

South Dakota Board of Regents

South Dakota High School to College Transition Report 2005 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 2005 who: 1) graduated from a South Dakota high school in 2005; 2) were first-time students enrolled for 12 or more semester credit hours on the Fall 2005 term census date (10th day of classes); and 3) were admitted to a baccalaureate or associate degree programⁱ. A limited amount of information is included on students who were enrolled for fewer than 12 semester credit hours on the Fall 2005 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.

Section 1: 2005 Performance and Profiles for South Dakota High School Graduates Entering Regental Institutions Fall 2005 as First-Time, Full-Time (Enrolled for 12 or More Hours) Degree-Seeking Freshmen

1. Number and Status of Students Entering Regental Institutions
2. Number of Students with ACT Scores and Average Scores
3. Regents Scholar and South Dakota Opportunity Scholarship Recipients
4. First Year Progress Toward Graduation
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6. Institution Remedial Placement and Enrollment
7. Remedial Placement and Enrollment GPA and ACT Comparisons
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Section 2: 2005 Performance and Profiles for South Dakota High School Graduates Entering Regental Institutions Fall 2005 as First-Time, Part-Time (Enrolled for fewer than 12 Hours)

1. Degree Level at Admission
2. Remedial Placement and Enrollment
3. Comparison of Remedial and Degree Credit Placement
4. Credit Awarded for College Board Advanced Placement Examinations

Section 3: Rank of South Dakota High Schools by Average University GPA of Graduates Entering Regental Institutions Fall 2005 and Enrolled for 12 or More Hours

Individual High School Data

The reports to individual high schools are not posted on the web site but are instead mailed in hard copy to each district 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 underprepared 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

Section 1
2005 South Dakota High School Graduates Entering Regental Institutions Fall 2005 as First-Time, Full-Time (Enrolled for 12 or More Hours) Degree-Seeking Freshmen

Degree Seeking Status

The Summary of High School Student Profiles for 2005 indicates that a cohort of 2,690 South Dakota high school graduates entered Regental Institutions on a **full-time** basis. Of this cohort, 93.4% were admitted to baccalaureate degree programs and 6.6% were admitted to associate degree programs. These 2,690 students represent 28.6% of the 9,394 South Dakota high school graduates in 2005 (*2004-2005 Education in South Dakota*, DOE).

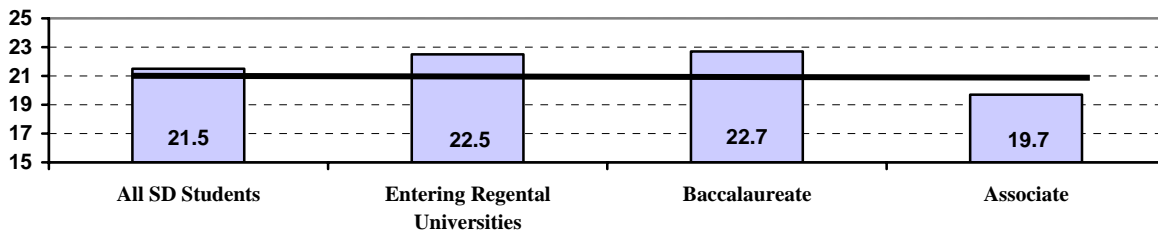
Table 1
Admission by Institution for High School Graduates Entering Regental Institutions As Full Time Students in Fall 2005

Degree Type	BHSU	DSU	NSU	SDSMT	SDSU	USD	System
Admitted to BAC	268 (98.5%)	190 (88.4%)	170 (75.3%)	182 (92.4%)	1086 (97.7%)	616 (92.1%)	2512 (93.4%)
Admitted to ASSO	4 (1.5%)	25 (11.6%)	56 (24.7%)	15 (7.6%)	25 (2.3%)	53 (7.9%)	178 (6.6%)
Total Cohort	272	215	226	197	1111	669	2690

Act Comparison

The average ACT Composite score for the 2,690 South Dakota high school graduates entering Regental Institutions who took the ACT was 22.5. The average ACT composite score for the 2,512 (93.4%) admitted to baccalaureate degree programs was 22.7, and for the 178 (6.6%) admitted to associate degree programs it was 19.7. According to ACT's website (<http://www.act.org/news/data/05/charts/index.html>), the average ACT composite score for all South Dakota students in the 2005 graduating class was 21.5, compared with the national average of 20.9. The South Dakota average includes students who did not attend a Regental Institutions in Fall 2005 (see Figure 1).

