High School-to-College Success Report

Arkansas 2009-2010 Freshmen - Public Institutions

ACT Code: 040492
CONWAY HIGH SCHOOL EAST
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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 2009 who attended a participating postsecondary institution in Arkansas in fall 2009. 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 2009 who attended a participating postsecondary institution in Arkansas in fall 2009. 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 relevant 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 year two 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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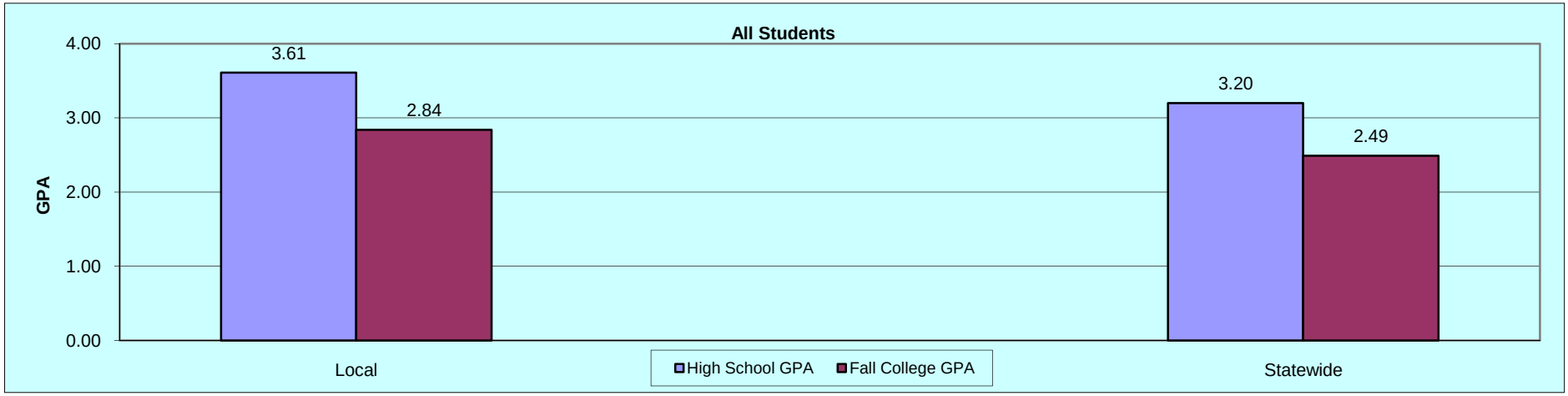
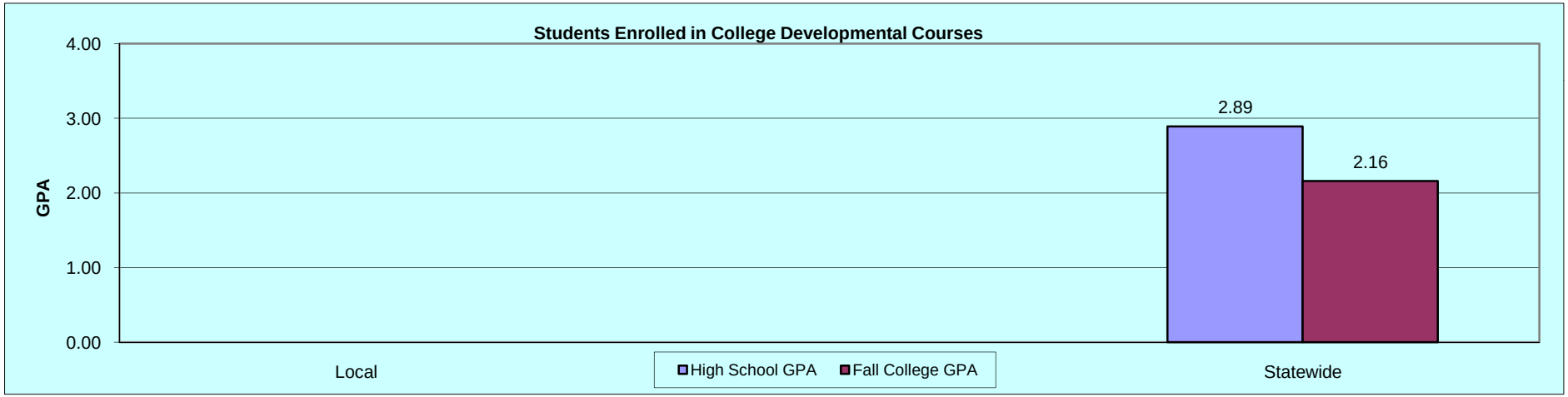
Note: No information is provided in cases when student count is less than 5. Each table shows data for up to 60 schools based on student count (highest to lowest).
Counts for "All Other Schools" are also shown when more than 60 schools exist.

