

**South Dakota Board of Regents  
2007 High School to College Transition Report**

**Executive Summary**

The South Dakota *High School to College Transition Report* is an annual report developed by the South Dakota Board of Regents with intent to further develop communication between South Dakota high schools and the Regental system. High school administrators are provided a range of valuable data (e.g., ACT scores, first-year GPA, retention, remedial enrollment, advanced placement, etc.) for their graduates after the first year of college to better ensure that these students are adequately prepared for success at the post-secondary level. During the 2007-08 academic year, a total of 2,665 of the South Dakota High School Graduating Class of 2007 entered Regental Institutions on a full-time basis in Fall 2007, representing 29% of the 9,244 graduates from South Dakota high schools in 2007. This percentage is up slightly from the 28% of those graduates enrolled in 2005. Four noticeable trends emerged in the data depicted in the narrative report:

- A total of 285 South Dakota high school graduates entered Regental Institutions on a part-time basis, representing approximately 10% of the 2007 high school graduates. This represents a 105% increase in the number of part-time students enrolling from the 2006 graduating class. When including part-time students in the overall count, 32% of South Dakota high school graduates entered the Regental system last year.
- The average ACT Composite score of those 2007 SD high school graduates who entered on a full-time basis was 23.5, up significantly from the 2006 average of 22.7. For those who entered on a part-time basis, the average ACT Composite score was 20.4, consistent with the 2006 graduating class.
- The third cohort of the South Dakota Opportunity Scholarship recipients entering the public universities in Fall 2007 was 890 (33% of the South Dakota graduates who entered the public universities this past fall). This represents a 16% increase in the number of SDOS recipients when compared to 2006. One hundred and forty-five (81%) high schools had at least one graduate receive the SDOS.
- The percentage of SD high school graduates who were awarded credit for College Board Advanced Placement Examinations increased for the sixth year in a row from 5% in 2001 to 11% in 2007.

***South Dakota Graduate Remedial Coursework***

Students are placed into remedial English and mathematics courses based on their ACT English and ACT Mathematics scores. Students with ACT English scores below 18 and/or ACT Mathematics scores below 20 are placed into remedial courses. Students may challenge their placement by sitting for the ACT COMPASS placement examinations. Since the analyses in this report is based on the ACT subscores of entering freshmen, the number of students reportedly placed in remedial courses is usually higher than the number of students who enroll in remedial

courses because a set of students use the COMPASS exam to demonstrate that they are ready for college-level courses.

This year marked the most noticeable decline in remedial placement over the past five years. Of those South Dakota high school graduates who entered Regental Institutions on a full-time basis in 2007 and completed at least one semester during the 2007-08 academic year, 74% enrolled in college-level English and mathematics courses and only 26% enrolled in at least one remedial math or English course. Most notably, the number of students required to complete English and math remedial coursework declined by 4% when compared to the 2006 graduating class. Since 2003 the number of South Dakota high school graduates entering the Regental system requiring remedial coursework declined 8% for English and 9% for math.

### ***Recommended Actions for Parents and Students***

An important implication for parents and students to consider regarding a successful transition into post-secondary education is the need to take the right courses in middle school and high school. Preparation for success in college requires completion of rigorous academic courses in high school. For example, Algebra continues to serve as a *gateway* course and school districts should provide and allow prepared students to take Algebra I in the 8<sup>th</sup> grade followed by at least four years of higher-level mathematics in high school that includes Algebra II, Geometry, Trigonometry and Pre-Calculus.

Finally, there are three reasons why it is important that one considers making cost effective decisions while students are in high school. First, a three credit remedial course cost \$658, an additional expense for those students who are unable to begin taking general education coursework at the start of their post-secondary career. Second, remedial courses extend the amount of time it takes to earn a degree because they do not count towards a degree. Finally, high school Advanced Placement Courses save money. A high school advanced placement course can provide a student with college general education credit for a test fee of \$85, saving the student \$459 in tuition. Additionally, well prepared students who entered one of the six Regental Institutions in Fall 2007 were more likely to progress toward graduation during their first year (earning more than 31 credit hours during the fall and spring term).

## **South Dakota High School to College Transition Report 2007 High School Graduates**

The *South Dakota High School to College Transition Report* includes information on the cohort of South Dakota high school graduates who entered Board of Regents universities in Fall 2007 who: 1) graduated from a South Dakota high school in 2007; 2) were first-time students enrolled for 12 or more semester credit hours on the Fall 2007 term census date (10th day of classes); and 3) were admitted to a baccalaureate or associate degree program<sup>1</sup>. A limited amount of information is included on students who were enrolled for fewer than 12 semester credit hours on the Fall 2007 term census date.

The purpose of this report is three-fold. First, the report serves as a tool for enhancing communication between high schools and the public universities governed by the South Dakota Board of Regents. Second, the data provides high schools with information about their graduates' readiness for postsecondary education. Third, the report facilitates collaboration between universities, high schools, and parents to ensure that students are prepared to be successful in college. It is important to understand that the *South Dakota High School to College Transition Report* is only one source of information that high schools may use to assess the preparation of students for post-secondary education. It does NOT compare the quality of high schools, report on all of the high school graduates, or analyze the high schools' class offerings. It does provide a snapshot of students as they make the transition from their high school years and progress through the first year of their college careers. To fulfill the three objectives outlined above, the report is divided into three major sections providing data for First-Time, Full-Time degree-seeking freshman, First-time, Part-time students, as well as South Dakota high school rankings based on university GPA for 2007 high school graduates.

