

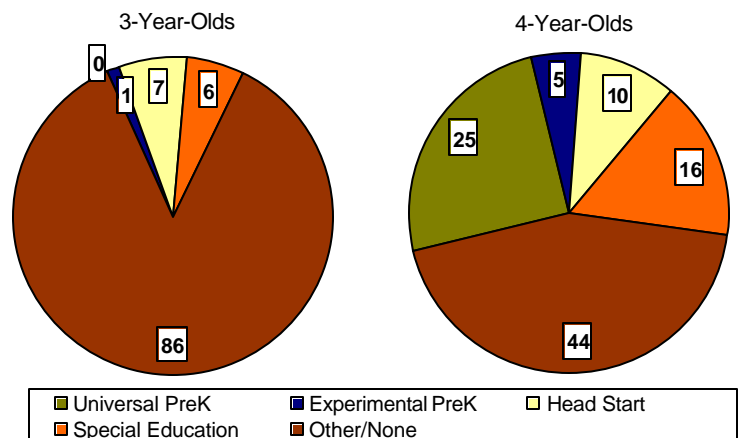
# THE AIMS OF THE UNIVERSITY: HOW ARE WE DOING NOW?

## *Every child will get a good start.*

### **Here's what we know:**

- ▶ Recent research on early childhood development has shown that the first years of life are more important to children's intellectual and emotional development than earlier thought.
- ▶ Children under the age of three who are poor face a greater likelihood of impaired development because of their increased exposure to a number of risk factors associated with poverty such as: lower birth weight, hunger and inadequate nutrition, environmental toxins, and lower quality childcare. Almost one-third of children from low-income families in New York during 2003 were less than six years old. [*National Center for Children in Poverty*]
- ▶ 22.5% of two-year-olds in New York are not fully immunized. [*Children's Defense Fund*]
- ▶ Children in poor and near poor families are more likely to be uninsured, to have unmet medical needs, delayed medical care, no usual place of health care, and a higher use of emergency room service than children in families that were not poor. [*Centers for Disease Control and Prevention, National Health Interview Survey*]
- ▶ In 2003, 40% of New York's children lived in low-income families (200% or less of the federal poverty line, which is currently \$37,700 per year for a family of four), while 19% lived in poor families (100% or less of the federal poverty line, which is currently \$18,850 per year for a family of four). Children in low-income families are more often members of minority groups, have immigrant parents, or are from families living in urban or rural areas. [*National Center for Children in Poverty*]
- ▶ New York ranks 20<sup>th</sup> out of the 50 states in child well-being, based on ten indicators including measures of health, education, poverty, and family structure. [*Annie E. Casey Foundation, Kids Count 2005*]
- ▶ 73% of children ages three to five years old whose mothers have a college degree were read to daily, compared to 42% of children whose mothers did not have a high school diploma. [*Forum on Child and Family Statistics*]
- ▶ In 2002-03, 581 school districts in New York provided full-day kindergarten programs with an additional 42 districts offering a combination of full- and half-day programs.
- ▶ During the same year in New York, 70,962 children age five years old and younger received early intervention and preschool special education services.

NYS PREKINDERGARTEN AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL 3- AND 4-YEAR OLD POPULATION: 2002-03



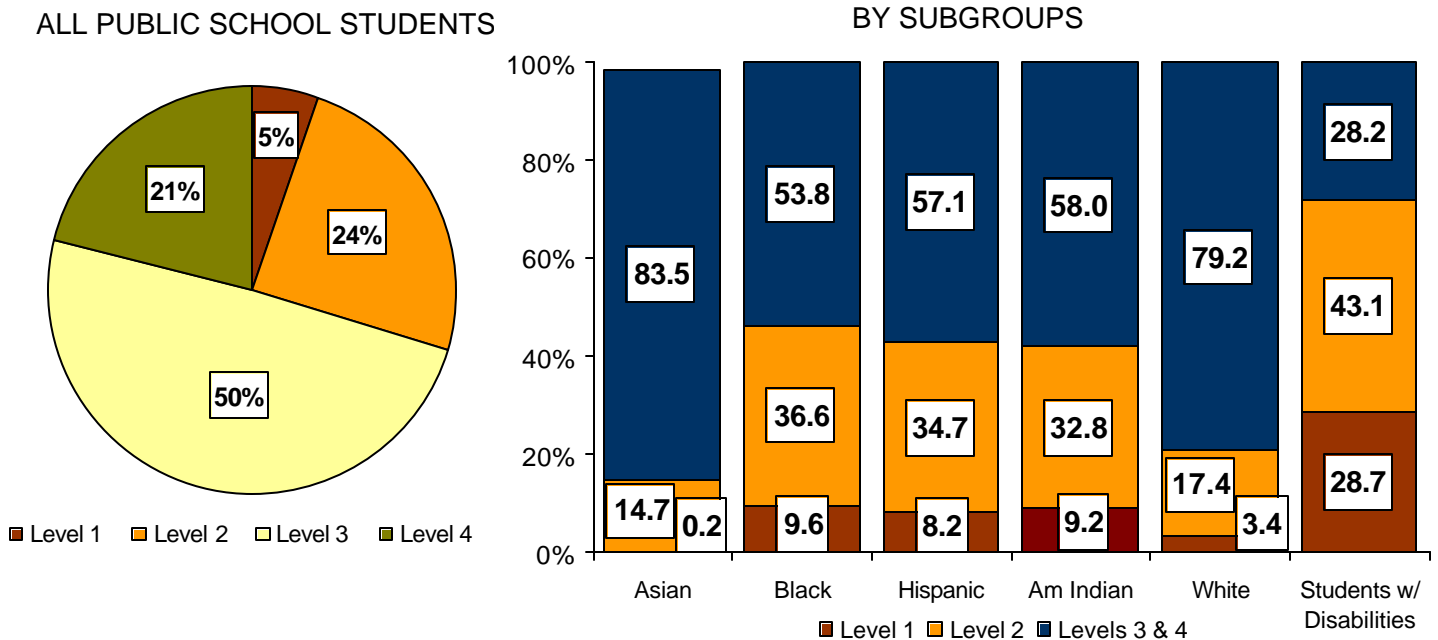
SOURCE: National Institute for Early Education Research

