



## High School-to-College Success Report

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{State Name}

2005-2006 Freshmen

**ACT Code: 999999**  
**SAMPLE HIGH SCHOOL**  
**HS ROAD**

**SOMECITY, ST 99999**

*How well is your high school preparing students  
for success in {State Name} postsecondary institutions?*



## About This Report

The importance of academic preparation for college or work is greater today than ever. Seventy percent of the 30 fastest growing jobs require education beyond high school. Clearly, all students need to be ready for education beyond high school.

The charts and tables in this report describe performance indicators for the ACT-tested high school graduates of 2003 who attended a public post-secondary institution in {State Name} in fall 2003. Suggested next steps are provided to help you as you work to improve the academic development of your students and their subsequent success in college.

Questions like the following can be answered using this report:

- How did fall college grade averages for our students compare to those of others statewide and by college? (See Charts 1, 7b, and Tables 1,2)
- Did students who achieved 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 in 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 of enrolled freshmen? (See Charts 7a, 8, and Tables 1, 7)
- What was the association between ACT College Readiness Standards Score Ranges and first-term and first-year college GPA for our students? (See Charts 5, 6, and Table 6)

- What percent of our graduates who enrolled in college completed college preparatory (core) coursework?  
(See Chart 7a and 7b and Table 2)
- Were students who took 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 like?  
(See Charts 1, 7a, 8, and Table 7)
- How many of our ACT-tested students persisted into year 2 and enrolled at the same campus as year 1?  
(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)

Remember the goal: To help ALL students be ready for postsecondary education. Share this report with counselors, faculty, parents, and students. Use the information in this report to help all students prepare for success in a postsecondary educational environment and not simply to compare the local data to other schools or to state averages.

Encourage all students to take rigorous courses throughout high school, especially in mathematics and science. Good jobs of the future will require strong computing and technical skills.

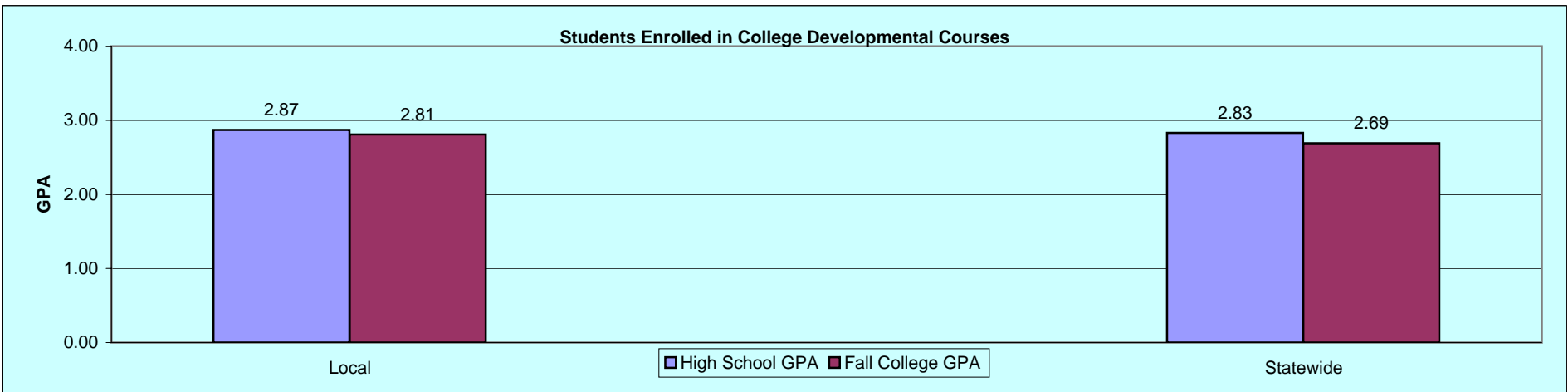
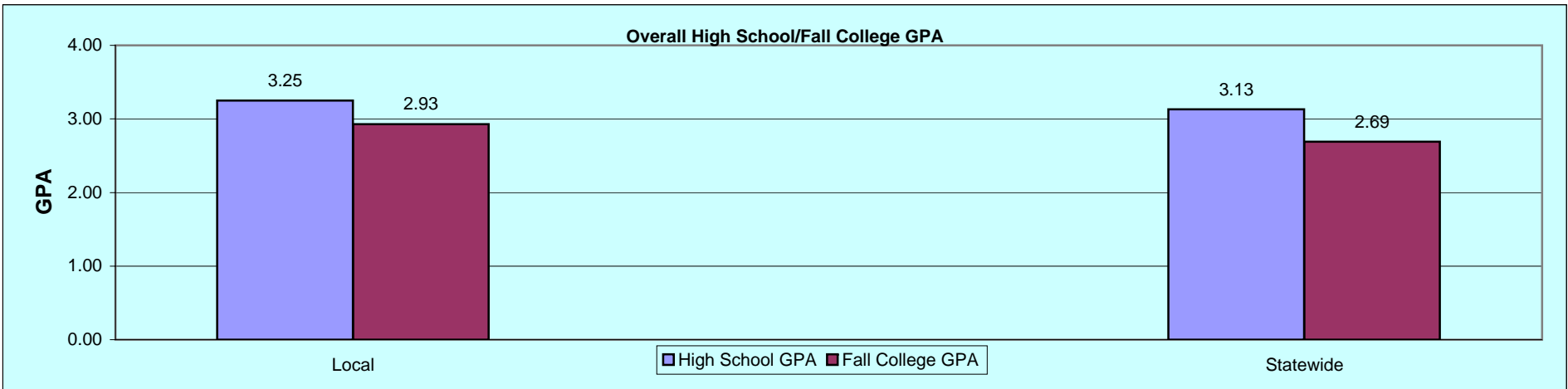
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Chart 1: Comparisons of High School GPA and Fall College GPA for All Graduates and Those Assigned to Developmental Courses