The reports to individual high schools are not posted on the web site but are instead mailed in hard copy to each district principal, superintendent, and school board president. Each individual district report identifies the Regental Institutions in which their students enrolled, includes the graduates' first year performance in college, compares college performance to the average ACT composite score, and indicates placement in Mathematics and English. South Dakota public universities will continue to collaborate with our high schools to improve the readiness of high school graduates for postsecondary education. This partnership will strive to: 1) decrease the number of students under-prepared for postsecondary learning; 2) increase the number of students who are prepared to take full advantage of the academic opportunities offered by universities; 3) offer students the greatest access possible to advanced placement opportunities while they are in high school; and 4) prepare students for jobs that require higher levels of quantitative skills and refined verbal skills.

### **First-Time, Full-Time Students**

### *Degree Seeking Status*

A total of 2,665 graduates from the 2007 South Dakota high school graduating class entered one of the six Regental Institutions on a full-time basis (enrolled for 12 or more hours) as degree-seeking freshman. Of these students, 2,601 (98%) were admitted to baccalaureate degree programs, while the remaining 64 (2%) were admitted to associate degree programs. These 2,665 students represent 29% of the 9,244 South Dakota high school graduates in 2007 (*2006-2007 Education in South Dakota*, DOE).

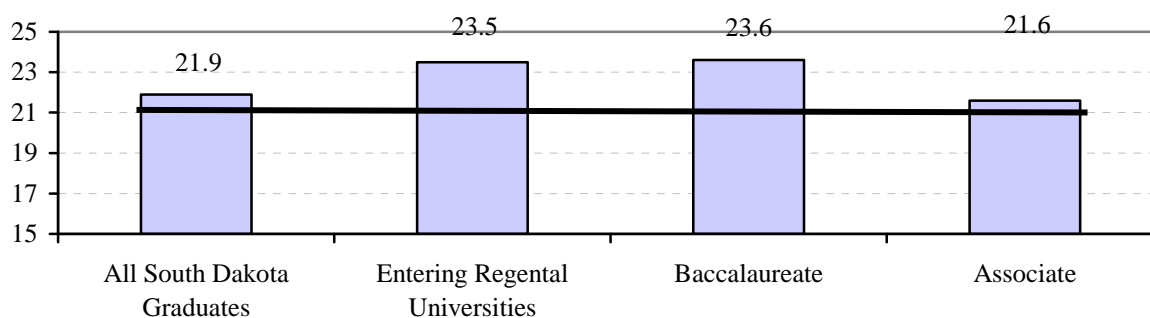
**Table 1**  
*Admission by Institution for High School Graduates Entering Regental Institutions As Full Time Students in Fall 2007*

<b>Degree Type</b>	<b>BHSU</b>	<b>DSU</b>	<b>NSU</b>	<b>SDSMT</b>	<b>SDSU</b>	<b>USD</b>	<b>System</b>
Admitted to BAC	279 (11%)	176 (7%)	195 (7%)	170 (6%)	1,169 (45%)	611 (24%)	<b>2,601 (98%)</b>
Admitted to ASSO	8 (12%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	56 (88%)	<b>64 (25%)</b>
<b>Total Cohort</b>	<b>287 (11%)</b>	<b>176 (7%)</b>	<b>195 (7%)</b>	<b>170 (6%)</b>	<b>1,169 (44%)</b>	<b>667 (25%)</b>	<b>2,665</b>

### *ACT Comparison*

The average ACT Composite score for the 2,665 South Dakota high school graduates entering Regental Institutions who took the ACT was 23.5. Variations in ACT scores existed by degree program with the average ACT composite score for those graduates admitted to baccalaureate degree programs scored a 23.6, while those admitted to associate degree programs scored an average of 21.6. According to ACT's website (<http://www.act.org/news/data/07/data.html>), the average ACT composite score for all South Dakota students in the 2007 graduating class was 21.9, compared with the national average of 21.2. The South Dakota average includes students who did not attend a Regental Institution in Fall 2007 (see Figure 1).

**Figure 1**  
*Comparison of Average ACT Composite Scores for High School Graduates Entering Fall 2007*



*Note: The national mean for the ACT exam was 21.2 for 2007 as depicted by the black indicator line used for comparisons across student classifications.*

### *Retention and Completion Rates*

Of the 2,665 South Dakota high school graduates that entered the system, 2,456 (92%) were still enrolled as full-time students for Spring 2008. When comparing completion rates for both Fall 2007 and Spring 2008, Regental Institutions retained 93% of the graduates during the 2007-08 academic year (see Table 2 for comparison of retention and completion rates by institution), which is an increase from the 91% retained from the 2006 graduating class.

