geography
1995–96 to 2003–04

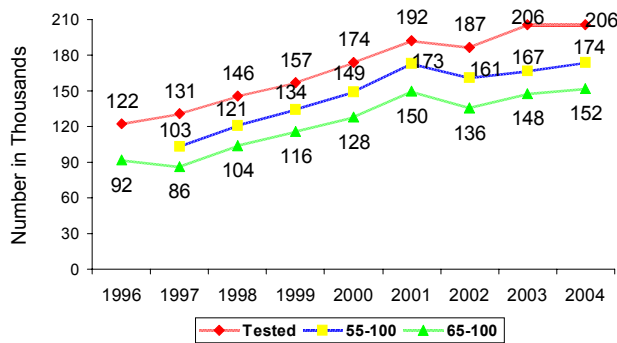


Figure 3.28
Trends in Numbers Tested
and Scoring 55–100 and 65–100
on the Regents Examination in
U.S. History & Government (old and new)
1995–96 to 2003–04

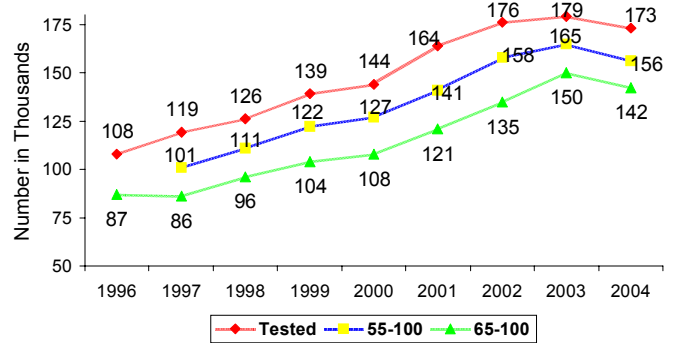
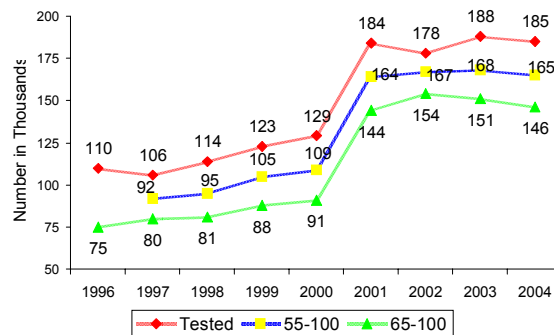


Figure 3.29
Trends in Numbers Tested
and Scoring 55–100 and 65–100
on the Regents Examinations in
Biology and/or Living Environment
1995–96 to 2003–04



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) enrollment 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.

General-Education Cohort Members

General-education students in the 2000 cohort were more successful in meeting the graduation requirement to score 65 or higher on the Regents English examination than general-education students in any previous cohort (Figure 3.30). Eighty-three percent scored 65 or higher on the Regents examination in English within four years, a five point increase compared with the 1999 cohort and an eight point increase compared with the 1996 cohort. The percentage of students scoring 55–100 has varied slightly (between 87 and 90 percent) from cohort to cohort, and a small percentage of students in each cohort were not tested.

The percentage of general-education cohort members scoring 65 or higher on a Regents mathematics examination has decreased since the 1997 cohort, the first cohort required to meet the Regents mathematics graduation requirement. Seventy-five percent in the 2000 cohort compared with 78 percent in the 1997 cohort scored 65 or higher. The percentage of general-education cohort members scoring 55 or higher has shown a similar pattern. Some of the variations in passing rate across years can be attributed to changes in the high school mathematics standards (Figure 3.31).

Eighty-four percent of general-education students in the 2000 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 3.32). The performance of the 1998 and 2000 cohorts on the Regents U.S. history and government examination was similar: 77 percent of the 1998 cohort scored 65–100 after four years; 83 percent of the 2000 cohort did so (Figure 3.33). 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 3.34 shows the performance of the 1999 and 2000 cohorts in Regents science. The 1999 cohort was the first group that was required to take and pass a Regents science examination to receive a local diploma. Eighty percent of this group scored 65–100 on a Regents science examination after four years; 85 percent of the 2000 cohort did so.

Figure 3.30
Performance of General-Education Students in Accountability Cohort in Regents English after Four Years 1996 to 2000 Cohorts

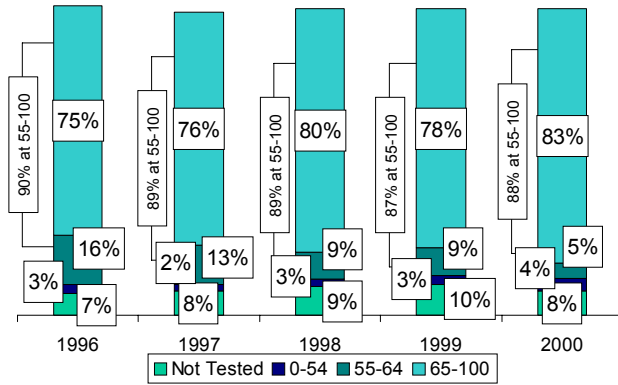


Figure 3.31
Performance of General-Education Students in Accountability Cohort in Regents Mathematics after Four Years 1996 to 2000 Cohorts

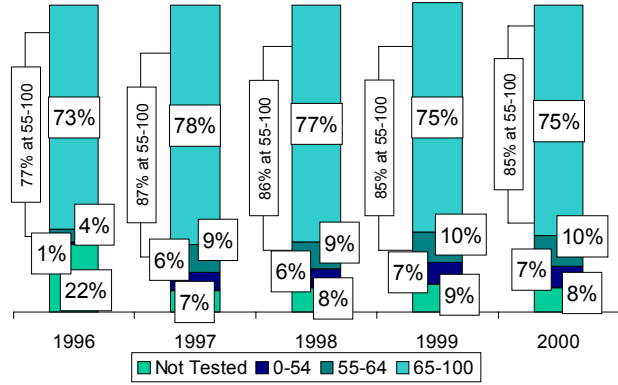


Figure 3.32
Performance of General-Education Students in Accountability Cohort in Regents Global History and Geography after Four Years 1998 to 2000 Cohorts

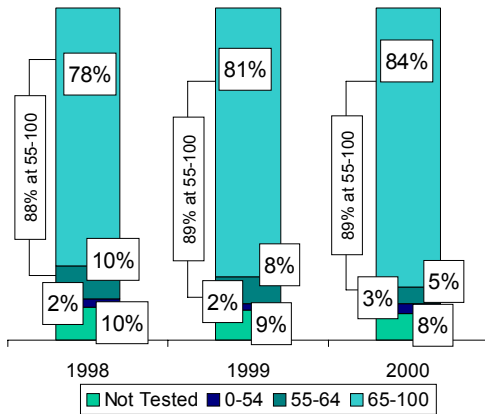


Figure 3.33
Performance of General-Education Students in Accountability Cohort in Regents U.S. History and Government after Four Years 1998 to 2000 Cohorts

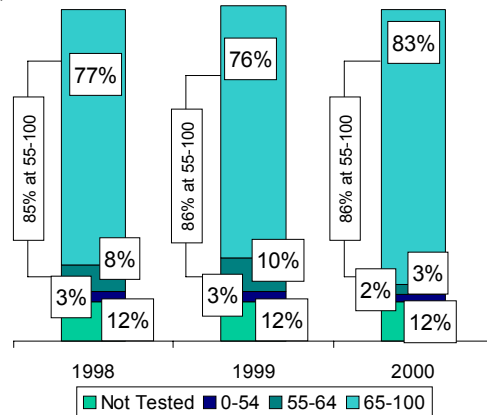
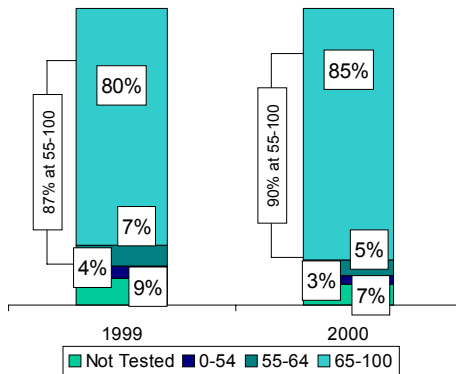


Figure 3.34
Performance of General-Education Students in Accountability Cohort in Regents Science after Four Years 1999 and 2000 Cohorts



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

1996: 143,500
1997: 145,000
1998: 144,500
1999: 154,500
2000: 155,000

Note: The counts and percentages for the 1996 to 1998 cohorts include students who were continuously enrolled in schools within the district. The 1999 and 2000 cohort counts and percentages also include continuously enrolled students who transferred between schools within a district or who were out of district placements.

General-Education Students and Students with Disabilities Cohort Members

Considering all cohort members, general-education students and students with disabilities, the percentage scoring 65–100 in Regents English increased by 6.0 percentage points between the 1996 and 2000 cohorts (Table 3.10). The performance of cohort members in New York City and in districts outside the Big Five improved substantially.

TABLE 3.10

PERCENTAGE OF STUDENTS IN THE 1996 TO 2000 COHORTS SCORING 55-100 AND 65-100 IN REGENTS ENGLISH AFTER FOUR YEARS

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The percentage of general-education students, students with disabilities, and all students in the 2000 cohort scoring 65–100 in Regents mathematics was smaller than that of any other cohort (Table 3.11). However, the percentage of general-education students in New York City and Large City Districts in the 2000 cohort scoring 55–100 was slightly greater than the percentage of the 1997 cohort doing so.

TABLE 3.11

PERCENTAGE OF STUDENTS IN THE 1997 TO 2000 COHORTS SCORING 55-100 AND 65-100 IN REGENTS MATHEMATICS AFTER FOUR YEARS

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The percentage of 1998, 1999, and 2000 cohort members scoring 55–100 in Regents global history and geography is relatively similar (Table 3.12). However, the percentage of students in the 2000 cohort scoring 65–100 on this examination is much greater than the percentage of students in both the 1998 and 1999 cohorts. This trend applies to both general-education students and students with disabilities.

TABLE 3.12

PERCENTAGE OF STUDENTS IN THE 1998 TO 2000 COHORTS SCORING 55-100 AND 65-100 IN REGENTS GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS

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In general, the performance of students in the 2000 cohort was better than that of the 1998 and 1999 cohorts in Regents U.S. history and government in all areas of the State and for both general-education students and students with disabilities (Table 3.13). The percentage of students with disabilities in the 2000 cohort in New York City scoring 65–100 was nearly twice the percentage in the 1999 cohort.

TABLE 3.13

PERCENTAGE OF STUDENTS IN THE 1998 TO 2000 COHORTS SCORING 55-100 AND 65-100 IN REGENTS U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS

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The percentage of students in the 2000 cohort scoring 65–100 in Regents science was greater than the percentage in the 1999 cohort (Table 3.14). The greatest difference was in New York City.

TABLE 3.14

PERCENTAGE OF STUDENTS IN THE 1999 AND 2000 COHORTS SCORING 55-100 AND 65-100 IN REGENTS 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 increased 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 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

Elementary- and Middle-Level English Language Arts and Mathematics

In 2004, from 12.9 to 14.2 percent of public school students who participated in the elementary- and middle-level NYSAP in English language arts (ELA) and mathematics were disabled. The performance of public school students with disabilities on the elementary-level English language arts assessment has shown no consistent pattern of improvement since 1999; in 2004, 22.1 percent of fourth graders achieved the standards (Table 3.15). The performance of elementary-level students with disabilities has improved substantially in mathematics; 48.5 percent achieved the standards in 2004,

compared with 36.0 percent in 1999. The number of eighth grade students with disabilities participating in the general assessments increased by 31 percent in ELA and 25 percent in mathematics between 1999 and 2004. While the percentage of students with disabilities meeting the ELA standards did not increase; the percentage meeting the mathematics standards more than doubled to 19.2 percent.

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 11 times more likely than students with disabilities to score at Level 4 on the elementary-level English language arts assessment in 2004 (16.7 compared with 1.5 percent) and more than three times as likely to score at or above Level 3 (68.3 compared with 22.2 percent) (Figure 3.35).

At the middle level, the disparity between the performance of general-education students and students with disabilities in English was even greater: 12.7 percent of general-education students compared with 0.5 percent of students with disabilities scored at Level 4; 53.8 percent compared with 8.4 percent scored at or above Level 3 (Figure 3.36).

TABLE 3.15

NUMBER OF PUBLIC SCHOOL STUDENTS WITH DISABILITIES TESTED AND PERCENT SCORING AT EACH PERFORMANCE LEVEL, NYSAP: ELEMENTARY- AND MIDDLE-LEVEL ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS

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Figure 3.35
Elementary-Level English Language Arts Results for General-Education Students and Students with Disabilities 2003 and 2004

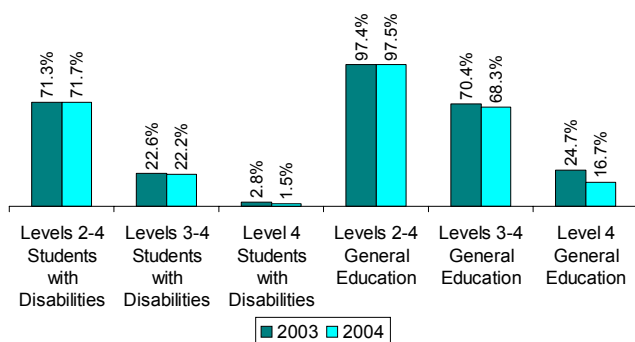
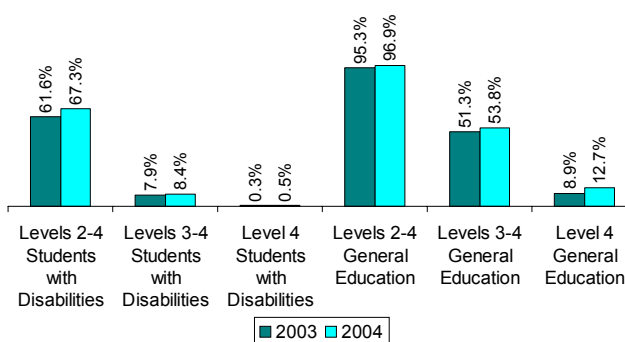


Figure 3.36
Middle-Level English Language Arts Results for General-Education Students and Students with Disabilities 2003 and 2004



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 public school students statewide. Fifty-seven percent of public school students with disabilities tested on the elementary-level science test scored at or above Level 3 (Table 3.16), compared with 79 percent of all public school students statewide. (See *Part III: Longitudinal Trends* for total State performance on these assessments.) The performance of both students with disabilities and all public students statewide on the middle-level science assessment declined between 2002 and 2004: 48.6 percent of students with disabilities scored at or above Level 3 in 2002 and 40.6 percent did so in 2004, compared with 74.8 percent of all public students statewide in 2002 and 67.9 percent in 2004. A slight increase in the performance of both students with disabilities and all public students statewide was seen between 2003 and 2004 on the elementary-level social studies assessment: 42.6 percent of students with disabilities scored at or above Level 3 in 2003 and 44.8 percent did so in 2004, compared with 71.5 percent of public school students statewide in 2003 and 74.6 percent in 2004. The performance of both students with disabilities and all public students statewide on the middle-level social studies assessment declined between 2002 and 2004: 31.4 percent of students with disabilities scored at or above Level 3 in 2002 and 16.1 percent did so in 2004, compared with 64.5 percent of all public students statewide in 2002 and 44.8 percent in 2004.

TABLE 3.16

NUMBER OF PUBLIC SCHOOL STUDENTS WITH DISABILITIES TESTED AND PERCENT SCORING AT EACH PERFORMANCE LEVEL, NYSAP: ELEMENTARY- AND MIDDLE-LEVEL SCIENCE AND SOCIAL STUDIES

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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 2001–02 and 2003–04, on all five Regents examinations required for graduation, the number of students with disabilities tested has increased. A substantially larger percentage of students with disabilities scored 55 or above on the revised mathematics A examination in 2004 than in 2003: 71.9 percent in 2004 compared with 45.8 percent in 2003. In the remaining assessment areas, performance did not vary more than six percentage points compared with the previous years.

TABLE 3.17

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

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Cohort Performance after Four Years of High School

Since the Department began describing secondary-level performance using cohorts based on the year of first entry into grade 9, the number of students with disabilities included in the cohort has increased substantially. These increases reflect closer adherence to the cohort definition by school districts and changes in the definition to include more students with disabilities. The 2000 cohort included 18,000 students with disabilities, compared with 11,000 in the 1996 cohort. As more students with disabilities and students with more severe disabilities were included, the percentage of disabled cohort members meeting the graduation assessments in English and mathematics has decreased. In the 2000 cohort, 47 percent of students with disabilities had met the English assessment requirement at the end of four years of high school; 39 percent had met the mathematics assessment requirement. (See Figures 3.37 and 3.38.)

Part III: Longitudinal Trends

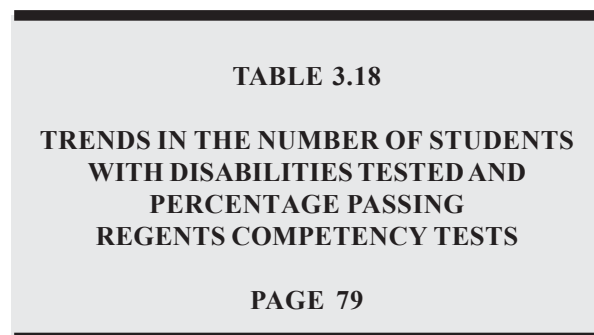
Regents Competency Tests

Students with disabilities who do not achieve the minimum score on a Regents examination required for graduation may meet the assessment requirement for a local diploma by passing the Regents competency test (RCT) in the same area. In mathematics, reading, and writing, the number of students taking the RCT increased between 2000 and 2004 (Table 3.18). The greatest percentage of increase (42.1 percent) was in mathematics. In science, global studies, and U.S. history and government, the number of students taking the RCT decreased between 2000 and 2004. The greatest percent of decrease (35.2 percent) was in U.S. history and government. Students with disabilities were most successful in passing the RCT in writing: 78.4 percent of tested students passed this assessment. On three RCT areas — global studies, U.S. history and government, and science — fewer than 50 percent of tested students with disabilities passed.

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 2003–04, the NYSA was offered in four subjects: English language arts, mathematics, science, and social studies. Students eligible to take the NYSA used this assessment rather than the general assessment to gauge progress. In English language arts, over 90 percent of tested students at the elementary, middle, and secondary level scored at or above Level 3 (Table 3.19). In mathematics, over 85 percent did so at all three grade levels. In science over 86 percent scored at or above Level 3, and in social studies over 84 percent did so.

TABLE 3.19

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

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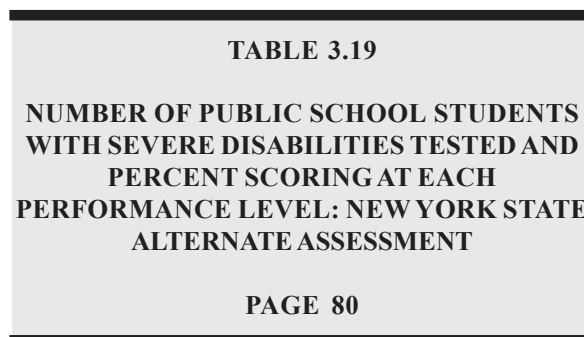


Figure 3.37
Percentage of Students with Disabilities in the 1996 to 2000 Cohorts Meeting Graduation Requirements in Regents English after Four Years
All Public Schools

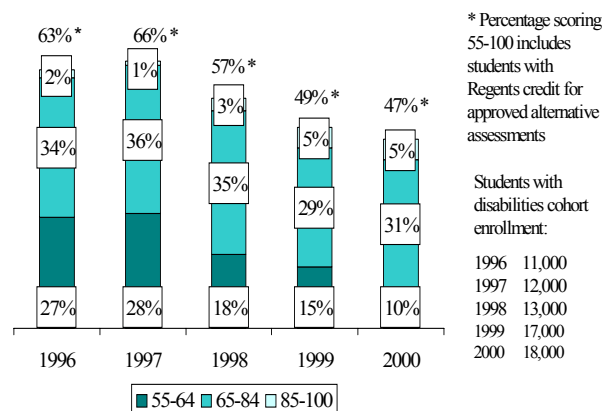
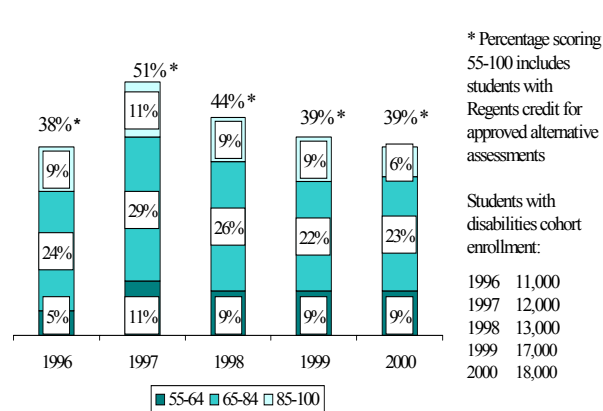


Figure 3.38
Percentage of Students with Disabilities in the 1996 to 2000 Cohorts Meeting Graduation Requirements in Regents Mathematics after Four Years
All Public Schools



Performance of Limited English Proficient (LEP) Students

The performance of limited English proficient (LEP) students on the elementary-level English language arts assessment improved from 2003 to 2004 (Figure 3.39). The percentage scoring at or above Level 3 increased from 11.8 percent in 2003 to 20.6 percent in 2004. The percentage of non-LEP students scoring at or above Level 3 decreased from 65.3 percent in 2003 to 63.2 percent in 2004. In

middle-level English, the performance of both LEP and non-LEP students increased between 2003 and 2004 (Figure 3.40). In 2004, 5.2 percent of LEP students, compared with 1.6 percent in 2003, scored at or above Level 3. In 2004, 48.5 percent of non-LEP students, compared with 46.1 percent in 2003, scored at or above Level 3.

More than half of the LEP students in the 2000 cohort scored 55 or higher in Regents English after four years of high school; almost four in ten scored 65 or higher (Figure 3.41). Nearly 60 percent of LEP students in the 2000 cohort scored 55 or higher in Regents mathematics and 45 percent scored 65 or higher (Figure 3.42).

Figure 3.39
Performance of LEP and Not LEP Students on the Elementary-Level English Language Arts Assessment 2003 and 2004

2003 Count of Tested Students:
Limited English Proficient (LEP): 4,000
Not Limited English Proficient (Not LEP): 206,000
2004 Count of Tested Students:
Limited English Proficient (LEP): 4,300
Not Limited English Proficient (Not LEP): 201,900

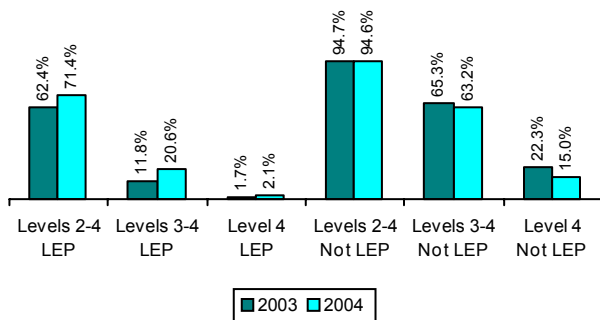


Figure 3.40
Performance of LEP and Not LEP Students on the Middle-Level English Language Arts Assessment 2003 and 2004

2003 Count of Tested Students:
Limited English Proficient (LEP): 5,000
Not Limited English Proficient (Not LEP): 208,000
2004 Count of Tested Students:
Limited English Proficient (LEP): 5,900
Not Limited English Proficient (Not LEP): 212,200

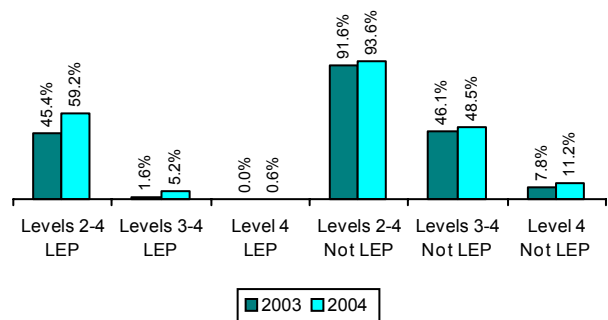


Figure 3.41
Performance of LEP and Not LEP Students in the 1999 and 2000 Cohorts on the Regents English Assessment after Four Years

2003 Count of Students in the 1999 Cohort:
Limited English Proficient (LEP): 6,000
Not Limited English Proficient (Not LEP): 165,500
2004 Count of Students in the 2000 Cohort:
Limited English Proficient (LEP): 8,722
Not Limited English Proficient (Not LEP): 164,338

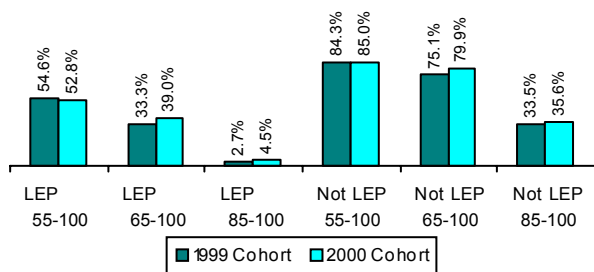


Figure 3.42
Performance of LEP and Not LEP Students in the 1999 and 2000 Cohorts on the Regents Mathematics Assessments after Four Years

2003 Count of Students in the 1999 Cohort:
Limited English Proficient (LEP): 6,000
Not Limited English Proficient (Not LEP): 165,500
2004 Count of Students in the 2000 Cohort:
Limited English Proficient (LEP): 8,722
Not Limited English Proficient (Not LEP): 164,338

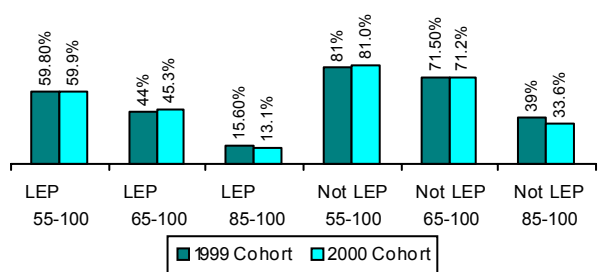


Table 3.10
Percentage of Students in the 1996 to 2000 Cohorts Scoring 55–100 and 65–100 in Regents English after Four Years: New York State

Cohort	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
1996	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%
1997	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%
1998	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%
1999	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%
2000	New York City	48,954	77.8%	69.6%	2,884	33.1%	22.9%	51,838	75.3%	67.0%
	Large City Districts	5,197	80.8	69.6	1,077	25.3	16.7	6,274	71.3	60.6
	Districts Excluding Big 5	100,842	92.9	89.6	14,106	51.1	41.0	114,948	87.7	83.6
	Total Public*	154,993	87.7%	82.6%	18,067	46.7%	36.6%	173,060	83.4%	77.8%

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

Table 3.11
Percentage of Students in the 1997 to 2000 Cohorts Scoring 55–100 and 65–100 in Regents Mathematics after Four Years
New York State

Cohort	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
1997	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%
1998	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%
1999	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%
2000	New York City	48,954	73.5%	57.3%	2,884	23.3%	13.0%	51,838	70.7%	54.9%
	Large City Districts	5,197	70.6	51.1	1,077	16.2	10.5	6,274	61.3	44.1
	Districts Excluding Big 5	100,842	90.9	84.2	14,106	43.3	34.0	114,948	85.1	78.1
	Total Public*	154,993	84.8%	74.6%	18,067	38.5%	29.3%	173,060	79.9%	69.9%

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

Table 3.12
Percentage of Students in the 1998 to 2000 Cohorts Scoring 55–100 and 65–100 in
Regents Global History and Geography after Four Years: New York State

Cohort	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
1998	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%
1999	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%
2000	New York City	48,954	78.5%	71.1%	2,884	37.4%	25.5%	51,838	76.3%	68.6%
	Large City Districts	5,197	83.5%	72.2%	1,077	30.7	21.2	6,274	74.5	63.4
	Districts Excluding Big 5	100,842	93.8	90.4	14,106	59.8	46.7	114,948	89.6	85.1
	Total Public*	154,993	88.6%	83.7%	18,067	54.5%	41.8%	173,060	85.1%	79.3%

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

Table 3.13
Percentage of Students in the 1998 to 2000 Cohorts Scoring 55–100 and 65–100 in
Regents U.S. History and Government after Four Years: New York State

Cohort	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
1998	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%
1999	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%
2000	New York City	48,954	74.4%	69.2%	2,884	36.9%	29.8%	51,838	72.3%	67.0%
	Large City Districts	5,197	79.1	71.1	1,077	29.4	23.6	6,274	70.6	62.9
	Districts Excluding Big 5	100,842	92.4	89.9	14,106	59.6	50.9	114,948	88.4	85.1
	Total Public*	154,993	86.3%	82.8%	18,067	54.1%	45.9%	173,060	82.9%	78.9%

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

Table 3.14
Percentage of Students in the 1999 and 2000 Cohorts Scoring 55–100 and 65–100 in Regents Science after Four Years
New York State

Cohort	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
1999	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%
2000	New York City	48,954	78.8%	67.5%	2,884	37.4%	22.5%	51,838	76.5%	65.0%
	Large City Districts	5,197	88.4	76.5	1,077	38.5	26.9	6,274	79.8	68.0
	Districts Excluding Big 5	100,842	95.7	93.3	14,106	65.2	56.3	114,948	91.9	88.8
	Total Public*	154,993	90.1%	84.6%	18,067	59.1%	49.1%	173,060	86.9%	80.9%

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

Table 3.15
Number of Public School Students with Disabilities
Tested and Percent Scoring at Each Performance Level
New York State Assessment Program
Elementary- and Middle-Level English Language Arts (ELA) and Mathematics
1999 to 2004

Assessment	Year Tested	Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Elementary-Level ELA	1999	24,958	31.5%	49.5%	18.4%	0.6%
	2000	27,859	31.6	42.8	23.1	2.5
	2001	28,142	34.8	39.6	22.7	2.8
	2002	27,393	27.6	42.8	25.6	4.1
	2003	26,583	28.7	48.7	19.7	2.8
	2004	26,884	28.3	49.5	20.6	1.5
Middle-Level ELA	1999	23,753	33.4	57.2	9.0	0.3
	2000	25,734	44.0	47.6	7.9	0.5
	2001	26,554	46.7	45.3	7.4	0.5
	2002	28,483	27.7	63.1	8.7	0.5
	2003	30,172	38.4	53.7	7.5	0.3
	2004	31,024	32.7	58.9	7.9	0.5
Elementary-Level Math	1999	28,223	30.1	33.9	29.9	6.1
	2000	28,299	29.4	35.6	30.0	5.0
	2001	28,767	28.7	32.5	31.2	7.7
	2002	27,660	26.0	36.8	31.1	6.1
	2003	27,216	20.2	32.0	39.0	8.8
	2004	27,788	17.4	34.1	40.9	7.6
Middle-Level Math	1999	24,475	66.3	25.9	7.4	0.4
	2000	25,799	59.8	30.4	9.3	0.4
	2001	26,995	61.9	28.6	9.1	0.4
	2002	28,156	51.6	33.7	13.8	0.9
	2003	29,921	48.5	35.0	15.7	0.7
	2004	30,566	45.0	35.8	18.2	1.0

Table 3.16
Number of Public School Students with Disabilities
Tested and Percent Scoring at Each Performance Level
New York State Assessment Program
Elementary- and Middle-Level Science and Social Studies
2002 to 2004

Assessment	Year Tested	Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Elementary-Level Science*	2004	27,040	15.0%	27.9%	41.3%	15.8%
Middle-Level Science	2002	25,244	17.4	34.0	40.2	8.4
	2003	25,733	18.1	36.5	38.3	7.1
	2004	27,114	22.8	36.6	34.8	5.8
Elementary-Level Social Studies	2002	28,779	22.1	10.7	56.7	10.6
	2003	28,295	35.4	22.0	39.1	3.5
	2004	28,894	42.1	13.1	38.7	6.1
Middle-Level Social Studies	2002	25,614	8.8	59.7	30.4	1.0
	2003	26,869	25.4	55.6	18.0	0.9
	2004	29,110	29.4	54.5	15.2	0.9

*The elementary-level science test based on the new standards was administered for the first time in 2003–04.

Table 3.17
Trends in the Number of Students with Disabilities Tested and the Numbers and
Percentage of Tested Scoring at or above 55 on New York State Regents Examinations
2001–02 to 2003–04

Regents Examinations	2001–02		2002–03		2003–04	
	Number Written	% at or Above 55	Number Written	% at or Above 55	Number Written	% at or Above 55
Comprehensive English	14,101	61.0%	16,309	59.4%	17,321	64.6%
Sequential Mathematics, Course I, and Mathematics A*	13,016	37.4	16,826	45.8	19,015	71.9
Global History and Geography	16,636	65.6	19,864	56.7	20,582	62.2
U.S. History & Government	13,314	71.2	15,668	75.5	15,754	72.0
Living Environment	13,314	82.7	16,001	71.4	17,637	71.5

*Sequential Mathematics, Course I, was last administered in January 2002.

Table 3.18
Trends in the Number of Students with Disabilities Tested
and Percentage Passing Regents Competency Tests
New York State
2000 to 2004

Regents Competency Test	2000		2001		2002		2003		2004	
	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing	Number Written	Percent Passing
Mathematics	12,476	57.3%	16,181	63.7%	13,051	55.1%	18,093	62.7%	17,730	58.8%
Science	16,223	43.0	14,723	39.8	11,536	38.9	13,877	38.6	14,339	46.6
Reading	6,234	65.7	7,130	60.3	6,762	58.7	9,837	61.2	8,526	59.7
Writing	5,870	68.5	6,465	69.9	5,380	69.2	7,181	68.2	8,019	78.4
Global Studies	11,644	23.2	9,624	31.9	8,381	31.6	11,665	35.7	11,000	35.7
U.S. History and Government	9,089	54.2	7,254	42.9	5,216	46.7	6,504	45.4	5,886	46.9

Table 3.19
Number of Public School Students with Severe Disabilities
Tested and Percent Scoring at Each Performance Level
New York State Alternate Assessment
2003–04

Assessment	Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
English Language Arts					
Elementary Level	1,429	2.1%	7.5%	18.9%	71.5%
Middle Level	1,455	1.4	8.4	17.3	72.9
Secondary Level	1,435	2.1	7.9	18.3	71.7
Mathematics					
Elementary Level	1,435	4.0	10.7	16.6	68.7
Middle Level	1,409	3.3	10.2	16.5	70.1
Secondary Level	1,413	3.0	11.1	16.3	69.6
Science					
Elementary Level	1,242	2.4	10.9	18.4	68.3
Middle Level	1,307	3.2	9.0	16.2	71.5
Secondary Level	1,268	2.6	10.7	17.5	69.2
Social Studies					
Elementary Level	930	3.2	12.2	17.6	67.0
Middle Level	1,418	2.2	10.6	17.2	70.0
Secondary Level	1,372	2.6	10.4	16.1	70.9

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

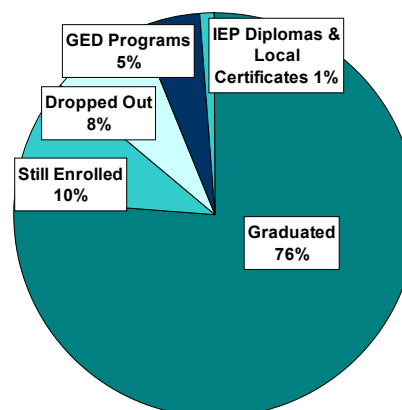
The ultimate goal of elementary, middle, and secondary education is for students to acquire the proficiencies required for employment and postsecondary education. Credentials awarded by secondary schools and college-going rates are two measures of success in accomplishing this goal. The measures are 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 2003, over three quarters of the 1999 graduation-rate cohort earned a local diploma (Figure 3.43). Only one percent received IEP diplomas or local certificates and five percent transferred to General Educational Development (GED) programs. Ten percent of the cohort were still enrolled as of August 2003.

Figure 3.43
1999 Graduation-Rate Cohort Status Including Credentials Earned as of August 2003



Statewide Results

In 2004, 153,202 public school students statewide graduated from high school, compared with 136,754 in 1996 when the new standards were adopted (Figure 3.44). 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 3.45). 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 2003–04, the percentage of graduates earning Regents diplomas increased by 12 percentage points: 57 percent of graduates earned Regents endorsements in 2003–04. Since 1988–89, schools outside the Big 5 have increased their Regents diploma rate by 29 percentage points, New York City schools by 6 points, and Large City Districts by 13 points.

Figure 3.44
Number of Public High School Graduates
1995-96 to 2003-04

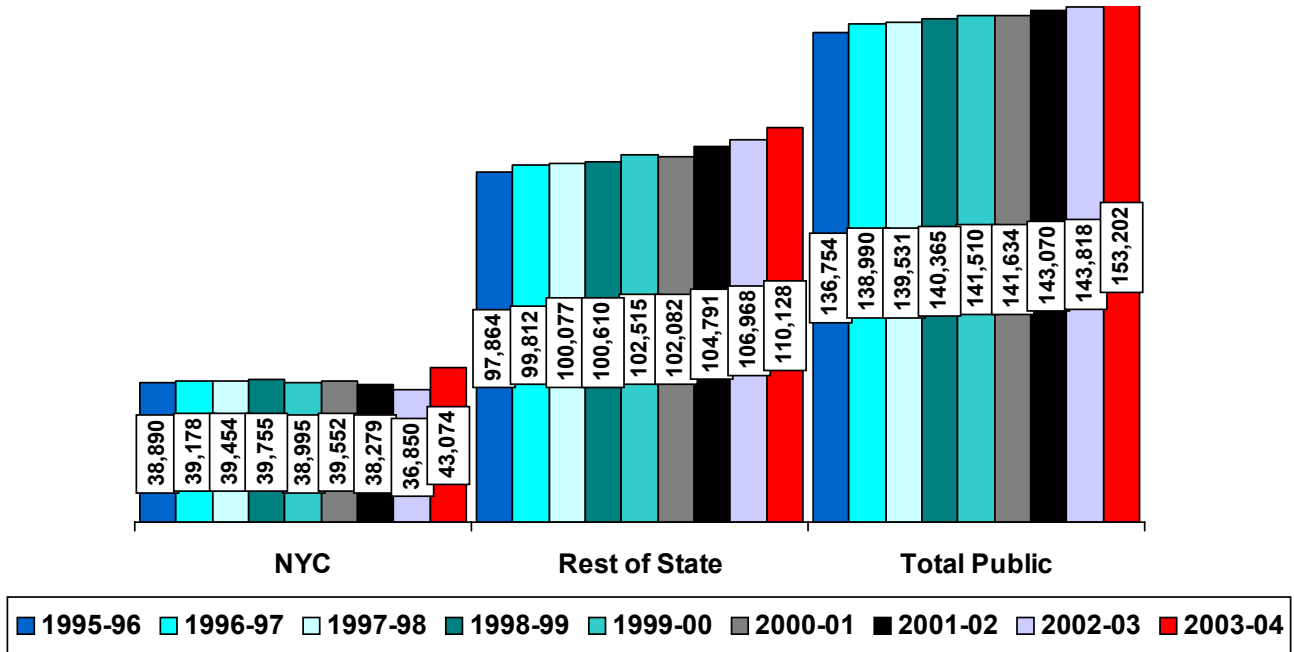
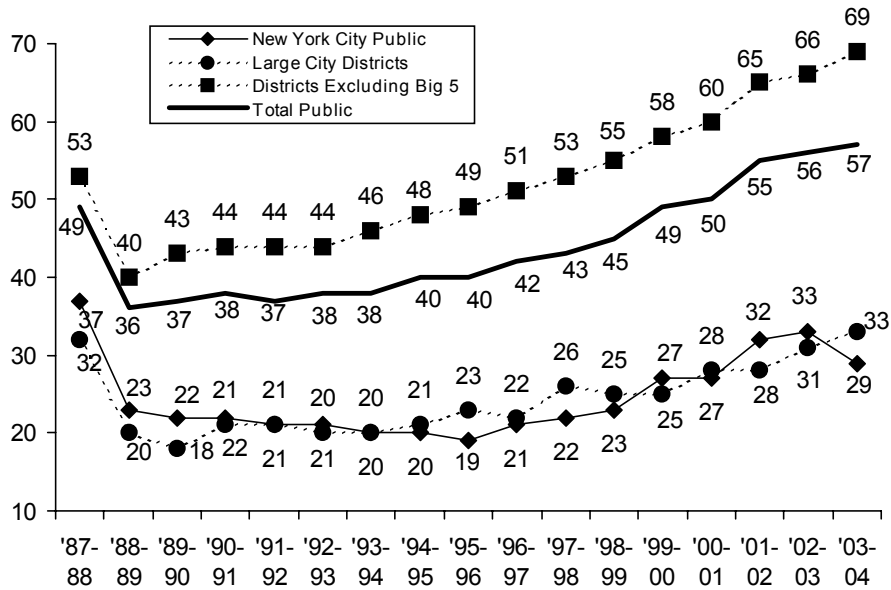


Figure 3.45
Percent of Public High School Graduates Receiving Regents Diplomas
1987-88 to 2003-04



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 Public school college-going 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.

