

## Alabama College Pipeline Data Profile

### How Prepared are Alabama Students for Postsecondary Success?

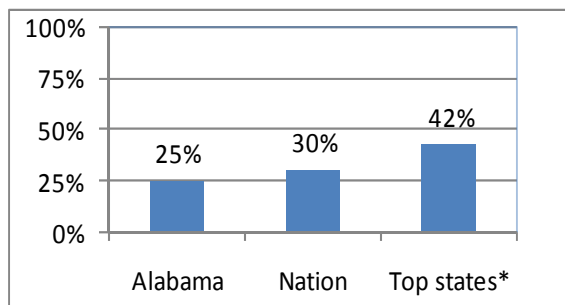
#### HIGH SCHOOL READINESS

National Assessment of Educational Progress performance and algebra-taking in the early years suggest how well prepared students will be for a rigorous high school curriculum.

**Table 1. Percent of 8<sup>th</sup> Graders Scoring at or Above “Proficient” on NAEP**

	Math 2007	Reading 2007	Science 2005
Alabama	18	21	19
Nation	31	29	27

**Figure 1. 8<sup>th</sup> Graders Taking Algebra 1 (2007)**



#### THE PATH TO COLLEGE

**Table 2.1 Students’ Performance on College Entrance Exams (2007)**

	Average SAT			Average ACT			
	% Takers	Math	Verb	% Takers	Math	Eng	Sci
Alabama	9	563	556	81	20	20	20
Nation	48	515	502	42	21	21	21

**Alabama’s Progress in P-20 Alignment Policies**

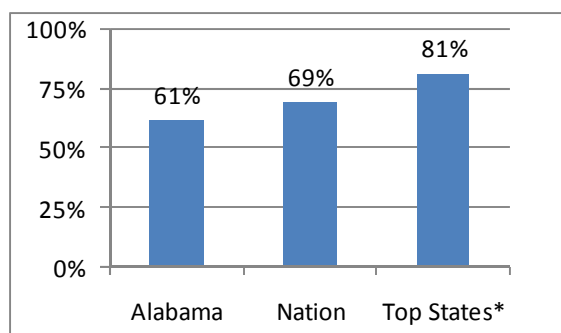
Alignment policy	Policy in Place
Align high school standards with college/career expectations	NR
Align high school graduation requirements with college/career expectations	2008
Administer college readiness test to all students	NR
Develop P-20 longitudinal data system	Plan for 2009-2011
Use at least one measure to hold schools accountable for graduating students college/career ready	Plan for 2009

**Table 2.2 ACT/AP Takers' HS Course-Taking Patterns (2007) (i)**

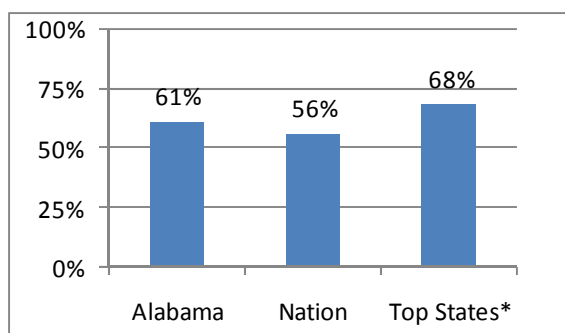
	% Taking min core courses			% Taking beyond min core courses			% Earning a 3 or higher on AP exam
	Math	Sci	Eng	Math	Sci	Eng	
Alabama	17	27	59	56	35	15	15
Nation	17	31	59	54	29	19	8

#### COLLEGE GOING, PERSISTENCE AND GRADUATION

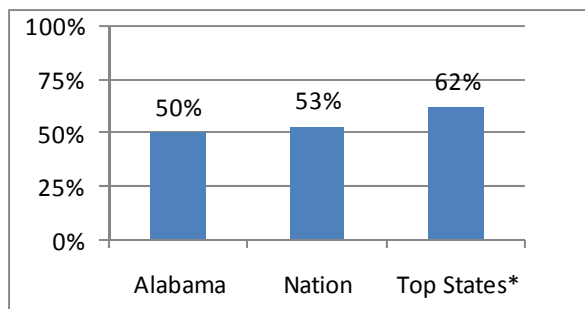
**Figure 2. High School Freshmen Graduating on Time (2005)**



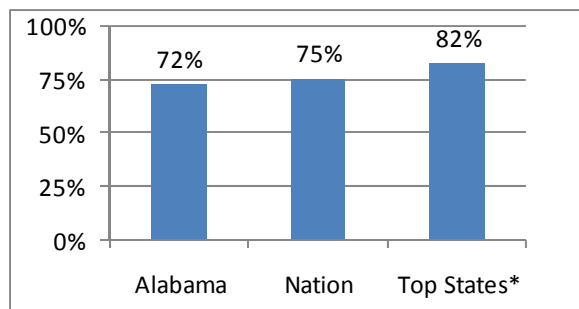
**Figure 3. High School Graduates Immediately Enrolling in College (2004)**



