Louisiana First-Time College Freshmen State Report

Fall 2004

Cecil J. Picard
State Superintendent of Education

August 2005

Reaching For Results
Louisiana Department of EDUCATION

State Board of Elementary and Secondary Education

Ms. Glenny Lee Buquet
President
3rd BESE District

Ms. Penny Dastugue
1st BESE District

Ms. Polly Broussard
6th BESE District

Ms. Leslie Jacobs
Member-at-Large

Mr. Walter Lee
Vice President
4th BESE District

Ms. Louella Givens
2nd BESE District

Mr. Dale Bayard
7th BESE District

Ms. Mary Washington
Member-at-Large

Ms. Linda Johnson
Secretary-Treasurer
8th BESE District

Dr. James Stafford
5th BESE District

Mr. Edgar Chase
Member-at-Large

Ms. Weegie Peabody
Executive Director

For further information, contact:
Janice M. Ducote
Division of Planning, Analysis and Information Resources
Telephone: (225) 342-3391; e-mail Janice.Ducote@la.gov
Toll free helpline: 1-877-453-2721
Website: www.louisianaschools.net

The Louisiana Department of Education does not discriminate on the basis of sex in any of the education programs or activities that it operates, including employment and admission related to such programs and activities. The Department is required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations not to engage in such discrimination. The Department's Title IX Coordinator is: Patrick Weaver, Deputy Undersecretary, Louisiana Department of Education, Executive Office of the Superintendent; 1201 North Third Street, 5th Floor, Room 5-233, Baton Rouge, LA 70802; Post Office Box 94064, Baton Rouge, LA 70804-9064; Telephone: (225)342-2098, e-mail: Patrick.Weaver@la.gov. All inquiries pertaining to the Department's policy prohibiting discrimination based on sex or to the requirements of Title IX and its implementing regulations can be directed to Mr. Weaver or to the United States Department of Education, Assistant Secretary for Civil Rights.

This public document was published only in an electronic form on the Louisiana Department of Education website. This document was published by the Louisiana Department of Education; Office of Management and Finance, Division of Planning, Analysis and Information Resources; 1201 North Third Street, P.O. Box 94064, Baton Rouge, LA 70802; under authority of R.S. 17:21.

TABLE OF CONTENTS

Part I.
Executive Summary iii

Part II.
Overview of the First-Time Freshmen Program 1

Who was studied during the Fall 2004 *FTF Program*? 1

How were Fall 2004 FTF data collected and verified? 1

What are developmental courses? 3

How do colleges/universities determine which students require developmental course work? 6

What reports were prepared to communicate the findings of the Fall 2004 FTF Study? 6

Part III.
Graduates and College-Going Rates in Louisiana 7

How many Louisiana students graduated in 2003-04? 7

Has the number of Louisiana graduates changed during the last five years? 7

What percentage of 2003-04 Louisiana high school graduates became Fall 2004 FTF who enrolled in Louisiana's colleges/universities? 9

Were there other changes in Louisiana's FTF enrollment counts and college-going rates? 11

What is revealed by the district-level analysis of the Louisiana public school graduates who became FTF? 12

Which colleges and universities did Louisiana's 2003-04 high school graduates attend? 16

Part IV.
The Louisiana Fall 2004 First-Time Freshmen (FTF) Class 17

How did Louisiana's Fall 2004 FTF Class perform on the ACT? 17

Louisiana's 2004 High School Class ACT Performance 17
Louisiana's Fall 2004 FTF, ACT Performance 17
FTF Performance on the ACT: Fall 2003 compared with Fall 2004 19

What was the demographic make-up of Louisiana's Fall 2004 FTF Class? 19

What percentage of the Fall 2004 FTF class was enrolled in developmental courses? 22

Has the percentage of the FTF Class that enrolled in developmental courses changed over time? 26

In what developmental subject areas were Fall 2004 enrollments the highest? 31

How does the percentage of Fall 2004 FTF who were enrolled in developmental courses vary among the public school districts? 31

How did public school district developmental rates in each subject change between Fall 2000 and Fall 2004? 32

What does an ethnic subgroup analysis of developmental course enrollment rates reveal about FTF produced by Louisiana public school districts? 32

In relation to the level (2-year vs. 4-year) and admission practices (open vs. selective admissions), how did college/university FTF vary in their developmental rates? 37

In how many developmental subject areas did Fall 2004 FTF enroll? 41

What percentage of Fall 2004 FTF successfully completed the term? 42

References 44

Part V.
Appendix 47

Index for the Schools 48

Public Schools 49

Diocesan Nonpublic Schools 70

Other Nonpublic Schools 73

LIST OF EXHIBITS

Exhibit 1 Summary of Data Sources Used in the Study of Fall 2004 First-Time Freshmen 2

Exhibit 2 Fall 2004 Developmental Instruction Offered by Louisiana Institutions by Subject 4

Exhibit 3 2003-04 High School Graduates Summary 7

Exhibit 4 Total Number of Louisiana Graduates (1999-2000 Through 2003-2004)..... 8

Exhibit 5 Fall 2004 FTF Summary 10

Exhibit 6 Percent of Graduates Who Became First-Time Freshmen (Fall 2000 Through Fall 2004) 11

Exhibit 7 Number and Percentage of 2002-03 and 2003-04 Public High School Graduates That Became FTF by District..... 13

Exhibit 8 Percentage of Fall 2004 FTF Enrolled at Louisiana Institutions by Institution Type and Control (Public/Nonpublic)..... 16 16

Exhibit 9 2003 vs. 2004 ACT Average Composite Scores 18

Exhibit 10 Fall 2004 FTF Summary by Ethnicity..... 20

Exhibit 11 Fall 2004 First-Time Freshmen (FTF) Developmental Rates by Ethnicity and by College/University 23

Exhibit 12 Percent of the First-Time Freshmen Class That Enrolled in Developmental Courses (Fall 2000 Through Fall 2004).....27

Exhibit 13 Fall 2003 and Fall 2004 FTF Developmental Rates of Public High School Graduates by District 28

Exhibit 14 FTF Developmental Enrollments by Subject (FTF of Public Schools Only), Fall 2000 to Fall 2004.....32

Exhibit 15 Fall 2004 First-Time Freshmen (FTF) Developmental Rates by Ethnicity for Public School Students by District 34

Exhibit 16 Fall 2004 FTF Who Received Developmental Instruction by Institution and Subject.....38

Exhibit 17 Percentage of Fall 2004 FTF Enrolled in Developmental Subjects by Number of Subjects Taken 41

Exhibit 18 Longitudinal Trends in Number of Developmental Subjects Taken, Fall 2000 Through Fall 2004 42

Exhibit 19 Percentage of Fall 2004 FTF Who Completed the Fall 2004 Term in Good Academic Standing..... 42

Exhibit 20 Percentage of First-Time Freshmen in Good Academic Standing (Fall 2000 Through Fall 2004) 43

Part I. Executive Summary

The *Louisiana First-Time College Freshmen State Report: Fall 2004* provides findings pertaining to 2003-04 high school graduates who were enrolled full-time in one of 33 Louisiana higher education institutions in Fall 2004. The following summarizes data reported on Fall 2004 first-time freshmen (FTF).

- Of the 45,589 public and nonpublic 2003-04 high school graduates, 51% (23,218) were enrolled as Fall 2004 FTF, increasing over the Fall 2003 college-going rate of 50%. The college-going rate of public high school graduates remained at 47% (Fall 2003 and Fall 2004), but 35 districts increased their college-going rates in Fall 2004. The nonpublic high school college-going rate increased from 65% (Fall 2003) to 68% (Fall 2004).

- Fifty-eight percent of the Fall 2004 FTF were women, approximately 68% were White students, and the percent of ethnic minority FTF remained at 32%. The Asian/ Pacific Islander ethnic subgroup had the largest increase in the number of minority FTF.

- The majority (79.9%) of Fall 2004 FTF were enrolled at Louisiana's 4-year public colleges, which was an increase over the previous FTF class. FTF enrolled at the 2-year public campuses declined slightly from 13.9% to 13.7%, and FTF enrolled at 4-year nonpublic colleges declined from 7.0% to 6.4% of the Fall 2004 FTF.

- The percent of FTF with American College Test (ACT) composite scores that were 20 or above increased to 65.9% in Fall 2004. The average ACT score for the FTF class also increased from 20.9 to 21.1.

- Of all Fall 2004 FTF, 71% **were not** enrolled in developmental courses. In the previous FTF study, the Fall 2003 nondevelopmental FTF rate was 67%.

- Louisiana's developmental enrollment rate of the entire FTF class improved from 33% in Fall 2003 to 29% in Fall 2004. Among FTF who graduated from public schools, 36% were enrolled in developmental courses in Fall 2003, but this rate improved to 32% in Fall 2004. Among FTF from nonpublic schools, 22% were developmental FTF in Fall 2003, improving slightly to 21% in Fall 2004.

- The Fall 2004 overall developmental rates for each college/university campus ranged from 0% to 90%. In Fall 2004, 14 of the 33 Louisiana colleges had a developmental enrollment rate less than or equal to the state's developmental rate of 29%.

- For the entire FTF class, developmental enrollment rates in reading (at 6%) and in other courses (at 1%) remained stable from Fall 2003 to Fall 2004. However, for the entire FTF class, enrollment in developmental mathematics improved from 28% in Fall 2003 to 24% in Fall 2004 and enrollment in developmental English improved from 15% in Fall 2003 to 14% in Fall 2004.

- For the Fall 2004 FTF who graduated from public schools, the developmental enrollment rates decreased in the subjects of mathematics, English, and reading, but enrollments increased in other developmental courses. Developmental enrollment rates of FTF who came from public schools were as follows:

  in developmental mathematics, 26% (2004) vs. 31% (2003);
  in developmental English, 16% (2004) vs. 18% (2003);
  in developmental reading, 7% (2004) vs. 8% (2003); and
  in other developmental courses, 2% (2004) vs. 1% (2003).

- For the last five Fall terms, the percentage of all FTF enrolled in four developmental subjects has been 0.4% or less. From Fall 2003 to Fall 2004, the percentages of FTF enrolled in four or three developmental subjects remained relatively stable, but the percentages enrolled in two or one developmental subjects declined from the 2003 enrollments, as follows:

  enrolled in four subjects, 0.29% (2004) vs. 0.28% (2003);
  enrolled in three subjects, 4% (2004) vs. 4% (2003);
  enrolled in two subjects, 8% (2004) vs. 9% (2003); and
  enrolled in one subject, 17% (2004) vs. 20% (2003).

- While celebrating these improvements in developmental enrollment rates, it must be noted that the percentage of the Fall 2004 FTF class which completed the Fall 2004 term in good academic standing decreased to 88%. Previously, the percentage of the FTF class in good academic standing at the end of the term was 90% in both the Fall 2002 and Fall 2003 terms.

Part II. Overview of the *First-Time Freshmen Program*

In 1985, the Louisiana Legislature enacted La. R. S. 17: 1814 to obtain data on recent high school graduates who enrolled in this state's colleges or universities. Specifically, the Louisiana Legislature mandated the reporting of the number of Louisiana high school graduates who (a) enter Louisiana public colleges/universities directly out of high school and (b) enroll in at least one remedial course (La. R.S.17: 1814). An objective of this reporting was to provide public and nonpublic high schools with information on the extent to which recent high school graduates became first-time college freshmen (FTF), and the statistics also gave an indication of how prepared these FTF were for college-level coursework.

In response to the legislation, the *Louisiana First-Time Freshmen Program* (*FTF Program*) was designed and implemented to provide for the annual collection, analysis, and reporting of data on college freshmen who attended Louisiana colleges/universities during a specific Fall term. In previous years, the Louisiana Department of Education (LDE) has provided printed copies of state-level FTF reports as well as several types of printed Data Reports customized for different audiences. The LDE has also included some of the FTF findings in other reports.

However, as LDE expanded its website capabilities, it was possible to provide electronic versions of the *Louisiana First-Time College Freshmen State Report* and the various Data Reports. In fact, LDE released only electronic versions of the Fall 2003 FTF reports. Additional historical information about the *FTF Program* can be found in the *Louisiana First-Time College Freshmen State Report: Fall 2003* (LDE, 2005a) at www.louisianaschools.net.

This report is the eighteenth state-level report on First-Time College Freshmen (FTF), released by the LDE. This document contains the following five parts:

Part I, the Executive Summary;

Part II, an Overview of the *FTF Program*, including a brief discussion of the data sources and the contents of this report;

Part III, a discussion of the 2003-04 high school graduates and the college-going rates;

Part IV, a detailed description of Louisiana's Fall 2004 FTF class; and

Part V, the Appendix of school-level summary findings.

Who was studied during the Fall 2004 FTF Program?

The *Fall 2004 FTF Program* continued to focus on Louisiana FTF who made an immediate transition to in-state colleges or universities shortly after high school graduation. For this report, information was requested on each f*irst-time freshman* (FTF) who was defined as:

> "An entering freshman student who never attended any college (or other postsecondary institution) and who enrolled full time during the Fall semester, which followed the student's year of high school graduation."

More specifically, data were collected on the 2003-04 diploma graduates of Louisiana high schools, who enrolled in one of Louisiana's colleges/universities by the Fall 2004 semester or term. Thus, the *2004 FTF Program* focused on a group of entering college students who had (1) successfully completed a traditional secondary program (i.e., they are diploma graduates rather than other alternative program completers) and (2) made an immediate transition to college.

While the Fall 2004 FTF Program studied the same type of student as an FTF as in past years, this state-level report of the *FTF Program* will not discuss college-going behaviors or other related topics that can be found in national reports. Hopefully, the more limited reporting will allow for the earlier release of this document. For those readers who are interested in other topics, they can search the website of the National Center for Education Statistics (NCES) or read some of the previous state-level FTF reports.

How were Fall 2004 FTF data collected and verified?

A description of the data collection and verification procedures used for 2003 FTF data can be found in the *Louisiana First-Time College Freshmen State Report: Fall 2003* (LDE, 2005a) at www.louisianaschools.net and is available for any interested reader. Collection and verification of data for Fall 2004 were similar to the methods used for Fall 2003 FTF, with three exceptions. That is, LDE started receiving Fall 2004 data later than in the previous year; the LDE Analyst, rather than a BOR staff member, uploaded data for each public college campus for Fall 2004; and the data collection period for Fall 2004 was concluded at an earlier

date than for the Fall 2003 year. When the Fall 2004 data files were arriving, there were fewer rejected records to investigate. The majority of the rejected records were for individuals who graduated in an earlier school year or the students were not listed in the *Student Information System* (SIS) as diploma graduates. Other data sources that were used in the Fall 2004 FTF study are summarized in Exhibit 1.

The collection of FTF data for Fall 2004 and for Fall 2003 differed from past studies. In the two most recent collection periods, the reported FTF data for public college campuses were extracted by the Board of Regents (BOR) from its own databases, re-formatted, and then uploaded into the LDE's FTF Data Collection System, but data from the nonpublic institutions came directly from each nonpublic campus. Prior to the Fall 2003 collection period, the LDE received data directly from each college/university which participated in the studies of Louisiana's FTF.

Exhibit 1

Summary of Data Sources Used in the Study of Fall 2004 First-Time Freshmen

Data Needed	Data Sources	Other Notes about The Data or Sources
2003-04 graduate counts for public schools/districts	District/school employees submit *Student Information System* (SIS) data for each enrolled student.	Based on exit information reported in 2003-04 SIS, records of diploma graduates are flagged and then tallied for each school and for each district. These graduate counts were used in computing the public school and district college-going rates.
2003-04 graduate counts for nonpublic schools and for the Dioceses	School employees submit graduate counts for the nonpublic school through the On-Line *Nonpublic School Data Collection System*. These data are reported at the school-level.	2003-04 was the first year of this system. The Education Research Analyst for this FTF study received an electronic file of these counts by school and used these counts in computing the nonpublic school and Diocesan college-going rates.
2003-04 graduate counts for additional nonpublic schools	Additional nonpublic schools had not reported graduate counts in the On-Line *Nonpublic School Data Collection System*. A memo was written to request these counts; six of these nonpublic schools replied to the memo.	These additional nonpublic school graduate counts were used in computing the nonpublic school college-going rates.
Developmental courses of Fall 2004 and other college/ university information	Developmental Coordinators at each college/university were asked to complete a survey form to provide these data.	The completed survey was returned by 29 of the 33 colleges/universities. Course and college information were summarized by the Analyst and are shown in Exhibit 2.
Fall 2004 FTF data from public colleges/universities	Each public campus reported student data to the BOR. BOR staff members extracted FTF data from their databases, used the *Student Transcript System* to format data for the FTF study, made a data file for each of the 25 public campuses, and provided these data files to the LDE via a CD.	By using the Internet Submission Method, the Analyst uploaded FTF data for 25 public campuses into the *FTF Data Collection System* of the LDE as often as necessary to clear up records that were rejected improperly.
Fall 2004 FTF data from nonpublic colleges/universities	A nonpublic college/university data contact extracted FTF data from the campus's databases, formatted it for the FTF study, and then provided the data to the LDE by an electronic means of communication.	Technical assistance was provided; via the Internet Submission Method, FTF data of the nonpublic campuses were uploaded into the *FTF Data Collection System* of the LDE as often as necessary to clear up records that were rejected improperly.
Longitudinal Data	Past state-level FTF reports were the sources of longitudinal data.	Several Exhibits include longitudinal data.

What are developmental courses?

An important aspect of the *FTF Program* is to provide statistics regarding the enrollment of FTF in developmental courses. The *FTF Program* defines *developmental courses* as "those courses designed by universities/colleges to prepare students to succeed academically in college-level courses." Usually, these courses do not apply as credits toward a college degree, but some college students take these courses to develop additional skills or to gain more knowledge in a certain subject.

The enacting legislation for the *FTF Program* labeled noncredit preparatory courses in which college students enroll as *remedial*; therefore, these preparatory or developmental courses have been described as remedial in past years of FTF reporting. The *National Center of Education Statistics* (NCES, 2001) identified the following as examples of remedial courses: pre-college mathematics, arithmetic-based business mathematics, remedial writing, remedial speech, basic reading (but not speed reading), business English, punctuation and grammar, English as a second language, and basic academic skills.

Since the content of college courses that are offered for credit in the degree programs varies from one college/ university to the next, institutions will vary in the number and type of noncredit preparatory courses that are offered. The postsecondary institutions may use other names for the remedial or preparatory courses, such as *compensatory, basic skills, or developmental.*

Because the term *remedial* implies that the courses cover material already studied (but not learned), most universities prefer to label these noncredit courses as *developmental*. In fact, coordinators at postsecondary institutions contend that the subject matter taught in college developmental courses is not universally offered by high schools (LDE, 1996). For example, some developmental courses concentrate on teaching problem solving, goal setting, time management, and other personal skills to help students become better equipped to keep pace with academic classes offered for college credit (Lowery, 1995).

Nationally, much has been written in the professional literature about remedial or developmental courses and the NCES website contains articles and statistics on these types of courses. In 2000, 76% of the nation's degree-granting institutions with freshmen offered remedial courses; 71% offered these courses in mathematics, 68% offered remedial writing, and 56% offered this type of instruction in reading. (NCES, 2005, Quick Tables & Figures, Table Key 1123). Many colleges and universities that are located in Louisiana have offered developmental courses (including remedial courses) to college students. The goal of developmental instruction is to help the enrolled students build skills that will increase their success in college.

From time to time, colleges/universities change the developmental courses they are offering. In Spring 2005, developmental coordinators at 33 Louisiana colleges and universities were surveyed in an effort to obtain information on specific developmental courses that were offered in Fall 2004. Survey forms were not received from four of the institutions. Thus, course offerings of these four institutions were inferred from data submitted and/or from a previous year's survey response.

Exhibit 2 shows the 33 institutions that were included in the Fall 2004 FTF data collection period and collapses the developmental courses offered in Fall 2004 into four broad areas. All institutions in Exhibit 2 have participated in one or more prior *FTF Program* years.

For the Fall 2004 study of Louisiana FTF, the LDE received FTF data for:

- nine campuses of the Louisiana Community and Technical College System,
- five campuses of the Louisiana State University System,
- three campuses of the Southern University System,
- eight campuses of the University of Louisiana System, and
- eight nonpublic institutions that are members of the Louisiana Association of Independent Colleges and Universities (LAICU).

LSU in Baton Rouge, Centenary College, and Tulane University had not been offering any developmental courses. Tulane University did not return a survey. Assuming that no changes in developmental instruction occurred on the four campuses, which did not return surveys, three institutions did not offer any developmental courses, but 30 campuses did offer developmental courses in Fall 2004.

Seventeen institutions offered the same developmental instruction as they had in Fall 2003, but other campuses reported changes. Overall, there were fewer developmental courses offered in Fall 2004 than in Fall 2003. Baton Rouge Community College, Delgado Community College, Grambling, Loyola, Northwestern, Our Lady of Holy Cross College, and Sowela Technical Community College discontinued some developmental courses in one or more subject areas. In fact, for the Fall 2004 term, Baton Rouge Community College did not offer the six courses in the "Other Subjects" category as it did in Fall 2003.

Exhibit 2
Fall 2004 Developmental Instruction Offered by Louisiana Institutions by Subject

College/University	Subject Area				College/University	Subject Area			
	Math.	English	Reading	Other		Math.	English	Reading	Other
Louisiana Community and Technical College System (Public)					**Louisiana State University (LSU) System (Public)**				
Baton Rouge Community College (2Y)	√	√	√		LSU at Alexandria	√	√	√	√
Bossier Parish Community College (2Y)	√	√	√	√	LSU A&M at Baton Rouge (SA)*				
Delgado Community College (2Y) (NI, previously open admissions)	√	√	√	√	LSU at Eunice (2Y)	√	√	√	√
Elaine Nunez Community College (2Y)	√	√	√	√	LSU at Shreveport (NI, previously SA)	√	√		
L.E. Fletcher Technical Community College (2Y)	√	√	√		University of New Orleans (SA) (SNR)	√	√		
Louisiana Delta Community College (2Y)	√	√	√		**Southern University (SU) System (Public)**				
River Parishes Community College (2Y)	√	√	√		SU A&M at Baton Rouge (SA)	√	√		
South Louisiana Community College (2Y)	√	√	√	√	SU at New Orleans (NI, previously open admissions)	√	√	√	
Sowela Technical Community College (2Y)	√	√	√		SU at Shreveport (2Y) (SNR)	√	√	√	

(2Y) = 2-Year College
(SA) = Selective Admissions Institution in Fall 2004 (NI) = Type of Admission in Fall 2004 was not indicated.
(SNR) = Survey was not received.
*LSU at Baton Rouge no longer offers developmental courses, but has an exchange agreement with Baton Rouge Community College for students in need of developmental Mathematics courses.

College/University	Subject Area				College/University	Subject Area			
	Math.	English	Reading	Other		Math.	English	Reading	Other
University of Louisiana (UL) System (Public)					**Louisiana Association of Independent Colleges and Universities (Nonpublic)**				
Grambling State University	√	√	√		Centenary College of Louisiana (SA)				
Louisiana Tech University (SA)	√	√			Dillard University (SA)	√	√		
McNeese State University (SA)	√	√			Louisiana College (SA)	√			
Nicholls State University	√	√	√		Loyola University of New Orleans (SA)	√	√		
Northwestern State University	√	√		√	Our Lady of Holy Cross College (NI, previously SA)	√	√	√	
Southeastern Louisiana University (SA)	√	√			Our Lady of the Lake College (SA)	√	√		
UL at Lafayette (SA)	√	√		√	Tulane University (SA) (SNR)				
UL at Monroe (SA)	√	√	√		Xavier University of Louisiana (SA) (SNR)	√	√	√	

(2Y) = 2-Year College
(SA) = Selective Admissions Institution in Fall 2004 (NI) = Type of Admission in Fall 2004 was not indicated.
(SNR) = Survey was not received.

Also, the Baton Rouge Community College, L. E. Fletcher Technical Community College, and Sowela Technical Community College discontinued developmental courses, but these campuses replaced some mathematics, English, and/or reading courses with new developmental courses. LSU at Eunice added two new developmental courses in the "Other Subjects" category. Dillard added one developmental course in English, and L. E. Fletcher Technical Community College added two developmental courses, one in mathematics and one in English.

