



\*\*\* Special Data Analysis \*\*\*

## *2012 High School to College Transition Report*

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*Each year, SDBOR conducts an analysis of the first-year performance of Regental students matriculating from each of the state's school districts. Individualized district-level reports are given to each school district to help ensure that future high school graduates are adequately prepared for postsecondary success. These district reports – which are mailed to each district's school board president, superintendent, and high school principal – cover a wide swath of first-year student outcomes, including but not limited to: institutions enrolled, academic performance, and retention outcomes. The South Dakota High School to College Transition Report is an annual publication that caps the above reporting effort by summarizing statewide data for all first-year Regental students transitioning from an in-state high school.*

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### ***Dataset and Delimitations***

The *High School to College Transition Report* summarizes data from the cohort of high school graduates who entered a Regental university in Fall 2012. Specifically, the dataset used in this report includes those students who were: 1) graduates of a South Dakota high school as a member of the class of 2012; 2) admitted to a Regental baccalaureate or associate's degree program; and 3) enrolled in 12 or more credit hours as of the Fall 2012 census date.

It is important to understand that this report is only one source of information that high schools may use to assess the preparation of their students for postsecondary education. This document does not report on districts' entire populations of graduates, does not analyze high schools' course offerings, and does not compare the quality of high schools.

### ***Analysis Group: 2012 High School Graduating Class***

A total of 2,885 students from South Dakota's high school graduating class of 2012 entered a Regental institution in Fall 2012, 2,874 of whom entered on a full-time basis. These 2,874 full-time students serve as the primary analysis group of this report. Table 1 offers a comprehensive quantitative portrait of these 2,874 students, and also provides comparable data for past cohorts. Discussion of these measures continues below the table.

**Table 1**  
**SD High School Graduates Entering Regental Institutions on a Full-Time Basis**

<b>Entering Cohort</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<i>n</i> Entering Cohort	2,791	2,736	2,940	2,834	2,874
% of SD Graduates Entering Regental System (FT)	31.0%	31.5%	32.9%	31.7%	32.1%
<b>ACT Scores</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Mean ACT Composite Score	23.1	23.0	22.9	23.0	22.9
% Meeting English Benchmark	83.4%	81.0%	84.2%	82.9%	83.2%
% Meeting Reading Benchmark	69.6%	68.9%	68.3%	67.8%	68.5%
% Meeting Math Benchmark	61.3%	56.9%	58.9%	60.7%	63.2%
% Meeting Science Benchmark	43.5%	41.9%	42.8%	44.3%	45.2%
% Meeting No ACT Readiness Benchmarks	9.7%	11.4%	10.9%	10.7%	10.3%
% Meeting 1-3 ACT Readiness Benchmarks	55.8%	56.4%	54.4%	53.8%	52.9%
% Meeting All Four ACT Readiness Benchmarks	34.4%	32.1%	34.8%	35.5%	36.8%
<b>Remedial Placement</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
% with English Remedial Placement	14.0%	13.6%	13.2%	13.7%	13.0%
% with Math Remedial Placement	22.0%	24.2%	25.0%	23.1%	22.5%
% with English (or) Math Remedial Placement	27.9%	29.1%	29.6%	28.4%	27.4%
Avg. Cumu. GPA – Those w/ Remedial Placement	2.30	2.33	2.30	2.36	2.40
Avg. Cumu. GPA – Those w/o Remedial Placement	2.93	2.99	2.96	3.00	3.04
Avg. Cumu. GPA of All (FT) Students	2.80	2.84	2.77	2.83	2.87
<b>Second Semester Retention</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
2 <sup>nd</sup> Semester Retention: Same Institution	91.3%	91.0%	88.1%	87.7%	89.3%
2 <sup>nd</sup> Semester Retention: Any SDBOR Institution	91.7%	91.3%	89.9%	89.7%	91.2%

## *Discussion of 2012 HSTR Cohort*

### *Entering Cohort*

The 2,874 students entering the Regental system on a full-time basis in Fall 2012 represented 32.1% of all graduates of the state's high schools; this proportion is up slightly from the analogous figure of 31.7% reported last fall. Given that approximately 72.1% of the state's high school graduates go on to some form of postsecondary education, the above data suggest that the Regental system attracted approximately 44.5% of all 2012 graduates who continued their educational endeavors beyond high school (NCHEMS, 2009).

### *ACT Scores*

#### *Mean ACT Composite Scores*

According to the 2012 ACT South Dakota Profile Report, the average composite ACT score for all in-state test takers graduating in 2012 was  $\bar{x}=21.8$ , slightly higher than the national average of  $\bar{x}=21.1$ . The average composite score of those entering the Regental system on a full-time basis was  $\bar{x}=22.9$ , down marginally from the 2011 average of  $\bar{x}=23.0$ .