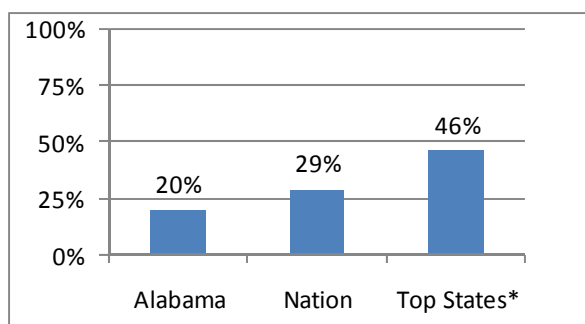
**Figure 4.1 Freshmen Returning for Second Year at Two-Year Colleges (2006)**



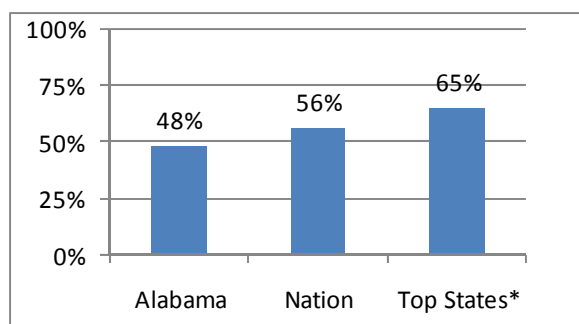
**Figure 4.2 Freshmen Returning for Second Year at Four-Year Colleges (2006)**



**Figure 5.1 Students at Two-Year Colleges Earning Degrees in Three Years (2006)**



**Figure 5.2 Students at Four-Year Colleges Earning Degrees in Six Years (2006)**



#### THE EDUCATION PIPELINE AND THE FUTURE OF ALABAMA

- Assuming existing patterns of high school completion and migration continue, the number of high school graduates in Alabama will increase about 7 percent by 2015 (ii).
- The number of non-White Hispanic and Asian/Pacific Islander graduates from public schools in Alabama are expected to quadruple and double in number, respectively, between 2004-05 and 2015. Meanwhile, the number of White non-Hispanics and Black non-Hispanics are expected to decrease by 2.6 and 1.9%, respectively. The number of American Indians/Alaska Natives will be basically unchanged from its 2004-05 level (ii).
- By 2014, 81% of jobs in Alabama will require some education or training beyond high school (iii).

#### Data Sources (In order of appearance):

Table 1 – Analysis of data from NCES, NAEP <http://nces.ed.gov/nationsreportcard/nde/>

Figure 1 – Analysis of data from NCES, NAEP <http://nces.ed.gov/nationsreportcard/nde/>

Table 2.1 & 2.2 – “College Bound Seniors 2007”, College Board, 2007; “2007 Average ACT Scores by State”, ACT, 2007; “4th Annual AP Report to the Nation”, College Board, 2008; “SAT score averages of college-bound seniors and percentage of graduates taking SAT, by state or jurisdiction: Selected years, 1987-88 through 2006-07”, NCES <http://nces.ed.gov/programs/digest/d07/tables/xls/tabn137>.

Figure 2 – EPE Research Center

Progress in P-20 Alignment Policies – “Closing the Expectations Gap 2008”, Achieve, Inc, 2008

Figure 3 – “College-going rates of high school graduates – directly after high school”, National Center for Higher Education Management Systems, 2004

Figure 4.1 & 4.2 – National Center for Public Policy and Higher Education, *Measuring Up 2006*

Figure 5.1 & 5.2 – “Six Year Graduation Rates of Bachelor’s Students” and “3 Year Graduation Rates of Associate’s Students”, National Center for Higher Education Management Systems, 2006

(i) ACT college ready minimum core curriculum: 3 years math (Alg 1, Alg 2, Geometry); 4 years English (grade 9-12); 3 years science (General, Chemistry, Biology).

ACT advanced curriculum: minimum math course sequence plus advanced math course, minimum English course sequence plus other English course, minimum science course sequence plus Physics course. NOTE course-taking patterns below the minimum core not included.

(ii) “Knocking on the College Door: Projections of high school graduations by state and ethnicity, 1992-2022”, Western Interstate Commission for Higher Education, 2008

(iii) “Forgotten Middle-Skill Jobs”, [www.skills2compete.org](http://www.skills2compete.org)

\* Top states refers to the median score of the top five scoring states