# High School-to-College Success Report

## Arkansas 2008-2009 Freshmen - Public Institutions

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*How well is your high school preparing students for success in Arkansas postsecondary institutions?*

# Report Overview

## Introduction

The charts and tables in this report describe performance indicators for the ACT-tested high school graduates of 2008 who attended a participating postsecondary institution in Arkansas in fall 2008. Suggested next steps are provided to help guide your thinking as you work to improve the academic development of students and their success in college.

The importance of academic preparation for college or work is greater than ever today. Sixty-eight percent of the top 50 occupations require postsecondary education. Clearly, students need to be ready for education beyond high school, and the goal of this report is to promote actions that will assist all students in being prepared for postsecondary education.

To measure academic preparation, this report uses ACT College Readiness Benchmark Scores and College Readiness Standards Score Ranges. These measures are explained below. This report also refers to taking core coursework which is defined as 4 or more years of English, 3 or more years of mathematics beyond pre-algebra, and 3 or more years of science and social studies.

## What are College Readiness Benchmark Scores?

College Readiness refers to the level of student preparation needed to be ready to succeed--without remediation--in an introductory level course at a two or four-year institution, trade school, or technical school. A College Readiness Benchmark Score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses. The corresponding credit-bearing college course used to determine College Readiness Benchmark Scores for English was College English Composition, for Math was College Algebra, for Reading was Social Studies, and for Science was College Biology. These scores were empirically derived based on the actual performance of students in these college courses.

## What are College Readiness Standards (CRS) and CRS Score Ranges?

College Readiness Standards (CRS) are detailed research-based descriptions of the skills and knowledge associated with what students are likely to know and to be able to do based on their PLAN and/or ACT test scores. For each content area - English, mathematics, reading, and science - Standards are provided for score ranges along a scale common to the ACT (1-36); the ranges are 1-15, 16-19, 20-23, 24-27, 28-32, and 33-36. These ranges are CRS Score Ranges.

## Chart and Table Topics Included in This Report

The charts and tables in this report describe performance indicators for the ACT-tested high school graduates of 2008 who attended a participating postsecondary institution in Arkansas in fall 2008. Each chart and table adds to a larger understanding of your students' academic strengths and weaknesses. To preserve individual confidentiality, summary data are only shown for table cells with five or more students.
Some topical questions are listed below with references to the relevent report charts and tables.

- How did fall college grade average for our students compare to those statewide and of other subset populations? (See Charts 1, 5, 6, 7b, 9, 10 and Tables 1, 2, 3, 4, 5, 6, 8, 9)
- Did students who achieve ACT College Readiness Benchmark Scores earn higher freshmen grades? (See Chart 2 and Table 3)
- How important was rigorous preparation in high school mathematics for success during the first year of college? (See Chart 3 and Table 4)
- How important was rigorous preparation in high school science for success during the first year of college? (See Chart 4 and Table 5)
- How did the ACT Composite scores of our students compare to those statewide and of other subset populations? (See Charts 7a, 8, and Tables 1, 2, 7, 8)
- By ACT College Readiness Standards Score Ranges, what were the first-term and first-year college GPAs of our students? (See Charts 5, 6, and Table 6)
- What percent of our enrolled students completed college preparatory (core) coursework? (See Charts 7a, 7b, and Table 2)
- Were students who took the recommended college preparatory (core) coursework more successful during their first-year at college? (See Chart 7b and Table 2)
- How many of our ACT-tested students were assigned to developmental coursework, and what were their ACT scores and fall college GPAs? (See Charts 1, 7a, 7b, 8, and Table 7)
- How many of our students persisted into the spring semester and what are the academic indicators for these students? (See Charts 9, 10, and Table 8)
- Were graduates who received state scholarships more successful than those who did not? (See Chart 11 and Table 9)

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Note: No information is provided in cases where chart student count is less than 5.

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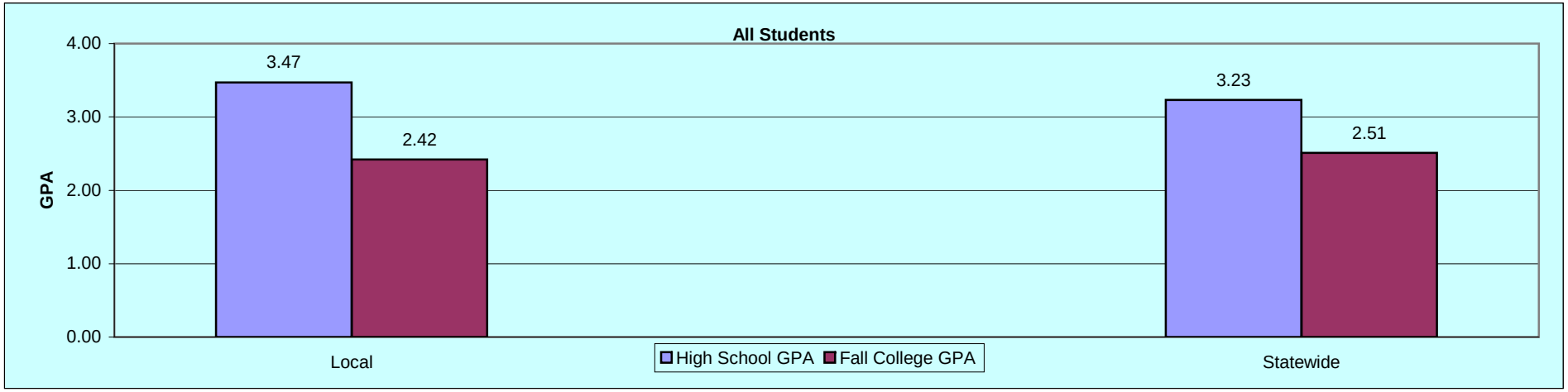
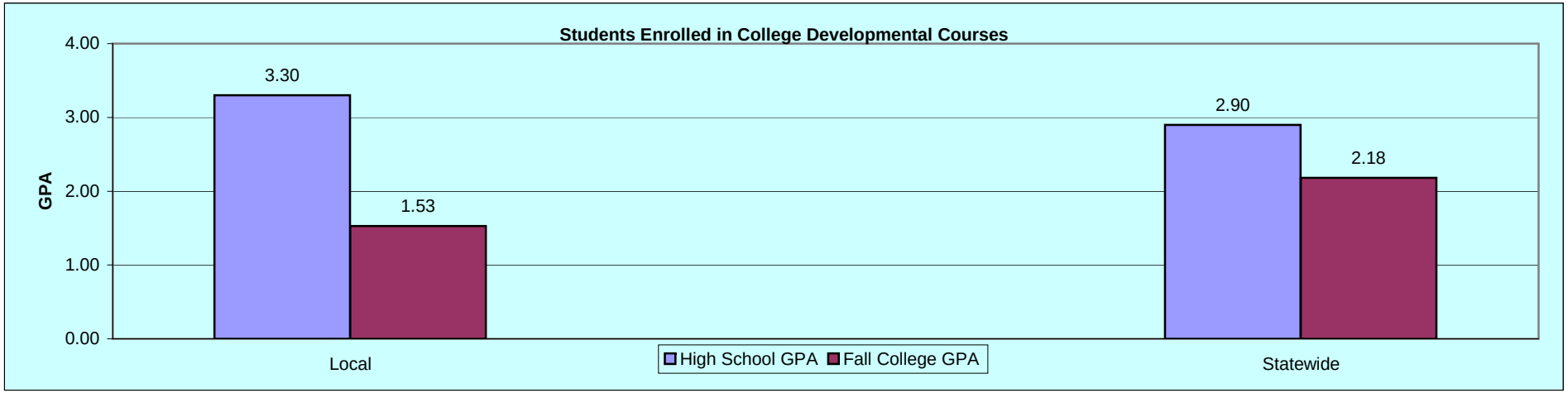
Note: No information is provided in cases when student count is less than 5. Each table shows data for up to 60 schools based on student count (highest to lowest).
Counts for "All Other Schools" are also shown when more than 60 schools exist.

**Chart 1: High School and Fall College GPAs for Local and Statewide Students - All Students and Those Assigned to Developmental Courses**



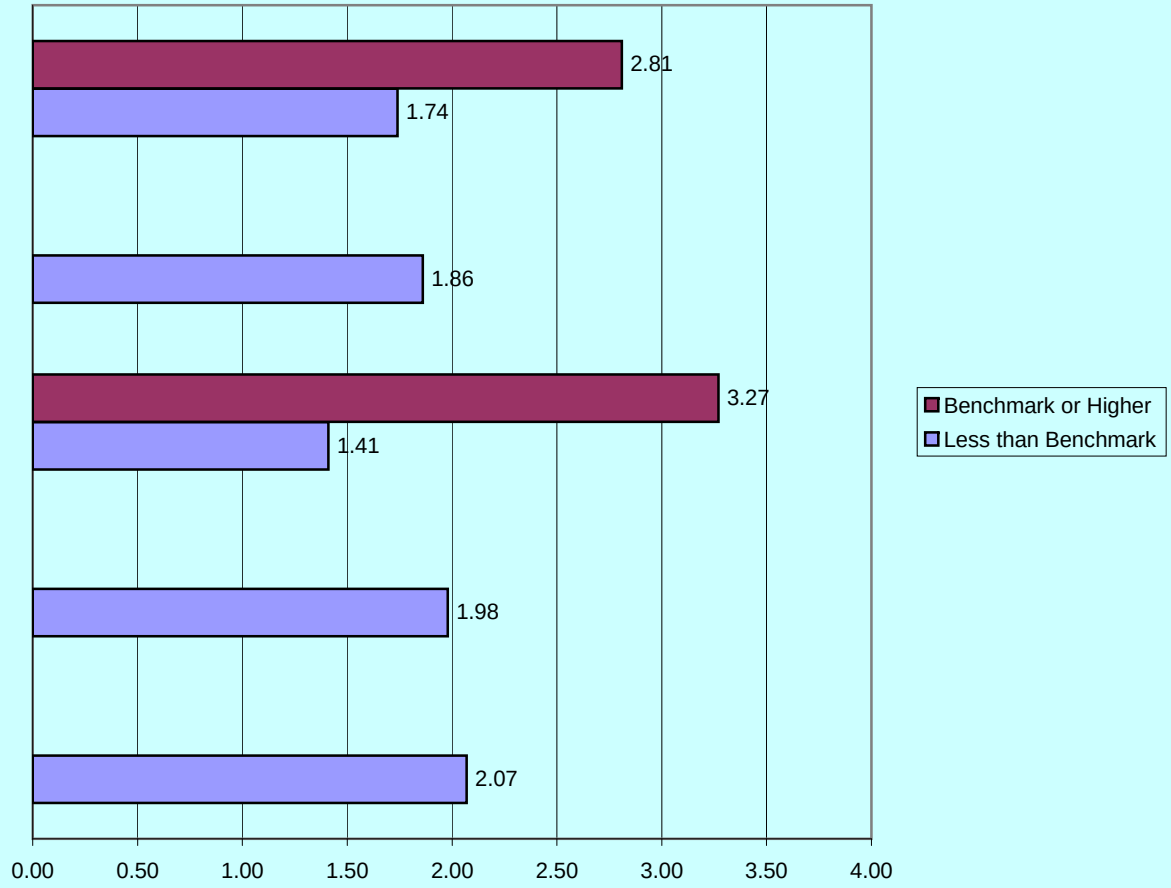




**What This Chart Tells You:**
Students who were assigned to developmental cousework generally earn lower grades in both high school and college. The need for developmental courses should be less if students take the recommended college preparatory courses: 4 or more years of English, 3 or more years of mathematics beyond pre-algebra, 3 or more years of science and social studies. Comparisons by campus are shown in Tables 2 and 7 (Appendix).