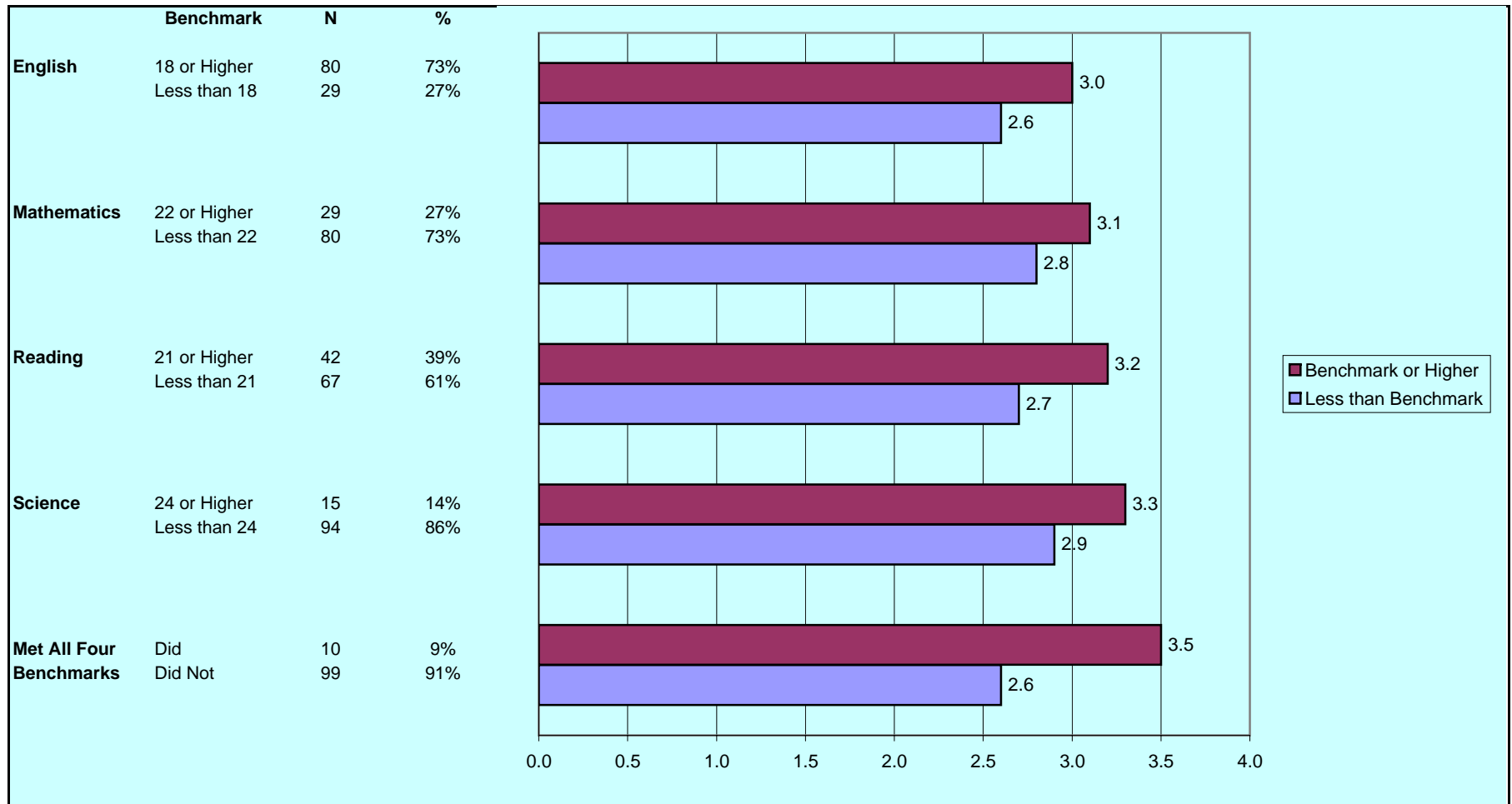
**What This Chart Tells You:**

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, their syllabi, and their 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



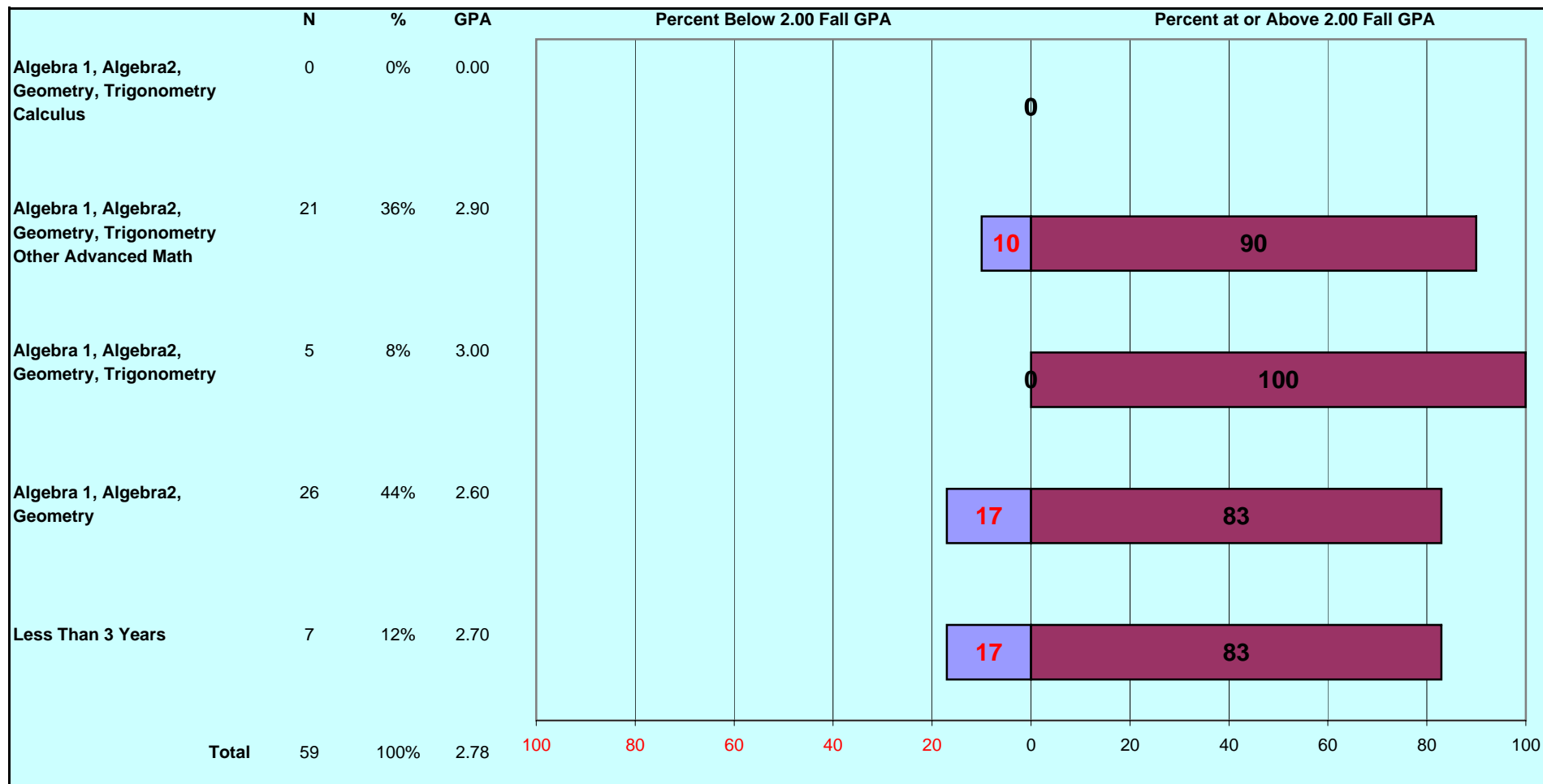
**What This Chart Tells You:**

Graduates who earned the ACT College Readiness benchmark scores earned higher freshmen grades than 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 (see 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, 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: Fall College GPA by Mathematics Course Sequence Patterns Studied in High School



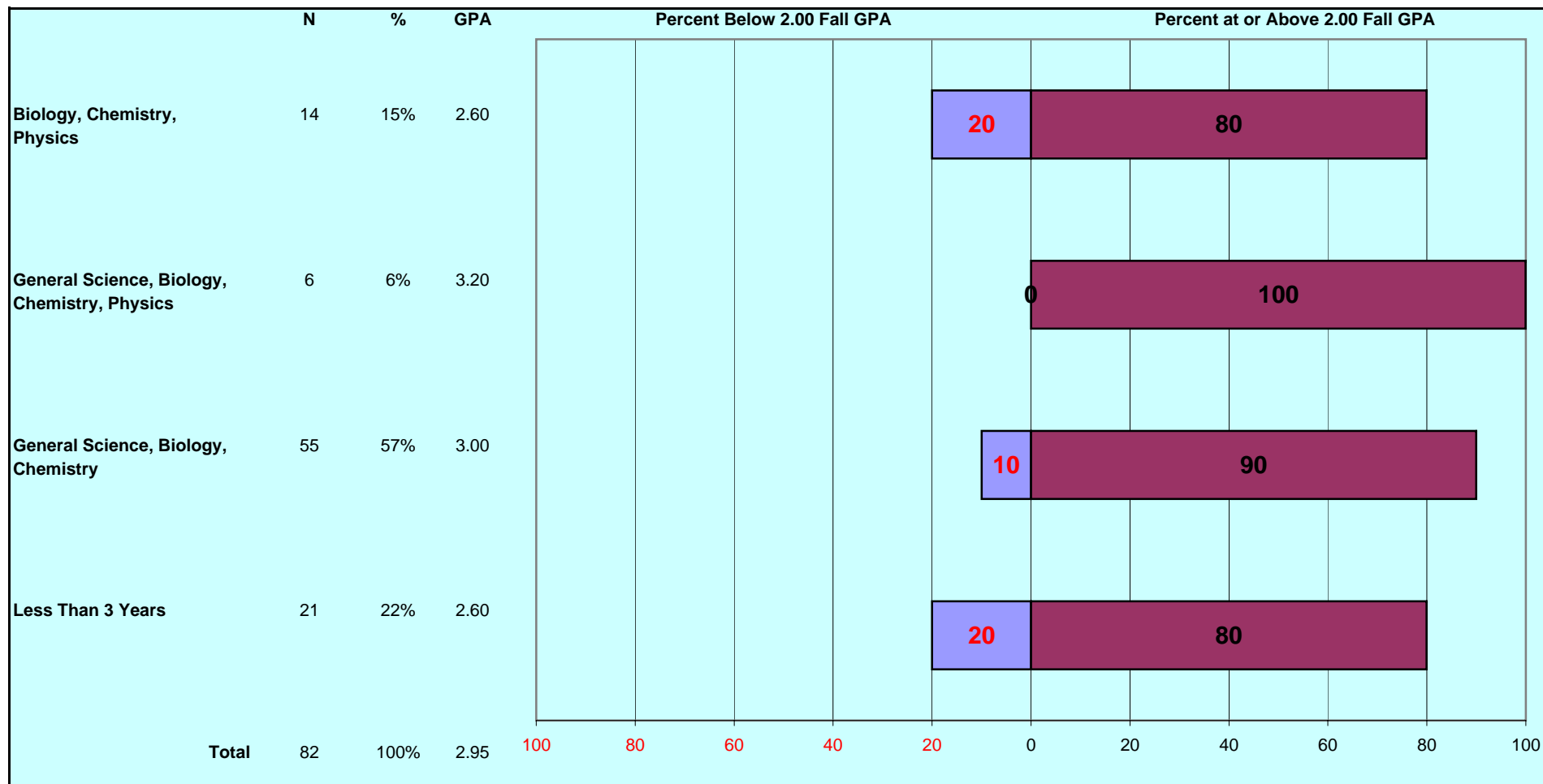
**What This Chart Tells You:**

Most graduates 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). 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).
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. Use the information from EXPLORE and PLAN to help students make proper course selections. Encourage all students to take more than 3 years of mathematics beyond pre-algebra.

