

To the Governor and the Legislature of the State of New York:

Chapter 655 of the Laws of 1987 (which amended Section 215-a of State Education Law) requires the Board of Regents and the State Education Department to submit an annual report to the Governor and the Legislature with respect to “enrollment trends; indicators of student achievement in reading, writing, mathematics, science and vocational courses; graduation, college attendance and employment rates; ... [and] information concerning teacher and administrator preparation, turnover, in-service education and performance.” The law further states that: “To the extent practicable, all such information shall be displayed on both a statewide and individual district basis and by racial/ethnic group and gender.”

The annual report is presented in two parts. The first is an analysis of statewide data contained in this publication, *New York, the State of Learning: Statewide Profile of the Educational System*. The second part is the individual district profiles contained in *New York, the State of Learning: Statistical Profiles of Public School Districts*. Data in both publications were derived, primarily, from information submitted by superintendents of schools to the Department’s Information, Reporting and Technology Services office 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 2002

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 2001, the first class of high school students subject to the higher English and mathematics requirements graduated. The effect of higher standards is already apparent in improved performance on many State assessments.

Substantially more students scored 55 or higher on Regents examinations in four of the five areas required for graduation than took these examinations in 1996-97. These areas include English, global studies (or global history and geography), U.S. history and government, and biology (or living environment).

Of general-education students who entered grade 9 in Fall 1997, 89 percent had met the graduation requirement in English, 87 percent in mathematics, by the end of their fourth year in high school.

On five Regents examinations used to meet graduation requirements, the number of students with disabilities who scored 55 or higher increased by at least 22 percent between 1998-99 and 2000-01. During that time, the number scoring 55 or higher on Regents examinations in biology (or living environment) and global studies (or global history and geography) more than doubled.

Since the implementation of higher graduation requirements in 1996, the percentage of public school graduates earning Regents diplomas increased from 40 to 50 percent.

About 79 percent of 2001 public high school graduates planned to pursue postsecondary education, compared with 66 percent in 1980.

The number of public school students participating in Advanced Placement examinations has more than doubled since 1984. There were twice as many Black, Asian, and Hispanic candidates in 2001 as in 1991.

The mean SAT composite score for the class of 2001 was 12 points higher than the mean for the class of 1993.

In 2001, 60 percent of fourth-graders in public schools met the standards in English language arts, an increase of 11 percentage points over 1999. Sixty-nine percent of fourth-graders met the standards in mathematics in 2001, compared with 67 percent in 1999.

On the middle-level assessment in English language arts, 45 percent of eighth-graders in public schools met the standards in 2001, compared with 49 percent in 1999. In 2001, 39 percent of eighth-graders met the standards in mathematics, an increase of one percentage point compared with 1999.

The percentage of students with disabilities educated primarily in general-education classes has increased to 50 percent.

These signs of progress are encouraging, but too many students and schools have not yet shared in these successes. These, by and large, are schools faced with the challenge of educating large numbers of children placed at risk by poverty, the inability to speak English well, and recent immigration. Throughout this report, in fact, we document a dismaying alignment of disadvantaged students (disproportionately children of color), schools with the poorest educational resources (fiscal and human), and substandard achievement. Conversely, we find that those schools that serve the fewest at-risk children have the greatest financial resources, teachers with the best credentials, and the highest levels of achievement.

Perhaps the sharpest contrasts exist between public schools in 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 2001 State assessment of proficiency in the English language arts standards for elementary-level students, only 44 percent of New York City students — compared with 86 percent in the more advantaged districts — met the standards. The differences in student performance in middle-level mathematics are even more striking. Only 23 percent of New York City students, compared with 68 percent of students in advantaged districts, met the standards. Seventy-seven percent of general-education students — compared with 99 percent — who entered grade 9 in 1997 had met the graduation requirement in English. Twenty-seven percent — compared with 67 percent — of graduates earned Regents diplomas. These contrasts in performance parallel contrasts in student need and district resources. Seventy-four percent — compared with three percent — were eligible for free lunches. One-third of middle-level mathematics teachers in New York City, compared with five percent in advantaged districts, were not certified in mathematics. 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 79 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 23 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 teachers teaching out of certification, the lowest-salaried teachers, and the highest rates of teacher turnover. On an average day, 95.2 percent of students in low-minority schools, but only 87.9 percent in high-minority schools, are at school. Fewer than 40 percent of Black and Hispanic fourth-graders — compared with 74 percent of White fourth-graders — met the standards on the English language arts assessment for elementary-level students. Of students in the 1998 cohort, 89 percent in low-minority schools met the Regents English examination graduation requirement; only 55 percent of the cohort members in high-minority schools did so. In 1999-2000, 7.8 percent of Hispanic secondary school students left high school without a diploma; 2.2 percent of White students did so. These results are even more disturbing when you consider that in the past five years, the enrollment in high-minority schools has increased, while the enrollment in low-minority schools has decreased.

Nor is underachievement limited to large, urban high-minority schools. Consider these contrasts between those districts discussed above with low percentages of students in poverty and high levels of income and property wealth and those rural districts with high percentages of students in poverty and low property wealth. The more advantaged districts spend over \$3,000 more per student and pay their teachers \$20,000 more annually. Students in more advantaged districts

are substantially more likely than students in less advantaged districts to perform with distinction on Regents examinations, and they are more than twice as likely to plan to attend four-year colleges.

State aid formulas help to ensure that those districts with the least ability to raise resources locally, on average, receive the largest allocations of aid from the State. However, with few exceptions, the formulas do not consider the extra help in achieving the standards needed by children placed at risk by poverty and limited proficiency in English.

What are we doing to correct these problems? The State is raising academic standards, increasing the capacity of schools to achieve excellence, and measuring results to make schools accountable.

To raise academic standards, we have established, through a public process, higher standards throughout the curriculum and aligned State assessments with those standards. We have raised the minimum competency requirements for high school graduation to ensure that all graduates are prepared to succeed in postsecondary education or gain skilled employment. We are implementing the strategies for ensuring that all students meet the new, higher standards recommended by the Regents Task Force on Closing the Performance Gap. We are making efforts to ensure that all students spend their required school time focusing productively on academic learning.

To increase the capacity of schools to achieve excellence, we have advanced State aid proposals to ensure that all students receive the help they need to meet the standards, ensure adequate and cost-effective funding for special education, 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 on 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. We will require that all new teachers pass rigorous tests in the content areas they plan to teach. Based on the recommendations of a task force that reviewed the Boards of Cooperative Educational Services (BOCES), we are taking steps to improve the effectiveness of BOCES in preparing students for the challenges of the twenty-first century. Under regulations, teachers and parents are participating in school decisionmaking on such matters as scheduling, staffing, goal-setting, and allocating resources. We are linking educational institutions — schools, colleges, libraries, and museums — through telecommunication networks, so that working with the resources of these institutions will become a daily part of the curriculum for all students.

High student performance and capable leadership are inextricably linked. The Regents have approved the report of the Blue Ribbon Panel on School Leadership. The approved plan, based on conferences across the State, has three goals: to guarantee the quality of leadership

education, to recruit and expand the diversity of the education leaders that New York State needs, and to improve the environment for leadership. A framework for establishing new regulations on the preparation and certification of school leaders has been developed.

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 improve student results and close the gap in student performance. We have implemented a system of school and BOCES reports designed to inform the public about student performance, student demographics, and other conditions of the school.

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

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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 temporary president [pro tem] of the senate, and the speaker of the assembly, not later than the first day of January, nineteen hundred eighty-nine, nineteen hundred and ninety and nineteen hundred ninety-one and the fifteenth day of February of each year thereafter, a report concerning the schools of the state which shall set forth with respect to the preceding school year: enrollment trends; indicators of student achievement in reading, writing, mathematics, science and vocational courses; graduation, college attendance and employment rates; such other indicators of student performance as the regents shall determine; information concerning teacher and administrator preparation, turnover, in-service education and performance; expenditure per pupil on regular education and expenditure per pupil on special education and such other information as requested by the governor, the temporary president [pro tem] of the senate, or the speaker of the assembly. To the extent practicable, all such information shall be displayed on both a state-wide and individual district basis and by racial/ethnic group and gender. The regents are authorized to require school districts, boards of cooperative educational services and nonpublic schools to provide such information as is necessary to prepare the report. In preparing the report, the regents shall consult with other interested parties, including local school districts, teachers’ and faculty organizations, school administrators, parents and students.

§ 3. This act shall take effect immediately.

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NEW YORK: THE STATE OF LEARNING

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

June 2002 Edition

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Part I:

Overview

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1 Overview of the Report

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

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

Regents Goals

1. *All students will meet high standards for academic performance and personal behavior and demonstrate the knowledge and skills required by a dynamic world.*
2. *All educational institutions will meet Regents high performance standards.*
3. *The public will be served by qualified, ethical professionals who remain current with best practice in their fields and reflect the diversity of New York State.*
4. *Education, information, and cultural resources will be available and accessible to all people.*
5. *Resources under our care will be used or maintained in the public interest.*
6. *Our work environment will meet high standards.*

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

This report, like previous reports, documents wide variations in student achievement among districts in New York State. These variations are associated with differences in the social and economic context within which districts operate. Inappropriate educational experiences in any one of the three domains contributing to education — school, family, and community — may result in a child being educationally disadvantaged. Five indicators, each associated with poor school performance, are useful for identifying students at risk of educational disadvantage: 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 not to 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.

¹ Aaron M. Pallas, Gary Natriello, and Edward L. McDill, "The Changing Nature of the Disadvantaged Population: Current Dimensions and Future Trends," *Educational Researcher* 18 (June-July 1989): 16-22.

² Clifford M. Johnson, Andrew M. Sum, and James D. Weill, *Vanishing Dreams: The Economic Plight of America's Young Families* (Washington, D. C.: Children's Defense Fund, 1992).

2 Overview of State Testing Program

In New York State, the primary measures of student and school performance in the elementary and middle grades in 2000-01 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 score ranges associated with each performance level are shown below. Students scoring at Level 1, the lowest, have serious academic deficiencies and show little or no proficiency in the standards for their grade level. Students at this level need extensive academic intervention services to reach the standards. Students at Level 2 show some knowledge and skill in each of the required standards for elementary- or middle-level students but need extra help to reach all of the standards and pass the Regents examinations. Students at Level 3 meet the standards and, with continued steady growth, should pass the Regents examination in the assessed area. Students at Level 4, the highest level, exceed the standards and are moving toward high performance on the Regents examination.

Program Evaluation Tests

The Regents Action Plan mandated the creation of tests to evaluate the effectiveness of instructional programs in elementary-level science and elementary- and middle-level social studies. While the program evaluation tests are designed to evaluate programs, performance on them depends on student ability and motivation as well as program effectiveness. The elementary-level social studies test was administered for the first time in May 1987; the other two program evaluation

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

tests were introduced in May 1989. Since scores were used to evaluate programs rather than to identify students in need of academic intervention services, no State reference points were established.

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 was administered for the first time in Spring 2001. Results for this test will not be reported to the Department.

New examinations were developed to measure student performance in meeting State standards in science and social studies. The grade 5 social studies test was administered for the first time in November 2001. The grade 8 science and social studies tests were administered for the first time in Spring 2001. These tests are designed to determine whether individual students have achieved the standards expected in these curricular areas. Schools must provide academic intervention services to students scoring below the required level on any test to ensure that they reach the graduation standards. Schools did not report scores for the first administration of the grade 8 examinations to the State but will report scores for all three examinations 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 measure the commencement-level standards established by the Regents; 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 1996, the Regents acted to raise learning standards by requiring students in the future to demonstrate proficiency 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 were 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 increased 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 ninth grade 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 who entered ninth grade in 2000 will need a minimum score of 65 in English and social studies; freshmen who entered ninth grade in 2001 will need a minimum score 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. Regents examination performance will be reported in two ways. Performance on the Re-

gents examinations in English, mathematics, and social studies, which are required for graduation by students who first entered grade 9 in 1998, is reported as a percentage of students tested. Regents English and mathematics results are also presented as a percentage of the cohort of students who entered grade 9 in Fall 1996, of the cohort of students who entered grade 9 in Fall 1997, and of the cohort of students who entered grade 9 in Fall 1998. Performance on Regents examinations in global history and geography and U. S. history and government is reported as a percentage of the 1998 cohort.

Other Regents examinations will focus on a measure – percentage of average grade enrollment (AGE) passing – that considers enrollment and percentage of tested students who pass. The district 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

Beginning in 1984, the Commissioner's Regulations required 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 proficiency through criterion-referenced tests. To assist students in meeting the competency criteria, the Commissioner's Regulations require that students scoring below the designated performance levels on elementary-, intermediate-, and commencement-level State assessments in English language arts, mathematics, social studies, and science be provided appropriate academic intervention services. Beginning with the class who entered ninth grade in 2001, all general-education students are required to demonstrate proficiency 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 have been required to take Regents courses and examinations, the pool of students taking the RCTs became smaller and less able, depressing the percentage of students passing several RCTs.

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 1996, 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 who entered 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 who entered 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 is available to eligible students entering grade 9 from September 1996 through September 2004.

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	0.5	0.5	0.5	0.5
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 New York City, Buffalo, Rochester, Syracuse, and Yonkers (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 best illustrate the relationships that exist among poverty, minority status, resources, and performance. For this purpose, three additional methods of classifying public schools (by need/resource capacity, by minority composition, and by schools under registration review) and two additional methods of classifying nonpublic schools (New York City and the rest of the State, excluding New York City) are used in the report.

Need/Resource Capacity Categories. The need/resource capacity index was developed by

assessing each school district's special student needs and ability to provide resources relative to the State average. This classification scheme more clearly indicates where in the State system some children are failing because they have not been provided the resources necessary to succeed. In particular, it recognizes that certain districts in addition to the Big 5 — whether small city, suburban, or rural — serve extraordinarily large numbers of educationally disadvantaged children who have not been given full opportunity to learn and succeed. Definitions of, and information about, need/resource capacity categories are found in *Part 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. 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 reported by race/ethnicity.

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

Schools Under Registration Review. Data are provided in the *Statewide Profile* for one additional group of public schools: Schools Under Registration Review (SURR) during the 2000-01 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: Longitudinal Trends*. 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 2002 report, the district data are organized into 17 tables. Table 1 reports enrollment; student demographics; attendance, dropout, and suspension rates; college-going rate; and student/staff ratios. Table 2 presents school finance data, including district expenditures for general and special education. Table 3 reports data on class size and teacher characteristics. Table 4 presents information on special education classification, placement, graduation, and dropout rates. Table 5 presents performance on the NYSAP. Table 6 reports Regents diplomas and performance on the State assessment in grade 4 science. Tables 7 through 12 report Regents examination performance. Table 13 presents 1997 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 1998-99 to 2000-01.

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, a glossary is provided with the files. Information about obtaining these files can be obtained by calling (518) 474-7965. These data and comparable school-level data can also be viewed on the Department's Information, Reporting and Technology Services Web site: <http://www.emsc.nysed.gov/irts>.

Part II:

Longitudinal Trends

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☆ Highlights

Student Demographics

- ☆ *In Fall 2000, 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 11 percent since 1990, reaching 2.84 million in Fall 2000.*
- ☆ *In 2000-01, 114 public schools – 98 in New York City and 16 in other districts – were under registration review. Of all State public school students, 3.2 percent attended one of these schools.*
- ☆ *In Fall 2000, 8.4 percent of students in public schools were identified as limited English proficient.*
- ☆ *In Fall 2000, 12.0 percent of all students attending public and nonpublic schools were identified as students with disabilities.*

Resources

- ☆ *Of the \$31.1 billion in 1999-2000 school district revenues, the State provided 44.0 percent; districts, 51.4 percent; and the federal government, 4.6 percent. Revenues from all three sources increased, compared with 1995-96.*
- ☆ *In 1999-2000, State revenue to schools was \$3,502 million (34 percent) greater than in 1995-96. Considering inflation, however, State aid in 1999-2000 was worth 23 percent more than aid in 1995-96.*
- ☆ *Between 1995-96 and 1999-2000, total district revenues increased 14 percent before inflation and 12 percent after inflation. Over the five-year period, the mean expenditure per pupil, after adjustment for inflation, increased by nine percent.*
- ☆ *In 2000-01, school staffing levels reached a record high. Approximately 220,000 persons taught in the State's public schools; an additional 43,000 served in other professional positions.*
- ☆ *In New York City in 2000-01, elementary classes averaged four more students and secondary classes averaged six to eight more students than classes outside the Big 5.*

Performance

- ☆ *On the New York State Assessment Program in English language arts, 60 percent of elementary-level students and 45 percent of middle-level students in public schools met the standards in 2001.*

- ☆ *On the New York State Assessment Program in mathematics in 2001, 69 percent of elementary-level students in public schools met the standards, but only 39 percent of middle-level students did so.*
- ☆ *Almost as many students scored 55 or higher on the Regents global history examination in 2001 as took the Regents global history and geography and global studies examinations in 2000.*
- ☆ *More students passed (scored 65 or higher on) the Regents U.S. history and government examination in 2001 than took the examination in 1997.*
- ☆ *For all public and nonpublic schools that administered Regents examinations, the percentage of average grade enrollment passing increased in seven examination areas between 1996 and 2001. Large improvements occurred on Earth science and biology (or living environment) examinations, which can be used to satisfy the new graduation requirements.*
- ☆ *In all public schools, 80 percent of general-education students in the 1998 cohort met the graduation requirement (scored 55 or higher) on the Regents English examination after three years of high school; 79 percent scored 55 or higher on the Regents mathematics examination after three years.*
- ☆ *The number of students with disabilities scoring 55 or higher on the Regents biology (or living environment) examination nearly tripled between 1998-99 and 2000-01.*
- ☆ *In 2001, the largest percentage of public school graduates (50 percent) earned Regents endorsements since the Regents Action Plan was enacted.*
- ☆ *Fully 80.4 percent of State seniors graduating from public and nonpublic schools in 2001 planned to pursue some form of postsecondary education.*
- ☆ *The mean Scholastic Assessment Test (SAT I) composite score of the class of 2001 was 1000, 12 points higher than the mean of the class of 1993.*
- ☆ *Since 1991, the number of students in New York participating in Advanced Placement examinations has increased by 91 percent.*

Attendance, Suspensions, and Dropouts

- ☆ *In 1999-2000, 4.7 percent of State public school students were suspended from school one or more times.*
- ☆ *In 1999-2000, the State dropout rate was 4.0 percent. On average, large urban districts had higher dropout rates than other districts: the dropout rate was 7.0 percent in New York City public schools; 3.8 percent in the Large City Districts; and 2.2 percent in districts outside the Big 5.*
- ☆ *In 1999-2000, 2.3 percent of public school students left their secondary schools to attend a preparation program leading to a high school equivalency diploma.*

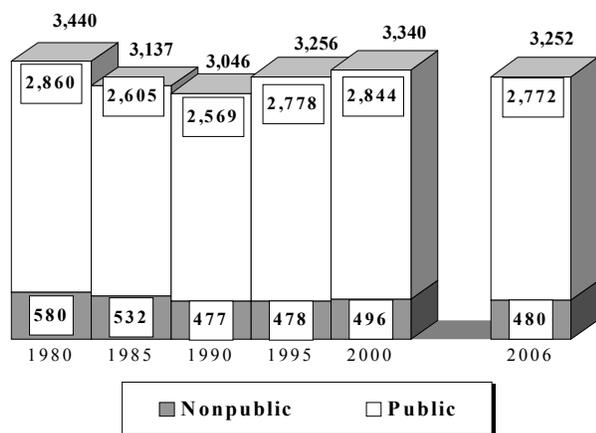
1 Enrollment Trends

In Fall 2000, 3.34 million students were enrolled in New York State's public and nonpublic schools. Of these students, 2.84 million attended public schools and 0.50 million (14.8 percent) attended nonpublic schools (Table 2.1 and Figure 2.1).

TABLE 2.1	
ELEMENTARY AND SECONDARY PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT	
PAGE 20	

Total public and nonpublic enrollment increased 10 percent between 1990 and 2000; nevertheless, three percent fewer students were enrolled in Fall 2000 than in Fall 1980. Total enrollment is predicted to remain relatively stable through Fall 2006. The percentage of students attending nonpublic schools is expected to remain the same (14.8 percent) in 2006 (Table 2.1).

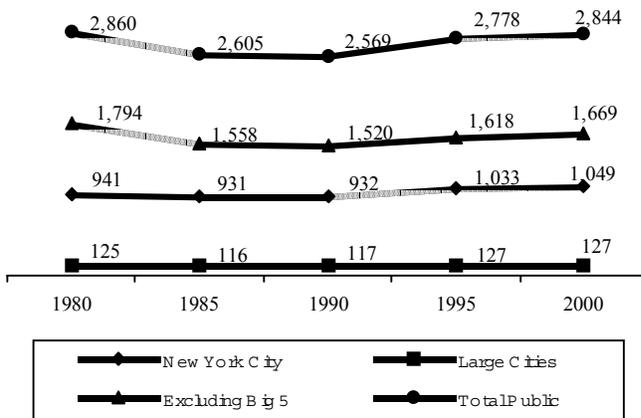
Figure 2.1
Public and Nonpublic
K-12 School Enrollment (in thousands)
Fall 1980 to Fall 2006 (projected)



Public School Enrollment

Following 10 years of growth, public school enrollment reached 2.84 million in Fall 2000. Public school enrollment was at its highest (3.52 million) in 1971. A period of declining enrollment followed, reaching a low (2.54 million) in 1989. Despite an 11 percent increase since 1990, enrollment was 0.6 percent lower in 2000 than in 1980 (Figure 2.2). The upward trend, which originated with an increase in the elementary-school-age population in 1986, has ended. Enrollments are predicted to decline to 2.77 million by Fall 2006 (Table 2.1).

Figure 2.2
Enrollment Trends in Public Schools
by Location (in thousands)
Fall 1980 to Fall 2000



Between 1980 and 1985, enrollments declined less rapidly in New York City (1.1 percent) than in Large City Districts (7.2 percent) or in Districts Excluding the Big 5 (13.2 percent) (Figure 2.2). Between 1985 and 1990, enrollments increased by 0.1 percent in New York City and by 0.9 percent in Large City Districts but decreased by 2.4 percent in Districts Excluding the Big 5. From 1990 to 2000, enrollments increased in all categories; however, the rate of increase in New York City public schools (12.6 percent) was somewhat greater than the statewide rate (10.7 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 2000-01 school year, 223 schools had been identified for registration review. One hundred twenty-four of these schools, including 29 during the 2000-01 school year, have been removed from registration review. Fourteen of these 29 schools were removed because they achieved the student performance standards established by the Commissioner. Fifteen schools ceased operation in June 2001 pursuant to closure plans developed by their district and approved by the Commissioner. Twenty-six schools were identified for registration review in the 2000-01 school year. For the first time during the 2000-01 school year, five schools that had previously been removed from registration review were identified.

In 2000-01, 114 public schools – 98 in New York City and 16 in other districts – were under registration review (Table 2.2). After the closure of 15 schools in June 2001, 99 schools remained under registration review as the 2001-02 school year began. Of all students enrolled in New York City public schools, seven percent attended a SURR school; outside New York City, less than two-thirds of one percent of students were enrolled in SURR schools. Of all public school students

statewide, 3.2 percent attended one of these schools. Information on demographics and performance in SURR schools can be found in Appendix B.

TABLE 2.2

**NUMBER OF SURR SCHOOLS
AND ENROLLMENT**

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Prekindergarten Enrollment

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

The Universal Prekindergarten (UPK) program was established by statute in 1997. The UPK program completed its third year of operation during the 2000-01 school year. In 2000-01, 163 school districts (out of 419 eligible to participate) operated a UPK program. The total number of children served by the UPK program was 48,139, representing 77 percent of the total number of children funded. In the first year of the program, 65 school districts served 18,389 students. In 1999-2000, a total of 35,188 were served. These students were funded by the UPK program as well as other sources. The number of children served in 2000-01 increased by 37 percent over the previous year. The statute requires districts to form an advisory board, hold a public hearing, and develop a program plan that includes collaboration with community early childhood education programs. Applications from implementing districts indicated that statutory requirements were met.

Between Fall 1980 and Fall 2000, 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 1980, 17.8 percent of the State's four-year-old population was enrolled in these programs. Twenty years later, the number enrolled had increased to 50.0 percent of the State's four-year-olds. The enrollment in these programs more than 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.

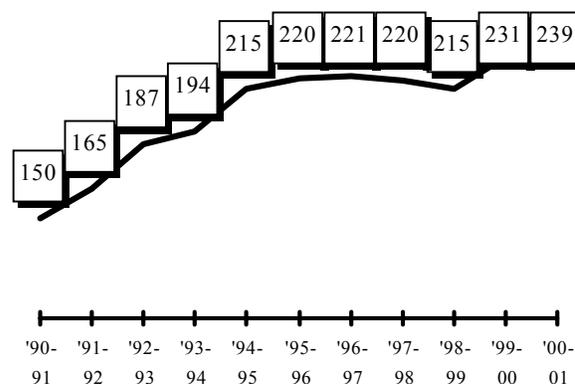
<p>TABLE 2.3</p> <p>TRENDS IN PUBLIC AND NONPUBLIC SCHOOL PREKINDERGARTEN ENROLLMENTS FOR THE STATE AND NEW YORK CITY</p> <p>PAGE 22</p>

English Language Learners

Part 154 of Commissioner's Regulations defines students with limited English proficiency (LEP) as students who, by reason of foreign birth or ancestry, speak a language other than English and (1) either understand and speak little or no English or (2) score at or below the 40th percentile on an English language assessment instrument. Another term popularly used for these students is English language learners (ELLs). 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 language (if available) or in English. Identified students are entitled to special instructional and assessment services to assist them in learning English and achieving objectives in other academic areas. 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 2000-01, the number of ELLs served by public schools increased by 3.5 percent over the previous year and was 59 percent higher than in the 1990-91 school year (Figure 2.3). Statewide, 8.4 percent of public school 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.

Figure 2.3
Number of Public School Students Who Are English Language Learners (in thousands) 1990-91 to 2000-01

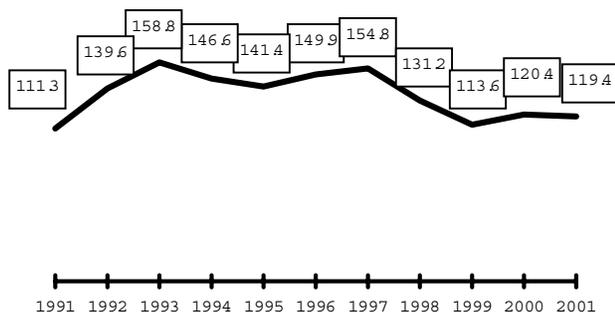


Enrollment of Immigrant Students

Newly immigrated children may require a variety of special services to ensure a smooth transition to American schools. Immigrant students who are ELLs are eligible for special programs. Many immigrant students, however, come from other English-speaking countries and are not eligible for these programs. Nonetheless, many of these students, particularly those from developing countries, are poorly prepared for the culture and expectations of American classrooms. Some, for example, emigrated from countries with fewer years of compulsory attendance than American schools. Federal grants from the Emergency Immigrant Education Program (EIEP) 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 43 percent between 1991 and 1993. Since 1993, the number has fluctuated, reaching a nine-year low in 1999, then increasing by 7,000 in 2000 and then decreasing by 1,000 between 2000 and 2001. The majority (87 percent) of eligible students attended New York City public schools. In March 2001, more than 1 in 10 New York City public school students were eligible. The remaining eligible students attended one of the 41 other funded districts.

Figure 2.4
Number of Public School Students
Eligible for the Emergency Immigrant
Education Assistance Program
(in thousands)
1991 to 2001



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 education services. State agencies, such as the Office of Mental Retardation and Developmental Disabilities, the Office of Mental Health, the Office of Children and Family Services, and the Department of Correctional Services, also provide services. Approximately 98 percent of students with disabilities ages 4 to 21 receive services through placements made by public school districts. The remaining students are placed by the courts or State agencies either in State agency programs or in approved private schools.

In the last 20 years, the number of students ages 5 to 21 enrolled in K-12 special education programs statewide has increased 85 percent, from 216,342 students in Fall 1980 to 400,386 students in Fall 2000 (Table 2.4). During the same timeframe, statewide public and nonpublic enrollment decreased by 2.9 percent. Consequently, the share of total public and nonpublic enrollment represented by students with disabilities increased from 6.3 percent in Fall 1980 to 12.0 percent in Fall 2000.

TABLE 2.4

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

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Many factors, including legislative initiatives, court decisions, and State Education Department policy, affect special education enrollments. The federal Education of All Handicapped Children Act (now known as the Individuals with Disabilities Education Act) enacted in 1975 guaranteed, for the first time, a free and appropriate public education to all children with disabilities. The law further mandated multidisciplinary evaluations and required that individualized education programs for identified students be delivered in the least restrictive environment. At the State level, Article 89 specifies requirements and procedures for the education of students with disabilities.

Three factors explain most of the increases in special education enrollments. First, in the early 1980s, consistent with federal requirements, New York State Law expanded the categories of disabilities to include learning disabilities, autism, multiply disabled, orthopedic conditions, and health impairments, making more children eligible to receive special education services. Second, the 1979 federal court decision *José P. v. Ambach* resulted in more timely evaluations and more appropriate program placements for children with disabilities in New York City. Third, in 1980 the State altered the method used to allocate State aid for educating children with disabilities, replacing the kind of

disability with the intensity of services provided as a factor in distributing aid. This change resulted in a significant increase in the total State funds provided for special education programs.

Further, 1989 legislation gave local school districts responsibility for the delivery of preschool special education services and programs to children with disabilities, ages three to five. Previously, special education preschool services were delivered through the Family Court system. Statewide, in 2000-01, 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 those students. 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. The special education classification rate increased by 1.3 percentage points between Fall 1995 and Fall 2000. Several initiatives have been implemented to reduce the classification rate. Chapter 405 of the Laws of 1999 required the Department to identify school districts with very high classification rates and provide technical assistance to these districts. The Department has also been consistently focusing on school district classification rates in school district report cards, in other Department publications, and as a part of the Quality Assurance monitoring process for special education. In addition, the Department is taking steps to ensure that general education settings are better able to meet the needs of students with learning or behavior problems. Strategies for doing this include enhancing early reading and mathematics programs, particularly in low-performing schools, and providing support services for students in general education settings.

Career and Technical Education Enrollment

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

Career and technical education programs are divided into 16 broad categories: Agriculture and Natural Resources; Arts and Communications Services; Business and Administrative Services; Construction; Education and Training Services; Financial Services; Health Services; Hospitality and Tourism; Human Services; Information Technology Services; Legal and Protective Services; Logistics, Transportation, and Distribution Services; Manufacturing; Public Administration/Government Services; Scientific, Engineering, and Technical Services; and Wholesale/Retail Sales and Services. Each category comprises from 3 (Public Administration/Government Services) to 62 (Health Services) programs, preparing students for specialties within the broad area. For example, Logistics, Transportation, and Distribution Services programs include Auto Mechanics, Construction Equipment Operation, and Small Engine Repair. Within the Health Services career area, programs include Dental Hygienist, Medical Assistant, and Licensed Practical Nurse training.

Table 2.5 indicates that 33.4 percent of secondary students participated in career and technical education programs operated by public school districts or BOCES during the 2000-01 school year. Statewide, the number enrolled was the smallest it has ever been. The number of students participating was 15 percent smaller in 2000-01 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.

TABLE 2.5

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

PAGE 24

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 10 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 to meet their graduation requirements. These students may take integrated or specialized courses, or a combination of both, that include English, mathematics, science, and other knowledge and skills with technical skills. Such courses would allow them to meet New York's learning standards by satisfying course requirements and preparing them for required State assessments.

Table 2.1
Elementary and Secondary Public and Nonpublic School Enrollment
New York State
Fall 1980 to Fall 2006

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 1980	1,393,745	1,466,626	2,860,371	332,031	247,833	579,864	1,725,776	1,714,459	3,440,235	16.9%
Fall 1985	1,320,891	1,284,472	2,605,363	309,064	223,060	532,124	1,629,955	1,507,532	3,137,487	17.0
Fall 1990	1,429,102	1,140,048	2,569,150	284,036	193,071	477,107	1,713,138	1,333,119	3,046,257	15.7
Fall 1995	1,547,485	1,230,391	2,777,876	286,383	191,506	477,889	1,833,868	1,421,897	3,255,765	14.7
Fall 2000	1,566,615	1,277,495	2,844,110	293,348	202,205	495,553	1,859,963	1,479,700	3,339,663	14.8
Projected										
Fall 2006	1,425,694	1,346,369	2,772,063	265,043	214,763	479,806	1,690,737	1,561,131	3,251,869	14.8

Table 2.2
Number of SURR Schools and Enrollment
New York State
1990–91 to 2000–01

Year	New York City		Rest of State		Total State	
	Number of Schools	Enrollment	Number of Schools	Enrollment	Number of 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	8	7,462	102	79,073
2000–01	98	78,063	16	11,787	114	89,850

Table 2.3
Trends in Public and Nonpublic School Prekindergarten
Enrollments for the State and New York City
New York State
Fall 1980 to Fall 2000

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 1980	221,770	39,425	17.8%	89,631	14,486	16.2%
Fall 1985	239,664	56,824	23.7	99,100	22,990	23.2
Fall 1990	245,219	72,924	29.7	97,043	31,348	32.3
Fall 1995	281,586	87,021	30.9	112,690	35,823	31.8
Fall 2000	248,715	124,317	50.0	104,246	65,471	62.8

Table 2.4
Trends in Special Education
Enrollment for the State and New York City*
New York State
Fall 1980 to Fall 2000

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 1980	1,254,072	78,944	6.3%	2,186,163	137,398	6.3%	3,440,235	216,342	6.3%
Fall 1985	1,221,091	106,363	8.7	1,916,396	159,794	8.3	3,137,487	266,157	8.5
Fall 1990	1,199,748	107,944	9.0	1,846,509	169,223	9.2	3,046,257	277,167	9.1
Fall 1995	1,297,971	124,209	9.6	1,957,794	222,917	11.4	3,255,765	347,126	10.7
Fall 2000	1,323,836	149,525	11.3	2,015,827	250,861	12.4	3,339,663	400,386	12.0

*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 6,955 such students on December 1, 2000.)

Table 2.5
Trends in Secondary Career and Technical Education Enrollment
for the State, New York City, and the Rest of State, including BOCES
New York State
1986-87 to 2000-01

School Year	New York City			Rest of State Including BOCES			Total State Including BOCES		
	9-12 Enrollment	Career & Tech. Education Enrollment	Career & Tech. Education Enrollment as a % of 9-12	9-12 Enrollment	Career & Tech. Education Enrollment	Career & Tech. Education Enrollment as a % of 9-12	9-12 Enrollment	Career & Tech. Education Enrollment	Career & Tech. Education Enrollment as a % of 9-12
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
2000-2001	272,657	126,547	46.4	508,231	134,495	26.5	780,888	261,042	33.4

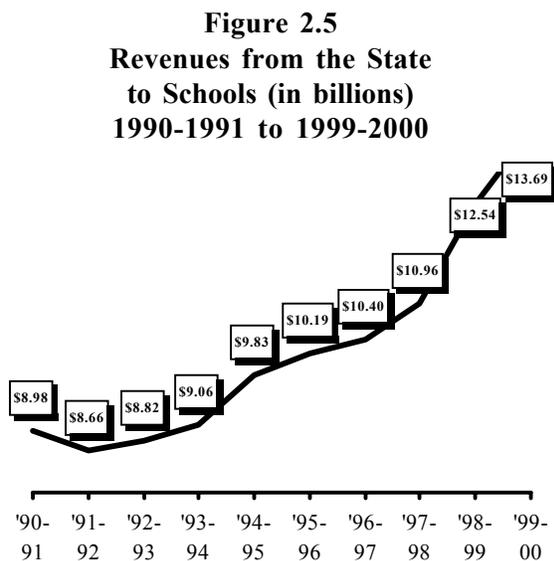
2 Resource Trends¹

School Finance

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

State, Local, and Federal Support

State revenues to schools were fairly stable between 1990-91 and 1993-94 (Figure 2.5). The State substantially increased revenues to schools in each year beginning in 1993-94. 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 1995-96 to 1999-2000 (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 larg-

est increase, 14.4 percent, occurred in 1998-99. Examining the five-year trend shows that in 1999-2000, State revenues to schools were \$3,502 million (34 percent) greater than in 1995-96. Considering inflation, however, State revenue to schools in 1999-2000 was worth 23 percent more than in 1995-96.

TABLE 2.6

**TOTAL REVENUES FOR PUBLIC
 ELEMENTARY, MIDDLE, AND
 SECONDARY EDUCATION**

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In 1998-99, the State began making School Tax Relief (STAR) payments to public school districts. STAR is designed to reduce the property tax burden of homeowners. Homeowners receive a school property tax exemption and the State reimburses the district for the money lost in taxes because of the exemption. In 1998-99, STAR provided over \$580 million to school districts (two percent of total revenues) in addition to State aid. Revenues from STAR were included in State revenue calculations for the 1998-99 and 1999-2000 school years.

Financing public education, like governing schools, is a responsibility shared by the State and local communities, with limited assistance from the federal government. In 1999-2000, districts raised \$15.98 billion through tax levies and other local revenue sources to support education. The district contribution represented an increase of \$1.98 billion or 14 percent since 1995-96.

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 1999-2000, the federal contribution to State schools was \$1.43 billion, an increase of 26 percent since 1995-96. 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 1995-96 and 1999-2000 total district revenues increased by 23 percent (12 percent after inflation) to \$31.09 billion. State and federal revenues increased at a faster rate than local revenues.

In 1999-2000, the State contribution was 44.0 percent, compared with 40.2 percent in 1995-96. The local share was 51.4 percent, compared with 55.3 percent in 1995-96; and the federal share was 4.6 percent, compared with 4.5 percent in 1995-96.

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 1995-96 and 1997-98, before increasing substantially in 1998-99 (Table 2.7). Comparing 1999-2000 with 1995-96, in absolute dollars, State revenue per pupil increased 29 percent. Adjusted for inflation, State revenue per pupil increased 18 percent.

<p>TABLE 2.7</p> <p>STATE REVENUES PER PUPIL AND EXPENDITURES PER PUPIL IN PUBLIC ELEMENTARY, MIDDLE, AND SECONDARY EDUCATION</p> <p>PAGE 30</p>

During this five-year period, statewide, the mean expenditure per pupil increased at a slower rate than State aid per pupil. The 1999-2000 mean

expenditure per pupil was \$11,040, an increase of 19 percent over 1995-96. Over the five-year period, adjusted for inflation, expenditures per pupil increased nine percent.

Public School Teachers and Administrators

In 2000-01, staffing levels reached a record high. Approximately 220,000 persons taught in the State's public schools; an additional 43,000 professionals 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 approximately 5,900 more classroom teachers and 1,800 additional other professional staff.

<p>TABLE 2.8</p> <p>PROFESSIONAL STAFF IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS</p> <p>PAGE 31</p>

Tracing a 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 staff (14 percent) between 1982-83 and 1990-91. Staffing decreased in 1991-92 and then increased continuously, reaching 262,511 in 2000-01. 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 2000-01, 262,500 professional staff (full- and part-time) served 2.84

million students. In that year, on average, districts employed one classroom teacher for every 12.9 students compared with one for every 13.7 students in 1990-91, and one for every 17.3 in 1980-81 (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 2000-01 with those in 1990-91, kindergarten and elementary classes in all district categories were smaller. Secondary classes in U.S. history and government and English 9 were larger in all categories, except New York City, while secondary classes in biology were smaller in all categories.

On average, each kindergarten class in 1999-2000 included 20 students and other classes, 22 to 24 students. 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 students 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.

TABLE 2.9
PUBLIC SCHOOL
AVERAGE CLASS SIZE
IN SELECTED
GRADES AND COURSES

PAGE 32

Figure 2.6
Trends in Public School Enrollment
and Total Professional Staff
1975-76, 1982-83, 1991-92, and 2000-01

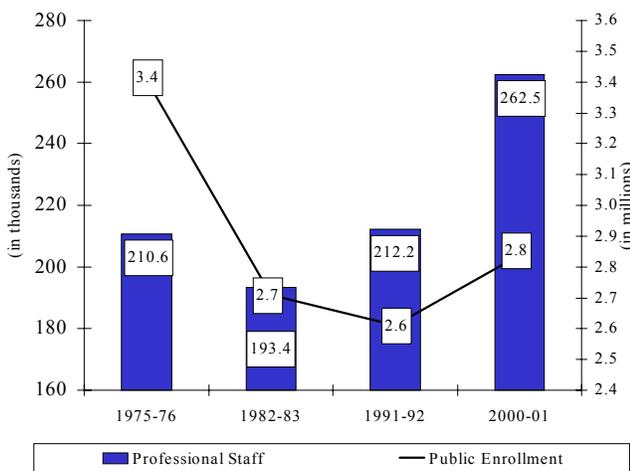
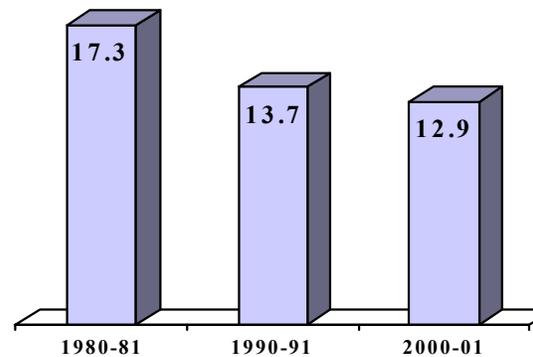


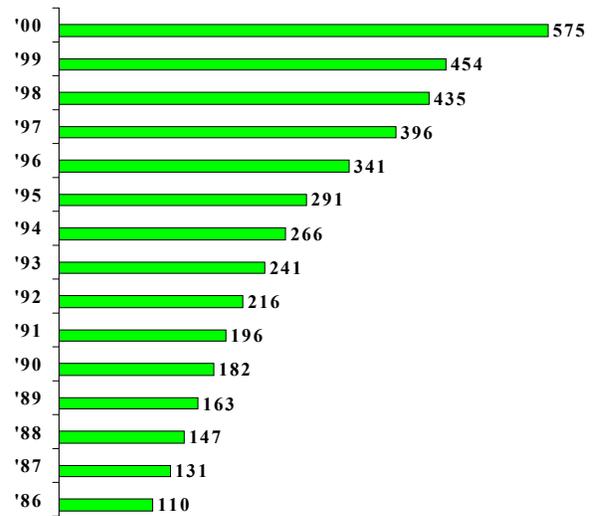
Figure 2.7
Number of Students per Teacher
1980-81, 1990-91, and 2000-01



Microcomputers

To develop proficiency in the use of technology, students must have regular access to computers and other technology accessories. School districts across the State are making progress in giving students opportunities to develop technological literacy. In 2000, the number of microcomputers in New York's public schools was more than five times the number in 1986 (Figure 2.8). In 2000, these schools acquired an additional 121,000 microcomputers over the previous year.