**Your Next Steps:**
1. Make sure **all** students are taking college-preparatory courses and are taught using a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.

**Chart 2: Average Fall College GPA for Students Who Did/Did Not Earn ACT College Readiness Benchmark Scores Across Test Subjects**

| | Benchmark | N | % |
|---|---|---|---|
| **English** | 18 or Higher | 7 | 58% |
| | Less than 18 | 5 | 42% |
| **Mathematics** | 22 or Higher | 3 | 25% |
| | Less than 22 | 9 | 75% |
| **Reading** | 21 or Higher | 6 | 50% |
| | Less than 21 | 6 | 50% |
| **Science** | 24 or Higher | 3 | 25% |
| | Less than 24 | 9 | 75% |
| **Met All Four Benchmarks** | Did | 2 | 17% |
| | Did Not | 10 | 83% |

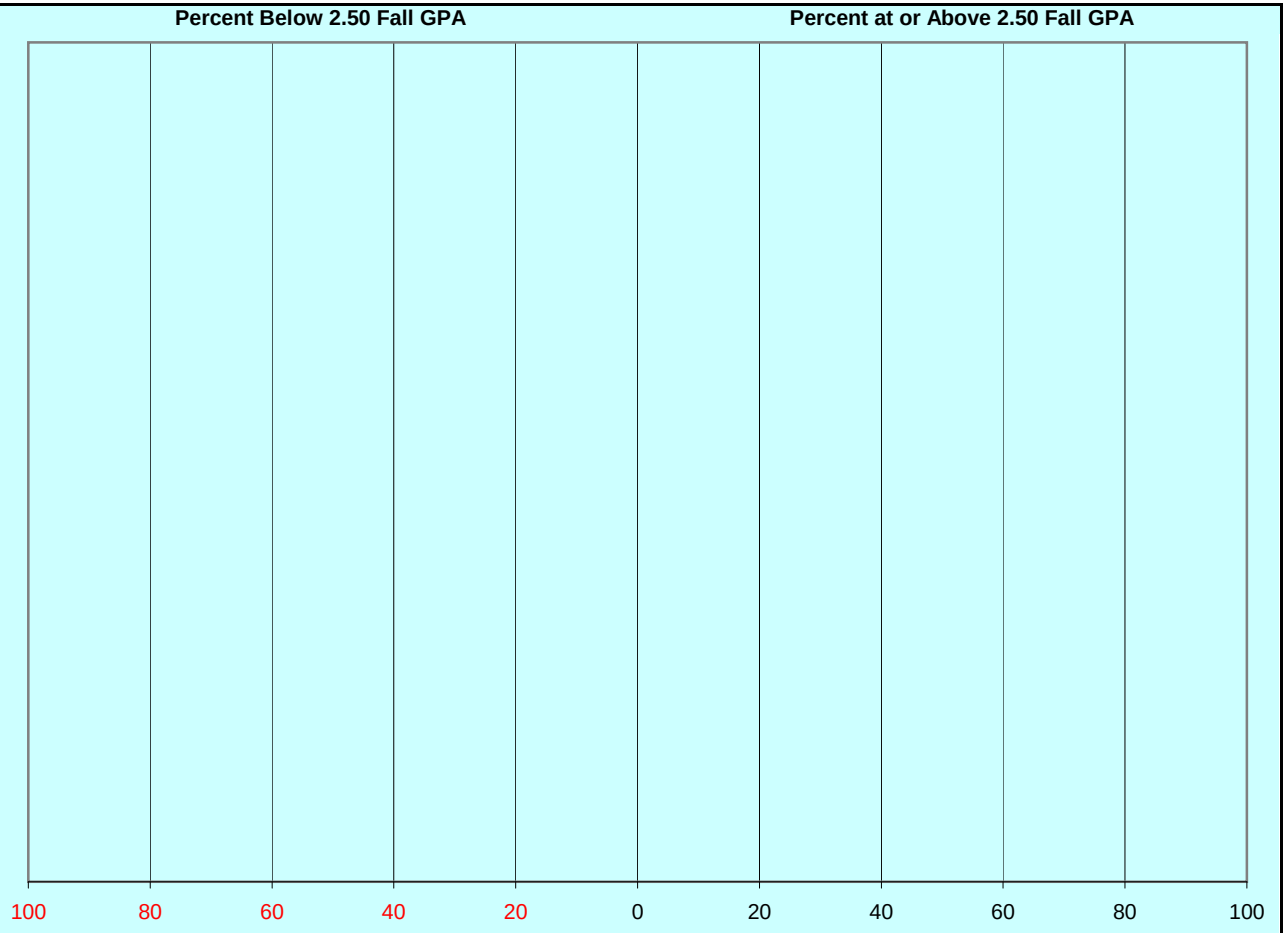



**What This Chart Tells You:**
Students who earned the ACT College Readiness Benchmark Scores in high school earned higher freshmen grades that those who fell short of the benchmark scores. Comparisons by campus are shown in Table 3 (Appendix). The benchmark scores are associated with a 50% or more chance of earning a B or better in selected courses (Appendix pg. 23).

**Your Next Steps:**
1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, review the skills needed to move your students to a higher score range.
3. Provide students with help both inside and outside the classroom (when needed) with tutors, teachers, and/or other helpers.

**Chart 3: Percent 'Below' and 'At or Above' a Fall College GPA of 2.50 by Mathematics Course Sequence Patterns Studied in High School**

| | N | % | GPA |
|---|---|---|---|
| **Algebra 1, Algebra 2, Geometry, Trigonometry Calculus** | 2 | 29% | |
| **Algebra 1, Algebra 2, Geometry, Trigonometry Other Advanced Math** | 0 | 0% | |
| **Algebra 1, Algebra 2, Geometry, Trigonometry** | 1 | 14% | |
| **Algebra 1, Algebra 2, Geometry** | 2 | 29% | |
| **Less Than 3 Years** | 2 | 29% | |
| **Total** | 7 | 100% | 1.93 |

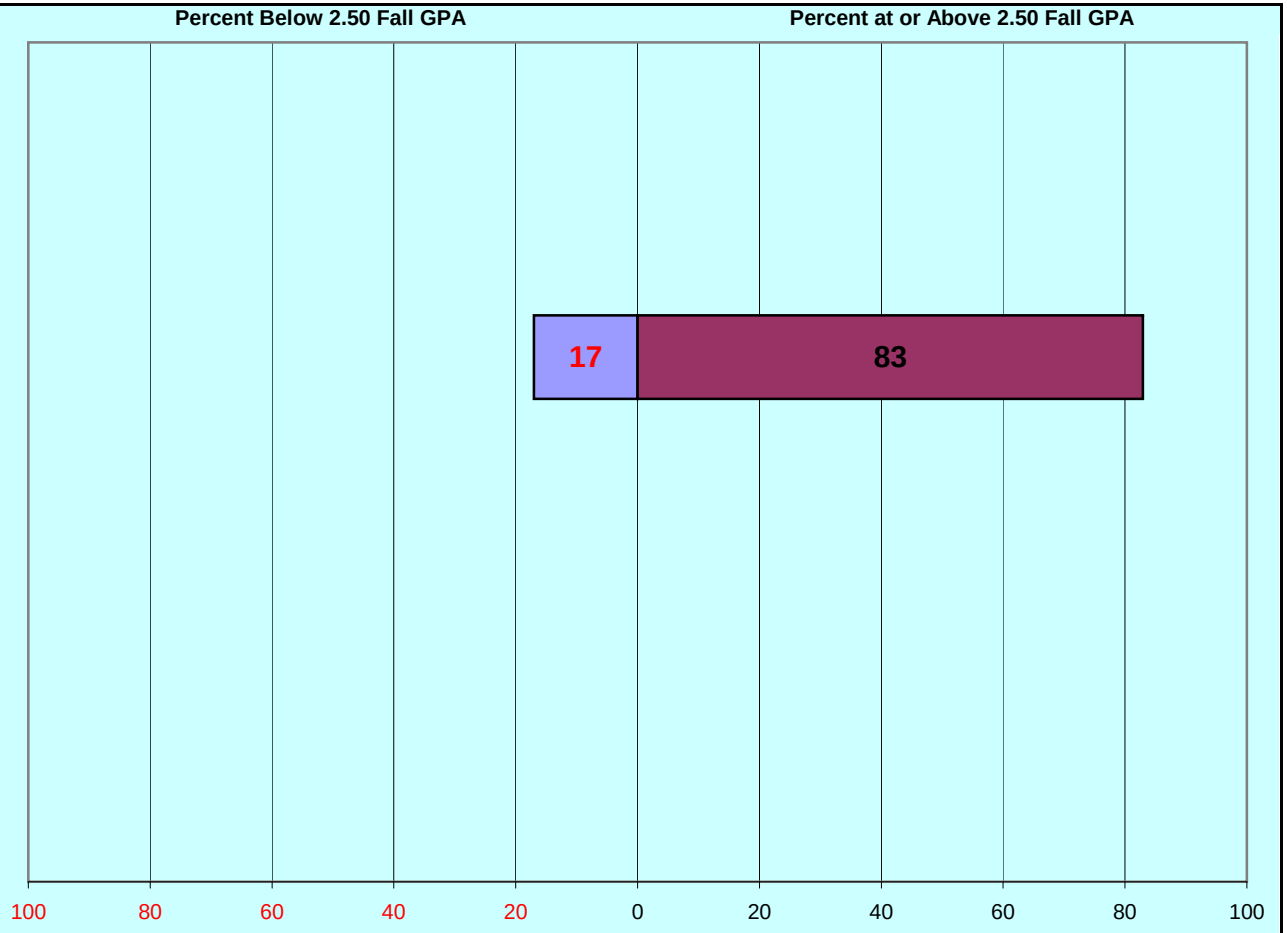



**What This Chart Tells You:**
Most students who took more rigorous mathematics courses in high school earn higher freshmen grades. Students who take more than 3 years of mathematics beyond pre-algebra in high school are more successful in college. See the reference to *On Course for Success* (Appendix pg. 23). Comparisons by campus are shown in Table 4 (Appendix).