**Table 2**  
**Graduates Retained into Spring 2008 and Completing Both Fall and Spring Semesters**

<i>Institution</i>	<i>Degree Type</i>	<i>Entering Count</i>	<i>Retained at Same Institution Spring 2008<sup>ii</sup></i>	<i>Completed Fall &amp; Spring in Regental System</i>
<i>BHSU</i>	<i>Baccalaureate</i>	279	256 <sup>(92%)</sup>	259 <sup>(93%)</sup>
	<i>Associate</i>	8	7 <sup>(88%)</sup>	7 <sup>(88%)</sup>
	<b><i>Total Cohort</i></b>	287	<b>263<sup>(92%)</sup></b>	<b>266<sup>(93%)</sup></b>
<i>DSU</i>	<i>Baccalaureate</i>	176	165 <sup>(94%)</sup>	169 <sup>(96%)</sup>
	<i>Associate</i>	0	0 <sup>(--%)</sup>	0 <sup>(--%)</sup>
	<b><i>Total Cohort</i></b>	176	<b>165<sup>(94%)</sup></b>	<b>169<sup>(96%)</sup></b>
<i>NSU</i>	<i>Baccalaureate</i>	195	182 <sup>(94%)</sup>	179 <sup>(92%)</sup>
	<i>Associate</i>	0	0 <sup>(--%)</sup>	0 <sup>(--%)</sup>
	<b><i>Total Cohort</i></b>	195	<b>182<sup>(94%)</sup></b>	<b>179<sup>(92%)</sup></b>
<i>SDSMT</i>	<i>Baccalaureate</i>	170	157 <sup>(92%)</sup>	160 <sup>(94%)</sup>
	<i>Associate</i>	0	0 <sup>(--%)</sup>	0 <sup>(--%)</sup>
	<b><i>Total Cohort</i></b>	170	<b>157<sup>(92%)</sup></b>	<b>160<sup>(94%)</sup></b>
<i>SDSU</i>	<i>Baccalaureate</i>	1,169	1,078 <sup>(92%)</sup>	1,079 <sup>(92%)</sup>
	<i>Associate</i>	0	0 <sup>(--%)</sup>	0 <sup>(--%)</sup>
	<b><i>Total Cohort</i></b>	1,169	<b>1,078<sup>(92%)</sup></b>	<b>1,079<sup>(92%)</sup></b>
<i>USD</i>	<i>Baccalaureate</i>	611	562 <sup>(92%)</sup>	566 <sup>(93%)</sup>
	<i>Associate</i>	56	49 <sup>(88%)</sup>	50 <sup>(90%)</sup>
	<b><i>Total Cohort</i></b>	667	<b>611<sup>(92%)</sup></b>	<b>616<sup>(92%)</sup></b>
<i>System</i>	<i>Baccalaureate</i>	2601	2,400 <sup>(92%)</sup>	2,412 <sup>(93%)</sup>
	<i>Associate</i>	64	56 <sup>(88%)</sup>	57 <sup>(89%)</sup>
	<b><i>Total Cohort</i></b>	2,665	<b>2,456<sup>(92%)</sup></b>	<b>2,469<sup>(93%)</sup></b>

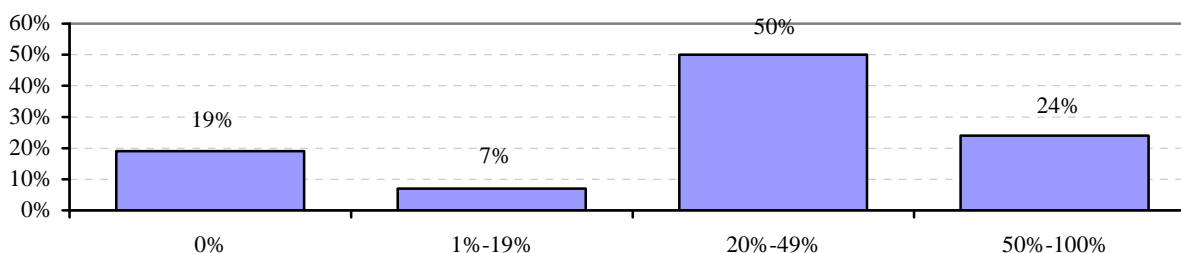
### ***South Dakota Opportunity Scholarship Recipients***

The South Dakota Opportunity Scholarship is a program that awards a \$5,000 scholarship over four years to qualifying high school graduates, beginning with the class of 2004, who complete the Regents Scholar curriculum and maintain certain academic standards. Eligibility is based on an application submitted to the South Dakota postsecondary institution by the students, along with an official high school transcript and verification of a minimum ACT score of 24 (or a SAT score where the sum of the verbal and mathematics score is at least 1090). In Fall 2007, 890 (33%) of the 2,665 South Dakota high school graduates entering South Dakota public universities met the academic performance requirements necessary to receive the South Dakota Opportunity Scholarship.

There were 179 high schools with graduates entering Regental Institutions in Fall 2007. Of those 179 high schools, 42 (24%) had 50% or more of their high school graduates entering the

Regental system receive the South Dakota Opportunity Scholarship (See figure 2). This is an increase of 15 high schools from the 2006 graduating class. There were 34 (19%) high schools that produced no South Dakota Opportunity Scholarship recipients.

