

**AGENDA**  
**(Revised 1-6-12)**  
**Higher Education Subcommittee**  
**of the**  
**Arkansas Legislative Council**

---

**Thursday, January 26, 2012**  
**01:00 PM**  
**Room A, MAC**  
**Little Rock, Arkansas**

---

Sen. Sue Madison, Chair  
Sen. Jimmy Jeffress, Vice Chair  
Sen. Gilbert Baker  
Sen. Kim Hendren  
Sen. Gene Jeffress  
Sen. Johnny Key  
Sen. Joyce Elliott  
Sen. Bruce Holland  
Sen. Mary Anne Salmon, ex-officio  
Sen. Robert Thompson, ex-officio

Rep. Johnnie J. Roebuck, Chair  
Rep. Ann V. Clemmer, Vice Chair  
Rep. Eddie L. Cheatham  
Rep. James L. Word  
Rep. Les "Skip" Carmine  
Rep. Robert E. Dale  
Rep. Tiffany Rogers  
Rep. John Burris  
Rep. Tommy Lee Baker, ex-officio  
Rep. Terry Rice, ex-officio

---

- A. Call to Order
- B. Agency Update (**Exhibit B**)
- Mr. Shane Broadway, Interim Director, Arkansas Department of Higher Education
- C. Report on Remediation Rates Among Lottery Scholarship Recipients (**Exhibits C-1, C-2, C-3, C-4, C-5, & C-6**)
- Mr. Shane Broadway, Interim Director, Arkansas Department of Higher Education
- D. Update on Implementation of Act 971 or 2009 by Institutions of Higher Education
- Mr. Shane Broadway, Interim Director, Arkansas Department of Higher Education
- E. Arkansas School for Mathematics, Sciences and the Arts (ASMSA), Salaries and Cost Containment Efforts (**Exhibit E**)
- Dr. Donald R. Bobbitt, President of the University of Arkansas System
- F. Other Business
- G. Adjournment

**Notice: Silence your cell phones. Keep your personal conversations to a minimum. Observe restrictions designating areas as "*Members and Staff Only*"**



*"We can and must double the number of  
college graduates in Arkansas by 2025  
if we are to stay competitive.*

*This is a lofty goal aimed at the future,  
but we must begin implementing it today."*

*Governor Mike Beebe*



## Arkansas 2025:

Leading in the Global Economy  
by Investing in Education and  
Enhancing Accountability

Performance Funding System

---

Arkansas Department of Higher Education

2011

**Contents**

Background and Purpose .....2  
    Goal .....2  
    National, Regional and State Initiatives .....4  
    Assessment of Current Status .....8

University Performance Funding .....8  
    Guiding Principles and Timeline .....9  
    Measures and Methodology .....11

Two-Year College Performance Funding .....13  
    Guiding Principles and Timeline .....14  
    Measures and Methodology .....16

Sustainability and Maintenance .....18

Preserving Academic Integrity .....19

Appendices.....21  
    Appendix A: Key Arkansas Public and Higher Education Officials.....21  
    Appendix B: Regional Critical Economic Needs Programs .....23  
    Appendix C: STEM Programs .....24  
    Appendix D: High Demand Programs.....25  
    Appendix E: Act 1203 of 2011 .....26  
    Appendix F: Technical Specifications .....27

## ***Background and Purpose***

### **Goal**

For most of the 20th Century, America was able to provide an adequate supply of college-educated citizens to keep up with the increasing demands of the workplace. Beginning around 1990, however, as America found itself fully integrated in a global economy, the supply of college-educated young people slowed to an alarming rate. Projecting these growth trends from 2010 to 2025, our country stands to lose its place as the world's economic leader. Without a dramatic increase in the supply of college-educated citizens, the American economy will shrink to unacceptable levels. It is estimated that the United States must add an additional 20,000,000 postsecondary-educated workers over the next 15 years to compete on an equal footing with other developed nations.

From the early 1990's to the present, Arkansas has experienced a more positive pattern of growth than the nation as a whole. Unfortunately, because of lower rates of educational growth and development

"We can and must double the number of college graduates in Arkansas by 2025 if we are to stay competitive. This is a lofty goal aimed at the future, but we must begin implementing it today."

*Governor Mike Beebe*

throughout most of the 20th Century, Arkansas still lags significantly behind the region and the nation. Gov. Mike Beebe recognizes the importance of Arkansas's educational attainment for the future economic growth and the prosperity of its people. On January 11, 2011, the Governor issued a challenge to the state and to its institutions of higher education by stating: "We can and must double the number of college graduates in Arkansas by 2025 if we are to stay competitive. This is a lofty goal aimed at the future, but we must begin implementing it today."

The Arkansas General Assembly, Arkansas Department of Higher Education (ADHE) and the state's public institutions of higher education accepted the Governor's challenge. Senators Gilbert Baker and Johnny Key and Rep. Johnnie Roebuck sponsored Act 1203 of 2011 (AN ACT TO PROMOTE ACCOUNTABILITY AND EFFICIENCY AT STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION; TO CLARIFY FUNDING FORMULA CALCULATIONS FOR STATE SUPPORTED INSTITUTIONS OF HIGHER EDUCATION). Act 1203 was enacted by the Arkansas General Assembly and, on April 5, 2011, Gov. Beebe signed it into law. Over a period of five years starting with FY2013-14, 25% of an institution's base funding will be allocated according to performance.

ADHE Interim Director Shane Broadway and his staff dedicated significant time and effort working with the colleges and universities to develop an effective model for implementing the performance funding component required by Act 1203. Work groups were formed and met weekly to develop performance measures for funding the two- and four-year institutions. Because of the short amount of time available to complete the funding measures, it was critical that the work groups receive weekly data reports to evaluate and validate the measures discussed the previous week. ADHE staff provided the necessary information in a timely manner. This report was written as a result of efforts of the work groups. Without the strong pattern of cooperation among the higher education community and ADHE leadership and staff, this report would not have been possible.

Few can question the importance of the Governor's goal. According to SREB, the fastest-growing, highest-paying jobs require education beyond high school. Jobs in the United States are projected to increase by 19% by 2016 for people with associate degrees and by 17 percent for those with bachelor's degrees.

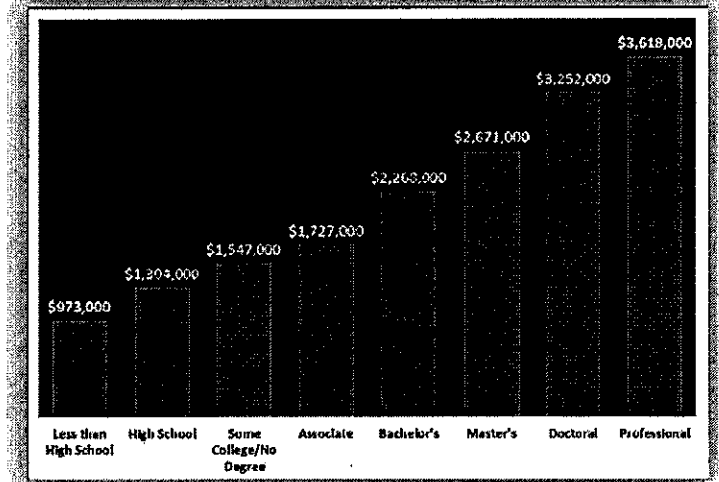
The past three years of economic turmoil have made many Americans question where they should invest for their future. Today, passbook savings provide little return. The volatile stock market has sapped many 401(k)s and the safe harbor of homeownership has vanished in a sea of over-extensions and foreclosures. One investment, however, is never questioned: higher education. While some argue that college graduates earn 84% more over their lifetime than their high school-educated counterparts, and others argue the real additional economic value is 74%, no one claims there is not a significant financial return on the investment in a college education. "On average, a four-year degree is the equivalent of an investment that returns 15.2% a year. That's more than double the average return to stock market investments since the 1950s, which average 6.8%; more than five times the return to investments in corporate bonds, which return 2.9%; gold at 2.3%, long-term government bonds at 2.2% and housing at 0.4%." (College Planning, June 2011)

The data are clear that with each increasing level of postsecondary education from the certificate to the doctoral degree there is a corresponding increase in lifetime financial earnings. While these earnings are most often measured in terms of dollars, earnings also accrue in job satisfaction, career advancement, job attainment and a host of other job-related benefits.

While the economic returns of post-secondary education are important, there are a host of social and personal advantages a college degree brings to almost every aspect of our lives. College graduates are healthier, live longer, have more stable family lives, and contribute greatly to their communities. College graduates are significantly less likely to commit crimes and more likely to participate in the civic life of their community. With the economic, social and personal advantages a college education promotes, it is not at all surprising that college graduates are much more likely to say they are "very happy" than are their high school graduate counterparts. Gov. Beebe's goal for Arkansas is worthwhile for so many reasons; however, none is more important than the fact that education simply makes life better - better for the individual, better for the family and better for the community.

For these and many other reasons, the institutions of higher education are strongly united behind the Governor's goal of doubling the number of graduates in Arkansas by 2025. Educational achievement is the pathway to prosperity for all Arkansans. Act 1203 of 2011 will help achieve this dream. While this Act and our goal focus on numbers, we cannot let our ambitions for quantity in any way reduce the commitment to quality that has characterized Arkansas higher education. This commitment was recognized in Act 1203 which encouraged steps to "promote degree production while maintaining a high level of rigor" and by requiring higher education institutions to "address institutional accountability for the quality of instruction." Lasting educational improvement results from the collaborative efforts of all citizens of the state working together to increase the number of graduates. But increasing the number of graduates must be done while maintaining the quality educational experience necessary for success as Arkansas citizens and members of the global community.

Median Lifetime Earnings by Highest Educational Attainment, 2009 Dollars



Source: "The College Payoff; Education, Occupations, Lifetime Earnings;" Georgetown University Center on Education and the Workforce

## National, Regional and State Initiatives

### *National*

During the past decade, the national higher education community has seen a dramatic and increasing concern with America's place in the world's educational community. The United States is falling behind other countries in educational attainment. For the first time in history, the current generation of Americans will not be better educated than their parents, and in fact, America's 18- to 24-year-olds are less educated than today's 25- to 64-year-olds. The cause is not as simple as fewer Americans seeking a college education. Quite the contrary, the college-going rate in the United States has remained high. However, many of those fail to complete college, particularly among underrepresented and low-income students.

Almost 50 years after President John F. Kennedy surprised the world by pledging to send a man to the moon, President Barack Obama publicly recognized that America has lost its preeminent standing among the world's most educated nations. In a February 2009 speech to a joint session of Congress, the President challenged the nation by declaring, "By 2020, America will once again have the highest proportion of college graduates in the world. That is a goal we can meet."

As a nation, we have confronted this situation in a number of ways. In 2004, the Lumina Foundation partnered with seven of the leading higher education organizations to start a national initiative - *Achieving the Dream*. Its goal was to encourage community college students, particularly low-income and minority students, to achieve their dreams by staying in school and earning a degree. Four Arkansas two-year colleges were selected to participate and were funded through the Winthrop Rockefeller Foundation. Every *Achieving the Dream* institution develops and implements research-based policies and practices based on quantitative and qualitative analyses of its institutional strengths, problem areas and achievement gaps. Recently, Phillips Community College of the University of Arkansas and Pulaski Technical College were recognized as *Achieving the Dream* leader institutions for student-centered models of institutional improvement.

"By 2020, America will once again have the highest proportion of college graduates in the world. That is a goal we can meet."  
President Barack Obama

Additionally, Arkansas's *Career Pathways Initiative* (CPI) has been recognized as a national model for helping single parents complete a credential and get a job. In September 2011, the Secretary of Health and Human Services visited Arkansas to recognize CPI as one of the 10 best programs in the nation addressing the needs of TANF clients.

During the fall of 2007, a group of public higher education systems from nearly half of the states participated in a program called *Access to Success* in cooperation with the National Association of System Heads and the Educational Trust. The two major goals of this initiative were to dramatically increase the number of college graduates and ensure these graduates more closely resemble the profile of contemporary high school graduates, especially low-income and minority students.

Most recently, four two-year colleges and five universities were selected to participate in a *Complete College America* program aimed at improving college completion and closing attainment gaps for traditionally underrepresented populations.

Additionally, many states have engaged in developing performance models to increase productivity in higher education. In fact, performance funding is a major initiative of the National Governor's Association. Gov. Chris Gregoire of Washington, the current chair of the National Governors Association (NGA), recently said, "The challenge before us when it comes to higher education is increasing productivity – graduating more students with the skills our states need with the resources we have." Performance funding, however, is not a new phenomenon. The first performance funding started in Tennessee in 1979, and since that time over half of the states have developed and implemented a performance funding system. In fact, on January 28, 1994, the Arkansas State Board of Higher Education adopted a performance system titled, "*Strategies for Improvement: Productivity Enhancement for Arkansas Higher Education.*" This system, which allocated new monies based on seven statewide goals, was used for one funding cycle and then discontinued.

### **Regional**

Individual states and regions of the country quickly moved forward to accept the challenge of producing more graduates, and many did so through the mechanism of performance funding. For instance, efforts in Tennessee, Pennsylvania and Ohio are instructive.

In 1979, Tennessee implemented the first performance funding system for universities and community colleges. In 2010, the Tennessee performance funding model was modified to emphasize 10 outcomes with each assigned a scaled factor with an appropriate weight (e.g. student progression, transfer, degree attainment, research and service). Each measure of the state's institutions was weighted differently depending on its particular scope and mission. This new performance model in conjunction with the previous performance model and with maintenance, operations and equipment allocations makes up the total budget recommendations for higher education institutions in Tennessee.

In 2001, Pennsylvania initiated a performance funding model with a state allocation equal to 2.4% of the total educational and general operating budgets for institutions of higher education. The formula included 10 measures (five mandatory and five non-mandatory) that would allow institutions to achieve a total possible score of 10 points. Mandatory measures included, for example, the number of degrees conferred with special emphasis on bachelors' degrees awarded, improvement in the graduation of low-income and underrepresented minority students, faculty diversity and level of private support.

Ohio instituted its performance funding model in 2010. The university formula includes both degree completion and course completion, with additional weight on course completions by at-risk students. Additionally, the model takes into account mission-specific goals and funding for graduate and medical education. Ohio's community college formula provides a large portion of funding on the basis of enrollment, primarily because they serve a large number of non-traditional and underprepared students. Beginning in 2011, community colleges began receiving a portion of funds based on a number of success points including course completion, progression, degree completion and transfer.

In addition to the efforts of individual states, national and regional organizations developed programs to assist states to increase the number of graduates. The National Center for Higher Education Management Systems (NCHEMS) developed programs to coordinate the efforts of a number of states. Supported by a Lumina Foundation grant, the Southern Regional Education Board (SREB), through its Web site ([www.electroniccampus.org](http://www.electroniccampus.org)), assisted adults who had started but not completed a college program.



## **State**

In Arkansas, as a result of the culmination of a number of prior efforts, institutions have focused even more resources to provide access to all students and ensure those students are successful in earning a higher education credential.

### **Access to Success**

One of the most recent efforts, *Access to Success*, an initiative of Rep. Johnnie Roebuck and Sen. Gilbert Baker, laid out a number of challenges for the state's higher education institutions. One challenge is particularly relevant to the performance model outlined in this report.

- **Strengthening the Arkansas Education Pipeline** -The number of Arkansas residents who hold certificate, associate or bachelors' degrees is below the national average, and an insufficient number of students attending two-year colleges pursue a bachelors' degree.

In order to reach the goal of doubling the number of certificates and degrees by 2025, Arkansas higher education institutions must produce 4.73% more credentials than the current pace each year. Arkansas institutions are poised to meet this challenge. One only need look to the SREB rankings from the most recent year to see that Arkansas colleges and universities are No. 1 in the growth rate of bachelor degree production and No. 2 in the growth rate of associate degree production.

As mentioned above, while SREB has taken note of the progress Arkansas institutions have seen in the production of certificates and degrees, it must be acknowledged that the national rankings for retention and graduation only account for a small percentage of students enrolled in Arkansas institutions. The traditional IPEDS definition for graduation rate calculations fails to include the vast majority of students on today's college campuses since it only accounts for first-time, full-time, degree-seeking students who enroll in the fall semester. This narrow definition does not include the increasing number of part-time students, those who begin in the spring semester or those who transfer to another institution. The *Access to Success* task force recognized the need to go beyond the traditional definition of "student," and in particular on Page 35, Item 7.5, clearly stated that in measuring rates of remediation, retention and graduation, the definition of "student" be broader than "first-time, full-time." We could not agree more.

### **STEM Works**

*STEM Works*, an initiative of the Governor's Workforce Cabinet, specifically seeks to overhaul the ways in which Arkansas high school students receive STEM education and increase the number of well-qualified STEM teachers. *STEM Works'* objectives specifically seek to:

- Accelerate and transform secondary STEM education to better prepare high school graduates to pursue college degrees in STEM disciplines through New Tech High Schools and Relevant Education for Active Learning (REAL) schools, an initiative of the Environmental and Spatial Technology (EAST) schools.
- Provide special secondary teacher training through the UTeach program for college STEM majors to ensure that Arkansas produces a steady stream of qualified teachers.

One of the goals of *STEM Works* is to have 10 high schools implementing extensive project-based learning by the start of the August 2012 school year.

ADHE Interim Director Shane Broadway recently said, "It is critical for Arkansas to emphasize STEM education as we envision the jobs we will need in the future. We need to produce increasing numbers of STEM professionals with associate, baccalaureate, master's and doctoral degrees and, more importantly, we need to produce more teachers in the STEM disciplines who have deep content knowledge and understand student learning."

#### **National Center for Higher Education Management Systems (NCHEMS)**

As part of its statewide effort to increase the number of graduates, Arkansas engaged NCHEMS to study its past progress and suggest additional strategies. The resulting report, *Increasing the Competitiveness of the Arkansas Workforce for a Knowledge-Based Economy: How Do Current Higher Education Policies Help or Get in the Way?* outlined two goals that speak to the heart of efforts to fully prepare today's students for tomorrow's future.

A goal stated by NCHEMS:

- Any strategy to improve the state's competitiveness must address all regions, not only those that are currently the most competitive. Differences across regions of Arkansas in income are directly related to the educational level of [its] population. Arkansas is composed of several different 'states' in terms of demography, economy, and educational attainment.

In the August 17, 2011, *Arkansas Democrat-Gazette*, columnist Rex Nelson contributed an article illustrating the two very different areas of our state. He wrote: "[T]here are a number of counties in the central, northwest and western portions of Arkansas doing relatively well economically while consistently gaining population. Then, there are large swaths across the eastern and southern portions of Arkansas that continue to struggle. Thirty-nine counties gained populations during the past decade. Thirty-six counties lost population." There are several institutions located in south Arkansas with relatively stagnant, even declining, populations with large pockets of low-income workers. To be successful, all sectors of the higher education community must do well.

Arkansas has begun to develop strategies to address regional education and training needs. For example, five two-year colleges in the Arkansas Delta collaborated to use their collective resources to address current and future training needs of business and industry. Gov. Mike Beebe has called the Arkansas Delta Training and Education Consortium (ADTEC) "the model" for matching community college curriculum to the needs of potential businesses and area employers. Based on the success of ADTEC, all two-year colleges in Arkansas have formed regional consortia to focus on the workforce training needs of their respective areas. The newly formed regional consortia include the North Arkansas Two-Year College Consortium, the Central Arkansas Community College Consortium and the Southwest Arkansas Community College Consortium.

Another goal stated by NCHEMS:

- Arkansas cannot reach competitive levels of educational attainment only by educating recent high school graduates. Even if Arkansas increased the college-going rate of recent high school graduates to the level of best performing states, Arkansas would still fall short in the needed increase in degree production.

Adult learners are a key, and we know there are many who either left higher education shy of the number of credits to graduate or never pursued a higher education credential after high

school. Gone are the days when training and education beyond high school were a luxury; it is now a necessity regardless of the type of employment or career one pursues.

### **Path to Accelerated Completion and Employment (PACE)**

In October 2011, the AATYC Center for Student Success, in partnership with Northwest Arkansas Community College, acquired a \$14.7 million dollar grant from the U.S. Department of Labor. The grant funds the *Path to Accelerated Completion and Employment (PACE)* program and includes all Arkansas two-year colleges. PACE has three main goals aimed at improving student success and reducing time to degree:

- Redesigning developmental education instruction in math and language, and placement test orientation for students;
- Streamlining certificate and degree programs;
- Enhancing academic advising and student development through use of technology.

### **Assessment of Current Status**

Embarking on a bold and challenging goal such as doubling the number of graduates by the year 2025 can be a daunting, almost impossible task. We believe the achievement of the goal will only be possible because this journey doesn't begin today but builds on the past accomplishments of Arkansas's institutions of higher education. The Arkansas record of accomplishments is indeed a strong one upon which to build. That past has included significant effort by the Arkansas higher education community to increase the college-going rate, the progression rate of all students from matriculation to graduation and the final destination – graduation.

SREB recently released information regarding increased production in degrees and certificates awarded by public two- and four- year institutions in the 16 SREB states. Arkansas can be proud of these results. Most relevant to Gov. Beebe's goal, Arkansas universities and colleges were ranked No. 1 and No. 2, respectively, in the growth of degree production in the SREB. From 2007-08 to 2008-09, Arkansas universities' degrees and certificates conferred grew by 7.5% while the SREB average was 3.4%. Two-year colleges over the same period increased total degrees and certificates by 18.4% while the SREB average grew by only 3.9%. From 2006-07 to 2008-09, Arkansas universities experienced a 10.5% increase in bachelor's degrees conferred while the SREB states averaged 6.5%. Without this sound foundation and commitment to growth, the goal of doubling the number of degrees each year by 4.73% would not be attainable.

### **University Performance Funding**

In developing the performance model required by Act 1203, the university work group studied in great detail historical patterns of performance funding, looking specifically at which patterns were associated with successful funding systems. In addition, the work group studied, in more detail, states where current systems are being developed. Among the states examined closely were Tennessee, Pennsylvania, Ohio, Washington and Louisiana. From these analyses, the group found that successful systems utilize a relatively small number of simple, easy-to-understand measures explicitly tied to state goals for student completion and economic development. For example, the four mandatory measures

in the Arkansas system are bachelor credentials earned, total credentials earned, student progression toward degree completion and STEM credentials earned.

## **Guiding Principles and Timeline**

The university performance funding system is based on the following principles:

### **Increasing Credentials without Compromising Academic Rigor**

The most important feature of the performance funding system is the requirement that each university double the number of degrees it produces by 2025 while maintaining academic integrity and quality. While technical certificates and associate degrees are included, significant weighting is placed on increasing the number of bachelor's degrees awarded. The performance funding measures require all institutions be measured each year on total credentials awarded, bachelor credentials awarded, STEM production and student progression. Forty percent of all performance funding will be allocated to these four measures, with the remainder on optional measures selected by each institution.

### **Recognizing Important Policy Considerations**

With Act 1203 as our guide, the universities recognize that to bolster the economic development needs of the state, we must significantly increase the number of STEM degrees awarded to Arkansas students, as well as the number of secondary education STEM educators.

### **Missions, Role and Scope**

The performance funding measures recognize the diversity of Arkansas's universities and the varying demographics and economic realities of their locale, as well as the academic unpreparedness of many of the students they serve. The measures recognize these variations through the use of optional measures. Many of the optional measures are derived from Act 1203 and include underrepresented minorities, non-traditional, transfer and low-income graduates, as well as graduates with remedial needs and those electing a course of study in a high demand field or a critical need of a particular region of the state.

### **Economic Development**

The sponsors of Act 1203 identified research activities as a university performance funding measure recognizing its importance in bolstering the economic development of the state. In addition to teaching on the undergraduate level, several universities are involved in substantial research efforts through the receipt of external grants and awards, issuance of patents and the development of new companies. While not directly producing graduates, these economic development measures produce jobs, a component that must be present if the state has any hope of retaining a large percentage of its graduates.

### **Improvement Begins at Home**

The combination of mandatory and optional measures holds all institutions accountable for the major state goals outlined in Act 1203. The measures also allow each institution to select optional goals based on mission, role and scope. Each institution will be measured against its own progress and not against an arbitrary standard.

### **Need for Flexibility**

Since the performance funding system will be implemented over an almost 15-year period, it must be organic and adaptable to changing national, state, regional and institutional needs. Specifically, the measures recognize that the performance record in the early years will almost certainly change over

time and that it must be reviewed on an annual basis to assure the overall goal of doubling the number of graduates by 2025 is attainable.

### **Keeping it Simple**

The measures must be simple, clear and understandable – mandatory and optional measures, with an adjustment for the percentage of undergraduate students receiving a Pell award.

### **Data-Driven Decision-making**

Consistent with our two-year counterparts, the success of the performance funding measures will depend upon accurate and reliable data.

Each meeting of the university work group was attended by approximately 40 or more individuals – presidents, chancellors, academic officers, fiscal officers, institutional research and government relations personnel – representing all of the universities. Several of the meetings were attended by various staff members from the Arkansas Department of Higher Education, Governor's Office, Bureau of Legislative Research, Dr. Olin Cook from the Arkansas Higher Education Coordinating Board, Sen. Sue Madison, Rep. Jim Nickels and Rep. Tiffany Rogers.

The following is a brief summary of the highlights of each meeting:

**April 15** – AHECB meeting (presentation and discussion of Act 1203)

**April 25** – ADHE meeting with all institutions (presentation and discussion of Act 1203)

**May-June** – Individual campus and system meetings to discuss implementation of Act 1203

**June 27** – Preliminary discussion of performance models

**July 8** – Initial meeting of the four-year work group

**July 20** – Discussion of performance funding models from PA, LA, WA, and TN based upon contact with representatives from those states

**July 22** – Discussion of performance measures, as well as *Compete to Complete* from the National Governors Association and *The Politics of Performance Funding in Eight States – Origins, Demise and Change* from the Lumina Foundation

**July 26** – Discussion of performance measures, in particular, how to address the progression of students (retention) which led to the appointment of Institutional Research personnel to create a model addressing the need to account for all students; discussion of rolling and baseline averages

**July 29** – Discussion of performance measures recommended by institutions

**August 3** – Discussion of performance measures, in particular, which credentials and degrees to count, defining and determining progression, STEM, low-income, transfer and course completion

**August 9** – Discussion of definitions ADHE prepared for each performance measure, in particular, how to define low-income and non-traditional students, appropriate STEM CIP codes, and three regional critical needs for each institution

**August 23** – Continued discussion of the issues noted above and data analysis

**August 30** – Continued discussion of the issues noted above and data analysis

**September 7** – Continued discussion of the issues noted above and data analysis

**September 14** – Continued discussion of the issues noted above and data analysis

**September 21** – Continued discussion of the issues noted above and data analysis

**September 26** – Discussion and compilation of performance funding report

**September 28** – Discussion of external grants and awards received measure, baseline year for credentials (2009-10), calculation of progression and STEM measures, and the importance of building upon the recent success in degree production of Arkansas' colleges and universities (SREB)

**October 4** - Presidents and chancellors approve the performance funding measures recommended by the work group for consideration by the AHECB

**October 12** – Discussion and compilation of performance funding report

**October 19** – Discussion and compilation of performance funding report

## **Measures and Methodology**

The underlying guide for developing performance measures was, and continues to be, Gov. Beebe's charge to increase degree production among Arkansas's institutions of higher education. The primary measures, mandatory for all public universities and weighted for emphasis within the performance funding model, is the production of academic credentials.

The performance funding measures have been classified into three categories: (1) Mandatory; (2) Optional; and (3) Compensatory. The mandatory measures reflect those items that are most directly tied to the Governor's goal and can be measured consistently across all universities. Optional measures serve as barometers of each institution's progress in meeting the core objective of doubling the number of degrees awarded by 2025. Because institutions have different missions, role and scope designations, and serve unique geographical needs, the array of optional measures allows each institution to meet the Governor's objective in a manner that is consistent with its mission. The compensatory measure is an adjustment that recognizes the importance of engaging and advancing more individuals from low-income groups. Because this segment of the population has been underserved historically and represents one of the most significant opportunities to enhance degree production, this measure has been identified as a stand-alone item to ensure appropriate focus remains on advancing these students through the higher education pipeline.

### **Mandatory Measures**

The first two measures on which all institutions will be evaluated are continuous improvement in bachelor's degrees awarded and in total degrees awarded. Starting with a baseline of the 2009-10 academic year, the performance model establishes a goal for degree production for each public, four-year institution in Arkansas that is targeted toward doubling the number of degrees currently earned by students at these institutions by 2025.

The model established by the work group allocates points and partial points on the basis of each institution's ratio of meeting the goal. This system will allow institutions to track their own progress toward their proportionate share of degree production required to meet the goal.

For Arkansas to be competitive for higher-wage, knowledge-based jobs, the work group determined that increased degree production should also emphasize degrees earned in the sciences, technology, engineering and mathematics (STEM) disciplines. Thus, as a subset of the first two mandatory measures, all institutions will be measured on growth in STEM degrees.

### **Progression: A New Measure of Student Retention**

As we've noted, the standard IPEDS definition used to measure the retention of students for the past 20 years tracks only those who begin their college careers as first-time, full-time, degree-seeking students. While this measure captures some students on our campuses, a significant number of post-secondary students are non-traditional, and how they access higher education does not follow the pattern of traditional students.

To address these demographic variations and economic realities, a work group of individuals associated with the university institutional research offices developed a new measure for assessing student retention by focusing on tracking the progression of students toward a degree. By developing a more inclusive tracking model, the universities will hold themselves accountable utilizing a measure that more broadly reflects their student bodies and encourages support for students who enter later in life, stop out for a variety of reasons, or begin as part-time instead of full-time students.

The new progression measure is both more inclusive and addresses the intent of the performance funding legislation by counting those students who earn a threshold of credits toward their degrees or successfully complete a credential in a reasonable but more flexible time frame.

**Optional Measures**

As is the case with the new progression measure, the optional measures attempt to acknowledge and weight improvement in degree production of various subsets of students. If universities are successful with students who are most at-risk based on economic and age factors, there will be an overall growth in degrees earned.

Increasing the percentage of Arkansans who hold a bachelor’s degree or higher involves a three-pronged approach: 1) encouraging more current students to complete degrees; 2) recruiting more degree-seeking students; and 3) recruiting more business and industry to employ degree-holders. Without all of the above, we will not realize the full economic development potential of the state.

Beyond degree production, Arkansas universities contribute to the support of new and existing industry through research efforts that attract external funds, patents for new products and new companies that provide jobs throughout the state. By including these economic development considerations, high-demand and critical-needs measures as options for institutional focus, the performance funding model appropriately recognizes the various institutional missions, role and scope.

The following table provides a list of the measures with definitions:

Mandatory Measures	
Measure	Definition
Bachelor Credentials	Number of bachelor’s degrees earned by students for an academic year regardless of enrollment status.
Total Credentials	Number of all credentials (technical certificates and above) earned by a student for an academic year regardless of enrollment status.
STEM Credentials	Number of all credentials (technical certificates and above) earned by a student for an academic year regardless of enrollment status in the STEM CIP Codes. The source identifying STEM CIP Codes is the 2011 version published by US Immigration and Customs Enforcement (ICE). The list may be found at the following website ( <a href="http://www.ice.gov/sevis/stemlist.htm">www.ice.gov/sevis/stemlist.htm</a> ).
Progression: University Version (New Arkansas Measure)	This measure utilizes a cohort of credential-seeking students enrolling in 6 or more hours during a fall semester. The cohort is then tracked through the next academic year to identify how many students in the cohort earned a total 18 or more credit hours through the two academic years (including remedial/developmental courses). The Progression Rate is expressed as a percentage and changes over time are expressed as a difference in percentage points. If a student graduates during the allotted time frame, then that student is counted as progressed.

<b>Optional Measures</b>	
<b>Measure</b>	<b>Definition</b>
Course Completion	This is a Successful Course Completion Rate calculation which compares number of successful SSCH to all SSCH in all non-remedial courses. The Successful Course Completion Rate is expressed as a percentage and changes over time are expressed as a difference in percentage points.
High Demand Credentials	Number of all credentials (technical certificates and above) earned by a student for an academic year regardless of enrollment status in the HIGH DEMAND CIP Codes. The 2011 version of the HIGH DEMAND CIP Codes were obtained from ADWS (Arkansas Department of Workforce Services).
Minority Student Credentials	Number of all credentials (technical certificates and above) earned to persons identified as Asian only, Black only, Hispanic any, American Indian/Alaska Native only, Hawaiian/Pacific Islander only or Two or More Races. (Unknowns, Non-Resident Aliens, White and Other graduates are not included.)
Non-Traditional Student Credentials	Number of all credentials (technical certificates and above) earned by a non-traditional student in an academic year. Non-traditional students are defined as age 25 or older at the time of graduation.
Remedial Student Credentials	Number of all credentials (technical certificates and above) earned by a remedial student in an academic year. Remedial students are defined as students who were required to take at least one remedial course for completion.
Regional Economic Needs Programs Credentials	Number of all credentials (technical certificates and above) earned by a student for an academic year regardless of enrollment status in programs identified by the institution and approved by the Arkansas Higher Education Coordinating Board. See Appendix B for detail.
Transfer Student Credentials	Number of all credentials (technical certificates and above) earned by a student transferring from another Arkansas public institution of higher education.
Expenditure of Federal Awards	Increase in restricted federal expenditures excluding transfers and scholarships by fiscal year.
Patents	The number of U.S. patents (utility, plant or design) issued or reissued to an institution within the year. Certificates of plant variety protection issued by the USDA should be included.
New Company Start-ups	The number of new companies started during the years that were dependent on licensing an institution's technology for their formation.
<b>Compensatory Measure</b>	
Percentage of Pell Receiving Undergraduate Population	Percentage of all undergraduate students receiving Pell grants ( <a href="http://nces.ed.gov/collegenavigator/">http://nces.ed.gov/collegenavigator/</a> )

## ***Two-year College Performance Funding***

Arkansas two-year colleges have come a long way in 20 years. Twenty-two two-year colleges provide access to higher education to all corners of the state. In the last five years alone, student enrollment at Arkansas community colleges has grown more than 25%. New programs have been established to keep up with technology changes and the needs of business and industry. Partnerships have been forged among colleges and with the business community to share resources and capitalize on regional strengths.



Some things have not changed. Two-year colleges are open-door institutions with student populations that reflect the communities they serve. Nationally, nearly half of all community college students are the first in their family to attend college. In Arkansas, nearly half of community college students are ages 25 and older and the vast majority requires remediation.

Two-year colleges have been working to improve student success for years and the recently established AATYC Center for Student Success, funded by the Winthrop Rockefeller Foundation, will build upon this work. There is no one-size-fits-all answer; it takes a variety of programs and services to meet the diverse needs of students. While performance funding is a natural next step to continue to encourage student success, the model should help lower-performing colleges improve through data-based decision making.

#### Arkansas Two-Year College Students

- 86% require at least one remedial course.
- 43% attend part-time.
- 48% are ages 25 and older.
- Nationally, nearly half of all community college students are the first in their family to attend college.

### Guiding Principles and Timeline

Two-year colleges are open-door institutions that serve four major educational purposes: 1) technical skills education; 2) preparation for transfer to a four-year university; 3) remedial education and; 4) workforce training for business and industry. A two-year college performance funding model must incorporate all four purposes.

Considering the unique characteristics of two-year colleges, the work group struggled with several questions while developing a performance funding model. The group found it imperative to keep the model as simple as possible while also maintaining flexibility for individual colleges to account for regional missions and demographics.

It was immediately clear that two-year colleges have a number of things in common. They all serve academically under-prepared students requiring remediation and extra support from student services. They all have a significant number of part-time and non-traditional students, and they all share the goal of increasing course and credential completion.

With these commonalities in mind, it was clear that an accurate model for two-year colleges must measure the success of all students. In addition, the mission of two-year colleges cannot be compromised. They must continue to serve all Arkansans with dreams of pursuing higher education, while maintaining academic rigor to deliver a quality higher education.

There are also some differences among Arkansas two-year colleges. While all colleges have significant populations of low-income and academically under-prepared students, some regions of the state have considerably more. Emphasis on workforce training needs and transfer to four-year universities also varies by region.

Another consideration was how enrollment changes could impact data. For example, the explosive enrollment growth between 2008 and 2010 was a result of a lagging economy. As people lost jobs, they enrolled in college for training or re-training. Enrollment is likely to stabilize or even decrease as the economy recovers and people return to work. This could eventually impact the number of credential completers and skew the data.

A final concern during this process was ensuring that each institution could calculate the data and arrive at the same number as ADHE. Data credibility will set the tone for the success of this model.

The following is a timeline of the two-year college work group process:

**May 2011**

- Presidents and Chancellors (Ps/Cs) conduct a conference call with Ron Abrams regarding Ohio's performance funding model.

**July 2011**

- Ps/Cs nominate personnel for a performance funding work group. The group includes a diverse skill-set including finance, research, student affairs, academic affairs and faculty.
- An initial planning meeting is held to discuss strategy. The group identifies performance funding models from other states to research in-depth. States included Washington, Ohio, Tennessee, Pennsylvania, Indiana and Louisiana. Work group members volunteer to call representatives from each state. A conference call is held for members to report findings back to the group.
- Tennessee and Ohio emerge as potential models for Arkansas and conference calls are arranged to have representatives from those states speak to the entire work group.
- The work group meets with ADHE to discuss timeline and potential measures.
- Work group members report regularly to Ps/Cs regarding progress.

**August 2011**

- Conference calls are held with the work group and representatives from Tennessee and Ohio.
- Based on discussions with Tennessee and Ohio, AATYC drafts measures and definitions for the work group to consider.
- The work group meets in person one time and by conference call three times.
- The work group meets with ADHE two times to discuss definitions and methodology.
- Work group members report regularly to Ps/Cs regarding progress.
- AATYC reports on progress of the work group to Ps/Cs and receive feedback.

**September 2011**

- The work group meets independently and with ADHE to finalize recommendations.
- AATYC holds a webinar for Ps/Cs to explain in detail the recommendations of the work group. Ps/Cs are asked to review the recommendations and to be prepared to make decisions and vote in two weeks.
- Ps/Cs meet on September 22<sup>nd</sup> to review and vote on recommendations. Ps/Cs break into four groups by region. Information is presented in stages and is discussed first in small groups. Small groups report out to entire group. Ps/Cs vote individually on each issue.
- AATYC makes revisions and distributes the final performance funding model to Ps/Cs, the work group and ADHE.

## **Measures and Methodology**

The basic framework for the two-year college model includes mandatory, mandatory compensatory and optional measures – the latter are available for colleges to select based on individual mission and demographics.

While reviewing data from previous years, the work group became concerned with controlling for data anomalies. For example, in 2010 Pulaski Technical College embarked on an ambitious project to locate credential eligible students who never applied for graduation. As a result, the college doubled its number of completers that particular year. This increase was a one-time occurrence and cannot be replicated in the near future. Another example is the closing of the Brown Shoe Factory in Paragould. Dislocated workers flocked to Black River Technical College to upgrade their skills, resulting in a temporary increase in enrollment. As these dislocated workers completed their educational goals and returned to work, enrollment returned to normal. With these and other examples in mind, the work group decided to use an average of multiple years in the data comparisons. For all measures, an average of the most recent three years is compared to an average of the most recent five years.

### **Mandatory Measures**

The four major categories of two-year college mandatory measures include: 1) Course completion; 2) Progression; 3) Credential completion and; 4) At-risk students. These measures are standard across all 22 two-year colleges.

#### **Course Completion**

As noted earlier, it is common for students to enroll in two-year colleges for one or two courses in order to get a job or promotion. It is also common for students to complete remedial courses at two-year colleges before transferring to a four-year university. To account for “swirling” students whose success would never be included in a measure of credential completion alone, a course completion measure is included for both remedial and non-remedial courses.

#### **Progression**

Progression is essential to the eventual goal of completing a credential. However, traditional measures include only first-time, full-time students. This traditional measure is inadequate for the modern two-year college student who is likely to be an adult attending part-time. To measure progress of all students, a new progression rate was developed for both two- and four-year institutions. As discussed in the university measures, this new progression rate is more inclusive and more accurately reflects the progression of adult and part-time students.

#### **Credential Completion**

In order to meet Gov. Beebe’s goal of doubling the number of Arkansans with degrees by 2025, it is essential to include a measure of associate degree completers; however, this is only a fraction of the two-year college mission. Arkansans with certificates of proficiency and technical certificates have skills that are essential to nearly half of projected new jobs, according to Skills2Compete. Therefore it is essential to measure the number of all credential completers. To address the work group’s concerns about enrollment swings impacting the number of completers and skewing the data, an additional measure of completers relative to enrollment is included.

**At-Risk Students**

While all two-year colleges have a significant number of at-risk students, certain regions have considerably more. Students are considered at-risk if they are less likely than the general population to meet their educational goals. The at-risk factors common to all two-year colleges include low-income and academically under-prepared students. To give some credit to colleges with more of these students, compensatory measures for low-income and under-prepared are included.

**Optional Measures**

To account for varying missions and regional demographics, seven optional measures from which colleges may select are included. Optional measures include STEM credentials, high-demand credentials, workforce training, transfer, adult completion, minority completion and employment.

The following table provides a list of two-year college measures with definitions:

Mandatory Measures	
Measure	Definition
Remedial Course Success	The rate of remedial courses completed relative to remedial courses attempted.
Non-remedial Course Success	The rate of non-remedial courses completed relative to non-remedial courses attempted.
Progression	The rate of students that complete either 18 hours or a credential.
Certificates of Proficiency	The number of certificates of proficiency awarded.
Technical Certificates	The number of technical certificates awarded.
Associate Degrees	The number of associate degrees awarded.
Total Credentials	The rate of credentials awarded relative to enrollment.
Mandatory Compensatory Measures	
Measure	Definition
Low-income	The number of low-income students relative to enrollment.
Under-prepared	The number of underprepared students relative to enrollment.
Optional Measures	
Measure	Definition
STEM Credentials	The number of STEM credentials awarded.
High Demand Credentials	The number of high demand credentials awarded.
Workforce Training	The number of workforce training contact hours reported.
Transfer	The number of students that transfer after completing a minimum of 12 hours.
Adult Credentials	The number of credentials awarded to adults.
Minority Credentials	The number of credentials awarded to minorities.
Employment	The number of credential completers that obtain employment.

## ***Sustainability and Maintenance***

The performance funding models described above were designed to assist Arkansas students to succeed in their higher education goals and in doing so reach the statewide goal of doubling the number of graduates by 2025. Through a system, designed to encourage two- and four-year campuses to continually improve academic and support programs, Arkansas institutions of higher education will help more students prepare for increasingly sophisticated and technologically demanding jobs. A better educated and trained workforce will help the state attract a greater number and diversity of business and industry.

It is important to note, however, that this is not a “one-and-done” model in which higher education develops a performance model and then sits back and watches the advantages accrue. In fact, future employment opportunities and needs will continue to grow, change and develop. Regions of the state will continue to change both in economic opportunity and in demographic composition. The performance model must not only deal with the current economic and educational environment but should also respond to emerging and changing needs of the future.

In order to maintain an effective system, it must be continually monitored to assure it effectively serves the students of the state. To accomplish this goal, a standing committee from higher education institutions and ADHE will be formed to examine the performance funding landscape each year and make recommendations to the Presidents and Chancellors Executive Council and Arkansas Higher Education Coordinating Board for needed modifications. Each year’s evaluation will focus on the previous year’s results in each of the measures and in the overall growth of graduates. Changes may be needed in the scales attached to each measure, weighting of various measures, funding distribution and even the measures themselves.

