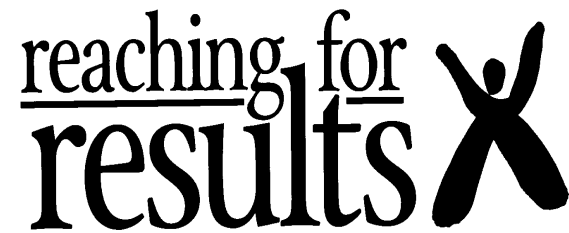


**LOUISIANA FIRST-TIME COLLEGE FRESHMEN
STATE REPORT: FALL 1999**



**Louisiana Department of Education
Cecil J. Picard
State Superintendent of Education**

December 2000

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Louisiana First-Time College Freshmen State Report: Fall 1999

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Cecil J. Picard
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Part I. Executive Summary

The *Louisiana First-Time College Freshmen State Report: Fall 1999* provides detailed findings pertaining to 1998-99 high school graduates who were enrolled full time in one of 29 Louisiana higher education institutions in the Fall 1999 semester. The following summarizes information reported on the Fall 1999 first-time freshmen (FTF).

- Of the 46,419 public and nonpublic high school graduates, 46% (21,456) were enrolled as FTF. This percentage is unchanged from the previous year. The majority (80%) of the Fall 1999 FTF were enrolled at Louisiana's 4-year public colleges and universities.
- Of the Fall 1999 FTF, 59% had ACT composite scores that were 20 or above. In addition, the average ACT score for the FTF class improved from 20.2 in Fall 1998 to 20.4 in Fall 1999.
- The percentage of FTF who enrolled in one or more developmental courses declined from 53% in Fall 1992 to 39% in Fall 1999.
- Furthermore, the number and percentage of FTF who **were not** enrolled in any developmental courses increased from 12,411 (58%) FTF in Fall 1998 to 13,119 (61%) FTF in Fall 1999.
- In Fall 1998, 11 of 29 Louisiana colleges/universities had less than 50% of the FTF class enrolled in developmental courses. However, in Fall 1999, 16 of 29 institutions had less than 50% of the FTF class enrolled in developmental courses.
- The percentage of the FTF class in good academic standing at the end of the Fall term also increased from 86% in Fall 1998 to 87% in Fall 1999.

Additional important changes in developmental enrollment rates are summarized below.

- The percent of a Louisiana FTF class enrolled in courses in three developmental subjects declined from 10% in Fall 1994 to 5% in Fall 1999.
- The percent of the Louisiana FTF class enrolled in developmental subjects decreased from the previous year:

In Developmental Mathematics, 36% (1998) vs. 33% (1999);
In Developmental English, 20% (1998) vs. 17% (1999);
In Developmental Reading, 11% (1998) vs. 9% (1999); and
In Other Developmental Courses, 6% (1998) vs. 2% (1999).

- The percent of FTF enrolled in one or more developmental courses decreased from Fall 1998 to Fall 1999 for graduates of:

Nonpublic schools, 33% (1998) vs. 30% (1999) and
Public schools, 46% (1998) vs. 42% (1999).

- Developmental enrollment rates by the four subjects have also decreased for the FTF who graduated from Louisiana public schools:

In Developmental Mathematics, 38% (1998) vs. 36% (1999);
In Developmental English, 23% (1998) vs. 19% (1999);
In Developmental Reading, 13% (1998) vs. 10% (1999); and
In Other Developmental Courses, 7% (1998) vs. 2% (1999).

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. An objective of this legislation was to provide public and nonpublic high schools with information on the extent to which recent high school graduates were prepared for college-level coursework. With this information, high school staff could make instructional improvements in the content areas in which the recent graduates were not sufficiently prepared.

In response to this legislation, the *Louisiana First-Time Freshmen Program* was implemented to provide for the annual collection, analysis, and reporting of data on college freshmen who attended Louisiana colleges/universities during a specific Fall semester/quarter. This document is the thirteenth state-level report on First-Time College Freshmen, released by the Louisiana Department of Education (LDE). The report describes Louisiana's 1998-99 high school graduates who enrolled full time in 29 of this State's colleges/universities, immediately following graduation. This document contains the following six parts:

Part I, the Executive Summary;

Part II, an Overview of the *First-Time Freshmen Program*, including a discussion of the data sources and the contents of this report;

Part III, a discussion of the 1998-99 high school graduates and the college-going rates;

Part IV, a detailed description of the Fall 1999 Louisiana First-Time Freshmen (FTF) class;

Part V, 1999 summary findings; and

Part VI, the Appendix.

What is the history of the *First-Time Freshmen (FTF) Program*?

The 1985 Louisiana Legislature mandated that the Board of Regents (BOR), assisted by the State Board of Elementary and Secondary Education (SBESE), report information on the number of Louisiana 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). To ensure that feedback is available on high school graduates who become first-time freshmen (FTF), the Legislature further specified that individualized school-level reports were to be distributed to every high school in Louisiana, public and nonpublic alike.

Because FTF data and related statistics are used as indicators of how well high schools prepare their graduates for college, the *FTF Program* was structured to focus only upon the recent high school diploma graduates as they began their college careers. In line with first-time freshmen definitions observed in Federal reporting, the Program also focused on full-time entering college freshmen. Furthermore, the FTF data are based only on college freshmen who attended in-state colleges/universities.

For the first six Program years, the BOR oversaw the data collection and distribution of the school-level reports. The 1993 Louisiana Legislature recognized that the LDE had an established mechanism, the *Progress Profiles School Report Cards*, to disseminate information about schools to the public. Believing that these FTF data made an important statement about the quality of secondary schooling,

the 1993 Legislature took steps to revamp the *FTF Program*. The three statutory revisions they enacted

- (1) transferred the primary authority for data collection from the BOR to the SBESE,
- (2) mandated that the information from the *First-Time Freshmen Program* be incorporated into the *Progress Profiles School Report Cards* so that it might be more widely disseminated and accessible to parents, and
- (3) expanded the scope of data collection by providing for the voluntary participation of Louisiana nonpublic colleges and universities.

In accordance with these statutory revisions, the LDE's Bureau of School Accountability (previously charged with producing *School Report Cards*) assumed responsibility for collecting and reporting data, beginning with the Fall 1993 *FTF Program*. For school years 1992-93 through 1996-97, the FTF data of public school graduates were reported on the *Progress Profiles School Report Cards*.

With reorganization of the LDE, the Division of Planning, Analysis and Information Resources assumed the responsibility for *Progress Profiles*, the *FTF Program*, and all associated data collection activities in 1997-98. While individual *Progress Profile School Report Cards* were not distributed for the 1997-98 school year, school-level data were available on the Louisiana Department of Education's web site. In addition, the 1997-98 district and state-level *Progress Profile Reports* were prepared and distributed; however, FTF data were not included in any of the 1997-98 *Progress Profiles Reports*. To comply with the spirit of the 1993 mandate, the LDE provided school-level FTF data in the *Louisiana First-Time College Freshmen State Report, Fall 1997* (completed in August 1999).

The *Progress Profiles Program* and its reports have been modified, in order to align that Program with Louisiana's new *School Accountability System*. Thus, the 1998-99 *Progress Profiles* indicators were presented in the district-level reports, but many of the indicators were not on school-level accountability reports (issued in September of 1999). However, the school-level accountability reports provided a "school performance score" that is based on student attendance, performance on both the *Iowa Tests of Basic Skills* and the *LEAP 21* tests, and on dropouts (if the school has grade 7 or above).

When high schools begin to receive school performance scores, the FTF data can supplement this single score by providing a perspective on the college readiness of recent high school graduates. That is, the 1999 *FTF Program* not only collected information on graduates of Louisiana public and nonpublic high schools but also provided school-, district-, and state-level results on the number of students who

- (1) received a high school diploma during the 1998-99 school year and
- (2) enrolled full time in Louisiana post-secondary institutions (both public and nonpublic) during the Fall 1999 semester.

Of these first-time freshmen, the Program identified

- (1) how many were enrolled in developmental courses and
- (2) how many completed the Fall 1999 semester in good academic standing.

The next sections of this report will define important terms to explain further the study of Louisiana's first-time freshmen. Information drawn from the professional literature will also be discussed within this report.

Who are first-time freshmen? and What are developmental courses?

The *FTF Program* focuses on a group of entering college students who have (a) successfully completed a traditional secondary program (i.e., they are diploma graduates rather than GED recipients or other alternative program completers) and (b) made an immediate transition to college. For the purposes of this report, the term *first-time freshmen* (FTF) refers to

“Students who graduated from a Louisiana high school during School Year 1998-99 and who were enrolled full time in a Louisiana higher education institution in the Fall semester of 1999.

Only those students who began the 1999 Fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) were considered first-time freshmen.”

The enacting legislation for the *FTF Program* labels noncredit preparatory courses in which college students enroll as “remedial”; therefore, such college courses have been described as remedial in past years of the *Progress Profiles School Report Cards*. While some educators have viewed remedial courses as a way to expand the educational opportunities for students who are unprepared for college, others feel that precollege-level courses have no place in the college curriculum (Smith, 1997).

Since the term *remedial* implies that the courses cover material already studied (but not learned), most universities prefer to label the noncredit courses as “developmental.” In fact, coordinators at post-secondary institutions contend that the subject matter taught in college developmental courses is not universally offered by high schools. For

example, some developmental courses concentrate on teaching problem solving, goal setting, time management, and other personal skills, so that students are better equipped to keep pace with academic classes offered for college credit (Lowery, 1995).

The *FTF Program* defines *developmental instruction* as “those courses designed by universities to prepare students to succeed academically in college-level courses.” This report on Louisiana colleges/universities that offer such courses, as well as the freshmen who enroll, indicates the availability and the demand for developmental college courses in the Fall of 1999.

Colleges/universities generally offer developmental courses for institutional credit: that is, the number of hours that a student devotes to developmental course work is considered when determining whether that student is enrolled full or part time. However, developmental courses typically carry no degree credit, meaning that the hours accrued for these courses cannot be applied toward completion of an academic degree.

The policies that Louisiana institutions follow relative to developmental course work are consistent with university policies throughout the 15 southeastern states that are members of the Southern Regional Education Board (SREB). According to an SREB study, 72% of public institutions in SREB states offered institutional credit for developmental courses, while only 2% offered degree credit for such courses (Abraham, 1992). Policies varied from one university to the next as to whether grades earned for developmental course work are figured into the students' overall grade point average.

Since the content of college credit courses varies from one college/university to the next, institutions also vary in the number and type of developmental courses offered. Studies of developmental course offerings have revealed that community colleges and open admissions institutions sometimes offer as many as three levels of developmental instruction in a subject area. Selective admissions universities may offer only one level and possibly in fewer subject areas.

Since institutions vary in both the levels and types of developmental instruction offered, the probability of a student's enrolling in a developmental course is influenced by his/her choice of college/university.

For example, Smith (1997) reported that 78% of the nation's higher educational institutions provided reading, writing, or mathematics remedial courses in 1995. However, it was found that 99% of the 2-year public colleges offered such courses, while the percentages of the 4-year public institutions offering these courses were as follows: 78% in mathematics, 71% in writing, and 52% in reading. Of the 2-year nonpublic colleges, Smith (1997) found that 62% provided remedial courses in mathematics; 61%, in writing; and 29%, in reading. Among the 4-year nonpublic institutions, 52% offered remedial instruction in writing; 51%, in mathematics; and 34%, in reading. Based on Smith's national findings, nonpublic colleges offered remedial instruction to a lesser extent than public institutions. Smith also concluded that 1995 freshmen in public 2-year colleges (41%) were far more likely to enroll in remedial courses than freshmen attending public 4-year institutions (22%).

Lewis, Farris, and Greene (1996) reported that remedial courses were especially common at 2-year public institutions and at institutions with high minority enrollments. Nevertheless, 81% of the nation's 4-year public institutions offered at least one remedial course in Fall 1995.

In general, more of the nation's college freshmen took remedial courses in mathematics than in reading or writing. Lewis, Farris, and Greene (1996) also reported that 47% of the institutions which offered remedial instruction indicated the number of enrolled students had stayed about the same in the last five years, whereas 39% said the remedial enrollments had increased, and 14% said the enrollment in remedial courses had decreased. A larger percentage of 2-year public institutions indicated increased enrollment in remedial courses than did other types of post-secondary institutions.

Exhibit 1 shows 29 Louisiana colleges and universities (both public and nonpublic) that offer 2- or 4-year undergraduate curricula; these institutions submitted data on their Fall 1999 FTF. Of the 29 participating institutions, 21 are public colleges/universities and eight are nonpublic institutions, including

- five community colleges of the Louisiana Community and Technical College System,
- five campuses of the Louisiana State University System,
- three campuses of the Southern University System,
- eight institutions under the University of Louisiana System, and
- eight member campuses of the Louisiana Association of Independent Colleges and Universities (LAICU).

Exhibit 1
Fall 1999 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 System (Public)				
Baton Rouge Community College♣	√	√	√	√	LSU at Alexandria ♣	√	√	√	√
Bossier Parish Community College♣	√	√	√	√	LSU A & M at Baton Rouge♦	√			
Delgado Community College♣	√	√	√	√	LSU at Eunice♣	√	√	√	√
Elaine Nunez Community College♣	√	√	√	√	LSU at Shreveport ♦	√	√		
South Louisiana Community College♣	√	√	√		University of New Orleans♦	√	√		
Southern University System (Public)									
SU A & M at Baton Rouge	√	√	√						
SU at New Orleans	√	√	√	√					
SU at Shreveport ♣	√	√	√	√					

♣ 2-Year College ♦ Selective Admissions Institution

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

♠ 2-Year College ♦ Selective Admissions Institution

Seven of the eight LAICU campuses began contributing data to the *FTF Program* on a voluntary basis, effective with the Fall 1994 data submission cycle. Our Lady of the Lake College (a 4-year nonpublic college located in Baton Rouge) began submitting data in 1995. Baton Rouge Community College and South Louisiana Community College began submitting FTF data in 1998.

The developmental coordinators at each participating college/university were surveyed in an effort to obtain information on specific developmental courses that were offered in the Fall of 1999. Exhibit 1 provides a list of the courses in four broad subject areas. Four Louisiana colleges/universities that previously participated in the *FTF Program* discontinued one or more of the developmental courses that were offered in Fall 1998. These institutions were Dillard University, the University of Louisiana at Lafayette, South Louisiana Community College, and Southeastern Louisiana University.