**Figure 2**  
**Percentage of High Schools with Graduates Enrolled as South Dakota Opportunity Scholarship Recipients**



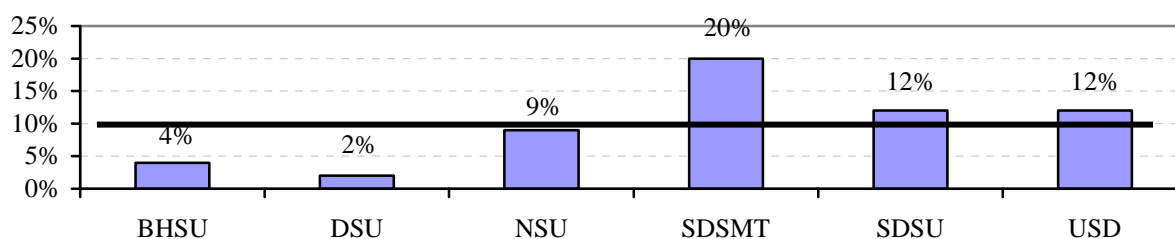
### ***First Year Progress Toward Graduation***

To graduate in four years, students must earn at least 32 credit hours per year and meet academic performance standards. Of the 2,665 South Dakota high school graduates who enrolled Fall 2007 and completed at least one term, only 833 (31%) attempted to take more than 31 credit hours during their fall and spring term; only 790 (30%) actually earned more than 31 credit hours.

### ***Student Advanced Placement Performance***

The advanced placement program is offered by many school districts and supported by both the South Dakota Department of Education and the Regental Institutions. The program provides motivated students an opportunity to take college-level courses in a high school environment that are administered by the College Board (the same organization that administers the SAT to high school juniors and seniors). The AP courses are taught in SD high schools by high school teachers and prepare students to take an AP exam that can gain them college credit. Two hundred and eighty-seven (11%) of South Dakota high school graduates earned AP credit before enrolling in one of the six Regental Institutions in Fall 2007. The institution with the highest percent of AP students was SDSMT with 20% of its 2007 entering class from SD high schools bringing AP credit (see Figure 3 for institutional comparison on AP courses). When examining composite ACT scores, 2007 graduates who enrolled in the Regental Institutions with AP credits had an ACT composite score of 27.0, which was significantly higher than those graduates who did not take AP courses (22.8). Comparatively, students with at least one AP course who entered the system had a mean GPA of 3.22, significantly higher than the 2.69 GPA for graduates who did not earn credit from this program. Similar results were also observed for AP students and their first year progression toward graduation. Advanced Placement students were significantly more likely to earn more than 32 credit hours when compared to students not taking AP courses who earned approximately 27 credits in their first year<sup>iii</sup>.

**Figure 3**  
**Percentage of Students Awarded College Board Advanced Placement by Institution**



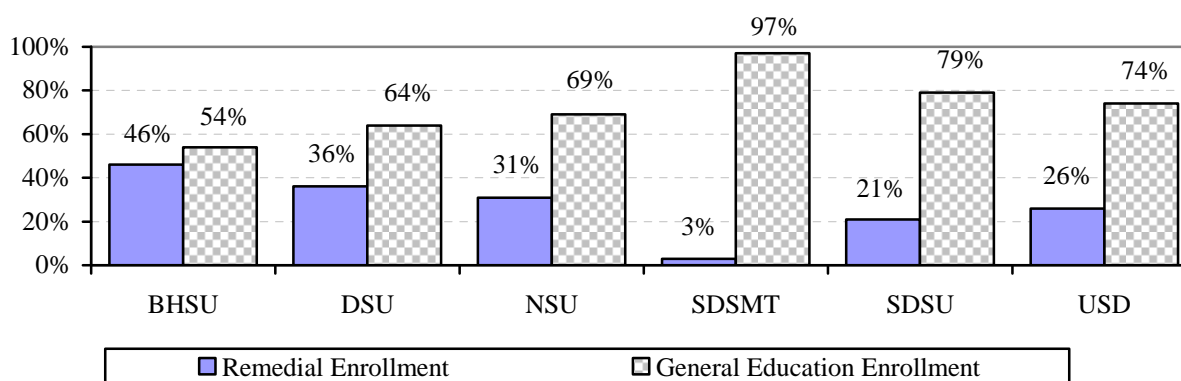
*Note: The system mean for the advanced placement was 11% as depicted by the black indicator line used for comparisons across institutions.*

### ***Institution Remedial Placement and Enrollment***

All entering students are assessed in English and Mathematics to determine their readiness for engaging in college-level general education coursework. Students with ACT English scores below 18 and/or ACT Mathematics scores below 20 are placed into remedial courses in these disciplines. Students may challenge their placement by sitting for the ACT COMPASS placement examinations. Those students who are deemed unprepared for general education courses, are required to enroll in and to demonstrate proficiency in a Math or English (or both) remedial course. A number of students required remedial English (250 or 9%), Mathematics (577 or 22%), or both (142 or 5%). The unduplicated number of students with placement scores indicating a need for remediation was 685 (26%).

For Fall 2007, BHSU had the largest percentage of entering graduates requiring remediation in mathematics and/or English (46%). SDSMT enrolled the fewest number of those students required to take remedial coursework, followed by SDSU, USD, NSU and DSU respectively. See figure 4 for remedial enrollment compared to general education enrollment by institution.