**Your Next Steps:**
1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12). Use the information from EXPLORE and PLAN to help students make proper course selections.
3. Using ACT's College Readiness Standards for Mathematics, help the mathematics teachers in your high school ensure that the skills needed to be successful in first-year college mathematics courses are being taught.
4. Encourage all students to take more than 3 years of mathematics beyond pre-algebra.

**Chart 4: Percent 'Below' and 'At or Above' a Fall College GPA of 2.50 by Science Course Sequence Patterns Studied in High School**

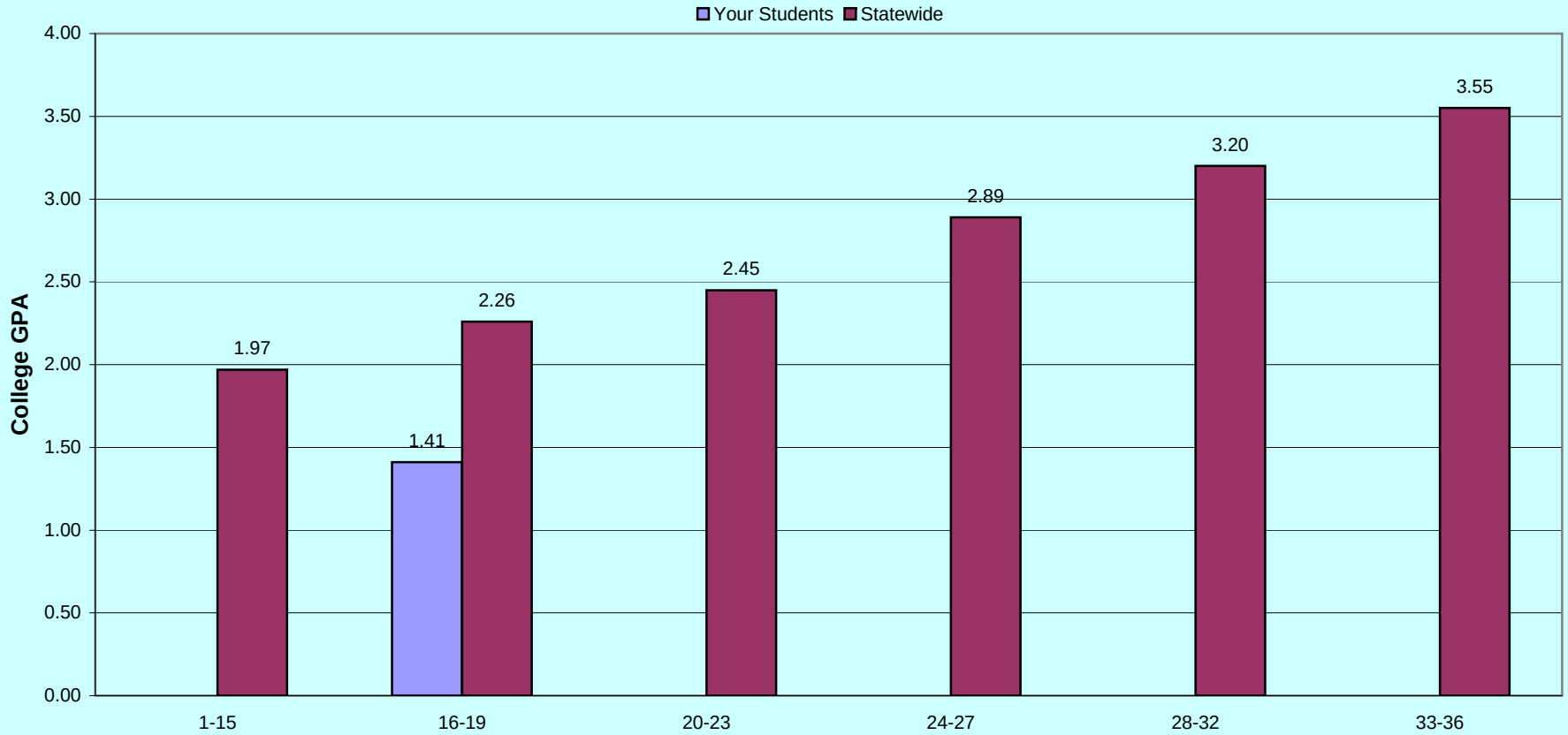
| | N | % | GPA |
|---|---|---|---|
| **Biology, Chemistry, Physics** | 0 | 0% | |
| **General Science, Biology, Chemistry, Physics** | 6 | 55% | 3.11 |
| **General Science, Biology, Chemistry** | 2 | 18% | |
| **Less Than 3 Years** | 3 | 27% | |
| **Total** | 11 | 100% | 2.42 |




**What This Chart Tells You:**
Students who took 3 or more years of science tend to earn higher grades in college. Comparisons by campus are shown in Table 5 (Appendix).

**Your Next Steps:**
1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12). Use the information from EXPLORE and PLAN to help students make proper course selections.
3. Using ACT's College Readiness Standards for Science, help the science teachers in your high school ensure that the skills needed to be successful in first-year college science courses are being taught.
4. Encourage all students to take more than 3 years of science beyond General Science.

**Chart 5: Local and Statewide Fall College GPAs by ACT College Readiness Standards Score Ranges**

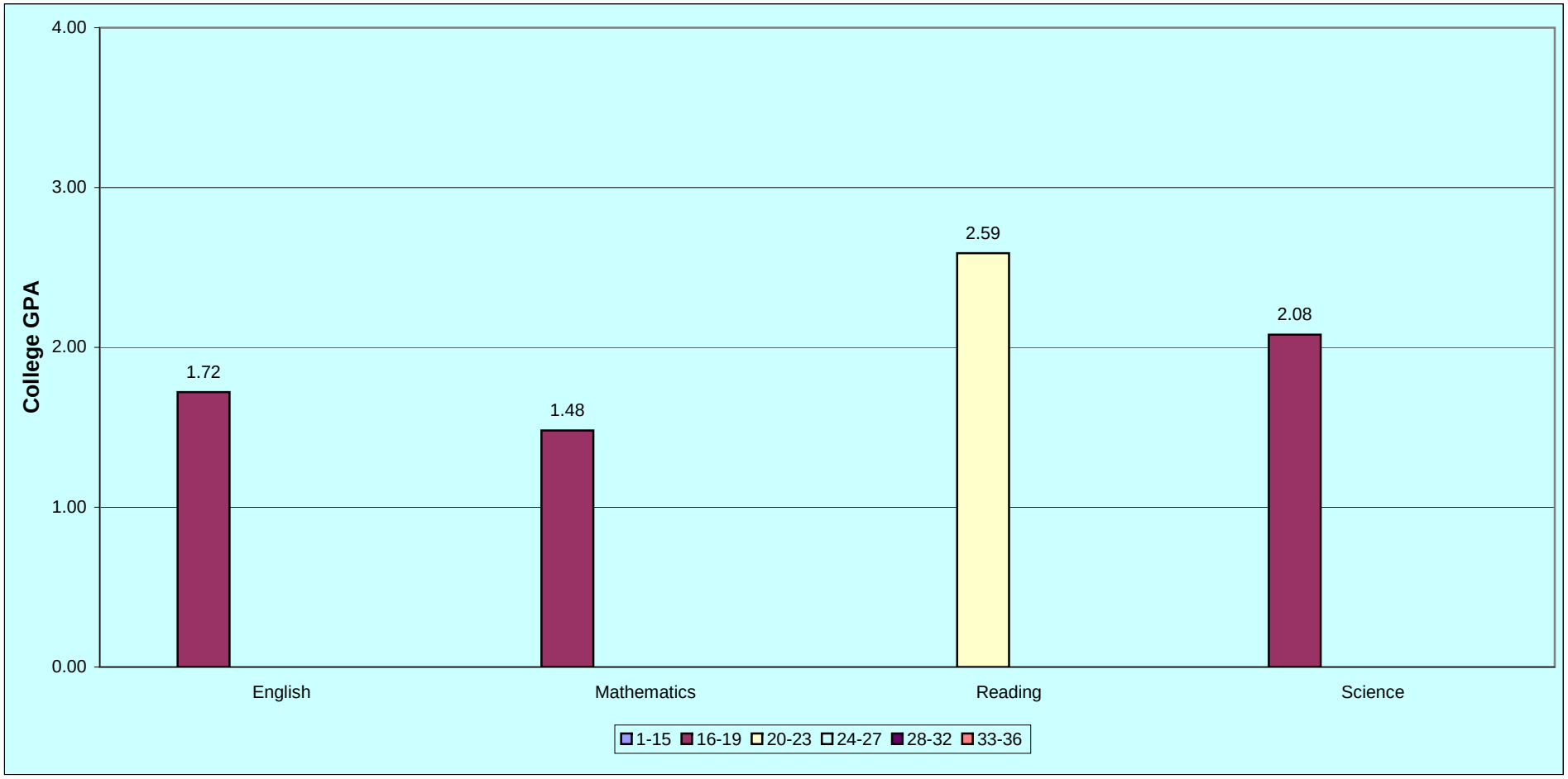



| | 1-15 | | 16-19 | | 20-23 | | 24-27 | | 28-32 | | 33-36 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ncount | 1 | 1320 | 5 | 3606 | 4 | 3930 | 1 | 2489 | 1 | 1098 | 0 | 80 |
| Percent | 8% | 11% | 42% | 29% | 33% | 31% | 8% | 20% | 8% | 9% | 0% | 1% |

**What This Chart Tells You:**
Students in higher ACT College Readiness Standards (CRS) Score Ranges tend to earn higher college freshmen grades. College freshmen GPAs earned by your students and students statewide are shown by CRS Score Ranges. Comparisons by campus are shown in Table 6 (Appendix).