Figure 1
Comparison of Average ACT Composite Scores for High School Graduates Entering Fall 2005



Note: The national mean for the ACT exam was 20.9 for 2005 as depicted by the black indicator line used for comparisons across student classifications.

Retention and Completion Rates

Of the 2,690 South Dakota high school graduates that entered the system, 2,444 (90.9%) were still enrolled as full-time students for Spring 2006. When comparing completion rates for both Fall 2005 and Spring 2006, Regental Institutions retained 91.3% of the graduates during the 2005-06 academic year (see Table 2 for comparison of retention and completion rates by institution).

Table 2
Degree Admitted to By Institution – Entering Count

Institution	Degree Type	Retained Fall 2005 to Spring 2006			Completed Both Fall 2005 and Spring 2006		
		Entering Count	Enrolled Spring	% Retained	Entering Count	Completed Fall & Spring	% Retained
BHSU	Baccalaureate	268	222	82.8%	268	223	83.2%
	Associate	4	3	75%	4	3	75.0%
	Total Cohort	272	225	82.7%	272	226	83.1%
DSU	Baccalaureate	190	171	90.0%	190	167	87.9%
	Associate	25	24	96.0%	25	25	100.0%
	Total Cohort	215	195	90.7%	215	192	89.3%
NSU	Baccalaureate	170	152	89.4%	170	157	92.4%
	Associate	56	44	78.6%	56	44	78.6%
	Total Cohort	226	196	86.7%	226	201	88.9%
SDSMT	Baccalaureate	182	167	91.8%	182	168	92.3%
	Associate	15	12	80.0%	15	13	86.7%
	Total Cohort	197	1	90.9%	197	181	91.9%
SDSU	Baccalaureate	1086	1019	93.8	1086	1023	94.2%
	Associate	25	22	88.0%	25	22	88.0%
	Total Cohort	1111	1041	93.7%	1111	1045	94.1%
USD	Baccalaureate	616	558	90.6%	616	560	90.9%
	Associate	53	50	94.3%	53	50	94.3%
	Total Cohort	669	608	90.9%	669	610	91.2%
System	Baccalaureate	2512	2289	91.1%	2512	2298	91.5%
	Associate	178	155	87.1%	178	157	88.2%
	Total Cohort	2690	2444	90.9%	2690	2455	91.3%

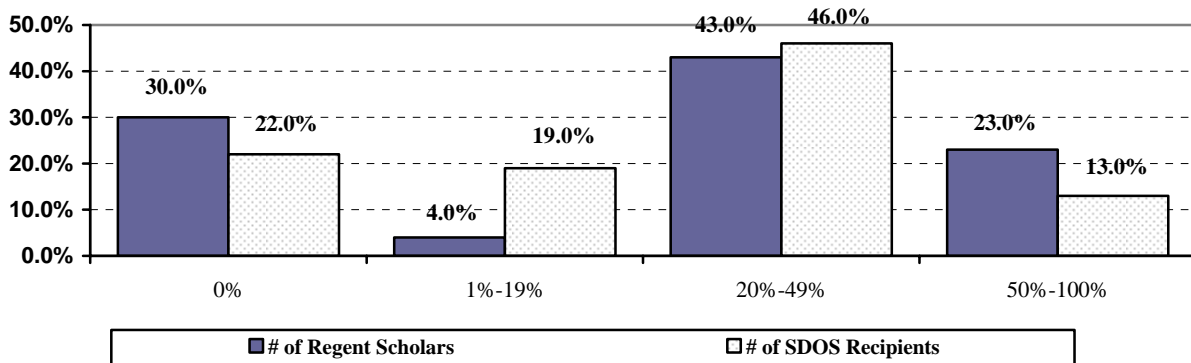
Regents Scholars and South Dakota Opportunity Scholarship Recipients

South Dakota high school graduates who complete high school coursework and meet academic performance requirements specified by the Board of Regents are eligible to be recognized as Regents Scholars and receive Regents Scholars Diplomas. High school administrators nominate students to the Department of Education. High school graduates designated as Regents Scholars automatically are admitted to all six Regental Institutions. In Fall 2005, 956 (35.5%)ⁱⁱ of the 2,690 South Dakota high school graduates entering South Dakota public universities met the academic performance requirements necessary for Regents Scholars recognition.