An important task of the standing committee will be to review and analyze data in order to set performance targets for institutions. The targets would serve as the benchmark for an institution’s continued performance. An institution that attains or maintains the target on any measure will receive points comparable to those allocated for improvement. For example, it would be impossible for an institution to reach 100 percent on its progression measure, thus it will be necessary for the standing committee to establish targets that are both meaningful and realistic.

This ongoing evaluation will be empirically-based, and will assure that timely modifications are made so that Arkansas students can succeed and the state can reach its economic and social goals through increasing the number of citizens who complete college. The standing committee will meet annually and make recommendations for needed modifications for the next year’s funding.

While there are obvious reasons why we must continually monitor and adapt this system to changing state needs, it is ever more important when a campus or an entire region of the state could lose up to 25% of its higher education funding base in a given year. No organization could be expected to continue operating effectively after such a dramatic loss. The results of such a substantial loss to an institution could reverberate throughout the entire state. Not only would the state goal of doubling the number of graduates be jeopardized, but the entire student body of an institution would be penalized through the almost certain reductions in the faculty and staff needed to provide an adequate education. Careful

monitoring, updating and improving of the performance funding model, as well as providing assistance to an institution experiencing serious challenges, will help assure that this dire situation never occur.

While improving retention and graduation has always been a priority for Arkansas's institutions of higher education, now is the time for state policy to zero in on degree completion. For more than two decades, Arkansas policymakers have focused on increasing access to college and improving the state's college-going rate. Beginning with legislation that allowed for the formation of the state's community colleges in 1991 and continuing with the creation of a number of state scholarship programs, particularly the Academic Challenge Scholarships in 1991 and the Governor's Distinguished Scholarships in 1997, Arkansas has attempted to remove the financial and locational impediments to give citizens of all types the opportunity to better themselves through higher education. This effort culminated in 2009 with the establishment of the Arkansas Scholarship Lottery, which is generating roughly \$100 million a year in Academic Challenge Scholarships.

While access to higher education has improved dramatically, many first-generation students who are under-prepared for college-level work have entered the pipeline and struggled to earn degrees. While statistics show that Arkansas colleges and universities are steadily improving degree production, we must continue to do more to get these students to the finish line. We believe this performance funding model is the logical next step in continuing to improve student success, while maintaining a policy that encourages all citizens to go to college.

Meanwhile, state policy also must continue to focus on ensuring that Arkansas high school students are prepared for the rigors of higher education. The state has made great strides through the implementation of common core standards and must continue to encourage school districts to give students the opportunity to prepare themselves to further their education after high school. As Gov. Beebe often says, we must focus on the entire education system, from Pre-K through graduate education, to improve the economic well-being of all Arkansans.

### ***Preserving Academic Integrity***

While Arkansas's colleges and universities are firmly committed to meeting Gov. Beebe's challenge of doubling the number of baccalaureate degree holders in the state by 2025, any increase in the quantity of degrees awarded cannot come at the expense of academic standards and quality. Thus, our commitment to increasing the number of baccalaureate degree holders does not imply a decrease in academic quality or, in any manner, infer that institutions of higher education will award a single degree based upon the numerical objectives discussed earlier in this report. Therefore, significant care must be taken to preserve the academic integrity of each institution as we embark upon this bold journey, together.

The role of the faculty will be essential to the success of this journey as they continue to foster high-quality learning environments while also supporting student development and retention initiatives that will occur outside of the classroom. As more students enter into, and are retained by, the Arkansas higher education system, it will be imperative that the faculty, department chairs, and academic deans be provided with continuing opportunities for meaningful input into all efforts designed to enhance the academic performance of students on their respective campuses. Therefore, the nexus between the offices of Student Affairs and Academic Affairs must remain strong on all campuses to ensure good students do not "fall between the cracks." Further, this nexus to quality is important to ensure students

who are not as prepared academically are acquiring the skills and receiving the guidance and direction needed to unlock their full academic potential.

Faculty will continue to provide mentoring, encouragement, understanding and advising to support students in meeting the rigor presented by each academic program. However, academic success ultimately lies at the feet of each student and this success is dependent upon students being prepared for the challenges of higher education and their willingness to embrace the tenets of commitment, discipline and sacrifice in their pursuit of a college education. Consistent with this commitment by our students, we will strive to preserve the academic integrity of all programs in a manner that assures the public that all Arkansas college graduates are prepared to work, live, and lead in the communities they will one day call home.

Academic quality will be preserved throughout this process by utilizing a combination of the following measures of quality at each public institution of higher education.

- The maintenance of regional accreditation by each institution.
- The maintenance of regionally and nationally accredited academic programs.
- Monitoring the percentage of students who graduate from accredited programs.
- Monitoring student performance on professional licensure exams.
- Monitoring the number of two-year college students that transfer to four-year universities.
- Monitoring the percentage of students who matriculate into graduate programs after receiving their baccalaureate degree.
- Reviewing institutional reporting of data detailing its assessment of student learning outcomes.
- Compiling and publishing the results of state-mandated program reviews by ADHE on an annual basis.
- Analyzing and reviewing the placement rates of graduates in the marketplace.
- Enhancing the presence of quality academic support programs designed to develop students academically and subsequently to enhance their performance in the classroom.
- Monitoring the increases in the number of degrees awarded to ensure growth is occurring over a range of CIP codes unless such growth is focused on CIP codes in the STEM or High Demand areas.

These measures are not exhaustive and collectively they serve as strong indicators that academic integrity is being preserved as the objectives of this plan are being pursued. Ultimately, the quality of academic programs at any institution will be inextricably linked to the quality of the institution's faculty. Therefore, the state of Arkansas must relentlessly support all new and continuing efforts to recruit and retain faculty who are among the best and brightest in their field and who are committed to the ideals of student success and engagement.

## **Appendix A: Key Arkansas Public and Higher Education Officials**

Honorable Mike Beebe, *Governor*

Mr. Shane Broadway, *Interim Director, Arkansas Department of Higher Education*

### Arkansas Higher Education Coordinating Board

*Mr. David Leech, Chair*

*Dr. Olin Cook, Vice Chair and liaison on the Performance Funding Work Group*

*Ms. Sarah Argue, Secretary*

*Dr. Charles Allen*

*Dr. Joe Bennett*

*Mr. Bob L. Burns*

*Mr. Bob Crafton*

*Mr. Horace Hardwick*

*Mr. Kaneaster Hodges*

*Dr. Calvin Johnson*

*Mr. Steve Luelf*

*Mrs. Florine Milligan*

### Sponsors of Act 1203 of 2011

*Senator Gilbert Baker*

*Senator Johnny Key*

*Representative Johnnie J. Roebuck*

### Presidents and Chancellors

*Dr. Charles L. Welch, President, Arkansas State University System \**

*Dr. Dan Howard, Interim Chancellor, Arkansas State University Jonesboro*

*Dr. Robert Brown, President, Arkansas Tech University*

*Mr. Bobby Jones, Interim President, Henderson State University \**

*Dr. David F. Rankin, President, Southern Arkansas University*

*Dr. Donald R. Bobbitt, President, University of Arkansas System*

*Dr. B. Alan Sugg, President Emeritus, University of Arkansas System \**

*Dr. G. David Gearhart, Chancellor, University of Arkansas Fayetteville*

*Dr. Paul Beran, Chancellor, University of Arkansas at Fort Smith*

*Dr. Joel E. Anderson, Chancellor, University of Arkansas at Little Rock*

*Dr. Jack Lassiter, Chancellor, University of Arkansas at Monticello*

*Dr. Lawrence A. Davis Jr., Chancellor, University of Arkansas at Pine Bluff*

*Mr. Tom Courtway, Interim President, University of Central Arkansas*

*Dr. Robert Myers, President, Arkansas Northeastern College*

*Dr. Eugene McKay, Chancellor, Arkansas State University-Beebe*

*Dr. Ed Coulter, Chancellor, Arkansas State University-Mountain Home \**

*Dr. Larry Williams, Chancellor, Arkansas State University-Newport*

*Dr. Wayne Hatcher, President, Black River Technical College*

*Dr. Barry Ballard, President, College of the Ouachitas*

*Mr. Steve Cole, Chancellor, Cossatot Community College of the University of Arkansas*

*Dr. Coy Grace, President, East Arkansas Community College*

*Dr. Glen Fenter, President, Mid-South Community College*

*Dr. Sally Carder, President, National Park Community College*

*Dr. Jackie Elliott, President, North Arkansas College*

*Dr. Becky Paneitz, President, Northwest Arkansas Community College*

*Dr. Richard Dawe, President, Ozarka College \**



*Dr. Steven Murray, Chancellor, Phillips Community College of the University of Arkansas*  
*Dr. Dan F. Bakke, President, Pulaski Technical College \**  
*Mr. Phillip Wilson, President, Rich Mountain Community College*  
*Dr. Barbara Jones, President, South Arkansas Community College*  
*Dr. Steve Hilterbran, President, Southeast Arkansas College*  
*Dr. Corbet Lamkin, Chancellor, Southern Arkansas University Tech*  
*Ms. Deborah Frazier, Chancellor, University of Arkansas Community College at Batesville*  
*Mr. Chris Thomason, Chancellor, University of Arkansas Community College at Hope \**  
*Dr. Larry D. Davis, Chancellor, University of Arkansas Community College at Morrilton*

*\* Presidents and Chancellors Executive Council Member*

**Appendix B: Regional Critical Economic Needs Programs (Universities)**

<b>Regional Critical Needs</b>	
<b>Inst</b>	<b>Title</b>
ASUJ	Education
	Health Professions and Related Clinical Sciences
	Public Administration and Social Service Professions
ATU	Security and Protective Services
	Business, Management, Marketing, and Related Support Services
	Education
HSU	Biological and Biomedical Sciences
	Physical Science
	Education
SAUM	Agriculture, Agriculture Operations, and Related Sciences
	Liberal Arts and Sciences, General Studies & Humanities
	Health Professions and Related Clinical Sciences
UAF	Physical Science
	Engineering
	Biological and Biomedical Sciences
UAFS	Multi/Interdisciplinary Studies
	Health Professions and Related Clinical Sciences
	Security and Protective Services
UALR	Engineering
	Health Professions and Related Clinical Sciences
	Transfers to UAMS
UAM	Spatial Information Systems (GIS and Surveying)
	Natural Resources and Conservation
	Education
UAPB	Education
	Physical Science
	Security and Protective Services
UCA	Education
	Health Professions and Related Clinical Sciences
	Public Administration and Social Service Professions

## ***Appendix C: STEM Programs***

The following page is an example provided from the STEM list. The list in its entirety may be found at the following website: [www.ice.gov/sevis/stemlist.htm](http://www.ice.gov/sevis/stemlist.htm).

## STEM-Designated Degree Program List

2011 Revised List: Additions are in Bold

CIP Code Family	2010 CIP Code	Numeric Order CIP Code Title
1	<b>01.0901</b>	<b>Animal Sciences, General</b>
1	<b>01.0902</b>	<b>Agricultural Animal Breeding</b>
1	<b>01.0903</b>	<b>Animal Health</b>
1	<b>01.0904</b>	<b>Animal Nutrition</b>
1	<b>01.0905</b>	<b>Dairy Science</b>
1	<b>01.0906</b>	<b>Livestock Management</b>
1	<b>01.0907</b>	<b>Poultry Science</b>
1	<b>01.1001</b>	<b>Food Science</b>
1	<b>01.1002</b>	<b>Food Technology and Processing</b>
1	<b>01.1101</b>	<b>Plant Sciences, General</b>
1	<b>01.1102</b>	<b>Agronomy and Crop Science</b>
1	<b>01.1103</b>	<b>Horticultural Science</b>
1	<b>01.1104</b>	<b>Agricultural and Horticultural Plant Breeding</b>
1	<b>01.1105</b>	<b>Plant Protection and Integrated Pest Management</b>
1	<b>01.1106</b>	<b>Range Science and Management</b>
1	<b>01.1201</b>	<b>Soil Science and Agronomy, General</b>
1	<b>01.1202</b>	<b>Soil Chemistry and Physics</b>
1	<b>01.1203</b>	<b>Soil Microbiology</b>
3	<b>03.0104</b>	<b>Environmental Science</b>
3	<b>03.0502</b>	<b>Forest Sciences and Biology</b>
3	<b>03.0509</b>	<b>Wood Science and Wood Products/Pulp and Paper Technology</b>
9	<b>09.0702</b>	<b>Digital Communication and Media/Multimedia</b>
10	<b>10.0304</b>	<b>Animation, Interactive Technology, Video Graphics and Special Effects</b>
11	11.0101	Computer and Information Sciences, General
11	11.0102	Artificial Intelligence
11	11.0103	Information Technology
11	11.0104	Informatics
11	11.0201	Computer Programming/Programmer, General
11	11.0202	Computer Programming, Specific Applications
11	11.0203	Computer Programming, Vendor/Product Certification
11	11.0301	Data Processing and Data Processing Technology/Technician
11	11.0401	Information Science/Studies
11	11.0501	Computer Systems Analysis/Analyst
11	11.0701	Computer Science
11	11.0801	Web Page, Digital/Multimedia and Information Resources Design

## ***Appendix D: High Demand Programs***

The following page is an example provided from the High Demand Programs list. The list in its entirety may be found at the following website:

[www.discoverarkansas.net/article.asp?ARTICLEID=407&PAGEID=67&SUBID=120](http://www.discoverarkansas.net/article.asp?ARTICLEID=407&PAGEID=67&SUBID=120).

ADWS List of High Demand Occupations

soccode	soctitle	clp2019_co	clp2019_title
11-1011	Chief Executives	44-0401	Public Administration.
		52-0101	Business/Commerce, General.
		52-0201	Business Administration and Management, General.
		52-0701	Entrepreneurship/Entrepreneurial Studies.
		52-0801	Finance, General.
		52-1101	International Business/Trade/Commerce, Management Science.
11-1021	General and Operations Managers	31-0399	Parks, Recreation and Leisure Facilities Management, Other.
		44-0401	Public Administration.
		52-0101	Business/Commerce, General.
		52-0201	Business Administration and Management, General.
		52-0212	Retail Management.
		52-0701	Entrepreneurship/Entrepreneurial Studies.
		52-0801	Finance, General.
		52-1101	International Business/Trade/Commerce, Management Science.
11-1031	Legislators	44-0401	Public Administration.
		44-0501	Public Policy Analysis, General.
11-2021	Marketing Managers	19-0203	Consumer Merchandising/Retailing Management.
		19-0905	Apparel and Textile Marketing Management.
		51-2011	Pharmaceutical Marketing and Management.
		52-1401	Marketing/Marketing Management, General.
		52-1402	Marketing Research.
		52-1403	International Marketing.
		52-1499	Marketing, Other.
11-2022	Sales Managers	19-0203	Consumer Merchandising/Retailing Management.
		51-2011	Pharmaceutical Marketing and Management.
		52-0101	Business/Commerce, General.
		52-0201	Business Administration and Management, General.
		52-1401	Marketing/Marketing Management, General.
11-3011	Administrative Services Managers	51-0711	Medical/Health Management and Clinical Assistant/Specialist.
		52-0101	Business/Commerce, General.
		52-0201	Business Administration and Management, General.
		52-0202	Purchasing, Procurement/Acquisitions and Contracts Management.
11-3021	Computer and Information Systems Managers	11-0101	Computer and Information Sciences, General.
		11-0103	Information Technology.
		11-0401	Information Science/Studies.
		11-0701	Computer Science.
		11-1001	Network and System Administration/Administrator.
		11-1003	Computer and Information Systems Security/Information Assurance.
		11-1005	Information Technology Project Management.
		52-0205	Operations Management and Supervision.
		52-1201	Management Information Systems, General.
		52-1207	Information Resources Management.
		52-0304	Knowledge Management.
11-3031	Financial Managers	52-0305	Accounting and Finance.
		52-0801	Finance, General.
		52-0806	International Finance.
		52-0809	Public Finance.
		52-0899	Credit Management.
11-3031	Industrial Production Managers	14-3501	Finance and Financial Management Services, Other.
		15-1501	Industrial Engineering.
		52-0101	Business/Commerce, General.
		52-0201	Business Administration and Management, General.

***Appendix E: Act 1203 of 2011***

Stricken language would be deleted from and underlined language would be added to present law.  
Act 1203 of the Regular Session

1 State of Arkansas  
2 88th General Assembly  
3 Regular Session, 2011  
4

*As Engrossed: S3/21/11*  
**A Bill**

SENATE BILL 766

5 By: Senators G. Baker, J. Key  
6 By: Representative J. Roebuck  
7

### For An Act To Be Entitled

9 AN ACT TO PROMOTE ACCOUNTABILITY AND EFFICIENCY AT  
10 STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION; TO  
11 CLARIFY FUNDING FORMULA CALCULATIONS FOR STATE-  
12 SUPPORTED INSTITUTIONS OF HIGHER EDUCATION; TO  
13 DECLARE AN EMERGENCY; AND FOR OTHER PURPOSES.  
14  
15

### Subtitle

16 TO CLARIFY FUNDING FORMULA CALCULATIONS  
17 FOR STATE-SUPPORTED INSTITUTIONS OF  
18 HIGHER EDUCATION AND TO DECLARE AN  
19 EMERGENCY.  
20  
21  
22

23 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:  
24

25 SECTION 1. Arkansas Code § 6-61-223 is repealed.

26 ~~6-61-223. Funding formula—Arkansas Higher Education Coordinating~~  
27 ~~Board.~~

28 ~~(a) The Arkansas Higher Education Coordinating Board will work with~~  
29 ~~the state college and university Presidents Council to review, revise, and~~  
30 ~~develop funding formulas which will, in principle, seek to provide fair and~~  
31 ~~equitable state support to all postsecondary students across the state,~~  
32 ~~regardless of the state institution attended, while at the same time~~  
33 ~~recognizing:~~

34 ~~(1) The different needs for lower level, upper level, and~~  
35 ~~graduate level instruction at the various institutions;~~

36 ~~(2) The requirements for specialized equipment, labs, and~~





1 ~~smaller class sizes in some disciplines; and~~

2 ~~(3) Unique missions such as agricultural extension services,~~  
3 ~~research, medical sciences, workforce development, and public service; and~~

4 ~~(4) Growth, economies of scale, and other appropriate factors.~~

5 ~~(b) The formulas will be developed in consensus with the state college~~  
6 ~~and university President's Council and presented to the Joint Budget~~  
7 ~~Committee for review.~~

8

9 SECTION 2. Arkansas Code § 6-61-224 is amended to read as follows:

10 6-61-224. Funding formula - Department of Higher Education.

11 (a) ~~The Department of Higher Education will work~~ Education, in  
12 collaboration with the state college and university Presidents Council to  
13 review, revise, and presidents and chancellors, shall develop funding  
14 formulas consisting of a needs-based component and an outcome-centered  
15 component which will, in principle, seek to provide fair and equitable state  
16 support to all postsecondary students across the state, regardless of the  
17 state institution attended, while at the same time recognizing:

18 (1) The different needs for lower level, upper level, and  
19 graduate level instruction at the various institutions;

20 (2) The requirements for specialized equipment, labs, and  
21 smaller class sizes in some disciplines;

22 (3) Unique missions such as agricultural extension services,  
23 research, medical sciences, workforce development, and public service; and

24 (4) Growth, economies of scale, and other appropriate factors.

25 (b)(1) ~~The funding formulas will be developed in consensus with the~~  
26 ~~state college and university President's Council and presented to the~~  
27 ~~Arkansas Higher Education Coordinating Board and the Joint Budget Committee~~  
28 ~~for review~~ for two-year colleges and universities shall be comprised of a  
29 needs-based component under § 6-61-228(b)-(m) and § 6-61-229(b)-(m) and an  
30 outcome-centered component.

31 (2) The outcome-centered component shall constitute twenty-five  
32 percent (25%) of funding for two-year colleges and universities by the 2017-  
33 2018 school year and shall be phased in at a rate five percent (5%) per year  
34 beginning in the 2013-2014 school year.

35 (3) The needs-based component shall constitute seventy-five  
36 percent (75%) of funding for two-year colleges and universities by the 2017-

1 2018 school year.

2 (c) The outcome-centered component measures shall begin in the 2012-  
3 2013 school year, but may include outcomes from multiple previous years.

4 (d)(1) The outcome-centered component shall seek to promote and  
5 increase the satisfactory progression, matriculation, and graduation of all  
6 students enrolled in two-year colleges and universities.

7 (2) The department shall consider the unique factors of each  
8 two-year college and university when developing the outcome-centered  
9 component, including utilizing variables that may be weighted to reinforce  
10 the mission of each two-year college and university and provide incentives  
11 for increased credential production.

12 (3) The outcome-centered component may include without  
13 limitation:

14 (A) End-of-course enrollment;

15 (B) Student retention;

16 (C) Student progression toward credential completion;

17 (D) Number of credentials awarded, including an emphasis  
18 on high-demand credentials;

19 (E) Student transfer activity;

20 (F) Research activity; and

21 (G) Number of graduates from underserved populations.

22 (e) By December 31, 2011, the department shall present the funding  
23 formulas approved by the Arkansas Higher Education Coordinating Board,  
24 including both the needs-based component and the outcome-centered component,  
25 to the President Pro Tempore of the Senate, the Speaker of the House of  
26 Representatives, and the Governor.

27 (f) It is the intent of the General Assembly that the outcome-centered  
28 component of funding formulas for two-year colleges and universities become  
29 the primary component for funding purposes.

30  
31 SECTION 3. Arkansas Code § 6-61-228(a), concerning the broad goals for  
32 higher education funding, is amended to add additional subdivisions to read  
33 as follows:

34 (a)(1) The funding formula model for universities shall serve as a  
35 ~~total~~ framework for implementing the broad goals of the State of Arkansas and  
36 the Arkansas Higher Education Coordinating Board.

1 (2) The model shall ensure adequate, equitable, and stable  
2 funding and be based on reliable and uniform data.

3 (3) The model shall be simple to understand, sensitive to  
4 universities' differing missions, and responsive to changes within the  
5 universities and shall make provisions for special-purpose units.

6 (4) The model shall hold universities accountable for increasing  
7 the educational attainment levels of Arkansas citizens by:

8 (A) Addressing the state's economic development and work  
9 force needs;

10 (B) Promoting increased degree production while  
11 maintaining a high level of rigor; and

12 (C) Acknowledging the unique mission of each university  
13 and allowing for collaboration and minimal redundancy in degree offerings and  
14 competitive research.

15 (5) The model shall promote a seamless and integrated system of  
16 postsecondary education designed to meet the needs of all students.

17 (6) The model shall address institutional accountability for the  
18 quality of instruction and student learning, including remedial instruction.  
19

20 SECTION 4. Arkansas Code § 6-61-228, concerning an outcome-centered  
21 funding formula, is amended to add additional subsections to read as follows:

22 (o)(1) By December 31, 2011, the Arkansas Higher Education  
23 Coordinating Board shall develop an outcome-centered funding formula model  
24 that implements the broad goals for the state in subsection (a) of this  
25 section and seeks to promote and increase the satisfactory progression,  
26 matriculation, and graduation of all students enrolled in state-supported  
27 institutions of higher education.

28 (2) The outcome-centered funding formula model shall take into  
29 consideration, at a minimum:

30 (A) Course completion;

31 (B) Degree completion;

32 (C) Critical needs shortage areas;

33 (D) Minority students;

34 (E) Economically disadvantaged students; and

35 (F) Nontraditional students.

36 (p)(1) Each university's total state funding received shall be

1 calculated at:

2 (A) Ninety-five percent (95%) under the funding formula  
3 model under subsections (b)-(m) of this section and five percent (5%) on the  
4 outcome-centered funding formula model for the 2013-2014 school year;

5 (B) Ninety percent (90%) under the funding formula model  
6 under subsections (b)-(m) of this section and ten percent (10%) on the  
7 outcome-centered funding formula model for the 2014-2015 school year;

8 (C) Eighty-five percent (85%) under the funding formula  
9 model under subsections (b)-(m) of this section and fifteen percent (15%) on  
10 the outcome-centered funding formula model for the 2015-2016 school year; and

11 (D) Eighty percent (80%) under the funding formula model  
12 under subsections (b)-(m) of this section and twenty percent (20%) on the  
13 outcome-centered funding formula model for the 2016-2017 school year.

14 (2) Beginning in the 2017-2018 school year, university funding  
15 shall be based seventy-five percent (75%) under the funding formula model  
16 under subsections (b)-(m) of this section and twenty-five percent (25%) on  
17 the outcome-centered funding formula model.

18

19 SECTION 5. Arkansas Code § 6-61-229(a), concerning the funding formula  
20 model for two-year colleges, is amended to read as follows:

21 (a) The funding formula model for two-year colleges shall:

22 (1) Serve as a ~~tool~~ framework for implementing the broad goals  
23 of the State of Arkansas and the Arkansas Higher Education Coordinating  
24 Board;

25 (2) Be based on reliable and uniform data;

26 (3) ~~Be simple to understand, sensitive to colleges' differing~~  
27 ~~missions, and responsive to changes within them; and~~

28 ~~(4) Make provisions for special-purpose units;~~

29 (4) Hold two-year colleges accountable for increasing the  
30 educational attainment levels of Arkansas citizens by:

31 (A) Addressing the state's economic development and work-  
32 force needs;

33 (B) Promoting increased certificate and degree production  
34 while maintaining a high level of rigor; and

35 (C) Acknowledging the unique mission of each two-year  
36 college and allowing for collaboration and minimal redundancy in degree

1 offerings and certificates;

2 (5) Promote a seamless and integrated system of postsecondary  
3 education designed to meet the needs of all students; and

4 (6) Address institutional accountability for the quality of  
5 instruction and student learning, including remedial instruction.

6  
7 SECTION 6. Arkansas Code § 6-61-229(p), concerning the outcome-  
8 centered funding formula, is amended to read as follows:

9 ~~(p) Notwithstanding the provisions of this section, each two-year~~  
10 ~~college shall receive a minimum base funding equal to the greater of three~~  
11 ~~million dollars (\$3,000,000) per fiscal year or an amount equal to the~~  
12 ~~previous year's funding per fiscal year (1) By December 31, 2011, the~~  
13 Arkansas Higher Education Coordinating Board shall develop an outcome-  
14 centered funding formula model that implements the board goals for the state  
15 in subsection (a) of this section and seeks to promote and increase the  
16 satisfactory progression, matriculation, and graduation of all students  
17 enrolled in state-supported institutions of higher education.

18 (2) The outcome-centered funding formula model shall take into  
19 consideration at a minimum:

20 (A) Course completion;

21 (B) Certificate and degree completion;

22 (C) Critical needs shortage areas;

23 (D) Minority students;

24 (E) Economically disadvantaged students; and

25 (F) Nontraditional students.

26 (q)(1) Each two-year college's total state funding received shall be  
27 calculated at:

28 (A) Ninety-five percent (95%) under the funding formula  
29 model under subsections (b)-(m) of this section and five percent (5%) on the  
30 outcome-centered funding formula model for the 2013-2014 school year;

31 (B) Ninety percent (90%) under the funding formula model  
32 under subsections (b)-(m) of this section and ten percent (10%) on the  
33 outcome-centered funding formula model for the 2014-2015 school year;

34 (C) Eighty-five percent (85%) under the funding formula  
35 model under subsections (b)-(m) of this section and fifteen percent (15%) on  
36 the outcome-centered funding formula model for the 2015-2016 school year; and

1                    (D) Eighty percent (80%) under the funding formula model  
2 under subsections (b)-(m) of this section and twenty percent (20%) on the  
3 outcome-centered funding formula model for the 2016-2017 school year.

4                    (2) Beginning in the 2017-2018 school year, two-year college  
5 funding shall be based seventy-five percent (75%) under the funding formula  
6 model under subsections (b)-(m) of this section and twenty-five percent (25%)  
7 on the outcome-centered funding formula model.

8  
9                    SECTION 7. Arkansas Code § 6-61-230 is amended to read as follows:  
10                    6-61-230. Review of funding formulas.

11                    The Arkansas Higher Education Coordinating Board, ~~in collaboration with~~  
12 ~~the Executive Council of the Presidents Council~~, shall review the funding  
13 formulas set forth in this subchapter biennially and make written  
14 recommendations for appropriate modifications or changes to the President Pro  
15 Tempore of the Senate, the Speaker of the House of Representatives, and the  
16 Governor by October 15 of the year prior to each regular session of the  
17 General Assembly.

18  
19                    SECTION 8. EMERGENCY CLAUSE. It is found and determined by the  
20 General Assembly of the State of Arkansas that there is an increasing need to  
21 ensure accountability and efficiency with our limited financial resources in  
22 trying economic times; that clarifying the funding mechanisms for state-  
23 supported institutions of education will allow the limited financial  
24 resources to be allocated in a fair and equitable manner; and that this act  
25 is immediately necessary because funding for state-supported institutions is  
26 necessary for the 2012-2013 academic year. Therefore, an emergency is  
27 declared to exist and this act being immediately necessary for the  
28 preservation of the public peace, health, and safety shall become effective  
29 on:

30                    (1) The date of its approval by the Governor;  
31                    (2) If the bill is neither approved nor vetoed by the Governor,  
32 the expiration of the period of time during which the Governor may veto the  
33 bill; or  
34                    (3) If the bill is vetoed by the Governor and the veto is  
35 overridden, the date the last house overrides the veto.  
36

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36

*/s/G. Baker*

**APPROVED: 04/05/2011**

## Appendix F: Technical Specifications

### Universities

Mandatory Measures		
Measure	Definition	Detail
Bachelor Credentials	Number of bachelor's degrees earned by students for an academic year regardless of enrollment status.	To reach the goal of doubling the number of degrees, a goal of bachelor's awarded is calculated based on the current proportional share of degrees awarded statewide. The goal is increased annually from the base year of 2009-10 by 4.73% to provide the needed increase toward the overall state goal of doubling the number of degrees. Each institution's performance annually toward its own goal is calculated as a percent of the goal met. That percentage produces a point or partial point based on 100% of the institutional goal. The point earned is capped at 1.0.
Total Credentials	Number of all credentials (technical certificates and above) earned by a student for an academic year regardless of enrollment status.	To reach the goal of doubling the number of degrees, a goal of all credentials awarded is calculated based on the current proportional share of degrees awarded statewide. The goal is increased annually from the base year of 2009-10 by 4.73% to provide the needed increase toward the overall state goal of doubling the number of degrees. Each institution's performance annually toward its own goal is calculated as a percent of the goal met. That percentage produces a point or partial point based on 100% of the institutional goal. The point earned is capped at 1.0.
STEM Credentials	Number of all credentials (technical certificates and above) earned by a student for an academic year regardless of enrollment status in the STEM CIP Codes. The source identifying STEM CIP Codes is the 2011 version published by US Immigration and Customs Enforcement (ICE). The list may be found at the following website ( <a href="http://www.ice.gov/sevis/stemlist.htm">www.ice.gov/sevis/stemlist.htm</a> ).	If the average number of STEM credentials earned during the two most recent academic years is greater than the average of the three previous academic years then 1 point is awarded. Otherwise, if the two year average is 98.01% to 100% of previous three year average, .8 points are awarded; 96.01% to 98% of the average is .6 points, 94.01% to 96% of the average is .4 points; 92.01% to 94% is .2 points; 92% or below will result in 0 points.
Progression: University Version (New Arkansas Measure)	This measure utilizes a cohort of credential-seeking students enrolling in 6 or more hours during a fall semester. The cohort is then tracked through the next academic year to identify how many students in the cohort earned a total 18 or more credit hours through the two academic years (including remedial/developmental courses).	In each Fall Term, ADHE will create a Tracking Group for each institution by identifying the students enrolled in 6 or more hours on the 11 <sup>th</sup> class day. The percentage of those students who either earned 18 hours during the subsequent two academic years or completed a degree or technical certificate at the institution in which they were enrolled for tracking will be counted as having progressed. An increase in the comparison of the most recent 2-year average to the previous 3-year average generates 1 point.



	The Progression Rate is expressed as a percentage and changes over time are expressed as a difference in percentage points. If a student graduates during the allotted time frame, then that student is counted as progressed.	Otherwise, if the two year average is 99.91% to 100% of previous three year average, .9 points are awarded; 99.81 to 99.9% of the average is .8 points, 99.71% to 99.8% of the average is .7 points; 99.61% to 99.7% is .6 points; 99.51% to 99.6% is .5 points; 99.41% to 99.5% is .4 points; 99.31% to 99.4% is .3 points; 99.21% to 99.3% is .2 points; 99.11% to 99.2% is .1 points; 99% or below will result in 0 points.
Optional Measures		
Measure	Definition	Detail
Course Completion	This is a Successful Course Completion Rate calculation which compares number of successful SSCH to all SSCH in all non-remedial courses. The Successful Course Completion Rate is expressed as a percentage and changes over time are expressed as a difference in percentage points.	If the average percentage of successful course completions during the two most recent academic years is greater than the average percentage of successful course completions of the three previous academic years then 1 point is awarded, otherwise 0 points are awarded.
High Demand Credentials	Number of all credentials (technical certificates and above) earned by a student for an academic year regardless of enrollment status in the High Demand CIP Codes. The 2011 version of the High Demand CIP Codes were obtained from ADWS (Arkansas Department of Workforce Services).	If the average number of credentials earned during the two most recent academic years is greater than or equal to the average of the three previous academic years then 1 point is awarded, otherwise 0 points are awarded.
Minority Student Credentials	Number of all credentials (technical certificates and above) earned to persons identified as Asian only, Black only, Hispanic any, American Indian/Alaska Native only, Hawaiian/Pacific Islander only or Two or More Races. (Unknowns, Non-Resident Aliens, White and Other graduates are not included.)	If the average number of credentials earned during the two most recent academic years is greater than or equal to the average of the three previous academic years then 1 point is awarded, otherwise 0 points are awarded.
Non-Traditional Student Credentials	Number of all credentials (technical certificates and above) earned by a non-traditional student in an academic year. Non-traditional students are defined as age 25 or older at the time of graduation.	If the average number of credentials earned during the two most recent academic years is greater than or equal to the average of the three previous academic years then 1 point is awarded, otherwise 0 points are awarded.
Remedial Student Credentials	Number of all credentials (technical certificates and above) earned by a remedial student in an academic year. Remedial students are defined as students who were required to take at least one remedial course for completion.	If the average number of credentials earned during the two most recent academic years is greater than or equal to the average of the three previous academic years then 1 point is awarded, otherwise 0 points are awarded.
Regional Economic Needs	Number of all credentials (technical certificates and above) earned by a	If the average number of credentials earned during the two most recent academic years is greater than or equal

Programs Credentials	student for an academic year regardless of enrollment status in programs identified by the institution and approved by the Arkansas Higher Education Coordinating Board. See Appendix B for detail.	to the average of the three previous academic years then 1 point is awarded, otherwise 0 points are awarded.
Transfer Student Credentials	Number of all credentials (technical certificates and above) earned by a student transferring from another Arkansas public institution of higher education.	If the average number of credentials earned during the two most recent academic years is greater than or equal to the average of the three previous academic years then 1 point is awarded, otherwise 0 points are awarded.
Expenditure of Federal Awards	Increase in restricted federal expenditures excluding transfers and scholarships by fiscal year.	ADHE will use the restricted expenditures, excluding scholarship expenditures, from the institutional reporting on the 17 series to calculate a 3-year average of expenditures of funds from external sources. An average of the subsequent 2 years will be calculated from the same report. An increase in the comparison of the 3-year to 2-year average generates 1 point.
Patents	The number of U.S. patents (utility, plant or design) issued or reissued to an institution within the year. Certificates of plant variety protection issued by the USDA should be included.	Each institution will identify the number of U.S. patents issued on average of a 3-year period. An average of the subsequent 2 years will be calculated. An increase in the comparison of the 3-year to 2-year average generates 1 point.
New Company Start-ups	The number of new companies started during the years that were dependent on licensing an institution's technology for their formation.	Each institution will identify the number of new companies started on average of a 3-year period. An average of the subsequent 2 years will be calculated. An increase in the comparison of the 3-year to 2-year average generates 1 point.
<b>Compensatory Measure</b>		
Percentage of Pell Receiving Undergraduate Population	Percentage of all undergraduate students receiving Pell grants ( <a href="http://nces.ed.gov/collegenavigator/">http://nces.ed.gov/collegenavigator/</a> )	The points awarded will be the percentage of undergraduate students receiving PELL as defined by IPEDS rounded to 2 significant digits. Currently the range is from .22 to .71 points.

## Two-year Colleges

Mandatory Measures		
Measure	Definition	Detail
Remedial Course Success	The rate of remedial courses completed relative to remedial courses attempted.	This is an SSCH calculation of all successful grades in remedial courses divided by the total remedial SSCH attempted. The remedial course success rate is expressed as a percentage and changes over time are expressed as a difference in percentage points. Attempted hours based on 11 <sup>th</sup> class day. Does not include Ds. The point earned for improvement is .50.
Non-remedial Course Success	The rate of non-remedial courses completed relative to non-remedial courses attempted.	This is an SSCH calculation of all successful grades in non-remedial courses divided by the total non-remedial attempted SSCH. The non-remedial course success rate is expressed as a percentage and changes over time are expressed as a difference in percentage points. Does not include remedial courses. Attempted hours based on 11 <sup>th</sup> class day. Includes Ds. The point earned for improvement is .50.
Progression	The rate of students that complete either 18 hours or a credential.	This measure utilizes a cohort of credential-seeking students enrolled in six or more hours during the fall or spring semester. This cohort is then tracked through the next two academic years to identify how many students in the cohort earned either 18 or more credit hours (including remedial courses) OR completed a credential (certificate of proficiency, technical certificate or any associate degree). The progression rate is expressed as a percentage and changes over time are expressed as a difference in percentage points. The point earned for improvement is 1.00.
Certificates of Proficiency	The number of certificates of proficiency awarded.	This is an overall headcount of all certificates of proficiency awarded by institution. This includes all certificates of proficiency approved by ADHE. Students earning more than one credential are counted each time. The point earned for improvement is .50.
Technical Certificates	The number of technical certificates awarded.	This is an overall headcount of all technical certificates awarded by institution. This includes all technical certificates approved by ADHE. Students earning more than one credential are counted each time. The point earned for improvement is .50.
Associate Degrees	The number of associate degrees awarded.	This is an overall headcount of all associate degrees awarded by institution. This includes all associate degrees approved by ADHE. Students earning more than one credential are counted each time. The point earned for improvement is 1.00.
Total Credentials	The rate of credentials awarded relative to enrollment.	This is a count of all credentials awarded by institution per 100 FTE. This includes all certificates of proficiency, technical certificates and associate degrees approved by ADHE. The total credentials rate is expressed as a percentage and changes over time are expressed as a

		difference in percentage points. Students earning more than one credential are counted each time. The points earned for improvement are 2.00.
Mandatory Compensatory Measures		
Measure	Definition	Detail
Low-Income	The number of low-income students relative to enrollment.	This is a headcount of low-income students divided by overall credential-seeking headcount. Low-income is defined as receiving Pell. Up to one compensatory point will be added to total mandatory points based on percentage of students who receive Pell. (Ex: 50% of students receive Pell = .50 compensatory point.) Total mandatory points may not exceed six.
Under-prepared	The number of underprepared students relative to enrollment.	This is a headcount of underprepared students divided by overall credential-seeking headcount. Underprepared is defined as having an ACT of 15 or below, or equivalent score. Up to one compensatory point will be added to total mandatory points based on percentage of students who are underprepared. (Ex: 50% of students are underprepared = .50 compensatory point.) Total mandatory points may not exceed six. *Working with ACT to determine ACT equivalent scores.
Optional Measures		
Measure	Definition	Detail
STEM Credentials	The number of STEM credentials awarded.	This is an overall headcount of all certificates and degrees awarded by institution in the STEM CIP Codes. Based on most recent ICE list as published on <a href="http://www.ice.gov">www.ice.gov</a> . Students earning more than one credential are counted each time. An institution may assign up to 2.00 points to this measure. Point(s) earned if number improves. Optional measures may not exceed 4 points.
High Demand Credentials	The number of high demand credentials awarded.	This is an overall headcount of all certificates and degrees awarded by institution in the high demand CIP Codes. Based on most recent ADWS list as published on <a href="http://www.discoverarkansas.net">www.discoverarkansas.net</a> . Students earning more than one credential are counted each time. An institution may assign up to 2.00 points to this measure. Point(s) earned if number improves. Optional measures may not exceed 4 points.

Workforce Training	The number of workforce training contact hours reported.	Workforce Education/Training is defined as any postsecondary (primarily non-credit) education or training activity (seminar, workshop, course, customized training, etc.) that is specifically used for developing/enhancing the skills of existing employees or members of any business or industry, and any training provided to individuals, whether employed or unemployed, that is designed to meet the employment needs of the student and/or employer by enhancing occupational, technical, and/or soft (communication, computational, and interpersonal) skills. Workforce training contact hours are reported by colleges annually. An institution may assign up to 2.00 points to this measure. Point(s) earned if number improves. Optional measures may not exceed 4 points.
Transfer	The number of students that transfer after completing a minimum of 12 hours.	This is an overall headcount of any student earning at least 12 hours at the "sending" institution that transfers to an Arkansas two-year college or four-year university. Includes remedial hours. The institution "sending" the student is counted. An institution may assign up to 2.00 points to this measure. Point(s) earned if number improves. Optional measures may not exceed 4 points.
Adult Credentials	The number of credentials awarded to adults.	This is an overall headcount of adult students who complete a certificate of proficiency, technical certificate or associate degree (as defined above). Adult is defined as age 25 or older at time of completion. All credentials completed are counted. An institution may assign up to 2.00 points to this measure. Point(s) earned if number improves. Optional measures may not exceed 4 points.
Minority Credentials	The number of credentials awarded to minorities.	This is an overall headcount of any credential completer reported as Asian, Black, Hispanic, American Indian/Alaska Native, or Hawaiian/Pacific Islander. Unknowns, Non-Resident Aliens, White and Other graduates are excluded. Graduate includes completion of certificate of proficiency, technical certificate, or associate degree (as defined above). All credentials completed are counted. An institution may assign up to 2.00 points to this measure. Point(s) earned if number improves. Optional measures may not exceed 4 points.
Employment	The number of credential completers that obtain employment.	*Working with Arkansas Department of Workforce Services on data. An institution may assign up to 2.00 points to this measure. Point(s) earned if number improves. Optional measures may not exceed 4 points.