In Fall 2004, 18% of the 33 Louisiana colleges/ universities indicated they offered developmental courses in mathematics, English, reading, and in another subject. An additional 36% of these institutions provided developmental courses in mathematics, English, and reading. Two institutions (6%) provided developmental courses in mathematics, English, and in another subject. Approximately 27% offered only mathematics and English developmental courses, and one more institution (3%) offered only developmental mathematics courses.

Of the participating campuses, 25 are public and eight are nonpublic colleges/universities. Developmental courses in mathematics were offered by 24 of the 25 public institutions and by six of the eight nonpublic institutions (i.e., 91% of the 33 colleges/universities). Developmental courses in English were offered by 24 public institutions and by five nonpublic colleges (i.e., 88% of the 33 participating colleges/ universities). Developmental reading was offered by 16 public institutions and by two of the nonpublic institutions (i.e. 55% of the 33 institutions).

Other developmental courses were offered at eight public institutions, but not by any of the nonpublic institutions (24% of the 33 institutions). Fall 2004 developmental courses listed under the "other" subject area included Academic Skills, Becoming a College Student, Career Decision Making, College Study Skills, College Success Skills, College Survival Skills, Computer for the Novice, Human Biology, Living-Learning-Working Skills, Study Skills Improvement, and Success in College. High Schools may not address the concepts or skills of these other developmental courses.

Since Louisiana institutions vary in the developmental courses offered, the probability of a student's enrolling in these courses is influenced by his/her choice of college/ university. Thus, if an institution does not offer developmental (or remedial) courses, its FTF cannot enroll for this type of instruction on that campus. In Fall 2004, developmental courses in mathematics and in English were offered by more campuses than developmental reading courses or other developmental subjects.

How do colleges/universities determine which students require developmental course work?

Although policies differ from one institution to the next, many Louisiana institutions use student performance on the American College Test (ACT) to: (1) "flag" entering students who may need developmental instruction and (2) place them in the appropriate courses. Institutions typically follow up with further diagnostic screening before or during the first week of class to determine whether the student's placement is appropriate (LDE, 1996).

In this report, the term *nondevelopmental FTF* refers to students who were not enrolled in any developmental courses during their Fall semester. The term *developmental FTF* is used to refer to a FTF who was enrolled in one or more developmental courses during Fall 2004 or in an earlier year. *Developmental rates* (i.e., the percentages of FTF who enrolled in developmental courses) were calculated for the entire FTF class, for each of the 33 colleges, for 2- and 4-year colleges, for FTF who graduated from a Louisiana public school, for each of the public school districts, for FTF who graduated from nonpublic schools, for the four subject areas, and for ethnic subgroups. This report will present all of these developmental rates.

Also, in this study, the *end-of-term academic standing* of nondevelopmental FTF was compared with that of developmental FTF. Any FTF was considered "in good academic standing" if he/she completed the Fall 2004 term and was not on academic probation or suspension at the end of the term.

What reports were prepared to communicate the findings of the Fall 2004 FTF Study?

All reports prepared for the Fall 2004 FTF Study will be released in an electronic form and are available at the LDE website at www.louisianaschools.net. Besides this document, which is the *Louisiana First-Time College Freshmen State Report: Fall 2004*, the website will include Data Reports for each:

(1) public school which had at least one FTF in Fall 2004;
(2) nonpublic school which had at least one FTF in Fall 2004;
(3) public school district;
(4) Diocese; and
(5) College/University involved in the study.

For public schools which operate under a school district, FTF data will also be communicated in reports for the Louisiana School and District Accountability Program.

Part III. Graduates and College-Going Rates in Louisiana

How many Louisiana students graduated in 2003-04?

Exhibit 3 provides summary information on students who graduated from Louisiana public and nonpublic high schools in school year 2003-04. Based on information collected for this report, a total of 45,589 students graduated from Louisiana high schools during 2003-04. Of these graduates, 37,017 (or 81%) graduated from public high schools, while 8,572 (or 19%) graduated from nonpublic schools.

Exhibit 3
2003-04 High School Graduates Summary

2003-04 Graduates Of:	Number	Percent
Public Schools	37,017	81%
Nonpublic Schools	8,572	19%
Public and Nonpublic Schools Combined	45,589	100%

Data on graduates, as published in the *2003-04 Annual Financial and Statistical Report, 155th Edition* (AFSR) (LDE, 2005b, page II-1) indicates Louisiana's 2003-04 public high school graduates were 56% White, about 40% Black, and 4% other minorities. Due to the inclusion of additional nonpublic schools in the *FTF Program*, nonpublic school graduate counts of the FTF report do not match to the 2003-04 counts in the 2003-04 AFSR. The AFSR (LDE, 2005b, page II-4) indicates Louisiana's 2003-04 nonpublic high school graduates were 83.7% White, 12.6% Black, and 3.7% other minorities (AFSR, LDE, 2005b, page II-4).

As in other years, most of the 2003-04 graduates came from Louisiana public schools. Since this is often observed, it is very important that Louisiana citizens work together to improve public high schools and to increase the number of graduates.

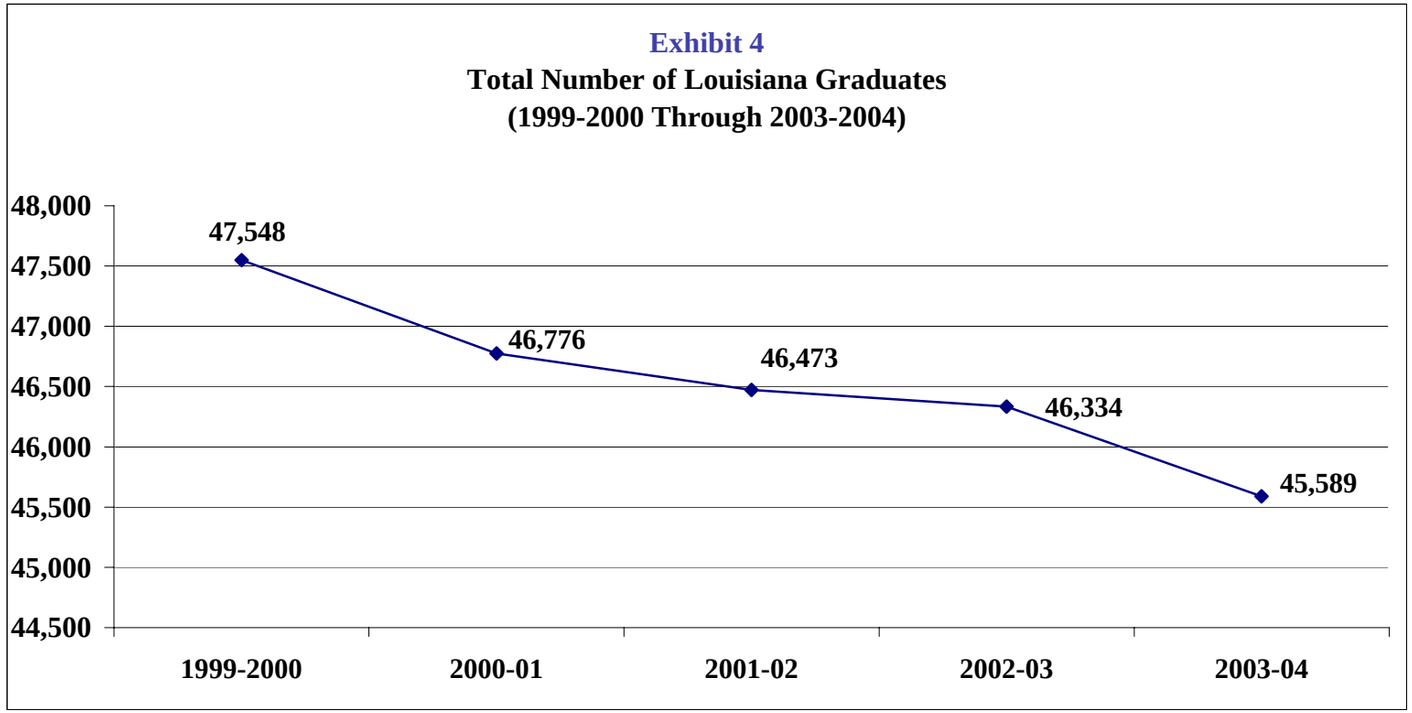
National goals challenge states to achieve a 90% graduation rate (Fork and Tomlinson, 1994). Unfortunately, NCES (2003a) has predicted decreases in the numbers of Louisiana high school graduates, while nationally there are predicted increases. Louisianans hope the number of high school graduates will not decrease because there are negative consequences associated with leaving high school without graduating. For example, high school dropouts are more likely to earn lower salaries if they can find employment, and dropouts have a greater risk of being unemployed [Organization for Economic Co-Operation and Development (OECD), 2000].

In *The Digest of Education Statistics 2003*, NCES reported a 2002 labor force participation rate (i.e., percent of the civilian population who are employed or seeking employment) for 16 to 19 year olds. This rate was 67.0% for those who had completed high school, but only 39.6% for those with less than high school completion (NCES, 2003b, Table 378). For the 16 to 19 year olds who were in the labor force, the 2002 unemployment rate was 15.9% for high school completers. For the same age group of people who had not completed high school, but who were in the labor force, the unemployment rate was 19.0%. (NCES, 2003b, Table 380.) The 2002 unemployment rates reported for people 20 to 24 years old were 11.1% for those who had completed high school and 17.0% for those who had not completed high school. (These unemployment rates exclude people who are enrolled in school.) (NCES, 2003b, Table 380). Finally, Table 14-1 of the NCES Website (2000 to 2005) provides information on annual earnings of full-time workers, age 25-34, who have different levels of educational attainment. At all levels of educational attainment, females have lower 2002 median annual earnings than their male counterparts, but those individuals who lack a high school diploma or a GED earn less money than those with more education.

Has the number of Louisiana graduates changed during the last five years?

Exhibit 4 shows the total number of students who graduated from Louisiana public and nonpublic high schools in school years 1999-2000, 2000-01, 2001-02, 2002-03, and 2003-04. As shown in Exhibit 4, Louisiana schools produced 47,548 graduates in 1999-2000. The total number of Louisiana high school graduates dropped to 46,776 in 2000-01, then decreased to 46,473 for school year 2001-02, declined to 46,334 graduates in 2002-03, and to 45,589 in 2003-04. The 2003-04 graduating class was smaller than the 1999-2000 graduating class (by 1,959 graduates) and also smaller than the 2002-03 graduating class (by 745 graduates). This downward trend in total number of high school graduates is not what the state would like to see. The next sections of this report will focus on the in-state college-going rates (the percentages of a recent graduating class that made an immediate transition to colleges or universities that are located in Louisiana. All of the FTF students included in the college-going rate calculation were full-time college students.

Note: Readers should be aware that each of Louisiana's graduating classes has students whose preparation for postsecondary education varies from one graduate to another. Some graduates completed a traditional college-preparation high school curriculum, whereas others did not. There are also graduates who had few college-preparation courses in high school and/or students who completed alternative programs of study. In addition, Louisiana has a number of students who are at-risk for low educational attainments due to family, social, and economic factors and/or to unsatisfactory school experiences.



What percentage of 2003-04 Louisiana high school graduates became Fall 2004 FTF who enrolled in Louisiana's colleges/universities?

The OECD (2000) reported that four of ten people who leave a secondary educational program are likely to enroll in a program that will lead to a bachelor's degree or to a more advanced degree. A different study involving high school completers who made an immediate transition to college indicated that the national college-going rate was 63.9% in 2003 (NCES Website, 2000 to 2005, Table 20-1).

Exhibit 5 provides a summary of the 2003-04 Louisiana high school diploma graduates who became Fall 2004 FTF in Louisiana colleges/universities. (Exhibit 5 also summarizes FTF who enrolled in developmental courses. Later sections of this report will focus on developmental course enrollment rates.) In Exhibit 5, statistics are presented for public vs. nonpublic high school graduates and for 2-year vs. 4-year colleges/universities. Several college-going rates presented for Fall 2004 have increased over the rates that were found in Fall 2003.

That is, the college-going rate for Fall 2003 FTF who made an immediate transition to a 4-year college/university was 43%, whereas in Fall 2004 this college-going rate was increased to 44% of the 2003-04 graduating class. The Fall 2004 college-going rate for 4-year campuses suggests that more than four of every ten 2003-04 high school graduates of Louisiana schools are striving to obtain a four-year college degree.

More importantly, a total of 23,218 of the 2003-04 high school graduates became Fall 2004 FTF. The overall Louisiana college-going rate for Fall 2004 (combining graduates of public and nonpublic schools and regardless of which college enrolled the students) was found to be 51%. Thus, more than half of the 2003-04 high school diploma graduates made an immediate transition to a Louisiana college/university by the Fall of 2004.

The Fall 2004 college-going rate of 51% is a slight improvement over the Fall 2003 college-going rate of 50%. Growth and expansion of college/university campuses, emphasis on accountability and the value of a good education, as well as the continuation of The *Tuition Opportunity Program for Students* (TOPS) could all be factors that encouraged a larger proportion of the recent high school graduates to attend college and to remain in-state for college studies.

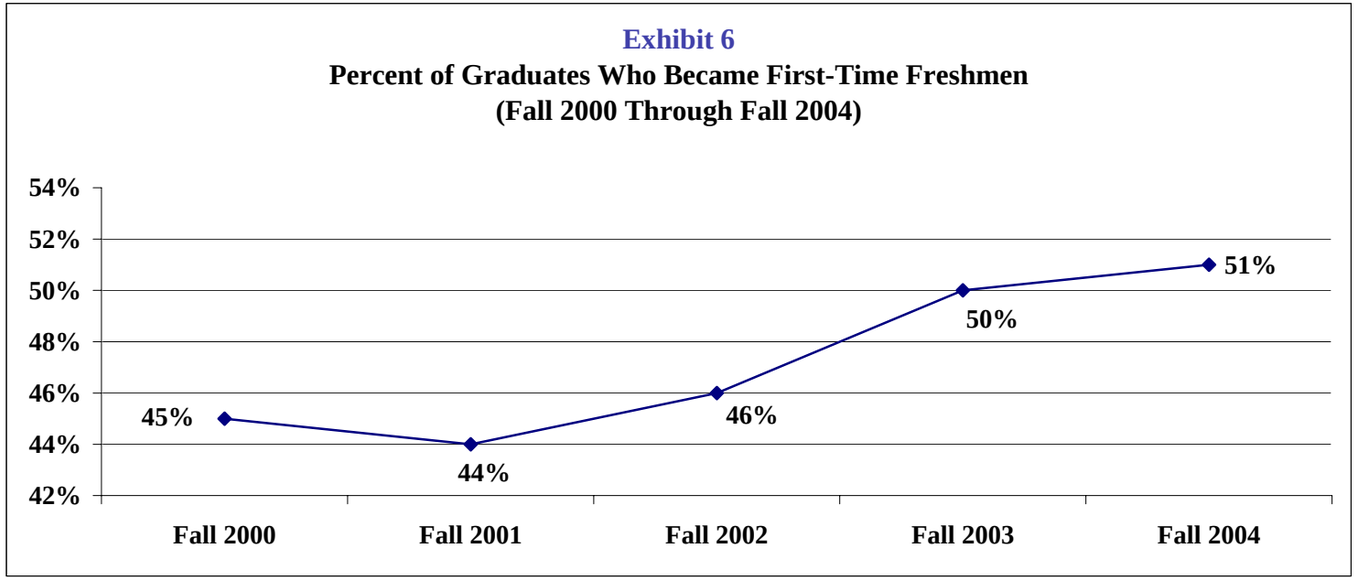
Unfortunately, the Louisiana college-going rate of 51% remains lower than the national college-going rate of 63.9%, which was reported for the year 2003 (Wirt, Rooney, Hussar, Choy, MPR, Inc., Provasnik, and Hampden-Thompson, 2005, Table 20-1). (National college-going rates for 2004 were not yet available.) National college-going rates may be higher than the Louisiana rate because the national studies include high school completers who obtained something other than a diploma, such as those with a certificate of attendance. While Louisiana schools do offer some additional high school completion credentials, only students who have received a diploma are counted as Louisiana FTF. Students without a diploma are excluded from studies of Louisiana FTF.

The national college-going rates have been fluctuating. For example, the national college-going rate rose to 67% in 1997, but then this rate decreased to 65.6% in 1998, and then declined to 62.9% in 1999. In 2000, the national rate increased to 63.3%, but then fell to 61.7% in 2001. In 2002, the rate was back up to 65.2%, and then declined to 63.9% in 2003. Exhibit 6 graphically shows the Louisiana college-going rates for Fall 2000 through Fall 2004.

Exhibit 5
Fall 2004 FTF Summary

	High School Graduates of					
	Public Schools		Nonpublic Schools*		Public and Nonpublic Schools Combined	
	Number	Percent	Number	Percent	Number	Percent
Total 2003-04 Graduates	37,017	81%	8,572*	19%	45,589*	100%
Graduates Who Attended 2-Year Colleges						
2003-04 Graduates Who were Fall 2004 FTF	2,539	7%	640	7%	3,179	7%
Fall 2004 FTF Who Enrolled in Developmental Courses	1,918	76%	497	78%	2,415	76%
Graduates Who Attended 4-Year Colleges/Universities						
2003-04 Graduates Who were Fall 2004 FTF	14,811	40%	5,228	61%	20,039	44%
Fall 2004 FTF Who Enrolled in Developmental Courses	3,649	25%	728	14%	4,377	22%
Graduates Who Attended 2- and 4-Year Colleges/Universities Combined						
2003-04 Graduates Who were Fall 2004 FTF	17,350	47%	5,868*	68%	23,218*	51%
Fall 2004 FTF Who Enrolled in Developmental Courses	5,567	32%	1,225	21%	6,792	29%

*Five Louisiana nonpublic schools did not report their 2003-04 graduate counts. Nine of the Fall 2004 FTF came from one of these nonpublic schools. Another nonpublic school reported less graduates than its total number of reported Fall 2004 FTF.



Were there changes in Louisiana's FTF enrollment counts and college-going rates?

Louisiana's college-going rates (i.e., the percentage of all 1999-2000, 2000-01, 2001-02, 2002-03, and 2003-04 Louisiana high school graduates who became FTF) for 2000, 2001, 2002, 2003, and 2004 are shown in Exhibit 6. As can be seen in the graph, the Louisiana college-going rate dropped from 45% in Fall 2000 to 44% in Fall 2001. However, the Louisiana college-going rate rose to 46% in Fall 2002 and to 50% in Fall 2003. By Fall 2004, the state's college-going rate has now reached 51%.

Likewise, the total number of Louisiana's FTF decreased from Fall 2000 to Fall 2001, but then increased in Fall 2002, in Fall 2003, and in Fall 2004 (i.e., 21,324 in 2000; 20,787 in 2001, 21,410 in Fall 2002, 23,198 FTF in Fall 2003, and 23,218 in Fall 2004). The Fall 2004 FTF enrollment count is 1,894 students higher than in Fall 2000, but only 20 students higher than in Fall 2003. The Fall 2004 FTF enrollment count increased over the Fall 2003 enrollment count, largely due to more recent graduates of nonpublic high schools making an immediate transition to Louisiana's colleges/universities.

Analysis of data indicates Fall 2004 FTF enrollments for nonpublic high school graduates increased by 160 students, as compared with the number of Fall 2003 FTF. The college-going rate for nonpublic high school graduates also increased from 65% in Fall 2003 to 68% in Fall 2004.

The Fall 2004 college-going rate for public high school graduates remained at 47%, but the total number of FTF from public high schools decreased by 140 students. The number of FTF who graduated from Louisiana's public high schools was 17,490 FTF in Fall 2003 and 17,350 FTF in Fall 2004.

Once again, the college-going rate for nonpublic high school graduates (68%) was greater than that of the public high school graduates (47%), but the actual number of FTF who graduated from public high schools (17,350 FTF) was larger than the number of FTF who graduated from nonpublic high schools (5,868 FTF). About 40% of the 2003-2004 graduates of Louisiana public high schools enrolled at 4-year colleges/universities and about 75% of the 23,218 FTF were recent graduates of Louisiana's public schools.

What is revealed by the district-level analysis of the Louisiana public school graduates who became FTF?

During the Fall 2004 term, 17,350 (or 47%) of Louisiana's 2003-04 public high school diploma graduates enrolled as FTF in Louisiana colleges/universities. Exhibit 7 provides district-level statistics on the number and percentage of Louisiana's 2002-03 and 2003-04 public high school graduates who were FTF. Individuals counted as FTF were enrolled as full-time college students in Fall 2003 or in Fall 2004.

Among the public school districts, the percentage of graduates going directly to in-state colleges in the Fall 2003 ranged from 26% to 60%. Comparable college-going rates for public school districts ranged from 30% to 62% during Fall 2004.

With the exception of the City of Baker and the Zachary Community School Districts, Exhibit 7 also presents the college-going rate percentage points difference for each district, which shows how the district public school college-going rates of Fall 2004 differed from the rates of Fall 2003. It was found that:

- college-going rates decreased for 28 public school districts, with the rates of 10 public school districts declining by 5% or more.

- college-going rates increased in 35 public school districts, with 17 of these district rates increasing by 5% or more.

- three public school districts sustained the college-going rates observed in Fall 2003.

- in Fall 2004, 18 public school districts had a college-going rate that was equal to or higher than the state's college-going rate of 51%. (The state's college-going rate is based upon the 2003-04 graduates of both public and nonpublic high schools, who made an immediate transition to an in-state college/university.)

Exhibit 7

Number and Percentage of 2002-03 and 2003-04 Public High School Graduates That Became FTF by District

	Number of 2002-03 High School Graduates	Graduates Who Were Fall 2003 FTF		Number of 2003-04 High School Graduates	Graduates Who Were Fall 2004 FTF		Percentage Points Difference
		Number	Percent*		Number	Percent*	
Louisiana	**37,608**	**17,490**	**47%**	**37,017**	**17,350**	**47%**	**0%**
Acadia	471	185	39%	464	193	42%	3%
Allen	252	107	42%	204	89	44%	2%
Ascension	799	382	48%	761	429	56%	8%
Assumption	190	94	49%	182	86	47%	-2%
Avoyelles	308	140	45%	333	144	43%	-2%
Beauregard	329	167	51%	344	192	56%	5%
Bienville	159	49	31%	147	56	38%	7%
Bossier	1,046	542	52%	1,080	524	49%	-3%
Caddo	2,178	1,066	49%	2,287	1,084	47%	-2%
Calcasieu	1,768	910	51%	1,690	947	56%	5%
Caldwell	103	40	39%	107	48	45%	6%
Cameron	123	69	56%	122	66	54%	-2%
Catahoula	102	47	46%	98	51	52%	6%
Claiborne	130	49	38%	133	68	51%	13%
Concordia	185	85	46%	168	76	45%	-1%
DeSoto	259	110	42%	281	135	48%	6%
East Baton Rouge	3,093	1,439	47%	2,288	1,134	50%	3%
East Carroll	82	32	39%	65	29	45%	6%
East Feliciana	131	46	35%	120	42	35%	0%
Evangeline	304	136	45%	261	96	37%	-8%
Franklin	165	65	39%	164	76	46%	7%
Grant	169	70	41%	171	82	48%	7%
Iberia	719	326	45%	689	304	44%	-1%
Iberville	217	103	47%	226	89	39%	-8%
Jackson	146	79	54%	126	59	47%	-7%

	Number of 2002-03 High School Graduates	Graduates Who Were Fall 2003 FTF		Number of 2003-04 High School Graduates	Graduates Who Were Fall 2004 FTF		Percentage Points Difference
		Number	Percent*		Number	Percent*	
Louisiana	**37,608**	**17,490**	**47%**	**37,017**	**17,350**	**47%**	**0%**
Jefferson	2,197	922	42%	2,108	858	41%	-1%
Jefferson Davis	334	180	54%	330	154	47%	-7%
Lafayette	1,518	785	52%	1,632	834	51%	-1%
Lafourche	755	315	42%	887	421	47%	5%
LaSalle	160	71	44%	180	70	39%	-5%
Lincoln	373	213	57%	306	182	59%	2%
Livingston	1,089	544	50%	1,072	544	51%	1%
Madison	93	31	33%	89	31	35%	2%
Morehouse	216	95	44%	182	82	45%	1%
Natchitoches	296	179	60%	292	157	54%	-6%
Orleans	3,130	1,294	41%	3,442	1,288	37%	-4%
Ouachita	929	496	53%	954	533	56%	3%
Plaquemines	324	150	46%	310	139	45%	-1%
Pointe Coupee	163	51	31%	157	56	36%	5%
Rapides	1,261	635	50%	1,242	618	50%	0%
Red River	72	28	39%	76	40	53%	14%
Richland	140	66	47%	163	72	44%	-3%
Sabine	247	100	40%	262	114	44%	4%
St. Bernard	429	223	52%	447	228	51%	-1%
St. Charles	600	340	57%	593	308	52%	-5%
St. Helena	70	23	33%	66	20	30%	-3%
St. James	242	107	44%	193	87	45%	1%
St. John the Baptist	288	93	32%	262	111	42%	10%
St. Landry	786	336	43%	728	297	41%	-2%
St. Martin	439	174	40%	407	173	43%	3%
St. Mary	592	222	38%	608	236	39%	1%
St. Tammany	1,916	1,071	56%	1,967	1,094	56%	0%
Tangipahoa	980	474	48%	982	418	43%	-5%
Tensas	54	18	33%	44	15	34%	1%

	Number of 2002-03 High School Graduates	Graduates Who Were Fall 2003 FTF		Number of 2003-04 High School Graduates	Graduates Who Were Fall 2004 FTF		Percentage Points Difference
		Number	Percent*		Number	Percent*	
Louisiana	**37,608**	**17,490**	**47%**	**37,017**	**17,350**	**47%**	**0%**
Terrebonne	987	400	41%	965	413	43%	2%
Union	185	75	41%	173	62	36%	-5%
Vermilion	505	238	47%	490	221	45%	-2%
Vernon	460	168	37%	449	188	42%	5%
Washington	309	79	26%	265	78	29%	3%
Webster	407	180	44%	388	180	46%	2%
West Baton Rouge	200	83	42%	198	90	45%	3%
West Carroll	117	60	51%	115	58	50%	-1%
West Feliciana	122	62	51%	129	80	62%	11%
Winn	136	78	57%	143	75	52%	-5%
City of Monroe	466	217	47%	413	192	46%	-1%
City of Bogalusa	152	47	31%	162	54	33%	2%
Zachary Community**				206	125	61%	
City of Baker**				114	47	41%	
Other Schools***	441	229	52%	315	208	66%	14%

* The college-going rates are rounded to whole percentage points.