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 1070). In Fall 2005, 693 (25.8%) of the 2,690 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 184 high schools with graduates entering Regental Institutions in Fall 2005. Of those 184 high schools, 43 (23.4%) had at least half of their students designated as Regents Scholars and 23 (13%) as South Dakota Opportunity Scholarship Recipients (See figure 2). There were 56 high schools (30%) that produced no Regents Scholars, and 41 (22%) without at least one South Dakota Opportunity Scholarship Recipient.

Figure 2
Percentage of High Schools with Graduates Enrolled as Regent Scholars and South Dakota Opportunity Scholarship Recipients



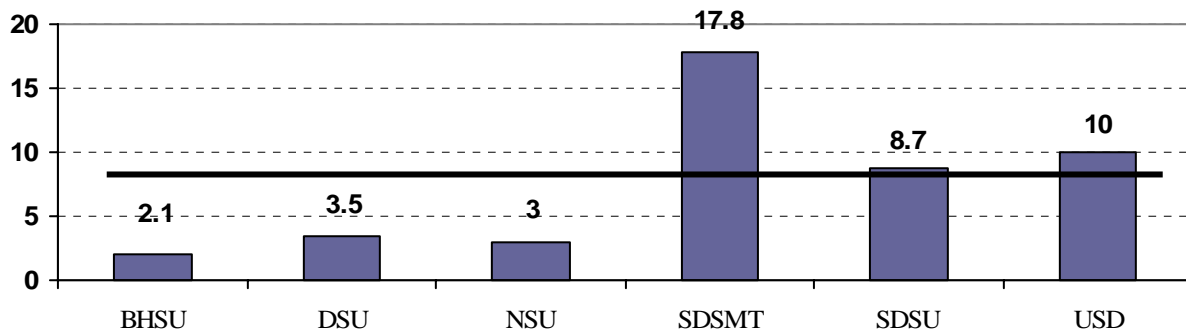
First Year Progress Toward Graduation

To graduate in four years, students must earn at least 32 credit hours per year and meet academic performance standards. Of the 2,690 SD high school graduates who enrolled Fall 2005 and completed at least one term, only 723 (26.9%) attempted to take more than 31 credit hours during their fall and spring term; only 696 (25.9%) 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 qualify students to take an AP exam that can gain them college credit. Two Hundred and forty-eight (9.3%) of SD high school graduates earned AP credit before enrolling in one of the six Regental Institutions in Fall 2005. The institution with the highest percent of AP students was SDSMT with 17.8% of the 2005 entering class from SD high schools bringing AP credit (see Figure 3 for institutional comparison on AP courses). When examining composite ACT scores, 2005 graduates who enrolled in the Regental Institutions with AP credits had an ACT composite score of 27.2 which was significantly higher than those graduates who did not take AP courses (21.9). Comparatively, students with at least one AP course who entered the system had a mean GPA of 3.22, significantly higher than the 2.66 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 31 credit hours when compared to students not taking AP courses who earned approximately 27 credits in their first yearⁱⁱⁱ.