Figure 2.8
Growth in Number of Microcomputers in
New York State Public Schools (in thousands)
Fall 1986 to Fall 2000



Endnotes

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

Table 2.6
Total Revenues for Public Elementary, Middle, and Secondary Education
(in thousands)
New York State
1995–1996 to 1999–2000

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
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
1999–00	31,090,808	13,689,833	44.0	1,425,615	4.6	15,975,358	51.4

Source: Thirteenth 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
1995–1996 to 1999–2000

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
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	10,371	5.2
1999–00	4,784	8.5	11,040	6.5

Source: Thirteenth 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; students with disabilities 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 students 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
1975–76 to 2000–01

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
2000–01	219,615	42,896	262,511

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, 1999–2000, and 2000–2001

Location/Year	Kindergarten	Grades 1-6	English 7	English 9	Regents 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
2000–01	21.7	24.8	28.2	27.8	29.6	29.2
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
2000–01	17.1	20.9	23.6	22.8	25.0	24.7
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
2000–01	18.9	20.9	21.8	21.3	21.5	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
2000–01	19.6	22.0	23.1	22.7	23.8	23.7

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 three 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 examination in 2001 than in 1999. In January 2001, 60 percent of public school fourth-graders (compared with 49 percent in 1999) demonstrated achievement of the skills and knowledge in English language arts expected of elementary-school students (Figure 2.9). Seventeen percent of fourth-graders demonstrated knowledge and skills consistent with the State standards for middle-level students. An additional 30 percent showed some of the knowledge and skills expected of fourth-graders. The performance of 10 percent was severely deficient.

Figure 2.9
Percentage of Tested Public School Students Scoring at Each Performance Level on Elementary-Level English Language Arts 1999, 2000, and 2001

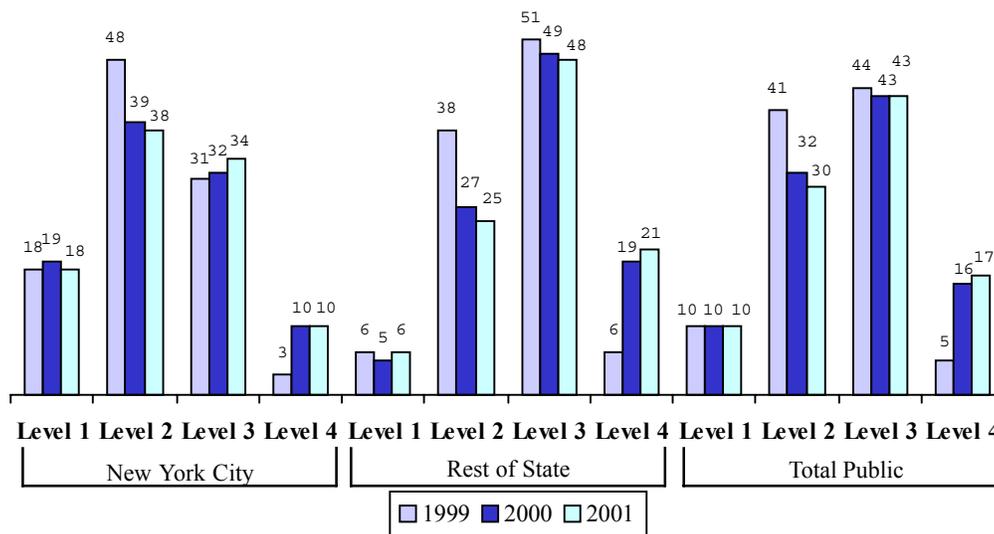


Figure 2.10
Percentage of Tested Public School Students Scoring at Each
Performance Level on Elementary-Level Mathematics
1999, 2000, and 2001

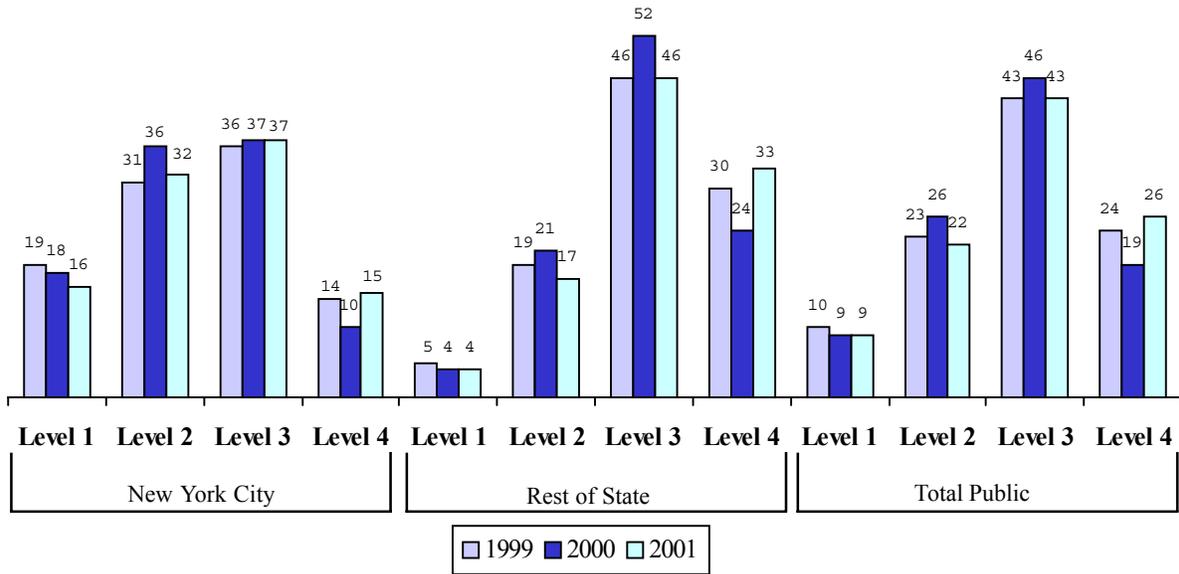
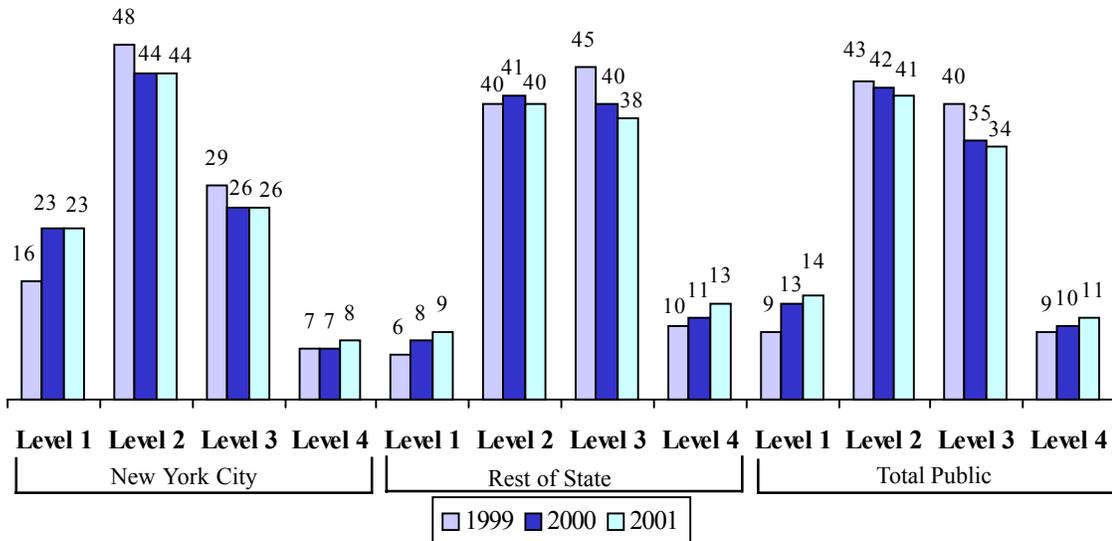


Figure 2.11
Percentage of Tested Public School Students Scoring at Each
Performance Level on Middle-Level English Language Arts
1999, 2000, and 2001



New York City fourth-graders also showed improved performance in 2001: 44 percent of tested students scored at Levels 3 and 4. Consistent with historical patterns of performance on the PEP test in reading, more New York City 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

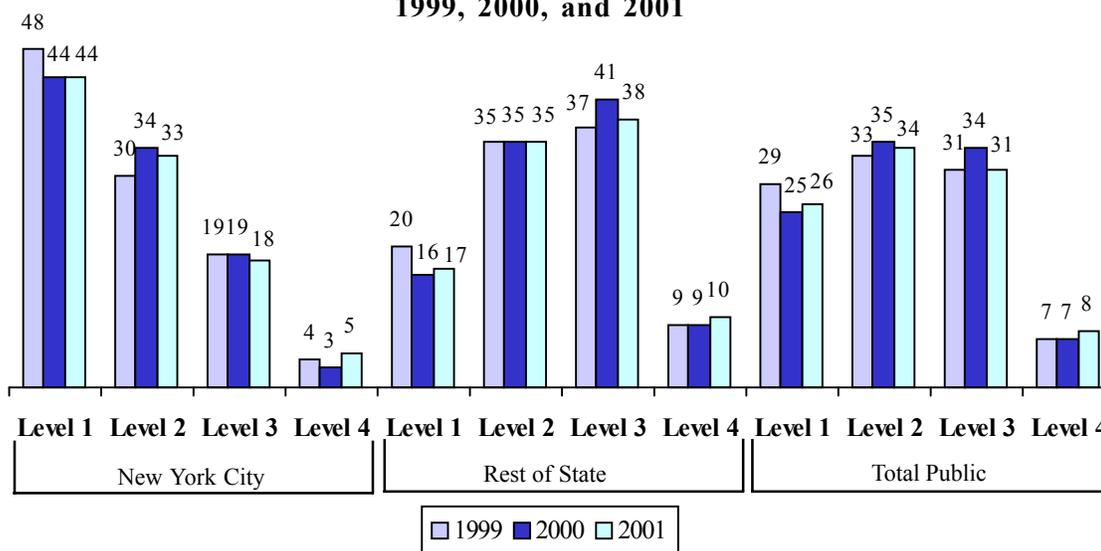
In 1999, 2000, and 2001, a larger percentage of tested students succeeded in meeting the State standards on this assessment than any other in the NYSAP (Figure 2.10). In 2001, a slightly larger percentage of students scored at Levels 3 or 4 than in the previous year (69 percent in 2001 compared with 65 percent in 2000). Twenty-six 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 2001.

Middle-Level English Language Arts (ELA)

While fourth-graders scored slightly higher on the ELA assessment in 2001 than in 1999, eighth-graders statewide scored lower. In 2001, 45 percent of eighth-graders demonstrated proficiency in 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-four percent of New York City eighth-graders, compared with 51 percent in the Rest of State, demonstrated proficiency on the middle-level ELA standards.

Figure 2.12
Percentage of Tested Public School Students Scoring at Each Performance Level on Middle-Level Mathematics 1999, 2000, and 2001



Middle-Level Mathematics

From 1999 to 2001, 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). Performance statewide declined slightly in 2001 from the previous year. Only 39 percent of tested students scored at Levels 3 or 4. Statewide, 26 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 2001, only 23 percent of New York City students were able to meet the standards. The large percentage of mathematics teachers teaching out of certification 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.

Need for Academic Intervention Services (AIS)

In 2000-01, 24 percent of students who took elementary-level assessments in English language arts (ELA) and mathematics scored at Level 1 or Level 2 on both assessments and required evaluation for academic intervention services (AIS) in both subjects. Five percent of tested students scored at Level 1 on both assessments. Nearly 13 percent of elementary-level students scored at Level 4 on the ELA and mathematics assessments. More middle- than elementary-level students required AIS. Forty-six percent of students who took middle-level assessments in ELA and mathematics scored at Level 1 or Level 2 on both assessments; 11 percent scored at Level 1. Only four percent of middle-level students scored at Level 4 on both assessments.

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 *Elementary Science Syllabus*, Levels I and II and the *New York State Learning Standards for Mathematics, Science, and Technology (Elementary Level)*. The new science test is used to evaluate student as well as school performance, whereas the previous version was used to measure school performance only.

In 2000 and 2001, public school students answered, on average, 32 out 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-three percent of fourth-graders in 2001 compared to 34 percent in 2000 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 33 in 2001 and 32 in 2000 on this portion of the test.

Figure 2.13
Mean Scores of Public School Students Tested in Elementary-Level Science in 2000 and 2001

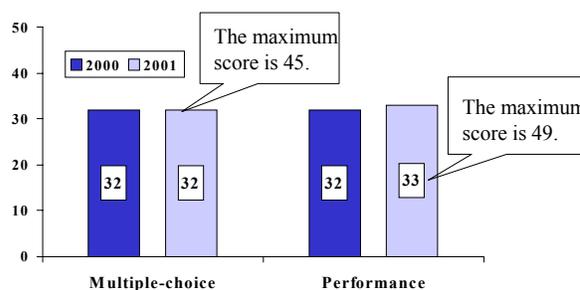
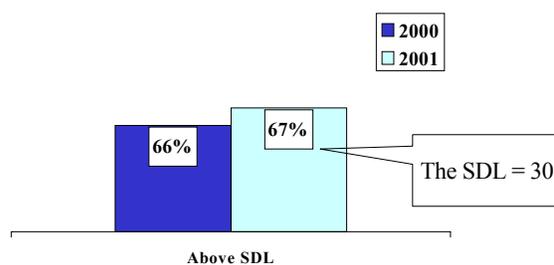


Figure 2.14
Percentage of Students Tested in Elementary-Level Science Scoring above the State Designated Level (SDL)



Regents Examinations

General-education students who entered ninth grade for the first time in 1996 were required to score at least 65 (55 with local board approval until the requirements are fully implemented) on the Regents examination in English; students who entered ninth grade in 1997 were required to score at least 65 (55 with local board approval) on the Regents English examination and a Regents mathematics examination; and students who entered ninth grade in 1998 must also score at least 65 (55 with local board approval) on the Regents global history and geography and the Regents U.S. history and government examinations. 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 to graduate did so in spring 1999. In 1999-2000, 98 percent of public secondary schools and 53 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 the number scoring 65-100 are reported. Second, performance on the Regents English and mathematics examinations is reported as a percentage of the number of students enrolled in the 1996, 1997, and 1998 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; sequential mathematics, course I; global studies (or global history and geography); and U.S. history and government.

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, the De-

partment reported only the results of June administrations of the Regents examinations. As schools administered increasing numbers of examinations in January, our statistics underrepresented 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 if the student took an examination more than once during the school year. In previous years, a student might have been reported as failing in January 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 four of the five core Regents examinations has increased substantially since 1996 (Figures 2.15, 2.17, 2.18, and 2.19). In fact, on four Regents examinations, comprehensive English, global studies (or global history and geography), U.S. history and government, and biology (or living environment), the number of public school students scoring 55 or higher was greater in 2001 than the number tested in 1996. The increases in numbers of students scoring 55-100 compared to the numbers of students tested on those four examinations between 1996 and 2001 ranged from 31 to 50 percent. The 2000-01 downturn in performance in mathematics reflects the greater difficulty students experience with the mathematics A examination compared with the sequential mathematics, course I, examination (Figure 2.16).

In 2001, 90 percent of tested students scored 55 or higher on the Regents English examination, as did 69 percent on the Regents sequential mathematics, course I, or mathematics A examination. Scoring 55 or higher on these examinations satisfies the minimum graduation requirements in English and mathematics during the phase-in of new requirements.

Figure 2.15
Trends in Numbers Tested and Scoring
55 to 100 and 65 to 100 on the Regents
Examination in Comprehensive English
1995-96 to 2000-01

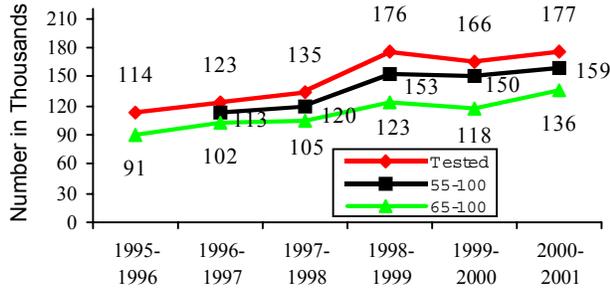


Figure 2.16
Trends in Numbers Tested and Scoring
55 to 100 and 65 to 100 on the Regents
Examinations in Sequential Mathematics, Course I,
and Mathematics A
1995-96 to 2000-01

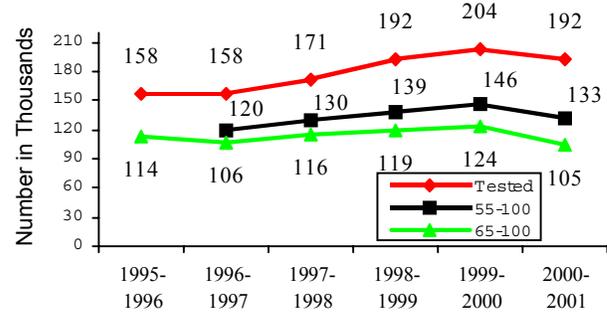


Figure 2.17
Trends in Numbers Tested
and Scoring 55 to 100 and 65 to 100
on the Regents Examinations in
Global Studies and Global History and Geography
1995-96 to 2000-01

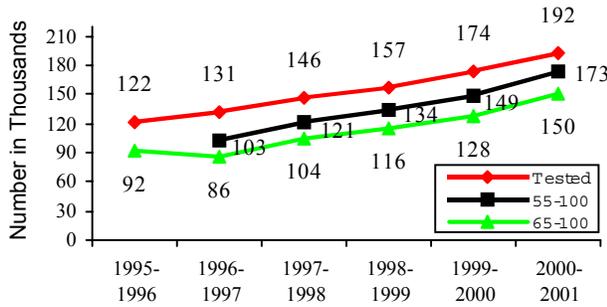


Figure 2.18
Trends in Numbers Tested
and Scoring 55 to 100 and 65 to 100
on the Regents Examination in
U.S. History & Government
1995-96 to 2000-01

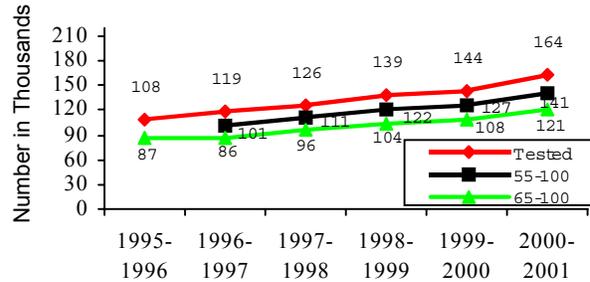
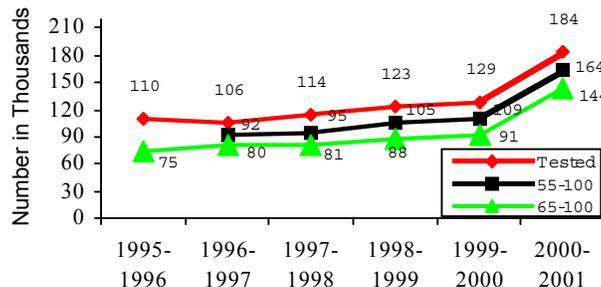


Figure 2.19
Trends in Numbers Tested
and Scoring 55 to 100 and 65 to 100
on the Regents Examinations in
Biology and Living Environment
1995-96 to 2000-01



Cohort Performance after Three Years of High School

More students in the 1998 cohort than in the 1996 cohort met the graduation requirements in English and mathematics after three years. In public schools statewide, 78 percent of general-education students in both the 1996 and 1997 cohorts and 80 percent in the 1998 cohort met the English graduation requirement after three years by scoring 55 or higher on the Regents English examination (Figure 2.20). A small percentage of students in each cohort failed the examination (6, 4, and 3 percent, respectively). Most students who had not met the English graduation requirement at the end of three years had not taken the examination (16, 18, and 17 percent, respectively). A greater percentage of students in the 1998 cohort than in the 1996 or 1997 cohort scored 55 or higher on the Regents mathematics examination, 79 percent in the 1998 cohort compared with 77 percent in the 1997 cohort and 71 percent in the 1996 cohort (Figure 2.22). The increase in the number of students scoring 55 or higher on the mathematics examination is not unexpected given that Regents mathematics was not a graduation requirement for students in the 1996 cohort. A larger percentage of students in the 1997 and 1998 cohorts 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 also did not perform as well in mathematics as in English.

In all cohorts, students in 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 1998 cohort met the minimum standard in English and 91 percent did so in mathematics in Rest of State schools. In New York City and Large City Districts, only slightly more than half of the students in the 1998 cohort scored at least 55 on the Regents mathematics examination, and about two-thirds did so in English. 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.

Eighty-three percent of general-education stu-

dents in the 1998 cohort met the Regents global history and geography graduation requirement after three years; 74 percent scored 65 or higher (Figures 2.24 and 2.25). Sixty-five percent of general-education students in the 1998 cohort met the Regents U.S. history and government graduation requirement after three years; 59 percent scored 65 or higher (Figures 2.26 and 2.27). Students typically take the global history and geography examination after two years of high school, the U. S. history and government examination after three years. Students who have fallen behind their grade peers may not yet have taken the U. S. history and government examination.

1997 Cohort Performance after Four Years of High School

After one additional year of high school, the percentage of general-education students in the 1997 cohort meeting the graduation requirement in English rose to 89.1 percent, an increase of 11 percent, statewide (Table 2.10). The increase in New York City and Large City Districts was substantial, an additional 17 percent of students in New York City and 15 percent of students in Large City Districts met the requirement after four years. The percentage of general-education students meeting the mathematics requirement increased to 86.6 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 12,500 students left the cohort; in New York City, approximately 8,500 students left the cohort.

TABLE 2.10

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

PAGE 45

TABLE 2.11

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

PAGE 45

Figure 2.20
Percentage of General-Education Students Scoring 55-100 on the Regents Examination in Comprehensive English after Three Years 1996, 1997, and 1998 Cohorts

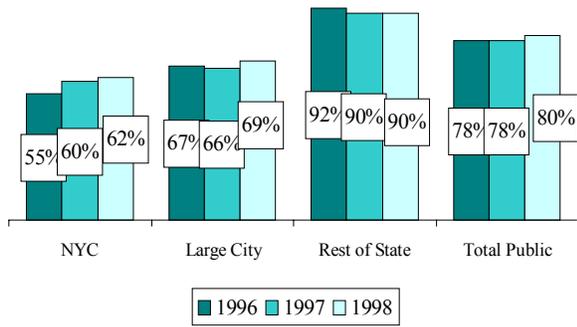


Figure 2.21
Percentage of General-Education Students Scoring 65-100 on the Regents Examination in Comprehensive English after Three Years 1996, 1997, and 1998 Cohorts

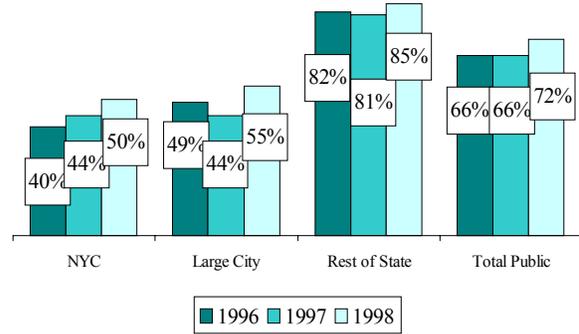


Figure 2.22
Percentage of General-Education Students Scoring 55-100 on a Regents Examination in Mathematics after Three Years 1996, 1997, and 1998 Cohorts

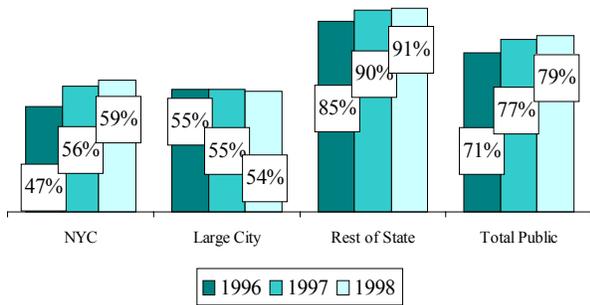


Figure 2.23
Percentage of General-Education Students Scoring 65-100 on a Regents Examination in Mathematics after Three Years 1996, 1997, and 1998 Cohorts

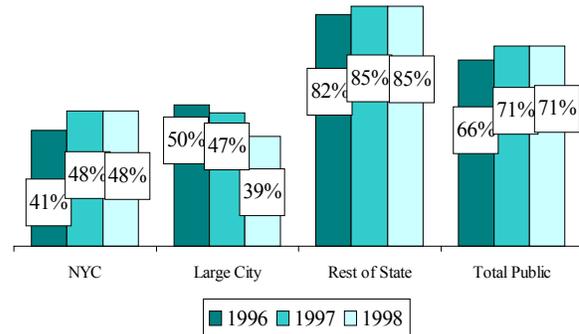


Figure 2.24
Percentage of General-Education Students
Scoring 55-100 on the Regents Examination
in Global History and Geography
after Three Years
1998 Cohort

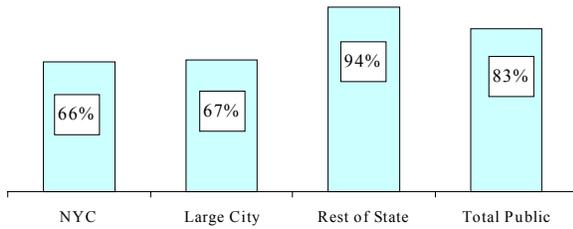


Figure 2.25
Percentage of General-Education Students
Scoring 65-100 on the Regents Examination
in Global History and Geography
after Three Years
1998 Cohort

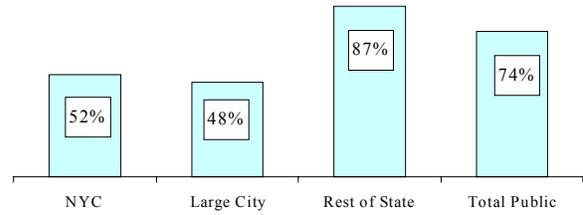


Figure 2.26
Percentage of General-Education Students
Scoring 55-100 on the Regents Examination
in U.S. History and Government
after Three Years
1998 Cohort

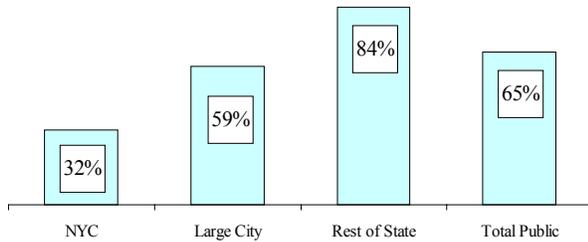
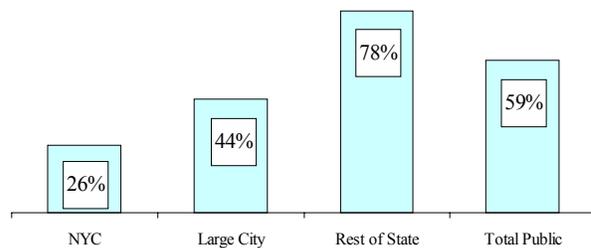


Figure 2.27
Percentage of General-Education Students
Scoring 65-100 on the Regents Examination
in U.S. History and Government
after Three Years
1998 Cohort



Performance as a Percentage of AGE

Between 1995-96 and 2000-01, in public schools statewide, the percentage of AGE passing increased on seven Regents examinations (Table 2.12). In 2001, a record percentage of AGE (74.7 percent) passed the Regents biology (or living environment) examination, a 30.5 percent increase from 1996. The last biology examination was administered in January 2001, and the first living environment examination based on the new standards was administered in June 2001. Data for 2001 include results for both examinations.

TABLE 2.12

**PERCENT OF AVERAGE GRADE
ENROLLMENT SCORING 65-100
ON REGENTS EXAMINATIONS**

PAGES 46-47

Comparing Regents examination performance in 2000-01 with 1995-96, New York City performance improved in sequential mathematics, course III; biology (or living environment); chemistry; Earth science; and physics. The improvements in Earth science and biology (or living environment) were most striking.

Comparing 2000-01 with 1995-96, performance improved on all examinations but physics in the Rest of State public schools. In public schools outside New York City, at least 70 percent of AGE scored 65 or higher on the Regents examinations in Earth science and biology (or living environment). The largest percentages of AGE exceeded the minimum requirement for graduation (scored at least 65) on the Regents biology (or living environment) examination, 87.7.

In 1998-99, in nonpublic schools administering Regents examinations, more than 65 percent of AGE passed 6 of the 11 examinations. In 2000-01, compared with the previous year, the percentages of AGE passing Regents examinations in five areas increased. At least 70 percent of AGE

passed the Regents biology (or living environment) 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 2000-01. The largest improvements occurred on biology (or living environment) and Earth science examinations, which can be used to satisfy current and 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. Elementary- and middle-level students must participate in the NYSAP or the New York State Alternate Assessment (NYSAA) for students with severe disabilities, first administered in the 2001-02 school year. In 2000-01, students designated as severely disabled and eligible for the NYSAA by the Committee on Special Education (CSE) were administered local assessments of their progress in acquiring the alternate standards. No student may earn a high school diploma without demonstrating competency for high school graduation by passing the Regents Competency Tests (RCTs) or Regents examinations in required areas. The local CSE sets individualized goals for students with disabilities. Those students they judge to be unable to meet the competency requirements earn IEP (Individualized Education Program) diplomas or local certificates when they complete the goals established in their IEPs. Students who do not take the competency tests are required to take the NYSAA before they reach 17 years of age. Some students working toward IEP diplomas may take State tests in some academic areas and the NYSAA in others. (See *Part I: Overview* for a description of high school graduation requirements.)

RCT results for students with disabilities are compiled separately from those of general-education students. Results reported earlier for the

NYSAP in ELA and mathematics include students with disabilities. Regents examination results, 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 (RCTs). The Regents examinations document proficiency at the level required for graduation. The RCTs document minimum competency for graduation for students not subject to the revised graduation requirements. Districts must provide a plan for academic intervention services for students who score below Level 3 on NYSAP tests or who fail RCTs.

New York State Assessment Program

Smaller numbers of students with disabilities participated in NYSAP in 2001 than in 2000 (Table 2.13). However, of those who participated, 26 percent of fourth-graders achieved the State standard in ELA; 40 percent did so in mathematics. Middle-level students with disabilities were less successful than elementary-level students in achieving the State standards. Only nine percent of eighth-graders scored at Levels 3 and 4 on the ELA and nine percent did so on the mathematics assessment.

<p>TABLE 2.13</p> <p>NUMBER OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS WITH DISABILITIES TESTED AND PERCENT SCORING AT EACH PERFORMANCE LEVEL</p> <p>NEW YORK STATE ASSESSMENT PROGRAM</p> <p>PAGE 48</p>

Regents Examinations

In response to the requirement that all students pass five Regents examinations to earn a diploma, larger numbers of students with disabilities are taking Regents examinations (Table 2.14). Between 1998-99 and 2000-01, the numbers of students writing and scoring 55 or above on all five Regents examinations required for graduation have increased. On three of the five examinations (comprehensive English, global studies (or global history and geography), and biology (or living environment), the percentage of students with disabilities tested who scored 55 or above also increased. In 2000-01, nearly three times as many students with disabilities scored 55 or above on biology (or living environment) and nearly twice as many on global studies (or global history and geography) as in 1998-99.

<p>TABLE 2.14</p> <p>TRENDS IN THE NUMBER OF STUDENTS WITH DISABILITIES TESTED AND THE NUMBERS AND PERCENTAGE TESTED SCORING 55 OR ABOVE ON NEW YORK STATE REGENTS EXAMINATIONS</p> <p>PAGE 49</p>

Cohort Performance after Three Years of High School

A slightly higher percentage of students with disabilities in the 1998 cohort (53 percent) than students in the 1997 cohort (52 percent) met the Regents graduation requirement in English after three years (Figure 2.28). The results for mathematics showed a similar increase (Figure 2.29). Forty-four percent of students with disabilities in the 1998 cohort scored at least 55 on Regents mathematics; 42 percent of students with disabilities in the 1997 cohort did so. Greater differences occurred between the 1998 cohort and the 1996 cohort. Fifty-three percent of the 1998 cohort compared with 46 percent of the 1996 cohort met the English requirement; 44 percent of the 1998 cohort compared with 30 percent of the 1996 cohort met the mathematics requirement by passing the Regents examination.

Cohort Performance after Four Years of High School

After one additional year of high school, the percentage of students with disabilities meeting the graduation requirement in English rose to 65.5 percent, an increase of 14 percent, statewide (Table 2.10). Only 33 percent of students with disabili-

ties in the 1997 cohort in Large City Districts scored 55 or higher on the Regents English examination after four years. The percentage of the 1997 cohort scoring 55 or higher on Regents mathematics increased eight percent with an additional year (Table 2.11).

Regents Competency Tests

As larger numbers of students with disabilities take Regents examinations, fewer take RCTs. The greatest reduction (49 percent since 1997) occurred on the RCT in reading. The number of students taking the RCT in writing in 2001 was about 42 percent of the number in 1997. More students with disabilities took the Regents English, global history and geography, and U.S. history and government examinations than the associated RCTs in 2000-01 (Table 2.15).

TABLE 2.15

TRENDS IN THE NUMBER OF STUDENTS WITH DISABILITIES TESTED AND PERCENT PASSING MAJOR ADMINISTRATIONS OF THE REGENTS COMPETENCY TESTS

PAGE 50

Figure 2.28
Percentage of Students with Disabilities in the 1996, 1997, and 1998 Cohorts Meeting Graduation Requirements in Regents English after Three Years All Public Schools

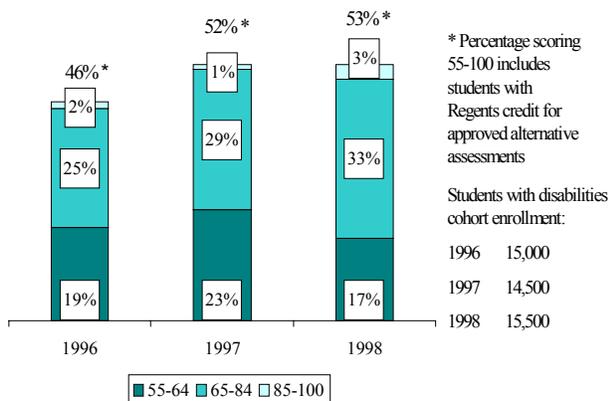


Figure 2.29
Percentage of Students with Disabilities in the 1996, 1997, and 1998 Cohorts Meeting Graduation Requirements in Regents Mathematics after Three Years All Public Schools

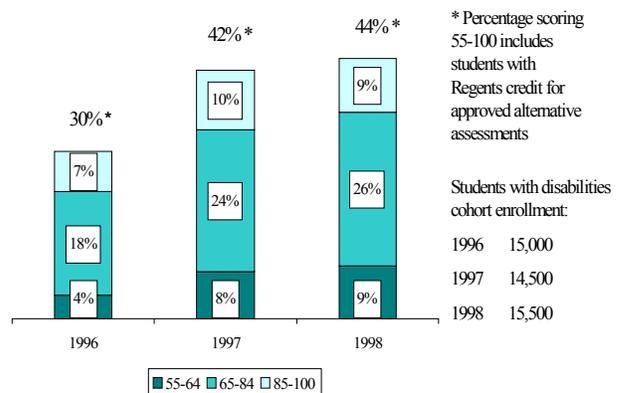


Table 2.10
Percentage of Students in the 1997 Cohort Scoring 55–100 and 65–100
on the Regents Examination in Comprehensive English after Four Years
New York State
June 2001

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	47,554	76.7%	55.6%	1,698	50.4%	18.7%
Large City Districts	4,812	80.7	54.1	537	32.8	14.9
Districts Excluding Big 5	92,738	95.9	87.3	9,820	69.9	42.2
Total Public*	145,237	89.1%	75.8%	12,060	65.5%	37.7%

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

Table 2.11
Percentage of Students in the 1997 Cohort Scoring 55–100 and 65–100
on a Regents Examination in Mathematics after Four Years
New York State
June 2001

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	47,554	72.2%	58.7%	1,698	30.2%	18.0%
Large City Districts	4,812	70.2	55.6	537	15.1	10.4
Districts Excluding Big 5	92,738	95.0	89.1	9,820	56.4	45.5
Total Public*	145,237	86.6%	78.0%	12,060	50.8%	40.1%

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

Table 2.12
Percent of Average Grade Enrollment Scoring 65–100 on Regents Examinations
New York State
1996 to 2001

Sector/Location	1996	1997	1998	1999	2000	2001	Change
Comprehensive English							
Total Public	51.5%	56.3%	56.9%	64.8%	NA	NA	13.3%
New York City	31.9	39.2	39.5	47.8			15.9
Rest of State	62.3	65.1	66.5	74.2			11.9
Total Nonpublic	66.6	71.4	71.6	79.9			13.3
Total State	53.0%	57.9%	58.4%	66.3%			13.3%
Any Foreign Language							
Total Public	46.4%	47.7%	49.2%	47.6%	49.8%	50.9%	4.5%
New York City	33.7	35.1	34.4	32.3	34.9	32.8	-0.9
Rest of State	53.4	54.2	57.2	56.0	57.3	60.6	7.2
Total Nonpublic	69.6	70.1	75.1	76.5	63.8	70.2	0.6
Total State	48.7%	50.1%	51.9%	50.5%	51.4%	53.0%	4.3%
Sequential Mathematics, Course I							
Total Public	63.8%	58.7%	62.5%	61.7%	NA	NA	-2.1%
New York City	45.2	39.2	41.3	36.4			-8.8
Rest of State	74.1	68.7	74.2	75.7			1.6
Total Nonpublic	72.8	63.9	65.7	71.1			-1.7
Total State	64.7%	59.3%	62.8%	62.7%			-2.0%
Sequential Mathematics, Course II							
Total Public	44.5%	44.4%	46.9%	46.6%	46.2%	45.6%	1.1%
New York City	26.7	28.1	27.5	26.5	25.9	25.8	-0.9
Rest of State	54.3	52.8	57.7	57.7	56.5	56.3	2.0
Total Nonpublic	52.9	54.8	54.0	55.5	44.0	52.2	-0.7
Total State	45.3%	45.5%	47.7%	47.5%	46.0%	46.3%	1.0%
Sequential Mathematics, Course III							
Total Public	33.1%	36.2%	34.9%	35.8%	36.6%	36.5%	3.4%
New York City	18.1	22.3	20.2	19.9	21.3	20.6	2.5
Rest of State	41.5	43.4	43.1	44.6	44.3	45.1	3.6
Total Nonpublic	41.5	44.3	43.4	45.9	42.8	40.6	-0.9
Total State	34.0%	37.0%	35.8%	36.8%	37.3%	36.9%	2.9%
Biology (or Living Environment)**							
Total Public	42.3%	44.3%	43.7%	46.5%	48.5%	74.1%	31.8%
New York City*	18.7	17.9	16.3	16.7	16.3	48.5	29.8
Rest of State	55.4	57.9	58.8	62.9	64.7	87.7	32.3
Total Nonpublic	60.9	67.2	60.6	65.5	59.9	81.6	20.7
Total State	44.2%	46.7%	45.5%	48.4%	49.8%	74.7%	30.5%

* New York City administered an alternative examination for Biology credit until June 2001.

** Biology was replaced by Living Environment in June 2001. The 2001 data include results for both examinations.

Table 2.12 (continued)
Percent of Average Grade Enrollment Scoring 65–100 on Regents Examinations
New York State
1996 to 2001

Sector/Location	1996	1997	1998	1999	2000	2001	Change
Chemistry							
Total Public	31.7%	33.0%	32.6%	35.5%	34.6%	35.5%	3.8%
New York City	16.5	17.1	16.6	18.1	19.3	20.5	4.0
Rest of State	40.1	41.2	41.4	45.1	42.2	43.5	3.4
Total Nonpublic	46.2	46.5	47.4	48.1	43.5	45.7	-0.5
Total State	33.1%	34.4%	34.1%	36.7%	35.6%	36.6%	3.5%
Earth Science (or Physical Setting/Earth Science)*							
Total Public	40.9%	43.2%	40.5%	49.2%	50.7%	56.4%	15.5%
New York City	11.5	12.2	13.0	16.7	19.4	29.8	18.3
Rest of State	57.2	59.4	55.6	67.1	66.5	70.7	13.5
Total Nonpublic	32.1	36.6	24.7	40.8	29.8	34.8	2.7
Total State	40.0%	42.6%	38.8%	48.3%	48.3%	53.8%	13.8%
Physics							
Total Public	18.6%	19.5%	19.4%	18.7%	19.6%	19.2%	0.6%
New York City	10.4	12.2	11.2	11.2	12.5	12.0	1.6
Rest of State	23.1	23.3	23.9	22.9	23.2	23.0	-0.1
Total Nonpublic	19.3	19.8	20.8	21.0	18.7	18.1	-1.2
Total State	18.6%	19.5%	19.5%	19.0%	19.5%	19.0%	0.4%
Global Studies (or Global History and Geography)**							
Total Public	51.6%	47.9%	56.1%	60.9%	68.5%	NA	16.9%
New York City	33.5	29.3	35.6	38.4	44.2		10.7
Rest of State	61.7	57.5	67.5	73.3	80.7		19.0
Total Nonpublic	68.2	68.2	68.8	76.6	72.4		4.2
Total State	53.3%	50.1%	57.5%	62.5%	68.9%		15.6%
U.S. History and Government							
Total Public	48.8%	47.9%	52.2%	54.9%	57.4%	NA	8.6%
New York City	28.8	31.8	32.0	33.6	38.5		9.7
Rest of State	59.9	56.3	63.3	66.7	67.0		7.1
Total Nonpublic	63.7	60.3	65.6	72.3	61.8		-1.9
Total State	50.3%	49.2%	53.6%	56.7%	57.9%		7.6%

* Earth Science was replaced by Physical Setting/Earth Science in June 2001. The 2001 data include results for both examinations.