## *Every child will read by the second grade.*

### **Here's what we know:**

- ▶ Children who start behind too often stay behind. Children who do not know the alphabet when they enter kindergarten are behind in reading by the end of kindergarten and are still behind at the end of first grade. [The Education Trust]
- ▶ Of 50 first-graders with problems reading, 44 will continue to have problems reading in fourth grade. Of 50 third-graders who are poor readers, 37 will be poor readers in ninth grade. [The Education Trust]
- ▶ A student who is not a skilled reader by the end of third grade is unlikely to graduate from high school. [Education Commission on the States]
- ▶ In New York, more than 70% of fourth-graders met all State standards for English in 2005 by scoring at levels 3 and 4; this is up from 48% in 1999.
- ▶ Although all racial/ethnic groups experienced increases in the percentage of students meeting standards from the prior year, achievement gaps among different subgroups remain. In 2005, 53.8% of Black students met the grade 4 English standards, compared to 57.1% for Hispanics, 79.2% for White students and 83.5% for Asian students.

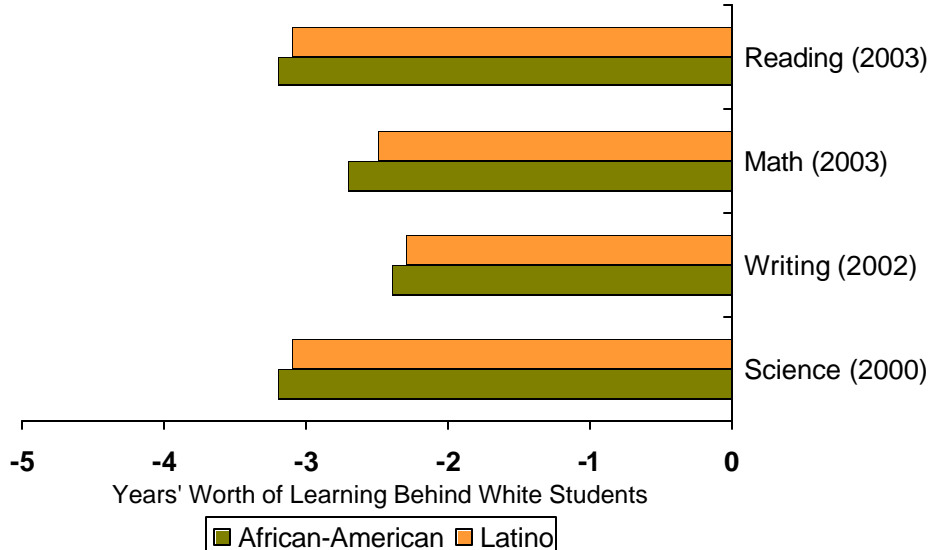
**GRADE 4 ENGLISH  
PERCENTAGE OF PUBLIC SCHOOL STUDENTS BY ACHIEVEMENT LEVEL**



<b>Level 1:</b>	<i>Demonstrates no evidence of proficiency in one or more of the standards.</i>
<b>Level 2:</b>	<i>Demonstrates some knowledge and skills for one or more standards.</i>
<b>Level 3:</b>	<i>Demonstrates knowledge and skills for all standards.</i>
<b>Level 4:</b>	<i>Demonstrates superior knowledge and skills for each standard.</i>

- ▶ The achievement gaps among New York's fourth-graders are more compelling when viewed through the lens of the National Assessment of Educational Progress (NAEP) data. On average, African-American and Latino students' performance on the fourth-grade tests lags behind that of White students by two to three years' worth of education.

