

Making the Transition from High School to College in Ohio 2004

Outcomes by District and High School

Prepared by



**Ohio Board
of Regents**

October, 2004

**Report also available at:
www.regents.state.oh.us/perfrpt/2004HSindex.html**

Table of Contents

I. Introduction..... 1
Glossary of Terms and Indicators 2-3

II. Available District and High School Level Reports:

A. Summary Reports: Outcomes Arranged by High School District:

This version of the report has one page per district, for a total of 649 pages. We anticipate that most readers will want to print only the pages for their districts of interest. The PDF format is more convenient for that purpose. Please be careful to print only the pages for your selected districts.

B. Outcomes by High School District

C. Outcomes by High School

D. Outcomes by College, within High School:

This report shows the college destination and college outcomes for graduates of each Ohio high school. Alphabetical by high school name.

E. Outcomes by High School, within College:

This report shows the high school of origin for young first-time freshmen attending each of Ohio's colleges and universities.

Introduction

Improving higher education outcomes is a shared task requiring efforts from both the K-12 and higher education sectors. This report provides detailed information to district superintendents, principals, teachers, and counselors on how well their students make the transition from high school to college. It has been prepared by Ohio Board of Regents staff in consultation with K-12 representatives including district superintendents, high school principals, and guidance counselors. The feedback on college outcomes at the district and high school level supplied by this report will help educators assess the effectiveness of their efforts. Although an increasing proportion of college students are “nontraditional,” most first-time freshmen are still young students who begin attending college right after graduating from high school. This report focuses on the high school preparation and college outcomes of 2001-2002 graduates of Ohio high schools who begin college in fall 2002, tracking their college progress through fall 2003.

Specific outcomes measured include:

- In-state college-going rate of recent Ohio high school graduates
- Percentages of first-year college students taking minimum and complete college preparatory curricula in high school
- Percentage of first-year college students who took an Advanced Placement test
- Percentage who took college courses while in high school
- Percentage who are first-generation college students
- Percentage who took a college entrance exam
- Average College Entrance Exam scores (ACT scale)
- Average first-term public college GPA's
- Percentage attending college full-time
- Percentage of public college students taking remedial courses
- Percentage persisting in college to their second year.

A wide array of data resources was assembled to produce the indicators used in this report. Counts of Ohio high school graduates by district and high school were provided by the Ohio Department of Education. The primary source for information on the high school course taking patterns and college entrance exam scores was ACT. Data on Advanced Placement course taking in high school were provided by College Board. Public higher education enrollment and academic outcomes data were obtained from institutional student and course data submissions to the Higher Education Information system (HEI). Independent institution enrollment data is available only for full-time students who receive Student Choice grant. Information on the education background of parents (used to determine whether a student is a first-generation college student) comes from the Free Application for Federal Student Aid (FAFSA).

The intended purpose of this district and high school level detail report is to serve as a tool for the improvement of instructional outcomes. Due to inherent limitations in the available data, these results cannot be used as a “scorecard” for districts and high schools. The outcomes measures are limited to students attending Ohio institutions, and many outcomes measures are available only for students attending Ohio’s public higher education institutions. To the extent that students from a district or a high school attend out-of-state or private institutions within Ohio, these data present an incomplete picture of higher education outcomes, and should be interpreted with this caution in mind.

A companion report presenting a statewide analysis of high school to college transition outcomes has also been prepared by the Board of Regents. This report, *Making the Transition from High School to College in Ohio 2004: A Statewide Perspective*, is available at the Board of Regents website at <http://www.regents.state.oh.us/perfrpt/2004HSindex.html>.

Glossary

Advanced Placement: The College Board's Advanced Placement Program® enables students to pursue college-level studies while still in high school. The AP Program offers 34 courses in 19 subject areas. Based on their performance on AP Exams, students can earn credit and/or advanced placement for college.

