

Virginia College Pipeline Data Profile

How Prepared are Virginia Students for Postsecondary Success?

HIGH SCHOOL READINESS

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

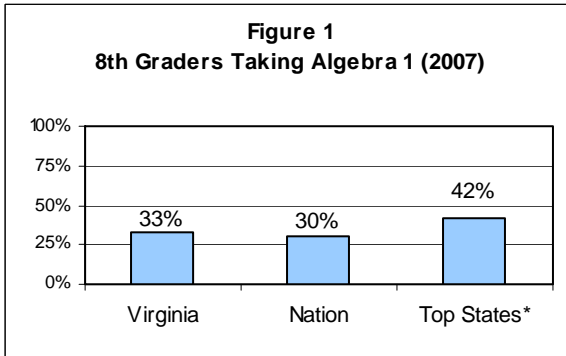


Table 1
Percent of 8th Graders Scoring at or Above "Proficient" on NAEP

	Math 2007	Reading 2007	Science 2005
Virginia	37	34	35
Nation	31	29	27

THE PATH TO COLLEGE

Table 2.1
Student Performance on College Entrance and AP Exams (2008)

	Average SAT			Average ACT				AP	
	% Takers (2007)	Math	Verbal	% Takers	Math	Eng	Sci	% Takers	% Earning a 3 or higher
Virginia	73	512	511	19	22	22	21	34	21
Nation	48	515	502	42	21	21	21	25	15

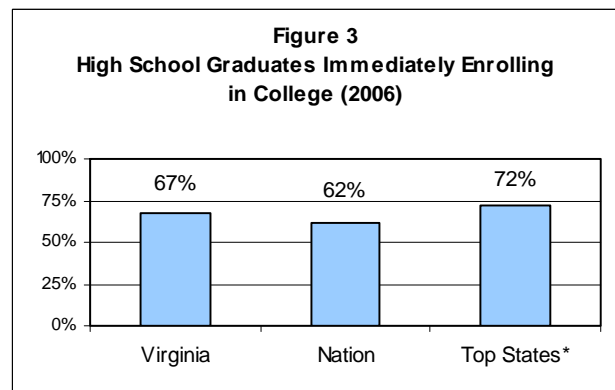
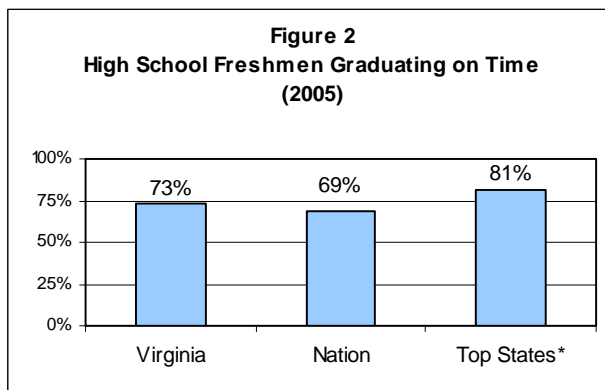
Table 3
Virginia's Progress in P-20 Alignment Policies