### NAEP SCORES FOR NEW YORK FOURTH-GRADERS



*Note: Gaps are measured by the point difference in average scale scores between groups. On the NAEP, ten points represent approximately one year of learning. The point differences in this chart range from 23 to 32.*

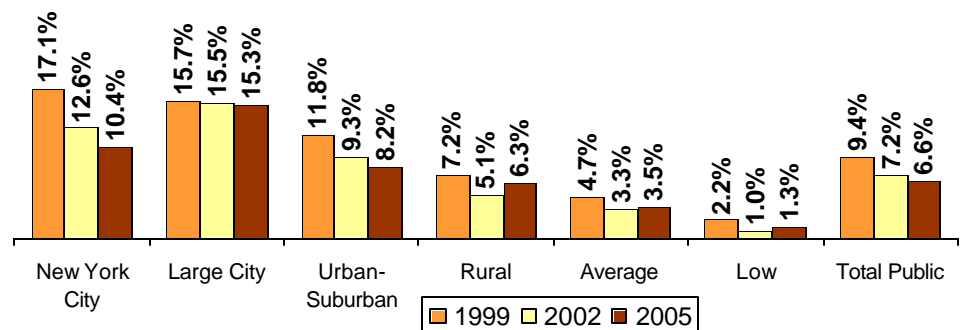
SOURCE: The Education Trust, Achievement Gap Summary Tables

## Everyone will complete middle level education ready for high school.

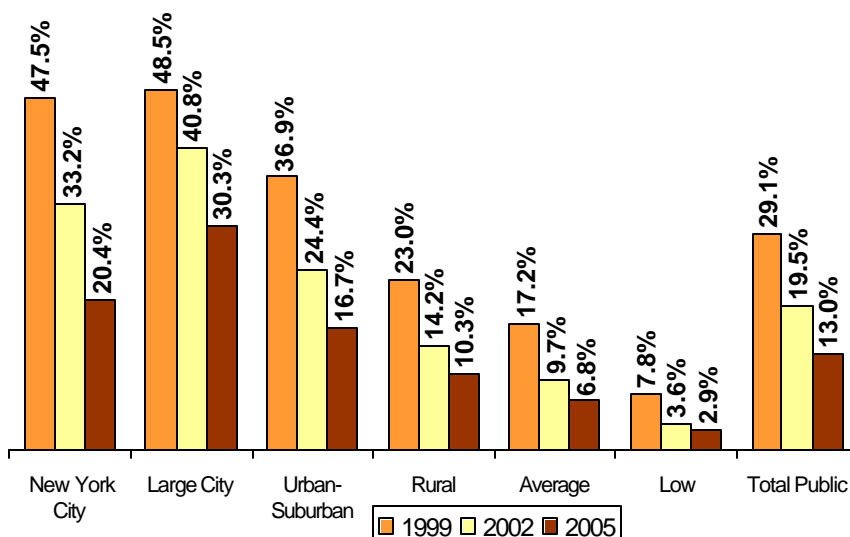
### Here's what we know:

- More students are better prepared for high school. Fewer eighth-graders scored at level 1 (which indicates serious academic difficulties) on the 2005 English and mathematics examinations compared to 1999.

MIDDLE SCHOOL ENGLISH  
PERCENTAGE OF PUBLIC SCHOOL STUDENTS WITH  
SERIOUS ACADEMIC PROBLEMS (LEVEL 1)

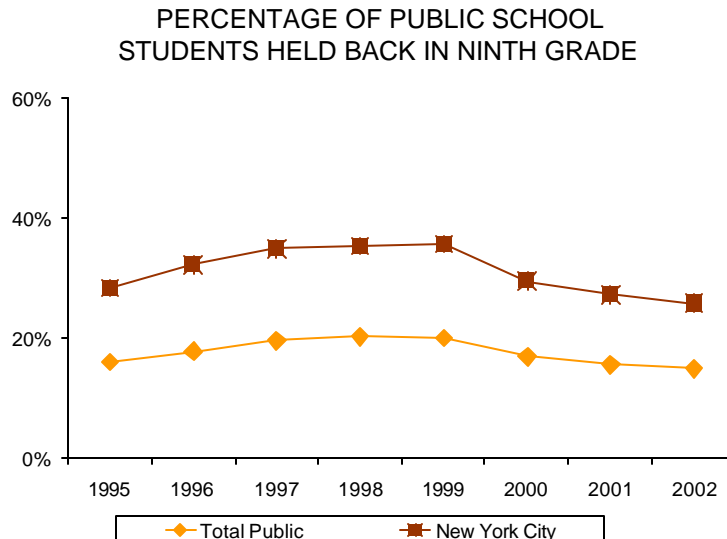


MIDDLE SCHOOL MATHEMATICS  
PERCENTAGE OF PUBLIC SCHOOL STUDENTS WITH  
SERIOUS ACADEMIC PROBLEMS (LEVEL 1)



- Yet substantive differences remain among schools based on their fiscal capacity and levels of student need. Urban districts that educate the majority of the New York's poor and minority students, as well as students with disabilities, have larger portions of students scoring at level 1 than other types of districts.

- ▶ Fewer students are being held back in ninth grade each year, indicating that more students are entering high school better prepared for high school work. The percentage of students held back peaked in 1999 and has declined each year since. These results are consistent with the declining percentages of students who scored at level 1 on the eighth-grade English and mathematics examinations.