TABLE 3.20

**TRENDS IN COLLEGE-GOING RATE OF
PUBLIC SCHOOL STUDENTS
GRADUATING CLASSES OF
1980, 1990, AND 1999 TO 2004**

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The public school college-going rate in 2004 (80.8 percent) was substantially higher than that in 1980 (66.3 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 37.8 to 50.9 percent. The percentage of graduates who planned to pursue their education at two-year institutions declined between 1990 and 2000 but has increased since then, from 25.1 percent in 2000 to 28.5 in 2004. The percentage of graduates planning to attend other postsecondary institutions has declined since 1980; 1.5 percent of 2004 graduates planned to attend these institutions.

National Programs

The performance of New York State and national students can be compared on national scholarship programs and College Entrance Examination Board 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-level courses offered in secondary schools to determine whether participants are qualified for college credit.

¹Prior to 2002, these data were based on aggregate data provided by principals. These data do not reflect actual postsecondary enrollment data. The 2002 to 2004 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.

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 3.46 and 3.47 show recentered scores for senior classes from 1993 to 2004. If students took the test more than once, their most recent score was used in this calculation. In New York State, approximately 147,000 students, or 76 percent of the senior class of 2004, took the SAT during their high school years. The mean composite score for these students was 1007, which was seven points higher than the mean of the classes of 2000, 2001, and 2002, and 19 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.¹ 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.² 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.

¹Amy Graham and Thomas Husted. "Understanding State Variation in SAT Scores," *Economics of Education* 12 (1993): 197-202.

² 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).

Figure 3.46
Mean Verbal SAT I Scores
Senior Classes of 1993 to 2004

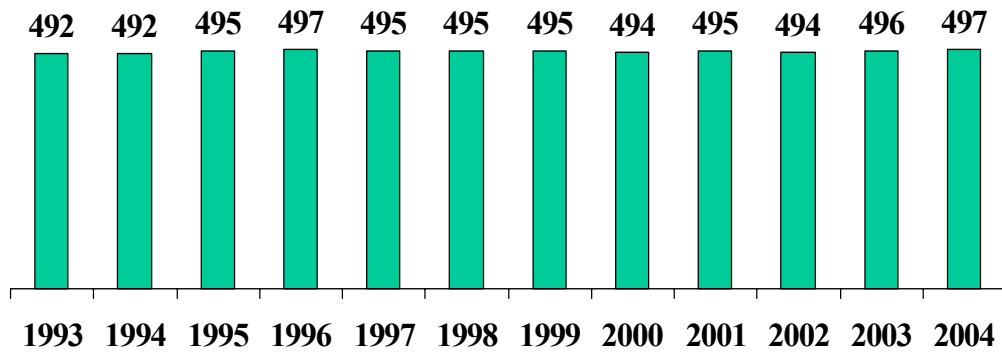
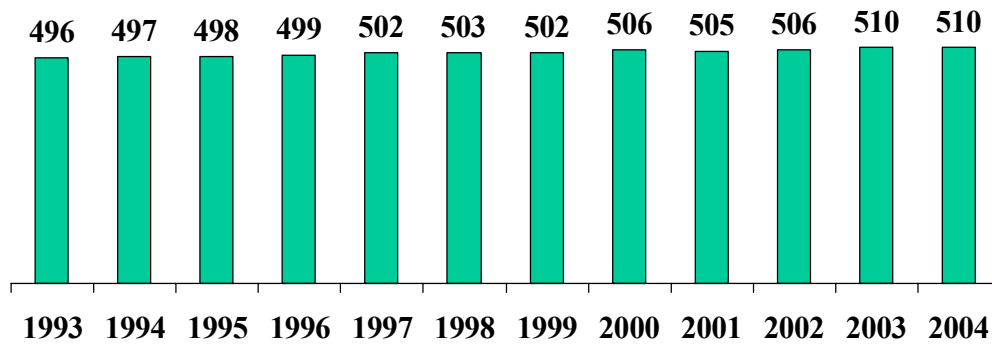


Figure 3.47
Mean Mathematics SAT I Scores
Senior Classes of 1993 to 2004



The Advanced Placement (AP) Program

The advanced placement program consists of 34 courses and exams offered in 19 subject areas. High school students may earn college credit at postsecondary institutions throughout the country using this program. The 93,952 New Yorkers who

participated composed 8.7 percent of national participants and wrote 8.5 percent of examinations. Since 1990, the number of New Yorkers participating has more than doubled (Figure 3.48) and the number of exams taken has almost tripled (Figure 3.49). Sixty-four percent of tests written by New York State students, compared with 62 percent nationally, received a score of three or more, qualifying them for college credit.

Figure 3.48
Advanced Placement Candidates (in thousands)
New York State Public and Nonpublic Schools
1990 to 2004

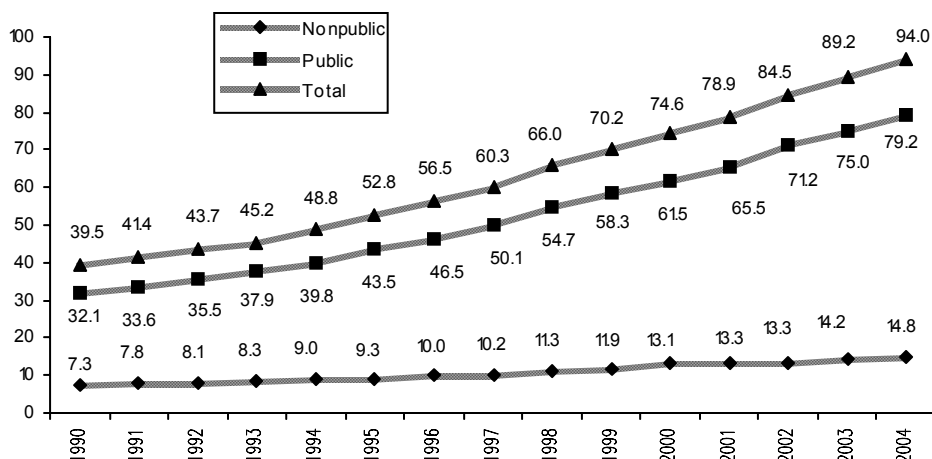


Figure 3.49
Advanced Placement Examinations Written (in thousands)
New York State Public and Nonpublic Schools
1990 to 2004

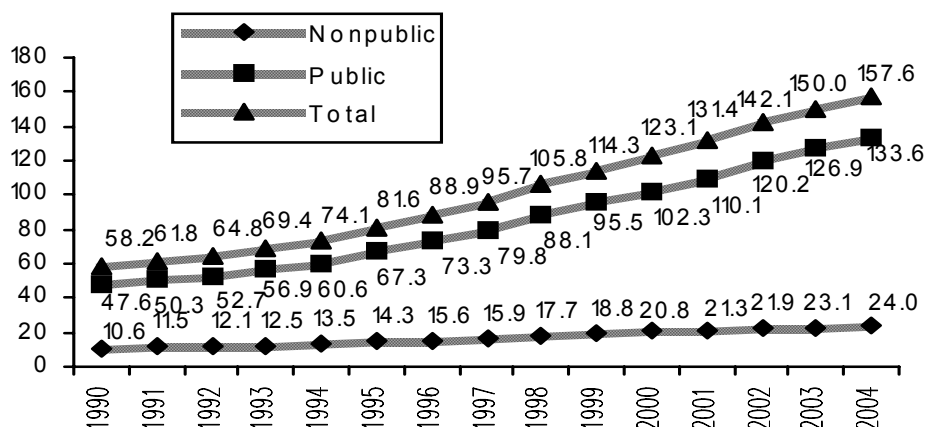


Table 3.20
Trends in College-Going Rate of Public School Students
Graduating Classes of 1980, 1990, and 1999 to 2004
New York State

Postsecondary Plans	Percent of High School Graduates Entering Postsecondary Education in the Fall of:							
	1980	1990	1999	2000	2001	2002	2003	2004
4-Year	37.8%	44.7%	48.9%	50.1%	50.9%	52.6%	52.9%	50.9%
2-Year	24.7	29.4	25.4	25.1	26.2	26.8	27.7	28.5
Total	62.5	74.1	74.7	75.1	77.1	79.3	80.6	79.3
Other Postsecondary	3.8	2.5	1.5	1.5	1.5	1.3	1.3	1.5
Total Postsecondary	66.3%	76.6%	76.2%	76.7%	78.6%	80.6%	81.9%	80.8%

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

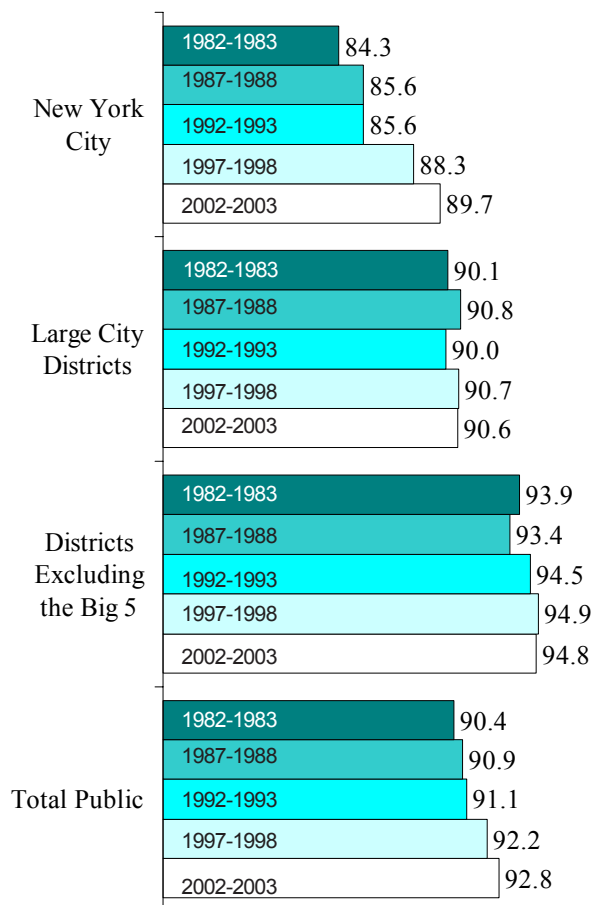
The average attendance rate in State public schools for 2002–03 (the most recent year for which complete data are available) was 92.8 percent (Figure 3.50). In other words, on average, nearly 93 out of every 100 enrolled students attended school for some portion of each school day. Attendance has improved statewide and in every major summary group in 2002–03 compared to 1982–83.

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 eleventh year, the Department has collected data on the number of students who were suspended from school for one or more days. In 2002–03, 4.4 percent of public high school students were suspended one or more times (Figure 3.51). Since 1992–93, the public high school suspension

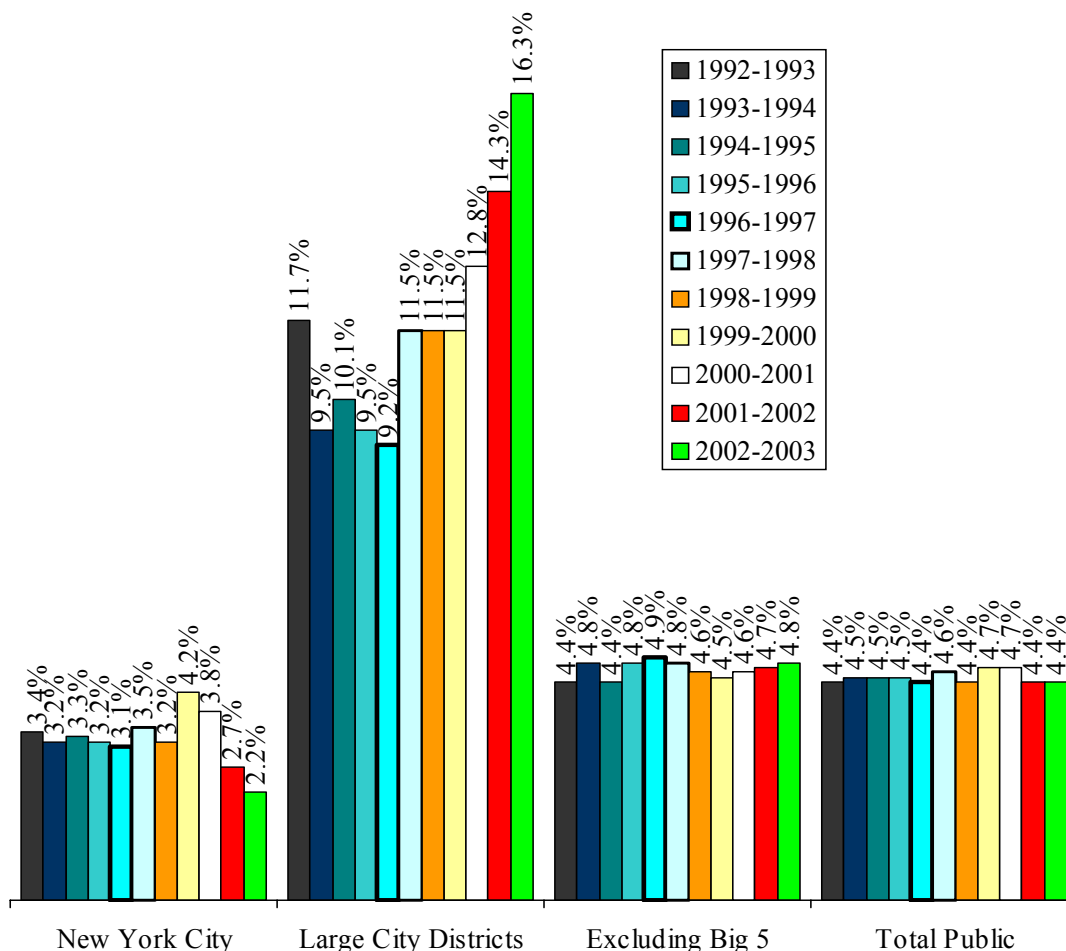
Figure 3.50
Public School Annual Attendance Rate
1982–83 to 2002–03
in Five-Year Intervals



rate has varied between 4.4 and 4.7 percent. This consistency is due largely to the consistent suspension rate in districts outside the Big 5. The suspension rate in Large City Districts has varied substantially and reached a high of 16.3 percent in 2002–03. The majority of suspensions occurred at the middle and secondary levels: 6.0 percent of middle-level students and 7.3 percent of secondary-level students were suspended. In contrast, elementary schools suspended only 1.5 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 dra-

Figure 3.51
Public High School Annual Suspension Rates by Location
1992-93 to 2002-03



matically among racial/ethnic groups (see *Part V: Minority Issues*), high rates of suspension are of grave concern. The Department is examining ways to assist schools in providing appropriate support 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 stu-

dents 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 System for Tracking Education Performance (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 3.43 shows the students in the 1999 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 began 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 2003–2004, the most recent year for which statistics are available, 37,421 students dropped out of school. Over two-thirds (68.2 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 2003–04 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 2003–04, 4.3 percent of secondary students left school without earning a credential and without entering a high school equivalency preparation program (Figure 3.52). Excluding New York City, State dropout rates varied from 2.2 to 2.5 percent between 1995–96 and 2003–04. New York City rates, however, have varied widely, and much of this variation can be attributed to changes in reporting decision rules. In 1998–99, New York City's reporting and record-keeping procedures were improved, resulting in what the City determined to be a more accurate reflection of dropout rates. Before 2001–02, only students who dropped out of high school were included in the dropout counts. 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 began reflecting student status as of June 30th of the reporting year, rather than the fall of the following year.

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 2003–04, 1.5 percent of students left their schools to attend equivalency preparation programs, compared with 2.0 percent in the previous year (Figure 3.53). The percentage of students moving to these programs in 2003–04 was 2.0 in New York City, 1.5 percentage points lower than the previous year.

Figure 3.52
Public High School Annual Dropout Rates by Location
1995-96 to 2003-04

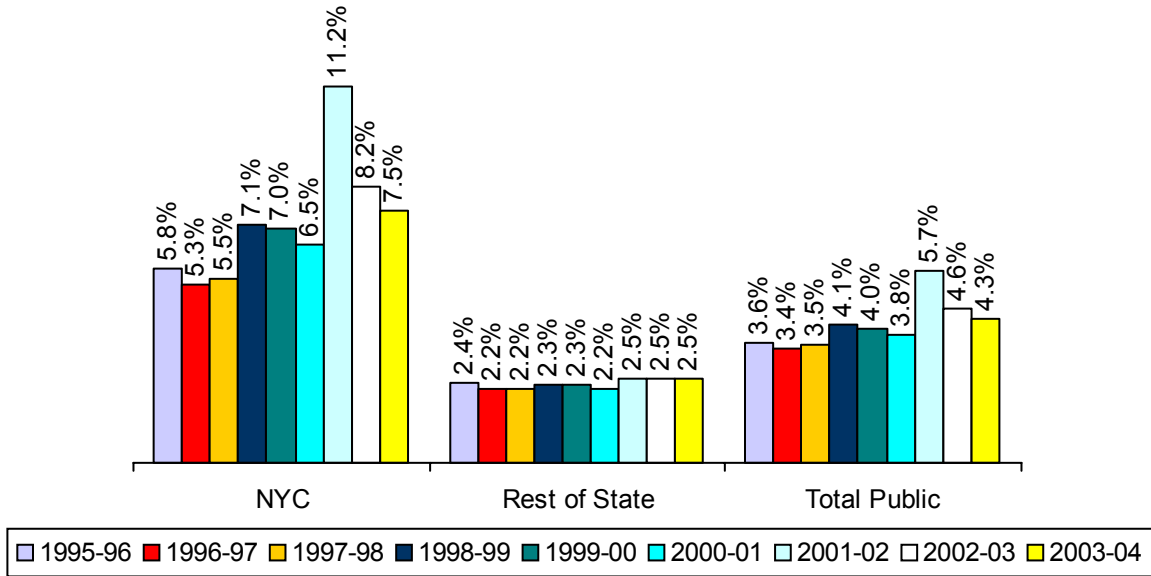
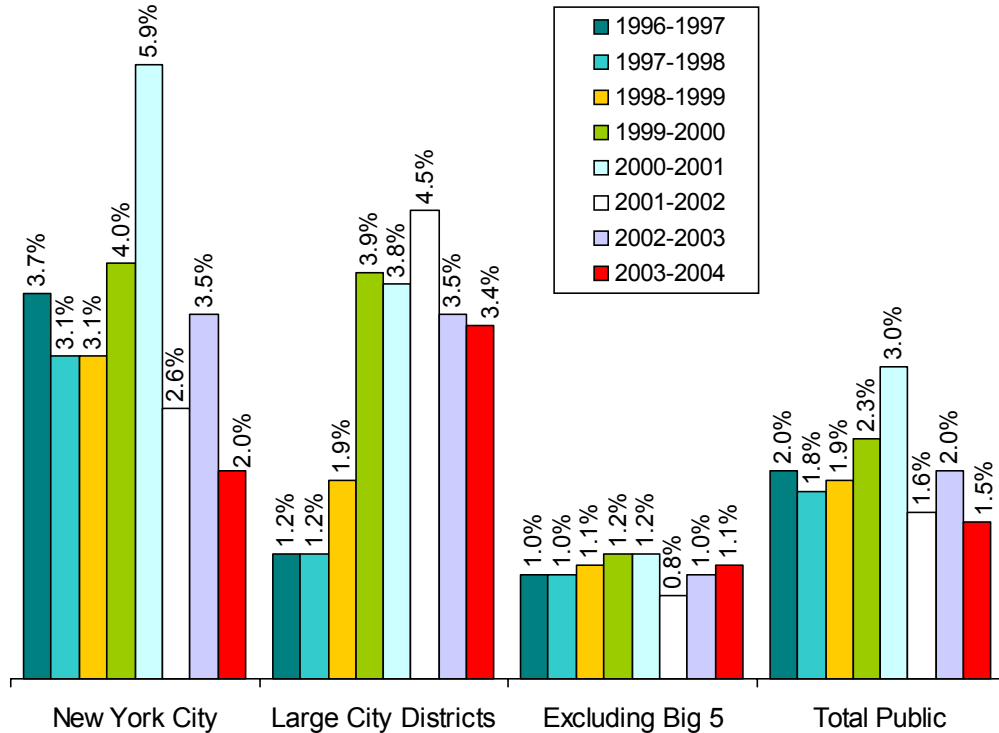


Figure 3.53
Percentage of Public School Students Transferring to
High School Equivalency Diploma Preparation Programs
1996-97 to 2003-04



? 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

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☆ 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 2003, more than one-half (54.0 percent) of the State's public school enrollment attended schools in districts with less than average capacity to meet their needs through local resources. The Urban-Suburban and Rural High N/RC Districts enrolled 13.6 percent of public school students; the Big 5 districts enrolled 40.4 percent.*
- ☆ *Eighty-four 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 (\$15,076); Rural High-Need Districts spent the least (\$12,339).*
- ☆ *Rural High N/RC Districts paid the lowest median teacher salary (\$44,460); Low N/RC Districts paid the highest (\$66,638).*
- ☆ *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.*
- ☆ *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 or above Level 3). Schools in the Average and Low N/RC Districts had the largest percentages of students meeting the standards.*
- ☆ *The largest percentages of general-education students in the 2000 cohort met the minimum requirement for Regents English in Rural High, Average, and Low N/RC Districts. Regents mathematics followed the same pattern.*
- ☆ *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.*
- ☆ *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 (93.1 percent); students from New York City and the Rural High N/RC Districts had the lowest rates (67.6 and 78.2 percent, respectively).*

- ☆ *Outside the Big 5 districts, urban and suburban schools in the High N/RC Districts had the lowest average attendance rate (93.0 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 (89.7 and 90.6 percent, respectively).*
- ☆ *Among the High N/RC Districts, the Large City Districts had the highest suspension rate (16.3 percent) followed by urban and suburban schools (10.0 percent). The Low N/RC Districts had the lowest suspension rate (2.4 percent).*
- ☆ *New York City had the highest average dropout rate (7.5 percent) in 2003–04; Low N/RC Districts had the lowest dropout rate (0.8 percent). New York City students were nearly 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 10 years. In December 2003, 53.7 percent of students with disabilities were in general-education classes.*
- ☆ *In public schools statewide, more than 71 percent of students with disabilities scored at or above Level 2 on the elementary-level ELA and mathematics assessments. Only 55.0 percent scored at or above Level 2 on the middle-level mathematics assessment and 67.3 percent on the middle-level ELA assessment.*
- ☆ *Nearly half of students with disabilities in the 2000 cohort met the English graduation requirement by scoring 55 or higher on Regents English. Low N/RC districts had the largest percentage (73.3 percent) meeting the standards.*
- ☆ *Nearly 39 percent of students with disabilities in the 2000 cohort met the mathematics graduation requirement by scoring 55 or higher on a Regents mathematics examination.*
- ☆ *In 2003–04, 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.

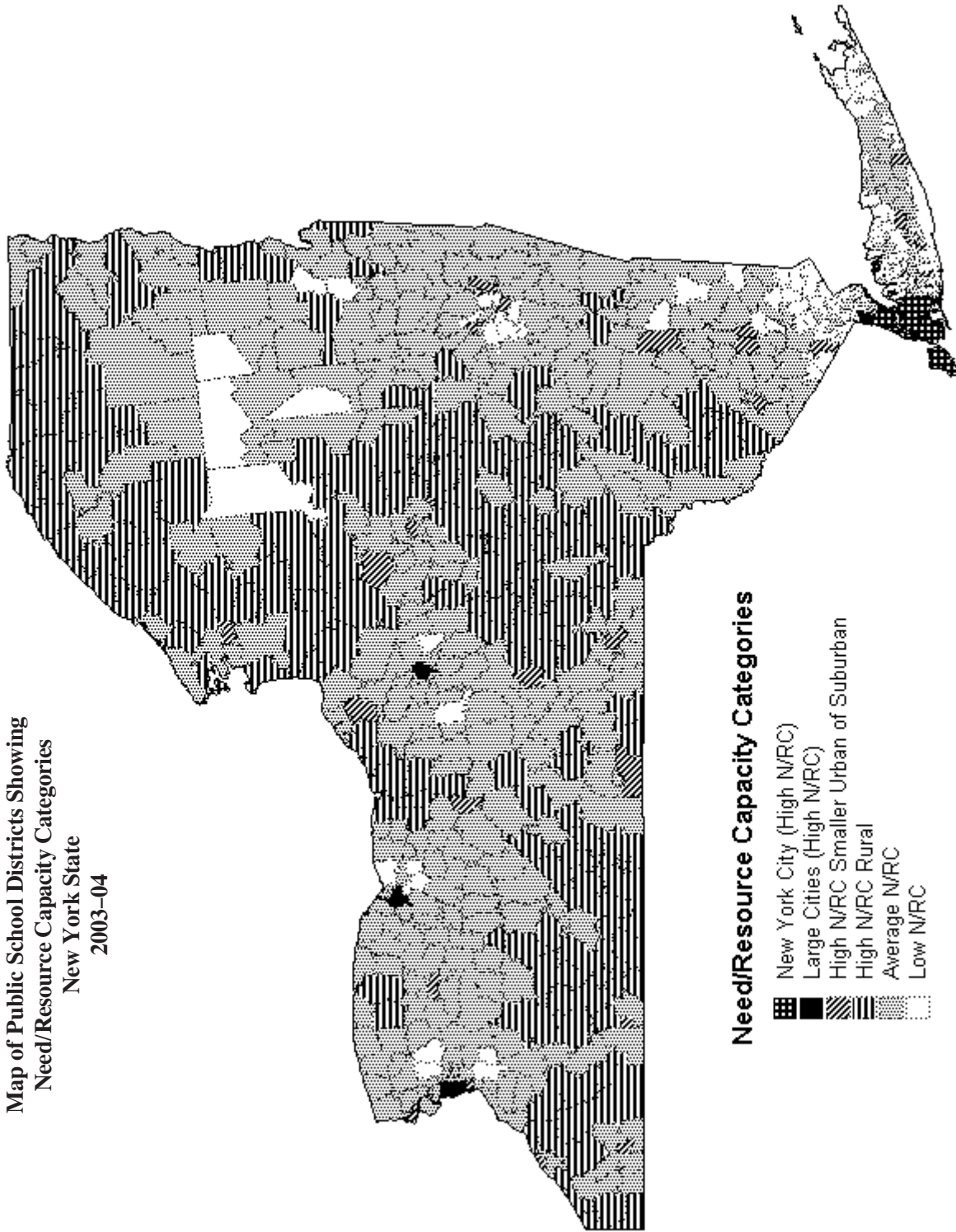
The need/resource capacity (N/RC) index divides districts into three categories based on their ability to meet the special needs of their students with local resources: those with the highest need relative to resource capacity (High N/RC); those with average need relative to resource capacity (Average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

<p>TABLE 4.1</p> <p>NEED/RESOURCE CAPACITY CATEGORY DEFINITIONS</p> <p>PAGE 100</p>
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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
2003-04



Need/Resource Capacity Categories

- New York City (High N/RC)
- Large Cities (High N/RC)
- ▨ High N/RC Smaller Urban of Suburban
- ▮ High N/RC Rural
- Average N/RC
- Low N/RC

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

Need/Resource Capacity Category	Definition
High N/RC Districts New York City Large City Districts Urban-Suburban Rural	New York City Buffalo, Rochester, Syracuse, Yonkers 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. 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 Decennial 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 2003, 40.4 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 (14.2 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 13.6 percent of public school students. More than one-half (54.0 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 as-

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

In Fall 2003, 6.8 percent of public school students statewide were identified as LEP (Table 4.3). These students were concentrated in New York City, where public schools enrolled 70.4 percent of all identified LEP students attending State public schools. Another 15.7 percent attended schools in other High-Need Districts, and 13.8 percent attended schools in Average- or Low-Need Districts. LEP students made up 13.1 percent of New York City's public school enrollment and 8.6 percent of Large City District enrollment.

TABLE 4.3
**NUMBER AND PERCENT OF PUBLIC
SCHOOL LIMITED ENGLISH PROFICIENT
STUDENTS BY LOCATION**

PAGE 104

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 2003, nearly 75 percent of minority students attended schools in the Big 5 districts. Another 10 percent attended schools in other High N/RC Districts (nine percent in urban-suburban districts and one percent in rural districts). Nearly 84 percent of minority students attended schools in High N/RC Districts, while over 10 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 liv-

ing in poverty (Table 4.5). All but 22 were High N/RC Districts. In fact, more than 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 of the 135 Low N/RC Districts had Census poverty rates below five percent.

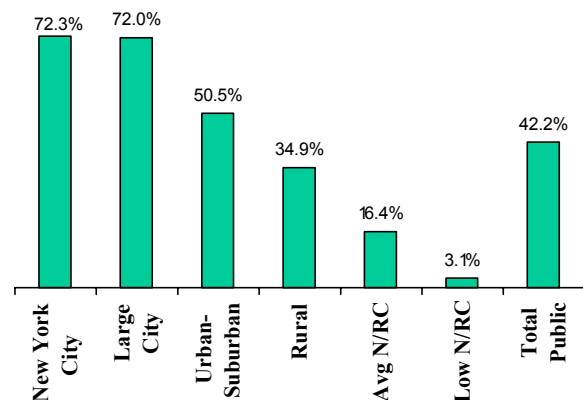
TABLE 4.5

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 105

Another indicator of student poverty and its concentration in schools is the number of students participating in the free-lunch program. In Fall 2003, 42.2 percent of all public school students were eligible for free lunches; 72.0 percent in Large City

Figure 4.2
Percentage of K-6 Students Eligible to Participate in the Free-Lunch Program by Need/Resource Capacity Category Fall 2003



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

Districts 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 2003. More than one-half of students in urban and suburban districts participated, as did 34.9 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 2003

Need/Resource Capacity Category	Districts		Schools		Enrollment	
	Number	Percent	Number	Percent	Number	Percent
High N/RC Districts						
New York City	1	0.1%	1,267	29.2%	1,028,546	36.2%
Large City Districts	4	0.5	196	4.5	118,932	4.2
Urban-Suburban	46	6.2	344	7.9	216,552	7.6
Rural	157	21.3	412	9.5	171,838	6.0
Average N/RC Districts	359	48.7	1,460	33.6	866,114	30.5
Low N/RC Districts	134	18.1	613	14.1	404,454	14.2
BOCES	38	5.1	—	—	19,680	0.7
Charter Schools	—	—	50	1.2	14,619	0.5
Total Public	739	100%	4,342	100%	2,840,735	100%

Table 4.3
Number and Percent of Public School Limited English Proficient Students by Location
New York State
Fall 2003

Sector/Location	Students	
	Number	Percent of Enrollment
High N/RC Districts		
New York City	135,100	13.1%
Large City Districts	10,249	8.6
Urban-Suburban	18,368	8.5
Rural	1,518	0.9
Average N/RC Districts	16,869	1.9
Low N/RC Districts	9,601	2.4
Charter Schools	287	2.0
Total Public	191,992	6.8%

Table 4.4
Racial/Ethnic Group Enrollment Percentages by Need/Resource Capacity Category
New York State
Fall 2003

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	1,028,546	33.8%	38.6%	0.4%	12.6%	14.6%
Large City Districts	118,932	52.8	21.0	0.8	2.6	22.7
Urban-Suburban	216,552	31.1	19.5	0.4	2.3	46.7
Rural	171,838	3.1	3.0	1.5	0.6	91.8
Average N/RC Districts	866,114	6.7	6.3	0.4	2.3	84.2
Low N/RC Districts	404,454	3.0	5.0	0.1	6.2	85.7
BOCES	19,680	14.2	6.8	0.7	1.5	76.7
Charter Schools	14,619	68.7	15.5	0.5	1.4	13.9
Total Public	2,840,735	19.9%	19.3%	0.5%	6.5%	53.8%

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	Number	Percent			
High N/RC Districts													
New York City	0	0.0%	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	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 2002–03 among categories. In general, Low N/RC Districts spent the most, \$15,076 or 115 percent of the State average. Large City Districts had the next highest average expenditure (\$13,581), followed by Urban-Suburban High N/RC Districts (\$13,290). Rural High N/RC Districts had the lowest average expenditure (\$12,339), 94 percent of the State average. Average N/RC Districts had the second lowest average expenditure (\$12,444), 95 percent of the State average. New York City had an average expenditure of \$12,896, which is 99 percent of the State average.

<p style="text-align: center;">TABLE 4.6</p> <p style="text-align: center;">PUBLIC SCHOOL EXPENDITURES PER PUPIL UNIT, STATE REVENUE SHARE, COMBINED WEALTH RATIO, AND PERCENT DISTRIBUTION OF EXPENDITURES BY NEED/RESOURCE CAPACITY CATEGORY</p> <p style="text-align: center;">PAGE 110</p>

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 2002–03, the Rural High N/RC Districts had the lowest mean CWR (0.511) and received the largest percentage of their funding from the State (68.6 percent). The Low N/RC Districts had the highest average CWR (1.931) and received the smallest percentage of their funding from the State (24.2 percent). The average State revenue provided per pupil varied from \$3,693 in the Low N/RC Districts to \$9,263 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 2002–03 (Table 4.6). The largest expenditure category was instruction, which accounted for 77.9 percent of expenditures statewide.

Central administration costs accounted for a small percentage of total expenditures, averaging 2.3 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 4.5 percent of total expenditures.

New York City spent the largest percentage on instruction (81.6 percent). Rural High N/RC Districts had the smallest percentage (72.6 percent) expended for instruction. Outside New York City, the Urban-Suburban High N/RC and Large City Districts spent the largest percentage on instruc-

tion (78.6 percent and 77.4 percent, respectively). Among categories, Rural High N/RC Districts spent the largest percentage on debt service (8.8 percent). Large City Districts spent the smallest percentage (1.2 percent) on central administration. These districts, in fact, spent a smaller percentage on central administration than New York City. The relatively large size of these districts 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 2002–03, the median district statewide spent 25.7 percent more per pupil than in 1998–99. The largest percentage increase (\$3,027 or 32.2 percent) occurred in Rural Districts. At the median in Low N/RC Districts, expenditures increased by a smaller percentage (18.6 percent) than in any other category. The increase in New York City (\$3,273 or 34.0 percent) was greater than the increase in the median district statewide.

<p>TABLE 4.7</p> <p>PUBLIC SCHOOL EXPENDITURES PER PUPIL UNIT BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 111</p>

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 \$2,600 to \$4,100 more per pupil than the median districts in the other N/RC categories, and \$2,900 more than New York City. Further, Low

N/RC Districts spent more in 1998–99 than the median districts in other N/RC categories spent in 2002–03. 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 2002–03, statewide, the median district spent \$12,617 per pupil. The district at the 90th percentile of expenditure per pupil spent 63 percent more than the district at the 10th percentile (\$17,215 versus \$10,573 per pupil). Statewide, the expenditure gap between the 10th and 90th percentile districts increased in actual dollars but decreased as a percentage between 1998–99 and 2002–03. In three categories, Urban-Suburban, Rural, and Low-Need Districts, the expenditure gap increased. The expenditure gaps within N/RC categories were large: 39 to 91 percent. The expenditure gap in Rural High-Need Districts (39.2 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 \$12,896 compared with a median of \$15,873 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). In Fall 2003, teachers in Low N/RC Districts had a median salary of \$66,638, compared with the State median of \$55,181. These districts had fewer students per teacher (12.3) 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 (37.7 percent). The median years of experience of teachers in this category was 11.

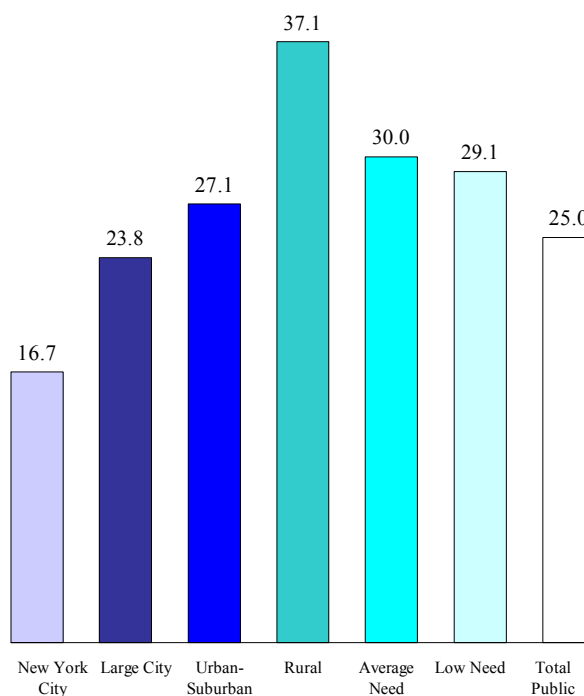
<p>TABLE 4.8</p> <p>SELECTED PUBLIC SCHOOL CLASSROOM TEACHER CHARACTERISTICS BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 112</p>
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Rural High N/RC Districts had the smallest percentage (11.5 percent) of teachers with at least 30 credits beyond the master's degree and the fewest students per teacher (11.7). New York City and Low N/RC Districts had the least experienced teachers (10 and 11 median years of experience, respectively). Twenty-five percent of teachers in New York City in Fall 2002 were not teaching in the district in Fall 2003. 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 (38.9 percent) in Fall 2003. Compared with 10 years ago, teachers' median years of experience ranged from 13 in New York City to 19 in Average and Low N/RC categories.

Microcomputers and Library Books

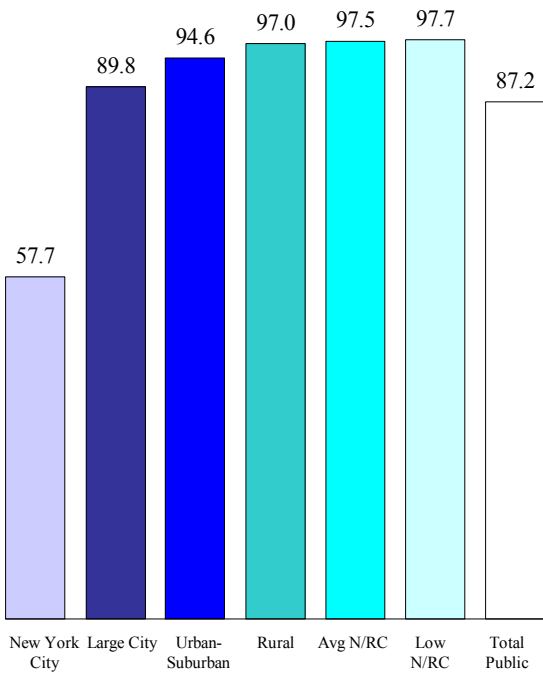
In Fall 2003, on average students in public schools in Rural Districts had greater access to microcomputers than did students in other categories (Figure 4.3). Students in New York City had least access to microcomputers.

Figure 4.3
**Number of Microcomputers
per 100 Students
by Need/Resource Capacity Category
Fall 2003**



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 equivalent to or more powerful than Pentiums and Power-PCs. New York City and Large City Districts had substantially smaller percentages (57.7 and 89.8 percent, respectively) of computers that were new generation.