***Figure 4***  
***Comparison of Remedial and General Education Enrollments by Institution***

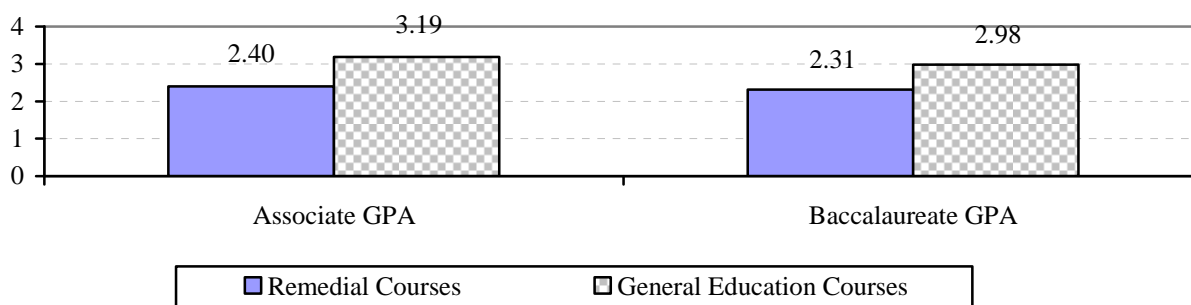


### ***Remedial Placement and Enrollment GPA and ACT Comparisons***

Only those 2,639 full-time students who completed at least one semester during the 2007-08 academic year were used when comparing university grade point averages (GPA) across remedial placement/enrollment and those graduates prepared to enroll in college-level courses. The average university GPA for students whose placement scores indicated a need for remediation in English was 2.1. The average university GPA for students whose placement scores indicated a need for remediation in mathematics was 2.34.

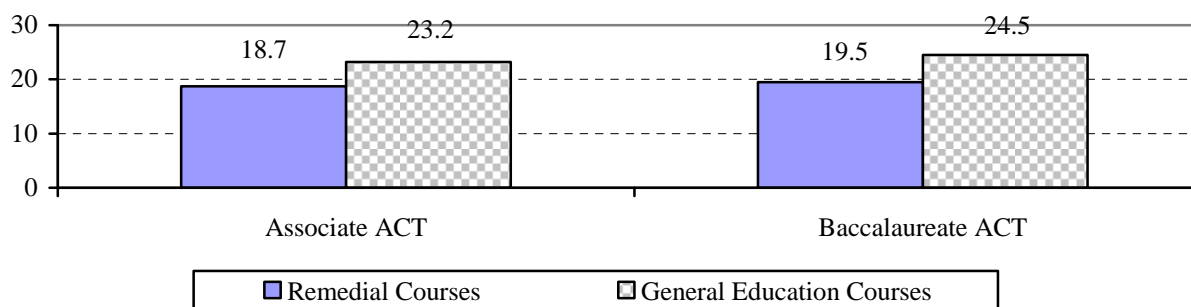
Enrollment and average university GPA for students who completed at least one semester was as follows: 1,917 (73%) enrolled in general education courses and achieved an average university GPA of 2.99. The unduplicated enrollment in remedial courses was 688 (30%) with an average university GPA of 2.32. See figure 5 for comparison of student GPA by degree level for both remedial and general education courses.

**Figure 5**  
**General Education and Remedial Enrollment Average University GPA by Degree Level**



In addition to a lower university grade point average, South Dakota high school graduates enrolled in remedial courses also had a lower average ACT Composite score. Those students pursuing Baccalaureate degree programs scored higher on the ACT for both remedial (19.5 vs. 18.7) and general education (24.5 vs. 23.7). Associate degree-seeking students enrolled in general education courses had a higher average ACT Composite score than baccalaureate degree-seeking students enrolled in remedial courses (see Figure 6).

**Figure 6**  
**General Education and Remedial Enrollment Average ACT Composite Score**



### **Five Year Remedial Placement and Enrollment Trends**

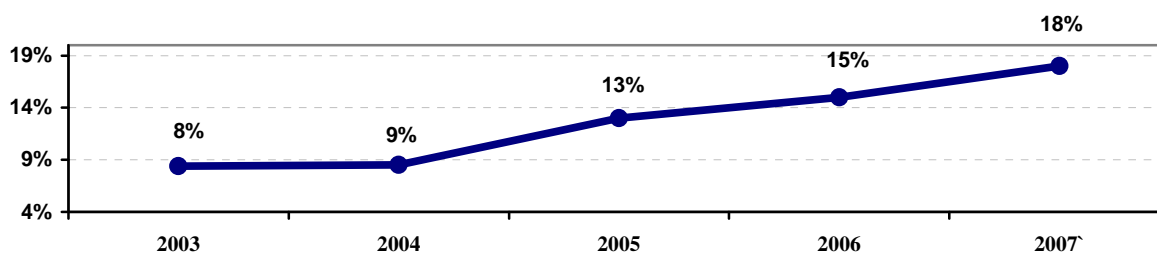
Data on graduate remedial placement were further examined to determine the percentage of students required to take remedial coursework from each of the 179 high schools in South Dakota. Thirty-two (18%) of the South Dakota high schools had no students required to enroll in remedial courses (see Table 2). This represents the largest percentage of high schools requiring no remedial coursework in the past five years. There were a total of 38 high schools that had less than 10% of their students receiving some remedial education.