# EXHIBIT C-1

## Remediation Rates for Arkansas Challenge Scholarship Recipients For the 2010 Fall Term Using Student IDs from the INA Database

No.	Inst. Type	Institution	ARACS Students Enrolled in 2010 Fall in SISDB	First-Time Entering Degree-Seekers	Took Placement Exam	Remediated Students	Remediation Rate	Completed Remediation	Completed Remediation Rate
1	1	ASUJ	1,127	1,118	1,118	280	25.0%	185	66.1%
2	1	ATU	1,063	1,055	1,055	281	26.6%	227	80.8%
3	1	HSU	525	524	524	155	29.6%	117	75.5%
4	1	SAUM	313	311	310	94	30.3%	84	89.4%
5	1	UAF	1,939	1,924	1,924	176	9.1%	135	76.7%
6	1	UAFS	729	728	728	192	26.4%	99	51.6%
7	1	UALR	582	481	481	131	27.2%	43	32.8%
8	1	UAM	300	217	216	107	49.5%	74	69.2%
9	1	UAMS							
10	1	UAPB	150	150	150	120	80.0%	69	57.5%
11	1	UCA	1,320	1,315	1,315	292	22.2%	240	82.2%
12	2	ANC	63	58	58	39	67.2%	27	69.2%
13	2	ASUB	330	316	316	107	33.9%	67	62.6%
14	2	ASUMH	118	62	62	28	45.2%	26	92.9%
15	2	ASUN	63	38	38	19	50.0%	17	89.5%
16	2	BRTC	103	70	70	47	67.1%	46	97.9%
17	2	CCCUA	66	56	56	29	51.8%	19	65.5%
18	2	CoIO	46	41	41	24	58.5%	24	100.0%
19	2	EACC	49	27	27	16	59.3%	15	93.8%
20	2	MSCC	69	49	49	37	75.5%	27	73.0%
21	2	NAC	157	116	116	43	37.1%	43	100.0%
22	2	NPCC	138	99	89	64	71.9%	48	75.0%
23	2	NWACC	354	318	318	133	41.8%	63	47.4%
24	2	OZC	64	59	59	27	45.8%	20	74.1%
25	2	PCCUA	53	42	42	30	71.4%	29	96.7%
26	2	PTC	202	142	142	90	63.4%	89	98.9%
27	2	RMCC	53	36	36	14	38.9%	8	57.1%
28	2	SACC	35	23	23	16	69.6%	10	62.5%
29	2	SAUT	37	35	35	23	65.7%	17	73.9%
30	2	SEAC	45	25	25	2	8.0%	2	100.0%
31	2	UACCB	142	103	103	48	46.6%	34	70.8%
32	2	UACCH	58	28	28	21	75.0%	17	81.0%
33	2	UACCM	241	201	201	97	48.3%	76	78.4%
34	P	ABC	29	25	25		0.0%		
35	P	CBC	90	90	90		0.0%		
36	P	CRC	26	26	26		0.0%		
37	P	HC	125	125	125		0.0%		
38	P	HU	202	202	202		0.0%		
39	P	JBU	80	80	80		0.0%		
40	P	LC	147	147	147		0.0%		
41	P	OBU	196	196	196		0.0%		
42	P	PSC	21	21	13	7	53.8%	7	100.0%
43	P	UO	100	100	100		0.0%		
44	P	WBC	112	82	82		0.0%		
45	V	BSN	13						
46	V	JSN	-						
4-Year Universities			8,048	7,823	7,821	1,828	23.4%	1,273	69.6%
2-Year Colleges			2,486	1,944	1,934	954	49.3%	724	75.9%
Private Institutions			1,128	1,094	1,086	7	0.6%	7	100.0%
Nursing Schools			13	-	-	-	-	-	-
Total			11,675	10,861	10,841	2,789	25.7%	2,004	71.9%

12,129  
96.3%

NOTE: (1) Non-public institutions (private institutions and nursing schools) are not required to comply with AHECB placement policy.  
(2) This report uses the INA database to identify Challenge Scholarship Recipients.

**Grade Distribution of Arkansas Challenge Scholarship Recipients  
For Remedial/Developmental Courses Only for AY2011  
Using Student IDs from INA Database**

Grade	Number	Percent	Passing	SSCH	Percent	Passing
Grade of A	1,171	20.2%		3,351	19.7%	
Grade of B	1,482	25.6%		4,413	25.9%	
Grade of C	1,097	18.9%	64.8%	3,247	19.1%	64.7%
Grade of D	389	6.7%		1,150	6.8%	
Grade of F	645	11.1%		1,926	11.3%	
W (Withdrawals)	584	10.1%		1,704	10.0%	
CR (Credit awarded e.g. Pass/Fail)	139	2.4%		399	2.3%	
CA (Class cancelled)	2	0.0%		6	0.0%	
NC (No Credit)	215	3.7%		641	3.8%	
NR (Attended, but grades not submitted)	14	0.2%		48	0.3%	
AC (Advisor or Administrator Cancelled)	10	0.2%		30	0.2%	
I (Incomplete)	36	0.6%		96	0.6%	
IP (In Progress)	1	0.0%		3	0.0%	
NULL (Grades not in database)	4	0.1%		12	0.1%	
<b>Totals</b>	<b>5,789</b>	<b>100.0%</b>	<b>64.8%</b>	<b>17,026</b>	<b>100.0%</b>	<b>64.7%</b>



# EXHIBIT C-2

## Remediation Rates for Lottery Students that Graduates High School in 2009-2010 For 2010 Fall Term

No.	District Name	District LEA	All	First-Timers	Test-Takers	Any Remediation		Math Remediation		English Remediation		Reading Remediation	
						Number	Rate	Number	Rate	Number	Rate	Number	Rate
1	Alma School District	1701000	92	91	91	25	27.5%	16	17.6%	12	7.7%	11	5.5%
2	Alpena School District	0501000					0.0%		0.0%		0.0%		0.0%
3	Ark School For Blind	6091000					0.0%		0.0%		0.0%		0.0%
4	Arkadelphia School District	1002000	54	54	36	22	40.7%	16	29.6%	12	22.2%	11	20.4%
5	Arkansas School Math & Sciences	8099000	43	36			0.0%		0.0%		0.0%		0.0%
6	Armored School District	4701000					14.3%		14.3%		13.3%		10.0%
7	Ashdown School District	4101000	31	30	30	31	16.7%		10.0%		13.3%		10.0%
8	Atkins School District	5801000	31	30	30	31	23.3%		16.7%		6.7%		3.3%
9	Augusta School District	7401000	10	10	10	10	40.0%		40.0%		30.0%		40.0%
10	Bald Knob School District	7301000	38	34	34	34	11.8%		8.8%		5.9%		5.9%
11	Barton-Lexa School District	5401000	10	10			33.3%		33.3%		11.1%		22.2%
12	Batesville School District	3201000	64	62	62	62	14.5%		11.3%		3.2%		3.2%
13	Bauxite School District	6301000	44	36	36	13	36.1%	11	30.6%		2.8%		11.1%
14	Bay School District	1601000	11	11	11	11	18.2%		9.1%		9.1%		0.0%
15	Bearden School District	5201000	21	20	20	12	60.0%		45.0%		45.0%		30.0%
16	Beebe School District	7302000	83	80	80	14	17.5%	10	12.5%		7.5%		6.3%
17	Benton School District	6302000	119	113	113	18	15.9%	12	10.6%		4.4%		6.2%
18	Bentonville School District	0401000	248	237	237	25	10.5%		3.8%		3.8%	10	4.2%
19	Bergman School District	0502000	27	24	24		37.5%		33.3%		12.5%		8.3%
20	Berryville School District	0801000	21	18	18		0.0%		0.0%		0.0%		0.0%
21	Bismarck School District	3001000	24	23	23		26.1%		17.4%		8.7%		13.0%
22	Blevins School District	2901000	13	11	11		18.2%		18.2%		9.1%		0.0%
23	Blytheville School District	4702000	30	28	28	22	78.6%	19	67.9%		21.4%		32.1%
24	Booneville School District	4201000	34	33	33		27.3%		18.2%		6.1%		15.2%
25	Bradford School District	7303000	16	11	11		18.2%		9.1%		9.1%		9.1%
26	Bradley School District	3701000	10				12.5%		12.5%		0.0%		12.5%
27	Brinkley School District	4801000					25.0%		25.0%		0.0%		0.0%
28	Brookland School District	1603000	53	50	50	15	30.0%		18.0%		18.0%	17	9.5%
29	Bryant School District	6303000	195	179	179	31	17.3%	16	8.9%	14	7.8%		5.6%
30	Buffalo Is. Central School District	1605000	19	18	18		33.3%		22.2%		16.7%		4.1%
31	Cabot School District	4304000	229	221	220	39	17.7%	28	12.7%	17	7.7%		11.1%
32	Caddo Hills School District	4901000	12				22.2%		11.1%		22.2%		11.1%
33	Calico Rock School District	3301000	18	17	17		23.5%		23.5%		0.0%		0.0%
34	Camden Fairview School District	5204000	63	59	59	20	33.9%		15.3%	11	18.6%	15	25.4%
35	Carlisle School District	4303000	14	14	14		57.1%		57.1%		21.4%		21.4%
36	Cave City School District	6802000	41	39	39	15	38.5%	15	38.5%		12.8%		7.7%
37	Cedar Ridge School District	3212000	17	15	15		33.3%		26.7%		20.0%		13.3%
38	Cedarville School District	1702000	31	31	31		29.0%		25.8%		12.5%		9.7%
39	Centerpoint School District	5502000	29	24	24		33.3%		25.0%		12.5%		16.7%
40	Charleston School District	2402000	33	32	32		12.5%		6.3%		9.4%		3.1%
41	Clarendon School District	4802000	11	10	10		50.0%		40.0%		30.0%		0.0%
42	Clarksville School District	3601000	71	70	70	15	21.4%		10.0%		11.4%		4.3%

No.	District Name	District LEA	All	First-Timers	Test-Takers	Any Remediation		Math Remediation		English Remediation		Reading Remediation	
						Number	Rate	Number	Rate	Number	Rate	Number	Rate
43	Cleveland County School District	1305000	24	20	20		15.0%		10.0%				5.0%
44	Clinton School District	7102000	27	26	26		19.2%		19.2%				7.7%
45	Concord School District	1201000					42.9%		28.6%				28.6%
46	Conway School District	2301000	244	240	239	31	13.0%	25	10.5%	13			5.4%
47	Corning School District	1101000	18	15	15		46.7%		46.7%				26.7%
48	Cossatot River School District	5707000	24	21	21		38.1%		14.3%				14.3%
49	Cotter School District	0802000	19	12	12		16.7%		8.3%				8.3%
50	County Line School District	2403000	10	10	10		20.0%		20.0%				0.0%
51	Cross County School District	1901000	11				37.5%		25.0%				0.0%
52	Crossett School District	0201000	38	35	35	10	28.6%		17.1%				14.3%
53	Cutter-Morning Star School District	2601000	12	10			44.4%		44.4%				22.2%
54	Danville School District	7503000	26	26	26	10	38.5%		19.2%				30.8%
55	Dardanelle School District	7504000	44	40	40		5.0%		2.5%				0.0%
56	Decatur School District	0402000					37.5%		12.5%				25.0%
57	Deer/Mt. Judea School District	5106000	14	11	11		18.2%		9.1%				18.2%
58	DeQueen School District	6701000	51	49	49	14	28.6%	11	22.4%				6.1%
59	Dermott School District	0901000					100.0%		100.0%				0.0%
60	Des Arc School District	5901000	16	15	15		40.0%		26.7%				20.0%
61	Dewitt School District	0101000	26	24	24		33.3%		20.8%				16.7%
62	Dierks School District	3102000	19	18	18		5.6%		0.0%				5.6%
63	Dollarway School District	3502000	21	19	19	16	84.2%	14	73.7%	13		11	68.4%
64	Dover School District	5802000	35	35	35		31.4%	10	28.6%				5.7%
65	Drew Central School District	2202000	19				33.3%		11.1%				33.3%
66	Dumas School District	2104000	29	28	28		35.7%		28.6%				7.1%
67	Earle School District	1802000	17	17	17	16	94.1%	15	88.2%	12		11	70.6%
68	East End School District	5301000	23	20	20		40.0%		35.0%				20.0%
69	East Poinsett Co. School District	5608000	20	18	18		38.9%		38.9%				5.6%
70	El Dorado School District	7001000	86	78	78	30	38.5%	18	23.1%	18		14	23.1%
71	Elkins School District	7201000	24	24	24		16.7%		12.5%				4.2%
72	Emerson-Taylor School District	1408000	15	15	15		26.7%		0.0%				20.0%
73	England School District	4302000	10				55.6%		55.6%				33.3%
74	Eureka Springs School District	0802000	14	14	14		21.4%		14.3%				14.3%
75	Farmington School District	7202000	44	43	43	15	34.9%	11	25.6%	11			16.3%
76	Fayetteville School District	7203000	164	163	163	18	11.0%	11	6.7%				3.1%
77	Filipin School District	4501000	16	14	14		14.3%		7.1%				7.1%
78	Fordyce School District	2002000	22	20	20		40.0%		40.0%				20.0%
79	Foreman School District	4102000					0.0%		0.0%				0.0%
80	Forrest City School District	6201000	45	38	38	15	39.5%	12	31.6%				18.4%
81	Fort Smith School District	6601000	315	314	314	73	23.2%	57	18.2%	26		19	8.3%
82	Fouke School District	4603000	11	10	10		10.0%		0.0%				10.0%
83	Fountain Lake School District	2602000	30	27	26	11	42.3%		26.9%				11.5%
84	Genoa Central School District	4602000					12.5%		12.5%				0.0%
85	Gentry School District	0403000	23	23	23		26.1%		13.0%				21.7%
86	Glen Rose School District	3002000	42	41	41		22.0%		14.6%				17.1%
87	Gosnell School District	4708000	15	13	13		38.5%		23.1%				15.4%
88	Gravette School District	0404000	31	31	31		19.4%		6.5%				9.7%
89	Green Forest School District	0803000	15	13	13		30.8%		23.1%				15.4%
90	Greenbrier School District	2303000	87	82	82	17	20.7%	11	13.4%				7.3%

No.	District Name	District LEA	All	First-Timers	Test-Takers	Any Remediation			Math Remediation			English Remediation			Reading Remediation		
						Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate		
91	Greene Co. Tech School District	2807000	83	81	81	21	25.9%	15	18.5%		6.2%		6.2%	15	18.5%		8.6%
92	Greenland School District	7204000	27	26	26	26	26.9%	19	19.2%		7.7%		7.7%	19	19.2%		3.8%
93	Greenwood School District	6602000	130	130	130	23	17.7%	19	14.6%		6.9%		6.9%	19	14.6%		0.8%
94	Gurdon School District	1003000	22	20	20	11	55.0%		25.0%		40.0%		40.0%		35.0%		35.0%
95	Guy-Perkins School District	2304000	10				55.6%		55.6%		11.1%		11.1%		11.1%		11.1%
96	Hackett School District	6603000	19	19	19	19	31.6%	12	10.5%		21.1%		21.1%	12	10.5%		21.1%
97	Hamburg School District	0203000	48	26	26	21	46.2%	12	34.6%		15.4%		15.4%	12	34.6%		19.2%
98	Hampton School District	0701000	22	21	21	21	38.1%	11	33.3%		9.5%		9.5%	11	33.3%		4.8%
99	Harmony Grove School District (Ouachita Co.)	5205000	29	28	28	11	39.3%	10	21.4%		17.9%		17.9%	10	21.4%		17.9%
100	Harmony Grove School District (Saline Co.)	6304000	29	20	20	10	50.0%	10	30.0%		20.0%		20.0%	10	30.0%		25.0%
101	Harrisburg School District	5602000	37	36	36	36	19.4%	13	13.9%		8.3%		8.3%	13	13.9%		2.8%
102	Harrison School District	0503000	76	71	71	13	18.3%	11	9.9%		7.0%		7.0%	11	9.9%		4.2%
103	Hartford School District	6604000					0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
104	Hazen School District	5903000	23	22	22	13	59.1%	10	45.5%		27.3%		27.3%	10	45.5%		18.2%
105	Heber Springs School District	1202000	43	41	41	41	14.6%		12.2%		2.4%		2.4%		4.9%		4.9%
106	Hector School District	5803000	20	19	19	19	21.1%		15.8%		5.3%		5.3%		0.0%		0.0%
107	Helena/ W. Helena School District	5403000	30	26	26	16	61.5%	11	42.3%		34.6%		34.6%	11	42.3%		34.6%
108	Hermitage School District	0601000	44	42	42	42	83.3%		50.0%		83.3%		83.3%		66.7%		66.7%
109	Highland School District	6804000					28.6%		11.9%		19.0%		19.0%		2.4%		2.4%
110	Hillcrest School District	3809000					16.7%		0.0%		0.0%		0.0%		16.7%		16.7%
111	Hope School District	2903000	34	31	30	19	63.3%	11	36.7%		33.3%		33.3%	11	36.7%		36.7%
112	Horatio School District	6703000	23	23	23	10	43.5%		26.1%		30.4%		30.4%		17.4%		17.4%
113	Hot Springs School District	2603000	40	37	37	10	27.0%		16.2%		10.8%		10.8%		13.5%		13.5%
114	Hoxie School District	3804000	20	18	18	18	33.3%		27.8%		11.1%		11.1%		11.1%		11.1%
115	Hughes School District	6202000					100.0%		100.0%		66.7%		66.7%		66.7%		66.7%
116	Huntsville School District	4401000	65	58	58	13	22.4%		13.8%		22.1%		22.1%		13.8%		13.8%
117	Izard County Cons. School District	3306000	21	18	18	18	44.4%		22.2%		22.2%		22.2%		11.1%		11.1%
118	Jackson County School District	3405000	22	17	17	17	23.5%		33.3%		27.8%		27.8%		5.6%		5.6%
119	Jasper School District	5102000	20	19	19	19	5.3%		11.8%		0.0%		0.0%		11.8%		11.8%
120	Jessieville School District	2604000	109	107	107	23	21.5%	13	5.3%		5.3%		5.3%	13	5.3%		5.3%
121	Jonesboro School District	1608000	21	19	19	19	31.6%		12.1%		9.3%		9.3%	10	13.1%		13.1%
122	Junction City School District	7003000	15	14	14	14	71.4%		26.3%		26.3%		26.3%		26.3%		26.3%
123	Kirby School District	5503000	11	10	10	10	40.0%		50.0%		42.9%		42.9%		14.3%		14.3%
124	Lafayette County School District	3704000	97	93	92	20	21.7%	18	40.0%		10.0%		10.0%	18	20.0%		20.0%
125	Lake Hamilton School District	2605000	22	19	19	19	47.4%		26.3%		8.7%		8.7%	19	7.6%		7.6%
126	Lakeside School District (Chicot County)	0903000	91	80	80	16	20.0%	12	36.8%		3.8%		3.8%	12	26.3%		26.3%
127	Lakeside School District (Garland Co.)	2606000	41	39	39	12	30.8%		15.0%		3.8%		3.8%	10	5.0%		5.0%
128	Lamar School District	3604000	26	25	25	25	23.1%		20.5%		17.9%		17.9%		12.8%		12.8%
129	Lavaca School District	6605000	22	20	20	10	50.0%		7.7%		11.5%		11.5%		3.8%		3.8%
130	Lawrence County School District	3810000	25	24	24	18	75.0%	13	40.0%		25.0%		25.0%	13	15.0%		15.0%
131	Lead Hill School District	3904000	20	16	16	16	12.5%		54.2%		33.3%		33.3%	10	41.7%		41.7%
132	Lee County School District	7205000	462	447	446	180	40.4%	161	6.3%		6.3%		6.3%	81	6.3%		6.3%
133	Lincoln School District	6001000	44	43	43	11	25.6%	10	36.1%		18.2%		18.2%	78	17.5%		17.5%
134	Little Rock School District	4301000	15	14	14	14	28.6%		23.0%		11.6%		11.6%		2.3%		2.3%
135	Lonoke School District	4202000	27	27	27	27	18.5%		0.0%		28.6%		28.6%		14.3%		14.3%
136	Magazine School District	3003000	53	53	53	53	22.6%		18.5%		11.1%		11.1%		14.8%		14.8%
137	Magnet Cove School District	1402000					15.1%		15.1%		7.5%		7.5%		5.7%		5.7%
138	Magnolia School District																

No.	District Name	District LEA	All	First-Timers	Test-Takers	Any Remediation		Math Remediation		English Remediation		Reading Remediation	
						Number	Rate	Number	Rate	Number	Rate	Number	Rate
139	Malvern School District	3004000	52	47	46	20	43.5%	14	30.4%	12	26.1%	10	21.7%
140	Mammoth Spring School District	2501000	10				25.0%		25.0%		0.0%		12.5%
141	Manilla School District	4712000	32	31	31	11	35.5%		19.4%		6.5%		22.6%
142	Mansfield School District	6606000	25	25	25	13	52.0%	12	48.0%	17	16.0%	14	8.0%
143	Marion School District	1804000	90	84	84	30	35.7%	21	25.0%		14.3%		16.7%
144	Marked Tree School District	5604000					42.9%		28.6%		18.2%		14.3%
145	Marmaduke School District	2803000	11	11	11		63.6%		63.6%		9.1%		9.1%
146	Marvell School District	5404000					40.0%		20.0%		0.0%		20.0%
147	Mayflower School District	2305000	27	26	26	11	42.3%		34.6%		19.2%		15.4%
148	Maynard School District	6102000					33.3%		33.3%		0.0%		0.0%
149	McCrorry School District	7403000	23	18	18		16.7%		0.0%		11.1%		11.1%
150	McGehee School District	2105000	26	24	24		37.5%		29.2%		16.7%		0.0%
151	Meibourne School District (Izard Co.)	3302000	39	39	39	14	35.9%		23.1%		10.3%		15.4%
152	Mena School District	5703000	72	67	66		13.6%		6.1%		4.5%		7.6%
153	Midland School District	3211000	13	12	12		41.7%		41.7%		8.3%		0.0%
154	Mineral Springs School District	3104000	11	10	10		60.0%		20.0%		30.0%		30.0%
155	Monticello School District	2203000	68	43	43	15	34.9%	10	23.3%		9.3%		16.3%
156	Mount Ida School District	4902000	16	14	13		23.1%		7.7%		23.1%		15.4%
157	Mountain Pine School District	2607000	14	13	13		38.5%		7.7%		30.8%		7.7%
158	Mountain View School District	6901000	50	47	47	12	25.5%		8.5%		12.8%		14.9%
159	Mountainburg School District	1703000	13	12	12		10.0%		0.0%		0.0%		8.3%
160	Mt. Vernon/Enola School District	2306000	10	10	10		66.7%		33.3%		33.3%		33.3%
161	Mulberry/Pleasant View Bi-County School District	1704000					27.8%		22.7%		10.8%		5.1%
162	N. Little Rock School District	6002000	178	176	176	49	27.4%	40	14.3%	19	12.2%		10.2%
163	Nashville School District	3105000	52	49	49	11	30.8%		23.1%		7.7%		7.7%
164	Nemo Vista School District	1503000	17	13	13		14.5%		11.3%		3.2%		6.5%
165	Nettleton School District	1611000	63	62	62		33.3%		33.3%		22.2%		22.2%
166	Nevada School District	5008000					20.7%		10.3%		10.3%		13.8%
167	Newport School District	3403000	32	29	29		41.7%		16.7%		33.3%		16.7%
168	Norfolk School District	0904000	17	12	12		25.0%		0.0%		25.0%		25.0%
169	Norphlet School District	7006000					0.0%		0.0%		0.0%		0.0%
170	Omaha School District	0504000					37.5%		25.0%		0.0%		25.0%
171	Osceola School District	4713000					20.0%		0.0%		6.7%		13.3%
172	Ouachita River School District	5706000	20	15	15		28.6%		14.3%		7.1%		14.3%
173	Ouachita School District	3005000	14	14	14		35.7%		14.3%		28.6%		21.4%
174	Ozark Mountain School District	6505000	18	14	14	12	20.7%		12.1%		5.2%		5.2%
175	Ozark School District	2404000	58	58	58		28.6%		14.3%		12.5%		0.0%
176	Palestine-Wheatley School District	6205000	10	10	10		14.5%		9.1%		5.5%		3.6%
177	Pangburn School District	7309000	17	16	16		27.6%		13.8%		10.3%		17.2%
178	Paragould School District	2808000	55	55	55		22.6%		16.1%		12.9%		9.7%
179	Paris School District	4203000	29	29	29		20.0%		15.0%		5.0%		10.0%
180	Parkers Chapel School District	7007000	31	31	31		28.9%		26.3%		13.2%		13.2%
181	Pesa Ridge School District	0407000	21	20	20		15.4%		7.7%		7.7%		7.7%
182	Perryville School District	5303000	39	38	38	11	65.4%	40	51.3%	24	30.8%	29	37.2%
183	Piggott School District	1104000	16	13	13		20.9%		18.6%		9.3%		4.7%
184	Pine Bluff School District	3505000	82	78	78	51	33.3%		27.3%		15.2%		15.2%
185	Pocahontas School District	6103000	49	43	43								
186	Pottsville School District	5804000	33	33	33	11							

No.	District Name	District LEA	All	First-Timers	Test-Takers	Any Remediation			Math Remediation			English Remediation			Reading Remediation		
						Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate		
187	Poyen School District	2703000	15	14	14	11	21.4%	0.0%	14.3%	7.1%							
188	Prairie Grove School District	7206000	39	39	39	11	28.2%	20.5%	10.3%	5.1%							
189	Prescott School District	5006000	21	20	20	104	30.0%	20.0%	15.0%	15.0%							
190	Pulaski County Special School District	6003000	295	281	280	104	30.7%	30.7%	42	15.0%	13.2%						
191	Quitman School District	1203000	20	19	19	19	10.5%	5.3%	0.0%	5.3%							
192	Rector School District	1106000	10	10	10	10	40.0%	20.0%	0.0%	20.0%							
193	Riverside School District	1613000	11	10	10	10	40.0%	30.0%	10.0%	20.0%							
194	Riverview School District	7307000	18	18	18	18	22.2%	11.1%	5.6%	11.1%							
195	Rogers School District	0405000	168	164	164	30	18.3%	11.0%	4.3%	7.9%							
196	Rose Bud School District	7310000	30	28	28	28	25.0%	21.4%	10.7%	3.6%							
197	Russellville School District	5805000	141	139	139	39	28.1%	19.4%	13.7%	10.1%							
198	Salem School District	2502000	22	18	18	18	5.6%	0.0%	0.0%	0.0%							
199	Scranton School District	4204000	16	16	16	16	18.8%	12.5%	0.0%	6.3%							
200	Searcy County School District	6502000	20	17	17	17	29.4%	29.4%	0.0%	5.9%							
201	Searcy School District	7311000	118	118	118	15	12.7%	8.5%	4.2%	4.2%							
202	Sheridan School District	2705000	87	78	78	20	25.6%	11.5%	10.3%	11							
203	Shirley School District	7104000	13	13	13	13	53.8%	46.2%	7.7%	15.4%							
204	Siloam Springs School District	0406000	61	59	59	11	18.6%	8.5%	8.5%	6.8%							
205	Sloan-Hendrix School District	3806000	15	14	14	14	50.0%	42.9%	28.6%	21.4%							
206	Smackover School District	7008000	20	18	18	18	44.4%	27.8%	16.7%	27.8%							
207	So. Conway Co. School District	1507000	58	56	56	17	30.4%	17.9%	7.1%	16.1%							
208	South Mississippi County School District	4706000	21	21	21	10	47.6%	38.1%	14.3%	9.5%							
209	South Pike County School District	5504000	28	26	26	12	46.2%	30.8%	15.4%	15.4%							
210	South Side School District	7105000	38	31	31	14	45.2%	32.3%	22.6%	9.7%							
211	Southside School District	3209000	21	15	15	15	40.0%	20.0%	13.3%	13.3%							
212	Spring Hill School District	2906000	300	296	296	63	21.3%	10.8%	10.1%	9.1%							
213	Springdale School District	7207000	32	25	25	25	20.0%	16.0%	20.0%	8.0%							
214	Star City School District	4003000	12	12	12	12	75.0%	58.3%	41.7%	58.3%							
215	Stephens School District	5206000	7099000	53	50	50	83.3%	83.3%	66.7%	66.7%							
216	Strong-Huttig School District	0104000	34	32	32	13	50.0%	40.0%	28.0%	24.0%							
217	Stuttgart School District	4605000	32	28	28	10	40.6%	28.1%	28.1%	21.9%							
218	Texarkana School District	5605000	32	28	28	10	35.7%	28.6%	7.1%	10.7%							
219	Trumann School District	7510000	22	21	21	10	47.6%	38.1%	33.3%	14.3%							
220	Two Rivers School District	0505000	35	33	33	33	18.2%	15.2%	6.1%	3.0%							
221	Valley Springs School District	1612000	81	81	81	21	25.9%	18.5%	9.9%	7.4%							
222	Valley View School District	1705000	145	144	144	29	20.1%	12.5%	11.8%	7.6%							
223	Van Buren School District	2307000	95	91	91	15	16.5%	9.9%	7.7%	3.3%							
224	Vilonia School District	2503000	13	13	13	13	16.7%	0.0%	16.7%	16.7%							
225	Viola School District	6401000	43	38	38	12	31.6%	21.1%	15.8%	5.3%							
226	Waldron School District	0602000	20	14	14	14	35.7%	21.4%	21.4%	21.4%							
227	Warren School District	3509000	75	71	71	30	42.3%	36.6%	15	18							
228	Watson Chapel School District	7208000	26	25	25	25	28.0%	24.0%	0.0%	8.0%							
229	West Fork School District	1803000	67	61	59	28	47.5%	32.2%	17	23.7%							
230	West Memphis School District	1204000	23	21	21	21	33.3%	19.0%	19.0%	9.5%							
231	West Side School District	7509000	42	41	41	18	43.9%	39.0%	14.6%	12.2%							
232	Western Yell Co. School District	1602000	13	13	13	13	30.8%	7.7%	30.8%	15.4%							
233	Westside Cons. School District																
234	Westside School District																

No.	District Name	District LEA	All	First-Timers	Test-Takers	Any Remediation		Math Remediation		English Remediation		Reading Remediation	
						Number	Rate	Number	Rate	Number	Rate	Number	Rate
235	White Co. Central School District	7504000	10	10	10	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%
236	White Hall School District	3510000	92	80	80	21.3%	26.3%	21.3%	17	7.5%	7.5%	7.5%	7.5%
237	Wonderview School District	1505000	17	16	16	62.5%	37.5%	37.5%	18.8%	18.8%	18.8%	37.5%	37.5%
238	Woodlawn School District	1304000	25	16	16	31.3%	25.0%	25.0%	6.7%	6.7%	6.7%	3.3%	3.3%
239	Wynne School District	1905000	67	60	60	40.0%	20.0%	20.0%	1.140	12.1%	12.1%	1.030	10.9%
240	Yellville-Summit School District	4502000	14	10	10	27.6%	19.6%	19.6%	1.841	12.1%	12.1%	1.030	10.9%
<b>Sub-Totals</b>			<b>10,050</b>	<b>9,428</b>	<b>9,415</b>								

**HIGH SCHOOL DISTRICTS WITH CHARTER/CONVERSION HIGH SCHOOLS ONLY**

No.	District Name	District LEA	All	First-Timers	Test-Takers	Any Remediation		Math Remediation		English Remediation		Reading Remediation	
						Number	Rate	Number	Rate	Number	Rate	Number	Rate
1	Mountain Home School District	0903000	105	79	79	27.8%	17.7%	14	8.9%	8.9%	6.3%	6.3%	6.3%

**CHARTER SCHOOL DISTRICTS ONLY**

No.	District Name	District LEA	All	First-Timers	Test-Takers	Any Remediation		Math Remediation		English Remediation		Reading Remediation	
						Number	Rate	Number	Rate	Number	Rate	Number	Rate
1	Academics Plus School District	6040700	13	13	13	38.5%	38.5%	13	7.7%	7.7%	0.0%	0.0%	0.0%
2	Benton County School of Arts	0440700				33.3%	16.7%		16.7%	16.7%	0.0%	0.0%	0.0%
3	Haas Hall Academy	7240700				22.2%	0.0%		11.1%	11.1%	12.5%	12.5%	12.5%
4	Kipp Delta Charter Public School District	5440700				20.0%	10.0%		10.0%	10.0%	10.0%	10.0%	10.0%
5	Lisa Academy	6041700	10	10	10	26.1%	19.6%	12	10.9%	10.9%	2.2%	2.2%	2.2%
<b>Sub-Totals</b>			<b>47</b>	<b>46</b>	<b>46</b>								

**TOTALS**

District Name	District LEA	All	First-Timers	Test-Takers	Any Remediation		Math Remediation		English Remediation		Reading Remediation	
					Number	Rate	Number	Rate	Number	Rate	Number	Rate
HIGH SCHOOL DISTRICTS WITH NO CHARTER/CONVERSION SCHOOLS		10,050	9,428	9,415	2,596	27.6%	1,841	19.6%	1,140	12.1%	1,030	10.9%
HIGH SCHOOL DISTRICTS WITH CHARTER/CONVERSION HIGH SCHOOLS ONLY		105	79	79	22	27.8%	14	17.7%	14	8.9%	6.3%	6.3%
CHARTER SCHOOL DISTRICTS ONLY		47	46	46	12	26.1%	1,864	19.6%	1,152	10.9%	1,036	2.2%
<b>TOTALS</b>		<b>10,202</b>	<b>9,553</b>	<b>9,540</b>	<b>2,630</b>	<b>27.6%</b>	<b>1,864</b>	<b>19.5%</b>	<b>1,152</b>	<b>12.1%</b>	<b>1,036</b>	<b>10.9%</b>

NOTE: Student counts of less than 10 are not shown due to FERPA.

# EXHIBIT C-3

## Remediation Rates for Arkansas Challenge Scholarship Recipients For the 2010 Fall Term - Using Student IDs from the INA Database BY HIGH SCHOOL COMPLETION STATUS

No.	Inst. Type	Has High School Diploma			Has GED			Home School			Other		
		ARACS First-Time Entering Degree-Seekers That Took Placement Exam	Remediated Students	Remediation Rate	ARACS First-Time Entering Degree-Seekers That Took Placement Exam	Remediated Students	Remediation Rate	ARACS First-Time Entering Degree-Seekers That Took Placement Exam	Remediated Students	Remediation Rate	ARACS First-Time Entering Degree-Seekers That Took Placement Exam	Remediated Students	Remediation Rate
1	1	ASUJ	1,118	280	25.0%								
2	1	ATU	1,043	280	26.8%	1		11	1	9.1%			
3	1	HSU	524	155	29.6%								
4	1	SAUM	308	93	30.2%	2	1						
5	1	UAF	1,909	174	9.1%	1		14	2	14.3%			
6	1	UAFS	712	191	26.8%	2	1	14		0.0%			
7	1	UALR	475	131	27.6%						6		0.0%
8	1	UAM	214	106	49.5%						2	1	50.0%
9	1	UAMS											
10	1	UAPB	150	120	80.0%								
11	1	UCA	1,315	292	22.2%								
12	2	ANC	58	39	67.2%								
13	2	ASUB	316	107	33.9%								
14	2	ASUMH	61	27	44.3%	1	1			100.0%			
15	2	ASUN	38	19	50.0%								
16	2	BRTC	70	47	67.1%								
17	2	CCCUA	56	29	51.8%								
18	2	CoTo	41	24	58.5%								
19	2	EACC	27	16	59.3%								
20	2	MSCC	49	37	75.5%								
21	2	NAC	115	42	36.5%	1	1			100.0%			
22	2	NPCC	85	61	71.8%	1				0.0%			
23	2	NWACC	317	133	42.0%	1				0.0%			
24	2	OZC	59	27	45.8%								
25	2	PCCUA	42	30	71.4%								
26	2	PTC	140	89	63.6%			2	1	50.0%			
27	2	RMCC	36	14	38.9%								
28	2	SACC	21	14	66.7%								
29	2	SAUT	34	22	64.7%			1	1	100.0%			
30	2	SEAC	25	2	8.0%								
31	2	UACCB	103	48	46.6%								
32	2	UACCH	28	21	75.0%								
33	2	UACCM	199	97	48.7%			1		0.0%			0.0%

No.	Inst. Type	Inst. Institution	Has High School Diploma			Has GED			Home School			Other		
			ARACS First-Time Entering Degree-Seekers That Took Placement Exam	Remediated Students	Remediation Rate	ARACS First-Time Entering Degree-Seekers That Took Placement Exam	Remediated Students	Remediation Rate	ARACS First-Time Entering Degree-Seekers That Took Placement Exam	Remediated Students	Remediation Rate	ARACS First-Time Entering Degree-Seekers That Took Placement Exam	Remediated Students	Remediation Rate
34	P	ABC	25											
35	P	CBC	87											
36	P	CRC	24											
37	P	HC	125											
38	P	HU	195											
39	P	JBU	74											
40	P	LC	145											
41	P	OBU	189											
42	P	PSC	13	7	53.8%									
43	P	UO	98			1		0.0%						
44	P	WBC	82											
45	V	BSN												
46	V	JSN												
4-Year Universities			7,768	1,822	23.5%	6	2	33.3%	39	3	7.7%	8	1	12.5%
2-Year Colleges			1,920	945	49.2%	4	2	50.0%	4	2	50.0%	6	5	83.3%
Private Institutions			1,057	7	0.7%	1	-	0.0%	28	-	0.0%	-	-	-
Nursing Schools			-	-	-	-	-	-	-	-	-	-	-	-
Total			10,745	2,774	25.8%	11	4	36.4%	71	5	7.0%	14	6	42.9%



# EXHIBIT C-4

## Anytime Remediation Rates of Academic Challenge Scholarship Students: All 2011 Fall Term (AY2012, Term 1)

No.	Inst. Type	Institution	Academic Challenge Students	First-Time Degree-Seekers	Test-Takers	Any Remediation	Remediation Percent	Math Remediation	Math Remediation Percent	English Remediation	English Remediation Percent	Reading Remediation	Reading Remediation Percent
1	1	ASUJ	1,175	1,087	1,087	245	22.5%	182	16.7%	81	7.5%	65	6.0%
2	1	ATU	1,242	1,131	1,131	328	29.0%	218	19.3%	176	15.6%	129	11.4%
3	1	HSU	600	567	567	216	38.1%	150	26.5%	112	19.8%	105	18.5%
4	1	SAUM	339	319	317	78	24.6%	23	7.3%	49	15.5%	46	14.5%
5	1	UAF	2,186	2,051	2,051	204	9.9%	130	6.3%	38	1.9%	45	2.2%
6	1	UAFS	762	733	733	167	22.8%	114	15.6%	59	8.0%	45	6.1%
7	1	UALR	610	567	567	157	27.7%	116	20.5%	66	11.6%	48	8.5%
8	1	UAM	348	251	250	107	42.8%	70	28.0%	53	21.2%	59	23.6%
9	1	UAMS											
10	1	UAPB	141	132	132	80	60.6%	61	46.2%	44	33.3%	46	34.8%
11	1	UCA	1,558	1,457	1,457	304	20.9%	244	16.7%	82	5.6%	75	5.1%
12	2	ANC	91	75	75	41	54.7%	29	38.7%	16	21.3%	17	22.7%
13	2	ASUB	418	392	392	126	32.1%	90	23.0%	55	14.0%	34	8.7%
14	2	ASUMH	126	64	64	29	45.3%	21	32.8%	17	26.6%	15	23.4%
15	2	ASUN	86	46	46	20	43.5%	16	34.8%	15	32.6%	13	28.9%
16	2	BRTC	140	96	96	52	54.2%	39	40.6%	32	33.3%	19	19.8%
17	2	CCGUA	71	44	44	31	70.5%	19	43.2%	14	31.8%	13	29.5%
18	2	CalO	36	31	31	18	58.1%	16	51.6%	11	35.5%	10	32.3%
19	2	EACC	46	29	29	14	48.3%	11	37.9%	11	37.9%	10	34.3%
20	2	MSCC	60	49	49	31	63.3%	24	49.0%	20	40.8%	16	32.7%
21	2	NAC	181	131	131	59	45.0%	43	32.8%	23	17.6%	15	11.5%
22	2	NPCC	161	100	98	48	49.0%	32	32.7%	25	25.5%	13	13.3%
23	2	NWACC	394	364	364	172	47.3%	102	28.0%	75	20.6%	81	22.3%
24	2	OZC	51	43	43	16	37.2%	10	23.3%	10	23.3%	10	23.3%
25	2	PCCUA	68	52	52	36	69.2%	26	50.0%	15	28.8%	14	26.9%
26	2	PTC	229	171	171	90	52.6%	70	40.9%	49	28.7%	44	25.7%
27	2	RMCC	56	51	50	19	38.0%	12	24.0%	13	26.0%	12	24.0%
28	2	ISACC	39	23	23	16	69.6%	14	60.9%	14	60.9%	11	47.8%
29	2	SAUT	68	27	20	20	74.1%	11	40.7%	14	51.9%	13	48.1%
30	2	SEAC	56	43	43	20	46.5%	11	25.6%	11	25.6%	11	25.6%
31	2	UACCB	123	63	63	30	47.6%	25	39.7%	15	23.8%	11	17.5%
32	2	UACCH	64	42	42	30	71.4%	25	59.5%	21	50.0%	11	26.2%
33	2	UACCM	191	165	165	80	48.5%	59	35.8%	37	22.4%	30	18.2%
34	P	ABC	22	17	17								
35	P	CBC	99	94	94								
36	P	GRC	32	32	32								
37	P	HC	103	96	96								
38	P	HU	222	204	204								
39	P	JBU	123	115	115								
40	P	LC	120	112	112								
41	P	OBU	253	242	242								
42	P	PSC	29	29	29								
43	P	UO	97	95	95								
44	P	WBC	100	76	76								
45	V	BSN	14										
46	V	JSN											
4-Year Universities			8,969	8,295	8,292	1,886	22.7%	1,308	15.8%	760	9.2%	663	8.0%
2-Year Colleges			2,755	2,101	2,098	983	46.9%	695	33.1%	476	22.7%	395	18.9%
Private/Independent Institutions			1,200	1,112									
Nursing Schools			14										
Total			12,938	11,508	10,390	2,869	27.6%	2,003	19.3%	1,236	11.9%	1,058	10.2%

NOTE: Counts of less than 10 are not shown due to FERPA.