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



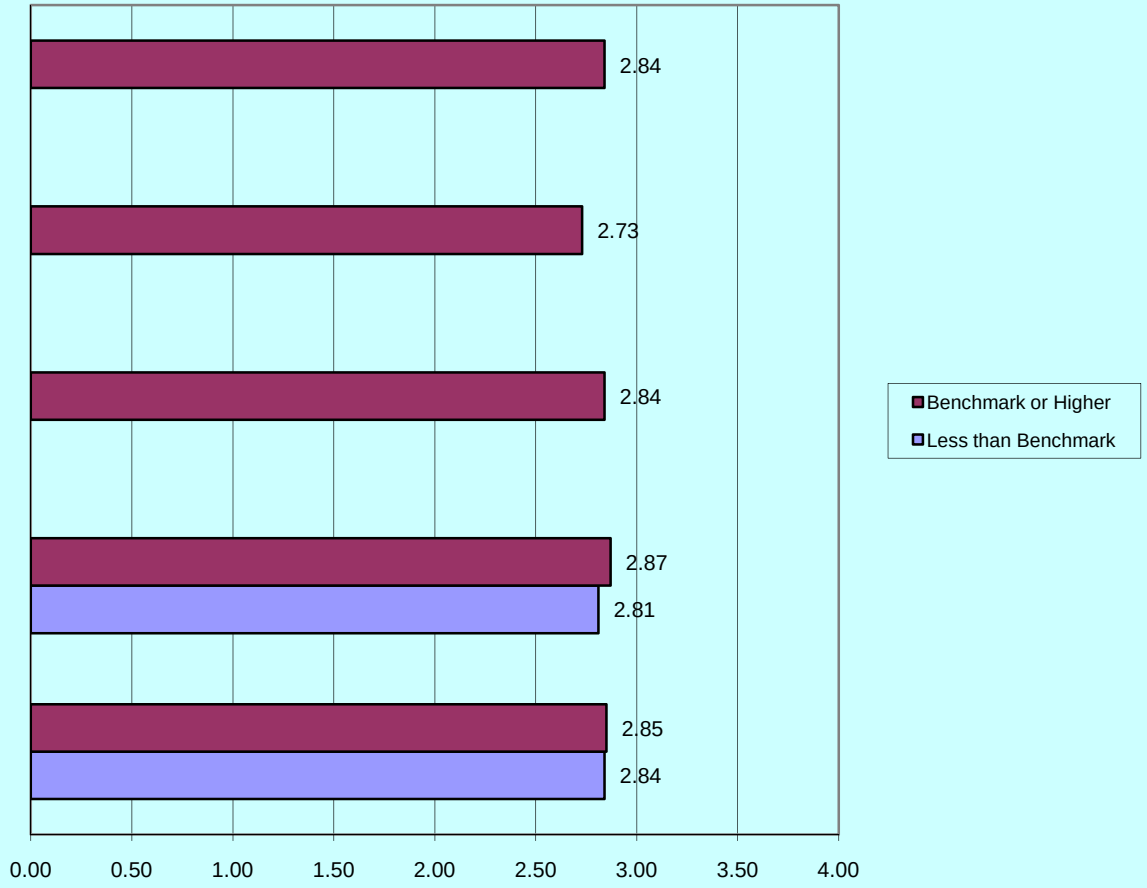


What This Chart Tells You:
Students who were assigned to developmental coursework generally earn lower grades in both high school and college. The need for developmental courses should be less if students take the recommended college preparatory courses: 4 or more years of English, 3 or more years of 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	14	100%
	Less than 18	0	0%
Mathematics	22 or Higher	10	71%
	Less than 22	4	29%
Reading	21 or Higher	14	100%
	Less than 21	0	0%
Science	24 or Higher	8	57%
	Less than 24	6	43%
Met All Four Benchmarks	Did	7	50%
	Did Not	7	50%

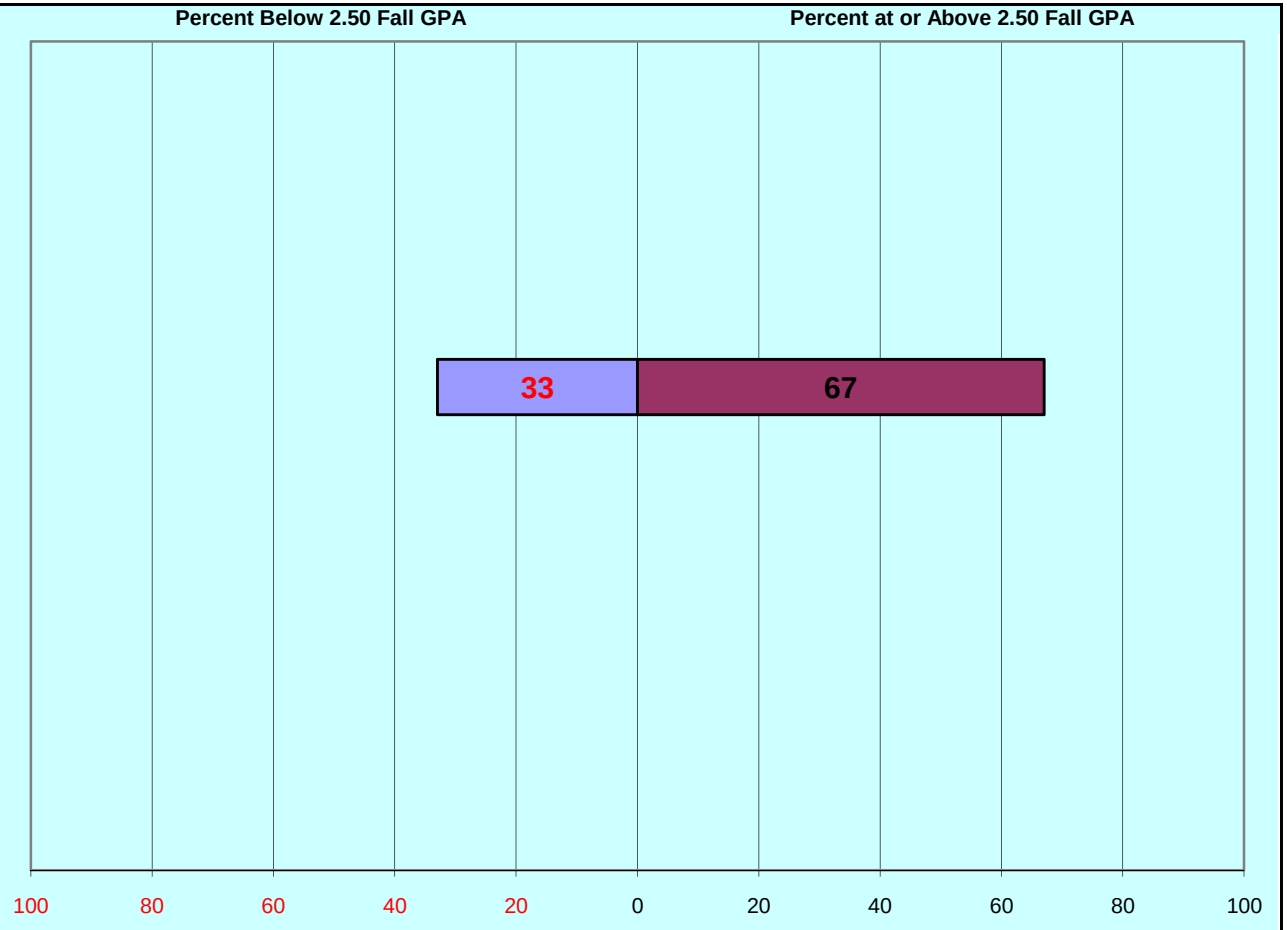


What This Chart Tells You:
Students who earned the ACT College Readiness Benchmark Scores in high school earned higher freshmen grades that those who fell short of the benchmark scores. Comparisons by campus are shown in Table 3 (Appendix). The benchmark scores are associated with a 50% or more chance 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	1	9%	
Other Comb of 4 or More Years of Math	4	36%	
Algebra 1, Algebra 2, Geometry, Trigonometry Other Advanced Math	6	55%	2.89
Algebra 1, Algebra 2, Geometry, Trigonometry	0	0%	
Algebra 1, Algebra 2, Geometry	0	0%	
Less Than 3 Years	0	0%	
Total	11	100%	2.80

