

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 Office of Information, Reporting and Technology Services and Office of State Assessment. The data highlighted in the publication were selected in accordance with the specific mandates of Section 215-a of Education Law. There are, of course, other data regarding student performance, instructional programs, support services, and resources which must be considered in order to develop fully comprehensive profiles of school districts.

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

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

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NEW YORK

THE STATE OF LEARNING

**A Report to the Governor and
the Legislature
on the
Educational Status of the
State's Schools**

**STATEWIDE PROFILE OF THE
EDUCATIONAL SYSTEM**

The University of the State of New York/The State Education Department
Albany, New York 12234
June 2001

PREFACE

Beginning in 1995, the Board of Regents raised standards at all grade levels throughout the curriculum and redefined the requirements for high school graduation to align with the new standards. In June 2000, the first class of high school students subject to some of these higher requirements graduated. The effect of higher standards is already apparent in improved performance on some State assessments.

More students scored 55 or higher on Regents examinations in four of the five areas required for graduation than took this examination in 1996-97. These areas include English, global studies (or global history), U.S. history and biology.

Of general-education students who entered grade 9 in Fall 1996, 90 percent had met the graduation requirement in English by the end of their fourth year in high school.

On four Regents examinations, more students with disabilities scored 55 or higher in 1999-2000 than were tested in 1997-98. During that time, the number scoring 55 or higher on Regents examinations in English and global studies (or global history) more than doubled.

Increasing percentages of high school graduates are completing the tougher requirements for Regents diplomas imposed in 1989. Statewide, the percentage of graduates earning Regents diplomas increased from 35 percent in 1989 to 49 percent in 2000.

About 79 percent of 2000 high school graduates statewide planned to pursue postsecondary education, compared with 69 percent in 1980.

The number of public school students participating in Advanced Placement examinations has more than doubled since 1984. There were twice as many Black, Asian and Hispanic candidates in 2000 as in 1990.

The average SAT score for the class of 2000 was 12 points higher than the average for the class of 1993.

In 2000, 59 percent of fourth-graders in public schools met the standards in English language arts, an increase of 10 percentage points over the previous year. The percentage of fourth-graders that met the standards in mathematics decreased by two percentage points in 2000, 65 percent compared with 67 percent in 1999.

On the intermediate-level assessment in English language arts, 45 percent of eighth-graders in public schools met the standards in 2000, compared with 49 percent the prior year. In 2000, 41 percent of eighth-graders met the standards in mathematics, an increase of 3 percentage points over the previous year.

The percentage of students with disabilities educated primarily in general-education classes has increased to 48 percent.

These signs of progress are encouraging, but too many students and schools have not yet shared in these successes. These, by and large, are schools faced with the challenge of educating

large numbers of children placed at risk by poverty, inability to speak English well, and recent immigration. Throughout this report, in fact, we document a dismaying alignment of disadvantaged students (disproportionately children of color), schools with the poorest educational resources (fiscal and human), and substandard achievement. Conversely, we find that those schools which serve the fewest at-risk children have the greatest financial resources, teachers with the best credentials, and the highest levels of achievement.

Perhaps the sharpest contrasts exist between public schools in New York City and those in districts (mostly suburban) with low percentages of students in poverty and high levels of income and property wealth. Consider these contrasts between New York City and the more advantaged districts: On the 2000 State assessment of proficiency in the English language arts standards for elementary-level students, only 42 percent of New York City students — compared with 84 percent in the more advantaged districts — met the standards. Seventy-seven percent of general-education students — compared with 99 percent — who entered grade 9 in 1996 had met the graduation requirement in English. Twenty-six percent — compared with 65 percent — of graduates earned Regents diplomas. Seventy-five percent — compared with four percent — were eligible for free lunches. Despite New York City's large number of students placed at-risk by poverty and limited proficiency in English, the City's mean expenditure per pupil was 75 percent of that in the most advantaged districts. Consequently, New York City must compete for teachers with more advantaged districts whose median teacher salary exceeds the City's by 26 percent.

Consider also these contrasts between low- and high-minority schools. Schools with the highest percentages of minority children — who are frequently also poor — have the least experienced teachers, the most uncertified teachers, the lowest-salaried teachers, and the highest rates of teacher turnover. On an average day, 95.1 percent of students in low-minority schools, but only 87.7 percent in high-minority schools, are at school. Only 37 percent of Black and Hispanic fourth-graders — compared to 72 percent of White fourth-graders — met the standard on the English language arts assessment for elementary-level students. Students in low-minority schools were more than twice as likely as students in high-minority schools to pass the Regents English examination. In 1998-99, 7.6 percent of Hispanic secondary school students left high school without a diploma; 2.3 percent of White students did so. These results are even more disturbing when you consider that virtually all public school enrollment growth in the past four years has occurred in high-minority schools.

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 wealth. The more advantaged districts spend over \$3,200 more per pupil and pay their teachers \$22,000 more annually. Students in more advantaged districts are substantially more likely than students in the 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 we have prepared resource guides reflecting those standards. We have raised the minimum competency requirements for high school graduation and we have redefined the high school graduation requirements for high school students to align with the new standards. The Regents Task Force on Closing the Performance Gap (assisted by the Statewide Performance Advisory Council, whose members represent a wide range of education and community interests) has been commissioned to recommend strategies for ensuring that all students meet the new, higher standards. 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, provide support for teaching excellence and leadership initiatives, and improve school facilities. 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 by reducing unnecessary referrals by enhancing early childhood programs and providing general classroom environments that support the special learning needs of students. Recognizing that schools that are unsafe and unhealthy do not support higher educational standards, we have defined new standards for school facilities and continue to advocate for a school facilities improvement program based on need, ability to pay, and level of maintenance effort.

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. 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 decision making on such matters as scheduling, staffing, goal-setting, and allocating resources. We are linking educational institutions — schools, colleges, libraries, and museums — through telecommunication networks, so that working with the resources of these institutions will become a daily part of the curriculum for all students.

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

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 May 2000, the Board of Regents adopted amendments to Commissioner's Regulations that revised the State's system of accountability for student success. These regulations represent a significant milestone in the evolution of the school accountability program in New York.

The new accountability program supports the efforts of the Regents to both raise student results and close the gap in student performance. We have implemented a system of school and BOCES reports designed to inform the public about student performance, student demographics, and other conditions of the school.

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

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

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

CHAPTER 655

Approved and effective Aug. 5, 1987

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

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

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

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

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

The regents of the university of the state of New York shall prepare and submit to the governor, the president pro tem of the senate, and the speaker of the assembly, not later than the first day of January, nineteen hundred eighty-nine and the first day of January 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; and such other information as requested by the governor, the president pro tem of the senate, or the speaker of the assembly. To the extent practicable, all such information shall be displayed on both a statewide and individual district basis and by racial/ethnic group and gender. The regents are authorized to require school districts, boards of cooperative educational services and nonpublic schools to provide such information as is necessary to prepare the report. In preparing the report, the regents shall consult with other interested parties, including local school districts, teachers’ and faculty organizations, school administrators, parents and students.

§ 3. This act shall take effect immediately.

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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

June 2001 Edition

TABLE OF CONTENTS

	<i>Page</i>
Preface	v
<i>Part</i>	
I. Overview	1
II. Longitudinal Trends	11
III. Student Needs and School Resources	63
IV. Minority Issues	113
V. Gender Issues	149
VI. Conclusion	163
Appendices (To Be Supplied)	
A. Data Resources	173
B. Schools Under Registration Review by Legislative, Council, and Congressional Districts	177
C. Nonpublic School Summary Tables	183
D. Universal Prekindergarten Program	189

Part I:

Overview

1 Overview of the Report 2
2 Overview of State Testing Program 4
3 Graduation Requirements 7
4 Organization of the Report 9

1 Overview of the Report

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

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

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

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

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

New York State Education Department Mission
To raise the knowledge, skill, and opportunity of all people in New York

Regents Goals

1. *All students will meet high standards for academic performance 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 the best practice in their fields and reflect the diversity of New York State.*
4. *Education, information, and cultural resources will be available and accessible to all people.*
5. *Resources under our care will be used or maintained in the public interest.*
6. *Our work environment will meet high standards.*

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

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

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

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

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

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

2 Overview of State Testing Program

In New York State, the primary measures of student and school performance in the elementary and middle grades in 1999-2000 were the New York State Assessment Program (NYSAP) in English language arts and mathematics and the grade 4 science test. The Regents examinations, the career education proficiency examinations, and the Regents competency tests (RCTs) are the primary measures in the secondary grades. This section describes these examination programs. Performance in these programs is discussed in the remaining chapters.

New York State Assessment Program

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

Performance on these criterion-referenced tests is measured on equal-interval scales, each covering 300 to 365 points. Each scale is divided into four performance levels. The scale scores associated with each performance level are shown below. Students scoring at the 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.

Program Evaluation Tests

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

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	527-661	662-700	701-738	739-830
Middle-Level Mathematics	517-680	681-715	716-759	760-882

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

The program evaluation tests are being revised to reflect the new standards in science and technology. The revised grade 4 science test, first administered in May 2000, included a student evaluation component designed to determine whether individual students have achieved the standards expected in this curricular area. Schools must provide academic intervention services to students scoring below the required level on this test to ensure that they reach the graduation standards. The new intermediate-level technology test will be administered for the first time in Spring 2001.

New examinations were developed to measure student performance in meeting State standards in science and social studies. The grade 5 social studies test will be administered for the first time in November 2001. The grade 8 science and social studies tests will be administered for the first time in Spring 2001. These tests are designed to determine whether individual students have achieved the standards expected in these curricular areas. Schools must provide academic intervention services to students scoring below the required level on any test to ensure that they reach the graduation standards. Results will not be reported at the State level for the first administration of these examinations but will be reported for the 2001-2002 school year.

Regents Examinations

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

Regents examinations serve several purposes: to establish and maintain standards by defining important objectives of instruction in the most com-

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

Student success on the Regents examinations is an important indicator of secondary school quality. In 1995, the Regents acted to raise learning standards by requiring future students to demonstrate competency for graduation using Regents examinations, rather than the lower-level Regents competency tests (RCTs). Phasing out the RCTs shifts the attention and effort of students to the Regents examinations and the higher learning standards that they measure.

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

Schools vary both in the percentage of their student enrollment who participate in Regents examinations and in the percentage of tested students who pass. Discussions of Regents examination

performance in this report will be reported in two ways. Performance on the Regents examinations required for graduation at this time, English and mathematics, are reported as a percentage of students tested. In this report, Regents English and mathematics results are also presented as a percentage of the cohort of students who entered grade 9 in Fall 1996 and of the cohort of students who entered grade 9 in Fall 1997.

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

The AGE is an estimate of the number of students at one grade level. It is assumed that this measure approximates the number of students within a school who are theoretically eligible to participate in each Regents-level course and Regents examination in a given year. Students choose not to participate in Regents courses that are optional for graduation for a number of reasons, including lack of prerequisite skills and preference for other courses. Those students who do not pass Regents examinations generally take Regents competency tests (RCTs) to demonstrate competency. As all general-education students are required to pass a particular Regents examination, results on that examination will be reported as a proportion of the cohort of students who entered grade 9 in a given year rather than as a proportion of AGE.

Regents Competency Tests

The Commissioner's Regulations require all students to demonstrate competency in reading, writing, mathematics, science, global studies, and U.S. history and government to obtain a high school diploma. The Regents competency tests (RCTs) were established as a mechanism for students not participating in Regents courses and examinations to demonstrate competency through criterion-referenced tests. To assist students in meeting the competency criteria, the Commissioner's Regulations require that pupils failing any competency test be provided appropriate academic intervention. Beginning with the class who enters ninth grade in 2001, all general-education students will be required to demonstrate competency for graduation in all areas using Regents examinations. Students with disabilities, who enter ninth grade prior to September 2005, may continue to use RCTs to demonstrate competency.

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

3 Graduation Requirements

Since 1984, the Regents have acted three times to raise high school graduation requirements. In 1984, the Regents Action Plan increased requirements for both local and Regents-endorsed diplomas, requiring that all students demonstrate competency in reading, writing, mathematics, global studies, and U.S. history and government. Beginning with the graduating class of 1989, students have been subject to the rigorous requirements of the Regents Action Plan for both Regents and local diplomas. In 1995, the Regents acted to phase-out the Regents competency tests, alternatives to Regents examinations for demonstrating minimal competency. Beginning with students who entered ninth grade in 1996, all students not eligible for the safety net described below must demonstrate competency on the Regents English examination to earn a local diploma. During the transition period, districts have the option of accepting Regents examination scores of 55 or higher as demonstrating competency. Each successive class

of ninth-graders must score 55 or higher on one or more additional Regents examinations. Students entering ninth grade in 2001 must score 65 or higher on Regents examinations in all required areas. In 1997, the Regents established still more rigorous requirements for students entering ninth grade in 2001. The graduation requirements are outlined in the accompanying table.

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

New York State High School Graduation Requirements

Course Requirements

Subject Areas	Students Entering Grade 9 Prior to September 2001		Students Entering Grade 9 in September 2001 and thereafter	
	Local diploma	Regents diploma	Regents diploma	Regents diploma with Advanced designation
English	4	4	4	4
Social Studies	4	4	4	4
Mathematics	2	2	3	3
Science	2	2	3	3
Second Language	0	3	1	3 ²
Arts	1	1	1	1
Health	.5	.5	.5	.5
Physical Education	2	2	2	2
Units in Core	15.5	18.5	18.5	20.5
Total Units Required	20.5 ¹	20.5 ¹	22	22

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

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

Testing Requirements

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

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

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

4 Organization of the Report

This report is organized in two volumes, *Statewide Profile of the Educational System* and *Statistical Profiles of Public School Districts*. The *Statewide Profile* is organized 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
- the districts outside the Big 5 (Districts Excluding the Big 5).

In some cases, only two groups are used:

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

These groups of schools are diverse in terms of student and teacher demographics, resources, and performance. Smaller, more homogeneous groups of schools are necessary to illustrate the relationships that exist among poverty, minority status, resources, and performance. For this purpose, three additional methods of classifying public schools — and two additional methods of classifying nonpublic schools — 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 extraordinary numbers of educationally disadvantaged children who have not been given full opportunity to learn and succeed. Definitions of, and information about, need/resource capacity categories are found in *Part III: Student Needs and School Resources*.

Minority Composition Categories. One method of classifying schools — used in the report since its inception — is based on the percentage of minority students enrolled. This classification scheme is useful for illustrating disparities between low- and high-minority schools in student family income, school resources, and performance. The 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 performance data on State assessments other than the NYSAP, this scheme is essential. (Students do not report their racial/ethnic origin on test forms to guard against any possible bias in grading.) For certain data elements — enrollments, credentials awarded, suspensions, dropouts — schools are required to aggregate data by race/ethnicity and these data are so reported.

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

Schools Under Registration Review. Data are provided in the *Statewide Profile* for one additional group of public schools: Schools Under Registration Review (SURR schools) during the 1999-

2000 school year. Beginning in 1996-97, schools farthest from State performance standards were identified for registration review if they were determined to be most in need of improvement. In May 2000, the Regents established accountability standards based on the following measures: NYSAP in English language arts and mathematics; completing graduation requirements in English language arts and mathematics; and dropout rate. Appendix B provides statistics on SURR schools comparable to those for all public schools.

Nonpublic Schools. Information on nonpublic schools statewide can be found in Part II of the *Statewide Profile*. In Appendix C, summary tables (similar to those provided for public school districts in the *Statistical Profiles*) report available data for nonpublic schools aggregated to the State level, and for New York City and other nonpublic schools. Statistics on nonpublic schools are available for enrollment, student demographic characteristics (such as racial/ethnic group enrollment and poverty), performance, and high school completion.

School District Data

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

In the 2001 report, the district data are organized into 17 tables. Table 1 reports enrollment; student demographics; attendance, dropout, and suspension rates; college-going rate; and student/staff ratios. Table 2 presents school finance data, including district expenditures for general and spe-

cial education. Table 3 reports data on class size and teacher characteristics. Table 4 presents information on special education classification, placement, graduation, and dropout rates. Table 5 presents performance on the NYSAP. Table 6 reports Regents diplomas and performance on State assessment in grade 4 science. Tables 7 through 12 report Regents examination performance. Table 13 presents 1996 cohort data for the Regents English and mathematics examinations results. Table 14 presents performance on career education proficiency examinations. Table 15 reports results on Regents competency tests. Table 16 presents results on second language proficiency examinations. 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 1997-98 to 1999-2000.

For the convenience of districts and organizations that would like to perform statistical analyses, the district-level data in the 17 tables are available in a set of microcomputer files. For the benefit of analysts, an expanded glossary is provided with the files. Information about obtaining these files can be obtained by calling (518) 474-7965. These data and comparable school-level data can also be viewed on the Department's Internet web site: <http://www.emsc.nysed.gov/irts>.

Endnotes

- ¹ Aaron M. Pallas, Gary Natriello, and Edward L. McDill, "The Changing Nature of the Disadvantaged Population: Current Dimension 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).

Part II:

Longitudinal Trends

☆ Highlights 12

1 Enrollment Trends 14

2 Resource Trends 25

3 Performance Trends 33

4 Other Performance Measures 49

5 Attendance, Dropout, and Suspension Rates 57

? Policy Questions 61

☆ Highlights

Student Demographics

- ☆ *In Fall 1999, 3.34 million students were enrolled in New York State's public and nonpublic schools.*
- ☆ *Almost 15 percent of the State's school children attended nonpublic schools.*
- ☆ *Public school enrollment has increased by 12 percent since 1989, reaching 2.85 million in Fall 1999.*
- ☆ *In 1999-2000, 99 public schools – 94 in New York City and 5 in other districts – were under registration review. Of all State public school students, 2.7 percent attended one of these schools.*
- ☆ *In Fall 1999, 7.6 percent of students in public and nonpublic schools were identified as limited English proficient.*
- ☆ *In Fall 1999, 11.8 percent of all students attending public and nonpublic schools were identified as students with disabilities.*

Resources

- ☆ *Of the \$29.3 billion in 1998-99 school district revenues, the State provided 42.7 percent; districts, 52.7 percent; and the federal government, 4.6 percent. Revenues from all three sources increased, compared with 1994-95.*
- ☆ *In 1998-99, State revenue to schools was \$2,705 million (28 percent) greater than in 1994-95. Considering inflation, however, State aid in 1998-99 was worth 17 percent more than aid in 1994-95.*
- ☆ *Between 1994-95 and 1998-99, total district revenues increased 20 percent before inflation and 10 percent after inflation. Over the five-year period, the mean expenditure per pupil, after adjustment for inflation, increased by 3 percent.*
- ☆ *In 1999-2000, school staffing levels reached a record high. Approximately 214,000 persons taught in the State's public schools; an additional 41,000 served in other professional positions.*
- ☆ *In New York City, elementary classes averaged four more pupils and secondary classes averaged seven or more pupils than classes outside the Big 5.*

Performance

- ☆ *On the New York State Assessment Program in English language arts, 59 percent of public elementary students and 45 percent of public middle-level students met the standards in 2000.*
- ☆ *On the New York State Assessment Program in mathematics, in 2000, 65 percent of elementary school students in public schools met the standards, but only 41 percent of middle-level students did so.*
- ☆ *The number of public school students scoring 55 or higher on the Regents English, global studies (or history) and U.S. history and government examinations in 2000 was greater than the number tested on these examinations in 1998.*
- ☆ *Considering all public and nonpublic schools that administered Regents examinations, the percentage of average grade enrollment passing increased in nine examination areas between 1995 and 2000. Large improvements occurred on global studies (or history), U.S. history and government, Earth science, and biology examinations that can be used to satisfy the new graduation standards.*
- ☆ *In all public schools, 90 percent of general-education students in the 1996 Cohort met the graduation requirement (a score of 55 or higher) on the Regents English examination after four years of high school; 77 percent scored 55 or higher on the Regents mathematics examination.*
- ☆ *The number of students with disabilities scoring 55 or higher on the Regents English examination more than doubled between 1997-98 and 1999-2000.*
- ☆ *In 2000, the largest percentage of public school graduates (49 percent) earned Regents endorsements since the Regents Action Plan was enacted.*
- ☆ *Fully 78.8 percent of State seniors graduating from public and nonpublic schools in 2000 planned to pursue some form of postsecondary education.*
- ☆ *The mean Scholastic Assessment Test (SAT I) composite score of the class of 2000 was 1000, 12 points higher than the mean of the class of 1993.*
- ☆ *Since 1984, the number of New Yorkers participating in Advanced Placement examinations has increased by 159 percent.*

Attendance, Suspensions and Dropouts

- ☆ *In 1998-99, 4.4 percent of State public school students were suspended from school one or more times.*
- ☆ *In 1998-99, the State dropout rate was 4.1 percent. On average, large urban districts had higher dropout rates than other districts: the dropout rate was 7.1 percent in New York City public schools; 3.4 percent in the Large City Districts; and 2.2 percent in districts outside the Big 5.*
- ☆ *In 1998-99, 1.9 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 1999, 3.34 million students were enrolled in New York State's public and nonpublic schools. Of these students, 2.85 million attended public schools and 0.49 million (14.7 percent) attended nonpublic schools (Table 2.1 and Figure 2.1).

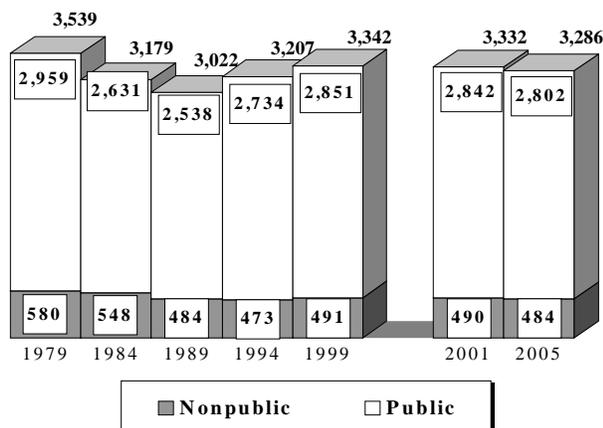
TABLE 2.1

ELEMENTARY AND SECONDARY PUBLIC AND NONPUBLIC SCHOOL ENROLLMENTS AND PROJECTED ENROLLMENTS

PAGE 20

Total public and nonpublic enrollment increased 11 percent between 1989 and 1999; nevertheless, six percent fewer students were enrolled in Fall 1999 than Fall 1979. Total enrollment is predicted to remain relatively stable through Fall 2005. The percentage of students attending nonpublic schools is expected to remain at 14.7 percent through 2005. (Figure 2.1)

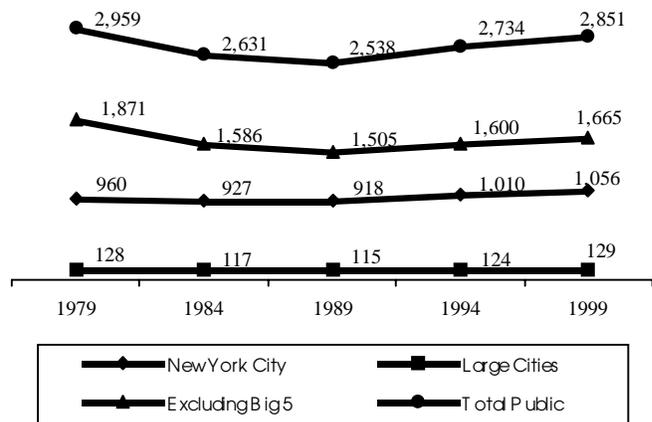
Figure 2.1
Public and Nonpublic K-12 School Enrollment (in thousands) Fall 1979 to 2005 (projected)



Public School Enrollment

Following 10 years of growth, public school enrollment reached 2.85 million in Fall 1999. Public school enrollment was at its highest value (3.52 million) in 1971. A period of declining enrollment followed, reaching a low point (2.54 million) in 1989. Despite a 12 percent increase since 1989, enrollment was 4 percent lower in 1999 than in 1979 (Figure 2.2). The upward trend, which originated with an increase in the elementary-school-age population in 1986, is expected to end when enrollments decline to 2.84 million by Fall 2001 and to 2.80 million by 2005 (Table 2.1).

Figure 2.2
Enrollment (in thousands) Trends in Public Schools by Location Fall 1979 to Fall 1999



Between 1979 and 1989, enrollments declined less rapidly in New York City (4 percent) than in the Large City Districts (10 percent) or in Districts Excluding the Big 5 (20 percent) (Figure 2.2). From 1989 to 1999, enrollments increased in all categories; however, the rate of increase in New York City public schools (15 percent) was somewhat greater than the statewide rate (12 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 lowest-performing schools in New York State. This process is designed to improve student performance by correcting situations that impede quality education. Through registration review, the lowest-performing schools are identified, warned that their registrations may be revoked, and assisted in improving their educational programs. As a last resort, schools that fail to improve have their registrations revoked. When this occurs, the Commissioner of Education develops a plan to protect the educational welfare of students at the school and requires the school district to implement the plan.

Through the 1999-2000 school year, 206 schools had been identified for registration review. Ninety-nine of these schools, including 18 during the 1999-2000 school year, have been removed from registration review. Fifteen of these 18 schools were removed because they achieved the student performance standards established by the Commissioner. Three schools ceased operation in June 2000 pursuant to closure plans developed by their district and approved by the Commissioner. Twenty-four schools were identified for registration review in the 1999-2000 school year.

In 1999-2000, 99 public schools – 94 in New York City and 5 in other districts – were under registration review (Table 2.2). This was a decrease of four schools compared with the previous year. Of all students enrolled in New York City public schools, seven percent attended a SURR school; outside New York City, less than one-half of one

percent of students were enrolled in SURR schools. Of all public school students statewide, 2.7 percent attended one of these schools. Information on demographics and performance in SURR schools can be found in Appendix B.

Prekindergarten Enrollment

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

The Universal Prekindergarten (UPK) program was established by statute in 1997. The UPK program completed its second year of operation during the 1999-2000 school year. Ninety-seven school districts (out of 241 eligible to participate) operated a UPK program. The total number of children funded by the UPK program in 1999-2000 was 27,359. This number represents 90 percent of the eligible children. In the first year of the program, 65 school districts served 18,389 students. In 1999-2000, a total of 35,188 were served, funded by the UPK program as well as other sources. The number of children served increased by 91 percent over the previous year. The statute requires districts to form an advisory board, hold a public hearing and develop a program plan that includes collaboration with community early childhood education programs. Applications from implementing districts indicated that statutory requirements were met.

TABLE 2.2
NUMBER OF SURR SCHOOLS AND ENROLLMENT
PAGE 21

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

Between Fall 1979 and Fall 1999, enrollment in prekindergarten programs operated by public and nonpublic schools expanded significantly (Table 2.3). Enrollment increased during each five-year period in New York City and statewide. In Fall 1979, 15.4 percent of the State’s four-year-old population were enrolled in these programs. Twenty years later, the number enrolled had increased to 43.1 percent of the State’s four-year-olds. The enrollment in these programs 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.

English Language Learners

Part 154 of Commissioner’s Regulations defines students with limited English proficiency (LEP) as pupils who, by reason of foreign birth or ancestry, speak a language other than English and (1) either understand and speak little or no English or (2) score at or below the 40th percentile on an English language assessment instrument. Another term popularly used for these students is English language learners (ELL). All ELL/LEP students who score at or above the 30th percentile on an approved test of reading in English must take the State assessments in English language arts and mathematics. ELL/LEP students may choose to

take the mathematics assessment in their native languages (if available) or in English. Identified students are entitled to special instructional and assessment services to assist them in learning English and achieving objectives in other academic areas. The identification criterion was raised in 1990-91, because the previous criterion (the 23rd percentile) had proven too low to ensure that all students who needed services received them.

In 1999-2000, the number of ELLs served by public schools increased by 7.4 percent over the previous year and was 54 percent higher than in the 1990-91 school year (Figure 2.3). Statewide, 7.6 percent of public and nonpublic students were identified as ELLs. A decrease in ELLs in 1998-99 may be attributed to procedural changes in the identification process in New York City.

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 ELL 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

Figure 2.3
Number of Public School Students (in Thousands) Who Are English Language Learners 1990-1991 to 1999-2000

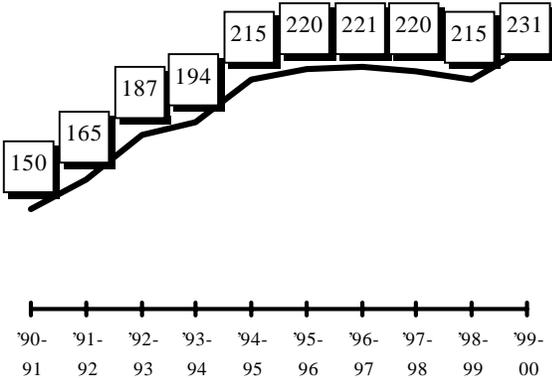
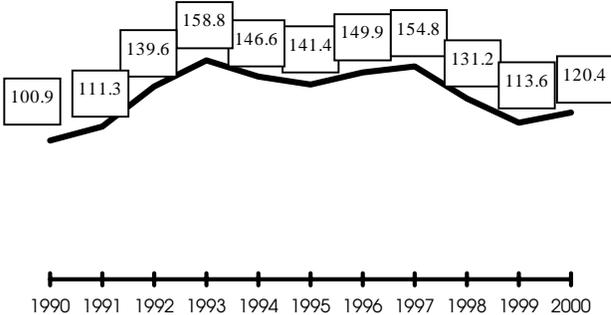


Figure 2.4
Number of Public School Students Eligible (in Thousands) Emergency Immigrant Education Assistance Program 1990 to 2000



countries, are poorly prepared for the culture and expectations of American classrooms. Some, for example, emigrated from countries with fewer years of compulsory attendance than American schools. Federal grants from the Emergency Immigrant Education Program (EIEP) are available to districts that have either 500 students, or three percent of their student enrollment, which includes public and nonpublic students, meeting the federal guidelines for newly immigrated students (having been in the United States three years or less).

Figure 2.4 shows that the number of State students eligible for EIEP funds increased by 57 percent between 1990 and 1993. Since 1993, the number has fluctuated, reaching a nine-year low in 1999 and then increasing by 7,000 in 2000. The majority (87 percent) of eligible students attended New York City public schools. In March 2000, more than 1 in 10 City public school students was eligible. The remaining eligible students attended one of the 41 other funded districts.

Special Education Enrollment

Public agencies provide special education programs for students with disabilities intended to meet their unique needs. Local school districts educate the majority of these children. In some cases, however, school districts contract with neighboring districts, BOCES, or approved private schools to provide required special services. State agencies, such as the Office of Mental Retardation and Developmental Disabilities, the Office of Mental Health, the Division for Youth, and the Department of Correctional Services, also provide services. Approximately 97 percent of students with disabilities ages 4 to 21 receive services through programs operated by local and State public agencies. Public agencies place the remaining children in ap-

proved private programs; however, they remain the responsibility of the public agencies.

In the last 20 years, the number of students ages 5 to 21 enrolled in K-12 special education programs statewide has increased 99 percent, from 199,000 students in Fall 1979 to 395,000 students in Fall 1999 (Table 2.4). During the same timeframe, statewide public and nonpublic enrollment decreased by 5.6 percent. Consequently, the share of total public and nonpublic enrollment represented by students with disabilities increased from 5.6 percent in Fall 1979 to 11.8 percent in Fall 1999.

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

<p>TABLE 2.4</p> <p>TRENDS IN SPECIAL EDUCATION ENROLLMENT FOR THE STATE AND NEW YORK CITY</p> <p>PAGE 23</p>
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special education services and programs to children with disabilities, ages three to five. Previously, special education preschool services were delivered through the Family Court system. Statewide, in 1999-2000, of those students whose education was the responsibility of district committees on preschool special education or committees on special education, 7.5 percent were preschool children. The State and counties continue to share the costs of these services. Counties pay for programs and services and then are reimbursed by the State for up to 59.5 percent of their expenditures.

The Regents are concerned about the increasing percentage of students classified as disabled as well as the performance of students with disabilities. The Regents have proposed a reform of the State special education funding system to encourage schools to place children in the setting that best meets their needs and discourage unnecessary referrals to special education. In 1999-2000, the special education classification rate did not increase, but rather remained the same as in the previous year, at 11.8 percent. 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 pupils in general education settings.

Career and Technical Education Enrollment

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

Career and technical education programs are divided into nine broad categories: agriculture, busi-

ness, health, home economics, marketing, technical, trade, technology, and visual and performing arts. Each category comprises from 9 (technology) to 129 (trades) programs preparing students for specialties within the broad area. For example, technical education programs include automotive, electronic, and textile technology. Within the technology area, students may study design and drawing, pre-engineering, or communication systems. Within the marketing areas, schools offer training in such diverse areas as advertising, modeling, and real estate. The 129 trades programs include bookbinding, commercial art, foundry work, and law enforcement.

Table 2.5 indicates that 35.3 percent of secondary students participated in career education programs operated by public school districts or BOCES during the 1999-2000 school year. Statewide, the number enrolled was the smallest since 1988-89. The number of students participating was 10 percent smaller in 1999-2000 than in 1996-97. A substantially larger percentage of ninth- through twelfth-graders in New York City than in the Rest of State have historically been enrolled in these courses.

Statewide, the percentage of secondary students enrolled in career and technical education has decreased since 1991-92. 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 percentage of secondary students enrolled in career and technical education has fallen over eight percentage points since 1991-92. Many factors may have influenced the statewide decline, such as changes in the Commissioner's Regulations affecting high school graduation, changing student career interests, opinions about program quality, and the cost of career education programs.

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

TABLE 2.5

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

PAGE 24

to meet their graduation requirements. These students may take integrated or specialized courses, or a combination of both, that include English, math, 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.

TABLE 2.1
ELEMENTARY AND SECONDARY PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT
NEW YORK STATE
FALL 1979 TO FALL 2005

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 1979	1,440,899	1,517,826	2,958,725	332,787	247,398	580,185	1,773,686	1,765,224	3,538,910	16.4%
Fall 1984	1,305,384	1,325,675	2,631,059	314,411	233,446	547,857	1,619,795	1,559,121	3,178,916	17.2
Fall 1989	1,400,301	1,137,368	2,537,669	288,900	195,075	483,975	1,689,201	1,332,443	3,021,644	16.0
Fall 1994	1,520,976	1,212,937	2,733,913	283,079	190,133	473,212	1,804,055	1,403,070	3,207,125	14.8
Fall 1999	1,579,936	1,270,888	2,850,824	293,314	197,962	491,276	1,873,250	1,468,850	3,342,100	14.7
Projected										
Fall 2001	1,537,422	1,304,457	2,841,879	287,521	202,569	490,090	1,824,943	1,507,026	3,331,969	14.7
Fall 2005	1,446,277	1,355,429	2,801,706	268,953	215,113	484,066	1,715,230	1,570,542	3,285,772	14.7

TABLE 2.2
NUMBER OF SURR SCHOOLS AND ENROLLMENT
NEW YORK STATE
1990-1991 THROUGH 1999-2000

Year	New York City		Rest of State		Total State	
	Schools	Enrollment	Schools	Enrollment	Schools	Enrollment
1990-91	40	45,418	8	7,245	48	52,663
1992-93	56	62,353	6	6,038	62	68,391
1993-94	55	61,117	6	6,077	61	67,194
1994-95	72	75,066	7	8,092	79	83,158
1995-96	78	79,027	8	8,714	86	87,741
1996-97	92	88,762	7	9,281	99	98,043
1997-98	94	87,201	4	6,304	98	93,505
1998-99	98	84,918	5	6,628	103	91,546
1999-00	94	71,611	5	6,555	99	78,166

TABLE 2.3
TRENDS IN PUBLIC AND NONPUBLIC SCHOOL PREKINDERGARTEN
ENROLLMENTS FOR THE STATE AND NEW YORK CITY
NEW YORK STATE
FALL 1979 TO FALL 1999

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 1979	240,887	37,086	15.4	100,108	14,093	14.1
Fall 1984	230,543	53,557	23.2	93,211	21,318	22.9
Fall 1989	236,730	71,255	30.1	111,400	31,415	28.2
Fall 1994	272,344	86,096	31.6	112,802	34,857	30.9
Fall 1999	257,868	111,089	43.1	109,647	57,680	52.6

TABLE 2.4
TRENDS IN SPECIAL EDUCATION
ENROLLMENT FOR THE STATE AND NEW YORK CITY*
NEW YORK STATE
Fall 1979, 1984, 1989, 1994, 1999

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 1979	1,272,889	66,153	5.2%	2,266,021	132,731	5.9%	3,538,910	198,884	5.6%
Fall 1984	1,224,704	107,885	8.8	1,954,212	150,726	7.7	3,178,916	258,611	8.1
Fall 1989	1,189,435	106,034	8.9	1,832,209	160,757	8.8	3,021,644	266,791	8.8
Fall 1994	1,272,987	118,003	9.3	1,934,138	212,512	11.0	3,207,125	330,515	10.3
Fall 1999	1,328,759	146,949	11.1	2,013,341	247,920	12.3	3,342,100	394,869	11.8

*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 6,448 such students in 1998-99.)

TABLE 2.5
TRENDS IN SECONDARY OCCUPATIONAL EDUCATION ENROLLMENT
FOR THE STATE, NEW YORK CITY, AND THE REST OF STATE INCLUDING BOCES
NEW YORK STATE
1986-1987 TO 1999-2000

School Year	New York City			Rest of State Including BOCES			Total State Including BOCES		
	9-12 Enrollment	Occupational Education Enrollment	Occupational Education Enrollment as a % of 9-12	9-12 Enrollment	Occupational Education Enrollment	Occupational Education Enrollment as a % of 9-12	9-12 Enrollment	Occupational Education Enrollment	Occupational Education Enrollment as a % of 9-12
1986-1987	276,453	139,061	50.3%	543,634	161,308	29.7%	820,087	300,369	36.6%
1987-1988	270,204	133,541	49.4	515,042	150,700	29.3	785,246	284,241	36.2
1988-1989	259,805	133,945	51.6	483,485	136,873	28.3	743,290	270,818	36.4
1989-1990	247,171	142,364	57.6	461,623	163,123	35.3	708,794	305,487	43.1
1990-1991	250,033	144,583	57.8	453,806	163,558	36.0	703,839	308,141	43.8
1991-1992	257,694	151,131	58.6	456,550	163,706	35.9	714,244	314,837	44.1
1992-1993	266,848	157,964	59.2	460,992	161,318	35.0	727,840	319,282	43.9
1993-1994	274,742	153,348	55.8	465,748	155,683	33.4	740,490	309,031	41.7
1994-1995	276,747	149,238	53.9	470,190	158,540	33.7	746,937	307,778	41.2
1995-1996	281,850	149,794	53.1	476,572	153,052	32.1	758,422	302,846	39.9
1996-1997	286,289	158,356	55.3	483,357	148,590	30.7	769,646	306,946	39.9
1997-1998	287,340	149,921	52.2	488,897	151,122	30.9	776,236	301,043	38.8
1998-1999	282,806	143,994	50.9	494,877	149,611	30.2	777,683	293,605	37.8
1999-2000	279,461	133,903	47.9	502,020	141,965	28.3	781,481	275,868	35.3

2 Resource Trends

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

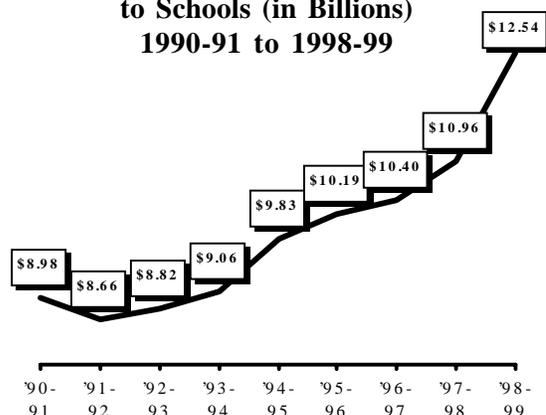
This discussion is based upon district reports of expenditures and revenues (Table 2.6) during the five-year period from 1994-95 to 1998-99 (the latest year for which complete data are available). In each year during this period, State revenues to schools increased by at least 2.1 percent. The largest increase, 14.4 percent, occurred in 1998-99. Examining the five-year trend shows that in 1998-99, State revenues to schools were \$2,705 million (28 percent) greater than in 1994-95. Considering inflation, however, State revenue to schools in 1998-99 was worth 17 percent more than in 1994-95.

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. In 1998-99, STAR provided over \$580 million to school districts (two per-

TABLE 2.6
TOTAL REVENUES FOR PUBLIC
ELEMENTARY, MIDDLE, AND
SECONDARY EDUCATION

PAGE 29

Figure 2.5
Revenues from the State
to Schools (in Billions)
1990-91 to 1998-99



cent of total revenues) in addition to State aid. Revenues from STAR were included in State revenue calculations for the 1998-99 school year.

Financing public education, like governing schools, is a responsibility shared by the State and local communities, with limited assistance from the federal government. In 1998-99, districts raised \$15.45 billion through tax levies and other local revenue sources to support education. The district contribution represented an increase of \$1.92 billion or 14 percent since 1994-95.

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 1998-99, the federal contribution to State schools was \$1.35 billion, an increase of 29 percent since 1994-95. Even with this increase, federal revenues amounted to only 4.6 percent of total district revenues.

Because of increases in State, local, and federal revenues, between 1994-95 and 1998-99 total district revenues increased by 20 percent (10 percent after inflation) to \$29.33 billion. State and federal revenues increased at a faster rate than local revenues.

In 1998-99, the State contribution was 42.7 percent, compared with 40.3 percent in 1994-95. The local share was 52.7 percent, and the federal share, 4.6 percent, compared with 55.4 and 4.3 percent, respectively, in 1994-95.

Revenues and Expenditures Per Pupil

Because of increasing enrollment, State revenues per pupil increased at a slower rate than total State revenues to schools. State revenues per pupil increased modestly between 1994-95 and 1997-98, before increasing substantially in 1998-99 (Table 2.7). Comparing 1998-99 with 1994-95, in absolute dollars, State revenue per pupil increased 21 percent. Adjusted for inflation, State revenue per pupil increased by 11 percent.

During this five-year period, statewide, the mean expenditure per pupil increased at a slower rate than State aid per pupil. The 1998-99 mean expenditure per pupil was \$10,317, an increase of 13 percent over 1994-95. Over the five-year period, adjusted for inflation, expenditures per pupil increased three percent.

Public School Teachers and Administrators

In 1999-2000, staffing levels reached a record high. Approximately 214,000 persons taught in the State's public schools; an additional 41,000 profes-

TABLE 2.7

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

PAGE 30

TABLE 2.8

PROFESSIONAL STAFF IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

PAGE 31

sionals worked as administrators, school counselors, school nurses, psychologists, and other professional staff, devoting more than half of their time to nonteaching duties (Table 2.8). Compared with the previous year, there were 6,900 more classroom teachers and about 1,700 additional other professional staff.

Tracing the 25-year trend in the number of professional staff employed reveals a decrease of 17,000 staff (-8 percent) between 1975-76 and 1982-83 followed by an increase of 26,000 (14 percent) staff between 1982-83 and 1990-91. Staffing decreased in 1991-92 and then increased continuously, reaching 255,000 in 1999-2000. The staff decline in the 1970s responded to a decrease in enrollment. While enrollment continued to fall until 1990, the number of school professionals began to increase in 1983. Part of this increase may be accounted for by greater enrollments in special education, English as a second language, and bilingual programs mandated by law or regulation.

Figure 2.6 contrasts changes in public school enrollment with changes in professional teaching and nonteaching staff. In 1975-76, 211,000 professional staff (full- and part-time), served 3.41 million students; in 1999-2000, 254,900 served 2.85 million students. In that year, on average, districts employed one classroom teacher for every 13.0 students compared with one for every

13.8 students in 1989-90, and one for every 17.5 in 1979-80 (Figure 2.7).

In 1991-92, districts eliminated over 7,000 (three percent) professional positions because State and local resources had failed to keep pace with rising district expense for salaries. This decrease in staff was accompanied by an increase in public school class sizes, partially negating improvements made during the 1980s (Table 2.9). Comparing average class sizes in 1999-2000 with those in 1990-91, kindergarten and elementary classes in all district categories were smaller. Secondary classes, however, were larger in all categories, except New York City.

On average, each kindergarten class in 1999-2000 included 20 pupils and other classes, 22 to 24 pupils. Class sizes in New York City were substantially larger than classes in other school categories. New York City elementary classes (grades 1 through 6) averaged four more pupils and secondary classes averaged seven more students than classes outside the Big 5. Classes in Large City Districts were also larger than those in districts outside the Big 5.

<p>TABLE 2.9</p> <p>PUBLIC SCHOOL</p> <p>AVERAGE CLASS SIZE</p> <p>IN SELECTED</p> <p>GRADES AND COURSES</p> <p>PAGE 32</p>

Figure 2.7
Number of Students per Teacher
1979-1980, 1989-1990, 1999-2000

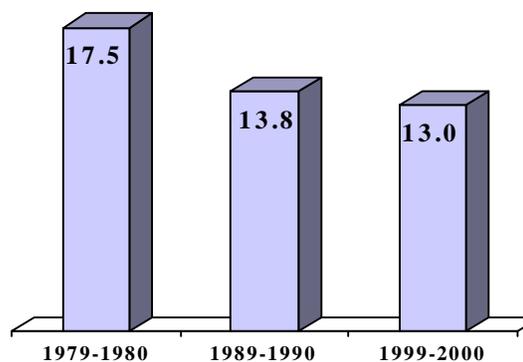
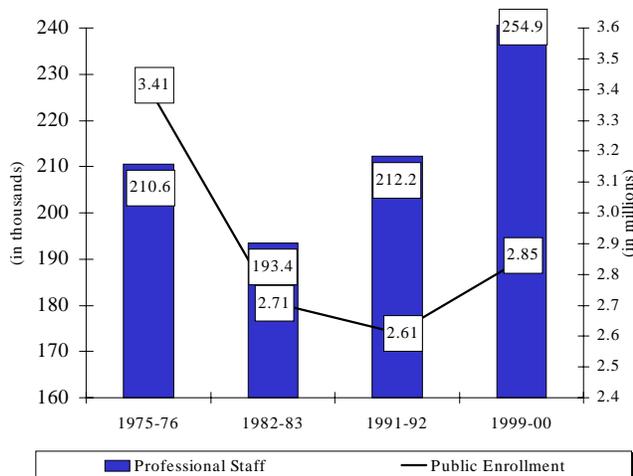


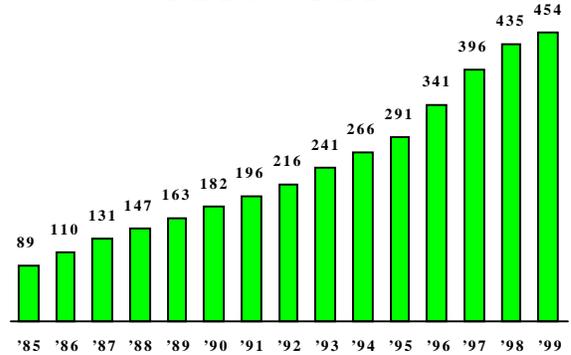
Figure 2.6
Trends in Public School Enrollment
and
Total Professional Staff
1975-76, 1982-83, 1991-92, and 1999-00



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. During the last 15 years, the number of microcomputers in New York's public schools has more than quintupled. Comparing 1996 with 1999, New York's public schools had about 113,000 additional microcomputers (Figure 2.8).