Of the 29 colleges/universities that submitted Fall 1999 FTF data, 34% indicated they offered one or more developmental courses in mathematics, English, reading, and in another subject during the Fall of 1999. An additional 34% of these Louisiana institutions provided developmental courses in three subject areas. Approximately 17% offered only developmental mathematics and English, while 7% provided developmental mathematics courses only. Centenary College and Tulane University did not offer any developmental courses in Fall 1999. Developmental courses in all four subject areas were not available to students on every campus in 1999.

Courses in developmental mathematics were offered by all 21 public institutions and by six of the eight nonpublic institutions (i.e., 93% of the 29 participating colleges/universities). Developmental English was offered by 20 public institutions and by five of the nonpublic institutions (86% of the 29 institutions). Developmental reading was offered at 16 public and at three nonpublic institutions (66% of the 29 institutions). Other

developmental courses were offered at 11 public institutions, but not by the nonpublic institutions (38% of the 29 institutions). Courses listed under the “other” subject area included “Academic Skills,” “College Skills Student Success,” “College Success Skills,” “Developmental Chemistry,” “English as a Second Language,” “Living, Learning, Working Skills,” and “Study Skills.”

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

Although placement policies differ from one institution to the next, Louisiana colleges and universities tend to use a two-step process to determine whether entering freshmen will require developmental instruction and to place them in the appropriate courses. According to staff at the BOR and at selected universities around the State, many Louisiana institutions use student performance on the ACT and/or SAT (a) to “flag” entering students who may need developmental instruction and (b) to 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. Again, this procedure appears consistent with practice throughout the SREB region (Abraham, 1992).

Developmental coordinators at several institutions note that some students are placed into freshmen credit courses based on their ACT/SAT scores, but are later found under-prepared for regular college-level course work. Such students are generally transferred to the appropriate developmental course. Occasionally, students who are placed into developmental courses later demonstrate an ability to perform at the college level. Depending on the policy of the individual university, such students may petition for transfer to a credit course.

In this report, the term *developmental freshmen* is used to refer to a FTF who was enrolled in one or more developmental courses during Fall 1999. “Developmental rates” for four subject areas are also reported. *Developmental rates* are the percentages of Fall 1999 FTF who enrolled in developmental courses.

Also, the “end-of-term academic standing” of developmental freshmen was compared with that of FTF who were not enrolled in developmental courses (i.e., nondevelopmental freshmen). The freshmen were considered “in good academic standing” if they completed the 1999 Fall semester/quarter and were not on academic probation or suspension at the end of the term.

How were the 1999 FTF data collected and verified? What reports were prepared to communicate the findings?

Data collection for Fall 1999 FTF began in January of 2000, when Louisiana’s public and nonpublic colleges/universities received a package of materials requesting FTF data. The 29 participating colleges/universities reported student-level information to the Data Management Section of the Division of Planning, Analysis and Information Resources. Information reported by the individual colleges/ universities was combined to form one database that contained records on the 1999 FTF. If more than one college/university reported on a FTF, a Data Management staff member verified which institution enrolled the student on a full-time basis.

In July 2000, efforts were made to verify the FTF data records for public school graduates. That is, the individual records of the 1999 FTF

database underwent a series of computerized and manual edit checks to ensure that each reported first-time freshman (a) was identified with the correct high school and (b) earned a diploma in 1998-99. Data records of the Fall 1999 first-time freshmen who were reported as public high school graduates were compared with the LDE’s 1998-99 *Student Information System* (SIS) records. LDE staff utilized a record-matching program that compared five pieces of student demographic information from the FTF and SIS databases when matching university- and LEA-supplied data on the public school students.

For a variety of reasons, 44 records were deleted from the FTF database. Most of these records were deleted because the identified freshmen did not meet the definition of a first-time freshmen, the student was enrolled part time rather than full time, or the SIS record of a public school former student did not show the person was a diploma graduate of 1998-99. Fourteen records were duplicate records; these were deleted to avoid double counting of the FTF.

Staff members who are employed within the Division of Planning, Analysis and Information Resources also requested information for four public schools that were not yet submitting SIS data (i.e., the Southern University Laboratory School, the Louisiana School for the Deaf, the Louisiana School for the Visually Impaired, and the Louisiana School for Mathematics, Science, and the Arts), as well as for 21 nonpublic schools, which had not reported their number of 1998-99 graduates to LDE. Although the FTF database records for students who graduated from these four public schools, as well as those for graduates of each nonpublic school, could not be verified against SIS data, these FTF records were included in the study. The Fall 1999 FTF data were analyzed from July through September of 2000. Several reports were prepared to provide results to schools, districts, and other interested audiences.

Reports to Schools and Districts. In accordance with La. R.S. 17:1814, first-time freshmen data were reported for Louisiana public and nonpublic schools whose grade configuration included 12th grade; these schools produced the 1998-99 graduates, who were identified by Louisiana colleges and universities as Fall 1999 first-time freshmen. A total of 444 schools in Louisiana produced the high school graduates who were FTF in Fall 1999.

School-level reports were generated for public and nonpublic high schools, which had graduates who became 1999 FTF. Only Louisiana college freshmen students who met the definition of a first-time college freshman were included in these reports. The 1998-99 high school graduates who enrolled in a college/university that does not participate in this study, who were not full-time college freshmen, and who postponed college entry were not included in this study. In addition, district-level reports were compiled for all public and nonpublic local education authorities (LEAs), including 66 public school districts and seven Catholic diocesan school systems.

Both the school- and district-level reports group FTF data by college/university so that school and LEA staff members can identify the institutions their 1998-99 graduates attended and can compare the performance of freshmen who attended differing colleges/universities in Louisiana. These reports provide feedback that can help improve high school instruction in the subject areas in which recent graduates have academic weaknesses.

Reports to Colleges/Universities While the primary purpose of the *First-Time Freshmen Program* is to give high schools and districts feedback on the performance of their college-bound graduates, a separate series of reports is compiled for each college/university. These

college/university reports are distributed to system heads, developmental education coordinators, institutional research directors, and registrars. Because these reports provide school- and parish-level information on the first-time freshmen attending a college/university, the reports are useful in helping administrators identify their post-secondary institution's primary feeder schools and in assessing the comparative readiness of students graduating from the various high school sites. College and university staff can also use these reports to enter into partnerships with high schools, in the hope of improving the college readiness of the graduates, and/or for institutional planning.

Reports to State-Level Audiences. Finally, this state-level report was prepared to offer summary information for all educational institutions that had FTF who were included in the data analysis. The Louisiana Legislature, SBESE members, certain district and diocesan employees, and the participating colleges/universities receive copies of the *Louisiana First-Time College Freshmen State Report*. Several other educators and researchers also request the state-level report, indicating that previous reports have been useful in program planning or in research.

Parts III and IV of this report present detailed findings for Fall 1999 FTF who had graduated from high school in 1998-99. The 1998-99 graduates were compared with the 1997-98 graduates and the Fall 1999 FTF were compared with the Fall 1998 FTF. In some cases, comparisons were also made with earlier graduating classes and with other FTF classes. The latter comparisons provide a longitudinal view of the FTF data.

Part III. Graduates and College-Going Rates in Louisiana

How many Louisiana high school students graduated in 1998-99?

Exhibit 2 provides summary information on students who graduated in school year 1998-99 from Louisiana public and nonpublic high schools. Based on information collected for this report, a total of 46,419 students graduated from Louisiana high schools during 1998-99. Of these graduates, 38,038 (or 82%) graduated from public high schools, while 8,381 (or 18%) graduated from nonpublic schools.

Exhibit 2
1998-99 High School Graduates Summary

Public School Graduates		Nonpublic School Graduates		Public and Nonpublic Graduates Combined	
Number	Percent	Number	Percent	Number	Percent
38,038	82%	8,381	18%	46,419	100%

The graduate counts shown in Exhibit 2 do not match to the 1998-99 graduate counts that were published in the *150th Annual Financial and Statistical Report, 1998-99 (Bulletin 1472)*. The reason these graduate counts differ is that additional schools were included in the data collection for this report.

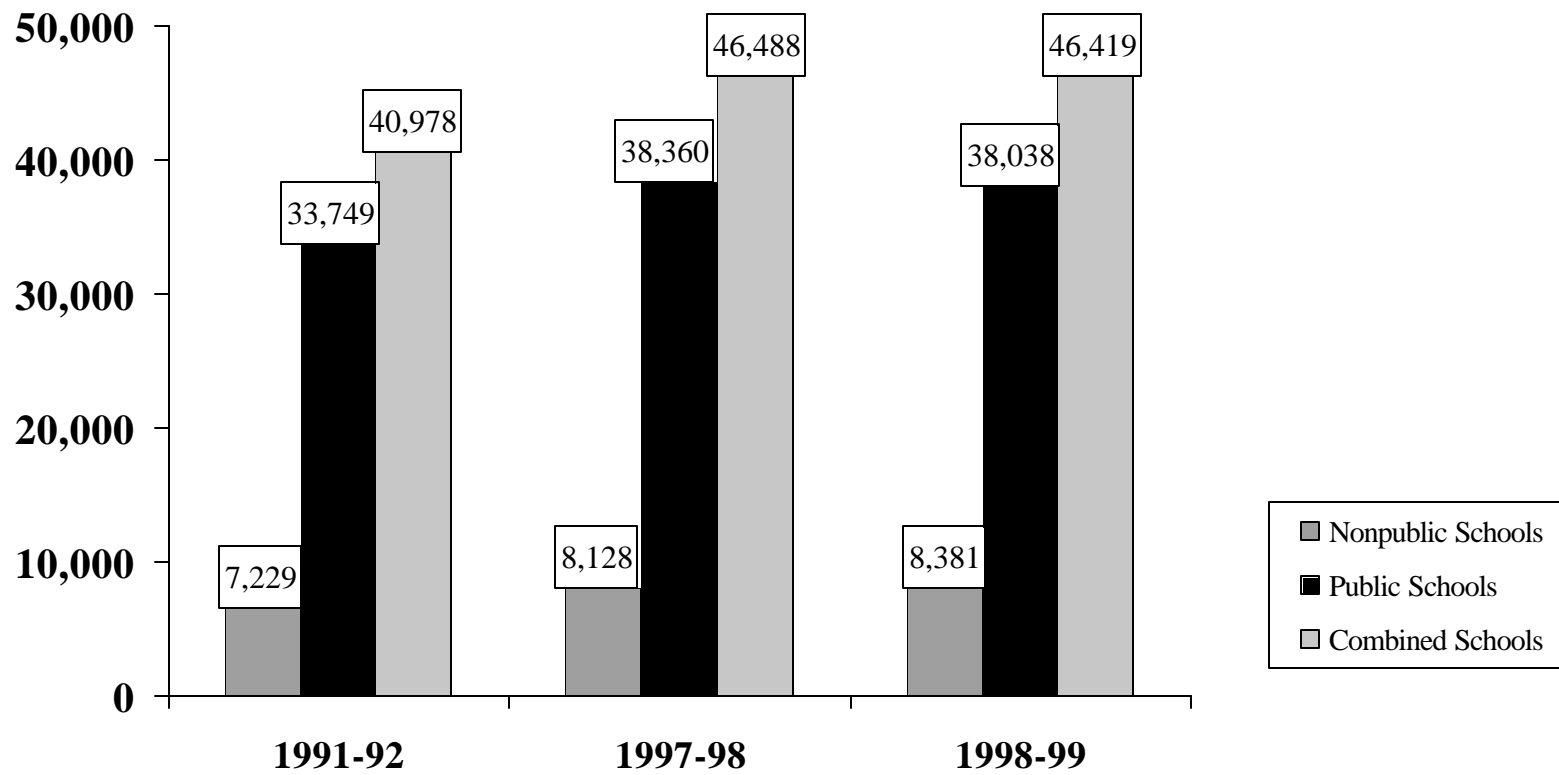
While the study of 1999 FTF did not gather demographic data for high school graduates, *Bulletin 1472* (pages II-1 and II-4) indicates Louisiana's public high school 1998-99 graduates were 58% White, 42% minority, 54% females, and 46% males. Louisiana's 1998-99 nonpublic high school graduates were 85% White, 15% minority, approximately 50% females, and 50% males.

Has the number of Louisiana graduates changed during the 1990s?

As shown in Exhibit 3, Louisiana began the decade with 40,978 graduates in 1991-92; 82% completed public high schools. The remaining 18% of 1991-92 graduates (7,229) completed nonpublic high schools. The total number of Louisiana high school graduates increased to 46,488 in 1997-98, but declined to 46,419 in 1998-99. Thus, between 1997-98 and 1998-99, the total number of Louisiana high school graduates decreased by 69 graduates. Also, the number of Louisiana public school graduates declined from 38,360 in 1997-98 to 38,038 in 1998-99 (a decrease of 322 graduates). However, the number of nonpublic school graduates increased from 8,128 in 1997-98 to 8,381 in 1998-99 (an increase of 253 graduates).

Gerald and Hussar (1999) released a document which projects that the number of Louisiana public high school graduates will decrease by about 5% between 1996-97 and 2008-09. Louisiana's educators hope this prediction does not become reality, since a student who leaves high school as a dropout has a greater risk of being unemployed. Even if a high school dropout is employed, this person is more likely to earn a lower salary than one who has completed high school [Organization for Economic Co-Operation and Development (OECD), 2000].

Exhibit 3
Number of Louisiana High School Graduates,
1991-92, 1997-98, and 1998-99



One of this State's goals is to increase the proportion of high school completers, which includes diploma graduates and those individuals who leave high school with other credentials. Louisiana is not conducting high school completion rate studies, but some national researchers have examined the percentages of high school completers over several years. For example, Kaufman, Kwon, Klein, and Chapman (1999) reported on the percentages of 18 to 24 year olds who were high school completers in years 1972 through 1998. In 1990-92, the reported national high school completion rate was 85.5%. This national rate rose to 85.8% in 1993-95 and then declined to 85.6% in 1996-98. Over these same years, the Louisiana completion rate was 83.9% in 1990-92; then it decreased to 80.1% in 1993-95 and increased to 81.6% in 1996-98.

Kaufman, et al. (1999) reported the nation's percentage of high school completers (18 to 24 year olds) was 84.8% in 1998, with most high school completers (74.7%) being diploma graduates. However, the percentage of completers receiving alternative certifications has increased from 4.9% in 1990 to 10.1% in 1998. Kaufman, et al. (1999) also reported that the 1998 national high school completion rate was higher among females (87.0%) than among males (82.6%). In addition, completion rates for four ethnic groups were as follows: Asian/Pacific Islanders (94.2%), Whites (90.2%), Blacks (81.4%), and Hispanics (62.8%).