- ▶ When compared to students in other countries, 15-year-olds in the U.S. performed poorly in problem solving. The U.S. tied for 23<sup>rd</sup> place (out of 26 countries) on the problem-solving section of the 2003 PISA (Programme for International Student Assessment). [*OECD Education at a Glance 2005*]

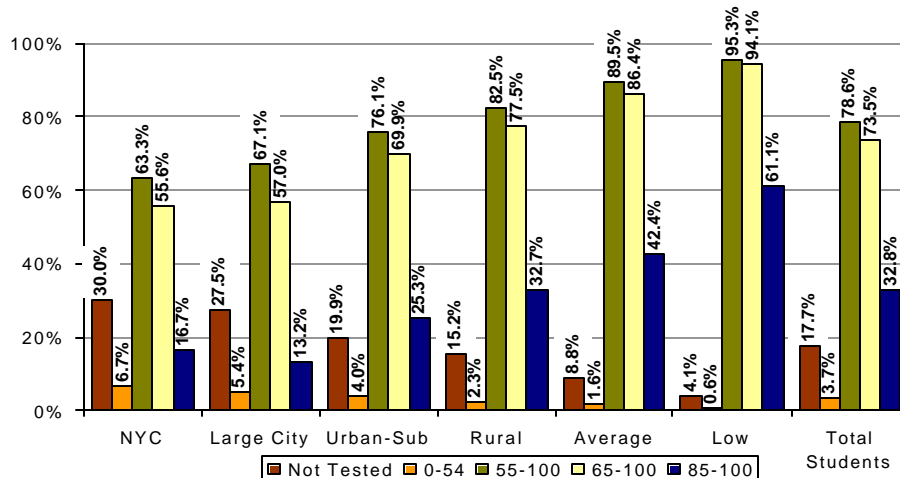
## **Everyone will graduate from high school ready for work, higher education, and citizenship.**

### **Here's what we know:**

- ▶ The bottom line: Student achievement is improving. Students show fewer academic problems, are better prepared for high school, and are meeting higher standards. More students are graduating.
- ▶ Students who took the Regents English exam as of June 2004 overwhelmingly passed. Few failed. However, in high need districts, many students did not take the exam in four years because they failed their courses.

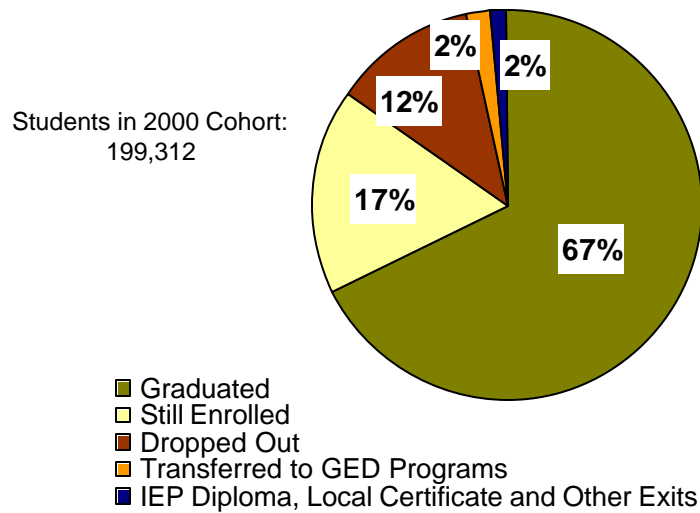
*For those who entered ninth grade in 2000, 92% of general education students who took all 5 Regents exams passed at 55, and 77% passed at 65. Most of them were seniors.*

**PERFORMANCE ON REGENTS ENGLISH EXAMINATION BY NEED/RESOURCE DISTRICT TYPE: GENERAL EDUCATION STUDENTS IN THE 2000 COHORT AS OF JUNE 2004**

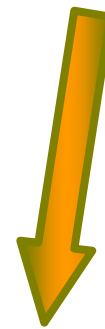


- ▶ Almost 68% of all students (general and special education) who entered ninth grade in 2000 graduated with a Regents or local diploma after four years.
- ▶ 136 of out the 907 high schools in New York had graduation rates less than 70% for the ninth-grade class of 2000 four years later. These schools are concentrated in only 12 school districts.

RESULTS FOR PUBLIC SCHOOL STUDENTS WHO ENTERED NINTH GRADE IN 2000 FOUR YEARS LATER



► The four-year graduation rates for Black and Hispanic students from the class of 2004 are substantially lower than the statewide average and are unacceptable.



RESULTS FOR PUBLIC SCHOOL STUDENTS WHO ENTERED NINTH GRADE IN 2000 FOUR YEARS LATER BY STUDENT SUBPOPULATIONS

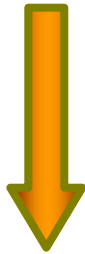
Student Subpopulations	Graduated*	Still Enrolled	Dropped Out	Transferred to GED Programs	IEP** Diploma, Local Certificate or Other Exit
Asian	68.8%	19.3%	10.6%	0.9%	0.4%
Black	45.4	31.2	18.6	2.9	1.7
Hispanic	42.0	32.8	21.4	2.7	1.1
White	81.0	8.5	7.4	1.3	1.8
English Language Learners	34.5	39.1	23.9	1.5	1.1
Students with Disabilities	45.9	25.6	13.0	1.8	13.8

\*Graduated with either a Regents or local diploma. \*\*Individualized Education Program.