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



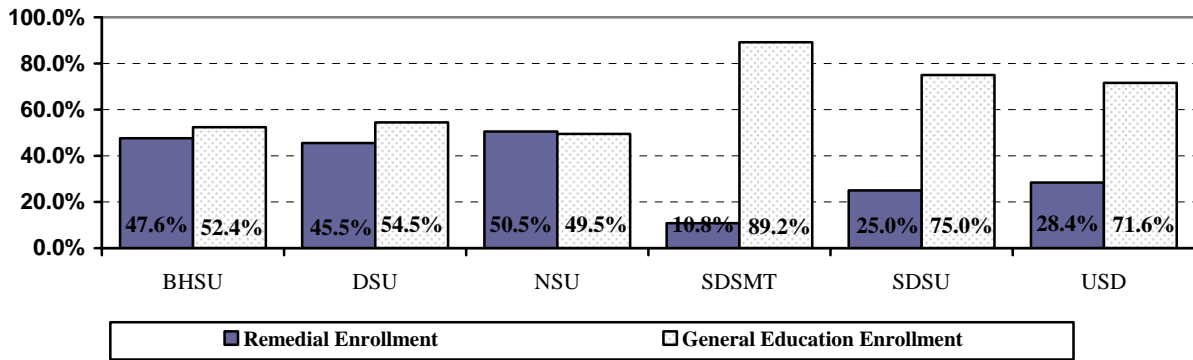
Note: The system mean for the advanced placement was 9.3% as depicted by the black indicator line used for comparisons across institutions.

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. For Fall 2005, 396 (14.4%) students had placement scores indicating a need for remedial English, 686 (24.8%) students needed remedial mathematics, and 255 (9.2%) students needed both areas. The unduplicated number of students with placement scores indicating a need for remediation was 827 (30.7%).

Comparison of enrollment in general education and remedial courses includes only those 2,656 full time students who completed at least one semester during the 2005-06 academic year. Those students who then enrolled in remedial courses represented 30.8% of 2005 South Dakota high school graduates. For Fall 2005, NSU was the only Regental Institution where students requiring remediation in mathematics and/or English (50.5%) outnumbered those who were prepared for college-level course work (49.5%). SDSMT enrolled the fewest number of those students required to take remedial coursework, followed by SDSU, USD, DSU and BHSU 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

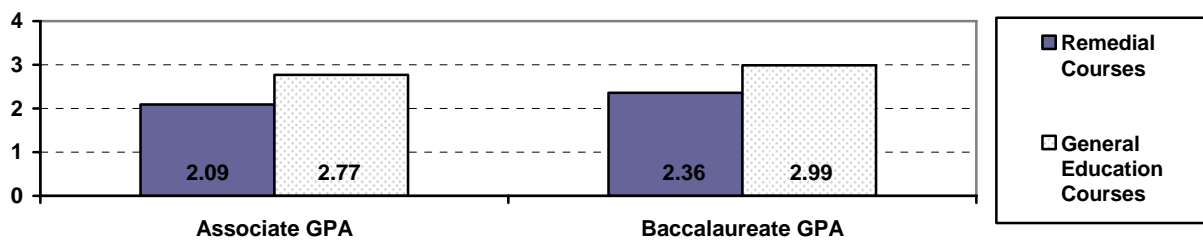


Remedial Placement and Enrollment GPA and ACT Comparisons

Only those 2,656 full-time students who completed at least one semester during the academic year 2005-05 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 2.21. The average university GPA for students whose placement scores indicated a need for remediation in mathematics was 2.30.

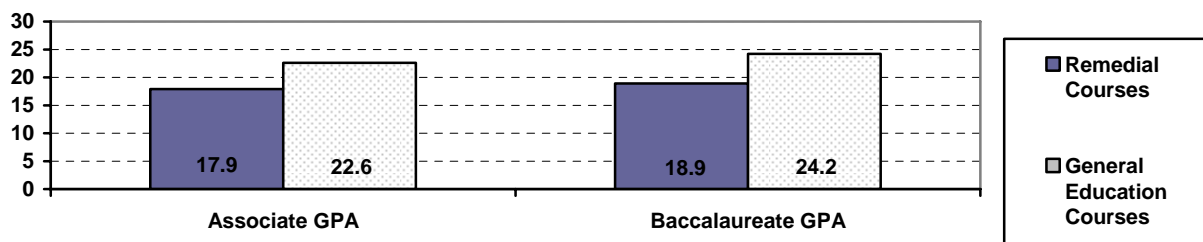
Enrollment and average university GPA for students who completed at least one semester was as follows: 1,838 (69.2%) enrolled in general education courses and achieved an average university GPA of 2.98; 371 enrolled in remedial English and 679 in remedial mathematics with 232 enrolled in both. The unduplicated enrollment in remedial courses was 818 (30.8%) 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 (18.9 vs. 17.9) and general education (22.6 vs. 24.2). Associate degree-seeking students enrolled in general education courses had a higher average ACT Composite score and a higher average university GPA than baccalaureate degree-seeking students enrolled in remedial courses (see Figure 5 & 6).