The OECD (2000) reminds readers that a high school education often serves as the minimum credential for entry into the labor market, as well as the foundation for all types of post-secondary programs, including college/university studies. Therefore, if the quality of a high school's educational program is poor, then the school's graduates may need to complete several developmental courses prior to enrolling in college credit courses. Each graduate's high school preparation can be a factor that impacts whether or not the student will go to college, as well as which institutions will be willing to admit under-prepared freshmen.

All high school completers (or graduates) who wish to attend college also make important decisions about additional education. For example, some high school completers decide to go to college immediately, while others will postpone their entry. These students must also decide whether to attend an institution in their home state or to go out-of-state and whether they will be part-time or full-time students. Decisions are also made on the type of post-secondary institution one will attend (e.g., public or nonpublic, 4-year or 2-year).

National studies have been conducted to obtain information on the college-going behavior of different groups of people. For example, Wirt (2000) studied high school completers, finding that 62.4% of male completers and 69.1% of female completers made an immediate transition to college in 1998. Among both male and female high school completers, approximately 24% attended a 2-year institution, while 38.0% of male completers and 44.8% of female completers attended a 4-year institution immediately after their high school studies. Wirt (2000) also noted that the number of college/university students who are women exceeded the number who are men.

A similar study focused on high school completers, ages 16 to 24, who made an immediate transition from high school to college. As reported by the *National Center for Educational Statistics* (NCES, 1999), 68.2% of the White, 58.5% of the Black, and 65.6% of the Hispanic high school completers (ages 16 to 24) made an immediate transition from high school to college in 1997. Within this study, 44.3% of the high school completers attended 4-year institutions, while 22.8% were enrolled in 2-year colleges in 1997 (NCES, 1999).

Current studies of Louisiana FTF attempt to investigate the college going behavior of recent high school graduates; findings include gender and ethnicity statistics, as well as information on the types of colleges the freshmen attended. However, these studies offer only a partial picture of college-going behavior because the focus is on graduates who make an immediate transition to one of Louisiana's public or

nonpublic colleges/universities; all FTF in these studies are full-time college students. Thus, studies of Louisiana's college freshmen do not include high school completers that did not receive a diploma, freshmen that attend college out-of-state, or individuals attending college on a part-time basis. Furthermore, in Louisiana FTF reports, only a one-year college-going rate is presented because these studies do not include high school graduates/completers who postpone their college entrance.

Do other research studies provide additional information about college-going behavior?

The snapshot of college-going behavior provided by the 1999 FTF State report can be enlarged by describing findings from research conducted by the Board of Regents (BOR), by the U.S. Department of Education, and by the American College Testing (ACT) Program. Findings of these studies are discussed in the following sections of this report.

Students Who Postpone College Entrance. In the past, the BOR suggested that the *FTF Program* underestimates the total number of Louisiana high school graduates who eventually enter college. To get a more complete picture of overall college-going rates in Louisiana, the BOR studied 1988-89 Louisiana high school graduates who enrolled in State institutions over a four-year period. The BOR concluded that 38% of the 1988-89 graduates were enrolled as first-time freshmen in the Fall of 1989. However, by 1992, the college-going rate for the 1988-89 graduates was determined to be 45.6%. The four-year-rate is larger than the one-year rate because additional 1988-89 high school graduates had entered college by 1992.

It is likely that high school graduates/completers who postpone college entrance will be older when they enroll in a post-secondary institution. The U. S. Department of Education, which releases *The Condition of Education* (NCES, 1999), reported on the percentage of

high school completers enrolled in college from 1972 to 1997. Based on these NCES statistics, Exhibit 4 was prepared to indicate the percentage of high school completers who enrolled in college by three age groups.

Exhibit 4
Percentage of High School Completers Enrolled
in College by Age: October 1990, 1995, and 1997

Enrolled in October of:	Ages 18 to 24	Ages 25 to 34	Age 35 Or Older
1990	39.0%	8.6%	2.7%
1995	42.1%	9.4%	2.6%
1997	44.9%	9.4%	2.6%

For October of 1990, 1995, and 1997, the largest percentage of the high school completers went to college when they were 18 to 24 years old. An additional eight to nine percent of the high school completers enrolled in college when they were between the ages of 25 and 34. Less than 3% of the high school completers enrolled in college when they were age 35 or older. Thus, it is reasonable to conclude that most people who enroll in college courses do so soon after their high school studies, but a small percentage of a graduating class does postpone college entrance. While studies of Louisiana FTF do not include those individuals who postpone college entrance, the one year college-going rate does indicate the proportion of high school graduates who begin college.

Part-Time College Students. Since the *FTF Program* requests data for full-time FTF, part-time college students are not included in calculating Louisiana college-going rates. In a study of all Fall 1997 students who attended degree-granting institutions that were eligible for Title IV Federal financial aid, Barbett (2000) reported that of all

enrolled students, 58.2% were full-time and 41.8% were part-time students. However, of the first-time first-year students, Barbett (2000) found that 78.1% were enrolled on a full-time basis and 21.9% were enrolled on a part-time basis.

When comparing the United States to several other countries, 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. Among post-secondary students in the United States, the OECD found that 64.2% were enrolled on a full-time basis and 35.8% were part-time students in 1998. These two studies suggest that the majority of college students were enrolled on a full-time basis.

Louisiana Students Who Attend College Outside the State. Since there is no mechanism for requiring out-of-state institutions to report first-time freshmen data to the LDE, the *FTF Program* does not include Louisiana high school graduates who attend college out-of-state. However, Ziomek of the ACT Southwestern Regional Office provided data on 1998 Louisiana high school graduates who took the ACT and enrolled in college in Fall 1998. Ziomek (1999) reported that 1,322 of these students went to out-of-state public institutions and 392 enrolled in out-of-state nonpublic colleges/universities. These findings suggest that 1,714 Louisiana high school graduates took the ACT and enrolled in out-of-state colleges in 1998. While other 1997-98 graduates who enrolled in out-of-state colleges may have taken another college admissions test, based on Ziomek's data and the *FTF Program's* count of 1997-98 high school graduates, the percentage of out-of-state college students is estimated as 3.7% for the 1997-98 graduating class.

An earlier NCES Report (Barbett, 1998) provided state-by-state enrollment data on FTF who migrated to other states to pursue a post-secondary education. The statistics in Barbett's 1998 NCES Report pertained to 1996 first-time freshmen. According to Barbett (1998), 3,177 Louisiana high school graduates went out-of-state to attend

college in Fall 1996. This number of graduates was 7.2% of Louisiana's 1995-96 graduating class. If 7.2% of Louisiana's 1998-99 graduates went out-of-state in the Fall of 1999, the total number of Louisiana out-of-state FTF is estimated at 3,343 graduates.

Barbett's 1998 report also contained information about the types of colleges/universities students attended if they migrated from their home states. From these findings, it was concluded that Louisiana's 3,177 high school graduates of 1995-96, who attended college outside the State in Fall 1996, were largely enrolled in public institutions and/or on 4-year campuses. Nationwide, 42.3% of the 1996 first-time freshmen who went out-of-state enrolled in public colleges/universities, but 56.6% of the students migrating from Louisiana attended a public institution in another state. Of the nation's migrating 1996 freshmen, 91.4% attended 4-year institutions outside their home states; of Louisiana's migrating 1996 freshmen, 88.4% attended 4-year institutions outside of this state. (These percentages are based on data in the 1998 NCES Report by Barbett.)

Enrollment patterns of FTF who remain in Louisiana for college are included in the FTF State Reports and will be discussed in a later section of this document because these findings are of interest to institutional planners. Other questions about Louisiana's FTF are often posed by researchers, policy-making bodies, and by the media. For example, there is interest in knowing how many FTF actually complete college degrees. To answer this question requires following each student who enrolls in a college/university beyond the first semester. Such an extensive study is not within the scope of the *FTF Program*, but it is reasonable to expect that some of the FTF will leave their college/university studies before getting a degree or a credential. In fact, the OECD (2000) reported that of the United States students who entered post-secondary programs in 1990, approximately 37% dropped out by 1994.

Once there is a statistical finding about the number or percent of college dropouts (or noncompleters), the next logical research project is to study the characteristics of the students who left college without a degree and/or the reasons they left college. Berkner, Horn, Clune, and Carroll (2000) conducted a national study of students who began a post-secondary educational program in 1995-96. These beginning students were of several different ages, but 58% of these students were age 18 or younger in 1995-96. The researchers identified seven factors, which increased the risk that beginning students would leave a post-secondary program without completing it. These risk factors are that the beginning student (1) did not have a regular high school diploma, (2) was financially independent, (3) had children, (4) was a single parent, (5) delayed enrollment by more than one year after high school, (6) enrolled on a part-time basis, and (7) worked full-time while enrolled in a post-secondary program.

Berkner, et. al., (2000) found that 67% of the students who began their studies when they were age 18 or younger had no risk factors whereas 68% of students beginning in their late 20s had four or more risk factors. Females (20%) were more likely to have four risk factors than did the males (11%). [Fifty-five percent of all students in the Berkner, et. al. study (2000) were females.]

When examining the ethnicity of beginning students, the following proportions of students had four or more risk factors: 30% of Black students, 25% of American Indian/Alaskan Native students, 15% of White students, 14% of Hispanic students, and 13% of Asian/Pacific Islander students. However, the following proportions of beginning students had no risk factors: 55% of Asian/Pacific Islander students, 49% of White students, 37% of Hispanic students, 33% of Black students, and 27% of American Indian/Alaskan Native students (Berkner, et. al., 2000).

Some of these risk factors suggest that college students may leave their studies because of family demands, the need to work full-time, or

possibly limited preparation for college level courses that resulted in failure. However, the OECD (2000) pointed out that a student's decision to leave a post-secondary program does not necessarily mean the student has failed. An alternative explanation for the high dropout rates of some colleges/universities is that the institution has failed to meet the needs of its students (OECD, 2000). When students' needs are not met or the quality of the program is unsatisfactory, many students leave to pursue other education or training options.

When considering the quality of an education provided by a college or university, one question that has been asked is who teaches the undergraduate students? In a recently published report, Chen and Carroll (2000) presented several findings about faculty or instructional staff who taught undergraduate students in the nation during Fall 1992. On 2-year campuses, 100% of the faculty/staff provided instruction to undergraduates. However, percentages of faculty/staff teaching undergraduates on 4-year campuses ranged from 67% to 89%; lower percentages were found for 4-year institutions that did not have doctoral students. These findings may reflect the differences in the missions of the 2-year vs. 4-year institutions, in terms of faculty/staff employment, or in the length of time the faculty/staff have worked at a particular institution.

When studying the 4-year institutions, Chen and Carroll (2000) found that females and/or young faculty/staff (assumed to be recently hired) were more likely to teach undergraduates than males and older members of the faculty/staff. Furthermore, faculty who were employed part time, those who held positions of lower academic rank (e.g., instructors and lecturers), faculty who worked in nontenure-track positions, those without doctoral or professional degrees, and those with lower salaries were more likely to teach undergraduates, and teach them exclusively, than faculty without these characteristics. However, a proportion of faculty with higher academic ranks did teach at least one class of undergraduates in Fall 1992, with the proportions being greater among 4-year institutions that did not offer doctoral programs

(73% to 76%) versus institutions that did offer doctoral degrees (38% to 40% of these faculty taught undergraduates in Fall 1992).

While it was beyond the scope of this FTF study to explore the faculty/staff who were teaching the Louisiana freshmen in Fall 1999, it was noted that some colleges/universities reduced the number of developmental courses available to the FTF class. A variety of reasons that could explain why some Louisiana colleges/universities decided not to continue offering developmental courses exist. For example, the institutions may have become selective admissions campuses and raised admission requirements; prior year enrollments in developmental courses may have declined, signaling less need for such courses; or institutional planners may have felt that developmental courses were not a wise use of the institution's resources. If FTF need developmental courses, but these courses are not offered, the college/university may not be able to educate the FTF.

When reviewing the FTF and developmental enrollments that are presented in this report, the reader should note that any changes in the admission requirements or in the number/type of developmental course offerings of an institution may account for the different findings of this study as compared to the last two studies of FTF. For example, raising admission requirements may have made it less likely that under-prepared graduates were admitted to the selective admission institutions. If such graduates did not enroll at another campus, then this could be a factor that explains any decreases in the number of FTF and/or in the college-going rate of public school graduates.

Furthermore, if any institutions did not offer developmental courses needed by their FTF, the students might have enrolled at a second institution for the developmental courses. If these entering students did not enroll as full-time freshmen on any campus, they were not included in this report. Therefore, the number of FTF and developmental FTF may have been decreased due to the fact that developmental courses in every subject were not offered by all of the colleges/universities.

What percentage of 1998-99 Louisiana high school graduates became Fall 1999 first-time freshmen who enrolled in Louisiana's colleges/universities?

Exhibit 5 provides a summary of the 1998-99 Louisiana high school graduates who became Fall 1999 FTF in Louisiana colleges/ universities. Statistics are presented for public vs. nonpublic high school graduates and for 2-year vs. 4-year colleges/universities. Approximately 46% (or 21,456) of the 1998-99 graduates were Fall 1999 Louisiana FTF.

This Louisiana college-going rate is lower than the national college-going rate as reported by NCES (1999). The lower college-going rates in Louisiana may be due to the efforts to study Louisiana diploma graduates rather than all high school completers. Although the Louisiana rate is lower than the national rate, studies indicate both rates are increasing. That is, the overall national college-going rate increased from 57% in 1987 to 67% in 1997 (NCES, 1999); the Louisiana college-going rate increased from 41% in 1992 to 43% in 1997. In both 1998 and 1999, the Louisiana college-going rate was 46%.

During the Fall 1999 semester/quarter, 41% of Louisiana's 1998-99 high school graduates enrolled as FTF in 4-year institutions that are in Louisiana. Approximately 5% of the 1998-99 graduates were enrolled in Louisiana's 2-year colleges when they began their post-secondary education.

The college-going rate for nonpublic high school graduates (64%) was greater than that of the public high school graduates (42%). However, the number of FTF who graduated from public high schools (16,055 FTF) was greater than the number of FTF who graduated from nonpublic high schools (5,401 FTF).