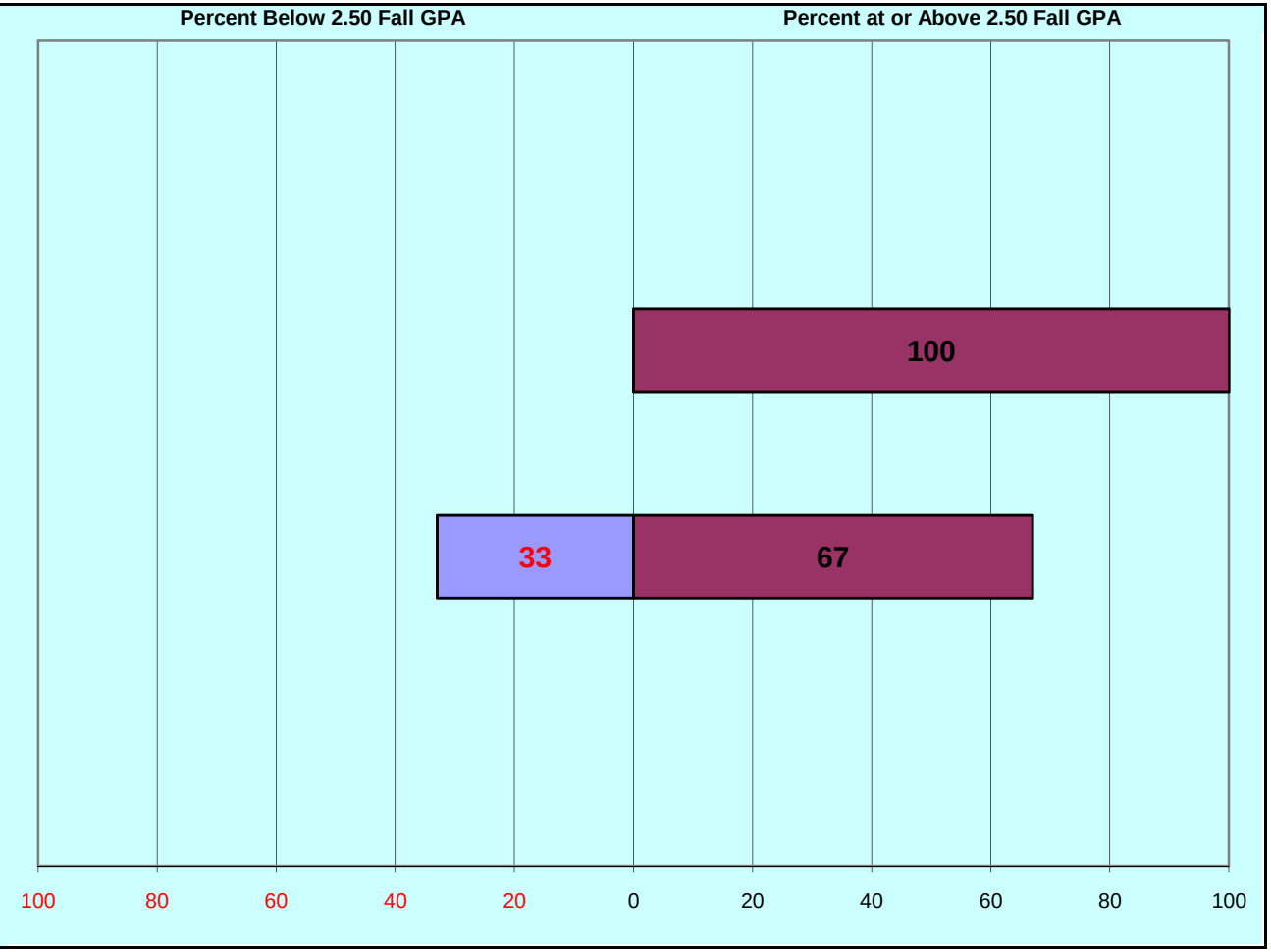


What This Chart Tells You:
Most students who took more rigorous mathematics courses in high school earn higher freshmen grades. Students who take more than 3 years of mathematics beyond pre-algebra in high school are more successful in college. See the reference to *On Course for Success* (Appendix pg.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

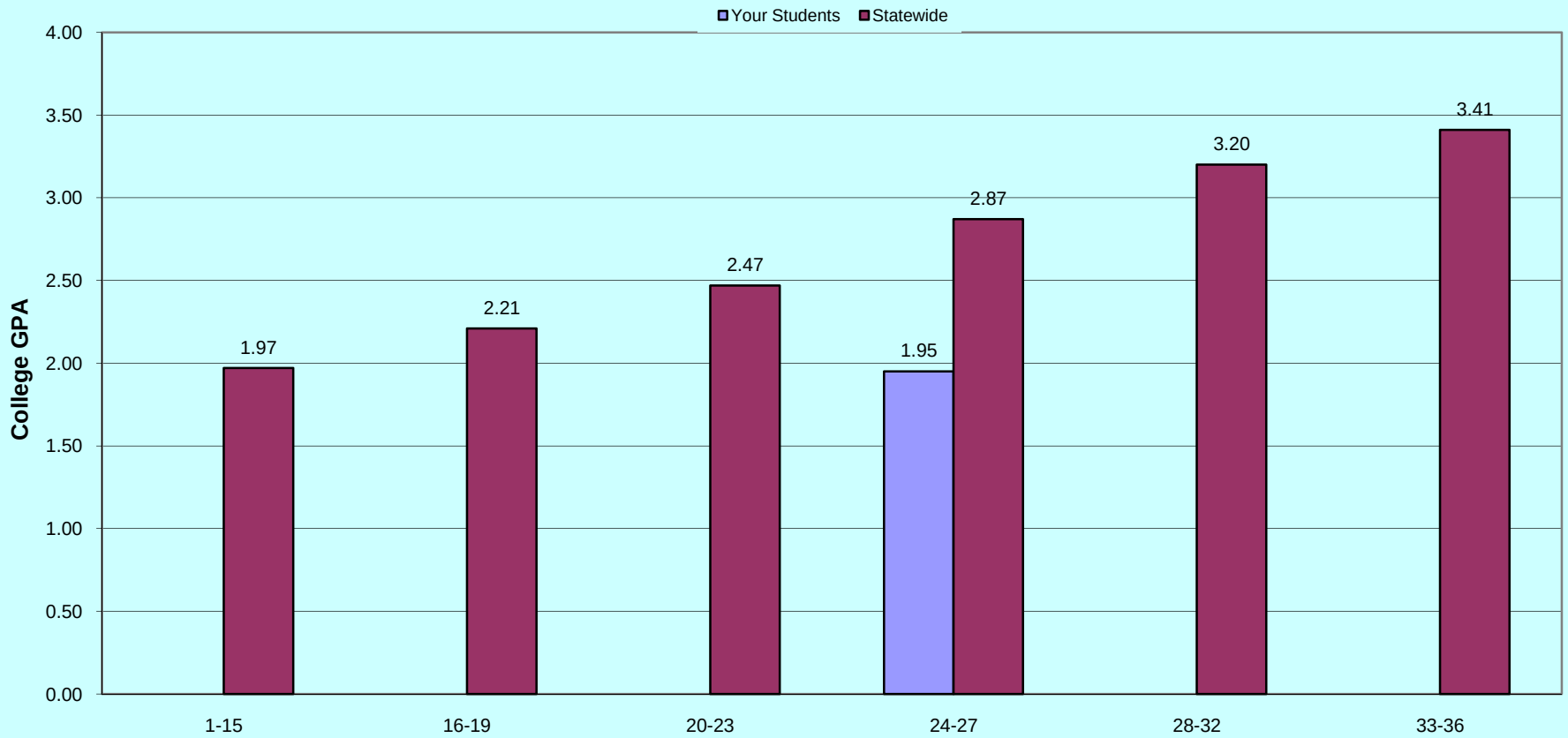
	N	%	GPA
Biology, Chemistry, Physics	0	0%	
General Science, Biology, Chemistry, Physics	5	45%	3.50
General Science, Biology, Chemistry	6	55%	2.72
Less Than 3 Years	0	0%	
Total	11	100%	3.07