** Zachary Community and City of Baker districts began independent operations during the 2003-04 school year. In previous years, public schools in these areas were operated by the East Baton Rouge School District.

*** In 2002-03, the "Other Schools" category included graduates of Eastern Louisiana Mental Health/Greenwell Springs; Grambling State University Lab High School; Louisiana School for the Deaf; Louisiana School for Mathematics, Science, and the Arts; Louisiana State University Lab School; Milestone Academy of Learning Experiences; Northwood Preparatory High School; Scenic Alternative High School; and Southern University Lab School. In Fall 2003, there were no FTF who graduated from Eastern Louisiana Mental Health/ Greenwell Springs or Scenic Alternative High School. In 2003-04, the "Other Schools" category included graduates of Louisiana School for Mathematics, Science, and the Arts; Louisiana School for the Deaf; Louisiana State University Lab School; Southern University Lab School; East Baton Rouge Arts and Technology School; and Grambling State University Lab High School. All of these other schools also had some Fall 2004 FTF.

Which colleges and universities did Louisiana's 2003-04 high school graduates attend?

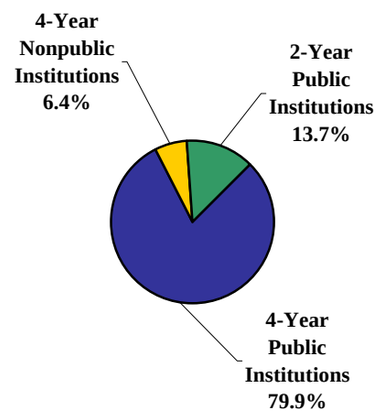
Of the 33 participating institutions, 14 institutions are public 4-year colleges/universities, eight are 4-year nonpublic institutions, and eleven are 2-year public institutions. Data analysis revealed that 6.4% of the Fall 2004 FTF were enrolled in nonpublic institutions and the remaining 93.6% were in Louisiana's public colleges/universities. Findings in national reports (see NCES, 2002, Table 181 and NCES, 2003a, Tables 14, 15, 16, and 17) lead to the conclusion that more students do attend public, rather than nonpublic, colleges/universities.

As previously shown in Exhibit 5, a total of 3,179 FTF were enrolled at 2-year institutions while the remaining 20,039 FTF were enrolled at 4-year institutions. Thus, of the entire Fall 2004 FTF class, 86.3% were enrolled on 4-year campuses whereas, 13.7% were enrolled on the 2-year campuses. Corresponding national 2004 enrollment statistics were not available, but calculations based on the national 2000 enrollment data (NCES, 2005, Quick Tables & Figures, Table Key=1125) indicate that about 56.2% of freshmen were enrolled at 4-year institutions and roughly 43.8% were at 2-year institutions. Louisiana FTF enrollment patterns do differ from these national patterns.

As illustrated in Exhibit 8 approximately 79.9% of Louisiana's FTF class enrolled at 4-year public institutions, while 13.7% were enrolled in 2-year public colleges, and 6.4% of the Fall 2004 FTF attended a 4-year nonpublic university that is located in Louisiana. Enrollment patterns for the Fall 2004 FTF class were different than those of the Fall 2003 FTF class.

That is, while the enrollment of the FTF class at 2-year public campuses decreased from 13.9% to 13.7%, there was a shift in enrollments at 4-year public and nonpublic colleges/universities. From Fall 2003 to Fall 2004, the proportion of the FTF class enrolled on a 4-year public campus rose from 79.1% to 79.9% and the proportion on 4-year nonpublic campuses declined from 7.0% to 6.4%.

Exhibit 8
Percentage of Fall 2004 FTF Enrolled at Louisiana Institutions by Institution Type and Control (Public/Nonpublic)



Although data of the *FTF Program* does not address the reasons for these enrollment shifts, possible causative factors may include changes in admission standards, the cost of attending the different types of institutions, the desire to earn a postsecondary degree in a shorter time frame, recruitment efforts, reputations of some campuses, and any improvements made by high schools which helped students become better prepared for the colleges/universities located in Louisiana.

In the future, it is possible that the in-state enrollment patterns may shift again; however, it is difficult to predict how these patterns may change. The *Tuition Opportunity Program for Students* (TOPS), technological development, as well as improvements made in secondary education are all factors that may increase the proportion of a high school graduating class that prepares for and seeks a college/university degree program. Perhaps the higher achieving recent graduates may also receive offers for financial assistance, allowing them to enroll at a different campus than they would without such financial assistance.

While there is no way to predict the exact size of future FTF classes or where the students may enroll, educational planning can be aided by examining what has recently occurred within Louisiana and by learning what students are becoming FTF. Thus, in Part IV of this report, the focus is on describing the Louisiana's Fall 2004 FTF and on statistics regarding the enrollment of FTF in developmental courses. As previously mentioned, each FTF was a full-time student in the Fall 2004 term, and all students were enrolled at a public or nonpublic college/university located in Louisiana.

Part IV. The Louisiana Fall 2004 First-Time Freshmen (FTF) Class

Information in Part IV is organized to discuss several characteristics of the Fall 2004 FTF class (i.e., their performance on the ACT, gender and ethnic composition, enrollment in developmental courses, and successful completion of the Fall 2004 term.) Additional information from other national studies will be included for the reader's consideration.

How did Louisiana's Fall 2004 FTF Class perform on the ACT?

Although the *FTF Program* is legislatively mandated to collect only data on FTF enrollments and participation in developmental courses, the LDE also asked for the submission of the ACT composite scores of the full-time Fall 2004 FTF. In addition to summarizing the ACT performance for these FTF and comparing findings to the Fall 2003 FTF class, this report also provides an overview of ACT results for developmental vs. nondevelopmental FTF and for the public and nonpublic high school graduates combined.

Exhibit 9 presents two years of average ACT score results for national and Louisiana high school classes and for the Louisiana FTF. Where the data were available, the average ACT scores are reported by gender, by ethnicity, by core vs. non-core curriculum, by public vs. nonpublic high school, and by college destination. The discussion of ACT scores begins with an overview of Louisiana's 2004 high school class, including both public school and nonpublic school test takers.

Louisiana's 2004 High School Class ACT Performance. As a group, Louisiana's 2004 high school class had an average ACT composite score of 19.8, which was an increase over the 19.6 average that has existed since 1999. The national ACT composite average score had been 21.0 since 1997, but it dropped to 20.8 in 2002 and in 2003. ACT believed the national score decline was largely due to two states making students take the ACT as a requirement for graduating from high school. The national ACT average increased to 20.9 for the 2004 high school class.

Comparing Louisiana's ACT performance across subgroups of high school students indicated that in 2004, the average scores had increased for both males (from 19.7 to 19.9) and for females (from 19.6 to 19.7). In the nation as a whole, males had an average ACT composite score of 21 (in 2004), while the nation's females had an average of 20.9 (ACT, 2004).

In 2004, ACT scores for the nation were reported by ethnic groups, demonstrating that Asians/Pacific Islanders (21.9) and Whites (21.8) outperformed American Indians/ Alaskan Natives (18.8), Hispanics (18.8), Mexican Americans/Chicanos (18.4), and African Americans/Blacks (17.1). In 2004, Louisiana's White graduates (21.2), Asians/ Pacific Islanders (21), and Mexican Americans/Chicanos (20.5) had the highest average ACT composite scores, followed by Hispanics (19.5), American Indians/Alaskan Natives (19.4), and African Americans/Blacks (16.9) (ACT, 2004).

For Louisiana, 2004 ACT average score improvement was noted among: Whites (from 21 to 21.2), Asian/Pacific Islanders (from 20.8 to 21), Mexican Americans/Chicanos (from 20 to 20.5), American Indians/Alaskan Natives (19.2 to 19.4), and among African Americans/Blacks (16.7 to 16.9), as compared with the lower average composite scores of 2003. The Louisiana 2004 average score declined for Hispanics (from 19.8 to 19.5) (ACT, 2003 & 2004).

Research has revealed that ACT scores are highly linked to the amount of core course work completed by high school students. As shown in Exhibit 9, those 2003-04 high school students (in Louisiana and in the nation) who completed a typical college preparatory curriculum were found to have higher average ACT composite scores than students who did not complete a college preparatory curriculum.

Louisiana's Fall 2004 FTF, ACT Performance. ACT composite scores were available on roughly 93.1% of Fall 2004 FTF. Of these Louisiana Fall 2004 FTF, 34.1% had scores ranging from 1 to 19. The remaining 65.9% had an ACT composite score equal to or greater than 20. Furthermore, the average ACT composite score of these FTF (21.1) was higher than that of the entire 2004 high school class (19.8) and slightly higher than the national ACT average score for the high school class (20.9).

When considering the ethnic groups, analysis of the ACT data for the Louisiana Fall 2004 FTF indicated that White FTF had the highest average ACT composite scores (22.4), followed by Asians/Pacific Islanders (22.1). The average ACT composite scores for FTF who were American Indians/ Alaskan Natives (20.9), Hispanics (20.8), and for Blacks (18.0) were lower. Furthermore, male Fall 2004 FTF whose average ACT was 21.4 outperformed the female FTF (21.0).

Exhibit 9
2003 vs. 2004 ACT Average Composite Scores*

Description of the Averages	Nation's High School Class		Louisiana's High School Class		Louisiana's FTF Class		Louisiana's Developmental FTF		Louisiana's Non-Developmental FTF	
	2003	2004	2003	2004	Fall 2003	Fall 2004	Fall 2003	Fall 2004	Fall 2003	Fall 2004
Overall Average ACT Composite	20.8	20.9	19.6	19.8	20.9	21.1	17.3	17.1	22.7	22.7
Averages by Gender										
Males	21.0	21.0	19.7	19.9	21.2	21.4	17.2	17.0	22.9	23.0
Females	20.8	20.9	19.6	19.7	20.7	21.0	17.4	17.2	22.5	22.5
Averages by Ethnicity Groups**										
Whites	21.7	21.8	21.0	21.2	22.2	22.4	18.3	18.1	23.3	23.4
Asian/Pacific Islanders	21.8	21.9	20.8	21.0	21.5	22.1	18.2	18.0	23.1	23.4
Mexican Americans/Chicanos	18.3	18.4	20.0	20.5						
Hispanics	19.0	18.8	19.8	19.5	20.9	20.8	17.5	17.3	22.9	22.7
American Indian/Alaskan Natives	18.7	18.8	19.2	19.4	20.9	20.9	18.1	17.5	21.9	22.3
African American/Blacks	16.9	17.1	16.7	16.9	17.9	18.0	16.2	16.0	19.9	19.9
Averages by Curriculum***										
Completed Core	21.8	21.9	20.5	20.6						
Did Not Complete Core	19.3	19.4	17.2	17.4						
Averages by Type of High School										
Public School					20.5	20.7	17.1	17.0	22.3	22.4
Nonpublic School					22.3	22.3	18.3	17.7	23.5	23.5
Averages by College Destination										
2-year public					17.7	17.6	16.8	16.6	20.5	20.9
4-year public					21.2	21.4	17.4	17.2	22.7	22.6
4-year nonpublic					22.6	23.7	18.5	19.2	23.8	24.4

* If cells are blank, no information was available from the FTF data analysis or from other documents.
** In Louisiana FTF data collections, there is only one ethnic group for members of the Spanish population.
*** The core or college preparatory curriculum consists of four English courses, three mathematics courses, three social studies courses, and three natural science courses.

Just as the college-going rates of public and nonpublic high school graduates differed, average ACT performance of those graduates who became FTF varied with high school type. That is, Fall 2004 FTF who graduated from public high schools had an average ACT of 20.7, whereas the FTF who graduated from nonpublic high schools had an average ACT composite score of 22.3.

Looking at the ACT data from the perspective of college destination, Louisiana Fall 2004 FTF who enrolled in nonpublic universities tended to post higher ACT composite scores (average of 23.7) than their peers who entered 4-year public institutions (21.4), or the FTF who enrolled in 2-year public institutions (17.6).

It was also found that Fall 2004 nondevelopmental FTF had an average ACT score of 22.7, whereas developmental FTF had an average score of 17.1. In fact, the nondevelopmental FTF of Fall 2004 as well as those of Fall 2003, had higher average ACT scores than the developmental FTF for every breakdown that is shown in Exhibit 9. The average ACT scores of Louisiana's nondevelopmental FTF were also higher than the averages of the nation's high school classes.

FTF Performance on the ACT: Fall 2003 compared with Fall 2004. As can be seen in Exhibit 9, the average ACT composite score of Louisiana FTF was 20.9 in Fall 2003, rising to 21.1 in Fall 2004. The average score of FTF who graduated from Louisiana public high schools increased from 20.5 in Fall 2003 to 20.7 in Fall 2004, while the average ACT composite score for FTF who graduated from the nonpublic schools remained at 22.3. The readers of this report should be able to make several comparisons of the average ACT scores, if they desire, by using the findings presented in Exhibit 9.

As noted earlier, the ACT score of an FTF is used to help determine whether the student should be enrolled in one or more developmental courses. Thus, a change in the average ACT score of FTF may be associated with alterations in the FTF developmental course enrollments. In this study, it was found that the average ACT score of the Fall 2004 Louisiana FTF did increase and the percent of FTF enrolled in one or more developmental courses decreased. Some colleges/ universities indicated they offered courses in several developmental subject areas, but there were cases in which no FTF were reported as enrolled in the courses.

At this time, Louisiana's public 4-year universities are developing plans to have Minimum Admissions Criteria by the Fall of 2005. Proposed criteria for admission include specific ACT scores, specific grade point averages with completion of the high school core curriculum, and limiting the amount of developmental (or remedial) coursework that a student requires. The 2-year institutions are to remain as open admissions campuses. Full implementation of these admission criteria could impact students who will be entering college in 2005 by being one additional factor that results in better ACT performance and in less need for developmental courses.

What was the demographic make-up of Louisiana's Fall 2004 FTF Class?

Each student counted as a member of the Fall 2004 FTF class made an immediate transition to a Louisiana college/ university following his/her graduation from high school. In national reporting, two variables seem associated with the immediate college enrollment rates, these being the educational attainment of the parents and the socioeconomic background of the families. The immediate college enrollment rates were found to be higher when the parents had a higher level of educational attainment (Wirt, et al., 2005, Table 20-3). In addition, the 2003 rates of immediate college enrollment were 52.8% for students coming from low-income families, but 80.1% for students from high-income families (Wirt, et al., 2005, Table 20-1). One would suspect that low-income families would be less able to save for the college education of their children, so this difference in immediate college enrollment rates is not surprising.

According to Wirt, et al.'s (2005) Table 20-2, the proportion of female high school completers making an immediate transition to college has exceeded the proportion of male high school completers making the same transition from 1999 to 2003. However, in the years 2000 and 2001, the proportions of male high school completers making an immediate transition to college declined to just under 60%. Recent Louisiana studies of FTF classes show that the majority of the FTF were females in Fall 2003 (58% female) and in Fall 2004 (58% female).

Exhibit 10 provides information on the ethnicity of Louisiana's Fall 2004 FTF. The ethnic subgroup of each FTF was either drawn from (1) what was recorded in the *Student Transcript System* (STS), (2) data stored in the *Student Information System* (SIS), or (3) the information reported by BOR or by a nonpublic college/university. If the ethnic subgroup of any FTF was not available from any of these sources, then ethnicity was unknown.

Exhibit 10
Fall 2004 FTF Summary by Ethnicity*

Ethnicity Category	Public Schools		Nonpublic Schools		Public and Nonpublic Schools Combined		
All Louisiana Fall 2004 FTF	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent of All FTF in the Class**	
						2004	**2003**
American Indian/Alaskan Native	85	<1%	37	<1%	122	<1%	<1%
Asian/Pacific Islander	411	2%	95	<2%	506	2%	2%
Black	5,953	34%	619	11%	6,572	28%	28%
Hispanic	221	1%	103	2%	324	1%	1%
White	10,680	62%	4,994	85%	15,674	68%	68%
Data Not Available	0	0 %	20	<1%	20	<1%	<1%
Louisiana Fall 2004 Developmental FTF						**Percent of All Developmental FTF in 2004**	**2004 Ethnic Subgroup Developmental Enrollment Rates**
American Indian/Alaskan Native	31	<1%	6	<1%	37	<1%	30%
Asian/Pacific Islander	109	2%	16	1%	125	2%	25%
Black	2,946	53%	269	22%	3,215	47%	49%
Hispanic	87	<2%	26	2%	113	<2%	35%
White	2,394	43%	905	74%	3,299	49%	21%
Data Not Available	0	0%	3	<1%	3	<1%	15%

*The percents are rounded to whole percentage points.

Of the 17,350 FTF who had graduated from Louisiana public schools, approximately 62% were White, 34% were Black, 2% were Asian/Pacific Islanders, and 1% were Hispanics. Of the 5,868 FTF who graduated from nonpublic schools, approximately 85% were White, 11% were Black, 2% were Hispanics, and less than 2% were Asian/Pacific Islanders. Less than 1% of the FTF who graduated from Louisiana high schools were American Indians/Alaskan Natives, and the remainder did not have ethnicity reported.

Louisiana's Fall 2004 FTF class was predominantly White (68%). Black students comprised the next largest ethnic group (28%), followed by Asian/Pacific Islanders (2%), and Hispanics (1%). Less than 1% of all FTF were identified as American Indians/Alaskan Natives. (The ethnicity of 20 FTF was unknown.). A comparison of Louisiana's Fall 2003 and Fall 2004 FTF suggests that the representation of all ethnic subgroups remained stable, when each subgroup's participation is calculated as a percentage of the entire FTF class.

Wirt, et al. (2005, Indicator 31) reported that 29% of all students enrolled in degree-granting institutions in 2002 were racial/ethnic minorities. In Louisiana, the proportion of FTF who were minorities has been just under one-third of the entire FTF class, but Louisiana's percentage of minority FTF increased from 31% in Fall 2002 to 32% in Fall 2003 and remained at 32% for Fall 2004. Also, each minority ethnic subgroup increased its number of FTF in Fall 2004. The minority subgroup that increased the most in Fall 2004 was the Asian/Pacific Islander subgroup. That is, in Fall 2003, there were 456 Asian/Pacific Islander FTF and in Fall 2004, there were 506 Asian/Pacific Islander FTF, which is an increase of 50 FTF of the Asian/Pacific Islander ethnic minority subgroup.

The subgroups, which had more than 500 FTF in Fall 2004, were the Asian/Pacific Islander subgroup, the Black, and the White subgroups. Asian/Pacific Islander FTF enrolled on 25 campuses, with LSU at Baton Rouge enrolling the largest number of Asian/Pacific Islander FTF (116) in Fall 2004.

Each college/university that participated in the Fall 2004 study of Louisiana's FTF enrolled students of the Black ethnic subgroup and all but two of the campuses also served members of the White ethnic subgroup. However, there were instances in which the number of FTF in these two subgroups was less than 10. It was found that LSU at Baton Rouge served the largest number of White FTF (3,879), whereas Southern University at Baton Rouge enrolled the largest number of Black FTF (1,027).

Combining the Hispanic FTF, the American Indian/ Alaskan Native FTF, and those whose ethnicity was unknown into an "other" category of 466 members revealed that these FTF were enrolled on 28 campuses. LSU at Baton Rouge enrolled 87 FTF who were in this other ethnic subgroup.

Reviewing the ethnic composition of an FTF class is one way to assess how well Louisiana is doing in helping the recent diploma graduates of various ethnic backgrounds access Louisiana's higher educational institutions. However, it is also of interest to examine the developmental enrollment rates of ethnic subgroups as an aid to understanding how readiness for college may be associated with a student's ethnic background.

Exhibit 10 included ethnicity information for the developmental FTF. Of the 5,567 developmental FTF who had graduated from Louisiana public schools, 53% were Black, 43% were White, 2% were Asian/Pacific Islanders, less than 2% were Hispanics, and less than 1% were American Indians/Alaskan Natives.

Of the 1,225 developmental FTF who were graduates of nonpublic schools, 74% were White, 22% were Black, 2% were Hispanic, and 1% were Asian/Pacific Islanders. For nonpublic high schools, less than 1% of the developmental FTF were American Indians/Alaskan Natives or students whose ethnicity was unknown.

The majority of all Louisiana's Fall 2004 developmental FTF were either White (49%) or Black (47%) students, with about 4% of the Fall 2004 developmental FTF being of the remaining ethnic subgroups. Ethnicity data was not available for three of the developmental FTF.

A developmental enrollment rate for each ethnic subgroup was also calculated and was shown in Exhibit 10. When calculated for an ethnic subgroup, the developmental enrollment rate reflects the percentage (or proportion) of a specific ethnic subgroup of FTF students who were enrolled in one or more developmental courses during their first term of college. As an example, if there were 50 FTF who were identified as Hispanic and 10 of these Hispanic FTF were enrolled in one or more developmental courses, then the developmental enrollment rate of Hispanic FTF would be computed as 20%.

While the state's Fall 2004 overall developmental rate was 29%, the developmental enrollment rates by ethnic subgroups were lower for White FTF (21%), for Asian/Pacific Islander FTF (25%), and for FTF whose ethnicity was unknown (15%). However, the developmental enrollment rates were higher than the state's overall 2004

developmental enrollment rate for American Indian/Alaskan Native FTF (30%), for Hispanic FTF (35%), and for Black FTF (49%).

Exhibit 11 presents developmental enrollment rates for the White, Black, Asian/Pacific Islander, and the "other" ethnic subgroups, breaking out these rates for the 33 colleges reporting Fall 2004 FTF data. (The developmental enrollment rates by ethnicity, as shown in Exhibits 10 and 11, include FTF who graduated from Louisiana public and nonpublic schools.) Although the smaller ethnic subgroups and the students with unknown ethnicity were combined into the "other" subgroup, readers will note that several subgroup cells of Exhibit 11 are blank. In Exhibit 11, a developmental rate was not reported for any subgroup consisting of less than 10 FTF.