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

Table 2.13
Number of Public and Nonpublic School Students with Disabilities
Tested and Percent Scoring at Each Performance Level
New York State Assessment Program
1999, 2000, and 2001

Assessment	Year Tested	Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Elementary-Level ELA	1999	27,064	31%	49%	19%	1%
	2000	30,528	30	43	24	3
	2001	29,156	35	40	23	3
Elementary-Level Math	1999	29,170	30	34	30	6
	2000	31,392	28	36	31	6
	2001	34,222	28	32	32	8
Middle-Level ELA	1999	24,594	33	57	9	*
	2000	28,331	42	47	10	1
	2001	27,520	47	45	8	1
Middle-Level Math	1999	25,257	66	26	7	1
	2000	28,508	57	31	11	1
	2001	26,995	62	29	9	*

* Less than 0.5%

Table 2.14
Trends in the Number of Students with Disabilities Tested and the Numbers and
Percentage of Tested Scoring 55 or Above on New York State Regents Examinations
1998–99 to 2000–01

Regents Examinations	1998–99		1999–2000		2000–01	
	Number Written	% at or Above 55	Number Written	% at or Above 55	Number Written	% at or Above 55
Comprehensive English	12,619	59.9%	13,528	70.3%	15,354	68.1%
Sequential Mathematics, Course I, and Mathematics A	13,289	51.0	17,021	47.8	18,483	44.7
Global Studies and Global History and Geography *	9,562	68.7	15,797	65.1	18,615	74.0
U.S. History & Government **	6,900	74.2	8,278	73.1	12,956	66.5
Biology and Living Environment ***	5,560	66.7	7,769	64.3	13,832	76.7

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

** The U.S. History & Government examination based on the old syllabus was replaced by a new U.S. History & Government examination based on a new core curriculum in June 2001. The 2000–01 data include results for both examinations.

*** Biology was replaced by Living Environment in June 2001. The 2000–01 data include results for both examinations.

Table 2.15
Trends in the Number of Students with Disabilities Tested and
Percent Passing Major Administrations of the Regents Competency Tests
New York State
1997 to 2001

Regents Competency Test	1997		1998		1999		2000		2001	
	Number Written	Percent Passing								
Mathematics	23,132	42.6%	14,676	41.3%	11,896	43.8%	12,476	57.3%	16,181	63.7%
Science	22,497	45.8	21,198	39.2	25,678	40.4	16,223	43.0	14,723	39.8
Reading	13,846	58.2	11,357	67.1	8,151	65.0	6,234	65.7	7,130	60.3
Writing	11,129	67.7	11,029	68.2	5,758	71.5	5,870	68.5	6,465	69.9
Global Studies	15,905	39.2	14,381	39.4	16,003	34.7	11,644	23.2	9,624	31.9
U.S. History and Government	9,592	62.1	9,234	54.4	9,915	53.3	9,089	54.2	7,254	42.9

Note: The statistics for 1997 and 1998 include students tested in January and June. The 1999 through 2001 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 proficiencies required for employment and postsecondary education. Credentials awarded by secondary schools and college-going rates are two measures of success in accomplishing this goal. The measures are displayed by sector (public/nonpublic) and by the following categories of public schools: New York City, Large City Districts, and Districts Excluding the Big 5.

Credentials

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

In 2000-2001, almost three-quarters (74 percent) of public and nonpublic secondary schools statewide awarded Regents diplomas: 91 percent of public schools and 43 percent of nonpublic schools. Among public secondary schools, 68 percent of schools in Large City Districts and 76 percent in New York City awarded Regents diplomas, as did most public schools (96 percent) 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 2.30). 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 1996-97 and 2000-01, the percentage of graduates earning Regents diplomas increased by eight percentage points: 50 percent of graduates earned Regents endorsements in 2000-01.

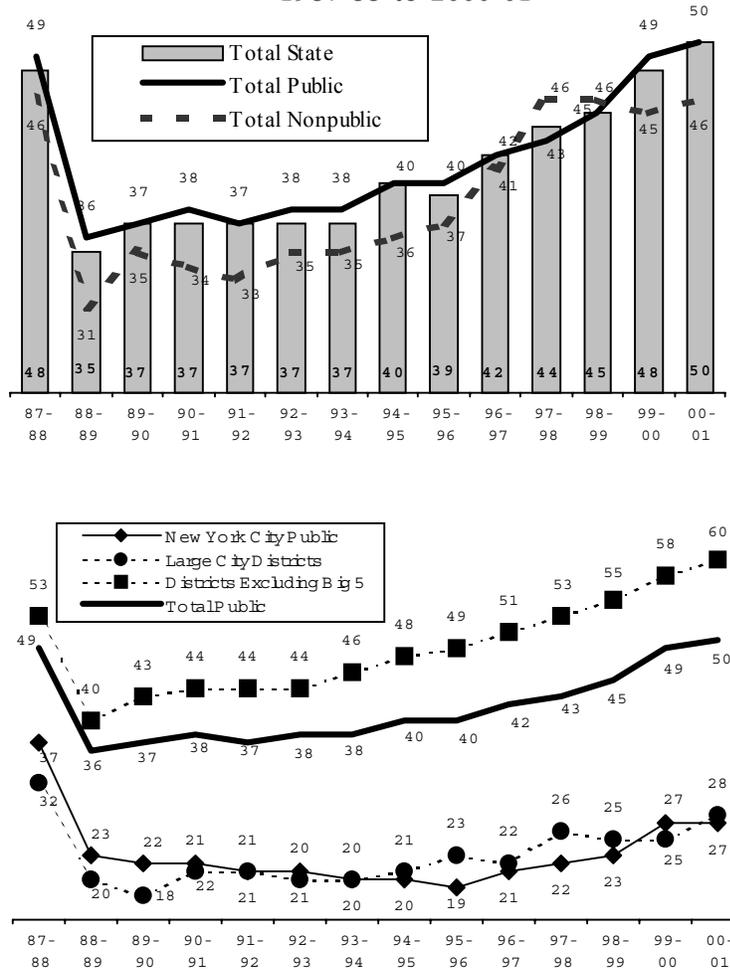
Public Schools

The percentage of Regents diplomas awarded declined 13 percentage points when the new standards were enacted in 1988-89. By 2000-01, 50 percent of public school graduates earned a Regents diploma. Since 1988-89, schools outside the Big 5 have increased their Regents diploma rate by 20 percentage points. Between 1996-97 and 2000-01, New York City and Large City Districts each increased the percentage of graduates earning Regents diplomas by six points.

Nonpublic Schools

The 1988-89 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 increased by one point between 1999-2000 and 2000-2001.

Figure 2.30
Percent of High School Graduates Receiving Regents Diplomas
1987-88 to 2000-01



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 programs.¹ A total of 80.4 percent of State seniors

graduating from public and nonpublic schools in 2001 intended to pursue some form of postsecondary education. The reduction from 84.3 percent 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 education categories for all public schools and for the combined categories for public and nonpublic.

TABLE 2.16

TRENDS IN COLLEGE-GOING RATE
GRADUATING CLASSES OF
1980, 1990, AND 1996 TO 2001

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The statewide college-going rate in 2001 (80.4 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 54.2 percent. The

percentage of graduates who planned to pursue their education at two-year institutions has declined slightly in recent years, from 27.1 percent in 1990 to 24.3 in 2001. The percentage of graduates planning to attend other postsecondary institutions has declined since 1980; 2.0 percent of 2001 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 in five 2001 graduates (78.6 percent) planned to attend some kind of postsecondary institution. Planned attendance at four-year institutions has increased from slightly more than one student in three (37.8 percent) in 1980 to over half (50.9 percent) in 2001. Planned attendance at two-year institutions is now only slightly higher than in 1980, standing at 26.2 percent in 2001. Planned attendance at other postsecondary institutions (such as proprietary schools) has decreased to 1.5 percent in the last 20 years.

A larger percentage of nonpublic than public school students reported planning to pursue postsecondary education, 93.3 compared with 78.6 percent. Nonpublic school students (76.9 percent) were much more likely than public school students (50.9 percent) to plan to attend four-year institutions. In fact, the number of nonpublic students planning to attend four-year institutions is only slightly smaller than the combined percentage of public school students planning to attend postsecondary institutions. A larger portion of nonpublic than public school students planned to attend other postsecondary institutions, 5.3 percent compared with 1.5.

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 stu-

dents in national standardized testing programs can be found in *Part IV: Minority Issues*.)

College Entrance Examination Board

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

Scholastic Assessment Test

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

In April 1995, the College Board recentered the score scales for the SAT I and II. These tests were originally developed with scales ranging from 200 to 800 and a mean of 500. As larger and larger percentages of high school students took the SAT, the mean of tested students dropped substantially below 500. The recentering, based on a sample from the senior class of 1990, reestablished the mean at about 500.

Figure 2.31
Mean Verbal SAT I Scores
Senior Classes of 1993 to 2001

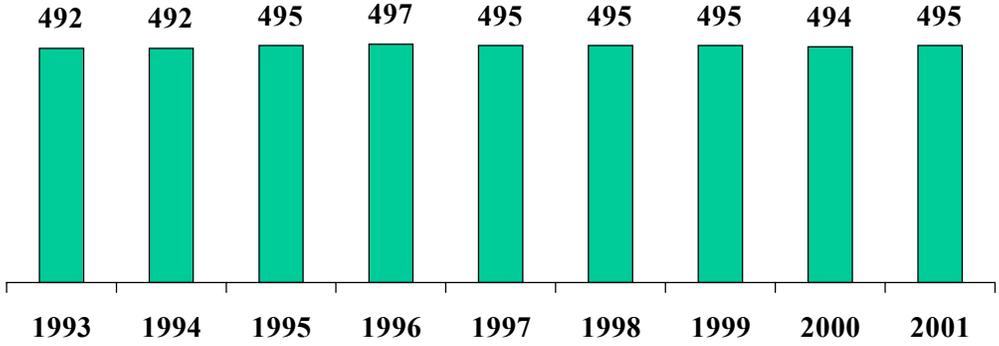
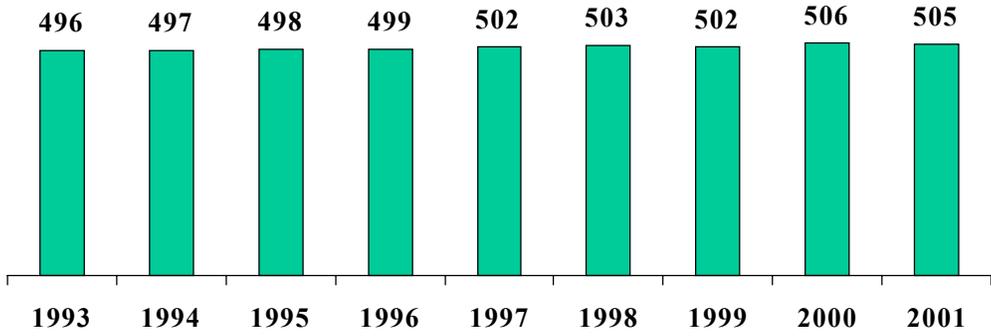


Figure 2.32
Mean Mathematics SAT I Scores
Senior Classes of 1993 to 2001



In 1996, for the first time, the College Board reported State SAT results on the recentered scale. Figures 2.31 and 2.32 show recentered scores for senior classes from 1993 to 2001.² In New York State, approximately 135,000 students, or 74 percent of the senior class of 2001, took the SAT during their high school years. The mean composite score for these students was 1,000, the same as the mean of the class of 2000, but 12 points higher than the mean of the class of 1993.

Table 2.17 shows the trend in SAT verbal, mathematics, and composite scores 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.

TABLE 2.17
SAT I SCORES FOR PUBLIC AND NONPUBLIC
HIGH SCHOOL SENIORS BY GENDER

PAGE 58

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 percentages 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 performance on the International Assessment of Education Progress in mathematics and science. The examinations apparently influence students, parents, teachers, and administrators in ways that lead to higher achievement.

An analysis conducted by the Texas Education Agency supports the contention that New York State students do exceptionally well on the SATs. The Texas analysis examined the percentage of 1994 high school graduates in each state who scored 500 or above on the verbal and the mathematics sections of the SATs. Nationally, 11.1 percent of high school graduates scored at least 500 on the verbal section; 18.7 percent scored that high on the mathematics section. In New York State, 18.8 percent of high school graduates achieved that criterion on the verbal section; 32.3 percent did so in mathematics. New York State ranked fourth among states in verbal and third in mathematics. It should be noted that just as states with the largest percentages of test-takers are disadvantaged in the traditional ranking of states by SAT scores, by the Texas criterion, those states with the smallest percentages of test-takers are disadvantaged. In both cases, the percentage of SAT-takers in a state strongly influences its ranking.

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 78,900 New Yorkers who participated com-

posed 9.6 percent of national participants and wrote 9.5 percent of examinations. Since 1990, the number of New Yorkers participating has increased by nearly 100 percent (Figure 2.33) and the number of exams taken by 126 percent (Figure 2.34). Sixty-three percent of tests written by New York State students received a score of three or more, qualifying them for college credit.

Figure 2.33
Advanced Placement Candidates
New York State Public and
Nonpublic Schools
(in thousands)
1990 to 2001

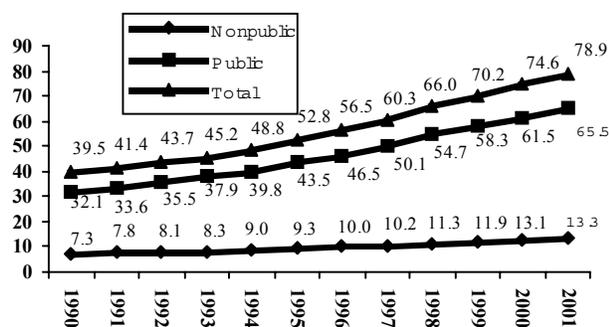
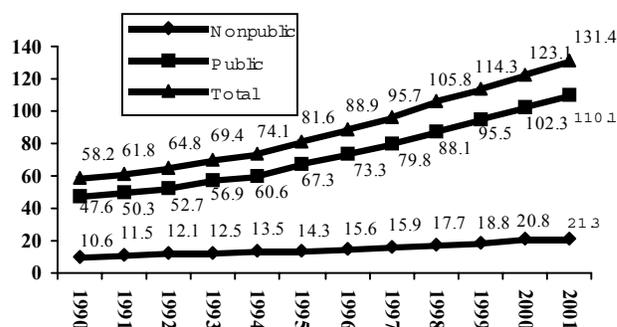


Figure 2.34
Advanced Placement Examinations Written
New York State Public and
Nonpublic Schools
(in thousands)
1990 to 2001



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, 1990, and 1996 to 2001
New York State

Postsecondary Plans by Category of High School	Percent of High School Graduates Entering Postsecondary Education in the Fall of:							
	1980	1990	1996	1997	1998	1999	2000	2001
Public								
4-Year	37.8%	44.7%	52.4%	53.2%	49.5%	48.9%	50.1%	50.9%
2-Year	24.7	29.4	27.5	27.8	26.3	25.4	25.1	26.2
Total	62.5	74.1	79.9	81.0	75.8	74.7	75.1	77.1
Other Postsecondary	3.8	2.5	1.8	1.8	1.8	1.5	1.5	1.5
Total Postsecondary	66.3%	76.6%	81.7%	82.8%	77.6%	76.2%	76.7%	78.6%
Nonpublic								
4-Year	64.7%	70.9%	74.1%	73.0%	71.4%	72.2%	76.7%	76.9%
2-Year	16.2	14.3	11.5	11.9	11.8	11.6	10.7	11.1
Total	80.9	85.2	85.6	84.9	83.2	83.8	87.5	88.0
Other Postsecondary	5.6	5.3	6.8	7.1	8.3	8.5	6.4	5.3
Total Postsecondary	86.5%	90.5%	92.4%	92.0%	91.5%	92.3%	93.9%	93.3%
Public and Nonpublic								
4-Year	41.3%	48.7%	55.8%	56.2%	53.0%	52.5%	53.4%	54.2%
2-Year	23.6	27.1	25.1	25.4	24.0	23.6	23.3	24.3
Total	64.9	75.8	80.9	81.6	77.0	76.1	76.7	78.5
Other Postsecondary	4.1	2.9	2.6	2.7	2.9	2.5	2.1	2.0
Total Postsecondary	69.0%	78.7%	83.5%	84.3%	79.9%	78.6%	78.8%	80.4%

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, and 1989 to 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 recentered scale in 1996; therefore, 1996 and later scores are not comparable to scores from previous years. See Figures 2.31 and 2.32 for 1996 and 1997 scores and recentered scores for 1993 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 indicators of the school's ability to engage students in learning and retain students in school until completion.

Attendance Rates

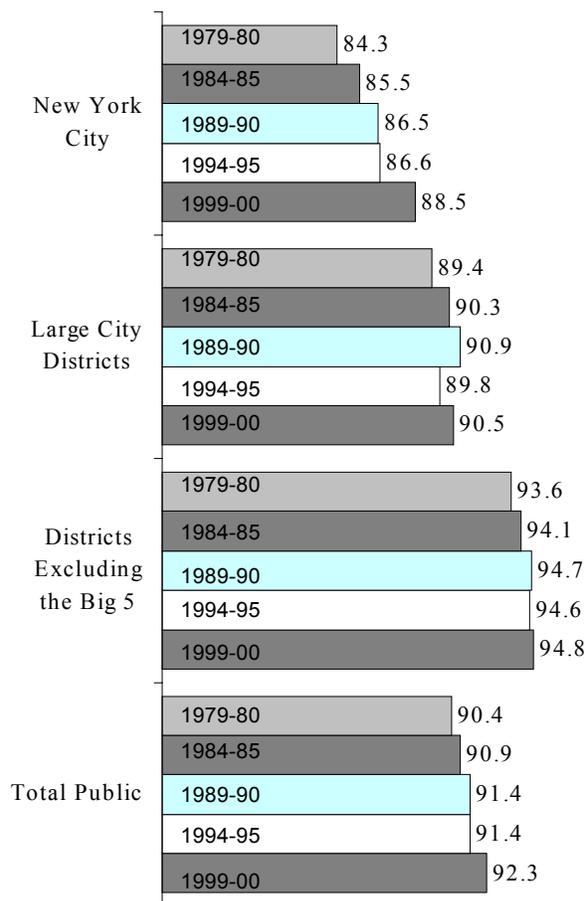
The average attendance rate in State public schools for 1999-2000 (the most recent year for which complete data are available) was 92.3 percent (Figure 2.35). In other words, on average, more than 92 out of every 100 enrolled students attended school for some portion of each school day. Attendance has improved statewide and in every major summary group in 1999-2000 compared to 1979-80.

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 eighth year, the Department has collected data on the number of students who were suspended from school for one or more days. In 1999-2000, 4.7 percent of State students were sus-

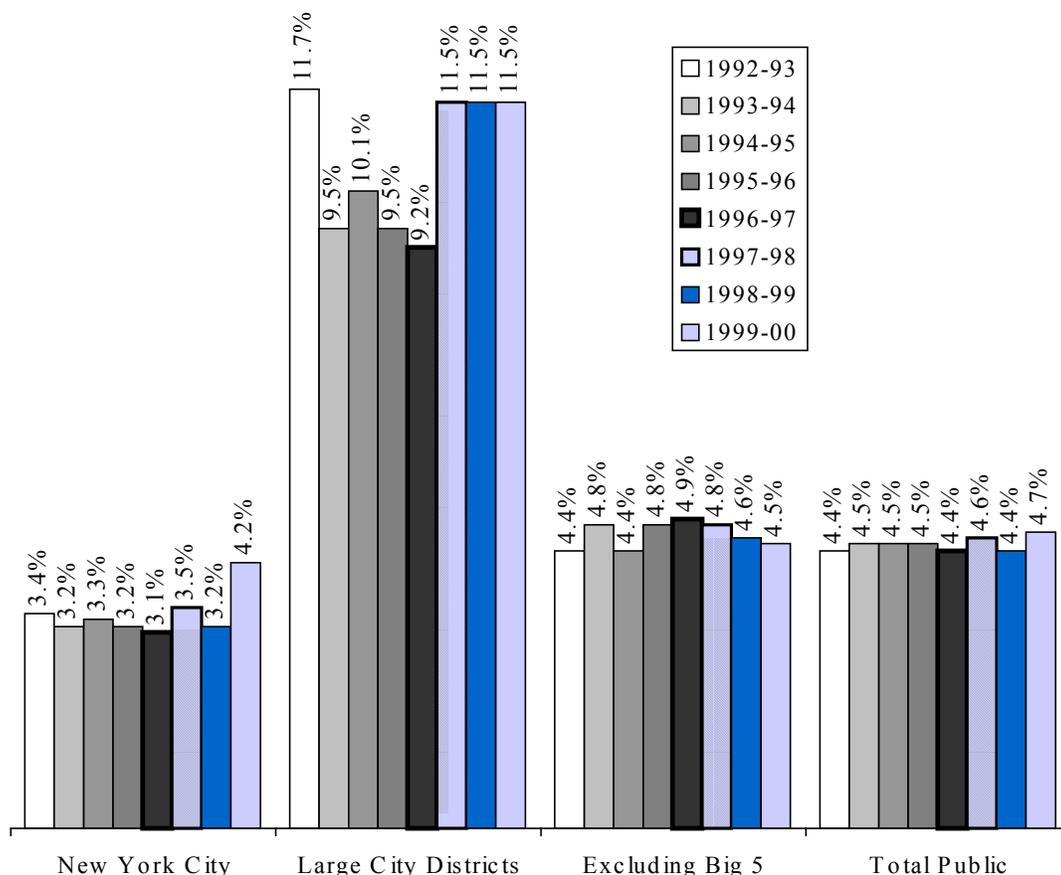
Figure 2.35
Public School Annual Attendance Rate
1979-1980 to 1999-2000
in Five-Year Intervals



pending one or more times (Figure 2.36). The majority of suspensions occurred at the middle and secondary levels: 5.9 percent of middle-level students and 7.4 percent of secondary-level students were suspended. In contrast, elementary schools suspended only 1.9 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 2.36
Public High School Annual Suspension Rates by Location
1992-1993 to 1999-2000



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 1999-2000, the most recent year for which statistics are available, 32,996 students dropped out of school. Over two-thirds (68.3 percent) of these students attended school in the Big 5 districts. A disproportionate percentage of these young people were minority students (see *Part IV: Minority Issues*).

These statistics are based on dropout statistics submitted annually by public school principals and the New York City Board of Education. In New York State, a dropout is any student, regardless of age, who left school prior to graduation for any reason except death and 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 2000-01, 3.8 percent of secondary students left school without earning a credential and without entering a high school equivalency preparation program (Figure 2.37). This rate was four-tenths of a percentage point higher than the historical low reached in 1996-97. This increase may in part reflect more accurate reporting by school districts, resulting from selected audits of public school dropout data. The improvement since 1988-89 in the State rate reflects corresponding improvements in dropout rates in each major summary group: New York City, Large City Districts, and Districts Excluding the Big 5. Improving dropout rates has 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 General Education Development (GED) test. Applicants who meet required standards on the GED are eligible for a high school equivalency diploma from New York State. In 2000-01, 3.0 percent of students left their schools to attend equivalency preparation programs (Figure 2.38). The percentage of students moving to these programs was 5.9 in New York City, 2.2 percentage points higher than in 1995-96. The substantial increase in New York City's percentage of transfers to GED is the result of more accurate reporting of these data.

Figure 2.37
Public High School Annual Dropout Rates
by Location
1987-88 to 2000-01

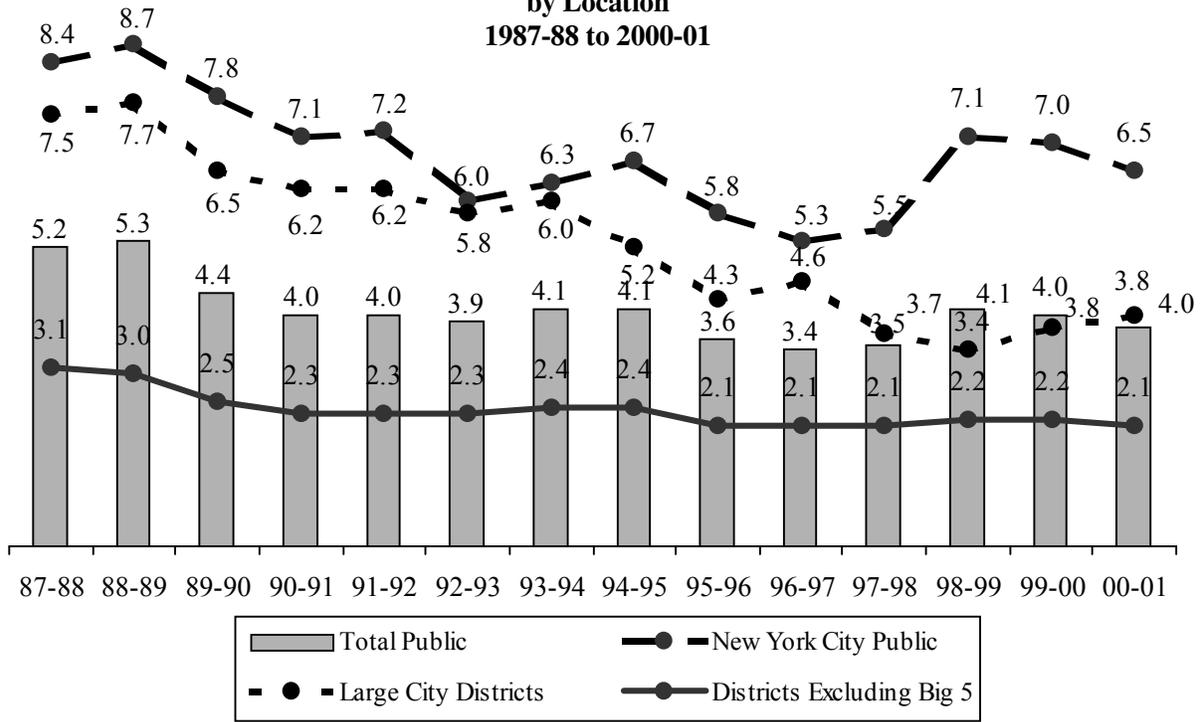
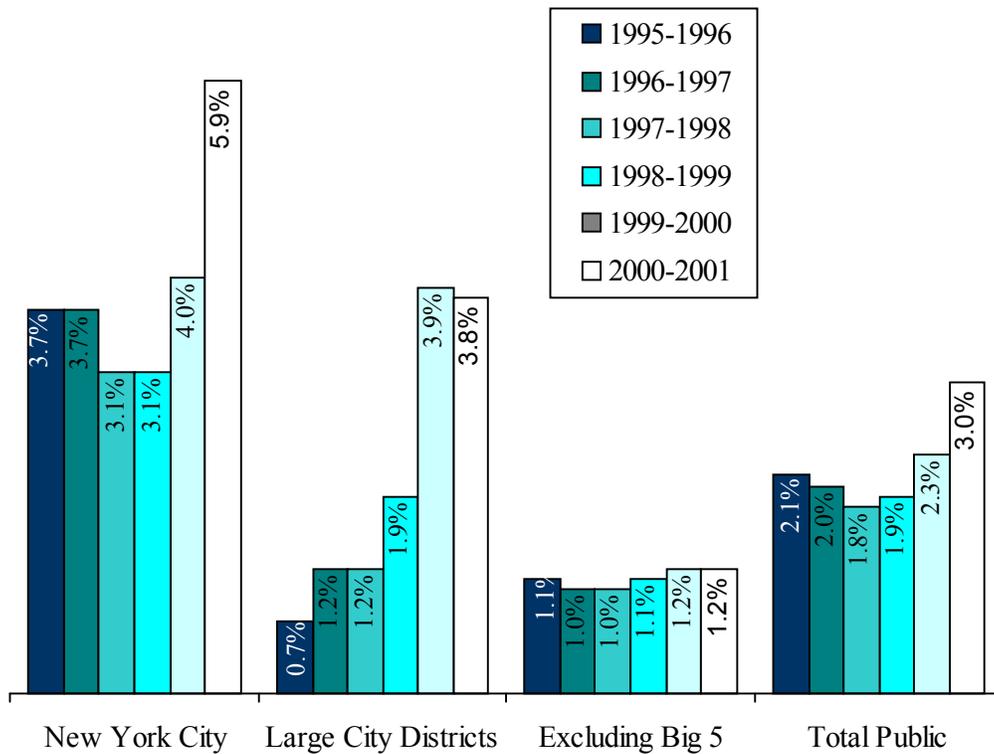


Figure 2.38
Percentage of Students Transferring to
High School Equivalency Diploma Preparation Programs
1995-96 to 2000-01



? Policy Questions

- ? How can the State assist districts that have insufficient building capacity to accommodate increasing enrollments?
- ? How can State funds best be allocated to meet the needs of students placed at risk by poverty and limited English proficiency?
- ? What special services and programs are needed to assist newly immigrated students in adjusting to school?
- ? What kinds of staff development programs are needed to give teachers the skills to prepare all students to meet the new higher standards?
- ? What 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 curricula 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

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★ Highlights

- ★ *Districts are divided into three categories — Low, Average, and High Need/Resource Capacity (N/RC) — based on student need, as measured by poverty level, relative to ability to raise resources locally.*
- ★ *In Fall 2000, more than one-half (55.3 percent) of the State's public school enrollment attended schools in districts with less than average capacity to meet their needs through local resources. The Urban-Suburban and Rural High N/RC Districts enrolled 13.9 percent of public school students; the Big 5 districts enrolled 41.4 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 (\$13,173); Rural High N/RC Districts spent the least (\$10,197).*
- ★ *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-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, 72 percent of schools met the State performance standards for elementary-level ELA; 48 percent met the standards for middle-level ELA.*
- ★ *Statewide, 81 percent of schools met the State performance standards for elementary-level mathematics; 35 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 (63.5 and 76.0 percent, respectively).*
- ★ *Outside the Big 5 districts, urban and suburban schools in the High N/RC Districts had the lowest average attendance rate (93.1 percent); Low N/RC Districts had the highest rate (95.6 percent). New York City and the Large City Districts had the lowest attendance rates overall (88.5 and 90.5 percent, respectively).*

- ☆ *Among the High N/RC Districts, the Large City Districts had the highest suspension rate (11.5 percent) followed by urban and suburban schools (9.3 percent). The Low N/RC Districts had the lowest suspension rate (2.2 percent).*
- ☆ *New York City had the highest average dropout rate (6.5 percent) in 2000-01; 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 2000, 50.0 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 38 percent scored at Level 2 or above on the middle-level mathematics assessment and 53 percent on the middle-level ELA assessment.*
- ☆ *Two-thirds of students with disabilities who completed high school in 2000-01, 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 1997 cohort met the minimum requirement for Regents English in Rural High, Average, and Low N/RC Districts. Regents mathematics followed the same pattern.*
- ☆ *Two-thirds of students with disabilities in the 1997 cohort met the English graduation requirement by scoring 55 or higher on Regents English. The largest percentage (82 percent) met the standard in Low N/RC districts.*
- ☆ *Slightly more than half of students with disabilities in the 1997 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, Large City Districts, Urban-Suburban Districts, and Rural Districts. New York City and Large City Districts are treated as separate groups because of the large number of students they serve and because of the special challenges associated with these large urban districts. The remaining High N/RC districts that meet specified criteria are classified as rural districts, and the remaining districts are classified 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 70</p>

The State map in Figure 3.1 illustrates the geographic location of districts in each N/RC category. The Low N/RC Districts are found in the suburbs around New York City, Rochester, Syracuse, Buffalo, and in the central Adirondack and Capital District regions. The High N/RC Districts are found throughout the State from Long Island to the North Country and the Southern Tier.

Figure 3.1
Map of Public School Districts Showing
Need/Resource Capacity Categories
New York State
2000-01

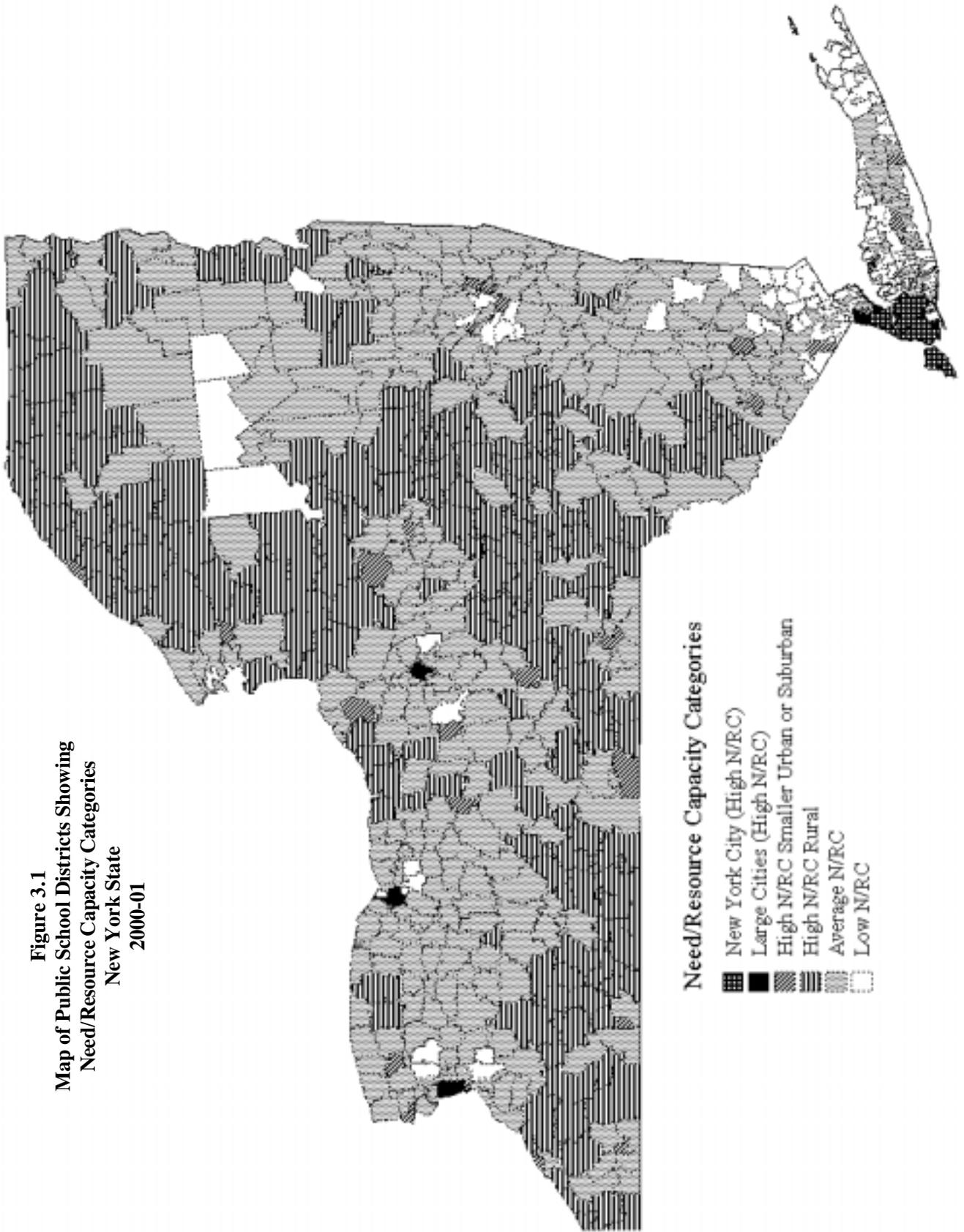


Table 3.1
Need/Resource Capacity Category Definitions

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 Large City Districts Urban-Suburban Rural	New York City Buffalo, Rochester, Syracuse, Yonkers All districts at or above the 70th percentile (1.1855) that have: 1) at least 100 students per square mile; or 2) an enrollment greater than 2,500 and more than 50 students per square mile. All districts at or above the 70th percentile (1.1855) that have: 1) fewer than 50 students per square mile; or 2) fewer than 100 students per square mile and an enrollment of less than 2,500.
Average N/RC Districts	All districts between the 20th (0.7693) 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 2000, 41.3 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. More than one in eight students (13.5 percent) attended school in a Low N/RC District.

TABLE 3.2
NUMBER AND PERCENT OF DISTRICTS, SCHOOLS, AND ENROLLMENT BY NEED/RESOURCE CAPACITY CATEGORY
PAGE 74

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 159 small, sparsely populated districts. More than one-half (55.2 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 13.9 percent of public school students.

English Language Learners

Part 154 of Commissioner's Regulations defines students with limited English proficiency (LEP) as students who, by reason of foreign birth or ancestry, speak a language other than English and (1) either understand and speak little or no English or (2) score at or below the 40th percentile on an English language assessment instrument. Another term popularly used for these students is English language learners (ELLs). 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 2000, statewide, 8.4 percent of public school students were identified as ELLs (Table 3.3). These students were concentrated in New York City, where public schools enrolled 78.7 percent of all identified ELLs attending State public schools. ELLs made up 17.8 percent of New York City's public school enrollment and 8.4 percent of Large City District enrollment. About 10 percent of ELLs attended schools in Average or Low N/RC Districts.

TABLE 3.3
NUMBER AND PERCENT OF PUBLIC SCHOOL ENGLISH LANGUAGE LEARNERS BY LOCATION
PAGE 75

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 2000, over 76 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 86 percent of minority students attended schools in High N/RC Districts, while nine percent attended schools in Average N/RC Districts and four percent attended schools in Low N/RC Districts.

TABLE 3.4
RACIAL/ETHNIC ENROLLMENT PERCENTAGES BY NEED/RESOURCE CAPACITY CATEGORY
PAGE 76

Poverty

Poverty has a pervasive effect on children's physical, emotional, and cognitive health. Research has documented that low-income children are more likely than others to go without necessary food, shelter, and health care; less likely to be in good preschool programs or day care settings; and more likely to be retained in school, drop out, become teenaged parents, and be unemployed.¹ Despite the inability of schools to control the economic situation of their students, this report documents the relationship between poverty and achievement for two reasons. First, society has a responsibility to ensure that all children learn, regardless of their family circumstances. Second, we hope that the documentation of this relationship will inspire solutions that will remove children from the devastating circumstances of poverty.

Three measures are used to gauge the percentage of very low-income students attending schools in the State: poverty status, indicating the percentage of students who, in the principals' judgments, come from families on public assistance (discussed in *Part IV: Minority Issues*); 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-program applicants and the Census poverty rate were used in determining the need/resource capacity index, high-poverty schools are, by definition, most likely to be in High N/RC Districts.

School district poverty rates based on the 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.

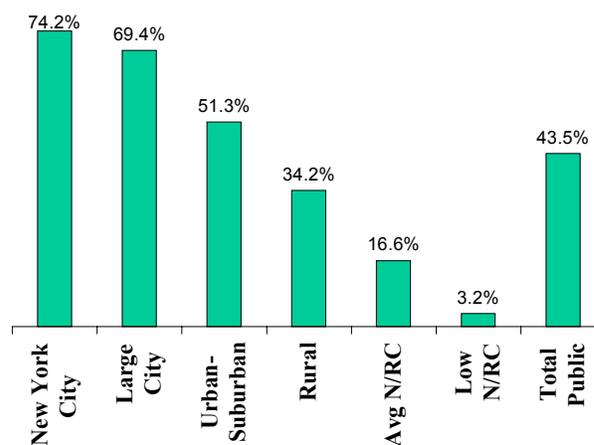
TABLE 3.5

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 77

Another indicator of student poverty and its concentration in schools is the number of students participating in the free-lunch program. In Fall 2000, 43.5 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 2000, 83 elementary schools (about three 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.