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



Five Year Remedial Placement and Enrollment Trends

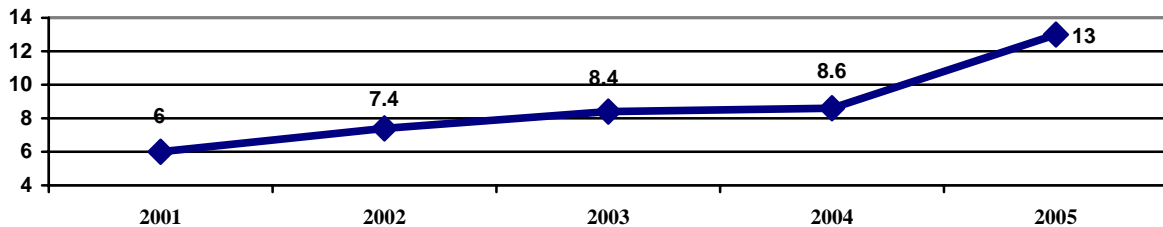
Of 184 high schools with Class of 2005 graduates entering Regental Institutions, 24 (13%) had no students required to enroll in remedial courses (see Table 2). There were a total of 25 high schools that had less than 10% of their students receiving some remedial education.

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

Percent of High Schools	2001	2002	2003	2004	2005
0%	8	12	19	14	24
1 - 9%	1	3	3	2	1
10 - 24%	30	24	21	30	43
25 - 49%	90	80	87	82	75
50 % - Above	31	44	30	35	42
Total	160	163	160	163	184

Over the previous four years, the percentage of the high schools with no students enrolled in remedial courses had remained below 10 percent (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 two and figure eight reflect all schools irregardless 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 4 years. Future installments of table two and figure eight 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: 2001-2005



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 2001 and 2005, reveals some change (see table 3). The number of South Dakota high school graduates entering South Dakota public universities steadily increased from 2001-2003 but showed a slight decline during the 2004-05 and 2005-06 academic years. However, the percentage of South Dakota high school graduates entering Regental Institutions increased between the 2004-05 and the 2005-06 academic years. The percentage of students receiving credit for College Board Advanced Placement (CBAP) has increased from 5.1% in 2001 to 9.3% in 2005. The percentage of students enrolling in remedial courses (unduplicated) also slightly increased from 33.8% in 2001 to 34.2% in 2003 but dropped slightly to 30.4% in 2005.

Table 3
South Dakota High School Graduates Entering Regental Institutions Between 2001-2005

	2001	2002	2003	2004	2005
# Entering Cohort	2,660	2,722	2,884	2,796	2,690
% of SD Graduating Class from All High Schools Entering Regental Institutions*	27.9%	27.9%	30.2%	28.1%	28.6%
Average ACT composite score	22.0	22.2	22.2	22.5	22.5
% awarded credit for CBAP	5.1%	6.5%	7.3%	7.9%	9.3%
% of unduplicated remedial enrollments in English and Math courses	33.8%	34.2%	34.2%	31.8%	30.8%
% enrolled in general education English and Math courses	66.2%	65.8%	65.8%	68.2%	69.2%
Average GPA of those in remedial courses	2.25	2.29	2.23	2.25	2.32%
Average GPA of those in general education courses	2.99	2.95	2.92	2.97	2.98
Average GPA of all students at end of year	2.78	2.76	2.73	2.79	2.82
Regents Scholar Recipients	668	666	734	874	956
South Dakota Opportunity Scholarship Recipients				655	693

*Based on graduating class figures provided by SD Department of Education.