Figure 2.8
Growth in Number of Microcomputers (in thousands) in New York State Public Schools
Fall 1985 to Fall 1999



Endnotes

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

TABLE 2.6
TOTAL REVENUES FOR PUBLIC ELEMENTARY, MIDDLE, AND SECONDARY EDUCATION
(IN THOUSANDS)
NEW YORK STATE
1994-95 TO 1998-99

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
1994-95	\$24,401,487	\$9,830,880	40.3%	\$1,043,941	4.3%	\$13,526,666	55.4%
1995-96	25,317,136	10,187,378	40.2	1,130,994	4.5	13,998,763	55.3
1996-97	26,038,616	10,400,060	39.9	1,045,219	4.0	14,593,336	56.0
1997-98	27,259,452	10,962,706	40.2	1,091,881	4.0	15,204,955	55.8
1998-99	29,328,271	12,536,040	42.7	1,345,607	4.6	15,446,625	52.7

Source: Twelfth Annual School District Fiscal Profile Data Base

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

TABLE 2.7
STATE REVENUES PER PUPIL AND EXPENDITURES PER PUPIL IN
PUBLIC ELEMENTARY, MIDDLE, AND SECONDARY EDUCATION
NEW YORK STATE
1994-95 TO 1998-99

School Year	State Revenues Per Pupil *	Percent Increase in State Aid Revenues Per Pupil Over Prior Year	Expenditures Per Pupil	Percent Increase in Expenditures Per Pupil Over Prior Year
1994-95	\$3,647	7.5%	\$9,157	2.9%
1995-96	3,696	1.3	9,256	1.1
1996-97	3,720	0.5	9,321	0.7
1997-98	3,894	4.7	9,810	5.2
1998-99	4,410	13.3	10,317	5.2

Source: 12th 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 combined adjusted average daily membership including students enrolled in district programs; disabled pupils educated in district, BOCES, or approved private school programs or at Rome or Batavia; and students educated in other districts for which the district pays tuition. Pre-kindergarten and half-day kindergarten pupils are weighted at 0.5.

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

TABLE 2.8
PROFESSIONAL STAFF¹ IN PUBLIC
ELEMENTARY AND SECONDARY SCHOOLS
NEW YORK STATE
1975-1976 TO 1999-2000

Year	Classroom Teachers	Other Professional Staff ²	Total Professional Staff
1975-76	182,772	27,859	210,631
1976-77	173,975	25,619	199,594
1977-78	175,879	27,259	203,138
1978-79	176,141	27,478	203,619
1979-80	172,803	29,008	201,811
1980-81	169,189	27,468	196,657
1981-82	168,516	27,210	195,726
1982-83	167,172	26,190	193,362
1983-84	168,944	27,693	196,637
1984-85	171,093	27,682	198,775
1985-86	175,256	28,120	203,376
1986-87	176,121	31,458	207,579
1987-88	176,910	36,177	213,087
1988-89	177,871	35,773	213,644
1989-90	183,293	31,835	215,128
1990-91	186,205	33,344	219,549
1991-92	180,274	31,962	212,236
1992-93	184,303	33,184	217,487
1993-94	188,846	34,577	223,423
1994-95	190,759	32,764	223,523
1995-96	197,591	31,744	229,335
1996-97	201,316	33,781	235,097
1997-98	206,365	31,776	238,141
1998-99	206,842	39,449	246,291
1999-00	213,746	41,130	254,876

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

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

TABLE 2.9
PUBLIC SCHOOL AVERAGE CLASS SIZE IN SELECTED GRADES AND COURSES
1990-1991, 1995-1996, 1996-1997, 1997-1998, 1998-1999 and 1999-2000

Location/Year	Kindergarten	Grades 1-6	English 7	English 9	Biology Regents	U.S. History & Government
New York City						
1990-91	24.7	27.3	29.0	27.9	31.1	29.3
1995-96	25.4	28.3	30.4	29.9	31.6	30.6
1996-97	25.1	28.0	29.7	30.0	31.4	30.4
1997-98	24.2	27.3	29.3	28.9	30.4	29.5
1998-99	23.8	26.5	28.9	28.4	29.6	28.7
1999-00	22.5	25.5	28.2	28.5	30.2	28.7
Large City Districts						
1990-91	23.5	24.6	22.7	22.1	25.5	22.1
1995-96	23.6	24.5	24.4	24.1	25.7	23.7
1996-97	22.4	24.2	24.1	25.0	26.3	25.5
1997-98	20.6	24.0	24.1	24.7	26.4	25.6
1998-99	21.1	23.6	23.4	24.4	25.7	25.2
1999-00	18.8	22.5	23.2	23.5	25.6	25.0
Districts Excluding the Big 5						
1990-91	20.5	22.0	21.1	20.2	21.8	20.4
1995-96	20.9	22.4	22.2	21.9	22.4	22.0
1996-97	20.4	22.2	22.2	21.9	22.7	22.0
1997-98	20.1	22.0	22.4	22.0	22.7	22.2
1998-99	19.8	21.7	21.8	21.6	21.9	21.7
1999-00	19.4	21.2	21.8	21.5	21.7	21.6
Total State						
1990-91	21.8	23.6	23.3	22.4	24.1	22.8
1995-96	22.4	24.2	24.3	24.0	26.2	24.6
1996-97	21.9	24.0	24.2	24.2	25.9	24.6
1997-98	21.3	23.6	24.2	24.0	25.4	24.7
1998-99	21.0	23.2	23.6	23.6	24.6	24.0
1999-00	20.3	22.5	23.4	23.4	24.2	23.9

3 Performance Trends

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

New York State Assessment Program (NYSAP)

Elementary-Level English Language Arts (ELA)

Fourth-graders performed substantially better on the ELA in 2000 than in 1999. In January 2000, 59 percent of public school fourth-graders (compared with 49 percent the previous year) demonstrated achievement of the skills and knowledge in English language arts expected of elementary-school students (Figure 2.9). Sixteen percent of fourth-graders demonstrated knowledge and skills consistent with the State standards for middle-level students. An additional 32 percent showed some of the knowledge and skills expected of fourth-graders. The performance of 10 percent was severely deficient. New York City fourth-graders also showed improved performance in 2000: 42 percent of tested students scored at Levels 3 and 4. Consistent with historical patterns of performance on the PEP test in reading, in both years, more New York City

Figure 2.9
Elementary-Level English Language Arts
Percentage of Tested Public School Students Scoring at Each Performance Level
1999 and 2000

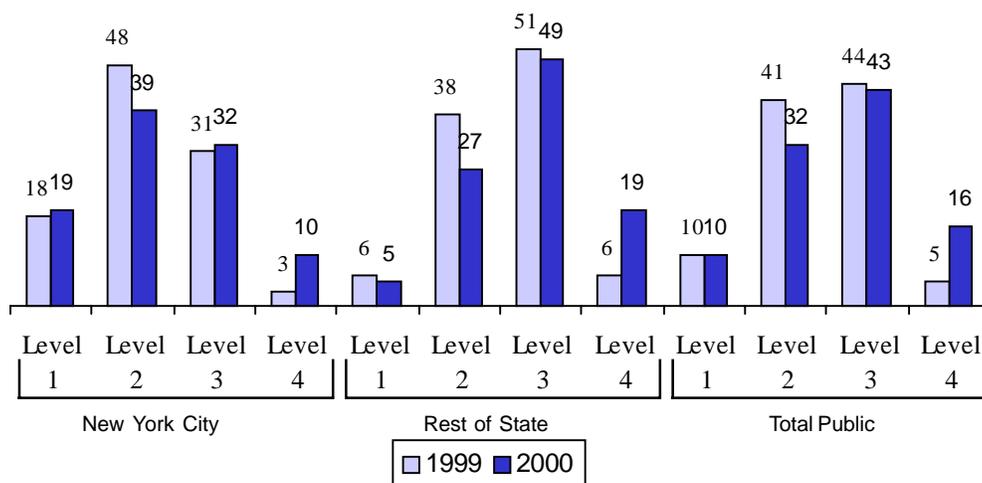


Figure 2.10
Elementary-Level Mathematics
Percentage of Tested Public School Students Scoring at Each Performance Level
1999 and 2000

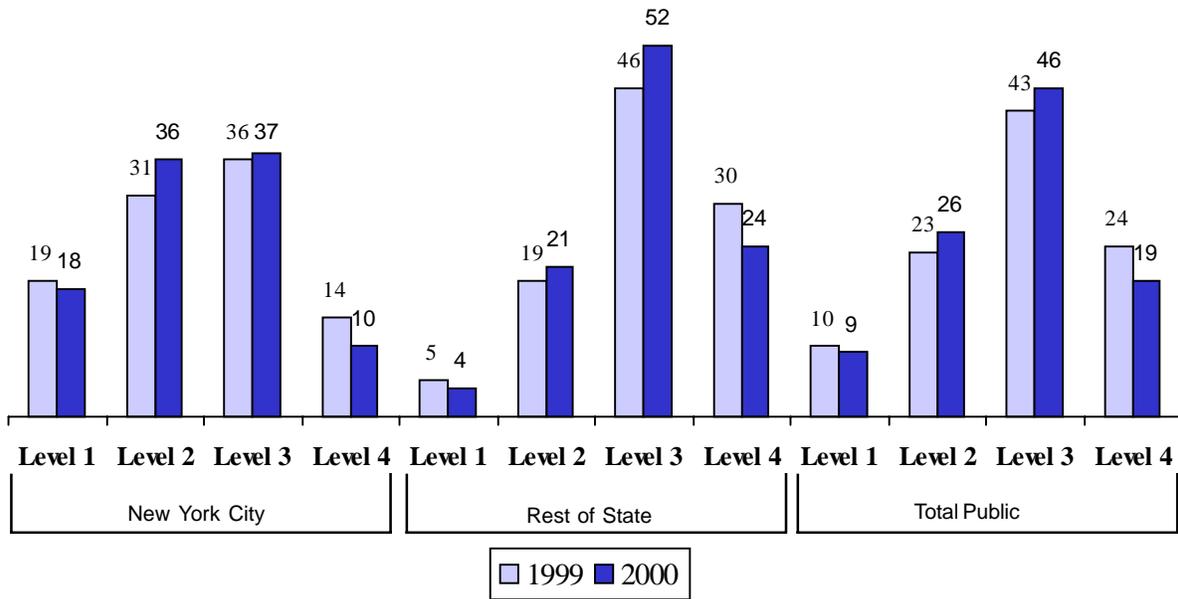
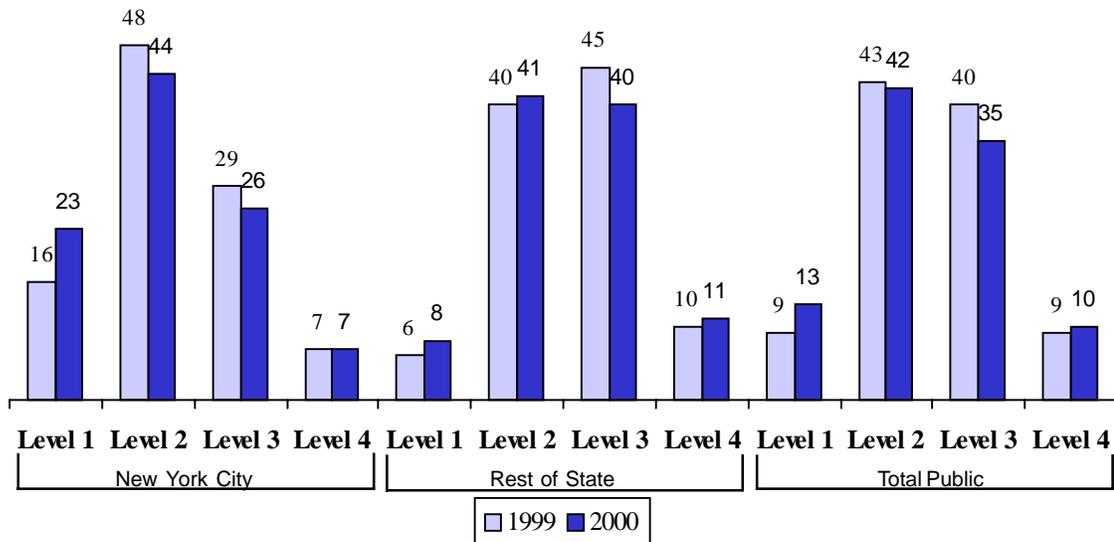


Figure 2.11
Middle-Level English Language Arts
Percentage of Tested Public School Students Scoring at Each Performance Level
1999 and 2000



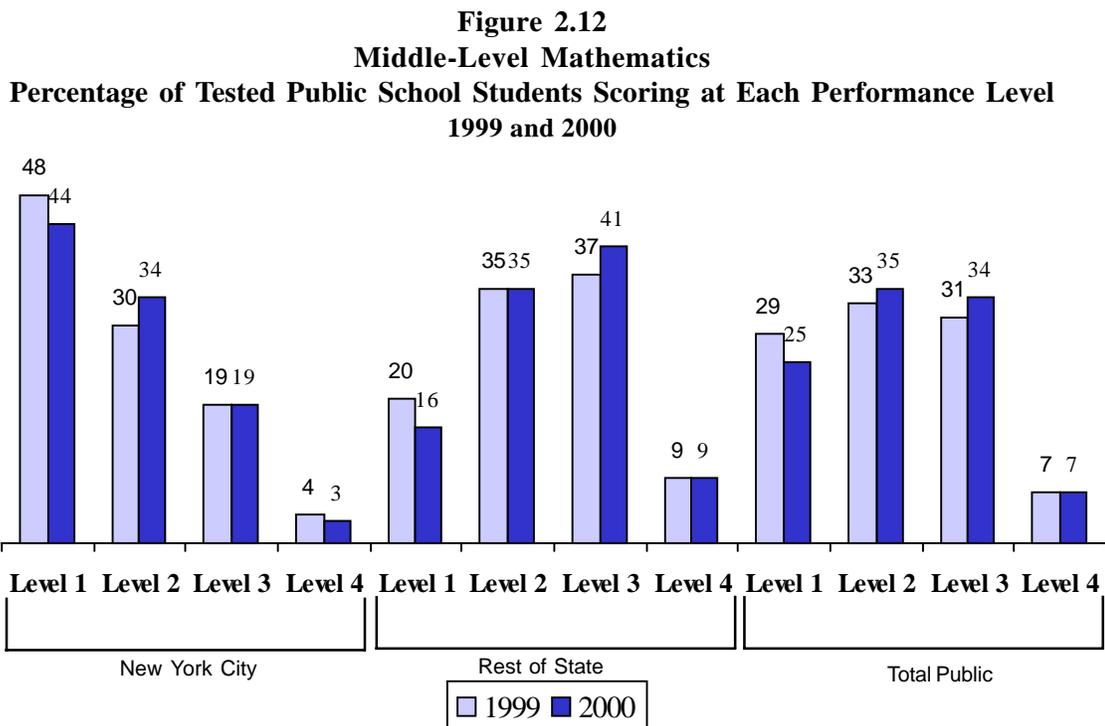
students than students elsewhere scored at Levels 1 and 2, thus requiring academic intervention services. Additional aggregations of data by Need/Resource Capacity Category (Part III of this report) show that, on average, New York City performed better than the Large City Districts.

Elementary-Level Mathematics

In 1999 and 2000, a larger percentage of tested students succeeded in meeting the State standards on this assessment than any other in the NYSAP (Figure 2.10). In 2000, however, a slightly smaller percentage, 65 percent compared with 67 percent, of students scored at Levels 3 or 4 than in the previous year. Nineteen percent of tested students demonstrated advanced knowledge and skills by scoring at Level 4. On average, students in public schools outside New York City were more likely to meet the standards than New York City students were. The percentage of students at Level 1 was more than four times as great in New York City as in Rest of State schools in 2000.

Middle-Level English Language Arts (ELA)

While fourth-graders scored better on the ELA assessment in 2000 than in 1999, eighth-graders scored lower. In 2000, 45 percent of eighth-graders (compared with 49 percent the prior year) demonstrated proficiency on the ELA standards for their level (Figure 2.11). The students who scored at Levels 3 or 4, with continued steady growth, should pass the Regents English examination. Students below those levels will need varying degrees of academic intervention to succeed on the Regents English examination. Thirty-three percent of New York City eighth-graders, compared with 51 percent in the rest of the State, demonstrated proficiency on the ELA standards.



Middle-Level Mathematics

In both years, the majority of eighth-graders were not able to demonstrate proficiency in the mathematical knowledge and skills expected of middle-level students (Figure 2.12). Although performance improved somewhat in 2000, only 41 percent of tested students scored at Levels 3 or 4. Statewide, 25 percent showed no evidence of proficiency in these skills. These results caused many school districts statewide to examine the curriculum and instruction provided to middle-level students to ensure that it is aligned with the middle-level standards for mathematics. In 2000, only 22 percent of New York City students were able to meet the standards. The large percentage of uncertified math teachers in the middle grades in New York City, documented in Figure 3.6, compromises the City's ability to prepare students for the middle- and commencement-level mathematics standards.

Elementary-Level Science Test

In 2000, the Program Evaluation Test (PET) in science was revised. The revised test was designed to assess the content, concepts and skills contained in the New York State's *Elementary Science Syllabus*, Levels I and II and the *New York State Learning Standards for Mathematics, Science, and Technology (Elementary Level)*. The new science test is used to evaluate student as well as school performance, whereas the previous version was used only to measure school performance.

In the first year of test administration, public school students answered on average, 32 of 45 questions correctly on the multiple-choice portion of the science test (Figure 2.13). This portion of the science test is used to determine which students need academic intervention services in science. Thirty-four percent of fourth-graders were determined to need these services (Figure 2.14). The performance portion of the test is used to evaluate school science programs rather than students. Schools achieved a mean score of 32 on this portion of the test.

Figure 2.13
2000 ELEMENTARY SCIENCE
Mean Scores
All Tested Public School Students

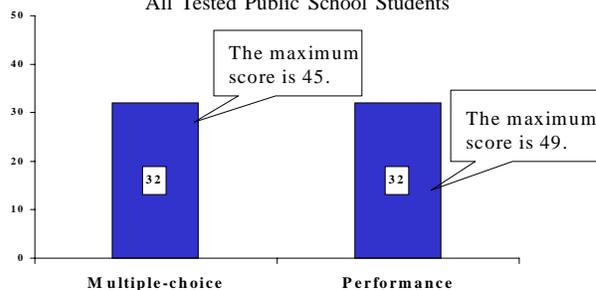
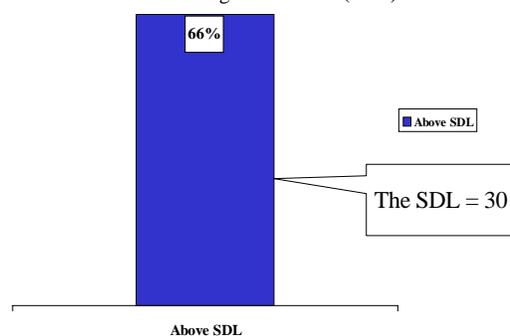


Figure 2.14
2000 ELEMENTARY SCIENCE
Percentage of Tested Students
above the State Designated Level (SDL)



Regents Examinations

General-education students who entered ninth grade for the first time in 1996 must 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 must score at least 65 (55 with local board approval) on the Regents English examination and a Regents mathematics examination. See *Part I: Overview* for a description of high school graduation requirements. Because students generally do not take the Regents English examination until the end of eleventh grade, the first class of students required to take this examination did so in Spring 1999. In 1999-2000, 95 percent of public secondary schools and 46 percent of nonpublic secondary schools gave Regents examinations.

Performance on the Regents examinations is reported using three measures: First, in the five

curricular areas in which Regents examinations are required for graduation, the number of students tested, scoring 55-100, and scoring 65-100 is reported. Second, performance on the Regents English and mathematics tests is reported as a percentage of the number of students enrolled in the 1996 and 1997 cohorts, the first groups of students subject to new higher graduation requirements. Third, summary results are presented as a percentage of average grade enrollment (AGE) for all Regents examinations except English and mathematics I.

Reported results for Regents examinations given before 1996 are not directly comparable to those reported for later years. Before 1996, the Department collected data separately for the January and June administrations of the RCTs, the Regents examinations, and the career education proficiency examinations. In those years, we reported only the results of June administrations of the Regents examinations. As schools administered increasing numbers of examinations in January, our statistics under-represented the percentage of students actually taking and passing Regents examinations. Beginning in 1996, for each examination, schools reported results for students tested in January and/or June and only one score, the student's higher score, was reported. In previous years, a student might have been reported as failing in Janu-

ary and passing or failing in June. In 1998, schools began reporting results for students tested the previous August, January and/or June. Performance improvements through 1995 can be found in the 2000 edition of this report.

Number Tested and Passing

Test results show that the number of students tested and the number of students scoring 55 or higher on each of the five core Regents examinations has increased substantially since 1996 (Figures 2.15 through 2.19). In fact, on four Regents examinations, comprehensive English, global studies (or global history), U.S. history and government, and biology, the number of public school students scoring 55 or higher was greater in 2000 than the number tested in 1996. The increases in students tested and scoring 55-100 ranged from 13 to 25 percent.

In 2000, 90 percent of tested students scored 55 or higher on the Regents English examination, as did 72 percent on the Regents mathematics I examination. Scoring a 55 or higher on these examinations satisfies the minimum graduation requirements in English and mathematics, during the phase-in of new requirements.

Figure 2.15
Trends in Numbers Tested and Scoring 55 to 100 and 65 to 100 Regents Comprehensive Examination in English 1995-1996 to 1999-2000

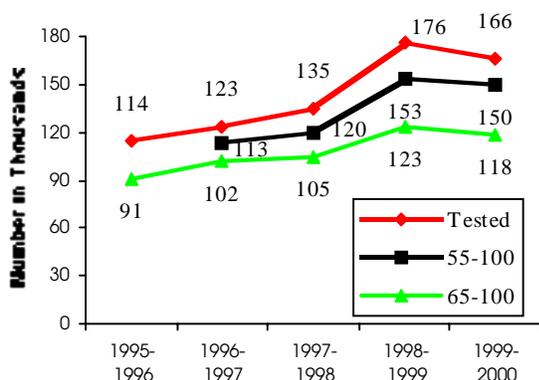
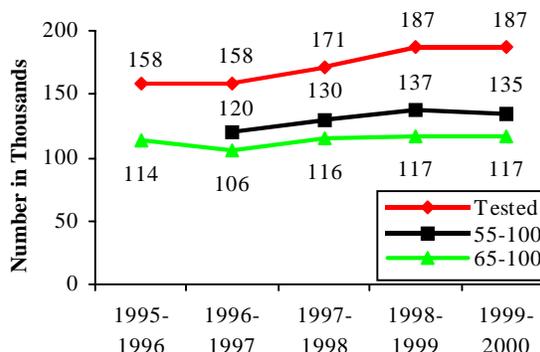


Figure 2.16
Trends in Numbers Tested and Scoring 55 to 100 and 65 to 100 Regents Examination in Sequential Mathematics I 1995-1996 to 1999-2000



Cohort Performance After Three Years of High School

In public schools statewide, the same percentage (78 percent) of general-education students in both the 1996 and 1997 cohorts met the English graduation requirement after three years by scoring 55 or higher on the Regents English (Figure 2.20). A small percentage of students in each cohort failed the test (6 and 4 percent, respectively). Most students who had not met the English requirement at the end of three years had not taken the test (16 and 18 percent, respectively). A greater percentage of students in the 1997 cohort than the 1996 cohort scored 55 or higher on the Regents mathematics test, 77 percent in the 1997 cohort compared with 71 percent in the 1996 cohort (Figure 2.21). This increase is not unexpected given that Regents mathematics was not a graduation requirement for students in the 1996 cohort. A larger percentage of students in the 1997 cohort failed the Regents mathematics than the English examination, suggesting that mathematics may be the more difficult of the first two graduation requirements for students. This finding is consistent with the fact that eighth-graders performed more poorly in mathematics than English.

In both cohorts, students in Rest of State schools outside the big 5 performed better than their counterparts in New York City and Large City Districts (Figures 2.20-2.23). Ninety percent of students in the 1997 cohort met the minimum standard in mathematics and in English in Rest of State schools. In New York City and Large City Districts, only slightly more than half of students in the 1997 cohort scored at least 55 on the Regents mathematics test, and about two-thirds did so in English in Rest of State schools. Students in New York City and Large City Districts were more likely to have received English graduation credit for scoring between 55 and 64 than students in Rest of State schools.

Figure 2.17
Trends in Numbers Tested and Scoring 55 to 100 and 65 to 100 Regents Examination in Global Studies and Global History 1995-1996 to 1999-2000

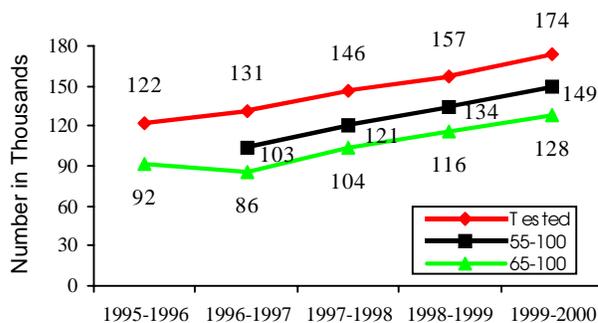


Figure 2.18
Trends in Numbers Tested and Scoring 55 to 100 and 65 to 100 Regents Examination in U.S. History & Government 1995-1996 to 1999-2000

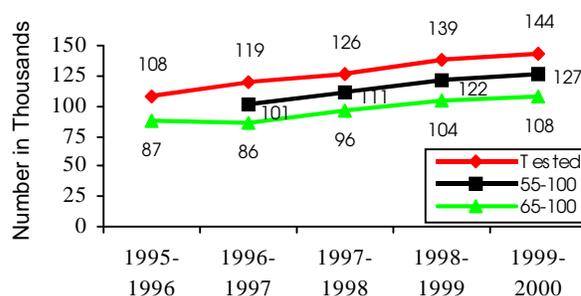


Figure 2.19
Trends in Numbers Tested and Scoring 55 to 100 and 65 to 100 Regents Examination in Biology 1995-1996 to 1999-2000

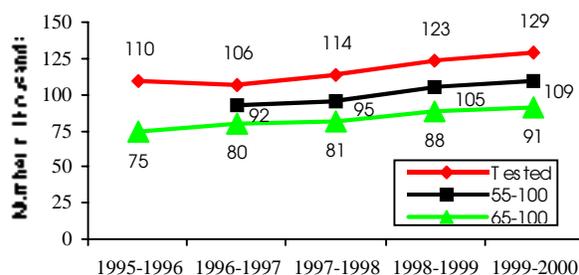


Figure 2.20
REGENTS ENGLISH

Percentage of General-Education Students
in the 1996 and 1997 Cohorts
Scoring 55-100 after Three Years
New York City, Large City Districts,
and Rest of State Districts

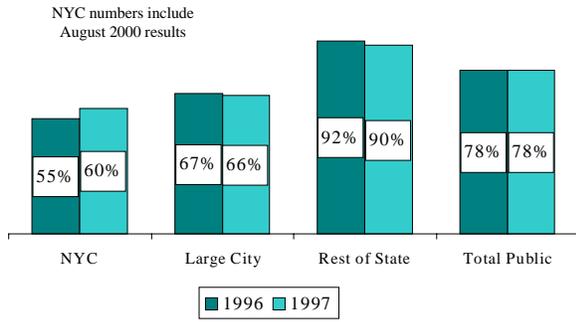


Figure 2.22
REGENTS ENGLISH

Percentage of General-Education Students
in the 1996 and 1997 Cohorts
Scoring 65-100 after Three Years
New York City, Large City Districts,
and Rest of State Districts

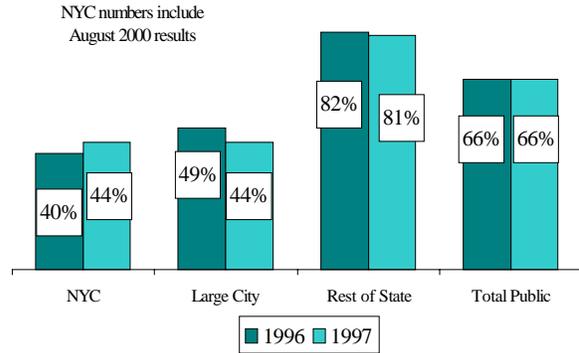


Figure 2.21
REGENTS MATHEMATICS

Percentage of General-Education Students
in the 1996 and 1997 Cohorts
Scoring 55-100 after Three Years
New York City, Large City Districts,
and Rest of State Districts

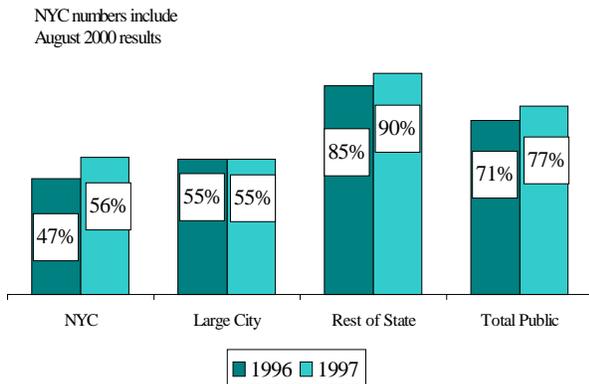
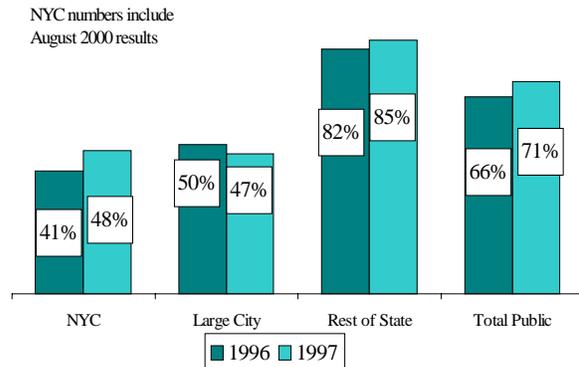


Figure 2.23
REGENTS MATHEMATICS

Percentage of General-Education Students
in the 1996 and 1997 Cohorts
Scoring 65-100 after Three Years
New York City, Large City Districts,
and Rest of State Districts



1996 Cohort Performance After Four Years of High School

After one additional year of high school, the percentage of general-education students meeting the graduation requirement in English rose to 90 percent, an increase of 12 percent, statewide (Table 2.10). The increase in New York City and Large City Districts was substantial, an additional 22 percent of students in New York City and 17 percent of students in Large City Districts met the requirement after four years. The percentage of students meeting the mathematics requirement increased to 77.2 statewide (Table 2.11). Part of the increase in the percentages of the cohort meeting the standards can be attributed to students leaving the cohort. In all public schools, approximately 10,500 students left the cohort; in New York City, approximately 7,300 students left the cohort.

TABLE 2.10

THE PERCENTAGE OF STUDENTS IN THE 1996 COHORT SCORING 55-100 AND 65-100 ON THE REGENTS EXAMINATION IN ENGLISH AFTER FOUR YEARS NEW YORK STATE JUNE 2000

PAGE 43

TABLE 2.11

THE PERCENTAGE OF STUDENTS IN THE 1996 COHORT SCORING 55-100 AND 65-100 ON THE REGENTS EXAMINATION IN MATHEMATICS AFTER FOUR YEARS NEW YORK STATE JUNE 2000

PAGE 43

Performance as a Percentage of AGE

Between 1994-95 and 1999-2000, in public schools statewide, the percentage of AGE passing increased on all Regents examinations (Table 2.12). In 2000, a record percentage of AGE (68.5 percent) passed the Regents global studies (or global history) examination in public schools statewide. The percentage of AGE passing the U.S. history and government examinations (57.4) has increased over 10 percent since 1995.

Comparing Regents examination performance in 1999-2000 with 1994-95, New York City performance improved or remained the same on ev-

**TABLE 2.12
REGENTS EXAMINATIONS
PERCENT OF
AVERAGE GRADE ENROLLMENT
SCORING 65-100
NEW YORK STATE
1995 THROUGH 2000**

PAGES 44-45

ery examination except biology. (New York City has a variance to give an approved alternative examination for Regents credit in biology.) The improvements in Earth science, global studies (or global history), and U.S. history and government were most striking.

Comparing 1999-2000 with 1994-95, performance improved on all examinations in the Rest of State public schools. In public schools outside New York City, at least 64 percent of AGE scored 65 or higher on the Regents examinations meeting the graduation requirements in social studies and science. The largest percentages of AGE exceeded the minimum requirement for graduation (scored at least 65) on the Regents global studies (or global history) examination, 80.1.

In 1998-99, in nonpublic schools administering Regents examinations, more than 65 percent of AGE passed 6 of the 11 examinations. In 1999-2000, compared with the previous year, smaller percentages of AGE passed each Regents examination. At least 60 percent of AGE passed the Regents biology, global studies (or global history), U.S. history and government examinations, and foreign language examinations.

Considering all public and nonpublic schools administering Regents examinations, the percentage of AGE passing increased on all examinations between 1994-95 and 1999-2000. The largest improvements occurred on global studies (or global history) and Earth science examinations that can be used to satisfy current or future requirements for graduation.

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. Unless specifically exempted by their individualized education program (IEP), students must participate in the NYSAP. No student may earn a high school diploma without demonstrating competency for high school graduation by passing the Regents Competency Tests (RCT), selected Regents examinations, or approved alternatives. The local committee on special education sets individualized goals for students with disabilities. Those students they judge to be unable to meet the competency requirements earn IEP diplomas or local certificates when they complete the goals established in their IEPs. Some students working toward IEP diplomas are exempted from State tests in some academic areas but not 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 do include students with disabilities. Regents examination results, except when reported by cohort, include both general-education students and students with disabilities.

Students with disabilities have been afforded increasing access to general-education programs leading to high school diplomas and, consequently, have been participating in the testing program with greater frequency. This section reviews their performance on the NYSAP, Regents examinations, and Regents Competency Tests (RCT). The Regents examinations document proficiency at the level to be 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 to students who score below Level 3 on NYSAP tests or who fail RCTs.

New York State Assessment Program

Larger numbers of students with disabilities participated in NYSAP in 2000 than in 1999 (Table 2.13). Twenty-seven percent of these fourth-graders achieved the State standard in ELA; 37 percent did so in mathematics. Middle-level students with disabilities were less successful in achieving the State standards than the elementary students. Only 11 percent of the eighth-graders scored at Levels 3 and 4 on the ELA and 12 percent did so on the mathematics assessment. The percentage of students scoring at Levels 3 and 4 increased on all four assessments from 1999 to 2000.

TABLE 2.13

**NUMBER OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS WITH DISABILITIES TESTED AND THE PERCENT SCORING AT EACH PERFORMANCE LEVEL
NEW YORK STATE ASSESSMENT PROGRAM
1999 AND 2000**

PAGE 46

Regents Examinations

In response to the requirement that all students pass five Regents examinations to earn diplomas, larger percentages of students with disabilities are taking Regents examinations (Table 2.14). On four of the five Regents examinations to be required for graduation, more students with disabilities scored 55 or higher in the 1999-2000 school year than were tested in 1997-98. The greatest improvements occurred on the Regents examinations in English and in global studies (or global history). On those examinations, the number of students scoring 55 or higher more than doubled between 1997-98 and 1999-2000.

TABLE 2.14

**TRENDS IN THE NUMBER OF STUDENTS WITH DISABILITIES TESTED AND SCORING 55 AND HIGHER
REGENTS EXAMINATIONS
NEW YORK STATE
1997-1998 AND 1999-2000**

PAGE 47

Cohort Performance After Three Years of High School

A larger percentage of students with disabilities in the 1997 cohort (52 compared with 46 percent) met the Regents graduation requirement in English after three years than students in the 1996 cohort (Figure 2.24). The results for mathematics showed an even greater increase, not surprising given that Regents mathematics was first required of students in the 1997 cohort (Figure 2.25). Forty-two percent of students with disabilities in the 1997 cohort scored at least 55 on Regents mathematics; 30 percent of students with disabilities in the 1996 cohort did so.

Figure 2.24
REGENTS ENGLISH
Percentage of Students with Disabilities
in the 1996 and 1997 Cohorts
Meeting Requirements after Three Years
All Public Schools

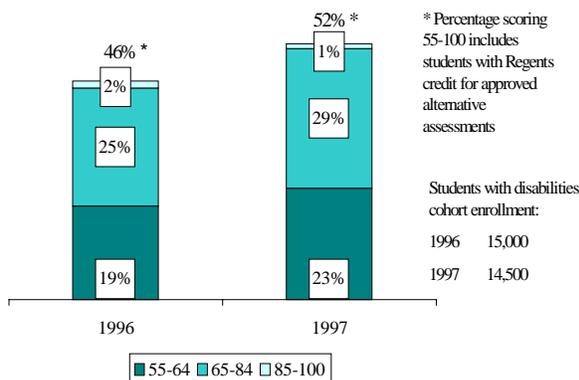
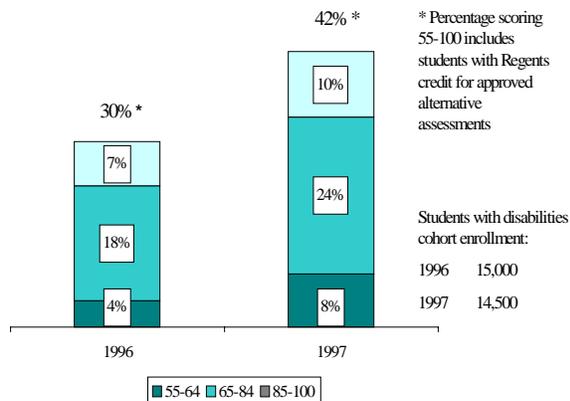


Figure 2.25
REGENTS MATHEMATICS
Percentage of Students with Disabilities in the
1996 and 1997 Cohorts
Meeting Requirements after Three Years
All Public Schools



Cohort Performance After Four Years of High School

After one additional year of high school, the percentage of students meeting the graduation requirement in English rose to 63 percent, an increase of 17 percent, statewide (Table 2.10). Only 40 percent of students with disabilities in the 1996 cohort in Large City Districts scored 55 or higher on Regents English after four years. The percentage of cohort scoring 55 or higher on Regents mathematics increased 8 percent with an additional year (Table 2.11).

Regents Competency Tests

As larger numbers of students with disabilities challenge Regents examinations, fewer take RCTs. The greatest reduction (60 percent since 1996) occurred on the RCT in reading. The number of students taking the RCT in mathematics in 2000 was about 54 percent of the number in 1997. In 2000, more students with disabilities took the Regents English, mathematics and global studies (or global history) examinations, the first required areas for graduation, than the associated RCTs (Table 2.15).

TABLE 2.10
THE PERCENTAGE OF STUDENTS
IN THE 1996 COHORT
SCORING 55-100 AND 65-100 ON THE
REGENTS EXAMINATION IN ENGLISH
AFTER FOUR YEARS
NEW YORK STATE
JUNE 2000

Location	General-Education Students			Students with Disabilities		
	Cohort Enrollment	Percent 55-100	Percent 65-100	Cohort Enrollment	Percent 55-100	Percent 65-100
New York City	46,870	77.0%	53.3%	1,485	55.4%	16.5%
Large City Districts	4,939	84.4	57.9	365	40.3	16.7
Districts Excluding Big 5	91,740	97.0	86.2	8,988	65.2	39.5
Total Public	143,549	90.0	74.5	10,838	63.0	35.6

TABLE 2.11
THE PERCENTAGE OF STUDENTS
IN THE 1996 COHORT
SCORING 55-100 AND 65-100 ON THE
REGENTS EXAMINATION IN MATHEMATICS
AFTER FOUR YEARS
NEW YORK STATE
JUNE 2000

Location	General-Education Students			Students with Disabilities		
	Cohort Enrollment	Percent 55-100	Percent 65-100	Cohort Enrollment	Percent 55-100	Percent 65-100
New York City	46,870	60.0%	52.4%	1,485	23.6%	15.5%
Large City Districts	4,939	58.1	53.3	365	17.5	14.2
Districts Excluding Big 5	91,740	87.1	84.3	8,988	41.6	36.9
Total Public	143,549	77.2	72.8	10,838	38.3	33.2

TABLE 2.12
REGENTS EXAMINATIONS
PERCENT OF AVERAGE GRADE ENROLLMENT SCORING 65 TO 100
NEW YORK STATE
1995, 1996, 1997, 1998, 1999 and 2000

Sector/Location	1995	1996	1997	1998	1999	2000	Change
Comprehensive English							
Total Public	50.3%	51.5%	56.3%	56.9%	64.8%	NA	14.5%
New York City	30.7	31.9	39.2	39.5	47.8		17.1
Rest of State	61.1	62.3	65.1	66.5	74.2		13.1
Nonpublic	67.9	66.6	71.4	71.6	79.9		12.0
Total State	52.1%	53.0%	57.9%	58.4%	66.3%		14.2%
Any Foreign Language							
Total Public	45.2%	46.4%	47.7%	49.2%	47.6%	49.8%	4.6%
New York City	33.2	33.7	35.1	34.4	32.3	34.9	1.7
Rest of State	51.8	53.4	54.2	57.2	56.0	57.3	5.5
Nonpublic	69.4	69.6	70.1	75.1	76.5	63.8	-5.6
Total State	47.7%	48.7%	50.1%	51.9%	50.5%	51.4%	3.7%
Sequential Mathematics I							
Total Public	52.7%	63.8%	58.7%	62.5%	61.7%	NA	9.0%
New York City	33.5	45.2	39.2	41.3	36.4		2.9
Rest of State	63.2	74.1	68.7	74.2	75.7		12.5
Nonpublic	56.7	72.8	63.9	65.7	71.1		14.4
Total State	53.1%	64.7%	59.3%	62.8%	62.7%		9.6%
Sequential Mathematics II							
Total Public	44.6%	44.5%	44.4%	46.9%	46.6%	46.2%	1.6%
New York City	25.9	26.7	28.1	27.5	26.5	25.9	0
Rest of State	54.9	54.3	52.8	57.7	57.7	56.5	1.6
Nonpublic	54.4	52.9	54.8	54.0	55.5	44.0	-10.4
Total State	45.6%	45.3%	45.5%	47.7%	47.5%	46.0%	0.4%
Sequential Mathematics III							
Total Public	31.8%	33.1%	36.2%	34.9%	35.8%	36.6%	4.8%
New York City	17.6	18.1	22.3	20.2	19.9	21.3	3.7
Rest of State	39.6	41.5	43.4	43.1	44.6	44.3	4.7
Nonpublic	41.5	41.5	44.3	43.4	45.9	42.8	1.3
Total State	32.8%	34.0%	37.0%	35.8%	36.8%	37.3%	4.5%
Biology							
Total Public	41.0%	42.3%	44.3%	43.7%	46.5%	48.5%	7.5%
* New York City	17.3	18.7	17.9	16.3	16.7	16.3	-1.0
Rest of State	54.2	55.4	57.9	58.8	62.9	64.7	10.5
Nonpublic	56.9	60.9	67.2	60.6	65.5	59.9	3.0
Total State	42.7%	44.2%	46.7%	45.5%	48.4%	49.8%	7.1%

* New York City administers an alternative examination for Biology credit.

TABLE 2.12 (continued)
REGENTS EXAMINATIONS
PERCENT OF AVERAGE GRADE ENROLLMENT SCORING 65 TO 100
NEW YORK STATE
1995, 1996, 1997, 1998, 1999 and 2000

Sector/Location	1995	1996	1997	1998	1999	2000	Change
Chemistry							
Total Public	29.7%	31.7%	33.0%	32.6%	35.5%	34.6%	4.9%
New York City	15.1	16.5	17.1	16.6	18.1	19.3	4.2
Rest of State	37.9	40.1	41.2	41.4	45.1	42.2	4.3
Nonpublic	40.2	46.2	46.5	47.4	48.1	43.5	3.3
Total State	30.8%	33.1%	34.4%	34.1%	36.7%	35.6%	4.8%
Earth Science							
Total Public	39.0%	40.9%	43.2%	40.5%	49.2%	50.7%	11.7%
New York City	10.2	11.5	12.2	13.0	16.7	19.4	9.2
Rest of State	54.9	57.2	59.4	55.6	67.1	66.5	11.6
Nonpublic	32.7	32.1	36.6	24.7	40.8	29.8	-2.9
Total State	38.3%	40.0%	42.6%	38.8%	48.3%	48.3%	10.0%
Physics							
Total Public	18.2%	18.6%	19.5%	19.4%	18.7%	19.6%	1.4%
New York City	9.9	10.4	12.2	11.2	11.2	12.5	2.6
Rest of State	22.9	23.1	23.3	23.9	22.9	23.2	0.3
Nonpublic	18.9	19.3	19.8	20.8	21.0	18.7	-0.2
Total State	18.3%	18.6%	19.5%	19.5%	19.0%	19.5%	1.2%
Global Studies (or Global History*)							
Total Public	50.1%	51.6%	47.9%	56.1%	60.9%	68.5%	18.4%
New York City	30.8	33.5	29.3	35.6	38.4	44.2	13.4
Rest of State	60.7	61.7	57.5	67.5	73.3	80.7	20.0
Nonpublic	65.8	68.2	68.2	68.8	76.6	72.4	6.6
Total State	51.7%	53.3%	50.1%	57.5%	62.5%	68.9%	17.2%
U.S. History and Government							
Total Public	46.9%	48.8%	47.9%	52.2%	54.9%	57.4%	10.5%
New York City	28.2	28.8	31.8	32.0	33.6	38.5	10.3
Rest of State	57.3	59.9	56.3	63.3	66.7	67.0	9.7
Nonpublic	62.1	63.7	60.3	65.6	72.3	61.8	-0.3
Total State	48.5%	50.3%	49.2%	53.6%	56.7%	57.9%	9.4%

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

TABLE 2.13
NUMBER OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS WITH DISABILITIES
TESTED AND THE PERCENT SCORING AT EACH PERFORMANCE LEVEL
NEW YORK STATE ASSESSMENT PROGRAM
NEW YORK STATE
1999 and 2000

Assessment	Year Tested	Number Tested	Level 1	Level 2	Level 3	Level 4
Elementary-Level ELA	1999	27,064	31%	49%	19%	1%
	2000	30,528	30	43	24	3
Elementary-Level Math	1999	29,170	30	34	30	6
	2000	31,392	28	36	31	6
Middle-Level ELA	1999	24,594	33	57	9	*
	2000	28,331	42	47	10	1
Middle-Level Math	1999	25,257	66	26	7	1
	2000	28,508	57	31	11	1

* Less than 0.5%

TABLE 2.14
TRENDS IN THE NUMBER OF STUDENTS WITH DISABILITIES TESTED AND
SCORING 55 AND HIGHER
REGENTS EXAMINATIONS
NEW YORK STATE
1997-1998 TO 1999-2000

Regents Examinations	1997-98		1998-99		1999-00	
	Number Written	55 or Above	Number Written	55 or Above	Number Written	55 or Above
Comprehensive English	5,737	4,265	12,619	7,553	13,528	9,514
Mathematics I	8,327	4,990	12,581	6,520	15,348	7,423
Global Studies and Global History *	7,148	4,746	9,562	6,568	15,797	10,283
U.S. History & Government	5,112	3,867	6,900	5,118	8,278	6,049
Biology	4,044	2,644	5,560	3,707	7,769	4,993

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

TABLE 2.15
TRENDS IN THE NUMBER OF STUDENTS WITH DISABILITIES TESTED AND
THE PERCENT PASSING MAJOR ADMINISTRATIONS OF THE REGENTS COMPETENCY TESTS
NEW YORK STATE
1996 TO 2000

Regents Competency Test	1996		1997		1998		1999		2000	
	Number Written	Percent Passing								
Mathematics	22,735	49.6%	23,132	42.6%	14,676	41.3%	11,896	43.8%	12,476	57.3%
Science	19,891	47.6	22,497	45.8	21,198	39.2	25,678	40.4	16,223	43.0
Reading	15,460	48.0	13,846	58.2	11,357	67.1	8,151	65.0	6,234	65.7
Writing	10,681	62.8	11,129	67.7	11,029	68.2	5,758	71.5	5,870	68.5
Global Studies	15,072	41.7	15,905	39.2	14,381	39.4	16,003	34.7	11,644	23.2
U.S. History and Government	9,242	64.8	9,592	62.1	9,234	54.4	9,915	53.3	9,089	54.2

Note: The statistics for 1996 through 1998 include students tested in January and June. The 1999 and 2000 statistics include students tested in August, January and June.