**Table 2**  
**Five Year Trend for Number of High Schools with Graduates Enrolled in Remedial Courses**

<b>Percent of High School Students</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
0%	19 (12%)	14 (9%)	24 (13%)	27 (15%)	<b>32 (18%)</b>
1 - 9%	3 (2%)	2 (1%)	1 (1%)	3 (2%)	<b>6 (3%)</b>
10 - 24%	21 (13%)	30 (18%)	43 (23%)	41 (23%)	<b>47 (26%)</b>
25 - 49%	87 (54%)	82 (50%)	74 (41%)	73 (40%)	<b>59 (33%)</b>
50 % - Above	30 (19%)	35 (22%)	42 (22%)	35 (20%)	<b>35 (20%)</b>
<b>Total</b>	<b>160</b>	<b>163</b>	<b>184</b>	<b>179</b>	<b>179</b>

Over the previous four years, the percentage of the high schools with no students enrolled in remedial courses had remained below 10% (see Figure 7). Previous *High School Transition to College Report* data removed high schools that had fewer than three students when determining the percent of high schools with no students enrolled in remedial education courses. However, the data depicted in Table 2 and Figure 7 reflect all schools regardless of the number of students enrolled from a particular high school (e.g., includes those schools with 1 and 2 students). Note that this produced a dramatic increase in the total number of schools with no students (13%) when compared to the previous three years. Future installments of Table 2 and Figure 7 will reflect high school performance based on total enrollment numbers.

**Figure 7**  
**Comparison of Percentage of High Schools with No Students Enrolled in Remedial Education**  
**Five Year Trend: 2003-2007**



### ***Five Year Trend Comparison for First-time, Full-time Students***

Comparison of data from South Dakota high school graduates entering Board of Regents universities over a five-year period, between 2003 and 2007, reveals a number of significant changes (see Table 3). First, the number of South Dakota high school graduates entering South Dakota public universities remained relatively stable during the past two years after falling off for the 2004 graduating class. This is important to note when data from the South Dakota Department of Education reports a continual decline in the number of graduates from both public and private high schools in the state. Second, the level of remedial enrollments (unduplicated for mathematics and English) has also experienced a continuous decline dropping to roughly 26% this past year after a high of 34% in 2003. Specifically, graduates requiring remediation in English has dropped by 8% during this five-year period, and 9% for those requiring remediation in mathematics. Finally, the percentage of students receiving credit for College Board Advanced Placement (CBAP) has increased from 7.3% in 2003 to 11% in 2007.

**Table 3**  
***South Dakota High School Graduates Entering Regental Institutions Between 2003-2007***

	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
# Entering Cohort	2,884	2,796	2,690	2,786	<b>2,665</b>
% of SD Graduates Entering Regental System <sup>iv</sup>	30%	28%	29%	30%	<b>29%</b>
Average ACT composite score	22.2	22.5	22.5	22.7	<b>23.2</b>
% awarded credit for CBAP	7.3%	7.9%	9.3%	10.0%	<b>10.8%</b>
% requiring English Remedial Courses	17%	13%	14%	13%	<b>9%</b>
% requiring Mathematics Remedial Courses	30%	27%	25%	25%	<b>21%</b>
% of unduplicated remedial enrollments	34.2%	31.8%	30.8%	30.0%	<b>26%</b>
Average GPA of those in remedial courses	2.23	2.25	2.32	2.30	<b>2.32</b>
Average GPA of those in general education courses	2.92	2.97	2.98	2.97	<b>2.99</b>
Average GPA of all students	2.73	2.79	2.82	2.82	<b>2.85</b>
SD Opportunity Scholarship Recipients		655	693	763	<b>890</b>

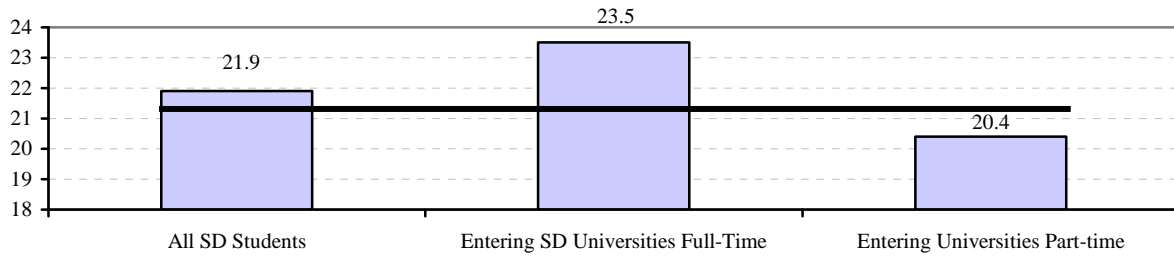
### **First-Time, Part-Time**

A total of 285 South Dakota high school graduates entered Regental Institutions on a part-time basis (enrolled for fewer than 12 hours) in Fall 2007. These students represented approximately 10% of all South Dakota high school graduates entering Regental Institutions in Fall 2007. Of these 285 students, 62% were admitted into baccalaureate degree programs and 38% were admitted into associate degree programs.

### ***ACT scores, Placement and College Board Advanced Placement***

The average ACT composite score for graduates entering Regental Institutions on a part-time basis who took the ACT was 20.4, slightly lower than those entering on a full-time basis (see Figure 8). Of the part-time students completing at least one semester, 141 were enrolled in remedial courses and six were awarded credit for College Board Advanced Placement.

**Figure 8**  
**Comparison of Average ACT Composite Scores**



*Note: Black indicator line represents the national mean for the ACT exam at 21.1 for 2006.*

**Retention and Completion Rates**

Two hundred and thirteen (75%) of these students were still enrolled as part-time students for Spring 2008. When comparing completion rates for both Fall 2007 and Spring 2008, Regental Institutions retained 208 (73%) of the graduates during the 2007-08 academic year (see Table 4 for comparison of retention and completion rates by institution).

