

# New York State Public Report Card Comprehensive Information Report

BEDS Code: 11-11-11-11-1111

Name: New York State Total Public Schools Report Card

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	36,373	37,966	39,514
Kindergarten	195,412	191,707	189,277
First	218,379	213,233	208,083
Second	216,867	213,978	208,020
Third	218,763	216,601	213,206
Fourth	218,236	215,156	212,460
Fifth	218,068	216,902	214,978
Sixth	214,250	220,228	217,998
Ungraded Elementary	61,332	58,210	56,606
Seventh	213,568	218,428	222,883
Eighth	203,616	211,802	215,733
Ninth	245,372	245,703	251,079
Tenth	217,833	219,113	219,987
Eleventh	168,034	170,330	172,062
Twelfth	151,119	153,565	158,316
Ungraded Secondary	66,257	63,523	62,458
Total K-12 Enrollment	2,827,106	2,828,479	2,823,146

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	180,226	6.4%	187,933	6.6%	191,534	6.8%
Black (Not Hispanic)	571,717	20.2%	566,707	20.0%	562,614	19.9%
Hispanic	522,976	18.5%	528,711	18.7%	534,981	18.9%
White (Not Hispanic)	1,552,187	54.9%	1,545,128	54.6%	1,534,017	54.3%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	20	NA
Common Branch	23	22	NA
English Grade 8	23	23	NA
Mathematics Grade 8	23	23	NA
Science Grade 8	23	23	NA
Social Studies Grade 8	24	23	NA
English Grade 10	23	23	NA
Mathematics Grade 10	23	22	NA
Science Grade 10	23	23	NA
Social Studies Grade 10	24	24	NA

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
NA	NA

### Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	239,191	8.4%	193,605	6.8%	178,770	6.2%
<b>Eligible for Free Lunch</b>	1,066,570	38.3%	1,054,668	37.7%	355,933	NA

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>Annual Attendance Rate</b>		92.3%		92.3%		91.8%
<b>Student Suspensions</b>	133,833	4.7%	133,046	4.7%	124,663	4.4%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
<b>Reduced Lunch</b>	6.8%	6.8%	NA
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	217,935
Total Other Professional Staff	40,440
Total Paraprofessionals	63,002
Teaching Out of Certification*	6,573
Teachers with Temporary Licenses	786

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	132,861	70,127	53%	131,147	76,056	58%	133,247	78,664	59%
Students with Disabilities	9,023	1,329	15%	9,031	1,839	20%	10,571	2,257	21%
All Students	141,884	71,456	50%	140,178	77,895	56%	143,818	80,921	56%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	76,066	39,859	1,888	3,228	8,114	14,663
Percent	53%	28%	1%	2%	6%	10%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
10,571	2,257	5,001	15,572

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			40,833		31,684	
	Entered GED Program*			12,074		14,701	
	Total Noncompleters			52,907		46,385	
Students with Disabilities	Dropped Out			6,463		6,608	
	Entered GED Program*			1,204		1,867	
	Total Noncompleters			7,667		8,475	
All Students	Dropped Out	31,110	3.8%	47,296	5.7%	38,292	4.6%
	Entered GED Program*	24,939	3.0%	13,278	1.6%	16,568	2.0%
	Total Noncompleters	56,049	6.8%	60,574	7.3%	54,860	6.5%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K–3

Grades	2000–01	2001–02	2002–03
K–1		2%	2%
2–3		2%	2%

## Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		9,742	12,975
	Number of Students with Disabilities		1,449	2,239
	Number of All Students		11,191	15,214
	Percent of Enrollment		2%	2%
6–8	Number of General-Education Students		109,606	114,887
	Number of Students with Disabilities		15,444	19,272
	Number of All Students		125,050	134,159
	Percent of Enrollment		11%	12%
9–12	Number of General-Education Students		149,670	177,702
	Number of Students with Disabilities		22,145	30,252
	Number of All Students		171,815	207,954
	Percent of Enrollment		13%	15%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	22,554	94%	17,771	91%	20,390	92%
German	2,160	86%	1,508	91%	2,426	92%
Italian	6,703	90%	5,465	93%	5,968	96%
Latin	2,213	90%	1,511	93%	1,532	96%
Spanish	68,917	89%	57,404	87%	69,885	94%

### Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	641	72%	515	66%	521	69%
German	74	65%	49	78%	76	72%
Italian	204	69%	162	78%	123	79%
Latin	41	83%	46	85%	37	89%
Spanish	2,948	64%	2,155	65%	2,921	77%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5,302	63%	5,097	64%	4,497	76%
Science	19,217	55%	9,773	54%	3,993	57%
Reading	1,409	56%	1,486	68%	1,264	73%
Writing	1,461	68%	1,152	69%	1,039	72%
Global Studies	13,599	53%	4,995	39%	2,304	51%
U.S. Hist & Gov't	18,958	54%	6,674	45%	2,364	52%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15,275	64%	13,051	55%	17,828	63%
Science	13,845	39%	11,536	39%	13,676	38%
Reading	6,785	61%	6,762	59%	9,626	61%
Writing	6,121	71%	5,380	69%	6,941	68%
Global Studies	9,211	32%	8,381	32%	11,468	36%
U.S. Hist & Gov't	7,017	43%	5,216	47%	6,440	45%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	176,033	175,468	183,085	15,366	14,101	16,309
Number Scoring 55–100	158,775	152,346	157,333	10,461	8,606	9,680
Number Scoring 65–100	134,952	129,740	139,942	6,790	5,675	7,226
Number Scoring 85–100	41,460	56,903	59,569	570	802	1,037
Percentage of Tested Scoring 55–100	90%	87%	86%	68%	61%	59%
Percentage of Tested Scoring 65–100	77%	74%	76%	44%	40%	44%
Percentage of Tested Scoring 85–100	24%	32%	33%	4%	6%	6%
<b>Mathematics A</b>						
Number Tested	44,787	120,119	211,887	3,914	8,950	16,826
Number Scoring 55–100	28,052	79,567	157,940	1,291	3,429	7,709
Number Scoring 65–100	20,822	61,257	130,697	823	2,193	5,732
Number Scoring 85–100	6,848	22,108	37,004	132	324	789
Percentage of Tested Scoring 55–100	63%	66%	75%	33%	38%	46%
Percentage of Tested Scoring 65–100	46%	51%	62%	21%	25%	34%
Percentage of Tested Scoring 85–100	15%	18%	17%	3%	4%	5%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	32,707	5,266	25,540	668	70	541
Number Scoring 55–100	20,915	4,636	20,880	216	52	352
Number Scoring 65–100	17,068	4,093	17,582	137	46	264
Number Scoring 85–100	6,348	1,313	4,660	23	5	22
Percentage of Tested Scoring 55–100	64%	88%	82%	32%	74%	65%
Percentage of Tested Scoring 65–100	52%	78%	69%	21%	66%	49%
Percentage of Tested Scoring 85–100	19%	25%	18%	3%	7%	4%
<b>Global History and Geography</b>						
Number Tested	190,762	187,372	205,550	18,597	16,636	19,864
Number Scoring 55–100	172,510	161,294	167,322	13,765	10,911	11,267
Number Scoring 65–100	149,464	136,263	148,314	9,843	7,328	8,596
Number Scoring 85–100	56,405	41,312	56,534	1,300	757	1,305
Percentage of Tested Scoring 55–100	90%	86%	81%	74%	66%	57%
Percentage of Tested Scoring 65–100	78%	73%	72%	53%	44%	43%
Percentage of Tested Scoring 85–100	30%	22%	28%	7%	5%	7%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	108,301	175,848	179,085	9,937	13,314	15,668
Number Scoring 55–100	98,278	158,169	165,132	7,187	9,482	11,824
Number Scoring 65–100	87,929	134,665	149,745	5,215	6,516	9,557
Number Scoring 85–100	44,015	47,037	67,699	1,127	816	2,055
Percentage of Tested Scoring 55–100	91%	90%	92%	72%	71%	75%
Percentage of Tested Scoring 65–100	81%	77%	84%	52%	49%	61%