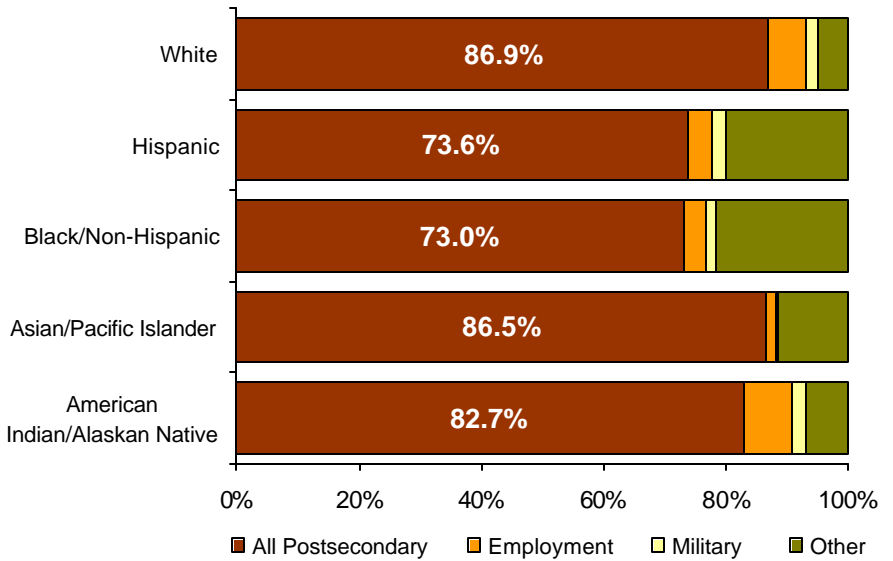
## People who begin higher education will complete their programs.

### Here's what we know:

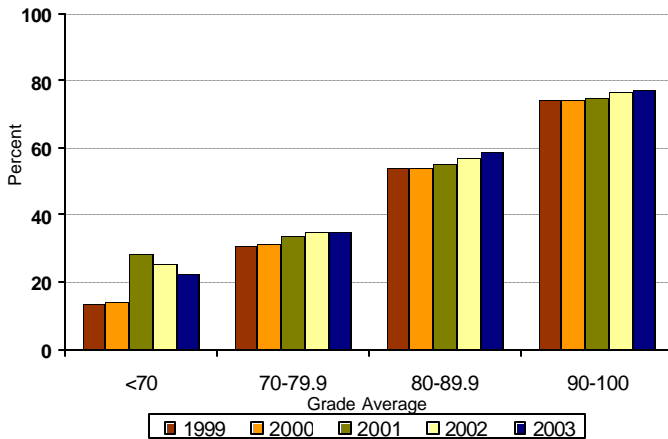
- ▶ Many of New York's high school graduates plan to pursue higher education, although plans vary by race/ethnicity.
- ▶ Success during high school is a good predictor of whether students will complete baccalaureate programs on time (defined as within six years of entering).