Developmental rates by each subgroup for each college/university can be compared to the state rates calculated for each ethnic subgroup or to the rates at other colleges/universities. The overall developmental rate of each college is also included in Exhibit 11. Fourteen of the colleges/universities had overall developmental rates that were lower than or equal to the state's developmental rate of 29%.

The overall developmental enrollment rates at the public community colleges tended to be high, ranging from 46% to 90%. Louisiana Delta Community College had the highest overall developmental rate of 90%. As can be seen in Exhibit 11, developmental rates reported for the ethnic subgroups of FTF at community colleges were often above 80%. Four of these campuses had enough members of more than one ethnic subgroup to allow a comparison of the subgroup developmental rates. On three of these community college campuses, the White FTF had lower developmental rates than other subgroups, but at Baton Rouge Community College the developmental rate of the other ethnic subgroup was the lowest subgroup developmental rate.

Public institutions under the LSU System were found to have overall developmental rates from 0% to 74%. LSU at Baton Rouge offered no developmental courses; thus, this campus and each of its ethnic subgroups has developmental rates of 0%. The developmental rates of ethnic subgroups enrolled on the remaining LSU System campuses ranged from 17% to 91%, with the developmental rates of White FTF being lower than those of all other ethnic subgroups.

On public campuses under the SU System, the only ethnic subgroup with 10 or more FTF was the Black subgroup. Developmental enrollment rates of Black FTF attending campuses of the SU System and the overall developmental rates of these campuses ranged from 16% to 85%.

Except for Grambling State University, the UL System public campuses served at least 10 members of more than one ethnic subgroup. The overall developmental enrollment rates of these campuses were as low as 5% (at Louisiana Tech) and as high as 53% (at Grambling). With the exception of the other subgroup at Louisiana Tech, the developmental enrollment rates of White FTF were lower than the developmental rates of the Black, the Asian/Pacific Islander, and the other ethnic subgroups for FTF enrolled at six of the UL System campuses.

Finally, the nonpublic colleges/universities that are members of LAICU, had overall developmental rates ranging from 0% at Centenary and at Tulane (which offered no developmental courses) to 57% at Our Lady of Holy Cross College. The majority of FTF enrolled on nonpublic campuses were White FTF, except at Dillard and Xavier, where the majorities were Black FTF.

With the exception of FTF on the campus of Our Lady of Holy Cross College, the developmental rates computed for the White FTF subgroup at nonpublic campuses were less than 10%. The developmental rates computed for the Black FTF subgroup at nonpublic campuses were less than 20%, except for those enrolled at Our Lady of Holy Cross and for those enrolled at Xavier.

Three nonpublic campuses served more than 10 members of the Asian/Pacific Islander subgroup; developmental rates for this subgroup on these campuses were 0% at Tulane, 4% at Loyola, and 37% at Xavier. Ten or more FTF of the other ethnicity subgroup were enrolled at four nonpublic campuses. The developmental rates of the FTF in the other ethnicity group were less than 17% on three nonpublic campuses (Loyola, Our Lady of the Lake College, and Xavier), but at 64% for this subgroup of FTF enrolled at Our Lady of Holy Cross College.

What percentage of the Fall 2004 FTF class was enrolled in developmental courses?

Given the types of courses named in a survey of Fall 2004 developmental courses, it **cannot** be assumed that all content studied in a developmental course was remedial work or even information that students had ever attempted when in high school. However, the less-prepared FTF may have been advised to enroll in developmental courses for the purpose of acquiring additional knowledge of specific subjects or for developing reading and study skills, critical thinking, or problem-solving abilities that are expected to improve their success in college.

Exhibit 11 Fall 2004 First-Time Freshmen (FTF) Developmental Rates by Ethnicity and by College/University (See Table Notes)

	Overall Developmental Rate	Asian/ Pacific Islander	Black	Other Ethnicity	White	FTF Subgroup With Lowest Developmental Rate
Louisiana	**29% (6,792 of 23,218)**	**25% (125 of 506)**	**49% (3,215 of 6,572)**	**33% (153 of 466)**	**21% (3,299 of 15,674)**	
Community Colleges						
Baton Rouge Community College	85% (584 of 690)	88% (14 of 16)	87% (146 of 167)	82% (9 of 11)	84% (415 of 496)	Other Ethnicity FTF
Bossier Parish Community College	72% (279 of 387)		87% (59 of 68)	80% (8 of 10)	69% (210 of 306)	White FTF
Delgado Community College	87% (767 of 887)	88% (30 of 34)	93% (402 of 430)	98% (39 of 40)	77% (296 of 383)	White FTF
Elaine Nunez Community College	69% (74 of 108)		94% (16 of 17)		66% (57 of 86)	White FTF
L. E. Fletcher Technical Community College	58% (29 0f 50)				61% (27 of 44)	
Louisiana Delta Community College	90% (55 of 61)				91% (50 of 55)	
River Parishes Community College	65% (49 of 76)				61% (43 of 70)	
South Louisiana Community College	65% (65 of 100)				64% (57 of 89)	
Sowela Technical Community College	46% (44 of 96)				47% (42 of 90)	
LSU System						
LSU at Alexandria	74% (213 of 289)		88% (28 of 32)		72% (180 of 251)	White FTF
LSU A&M at Baton Rouge	0% (0 of 4,478)	0% (0 of 116)	0% (0 of 396)	0% (0 of 87)	0% (0 of 3,879)	All subgroups have a developmental rate of 0%.
LSU at Eunice	63% (360 of 570)		91% (110 of 121)		56% (248 of 445)	White FTF
LSU at Shreveport	30% (110 of 371)		57% (65 of 114)		17% (42 of 247)	White FTF
University of New Orleans	29% (392 of 1,341)	26% (23 of 87)	50% (201 of 402)	47% (30 of 64)	18% (138 of 788)	White FTF

	Overall Developmental Rate	Asian/ Pacific Islander	Black	Other Ethnicity	White	FTF Subgroup With Lowest Developmental Rate
Louisiana	**29% (6,792 of 23,218)**	**25% (125 of 506)**	**49% (3,215 of 6,572)**	**33% (153 of 466)**	**21% (3,299 of 15,674)**	
SU System						
SU A&M at Baton Rouge	16% (170 of 1,040)		16% (169 of 1,027)			
SU at New Orleans	85% (187 of 221)		85% (186 of 218)			
SU at Shreveport	71% (109 of 154)		72% (105 of 145)			
UL System						
Grambling State University	53% (254 of 479)		54% (253 of 470)			
Louisiana Tech University	5% (73 of 1,357)	10% (1 of 10)	15% (29 of 200)	0% (0 of 13)	4% (43 of 1,134)	Other Ethnicity FTF
McNeese State University	33% (402 of 1,236)		66% (187 of 284)	27% (3 of 11)	22% (210 of 938)	White FTF
Nicholls State University	44% (556 of 1,269)	42% (8 of 19)	79% (244 of 309)	38% (12 of 32)	32% (292 of 909)	White FTF
UL at Monroe	26% (287 of 1,100)	16% (4 of 25)	53% (167 of 315)		15% (114 of 753)	White FTF
Northwestern State University	42% (548 of 1,305)		65% (358 of 549)	28% (10 of 36)	25% (178 of 715)	White FTF
Southeastern Louisiana University	27% (497 of 1,861)		52% (155 of 300)	42% (8 of 19)	22% (333 of 1,533)	White FTF
UL at Lafayette	22% (483 of 2,200)	28% (9 of 32)	46% (191 of 415)	24% (8 of 33)	16% (275 of 1,720)	White FTF

	Overall Developmental Rate	Asian/ Pacific Islander	Black	Other Ethnicity	White	FTF Subgroup With Lowest Developmental Rate
Louisiana	**29% (6,792 of 23,218)**	**25% (125 of 506)**	**49% (3,215 of 6,572)**	**33% (153 of 466)**	**21% (3,299 of 15,674)**	
Louisiana Association of Independent Colleges and Universities						
Centenary College of Louisiana	0% (0 of 166)		0% (0 of 12)		0% (0 of 143)	All subgroups have a developmental rate of 0%.
Dillard University	19% (34 of 182)		19% (34 of 182)			
Louisiana College	2% (4 of 189)		0% (0 of 14)		2% (4 of 171)	Black FTF
Loyola University of New Orleans	4% (8 of 201)	4% (1 of 26)	7% (2 of 27)	16% (3 of 19)	2% (2 of 129)	White FTF
Our Lady of Holy Cross College	57% (52 of 91)		82% (9 of 11)	64% (7 of 11)	54% (34 of 63)	White FTF
Our Lady of the Lake College	15% (10 of 69)			12% (3 of 26)	8% (3 of 36)	White FTF
Tulane University	0% (0 of 244)	0% (0 of 30)	0% (0 of 42)		0% (0 of 165)	All subgroups have a developmental rate of 0%.
Xavier University	28% (97 of 350)	37% (21 of 57)	27% (73 of 268)	14% (2 of 14)	9% (1 of 11)	White FTF

* The percentages in this table represent the rate at which Fall 2004 FTF from Louisiana public and nonpublic high schools enrolled in one or more developmental courses. A cell under one of the ethnic subgroups that contains the following "88% (14 of 16)" indicates that in the college, 88% (or 14 out of 16 FTF of the indicated ethnic group) were enrolled in one or more developmental courses, when they were Fall 2004 FTF.

** If a cell is blank, the college had 0 to 9 Fall 2004 FTF of the indicated ethnicity subgroup. Developmental enrollment rates are not provided for a cell with less than 10 FTF. When a campus only had enough FTF to compute a developmental rate for only one subgroup, the corresponding cell in the last column will also be blank.

*** Information presented in the Louisiana row includes all Fall 2004 FTF who graduated from a public or nonpublic high school during the 2003-04 school year.

A summary of Louisiana's FTF who were enrolled in developmental courses in Fall 2004 was presented in Exhibit 5. As previously shown, 29% of the FTF (or 6,792 FTF) were taking one or more developmental courses in Fall 2004. As in the past, the Fall 2004 developmental rate for FTF who were Louisiana public high school graduates (32%) was higher than the rate for FTF who were Louisiana nonpublic high school graduates (21%). However, the three Fall 2004 developmental rates are lower than the comparable rates calculated for the Fall 2003 FTF class. That is, in Fall 2003, the state's overall FTF developmental rate was 33%, the developmental rate of FTF who graduated from public schools was 36%, and the rate for FTF who graduated from nonpublic high schools was 22%. The lower developmental enrollment rates of Fall 2004 FTF are findings, which suggest that the FTF class of 2004 was better prepared for college level coursework than the prior FTF classes.

When FTF from the Louisiana public schools enrolled at 4-year postsecondary institutions in Fall 2004, their developmental rate was 25%, as compared with 14% for the FTF of the nonpublic high schools. However, developmental rates for these two student groups were high for the FTF at 2-year campuses. That is, 76% of public school FTF required developmental instruction while enrolled at a 2-year institution, as did 78% of nonpublic school FTF. In fact, FTF developmental rates were much higher at all of Louisiana's 2-year colleges (76%) than at 4-year institutions (22%), which is consistent with the national trends.

According to NECS, (2005, Quick Tables & Figures, Table Key=1125), the overall percentage of entering freshmen at degree-granting institutions who enrolled in remedial courses in Fall 2000 was 28%. The Fall 2000 national remedial enrollment rates of entering freshmen were reported as follows for various types of institutions: 12% at private 4-year campuses, 20% at public 4-year campuses, 24% at private 2-year campuses, and 42 % at public 2-year campuses.

If we assume that the national remedial enrollment rates have remained at similar levels in recent years, then we can compare Louisiana's developmental rates to the nation's. In Louisiana, the overall developmental rates for the 2004 FTF on all campuses was 29%, which is just a little higher the national overall developmental rate of 28%. For the Louisiana 2004 FTF who enrolled in developmental courses on 2-year public campuses, the developmental enrollment rate was 76%, which is higher than the corresponding national rate. On 4 -year campuses, the Louisiana rate for the 2004 FTF was 22% which is somewhat higher than the nation remedial enrollment rates reported for 4-year campuses in the Fall of 2000.

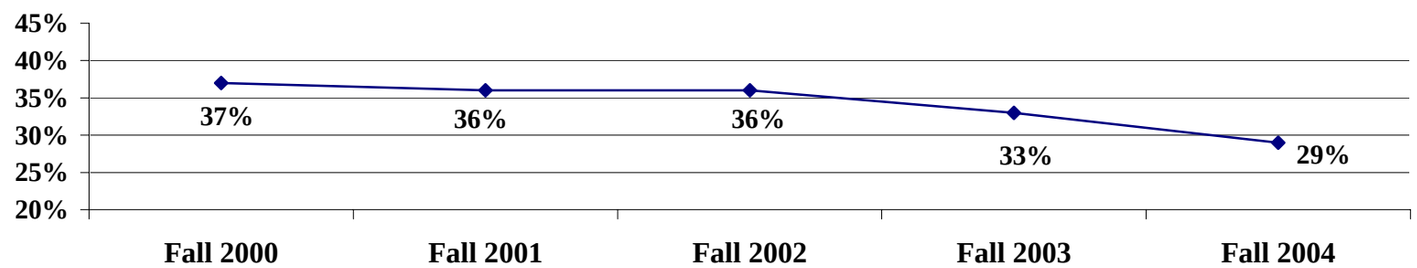
Has the percentage of the FTF Class that enrolled in developmental courses changed over time?

Parsad, Lewis, and Greene (2003) provided an overall nationwide percentage of entering freshmen who were enrolled in remedial reading, writing, or mathematics courses for 1995 and for 2000. At the national level, the percentage of entering freshmen enrolled in these remedial courses was 28% in both 1995 and in 2000.

Exhibit 12 provides a graphic representation of the percentages of Louisiana FTF who were developmental FTF in Fall 2000 through Fall 2004. As shown, the Louisiana developmental enrollment rates range from a high of 37% to a low of 29%. As shown, the Louisiana's percentages of the FTF class who enrolled in developmental courses are declining, but this state's developmental rate still exceeds the national percentage that was reported by Parsad, et al. (2003) for Fall 2000. However, the decline in Louisiana's developmental course enrollment rates provides additional evidence that the educational systems in Louisiana are now producing FTF classes who are better prepared for college courses than the FTF classes of just a few years ago.

Exhibit 12

Percent of The First-Time Freshmen Class That Enrolled in Developmental Courses (Fall 2000 Through Fall 2004)



Factors that may have contributed to these declining developmental FTF enrollment rates could include fewer developmental courses offered by the selective admissions campuses; nonreporting of FTF who were in developmental courses; the growth in other types of postsecondary educational programs, which may be options for less-prepared students; improvements in Louisiana high schools which produced graduates who were better prepared for college credit courses; and/or decisions of the better-prepared high school graduates to remain in Louisiana for college/ university studies. The *TOPS Program* may also be motivating high school students to take more rigorous courses which are increasing the abilities of graduates prior to college entrance, resulting in less need for the developmental courses on college campuses.

Historically, graduates of Louisiana's nonpublic schools have not enrolled in developmental college courses at the same rate as graduates of Louisiana public schools. This trend continued in Fall 2004, when the percentage of FTF who graduated from nonpublic schools and enrolled as developmental FTF was 21%, as compared with 32% of the FTF who were from public high schools and enrolled as developmental FTF. (In Fall 2003, the percentage of nonpublic high school FTF enrolled as developmental FTF was 22%, as compared with 36% of the 2003 FTF who were from public high schools.)

Exhibit 13 presents the developmental FTF rates for each of Louisiana's public school districts. (In Exhibit 13, the Louisiana data include only graduates of public schools who were FTF.) Results are shown for both the Fall 2003 and the Fall 2004 FTF. The percentages of developmental FTF for the public school districts ranged from 14% to 88% in Fall 2003 and from 16% to 57% in Fall 2004.

The eighth column of Exhibit 13 provides the percentage points difference, which indicates how the public school district developmental rates changed between Fall 2003 and Fall 2004.

- In 12 public districts, Fall 2004 developmental rates were higher than the Fall 2003 rates. The developmental rates of seven districts increased by 5% or more in Fall 2004.
- Developmental rates did not change in four districts.
- In 50 public districts, Fall 2004 developmental rates were lower than the Fall 2003 rates. In Fall 2004, the developmental rates of 34 districts decreased by 5% or more, as compared to Fall 2003 district developmental rates.

Exhibit 13

Fall 2003 and Fall 2004 FTF Developmental Rates of Public High School Graduates by District*

	Number of Fall 2003 FTF	Fall 2003 Developmental FTF		Number of Fall 2004 FTF	Fall 2004 Developmental FTF		Percentage Points Difference	Percent of Fall 2004 FTF Enrolled in Developmental			
		Number	Percent		Number	Percent		Mathematics	English	Reading	Other Courses*
Louisiana	**17,490**	**6,361**	**36%**	**17,350**	**5,567**	**32%**	**- 4%**	**26%**	**16%**	**7%**	**2%**
Acadia	185	87	47%	193	79	41%	-6%	36%	25%	2%	5%
Allen	107	41	38%	89	38	43%	5%	38%	19%	5%	2%
Ascension	382	104	27%	429	111	26%	-1%	19%	13%	4%	0.5%
Assumption	94	40	43%	86	28	33%	-10%	27%	15%	9%	0%
Avoyelles	140	65	46%	144	71	49%	3%	44%	19%	9%	7%
Beauregard	167	39	23%	192	45	23%	0%	19%	12%	1%	0%
Bienville	49	20	41%	56	23	41%	0%	34%	21%	11%	5%
Bossier	542	181	33%	524	152	29%	-4%	25%	15%	6%	8%
Caddo	1,066	340	32%	1,084	376	35%	3%	31%	19%	7%	4%
Calcasieu	910	222	24%	947	234	25%	1%	19%	10%	0%	1%
Caldwell	40	19	48%	48	15	31%	-17%	25%	15%	0%	0%
Cameron	69	10	14%	66	22	33%	19%	29%	20%	2%	2%
Catahoula	47	17	36%	51	8	16%	-20%	12%	6%	0%	0%
Claiborne	49	15	31%	68	28	41%	10%	29%	22%	7%	6%
Concordia	85	50	59%	76	26	34%	-25%	28%	22%	3%	0%
DeSoto	110	50	45%	135	55	41%	-4%	29%	23%	7%	2%
East Baton Rouge	1,439	470	33%	1,134	330	29%	-4%	26%	10%	6%	0.2%
East Carroll	32	28	88%	29	16	55%	-33%	38%	35%	10%	0%
East Feliciana	46	28	61%	42	20	48%	-13%	48%	17%	10%	0%
Evangeline	136	70	51%	96	47	49%	-2%	47%	26%	2%	8%
Franklin	65	27	42%	76	26	34%	-8%	29%	21%	12%	0%
Grant	70	28	40%	82	32	39%	-1%	33%	13%	1%	0%
Iberia	326	111	34%	304	95	31%	-3%	26%	20%	5%	3%

	Number of Fall 2003 FTF	Fall 2003 Developmental FTF		Number of Fall 2004 FTF	Fall 2004 Developmental FTF		Percentage Points Difference	Percent of Fall 2004 FTF Enrolled in Developmental			
		Number	Percent		Number	Percent		Mathematics	English	Reading	Other Courses*
Louisiana	**17,490**	**6,361**	**36%**	**17,350**	**5,567**	**32%**	**- 4%**	**26%**	**16%**	**7%**	**2%**
Iberville	103	49	48%	89	36	40%	-8%	34%	24%	15%	0%
Jackson	79	33	42%	59	19	32%	-10%	24%	20%	7%	0%
Jefferson	922	467	51%	858	396	46%	-5%	37%	26%	13%	0.5%
Jefferson Davis	180	51	28%	154	38	25%	-3%	23%	11%	0%	3%
Lafayette	785	212	27%	834	197	24%	-3%	18%	11%	1%	2%
Lafourche	315	117	37%	421	130	31%	-6%	24%	16%	9%	0%
LaSalle	71	32	45%	70	29	41%	-4%	39%	20%	1%	4%
Lincoln	213	53	25%	182	33	18%	-7%	13%	10%	5%	0.5%
Livingston	544	96	18%	544	100	18%	0%	15%	6%	2%	1%
Madison	31	15	48%	31	11	35%	-13%	26%	23%	10%	0%
Morehouse	95	36	38%	82	27	33%	-5%	28%	17%	2%	0%
Natchitoches	179	90	50%	157	56	36%	-14%	30%	19%	1%	0%
Orleans	1,294	784	61%	1,288	677	53%	-8%	38%	34%	26%	1%
Ouachita	496	161	32%	533	90	17%	-15%	12%	9%	5%	0%
Plaquemines	150	86	57%	139	59	42%	-15%	36%	20%	14%	0%
Pointe Coupee	51	22	43%	56	32	57%	14%	45%	23%	11%	5%
Rapides	635	233	37%	618	226	37%	0%	32%	15%	3%	3%
Red River	28	14	50%	40	21	53%	3%	48%	33%	8%	5%
Richland	66	37	56%	72	23	32%	-24%	26%	13%	6%	0%
Sabine	100	25	25%	114	48	42%	17%	33%	26%	2%	2%
St. Bernard	223	119	53%	228	95	42%	-11%	35%	21%	13%	0%
St. Charles	340	115	34%	308	87	28%	-6%	22%	16%	9%	0%
St. Helena	23	12	52%	20	10	50%	-2%	25%	45%	10%	0%
St. James	107	53	50%	87	32	37%	-13%	29%	23%	12%	1%

	Number of Fall 2003 FTF	Fall 2003 Developmental FTF		Number of Fall 2004 FTF	Fall 2004 Developmental FTF		Percentage Points Difference	Percent of Fall 2004 FTF Enrolled in Developmental			
		Number	Percent		Number	Percent		Mathematics	English	Reading	Other Courses*
Louisiana	**17,490**	**6,361**	**36%**	**17,350**	**5,567**	**32%**	**- 4%**	**26%**	**16%**	**7%**	**2%**
St. John the Baptist	93	47	51%	111	54	49%	-2%	34%	26%	9%	0%
St. Landry	336	150	45%	297	109	37%	-8%	31%	21%	2%	6%
St. Martin	174	67	39%	173	57	33%	-6%	30%	17%	2%	5%
St. Mary	222	87	39%	236	94	40%	1%	33%	20%	10%	2%
St. Tammany	1,071	237	22%	1,094	202	18%	-4%	16%	7%	3%	0.2%
Tangipahoa	474	145	31%	418	87	21%	-10%	16%	8%	2%	0%
Tensas	18	8	44%	15	8	53%	9%	33%	47%	13%	0%
Terrebonne	400	149	37%	413	149	36%	-1%	28%	19%	14%	0%
Union	75	33	44%	62	22	35%	-9%	32%	18%	8%	0%
Vermilion	238	77	32%	221	53	24%	-8%	18%	13%	1%	0.5%
Vernon	168	29	17%	188	42	22%	5%	17%	11%	1%	0.5%
Washington	79	27	34%	78	21	27%	-7%	27%	6%	4%	0%
Webster	180	81	45%	180	73	41%	-4%	33%	24%	9%	13%
West Baton Rouge	83	31	37%	90	29	32%	-5%	31%	10%	8%	0%
West Carroll	60	16	27%	58	11	19%	-8%	14%	14%	3%	0%
West Feliciana	62	17	27%	80	20	25%	-2%	24%	9%	6%	0%
Winn	78	30	38%	75	21	28%	-10%	23%	12%	3%	1%
City of Monroe	217	98	45%	192	74	39%	-6%	32%	21%	7%	0%
City of Bogalusa	47	26	55%	54	21	39%	-16%	35%	9%	6%	2%
Zachary Community**				125	31	25%		21%	10%	5%	0%
City of Baker**				47	14	30%		30%	17%	13%	0%
Other Schools***	229	32	14%	208	26	13%	-1%	12%	5%	4%	0%

* Percentages appearing in this Exhibit are rounded to whole percentage points, except for those in the "Other Courses" column that are 0.5% or less.
** These districts began independent operations during the 2003-04 school year. In previous years, the East Baton Rouge District operated public schools in these areas.
*** The "Other Schools" category includes FTF from Grambling State University Lab High School; Louisiana School for the Deaf; Louisiana School for Mathematics, Science, and the Arts; LSU Lab School; and SU Lab School (both years); FTF from Milestone Academy of Learning Experiences and Northwood Preparatory High School (2002-03); and the East Baton Rouge Arts and Technology School (2003-04).