Percentage of Tested Scoring 85–100	41%	27%	38%	11%	6%	13%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	157,646	178,197	188,060	11,897	13,314	16,001
Number Scoring 55–100	146,683	167,198	168,160	9,666	11,017	11,427
Number Scoring 65–100	132,899	153,520	150,606	7,495	8,976	8,846
Number Scoring 85–100	31,578	43,975	44,598	534	764	914
Percentage of Tested Scoring 55–100	93%	94%	89%	81%	83%	71%
Percentage of Tested Scoring 65–100	84%	86%	80%	63%	67%	55%
Percentage of Tested Scoring 85–100	20%	25%	24%	4%	6%	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	119,051	142,224	145,151	9,122	9,523	11,109
Number Scoring 55–100	105,100	125,763	126,679	6,610	7,157	7,650
Number Scoring 65–100	94,278	111,910	113,666	5,108	5,456	5,950
Number Scoring 85–100	39,905	42,796	47,212	1,045	876	1,155
Percentage of Tested Scoring 55–100	88%	88%	87%	72%	75%	69%
Percentage of Tested Scoring 65–100	79%	79%	78%	56%	57%	54%
Percentage of Tested Scoring 85–100	34%	30%	33%	11%	9%	10%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		92,629	105,545		1,988	2,706
Number Scoring 55–100		81,714	90,393		1,490	1,958
Number Scoring 65–100		61,642	69,886		950	1,339
Number Scoring 85–100		10,275	14,549		72	112
Percentage of Tested Scoring 55–100		88%	86%		75%	72%
Percentage of Tested Scoring 65–100		67%	66%		48%	49%
Percentage of Tested Scoring 85–100		11%	14%		4%	4%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	21,393	20,176	20,303	228	239	253
Number Scoring 55–100	21,014	19,659	19,895	219	220	234
Number Scoring 65–100	20,383	18,743	19,433	196	187	223
Number Scoring 85–100	10,955	8,025	11,718	53	44	75
Percentage of Tested Scoring 55–100	98%	97%	98%	96%	92%	92%
Percentage of Tested Scoring 65–100	95%	93%	96%	86%	78%	88%
Percentage of Tested Scoring 85–100	51%	40%	58%	23%	18%	30%
<b>Comprehensive Italian</b>						
Number Tested	5,605	5,984	6,061	109	103	113
Number Scoring 55–100	5,516	5,808	5,992	104	98	111
Number Scoring 65–100	5,421	5,615	5,891	98	89	107
Number Scoring 85–100	3,406	2,906	3,400	50	23	38
Percentage of Tested Scoring 55–100	98%	97%	99%	95%	95%	98%
Percentage of Tested Scoring 65–100	97%	94%	97%	90%	86%	95%
Percentage of Tested Scoring 85–100	61%	49%	56%	46%	22%	34%
<b>Comprehensive German</b>						
Number Tested	2,356	2,130	1,883	21	26	40
Number Scoring 55–100	2,320	2,104	1,833	21	24	35
Number Scoring 65–100	2,262	2,021	1,791	21	22	34
Number Scoring 85–100	1,339	992	986	8	6	8
Percentage of Tested Scoring 55–100	98%	99%	97%	100%	92%	88%
Percentage of Tested Scoring 65–100	96%	95%	95%	100%	85%	85%
Percentage of Tested Scoring 85–100	57%	47%	52%	38%	23%	20%
<b>Comprehensive Hebrew</b>						
Number Tested	166	132	152	8	7	4
Number Scoring 55–100	163	130	151	8	7	4
Number Scoring 65–100	162	129	148	8	6	4
Number Scoring 85–100	121	88	107	3	6	3
Percentage of Tested Scoring 55–100	98%	98%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	98%	97%	100%	86%	100%
Percentage of Tested Scoring 85–100	73%	67%	70%	38%	86%	75%