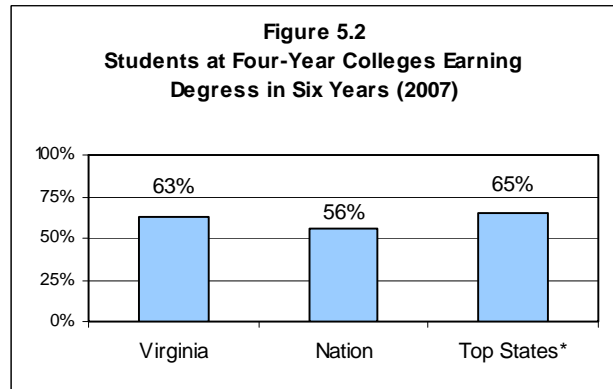
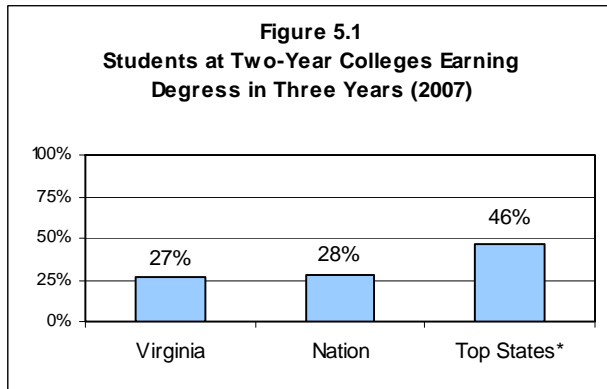
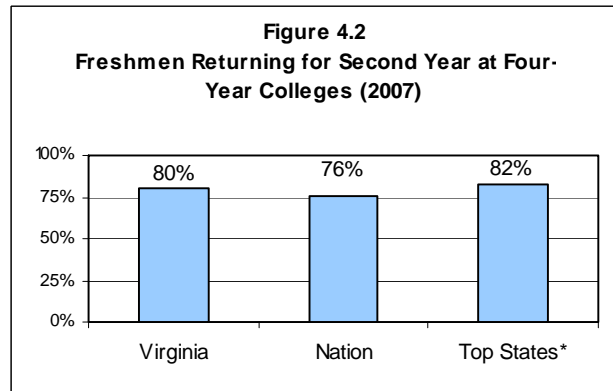
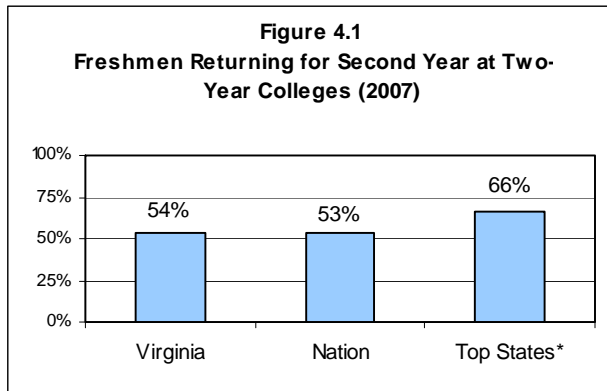
Alignment Policy	Policy in Place
Align high school standards with college/career expectations	2009
Align high school graduation requirements with college/career expectations	NO
Administer college readiness assessments	NO
Develop P-20 longitudinal data systems	PLAN

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

	% Taking minimum core courses			% Taking beyond minimum core courses		
	Math	English	Science	Math	English	Science
Virginia	12	73	30	71	14	52
Nation	18	67	31	60	19	41

COLLEGE GOING, PERSISTENCE AND GRADUATION





THE EDUCATION PIPELINE AND THE FUTURE OF VIRGINIA

- Assuming existing patterns of high school completion and migration continue, the number of high school graduates in Virginia will increase 6% by 2015 (ii).
- The number of Hispanic graduates from public schools in Virginia is expected to increase 130% between 2004-05 and 2014-15. Asian/Pacific Islander and American Indian/Alaska Native graduates are also expected to grow 63% and 72%, respectively. The number of White non-Hispanic graduates is expected to decline 9% over the same time span, while the number of Black non-Hispanic graduates will remain virtually unchanged from the 2004-05 level (ii).
- By 2014, 81% of jobs in Virginia will require some education or training beyond high school (iii).

Data Sources:

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

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

Table 2.1 - *College Bound Seniors 2008*, College Board, 2008; *2008 Average ACT Scores by State*, ACT, 2008; *5th Annual AP Report to the Nation*, College Board, 2009; *Digest of Education Statistics*, NCES, 2007 http://nces.ed.gov/programs/digest/d07/tables/dt07_137.asp

Table 2.2 – *ACT High School Profile Report: The Graduating Class of 2008*, ACT, 2008

Table 3 – *Closing the Expectations Gap 2009*, Achieve, 2009

Figure 2 – EPE Research Center

Figure 3 – NCHEMS Information Center for State Higher Education Policymaking and Analysis, 2006 <http://www.higheredinfo.org/>

Figure 4.1 & 4.2 – NCHEMS Information Center for State Higher Education Policymaking and Analysis, 2007 <http://www.higheredinfo.org/>

Figure 5.1 & 5.2 – NCHEMS Information Center for State Higher Education Policymaking and Analysis, 2007 <http://www.higheredinfo.org/>

(i) ACT college ready minimum core curriculum: 3 years math (Algebra I, Algebra 2, Geometry); 4 years English (grades 9-12); 3 years science (General Science, Chemistry, Biology).

ACT advanced curriculum: minimum math course sequence plus advanced math course, minimum English course sequence plus other English course, minimum science 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, 1992-2002*, Western Interstate Commission for Higher Education, 2008

(iii) *Forgotten Middle-Skill Jobs*, Skills 2 Compete <http://www.skills2compete.org>

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