DISTRIBUTION OF NYS HIGH SCHOOL GRADUATES: 2003

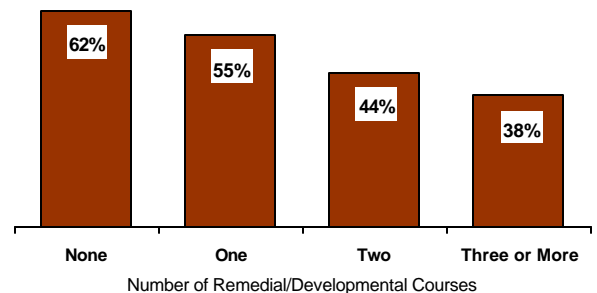


NYS BACCALAUREATE PROGRAM GRADUATION RATES WITHIN SIX YEARS BY HIGH SCHOOL GRADE POINT AVERAGE



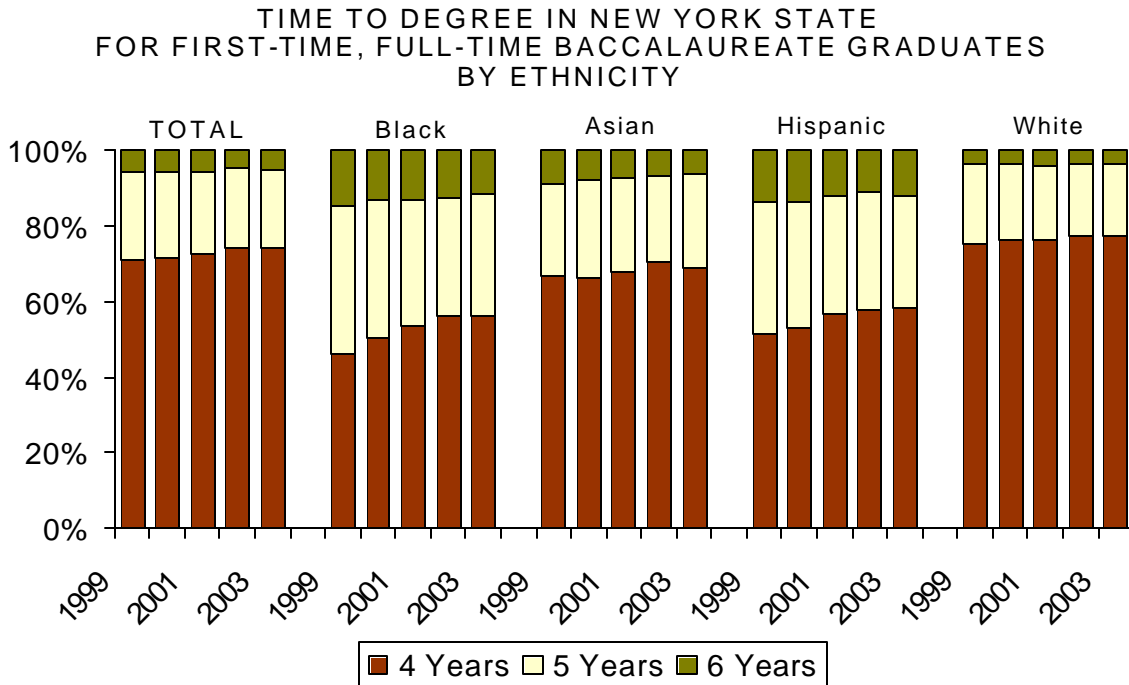
- ▶ A similar pattern exists for high school graduates who enroll in an associate degree program. Students with higher high school grades are more likely than others to complete an associate degree within three years.

PERSISTENCE RATE OF FALL FIRST-TIME HIGHER EDUCATION STUDENTS INTO THE NEXT FALL  
Students entering NYS institutions in Fall 2000

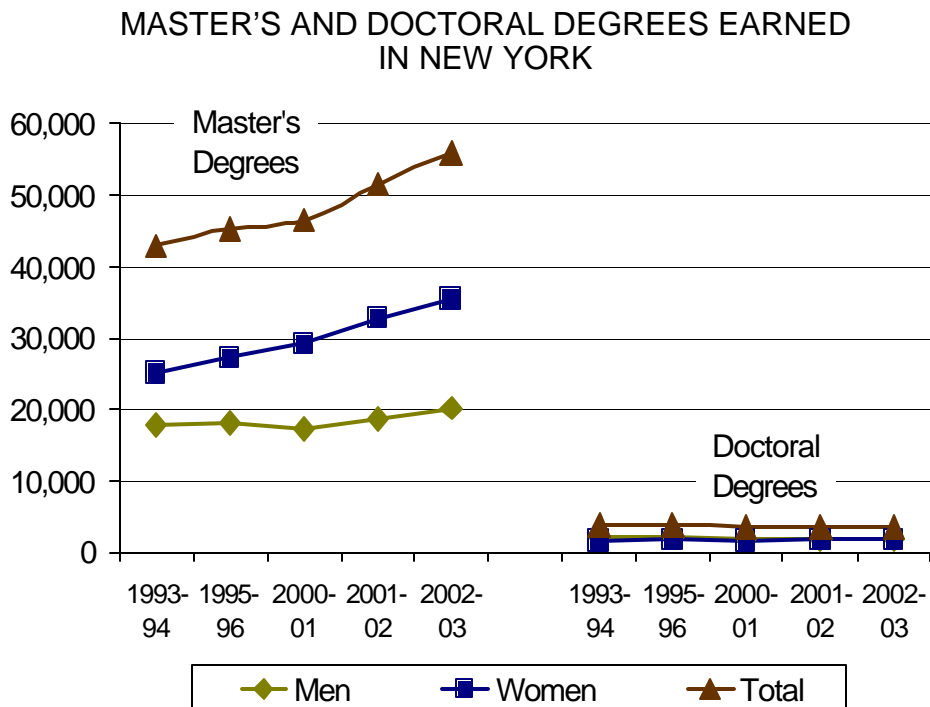


- ▶ Persistence into the second year of higher education is also influenced by high school preparation. The percentage of students who return the next fall after their first year of postsecondary education decreases as the number of remedial courses taken in the first year increases.

- ▶ Of those who complete degrees, Whites and Asians are more likely than Blacks or Hispanics to finish “on schedule.”



- ▶ More women than men earn masters degrees in New York. Almost as many men as women earned doctorates. From 1993-94 to 2002-03, the number of doctoral degrees conferred remained constant while the number of master’s degrees sharply increased.



- ▶ Data from the National Center for Higher Education Management Systems puts New York's postsecondary student performance in context:
  - New York ranks second in the nation in the percentage of high school graduates going directly into postsecondary education.
  - New York is at the national average in the percentage of 18- to 64-year-olds enrolled in postsecondary education.
  - New York is slightly below the national average in the likelihood that ninth-graders will be enrolled in postsecondary education four years later.
  - New York is slightly below the national average in the percentage of students graduating from associate degree programs within three years, while slightly above the national average in the percentage of students graduating from baccalaureate degree programs within six years.
- ▶ Given increasing international economic competition, it is instructive to look at postsecondary education completion in an international context.