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

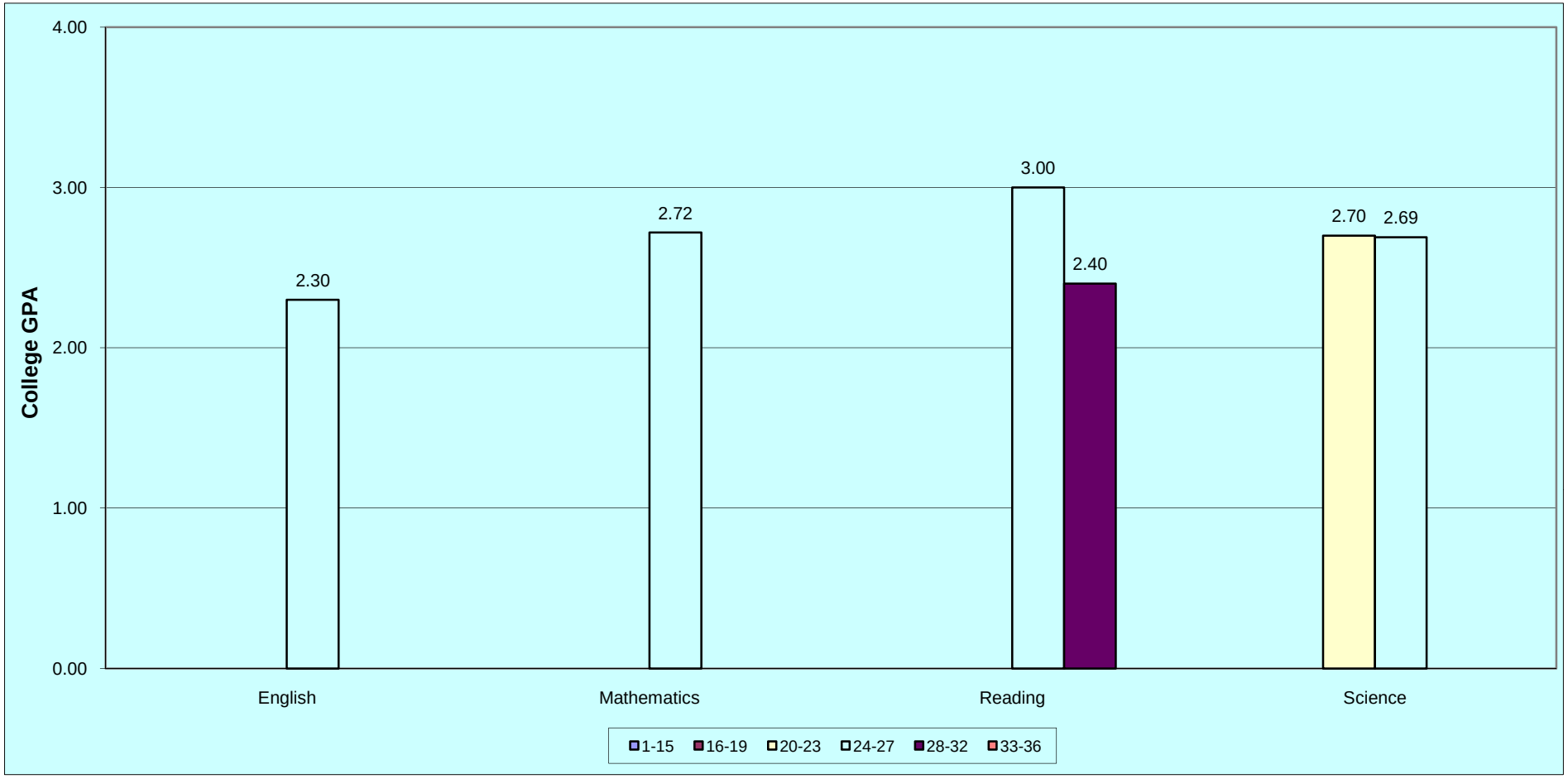


	1-15		16-19		20-23		24-27		28-32		33-36	
Ncount	0	1518	0	3651	4	3866	6	2570	4	1119	0	66
Percent	0%	12%	0%	29%	29%	30%	43%	20%	29%	9%	0%	1%

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.

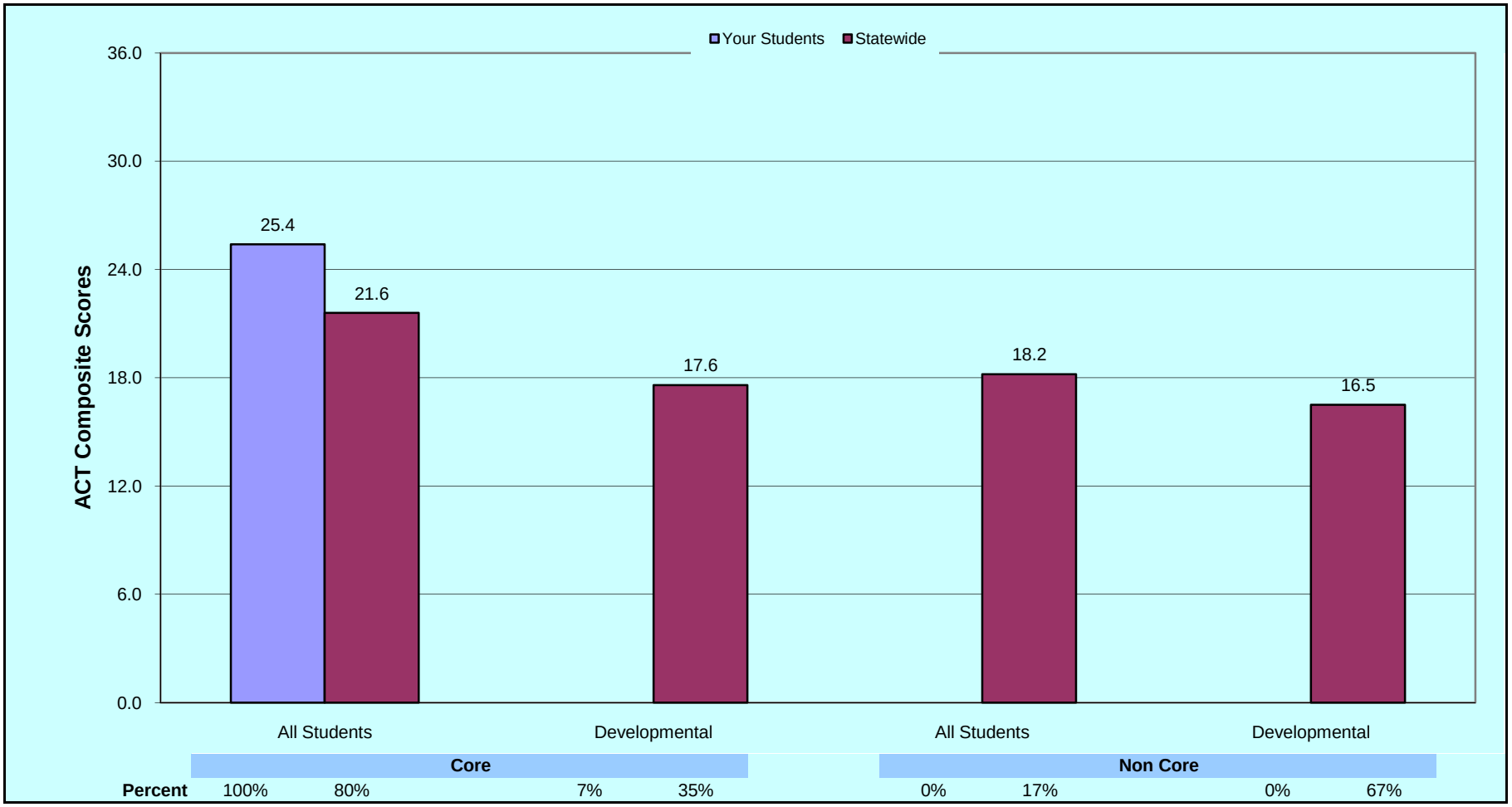
Chart 6: Fall College GPA by ACT College Readiness Standards Score Ranges and Test Subjects



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.