Figure 3.2
Percentage of K-6 Students Eligible to Participate in the Free-Lunch Program by Need/Resource Capacity Category Fall 2000



The High N/RC Districts outside the Big 5 had high rates of participation in the free-lunch program in Fall 2000. More than one-half of students in urban and suburban districts participated, as did 34.2 percent in rural districts. By definition, much smaller percentages of students in Average and Low N/RC Districts participated. (See *Part IV: Minority Issues* 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 2000

Need/Resource Capacity Category	Districts		Schools		Enrollment	
	Number	Percent	Number	Percent	Number	Percent
High N/RC Districts						
New York City	1	0.1%	1,205	28.5%	1,048,692	36.9%
Large City Districts	4	0.5	209	4.9	126,650	4.5
Urban-Suburban	43	5.8	337	8.0	216,400	7.6
Rural	159	21.5	397	9.4	179,578	6.3
Average N/RC Districts	361	48.8	1,462	34.5	868,545	30.5
Low N/RC Districts	135	18.2	621	14.7	383,737	13.5
BOCES	38	5.1	—	—	20,508	0.7
Total Public	741	100.0%	4,231	100.0%	2,844,110	100.0%

Table 3.3
Number and Percent of Public School
English Language Learners by Location
New York State
Fall 2000

Sector/Location	Students	
	Number	Percent
High N/RC Districts		
New York City	187,040	17.8%
Large City Districts	10,664	8.4
Urban-Suburban	14,860	6.9
Rural	1,317	0.7
Average N/RC Districts	15,570	1.8
Low N/RC Districts	8,362	2.2
Total Public	237,813	8.4%

Note: Includes students 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 2000

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	1,048,692	35.0%	37.9%	0.3%	11.7%	15.2%
Large City Districts	126,650	51.6	18.9	0.8	2.3	26.4
Urban-Suburban	216,400	30.9	16.2	0.3	2.0	50.5
Rural	179,578	2.9	2.4	1.3	0.6	92.8
Average N/RC Districts	868,545	6.2	5.3	0.4	2.0	86.1
Low N/RC Districts	383,737	2.8	4.3	0.1	5.5	87.3
BOCES	20,508	14.1	6.1	0.4	1.5	77.8
Total Public	2,844,110	20.1%	18.4%	0.4%	6.0%	55.1%

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											
	0.0 to 4.9%		5.0 to 9.9%		10.0 to 14.9%		15.0 to 19.9%		20.0% or more			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
High N/RC Districts												
New York City	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Large City Districts	0	0.0	0	0.0	0	0.0	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	0.0		
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 1999-2000 among categories. In general, Low N/RC Districts spent the most, \$13,173 or 119 percent of the State average. Large City Districts had the next highest average expenditure (\$11,919), followed by Urban-Suburban High N/RC Districts (\$11,441) and Average N/RC Districts (\$10,770). Rural High N/RC Districts had the lowest average expenditure (\$10,197), 92 percent of the State average. New York City had the second lowest average expenditure (\$10,469), 95 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**

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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 1999-2000, the Rural High N/RC Districts had the lowest mean CWR (0.509) and received the largest percentage of their funding from the State (66.9 percent). The Low N/RC Districts had the highest average CWR (1.923) and received the smallest percentage of their funding from the State (21.4 percent). The average State revenue provided per pupil varied from \$2,826 in the Low N/RC Districts to \$7,657 in the Large City Districts.

The CWRs for district categories reflect calculations based on district property values, income, and students 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 N/RC categories, average districts allocated roughly comparable portions of their budgets to instruction, central administration, transportation, and debt service in 1999-2000 (Table 3.6). The largest expenditure category was instruction, which accounted for 76.0 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 5.0 percent. Debt service (generally for capital improvements) accounted for 5.3 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 (73.5 percent) for instruction. Among categories, they spent the largest percentage on central administration (2.3 percent) and debt service (8.0 percent). Outside New York City, the Urban-Suburban High N/RC Districts spent the largest percentage on instruction (77.3 percent). Large City Districts spent the smallest percentage (1.1 percent) on central administration. These districts, in fact, spent a smaller percentage on central administration than New York City. The relatively large size of these districts 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 1999-2000, the median district statewide spent 18.7 percent more per pupil than in 1995-96. The largest increase (\$1,993 or 20.4 percent) occurred in the Large City Districts. At the median in Low N/RC Districts, expenditures increased by a smaller percentage (12.5 percent) and a smaller amount (\$1,531) than in any other category. The increase in New York City (\$2,262) was greater than the increase in the median district statewide.

Despite a relatively small percentage increase in expenditure per pupil over the five-year period, Low N/RC Districts maintained their fiscally advantageous position. The median Low N/RC District spent \$2,000 to \$3,600 more per pupil than the median districts in the other N/RC categories, and \$3,300 more than New York City. Further, Low N/RC Districts spent more in 1995-96 than the median districts in other N/RC categories spent in 1999-2000. 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 1999-2000, statewide, the median district spent \$10,604 per pupil. The district at the 90th percentile of expenditure per pupil spent 65 percent more than the district at the 10th percentile (\$14,756 versus \$8,943 per pupil). Statewide, the expenditure gap between the 10th and 90th percentile districts decreased between 1995-96 and 1999-2000. These expenditure gaps within N/RC categories were large: 43 to 85 percent. The expenditure gap in Rural High N/RC Districts (43 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 \$10,469 compared with a median of \$13,760 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; students 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 students are weighted at 0.5.

<p>TABLE 3.7</p> <p>PUBLIC SCHOOL EXPENDITURES PER PUPIL UNIT BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 83</p>

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 \$63,000, compared with the State median of \$51,020. These districts had fewer students per teacher (12.6) than the State average and the largest percentage of teachers (outside New York City) with at least 30 credits beyond the master's degree (36.6 percent). The median years of experience of teachers in this category was 13.

<p>TABLE 3.8</p> <p>SELECTED PUBLIC SCHOOL CLASSROOM TEACHER CHARACTERISTICS BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 84</p>

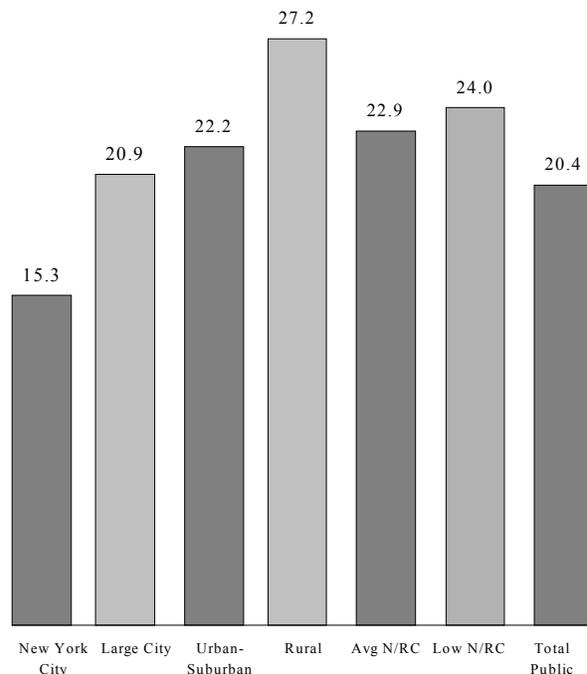
Rural High N/RC Districts had the smallest percentage (10.9 percent) of teachers with at least 30 credits beyond the master's degree. These districts had the fewest students per teacher (12.1).

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, 18 percent of teachers in New York City in Fall 1999 were not teaching in the district in Fall 2000. On the other hand, 42.9 percent of New York City teachers had at least 30 credits beyond a 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).

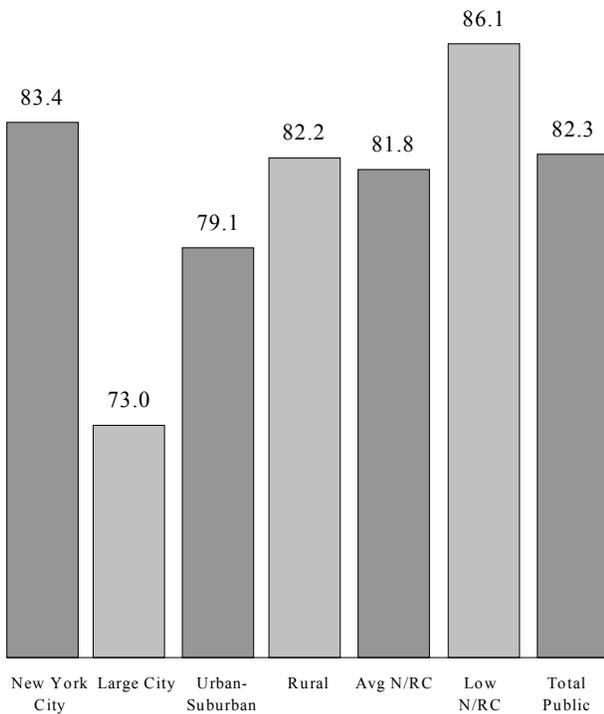
Figure 3.3
**Number of Microcomputers
per 100 Students**
by Need/Resource Capacity Category
Fall 2000



Schools in New York City and 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.

New York City had substantially fewer microcomputers per 100 students than any other category, but the second largest percentage (83.4) classified as new generation. The Large City Districts had more microcomputers per 100 students than New York City, but a substantially smaller percentage (73.0) were new generation.

Figure 3.4
Percent of Microcomputers Classified as
New-Generation by Need/Resource
Capacity Category
Fall 2000



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 3.5
Number of Library Books per Student by
Need/Resource Capacity Category
Fall 2000

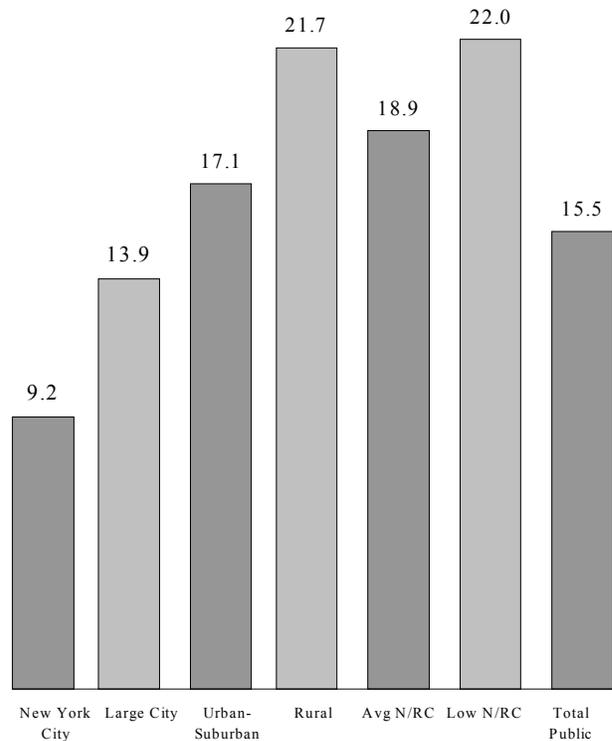


Table 3.6
Public School Expenditures per Pupil Unit, State Revenue Share,
Combined Wealth Ratio, and Percent Distribution of Expenditures
by Need/Resource Capacity Category
New York State
1999–2000

Location	Fiscal Data			Percent Distribution of Expenditures							
	Expend Per Pupil Unit	NYS Revenue Share	Combined Wealth Ratio	Instruction			Central Administration	Transportation	Debt Service	Misc.	
				Excluding Fringe Benefits	Fringe Benefits	Total					
High N/RC Districts											
New York City	\$10,469	\$4,351 43.9%	0.939	62.6%	14.9%	77.5%	1.7%	4.6%	4.8%	11.4%	
Large City Districts	11,919	7,657 65.3	0.629	61.6	13.9	75.5	1.1	5.8	4.6	13.0	
Urban-Suburban	11,441	6,347 55.1	0.690	64.4	12.9	77.3	1.5	4.7	5.4	11.2	
Rural	10,197	6,888 66.9	0.509	60.8	12.7	73.5	2.3	5.3	8.0	11.0	
Average N/RC Districts	10,770	4,868 44.9	0.933	62.8	12.6	75.3	1.9	5.4	6.2	11.3	
Low N/RC Districts	13,173	2,826 21.4	1.923	63.7	12.6	76.4	2.1	5.0	4.0	12.6	
Total Public	\$11,040	\$ 4,784 44.0%	1.000	62.8%	13.1%	76.0%	1.8%	5.0%	5.3%	12.0%	

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
1995–1996 and 1999–2000

Location	Expend. per Pupil Unit ¹ 1995–96	Expend. per Pupil Unit ¹ 1999–00	Expend. Change \$	Expend. Change %	Expend. Gap Index ² 1995–96	Expend. Gap Index ² 1999–00
High N/RC Districts						
New York City	\$8,207	\$10,469	\$2,262	27.6%		
Large City Districts						
Median	\$9,749	\$11,742	\$1,993	20.4%		
Urban-Suburban						
10 th	\$7,799	\$9,247	\$1,449	18.6%		
50 th	9,598	11,095	1,497	15.6	62.5%	53.2%
90 th	12,670	14,162	1,492	11.8		
Rural						
10 th	\$7,235	\$8,840	\$1,605	22.2%		
50 th	8,212	10,155	1,942	23.7	37.0%	42.8%
90 th	9,914	12,621	2,707	27.3		
Average N/RC Districts						
10 th	\$7,409	\$8,703	\$1,294	17.5%		
50 th	8,575	10,176	1,601	18.7	58.6%	58.7%
90 th	11,748	13,809	2,061	17.5		
Low N/RC Districts						
10 th	\$8,952	\$10,087	\$1,135	12.7%		
50 th	12,229	13,760	1,531	12.5	84.3%	85.0%
90 th	16,500	18,661	2,161	13.1		
Total Public						
10 th	\$7,512	\$8,943	\$1,431	19.1%		
50 th	8,931	10,604	1,673	18.7	75.0%	65.0%
90 th	13,143	14,756	1,612	12.3		

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 2000

Need/Resource Capacity Category	Selected Classroom Teacher Characteristics					
	Pupil-Teacher Ratio	Median Teacher Salary	Teacher Turnover Rate Fall 1999 to Fall 2000	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	14.1	\$51,020	18	26.9%	42.9%	12
Large City Districts	12.3	49,391	14	12.1	21.7	13
Urban-Suburban	13.2	52,252	11	6.4	27.4	14
Rural	12.1	42,521	11	6.0	10.9	15
Average N/RC Districts	13.2	49,605	11	4.4	21.3	14
Low N/RC Districts	12.6	63,000	11	4.1	36.6	13
Total Public	13.3	\$51,020	14	12.5%	30.1%	13

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: Overview*.

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 (score at Level 3 or Level 4) than students in other N/RC categories. Schools in the Average and Low N/RC Districts had the largest percentages of students meeting the standards. Among High N/RC Districts, rural districts performed better than districts in other categories. Performance on the elementary-level English language arts (ELA) test illustrates the relationship between performance and N/RC category. On this test, only 82 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, 93 percent; Average N/RC, 95 percent; and Low N/RC, 99 percent.

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 93

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 beyond that expected in their grade.

Students statewide had the greatest difficulty meeting the State standard on the middle-level mathematics test. Only 39 percent of tested students statewide scored at Levels 3 and 4. The performance gaps among N/RC categories were greatest on this assessment. While 68 percent of tested eighth-graders in Low N/RC Districts scored at Level 3 or Level 4, only 23 percent of New York City students and 14 percent of Large City Districts 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 33 percent of mathematics teachers at the middle level were not certified to teach mathematics, only 23 percent of students scored at Level 3 or Level 4. In Low N/RC Districts, where the majority of students achieved the standard in mathematics, only five percent of mathematics teachers were teaching out of certification.

Figure 3.6
Percentages of Students Scoring at Levels 3 and 4 on Middle-Level Mathematics
Compared with Percentages of Uncertified Mathematics Teachers
2001

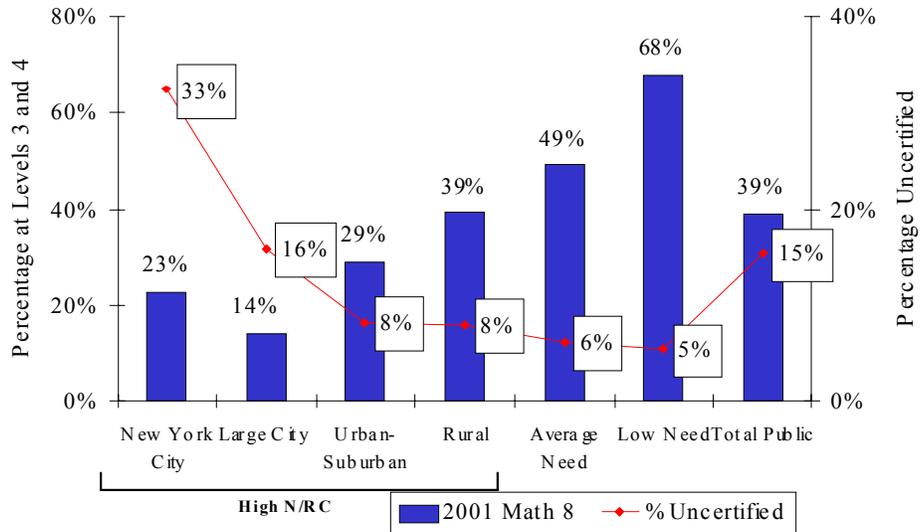


Figure 3.7
Percent of Tested Public School Students Scoring at Each Performance Level
on Elementary-Level English Language Arts by Need/Resource Capacity
2001

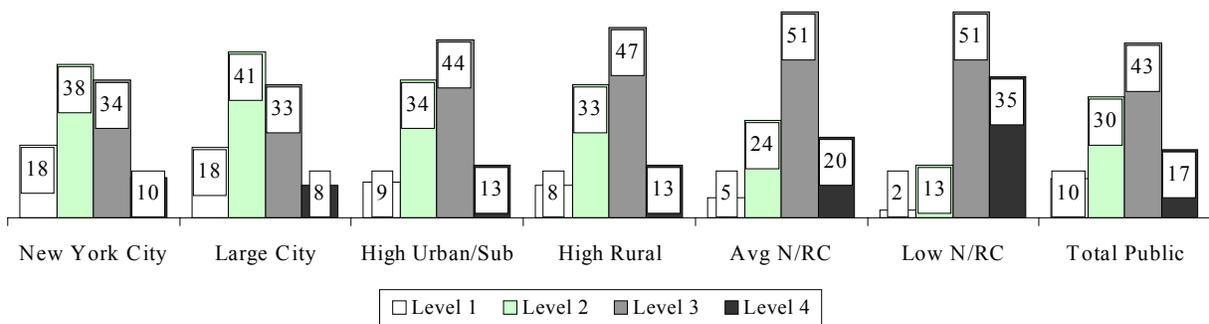
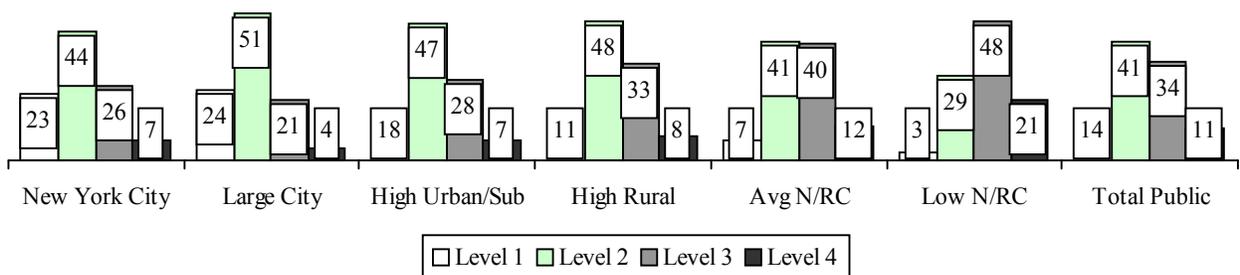


Figure 3.8
Percent of Tested Public School Students Scoring at Each Performance Level
on Middle-Level English Language Arts by Need/Resource Capacity
2001



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 students' needs with local resources have higher percentages of tested students performing at Levels 3 and 4. The better performance of students in the Low N/RC Districts was particularly evident in the percentages of students meeting or exceeding the standard. For example, 86 percent of the fourth-graders in these districts met the standard on the ELA; 69 percent of eighth-graders did so. In contrast, in Urban-Suburban High N/RC Districts, only 57 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 of students meeting the standard in districts having lower student need to resource ratios.

Figures 3.9–3.12 show elementary- and middle-level performance in ELA and mathematics based on income. A greater percentage of economically advantaged students scored at Level 3 or higher on all four examinations. In general, the differences between economic groups were greater at the middle level than at the elementary level. The greatest disparity between percentages of advantaged and disadvantaged students was on the middle-level mathematics examination. Fifty-two percent of advantaged students compared with 20 percent of disadvantaged students (a difference of 32 percentage points) scored at Level 3 or higher on the middle-level mathematics examination. It was also on this examination, as compared with the elementary-level ELA and mathematics and the middle-level ELA, that the fewest students overall scored at Level 3 or higher.

Regents Examinations

The revised graduation requirements demand that all students strive to succeed at the Regents level or higher. General-education students who first entered grade 9 in 1996-97 or later were required to score 55 or higher on the Regents examination in English or an approved alternative to graduate. Each succeeding ninth-grade class is required to score 55 or higher on additional Regents examinations to graduate. General-education students in the class who entered grade 9 in 1999-2000 must score 55 or higher on Regents examinations in five ar-

reas—English, mathematics, global history and geography, U.S. history and government, and science. When the transition to the new graduation requirements is complete, all students will be required to score 65 or higher on a Regents examination in each of the five areas. (See *Part I: Overview* for a description of graduation requirements.)

This section reports performance on Regents examinations that can be used to meet these graduation requirements. Regents examination results are reported in two ways. Performance is reported as a percentage of students tested and by student cohort (see page 6 of this report for a discussion of cohort.) 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, combined results on the Regents examinations in biology and living environment are reported.

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

Results as a Percentage of Tested Students

In public schools statewide, 192,000 students took either the sequential mathematics, course I, or the mathematics A examination between August 2000 and June 2001 (Figure 3.13). A similar number took the Regents global history and geography examination (Figure 3.14). Students were more successful on the global history than the mathematics examinations. Of students taking the mathematics examinations, 69 percent scored 55 or higher, compared with 90 percent on global history and geography. While fewer students took the Regents examination in comprehensive English, the percentage scoring 55 or higher (90 percent) was the same as on the global history and geog-

Figure 3.9
Percentage of Tested Students Scoring at or above Level 3
on Elementary-Level English Language Arts (ELA) by Family Income
Public Schools
2001

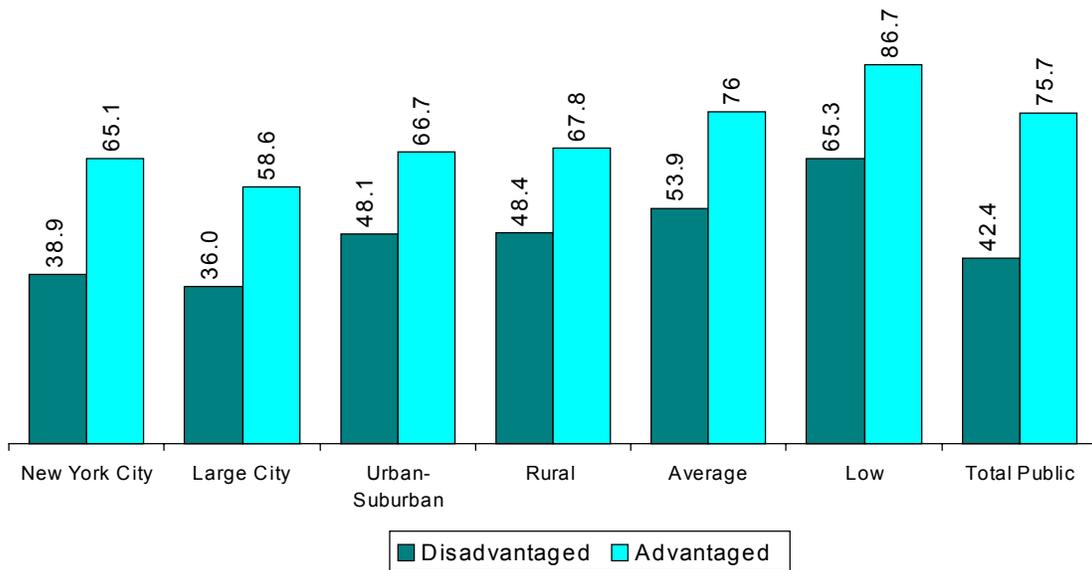


Figure 3.10
Percentage of Tested Students Scoring at or above Level 3
on Elementary-Level Mathematics by Family Income
Public Schools
2001

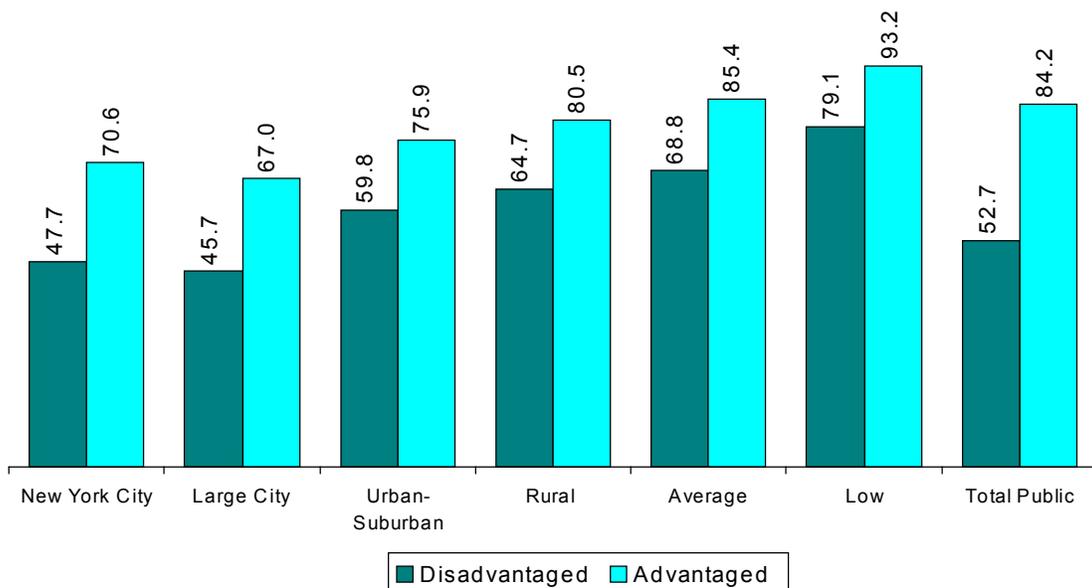


Figure 3.11
Percentage of Tested Students Scoring at or above Level 3
on Middle-Level English Language Arts (ELA) by Family Income
Public Schools
2001

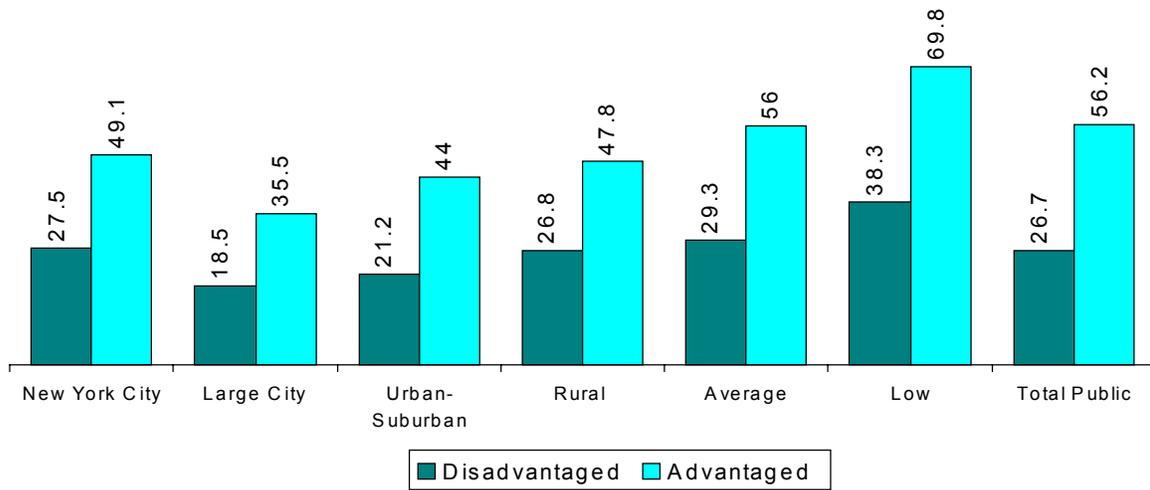


Figure 3.12
Percentage of Tested Students Scoring at or above Level 3
on Middle-Level Mathematics by Family Income
Public Schools
2001

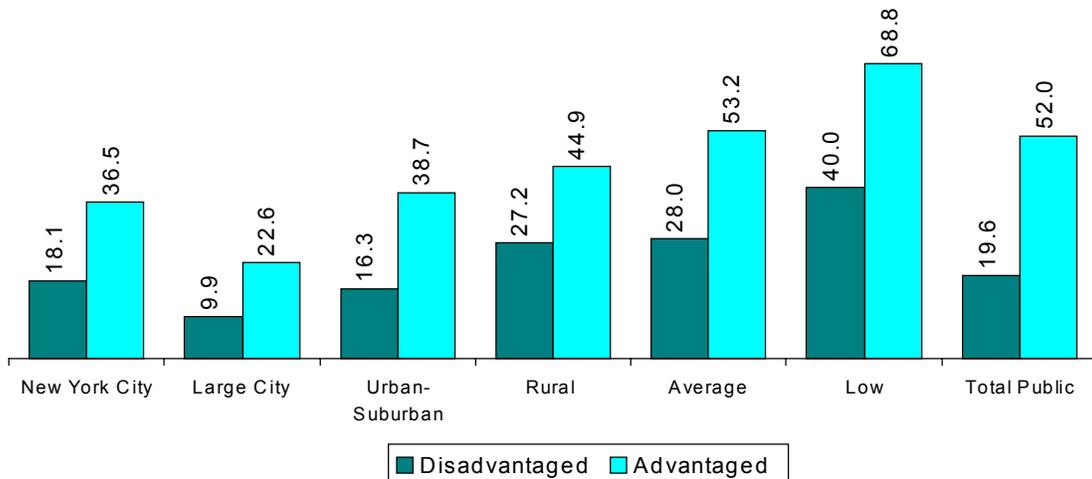
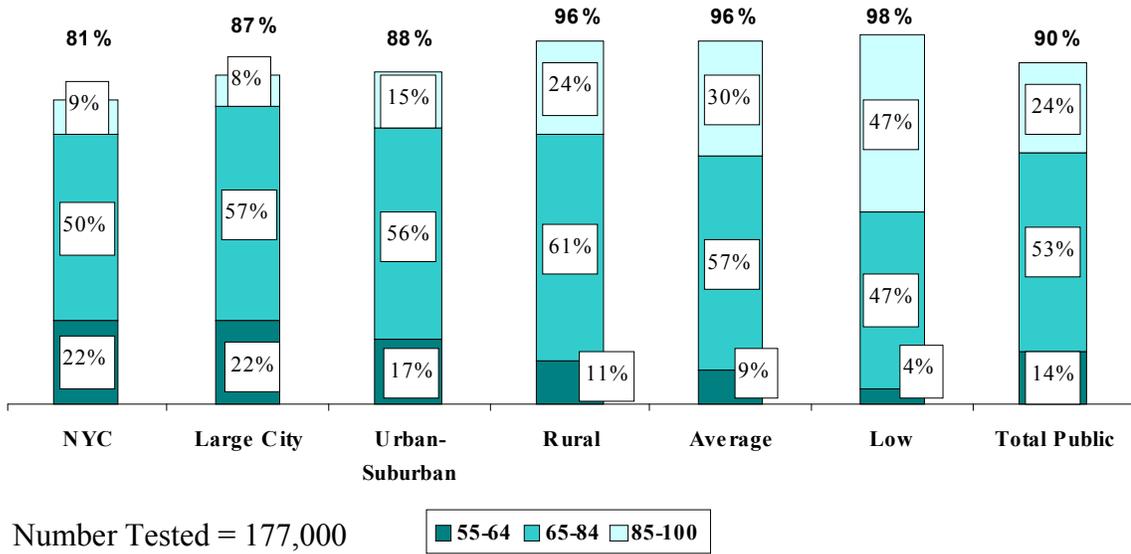


Figure 3.13
Percentage of Tested Students Scoring 55-64, 65-84, and 85-100
by Need/Resource Capacity Category
All Students in Public Schools
August 2000, January 2001, and June 2001

Regents Examination in Comprehensive English



Regents Mathematics, Course I, and Mathematics A

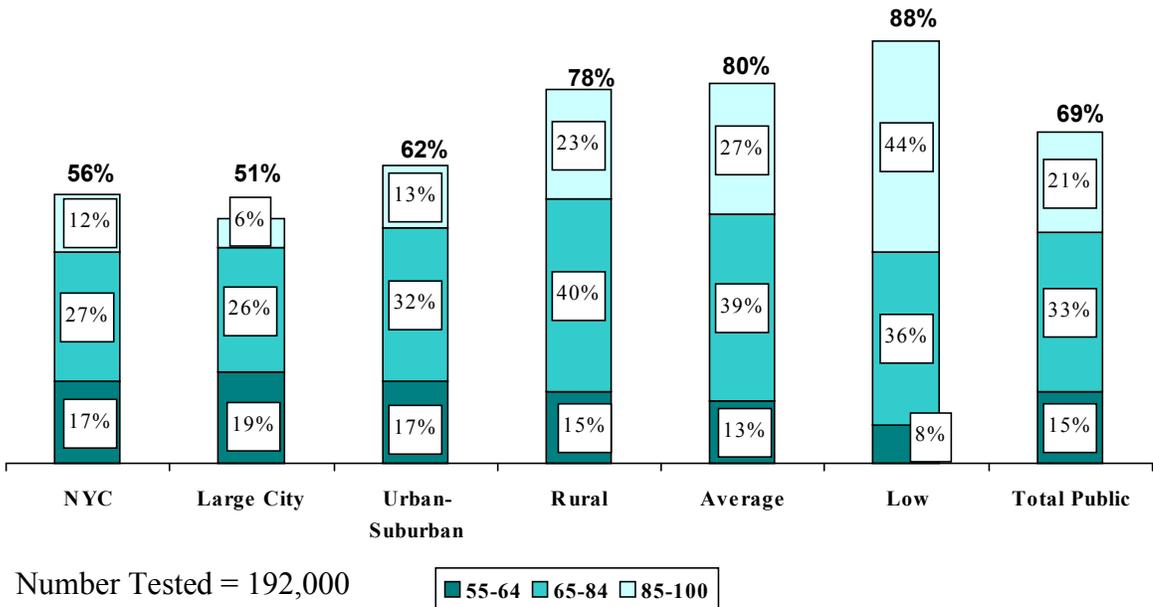
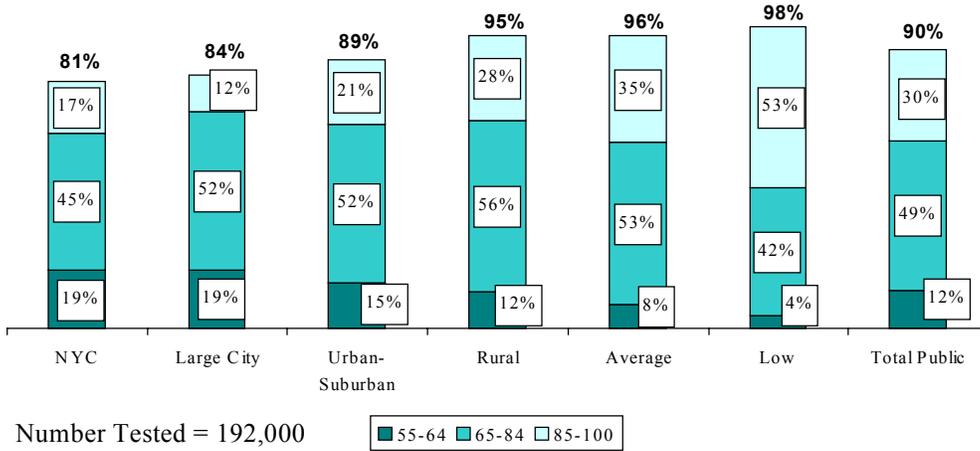
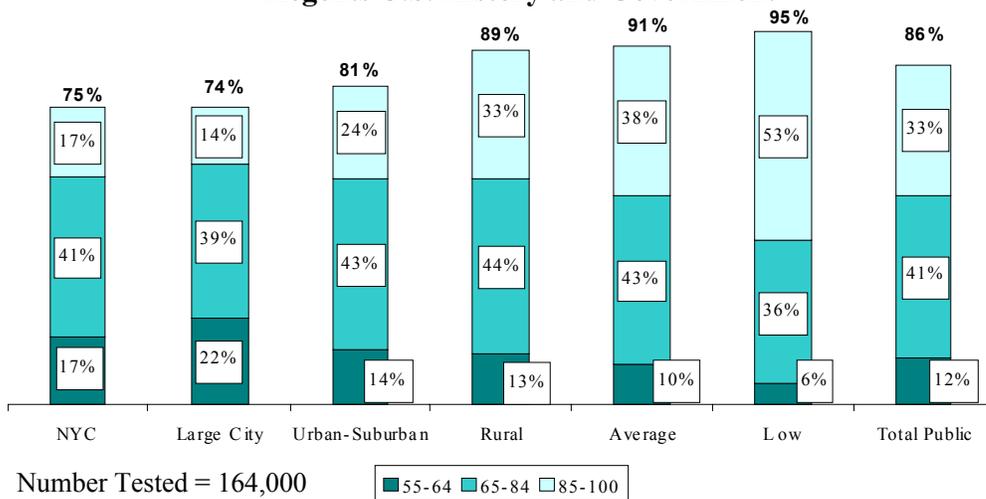


Figure 3.14
Percent of Tested Students Scoring 55-64, 65-84, and 85-100
by Need/Resource Capacity Category
All Students in Public Schools
August 2000, January 2001, and June 2001

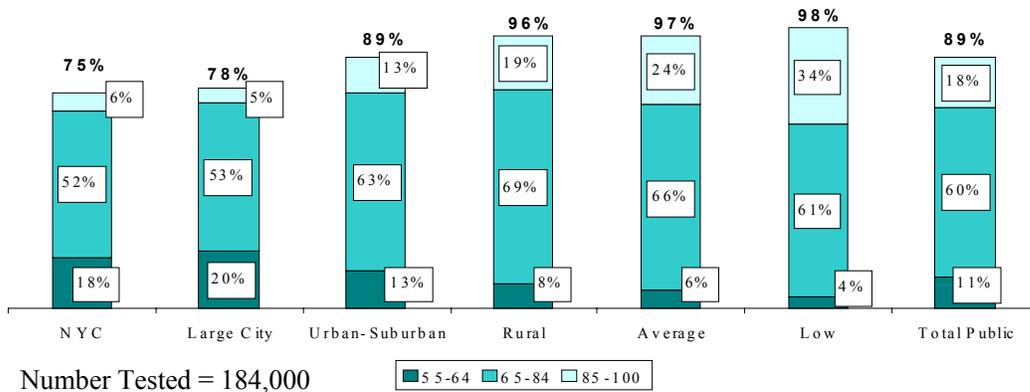
Regents Global History and Geography



Regents U.S. History and Government



Regents Biology and Living Environment



raphy examination percent. Between August 2000 and June 2001, 86 percent of tested students passed the U.S. history and government examination and 89 percent passed the Regents biology (or living environment) examination.

In every N/RC category, tested students were most successful on the Regents English and global history and geography examinations, 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 mathematics teachers teaching out of certification suggest that students in high need districts, particularly, are not receiving adequate preparation for the graduation requirement in mathematics.

Cohort Performance

The Department collected data to assess the progress of students in the 1997 and 1998 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 1997 general-education cohort members meeting the revised Regents English requirement, 77 and 81 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 1997 COHORT REPORTED WITH CREDIT FOR REGENTS COMPREHENSIVE ENGLISH BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 94</p>

Eighty-seven percent of general-education students in the 1997 cohort scored 55 or higher—and

78 percent scored 65 or higher—on a Regents mathematics examination or an approved alternative after four years of high school. The percentages of students with Regents examination credit in mathematics were much higher in the Low, Average, and Rural N/RC Districts than in the other categories (Table 3.11). This finding is consistent with the percentages of tested students passing in those categories.

<p>TABLE 3.11</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 94</p>

By the end of three years of high school, 80 percent of general-education students in the 1998 cohort scored 55 or higher—and 72 percent scored 65 or higher—on the Regents English examination or an approved alternative (Table 3.12). The comparable percentages for mathematics were 79 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.

<p>TABLE 3.12</p> <p>NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1998 COHORT REPORTED WITH CREDIT FOR REGENTS COMPREHENSIVE ENGLISH BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 95</p>

<p>TABLE 3.13</p> <p>NUMBER AND PERCENT OF GENERAL-EDUCATION STUDENTS IN THE 1998 COHORT REPORTED WITH CREDIT FOR REGENTS MATHEMATICS BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 95</p>

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
2000–01

Need/Resource Capacity Category	Elementary-Level ELA			Middle-Level ELA			Elementary-Level Mathematics			Middle-Level Mathematics		
	Number Tested	At or Above Level 2	At or Above Level 3	Number Tested	At or Above Level 2	At or Above Level 3	Number Tested	At or Above Level 2	At or Above Level 3	Number Tested	At or Above Level 2	At or Above Level 3
High N/RC Districts New York City	79,188	82%	44%	64,147	77%	33%	81,282	84%	52%	66,735	56%	23%
Large City Districts	9,981	82	41	7,926	76	25	10,496	85	50	8,178	50	14
Urban/Suburban	16,463	91	57	14,570	82	35	17,146	93	67	14,674	68	29
Rural	13,456	93	60	13,815	89	41	13,635	96	74	13,903	80	39
Average N/RC Districts	65,817	95	72	67,771	93	52	66,740	97	82	67,920	86	49
Low N/RC Districts	30,132	99	86	28,244	97	69	30,555	99	93	28,574	94	68
Total Public	215,037	90%	60%	196,473	86%	45%	219,854	91%	69%	199,984	73%	39%

Table 3.10
Number and Percent of General-Education Students in the 1997 Cohort Reported with
Credit for Regents Comprehensive English by Need/Resource Capacity Category
New York State
June 2001

Need/Resource Category	Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	47,554	36,494	77%	26,457	56%
Large City Districts	4,812	3,883	81	2,601	54
Urban-Suburban	10,189	9,061	89	7,410	73
Rural	10,297	9,837	96	8,507	83
Average N/RC Districts	50,315	48,390	96	44,098	88
Low N/RC Districts	21,937	21,623	99	20,913	95
Total Public*	145,237	129,360	89%	110,041	76%

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

Table 3.11
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 2001

Need/Resource Category	Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	47,554	34,219	72%	27,909	59%
Large City Districts	4,812	3,379	70	2,676	56
Urban/Suburban	10,189	8,669	85	7,615	75
Rural	10,297	9,783	95	8,855	86
Average N/RC Districts	50,315	48,127	96	45,149	90
Low N/RC Districts	21,937	21,568	98	21,050	96
Total Public*	145,237	125,811	87%	113,310	78%

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

Table 3.12
Number and Percent of General-Education Students in 1998 Cohort Reported with
Credit for Regents Comprehensive English by Need/Resource Capacity Category
New York State
June 2001

Need/Resource Category	1998 Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	55,592	34,550	62%	27,747	50%
Large City Districts	5,171	3,543	69	2,835	55
Urban/Suburban	10,799	8,352	77	7,230	67
Rural	10,998	9,772	89	9,000	82
Average N/RC Districts	53,160	48,318	91	45,679	86
Low N/RC Districts	22,845	21,949	96	21,534	94
Total Public*	158,830	126,557	80%	114,091	72%

* 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 1998 Cohort Reported with
Credit for Regents Mathematics by Need/Resource Capacity Category
New York State
June 2001

Need/Resource Category	1998 Cohort Enrollment	55–100 Including Alternative		65–100 Including Alternative	
		Number	Percent	Number	Percent
High N/RC Districts					
New York City	55,592	32,743	59%	26,914	48%
Large City Districts	5,171	2,781	54	2,035	39
Urban/Suburban	10,799	8,368	78	7,228	67
Rural	10,998	9,984	91	9,130	83
Average N/RC Districts	53,160	48,704	92	45,525	86
Low N/RC Districts	22,845	22,073	97	21,565	94
Total Public*	158,830	124,735	79%	112,474	71%

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

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: Overview*.