**Table 4**  
**Graduates Retained into Spring 2008 and Completing Both Fall and Spring Semesters**

<i>Institution</i>	<i>Degree Type</i>	<i>Entering Count</i>	<i>Retained at Same Institution Spring 2008<sup>v</sup></i>	<i>Completed Fall &amp; Spring in Regental System</i>
<i>BHSU</i>	<i>Baccalaureate</i>	86	69 (80%)	70 (81%)
	<i>Associate</i>	2	2 (100%)	2 (100%)
	<b><i>Total Cohort</i></b>	<b>88</b>	<b>71 (81%)</b>	<b>72 (82%)</b>
<i>DSU</i>	<i>Baccalaureate</i>	5	3 (60%)	3 (60%)
	<i>Associate</i>	14	12 (86%)	10 (71%)
	<b><i>Total Cohort</i></b>	<b>19</b>	<b>15 (79%)</b>	<b>13 (68%)</b>
<i>NSU</i>	<i>Baccalaureate</i>	3	0 (0%)	0 (0%)
	<i>Associate</i>	27	21 (78%)	21 (78%)
	<b><i>Total Cohort</i></b>	<b>30</b>	<b>21 (70%)</b>	<b>21 (70%)</b>
<i>SDSMT</i>	<i>Baccalaureate</i>	3	3 (100%)	3 (100%)
	<i>Associate</i>	2	2 (100%)	2 (100%)
	<b><i>Total Cohort</i></b>	<b>5</b>	<b>5 (100%)</b>	<b>5 (100%)</b>
<i>SDSU</i>	<i>Baccalaureate</i>	45	26 (58%)	24 (53%)
	<i>Associate</i>	44	37 (84%)	34 (77%)
	<b><i>Total Cohort</i></b>	<b>89</b>	<b>63 (71%)</b>	<b>58 (65%)</b>
<i>USD</i>	<i>Baccalaureate</i>	36	25 (69%)	27 (75%)
	<i>Associate</i>	18	13 (72%)	12 (67%)
	<b><i>Total Cohort</i></b>	<b>54</b>	<b>38 (70%)</b>	<b>39 (72%)</b>
<i>System</i>	<i>Baccalaureate</i>	178	126 (71%)	127 (71%)
	<i>Associate</i>	107	87 (81%)	81 (76%)
	<b><i>Total Cohort</i></b>	<b>285</b>	<b>213 (75%)</b>	<b>208 (73%)</b>

## Rank of South Dakota High Schools by Average University GPA of Graduates Entering Regental Institutions Fall 2007

A total of 179 public and private high schools had graduates in 2007 who entered at least one of the Regental Institutions during Fall 2007 as a First-time, Full-time student enrolled for 12 or more hours. Table 4 provides rankings for SD high schools based on student GPA at the end of the Spring semester. (Note that rankings are influenced by the total number of students from a given high school who completed at least two semesters). To protect the privacy of individual students it was necessary to remove individual high school information from the report when fewer than three students were enrolled. Thus, the following data provides rankings for only those high schools with three or more students enrolled in 2007-08.

*Table 4*

### *South Dakota High School Rank by GPA for 2007 High School Graduates Entering Regental Institutions*

<b>Rank</b>	<b>High School</b>	<b># of Students</b>	<b>GPA</b>	<b>Rank</b>	<b>High School</b>	<b># of Students</b>	<b>GPA</b>
1	Langford	5	3.72	27	Selby	7	3.11
2	Hurley	3	3.63	27	Stickney	4	3.11
3	Herreid	4	3.62	28	Madison	32	3.10
4	Saint Mary	10	3.60	29	Rosholt	4	3.09
5	Tripp-Delmont	5	3.59	30	TF Riggs Senior	82	3.08
6	Burke	3	3.50	31	Menno	7	3.07
7	J Valley Christ	4	3.48	31	White Lake	3	3.07
8	Timber Lake	4	3.47	32	Freeman Academy	3	3.06
9	Leola	6	3.42	32	Harrold	3	3.06
10	Ethan	3	3.41	32	Webster	16	3.06
11	Tea Area	12	3.39	33	West Central	30	3.05
12	Colome	7	3.37	34	Mitchell	50	3.04
12	Great Plains Luth	8	3.37	35	Scotland	18	3.03
13	Milbank	16	3.36	36	Dakota Valley	14	3.02
14	Faith	6	3.35	37	Waubay	6	3.01
15	Conde	4	3.23	38	Deubrook	7	3.00
16	Roncalli	18	3.25	38	Parker	10	3.00
17	Bowdle	5	3.24	39	Roosevelt	107	2.99
17	Sunshine Bible Aca	3	3.24	40	Elkton	11	2.98
18	Baltic	4	3.23	41	Lyman	17	2.97
19	Miller	12	3.22	41	McCook Central	10	2.97
20	Plankinton	7	3.21	42	Bon Homme	19	2.96
21	Eureka	5	3.17	42	O Gorman	73	2.96
22	Chamberlain	11	3.16	42	Warner	9	2.96
22	Corsica	4	3.16	42	Wessington Spgs	14	2.96
22	Hanson	4	3.16	43	Castlewood	4	2.95
23	Hamlin	13	3.15	43	Flandreau	13	2.95
24	Harding County	7	3.14	44	Arlington	10	2.94
24	Parkston	17	3.14	44	Emery	4	2.94
24	Platte-Geddes	11	3.14	44	Estelline	7	2.94
24	Stanley County	8	3.14	44	Grant-Deuel	5	2.94
25	Aberdeen Central	74	3.13	44	Highmore	11	2.94
25	RC Christian	5	3.13	44	St Thomas Moore	11	2.94
26	De Smet	7	3.12	44	Tri Valley Senior	16	2.94
26	Edmunds Central	6	3.12	45	Chester	12	2.93
27	Alcester-Hudson	6	3.11	45	Custer	15	2.93
27	Northwestern	4	3.11				