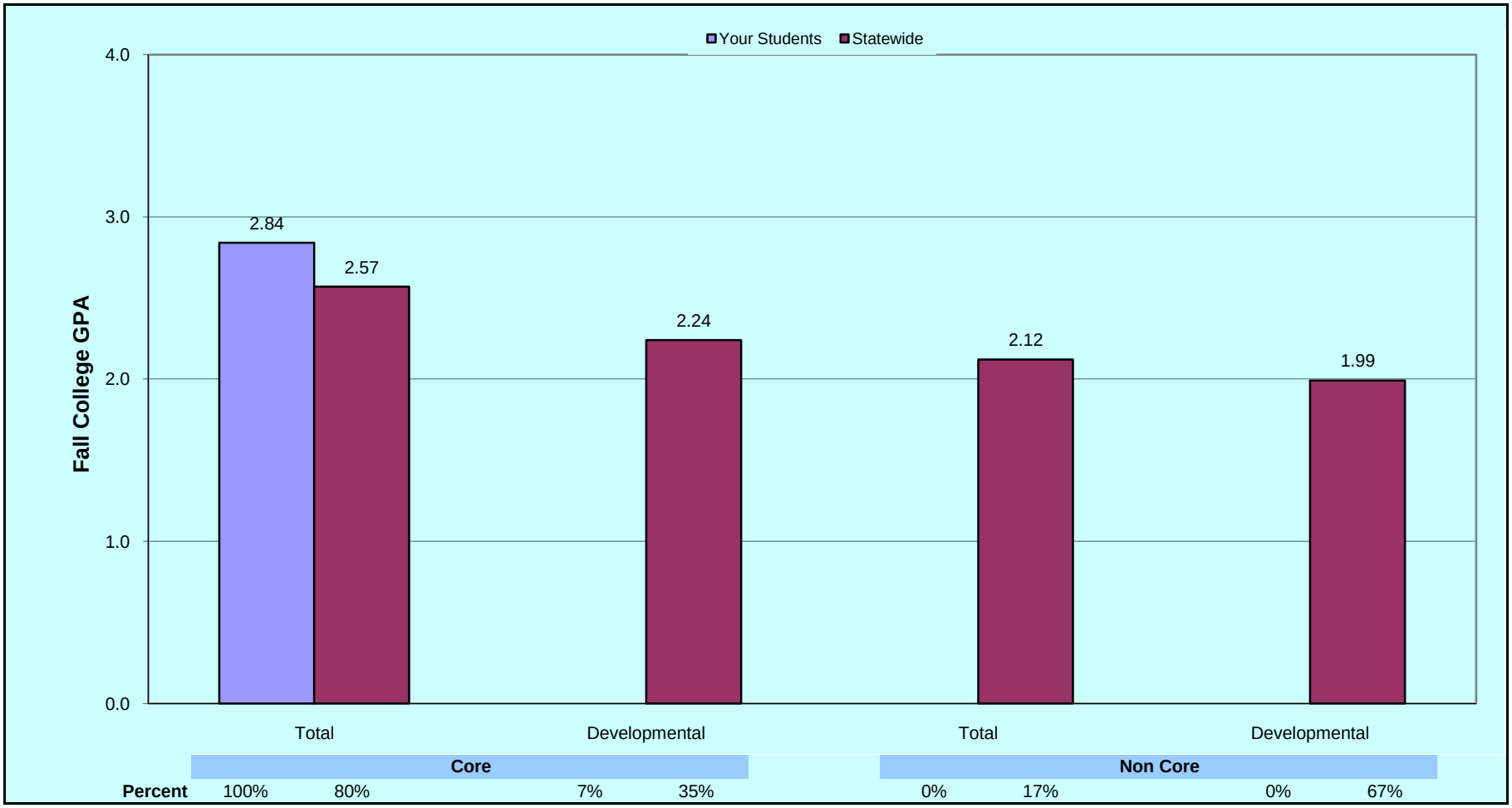
Chart 7a: Local and Statewide ACT Composite Test Scores for All Students and for Students Taking Developmental Courses by Core Course-Taking



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, respectively. 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.

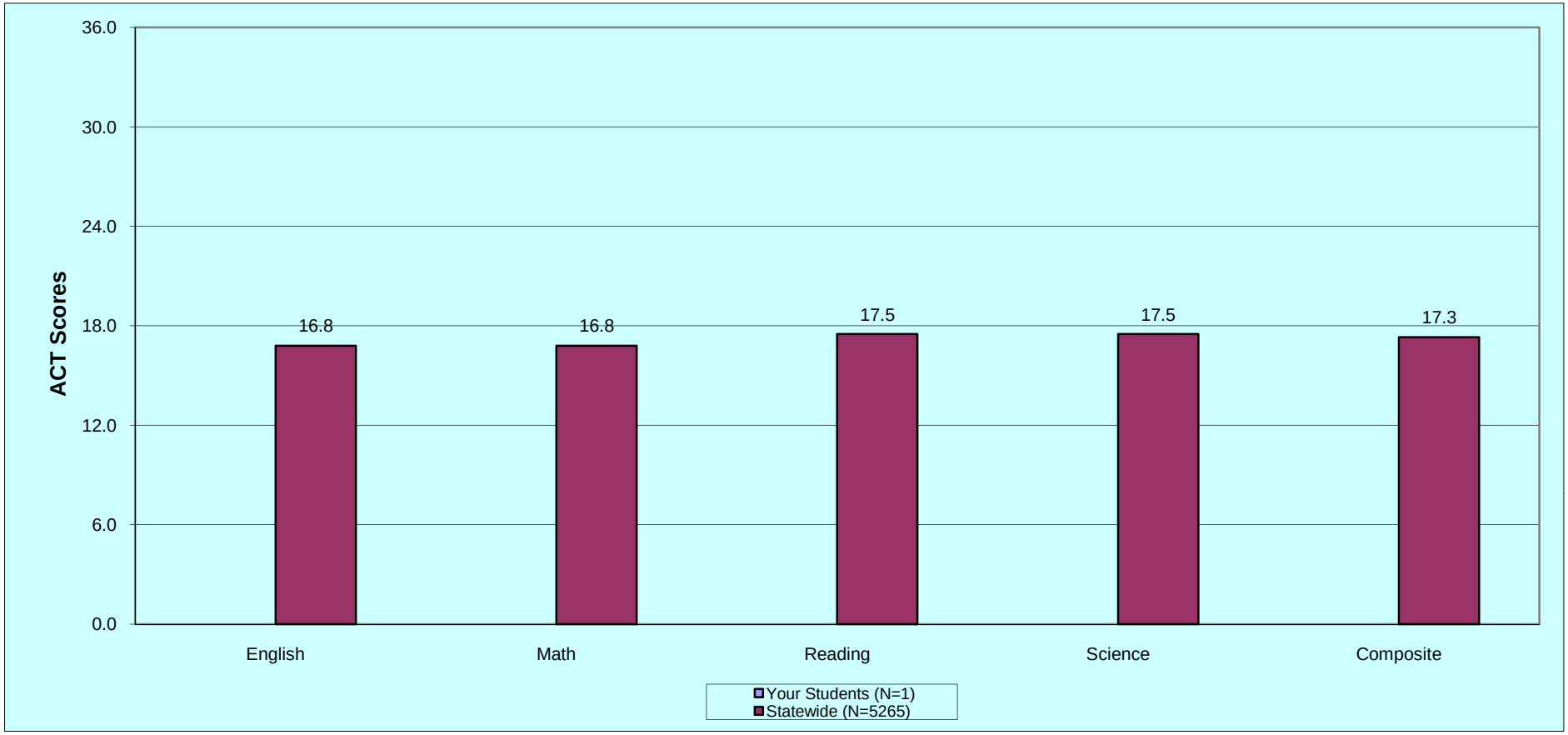
Chart 7b: Local and Statewide Fall College GPAs for All Students and for Students Taking Developmental Courses by Core Course-Taking



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 core and non-core reference groups, respectively. 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.