Chart 4: Fall College GPA by Science Course Sequence Patterns Studied in High School



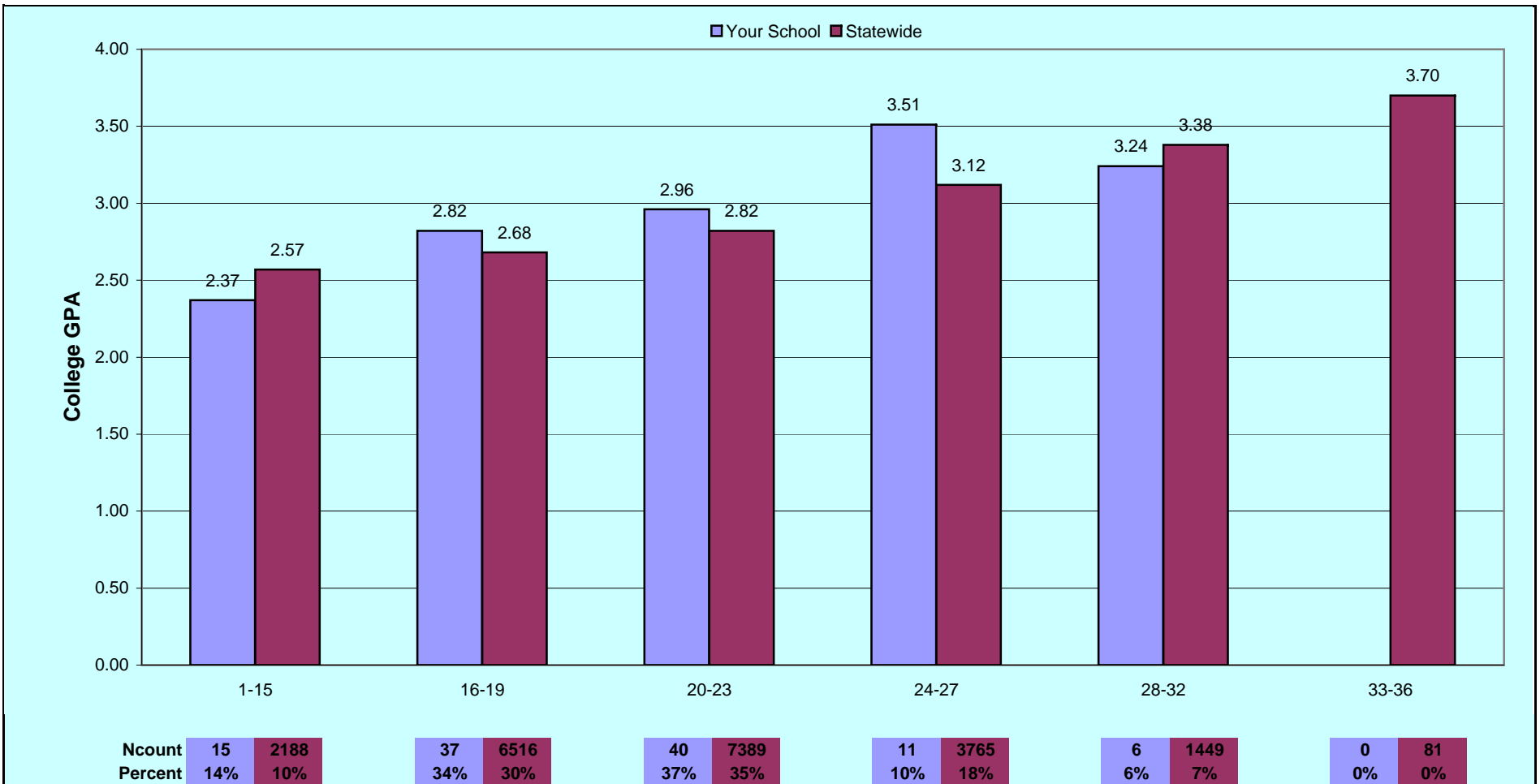
**What This Chart Tells You:**

Graduates who took 3 or more year of science beyond General 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).
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. Use the information from EXPLORE and PLAN to help students make proper course selections. Encourage all students to take more than 3 years of science beyond General Science.

Chart 5: Comparisons of Fall College GPA by ACT College Readiness Standards (CRS) Score Ranges



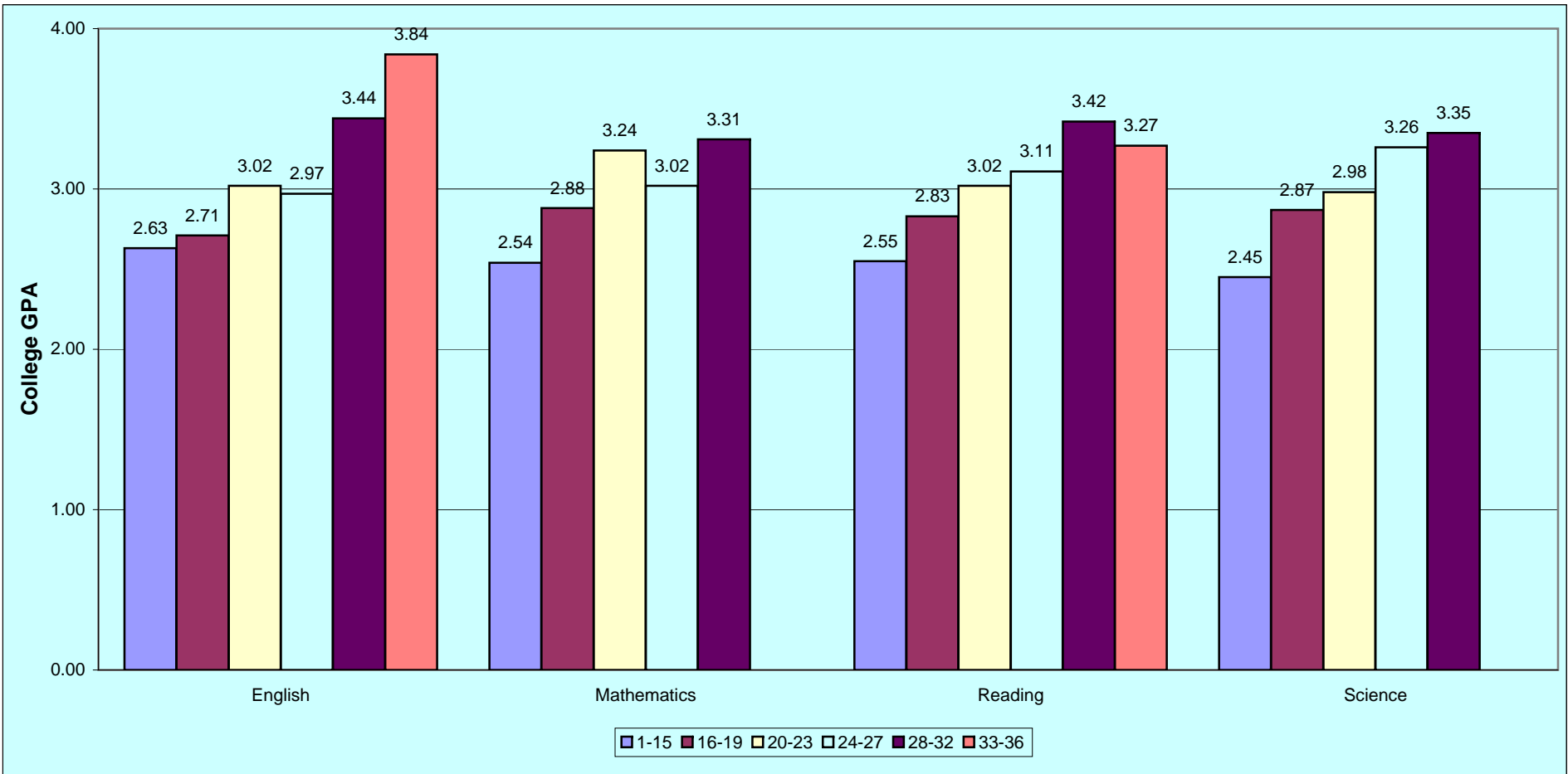
**What This Chart Tells You:**

Students in higher ACT CRS Score Ranges tend to earn higher college freshmen grades. College freshmen GPAs earned by your graduates 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 for Science, reevaluate your current high school course objectives, their syllabi, and their 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 mean better grades in college.