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 competencies 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 sector (public/nonpublic) and by the following categories of public schools: New York City, Large City Districts, and Districts Excluding the Big 5 Districts.

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 and nonpublic schools offer courses of study that exceed the minimum standards established by the State Education Department for awarding Regents diplomas.

In 1999-2000, almost three-quarters (70 percent) of public and nonpublic secondary schools statewide awarded Regents diplomas: 91 percent of public schools and 35 percent of nonpublic schools. Among public secondary schools, 71 percent of schools in Large City Districts and 76 percent in New York City awarded Regents diplomas, as did most (96 percent) public schools outside of the Big 5 districts.

Statewide Results

The percentage of high school graduates receiving Regents diplomas dropped dramatically in 1988-89, the year that the provisions of the Regents Action Plan increasing graduation requirements were fully implemented (Figure 2.22 - next page). Thirty-five percent of the graduates of New York State's public and nonpublic schools earned Regents diplomas in 1988-89, compared with 48 percent the previous year. Between 1989-90 and 1995-96, only small increases were achieved in the percentage of graduates earning Regents diplomas. Between 1995-96 and 1999-2000, the percentage of graduates earning Regents diplomas increased by nine percentage points: 48 percent of graduates earned Regents endorsements in 1999-2000.

Public Schools

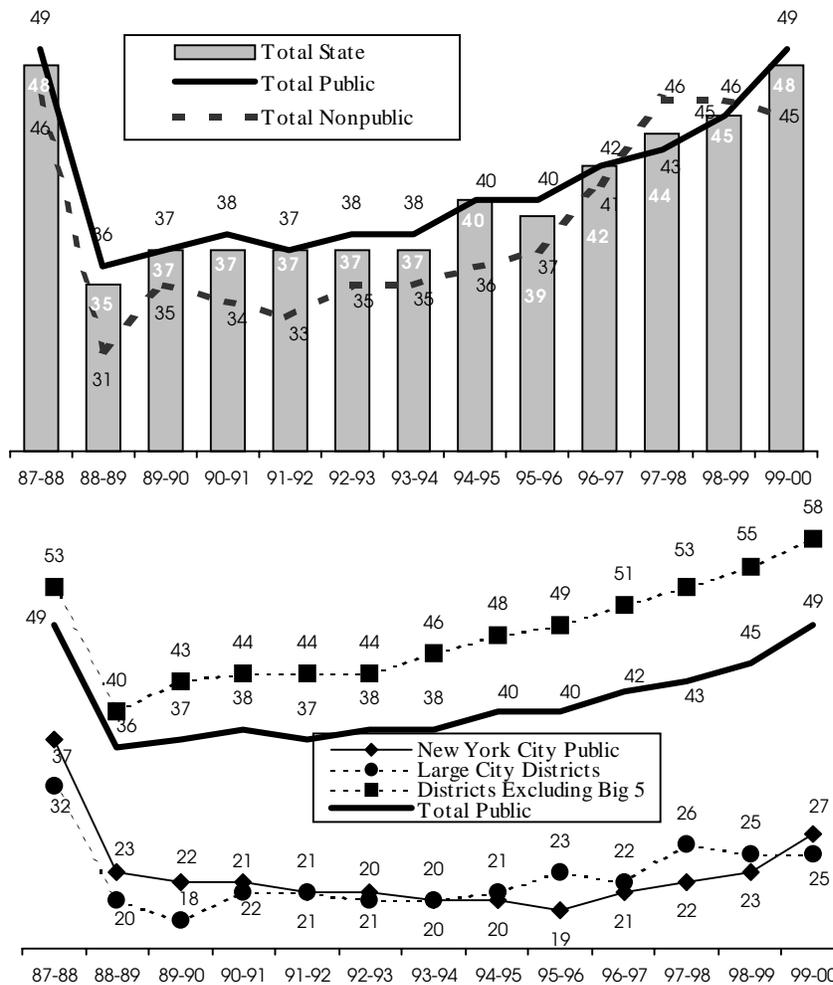
The percentage of Regents diplomas awarded declined 13 percentage points when the new standards were enacted in 1988-89. By 1999-2000, 49 percent of public school graduates earned a Regents diploma. Since 1988-89, schools outside the Big 5 have increased their Regents diploma rate by 18 percentage points. The Big 5 cities have been less successful in increasing the percentage of graduates earning Regents diplomas.

Nonpublic Schools

The 1998-99 requirements for Regents diplomas had a similar impact on nonpublic schools. In 1988-89, 31 percent of graduates of nonpublic schools earned Regents diplomas, compared with 46 percent the year before. Between 1995-96 and 1997-98, the percentage of nonpublic high school graduates earning Regents diplomas increased by nine percentage points. The percentage dropped by one point between 1998-99 and 1999-2000.

The fact that after 1988 smaller percentages of students in both public and nonpublic schools

Figure 2.22
Percent of High School Graduates Receiving Regents Diplomas
1987-1988 to 1999-2000



earned Regents diplomas does not mean that the academic preparation of these classes was inferior to that of previous classes. On the contrary, these graduates met more rigorous State standards than were required of previous classes. Many students who earned local diplomas in the last 10 years would have qualified for Regents diplomas before 1988-89.

College-Going Rate

Table 2.16 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 seniors who intend to enroll in four-year and two-year postsecondary institutions as well as other postsecondary education programs¹. A total of 78.8 percent of State seniors graduating from public and nonpublic schools in 2000 intended to pursue some form of postsecondary education. The reduction from 84.3 in 1997 is attributable to a change in New York City's reporting methodology in 1998. Prior to 1998, New York City apportioned students with no specified plans among all categories, including a share to the postsecondary education categories. In 1998, New York City placed unknowns in "Other," reducing the counts in postsecondary edu-

<p>TABLE 2.16</p> <p>TRENDS IN COLLEGE-GOING RATE GRADUATING CLASSES OF 1980 THROUGH 2000</p> <p>PAGE 55</p>

cation categories for all public schools and for the combined categories for public and nonpublic.

The statewide college-going rate in 2000 (78.8 percent) was substantially higher than that in 1980 (69.0 percent). Increases in the percentage of high school graduates planning to attend a four-year institution accounted for most of the increase; this group increased from 41.3 to 53.4 percent. The percentage of graduates who planned to pursue their education at two-year institutions has declined slightly in recent years from 27.1 in 1990 to 23.3 percent in 2000. The percentage of graduates planning to attend Other Postsecondary Institutions has declined since 1980; 2.1 percent of 2000 graduates planned to attend these institutions.

Since public school graduates greatly outnumber nonpublic school graduates, it is not surprising that public school and statewide trends in college-going rates are similar. Public schools reported that almost four 2000 graduates in five (76.7 percent) planned to attend some kind of postsecondary institution. Planned attendance at four-year institutions has increased from slightly more than one student in three (37.8 percent) in 1980 to half (50.1 percent) in 2000. Planned attendance at two-year institutions is now only slightly higher than in 1980, standing at 25.1 percent in 2000. Planned attendance at Other Postsecondary Institutions (such as proprietary schools) has decreased to 1.5 percent.

A larger percentage of nonpublic than public school students reported planning to pursue postsecondary education, 93.9 compared with 76.7 percent. Nonpublic school students were much more likely (76.7 percent) than public school students (50.1 percent) to plan to attend four-year institutions. In fact, the number of nonpublic students planning to attend four year institutions is the same as the combined percentage of public school students planning to attend postsecondary institu-

tions. A larger portion of nonpublic school students also planned to attend Other Postsecondary Institutions, 6.4 compared with 1.5 percent.

National Programs

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

College Entrance Examination Board

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

Scholastic Assessment Test

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

TABLE 2.17

SAT I SCORES FOR PUBLIC AND NONPUBLIC
HIGH SCHOOL SENIORS BY GENDER

PAGE 56

Figure 2.23a
Mean Verbal SAT I Scores
Senior Classes of 1993 Through 2000

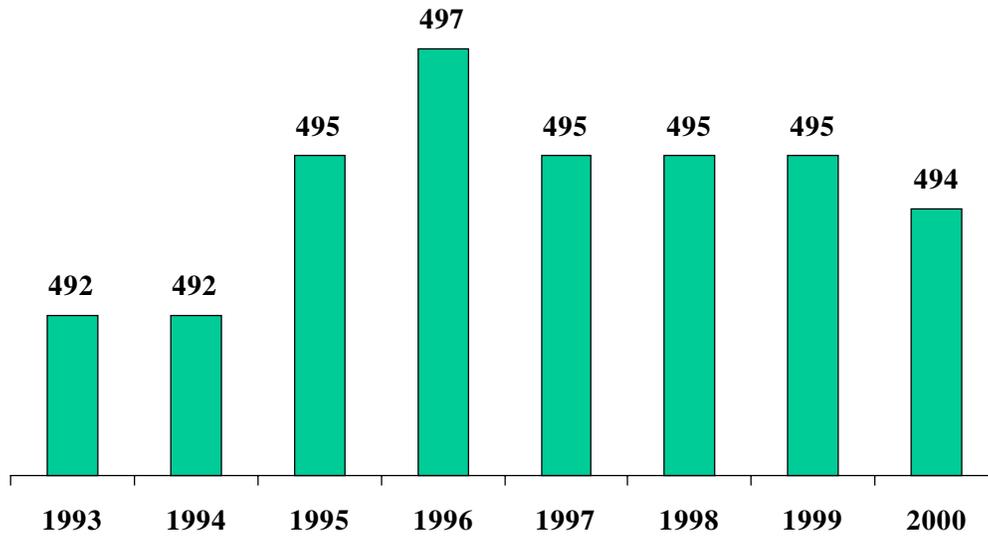
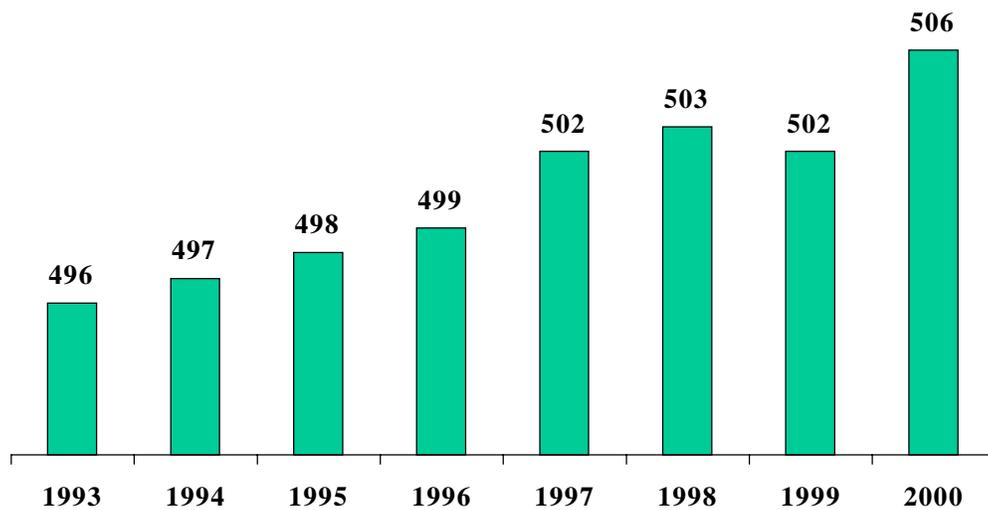


Figure 2.23b
Mean Mathematics SAT I Scores
Senior Classes of 1993 Through 2000



ropriate 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.

For the first time in 1996, the College Board reported State SAT results on the recentered scale. Figures 2.23a and b (previous page) show recentered scores for senior classes from 1993 through 2000.² In New York State, approximately 134,000 students, or 74 percent of the senior class of 2000, took the SAT during their high school years. The mean composite score for these students was 1000, three points higher than the mean of the class of 1999 and 12 points higher than the mean of the class of 1993.

Table 2.17 shows the trend in SAT verbal, mathematics, and composite performance between 1978 and 1995. The mean verbal score decreased between 1978 and 1990, reaching a low of 412. A one-point increase in 1991 was followed by a three-point increase in 1992. The next increase, in 1995, raised the mean verbal score to 419. During this time, the mathematics mean fluctuated between 466 and 473. The 1995 composite score was 10 points lower than the 1978 composite score. In 1978, only 59 percent of the senior class took the SAT, compared with 73 percent in 1998.

The decrease in mean SAT scores between 1978 and 1991 must be understood in the context in which they occurred. During this time, the percentage of high school seniors taking the SAT increased from 59 to 75 percent. A number of research studies have verified what common sense suggests: As the percentage of students participating in the SAT increases, the mean score achieved tends to decrease. Those students with the highest academic achievement are most likely to aspire to selective colleges and are, thus, most likely to take the SAT. As larger and larger per-

Figure 2.24
Advanced Placement Candidates
New York Public and
Nonpublic School Students
1990 through 2000
(in thousands)

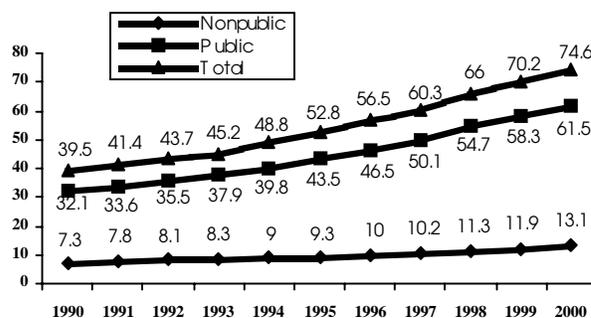
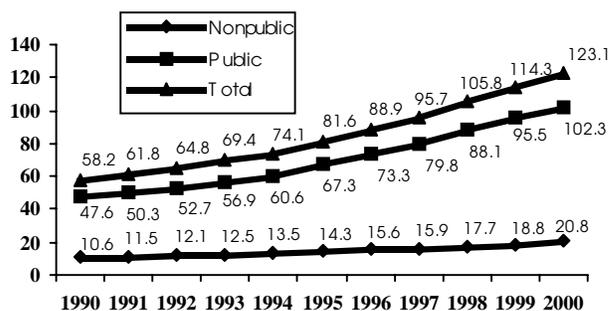


Figure 2.25
Advanced Placement Examinations Written
New York Public and
Nonpublic School Students
1990 through 2000
(in thousands)



centages of seniors take the examinations, necessarily more test-takers will be middle, and even low, academic achievers.

A 1993 research study examined the mean SAT scores in 38 states with adequate numbers of test-takers.³ 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.⁴ 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 perfor-

mance 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 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.

The Advanced Placement Program

This program consists of course syllabi and examinations in 16 disciplines, through which high school students may earn college credit at postsecondary institutions throughout the country. The 74,600 New Yorkers who participated composed 10 percent of national participants and wrote 9.9 percent of examinations. Since 1990, the number of New Yorkers participating has increased by 89 percent (Figure 2.24) and the number of exams taken by 112 percent (Figure 2.25). Comparing 2000 with 1984, the number of candidates has increased by 159 percent and the number of examinations written has increased by 203 percent. Sixty-five percent of tests written by State students received a score of three or more, qualifying for college credit.

Endnotes

- ¹ While these data are based on estimates made by principals rather than actual postsecondary enrollment data, a Department study demonstrated that the data are valid.
- ² If students took the test more than once, their most recent score was used in this calculation.
- ³ Amy Graham and Thomas Husted. "Understanding State Variation in SAT Scores," *Economics of Education* 12 (1993): 197-202.
- ⁴ John Bishop. *Impact of Curriculum-Based Examinations on Learning in Canadian Secondary Schools* (Ithaca, NY: Cornell University, School of Industrial and Labor Relations, December 1994).

TABLE 2.16
TRENDS IN COLLEGE-GOING RATE
GRADUATING CLASSES OF
1980 THROUGH 2000
NEW YORK STATE

Category of High School	Percent of High School Graduates Entering Postsecondary Education in the Fall of							
	1980	1990	1995	1996	1997	1998	1999	2000
Public								
4-Year	37.8%	44.7%	49.4%	52.4%	53.2%	49.5%	48.9%	50.1%
2-Year	24.7	29.4	29.5	27.5	27.8	26.3	25.4	25.1
Total	62.5	74.1	78.9	79.9	81.0	75.8	74.7	75.1
Other Postsecondary	3.8	2.5	2.1	1.8	1.8	1.8	1.5	1.5
Total Postsecondary	66.3%	76.6%	81.0%	81.7%	82.8%	77.6%	76.2%	76.7%
Nonpublic								
4-Year	64.7%	70.9%	73.0%	74.1%	73.0%	71.4%	72.2%	76.7%
2-Year	16.2	14.3	12.7	11.5	11.9	11.8	11.6	10.7
Total	80.9	85.2	85.7	85.6	84.9	83.2	83.8	87.5
Other Postsecondary	5.6	5.3	6.1	6.8	7.1	8.3	8.5	6.4
Total Postsecondary	86.5%	90.5%	91.8%	92.4%	92.0%	91.5%	92.3%	93.9%
Public and Nonpublic								
4-Year	41.3%	48.7%	53.1%	55.8%	56.2%	53.0%	52.5%	53.4%
2-Year	23.6	27.1	26.8	25.1	25.4	24.0	23.6	23.3
Total	64.9	75.8	79.9	80.9	81.6	77.0	76.1	76.7
Other Postsecondary	4.1	2.9	2.7	2.6	2.7	2.9	2.5	2.1
Total Postsecondary	69.0%	78.7%	82.6%	83.5%	84.3%	79.9%	78.6%	78.8%

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

TABLE 2.17
SAT I SCORES FOR PUBLIC AND NONPUBLIC
HIGH SCHOOL SENIORS BY GENDER
NEW YORK STATE
1978, 1983, 1989 THROUGH 1995

Gender and Year	Verbal	Math	Combined
Male			
1978	435	496	931
1983	428	490	918
1989	428	494	922
1990	418	493	911
1991	417	489	906
1992	421	488	909
1993	420	493	913
1994	418	494	912
1995	421	492	913
Female			
1978	427	447	874
1983	416	444	860
1989	411	449	860
1990	407	450	857
1991	409	449	858
1992	412	446	858
1993	413	452	865
1994	415	452	867
1995	417	455	872
Total			
1978	431	471	902
1983	422	466	888
1989	419	471	890
1990	412	470	882
1991	413	468	881
1992	416	466	882
1993	416	471	887
1994	416	472	888
1995	419	473	892

Note: SAT scores were reported on a re-centered scale in 1996; therefore, 1996 and later scores are not comparable to scores from previous years. See Figure 2.16 for 1996 and 1997 scores and re-centered scores for 1992 through 1995.

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 the indicators of the school's ability to engage students in learning and retain students in school until completion.

Attendance Rates

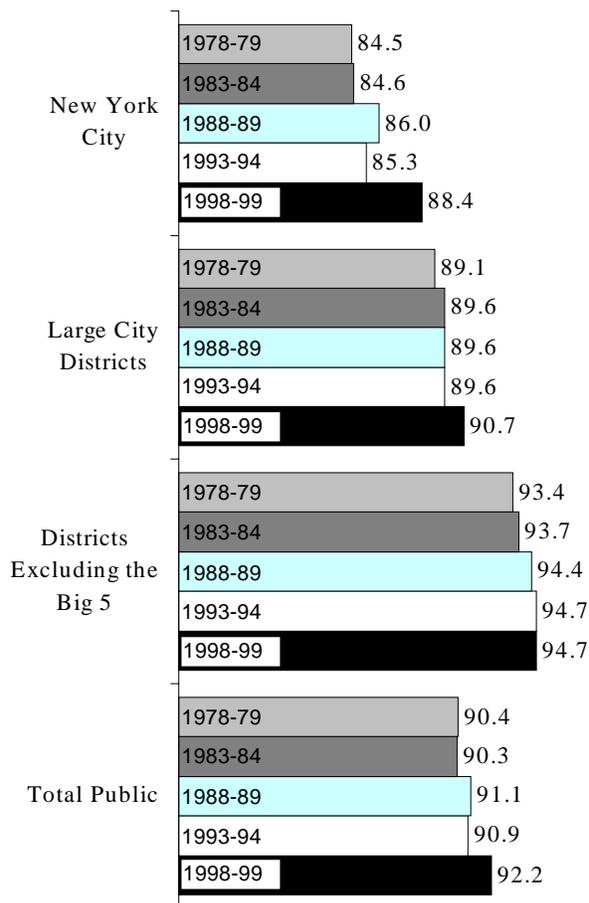
The average attendance rate in State public schools for 1998-99 (the most recent year for which complete data are available) was 92.2 percent (Figure 2.26). In other words, on average, more than 92 of every 100 enrolled students attended school for some portion of each school day. Attendance has improved statewide and in every major summary group in 1998-99 compared to 1978-79.

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 seventh year, the Department has collected data on the number of students who were suspended from school for one or more days. In 1998-99, 4.4 percent of State students were sus-

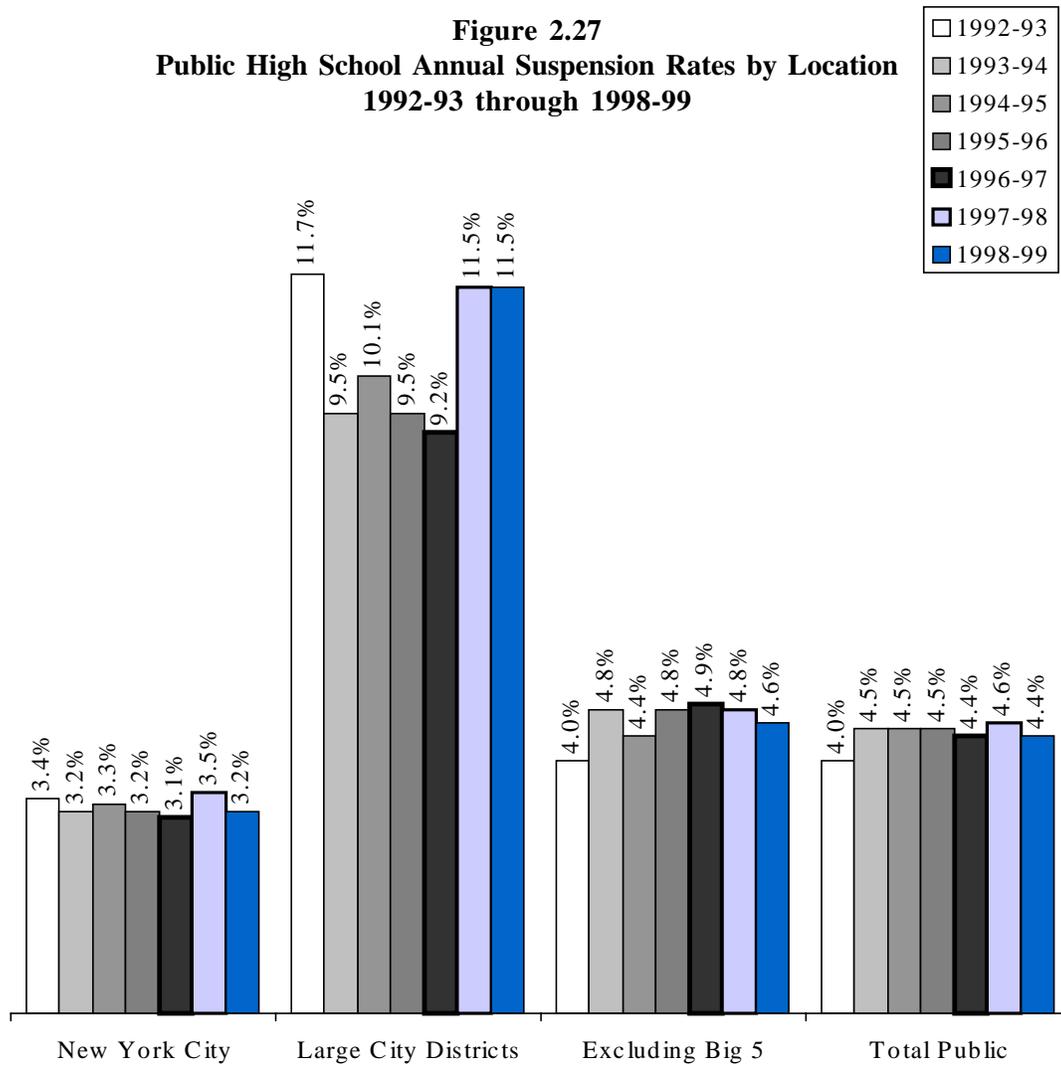
Figure 2.26
Public School Annual Attendance Rate
1978-79 to 1998-99
in Five-Year Intervals



pended one or more times (Figure 2.27 - next page). The majority of suspensions occurred at the middle and secondary levels: 7.1 percent of middle-grade students and 7.8 percent of secondary students were suspended. In contrast, elementary schools suspended only 1.6 percent of their students.

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

Figure 2.27
Public High School Annual Suspension Rates by Location
1992-93 through 1998-99



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

High School Completion

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

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

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

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

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

During the 1980s, 426,000 young people left New York State public schools without completing requirements for high school graduation. In 1998-99, the most recent year for which statistics are available, 32,616 students dropped out of school. Over two-thirds (68.6 percent) of these students attended school in the Big 5 districts. A disproportionate percentage of these young people were minority students (see Part IV).

These statistics are based on annual dropout statistics submitted each fall for the preceding year by public school principals and the New York City Board of Education. In New York State, a dropout is any pupil who left school prior to graduation for any reason except death and did not enter another school or a program leading to a high school equivalency diploma.

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

Annual Dropout Rate

In 1998-99, 4.1 percent of secondary students left school without earning a credential and without entering a high school equivalency preparation program (Figure 2.28). This rate was seven-tenths of a percentage point higher than the historical low reached in 1996-97. The improvement since 1988-89 in the State rate reflects corresponding improvements in dropout rates in each major summary group: New York City, in the Large City Districts, and Districts Excluding the Big 5. Improving dropout rates have been concomitant with increased opportunities for students to participate in alternatives to the traditional structured educational program.

Alternative High School Programs

In response to growing concern about the number of students who are failing to complete high school and the consequences of this failure, many districts provide students who are not succeeding in the traditional school structure with preparation programs for the GED (General Education Development) test. Applicants who meet required standards on the GED are eligible for a high school equivalency diploma from New York State. In 1998-99, 1.9 percent of students left their schools to attend equivalency preparation programs (Figure 2.29). The percentage of students moving to these programs was 3.1 percent in New York City; 0.6 percentage points lower than in 1996-97.

Figure 2.28
Public High School Annual Dropout Rates
by Location
1986-87 through 1998-99

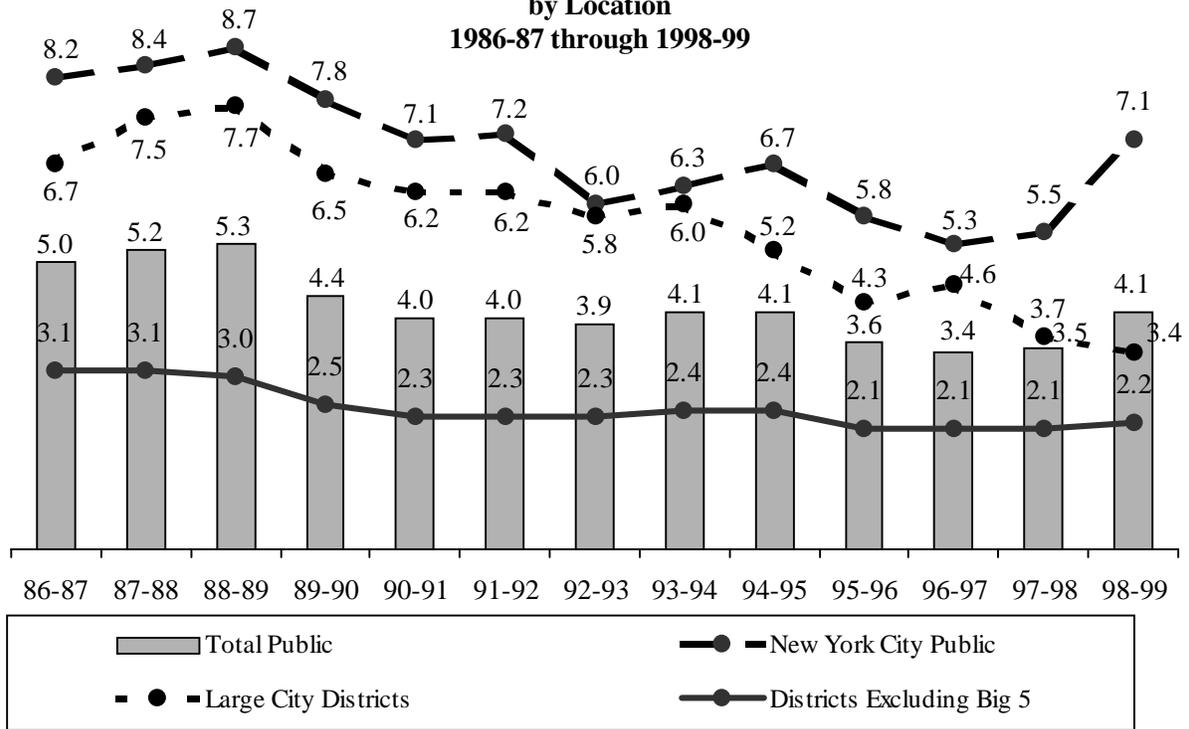
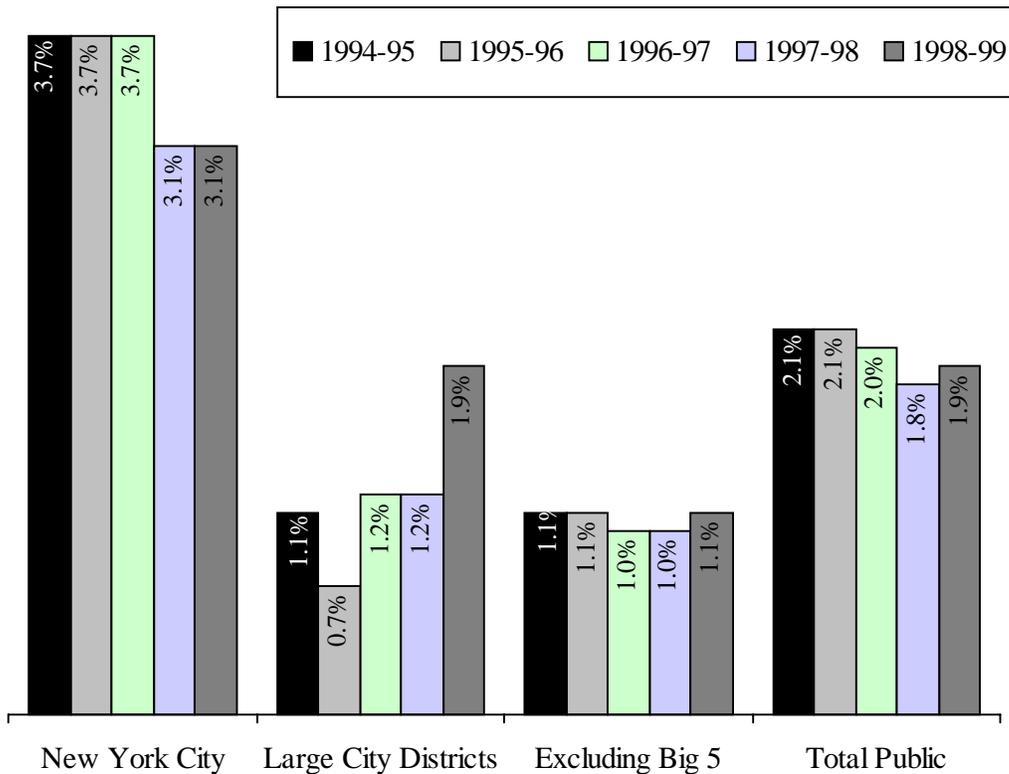


Figure 2.29
Alternative High School Enrollment
1994-95 through 1998-99



? Policy Questions

- ? How can the State assist districts which 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 additional skills and knowledge do elementary and middle school students need to be prepared to meet the higher graduation requirements? What changes are needed in the elementary and middle school curriculum to prepare students for the Regents-level high school curriculum?
- ? What programs are most successful in helping ill-prepared students succeed in Regents-level courses?
- ? How should we hold schools accountable for the performance of students with disabilities, students with limited English proficiency, and minority students?
- ? What changes in program and policy are needed to better prepare students for skilled employment following high school graduation?
- ? How does student performance in the Regents curriculum relate to postsecondary performance?
- ? What new policies and programs are needed to improve attendance in low-performing schools?
- ? As the State implements higher academic standards for students, what is the effect on the dropout rate and on the rate of transfer to preparation programs leading to alternative credentials?
- ? What percentage of students who leave general high school programs for alternative programs leading to high school equivalency diplomas eventually earn credentials?
- ? How can we use technology to provide better longitudinal tracking of student performance and school transitions throughout the State?

Part III:

Student Needs and School Resources

☆ Highlights	64
1 Need/Resource Capacity Categories	66
2 Student Demographics	69
3 Resources	76
4 Performance	83
5 Other Performance Measures	94
6 Attendance, Suspension and Dropout Rates	100
7 Students With Disabilities	104
? Policy Questions	112

☆ Highlights

- ☆ *Districts are divided into three categories - Low, Average, and High Need/Resource Capacity (N/RC) - based on the student need, as measured by poverty level, relative to ability to raise resources locally.*
- ☆ *In Fall 1999, more than one-half (55.6 percent) of the State's public school enrollment attended schools in districts with less than average capacity to meet their needs through local resources. The Urban-Suburban and Rural High N/RC Districts enrolled 14 percent of public school students; the Big 5 districts enrolled 41.6 percent.*
- ☆ *Almost 87 percent of minority students attended schools in the Big 5 districts or in High N/RC Districts.*
- ☆ *On average, Low N/RC Districts spent the most per pupil (\$12,797); Rural High N/RC Districts spent the least (\$9,553).*
- ☆ *Rural High N/RC Districts paid the lowest median teacher salary; Low N/RC Districts paid the highest.*
- ☆ *On average, students in New York City had less access to microcomputers and library books than did students in other districts.*
- ☆ *In general, schools in High N/RC Districts, including the Big 5 districts, had larger percentages of students identified as needing academic intervention services and smaller percentages meeting the standards on the New York State Assessment Program.*
- ☆ *Among High N/RC Districts, rural districts on average performed better on State assessments than urban and suburban and Big 5 districts.*
- ☆ *As student poverty in a district decreased in relation to its capacity to raise resources, the percentage of students participating in, passing, and performing with distinction on Regents examinations increased.*
- ☆ *Statewide, 59 percent of schools met the State performance standards for elementary-level ELA; 45 percent met the standards for middle-level ELA.*
- ☆ *Statewide, 65 percent of schools met the State performance standards for elementary-level mathematics; 40 percent met the standards for middle-level mathematics.*
- ☆ *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 (92.7 percent); students from New York City and the Rural High N/RC Districts had the lowest rates (59.1 and 74.3 percent, respectively).*
- ☆ *Outside the Big 5 districts, Urban and suburban schools in the High N/RC Districts had the lowest average attendance rate (92.8 percent); Low N/RC Districts had the highest rate (95.5 percent). New York City and the Large City Districts had the lowest attendance rates overall (88.4 and 90.7 percent, respectively).*

- ☆ *Among the High N/RC Districts, the Large City Districts had the highest suspension rate (11.5 percent) followed by the urban and suburban schools (9.2 percent). The Low N/RC Districts had the lowest suspension rate (2.4 percent).*
- ☆ *New York City had the highest average dropout rate (7.1 percent); Low N/RC Districts had the lowest dropout rate (less than one percent).*
- ☆ *The percentage of students with disabilities educated primarily in general-education classes has increased in the last eight years. In December 1999, 48.1 percent of students with disabilities were in general-education classes.*
- ☆ *In public schools statewide, two-thirds of students with disabilities scored at Level 2 or above on the elementary-level ELA and mathematics assessments. Only 40 percent scored at Level 2 or above on the middle-level mathematics assessment and 56 percent on the ELA assessment.*
- ☆ *Two-thirds of students with disabilities who completed high school in 1999-2000, and almost 90 percent of those in Low NR/C Districts, succeeded in meeting graduation requirements.*
- ☆ *The largest percentages of general-education students in the 1996 cohort met the minimum requirement for Regents English in Rural High, Average and Low N/RC Districts. Regents Mathematics, which was not required of students in the 1996 cohort, followed the same pattern, more than 4 out of 5 students in Rural High, Average and Low N/RC Districts met the minimum requirement.*
- ☆ *Almost one-half of students with disabilities in the 1996 cohort met the English graduation requirement by scoring 55 or higher on Regents English. The largest percentage met the standard in Low N/RC districts, 74 percent.*
- ☆ *Thirty percent of students with disabilities in the 1996 cohort met the mathematics graduation requirement by scoring 55 or higher on a Regents mathematics examination.*

1 Need/Resource Capacity Categories

Six public school 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, the Large City Districts, Urban-Suburban Districts, and Rural Districts. New York City and the 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 remaining High N/RC districts who meet specified criteria are classified as rural districts and the remaining districts as urban and suburban districts. Table 3.1 defines the three N/RC categories.

<p>TABLE 3.1</p> <p>NEED/RESOURCE CAPACITY CATEGORY DEFINITIONS</p> <p>PAGE 68</p>
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The State map in Figure 3.1 (next page) 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 region and the Capital District. The High N/RC Districts are found throughout the State from Long Island to the North Country and the Southern Tier.

Figure 3.1
Map of Public School Districts Showing
Need/Resource Capacity Categories
New York State
1999-2000

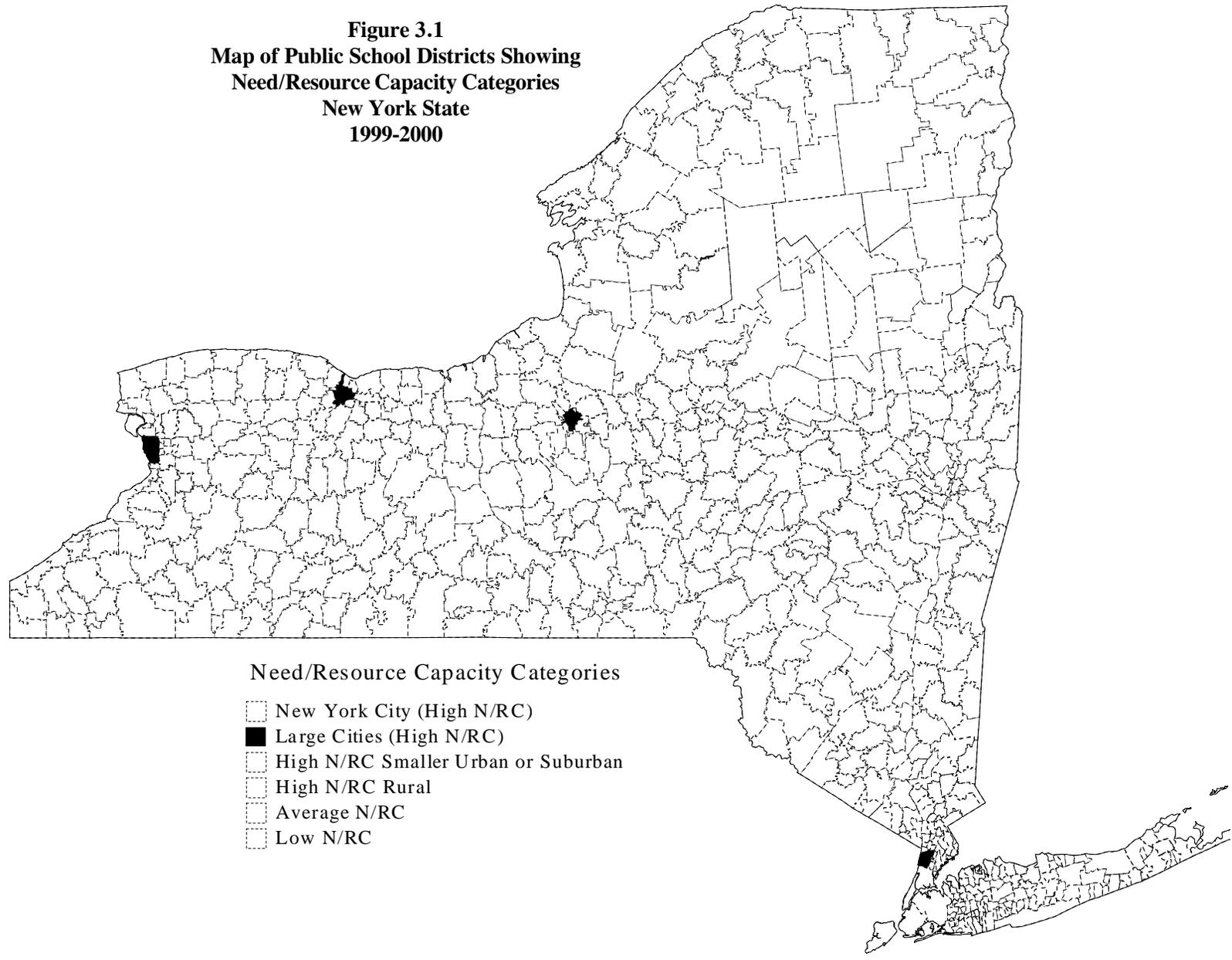


TABLE 3.1
NEED/RESOURCE CAPACITY CATEGORY DEFINITIONS

The need/resource capacity index, a measure of a district's ability to meet the needs of its students with local resources, is the ratio of the estimated poverty percentage¹ (expressed in standard score form) to the Combined Wealth Ratio² (expressed in standard score form). A district with both estimated poverty and Combined Wealth Ratio equal to the State average would have a need/resource capacity index of 1.0. Need/Resource Capacity (N/RC) categories are determined from this index using the definitions in the table below.

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

¹ **Estimated Poverty Percentage:** A weighted average of the 1998-99 and 1999-2000 kindergarten through grade 6 free-and-reduced-price-lunch percentage. (An average was used to mitigate errors in each measure.) The result is a measure that approximates the percentage of children eligible for free- or reduced-price lunches.

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

2 Student Demographics

In Fall 1999, almost 42 percent of public school students attended school in New York City and the Large City Districts (Table 3.2). The Average N/RC category includes 361 districts; almost one-third of the State's public enrollment attended these schools. There were 135 districts in the Low N/RC category. One in eight students (13.2 percent) attended school in a Low N/RC District.

Outside the Big 5 districts, the High N/RC Districts are divided into two subcategories: urban-suburban and rural. The urban-suburban subcategory includes 43 districts. The rural subcategory includes 160 small, sparsely populated districts. More than one-half (55.6 percent) of the State's public enrollment attended schools in districts with less than average capacity to meet their needs through local resources. The urban-suburban and rural districts enrolled 14.0 percent of public school students; the Big 5 districts enrolled 41.6 percent.

TABLE 3.2

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

PAGE 72

English Language Learners

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

In Fall 1999, statewide, 8.1 percent of public school students were identified as ELLs (Table 3.3). These students were concentrated in New York City where public schools enrolled 78.3 percent of all identified ELLs attending State public schools. ELLs made up 17.1 percent of New York City's public school enrollment, and 8.8 percent of Large City District enrollment. About 10 percent of ELLs attended schools in the Average or Low N/RC Districts.

Racial/Ethnic Group Enrollment

Minority students attending public schools were overrepresented in districts that serve large percentages of students in poverty (Table 3.4). In Fall 1999, over 78 percent of minority students attended schools in the Big 5 districts. Another nine percent attended schools in other High N/RC Districts (eight percent in urban-suburban districts and one percent in rural districts). Over 87 percent of minority students attended schools in High N/RC Districts, while 9 percent attended schools in Average N/RC Districts and 4 percent attended schools in Low N/RC Districts.

TABLE 3.3

**NUMBER AND PERCENT OF ENGLISH
LANGUAGE LEARNERS
BY LOCATION**

PAGE 73

TABLE 3.4

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

PAGE 74

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; more likely to be retained in school, drop out, become teenaged parents, and be unemployed.¹ Despite the inability of schools to control the economic situation of their students, this report documents the relationship between poverty and achievement for two reasons. First, society has a responsibility to ensure that all children learn, regardless of their family circumstances. Second, we hope that the documentation of this relationship will inspire solutions that will remove children from the devastating circumstances of poverty.

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

School district poverty rates based on the 1990 Census indicate the percentage of 5- to 17-year-olds in families with incomes below the 1989 Federal poverty threshold, \$13,924 for a family of four. The State poverty rate was 18 percent. According to the 1990 Census, 61 districts outside the Big 5 had 20 percent or more resident children living in poverty (Table 3.5). All but one were High N/RC Districts. In fact, three in ten High N/RC Districts had poverty rates of 20 percent or more; only four had Census poverty rates below 10 percent. In contrast, 116 Low N/RC Districts had Census poverty rates below five percent.