Exhibit 5: Fall 1999 First-Time Freshmen Summary

	Graduates of					
	Public Schools		Nonpublic Schools		Public and Nonpublic Schools Combined	
	Number	Percent	Number	Percent	Number	Percent
Total 1998-99 Graduates	38,038	82%	8,381	18%	46,419	100%
Graduates Who Attended 2-Year Colleges						
1998-99 Graduates Who were Fall 1999 FTF	1,978	5%	544	6%	2,522	5%
Fall 1999 FTF Enrolled in Developmental Courses	1,536	78%	409	75%	1,945	77%
Graduates Who Attended 4-Year Colleges/Universities						
1998-99 Graduates Who were Fall 1999 FTF	14,077	37%	4,857	58%	18,934	41%
Fall 1999 FTF Enrolled in Developmental Courses	5,155	37%	1,237	25%	6,392	34%
Graduates Who Attended 2- and 4-Year Colleges/Universities Combined						
1998-99 Graduates Who were Fall 1999 FTF	16,055	42%	5,401	64%	21,456	46%
Fall 1999 FTF Enrolled in Developmental Courses	6,691	42%	1,646	30%	8,337	39%

Exhibit 6 provides district-level statistics on the number and percent of Louisiana's 1998-99 and 1997-98 public high school graduates who were first-time freshmen in Fall 1999 or Fall 1998. Among the public school districts, the percentage of 1998-99 graduates going directly to in-state colleges in the Fall of 1999 ranged from 22% to 55%. Comparable college-going rates for public school districts ranged from 29% to 55% in 1997-98.

For each public school district, Exhibit 6 also presents the college-going rate percentage points difference, which shows how the district public school college-going rates of Fall 1999 differed from the rates of Fall 1998. As shown, college-going rates decreased for 31 public school districts, with the rate of 15 public school districts declining by 5% or more. However, in 28 public school districts, the college-going rate improved in 1999, with six of these district rates increasing by 5% or more.

Did the percentage or number of students reported as first-time freshmen change during the 1990s?

Exhibit 7 shows the percentage of all 1991-92, 1997-98, and 1998-99 Louisiana high school graduates who were FTF in 1992, 1998, or 1999. As previously noted, the percentage of high school graduates who became Louisiana FTF rose from 41% in Fall 1992 to 46% in both Fall 1998 and Fall 1999.

The total number of Louisiana's FTF was 16,828 in Fall 1992, increasing to 21,577 in 1998, but decreasing to 21,456 in 1999. Thus, 121 more graduates of Louisiana high schools became in-state FTF in Fall 1998 as compared with Fall 1999.

Unfortunately, the Fall 1999 FTF enrollments of public high school graduates decreased by 327 freshmen, as compared with the number of Fall 1998 FTF. The college-going rate for public high school graduates also decreased from 43% in Fall 1998 to 42% in Fall 1999.

Analysis of data indicates Fall 1999 FTF enrollments for nonpublic high school graduates increased by 206 freshmen, as compared with the number of Fall 1998 FTF. However, the college-going rate for nonpublic high school graduates was stable at 64% in Fall 1998 and in Fall 1999.

Exhibit 6

Number and Percent of 1998-99 and 1997-98 Public High School Graduates That Became FTF, by District

	Number of 1998-99 High School Graduates	Graduates Who Were Fall 1999 FTF		Number of 1997-98 High School Graduates	Graduates Who Were Fall 1998 FTF		Percentage Points Difference
		Number	Percent*		Number	Percent*	
Louisiana	38,038	16,055	42%	38,360	16,382	43%	-1%
Acadia	492	158	32%	544	179	33%	-1%
Allen	223	77	35%	241	103	43%	-8%
Ascension	768	323	42%	736	322	44%	-2%
Assumption	177	81	46%	179	74	41%	5%
Avoyelles	354	150	42%	335	125	37%	5%
Beauregard	386	141	37%	383	142	37%	0%
Bienville	151	60	40%	172	65	38%	2%
Bossier	947	456	48%	1,000	447	45%	3%
Caddo	2,209	1,056	48%	2,342	1,070	46%	2%
Calcasieu	1,849	764	41%	1,837	884	48%	-7%
Caldwell	96	33	34%	95	33	35%	-1%
Cameron	103	38	37%	151	51	34%	3%
Catahoula	113	53	47%	124	64	52%	-5%
Claiborne	160	77	48%	165	62	38%	10%
Concordia	177	73	41%	200	69	35%	6%
DeSoto	252	95	38%	266	101	38%	0%
East Baton Rouge	2,691	1,445	54%	2,845	1,516	53%	1%
East Carroll	85	19	22%	99	29	29%	-7%
East Feliciana	148	53	36%	148	48	32%	4%
Evangeline	338	149	44%	271	114	42%	2%
Franklin	208	71	34%	233	83	36%	-2%
Grant	158	69	44%	154	62	40%	4%
Iberia	745	293	39%	675	275	41%	-2%
Iberville	227	99	44%	225	118	52%	-8%
Jackson	164	72	44%	174	71	41%	3%

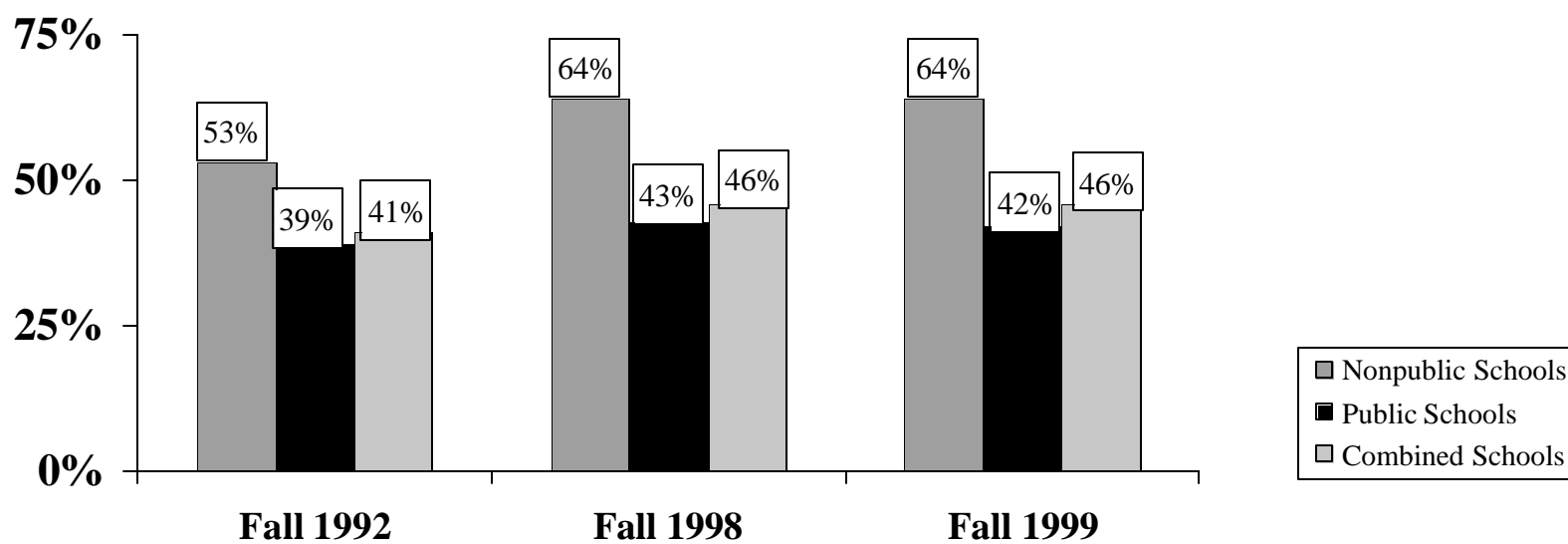
	Number of 1998-99 High School Graduates	Graduates Who Were Fall 1999 FTF		Number of 1997-98 High School Graduates	Graduates Who Were Fall 1998 FTF		Percentage Points Difference
		Number	Percent*		Number	Percent*	
Louisiana	38,038	16,055	42%	38,360	16,382	43%	-1%
Jefferson	2,588	913	35%	2,479	919	37%	-2%
Jefferson Davis	330	118	36%	359	155	43%	-7%
Lafayette	1,584	723	46%	1,586	738	47%	-1%
Lafourche	836	369	44%	857	360	42%	2%
LaSalle	162	56	35%	169	70	41%	-6%
Lincoln	327	179	55%	307	164	53%	2%
Livingston	925	411	44%	941	391	42%	2%
Madison	141	34	24%	162	48	30%	-6%
Morehouse	246	101	41%	213	75	35%	6%
Natchitoches	326	153	47%	311	141	45%	2%
Orleans	3,507	1,280	37%	3,498	1,287	37%	0%
Ouachita	827	450	54%	869	433	50%	4%
Plaquemines	241	101	42%	256	112	44%	-2%
Pointe Coupee	181	48	27%	163	59	36%	-9%
Rapides	1,370	570	42%	1,135	495	44%	-2%
Red River	81	29	36%	98	41	42%	-6%
Richland	198	68	34%	211	85	40%	-6%
Sabine	235	86	37%	223	78	35%	2%
St. Bernard	444	228	51%	537	257	48%	3%
St. Charles	578	292	51%	514	242	47%	4%
St. Helena	88	32	36%	69	29	42%	-6%
St. James	246	106	43%	245	116	47%	-4%
St. John the Baptist	290	97	33%	295	106	36%	-3%
St. Landry	817	317	39%	824	356	43%	-4%
St. Martin	407	126	31%	430	160	37%	-6%
St. Mary	554	228	41%	584	250	43%	-2%
St. Tammany	1,790	808	45%	1,734	787	45%	0%
Tangipahoa	937	345	37%	952	408	43%	-6%

	Number of 1998-99 High School Graduates	Graduates Who Were Fall 1999 FTF		Number of 1997-98 High School Graduates	Graduates Who Were Fall 1998 FTF		Percentage Points Difference
		Number	Percent*		Number	Percent*	
Louisiana	38,038	16,055	42%	38,360	16,382	43%	-1%
Tensas	72	27	38%	71	27	38%	0%
Terrebonne	1,052	392	37%	1,058	389	37%	0%
Union	189	81	43%	237	73	31%	12%
Vermilion	525	211	40%	497	186	37%	3%
Vernon	487	162	33%	547	198	36%	-3%
Washington	271	90	33%	276	98	36%	-3%
Webster	381	143	38%	428	151	35%	3%
West Baton Rouge	224	108	48%	209	95	45%	3%
West Carroll	135	56	41%	130	71	55%	-14%
West Feliciana	113	57	50%	109	54	50%	0%
Winn	138	69	50%	172	83	48%	2%
Monroe City	446	215	48%	462	211	46%	2%
Bogalusa City	165	53	32%	176	63	36%	-4%
Other Schools**	363	218	60%	373	214	57%	3%

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

** In 1999, the "Other Schools" category included Grambling State University Lab High School; Louisiana School for the Deaf; Louisiana School for the Visually Impaired; Louisiana School for Mathematics, Science, and the Arts; Louisiana State University Lab School; and Southern University Lab School.

Exhibit 7
Percent of Graduates Who Became First-Time Freshmen
in Fall 1992, 1998, or 1999



Which colleges and universities did Louisiana's 1998-99 high school graduates attend?

Of Louisiana's 29 post-secondary institutions, the majority (13 institutions) are public 4-year colleges/universities. Eight are 4-year nonpublic institutions, and eight are 2-year public institutions.

Exhibit 5 provided the number of FTF who were enrolled at Louisiana's 2-year or 4-year institutions in Fall 1999. As previously shown, 2,522 FTF were enrolled at 2-year institutions while the remaining 18,934 FTF were enrolled at 4-year institutions.

Exhibit 8 presents the percentage of Fall 1999 first-time freshmen who were enrolled at 2- and 4-year public and nonpublic colleges/universities within Louisiana. As illustrated, approximately 80% of Louisiana's FTF class enrolled at 4-year public institutions, while 12% were enrolled in 2-year public colleges. In contrast, roughly 8% of the 1999 FTF attended a 4-year nonpublic university that is located in Louisiana.

Enrollment patterns for the 1998 FTF were approximately 81% in 4-year public Louisiana institutions, 12% in 2-year public institutions, and 7% in nonpublic institutions. Thus, from 1998 to 1999, enrollment in nonpublic institutions increased slightly. Enrollment at 4-year public institutions declined by approximately one percentage point, but enrollment on 2-year public campuses was stable at roughly 12% of each FTF class.

Further analysis of enrollment data revealed that the majority of the Louisiana 1999 FTF who attended college in their home state were enrolled at public institutions (92% of these FTF), whereas 8% were enrolled on nonpublic campuses. This pattern is very different from enrollments provided by the OCED report (2000); approximately 68.9% of U.S. college/university students were enrolled at public institutions and 31.1% were enrolled at nonpublic institutions in 1998.

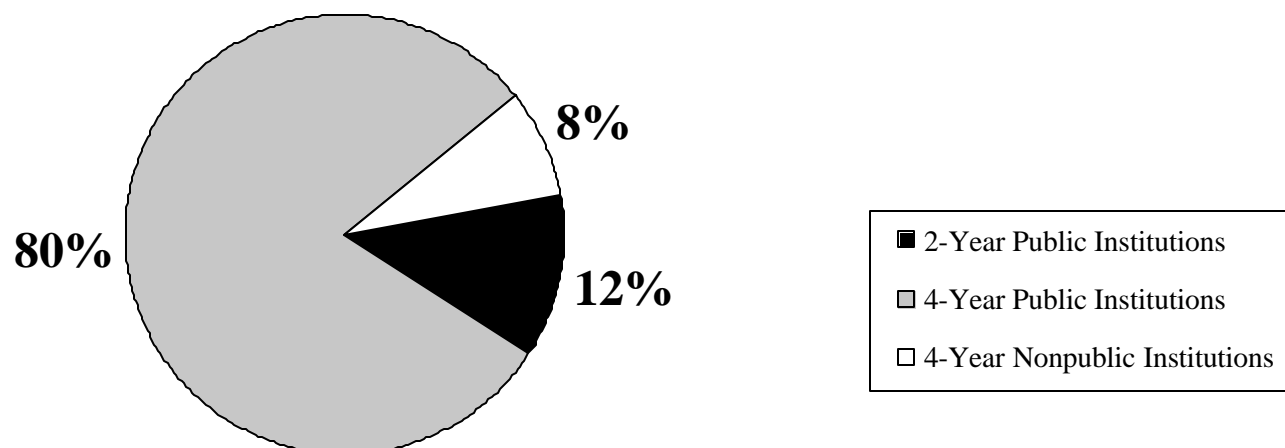
National results pertaining to the 1997 students that Barbett (2000) studied are also different from those for Louisiana 1999 FTF. Barbett (2000) reported that 77.2% of all 1997 students were enrolled at public degree-granting institutions, 20.5% at private non-profit institutions, and 2.3% at private for-profit institutions.