Chart 6: Fall College GPA by ACT College Readiness Standards (CRS) Score Ranges



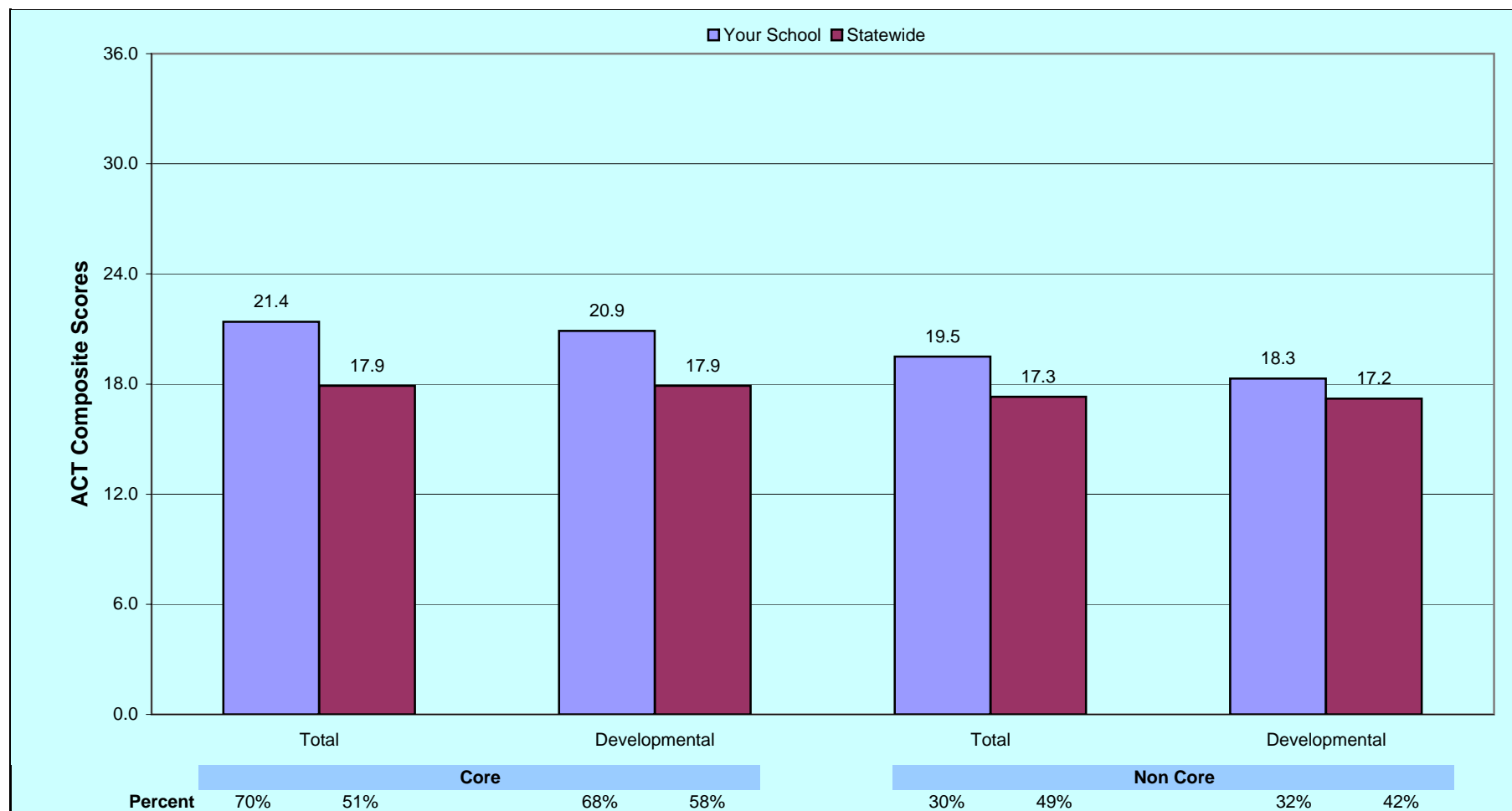
**What This Chart Tells You:**

Students with higher scores in each of the ACT CRS Score Ranges 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, 9, 10, 11, and 12.
2. Using ACT's College Readiness Standards for Science, review the skills needed to move your students, especially those in the lower two score ranges, to a high score range. Higher scores generally mean higher college GPA.
3. Using ACT's College Readiness Standards, help teacher ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