Figure 4.4
Percent of Microcomputers Classified as
New Generation by Need/Resource
Capacity Category
Fall 2003



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. New York City and 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 categories, 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 2003

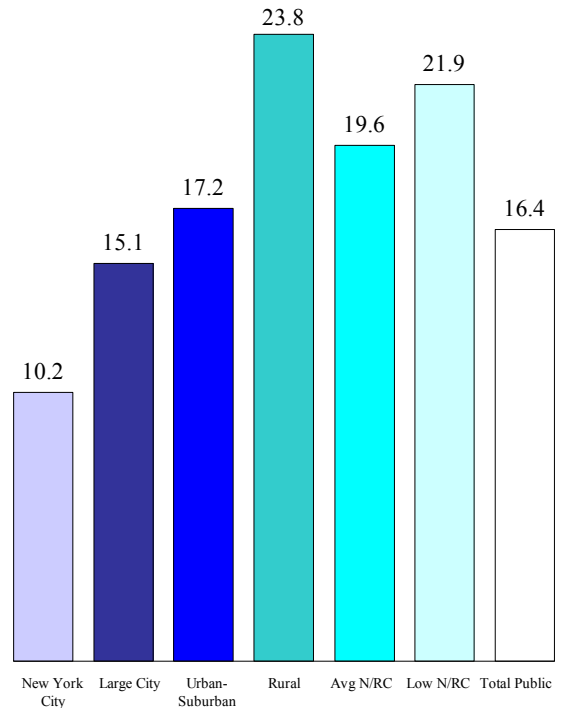


Table 4.6
Public School Expenditures per Pupil Unit, State Revenue Share, Combined Wealth Ratio,
and Percent Distribution of Expenditures by Need/Resource Capacity Category
New York State
2002-03

Location	Fiscal Data			Percent Distribution of Expenditures							
	Expend Per Pupil Unit	NYS Revenue Share	Combined Wealth Ratio	Instruction			Central Administration	Transportation	Debt Service	Misc.	
				Excluding Fringe Benefits	Fringe Benefits	Total					
High N/RC Districts											
New York City	\$12,896	\$5,551	45.5%	0.952	62.7%	18.8%	81.6%	3.0%	4.6%	2.5%	8.3%
Large City Districts	13,581	9,263	67.7	0.552	61.3	16.1	77.4	1.2	5.7	4.4	11.3
Urban-Suburban	13,290	7,606	55.7	0.664	64.2	14.4	78.6	1.5	4.8	4.7	10.5
Rural	12,339	8,618	68.6	0.511	58.6	14.0	72.6	2.4	5.2	8.8	11.1
Average N/RC Districts	12,444	6,037	47.4	0.915	61.3	14.1	75.4	2.0	5.5	6.0	11.1
Low N/RC Districts	15,076	3,693	24.2	1.931	62.7	13.8	76.6	2.1	5.0	4.6	11.7
Total Public	\$13,085	\$5,975	46.0%	1.000	62.1%	15.8%	77.9%	2.3%	5.0%	4.5%	10.3%

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
1998–99 and 2002–03

Location	Expend. per Pupil Unit ¹ 1998–99	Expend. per Pupil Unit ¹ 2002–03	Expend. Change \$	Expend. Change %	Expend. Gap Index ² 1998–99	Expend. Gap Index ² 2002–03
High N/RC Districts						
New York City	\$9,623	\$12,896	\$3,273	34.0%		
Large City Districts						
Median	\$10,800	\$13,305	\$2,505	23.2%		
Urban-Suburban						
10 th	\$8,929	\$10,712	\$1,783	20.0%		
50 th	10,797	13,106	2,309	21.4	57.1%	58.9%
90 th	14,027	17,024	2,997	21.4		
Rural						
10 th	\$8,279	\$10,795	\$2,516	30.4%		
50 th	9,407	12,434	3,027	32.2	39.1%	39.2%
90 th	11,516	15,024	3,509	30.5		
Average N/RC Districts						
10 th	\$8,214	\$10,330	\$2,116	25.8%		
50 th	9,566	11,821	2,256	23.6	55.8%	52.4%
90 th	12,796	15,738	2,942	23.0		
Low N/RC Districts						
10 th	\$9,862	\$11,618	\$1,757	17.8%		
50 th	13,385	15,873	2,488	18.6	78.6%	90.9%
90 th	17,608	22,182	4,575	26.0		
Total Public						
10 th	\$8,360	\$10,573	\$2,213	26.5%		
50 th	10,036	12,617	2,581	25.7	68.7%	62.8%
90 th	14,100	17,215	3,115	22.1		

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 2003

Need/Resource Capacity Category	Selected Classroom Teacher Characteristics					
	Pupil-Teacher Ratio	Median Teacher Salary	Teacher Turnover Rate Fall 2002 to Fall 2003	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	\$54,476	25%	19.1%	38.9%	10
Large City Districts	12.3	49,425	13	8.3	24.5	12
Urban-Suburban	13.0	57,139	11	2.8	29.6	12
Rural	11.7	44,460	10	2.7	11.5	14
Average N/RC Districts	12.8	52,716	11	1.8	22.0	12
Low N/RC Districts	12.3	66,638	11	1.7	37.7	11
Total Public	13.0	\$55,181	15%	7.9	29.8%	12

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 4.14 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. 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 or above Level 3 ranged from 66.1 percent in Large City Districts to 94.7 percent in Low-Need Districts (Figure 4.9). The percentage of students scoring at Level 1 ranged from 0.6 percent in Low-Need Districts to 7.1 percent in New York City (Figure 4.13).

Students statewide had greater difficulty meeting the State standards at the middle level than at the elementary level. Only 57.6 percent of tested students statewide scored at or above Level 3 in middle-level mathematics (Figure 4.10). The performance gaps among N/RC categories were greatest on this assessment. While 83.1 percent of tested eighth-graders in Low N/RC Districts scored at or above Level 3, only 42.3 percent of New York City students and 28.7 percent of Large City District 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 13 percent of mathematics teachers at the middle level were not certified to teach mathematics, only 29 percent of students scored at or above Level 3. In Low N/RC Districts, where the majority of students achieved the standard in mathematics, only three 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 or above Level 3. 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, 83.9 percent of the fourth-graders in these districts met the standard on the ELA; 71.5 percent of eighth-graders did so. In contrast, in Urban-Suburban High N/RC Districts, only 58.0 percent of fourth-graders performed that well on the ELA; 37.4 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 or above Level 2 and
at or above Level 3 on Middle-Level Mathematics Compared with
Percentages of Uncertified Mathematics Teachers
2004

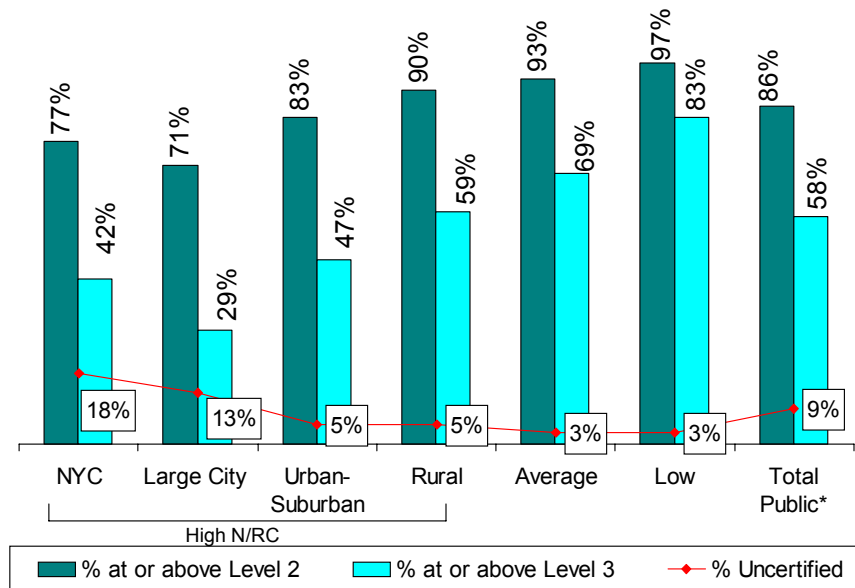


Figure 4.7
Percentage of Tested Public School Students Scoring at or above Level 3
on Elementary-Level English Language Arts by Need/Resource Capacity Category
1999 to 2004

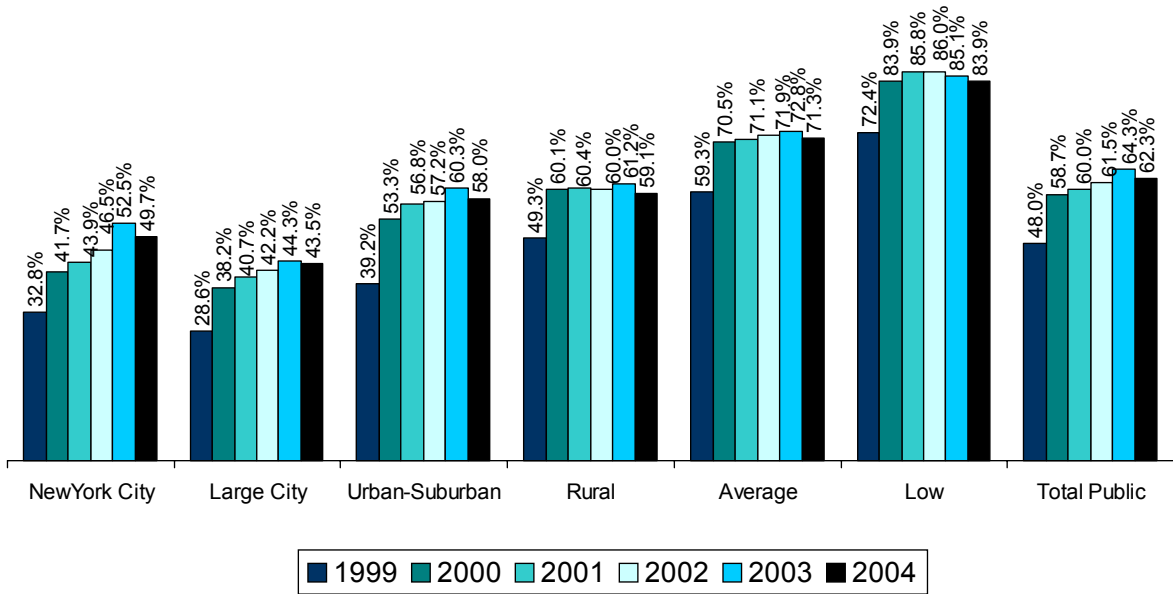


Figure 4.8
Percentage of Tested Public School Students Scoring at or above Level 3
on Middle-Level English Language Arts by Need/Resource Capacity Category
1999 to 2004

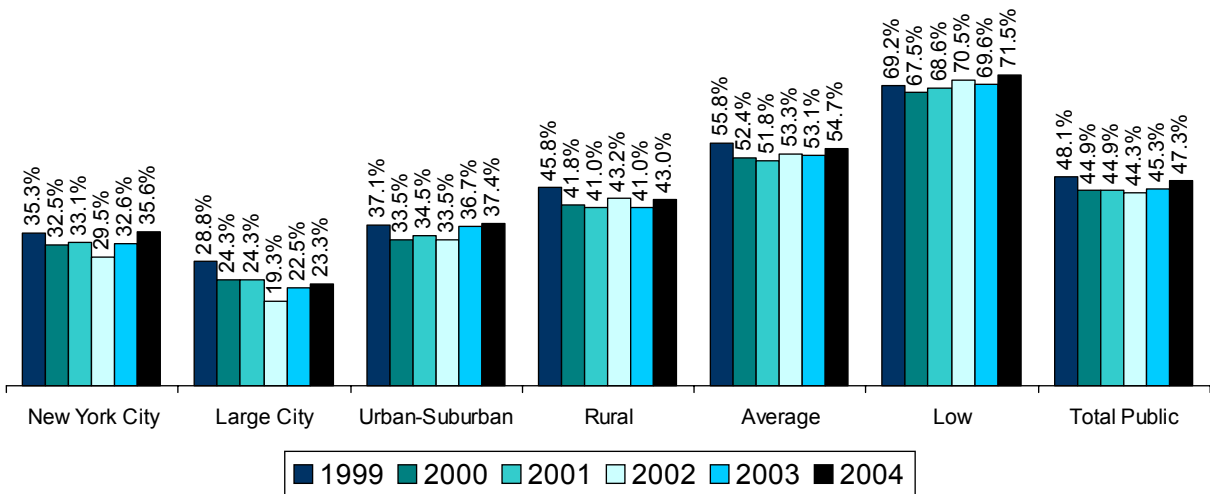


Figure 4.9
Percentage of Tested Public School Students Scoring at or above Level 3
on Elementary-Level Mathematics by Need/Resource Capacity Category
1999 to 2004

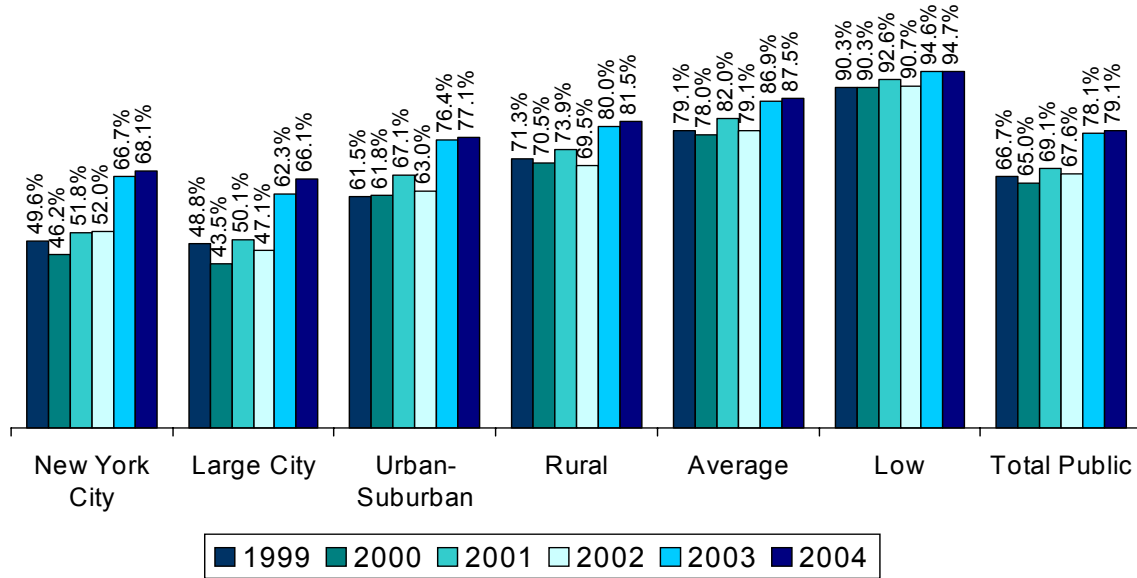


Figure 4.10
Percentage of Tested Public School Students Scoring at or above Level 3
on Middle-Level Mathematics by Need/Resource Capacity Category
1999 to 2004

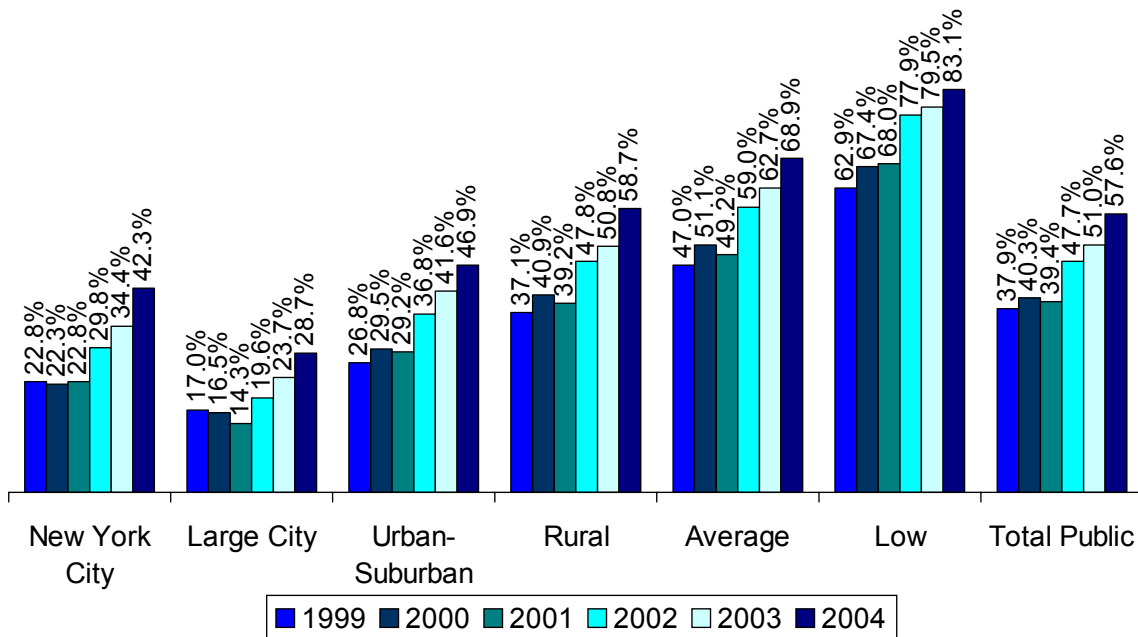


Figure 4.11
Percentage of Tested Public School Students Scoring at Level 1
on Elementary-Level English Language Arts by Need/Resource Capacity Category
1999 to 2004

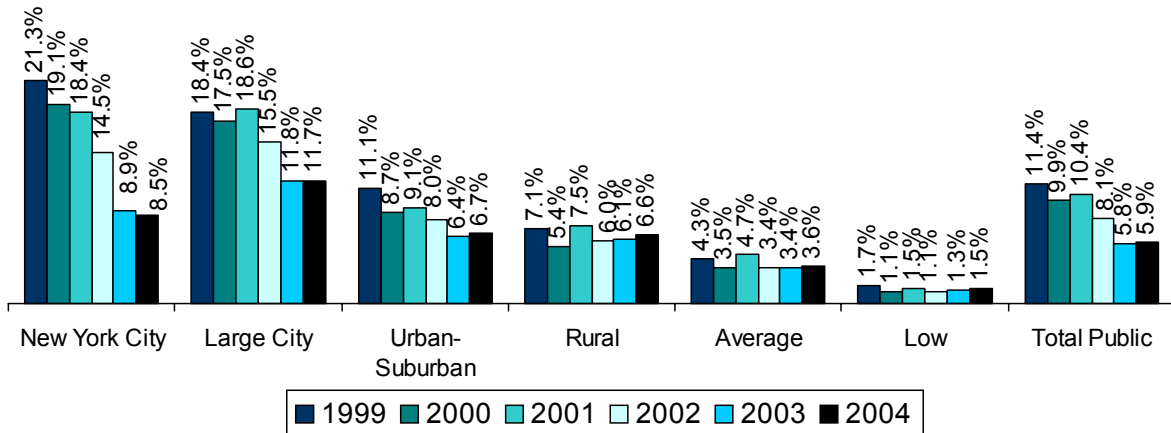


Figure 4.12
Percentage of Tested Public School Students Scoring at
Level 1 on Middle-Level English Language Arts by Need/Resource Capacity Category
1999 to 2004

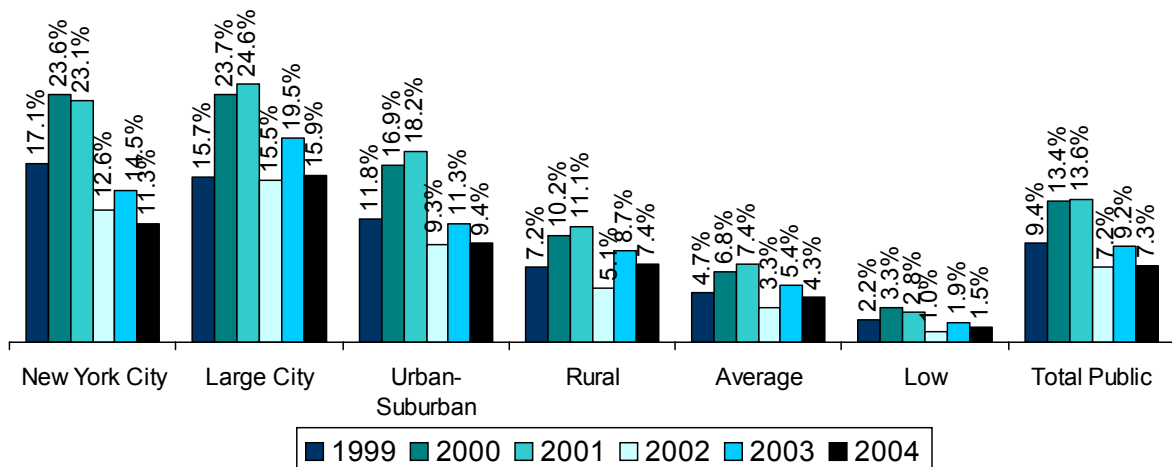


Figure 4.13
Percentage of Tested Public School Students Scoring at
Level 1 on Elementary-Level Mathematics by Need/Resource Capacity Category
1999 to 2004

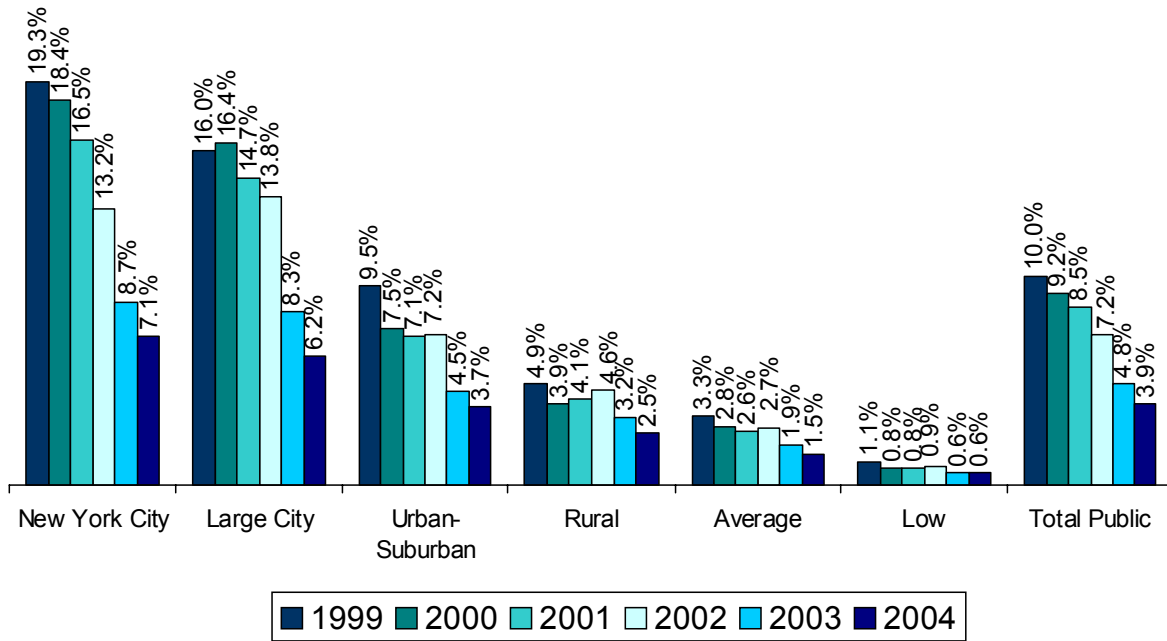
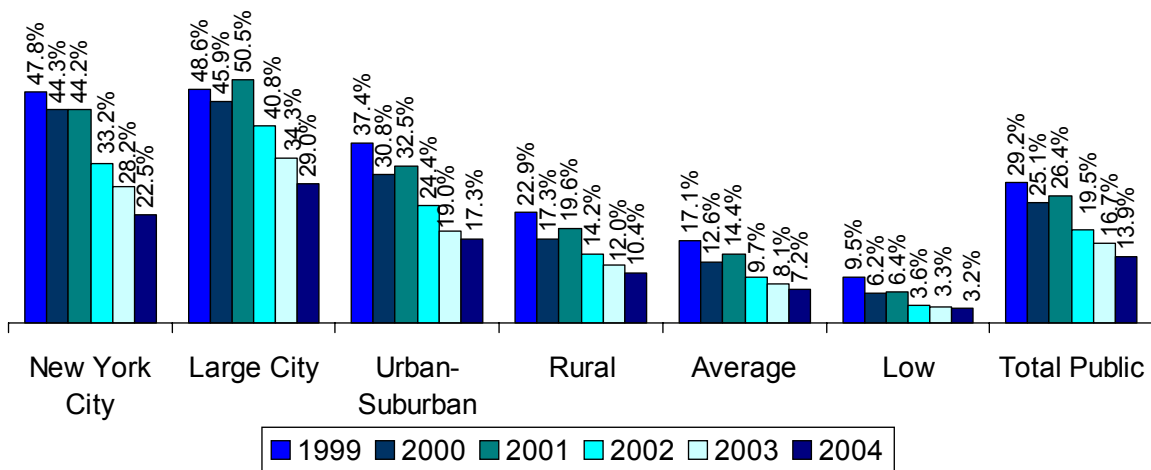


Figure 4.14
Percentage of Tested Public School Students Scoring at
Level 1 on Middle-Level Mathematics by Need/Resource Capacity Category
1999 to 2004



Figures 4.15 to 4.18 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 or above Level 3 on all four examinations. This performance disparity was true in Low N/RC Districts as well as High N/RC Districts. 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 39 percent of disadvantaged students (a difference of 29 percentage points) scored at or above Level 3 on the middle-level mathematics examination.

Figure 4.15
Percentage of Tested Public School Students Scoring at or above Level 3 on Elementary-Level English Language Arts by Family Income 2004

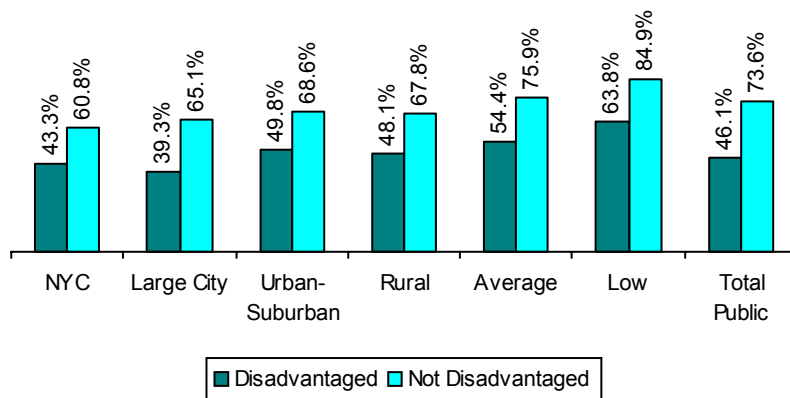


Figure 4.16
Percentage of Tested Public School Students Scoring at or above Level 3 on Middle-Level English Language Arts by Family Income 2004

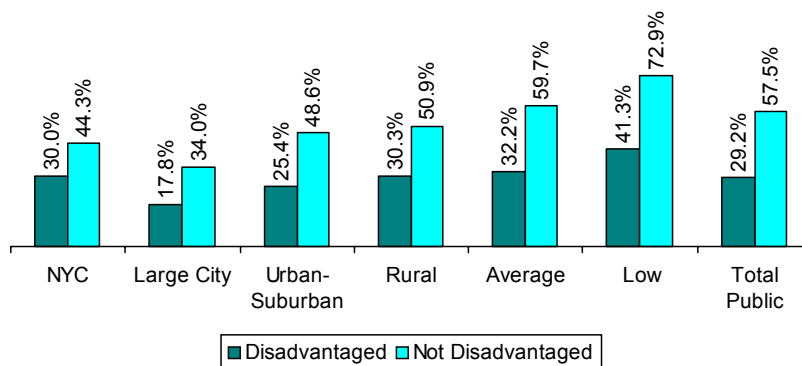


Figure 4.17
Percentage of Tested Public School Students Scoring at or above Level 3
on Elementary-Level Mathematics by Family Income
2004

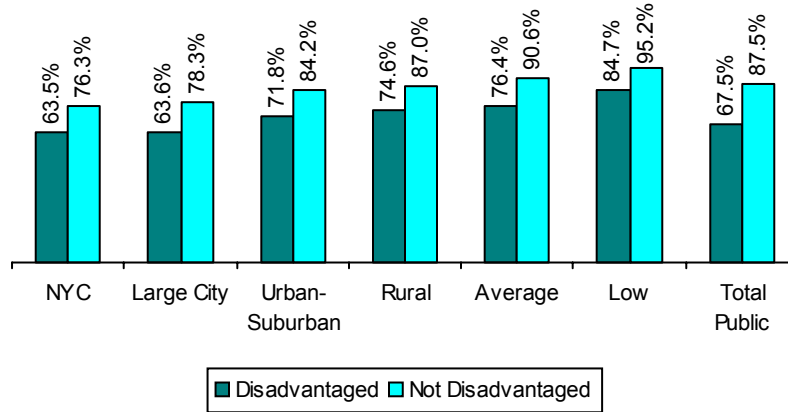
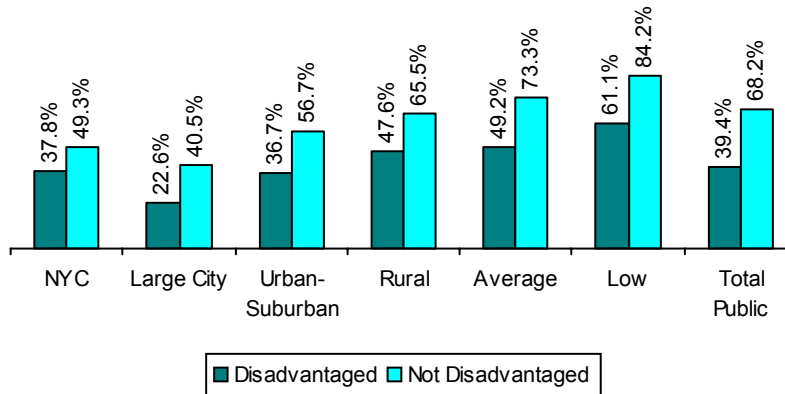


Figure 4.18
Percentage of Tested Public School Students Scoring at or above Level 3
on Middle-Level Mathematics by Family Income
2004



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 or later 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

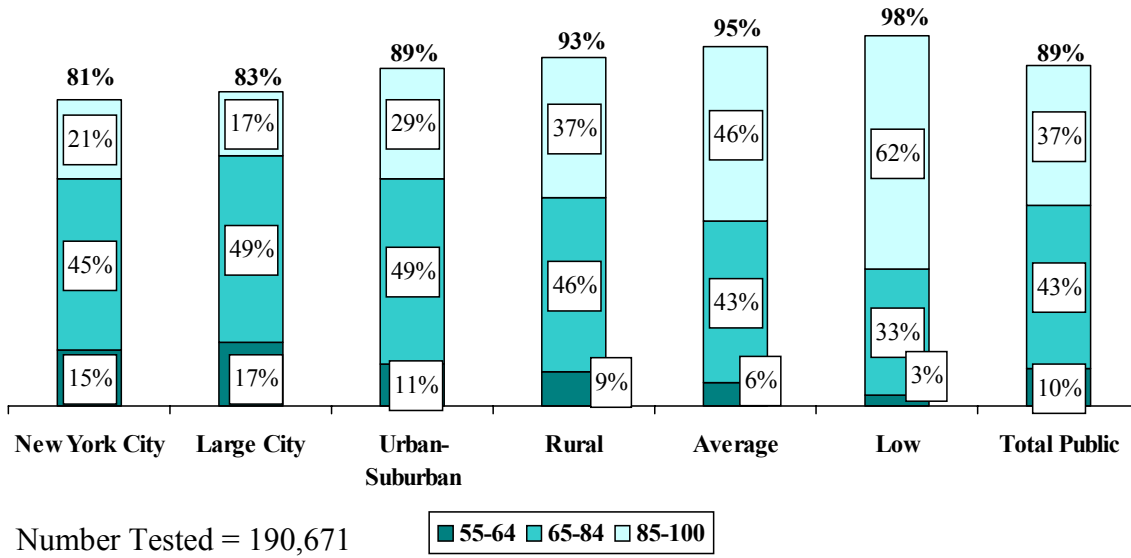
In public schools statewide, 190,671 students took the Regents comprehensive examination in English between August 2003 and June 2004 (Figure 4.19). Similar numbers took the Regents U.S. history and government (172,762), living environment (185,006), and global history and geography (205,867) examinations. From 85 to 90 percent of tested students scored 55–100 on those tests. A significantly greater number of students were tested on the Regents mathematics A examination (217,204); still, the percentage scoring 55 or higher was high (93 percent).

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, 62 percent of tested students in Low-Need Districts compared with 17 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 mathematics A examination and the failure rate (students scoring 0 to 54) was highest on the global history and geography examination. The disparity in performance among N/RC categories was greatest on the global history and geography and living environment examinations.

Figure 4.19
Percentage of Tested Students Scoring 55–64, 65–84, and 85–100
by Need/Resource Capacity Category
All Students in Public Schools
August 2003, January 2004, and June 2004

Regents Comprehensive Examination in English



Regents Mathematics A

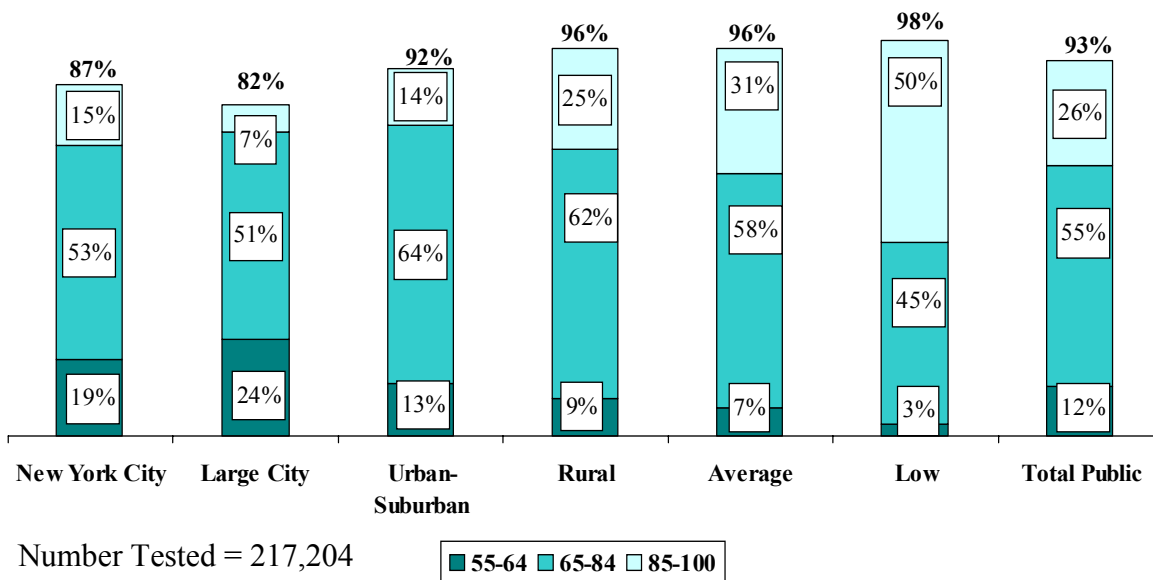
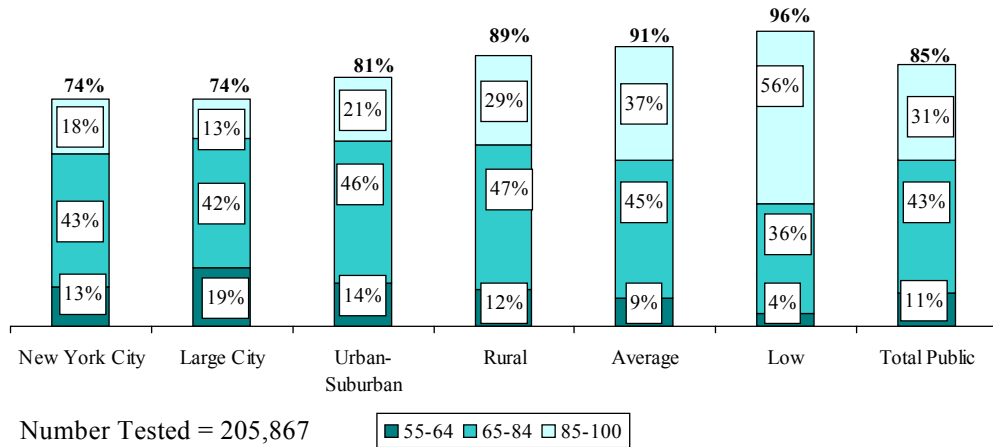
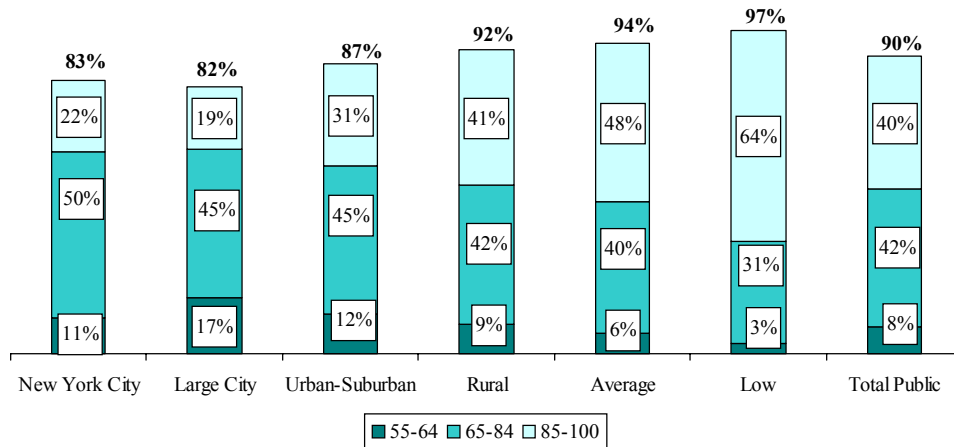


Figure 4.19 (continued)
Percent of Tested Students Scoring 55–64, 65–84, and 85–100
by Need/Resource Capacity Category
All Students in Public Schools
August 2003, January 2004, and June 2004

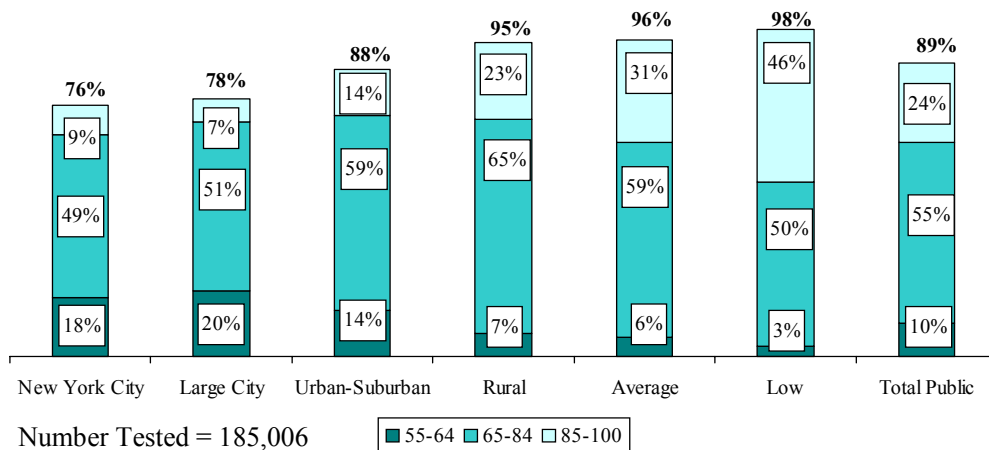
Regents Global History and Geography



Regents U.S. History and Government



Regents Living Environment



2000 District Cohort Performance after Four Years

The Department collected data to assess the success of students in the 2000 district 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). New York City and the Large City Districts had the smallest percentages of 2000 general-education cohort members meeting the revised Regents English requirement after four years of high school, 77.8 and 80.8 percent, respectively. In Low N/RC Districts, 97.5 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).

The performance of general-education students in the 2000 cohort in three required examination areas was very similar to their English performance. On the Regents examinations in global history and geography, U. S. history and government, and science, about 70 percent of New York City cohort members had achieved scores of 65 or higher; about 96 percent of cohort members in

Low-Need Districts had done so. In all categories except New York City, cohort members were more likely to have scored 65 or higher on the science examination than on any other. In contrast, New York City cohort members were less likely to have scored 65 or higher in science than in any other examination area except mathematics.

Statewide after four years of high school, 84.8 percent of general-education students in the 2000 district cohort scored 55 or higher — and 74.6 percent scored 65 or higher — on a Regents mathematics examination or an approved alternative (Table 4.10). The percentages of students with Regents examination credit in mathematics were much higher in the Low, Average, and Rural N/RC Dis-

<p>TABLE 4.9</p> <p>NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 2000 DISTRICT COHORT REPORTED WITH GRADUATION CREDIT FOR REGENTS ENGLISH BY NEED/RESOURCE CAPACITY CATEGORY AFTER FOUR YEARS</p> <p>PAGE 125</p>
<p>TABLE 4.10</p> <p>NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 2000 DISTRICT COHORT REPORTED WITH GRADUATION CREDIT FOR REGENTS MATHEMATICS BY NEED/RESOURCE CAPACITY CATEGORY AFTER FOUR YEARS</p> <p>PAGE 126</p>

<p>TABLE 4.11</p> <p>NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 2000 DISTRICT COHORT REPORTED WITH GRADUATION CREDIT FOR REGENTS GLOBAL HISTORY AND GEOGRAPHY BY NEED/RESOURCE CAPACITY CATEGORY AFTER FOUR YEARS</p> <p>PAGE 126</p>
<p>TABLE 4.12</p> <p>NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 2000 DISTRICT COHORT REPORTED WITH GRADUATION CREDIT FOR REGENTS U.S. HISTORY AND GOVERNMENT BY NEED/RESOURCE CAPACITY CATEGORY AFTER FOUR YEARS</p> <p>PAGE 127</p>
<p>TABLE 4.13</p> <p>NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 2000 DISTRICT COHORT REPORTED WITH GRADUATION CREDIT FOR REGENTS SCIENCE BY NEED/RESOURCE CAPACITY CATEGORY AFTER FOUR YEARS</p> <p>PAGE 127</p>

tricts 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 (43.1 percent gap between Large City and Low N/RC Districts) than those scoring at 55 or above (26.3 percent between Large City and Low N/RC Districts).