The current study of Louisiana 1999 FTF who attended college in-state also found that 88% of the FTF were enrolled at 4-year institutions, whereas 12% were enrolled at 2-year campuses. Data in Barbett's report (2000) indicates that in Fall 1997, 61.3% of all students studied were at 4-year institutions and 38.7% attended 2-year institutions. Since 88% of Louisiana's 1999 FTF attended 4-year colleges/universities rather than 2-year colleges, this enrollment pattern differs from the national pattern for all students at the post-secondary institutions studied in 1997.¹

In the future, it is possible that the in-state enrollment patterns may shift. The TOPS Program, 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 is prepared for a college/university degree program. These factors may encourage more of Louisiana's high school graduates to seek entrance into the in-state nonpublic colleges/universities than in the past. Furthermore, if the 4-year institutions increase admission requirements and/or their tuition and fees, it is possible that a larger percentage of future FTF classes may seek a 2-year post-secondary degree program as the State's community colleges are expanded.

¹ Additional national studies indicate that FTF who begin their studies at a community college (or a 2-year college) may transfer to another institution. For example, Snyder and Wirt (1998) reported that across the nation, 19% of students beginning community colleges in 1989-90 transferred to 4-year public institutions and 3% transferred to 4-year private institutions. Of those students transferring to 4-year institutions, 38% completed associate degrees before transferring. By 1994, 26% of the transferring students had completed a bachelor's degree while others were still enrolled in college.

Exhibit 8
Percent of Fall 1999 First-Time Freshmen
Enrolled at Louisiana Institutions,
by Institution Type and Control (Public/Nonpublic)



Part IV. The 1999 Louisiana First-Time Freshmen Class

In Part IV of this report, the focus is on describing the 1999 Louisiana FTF class and providing statistics regarding the enrollment of FTF in developmental courses. Each FTF was a full-time student in the Fall 1999 semester/quarter and all students were enrolled at a public or nonpublic college/university that is located in Louisiana. In Part IV, the information is organized to discuss the demographic characteristics (i.e., ethnic and gender composition) of the 1999 FTF class, performance on the ACT, enrollment in developmental courses, and successful completion of the Fall 1999 semester/quarter. Additional information from other national studies and professional literature will be included for the reader's consideration.

What was the demographic make-up of Louisiana's First-Time Freshman Class of 1999?

Exhibit 9 provides information on the self-reported ethnicity of Fall 1999 FTF. Of the 16,055 FTF who had graduated from Louisiana public schools, approximately 60% were White, 34% were Black, 2% were Asian/Pacific Islanders, and 2% were Hispanics. Of the 5,401 FTF who graduated from nonpublic schools, approximately 83% were White, 10% were Black, 2% were Hispanics, and 2% were Asian/Pacific Islanders. For both public and nonpublic high schools, less than 1% of the FTF were American Indians/Alaskan Natives and the remainder did not report their ethnicity.

Louisiana's Fall 1999 FTF class was predominantly White (66%). Black students comprised the next largest ethnic group (28%), followed by Asian/Pacific Islanders (2%) and Hispanics (2%). Less than 1% were identified as American Indians/Alaskan Natives. [Of all FTF, 350 freshmen (less than 2%) did not identify their ethnicity.] A comparison of Louisiana's 1998 and 1999 FTF classes suggests that the representation of Asian/Pacific Islanders, Hispanics, and American

Indians/Alaskan Natives was relatively the same in both years. Black participation decreased approximately one percentage point between Fall 1998 and Fall 1999 (from 29% to 28%), while White participation increased from 65% in 1998 to 66% in 1999. The majority of the FTF were females in both 1998 (59% female) and in 1999 (58% female).

National reports (Wirt, 2000; Barbett, 2000) tend to address the ethnicity of more students rather than focusing on the FTF. For example, among the undergraduates included in the Wirt study (2000), the proportion of minority students increased from 17% to 26% between Fall 1976 and Fall 1995. The Barbett study (2000) provided ethnicity data for students who were U.S. citizens or resident aliens in 1997. According to Barbett's (2000) findings, 73.1% of all students at the degree-granting post-secondary institutions were White and 26.9% were members of minority groups (11.0% were Black, 8.7% Hispanic, 6.1% Asian/Pacific Islander, and 1.0% American Indian/Alaskan Native). In Louisiana studies of FTF, the proportion of minority freshmen was somewhat higher than in these national studies (i.e., approximately 33% in both Fall 1998 and in Fall 1999).

Exhibit 9 also provides self-reported ethnicity information on the 8,337 FTF who were enrolled in one or more developmental courses in the Fall of 1999. Of the 6,691 developmental FTF who had graduated from Louisiana public schools, approximately 48% were Black, 46% were White, 2% were Hispanics, and less than 2% were Asian/Pacific Islanders. Of the 1,646 developmental FTF who were graduates of nonpublic schools, approximately 77% were White, 17% were Black, 2% were Hispanics, and less than 1% were Asian/Pacific Islanders. For both public and nonpublic high schools, less than 1% of the developmental FTF were American Indians/Alaskan Natives.

Exhibit 9
Fall 1999 First-Time Freshmen Summary by Ethnicity*

Ethnicity Category	Public Schools		Nonpublic Schools		Public and Nonpublic Schools Combined	
All of the 1999 FTF	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	105	< 1%	24	< 1%	129	< 1%
Asian/Pacific Islander	409	2%	80	2%	489	2%
Black	5,415	34%	557	10%	5,972	28%
Hispanic	262	2%	130	2%	392	2%
White	9,623	60%	4,501	83%	14,124	66%
Data Not Available	241	<2%	109	2%	350	<2%
1999 Developmental FTF						
American Indian/Alaskan Native	41	< 1%	9	<1%	50	< 1%
Asian/Pacific Islander	115	<2%	15	<1%	130	<2%
Black	3,223	48%	280	17%	3,503	42%
Hispanic	127	2%	40	2%	167	2%
White	3,070	46%	1,260	77%	4,330	52%
Data Not Available	115	<2%	42	3%	157	2%

*The percents are rounded to whole percentage points.

As a group, Louisiana's Fall 1999 developmental FTF were predominantly White (52%) or Black (42%) students. Approximately 4% of the 1999 developmental FTF were of the remaining minority groups, while 157 of the developmental FTF did not identify their ethnicity.

This study of Louisiana's 1999 FTF did not collect information on the income-level of the FTF. However, given the high poverty levels existing in many Louisiana communities and the percentages of K-12 students who participated in free/reduced lunch programs, it is reasonable to suspect that many Louisiana FTF would be students whose income (or that of their parents/guardians) is low.

A national study by Choy and Bobbitt (2000) provided some characteristics of low-income undergraduates who were classified into three groups as defined below.

- *Independents with dependents* were students who were financially independent of their parents and who had children or others that were dependent on them (spouses were not considered to be their dependents).
- *Independents without dependents* were those undergraduates who were 24 years or older and who were considered to be financially independent from their parents. This group also included married undergraduates, military veterans, wards of the court, undergraduates whose parents are deceased, and those who have no legal guardian, regardless of the student's age.
- *Dependents* were the students who were less than 24 years old and who were financially dependent on their parents. However, married students or undergraduates who had dependents of their own were not included in the *dependent* group, even if they were less than 24 years old.

About 25% of the undergraduates studied by Choy and Bobbitt were classified as *independents with dependents*, an additional 26% were *independents without dependents*, and the remaining 49% of the undergraduates were said to be *dependents*. Each group of these undergraduates had members who were considered to be low-income when these students applied for financial aid. Choy and Bobbitt (2000) reported that undergraduates who were most likely to be low-income were typically between ages 24 and 29, they were members of minority groups, they were single parents, neither of their parents had finished high school, and neither parent had gone to college.

Choy and Bobbitt (2000) reported that 17% of the *dependent* undergraduates were low-income students. Furthermore, these low-income *dependents* were less likely to be full-time students and more likely to delay their college enrollment as compared with *dependents* who were not low-income. Since the FTF definition used in Fall 1999 excluded part-time college students and those who postponed their college entrance, 1998-99 high school graduates who are similar to the *low-income dependents* may not be well-represented in the Fall 1999 FTF class.

Choy and Bobbitt (2000) also found that 31% of the *independents without dependents* were low-income and these undergraduates were likely to be single, male, less than 30 years old, enrolled full-time, and often they did not work. If they did work, they considered themselves to be primarily students. However, 40% of the *independents with dependents* were low-income students and these undergraduates were likely to be female; less than 30 years old; single parents; not working or if working, they were primarily students; and they were enrolled full-time attending private, for-profit institutions (Choy and Bobbitt, 2000).

Studies of Louisiana FTF generally eliminate individuals who are over the age of 22. Thus, only the youngest members of 1998-99 high school graduates who are similar to the *independents without dependents* or to the *independents with dependents* would be included in studies of Louisiana FTF classes.

How did Louisiana's First-Time Freshman Class of 1999 perform on the ACT?

Although the *First-Time Freshmen Program* is legislatively mandated to collect only data on FTF enrollments and participation in developmental courses, the LDE also asked Louisiana colleges/ universities to submit the ACT composite scores of all full-time 1999 FTF. Before looking at the ACT data for Fall 1999 FTF, this report provides an overview of 1999 ACT results for public and nonpublic high school graduates combined.

Louisiana's 1999 High School Class, ACT Performance. As a group, Louisiana's 1999 high school class had an average ACT composite score of 19.6, which was an increase over the 1998 high school class average of 19.5. The national ACT composite average score was 21.0 for both the 1999 and 1998 high school classes.

Comparing Louisiana's 1999 ACT performance across subgroups of students indicates that the average composite score of males increased from 19.5 (in 1998) to 19.6 (in 1999), while there was no change in the average ACT composite score of Louisiana's females (19.5 for both 1998 and 1999). In the nation as a whole, males had an average ACT composite score of 21.1 (in 1999) while the nation's females obtained an average of 20.9 (ACT, 1998 and 1999).

In 1999, ACT scores for the nation were reported by ethnic groups, demonstrating that Whites (21.7) and Asians/Pacific Islanders (21.7) outperformed Hispanics (19.6), American Indians/Alaskan Natives (18.9), Mexican Americans/Chicanos (18.6), and African Americans/ Blacks (17.1). In 1999, Louisiana's White graduates (20.8) and Asians/ Pacific Islanders (20.5) had the highest average composite scores, followed by Hispanics (19.5), Mexican Americans/Chicanos (19.3), American

Indians/Alaskan Natives (19.1), and African Americans/ Blacks (16.7) (ACT, 1999). For Louisiana, 1999 ACT score improvement was noted among Whites (20.8 vs. 20.6) and Mexican Americans/Chicanos (19.3 vs. 19.2), as compared with the lower average composite scores of 1998. The Louisiana 1999 average ACT composite scores declined slightly for Asian/Pacific Islanders (20.5 vs. 20.6) and Hispanics (19.5 vs. 19.6), while scores were stable for American Indians/Alaskan Natives (at 19.1) and for African Americans/Blacks (at 16.7).

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 10, those 1998-99 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.

Exhibit 10
1999 Average ACT Composite Scores,
by Completion of College Preparatory Curriculum*

	Completed Curriculum	Did Not Complete Curriculum
Louisiana	20.6	17.0
Nation	22.0	19.4

* The college preparatory curriculum consists of four English courses, three mathematics, three social studies, and three natural science courses.

Louisiana's Fall 1999 FTF, ACT Performance. ACT composite scores were available on roughly 97.4% of the Fall 1999 FTF. Of these Louisiana 1999 FTF, 41% had scores ranging from 1 to 19. The remaining 59% had an ACT composite score equal to or greater than 20. Furthermore, the average ACT composite score of these FTF (20.4) was higher than that of the entire 1999 high school class (19.6).

When considering the ethnic groups, analysis of the ACT data for the 1999 Louisiana FTF indicated that White FTF had the highest average ACT composite scores (21.7), followed by Asians/Pacific Islanders (21.0). The average ACT composite scores for FTF who were Hispanics (20.5), American Indians/Alaskan Natives (20.0) and for Blacks (17.3) were lower. Furthermore, male 1999 FTF, whose average ACT was 20.6, outperformed the female FTF (20.3).

Just as the college-going rates of public high school graduates differed from those of the nonpublic high school graduates, the average ACT composite scores were also different for graduates who became FTF. That is, Fall 1999 FTF who graduated from public high schools had an average ACT composite score of 20.1; FTF who were nonpublic high school graduates had an average composite score of 21.5.

Looking at the ACT data from the perspective of college destination, 1999 Louisiana FTF who enrolled in nonpublic universities tended to post higher ACT composite scores (average of 22.8) than their peers who entered 4-year public institutions (20.6) or the FTF who enrolled in 2-year public institutions (17.4). It was also found that the 1999 nondevelopmental FTF had an average ACT score of 22.5, whereas the developmental freshmen had an average score of 17.1.

FTF Performance on the ACT: Fall 1999 compared with Fall 1998. The average ACT composite score of FTF increased from 20.2 in Fall 1998 to 20.4 in Fall 1999. The average score of FTF who graduated from public high schools increased from 19.8 in 1998 to 20.1, while the average ACT composite score for FTF who graduated from nonpublic schools remained stable at 21.5.

What percentage of the Fall 1999 first-time freshmen class was enrolled in developmental courses?

A summary of Louisiana's FTF who were enrolled in developmental courses in the Fall of 1999 was presented in Exhibit 5. As previously shown, 39% of the 1999 FTF (or 8,337 FTF) were taking one or more developmental courses in 1999. As in previous studies, the 1999 developmental rate for FTF who were Louisiana public high school graduates (42%) was higher than the rate for FTF who were Louisiana nonpublic high school graduates (30%).

When FTF from the Louisiana public schools enrolled at 4-year post-secondary institutions in Fall 1999, their developmental rate was 37%, as compared with 25% for the FTF of the nonpublic high schools. However, developmental rates for the two groups were much more similar for FTF at 2-year campuses. That is, 78% of public school FTF required developmental instruction while enrolled at a 2-year institution, as compared with 75% for nonpublic school developmental FTF. In fact, FTF developmental rates were much higher at Louisiana's 2-year colleges (77%) than at 4-year institutions (34%), as is consistent with the national trends.