Chart 7a: Comparisons of Composite Test Scores by Core Course-taking



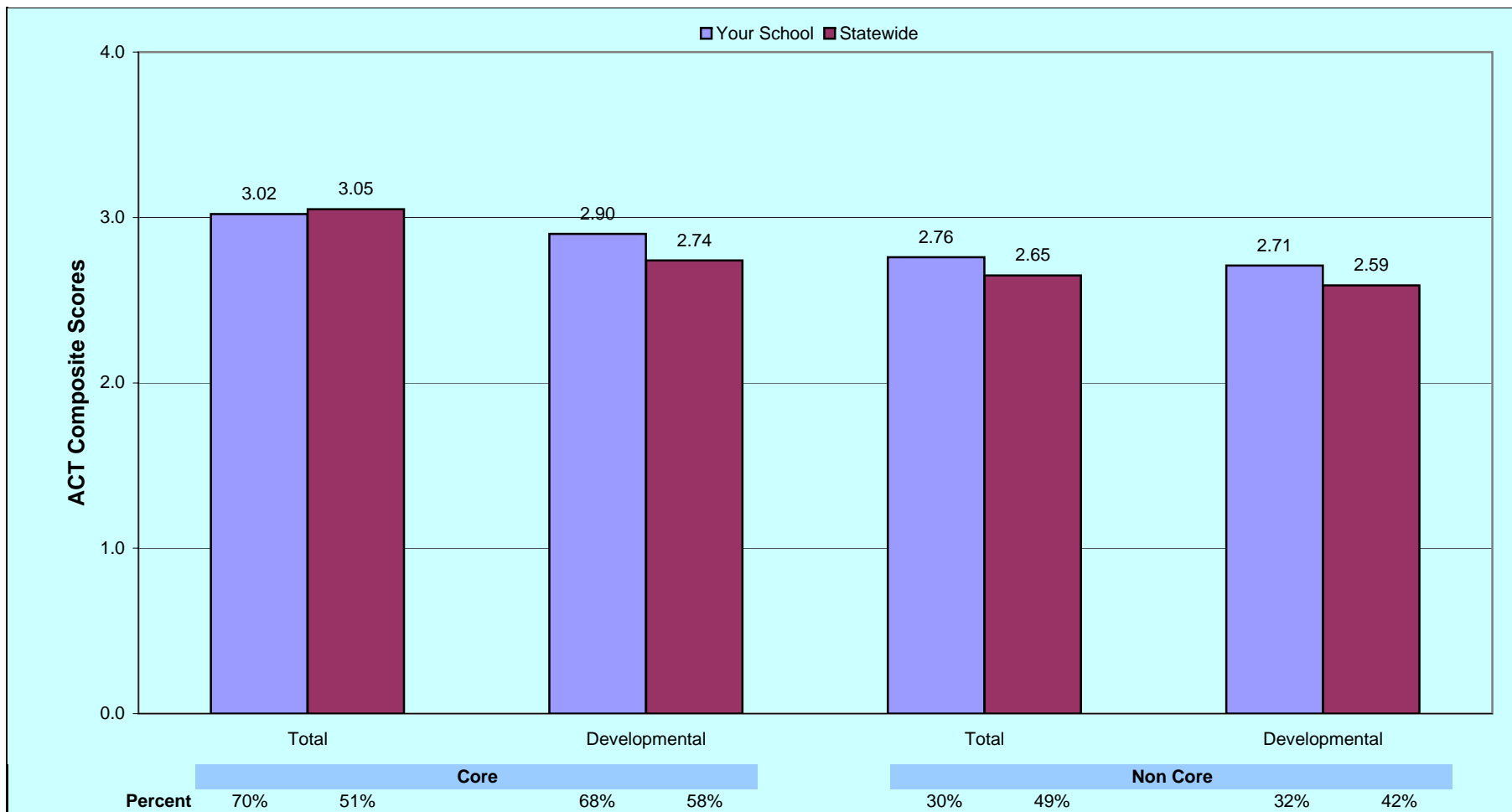
**What This Chart Tells You:**

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

**Your Next Steps:**

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

Chart 7b: Comparisons of Fall College GPA by Core Course-taking



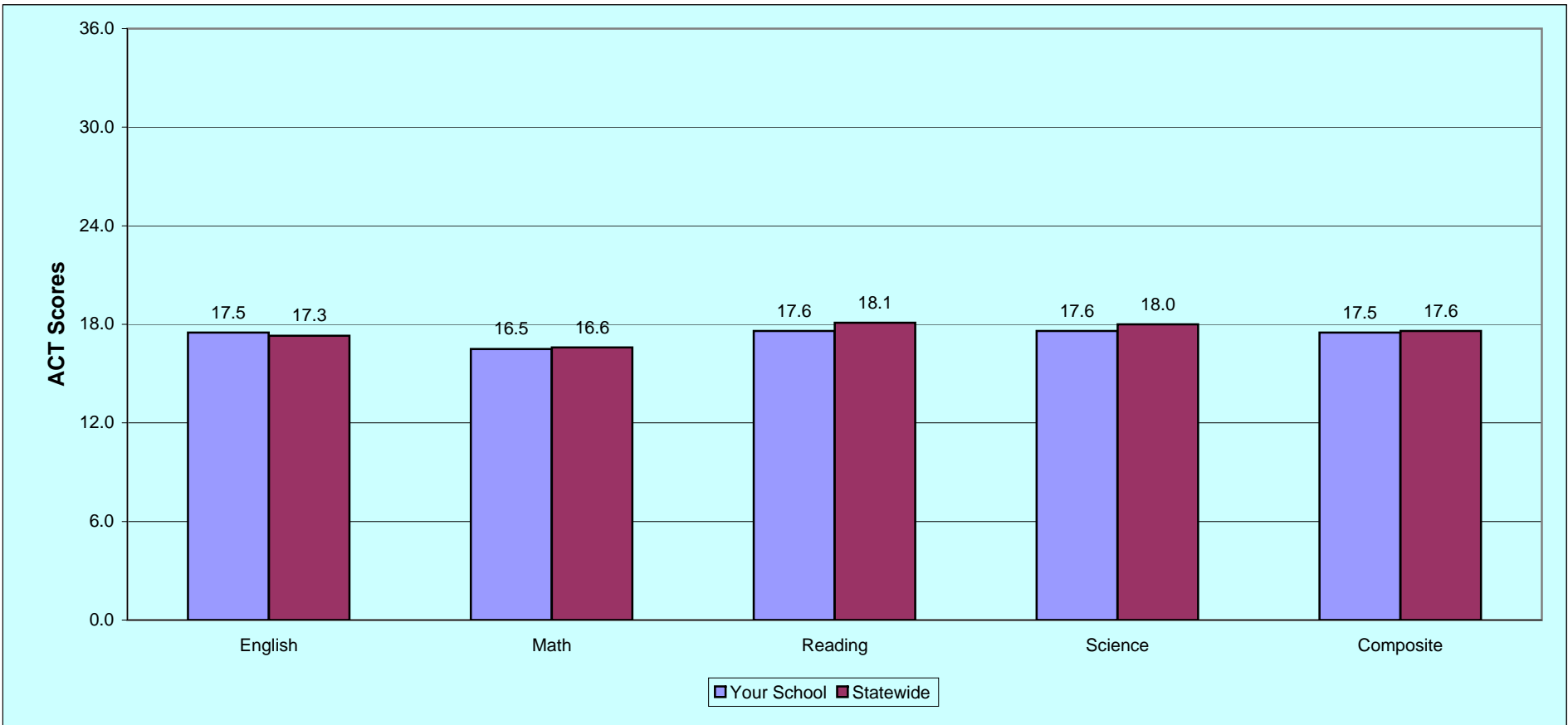
**What This Chart Tells You:**

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

**Your Next Steps:**

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

Chart 8: Average ACT Scores for Students Assigned to Developmental Coursework in College



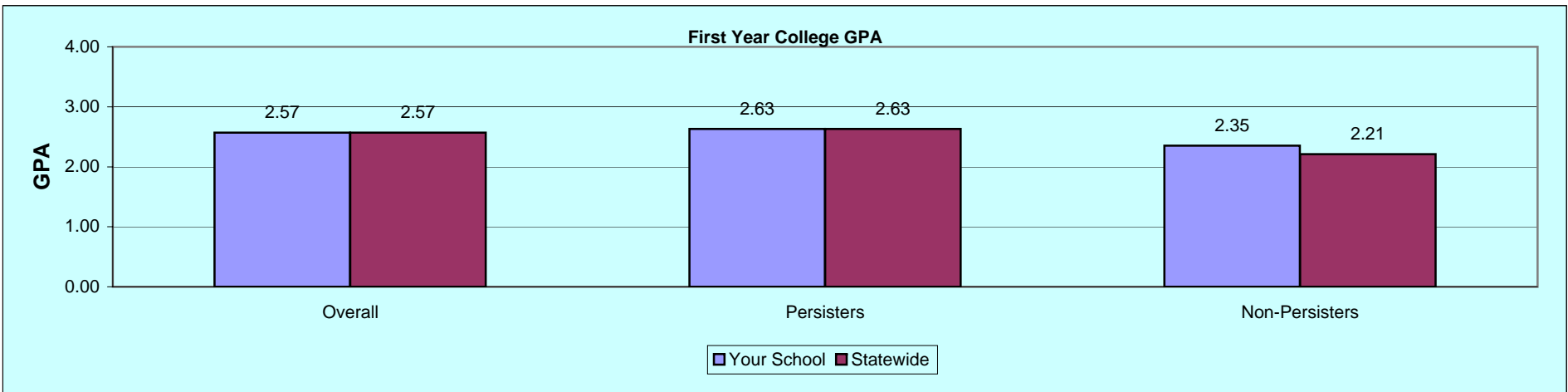
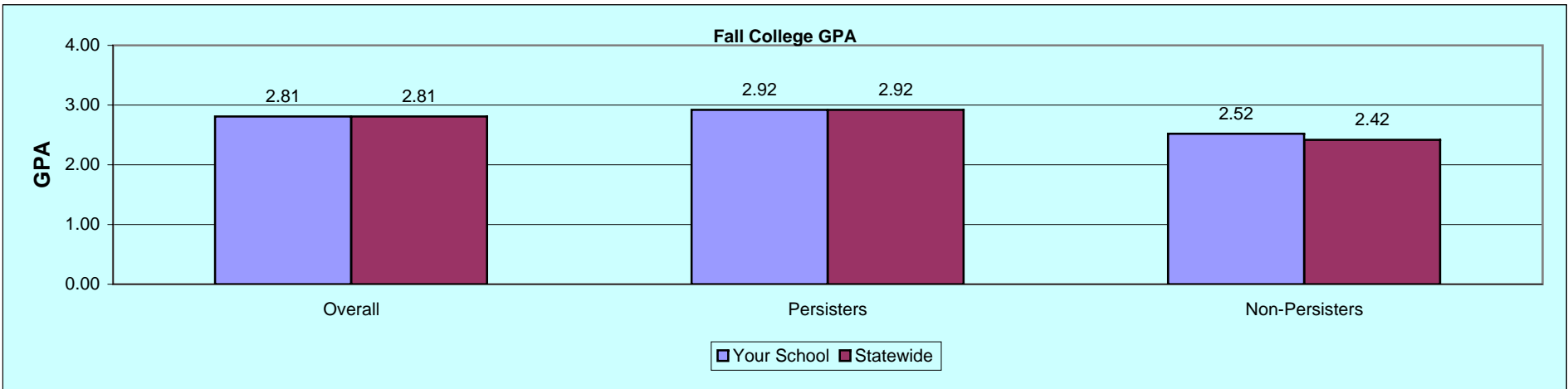
**What This Chart Tells You:**

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 for Science, reevaluate your current high school course objectives, their syllabi, and their lesson plans for rigorous college-oriented content. Should you review content of your courses?
4. Provide students with help both inside and outside the classroom (when needed) with tutors, teachers, and/or other helpers.