Table 4.9
Number and Percent of General-Education Students in the 2000 District Cohort Reported with Graduation Credit for Regents English by Need/Resource Capacity Category after Four Years
New York State
June 2004

Need/Resource Category	2000 Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	48,954	38,067	77.8%	34,095	69.6%
Large City Districts	5,197	4,201	80.8	3,619	69.6
Urban/Suburban	11,405	9,586	84.1	8,843	77.5
Rural	11,052	9,840	89.0	9,251	83.7
Average N/RC Districts	54,652	51,099	93.5	49,372	90.3
Low N/RC Districts	23,671	23,085	97.5	22,823	96.4
Charter Schools	62	46	74.2	38	61.3
Total Public	154,993	135,924	87.7	128,041	82.6

Table 4.10
Number and Percent of General-Education Students in the 2000 District Cohort Reported with Graduation Credit for Regents Mathematics by Need/Resource Capacity Category after Four Years
New York State
June 2004

Need/Resource Category	2000 Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	48,954	35,994	73.5%	28,071	57.3%
Large City Districts	5,197	3,669	70.6	2,655	51.1
Urban/Suburban	11,405	8,969	78.6	7,622	66.8
Rural	11,052	9,642	87.2	8,608	77.9
Average N/RC Districts	54,652	50,132	91.7	46,401	84.9
Low N/RC Districts	23,671	22,928	96.9	22,300	94.2
Charter Schools	62	41	66.1	23	37.1
Total Public	154,993	131,375	84.8%	115,680	74.6%

Table 4.11
Number and Percent of General-Education Students in the 2000 District Cohort Reported with Graduation Credit for Regents Global History and Geography by Need/Resource Capacity Category after Four Years
New York State
June 2004

Need/Resource Category	2000 Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	48,954	38,453	78.5%	34,817	71.1%
Large City Districts	5,197	4,342	83.5	3,752	72.2
Urban/Suburban	11,405	9,963	87.4	9,153	80.3
Rural	11,052	10,105	91.4	9,538	86.3
Average N/RC Districts	54,652	51,509	94.2	49,795	91.1
Low N/RC Districts	23,671	22,965	97.0	22,682	95.8
Charter Schools	62	43	69.4	28	45.2
Total Public	154,993	137,380	88.6	129,765	83.7

Table 4.12
Number and Percent of General-Education Students in the 2000 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 2004

Need/Resource Category	2000 Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	48,954	36,439	74.4%	33,892	69.2%
Large City Districts	5,197	4,110	79.1	3,693	71.1
Urban/Suburban	11,405	9,492	83.2	8,864	77.7
Rural	11,052	9,811	88.8	9,404	85.1
Average N/RC Districts	54,652	50,847	93.0	49,567	90.7
Low N/RC Districts	23,671	23,041	97.3	22,822	96.4
Charter Schools	62	30	48.4	21	33.9
Total Public	154,993	133,770	86.3	128,263	82.8

Table 4.13
Number and Percent of General-Education Students in the 2000 District Cohort Reported with
Graduation Credit for Regents Science by Need/Resource Capacity Category after Four Years
New York State
June 2004

Need/Resource Category	2000 Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	48,954	38,552	78.8%	33,046	67.5%
Large City Districts	5,197	4,594	88.4	3,977	76.5
Urban/Suburban	11,405	10,257	89.9	9,468	83.0
Rural	11,052	10,389	94.0	10,035	90.8
Average N/RC Districts	54,652	52,511	96.1	51,436	94.1
Low N/RC Districts	23,671	23,290	98.4	23,134	97.7
Charter Schools	62	41	66.1	29	46.8
Total Public	154,993	139,634	90.1	131,125	84.6

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, 46.4 percent of the completers earned Regents diplomas; in Low N/RC Districts, over 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 4.20 shows the percentage of students in the 1999 graduation-rate cohort who earned a local diploma (with or without a Regents endorsement). The 1999 graduation-rate cohort includes all students in the 1999 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 4.20 also shows the status of cohort members who had not earned a local diploma by August 31, 2003. Over three-fourths of students in the 1999 graduation-rate cohort earned a diploma by August 2003. Students in Low-Need Districts were most likely to have earned a local diploma and least likely to have dropped out.

Figures 4.21 and 4.22 show the percentages of the 1999 cohort graduating as of August 2003 by disability classification and English proficiency status, respectively. A full 77.8 percent of general-education students and 58.4 percent of students with disabilities in the 1999 graduation-rate cohort graduated as of August 2003. Only 42.3 percent of limited English proficient (LEP) students, compared with 77.5 percent of English proficient students, in the 1999 graduation-rate cohort graduated.

Figure 4.20
1999 Cohort Graduation Rate and Status as of August 2003
by Need/Resource Capacity Category

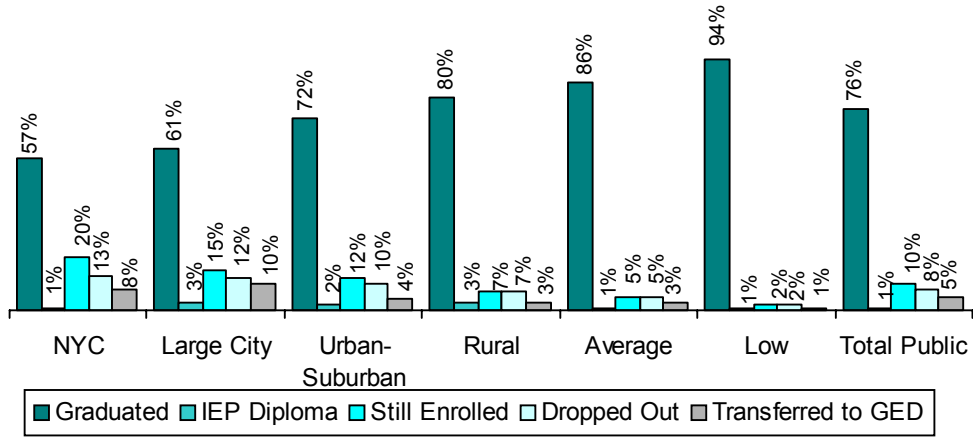


Figure 4.21
1999 Cohort Graduation Rate as of August 2003
by Need/Resource Capacity Category and Disability Classification

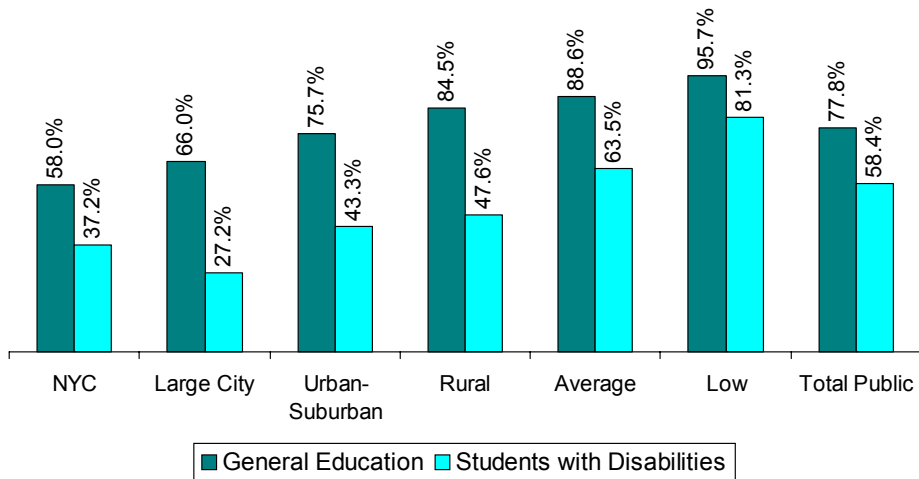
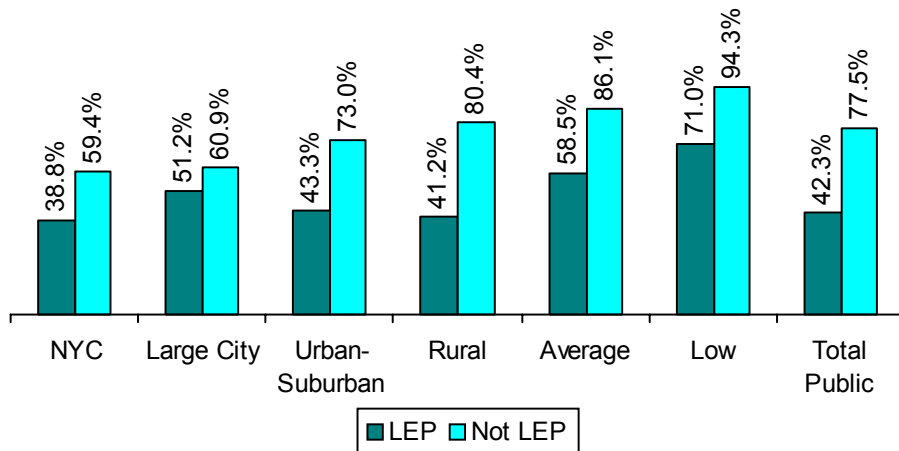


Figure 4.22
1999 Cohort Graduation Rate as of August 2003
by Need/Resource Capacity Category and English Proficiency Status



College-Going Rate

Students in Low N/RC Districts had the highest college-going rate (93.1 percent) among public school categories (Table 4.15). The majority of these students planned to attend four-year institutions (72.0 percent). Only 78.2 percent of students from Rural High N/RC Districts planned on furthering their education, the smallest percentage among all categories except New York City. Only 33.4 percent of students from rural districts, the smallest percentage of all district categories, 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
2003–04

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	45,285	27.7%	67.4%	4.7%	0.2%
Large City Districts	4,319	30.4	62.9	6.7	0.0
Urban-Suburban	11,855	46.4	49.2	4.4	0.1
Rural	11,718	58.4	36.5	5.0	0.2
Average N/RC Districts	58,635	68.4	29.0	2.5	0.1
Low N/RC Districts	26,792	77.4	21.5	1.0	0.1
Total Public*	158,669	54.9%	41.7%	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
2003–04

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	49.6%	16.5%	1.5%	67.6%
Large City Districts	40.3	36.4	3.6	80.2
Urban-Suburban	38.0	39.0	1.3	78.3
Rural	33.4	42.9	1.8	78.2
Average N/RC Districts	48.8	35.8	1.5	86.1
Low N/RC Districts	72.0	20.3	0.8	93.1
Total Public*	50.9%	28.5%	1.5%	80.8%

*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 (93.0 percent) outside the Big 5 districts. Low N/RC Districts had the highest average attendance rate (95.7 percent). Differences in attendance rate are related to differences among schools in the incidence of poverty. In secondary schools statewide, the correlation between attendance rate and the percentage of students reported eligible for free lunches was significant ($r = -0.45$, 1996 data).

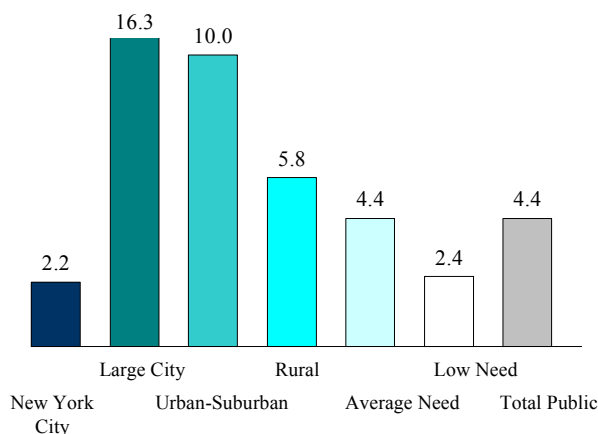
<p>TABLE 4.16</p> <p>PUBLIC SCHOOL ANNUAL ATTENDANCE RATES BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 134</p>
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Secondary schools with low attendance rates tend to have high dropout rates. Many of the factors that lead to frequent absences, alienation from the schooling process, economic difficulties, and family problems, may also cause students to leave school prematurely. Among New York State public schools serving grades 9 through 12, the correlation between average attendance rate and annual dropout rate was significant ($r = -0.54$, 1996 data).

Student Suspensions

Suspension from school is a form of discipline imposed for serious or repeated infractions of school rules. Variations in school suspension rates can result from either differing incidence of misconduct or differences in school discipline policies. For example, the suspension rate in New York City (2.2 percent) was the lowest of any N/RC category (Figure 4.23). 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 next lowest suspension rate (2.4 percent); Large City Districts and High N/RC Urban-Suburban Districts had much higher rates, at least 10 percent in each category.

Figure 4.23
Public School Suspension Rates by Need/Resource Capacity Category 2002-03



Dropout Rates

As with attendance and suspension rates, reported dropout rates varied significantly among summary groups. In 2003–04, students in New York City were nearly 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 3.5 to 6.0 percent in 2003–04.

TABLE 4.17

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

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Ninth-Grade Repeaters

The proportion of ninth-grade students who repeat the grade (do not earn enough units of credit or do not pass courses required for promotion to tenth grade) can be an indicator of future dropout rates, as students who have been retained in grade are more likely to drop out than other students. Statewide in Fall 2003, 15.3 percent of ninth-graders were repeaters (Table 4.18). In New York City, 27.0 percent of the ninth-grade enrollment were repeaters. While this rate is high, it is lower than the percentage of repeaters (25.7 percent) reported by New York City in Fall 2002. The repeat rate in Fall 2003 was even higher in the Large City Districts (28.6 percent) but considerably lower in the other categories. In Low N/RC Districts, the ninth-grade repeat rate was 2.8 percent. (Data for ninth-grade repeaters in Fall 2003 were obtained from the System for Tracking Education Performance (STEP); data from previous years were obtained from the Basic Educational Data System (BEDS).)

TABLE 4.18

**NUMBER OF NINTH-GRADERS AND PER-
CENTAGE REPEATING NINTH GRADE
BY NEED/RESOURCE CAPACITY CATEGORY**

PAGE 135

High School Equivalency

Students at severe risk of dropping out of general high school programs who meet certain age and performance criteria may enter alternative programs leading to high school equivalency diplomas. The rate of participation in these programs is computed using the same pupil base used to compute the dropout rate. The rate of leaving high school for equivalency program participation decreased slightly from 2.0 percent in 2002–03 to 1.5 percent in 2003–04 (Table 4.19). Large City Districts and Urban-Suburban High-Need Districts had the highest percentages (3.4 and 2.4 percent, respectively) of students leaving diploma programs in 2003–04. 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
2002–03

Need/Resource Capacity Category	Percent
High N/RC Districts	
New York City	89.7%
Large City Districts	90.6
Urban-Suburban	93.0
Rural	94.6
Average N/RC Districts	95.0
Low N/RC Districts	95.7
Total Public	92.8%

Table 4.17
Public School Annual Dropout Rates
by Need/Resource Capacity Category
New York State
2003–04

Need/Resource Capacity Category	Dropout Rate
High N/RC Districts	
New York City	7.5%
Large City Districts	6.0
Urban-Suburban	4.9
Rural	3.5
Average N/RC Districts	2.0
Low N/RC Districts	0.8
Total Public	4.3%

Table 4.18
Number of Ninth-Graders and Percentage Repeating
Ninth Grade by Need/Resource Capacity Category
New York State
Fall 2003

Need/Resource Capacity Category	Grade 9 Enrollment	Percent Repeaters
High N/RC Districts		
New York City	102,614	27.0%
Large City Districts	13,240	28.6
Urban/Suburban	20,831	10.3
Rural	16,564	8.8
Average N/RC Districts	78,366	5.8
Low N/RC Districts	31,993	2.8
Total Public	263,704	15.3%

Table 4.19
Alternative Public High School Equivalency Program Participation
and Participation Rate by Need/Resource Capacity Category
New York State
2002–03 and 2003–04

Need/Resource Capacity Category	Rate 2002–03	Rate 2003–04
High N/RC Districts		
New York City	3.5%	2.0%
Large City Districts	3.5	3.4
Urban/Suburban	2.0	2.4
Rural	1.4	1.4
Average N/RC Districts	0.9	1.0
Low N/RC Districts	0.3	0.3
Total Public	2.0%	1.5%

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

7 Students with Disabilities

Performance results in this section reflect data for those students with disabilities whose Individualized Education Program (IEP) does not place them in the New York State Alternate Assessment (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 10 years. In December 2003, 53.7 percent of students with disabilities, compared with 42.6 percent in December 1993, 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 2003–04, 49.9 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 139

In public schools statewide in December 2003, 6.6 percent of students with disabilities were educated in separate settings. The Urban-Suburban High N/RC Districts, New York City, and the Large City 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: 40.6 percent in New York City, 28.9 percent in Urban-Suburban High Need Districts, and 29.7 percent in Large City Districts. In Low N/RC Districts, about one in nine was placed in the more restrictive setting and more than one-half of students (64.6 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 or above Level 2 on both elementary-level assessments in the NYSAP (Table 4.21). Statewide, students with disabilities were more than twice as likely to score at or above Level 3 on the elementary-level mathematics assessment (48.5 percent) as on the elementary-level ELA assessment (22.2 percent). In all N/RC categories, students with disabilities were about twice as likely to score at or above Level 3 in mathematics as in ELA at both the elementary and the middle levels.

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
PAGE 140

Students with disabilities, like general-education students, had more difficulty with the middle- than the elementary-level assessments. The majority of students with disabilities in all district categories scored at or above Level 2 on the middle-level ELA assessment. The majority in all district categories except the Big 5 did so in middle-level mathematics. Students in Low-Need Districts were nearly three times as likely as students in High-Need Districts to score at or above Level 3 on the elementary-level ELA assessment and substantially more likely to do so on the elementary-level 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 at or above Level 3; the High N/RC Districts had the lowest percentages. For example, in the highest performing category, Low-Need Districts, only one in five students with disabilities scored at or above Level 3 on the middle-level ELA assessment.

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, 73.3 percent of students with disabilities in the 2000 cohort had fulfilled the minimum English requirement by scoring 55 or higher and 66.2 percent had achieved the minimum mathematics requirement. Over 64 percent of students with disabilities had scored 65 or higher on the Regents examination in comprehensive English; 57.0 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 four students with disabilities in the 2000 cohort scored 65 or higher on the English Regents examinations; in mathematics, about one in eight did so (Table 4.22).

TABLE 4.22
PERCENTAGE OF STUDENTS WITH DISABILITIES IN THE 2000 COHORT SCORING 55-100 AND 65-100 ON REGENTS EXAMINATIONS IN ENGLISH AND MATHEMATICS BY NEED/RESOURCE CAPACITY CATEGORY
PAGE 141

High School Completions and Dropouts

In 2003–04, 17,798 students with disabilities earned high school diplomas, certificates, or equivalency diplomas and 274 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: 15.3 percent earned Regents diplomas and 52.5 percent earned local diplomas. An additional 3.6 percent earned high school equivalency diplomas. The remainder of these students (28.6 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 142

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 51.1 percent in New York City and 53.4 percent in the Large City Districts.

An additional 5,690 students with disabilities left school without completing diploma or certificate requirements in 2003–04 (Table 4.24). A dropout is any student, regardless of age, who left school prior to graduation for any reason, except death or leaving the country, and has not been documented to have entered another school or program leading to a high school diploma or program leading to a high school equivalency diploma. The dropout rate is calculated from data reported in STEP and is determined by the status of a student as of the end of the school year. The rate is calculated by dividing the number of students classified as dropouts by the total number of students reported in grades 9–12 plus any ungraded students with disabilities who are age 15 or older as of October 1st. Using this procedure, the dropout rate for students with disabilities in public schools statewide was 4.8 percent.

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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Table 4.20
Number of Public School Students with Disabilities and Percent in
Each Placement by Need/Resource Capacity Category
New York State
December 2003

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	137,930	48.7%	1.3%	40.6%	9.4%
Large City Districts	23,417	54.6	9.1	29.7	6.5
Urban-Suburban	35,175	46.0	18.1	28.9	7.0
Rural	26,181	54.2	22.1	21.8	1.9
Average N/RC Districts	111,905	57.5	20.3	17.8	4.4
Low N/RC Districts	47,538	64.6	18.1	11.6	5.8
Total State Excluding the Big 5	220,799	56.8	19.7	18.7	4.8
Total Public	382,146	53.7%	12.4%	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
2003–04

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	9,709	63.7%	15.4%	10,333	55.2%	4.3%	10,170	70.9%	32.9%	10,192	37.4%	8.1%
Large City Districts	1,625	66.0	15.9	1,888	55.5	4.3	1,775	82.3	42.9	1,844	47.7	11.5
Urban/Suburban	2,380	67.6	18.0	2,785	63.8	6.6	2,457	83.7	46.6	2,746	52.3	15.7
Rural	1,877	68.0	15.3	2,237	63.7	4.9	1,897	87.3	49.7	2,229	57.4	18.4
Average N/RC Districts	7,689	77.5	24.9	9,809	75.3	9.4	7,834	90.7	58.0	9,628	65.0	24.1
Low N/RC Districts	3,502	88.9	44.6	3,923	89.4	21.8	3,553	95.5	76.2	3,877	80.8	43.0
Total Public*	26,884	71.7%	22.2%	31,024	67.3%	8.4%	27,788	82.6%	48.5%	30,566	55.0%	19.2%

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

Table 4.22
Percentage of Students with Disabilities in the 2000 Cohort
Scoring 55–100 and 65–100 on Regents Examinations in English and Mathematics
by Need/Resource Capacity Category
June 2004

Need/Resource Category	2000 Cohort Enrollment	Regents English		Regents Mathematics	
		Percent 55–100	Percent 65–100	Percent 55–100	Percent 65–100
High N/RC Districts					
New York City	2,884	33.1%	22.9%	23.3%	13.0%
Large City Districts	1,077	25.3	16.7	16.2	10.5
Urban Suburban	1,751	31.0	22.4	23.1	16.2
Rural	1,670	37.7	27.5	31.5	21.8
Average N/RC	7,180	48.3	37.2	39.7	30.1
Low N/RC	3,499	73.3	64.4	66.2	57.0
Total Public*	18,067	46.7%	36.6%	38.5%	29.3%

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

Table 4.23
Credentials Earned by Public High School Completers with Disabilities
by Need/Resource Capacity Category
New York State
June 2004

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	82	2.1%	1,951	49.0%	1,853	46.5%	97	2.4%	3,983	56
New York City	60	6.8	413	46.6	387	43.6	27	3.0	887	1
Large City Districts	158	9.8	805	50.0	590	36.7	56	3.5	1,609	25
Urban/Suburban	177	11.2	719	45.3	605	38.1	86	5.4	1,587	34
Average N/RC Districts	1,316	19.6	3,654	54.3	1,442	21.4	317	4.7	6,729	120
Low N/RC Districts	951	30.4	1,862	59.5	256	8.2	59	1.9	3,128	38
Total Public	2,744	15.3%	9,404	52.5%	5,133	28.6%	642	3.6%	17,798	274

* 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
2003–04

Location	Number of Dropouts	Dropout Rate
High N/RC Districts		
New York City	2,489	6.4%
Large City Districts	599	8.8
Urban/Suburban	602	6.0
Rural	476	5.4
Average N/RC Districts	1,307	3.4
Low N/RC Districts	217	1.4
Total Public	5,690	4.8%

? 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

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1 Student Demographics 148

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★ Highlights

Student Demographics

- ★ *Minority students constituted 44.1 percent of students attending public schools in Fall 2003, compared with 41.6 percent in 1993 and 35.0 percent in 1983. The largest group of minority students was Blacks, followed by Hispanics, Asian/Pacific Islanders, and American Indian/Alaskan Natives.*
- ★ *In Fall 2003, over 74 percent of minority students attending public schools were enrolled in the Big 5 districts.*
- ★ *In Fall 1999, 30.8 percent of public school students attended high-minority schools. By Fall 2003, 31.8 percent did. In fact, enrollment increased by 27,000 in high-minority schools while public school enrollments decreased by 10,000.*

Resources

- ★ *Statewide, in Fall 2003, compared with teachers in low-minority schools, teachers in high-minority schools were more likely to leave their schools (26 versus 15 percent) and had less experience (a median of 10 years versus 12).*
- ★ *The percentage of minority professional staff has increased over the last 20 years in the Big 5 cities. Nonetheless, the Fall 2003 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, more than 8 in 10 class of 2003–04 graduates in the White and Other Minorities group planned to pursue postsecondary education. The percentage of Whites and Other Minorities (85.8 and 84.0 percent, respectively) planning to pursue postsecondary education was greater than the percentage of Blacks (68.9 percent) or Hispanics (66.8 percent) planning to do so.*
- ★ *Mean SAT scores for the class of 2004 differed substantially according to race/ethnicity. Asians achieved the highest mean composite score, 1056; followed by Whites, 1052; Other Minorities, 969; American Indian/Alaskan Natives, 948; Hispanics, 896; and Blacks, 866.*
- ★ *Minority participation in the Advanced Placement program has increased significantly: There were more than twice as many Black, Asian, and Hispanic candidates in 2004 as in 1992.*

Attendance, Suspensions, and Dropouts

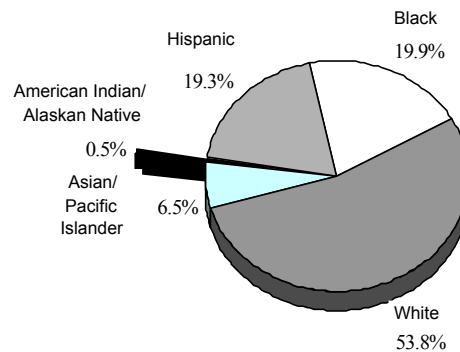
- ☆ *Schools with few minority students had higher attendance rates than schools with many minority students. In 2002–03, low-minority schools had an average attendance rate of 95.4 percent compared with 89.9 percent in high-minority schools.*
- ☆ *Black students were suspended at higher rates than students belonging to other racial/ethnic groups in 2002–03.*
- ☆ *In 2003–04, public secondary schools that enrolled 21–80 percent of minority students and had the highest poverty levels had the highest annual dropout rates; 1 in 12 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 (55.9 percent) of students attending public and nonpublic schools in Fall 2003 (Table 5.1). The largest group of minority students was Blacks (19.2 percent), followed by Hispanics (18.2 percent), Asian/Pacific Islanders (6.2 percent), and American Indian/Alaskan Natives (0.4 percent). The racial/ethnic composition of public school enrollment was very similar to that of the total State enrollment. The public school percentages are shown in Figure 5.1.

<p>TABLE 5.1</p> <p>RACIAL/ETHNIC GROUP ENROLLMENT PERCENTAGES BY SECTOR/LOCATION IN PUBLIC SCHOOLS</p> <p>PAGE 155</p>
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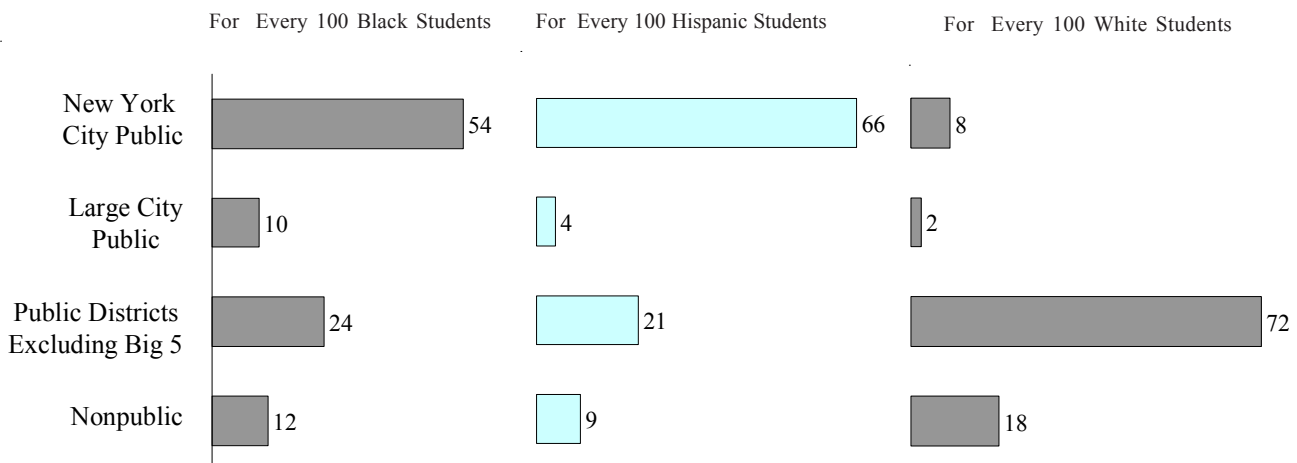
Figure 5.1
Racial/Ethnic Group Enrollment in Public Schools
Fall 2003



Minority students were concentrated in the Big 5 districts. Minorities constituted 85.4 percent of New York City's public school enrollment, 77.3 percent of the Large City District enrollment, but only 19.7 percent of enrollment in districts outside the Big 5 cities. Over 74 percent of minority students attending public schools were enrolled in the Big 5 districts.

Black and Hispanic schoolchildren were about seven times as likely as White children to attend schools in New York City; in contrast, White students were more than three times as likely as Black and Hispanic children to attend public schools outside the Big 5. White children were also more likely than Black and Hispanic children to attend nonpublic schools (Figure 5.2).

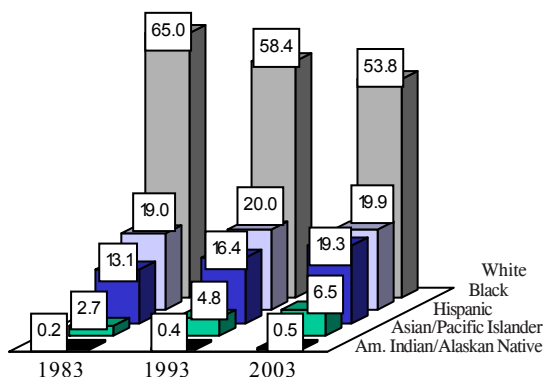
Figure 5.2
Locations Where Black, Hispanic, and White Students Attended School
Fall 2003



Statewide, 68.2 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 58.1 percent of the enrollment in nonpublic schools was White, in contrast to 14.6 percent of that in public schools. Fifty-one percent of White students in New York City attended nonpublic schools. A larger percentage (13 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 increased its share of the total public enrollment between 1983 and 2003. The greatest growth occurred among Asians and Pacific Islanders (Figure 5.3). Their 2003 share of enrollment was over two times greater than their 1983 share.

Figure 5.3
Racial/Ethnic Group Enrollment Trends
in Public Schools
Fall 1983, 1993, and 2003



The State map in Figure 5.4 illustrates the concentration of minority students in urban and certain rural areas of the State in Fall 2003. 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 to 81 percent or more in all community school districts in the Bronx. All community school districts in Manhattan, the Bronx, Kings, 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, Monroe, and Sullivan counties.

Figures 5.6 and 5.7 show grades four and eight enrollment by race/ethnicity and need/resource categories in 2003–04. New York City and the Large City School Districts had the largest Black, Hispanic, and Asian enrollment. The majority of American Indians were enrolled in New York City and Average Need Districts, while nearly half of White students were enrolled in Average Need Districts. Similar enrollment trends exist for the 2000 district accountability cohort (Figure 5.8).

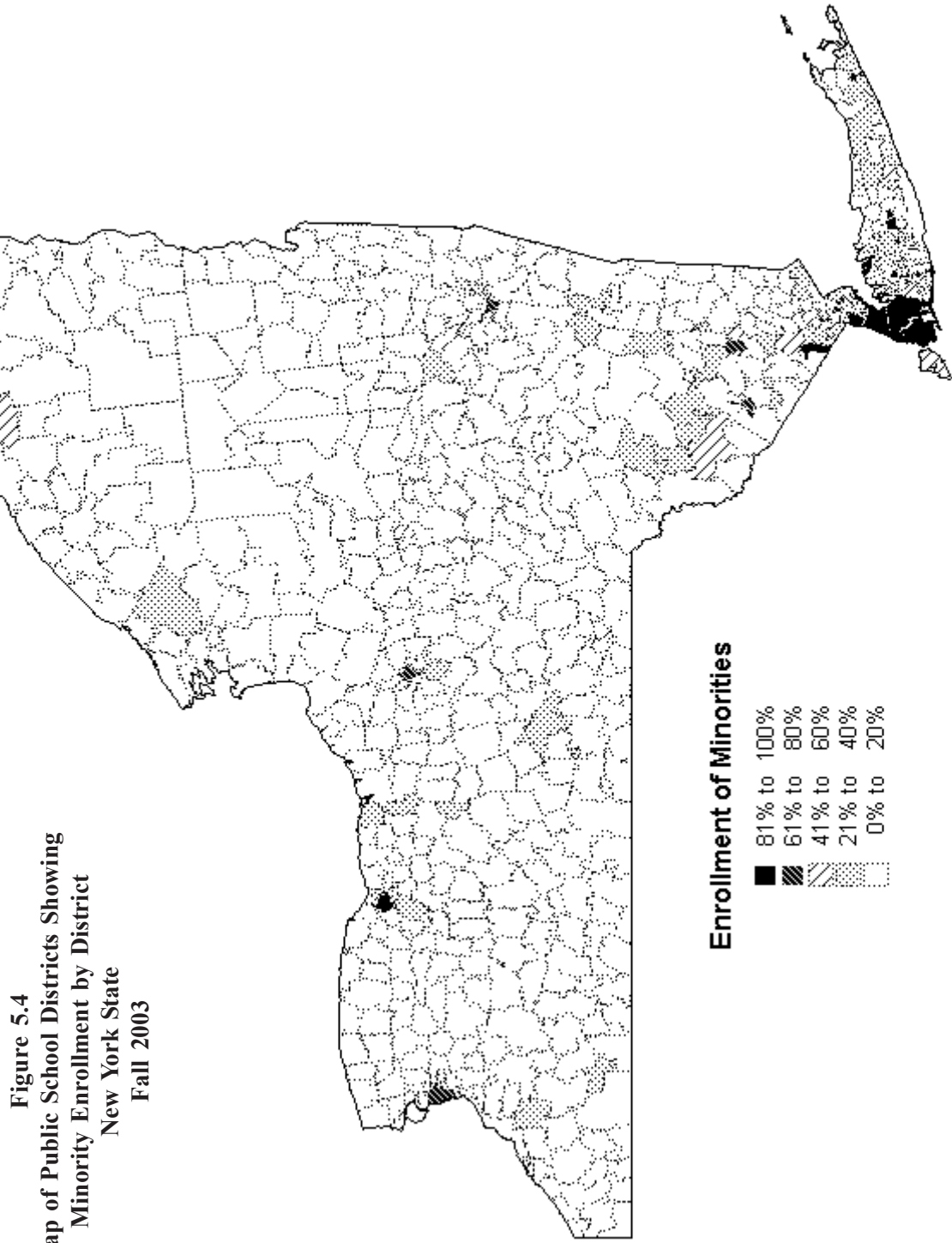


Figure 5.4
Map of Public School Districts Showing
Minority Enrollment by District
New York State
Fall 2003

Figure 5.5
Map of Community School Districts
Showing Minority Enrollment by District
New York City
Fall 2003

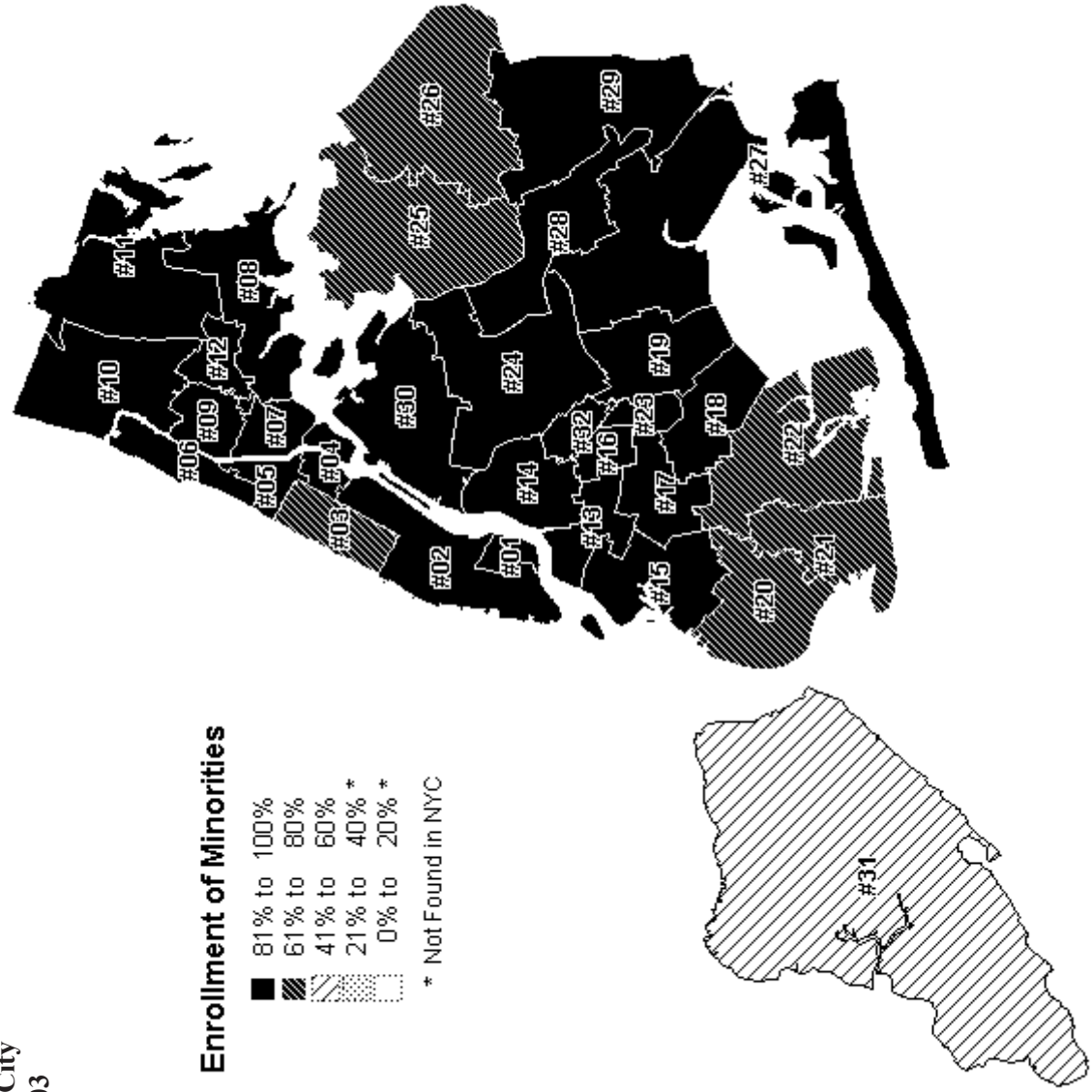


Figure 5.6
Grades 4 and 8 Enrollment by Racial/Ethnic Group and Need/Resource Capacity Category
2003-04

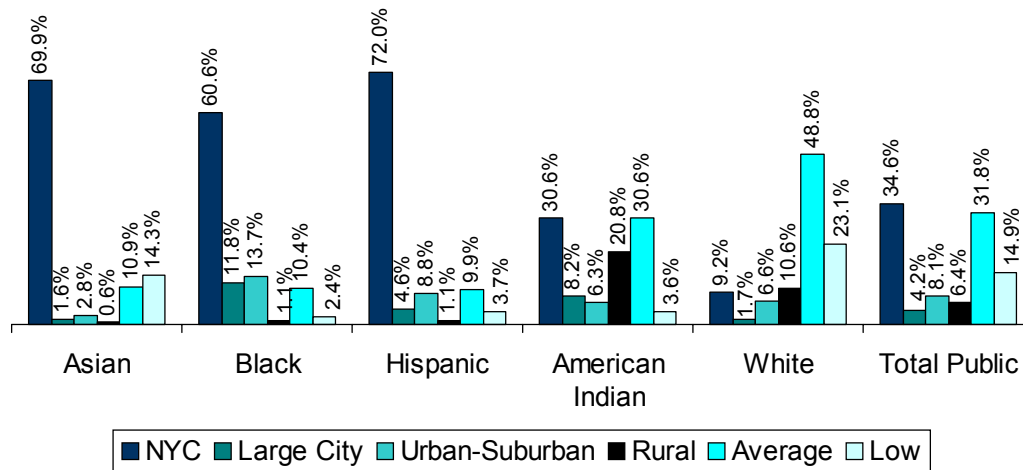


Figure 5.7
Percentage of Grades 4 and 8 Enrollment Consisting of Black, Hispanic, and American Indian Students by Need/Resource Capacity Category
2003-04

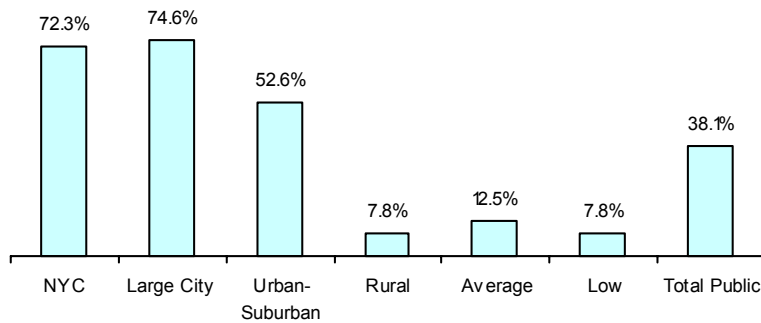
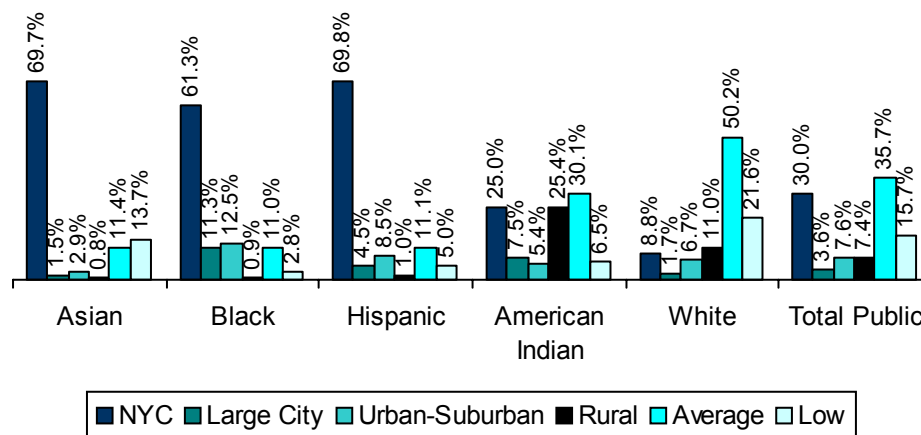


Figure 5.8
2000 District Accountability Cohort Enrollment by Racial/Ethnic Group and Need/Resource Capacity Category after Four Years



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.