**Table 4 Continued**  
**South Dakota High School Rank by GPA for 2007 High School Graduates Entering Regental Institutions**

Rank	High School	# of Students	GPA	Rank	High School	# of Students	GPA
45	Freeman	13	2.93	63	Redfield	13	2.72
46	Brandon Valley	62	2.92	64	Clark	18	2.70
46	Elk Point	12	2.92	65	Sioux Valley	14	2.69
46	Stevens	141	2.92	66	Lead	14	2.68
47	Deuel	17	2.91	66	Vermillion	31	2.68
48	Dakota Christian	3	2.90	67	Sully Buttes	10	2.67
48	Lemmon	9	2.90	67	Wall	9	2.67
48	Mt Vernon	8	2.90	68	Dupree	7	2.66
49	Avon	6	2.89	69	Centerville	5	2.65
49	Garretson	18	2.89	69	Lincoln	95	2.65
49	Gregory	13	2.89	70	Belle Fourche	22	2.63
49	Iroquois	5	2.89	71	Britton	11	2.61
50	Jones Co	7	2.87	71	Howard	10	2.61
50	Sisseton	6	2.87	72	Lake Preston	8	2.60
51	Canton	16	2.86	73	Gayville-Volin	7	2.59
52	Irene-Wakonda	19	2.84	73	Rutland	5	2.59
53	Colman	10	2.83	73	Viborg	6	2.59
54	Dell Rapids	20	2.82	74	Beresford	20	2.57
54	Groton	18	2.82	74	Brookings	70	2.57
54	Hitchcock-Tulare	9	2.82	74	Wagner Community	10	2.57
54	Hot Springs	7	2.82	75	Faulkton	6	2.56
55	Yankton	95	2.80	75	Henry	6	2.56
56	Harrisburg	32	2.79	76	Gettysburg	13	2.53
56	Watertown Senior	62	2.79	76	Artesian	5	2.53
57	Kadoka	5	2.78	77	Rapid City Central	117	2.50
57	Kimball	8	2.78	77	Wilmot	8	2.50
57	Lennox	18	2.78	78	SF Christian	7	2.42
57	Mobridge	9	2.78	79	Newell	14	2.27
58	Canistota	6	2.77	79	Roslyn	5	2.27
58	Florence	7	2.77	79	Woonsocket	6	2.27
59	Montrose	5	2.76	80	Willow Lake	5	2.22
59	Winner	22	2.76	81	Sturgis	47	2.21
60	Ipswich	9	2.75	82	Douglas	26	2.16
60	New Underwood	7	2.75	83	Oldham-Ramona	4	2.02
60	Philip	10	2.75	84	Bridgewater	3	1.96
60	Spearfish	43	2.75	84	Red Cloud Indian	7	1.96
61	Washington SR	92	2.74	85	Summit	4	1.69
62	Bennett County	4	2.73	86	Todd County	7	.96
62	Hill City	8	2.73	87	Indian Voca	7	.95
63	Huron Senior	59	2.72	88	Cheyenne EB	3	.45

<sup>i</sup> This report does NOT include students who graduated from a high school outside of South Dakota, graduated from a South Dakota high school in a year other than 2007, did not enroll in a Board of Regents university in Fall 2007, or were admitted as a special (not degree seeking) student.

---

<sup>ii</sup> Those retained into the Spring 2008 semester represent students who completed coursework during the Fall 2007 semester. There are a number of instances when students who failed to complete the fall semester, yet returned and completed coursework during the Spring 2008 at either one of the other Regental institutions, or at their home institution. As a result, the total that completed Fall and Spring represents the overall total retained in the system after the first year.

<sup>iii</sup> Students with Advanced Placement (AP) coursework were compared with non-AP students using a series of Independent Sample T-tests to assess the statistical significance for determining the influence of AP coursework on a variety of student outcomes. Statistical significance was demonstrated for ACT composite score ( $t = 21.25, p < .001, \eta^2 = .63$ ), first year GPA ( $t = 11.26, p < .001, \eta^2 = .41$ ), and first year progression toward graduation ( $t = 13.01, p < .001, \eta^2 = .40$ ). Overall AP coursework contributed between 63% and 40% of the variance for these 2006 South Dakota graduates that entered the Regental system.

<sup>iv</sup> \*Based on graduating class figures provided by SD Department of Education.

<sup>v</sup> Those retained into the Spring 2008 semester represent students who completed coursework during the Fall 2007 semester. There are a number of instances when students who failed to complete the fall semester, yet returned and completed coursework during the Spring 2008 at either one of the other Regental institutions, or at their home institution. As a result, the total that completed Fall and Spring represents the overall total retained in the system after the first year.