Chart 9: Comparisons of {State Name} ACT-Tested Students Enrolled in {State Name} Public Postsecondary Institutions Who Did/Did Not Persist into Year 2



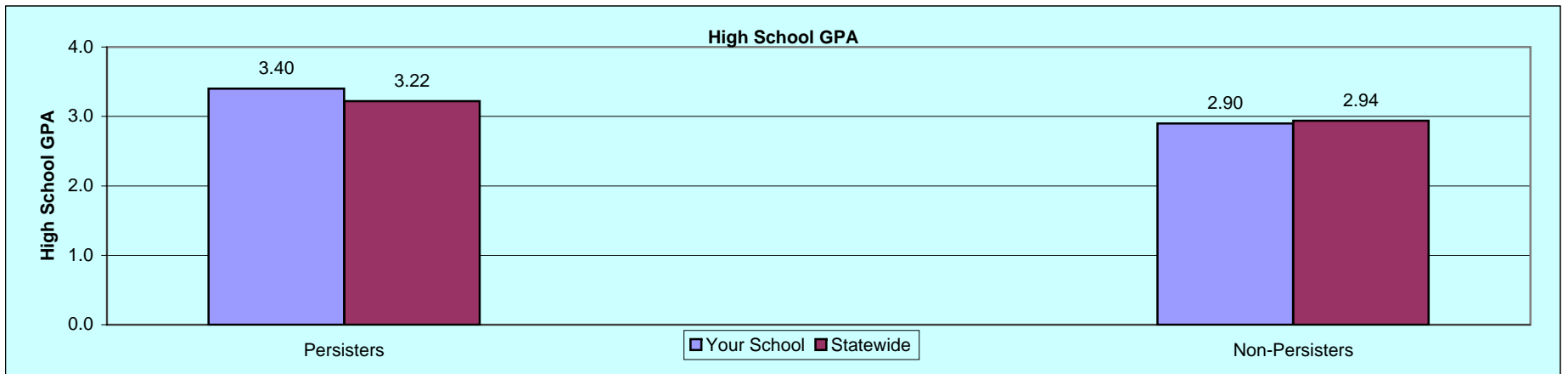
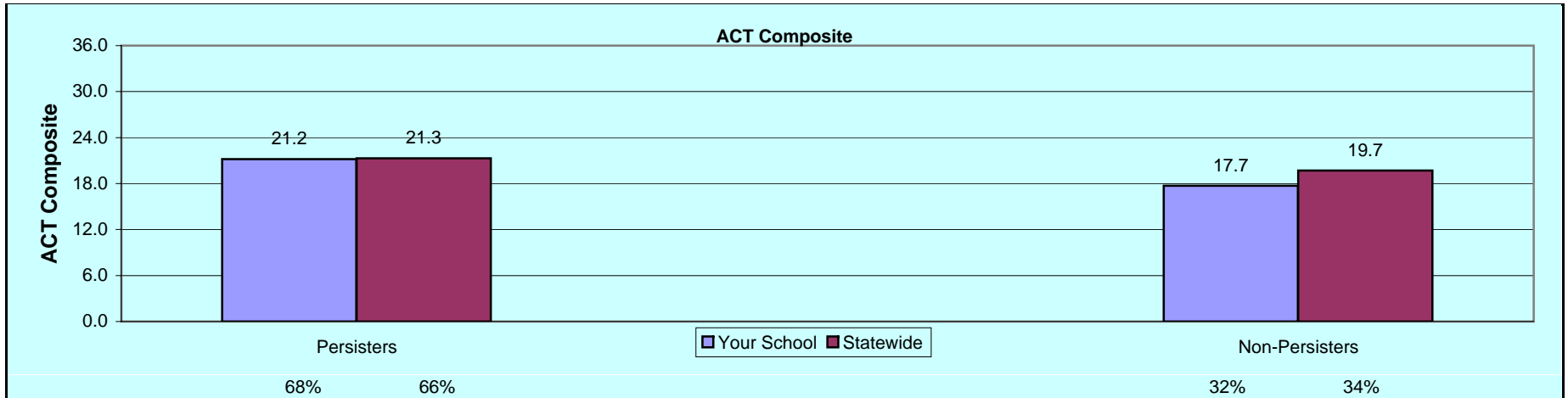
**What This Chart Tells You:**

This chart enables staff to compare average first term GPA and first year GPA for your graduates as well as those statewide. Comparisons can be made for those who persisted into year 2, as well as those who did not return for year 2. Comparisons by campus are shown in Table 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: Comparisons of Your School and Schools Statewide for Those Who Returned to Same Campus in Year 2 (Persisters) and Those Who Did Not Return to the Same Campus in Year 2 (Non Persisters) Using ACT Composite Scores and High School GPAs



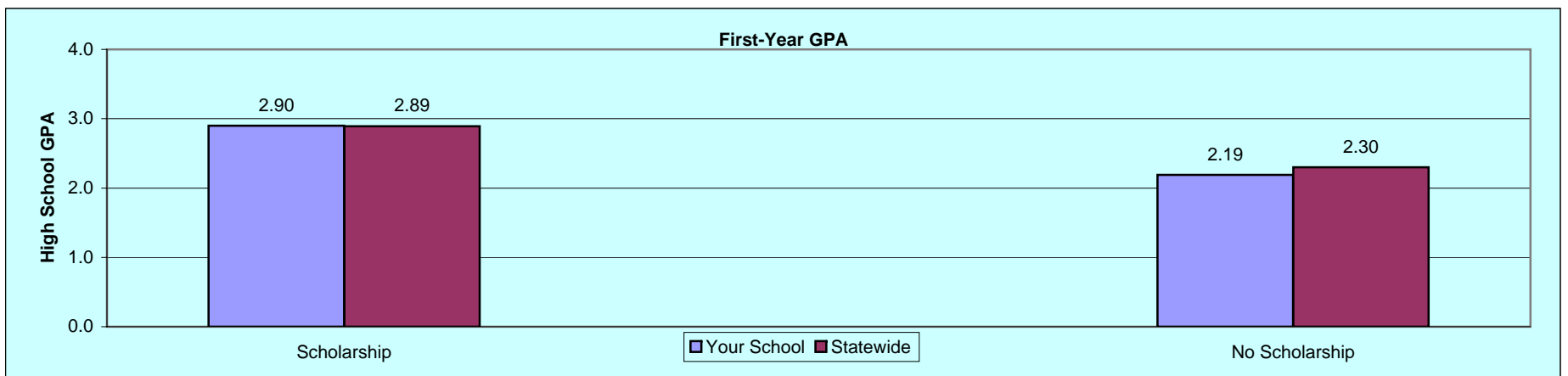
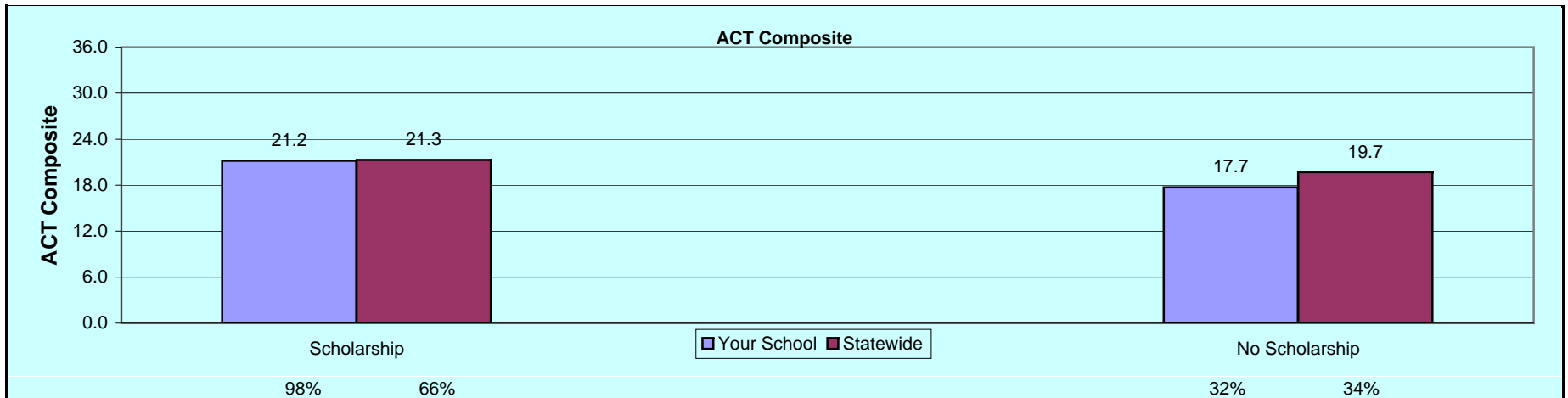
**What This Chart Tells You:**