**Your Next Steps:**
1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.
3. Using ACT's College Readiness Standards, review the skills needed to move your students to a higher score range. Higher scores can mean better grades in college.

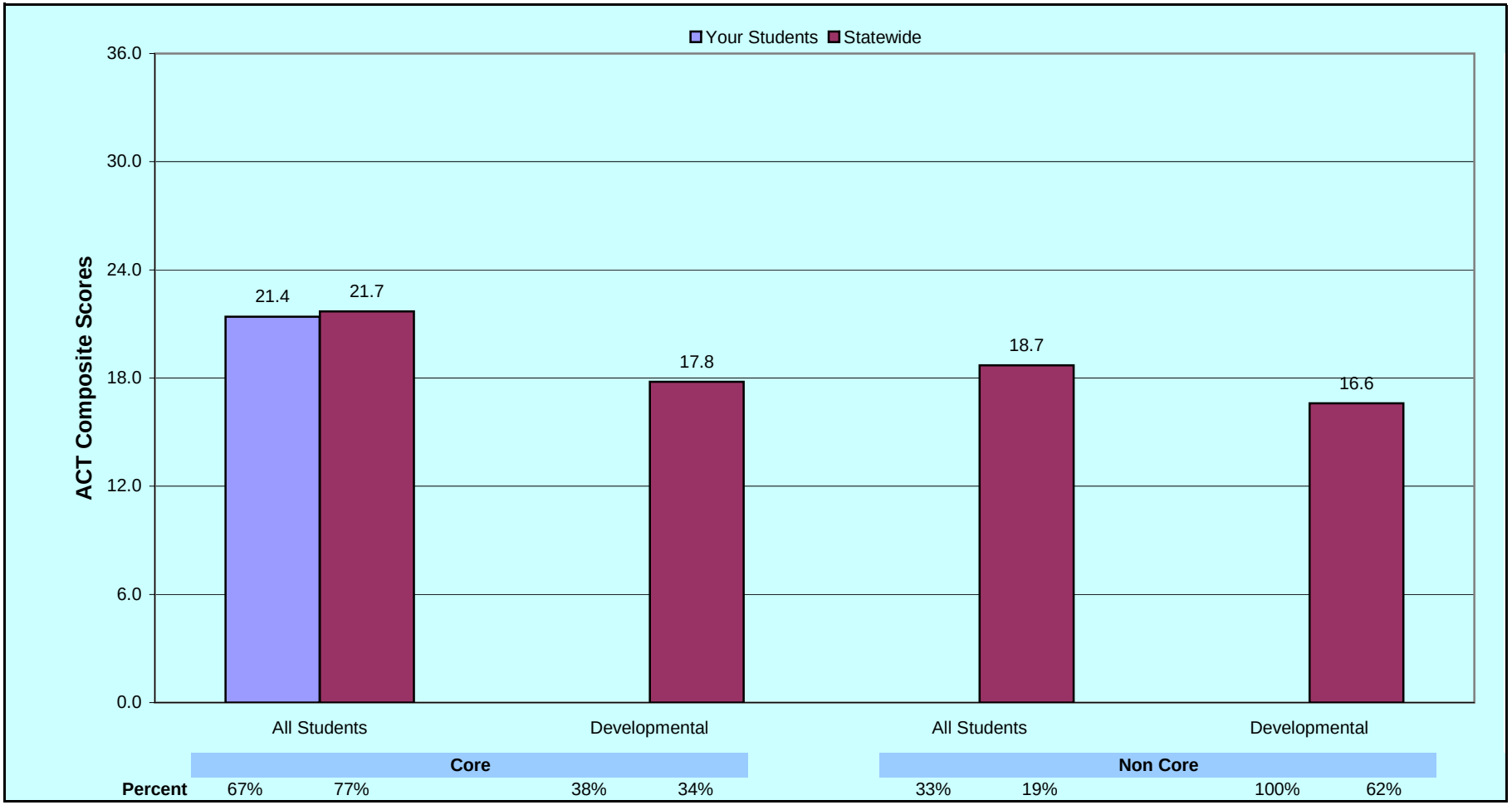
**Chart 6: Fall College GPA by ACT College Readiness Standards Score Ranges and Test Subjects**




**What This Chart Tells You:**
Across all test subjects, students with higher scores in each of the ACT College Readiness Standards (CRS) ranges tend to earn higher first year college grades. ACT scores are directly associated with freshmen success in college. Comparisons by campus are shown in Table 6 (Appendix).

**Your Next Steps:**
1. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12). Develop experiences for students to improve their skills in grades 8 through 12.
2. Using ACT's College Readiness Standards, review the skills needed to move your students, especially those in the lower two score ranges, to a higher score range. Higher scores generally mean higher college GPA.
3. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

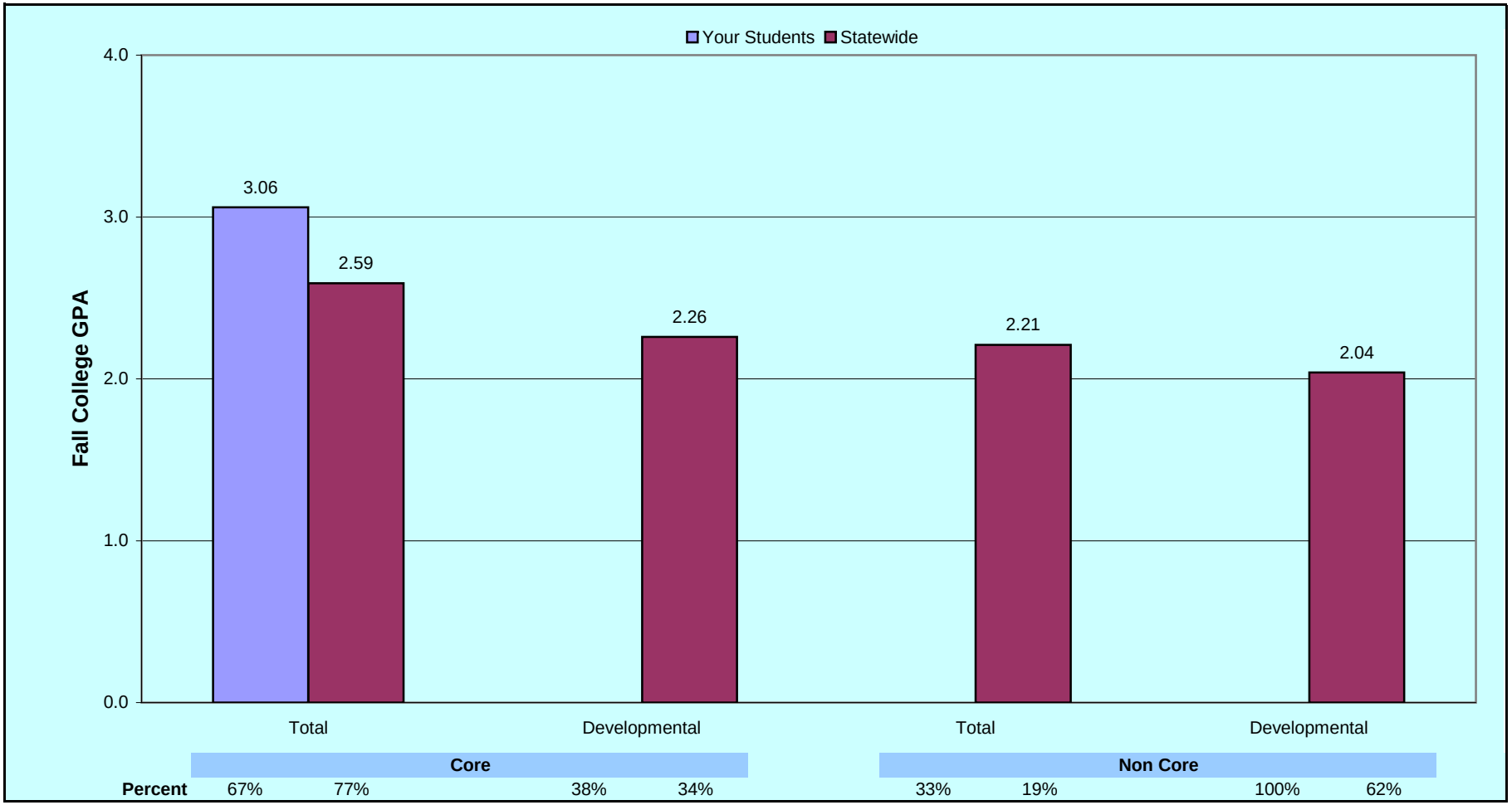
**Chart 7a: Local and Statewide ACT Composite Test Scores for All Students and for Students Taking Developmental Courses by Core Course-Taking**




**What This Chart Tells You:**
On average, students who completed the recommended core coursework earned higher ACT scores, higher college freshman grades, and are less likely to be assigned to developmental courses. Students assigned to developmental courses earned lower scores and grades compared to all students. The percentage of students listed as developmental are based on the total number in the core and non-core reference groups. Comparisons by campus are shown in Table 2 (Appendix).

**Your Next Steps:**
1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards Ranges, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.