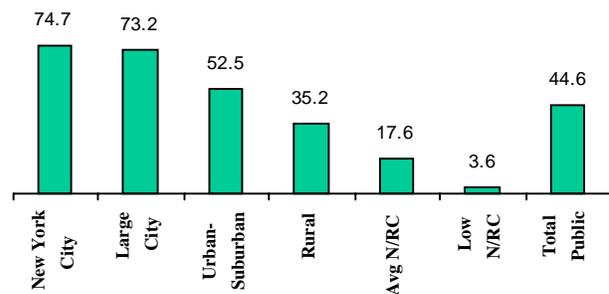
Another indicator of student poverty and its concentration in schools is the number of students participating in the free-lunch program. In Fall 1999, 44.6 percent of public school students were eligible for free lunches; New York City and the Large City Districts had the highest eligibility rates (Figure 3.2). These participation rates may not reflect the total need for subsidized lunches. In fact, in Fall 1999, 83 elementary schools (about 3 percent) did not participate in the program or did not provide data. In other schools, particularly secondary schools, not all students eligible to receive subsidized lunches applied for benefits.

TABLE 3.5

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

PAGE 75

Figure 3.2
The Percentage of K-6 Students Eligible to Participate in the Free-Lunch Program by Need/Resource Capacity Category Fall 1999



The High N/RC Districts outside the Big 5 had high rates of participation in the free-lunch program in Fall 1999. More than one-half of students in urban and suburban districts participated, as did 35.2 percent in rural districts. By definition, much smaller percentages of students in Average and Low N/RC Districts participated. (See *Part IV* for additional information on school poverty.)

Measured by free-lunch eligibility, 1,704 schools (42 percent) had relatively low concentrations of poverty; fewer than 21 percent of their students were eligible. On the other hand, 621 schools (15 percent) had exceptionally high concentrations of poverty; 81 percent or more students were eligible.

ENDNOTES

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).

TABLE 3.2
NUMBER AND PERCENT OF DISTRICTS, SCHOOLS AND ENROLLMENT
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
FALL 1999

Need/Resource Capacity Category	Districts		Schools		Enrollment	
	Number	Percent	Number	Percent	Number	Percent
High N/RC Districts						
New York City	1	0.1%	1,196	28.4%	1,056,708	37.1%
Large City Districts	4	0.5	207	4.9	129,055	4.5
Urban-Suburban	43	5.8	338	8.0	215,826	7.6
Rural	160	21.6	397	9.4	183,526	6.4
Average N/RC Districts	361	48.7	1,456	34.6	868,382	30.5
Low N/RC Districts	135	18.2	620	14.7	376,399	13.2
BOCES	38	5.1	---	---	20,928	0.7
Total Public	742	100.0%	4,214	100.0%	2,850,824	100.0%

TABLE 3.3
NUMBER AND PERCENT OF ENGLISH LANGUAGE LEARNERS
BY LOCATION
NEW YORK STATE
FALL 1999

Sector/Location	Students	
	Number	Percent
High N/RC Districts		
New York City	180,440	17.1%
Large City Districts	11,305	8.8
Urban-Suburban	13,838	6.4
Rural	1,207	0.7
Average N/RC Districts	15,313	1.8
Low N/RC Districts	8,456	2.2
Total Public	230,559	8.1%

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

TABLE 3.4
RACIAL/ETHNIC GROUP ENROLLMENT PERCENTAGES
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
FALL 1999

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	1,056,708	35.2%	37.7%	0.4%	11.3%	15.4%
Large City Districts	129,055	51.5	18.2	0.8	2.3	27.2
Urban-Suburban	215,826	30.4	15.1	0.4	2.0	52.1
Rural	183,526	2.8	2.2	1.3	0.6	93.1
Average N/RC Districts	868,382	6.1	4.9	0.4	1.9	86.7
Low N/RC Districts	376,399	2.8	4.2	0.1	5.3	87.6
BOCES	20,928	13.7	6.1	0.5	1.4	78.3
Total Public	2,850,824	20.2%	18.2%	0.4%	5.8%	55.4%

TABLE 3.5
NUMBER AND PERCENT OF DISTRICTS IN EACH 1990 CENSUS POVERTY CATEGORY
(5- TO 17-YEAR-OLDS IN FAMILIES BELOW THE POVERTY LINE)
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
1989

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

3 Resources

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

School Finance

Table 3.6 demonstrates variations in average expenditures per pupil in 1998-99 among categories. In general, Low N/RC Districts spent the most, \$12,797 or 123 percent of the State average. The Large City Districts had the next highest average expenditure (\$11,070), followed by the Urban-Suburban High N/RC Districts (\$10,986) and Average N/RC Districts (\$10,206). Rural High N/RC Districts had the lowest average expenditure (\$9,553), 92 percent of the State average. New York City had the second lowest average expenditure (\$9,623), 93 percent of the State average.

TABLE 3.6

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

PAGE 80

State Aid Distribution

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

In 1998-99, the Rural High N/RC Districts had the lowest mean CWR (0.525) and received the largest percentage of their funding from the State (64.5 percent). The Low N/RC Districts had the highest average CWR (1.933) and received the smallest percentage of their funding from the State (18.6 percent). If the Low N/RC Districts had received no State revenues in 1998-99, their average expenditure would still have been higher than that of any other category. The average State revenue provided per pupil varied from \$2,380 in the Low N/RC Districts to \$7,007 in the Large City Districts.

The CWRs for district categories reflect calculations based on district property values, income, and pupils in the category compared to the corresponding State averages as legislated each year. The CWRs reported in these tables may underrepresent the true average wealth of the category. To protect districts from the adverse effects on their State aid allocation of rapidly increasing property values, increases in property values per pupil for individual districts were capped at 117 percent, but the uncapped amount was used to calculate the State average.

Budget Allocation

Across categories, districts allocated roughly comparable portions of their budgets to instruction, central administration, transportation, and debt service in 1998-99 (Table 3.6). The largest expenditure category was instruction, which accounted for 75.8 percent of expenditures statewide.

Central administration costs accounted for a small percentage of total expenditures, averaging 1.8 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 5.2 percent. Debt service (gen-

erally for capital improvements) accounted for 5.0 percent of total expenditures.

New York City spent the largest percentage on instruction. Rural High N/RC Districts had the lowest average expenditure per pupil and used the smallest percentage of this expenditure (72.8 percent) for instruction. Among categories, they spent the largest percentage on central administration (2.3 percent) and debt service (7.3 percent). Outside the Big 5, the Urban-Suburban High N/RC Districts spent the largest percentage on instruction (76.1 percent) and the smallest percentage (1.5 percent) on central administration. These districts, in fact, spent a smaller percentage on central administration than New York City. The relatively large size of these districts compared to the rural districts may have allowed them to operate more efficiently.

Expenditure Differences Among Districts

Table 3.7 shows the variations in expenditures within categories as well as increases in expenditures over the five-year period. (In Table 3.7, median and percentile expenditures are shown, whereas in Table 3.6 means or averages are shown.) In 1998-99, the median district statewide spent 15.4 percent more per pupil than in 1994-95. The largest increase (\$1,337 or 16.6 percent) occurred in the Rural High N/RC districts. At the median in Low N/RC Districts, expenditures increased by a smaller percentage (8.4 percent) and a smaller amount (\$1,031). The increase in New York City (\$1,324) was equivalent to the increase in the median district statewide.

<p>TABLE 3.7</p> <p>PUBLIC SCHOOL EXPENDITURES PER PUPIL UNIT BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 81</p>
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Despite relatively small percentage increases 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 \$2,500 to \$3,900 per pupil more than the median districts in the other N/RC categories, and \$3,700 more than New York City. Further, Low N/RC Districts spent more in 1994-95 than the median districts in other N/RC categories spent in 1998-99. 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 1998-99, statewide the median district spent \$10,021 per pupil. The district at the 90th percentile of expenditure per pupil spent 69 percent more than the district at the 10th percentile (\$14,094 versus \$8,358 per pupil). Statewide, the expenditure gap between the 10th and 90th percentile districts was about the same in 1998-99 as in 1994-95. These expenditure gaps within N/RC categories were large: 40 to 85 percent. The expenditure gap in Rural High N/RC Districts (40 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 \$9,623 compared with a median of \$13,306 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, Special Aid, and Risk Retention Funds. The pupil measure is based on enrollment and includes students enrolled in district programs; pupils with disabilities educated in district, BOCES, approved private school programs, and Section 4405 programs; and students educated in other districts. Prekindergarten and half-day kindergarten pupils are weighted at 0.5.

Classroom Teachers

Since the largest portion of school district budgets was spent on staff salaries, those districts with the highest expenditures per pupil generally pay the highest teacher salaries (Table 3.8). Teachers in Low N/RC Districts had a median salary of \$64,262, compared with the State median of \$51,020. These districts had the second fewest students per teacher (12.7) and the largest percentage of teachers (outside New York City) with at least 30 credits beyond the master's degree (37.3 percent). Their teachers' median experience level was 14 years.

TABLE 3.8
SELECTED PUBLIC SCHOOL
CLASSROOM TEACHER
CHARACTERISTICS BY
NEED/RESOURCE CAPACITY CATEGORY
PAGE 82

The Large City Districts' median teacher salary of \$41,021 is tempered by the fact that salary for the two highest paying districts, Buffalo and Yonkers, are not included in the Fall 1999 data. Rural High N/RC Districts had the smallest percentage (11.6 percent) of teachers with at least 30 credits beyond the master's degree. These districts had the fewest students per teacher (12.5).

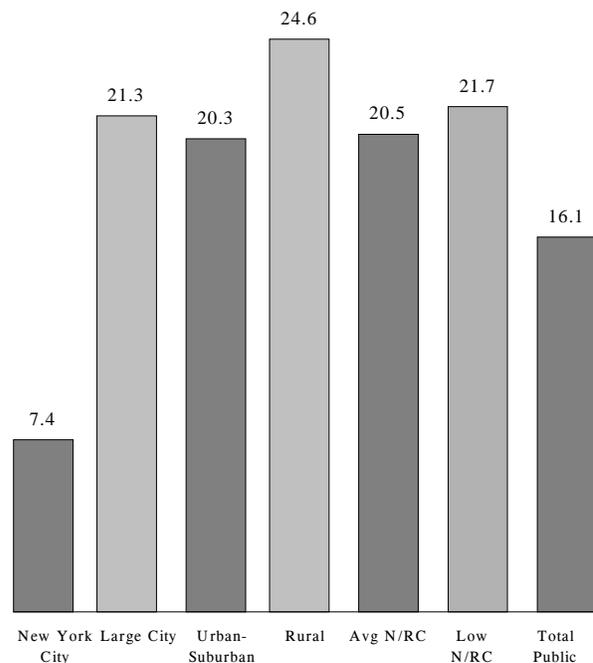
The median salary in New York City was the same as the State average. New York City had the least experienced teachers and the largest percentage of teachers teaching out of certification. Further, 19 percent of teachers in New York City in Fall 1998 were not teaching in the district in Fall 1999. On the other hand, 43.2 percent of New York City teachers had at least 30 credits beyond the master's degree.

Microcomputers and Library Books

On average, students in public schools outside New York City, regardless of N/RC category, had greater access to microcomputers than did New York City students. Rural High N/RC Districts provided their students with the greatest access (Figure 3.3).

Schools in New York City and the Low N/RC Districts had the largest percentages of computers classified as new generation (Figure 3.4). New-generation computers are defined as Pentiums and Power-PCs. Low N/RC Districts had the largest percentage of new-generation microcomputers, those capable of using the latest instructional technology.

Figure 3.3
Number of Microcomputers per 100 Students by
Need/Resource Capacity Category
Fall 1999



New York City had substantially fewer microcomputers per 100 students than any other category, but the second largest percentage (73.2) classified as new generation. The Large City Districts had more microcomputers per 100 students than New York City but a substantially smaller percentage (61.7) were new generation. The Large City Districts had more microcomputers per 100 students than New York City but a substantially smaller percentage (61.7) were new generation.

Low N/RC Districts had more library books per student, on average, than districts in other categories (Figure 3.5). Students in Rural High N/RC Districts had the second largest number of library books per student available. 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.

Figure 3.4
Percent of Microcomputers Classified as
New-Generation by Need/Resource
Capacity Category
Fall 1999

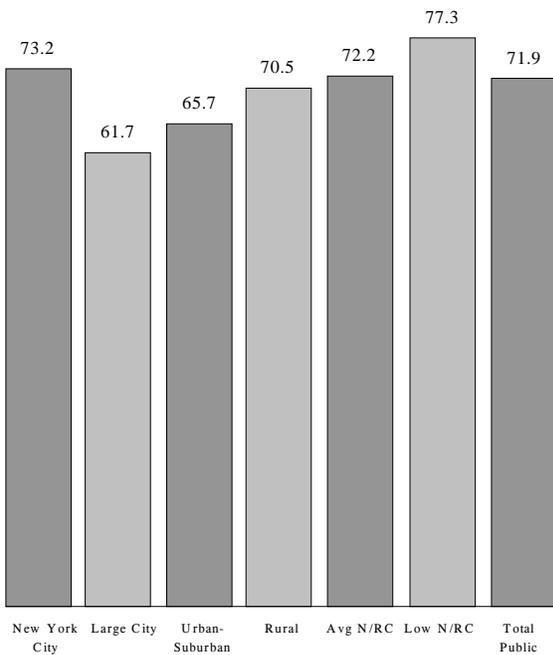


Figure 3.5
Number of Library Books per Student by
Need/Resource Capacity Category
Fall 1999

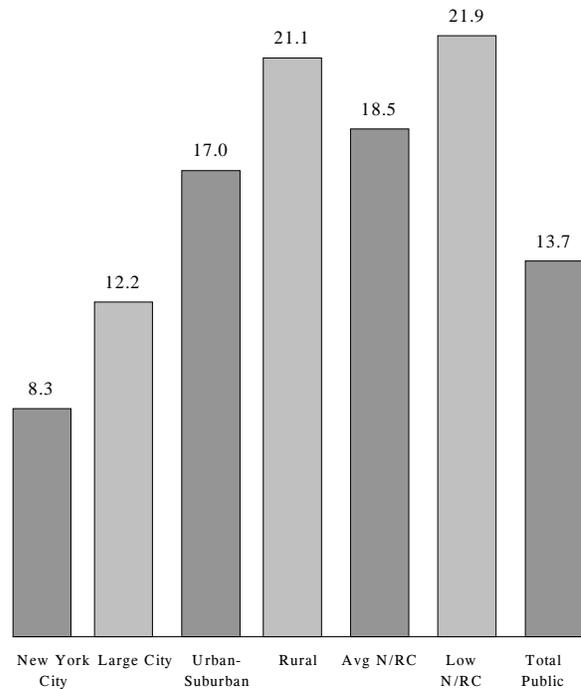


TABLE 3.6
PUBLIC SCHOOL EXPENDITURES PER PUPIL UNIT, STATE REVENUE SHARE,
COMBINED WEALTH RATIO, AND PERCENT DISTRIBUTION OF EXPENDITURES
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
1998-99

Location	Fiscal Data				Percent Distribution of Expenditures						
	Expend Per Pupil Unit ¹	NYS Revenue Share		Combined Wealth Ratio	Instruction			Central Admini- stration	Transpor- tation	Debt Service	Misc.
					Excluding Fringe Benefits	Fringe Benefits	Total				
High N/RC Districts											
New York City	\$9,623	\$4,263	44.3%	.927	61.8%	15.6%	77.4%	1.6%	5.2%	4.1%	11.6%
Large City Districts	11,070	7,007	63.3	.635	63.8	12.8	76.6	1.1	5.8	4.4	12.2
Urban-Suburban	10,986	6,108	55.6	.657	63.7	12.3	76.1	1.5	4.6	5.9	11.9
Rural	9,553	7,086	64.5	.525	61.0	11.8	72.8	2.3	5.3	7.3	12.3
Average N/RC Districts	10,206	4,368	42.8	.939	63.0	11.6	74.6	1.9	5.2	6.0	12.3
Low N/RC Districts	12,797	2,380	18.6	1.933	64.0	11.8	75.8	2.1	4.8	3.6	13.7
Total Public	10,371	4,428	42.7	1.00	62.7	13.1	75.8	1.8	5.2	5.0	12.3

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

TABLE 3.7
PUBLIC SCHOOL EXPENDITURES PER PUPIL UNIT
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
1994-95 and 1998-99

Location	Expend. per Pupil Unit ¹ 1994-95	Expend. per Pupil Unit ¹ 1998-99	Expend. Change \$	Expend. Change %	Expend. Gap Index ² 1994-95	Expend. Gap Index ² 1998-99
High N/RC Districts						
New York City	\$8,299	\$9,623	\$1,324	16.0%		
Large City Districts						
Median	9,620	10,800	1,180	12.3%		
Urban-Suburban						
10 th	7,621	8,844	1,223	16.0%		
50 th	9,566	10,634	1,068	11.2	62.7%	56.5%
90 th	12,379	13,843	1,446	11.7		
Rural						
10 th	7,019	8,244	1,225	17.5%		
50 th	8,069	9,406	1,337	16.6	38.5%	39.7%
90 th	9,719	11,519	1,800	18.5		
Average N/RC Districts						
10 th	7,326	8,217	891	12.2%		
50 th	8,379	9,595	1,216	14.5	57.8%	56.5%
90 th	11,564	12,860	1,296	11.2		
Low N/RC Districts						
10 th	8,736	9,530	794	9.1%		
50 th	12,275	13,306	1,031	8.4	81.7%	84.8%
90 th	15,869	17,614	1,745	11.0		
Total Public						
10 th	7,297	8,358	1,061	14.5%		
50 th	8,681	10,021	1,340	15.4	78.5%	68.6%
90 th	13,022	14,094	1,072	8.2		

¹ Expenditures per pupil were calculated as in Table 3.6.

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

TABLE 3.8
SELECTED PUBLIC SCHOOL CLASSROOM TEACHER CHARACTERISTICS
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
FALL 1999

Need/Resource Capacity Category	Selected Classroom Teacher Characteristics					
	Pupil Teacher Ratio	Median Teacher Salary	Teacher Turnover Rate Fall 1998 to Fall 1999	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	14.4	\$51,020	19	23.9	43.2	12
Large City Districts	14.9	41,021*	12	11.2**	22.6	15
Urban-Suburban	13.4	52,040	9	5.3	26.2	15
Rural	12.5	42,368	10	5.5	11.6	15
Average N/RC Districts	13.4	49,847	10	4.2	21.8	15
Low N/RC Districts	12.7	64,262	10	4.2	37.3	14
Total Public	13.6	51,020*	13	11.3**	30.4	14

* Does not include Buffalo and Yonkers, which artificially deflates the median salary. The median teacher salary for Large City Districts is estimated to be \$51,000, if Buffalo and Yonkers data were available for inclusion.

** Does not include Buffalo

4 Performance

Two key indicators of student performance are the New York State Assessment Program (NYSAP) at the elementary- and middle-levels and the Regents examinations at the secondary level. NYSAP performance is indicated at four performance levels, ranging from severely deficient (Level 1) to advanced (Level 4). Students scoring at Level 3 have demonstrated proficiency in the standards expected for their grade level. On Regents examinations, three performance standards have been set: competency for a local diploma, passing at Regents-level and 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*.

New York State Assessment Program

Performance on the NYSAP was related to N/RC category (Table 3.9). Students in New York City and the Large City Districts were less likely to meet the State standards (scoring at Level 3 or 4) than students in other N/RC categories. Schools in the Average and Low N/RC Districts had the largest percentages of students meeting the standards. Among High N/RC Districts, rural districts performed better than districts in other categories. Performance on the elementary-level English language arts (ELA) test illustrates the relationship between performance and N/RC category. On this test, only 81 percent of fourth-graders in New York City and 82 percent of fourth-graders in the Large

City Districts scored at Level 2 and above (demonstrating partial proficiency in the standards). The percentages of students scoring at Level 2 and above in the other N/RC categories were as follows: Urban-Suburban High N/RC, 91 percent; Rural High N/RC, 94 percent; Average N/RC, 97 percent; and Low N/RC, 99 percent.

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

Students statewide had the greatest difficulty meeting the State standard on the middle-level mathematics test. Only 40 percent of tested students statewide scored at Levels 3 and 4. The performance gaps among N/RC Categories were greatest on this assessment. While 70 percent of tested eighth-graders in Low N/RC Districts scored at Levels 3 or 4, only 23 percent of New York City students achieved that standard. Eighth-graders scoring substantially below Level 3 can be expected to have difficulty completing the mathematics graduation requirement.

Figure 3.6 contrasts the percentage of students in each N/RC category meeting the standard on the middle-level mathematics assessment with the percentage of uncertified mathematics teachers in that category. In New York City, where 35 percent of mathematics teachers at the middle-level were not certified to teach mathematics, only 23 percent of students scored at Levels 3 or 4. In the Average and Low N/RC Districts, where the majority of students achieved the standard in mathematics, only two to three percent of mathematics teachers were not certified.

Figures 3.7 and 3.8 show ELA performance at the four performance levels for elementary- and middle-level students. Districts with greater capacity to meet pupils' needs with local resources have higher percentages of tested students performing at Levels 3 and 4. The higher performance of stu-

TABLE 3.9

NUMBER TESTED AND PERCENT SCORING AT OR ABOVE LEVELS 2 AND 3 BY NEED/RESOURCE CAPACITY CATEGORY NEW YORK STATE ASSESSMENT PROGRAM

PAGE 90

Figure 3.6
Middle-Level Mathematics
Percentages at Levels 3 and 4
Compared with Percentages of Uncertified Mathematics Teachers
2000

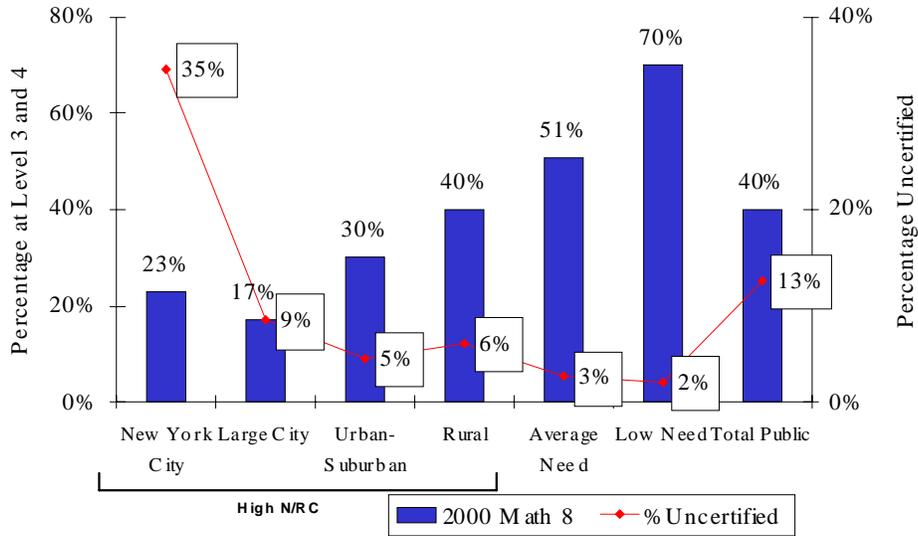


Figure 3.7
Elementary-Level English Language Arts Assessment
Percent of Tested Public School Students Scoring at Each Performance Level
by Need/Resource Capacity

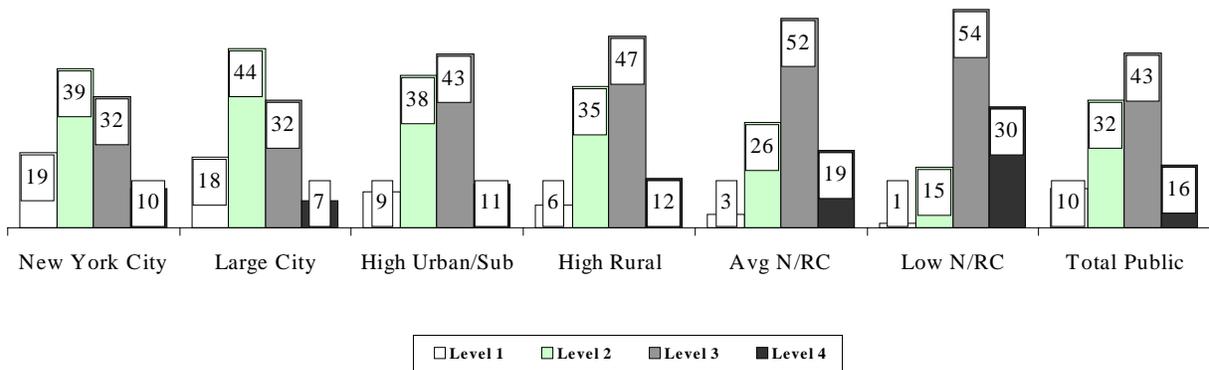
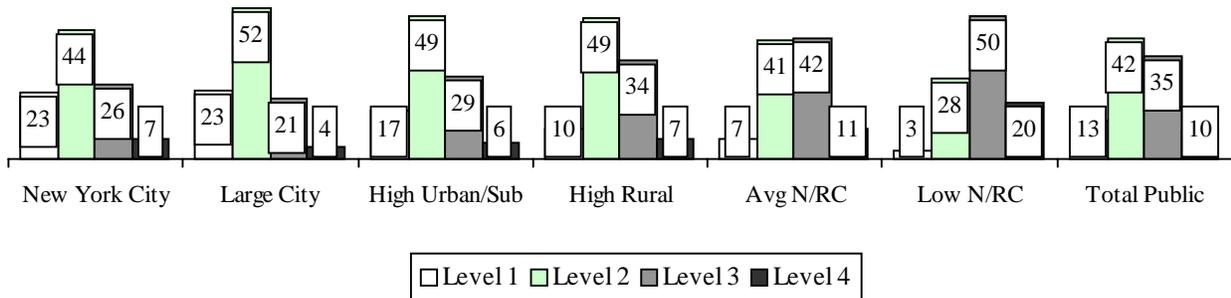


Figure 3.8
Middle-Level English Language Arts Assessment
Percent of Tested Public School Students Scoring at Each Performance Level
by Need/Resource Capacity
2000



dents in the Low N/RC Districts was particularly evident in the percentages of students meeting or exceeding the standard. For example, 84 percent of the fourth-graders in these districts met the standard on the ELA; 70 percent of eighth-graders did so. In contrast, in Urban-Suburban High N/RC Districts, only 54 percent of fourth-graders performed that well on the ELA; 35 percent of eighth-graders did so. For each assessment, at each grade level, there were consistently larger percentages meeting the standard in districts having lower student need to resource ratios.

Regents Examinations

The revised graduation requirements demand that all students strive to succeed at the Regents or higher levels. General-education students who first entered grade 9 in 1996-97 or later must 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—and all succeeding classes—must score 55 or higher on Regents examinations in five areas—English, mathematics, global history and geography, United States 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 for a description of graduation requirements.)

This section reports performance on Regents examinations that can be used to meet these graduation requirements. Regents examinations results are reported in three ways. Performance on the English and mathematics examinations is reported as a percentage of students tested and by student cohort (see page 6 of this report for a discussion of cohort.) Regents examinations in biology, global studies (or global history) and U.S. history and government are reported using average grade enrollment (AGE). Because either the Regents Examination in Sequential Mathematics Course I or the Regents Examination in Mathematics A can be used to satisfy the graduation requirement, combined results are reported for these examinations. Similarly, we report combined results on the Re-

gents Examinations in Global Studies and in Global History and Geography.

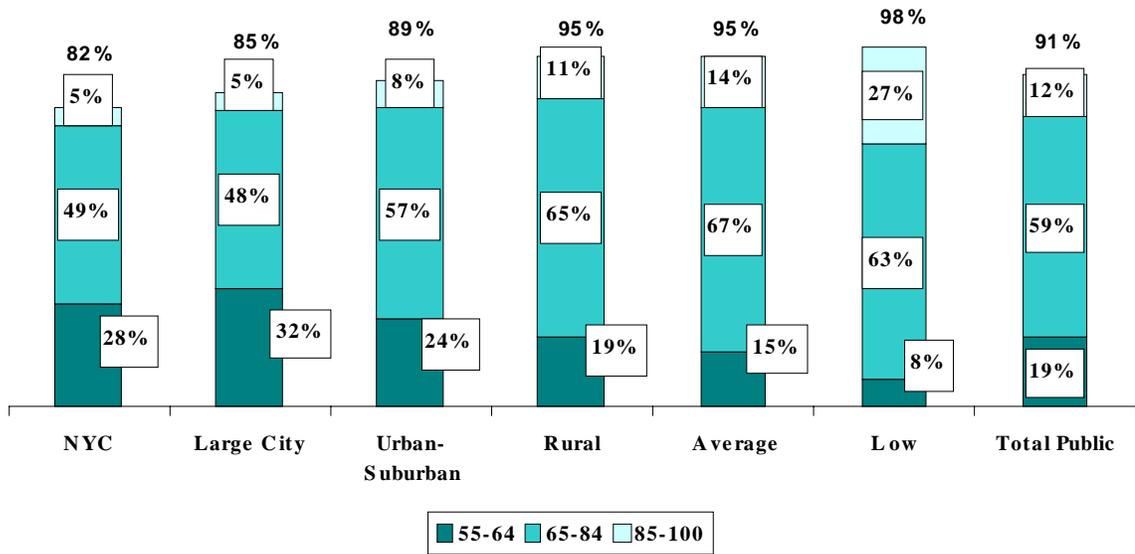
Using any of these measures, the pattern of performance among N/RC categories found on these Regents examinations was similar to that found in the NYSAP. As the student need in a district decreased in relation to its capacity to raise resources, the percentage of students participating in, passing, and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

Results As A Percentage of Tested Students

In public schools statewide, a larger number of students wrote the sequential mathematics I or mathematics A examinations than any other Regents examination between August 1999 and June 2000 (Figure 3.9). While fewer students took the Regents English examination, a larger percentage (91 percent) of tested students scored 55 or higher. In comparison, 72 percent of tested students scored 55 or higher on the mathematics examinations. In every N/RC category, tested students were most successful on the Regents English examination and the failure rate (students scoring 0 to 54) was highest on mathematics examinations. The disparity in performance among N/RC categories was greatest on the mathematics examinations. These results combined with the low performance on the middle-level mathematics assessment and the high rate of uncertified mathematics teachers suggest that students in high need districts, particularly, are not receiving adequate preparation for the graduation requirement in mathematics.

Figure 3.9
Percentage of Tested Students Scoring 55-64, 65-84 and 85-100
by Need/Resource Capacity Category
All Students in Public Schools
August 1999, January and June 2000

REGENTS ENGLISH



REGENTS MATHEMATICS I AND A

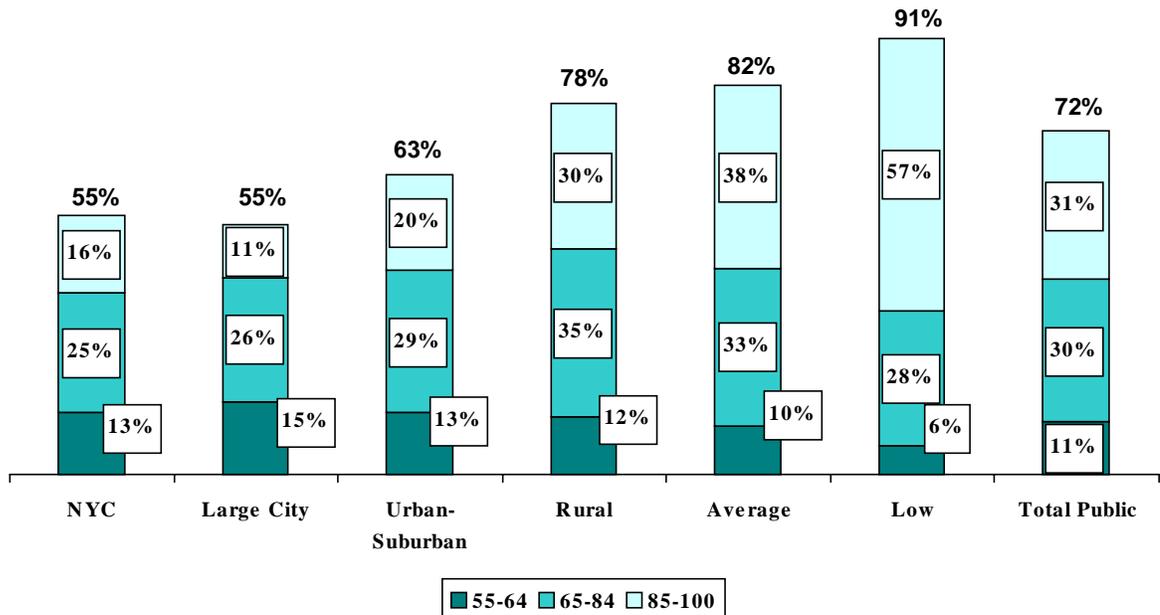
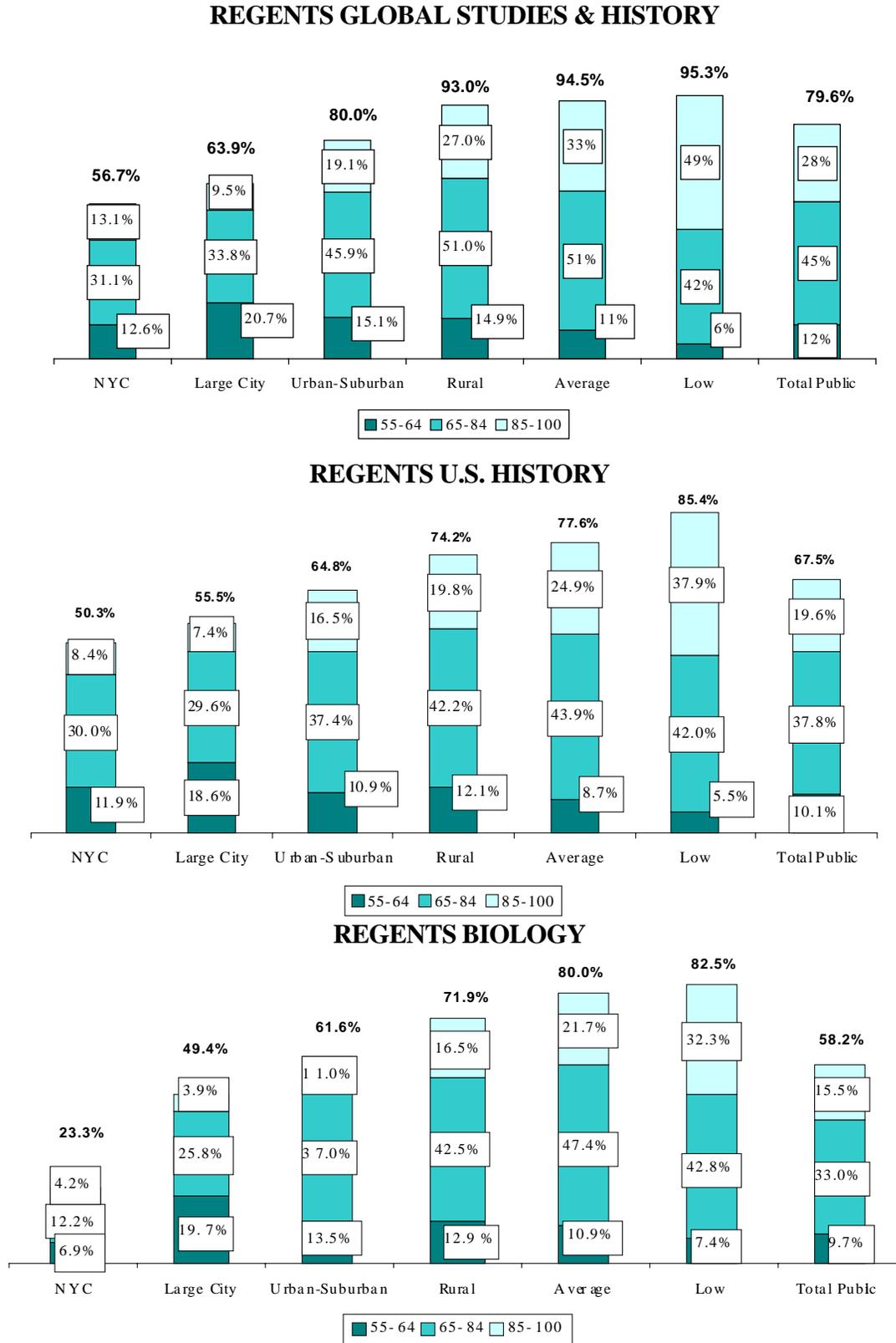


Figure 3.10
Percent of AGE Scoring 55-64, 65-84 and 85-100 Rate and Performance
by Need/Resource Capacity Category
All Students in Public Schools
August 1999, January and June 2000



Cohort Performance

The Department collected data to assess the progress of students in the 1996 and 1997 cohorts in meeting the graduation requirements in English and mathematics (Tables 3.10 through 3.13). After four years of high school, New York City and the Large City Districts had the smallest percentages of 1996 general-education cohort members meeting the revised Regents English requirement, 77 and 84 percent, respectively. Ninety-nine percent of general-education students in Low N/RC Districts had met the requirement by scoring 55 or higher on the Regents examination or earning an acceptable score on an approved alternative examination (Table 3.10).

<p>TABLE 3.10</p> <p>NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1996 COHORT REPORTED WITH CREDIT FOR REGENTS COMPREHENSIVE ENGLISH BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 91</p>
<p>TABLE 3.11</p> <p>NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1996 COHORT REPORTED WITH CREDIT FOR REGENTS MATHEMATICS BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 91</p>

Students in the 1996 cohort were not required to pass (or score 55 or higher) on a Regents mathematics examination to earn a local diploma. Nonetheless, 77 percent of general-education students in the 1996 cohort had scored 55 or higher—and 73 percent had scored 65 or higher—on a Regents mathematics examination or an approved alternative after four years of high school. The percentages with Regents examination credit in mathematics were much higher in the Low, Average, and Rural N/RC Districts than in the other categories (Table 3.11). This finding is consistent with the

percentages of tested students passing in those categories.

Students in the 1997 cohort are required to pass (or score 55 or higher) both Regents English and mathematics examinations to earn a local diploma. By the end of three years of high school, 78 percent of general-education students in the 1997 cohort had scored 55 or higher—and 66 percent had

<p>TABLE 3.12</p> <p>NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1997 COHORT REPORTED WITH CREDIT FOR REGENTS COMPREHENSIVE ENGLISH BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 92</p>
<p>TABLE 3.13</p> <p>NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1997 COHORT REPORTED WITH CREDIT FOR REGENTS MATHEMATICS BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 92</p>

scored 65 or higher—on the Regents English examination or an approved alternative (Table 3.12). The comparable percentages for mathematics were 77 and 71 percent (Table 3.13). Cohort members in the Low, Average, and Rural N/RC Districts were more successful in satisfying the local and Regents diploma assessment requirements than cohort members in the other categories.

Results As A Percentage of AGE

Compared with reporting performance as a percentage of tested students, AGE provides a more accurate indication of the percentage of students in the school who are participating in and passing examinations. Comparison of these results with performance as a percentage of tested students shows that, in the high need categories, the number tested was substantially smaller than the average grade enrollment. (See page 6 for a discussion of AGE.) The most dramatic differences

TABLE 3.14
AVERAGE GRADE ENROLLMENT
FOR GRADES 9 THROUGH 12
BY
NEED/RESOURCE CAPACITY CATEGORY

PAGE 93

among N/RC categories were seen in the percentages of AGE performing with distinction (scoring 85-100). On the global studies and history examinations, the percentage of AGE achieving distinction in Low N/RC Districts was almost four times that in New York City and more than twice that in Urban-Suburban High N/RC Districts (Figure 3.10). Analysis of performance on all three examinations shows that New York City, the Large City Districts and the Urban-Suburban districts must prepare many more students in future cohorts for these assessments, if these students are to meet the graduation requirements.

TABLE 3.9
NUMBER TESTED AND PERCENT SCORING
AT OR ABOVE LEVELS 2 AND 3
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE ASSESSMENT PROGRAM
1999-2000

Need/Resource Capacity Category	Elementary-Level ELA			Middle-Level ELA			Elementary-Level Math			Middle-Level Math		
	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	76,948	81%	42%	63,672	77%	33%	78,763	82%	47%	65,724	56%	23%
Large City Districts	10,152	82	38	7,973	77	24	10,675	84	44	8,140	54	17
Urban/Suburban	16,432	91	54	14,502	83	34	17,043	92	61	14,797	70	30
Rural	13,998	94	60	14,573	90	41	14,013	96	70	14,464	83	40
Average N/RC Districts	68,322	97	71	67,574	93	52	68,954	97	78	67,277	87	51
Low N/RC Districts	30,933	99	84	27,702	97	69	31,220	99	90	27,691	95	70
Total Public*	216,853	90%	59%	195,996	87%	45%	220,727	91%	65%	198,093	75%	40%

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

TABLE 3.10
NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1996 COHORT
REPORTED WITH CREDIT FOR REGENTS COMPREHENSIVE ENGLISH
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
JUNE 2000

Need/Resource Category	1996 Cohort Enrollment	55-100 Including Alternative		65-100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	46,870	36,084	77%	24,992	53%
Large City Districts	4,939	4,168	84	2,859	58
Urban-Suburban	8,770	7,985	91	6,282	72
Rural	10,933	10,594	97	9,055	83
Average N/RC Districts	50,161	48,707	97	43,315	86
Low N/RC Districts	21,876	21,676	99	20,470	94
Total Public	143,549	129,214	90%	106,973	75%

TABLE 3.11
NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1996 COHORT
REPORTED WITH CREDIT FOR REGENTS MATHEMATICS
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
JUNE 2000

Need/Resource Category	1996 Cohort Enrollment	55-100 Including Alternative		65-100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	46,870	28,119	60%	24,565	52%
Large City Districts	4,939	2,869	58	2,631	53
Urban/Suburban	8,770	6,238	71	5,869	67
Rural	10,933	9,094	83	8,737	80
Average N/RC Districts	50,161	43,969	88	42,554	85
Low N/RC Districts	21,876	20,578	94	20,171	92
Total Public	143,549	110,867	77%	104,527	73%

TABLE 3.12
NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN 1997 COHORT
REPORTED WITH CREDIT FOR REGENTS COMPREHENSIVE ENGLISH
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
JUNE 2000

Need/Resource Category	1997 Cohort Enrollment	55-100 Including Alternative		65-100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	55,984	33,792	60%	24,402	44%
Large City Districts	5,573	3,671	66	2,472	44
Urban/Suburban	11,138	8,378	75	6,774	61
Rural	10,797	9,565	89	8,138	75
Average N/RC Districts	52,144	47,131	90	42,401	81
Low N/RC Districts	22,783	21,851	96	21,003	92
Total Public*	158,591	124,390	78%	105,192	66%

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

TABLE 3.13
NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1997 COHORT
REPORTED WITH CREDIT FOR REGENTS MATHEMATICS
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
JUNE 2000

Need/Resource Category	1997 Cohort Enrollment	55-100 Including Alternative		65-100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	55,984	31,415	56%	26,637	48%
Large City Districts	5,573	3,054	55	2,644	47
Urban/Suburban	11,138	8,441	76	7,589	68
Rural	10,797	9,655	89	8,843	82
Average N/RC Districts	52,144	47,349	91	44,714	86
Low N/RC Districts	22,783	21,971	96	21,465	94
Total Public*	158,591	121,895	77%	111,900	71%

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

TABLE 3.14
AVERAGE GRADE ENROLLMENT FOR GRADES 9 THROUGH 12
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
1997-1998 through 1999-2000

Need/Resource Capacity Category	Average Grade Enrollment		
	1997-1998	1998-1999	1999-2000
High N/RC Districts			
New York City	65,800	67,655	62,926
Large City Districts	6,655	6,854	7,127
Urban-Suburban	12,103	12,213	13,652
Rural	13,878	13,911	13,472
Average N/RC Districts	61,143	63,136	63,410
Low N/RC Districts	25,418	26,210	27,071
Total Public	184,997	189,979	187,658

5 Other Performance Measures

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

State Standards

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

Elementary and Middle Schools

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

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

The Commissioner also used 140 as the cut point to identify schools that did not demonstrate acceptable progress toward achieving the goal of 90 percent student proficiency during the 1999-2000 school year.

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

High Schools

Commissioner's Regulations establish the following State standards for high schools:

- 90 percent of the annual high school cohort must meet their graduation assessment requirements in English language arts and mathematics; and
- the annual dropout rate must be less than five percent.

In 1999-2000, the annual high school cohort was selected from the cohort of students who first entered grade 9 in 1996. (See Part I for a definition of the school accountability cohort.) General-education students in the 1996 cohort met the graduation requirement in English if they scored 55 or higher on the Regents English examination or an approved alternative. They could meet the graduation requirement in mathematics by passing the Regents competency test in mathematics or by scoring 55 or higher on a Regents examination in mathematics (or an approved alternative). Students

State Performance Standards

Public School Standards		
Grade Level	Subject Area	School Performance Criteria
Grades 4 and 8	English Language Arts	The school must achieve a performance index of 140.
	Mathematics	
High School	English Language Arts	Ninety percent of the high school cohort must meet their individual graduation assessment requirements in English and mathematics.
	Mathematics	
	Dropout Rate	Must not exceed five percent.

with disabilities (and selected Section 504 students) could meet their requirement by scoring 55 or higher on an appropriate Regents examination or by passing the corresponding Regents competency test or an approved alternative.

ing student achievement in a school that is performing below a State standard. Such a plan is required for each school that performs below a State standard.

The Consequences for Schools Below a Standard

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

School Performance on the Standards

Tables 3.15 and 3.16 show the percentage of schools in each N/RC category that achieved the State standard, a Performance Index of 140 or higher, in elementary- and middle-level English language arts (ELA) and mathematics.

A larger percentage of schools achieved the standard in elementary- than middle-level English language arts. Examining the performance of elementary-level schools, the Large City Districts had

During the implementation of the new graduation requirements, the following criteria apply for high schools below the English language arts or mathematics standards: Any high school below State standards in 1998-99 that had a cohort percentage of at least 80 percent was considered to have made Adequate Yearly Progress (AYP) for the 1999-2000 school year. Beginning in 2000-2001, any school that maintains its 1999-2000 school year cohort percentage will be considered to have made AYP. After the phase-in of the graduation requirements is complete, a gap-reduction methodology, similar to the one used for elementary- and middle-level schools, will be applied to establish AYP targets.