Section 2

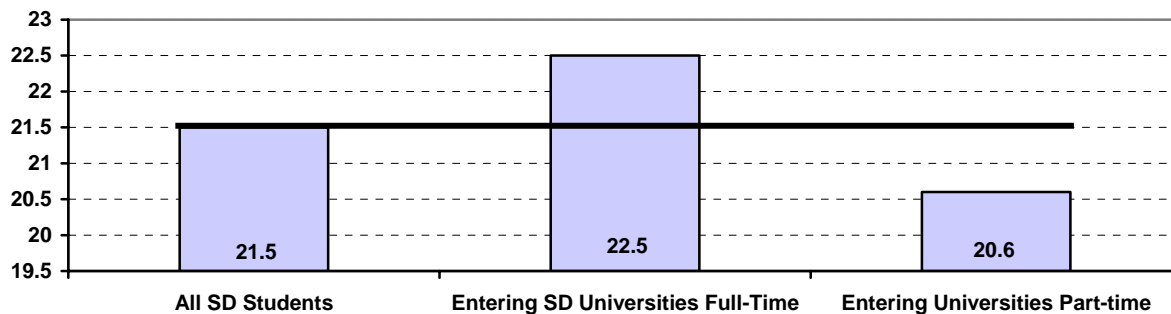
South Dakota High School Graduates Entering Regental Institutions Fall 2005 as First-Time, Part-Time (Enrolled for fewer than 12 Hours)

A total of 239 South Dakota high school graduates entered Regental Institutions on a part-time basis in Fall 2005. These students represented approximately 3% of all South Dakota high school graduates entering Regental Institutions in Fall 2005. Of these 239 students, a total of 159 were retained through the Fall and Spring semesters. Of these 159 students, 86.8% were admitted into baccalaureate degree programs and 13.2% were admitted into associate degree programs.

Part-time student ACT scores, placement and college board advanced placement.

The average ACT composite score for the 159 South Dakota high school graduates entering Regental Institutions on a part-time basis who took the ACT was 20.6. Students entering on a part-time basis had lower average ACT composite scores than students entering on a full-time basis (see Figure 8). Of the 159 South Dakota high school graduates entering Regental Institutions Fall 2005 on a part-time basis and completing at least one semester, 102 were enrolled in remedial courses and 14 were awarded credit for College Board Advanced Placement.

Figure 8
Comparison of Average ACT Composite Scores



Note: The national mean for the ACT exam was 20.9 for 2005 as depicted by the black indicator line used for comparisons across student classifications.

Retention and Completion Rates

Of the 239 South Dakota high school graduates that entered the system as First-time, Part-time students, 153 (64%) were still enrolled as part-time students for Spring 2006. When comparing completion rates for both Fall 2005 and Spring 2006, Regental Institutions retained 159 (66.5%) of the graduates during the 2005-06 academic year (see Table 4 for comparison of retention and completion rates by institution).

Table 4
Degree Admitted to By Institution – Entering Count

Institution	Degree Type	Retained Fall 2005 to Spring 2006			Completed Both Fall 2005 and Spring 2006		
		Entering Count	Enrolled Spring	% Retained	Entering Count	Completed Fall & Spring	% Retained
BHSU	Baccalaureate	104	74	71.2%	104	75	72.1%
	Associate	0	0	0.0%	0	0	0.0%
	Total Cohort	104	74	71.2%	104	75	72.1%
DSU	Baccalaureate	11	7	63.6%	11	6	54.5%
	Associate	4	2	50.0%	4	2	50.0%
	Total Cohort	15	9	60.0%	15	8	53.3%
NSU	Baccalaureate	4	0	0.0%	4	0	0.0%
	Associate	2	0	0.0%	2	0	0.0%
	Total Cohort	6	0	0.0%	6		0.0%
SDSMT	Baccalaureate	7	6	85.7%	7	6	85.7%
	Associate	1	1	100.0%	1	1	100.0%
	Total Cohort	8	7	87.5%	8	7	87.5%
SDSU	Baccalaureate	41	20	48.8%	41	21	51.2%
	Associate	2	1	50.0%	2	1	50.0%
	Total Cohort	43	21	48.8%	43	22	51.2%
USD	Baccalaureate	42	27	64.3%	42	30	71.4%
	Associate	21	15	71.4%	21	17	80.9%
	Total Cohort	63	42	66.7%	63	47	74.6%
System	Baccalaureate	209	134	64.1%	209	138	66.0%
	Associate	30	19	63.3%	30	21	70.0%
	Total Cohort	239	153	64.0%	239	159	66.5%