In what developmental subject areas were Fall 2004 enrollments the highest?

During 2000, more of the nation's entering college freshmen received remedial instruction in mathematics (22%) than in reading (11%) or writing (14%) (NCES, 2005, Quick Tables & Figures, Table Key 1125 and Parsad, et al.,2003). In a similar manner, among all 23,218 FTF and across the 33 Louisiana colleges/universities, the Fall 2004 developmental course enrollment rate was highest in mathematics (24%). This finding has been consistent for several recent years of the *FTF Program*, and demonstrates that Louisiana's FTF are not as prepared for college-level mathematics as they are for other subjects.

The Louisiana Fall 2004 developmental enrollment rates in other subject areas were 14% in English, 6% in reading, and 1% in other developmental courses. These Fall 2004 Louisiana developmental enrollment percentages compared favorably to the percentages of the nation's 2000 freshmen who were enrolled in remedial courses (i.e., 22% enrolled in mathematics, 14% in writing, and 11% in reading), as reported by Parsad, et al. (2003) and by NCES (2005, Quick Tables & Figures, Table Key 1125).

Also, smaller percentages of all Fall 2004 FTF were enrolled in the developmental subjects of mathematics and English than was the case for the Fall 2003 FTF. The largest improvement was in the developmental mathematics enrollment rate, which decreased from 28% in Fall 2003 to 24% in Fall 2004. Enrollment rates in developmental English decreased by one percentage point. Programs and strategies implemented to improve high school student achievement in these two subject areas must be having a positive impact on college-bound students.

The last four columns of Exhibit 13 present enrollment rates for the four broad developmental subject areas, broken down by the public school districts. These developmental enrollment rates apply to the 2003-04 public high school graduates who were Fall 2004 FTF. When examining these district developmental rates, it is important to realize that the likelihood of a district's graduates enrolling in a particular developmental subject is influenced by the students' choice of a postsecondary institution and the developmental courses offered by the institution.

Most Louisiana colleges/universities offered mathematics and/or English developmental courses in Fall 2004, but developmental reading and other developmental courses were offered by fewer colleges/universities. Therefore, if most of a particular district's graduates enroll at colleges that do not offer developmental reading, that district will tend to have a lower developmental reading rate than a district that sends most of its graduates to colleges that do offer developmental reading. It is possible that the latter district's developmental reading rate is higher, simply because its graduates have greater opportunity to be placed in developmental reading courses.

How does the percentage of Fall 2004 FTF who were enrolled in developmental courses vary among the public school districts?

As shown in Exhibit 13, in all but two public school districts, developmental rates among Fall 2004 FTF were highest in mathematics, with the statewide public school FTF developmental rate equaling 26%. Among the public school districts, the lowest developmental mathematics rate was 12%, while the highest rate was 48%. Twenty-five of the public school districts had 32% or more of their Fall 2004 FTF enrolled in developmental mathematics courses.

Across the state, 16% of Fall 2004 FTF from public school districts were enrolled in developmental English. At the district level, the FTF who enrolled in developmental English ranged from a low of 6% to a high of 47%. Five of the public school districts had 32% or more of their Fall 2004 FTF enrolled in developmental English courses.

Approximately 7% of the Fall 2004 FTF from public school districts enrolled in developmental reading. Public school district-level percentages for developmental reading ranged from a low of 0% to a high of 26%. Four public districts had no Fall 2004 FTF enrolled in developmental reading courses. No district had more than 26% of its Fall 2004 FTF enrolled in developmental reading courses.

About 2% of the Fall 2004 FTF who graduated from Louisiana public schools were enrolled in other developmental courses. Thirty-three public districts had no Fall 2004 FTF enrolled in other developmental courses. By comparison, the highest district-level percentage of FTF enrolled in other developmental courses was 13%.

How did public school district developmental rates in each subject change between Fall 2000 and Fall 2004?

Exhibit 14 summarizes changes in the developmental rates, in each subject, of FTF who graduated from public schools, between Fall 2000 and Fall 2004 FTF. As shown in Exhibit 14, the percentage of FTF (from public schools) enrolled in developmental mathematics was 34% for three consecutive years (2000 to 2002), then suddenly decreased to 31% in 2003, and continued to decline to 26% in 2004.

Exhibit 14
FTF Developmental Enrollments by Subject (FTF of Public Schools Only), Fall 2000 to Fall 2004

Fall Term	Percent of FTF from Public Schools Enrolled in Developmental			
	Math.	English	Reading	Other Courses
2000	34%	17%	10%	1%
2001	34%	17%	8%	1%
2002	34%	19%	10%	1%
2003	31%	18%	8%	1%
2004	26%	16%	7%	2%

In developmental English, enrollment was 17% for two consecutive years (2000 and 2001), then increased to 19% in Fall 2002. In Fall 2003, the developmental English rate of FTF from public schools then decreased to 18% and then declined to 16% in 2004.

The percentage of FTF (from public schools) enrolled in developmental reading was 10% in Fall 2000 and in Fall 2002, but only 8% in both Fall 2001 and in Fall 2003. By Fall 2004, developmental enrollment in reading courses was down to 7% of the FTF from public schools. From Fall 2000 to Fall 2003, only 1% of the FTF (from public schools) were enrolled in other developmental courses, whereas about 2% of public school FTF enrolled in other developmental courses during the Fall 2004 term.

For the FTF who graduated from Louisiana public schools, the developmental enrollment rates in three subject areas were less in Fall 2004 than in Fall 2000. These findings suggest that the FTF who graduated from Louisiana public high schools in 2003-04 were better prepared for college courses in mathematics, English, and reading than the FTF who were public school graduates of 1999-2000.

What does an ethnic subgroup analysis of developmental course enrollment rates reveal about FTF produced by Louisiana public school districts?

Anyone interested in the achievement gaps among ethnic subgroups may find the developmental enrollment rates of Exhibit 15 to be of value, as plans are made to improve the instruction and the performance of those subgroups who are less prepared for college studies. Exhibit 15 summarizes the developmental enrollment rates by ethnic subgroups, for each public school district. The numbers and percentages that are reported in the Louisiana rows of Exhibit 15 are based on all FTF of each Louisiana public school, including FTF from public schools that do not report to any of the school districts. However, the district rows presented in Exhibit 15 do not include FTF from any school that is not operated by the district. If a district produced less than 10 FTF in a particular ethnic subgroup, the district's developmental rate of that subgroup is not reported in Exhibit 15. Due to the small number of American Indian/Alaskan Native and Hispanic FTF, these ethnic groups were combined into the "other" ethnic subgroup in Exhibit 15.

For the Fall 2004 FTF who graduated from public schools, the overall developmental rate was 32%. Across all public school districts and the public schools, the developmental enrollment rates were lower for White FTF (22%) and for Asian/Pacific Islander FTF (27%). The developmental enrollment rates of FTF from Louisiana public schools who were Black (49%) or who were in the other ethnic subgroup (39%) exceeded the overall developmental rate of all Fall 2004 FTF who came from Louisiana public high schools.

Each Louisiana public school district produced some Black graduates who became Fall 2004 FTF. All but one district produced some White graduates who became Fall 2004 FTF. The majority of the districts have a developmental rate reported in Exhibit 15 for at least the Black and the White subgroups because 66 districts produced at least 10 Black FTF and 63 districts produced at least 10 White FTF.

In all but seven of the districts that produced 10 or more Black FTF, the district's developmental rate of Black FTF exceeded the district's overall developmental rate. However, in all but four of the districts that produced 10 or more White FTF, the district's developmental rate of White FTF was less than the district's overall developmental rate. With two exceptions, in each district that produced 10 or more Black FTF and 10 or more White FTF, the district's developmental rate of the Black FTF was found to be higher than the district's developmental rate of its White FTF. The exceptions were the districts of Catahoula and Pointe Coupee.

The Asian/Pacific Islander FTF were from 30 districts, but only eleven districts produced 10 or more of the Asian/Pacific Islander FTF. Among these eleven, the district's developmental rate of the Asian/Pacific Islander FTF was lower than that of the district's Black FTF. Among eight of these districts, the Asian/Pacific Islander FTF developmental rate was lower than or equal to the district's overall developmental rate. In five of these districts, the developmental rate of Asian/Pacific Islander FTF was also lower than or equal to the district's developmental rate of its White FTF.

American Indian/Alaskan Native and/or Hispanic FTF who graduated from Louisiana public high schools came from 33 districts. After combining these ethnic groups together into the other ethnic subgroup, only eleven districts produced 10 or more FTF of the other ethnic subgroup. In 10 districts, the developmental rate of the other ethnic subgroup was lower than that of district's Black FTF. In eight districts, the developmental rate of the other ethnic subgroup was higher than that of district's White FTF.

In each district with at least two calculated ethnic subgroup developmental rates, Exhibit 15 also shows which ethnic subgroup had the lowest developmental enrollment rate of the district. In most districts, White FTF had the lowest developmental enrollment rate.

Only seven districts produced enough FTF to calculate a developmental rate for four ethnic subgroups. These were Bossier, East Baton Rouge, Jefferson, Lafayette, Orleans, St. Tammany, and Terrebonne. The White FTF of Lafayette, Orleans, and Terrebonne had the lowest developmental enrollment rates. In Jefferson, Asian/Pacific Islander FTF and White FTF both had the lowest developmental enrollment rates, but in East Baton Rouge, only the Asian/Pacific Islander FTF were found to have the lowest developmental rate. In Bossier and in St. Tammany, the other ethnic subgroup had the lowest developmental rate within these districts. In the six districts of Bossier, East Baton Rouge, Lafayette, Orleans, St. Tammany, and Terrebonne, the Black FTF had higher ethnic subgroup developmental enrollment rates than the three ethnic subgroups of White, Asian/Pacific Islander, or other.

In an earlier section of this report, the developmental enrollment rates for each ethnic subgroup and by each college/university were presented in Exhibit 11. Differences in overall developmental rates by the college/university's source of control (i.e., the four public systems and the nonpublic institutions) were also discussed.

Of the 33 participating colleges/universities, six have been identified as Historically Black Colleges/Universities. These institutions do not limit themselves to serving only one ethnic subgroup, but their principal mission is the education of Black Americans (Provasnik and Shafer, 2004). In New Orleans, there are three Historically Black Universities; Dillard University and Xavier University are nonpublic campuses, while Southern University at New Orleans is a public campus. The remaining three public campuses that are Historically Black Universities are Southern University at Baton Rouge, Southern University at Shreveport, and Grambling State University.

Together, the six Historically Black Colleges/Universities in Louisiana served a total of 2,426 Fall 2004 FTF. Of these FTF attending Historically Black Universities in Fall 2004, 851 FTF were enrolled in developmental courses. The developmental rates of Louisiana FTF for each Historically Black campus are as follows: 16% for Southern University at Baton Rouge, 19% for Dillard University, 28% for Xavier University, 53% for Grambling State University, 71% for Southern University at Shreveport, and 85% for Southern University at New Orleans. Three of the six Historically Black campuses had lower developmental rates than Louisiana's Fall 2004 state overall developmental rate of 29%. The other three Historically Black campuses had higher developmental rates than the state as a whole.

There are other characteristics of the Louisiana colleges and universities to consider when discussing the developmental enrollment rates of each postsecondary institution. Exhibit 16 will summarize additional information about the colleges/universities and the developmental rates for all the Fall 2004 FTF enrolled on each campus.

For the reader's convenience, Exhibit 16 also shows the campus's developmental enrollment rates by the subject areas of Mathematics, English, Reading, and Other Developmental Courses. However, if a campus did not offer developmental courses in a subject area, then *N/A* will appear in Exhibit 16.

The discussion of Exhibit 16 will focus on the overall developmental rates of all FTF at an institution, exploring how these developmental enrollment rates relate to two additional characteristics of the postsecondary institutions. These characteristics are the level of the college/university (2-year vs. 4-year) and the admission practices (open admissions vs. selective admissions) used in Fall 2004.

Exhibit 15
Fall 2004 First-Time Freshmen (FTF) Developmental Rates by Ethnicity for Public School Students by District (See Table Notes)

	Overall Developmental Rate	Asian/ Pacific Islander	Black	Other	White	FTF Subgroup With Lowest Developmental Rate
Louisiana	**32% (5,567 of 17,350)**	**27% (109 of 411)**	**49% (2,946 of 5,953)**	**39% (118 of 306)**	**22% (2,394 of 10,680)**	**White FTF**
Acadia	41% (79 of 193)		49% (19 of 39)		39% (59 of 153)	White FTF
Allen	43% (38 of 89)		48% (10 of 21)		42% (28 of 66)	White FTF
Ascension	26% (111 of 429)		48% (42 of 87)		20% (66 of 331)	White FTF
Assumption	33% (28 of 86)		50% (11 of 22)		27% (17 of 64)	White FTF
Avoyelles	49% (71 of 144)		61% (20 of 33)		46% (50 of 108)	White FTF
Beauregard	23% (45 of 192)		46% (16 of 35)		19% (29 of 155)	White FTF
Bienville	41% (23 of 56)		52% (17 of 33)		26% (6 of 23)	White FTF
Bossier	29% (152 of 524)	40% (4 of 10)	55% (57 of 103)	13% (2 of 15)	22% (89 of 396)	Other FTF
Caddo	35% (376 of 1,084)		52% (263 of 506)	38% (5 of 13)	19% (108 of 559)	White FTF
Calcasieu	25% (234 of 947)		47% (87 of 187)		19% (145 of 752)	White FTF
Caldwell	31% (15 of 48)		58% (7 of 12)		22% (8 of 36)	White FTF
Cameron	33% (22 of 66)				31% (19 of 62)	
Catahoula	16% (8 of 51)		10% (1 of 10)		17% (7 of 41)	Black FTF
Claiborne	41% (28 of 68)		48% (20 of 42)		29% (7 of 24)	White FTF
Concordia	34% (26 of 76)		43% (16 of 37)		26% (10 of 39)	White FTF
DeSoto	41% (55 of 135)		55% (41 of 74)		22% (13 of 60)	White FTF
East Baton Rouge	29% (330 of 1,134)	13% (7 of 52)	35% (192 of 552)	23% (3 of 13)	25% (128 of 517)	Asian/Pacific Islander FTF
East Carroll	55% (16 of 29)		54% (15 of 28)			
East Feliciana	48% (20 of 42)		48% (19 of 40)			
Evangeline	49% (47 of 96)		75% (12 of 16)		44% (34 of 78)	White FTF
Franklin	34% (26 of 76)		44% (16 of 36)		25% (10 of 40)	White FTF
Grant	39% (32 of 82)				38% (28 of 74)	
Iberia	31% (95 of 304)		55% (56 of 101)		19% (36 of 193)	White FTF
Iberville	40% (36 of 89)		42% (28 of 67)		36% (8 of 22)	White FTF
Jackson	32% (19 of 59)		64% (14 of 22)		14% (5 of 37)	White FTF

	Overall Developmental Rate	Asian/ Pacific Islander	Black	Other	White	FTF Subgroup With Lowest Developmental Rate
Louisiana	**32% (5,567 of 17,350)**	**27% (109 of 411)**	**49% (2,946 of 5,953)**	**39% (118 of 306)**	**22% (2,394 of 10,680)**	**White FTF**
Jefferson	46% (396 of 858)	32% (30 of 94)	61% (208 of 341)	62% (49 of 79)	32% (109 of 344)	Asian/Pacific Islander FTF and White FTF
Jefferson Davis	25% (38 of 154)		39% (12 of 31)		21% (26 of 123)	White FTF
Lafayette	24% (197 of 834)	31% (5 of 16)	46% (85 of 185)	31% (4 of 13)	17% (103 of 620)	White FTF
Lafourche	31% (130 of 421)		56% (28 of 50)	36% (4 of 11)	27% (95 of 353)	White FTF
LaSalle	41% (29 of 70)		70% (7 of 10)		37% (22 of 59)	White FTF
Lincoln	18% (33 of 182)		34% (20 of 58)		10% (13 of 124)	White FTF
Livingston	18% (100 of 544)		38% (6 of 16)		18% (94 of 521)	White FTF
Madison	35% (11 of 31)		34% (10 of 29)			
Morehouse	33% (27 of 82)		40% (20 of 50)		22% (7 of 32)	White FTF
Natchitoches	36% (56 of 157)		49% (41 of 83)		21% (15 of 71)	White FTF
Orleans	53% (677 of 1,288)	36% (29 of 81)	57% (640 of 1,121)	35% (6 of 17)	3% (2 of 69)	White FTF
Ouachita	17% (90 of 533)		29% (29 of 99)		14% (60 of 427)	White FTF
Plaquemines	42% (59 of 139)		56% (30 of 54)		35% (28 of 80)	White FTF
Pointe Coupee	57% (32 of 56)		47% (15 of 32)		71% (17 of 24)	Black FTF
Rapides	37% (226 of 618)	27% (3 of 11)	58% (101 of 173)		28% (120 of 428)	Asian/Pacific Islander FTF
Red River	53% (21 of 40)		62% (16 of 26)		36% (5 of 14)	White FTF
Richland	32% (23 of 72)		52% (16 of 31)		17% (7 of 41)	White FTF
Sabine	42% (48 of 114)		76% (16 of 21)	35% (8 of 23)	34% (24 of 70)	White FTF
St. Bernard	42% (95 of 228)	15% (2 of 13)	76% (13 of 17)		41% (78 of 191)	Asian/Pacific Islander FTF
St. Charles	28% (87 of 308)		53% (39 of 73)		20% (45 of 227)	White FTF
St. Helena	50% (10 of 20)		50% (10 of 20)			
St. James	37% (32 of 87)		53% (29 of 55)		9% (3 of 32)	White FTF
St. John the Baptist	49% (54 of 111)		55% (46 of 84)		17% (3 of 18)	White FTF
St. Landry	37% (109 of 297)		42% (62 of 146)		31% (46 of 148)	White FTF
St. Martin	33% (57 of 173)		50% (33 of 66)		22% (23 of 104)	White FTF

	Overall Developmental Rate	Asian/ Pacific Islander	Black	Other	White	FTF Subgroup With Lowest Developmental Rate
Louisiana	**32% (5,567 of 17,350)**	**27% (109 of 411)**	**49% (2,946 of 5,953)**	**39% (118 of 306)**	**22% (2,394 of 10,680)**	**White FTF**
St. Mary	40% (94 of 236)	43% (6 of 14)	55% (47 of 85)		30% (39 of 129)	White FTF
St. Tammany	18% (202 of 1,094)	17% (2 of 12)	41% (39 of 94)	15% (2 of 13)	16% (159 of 975)	Other FTF
Tangipahoa	21% (87 of 418)		34% (41 of 121)		16% (46 of 294)	White FTF
Tensas	53% (8 of 15)		57% (8 of 14)			
Terrebonne	36% (149 of 413)	31% (5 of 16)	57% (48 of 84)	44% (7 of 16)	30% (89 of 297)	White FTF
Union	35% (22 of 62)		64% (16 of 25)		16% (6 of 37)	White FTF
Vermilion	24% (53 of 221)	17% (2 of 12)	56% (15 of 27)		20% (36 of 182)	Asian/Pacific Islander FTF
Vernon	22% (42 of 188)		46% (13 of 28)	31% (4 of 13)	17% (24 of 139)	White FTF
Washington	27% (21 of 78)		42% (14 of 33)		16% (7 of 45)	White FTF
Webster	41% (73 of 180)		60% (34 of 57)		32% (39 of 122)	White FTF
West Baton Rouge	32% (29 of 90)		17% (6 of 36)		42% (22 of 52)	Black FTF
West Carroll	19% (11 of 58)		50% (6 of 12)		11% (5 of 46)	White FTF
West Feliciana	25% (20 of 80)		30% (8 of 27)		23% (12 of 53)	White FTF
Winn	28% (21 of 75)		38% (9 of 24)		24% (12 of 51)	White FTF
City of Monroe	39% (74 of 192)		49% (67 of 137)		13% (7 of 54)	White FTF
City of Bogalusa	39% (21 of 54)		48% (13 of 27)		30% (8 of 27)	White FTF
Zachary Community	25% (31 of 125)		32% (10 of 31)		22% (21 of 94)	White FTF
City of Baker	30% (14 of 47)		32% (12 of 37)		20% (2 of 10)	White FTF

* The percentages in this table represent the rate at which Fall 2004 FTF from Louisiana public schools enrolled in one or more developmental courses. A cell under one of the ethnic groups that contains the following "49% (19 of 39)" indicates that in the district, 49% (or 19 out of 39 FTF of the indicated ethnic subgroup) were enrolled in one or more developmental courses when they were Fall 2004 FTF.

** If a cell is blank, the district had 0 to 9 Fall 2004 FTF of the indicated ethnicity subgroup. Developmental enrollment rates are not provided for any cell with less than 10 FTF.

*** Information presented in the Louisiana row includes all Fall 2004 FTF who graduated from a public school, operated by one of the 68 districts, as well as FTF who graduated from additional public schools that did not operate under one of the 68 districts during the 2003-04 school year.

**** Zachary Community and City of Baker districts began independent operations during the 2003-04 school year. In previous years, the East Baton Rouge District operated public schools in these areas.

In relation to the level (2-year vs. 4-year) and admission practices (open vs. selective admissions), how did college/university Fall 2004 FTF vary in their developmental enrollment rates?

Previous years of the *FTF Program* and/or other studies have revealed relationships between the level of the institution (2-year vs. 4-year), its source of control (public vs. nonpublic), and the offering of developmental/remedial courses. For example, Parsad. et al. (2003) reported that 98% of public 2-year institutions and 80% of public 4-year institutions provided remedial courses in reading, writing, or mathematics in 2000. However, only 63% of the nonpublic 2-year and 59% of the nonpublic 4-year institutions offered such courses in 2000.

As shown in Exhibit 16, the Louisiana institutions enrolled a total of 23,218 FTF in Fall 2004; 29% of these FTF were enrolled in one or more developmental courses. The percentages of Fall 2004 FTF (i.e., graduates of public and nonpublic schools combined) enrolled in each subject area were as follows: 24% in developmental mathematics, 14% in developmental English, 6% in developmental reading, and 1% in other developmental courses. The corresponding percentages for the Fall 2003 FTF who were in developmental courses were 28% in mathematics, 15% in English, 6% in reading, and 1% in other developmental courses.

The Fall 2004 overall developmental rates of the 33 participating colleges/universities ranged from 0% to 90%. In Fall 2004, the five colleges/universities with the highest overall developmental rates were 90% for Louisiana Delta Community College, 87% for Delgado Community College, 85% for Baton Rouge Community College, 85% for SU at New Orleans, and 74% for LSU at Alexandria. All five of these campuses are public campuses that use open admission practices. Among these five campuses with the highest developmental rates, three are 2-year campuses. LSU at Alexandria has recently become a 4-year campus and SU at New Orleans is also a 4-year campus.

The remaining 2-year public campuses tended to have high developmental enrollment rates. For example, Bossier Parish Community College had 72% of its FTF enrolled in developmental courses, followed by SU at Shreveport (71%), Elaine Nunez Community College (69%), River Parishes Community College (65%), South Louisiana Community College (65%), LSU at Eunice (63%), L. E. Fletcher Technical Community College (58%), and Sowela Technical Community College (46%). These 2-year public campuses use open admissions practices.

Fourteen of the 33 colleges/universities had Fall 2004 developmental FTF rates that were less than or equal to the state's Fall 2004 overall developmental rate of 29%. Of these 14 colleges/universities, seven are 4-year public campuses, and seven are 4-year nonpublic institutions.

Of the nine public 4-year campuses with selective admissions practices, seven (i.e., LSU at Baton Rouge, Louisiana Tech, SU at Baton Rouge, UL at Lafayette, UL at Monroe, Southeastern, and UNO) had some of the lowest developmental rates. Respectively, these developmental rates were 0%, 5%, 16%, 22%, 26%, 27%, and 29%. Louisiana's other selective admissions public institutions had somewhat higher developmental rates as follows: 30% at LSU at Shreveport and 33% at McNeese.