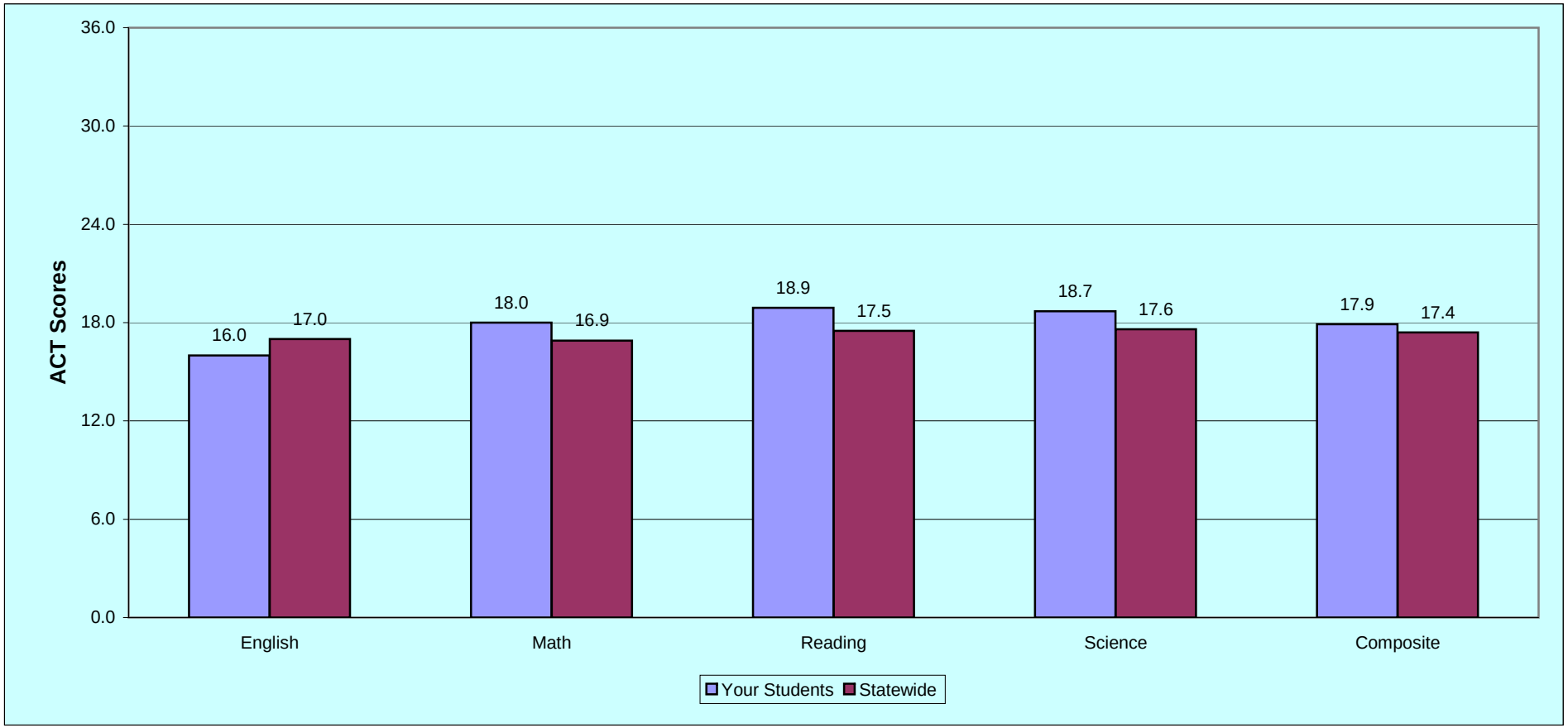
**Chart 7b: Local and Statewide Fall College GPAs for All Students and for Students Taking Developmental Courses by Core Course-Taking**




**What This Chart Tells You:**
On average, students who completed the recommended core coursework earned higher ACT scores, higher college freshman grades, and are less likely to be assigned to developmental courses. Students assigned to developmental courses earned lower scores and grades compared to all students. The percentage of students listed as developmental are based on the total number in the reference group. Comparisons by campus are shown in Table 2 (Appendix).

**Your Next Steps:**
1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards Ranges, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.

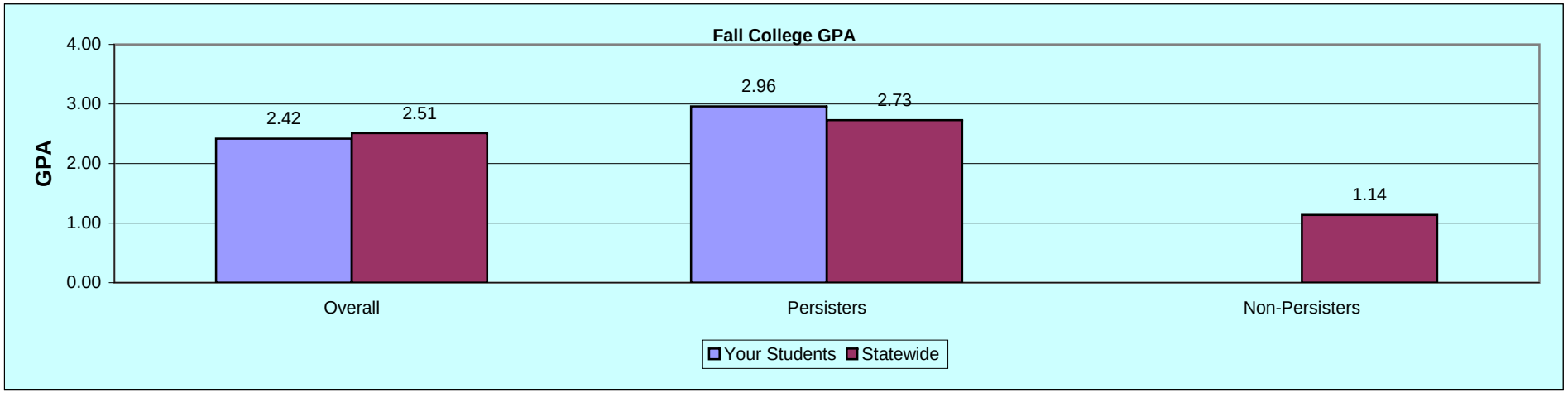
**Chart 8: Local and Statewide Average ACT Scores for Students Assigned to Developmental Coursework in College Across Test Subjects**

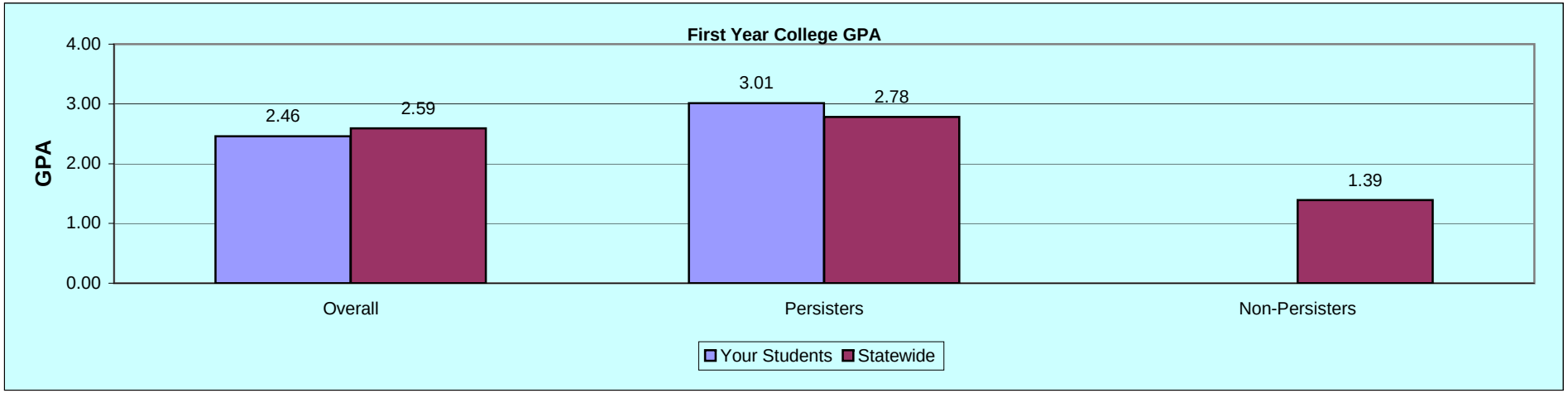



**What This Chart Tells You:**
Students who were identified as needing developmental coursework in college tend to earn lower ACT scores than those of all freshmen and are less likely to have taken the recommended rigorous coursework in high school. Comparisons by campus are shown in Tables 2 and 7 (Appendix).

**Your Next Steps:**
1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12).
3. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.
4. Provide students with help both inside and outside the classroom (when needed) with tutors, teachers, and/or other helpers.

**Chart 9: Local and Statewide Students Who Returned in the Spring Semester - Fall College GPA and First Year College GPA**