Section 3

Rank of South Dakota High Schools by Average University GPA of Graduates Entering Regental Institutions Fall 2005 and Enrolled for 12 or More Hours

A total of 184 public and private high schools had graduates in 2005 who entered at least one of the Regental Institutions during Fall 2005. Table 5 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 2005-06.

Table 4

South Dakota High School Rank by GPA for 2005 High School Graduates Entering Regental Institutions

Rank	High School	# of Students	GPA		Rank	High School	# of Students	GPA
1	Bonesteel HS	6	3.61		26	Hoven HS	6	3.03
2	Sully Buttes HS	4	3.60		27	Canistota HS	6	3.02
3	Tripp-Delmont HS	8	3.53		27	Ethan HS	4	3.02
4	Irving School	3	3.44		27	Garretson HS	15	3.02
5	Edmunds Central HS	5	3.41		28	Flandreau HS	9	3.01
6	Gayville- Volin HS	4	3.38		28	McCook Central HS	13	3.01
7	Marion HS	5	3.37		29	Dakota Christian HS	3	3.00
8	Emery HS	4	3.36		30	Chester Area HS	11	2.99
8	Oldham- Ramona HS	3	3.36		30	McLaughlin HS	3	2.99
9	Herreid HS	4	3.35		31	Parker HS	12	2.98
10	Scotland HS	13	3.34		31	Selby HS	7	2.98
11	Harding County HS	6	3.30		31	Wilmot HS	6	2.98
11	SF Christian	12	3.30		32	Irene HS	3	2.97
12	Highmore HS	8	3.29		33	Roosevelt HS	127	2.95
13	Leola HS	7	3.28		33	Rosholt HS	5	2.95
14	Corsica HS	12	3.24		33	Vermillion HS	29	2.95
14	Hamlin HS	13	3.24		33	Arlington HS	15	2.94
15	Wolsey HS	8	3.23		34	Belle Fouche HS	16	2.92
16	Colome HS	7	3.22		35	Bon Homme HS	10	2.91
17	Gettysburg HS	21	3.21		36	Centerville HS	8	2.91
18	New Underwood Sch	6	3.15		36	Little Wound Day S	3	2.91
19	Alcester- Hudson HS	5	3.14		36	Menno HS	6	2.91
19	Webster HS	17	3.14		36	Stickney HS	6	2.91
20	Conde HS	5	3.13		36	T F Riggs Senior HS	77	2.91
20	Eureka HS	8	3.13		37	Cheyenne E B HS	4	2.90
20	Montrose HS	5	3.13		37	Great Plains Luth	9	2.90
20	RC Christian HS	9	3.13		37	Saint Mary HS	8	2.90
21	Geddes HS	4	3.12		37	Wagner Comm. HS	19	2.90
22	Faulkton HS	10	3.11		38	Doland HS	6	2.89
22	Parkston HS	22	3.11		39	De Smet HS	12	2.88
23	Lemmon HS	8	3.10		39	OGorman HS	36	2.88
23	Northwestern HS	12	3.10		40	Sturgis HS	44	2.87
23	Philip HS	10	3.10		41	Bridgewater HS	5	2.86
24	Freeman HS	15	3.06		41	Deuel HS	11	2.86
24	Waubay HS	4	3.06		41	Harrold HS	3	2.85
25	Yankton HS	63	3.04		41	Madison HS	49	2.85

Table 4 Continued
**South Dakota High School Rank by GPA for 2005 High School Graduates Entering Regental Institutions
 Falls 2005**