Has the percentage of first-time freshmen enrolled in developmental courses changed over time?

NCES (1999) provided an overall percentage of freshmen nationwide who were enrolled in remedial reading, writing, or mathematics courses for 1989 and for 1995. The percentage of freshmen who were taking these remedial courses was 30% in 1989 and 29% in 1995. Exhibit 11 provides a graphic representation of the percent of Louisiana FTF who were developmental freshmen.

Although Louisiana's percentages of FTF who enroll in developmental courses exceed the national percentages as reported by NCES (1999), the state percentage of developmental freshmen has declined from what it was at the start of this decade. That is, 53% of Louisiana's first-time freshmen enrolled in at least one developmental course during their first regular semester of college course work in Fall 1992. With the exception of the Fall 1996 FTF, the percentage of Louisiana FTF who enrolled in developmental courses decreased, dropping to 42% in 1998 and to 39% in Fall 1999.

Factors that may have contributed to these declining developmental FTF enrollment rates could include fewer developmental courses offered by colleges; nonreporting of FTF who were in developmental courses; the recruitment of better-prepared freshmen to Louisiana's institutions; the growth in other types of post-secondary educational programs, which may be options for less-prepared students; and/or improvements in Louisiana high schools, which produced graduates who were better prepared for college credit courses.

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 the Fall of 1999, when the percentage of nonpublic school graduates enrolled as developmental FTF was 30%, as compared with 42% of the students who were from public high schools. (In Fall 1998, the percentage of nonpublic school graduates enrolled as developmental FTF was 33%, as compared with 46% of the students who were from public high schools.)

Exhibit 12 presents the developmental FTF rates for each of Louisiana's public school districts. (In Exhibit 12, the Louisiana data include only graduates of public schools who were FTF.) Results are shown for both the Fall 1999 and the Fall 1998 FTF classes. The percentages of developmental FTF for the public school districts ranged from 21% to 74% in Fall 1999 and from 26% to 79% in Fall 1998.

The last column of Exhibit 12 provides the percentage points difference, which indicates how the public school district developmental rates changed from Fall 1998 to Fall 1999. In 46 districts, Fall 1999 developmental rates decreased from the Fall 1998 rates. However, the 1999 developmental rates of nine districts increased by 5% or more over the 1998 district developmental rates. It should be noted that some of the districts experiencing the greatest fluctuations in developmental rates send relatively few graduates to college. At such low frequencies, a relatively small change in the number of FTF requiring developmental courses can produce a substantial percentage change in developmental rates.

**Exhibit 11. Percent of FTF Enrolled
in Developmental Courses:
Fall 1992 Through Fall 1999**

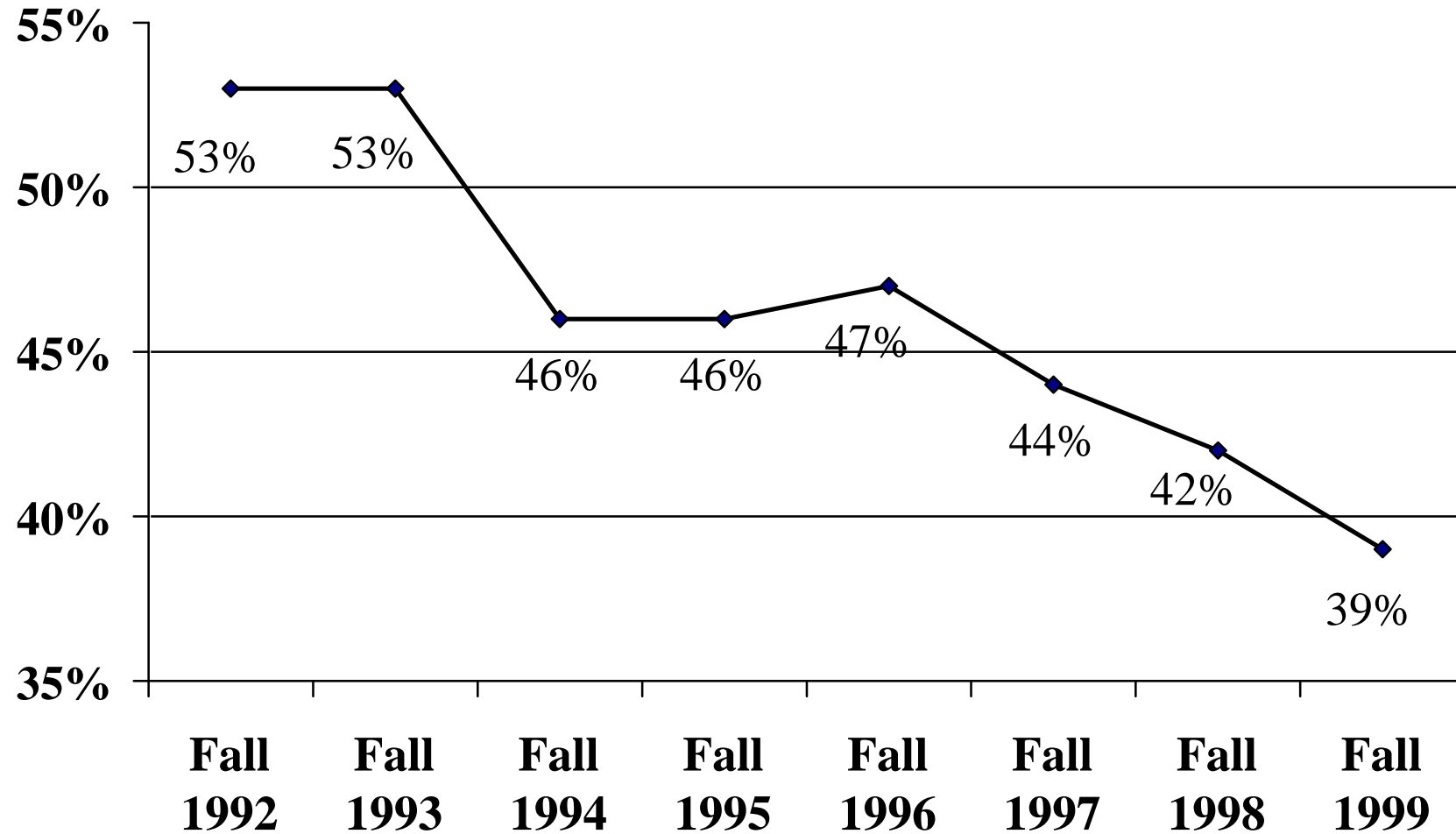


Exhibit 12
Fall 1999 and 1998 First-Time Freshmen Developmental Rates of Public High School Graduates, by District

	Number of Fall 1999 FTF	Fall 1999 Developmental FTF		Number of Fall 1998 FTF	Fall 1998 Developmental FTF		Percentage Points Difference
		Number	Percent		Number	Percent	
Louisiana	16,055	6,691	42%	16,382	7,472	46%	-4%
Acadia	158	80	51%	179	95	53%	-2%
Allen	77	30	39%	103	52	50%	-11%
Ascension	323	68	21%	322	115	36%	-15%
Assumption	81	22	27%	74	33	45%	-18%
Avoyelles	150	69	46%	125	61	49%	-3%
Beauregard	141	45	32%	142	59	42%	-10%
Bienville	60	22	37%	65	27	42%	-5%
Bossier	456	164	36%	447	190	43%	-7%
Caddo	1,056	430	41%	1,070	448	42%	-1%
Calcasieu	764	205	27%	884	296	33%	-6%
Caldwell	33	18	55%	33	21	64%	-9%
Cameron	38	14	37%	51	22	43%	-6%
Catahoula	53	24	45%	64	37	58%	-13%
Claiborne	77	33	43%	62	37	60%	-17%
Concordia	73	27	37%	69	33	48%	-11%
DeSoto	95	53	56%	101	60	59%	-3%
East Baton Rouge	1,445	459	32%	1,516	501	33%	-1%
East Carroll	19	14	74%	29	23	79%	-5%
East Feliciana	53	34	64%	48	28	58%	6%
Evangeline	149	91	61%	114	76	67%	-6%
Franklin	71	41	58%	83	49	59%	-1%

	Number of Fall 1999 FTF	Fall 1999 Developmental FTF		Number of Fall 1998 FTF	Fall 1998 Developmental FTF		Percentage Points Difference
		Number	Percent		Number	Percent	
Louisiana	16,055	6,691	42%	16,382	7,472	46%	-4%
Grant	69	38	55%	62	31	50%	5%
Iberia	293	122	42%	275	119	43%	-1%
Iberville	99	45	45%	118	66	56%	-11%
Jackson	72	27	38%	71	46	65%	-27%
Jefferson	913	527	58%	919	529	58%	0%
Jefferson Davis	118	41	35%	155	67	43%	-8%
Lafayette	723	241	33%	738	328	44%	-11%
Lafourche	369	127	34%	360	145	40%	-6%
LaSalle	56	25	45%	70	26	37%	8%
Lincoln	179	67	37%	164	68	41%	-4%
Livingston	411	112	27%	391	134	34%	-7%
Madison	34	20	59%	48	22	46%	13%
Morehouse	101	50	50%	75	33	44%	6%
Natchitoches	153	84	55%	141	73	52%	3%
Orleans	1,280	825	64%	1,287	821	64%	0%
Ouachita	450	185	41%	433	197	45%	-4%
Plaquemines	101	57	56%	112	56	50%	6%
Pointe Coupee	48	22	46%	59	41	69%	-23%
Rapides	570	258	45%	495	226	46%	-1%
Red River	29	16	55%	41	29	71%	-16%
Richland	68	47	69%	85	52	61%	8%
Sabine	86	40	47%	78	36	46%	1%
St. Bernard	228	116	51%	257	128	50%	1%
St. Charles	292	87	30%	242	89	37%	-7%

	Number of Fall 1999 FTF	Fall 1999 Developmental FTF		Number of Fall 1998 FTF	Fall 1998 Developmental FTF		Percentage Points Difference
		Number	Percent		Number	Percent	
Louisiana	16,055	6,691	42%	16,382	7,472	46%	-4%
St. Helena	32	23	72%	29	17	59%	13%
St. James	106	47	44%	116	71	61%	-17%
St. John the Baptist	97	58	60%	106	61	58%	2%
St. Landry	317	146	46%	356	186	52%	-6%
St. Martin	126	49	39%	160	84	53%	-14%
St. Mary	228	94	41%	250	138	55%	-14%
St. Tammany	808	217	27%	787	208	26%	1%
Tangipahoa	345	147	43%	408	170	42%	1%
Tensas	27	16	59%	27	17	63%	-4%
Terrebonne	392	180	46%	389	176	45%	1%
Union	81	41	51%	73	37	51%	0%
Vermilion	211	81	38%	186	99	53%	-15%
Vernon	162	65	40%	198	95	48%	-8%
Washington	90	40	44%	98	56	57%	-13%
Webster	143	60	42%	151	90	60%	-18%
West Baton Rouge	108	32	30%	95	33	35%	-5%
West Carroll	56	25	45%	71	29	41%	4%
West Feliciana	57	24	42%	54	20	37%	5%
Winn	69	23	33%	83	39	47%	-14%
Monroe City	215	143	67%	211	149	71%	-4%
Bogalusa City	53	25	47%	63	37	59%	-12%
Other Schools*	218	33	15%	214	35	16%	-1%

* In 1999, the "Other Schools" category included Grambling State University Lab High School; Louisiana School for the Deaf; Louisiana School for the Visually Impaired; Louisiana School for Mathematics, Science, and the Arts; Louisiana State University Lab School; and Southern University Lab School.

In what developmental subject areas were Fall 1999 enrollments the highest?

Among all 21,456 FTF and across the 29 Louisiana colleges/universities, the 1999 developmental course enrollment rate was highest in mathematics (33%). These enrollment percentages in other subject areas were 17% in English, 9% in reading, and 2% in other developmental courses. With the exception of mathematics courses, these 1999 Louisiana percentages were equal to or less than the percentages of the nation's 1995 freshmen who were enrolled in developmental courses (i.e., 24% enrolled in mathematics, 17% in writing, and 13% in reading), as reported by NCES (1999).

In Exhibit 13 of this report, public school district developmental rates are broken down into enrollments in the four broad subject areas. 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 post-secondary institution and the developmental courses offered by the institution.

Most of the Louisiana colleges/universities offered mathematics and/or English developmental courses in Fall 1999, but developmental reading and other developmental courses were offered by fewer colleges/universities. Therefore, if most of a particular district's graduates enroll at a college that does 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 a developmental reading course.

How does the percentage of 1999 first-time freshmen who were enrolled in developmental courses vary among the public school districts?

Exhibit 13 presents additional information, by public school district, on the developmental enrollment rates of the 1998-99 public high school graduates who were first-time freshmen in the Fall of 1999. Across all Louisiana public school districts, developmental rates among Fall 1999 first-time freshmen were highest in the category of mathematics, with the statewide public school developmental rate equaling 36%. Among the public school districts, the lowest developmental mathematics rate was 18%, while the highest rate was 63%. Thirty of the public school districts had 40% or more of their 1999 FTF enrolled in developmental mathematics courses.

Across the State, 19% of FTF from public school districts were enrolled in developmental English. At the district level, the percentage of FTF who enrolled in developmental English ranged from a low of 7% to a high of 50%. Three of the public school districts had 40% or more of their 1999 FTF enrolled in developmental English courses.

Ten percent (10%) of the 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 42%. Only one district had no FTF enrolled in developmental reading and only two districts had more than 40% of their FTF enrolled in developmental reading courses.

Only 2% of the FTF who graduated from Louisiana public schools were enrolled in other developmental courses. Twenty-one public districts had no 1999 FTF enrolled in other developmental courses. By comparison, the highest district-level percentage of FTF enrolled in other developmental courses was 12%.