In addition to being assigned AYP targets, a school district with a school below a State standard must develop a plan for assisting that school to reach the State standard. A Local Assistance Plan (LAP) is a district-developed plan for improv-

<p>TABLE 3.15</p> <p>THE PERCENTAGE OF ELEMENTARY-LEVEL SCHOOLS MEETING STATE STANDARDS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 97</p>
<p>TABLE 3.16</p> <p>THE PERCENTAGE OF MIDDLE-LEVEL SCHOOLS MEETING STATE STANDARDS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 97</p>

the smallest percentages of schools meeting the standards: only one school in four achieved the State standard in ELA, while one in three did so in mathematics. In all N/RC categories, except Low N/RC Districts, smaller percentages of schools achieved the standard in middle- than elementary-level English language arts. By contrast, at least 96 percent of schools in Low N/RC Districts achieved all four of the State standards. Significantly larger percentages of rural schools than schools in other High N/RC categories succeeded in meeting the standards.

The lowest performance overall and the largest disparities among districts occurred on the middle-level mathematics assessment. Ninety-six percent of schools in Low N/RC districts met the State standard in middle-level mathematics, compared with 56 percent in the Average N/RC Districts. Very few schools in High N/RC Districts achieved the standard in middle-level mathematics.

Table 3.17 shows the percentage of secondary schools in each N/RC category that achieved the State standard in English language arts and mathematics and the dropout rate in 1999-2000. In the rural, average need and low need districts, more than 90 percent of schools met each State standard. In the Big 5, fewer than one-third of schools achieved the standards in English and mathematics.

<p>TABLE 3.17 PERCENT OF SECONDARY-LEVEL SCHOOLS MEETING STATE STANDARDS IN ENGLISH LANGUAGE ARTS, MATHEMATICS AND DROPOUT BY NEED/RESOURCE CAPACITY CATEGORY NEW YORK STATE 1999-2000</p> <p>PAGE 98</p>
<p>TABLE 3.18 CREDENTIALS EARNED BY PUBLIC HIGH SCHOOL COMPLETERS BY NEED/RESOURCE CAPACITY CATEGORY 1999-2000</p> <p>PAGE 99</p>

Credentials

As student need decreased relative to the district's capacity to raise revenues locally, the percentage of high school completers earning Regents diplomas increased (Table 3.18). In Urban-Suburban High N/RC Districts, 41.3 percent of the completers earned Regents diplomas; in Low N/RC Districts, 65.1 percent did so. An inverse relationship was observed between need/resource capacity and the percentage of completers earning IEPs or certificates. Categories with the largest percentages of Regents diplomas had the smallest percentages of IEP diplomas. The exception to this pattern was New York City, where only 4.3 percent of completers earned IEP diplomas or certificates.

College-Going Rate

Students in Low N/RC Districts had the highest college-going rate (92.7 percent) among public school categories (Table 3.19). The majority of these students planned to attend four-year institutions (71.6 percent). Only 74.3 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 35.6 percent of students from these districts, the smallest percentage of all types of districts, planned to attend four-year institutions.

<p>TABLE 3.19 COLLEGE-GOING RATES OF PUBLIC HIGH SCHOOL GRADUATES BY NEED/RESOURCE CAPACITY CATEGORY NEW YORK STATE 1999-2000</p> <p>PAGE 99</p>
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TABLE 3.15
THE PERCENTAGE OF ELEMENTARY-LEVEL SCHOOLS
MEETING STATE STANDARDS
IN ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
1999-2000

Need/Resource Capacity Category	Number of Schools	Percent Meeting Standards	
		ELA	Math
High N/RC Districts			
New York City	662	31%	43%
Large City Districts	132	26	36
Urban-Suburban	199	67	84
Rural	212	88	98
Average N/RC Districts	726	99	100
Low N/RC Districts	334	100	100
Total Public	2,265	71%	78%

TABLE 3.16
THE PERCENTAGE OF MIDDLE-LEVEL SCHOOLS
MEETING STATE STANDARDS
IN ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
1999-2000

Need/Resource Capacity Category	Number of Schools	Percent Meeting Standards	
		ELA	Math
High N/RC Districts			
New York City	269	23%	9%
Large City Districts	66	12	5
Urban-Suburban	63	19	6
Rural	160	53	28
Average N/RC Districts	372	82	56
Low N/RC Districts	134	100	96
Total Public	1,064	57%	39%

TABLE 3.17
THE PERCENTAGE OF SECONDARY-LEVEL SCHOOLS
MEETING STATE STANDARDS
IN ENGLISH LANGUAGE ARTS (ELA), MATHEMATICS AND DROPOUT RATE
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
1999-2000

Need/Resource Capacity Category	Number of Schools	Percent Meeting Standards		
		ELA	Mathematics	Dropout
High N/RC Districts				
New York City	194	19%	30%	64%
Large City Districts	36	33	31	83
Urban-Suburban	48	67	73	85
Rural	159	94	94	91
Average N/RC Districts	342	95	96	97
Low N/RC Districts	126	100	98	100
Total Public	905	75%	78%	88%

TABLE 3.18
CREDENTIALS EARNED BY PUBLIC HIGH SCHOOL COMPLETERS
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
1999-2000

Need/Resource Capacity Category	High School Completion Credentials				
	Number	Local Diplomas		IEP Diplomas	Certificates
		Regents- endorsed	Other		
High N/RC Districts					
New York City	40,799	25.6%	69.9%	4.3%	0.2%
Large City Districts	4,453	23.0	70.6	5.6	0.8
Urban-Suburban	10,490	41.3	53.5	4.7	0.4
Rural	11,825	48.2	46.1	4.5	1.2
Average N/RC Districts	54,916	56.9	39.8	2.6	0.7
Low N/RC Districts	24,549	65.1	33.3	1.1	0.6
Total Public*	147,197	46.7%	49.5%	3.2%	0.6%

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

TABLE 3.19
COLLEGE-GOING RATES OF PUBLIC HIGH SCHOOL GRADUATES
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
1999-2000

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	45.6%	12.2%	1.3%	59.1%
Large City Districts	40.9	32.0	2.9	75.7
Urban-Suburban	40.4	34.6	1.7	76.8
Rural	35.6	36.6	2.1	74.3
Average N/RC Districts	49.3	32.5	1.5	83.4
Low N/RC Districts	71.6	19.9	1.2	92.7
Total Public	50.0%	25.1%	1.5%	76.7%

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 (Table 3.20). Urban and suburban schools in the High N/RC Districts had the lowest average attendance rate (92.8 percent) outside the Big 5 districts. The average attendance rate in Low N/RC Districts (95.5 percent) was highest. Differences in attendance rate are related to differences among schools in the incidence of poverty. In secondary schools statewide, the correlation between attendance rate and the percentage of students reported eligible for free lunches was significant ($r = -0.45$, 1996 data).

TABLE 3.20
PUBLIC SCHOOL ANNUAL ATTENDANCE RATES BY NEED/RESOURCE CAPACITY CATEGORY
PAGE 102

Secondary schools with low attendance rates tend to have high dropout rates. Many of the factors that lead to frequent absences, alienation from the schooling process, economic difficulties, and family problems, may also cause students to leave school prematurely. Among New York State public schools serving grades 9 through 12, the correlation between average attendance rate and annual dropout rate was significant ($r = -0.54$, 1996 data).

Student Suspensions

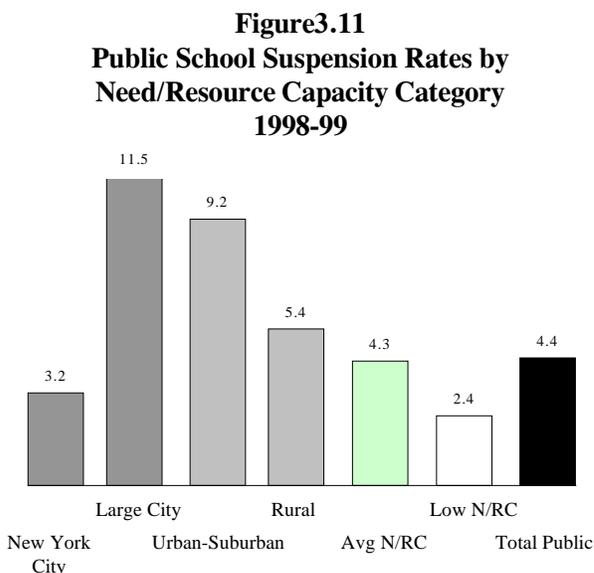
Suspension from school is a form of discipline imposed for serious or repeated infractions of school rules. Variations in school suspension rates can result from either differing incidence of misconduct or differences in school discipline policies. For example, the suspension rate in New York City was among the lowest (3.2 percent) of any N/RC category (Figure 3.11). This finding is consistent

with district policy discouraging suspensions for nonviolent acts; in New York City most students were suspended for interpersonal violent acts or for use or possession of a weapon. Outside New York City, most suspensions were for nonviolent acts. Low N/RC Districts had the lowest suspension rate (2.4 percent); Large City Districts and High N/RC Urban-Suburban Districts had much higher rates, over nine percent in each category.

Dropout Rates

As with attendance and suspension rates, reported dropout rates varied significantly among summary groups. In 1998-99, students in New York City were nine times as likely to drop out as students in Low N/RC Districts (Table 3.21). The other High N/RC Districts reported dropout rates of 3.5 to 3.6 percent.

TABLE 3.21
PUBLIC SCHOOL ANNUAL DROPOUT RATES BY NEED/RESOURCE CAPACITY CATEGORY
PAGE 102



Ninth-Grade Repeaters

The proportion of ninth-grade students who repeat the grade (do not earn enough units of credit or do not pass courses required for promotion to tenth grade) can be an indicator of future dropout rates. Statewide, 20 percent of ninth-graders were repeaters. In New York City, more than one-third of the ninth-grade enrollment in Fall 1999 were repeaters (Table 3.22). The repeat rate was somewhat lower in the Large City Districts (25.5 percent), and considerably lower in the other categories. In Low N/RC Districts, the ninth-grade repeat rate was 1.9 percent.

TABLE 3.22

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

PAGE 103

High School Equivalency

In most districts, students at severe risk of dropping out of general high school programs 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. Whereas the dropout rate statewide is 4.1 percent, the rate of leaving high school for equivalency program participation is 1.8 percent (Table 3.23). New York City and the Urban-Suburban High N/RC Districts had the highest percentages of students leaving diploma programs and entering alternative programs, 3.0 and 2.4 percent, respectively. While students entering alternative programs are not counted as dropouts, the rate of successful completion of high school equivalency requirements is not known and may not be high. Federal reporting standards stipulate that these students be counted as dropouts. Beginning with the 2000-2001 school year, New York State will report dropout rates with and without transfers to high school equivalency programs.

TABLE 3.23

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

PAGE 103

TABLE 3.20
PUBLIC SCHOOL ANNUAL ATTENDANCE RATES
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
1998-99

Need/Resource Capacity Category	Percent
High N/RC Districts	
New York City	88.4%
Large City Districts	90.7
Urban-Suburban	92.8
Rural	94.6
Average N/RC Districts	94.8
Low N/RC Districts	95.5
Total Public	92.2%

TABLE 3.21
PUBLIC SCHOOL ANNUAL DROPOUT RATES¹
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
1998-99

Need/Resource Capacity Category	Rate
High N/RC Districts	
New York City	7.1%
Large City Districts	3.5
Urban-Suburban	3.6
Rural	3.5
Average N/RC Districts	2.2
Low N/RC Districts	0.8
Total Public	4.1%

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

TABLE 3.22
NUMBER OF NINTH-GRADERS AND PERCENTAGE REPEATING NINTH GRADE
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
FALL 1999

Need/Resource Capacity Category	Grade 9 Enrollment	Percent Repeaters
High N/RC Districts		
New York City	110,444	35.9%
Large City Districts	10,439	25.5
Urban/Suburban	16,840	11.0
Rural	16,277	9.1
Average N/RC Districts	71,308	6.3
Low N/RC Districts	27,621	1.9
Total Public	252,929	20.0%

TABLE 3.23
ALTERNATIVE PUBLIC HIGH SCHOOL EQUIVALENCY PROGRAM PARTICIPATION
AND PARTICIPATION RATE BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
1999 - 2000

Need/Resource Capacity Category	Number	Rate
High N/RC Districts		
New York City	9,471	3.0%
Large City Districts	600	1.9
Urban/Suburban	1,398	2.4
Rural	627	1.1
Average N/RC Districts	2,589	1.0
Low N/RC Districts	419	0.4
Total Public	15,104	1.8%

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 grade 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 Individual Education Program (IEP) did not exempt them from State assessments. Generally these students receive special education services such as resource room, consultant teacher, or related services.

TABLE 3.24
NUMBER OF PUBLIC SCHOOL STUDENTS WITH DISABILITIES AND PERCENT IN EACH PLACEMENT BY NEED/RESOURCE CAPACITY CATEGORY
PAGE 107

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

A Department objective is to increase the percentage of students with disabilities receiving special education services in classrooms with general-education students. The percentage of students with disabilities educated primarily in general-education classes has increased in the last eight years. In December 1999, 48.1 percent of students with disabilities, compared with 8 percent in 1991-92 and 28 percent in 1992-93, were educated in general-education classes; that is, they spent less than 21 percent of time outside general-education. Nationally, in 1998-99, 47.4 percent of students with disabilities were educated in general-education classes. This improvement may be attributed to more accurate data-collection procedures and

implementation of the Regents policy on the responsibilities of local school districts to implement Federal and State requirements for least restrictive environment.

In public schools statewide, in December 1999, 7.4 percent of students with disabilities were educated in separate settings (Table 3.24). The Urban-Suburban High N/RC Districts and New York City 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 schools 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: 46.3 percent in New York City and 40.2 percent in Large City Districts. In Low N/RC Districts, about one in nine were placed in the more restrictive setting and more than one-half of students (57.4 percent) spent less than 21 percent of their time outside the general education classroom.

NYSAP Performance

Students with disabilities, who are not specifically exempted by the local committee on special education, must participate in the New York State Assessment Program (NYSAP).

In all district categories except New York City, a majority of tested students with disabilities scored at Level 2 or above on both elementary-level assessments in the NYSAP (Table 3.25). In all district categories, students with disabilities were least successful on the middle-level mathematics assessment. This is not surprising given that general-education students were least successful on this assessment. On all assessments, substantially smaller percentages of students with disabilities scored at Levels 3 or 4 than at Level 2.

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 Rural High, Average, and Low N/RC Districts scored at Level 2 or higher on the middle-level ELA. On the middle-level mathematics assessment, only in the Average and Low N/RC Districts did the majority of students with disabilities score that high.

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

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 English examination and proficiency in mathematics by passing a Regents mathematics examination by the end of their fourth year of high school (Table 3.26). In the Low N/RC Districts, 74 percent of students with disabilities in the 1996 cohort had fulfilled the minimum English requirement by scoring 55 or higher and 52 percent had achieved the minimum mathematics requirement. Fifty percent of these students had scored 65 or higher on the Re-

gents English examination; 47 percent had done so on a Regents mathematics examination. In each of the other N/RC categories, the percentages were smaller. In the New York City 1996 cohort, fewer than one student with disabilities in ten scored 65 or higher on these Regents examinations.

High School Completions and Dropouts

In 1999-2000, 28,105 students with disabilities earned high school diplomas, certificates or equivalency diplomas and 850 students reached age 21 (when entitlement to public education ends) (Table 3.27). In public schools statewide, the majority of these students succeeded in meeting graduation requirements: 8.4 percent earned Regents diplomas and 57.0 percent earned local diplomas. An additional 2.8 percent earned high school equivalency diplomas. The remainder of these students (31.9 percent) earned IEP diplomas or special certificates, signifying completion of at least 12 or 13 years of school beyond kindergarten and accomplishment of the goals established in their last IEP.

High school completers with disabilities in the Big 5 Districts and in High N/RC Districts were less likely than those in Average or Low N/RC Districts to earn Regents or local diplomas. About 88 percent of high school completers with disabilities in Low N/RC Districts achieved this goal compared with 39.7 percent in New York City and 47.1 percent in the Large City Districts.

An additional 8,586 students with disabilities left school without completing diploma or certificate requirements in 1999-2000 (Table 3.28). Because

TABLE 3.25

**NUMBER OF STUDENTS WITH
DISABILITIES TESTED
AND PERCENT SCORING
AT OR ABOVE LEVEL 2 AND LEVEL 3
NEW YORK STATE ASSESSMENT PROGRAM
BY NEED/RESOURCE
CAPACITY CATEGORY**

TABLE 3.26

**PERCENT OF STUDENTS
WITH DISABILITIES IN 1996 COHORT
REPORTED WITH CREDIT FOR REGENTS
ENGLISH AND MATHEMATICS
BY NEED/RESOURCE
CAPACITY CATEGORY**

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

Using this procedure, the dropout rate for students with disabilities in public schools statewide was 6.3 percent in 1999-2000 compared with 7.0 percent in 1998-99 (Table 3.28). The dropout rate for all students (with and without disabilities) was 3.5 percent in 1997-98 and 4.1 percent in 1998-99. The decreased dropout rate for students with disabilities can be attributed to New York City, where the dropout rate fell from 12.0 to 10.2 percent. Historically, the dropout rate for students with disabilities has fluctuated in New York City.

TABLE 3.27

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

PAGE 110

TABLE 3.28

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

PAGE 111

TABLE 3.24
NUMBER OF PUBLIC SCHOOL STUDENTS WITH DISABILITIES
AND PERCENT IN EACH PLACEMENT
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
DECEMBER 1999

Need/Resource Capacity Category	Number of Students	Percent of Time Outside 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	140,375	44.7%	0.4%	46.3%	8.7%
Large City Districts	22,577	44.3	8.1	40.2	7.4
Urban-Suburban	30,369	39.5	19.7	31.7	9.1
Rural	26,905	49.8	23.3	23.5	3.4
Average N/RC Districts	112,446	51.4	22.3	20.1	6.2
Low N/RC Districts	42,984	57.4	23.7	11.1	7.8
Total State Excluding the Big 5	212,704	50.7	22.4	20.3	6.6
Total Public	375,656	48.1	13.3	31.2	7.4

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 Service, districts, the courts, or other State agencies (Article 81 placements).

TABLE 3.25
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
1999-2000

Need/Resource Capacity Category	Elementary-Level ELA			Middle-Level ELA			Elementary-Level Math			Middle-Level Math		
	Number Tested	At or Above Level 2	At or Above Level 3	Number Tested	At or Above Level 2	At or Above Level 3	Number Tested	At or Above Level 2	At or Above Level 3	Number Tested	At or Above Level 2	At or Above Level 3
High N/RC Districts												
New York City	10,236	44%	9%	8,324	35%	3%	10,366	47%	14%	8,415	16%	2%
Large City Districts	1,905	62	16	1,322	43	3	1,991	65	23	1,364	30	3
Urban/Suburban	2,287	75	27	1,873	47	4	2,346	75	35	1,907	30	5
Rural	1,798	83	29	1,965	58	6	1,826	83	39	1,950	45	9
Average N/RC Districts	8,297	84	35	8,818	69	10	8,380	87	49	8,734	53	13
Low N/RC Districts	3,336	94	54	3,432	84	23	3,390	96	69	3,429	73	27
Total Public*	27,867	68%	26%	25,734	56%	8%	28,304	71%	35%	25,799	40%	10%

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

TABLE 3.26

**THE PERCENTAGE OF STUDENTS WITH DISABILITIES IN THE 1996 COHORT
SCORING 55-100 AND 65-100 ON REGENTS EXAMINATIONS
BY NEED/RESOURCE CAPACITY CATEGORY
JUNE 2000**

Need/Resource Category	1996 Cohort Enrollment	Regents English		Regents Mathematics	
		Percent 55-100	Percent 65-100	Percent 55-100	Percent 65-100
High N/RC Districts					
New York City	3,328	18%	6%	11%	7%
Large City Districts	700	27	15	18	15
Urban Suburban	1,008	28	12	15	13
Rural	1,210	48	25	29	25
Average N/RC	5,838	52	30	34	29
Low N/RC	2,847	74	50	52	47
Total Public	14,931	46%	26%	30%	25%

TABLE 3.27
CREDENTIALS EARNED BY PUBLIC HIGH SCHOOL COMPLETERS WITH DISABILITIES
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE
JUNE 2000

Location	Reason For Leaving									
	Regents-Endorsed Local Diploma		Local Diploma		IEP or Special Certificate		High School Equivalency Diploma		Total *	Reached Maximum Age
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Number
High N/RC Districts										
New York City	102	1.7%	2,248	38.0%	3,338	56.4%	230	3.9%	5,918	488
Large City Districts	16	1.6	442	45.5	506	52.1	8	0.8	972	16
Urban/Suburban	70	3.7	956	50.9	798	42.5	54	2.9	1,878	24
Rural	172	6.3	1,392	51.0	1,053	38.6	112	4.1	2,729	50
Average N/RC Districts	1,033	9.2	7,223	64.2	2,682	23.8	311	2.8	11,249	172
Low N/RC Districts	969	18.1	3,750	70.0	582	10.9	58	1.1	5,359	100
Total Public	2,362	8.4%	16,011	57.0%	8,959	31.9%	773	2.8%	28,105	850

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

TABLE 3.28
NUMBER AND PERCENT OF STUDENTS WITH DISABILITIES
WHO LEFT PUBLIC SECONDARY SCHOOLS WITHOUT COMPLETING REQUIREMENTS
BY NEED/RESOURCE CAPACITY CATEGORY
NEW YORK STATE¹
1999-2000

Location	Number of Dropouts	Dropout Rate ²
High N/RC Districts		
New York City	4,911	10.2%
Large City Districts	332	4.4
Urban/Suburban	676	6.6
Rural	611	5.6
Average N/RC Districts	1,776	4.1
Low N/RC Districts	280	1.7
Total Public	8,586	6.3

¹Data do not include students in State-agency programs or in Article 81 placements.

²Dropout rate is the number of students with disabilities who dropped out between 7/1/99 and 6/30/00, divided by the 12/1/99 enrollment of students with disabilities, ages 14-21.

? Policy Questions

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

Part IV:

Minority Issues

☆ Highlights 114

1 Student Demographics 116

2 Resources 127

3 Performance 130

4 Other Performance Measures 135

5 Attendance, Suspension, and Dropout Rates 141

? Policy Questions 148

Highlights

Student Demographics

- ☆ *Minority students constituted 44.6 percent of students attending public schools in Fall 1999, compared with 29.3 percent in 1976. The largest group of minority students was Blacks, followed by Hispanics, Asian/Pacific Islanders, and American Indian/Alaskan Natives.*
- ☆ *In Fall 1999, over 78 percent of minority students attending public schools were enrolled in the Big 5 districts.*
- ☆ *In Fall 1995, 28.5 percent of public school students attended high-minority schools. By Fall 1999, 30.8 percent did. In fact, the increase in enrollment in high-minority schools accounted for virtually all of the increase in public school enrollments.*

Resources

- ☆ *Statewide, in Fall 1999, compared with teachers in low-minority schools, teachers in high-minority schools were more likely to leave their schools (21 versus 14 percent), were more likely to be uncertified (24.4 versus 5.8 percent), and had less experience (11 years versus 15).*
- ☆ *The percentage of minority professional staff has increased over the last 20 years in the Big 5 cities. Nonetheless, the Fall 1999 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 White and Asian/Pacific Islander students than students from other minority groups met or exceeded the standards for elementary- and middle-level students. White students were two to three times as likely as Black or Hispanic students to score at Level 3 or higher on the NYSAP.*
- ☆ *In 2000, as in previous years, the percentages of average grade enrollment passing and achieving distinction on Regents examinations were substantially greater in low- than high-minority schools.*
- ☆ *Statewide, of those completing high school, Whites and Other Minorities were nearly three times as likely as either Blacks or Hispanics to earn Regents diplomas.*

- ☆ *Statewide, in public schools, approximately 8 in 10 class of 1999-2000 graduates in the White and Other Minority group (minorities other than Blacks and Hispanics) planned to pursue postsecondary education. The percentage of Whites (83 percent) planning to pursue postsecondary education was greater than the percentage of Blacks (61.1 percent) or Hispanics (59.2 percent) planning to do so.*
- ☆ *Mean SAT scores for the class of 2000 differed substantially according to race/ethnicity. Asians achieved the highest mean composite score, 1059; followed by Whites, 1050; Other Minorities, 983; Hispanics, 890; and Blacks, 869.*
- ☆ *Minority participation in the Advanced Placement program has increased significantly: There were twice as many Black, Asian and Hispanic candidates in 2000 as in 1990.*

Attendance, Suspensions, and Dropouts

- ☆ *Schools with few minority students had higher attendance rates than schools with many minority students. In 1998-99, low-minority schools had an average attendance rate of 95.1 percent compared with 87.7 percent in high-minority schools. The average student in a high-minority school missed 22 days of school in 1998-99.*
- ☆ *Black students were suspended at higher rates than students belonging to other racial/ethnic groups in 1998-99.*
- ☆ *In 1998-99, public secondary schools that enrolled the largest percentages of minority students and had the lowest poverty levels had the highest annual dropout rates; 1 in 10 students attending these schools dropped out. In contrast, 1 in 53 students attending schools in the low-poverty, low-minority category dropped out.*

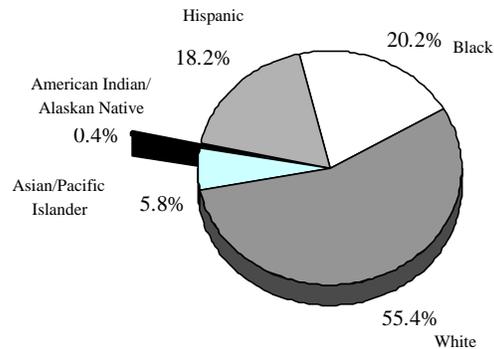
1 Student Demographics

White students constituted a small majority (57.3 percent) of students attending public and nonpublic schools in Fall 1999 (Table 4.1). The largest group of minority students were Blacks (19.5 percent), followed by Hispanics (17.3 percent), Asian/Pacific Islanders (5.5 percent), and American Indian/Alaskan Natives (0.4 percent). The racial/ethnic composition of public school enrollment was very similar to that of the total State enrollment. The public school percentages are shown in Figure 4.1.

<p>TABLE 4.1</p> <p>RACIAL/ETHNIC GROUP ENROLLMENT PERCENTAGES BY SECTOR/LOCATION</p> <p>PAGE 122</p>
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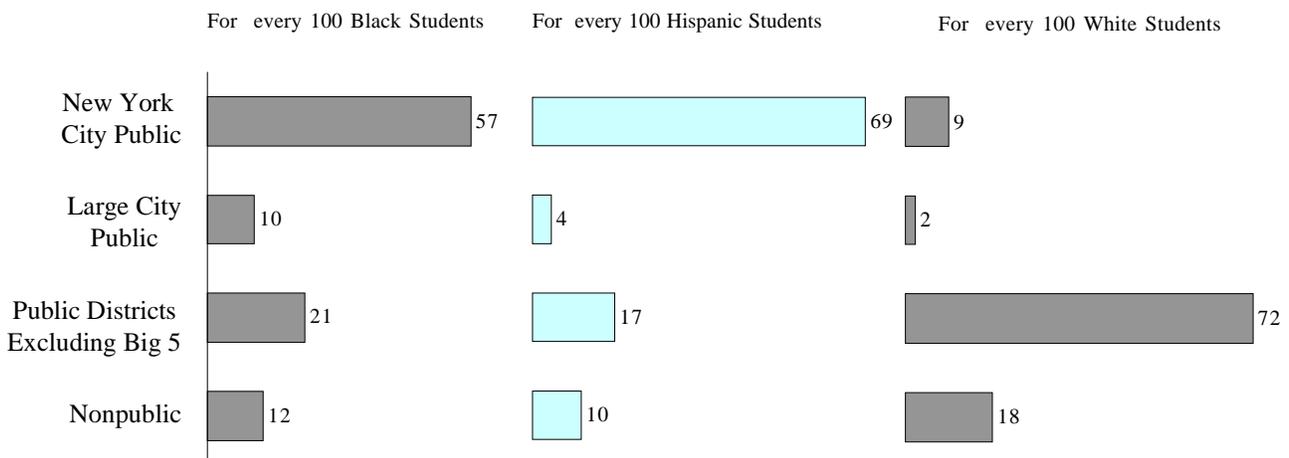
Minority students were concentrated in the Big 5 districts. Minorities constituted 84.6 percent of New York City's public school enrollment, 72.8 percent of the Large City District enrollment, but only 17 percent of enrollment in districts outside the Big 5 cities. Over 78 percent of minority students attending public schools were enrolled in the Big 5 districts.

Figure 4.1
Racial/Ethnic Group Enrollment in Public Schools
Fall 1999



Black and Hispanic schoolchildren were more than six times as likely as White children to attend schools in one of the Big 5 school districts; in contrast, White students were more than three times as likely as Black children, and more than four times as likely as Hispanics, to attend public schools outside the Big 5. White children were also substantially more likely than Black and Hispanic children to attend nonpublic schools (Figure 4.2).

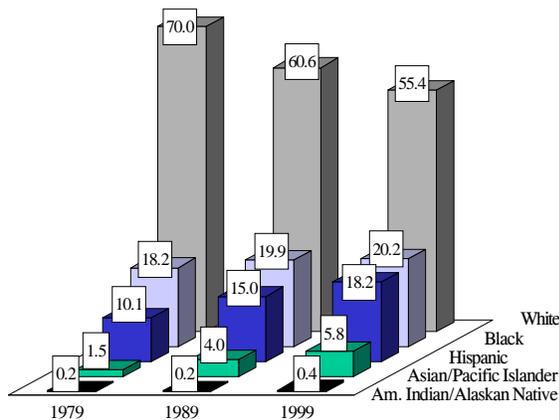
Figure 4.2
Locations Where Black, Hispanic, and White Students Attended School
Fall 1999



Statewide, 68.4 percent of students in nonpublic schools were White. The disparity in nonpublic enrollment between majority and minority students was particularly wide in New York City where 57.2 percent of the enrollment in nonpublic schools was White, in contrast to 15.4 percent of that in public schools. Almost one-half (49 percent) of White students in New York City attended nonpublic schools. A larger percentage of Black (15 percent) than other New York City minority students attended nonpublic schools.

Mirroring population changes in the State, minorities are a growing share of State public school enrollment. While each minority group increased its share of the total public enrollment between 1979 and 1999, the rates of growth for Hispanics and Asians/Pacific Islanders were greater than for Blacks and American Indians/Alaskan Natives (Figure 4.3). The fastest growth occurred among Asians and Pacific Islanders. Their 1999 share of enrollment was almost four times greater than their 1979 share.

Figure 4.3
Racial/Ethnic Group Enrollment Trends
in Public Schools
Fall 1979, 1989, 1999



The State map in Figure 4.4a (page 118) illustrates the concentration of minority students in urban and certain rural areas of the State in Fall 1999. Within New York City (Figure 4.4b, page 119), the concentration varied among community school districts. The percentage of minorities in New York City's boroughs ranged from less than 41 percent

in Staten Island to 81 percent or more in all community school districts in the Bronx. The community school districts in Manhattan and Queens fell in the two highest minority enrollment categories, ranging from 61 to 100 percent. Brooklyn had only one district, 21, in the 41 to 60 percent category; the remaining districts had 61 percent or greater minority enrollment. Suburban and rural high-minority districts were located on Long Island, and in Westchester, Orange, Rockland, and Sullivan counties.

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. For example, since State test forms for secondary-level assessments do not request information on the test-taker's race or ethnicity, test performance cannot be analyzed with regard to racial/ethnic origin. School minority composition, consequently, serves as a surrogate measure to examine disparities in performance between majority and minority students.

Table 4.2 provides information about the number of schools and the number of students in each minority-composition category in Fall 1999. Most high-minority schools (81 percent) were in New York City; most (99 percent) low-minority schools were in districts outside the Big 5 cities.

TABLE 4.2	
NUMBER AND PERCENT OF PUBLIC SCHOOLS AND ENROLLMENT BY MINORITY COMPOSITION CATEGORY	
PAGE 123	

Figure 4.4a
Map of Public School Districts Showing
Minority Enrollment by District
New York State
1999-2000

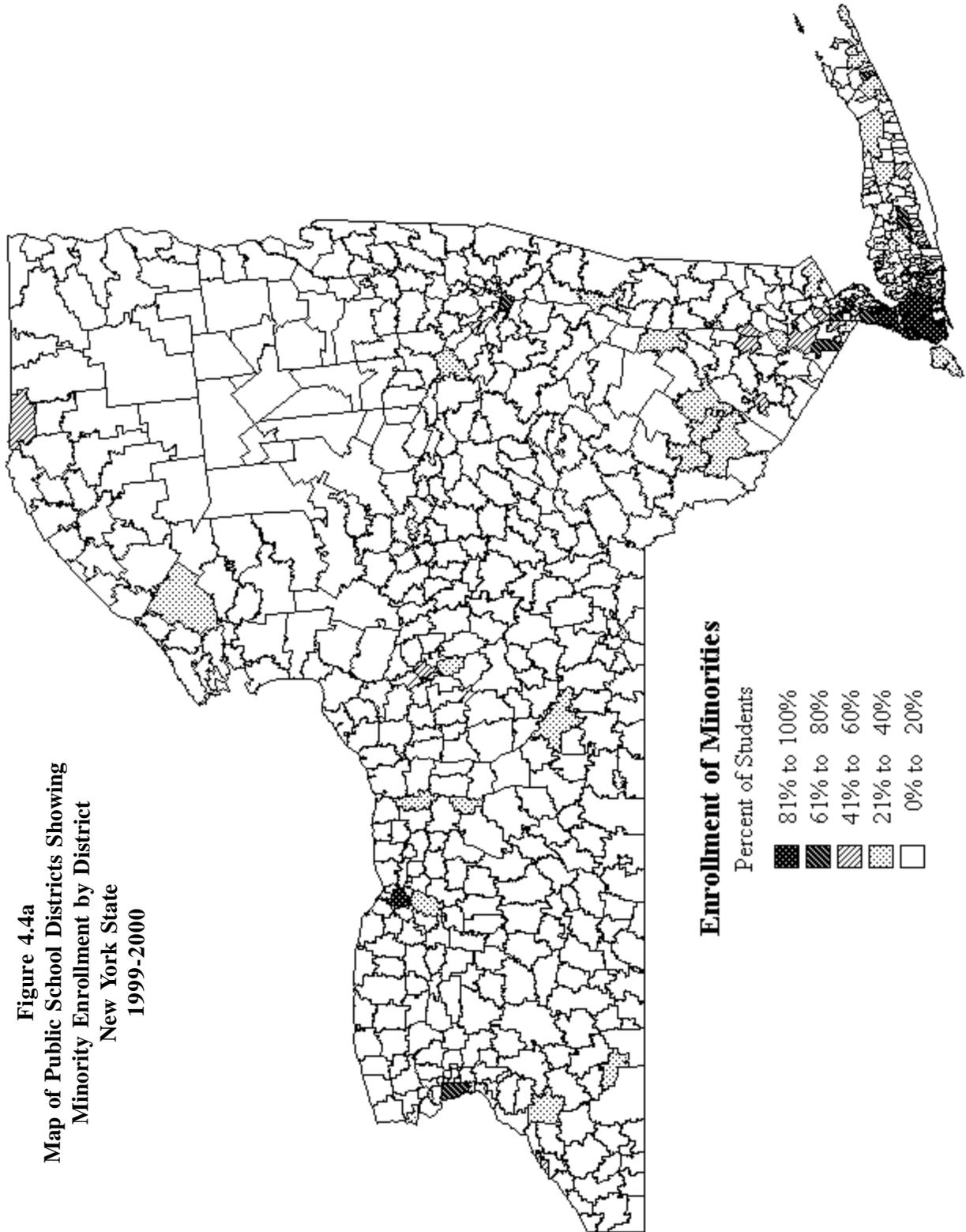
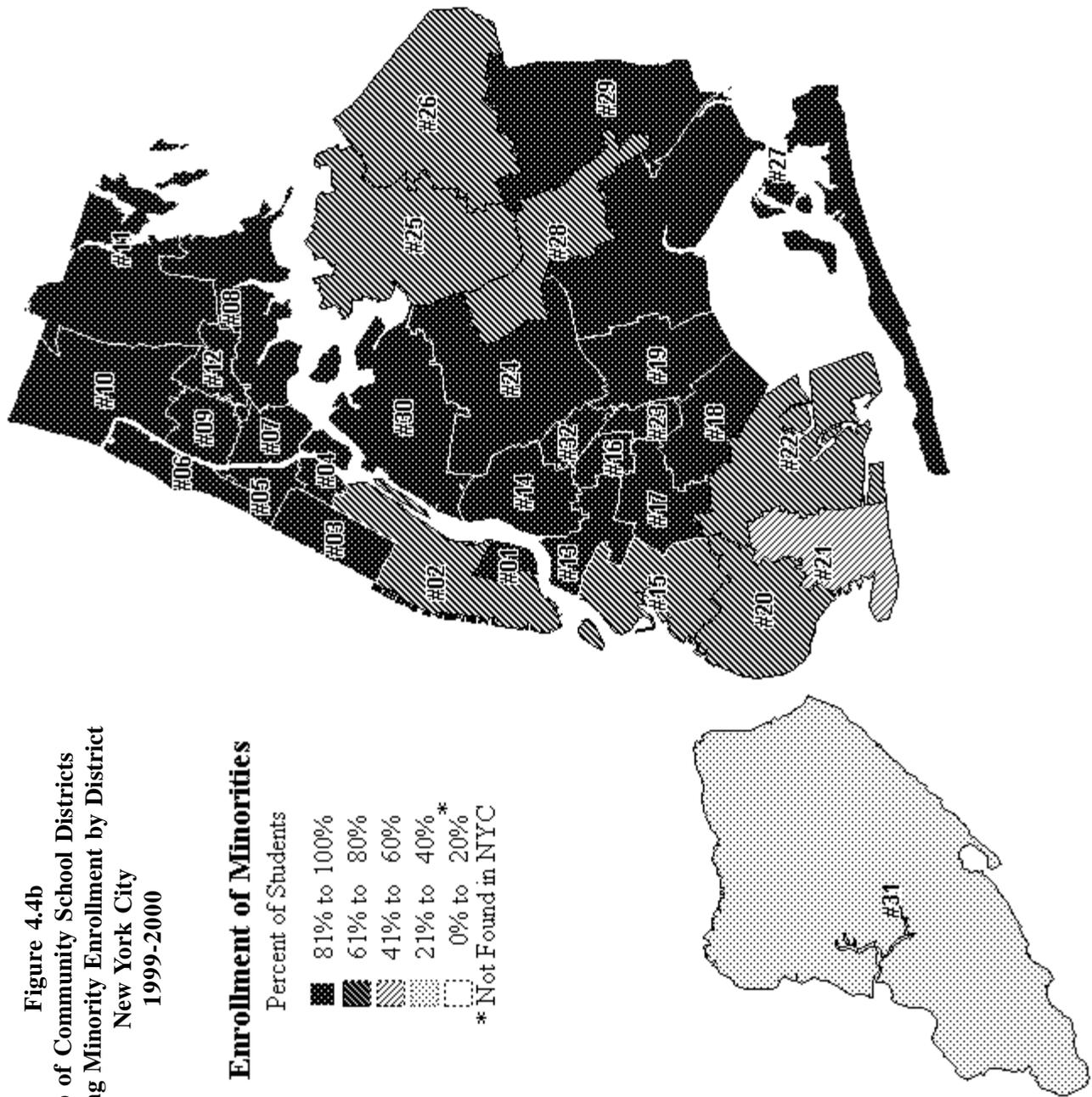


Figure 4.4b
Map of Community School Districts
Showing Minority Enrollment by District
New York City
1999-2000



Across the State, a large majority of students attended either low- or high-minority schools: 44.7 percent attended low-minority schools; 30.8 percent attended high-minority schools. By and large, White students (75.4 percent) attended low-minority schools, while minority students (65.7 percent) attended high-minority schools (Table 4.3). Only 6.8 percent of minority students attended low-minority schools, mainly in districts outside the Big 5. This pattern of minority-student segregation has not changed since Fall 1979. Consistently, since that time, about 60 percent of Black and Hispanic students have attended schools where 80 percent or more of the enrollment were Black or Hispanic (Figure 4.5).

Moreover, the percentage of students attending high-minority schools increased between Fall

1995 and Fall 1999 (Figure 4.6). In Fall 1995, 28.5 percent of public school students attended high-minority schools. By Fall 1999, 30.8 percent did. In fact, during this period, increases in enrollment in high-minority schools accounted for virtually all of the increases in public school enrollments.

TABLE 4.3

NUMBER AND PERCENT OF MINORITY STUDENTS IN PUBLIC SCHOOLS OF DIFFERING MINORITY COMPOSITION BY LOCATION

PAGE 124

Figure 4.5
Percent of Black and Hispanic Students in Public Schools of Differing Minority Composition Fall 1979 and Fall 1999

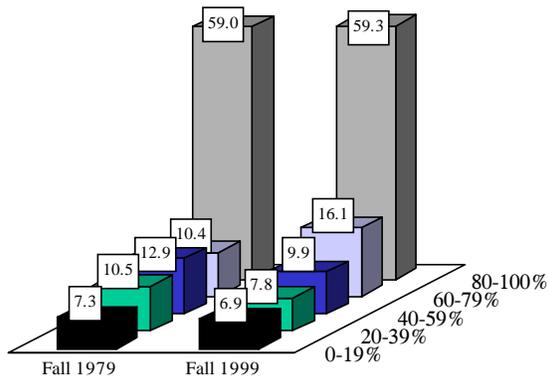
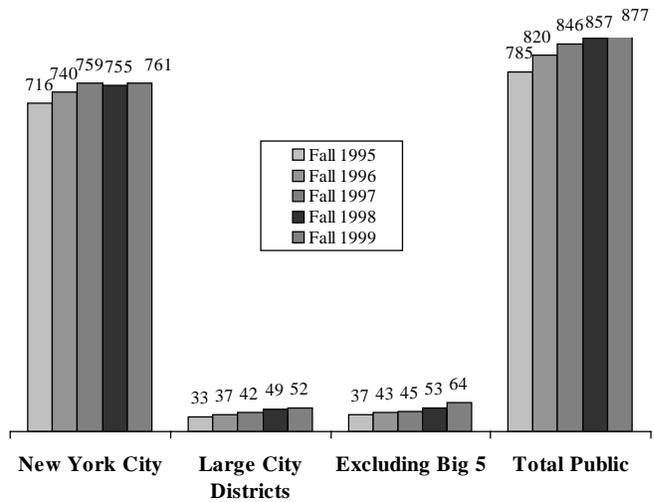


Figure 4.6
Enrollment (In Thousands) in High-Minority Schools Showing Change Between Fall 1995 and Fall 1999

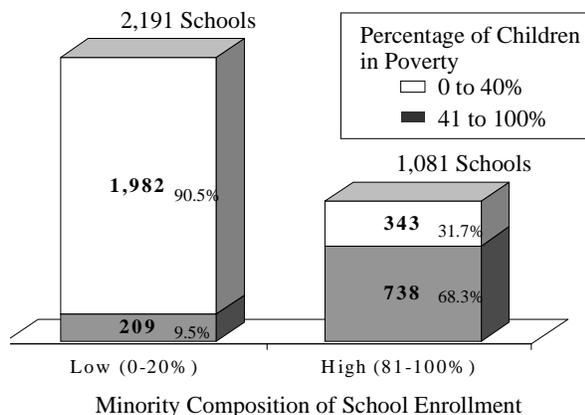


Poverty

In Fall 1999, minority students were more likely than White students to attend public schools with concentrated poverty; that is, where more than 40 percent of students' families were on public assistance (Table 4.4). To illustrate this contrast, in Figure 4.7 the poverty status of high-minority schools is compared with that of low-minority schools. In New York State, 738 (68.3 percent) high-minority schools had concentrated poverty. Among low-minority schools, only 209 (9.5 percent) had such a large percentage of families receiving public assistance. Among New York City's 835 high-minority schools, only 96 were in the lowest-poverty category (with 20 percent or fewer students coming from families on public assistance). The close association between minority status and poverty is cause for grave concern. Children in poverty have less access to medical care, proper nutrition, and quality daycare and preschool programs than other children and are thus more likely to be placed at risk of educational failure.

<p>TABLE 4.4</p> <p>NUMBER OF PUBLIC SCHOOLS AND NUMBER AND PERCENT OF STUDENTS BY MINORITY COMPOSITION AND POVERTY STATUS OF SCHOOL</p> <p>PAGE 125</p>

Figure 4.7
Contrasting Levels of Poverty in High- and Low-Minority Schools
Fall 1999



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 1999, 66 percent of public schools had high stability rates. Schools are defined as having high student stability if at least 91 percent of students enrolled in the highest grade had also been enrolled in the same school in the previous year. Another 24 percent had medium stability rates (between 81 and 90 percent); 10 percent had lower rates (Table 4.5).

High-minority schools have lower student stability rates than other schools (Table 4.5). In Fall 1999, only 33 percent of high-minority schools had high rates, compared with 83 percent of low-minority schools. Statewide, 23 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.