Anytime Remediation Rates of Academic Challenge Scholarship Students: Traditional Students Only  
2011 Fall Term (AY2012, Term 1)

No. Inst. Type	Institution	Traditional Academic Challenge Students	First-Time Degree-Seekers	Test-Takers	Any Remediation	Remediation Percent	Math Remediation	Math Remediation Percent	English Remediation	English Remediation Percent	Reading Remediation	Reading Remediation Percent
1	1 ASUJ	1,091	1,087	1,087	245	22.5%	182	16.7%	81	7.5%	65	6.0%
2	1 ATU	1,142	1,131	1,131	328	29.0%	218	19.3%	176	15.6%	129	11.4%
3	1 HSU	567	567	567	216	38.1%	150	26.5%	112	19.8%	105	18.5%
4	1 SAUM	320	319	317	78	24.6%	23	7.3%	49	15.5%	46	14.5%
5	1 UAF	2,059	2,051	2,051	204	9.9%	130	6.3%	38	1.9%	45	2.2%
6	1 UAFS	735	733	733	167	22.8%	114	15.6%	59	8.0%	45	6.1%
7	1 UALR	585	567	567	157	27.7%	116	20.5%	66	11.6%	48	8.5%
8	1 UAM	334	251	250	107	42.8%	70	28.0%	53	21.2%	59	23.6%
9	1 UAMS											
10	1 UAPB	133	132	132	60	60.6%	61	46.2%	44	33.3%	46	34.8%
11	1 UCA	1,459	1,457	1,457	304	20.9%	244	16.7%	82	5.6%	75	5.1%
12	2 ANC	91	75	75	41	54.7%	29	38.7%	16	21.3%	17	22.7%
13	2 ASUB	410	392	392	126	32.1%	90	23.0%	55	14.0%	34	8.7%
14	2 ASUMH	125	64	64	29	45.3%	21	32.8%	17	26.6%	15	23.4%
15	2 ASUN	84	46	46	20	43.5%	16	34.8%	15	15.2%	19	19.8%
16	2 BRTC	137	96	96	52	54.2%	39	40.6%	32	33.3%	19	19.8%
17	2 CCCUA	71	44	44	31	70.5%	19	43.2%	14	31.8%	13	29.5%
18	2 Colo	36	31	31	18	58.1%	16	51.6%	11	35.5%	11	22.6%
19	2 EACC	43	29	29	14	48.3%	11	37.9%	11	27.6%	11	24.1%
20	2 MSOC	60	49	49	31	63.3%	24	49.0%	20	40.8%	16	32.7%
21	2 NAC	176	131	131	59	45.0%	43	32.8%	23	17.6%	15	11.5%
22	2 NPCC	158	100	98	48	49.0%	32	32.7%	25	25.5%	13	13.3%
23	2 NAWACC	386	364	364	172	47.3%	102	28.0%	75	20.6%	81	22.3%
24	2 OZC	51	43	43	16	37.2%	16	18.6%	10	23.3%	14	14.0%
25	2 PCCUA	68	52	52	36	69.2%	26	50.0%	15	28.8%	14	26.9%
26	2 PTC	227	171	171	90	52.6%	70	40.9%	49	28.7%	44	25.7%
27	2 RMCC	55	51	50	19	38.0%	12	24.0%	13	26.0%	12	24.0%
28	2 SACC	39	23	23	16	69.6%	14	60.8%	14	34.8%	11	47.8%
29	2 SAUT	67	27	27	20	74.1%	11	40.7%	14	51.9%	13	48.1%
30	2 SEAC	55	43	43	43	11.6%	11	7.0%	11	7.0%	11	0.0%
31	2 UACCB	122	63	63	30	47.6%	25	39.7%	15	23.8%	11	17.5%
32	2 UACCH	63	42	42	30	71.4%	25	59.5%	21	21.4%	11	26.2%
33	2 UACCM	188	165	165	80	48.5%	59	35.8%	37	22.4%	30	18.2%
34	P ABC	22	17									
35	P CBC	94	94									
36	P CRC	32	32									
37	P HC	96	96									
38	P HU	204	204									
39	P JBU	117	115									
40	P LC	112	112									
41	P OBU	242	242									
42	P PSC	29	29									
43	P UO	95	95									
44	P WBC	96	76									
45	V BSN	14										
46	V JSN											
4-Year Universities		8,425	8,295	8,292	1,866	22.7%	1,308	15.8%	760	9.2%	663	8.0%
2-Year Colleges		2,712	2,101	2,098	963	46.9%	695	33.1%	476	22.7%	395	18.8%
Private/Independent Institutions		1,139	1,112									
Nursing Schools		14										
Total		12,290	11,508	10,390	2,869	27.6%	2,003	19.3%	1,236	11.9%	1,058	10.2%

NOTE: Counts of less than 10 are not shown due to FERPA.



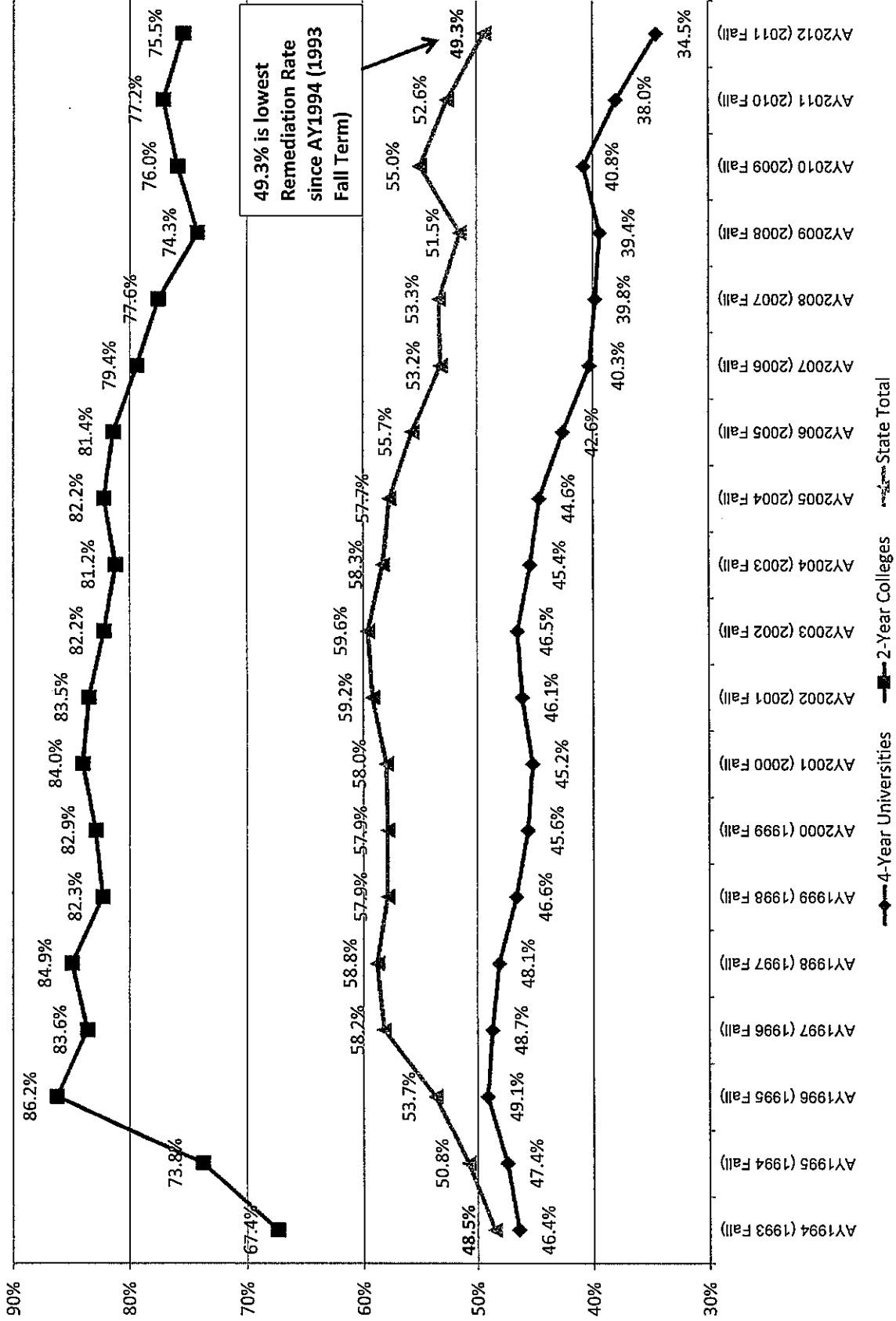
# EXHIBIT C-5

## History of Arkansas Remediation Rates (Anytime Remediation Rates)

Academic Year/ Fall Term	4-Year Universities	2-Year Colleges	State Total
AY1994 (1993 Fall)	46.4%	67.4%	<b>48.5%</b>
AY1995 (1994 Fall)	47.4%	73.8%	50.8%
AY1996 (1995 Fall)	49.1%	86.2%	53.7%
AY1997 (1996 Fall)	48.7%	83.6%	58.2%
AY1998 (1997 Fall)	48.1%	84.9%	58.8%
AY1999 (1998 Fall)	46.6%	82.3%	57.9%
AY2000 (1999 Fall)	45.6%	82.9%	57.9%
AY2001 (2000 Fall)	45.2%	84.0%	58.0%
AY2002 (2001 Fall)	46.1%	83.5%	59.2%
AY2003 (2002 Fall)	46.5%	82.2%	59.6%
AY2004 (2003 Fall)	45.4%	81.2%	58.3%
AY2005 (2004 Fall)	44.6%	82.2%	57.7%
AY2006 (2005 Fall)	42.6%	81.4%	55.7%
AY2007 (2006 Fall)	40.3%	79.4%	53.2%
AY2008 (2007 Fall)	39.8%	77.6%	53.3%
AY2009 (2008 Fall)	39.4%	74.3%	51.5%
AY2010 (2009 Fall)	40.8%	76.0%	55.0%
AY2011 (2010 Fall)	38.0%	77.2%	52.6%
AY2012 (2011 Fall)	34.5%	75.5%	<b>49.3%</b>



# History of Anytime Remediation Rates







Agenda Item 2  
Higher Education Coordinating Board  
January 26, 2012

## ANNUAL REPORT ON FIRST-YEAR STUDENT REMEDIATION

---

### Attachments

Attachment 2-1	Anytime Remediation Rates
Attachment 2-2	Anytime Remediation Rates by Year for Five (5) Fall Terms (2007 Fall – 2011 Fall)
Attachment 2-3	Anytime Remediation Rates for MATH
Attachment 2-4	Anytime Remediation Rates for ENGLISH
Attachment 2-5	Anytime Remediation Rates for READING
Attachment 2-6	Anytime Remediation Rates by Gender
Attachment 2-7	Anytime Remediation Rates by Race/Ethnicity
Attachment 2-8	Anytime Remediation Rates by Age
Attachment 2-9	Anytime Remediation Rates by Attend Status
Attachment 2-10	2-Year Remediation Rates
Attachment 2-11	1-Year Remediation Rates
Attachment 2-12	Anytime Remediation Rates by County of Residence
Attachment 2-13	2-Year Remediation Rates by County of Residence
Attachment 2-14	1-Year Remediation Rates by County of Residence
Attachment 2-15	Anytime Remediation Rates by High School District
Attachment 2-16	2-Year Remediation Rates by High School District
Attachment 2-17	1-Year Remediation Rates by High School District
Attachment 2-18	Act 970 Report on Remediation Rates of Students with High School GPA of 3.00 or Higher
Attachment 2-19	Remediation Attempts: How Many Times a Student was Enrolled in a Remedial Course
Attachment 2-20	Remediation Attempts: For Students that Passed, How Many Attempts Did It Take to Pass

Since 1988, all entering first-year students seeking an associate degree or higher from an Arkansas public college or university must meet AHECB assessment and placement standards in the disciplines of English, mathematics, and reading. A cut-off subscore of 19 on the ACT exam (or the equivalent on the ASSET, SAT, or COMPASS tests) is used for each of the three areas. Attachments 2-1 and 2-2 offer a general overview of remediation in Arkansas public higher education, while Attachments 2-3, 2-4, and 2-5 provide institutional detail by discipline for the terms of 2007 Fall through 2011 Fall. In all tables, remedial data are based on students who meet two criteria: (1) not meeting the board's cut-off score; and (2) being assigned to developmental-level coursework.

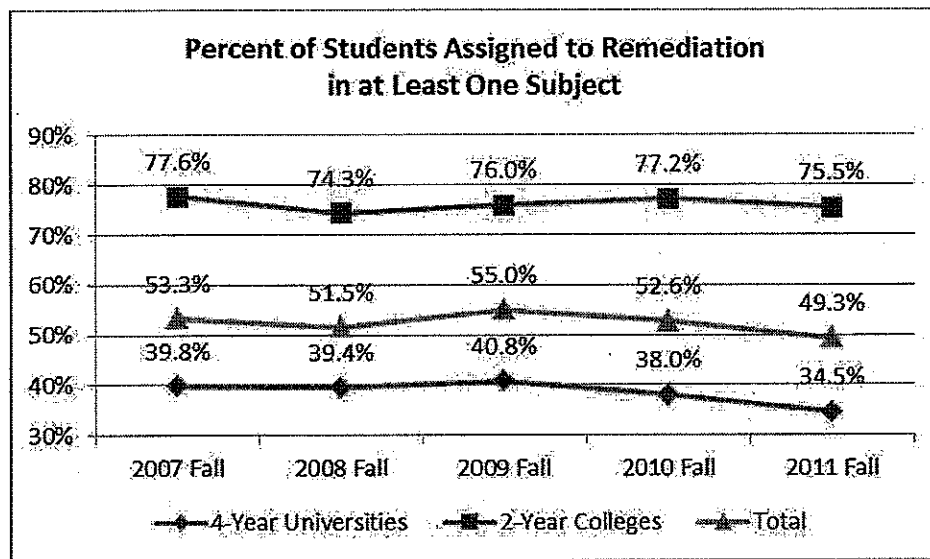
Traditionally, ADHE has calculated remediation rates for any and all first-time entering students. However, the legislature passed Act 970 in 2009 which required remediation rates to be calculated on students that had graduated high school within the past two years prior to entering college and the legislature conducted an interim study during 2010 in which ADHE was requested to calculate remediation rates on students that had graduated high school in the previous 12 months. Therefore, ADHE is publishing remediation calculations using three slightly different methodologies:

1. Anytime Rates – rates in which the high school graduation date is ignored
2. 2-Year Rates – rates in which the student graduated high school in the previous 2 years
3. 1-Year Rates – rates in which the student graduated high school in the previous 1 year

**Statewide Overview**

In fall 2011, Arkansas's public institutions enrolled 23,253 first-time degree-seeking students. 23,176 of those students were tested for placement purposes.

- Of the 23,176 students who were tested, 11,436 students (49.3 percent) were assigned to one or more remedial courses while the balance were placed in college-level coursework. This represents a decrease in the remediation rate of 3.3 percentage points from fall 2010. Note that this is the lowest remediation rate in the 5-years reviewed.

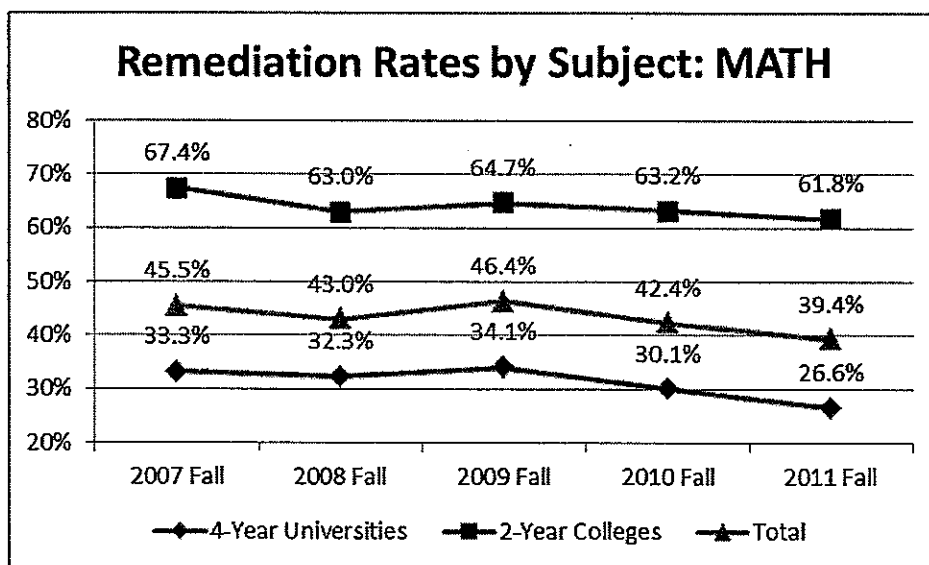
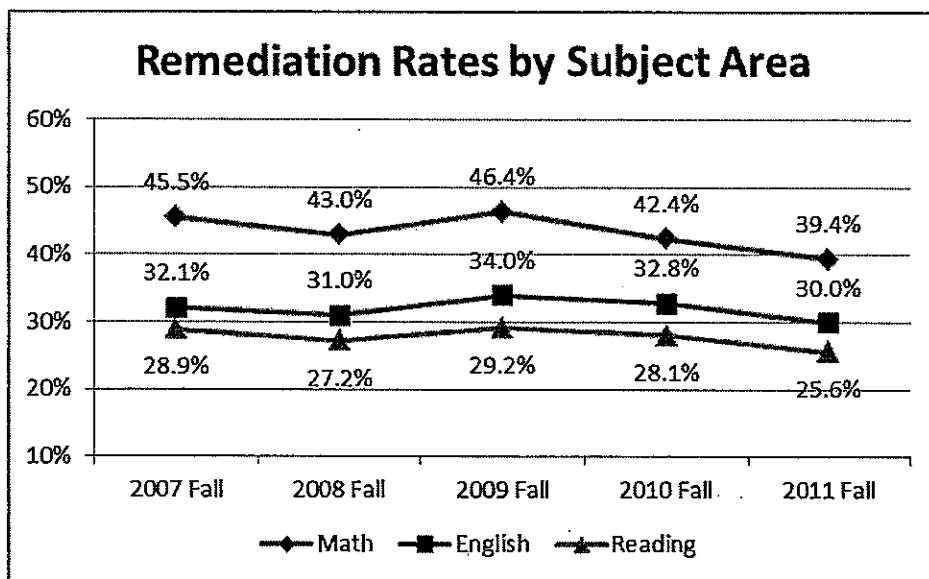


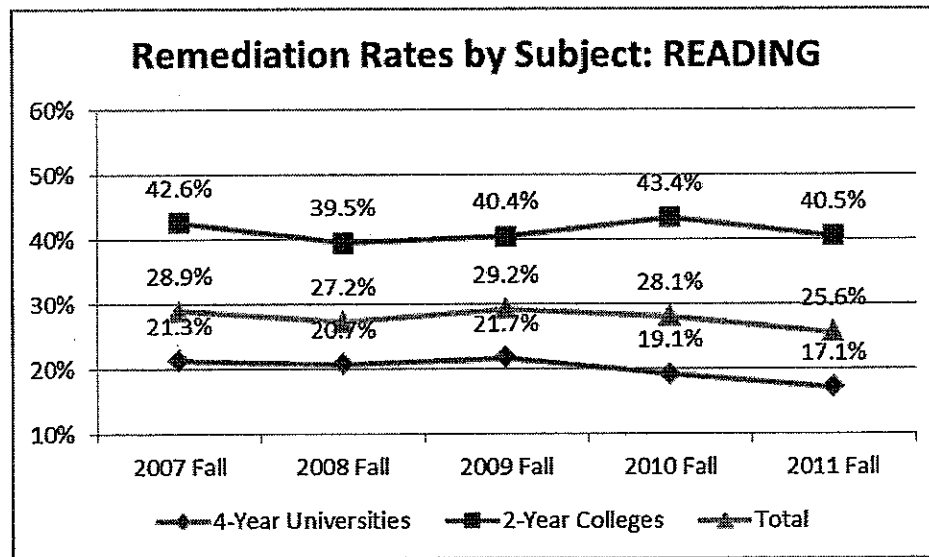
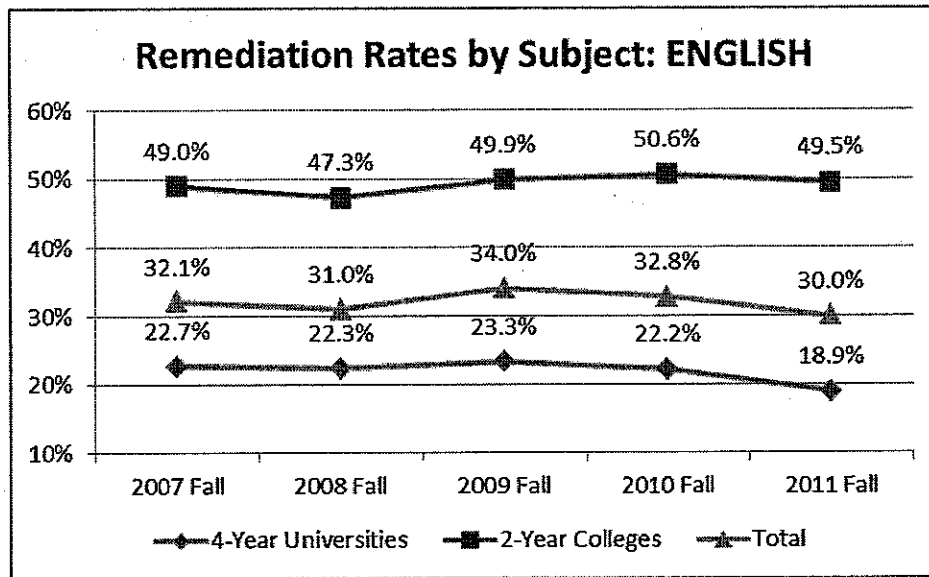
- Of the 11,436 students assigned to remediation, 5,101 (44.6 percent) were in the four-year sector and 6,335 (55.4 percent) were in the two-year sector.
- Over the last five years, the number of students assigned to remedial coursework has increased by 100 students (2.0 percent) at 4-Year

Universities, whereas, the number of students assigned to remediation has increased by 915 students (16.9 percent) at 2-Year Colleges, and by 1,015 students (9.7 percent) at all public institutions.

**Remediation Rates by Subject Area**

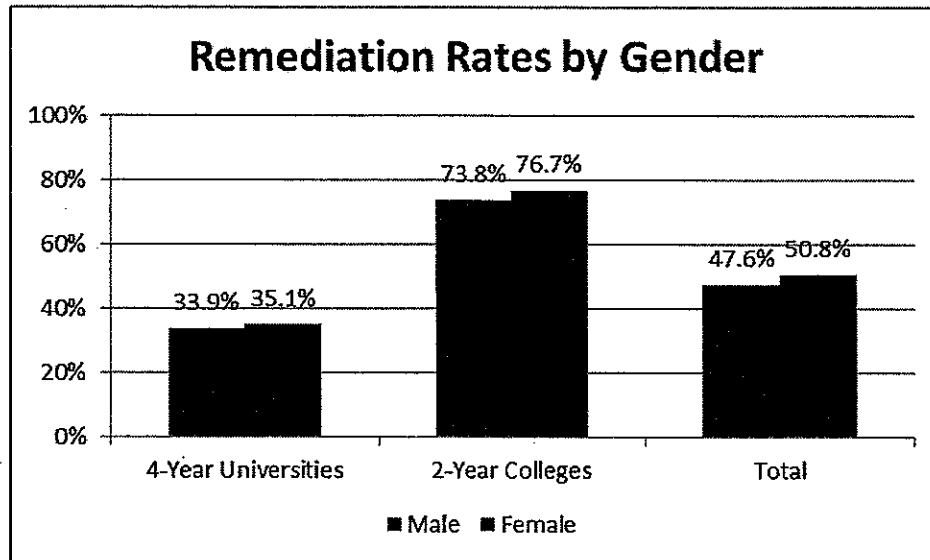
- From last year, the remediation rate for all three subject areas have decreased:
  - Math – a decrease of 3.0 percentage points;
  - English – a decrease of 2.8 percentage points; and
  - Reading – a decrease of 2.5 percentage points.



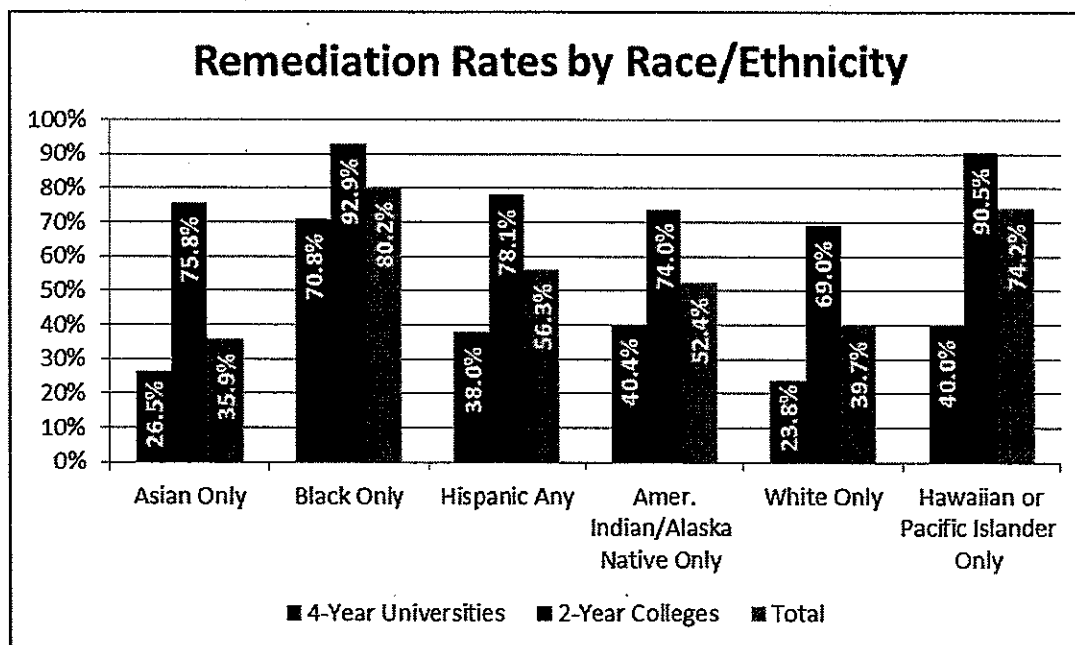


**Remediation Rates by Demographics**

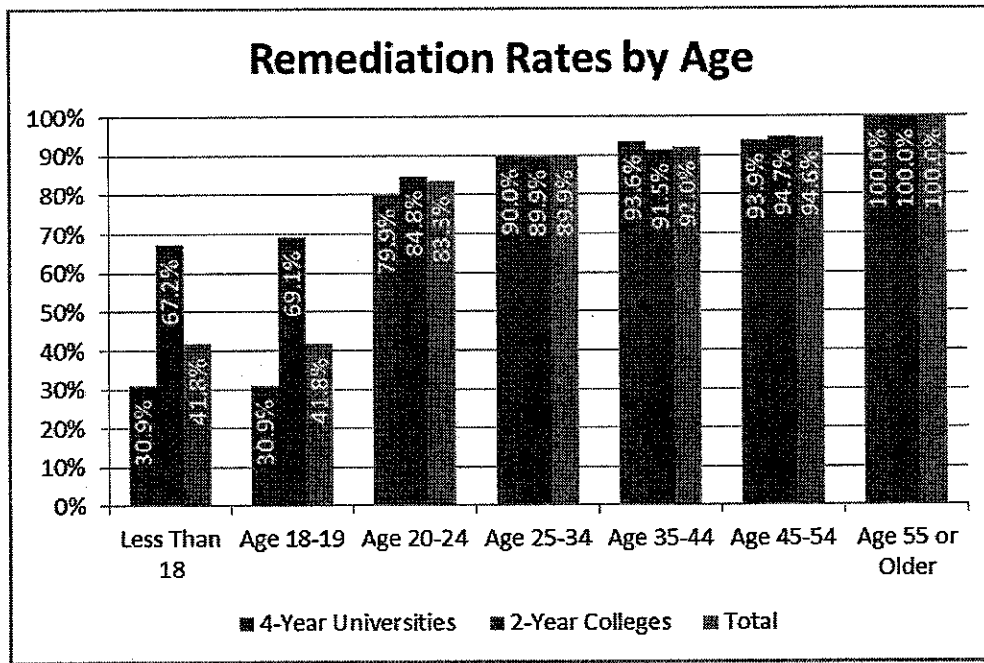
- Gender: As the graph below illustrates, remediation rates for females are only slightly higher than that of males.



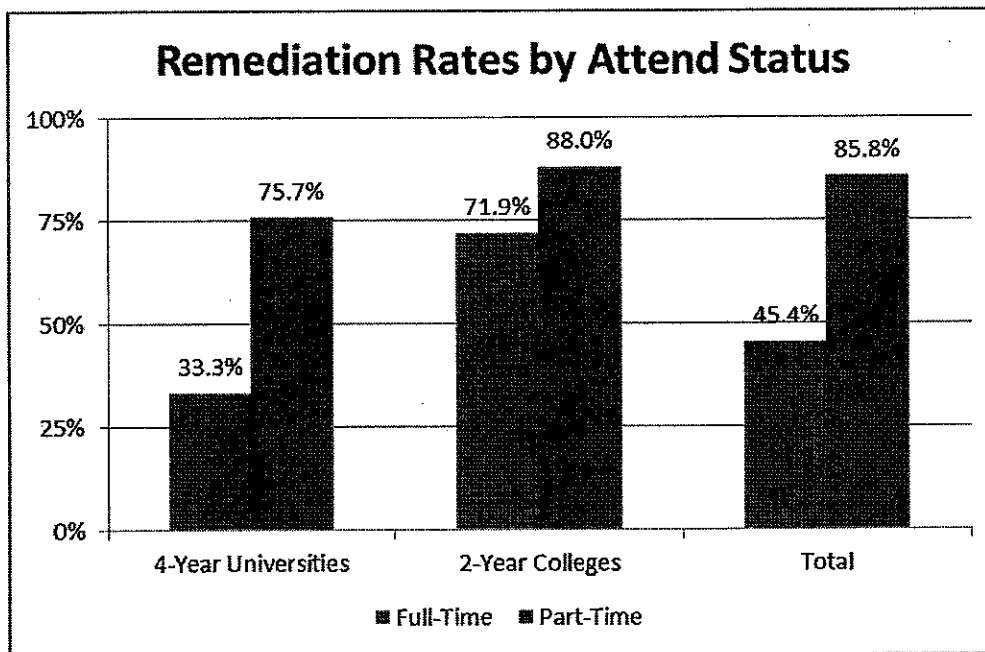
- Race/Ethnicity: Regarding remediation rates by race and ethnicity, students of the Asian race have the lowest remediation rates followed by White, American Indian/Alaskan Natives, Hispanic, Hawaiian and Pacific Islanders, and Black. (Note that the race/ethnicities are actually defined as Asian Only, Black Only, Hispanic Any, American Indian and Alaskan Natives Only, White Only, and Hawaiian and Pacific Islanders Only.)



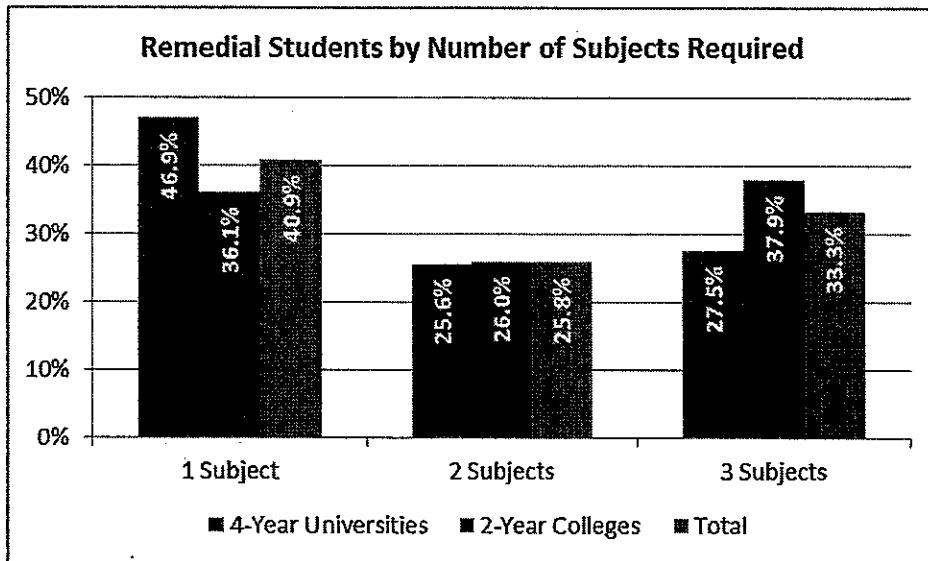
- **Age:** Students in age groups 20 and above have substantially higher remediation rates that the younger age groups.



- **Attend Status:** Full-time students have substantially lower remediation rates than part-time students.



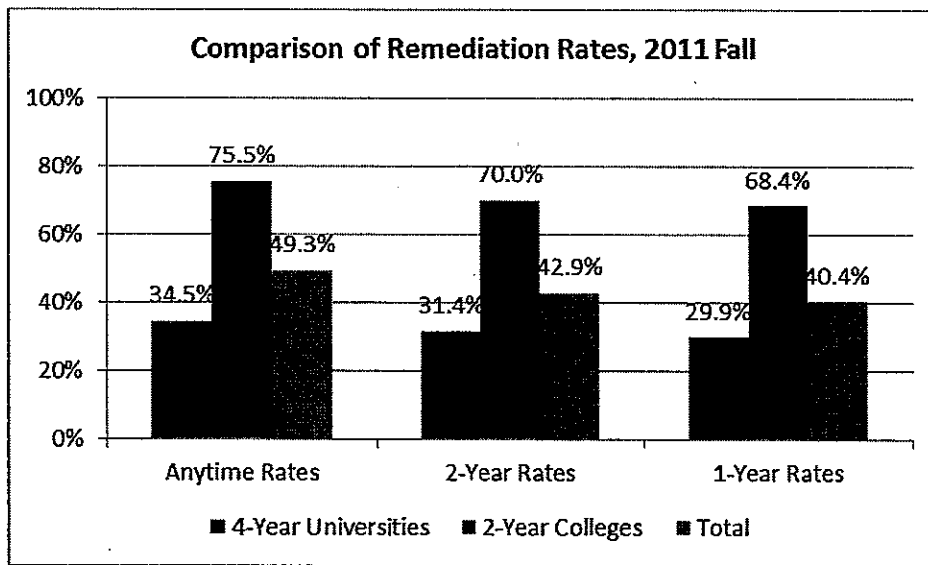
Most students require remediation in one subject only, but many also require remediation in all three subject areas.



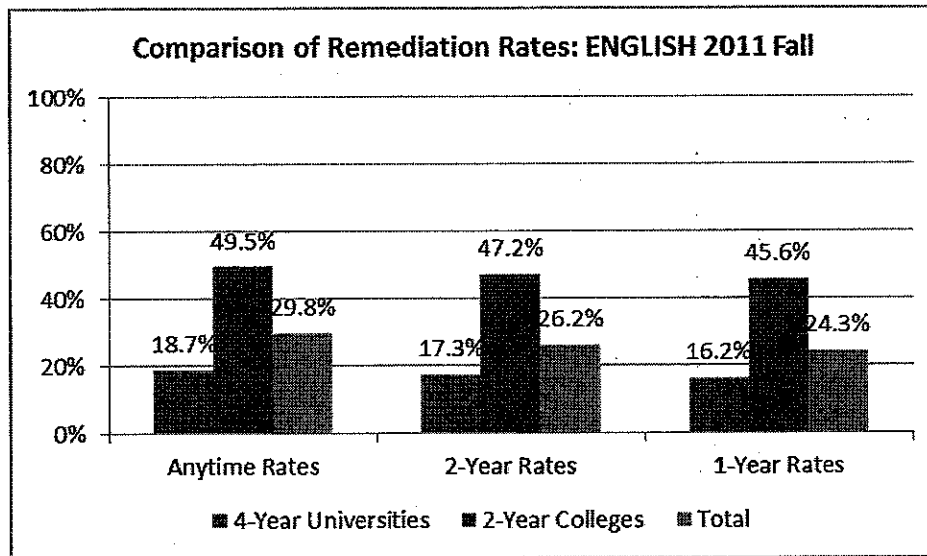
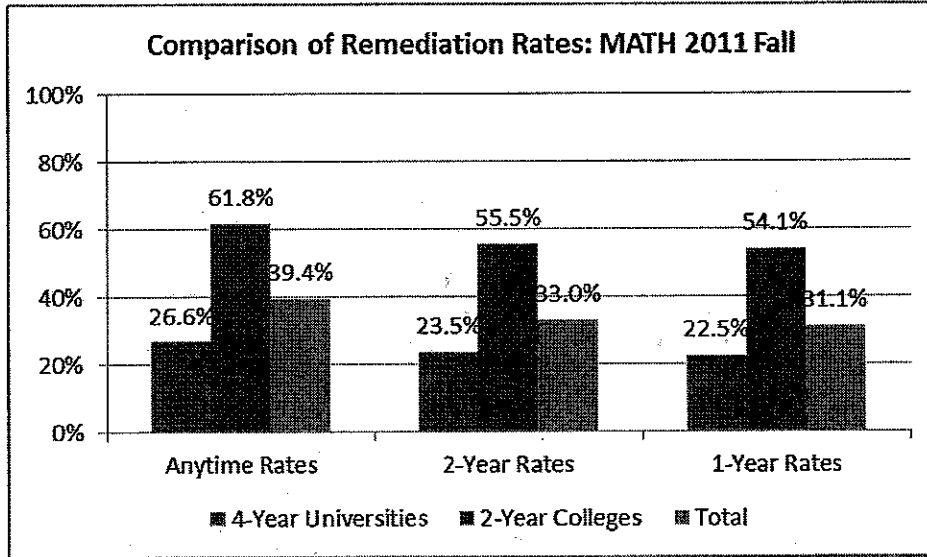
**Anytime Rates as Compared with 2-Year Rates and 1-Year Rates**

As mentioned previously, due to legislative input ADHE is including data on three different types of remediation rates:

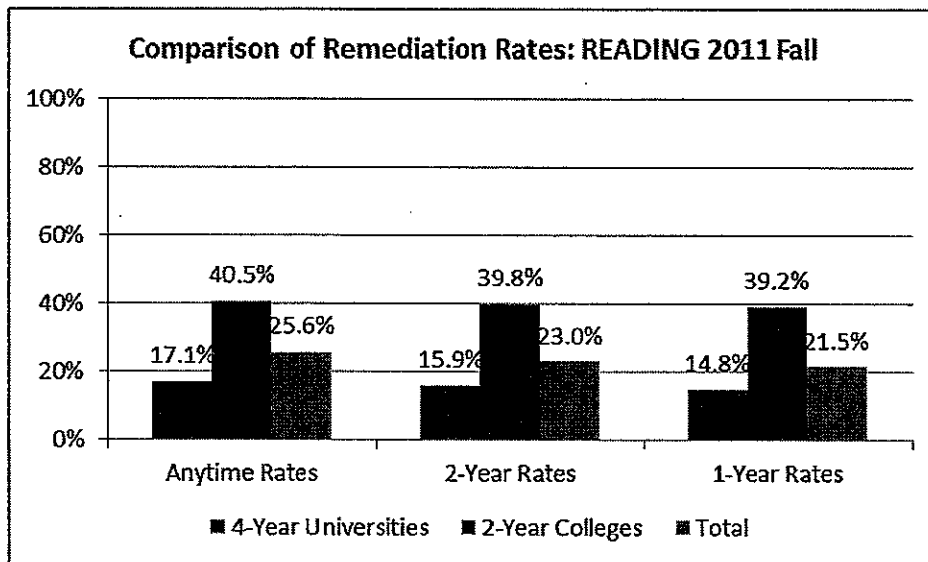
1. Anytime Rates – rates in which the high school graduation date is ignored
2. 2-Year Rates – rates in which the student graduated high school in the previous 2 years
3. 1-Year Rates – rates in which the student graduated high school in the previous 1 year



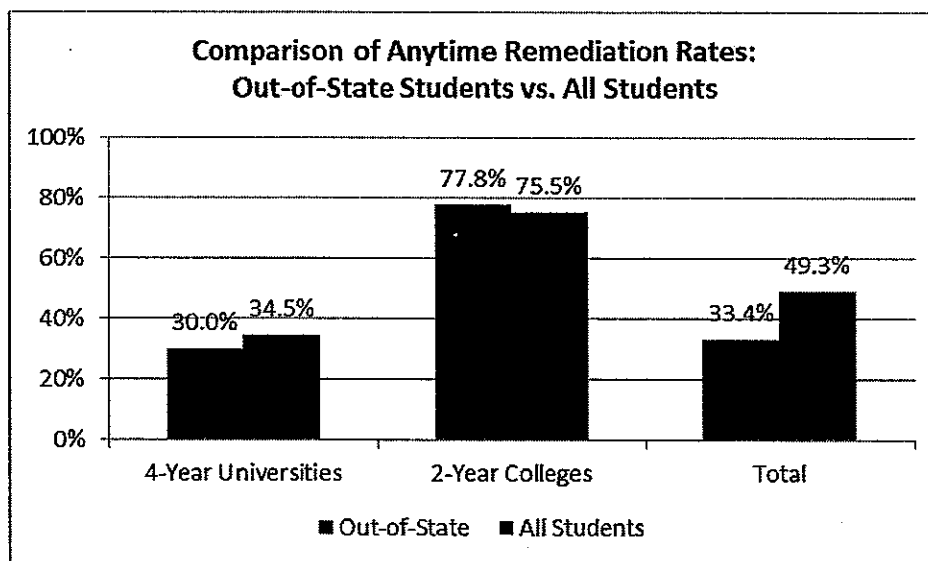
As noted above in the section on remediation rates by age, the longer the time period that a student has been out of high school, the greater the chance the student needs to be remediated. This situation is true for both the 4-Year Universities and the 2-Year Colleges.



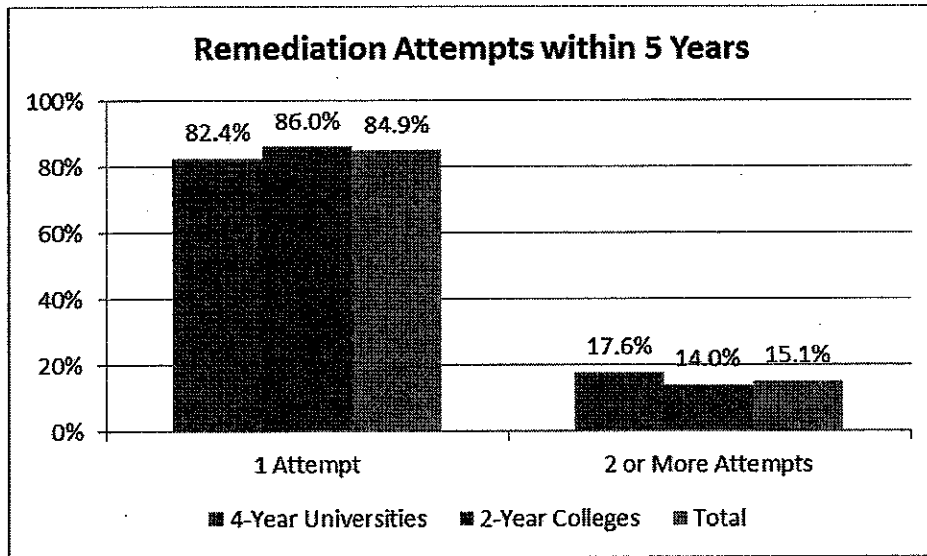
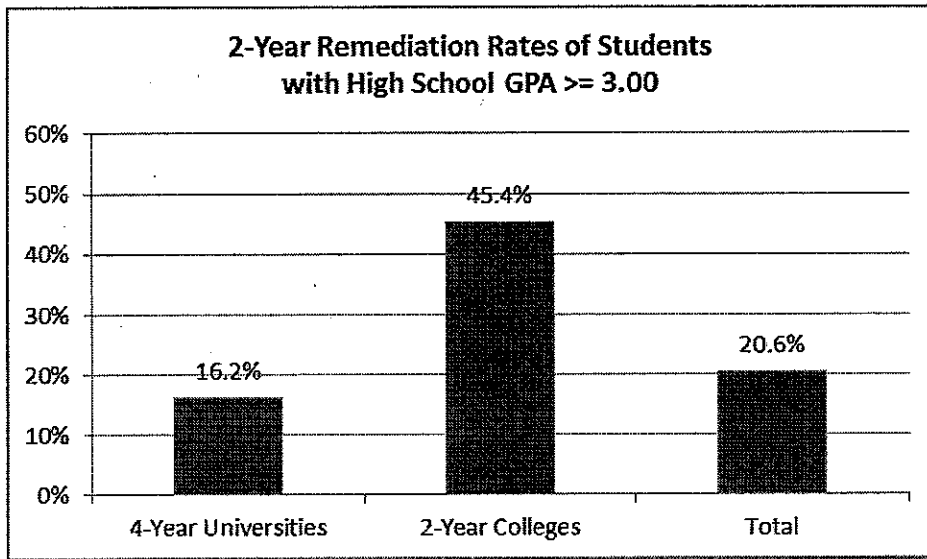


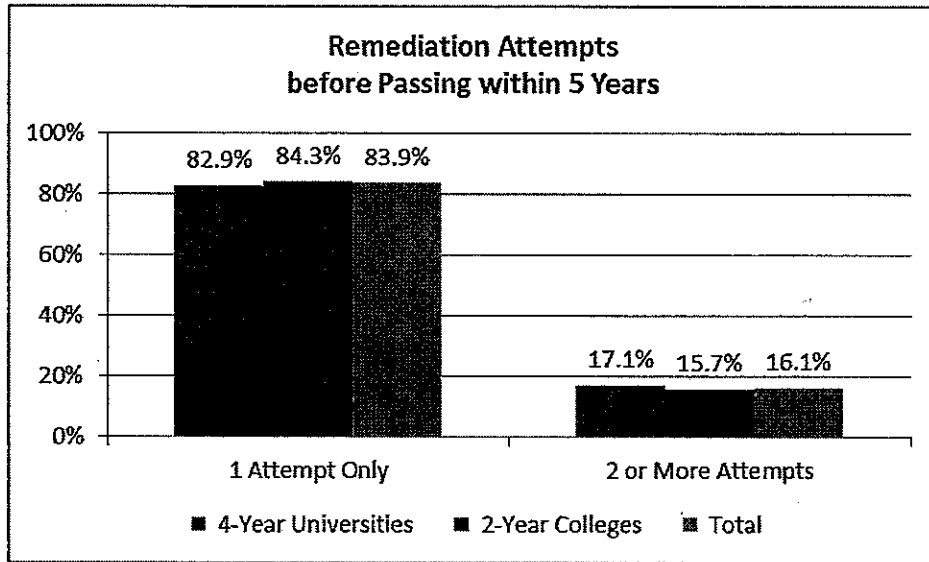


The remediation rates discussed above relate to all students. However, the below chart shows the remediation rate of out-of-state students against the traditional anytime remediation rate for the 2011 Fall term.