Exhibit 13
Percent of 1999 Developmental FTF, by Public School District and Subjects

	1999 Percent* of FTF enrolled in Developmental				1999 Percent* of Developmental FTF
	Mathematics	English	Reading	Other	
Louisiana	36%	19%	10%	2%	42%
Acadia	48%	22%	3%	2%	51%
Allen	39%	18%	1%	4%	39%
Ascension	18%	8%	4%	0.3%	21%
Assumption	22%	12%	9%	1%	27%
Avoyelles	42%	13%	15%	3%	46%
Beauregard	28%	7%	2%	1%	32%
Bienville	28%	28%	20%	5%	37%
Bossier	30%	17%	6%	12%	36%
Caddo	33%	22%	11%	5%	41%
Calcasieu	23%	12%	1%	0.4%	27%
Caldwell	55%	15%	12%	0%	55%
Cameron	32%	18%	0%	0%	37%
Catahoula	43%	19%	13%	0%	45%
Claiborne	36%	29%	21%	5%	43%
Concordia	32%	15%	14%	0%	37%
DeSoto	48%	29%	11%	6%	56%
East Baton Rouge	26%	14%	8%	0.1%	32%
East Carroll	63%	47%	42%	0%	74%
East Feliciana	53%	34%	19%	2%	64%
Evangeline	56%	32%	7%	6%	61%
Franklin	51%	18%	14%	3%	58%
Grant	49%	12%	16%	6%	55%
Iberia	37%	17%	9%	0.3%	42%
Iberville	32%	24%	19%	1%	45%

	1999 Percent* of FTF enrolled in Developmental				1999 Percent* of Developmental FTF
	Mathematics	English	Reading	Other	
Louisiana	36%	19%	10%	2%	42%
Jackson	32%	17%	14%	1%	38%
Jefferson	51%	28%	12%	2%	58%
Jefferson Davis	33%	17%	3%	1%	35%
Lafayette	31%	10%	3%	0.4%	33%
Lafourche	26%	16%	12%	0.3%	34%
LaSalle	43%	7%	2%	2%	45%
Lincoln	28%	17%	12%	9%	37%
Livingston	23%	12%	1%	0%	27%
Madison	50%	41%	24%	3%	59%
Morehouse	45%	18%	21%	1%	50%
Natchitoches	44%	30%	14%	1%	55%
Orleans	53%	34%	25%	6%	64%
Ouachita	39%	13%	10%	1%	41%
Plaquemines	49%	23%	14%	0%	56%
Pointe Coupee	40%	29%	13%	0%	46%
Rapides	41%	15%	13%	4%	45%
Red River	45%	31%	21%	3%	55%
Richland	59%	37%	29%	4%	69%
Sabine	36%	24%	17%	2%	47%
St. Bernard	45%	24%	15%	2%	51%
St. Charles	25%	10%	5%	0.3%	30%
St. Helena	63%	50%	9%	0%	72%
St. James	37%	28%	12%	0%	44%
St. John the Baptist	44%	30%	24%	1%	60%
St. Landry	40%	27%	4%	1%	46%
St. Martin	37%	13%	1%	0%	39%
St. Mary	34%	21%	13%	0%	41%

	1999 Percent* of FTF enrolled in Developmental				1999 Percent* of Developmental FTF
	Mathematics	English	Reading	Other	
Louisiana	36%	19%	10%	2%	42%
St. Tammany	24%	10%	2%	1%	27%
Tangipahoa	39%	23%	3%	0%	43%
Tensas	52%	37%	41%	0%	59%
Terrebonne	36%	21%	17%	0.3%	46%
Union	47%	17%	17%	2%	51%
Vermilion	31%	15%	2%	0%	38%
Vernon	38%	19%	6%	1%	40%
Washington	38%	19%	3%	0%	44%
Webster	36%	17%	10%	8%	42%
West Baton Rouge	28%	10%	8%	0%	30%
West Carroll	38%	11%	18%	2%	45%
West Feliciana	40%	18%	14%	0%	42%
Winn	30%	10%	9%	0%	33%
Monroe City	59%	34%	27%	0%	67%
Bogalusa City	42%	13%	8%	0%	47%
Other Schools**	12 %	4%	4%	0%	15%

* The developmental rates are rounded to whole percentage points.

** In 1999, the “Other Schools” category included Grambling State University Lab High School; Louisiana School for the Deaf; Louisiana School for the Visually Impaired; Louisiana School for Mathematics, Science, and the Arts; Louisiana State University Lab School, and Southern University Lab School.

How did public school district developmental rates differ, subject by subject, between Fall 1999 and Fall 1998?

Subject by subject, developmental rates decreased between Fall 1999 and Fall 1998. Across all public school districts, the percentage of FTF enrolled in developmental mathematics declined from 38% in Fall 1998 to 36% in Fall 1999. The percentage of FTF who enrolled in developmental English declined from 23% to 19%, while the percentage enrolled in developmental reading dropped from 13% to 10%. The percentage of FTF enrolled in other developmental courses also decreased from 7% (Fall 1998) to 2% (Fall 1999).

Looking at the data subject by subject, Fall 1999 was characterized by more variation in district developmental mathematics, English, and reading rates, but by less variation in developmental rates for other developmental courses. That is, district developmental mathematics rates varied by 45 percentage points in the Fall of 1999 and by 41 percentage points in 1998. The developmental English rates varied by 41 percentage points in Fall 1998, increasing to 43 percentage points in the Fall of 1999. The developmental reading rate range increased from 41 percentage points in 1998 to 42 percentage points in 1999. However, the district rate for other developmental courses decreased in range from 22 percentage points in 1998 to 12 percentage points in 1999.

How did universities vary in the percent of Fall 1999 first-time freshmen who enrolled in developmental course work?

Developmental course offerings and the developmental rates tend to vary, depending on the level of the institution (2-year vs. 4-year), and the source of control (public vs. nonpublic). In fact, Smith (1997) reported that 100% of public 2-year institutions and 81% of public 4-year institutions provided remedial courses in reading, writing, or mathematics in 1995. However, only 63% of the nonpublic institutions (both 2-year and 4-year) offered such courses.

As shown in Exhibit 14, the Louisiana institutions enrolled a total of 21,456 FTF in Fall 1999; 39% of these freshmen took one or more developmental courses. The percentages of 1999 first-time freshmen (i.e., graduates of public and nonpublic schools combined) enrolled in each subject area were as follows: 33% in developmental mathematics, 17% in developmental English, 9% in developmental reading, and 2% in other developmental courses. The corresponding percentages for the 1998 FTF were 36% in developmental mathematics, 20% in English, 11% in developmental reading, and 6% in other developmental courses.

Thirteen of the 29 participating colleges/universities had 1999 developmental FTF rates that were 50% or above. Of the 16 colleges/universities that had a developmental rate below 50%, nine are public institutions and seven are nonpublic institutions.

Southern University in New Orleans (a 4-year institution with a FTF minority enrollment greater than 96%) had the highest percentage of FTF (100%) enrolled in developmental courses. As might be expected, the 2-year public colleges also had high percentages of developmental first-time freshmen. As illustrated in Exhibit 14, South Louisiana Community College had 97% of its first-time freshmen enrolled in developmental course work, followed by Delgado Community College (87%), LSU at Alexandria (81%), Bossier Parish Community College (73%), Baton Rouge Community College (71%), LSU at Eunice (70%), SU at Shreveport (69%), and Elaine Nunez Community College (58%).

Exhibit 14
Fall 1999 FTF, Percent Who Received Developmental Instruction, by Institution and Subject

Systems and Institutions	Description of Systems or Institutions	Total FTF	FTF Enrolled in Developmental Courses		Percent of FTF Enrolled in Developmental Courses			
			Number	Percent	Math.	English	Reading	Other
Louisiana		21,456	8,337	39%	33%	17%	9%	2%
Louisiana Community and Technical College System	Five of the Public Community Colleges							
Baton Rouge Community College	Public 2-Year	370	263	71%	58%	40%	29%	0%
Bossier Parish Community College	Public 2-Year	262	191	73%	67%	45%	15%	45%
Delgado Community College	Public 2-Year	789	686	87%	83%	44%	27%	4%
Elaine Nunez Community College	Public 2-Year	119	69	58%	45%	39%	31%	3%
South Louisiana Community College	Public 2-Year	77	75	97%	95%	58%	39%	N/A
Louisiana State University System	Five Public Institutions							
LSU at Alexandria	Public 2-Year	256	207	81%	80%	22%	23%	14%
LSU A & M at Baton Rouge	Public 4-Year, Selective Admissions	4,556	243	5%	5%	N/A	N/A	N/A
LSU at Eunice	Public 2-Year	520	365	70%	64%	46%	3%	3%
LSU at Shreveport	Public 4-Year, Selective Admissions	397	101	25%	19%	18%	N/A	N/A
University of New Orleans	Public 4-Year, Selective Admissions	1,041	652	63%	56%	27%	N/A	N/A
Southern University System	Three Public Institutions							
SU A & M at Baton Rouge	Public 4-Year	1,312	559	43%	29%	21%	20%	N/A
SU at New Orleans	Public 4-Year	188	188	100%	53%	44%	65%	40%
SU at Shreveport	Public 2-Year	129	89	69%	46%	32%	26%	0%

Systems and Institutions	Description of Systems or Institutions	Total FTF	FTF Enrolled in Developmental Courses		Percent of FTF Enrolled in Developmental Courses			
			Number	Percent	Math.	English	Reading	Other
Louisiana		21,456	8,337	39%	33%	17%	9%	2%
University of Louisiana System	Eight Public Institutions							
Grambling State University	Public 4-Year	466	196	42%	34%	30%	27%	N/A
Louisiana Tech University	Public 4-Year, <i>Selective Admissions</i>	1,407	365	26%	20%	6%	4%	7%
McNeese State University	Public 4-Year	818	283	35%	31%	17%	0.2%	0%
Nicholls State University	Public 4-Year	1,232	607	49%	40%	26%	21%	N/A
University of Louisiana at Monroe	Public 4-Year	1,148	748	65%	60%	26%	22%	N/A
Northwestern State University	Public 4-Year	1,203	605	50%	42%	26%	13%	N/A
Southeastern Louisiana University	Public 4-Year	1,549	741	48%	43%	23%	N/A	0.1%
University of Louisiana at Lafayette	Public 4-Year, <i>Selective Admissions</i>	1,967	732	37%	34%	7%	N/A	N/A
Louisiana Association of Independent Colleges and Universities	Eight Nonpublic Institutions							
Centenary College of Louisiana	Nonpublic 4-Year, <i>Selective Admissions</i>	153	0	0%	N/A	N/A	N/A	N/A
Dillard University	Nonpublic 4-Year, <i>Selective Admissions</i>	276	161	58%	45%	20%	17%	N/A
Louisiana College	Nonpublic 4-Year, <i>Selective Admissions</i>	218	7	3%	3%	N/A	N/A	N/A
Loyola University of New Orleans	Nonpublic 4-Year, <i>Selective Admissions</i>	349	39	11%	10%	1%	N/A	N/A
Our Lady of Holy Cross College	Nonpublic 4-Year, <i>Selective Admissions</i>	71	34	48%	38%	14%	11%	N/A
Our Lady of the Lake College	Nonpublic 4-Year	37	16	43%	32%	11%	N/A	N/A
Tulane University	Nonpublic 4-Year, <i>Selective Admissions</i>	227	0	0%	N/A	N/A	N/A	N/A
Xavier University of Louisiana	Nonpublic 4-Year	319	115	36%	32%	16%	16%	N/A

Of the five public universities with selective admissions, three (LSU at Baton Rouge, LSU at Shreveport, and Louisiana Tech University) had some of the lowest developmental rates. Respectively, these developmental rates were 5%, 25%, and 26%. Louisiana's other selective admissions public institutions had higher developmental rates. The University of New Orleans had a developmental rate of 63%; 37% of the UNO FTF were members of minority groups. The UL at Lafayette had a developmental rate of 37%; 23% of the FTF enrolled at the UL at Lafayette were identified as members of minority groups.

Three of the selective admission public universities had higher percentages of developmental freshmen in Fall 1999 than in Fall 1998: that is, the developmental rate for LSU at Baton Rouge increased from 3% to 5%, the rate for LSU at Shreveport rose from 18% to 25%, and the rate for the University of New Orleans increased from 62% to 63%. However, the rate for Louisiana Tech decreased from 36% to 26% and the rate for UL at Lafayette declined from 59% to 37%. The developmental rate for Northwestern State University also decreased from 55% to 50%, but the rate for UL at Monroe increased from 63% to 65%.

Among the participating nonpublic institutions, six indicated they are selective admissions colleges/universities. Two of these (Centenary College and Tulane University) did not offer developmental courses in 1999; thus their developmental rates were 0%. Louisiana College (3%) and Loyola University (11%) both had low percentages of their FTF enrolled in developmental courses in Fall 1999; however, Dillard University had a developmental rate of 58%. All of the Dillard FTF were members of minority groups.

Other institutions with a developmental FTF rate less than 50% were Nicholls State University (49%), Southeastern Louisiana University (48%), Our Lady of Holy Cross College (48%), Our Lady of the Lake College (43%), Southern University in Baton Rouge (43%), Grambling State University (42%), Xavier University (36%), and McNeese (35%). Our

Lady of Holy Cross College, Our Lady of the Lake College, and Xavier University are nonpublic institutions, while the other five are public colleges/universities.

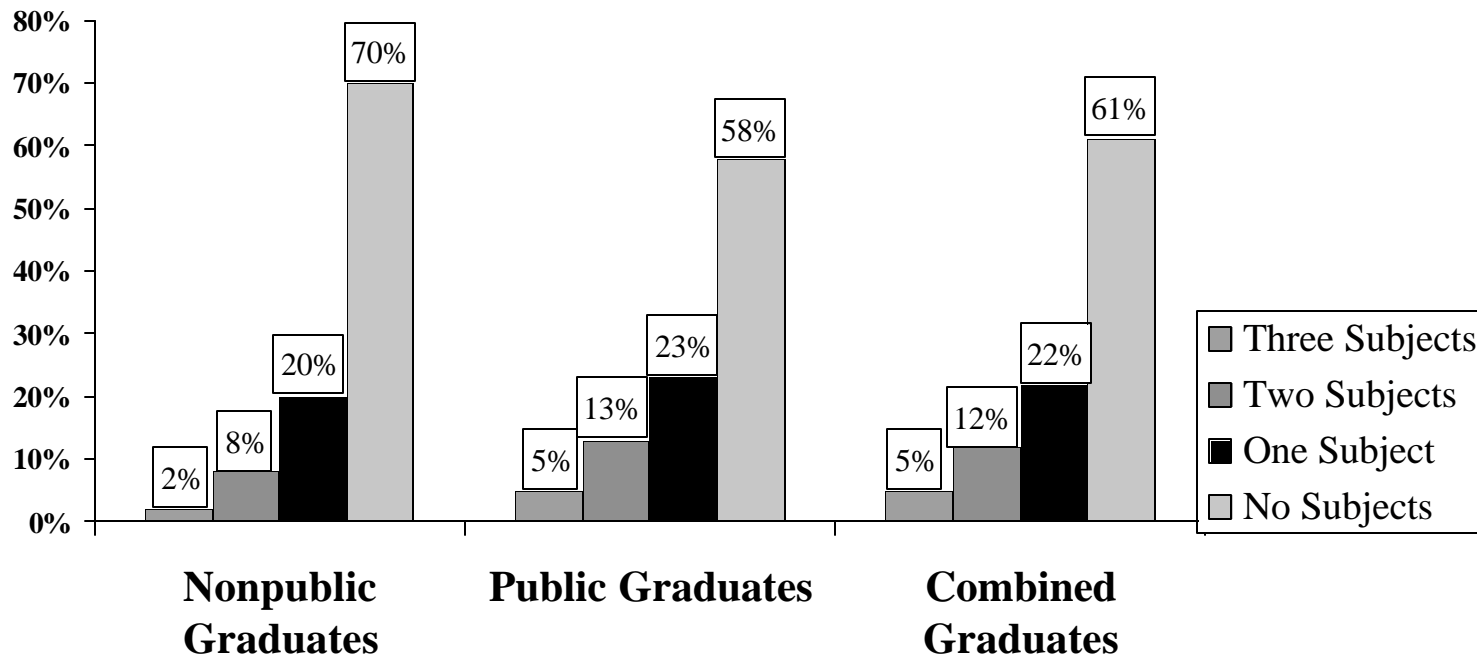
In how many developmental subject areas did Fall 1999 first-time freshmen enroll?

