

New York College Pipeline Data Profile

How Prepared are New York Students for Postsecondary Success?

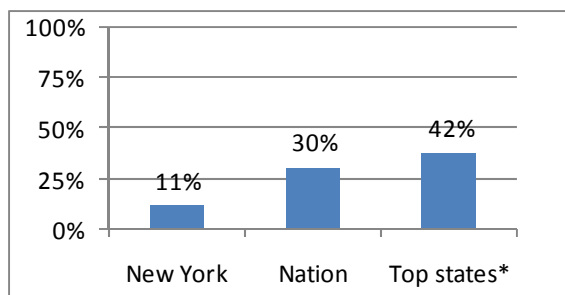
HIGH SCHOOL READINESS

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 8th Graders Scoring at or Above “Proficient” on NAEP

	Math 2007	Reading 2007	Science 2005
New York	30	32	
Nation	31	29	27

Figure 1. 8th 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
New York	89	491	505	21	23	22	23
Nation	48	515	502	42	21	21	21

New York’s Progress in P-20 Alignment Policies

Alignment policy	Policy in Place
Align high school standards with college/career expectations	1996
Align high school graduation requirements with college/career expectations	2005
Administer college readiness test to all students	2006
Develop P-20 longitudinal data system	Plan - TBD
Use at least one measure to hold schools accountable for graduating students college/career ready	2007

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	
New York	24	28	67	52	26	12	9
Nation	17	31	59	54	29	19	8

COLLEGE GOING, PERSISTENCE AND GRADUATION

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

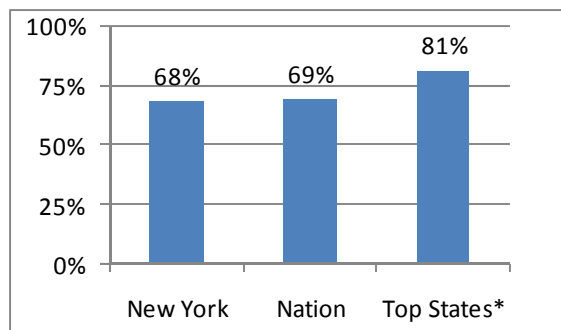


Figure 3. High School Graduates Immediately Enrolling in College (2004)

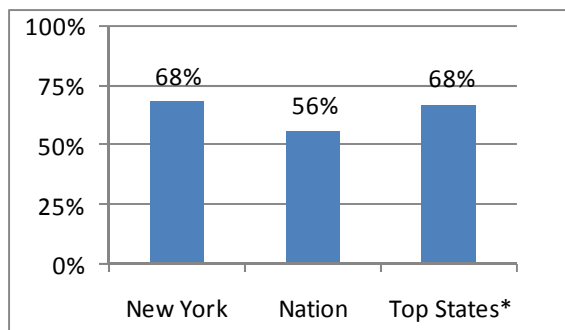


Figure 4.1 Freshmen Returning for Second Year at Two-Year Colleges (2006)

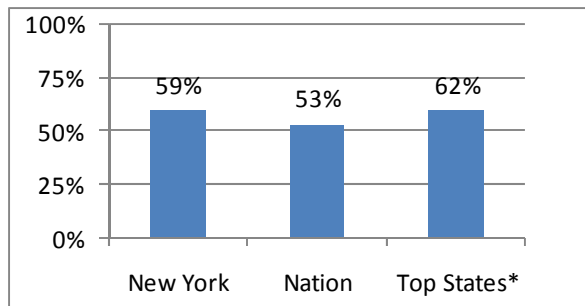


Figure 5.1 Students at Two-Year Colleges Earning Degrees in Three Years (2006)

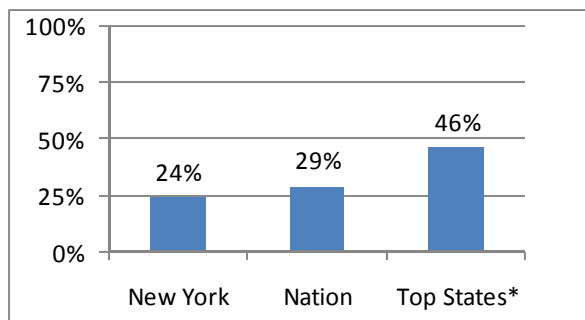


Figure 4.2 Freshmen Returning for Second Year at Four-Year Colleges (2006)

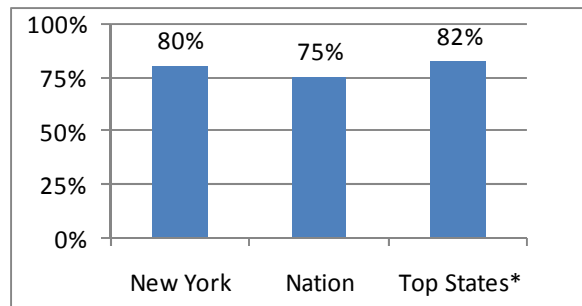
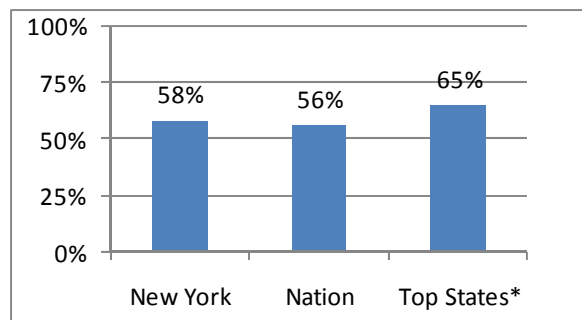


Figure 5.2 Students at Four-Year Colleges Earning Degrees in Six years (2006)



THE EDUCATION PIPELINE AND THE FUTURE OF NEW YORK

- Assuming existing patterns of high school completion and migration continue, the number of high school graduates in New York will decrease between 5 and 10% by 2015 (ii).
- Hispanic graduates from public schools in New York are projected to increase by 10% between 2004-05 and 2015. Asians/Pacific Islanders and American Indians/Alaska Natives are also expected to grow by 23 and 58%, respectively. Meanwhile, White non-Hispanic and Black non-Hispanic graduates are projected to see 15 and 10% declines, respectively, during the same time span (ii).
- By 2014, 66% of jobs in New York will require some college 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.xls>

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

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