<p>TABLE 4.5</p> <p>DISTRIBUTION OF PUBLIC SCHOOL STUDENT STABILITY RATES BY LOCATION AND MINORITY COMPOSITION OF SCHOOL</p> <p>PAGE 126</p>

TABLE 4.1
RACIAL/ETHNIC GROUP ENROLLMENT
PERCENTAGES BY SECTOR/LOCATION
NEW YORK STATE
FALL 1999

Sector/Location	Total Enrollment	Percent Black	Percent Hispanic	Percent American Indian/Alaskan Native	Percent Asian and Pacific Islander	Percent White
Public						
New York City	1,056,708	35.2%	37.7%	0.4%	11.3%	15.4%
Large City Districts	129,055	51.5	18.2	0.8	2.3	27.2
Districts Excluding The Big 5	1,644,133	8.3	5.8	0.4	2.5	83.0
BOCES	20,928	13.7	6.1	0.5	1.4	78.3
Total Public	2,850,824	20.2%	18.2%	0.4%	5.8%	55.4%
Nonpublic						
New York City	272,051	19.9%	17.5%	0.2%	5.2%	57.2%
Other Nonpublic	219,225	9.9	4.7	0.5	2.8	82.1
Total Nonpublic	491,276	15.4	11.8	0.3	4.1	68.4
Total State	3,342,100	19.5%	17.3%	0.4%	5.5%	57.3%

*Less than 0.1%

TABLE 4.2
NUMBER AND PERCENT OF PUBLIC SCHOOLS AND ENROLLMENT
BY MINORITY COMPOSITION CATEGORY
NEW YORK STATE
FALL 1999

Location/Minority Composition of Schools	Schools		Enrollment	
	Number	Percent	Number	Percent
New York City				
0 - 20 Percent	20	1.7%	20,685	2.0%
21 - 40 Percent	49	4.1	39,305	3.7
41 - 60 Percent	114	9.5	105,393	10.0
61 - 80 Percent	133	11.1	133,218	12.6
81 - 100 Percent	880	73.6	756,606	71.7
Large City Districts				
0 - 20 Percent	--	--	--	--
21 - 40 Percent	9	4.3%	7,078	5.5%
41 - 60 Percent	38	18.4	22,801	17.7
61 - 80 Percent	77	37.2	46,970	36.5
81 - 100 Percent	83	40.1	51,708	40.2
Districts Excluding the Big 5				
0 - 20 Percent	2,171	77.2%	1,243,821	75.7%
21 - 40 Percent	316	11.2	201,858	12.3
41 - 60 Percent	123	4.4	78,860	4.8
61 - 80 Percent	83	3.0	56,096	3.4
81 - 100 Percent	118	4.2	63,231	3.8
Total Public				
0 - 20 Percent	2,191	52.0%	1,264,506	44.7%
21 - 40 Percent	374	8.9	248,241	8.8
41 - 60 Percent	275	6.5	207,054	7.3
61 - 80 Percent	293	7.0	236,284	8.4
81 - 100 Percent	1,081	25.7	871,545	30.8

TABLE 4.3
NUMBER AND PERCENT OF MINORITY STUDENTS
IN PUBLIC SCHOOLS OF DIFFERING
MINORITY COMPOSITION BY LOCATION
NEW YORK STATE
FALL 1999

Location/Minority Composition of Schools	Number of Minority Students	Percent of Minority Students
New York City		
0 - 20 Percent	2,739	0.3%
21 - 40 Percent	13,025	1.5
41 - 60 Percent	55,230	6.2
61 - 80 Percent	94,673	10.6
81 - 100 Percent	728,434	81.5
Large City Districts		
0 - 20 Percent	--	--
21 - 40 Percent	2,482	2.7%
41 - 60 Percent	11,609	12.4
61 - 80 Percent	33,497	35.8
81 - 100 Percent	45,976	49.1
Districts Excluding the Big 5		
0 - 20 Percent	83,472	30.0%
21 - 40 Percent	57,796	20.8
41 - 60 Percent	39,435	14.2
61 - 80 Percent	39,779	14.3
81 - 100 Percent	58,004	20.8
Total Public		
0 - 20 Percent	86,211	6.8%
21 - 40 Percent	73,303	5.8
41 - 60 Percent	106,274	8.4
61 - 80 Percent	167,949	13.3
81 - 100 Percent	832,414	65.7

TABLE 4.4
NUMBER OF PUBLIC SCHOOLS AND NUMBER AND PERCENT OF STUDENTS BY
MINORITY COMPOSITION AND POVERTY STATUS OF SCHOOL
NEW YORK STATE
FALL 1999

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	20,685	2.0%
Medium Poverty (21-40%)	--	--	--
High Poverty (41-100%)	--	--	--
High Minority (81-100%)			
Low Poverty (0-20%)	96	79,063	7.6%
Medium Poverty (21-40%)	218	207,824	20.0
High Poverty (41-100%)	521	455,965	44.0
Large City Districts			
Low Minority (0-20%)			
Low Poverty (0-20%)	--	--	--
Medium Poverty (21-40%)	--	--	--
High Poverty (41-100%)	--	--	--
High Minority (81-100%)			
Low Poverty (0-20%)	--	--	--
Medium Poverty (21-40%)	1	919	0.7%
High Poverty (41-100%)	82	50,789	39.5
Districts Excluding the Big 5			
Low Minority (0-20%)			
Low Poverty (0-20%)	1,483	921,799	56.1%
Medium Poverty (21-40%)	479	232,263	14.1
High Poverty (41-100%)	209	89,759	5.5
High Minority (81-100%)			
Low Poverty (0-20%)	13	7,533	0.5%
Medium Poverty (21-40%)	15	10,843	0.7
High Poverty (41-100%)	90	44,855	2.7
Total Public			
Low Minority (0-20%)			
Low Poverty (0-20%)	1,503	942,484	33.5%
Medium Poverty (21-40%)	479	232,263	8.3
High Poverty (41-100%)	209	89,759	3.2
High Minority (81-100%)			
Low Poverty (0-20%)	109	86,559	3.1%
Medium Poverty (21-40%)	234	219,586	7.8
High Poverty (41-100%)	693	551,609	20.2

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

¹ Percent of students by location attending schools in each poverty status/minority composition category. Within each location, the percentages do not add to 100 percent, because of students attending schools with 21 to 80 percent minority students.

* Less than 0.1%

TABLE 4.5
DISTRIBUTION OF PUBLIC SCHOOL STUDENT STABILITY RATES
BY LOCATION AND MINORITY COMPOSITION OF SCHOOL
NEW YORK STATE
FALL 1999

Location/Minority Composition of School	Percent of School Having		
	Low Rate	Medium Rate	High Rate
New York City			
0 - 20 percent	0%	25%	75%
21 - 40 percent	4	33	63
41 - 60 percent	4	44	53
61 - 80 percent	22	41	38
81 - 100 percent	24	47	29
Total	20%	45%	35%
Large City Districts			
0 - 20 percent *			
21 - 40 percent	0%	0%	100%
41 - 60 percent	3	33	64
61 - 80 percent	12	32	56
81 - 100 percent	21	33	46
Total	14%	31%	56%
Districts Excluding the Big 5			
0 - 20 percent	4%	12%	84%
21 - 40 percent	6	19	75
41 - 60 percent	6	19	75
61 - 80 percent	22	20	58
81 - 100 percent	23	22	55
Total	6%	14%	80%
Total State			
0 - 20 percent	4%	12%	83%
21 - 40 percent	6	21	74
41 - 60 percent	4	31	64
61 - 80 percent	19	33	48
81 - 100 percent	23	43	33
Total	10%	24%	66%

Note: Student Stability Rate is the percentage of students in the highest grade in a school in 1999-2000 who were also enrolled in the same school in 1998-99. The low rate is 1-80 percent; medium rate, 81-90 percent; high rate, 91-100 percent.

Beginning in Fall 1999, student stability data were collected as actual student counts. In prior years, student stability data were collected in ranges (e.g. 71-80%, 81-90%). The change in data collection methodology resulted in a change in aggregate percentages between Fall 1998 and Fall 1999 data.

* No schools in this category

2 Resources

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

Teacher Characteristics

The contrasts found in classroom teacher characteristics among public schools with varying minority composition portend the disparities found in performance among these groups (Table 4.6). Statewide, compared with teachers in low-minority schools, teachers in high-minority schools were more likely to leave their schools (21 versus 14 percent), were more likely to be uncertified (24.4 versus 5.8 percent), and had less experience (11 years versus 15). A larger percentage of teachers (37.5 percent) in high-minority schools, however, had completed 30 credits beyond the master's degree.

TABLE 4.6

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

PAGE 128

In New York City, teachers in high-minority schools earned smaller median salaries (\$48,152) than teachers in low-minority schools (\$59,743). This pattern was not true in categories other than New York City. Nevertheless, because the majority of high-minority schools were in New York City, statewide, teachers in high-minority schools earned the lowest median salary (\$49,236) among minority composition categories.

Among high-minority schools, New York City schools had the highest percentage of teachers teaching out of certification (26.2 percent), and the teachers with the fewest median years of experience (11 years). On the other hand, New York City schools in this category had the highest percentage of teachers holding educational credentials beyond the master's degree (39.3 percent).

The Fall 1999 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, the Large City Districts, and Districts Excluding the Big 5 (Table 4.7). The one exception to the pattern was that American Indians and Alaskan Natives were equitably represented among other professional staff in New York City.

TABLE 4.7

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

PAGE 129

Comparing 1999 with 1979, the percentage of minority teachers has increased in the Big 5 districts (Figure 4.8). The increases in Black and Hispanic teachers have been substantial. Outside the Big 5, the percentages of Black, Hispanic and Other Minority teachers have increased slightly.

Figure 4.8
**Percent Distribution of Public School
Classroom Teachers by Race/Ethnicity
1979 and 1999**

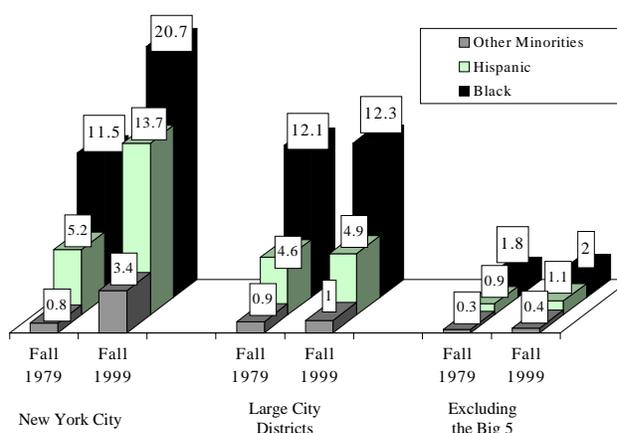


TABLE 4.6
SELECTED PUBLIC SCHOOL CLASSROOM TEACHER CHARACTERISTICS
BY LOCATION AND MINORITY COMPOSITION OF SCHOOL
NEW YORK STATE
Fall 1999

Location/Minority Composition of School	Selected Classroom Teacher Characteristics				
	Median Teacher Salary	Teacher Turnover Rate Fall 1998 to Fall 1999	Percent not Certified/Licensed	Percent with Master's Plus 30 Hours or Doctorate	Median Years of Experience
New York City					
0 - 20 percent	\$ 59,743	8%	17.1%	64.7%	20
21 - 40 percent	52,287	15	16.9	50.4	13
41 - 60 percent	55,155	14	18.8	54.4	15
61 - 80 percent	52,494	17	18.9	51.2	13
81 - 100 percent	48,152	21	26.2	39.3	11
Large City Districts*					
0 - 20 percent					
21 - 40 percent	\$ 41,902	11%	6.1%	13.8%	17
41 - 60 percent	41,878	17	20.1	22.2	18
61 - 80 percent	41,153	20	18.1	24.6	15
81 - 100 percent	40,404	20	18.5	22.6	13
Districts Excluding the Big 5					
0 - 20 percent	\$ 49,700	14%	5.7%	22.7%	15
21 - 40 percent	59,407	14	5.9	33.7	15
41 - 60 percent	58,333	14	6.4	35.8	15
61 - 80 percent	60,482	17	7.2	37.8	15
81 - 100 percent	59,027	16	8.1	31.9	13
Total Public*					
0 - 20 percent	\$ 49,827	14%	5.8%	23.2%	15
21 - 40 percent	57,131	14	7.6	35.4	15
41 - 60 percent	55,155	14	14.3	42.6	15
61 - 80 percent	54,431	18	15.9	41.5	14
81 - 100 percent	49,236	21	24.4	37.5	11

* Percent not certified/licensed - excludes Buffalo.

TABLE 4.7
RACIAL/ETHNIC COMPOSITION OF PUBLIC SCHOOL
PROFESSIONAL STAFF AND STUDENTS
NEW YORK STATE
FALL 1999

Location	Enrollment	Principals & Assistant Principals	Classroom Teachers	Other Professional Staff
New York City				
Black	35.2%	21.8%	20.7%	19.7%
Hispanic	37.7	13.8	13.7	14.1
American Indian/Alaskan Native	0.4	0.3	0.3	0.4
Asian/Pacific Islander	11.3	1.3	3.1	2.9
White	15.4	62.8	62.2	62.9
Large City Districts				
Black	51.5%	35.0%	12.3%	24.3%
Hispanic	18.2	8.9	4.9	12.9
American Indian/Alaskan Native	0.8	0.4	0.3	0.3
Asian/Pacific Islander	2.3	0.2	0.7	0.5
White	27.2	55.5	81.8	62.0
Districts Excluding the Big 5				
Black	8.3%	5.1%	2.0%	3.6%
Hispanic	5.8	1.5	1.1	1.8
American Indian/Alaskan Native	0.4	0.2	0.1	0.2
Asian/Pacific Islander	2.5	0.2	0.3	0.3
White	83.0	93.0	96.5	94.1
Total Public				
Black	20.2%	10.2%	9.1%	12.3%
Hispanic	18.2	4.6	5.7	8.4
American Indian/Alaskan Native	0.4	0.2	0.2	0.3
Asian/Pacific Islander	5.8	0.4	1.3	1.6
White	55.4	84.6	83.7	77.4

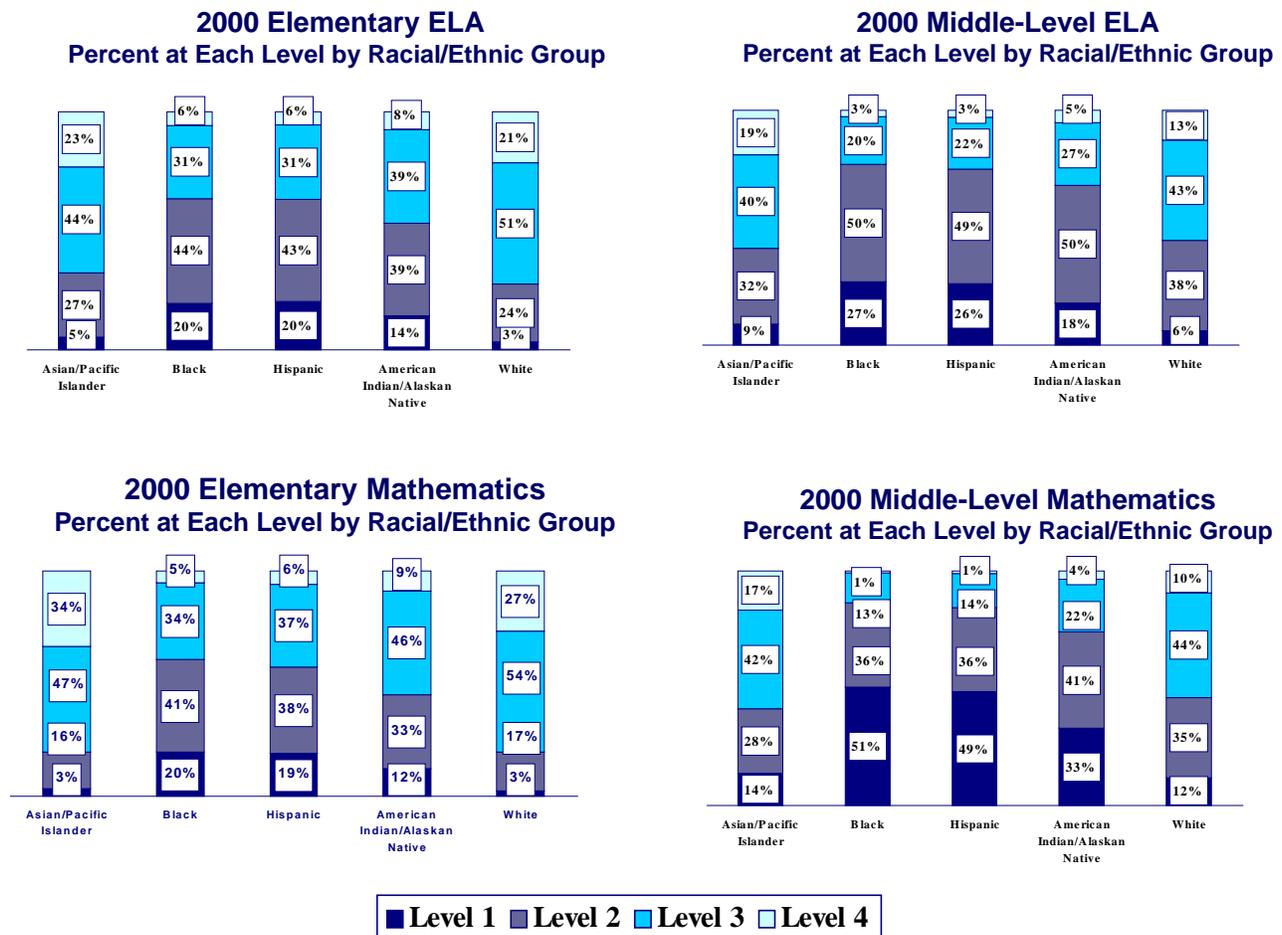
3 Performance

This section examines differences among racial/ethnic groups in performance on the New York State Assessment Program (NYSAP) and Regents examinations. The Department collects NYSAP performance data as individual student records, which include the racial/ethnic identity of each student. Performance on NYSAP is shown by race/ethnicity. Since secondary-level assessment data are not collected at the individual student level, performance cannot be analyzed with respect to racial/ethnic origin. Consequently, a surrogate measure is used to examine this relationship; that is, school statistics are analyzed according to the minority composition of the school. 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. The greatest disparity among racial/ethnic groups occurred on the middle-level mathematics assessment, on which White students were more than three times as likely to score at Level 3 or higher than Black or Hispanic students. Statewide, the smallest percentages of students met

Figure 4.9
Percentage of Students at each Performance Level by Race/Ethnicity
New York State Assessment Program
2000



or exceeded the standards on this assessment. By contrast, the smallest disparity occurred on the elementary-level mathematics test, on which student performance was strongest. White students were twice as likely as Black students to score at Levels 3 or 4 on this assessment and almost twice as likely as Hispanic students. Asian/Pacific Islanders and White students were more than four times as likely as Black and Hispanic students to score at Level 4. Over 78 percent of minority students attend schools in the Big 5 City districts, where district performance was lower than in Rest of State districts.

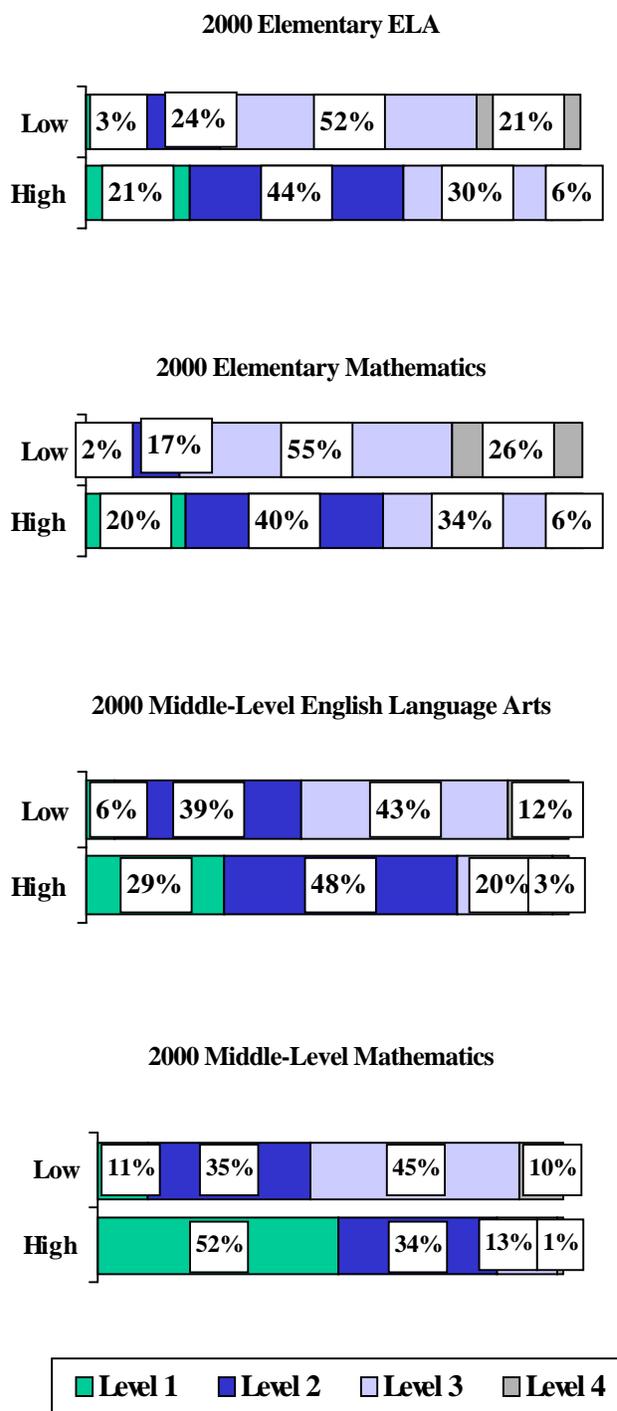
Figure 4.10 presents performance on the NYSAP by minority composition category. In public schools, as the percentage of minority students increased, the percentage of students scoring at Levels 3 and 4 (meeting or exceeding the standards) on the NYSAP decreased. Comparison of Figures 4.9 and 4.10 shows that the performance statistics for high-minority schools closely parallel those for Blacks and Hispanics. For example, 36 percent of students in high-minority schools scored at Levels 3 or 4 on the elementary-level ELA; 37 percent of both Black and Hispanic students scored at those levels. This finding validates the use of school minority composition as a surrogate for race/ethnicity.

Regents Examinations

Regents examinations discriminate among students in courses sufficiently challenging to prepare students for postsecondary education. In 1995, the Board of Regents determined that all students needed the skills and knowledge assessed on five key Regents examinations to be prepared for life in the twenty-first century. In 1999-2000, the percentages of average grade enrollment (AGE) participating in and passing most Regents examinations were substantially greater in low-than high-minority schools (Figure 4.11, next page).

On most Regents examinations, the rate of students meeting graduation requirements (indicated by the first three bar segments in Figure 4.11) among public school students in the low-minority schools was 1.9 to 4.0 times that in high-minority schools. Not only did high-minority schools have smaller percentages of students participating, but

Figure 4.10
Percentage of Students at Each Performance Level by Minority Composition Category
New York State Assessment Program
2000



tested students in these schools were less likely to pass. Therefore, the differences in percentage of AGE passing at Regents-level between low- and high-minority schools (indicated by the first two bar segments) were even greater than the differences in participation rates. Comparing the percentages of AGE performing with distinction in low- and high-minority schools reveals even more dramatic differences. On all examinations except foreign languages the percentage performing with distinction (scoring 85 to 100) in the low-minority public schools was at least five times greater than that in the high-minority public schools. For some examinations the difference was much greater.

Performance on the global studies (or global history) examination illustrates the usual relationship of minority-composition category with participation and performance. In low-minority public schools, 96.1 percent of AGE took this examination and scored 55 or higher; 36.2 percent of AGE performed with distinction. In the high-minority schools, 50.9 percent of AGE scored 55 or higher; 6.7 percent of AGE performed with distinction. Students in low-minority schools were more than three times as likely to participate and nearly twice as likely to pass.

While the percentage of AGE taking a foreign language examination was twice as large in low- as in high-minority schools, exam-takers in high-minority schools were as likely to pass. The percentage of AGE passing at Regents-level was 60.1 percent in low-minority schools and 27.4 percent in high-minority schools. In addition, tested students in high-minority schools were as likely to perform with distinction as those in low-minority schools.

The Regents examination in Comprehensive English proved to be an exception to the general pattern of disparities between low- and high-minority schools (Table 4.8). Statistics on this examination for the 1996 cohort illustrate an increasing participation in Regents courses, a reflection of the new higher graduation requirements. As of June 2000, 98.4 percent of general-education cohort members in low-minority schools attempted the Regents English examination and fewer than one

Figure 4.11
Performance in Low- and High-Minority
Public Schools on
Selected Regents Examinations
August 1999, January and June 2000

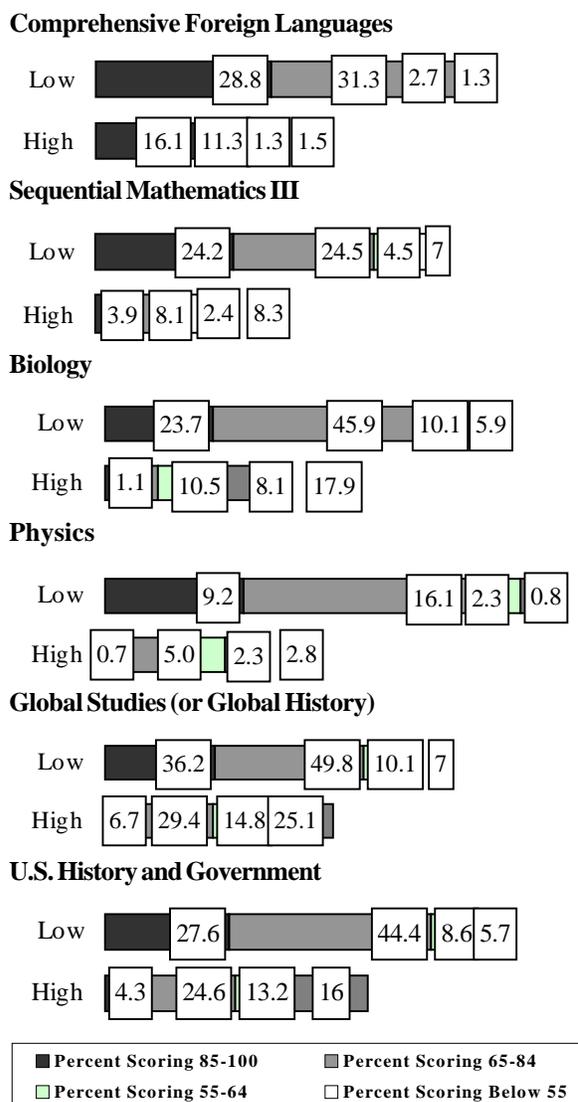


TABLE 4.8

PERFORMANCE OF STUDENTS IN THE 1996
COHORT ON REGENTS EXAMINATIONS
IN ENGLISH AND MATHEMATICS AFTER
FOUR YEARS IN HIGH- AND LOW-
MINORITY SCHOOLS

PAGE 134

percent were unsuccessful. In high-minority schools, more than three quarters of general-education cohort members took the test with more than seven percent of the cohort failing. Students in low-minority schools were twice as likely as those in high-minority schools to score 65 or higher. For mathematics, 88.9 percent of students in low-minority schools scored 55 or better, compared with 49.7 percent in high-minority schools. In other words, while 89 percent of tested students in low-minority schools met the minimum graduation requirement, only 50 percent of tested students in high-minority schools did so. Students in low-minority schools were four times as likely to perform with distinction. Regents mathematics was not required for students in this cohort to graduate from high school.

TABLE 4.8
PERFORMANCE OF STUDENTS IN THE 1996 COHORT
ON THE REGENTS EXAMINATIONS IN ENGLISH AND MATHEMATICS AFTER FOUR YEARS
IN HIGH- AND LOW-MINORITY SCHOOLS
NEW YORK STATE
JUNE 2000

Location/Minority Composition of School	Number Enrolled in Cohort	Percentage of Cohort							
		Regents English				Regents Mathematics			
		tested	55-100	65-100	85-100	tested	55-100	65-100	85-100
New York City									
Low Minority	762	95.5%	93.8%	81.6%	12.9%	77.2%	75.6%	68.1%	31.6%
High Minority	29,724	77.8%	70.2%	42.4%	1.9%	49.3%	48.4%	39.8%	12.4%
Large Cities									
Low Minority *	242	88.8%	86.0%	65.7%	9.9%	50.0%	49.2%	47.1%	20.7%
High Minority	2,012	84.2%	75.6%	42.6%	3.5%	58.2%	48.1%	41.1%	7.7%
Districts Excluding the Big 5									
Low Minority	71,456	98.4%	97.7%	88.0%	26.4%	89.8%	89.1%	86.6%	50.9%
High Minority	2,005	92.2%	85.9%	65.4%	10.7%	75.5%	70.0%	64.1%	23.1%
Total Public									
Low Minority	72,218	98.4%	97.6%	88.0%	26.3%	89.7%	88.9%	86.4%	50.7%
High Minority	33,741	79.0%	71.5%	43.8%	2.5%	51.4%	49.7%	41.3%	12.7%

* Large City Districts contain no schools with a 0-20% minority composition so the 21-40 % minority composition category is used.

4 Other Performance Measures

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

Credentials

There were differences among racial/ethnic groups in the proportions of students completing high school who received Regents diplomas, local diplomas, individualized education program (IEP) diplomas, and local certificates in 1999-2000 (Table 4.9). Statewide, Whites were nearly three times as likely as either Blacks or Hispanics to earn Regents diplomas. About 57 percent of Whites earned Regents diplomas, compared with 19.0 percent of Blacks and 19.9 percent of Hispanics.

TABLE 4.9
CREDENTIALS EARNED BY PUBLIC AND NONPUBLIC HIGH SCHOOL COMPLETERS BY RACIAL/ETHNIC GROUP

PAGE 138

Similarly, in New York City, White students were three times as likely to earn Regents diplomas as either Blacks or Hispanics. In New York City, Blacks were underrepresented among graduates when compared with their representation in total enrollment (32 percent of graduates, 35.2 percent of enrollment). Minority students attending public schools outside the Big 5 were more successful in earning Regents diplomas than those attending schools in other categories. Black and Hispanic students who attended nonpublic schools were about as likely to earn Regents diplomas as those students who attended public schools outside the Big 5.

Smaller percentages of Blacks than Whites and Other Minorities were awarded IEP diplomas and local certificates for students with disabilities. Statewide, 3.0 percent of Blacks earned IEP diplomas or certificates, whereas 6.1 percent of Whites and Other Minorities earned these credentials. This pattern was seen in all categories except New York City schools, where Other Minorities were more likely than Blacks and Hispanics to earn IEP diplomas and local certificates.

College-Going Rate

In New York State, the majority of 1999-2000 public school graduates, regardless of race/ethnicity, planned to pursue postsecondary education (Table 4.10). Graduates in the Other Minority and White groups were most likely to plan to enroll in college. More than seven in ten of these students planned to pursue postsecondary education. Students in the Other Minority group were also more likely to plan to enroll in four-year and least likely to plan to enroll in two-year institutions. Blacks and Hispanics were less likely to plan to pursue postsecondary education than either White or Other Minority students.

TABLE 4.10
COLLEGE-GOING RATES OF PUBLIC HIGH SCHOOL GRADUATES BY LOCATION AND RACIAL/ETHNIC GROUP

PAGE 138

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 2000 differed substantially according to race/ethnicity (Table 4.11). Asians achieved the highest mean composite score (1,059), followed by Whites (1,050), Other Minorities (983), American Indian or Alaskan Native (934), Hispanics (890), and Blacks (869).

A College Board¹ analysis of self-reported data from New York students 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 1990 and 2000, participation by minority students in the Advanced Placement (AP) program increased significantly. While the total number of public school candidates increased by 89 percent, there were more than twice as many Black, Asian and Hispanic candidates in 2000 as in 1990. Nevertheless, certain minorities continued to be severely underrepresented among this elite group: In 2000, only six percent of candidates were Black and only eight percent were Hispanic. Only 190 American Indian students took AP examinations in New York State.

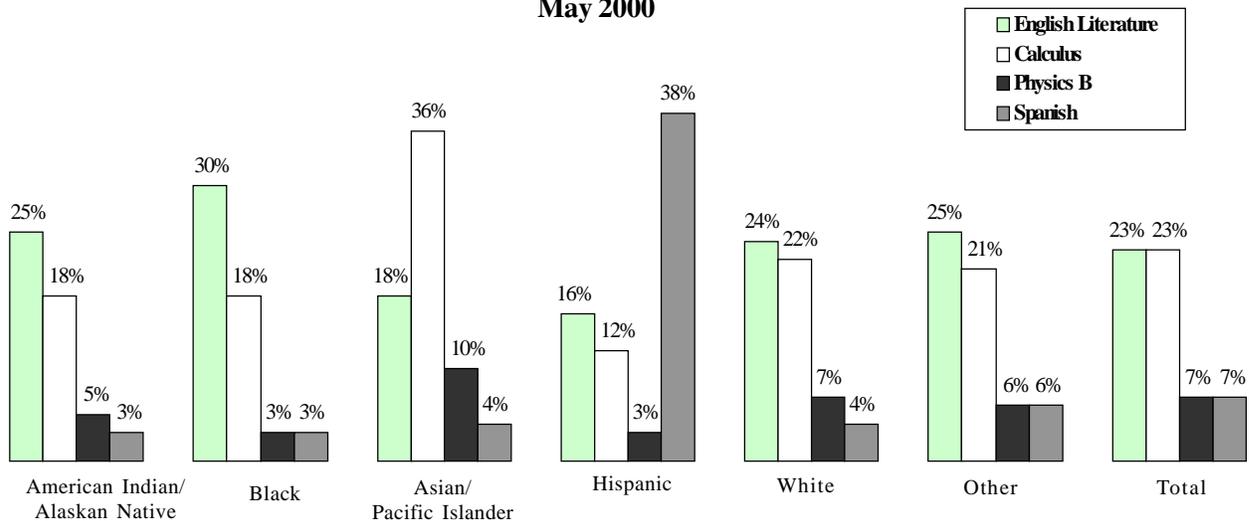
There were differences among minority groups in the examinations that they chose to take. For example, 36 percent of Asian candidates took a calculus examination; 18 percent took English literature; and 4 percent took the Spanish language examination. In contrast, 38 percent of Hispanic candidates took Spanish, 16 percent took English literature, and 12 percent took a calculus examination (Figure 4.13).

TABLE 4.11

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

PAGE 140

Figure 4.13
**Percent of Public School Advanced Placement Candidates Within Each Racial/Ethnic Group
Participating in Selected Advanced Placement Examinations
May 2000**



Endnotes

¹ This analysis was conducted by the College Board on self-reported data from 1999 New York State college-bound seniors.

TABLE 4.9
CREDENTIALS EARNED BY PUBLIC AND NONPUBLIC HIGH SCHOOL COMPLETERS
BY RACIAL/ETHNIC GROUP
NEW YORK STATE
1999-2000

Sector/Location and Diplomas/Certificates	Racial/Ethnic Group			
	Black	Hispanic	Other Minority*	White
New York City				
Number of Graduates	13,108	11,811	7,317	8,591
Regents-Endorsed Local Diplomas	14.6%	13.5%	41.6%	45.1%
Other Local Diplomas	84.7	79.4	49.6	51.9
IEP Diplomas	0.5	6.8	8.8	2.7
Certificates	0.2	0.3	0.0	0.3
Large City Districts				
Number of Graduates	2,029	693	235	1,658
Regents-Endorsed Local Diplomas	13.5%	14.0%	37.9%	35.2%
Other Local Diplomas	78.7	78.9	59.2	60.4
IEP Diplomas	6.6	7.1	3.0	3.9
Certificates	1.3	0.0	0.0	0.5
Districts Excluding the Big 5				
Number of Graduates	6,336	4,448	3,472	87,593
Regents-Endorsed Local Diplomas	28.1%	32.4%	63.5%	59.2%
Other Local Diplomas	65.2	62.7	34.4	37.7
IEP Diplomas	5.9	4.1	1.5	2.4
Certificates	0.8	0.8	0.6	0.7
Total Public				
Number of Graduates	21,491	17,041	11,052	97,872
Regents-Endorsed Local Diplomas	18.5%	18.4%	48.3%	57.3%
Other Local Diplomas	78.4	75.2	45.2	45.2
IEP Diplomas	2.6	6.1	6.4	6.4
Certificates	0.5	0.4	0.2	0.2
Total Nonpublic				
Number of Graduates	2,303	2,492	985	14,863
Regents-Endorsed Local Diplomas	23.5%	30.1%	35.5%	51.5%
Other Local Diplomas	75.0	68.4	63.7	47.7
IEP Diplomas	1.2	1.2	0.6	0.3
Certificates	0.4	0.4	0.2	0.5
Total State				
Number of Graduates	23,794	19,533	12,037	112,735
Regents-Endorsed Local Diplomas	19.0%	19.9%	47.2%	56.8%
Other Local Diplomas	78.1	74.3	46.7	46.7
IEP Diplomas	2.5	5.4	5.9	5.9
Certificates	0.5	0.4	0.2	0.2

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

TABLE 4.10
COLLEGE-GOING RATES OF PUBLIC HIGH SCHOOL GRADUATES
BY LOCATION AND RACIAL/ETHNIC GROUP
NEW YORK STATE
1999-2000 GRADUATES

Location and Postsecondary Type	Race/Ethnicity				Total
	Black	Hispanic	Other Minority*	White	
New York City					
Percent to 4-Year College	37.4%	34.6%	62.9%	59.9%	45.5%
Percent to 2-Year College	13.3	15.3	8.7	9.0	12.2
Percent to Other Postsecondary	1.6	1.6	0.7	0.9	1.3
Total to Postsecondary	52.3%	51.6%	72.2%	69.9%	59.1%
Large City Districts					
Percent to 4-Year College	37.0%	38.0%	53.9%	44.5%	40.8%
Percent to 2-Year College	32.8	33.5	26.8	30.2	31.6
Percent to Other Postsecondary	2.8	4.3	2.6	2.3	2.9
Total to Postsecondary	72.6%	75.9%	83.3%	77.0%	75.3%
Districts Excluding the Big 5					
Percent to 4-Year College	45.7%	40.3%	74.7%	52.5%	52.3%
Percent to 2-Year College	30.3	34.6	17.3	30.4	30.1
Percent to Other Postsecondary	2.0	2.1	0.9	1.5	1.5
Total to Postsecondary	78.0%	76.9%	92.9%	84.4%	84.0%
Total Public					
Percent to 4-Year College	39.7%	36.4%	66.5%	53.1%	50.1%
Percent to 2-Year College	19.6	21.0	12.0	28.5	25.1
Percent to Other Postsecondary	1.8	1.9	0.8	1.4	1.5
Total to Postsecondary	61.1%	59.2%	79.3%	83.0%	76.7%

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

TABLE 4.11
SAT SCORES FOR PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS
BY RACIAL/ETHNIC GROUP AND GENDER
NEW YORK STATE
SENIOR CLASS OF 2000

Race/Ethnicity	Male				Female				Total			
	Number	Verbal	Math	Combined	Number	Verbal	Math	Combined	Number	Verbal	Math	Combined
American Indian or Alaskan Native	308	463	479	942	356	466	461	927	664	465	469	934
Asian	3,850	490	581	1,071	4,138	494	553	1,047	7,988	492	567	1,059
Black	5,297	437	443	880	8,048	437	425	826	13,345	437	432	869
Hispanic*	4,539	449	465	914	6,648	442	432	874	11,187	444	446	890
White	31,762	523	547	1,070	37,066	519	514	1,033	68,828	521	529	1,050
Other Minority	1,838	493	516	1,009	2,670	488	478	966	4,508	490	493	983
No Response	14,500	482	507	989	13,313	475	477	952	27,813	479	493	972
Total (All Seniors)	62,094	497	524	1,021	72,239	492	490	982	134,333	494	506	1,000

Source: The College Board

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

5 Attendance, Suspension, and Dropout Rates

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

Attendance Rates

Schools with few minority students had higher attendance rates than schools with many minority students. Figure 4.14 illustrates the negative relationship between the minority enrollment of public schools and average annual attendance rates. In 1998-99, low-minority schools had an average attendance rate of 95.1 percent (92.4 percent in New York City), compared with 87.7 percent (87.1 percent in New York City) in high-minority schools. The average student in a high-minority school missed 22 days of school in 1998-99.

Table 4.12 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, 88 percent of all high-minority schools, but only 14 per-

cent of low-minority schools, had annual attendance rates less than 94 percent. This finding is of particular significance given the positive relationship that has been demonstrated in previous years between attendance and performance on PEP tests.

TABLE 4.12
DISTRIBUTION OF PUBLIC SCHOOL ANNUAL ATTENDANCE RATES BY LOCATION AND MINORITY COMPOSITION OF SCHOOL
PAGE 144

Student Suspensions

Black students were consistently suspended at higher rates than students belonging to other racial/ethnic groups. The statewide suspension rate of each racial/ethnic group is shown in Figure 4.15. In districts outside New York City, on average, Black suspension rates were extraordinarily high: 14.9 percent in the Large City Districts and 12.6 percent in districts outside the Big 5, compared with 4.9 percent in New York City (Table 4.13).

Figure 4.14
Total Public Annual Average Attendance Rate by Minority Composition of School 1998-1999

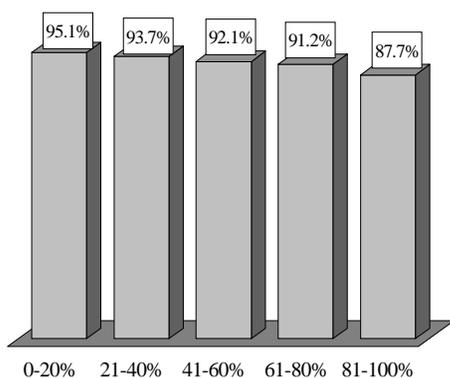


Figure 4.15
Public School Suspension Rates by Race/Ethnicity 1998-99

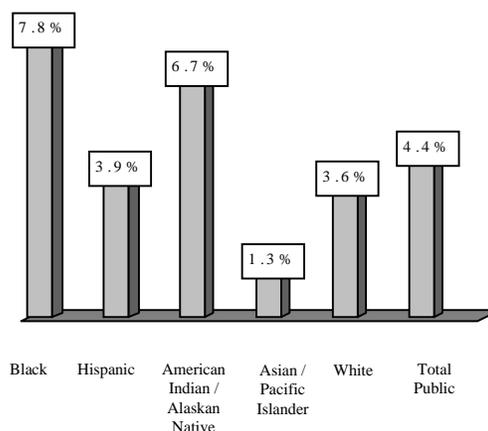


TABLE 4.13
PUBLIC SCHOOL RACIAL/ETHNIC GROUP SUSPENSION RATES BY LOCATION
PAGE 145

Dropout Rates

Statewide, minority students were more likely than White students to drop out. The percentage of students who left school without completing requirements in each racial/ethnic group is shown in Figure 4.16. Minority students attending schools outside the Big 5 were less likely to drop out than their peers attending schools in the Big 5 (Table 4.14).

Figure 4.16
Public School Annual Dropout Rates by Race/Ethnicity 1998-99

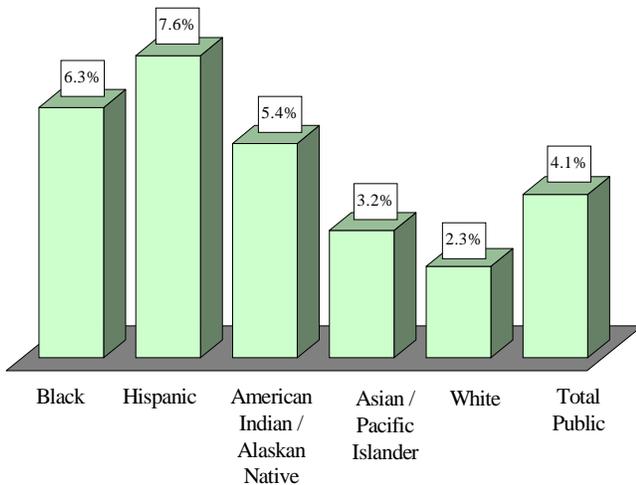


TABLE 4.14
PUBLIC HIGH SCHOOL ANNUAL DROPOUT RATES BY RACE/ETHNICITY AND LOCATION
PAGE 145

Statewide between 1986-87 and 1998-99, the annual dropout rate decreased substantially, from 5.0 to 4.1 percent (see Figure 2.28 on page 60). The improvement over this period in the dropout rate of Blacks and Hispanics cannot be measured precisely because dropout statistics were not collected by racial/ethnic group until 1992-93. The change in these rates can be estimated by the improvement in dropout rates in the Big 5 districts where over 78 percent of minority students attend schools. Since 1986-87, the dropout rate in New York City has fallen from 8.2 to 7.1 percent; the dropout rate in the Large City Districts has fallen from 6.7 to 3.4 percent.

Schools with large percentages of minority students had higher dropout rates than schools with small percentages of minority students (Table 4.15). On average, in low-minority schools, only 1 student in 50 dropped out in 1998-99. In contrast, in high-minority schools, 1 student in 12 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 3.6 percent among Blacks attending low-minority schools but 7.7 percent among those attending high-minority schools. The contrast in dropout rates between Whites attending low- and high-minority schools was even greater, 2.1 compared with 7.3 percent. In interpreting these results, the reader should remember the strong association between minority status and poverty. The high poverty rates in high-minority schools may increase the dropout rates of students in those schools.

TABLE 4.15
PUBLIC HIGH SCHOOL ANNUAL DROPOUT RATES BY RACE/ETHNICITY AND MINORITY COMPOSITION CATEGORY
PAGE 146

Schools with concentrated poverty also had higher dropout rates than other schools. Public secondary schools that enrolled the largest percentage of minority students and had the lowest poverty level had the highest annual dropout rates, averaging 9.7 percent in 1998-99; 1 in 10 students attending these schools dropped out in that year. In contrast, 1 in 53 students (1.9 percent) attending schools in the low-poverty, low-minority category dropped out. Figure 4.17 displays the observed relationship of school poverty status, minority composition, and average annual dropout rate in 1998-99.

Across the State, concentrated-poverty, high-minority schools accounted for a disproportionate number (44 percent) of dropouts (Table 4.16). Because so many New York State students (33.8 percent) attended low-poverty, low-minority schools, students from these schools constituted the next largest portion (16 percent) of dropouts. Historically, the combination of high minority enrollment and concentrated poverty has produced the highest dropout rates. In 1998-99 among high-minority schools, the dropout rate of low-minority schools slightly exceeded that of schools with concentrated poverty.

Figure 4.17
Public High School Annual Dropout Rates
by Poverty Status and
Minority Composition of School
1998-99

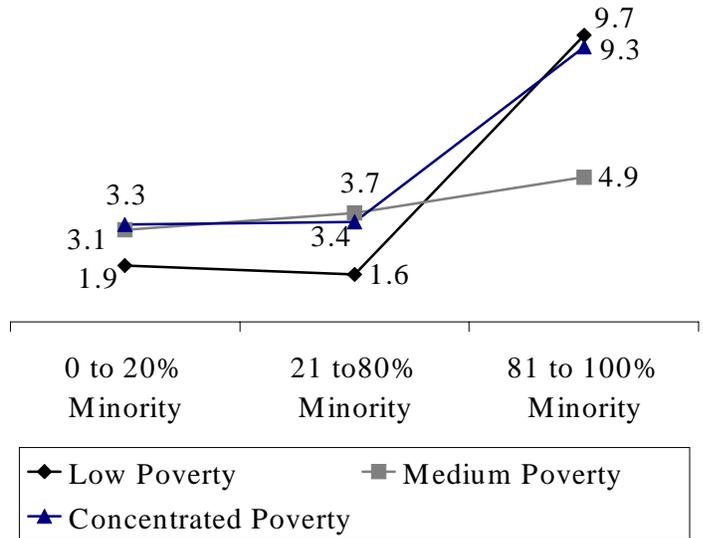


TABLE 4.16
PUBLIC HIGH SCHOOL
DROPOUT RATES
BY POVERTY STATUS AND
MINORITY COMPOSITION OF SCHOOL
PAGE 147

TABLE 4.12
DISTRIBUTION OF PUBLIC SCHOOL ANNUAL ATTENDANCE RATES
BY LOCATION AND MINORITY COMPOSITION OF SCHOOL
NEW YORK STATE
1998-99

Location/Minority Composition of School	Average Attendance Rate	Percent of Schools Having		
		Low Rate	Medium Rate	High Rate
New York City				
0 - 20 Percent	92.4%	95%	5%	0%
21 - 40 Percent	91.2	85	15	0
41 - 60 Percent	91.2	83	13	4
61 - 80 Percent	90.4	84	15	1
81 - 100 Percent	87.1	96	4	1
Total	88.4%	93%	6%	1%
Large City Districts				
0 - 20 Percent	--	--	--	--
21 - 40 Percent	92.5%	67%	33%	0%
41 - 60 Percent	91.4	81	17	3
61 - 80 Percent	91.1	79	17	4
81 - 100 Percent	89.2	83	16	1
Total	90.5%	80%	17%	2%
Districts Excluding the Big 5				
0 - 20 Percent	95.2%	13%	48%	39%
21 - 40 Percent	94.2	26	54	19
41 - 60 Percent	93.6	35	48	16
61 - 80 Percent	93.1	46	37	17
81 - 100 Percent	93.9	37	31	31
Total	94.9%	18%	47%	35%
Total Public				
0 - 20 Percent	95.1%	14%	47%	39%
21 - 40 Percent	93.7	35	49	16
41 - 60 Percent	92.1	61	29	9
61 - 80 Percent	91.2	72	22	6
81 - 100 Percent	87.7	88	8	4
Total	92.2%	41%	35%	24%

Note: Attendance Rate is Average Daily Attendance divided by Average Possible Attendance. Low Rate equals less than .940, Medium Rate equals .940-959, and High Rate equals .960 and higher.