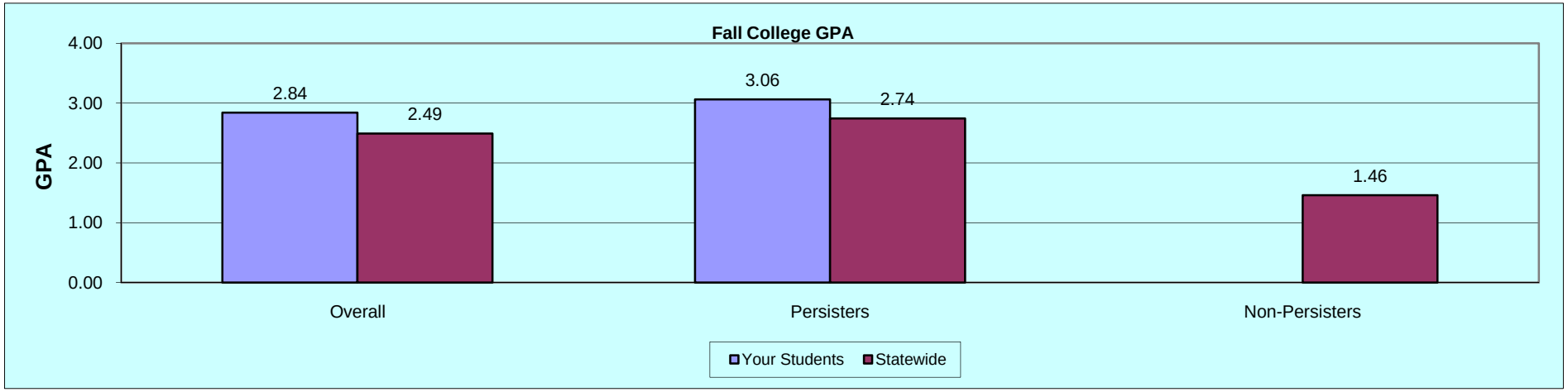
Chart 8: Local and Statewide Average ACT Scores for Students Assigned to Developmental Coursework in College Across Test Subjects

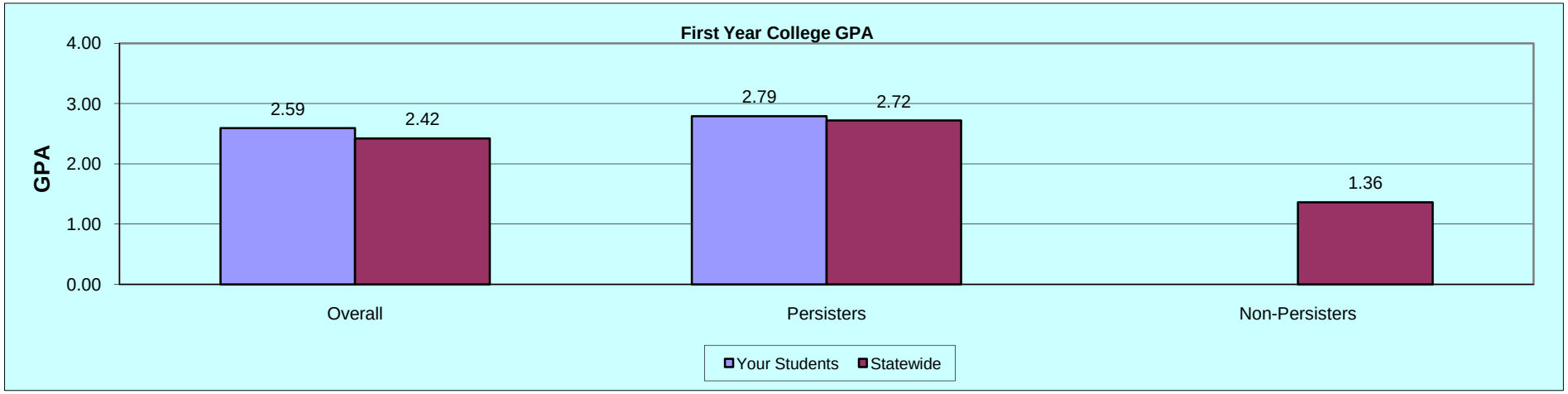


What This Chart Tells You:
Students who were identified as needing developmental coursework in college tend to earn lower ACT scores than those of all freshmen and are less likely to have taken the recommended rigorous coursework in high school. Comparisons by campus are shown in Tables 2 and 7 (Appendix).

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 Year Two - Fall College GPA and First Year College GPA