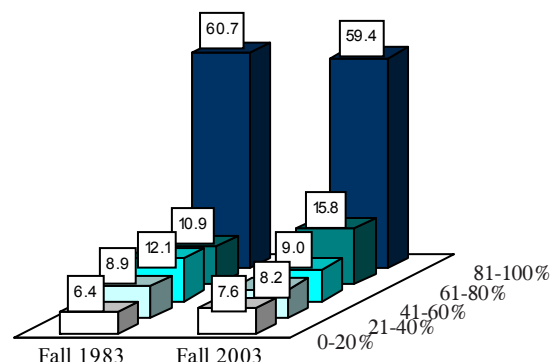
Table 5.2 provides information about the number of public schools and the number of students in each minority-composition category in Fall 2003. In New York City, most schools were high minority (75.7 percent); in districts outside the Big 5 cities, most schools were low minority (73.9 percent).

<p>TABLE 5.2</p> <p>NUMBER AND PERCENT OF PUBLIC SCHOOLS AND ENROLLMENT BY MINORITY COMPOSITION CATEGORY</p> <p>PAGE 156</p>

Across the State, a large majority of students attended either low- or high-minority schools: 42.9 percent attended low-minority schools; 32.2 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. This pattern of minority-student segregation has not changed since Fall 1983. 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).

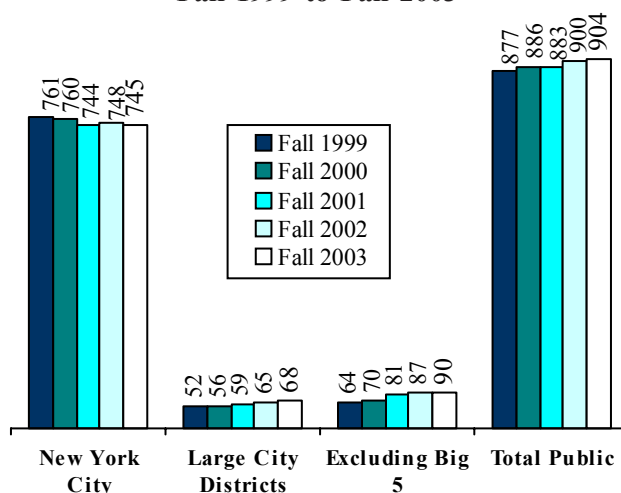
<p>TABLE 5.3</p> <p>NUMBER AND PERCENT OF MINORITY STUDENTS IN PUBLIC SCHOOLS OF DIFFERING MINORITY COMPOSITION BY LOCATION</p> <p>PAGE 157</p>
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Figure 5.9
Percent of Black and Hispanic Students in Public Schools of Differing Minority Composition
Fall 1983 and Fall 2003



Moreover, the number of students attending high-minority schools increased between Fall 1999 and Fall 2003 (Figure 5.10). In Fall 1999, 30.8 percent of public school students attended high-minority schools. By Fall 2003, 31.8 percent did so. In fact, during this period, enrollment in high-minority schools increased by 27,000 students, while enrollment in all public schools decreased by 10,000.

Figure 5.10
Enrollment in High-Minority Schools (in thousands)
Fall 1999 to Fall 2003



Poverty

In Fall 2003, 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). Figure 5.11 shows the poverty status of high-minority schools compared with that of low-minority schools. In New York State, 1,051 high-minority schools (92.4 percent) had concentrated poverty. Among low-minority schools, only 208 (9.8 percent) had such a large percentage of families receiving public assistance. Among New York City's 896 high-minority schools, only 6 were in the lowest-poverty category (with 20 percent or fewer students coming from families on public assistance). (Changes in calculation methodology in New York City may account for this small number of schools being reported in this low-poverty category.) The close association between minority status and poverty is cause for grave concern. Children in poverty have less access to medical care, proper nutrition, and quality daycare and preschool programs than other children and are thus more likely to be placed at risk of educational failure.

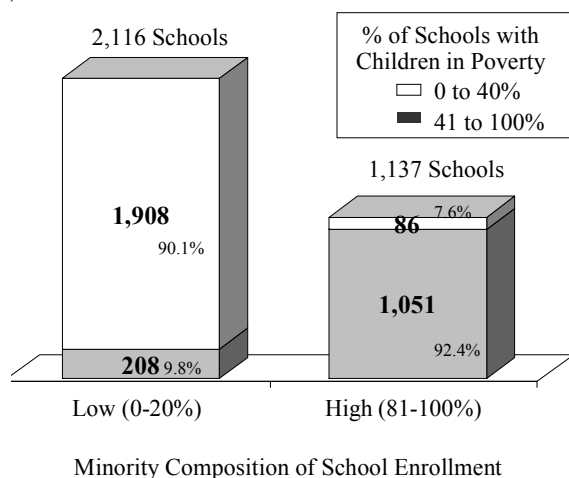
TABLE 5.4

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

PAGE 158

Figure 5.11

**Contrasting Levels of Poverty in High- and Low-Minority Schools
Fall 2003**



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 2003, 77 percent of public schools had high stability rates (Table 5.5). 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); five percent had lower rates.

TABLE 5.5

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

PAGE 159

High-minority schools have lower student stability rates than other schools. In Fall 2003, only 58 percent of high-minority schools had high rates, compared with 88 percent of low-minority schools. Statewide, 10 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 2003

Sector/Location	Total Enrollment	Percent Black	Percent Hispanic	Percent American Indian/Alaskan Native	Percent Asian and Pacific Islander	Percent White
Public						
New York City	1,028,546	33.8%	38.6%	0.4%	12.6%	14.6%
Large City Districts	118,932	52.8	21.0	0.8	2.6	22.7
Districts Excluding the Big 5	1,681,039	8.7	7.5	0.5	3.1	80.3
BOCES	19,680	14.2	6.8	0.7	1.5	76.7
Total Public*	2,840,735	19.9%	19.3%	0.5%	6.5%	53.8%
Total Nonpublic	476,782	15.2%	11.9%	0.2%	4.5%	68.2%
Total State	3,317,517	19.2%	18.2%	0.4%	6.2%	55.9%

*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 2003

Location/Minority Composition of Schools	Schools		Enrollment	
	Number	Percent	Number	Percent
New York City				
0–20 Percent	24	1.8%	22,247	2.2%
21–40 Percent	34	2.6	23,360	2.3
41–60 Percent	110	8.4	95,195	9.3
61–80 Percent	150	11.5	139,720	13.6
81–100 Percent	992	75.7	745,294	72.7
Large City Districts				
0–20 Percent	1	0.5%	145	0.1%
21–40 Percent	8	4.0	5,439	4.6
41–60 Percent	21	10.4	11,988	10.1
61–80 Percent	56	27.9	33,264	28.0
81–100 Percent	115	57.2	68,021	57.2
Districts Excluding the Big 5				
0–20 Percent	2,101	73.9%	1,180,699	71.2%
21–40 Percent	366	12.9	240,070	14.5
41–60 Percent	137	4.8	89,868	5.4
61–80 Percent	85	3.0	57,997	3.5
81–100 Percent	155	5.5	90,484	5.5
Total Public				
0–20 Percent	2,126	48.8%	1,203,091	42.9%
21–40 Percent	408	9.4	268,869	9.6
41–60 Percent	268	6.2	197,051	7.0
61–80 Percent	291	6.7	230,981	8.2
81–100 Percent	1,262	29.0	903,799	32.2

Table 5.3
Number and Percent of Minority Students in Public Schools
of Differing Minority Composition by Location
New York State
Fall 2003

Location/Minority Composition of Schools	Number of Minority Students	Percent of Minority Students
New York City		
0–20 Percent	3,147	0.4%
21–40 Percent	7,590	0.9
41–60 Percent	49,208	5.6
61–80 Percent	98,917	11.3
81–100 Percent	717,130	81.9
Large City Districts		
0–20 Percent	26	0.0%
21–40 Percent	1,842	2.0
41–60 Percent	6,081	6.6
61–80 Percent	23,027	25.1
81–100 Percent	60,852	66.3
Districts Excluding the Big 5		
0–20 Percent	88,704	27.4%
21–40 Percent	67,977	21.0
41–60 Percent	44,407	13.7
61–80 Percent	40,137	12.4
81–100 Percent	82,966	25.6
Total Public		
0–20 Percent	91,877	7.1%
21–40 Percent	77,409	6.0
41–60 Percent	99,696	7.7
61–80 Percent	162,081	12.5
81–100 Percent	860,948	66.6

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 2003

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%)	20	20,178	2.0%
Medium Poverty (21–40%)	4	2,069	0.2
High Poverty (41–100%)	—	—	—
High Minority (81–100%)			
Low Poverty (0–20%)	6	7,306	0.7%
Medium Poverty (21–40%)	31	40,844	4.1
High Poverty (41–100%)	859	678,235	67.8
Large City Districts			
Low Minority (0–20%)			
Low Poverty (0–20%)	1	145	0.1%
Medium Poverty (21–40%)	—	—	—
High Poverty (41–100%)	—	—	—
High Minority (81–100%)			
Low Poverty (0–20%)	—	—	—
Medium Poverty (21–40%)	3	2,302	1.9
High Poverty (41–100%)	107	65,719	55.3
Districts Excluding the Big 5			
Low Minority (0–20%)			
Low Poverty (0–20%)	1,322	845,415	51.0%
Medium Poverty (21–40%)	561	257,176	15.5
High Poverty (41–100%)	208	77,949	4.7
High Minority (81–100%)			
Low Poverty (0–20%)	22	14,103	0.9%
Medium Poverty (21–40%)	24	18,224	1.1
High Poverty (41–100%)	85	56,225	3.4
Total Public			
Low Minority (0–20%)			
Low Poverty (0–20%)	1,343	865,738	31.2%
Medium Poverty (21–40%)	565	259,245	9.3
High Poverty (41–100%)	208	77,949	2.8
High Minority (81–100%)			
Low Poverty (0–20%)	28	21,409	0.8%
Medium Poverty (21–40%)	58	61,370	2.2
High Poverty (41–100%)	1,051	800,179	28.8

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

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

Table 5.5
Distribution of Public School Student Stability Rates
by Location and Minority Composition of School
New York State
Fall 2003

Location/Minority Composition of School	Average Stability Rate	Percent of School Having		
		Low Rate	Medium Rate	High Rate
New York City				
0–20 percent	95.3	—	4%	96%
21–40 percent	95.2	—	10	90
41–60 percent	93.6	2%	22	76
61–80 percent	93.4	2	18	80
81–100 percent	91.1	6	34	60
Total	91.8	5%	30%	65%
Large City Districts				
0–20 percent	80.0	100%	—	—
21–40 percent	88.6	14	29%	57%
41–60 percent	87.8	16	26	58
61–80 percent	89.0	16	36	48
81–100 percent	84.9	24	43	33
Total	86.5	21%	38%	41%
Districts Excluding the Big 5				
0–20 percent	95.1	2%	10%	88%
21–40 percent	93.5	5	17	78
41–60 percent	92.9	5	21	74
61–80 percent	92.4	7	18	75
81–100 percent	85.5	26	16	58
Total	94.2	2%	3%	95%
Total Public				
0–20 percent	95.1	2%	10%	88%
21–40 percent	93.5	4	16	80
41–60 percent	92.8	5	22	73
61–80 percent	92.1	7	22	79
81–100 percent	89.6	10	32	58
Total	93.2	5%	18%	77%

Note: Student Stability Rate is the percentage of students in the highest grade in a school in 2003–04 who were also enrolled in the same school in 2002–03. 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 (26 versus 15 percent) and had less experience (a median of 10 years versus 12). A larger percentage of teachers in high-minority schools (34.6 percent in high-minority schools compared with 23.3 in low-minority schools), however, had completed 30 credits beyond the master's degree.

<p>TABLE 5.6</p> <p>SELECTED PUBLIC SCHOOL CLASSROOM TEACHER CHARACTERISTICS BY LOCATION AND MINORITY COMPOSITION OF SCHOOL</p> <p>PAGE 161</p>
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In New York City, teachers in high-minority schools earned smaller median salaries (\$51,585) 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 (\$65,278) than teachers in low-minority schools (\$52,779). This finding 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*.)

Teachers in New York City and Large City high-minority school districts earned lower salaries than teachers in other district categories. New York City schools had smaller percentages of teachers holding educational credentials beyond the master's

degree, less experienced teachers, and higher turnover rates than teachers in lower minority schools.

The Fall 2003 racial/ethnic distribution of school educators did not reflect that of the student body. Statewide, in comparison with their representation among students, Whites were overrepresented in the professional staff. This pattern of disparities was true in New York City, Large City Districts, and Districts Excluding the Big 5 (Table 5.7).

<p>TABLE 5.7</p> <p>RACIAL/ETHNIC COMPOSITION OF PUBLIC SCHOOL PROFESSIONAL STAFF AND STUDENTS</p> <p>PAGE 162</p>

Comparing Fall 1983 with Fall 2003 data, the percentage of minority teachers has increased in New York City, Large City Districts, and Districts Excluding the Big 5 (Figure 5.12). 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 decreased slightly; in Districts Excluding the Big 5 the percentage of Black teachers has remained the same.

Figure 5.12
**Percent Distribution of Public School
Classroom Teachers by Race/Ethnicity
Fall 1983 and Fall 2003**

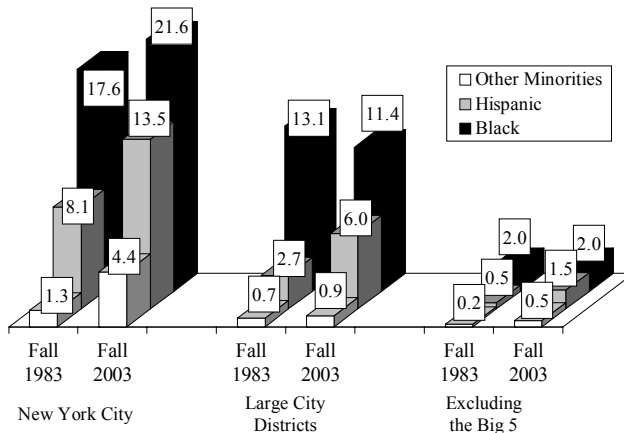


Table 5.6
Selected Public School Classroom Teacher Characteristics
by Location and Minority Composition of School
New York State
Fall 2003

Location/Minority Composition of School	Selected Classroom Teacher Characteristics				
	Median Teacher Salary	Teacher Turnover Rate Fall 2002 to Fall 2003	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	20%	14.7%	58.2%	15
21–40 percent	59,262	20	12.5	48.9	12
41–60 percent	59,262	23	12.1	49.4	12
61–80 percent	59,262	23	13.8	48.1	12
81–100 percent	51,585	28	20.3	35.1	9
Large City Districts					
0–20 percent	\$63,834	33%	12.5%	25.0%	22
21–40 percent	55,068	15	4.0	20.7	17
41–60 percent	52,036	19	7.4	21.1	15
61–80 percent	51,307	21	9.1	27.0	13
81–100 percent	46,445	23	10.5	24.9	11
Districts Excluding the Big 5					
0–20 percent	\$52,779	15%	4.4%	22.8%	12
21–40 percent	61,585	16	4.6	33.8	12
41–60 percent	63,209	15	4.5	36.8	12
61–80 percent	63,627	15	5.2	34.9	12
81–100 percent	65,278	15	5.4	38.8	11
Total Public					
0–20 percent	\$52,920	15%	4.7%	23.3%	12
21–40 percent	60,948	17	5.5	34.7	12
41–60 percent	60,729	18	8.6	41.0	12
61–80 percent	59,262	20	11.2	40.9	12
81–100 percent	53,017	26	18.3	34.6	10

Table 5.7
Racial/Ethnic Composition of Public School
Professional Staff and Students
New York State
Fall 2003

Location	Enrollment	Principals & Assistant Principals	Classroom Teachers	Other Professional Staff
New York City				
Black	33.8%	26.9%	21.6%	22.1%
Hispanic	38.6	16.3	13.5	15.8
American Indian/Alaskan Native	0.4	0.6	0.3	0.3
Asian/Pacific Islander	12.6	1.8	4.1	4.4
White	14.6	54.4	60.5	57.4
Large City Districts				
Black	52.8%	35.8%	11.4%	16.9%
Hispanic	21.0	6.5	6.0	7.6
American Indian/Alaskan Native	0.8	0.2	0.2	0.1
Asian/Pacific Islander	2.6	0.2	0.7	0.6
White	22.7	57.2	81.7	74.8
Districts Excluding the Big 5				
Black	8.7%	6.0%	2.0%	3.6%
Hispanic	7.5	2.2	1.5	2.1
American Indian/Alaskan Native	0.5	0.1	0.1	0.2
Asian/Pacific Islander	3.1	0.2	0.4	0.4
White	80.3	91.5	96.0	93.7
Total Public				
Black	19.9%	16.3%	9.0%	11.8%
Hispanic	19.3	8.4	5.7	8.0
American Indian/Alaskan Native	0.5	0.3	0.2	0.2
Asian/Pacific Islander	6.5	0.9	1.6	2.0
White	53.8	74.2	83.5	77.9

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 1999 through 2004 (Figures 5.13–5.16). In 2004, the greatest disparity among racial/ethnic groups occurred on the middle-level mathematics assessment, on which nearly three-quarters of tested White students scored at or above Level 3 but less than a third of tested Black stu-

dents did so. 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 or above Level 3 on this assessment. The percentage of tested students meeting or exceeding the standards has increased between 1999 and 2004 in all racial/ethnic groups and on all of these assessments.

Substantially smaller percentages of White and Asian/Pacific Islander students than students from other minority groups scored at Level 1 on these assessments (Figures 5.17–5.20). The percentage of tested students scoring at Level 1 has decreased between 1999 and 2004 in all racial/ethnic groups and on all of these assessments, with the exception of American Indian/Alaskan Natives on the middle-level English language arts assessment.

Figure 5.13
Percentage of Public School Students Scoring at or above Level 3 on the Elementary-Level English Language Arts Assessment by Race/Ethnicity 1999 to 2004

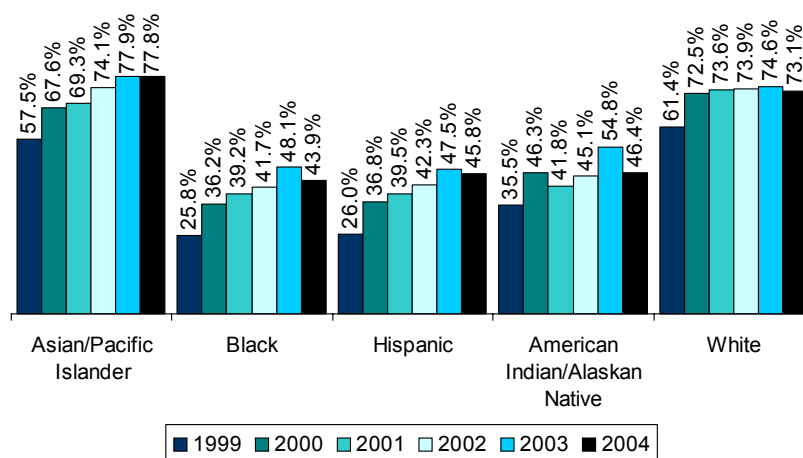


Figure 5.14
Percentage of Public School Students Scoring at or above Level 3 on the
Middle-Level English Language Arts Assessment by Race/Ethnicity
1999 to 2004

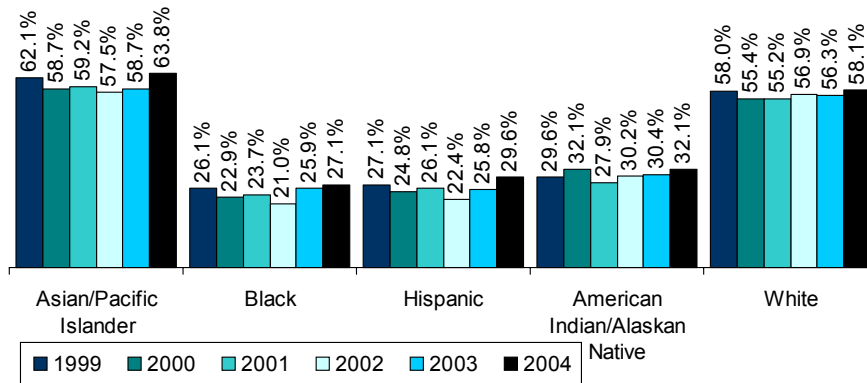


Figure 5.15
Percentage of Public School Students Scoring at or above Level 3 on the
Elementary-Level Mathematics Assessment by Race/Ethnicity
1999 to 2004

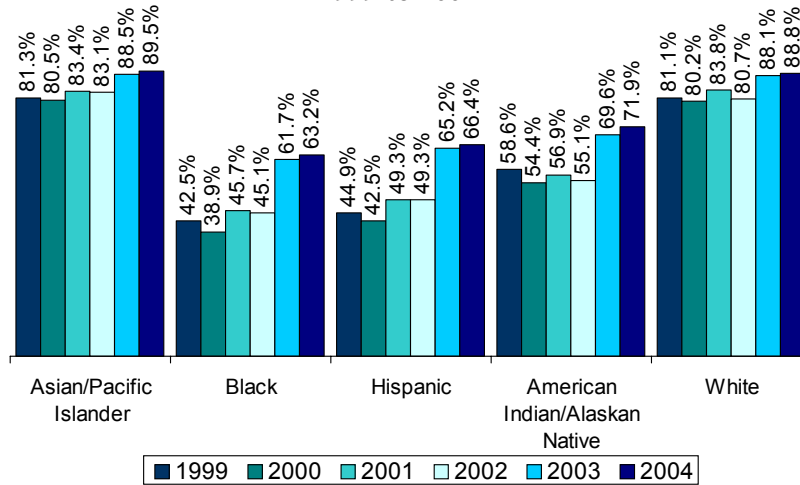


Figure 5.16
Percentage of Public School Students Scoring at or above Level 3 on the
Middle-Level Mathematics Assessment by Race/Ethnicity
1999 to 2004

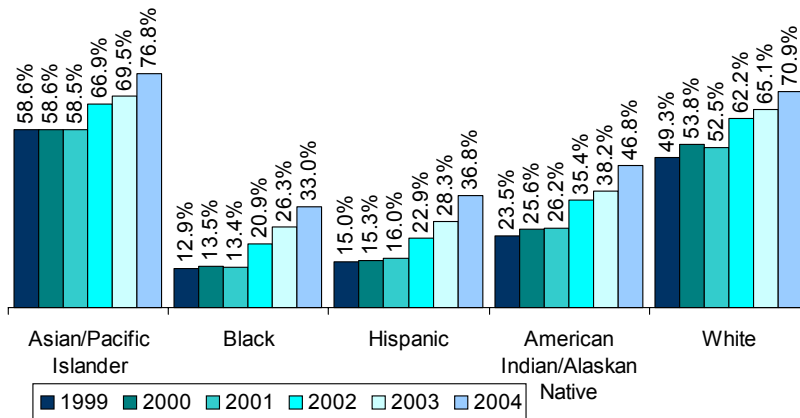


Figure 5.17
Percentage of Public School Students Scoring at Level 1 on the
Elementary-Level English Language Arts Assessment by Race/Ethnicity
1999 to 2004

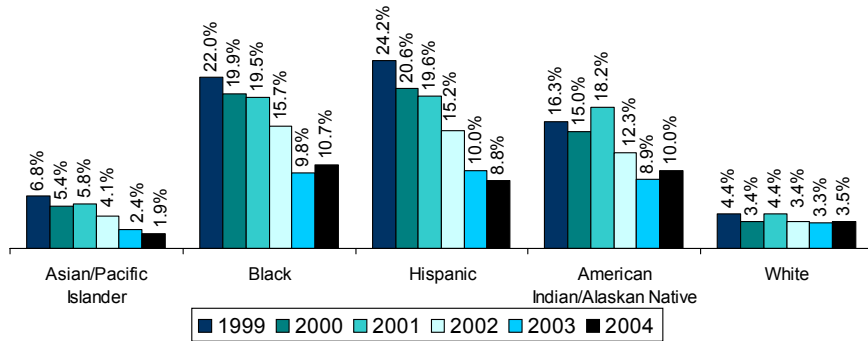


Figure 5.18
Percentage of Public School Students Scoring at Level 1 on the
Middle-Level English Language Arts Assessment by Race/Ethnicity
1999 to 2004

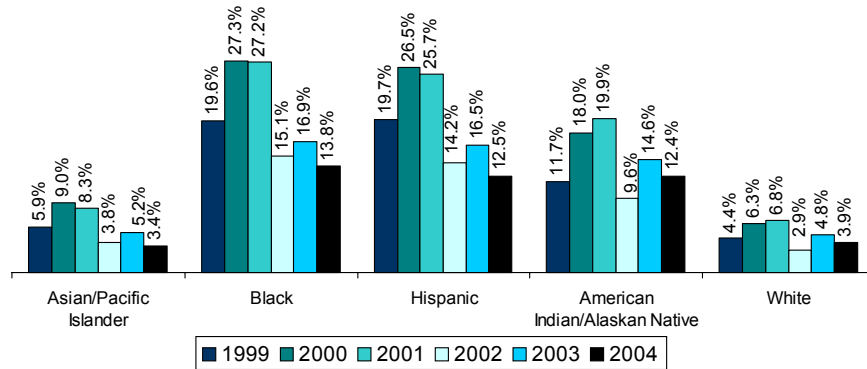


Figure 5.19
Percentage of Public School Students Scoring at Level 1 on the
Elementary-Level Mathematics Assessment by Race/Ethnicity
1999 to 2004

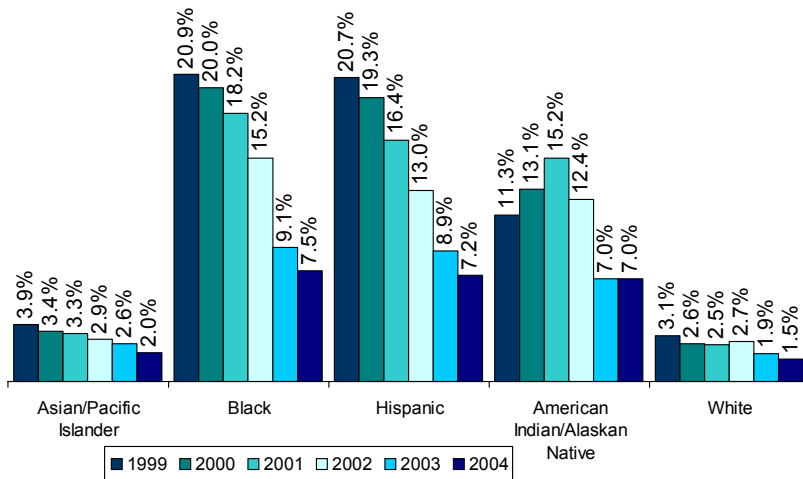
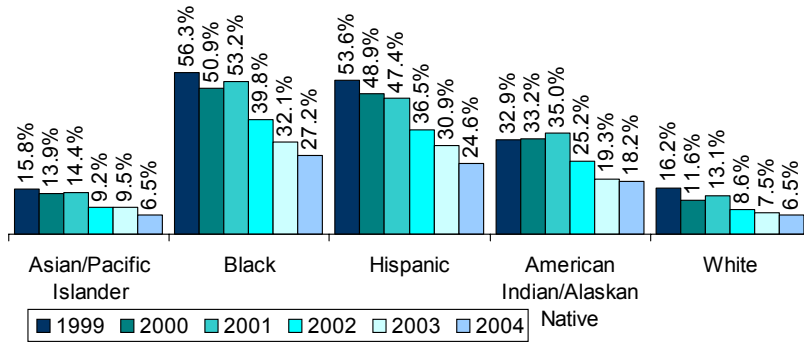


Figure 5.20
Percentage of Public School Students Scoring at Level 1 on the
Middle-Level Mathematics Assessment by Race/Ethnicity
1999 to 2004



Regents Examination Results for the 2000 District 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 who first entered grade 9 in the 2000–01 school year 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 5.21–5.30 show the results of the 2000 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: 85.2 percent of White general-education students met the requirement by scoring 65–100 but only 50.5 percent of Black students did so (Figure 5.24).

Figure 5.21

Percentage of Public School Students (General-Education Students and Students with Disabilities) in the 2000 District Cohort Scoring at Various Levels on the Regents English Examination by Race/Ethnicity 2004

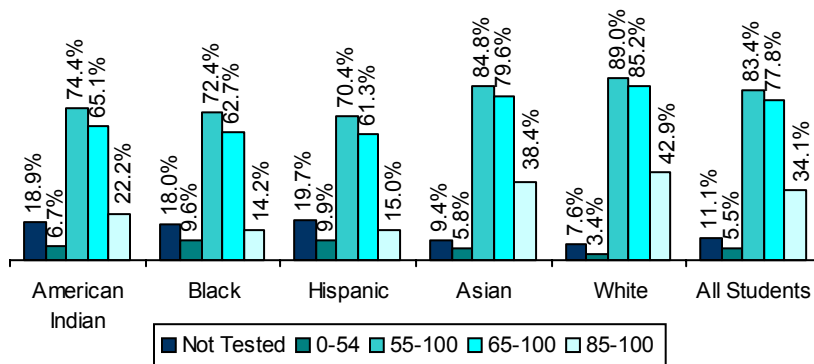


Figure 5.22

Percentage of Public School General-Education Students in the 2000 District Cohort Scoring at Various Levels on the Regents English Examination by Race/Ethnicity 2004

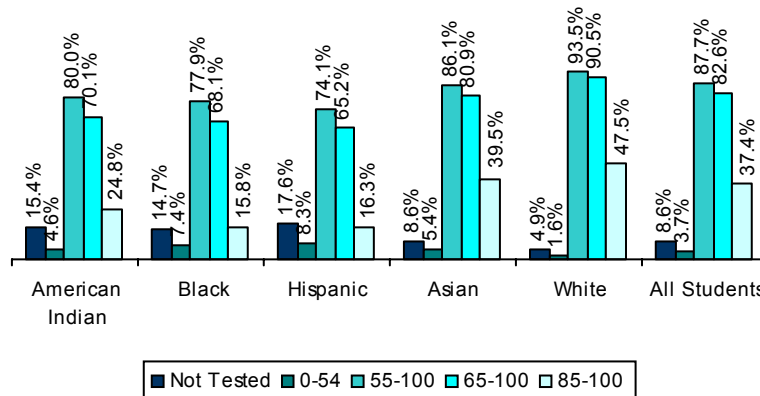


Figure 5.23

Percentage of Public School Students (General-Education Students and Students with Disabilities) in the 2000 District Cohort Scoring at Various Levels on the Regents Mathematics Examinations by Race/Ethnicity 2004

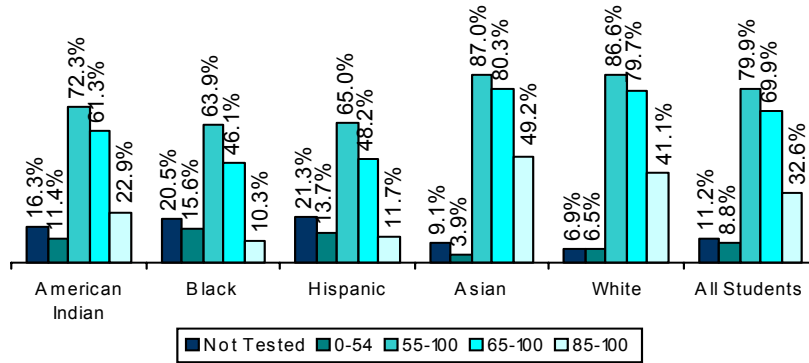


Figure 5.24

Percentage of Public School General-Education Students in the 2000 District Cohort Scoring at Various Levels on the Regents Mathematics Examinations by Race/Ethnicity 2004

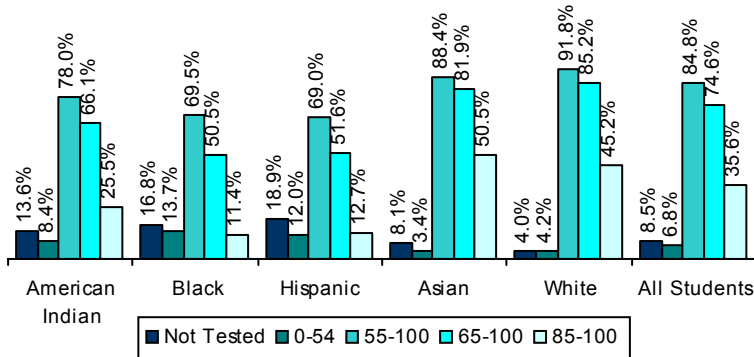


Figure 5.25

Percentage of Public School Students (General-Education Students and Students with Disabilities) in the 2000 District Cohort Scoring at Various Levels on the Regents Global History and Geography Examination by Race/Ethnicity 2004

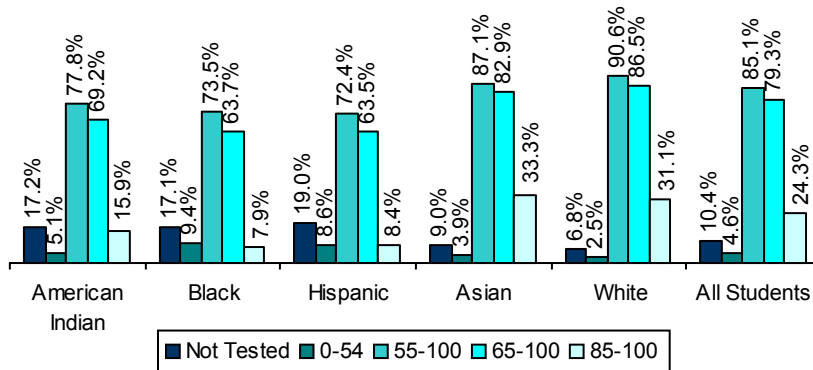


Figure 5.26
Percentage of Public School General-Education Students in the 2000 District Cohort Scoring at Various Levels on the Regents Global History and Geography Examination by Race/Ethnicity 2004

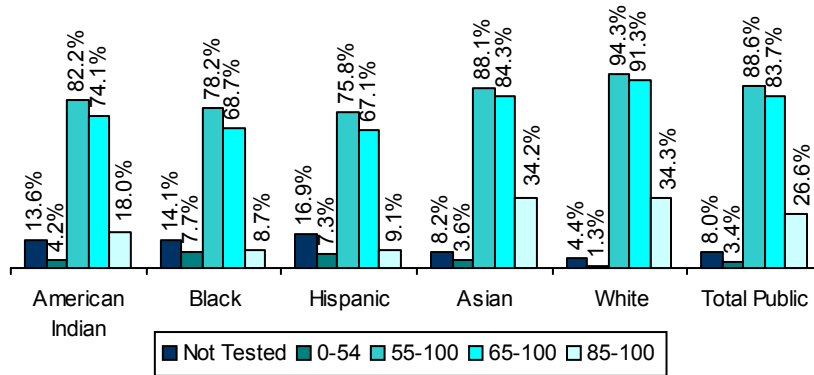


Figure 5.27
Percentage of Public School Students (General-Education Students and Students with Disabilities) in the 2000 District Cohort Scoring at Various Levels on the Regents U.S. History and Government Examination by Race/Ethnicity 2004

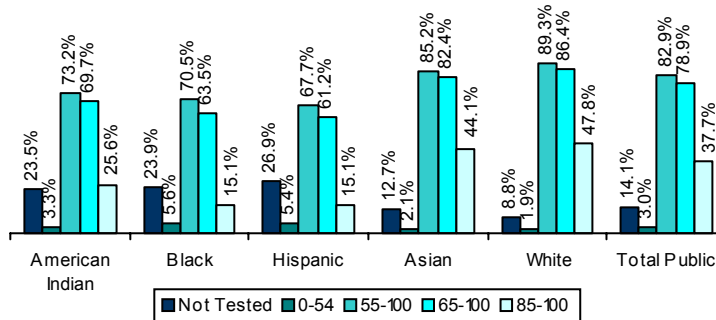


Figure 5.28
Percentage of Public School General-Education Students in the 2000 District Cohort Scoring at Various Levels on the Regents U.S. History and Government Examination by Race/Ethnicity 2004

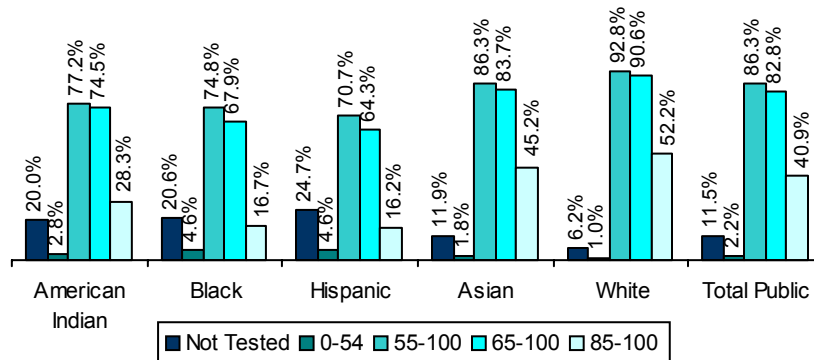


Figure 5.29
Percentage of Public School Students (General-Education Students and Students with Disabilities) in the 2000 District Cohort Scoring at Various Levels on the Regents Science Examinations by Race/Ethnicity 2004

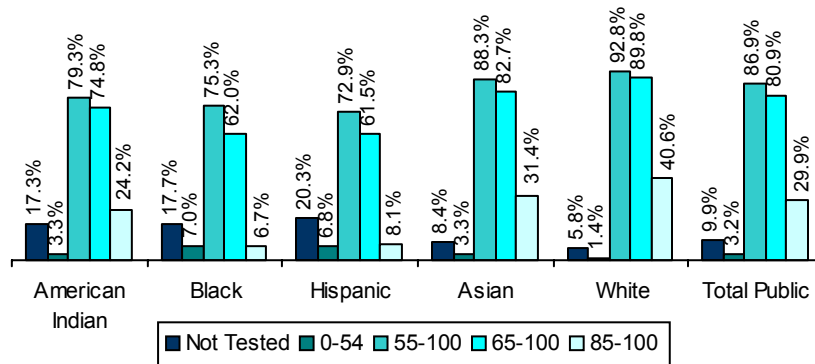
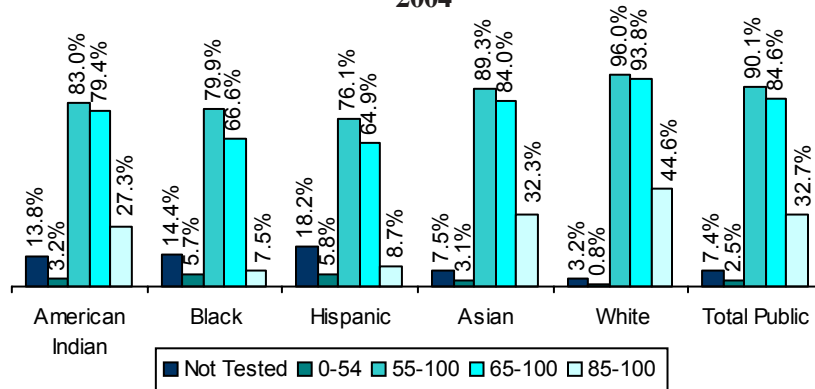


Figure 5.30
Percentage of Public School General-Education Students in the 2000 District Cohort Scoring at Various Levels on the Regents Science Examinations by Race/Ethnicity 2004



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

As in previous years, 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 2003–04 (Table 5.8). Statewide, Whites were more than twice as likely as either Blacks or Hispanics to earn Regents diplomas. About 68 percent of Whites earned Regents diplomas, compared with 23 percent of Blacks and 25 percent of Hispanics.