#### *ACT Readiness Benchmarks*

ACT Inc.'s "College Readiness Benchmarks" are score thresholds that map ACT subtest scores to future performance in entry-level college courses. These benchmarks indicate the minimum ACT scores a student should obtain to ensure at least a 50.0% chance of scoring a B or higher and a 75.0% chance of scoring a C or higher in related collegiate coursework (ACT, 2010; Allen & Scoring, 2005a). Among members of the 2012 analysis group,  $n=1,054$  (36.8%) met all four ACT benchmarks, with the majority ( $n=1,518$ ; 52.9%) meeting one to three, followed by those meeting none ( $n=396$ ; 10.3%). Table 2 suggests a strong positive relationship between benchmark success and subsequent academic performance. Students meeting all four ACT benchmarks obtained a vastly higher cumulative GPA, and also attempted and completed considerably more credit hours.

**Table 2**  
***First-Year Academic Performance by ACT Benchmark Group***

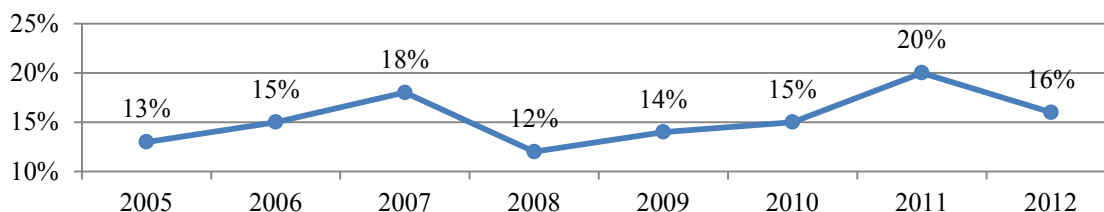
<b><i>ACT Benchmarks Met</i></b>	<b><i>Count</i></b>	<b><i>Cumulative GPA</i></b>	<b><i>Credits Attempted</i></b>	<b><i>Credits Completed</i></b>
<i>None</i>	296	2.35	17.4	15.3
<i>1 to 3</i>	1,518	2.75	24.7	23.1
<i>All Four</i>	1,054	3.16	29.1	28.0

### *Remedial Placement*

About thirty percent (act. 27.4%) of the state's 2012 high school graduates entering the Regental system on a full-time basis were designated for remedial education in 2012. This figure represents a slight reduction from the figure of 28.4% recorded last year. The number of students requiring remedial English ( $n=373$  or 13.0%) amounted to a slight decrease from 2011. Those requiring some form of math remediation ( $n=646$  or 22.5%) declined slightly from 2011. Overall, remediation rates have remained relatively flat in recent years.

Of the 171 high schools in South Dakota who sent at least one full-time student to the Regental system in Fall 2012, 16.4% ( $n=28$ ) generated a remedial placement rate of zero percent. Figure 1 shows this proportion with relation to past years.<sup>1</sup>

**Figure 1.**  
**Percentage of High Schools with No Analysis Group Members in Remediation**



As seen in Table 3 (below), cumulative GPA (i.e., fall plus spring terms) was lowest among students requiring remediation in both mathematics and English ( $\bar{x}=2.28$ ), followed by English-only ( $\bar{x}=2.28$ ) and mathematics-only ( $\bar{x}=2.50$ ). Similar findings emerged when examining credit hours attempted and credit hours completed.

**Table 3**  
**First-Year Academic Performance by Remedial Placement Group**

<i>Remedial Group</i>	<i>Count</i>	<i>Cumulative GPA</i>	<i>Credits Attempted</i>	<i>Credits Completed</i>
<i>Math and English</i>	232	2.28	16.6	14.5
<i>Math only</i>	414	2.50	21.4	19.5
<i>English only</i>	141	2.28	22.9	20.0
<i>No Remediation</i>	2,087	3.04	27.6	26.4

### **Second Semester Retention**

Because district-level reports include only single-year observations, this summary report focuses on the percentage of students who were retained into their second *term*. Of the 2,874 South Dakota high school graduates that entered the system on a full-time basis in Fall 2012, 2,565 (89.3%) were still enrolled in Spring 2013 at the same institution. Unmatched data indicate that 2,621 (91.2%) students were retained into the second semester at any Regental institution. Both measures suggest slight improvement from the previous year.

<sup>1</sup> Note: Data depicted in Figure 1 reflect all schools, regardless of n-value. This approach – while providing more complete data – has the effect of producing relatively large year-to-year fluctuations in aggregate remedial placement figures. This reporting method also may overstate the college readiness of students (vis-à-vis the percentage of high schools with no remedial students), given that schools with a small student pool (e.g., one or two students) are arithmetically more likely to have no students designated for remediation.