* Rate is less than .005.

TABLE 4.13
PUBLIC SCHOOL RACIAL/ETHNIC GROUP SUSPENSION RATES BY LOCATION
NEW YORK STATE
1998-99

Location	Black	Hispanic	American Indian/Alaskan Native	Asian and Pacific Islander	White	Total
New York City	4.9%	2.8%	4.0%	1.0%	1.7%	3.2%
Large City Districts	14.9	9.7	10.5	3.9	7.0	11.5
Districts Excluding the Big 5	12.6	7.4	7.6	1.8	3.8	4.6
Total Public	7.8	3.9	6.7	1.3	3.6	4.4

TABLE 4.14
PUBLIC HIGH SCHOOL ANNUAL DROPOUT RATES BY RACE/ETHNICITY AND LOCATION
NEW YORK STATE
1998-99

Location	Black	Hispanic	American Indian/Alaskan Native	Asian and Pacific Islander	White	Total
New York City	7.7%	8.6%	9.2%	4.1%	4.4%	7.1%
Large City Districts	3.5	3.6	5.6	3.1	3.2	3.4
Districts Excluding the Big 5	3.0	4.1	3.0	0.7	2.0	2.2
Total Public	6.3	7.6	5.4	3.2	2.3	4.1

TABLE 4.15
PUBLIC HIGH SCHOOL ANNUAL DROPOUT RATES
BY RACE/ETHNICITY AND MINORITY COMPOSITION CATEGORY
NEW YORK STATE
1998-99

Minority Composition Category	Black	Hispanic	American Indian/Alaskan Native	Asian and Pacific Islander	White	Total
0 - 20 Percent	3.6%	3.5%	3.1%	0.7%	2.1%	2.2%
21 - 40 Percent	4.2	4.4	3.7	1.1	2.0	2.5
41 - 60 Percent	2.7	4.3	3.6	1.7	2.2	2.6
61 - 80 Percent	3.0	4.4	4.3	1.7	2.6	3.0
81 - 100 Percent	7.7	9.2	10.5	6.4	7.3	8.1
Total Public	6.3	7.6	5.4	3.2	2.3	4.1

TABLE 4.16
PUBLIC HIGH SCHOOL DROPOUT RATES BY POVERTY STATUS
AND MINORITY COMPOSITION OF SCHOOL
NEW YORK STATE
1998-99

Minority Composition and Poverty Status of School	Number of Dropouts	Average Annual Dropout Rate
Low Poverty (0-20%)		
Low Minority (0-20%)	5,357	1.9%
Medium Minority (21-80%)	1,440	1.6
High Minority (81-100%)	1,946	9.7
Total	8,743	2.2%
Medium Poverty (21-40%)		
Low Minority (0-20%)	2,074	3.1%
Medium Minority (21-80%)	3,023	3.7
High Minority (81-100%)	3,274	4.9
Total	8,371	3.9%
Concentrated Poverty (41-100%)		
Low Minority (0-20%)	413	3.3%
Medium Minority (21-80%)	901	3.4
High Minority (81-100%)	14,188	9.3
Total	15,502	8.1%

? 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 V:

Gender Issues

☆ Highlights 150

1 Introduction 151

2 Gender Composition of School Professional Staff 152

3 Performance 154

4 Other Performance Measures 159

? Policy Questions 162

☆ Highlights

- ☆ *Despite gains by women, in 1999-2000, men held significantly greater percentages of leadership positions -- superintendents, principals and assistant principals (except in elementary schools).*
- ☆ *Examination of differences in performance between males and females on the elementary- and middle-level English language arts (ELA) assessments shows substantial differences in favor of females. These differences are larger than the gender differences found previously on the grades 3 and 6 Pupil Evaluation Program (PEP) tests in reading.*
- ☆ *Performance of females and males passing (scoring 65 or better) on selected Regents examinations in 2000 showed that female students did better on English, sequential mathematics III, and foreign languages. On biology, physics and global studies (or history) examinations a larger percentage of males than females passed. There was no significant difference between performance of males and females on sequential mathematics I or U.S. history and government.*
- ☆ *Female graduates were more likely than males to earn Regents-endorsed diplomas, but males earned higher average SAT scores.*

1 Introduction

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

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

2 Gender Composition of School Professional Staff

Providing both male and female role models is an important objective in ensuring that young adults are aware of all available career opportunities. Table 5.1 shows the percentages of women administrators in selected district administrative fields beginning in 1970-71. While women have made gains in the past 29 years, they continue to be underrepresented in the highest levels of administration. Between 1970-71 and 1999-2000, the percentage of female school superintendents in independent districts increased from 0.4 to 18.3 percent and in dependent districts from 1.8 to 17.5 percent. The percentage of female deputy, associate, and assistant superintendents and the percentage of female school business managers have more than tripled in this time period.

The percentages of female principals, assistant principals, and classroom teachers have also increased in the past 24 years (Figure 5.1). The increase in female principals and assistant principals has been particularly significant. In 1999-2000, 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. Male role models are important to all children, but particularly those from female-headed single-parent families.

TABLE 5.1
PERCENTAGE OF WOMEN ADMINISTRATORS IN SELECTED PROFESSIONAL FIELDS IN PUBLIC SCHOOLS
PAGE 153

Figure 5.1
Percentage of Women Principals, Assistant Principals and Classroom Teachers in Public Elementary and Secondary Schools 1975-1976 to 1999-2000

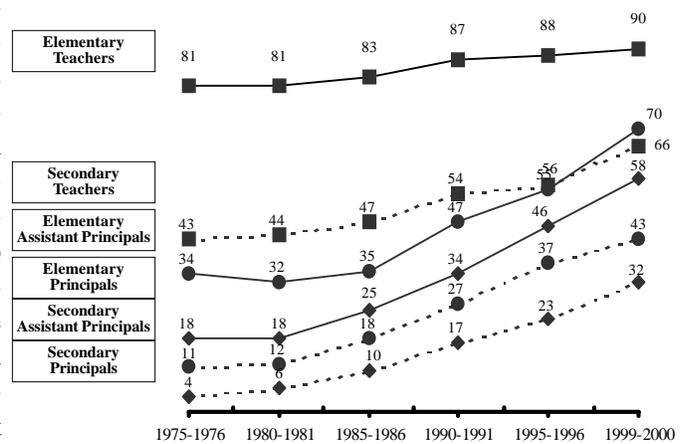


TABLE 5.1
PERCENTAGE OF WOMEN ADMINISTRATORS IN SELECTED PROFESSIONAL FIELDS
IN PUBLIC SCHOOLS
NEW YORK STATE
1970-1971 TO 1999-2000

Professional Field	1970-71	1975-76	1980-81	1985-86	1990-91	1995-96	1997-98	1998-99	1999-00
Superintendent Independent	0.4%	1.8%	1.8%	4.8%	6.2%	12.8%	16.5%	17.0%	18.3%
Superintendent Dependent	1.8	0.6	3.4	4.9	8.9	14.4	16.7	18.2	17.5
Deputy/Associate/Assistant Superintendent	11.9	9.1	10.3	14.6	23.9	32.2	33.2	37.6	41.0
Business Manager	10.3	10.6	14.1	19.6	24.8	29.3	35.0	29.7	32.7
Director/Coordinator	31.6	28.5	35.2	39.0	46.1	51.7	57.9	59.3	55.1
Assistant Director/Coordinator	50.7	37.6	43.9	44.4	58.0	60.4	58.5	61.7	64.9
Supervisor	52.0	42.1	40.2	45.7	52.3	58.4	55.9	57.1	64.0

3 Performance

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

New York State Assessment Program

Examination of differences in performance between males and females on the elementary- and middle-level English language arts (ELA) assessments shows substantial differences in favor of females (Table 5.2). Statewide, considering the percentages of students scoring at or above Level 2 (partial proficiency in the standards), the difference at the elementary level was four percentage points; the difference at the middle level was five percentage points. Considering the percentages of students scoring at Level 3 (proficiency in the standards) or above, the differences between males and females were greater: 9 percentage points on the elementary-level assessment and 10 percentage points on the middle-level assessment.

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

der differences found on the NYSAP may be greater proficiency of females than males in writing and the higher skill levels assessed on the NYSAP.

Regents Examinations

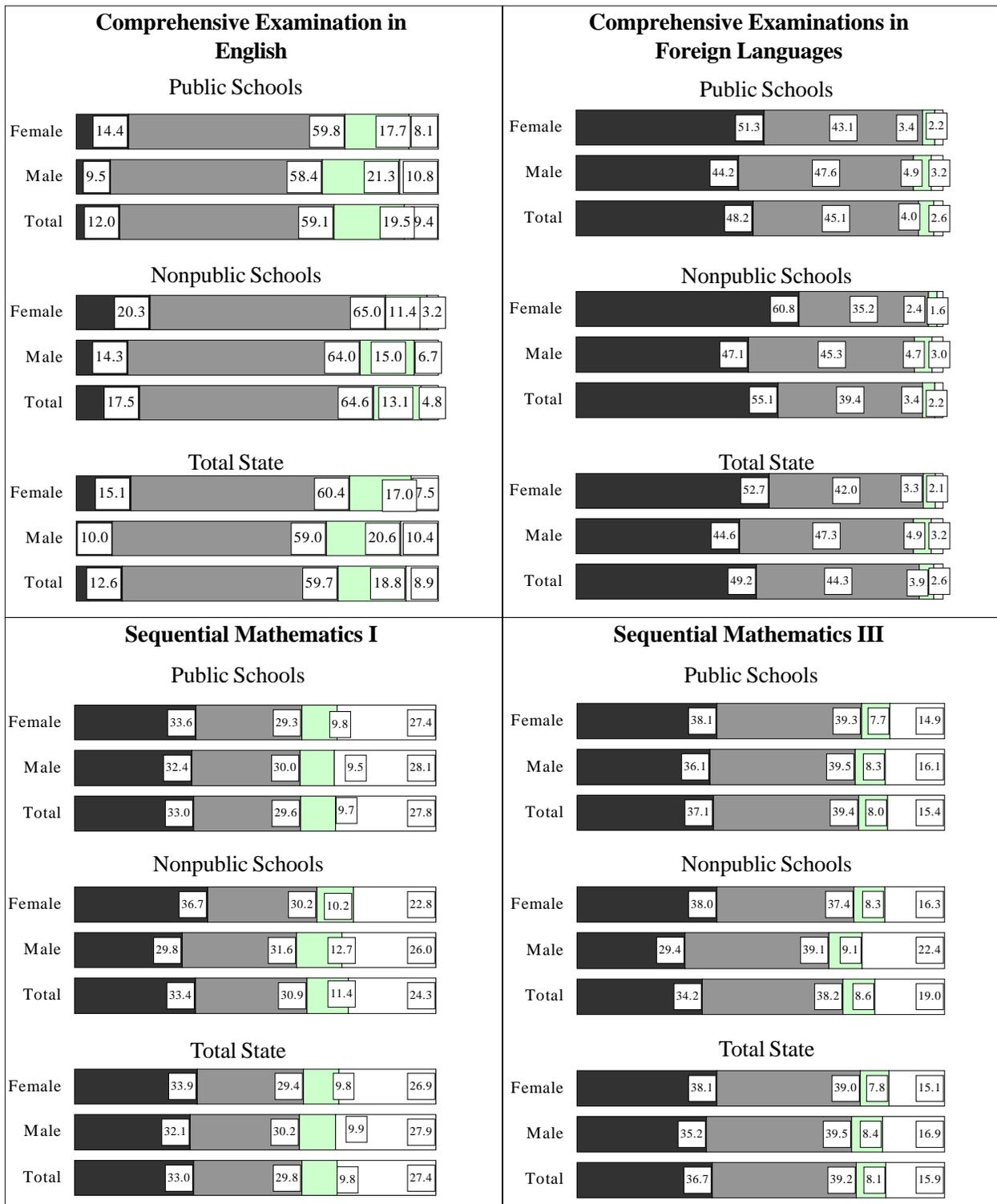
Figure 5.2 (pages 155 and 156) presents statistics for males and females on selected Regents examinations administered in 1999-2000. For each examination, the following data are presented in stacked bar charts: the percentage of students tested scoring 85 to 100; the percentage of students tested scoring 65 to 84; the percentage of students tested scoring 55 to 64; and the percentage of students scoring below 55.

In future years, public school students will be required to pass five Regents examinations to graduate from high school. (See the description of high school graduation requirements in *Part I*.) The transition plan requires that students who entered ninth grade in 1996 or later score 65 or higher on the Regents English examination and that students who entered ninth grade in 1997 or later score 65 or higher on the Regents examinations in English and mathematics. During the transition period, scores of 55 to 64 can satisfy graduation requirements with the approval of the local board of education. Regents examinations in global history and geography and U.S. history and government will be required for students who entered ninth grade in 1998 and science will be required of students who enter grade 9 in 1999.

Statewide, the performance of females was greater than males on the Regents English examination, the first examination required under the new graduation requirements. The percentage of females passing the Regents English examination with an 85 or better exceeded the male percentage by 5 points. Males were more likely than females, by 3.6 percentage points, to obtain graduation credit in English by scoring between 55 and 64.

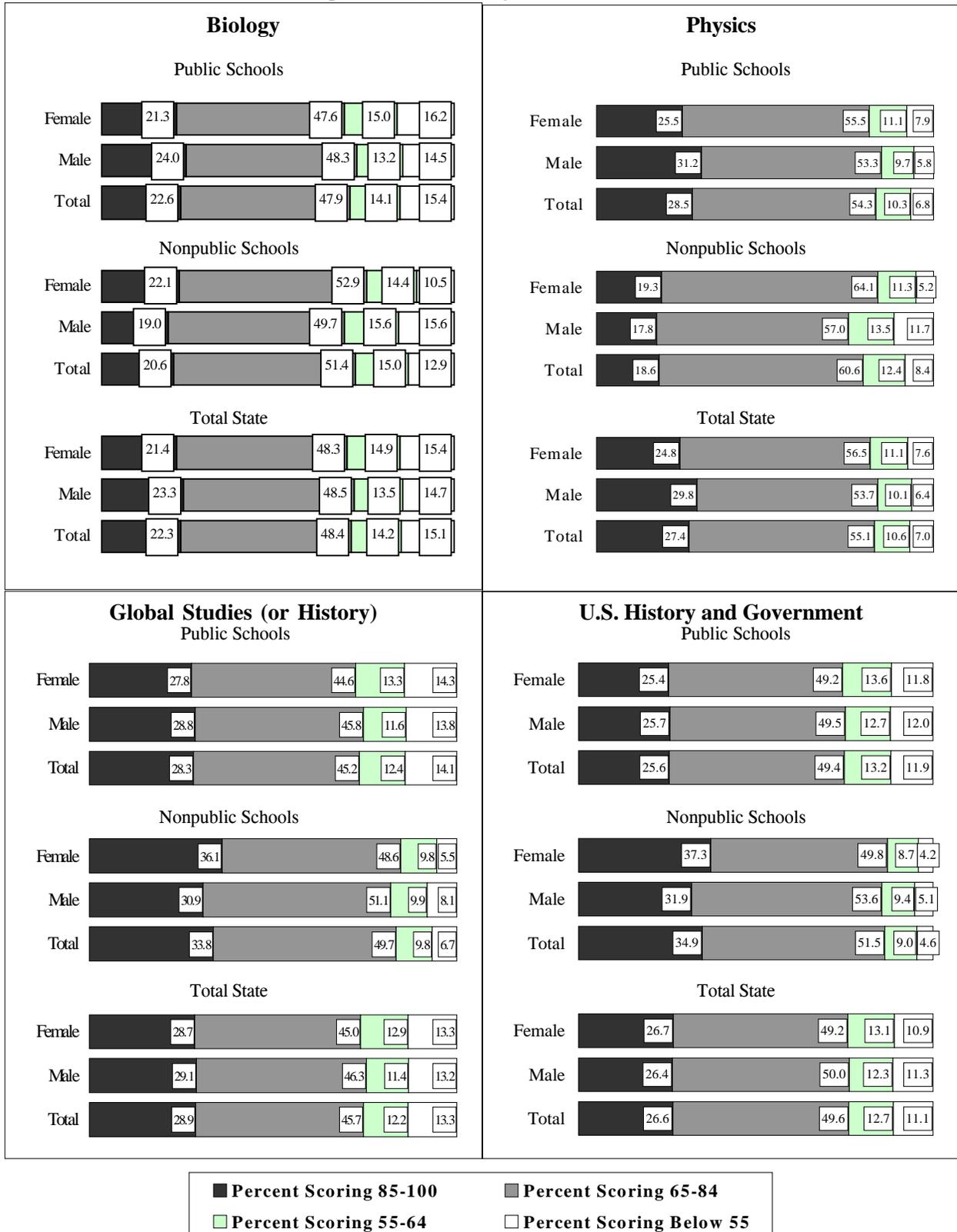
TABLE 5.2
NUMBER TESTED AND PERCENT SCORING
AT OR ABOVE LEVEL 2 AND
AT OR ABOVE LEVEL 3
BY GENDER
NEW YORK STATE ASSESSMENT PROGRAM
PAGE 158

Figure 5.2
Performance as a Percentage of Students Tested by Gender
Regents Examinations
August 1999, January and June 2000



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

Figure 5.2 (continued)
Performance by Gender
Regents Examinations
August 1999, January and June 2000



Disparities between tested males and females on the foreign language and mathematics course I and III Regents examinations followed the same pattern: a larger percentage of females than males passed. On the biology, physics and global studies (or global history) examinations, results followed a different pattern: slightly larger percentages of males than females passed and performed with distinction.

The gap in performance between males and females in public schools is narrower than that in nonpublic schools. In nonpublic schools females outperformed males on all eight Regents examinations.

TABLE 5.2
NUMBER TESTED AND PERCENT SCORING AT OR ABOVE LEVEL 2
AND AT OR ABOVE LEVEL 3 BY GENDER
NEW YORK STATE ASSESSMENT PROGRAM
NEW YORK STATE
2000

Sector/Location and Gender	Elementary ELA			Middle-Level ELA		
	Number Tested	Percent at or above Level 2	Percent at or above Level 3	Number Tested	Percent at or above Level 2	Percent at or above Level 3
Public						
New York City						
Male	38,876	78%	37%	31,810	73%	28%
Female	38,072	85	47	31,862	81	37
Large City District						
Male	5,189	79	35	3,912	73	21
Female	4,963	86	42	4,061	80	28
Districts Excluding the Big 5						
Male	66,353	95	67	64,002	91	47
Female	63,332	97	75	60,349	94	58
Total Public						
Male	110,450	88	55	99,724	84	40
Female	106,403	92	63	96,272	89	50
Nonpublic						
New York City						
Male	7,621	89	47	5,767	91	44
Female	8,798	93	57	7,228	95	56
Other Nonpublic						
Male	7,131	96	70	5,298	94	60
Female	7,356	98	78	5,719	97	72
Total Nonpublic						
Male	14,752	92	58	11,065	92	52
Female	16,154	95	66	12,947	96	63
Total State						
Male	125,202	89	55	110,789	85	41
Female	122,557	93	64	109,219	90	51

4 Other Performance Measures

Diplomas Awarded

Statewide, 51 percent of high school completers in 1999-2000 were female. The gender disparity was accounted for by the Big 5 cities, where 54 percent of completers were female; outside the Big 5, slightly more than 50 percent of completers were female.

Just as female students were more likely than male students to pass most Regents examinations, more females earned Regents diplomas (Table 5.3). Statewide, 49.2 percent of females and 43.6 percent of male graduates earned Regents diplomas (with or without honors). More females than males earned honors recognition. Concomitantly, higher percentages of males than females were awarded local certificates and IEP diplomas.

<p style="text-align: center;">TABLE 5.3</p> <p style="text-align: center;">CREDENTIALS EARNED BY PUBLIC AND NONPUBLIC HIGH SCHOOL COMPLETERS BY GENDER</p> <p style="text-align: center;">PAGE 161</p>
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The disparity in Regents diplomas between males and females was greater in nonpublic than public schools, 15.2 percentage points compared with 4.2 points. Males were substantially more likely to earn Regents diplomas if they attended public, rather than nonpublic schools. Females, however, were more likely to earn Regents diplomas if they attended nonpublic, rather than public schools.

Scholastic Assessment Test I

In the class of 2000, more females than males took the SAT I: 54 percent of those tested were female. Males scored 39 points higher on the combined tests than females (Figure 5.3). Approxi-

mately 87 percent of the difference in the combined scores (34 points) was accounted for by the difference in scores for the mathematics component. The pattern of gender differences in class of 2000 SAT scores is consistent with the patterns seen in prior years; males scored slightly higher on the verbal test and substantially higher on the mathematics test.

The lower SAT performance of females may be partially accounted for by differences between the male and female populations of test-takers. Women from families of lower socioeconomic status as indicated by income and parental education are more likely than men from similar families to take the SAT. In New York State's 2000 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 48 percent of test-takers reporting the highest family income bracket (\$100,000 or more) were female. In addition, of those test-takers who reported that their parents had not earned a high school diploma, 61 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 (2,384) relative to male test-takers (4,383) who earned scores above 700 on the mathematics section.

Figure 5.3a
Mean Verbal SAT I Scores by Gender
New York State
Senior Classes of 1993 to 2000

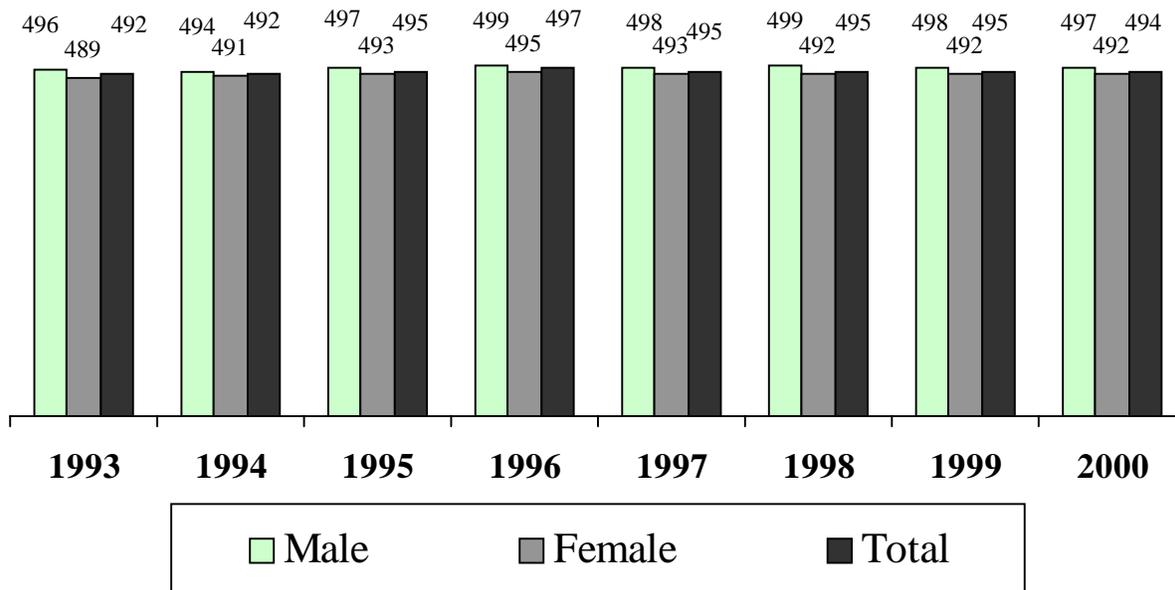


Figure 5.3b
Mean Mathematics SAT I Scores by Gender
New York State
Senior Classes of 1993 to 2000

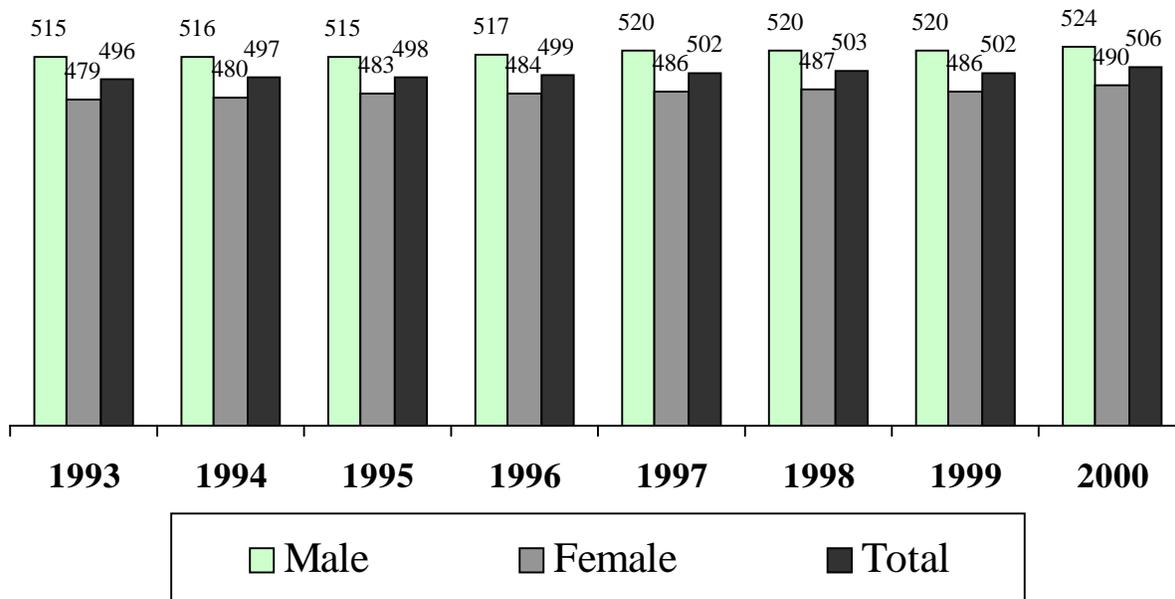


TABLE 5.3
CREDENTIALS EARNED BY
PUBLIC AND NONPUBLIC HIGH SCHOOL COMPLETERS BY GENDER
NEW YORK STATE
1999-2000

Sector/Location and Diplomas/Certificates	Gender		Total
	Male	Female	
New York City			
Total Completers	18,853	21,974	40,827
Regents-Endorsed Local Diplomas With Honors	4.1%	5.8%	5.0%
Regents-Endorsed Local Diplomas (Without Honors)	19.8	21.1	20.5
Other Local Diplomas	70.4	69.6	70.0
IEP Diplomas	5.3	3.4	4.3
Certificates	0.3	0.1	0.2
Large City Districts			
Total Completers	2,152	2,463	4,615
Regents-Endorsed Local Diplomas With Honors	3.9%	4.4%	4.2%
Regents-Endorsed Local Diplomas (Without Honors)	16.6	20.0	18.4
Other Local Diplomas	72.1	70.3	71.2
IEP Diplomas	6.5	4.6	5.5
Certificates	0.8	0.7	0.8
Districts Excluding the Big 5			
Total Completers	50,590	51,259	101,849
Regents-Endorsed Local Diplomas With Honors	11.3%	13.7%	12.5%
Regents-Endorsed Local Diplomas (Without Honors)	41.9	45.7	43.8
Other Local Diplomas	42.6	38.1	40.4
IEP Diplomas	3.2	2.1	2.7
Certificates	1.0	0.5	0.7
Total Public			
Total Completers	71,664	75,792	147,456
Regents-Endorsed Local Diplomas With Honors	9.2%	11.1%	10.2%
Regents-Endorsed Local Diplomas (Without Honors)	35.3	37.6	36.5
Other Local Diplomas	50.9	48.4	49.6
IEP Diplomas	3.9	2.5	3.2
Certificates	0.8	0.4	0.6
Total Nonpublic			
Total Completers	10,011	10,632	20,643
Regents-Endorsed Local Diplomas With Honors	6.1%	10.3%	8.2%
Regents-Endorsed Local Diplomas (Without Honors)	31.1	42.1	36.7
Other Local Diplomas	61.9	46.7	54.0
IEP Diplomas	0.6	0.5	0.5
Certificates	0.3	0.5	0.4
Total State			
Total Completers	81,675	86,424	168,099
Regents-Endorsed Local Diplomas With Honors	8.8%	11.0%	9.9%
Regents-Endorsed Local Diplomas (Without Honors)	34.8	38.2	36.5
Other Local Diplomas	52.2	48.1	50.1
IEP Diplomas	3.5	2.3	2.9
Certificates	0.7	0.4	0.6

? Policy Questions

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

Part VI:

Conclusion

Conclusion

Beginning in 1995, the Board of Regents raised curriculum and graduation standards for students in New York State. In 1995, 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 acted to increase the credit requirements for graduation. These requirements are being phased in over nine years. Nevertheless, the higher standards have already led to improved performance.

A significant effect, directly attributable to the higher standards, is increased participation in Regents examinations. Changes in participation on the Regents examinations required for graduation are striking and illustrate the progress being made toward an all Regents-level curriculum in these subjects. In public schools statewide, 90 percent of general-education students in the cohort who entered grade 9 in Fall 1996 scored 55 or higher on the Regents English examination, thus meeting the higher graduation requirement. In 1999-2000, more students (including students with disabilities) scored 55 or higher on English, global studies (or global history), and U.S. history and government than took these examinations in 1997-98. More students (over 200,000) took either the sequential mathematics I or mathematics A examination in 1999-2000 than took any other Regents examination. Seventy-two percent of students tested scored 55 or higher on these examinations.

Increased participation is not limited to the core Regents examinations required for graduation. The percentage of average grade enrollment passing every Regents examination has increased since 1995. Since 1989, the percentage of graduates earning Regents diplomas in public schools has increased from 35 to 49 percent.

The State administered assessments measuring elementary- and middle-level standards in En-

glish language arts (ELA) and mathematics for the second year in 2000. Fifty-nine percent of fourth-graders and 45 percent of eighth-graders – compared with 48 percent of both fourth- and eighth-graders in 1999 – demonstrated proficiency in the ELA standards for their grade level. All but 10 percent of fourth-graders and 13 percent of eighth-graders showed some proficiency in these standards for their grade level. Among the four assessments, the highest levels of proficiency were demonstrated by fourth-graders on the mathematics assessment for elementary-level students. Fully 65 percent of fourth-graders demonstrated proficiency in elementary-level mathematics. An additional 26 percent demonstrated partial proficiency. The assessments revealed that the greatest need for improved curriculum is in middle-level mathematics. Only 41 percent of eighth-graders – compared with 38 percent in 1999 – met or exceeded the standards in mathematics. Clearly, schools must review their curriculum and instruction to ensure that they are successful in enabling all students to reach the standards.

With the exception of the 1996 cohort data, the statistics cited above include both general-education and students with disabilities. Participation by students with disabilities in the Regents examinations shows a similar pattern. On four Regents examinations, more students with disabilities scored 55 or higher in 1999-2000 than were tested in 1997-98. Students with disabilities' performance on fourth grade assessments improved between the 1999 and 2000 assessments, while 8th grade results continued to be poor.

For the first time in many years, the special education classification rate did not increase in 1999-2000. Preschool special education services continue to be more integrated each year as a result of the 1996 Regents legislative initiative. For the first time, New York State's rate of placement of children with disabilities in general education classes exceeded the national average. There continued to be disproportionate placement of minority students in special education.

New York students performed better on national programs of student achievement. The average SAT score for the class of 2000 was 12 points higher than the average for the class of 1993.

The results of New York's students on the Advanced Placement (AP) examinations deserve special mention. While New York State accounted for six percent of all graduates nationwide, State students wrote approximately 10 percent of the Advanced Placement (AP) examinations. Comparing 1999 with 1984, the number of candidates increased by 129 percent. There were twice as many Black, Asian and Hispanic candidates in 2000 as in 1990. Sixty-five 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 a large percentage (79 percent) of high school seniors statewide plan to enroll in postsecondary education, only 49 percent earned Regents diplomas. Statewide, 90 percent of general-education students who entered grade 9 in 1996 were able to score 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: 77 percent in New York City and 84 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 met or exceeded the standards for elementary- and middle-level ELA and mathematics. For example, only 42 percent of New York City fourth-graders — and 38 percent of fourth-graders in the Large City Districts — succeeded in meeting or exceeding the ELA standards.

In too many schools with large numbers of minority students and concentrated poverty, many students left school without diplomas and many who graduated were not prepared for a complex and changing society. Too many fourth- and eighth-graders had not acquired the skills and knowledge in English language arts and mathematics required to succeed in higher grades — and thus, without dramatic changes in the educational system, are destined to follow their brothers and sisters into lives of poverty.

Why are many of our students not performing at the level we need? Large numbers of children placed at risk by poverty, 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 1999-2000 this percentage had grown to 29. The percentage of students with limited English proficiency has increased by almost two percentage points since 1990, reaching 8.1 percent in 1999-2000. Since 1989, the number of immigrant students has risen significantly. 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 aid to schools has increased substantially in recent years. Between 1994-95 and 1998-99, State aid increased by \$2.7 billion, a 17 percent increase after inflation. Over the same five-year period, expenditure per pupil increased by 13 percent. In 1998-99, the State share of district revenues was 42.7 percent, compared with 42.9 percent in 1990-91. 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 \$8,000 to \$14,000, 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 spent less per pupil than the State average, and had more students per teacher, except for Large City Districts, higher rates of teacher turnover, a larger percentage of uncertified teachers, less experienced teachers, and less student access to microcomputers and library books. 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, and the lowest attendance rates.

Rural High N/RC Districts, on average, had the lowest-salaried teachers, the fewest teachers with substantial credentials beyond the master's degree, and the lowest college-going rate 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 em-

ployment or pursue higher education. The State has a three-part strategy for school reform: raise academic standards, increase the capacity of schools to achieve excellence, and measure results and make schools accountable.

Raise Academic Standards

Through a public process, we have set higher learning standards to make all our students competitive in the global marketplace. In July 1996, after extensive review by State and national experts and necessary revisions, the Board of Regents approved standards in seven disciplines: mathematics, science, and technology; English language arts; the arts; languages other than English; career development and occupational studies; health, physical education and family and consumer sciences; and social studies. Teacher resource guides are now available in these areas. New assessments have been developed and administered in elementary- and middle-level English language arts and mathematics, and grade 4 science. Assessments in grade 8 science and social studies, and intermediate-level technology were administered for the first time in the 2000-01 school year. New Regents examinations have been developed in English, mathematics, global history and geography, and biology. More examinations are under development.

To raise learning standards for all students, the Board of Regents is phasing out the Regents competency tests (RCTs) and requiring all students to demonstrate competency for graduation using Regents examinations. Phasing out the RCTs ensures that all students are being prepared for the higher learning standards measured by the Regents examinations. This action was the first step in redefining graduation requirements. All general-education students who entered ninth grade in Fall 1996 are 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 will increase incrementally. Beginning with students who enter ninth grade in 2001, all general-education students will be required to pass at least five Regents examinations and earn at least 22 units of credit. Beginning with this class,

higher requirements have also been established for an advanced designation on the Regents diploma.

The Department has approved a career and technical education path to the standards. Students who complete this program will have achieved the same academic standards as all other students. In addition, they will have met industry-approved standards in their career field. Key elements of the program include criteria for certifying and recertifying career and technical education programs; flexibility in core academic courses; technical assessments based on industry standards; a technical endorsement on a Regents diploma; and a work skills certification and employability profile for students successfully completing a technical assessment.

Increase the Capacity of Schools to Achieve Excellence

We cannot expect all students to meet higher standards unless we improve the educational system. Students need safe learning environments, qualified teachers employing a range of instructional techniques suited to diverse learning styles, contemporary technology and other instructional materials, and social, psychological, and health support systems.

The Regents 2001 State Aid proposal recommends an increase of \$1.45 billion. The proposal focuses on targeting school aid to close the gap between actual student achievement and that needed to meet State learning standards. Recommendations are to:

- provide a larger proportion of aid as general operating aid and adjust this aid for differences in regional costs and student needs;
- improve teaching in hard-to-staff schools by increasing funding for the Teachers of Tomorrow Program, including funds for the support and retention of new teachers;
- provide extra time and help for those who need it, including increased support for academic intervention services, summer school, universal pre-kindergarten programs, public school library programs, early grade class size reduction and

programs for English language learners;

- ensure cost-effective practices including eliminating the Wicks Law, simplifying Building Aid, and promoting flexibility by consolidating aid for (1) textbooks and software and (2) hardware and instructional computer technology; and
- strengthen accountability for results by providing support to districts for improving the quality of student data, requiring maintenance of local effort in the Big 5 city school districts, and updating fiscal set-asides.

The Regents State Aid proposal for 2001-02 recommends an increase of \$1.03 billion for high need school districts, those districts that have high student need and limited ability to raise revenues locally.

In Spring 1996, the Chancellor of the Board of Regents charged the Regents Task Force on Teaching with determining how the Department can assure that all teachers are prepared to assist all students in meeting the new academic standards and achieving learning outcomes. Since July 1998, when the Regents adopted "*Teaching to Higher Standards: New York's Commitment*," a great deal has been accomplished to implement and sustain this policy:

- The requirements for professional development plans are established. Districts have formed professional development teams and statewide training was completed. Plans were implemented in the fall of 2000. The annual review has begun. Any necessary modifications to the plans will be made and implemented.
- 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.
- Teacher education requirements have been defined and are in place for freshmen who entered teacher education programs in the fall of 2000. Department staff reviewed approximately 1,000 teacher education programs for

re-registration by September 2000. Approximately 1,000 graduate teacher education programs are under review.

- The State Education Department continues to measure the success rate of students in teacher education programs on the New York State Teacher Certification Examinations and report the results to the institutions. Technical assistance is being provided to institutions that do not have the required 80 percent passing rate.

High student performance and capable leadership are inextricably linked. It is estimated that, in the next five years, nearly half of school leaders in New York State will leave their positions. A systematic and statewide strategy for recruiting and supporting the next generation of school leaders needs to be established. In November 1998, the Chancellor of the Board of Regents established a Task Force on School Leadership. To assist the Regents with their deliberations, the Commissioner appointed the Blue Ribbon Panel on School Leadership, representing a wide range of education and community leaders.

In March 1999, the Board approved the report of the Blue Ribbon Panel on Leadership. The purpose is to prepare, recruit, place, and keep a sufficient number of individuals with the knowledge and skill to lead New York schools. The plan has three goals: guarantee the quality of leadership education; recruit in sufficient numbers and increase the diversity of education leaders that New York needs; and improve the environment for leadership. We will measure success by the number of individuals who, in the judgment of those who employ them, possess the essential knowledge and skills of leadership.

In November 1998, the Chancellor of the Board of Regents established a Task Force on Closing the Performance Gap. The Task Force is recommending ways to close the large gap that exists in many high-need schools between current performance and the new higher standards for graduation. The advisory panel on closing the gap and the Regents Task Force on Closing the Performance Gap have examined the data, listened to national experts, and honed the strategies.

The greatest challenge to meeting the Regents standards is in five school districts that educate 42 percent of New York's children. Recently the Department built on years of joint work with the CEOs of those systems. All of them gathered in Albany to consider the results and plan a common strategy:

- hold fast to the standards;
- provide students extra help to meet the standards;
- recruit and support qualified teachers;
- recruit and support qualified leaders;
- hold schools accountable for results; and
- align State Aid proposals with these ideas.

The strategy is consistent with Regents thinking as expressed not only in previously adopted policy, but also in the work of the Regents Task Force.

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 made a commitment to create a regional network that is strategically aligned, tactically focused and competitively funded on a multi-year basis. This regional network will focus local, regional and statewide activities on "closing the gap" in student performance across New York State by providing accountability for program performance and supporting periodic program renewal.

The Regents have focused special attention to make sure that pupils with disabilities are educated to their fullest potential in the least restrictive environment possible. The recommended reform of special education funding encourages schools to place children in the setting that best meets their needs and discourages unnecessary referrals to special education. The goal is to obviate the need for referrals by enhancing early childhood programs

and providing supportive general classroom environments. Staff development and parent education will enhance the capacity of teachers and parents to help students with disabilities meet the new standards. Particular initiatives have been directed to improve the reading and mathematics achievement of pupils with disabilities in low-performing schools. The Department provides technical assistance so that students are appropriately identified for special education and when they no longer require services.

In December 1999, the Commissioner announced a school attendance initiative linked to the State's goal of increasing academic standards and performance. State rules and guidance for keeping attendance have not changed in more than 40 years. But student behavior, academic expectations, family patterns and technology have changed. The issues to be addressed include:

- Setting consistent attendance policies and ensuring consistent interpretation of attendance rules across schools and school districts.
- Use of technology to encourage efficient, consistent, cost-effective ways to fold local data into statewide data.
- Family concerns that reflect new patterns and require review of rules for excused and unexcused absences.

The Department has already taken significant first steps toward setting consistent attendance policies. These steps include reviewing State and federal laws and regulations, conducting regional workshops on attendance, convening a statewide attendance advisory group, forming an attendance work group to assemble all relevant information on attendance, and adjusting audit plans to increase audits of school district attendance systems as part of an overall effort to improve the reliability of school district data. The Board of Regents continues to prepare for a major policy statement on attendance in 2001. In April, the Regents discussed a framework that defines local policy setting, attendance taking, and communication to parents and students.

The Regents recognize that schools that are unsafe and unhealthy do not support higher education standards. Through their efforts 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 \$230 million for minor maintenance and repair of school buildings over four years beginning in 1998-99. An additional \$195 million was provided to further assist school districts in meeting construction needs. State building aid reached \$1.175 billion for the 2000-01 school year, which represents an increase of more than 96 percent over the last four years. The Regents recommend that the Governor and Legislature enact changes to make sure that school facilities are maintained as adequate places for learning and that resources are targeted to fix those buildings most in need of repair first.

Coordinated school health programs support both the academic and health goals established for school-age children. Nine Coordinated School Health Network Centers and three statewide offices — Statewide School Health Services Center, Statewide Center for School Health, and the Statewide Center for School Safety — have been established. Under the direction of the State Education Department, this network implements programs, delivers services, provides technical assistance and training, and conducts assessments. Coordinated school health programs support the Department's strategic goals by raising standards for health, physical education, and family and consumer sciences; promoting health and academic success; supporting school-based community services; providing professional development; instituting regulations that ensure an environment free from tobacco, drugs, weapons, and violence; and encouraging respect for individual differences and involvement of families. In addition, the Department collaborates with other State agencies which conduct educational services for youth — the Office of Mental Health, the Office of Alcohol and Substance Abuse Services, the Office of Children and Family Services, and the Department of Correctional Services — to provide drug and violence prevention education, and the Department of

Health to build an infrastructure approach to school health.

In 1999-2000, the Department directed Federal Goals 2000 funds to help schools raise standards. As part of this initiative, the State awarded over \$31 million in grants to local school districts. Under the grants, local school districts and BOCES collaborated with schools, colleges, universities, community organizations, and businesses to implement State standards through instructional technology, develop high local standards, develop new assessments, and provide training activities to teachers, parents, and staff. Educators from school districts across the State as well as colleges and universities and cultural and community organizations participated in the training. In 2000-01, the Department awarded over \$31 million in grants to continue this work with greater emphasis on closing the gap in mathematics and English language arts, as well as new leadership initiatives.

We are improving the ways we prepare students for the workforce. In 2000, the 12 consolidated School-to-Work (STW) partnerships focused on providing teachers with quality staff development related to the New York State learning standards. The focus of the 1999-2000 and 2000-01 activities is on the career plan pilot project which will assist in the development of student career portfolios and the State Labor Department computerized career zone. Workshops focused on applying universal skills, placing learning in the context of real-world experiences, using the curriculum as a means of engaging students in thinking and planning for the future, and providing work-based learning opportunities that integrate with academic learning. Many of the partnerships have formed connections with county workforce investment boards (WIBs).

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 210,000 adults in 1997-98. The participants have achieved some significant results — 18,000 adult learners

obtained a High School Equivalency Diploma and 16,000 adults entered other academic or vocational training. Thirty-five thousand adults reported they gained employment or are being retained or advanced in their employment. Five thousand adults reported either leaving public assistance or having 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 decision making. In many schools, teachers and parents are already participating fully in such matters as scheduling, staffing, goal-setting, and allocating available resources. To support this involvement, we will provide information about the new standards to educators, parents, and other community members through teleconferences, the Internet, and materials designed for parents.

The State is linking educational institutions — schools, colleges, libraries, and museums — through telecommunication networks. For every student, working with the resources of these institutions will become a daily part of the curriculum, transcending the boundaries of the classroom.

Measure Results and Make Schools Accountable

The new standards form the basis of New York's assessment system. We are strengthening our Regents examinations, the foundation of the assessment system, to reflect higher academic standards and to give more emphasis to students' ability to express their knowledge in writing, to conduct empirical research, and to apply mathematical skills to real-life situations. The Department has conducted pilot assessments to identify valid and reliable techniques for measuring the higher standards. New Regents examinations were administered in English language arts and mathematics in June 1999, a new examination in global history and geography in June 2000. New examinations in U.S. history, earth science and living envi-

ronment (biology) will be administered in June 2001.