Furthermore, six of the selective admissions public colleges/universities had lower percentages of developmental FTF in Fall 2004 than in Fall 2003. These were UNO, Southeastern, UL at Monroe, UL at Lafayette, SU at Baton Rouge, and Louisiana Tech. LSU at Baton Rouge no longer offers any developmental courses; thus, its developmental rate remained at 0%. Only two of the selective admissions public campuses (McNeese and LSU at Shreveport) had Fall 2004 developmental rates that were higher than their Fall 2003 developmental rates.

Fall 2004 developmental rates of the remaining 4-year public institutions were as follows: 53% for Grambling University, 44% for Nicholls State University, and 42% for Northwestern State University. These campuses use open admissions practices, and two of the three decreased Fall 2004 developmental rates from the developmental rates reported in Fall 2003.

The eight nonpublic institutions are 4-year campuses. Fall 2004 developmental rates for these nonpublic institutions were as follows: Centenary College (0%), Tulane University (0%), Louisiana College (2%), Loyola University (4%), Our Lady of the Lake College (15%), Dillard University (19%), Xavier University (28%), and Our Lady of Holy Cross College (57%). Our Lady of Holy Cross College did not indicate whether it used open or selective admissions practices in Fall 2004, but at some point in the past, all nonpublic campuses had been reported as selective admissions colleges/universities.

Among the nonpublic campuses, only Our Lady of Holy Cross College increased its Fall 2004 developmental rate of 57% from its Fall 2003 rate of 55%. Four nonpublic campuses (Louisiana College, Loyola, Our lady of the Lake College, and Xavier) had Fall 2003 developmental rates that were higher than their Fall 2004 developmental rates and three campuses (Dillard, Centenary, and Tulane) remained at the same developmental rates as in Fall 2003.

Exhibit 16

Fall 2004 FTF Who Received Developmental Instruction by Institution and Subject

Systems and Institutions	Description of Systems or Institutions	Total FTF	FTF Enrolled in Developmental Courses		Percentage of FTF Enrolled in Developmental Courses			
			Number	Percent	Math.	English	Reading	Other
Louisiana		**23,218**	**6,792**	**29%**	**24%**	**14%**	**6%**	**1%**
Louisiana Community and Technical College System	**Nine Public Community Colleges**							
Baton Rouge Community College	Public 2-Year, Open Admissions	690	584	85%	82%	30%	26%	N/A
Bossier Parish Community College	Public 2-Year, Open Admissions	387	279	72%	65%	39%	20%	38%
Delgado Community College	Public 2-Year, previously Open Admissions	887	767	87%	72%	51%	33%	3%
Elaine Nunez Community College	Public 2-Year, Open Admissions	108	74	69%	58%	37%	35%	0%
L.E. Fletcher Technical Community College	Public 2-Year, Open Admissions	50	29	58%	50%	40%	28%	N/A
Louisiana Delta Community College	Public 2-Year, Open Admissions	61	55	90%	79%	53%	48%	N/A
River Parishes Community College	Public 2-Year, Open Admissions	76	49	65%	59%	22%	8%	N/A
South Louisiana Community College	Public 2-Year, Open Admissions	100	65	65%	60%	37%	29%	0%
Sowela Technical Community College	Public 2-Year, Open Admissions	96	44	46%	38%	15%	4%	N/A
Louisiana State University System	**Five Public Institutions**							
LSU at Alexandria	Public 4-Year, Open Admissions	289	213	74%	72%	17%	9%	10%
LSU A&M at Baton Rouge	Public 4-Year, Selective Admissions	4,478	0	0%	N/A	N/A	N/A	N/A
LSU at Eunice	Public 2-Year, Open Admissions	570	360	63%	55%	44%	3%	17%
LSU at Shreveport	Public 4-Year, previously Selective Admissions	371	110	30%	26%	15%	N/A	N/A
University of New Orleans	Public 4-Year, Selective Admissions	1,341	392	29%	23%	12%	N/A	N/A

Systems and Institutions	Description of Systems or Institutions	Total FTF	FTF Enrolled in Developmental Courses		Percentage of FTF Enrolled in Developmental Courses			
			Number	Percent	Math.	English	Reading	Other
Louisiana		**23,218**	**6,792**	**29%**	**24%**	**14%**	**6%**	**1%**
Southern University System	**Three Public Institutions**							
SU A&M at Baton Rouge	Public 4-Year, Selective Admissions	1,040	170	16%	16%	0%	N/A	N/A
SU at New Orleans	Public 4-Year, previously Open Admissions	221	187	85%	42%	76%	74%	N/A
SU at Shreveport	Public 2-Year, Open Admissions	154	109	71%	70%	43%	38%	N/A
University of Louisiana System	**Eight Public Institutions**							
Grambling State University	Public 4-Year, Open Admissions	479	254	53%	34%	36%	28%	N/A
Louisiana Tech University	Public 4-Year, Selective Admissions	1,357	73	5%	4%	2%	N/A	N/A
McNeese State University	Public 4-Year, Selective Admissions	1,236	402	33%	27%	14%	N/A	N/A
Nicholls State University	Public 4-Year, Open Admissions	1,269	556	44%	36%	25%	21%	N/A
UL at Monroe	Public 4-Year, Selective Admissions	1,100	287	26%	23%	12%	0%	N/A
Northwestern State University	Public 4-Year, Open Admissions	1,305	548	42%	33%	29%	N/A	0%
Southeastern Louisiana University	Public 4-Year, Selective Admissions	1,861	497	27%	20%	8%	N/A	N/A
UL at Lafayette	Public 4-Year, Selective Admissions	2,200	483	22%	18%	7%	N/A	1%

Systems and Institutions	Description of Systems or Institutions	Total FTF	FTF Enrolled in Developmental Courses		Percentage of FTF Enrolled in Developmental Courses			
			Number	Percent	Math.	English	Reading	Other
Louisiana		**23,218**	**6,792**	**29%**	**24%**	**14%**	**6%**	**1%**
Louisiana Association of Independent Colleges and Universities	**Eight Nonpublic Institutions**							
Centenary College of Louisiana	Nonpublic 4-Year, Selective Admissions	166	0	0%	N/A	N/A	N/A	N/A
Dillard University	Nonpublic 4-Year, Selective Admissions	182	34	19%	19%	0%	N/A	N/A
Louisiana College	Nonpublic 4-Year, Selective Admissions	189	4	2%	2%	N/A	N/A	N/A
Loyola University of New Orleans	Nonpublic 4-Year, Selective Admissions	201	8	4%	3%	1%	N/A	N/A
Our Lady of Holy Cross College	Nonpublic 4-Year, previously Selective Admissions	91	52	57%	55%	15%	13%	N/A
Our Lady of the Lake College	Nonpublic 4-Year, Selective Admissions	69	10	15%	0%	15%	N/A	N/A
Tulane University	Nonpublic 4-Year, Selective Admissions	244	0	0%	N/A	N/A	N/A	N/A
Xavier University of Louisiana	Nonpublic 4-Year, Selective Admissions	350	97	28%	0%	12%	18%	N/A

In how many developmental subject areas did Fall 2004 FTF enroll?

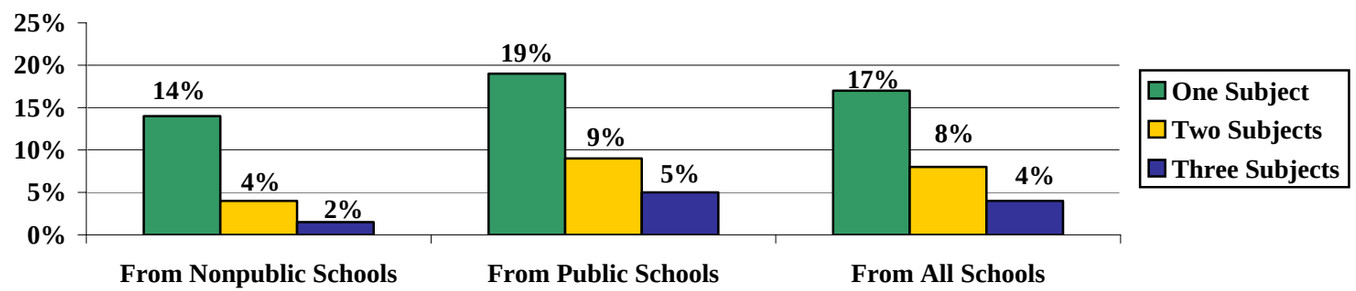
Statewide, 71% of all Fall 2004 FTF (students who graduated from public and nonpublic high schools combined) enrolled in no developmental courses during their first regular semester of college study. In fact, the percentage of nondevelopmental FTF has been increasing from Fall 2000 to Fall 2004. While this is good news, there are still some FTF who need to take developmental courses, especially in mathematics.

Exhibit 17 shows the percentage of Louisiana FTF who enrolled in one, two, or three developmental subjects during the Fall 2004 semester. Of all Louisiana FTF, 17% enrolled in one developmental subject, 8% enrolled in two subjects, and 4% enrolled in three subjects. The percentage of the FTF who were enrolled in all four developmental subject areas was 0.29%. Percentages of FTF enrolled in four developmental courses were so small that they could not be presented graphically in Exhibit 17.

As also shown in Exhibit 17, of the public school graduates who became FTF, 19% enrolled in one developmental subject, 9% enrolled in two, and 5% enrolled in three (0.36% enrolled in all four subjects). By comparison, 14% of FTF who were nonpublic school graduates were placed in one developmental subject, 4% were placed in two, and 2% were placed in three (0.07% were placed in all four developmental subjects). However, the majority of FTF (i.e., 79% of those graduating from nonpublic schools and 68% of those from public schools) were not enrolled in any developmental courses in Fall 2004.

Exhibit 17

Percentage of Fall 2004 FTF Enrolled in Developmental Subjects by Number of Subjects Taken



Since the percentage of FTF enrolled in developmental courses had been declining, this study examined longitudinal trends in FTF enrollments in four, three, two, one, or zero developmental subjects. Exhibit 18 summarizes longitudinal trends from Fall 2000 through Fall 2004. Certain cells of the Exhibit have been joined to demonstrate developmental enrollment rates across multiple Fall terms.

Exhibit 18
Longitudinal Trends in Number of Developmental Subjects Taken, Fall 2000 Through Fall 2004

No. of Subjects Taken	Percent of FTF enrolled in Developmental Subjects During				
	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
4	0.3%	0.16%	0.4%	0.28%	0.29%
3	4%	5% (two terms)		4% (two terms)	
2	10% (three terms)			9%	8%
1	23%	21% (two terms)		20%	17%
0	63%	64% (two terms)		67%	71%

.

As shown, for the last five consecutive Fall terms, the percentage of FTF taking four developmental subjects has been 0.4% or less of the FTF class. As also shown in Exhibit 18, the percentage of FTF taking three developmental subjects was 4% or 5% for five consecutive Fall terms.

For three consecutive Fall terms, only 10% of the FTF were enrolled in two developmental subjects. The percent of FTF enrolled in two developmental courses then dropped to 9% in Fall 2003 and to 8% in Fall 2004. For Fall 2000, the percentage of FTF enrolled in just one developmental subject was at 23%. This developmental enrollment decreased to 21% for the next two consecutive Fall terms, then to 20% in Fall 2003, and to 17% in Fall 2004.

Regarding the percentages of FTF who were taking no developmental subjects, Exhibit 18 shows improvement from 63% in Fall 2000 to 64% in both Fall 2001 and Fall 2002. The percentage of FTF who were taking zero developmental subjects then increased to 67% in Fall 2003 and to 71% in Fall 2004. If Louisiana continues to be successful in its efforts to increase student achievement, then we can look forward to seeing larger percentages of FTF who are taking no developmental courses as they make the transition to college/university studies.

What percentage of Fall 2004 FTF successfully completed the term?

As mentioned in Part I, the *FTF Program* is also collecting data on the percentage of FTF who are in *good academic standing* at the end of the regular Fall term (i.e., who complete the semester/quarter and are not on academic probation). Furthermore, the *FTF Program* tests the assumption that students who are placed in college-level courses (nondevelopmental FTF) are better prepared to succeed in college than their peers who are placed in developmental courses (developmental FTF). This assumption is tested by comparing the first-term performance of nondevelopmental FTF with the performance of developmental FTF. Exhibit 19 summarizes the percentages of Fall 2004 FTF who were in good academic standing at the end of the Fall 2004 term.

Exhibit 19
Percentage of Fall 2004 FTF Who Completed The Fall 2004 Term in Good Academic Standing

Fall 2004 FTF:	FTF Graduated From:		
	Public Schools	Nonpublic Schools	All Schools Combined
Developmental FTF	81%	84%	81%
Nondevelopmental FTF	90%	95%	91%
All FTF	87%	92%	88%

As shown above, 88% of all Fall 2004 FTF (public and nonpublic combined) successfully completed their first regular term of college by being in good academic standing at the end of the term. Since the success rate of all nondevelopmental FTF was 91%, but only 81% for all developmental FTF, the nondevelopmental FTF are more successful academically, than the developmental FTF.

Similar performance patterns were found, regardless of whether the FTF were public or nonpublic high school graduates. Overall, 87% of Fall 2004 FTF who were 2003-04 public high school graduates successfully completed their first term of college. The success rate among FTF of public schools was 90% for nondevelopmental FTF as compared with 81% for the developmental FTF. Of Fall 2004 FTF who were 2003-04 nonpublic high school graduates, 92% were in good academic standing at the end of the Fall 2004 term. Again, the success rate among FTF from nonpublic high schools was higher for the nondevelopmental FTF (95%) than for their developmental peers (84%).

Not so long ago, Louisiana students were encouraged to reach for better results. These results are being seen already in the FTF classes of Louisiana in-state colleges/universities. For example, since Fall 2000, there have been increases in average ACT composite scores of the FTF classes, with the average score of the Fall 2004 FTF class rising to 21.1. Also, in Fall 2004, the state's college-going rate increased to 51%, and the overall developmental enrollment rate decreased to 29%. These findings indicate that a greater proportion of the 2003-04 recent high school diploma graduates made an immediate transition to full-time college studies in Louisiana, and a smaller percentage of the entire FTF class enrolled in developmental courses during the Fall of 2004.

It was also found that 50 public school districts decreased their developmental rates from the rates noted in Fall 2003. This finding is evidence that a greater proportion of Fall 2004 FTF from these public school districts were ready to enroll in college credit courses and were not thought to be in need of developmental instruction as they entered college.

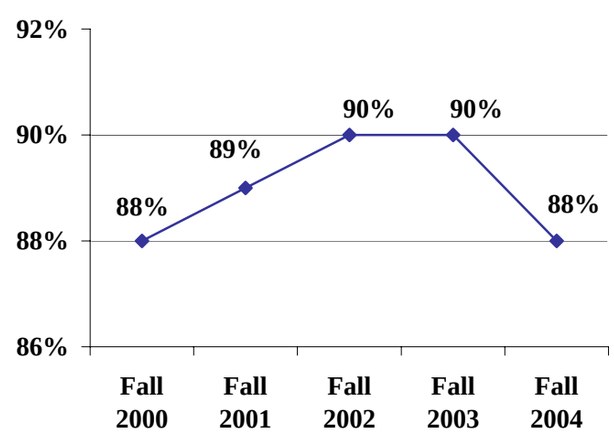
When studying the recent FTF who did enroll in developmental courses, it has been found that few FTF enrolled in all four developmental subject areas. The percentages of recent FTF classes that are enrolling in two or more developmental subjects are tending to decline or remaining stable, suggesting that there is less need for developmental courses.

Furthermore, as recent high school diploma graduates have been followed into their first term of college studies, the *FTF Program* has collected data to determine the end-of-term success of the FTF, which helps to assess the postsecondary performance of recent high school diploma graduates. Successful performance is measured as the percentage of an FTF class in good academic standing at the end of a Fall term.

While this percentage is higher for nondevelopmental FTF, 81% of the Fall 2004 developmental FTF were in good academic standing after their first regular term of college. Thus, even a majority of the developmental FTF (who are presumed to be less prepared for college) experienced success as they pursued a postsecondary education here in Louisiana.

Exhibit 20 presents findings pertaining to the end-of-term success of five recent FTF classes. The Exhibit graphs the percentages of recent FTF classes (including both graduates of public and nonpublic Louisiana high schools), which have completed their first college term in good academic standing.

Exhibit 20
Percent of First-Time Freshmen in Good Academic Standing (Fall 2000 Through Fall 2004)



Despite changes in developmental course offerings and in the developmental enrollment rates, the percentage of the FTF class which was in good academic standing at the end of the first term of college has increased annually from Fall 2000 through Fall 2002 (See Exhibit 20). Furthermore, the percentage of FTF in good academic standing remained at 90% for the Fall 2003 FTF. Unfortunately, this percentage has reverted back to 88% of the Fall 2004 FTF being in good academic standing at the end of the Fall 2004 term.

Although Louisiana still has a long way to go in improving K-12 student achievement, and no single statistic can convey the preparedness of Louisiana's FTF for college/university coursework, Louisiana students are making progress in getting ready to enter college. Within this FTF study, we have seen a higher average ACT score of the FTF class, an increase in the percentage of the recent graduating class going on to college, some increase in the number of each minority FTF subgroup, and an increase in the percentage of all FTF who did not enroll in any developmental courses.

However, because 29% of the Fall 2004 FTF enrolled in one or more developmental courses, we can reason that some FTF are still under-prepared for college level studies. This finding, coupled with the lower end of term success rates, imply that it is still necessary to provide developmental courses at some of the college/university campuses in Louisiana because a portion of the entering FTF will need developmental instruction. Current efforts to re-design high schools may reduce this developmental instructional need if the resulting high school programs lead to better academic achievement prior to the time that students leave their high schools.

References

American College Testing (ACT) (2003). *The High School Profile Report: High School Graduating Class 2003*. ACT Southwest Region Staff.

ACT (2004). *The High School Profile Report: High School Graduating Class 2004*. ACT Southwest Region Staff.

Fork, D. and Tomlinson, T. (1994). *Reaching the Goals: Goal 2 – High School Completion.* [Electronic version] of a report prepared by the U.S. Department of Education, Office of Educational Research and Improvement: Washington, DC. Retrieved July 21, 2005 from http://www.ed.gov/pubs/ReachingGoals/Goal_2/index. html.

Louisiana Board of Regents (2001). *Master Plan for Public Postsecondary Education: 2001*. [Electronic version of the Plan], Retrieved November 12, 2003 from http://www.regents.state.la.us/pdfs/Planning/masterplan2001.pdf.

Louisiana Department of Education (LDE) (1996). *Louisiana First-Time College Freshmen State Report: Fall 1995*. LDE, Office of Research and Development, Bureau of School Accountability: Baton Rouge, LA.

LDE (1998). *Louisiana First-Time College Freshmen State Report: Fall 1996*. LDE, Division of Planning, Analysis and Information Resources: Baton Rouge, LA.

LDE (2000). *Louisiana First-Time College Freshmen State Report: Fall 1999*. LDE, Division of Planning, Analysis and Information Resources: Baton Rouge, LA.

LDE (2001). *Louisiana First-Time College Freshmen State Report: Fall 2000*. LDE, Division of Planning, Analysis and Information Resources: Baton Rouge, LA.

LDE (2002). *Louisiana First-Time College Freshmen State Report: Fall 2001*. LDE, Division of Planning, Analysis and Information Resources: Baton Rouge, LA.

LDE (2003). *Louisiana First-Time College Freshmen State Report: Fall 2002*. LDE, Division of Planning, Analysis and Information Resources: Baton Rouge, LA.

LDE (2005a). *Louisiana First-Time College Freshmen State Report: Fall 2003*. LDE, Division of Planning, Analysis and Information Resources: Baton Rouge, LA.

LDE (2005b). *2003-04 Annual Financial and Statistical Report, 155th Edition.* Moran Printing, Inc. for the Louisiana Department of Education; Office of Management and Finance; Division of Planning, Analysis and Information Resources: Baton Rouge, LA.

Lowery, B. (1995). *21st Century Developmental Education: Its Role in the Educational Safety Net*. Paper presented at the 1995 annual meeting of the Louisiana Association for Developmental Education: Baton Rouge, LA.

National Center for Education Statistics (NCES) Website (2000 to 2005). *The Condition of Education*, U.S. Department of Education: Washington, DC.
[Electronic Version of Table 14-1], Retrieved July 21, 2005 from http://nces.ed.gov/programs/coe/2004/section2/table.asp?tableID=53.
[Electronic Version of Table 20-1], Retrieved July 18, 2005 from http://nces.ed.gov/programs/coe/2005/section3/table.asp?tableID=268.

NCES (2001). *The Condition of Education 2001*. [Electronic Version of Supplemental Note 6], Retrieved July 22, 2005 from http://nces.ed.gov/programs/coe/2001/notes/n06.asp.

NCES (2002). *The Digest of Education Statistics 2002*, Institute of Education Sciences, U.S. Department of Education, Washington, DC. [Electronic Version of Table 181], Retrieved July 28, 2005 from http://nces.ed.gov/programs/digest/d02/dt181.asp.

NCES (2003a). *Projections of Education Statistics to 2013*, Institute of Education Sciences, U.S. Department of Education, Washington, DC.
[Electronic Version of Section 3. High School Graduates], Retrieved July 21, 2005 from http://nces.ed.gov/programs/projections/ch_3.asp.
[Electronic Version of Table 14], Retrieved July 28, 2005 from http://nces.ed.gov/programs/projections/tables/table _14.asp.
[Electronic Version of Table 15], Retrieved July 28, 2005 from http://nces.ed.gov/programs/projections/tables/table _15.asp.
[Electronic Version of Table 16], Retrieved July 28, 2005 from http://nces.ed.gov/programs/projections/tables/table _16.asp.
[Electronic Version of Table 17], Retrieved July 28, 2005 from http://nces.ed.gov/programs/projections/tables/table _17.asp.
[Electronic Version of Table 23], Retrieved July 28, 2005 from http://nces.ed.gov//programs/projections/tables /table_23.asp.

NCES (2003b). *The Digest of Education Statistics 2003*, Institute of Education Sciences, U.S. Department of Education, Washington, DC.
[Electronic Version of *Chapter 5: Outcomes of Education*], Retrieved July 21, 2005 from http://nces.ed.gov/programs/digest/d03/ch_5.asp.
[Electronic Version of Table 378], Retrieved July 21, 2005 from http://nces.ed.gov/programs/digest/d03/tables/pdf/table378.pdf.
[Electronic Version of Table 380], Retrieved July 21, 2005 from http://nces.ed.gov/programs/digest/d03/tables/pdf/table380.pdf.

NCES (2005). Quick Tables & Figures. Institute of Education Sciences, U.S. Department of Education, Washington, DC.
[Electronic Version of Table], Retrieved July 18, 2005, from http://nces.ed.gov/quicktables/Detail.asp?Key=1123.
[Electronic Version of Table], Retrieved July 18, 2005, from http://nces.ed.gov/quicktables/Detail.asp?Key=1125.

Organization for Economic Co-Operation and Development (OECD). (2000). *Education at a Glance*. OECD 2000: Danvers, MA.

Parsad, B., Lewis, L, and Greene, B. (2003). *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000.* NCES 2004010. U.S. Department of Education, National Center for Education Statistics: Washington, DC. [Electronic Version], Retrieved March 22, 2004 from http://nces.ed.gov/pubs2004/2004010.pdf.

Provasnik, S. and Shafer, L. L. (2004). Historically Black Colleges and Universities, 1976 to 2001. NCES 2004-062. U.S. Department of Education, National Center for Education Statistics. Washington, DC: Governmental Printing Office.

Wirt, J., Rooney, P., Hussar, B., Choy, S., MPR, Inc., Provasnik, S., and Hampden-Thompson, G. (2005). *The Condition of Education 2005.* NCES 2005094. U.S. Department of Education, Washington, DC: U.S. Government Printing Office.

[Electronic Version of Indicator 31, *Characteristics of Postsecondary Students, Minority Student Enrollment*], Retrieved July 25, 2005 from http://nces.ed.gov//programs/coe/2005/section5/indicator31.asp.

[Electronic Version of Table 20-1], Retrieved July 18, 2005 from http://nces.ed.gov/programs/coe/2005/section3/table.asp?tableID=268.