<b>Comprehensive Spanish</b>						
Number Tested	71,458	70,310	71,317	1,315	1,298	1,509
Number Scoring 55–100	70,207	68,912	70,050	1,233	1,236	1,433
Number Scoring 65–100	68,664	67,289	68,518	1,168	1,175	1,349
Number Scoring 85–100	46,527	43,703	44,902	560	564	597
Percentage of Tested Scoring 55–100	98%	98%	98%	94%	95%	95%
Percentage of Tested Scoring 65–100	96%	96%	96%	89%	91%	89%
Percentage of Tested Scoring 85–100	65%	62%	63%	43%	43%	40%
<b>Comprehensive Latin</b>						
Number Tested	2,222	2,034	2,173	22	28	39
Number Scoring 55–100	2,162	1,987	2,157	20	27	38
Number Scoring 65–100	2,098	1,920	2,120	19	27	34
Number Scoring 85–100	1,348	1,224	1,335	8	16	13
Percentage of Tested Scoring 55–100	97%	98%	99%	91%	96%	97%
Percentage of Tested Scoring 65–100	94%	94%	98%	86%	96%	87%
Percentage of Tested Scoring 85–100	61%	60%	61%	36%	57%	33%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	129,590	84,679	16,805	5,278	3,715	949
Number Scoring 55–100	101,297	64,067	10,438	3,392	2,259	499
Number Scoring 65–100	88,654	54,454	8,138	2,694	1,742	367
Number Scoring 85–100	39,835	20,818	1,530	662	308	46
Percentage of Tested Scoring 55–100	78%	76%	62%	64%	61%	53%
Percentage of Tested Scoring 65–100	68%	64%	48%	51%	47%	39%
Percentage of Tested Scoring 85–100	31%	25%	9%	13%	8%	5%
<b>Sequential Mathematics, Course III</b>						
Number Tested	92,513	88,372	64,216	1,954	1,784	1,636
Number Scoring 55–100	78,485	77,196	51,844	1,467	1,421	1,163
Number Scoring 65–100	70,986	71,004	46,443	1,243	1,250	962
Number Scoring 85–100	35,211	36,719	20,534	381	386	263
Percentage of Tested Scoring 55–100	85%	87%	81%	75%	80%	71%
Percentage of Tested Scoring 65–100	77%	80%	72%	64%	70%	59%
Percentage of Tested Scoring 85–100	38%	42%	32%	19%	22%	16%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	42,647	94%	36,130	92%	32,728	85%
Students with Disabilities	8,358	80%	6,166	80%	6,459	64%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	187,859	10%	14%	58%	18%
	Students with Disabilities	28,295	35%	22%	39%	4%
	All Students	216,154	13%	15%	56%	16%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	178,237	6%	39%	45%	10%
	Students with Disabilities	26,869	25%	56%	18%	1%
	All Students	205,106	8%	41%	42%	9%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	270	29	12	41	79	138
<b>Middle Level</b>						
Social Studies	546	92	8	48	208	282
<b>Secondary Level</b>						
English Language Arts	407	15	12	44	145	206
Social Studies	384	21	9	36	133	206
Mathematics	386	21	9	41	150	186
Science	382	25	9	59	159	155

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	154,521	154,521	154,521	16,878	16,878	16,878	171,399	171,399	171,399
Number Scoring 55–64	11,728	14,685	11,521	2,489	2,424	1,851	14,217	17,109	13,372
Number Scoring 65–84	72,601	73,420	78,589	6,629	5,465	6,391	79,230	78,885	84,980
Number Scoring 85–100	52,373	43,528	45,108	1,012	795	811	53,385	44,323	45,919
Approved Alternatives	113	0	0	1	0	0	114	0	0

(Form – K)