**Act 970 of 2009** required additional calculations regarding remedial students. (1) The first of these new calculations is the remediation rate of recent high school students that graduated high school with a GPA (grade point average) of 3.00 or higher. (2) The second new calculation is a determination of how many times it takes a student to pass a remedial course. The complete reports for these new calculations are shown in the attachments, whereas graphical summaries are shown below.





## Remediation Rates (Anytime Rates)

Academic Year = 2012 ( Fall Term Only), Students graduated from High School in **Anytime**.

No.	Inst. Type	Institution	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	1	ASUJ	1,552	1,541	545	35.4	393	25.5	240	15.6	226	14.7
2	1	ATU	1,803	1,803	898	49.8	698	38.7	556	30.8	442	24.5
3	1	HSU	826	826	377	45.6	280	33.9	224	27.1	193	23.4
4	1	SAUM	646	634	265	41.8	154	24.3	206	32.5	184	29.0
5	1	UAF	4,447	4,447	415	9.3	245	5.5	112	2.5	124	2.8
6	1	UAFS	1,331	1,331	602	45.2	511	38.4	237	17.8	198	14.9
7	1	UALR	923	923	372	40.3	297	32.2	180	19.5	153	16.6
8	1	UAM	658	641	456	71.1	382	59.6	336	52.4	336	52.4
9	1	UAMS										
10	1	UAPB	677	677	581	85.8	518	76.5	472	69.7	466	68.8
11	1	UCA	1,960	1,959	590	30.1	458	23.4	236	12.0	205	10.5
12	2	ANC	336	335	261	77.9	208	62.1	191	57.0	165	49.3
13	2	ASUB	910	909	536	59.0	459	50.5	310	34.1	219	24.1
14	2	ASUMH	191	191	138	72.3	120	62.8	82	42.9	72	37.7
15	2	ASUN	180	180	126	70.0	110	61.1	69	38.3	68	37.8
16	2	BRTC	367	367	299	81.5	250	68.1	210	57.2	142	38.7
17	2	CCCUA	132	129	106	82.2	71	55.0	69	53.5	59	45.7
18	2	CotO	136	136	112	82.4	107	78.7	69	50.7	38	27.9
19	2	EACC	176	176	150	85.2	128	72.7	114	64.8	110	62.5
20	2	MSCC	313	313	283	90.4	252	80.5	237	75.7	228	72.8
21	2	NAC	346	346	211	61.0	145	41.9	114	32.9	93	26.9
22	2	NPCC	477	451	326	72.3	164	36.4	244	54.1	198	43.9
23	2	NWACC	1,472	1,472	1,068	72.6	843	57.3	597	40.6	467	31.7
24	2	OZC	247	247	163	66.0	118	47.8	110	44.5	82	33.2
25	2	PCCUA	186	186	158	84.9	136	73.1	104	55.9	105	56.5
26	2	PTC	1,309	1,309	1,153	88.1	1,087	83.0	840	64.2	740	56.5
27	2	RMCC	145	141	94	66.7	72	51.1	54	38.3	52	36.9
28	2	SACC	159	159	145	91.2	134	84.3	107	67.3	110	69.2
29	2	SAUT	145	145	130	89.7	60	41.4	109	75.2	103	71.0
30	2	SEAC	320	320	209	65.3	171	53.4	114	35.6		
31	2	UACCB	193	193	147	76.2	129	66.8	96	49.7	77	39.9
32	2	UACCH	182	182	156	85.7	134	73.6	99	54.4	93	51.1
33	2	UACCM	508	507	364	71.8	291	57.4	213	42.0	178	35.1
<b>4-Year Universities</b>			14,823	14,782	5,101	34.5	3,936	26.6	2,765	18.7	2,527	17.1
<b>2-Year Colleges</b>			8,430	8,394	6,335	75.5	5,189	61.8	4,152	49.5	3,399	40.5
<b>All Public Colleges</b>			23,253	23,176	11,436	49.3	9,125	39.4	6,917	29.8	5,926	25.6

### NOTES:

1. First-Time Students - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.
2. Test Takers - this is a subset of First-Time Students that took the ACT, SAT, Asset, or Compass exam.

### Anytime Remediation Rates by Year for the Fall Term Only for Five (5) Fall Terms (2007 Fall - 2011 Fall)

No.	Inst. Type	Institution	2007 Fall		2008 Fall		2009 Fall		2010 Fall		2011 Fall	
			Assigned to Any Remediation		Assigned to Any Remediation		Assigned to Any Remediation		Assigned to Any Remediation		Assigned to Any Remediation	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	1	ASUJ	809	46.9	907	48.5	856	49.9	687	40.3	545	35.4
2	1	ATU	662	42.9	593	40.2	745	42.4	849	49.1	898	49.8
3	1	HSU	306	38.1	261	35.7	238	37.4	329	40.5	377	45.6
4	1	SAUM	300	59.1	316	51.1	296	48.9	304	47.6	265	41.8
5	1	UAF	317	11.0	339	11.3	336	11.6	376	9.9	415	9.3
6	1	UAFS	501	44.0	544	43.0	638	49.9	706	50.1	602	45.2
7	1	UALR	474	55.0	340	50.3	322	46.5	319	40.0	372	40.3
8	1	UAM	345	67.8	387	67.7	430	76.9	443	78.4	456	71.1
9	1	UAMS	-	-	-	-	-	-	-	-	-	-
10	1	UAPB	751	91.7	912	93.1	893	91.4	730	91.0	581	85.8
11	1	UCA	536	30.1	632	30.0	506	28.5	613	33.2	590	30.1
12	2	ANC	253	86.3	201	77.6	325	81.7	346	87.2	261	77.9
13	2	ASUB	488	67.3	466	59.7	566	61.5	476	60.4	536	59.0
14	2	ASUMH	113	64.6	138	64.2	142	71.0	146	73.7	138	72.3
15	2	ASUN	122	79.7	148	86.5	168	72.1	158	80.6	126	70.0
16	2	BRTC	231	72.4	197	75.2	249	77.3	301	87.8	299	81.5
17	2	CCCUA	125	96.2	101	75.4	112	78.3	138	73.4	106	82.2
18	2	CotO	99	75.6	124	70.1	106	77.9	136	84.5	112	82.4
19	2	EACC	216	84.4	182	85.0	212	85.5	148	86.0	150	85.2
20	2	MSCC	224	80.0	254	84.1	302	90.1	322	89.9	283	90.4
21	2	NAC	206	64.0	204	58.6	234	64.6	201	60.9	211	61.0
22	2	NPCC	255	84.2	221	78.6	448	80.4	368	87.6	326	72.3
23	2	NWACC	820	72.8	841	72.6	911	74.3	987	71.4	1,068	72.6
24	2	OZC	158	69.3	84	62.2	131	61.2	196	68.5	163	66.0
25	2	PCCUA	65	86.7	123	86.6	179	87.7	174	89.2	158	84.9
26	2	PTC	907	87.7	890	84.4	1,132	87.3	1,072	90.1	1,153	88.1
27	2	RMCC	80	74.1	86	64.2	87	55.8	87	68.0	94	66.7
28	2	SACC	120	87.6	135	84.4	129	86.0	167	91.8	145	91.2
29	2	SAUT	136	85.0	158	86.3	172	87.8	170	87.6	130	89.7
30	2	SEAC	144	86.7	101	69.2	96	54.2	105	46.1	209	65.3
31	2	UACCB	168	77.8	130	71.0	211	73.8	220	75.3	147	76.2
32	2	UACCH	155	79.5	108	91.5	156	84.3	161	83.9	156	85.7
33	2	UACCM	335	74.0	376	70.5	506	72.4	372	69.1	364	71.8
<b>4-Year Universities</b>			<b>5,001</b>	<b>39.8</b>	<b>5,231</b>	<b>39.4</b>	<b>5,260</b>	<b>40.8</b>	<b>5,356</b>	<b>38.0</b>	<b>5,101</b>	<b>34.5</b>
<b>2-Year Colleges</b>			<b>5,420</b>	<b>77.6</b>	<b>5,268</b>	<b>74.3</b>	<b>6,574</b>	<b>76.0</b>	<b>6,451</b>	<b>77.2</b>	<b>6,335</b>	<b>75.5</b>
<b>All Public Colleges</b>			<b>10,421</b>	<b>53.3</b>	<b>10,499</b>	<b>51.5</b>	<b>11,834</b>	<b>55.0</b>	<b>11,807</b>	<b>52.6</b>	<b>11,436</b>	<b>49.3</b>

## NOTES:

1. First-Time Students - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.

2. Test Takers - this is a subset of First-Time Students that took the ACT, SAT, Asset, or Compass exam.

## MATH: 3-Year Anytime Remediation Rates for the Fall Term Only

No.	Inst. Type	Institution	2007 Fall		2008 Fall		2009 Fall		2010 Fall		2011 Fall	
			Remed #	Remed %	Remed #	Remed %	Remed #	Remed %	Remed #	Remed %	Remed #	Remed %
1	1	ASUJ	671	38.9	730	39.0	672	39.2	511	30.0	393	25.5
2	1	ATU	529	34.3	460	31.2	619	35.2	663	38.4	698	38.7
3	1	HSU	247	30.8	187	25.5	181	28.4	236	29.1	280	33.9
4	1	SAUM	227	44.7	246	39.7	246	40.7	233	36.5	154	24.3
5	1	UAF	205	7.1	210	7.0	216	7.5	217	5.7	245	5.5
6	1	UAFS	433	38.0	474	37.5	557	43.5	597	42.4	511	38.4
7	1	UALR	372	43.2	264	39.1	261	37.7	246	30.9	297	32.2
8	1	UAM	299	58.7	328	57.3	381	68.2	364	64.4	382	59.6
9	1	UAMS	-	-	-	-	-	-	-	-	-	-
10	1	UAPB	695	84.9	834	85.1	810	82.9	680	84.8	518	76.5
11	1	UCA	502	28.2	554	26.3	451	25.4	501	27.1	458	23.4
12	2	ANC	243	82.9	175	67.6	273	68.6	314	79.1	208	62.1
13	2	ASUB	438	60.4	376	48.1	503	54.6	405	51.4	459	50.5
14	2	ASUMH	90	51.4	112	52.1	128	64.0	130	65.7	120	62.8
15	2	ASUN	110	71.9	141	82.5	89	38.2	132	67.3	110	61.1
16	2	BRTC	168	52.7	144	55.0	208	64.6	261	76.1	250	68.1
17	2	CCCUA	117	90.0	69	51.5	87	60.8	97	51.6	71	55.0
18	2	CotO	93	71.0	112	63.3	101	74.3	128	79.5	107	78.7
19	2	EACC	180	70.3	155	72.4	164	66.1	119	69.2	128	72.7
20	2	MSCC	197	70.4	229	75.8	267	79.7	287	80.2	252	80.5
21	2	NAC	140	43.5	161	46.3	175	48.3	124	37.6	145	41.9
22	2	NPCC	244	80.5	197	70.1	407	73.1	152	36.2	164	36.4
23	2	NWACC	665	59.1	678	58.5	727	59.3	807	58.4	843	57.3
24	2	OZC	106	46.5	66	48.9	89	41.6	130	45.5	118	47.8
25	2	PCCUA	54	72.0	100	70.4	150	73.5	156	80.0	136	73.1
26	2	PTC	871	84.2	850	80.6	1,087	83.8	1,020	85.7	1,087	83.0
27	2	RMCC	56	51.9	68	50.7	65	41.7	67	52.3	72	51.1
28	2	SACC	108	78.8	120	75.0	108	72.0	143	78.6	134	84.3
29	2	SAUT	119	74.4	133	72.7	150	76.5	156	80.4	60	41.4
30	2	SEAC	132	79.5	82	56.2	96	54.2	53	23.2	171	53.4
31	2	UACCB	153	70.8	116	63.4	176	61.5	173	59.2	129	66.8
32	2	UACCH	127	65.1	75	63.6	128	69.2	128	66.7	134	73.6
33	2	UACCM	298	65.8	309	58.0	413	59.1	299	55.6	291	57.4
<b>4-Year Universities</b>			<b>4,180</b>	<b>33.3</b>	<b>4,287</b>	<b>32.3</b>	<b>4,394</b>	<b>34.1</b>	<b>4,248</b>	<b>30.1</b>	<b>3,936</b>	<b>26.6</b>
<b>2-Year Colleges</b>			<b>4,709</b>	<b>67.4</b>	<b>4,468</b>	<b>63.0</b>	<b>5,591</b>	<b>64.7</b>	<b>5,281</b>	<b>63.2</b>	<b>5,189</b>	<b>61.8</b>
<b>All Public Colleges</b>			<b>8,889</b>	<b>45.5</b>	<b>8,755</b>	<b>43.0</b>	<b>9,985</b>	<b>46.4</b>	<b>9,529</b>	<b>42.4</b>	<b>9,125</b>	<b>39.4</b>

## NOTES:

1. First-Time Students - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.

## ENGLISH: 3-Year Anytime Remediation Rates for the Fall Term Only

No.	Inst. Type	Institution	2007 Fall		2008 Fall		2009 Fall		2010 Fall		2011 Fall	
			Remed #	Remed %	Remed #	Remed %	Remed #	Remed %	Remed #	Remed %	Remed #	Remed %
1	1	ASUJ	488	28.3	542	29.0	476	27.7	338	19.8	240	15.6
2	1	ATU	400	25.9	354	24.0	451	25.7	512	29.6	556	30.8
3	1	HSU	190	23.7	154	21.0	130	20.4	183	22.5	224	27.1
4	1	SAUM	220	43.3	235	38.0	185	30.6	214	33.5	206	32.5
5	1	UAF	107	3.7	132	4.4	133	4.6	119	3.1	112	2.5
6	1	UAFS	212	18.6	226	17.9	292	22.8	336	23.9	237	17.8
7	1	UALR	291	33.8	188	27.8	192	27.7	180	22.6	180	19.5
8	1	UAM	248	48.7	271	47.4	332	59.4	337	59.6	336	52.4
9	1	UAMS	-	-	-	-	-	-	-	-	-	-
10	1	UAPB	618	75.5	739	75.4	744	76.2	627	78.2	472	69.7
11	1	UCA	74	4.2	117	5.5	66	3.7	279	15.1	236	12.0
12	2	ANC	164	56.0	126	48.6	228	57.3	232	58.4	191	57.0
13	2	ASUB	297	41.0	251	32.1	328	35.6	264	33.5	310	34.1
14	2	ASUMH	61	34.9	70	32.6	67	33.5	74	37.4	82	42.9
15	2	ASUN	89	58.2	114	66.7	129	55.4	124	63.3	69	38.3
16	2	BRTC	169	53.0	144	55.0	177	55.0	205	59.8	210	57.2
17	2	CCCUA	92	70.8	74	55.2	79	55.2	94	50.0	69	53.5
18	2	CotO	51	38.9	74	41.8	56	41.2	93	57.8	69	50.7
19	2	EACC	156	60.9	142	66.4	175	70.6	114	66.3	114	64.8
20	2	MSCC	169	60.4	183	60.6	236	70.4	253	70.7	237	75.7
21	2	NAC	137	42.5	134	38.5	139	38.4	129	39.1	114	32.9
22	2	NPCC	149	49.2	145	51.6	278	49.9	284	67.6	244	54.1
23	2	NWACC	438	38.9	503	43.4	501	40.9	546	39.5	597	40.6
24	2	OZC	109	47.8	65	48.1	94	43.9	137	47.9	110	44.5
25	2	PCCUA	50	66.7	80	56.3	123	60.3	120	61.5	104	55.9
26	2	PTC	561	54.3	575	54.6	806	62.1	715	60.1	840	64.2
27	2	RMCC	45	41.7	45	33.6	55	35.3	46	35.9	54	38.3
28	2	SACC	88	64.2	88	55.0	95	63.3	124	68.1	107	67.3
29	2	SAUT	94	58.8	112	61.2	135	68.9	128	66.0	109	75.2
30	2	SEAC	108	65.1	49	33.6	38	21.5	68	29.8	114	35.6
31	2	UACCB	109	50.5	81	44.3	147	51.4	154	52.7	96	49.7
32	2	UACCH	82	42.1	72	61.0	111	60.0	116	60.4	99	54.4
33	2	UACCM	208	45.9	225	42.2	319	45.6	212	39.4	213	42.0
<b>4-Year Universities</b>			<b>2,848</b>	<b>22.7</b>	<b>2,958</b>	<b>22.3</b>	<b>3,001</b>	<b>23.3</b>	<b>3,125</b>	<b>22.2</b>	<b>2,799</b>	<b>18.9</b>
<b>2-Year Colleges</b>			<b>3,426</b>	<b>49.0</b>	<b>3,352</b>	<b>47.3</b>	<b>4,316</b>	<b>49.9</b>	<b>4,232</b>	<b>50.6</b>	<b>4,152</b>	<b>49.5</b>
<b>All Public Colleges</b>			<b>6,274</b>	<b>32.1</b>	<b>6,310</b>	<b>31.0</b>	<b>7,317</b>	<b>34.0</b>	<b>7,357</b>	<b>32.8</b>	<b>6,951</b>	<b>30.0</b>

**NOTES:**

1. **First-Time Students** - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.

## READING: 3-Year Anytime Remediation Rates for the Fall Term Only

No.	Inst. Type	Institution	2007 Fall		2008 Fall		2009 Fall		2010 Fall		2011 Fall	
			Remed #	Remed %	Remed #	Remed %	Remed #	Remed %	Remed #	Remed %	Remed #	Remed %
1	1	ASUJ	441	25.6	506	27.1	459	26.7	286	16.8	226	14.7
2	1	ATU	344	22.3	262	17.8	360	20.5	400	23.1	442	24.5
3	1	HSU	166	20.7	132	18.0	123	19.3	169	20.8	193	23.4
4	1	SAUM	201	39.6	205	33.1	185	30.6	209	32.8	184	29.0
5	1	UAF	108	3.8	115	3.8	105	3.6	115	3.0	124	2.8
6	1	UAFS	180	15.8	181	14.3	222	17.4	227	16.1	198	14.9
7	1	UALR	272	31.6	178	26.3	176	25.4	146	18.3	153	16.6
8	1	UAM	230	45.2	269	47.0	314	56.2	313	55.4	336	52.4
9	1	UAMS	-	-	-	-	-	-	-	-	-	-
10	1	UAPB	603	73.6	722	73.7	739	75.6	609	75.9	466	68.8
11	1	UCA	125	7.0	179	8.5	113	6.4	213	11.5	205	10.5
12	2	ANC	156	53.2	131	50.6	175	44.0	224	56.4	165	49.3
13	2	ASUB	241	33.2	209	26.8	267	29.0	204	25.9	219	24.1
14	2	ASUMH	46	26.3	57	26.5	55	27.5	48	24.2	72	37.7
15	2	ASUN	69	45.1	111	64.9	115	49.4	109	55.6	68	37.8
16	2	BRTC	137	42.9	130	49.6	128	39.8	174	50.7	142	38.7
17	2	CCCUA	83	63.8	62	46.3	71	49.7	83	44.1	59	45.7
18	2	CoIO	37	28.2	49	27.7	40	29.4	67	41.6	38	27.9
19	2	EACC	150	58.6	131	61.2	164	66.1	104	60.5	110	62.5
20	2	MSCC	152	54.3	163	54.0	220	65.7	239	66.8	228	72.8
21	2	NAC	110	34.2	94	27.0	112	30.9	107	32.4	93	26.9
22	2	NPCC	116	38.3	100	35.6	216	38.8	286	68.1	198	43.9
23	2	NWACC	354	31.4	392	33.8	387	31.6	433	31.3	467	31.7
24	2	OZC	78	34.2	15	11.1	15	7.0	115	40.2	82	33.2
25	2	PCCUA	48	64.0	88	62.0	124	60.8	125	64.1	105	56.5
26	2	PTC	554	53.6	519	49.2	668	51.5	619	52.0	740	56.5
27	2	RMCC	37	34.3	43	32.1	43	27.6	41	32.0	52	36.9
28	2	SACC	85	62.0	77	48.1	86	57.3	117	64.3	110	69.2
29	2	SAUT	92	57.5	97	53.0	124	63.3	122	62.9	103	71.0
30	2	SEAC	74	44.6	18	12.3	9	5.1	7	3.1	-	-
31	2	UACCB	90	41.7	60	32.8	124	43.4	108	37.0	77	39.9
32	2	UACCH	85	43.6	72	61.0	97	52.4	114	59.4	93	51.1
33	2	UACCM	183	40.4	184	34.5	252	36.1	180	33.5	178	35.1
<b>4-Year Universities</b>			<b>2,670</b>	<b>21.3</b>	<b>2,749</b>	<b>20.7</b>	<b>2,796</b>	<b>21.7</b>	<b>2,687</b>	<b>19.1</b>	<b>2,527</b>	<b>17.1</b>
<b>2-Year Colleges</b>			<b>2,977</b>	<b>42.6</b>	<b>2,802</b>	<b>39.5</b>	<b>3,492</b>	<b>40.4</b>	<b>3,626</b>	<b>43.4</b>	<b>3,399</b>	<b>40.5</b>
<b>All Public Colleges</b>			<b>5,647</b>	<b>28.9</b>	<b>5,551</b>	<b>27.2</b>	<b>6,288</b>	<b>29.2</b>	<b>6,313</b>	<b>28.1</b>	<b>5,926</b>	<b>25.6</b>

## NOTES:

1. First-Time Students - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.



## Anytime Remediation Rates for the Fall Term Only by GENDER For the Fall Term Only

No.	Inst. Type	Institution	Male				Female			
			First-Time Students	Test Takers	Any Remediation		First-Time Students	Test Takers	Any Remediation	
					Number	Percent			Number	Percent
1	1	ASUJ	726	718	251	35.0	826	823	294	35.7
2	1	ATU	825	825	401	48.6	978	978	497	50.8
3	1	HSU	360	360	161	44.7	466	466	216	46.4
4	1	SAUM	307	300	127	42.3	339	334	138	41.3
5	1	UAF	2,177	2,177	196	9.0	2,270	2,270	219	9.6
6	1	UAFS	603	603	292	48.4	728	728	310	42.6
7	1	UALR	415	415	152	36.6	508	508	220	43.3
8	1	UAM	327	317	229	72.2	331	324	227	70.1
9	1	UAMS				-				-
10	1	UAPB	305	305	263	86.2	372	372	318	85.5
11	1	UCA	839	839	251	29.9	1,121	1,120	339	30.3
12	2	ANC	125	124	92	74.2	211	211	169	80.1
13	2	ASUB	400	399	232	58.1	510	510	304	59.6
14	2	ASUMH	79	79	60	75.9	112	112	78	69.6
15	2	ASUN	89	89	58	65.2	91	91	68	74.7
16	2	BRTC	168	168	133	79.2	199	199	166	83.4
17	2	CCCUA	57	55	46	83.6	75	74	60	81.1
18	2	CotO	55	55	44	80.0	81	81	68	84.0
19	2	EACC	63	63	49	77.8	113	113	101	89.4
20	2	MSCC	127	127	113	89.0	186	186	170	91.4
21	2	NAC	170	170	104	61.2	176	176	107	60.8
22	2	NPCC	202	189	134	70.9	275	262	192	73.3
23	2	NWACC	691	691	490	70.9	781	781	578	74.0
24	2	OZC	98	98	63	64.3	149	149	100	67.1
25	2	PCCUA	63	63	52	82.5	123	123	106	86.2
26	2	PTC	550	550	477	86.7	759	759	676	89.1
27	2	RMCC	53	51	31	60.8	92	90	63	70.0
28	2	SACC	53	53	47	88.7	106	106	98	92.5
29	2	SAUT	62	62	52	83.9	83	83	78	94.0
30	2	SEAC	112	112	77	68.8	208	208	132	63.5
31	2	UACCB	88	88	66	75.0	105	105	81	77.1
32	2	UACCH	64	64	58	90.6	118	118	98	83.1
33	2	UACCM	243	242	173	71.5	265	265	191	72.1
<b>4-Year Universities</b>			6,884	6,859	2,323	33.9	7,939	7,923	2,778	35.1
<b>2-Year Colleges</b>			3,612	3,592	2,651	73.8	4,818	4,802	3,684	76.7
<b>All Public Colleges</b>			10,496	10,451	4,974	47.6	12,757	12,725	6,462	50.8

## NOTES:

1. First-Time Students - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.
2. Test Takers - this is a subset of First-Time Students that took the ACT, SAT, Asset, or Compass exam.

Anytime Remediation Rates for the Fall Term Only by RACE/ETHNICITY  
For the Fall Term Only

No.	Inst. Type	Institution	Asian Only			Black Only			Hispanic Any			Amer. Indian/Alaska Native Only			White Only			Hawaiian or Pacific Islander Only					
			Test Takers	Any Remediation Number	Percent	First-Time	Test Takers	Any Remediation Number	Percent	First-Time	Test Takers	Any Remediation Number	Percent	First-Time	Test Takers	Any Remediation Number	Percent	First-Time	Test Takers	Any Remediation Number	Percent		
1	1	ASUJ	13	13	15.4	257	138	53.7	48	48	18	37.5	15	1,104	287	26.0	-	-	-	-			
2	1	ATJU	27	27	63.0	133	110	82.7	62	62	41	66.1	29	1,497	677	45.2	-	-	-	-			
3	1	HSU	27	17	40.0	265	205	75.5	17	17	17	41.2	29	33.3	495	30.3	-	-	-	-			
4	1	SAUM	184	179	33.3	132	122	73.7	29	29	13	44.8	45	50.0	401	105	26.4	-	-	-	-		
5	1	UAF	102	102	9.8	233	64	27.5	240	240	36	15.0	45	13.3	3,585	247	6.9	-	-	-	-		
6	1	UAFS	62	25	40.3	56	47	83.9	114	114	71	62.3	38	50.0	971	399	41.1	-	-	-	-		
7	1	UALR	20	20	35.0	237	147	62.0	81	81	33	40.7	38	40.0	421	114	27.1	-	-	-	-		
8	1	UAM	272	258	66.7	258	251	97.3	22	22	14	63.6	-	100.0	329	168	51.4	-	-	-	-		
9	1	UAMS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
10	1	UAPB	-	-	-	645	645	86.0	10	10	10	90.0	-	66.7	-	-	-	-	-	-	-		
11	1	UCA	44	44	18.2	372	371	222	59.8	72	72	22	30.6	26	1,284	249	19.4	-	-	-	-		
12	2	ANC	-	-	-	116	115	109	94.8	-	-	-	71.4	-	202	202	140	69.3	-	-	-	-	
13	2	ASUB	-	-	28.6	44	44	36	81.8	25	19	76.0	-	25.0	785	784	451	57.5	-	-	-	-	
14	2	ASUMH	-	-	100.0	-	-	-	100.0	-	-	-	-	100.0	171	171	123	71.9	-	-	-	-	
15	2	ASUN	-	-	-	23	23	21	91.3	-	-	-	-	-	149	149	99	66.4	-	-	-	-	
16	2	BRTC	-	-	-	17	17	15	88.2	12	12	11	91.7	-	336	336	271	80.7	-	-	-	-	
17	2	CCGUA	-	-	-	17	17	15	88.2	26	26	24	92.3	-	87	84	65	77.4	-	-	-	-	
18	2	CRIO	-	-	-	91	91	88	96.7	-	-	-	-	100.0	120	120	96	80.0	-	-	-	-	
19	2	EACC	-	-	-	195	186	95.4	19	19	18	94.7	-	66.7	85	85	69	81.2	-	-	-	-	
20	2	MSCC	-	-	-	100.0	100.0	100.0	100.0	12	12	12	100.0	-	100.0	309	184	59.5	-	-	-	-	
21	2	NAC	-	-	-	89	85	71	83.5	27	27	20	74.1	-	334	316	212	67.1	-	-	-	-	
22	2	NPOC	-	-	-	83.3	89	85	71	83.5	27	20	74.1	-	334	316	212	67.1	-	-	-	-	
23	2	NWACC	39	39	82.1	48	48	44	91.7	286	286	218	76.2	30	1,016	699	68.8	15	15	14	93.3		
24	2	OZC	-	-	-	100.0	100.0	100.0	100.0	-	-	-	-	-	233	233	154	66.1	-	-	-	-	
25	2	PCCUA	-	-	-	99	99	90	90.9	50	50	42	84.0	19	73.7	508	387	76.2	-	-	-	-	
26	2	PTC	-	-	-	100.0	100.0	100.0	100.0	11	11	11	100.0	-	72	72	60	83.3	-	-	-	-	
27	2	RMCC	-	-	-	33.3	77	77	98.7	-	-	-	-	-	73	73	60	82.2	-	-	-	-	
28	2	SACC	-	-	-	69	69	67	97.1	-	-	-	-	-	100.0	110	110	80	72.7	-	-	-	-
29	2	SAUT	-	-	-	200	200	153	76.5	-	-	-	-	-	100.0	110	110	80	72.7	-	-	-	-
30	2	SEAC	-	-	-	100.0	100.0	100.0	100.0	22	22	15	68.2	-	50	50	45	90.0	-	-	-	-	
31	2	UACCB	-	-	-	100.0	100.0	100.0	100.0	14	14	14	100.0	-	162	162	125	77.2	-	-	-	-	
32	2	UACCB	-	-	-	79	79	72	91.1	14	14	14	100.0	-	81	81	63	77.8	-	-	-	-	
33	2	UACCM	-	-	-	50.0	41	37	90.2	33	33	26	78.8	-	100.0	406	405	280	69.1	-	-	-	-
4-Year Universities	-	-	279	279	26.5	2,654	2,534	1,866	70.8	685	685	264	38.0	172	10,093	10,086	2,400	23.8	10	10	40.0	-	
2-Year Colleges	-	-	67	68	75.8	1,934	1,929	1,792	92.9	581	581	454	78.1	96	5,525	5,498	3,792	69.0	21	21	90.5	-	
All Public Colleges	-	-	346	345	35.9	4,568	4,563	3,658	80.2	1,276	1,276	718	56.3	268	15,618	15,599	6,192	39.7	31	31	74.2	-	

NOTES:  
 1. First-Time Students - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.  
 2. Test Takers - this is a subset of First-Time Students that took the ACT, SAT, A-level, or Compass exam.  
 3. Counts of less than 10 are hidden due to FERPA.

Anytime Remediation Rates for the Fall Term Only by AGE  
For the Fall Term Only

No.	Inst. Type	Institution	Less Than 18			Age 18-19			Age 20-24			Age 25-34			
			First-Time Takers	Test Takers	Any Remediation Percent	First-Time Takers	Test Takers	Any Remediation Percent	First-Time Takers	Test Takers	Any Remediation Percent	First-Time Takers	Test Takers	Any Remediation Percent	
1	1	ASUJ	289	1,157	31.5	1,157	1,151	37.0	32.1	71	67	57	26	26	76.9
2	1	ATU	286	1,254	37.4	1,254	1,254	552	44.0	134	134	115	75	75	96.0
3	1	HSU	163	647	44.2	647	647	296	45.7						80.0
4	1	SAUM	122	500	36.9	500	495	202	40.8	13	11				140.0
5	1	UAF	662	3,736	8.9	3,736	3,736	331	8.9	40	40	20			50.0
6	1	UAFS	196	894	31.1	894	894	332	37.1	121	121	95	77	77	92.2
7	1	UALR	176	655	31.8	655	655	254	38.8	53	53	39	29	29	65.5
8	1	UAM	91	490	57.1	490	478	332	69.5	29	28	25	31	29	103.4
9	1	UAMS													
10	1	UAPB	153	483	83.0	483	483	413	85.5	31	31	31			100.0
11	1	UCA	360	1,511	28.1	1,511	1,511	416	27.5	60	59	47	19	19	94.7
12	2	ANC	47	208	76.6	208	207	151	72.9	39	39	35	27	27	92.6
13	2	ASUB	145	595	53.1	595	595	313	52.6	85	85	69	57	54	94.7
14	2	ASUMH	28	111	82.1	111	111	70	63.1	21	21	15	21	21	95.2
15	2	ASUN	16	87	62.5	87	87	58	66.7	21	21	14	19	19	65.5
16	2	BRTC	35	176	58.6	176	176	134	76.1	61	61	55	52	48	92.3
17	2	CCCUA	14	79	71.4	79	78	64	82.1	16	15	14	17	14	87.5
18	2	CoIO	22	55	81.8	55	55	38	69.1	23	23	20	23	23	100.0
19	2	EACC	20	110	85.0	110	110	90	81.8	25	25	23	13	13	100.0
20	2	MSCC	48	183	85.4	183	183	165	90.2	35	35	32	22	21	95.5
21	2	NAC	55	225	63.6	225	225	127	56.4	30	30	21	24	18	75.0
22	2	NPCC	47	213	71.4	213	210	130	61.9	85	81	65	65	42	64.6
23	2	NWACC	166	823	56.6	823	823	548	66.6	199	199	170	186	167	89.8
24	2	OZC	32	87	50.0	87	87	50	57.5	38	38	28	46	37	80.4
25	2	PCCUA	31	107	93.5	107	107	87	81.3	24	24	21	14	12	85.7
26	2	PTC	139	531	79.1	531	531	432	81.4	243	243	218	237	234	98.7
27	2	RMCC	28	75	57.1	75	73	42	57.5	17	17	16	14	13	92.3
28	2	SACC	17	90	94.1	90	90	78	86.7	27	27	26	12	12	100.0
29	2	SAUT		84	100.0	84	84	74	88.1	21	21	18	14	14	100.0
30	2	SEAC	40	142	40.0	142	142	80	56.3	71	71	54	42	37	88.1
31	2	UACCB	37	94	62.2	94	94	66	70.2	23	23	21	28	26	92.9
32	2	UACCH	24	94	75.0	94	94	80	85.1	34	34	30	13	13	100.0
33	2	UACCM	75	308	68.0	308	307	211	68.7	47	47	36	56	47	83.9
4-Year Universities			2,499	11,327	30.9	11,304	11,304	3,998	30.9	561	553	442	286	280	90.0
2-Year Colleges			1,075	4,477	67.2	4,469	4,469	3,088	69.1	1,185	1,180	1,001	1,013	1,010	89.9
All Public Colleges			3,574	15,804	41.8	15,773	15,773	6,586	41.8	1,746	1,733	1,443	1,299	1,290	89.9

NOTES:

1. First-Time Students - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.
2. Test Takers - this is a subset of First-Time Students that took the ACT, SAT, Asset, or Compass exam.
3. Counts of less than 10 are hidden due to FERPA.

Anytime Remediation Rates for the Fall Term Only by AGE  
For the Fall Term Only

No.	Inst. Type	Institution	Age 35-44			Age 45-54			Age 55 or Older				
			First-Time Takers	Any Remediation Number	Remediation Percent	First-Time Takers	Any Remediation Number	Remediation Percent	First-Time Takers	Any Remediation Number	Remediation Percent		
1	1	ASUJ			80.0			100.0					
2	1	ATU	44	42	95.5			100.0					100.0
3	1	HSU			50.0			-					-
4	1	SAUM			200.0			-					-
5	1	UAF			100.0			-					-
6	1	UAFS	33	33	100.0			100.0					100.0
7	1	UALR			42.9			-					100.0
8	1	UAM			112.5			116.7					100.0
9	1	UAMS			-			-					-
10	1	UAPB			100.0			100.0					100.0
11	1	UCA			83.3			66.7					100.0
12	2	ANC			85.7			100.0					100.0
13	2	ASUB	22	19	86.4			80.0					-
14	2	ASUMH			100.0			100.0					-
15	2	ASUN	15	14	93.3			88.9					100.0
16	2	BRTC	28	24	85.7	13	12	92.3					100.0
17	2	CCCUA			50.0			66.7					100.0
18	2	CoIO			100.0			100.0					100.0
19	2	EACC			100.0			50.0					100.0
20	2	MSCC	12	12	100.0			87.5					100.0
21	2	NAC			83.3			100.0					50.0
22	2	NPCC	36	32	106.7	20	18	128.6					116.7
23	2	NWACC	74	66	89.2	15	14	93.3					100.0
24	2	OZC	27	20	74.1	14	14	64.3					100.0
25	2	PCCUA			88.9			100.0					-
26	2	PTC	90	90	100.0	51	51	100.0	18	18	100.0		100.0
27	2	RMCC			80.0			80.0					-
28	2	SACC	10	10	100.0			100.0					-
29	2	SAUT	10	10	80.0			100.0					100.0
30	2	SEAC	14	12	85.7			88.9					100.0
31	2	UACCB			100.0			100.0					100.0
32	2	UACCH	12	10	83.3			100.0					100.0
33	2	UACCM	15	12	80.0			100.0					-
4-Year Universities			111	109	93.6	34	33	93.9					100.0
2-Year Colleges			419	413	91.5	196	189	94.7	62	60	60	60	100.0
All Public Colleges			530	522	92.0	480	222	94.6	67	65	65	65	100.0

### Anytime Remediation Rates for the Fall Term Only by ATTEND STATUS For the Fall Term Only

No.	Inst. Type	Institution	Full-Time				Part-Time			
			First-Time Students	Test Takers	Any Remediation		First-Time	Test Takers	Any Remediation	
					Number	Percent			Number	Percent
1	1	ASUJ	1,496	1,487	507	34.1	56	54	38	70.4
2	1	ATU	1,710	1,710	830	48.5	93	93	68	73.1
3	1	HSU	818	818	370	45.2				87.5
4	1	SAUM	642	630	261	41.4				100.0
5	1	UAF	4,414	4,414	405	9.2	33	33	10	30.3
6	1	UAFS	1,250	1,250	532	42.6	81	81	70	86.4
7	1	UALR	871	871	340	39.0	52	52	32	61.5
8	1	UAM	616	601	415	69.1	42	40	41	102.5
9	1	UAMS				-				-
10	1	UAPB	650	650	554	85.2	27	27	27	100.0
11	1	UCA	1,940	1,939	575	29.7	20	20	15	75.0
12	2	ANC	227	226	155	68.6	109	109	106	97.2
13	2	ASUB	831	831	478	57.5	79	78	58	74.4
14	2	ASUMH	149	149	97	65.1	42	42	41	97.6
15	2	ASUN	137	137	97	70.8	43	43	29	67.4
16	2	BRTC	329	329	261	79.3	38	38	38	100.0
17	2	CCCUA	109	106	83	78.3	23	23	23	100.0
18	2	CotO	122	122	99	81.1	14	14	13	92.9
19	2	EACC	168	168	143	85.1				87.5
20	2	MSCC	227	227	201	88.5	86	86	82	95.3
21	2	NAC	303	303	183	60.4	43	43	28	65.1
22	2	NPCC	367	358	242	67.6	110	93	84	90.3
23	2	NWACC	876	876	570	65.1	596	596	498	83.6
24	2	OZC	246	246	162	65.9				100.0
25	2	PCCUA	165	165	140	84.8	21	21	18	85.7
26	2	PTC	912	912	773	84.8	397	397	380	95.7
27	2	RMCC	125	123	81	65.9	20	18	13	72.2
28	2	SACC	131	131	119	90.8	28	28	26	92.9
29	2	SAUT	126	126	112	88.9	19	19	18	94.7
30	2	SEAC	252	252	154	61.1	68	68	55	80.9
31	2	UACCB	173	173	127	73.4	20	20	20	100.0
32	2	UACCH	150	150	128	85.3	32	32	28	87.5
33	2	UACCM	412	411	281	68.4	96	96	83	86.5
<b>4-Year Universities</b>			14,407	14,370	4,789	33.3	416	412	312	75.7
<b>2-Year Colleges</b>			6,537	6,521	4,686	71.9	1,893	1,873	1,649	88.0
<b>All Public Colleges</b>			20,944	20,891	9,475	45.4	2,309	2,285	1,961	85.8

## NOTES:

1. First-Time Students - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.
2. Test Takers - this is a subset of First-Time Students that took the ACT, SAT, Asset, or Compass exam.
3. Counts of less than 10 are hidden due to FERPA.

## 2-Year Remediation Rates

(Remediation Rates for Students Graduating High School within the Last 2 Years)

Academic Year = 2012 ( Fall Term Only), Students graduated from High School in 2010 or 2011.

