State of Upstate NY: Schools and Youth

John W. Sipple, PhD
Associate Professor
Co-Director, CaRDI
Director, NYS Center for Rural Schools
Cornell University
Trying to identify, discuss, and study the unique assets and liabilities found in rural schools and the communities they serve.

- Building Connections, Capacity, and Knowledge
- Data Tools developed & available for analysis and planning

The Center
Federal Locale Codes

Select a variable:

Federal Locale Codes

Options:
Zoom: click map except on timeline.
Print: right click map.
Return to main site.

Federal Locale Codes

- No Data
- City
- Suburb
- Town
- Rural: Fringe
- Rural: Distant
- Rural: Remote
• Context matters
• Regional is better than Individual
• Information is better than guessing
• Role of schools in their communities

• Demographic, Political and Fiscal context promotes pressure for…

Key Themes
Key Decisions

• Consolidation (Functional)
• Tax Cap/Reduction
• Academic Standards (Common Core)
• Labor Relations
• Regional High School Options
• School-Based Healthcare
• Community Engagement/Isolation
Figure 1.6: Single most important issue facing New York State, by upstate county type.

Figure 1.4: Most important issue facing your community, by upstate county type.

Source: SOUS Survey, 2011
Figure 1.7: Levels of satisfaction for various community issues & characteristics.

Source: SOUS Survey, 2011
Percent change in school pending, tax levy, and state aid – 2003-04—2011-12

**The last 3 years**

<table>
<thead>
<tr>
<th>Year</th>
<th>% Change in School Spending</th>
<th>% Change in proposed tax levy</th>
<th>% Change in School Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>4.3%</td>
<td>3.7%</td>
<td>5.3%</td>
</tr>
<tr>
<td>2009-10</td>
<td>6.1%</td>
<td>4.3%</td>
<td>5.3%</td>
</tr>
<tr>
<td>2010-11</td>
<td>8.7%</td>
<td>3.2%</td>
<td>3.4%</td>
</tr>
<tr>
<td>2011-12</td>
<td>9.4%</td>
<td>3.4%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

**SOURCE:** Council analysis of NYSED School Aid and Property Tax Report Card data – Big 5 Cities not included.

**NOTE:** 2010-11 Federal Education Jobs Fund allocations are not included as part of state aid. With Jobs Fund allocations, School Aid changes would be -1.7% for 2010-11, and -7.3% for 2011-12.
Context
Context
• http://NYRuralSchools.org or http://pad.human.cornell.edu

• Resources & Research

• Data Tools
  • Demographics
  • Enrollment
  • Finances
  • Performance (on the way)

Integrated Data System
Orleans
Net Migration rate: -6.57
See trend
Analysis of selected variables

Dimension: RatePop

Orleans County

Net Migration rate

<table>
<thead>
<tr>
<th>Date</th>
<th>Net Migration rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>-11.23</td>
</tr>
<tr>
<td>2002</td>
<td>-7.72</td>
</tr>
<tr>
<td>2003</td>
<td>-5.36</td>
</tr>
<tr>
<td>2004</td>
<td>-3.04</td>
</tr>
<tr>
<td>2005</td>
<td>-9.65</td>
</tr>
<tr>
<td>2006</td>
<td>-6.34</td>
</tr>
<tr>
<td>2007</td>
<td>-5.47</td>
</tr>
<tr>
<td>2008</td>
<td>-5.15</td>
</tr>
<tr>
<td>2009</td>
<td>-6.57</td>
</tr>
</tbody>
</table>
NYS County Percentage Change in Hispanic Pop., 1990-2009
HS Graduation Rates

Year of entry in grade 9

4 year graduation rate

Upstate
Metro
Micro
Non-core
Domestic v. International Migration rates
Unemployment and Wages (inf. adj.)
Analysis of selected variables

Dimension: Money

- Teacher Salaries
- Teacher Retirement
- Health Expenditures
- Central Administration Expenses
- Transportation
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Difference</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>59,714,376</td>
<td>2,260,183</td>
<td>3.934%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>63,221,279</td>
<td>3,506,903</td>
<td>5.873%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>64,146,701</td>
<td>925,422</td>
<td>1.464%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>65,301,342</td>
<td>1,154,641</td>
<td>1.800%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>65,365,488</td>
<td>64,146</td>
<td>0.098%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>66,019,143</td>
<td>653,655</td>
<td>1.000%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>66,679,334</td>
<td>660,191</td>
<td>1.000%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>67,346,127</td>
<td>666,793</td>
<td>1%</td>
</tr>
</tbody>
</table>
Connecting Needs and Wants

Communities need employment

Employers want qualified employees

Students want jobs - eventually

Econ/Social Development
Hallowing out the Middle, Rural Education in the 21st Century, Learning to Leave

http://hollowingoutthemiddle.com/
I – Who leaves Ellis?
GC – “The best kids go, while the ones with the biggest problems stay, and then, we have to deal with their kids in the schools in the next generation.” (p. 29)

Generational Decline in Communities
Local communities and schools “are especially good at recognizing, nurturing, and launching talented individuals. They rally to prepare Achievers to leave, succeed brilliantly in doing so, then lament the loss of their combined talents.” (p. 51)
• **Stayers** - those who feel their lives are best served staying in their town (40%)
• **Achievers** - those who leave for large cities and educational opportunities (20%)
• **Seekers** - those who join the military, unable to afford college, only way out (10%)
• **Returners** - those who leave for large cities and later return, rejecting the lifestyle selected for personal reasons - “Boomerangs” or “High Fliers” (30%)

Who gets the most attention/investment?
• Context matters
• Regional is better than Individual
• Information is better than guessing
• Role of schools in their communities

• Demographic, Political and Fiscal context promotes pressures to make decisions

Key Themes
Resources & Research

- [http://NYRuralSchools.org](http://NYRuralSchools.org)
- [http://pad.cornell.edu](http://pad.cornell.edu)

- Data Tools
  - Demographics
  - Enrollment
  - Finances
  - Performance (on the way)

Integrated Data System