Rank	High School	# of Students	GPA		Rank	High School	# of Students	GPA
42	Winner HS	19	2.85		62	Wakonda HS	6	2.62
43	Armour HS	3	2.84		63	Burke HS	11	2.61
43	Viborg HS	8	2.84		64	Frederick HS	3	2.60
43	Watertown Senior HS	83	2.84		64	Todd County HS	8	2.60
44	Platte HS	13	2.83		65	Roncalli HS	22	2.58
44	West Central HS	14	2.83		65	Spearfish HS	40	2.58
45	Britton HS	8	2.82		66	Miller HS	8	2.57
45	Wessington SPGS HS	7	2.82		66	Newell HS	10	2.57
46	Dakota Valley HS	15	2.81		67	Castlewood HS	5	2.56
47	Brookings HS	60	2.80		67	Dell Rapids HS	24	2.56
47	Harrisburg HS	17	2.80		68	Iroquois HS	4	2.55
47	Stevens HS	124	2.80		68	Lake Preston HS	10	2.55
47	St Thomas Moore	23	2.80		68	Roslyn HS	8	2.55
48	Beresford HS	26	2.79		69	Chamberlain HS	14	2.54
48	Kadoka HS	6	2.79		69	Florence HS	6	2.54
48	Lincoln HS, SF	67	2.79		70	Lennox HS	27	2.52
48	Stanley County HS	13	2.79		70	Mobridge HS	11	2.52
48	Washington SR HS	107	2.79		71	Plankinton HS	5	2.49
49	Grant-Deuel HS	5	2.78		72	Ipswich HS	11	2.47
49	Hanson HS	5	2.78		73	Custer HS	12	2.46
50	Elkton HS	12	2.77		74	Hurley HS	5	2.39
50	Mitchell HS	39	2.77		75	Hot Springs HS	10	2.37
50	Sioux Valley HS	14	2.77		75	Midland HS	3	2.37
51	Avon HS	8	2.76		76	Hill City HS	11	2.34
51	Huron Senior HS	55	2.76		77	Warner HS	8	2.33
51	Tri-Valley Senior	24	2.76		78	Bennett County HS	6	2.27
51	Willow Lake HS	5	2.76		79	Faith HS	3	2.26
52	Redfield HS	20	2.75		80	Baltic HS	8	2.25
52	Wall High School	16	2.75		80	Jones Co. HS	9	2.25
52	Brandon Valley HS	61	2.73		80	Tea Area HS	4	2.25
52	Elk Point HS	23	2.73		81	Bison HS	5	2.24
52	Rapid City Central	99	2.73		82	Lyman HS	7	2.18
53	Colman HS	13	2.72		83	Edgemont HS	4	2.06
53	Deubrook HS	8	2.72		84	Clark HS	7	2.03
53	Gregory HS	12	2.72		85	Waverly HS	5	2.01
53	Milbank HS	24	2.72		86	Bowdle HS	4	1.63
54	Douglas HS	30	2.71		89	Indian Voca HS	5	1.58
55	Artesian HS	6	2.70		90	Red Cloud Indian S	4	1.51
56	Aberdeen Central	89	2.69					
56	Canton HS	19	2.69					
57	Lead HS	24	2.67					
58	Howard HS	13	2.66					
58	Timber Lake HS	3	2.66					
59	Estelline HS	5	2.65					
59	Mt. Vernon HS	13	2.65					
60	Langford HS	13	2.64					
61	Sisseton HS	12	2.63					
62	Groton HS	22	2.62					

ⁱ 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 2005, did not enroll in a Board of Regents university in Fall 2005, or were admitted as a special (not degree seeking) student

ⁱⁱ This marks a 4% increase in the total percentage of students recognized as Regents Scholars from the 2004 South Dakota high school graduating class.

ⁱⁱⁱ 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 ($t = 22.03, p < .001, \eta^2 = .63$), first year GPA ($t = 15.79, p < .001, \eta^2 = .41$), and first year progression toward graduation ($t = 17.34, p < .001, \eta^2 = .40$). Overall AP coursework contributed between 63% and 40% of the variance for these 2005 South Dakota graduates that entered the Regental system.