No.	Inst. Type	Institution	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	1	ASUJ	1,480	1,469	493	33.6	346	23.6	223	15.2	209	14.2
2	1	ATU	1,556	1,556	675	43.4	490	31.5	424	27.2	344	22.1
3	1	HSU	810	810	367	45.3	272	33.6	217	26.8	191	23.6
4	1	SAUM	622	617	247	40.0	141	22.9	190	30.8	170	27.6
5	1	UAF	4,392	4,392	390	8.9	226	5.1	107	2.4	118	2.7
6	1	UAFS	1,113	1,113	414	37.2	332	29.8	166	14.9	149	13.4
7	1	UALR	834	834	311	37.3	244	29.3	150	18.0	126	15.1
8	1	UAM	586	573	390	68.1	318	55.5	293	51.1	296	51.7
9	1	UAMS				-		-		-		-
10	1	UAPB	648	648	552	85.2	489	75.5	445	68.7	440	67.9
11	1	UCA	1,863	1,862	516	27.7	401	21.5	189	10.2	162	8.7
12	2	ANC	264	263	193	73.4	151	57.4	137	52.1	124	47.1
13	2	ASUB	760	760	410	53.9	344	45.3	247	32.5	181	23.8
14	2	ASUMH	144	144	97	67.4	81	56.3	62	43.1	58	40.3
15	2	ASUN	101	101	67	66.3	55	54.5	36	35.6	37	36.6
16	2	BRTC	231	231	176	76.2	144	62.3	130	56.3	88	38.1
17	2	CCCUA	98	97	78	80.4	53	54.6	48	49.5	43	44.3
18	2	CotO	86	86	65	75.6	61	70.9	40	46.5	28	32.6
19	2	EACC	141	141	118	83.7	98	69.5	92	65.2	89	63.1
20	2	MSCC	246	246	221	89.8	200	81.3	190	77.2	185	75.2
21	2	NAC	289	289	165	57.1	117	40.5	89	30.8	74	25.6
22	2	NPCC	298	289	184	63.7	101	34.9	139	48.1	101	34.9
23	2	NWACC	1,017	1,017	668	65.7	482	47.4	394	38.7	325	32.0
24	2	OZC	138	138	82	59.4	55	39.9	52	37.7	46	33.3
25	2	PCCUA	149	149	127	85.2	108	72.5	80	53.7	83	55.7
26	2	PTC	756	756	626	82.8	575	76.1	474	62.7	425	56.2
27	2	RMCC	105	103	60	58.3	44	42.7	35	34.0	35	34.0
28	2	SACC	111	111	99	89.2	89	80.2	75	67.6	79	71.2
29	2	SAUT	101	101	91	90.1	50	49.5	77	76.2	74	73.3
30	2	SEAC	196	196	111	56.6	76	38.8	73	37.2		-
31	2	UACCB	137	137	96	70.1	84	61.3	64	46.7	56	40.9
32	2	UACCH	124	124	104	83.9	87	70.2	71	57.3	65	52.4
33	2	UACCM	394	394	272	69.0	203	51.5	166	42.1	141	35.8
<b>4-Year Universities</b>			13,904	13,874	4,355	31.4	3,259	23.5	2,404	17.3	2,205	15.9
<b>2-Year Colleges</b>			5,886	5,873	4,110	70.0	3,258	55.5	2,771	47.2	2,337	39.8
<b>All Public Colleges</b>			19,790	19,747	8,465	42.9	6,517	33.0	5,175	26.2	4,542	23.0

### NOTES:

1. First-Time Students - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.
2. Test Takers - this is a subset of First-Time Students that took the ACT, SAT, Asset, or Compass exam.

# 1-Year Remediation Rates

(Remediation Rates for Students Graduating High School within the Last Year)

Academic Year = 2012 ( Fall Term Only), Students graduated from High School in 2011.

No.	Inst. Type	Institution	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	1	ASUJ	1,369	1,369	405	29.6	304	22.2	150	11.0	135	9.9
2	1	ATU	1,494	1,494	621	41.6	447	29.9	390	26.1	310	20.7
3	1	HSU	789	789	354	44.9	261	33.1	211	26.7	189	24.0
4	1	SAUM	603	600	235	39.2	131	21.8	178	29.7	159	26.5
5	1	UAF	4,331	4,331	371	8.6	223	5.1	95	2.2	103	2.4
6	1	UAFS	1,039	1,039	358	34.5	284	27.3	141	13.6	125	12.0
7	1	UALR	775	775	285	36.8	222	28.6	141	18.2	120	15.5
8	1	UAM	566	555	370	66.7	301	54.2	277	49.9	281	50.6
9	1	UAMS										
10	1	UAPB	604	604	508	84.1	448	74.2	409	67.7	405	67.1
11	1	UCA	1,811	1,810	487	26.9	382	21.1	176	9.7	154	8.5
12	2	ANC	238	237	171	72.2	131	55.3	120	50.6	109	46.0
13	2	ASUB	691	691	354	51.2	292	42.3	220	31.8	160	23.2
14	2	ASUMH	127	127	82	64.6	66	52.0	54	42.5	50	39.4
15	2	ASUN	81	81	52	64.2	44	54.3	27	33.3	28	34.6
16	2	BRTC	201	201	148	73.6	122	60.7	111	55.2	80	39.8
17	2	CCCUA	84	83	67	80.7	48	57.8	38	45.8	35	42.2
18	2	CotO	72	72	52	72.2	48	66.7	33	45.8	26	36.1
19	2	EACC	125	125	105	84.0	89	71.2	81	64.8	78	62.4
20	2	MSCC	223	223	200	89.7	180	80.7	173	77.6	167	74.9
21	2	NAC	257	257	146	56.8	102	39.7	75	29.2	65	25.3
22	2	NPCC	191	185	118	63.8	69	37.3	88	47.6	61	33.0
23	2	NWACC	873	873	560	64.1	402	46.0	318	36.4	278	31.8
24	2	OZC	122	122	72	59.0	47	38.5	44	36.1	39	32.0
25	2	PCCUA	132	132	111	84.1	93	70.5	70	53.0	74	56.1
26	2	PTC	620	620	501	80.8	454	73.2	377	60.8	338	54.5
27	2	RMCC	100	98	57	58.2	43	43.9	34	34.7	33	33.7
28	2	SACC	100	100	90	90.0	82	82.0	69	69.0	70	70.0
29	2	SAUT	82	82	73	89.0	40	48.8	60	73.2	59	72.0
30	2	SEAC	154	154	80	51.9	50	32.5	57	37.0		
31	2	UACCB	131	131	91	69.5	80	61.1	59	45.0	54	41.2
32	2	UACCH	106	106	88	83.0	73	68.9	56	52.8	53	50.0
33	2	UACCM	345	345	233	67.5	172	49.9	138	40.0	121	35.1
<b>4-Year Universities</b>			13,381	13,366	3,994	29.9	3,003	22.5	2,168	16.2	1,981	14.8
<b>2-Year Colleges</b>			5,055	5,045	3,451	68.4	2,727	54.1	2,302	45.6	1,978	39.2
<b>All Public Colleges</b>			18,436	18,411	7,445	40.4	5,730	31.1	4,470	24.3	3,959	21.5

## NOTES:

1. First-Time Students - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.
2. Test Takers - this is a subset of First-Time Students that took the ACT, SAT, Asset, or Compass exam.

# Anytime Remediation Rates by County

ATTACHMENT 2-12

Academic Year = 2012 ( Fall Term Only), Students graduated from High School in Anytime.

No.	County	Code	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	ARKANSAS	001	215	205	130	63.4	114	55.6	92	44.9	89	43.4
2	ASHLEY	002	138	129	92	71.3	86	66.7	68	52.7	63	48.8
3	BAXTER	003	183	168	95	56.5	81	48.2	48	28.6	45	26.8
4	BENTON	004	1,554	1,403	643	45.8	481	34.3	353	25.2	263	18.7
5	BOONE	005	250	235	106	45.1	72	30.6	58	24.7	45	19.1
6	BRADLEY	006	70	66	49	74.2	40	60.6	38	57.6	33	50.0
7	CALHOUN	007	34	32	23	71.9	17	53.1	16	50.0	15	46.9
8	CARROLL	008	112	102	46	45.1	35	34.3	24	23.5	20	19.6
9	CHICOT	009	85	78	54	69.2	43	55.1	41	52.6	41	52.6
10	CLARK	010	167	152	76	50.0	53	34.9	54	35.5	50	32.9
11	CLAY	011	84	76	40	52.6	31	40.8	25	32.9	21	27.6
12	CLEBURNE	012	163	151	68	45.0	56	37.1	35	23.2	26	17.2
13	CLEVELAND	013	67	66	26	39.4	18	27.3	15	22.7	10	15.2
14	COLUMBIA	014	176	166	98	59.0	72	43.4	76	45.8	74	44.6
15	CONWAY	015	179	174	98	56.3	78	44.8	51	29.3	47	27.0
16	CRAIGHEAD	016	646	586	249	42.5	207	35.3	133	22.7	99	16.9
17	CRAWFORD	017	513	494	207	41.9	177	35.8	97	19.6	80	16.2
18	CRITTENDEN	018	417	388	259	66.8	226	58.2	184	47.4	184	47.4
19	CROSS	019	150	142	64	45.1	47	33.1	47	33.1	36	25.4
20	DALLAS	020	65	61	37	60.7	26	42.6	31	50.8	23	37.7
21	DESHA	021	109	105	68	64.8	57	54.3	40	38.1	43	41.0
22	DREW	022	128	121	79	65.3	64	52.9	58	47.9	56	46.3
23	FAULKNER	023	954	843	348	41.3	281	33.3	178	21.1	143	17.0
24	FRANKLIN	024	157	153	84	54.9	74	48.4	54	35.3	44	28.8
25	FULTON	025	80	75	34	45.3	25	33.3	22	29.3	21	28.0
26	GARLAND	026	699	636	334	52.5	181	28.5	230	36.2	187	29.4
27	GRANT	027	128	120	51	42.5	42	35.0	31	25.8	20	16.7
28	GREENE	028	357	315	183	58.1	150	47.6	109	34.6	83	26.3
29	HEMPSTEAD	029	145	140	94	67.1	78	55.7	60	42.9	52	37.1
30	HOT SPRING	030	237	225	124	55.1	97	43.1	81	36.0	53	23.6
31	HOWARD	031	113	109	56	51.4	42	38.5	33	30.3	23	21.1
32	INDEPENDENCE	032	239	215	125	58.1	106	49.3	81	37.7	67	31.2
33	IZARD	033	93	85	44	51.8	31	36.5	27	31.8	16	18.8
34	JACKSON	034	126	114	65	57.0	56	49.1	28	24.6	27	23.7
35	JEFFERSON	035	734	709	471	66.4	410	57.8	292	41.2	192	27.1
36	JOHNSON	036	187	164	108	65.9	83	50.6	74	45.1	60	36.6
37	LAFAYETTE	037	46	46	30	65.2	24	52.2	19	41.3	21	45.7
38	LAWRENCE	038	105	89	50	56.2	38	42.7	36	40.4	22	24.7
39	LEE	039	53	48	36	75.0	30	62.5	26	54.2	23	47.9
40	LINCOLN	040	79	75	43	57.3	32	42.7	29	38.7	25	33.3
41	LITTLE RIVER	041	67	63	29	46.0	23	36.5	12	19.0	20	31.7
42	LOGAN	042	204	195	94	48.2	78	40.0	53	27.2	43	22.1
43	LONOKE	043	598	562	267	47.5	226	40.2	147	26.2	118	21.0
44	MADISON	044	81	76	26	34.2	17	22.4	19	25.0	13	17.1
45	MARION	045	85	81	53	65.4	41	50.6	30	37.0	25	30.9
46	MILLER	046	100	90	38	42.2	24	26.7	24	26.7	24	26.7
47	MISSISSIPPI	047	387	373	255	68.4	203	54.4	175	46.9	152	40.8
48	MONROE	048	60	50	33	66.0	28	56.0	22	44.0	20	40.0
49	MONTGOMERY	049	55	52	24	46.2	15	28.8	15	28.8	13	25.0
50	NEVADA	050	70	70	55	78.6	38	54.3	39	55.7	39	55.7



# Anytime Remediation Rates by County

ATTACHMENT 2-12

No.	County	Code	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
51	NEWTON	051	42	41	16	39.0	11	26.8		19.5		19.5
52	OUACHITA	052	197	181	106	58.6	59	32.6	80	44.2	75	41.4
53	PERRY	053	94	90	33	36.7	22	24.4	23	25.6	15	16.7
54	PHILLIPS	054	210	203	146	71.9	120	59.1	97	47.8	101	49.8
55	PIKE	055	80	73	35	47.9	26	35.6	21	28.8	17	23.3
56	POINSETT	056	126	121	64	52.9	50	41.3	40	33.1	36	29.8
57	POLK	057	165	160	78	48.8	56	35.0	46	28.8	39	24.4
58	POPE	058	502	485	249	51.3	215	44.3	119	24.5	100	20.6
59	PRAIRIE	059	56	49	36	73.5	30	61.2	22	44.9	18	36.7
60	PULASKI	060	2,981	2,645	1,548	58.5	1,408	53.2	981	37.1	841	31.8
61	RANDOLPH	061	134	117	82	70.1	68	58.1	49	41.9	27	23.1
62	SALINE	062	767	699	250	35.8	200	28.6	120	17.2	112	16.0
63	SCOTT	063	67	60	29	48.3	24	40.0	14	23.3	14	23.3
64	SEARCY	064	48	47	23	48.9	19	40.4	10	21.3	11	23.4
65	SEBASTIAN	065	931	888	369	41.6	324	36.5	151	17.0	121	13.6
66	SEVIER	066	95	87	53	60.9	29	33.3	39	44.8	28	32.2
67	SHARP	067	137	129	71	55.0	55	42.6	53	41.1	40	31.0
68	ST FRANCIS	068	168	160	121	75.6	106	66.3	91	56.9	94	58.8
69	STONE	069	111	101	56	55.4	34	33.7	36	35.6	24	23.8
70	UNION	070	325	305	203	66.6	164	53.8	142	46.6	142	46.6
71	VAN BUREN	071	104	95	50	52.6	43	45.3	26	27.4	20	21.1
72	WASHINGTON	072	1,332	1,266	562	44.4	442	34.9	271	21.4	223	17.6
73	WHITE	073	560	452	181	40.0	144	31.9	93	20.6	70	15.5
74	WOODRUFF	074	43	37	21	56.8	16	43.2	13	35.1	13	35.1
75	YELL	075	130	127	75	59.1	54	42.5	56	44.1	27	21.3
<b>All Arkansas Counties</b>			21,149	19,491	10,218	52.4	8,273	42.4	6,131	31.5	5,125	26.3

**NOTES:**

1. First-Time Students - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.
2. Test Takers - this is a subset of First-Time Students that took the ACT, SAT, Asset, or Compass exam.
3. GEO County - the county is determined by GEO\_COUNTY, the student's legal residence at the time of admission to the institution. Only Arkansas counties are included.
4. Counts of less than 10 are hidden due to FERPA.

## 2-Year Remediation Rates by County

ATTACHMENT 2-13

(Remediation Rates for Students Graduating High School within the Last 2 Years)  
Academic Year = 2012 ( Fall Term Only), Students graduated from High School in 2010 or 2011.

No.	County	Code	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	ARKANSAS	001	175	175	106	60.6	90	51.4	72	41.1	72	41.1
2	ASHLEY	002	113	110	73	66.4	67	60.9	53	48.2	50	45.5
3	BAXTER	003	138	138	70	50.7	56	40.6	38	27.5	34	24.6
4	BENTON	004	1,149	1,149	423	36.8	282	24.5	238	20.7	187	16.3
5	BOONE	005	206	206	85	41.3	63	30.6	45	21.8	34	16.5
6	BRADLEY	006	55	55	39	70.9	31	56.4	30	54.5	28	50.9
7	CALHOUN	007	30	30	21	70.0	15	50.0	15	50.0	14	46.7
8	CARROLL	008	90	90	37	41.1	29	32.2	20	22.2	18	20.0
9	CHICOT	009	66	66	43	65.2	33	50.0	33	50.0	33	50.0
10	CLARK	010	127	127	55	43.3	38	29.9	37	29.1	38	29.9
11	CLAY	011	67	67	33	49.3	24	35.8	21	31.3	17	25.4
12	CLEBURNE	012	131	131	50	38.2	40	30.5	26	19.8	18	13.7
13	CLEVELAND	013	59	59	21	35.6	13	22.0	13	22.0		15.3
14	COLUMBIA	014	140	139	74	53.2	54	38.8	61	43.9	57	41.0
15	CONWAY	015	150	150	78	52.0	60	40.0	42	28.0	39	26.0
16	CRAIGHEAD	016	505	505	178	35.2	142	28.1	92	18.2	72	14.3
17	CRAWFORD	017	418	418	139	33.3	111	26.6	60	14.4	56	13.4
18	CRITTENDEN	018	327	327	203	62.1	180	55.0	144	44.0	146	44.6
19	CROSS	019	127	127	50	39.4	35	27.6	37	29.1	28	22.0
20	DALLAS	020	54	54	31	57.4	22	40.7	26	48.1	19	35.2
21	DESHA	021	98	97	61	62.9	50	51.5	37	38.1	40	41.2
22	DREW	022	99	98	56	57.1	42	42.9	44	44.9	43	43.9
23	FAULKNER	023	729	728	259	35.6	197	27.1	127	17.4	105	14.4
24	FRANKLIN	024	124	124	55	44.4	46	37.1	33	26.6	31	25.0
25	FULTON	025	57	57	20	35.1	13	22.8	13	22.8	15	26.3
26	GARLAND	026	499	491	210	42.8	126	25.7	140	28.5	107	21.8
27	GRANT	027	106	106	40	37.7	31	29.2	27	25.5	19	17.9
28	GREENE	028	215	215	95	44.2	70	32.6	58	27.0	42	19.5
29	HEMPSTEAD	029	107	107	65	60.7	51	47.7	45	42.1	34	31.8
30	HOT SPRING	030	185	185	88	47.6	67	36.2	55	29.7	42	22.7
31	HOWARD	031	95	95	43	45.3	32	33.7	23	24.2	16	16.8
32	INDEPENDENCE	032	172	172	87	50.6	73	42.4	56	32.6	50	29.1
33	IZARD	033	57	57	24	42.1	15	26.3	15	26.3	10	17.5
34	JACKSON	034	80	80	42	52.5	35	43.8	17	21.3	17	21.3
35	JEFFERSON	035	581	580	363	62.6	304	52.4	241	41.6	174	30.0
36	JOHNSON	036	130	130	76	58.5	52	40.0	54	41.5	43	33.1
37	LAFAYETTE	037	40	40	24	60.0	18	45.0	16	40.0	17	42.5
38	LAWRENCE	038	70	70	35	50.0	26	37.1	25	35.7	18	25.7
39	LEE	039	44	44	34	77.3	28	63.6	24	54.5	21	47.7
40	LINCOLN	040	66	65	34	52.3	24	36.9	23	35.4	21	32.3
41	LITTLE RIVER	041	55	55	23	41.8	17	30.9		16.4	15	27.3
42	LOGAN	042	153	153	57	37.3	42	27.5	33	21.6	30	19.6
43	LONOKE	043	495	495	207	41.8	167	33.7	111	22.4	95	19.2
44	MADISON	044	71	71	21	29.6	12	16.9	15	21.1	10	14.1
45	MARION	045	69	69	43	62.3	33	47.8	25	36.2	24	34.8
46	MILLER	046	87	87	35	40.2	23	26.4	22	25.3	24	27.6
47	MISSISSIPPI	047	315	315	201	63.8	156	49.5	133	42.2	123	39.0
48	MONROE	048	44	44	28	63.6	23	52.3	20	45.5	17	38.6
49	MONTGOMERY	049	47	46	18	39.1	11	23.9	10	21.7		19.6
50	NEVADA	050	58	58	43	74.1	28	48.3	29	50.0	33	56.9

## 2-Year Remediation Rates by County

ATTACHMENT 2-13

No.	County	Code	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
51	NEWTON	051	38	38	13	34.2	10	26.3		13.2		18.4
52	OUACHITA	052	144	144	75	52.1	51	35.4	51	35.4	51	35.4
53	PERRY	053	82	82	29	35.4	18	22.0	20	24.4	12	14.6
54	PHILLIPS	054	189	189	133	70.4	110	58.2	86	45.5	91	48.1
55	PIKE	055	68	68	30	44.1	21	30.9	19	27.9	15	22.1
56	POINSETT	056	100	100	46	46.0	35	35.0	27	27.0	24	24.0
57	POLK	057	139	139	59	42.4	41	29.5	33	23.7	29	20.9
58	POPE	058	382	382	159	41.6	131	34.3	78	20.4	69	18.1
59	PRAIRIE	059	38	38	25	65.8	20	52.6	16	42.1	11	28.9
60	PULASKI	060	2,134	2,131	1,081	50.7	957	44.9	666	31.3	572	26.8
61	RANDOLPH	061	98	98	63	64.3	52	53.1	41	41.8	20	20.4
62	SALINE	062	621	621	183	29.5	135	21.7	89	14.3	87	14.0
63	SCOTT	063	51	49	20	40.8	17	34.7	11	22.4	10	20.4
64	SEARCY	064	40	40	17	42.5	13	32.5		20.0		22.5
65	SEBASTIAN	065	741	741	242	32.7	202	27.3	108	14.6	88	11.9
66	SEVIER	066	81	80	47	58.8	29	36.3	33	41.3	25	31.3
67	SHARP	067	88	88	42	47.7	33	37.5	28	31.8	23	26.1
68	ST FRANCIS	068	145	145	107	73.8	93	64.1	79	54.5	83	57.2
69	STONE	069	72	72	32	44.4	16	22.2	19	26.4	15	20.8
70	UNION	070	277	275	174	63.3	136	49.5	121	44.0	122	44.4
71	VAN BUREN	071	81	81	39	48.1	32	39.5	20	24.7	18	22.2
72	WASHINGTON	072	1,058	1,058	387	36.6	284	26.8	196	18.5	171	16.2
73	WHITE	073	393	393	134	34.1	102	26.0	72	18.3	53	13.5
74	WOODRUFF	074	30	30	17	56.7	12	40.0	10	33.3		30.0
75	YELL	075	111	111	60	54.1	42	37.8	46	41.4	21	18.9
<b>All Arkansas Counties</b>			16,276	16,250	7,410	45.6	5,789	35.6	4,465	27.5	3,849	23.7

**NOTES:**

1. First-Time Students - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.
2. Test Takers - this is a subset of First-Time Students that took the ACT, SAT, Asset, or Compass exam.
3. GEO County - the county is determined by GEO\_COUNTY, the student's legal residence at the time of admission to the institution. Only Arkansas counties are included.
4. Counts of less than 10 are hidden due to FERPA.

# 1-Year Remediation Rates by County

ATTACHMENT 2-14

(Remediation Rates for Students Graduating High School within the Last Year)  
Academic Year = 2012 ( Fall Term Only), Students graduated from High School in 2011.

No.	County	Code	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	ARKANSAS	001	165	165	97	58.8	81	49.1	68	41.2	68	41.2
2	ASHLEY	002	104	101	65	64.4	60	59.4	47	46.5	44	43.6
3	BAXTER	003	127	127	61	48.0	47	37.0	33	26.0	29	22.8
4	BENTON	004	1,058	1,058	360	34.0	235	22.2	195	18.4	166	15.7
5	BOONE	005	190	190	76	40.0	56	29.5	38	20.0	30	15.8
6	BRADLEY	006	50	50	34	68.0	27	54.0	25	50.0	23	46.0
7	CALHOUN	007	29	29	20	69.0	15	51.7	14	48.3	13	44.8
8	CARROLL	008	84	84	33	39.3	26	31.0	17	20.2	16	19.0
9	CHICOT	009	65	65	42	64.6	32	49.2	32	49.2	32	49.2
10	CLARK	010	116	116	47	40.5	32	27.6	33	28.4	35	30.2
11	CLAY	011	64	64	30	46.9	22	34.4	21	32.8	16	25.0
12	CLEBURNE	012	126	126	47	37.3	37	29.4	25	19.8	17	13.5
13	CLEVELAND	013	57	57	20	35.1	13	22.8	12	21.1		15.8
14	COLUMBIA	014	132	131	66	50.4	48	36.6	53	40.5	50	38.2
15	CONWAY	015	135	135	70	51.9	55	40.7	36	26.7	35	25.9
16	CRAIGHEAD	016	477	477	158	33.1	124	26.0	79	16.6	62	13.0
17	CRAWFORD	017	393	393	123	31.3	97	24.7	53	13.5	49	12.5
18	CRITTENDEN	018	310	310	187	60.3	164	52.9	130	41.9	131	42.3
19	CROSS	019	121	121	47	38.8	34	28.1	34	28.1	27	22.3
20	DALLAS	020	51	51	28	54.9	21	41.2	23	45.1	16	31.4
21	DESHA	021	95	94	58	61.7	47	50.0	36	38.3	38	40.4
22	DREW	022	93	93	51	54.8	37	39.8	40	43.0	39	41.9
23	FAULKNER	023	690	689	229	33.2	171	24.8	107	15.5	93	13.5
24	FRANKLIN	024	116	116	48	41.4	40	34.5	29	25.0	28	24.1
25	FULTON	025	51	51	16	31.4		17.6		17.6	12	23.5
26	GARLAND	026	400	395	148	37.5	92	23.3	94	23.8	72	18.2
27	GRANT	027	97	97	34	35.1	25	25.8	24	24.7	19	19.6
28	GREENE	028	200	200	82	41.0	57	28.5	50	25.0	39	19.5
29	HEMPSTEAD	029	96	96	56	58.3	43	44.8	37	38.5	29	30.2
30	HOT SPRING	030	173	173	80	46.2	61	35.3	50	28.9	37	21.4
31	HOWARD	031	94	94	42	44.7	32	34.0	22	23.4	16	17.0
32	INDEPENDENCE	032	165	165	82	49.7	69	41.8	51	30.9	48	29.1
33	IZARD	033	55	55	23	41.8	15	27.3	14	25.5	10	18.2
34	JACKSON	034	70	70	35	50.0	30	42.9	13	18.6	15	21.4
35	JEFFERSON	035	524	523	314	60.0	260	49.7	212	40.5	157	30.0
36	JOHNSON	036	120	120	69	57.5	46	38.3	51	42.5	39	32.5
37	LAFAYETTE	037	38	38	22	57.9	17	44.7	14	36.8	15	39.5
38	LAWRENCE	038	66	66	32	48.5	25	37.9	23	34.8	18	27.3
39	LEE	039	42	42	32	76.2	26	61.9	22	52.4	19	45.2
40	LINCOLN	040	64	63	33	52.4	23	36.5	23	36.5	21	33.3
41	LITTLE RIVER	041	53	53	21	39.6	16	30.2		15.1	13	24.5
42	LOGAN	042	146	146	51	34.9	37	25.3	28	19.2	27	18.5
43	LONOKE	043	459	459	178	38.8	139	30.3	96	20.9	82	17.9
44	MADISON	044	68	68	19	27.9	10	14.7	13	19.1		13.2
45	MARION	045	60	60	36	60.0	28	46.7	20	33.3	19	31.7
46	MILLER	046	84	84	32	38.1	20	23.8	20	23.8	22	26.2
47	MISSISSIPPI	047	294	294	183	62.2	140	47.6	121	41.2	111	37.8
48	MONROE	048	39	39	24	61.5	19	48.7	17	43.6	14	35.9
49	MONTGOMERY	049	44	43	17	39.5	11	25.6		20.9		18.6
50	NEVADA	050	55	55	40	72.7	26	47.3	26	47.3	30	54.5

# 1-Year Remediation Rates by County

ATTACHMENT 2-14

No.	County	Code	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
51	NEWTON	051	35	35	11	31.4		25.7		11.4		14.3
52	OUACHITA	052	134	134	67	50.0	47	35.1	44	32.8	45	33.6
53	PERRY	053	80	80	28	35.0	17	21.3	19	23.8	11	13.8
54	PHILLIPS	054	181	181	126	69.6	104	57.5	80	44.2	86	47.5
55	PIKE	055	64	64	28	43.8	20	31.3	17	26.6	14	21.9
56	POINSETT	056	94	94	42	44.7	32	34.0	25	26.6	21	22.3
57	POLK	057	136	136	56	41.2	40	29.4	31	22.8	26	19.1
58	POPE	058	358	358	137	38.3	112	31.3	66	18.4	59	16.5
59	PRAIRIE	059	36	36	23	63.9	18	50.0	14	38.9		25.0
60	PULASKI	060	1,973	1,970	950	48.2	830	42.1	571	29.0	493	25.0
61	RANDOLPH	061	93	93	59	63.4	49	52.7	37	39.8	18	19.4
62	SALINE	062	579	579	163	28.2	121	20.9	78	13.5	82	14.2
63	SCOTT	063	50	48	19	39.6	16	33.3	11	22.9	10	20.8
64	SEARCY	064	36	36	14	38.9	10	27.8		16.7		19.4
65	SEBASTIAN	065	691	691	200	28.9	164	23.7	87	12.6	66	9.6
66	SEVIER	066	73	72	40	55.6	24	33.3	26	36.1	20	27.8
67	SHARP	067	85	85	40	47.1	31	36.5	27	31.8	21	24.7
68	ST FRANCIS	068	135	135	97	71.9	86	63.7	72	53.3	73	54.1
69	STONE	069	68	68	29	42.6	14	20.6	17	25.0	13	19.1
70	UNION	070	267	265	165	62.3	129	48.7	115	43.4	113	42.6
71	VAN BUREN	071	77	77	35	45.5	29	37.7	17	22.1	15	19.5
72	WASHINGTON	072	994	994	348	35.0	254	25.6	171	17.2	151	15.2
73	WHITE	073	367	367	118	32.2	88	24.0	68	18.5	49	13.4
74	WOODRUFF	074	29	29	17	58.6	12	41.4	10	34.5		31.0
75	YELL	075	107	107	57	53.3	39	36.4	44	41.1	18	16.8
<b>All Arkansas Counties</b>			<b>15,147</b>	<b>15,125</b>	<b>6,567</b>	<b>43.4</b>	<b>5,092</b>	<b>33.7</b>	<b>3,904</b>	<b>25.8</b>	<b>3,401</b>	<b>22.5</b>

**NOTES:**

1. First-Time Students - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.
2. Test Takers - this is a subset of First-Time Students that took the ACT, SAT, Asset, or Compass exam.
3. GEO County - the county is determined by GEO\_COUNTY, the student's legal residence at the time of admission to the institution. Only Arkansas counties are included.
4. Counts of less than 10 are hidden due to FERPA.

## Anytime Remediation Rates by High School District

Academic Year = 2012 ( Fall Term Only). Students graduated from High School in Anytime.

No.	District Name	District LEA	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	Academics Plus School District	6040700	13	13		30.8		23.1				7.7
2	Alma School District	1701000	139	139	53	38.1	44	31.7	22	15.8	21	15.1
3	Alpena School District	0501000	16	16		43.8		25.0		31.3		12.5
4	Arise Charter	2240700				-		-		-		-
5	Ark School For Blind	6091000				80.0		80.0		40.0		40.0
6	Ark School For Deaf	6092000				-		-		-		-
7	Arkadelphia School District	1002000	82	82	33	40.2	25	30.5	21	25.6	22	26.8
8	Arkansas School Math & Sciences	8099000	41	41		-		-		-		-
9	Arkansas Virtual Academy	6043700				-		-		-		-
10	Armour School District	4701000	17	17		41.2		41.2		35.3		29.4
11	Ashdown School District	4101000	43	43	17	39.5	15	34.9		14.0	10	23.3
12	Atkins School District	5801000	37	37	20	54.1	13	35.1	13	35.1	12	32.4
13	Augusta School District	7401000	17	17	15	88.2	13	76.5		52.9		52.9
14	Bald Knob School District	7301000	35	35		22.9		20.0		14.3		11.4
15	Barton-Lexa School District	5401000	31	31	17	54.8	11	35.5		29.0	12	38.7
16	Batesville School District	3201000	93	93	42	45.2	37	39.8	26	28.0	24	25.8
17	Bauxite School District	6301000	44	44	23	52.3	18	40.9	13	29.5	11	25.0
18	Bay School District	1601000	16	16		50.0		31.3		18.8		31.3
19	Bearden School District	5201000	15	15	10	66.7		53.3		40.0		33.3
20	Beebe School District	7302000	109	109	39	35.8	28	25.7	22	20.2	20	18.3
21	Benton County School of Arts	0440700	11	11		54.5		45.5		9.1		9.1
22	Benton School District	6302000	179	179	51	28.5	42	23.5	26	14.5	21	11.7
23	Bentonville School District	0401000	376	376	105	27.9	61	16.2	59	15.7	51	13.6
24	Bergman School District	0502000	42	42	18	42.9	15	35.7		21.4		16.7
25	Berryville School District	0801000	38	38	13	34.2	10	26.3		15.8		18.4
26	Bismarck School District	3001000	38	38	21	55.3	12	31.6	12	31.6		23.7
27	Blevins School District	2901000	19	19	17	89.5	13	68.4	12	63.2	12	63.2
28	Blytheville School District	4702000	92	92	68	73.9	53	57.6	55	59.8	53	57.6
29	Booneville School District	4201000	58	58	29	50.0	25	43.1	14	24.1	14	24.1
30	Bradford School District	7303000	21	21	10	47.6		42.9		19.0		4.8
31	Bradley School District	3701000	12	12		33.3		25.0		8.3		8.3
32	Brinkley School District	4801000	25	25	18	72.0	14	56.0	11	44.0	11	44.0
33	Brookland School District	1603000	38	38	18	47.4	17	44.7		15.8		15.8
34	Bryant School District	6303000	299	299	89	29.8	68	22.7	44	14.7	49	16.4
35	Buffalo Island Central School District	1605000	20	20		35.0		20.0		25.0		10.0
36	Cabot School District	4304000	386	386	144	37.3	122	31.6	75	19.4	64	16.6
37	Caddo Hills School District	4901000	17	17		35.3		11.8		23.5		23.5
38	Calico Rock School District	3301000	15	15		33.3		26.7		13.3		13.3
39	Camden Fairview School District	5204000	102	102	60	58.8	37	36.3	42	41.2	41	40.2
40	Carlisle School District	4303000	22	22	14	63.6	11	50.0	10	45.5		31.8
41	Cave City School District	6802000	48	48	32	66.7	26	54.2	21	43.8	16	33.3
42	Cedar Ridge School District	3212000	23	23	15	65.2	14	60.9	11	47.8	10	43.5
43	Cedarville School District	1702000	37	37	16	43.2	12	32.4		24.3		13.5
44	Centerpoint School District	5502000	38	38	18	47.4	11	28.9	13	34.2		23.7
45	Charleston School District	2402000	50	50	22	44.0	17	34.0	14	28.0	13	26.0
46	Clarendon School District	4802000	25	25	20	80.0	18	72.0	11	44.0		36.0

### Anytime Remediation Rates by High School District

No.	District Name	District LEA	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
47	Clarksville School District	3601000	65	65	28	43.1	21	32.3	18	27.7	16	24.6
48	Cleveland County School District	1305000	38	38	13	34.2	18.4	18.4	10	15.8		5.3
49	Clinton School District	7102000	44	44	20	45.5	17	38.6		22.7		20.5
50	Concord School District	1201000				62.5		62.5		25.0		25.0
51	Conway School District	2301000	358	358	130	36.3	101	28.2	68	19.0	55	15.4
52	Corning School District	1101000	19	19	10	52.6		36.8		42.1		36.8
53	Cossatot River School District	5707000	39	38	28	73.7	17	44.7	16	42.1	13	34.2
54	Cotter School District	0302000	23	23	15	65.2	12	52.2		39.1		26.1
55	County Line School District	2403000	21	21		38.1		23.8		28.6		19.0
56	Covenant Keepers Charter School	6044700				-		-		-		-
57	Cross County School District	1901000	16	16		50.0		43.8		25.0		18.8
58	Crossett School District	0201000	79	77	52	67.5	47	61.0	39	50.6	36	46.8
59	Cutter-Morning Star School District	2601000	33	31	23	74.2	12	38.7	17	54.8		29.0
60	Danville School District	7503000	32	32	22	68.8	19	59.4	18	56.3	14	43.8
61	Dardanelle School District	7504000	71	71	37	52.1	20	28.2	21	29.6	12	16.9
62	Decatur School District	0402000	14	14		50.0		42.9		42.9		21.4
63	Deer/Mt. Judea School District	5106000	11	11		54.5		36.4		9.1		18.2
64	DeQueen School District	6701000	56	56	33	58.9	14	25.0	26	46.4	18	32.1
65	Dermott School District	0901000	17	17	13	76.5	13	76.5	11	64.7	10	58.8
66	Des Arc School District	5901000	30	30	21	70.0	18	60.0	12	40.0	12	40.0
67	Dewitt School District	0101000	49	49	26	53.1	22	44.9	16	32.7	19	38.8
68	Dierks School District	3102000	21	21	10	47.6		28.6		33.3		28.6
69	Dollarway School District	3502000	82	81	69	85.2	63	77.8	49	60.5	33	40.7
70	Dover School District	5802000	55	55	32	58.2	28	50.9	16	29.1	15	27.3
71	Dreamland Academy	6042700				-		-		-		-
72	Drew Central School District	2202000	38	38	28	73.7	19	50.0	21	55.3	18	47.4
73	Dumas School District	2104000	68	67	45	67.2	38	56.7	32	47.8	27	40.3
74	Earle School District	1802000	19	19	15	78.9	14	73.7		47.4	10	52.6
75	East End School District	5301000	35	35	14	40.0		25.7	10	28.6		25.7
76	East Poinsett Co. School District	5608000	27	27	23	85.2	21	77.8	14	51.9	14	51.9
77	El Dorado School District	7001000	168	167	118	70.7	96	57.5	87	52.1	82	49.1
78	Elkins School District	7201000	42	42	16	38.1	13	31.0		19.0		14.3
79	Emerson-Taylor School District	1408000	18	18		22.2		5.6		11.1		11.1
80	England School District	4302000	37	37	29	78.4	23	62.2	18	48.6	16	43.2
81	Estern Elementary Public Charter	6045700				-		-		-		-
82	Estern Middle Public Charter	6046700				-		-		-		-
83	eStem School District	6047700				-		-		-		-
84	Eureka Springs School District	0802000	27	27	11	40.7		33.3		18.5		14.8
85	Farmington School District	7202000	73	73	27	37.0	24	32.9	14	19.2	12	16.4
86	Fayetteville School District	7203000	315	315	94	29.8	68	21.6	50	15.9	34	10.8
87	Flippin School District	4501000	23	23	14	60.9	10	43.5		26.1		34.8
88	Focus Learning Academy	2347000				-		-		-		-
89	Fordyce School District	2002000	45	45	30	66.7	23	51.1	23	51.1	19	42.2
90	Foreman School District	4102000	17	17		47.1		23.5		17.6		41.2
91	Forrest City School District	6201000	104	104	76	73.1	68	65.4	60	57.7	59	56.7
92	Fort Smith School District	6601000	452	452	140	31.0	116	25.7	63	13.9	57	12.6
93	Fouke School District	4603000	15	15		13.3		13.3		-		13.3
94	Fountain Lake School District	2602000	50	50	22	44.0	13	26.0	14	28.0		16.0

### Anytime Remediation Rates by High School District

No.	District Name	District LEA	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
95	Genoa Central School District	4602000	13	13	30.8	15.4	15.4	15.4	15.4	15.4	7.7	
96	Gentry School District	0403000	40	40	21	52.5	12	30.0	13	32.5	20.0	
97	Glen Rose School District	3002000	40	40	22	55.0	17	42.5	15	37.5	27.5	
98	Gosnell School District	4708000	45	45	31	68.9	20	44.4	22	48.9	37.8	
99	Gravette School District	0404000	34	34	18	52.9	14	41.2	12	35.3	26.5	
100	Green Forest School District	0803000	15	15	60.0	46.7	46.7	46.7	40.0	40.0	26.7	
101	Greenbrier School District	2903000	112	112	42	37.5	29	25.9	22	19.6	20.5	
102	Greene Co. Tech School District	2807000	125	125	49	39.2	38	30.4	28	22.4	20.8	
103	Greenland School District	7204000	24	24	12	50.0	11	45.8	16	16.7	12.5	
104	Greenwood School District	6602000	165	165	44	26.7	36	21.8	16	9.7	9.1	
105	Gurdon School District	1003000	29	29	14	48.3	27.6	27.6	11	37.9	37.9	
106	Guy-Perkins School District	2304000	20	20	10	50.0	35.0	35.0	35.0	35.0	20.0	
107	Haas Hall Academy	7240700	24	24	16.7	12.5	12.5	12.5	-	-	4.2	
108	Hackett School District	6603000	22	22	14	63.6	10	45.5	10	40.9	13.6	
109	Hamburg School District	0203000	46	45	31	66.9	28	62.2	22	48.9	19	
110	Hampton School District	0701000	30	30	20	66.7	13	43.3	16	53.3	15	
111	Harmony Grove School District (Quachita Co.)	5205000	44	44	16	36.4	11	25.0	12	27.3	11	
112	Harmony Grove School District	6304000	32	32	14	43.8	11	34.4	11	25.0	11	
113	Harrisburg School District	5602000	38	38	22	57.9	17	44.7	11	28.9	13	
114	Harrison School District	0503000	89	89	36	40.4	29	32.6	18	20.2	16	
115	Hartford School District	6604000	10	10	50.0	50.0	50.0	50.0	20.0	20.0	30.0	
116	Hazen School District	5903000	18	18	12	66.7	12	66.7	15	83.9	27.8	
117	Heber Springs School District	1202000	67	67	22	32.8	15	22.4	15	22.4	11	
118	Hector School District	5803000	26	26	13	50.0	12	46.2	12	30.8	30.8	
119	Helena/W.Helena School District	5403000	86	86	69	80.2	64	74.4	52	60.5	47	
120	Hermitage School District	0601000	53	53	20	100.0	16	57.1	14	71.4	71.4	
121	Highland School District	6804000	12	12	58.3	33.3	33.3	33.3	14	26.4	14	
122	Hillcrest School District	3809000	12	12	-	-	-	-	50.0	50.0	33.3	
123	Hope Academy	3540700	86	86	58	67.4	51	59.3	40	46.5	34	
124	Hope School District	2903000	24	24	13	54.2	11	45.8	10	41.7	16.7	
125	Horatio School District	6703000	92	91	55	60.4	35	38.5	41	45.1	39	
126	Hot Springs School District	2603000	25	25	11	44.0	11	44.0	20	20.0	12.0	
127	Hoxie School District	3804000	24	24	24	100.0	23	95.8	20	83.3	21	
128	Hughes School District	6202000	59	59	19	32.2	15.3	15.3	15	25.4	10	
129	Huntsville School District	4401000	26	26	11	42.3	10	38.5	10	38.5	7.7	
130	Imboden Charter School District	3840700	39	39	10	25.6	17.9	17.9	10.3	10.3	10.3	
131	Izard County Cons. School District	3306000	15	15	40.0	26.7	26.7	26.7	40.0	40.0	33.3	
132	Jackson County School District	3405000	34	34	20	58.8	17	50.0	14.7	14.7	14.7	
133	Jacksonville Lighthouse Charter School District	6050700	26	26	11	42.3	10	38.5	10	38.5	7.7	
134	Jasper School District	5102000	26	26	11	42.3	10	38.5	10	38.5	7.7	
135	Jessieville School District	2604000	160	160	70	43.8	58	36.3	46	28.8	30	
136	Jonesboro School District	1608000	160	160	70	43.8	58	36.3	46	28.8	30	
137	Junction City School District	7003000	21	21	14	66.7	13	61.9	10	47.6	11	
138	Kipp Delta Charter Public School District	5440700	12	12	50.0	50.0	50.0	50.0	25.0	25.0	25.0	
139	Kirby School District	5503000	18	18	33.3	33.3	33.3	33.3	22.2	22.2	11.1	
140	Lafayette County School District	3704000	29	29	23	79.3	19	65.5	16	55.2	17	
141	Lake Hamilton School District	2605000	152	149	60	40.3	38	25.5	37	24.8	22	
142	Lakeside School District (Chicot County)	0903000	45	44	35	79.5	31	70.5	28	63.6	31	