TRENDS IN EDUCATIONAL ATTAINMENT OF THE 25-TO-64  
YEAR-OLD POPULATION: 1991 TO 2002

TERTIARY EDUCATION <sup>1</sup> SELECTED COUNTRIES	Percent Completion			Rate of Change 1991 to 2002
	1991	1998	2002	
Australia	22%	25%	31%	+40.9%
Austria	7	11	14	+50.0
Belgium	20	25	28	+40.0
Canada	28	38	43	+53.6
France	15	21	24	+60.0
Germany	22	23	23	+4.5
Italy	6	9	10	+66.7
Japan	N/A	30	36	NA
Korea	14	22	26	+85.7
Spain	10	20	24	+140.0
Sweden	25	28	33	+32.0
Switzerland	20	23	25	+25.0
United Kingdom	16	24	27	+68.8
United States	30	35	38	+26.7

The U.S. has one of the highest post-secondary education completion rates for the workforce-age population among 14 developed countries. However, the amount of growth in this completion rate is one of the lowest in the decade between 1991 and 2002.

<sup>1</sup>Tertiary education is comparable to an undergraduate education in the U.S.  
SOURCE: Organisation for Economic Co-operation and Development (OECD).

PERCENTAGE OF POSTSECONDARY DEGREES AWARDED IN SCIENCE:  
SELECTED COUNTRIES 1985, 1990 AND 1999

COUNTRY	ALL SCIENCE DEGREES <sup>a</sup>							
	BACHELOR'S				GRADUATE			
	1985	1990	1999		1985	1990	1999	
			%	Rank			%	Rank
Australia	---	---	19.4	11	---	---	17.9	10
Austria	16.8	19.6	26.0	5	43.3	37.7	38.4	7
Belgium	---	---	25.3	6	---	---	17.8	11
Canada	17.1	16.4	19.7	10	19.7	20.0	23.0	8
Germany	23.8	31.3	33.5	2	27.7	33.2	38.9	6
Italy	19.5	19.7	27.6	4	---	---	13.1	13
Japan	22.7	23.5	18.9	12	50.1	54.6	42.4	2
Korea	---	---	36.7	1	---	---	48.3	1
Spain	13.9	15.0	21.0	9	35.6	26.9	40.1	5
Sweden	15.4	24.0	25.0	8	48.0	48.5	41.5	3
Switzerland	20.2	23.0	25.1	7	30.7	30.2	41.5	3
United Kingdom	---	20.6	28.9	3	---	---	21.8	9
United States	21.7	16.9	17.4	13	13.5	14.5	13.7	12

In 1999, the U.S. lagged behind 12 other developed nations in the percentage of bachelor's and graduate degrees awarded in the sciences.

<sup>a</sup> Includes natural sciences, mathematics, computer science and engineering.

SOURCE: NCES, *The Condition of Education: 2004*, based on unpublished data from the Organisation for Economic Co-operation and Development.

- ▶ In the U.S., the cost of higher education prevents many from pursuing a college degree. "It is estimated that between 2001 and 2010, 4.4 million low- and moderate-income academically qualified students will opt not to enroll in a 4-year university and 2 million of them will forgo college entirely — all because the cost of a college education is beyond their reach." [*Fitzgerald, Empty Promises: The Myth of College Access in America, 2003; cited in National Center for Public Policy and Higher Education, The State We're In, 2005*]
- ▶ The cost of annual expenses at a 4-year public university in New York amounts to 32% of average annual family income. Community college costs amount to 30% of average family income. New York and Vermont are the states ranked worst in the nation on this measure of community college affordability. [*National Center for Public Policy and Higher Education, Measuring Up 2004.*]

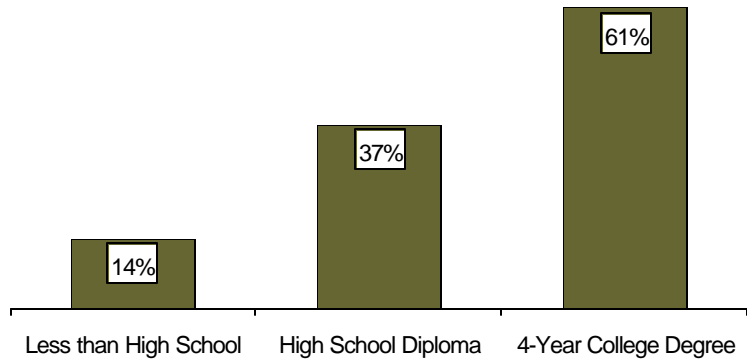
**People of all ages who seek more knowledge and skills will have the fullest opportunity to continue their education.**

**Here's what we know:**

▶ Frequent job changes suggest a need for ongoing skills building and flexibility. People born in the tail end of the baby boom held an average of 10 jobs from ages 18 to 38. Among jobs started by workers when they were ages 33 to 38, 39% ended in less than a year and 70% ended in fewer than 5 years. [Bureau of Labor Statistics, data from the National Longitudinal Survey of Youth 1979]