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 (30.2 percent of graduates, 38.6 percent of enrollment). Conversely, White students comprised 20.0 percent of the New York City graduates, while they accounted for only 14.6 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, 6.2 percent of Blacks and 5.6 percent of Hispanics earned IEP diplomas or certificates, whereas 2.6 percent of Whites and 1.5 percent of Other Minorities earned these credentials. This pattern was seen in all categories.

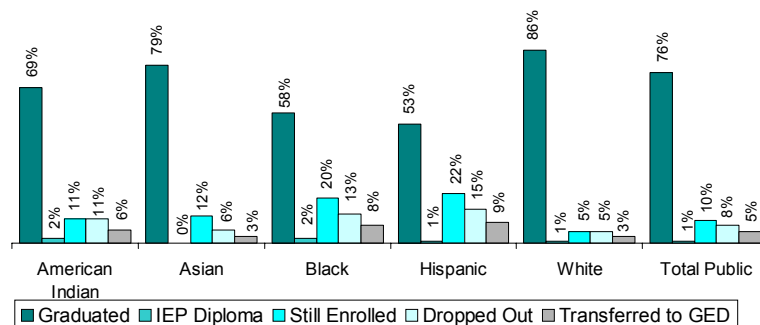
Of students in the 1999 district graduation-rate cohort, Black and Hispanic students were less likely to have graduated and more likely to still be enrolled or to have dropped out than White and Asian students after four years (Figure 5.31). (The 1999 district graduation-rate cohort consists of all students in the 1999 district accountability cohort plus all students excluded from this cohort because they transferred to a high school equivalency preparation program.) Statewide, 58 percent of Black students and 53 percent of Hispanic students earned a local diploma, whereas 79 percent of Asian students and 86 percent of White students did so.

TABLE 5.8

CREDENTIALS EARNED BY PUBLIC HIGH SCHOOL COMPLETERS BY RACIAL/ETHNIC GROUP

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Figure 5.31
1999 District Graduation-Rate Cohort Status by Race/Ethnicity as of August 2003



College-Going Rate

In New York State, the majority of 2003–04 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 and White groups 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 175

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 2004 differed substantially according to race/ethnicity (Table 5.10). Asians achieved the highest mean composite score (1056), followed by Whites (1052), Other Minorities (969), American Indians/Alaskan Natives (948), Hispanics (896), and Blacks (866).

TABLE 5.10

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

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

Between 1992 and 2004, participation by minority students in the Advanced Placement (AP) program increased significantly. While the total number of public school candidates increased by 81 percent, there were more than twice as many Black, Asian, and Hispanic candidates in 2004 as in 1992. Nevertheless, Black, Hispanic, and American Indian students continued to be severely underrepresented among this elite group. In 2004, only six percent of candidates were Black and only nine percent were Hispanic. Only 208 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, 31 percent of Asian candidates took a calculus examination, 18 percent took English literature, and 4 percent took the Spanish language examination. In contrast, 34 percent of Hispanic candidates took Spanish, 15 percent took English literature, and 11 percent took a calculus examination (Figure 5.32).

Figure 5.32
Percent of Public School Advanced Placement Candidates within Each Racial/Ethnic Group
Participating in Selected Advanced Placement Examinations
May 2004

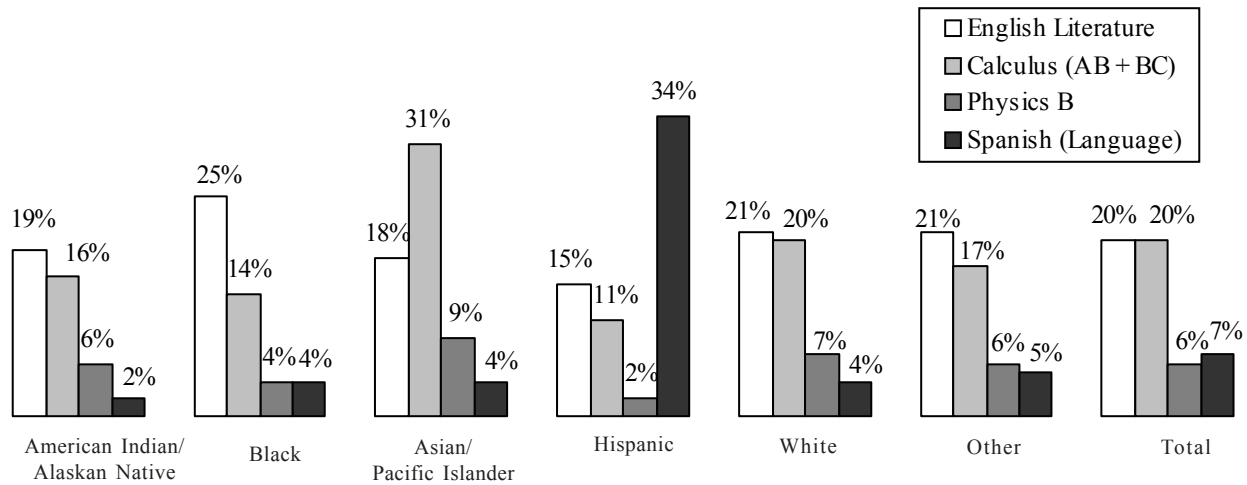


Table 5.8
Credentials Earned by Public High School Completers by Racial/Ethnic Group
New York State
2003–04

Sector/Location and Diplomas/Certificates	Racial/Ethnic Group			
	Black	Hispanic	Other Minority*	White
New York City				
Number of Completers	14,920	13,684	7,639	9,042
Regents-Endorsed Local Diplomas	15.3%	16.9%	49.4%	46.2%
Other Local Diplomas	78.2	76.7	48.8	51.1
IEP Diplomas	6.1	6.2	1.7	2.6
Certificates	0.4	0.2	0.0	0.1
Large City Districts				
Number of Completers	2,145	813	175	1,186
Regents-Endorsed Local Diplomas	23.8%	21.9%	46.9%	45.6%
Other Local Diplomas	68.4	70.9	51.4	49.1
IEP Diplomas	7.7	7.3	1.7	5.3
Certificates	0.0	0.0	0.0	0.0
Districts Excluding the Big 5				
Number of Completers	7,134	5,351	3,809	92,706
Regents-Endorsed Local Diplomas	38.2%	46.6%	74.4%	70.3%
Other Local Diplomas	56.6	49.7	24.5	27.2
IEP Diplomas	5.1	3.6	1.1	2.5
Certificates	0.2	0.1	0.0	0.1
Total Public**				
Number of Completers	24,223	19,878	11,629	102,939
Regents-Endorsed Local Diplomas	22.8%	25.1%	57.5%	67.9%
Other Local Diplomas	71.0	69.2	40.9	29.6
IEP Diplomas	5.9	5.5	1.5	2.5
Certificates	0.3	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 the other categories.

Table 5.9
College-Going Rates of Public High School Graduates
by Location and Racial/Ethnic Group
New York State
2003–04 Graduates

Location and Postsecondary Type	Race/Ethnicity				
	Black	Hispanic	Other Minority*	White	Total
New York City					
Percent to 4-Year College	41.5%	38.7%	67.6%	62.7%	49.6%
Percent to 2-Year College	17.9	20.9	11.3	12.3	16.5
Percent to Other Postsecondary	1.4	1.9	0.9	1.7	1.5
Total to Postsecondary	60.9%	61.5%	79.8%	76.7%	67.6%
Large City Districts					
Percent to 4-Year College	39.1%	31.6%	53.5%	46.2%	40.3%
Percent to 2-Year College	39.8	35.8	32.6	31.3	36.4
Percent to Other Postsecondary	2.5	6.8	4.7	3.1	3.6
Total to Postsecondary	81.3%	74.1%	90.7%	80.7%	80.2%
Districts Excluding the Big 5					
Percent to 4-Year College	43.7%	36.4%	70.0%	52.6%	51.8%
Percent to 2-Year College	36.2	40.4	21.1	32.8	33.0
Percent to Other Postsecondary	1.7	2.1	0.9	1.3	1.4
Total to Postsecondary	81.6%	78.9%	92.0%	86.7%	86.2%
Total Public					
Percent to 4-Year College	42.0%	37.8%	68.2%	53.4%	50.9%
Percent to 2-Year College	25.3	26.8	14.9	31.0	28.5
Percent to Other Postsecondary	1.6	2.1	0.9	1.4	1.5
Total to Postsecondary	68.9%	66.8%	84.0%	85.8%	80.8%

* 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 2004

Race/Ethnicity	Male			Female			Total					
	Number	Verbal	Math	Combined	Number	Verbal	Math	Combined	Number	Verbal	Math	Combined
American Indian/ Alaskan Native	312	471	494	965	384	470	465	935	696	470	478	948
Asian	4,460	489	582	1071	4,739	488	555	1043	9,199	488	568	1056
Black	5,876	435	445	880	8,955	432	424	856	14,831	433	433	866
Hispanic*	5,283	452	468	920	7,497	442	435	877	12,780	447	449	896
White	32,926	524	549	1073	37,495	519	516	1035	70,421	521	531	1052
Other Minority	2,251	481	505	986	3,089	480	476	956	5,340	481	488	969
No Response	17,033	502	526	1028	16,763	493	493	986	33,796	497	510	1007
Total (All Seniors)	68,141	501	528	1029	78,922	492	493	985	147,063	497	510	1007

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 5.33 illustrates the negative relationship between the minority enrollment of public schools and average annual attendance rates. In 2002–03, low-minority schools had an average attendance rate of 95.4 percent (93.4 percent in New York City), compared with 89.9 percent (89.1 percent in New York City) in high-minority schools (Table 5.11).

Figure 5.33
Total Public Annual Average Attendance Rate
by Minority Composition of School
2002–03

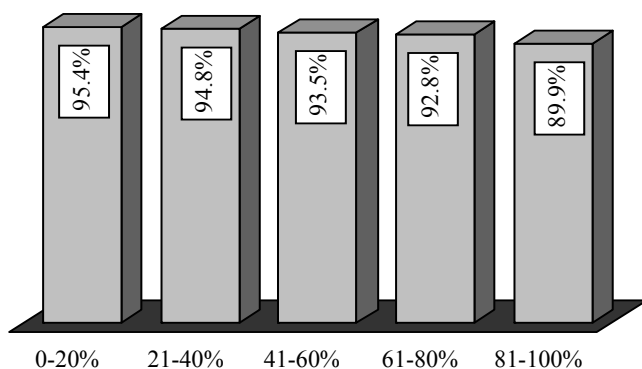


Table 5.11 presents average annual attendance rates and the percentage of schools within each minority-composition category that had low, medium, or high annual attendance rates. Statewide, 84 percent of all high-minority schools, but only 13 percent of low-minority schools, had annual attendance rates lower than 94 percent.

TABLE 5.11

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

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Student Suspensions

Black students were consistently suspended at higher rates than students belonging to other racial/ethnic groups. The statewide suspension rate of each racial/ethnic group is shown in Figure 5.34. In districts outside New York City, on average, Black suspension rates were extraordinarily high: 21.3 percent in the Large City Districts and 13.5 percent in districts outside the Big 5, compared with 3.4 percent in New York City (Table 5.12).

Figure 5.34
Public School Suspension Rates
by Race/Ethnicity
2002–03

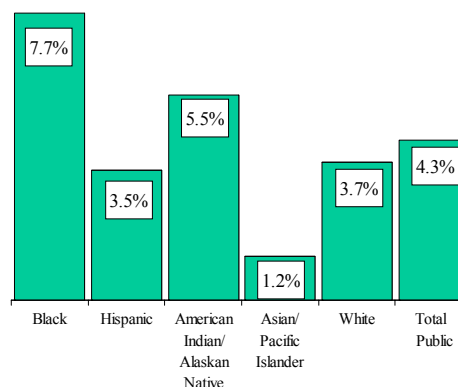


TABLE 5.12

PUBLIC SCHOOL RACIAL/ETHNIC GROUP SUSPENSION RATES BY LOCATION

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Dropout Rates

Statewide in 2003–04, 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 5.35. Generally, 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 5.35
Public School Annual Dropout Rates
by Race/Ethnicity
2003–04

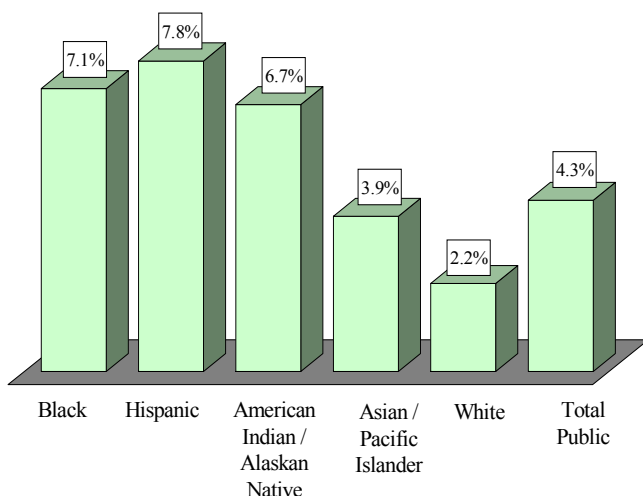


TABLE 5.13

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

PAGE 181

Statewide between 1995–96 and 2003–04, the annual dropout rate increased from 3.6 to 4.3 percent. (See Figure 3.52 in *Part III: Longitudinal Trends*.) A similar trend in dropout rates occurred for minority students, where the dropout rate for Black students over a five-year period (from 1999–2000 to 2003–04) increased by 0.9 percent, for Hispanic students remained the same, for American In-

dian/Alaskan Native students increased by 0.7 percent, and for Asian students increased by 0.8 percent. Dropout rates for White students remained the same (2.2 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 53 dropped out in 2003–04. In contrast, in high-minority schools, 1 student in 17 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 6.3 percent among those attending high-minority schools. The contrast in dropout rates between Whites attending low- and high-minority schools was about the same, 1.9 compared with 5.7 percent. In interpreting these results, the reader should consider 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 182

Schools with concentrated poverty also had higher dropout rates than other schools. Public secondary schools that enrolled 21–80 percent of minority students and had the highest poverty level had the highest annual dropout rates, averaging 8.3 percent in 2003–04; 1 in 12 students attending these schools dropped out in that year (Table 5.15). In contrast, 1 in 67 students (1.5 percent) attending schools in the low-poverty, medium-minority category dropped out. Figure 5.36 displays the observed relationship of school poverty status, minority composition, and average annual dropout rate in 2003–04.

Across the State, concentrated-poverty, high-minority schools accounted for a disproportionate number (45 percent) of dropouts. Historically, within each minority composition category, as poverty increases, so does the dropout rate. In 2003–04 among high-minority schools, the dropout rate of concentrated-poverty schools was 6.8 percent; medium-poverty schools, 5.3 percent; and low-poverty schools, 3.8 percent.

TABLE 5.15
PUBLIC HIGH SCHOOL DROPOUT RATES BY POVERTY STATUS AND MINORITY COMPOSITION OF SCHOOL
PAGE 183

Figure 5.36
Public High School Annual Dropout Rates by Poverty Status and Minority Composition of School 2003–04

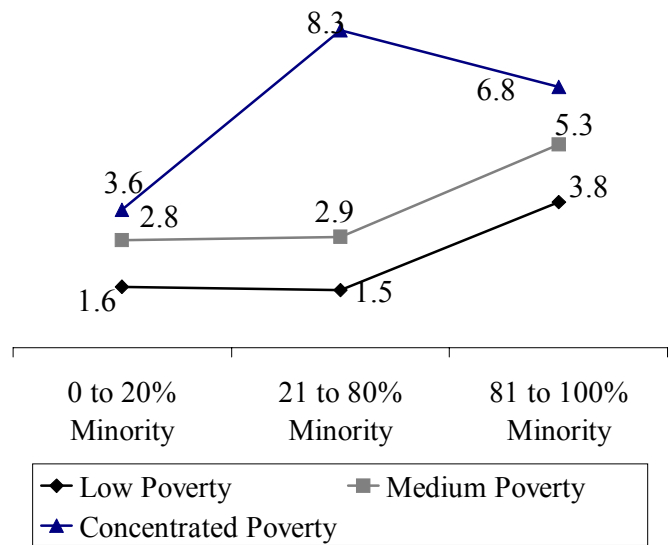


Table 5.11
Distribution of Public School Annual Attendance Rates
by Location and Minority Composition of School
New York State
2002–03

Location/Minority Composition of School	Average Attendance Rate	Percent of Schools Having		
		Low Rate	Medium Rate	High Rate
New York City				
0–20 Percent	93.4%	83%	17%	—
21–40 Percent	93.0	59	41	—
41–60 Percent	92.9	63	28	9%
61–80 Percent	92.3	66	29	5
81–100 Percent	89.1	91	7	2
Total	90.0%	85%	13%	2%
Large City Districts				
0–20 Percent	96.7%	—	100%	—
21–40 Percent	94.2	38%	50	12%
41–60 Percent	91.8	76	19	5
61–80 Percent	92.5	70	25	5
81–100 Percent	90.9	82	16	2
Total	91.6%	76%	20%	4%
Districts Excluding the Big 5				
0–20 Percent	95.4%	12%	46%	42%
21–40 Percent	95.0	18	53	29
41–60 Percent	94.2	37	48	15
61–80 Percent	93.9	41	43	16
81–100 Percent	93.7	39	34	27
Total	95.2%	16%	47%	37%
Total Public				
0–20 Percent	95.4%	13%	46%	41%
21–40 Percent	94.8	22	52	26
41–60 Percent	93.5	51	39	10
61–80 Percent	92.8	59	32	9
81–100 Percent	89.9	84	12	4
Total	93.6%	39%	36%	25%

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
2002–03

Location	Black	Hispanic	American Indian/ Alaskan Native	Asian and Pacific Islander	White	Total
New York City	3.4%	2.0%	2.5%	0.7%	1.3%	2.2%
Large City Districts	21.3	12.3	11.2	14.3	9.4	16.3
Districts Excluding the Big 5	13.5	6.9	6.5	1.8	3.9	4.8
Total Public	8.0%	3.6%	5.5%	1.2%	3.7%	4.4%

Table 5.13
Public High School Annual Dropout Rates
by Race/Ethnicity and Location
New York State
2003–04

Location	Black	Hispanic	American Indian/ Alaskan Native	Asian and Pacific Islander	White	Total
New York City	8.3%	8.7%	9.6%	5.0%	4.7%	7.5%
Large City Districts	6.2	7.6	6.8	3.5	4.8	6.0
Districts Excluding the Big 5	4.4	4.8	5.4	1.0	1.9	2.2
Total Public	7.1%	7.8%	6.7%	3.9%	2.2%	4.3%

Table 5.14
Public High School Annual Dropout Rates
by Race/Ethnicity and Minority Composition Category
New York State
2003–04

Minority Composition Category	Black	Hispanic	American Indian/Alaskan Native	Asian and Pacific Islander	White	Total
0–20 Percent	3.6%	3.4%	4.9%	0.8%	1.9%	1.9%
21–40 Percent	3.5	4.4	5.8	1.1	1.7	2.2
41–60 Percent	3.7	3.3	7.3	1.1	2.3	2.7
61–80 Percent	3.3	3.6	3.2	1.7	2.2	2.7
81–100 Percent	5.7	6.3	5.6	4.5	5.7	5.8
Total Public	7.1%	7.8%	6.7%	3.9%	2.2%	4.3%

Table 5.15
Public High School Dropout Rates by Poverty Status
and Minority Composition of School
New York State
2003–04

Minority Composition and Poverty Status of School	Number of Dropouts	Average Annual Dropout Rate
Low Poverty (0–20%)		
Low Minority (0–20%)	4,504	1.6%
Medium Minority (21–80%)	1,019	1.5
High Minority (81–100%)	240	3.8
Total	5,763	1.6%
Medium Poverty (21–40%)		
Low Minority (0–20%)	2,155	2.8%
Medium Minority (21–80%)	1,076	2.9
High Minority (81–100%)	465	5.3
Total	3,696	3.0%
Concentrated Poverty (41–100%)		
Low Minority (0–20%)	851	3.6%
Medium Minority (21–80%)	10,144	8.3
High Minority (81–100%)	16,967	6.8
Total	27,962	7.1%

? 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 186

1 Introduction 187

2 Gender Composition of School Professional Staff 188

3 Performance Trends 190

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? Policy Questions 199

★ Highlights

- ★ *Despite gains by women, in 2003–04, 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, the performance of males and females was similar on the Regents examinations in foreign languages; mathematics A; sequential mathematics, course III; global history and geography; and U.S. history and government. Males performed slightly better than females on the Regents examinations in living environment (80 percent of males compared with 78 percent of females scored 65 or higher) and physical setting/physics (83 percent of males compared with 80 percent of females scored 65 or higher).*
- ★ *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 34 years, they continue to be underrepresented in the highest levels of administration. Between 1970–71 and 2003–04, the percentage of female school superintendents in independent districts increased from 0.4 to 25.1 percent and in dependent districts from 1.8 to 23.4 percent. The percentage of female deputy, associate, and assistant superintendents and the percentage of female school business managers have approximately quadrupled in this time period.

The percentages of female principals, assistant principals, and classroom teachers have also increased in the past 24 years (Figure 6.1). The increase in female principals and assistant principals has been particularly significant. In 2003–04, however, women continued to be better represented among principals and assistant principals of elementary than secondary schools. Even so, in elementary schools the percentage of women in leadership positions was significantly smaller than their representation among classroom teachers. To have equivalent representation of women in teaching and leadership positions, elementary schools must considerably increase, and secondary schools must more than double, the number of female principals. Conversely, another goal is to increase the number of male teachers in elementary schools. The percentage of male teachers in elementary schools has declined since 1980–81. Male role models are important to all children, but particularly those from female-headed, single-parent families.

TABLE 6.1
PERCENTAGE OF WOMEN ADMINISTRATORS IN SELECTED PROFESSIONAL FIELDS IN PUBLIC SCHOOLS
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Figure 6.1
Percentage of Women Principals, Assistant Principals, and Classroom Teachers in Public Elementary and Secondary Schools 1980–81 to 2003–04

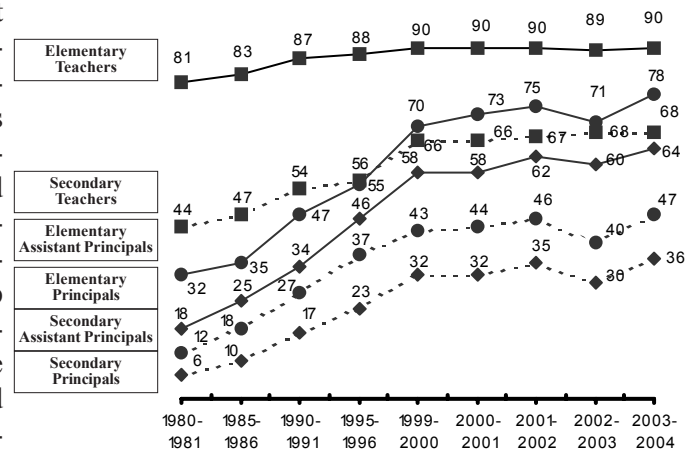


Table 6.1
Percentage of Women Administrators in
Selected Professional Fields in Public Schools
New York State
1970–71 to 2003–04

Professional Field	1970–1971	1975–1976	1980–1981	1985–1986	1990–1991	1995–1996	2000–2001	2001–2002	2002–2003*	2003–2004
Superintendent Independent	0.4%	1.8%	1.8%	4.8%	6.2%	12.8%	20.3%	21.8%	19.2%	25.1%
Superintendent Dependent	1.8	0.6	3.4	4.9	8.9	14.4	19.9	19.7	22.7	23.4
Deputy/Associate/ Assistant Superintendent	11.9	9.1	10.3	14.6	23.9	32.2	45.4	47.6	46.5	47.5
Business Manager	10.3	10.6	14.1	19.6	24.8	29.3	31.9	39.0	41.2	44.7
Director/Coordinator	31.6	28.5	35.2	39.0	46.1	51.7	56.5	56.4	55.0	57.4
Assistant Director/ Coordinator	50.7	37.6	43.9	44.4	58.0	60.4	69.7	64.7	74.4	75.4
Supervisor	52.0	42.1	40.2	45.7	52.3	58.4	65.1	64.5	61.0	62.8

*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 3.2 percentage points; the difference at the middle level was 4.3 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 10.7 percentage points on the middle-level assessment.

Smaller differences in performance in favor of females can be seen on the elementary- and middle-level mathematics assessments. Statewide, the difference at the elementary level between female and male students scoring at or above Level 2 was 1.3 percentage points; the difference at the middle level was 3.1 percentage points. At or above Level 3, the differences were about the same: 1.2 percentage points at the elementary level and 3.3 percentage points at the middle level.

Regents Examinations

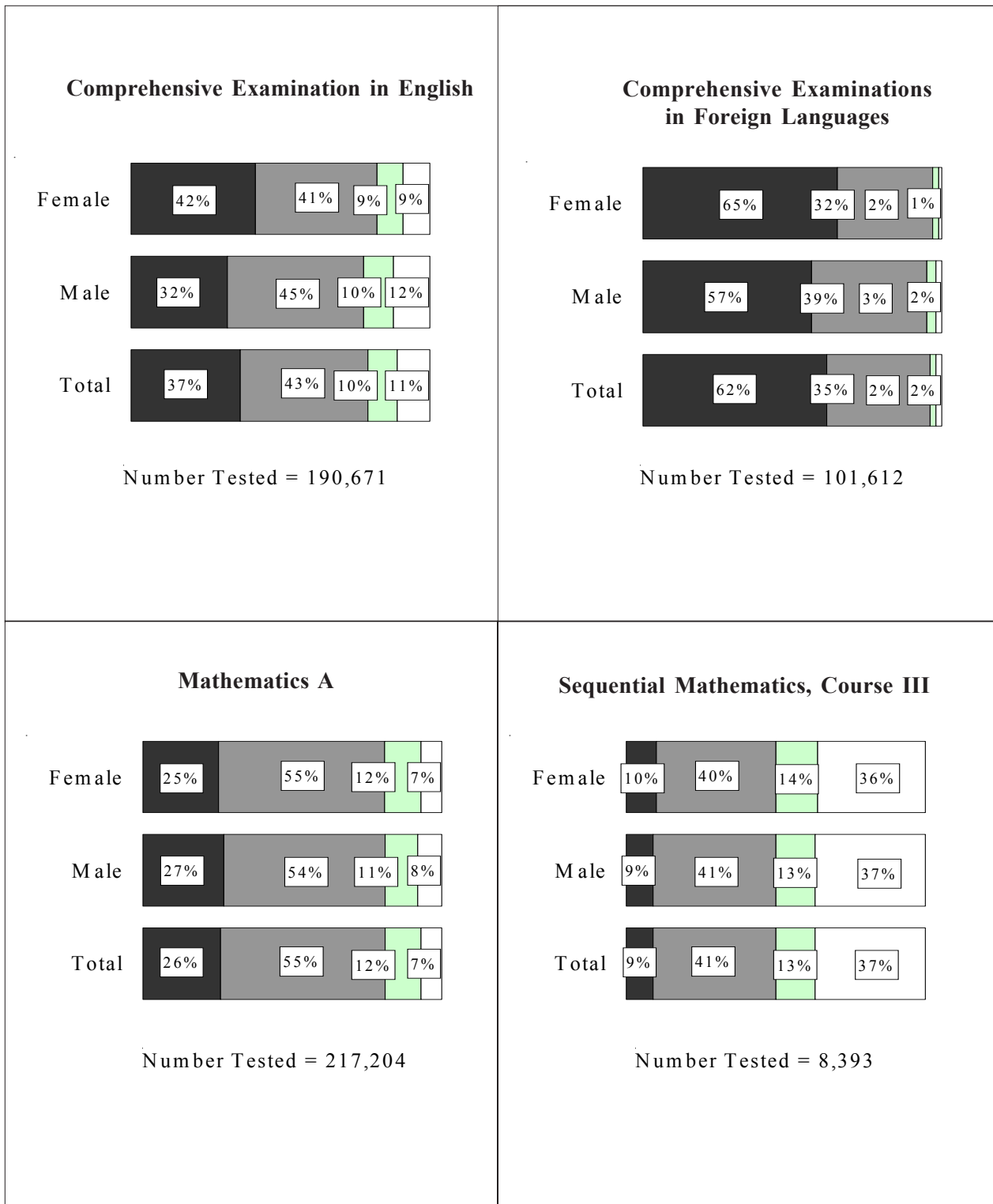
Figure 6.2 presents statistics for males and females on selected Regents examinations administered in 2003–04. For each examination, the following data are presented in stacked bar charts: the percentage of tested students scoring 85 to 100; the percentage of tested students scoring 65 to 84; the percentage 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 (91 percent compared with 88 percent) to score 55 or higher on the Regents English examination. The percentage of tested females passing the Regents English examination with an 85 or better exceeded the male percentage by 10 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 foreign languages; mathematics A; sequential mathematics, course III; global history and geography; and U.S. history and government. Males performed slightly better than females on the Regents examinations in living environment (80 percent of males compared with 78 percent of females scored 65 or higher) and physical setting/physics (83 percent of males compared with 80 percent of females scored 65 or higher).

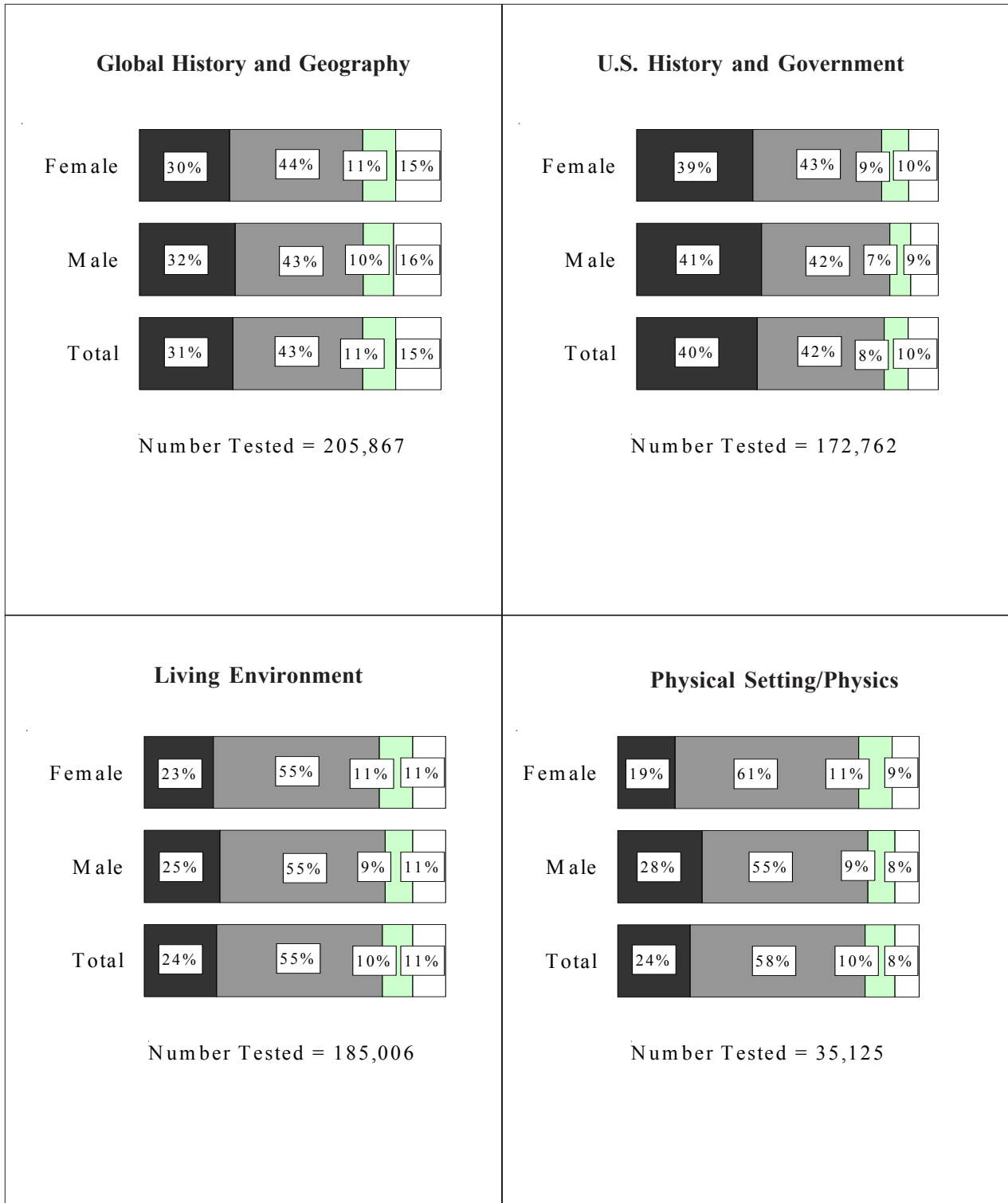
<p style="text-align: center;">TABLE 6.2</p> <p style="text-align: center;">NUMBER OF PUBLIC SCHOOL STUDENTS TESTED AND PERCENT SCORING AT OR ABOVE LEVEL 2 AND AT OR ABOVE LEVEL 3 ON ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS ASSESSMENTS BY GENDER: NEW YORK STATE ASSESSMENT PROGRAM</p> <p style="text-align: center;">PAGE 194</p>
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Figure 6.2
Public School Performance as a Percentage of Students Tested by Gender
Regents Examinations
August 2003, January 2004, and June 2004



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

Figure 6.2 (continued)
Public School Performance as a Percentage of Students Tested by Gender
Regents Examinations
August 2003, January 2004, and June 2004



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

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, 78 percent of tested public school females statewide, compared with 80 percent of males, scored 55–100 on the Regents living environment examination. To put these percentages in perspective, consider that 95,263 females, compared with 89,743 males, were tested. Therefore, about 2,511 more female than male students met this standard despite the smaller percentage of female students scoring 55–100 (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) and Mathematics Assessments by Gender
New York State Assessment Program
2004

Sector/Location and Gender	Elementary-Level ELA		Middle-Level ELA		Elementary-Level Math		Middle-Level Math		
	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	Number Tested	Percent at or above Level 2	Percent at or above Level 3
Public									
NYC									
Male	37,414	89.0%	46.2%	36,976	85.3%	30.3%	40,176	91.5%	67.0%
Female	35,946	94.1	53.2	35,554	92.2	41.2	38,453	94.4	69.2
Large City Districts									
Male	4,259	85.7	39.6	4,769	80.2	19.8	4,617	93.0	65.6
Female	4,079	91.0	47.7	4,522	88.3	27.0	4,370	94.5	66.6
Districts Excluding the Big 5									
Male	62,915	95.2	68.2	69,699	94.0	50.0	64,291	98.0	86.9
Female	60,053	97.3	74.7	66,028	96.9	60.7	61,197	98.6	87.6
Total Public*									
Male	105,319	92.5	59.0	111,716	90.5	42.2	109,821	95.4	78.5
Female	100,927	95.8	65.7	106,376	94.9	52.7	104,875	96.9	79.7
Total State									
Male	117,026	92.9	59.8	122,096	91.0	43.1	121,250	95.7	78.9
Female	114,296	96.1	66.5	118,621	95.3	53.8	117,867	97.0	80.1

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

Table 6.3
Numbers of Public Schools and Total State Students
Tested on Selected Regents Examinations by Gender
2003–04

Subject	Public School		Total State	
	Male	Female	Male	Female
Comprehensive Examination in English	93,356	97,315	103,624	108,173
Comprehensive Examination in Foreign Languages	44,538	57,074	52,065	67,147
Mathematics A	104,879	112,325	118,259	125,759
Sequential Mathematics, Course III	4,020	4,373	4,739	5,480
Living Environment	89,743	95,263	100,908	107,835
Global History and Geography	100,339	105,528	111,877	118,367
U.S. History and Government	83,964	88,798	93,997	99,346

4 Other Performance Measures

Diplomas Awarded

Fifty-one percent of public high school completers in 2003–04 were female (Table 6.4). Most of the gender disparity was accounted for by the Big 5 cities, where approximately 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, 56.8 percent of females and 52.8 percent of male graduates earned Regents diplomas (with or without honors). A larger percentage of females than males earned honors recognition. Higher percentages of males than females were awarded local certificates and IEP diplomas.