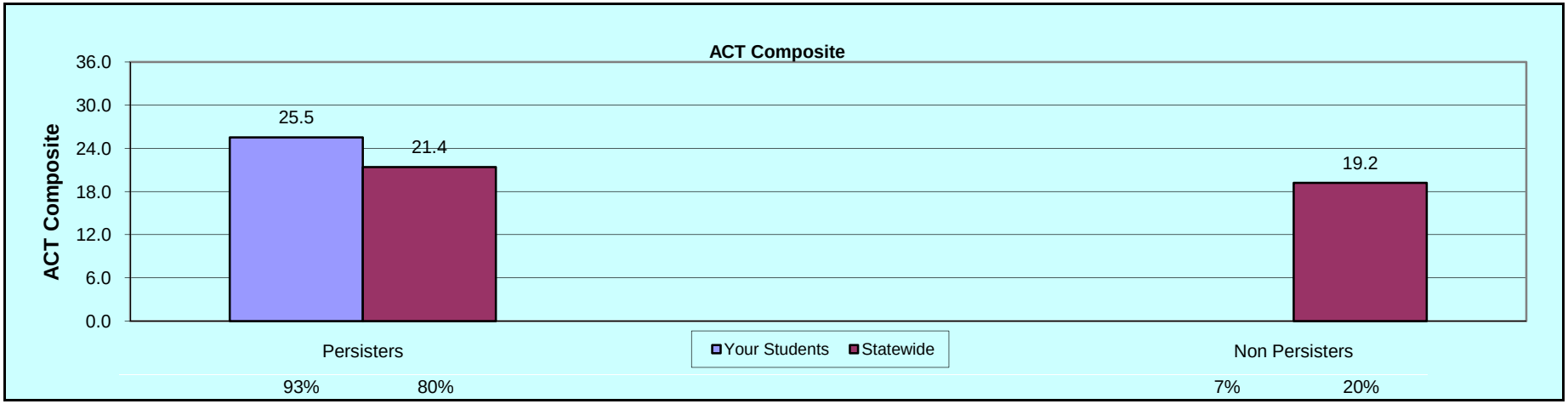


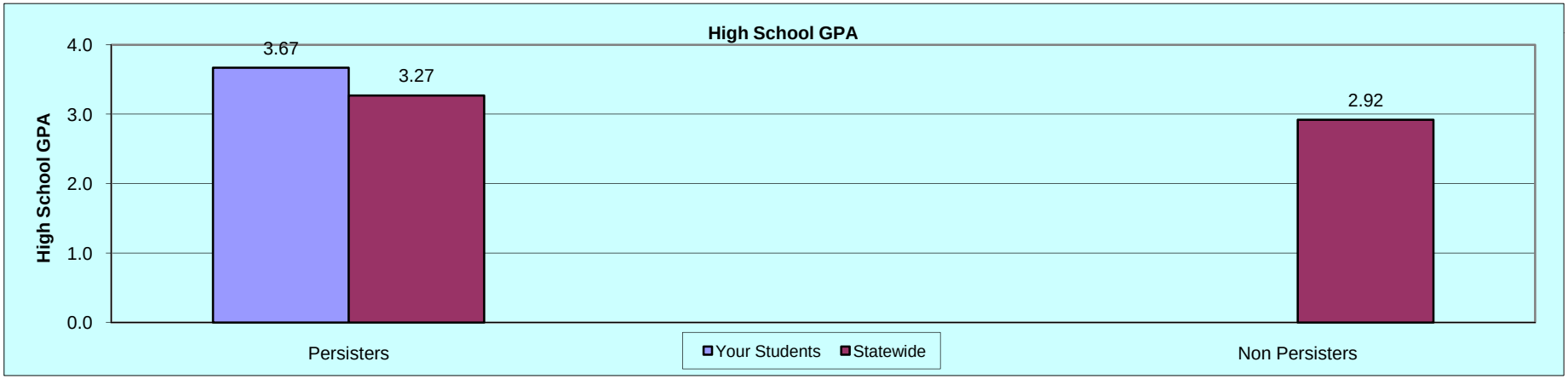


What This Chart Tells You:
This chart enables staff to compare your students to students statewide using first term GPA and first year GPA. Comparisons can be made for those who persisted into year two with those who did not persist. Comparisons by campus are shown in Tables 1 and 8 (Appendix).

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 Year Two (Persisters) and Those Who Did Not Return (Non-Persisters) - ACT Composite Score and High School GPA

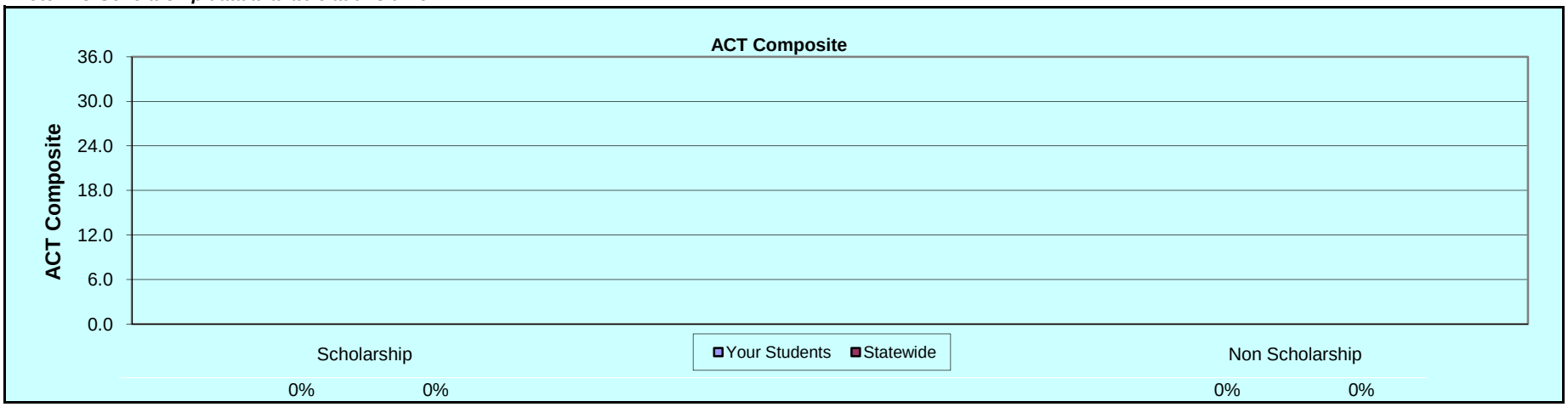


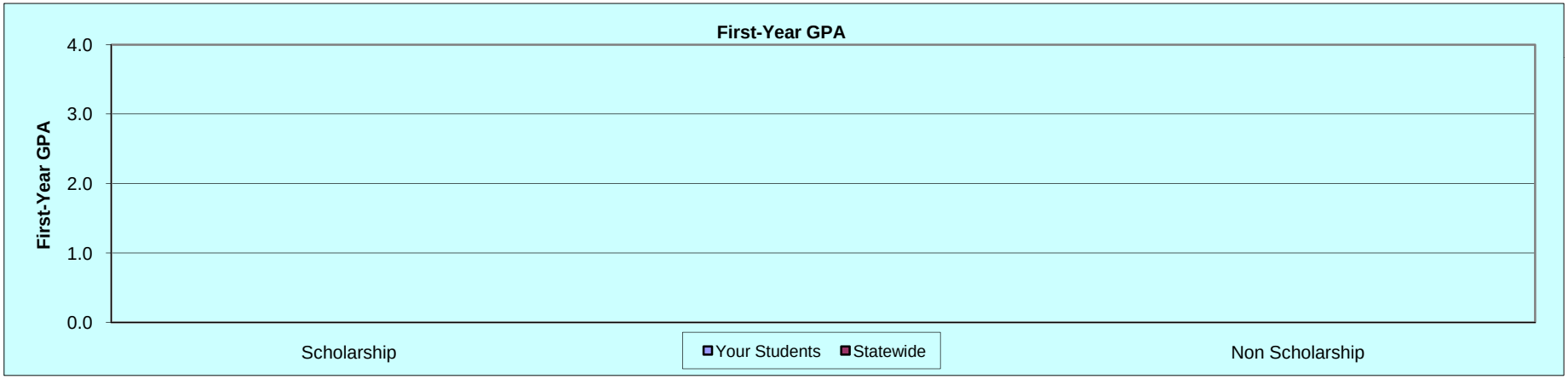


What This Chart Tells You:
Students who completed the freshman year of college and who returned for year two tend to have higher ACT scores and higher high school grades than those who did not return. Comparisons by campus are shown in Table 8 (Appendix).