In May 2000, the Board of Regents adopted amendments to Commissioner's Regulations that revised the State's System of Accountability for Student Success. These regulations represent a significant milestone in the evolution of the school accountability program in New York. The new accountability program supports the efforts of the Regents to both raise student results and close the gap in student performance. Implicit in the regulations adopted are a number of policy goals:

- measure school performance in terms of students' achieving proficiency rather than minimum competency;
- develop a multi-year plan to raise the bar for school performance;
- establish standards for all schools, not just those that are low performing;
- give schools the opportunity to "compete against themselves" to demonstrate that they are making adequate progress toward closing the gap between their performance and the State accountability standards; and
- recognize schools that are demonstrating rapid improvement.

The Department has taken steps to force failing schools to reform, reorganize, or close. Regulations that govern registration review were amended to improve our capacity to identify and remedy low performance in schools. Through the 1999-2000 school year, 206 schools had been identified for registration review. Ninety-nine of these schools, including 18 during the 1999-2000 school year, have been removed from registration review. Fifteen of these 18 were removed because they achieved the student performance standards established by the Commissioner and the other three ceased operation in June 2000 pursuant to closure plans developed by their district and approved by the Commissioner. Twenty-four schools were identified for registration review in the 1999-2000 school year.

The community has a vital role in building suc-

cessful 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 2001, we issued the fifth 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.

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 fourth report was issued in April 2001. We envision that the BOCES report card will be used as a tool to continuously improve the BOCES programs and services and provide information to parents, teachers, administrators and communities.

After several years of strong economic growth, New York State is positioned to invest in the future. We have the means 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 2001 Edition

The Department relied on its current reporting systems to supply most data for the June 2001 edition of this report: the Basic Educational Data System (BEDS), the School Financial System (SF), the Special Education Data 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 and secondary schools, BEDS annually collects data on enrollment, professional staff, dropouts, 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 Special Education Data System collects counts of students with disabilities by kind of disability, placement, and age. SSADS collects State test results and related information from public and nonpublic schools.

Data from these Department databases were supplemented by several sources. Information was generated from several reports based on the 1990 Decennial Census and from other governmental reports. Information about results on the Scholastic Assessment Test and the Advanced Placement Program was developed with the cooperation of The College Board. Finally, several program offices within the State Education Department contributed both statistical data and programmatic information.

Status of Department Data Collection Efforts

The Department routinely collects two categories of data about schools and students. The first is student-specific information. The second is aggregated data, reported to the Department for school buildings and school districts.

The Department gathers student-specific data through a variety of collection methods, such as the New York State High-School-Equivalency-Examination answer sheet, the Local Education Agency Program (LEAP) reporting system, and the System to Track and Account for Children (STAC) forms (for students with disabilities). The STAC data-collection forms are also linked to unique case-registration numbers, which permit the implementation of a tracking system for all participating students. The LEAP system collects electronic records for all public school students in elementary- and middle-level grades in which State assessments are administered (grades 4, and 8 in 1999-2000).

A wide variety of critical data, especially test performance on secondary-level examinations, dropout, and attendance data, is locally recorded on an individual basis, but submitted to the Education Department aggregated to the school level. The Regents competency test results and Regents examination results are examples of routinely submitted, locally aggregated performance data.

The Department's capacity to display race/ethnicity-specific outcome information is limited.

For example, score reports for secondary-level assessments submitted by school buildings do not provide statistics by race/ethnicity and, therefore, do not permit the direct determination of how Black, Hispanic, Other Minority, or White students attending these schools have performed. Similarly, the attendance data used in this report were aggregated without gender or racial/ethnic breakdowns. The same limitations apply to efforts to determine the level of academic success of children from low-income families.

To relate data about race/ethnicity and poverty status to outcome data, the Department uses a second strategy based on available information about the composition of school enrollments. These data permit this report to display school performance statistics by the percentage of minority enrollment and by the percentage of pupils from families on public assistance. This strategy, however, may mask differences in performance among racial/ethnic groups, particularly in school buildings in which a specific group constitutes a relatively small percentage of the total enrollment.

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 data collection procedures and collects additional data aggregated by gender and race/ethnicity. Other information needs can only be addressed through specialized sampling studies.

Department Initiatives Related to Data Collection and Analysis

The Department has also undertaken several major initiatives to ensure that data collection and analysis become integrated with and support critical planning, supervision, and evaluation activities at both the State and local levels. These initiatives include the Statewide Student Database and the Fiscal Profiles project.

Statewide Student Database

The Department is revising its data-collection policy to require all school districts to submit individual student test scores electronically. Current regulations require districts to submit essentially the same information aggregated by grade and/or school in paper-and-pencil format. These records will form a State electronic depository of individual student records and provide a common core of student information that meets State reporting requirements and facilitates aggregating information across students to meet diverse reporting needs.

The Department has initiated the statewide database by expanding and enhancing the Local Education Agency Program (LEAP) reporting system. For many years, the Department has used LEAP to collect individual records for students receiving compensatory education funded through the Federal Title I program. These data are used to evaluate program performance and report results to the Federal government. To eliminate duplicate reporting and to secure the advantages of an electronic data system with individual student records, in Spring 1997, the Department began using LEAP to collect results for all State assessments administered in grades four through eight.

Because the LEAP system does not meet all Department needs for student data, we have initiated planning for a comprehensive individual student record system. In collaboration with the Big 5 districts and the regional information centers, the Department is preparing to design and implement an electronic system to collect individual students data at the elementary, middle, and secondary levels. This system will integrate sections of BEDS, SSADS, the Special Education Data System, and other smaller systems that collect data based on individual students from public schools.

The planned statewide student database is designed to meet current and anticipated information needs, to support better decision making regarding resource allocation, to improve services to students, and to provide information for State policy makers on matters such as the usefulness of current laws and regulations in ensuring that young people re-

ceive the educational services they need. The database will be accessible to local education agencies for use in planning, evaluation, and policy development. The individual student data will enhance the usefulness of the New York State School Report Cards, initiated in December 1996, and provide performance data for students with disabilities and with limited English proficiency for school accountability.

Fiscal Profiles of School Districts

The Education Department has developed a computerized reporting system, the School District Fiscal Profiles, which provides a detailed and comprehensive view of spending, revenue, staffing, salary, and educational performance trends in districts. The profiles are derived from data submitted by school districts. Generating the profiles requires the merging of files from several different computer databases and the calculating of statistics not previously used by the Department. The Department publishes the School District Fiscal Profiles annually.

Regents Policy

In developing these data collection and analysis initiatives, the Regents and the Department addressed several policy questions concerning the purposes of data collection and analysis, the im-

portance of individual student data, the appropriate use of technology, and the need for a common, integrated database.

Information is crucial for decision making. Teachers and administrators must have reliable, accurate, and timely information about all 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)**

**NUMBER OF SURR SCHOOLS AND ENROLLMENT
(SEE TABLE 2.2 PAGE 20)**

RACIAL/ETHNIC ENROLLMENT FALL 1999

Location	% Black	% Hispanic	% American Indian/ Alaskan Native	% Asian and Pacific Islander	% White
New York City	46.6%	48.6%	0.6%	3.1	1.1%
Rest of State SURR	39.0	21.9	0.1	2.8	36.2
Total SURR	46.0	46.5	0.5	3.1	3.9

**PERCENT WITH CONCENTRATED POVERTY,* PERCENT OF ENROLLMENT
PARTICIPATING IN FREE-LUNCH PROGRAM AND PERCENT OF ENROLLMENT
WHO ARE ENGLISH LANGUAGE LEARNERS
FALL 1999**

Location	Concentrated Poverty	Free-Lunch Participation	English Language Learners
New York City	87.8%	85.1%	20.9%
Rest of State SURR	60.0	42.5	8.0
Total SURR	86.4	81.6	19.8

*Over 40 Percent of Enrollment From Families on Public Assistance

AVERAGE CLASS SIZE IN SURR SCHOOLS FALL 1999

Class	Average Size
Kindergarten	20.3
Grades 1-6	22.6
English 7	25.6
English 9	25.9
Regents Biology	26.0
U.S. History and Government	24.5

**ATTENDANCE, SUSPENSION, DROPOUT RATES AND
STUDENTS RETAINED IN NINTH GRADE**

Location	1998-99 Attendance	1998-99 Suspension	1998-99 Dropout Rates	Students Retained in Ninth Grade Fall 1999
New York City	85.5%	6.2%	11.8%	45.4%
Rest of State SURR	87.4	24.3	10.3	33.0
Total SURR	85.6	7.5	11.4	43.6

**STUDENT PERFORMANCE IN SURR SCHOOLS AND ALL PUBLIC SCHOOLS BY LOCATION
NEW YORK STATE
1999-2000**

Location	NYSAP Tests: Percentage at or above level 2				Percentage of the 1996 Cohort Scoring 55 to 100 and 65 to 100 on Regents Examinations After Four Years				
	Elementary-Level		Middle-Level		Cohort Enrollment	English		Mathematics	
	ELA	Mathematics	ELA	Mathematics		Percent 55-100	Percent 65-100	Percent 55-100	Percent 65-100
SURR Schools									
New York City	71%	71%	59%	32%	1,951	59.5%	24.6%	31.8%	26.8%
Rest of State	-	-	54%	30%	1,126	86.6	66.3	56.5	50.9
Total SURR	71%	71%	59%	32%	3,077	69.4	39.8	40.8	35.6
Public Schools									
New York City	81%	82%	77%	56%	46,870	77.0	53.3	60.0	52.4
Rest of State	95	96	92	84	96,679	96.4	84.8	85.6	82.7
Total	90%	91%	87%	75%	143,549	90.0	74.5	77.2	72.8

Location	Percentage of Average Grade Enrollment Scoring 65 to 100 on Regents Examinations					
	Comprehensive Foreign Languages	Sequential Mathematics III	Biology	Physics	Global Studies (or History)	U.S. History & Government
SURR Schools						
New York City	15.3%	9.6%	5.9%	2.8%	24.6%	19.0%
Rest of State	50.1	23.2	17.6	13.4	59.4	51.5
Total SURR	28.7	25.7	10.4	8.5	38.0	22.1
Public Schools						
New York City	34.9	21.3	16.3	12.5	44.2	38.5
Rest of State	57.3	44.3	64.7	23.2	80.1	67.0
Total	49.8	36.6	48.5	19.6	68.5	57.4

**SCHOOLS UNDER REGISTRATION REVIEW (SURR Schools)
BY LEGISLATIVE AND CONGRESSIONAL DISTRICTS
2000-2001**

CSD	Schools	Senate District	Assembly District	Congressional District
1	P.S. 15*	25	63	12
	P.S. 97	25	63	12
3	P.S. 144*	29	70	15
	I.S. 248	30	67	8
4	P.S. 38 (formerly P.S. 121)*	28	68	15
	P.S. 57	28	68	15
	P.S. 155*	28	68	15
5	J.H.S. 43*	29	70	15
	P.S. 195	29	70	
	P.S. 197	29	70	15
	J.H.S. 275	29	70	15
7	I.S. 139	32	74	16
	I.S. 183	28	74	16
	I.S. 184	32	74	16
8	P.S. 60	32	75	16
	I.S. 120	32	79	16
	P.S. 140	32	79	16
9	P.S. 55	33	79	16
	P.S. 64	31	77	16
	P.S. 126*	28	77	16
	I.S. 147*	33	79	16
	I.S. 148*	33	79	16
	I.S. 229	31	77	17
10	P.S. 32	31	78	16
	P.S. 306	31	78	16
	P.S. 315	31	78	16
	M.S. 143	31	81	17
	M.S. 319 (formerly I.S. 115)*	31	78	16
	M.S. 321 (formerly I.S. 137)*	31	79	17
	P.S./M.S. 330 (formerly P.S. 26)*	31	76	16
12	P.S. 6	32	76	16
	P.S. 57	33	79	16
	P.S. 67	32	76	16
	P.S. 158	33	79	16
13	P.S. 270	18	57	10
	P.S. 305	18	56	10
	P.S. 307	18	52	10
14	P.S. 23	17	54	16
	I.S. 33	17	54	10
	I.S. 49	17	53	12
15	M.S. 822* (will reopen as M.S. 378 in 9/2001)	18	51	12
	M.S. 824* (will reopen as M.S. 378 in 9/2001)	18	51	12

CSD	Schools	Senate District	Assembly District	Congressional District
17	P.S. 191 I.S. 390	19 20	55 43	11 11
18	I.S. 252	19	58	11
19	P.S. 13 P.S. 72 P.S. 149 P.S. 158 P.S. 190 P.S. 224 I.S. 292 I.S. 302	12 12 17 17 12 12 17 17	40 40 54 54 40 40 40 54	10 10 10 10 10 10 10 10
23	I.S. 55 P.S. 73 J.H.S. 275	12 12 19	55 55 40	11 10 10
27	P.S. 43 P.S. 123* J.H.S. 198	10 12 10	31 32 31	6 6 6
30	P.S. 111*	14	37	7
31	P.S. 31	24	59	13
32	P.S. 274* I.S. 291 P.S. 299*	17 17 17	54 54 54	12 12 12
78 New York City High Schools	Adlai E. Stevenson H.S. Alfred E. Smith H.S. Automotive H.S. Concord H.S. 850 Grand Street Campus Academies (formerly Eastern District) --H.S. for Legal Studies --H.S. for Enterprise, Business & Technology --Progress H.S.* G. Washington H.S.* John Jay H.S. Louis Brandeis H.S. Sarah J. Hale H.S.* Theodore Roosevelt H.S. Wadleigh H.S. William Taft H.S.	32 32 25 23 17 28 20 30 18 34 29 31	76 74 50 60 53 71 44 67 51 79 70 77	16 16 14 13 12 15 11 8 10 17 15 16
85 Chancellor s District	P.S./M.S. 3 (formerly in CSD #10)* P.S. 5 (formerly in CSD #16)* J.H.S. 22 (formerly in CSD #1)* P.S. 25 (formerly in CSD #16) P.S. 28 (formerly in CSD #16) P.S. 30 (formerly in CSD#5) P.S./I.S. 35 (formerly in CSD #16) P.S. 40 (formerly in CSD #28) P.S. 49 (formerly in CSD #7) I.S. 52 (formerly in CSD #8)	33 18 25 18 18 28 18 12 28 32	79 55 62 56 56 68 56 32 74 79	16 10 12 10 10 15 10 6 16 16

CSD	School	Senate District	Assembly District	Congressional District
	P.S. 59 (formerly in CSD #10)	31	80	17
	P.S. 64 (formerly in CSD #1)*	25	63	12
	P.S. 66 (formerly in CSD #12)	32	75	16
	P.S. 75 (formerly in CSD #32)*	17	54	12
	P.S. 77 Campus Schools	32	75	16
	--C.S. 195 (formerly P.S. 77 in CSD #12)			
	--C.S. 196 (formerly P.S. 77 in CSD #12)*			
	--C.S. 197 (formerly P.S. 77 in CSD #12)*			
	J.H.S. 82 (formerly in CSD #9)	31	77	16
	P.S. 85 (formerly in CSD #10)	31	79	16
	P.S. 92 (formerly in CSD #17)*	20	43	11
	P.S. 96 (formerly in CSD #4)	28	68	15
	P.S. 104 (formerly in CSD #9)*	31	77	16
	P.S. 105 (formerly in CSD #27)	10	31	6
	J.H.S. 111 (formerly in CSD #32)*	17	53	12
	P.S. 129 (formerly in CSD #5)	29	70	15
	M.S. 136 (formerly in CSD #15)	25	51	12
	P. S. 161 (formerly in CSD #5)	29	70	15
	P.S. 180 (formerly in CSD #3)	29	70	15
	I.S. 193 (formerly in CSD #12)*	32	79	16
	P.S. 198 (formerly in CSD #12)	33	79	16
	P.S. 212 (formerly in CSD #12)	33	79	16
	P.S. 214 (formerly in CSD #12)	32	76	16
	P.S. 243 (formerly in CSD #16)*	18	56	11
	I.S. 246 (formerly in CSD #17)	20	42	11
	J.H.S. 263 (formerly in CSD #23)*	12	55	11
	P.S. 309 (formerly in CSD #16)	18	55	10
	I.S. 320 (formerly in CSD #17)	20	57	11
	I.S. 391 (formerly in CSD #17)	18	56	11
Buffalo	P.S. 4	57	141	30
	P.S. 11	58	143	30
	P.S. 44	58	143	30
	P.S. 69	58	145	30
	P.S. 71	58	141	30
	P.S. 74	57	141	30
Rochester	Alternative Education Center at James Lofton	54	131	28
	Dr. Freddie Thomas Learning Center	54	133	28
Roosevelt	Roosevelt Jr.-Sr. H.S.	8	18	4
Schenectady	Pleasant Valley School	44	103	21
Syracuse	Blodgett Elementary School	49	119	25
	James A. Shea Middle School	49	120	25
Wyandanch	Wyandanch Memorial High School	4	11	2
Yonkers	Lincoln High School	37	87	18
	Mark Twain Middle School	34	87	18
	Ralph Waldo Emerson Middle School	35	87	18

*These schools were closed or removed from registration review during the 2000-2001 school year.

APPENDIX C
NONPUBLIC SCHOOL SUMMARY TABLES
GLOSSARY

STUDENTS

Additional information on nonpublic school students may be found in “Part II: Longitudinal Trends” in the Statewide Profile of the Educational System.

- **Total Enrollment:** The number of students enrolled in kindergarten through grade 12 plus those in ungraded classes for children with disabilities, 1999-2000. Source: Basic Educational Data System.
- **Percent White:** The number of enrolled White (not Hispanic) students divided by the total district enrollment, expressed as a percentage, 1999-2000. Source: Basic Educational Data System.
- **Percent Black:** The number of enrolled Black (not Hispanic) students divided by the total district enrollment, expressed as a percentage, 1999-2000. Source: Basic Educational Data System.
- **Percent Hispanic:** The number of enrolled Hispanic students divided by the total district enrollment, expressed as a percentage, 1999-2000. Source: Basic Educational Data System.
- **Percent Other:** The number of enrolled other minority students divided by the total district enrollment, expressed as a percentage, 1999-2000. Other minority groups include American Indian, Alaskan Native, Asian and Pacific Islander. Source: Basic Educational Data System.
- **Annual Attendance Rate:** Data Not Available.
- **Census Poverty Index:** Data Not Available.
- **Percent Free/Reduced Lunch:** The number of students participating in the free-and-reduced-price lunch program divided by the enrollment in grades K-12 (includes half-day kindergarten), expressed as a percentage, 1999-2000. Source: Basic Educational Data System.
- **L.E.P. Rate:** The number of students of limited English proficiency (as defined by Section Source: Basic Educational Data System. 154.2(a) of the Regulations of the Commissioner of Education) divided by the total enrollment, expressed as a percentage, 1999-2000. Source: Basic Educational Data System.
- **Dropout Rate:** The number of dropouts, between July 1, 1998 and June 30, 1999, divided by the grades 9-12 enrollment including the portion of ungraded secondary enrollment that can be attributed to grades 9-12, expressed as a percentage. A dropout is defined as any pupil who left school prior to graduation for any reason except death and did not enter another school or high school equivalency preparation program. Source: Basic Educational Data System.
- **Percent of Graduates Who Received Regents Diplomas:** The number of high school graduates who received Regents diplomas divided by the total number of diplomas granted, expressed as a percentage, 1999-2000. Source: School and Student Accountability Data System.
- **Percent to College:** The number of 1999-2000 high school graduates entering four-year, two-year, or other postsecondary institutions, as reported by school principals in Fall 1999 divided by total high school graduates, expressed as a percentage. Source: Basic Educational Data System.
- **Student-Teacher Ratio:** The total school enrollment divided by the number of full- and part-time classroom teachers, 1999-2000. Source: Basic Educational Data System.

FACULTY — Data Not Available.

FISCAL DATA — Data Not Available.

STUDENTS WITH DISABILITIES

- **Exiting Students with Disabilities:** The number of students with disabilities, ages 14 to 21, who exited special education or secondary education programs between July 1, 1999 and June 30, 2000. Data are shown for two classes of special education exiters: 1) Regents/local diplomas—special education students who received local diplomas including those receiving local diplomas with Regents endorsements and 2) IEP/local certificate—special education students who received either individualized education program (IEP) diplomas or local certificates. Data are not available for nonpublic school students with disabilities who dropped out.

TEST RESULTS

Additional information for this section may be obtained in “Part II: Longitudinal Trends” in the Statewide Profile of the Educational System.

- **Program Evaluation Tests:** The mean score is given for each of the three parts of the grade 4 program evaluation test in science and for the total score on the grades 6 and 8 program evaluation tests in social studies, 1999-2000. Source: School and Student Accountability Data System.
- **New York State Assessment Program:** The percent of students scoring at each performance level, 1999-2000. Source: School and Student Accountability Data System.
- **Regents Examinations:** Percent of average enrollment in grades 9-12 (AGE) tested, percent passing of number tested and the number of students passing the examination, with a score of 65 or higher, as a percent of the average grade enrollment are shown for the following 1999-2000 Regents examinations: global studies (or history), United States history and government, comprehensive French, comprehensive Spanish, sequential mathematics course II, sequential mathematics course III, earth science (1970 syllabus), biology, chemistry and physics. Source: School and Student Accountability Data System.

**STATISTICS FOR NONPUBLIC SCHOOLS
NEW YORK STATE
1999-2000**

TABLE C.1

Nonpublic Location	Enrollment					Annual Attendance Rate	Dropouts and Youth at Risk				Graduates		Student/Teacher Ratio
	Total	Percent White	Percent Black	Percent Hispanic	Percent Other		Census Poverty Index	Percent Free/Reduced Lunch	LEP Rate	Drop-out Rate	Percent Regents Diplomas	Percent To College	
New York City	272,051	57.2	19.9	17.5	5.4	NA	NA	35.4	56.0	0.3	40.4	90.8	12.2
Other Nonpublic	219,225	82.1	9.9	4.7	3.3	NA	NA	13.1	3.8	0.4	52.3	92.7	10.5
Total Nonpublic	491,276	68.4	15.4	11.8	4.4	NA	NA	25.5	4.5	0.3	45.6	91.6	11.4

TABLE C.2

Nonpublic Location	Classroom Teachers	Fiscal Data	% Distribution of Expenditures
New York City	NOT AVAILABLE		
Other Nonpublic			
Total Nonpublic			

TABLE C.3

Nonpublic Location	Exiting Students With Disabilities			Program Evaluation Tests Mean Scores	
	Regents Local Diploma	IEP/Local Certificate	Dropped Out	Grade 4 Science	
				Multiple Choice	Performance
New York City	106	89	NA	31	31
Other Nonpublic	277	115	NA	35	35
Total Nonpublic	383	204	NA	33	33

TABLE C.4

Nonpublic Location	English Language Arts								Mathematics							
	Elementary-Level				Middle-Level				Elementary-Level				Middle-Level			
	Percentage at Level				Percentage at Level				Percentage at Level				Percentage at Level			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
New York City	9.0	39.0	41.1	10.9	7.1	42.4	40.9	9.5	8.3	33.9	45.9	11.9	18.0	43.5	33.5	4.9
Other Nonpublic	3.0	23.0	53.1	21.0	4.6	29.2	50.1	16.0	2.9	20.0	56.2	20.9	10.8	35.2	45.9	8.2
Total Nonpublic	6.2	31.5	46.7	15.6	6.0	36.4	45.2	12.5	5.7	27.2	50.9	16.2	14.7	39.6	39.3	6.4

TABLE C.5

Nonpublic Location	1996 Cohort After Four Years					Regents Examinations					
	English			Mathematics		Comprehensive English			Sequential Mathematics I		
	Cohort Enrollment	% Scoring 55-100	% Scoring 65-100	% Scoring 55-100	% Scoring 65-100	Number Tested	% of Tested 55-100	% of Tested 65-100	Number Tested	% of Tested 55-100	% of Tested 65-100
New York City	9,826	88	78	72	66	11,634	94.6	77.5	13,781	69.1	55.1
Other Nonpublic	6,529	81	77	71	69	8,304	96.0	88.5	9,829	84.9	77.2
Total Nonpublic	16,355	85	78	72	67	19,938	95.2	82.1	23,610	75.7	64.3

TABLE C.6

Nonpublic Location	Regents Examinations								
	Global Studies (or Global History)			U.S. History & Government			Comprehensive French		
	% of AGE Tested	% of Tested Passing	% of AGE Passing	% of AGE Tested	% of Tested Passing	% of AGE Passing	% of AGE Tested	% of Tested Passing	% of AGE Passing
New York City	92.1	80.9	74.5	74.8	82.9	62.0	7.8	94.8	7.4
Other Nonpublic	81.0	87.1	70.5	67.6	91.1	61.6	9.0	97.0	8.7
Total Nonpublic	87.1	83.5	72.7	71.6	86.4	61.8	8.3	95.9	8.0

TABLE C.7

Nonpublic Location	Regents Examinations											
	Comprehensive Spanish			Mathematics A			Sequential Mathematics II			Sequential Mathematics III		
	% of AGE Tested	% of Tested Passing	% of AGE Passing	% of AGE Tested	% of Tested Passing	% of AGE Passing	% of AGE Tested	% of Tested Passing	% of AGE Passing	% of AGE Tested	% of Tested Passing	% of AGE Passing
New York City	35.6	91.4	32.6	16.0	46.8	7.5	70.0	60.4	42.3	60.3	68.2	41.2
Other Nonpublic	41.3	94.4	39.0	9.7	59.9	5.8	63.8	72.8	46.4	57.9	77.7	45.0
Total Nonpublic	38.1	92.9	35.4	13.2	51.1	6.7	67.2	65.6	44.1	59.3	72.4	42.9

TABLE C.8

Nonpublic Location	Regents Examinations											
	Earth Science (1970 Syllabus)			Biology			Chemistry			Physics		
	% of AGE Tested	% of Tested Passing	% of Age Passing	% of AGE Tested	% of Tested Passing	% of Age Passing	% of AGE Tested	% of Tested Passing	% of Age Passing	% of AGE Tested	% of Tested Passing	% of Age Passing
New York City	35.5	53.4	19.0	91.8	66.6	61.1	67.1	62.4	41.8	21.1	72.6	15.3
Other Nonpublic	36.0	73.5	26.4	72.7	80.7	58.7	58.4	78.2	45.7	26.9	85.7	23.0
Total Nonpublic	35.7	62.4	22.3	83.3	72.1	60.0	63.2	68.9	43.5	23.7	79.2	18.7

Appendix D: Universal Prekindergarten Program

Introduction

The implementation of the Universal Prekindergarten (UPK) Program has altered the landscape of early care and education in New York State. As school districts and community based providers forge collaborative arrangements, the provision of quality, developmentally-appropriate programs across service sectors has been realized. The UPK Program has been successfully implemented, as demonstrated by the number of children served and participation by districts and community based organizations. Beyond implementation data demonstrating success, the collaborative nature of this program has created partnerships that have markedly affected the provision of prekindergarten programs. Across the State, instructional programs have been designed to ensure continuity, shared professional development opportunities have been established, shared leadership and supervision has occurred and long term planning has been undertaken to ensure the continued success of the program.

Program Accomplishments

Implementation. The Universal Prekindergarten Program (UPK) legislation was enacted in 1997. Commencing in 1998-99, a statutory provision enabled school districts Statewide to become eligible to apply for program participation through a four year phase-in schedule. The major factors determining when districts would become eligible to apply for UPK were the number of unserved four-year-olds and a district's wealth ratio.

The UPK program completed its second year of operation during the 1999-2000 school year. A total of 27,359 children were funded, representing 90 percent of the total number of children eligible to participate. Statewide, approximately 89 percent of available funds were encumbered by the 97 participating districts. A survey of the 241 districts that were eligible to apply was completed prior to the start of the program year. Of those surveyed that declined to participate, the following reasons were cited: shortage of space; funding uncertainty due to the late passage of the state budget; and anticipated inadequate funding levels, once a state budget was adopted.

UPK programs are required to provide high quality, developmentally-appropriate classrooms, with prescribed student and teacher ratios, teacher certification and class size limits. The Comptrollers report of UPK, entitled, *Oversight of the Expansion of the Universal Prekindergarten Program*, which addressed the period including the 1999-2000 program year, verified that all districts implemented UPK according to Regulation.

Collaboration. A unique feature of New York's Universal Prekindergarten Program is that statute requires districts to provide programs in collaboration with community based agencies. This aspect has been the impetus to a successful bridging of the early care and education systems. By statute, a minimum of ten percent of the district's grant allocation must be used for collaboration with eligible agencies. Specifically, the collaborating agency must provide the instructional program to the children enrolled. Additional services, such as support services, may also be contracted. Eligible agencies include day care centers, nursery schools, Head Start programs, group family or family child care programs, preschool special education programs, and other agencies providing early childhood services. In 1999-2000, collaboration agreements with eligible agencies represented 51 percent of the total UPK funding. This level of collaboration not

only dramatically exceeded the statutory requirement but represented a significant increase over the preceding year when 36 percent of the funds were contracted. This level of collaboration between school districts and community agencies demonstrated the type of commitment necessary for the continued growth and development of UPK.

State Education Department Program Administration. Department staff responded to or placed 1,471 technical assistance calls to school districts and community agencies. A Statewide UPK Technical Assistance session was held in Albany in February 2000. The session was attended by 110 representatives from school districts around the State. Staff presented information about program requirements and application procedures. A UPK Technical Assistance Manual was distributed. Copies were also mailed to those districts that were unable to send staff to attend the session. In addition, complete and current UPK program information was made widely accessible through the NYSED website. The support that districts received resulted in the majority of district applications meeting statutory requirements without further Department assistance. Additionally, information was disseminated through an early childhood conference, articles in relevant publications and policy memoranda to the field. In the 1999-2000 program year, SED associates completed site reviews at seven school districts. In addition, seven site review visits were made to New York City.

The Department collaborates with several organizations in administering the UPK program. A coalition of agencies and groups, referred to as the UPK External Workgroup, has assisted the Department in developing and shaping the program since its inception. During 1999-2000, the UPK External Workgroup met several times to strategize about the direction of UPK. The Schuyler Center for Analysis and Advocacy (SCAA), which is a pivotal agency involved in the UPK External Workgroup, also spirited the creation of an alliance of groups and organizations entitled, Emergency Coalition to Save Universal PreK. This advocacy

group has kept the Department abreast of its lobbying activities on behalf of UPK.

Integration of Preschool Children with Disabilities. As we build a new system of prekindergarten services in the State, UPK is continuing to provide increasing opportunities for the participation of children with disabilities. In 1999-2000, children with disabilities represented over 10 percent of the UPK enrollment in 43 of the 97 participating districts. This percentage is expected to increase as districts demonstrate their increasing commitment to inclusion of children with special needs in UPK classes. The Department supported the establishment of collaborative efforts among the Committee on Preschool Special Education (CPSE) chairs, Prekindergarten directors and community agencies that offer UPK, including preschool special education programs. Within the Department, staff from the Child, Family and Community Services Team and the Office of Vocational and Education Services for Individuals with Disabilities have expanded outreach efforts and technical assistance to special education programs and UPK providers. A Department memorandum, which outlines strategies and expectations for further expanding the participation of children with disabilities in UPK programs, is in process. It is anticipated that inclusion rates will increase as parent's request UPK placements for their children with special needs and district staff recommend UPK as an appropriate site for children in need of special education services.

Program Evaluation. UPK statute requires an independent evaluation of the program in order to provide State lawmakers with objective information about the overall benefits of the program. However, without the commitment of funds for this purpose, such an evaluation has not occurred. The Department has assumed a coordinating role with the universities and agencies that have demonstrated an interest in researching UPK. A policy forum was held in Spring 2000 to provide a structure for the various groups involved in analyzing

the process and benefits of UPK. Cornell University has assumed a lead role in analyzing program applications, specifically with respect to the role of Advisory Boards in developing UPK programs.

Program Challenges

Collaboration. The complex issues associated with collaborating with eligible agencies have been resolved positively. The ten percent minimum collaboration requirement can provide a challenge for first-time implementing districts that are unaccustomed to contracting for instructional services and overseeing programs provided by community-based agencies. Many of these school districts have entered a new territory in developing partnerships with agencies. The outcome has resulted in expanded collaboration and the expansion of prekindergarten programs statewide.

Fiscal Stability. The level of fiscal stability of UPK in 1999-2000 reflected an improvement over the previous program year. However, districts continued to be at a disadvantage with respect to program planning with a mid-July State budget. Districts required actual, versus projected, allocation levels earlier than the protracted budget process allowed. This continues to present a major obstacle to planning and implementation efforts and reduces the overall number of districts opting to participate in UPK.

The statutory funding formula used to calculate a district's per child grant amount was subject to variation throughout the 1999-2000 program year and resulted in several districts having their grant allocation revised mid-year, and as late as April 30. A legislative amendment for 2000-2001 program year, and thereafter, will ensure that the factors that comprise the statutory formula will be frozen as of the date of the passage of the State budget. Districts would not be subject to the fluctuations and mid-to-late-year adjustments that occurred during 1999-2000.

Recommendations

Transportation. The inability of districts to receive transportation aid for UPK children continued to offer a challenge in 1999-2000. 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.

Program Evaluation. Financial resources are required for the purpose of conducting a broad-based independent program evaluation of UPK. These resources would supplement the grants that have already been committed to the study of the program.

Integration of Preschool Children with Disabilities. Additional efforts are required to ensure that the inclusion of children with disabilities continues to expand beyond levels reported for 1999-2000. Additional technical assistance efforts will be promoted to guarantee that there is a focus on the issue.

Fiscal Stability. The expanded implementation of UPK Statewide is largely contingent upon districts, agencies and parents being able to plan and make decisions in a timely way. In order to stabilize and expand UPK to its broadest possible base of participants, additional fiscal stability is needed. When the passage of the State budget is significantly delayed and districts do not have the fiscal information that they require with regard to their actual allocation prior to the end of the preceding program year, many districts cannot participate. Improving the stability of UPK will require fiscal support at the level outlined in statute. Additionally, the establishment of a multi-year funding plan, that could be adopted through statutory revision, may be a strategy that would help to ameliorate the problems associated with annual delays in the budget process.

Figure D.1
Universal Prekindergarten Program
Number of Children Funded 1999-2000
Total: 27,359

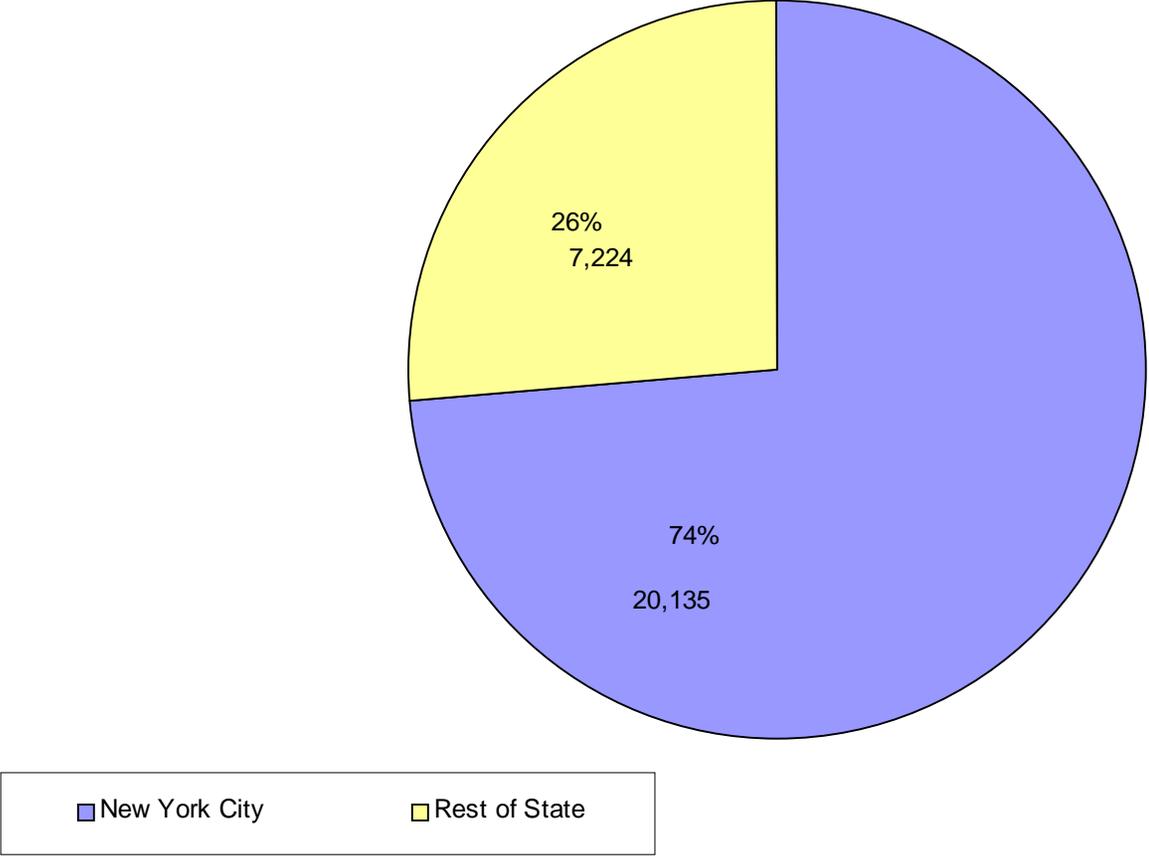


Figure D.2
Universal Prekindergarten Program
Number of Children Funded in School District & Community Based Classrooms
1999-2000

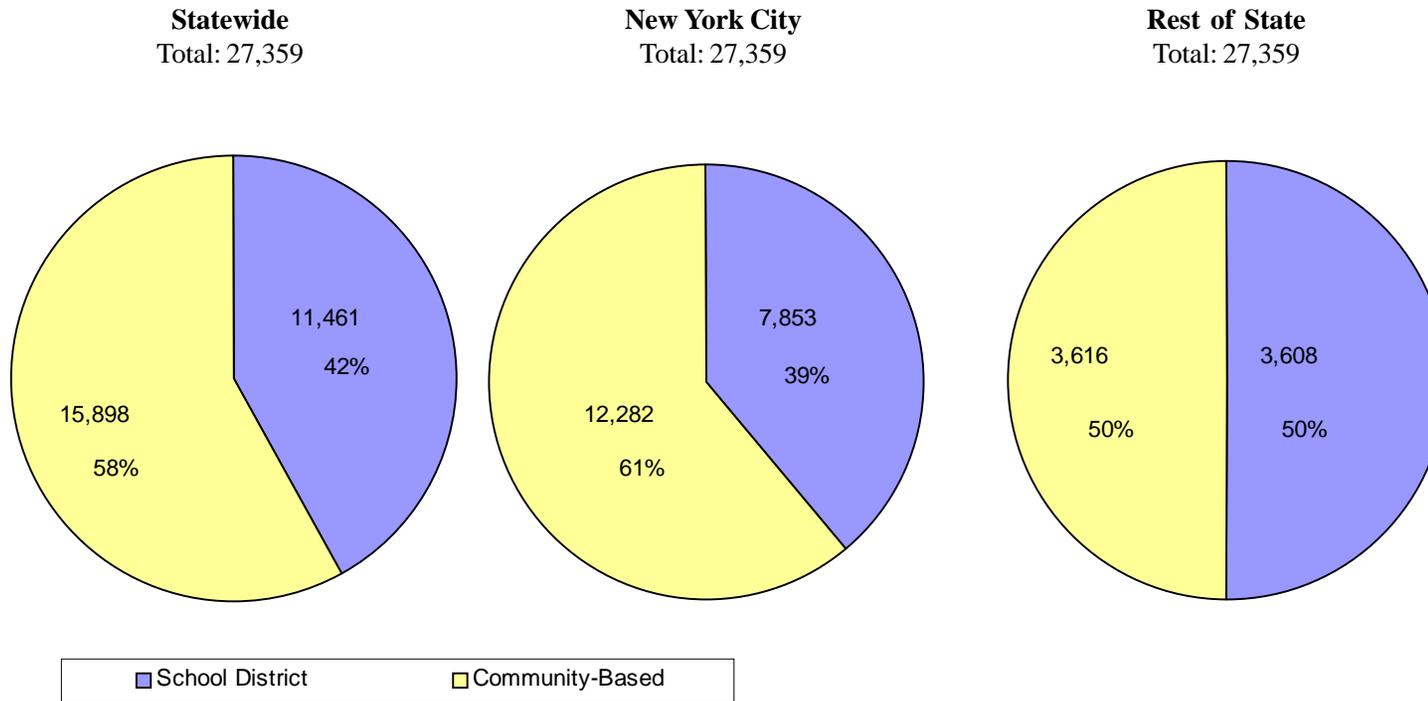


Figure D.3
Universal Prekindergarten Program
Full- and Half-Day Class Count
1999-2000

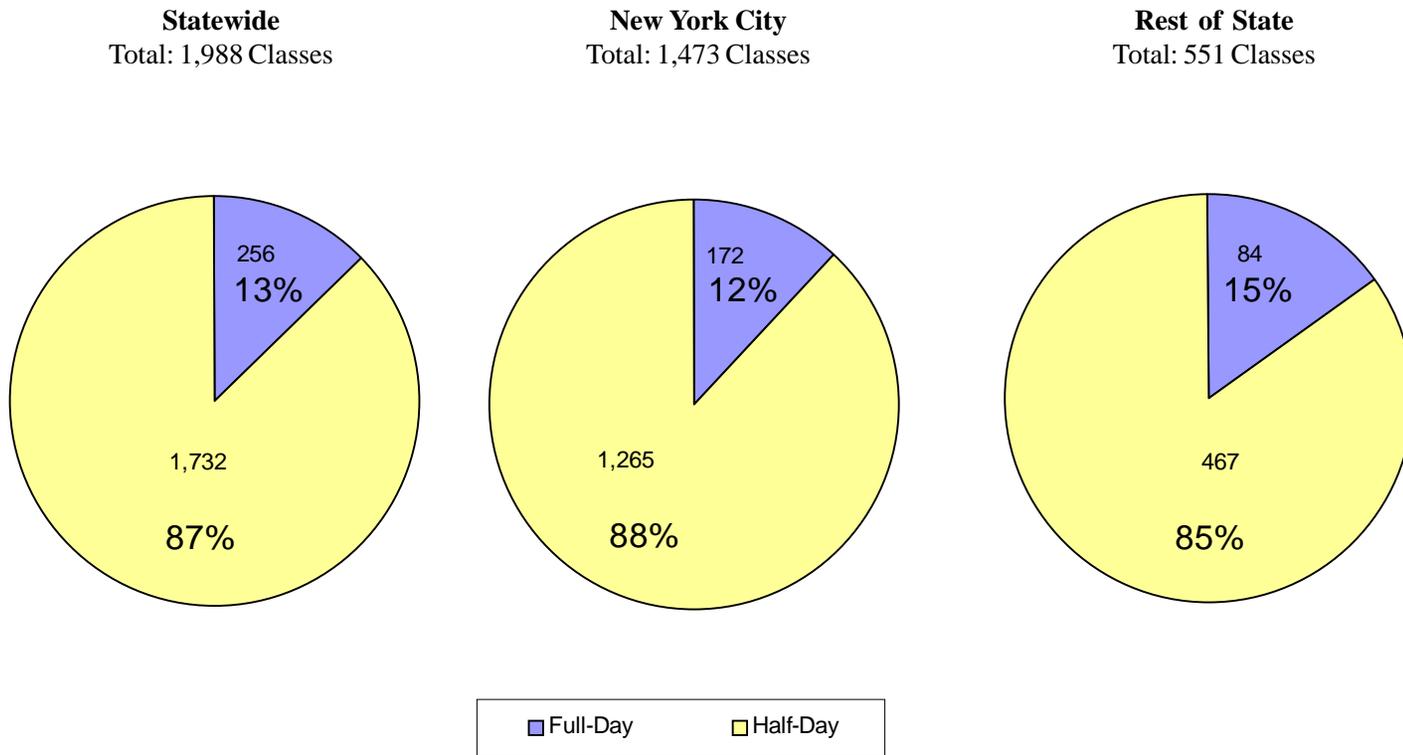


Figure D.4
Universal Prekindergarten Programs
Collaborative Profile
1999-2000

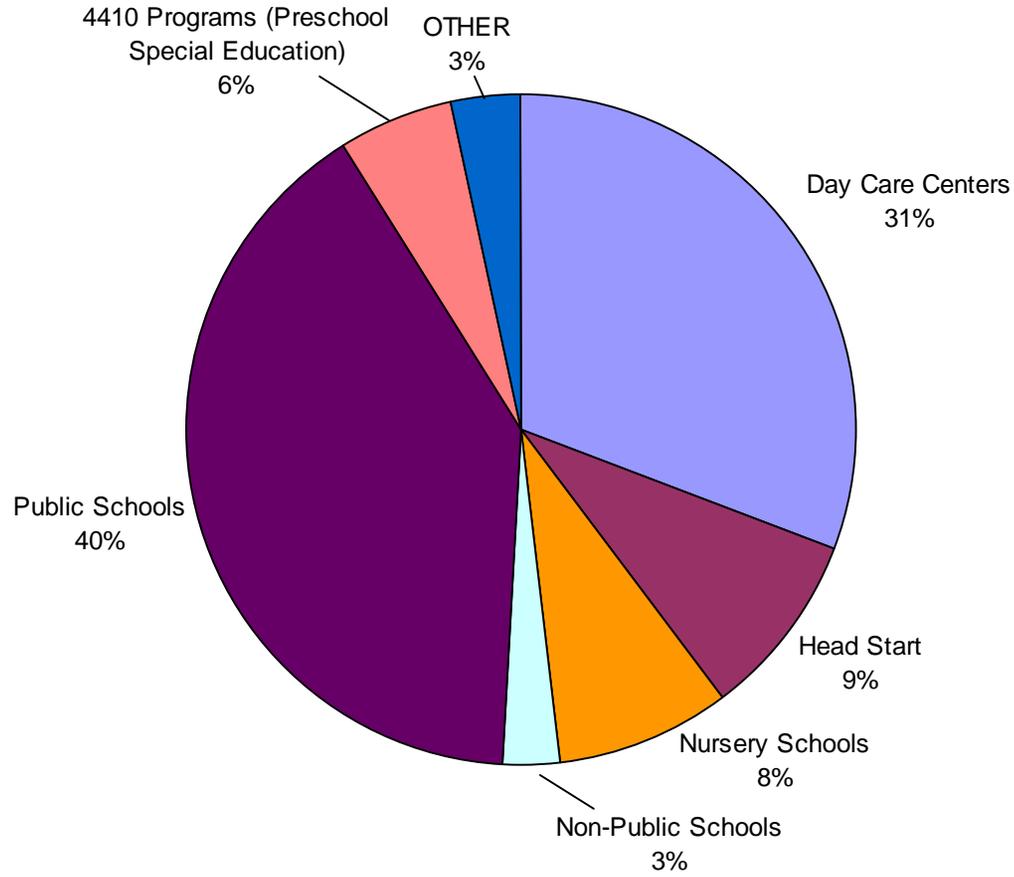


Figure D.5
Universal Prekindergarten Programs
Class Count with Extended Day Options
1999-2000