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 2000-01 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 ELL/LEP students 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 2000-01, the annual high school accountability cohort was selected from the cohort of students who first entered grade 9 in 1997. (See *Part I: Overview* for a definition of the school accountability cohort.) General-education students in the 1997 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 scoring 55 or higher on a Regents examination in mathematics (or an approved alternative). Students with disabilities (and selected Sec-

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.

tion 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.

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).

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 1996 cohort percentage of at least 80 percent was considered to have made Adequate Yearly Progress (AYP) for the 1999-2000 school year. Beginning in 2000-01, 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.

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 improving 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.

School Performance on the Standards

Tables 3.14 and 3.15 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.

<p>TABLE 3.14</p> <p>PERCENTAGE OF ELEMENTARY-LEVEL SCHOOLS MEETING STATE STANDARDS IN ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 100</p>

<p>TABLE 3.15</p> <p>PERCENTAGE OF MIDDLE-LEVEL SCHOOLS MEETING STATE STANDARDS IN ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 100</p>

A larger percentage of schools achieved the standard in elementary- than in middle-level English language arts. At the elementary level, the Large City Districts had the smallest percentages of schools meeting the standards: only one school in five achieved the State standard in ELA, while fewer than one-half did so in mathematics.

The lowest performance overall and the largest disparities among districts occurred on the middle-level mathematics assessment. Ninety-two percent of schools in Low N/RC districts met the State standard in middle-level mathematics, compared with 42 percent in the Average N/RC Districts. Very few schools in High N/RC Districts achieved the standard in middle-level mathematics.

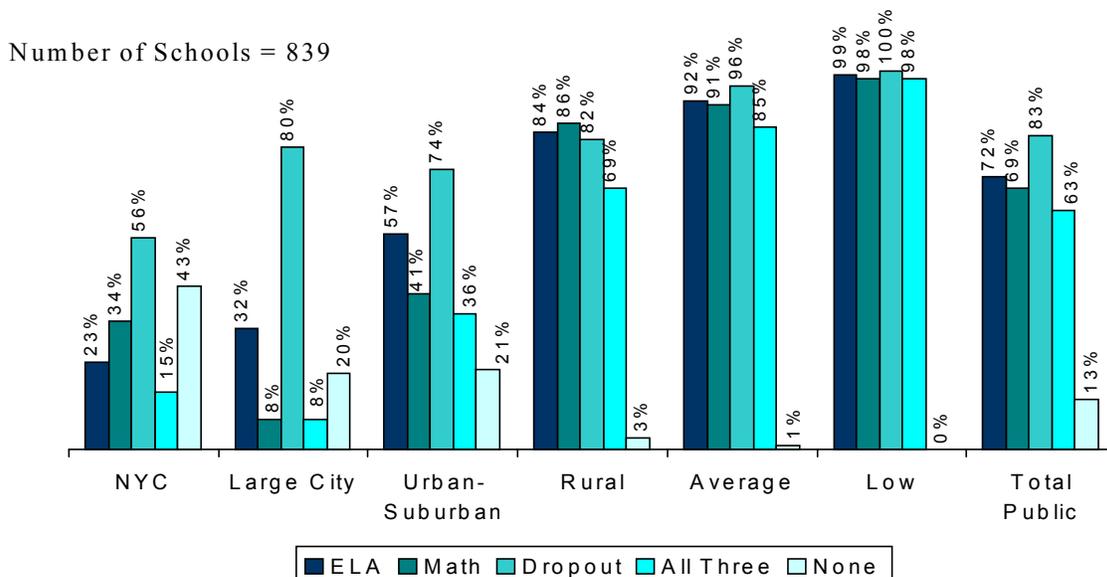
In all N/RC categories, except Low N/RC Districts, substantially smaller percentages of schools achieved the standards at the middle than at the elementary level. By contrast, at least 92 percent of schools in Low N/RC Districts achieved all four of the State standards. Significantly larger percentages of rural schools than schools in other High N/RC categories succeeded in meeting the stan-

dards. Figure 3.15 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 2000-01. In the Average and Low N/RC Districts, more than 90 percent of schools met each State standard. In the Big 5, less than one-third of schools achieved the standards in English and mathematics.

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 3.16). In New York City and Large City Districts, about one in four completers earned Regents diplomas. In Urban-Suburban High N/RC Districts, 40.6 percent of the completers earned Regents diplomas; in Low N/RC Districts, 67.2 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 pat-

Figure 3.15
Percentage of Secondary-Level Schools Meeting State Standards
in English Language Arts (ELA) and Mathematics,
and Dropout Rate by Need/Resource Capacity Category
New York State
2000-01



tern was New York City, where only 3.9 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 3.17). The majority of these students planned to attend four-year institutions (72.2 percent). Only 76.0 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 36.2 percent of students from rural districts, the smallest percentage of all types of districts, planned to attend four-year institutions.

TABLE 3.16

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

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TABLE 3.17

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

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Table 3.14
Percentage of Elementary-Level Schools Meeting State Standards
in English Language Arts (ELA) and Mathematics
by Need/Resource Capacity Category
New York State
2000–01

Need/Resource Capacity Category	Number of Schools	Percent Meeting Standards	
		ELA	Mathematics
High N/RC Districts			
New York City	672	36%	51%
Large City Districts	131	21	45
Urban-Suburban	196	72	89
Rural	192	88	98
Average N/RC Districts	706	98	100
Low N/RC Districts	328	100	100
Total Public*	2,226	72%	81%

*Total public includes schools not in an N/RC category.

Table 3.15
Percentage of Middle-Level Schools Meeting State Standards
in English Language Arts (ELA) and Mathematics
by Need/Resource Capacity Category
New York State
2000–01

Need/Resource Capacity Category	Number of Schools	Percent Meeting Standards	
		ELA	Mathematics
High N/RC Districts			
New York City	288	22%	9%
Large City Districts	64	9	6
Urban-Suburban	62	18	11
Rural	150	33	27
Average N/RC Districts	361	69	46
Low N/RC Districts	131	99	92
Total Public*	1,056	48%	35%

Table 3.16
Credentials Earned by Public High School Completers
by Need/Resource Capacity Category
New York State
2000–01

Need/Resource Capacity Category	High School Completion Credentials				
	Number	Local Diplomas		Percent IEP Diplomas	Percent Certificates
		Percent Regents-endorsed	Percent Other		
High N/RC Districts					
New York City	41,151	27.3%	68.9%	3.7%	0.2%
Large City Districts	3,714	25.7	68.1	6.0	0.2
Urban-Suburban	10,915	40.6	53.6	5.3	0.5
Rural	11,322	50.0	44.5	4.7	0.9
Average N/RC Districts	54,855	58.7	38.0	2.6	0.8
Low N/RC Districts	25,089	67.2	30.7	1.1	0.9
Total Public	147,046	48.5%	47.8%	3.1%	0.6%

Table 3.17
College-Going Rates of Public High School Graduates
by Need/Resource Capacity Category
New York State
2000–01

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	47.8%	14.5%	1.2%	63.5%
Large City Districts	45.2	31.2	3.0	79.4
Urban-Suburban	40.9	35.7	1.6	78.2
Rural	36.2	37.7	2.0	76.0
Average N/RC Districts	48.5	33.5	1.8	83.8
Low N/RC Districts	72.2	19.8	0.8	92.7
Total Public	54.2%	24.3%	2.0%	80.4%

6 Attendance, Suspension, and Dropout Rates

Attendance, suspension, and dropout rates serve as useful measures of schools' abilities to retain students and motivate learning.

Attendance Rates

The Big 5 districts had the lowest average attendance rates among the N/RC categories (Table 3.18). Urban and suburban schools in High N/RC Districts had the lowest average attendance rate (93.1 percent) outside the Big 5 districts. The average attendance rate in Low N/RC Districts (95.6 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).

<p>TABLE 3.18</p> <p>PUBLIC SCHOOL ANNUAL ATTENDANCE RATES BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 104</p>

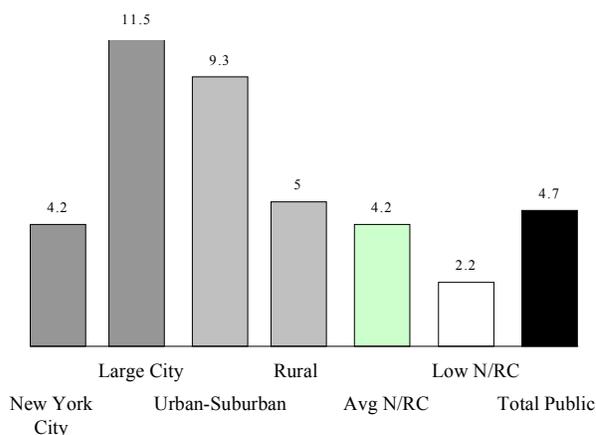
Secondary schools with low attendance rates tend to have high dropout rates. Many of the factors that lead to frequent absences, alienation from the schooling process, economic difficulties, and family problems, may also cause students to leave school prematurely. Among New York State public schools 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 (4.2 percent) of any N/RC

category (Figure 3.16). This finding is consistent with district policy discouraging suspensions for nonviolent acts; in New York City most students were suspended for interpersonal violent acts or for use or possession of a weapon. Outside New York City, most suspensions were for nonviolent acts. Low N/RC Districts had the lowest suspension rate (2.2 percent); Large City Districts and High N/RC Urban-Suburban Districts had much higher rates, over nine percent in each category.

Figure 3.16
Public School Suspension Rates by Need/Resource Capacity Category 1999-2000



Dropout Rates

As with attendance and suspension rates, reported dropout rates varied significantly among summary groups. In 1999-2000 and 2000-01, students in New York City were 10 times as likely to drop out as students in Low N/RC Districts (Table 3.19). The other High N/RC Districts reported dropout rates of 3.6 to 4.0 percent in 2000-01. New York City changed the method used for reporting dropout rates in 2000-01. Unlike other

<p>TABLE 3.19</p> <p>PUBLIC SCHOOL ANNUAL DROPOUT RATES BY NEED/RESOURCE CAPACITY CATEGORY</p> <p>PAGE 104</p>

school districts, New York City had previously reported students who transferred to GED preparation programs and then dropped out as dropouts. In 2000-01 these students were counted as transferring to high school equivalency programs and not counted as dropouts.

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, 17 percent of ninth-graders were repeaters. In New York City, nearly 30 percent of the ninth-grade enrollment in Fall 2000 were repeaters (Table 3.20). While this rate is high, it is significantly lower than the percentage of repeaters (35.9 percent) reported by New York City in Fall 1999. The repeat rate was slightly lower in the Large City Districts (27.3 percent) and considerably lower in the other categories. In Low N/RC Districts, the ninth-grade repeat rate was 1.6 percent.

High School Equivalency

Students at severe risk of dropping out of general high school programs who meet certain age and performance criteria may enter alternative programs leading to high school equivalency diplomas. The rate of participation in these programs is computed using the same pupil base used to compute the dropout rate. The rate of leaving high school for equivalency program participation increased from 2.3 percent in 1999-2000 to 3.0 percent in 2000-01 (Table 3.21). New York City and Large City Districts had the highest percentages of students leaving diploma programs and entering alternative programs, 5.9 and 3.8 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 2001-02 school year, New York State will report non-completion rates, including traditional dropouts and transfers to high school equivalency programs.

TABLE 3.20

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

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TABLE 3.21

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

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Table 3.18
Public School Annual Attendance Rates
by Need/Resource Capacity Category
New York State
1999–2000

Need/Resource Capacity Category	Percent
High N/RC Districts	
New York City	88.5%
Large City Districts	90.5
Urban-Suburban	93.1
Rural	94.6
Average N/RC Districts	95.0
Low N/RC Districts	95.6
Total Public	92.3%

Table 3.19
Public School Annual Dropout Rates¹
by Need/Resource Capacity Category
New York State
1999–2000 and 2000–2001

Need/Resource Capacity Category	Rate 1999–2000	Rate 2000–2001
High N/RC Districts		
New York City	7.0%	6.5%
Large City Districts	3.8	4.0
Urban-Suburban	3.8	3.9
Rural	3.4	3.6
Average N/RC Districts	2.1	2.0
Low N/RC Districts	0.7	0.6
Total Public	4.0%	3.8%

¹ Dropout Rate equals the number of dropouts divided by grades 9-12 enrollment, including the portion of ungraded secondary enrollment that can be attributed to grades 9-12. Two years of new data are available because the dropout data for the 2000-01 school year was collected in July 2001 rather than in October as was the previous practice.

Table 3.20
Number of Ninth-Graders and Percentage Repeating Ninth Grade
by Need/Resource Capacity Category
New York State
Fall 2000

Need/Resource Capacity Category	Grade 9 Enrollment	Percent Repeaters
High N/RC Districts		
New York City	101,888	29.4%
Large City Districts	10,790	27.3
Urban/Suburban	16,764	13.0
Rural	15,904	9.9
Average N/RC Districts	71,795	6.2
Low N/RC Districts	28,349	1.6
Total Public	245,490	16.9%

Table 3.21
Alternative Public High School Equivalency Program Participation
and Participation Rate by Need/Resource Capacity Category
New York State
1999–2000 and 2000–2001

Need/Resource Capacity Category	Rate 1999–2000	Rate 2000–2001
High N/RC Districts		
New York City	4.0%	5.9%
Large City Districts	3.8	3.8
Urban/Suburban	2.6	2.4
Rural	1.4	1.6
Average N/RC Districts	1.0	1.2
Low N/RC Districts	0.5	0.4
Total Public	2.3%	3.0%

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

7 Students with Disabilities

Performance results in this section reflect data for those students with disabilities whose Individualized Education Program (IEP) do not place them in the NYSAA program for severely disabled students.

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

A Department objective is to increase the percentage of students with disabilities receiving special-education services in classrooms with general-education students. The percentage of students with disabilities educated primarily in general-education classes has increased in the last eight years. In December 2000, 50.0 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 their time outside general education (Table 3.22). Nationally, in 1999-2000, 47.3 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 2000, 6.8 percent of students with disabilities were educated in separate settings. The Urban-Suburban High N/RC Districts, New York City, and the Low N/RC Districts had relatively large percentages of students educated in separate settings. The Rural High N/RC Districts had the smallest percentages of students educated in separate settings.

Students with disabilities educated in public school buildings are reported in three categories, from less to more restrictive. The Big 5 districts and the Urban-Suburban High N/RC Districts assigned the largest percentages to the more restrictive category: 45.3 percent in New York City and 33.4 percent in Large City Districts. In Low N/RC Districts, about one in ten were placed in the more restrictive setting and more than one-half of students (60.8 percent) spent less than 21 percent of their time outside the general-education classroom.

NYSAP Performance

Students with disabilities at the elementary and middle levels who are not assigned to the NYSAA by the local committee on special education must participate in the New York State Assessment Program (NYSAP).

In all district categories 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 3.23). 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. Statewide, on all assessments, substantially smaller percentages of students with disabilities scored at Level 3 or Level 4 than at Level 2.

TABLE 3.22

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

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TABLE 3.23

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

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Students with disabilities, like general-education students, had more difficulty with the middle- than the elementary-level assessments. The majority of students with disabilities in 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. On three assessments, the percentages of students with disabilities in the Low N/RC Districts scoring at or above Level 2 were higher than 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 examination in comprehensive English and proficiency in mathematics by passing a Regents mathematics examination by the end of their fourth year of high school. In the Low N/RC Districts, 82 percent of students with disabilities in the 1997 cohort had fulfilled the minimum English requirement by scoring 55 or higher and 70 percent had achieved

the minimum mathematics requirement. Fifty-eight percent of these students had scored 65 or higher on the Regents examination in comprehensive English; 61 percent had done so on a Regents mathematics examination. In each of the other N/RC categories, the percentages were smaller. In New York City, fewer than one in five students with disabilities in the 1997 cohort scored 65 or higher on these Regents examinations (Table 3.24).

TABLE 3.24

PERCENTAGE OF STUDENTS WITH DISABILITIES IN THE 1997 COHORT SCORING 55-100 AND 65-100 ON REGENTS EXAMINATIONS IN ENGLISH AND MATHEMATICS BY NEED/RESOURCE CAPACITY CATEGORY

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High School Completions and Dropouts

In 2000-01, 14,882 students with disabilities earned high school diplomas, certificates, or equivalency diplomas and 493 students reached age 21 (when entitlement to public education ends) (Table 3.25). In public schools statewide, the majority of these students succeeded in meeting graduation requirements: 9.9 percent earned Regents diplomas and 55.7 percent earned local diplomas. An additional 2.9 percent earned high school equivalency diplomas. The remainder of these students (31.6 percent) earned IEP diplomas or special certificates, signifying completion of at least 12 or 13 years of school beyond kindergarten and accomplishment of the goals established in their last IEP.

TABLE 3.25

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

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High school completers with disabilities in the Big 5 districts and in other High N/RC Districts were less likely than those in Average or Low N/RC Districts to earn Regents or local diplomas. About 89.5 percent of high school completers with disabilities in Low N/RC Districts achieved this goal, compared with 44.9 percent in New York City and 53.3 percent in the Large City Districts.

An additional 9,594 students with disabilities left school without completing diploma or certificate requirements in 2000-01 (Table 3.26). Because some students with disabilities are in ungraded classes, dropout rates for students with disabilities cannot be computed in the same way that the overall dropout rate is computed; that is, by comparing the number of dropouts with the enrollment in grades 9-12 plus the portion of the grade 7-12 ungraded enrollment attributed to grades 9-12. Instead, to calculate the dropout rate, the number of students with disabilities who dropped out is compared with the number of students with disabilities in the comparable age group, 14 to 21.

TABLE 3.26

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

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Using this procedure, the dropout rate for students with disabilities in public schools statewide was 6.9 percent in 2000-01 compared with 6.3 percent in 1999-2000 (Table 3.26). The dropout rate for all students (with and without disabilities) was 4.0 percent in 1999-2000 and 3.8 percent in 2000-01. The increased dropout rate for students with disabilities can be attributed to New York City, where the dropout rate rose from 10.2 to 12.3 percent. Historically, the dropout rate for students with disabilities has fluctuated in New York City.

Table 3.22
Number of Public School Students with Disabilities and Percent in
Each Placement by Need/Resource Capacity Category
New York State
December 2000

Need/Resource Capacity Category	Number of Students	Percent of Time Spent Outside the Classroom in Public School Buildings			Separate Education Settings
		Less than 21 Percent	21 to 60 Percent	More Than 60 Percent	
High N/RC Districts:					
New York City	142,749	45.1%	0.7%	45.3%	8.9%
Large City Districts	22,925	48.2	11.5	33.4	6.8
Urban-Suburban	30,816	41.8	19.3	31.3	7.5
Rural	26,737	52.8	21.5	23.1	2.6
Average N/RC Districts	115,544	53.8	21.5	20.0	4.8
Low N/RC Districts	44,544	60.8	21.4	10.7	7.1
Total State Excluding the Big 5	217,641	53.4	21.2	20.1	5.4
Total Public	383,315	50.0%	13.0%	30.3%	6.8%

Note: The data include students in school-age programs (ages 6 through 21) who were the responsibility of public school district committees on special education. Data are not included for students enrolled in State-agency operated programs or students with disabilities who are placed by the local Social Services, districts, the courts, or other State agencies (Article 81 placements).

Table 3.23
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
2000-01

Need/Resource Capacity Category	Elementary-Level ELA			Middle-Level ELA			Elementary-Level Mathematics			Middle-Level Mathematics		
	Number Tested	At or Above Level 2	At or Above Level 3	Number Tested	At or Above Level 2	At or Above Level 3	Number Tested	At or Above Level 2	At or Above Level 3	Number Tested	At or Above Level 2	At or Above Level 3
High N/RC Districts												
New York City	11,248	45%	11%	8,971	34%	4%	11,417	50%	19%	9,345	15%	2%
Large City Districts	1,690	59	19	1,406	43	5	1,816	70	32	1,455	29	5
Urban/Suburban	2,213	72	27	2,087	46	5	2,334	78	41	2,096	33	5
Rural	1,776	74	28	1,927	57	5	1,816	83	45	1,936	45	10
Average N/RC Districts	7,980	80	35	8,972	65	9	8,102	87	53	8,933	51	13
Low N/RC Districts	3,235	91	54	3,191	83	21	3,282	95	72	3,230	72	27
Total Public	28,142	66%	26%	26,554	53%	8%	28,767	72%	39%	26,995	38%	9%

Table 3.24
Percentage of Students with Disabilities in the 1997 Cohort
Scoring 55–100 and 65–100 on Regents Examinations in English and Mathematics
by Need/Resource Capacity Category
June 2001

Need/Resource Category	1997 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	1,698	50%	19%	30%	18%
Large City Districts	537	33	15	15	10
Urban Suburban	882	51	26	32	24
Rural	1,041	62	31	50	38
Average N/RC	5,192	69	39	55	43
Low N/RC	2,705	82	58	70	61
Total Public*	12,060	66%	38%	51%	40%

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

Table 3.25
Credentials Earned by Public High School Completers with Disabilities
by Need/Resource Capacity Category
New York State
June 2001

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
High N/RC Districts	67	1.9%	1,496	43.0%	1,763	50.7%	150	4.3%	3,476	296	
New York City	27	4.4	302	48.9	286	46.4	2	0.3	617	8	
Large City Districts	45	4.2	472	44.2	523	49.0	27	2.5	1,067	29	
Urban/Suburban	108	7.8	640	46.1	591	42.5	50	3.6	1,389	14	
Rural	679	12.1	3,467	61.9	1,285	23.0	166	3.0	5,597	109	
Average N/RC Districts	541	19.8	1,907	69.7	258	9.4	30	1.1	2,736	37	
Low N/RC Districts	1,467	9.9%	8,284	55.7%	4,706	31.6%	425	2.9%	14,882	493	

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

Table 3.26
Number and Percent of Students with Disabilities
Who Left Public Secondary Schools without Completing Requirements
by Need/Resource Capacity Category
New York State¹
2000–01

Location	Number of Dropouts	Dropout Rate ²
High N/RC Districts		
New York City	5,962	12.3%
Large City Districts	402	5.5
Urban/Suburban	677	6.3
Rural	676	6.1
Average N/RC Districts	1,668	3.7
Low N/RC Districts	209	1.3
Total Public	9,594	6.9%

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

²Dropout rate is the number of students with disabilities who dropped out between 7/1/00 and 6/30/01, divided by the 12/1/00 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 encourage individuals to obtain certification in subject areas that are underrepresented? What can the State do to attract certified teachers to localities where there are shortages?
- ? How can better qualified teachers and administrators be attracted to low-performing schools?
- ? How can instructional technology be used to broaden the curriculum in rural schools?
- ? What can the State do to close the performance gap among districts with different levels of student need?
- ? What policy and program changes are needed to increase the likelihood that insufficiently prepared students will succeed in Regents-level courses?
- ? What new policies and programs are needed to improve attendance in low-performing schools?
- ? How can we provide students in rural schools with the opportunity to pursue advanced secondary and college-level courses? How do we improve their access to postsecondary education?

Part IV:

Minority Issues

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Highlights

Student Demographics

- ☆ *Minority students constituted 44.9 percent of students attending public schools in Fall 2000, compared with 39.8 percent in 1990 and 31.9 percent in 1980. The largest group of minority students was Blacks, followed by Hispanics, Asian/Pacific Islanders, and American Indian/Alaskan Natives.*
- ☆ *In Fall 2000, over 77 percent of minority students attending public schools were enrolled in the Big 5 districts.*
- ☆ *In Fall 1996, 29.4 percent of public school students attended high-minority schools. By Fall 2000, 31.4 percent did. In fact, enrollment increased by 66,000 in high-minority schools while public school enrollments increased by 32,000.*

Resources

- ☆ *Statewide, in Fall 2000, compared with teachers in low-minority schools, teachers in high-minority schools were more likely to leave their schools (22 versus 15 percent), were more likely to be uncertified (27.1 versus 6.0 percent), and had less experience (11 years versus 14).*
- ☆ *The percentage of minority professional staff has increased over the last 20 years in the Big 5 cities. Nonetheless, the Fall 2000 racial/ethnic distribution of school educators did not reflect the distribution of the student body.*

Performance

- ☆ *In both English language arts and mathematics, substantially larger percentages of Whites and Asian/Pacific Islanders than students from other minority groups met or exceeded the standards for elementary- and middle-level students. White students were three to eight times as likely as Black or Hispanic students to score at Level 4 on these tests.*
- ☆ *In 2001, as in previous years, the percentages of average grade enrollment passing and achieving distinction on Regents examinations were substantially greater in low- than in high-minority schools.*
- ☆ *Statewide, of those completing high school, Whites and Other Minorities (minorities other than Blacks and Hispanics) 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 2000-01 graduates in the White and Other Minorities group planned to pursue postsecondary education. The percentage of Whites (83.8 percent) planning to pursue postsecondary education was greater than the percentage of Blacks (65.3 percent) or Hispanics (62.7 percent) planning to do so.*

- ☆ *Mean SAT scores for the class of 2001 differed substantially according to race/ethnicity. Asians achieved the highest mean composite score, 1060; followed by Whites, 1051; Other Minorities, 983; American Indian/Alaskan Natives, 934; Hispanics, 892; and Blacks, 865.*
- ☆ *Minority participation in the Advanced Placement program has increased significantly: There were twice as many Black, Asian, and Hispanic candidates in 2001 as in 1991.*

Attendance, Suspensions, and Dropouts

- ☆ *Schools with few minority students had higher attendance rates than schools with many minority students. In 1999-2000, low-minority schools had an average attendance rate of 95.2 percent compared with 87.9 percent in high-minority schools. On average, students in high-minority schools missed 22 days of school in 1999-2000.*
- ☆ *Black students were suspended at higher rates than students belonging to other racial/ethnic groups in 1999-2000.*
- ☆ *In 1999-2000, public secondary schools that enrolled the largest percentages of minority students and had the highest poverty levels had the highest annual dropout rates; 1 in 10 students attending these schools dropped out. In contrast, 1 in 56 students attending schools in the low-poverty, low-minority category dropped out.*

1 Student Demographics

White students constituted a small majority (57.0 percent) of students attending public and nonpublic schools in Fall 2000 (Table 4.1). The largest group of minority students were Blacks (19.4 percent), followed by Hispanics (17.5 percent), Asian/Pacific Islanders (5.7 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.

Figure 4.1
Racial/Ethnic Group Enrollment in Public Schools Fall 2000

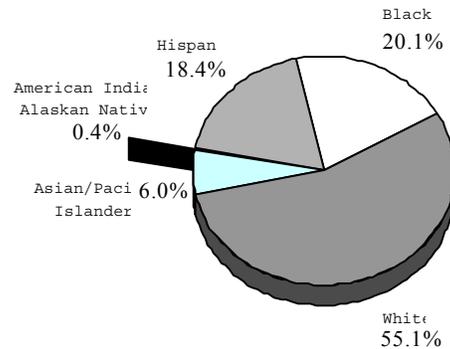
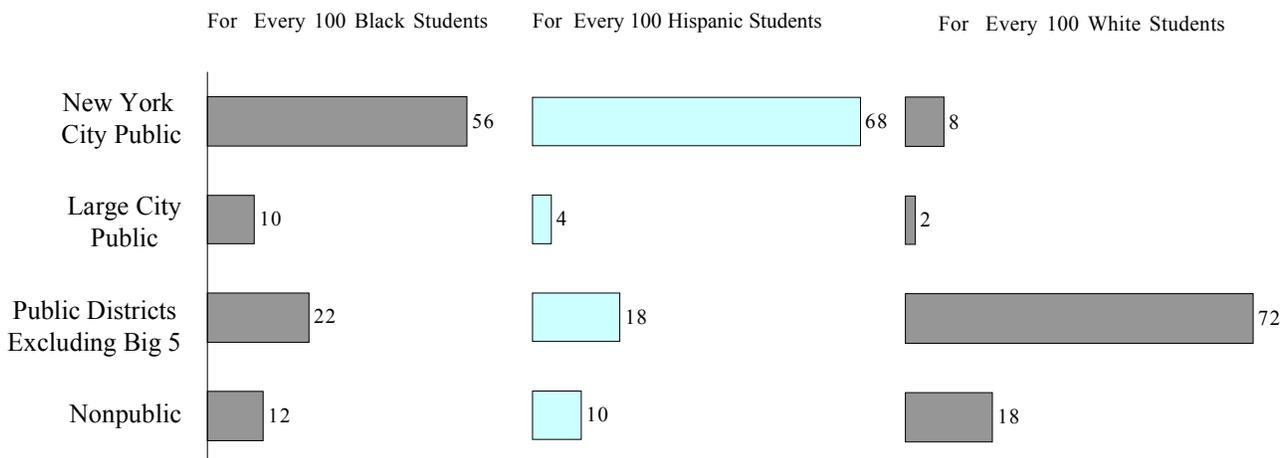


TABLE 4.1
RACIAL/ETHNIC GROUP ENROLLMENT PERCENTAGES BY SECTOR/LOCATION
PAGE 125

Minority students were concentrated in the Big 5 districts. Minorities constituted 84.8 percent of New York City's public school enrollment, 73.6 percent of the Large City District enrollment, but only 17.6 percent of enrollment in districts outside the Big 5 cities. Over 77 percent of minority students attending public schools were enrolled in the Big 5 districts.

Black and Hispanic schoolchildren were about seven times as likely as White children to attend schools in one of the Big 5 school districts; in contrast, White students were more than three times as likely as Black children, and 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).

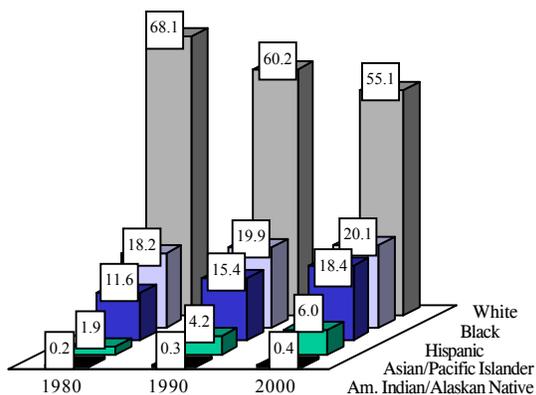
Figure 4.2
Locations Where Black, Hispanic, and White Students Attended School Fall 2000



Statewide, 68.2 percent of students in nonpublic schools were White. The disparity in nonpublic enrollment between majority and minority students was particularly wide in New York City where 57.0 percent of the enrollment in nonpublic schools was White, in contrast to 15.2 percent of that in public schools. Fifty percent of White students in New York City attended nonpublic schools. A larger percentage (13 percent) of Black students 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 1980 and 2000, the rates of growth for Hispanic and Asians/Pacific Islanders were greater than for Blacks and Hispanics (Figure 4.3). The greatest growth occurred among Asians and Pacific Islanders. Their 2000 share of enrollment was three times greater than their 1980 share.

Figure 4.3
Racial/Ethnic Group Enrollment Trends
in Public Schools
Fall 1980, 1990, 2000



The State map in Figure 4.4a illustrates the concentration of minority students in urban and certain rural areas of the State in Fall 2000. Within New York City, the concentration varied among community school districts (Figure 4.4b). 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 dis-

tricts 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 public schools and the number of students in each minority-composition category in Fall 2000. Most high-minority schools (80 percent) were in New York City; most low-minority schools (99 percent) were in districts outside the Big 5 cities.

TABLE 4.2

NUMBER AND PERCENT OF PUBLIC SCHOOLS AND ENROLLMENT BY MINORITY COMPOSITION CATEGORY

PAGE 126

Figure 4.4a
Map of Public School Districts Showing
Minority Enrollment by District
New York State
2000-01

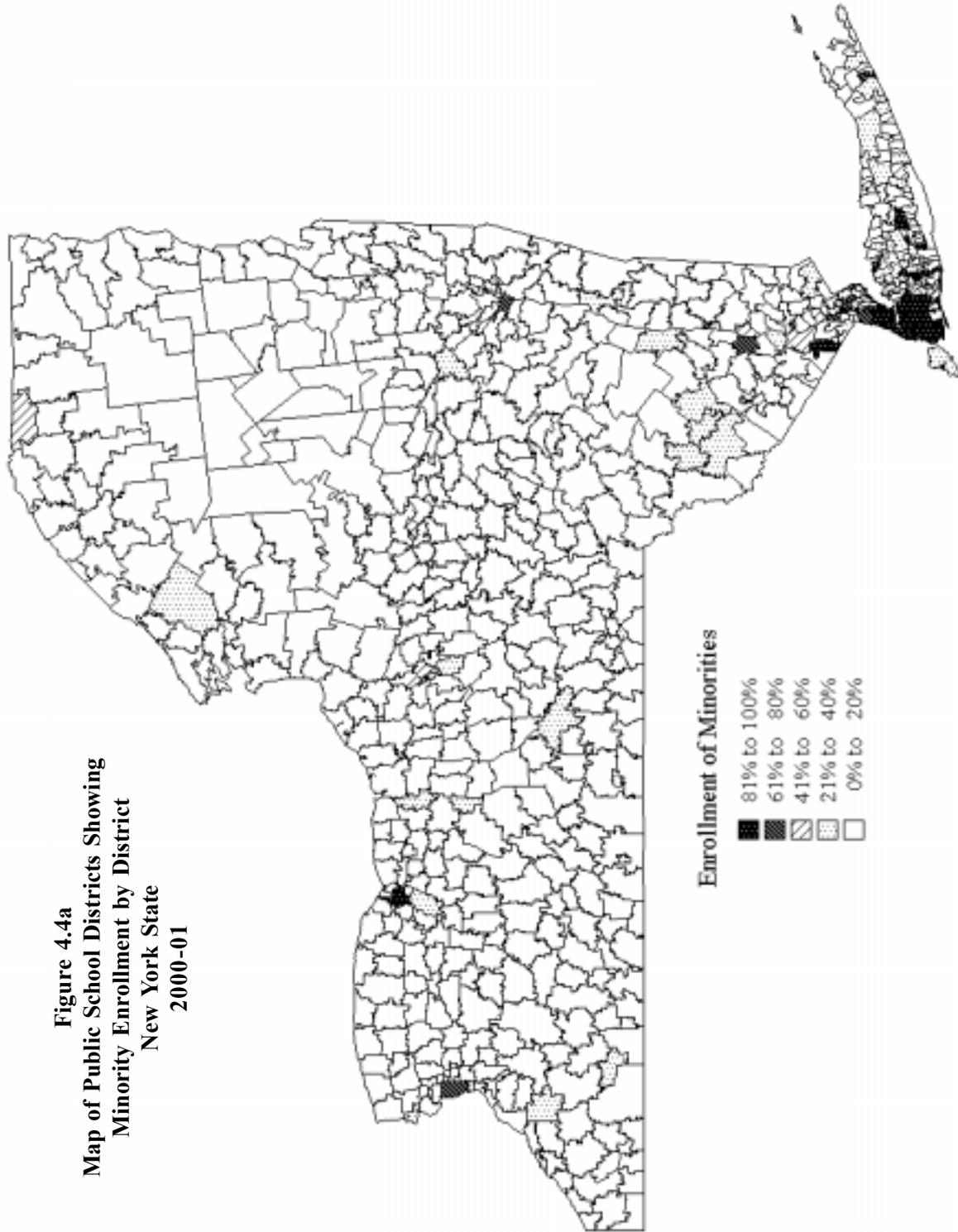
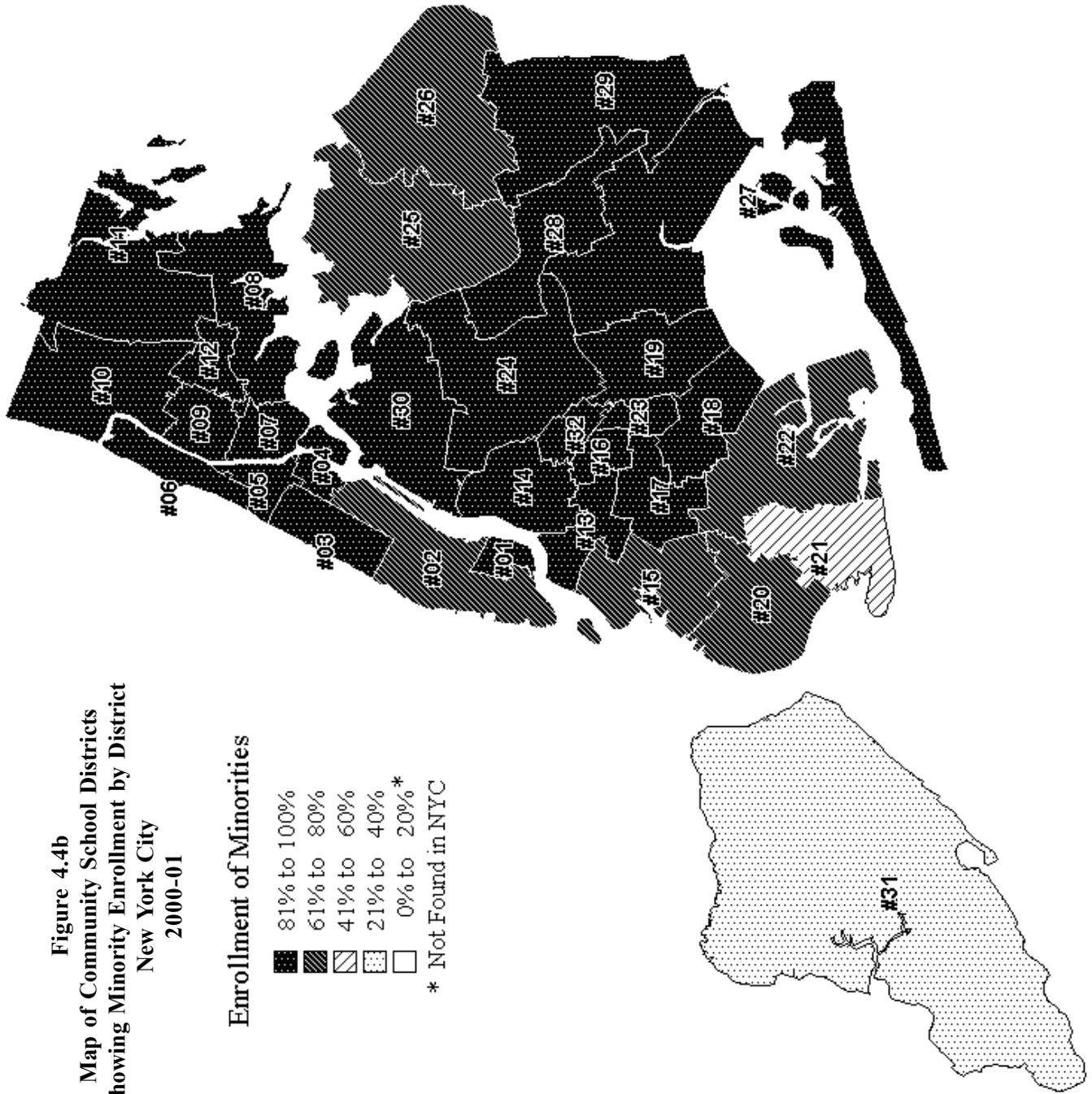


Figure 4.4b
 Map of Community School Districts
 Showing Minority Enrollment by District
 New York City
 2000-01

Enrollment of Minorities

- 81% to 100%
 - ▨ 61% to 80%
 - ▧ 41% to 60%
 - ▩ 21% to 40%
 - 0% to 20%*
- * Not Found in NYC



Across the State, a large majority of students attended either low- or high-minority schools: 44.6 percent attended low-minority schools; 31.4 percent attended high-minority schools. By and large, White students (75.4 percent) attended low-minority schools, while minority students (66.5 percent) attended high-minority schools (Table 4.3). Only 7.0 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 1980. Consistently, since that time, about 60 percent of Black and Hispanic students have attended schools where 80 percent or more of the enrollment was Black or Hispanic (Figure 4.5).