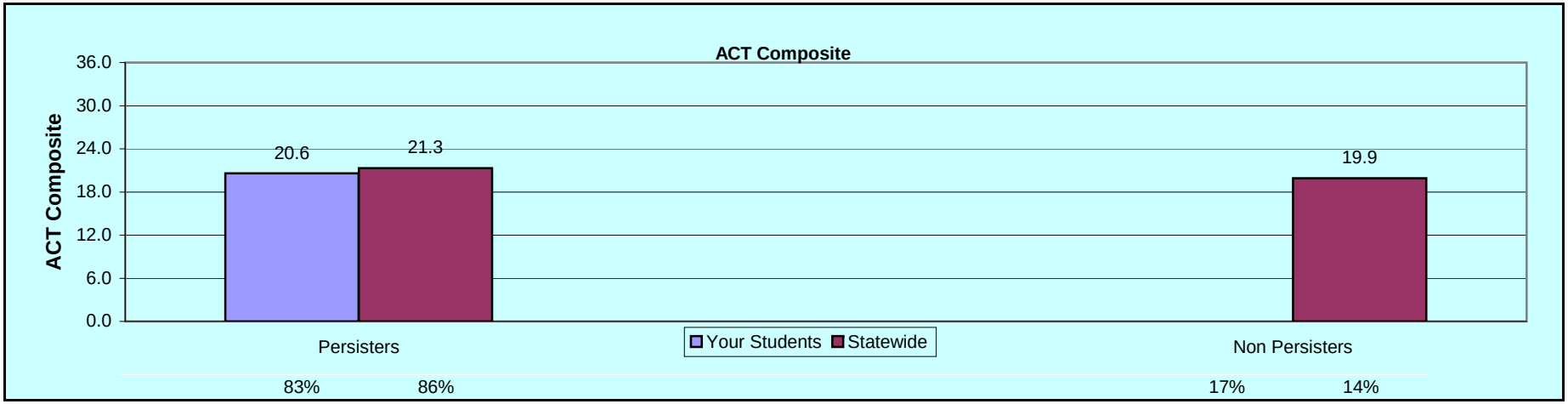


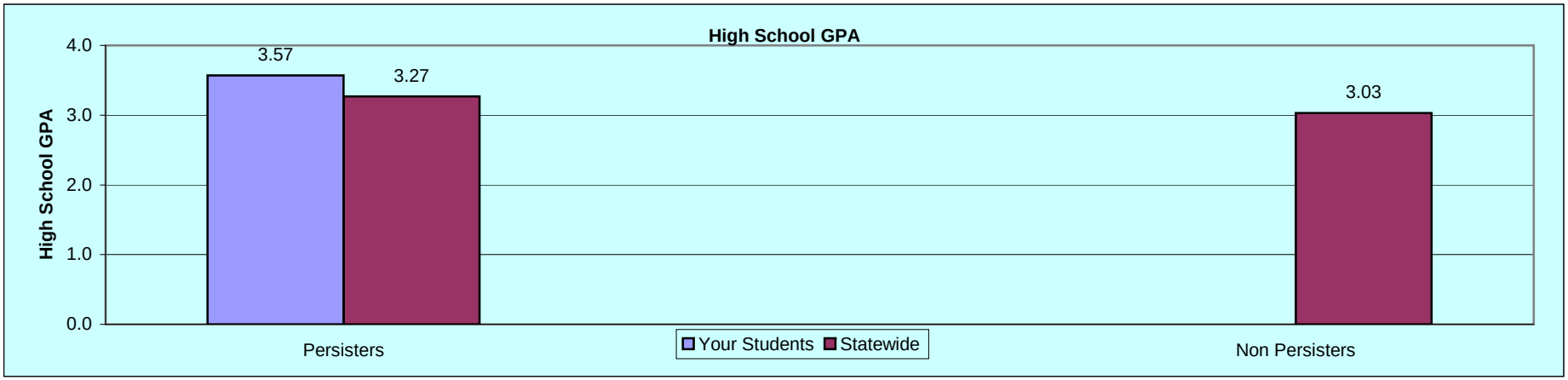




**What This Chart Tells You:**
This chart enables staff to compare your students to students statewide using first term GPA and first year GPA. Comparisons can be made for those who persisted into the spring semester with those who did not persist. Comparisons by campus are shown in Tables 1 and 8 (Appendix).

**Your Next Steps:**
1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum. If scores and grades are not satisfactory, review your curriculum for rigor in the courses. Better academic readiness increases persistence.
2. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

**Chart 10: Local and Statewide Students Who Returned to the Same Campus in the Spring Semester (Persisters) and Those Who Did Not Return (Non-Persisters) - ACT Composite Score and High School GPA**

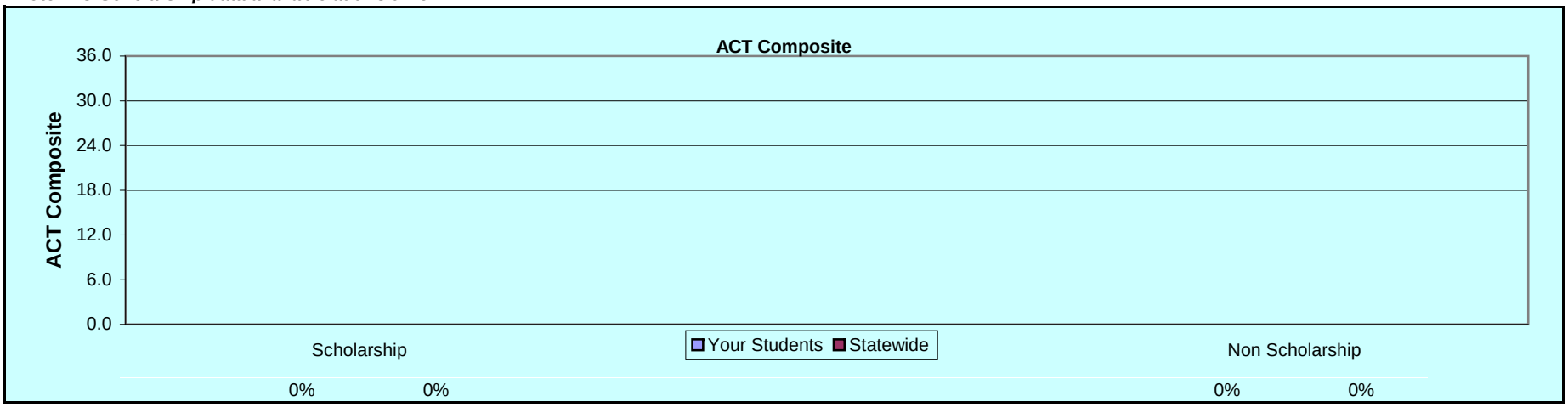


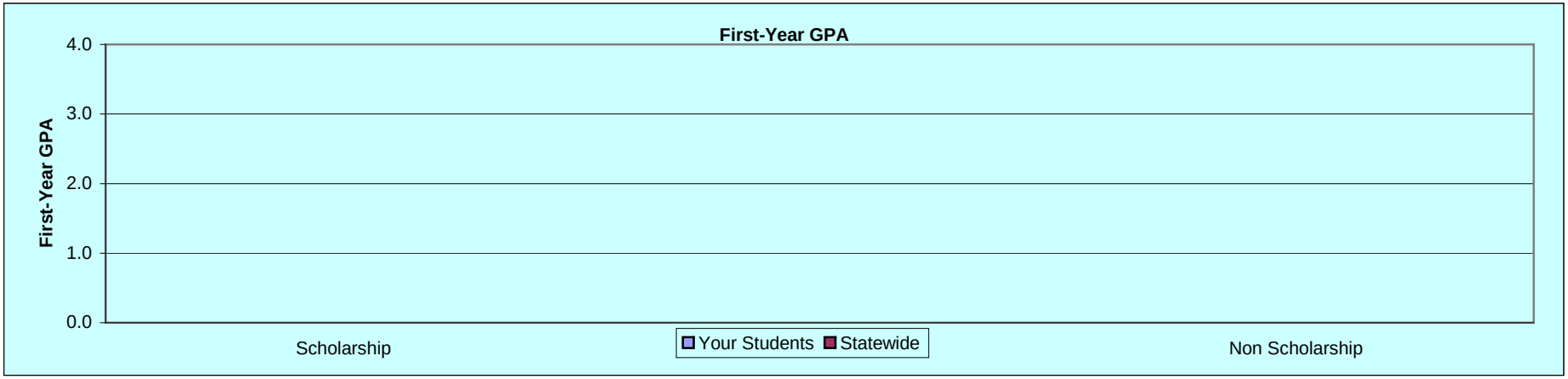




**What This Chart Tells You:**
Students who completed the freshman year of college and who returned for the spring semester tend to have higher ACT scores and higher high school grades than those who did not return. Comparisons by campus are shown in Table 8 (Appendix).

**Your Next Steps:**
1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.
3. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

**Chart 11: Local and Statewide Students Who Did/Did Not Receive a State Scholarship - ACT Composite Score and First-Year GPA**
***Note: NO Scholarship data available at this time.***




**What This Chart Tells You:**
Students who received State Scholarships tend to have higher ACT scores and higher first year college GPAs than those who did not. Comparisons by campus are shown in Table 9 (Appendix).

**Your Next Steps:**
1. Make sure **all** students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.
3. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

# Appendix

- **Detailed Summary Information by Campus**
- **Selected References and Resources**

**Table 1: Summary Statistics for Your ACT-tested Students Compared to All Enrolled ACT-tested Students Statewide**

**Remarks:** Table 1 allows you to address the following questions and evaluate the readiness of your students for college. Were average ACT composite scores for your students siimilar to all student freshmen? Did your students tend to earn less/more credit hours? How did your students compare with other freshmen on fall college GPA and first-year GPA?

| | | Your Students | | | | | All Enrolled Arkansas Students | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Average | | | | | Average | | | |
| Code | Name | N | ACT Comp. | Credit Hrs | Fall GPA | Cum. GPA | N | ACT Comp. | Credit Hrs | Fall GPA | Cum. GPA |
| 0114 | ARKANSAS TECH UNIVERSITY | 10 | 20.6 | 10.8 | 2.50 | 2.55 | 1148 | 22.2 | 14.4 | 2.69 | 2.74 |
| 5531 | UNIV OF ARKANSAS COMM COLL-MORRILTON | 2 | -- | -- | -- | -- | 288 | 19.3 | 9.4 | 2.08 | 2.13 |
| ------ | All Other Colleges | 0 | -- | -- | -- | -- | 11087 | -- | -- | -- | -- |
| 9999 | All Institutions | 12 | 20.0 | 10.3 | 2.42 | 2.46 | 12523 | 21.1 | 13.4 | 2.51 | 2.59 |

**Table 2: Summary Statistics for Your ACT-tested Students Who Did/Did Not Take Core Coursework**

**Remarks:** On average, students who complete ACT recommended college preparatory coursework in high school (core) earn higher ACT composite scores, tend to earn more credit hours during the first semester of college, and earn higher first-term grades in college. Students who take core coursework in high school are also less likely to require developmental coursework during the first year of college. Proper college-readiness is strongly related to first-year college success. Every student should be challenged to take the necessary courses to be ready for college and the workplace.

| | | Your Students | | | | | | Your Students Taking Core | | | | | Your Students Not Taking Core | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Code | Name | N | Avg. ACT Comp. | % Taking Core | Avg. Credit Hours | Avg. Fall GPA | Any Dev % | N | Avg. ACT Comp. | Avg. Credit Hours | Avg. Fall GPA | Any Dev % | N | Avg. ACT Comp. | Avg. Credit Hours | Avg. Fall GPA | Any Dev % |
| 0114 | ARKANSAS TECH UNIVERSITY | 10 | 20.6 | 60 | 10.8 | 2.50 | 50 | 6 | 22.8 | 15.5 | 3.39 | 17 | 4 | -- | -- | -- | -- |
| 5531 | UNIV OF ARKANSAS COMM COLL-MORRILTON | 2 | -- | -- | -- | -- | -- | 2 | -- | -- | -- | -- | 0 | -- | -- | -- | -- |
| ------ | All Other Colleges | 0 | -- | -- | -- | -- | -- | 0 | -- | -- | -- | -- | 0 | -- | -- | -- | -- |
| 9999 | All Institutions | 12 | 20.0 | 67 | 10.3 | 2.42 | 58 | 8 | 21.4 | 13.6 | 3.06 | 38 | 4 | -- | -- | -- | -- |