Scholastic Assessment Test I

In the class of 2004, more females than males took the SAT I: 54 percent of those tested were female. Males scored 44 points higher on the combined tests than females (Figures 6.3 and 6.4). Approximately 80 percent of the difference in the combined scores (35 points) was accounted for by the difference in scores for the mathematics component. The pattern of gender differences in the class of 2004 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 2004, the mean verbal score of males increased from 497 to 501, while the mean score of females decreased by one point, from 493 to 492. Both males and females improved their performance on the mathematics test: males by 13 points; females by 10 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 2004 senior class, 65 percent of test-takers reporting that their families were in the lowest income bracket (under \$10,000) were female. In contrast, only 47 percent of test-takers reporting the highest family income bracket (\$100,000 or more) were female. In addition, of those test-takers who reported that their parents had not earned a high school diploma, 62 percent were female. Since SAT performance correlates highly with parental income and education, the fact that more female test-takers reported coming from families with low incomes and less education may explain some of the gap in mean performance between males and females. The greater number of female test-takers from lower-income, less-educated families does not explain, however, the small number of female test-takers (2,961) relative to male test-takers (5,439) 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 2004

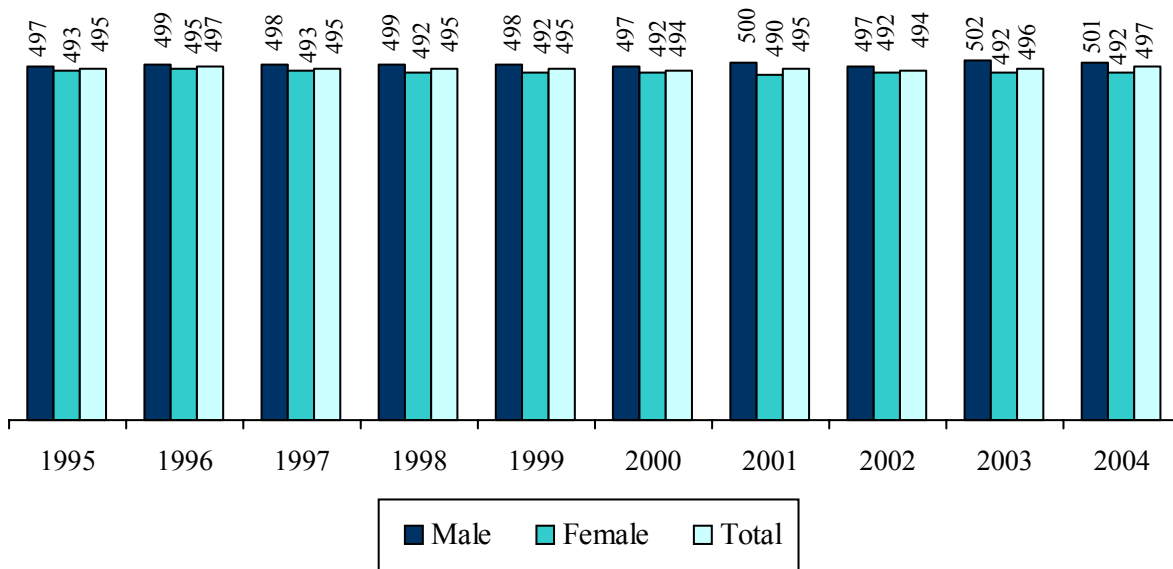


Figure 6.4
Mean Mathematics SAT I Scores by Gender
New York State
Senior Classes of 1995 to 2004

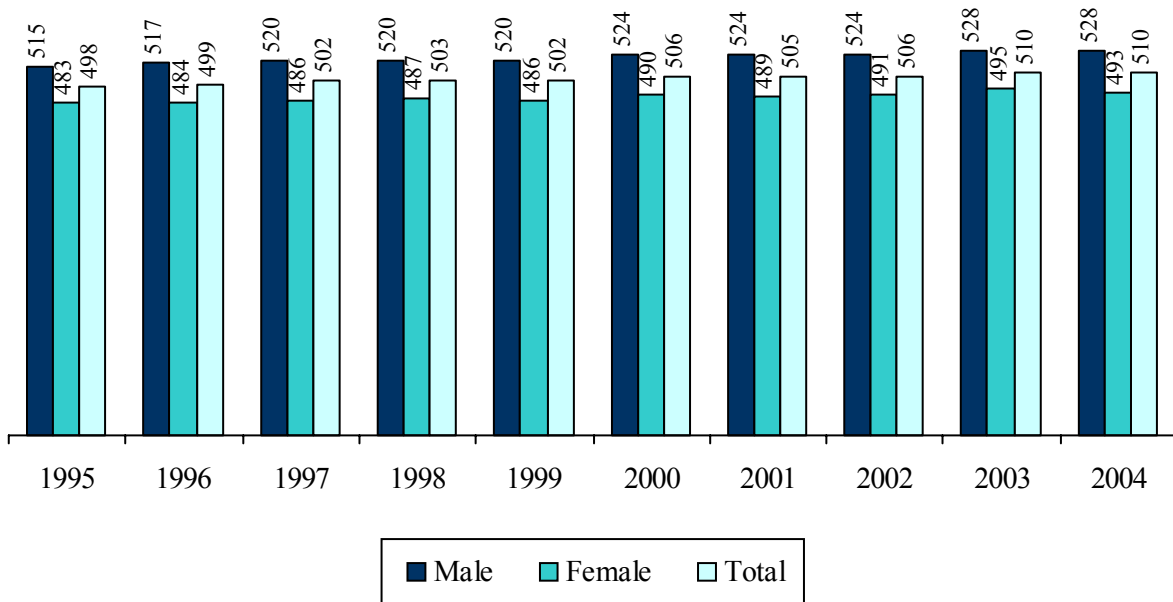


Table 6.4
Credentials Earned by Public High School Completers by Gender
New York State
2003–04

Sector/Location and Diplomas/Certificates	Gender		Total
	Male	Female	
New York City			
Total Completers	20,710	24,575	45,285
Regents-Endorsed Local Diplomas With Honors	4.9%	6.5%	5.7%
Regents-Endorsed Local Diplomas (Without Honors)	21.2	22.7	22.0
Other Local Diplomas	67.7	67.1	67.4
IEP Diplomas	6.0	3.6	4.7
Certificates	0.3	0.2	0.2
Large City Districts			
Total Completers	1,953	2,366	4,319
Regents-Endorsed Local Diplomas With Honors	1.0%	1.1%	1.0%
Regents-Endorsed Local Diplomas (Without Honors)	27.1	31.1	29.3
Other Local Diplomas	62.6	63.1	62.9
IEP Diplomas	9.2	4.7	6.7
Certificates	0.0	0.0	0.0
Districts Excluding the Big 5			
Total Completers	54,380	54,620	109,000
Regents-Endorsed Local Diplomas With Honors	12.7%	15.6%	14.1%
Regents-Endorsed Local Diplomas (Without Honors)	51.2	54.8	53.0
Other Local Diplomas	32.7	27.6	30.1
IEP Diplomas	3.3	2.0	2.6
Certificates	0.1	0.1	0.1
Total Public*			
Total Completers	77,066	81,603	158,669
Regents-Endorsed Local Diplomas With Honors	10.3%	12.4%	11.4%
Regents-Endorsed Local Diplomas (Without Honors)	42.5	44.4	43.5
Other Local Diplomas	42.9	40.5	41.7
IEP Diplomas	4.1	2.6	3.3
Certificates	0.2	0.1	0.1

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

? 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

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3 Other Performance Measures 217

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☆ Highlights

Enrollment Trends

- ☆ *Nearly 500,000 students were enrolled in nonpublic schools in New York State in Fall 2003, constituting 14.4 percent of the total State enrollment.*
- ☆ *Minorities (Black, Hispanic, American Indian/Alaskan Native, and Asian/Pacific Islander students) constituted 31.8 percent of the nonpublic school enrollment in 2003–04.*
- ☆ *The student-teacher ratio in nonpublic schools in 2003–04 was 10.4.*

Performance Trends

- ☆ *On the New York State Assessment Program in English language arts, 70.1 percent of elementary-level students and 58.4 percent of middle-level students in nonpublic schools met the standards in 2004.*
- ☆ *On the New York State Assessment Program in mathematics in 2004, 82.2 percent of elementary-level students in nonpublic schools met the standards, but only 66.3 percent of middle-level students did so.*
- ☆ *Ninety percent of students in nonpublic schools scored 65 or higher on the Regents English examination in 2003–04, compared with 81 percent statewide.*
- ☆ *Eighty-seven percent of nonpublic school students scored 65 or higher on the Regents global history and geography examination in 2004, compared with 75 percent statewide.*

Other Performance Measures

- ☆ *In 2003–04, the largest percentage of nonpublic school graduates (56 percent) earned Regents endorsements since the Regents Action Plan was enacted.*
- ☆ *Over 95 percent of nonpublic school students graduating in 2004 planned to pursue some form of postsecondary education.*

Dropout Rates

- ☆ *A very small percentage (1.9 percent) of nonpublic school students dropped out in 2003–04.*

1 Enrollment Trends

Nonpublic School Enrollment

Nearly 500,000 students were enrolled in nonpublic schools in New York State in Fall 2003 (Table 7.1). Nonpublic school students accounted for 14.4 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 (68.2) in Fall 2003 than the total State enrolled (55.9). Compared with the total State, nonpublic schools had a smaller percentage of Black (15.2 compared with 19.2) and Hispanic (11.9 compared with 18.2) students enrolled.

<p>TABLE 7.1</p> <p>RACIAL/ETHNIC GROUP ENROLLMENT PERCENTAGES BY SECTOR/LOCATION IN NONPUBLIC SCHOOLS</p> <p>PAGE 203</p>

Nonpublic School Student-Teacher Ratio

Compared with public schools, nonpublic schools had, on average, two fewer students per teacher statewide in 2003–04 (Figures 3.7 and 7.1). However, New York City nonpublic schools had more students per teacher (11.2) than other nonpublic schools in the State (9.5).

Figure 7.1
Student-Teacher Ratio
Nonpublic Schools
2003–04

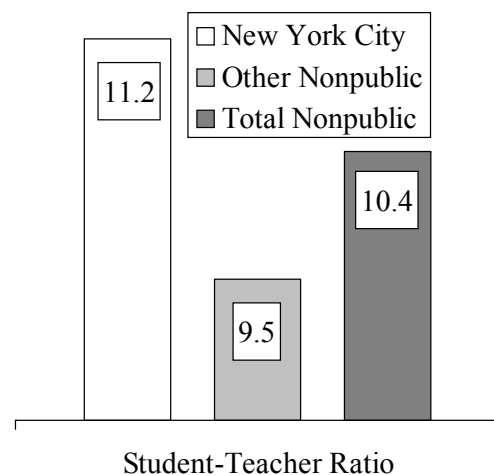


Table 7.1
Racial/Ethnic Group Enrollment Percentages by Sector/Location in Nonpublic Schools
New York State
Fall 2003

Sector/Location	Total Enrollment	Percent Black	Percent Hispanic	Percent American Indian/Alaskan Native	Percent Asian/Pacific Islander	Percent White
Nonpublic						
New York City	267,755	19.1%	17.2%	0.1%	5.5%	58.1%
Other Nonpublic	209,027	10.2	5.1	0.2	3.1	81.2
Total Nonpublic	476,782	15.2	11.9	0.2	4.5	68.2
Total State	3,317,517	19.2%	18.2%	0.4%	6.2%	55.9%

2 Performance Trends

This section discusses performance trends of nonpublic school students on the elementary- and middle-level examinations and Regents examinations. A description of these testing programs can be found in *Part I: Overview*. Because nonpublic schools are not required to administer these examinations, results can vary from year to year as the population tested changes.

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 2004 than in 1999. In 2004, 70.1 percent of nonpublic school fourth-graders (compared with 53.0 percent in 1999) demonstrated achievement of the skills and knowledge in English language arts expected of elementary-school students by scoring at or above Level 3 (Figure 7.2). The percentage of students scoring at or above Level 3 increased in both New York City and Rest of State nonpublic schools. The performance of 2.4 percent of nonpublic students was severely deficient in 2004, compared with 6.8 percent in 1999 (Figure 7.3).

Middle-Level English Language Arts (ELA)

Nonpublic school eighth-graders were slightly more successful on the ELA examination in 2004 than in 2003, but less successful than in 1999 (Figure 7.4). More nonpublic school eighth graders scored at or above Level 3 in 1999 than in any subsequent year. In 2004, 58.4 percent scored at or above Level 3, the highest percentage since 2000. Only 2.9 percent scored at Level 1 in 2004 (Figure 7.5).

Elementary-Level Mathematics

Performance on the elementary-level mathematics test has improved since 1999. In 1999, 67.4 percent of tested nonpublic school students scored at or above Level 3; 82.2 percent did so in 2004 (Figure 7.6). The performance of Rest of State schools was substantially better than that of New York City schools. In Rest of State nonpublic schools, 88.7 percent of students scored at or above Level 3 in 2004, compared with 77.2 percent in New York City nonpublic schools. Statewide for nonpublic schools, the percentage of students scoring at Level 1 decreased significantly between 1999 and 2004: 6.9 percent in 1999 compared with 1.7 percent in 2004 (Figure 7.7). This decrease was most evident in New York City, where 10.1 percent scored at Level 1 in 1999 but only 2.3 percent did so in 2004.

Middle-Level Mathematics

Though the middle-level mathematics assessment initially proved to be the most challenging of the NYSAP assessments, performance improved between 1999 and 2004 and now exceeds that on the middle-level ELA assessment (Figure 7.8). In 1999, 43.5 percent of eighth-graders in nonpublic schools met the standards in this assessment, compared with 66.3 percent in 2004. The percentage of students scoring at Level 1 dropped from 19.3 percent in 1999 to 6.9 percent in 2004 (Figure 7.9). Performance trends in New York City and Rest of State nonpublic schools were comparable: the percentage of students scoring at Level 1 decreased, while the percentage of students scoring at or above Level 3 increased significantly.

Elementary-Level Science

In 2004, 85.6 percent of tested students in nonpublic schools scored at or above Level 3 on the elementary-level science test based on the new learning standards (Figure 7.10). Though Rest of State nonpublic school students performed better than New York City nonpublic school students (92.6 percent of Rest of State students scored at or above Level 3), New York City nonpublic school students also performed well: 79.6 percent of tested nonpublic students in New York City scored at or above Level 3. Statewide, only 2.2 percent of tested nonpublic school students scored at Level 1 (Figure 7.11).

Middle-Level Science

In nonpublic schools, performance on the middle-level science test decreased between 2003 and 2004. In 2003, 84.5 percent of tested nonpublic school students scored at or above Level 3, compared with 79.9 percent in 2004 (Figure 7.12). Further, in both New York City and Rest of State nonpublic schools, a substantially larger percentage of students scored at Level 1 in 2004 (Figure 7.13).

Elementary-Level Social Studies

At the elementary level, nonpublic school performance on the social studies test increased between 2003 and 2004 (Figure 7.14). In 2003, 80.1 percent of tested nonpublic school students scored at or above Level 3 compared with 85.0 percent in 2004. This increase was due primarily to the performance of students in New York City nonpublic schools, where 79.1 percent of students scored at or above Level 3 in 2004, compared with 72.0 percent in 2003. The percentage of students scoring at Level 1 remained relatively stable in New York City and in Rest of State schools between 2003 and 2004 (Figure 7.15).

Middle-Level Social Studies

At the middle level, nonpublic school performance on the social studies test decreased between 2003 and 2004 (Figure 7.16). In 2004, 55.1 percent of tested nonpublic school students scored at or above Level 3 compared with 61.9 percent in 2003. This decrease was evident in both New York City and Rest of State schools. Statewide, the percentage scoring at Level 1 increased from 3.4 percent in 2003 to 5.2 percent in 2004 (Figure 7.17).

Figure 7.2
Percentage of Tested Nonpublic School Students Scoring at
or above Level 3 on Elementary-Level English Language Arts
1999 to 2004

Number Tested in 1999 = 29,709
 Number Tested in 2000 = 30,906
 Number Tested in 2001 = 29,918

Number Tested in 2002 = 29,064
 Number Tested in 2003 = 27,529
 Number Tested in 2004 = 25,142

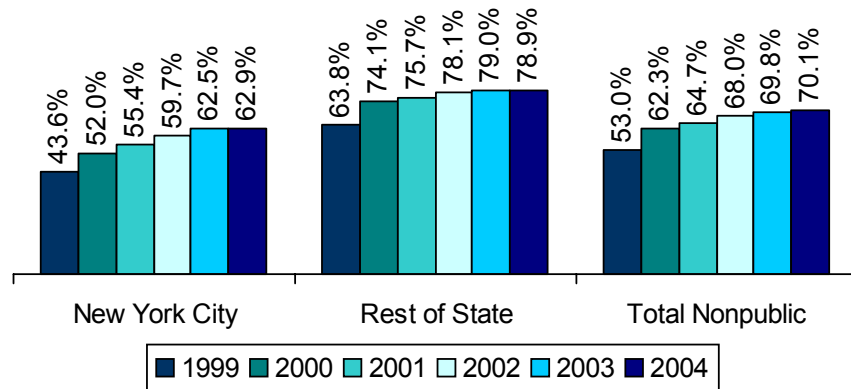


Figure 7.3
Percentage of Tested Nonpublic School Students Scoring at
Level 1 on Elementary-Level English Language Arts
1999 to 2004

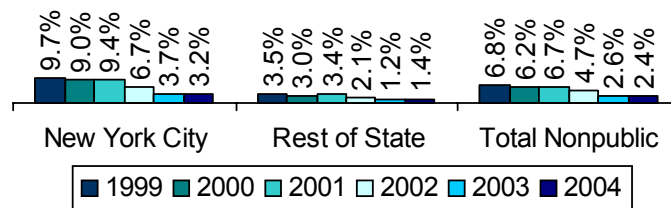


Figure 7.4
Percentage of Tested Nonpublic School Students Scoring at
or above Level 3 on Middle-Level English Language Arts
1999 to 2004

Number Tested in 1999 = 24,499
 Number Tested in 2000 = 24,012
 Number Tested in 2001 = 21,526

Number Tested in 2002 = 22,322
 Number Tested in 2003 = 22,605
 Number Tested in 2004 = 22,763

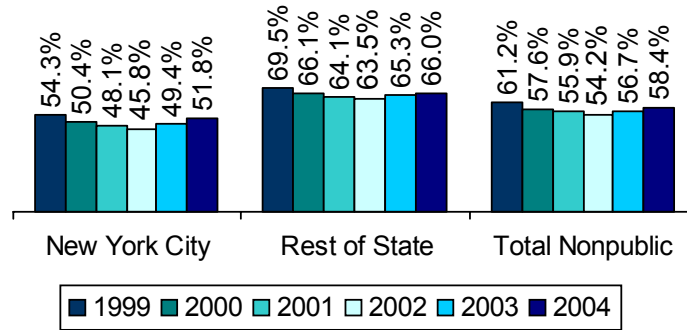


Figure 7.5
Percentage of Tested Nonpublic School Students Scoring at
Level 1 on Middle-Level English Language Arts
1999 to 2004

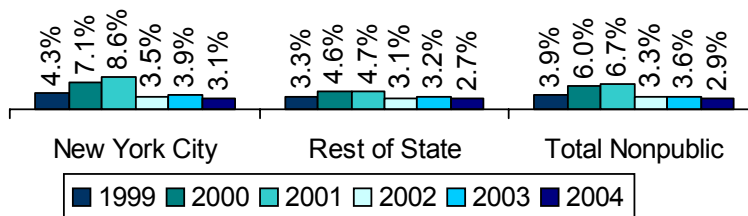


Figure 7.6
Percentage of Tested Nonpublic School Students Scoring at
or above Level 3 on Elementary-Level Mathematics
1999 to 2004

Number Tested in 1999 = 29,516
 Number Tested in 2000 = 29,767
 Number Tested in 2001 = 29,428

Number Tested in 2002 = 28,343
 Number Tested in 2003 = 27,359
 Number Tested in 2004 = 25,736

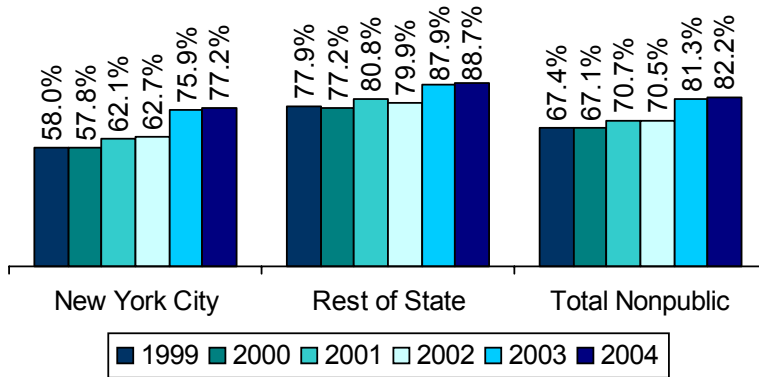


Figure 7.7
Percentage of Tested Nonpublic School Students Scoring at
Level 1 on Elementary-Level Mathematics
1999 to 2004

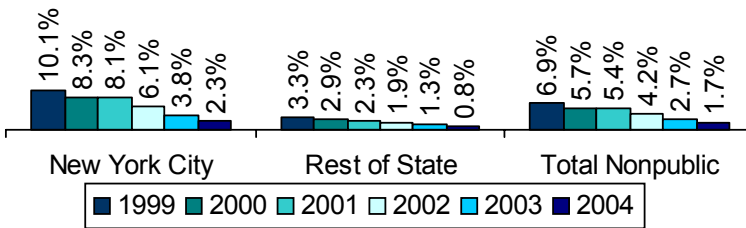


Figure 7.8
Percentage of Tested Nonpublic School Students Scoring at or above Level 3 on Middle-Level Mathematics
1999 to 2004

Number Tested in 1999 = 24,154
 Number Tested in 2000 = 23,634
 Number Tested in 2001 = 21,450

Number Tested in 2002 = 21,603
 Number Tested in 2003 = 22,003
 Number Tested in 2004 = 22,536

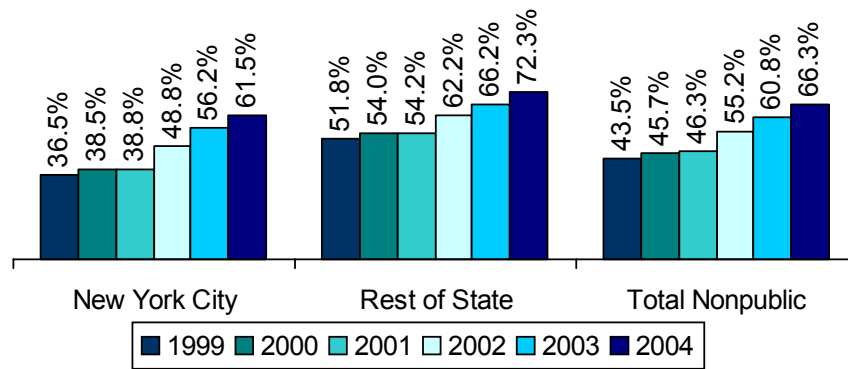


Figure 7.9
Percentage of Tested Nonpublic School Students Scoring at Level 1 on Middle-Level Mathematics
1999 to 2004

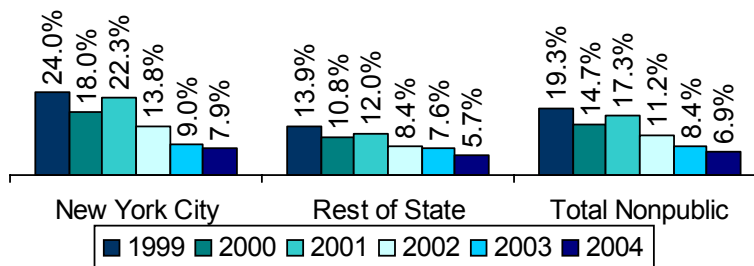


Figure 7.10
Percentage of Tested Nonpublic School Students Scoring at or above Level 3 on Elementary-Level Science 2004

Number Tested in 2004 = 23,194

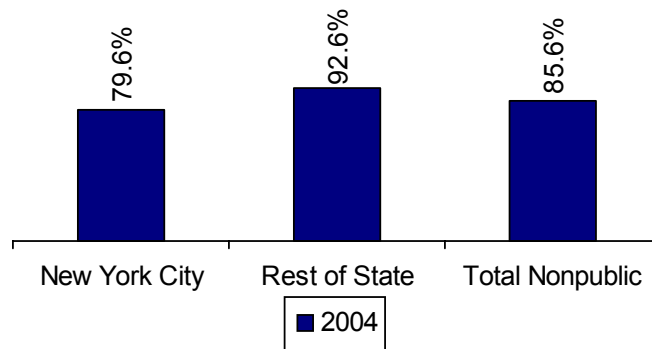


Figure 7.11
Percentage of Tested Nonpublic School Students Scoring at Level 1 on Elementary-Level Science 2004

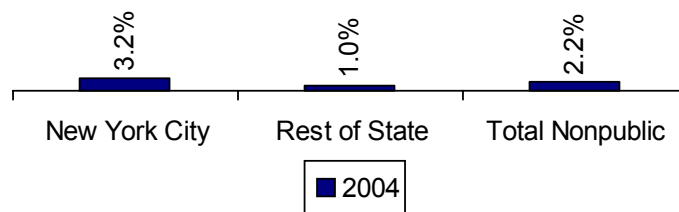


Figure 7.12
Percentage of Tested Nonpublic School Students Scoring at
or above Level 3 on Middle-Level Science
2002 to 2004

Number Tested in 2002 = 16,227
 Number Tested in 2003 = 17,340
 Number Tested in 2004 = 18,095

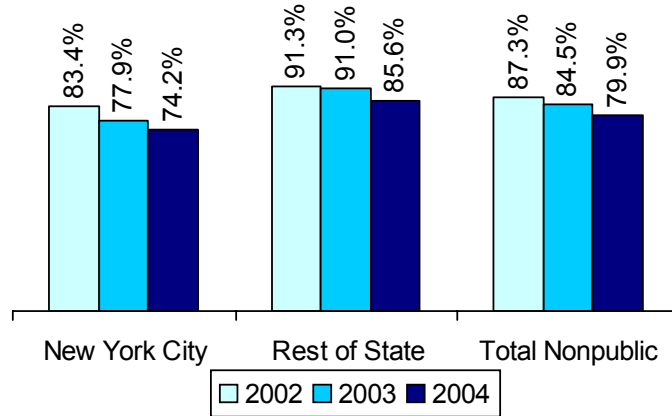


Figure 7.13
Percentage of Tested Nonpublic School Students Scoring at
Level 1 on Middle-Level Science
2002 to 2004

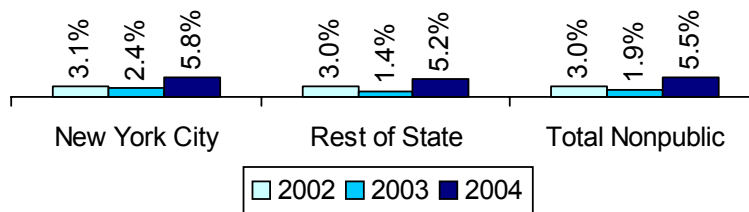


Figure 7.14
Percentage of Tested Nonpublic School Students Scoring at
or above Level 3 on Elementary-Level Social Studies
2002 to 2004

Number Tested in 2002 = 25,988
 Number Tested in 2003 = 24,828
 Number Tested in 2004 = 23,716

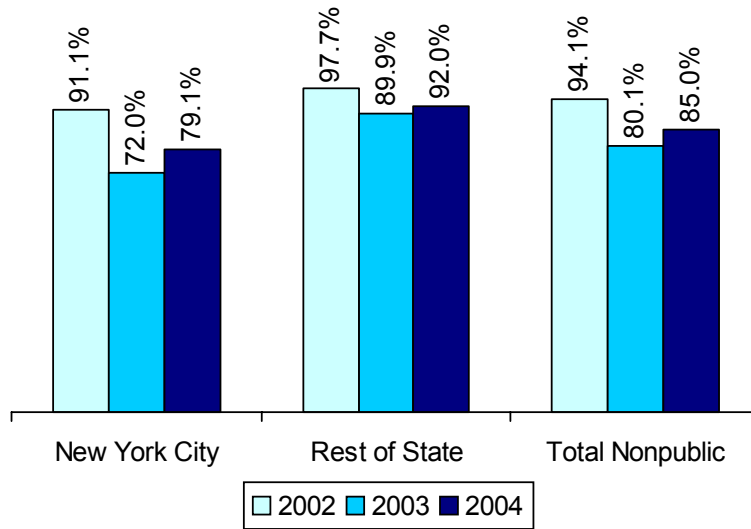


Figure 7.15
Percentage of Tested Nonpublic School Students Scoring at
Level 1 on Elementary-Level Social Studies
2002 to 2004

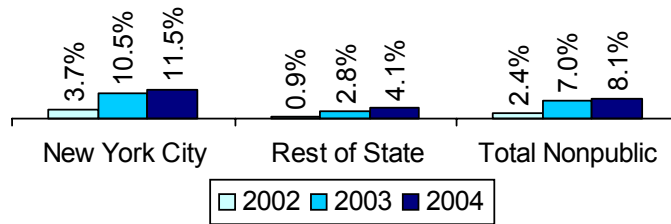


Figure 7.16
Percentage of Tested Nonpublic School Students Scoring at
or above Level 3 on Middle-Level Social Studies
2002 to 2004

Number Tested in 2002 = 18,450
 Number Tested in 2003 = 19,076
 Number Tested in 2004 = 19,608

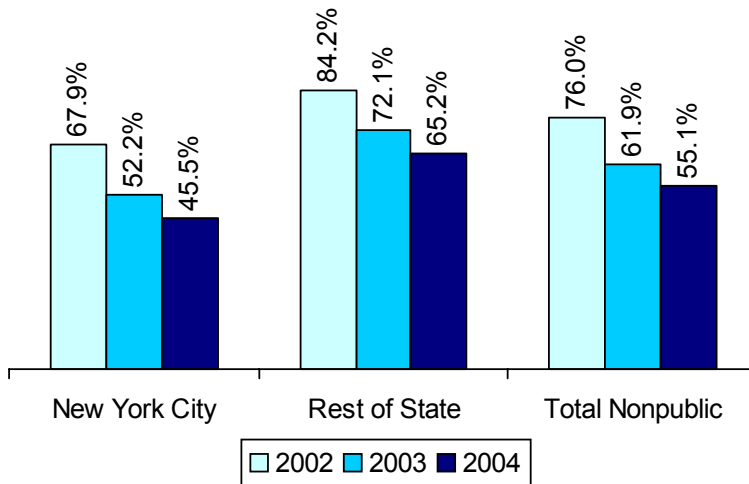
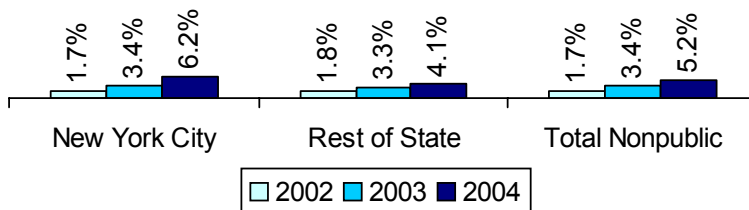


Figure 7.17
Percentage of Tested Nonpublic School Students Scoring at
Level 1 on Middle-Level Social Studies
2002 to 2004

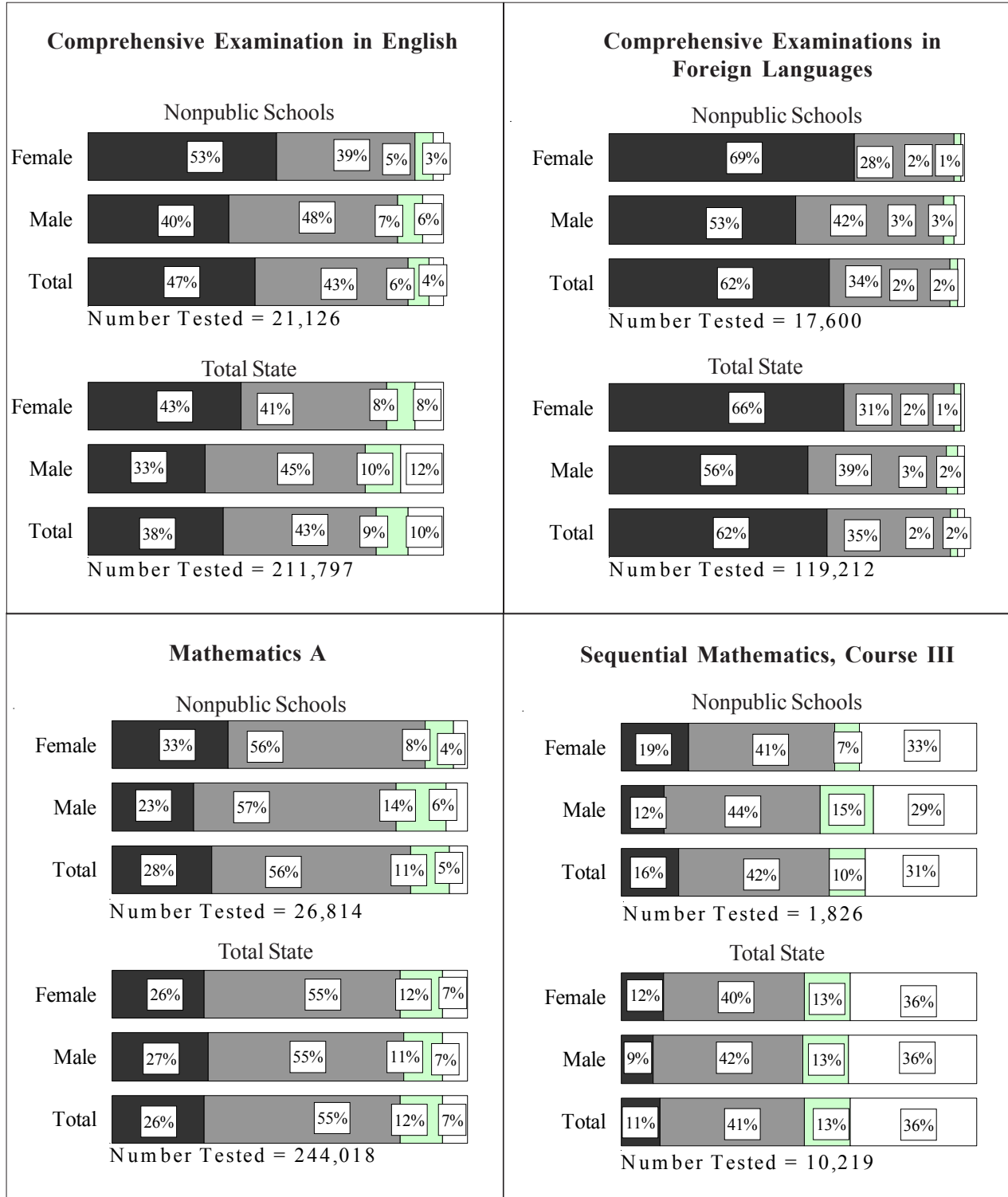


Regents Examination Performance

On Regents examinations in English; mathematics A; sequential mathematics, course III; global history and geography; U.S. history and government; and living environment, greater percentages of tested total nonpublic school students than students statewide scored 65–100 (Figure 7.18). A greater percentage of nonpublic school females than males (from 2 to 9 percentage points greater) scored 65–100 in English; foreign languages; math-

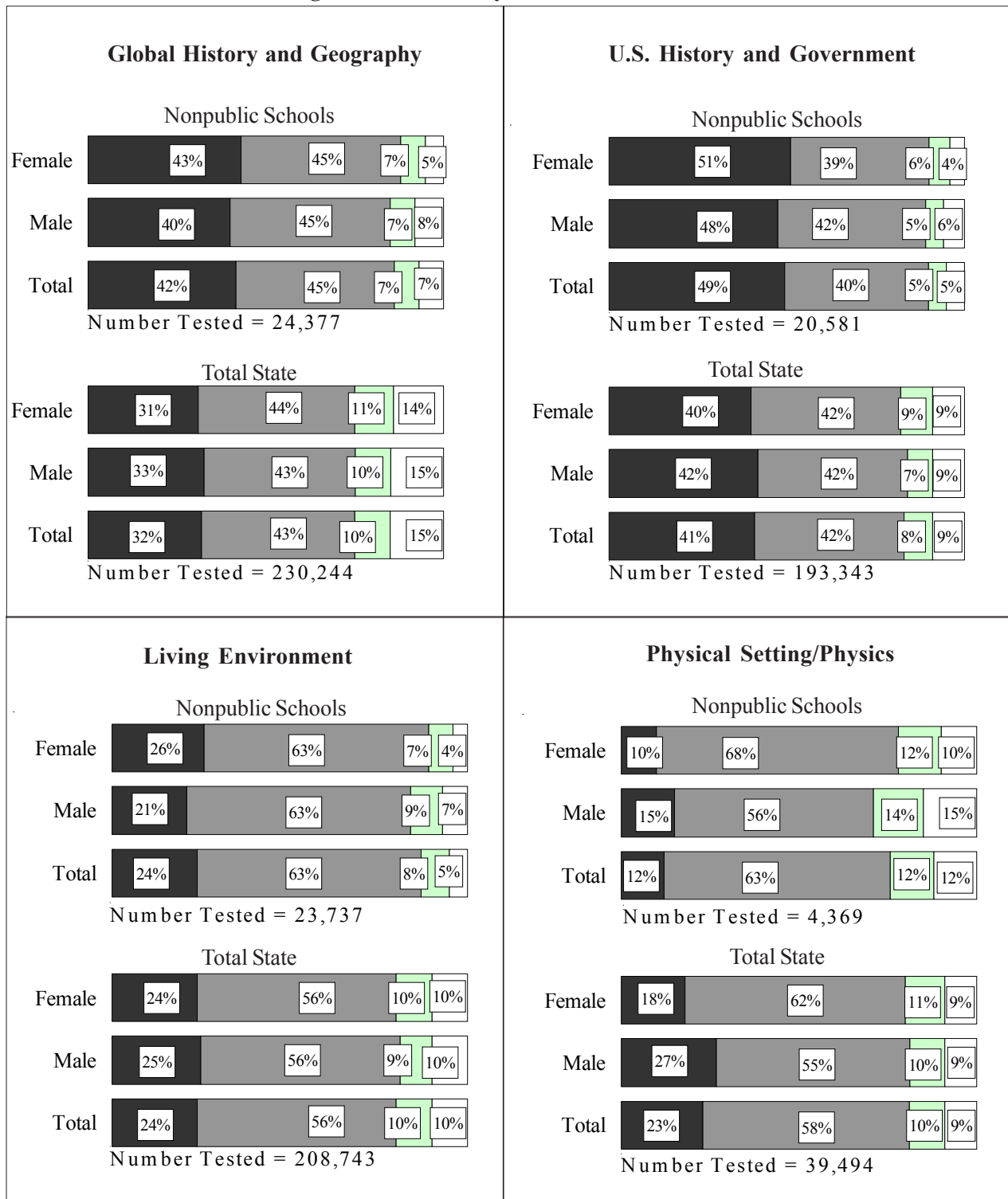
ematics A; sequential mathematics, course III; global history and geography; living environment; and physical setting/physics. Nonpublic school students were least successful on the Regents sequential mathematics, course III, examination than on any of the other examinations for which data are provided in Figure 7.18. While nonpublic school students made up 14.4 percent of total State enrollment, they made up only 10.0 percent of Regents English examination takers. Nonpublic school students may earn a local diploma by demonstrating competency on the RCTs and are not required to pass Regents examinations to earn local diplomas.

Figure 7.18
Performance as a Percentage of Nonpublic School Students Tested by Gender
Regents Examinations
August 2003, January 2004, and June 2004



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

Figure 7.18 (continued)
Performance as a Percentage of Nonpublic School Students Tested by Gender
Regents Examinations
August 2003, January 2004, and June 2004



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

3 Other Performance Measures

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

State Measures

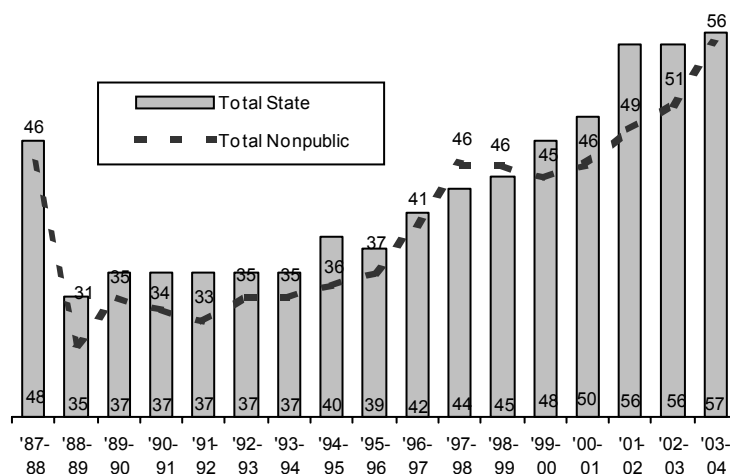
The ultimate goal of elementary, middle, and secondary education is for students to acquire the proficiencies required for employment and postsecondary education. Credentials awarded by secondary schools and college-going rates are two measures of success in accomplishing this goal.

Credentials

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

In 2003–04, 56 percent of nonpublic secondary school graduates statewide were awarded Regents diplomas, a record high in 17 years (Figure 7.19). In 1988–89, 31 percent of graduates of nonpublic schools earned Regents diplomas, compared with 46 percent the year before.

Figure 7.19
Percentage of High School Graduates of Nonpublic Schools Receiving Regents Diplomas 1987–88 to 2003–04



In 2003–04, 21,998 nonpublic school completers earned a credential (Table 7.2). Over half (55.5 percent) received Regents diplomas. White students in nonpublic schools were more likely than Black and Hispanic students to earn Regents diplomas: 61.2 percent of White students compared with 38.1 percent of Black students and 40.7 percent of Hispanic students earned Regents diplomas in 2003–04. A similar pattern exists in public schools: 67.9 percent of White students compared with 22.8 percent of Black students and 25.1 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 2004 the percentage had increased to 95.4 percent. The percentage of nonpublic school graduates planning to attend postsecondary school was nearly 13 percentage points greater than the statewide percentage planning to do so. As the percentage planning to attend postsecondary schools increased, so did the percentage of nonpublic high school graduates planning to attend a four-year institution; this group increased from 64.7 percent in 1980 to 78.9 percent in 2004. 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 2004.