Students who completed the freshman year of college, and who returned for the second year tend to have higher ACT scores, and higher high school grades than those who did not return for year 2. 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, their syllabi, and their 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: Comparisons of Your School and Schools Statewide for Those Who Did/Did Not Receive State Scholarship Using ACT Composite Scores and First-Year GPAs



**What This Chart Tells You:**

Students who completed the freshman year of college, and who returned for the second year tend to have higher ACT scores, and higher high school grades than those who did not return for year 2. 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, their syllabi, and their 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 College/University**

 **Selected References and Resources**

**Table 1: Summary Statistics for ACT-tested 2005 Graduates From Your High School Who Attended a Public {State Name} Institution Compared to All Enrolled {State Name} High School Graduates**

**Remarks:** Table 1 shows comparisons between your school's ACT-tested 2005 graduates who attended a public institution in {State Name} in Fall 2005, and ACT-tested graduates from other {State Name} high schools who attended the postsecondary institutions. Were average ACT composite scores for your graduates at an institution similar to all the institution's freshmen? Did your graduates tend to enroll in less/more credit hours? How did your graduates compare with other freshmen on fall college GPA, and first-year GPA? The data in this table will help you answer such questions and evaluate the readiness of your students for college.

Code	Institution Name	Graduates From Your School Average				All {State Name} High School Graduates Average					
		N	ACT Comp.	Credit Hrs	Fall GPA	Cum. GPA	N	ACT Comp.	Credit Hrs	Fall GPA	Cum. GPA
0001	College 1	2	17.0	12.0	3.63	3.12	700	18.5	12.3	2.87	2.59
0002	College 2	1	20.0	16.0	3.19	3.20	1108	21.9	14.8	2.98	2.82
0003	College 3	17	22.1	14.9	3.19	3.11	2585	22.1	14.5	2.91	2.82
0004	College 4	55	18.2	13.1	2.72	2.50	626	18.6	13.4	2.68	2.58
0005	College 5	1	17.0	14.0	1.45	2.12	590	18.2	14.7	2.82	2.62
0006	College 6	12	23.7	14.8	2.91	2.80	1098	22.5	14.7	2.76	2.79
0007	College 7	3	17.7	15.7	3.23	3.32	1262	21.4	14.5	2.77	2.71
0008	College 8	12	23.3	14.0	3.28	3.29	3170	24.2	14.3	3.01	3.03
0009	College 9	1	26.0	17.0	--	2.29	835	21.7	15.9	2.89	2.87
0010	College 10	5	18.8	16.4	2.91	2.24	783	18.5	12.3	2.87	2.70
9999	All Institutions	109	20.1	13.9	2.93	2.76	21388	20.8	13.7	2.85	2.76

**Table 2: Summary Statistics for ACT-tested 2005 Graduates From Your High School Who Attended a Public {State Name} Institution**

**Remarks:** Students who complete ACT recommended college preparatory coursework in high school (core) earn significantly better ACT composite scores, tend to enroll in more credit hours during the first semester of college, earn high 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 work.

Code	Institution Name	Graduates From Your School					Students Taking Core					Students Not Taking Core					
		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 %
0001	College 1	2	17.0	50	12.0	3.63	100	1	17.0	12.0	3.8	100	1	17.0	12.0	3.5	100
0002	College 2	1	20.0	100	16.0	3.19	0	1	20.0	16.0	3.2	0	0	--	--	--	--
0003	College 3	17	22.1	77	14.9	3.19	35	13	22.8	15.1	3.4	23	3	20.0	15.3	2.2	67
0004	College 4	55	18.2	55	13.1	2.72	67	30	18.9	13.2	2.8	53	24	17.6	12.9	2.6	83
0005	College 5	1	17.0	100	14.0	1.45	100	1	17.0	14.0	1.5	100	0	--	--	--	--
0006	College 6	12	23.7	83	14.8	2.91	0	10	23.9	14.9	3.0	0	2	22.5	14.5	2.4	0
0007	College 7	3	17.7	67	15.7	3.23	67	2	16.5	17.0	2.5	50	1	20.0	13.0	4.0	100
0008	College 8	12	23.3	83	14.0	3.28	0	10	24.0	13.9	3.3	0	1	21.0	16.0	2.9	0
0009	College 9	1	26.0	100	17.0	--	0	1	26.0	17.0	--	0	0	--	--	--	--
0010	College 10	5	18.8	100	16.4	2.91	60	5	18.8	16.4	2.9	60	0	--	--	--	--
9999	All Institutions	109	20.1	68	13.9	2.93	47	74	20.9	14.3	3.0	34	32	18.3	13.3	2.7	75

**Table 3: Average GPA and Hours Completed for ACT-tested Graduates From Your High School Who Attended a Public {State Name} Institution by ACT College Readiness Benchmark Scores**

**Remarks:** ACT has determined "benchmark" scores for the ACT English test (18), Mathematics test (22), Reading test (21), and Science test (24). As shown in the table, students who obtained the benchmark scores tend to earn higher grades in college and enrolled in more credit hours. The benchmark scores are based on college-readiness. 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.

Code	Institution Name	ACT College Readiness 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		
N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS		
0001	College 1	1	3.5	12.0	1	3.8	12.0	1	3.8	12.0	1	3.5	12.0	2	3.6	12.0	0	--	--	2	3.6	12.0	0	--	--
0002	College 2	0	--	--	1	3.2	16.0	1	3.2	16.0	0	--	--	1	3.2	16.0	0	--	--	1	3.2	16.0	0	--	--
0003	College 3	3	2.9	13.0	14	3.2	15.4	11	3.0	14.6	6	3.4	15.5	7	3.0	14.0	10	3.3	15.6	14	3.1	14.7	3	3.7	16.0
0004	College 4	23	2.4	12.1	32	2.9	13.8	51	2.7	12.9	4	3.0	15.3	38	2.5	13.0	17	3.1	13.2	53	2.7	13.3	2	3.8	8.0
0005	College 5	0	--	--	1	1.5	14.0	1	1.5	14.0	0	--	--	1	1.5	14.0	0	--	--	1	1.5	14.0	0	--	--
0006	College 6	0	--	--	12	2.9	14.8	3	3.5	14.0	9	2.8	15.1	5	2.8	14.8	7	3.0	14.9	7	3.1	15.0	5	2.7	14.6
0007	College 7	0	--	--	3	3.2	15.7	3	3.2	15.7	0	--	--	3	3.2	15.7	0	--	--	3	3.2	15.7	0	--	--
0008	College 8	0	--	--	12	3.3	14.0	6	2.9	14.3	6	3.7	13.7	5	2.9	13.6	7	3.6	14.3	8	3.1	13.6	4	3.6	14.8
0009	College 9	0	--	--	1	--	17.0	0	--	--	1	--	17.0	0	--	--	1	--	17.0	0	--	--	1	--	17.0
0010	College 10	2	3.0	15.5	3	2.9	17.0	3	3.3	16.7	2	2.3	16.0	5	2.9	16.4	0	--	--	5	2.9	16.4	0	--	--
9999	All Institutions	29	2.6	12.4	80	3.0	14.5	80	2.8	13.6	29	3.1	14.9	67	2.7	13.7	42	3.2	14.3	94	2.9	13.9	15	3.3	14.2

Table 4: Comparison of Fall College GPA by Mathematics Course Sequence Patterns Taken by 2005 ACT-tested Graduates

**Remarks:** Students who elect to take more rigorous coursework in mathematics 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.

