

New York High Schools

THE BEST ECONOMIC STIMULUS PACKAGE IS A HIGH SCHOOL DIPLOMA

On average, a high school graduate in New York earns **\$9,036** more each year than a high school dropout does.¹ Roughly 67,900 students in New York did not graduate from high school in 2011; the lost lifetime earnings for that class of dropouts alone total **\$9.8 billion**.²

If just half of New York's dropouts had graduated, they would likely have provided the following economic benefits to their state:³

- **\$896 million** in increased home sales and **\$45 million** in increased annual auto sales
- **3,000** new jobs and a **\$585 million** increase in the gross state product
- **\$49 million** in increased annual state tax revenue

If New York's high schools were to graduate all students ready for college, the state would likely save as much as **\$348 million** in college remediation costs and lost earnings.⁴

COMPLETION RATES NEED IMPROVEMENT

Nationally, **81%** of the fastest-growing high-wage jobs will require at least some postsecondary education.⁵

New York High School Graduation Rates (Class of 2008)

| State-Reported ⁶ | U.S. Department of Education-Reported ⁷ | Independently Reported ⁸ |
|-----------------------------|--|-------------------------------------|
| 71% | 71% | 72% |

After years of using different graduation rate calculations of questionable accuracy, states are moving toward using a common calculation. Beginning in School Year (SY) 2010–11, New York will be required to use a common formula as defined by the U.S. Department of Education. As a result, the rate reported for SY 2010–11 may be lower than the state-reported rate shown here, but it will likely be a more accurate figure.

High School Graduation Rates by Race (Class of 2008)⁸

| | All Students | White | Black | Hispanic | Asian | American Indian |
|----------|--------------|-------|-------|----------|-------|-----------------|
| New York | 72% | 82% | 55% | 52% | 80% | + |
| Nation | 72% | 78% | 57% | 58% | 83% | 54% |

+ Insufficient or no data available

Four-Year* College Graduation Rates⁹

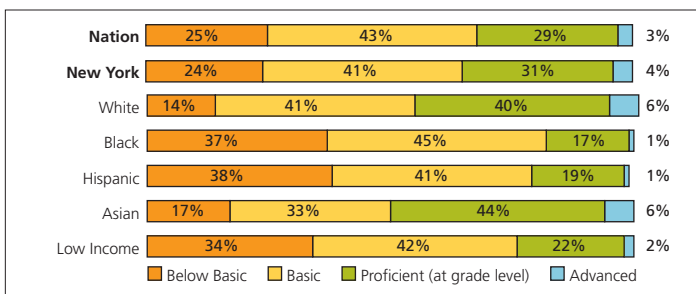
| | All Students | White | Black | Hispanic | Asian | American Indian |
|-----------|--------------|-------|-------|----------|-------|-----------------|
| New York* | 59% | 64% | 39% | 45% | 63% | 48% |
| Nation* | 55% | 59% | 38% | 46% | 66% | 38% |

*Due to data limitations for two-year institutions, particularly as they relate to students who transfer from their first institution, two-year college graduation rates have been omitted.

*Graduation within six years of entrance (Cohort from 2002 to 2008)

LITERACY IS AN UNDERLYING PROBLEM FOR MANY

SY 2010–11 National Assessment of Educational Progress (NAEP) Reading Scores for New York Eighth Graders¹⁰



Insufficient or no data was reported for other subgroups.

ABOUT 10% OF ALL HIGH SCHOOLS PRODUCE MORE THAN 40% OF THE NATION'S DROPOUTS

These high schools, often referred to as dropout factories, have an extremely low promoting power of 60 percent or less, meaning that only 60 percent or fewer of freshmen progress to senior year on time. Promoting power is a good estimate of the school's graduation rate. Generally, these schools have high proportions of students of color and/or low-income students.

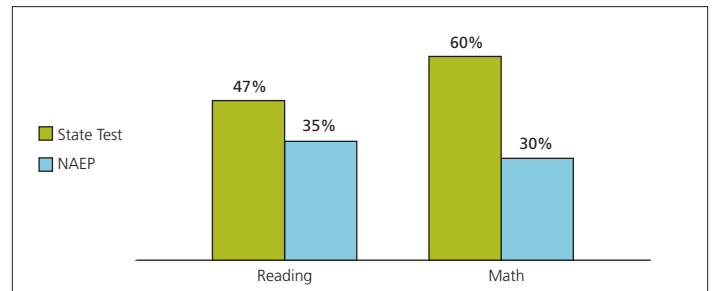
| | Federally Reported High Schools ¹¹ (SY 2009–10) | Dropout Factories ¹² (three-year average from 2008 to 2010) |
|----------|---|---|
| New York | 916 | 171 |
| Nation | 16,077 | 1,617 |

Nationally, students of color and Native students are nearly four times more likely than their white peers to be enrolled in a dropout factory.¹³

An additional 82 high schools in New York have a promoting power of between 60 and 70 percent.¹²

MOST STATE TESTS OVERESTIMATE STUDENT PROFICIENCY

New York Eighth-Grade Proficiency as Measured by New York State Tests vs. NAEP for SY 2010–11¹⁴



Nationwide, the average gaps between state- and NAEP-reported **reading** and **math** scores are **39 percentage points** and **32 percentage points**, respectively. (Gap averages are based on 41 states that have released 2010–2011 state assessment data.)

FORTY-NINE STATES AND DC HAVE ADOPTED COLLEGE- AND CAREER-READY STANDARDS

New York is one of 46 states and the District of Columbia to adopt a common, state-created set of world-class standards for college and career readiness in English language arts and math. Three additional states have developed their own college- and career-ready standards.

Two groups of states have formed to develop next-generation assessment systems aligned to these standards, which are scheduled to be available during SY 2014–15. **New York is participating in the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium.**

BUILDING AND USING COMPREHENSIVE STATE DATA SYSTEMS ARE CRITICAL TO DRIVING IMPROVEMENT

- New York has in place **10 of the 10 elements** recommended by the Data Quality Campaign (DQC) as the start of a robust P–12 longitudinal data system. To date, 36 states have all 10 elements in place.¹⁵
- New York also has in place **3 of the 10 fundamental actions** recommended by the DQC to change the culture around how data is used to inform decisions on improving system and student performance. To date, no states have all 10 actions in place.¹⁵

Visit <http://dataqualitycampaign.org/survey/states> for more information on the elements and actions that New York has in place.

1) <http://www.all4ed.org/files/Earnings.pdf>; 2) Alliance for Excellent Education (Alliance), "The High Cost of High School Dropouts," 2011; 3) Alliance, "Education and the Economy," 2011 (for Class of 2010); 4) Alliance, "Saving Now and Saving Later," 2011; 5) Alliance analysis of 2008 data from U.S. Bureau of Labor Statistics; 6) (For federal accountability reporting) New York State Education Department, 2009; 7) National Center for Education Statistics (NCES), "Trends in High School Dropout and Completion Rates in the United States: 1972–2009," 2011; 8) Editorial Projects in Education Research Center, *Diplomas Count: 2011*; 9) NCES Integrated Postsecondary Education Data System, 2011; 10) NCES, *Nation's Report Card: Reading 2011*; 11) NCES, "Numbers and Types of Public Elementary and Secondary Schools: School Year 2009–10, First Look," 2011; 12) Unpublished data from Everyone Graduates Center at Johns Hopkins University, 2011; 13) Analysis of data from Everyone Graduates Center and NCES Common Core of Data; 14) NCES, *Nation's Report Card: Reading 2011*; NCES, *Nation's Report Card: Math 2011*; New York State Education Department, 2011; 15) Data Quality Campaign, 2011