[Electronic Version of Table 20-2], Retrieved July 18, 2005 from http://nces.ed.gov/programs/coe/2005/section3/table.asp?tableID=269.

[Electronic Version of Table 20-3], Retrieved July 22, 2005 from http://nces.ed.gov/programs/coe/2005/section3/table.asp?tableID=270.

Part V. Appendix

In addition to this state-level report, data reports for colleges/universities, LEAs, and individual high schools will be made available. The data reports provide more information on the developmental course enrollments, on high schools that produced the FTF, and on the enrollments of Fall 2004 FTF at the colleges/universities.

An appendix has been prepared to list FTF results for high schools that had 2003-04 diploma graduates. Column headings and their meanings are listed below:

Type of School/ LEA Location	Distinguishes public, diocesan, or other nonpublic schools and shows the parish location of each school
Site Code	Six-digit site code for each school
Name	Label for the Louisiana, district, or diocesan total rows, or the high school's name
# of Graduates	Number of the 2003-04 graduates
# of FTF	Number of Fall 2004 first-time freshmen
% of FTF	Percentage of 2003-04 graduates who were Fall 2004 first-time freshmen
# of Dev FTF	Number of first-time freshmen who were enrolled in developmental courses in Fall 2004
% of Dev FTF	Percentage of first-time freshmen who were enrolled in developmental courses in Fall 2004
# in Good Standing	Number of first-time freshmen who were in good academic standing at the end of the Fall 2004 term
% in Good Standing	Percentage of first-time freshmen who were in good academic standing at the end of the Fall 2004 term.

Each page of the appendix contains a Louisiana Totals row, which provides totals and percentages for the state. All 2003-04 diploma graduates and all Fall 2004 FTF are included in the Louisiana rows.

Within the appendix, information for public schools is presented first. The public schools are organized by the 68 public school districts and by their site codes. For comparison purposes, district-level totals and percentages are shown for each public school district. A separate section is included to indicate the results for additional public schools that do not report to any of the 68 districts.

Following the public schools, the appendix continues with the nonpublic schools that are part of the Catholic school dioceses. These schools are arranged by their dioceses and by the parishes where the schools are located. For comparison purposes, diocesan-level totals and percentages are shown for each diocese.

The remaining nonpublic schools are presented under the heading of "Other Nonpublic Schools." These schools are arranged by the parish where the school is located, and then by the site code. Only school-level results are provided for these nonpublic schools. As in the past, some nonpublic schools had closed and others did not provide a 2003-04 graduate count. When no graduate count was supplied for a school, the percent of FTF or the school's college-going rate could not be calculated. Notes within the Appendix table indicate these school situations.

Page 48 of this report is an index. The index will help readers locate the schools of each district or diocese.

Index for the Schools

Public School Districts	Page
Acadia	49
Allen	49
Ascension	49
Assumption	50
Avoyelles	50
Beauregard	50
Bienville	50
Bossier	51
Caddo	51
Calcasieu	52
Caldwell	52
Cameron	52
Catahoula	53
Claiborne	53
Concordia	53
DeSoto	53
East Baton Rouge	54
East Carroll	54
East Feliciana	55
Evangeline	55
Franklin	55
Grant	55
Iberia	56
Iberville	56
Jackson	56
Jefferson	57
Jefferson Davis	57
Lafayette	57
Lafourche	58
LaSalle	58
Lincoln	58
Livingston	59
Madison	59
Morehouse	59
Natchitoches	59
Orleans	60
Ouachita	61
Plaquemines	61
Pointe Coupee	61
Rapides	62
Red River	62
Richland	62
Sabine	63
St. Bernard	63
St. Charles	63
St. Helena	63
St. James	64
St. John the Baptist	64
St. Landry	64
St. Martin	64
St. Mary	65
St. Tammany	65
Tangipahoa	65
Tensas	66
Terrebonne	66
Union	66
Vermilion	67
Vernon	67
Washington	68
Webster	68
West Baton Rouge	68
West Carroll	68
West Feliciana	69
Winn	69
City of Monroe	69
City of Bogalusa	69
Zachary Community	69
City of Baker	69
Other Public Schools	70

Diocesan Nonpublic Schools

Shreveport Diocese	70
Alexandria Diocese	70
Baton Rouge Diocese	71
Houma-Thibodaux Diocese	71
Lafayette Diocese	71
Lake Charles Diocese	71
New Orleans Archdiocese	72

Other Nonpublic Schools 73

Louisiana Schools That Produced 2003-04 Graduates and/or Fall 2004 First-Time Freshmen

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Acadia Public Schools									
	001005	Church Point High School	88	36	41%	12	33%	28	78%
	001007	Crowley High School	105	46	44%	23	50%	35	76%
	001017	Midland High School	52	15	29%	5	33%	14	93%
	001021	Rayne High School	123	51	41%	18	35%	46	90%
	001034	Iota High School	96	45	47%	21	47%	40	89%
		District Totals	464	193	42%	79	41%	163	85%
Allen Public Schools									
	002001	Elizabeth High School	17	10	59%	5	50%	10	100%
	002002	Fairview High School	14	3	21%	2	67%	3	100%
	002004	Kinder High School	65	28	43%	12	43%	26	93%
	002006	Oakdale High School	53	26	49%	14	54%	16	62%
	002009	Oberlin High School	40	18	45%	5	28%	16	89%
	002010	Reeves High School	15	4	27%	0	0%	4	100%
		District Totals	204	89	44%	38	43%	75	84%
Ascension Public Schools									
	003003	Donaldsonville High School	71	35	49%	18	51%	27	77%
	003005	East Ascension High School	227	118	52%	31	26%	108	92%
	003014	St. Amant High School	263	145	55%	33	23%	132	91%
	003016	Dutchtown High School	199	131	66%	29	22%	119	91%
	003025	Ascension Parish Alternative Sch.	1	0	0%				
		District Totals	761	429	56%	111	26%	386	90%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Assumption Public Schools									
	004001	Assumption High School	182	86	47%	28	33%	74	86%
		District Totals	182	86	47%	28	33%	74	86%
Avoyelles Public Schools									
	005004	Bunkie High School	113	54	48%	29	54%	43	80%
	005016	Marksville High School	119	47	40%	21	45%	42	89%
	005018	Avoyelles High School	101	43	43%	21	49%	40	93%
		District Totals	333	144	43%	71	49%	125	87%
Beauregard Public Schools									
	006002	DeRidder High School	160	94	59%	22	23%	72	77%
	006004	East Beauregard High School	49	27	55%	8	30%	25	93%
	006007	Hyatt High School	14	6	43%	2	33%	6	100%
	006008	Merryville High School	35	16	46%	7	44%	10	63%
	006010	Singer High School	18	11	61%	2	18%	9	82%
	006011	South Beauregard High School	68	38	56%	4	11%	37	97%
		District Totals	344	192	56%	45	23%	159	83%
Bienville Public Schools									
	007001	Arcadia High School	29	11	38%	3	27%	11	100%
	007002	Bienville High School	7	6	86%	6	100%	5	83%
	007003	Castor High School	29	9	31%	2	22%	8	89%
	007006	Gibsland-Coleman High School	21	9	43%	5	56%	9	100%
	007008	Ringgold High School	44	12	27%	6	50%	12	100%
	007009	Saline High School	17	9	53%	1	11%	8	89%
		District Totals	147	56	38%	23	41%	53	95%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Bossier Public Schools									
	008001	Airline High School	303	172	57%	41	24%	165	96%
	008006	Benton High School	159	85	53%	21	25%	81	95%
	008009	Bossier High School	137	35	26%	17	49%	29	83%
	008017	Haughton High School	210	101	48%	35	35%	92	91%
	008020	Parkway High School	240	123	51%	34	28%	113	92%
	008022	Plain Dealing High School	31	8	26%	4	50%	7	88%
		District Totals	1,080	524	49%	152	29%	487	93%
Caddo Public Schools									
	009008	C. E. Byrd High School	351	230	66%	51	22%	218	95%
	009012	Caddo Parish Magnet High Sch.	294	188	64%	16	9%	180	96%
	009013	Captain Shreve High School	247	154	62%	39	25%	142	92%
	009022	Fair Park High School	143	39	27%	26	67%	31	80%
	009025	Green Oaks High School	88	33	38%	18	55%	21	64%
	009031	Huntington High School	263	124	47%	54	44%	106	86%
	009042	North Caddo High School	64	35	55%	18	51%	29	83%
	009045	Northwood High School	147	67	46%	32	48%	64	96%
	009059	Southwood High School	363	141	39%	72	51%	112	79%
	009069	Booker T. Washington High Sch.	81	31	38%	18	58%	22	71%
	009073	Woodlawn High School	135	38	28%	30	79%	31	82%
	009076	Hamilton Terrace Learning Center	52	3	6%	2	67%	3	100%
	009093	Shreveport Job Corps Opportunity	59	1	2%	0	0%	1	100%
		District Totals	2,287	1,084	47%	376	35%	960	89%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Calcasieu Public Schools									
	010003	Alfred M. Barbe High School	361	270	75%	47	17%	245	91%
	010004	Bell City High School	39	26	67%	6	23%	24	92%
	010014	DeQuincy High School	66	35	53%	5	14%	31	89%
	010025	Sam Houston High School	227	144	63%	30	21%	124	86%
	010026	Iowa High School	90	47	52%	14	30%	40	85%
	010031	Lake Charles/Boston High School	67	16	24%	14	88%	11	69%
	010033	LaGrange High School	197	98	50%	35	36%	84	86%
	010051	Starks High School	14	5	36%	0	0%	5	100%
	010052	Sulphur High School	357	193	54%	33	17%	184	95%
	010056	Vinton High School	47	17	36%	4	24%	17	100%
	010058	Washington/Marion Magnet High School	103	43	42%	24	56%	34	79%
	010064	Westlake High School	112	53	47%	22	42%	46	87%
	010071	Jake Drost School for Exceptional	1	0	0%				
	010072	Calcasieu Career Center	9	0	0%				
		District Totals	1,690	947	56%	234	25%	845	89%
Caldwell Public Schools									
	011001	Caldwell Parish High School	107	48	45%	15	31%	42	88%
		District Totals	107	48	45%	15	31%	42	88%
Cameron Public Schools									
	012003	Grand Lake High School	31	16	52%	5	31%	15	94%
	012004	Hackberry High School	23	11	48%	5	45%	11	100%
	012005	Johnson Bayou High School	9	3	33%	0	0%	3	100%
	012007	South Cameron High School	59	36	61%	12	33%	35	97%
		District Totals	122	66	54%	22	33%	64	97%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Catahoula Public Schools									
	013001	Block High School	54	27	50%	4	15%	21	78%
	013002	Central High School	1	0	0%				
	013005	Harrisonburg High School	30	21	70%	4	19%	19	91%
	013011	Sicily Island High School	13	3	23%	0	0%	2	67%
		District Totals	98	51	52%	8	16%	42	82%
Claiborne Public Schools									
	014002	Athens High School	11	6	55%	3	50%	6	100%
	014004	Haynesville Jr./Sr. High School	37	18	49%	7	39%	18	100%
	014007	Homer High School	54	26	48%	10	38%	24	92%
	014009	Junction City High School	7	3	43%	3	100%	2	67%
	014010	Pineview High School	14	10	71%	4	40%	8	80%
	014011	Summerfield High School	10	5	50%	1	20%	5	100%
		District Totals	133	68	51%	28	41%	63	93%
Concordia Public Schools									
	015002	Ferriday High School	58	29	50%	10	34%	17	59%
	015006	Monterey High School	32	10	31%	4	40%	10	100%
	015008	Vidalia High School	77	37	48%	12	32%	34	92%
	015014	Concordia Education Center	1	0	0%				
		District Totals	168	76	45%	26	34%	61	80%
DeSoto Public Schools									
	016004	Logansport High School	37	14	38%	6	43%	9	64%
	016007	Mansfield High School	124	68	55%	37	54%	55	81%
	016008	Pelican All Saints High School	11	2	18%	1	50%	2	100%
	016010	Stanley High School	17	8	47%	0	0%	8	100%
	016012	North DeSoto High School	92	43	47%	11	26%	40	93%
		District Totals	281	135	48%	55	41%	114	84%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
East Baton Rouge Public Schools									
	017001	Arlington Preparatory Academy	10	2	20%	2	100%	0	0%
	017008	Baton Rouge Magnet High School	268	215	80%	16	7%	211	98%
	017010	Belaire High School	172	68	40%	30	44%	54	79%
	017016	Broadmoor Senior High School	212	108	51%	34	31%	89	82%
	017021	Capitol Senior High School	110	41	37%	15	37%	21	51%
	017023	Central High School	233	135	58%	47	35%	122	90%
	017025	Baton Rouge Preparatory Acad.	11	0	0%				
	017038	Glen Oaks Senior High School	141	66	47%	26	39%	47	71%
	017045	Istrouma Senior High School	147	42	29%	15	36%	34	81%
	017052	Robert E. Lee High School	171	58	34%	29	50%	38	66%
	017056	McKinley Senior High School	147	81	55%	14	17%	66	82%
	017060	Wilma C. Montgomery Education Center	7	1	14%	1	100%	1	100%
	017063	Northdale Alternative Magnet Academy	41	5	12%	3	60%	4	80%
	017065	Northeast High School	71	20	28%	6	30%	11	55%
	017079	Scotlandville Magnet High School	97	40	41%	16	40%	30	75%
	017088	Tara High School	215	111	52%	37	33%	93	84%
	017102	Woodlawn High School	235	141	60%	39	28%	110	78%
		District Totals	2,288	1,134	50%	330	29%	931	82%
East Carroll Public Schools									
	018002	Lake Providence Senior High Sch.	52	26	50%	13	50%	20	77%
	018003	Monticello High School	13	3	23%	3	100%	3	100%
		District Totals	65	29	45%	16	55%	23	79%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
East Feliciana Public Schools									
	019001	Clinton High School	63	30	48%	12	40%	23	77%
	019014	Jackson High School	57	12	21%	8	67%	11	92%
		District Totals	120	42	35%	20	48%	34	81%
Evangeline Public Schools									
	020001	Basile High School	33	17	52%	9	53%	13	77%
	020002	Bayou Chicot High School	34	9	26%	6	67%	7	78%
	020004	Chataignier High School	25	9	36%	6	67%	7	78%
	020008	Mamou High School	57	17	30%	8	47%	14	82%
	020010	Pine Prairie High School	33	14	42%	5	36%	14	100%
	020013	Vidrine High School	31	20	65%	9	45%	19	95%
	020014	Ville Platte High School	48	10	21%	4	40%	8	80%
		District Totals	261	96	37%	47	49%	82	85%
Franklin Public Schools									
	021002	Crowville High School	78	38	49%	10	26%	34	90%
	021007	Franklin Parish High School	86	38	44%	16	42%	27	71%
		District Totals	164	76	46%	26	34%	61	80%
Grant Public Schools									
	022004	Georgetown High School	18	5	28%	2	40%	4	80%
	022005	Grant High School	109	59	54%	22	37%	52	88%
	022006	Montgomery High School	44	18	41%	8	44%	15	83%
		District Totals	171	82	48%	32	39%	71	87%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Iberia Public Schools									
	023007	Delcambre High School	61	26	43%	2	8%	24	92%
	023015	Jeanerette Senior High School	65	34	52%	18	53%	30	88%
	023020	Loreauville High School	52	27	52%	9	33%	26	96%
	023022	Westgate High School	205	78	38%	24	31%	64	82%
	023024	New Iberia Senior High School	306	139	45%	42	30%	116	84%
		District Totals	689	304	44%	95	31%	260	86%
Iberville Public Schools									
	024010	Plaquemine Senior High School	144	60	42%	24	40%	45	75%
	024017	White Castle High School	43	14	33%	7	50%	10	71%
	024023	North Iberville Elem./High School	25	9	36%	5	56%	7	78%
	024025	East Iberville Elem./High School	14	6	43%	0	0%	4	67%
		District Totals	226	89	39%	36	40%	66	74%
Jackson Public Schools									
	025003	Chatham Jasper Henderson High School	13	6	46%	5	83%	3	50%
	025005	Jonesboro-Hodge High School	51	22	43%	9	41%	20	91%
	025007	Quitman High School	31	15	48%	2	13%	15	100%
	025010	Weston High School	31	16	52%	3	19%	15	94%
		District Totals	126	59	47%	19	32%	53	90%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Jefferson Public Schools									
	026010	Alfred Bonnabel High School	336	131	39%	60	46%	114	87%
	026022	East Jefferson High School	167	63	38%	21	33%	60	95%
	026023	John Ehret High School	446	176	39%	88	50%	151	86%
	026029	Fisher Middle/High School	69	31	45%	14	45%	31	100%
	026031	Grand Isle High School	9	2	22%	0	0%	1	50%
	026045	L. W. Higgins High School	303	110	36%	60	55%	98	89%
	026051	Grace King High School	282	142	50%	50	35%	132	93%
	026068	Riverdale High School	139	68	49%	25	37%	59	87%
	026080	West Jefferson High School	357	135	38%	78	58%	109	81%
		District Totals	2,108	858	41%	396	46%	755	88%
Jefferson Davis Public Schools									
	027001	Elton High School	38	14	37%	5	36%	14	100%
	027004	Hathaway High School	27	15	56%	4	27%	13	87%
	027006	Jennings High School	132	57	43%	14	25%	49	86%
	027010	Lacassine Elem/High School	27	17	63%	2	12%	16	94%
	027012	Lake Arthur High School	49	26	53%	9	35%	22	85%
	027014	Welsh High School	57	25	44%	4	16%	23	92%
		District Totals	330	154	47%	38	25%	137	89%
Lafayette Public Schools									
	028002	Acadiana High School	340	179	53%	38	21%	156	87%
	028010	Carencro High School	277	125	45%	37	30%	109	87%
	028011	O. Comeaux High School	365	197	54%	32	16%	176	89%
	028019	Lafayette High School	380	242	64%	46	19%	224	93%
	028027	Northside High School	208	81	39%	40	49%	67	83%
	028046	Lafayette Charter High School	62	10	16%	4	40%	8	80%
		District Totals	1,632	834	51%	197	24%	740	89%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Lafourche Public Schools									
	029003	Central Lafourche High School	296	134	45%	38	28%	122	91%
	029026	South Lafourche High School	277	141	51%	32	23%	132	94%
	029029	Thibodaux High School	314	146	47%	60	41%	126	86%
		District Totals	887	421	47%	130	31%	380	90%
LaSalle Public Schools									
	030004	Jena High School	128	53	41%	23	43%	42	79%
	030006	LaSalle High School	52	17	33%	6	35%	16	94%
		District Totals	180	70	39%	29	41%	58	83%
Lincoln Public Schools									
	031003	Choudrant High School	37	18	49%	4	22%	18	100%
	031005	Dubach High School	17	7	41%	4	57%	6	86%
	031013	Ruston High School	217	140	65%	21	15%	132	94%
	031014	Simsboro High School	33	17	52%	4	24%	15	88%
	031021	Lincoln Parish Secondary Alternative School	2	0	0%				
		District Totals	306	182	59%	33	18%	171	94%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Livingston Public Schools									
	032002	Albany High School	103	43	42%	14	33%	38	88%
	032005	Denham Springs High School	352	217	62%	40	18%	196	90%
	032008	Doyle High School	52	23	44%	4	17%	16	70%
	032009	French Settlement High School	62	23	37%	6	26%	23	100%
	032012	Holden High School	35	22	63%	3	14%	19	86%
	032014	Live Oak High School	155	83	54%	12	14%	75	90%
	032016	Pine Ridge School	3	0	0%				
	032017	Maurepas School	24	10	42%	1	10%	7	70%
	032023	Springfield High School	61	23	38%	5	22%	20	87%
	032024	Walker High School	225	100	44%	15	15%	90	90%
		District Totals	1,072	544	51%	100	18%	484	89%
Madison Public Schools									
	033002	Reuben McCall Senior High School	64	23	36%	8	35%	20	87%
	033004	Tallulah High School	25	8	32%	3	38%	8	100%
		District Totals	89	31	35%	11	35%	28	90%
Morehouse Public Schools									
	034002	Bastrop High School	164	70	43%	23	33%	59	84%
	034010	Delta High School	18	12	67%	4	33%	9	75%
		District Totals	182	82	45%	27	33%	68	83%
Natchitoches Public Schools									
	035009	Natchitoches Central High School	231	135	58%	41	30%	117	87%
	035026	Lakeview Junior-Senior High Sch.	61	22	36%	15	68%	17	77%
		District Totals	292	157	54%	56	36%	134	85%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Orleans Public Schools									
	036002	Marion Abramson Sr. High School	301	104	35%	81	78%	80	77%
	036020	Joseph S. Clark Senior High School	119	19	16%	15	79%	15	79%
	036022	Walter L. Cohen High School	98	14	14%	11	79%	7	50%
	036035	Warren Easton Fundamental Senior High School	300	178	59%	98	55%	129	73%
	036042	Alcee Fortier High School	147	20	14%	19	95%	19	95%
	036043	Benjamin Franklin Sr. High School	195	92	47%	3	3%	88	96%
	036064	Edna Karr Magnet School	161	110	68%	32	29%	95	86%
	036065	John F. Kennedy Sr. High School	387	94	24%	73	78%	66	70%
	036069	L. B. Landry High School	85	14	16%	5	36%	5	36%
	036072	Lawless High School	94	12	13%	12	100%	9	75%
	036088	McDonogh #35 Senior High Sch.	243	155	64%	71	46%	112	72%
	036095	John McDonogh Senior High Sch.	228	36	16%	24	67%	24	67%
	036096	McMain Magnet Secondary School	232	169	73%	29	17%	154	91%
	036102	Fredrick A. Douglass High School	85	20	24%	15	75%	14	70%
	036110	Rabouin Career Magnet High Sch.	162	71	44%	56	79%	59	83%
	036122	Booker T. Washington School	64	18	28%	16	89%	15	83%
	036152	Sarah Towles Reed High School	227	62	27%	45	73%	49	79%
	036170	N.O. Public Schools Alternative	1	0	0%				
	036172	G. W. Carver Senior High School	129	32	25%	24	75%	23	72%
	036173	O. Perry Walker Senior High Sch.	184	68	37%	48	71%	42	62%
		District Totals	3,442	1,288	37%	677	53%	1,005	78%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Ouachita Public Schools									
	037019	Ouachita Parish High School	252	162	64%	33	20%	144	89%
	037025	Ouachita Parish Alternative Center	8	0	0%				
	037032	Sterlington High School	53	32	60%	5	16%	28	88%
	037036	West Monroe High School	389	228	59%	28	12%	207	91%
	037046	West Ouachita High School	193	83	43%	12	14%	81	98%
	037049	Richwood High School	59	28	47%	12	43%	23	82%
		District Totals	954	533	56%	90	17%	483	91%
Plaquemines Public Schools									
	038001	Belle Chasse High School	159	70	44%	29	41%	64	91%
	038003	Boothville-Venice School	33	15	45%	6	40%	11	73%
	038004	Buras High School	60	26	43%	9	35%	22	85%
	038006	Phoenix High School	21	10	48%	3	30%	6	60%
	038007	Port Sulphur High School	37	18	49%	12	67%	13	72%
		District Totals	310	139	45%	59	42%	116	84%
Pointe Coupee Public Schools									
	039003	Livonia High School	70	31	44%	17	55%	27	87%
	039014	Pointe Coupee Central High Sch.	87	25	29%	15	60%	14	56%
		District Totals	157	56	36%	32	57%	41	73%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Rapides Public Schools									
	040003	Alexandria Senior High School	209	127	61%	51	40%	106	84%
	040006	Bolton High School	114	63	55%	11	17%	57	91%
	040011	Buckeye High School	111	53	48%	21	40%	45	85%
	040014	Glenmora High School	29	16	55%	6	38%	16	100%
	040028	Oak Hill High School	38	16	42%	5	31%	16	100%
	040030	Peabody Magnet High School	126	77	61%	47	61%	68	88%
	040033	Pineville High School	214	119	56%	32	27%	109	92%
	040035	Plainview High School	12	1	8%	0	0%	1`	100%
	040037	Rapides High School	51	19	37%	8	42%	17	90%
	040048	Tioga High School	199	100	50%	29	29%	89	89%
	040055	Northwood High School	33	13	39%	8	62%	12	92%
	040059	Ewell S. Aiken Optional School	106	14	13%	8	57%	3	21%
		District Totals	1,242	618	50%	226	37%	539	87%
Red River Public Schools									
	041002	Red River High School	76	40	53%	21	53%	35	88%
		District Totals	76	40	53%	21	53%	35	88%
Richland Public Schools									
	042001	Delhi High School	50	17	34%	9	53%	14	82%
	042006	Mangham High School	44	21	48%	6	29%	20	95%
	042008	Rayville High School	69	34	49%	8	24%	30	88%
		District Totals	163	72	44%	23	32%	64	89%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Sabine Public Schools									
	043001	Converse High School	33	11	33%	4	36%	9	82%
	043002	Ebarb School	24	5	21%	2	40%	5	100%
	043004	Florien High School	29	15	52%	3	20%	12	80%
	043006	Many High School	71	40	56%	20	50%	36	90%
	043008	Negreet High School	33	14	42%	5	36%	13	93%
	043010	Pleasant Hill High School	23	8	35%	3	38%	7	88%
	043012	Zwolle High School	44	21	48%	11	52%	16	76%
	043017	Sabine Program for At-Risk Stud.	5	0	0%				
		District Totals	262	114	44%	48	42%	98	86%
St. Bernard Public Schools									
	044006	Chalmette High School	160	83	52%	39	47%	69	83%
	044009	Andrew Jackson Fundamental High School	213	108	51%	31	29%	95	88%
	044015	St. Bernard High School	74	37	50%	25	68%	33	89%
		District Totals	447	228	51%	95	42%	197	86%
St. Charles Public Schools									
	045003	Destrehan High School	312	169	54%	44	26%	153	91%
	045005	Hahnville High School	281	139	49%	43	31%	130	94%
		District Totals	593	308	52%	87	28%	283	92%
St. Helena Public Schools									
	046002	St. Helena Central High School	66	20	30%	10	50%	17	85%
		District Totals	66	20	30%	10	50%	17	85%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
St. James Public Schools									
	047004	Lutcher High School	98	45	46%	12	27%	35	78%
	047008	St. James High School	95	42	44%	20	48%	34	81%
		District Totals	193	87	45%	32	37%	69	79%
St. John the Baptist Public Schools									
	048001	East St. John High School	222	85	38%	41	48%	68	80%
	048013	West St. John High School	40	26	65%	13	50%	19	73%
		District Totals	262	111	42%	54	49%	87	78%
St. Landry Public Schools									
	049010	Eunice High School	153	65	42%	34	52%	47	72%
	049032	Opelousas Senior High School	208	74	36%	31	42%	55	74%
	049051	North Central High School	50	17	34%	4	24%	16	94%
	049052	Beau Chene High School	161	76	47%	22	29%	61	80%
	049053	Northwest High School	93	39	42%	14	36%	35	90%
	049056	Port Barre High School	63	26	41%	4	15%	21	81%
		District Totals	728	297	41%	109	37%	235	79%
St. Martin Public Schools									
	050004	Breaux Bridge High School	134	58	43%	14	24%	53	91%
	050008	Cecilia High School	119	54	45%	18	33%	49	91%
	050017	St. Martinville Senior High School	154	61	40%	25	41%	53	87%
		District Totals	407	173	43%	57	33%	155	90%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
St. Mary Public Schools									
	051006	Berwick High School	101	43	43%	9	21%	37	86%
	051007	Centerville High School	24	7	29%	2	29%	7	100%
	051012	Franklin Senior High School	105	29	28%	11	38%	25	86%
	051021	Morgan City High School	149	68	46%	27	40%	62	91%
	051024	Patterson High School	101	45	45%	20	44%	41	91%
	051039	West St. Mary High School	128	44	34%	25	57%	32	73%
		District Totals	608	236	39%	94	40%	204	86%
St. Tammany Public Schools									
	052013	Covington High School	327	174	53%	41	24%	157	90%
	052026	Mandeville High School	323	197	61%	20	10%	184	93%
	052029	Pearl River High School	124	49	40%	10	20%	45	92%
	052035	Salmen High School	168	81	48%	35	43%	74	91%
	052037	Slidell High School	360	186	52%	39	21%	171	92%
	052039	Northshore High School	304	169	56%	27	16%	154	91%
	052052	Fontainebleau High School	361	238	66%	30	13%	222	93%
		District Totals	1,967	1,094	56%	202	18%	1,007	92%
Tangipahoa Public Schools									
	053002	Amite High School	114	60	53%	23	38%	47	78%
	053009	Hammond High School	242	110	45%	26	24%	90	82%
	053012	Independence High School	81	22	27%	5	23%	19	86%
	053015	Kentwood High School	40	11	28%	3	27%	7	64%
	053017	Loranger High School	86	35	41%	8	23%	30	86%
	053024	Ponchatoula High School	283	158	56%	18	11%	146	92%
	053029	Jewel M. Sumner High School	73	20	27%	3	15%	19	95%
	053044	Tangipahoa Parish PM High Sch.	34	1	3%	1	100%	1	100%
	053045	Florida Parishes Juvenile Det. Cen.	3	0	0%				
	053048	Northwood High school	26	1	4%	0	0%	0	0%
		District Totals	982	418	43%	87	21%	359	86%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Tensas Public Schools									
	054001	Davidson High School	25	9	36%	4	44%	6	67%
	054003	Newellton High School	19	6	32%	4	67%	5	83%
		District Totals	44	15	34%	8	53%	11	73%
Terrebonne Public Schools									
	055005	H. L. Bourgeois High School	293	136	46%	43	32%	109	80%
	055013	Ellender Memorial High School	206	71	34%	34	48%	51	72%
	055034	South Terrebonne High School	204	78	38%	31	40%	64	82%
	055036	Terrebonne High School	262	128	49%	41	32%	105	82%
		District Totals	965	413	43%	149	36%	329	80%
Union Public Schools									
	056001	Bernice High School	20	7	35%	5	71%	4	57%
	056002	Downsville High School	34	17	50%	2	12%	16	94%
	056004	Farmerville High School	54	19	35%	7	37%	15	79%
	056009	Linville High School	25	7	28%	3	43%	7	100%
	056010	Marion High School	12	3	25%	1	33%	3	100%
	056012	Spearsville High School	28	9	32%	4	44%	8	89%
		District Totals	173	62	36%	22	35%	53	85%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Vermilion Public Schools									
	057001	Abbeville High School	131	42	32%	10	24%	38	91%
	057006	Erath High School	92	47	51%	7	15%	44	94%
	057008	Gueydan High School	36	16	44%	4	25%	13	81%
	057013	Kaplan High School	122	55	45%	25	45%	49	89%
	057016	North Vermilion High School	105	59	56%	7	12%	58	98%
	057018	Pecan Island High School	4	2	50%	0	0%	2	100%
		District Totals	490	221	45%	53	24%	204	92%
Vernon Public Schools									
	058001	Anacoco High School	42	27	64%	3	11%	24	89%
	058003	Evans School	27	6	22%	1	17%	5	83%
	058004	Hicks School	12	2	17%	1	50%	2	100%
	058005	Hornbeck School	28	14	50%	5	36%	13	93%
	058006	Leesville High School	187	77	41%	21	27%	71	92%
	058009	Pickering High School	44	19	43%	5	26%	18	95%
	058010	Pitkin High School	23	7	30%	2	29%	6	86%
	058012	Rosepine High School	52	25	48%	3	12%	24	96%
	058013	Simpson School	26	10	38%	1	10%	8	80%
	058020	Vernon Parish Optional School	8	1	13%	0	0%	1	100%
		District Totals	449	188	42%	42	22%	172	91%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Washington Public Schools									
	059006	Franklinton High School	132	45	34%	16	36%	34	76%
	059007	Mt. Hermon School	28	10	36%	1	10%	9	90%
	059008	Pine High School	71	13	18%	2	15%	11	85%
	059011	Varnado High School	34	10	29%	2	20%	8	80%
		District Totals	265	78	29%	21	27%	62	79%
Webster Public Schools									
	060004	Cotton Valley High School	21	4	19%	2	50%	4	100%
	060005	Doyline High School	33	16	48%	3	19%	15	94%
	060011	Webster Parish Altn. School	7	0	0%				
	060012	Minden High School	158	80	51%	35	44%	74	93%
	060015	Sarepta High School	29	13	45%	5	38%	13	100%
	060017	Shongaloo High School	14	8	57%	2	25%	8	100%
	060018	Lakeside Jr-Sr. High School	58	28	48%	11	39%	26	93%
	060019	Springhill High School	68	31	46%	15	48%	27	87%
		District Totals	388	180	46%	73	41%	167	93%
West Baton Rouge Public Schools									
	061001	Brusly High School	100	57	57%	18	32%	43	75%
	061008	Port Allen High School	98	33	34%	11	33%	28	85%
		District Totals	198	90	45%	29	32%	71	79%
West Carroll Public Schools									
	062001	Epps High School	18	8	44%	1	13%	8	100%
	062003	Forest School	35	14	40%	2	14%	12	86%
	062005	Kilbourne High School	12	8	67%	0	0%	8	100%
	062006	Oak Grove High School	50	28	56%	8	29%	26	93%
		District Totals	115	58	50%	11	19%	54	93%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
West Feliciana Public Schools									
	063003	West Feliciana High School	129	80	62%	20	25%	71	89%
		District Totals	129	80	62%	20	25%	71	89%
Winn Public Schools									
	064001	Atlanta School	13	5	38%	2	40%	5	100%
	064002	Calvin High School	13	7	54%	4	57%	6	86%
	064003	Dodson High School	21	7	33%	1	14%	7	100%
	064009	Winnfield Senior High School	96	56	58%	14	25%	54	96%
		District Totals	143	75	52%	21	28%	72	96%
City of Monroe Public Schools									
	065002	Carroll High School	132	51	39%	23	45%	44	86%
	065014	Neville High School	171	98	57%	29	30%	87	89%
	065018	Wossman High School	110	43	39%	22	51%	39	91%
		District Totals	413	192	46%	74	39%	170	89%
City of Bogalusa Public Schools									
	066002	Bogalusa High School	162	54	33%	21	39%	43	80%
		District Totals	162	54	33%	21	39%	43	80%
Zachary Community Public Schools									
	067004	Zachary High School	206	125	61%	31	25%	105	84%
		District Totals	206	125	61%	31	25%	105	84%
City of Baker Public Schools									
	68002	Baker High School	114	47	41%	14	30%	35	74%
		District Totals	114	47	41%	14	30%	35	74%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Other Public Schools									
East Baton Rouge	318001	LSU Lab School	74	52	70%	2	4%	48	92%
East Baton Rouge	319001	Southern University Lab School	54	36	67%	14	39%	26	72%
East Baton Rouge	304001	Louisiana School for the Deaf	4	2	50%	0	0%	2	100%
East Baton Rouge	335001	East Baton Rouge Arts and Technology School	14	7	50%	3	43%	3	43%
Lincoln	323002	Grambling Lab High School	25	15	60%	6	40%	10	67%
Natchitoches	302006	Louisiana School for Mathematics, Science, and the Arts	144	96	67%	1	1%	96	100%
Nonpublic Schools									
Shreveport Diocesan Nonpublic Schools									
Caddo	500003	Loyola College Preparatory School	100	71	71%	7	10%	69	97%
Ouachita	500010	St. Frederick High School	58	45	78%	6	13%	41	91%
		Diocesan Totals	158	116	73%	13	11%	110	95%
Alexandria Diocesan Nonpublic Schools									
Avoyelles	501034	St. Joseph Elem. & High School	23	5	22%	5	100%	4	80%
Natchitoches	501022	St. Mary's High School	23	19	83%	2	11%	16	84%
Rapides	501003	Holy Savior Menard Central High School	89	70	79%	19	27%	64	91%
		Diocesan Totals	135	94	70%	26	28%	84	89%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Baton Rouge Diocesan Nonpublic Schools									
Ascension	502001	Ascension Catholic Interparochial School	63	47	75%	17	36%	46	98%
East Baton Rouge	502002	Catholic High School	211	175	83%	4	2%	167	95%
East Baton Rouge	502012	Redemptorist High School	183	130	71%	53	41%	106	82%
East Baton Rouge	502026	St. Joseph's Academy	178	148	83%	9	6%	146	99%
East Baton Rouge	502036	Bishop Joseph V. Sullivan Sr. High	181	156	86%	28	18%	134	86%
Iberville	502024	St. John High School	36	23	64%	9	39%	22	96%
Pointe Coupee	502003	Catholic High of Pointe Coupee	57	39	68%	12	31%	36	92%
Tangipahoa	502039	St. Thomas Aquinas Regional HS	75	62	83%	6	10%	59	95%
		Diocesan Totals	984	780	79%	138	18%	716	92%
Houma-Thibodaux Diocesan Nonpublic Schools									
Lafourche	503015	E. D. White Catholic High School	150	144	96%	34	24%	139	97%
St. Mary	503001	Central Catholic High School	31	25	81%	11	44%	24	96%
Terrebonne	503014	Vandebilt Catholic High School	162	143	88%	24	17%	138	97%
		Diocesan Totals	343	312	91%	69	22%	301	97%
Lafayette Diocesan Nonpublic Schools									
Acadia	504014	Notre Dame High School	121	99	82%	32	32%	94	95%
Evangeline	504022	Sacred Heart High School	60	45	75%	16	36%	41	91%
Iberia	504041	Catholic High School	114	90	79%	11	12%	84	93%
Lafayette	504037	Teurlings Catholic High School	134	116	87%	25	22%	111	96%
Lafayette	504046	St. Thomas More Catholic High School	245	199	81%	21	11%	193	97%
St. Landry	504001	Academy of the Sacred Heart	41	27	66%	1	4%	27	100%
St. Landry	504015	Opelousas Catholic School	74	63	85%	18	29%	58	92%
St. Landry	504026	St. Edmund High School	40	29	73%	13	45%	25	86%
St. Mary	504006	Hanson Memorial School	41	34	83%	5	15%	30	88%
Vermilion	504040	Vermilion Catholic High School	36	27	75%	9	33%	25	93%
		Diocesan Totals	906	729	80%	151	21%	688	94%
Lake Charles Diocesan Nonpublic Schools									
Calcasieu	505009	St. Louis Catholic High School	125	102	82%	20	20%	95	93%
		Diocesan Totals	125	102	82%	20	20%	95	93%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
New Orleans Archdiocesan Nonpublic Schools									
Jefferson	506003	Archbishop Blenk School	129	98	76%	23	24%	89	91%
Jefferson	506004	Archbishop Chapelle High School	240	199	83%	55	28%	184	93%
Jefferson	506005	Archbishop Rummel Sr. High Sch.	267	216	81%	58	27%	188	87%
Jefferson	506006	Archbishop Shaw High School	125	93	74%	27	29%	87	94%
Jefferson	506025	Immaculata High School	91	73	80%	26	36%	68	93%
Orleans	506010	Cabrini High School	98	76	78%	25	33%	73	96%
Orleans	506019	Holy Cross Senior High School	139	98	71%	29	30%	85	87%
Orleans	506029	Jesuit Senior High School	280	172	61%	7	4%	164	95%
Orleans	506033	Mount Carmel Academy	271	217	80%	7	3%	215	99%
Orleans	506047	Redeemer-Seton Senior High Sch.	72	39	54%	23	59%	34	87%
Orleans	506051	Academy of the Sacred Heart	67	14	21%	0	0%	14	100%
Orleans	506061	St. Augustine Senior High School	178	53	30%	18	34%	41	77%
Orleans	506095	St. Mary's Academy	76	52	68%	33	64%	45	87%
Orleans	506096	St. Mary's Dominican Senior High School	219	174	79%	15	9%	172	99%
Orleans	506120	Ursuline Academy	101	68	67%	7	10%	67	99%
Orleans	506122	Xavier University Preparatory High	103	65	63%	37	57%	43	66%
Orleans	506123	De La Salle Senior High School	131	77	59%	30	39%	66	86%
Orleans	506130	Brother Martin High School	269	208	77%	27	13%	183	88%
Orleans	506151	St. Gerard Majella Alternative Sch.	*	1	*	1	100%	1	100%
St. Bernard	506134	Archbishop Hannan High School	95	77	81%	20	26%	72	94%
St. John the Baptist	506066	St. Charles Catholic High School	98	78	80%	13	17%	76	97%
St. Tammany	506046	Pope John Paul II Catholic High	55	40	73%	6	15%	37	93%
St. Tammany	506101	Saint Paul's Senior High School	122	73	60%	9	12%	67	92%
St. Tammany	506138	St. Scholastica Academy	126	91	72%	6	7%	84	92%
		Diocesan Totals	3,352	2,352	70%	502	21%	2,155	92%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Other Nonpublic Schools									
Acadia	912001	Northside Christian School	18	7	39%	5	71%	6	86%
Beauregard	911001	Beckwith Christian School	0	0	0%				
Bossier	515001	Plain Dealing Academy	4	2	50%	0	0%	2	100%
Caddo	521001	Grawood Christian School	17	3	18%	1	33%	3	100%
Caddo	526001	University Christian Prep.	14	9	64%	1	11%	9	100%
Caddo	719001	Evangel Christian Academy	92	43	47%	17	40%	39	91%
Caddo	923001	Kingston Christian Academy	10	0	0%				
Calcasieu	733001	Parkview Baptist Christian School	272	0	0%				
Calcasieu	837001	Hamilton Christian Academy	32	24	75%	5	21%	23	96%
Claiborne	529001	Claiborne Academy	20	15	75%	0	0%	14	93%
Claiborne	855001	Mount Olive Christian School	7	1	14%	0	0%	0	0%
Concordia	530001	Huntington School, Inc.	13	9	69%	2	22%	9	100%
DeSoto	531001	Central School Corporation	22	13	59%	5	39%	12	92%
East Baton Rouge	536001	Central Private School	58	38	66%	6	16%	36	95%
East Baton Rouge	537001	Episcopal High School	117	74	63%	0	0%	72	97%
East Baton Rouge	540001	Gables Academy	26	8	31%	6	75%	4	50%
East Baton Rouge	543002	Runnels School	47	33	70%	0	0%	30	91%
East Baton Rouge	688001	Christian Life Academy	49	39	80%	7	18%	34	87%
East Baton Rouge	691001	Millerville Academy	7	1	14%	1	100%	0	0%
East Baton Rouge	692003	The Dunham School	59	44	75%	1	2%	40	91%
East Baton Rouge	702001	Hosanna Christian Academy	31	28	90%	10	36%	25	89%
East Baton Rouge	715001	Starkey Academy	22	13	59%	9	69%	12	92%
East Baton Rouge	722001	Jehovah-Jireh Christian Academy	11	5	45%	2	40%	5	100%
East Baton Rouge	723001	Family Christian Academy	14	9	64%	4	44%	8	89%
East Baton Rouge	734001	Parkview Baptist School	147	125	85%	10	8%	116	93%
East Baton Rouge	845001	Bethany Christian School	38	29	76%	4	14%	25	86%
East Baton Rouge	898001	Louisiana New School Academy	14	0	0%				
East Baton Rouge	907001	Brighter Horizon School of Baton Rouge	1	0	0%				