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 similar to all freshman students? 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
0118	UNIVERSITY OF CENTRAL ARKANSAS	8	25.8	12.8	2.78	2.73	1402	22.6	12.0	2.61	2.55
0144	UNIVERSITY OF ARKANSAS	4	--	--	--	--	1658	24.7	12.4	2.76	2.78
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	2	--	--	--	--	380	19.5	6.6	1.84	1.87
------	All Other Colleges	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	14	25.4	11.8	2.84	2.59	12790	21.0	9.8	2.49	2.42

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 %
0118	UNIVERSITY OF CENTRAL ARKANSAS	8	25.8	100	12.8	2.78	13	8	25.8	12.8	2.78	13	0	--	--	--	--
0144	UNIVERSITY OF ARKANSAS	4	--	--	--	--	--	4	--	--	--	--	0	--	--	--	--
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	2	--	--	--	--	--	2	--	--	--	--	0	--	--	--	--
------	All Other Colleges	0	--	--	--	--	--	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	14	25.4	100	11.8	2.84	7	14	25.4	11.8	2.84	7	0	--	--	--	--

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
0118	UNIVERSITY OF CENTRAL ARKANSA	0	--	--	8	2.78	12.8	2	--	--	6	2.62	12.8	0	--	--	8	2.78	12.8	4	--	--	4	--	--
0144	UNIVERSITY OF ARKANSAS	0	--	--	4	--	--	1	--	--	3	--	--	0	--	--	4	--	--	2	--	--	2	--	--
5531	UNIV OF ARKANSAS COMM COLL-MC	0	--	--	2	--	--	1	--	--	1	--	--	0	--	--	2	--	--	0	--	--	2	--	--
------	All Other Colleges	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--
9999	All Institutions	0	--	--	14	2.84	11.8	4	--	--	10	2.73	12.1	0	--	--	14	2.84	11.8	6	2.81	12.7	8	2.87	11.1

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		Other Comb of 4 or More Years of Maths		Algebra 1, Algebra 2, Geometry, Trigonometry, Calculus	
Code	Name	N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA
0118	UNIVERSITY OF CENTRAL ARKANSAS	0	--	0	--	0	--	4	--	2	--	1	--
0144	UNIVERSITY OF ARKANSAS	0	--	0	--	0	--	2	--	1	--	0	--
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	0	--	0	--	0	--	0	--	1	--	0	--
------	All Other Colleges	0	--	0	--	0	--	0	--	0	--	0	--
9999	All Institutions	0	--	0	--	0	--	6	2.89	4	--	1	--

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
0118	UNIVERSITY OF CENTRAL ARKANSAS	0	--	3	--	4	--	0	--
0144	UNIVERSITY OF ARKANSAS	0	--	3	--	1	--	0	--
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	0	--	0	--	0	--	0	--
------	All Other Colleges	0	--	0	--	0	--	0	--
9999	All Institutions	0	--	6	2.72	5	3.50	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
0118	UNIVERSITY OF CENTRAL ARKANSAS	0	--	0	--	2	--	4	--	2	--	0	--
0144	UNIVERSITY OF ARKANSAS	0	--	0	--	2	--	0	--	2	--	0	--
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	0	--	0	--	0	--	2	--	0	--	0	--
------	All Other Colleges	0	--	0	--	0	--	0	--	0	--	0	--
9999	All Institutions	0	--	0	--	4	--	6	1.95	4	--	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 in 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
0118	UNIVERSITY OF CENTRAL ARKANSAS	1	--	--	--	--	--
0144	UNIVERSITY OF ARKANSAS	0	--	--	--	--	--
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	0	--	--	--	--	--
------	All Other Colleges	0	--	--	--	--	--
9999	All Institutions	1	--	--	--	--	--

Table 8: Summary Statistics for Your ACT-tested Students Who Returned/Did Not Return for Year Two

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
0118	UNIVERSITY OF CENTRAL ARKANSAS	8	8	50	3.64	2.78	25.8	0	--	--	--	--
0144	UNIVERSITY OF ARKANSAS	4	4	--	--	--	--	0	--	--	--	--
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	2	1	--	--	--	--	1	--	--	--	--
------	All Other Colleges	0	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	14	13	46	3.67	3.06	25.5	1	--	--	--	--

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
0118	UNIVERSITY OF CENTRAL ARKANSAS	8	0	--	--	--	--	0	--	--	--	--
0144	UNIVERSITY OF ARKANSAS	4	0	--	--	--	--	0	--	--	--	--
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	2	0	--	--	--	--	0	--	--	--	--
------	All Other Colleges	0	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	14	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 2009-2010 Freshmen - Public Institutions

ACT Code: 040492
CONWAY HIGH SCHOOL EAST
1815 PRINCE ST

CONWAY, AR 72034

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 are 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	%
0118	UNIVERSITY OF CENTRAL ARKANSAS	8	1	13	7	88	1	13	7	88	1	13	8	100	0	0
0144	UNIVERSITY OF ARKANSAS	4	0	0	4	100	0	0	4	100	0	0	4	100	0	0
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	2	0	0	2	100	0	0	2	100	0	0	2	100	0	0
----	All Other Institutions	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
9999	All Institutions	14	1	7	13	93	1	7	13	93	1	7	14	100	0	0

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	%
0118	UNIVERSITY OF CENTRAL ARKANSAS	8	0	0%	0	0%	0	0%
0144	UNIVERSITY OF ARKANSAS	4	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	14	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**
0118	UNIVERSITY OF CENTRAL ARKANSAS	8	0	0	0	1	2	5	0	1	0	1	4	2	0	0	0	0	5	3
0144	UNIVERSITY OF ARKANSAS	4	0	0	0	1	2	1	0	0	0	1	2	1	0	0	0	2	2	0
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	2	0	0	0	1	1	0	0	0	0	2	0	0	0	0	0	0	0	2
----	All Other Institutions	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
9999	All Institutions	14	0	0	0	3	5	6	0	1	0	4	6	3	0	0	0	2	7	5
	Percent across institutions	100	0	0	0	21	36	43	0	7	0	29	43	21	0	0	0	14	50	36

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 *		Combinations of 4 years of math *		Combinations of 5 or more years of math *	
Code	Name	N	College	Developmental	College	Developmental	College	Developmental	College	Developmental	College	Developmental
0118	UNIVERSITY OF CENTRAL ARKANSAS	8	0	0	0	0	0	0	5	0	1	1
0144	UNIVERSITY OF ARKANSAS	4	0	0	0	0	0	0	2	0	1	0
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	2	0	0	0	0	0	0	1	0	0	0
----	All Other Institutions	0	--	--	--	--	--	--	--	--	--	--
9999	All Institutions	14	0	0	0	0	0	0	8	0	2	1
	Percent across institutions		0	0	0	0	0	0	57	0	14	7

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
0118	UNIVERSITY OF CENTRAL ARKANSAS	8	0	0	6	1	1	0	0	0
0144	UNIVERSITY OF ARKANSAS	4	0	0	3	0	1	0	0	0
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	2	0	0	2	0	0	0	0	0
----	All Other Institutions	0	--	--	--	--	--	--	--	--
9999	All Institutions	14	0	0	11	1	2	0	0	0
	Percent across institutions		0	0	79	7	14	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 shows 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
0118	UNIVERSITY OF CENTRAL ARKANSAS	8	0	0	0	0	0	0	2	0	2	0	2	0	5	0	5	0	5	0
0144	UNIVERSITY OF ARKANSAS	4	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	0	4	0
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	2	1	0	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0
----	All Other Institutions	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
9999	All Institutions	14	1	0	1	0	1	0	3	0	3	0	3	0	9	0	9	0	9	0
	Percent across institutions		7	0	7	0	7	0	21	0	21	0	21	0	64	0	64	0	64	0

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 shows 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
0118	UNIVERSITY OF CENTRAL ARKANSAS	8	1	0	1	0	1	0	1	1	1	1	2	0	5	0	5	0	5	0
0144	UNIVERSITY OF ARKANSAS	4	0	0	0	0	0	0	1	0	1	0	1	0	3	0	3	0	3	0
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	2	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0
----	All Other Institutions	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
9999	All Institutions	14	1	0	1	0	1	0	3	1	3	1	4	0	8	0	8	0	8	0
	Percent across institutions		7	0	7	0	7	0	21	7	21	7	29	0	57	0	57	0	57	0