Code		Institution Name		First-Term College Fall GPA by Mathematics Course Sequence Patterns											
				Less Than 3 yrs.		Algebra 1, Algebra 2, Geometry		Algebra 1, Algebra 2, Geometry, Trigonometry		Algebra 1, Algebra 2, Geometry, Trigonometry, Other Adv. Math		Algebra 1, Algebra 2, Geometry, Trigonometry, Calculus		Total	
				N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA
0001	College 1	1	3.8	0	--	0	--	1	3.5	0	--	2	3.6		
0002	College 2	0	--	0	--	1	3.2	0	--	0	--	1	3.2		
0003	College 3	0	--	0	--	2	3.5	3	2.9	0	--	17	3.2		
0004	College 4	3	2.5	22	2.6	2	2.3	7	2.9	0	--	55	2.7		
0005	College 5	0	--	1	1.5	0	--	0	--	0	--	1	1.5		
0006	College 6	1	2.5	1	--	0	--	6	3.1	0	--	12	2.9		
0007	College 7	0	--	2	4.0	0	--	1	2.5	0	--	3	3.2		
0008	College 8	0	--	0	--	0	--	2	2.7	0	--	12	3.3		
0009	College 9	0	--	0	--	0	--	0	--	0	--	1	--		
0010	College 10	2	2.3	0	--	0	--	1	2.6	0	--	5	2.9		
9999	All Institutions	7	2.7	26	2.6	5	3.0	21	2.9	0	--	109	2.9		

**Table 5: Comparison of Fall College GPA by Science Course Sequence Patterns Taken by 2005 ACT-tested Graduates**

**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, for the science skills needed to be successful in college.

Code	Institution Name	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		Total	
		N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA
0001	College 1	1	3.5	0	--	0	--	0	--	2	3.6
0002	College 2	0	--	1	3.2	0	--	0	--	1	3.2
0003	College 3	1	2.0	11	3.4	0	--	2	3.1	17	3.2
0004	College 4	17	2.5	25	2.8	3	2.3	5	3.4	55	2.7
0005	College 5	0	--	1	1.5	0	--	0	--	1	1.5
0006	College 6	1	--	5	3.4	1	2.6	3	2.4	12	2.9
0007	College 7	1	4.0	2	2.5	0	--	0	--	3	3.2
0008	College 8	0	--	6	3.0	1	4.0	4	3.5	12	3.3
0009	College 9	0	--	1	--	0	--	0	--	1	--
0010	College 10	0	--	3	3.3	1	2.0	0	--	5	2.9
9999	All Institutions	21	3.1	55	2.5	6	3.0	14	2.6	109	2.9

**Table 6: Average Fall GPA for ACT-tested 2005 Graduates From Your High School Who Attended a Public {State Name} Institution by ACT Composite Score Ranges Standards (CRS) Score Ranges**

**Remarks:** The ACT CRS Score Ranges are directly associated with average first semester grade point average. Higher scores ranges are associated with higher grades. To help younger 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. Freshmen, sophomores, and juniors 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.

Code	Institution Name	College Freshmen GPA by ACT CRS Score Ranges													
		1-15		16-19		20-23		24-27		28-32		33-36		Total	
		N	Fall CGPA	N	Fall CGPA	N	Fall CGPA	N	Fall CGPA	N	Fall CGPA	N	Fall CGPA	N	Fall CGPA
0001	College 1	0	--	2	3.6	0	--	0	--	0	--	0	--	2	3.6
0002	College 2	0	--	0	--	1	3.2	0	--	0	--	0	--	1	3.2
0003	College 3	0	--	6	3.2	6	2.6	3	3.8	2	3.7	0	--	17	3.2
0004	College 4	14	2.4	20	2.5	20	3.0	1	3.8	0	--	0	--	55	2.7
0005	College 5	0	--	1	1.5	0	--	0	--	0	--	0	--	1	1.5
0006	College 6	0	--	2	3.5	5	2.9	3	2.9	2	2.6	0	--	12	2.9
0007	College 7	1	2.5	1	--	1	4.0	0	--	0	--	0	--	3	3.2
0008	College 8	0	--	2	2.8	5	3.1	3	3.7	2	3.5	0	--	12	3.3
0009	College 9	0	--	0	--	0	--	1	--	0	--	0	--	1	--
0010	College 10	0	--	3	3.3	2	2.3	0	--	0	--	0	--	5	2.9
9999	All Institutions	15	2.4	37	2.8	40	3.0	11	3.5	6	3.2	0	--	109	2.9

**Table 7: Summary Statistics for ACT-tested 2005 Graduates From Your High School Who Attended a Public {State Name} Institution and Were Identified as Needing Developmental Coursework Coursework in One or More Subjects**

**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.

Code	Institution Name	N	Average ACT Scores				
			Composite	English	Mathematics	Reading	Science
0001	College 1	2	17.0	15.5	20.0	12.0	18.5
0002	College 2	1	20.0	22.0	17.0	19.0	23.0
0003	College 3	17	22.1	23.2	20.5	23.1	20.5
0004	College 4	55	18.2	18.6	17.1	18.5	18.2
0005	College 5	1	17.0	18.0	15.0	14.0	19.0
0006	College 6	12	23.7	23.0	23.3	24.1	23.4
0007	College 7	3	17.7	19.7	16.7	16.3	17.7
0008	College 8	12	23.3	25.8	23.3	22.4	22.2
0009	College 9	1	26.0	25.0	25.0	27.0	27.0
0010	College 10	5	18.8	18.6	19.0	16.6	19.8
9999	All Institutions	109	20.1	20.6	19.2	20.0	19.7

**Table 8: Summary Statistics for ACT-tested 2005 Graduates From Your High School Who Attended a Public {State Name} Institution and Returned for Year 2**

**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.

Code	Institution Name	Overall N	Persisters				Non-Persisters					
			N	N Taking Core	Average			N	N Taking Core	Average		
				HS GPA	Fall GPA	ACT Comp			HS GPA	Fall GPA	ACT Comp	
0001	College 1	2	1	1	3.08	3.75	17.0	1	0	2.77	3.50	17.0
0002	College 2	1	1	1	3.00	3.19	20.0	0	0	--	--	--
0003	College 3	17	15	13	3.62	3.26	22.5	2	0	3.18	2.00	19.0
0004	College 4	55	29	16	3.09	2.98	19.2	26	14	2.74	2.21	17.2
0005	College 5	1	1	1	3.14	1.45	17.0	0	0	--	--	--
0006	College 6	12	11	10	3.64	2.91	24.1	1	0	3.15	--	19.0
0007	College 7	3	1	0	2.90	4.00	20.0	2	2	3.36	2.46	16.5
0008	College 8	12	11	9	3.85	3.21	23.4	1	1	3.85	4.00	23.0
0009	College 9	1	1	1	3.63	--	26.0	0	0	--	--	--
0010	College 10	5	3	3	3.12	3.31	17.3	2	2	3.31	2.31	21.0
9999	All Institutions	109	74	55	3.40	3.09	21.2	35	19	2.90	2.38	17.7

**Table 9: Summary Statistics for ACT-tested 2005 Graduates From Your High School and Did/Did Not Receive 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.

Code	Institution Name	N	Scholarship				No Scholarship					
			N	N Core	HS GPA	Average Fall GPA	ACT Comp	N	N Core	HS GPA	Average Fall GPA	ACT Comp
0001	College 1	2	0	0	--	--	--	2	1	2.93	3.63	17.0
0002	College 2	1	1	1	3.00	3.19	20.0	0	0	--	--	--
0003	College 3	17	14	12	3.60	3.24	22.2	3	1	3.53	2.82	21.3
0004	College 4	55	31	20	3.25	2.93	19.8	24	10	2.42	2.33	16.2
0005	College 5	1	1	1	3.14	1.45	17.0	0	0	--	--	--
0006	College 6	12	12	10	3.59	2.91	23.7	0	0	--	--	--
0007	College 7	3	2	1	3.20	3.23	17.5	1	1	3.22	--	18.0
0008	College 8	12	12	10	3.85	3.28	23.3	0	0	--	--	--
0009	College 9	1	1	1	3.63	--	26.0	0	0	--	--	--
0010	College 10	5	4	4	3.34	2.83	19.3	1	1	2.59	3.25	17.0
9999	All Institutions	109	78	60	3.46	3.03	21.3	31	14	2.60	2.56	16.8

## 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>
  
- E. The website below has many different Reports and Information Briefs related to College Readiness.**  
<http://www.act.org/path/policy/education/collegereadiness.html>