College Entrance Exams: Standardized tests taken by students and whose scores are used by colleges and universities as admissions criteria. The most common college entrance exams are the ACT and SAT. *In this report, average test scores are calculated only for those students who take either the ACT or SAT.*

College Going Rate: The percentage of high school graduates (public and private) who enroll as first-time freshmen at any Title IV, degree-granting college or university in the United States within one year of high school graduation. *The number of high school graduates was obtained from the U.S. Department of Education's National Center for Education Statistics; enrollment data was obtained from IPEDS. Note that in calculating the in-state college-going rate for district types and individual schools, the number of high school graduates were obtained from the Ohio Department of Education and enrollment data was obtained from HEI.*

Complete College Preparatory Core: A high school academic curriculum that includes four years each of English, math, and social studies, and at least three years of science courses that include biology, chemistry, and physics. *High school course-taking data is obtained from ACT and SAT. The data are self-reported by students taking these exams.*

District Type: A classification of high school districts supplied by the Ohio Department of Education that considers such factors as population density, income and poverty levels, college attainment, and workforce demographics. The following are brief descriptions of each district type:

Rural – high poverty: These districts tend to be rural districts from the Appalachian area of Ohio. As a group they have the lowest SES profiles as measured by average income levels and percent of population with some college experience.

Rural: These tend to be small, very rural districts outside of Appalachia.

Small Town – moderate SES: These districts tend to be small economic centers in rural areas of the state outside of Appalachia. The districts tend to contain both some agricultural and some small town economic characteristics.

Small Town – very high poverty: These districts tend to be small or medium size “blue collar” cities and towns with very high poverty rates. Among small cities and towns, they generally have the lowest SES characteristics.

Urban – moderate SES: These districts tend to be both larger and have a higher SES profile than small town districts. Poverty levels are average.

Major City – extremely high poverty: This group of districts includes all of the large urban centers that have high concentrations of poverty.

Suburban/urban – high SES: These districts typically surround major urban centers. While they often contain industrial economic activity and modest poverty levels, they are more generally characterized as upper SES communities with a highly professional/administrative population.

Suburban – very high SES: These districts also surround major urban centers. They are distinguished by very high income levels, almost no poverty, and a very high proportion of its population characterized as professional/administrative.

First-Generation College: A college student both of whose parents' highest level of education completed was less than college. *This data are obtained from information supplied on the student's Free Application for Federal Student Aid (FAFSA). The first-generation college percent is only calculated for those students who completed a FAFSA and reported their parents' highest level of education completed.*

Full-Time: Enrolled for 12 or more credit hours if attending a public college or university; or any enrollment at an Ohio independent college or university. *Note that the Ohio Board of Regents receives data only on private enrollments who receive state aid. A large majority of these students receive an Ohio Student Choice Grant which requires full-time enrollment. Data included in this report on Ohio private college enrollments are limited to Student Choice Grant recipients.*

Minimum College Preparatory Core: A high school academic curriculum that includes four years of English and three years each of math, social studies, and science. *High school course-taking data is obtained from ACT and SAT. The data are self-reported by students taking these exams.*

Postsecondary Enrollment Options (PSEO): A program instituted by the State of Ohio in 1990 to allow eligible high school students to take college courses while still enrolled in high school.

Recent High School Graduate:

IPEDS Definition: First-time, first-year, degree-seeking freshman enrolled in college within twelve months of high school graduation.

HEI Definition: First-time, first-year undergraduate students whose year of high school graduation is the same as their year of first enrollment in college.

Glossary

Remedial Education: Courses in reading, writing, or mathematics taken by college students who lack the skills required to perform college-level coursework at the institution's required level. The term "remedial" is often used interchangeably with the term "developmental". However, remedial education can be more narrowly defined to apply only to students who recently graduated from high school and were not adequately prepared for college-level coursework (as opposed to students who return to college after an extended period of time and need to refresh skills they learned many years ago).

Socioeconomic Status (SES): A measure of social and economic well-being that includes factors such as income, percentage of the population with a college education, and percentage of the population employed in professional or administrative occupations.