Figure 4.5
Percent of Black and Hispanic Students in Public Schools of Differing Minority Composition Fall 1980 and Fall 2000

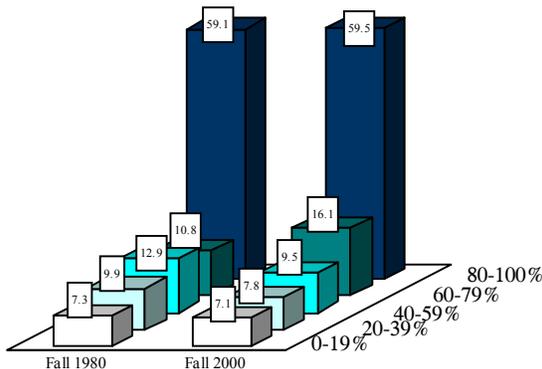
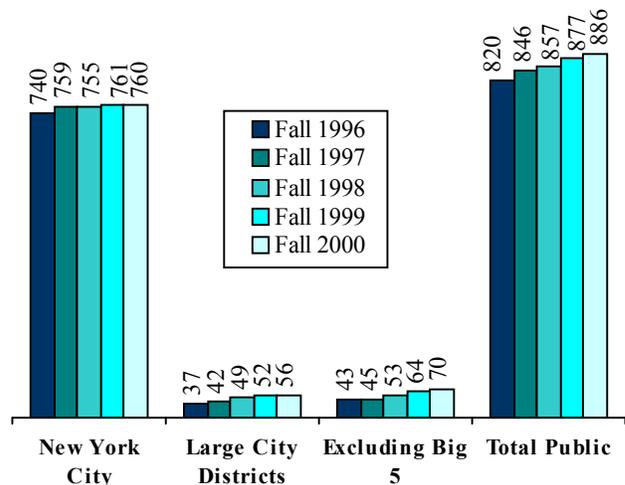


TABLE 4.3
NUMBER AND PERCENT OF MINORITY STUDENTS IN PUBLIC SCHOOLS OF DIFFERING MINORITY COMPOSITION BY LOCATION

PAGE 127

Moreover, the number of students attending high-minority schools increased between Fall 1996 and Fall 2000 (Figure 4.6). In Fall 1996, 29.4 percent of public school students attended high-minority schools. By Fall 2000, 31.4 percent did so. In fact, during this period, enrollment in high-minority schools increased by 66,000 students, while public school enrollment increased by 32,000.

Figure 4.6
Enrollment in High-Minority Schools (in thousands) Fall 1996 to Fall 2000



Poverty

In Fall 2000, 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). Statewide, minority students were more likely to be economically disadvantaged than White students (Figure 4.7). To further illustrate this contrast, Figure 4.8 shows the poverty status of high-minority schools compared with that of low-minority schools. In New York State, 688 high-minority schools (65.6 percent) had concentrated poverty. Among low-minority schools, only 210 (9.6 percent) had such a large percentage of families receiving public assistance. Among New York City's 833 high-minority schools, only 118 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.

Figure 4.7
Percentage of Fourth- and Eighth-Graders in Each Racial/Ethnic Group from Low-Income Families 2000

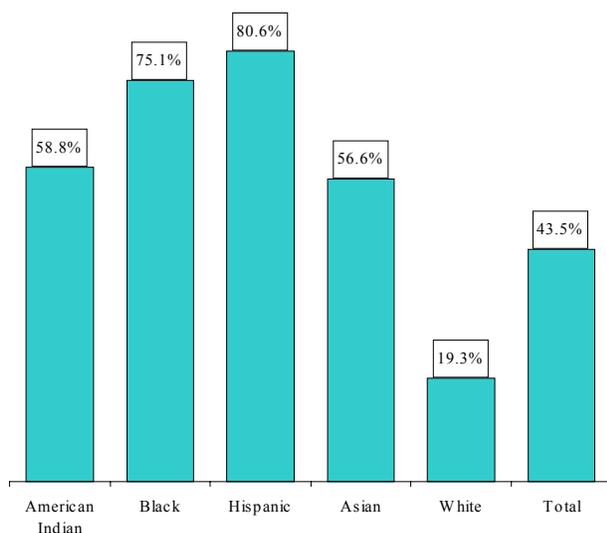
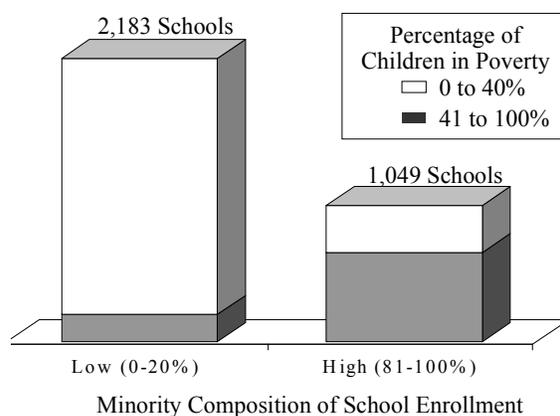


TABLE 4.4

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

PAGE 128

Figure 4.8
Contrasting Levels of Poverty in High- and Low-Minority Schools Fall 2000



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 2000, 72 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 19 percent had medium stability rates (between 81 and 90 percent); nine percent had lower rates (Table 4.5).

High-minority schools have lower student stability rates than other schools (Table 4.5). In Fall 2000, only 52 percent of high-minority schools had high rates, compared with 84 percent of low-minority schools. Statewide, 21 percent of high-minority schools had unstable enrollments; that is, they had 80 percent or fewer students in the highest grade who were enrolled the year before.

TABLE 4.5

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

PAGE 129

Table 4.1
Racial/Ethnic Group Enrollment
Percentages by Sector/Location
New York State
Fall 2000

Sector/Location	Total Enrollment	Percent Black	Percent Hispanic	Percent American Indian/Alaskan Native	Percent Asian and Pacific Islander	Percent White
Public						
New York City	1,048,692	35.0%	37.9%	0.3%	11.7%	15.2%
Large City Districts	126,650	51.6	18.9	0.8	2.3	26.4
Districts Excluding The Big 5	1,668,768	8.3	6.2	0.4	2.6	82.4
BOCES	20,508	14.1	6.1	0.4	1.5	77.8
Total Public*	2,844,110	20.1%	18.4%	0.4%	6.0%	55.1%
Nonpublic						
New York City	275,144	20.1%	17.6%	0.1%	5.2%	57.0%
Other Nonpublic	220,409	9.9	4.7	0.3	2.9	82.2
Total Nonpublic	495,553	15.6	11.9	0.2	4.2	68.2
Total State	3,339,663	19.4%	17.5%	0.4%	5.7%	57.0%

*Total public does not include BOCES counts because students enrolled in BOCES programs are also included in one of the other three location groupings (e.g., New York City).

Table 4.2
Number and Percent of Public Schools and Enrollment
by Minority Composition Category
New York State
Fall 2000

Location/Minority Composition of Schools	Schools		Enrollment	
	Number	Percent	Number	Percent
New York City				
0–20 Percent	26	2.2%	23,905	2.3%
21–40 Percent	41	3.4	33,319	3.2
41–60 Percent	113	9.4	101,468	9.7
61–80 Percent	138	11.5	129,185	12.3
81–100 Percent	887	73.6	760,293	72.5
Large City Districts				
0–20 Percent	—	—	—	—
21–40 Percent	12	5.7%	8,583	6.8%
41–60 Percent	32	15.3	18,814	14.9
61–80 Percent	74	35.4	43,284	34.3
81–100 Percent	91	43.5	55,677	44.1
Districts Excluding the Big 5				
0–20 Percent	2,158	76.6%	1,234,635	74.9%
21–40 Percent	320	11.4	203,586	12.4
41–60 Percent	122	4.3	77,949	4.7
61–80 Percent	92	3.3	61,852	3.8
81–100 Percent	125	4.4	70,207	4.3
Total Public				
0–20 Percent	2,184	51.6%	1,258,540	44.6%
21–40 Percent	373	8.8	245,488	8.7
41–60 Percent	267	6.3	198,231	7.0
61–80 Percent	304	7.2	234,321	8.3
81–100 Percent	1,103	26.1	886,177	31.4

Table 4.3
Number and Percent of Minority Students in Public Schools
of Differing Minority Composition by Location
New York State
Fall 2000

Location/Minority Composition of Schools	Number of Minority Students	Percent of Minority Students
New York City		
0–20 Percent	3,398	0.4%
21–40 Percent	11,317	1.3
41–60 Percent	52,542	5.9
61–80 Percent	90,832	10.2
81–100 Percent	730,741	82.2
Large City Districts		
0–20 Percent	—	—
21–40 Percent	3,103	3.3%
41–60 Percent	9,656	10.4
61–80 Percent	30,653	33.0
81–100 Percent	49,556	53.3
Districts Excluding the Big 5		
0–20 Percent	85,354	29.5%
21–40 Percent	58,210	20.1
41–60 Percent	38,199	13.2
61–80 Percent	43,115	14.9
81–100 Percent	64,415	22.3
Total Public		
0–20 Percent	88,752	7.0%
21–40 Percent	72,630	5.7
41–60 Percent	100,397	7.9
61–80 Percent	164,600	12.9
81–100 Percent	844,712	66.5

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 2000

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%)	25	23,243	2.3%
Medium Poverty (21–40%)	—	—	—
High Poverty (41–100%)	—	—	—
High Minority (81–100%)			
Low Poverty (0–20%)	118	139,263	13.6%
Medium Poverty (21–40%)	209	215,913	21.1
High Poverty (41–100%)	506	386,705	37.8
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%)	1	70	0.1%
Medium Poverty (21–40%)	2	1,596	1.3
High Poverty (41–100%)	88	54,011	42.7
Districts Excluding the Big 5			
Low Minority (0–20%)			
Low Poverty (0–20%)	1,454	904,728	54.9%
Medium Poverty (21–40%)	494	244,468	14.8
High Poverty (41–100%)	210	85,439	5.2
High Minority (81–100%)			
Low Poverty (0–20%)	15	6,621	0.4%
Medium Poverty (21–40%)	16	13,150	0.8
High Poverty (41–100%)	94	50,436	3.1
Total Public			
Low Minority (0–20%)			
Low Poverty (0–20%)	1,479	927,971	33.2%
Medium Poverty (21–40%)	494	244,468	8.7
High Poverty (41–100%)	210	85,439	3.1
High Minority (81–100%)			
Low Poverty (0–20%)	134	145,954	5.2%
Medium Poverty (21–40%)	227	230,659	8.2
High Poverty (41–100%)	688	491,152	17.6

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

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

Table 4.5
Distribution of Public School Student Stability Rates
by Location and Minority Composition of School
New York State
Fall 2000

Location/Minority Composition of School	Percent of School Having		
	Low Rate	Medium Rate	High Rate
New York City			
0–20 percent	8%	4%	88%
21–40 percent	7	7	85
41–60 percent	7	23	70
61–80 percent	9	18	73
81–100 percent	19	28	53
Total	16%	25%	59%
Large City Districts			
0–20 percent *	—	—	—
21–40 percent	0%	25%	75%
41–60 percent	19	22	59
61–80 percent	14	36	50
81–100 percent	30	30	41
Total	21%	31%	49%
Districts Excluding the Big 5			
0–20 percent	4%	13%	83%
21–40 percent	5	18	77
41–60 percent	7	28	65
61–80 percent	17	28	54
81–100 percent	25	23	52
Total	6%	15%	80%
Total State			
0–20 percent	4%	12%	84%
21–40 percent	5	17	78
41–60 percent	9	25	66
61–80 percent	13	26	62
81–100 percent	21	28	52
Total	9%	19%	72%

Note: Student Stability Rate is the percentage of students in the highest grade in a school in 2000–01 who were also enrolled in the same school in 1999–2000. The low rate is 1–80 percent; medium rate, 81–90 percent; high rate, 91–100 percent.

*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 (22 versus 15 percent), were more likely to be teaching out of certification (27.1 versus 6.0 percent), and had less experience (11 years versus 14). A larger percentage of teachers (37.0 percent) in high-minority schools, however, had completed 30 credits beyond the master's degree.

<p>TABLE 4.6</p> <p>SELECTED PUBLIC SCHOOL CLASSROOM TEACHER CHARACTERISTICS BY LOCATION AND MINORITY COMPOSITION OF SCHOOL</p> <p>PAGE 131</p>

In New York City, teachers in high-minority schools earned smaller median salaries (\$48,152) than teachers in low-minority schools (\$56,629). This pattern was not true in Districts Excluding the Big 5. Nevertheless, because the majority of high-minority schools were in New York City, statewide, teachers in high-minority schools earned the lowest median salary (\$48,650) among minority composition categories.

Among high-minority schools, New York City schools had the highest percentage of teachers teaching out of certification (29.6 percent) and, along with Large City Districts, 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 de-

gree (39.0 percent).

The Fall 2000 racial/ethnic distribution of school educators did not reflect that of the student body. Statewide, in comparison with their representation among students, Whites were overrepresented in the professional staff. This pattern of disparities was true in New York City, Large City Districts, and Districts Excluding the Big 5 (Table 4.7). The one exception to the pattern was that American Indians and Alaskan Natives were equitably represented among professional staff in New York City.

<p>TABLE 4.7</p> <p>RACIAL/ETHNIC COMPOSITION OF PUBLIC SCHOOL PROFESSIONAL STAFF AND STUDENTS</p> <p>PAGE 132</p>

Comparing 2000 with 1980, the percentage of minority teachers has increased in the Big 5 districts (Figure 4.9). The increases in Black and Hispanic teachers have been substantial in New York City. Outside the Big 5, the percentage of Hispanic teachers has increased slightly, the percentage of Other Minorities teachers has remained the same, and the percentage of Black teachers has decreased slightly.

Figure 4.9
**Percent Distribution of Public School
Classroom Teachers by Race/Ethnicity
1980 and 2000**

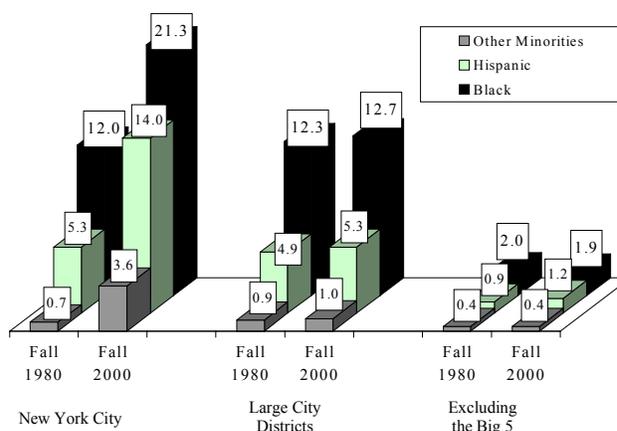


Table 4.6
Selected Public School Classroom Teacher Characteristics
by Location and Minority Composition of School
New York State
Fall 2000

Location/Minority Composition of School	Selected Classroom Teacher Characteristics				
	Median Teacher Salary	Teacher Turnover Rate Fall 1998 to Fall 1999	Percent Teaching Out of Certification	Percent with Master's Plus 30 Hours or Doctorate	Median Years of Experience
New York City					
0–20 percent	\$ 56,629	12%	16.7%	61.6%	18
21–40 percent	52,287	15	18.2	49.5	13
41–60 percent	55,155	15	20.4	54.7	15
61–80 percent	52,287	17	20.8	50.7	13
81–100 percent	48,152	22	29.6	39.0	11
Large City Districts*					
0–20 percent	—	—	—	—	—
21–40 percent	\$ 43,000	16%	10.4%	18.5%	17
41–60 percent	46,045	19	15.7	20.3	16
61–80 percent	53,376	22	17.4	24.0	14
81–100 percent	48,579	23	18.3	21.1	11
Districts Excluding the Big 5					
0–20 percent	\$ 49,584	15%	5.9%	22.2%	14
21–40 percent	59,198	15	6.3	34.0	14
41–60 percent	58,464	17	6.8	36.6	14
61–80 percent	59,342	18	7.9	36.3	14
81–100 percent	58,954	17	8.4	32.3	12
Total Public*					
0–20 percent	\$ 49,733	15%	6.0%	22.8%	14
21–40 percent	57,158	15	8.1	35.3	14
41–60 percent	55,155	16	14.7	43.1	14
61–80 percent	55,155	18	16.6	40.7	13
81–100 percent	48,650	22	27.1	37.0	11

* Percent not certified/licensed excludes Buffalo.

Table 4.7
Racial/Ethnic Composition of Public School
Professional Staff and Students
New York State
Fall 2000

Location	Enrollment	Principals & Assistant Principals	Classroom Teachers	Other Professional Staff
New York City				
Black	35.0%	23.1%	21.3%	20.8%
Hispanic	37.9	13.9	14.0	14.9
American Indian/Alaskan Native	0.3	0.3	0.3	0.3
Asian/Pacific Islander	11.7	1.4	3.3	3.0
White	15.2	61.3	61.1	61.0
Large City Districts				
Black	51.6%	35.8%	12.7%	18.0%
Hispanic	18.9	8.3	5.3	7.4
American Indian/Alaskan Native	0.8	0.4	0.2	0.4
Asian/Pacific Islander	2.3	0.2	0.7	0.7
White	26.4	55.3	81.1	73.5
Districts Excluding the Big 5				
Black	8.4%	5.3%	1.9%	3.6%
Hispanic	6.2	1.5	1.2	1.7
American Indian/Alaskan Native	0.4	0.1	0.1	0.1
Asian/Pacific Islander	2.6	0.2	0.3	0.3
White	82.4	92.9	96.5	94.3
Total Public				
Black	20.1%	14.8%	9.0%	12.0%
Hispanic	18.4	7.3	5.7	7.9
American Indian/Alaskan Native	0.4	0.2	0.2	0.2
Asian/Pacific Islander	6.0	0.7	1.3	1.5
White	55.1	77.0	83.8	78.4

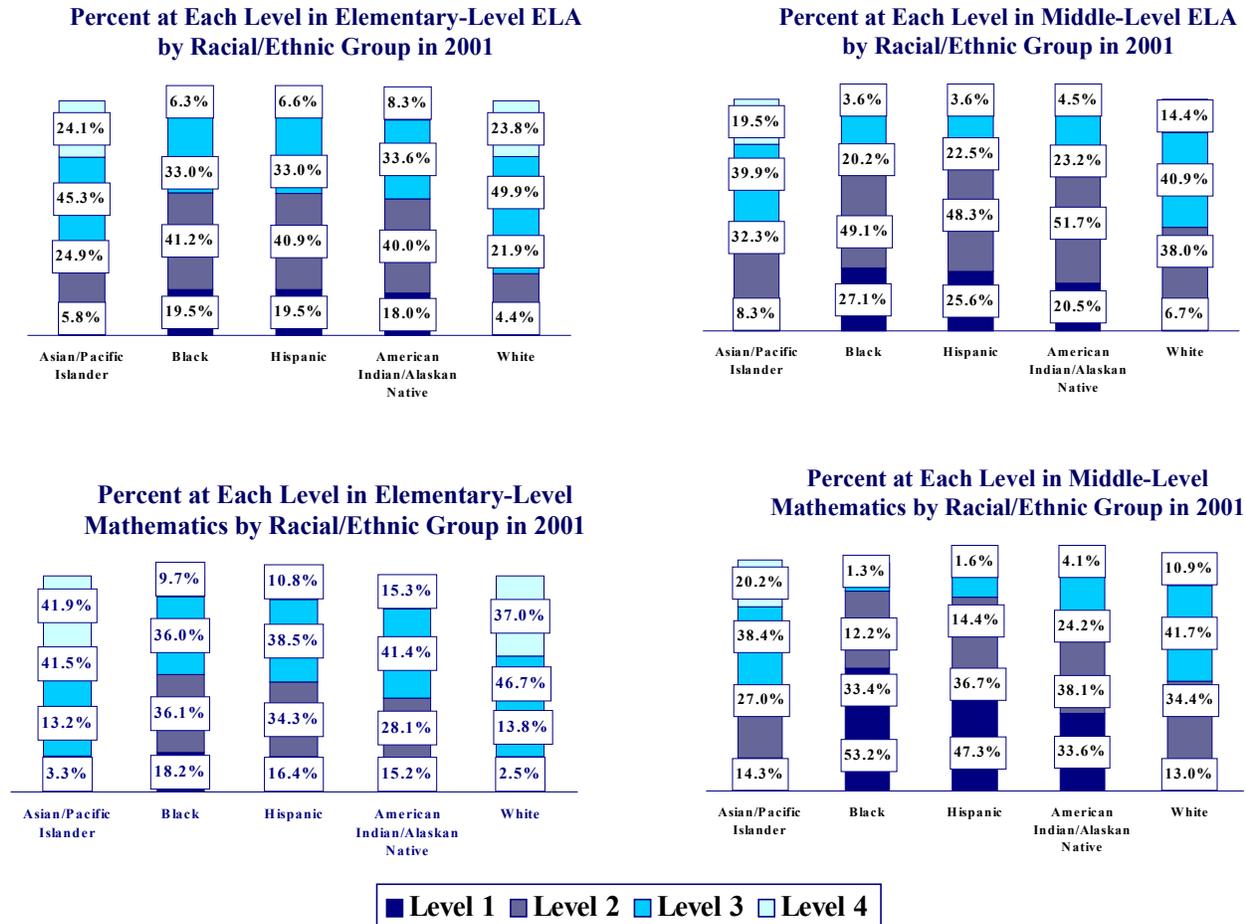
3 Performance

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 (Figure 4.10). 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 students. Statewide, the smallest percentages of stu-

Figure 4.10
Percentage of Students at Each Performance Level by Race/Ethnicity
New York State Assessment Program
2001



dents met 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 nearly twice as likely as Black or Hispanic students to score at Level 3 or Level 4 on this assessment. Asian/Pacific Islander and White students were nearly four times as likely as Black and Hispanic students to score at Level 4. Over 77 percent of minority students attend schools in the Big 5 city districts, where district performance was lower than in Rest of State districts.

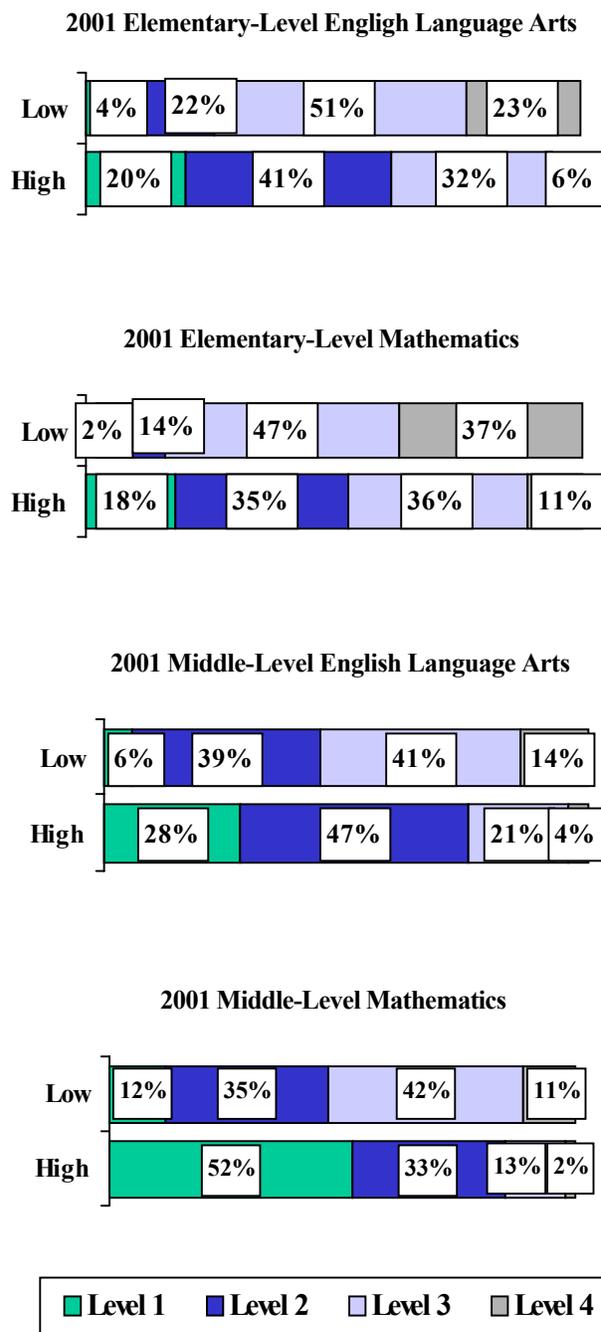
Figure 4.11 presents performance on the NYSAP by minority composition category. In public schools, as the percentage of minority students increased, the percentage of students scoring at Levels 3 and 4 (meeting or exceeding the standards) on the NYSAP decreased. Comparison of Figures 4.10 and 4.11 shows that the performance statistics for high-minority schools closely parallel those for Blacks and Hispanics. For example, 38 percent of students in high-minority schools scored at Level 3 or Level 4 on the elementary-level ELA; 39 percent of both Black and Hispanic students scored at one of 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 1996, 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.

Participation in the Regents examination in Comprehensive English continues to illustrate the general pattern of disparities between low- and high-minority schools (Table 4.8). Statistics on this examination for the 1998 cohort illustrate an increasing participation in Regents courses, a reflection of the new higher graduation requirements. As of June 2001, 91.8 percent of general-education

Figure 4.11
Percentage of Students at
Each Performance Level
by Minority Composition Category
New York State Assessment Program
2001



1998 cohort members in low-minority schools attempted the Regents English examination and fewer than two percent were unsuccessful. In high-minority schools, nearly 65 percent of general-education cohort members took the test, with more than eight 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, 89.3 percent of students in low-minority schools scored 55 or better, compared with 48.2 percent in high-minority schools. In other words, while 89 percent of tested students in low-minority schools met the minimum graduation requirement in mathematics, only 48 percent of tested students in high-minority schools did so. Students in low-minority schools were four times as likely to perform with distinction. In global history, students in low-minority schools were twice as likely to score 65 or higher than those in high-minority schools. In U.S. history and government, students in low-minority schools were more than three times as likely to score 65 or higher than students in high-minority schools.

In 2000-01, the percentages of average grade enrollment (AGE) participating in and passing Regents examinations not yet required for graduation were substantially greater in low- than in high-minority schools (Figure 4.12). On these Regents examinations, participation rates in low-minority schools were two to seven times as great as in high-minority schools. Not only did high-minority schools have smaller percentages of students participating, but tested students in these schools were less likely to score 65 or higher. The rate of students meeting graduation requirements (indicated by the first three bar segments in Figure 4.12) among public school students in the low-minority schools was up to 6.4 times that in high-minority schools. The differences in percentage of AGE scoring 65 or higher (indicated by the first two bar segments) and 85 or higher (indicated by the first bar segment) between low- and high-minority schools were even greater than the differences in participation rates.

Figure 4.12
Percent of AGE in Low- and High-Minority Public Schools Scoring in Various Ranges on Selected Regents Examinations August 2000, January 2001, and June 2001

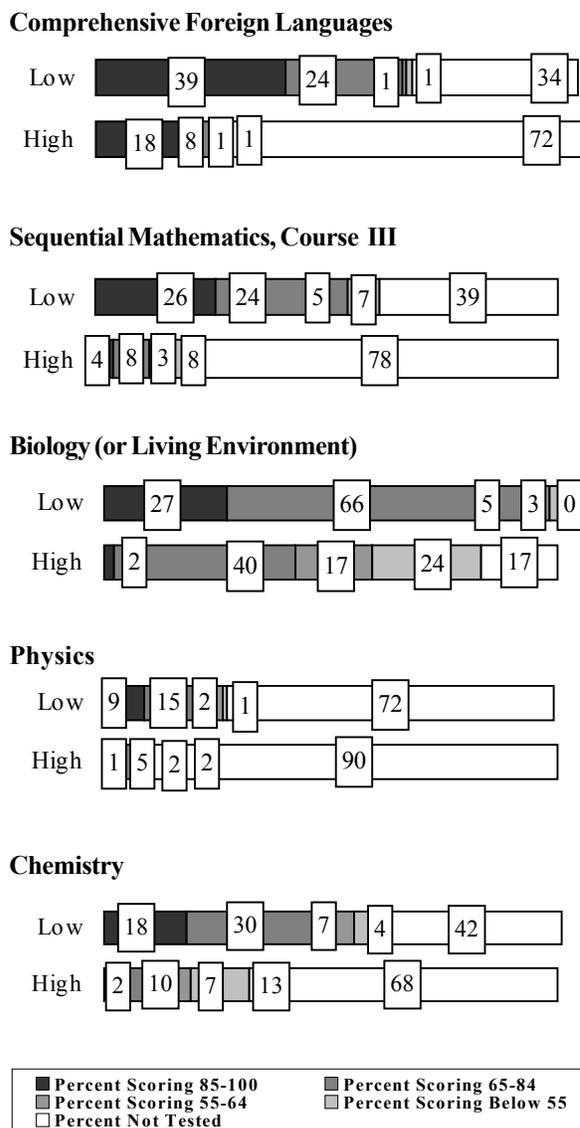


TABLE 4.8

PERFORMANCE OF STUDENTS IN THE 1998 COHORT ON THE REGENTS EXAMINATIONS IN ENGLISH, MATHEMATICS, GLOBAL HISTORY AND GEOGRAPHY, AND U.S. HISTORY AND GOVERNMENT IN HIGH- AND LOW-MINORITY SCHOOLS AFTER THREE YEARS

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Performance on the sequential mathematics, course III, examination illustrates the usual relationship of minority-composition category with participation and performance. In low-minority public schools, 50 percent of AGE took this examination and scored 65 or higher; 26 percent of AGE performed with distinction. In the high-minority schools, 12 percent of AGE scored 65 or higher; four percent of AGE performed with distinction. Students in low-minority schools were 6.5 times as likely to pass with distinction.

Table 4.8
Performance of Students in the 1998 Cohort on the Regents Examinations
in English, Mathematics, Global History and Geography, and U.S. History and Government
in High- and Low-Minority Schools after Three Years
New York State
June 2001

Location/Minority Composition of School	Number Enrolled in Cohort	Percentage of Cohort															
		Regents English				Regents Mathematics				Regents Global History & Geo.				Regents U.S. History & Gov't			
		Tested	55-100	65-100	85-100	Tested	55-100	65-100	85-100	Tested	55-100	65-100	85-100	Tested	55-100	65-100	85-100
New York City Low Minority High Minority	868 38,208	85.6% 64.1%	82.7% 53.8%	76.3% 38.7%	16.5% 2.9%	94.4% 72.0%	75.5% 47.9%	64.5% 36.2%	27.8% 10.6%	90.0% 70.3%	84.3% 57.6%	75.1% 40.4%	22.5% 6.8%	83.3% 39.9%	73.2% 29.2%	65.3% 21.7%	24.1% 4.9%
Large Cities Low Minority * High Minority	358 2,005	80.7% 61.1%	65.1% 53.6%	44.7% 36.9%	7.5% 3.0%	85.2% 65.4%	57.8% 39.6%	46.9% 25.5%	20.4% 4.0%	86.9% 66.4%	69.3% 52.6%	52.5% 31.1%	15.6% 3.8%	72.3% 60.0%	54.7% 43.4%	41.6% 28.3%	18.2% 5.7%
Districts Excluding the Big 5 Low Minority High Minority	85,310 2,301	91.8% 76.9%	89.0% 67.3%	83.3% 56.1%	31.3% 13.6%	96.2% 82.7%	89.4% 59.9%	83.5% 48.9%	45.0% 15.3%	95.4% 83.9%	92.5% 73.8%	85.3% 60.2%	35.7% 16.4%	88.9% 70.7%	83.1% 56.9%	76.0% 48.4%	39.7% 19.0%
Total Public Low Minority High Minority	86,178 42,514	91.8% 64.6%	89.0% 54.5%	83.2% 39.6%	31.1% 3.5%	96.1% 72.2%	89.3% 48.2%	83.3% 36.4%	44.9% 10.5%	95.4% 70.9%	92.4% 58.3%	85.2% 41.0%	35.6% 7.2%	88.9% 42.6%	83.0% 31.4%	75.9% 23.4%	39.6% 5.7%

* 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 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 2000-01 (Table 4.9). Statewide, Whites were nearly three times as likely as either Blacks or Hispanics to earn Regents diplomas. About 58 percent of Whites earned Regents diplomas, compared with 20 percent of Blacks and 21 percent of Hispanics.

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

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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, Hispanics were underrepresented among graduates when compared with their representation in total enrollment (29 percent of graduates, 38 percent of enrollment). Conversely, White students comprised 21 percent of the New York City graduates, while they accounted for only 15 percent of the total enrollment. Minority students attending public schools outside the Big 5 were more successful in earning Regents diplomas than those attending schools in 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. A significantly lower percentage of students in the Other Minorities group attending nonpublic schools than in any other school category earned Regents diplomas.

Smaller percentages of Whites and Other Minorities than Blacks or Hispanics were awarded IEP diplomas and local certificates for students with disabilities. Statewide, 5.7 percent of Blacks and 4.5 percent of Hispanics earned IEP diplomas or certificates, whereas 2.7 percent of Whites and 1.5 percent of Other Minorities earned these credentials. This pattern was seen in all categories.

College-Going Rate

In New York State, the majority of 2000-01 public school graduates, regardless of race/ethnicity, planned to pursue postsecondary education (Table 4.10). Graduates in the Other Minorities and White groups were most likely to plan to enroll in college. More than eight in ten of these students planned to pursue postsecondary education. Students in the Other Minorities group were also more likely to plan to enroll in four-year and least likely to plan to enroll in two-year institutions.

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

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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 2001 differed substantially according to race/ethnicity (Table 4.11). Asians achieved the highest mean composite score (1,060), followed by Whites (1,051), Other Minorities (983), American Indian/Alaskan Natives (944), Hispanics (892), and Blacks (865).

TABLE 4.11	
SAT SCORES FOR PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS BY RACIAL/ETHNIC GROUP AND GENDER	
PAGE 142	

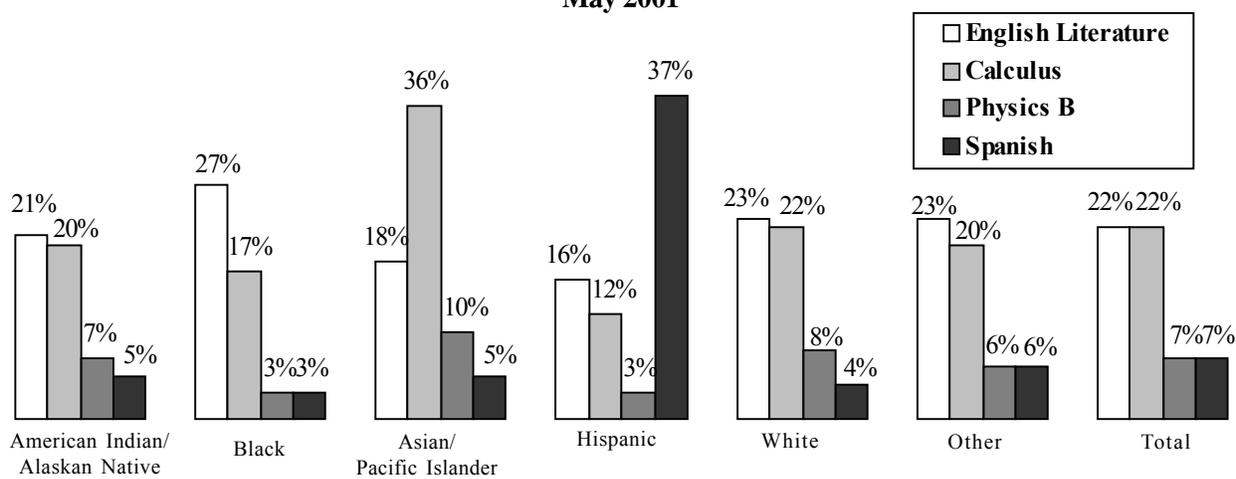
A College Board¹ analysis of self-reported data from New York students taking the SAT in 1995 suggested that socioeconomic factors influence the racial/ethnic differences in SAT scores. Black and Hispanic test-takers, who as a group

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 1991 and 2001, participation by minority students in the Advanced Placement (AP) program increased significantly. While the total number of public school candidates increased by 95 percent, there were more than twice as many Black, Asian, and Hispanic candidates in 2001 as in 1991. Nevertheless, certain minorities continued to be severely underrepresented among this elite group: In 2001, only six percent of candidates were Black and only eight percent were Hispanic. Only 152 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 5 percent took the Spanish language examination. In contrast, 37 percent of Hispanic candidates took Spanish, 16 percent took English literature, and 12 percent took a calculus examination (Figure 4.13).

Figure 4.13
Percent of Public School Advanced Placement Candidates within Each Racial/Ethnic Group Participating in Selected Advanced Placement Examinations
May 2001



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
2000–01

Sector/Location and Diplomas/Certificates	Racial/Ethnic Group			
	Black	Hispanic	Other Minority*	White
New York City				
Number of Graduates	13,501	11,967	6,894	8,745
Regents-Endorsed Local Diplomas	15.3%	15.0%	47.6%	46.6%
Other Local Diplomas	79.4	80.1	51.1	51.4
IEP Diplomas	5.0	4.8	1.3	2.0
Certificates	0.3	0.1	0.1	0.1
Large City Districts				
Number of Graduates	1,711	601	170	1,232
Regents-Endorsed Local Diplomas	17.8%	14.6%	45.9%	39.2%
Other Local Diplomas	75.4	76.5	49.4	56.5
IEP Diplomas	6.7	8.8	4.7	3.9
Certificates	0.1	0.0	0.0	0.4
Districts Excluding the Big 5				
Number of Graduates	6,615	4,591	3,704	87,271
Regents-Endorsed Local Diplomas	28.8%	34.2%	66.9%	61.0%
Other Local Diplomas	63.6	60.9	31.5	35.8
IEP Diplomas	6.4	3.9	1.3	2.5
Certificates	1.2	1.0	0.4	0.8
Total Public**				
Number of Graduates	21,842	17,162	10,768	97,249
Regents-Endorsed Local Diplomas	19.6%	20.1%	54.2%	59.4%
Other Local Diplomas	74.3	74.8	44.3	37.5
IEP Diplomas	5.6	4.7	1.3	2.4
Certificates	0.6	0.3	0.2	0.7
Total Nonpublic				
Number of Graduates	2,349	2,534	1,002	15,098
Regents-Endorsed Local Diplomas	27.2%	29.7%	35.5%	51.2%
Other Local Diplomas	71.4	69.0	63.8	48.2
IEP Diplomas	1.1	1.0	0.5	0.2
Certificates	0.4	0.3	0.2	0.4
Total State				
Number of Graduates	24,191	19,696	11,770	112,347
Regents-Endorsed Local Diplomas	20.3%	21.4%	52.6%	58.3%
Other Local Diplomas	74.0	74.1	46.0	38.9
IEP Diplomas	5.1	4.2	1.3	2.1
Certificates	0.6	0.3	0.2	0.6

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

**Total public includes counts of students in charter schools.

Table 4.10
College-Going Rates of Public High School Graduates
by Location and Racial/Ethnic Group
New York State
2000–01 Graduates

Location and Postsecondary Type	Race/Ethnicity				
	Black	Hispanic	Other Minority*	White	Total
New York City					
Percent to 4-Year College	39.7%	35.6%	65.5%	62.1%	47.8%
Percent to 2-Year College	16.1	18.6	10.1	10.1	14.5
Percent to Other Postsecondary	1.1	1.6	0.5	1.2	1.2
Total to Postsecondary	56.9%	55.8%	76.2%	73.4%	63.5%
Large City Districts					
Percent to 4-Year College	41.7%	40.5%	58.6%	50.2%	45.2%
Percent to 2-Year College	35.7	27.9	32.1	26.6	31.2
Percent to Other Postsecondary	2.9	4.4	3.1	2.5	3.0
Total to Postsecondary	80.3%	72.8%	93.8%	79.3%	79.4%
Districts Excluding the Big 5					
Percent to 4-Year College	45.6%	39.9%	73.8%	52.5%	52.3%
Percent to 2-Year College	31.7	37.4	17.9	30.9	30.8
Percent to Other Postsecondary	1.9	2.0	0.7	1.5	1.6
Total to Postsecondary	79.2%	79.3%	92.4%	84.9%	84.6%
Total Public					
Percent to 4-Year College	41.6%	36.9%	68.3%	53.3%	50.9%
Percent to 2-Year College	22.3	24.0	13.1	29.0	26.2
Percent to Other Postsecondary	1.5	1.8	0.6	1.5	1.5
Total to Postsecondary	65.3%	62.7%	82.0%	83.8%	78.6%

* 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 2001

Race/Ethnicity	Male			Female			Total					
	Number	Verbal	Math	Combined	Number	Verbal	Math	Combined	Number	Verbal	Math	Combined
	American Indian/ Alaskan Native	292	478	493	971	349	464	457	921	641	471	473
Asian	4,178	496	582	1,078	4,439	490	553	1,043	8,617	493	567	1,060
Black	5,125	435	441	876	7,953	436	442	878	13,078	435	430	865
Hispanic*	4,466	456	469	925	6,669	440	431	871	11,135	446	446	892
White	31,822	526	547	1,073	36,611	519	514	1,033	68,433	522	529	1,051
Other Minority	1,830	493	515	1,008	2,673	487	479	966	4,503	490	493	983
No Response	14,652	483	507	990	13,860	472	474	946	28,512	478	491	969
Total (All Seniors)	62,365	500	524	1,024	72,554	490	489	979	134,919	495	505	1,000

Source: The College Board

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

5 Attendance, Suspension, and Dropout Rates

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

Attendance Rates

Schools with few minority students had higher attendance rates than schools with many minority students. Figure 4.14 illustrates the negative relationship between the minority enrollment of public schools and average annual attendance rates. In 1999-2000, low-minority schools had an average attendance rate of 95.2 percent (92.8 percent in New York City), compared with 87.9 percent (87.3 percent in New York City) in high-minority schools. On average, students in high-minority schools missed 22 days of school in 1999-2000.

Figure 4.14
Total Public Annual Average Attendance Rate
by Minority Composition of School
1999-2000

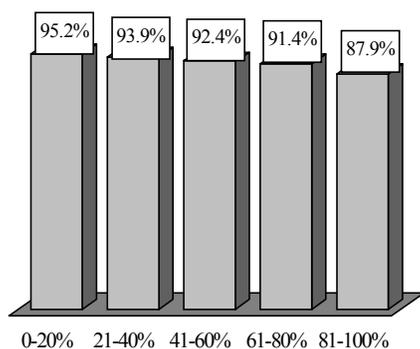


Table 4.12 presents average annual attendance rates and the percentage of schools within each minority-composition category that had low, medium, or high annual attendance rates. Statewide, 87 percent of all high-minority schools, but only 14 percent of low-minority schools, had annual attendance rates lower 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

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Student Suspensions

Black students were consistently suspended at higher rates than students belonging to other racial/ethnic groups. The statewide suspension rate of each racial/ethnic group is shown in Figure 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 12.5 percent in districts outside the Big 5, compared with 6.6 percent in New York City (Table 4.13).