### Anytime Remediation Rates by High School District

No.	District Name	District LEA	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
143	Lakeside School District (Garland Co.)	2606000	111	110	37	33.6	20	18.2	27	24.5	23	20.9
144	Lamar School District	3604000	41	41	33	80.5	22	53.7	24	58.5	17	41.5
145	Lavaca School District	6605000	42	42	23	54.8	19	45.2	11	26.2		14.3
146	Lawrence County School District	3810000	35	35	23	65.7	17	48.6	18	51.4	10	28.6
147	Lead Hill School District	0506000	12	12		58.3		50.0		33.3		16.7
148	Lee County School District	3904000	44	44	37	84.1	31	70.5	26	59.1	24	54.5
149	Lincoln School District	7205000	34	34		26.5		20.6		20.6		11.8
150	Lisa Academy	6041700	29	28		21.4		17.9		10.7		10.7
151	Lisa Academy North	6048700				-		-		-		-
152	Little Rock Preparatory Academy	6049700				-		-		-		-
153	Little Rock School District	6001000	782	781	500	64.0	449	57.5	330	42.3	296	37.9
154	Little Rock Urban Collegiate Public Charter	6051700				-		-		-		-
155	Lonoke School District	4301000	75	75	43	57.3	36	48.0	27	36.0	25	33.3
156	Magazine School District	4202000	22	22		40.9		27.3		31.8		22.7
157	Magnet Cove School District	3003000	28	28	11	39.3		21.4		25.0		17.9
158	Magnolia School District	1402000	105	101	61	60.4	48	47.5	49	48.5	50	49.5
159	Maivern School District	3004000	81	80	42	52.5	34	42.5	31	38.8	24	30.0
160	Marmoth Spring School District	2501000	14	14		50.0		42.9		14.3		28.6
161	Manila School District	4712000	63	63	31	49.2	22	34.9	17	27.0	21	33.3
162	Mansfield School District	6606000	40	40	21	52.5	20	50.0		20.0		15.0
163	Marion School District	1804000	138	138	81	58.7	69	50.0	54	39.1	55	39.9
164	Marked Tree School District	5604000	21	21	12	57.1	10	47.6		42.9	10	47.6
165	Marmaduke School District	2803000	15	15	12	80.0	12	80.0		46.7		26.7
166	Marvell School District	5404000	28	28	24	85.7	20	71.4	20	71.4	20	71.4
167	Mayflower School District	2306000	41	41	22	53.7	20	48.8	10	24.4	11	26.8
168	Maynard School District	6102000	15	15	12	80.0		53.3	10	66.7		26.8
169	McCrary School District	7403000	19	19		21.1		10.5		5.3		10.5
170	McGehee School District	2105000	57	57	35	61.4	28	49.1	16	28.1	23	40.4
171	Melbourne School District (Izard Co.)	3302000	35	35	15	42.9	12	34.3		17.1		14.3
172	Mena School District	5703000	87	87	27	31.0	18	20.7	15	17.2	13	14.9
173	Midland School District	3211000	15	15		40.0		33.3		33.3		26.7
174	Mineral Springs School District	3104000	22	22	13	59.1	10	45.5		27.3		13.6
175	Monticello School District	2203000	67	66	32	48.5	26	39.4	25	37.9	23	34.8
176	Mount Ida School District	4902000	26	25	13	52.0	10	40.0		32.0		36.0
177	Mountain Home School District	0303000	98	98	42	42.9	34	34.7	25	25.5	23	23.5
178	Mountain Pine School District	2607000	14	14		35.7		21.4		28.6		21.4
179	Mountain View School District	6901000	74	74	31	41.9	14	18.9	17	23.0	12	16.2
180	Mountainburg School District	1703000	25	25		28.0		16.0		8.0		12.0
181	Mt. Vernon/Enola School District	2306000	13	13		30.8		23.1		23.1		15.4
182	Mulberry/Pleasant View Bi-County School District	1704000	17	17		47.1		41.2		11.8		5.9
183	North Little Rock School District	6002000	354	354	200	56.5	175	49.4	133	37.6	114	32.2
184	Nashville School District	3105000	63	63	28	44.4	25	39.7	19	30.2	17	27.0
185	Nemo Vista School District	1503000	14	14	10	71.4		64.3		28.6		21.4
186	Nettleton School District	1611000	110	110	36	32.7	29	26.4	14	12.7	15	13.6
187	Nevada School District	5008000	16	16	13	81.3		50.0	11	68.8		50.0
188	Newport School District	3403000	53	53	32	60.4	27	50.9	16	30.2	19	35.8
189	Norfolk School District	0304000				55.6		55.6		11.1		11.1
190	Norphlet School District	7006000	27	27	13	48.1		29.6	11	40.7	11	40.7

### Anytime Remediation Rates by High School District

No.	District Name	District LEA	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
191	Northwest Arkansas Academy of Fine Arts	04417000										
192	Omaha School District	05040000				44.4					11.1	11.1
193	Osceola (OCABS) Comm Arts-Business Charter School	47407000				100.0					50.0	50.0
194	Osceola School District	47130000	48	48	39	81.3	36	75.0	25	52.1	26	54.2
195	Ouachita River School District	57060000	23	22		40.9					13.6	22.7
196	Ouachita School District	30050000	15	15		53.3					20.0	13.3
197	Ozark Mountain School District	65050000	18	18	11	61.1					33.3	33.3
198	Ozark School District	24040000	70	70	43	61.4	37	52.9	29	41.4	24	34.3
199	Palestine-Wheatley School District	62050000	23	23	17	73.9	15	65.2	13	56.5	14	60.9
200	Pangburn School District	73090000	15	15		46.7					26.7	26.7
201	Paragould School District	28080000	98	98	59	60.2	43	43.9	32	32.7	25	25.5
202	Paris School District	42030000	50	50	22	44.0	16	32.0	10	20.0		16.0
203	Parkers Chapel School District	70070000	31	31	12	38.7					22.6	19.4
204	Pea Ridge School District	04070000	49	49	16	32.7	11	22.4			10.2	16.3
205	Perryville School District	53030000	46	46	15	32.6	10	21.7			15.2	8.7
206	Piggott School District	11040000	30	30	14	46.7	12	40.0			30.0	20.0
207	Pine Bluff School District	35050000	194	194	135	69.6	118	60.8	83	42.8	63	32.5
208	Pocahontas School District	61030000	70	70	43	61.4	35	50.0	22	31.4	15	21.4
209	Pottsville School District	58040000	85	85	40	47.1	34	40.0	17	20.0	20	23.5
210	Poyen School District	27030000	11	11		45.5					36.4	27.3
211	Prairie Grove School District	72060000	39	39	17	43.6	13	33.3			7.7	12.8
212	Prescott School District	50060000	50	50	37	74.0	28	56.0	25	50.0	25	50.0
213	Pulaski County Special School District	60030000	489	488	312	63.9	281	57.6	203	41.6	176	36.1
214	Quitman School District	12030000	20	20		25.0					15.0	10.0
215	Rector School District	11060000	23	23	10	43.5					21.7	21.7
216	Riverside School District	16730000	24	24	14	58.3	10	41.7	11	45.8		20.8
217	Riverview School District	73070000	33	33	20	60.6	15	45.5	12	36.4		15.2
218	Rogers School District	04060000	228	228	107	46.9	76	33.3	65	28.5	47	20.6
219	Rose Bud School District	73100000	28	28	13	46.4					32.1	10.7
220	Russellville School District	58050000	212	212	92	43.4	80	37.7	46	21.7	30	14.2
221	Salem School District	25020000	29	29		27.6					20.7	24.1
222	School of Excellence Charter	01407000										
223	Scranton School District	42040000	16	16		37.5					25.0	12.5
224	Searcy County School District	65020000	27	27	15	55.6	12	44.4			22.2	29.6
225	Searcy School District	73110000	127	127	23	18.1	15	11.8	11	8.7		4.7
226	Sheridan School District	27050000	152	152	53	34.9	32	21.1	32	21.1	24	15.8
227	Shitley School District	71040000	21	21	14	66.7	13	61.9			33.3	38.1
228	Silbarn Springs School District	04060000	91	91	38	41.8	29	31.9	26	28.6	20	22.0
229	Sloan-Hendrix School District	38060000	27	27	15	55.6	12	44.4	11	40.7		18.5
230	Smackover School District	70080000	27	27	14	51.9	10	37.0			33.3	33.3
231	South Conway Co. School District	15070000	92	92	49	53.3	37	40.2	32	34.8	35	38.0
232	South Mississippi County School District	47060000	50	50	36	72.0	32	64.0	19	38.0	17	34.0
233	South Pike County School District	55040000	32	32	16	50.0	14	43.8			28.1	21.9
234	South Side School District	71050000	14	14		50.0					21.4	14.3
235	Southside School District	32090000	43	43	20	46.5	15	34.9	13	30.2	12	27.9
236	Spring Hill School District	29060000	14	14		57.1					35.7	21.4
237	Springdale School District	72070000	479	479	208	43.4	150	31.3	111	23.2	96	20.0
238	Star City School District	40030000	63	62	36	58.1	27	43.5	27	43.5	26	41.9

## Anytime Remediation Rates by High School District

No.	District Name	District LEA	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
239	Stephens School District	5206000	21	21	16	76.2	11	52.4	13	61.9	13	61.9
240	Strong-Huttig School District	7090000	18	17	15	88.2	12	70.6	12	70.6	19	52.9
241	Stuttgart School District	0104000	70	70	39	55.7	34	48.6	24	34.3	19	27.1
242	Texarkana School District	4605000	44	44	26	59.1	17	38.6	17	38.6	18	40.9
243	Trumann School District	5605000	29	29		31.0		24.1		20.7		13.8
244	Two Rivers School District	7510000	29	29	18	62.1	15	51.7	14	48.3		24.1
245	Valley Springs School District	0505000	41	41	15	36.6	11	26.8		22.0		19.5
246	Valley View School District	1612000	101	101	30	29.7	22	21.8	16	15.8	10	9.9
247	Van Buren School District	1705000	222	222	76	34.2	65	29.3	38	17.1	29	13.1
248	Vilonia School District	2307000	144	144	56	38.9	43	29.9	28	19.4	15	10.4
249	Viola School District	2503000	18	18		44.4		16.7		33.3		38.9
250	Waldron School District	6401000	51	48	25	52.1	21	43.8	15	31.3	14	29.2
251	Warren School District	0602000	52	52	37	71.2	34	65.4	31	59.6	24	46.2
252	Watson Chapel School District	3509000	153	153	95	62.1	71	46.4	68	44.4	44	28.8
253	West Fork School District	7208000	55	55	27	49.1	20	36.4	14	25.5	11	20.0
254	West Memphis School District	1803000	184	184	134	72.8	115	62.5	103	56.0	102	55.4
255	West Side School District	1204000	23	23	12	52.2		30.4		26.1		21.7
256	Western Yell Co. School District	7509000	20	20	11	55.0		40.0		40.0		15.0
257	Westside Cons. School District	1602000	51	51	23	45.1	19	37.3	14	27.5	11	21.6
258	Westside School District	3606000	21	21	16	76.2	13	61.9	12	57.1	10	47.6
259	White Co. Central School District	7304000	25	25	16	64.0	15	60.0		28.0		32.0
260	White Hall School District	3510000	133	133	54	40.6	44	33.1	34	25.6	21	15.8
261	Wonderview School District	1505000	22	22	14	63.6	12	54.5		31.8		18.2
262	Woodlawn School District	1304000	26	26	12	46.2	10	38.5		34.6		30.8
263	Wynne School District	1905000	119	119	53	44.5	39	32.8	37	31.1	31	26.1
264	Yellville-Summit School District	4502000	34	34	17	50.0	14	41.2	10	29.4		26.5
<b>All Public HS Districts</b>			15,739	15,708	7,684	48.9	6,097	38.8	4,734	30.1	4,069	25.9

**NOTES:**

1. First-Time Students - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.
2. Test Takers - this is a subset of First-Time Students that took the ACT, SAT, Asset, or Compass exam.
3. Counts of less than 10 are hidden due to FERPA.

## 2-Year Remediation Rates by High School District

Remediation Rates for Students Graduating High School within the Last 2 Years  
Academic Year = 2012 ( Fall Term Only), Students graduated from High School in 2010 or 2011.

No.	District Name	District LEA	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	Academics Plus School District	6040700	12	12		25.0	16.7					8.3
2	Alma School District	1701000	129	129	45	34.9	36	27.9	17	13.2	19	14.7
3	Alpena School District	0501000	14	14		42.9	28.6			28.6		14.3
4	Arise Charter	2240700				-	-			-		-
5	Ark School For Blind	6091000				80.0	80.0			40.0		40.0
6	Ark School For Deaf	6092000				-	-			-		-
7	Arkadelphia School District	1002000	76	76	30	39.5	22	28.9	19	25.0	20	26.3
8	Arkansas School Math & Sciences	8099000	41	41		-	-			-		-
9	Arkansas Virtual Academy	6043700				-	-			-		-
10	Armored School District	4701000	16	16		37.5	37.5			31.3		25.0
11	Ashdown School District	4101000	40	40	15	37.5	13	32.5		10.0		20.0
12	Atkins School District	5801000	29	29	13	44.8		20.7		31.0		31.0
13	Augusta School District	7401000	12	12	12	100.0	10	83.3		58.3		50.0
14	Bald Knob School District	7301000	32	32		15.6		12.5		6.3		6.3
15	Barton-Lexa School District	5401000	28	28	14	50.0		28.6		21.4	10	35.7
16	Batesville School District	3201000	82	82	31	37.8	26	31.7	18	22.0	17	20.7
17	Bauxite School District	6301000	41	41	21	51.2	16	39.0	11	26.8	10	24.4
18	Bay School District	1601000	14	14		50.0		28.6		14.3		35.7
19	Bearden School District	5201000	14	14		64.3		50.0		42.9		35.7
20	Beebe School District	7302000	103	103	34	33.0	23	22.3	20	19.4	18	17.5
21	Benton County School of Arts	0440700	11	11		54.5		45.5		9.1		9.1
22	Benton School District	6302000	162	162	39	24.1	30	18.5	22	13.6	18	11.1
23	Bentonville School District	0401000	360	360	92	25.6	51	14.2	49	13.6	46	12.8
24	Bergman School District	0502000	40	40	16	40.0	13	32.5		20.0		15.0
25	Berryville School District	0801000	34	34	11	32.4		23.5		17.6		20.6
26	Bismarck School District	3001000	32	32	16	50.0		28.1	11	34.4		21.9
27	Blevins School District	2901000	15	15	13	86.7	10	66.7		53.3		53.3
28	Blytheville School District	4702000	80	80	57	71.3	43	53.8	45	56.3	44	55.0
29	Booneville School District	4201000	50	50	21	42.0	17	34.0		18.0	12	24.0
30	Bradford School District	7303000	18	18		44.4		38.9		16.7		5.6
31	Bradley School District	3701000	11	11		27.3		18.2		-		9.1
32	Brinkley School District	4801000	18	18	12	66.7		44.4		50.0		44.4
33	Brookland School District	1603000	35	35	16	45.7	15	42.9		14.3		14.3
34	Bryant School District	6303000	280	280	74	26.4	55	19.6	36	12.9	44	15.7
35	Buffalo Island Central School District	1605000	18	18		27.8		11.1		22.2		5.6
36	Cabot School District	4304000	355	355	119	33.5	97	27.3	61	17.2	55	15.5
37	Caddo Hills School District	4901000	16	16		31.3		12.5		18.8		18.8
38	Calico Rock School District	3301000	11	11		27.3		18.2		9.1		9.1
39	Camden Fairview School District	5204000	84	84	45	53.6	32	38.1	29	34.5	30	35.7
40	Carlisle School District	4303000	22	22	14	63.6	11	50.0	10	45.5		31.8
41	Cave City School District	6802000	37	37	23	62.2	18	48.6	15	40.5	12	32.4
42	Cedar Ridge School District	3212000	22	22	14	63.6	13	59.1	10	45.5		40.9
43	Cedarville School District	1702000	31	31	11	35.5		22.6		16.1		6.5
44	Centerpoint School District	5502000	38	38	18	47.4	11	28.9	13	34.2		23.7

## 2-Year Remediation Rates by High School District

No.	District Name	District LEA	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
45	Charleston School District	2402000	44	44	16	36.4	11	25.0		20.5		20.5
46	Clarendon School District	4802000	19	19	15	78.9	13	68.4		42.1		26.3
47	Clarksville School District	3601000	60	60	23	38.3	16	26.7	15	25.0	14	23.3
48	Cleveland County School District	1305000	35	35	11	31.4		17.1		14.3		5.7
49	Clinton School District	7102000	40	40	16	40.0	13	32.5		22.5		20.0
50	Concord School District	1201000				57.1		57.1		28.6		28.6
51	Conway School District	2301000	334	334	114	34.1	87	26.0	57	17.1	47	14.1
52	Corning School District	1101000	18	18		50.0		33.3		44.4		38.9
53	Cossatot River School District	5707000	36	36	25	69.4	15	41.7	13	36.1	11	30.6
54	Cotter School District	0302000	21	21	13	61.9	10	47.6		38.1		23.8
55	County Line School District	2403000	16	16		25.0		12.5		25.0		12.5
56	Covenant Keepers Charter School	6044700				-		-		-		-
57	Cross County School District	1901000	16	16		50.0		43.8		25.0		18.8
58	Crossett School District	0201000	67	66	40	60.6	36	54.5	30	45.5	29	43.9
59	Cutter-Morning Star School District	2601000	31	29	21	72.4	11	37.9	16	55.2		31.0
60	Danville School District	7503000	29	29	19	65.5	16	55.2	15	51.7	11	37.9
61	Dardanelle School District	7504000	62	62	28	45.2	14	22.6	18	29.0		12.9
62	Decatur School District	0402000	12	12		41.7		33.3		41.7		25.0
63	Deer/Mt. Judea School District	5106000				37.5		25.0		-		25.0
64	DeQueen School District	6701000	51	51	28	54.9	12	23.5	21	41.2	16	31.4
65	Dermott School District	0901000	15	15	12	80.0	12	80.0	11	73.3		60.0
66	Des Arc School District	5901000	24	24	16	66.7	14	58.3	10	41.7		33.3
67	Dewitt School District	0101000	44	44	23	52.3	19	43.2	13	29.5	16	36.4
68	Dierks School District	3102000	21	21	10	47.6		28.6		33.3		28.6
69	Dollarway School District	3502000	61	60	48	80.0	43	71.7	35	58.3	26	43.3
70	Dover School District	5802000	44	44	23	52.3	19	43.2	10	22.7	12	27.3
71	Dreamland Academy	6042700				-		-		-		-
72	Drew Central School District	2202000	33	33	23	69.7	15	45.5	19	57.6	17	51.5
73	Dumas School District	2104000	56	55	34	61.8	27	49.1	24	43.6	21	38.2
74	Earle School District	1802000	17	17	13	76.5	12	70.6		41.2		47.1
75	East End School District	5301000	31	31	13	41.9		25.8		29.0		25.8
76	East Poinsett Co. School District	5608000	24	24	20	83.3	18	75.0	12	50.0	12	50.0
77	El Dorado School District	7001000	152	151	103	68.2	83	55.0	77	51.0	70	46.4
78	Elkins School District	7201000	38	38	13	34.2	10	26.3		15.8		13.2
79	Emerson-Taylor School District	1408000	17	17		17.6		5.9		5.9		5.9
80	England School District	4302000	33	33	25	75.8	19	57.6	15	45.5	14	42.4
81	Estern Elementary Public Charter	6045700				-		-		-		-
82	Estern Middle Public Charter	6046700				-		-		-		-
83	eStern School District	6047700				-		-		-		-
84	Eureka Springs School District	0802000	24	24	10	41.7		33.3		20.8		16.7
85	Farrington School District	7202000	67	67	23	34.3	20	29.9	12	17.9	11	16.4
86	Fayetteville School District	7203000	289	289	77	26.6	53	18.3	42	14.5	29	10.0
87	Flippin School District	4501000	22	22	13	59.1	10	45.5		22.7		36.4
88	Focus Learning Academy	2347000				-		-		-		-
89	Fordyce School District	2002000	37	37	23	62.2	17	45.9	18	48.6	15	40.5
90	Foreman School District	4102000	16	16		43.8		18.8		18.8		37.5
91	Forrest City School District	6201000	96	96	68	70.8	60	62.5	52	54.2	52	54.2

## 2-Year Remediation Rates by High School District

No.	District Name	District LEA	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
92	Fort Smith School District	6601000	416	416	111	26.7	89	21.4	47	11.3	45	10.8
93	Fouke School District	4603000	15	15	15	13.3	13	13.3				13.3
94	Fountain Lake School District	2602000	49	49	21	42.9	13	26.5	13	26.5		16.3
95	Genoa Central School District	4602000	12	12		25.0		8.3		16.7		8.3
96	Gentry School District	0403000	33	33	17	51.5		24.2	10	30.3		21.2
97	Glen Rose School District	3002000	33	33	15	45.5	12	36.4	10	30.3		21.2
98	Gosnell School District	4708000	43	43	29	67.4	19	44.2	20	46.5	16	37.2
99	Gravette School District	0404000	33	33	17	51.5	13	39.4	12	36.4		27.3
100	Green Forest School District	0803000	13	13		53.8		38.5		38.5		30.8
101	Greenbrier School District	2303000	106	106	37	34.9	26	24.5	18	17.0	21	19.8
102	Greene Co. Tech School District	2807000	115	115	41	35.7	30	26.1	25	21.7	22	19.1
103	Greenland School District	7204000	20	20		40.0		35.0		15.0		15.0
104	Greenwood School District	6602000	151	151	36	23.8	29	19.2	14	9.3	12	7.9
105	Gurdon School District	1003000	26	26	11	42.3		23.1	10	38.5		34.6
106	Guy-Perkins School District	2304000	20	20	10	50.0		35.0		35.0		20.0
107	Haas Hall Academy	7240700	24	24		16.7		12.5		-		4.2
108	Hackett School District	6603000	19	19	12	63.2		42.1		42.1		10.5
109	Hamburg School District	0203000	37	36	24	66.7	21	58.3	17	47.2	14	38.9
110	Hampton School District	0701000	26	26	16	61.5	10	38.5	14	53.8	13	50.0
111	Harmony Grove School District (Ouachita Co.)	5205000	41	41	13	31.7		22.0		22.0		19.5
112	Harmony Grove School District (Saline Co.)	6304000	28	28	11	39.3		32.1		21.4		28.6
113	Harrison School District	5602000	28	28	14	50.0	10	35.7		17.9	13	21.4
114	Harrison School District	0503000	82	82	31	37.8	26	31.7	16	19.5	13	15.9
115	Hartford School District	6604000				37.5		37.5		12.5		25.0
116	Hazen School District	5903000	14	14		57.1		42.9		42.9		28.6
117	Heber Springs School District	1202000	60	60	19	31.7	14	23.3	13	21.7	10	16.7
118	Hector School District	5803000	22	22	10	45.5		40.9		27.3		27.3
119	Helena/W.Helena School District	5403000	79	79	62	78.5	59	74.7	46	58.2	44	55.7
120	Hermitage School District	0601000				100.0		40.0		80.0		80.0
121	Highland School District	6804000	45	45	16	35.6	12	26.7	11	24.4	11	24.4
122	Hillcrest School District	3809000				44.4		22.2		44.4		33.3
123	Hope Academy	3540700				-		-		-		-
124	Hope School District	2903000	66	66	38	57.6	32	48.5	27	40.9	20	30.3
125	Horatio School District	6703000	23	23	12	52.2	11	47.8		39.1		17.4
126	Hot Springs School District	2603000	71	71	37	52.1	25	35.2	29	40.8	26	36.6
127	Hoxie School District	3804000	21	21		42.9		42.9		19.0		14.3
128	Hughes School District	6202000	19	19	19	100.0	18	94.7	15	78.9	16	84.2
129	Huntsville School District	4401000	55	55	15	27.3		10.9	11	20.0		12.7
130	Imboden Charter School District	3840700				-		-		-		-
131	Izard County Cons. School District	3306000	13	13		30.8		15.4		30.8		23.1
132	Jackson County School District	3405000	31	31	18	58.1	15	48.4		16.1		16.1
133	Jacksonville Lighthouse Charter School District	6050700				-		-		-		-
134	Jasper School District	5102000	22	22		31.8		27.3		18.2		4.5
135	Jessieville School District	2604000	36	36		22.2		13.9		8.3		8.3
136	Jonesboro School District	1603000	142	142	53	37.3	43	30.3	34	23.9	19	13.4
137	Junction City School District	7003000	19	19	12	63.2	11	57.9		42.1	10	52.6
138	Kipp Delta Charter Public School District	5440700	11	11		45.5		27.3		18.2		18.2

2-Year Remediation Rates by High School District

No.	District Name	District LEA	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
139	Kirby School District	5503000	16	16		31.3	25.0	18.8	12.5			
140	Lafayette County School District	3704000	25	25	19	76.0	60.0	52.0	13	52.0		
141	Lake Hamilton School District	2605000	147	145	55	37.9	23.4	22.8	20	13.8		
142	Lakeside School District (Chicot County)	0903000	32	32	23	71.9	59.4	18	56.3	20	62.5	
143	Lakeside School District (Garland Co.)	2606000	107	106	34	32.1	20	18.9	24	22.6	21	19.8
144	Lamar School District	3604000	34	34	28	82.4	17	50.0	22	64.7	16	47.1
145	Lavaca School District	6605000	35	35	17	48.6	14	40.0		22.9		8.6
146	Lawrence County School District	3810000	31	31	19	61.3	13	41.9	16	51.6		29.0
147	Lead Hill School District	0506000	11	11		54.5		36.4		18.2		
148	Lee County School District	3904000	36	36	30	83.3	24	66.7	23	63.9	20	55.6
149	Lincoln School District	7205000	31	31		22.6		16.1		19.4		9.7
150	Lisa Academy	6041700	29	28		21.4		17.9		10.7		10.7
151	Lisa Academy North	6048700				-		-		-		-
152	Little Rock Preparatory Academy	6049700				-		-		-		-
153	Little Rock School District	6001000	661	660	389	58.9	347	52.6	249	37.7	220	33.3
154	Little Rock Urban Collegiate Public Charter	6051700				-		-		-		-
155	Lonoke School District	4301000	64	64	32	50.0	25	39.1	17	26.6	15	23.4
156	Magazine School District	4202000	21	21		38.1		23.8		28.6		19.0
157	Magnet Cove School District	3003000	28	28	11	39.3		21.4		29.0		17.9
158	Magnolia School District	1402000	89	88	46	52.3	35	39.8	39	44.3	38	43.2
159	Maivern School District	3004000	71	71	33	46.5	26	36.6	22	31.0	20	28.2
160	Mammoth Spring School District	2501000	11	11		36.4		27.3		9.1		18.2
161	Manila School District	4712000	53	53	23	43.4	16	30.2	12	22.6	16	30.2
162	Mansfield School District	6606000	35	35	17	48.6	16	45.7		22.9		17.1
163	Marion School District	1804000	127	127	71	55.9	61	48.0	46	36.2	46	36.2
164	Marked Tree School District	5604000	18	18		50.0		38.9		44.4		44.4
165	Marquette School District	2803000	12	12		75.0		75.0		41.7		16.7
166	Marvell School District	5404000	25	25	21	84.0	17	68.0	17	68.0	17	68.0
167	Mayflower School District	2305000	38	38	19	50.0	17	44.7		18.4		23.7
168	Maynard School District	6102000	13	13	10	76.9		53.8		69.2		23.1
169	McCroy School District	7403000	17	17		17.6		5.9		5.9		11.8
170	McGehee School District	2105000	55	55	33	60.0	26	47.3	16	29.1	23	41.8
171	Meibourne School District (Izard Co.)	3302000	26	26	10	38.5		30.8		11.5		11.5
172	Mena School District	5703000	83	83	25	30.1	17	20.5	14	16.9	12	14.5
173	Midland School District	3211000	14	14		42.9		35.7		36.7		28.6
174	Mineral Springs School District	3104000	20	20	11	55.0		40.0		25.0		10.0
175	Monticello School District	2203000	61	60	27	45.0	21	35.0	21	35.0	20	33.3
176	Mount Ida School District	4902000	22	22		40.9		27.3		22.7		27.3
177	Mountain Home School District	0303000	93	93	38	40.9	30	32.3	24	25.8	21	22.6
178	Mountain Pine School District	2607000	12	12		25.0		16.7		25.0		16.7
179	Mountain View School District	6901000	65	65	25	38.5	10	15.4	13	20.0	10	15.4
180	Mountainburg School District	1703000	24	24		25.0		12.5		4.2		12.5
181	Mt. Vernon/Enola School District	2306000	11	11		18.2		18.2		9.1		9.1
182	Mulberry/Pleasant View Bi-County School District	1704000	12	12		25.0		16.7		16.7		8.3
183	North Little Rock School District	6002000	319	319	165	51.7	141	44.2	104	32.6	86	27.0
184	Nashville School District	3105000	57	57	22	38.6	19	33.3	13	22.8	12	21.1
185	Nemo Vista School District	1503000	14	14	10	71.4		64.3		28.6		21.4

## 2-Year Remediation Rates by High School District

No.	District Name	District LEA	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
186	Nettleton School District	1611000	104	104	31	29.8	25	24.0	12	11.5	13	12.5
187	Nevada School District	5080000	13	13	10	76.9	38.5	38.5	11	26.2	13	53.8
188	Newport School District	3403000	42	42	22	52.4	17	40.5	11	26.2	13	31.0
189	Norfolk School District	0304000				50.0		50.0		12.5		12.5
190	Norphlet School District	7006000	26	26	12	46.2		26.9	10	38.5	11	42.3
191	Northwest Arkansas Academy of Fine Arts	0441700				-		-		-		-
192	Omaha School District	0504000				44.4		33.3		11.1		11.1
193	Oscola (OCABS) Comm Arts-Business Charter School	4740700				100.0		50.0		50.0		50.0
194	Oscola School District	4713000	43	43	35	81.4	32	74.4	22	51.2	22	51.2
195	Ouachita River School District	5705000	22	21		38.1		33.3		14.3		19.0
196	Ouachita School District	3005000	14	14		50.0		35.7		21.4		14.3
197	Ozark Mountain School District	6505000	15	15		60.0		46.7		26.7		26.7
198	Ozark School District	2404000	57	57	31	54.4	27	47.4	20	35.1	17	29.8
199	Palestine-Wheatley School District	6205000	20	20	14	70.0	12	60.0	11	55.0	12	60.0
200	Pangburn School District	7309000	15	15		46.7		46.7		26.7		26.7
201	Paragould School District	2808000	68	68	30	44.1	18	26.5	16	23.5	12	17.6
202	Paris School District	4203000	42	42	16	38.1	11	26.2		16.7		16.7
203	Parkers Chapel School District	7007000	30	30	11	36.7		26.7		20.0		16.7
204	Pea Ridge School District	0407000	45	45	12	26.7		15.6		8.9		15.6
205	Perryville School District	5303000	42	42	13	31.0		19.0		16.7		9.5
206	Piggott School District	1104000	27	27	13	48.1	11	40.7		29.6		22.2
207	Pine Bluff School District	3505000	161	161	110	68.3	94	58.4	73	45.3	59	36.6
208	Pocahontas School District	6103000	64	64	37	57.8	31	48.4	19	29.7	13	20.3
209	Pottsville School District	5804000	76	76	31	40.8	28	36.8	14	18.4	16	21.1
210	Poyen School District	2703000	10	10		40.0		40.0		30.0		30.0
211	Prairie Grove School District	7206000	35	35	14	40.0	10	28.6		8.6		14.3
212	Prescott School District	5006000	45	45	33	73.3	24	53.3	22	48.9	23	51.1
213	Pulaski County Special School District	6003000	423	422	251	59.5	224	53.1	163	38.6	141	33.4
214	Quitman School District	1203000	18	18		27.8		22.2		16.7		11.1
215	Rector School District	1109000	20	20		45.0		35.0		25.0		20.0
216	Riverside School District	1613000	22	22	12	54.5		36.4	10	45.5		22.7
217	Riverview School District	7307000	31	31	18	58.1	13	41.9	10	32.3		16.1
218	Rogers School District	0405000	189	189	74	39.2	45	23.8	48	25.4	36	19.0
219	Rose Bud School District	7310000	25	25	11	44.0		24.0		36.0		8.0
220	Russellville School District	5805000	188	188	68	36.2	57	30.3	36	19.1	26	13.8
221	Salem School District	2502000	26	26		23.1		11.5		19.2		19.2
222	School of Excellence Charter	0140700				-		-		-		-
223	Scranton School District	4204000	16	16		37.5		31.3		25.0		12.5
224	Searcy County School District	6502000	24	24	12	50.0		37.5		25.0		29.2
225	Searcy School District	7311000	121	121	20	16.5	13	10.7	10	8.3		5.0
226	Sheridan School District	2705000	138	138	43	31.2	22	15.9	27	19.6	22	15.9
227	Shirley School District	7104000	18	18	11	61.1	10	55.6		33.3		38.9
228	Siloam Springs School District	0406000	80	80	28	35.0	20	25.0	20	25.0	19	23.8
229	Sloan-Hendrix School District	3806000	23	23	12	52.2	10	43.5		39.1		21.7
230	Smackover School District	7008000	25	25	13	52.0		36.0		32.0		32.0
231	South Conway Co. School District	1507000	81	81	39	48.1	28	34.6	24	29.6	28	34.6
232	South Mississippi County School District	4706000	46	46	32	69.6	28	60.9	16	34.8	14	30.4



## 2-Year Remediation Rates by High School District

No.	District Name	District LEA	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
					Number	Percent	Number	Percent	Number	Percent	Number	Percent
233	South Pike County School District	5504000	28	28	13	46.4	11	39.3		28.6		21.4
234	South Side School District	7105000	14	14		50.0		42.9		21.4		14.3
235	Southside School District	3209000	38	38	15	39.5	11	28.9	11	28.9	10	26.3
236	Spring Hill School District	2906000	11	11		54.5		27.3		45.5		27.3
237	Springdale School District	7207000	425	425	166	39.1	113	26.6	90	21.2	80	18.8
238	Star City School District	4003000	55	54	29	53.7	21	38.9	22	40.7	20	37.0
239	Stephens School District	5206000	17	17	13	76.5	10	58.8	10	58.8	10	58.8
240	Strong-Huttig School District	7009000	15	14	12	85.7		64.3	10	71.4		57.1
241	Stuttgart School District	0104000	58	58	30	51.7	25	43.1	17	29.3	15	25.9
242	Texarkana School District	4605000	42	42	25	59.5	16	38.1	17	40.5	17	40.5
243	Trumann School District	5605000	25	25		20.0		8.0		8.0		4.0
244	Two Rivers School District	7510000	23	23	12	52.2		39.1	11	47.8		21.7
245	Valley Springs School District	0505000	40	40	14	35.0	11	27.5		20.0		17.5
246	Valley View School District	1612000	96	96	27	28.1	20	20.8	15	15.6	10	10.4
247	Van Buren School District	1705000	199	199	56	28.1	47	23.6	29	14.6	22	11.1
248	Vilonia School District	2307000	131	131	45	34.4	32	24.4	22	16.8	12	9.2
249	Viola School District	2503000	15	15		40.0		13.3		26.7		33.3
250	Waldron School District	6401000	42	40	17	42.5	15	37.5	10	25.0	10	25.0
251	Warren School District	0602000	46	46	31	67.4	28	60.9	25	54.3	20	43.5
252	Watson Chapel School District	3509000	132	132	79	59.8	57	43.2	55	41.7	41	31.1
253	West Fork School District	7208000	49	49	22	44.9	15	30.6	12	24.5	11	22.4
254	West Memphis School District	1803000	161	161	113	70.2	98	60.9	88	54.7	87	54.0
255	West Side School District	1204000	20	20	10	50.0		30.0		25.0		15.0
256	Western Yell Co. School District	7509000	20	20	11	55.0		40.0		40.0		15.0
257	Westside Cons. School District	1602000	47	47	19	40.4	16	34.0	11	23.4	10	21.3
258	Westside School District	3606000	16	16	11	68.8		50.0		50.0		43.8
259	White Co. Central School District	7304000	21	21	13	61.9	12	57.1		33.3		38.1
260	White Hall School District	3510000	127	127	51	40.2	41	32.3	33	26.0	20	15.7
261	Wonderview School District	1505000	20	20	12	60.0	10	50.0		25.0		10.0
262	Woodlawn School District	1304000	23	23		39.1		30.4		30.4		30.4
263	Wynne School District	1905000	107	107	42	39.3	29	27.1	31	29.0	25	23.4
264	Yellville-Summit School District	4502000	30	30	15	50.0	12	40.0		30.0		26.7
<b>All Public HS Districts</b>			<b>14,023</b>	<b>14,003</b>	<b>6,227</b>	<b>44.5</b>	<b>4,804</b>	<b>34.3</b>	<b>3,824</b>	<b>27.3</b>	<b>3,329</b>	<b>23.8</b>

**NOTES:**

1. First-Time Students - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.
2. Test Takers - this is a subset of First-Time Students that took the ACT, SAT, Asset, or Compass exam.
3. Counts of less than 10 are hidden due to FERPA.

# 1-Year Remediation Rates by High School District

Remediation Rates for Students Graduating High School within the Last Year  
 Academic Year = 2012 ( Fall Term Only), Students graduated from High School in 2011.