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Other Nonpublic Schools (Continued)									
East Baton Rouge	988001	Riverdale Christian Academy	4	0	0%				
East Carroll	548001	Briarfield Academy	16	7	44%	1	14%	6	86%
East Feliciana	549001	Silliman Institute	34	27	79%	9	33%	22	82%
Franklin	550001	Franklin Academy	24	18	75%	6	33%	18	100%
Iberia	742001	Assembly Christian School	18	11	61%	3	27%	10	91%
Jefferson	516001	Word of Life Academy	*	1	*	1	100%	0	0%
Jefferson	557001	Crescent City Baptist High School	34	19	56%	10	53%	17	90%
Jefferson	558001	John Curtis Christian School	67	46	69%	15	33%	39	85%
Jefferson	560001	Ecole Classique	63	33	52%	11	33%	28	85%
Jefferson	562001	Heritage Academy	30	10	33%	9	90%	9	90%
Jefferson	568001	Metairie Park Country Day School	57	6	11%	0	0%	6	100%
Jefferson	572001	Ridgewood Preparatory School	64	49	77%	6	12%	49	100%
Jefferson	574001	St. Martin's Episcopal School	62	20	32%	0	0%	20	100%
Jefferson	616001	Lutheran High School	36	25	69%	14	56%	18	72%
Jefferson	865001	Marrero Christian High School	Closed						
Jefferson	893001	Believer's Life Christian Academy	30	16	53%	8	50%	13	81%
Jefferson Davis	921001	Bethel Christian School	6	3	50%	0	0%	2	67%
Lafayette	860001	Assembly Christian School	Closed						
Lafayette	986001	Lafayatte Christian Academy	15	0	0%				
Lincoln	588001	Bethel Christian School	1	1	100%	1	100%	1	100%
Lincoln	589001	Cedar Creek School	42	31	74%	2	7%	31	100%
Livingston	737001	Community Christian Academy	8	5	63%	1	20%	4	80%
Madison	591001	Tallulah Academy-Delta Christian School	23	19	83%	10	53%	19	100%
Morehouse	595001	Prairie View Academy	28	21	75%	4	19%	20	95%
Orleans	618001	Louise S. McGehee School	29	5	17%	0	0%	5	100%
Orleans	620001	Isidore Newman School	120	15	13%	0	0%	15	100%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
		LOUISIANA TOTALS	**45,589**	**23,218**	**51%**	**6,792**	**29%**	**20,458**	**88%**
Other Nonpublic Schools (Continued)									
Orleans	736001	Prince of Peace Lutheran School	0	0	0%				
Orleans	751001	Faith Christian Academy	19	14	74%	2	14%	14	100%
Orleans	872001	Bishop McManus School	8	6	75%	6	100%	6	100%
Orleans	916001	Myrtle Magee Christian Academy	*	1	*	1	100%	0	0%
Orleans	927001	Life of Christ Christian Academy	*	4	*	4	100%	3	75%
Orleans	930001	Mt. Carmel Christian Faith Academy	*	2	*	1	50%	1	50%
Ouachita	632001	Ouachita Christian School	65	50	77%	1	2%	48	96%
Ouachita	634001	River Oaks School	20	12	60%	2	17%	10	83%
Ouachita	874001	Northeast Baptist School	0	0	0%				
Ouachita	903001	Excelsior Christian Academy	7	0	0%				
Pointe Coupee	640001	False River Academy	41	27	66%	11	41%	19	70%
Rapides	740001	Forest Hill Academy	Closed						
Rapides	882001	Grace Christian High School	18	15	83%	3	20%	12	80%
Red River	647001	Riverdale Academy	14	18	**	8	44%	17	94%
Richland	648001	Riverfield Academy	38	30	79%	5	17%	30	100%
Sabine	940001	Belmont Union Christian	0	0	0%				
St. John the Baptist	652001	Riverside Academy	66	42	64%	11	26%	39	93%
St. John the Baptist	901001	Reserve Christian School	26	17	65%	9	53%	13	77%
St. Landry	785001	Westminster Christian Academy	45	34	76%	1	3%	32	94%
St. Landry	834001	Acadiana Prep. Schools, Inc.	15	12	80%	7	58%	12	100%
St. Martin	658001	Episcopal School of Acadiana	40	21	53%	1	5%	21	100%
St. Tammany	735001	Northlake Christian School	18	14	78%	1	7%	12	86%
St. Tammany	936001	First Baptist Christian School	8	2	25%	0	0%	2	100%
Tangipahoa	672001	Oak Forest Academy	35	25	71%	5	20%	24	96%
Tensas	675001	Tensas Academy	11	8	73%	1	13%	7	88%
Terrebonne	913001	Houma Christian School	30	16	53%	6	38%	16	100%
Washington	679001	Bowling Green School	25	20	80%	4	20%	20	100%
Washington	944001	Ben's Ford Christian School	12	5	42%	3	60%	4	80%
Webster	681001	Glenbrook School	35	28	80%	6	21%	24	86%

* These schools did not provide a 2003-04 graduate count; thus, the percent of FTF cannot be calculated.

**This school's reported graduate count is less than its total number of FTF. An accurate percent of FTF cannot be calculated.