Figure 4.15
Public School Suspension Rates
by Race/Ethnicity
1999-2000

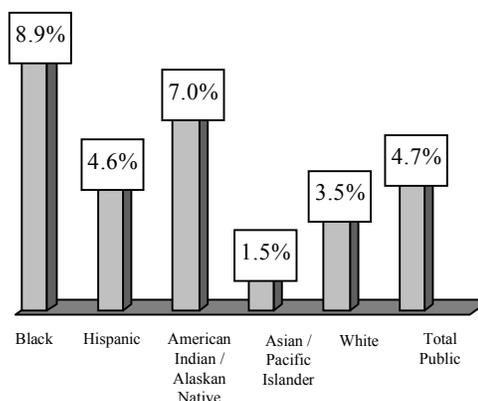


TABLE 4.13

PUBLIC SCHOOL RACIAL/ETHNIC GROUP SUSPENSION RATES BY LOCATION

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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
1999-2000

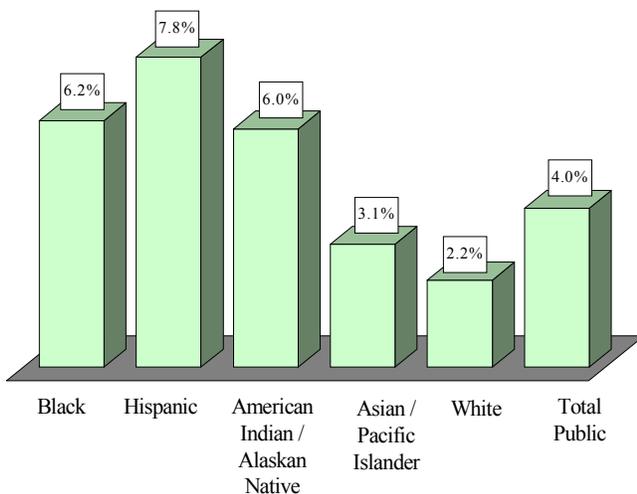


TABLE 4.14	
PUBLIC HIGH SCHOOL ANNUAL DROPOUT RATES BY RACE/ETHNICITY AND LOCATION	
PAGE 147	

Statewide between 1987-88 and 1999-2000, the annual dropout rate decreased substantially, from 5.2 to 4.0 percent (see Figure 2.37 on page 62). 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 76 percent of minority students attend schools. Since 1987-88, the dropout rate in New York City has fallen from 8.4 to 7.0 percent; the dropout rate in the Large City Districts has fallen from 7.5 to 3.8 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 1999-2000. 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 3.9 percent among Hispanics attending low-minority schools but 9.4 percent among those attending high-minority schools. The contrast in dropout rates between Whites attending low- and high-minority schools was even greater, 2.0 compared with 8.1 percent. In interpreting these results, the reader should remember the strong association between minority status and poverty. The high poverty rates in high-minority schools may increase the dropout rates of students in those schools.

TABLE 4.15	
PUBLIC HIGH SCHOOL ANNUAL DROPOUT RATES BY RACE/ETHNICITY AND MINORITY COMPOSITION CATEGORY	
PAGE 148	

Schools with concentrated poverty also had higher dropout rates than other schools. Public secondary schools that enrolled the largest percentage of minority students and had the highest poverty level had the highest annual dropout rates, averaging 10.4 percent in 1999-2000; 1 in 10 students attending these schools dropped out in that year. In contrast, 1 in 56 students (1.8 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 1999-2000.

Across the State, concentrated-poverty, high-minority schools accounted for a disproportionate number (39 percent) of dropouts (Table 4.16). Because so many New York State students (33.2 percent) attended low-poverty, low-minority schools, students from these schools constituted the next largest portion (16 percent) of dropouts. Historically within each minority composition category, as poverty increases, so does the dropout rate. In 1999-2000 among high-minority schools, the dropout rate of low-poverty schools slightly exceeded that of schools with medium poverty.

TABLE 4.16
PUBLIC HIGH SCHOOL
DROPOUT RATES
BY POVERTY STATUS AND
MINORITY COMPOSITION OF SCHOOL
PAGE 149

Figure 4.17
Public High School Annual Dropout Rates
by Poverty Status and
Minority Composition of School
1999-2000

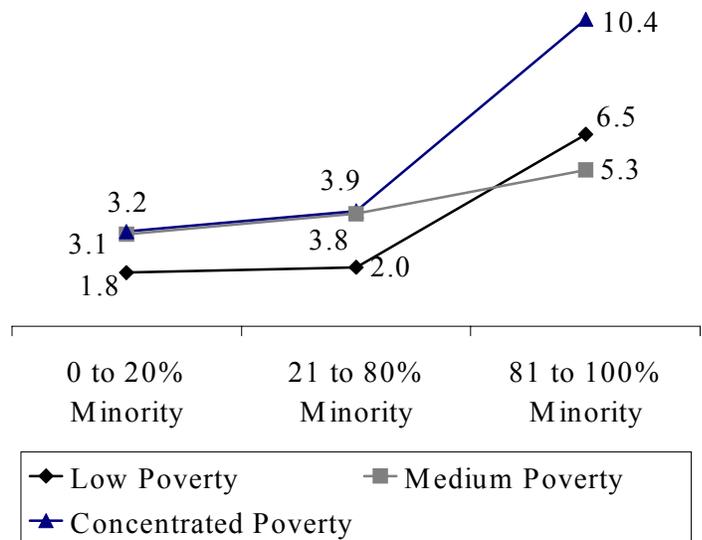


Table 4.12
Distribution of Public School Annual Attendance Rates
by Location and Minority Composition of School
New York State
1999–2000

Location/Minority Composition of School	Average Atten- dance Rate	Percent of Schools Having		
		Low Rate	Medium Rate	High Rate
New York City				
0–20 Percent	92.8%	96%	4%	—
21–40 Percent	91.6	83	18	—
41–60 Percent	91.4	84	13	4%
61–80 Percent	90.5	86	14	1
81–100 Percent	87.3	95	4	1
Total	88.4%	93%	6%	1%
Large City Districts				
0–20 Percent	—	—	—	—
21–40 Percent	92.6%	64%	36%	—
41–60 Percent	90.5	81	16	3%
61–80 Percent	91.5	79	16	4
81–100 Percent	88.6	83	16	1
Total	90.2%	80%	17%	2%
Districts Excluding the Big 5				
0–20 Percent	95.2%	13%	47%	39%
21–40 Percent	94.4	25	55	19
41–60 Percent	94.2	33	50	17
61–80 Percent	93.1	48	38	13
81–100 Percent	93.6	37	32	31
Total	94.9%	18%	47%	35%
Total Public				
0–20 Percent	95.2%	14%	47%	39%
21–40 Percent	93.9	32	51	17
41–60 Percent	92.4	60	30	10
61–80 Percent	91.4	73	22	5
81–100 Percent	87.9	87	8	4
Total	92.3%	41%	35%	24%

Note: Attendance Rate is Average Daily Attendance divided by Average Possible Attendance. Low Rate equals less than 0.940, Medium Rate equals 0.940–0.959, and High Rate equals 0.960 and higher. Percentages may not add to 100% due to rounding.

Table 4.13
Public School Racial/Ethnic Group Suspension Rates by Location
New York State
1999–2000

Location	Black	Hispanic	American Indian/Alaskan Native	Asian and Pacific Islander	White	Total
New York City	6.6%	3.7%	9.9%	1.3%	2.1%	4.2%
Large City Districts	14.9	9.9	6.7	3.8	6.7	11.5
Districts Excluding the Big 5	12.5	7.1	5.4	1.8	3.6	4.5
Total Public	8.9%	4.6%	7.0%	1.5%	3.5%	4.7%

Table 4.14
Public High School Annual Dropout Rates by Race/Ethnicity and Location
New York State
1999–2000

Location	Black	Hispanic	American Indian/Alaskan Native	Asian and Pacific Islander	White	Total
New York City	7.5%	8.8%	8.5%	3.9%	4.0%	7.0%
Large City Districts	4.1	4.1	5.8	1.4	3.2	3.8
Districts Excluding the Big 5	3.2	4.2	4.6	0.8	2.0	2.2
Total Public	6.2%	7.8%	6.0%	3.1%	2.2%	4.0%

Table 4.15
Public High School Annual Dropout Rates
by Race/Ethnicity and Minority Composition Category
New York State
1999–2000

Minority Composition Category	Black	Hispanic	American Indian/Alaskan Native	Asian and Pacific Islander	White	Total
0–20 Percent	3.8%	3.9%	4.5%	0.7%	2.0%	2.1%
21–40 Percent	4.2	4.0	5.2	1.3	1.8	2.3
41–60 Percent	3.1	4.2	4.7	1.8	2.1	2.6
61–80 Percent	2.9	4.2	4.4	1.6	2.4	2.9
81–100 Percent	7.5	9.4	9.6	5.8	8.1	8.2
Total Public	6.2%	7.8%	6.0%	3.1%	2.2%	4.0%

Table 4.16
Public High School Dropout Rates by Poverty Status
and Minority Composition of School
New York State
1999–2000

Minority Composition and Poverty Status of School	Number of Dropouts	Average Annual Dropout Rate
Low Poverty (0–20%)		
Low Minority (0–20%)	5,206	1.8%
Medium Minority (21–80%)	2,507	2.0
High Minority (81–100%)	2,895	6.5
Total	10,608	2.3%
Medium Poverty (21–40%)		
Low Minority (0–20%)	2,286	3.1%
Medium Minority (21–80%)	1,775	3.8
High Minority (81–100%)	4,092	5.3
Total	8,153	4.1%
Concentrated Poverty (41–100%)		
Low Minority (0–20%)	380	3.2%
Medium Minority (21–80%)	1,086	3.9
High Minority (81–100%)	12,769	10.4
Total	14,235	8.7%

? 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

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1 Introduction 153

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☆ Highlights

- ☆ *Despite gains by women, in 2000-01, 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.*
- ☆ *In 2000-01, in public schools, female students performed better than males in English. Males outperformed females at the mastery level on the Regents examinations in physics, biology (or living environment), global history and geography, and 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 2000-01, the percentage of female school superintendents in independent districts increased from 0.4 to 20.3 percent and in dependent districts from 1.8 to 19.9 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 26 years (Figure 5.1). The increase in female principals and assistant principals has been particularly significant. In 2000-01, 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 155

Figure 5.1
Percentage of Women Principals, Assistant Principals, and Classroom Teachers in Public Elementary and Secondary Schools 1975-76 to 2000-01

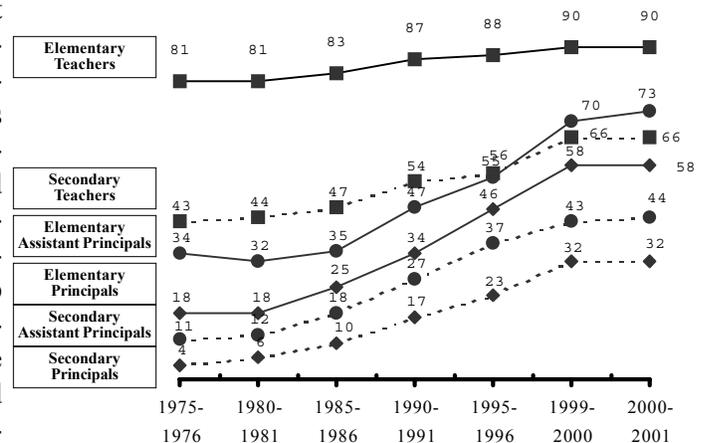


Table 5.1
Percentage of Women Administrators in
Selected Professional Fields in Public Schools
New York State
1970-71 to 2000-01

Professional Field	1970-71	1975-76	1980-81	1985-86	1990-91	1995-96	1998-99	1999-00	2000-01
Superintendent Independent	0.4%	1.8%	1.8%	4.8%	6.2%	12.8%	17.0%	18.3%	20.3%
Superintendent Dependent	1.8	0.6	3.4	4.9	8.9	14.4	18.2	17.5	19.9
Deputy/Associate/Assistant Superintendent	11.9	9.1	10.3	14.6	23.9	32.2	37.6	41.0	45.4
Business Manager	10.3	10.6	14.1	19.6	24.8	29.3	29.7	32.7	31.9
Director/Coordinator	31.6	28.5	35.2	39.0	46.1	51.7	59.3	55.1	56.5
Assistant Director/Coordinator	50.7	37.6	43.9	44.4	58.0	60.4	61.7	64.9	69.7
Supervisor	52.0	42.1	40.2	45.7	52.3	58.4	57.1	64.0	65.1

3 Performance

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

New York State Assessment Program

Examination of differences in performance between males and females on the elementary- and middle-level English language arts (ELA) assessments shows substantial differences in favor of females (Table 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 4 percentage points; the difference at the middle level was 6 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: 6 percentage points on the elementary-level assessment and 14 percentage points on the middle-level assessment.

<p style="text-align: center;">TABLE 5.2</p> <p style="text-align: center;">NUMBER TESTED AND PERCENT SCORING AT OR ABOVE LEVEL 2 AND AT OR ABOVE LEVEL 3 ON ELA BY GENDER NEW YORK STATE ASSESSMENT PROGRAM</p> <p style="text-align: center;">PAGE 160</p>

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

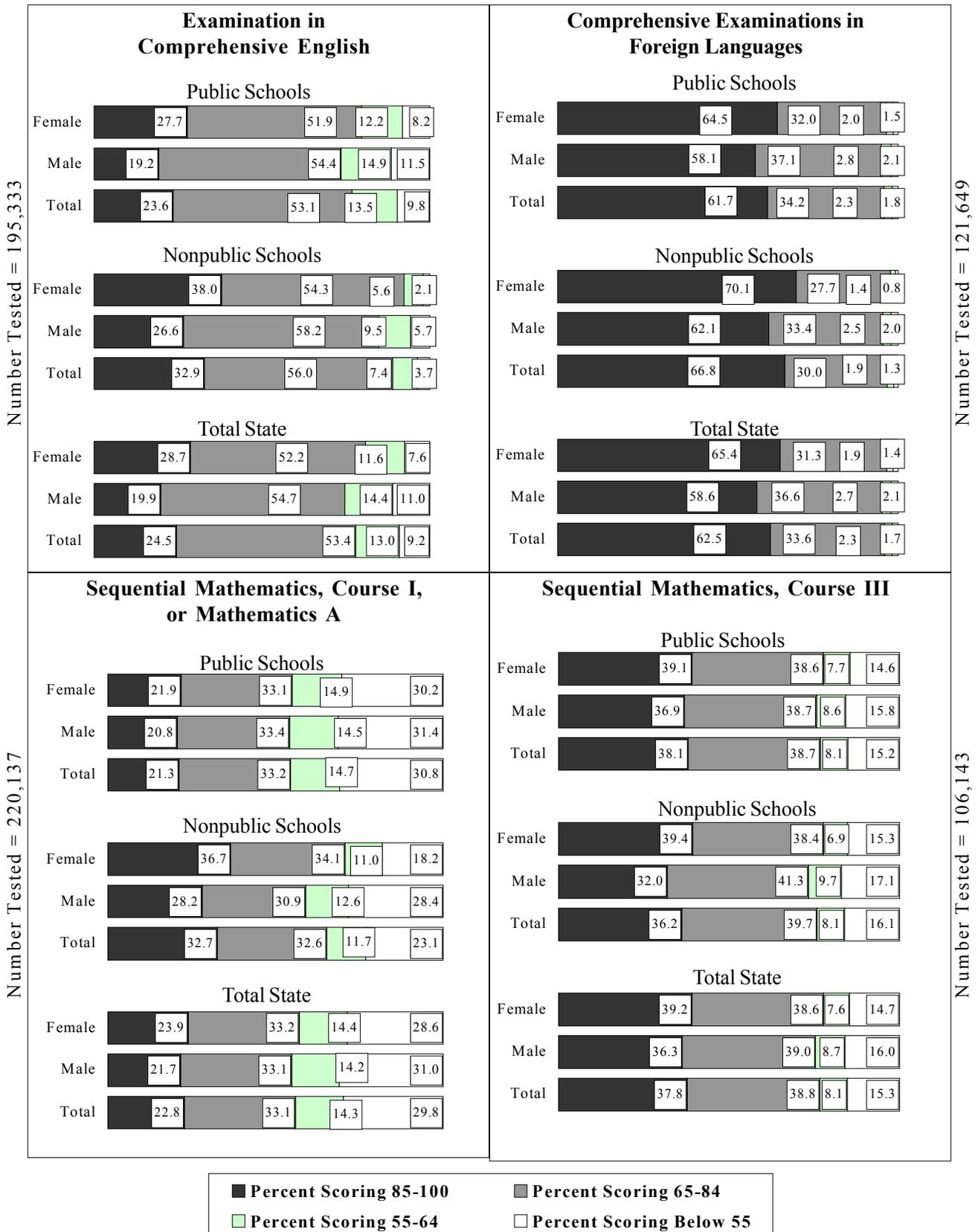
Regents Examinations

Figure 5.2 presents statistics for males and females on selected Regents examinations administered in 2000-01. For each examination, the following data are presented in stacked bar charts: the percentage of tested students scoring 85 to 100; the percentage of tested students scoring 65 to 84; the percentage of tested students scoring 55 to 64; and the percentage of tested students scoring below 55.

Beginning with students who first entered ninth grade in 2001, public school students are required to pass five Regents examinations to graduate from high school. (See the description of high school graduation requirements in *Part I: Overview*.) The transition plan requires that students who entered ninth grade between 1996 and 1999 score 55 or higher on the Regents English examination and that students who entered ninth grade between 1997 and 2000 score 55 or higher on a Regents examination in mathematics. Regents examinations in global history and geography and U.S. history and government are also required of students who entered ninth grade in 1998 and later, and science is required of students who entered grade 9 in 1999 and later. After the transition period, only scores of 65 or higher will satisfy graduation requirements.

Statewide, tested females were more likely than males to score 55 or higher on the Regents English examination, the first examination required under the new graduation requirements. The percentage of tested females passing the Regents English examination with an 85 or better exceeded the male percentage by nearly nine points. Males were more likely than females, by 2.8 percentage points, to obtain graduation credit in English by scoring between 55 and 64 (Figure 5.2).

Figure 5.2
Performance as a Percentage of Students Tested by Gender
Regents Examinations
August 2000, January 2001, and June 2001



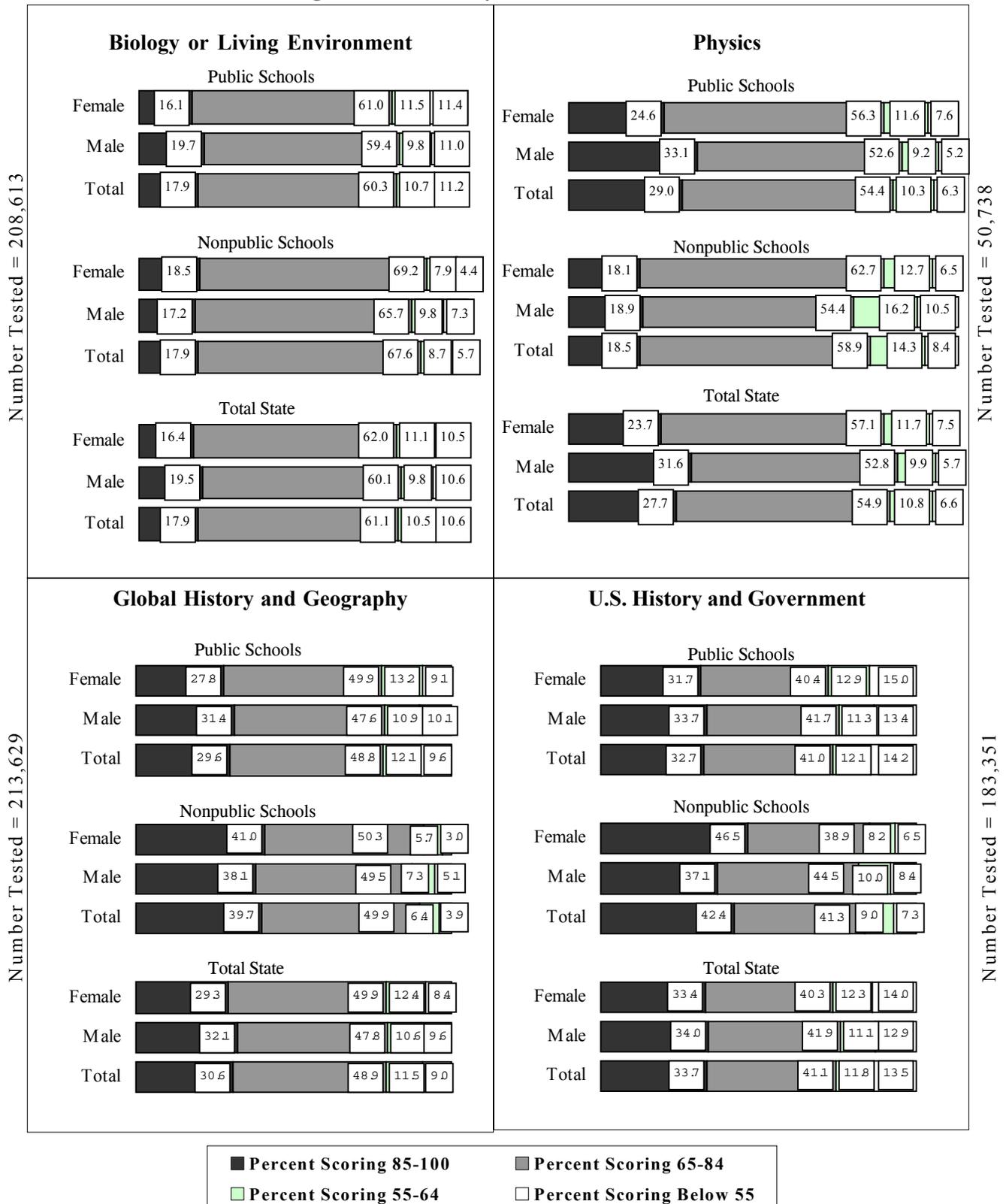
Number Tested = 195,333

Number Tested = 121,649

Number Tested = 220,137

Number Tested = 106,143

Figure 5.2 (continued)
Performance as a Percentage of Students Tested by Gender
Regents Examinations
August 2000, January 2001, and June 2001



Number Tested = 208,613

Number Tested = 50,738

Number Tested = 213,629

Number Tested = 183,351

Statewide, disparities between tested males and females on the foreign language; sequential mathematics, course I, or mathematics A; sequential mathematics, course III; biology (or living environment); and global history and geography Regents examinations followed the same pattern: a larger percentage of females than males scored 55 or higher. On two examinations, biology (or living environment) and global history and geography, tested males were slightly more likely than females to score 65 or higher. On the physics and U.S. history and government examinations, results followed a different pattern: slightly larger percentages of males than females scored 55-100, 65-100, and 85-100.

These results were significantly affected by the number of male and female students taking these examinations. The total State AGE and public school AGE had more males than females. Yet more females than males took each of the examinations except physics. Generally, the smaller the percentage of a student group tested, the more likely that students tested will represent the highest performing students. For example, 78.4 percent of tested females statewide, compared with 79.6 percent of males, scored 55-100 on the Regents

living environment (or biology) examination. To put these percentages in perspective, consider that 100 percent of the female AGE, as compared with 89 percent of the male AGE, was tested. Therefore, a much larger number of females (86,000) than males (79,000) met this standard despite the smaller number of females in the enrollment (Table 5.3).

TABLE 5.3
AGE AND NUMBERS OF
PUBLIC AND NONPUBLIC SCHOOL
STUDENTS TESTED ON SELECTED
REGENTS EXAMINATIONS BY GENDER

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This difference was also influenced by public school student performance, as in nonpublic schools, females performed better than males on these examinations. 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 on ELA by Gender
New York State Assessment Program
2001

Sector/Location and Gender	Elementary-Level ELA			Middle-Level ELA		
	Number Tested	Percent at or above Level 2	Percent at or above Level 3	Number Tested	Percent at or above Level 2	Percent at or above Level 3
Public						
New York City						
Male	40,277	78%	41%	32,252	72%	27%
Female	38,911	85	48	31,895	82	39
Large City District						
Male	5,021	79	39	3,923	71	20
Female	4,960	84	43	4,003	80	29
Districts Excluding the Big 5						
Male	64,242	95	69	63,478	90	45
Female	61,626	96	74	60,922	94	60
Total Public						
Male	109,540	88	57	99,653	83	38
Female	105,497	91	63	96,820	90	52
Nonpublic						
New York City						
Male	7,636	89	51	4,856	89	41
Female	8,516	92	59	6,162	94	54
Other Nonpublic						
Male	6,620	96	72	5,109	93	57
Female	7,071	97	79	5,295	97	71
Total Nonpublic						
Male	14,256	92	61	9,965	91	49
Female	15,587	94	68	11,457	95	62
Total State						
Male	123,796	88	58	109,618	84	39
Female	121,084	92	64	108,277	90	53

Table 5.3
Average Grade Enrollment (AGE) and Numbers of Public and Nonpublic School
Students Tested on Selected Regents Examinations by Gender
2000-01

School Type and Gender	AGE	Comp. English	Comprehensive Foreign Languages	Seq. Math, Course I, and Math A	Seq. Math, Course III	Biology (or Living Environment)	Physics	Global History & Geography	U.S. History & Gov't
Public	Male	85,961	44,760	94,086	44,291	88,087	23,156	93,585	79,459
	Female	90,274	58,540	97,664	48,309	96,392	21,660	97,422	84,387
Nonpublic	Male	8,666	7,510	13,401	5,877	10,824	2,705	9,999	8,601
	Female	10,432	10,839	14,986	7,666	13,310	3,217	12,623	10,904
Total State	Male	94,627	52,270	107,487	50,168	98,911	25,861	103,584	88,060
	Female	100,706	69,379	112,650	55,975	109,702	24,877	110,045	95,291

4 Other Performance Measures

Diplomas Awarded

Statewide, 52 percent of high school completers in 2000-01 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 take and pass most Regents examinations, more females earned Regents diplomas (Table 5.4). Statewide, 50.5 percent of females and 45.5 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 5.4</p> <p style="text-align: center;">CREDENTIALS EARNED BY PUBLIC AND NONPUBLIC HIGH SCHOOL COMPLETERS BY GENDER</p> <p style="text-align: center;">PAGE 164</p>

The disparity in Regents diplomas between males and females was greater in nonpublic than public schools, 14.4 percentage points compared with 3.6 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. It is possible that nonpublic schools that enroll female students are more likely than those who enroll males to administer Regents examinations.

Scholastic Assessment Test I

In the class of 2001, more females than males took the SAT I: 54 percent of those tested were female. Males scored 45 points higher on the combined tests than females (Figure 5.3). Approximately 78 percent of the difference in the combined scores (35 points) was accounted for by the difference in scores for the mathematics component. The pattern of gender differences in class of 2001 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 2001 senior class, 66 percent of test-takers reporting that their families were in the lowest income bracket (under \$10,000) were female. In contrast, only 49 percent of test-takers reporting the highest family income bracket (\$100,000 or more) were female. In addition, of those test-takers who reported that their parents had not earned a high school diploma, 62 percent were female. Since SAT performance correlates highly with parental income and education, the fact that more female test-takers reported coming from families with low incomes and less education may explain some of the gap in mean performance between males and females. The greater number of female test-takers from lower-income, less-educated families does not explain, however, the small number of female test-takers (2,362) relative to male test-takers (4,479) 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 1994 to 2001

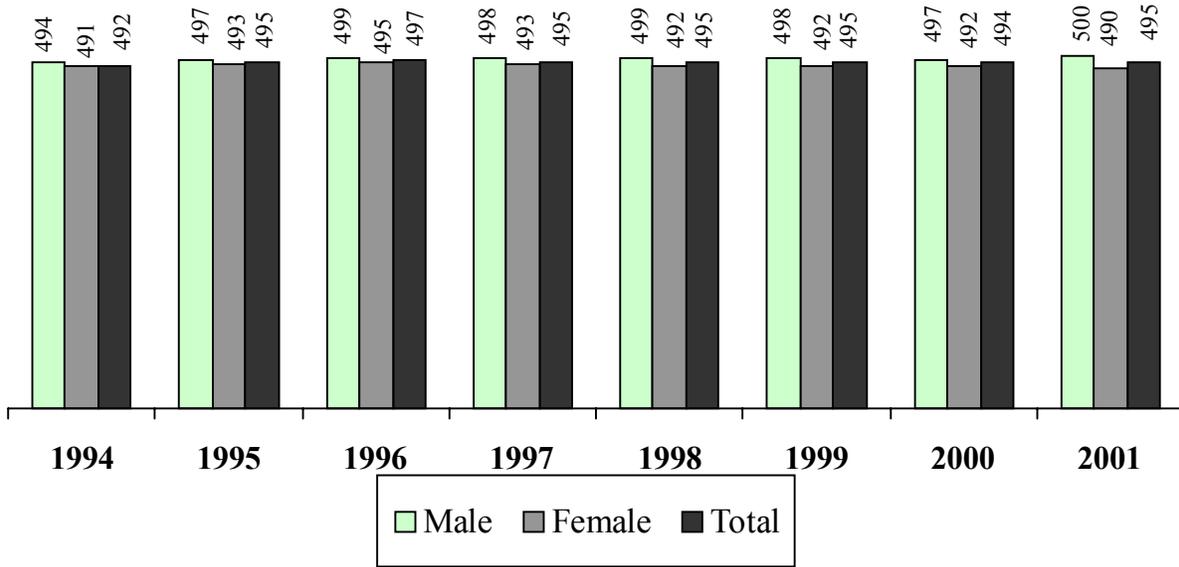


Figure 5.3b
Mean Mathematics SAT I Scores by Gender
New York State
Senior Classes of 1994 to 2001

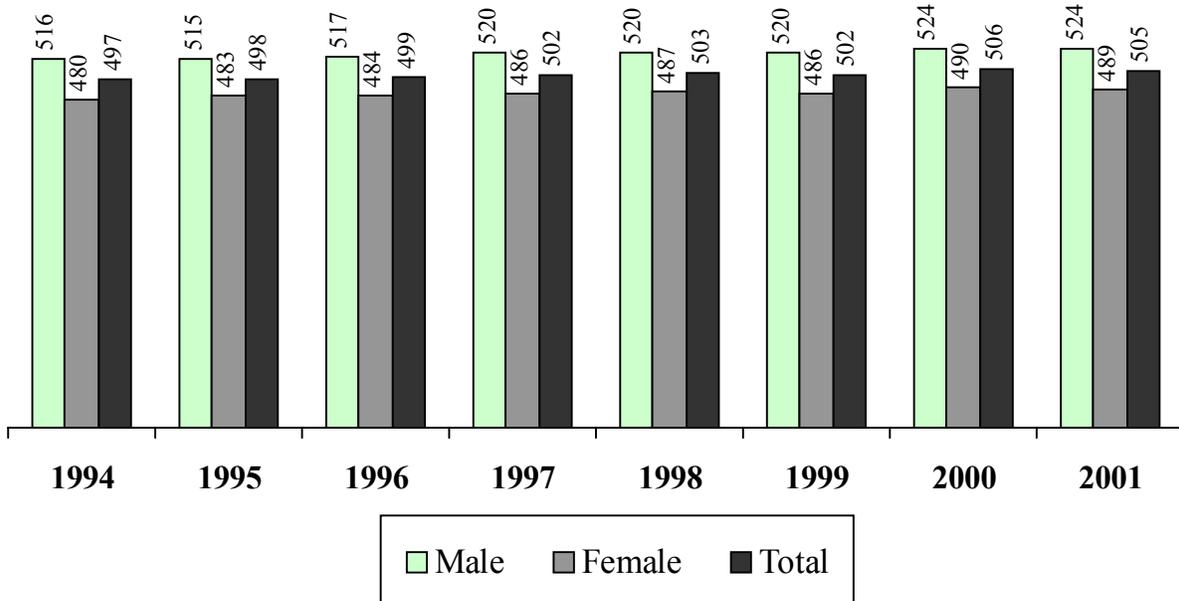


Table 5.4
Credentials Earned by Public and Nonpublic High School Completers by Gender
New York State
2000–01

Sector/Location and Diplomas/Certificates	Gender		Total
	Male	Female	
New York City			
Total Completers	19,035	22,072	41,107
Regents-Endorsed Local Diplomas With Honors	4.4%	5.4%	5.0%
Regents-Endorsed Local Diplomas (Without Honors)	21.8	22.8	22.3
Other Local Diplomas	68.9	68.9	68.9
IEP Diplomas	4.6	2.9	3.7
Certificates	0.2	0.1	0.1
Large City Districts			
Total Completers	1,643	2,071	3,714
Regents-Endorsed Local Diplomas With Honors	2.9%	3.1%	3.0%
Regents-Endorsed Local Diplomas (Without Honors)	20.7	24.2	22.7
Other Local Diplomas	68.4	67.9	68.1
IEP Diplomas	8.0	4.4	6.0
Certificates	0.1	0.3	0.2
Districts Excluding the Big 5			
Total Completers	50,721	51,460	102,181
Regents-Endorsed Local Diplomas With Honors	10.9%	13.4%	12.1%
Regents-Endorsed Local Diplomas (Without Honors)	44.2	47.3	45.8
Other Local Diplomas	40.6	36.6	38.6
IEP Diplomas	3.3	2.2	2.7
Certificates	1.0	0.6	0.8
Total Public			
Total Completers	71,417	75,629	147,046
Regents-Endorsed Local Diplomas With Honors	9.0%	10.8%	9.9%
Regents-Endorsed Local Diplomas (Without Honors)	37.7	39.5	38.6
Other Local Diplomas	48.8	46.9	47.8
IEP Diplomas	3.8	2.4	3.1
Certificates	0.8	0.4	0.6
Total Nonpublic			
Total Completers	10,050	10,933	20,983
Regents-Endorsed Local Diplomas With Honors	6.0%	10.1%	8.1%
Regents-Endorsed Local Diplomas (Without Honors)	31.7	42.0	37.0
Other Local Diplomas	61.6	47.2	54.1
IEP Diplomas	0.5	0.3	0.4
Certificates	0.3	0.4	0.3
Total State			
Total Completers	81,467	86,562	168,029
Regents-Endorsed Local Diplomas With Honors	8.6%	10.7%	9.7%
Regents-Endorsed Local Diplomas (Without Honors)	36.9	39.8	38.4
Other Local Diplomas	50.4	46.9	48.6
IEP Diplomas	3.4	2.2	2.8
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 1996, the Regents replaced the minimum competency graduation requirements with the requirement that all students pass five core Regents examinations to demonstrate proficiency in English, mathematics, social studies, and science. In 1996, they adopted standards that define what students at all grade levels should know and be able to do in seven curriculum areas. In 1997, they increased the credit requirements for graduation. While these requirements will not be fully implemented until 2005, 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 2000-01, 177,000 students took the Regents English examination; 159,000 scored 55 or higher. In 1995-96, only 114,000 took this examination. Regents mathematics examinations have traditionally been taken by more students than any other Regents examination and have also had the lowest passing rate. Between 1995-96 and 2000-01, the number of students taking a first-level Regents mathematics examination increased from 158,000 to 192,000. As more students took the demanding mathematics A examination, the percentage of students scoring 55 or higher fell from 72 to 69 percent. The number of students who are successful on this examination will increase as schools become more effective in teaching the mathematics A curriculum.

The first cohort of general-education students required to pass the Regents global history and geography examination were in tenth grade, the modal grade for taking this examination, in 2000-01. The number of students tested increased to 192,000 compared with 122,000 in 1995-96; 90 percent of tested students scored 55 or higher. The most dramatic increase in 2000-01 was in the number of students taking either the Regents biology or the Regents living environment examinations, which satisfy the as-

essment requirement in science. General-education students in the 1999 cohort are the first who must meet this requirement. The number of students tested increased from 129,000 to 184,000 in one year; 89 percent of tested students scored 55 to 100.

Increased participation is not limited to the core Regents examinations required for graduation. In public schools, the percentage of average grade enrollment passing the Regents examinations in advanced mathematics and science and in foreign languages has increased since 1996. Because of the increase in the number of students taking advanced examinations, since 1996 the percentage of graduates earning Regents diplomas in public schools has increased from 40 to 50 percent.

The State administered assessments measuring elementary- and middle-level standards in English language arts (ELA) and mathematics for the third year in 2001. Sixty percent of fourth-graders and 45 percent of eighth-graders – compared with 59 percent of fourth-graders and 45 percent of eighth-graders in 2000 – demonstrated proficiency in the ELA standards for their grade level. All but 10 percent of fourth-graders and 14 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 69 percent of fourth-graders demonstrated proficiency in elementary-level mathematics. An additional 22 percent demonstrated partial proficiency. The assessments revealed that the greatest need for improved curriculum is in middle-level mathematics. Only 39 percent of eighth-graders – compared with 41 percent in 2000 — 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.

The statistics cited above include both general-education students and students with disabilities. Participation by students with disabilities in the Re-

gents examinations shows a similar pattern. On three Regents examinations, more students with disabilities scored 55 or higher in 2000-01 than were tested in 1998-99. In all five examination areas, the number of students who scored 55-100 has increased by at least 22 percent; the increases in global history and geography and biology (or living environment) exceeded 100 percent. Students with disabilities' performance on fourth-grade mathematics improved between the 2000 and 2001 assessments, while fourth grade ELA and eighth grade ELA and mathematics results continued to be poor.

Preschool special education services continue to be more integrated each year as a result of the 1996 Regents legislative initiative. For the second year, 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 composite SAT I score for the class of 2001 (1,000) was 11 points higher than the average for the class of 1994.

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 2001 with 1991, the number of candidates increased by 95 percent. There were twice as many Black, Asian, and Hispanic candidates in 2000 as in 1991. Sixty-three 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 79 percent of high school seniors in public schools planned to enroll in postsecondary education, only 50 percent earned Regents diplomas. Statewide, 89 percent of general-education students who en-

tered grade 9 in 1997 scored 55 or higher on the Regents comprehensive English examination by the end of their fourth year in high school. In the Big 5 districts, the percentages reaching this milestone were much smaller: 77 percent in New York City and 81 percent in the Large City Districts. Many students who had not achieved this milestone had been held back in ninth or tenth grade and had not completed the curriculum necessary to take the examination. We know from the example set by certain schools — including some with diverse student enrollments — that more students, with proper preparation and instruction, could pass this Regents examination.

Similarly, smaller percentages of students in the Big 5 districts than in other districts met or exceeded the standards for elementary- and middle-level ELA and mathematics. For example, only 44 percent of New York City fourth-graders — and 41 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, the inability to speak English well, and recent immigration increasingly challenge public schools. In 1988-89, 19 percent of students attended schools with concentrated poverty; by 2000-01 this percentage had grown to 25. The percentage of students with limited English proficiency has increased by almost two percentage points since 1990, reaching 8.4 percent in 2000-01. Since 1991, 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 revenues to schools have increased substantially in recent years. Between 1995-96 and 1999-2000, State aid increased by \$3.5 billion, a 23 percent increase after inflation. Over the same five-year period, expenditures per pupil increased by nine percent after inflation. In 1999-2000, the State share of district revenues was 44.0 percent, compared with 40.2 percent in 1995-96. 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 \$8,900 to \$14,800, even excluding districts at the extremes.

Moreover, as data in this report demonstrate, resources are not aligned with need. Those schools with the greatest need frequently have the fewest fiscal resources and teachers with the weakest credentials. The situation in New York City public schools illustrates this point.

On average, New York City served much larger percentages of students placed at risk by poverty, limited English skills, and recent immigration than districts outside the Big 5. Nevertheless, the City spent less per pupil than the State average and had more students per teacher, higher rates of teacher turnover, a larger percentage of teachers teaching out of certification, 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, the highest rates of transfer to high school equivalency programs,

the largest percentage of students retained in grade 9, and the lowest attendance rates.

Rural High N/RC Districts, on average, had the lowest-salaried teachers, 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 employment or pursue higher education. The State has a three-part strategy for school reform: raise academic standards, increase the capacity of schools to achieve excellence, and measure results and make schools accountable.

Raise Academic Standards

Through a public process, we have set higher learning standards to make all our students competitive in the global marketplace. In July 1996, after extensive review by State and national experts and necessary revisions, the Board of Regents approved standards in seven disciplines: mathematics, science, and technology; English language arts; the arts; languages other than English; career development and occupational studies; health, physical education, and family and consumer sciences; and social studies. 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, grade 4 science, grade 5 social studies, grade 8 science and social studies, and intermediate-level technology. New

Regents examinations have been developed in English, mathematics, global history and geography, U.S. history and government, chemistry, physics, biology (living environment), and Earth science. The last examination based on an old syllabus (with the exception of sequential mathematics) was administered in January 2002.

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 raising graduation requirements. All general-education students who entered ninth grade in Fall 1996 were required to score 65 or higher (55 at local board option) on the Regents examination in English to earn a local diploma. The graduation requirements are increasing incrementally. Beginning with students who entered ninth grade in 2001, all general-education students are 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 2002 State Aid proposal recommended an increase of \$599 million, a 4.7 percent increase over school year 2001-02. The proposal targets school aid to close the gap between actual student achievement and that needed to meet State learning standards. Recommendations are to:

- consolidate 18 existing formulas into a flexible Consolidated Operating Aid formula, and three new formulas — for closing the gap, instructional materials, and instructional equipment;
- adjust certain aid formulas to reflect regional variations in cost;
- provide districts with limited protection against losses year to year in Consolidated Operating Aid;
- focus resources on those districts with high concentrations of students needing extra time and extra help and with limited fiscal capacity to raise resources locally;
- provide aid for career and technical education programs in the Big 5 City School Districts comparable to BOCES aid received by other districts; and
- adjust formulas to provide a greater incentive to districts to place students with disabilities in integrated settings with their non-disabled peers.