No.	District Name	District LEA	AY2011 HS Graduates	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
						Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	Academics Plus School District	6040700	18	11	11	40	18.2	32	9.1	16	-	17	9.1
2	Alma School District	1701000	235	122	122	40	32.8	32	26.2	16	13.1	17	13.9
3	Alpena School District	0501000	37	12	12	-	33.3	-	16.7	-	16.7	-	16.7
4	Arise Charter	2240700	-	-	-	-	-	-	-	-	-	-	-
5	Ark School For Blind	6091000	15	-	-	-	75.0	-	75.0	-	50.0	-	50.0
6	Ark School For Deaf	6092000	-	-	-	-	-	-	-	-	-	-	-
7	Arkadelphia School District	1020000	131	72	72	28	38.9	20	27.8	17	23.6	19	26.4
8	Arkansas School Math & Sciences	8099000	-	37	37	-	-	-	-	-	-	-	-
9	Arkansas Virtual Academy	6043700	-	-	-	-	-	-	-	-	-	-	-
10	Armour School District	4701000	26	15	15	14	40.0	12	40.0	12	33.3	10	26.7
11	Ashdown School District	4101000	87	39	39	14	35.9	12	30.8	7	7.7	7	17.9
12	Atkins School District	5801000	57	25	25	21	36.0	16	16.0	11	28.0	10	24.0
13	Augusta School District	7401000	33	12	12	12	100.0	10	83.3	10	58.3	10	50.0
14	Bald Knob School District	7301000	75	30	30	14	13.3	10	10.0	10	6.7	10	6.7
15	Barton-Lexa School District	5401000	59	28	28	31	50.0	26	28.6	18	21.4	10	35.7
16	Batesville School District	3201000	162	82	82	40	37.8	16	31.7	11	22.0	17	20.7
17	Bauxite School District	6301000	86	40	40	21	52.5	16	40.0	11	27.5	10	25.0
18	Bay School District	1601000	41	13	13	13	46.2	13	23.1	13	15.4	13	38.5
19	Bearden School District	5201000	44	13	13	33	61.5	22	46.2	20	38.5	18	30.8
20	Beebe School District	7302000	197	100	100	33	33.0	22	22.0	20	20.0	18	18.0
21	Benton County School of Arts	0440700	35	-	-	-	55.6	-	44.4	-	11.1	-	11.1
22	Benton School District	6302000	263	152	152	36	23.7	28	18.4	19	12.5	18	11.8
23	Bentonville School District	0401000	747	348	348	85	24.4	47	13.5	43	12.4	42	12.1
24	Bergman School District	0502000	80	39	39	16	41.0	13	33.3	13	20.5	15	15.4
25	Berryville School District	0801000	126	32	32	10	31.3	10	25.0	11	18.8	11	18.8
26	Bismarck School District	3001000	66	32	32	16	50.0	10	28.1	11	34.4	11	21.9
27	Blevins School District	2901000	29	14	14	12	85.7	10	71.4	10	50.0	10	50.0
28	Blytheville School District	4702000	160	75	75	52	69.3	38	50.7	41	54.7	40	53.3
29	Booneville School District	4201000	99	47	47	19	40.4	15	31.9	15	17.0	11	23.4
30	Bradford School District	7303000	35	18	18	18	44.4	15	38.9	16	16.7	16	5.6
31	Bradley School District	3701000	33	11	11	12	27.3	12	18.2	12	-	12	9.1
32	Brinkley School District	4801000	39	18	18	12	66.7	15	44.4	15	50.0	15	44.4
33	Brookland School District	1603000	85	35	35	16	45.7	15	42.9	15	14.3	15	14.3
34	Bryant School District	6303000	482	265	265	66	24.9	49	18.5	31	11.7	40	15.1
35	Buffalo Island Central School District	1605000	34	18	18	106	27.8	84	11.1	55	22.2	49	5.6
36	Cabot School District	4304000	612	338	338	106	31.4	84	24.9	55	16.3	49	14.5
37	Caddo Hills School District	4901000	29	15	15	15	33.3	13	13.3	13	20.0	13	20.0
38	Calico Rock School District	3301000	37	11	11	11	27.3	11	18.2	11	9.1	11	9.1
39	Camden Fairview School District	5204000	166	80	80	42	52.5	31	38.8	26	32.5	28	35.0
40	Carlisle School District	4303000	44	22	22	14	63.6	11	50.0	10	45.5	12	31.8
41	Cave City School District	6802000	87	37	37	23	62.2	18	48.6	15	40.5	12	32.4
42	Cedar Ridge School District	3212000	58	21	21	14	66.7	13	61.9	10	47.6	10	42.9
43	Cedarville School District	1702000	77	31	31	11	35.5	11	22.6	11	16.1	11	6.5

### 1-Year Remediation Rates by High School District

No.	District Name	District LEA	AY2011 HS Graduates	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
						Number	Percent	Number	Percent	Number	Percent	Number	Percent
44	Centerpoint School District	5502000	65	37	37	17	45.9	11	29.7	12	32.4		21.6
45	Charleston School District	2402000	69	43	43	15	34.9	11	25.6		18.6		20.9
46	Clarendon School District	4802000	44	17	17	13	76.5	11	64.7		41.2		23.5
47	Clarksville School District	3601000	125	57	57	21	36.8	14	24.6	14	24.6	13	22.8
48	Cleveland County School District	1305000	54	34	34	11	32.4		17.6		14.7		5.9
49	Clinton School District	7102000	86	39	39	15	38.5	12	30.8		20.5		17.9
50	Concord School District	1201000	23				50.0		50.0		16.7		16.7
51	Conway School District	2301000	555	323	323	107	33.1	81	25.1	52	16.1	45	13.9
52	Corning School District	1101000	80	17	17		47.1		35.3		47.1		35.3
53	Cossatot River School District	5707000	82	35	35	24	68.6	15	42.9	12	34.3	10	28.6
54	Cotter School District	0302000	44	21	21	13	61.9	10	47.6		38.1		23.8
55	County Line School District	2403000	36	14	14		14.3		7.1		14.3		7.1
56	Governant Keepers Charter School	6044700					-		-		-		-
57	Gross County School District	1901000	48	15	15		46.7		46.7		20.0		20.0
58	Crossett School District	0201000	124	63	62	37	59.7	34	54.8	28	45.2	27	43.5
59	Cutter-Morning Star School District	2601000	82	26	24	17	70.8	10	41.7	12	50.0		33.3
60	Danville School District	7503000	58	27	27	17	63.0	15	55.6	13	48.1		33.3
61	Dardanelle School District	7504000	108	58	58	26	44.8	12	20.7	18	31.0		12.1
62	Decatur School District	0402000	22	10	10		30.0		20.0		30.0		30.0
63	Deer/Mt. Judea School District	5106000	24				37.5		25.0		-		25.0
64	DeQueen School District	6701000	127	47	47	24	51.1	10	21.3	17	36.2	12	25.5
65	Dermott School District	0901000	41	15	15	12	80.0	12	80.0	11	73.3		60.0
66	Des Arc School District	5901000	43	22	22	14	63.6	12	54.5	12	36.4		27.3
67	Dewitt School District	0101000	92	42	42	21	50.0	17	40.5	12	28.6	15	35.7
68	Dierks School District	3102000	45	20	20	20	45.0		30.0		30.0		30.0
69	Dollarway School District	3502000	124	51	50	39	78.0	34	68.0	28	56.0	22	44.0
70	Dover School District	5802000	82	40	40	19	47.5	15	37.5		20.0		22.5
71	Dreamland Academy	6042700					-		-		-		-
72	Drew Central School District	2202000	82	31	31	21	67.7	13	41.9	18	58.1	16	51.6
73	Dumas School District	2104000	100	53	52	31	59.6	25	48.1	23	44.2	19	36.5
74	Earle School District	1802000	58	16	16	12	75.0	11	68.8		37.5		43.8
75	East End School District	5301000	48	29	29	11	37.9		24.1		24.1		20.7
76	East Poinsett Co. School District	5608000	40	21	21	17	81.0	15	71.4		42.9	10	47.6
77	EI Dorado School District	7001000	250	143	142	94	66.2	76	53.5	71	50.0	61	43.0
78	Elkins School District	7201000	83	37	37	12	32.4		24.3		13.5		10.8
79	Emerson-Taylor School District	1408000	41	16	16		12.5		6.3		-		6.3
80	England School District	4302000	61	32	32	24	75.0	18	56.3	14	43.8	13	40.6
81	Estem Elementary Public Charter	6045700					-		-		-		-
82	Estem Middle Public Charter	6046700					-		-		-		-
83	eStem School District	6047700					-		-		-		-
84	Eureka Springs School District	0802000	58	24	24	10	41.7		33.3		20.8		16.7
85	Farrington School District	7202000	146	65	65	23	35.4	20	30.8	12	18.5	11	16.9
86	Fayetteville School District	7203000	563	275	275	68	24.7	47	17.1	35	12.7	24	8.7
87	Flippin School District	4501000	61	20	20	12	60.0		45.0		25.0		35.0
88	Focus Learning Academy	2347000					-		-		-		-
89	Fordyce School District	2002000	80	35	35	21	60.0	16	45.7	16	45.7	13	37.1

# 1-Year Remediation Rates by High School District

No.	District Name	District LEA	AY2011 HS Graduates	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
						Number	Percent	Number	Percent	Number	Percent	Number	Percent
90	Foreman School District	4102000	31	15	15	40.0	20.0	56	61.5	48	52.7	47	51.6
91	Forrest City School District	6201000	192	91	91	63	69.2	76	19.1	40	10.1	37	9.3
92	Fort Smith School District	6601000	768	397	397	96	24.2	13.3	13.3	11	26.8	14.6	14.6
93	Fouke School District	4603000	55	15	15	16	39.0	8.3	8.3	10	31.3	21.9	21.9
94	Fountain Lake School District	2602000	78	41	41	16	50.0	12	37.5	18	45.0	15	37.5
95	Genoa Central School District	4602000	42	12	12	16	46.9	13	40.6	12	37.5	28.1	28.1
96	Gentry School District	0403000	105	32	32	15	67.5	18	45.0	12	33.3	25.0	25.0
97	Glen Rose School District	3002000	80	32	32	27	53.1	13	31.6	13	33.3	19	18.8
98	Gosnell School District	4708000	80	40	40	17	50.0	23	22.8	15	14.9	21	18.9
99	Gravette School District	0404000	112	32	32	34	33.7	27	24.3	24	21.6	21	18.9
100	Green Forest School District	0803000	69	12	12	38	34.2	26	31.6	10	10.5	10.5	10.5
101	Greenbrier School District	2303000	198	101	101	33	22.3	26	17.6	13	8.8	11	7.4
102	Greene Co. Tech School District	2807000	238	111	111	11	42.3	23.1	23.1	10	38.5	34.6	34.6
103	Greenland School District	7204000	61	19	19	11	44.4	27.8	27.8	13.6	13.6	4.5	4.5
104	Greenwood School District	6602000	233	148	148	33	22.3	18.2	18.2	13.6	13.6	16.7	16.7
105	Gurdon School District	1003000	51	26	26	11	42.3	23.1	23.1	10	38.5	34.6	34.6
106	Guy-Perkins School District	2304000	37	18	18	18	44.4	27.8	27.8	13.6	13.6	4.5	4.5
107	Haas Hall Academy	7240700	45	22	22	11	61.1	38.9	38.9	16	44.4	13	37.1
108	Hackett School District	6603000	34	18	18	23	65.7	20	57.1	13	45.7	12	48.0
109	Hamburg School District	0203000	117	36	35	15	60.0	10	40.0	13	52.0	20.0	20.0
110	Hampton School District	0701000	53	25	25	13	32.5	33.3	33.3	22.2	22.2	29.6	29.6
111	Harmony Grove School District (Ouachita Co.)	5205000	87	40	40	11	40.7	37.5	37.5	20.8	20.8	20.8	20.8
112	Harmony Grove School District (Saline Co.)	6304000	62	27	27	12	50.0	23	30.3	13	17.1	12	15.8
113	Harrisburg School District	6602000	73	24	24	28	36.8	28.6	28.6	14.3	14.3	14.3	14.3
114	Harrison School District	0503000	152	76	76	14	57.1	42.9	42.9	28.6	28.6	28.6	28.6
115	Hartford School District	6604000	23	14	14	19	32.2	14	23.7	13	22.0	10	16.9
116	Hazen School District	5903000	34	14	14	10	45.5	40.9	40.9	27.3	27.3	27.3	27.3
117	Heber Springs School District	1202000	110	59	59	19	32.2	14	23.7	13	22.0	10	16.9
118	Hector School District	5803000	43	22	22	10	45.5	40.9	40.9	27.3	27.3	27.3	27.3
119	Helena/W.Helena School District	5403000	162	73	73	56	76.7	54	74.0	41	56.2	40	54.8
120	Hermitage School District	0601000	26	26	26	15	100.0	25.0	25.0	11	75.0	10	100.0
121	Highland School District	6804000	106	44	44	15	34.1	11	25.0	11	25.0	10	22.7
122	Hillcrest School District	3809000	30	30	30	15	37.5	12.5	12.5	37.5	37.5	25.0	25.0
123	Hope Academy	3540700	170	57	57	31	64.4	25	43.9	20	35.1	15	26.3
124	Hope School District	2903000	170	57	57	11	50.0	10	45.5	10	36.4	16	18.2
125	Horatio School District	6703000	64	22	22	23	47.9	17	35.4	16	33.3	16	33.3
126	Hot Springs School District	2603000	204	48	48	23	47.9	17	35.4	16	33.3	16	33.3
127	Hoxie School District	3804000	64	21	21	17	100.0	16	94.1	14	82.4	14	82.4
128	Hughes School District	6202000	33	17	17	15	27.3	10.9	10.9	20.0	20.0	12.7	12.7
129	Huntsville School District	4401000	189	55	55	15	27.3	10.9	10.9	20.0	20.0	12.7	12.7
130	Imboden Charter School District	3840700	330	13	13	18	60.0	15	50.0	15	30.8	15	23.1
131	Izard County Cons. School District	3305000	35	30	30	18	60.0	15	50.0	15	30.8	15	23.1
132	Jackson County School District	3405000	66	30	30	18	60.0	15	50.0	15	30.8	15	23.1
133	Jacksonville Lighthouse Charter School District	6050700	60	22	22	31.8	18.2	9.1	9.1	18.2	18.2	4.5	4.5
134	Jasper School District	5102000	60	22	22	31.8	18.2	9.1	9.1	18.2	18.2	4.5	4.5
135	Jessteville School District	2604000	63	33	33	18.2	18.2	9.1	9.1	18.2	18.2	4.5	4.5

### 1-Year Remediation Rates by High School District

No.	District Name	District LEA	AY2011 HS Graduates	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
						Number	Percent	Number	Percent	Number	Percent	Number	Percent
136	Jonesboro School District	1608000	279	130	130	44	33.8	34	26.2	29	22.3	15	11.5
137	Junction City School District	7003000	47	17	17	10	58.8		52.9		35.3		47.1
138	Kipp Delta Charter Public School District	5440700	27	10	10		50.0		30.0		20.0		20.0
139	Kirby School District	5503000	30	16	16		31.3		25.0		18.8		12.5
140	Lafayette County School District	3704000	53	23	23	17	73.9	14	60.9	11	47.8	11	47.8
141	Lake Hamilton School District	2605000	242	124	123	44	35.8	27	22.0	24	19.5	14	11.4
142	Lakeside School District (Chicot County)	0903000	67	31	31	22	71.0	18	58.1	17	54.8	19	61.3
143	Lakeside School District (Garland Co.)	2606000	186	92	92	24	26.1	13	14.1	17	18.5	16	17.4
144	Lamar School District	3604000	73	34	34	28	82.4	17	50.0	22	64.7	16	47.1
145	Lavaca School District	6605000	66	32	32	15	46.9	12	37.5		18.8		3.1
146	Lawrence County School District	3810000	75	29	29	17	58.6	13	44.8	14	48.3		31.0
147	Lead Hill School District	0506000	25	11	11		54.5		45.5		36.4		18.2
148	Lee County School District	3904000	83	34	34	28	82.4	22	64.7	21	61.8	18	52.9
149	Lincoln School District	7205000	93	31	31		22.6		16.1		19.4		9.7
150	Lisa Academy	6041700	37	28	27		22.2		18.5		11.1		11.1
151	Lisa Academy North	6048700					-		-		-		-
152	Little Rock Preparatory Academy	6049700					-		-		-		-
153	Little Rock School District	6001000	1,294	623	622	356	57.2	317	51.0	223	35.9	197	31.7
154	Little Rock Urban Collegiate Public Charter	6051700					-		-		-		-
155	Lonoke School District	4301000	113	58	58	27	46.6	20	34.5	13	22.4	12	20.7
156	Magazine School District	4202000	43	21	21		38.1		23.8		28.6		19.0
157	Magnet Cove School District	3003000	45	27	27	11	40.7		22.2		25.9		18.5
158	Magnolia School District	1402000	185	87	86	44	51.2	33	38.4	37	43.0	36	41.9
159	Malvern School District	3004000	133	68	68	30	44.1	25	36.8	20	29.4	17	25.0
160	Mammoth Spring School District	2501000	40	10	10	10	40.0	10	30.0	10	10.0	10	20.0
161	Manila School District	4712000	82	51	51	21	41.2	15	29.4	11	21.6	14	27.5
162	Mansfield School District	6606000	69	34	34	16	47.1	15	44.1		20.6		14.7
163	Marion School District	1804000	239	121	121	66	54.5	57	47.1	42	34.7	42	34.7
164	Marked Tree School District	5604000	40	18	18		50.0		38.9		44.4		44.4
165	Marmaduke School District	2803000	46	12	12		75.0		75.0		41.7		16.7
166	Marvell School District	5404000	46	23	23	19	82.6	15	65.2	15	65.2	15	65.2
167	Mayflower School District	2305000	69	36	36	17	47.2	15	41.7		16.7		22.2
168	Maynard School District	6102000	60	13	13	10	76.9		53.8		69.2		23.1
169	McCroly School District	7403000	45	16	16		18.8		6.3		6.3		12.5
170	McGehee School District	2105000	95	54	54	32	59.3	25	46.3	16	29.6	22	40.7
171	Melbourne School District (Izard Co.)	3302000	43	25	25	10	40.0		32.0		12.0		12.0
172	Mena School District	5703000	140	81	81	23	28.4	16	19.8	13	16.0	10	12.3
173	Midland School District	3211000	35	14	14		42.9		35.7		35.7		28.6
174	Mineral Springs School District	3104000	40	20	20	11	55.0		40.0		25.0		10.0
175	Monticello School District	2203000	141	57	57	24	42.1	18	31.6	18	31.6	18	31.6
176	Mount Ida School District	4902000	37	19	19		42.1		31.6		21.1		26.3
177	Mountain Home School District	0303000	228	89	89	34	38.2	26	29.2	21	23.6	18	20.2
178	Mountain Pine School District	2607000	32				22.2		11.1		22.2		11.1
179	Mountain View School District	6901000	115	64	64	24	37.5	10	15.6	13	20.3		14.1
180	Mountainburg School District	1703000	43	22	22		27.3		13.6		4.5		13.6
181	Mt. Vernon/Enola School District	2306000	25	11	11		18.2		18.2		9.1		9.1

# 1-Year Remediation Rates by High School District

No.	District Name	District LEA	AY2011 HS Graduates	First-Time Students	Test Takers	Any Remediation		Math		English		Reading		
						Number	Percent	Number	Percent	Number	Percent	Number	Percent	
182	Mulberry/Pleasant View Bi-County School District	1704000	24	12	12		25.0	16.7	16.7		16.7		8.3	
183	North Little Rock School District	6002000	559	300	300	148	49.3	41.7	93	31.0	76	25.3		
184	Nashville School District	3105000	122	57	57	22	38.6	33.3	13	22.8	12	21.1		
185	Nemo Vista School District	1503000	36	14	14	10	71.4	64.3		28.6		21.4		
186	Netleton School District	1611000	205	102	102	30	29.4	23.5	11	10.8	12	11.8		
187	Nevada School District	5008000	30	12	12		75.0	33.3		66.7		50.0		
188	Newport School District	3403000	85	35	35	17	48.6	37.1		22.9	11	31.4		
189	Norfolk School District	0304000	38				50.0	50.0		12.5		12.5		
190	Norphlet School District	7006000	37	26	26	12	46.2	26.9	10	38.5	11	42.3		
191	Northwest Arkansas Academy of Fine Arts	0441700					-	-		-		-		
192	Omaha School District	0504000	27				50.0	37.5		12.5		12.5		
193	Osceola (OCABS) Comm Arts-Business Charter School	4740700	18				100.0	50.0		50.0		50.0		
194	Osceola School District	4713000	79	39	39	31	79.5	71.8	19	48.7	18	46.2		
195	Ouachita River School District	5706000	43	22	21		38.1	33.3		14.3		19.0		
196	Ouachita School District	3005000	28	13	13		46.2	30.8		23.1		7.7		
197	Ozark Mountain School District	6505000	37	13	13		53.8	46.2		15.4		15.4		
198	Ozark School District	2404000	116	53	53	28	52.8	45.3	19	35.8	16	30.2		
199	Palestine-Wheatley School District	6205000	53	18	18	12	66.7	61.1		50.0	10	55.6		
200	Pangburn School District	7309000	42	15	15		46.7	46.7		26.7		26.7		
201	Paragould School District	2808000	143	65	65	28	43.1	24.6	14	21.5	11	16.9		
202	Paris School District	4203000	65	41	41	15	36.6	24.4		17.1		14.6		
203	Parkers Chapel School District	7007000	49	30	30	11	36.7	26.7		20.0		16.7		
204	Pea Ridge School District	0407000	111	44	44	12	27.3	15.9		9.1		15.9		
205	Perryville School District	5303000	79	41	41	13	31.7	19.5		17.1		9.8		
206	Piggott School District	1104000	71	27	27	13	48.1	40.7		29.6		22.2		
207	Pine Bluff School District	3505000	273	151	151	101	66.9	57.6	67	44.4	56	37.1		
208	Pocahontas School District	6103000	135	62	62	36	58.1	48.4	18	29.0	12	19.4		
209	Pottsville School District	5804000	110	74	74	29	39.2	35.1	12	16.2	14	18.9		
210	Poyen School District	2703000	30	10	10		40.0	40.0		30.0		30.0		
211	Prairie Grove School District	7206000	106	35	35	14	40.0	28.6		8.6		14.3		
212	Prescott School District	5006000	80	43	43	31	72.1	51.2	20	46.5	21	48.8		
213	Pulaski County Special School District	6003000	786	396	395	230	58.2	51.6	148	37.5	127	32.2		
214	Quitman School District	1203000	35	18	18		27.8	22.2		16.7		11.1		
215	Rector School District	1106000	37	19	19		42.1	31.6		26.3		21.1		
216	Riverside School District	1613000	51	21	21	11	52.4	33.3		42.9		19.0		
217	Riverview School District	7307000	85	29	29	16	55.2	37.9	11	31.0		13.8		
218	Rogers School District	0405000	879	178	178	67	37.6	21.9	42	23.6	33	18.5		
219	Rose Bud School District	7310000	61	25	25	11	44.0	24.0		36.0		8.0		
220	Russellville School District	5805000	320	180	180	60	33.3	27.2	31	17.2	23	12.8		
221	Salem School District	2502000	51	23	23		17.4	4.3		13.0		13.0		
222	School of Excellence Charter	0140700					-	-		-		-		
223	Scranton School District	4204000	30	16	16		37.5	31.3		25.0		12.5		
224	Searcy County School District	6502000	52	22	22	11	50.0	36.4		22.7		27.3		
225	Searcy School District	7311000	233	116	116	17	14.7	9.5	11	7.8		4.3		
226	Sheridan School District	2705000	243	133	133	41	30.8	21	15.8	26	19.5	21	15.8	
227	Shirley School District	7710400	34	18	18	11	61.1	55.6		33.3		38.9		

# 1-Year Remediation Rates by High School District

No.	District Name	District LEA	AY2011 HS Graduates	First-Time Students	Test Takers	Any Remediation		Math		English		Reading	
						Number	Percent	Number	Percent	Number	Percent	Number	Percent
228	Siloam Springs School District	0406000	290	75	75	25	33.3	18	24.0	18	24.0	18	24.0
229	Sloan-Hendrix School District	3806000	47	22	22	12	54.5	10	45.5		40.9		22.7
230	Smackover School District	7006000	72	25	25	13	52.0		36.0		32.0		32.0
231	South Conway Co. School District	1507000	152	79	79	38	48.1	27	34.2	23	29.1	27	34.2
232	South Mississippi County School District	4706000	91	44	44	30	68.2	26	59.1	16	36.4	13	29.5
233	South Pike County School District	5504000	45	27	27	12	44.4	10	37.0		25.9		18.5
234	South Side School District	7105000	23	13	13		46.2		46.2		15.4		7.7
235	Southside School District	3209000	94	38	38	15	39.5	11	28.9	11	28.9	10	26.3
236	Spring Hill School District	2906000	28	11	11		54.5		27.3		45.5		27.3
237	Springdale School District	7207000	1,123	402	402	152	37.8	102	25.4	81	20.1	74	18.4
238	Star City School District	4003000	103	54	53	28	52.8	20	37.7	21	39.6	19	35.8
239	Stephens School District	5206000	35	16	16	12	75.0	10	62.5		56.3		56.3
240	Strong-Huttig School District	7009000	36	15	14	12	85.7		64.3	10	71.4		57.1
241	Stuttgart School District	0104000	104	56	56	28	50.0	23	41.1	17	30.4	15	26.8
242	Texarkana School District	4605000	252	40	40	23	57.5	14	35.0	16	40.0	16	40.0
243	Trumann School District	5605000	89	25	25		20.0		12.0		8.0		4.0
244	Two Rivers School District	7510000	50	23	23	12	52.2		39.1	11	47.8		21.7
245	Valley Springs School District	0505000	66	37	37	12	32.4		24.3		16.2		13.5
246	Valley View School District	1612000	149	95	95	26	27.4	19	20.0	14	14.7		9.5
247	Van Buren School District	1705000	366	193	193	51	26.4	43	22.3	27	14.0	20	10.4
248	Vilonia School District	2307000	217	129	129	43	33.3	31	24.0	22	17.1	11	8.5
249	Viola School District	2503000	37	15	15		40.0		13.3		26.7		33.3
250	Waldron School District	6401000	90	40	38	15	39.5	13	34.2		23.7		23.7
251	Warren School District	0602000	113	43	43	28	65.1	25	58.1	22	51.2	17	39.5
252	Watson Chapel School District	3509000	235	128	128	78	60.9	57	44.5	54	42.2	41	32.0
253	West Fork School District	7208000	91	48	48	22	45.8	15	31.3	12	25.0	11	22.9
254	West Memphis School District	1803000	298	152	152	104	68.4	89	58.6	81	53.3	78	51.3
255	West Side School District	1204000	34	18	18		50.0		33.3		27.8		11.1
256	Western Yell Co. School District	7509000	35	20	20	11	55.0		40.0		40.0		15.0
257	Westside Cons. School District	1602000	102	46	46	18	39.1	15	32.6	11	23.9	10	21.7
258	Westside School District	3606000	35	15	15	10	66.7		46.7		53.3		40.0
259	White Co. Central School District	7304000	36	19	19	12	63.2	11	57.9		36.8		42.1
260	White Hall School District	3510000	204	123	123	48	39.0	39	31.7	31	25.2	19	15.4
261	Wonderview School District	1505000	28	18	18	11	61.1	10	55.6		22.2		11.1
262	Woodlawn School District	1304000	42	22	22		40.9		31.8		31.8		31.8
263	Wynne School District	1905000	219	102	102	39	38.2	27	26.5	29	28.4	24	23.5
264	Yellville-Summit School District	4502000	77	28	28	13	46.4	10	35.7		28.6		28.6
All Public HS Districts			28,921	13,313	13,296	5,711	43.0	4,383	33.0	3,466	26.1	3,015	22.7

**NOTES:**

1. First-Time Students - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.
2. Test Takers - this is a subset of First-Time Students that took the ACT, SAT, Asset, or Compass exam.
3. Counts of less than 10 are hidden due to FERPA.

## ACT 970 of 2009 Remediation Rates of Students with High School GPA $\geq$ 3.00

Academic Year = 2012 ( Fall Term Only), Students graduated from High School in 2010 or 2011

No.	Inst. Type	Institution	First-Time Students	Test Takers	Test Takers w/ HS GPA $\geq$ 3.00	Any Remediation		Math		English		Reading	
						Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	1	ASUJ	1,480	1,469	1,041	196	18.8	142	13.6	67	6.4	51	4.9
2	1	ATU	1,556	1,556	991	239	24.1	150	15.1	133	13.4	105	10.6
3	1	HSU	810	810	503	142	28.2	91	18.1	79	15.7	78	15.5
4	1	SAUM	622	617	395	91	23.0	32	8.1	65	16.5	61	15.4
5	1	UAF	4,392	4,392	3,888	266	6.8	147	3.8	75	1.9	87	2.2
6	1	UAFS	1,113	1,113	665	122	18.3	85	12.8	46	6.9	41	6.2
7	1	UALR	834	834	481	101	21.0	73	15.2	48	10.0	39	8.1
8	1	UAM	586	573	225	82	36.4	50	22.2	43	19.1	43	19.1
9	1	UAMS	-	-	-	-	-	-	-	-	-	-	-
10	1	UAPB	648	648	193	117	60.6	89	46.1	71	36.8	85	44.0
11	1	UCA	1,863	1,862	1,310	215	16.4	160	12.2	64	4.9	58	4.4
12	2	ANC	264	263	100	52	52.0	39	39.0	28	28.0	23	23.0
13	2	ASUB	760	760	331	98	29.6	81	24.5	56	16.9	36	10.9
14	2	ASUMH	144	144	58	22	37.9	17	29.3	12	20.7	12	20.7
15	2	ASUN	101	101	34	12	35.3	9	26.5	5	14.7	4	11.8
16	2	BRTC	231	231	92	52	56.5	41	44.6	38	41.3	24	26.1
17	2	CCCUA	98	97	40	28	70.0	21	52.5	14	35.0	12	30.0
18	2	CotO	86	86	25	13	52.0	12	48.0	10	40.0	6	24.0
19	2	EACC	141	141	38	22	57.9	18	47.4	11	28.9	11	28.9
20	2	MSCC	246	246	43	29	67.4	23	53.5	18	41.9	21	48.8
21	2	NAC	289	289	108	34	31.5	25	23.1	15	13.9	11	10.2
22	2	NPCC	298	289	82	39	47.6	26	31.7	20	24.4	12	14.6
23	2	NWACC	1,017	1,017	306	135	44.1	81	26.5	67	21.9	65	21.2
24	2	OZC	138	138	39	15	38.5	11	28.2	8	20.5	6	15.4
25	2	PCCUA	149	149	48	34	70.8	25	52.1	13	27.1	18	37.5
26	2	PTC	756	756	16	11	68.8	11	68.8	4	25.0	4	25.0
27	2	RMCC	105	103	39	15	38.5	8	20.5	8	20.5	6	15.4
28	2	SACC	111	111	14	8	57.1	4	28.6	4	28.6	4	28.6
29	2	SAUT	101	101	13	12	92.3	9	69.2	8	61.5	7	53.8
30	2	SEAC	196	196	62	32	51.6	29	46.8	12	19.4	-	-
31	2	UACCB	137	137	52	24	46.2	19	36.5	11	21.2	10	19.2
32	2	UACCH	124	124	36	22	61.1	16	44.4	8	22.2	8	22.2
33	2	UACCM	394	394	134	68	50.7	42	31.3	29	21.6	29	21.6
<b>4-Year Universities</b>			13,904	13,874	9,692	1,571	16.2	1,019	10.5	691	7.1	648	6.7
<b>2-Year Colleges</b>			5,886	5,873	1,710	777	45.4	567	33.2	399	23.3	329	19.2
<b>All Public Colleges</b>			19,790	19,747	11,402	2,348	20.6	1,586	13.9	1,090	9.6	977	8.6

**NOTES:**

1. First-Time Students - these are students that enrolled in college for the first-time (they have never before attended college). This includes students that are seeking an associate or bachelor's degree only. Certificate-seekers are not included.
2. Test Takers - this is a subset of First-Time Students that took the ACT, SAT, Asset, or Compass exam.



## Remediation Attempts

Number of Times the Same Student was Enrolled in the Same Remedial Course during a 5-Year Period

Academic Year = 2011 for students enrolled in AY2007 - AY2011.

NOTE: This does not take into account whether or not the student(s) passed the remedial course, but is only the number of times the course was taken.

No.	IT	Institution	Remed. Regis- trations	1 Attempt Only	1 Attempt Percent	2 Attempts Only	2 Attempts Percent	3 Attempts Only	3 Attempts Percent	4 Attempts Only	4 Attempts Percent	5 or More Attempts	5 or More Attempts Percent	2 or More Attempts	2 or More Attempts Percent	Average Attempts	
1	1	ASUJ	13,620	11,418	83.8%	1,612	11.8%	409	3.0%	123	0.9%	58	0.4%	2,202	16.2%	1.22	
2	1	ATU	11,062	9,654	87.3%	1,133	10.2%	213	1.9%	47	0.4%	15	0.1%	1,408	12.7%	1.16	
3	1	HSU	3,269	2,650	81.1%	488	14.9%	96	2.9%	28	0.9%	619	0.2%	619	18.9%	1.24	
4	1	SAUM	5,043	4,006	79.4%	700	13.9%	193	3.8%	97	1.9%	47	0.9%	1,037	20.6%	1.31	
5	1	UAF	3,577	3,157	88.3%	331	9.3%	70	2.0%	15	0.4%	420	0.1%	420	11.7%	1.15	
6	1	UAFS	17,145	13,878	80.9%	2,572	15.0%	515	3.0%	135	0.8%	45	0.3%	3,267	19.1%	1.24	
7	1	UALR	8,637	6,981	80.8%	1,304	15.1%	254	2.9%	68	0.8%	30	0.3%	1,656	19.2%	1.25	
8	1	UAM	6,940	5,176	74.6%	1,412	20.3%	265	3.8%	66	1.0%	21	0.3%	1,764	25.4%	1.32	
9	1	UAMS			0.0%		0.0%		0.0%		0.0%		0.0%				
10	1	UAPB	14,077	11,594	82.4%	2,208	15.7%	250	1.8%	25	0.2%		0.0%	2,483	17.6%	1.20	
11	1	UCA	8,525	7,214	84.6%	1,185	13.9%	119	1.4%		0.1%		0.0%	1,311	15.4%	1.17	
12	2	ANC	6,230	6,076	97.5%	146	2.3%		0.1%		0.0%		0.0%	154	2.5%	1.03	
13	2	ASUB	10,597	9,117	86.0%	1,173	11.1%	233	2.2%	55	0.5%	19	0.2%	1,480	14.0%	1.18	
14	2	ASUMH	3,174	2,602	82.0%	465	14.7%	89	2.8%	14	0.4%		0.1%	572	18.0%	1.22	
15	2	ASUN	2,393	2,273	95.0%	113	4.7%		0.3%		0.0%		0.0%	120	5.0%	1.05	
16	2	BRTC	9,870	8,732	88.5%	949	9.6%	154	1.6%	27	0.3%		0.1%	1,138	11.5%	1.14	
17	2	CCCUA	4,020	3,626	90.2%	357	8.9%	33	0.8%		0.1%		0.0%	394	9.8%	1.11	
18	2	CoTO	3,616	3,026	83.7%	504	13.9%	66	1.8%	12	0.3%		0.2%	590	16.3%	1.19	
19	2	EACC	7,854	6,256	79.7%	1,348	17.2%	197	2.5%	39	0.5%	14	0.2%	1,598	20.3%	1.24	
20	2	MSCC	12,600	11,155	88.5%	1,205	9.6%	198	1.6%	32	0.3%	10	0.1%	1,445	11.5%	1.14	
21	2	NAC	8,000	7,105	88.8%	770	9.6%	104	1.3%	13	0.2%		0.1%	895	11.2%	1.13	
22	2	NPCC	9,611	8,220	85.5%	1,130	11.8%	218	2.3%	37	0.4%		0.1%	1,391	14.5%	1.18	
23	2	NWACC	18,945	16,192	85.5%	2,164	11.4%	451	2.4%	101	0.5%	37	0.2%	2,753	14.5%	1.19	
24	2	OZC	4,089	3,708	90.7%	329	8.0%	44	1.1%		0.1%		0.0%	381	9.3%	1.11	
25	2	PCCUA	11,736	9,982	85.1%	1,481	12.6%	212	1.8%	31	0.3%	30	0.3%	1,754	14.9%	1.18	
26	2	PTC	41,076	34,142	83.1%	5,794	14.1%	902	2.2%	178	0.4%	60	0.1%	6,934	16.9%	1.20	
27	2	RMCC	2,996	2,759	92.1%	205	6.8%	29	1.0%		0.1%		0.0%	237	7.9%	1.09	
28	2	SACC	5,825	4,403	75.6%	1,095	18.8%	246	4.2%	60	1.0%	21	0.4%	1,422	24.4%	1.32	
29	2	SAUT	3,786	3,125	82.5%	518	13.7%	105	2.8%	30	0.8%		0.2%	661	17.5%	1.22	
30	2	SEAC	10,739	9,429	87.8%	1,103	10.3%	165	1.5%	29	0.3%	13	0.1%	1,310	12.2%	1.15	
31	2	UACCB	6,539	5,783	88.4%	652	10.0%	86	1.3%	15	0.2%		0.0%	756	11.6%	1.13	
32	2	UACCH	3,907	3,488	89.3%	345	8.8%	62	1.6%	10	0.3%		0.1%	419	10.7%	1.13	
33	2	UACCM	9,034	7,998	88.5%	886	9.8%	123	1.4%	24	0.3%		0.0%	1,036	11.5%	1.13	
4-Year Totals				91,895	75,728	82.4%	12,945	14.1%	2,384	2.6%	611	0.7%	227	0.2%	16,167	17.6%	1.22
2-Year Totals				196,637	169,197	86.0%	22,732	11.6%	3,731	1.9%	719	0.4%	258	0.1%	27,440	14.0%	1.17
Public Totals				288,532	244,925	84.9%	35,677	12.4%	6,115	2.1%	1,330	0.5%	485	0.2%	43,607	15.1%	1.19

NOTE: Counts of less than 10 are not shown due to FERPA.

## Remediation Attempts

Number of Times the Same Student was Enrolled in the Same Remedial Course  
during a 5-Year Period Before Passing

Remedial Students that Pass in Academic Year = 2011.

The time period used for determine attempts are from AY2007 - 2011.

NOTE: This only counts students that pass their remedial course in AY2011 and includes the grades of A, B, C, D, S (satisfactory), and CR (credit awarded).

No.	IT	Abbr.	Remed. Students Passing	1 Attempt Only	2 Attempts Only	3 Attempts Only	4 Attempts Only	5 or More Attempts	PERCENT - 1 Attempt	PERCENT - 2 Attempts	PERCENT 3 Attempts or More
1	1	ASUJ	1,633	1,398	162	47	16	10	85.6%	9.9%	4.5%
2	1	ATU	1,927	1,684	196	38			87.4%	10.2%	2.4%
3	1	HSU	521	429	71	15			82.3%	13.6%	4.0%
4	1	SAUM	865	734	79	25	14	13	84.9%	9.1%	6.0%
5	1	UAF	484	437	34				90.3%	7.0%	2.7%
6	1	UAFS	2,401	1,850	397	115	32		77.1%	16.5%	6.4%
7	1	UALR	753	637	83	19	10		84.6%	11.0%	4.4%
8	1	UAM	835	737	83	11			88.3%	9.9%	1.8%
9	1	UAMS									
10	1	UAPB	1,628	1,206	345	66	11		74.1%	21.2%	4.7%
11	1	UCA	1,453	1,246	175	29			85.8%	12.0%	2.2%
12	2	ANC	1,072	1,039	32				96.9%	3.0%	0.1%
13	2	ASUB	1,278	1,097	129	33	13		85.8%	10.1%	4.1%
14	2	ASUMH	750	633	86	24			84.4%	11.5%	4.1%
15	2	ASUN	176	167					94.9%	4.5%	0.6%
16	2	BRTC	1,737	1,502	191	35			86.5%	11.0%	2.5%
17	2	CCCUA	461	410	46				88.9%	10.0%	1.1%
18	2	CotO	737	659	62	11			89.4%	8.4%	2.2%
19	2	EACC	910	760	121	21			83.5%	13.3%	3.2%
20	2	MSCC	2,015	1,727	223	52	13		85.7%	11.1%	3.2%
21	2	NAC	1,381	1,198	156	21			86.7%	11.3%	2.0%
22	2	NPCC	1,769	1,448	242	62	14		81.9%	13.7%	4.5%
23	2	NWACC	3,564	2,983	449	102	23		83.7%	12.6%	3.7%
24	2	OZC	671	626	42				93.3%	6.3%	0.4%
25	2	PCCUA	2,297	1,837	359	80		13	80.0%	15.6%	4.4%
26	2	PTC	7,571	6,150	947	431	38		81.2%	12.5%	6.3%
27	2	RMCC	400	360	34				90.0%	8.5%	1.5%
28	2	SACC	903	661	163	51	19		73.2%	18.1%	8.7%
29	2	SAUT	534	439	70	17			82.2%	13.1%	4.7%
30	2	SEAC	1,596	1,370	182	34			85.8%	11.4%	2.8%
31	2	UACCB	965	794	129	34			82.3%	13.4%	4.4%
32	2	UACCH	526	456	56	10			86.7%	10.6%	2.7%
33	2	UACCM	1,505	1,343	130	25			89.2%	8.6%	2.1%
4-Year Universities			12,500	10,358	1,625	373	109	35	82.9%	13.0%	4.1%
2-Year Colleges			32,818	27,659	3,857	1,058	184	60	84.3%	11.8%	4.0%
Total			45,318	38,017	5,482	1,431	293	95	83.9%	12.1%	4.0%

NOTE: Counts of less than 10 are not shown due to FERPA.

Based upon the 2010-2011 fiscal year indicate what things that your campus is doing to hold down costs?

Name of Institution: AR School for Mathematics, Sciences and the Arts

Completed by: JaNan Abernathy

Phone Number: 501-622-5112

**Cost Containment Input**

What input are you using from faculty, staff, students, and public in working to contain costs?

Each of the administrators for the school are responsible for assembling their budget requests for the upcoming fiscal year. This includes input from the faculty and staff in those respective areas.

Do you have a Committee on Cost Containment?

We have an administrative team that meets on a weekly basis to review and discuss all issues related to budget, including ways to save money and increase efficiencies.

Do you offer incentives and/or recognition to faculty/staff/students for suggestions on how to cut costs?

Currently no incentives are offered, but we have participated in a program sponsored by Energy that provides rebates based on energy saving measures. We have participated in this program for the past two fiscal years.

**Cost Saving Efforts**

Utilities	Y or N	Estimated Annual Savings	Notes
Retrofitting with energy-efficient lighting, timers, etc.	N		
Retooling HVAC controls	N		
Replacing windows	N		
Other describe: Campus wide energy savings	Y	94,150	Partially due to conservation measures as well as drop in energy costs (elect and gas lower by almost \$50k)
Other describe:			
Total Utilities		94,150	
Personnel			
Consolidating departments	N		
Staff reductions or reorganizations	N		
Temporary saving by keeping vacancies open	Y	17,000	Did not fill one Residential Mentor position
Hiring of temporary or adjunct faculty	Y	111,373	Replaced 7 benefits eligible employees with 7 non-benefit eligible employees
Hiring of temporary or part-time staff in lieu of fulltime staff	N		
Reduction in Student Support staff	N		
Reduction in maintenance staff	N		
Reduction in campus security	N		
Defer salary increases	N		
Reduce employee benefit packages	N		
Early retirement incentives for long-term employees	N		
Closing academic programs with low enrollments	N		
Other describe:			
Other describe:			
Total Personnel		128,373	
Operating Budget Cuts			
Reduce Travel budget	Y	11,881	Academic travel was limited to trips that were required for job performance purposes
Revised travel policy	Y	3,000	ODE no longer reimburses teachers for trips to various school districts
Reduction in office and teaching supplies	N		
Reduce printing of materials	N		
Reduce library holdings or subscriptions	Y	10,891	Overall library purchases were reduced
Change computer replacement policy	Y	109,000	We have not been able to replace our technology on our regular three-year cycle
Changed academic schedule to create efficiencies	N		
Centralization of printing	N		
4 day work week in summer for employees	N		
Other describe: Decreased purchases of student textbooks	Y	26,477	Only replaced textbooks that were truly outdated or worn
Other describe:			
Other describe:			
Total Operating		161,249	
<b>Total Savings</b>		<b>\$ 383,772</b>	



# ASMSA SUMMARY 2004-2011

# EXHIBIT E-1

	2004	2005	2006	2007	2008	2009	2010	2011	% CHANGE OVER 7 YEARS *
<b>ENROLLMENT</b>									
ONSITE 11TH GRADE ENROLL	150	151	142	147	138	126	117	141	-6%
ONSITE 12th GRADE ENROLL	89	109	117	92	120	100	99	90	1%
DISTANCE LEARNING	2530	2611	2028	2636	3182	3668	3670	3963	57%
# OF DIST LEARNING DISTRICTS	56	80	66	79	80	91	92	124	121%
<b>TOTAL ENROLL</b>	<b>2769</b>	<b>2871</b>	<b>2287</b>	<b>2875</b>	<b>3440</b>	<b>3894</b>	<b>3886</b>	<b>4194</b>	<b>51%</b>
<b>GRADUATION</b>									
ACT ENTERING	85	99	112	88	112	95	88	86	1%
ACT EXITING	24.5	24.3	25.2	24.1	24.4	24.5	24.8	24.9	2%
NATIONAL MERIT SCHOLARS	28.8	30.6	27.2	27.3	29.3	28	28.5	28.6	-1%
	6	10	10	11	9	7	5	6	0%
<b>PERSONNEL</b>									
ONSITE FACULTY	79	81	92	97	102	108	119	114	44%
DISTANCE LEARNING FACULTY	29	29	31	30	29	29	32	31	7%
STAFF (1 in Dist Ed)	12	17	23	21	27	33	38	35	192%
ADMINISTRATION (1 in Dist Ed)	32	29	32	39	39	40	43	42	31%
	6	6	6	7	7	6	6	6	0%
<b>E&amp;G OPERATING BUDGET</b>									
E&G OPERATING EXPENSES	\$ 7,126,535	\$ 7,541,985	\$ 7,541,985	\$ 7,945,827	\$ 9,126,107	\$ 9,267,900	\$ 9,415,556	\$ 9,212,599	29%
ONSITE EXPENSES	\$ 6,767,902	\$ 6,988,647	\$ 6,988,647	\$ 7,533,933	\$ 8,505,476	\$ 8,931,128	\$ 9,170,109	\$ 8,955,428	32%
INDIRECT EXPENSES	\$ 3,265,790	\$ 3,201,450	\$ 3,201,450	\$ 3,361,778	\$ 3,502,481	\$ 3,701,160	\$ 3,689,936	\$ 3,589,970	10%
	\$ 2,376,254	\$ 2,488,694	\$ 2,488,694	\$ 2,873,046	\$ 3,127,691	\$ 3,233,915	\$ 3,166,696	\$ 3,026,892	27%
<b>DIST LEARNING REVENUES</b>									
DIST LEARNING EXPENSES	\$ 504,544	\$ 1,421,416	\$ 1,421,416	\$ 1,161,508	\$ 1,333,370	\$ 1,418,803	\$ 1,542,630	\$ 1,515,190	\$ 8,897,461
<b>ADMINISTRATIVE COST PER STUDENT (ACPS)</b>	\$ 1,125,859	\$ 1,298,503	\$ 1,298,503	\$ 1,299,110	\$ 1,875,304	\$ 1,996,053	\$ 2,313,477	\$ 2,338,566	\$ 12,246,873
ACPS-ONSITE <sup>1</sup>	\$ 12,561	\$ 12,361	\$ 12,361	\$ 14,066	\$ 13,576	\$ 16,377	\$ 17,083	\$ 15,541	24%
ACPS-DISTANCE <sup>2</sup>	\$ 431	\$ 640	\$ 640	\$ 493	\$ 589	\$ 544	\$ 630	\$ 590	37%
ACPS-INDIRECT <sup>3</sup>	\$ 828	\$ 1,088	\$ 1,088	\$ 999	\$ 909	\$ 830	\$ 815	\$ 722	-13%

\* For E&G operating budget, etc. the % change is calculated over only 6 years (ASMSA moved under ADHE beginning 1/2004--there is only 1/2 yr of data)

	<sup>1</sup> Residential school expenses divided by residential enrollment	<sup>2</sup> Distance Ed expenses divided by DE enrollment	<sup>3</sup> Indirect costs for both residential and DE programs divided by total enrollment
Residential school expenses include:	Distance Ed expenses include:	Indirect costs include:	
Faculty/staff salaries and benefits	Faculty/staff salaries and benefits	Institutional support	
Instructional support	ODE maintenance and operations	Finance office	
Textbooks	Travel	Networks	
Travel		Maintenance staff	
Residential life and nurse's offices		Institutional advancement	
Academic counseling department		Contract services	
Library		Utilities	
Admissions & recruitment		Director's office	
Academic affairs office			
Housing and food services			