**Table 3: Average Fall GPA and Hours Completed for Your ACT-tested Students by ACT College Readiness Benchmark Scores**

**Remarks:** As shown in the table, students who obtained the benchmark scores tended to earn higher grades in college and enrolled in more credit hours. Students become ready for college by taking rigorous coursework--especially in mathematics and science. Students who earn an English score of 18 or higher have at least a 50% chance of earning a B or higher in freshmen English composition. Students who earn a mathematics score of 22 or higher have a 50% chance or higher of earning a B or higher in college algebra. Students who earn a reading score of 21 or higher have a 50% chance or higher of earning a B or higher in college level social studies. Students who earn a science score of 24 or higher have a 50% chance or higher of earning a B or higher in college biology. Suggestions for improving ACT scores and college readiness skills are contained in the references given in the Appendix (pg. 23).

| | | ACT Benchmark Scores | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | English | | | | | | Mathematics | | | | | | Reading | | | | | | Science | | | | | |
| | | Less Than 18 | | | 18 or Higher | | | Less Than 22 | | | 22 or Higher | | | Less Than 21 | | | 21 or Higher | | | Less Than 24 | | | 24 or Higher | | |
| Code | Name | N | CGPA | HRS | N | CGPA | HRS | N | CGPA | HRS | N | CGPA | HRS | N | CGPA | HRS | N | CGPA | HRS | N | CGPA | HRS | N | CGPA | HRS |
| 0114 | ARKANSAS TECH UNIVERSITY | 3 | -- | -- | 7 | 2.81 | 13.4 | 7 | 1.79 | 8.7 | 3 | -- | -- | 4 | -- | -- | 6 | 3.27 | 15.3 | 7 | 1.95 | 9.1 | 3 | -- | -- |
| 5531 | UNIV OF ARKANSAS COMM COLL-MC | 2 | -- | -- | 0 | -- | -- | 2 | -- | -- | 0 | -- | -- | 2 | -- | -- | 0 | -- | -- | 2 | -- | -- | 0 | -- | -- |
| ------ | All Other Colleges | 0 | -- | -- | 0 | -- | -- | 0 | -- | -- | 0 | -- | -- | 0 | -- | -- | 0 | -- | -- | 0 | -- | -- | 0 | -- | -- |
| 9999 | All Institutions | 5 | 1.74 | 6.0 | 7 | 2.81 | 13.4 | 9 | 1.86 | 8.6 | 3 | -- | -- | 6 | 1.41 | 5.3 | 6 | 3.27 | 15.3 | 9 | 1.98 | 8.9 | 3 | -- | -- |

**Table 4: Fall College GPA by Mathematics Course Patterns Taken by Your ACT-tested Students**

**Remarks:** Students who elect to take more rigorous coursework in mathematics tend to earn higher ACT mathematics scores, higher ACT composite scores, and higher first-term college grades. ACT recommends that all high school students complete 3 or more years of mathematics beyond pre-algebra in high school. Many colleges and universities now want students to have completed 4 years of mathematics while in high school. Many academic majors in the Associate of Science programs in community colleges also demand a strong background in high school mathematics. Encourage all students to take 4 years of mathematics in high school.

| | | First-Term College Fall GPA by Mathematics Course Sequence Patterns | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Less Than 3 yrs. | | Algebra 1, Algebra 2, Geometry | | Algebra 1, Algebra 2, Geometry, Trigonometry | | Algebra 1, Algebra 2, Geometry, Trigonometry, Other Adv. Math | | Algebra 1, Algebra 2, Geometry, Trigonometry, Calculus | |
| Code | Name | N | CGPA | N | CGPA | N | CGPA | N | CGPA | N | CGPA |
| 0114 | ARKANSAS TECH UNIVERSITY | 2 | -- | 1 | -- | 1 | -- | 0 | -- | 2 | -- |
| 5531 | UNIV OF ARKANSAS COMM COLL-MORRILTON | 0 | -- | 1 | -- | 0 | -- | 0 | -- | 0 | -- |
| ------ | All Other Colleges | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- |
| 9999 | All Institutions | 2 | -- | 2 | -- | 1 | -- | 0 | -- | 2 | -- |

**Table 5: Fall College GPA by Science Course Patterns Taken by Your ACT-tested Students**

**Remarks:** Students who elect to take a more rigorous pattern of science courses earn higher grades during the first-term (fall) of college. ACT recommends that students take at least 3 years of science in high school. The ACT Science benchmark score of 24 is associated with a 50% chance or higher of earning a B or higher in college Biology. See "On Course for Success," referenced in the Appendix (pg. 23), for the science skills needed to be successful in college.

| | | First-Term College Fall GPA by Science Course Sequence Patterns | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Less Than 3 yrs. | | General Science, Biology, Chemistry | | General Science, Biology, Chemistry, Physics | | Biology, Chemistry, Physics | |
| Code | Name | N | CGPA | N | CGPA | N | CGPA | N | CGPA |
| 0114 | ARKANSAS TECH UNIVERSITY | 3 | -- | 2 | -- | 4 | -- | 0 | -- |
| 5531 | UNIV OF ARKANSAS COMM COLL-MORRILTON | 0 | -- | 0 | -- | 2 | -- | 0 | -- |
| ------ | All Other Colleges | 0 | -- | 0 | -- | 0 | -- | 0 | -- |
| 9999 | All Institutions | 3 | -- | 2 | -- | 6 | 3.11 | 0 | -- |

**Table 6: Average Fall GPA for Your ACT-tested Students by ACT College Readiness Standards Score Ranges**

**Remarks:** The ACT College Readiness Standards (CRS) Score Ranges are directly associated with average first semester grade point average. Higher scores are associated with higher grades. To help secondary school students develop better educational backgrounds, see the "College Readiness Standards", referenced in the Appendix. Depending on the score range, suggestions are provided to help students strengthen their skills to reach the next score range level. All secondary students can develop better college readiness by taking more rigorous courses in high school, which in turn leads to higher ACT test scores and better preparation for college.

| | | College Freshmen Fall GPA by ACT CRS Score Ranges | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1-15 | | 16-19 | | 20-23 | | 24-27 | | 28-32 | | 33-36 | |
| Code | Name | N | CGPA | N | CGPA | N | CGPA | N | CGPA | N | CGPA | N | CGPA |
| 0114 | ARKANSAS TECH UNIVERSITY | 1 | -- | 3 | -- | 4 | -- | 1 | -- | 1 | -- | 0 | -- |
| 5531 | UNIV OF ARKANSAS COMM COLL-MORRILTON | 0 | -- | 2 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- |
| ------ | All Other Colleges | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- | 0 | -- |
| 9999 | All Institutions | 1 | -- | 5 | 1.41 | 4 | -- | 1 | -- | 1 | -- | 0 | -- |

**Table 7: Summary Statistics for Your ACT-tested Students Who Were Identified as Needing Developmental Coursework**

**Remarks:** Colleges have different standards for assigning incoming freshmen to developmental coursework. Generally, lower ACT scores are associated with students assigned to developmental courses. ACT recommends all students take rigorous courses in high school to reduce the risk of being assigned to developmental courses in college. The data is this table enable staff to determine how many ACT-tested graduates were assigned to one or more developmental courses at each postsecondary institution. The content of courses taken in high school courses should be designed to help build readiness skills to take college level courses. The "College Readiness Standards" (referenced in the Appendix) provides suggestions for improving college readiness skills.

| | | | Average ACT Scores | | | | |
|---|---|---|---|---|---|---|---|
| Code | Name | N | English | Mathematics | Reading | Science | Composite |
| 0114 | ARKANSAS TECH UNIVERSITY | 5 | 17.0 | 17.6 | 19.8 | 18.6 | 18.2 |
| 5531 | UNIV OF ARKANSAS COMM COLL-MORRILTON | 2 | -- | -- | -- | -- | -- |
| ------ | All Other Colleges | 0 | -- | -- | -- | -- | -- |
| 9999 | All Institutions | 7 | 16.0 | 18.0 | 18.9 | 18.7 | 17.9 |

**Table 8: Summary Statistics for Your ACT-tested Students Who Returned/Did Not Return for the Spring Semester**

**Remarks:** Nationally about 25% of first-term college students do not return to the same college in year 2. Persisters tend to have higher ACT scores, higher high school grades, and higher first-year college grades. To increase a student's chances of staying in college, all students need to take rigorous coursework in high school. Such academic preparation leads to higher test scores, better grades, and better college-readiness skills. Suggestions for the proper courses to take in high school and the recommended content covered in those courses are referenced in "College Readiness Standards" in the Appendix.

| | | | Persisters | | | | | Non-Persisters | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | % Meeting | Average | | | | % Meeting | Average | | |
| | | | | All Four | HS | Fall | ACT | | All Four | HS | Fall | ACT |
| Code | Name | N | N | Benchmarks | GPA | GPA | Comp | N | Benchmarks | GPA | GPA | Comp |
| 0114 | ARKANSAS TECH UNIVERSITY | 10 | 8 | 25 | 3.56 | 3.22 | 21.5 | 2 | -- | -- | -- | -- |
| 5531 | UNIV OF ARKANSAS COMM COLL-MORRILTON | 2 | 2 | -- | -- | -- | -- | 0 | -- | -- | -- | -- |
| ------ | All Other Colleges | 0 | 0 | -- | -- | -- | -- | 0 | -- | -- | -- | -- |
| 9999 | All Institutions | 12 | 10 | 20 | 3.57 | 2.96 | 20.6 | 2 | -- | -- | -- | -- |

**Table 9: Summary Statistics for Your ACT-tested Students Who Did/Did Not Receive a State Scholarship**

**Remarks:** The state provides scholarships to students based on specific criteria. This table summarizes selected statistics on those graduates who did/did not receive state scholarship funds. The comparisons are made on the number who completed the recommended core coursework in high school, high school GPA, Fall College GPA, and average ACT Composite score.