TABLE 7.3

**TRENDS IN COLLEGE-GOING RATE FOR
NONPUBLIC SCHOOL GRADUATES
GRADUATING CLASSES OF
1980, 1990, AND 2000 TO 2004**

PAGE 220

Table 7.2
Credentials Earned by Nonpublic High School Completers by Racial/Ethnic Group
New York State
2003–04

Sector/Location and Diplomas/Certificates	Racial/Ethnic Group				
	Black	Hispanic	Other Minority*	White	Total
Total Nonpublic					
Number of Completers	2,544	2,652	912	15,890	21,998
Regents-Endorsed Local Diplomas	38.1%	40.7%	48.7%	61.2%	55.5%
Other Local Diplomas	61.4	58.8	50.8	38.4	44.0
IEP Diplomas	0.4	0.3	0.6	0.2	0.3
Certificates	0.1	0.2	0.0	0.2	0.2
Total Public					
Number of Completers	24,223	19,878	11,629	102,939	158,669
Regents-Endorsed Local Diplomas	22.8%	25.1%	57.5%	67.9%	54.9%
Other Local Diplomas	71.0	69.2	40.9	29.6	41.7
IEP Diplomas	5.9	5.5	1.5	2.5	3.3
Certificates	0.3	0.1	0.0	0.1	0.1
Total State					
Number of Completers	26,767	22,530	12,541	118,829	180,667
Regents-Endorsed Local Diplomas	24.3%	26.9%	56.9%	67.0%	55.0%
Other Local Diplomas	70.1	68.0	41.7	30.7	42.0
IEP Diplomas	5.4	4.9	1.4	2.2	3.0
Certificates	0.3	0.2	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 2000 to 2004
New York State

Postsecondary Plans by Category of High School	Percent of High School Graduates Entering Postsecondary Education in the Fall of:						
	1980	1990	2000	2001	2002	2003	2004
Nonpublic							
4-Year	64.7%	70.9%	76.7%	76.9%	78.2%	77.6%	78.9%
2-Year	16.2	14.3	10.7	11.1	10.8	11.2	11.2
Total	80.9	85.2	87.5	88.0	89.0	88.8	90.1
Other Postsecondary	5.6	5.3	6.4	5.3	5.3	5.9	5.3
Total Postsecondary	86.5%	90.5%	93.9%	93.3%	94.3%	94.7%	95.4%
Total State							
4-Year	41.3%	48.7%	53.4%	54.2%	56.0%	56.1%	54.4%
2-Year	23.6	27.1	23.3	24.3	24.6	25.6	26.3
Total	64.9	75.8	76.7	78.5	80.6	81.7	80.7
Other Postsecondary	4.1	2.9	2.1	2.0	1.8	1.9	1.9
Total Postsecondary	69.0%	78.7%	78.8%	80.4%	82.4%	83.6%	82.6%

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 lunch program in 2003–04 was nearly two and a half times that of students in other nonpublic schools (34.9 percent in New York City compared with 14.5 percent in other nonpublic schools) (Table 7.4).

A larger percentage of nonpublic than public school students were reported as limited English proficient (6.8 percent of public school students compared with 7.3 percent of nonpublic school students were LEP in 2003–04). New York City nonpublic schools, however, did not enroll as large

a percentage of LEP students as New York City public schools. More than 13 percent of students in New York City public schools, compared with 8.6 percent of students in New York City nonpublic schools, were LEP.

The dropout rate for nonpublic school students in 2003–04 was relatively low at 1.9 percent.

<p>TABLE 7.4</p> <p>DROPOUTS AND YOUTH AT RISK IN NONPUBLIC SCHOOLS</p> <p>PAGE 221</p>
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Table 7.4
Dropouts and Youth at Risk in Nonpublic Schools
New York State
2003–04

Nonpublic Location	Dropouts and Youth at Risk		
	Percent Free/Reduced Lunch	LEP Rate	Dropout Rate
New York City	34.9%	8.6%	1.0%
Other Nonpublic	14.5	5.6	3.3
Total Nonpublic	26.0	7.3	1.9

? 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 in the Regents examinations required for graduation are striking and illustrate the progress being made toward an all Regents-level curriculum in these subjects. In 2003–04, 191,000 students took the Regents English examination; 171,000 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. Between 1996–97 and 2003–04, the number of students taking a first-level Regents mathematics examination increased from 158,000 to 217,000. The percentage of tested students scoring 55 or higher in mathematics A in 2003–04 was 93 percent.

The number of students tested on the Regents global history and geography examination in 2003–04 increased to 206,000 compared with 122,000 in 1995–96; 84 percent of tested students scored 55 or higher in 2003–04. The most dramatic increase in 2003–04 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 were the first who must meet this requirement. The number of students tested increased from 129,000 in 1999–2000 to 185,000 in 2003–04; 89 percent of tested students scored 55 or higher in 2003–04.

The State administered assessments measuring elementary- and middle-level learning standards in English language arts (ELA) and mathematics for the sixth year in 2004. The percentage of fourth-graders demonstrating proficiency in the ELA standards by scoring at or above Level 3 in 2004 was 62.3 percent, compared with 48.9 percent in 1999. The percentage of eighth-graders demonstrating proficiency in the ELA standards in 2004 was 47.3 percent, compared with 48.9 percent in 1999. Among the four assessments, the highest levels of proficiency were demonstrated by fourth-graders on the mathematics assessment for elementary-level students. The percentage of fourth-graders demonstrating proficiency in elementary-level mathematics in 2004 was 79.1 percent, compared with 66.9 percent in 1999. The percentage of eighth-graders demonstrating proficiency in middle-level mathematics in 2004 was 57.6 percent, compared with 38.0 percent in 1999. Though the percentage of eighth-graders scoring at Level 1 in mathematics has decreased by 15.2 percentage points since 1999, 13.9 percent of students still scored at Level 1 in 2004, compared with only 3.9 percent of students at the elementary level. The assessments revealed that the greatest need for improved instruction in 2004 is in middle-level ELA. Only 47.3 percent of eighth-graders, compared with 48.3 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; sequential mathematics, course I, or mathematics A; global history and geography; U.S. history and government; and living environment in 2003–04 than in 2001–02. A greater percentage of tested students with disabilities scored at or above 55 in Regents English; sequential mathematics, course I, or mathematics A; and U.S. history and government in 2003–04 than in 2001–02. A majority of students with disabilities who first entered

grade 9 in 2000 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; 47 percent did so in English and 39 percent in mathematics. Students with disabilities' performance on fourth and eighth grade mathematics assessments improved between 2003 and 2004.

For the fifth 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 2004 (1007) was 19 points higher than the average for the class of 1993 (988).

The results of New York State's students on the Advanced Placement (AP) examinations deserve special mention. Comparing 2004 with 1990, the number of candidates participating has more than doubled. There were more than twice as many Black, Asian, and Hispanic candidates in 2004 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 81 percent of high school completers in public schools planned to enroll in postsecondary education, only 57 percent earned Regents diplomas. Statewide, 88 percent of general-education students in the 2000 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: 78 percent in New York City and 81 percent in the Large City Districts. Many students who had not achieved this milestone had been held back in ninth or tenth grade and had

not completed the curriculum necessary to take the examination. We know from the example set by certain schools — including some with diverse student enrollments — that more students, with proper preparation and instruction, could pass this Regents examination.

Similarly, smaller percentages of students in the Big 5 districts than in other districts met or exceeded the standards for elementary- and middle-level ELA and mathematics. For example, only 49.7 percent of New York City fourth-graders — and 43.5 percent of fourth-graders in the Large City Districts — succeeded in meeting or exceeding the elementary-level ELA standards in 2004 by scoring at or above Level 3.

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 future lives of poverty.

Why are many of our students not performing at the level needed to succeed in life? 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 2003–04 this percentage had grown to 41.6. In 2003–04, the number of limited English proficient students was 28.0 percentage points higher than in 1990–91. Since 2002, the number of immigrant students has remained relatively stable. 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 1998–99 and 2002–03, State aid increased by \$4.6 billion, a 23.8 percent increase after inflation. Over the same five-year period, expenditures per pupil increased by

22.4 percent after inflation. In 2002–03, the State share of district revenues was 46.0 percent, compared with 42.7 percent in 1998–99. 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 under \$10,000 to over \$23,000, 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 a pre-1996 syllabus (with the exception of foreign language examinations) was administered in January 2004.

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 demonstrate competency for graduation using Regents examinations. Phasing out the RCTs ensures that all

students are being prepared for the higher learning standards measured by the Regents examinations. This action was the first step in raising graduation requirements. All general-education students who entered ninth grade in Fall 1996 were required to score 65 or higher (55 at local board option) on the Regents examination in English to earn a local diploma. The graduation requirements were increased 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 2005, 26 local education agencies and all 37 BOCES have submitted certification forms to the Department requesting approval for career and technical education programs. Over 870 program proposals have been received and over 764 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, contem-

porary 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 who are highly qualified. All teachers of core subjects, even experienced teachers, must 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 State Aid Proposal for 2006–07 will request the resources and funding system needed to provide adequate resources through a State and local partnership so that all students have the opportunity to achieve State learning standards. This is the second year of a multi-year proposal recommending transition to a foundation program based on the costs of successful educational programs.

Four principles underlie the Regents proposal and its overarching goal:

- Adequacy — Effective distribution across all districts will ensure adequate resources for acceptable student achievement.
- Equity — School funding will equalize differences in school districts’ fiscal capacity, pupil

need, and regional costs to maintain comparable levels of local effort in school districts across the State.

- **Accountability** — The education system will measure outcomes and use those measures to ensure that financial resources are used effectively.
- **Balance** — The State will balance stability in funding and targeting aid to close student achievement gaps, drive aid based on current needs, and use hold-harmless provisions to provide stability.

The Regents are considering the following for their 2006–07 proposal:

- Enact a foundation program to consolidate approximately 30 existing aid programs and adjust for regional cost differences and pupil needs, and identify an expected local contribution for each school district, based on ability to pay. The foundation level is based on the cost of educating students in successful school districts.
- Balance stability in funding and targeting aid to close student achievement gaps.
- Improve the funding of special education, focusing on how funding can best support program goals of improved student achievement and education of students with disabilities in the least restrictive environment.
- Strengthen accountability for the use of funds to support state-of-the-art systems for processing State aid and gathering and reporting information on students and resources. The proposal will recommend a strengthened State Education Department capacity to provide technical assistance to school districts in fiscal or programmatic crisis and to audit school districts. It will explore statutory and/or regulatory barriers to improving student achievement and make recommendations for removing them.
- On a trial basis, authorize the large four city school districts (Yonkers, Rochester, Syracuse,

and Buffalo) to contract with neighboring BOCES for services in critical areas where BOCES are strong and the city districts are weak.

- Align funding for pre-kindergarten education programs with the Regents Foundation Aid proposal for elementary and secondary education programs.
- Continue to examine local resources in support of education as a critical aspect of fiscal accountability.

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 the 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 began 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.
- The 1999 Regents standards for teacher education programs included the requirement that all teacher education programs become accredited through a professional education accrediting association or through a Regents accreditation process. Since 2000, programs at 33 institutions of higher education in New York State have been accredited through the National Council for Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or the Regents Accreditation of Teacher Education (RATE).
- The Office of Higher Education continues to respond to the shortage of teachers in specific subject and geographic areas. During 2003–04, 19 institutions of higher education were partnering with local school districts to offer alternative teacher preparation (ATP) programs in subjects such as special education, mathematics, and the sciences in New York’s urban and rural areas. Since the authorization of these programs in 2000, over 6,000 teachers have been prepared through ATP programs.
- The Office of Higher Education continues to monitor key components of the Regents Teaching Policy and is cooperating with independent researchers who are analyzing the effects of the new teacher preparation programs on the quality of the teachers being prepared.

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 Regional 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.

In April 2005, a draft proposal to amend Part 80 of Commissioner's Regulations was submitted to the Regents. The proposal suggested establishing new names for certificate titles in the educational leadership service and new qualifications for those titles. Applicants for the certificates would need to complete a registered educational leadership program at an institution of higher education determined by the Department to comply with the new, more rigorous standards of the regulations; pass the New York State certification examination appropriate to the certificate sought; and perform specified professional development in order to retain certification.

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 included 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 Per-

formance 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 40 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 instructional leadership, high school reform, curriculum and instruction, attendance and improvement and dropout prevention, human resources management and professional development, 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 Strategy that is strategically aligned, tactically focused, and competitively funded on a multi-year basis. This Regional Network Strategy focuses on local, regional, and statewide activities to close the gap in achievement among subgroups of students. This is accomplished by providing accountability for program performance and collaborating to support program reviews and the modifications needed to address effectively the wide range of student needs.

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 is 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 that integrates a range of standards-based resources keyed to the New York State Learning Standards and includes electronic tools to help all learners reach high levels of achievement.

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 provides resources that are keyed to student performance levels of the New York State Learning Standards. Other instructional 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 edu-

cated 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.

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 \$300 million for minor maintenance and repair of school buildings over six years beginning in 1998–99. Recently enacted changes will spread building aid over the probable useful life of a capital improvement. State building aid reached \$1.23 billion for the 2003–04 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 1992, the Board of Regents adopted a comprehensive document on the early care and education service delivery systems. In December 2003, the Board approved the development of a plan for engaging the public around specific issues related to revising the existing early childhood policy to respond to demographic shifts within the State that have dramatically affected the lives of young children and their families since 1992. Public discussion meetings held in 2004 concluded that future

policy directions should focus on, among other things:

- Creating a statewide effort focused on children from birth to age three;
- Making pre-kindergarten an entitlement;
- Changing compulsory school age from six to five;
- Providing funding to support full-day kindergarten in all school districts and requiring attendance;
- Replacing kindergarten screening with a statewide early assessment system that is more uniform, comprehensive, and focused on progress monitoring and outcomes;
- Establishing more consistency in the implementation of standards-based curriculum, instruction, and assessment in the early grades;
- Expanding the availability and appropriate use of technology in pre-kindergarten through grade 3; and
- Strengthening preparation of teachers and administrators so that both are more focused on the needs of young children and their families.

In February 2005, a framework for revising the current early childhood policy based on the above recommendations was presented to the Board of Regents. A draft of a revised policy is proposed for submission to the Board in July 2005, and the Regents are expected to take action on the revised policy in December 2005.

Reading First, a six-year program designed to help low-performing schools to teach all students to read by the end of grade 3, was initiated in New York State in the 2003–04 school year. Under this plan, more than \$70 million in funding was awarded to 48 local education authorities to implement scientifically-based reading instruction in 176 schools across New York State. Reading First grants served 84 schools in New York City and 92 schools in the rest of the State. One hundred and thirty-one public, seven charter, and 38 nonpublic schools are in-

cluded in the Reading First program. Reading First grants are used to:

- Provide professional development to support teachers and coaches in scientifically-based reading instructional practice;
- Support the purchase and implementation of research-based reading programs and teaching strategies, including assessment for the purpose of ongoing monitoring of individual student progress in each of the components of reading mastery;
- Provide intensive instruction to accelerate students who are below benchmark in the acquisition of reading skills; and
- Support all students, including students with disabilities and students who are limited English proficient, in learning to read by the end of grade 3.

To ensure effective implementation of Reading First, the Department has created an infrastructure to build statewide capacity for scientifically-based reading instruction. Seven Regional School Support Centers (RSSCs) have been established and funded to provide targeted technical assistance and professional development to Reading First schools. 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 provides professional development for K-3 classroom teachers, coaches, and principals in Reading First schools through the New York State Reading Academy, a Web-based program providing information on research-based reading instruction.

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 Department's *Essential Elements of Standards-Focused Middle-Level Schools and Programs* document is fully aligned to the Policy Statement.

In February 2005, the Board of Regents adopted a three-model strategy for implementing the middle-level Policy Statement. The three-model approach offers schools and districts opportunities for flexibility in ensuring all students achieve the 28 Learning Standards at the intermediate level.

In December 2004, an analysis of the Regents examination performance and educational outcomes of students who first entered grade 9 in the 2000–01 school year was performed. The data showed that the vast majority of general-education students who take all five required Regents examinations pass at 55. However, the data also showed that a great number of students entered high school unprepared to do high school level work, did not pass their courses, and did not earn the 22 local high school credits required for graduation in four years. The Regents examinations were not the problem for these students; these students did not even take the Regents examinations.

Further analysis showed that these unprepared students were concentrated in 136 high schools in 12 school districts. The Department is currently working with these schools and districts to devise and implement strategies to help students in academic difficulty, to help educators in schools with low graduation rates who work with these students, and to provide reasonable opportunities for a small number of students who may be close to passing the Regents examinations and who pass their courses but may not do as well on the particular test.

Coordinated school health programs support both the academic and the health goals established for school-age children. Seven regional Student Support Services Centers (formerly called the Coordinated School Health Network) and four statewide centers — Statewide School Health Services Center, New York State Student Support Services Cen-

ter, the New York State Center for School Safety, and the Statewide Technical Assistance Center for the 21st Century Community Learning Center Program — 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, school safety, and school health programs through the development of safe and supportive learning environments, including the promotion of youth development and school-community 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 violence 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 165,618 adults in 2003–04. Of these adult learners, 5,414 obtained a High School Equivalency Diploma; 1,978 entered other academic or vocational training; 3,587 gained

employment or are being retained or advanced in their employment; and 1,380 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.

In 1991, the Board of Regents adopted a Regents policy statement entitled, "Parent Partnerships: Linking Families, Communities, and Schools," which mandated that "each school board develop and implement a comprehensive parent partnerships policy that ensures that every school develop and implement a plan for effective parent participation." However, implementation of the regulations and the other activities called for in the policy statement has been uneven. In addition, society and the challenges facing students have changed over the past 15 years. As such, the Department has concluded that it needs to review the policy and the practices of the policy.

In April 2005, the Department recommended that the Regents endorse a plan to seek comment from constituencies across the State concerning implementation of the existing policy and recommendations for a new policy, to share the results of the public comment, and to propose revisions to the existing family partnerships policy. A revised policy statement will be scheduled on the Regents agenda for action in Summer 2006.

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. We have implemented examinations at the elementary and middle levels assessing the standards in English language arts, mathematics, science, and social studies.

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. In July 2003, the Board of Regents amended Commissioner's Regulations to align them with NCLB. The accountability program supports the efforts of the Regents to both improve student results and close the gap in student performance. New York State's accountability requirements are summarized in *Part II: Accountability System*.

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. Schools identified as needing improvement, among other requirements, 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 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

2003–04 school year, 259 schools had been identified for registration review. Two hundred eleven of these schools, including 26 during the 2003–04 school year, have been removed from registration review. Twenty-two of these 26 were removed because they achieved the student performance standards established by the Commissioner and the other four ceased operation in June 2004 pursuant to closure plans developed by their district and approved by the Commissioner. Ten schools were identified for registration review in the 2003–04 school year, including two schools that had previously been removed from registration review.

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, New York State 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 aggregated 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 statewide 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. The State envisions that the BOCES report card will be used as a tool to continuously improve the BOCES programs and services and provide information to parents, teachers, administrators, and communities.

After several years of strong economic growth, New York State is in an economic decline with a significant reduction in revenues. Nonetheless, we must continue our efforts to improve the educational system for all students and to move the education reform agenda forward. We have an opportunity to move New York State toward a system that links investment in education to demonstrable results. We have an obligation to examine every expenditure to maximize the benefit it yields, to re-examine and revise fundamentally the ways in which schools are organized and operated in New York State, and to devise new modes that will produce more satisfactory results. The data make a compelling case for change.

Appendix A: Data Resources

In August 1987, the New York State Legislature enacted an amendment to Section 215-a of Education Law that requires the Board of Regents to submit an annual report on the educational status of the State's schools. The Chapter 655 amendment specifies the information to be reported with a strong focus on data related to student performance. An important element of this law, one consistent with the Department's dual commitment to educational excellence and equity, is the requested display of data by racial/ethnic group and gender, on both a statewide and individual district basis "to the extent practicable."

Data Sources for the June 2005 Edition

The Department relied on its current reporting systems to supply most data for the June 2005 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 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 2003–04). 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.

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 State Repository System and the Fiscal Profiles project.

State Repository System

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 the Local Education Agency Program (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. This system will integrate sections of the LEAP and STEP

systems, along with parts of BEDS, SEDCAR, and other smaller systems that collect data on individual students from public schools.

The Department is implementing a State Repository System to provide a single source of standardized individual student records for analysis at the local, regional, and State levels to improve student performance and to meet State and federal accountability requirements. This system 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 three repository levels, each using the eScholar® data warehouse system and data model, will hold enrollment, demographic, programmatic, and performance data. The data source for these repositories will be the student management systems in charter schools and school districts.

Level 1 Repositories will be implemented and operated by Regional Information Centers (RICs), Yonkers, Syracuse, and New York City. These repositories will be used by school districts to prepare data for submission to the Level 2 Repository. The Level 2 Repository will hold records for all public school students and provide educators and policy makers with a resource for data-driven decisions to improve curriculum and instruction. Level 2 records will include student names and unique identifiers, assigned by the New York State Student Identifier System. Data in the Level 1 and 2 Repositories will be available only to users with a legitimate educational interest. The Level 3 Repository will replicate the student records on the Level 2 Repository; however, as records are transferred to Level 3, student names will be removed and the unique identifiers will be encrypted to protect the privacy of students. Level 3 will provide data for the New York State School Report Card, for determining the accountability status of public schools and districts, to meet federal reporting requirements, to inform policy decisions, and to meet other State needs for individual student data. Standard aggregations of data from the Level 3 Repository will be placed in the Annual Reporting Database to provide the general public with access to school performance data.

A key element of the State Repository System is the New York State Student Identification System (NYSSIS). SED developed this system to assign a stable, unique student identifier to every pre-kindergarten through grade 12 student in New York State. Unique identifiers will enhance student data reporting and improve data quality and ensure that students can be tracked longitudinally as they transfer between districts. In the Level 2 Repository, each student record will be uniquely identified with a 10-digit number assigned when the student first enters a State public school or participating nonpublic school. The Level 3 Repository will contain an encrypted version of this identifier on each student record.

SED is contracting with a vendor to design and implement a Web-based Analytical Tool that district and school staff can use to view student records stored on the Level 2 Repositories. Educators can use the Analytical Tool to:

- access the verification reports needed to certify data accuracy;
- create standard reports, including individual student reports, and analyses, using data from the grades 3-8 English language arts and mathematics assessments, the New York State Alternate Assessment (NYSAA), and, ultimately, other State assessments, including Regents examinations;
- create custom reports based on Level 2 data to meet the unique needs of districts and schools; and
- provide school superintendents with access to the New York State Report Cards before they are publicly available.

The reports will be designed to enable school administrators, teachers, and parents to better meet the instructional needs of individual students. These reports will be available for viewing and printing from the Level 2 Repository within one week after the Department certifies the correctness of the reported scores.

Using the SED Analytical Tool, the public will have access to summary reports and data analyses on the Annual Reporting Database created using data on the Level 3 Repository. The New York State Report Cards will be produced from this database and viewed using the Analytical Tool.

To further assist districts to improve instruction, we are developing an education portal, the New York State Virtual Learning System (NYSVLS). VLS provides instructional content to teachers that will enable students to meet the State’s learning standards. The Web portal organizes resources and tools to provide “one-stop shopping” for instructional needs. This centralized place will eliminate the time and effort that is involved in searching and researching appropriate educational resources and will ensure that resources are of high quality. Online professional development opportunities will also be available through VLS.

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 and revenue 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 at <http://www.oms.nysed.gov/faru/>.

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 2003

Location of SURR Schools	% Black	% Hispanic	% American Indian/ Alaskan Native	% Asian and Pacific Islander	% White
New York City	47.5%	47.6%	0.5%	2.5%	1.9%
Rest of State	64.0	20.2	1.7	1.1	13.1
Total	51.8	40.6	0.8	2.1	4.8

Percent of Schools with Concentrated Poverty*, Percent of Enrollment Participating in Free-Lunch Program, and Percent of Enrollment Who Are Limited English Proficient Fall 2003

Location	% of Schools with Concentrated Poverty	% Free-Lunch Participation	% Limited English Proficient
New York City	95.7%	80.3%	13.9%
Rest of State SURR	100.0	72.5	7.1
Total SURR	96.9	78.3	12.2

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

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

Location	2002–03 Attendance Rate	2002–03 Suspension Rate	2003–2004 Dropout Rate	Students Retained in Ninth Grade Fall 2003
New York City	83.7%	3.4%	7.0%	N/A
Rest of State SURR	87.6	21.9	11.8	N/A
Total SURR	84.7	8.0	8.2	N/A

Student Performance in SURR Schools and All Public Schools by Location
New York State
2003-04

Location	NYSAP Tests: Percentage at or above Level 2			
	Elementary Level		Middle Level	
	ELA	Mathematics	ELA	Mathematics
SURR Schools				
New York City	85.3%	89.1%	83.1%	65.8%
Rest of State	83.2	92.1	78.6	62.0
Total SURR	84.8	90.0	81.9	64.9
Public Schools				
New York City	91.5%	92.9%	88.7%	77.5%
Rest of State	95.7	98.0	94.7	90.8
Total Public	94.1	96.1	92.7	86.1

Location	Cohort Enrollment	Percentage of the 2000 Cohort Scoring 55-100 and 65-100 on Regents Examinations Required for a Local Diploma after Four Years											
		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	2,431	55.7%	42.9%	48.5%	30.4%	58.3%	44.3%	51.8%	42.5%	59.8%	42.1%		
Rest of State	783	55.8	39.5	43.0	20.4	62.3	52.6	58.9	49.2	73.1	57.6		
Total SURR	3,214	55.8	42.0	47.2	28.0	59.3	46.4	53.5	44.2	63.0	45.9		
Public Schools													
New York City	51,838	75.3%	67.0%	70.7%	54.9%	76.3%	68.6%	72.3%	67.0%	76.5%	65.0%		
Rest of State	121,222	86.9	82.4	83.9	76.3	88.8	84.0	87.5	84.0	91.3	87.7		
Total Public	173,060	83.4	77.8	79.9	69.9	85.1	79.3	82.9	78.9	86.9	80.9		

**Schools Under Registration Review (SURR)
by Legislative and Congressional Districts as of June 2004**

CSD	Schools	Senate District	Assembly District	Congressional District
1	I.S. 509	25	64	14
2	New York Public Repertory School Park West H.S.	26 29	75 67	8 8
3	M.S. 258*	30	67	15
5	P.S. 30* P.S. 92 I.S. 195 I.S. 172 I.S. 275	25 30 30 30 30	66 70 70 70 70	8 15 15 15 15
7	P.S. 49* J.H.S. 149** I.S. 184	28 28 32	84 84 79	16 16 16
8	P.S. 60** P.S. 140	32 32	79 79	16 16
9	P.S. 4 P.S. 55 P.S. 64 C.I.S. 219 I.S. 229 J.H.S. 117	36 36 28 36 28 28	79 79 77 79 77 86	16 16 16 16 16 16
10	M.S. 143 P.S./M.S. 306* P.S./M.S. 315 M.S. 399 Theodore Roosevelt H.S. William Taft H.S.	33 28 33 33 34 28	78 86 86 86 78 77	17 16 16 16 16 16
12	P.S. 6* P.S. 57* P.S. 66* P.S./M.S. 67* P.S. 198 I.S. 98* I.S. 158 Monroe Academy for Business & Law	36 33 32 33 32 32 32 32	76 79 85 79 79 79 79 85	16 16 16 16 16 16 16 16
13	J.H.S. 258	18	56	10
14	I.S. 33 I.S. 49* Automotive H.S.*	17 17 17	54 53 50	10 12 12

*These schools were removed from registration review during the 2003–04 school year.

**These schools were closed during the 2003–04 school year.

CSD	Schools	Senate District	Assembly District	Congressional District
15	M.S. 88	20	44	12
	M.S. 378 (formerly M.S. 822 & M.S. 824)	18	51	12
	School for International Studies	25	52	10
16	P.S. 28	18	56	10
17	M.S. 390	20	56	11
	I.S. 246*	21	42	11
	I.S. 391	20	43	11
	George Wingate H.S.	20	57	11
18	I.S. 252*	21	58	11
19	P.S. 13*	19	40	10
	J.H.S. 292	17	55	10
	I.S. 302	17	54	12
	Franklin K. Lane H.S.	17	54	12
	Thomas Jefferson H.S.	19	40	10
	William H. Maxwell Vocational H.S.	17	55	10
23	J.H.S. 275	19	40	10
	EBC/East New York School for Public Safety and Law	17	55	10
27	P.S. 43*	14	31	6
	P.S. 45*	10	32	6
	J.H.S. 198	10	31	6
29	I.S. 192	6	33	6
	Humanities and the Arts H.S.	14	33	6
31	P.S. 31*	23	61	13
	Concord H.S.	23	43	11
32	I.S. 349	17	53	12

*These schools were removed from registration review during the 2003–04 school year.

**These schools were closed during the 2003–04 school year.

CSD	School	Senate District	Assembly District	Congressional District
Buffalo	P.S. 11*	60	141	28
	P.S. 19	60	144	27
	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. 171	60	141	28
	P.S. 74	60	141	28
	Burgard H.S.	60	141	28
	Grover Cleveland H.S.	58	145	25
	South Park H.S.	58	144	27
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	Danforth Magnet School	49	119	25
	Hughes Academic Magnet School*	49	120	25
	James A. Shea M.S.	50	119	25
Wyandanch	Milton L. Olive M.S.	4	11	2
	Wyandanch Memorial H.S.*	4	11	2
Yonkers	Lincoln H.S.*	35	93	17
	Mark Twain M.S.	34	93	17
	Ralph Waldo Emerson M.S.*	35	93	18

*These schools were removed from registration review during the 2003–04 school year.

**These schools were closed during the 2003–04 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–e of Education Law has not been realized due to four 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 68 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.

Approximately 88,000 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 2003–04 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 5,010 children. In addition, the federally funded Head Start program served 27,260 four-year-olds. In the 2003–04 school year, 48 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 2003–04 school year, 190 of the 224 eligible districts (85 percent) participated in the UPK program, serving approximately 58,450 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 pre-existing 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 2003–04 school year, early childhood agencies provided the instructional program for approximately 61 percent of the UPK students statewide; 66 percent of the enrolled children in New York City, and 48 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 class-

room 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 2005. During the 2003–04 school year, 79 percent of the teachers in UPK classrooms were certified. While 95 percent of the UPK teachers outside of New York City were certified, only 79 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 2003–04 school year, comprehensive monitoring visits to UPK Programs were made to 16 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. The New York State Education Department also held its tenth annual Early Childhood Interagency Institute, which provided an intensive professional development opportunity for over 1,500 New York City early childhood professionals, including individuals from Head Start programs, day care providers, and public school teachers.

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 2003–04. 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 in-

creased 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. Regional public forums were held in the fall of 2004. 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
2003–04

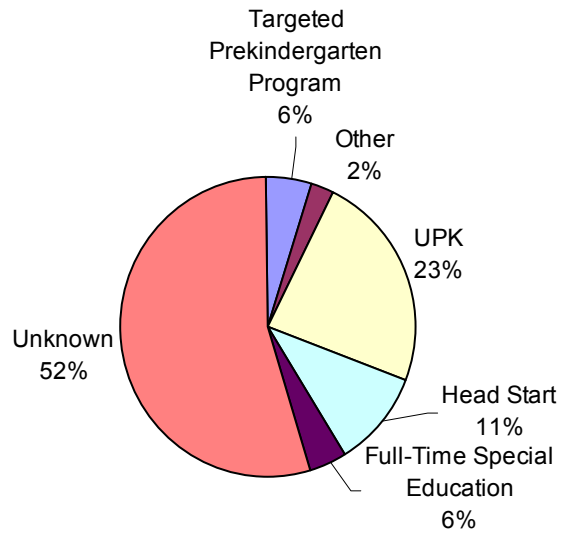


Figure C.2
Universal Prekindergarten Program Enrollment
2003–04

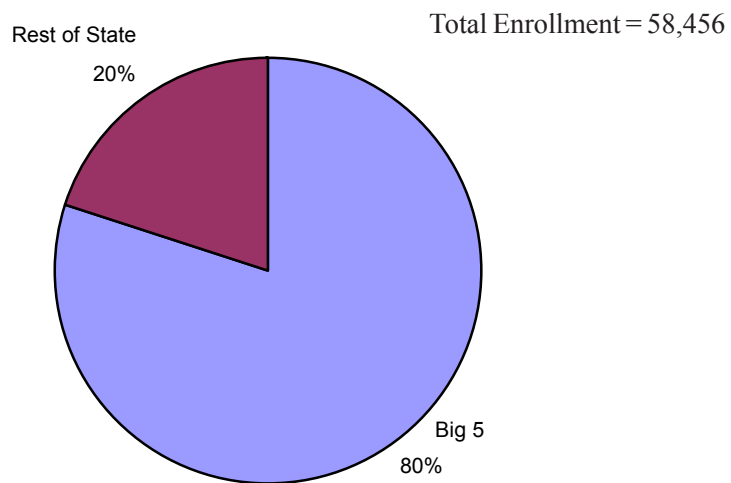


Figure C.3
Percent of UPK Classes Provided by Various Groups
2003–04

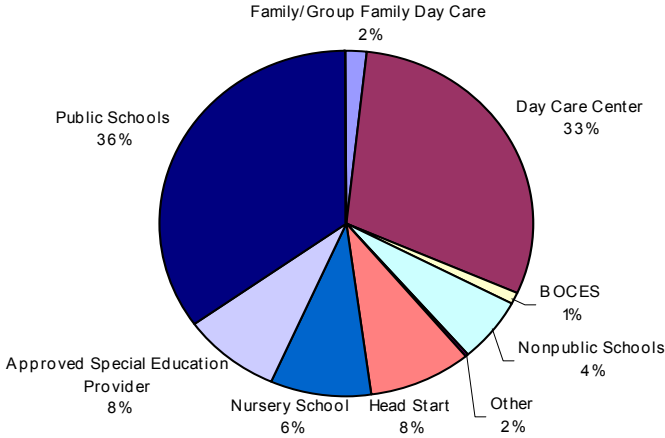


Figure C.4
Distribution of UPK Students Between District-Operated Classes and Agency-Operated Classes
2003–04

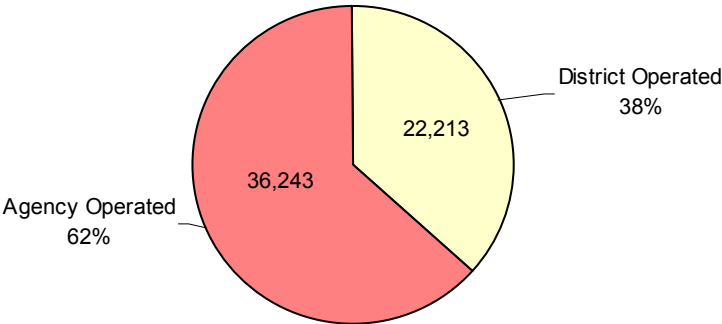


Figure C.5
Percentage of UPK Teachers Who Are Certified in the Big 5 Cities and the Rest of the State (ROS)
2003–04

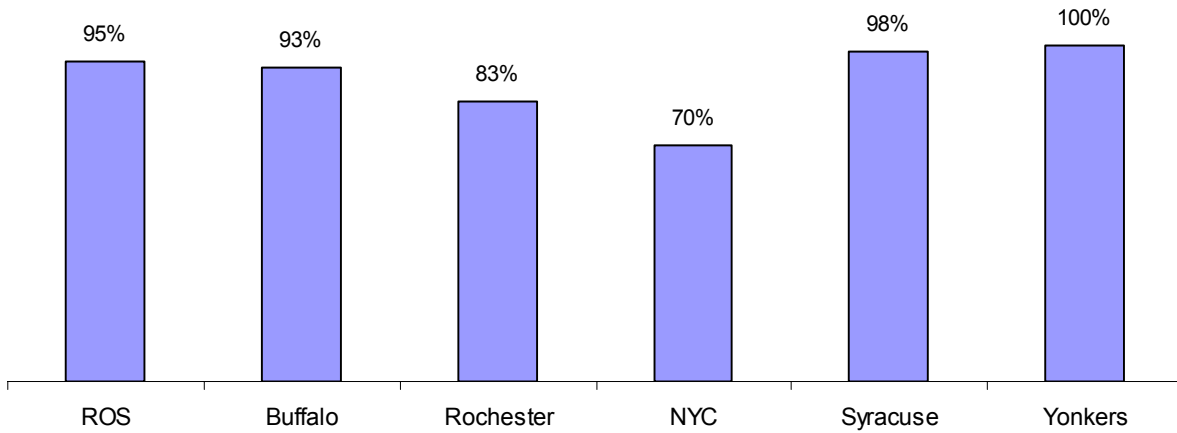


Table C.1
Growth Trends in UPK
1998–99 to 2003–04

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
2003–2004	190	\$199.6	58,456

Sources: 1998–2004 Final Expenditure Reports (FS-10-F) and 1998–2004 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. Of the 3,027 individuals in DOCS, approximately half (1,549) were enrolled in educational programming as of June 26, 2004. These programs include Adult Basic Education, Pre-General Educational Development (Pre-GED), GED Instruction, Bilingual, English for Speakers of Other Languages (ESOL), Special Education, and Career and Technical Education (Table D.1).

OCFS has 32 facilities, serving individuals ages 11 to 20 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, Library Services, and Special Education (Table D.1).

New York State has 59 county jail facilities, holding individuals 16 years of age or older who are in custody generally for less than one year. Chapter 683 of the Laws of 1986, which was signed into law effective September 1, 1986, requires the provision of educational services to youths incarcerated in correctional facilities maintained by counties or the City of New York. Individuals under 21 years of age who have not received a high school diploma are eligible for these educational services. Though county jails must offer incarcerated individuals the opportunity to take advantage of these educational programs, not all mandated participation in the programs. These programs include K-12 Academics, GED Instruction, Adult Basic Education, ESOL, Career and Technical Education, Job Readiness, Computer Training, and Special Education (Table D.1).

On June 26, 2004, 3,027 inmates under the age of 21 were in the custody of DOCS; on June 30, 2004, 1,584 individuals were in OCFS programs. In 2003–04, 4,556 individuals under the age of 21 were admitted to Rikers Island and 8,500 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 \$14.3 million in 2003–04 (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 2003–04, 2,665 incarcerated youths served by DOCS were tested on the GEDs; 71 percent passed. In the same year, 366 incarcerated youths served by OCFS were tested and 60 percent passed. County jails (excluding Rikers Island) tested 1,783 incarcerated youths; 71 percent passed. Of the 381 Rikers Island GED test takers, 56 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)	June 26, 2004: 3,027 inmates under 21 years of age 1,549 inmates received educational services	Adult Basic Education Pre-GED GED Instruction Bilingual English for Speakers of Other Languages (ESOL) Special Education Career and Technical Education
Office of Children and Family Services (OCFS)	June 30, 2004: 1,584 students in program 3,289 students received educational services during the 2003–04 school year	K-12 Academics GED Instruction Career and Technical Education Job Readiness Library Services Special Education
County Jails	Students admitted in 2003–04: <ul style="list-style-type: none"> • 8,500 (excluding Rikers Island) • 4,556 in Rikers Island Average daily enrollment in 2003–04: <ul style="list-style-type: none"> • 1,558 (excluding Rikers Island) • 1,091 in Rikers Island 	K-12 Academics GED Instruction Adult Basic Education ESOL Career and Technical Education Job Readiness Computer Training Special Education

Table D.2
Counts of Full-Time Equivalent Incarcerated Youths and
Distribution of Funds for Their Educational Services
1998–99 to 2003–04*

Year	Full-Time Equivalent (FTEs)**	State Aid to FTEs	WIA 2000–02 AEA 1997–99	Vocational and Technical Education Act Funds	ESEA Neglected and Delinquent Funds
1998–1999	1,465.884	\$11,123,602	\$2,403,065	\$160,127	N/A
1999–2000	1,483.264	11,573,847	2,127,685	147,776	N/A
2000–2001	1,483.400	12,439,322	2,300,000	147,766	\$764,211
2001–2002	1,508.909	13,344,004	2,704,721	159,020	758,884
2002–2003	1,505.416	14,374,474	2,704,721	197,661	751,487
2003–2004	1,557.967	\$14,252,409	\$3,187,848	\$195,626	\$746,794

*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, 2003–June 30, 2004

Agency	Number Tested	Percent Passing	Average Total Score
Department of Correctional Services (DOCS)	2,665	71%	2450
Office of Children and Family Services (OCFS)	366	60	2451
County Jail Programs	1,783	71	2531
Rikers Island	381	78	2493
Total State	52,584	56%	2373