▶ In 2003, 44% of the United States labor force participated in informal job-related training or continuing education. The United States ranks third among 26 industrialized nations on this measure. Participation increases with education. [Organisation for Economic Co-operation and Development, Education at a Glance, 2005]

SHARE OF U.S. WORKFORCE PARTICIPATING IN NON-FORMAL JOB-RELATED TRAINING BY EDUCATIONAL ATTAINMENT: 2003



SOURCE: Organisation for Economic Co-operation and Development (OECD), Education at a Glance, 2005

▶ About half of U.S. and New York adults do not have the literacy skills required to perform tasks in the workplace and for full participation in civic life. Adults in New York with the lowest functional literacy skills are heavily concentrated in urban areas and municipalities with high need school districts.

PERCENTAGE OF ADULTS\* WITH THE LOWEST FUNCTIONAL LITERACY SKILLS

Bronx	46%	Buffalo	30%
Brooklyn	41%	Syracuse	24%
Queens	33%	Yonkers	26%
Manhattan	31%	Hempstead	38%
		Roosevelt	43%

\*Adults who are at least 16 years old and not in school. Source: National Institute for Literacy, 1998.

▶ Individuals who increase skills through adult basic education courses earn more than their lower-skilled counterparts. Dropouts with better cognitive skills earn more than those with poorer skills. [National Center for the Study of Adult Learning and Literacy]

▶ Research shows a strong association between education and productivity. Increasing the education level of workers by one year is associated with productivity increases of 8.5% in manufacturing and 12.7% in non-manufacturing industries [Black and Lynch, Generating Productivity Growth: A Review of Workplace Practices and Computers, 1996]. Formal employer-provided training has been shown to increase productivity by ten to 19%. [Carnavale and Desrochers, Standards for What: The Economic Roots of K-16 Reform, Educational Testing Service, 2003]

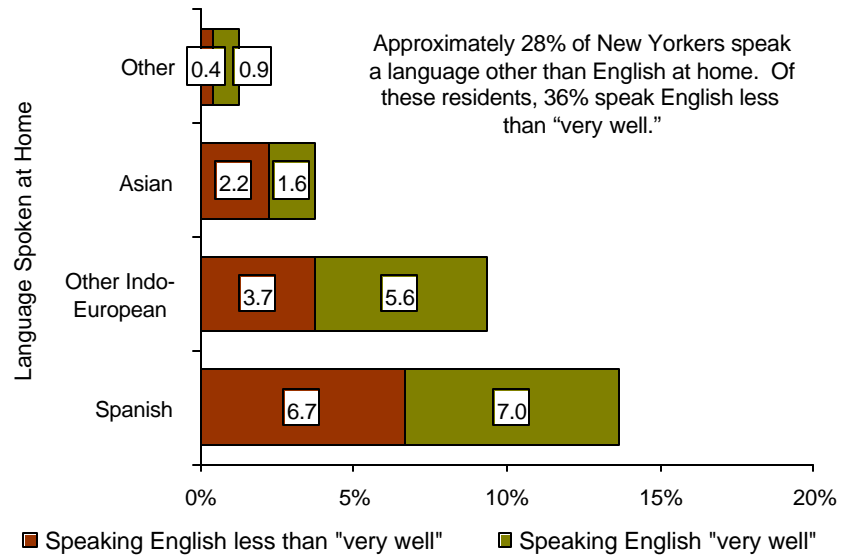
▶ 63% of public libraries that provide adult literacy programs do so at the basic literacy level, defined as skills at a fourth-grade level and below. Half of these programs are offered specifically for adults with limited English proficiency and recent immigrants. Among public libraries that do not offer adult literacy programs, the lack of staff or resources was the most significant factor in the decision not to do so. *[National Center for Education Statistics survey, 2000]*

▶ According to the 2000 Census, one in four adults in New York State lacks a high school diploma or the equivalent and 13% of adults indicated that they speak English less than “very well.” Yet adult literacy and English language programs serve less than 5% of the need. Lotteries and waiting lists are used to allocate access to programs in New York City, with waits as long as six months to a year. *[New York City Literacy Assistance Center]*

▶ Prison inmates who participate in education programs have lower recidivism rates than those who do not. In New York, inmates who earned a GED were less likely to return to prison than those who attended classes but did not earn a GED. *[National Institute for Literacy, Fact Sheet: Corrections Education]*

▶ A recent study of health literacy found that just 4% of those with postsecondary education functioned at the lowest level of health-related literacy, compared to almost half (48%) of those who had not completed high school. People with low health literacy have great difficulty interpreting instructions with medications, understanding disease prevention information, and navigating in health care systems. *[Literacy and Health in America, Educational Testing Service, 2004]*

ABILITY TO SPEAK ENGLISH AMONG NEW YORKERS WHO SPEAK A LANGUAGE OTHER THAN ENGLISH: 2000



SOURCE: Census 2000 analyzed by the Social Science Data Analysis Network (SSDAN)