***Note: NO Scholarship data available at this time.***

| | | | Scholarship | | | | | No Scholarship | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | % Meeting | Average | | | | % Meeting | Average | | |
| | | | | All Four | HS | Fall | ACT | | All Four | HS | Fall | ACT |
| Code | Name | N | N | Benchmarks | GPA | GPA | Comp | N | Benchmarks | GPA | GPA | Comp |
| 0114 | ARKANSAS TECH UNIVERSITY | 10 | 0 | -- | -- | -- | -- | 0 | -- | -- | -- | -- |
| 5531 | UNIV OF ARKANSAS COMM COLL-MORRILTON | 2 | 0 | -- | -- | -- | -- | 0 | -- | -- | -- | -- |
| ------ | All Other Colleges | 0 | 0 | -- | -- | -- | -- | 0 | -- | -- | -- | -- |
| 9999 | All Institutions | 12 | 0 | -- | -- | -- | -- | 0 | -- | -- | -- | -- |

# Suggested References for Developing College Readiness Skills

**A. On Course for Success: A Close Look at Selected High School Courses That Prepare All Students for College**
http://www.act.org/path/policy/reports/success.html

**B. Preparing All High School Students for College and Work: What High-Performing High Schools Are Teaching**
http://www.act.org/news/releases/2005/2-23-05.html

**C. Crisis at the Core: Preparing All Students for College and Work**
http://www.act.org/path/policy/reports/crisis.html

**D. The following website provides information about ACT's College Readiness Standards and how they can be used to link assessment to instruction for ACT's EPAS programs.**
http://www.act.org/standard

# High School-to-College Success Report : Custom Addendum

## Arkansas 2008-2009 Freshmen - Public Institutions

**ACT Code: 041050**
**WESTERN YELL COUNTY HS**
**1 WOLVERINE DR**
**PO BOX 214**
**HAVANA, AR 72842**

*How well is your high school preparing students for success in Arkansas postsecondary institutions?*

**Addendum Table 1: Summary Statistics for Your ACT-tested Students Who Were Placed in College-level or Developmental Courses**

**Remarks:** The criteria for assignment of students to a developmental (remedial) course is an ACT score below 19 in English, Mathematics, or Reading.

| | | | Any Developmental | | English | | | | Mathematics | | | | Reading | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | College | | Developmental | | College | | Developmental | | College | | Developmental | |
| Code | Name | N | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 0114 | ARKANSAS TECH UNIVERSITY | 10 | 5 | 50 | 5 | 50 | 5 | 50 | 6 | 60 | 4 | 40 | 10 | 100 | 0 | 0 |
| 5531 | UNIV OF ARKANSAS COMM COLL-MORRILTON | 2 | 2 | 100 | 0 | 0 | 2 | 100 | 0 | 0 | 2 | 100 | 0 | 0 | 2 | 100 |
| ---- | All Other Institutions | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| 9999 | All Institutions | 12 | 7 | 58 | 5 | 42 | 7 | 58 | 6 | 50 | 6 | 50 | 10 | 83 | 2 | 17 |

**Addendum Table 2: Summary Statistics for Your ACT-tested Students Who Were Placed in Any Developmental Courses by Academic Preparation**

**Remarks:** The Smart Core curriculum (22 units) consists of 4 units of English, 1/2 unit of Oral Communication, 4 units of Mathematics beyond Pre-Algebra, 3 units of Science including a Lab Experience, 3 units of Social Studies, 1/2 unit of Physical Education, Health and Safety, Fine Arts, and 6 units of Career Focus.

| | | | High School Course Patterns | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Less than Smart Core Any Developmental | | Smart Core Any Developmental | | More than Smart Core Any Developmental | |
| Code | Name | N | N | % | N | % | N | % |
| 0114 | ARKANSAS TECH UNIVERSITY | 10 | 0 | 0% | 0 | 0% | 0 | 0% |
| 5531 | UNIV OF ARKANSAS COMM COLL-MORRILTON | 2 | 0 | 0% | 0 | 0% | 0 | 0% |
| ---- | All Other Institutions | 0 | -- | -- | -- | -- | -- | -- |
| 9999 | All Institutions | 12 | 0 | 0% | 0 | 0% | 0 | 0% |

**Addendum Table 3: Distribution of ACT Scores of Your ACT-tested Students Who Enrolled in College**

**Remarks:** Generally, students with high test scores are more successful in college.

| | | | English | | | | | | Mathematics | | | | | | Reading | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Code** | **Name** | **N** | **1-15** | **16-18** | **19** | **20-23** | **24-27** | **28-36** | **1-15** | **16-18** | **19** | **20-23** | **24-27** | **28-36** | **1-15** | **16-18** | **19** | **20-23** | **24-27** | **28-36** |
| 0114 | ARKANSAS TECH UNIVERSITY | 10 | 1 | 3 | 2 | 2 | 1 | 1 | 0 | 5 | 0 | 3 | 0 | 2 | 1 | 0 | 1 | 5 | 3 | 0 |
| 5531 | UNIV OF ARKANSAS COMM COLL-MORRILTON | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| ---- | All Other Institutions | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| 9999 | All Institutions | 12 | 2 | 4 | 2 | 2 | 1 | 1 | 0 | 6 | 0 | 4 | 0 | 2 | 2 | 1 | 1 | 5 | 3 | 0 |
| | Percent across institutions | 100 | 17 | 33 | 17 | 17 | 8 | 8 | 0 | 50 | 0 | 33 | 0 | 17 | 17 | 8 | 8 | 42 | 25 | 0 |

**Addendum Table 4: Summary Statistics for Your ACT-tested Students Who Were Placed in College-level or Developmental Courses by High School Math Course Sequence Taken**

**Remarks:** Students who take more rigorous patterns of courses in mathematics are less likely to require developmental (remedial) course assignment in college.

Key: A1 = Algebra 1, A2 = Algebra 2, G = Geometry, T = Trigonometry

| | | | High School Mathematics Taken | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Less Than A1, A2, G * | | A1, A2, G * | | A1, A2, G, T * | | Other combinations of 4 years of math * | | Other combinations of 5 or more years of math * | |
| Code | Name | N | College | Developmental | College | Developmental | College | Developmental | College | Developmental | College | Developmental |
| 0114 | ARKANSAS TECH UNIVERSITY | 10 | 0 | 2 | 1 | 1 | 1 | 0 | 3 | 0 | 1 | 0 |
| 5531 | UNIV OF ARKANSAS COMM COLL-MORRILTON | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| ---- | All Other Institutions | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| 9999 | All Institutions | 12 | 0 | 2 | 1 | 2 | 1 | 0 | 3 | 0 | 1 | 0 |
| | Percent across institutions | | 0 | 17 | 8 | 17 | 8 | 0 | 25 | 0 | 8 | 0 |

**Addendum Table 5: Summary Statistics for Your ACT-tested Students Who Were Placed in College-level or Developmental Courses by High School English Course Sequence Taken**

**Remarks:** Generally, taking more English courses in high school will better prepare students for college-level English.

| | | | High School English Taken | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Less Than 4 years of English | | Eng 9, Eng 10, Eng 11, Eng 12 | | Eng 9, Eng 10, Eng 11, Eng 12, & Other Eng | | No English Information | |
| Code | Name | N | College | Developmental | College | Developmental | College | Developmental | College | Developmental |
| 0114 | ARKANSAS TECH UNIVERSITY | 10 | 0 | 0 | 5 | 5 | 0 | 0 | 0 | 0 |
| 5531 | UNIV OF ARKANSAS COMM COLL-MORRILTON | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |
| ---- | All Other Institutions | 0 | -- | -- | -- | -- | -- | -- | -- | -- |
| 9999 | All Institutions | 12 | 0 | 0 | 5 | 7 | 0 | 0 | 0 | 0 |
| | Percent across institutions | | 0 | 0 | 42 | 58 | 0 | 0 | 0 | 0 |

**Addendum Table 6: Summary Statistics for Your ACT-tested Students Who Were Placed in College-level or Developmental Courses by High School GPA Range**

**Remarks:** This table show the number of students who were assigned to college-level / developmental coursework in English, Mathematics, or Reading by ACT high school grade averages (based on self-reported grades).

| | | | High School GPA Ranges | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Less than 2.99 | | | | | | 3.00 - 3.49 | | | | | | 3.50 or higher | | | | | |
| | | | English | | Mathematics | | Reading | | English | | Mathematics | | Reading | | English | | Mathematics | | Reading | |
| Code | Name | N | Coll | Dev | Coll | Dev | Coll | Dev | Coll | Dev | Coll | Dev | Coll | Dev | Coll | Dev | Coll | Dev | Coll | Dev |
| 0114 | ARKANSAS TECH UNIVERSITY | 10 | 0 | 1 | 0 | 1 | 1 | 0 | 2 | 3 | 2 | 3 | 5 | 0 | 3 | 1 | 4 | 0 | 4 | 0 |
| 5531 | UNIV OF ARKANSAS COMM COLL-MORRILTON | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| ---- | All Other Institutions | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| 9999 | All Institutions | 12 | 0 | 1 | 0 | 1 | 1 | 0 | 2 | 4 | 2 | 4 | 5 | 1 | 3 | 2 | 4 | 1 | 4 | 1 |
| | Percent across institutions | | 0 | 8 | 0 | 8 | 8 | 0 | 17 | 33 | 17 | 33 | 42 | 8 | 25 | 17 | 33 | 8 | 33 | 8 |

**Addendum Table 7: Summary Statistics for Your ACT-tested Students Who Were Placed in College-level or Developmental Courses by High School Rank**

**Remarks:** This table show the number of students who were assigned to college-level / developmental coursework in English, Mathematics, or Reading by ACT self-reported class rank.

| | | | High School Class Rank | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Bottom Half | | | | | | Third Quarter | | | | | | Top (Fourth) Quarter | | | | | |
| | | | English | | Mathematics | | Reading | | English | | Mathematics | | Reading | | English | | Mathematics | | Reading | |
| Code | Name | N | Coll | Dev | Coll | Dev | Coll | Dev | Coll | Dev | Coll | Dev | Coll | Dev | Coll | Dev | Coll | Dev | Coll | Dev |
| 0114 | ARKANSAS TECH UNIVERSITY | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 5 | 2 | 6 | 1 | 7 | 0 |
| 5531 | UNIV OF ARKANSAS COMM COLL-MORRILTON | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| ---- | All Other Institutions | 0 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| 9999 | All Institutions | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 2 | 1 | 5 | 3 | 6 | 2 | 7 | 1 |
| | Percent across institutions | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 0 | 25 | 17 | 8 | 42 | 25 | 50 | 17 | 58 | 8 |