The Regents proposal recommends that 87 percent of the increase in State aid be allocated for high need school districts, those districts that have high student need and limited ability to raise revenues locally.

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

deal has been accomplished to implement and sustain this policy:

- The requirements for professional development plans were implemented in Fall 2000. Districts have formed professional development teams and statewide training was completed.
- The annual professional performance review requirements were established and implemented in the school districts in the fall of 2000. They continue to be reviewed and revised as necessary to ensure that they are effective.
- In 1999, the Regents adopted new, more rigorous standards for teacher education programs to ensure their preparation of teachers who would be effective in assisting all their students in meeting the State learning standards. Between April 2000 and September 2001, Department staff reviewed approximately 3,000 teacher education programs that 108 colleges had modified to meet the new standards. Those programs meeting the standards admitted the first freshmen to their improved programs in September 2000. The first graduates of these more rigorous programs will begin their teaching careers in September 2004.
- The State Education Department continues to measure the success rate of students in teacher education programs on the New York State Teacher Certification Examinations and report the results to the institutions. Technical assistance is being provided to institutions that do not have the required 80 percent passing rate.

High student performance and capable leadership are inextricably linked. It is estimated that, in the next five years, nearly half of school leaders in New York State will 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 Fall 2001, Commissioner Mills developed a list of guiding questions on preparing leaders. These questions were distributed and discussed at Regional Leadership Forums and meetings with members of the leadership preparation community. In addition, responses were solicited from over 5,000 people around the State. These responses and the recommendations of the Blue Ribbon Panel are summarized in “Creating a Framework for the Preparation of School Leaders” and were reviewed by the Regents in April 2002. After a series of regional meetings, regulations will be drafted to implement pre-service and professional development requirements for school leaders. After additional comment from the field, the Regents will act on the final regulations in November or December 2002.

Closing the gaps in student achievement is one of the highest priorities for the Regents, one that touches on more Regents initiatives than any other. Topics such as leadership, teaching, libraries, and State aid are connected to the campaign to raise student achievement and close the gaps. In November 1998, the Chancellor of the Board of Regents established a Task Force on Closing the Performance Gap. The advisory panel on closing the gap and the Regents Task Force on Closing the Performance Gap have examined the data, listened to national experts, and honed the strategies to close the large gap that exists in many high-need schools between current performance and the new higher standards for graduation.

The Department has convened two subcommittees of the Statewide Gap Advisory Committee to advise on implementation of the recommended strategies. The subcommittees will address 1) communication, advocacy, and support, and 2) improving classroom instruction.

The greatest challenge to meeting the Regents standards is in five large city school districts that educate 42 percent of New York State's children. Recently, the Department built on years of joint work with the CEOs of those systems to implement an Urban Initiative to support these large city districts. The initiative is designed to provide dynamic, practical tools to improve educational results and maintain balanced budgets. The strategy includes: 1) semi-annual meetings of Department representatives with administrators in each of the Large City Districts to build an understanding of each district's fiscal and program characteristics, track the implementation and effectiveness of initiatives, and identify strategies and programs to be implemented; 2) urban forums that will examine data and best practices in technology planning and management, fiscal planning, curriculum and instruction, attendance improvement and dropout prevention, professional development and mentoring, and other strategic topics; and 3) a sharing of strategies and programs implemented to address barriers to learning in selected schools in each district.

To help school districts provide students with access to the instructional support necessary to meet the higher standards, the Department continues to focus statewide professional development efforts on the new standards and assessments. To ensure quality programs and collaboration among the network of providers, the Department has created a regional network that is strategically aligned, tactically focused, and competitively funded on a multi-year basis. This regional network will focus local, regional, and statewide activities on "closing the gap" in student performance across New York State by providing accountability for program performance and supporting periodic program renewal.

The Regents have focused special attention to make sure that students with disabilities are educated to their fullest potential in the least restric-

tive environment possible. The recommended reform of special education funding encourages schools to place children in the setting that best meets their needs and discourages unnecessary referrals to special education. The goal is to obviate the need for referrals by enhancing early childhood programs and providing supportive general classroom environments. Staff development and parent education will enhance the capacity of teachers and parents to help students with disabilities meet the new standards. Particular initiatives have been directed to improve the reading and mathematics achievement of students with disabilities in low-performing schools. The Department provides technical assistance so that students are appropriately identified for special education and when they no longer require services.

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

- Setting consistent attendance policies and ensuring consistent interpretation of attendance rules across schools and school districts.
- 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 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. School districts, BOCES,

charter schools, county vocational education and extension boards, and nonpublic schools are required to adopt a comprehensive attendance policy on or before June 30, 2002 and develop and implement attendance recordkeeping systems consistent with their comprehensive attendance policy by July 1, 2003.

The Regents recognize that unsafe and unhealthy schools do not support higher education standards. Through the efforts of the Regents in working with the Governor and Legislature in 1997, the following school facility improvement initiatives were funded: an increase in building aid equal to 10 percent of the approved project cost; regional cost factors applied to the State building aid formula to assist school districts in regions with high labor costs; and a total of \$200 million for minor maintenance and repair of school buildings over four years beginning in 1998-99. Recently enacted changes will spread building aid over the probable useful life of capital improvement. State building aid reached \$1.42 billion for the 2001-02 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.

New York State won an \$81.8 million multi-year grant under the Federal Reading Excellence Act for its proposal "Reading for Results." New York's application was developed by the Department in concert with the Governor and a partnership of reading and literacy experts. The award will be used to create a comprehensive early literacy effort focused on disadvantaged, low-performing students in grades K-3. In addition, the program will use the funds to improve children's reading skills by increasing teacher training and creating new literacy programs, and to form new partnerships between parents, teachers, schools, community-based organizations, libraries, and family literacy and early childhood development programs. Nearly 250,000 children and 20,000 teachers at more than 300 schools, primarily in New York City, will be eligible for subgrants under the Reading for Results project.

To improve student achievement in middle-level schools, the Department is undertaking a series of initiatives. They include creating a middle-level education external advisory council that will develop a three- to five-year middle-level education reform agenda, conducting 10 regional meetings during the next school year focused on the latest middle-level education literature and research and on closing the performance gap at the middle level, and identifying and disseminating information on best practices.

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 promote 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 that conduct educational services for youth — the Office of Mental Health, the Office of Alcoholism and Substance Abuse Services, the Office of Children and Family Services, and the Department of Correctional Services — to provide drug and violence prevention education, 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 technol-

ogy, 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.

In 2001-02, 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 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. This is the last year of federal funding for STW. Many of the partnerships have formed connections with county workforce investment boards.

To meet the needs and goals of adult learners and to enable them to achieve economic self-sufficiency, the Department supports a number of adult education programs, including adult basic literacy and English for Speakers of Other Languages (ESOL). These programs served 176,239 adults in 2000-01. Of these adult learners, 6,714 obtained a High School Equivalency Diploma; 6,447 entered other academic or vocational training; 15,520 gained employment or are being retained or advanced in their employment; and 2,054 either left public assistance or had their grants adjusted due to employment earnings.

To raise standards and build capacity, parents, other community members, and teachers must be actively involved in children's education. Commissioner's Regulations require that school districts involve teachers and parents in school planning and decisionmaking. In many schools, teachers and parents are already participating fully in

such matters as scheduling, staffing, goal-setting, and allocating available resources. To support this involvement, we will provide information about the new standards to educators, parents, and other community members through teleconferences, the Internet, and materials designed for parents.

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

Measure Results and Make Schools Accountable

The new standards form the basis of New York's assessment system. We have strengthened our Regents examinations, the foundation of the assessment system, to reflect higher academic standards and to give more emphasis to students' ability to express their knowledge in writing, to conduct empirical research, and to apply mathematical skills to real-life situations. The Department has conducted pilot assessments to identify valid and reliable techniques for measuring the higher standards. New Regents examinations were administered in English language arts and mathematics in June 1999, and a new examination in global history and geography was administered in June 2000. New examinations in U.S. history and government, Earth science, and living environment (biology) were administered in June 2001. New examinations in chemistry and physics will be administered in June 2002.

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 and are consistent in goals with the 2002 reauthorization of the federal Elementary and Secondary Education Act (ESEA), commonly known as No Child Left Behind (NCLB). The Department is reviewing the State system to align it with federal requirements. The accountability program supports the efforts of

the Regents to both improve student results and close the gap in student performance. Implicit in the regulations adopted are a number of policy goals:

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

The Department has taken steps to force failing schools to reform, reorganize, or close. Regulations that govern registration review were amended to improve our capacity to identify and remedy low performance in schools. Through the 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 successful schools. The citizens elect school board members and legislators and, outside the Big 5, vote on school budgets. Reporting results in ways that the public can understand is a critical part of the school reform strategy. In December 1996, a revised system of school reports designed to inform the public about student performance, student

demographics, and other conditions of the school was implemented. In March 2002, we issued the sixth 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 2002, for the first time the School Report Card included student performance data disaggregated by gender, racial/ethnic group, English proficiency status, migrant status, disability status, and income level for examinations in English language arts and mathematics. The significant gaps in performance among ethnic groups documented in this report are shown at the school level on report cards. The public reporting of these data will motivate changes in curriculum and instruction that will close these gaps.

In December 1997, the Board of Regents expanded the public reporting of the performance of the educational system by adopting regulations requiring the preparation and distribution of a Board of Cooperative Educational Services (BOCES) report card. The BOCES are a vital part of the educational system in New York State and must be included in the reporting system. The fifth report was issued in April 2002. We envision that the BOCES report card will be used as a tool to continuously improve the BOCES programs and services and provide information to parents, teachers, administrators, and communities.

After several years of strong economic growth, New York State is in an economic decline with a significant reduction in revenues. Nonetheless, we must continue our efforts to improve the educational system for all students and to move the education reform agenda forward. We have an opportunity to move New York State toward a system that links investment in education to demonstrable results. We have an obligation to examine every expenditure to maximize the benefit it yields, to 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 2002 Edition

The Department relied on its current reporting systems to supply most data for the June 2002 edition of this report: the Basic Educational Data System (BEDS); the School Financial (SF) system; VESID's Strategic Evaluation Data Collection, Analysis, and Reporting (SEDCAR) system; and the School and Student Accountability Data System (SSADS). The BEDS system includes three parts: school building data, district data, and professional personnel data. From public elementary, middle, and secondary schools, BEDS annually collects data on enrollment, professional staff, students with limited English proficiency, students from families on public assistance, student support services, and technology and library media resources. Similar data are collected from nonpublic schools. From public school districts, BEDS collects data on district-wide enrollments, personnel, and programs. Finally, from public school professional staff, BEDS collects demographic information, such as salary, education, experience, and certification.

The School Financial (SF) system stores the data from the Annual Financial Report for School Districts. The SEDCAR system collects counts of students with disabilities by kind of disability, placement, and age. SSADS collects State test

results 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 2000-01).

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 performance data

routinely submitted in aggregated form but maintained locally on an individual basis.

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 Minorities, 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 students 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 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 procedures to collect individual student data.

Department Initiatives Related to Data Collection and Analysis

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

Statewide Student Database

The Department has revised its data-collection policy to require all school districts to submit individual student test scores electronically. Past policy required districts to submit essentially the same information aggregated by grade and/or school in paper-and-pencil format. The Department 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 4 through 8.

In the 2001-02 school year, the Department is expanding the collection of individual student records to secondary schools. The System for Tracking Education Performance (STEP) will collect student results for all secondary-level State assessments as well as graduate and dropout data. Because the LEAP and STEP systems do not meet all Department needs for student data, we have initiated planning for a comprehensive individual student record system that will replace these two systems. In collaboration with the Big 5 districts and the regional information centers, the Department is preparing to design and implement an electronic system to collect individual student data at the elementary, middle, and secondary levels. This system will integrate sections of BEDS, SSADS, the SEDCAR system, and other smaller systems that collect data on individual students from public schools.

The planned statewide student database is designed to meet current and anticipated information needs, to support better decisionmaking regarding resource allocation, to improve services to students, and to provide information for State policymakers on matters such as the usefulness of current laws and regulations in ensuring that young people receive the educational services they need. The da-

tabase will be accessible to local education agencies for use in planning, evaluation, and policy development. The individual student data will enhance the usefulness of the New York State School Report Cards, initiated in December 1996, and provide necessary performance data for State and federal accountability programs.

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

Information is crucial for decisionmaking. Teachers and administrators must have reliable, accurate, and timely information about all of their students, provided in ways that make it easy to analyze student progress individually and by groups. At the same time, by law, information about individuals must be kept secure and confidential. The Regents, therefore, support the prosecution, to the full extent of the law, of any individual or group that accesses or uses information in an unauthorized manner or uses information systems (or the information they contain) maliciously, destructively, or for personal gain.

The Regents support local district planning to use technology in management and in support of instruction. This process must examine hardware and software, sources of funding, and the relationship of these with curricular objectives, focusing on technology as a supportive tool, rather than an end in itself.

Appendix B: Statistics for Schools Under Registration Review (SURR)

Number of SURR Schools and Enrollment (See Table 2.2 – Page 21)

Racial/Ethnic Enrollment Fall 2000

Location	% Black	% Hispanic	% American Indian/ Alaskan Native	% Asian and Pacific Islander	% White
New York City	47.0%	49.5%	0.4%	1.5%	1.5%
Rest of State SURR	62.3	22.9	0.2	1.5	13.1
Total SURR	49.0	46.0	0.4	1.5	3.0

Percent with Concentrated Poverty*, Percent of Enrollment Participating in Free-Lunch Program, and Percent of Enrollment Who Are English Language Learners Fall 2000

Location	% Concentrated Poverty	% Free-Lunch Participation	% English Language Learners
New York City	90.8%	86.9%	23.2%
Rest of State SURR	93.8	70.4	7.2
Total SURR	91.2	84.8	21.1

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

Average Class Size in SURR Schools Fall 2000

Class	Average Size
Kindergarten	18.6
Grades 1-6	21.8
English 7	26.4
English 9	25.8
Regents Biology (or Living Environment)	28.3
U.S. History and Government	28.3

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

Location	1999–2000 Attendance	1999–2000 Suspension	2000–2001 Dropout Rates	Students Retained in Ninth Grade Fall 2000
New York City	83.7%	7.9%	9.7%	42.7%
Rest of State SURR	87.2	18.6	5.0	39.8
Total SURR	84.1	9.2	9.1	42.5

Student Performance in SURR Schools and All Public Schools by Location
New York State
2000-01

Location	NYSAP Tests: Percentage at or above Level 2				Percentage of the 1997 Cohort Scoring 55-100 and 65-100 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	72%	72%	65%	37%	2,731	62%	28%	56%	38%
Rest of State	69	82	66	40	331	75	44	67	46
Total SURR	71	73	65	38	3,062	63	30	57	39
Public Schools									
New York City	82%	84%	77%	56%	47,554	77%	56%	72%	59%
Rest of State	94	96	91	83	97,550	95	86	94	87
Total Public	90	91	86	73	145,237	89	76	87	78

Location	Percentage of Average Grade Enrollment Scoring 65-100 on Regents Examinations				Percentage Tested Scoring 65-100 on Regents Examinations		
	Comprehensive Foreign Languages	Sequential Mathematics, Course III	Biology (or Living Environment)	Physics	Global History & Geography	U.S. History & Government	
SURR Schools							
New York City	20.7%	6.1%	25.9%	2.1%	38.5%	33.2%	
Rest of State	18.0	7.2	42.0	1.2	51.1	38.3	
Total SURR	20.4	6.2	28.0	2.0	40.5	34.0	
Public Schools							
New York City	32.8%	20.6%	48.5%	12.0%	62.2%	59.5%	
Rest of State	60.6	45.1	87.7	23.0	86.2	90.0	
Total Public	50.9	40.4	74.1	19.2	78.3	73.7	

**Schools Under Registration Review (SURR Schools)
by Legislative and Congressional Districts
2000-01**

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

*These schools were closed or removed from registration review during the 2000-01 school year.

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

*These schools were closed or removed from registration review during the 2000–01 school year.

CSD	School	Senate District	Assembly District	Congressional District
	P.S. 59 (formerly in CSD #10)	31	80	17
	P.S. 66 (formerly in CSD #12)	32	75	16
	P.S. 77 Campus Schools —C.S. 195 (formerly P.S. 77 in CSD #12)	32	75	16
	J.H.S. 82 (formerly in CSD #9)	31	77	16
	P.S. 85 (formerly in CSD #10)	31	79	16
	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
	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 2000–01 school year.

Appendix C: Nonpublic School Summary Tables

Glossary for Appendix C Tables

Students

Total (Enrollment): The number of students enrolled in grades K-12 plus those in ungraded classes for students with disabilities, 2000-01. 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, 2000-01. 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, 2000-01. Source: Basic Educational Data System

Percent Hispanic: The number of enrolled Hispanic students divided by the total district enrollment, expressed as a percentage, 2000-01. Source: Basic Educational Data System

Percent Other: The number of enrolled Other Minorities students divided by the total district enrollment, expressed as a percentage, 2000-01. Other Minorities include American Indian/Alaskan Native and Asian and Pacific Islander students. Source: Basic Educational Data System

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 (including half-day kindergarten), expressed as a percentage, 2000-01. Source: Basic Educational Data System

LEP Rate: The number of students of limited English proficiency (as defined by Section 154.2(a) of the Regulations of the Commissioner of Education) divided by the total enrollment, expressed as a percentage, 2000-01. Source: Basic Educational Data System

Dropout Rate: The number of dropouts, between July 1, 2000 and June 30, 2001, 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 student, regardless of age, 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. Source: Basic Educational Data System

Percent Regents Diplomas: The number of high school graduates who received Regents diplomas divided by the total number of diplomas granted, expressed as a percentage, 2000-01. Source: School and Student Accountability Data System

Percent to College: The number of 2000-01 high school graduates entering four-year, two-year, or other postsecondary institutions, as reported by school principals in Fall 2000, 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, 2000-01. Source: Basic Educational Data System

Credentials Earned: The percent of students who earned a Regents local diploma and the percent of students with disabilities who received an Individualized Education Program (IEP) diploma or local certificate between July 1, 2000 and June 30, 2001.

Test Results

Program Evaluation Test: The mean score for each of the two parts of the 2001 grade 4 program evaluation test in science is given. Source: School and Student Accountability Data System

New York State Assessment Program: The percent of students tested scoring at each performance level on the 2001 elementary- and middle-level English language arts and mathematics assessments is given. Source: School and Student Accountability Data System

Regents Examinations: The percent of the 1997 cohort who scored 55-100 and the percent who scored 65-100 on the Regents comprehensive examination in English and a Regents mathematics examination are given. The percent of all tested students scoring 55-100 and 65-100 on the Regents comprehensive examination in English and the Regents sequential mathematics, course I, examination are also given. The percent of average grade enrollment (AGE) in grades 9-12 tested, the percent of the number of tested students passing (scoring 65-100), and the percent of AGE passing (scoring 65-100) are shown for the following 2000-01 Regents examinations: global history and geography; U.S. history and government; foreign languages; mathematics A; sequential mathematics, course II; sequential mathematics, course III; Earth science (or physical setting/Earth science); biology (or living environment); chemistry; and physics. Source: School and Student Accountability Data System

**Statistics for Nonpublic Schools
New York State
2000-01**

Table C.1

Nonpublic Location	Enrollment					Dropouts and Youth at Risk				Graduates		Student-Teacher Ratio
	Total	Percent White	Percent Black	Percent Hispanic	Percent Other	Percent Free/Reduced Lunch	LEP Rate	Dropout Rate	Percent Regents Diplomas	Percent to College		
New York City	275,144	57.0%	20.0%	17.6%	5.4%	34.3%	5.0%	0.1%	42.3%	92.2%	13.0	
Other Nonpublic	219,839	82.1	10.0	4.7	3.2	13.5	4.5	0.3	49.8	94.8	11.5	
Total Nonpublic	494,983	68.2	15.6	11.9	4.3	25.0	4.8	0.2	45.5	93.3	12.3	

Table C.2

Nonpublic Location	Credentials Earned	
	% Regents Local Diploma	% IEP/Local Certificate
New York City	42.3%	0.8%
Other Nonpublic	49.8	0.6
Total Nonpublic	45.5	0.7

Table C.3

Nonpublic Location	PET Grade 4 Science Mean Scores	
	Multiple Choice	Performance
New York City	32	32
Other Nonpublic	36	36
Total Nonpublic	33	34

Table C.4

Nonpublic Location	English Language Arts						Mathematics									
	Elementary Level			Middle Level			Elementary Level			Middle 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%	35%	43%	12%	9%	43%	38%	10%	8%	30%	44%	18%	22%	39%	33%	6%
Other Nonpublic	3	21	53	22	5	31	48	16	2	17	51	30	12	34	45	10
Total Nonpublic	7	29	48	17	7	37	43	13	5	24	47	24	17	36	39	8

Table C.5

Nonpublic Location	1997 Cohort after Four Years						Regents Examinations					
	Comprehensive English			Mathematics			Comprehensive English			Sequential Mathematics, Course 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	10,528	89.7%	79.2%	83.9%	73.3%	10,839	96.1%	86.0%	10,650	72.8%	56.6%	
Other Nonpublic	7,587	80.2	75.3	80.6	76.1	8,259	96.5	92.7	12,378	86.0	79.5	
Total Nonpublic	18,115	85.7	77.6	82.5	74.5	19,098	96.3	88.9	23,028	79.9	68.9	

Table C.6

Nonpublic Location	Regents Examinations											
	Global History & Geography				U.S. History & Government				Foreign Language			
	% of AGE Tested	% of AGE Passing	% of AGE Tested	% of AGE Passing	% of AGE Tested	% of AGE Passing	% of AGE Tested	% of AGE Passing	% of AGE Tested	% of AGE Passing	% of AGE Tested	% of AGE Passing
New York City	94.4%	87.6%	82.7%	79.1%	85.5%	67.6%	74.8%	95.9%	71.8%			
Other Nonpublic	83.9	92.1	77.3	90.0	67.9	61.1	70.0	97.9	68.5			
Total Nonpublic	89.4	89.7	80.1	83.7	77.0	64.5	72.5	96.8	70.2			

Table C.7

Nonpublic Location	Regents Examinations											
	Mathematics A				Sequential Mathematics, Course II				Sequential Mathematics, Course III			
	% of AGE Tested	% of AGE Passing	% of AGE Tested	% of AGE Passing	% of AGE Tested	% of AGE Passing	% of AGE Tested	% of AGE Passing	% of AGE Tested	% of AGE Passing	% of AGE Tested	% of AGE Passing
New York City	30.5%	47.0%	14.4%	65.8%	68.9%	45.4%	55.1%	71.0%	39.1%			
Other Nonpublic	11.0	55.7	6.1	78.7	75.8	59.6	51.8	81.4	42.2			
Total Nonpublic	21.2	49.2	10.4	72.3	72.2	52.2	53.5	75.8	40.6			

Table C.8

Nonpublic Location	Regents Examinations															
	Earth Science or Physical Setting/Earth Science				Biology or Living Environment				Chemistry				Physics			
	% of AGE Tested	% of AGE Passing	% of AGE Tested	% of AGE Passing	% of AGE Tested	% of AGE Passing	% of AGE Tested	% of AGE Passing	% of AGE Tested	% of AGE Passing	% of AGE Tested	% of AGE Passing	% of AGE Tested	% of AGE Passing		
New York City	45.8%	64.4%	29.5%	81.7%	89.8%	64.9%	45.1%	68.0%	16.0%							
Other Nonpublic	49.5	82.1	40.6	91.3	72.6	79.6	46.3	87.6	20.4							
Total Nonpublic	47.6	73.2	34.8	85.5	81.6	71.3	45.7	77.4	18.1							

Appendix D: Universal Prekindergarten Program

Introduction

The growth and development of the Universal Prekindergarten (UPK) Program during its third year of implementation continued to significantly shift the landscape of early childhood education in New York State. The number of school districts operating the program throughout the State increased by approximately 60 percent from the previous year. The number of children served statewide represented almost a 300 percent increase over the initial year of program operation in 1998-99. By statute, participating districts are required to provide the instructional component of the UPK program in collaboration with community-based agencies. School districts forged new partnerships with public and private community-based agencies and continued the strong relationships that they had developed in the previous year(s) of their involvement in UPK. The amount of funding spent on collaboration alone far exceeded the minimum requirement established by law and distributed additional essential resources for the enhancement of the early care and education system in New York State.

Program Accomplishments

Implementation. The UPK legislation was enacted in 1997 as part of the Learning Achieving Developmentally by Directing Education Resources (LADDER) Program. A statutory provision that took effect in 1998-99 made school districts statewide eligible to apply for program participation through a four-year phase-in schedule. The major factors determining when a district would become eligible to apply for UPK were the number of unserved four-year-olds in the district and the district's combined wealth ratio. Programs are required to provide high quality, developmentally appropriate classrooms, with prescribed student-teacher ratios, teacher certification requirements, and class size limits. A legislative amendment was adopted for the 2000-01 program year that gave eligible districts the option of

putting some, or all, of their funding allocation into a reserve fund to be used the following year. The rationale for allowing districts to set aside funds stemmed from the argument that it is not cost effective to start up and operate programs smaller than one classroom. Additionally, the collaboration requirement for districts funded to serve only a few children can be onerous. The reserve fund provided districts with the flexibility to reserve some or all of their grant to combine with the following year's allocation.

The UPK program completed its third year of operation during the 2000-01 school year. Statewide, 162 of the 419 eligible districts participated and an additional 61 districts placed their allocations in a reserve fund. The total encumbrance represented 83 percent of the State funding allocated for 2000-01. Across the State, there were 48,139 children served, representing 77 percent of the total number of children who were funded to participate. If the reserve fund "set-aside" was included, 90 percent of all children funded to participate were accounted for in the monies encumbered. An analysis of the 196 districts that did not apply for funding revealed that 72 percent, or 141 districts, were designated as Average or Low Need Districts, while only 28 percent, or 55 districts, were designated as High Need Districts.

Collaboration. The UPK program was created as a public/private partnership in an effort to maximize the current delivery systems available in early care and education. A minimum of 10 percent of a district's allocation must be used to contract with eligible agencies. Eligible agencies include day care centers, nursery schools, Head Start programs, group family or family child care programs, preschool special education programs, nonpublic schools, and other agencies providing early childhood services. This constellation of early childhood programs encompasses the early care and education system within the State. In 2000-01, collaboration agreements with eligible agencies represented 65 percent of the total UPK funding. New York City and

the Rest of the State were about equally matched in the amount of funding allocated for collaboration. This level of collaboration not only dramatically exceeded the statutory requirement but also represented a fairly significant increase over the preceding year, when 51 percent of the funds were used to contract with eligible agencies. This level of collaboration between school districts and community agencies demonstrated the commitment necessary for the continued growth and development of UPK.

Districts and community-based organizations have engaged in very unique kinds of collaboration beyond establishing a fiscal relationship. Collaborations involving supervision of staff, professional development, support services, and shared transportation are found throughout the State. These unique features of the New York State UPK Program differentiate it from programs in all other states nationwide. This collaborative approach to service delivery has the greatest potential for dramatically changing the system.

State Education Department Program Administration. Department staff responded to, or placed, in excess of 2,000 technical assistance calls to school districts and community agencies. A series of UPK technical assistance sessions were offered to representatives from the 323 school districts that were eligible for initial program participation in 2000-01. Technical assistance sessions were held in five locations around the State and were attended by a total of 138 persons, representing 103 school districts. Department staff presented information about program requirements, the application process, and implementation procedures. An updated UPK Technical Assistance Manual was distributed, or copies were mailed, to those districts that were unable to send staff to technical assistance sessions. In addition, complete and current UPK program information was made widely accessible through the New York State Education Department Web site, as well as through an early childhood conference, articles in relevant publications, and policy memoranda to the field.

The support that districts received resulted in the majority of district applications meeting statutory requirements without further Department assistance. Applications were reviewed and ap-

proved typically within a few weeks of when they were received.

In the 2000-01 program year, members of the Department staff completed 22 site reviews at school districts around the State. The purpose of these visits was compliance monitoring and the provision of technical assistance.

Ensuring High Quality Programs and Continuity with Learning Standards. Continued efforts are in place to ensure that districts provide uniform high quality, developmentally appropriate programs that articulate with the curriculum in the early elementary grades. As a part of this effort, district UPK plans are reviewed, site visits are conducted, and professional development activities for UPK directors and staff are undertaken and supported. Progress has been made in heightening the awareness of district and agency-based staff about the importance of learning standards in relation to prekindergarten children. Child assessment is a requirement of the UPK program, and districts use a wide array of assessment instruments to ensure that children are making steady progress. In addition to the other major components of child development and child learning, a focus on early literacy, including language development and early reading strategies, is an essential component of quality programs.

Integration of Preschool Children with Disabilities. As we further implement systematic prekindergarten services in the State, UPK continues to provide opportunities for the participation of children with disabilities. In 2000-01, children with disabilities represented eight percent of the total UPK enrollment in New York State. This percentage is marginally lower than last year but is expected to increase as the UPK program gains stability.

Within the Department, staff from the Child, Family and Community Services Team and the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) have expanded outreach efforts and technical assistance to special education programs and UPK providers. VESID staff presented information at all UPK

technical assistance sessions. A Department memorandum outlining strategies and expectations for expanding the participation of children with disabilities in UPK programs was released to the field.

It is anticipated that inclusion rates will increase as more parents request UPK placements for children with special needs and district staff more frequently recommend UPK as an appropriate site for children receiving other services. As UPK continues to gain stability in funding and opportunity for planning time, we expect a positive impact on rates of participation of children with disabilities.

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, a systematic statewide evaluation cannot occur.

The Department has assumed a coordinating role with professional organizations and universities that have demonstrated an interest in researching UPK. In March 2001, the Department co-sponsored a two-day conference on the topic of “Child Assessment, Teacher Practice and Program Accountability.” Nationally recognized experts, including Dr. Samuel Meisels and Dr. Richard Clifford, shared their insights and expertise about strategies and challenges of using child outcomes to measure program effectiveness.

Cornell University hosted an assessment meeting in May 2000 to begin to conceptualize a workable statewide evaluation scheme. Additionally, the University of North Carolina has selected New York State as one of five states to participate in a large scale, multi-year evaluation of statewide prekindergarten programs.

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.

Program Challenges

Program Expansion/Full Implementation. There are numerous documented benefits to children who attend a quality prekindergarten program. Prekindergarten programs better prepare children to begin school by offering developmentally appropriate, child-centered, teacher-guided instruction. Kindergarten programs in districts where all children have the opportunity to attend prekindergarten have shifted their level of instruction to accommodate the advanced level of their incoming students. Children in these districts begin kindergarten with more of the basic skills needed to succeed and a broader conceptual foundation upon which to build future learning. When, in addition, districts offer full-day kindergarten (over 500 of the 704 districts do), the children have an even greater advantage in meeting the rigorous demands of the New York State Learning Standards.

Teacher Qualifications. Well-prepared teachers are essential to quality early childhood programs. The UPK program in New York State has one of the most rigorous teacher qualification requirements in the country. Legislation and UPK Regulations require that teachers either be certified to teach in the early elementary grades or be directly supervised by a certified teacher. The provision in the legislation that permits supervision by a certified teacher was adopted, recognizing that agency-based programs may have difficulty attracting and retaining certified teachers. This provision was scheduled to phase out in 2001-02; however, it appears that some agency-based programs may not be able to adhere to this time frame.

Transportation. The inability of districts to receive transportation aid for UPK children continued to offer a challenge in 2000-01. Districts are allowed to use their grant funds to transport children; however, use of funds for this purpose

results in decreased resources for program requirements. In an effort to move toward structuring a district's prekindergarten program like that of its K-12 program, it is recommended that districts be allowed to use the State funding system for the purpose of transporting prekindergarten children.

Summary

In conclusion, the UPK Program is being successfully implemented statewide. Prekindergarten programs and quality early childhood programs are essential to assisting young children in preparing for academic excellence. The UPK Program has not

only been implemented successfully, it has also been a catalyst for change in early education programs. Early care providers have benefited from the professional development activities and collaboration with public schools. Curriculum consistent with district education programs are being realized, and teachers are benefiting from interaction across the education field. Districts have reassessed their K-2 programs to ensure that skills mastered in prekindergarten are not duplicated in later grades. Parents and families have benefited from programs that are educationally based and meet the needs of working families. Increased involvement of community based programs demonstrates the effectiveness of the 2000-01 UPK program.

Figure D.1
Universal Prekindergarten Program
Number of Children Served
2000-01

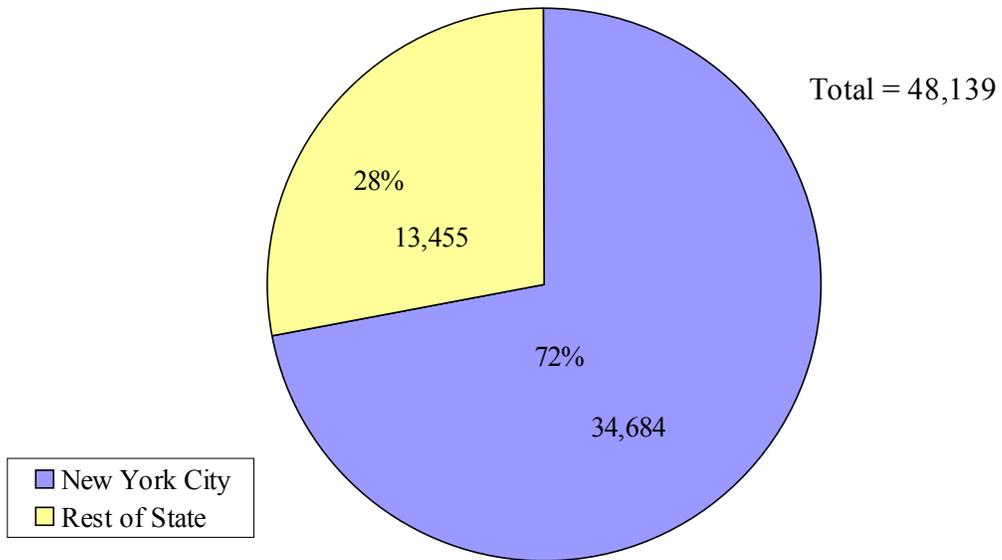


Figure D.2
Universal Prekindergarten Program
Number of Children Funded in School District and Community-Based Classrooms
1998-99 to 2000-01

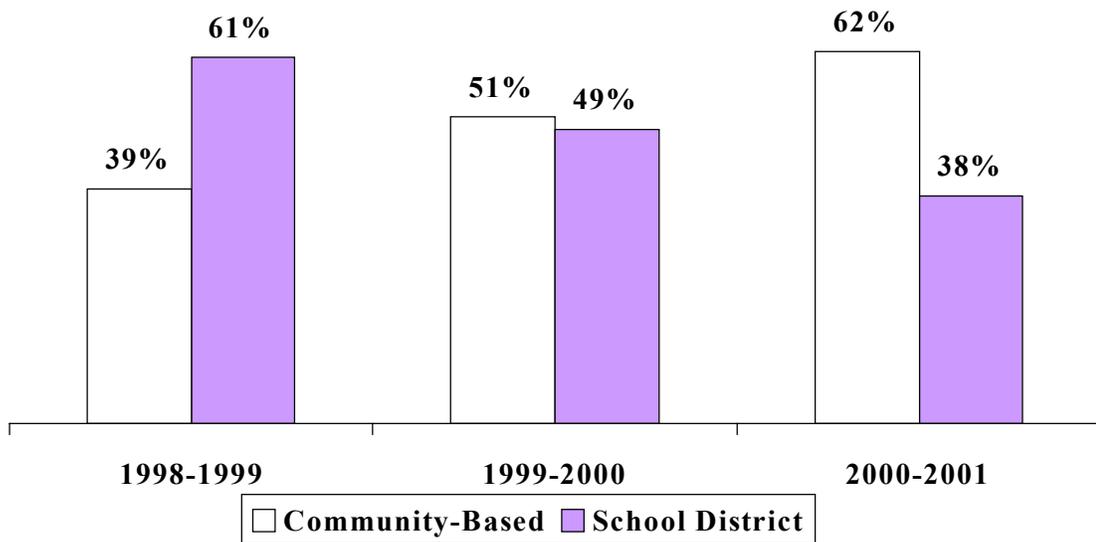


Figure D.3
Universal Prekindergarten Program
Full- and Half-Day Class Counts
2000-01

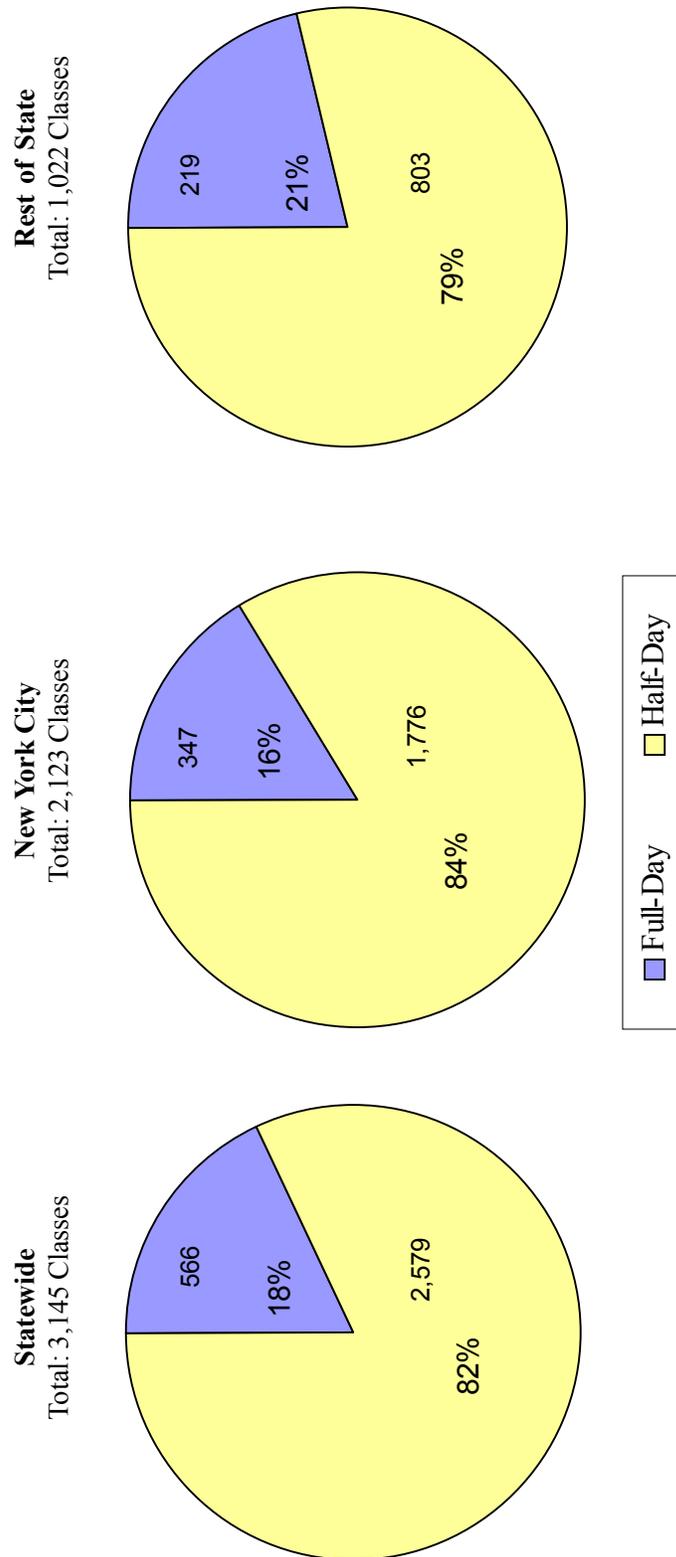


Figure D.4
Universal Prekindergarten Program
Collaborative Profile
2000-01

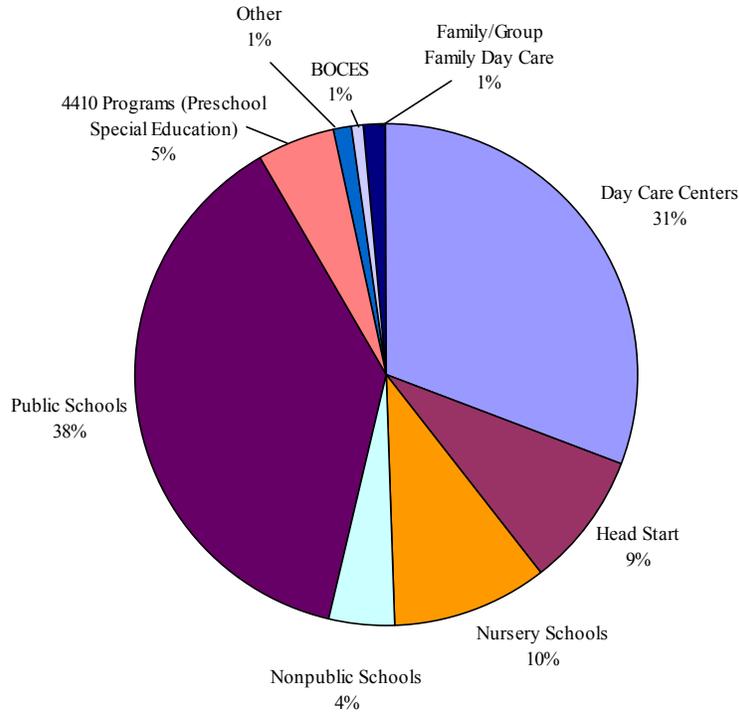


Figure D.5
Universal Prekindergarten Program
Class Count with Extended Day Options
2000-01