Exhibit 15 shows the percent of Louisiana FTF who enrolled in zero, one, two, or three developmental subjects during the Fall 1999 semester. Statewide, 61% of all first-time freshmen (public and nonpublic high school graduates combined) enrolled in no developmental courses during their first regular semester of college study. Of all Louisiana FTF, 22% enrolled in one developmental subject, 12% enrolled in two subjects, and 5% enrolled in three subjects. The percentage of the first-time freshmen who were enrolled in all four developmental subject areas was 0.3%².

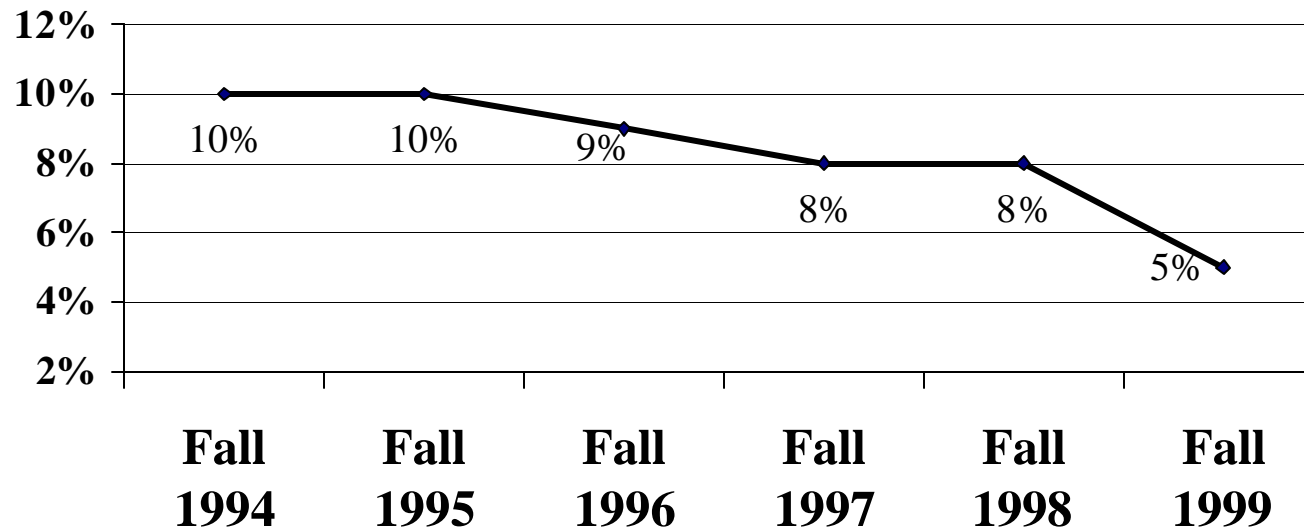
Since the percentage of FTF enrolled in developmental courses has declined during this decade, this study examined longitudinal trends in FTF enrollments in one, two, three, or four developmental courses. As shown in Exhibit 16, the percent of FTF enrolled in three developmental courses consistently declined from 10% in Fall 1994 to 5% in Fall 1999. This finding indicates that Louisiana FTF enrollment rates in three developmental courses or subjects have been reduced dramatically during the 1990s.

²Percentages of FTF enrolled in four developmental courses were so small that they could not be presented graphically in Exhibit 15.

Exhibit 15
Percentage of Fall 1999 FTF Enrolled in Developmental Subjects,
by Number of Subjects Taken



**Exhibit 16. Percent of FTF Enrolled in
Three Developmental Subjects:
Fall 1994 Through Fall 1999**



Comparisons are also made between the developmental placement of first-time freshmen who graduated from public versus nonpublic high schools. As shown in Exhibit 15, of the public graduates who became FTF, 23% enrolled in one developmental subject, 13% enrolled in two, 5% enrolled in three, and 0.3% enrolled in all four subjects. By comparison, 20% of FTF who were nonpublic graduates were placed in one developmental subject, 8% were placed in two, 2% were placed in three, and 0.04% were placed in all four developmental subjects. However, the majority of FTF (i.e., 70% of those graduating from nonpublic schools and 58% of those from public schools) was not enrolled in any developmental courses in Fall 1999.

What percentage of Fall 1999 first-time freshmen successfully completed the semester?

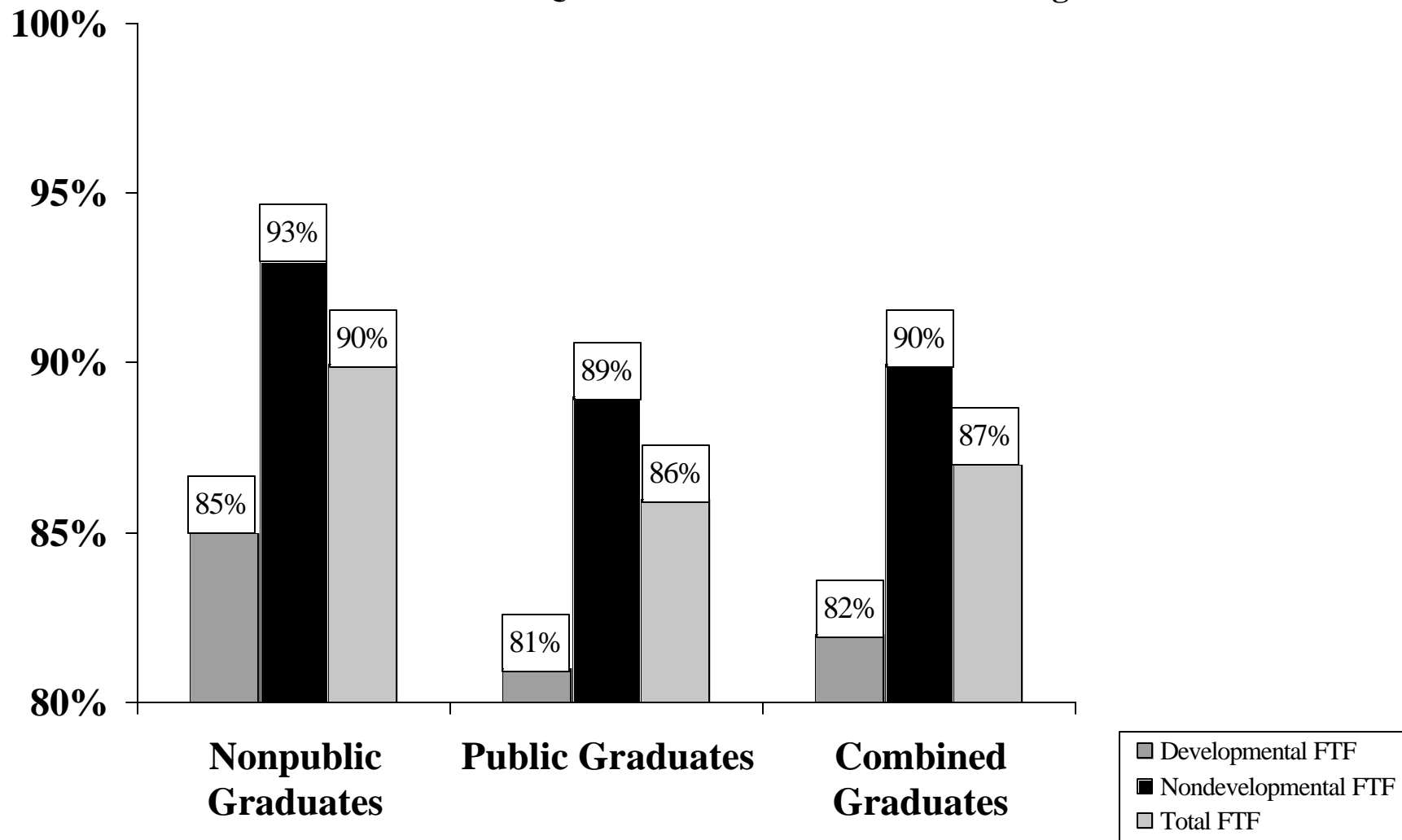
As mentioned in Part I, the *First-Time Freshmen Program* is also collecting data on the percentage of FTF who are “in good academic standing” at the end of the regular Fall semester/quarter (i.e., who complete the semester/quarter and are not on academic probation). Furthermore, the *FTF Program* tests the assumption that students who are placed in college-level courses (nondevelopmental freshmen) are better prepared to succeed in college than their peers who are placed in developmental courses (developmental freshmen). This assumption is tested by comparing the first-semester performance of developmental freshman with the first-semester performance of nondevelopmental freshmen. Judging from the results, entering freshmen who are ready for college-level course work are more successful academically (at least during their first regular semester) than are students who require developmental instruction (See Exhibit 17).

Analysis of the Fall 1999 data reveals that 87% of Fall 1999 first-time freshmen (public and nonpublic combined) completed their first regular semester of college course work in good academic standing. The freshmen who did not enroll in developmental courses (nondevelopmental freshmen) were more likely to complete the semester successfully than were FTF who enrolled in one or more developmental courses (developmental freshmen). That is, 90% of the nondevelopmental freshmen completed the semester in good academic standing as compared with 82% for their developmental peers.

Similar patterns were found in the performance of first-time freshmen regardless of whether they were public or nonpublic high school graduates. Overall, 86% of Fall 1999 freshmen who were 1998-99 public high school graduates successfully completed their first semester of college course work. The success rate among public school graduates was 89% for nondevelopmental freshmen as compared with 81% for developmental freshmen.

Of the 1998-99 nonpublic high school graduates, 90% were in good academic standing at the end of the Fall 1999 semester. Again, the success rate among nonpublic high school graduates was higher for nondevelopmental freshmen (93%) than for developmental freshmen (85%).

Exhibit 17
Percent of 1999 First-Time Freshmen Who Completed the
Semester/Quarter in Good Academic Standing



Part V. 1999 Summary Findings

No single indicator or statistic can convey a truly comprehensive picture of Louisiana's FTF and their preparedness for college/ university course work. However, this study of Louisiana's Fall 1999 FTF indicates some changes in the performance of the 1999 first-time freshmen, as compared with the 1998 first-time freshmen class.

FTF College-Going Rates

- The percentage of public and nonpublic high school graduates who became Louisiana FTF remained stable at 46% in Fall 1999. The number of FTF decreased from 21,577 (Fall 1998) to 21,456 (Fall 1999).
- The 1999 college-going rates of public (42%) and nonpublic (64%) high school graduates differed. When compared with the 1998 findings, the college-going rate of public high school graduates was 43% in Fall 1998 but it decreased to 42% in Fall 1999. However, the percentage of nonpublic school graduates who became FTF was 64% in Fall 1998 and in Fall 1999.
- In both 1999 and 1998, the majority of the FTF were women. Ethnicity data suggested that the representation of Black students decreased from 29% in Fall 1998 to 28% in Fall 1999, while White participation rose from 65% to 66%. The participation of other ethnic groups was stable between Fall 1998 and Fall 1999.

FTF Performance on the ACT

- The percentage of Louisiana FTF who received an ACT composite score of 20 or higher increased from 53% in 1998 to 59% in 1999, suggesting that ACT scores were somewhat higher for the FTF of 1999 versus the FTF of 1998.
- Indeed, the average ACT composite score among Louisiana's Fall 1999 FTF was 20.4. While this score was lower than the 1999 national average of 21, it was higher than the Louisiana average for the entire 1998-99 high school graduating class (19.6), as well as higher than the Fall 1998 FTF average ACT composite score of 20.2.
- On the ACT, the Fall 1999 FTF who had graduated from nonpublic schools (21.5) continued to outperform the freshmen who had graduated from public schools (20.1); however, the difference between the two average scores decreased from the previous FTF study.
- The 1998-99 high school graduates (public and nonpublic graduates combined) who enrolled in Louisiana's 4-year nonpublic colleges/universities had higher average ACT composite scores (22.8) than did the recent high school graduates who enrolled in Louisiana 2-year public colleges (17.4) and the FTF who enrolled in this state's 4-year public institutions (20.6).

FTF Developmental Rates

- The percentage of FTF enrolled in one or more developmental courses decreased from 42% in Fall 1998 to 39% in Fall 1999. Over these years, the public high school developmental rate decreased from 46% to 42% and for nonpublic school graduates, the rate decreased from 33% to 30%.
- Of the Fall 1999 FTF who attended Louisiana's 2-year colleges, 77% were enrolled in developmental courses, whereas 34% of the FTF who attended Louisiana's 4-year institutions were enrolled in developmental courses. Developmental enrollments among all Fall 1999 FTF (including graduates of both public and nonpublic schools) were highest in mathematics (33%), followed by English (17%), reading (9%), and other developmental courses (2%). In Fall 1998, comparable developmental rates were 36% in mathematics, 20% in English, 11% in reading, and 6% in other developmental courses.
- Public school districts continued to have higher percentages of their FTF enrolled in developmental mathematics (36%) than in any other developmental courses; however, the 1999 developmental mathematics rate was lower than the 1998 rate of 38%. For public school districts, the remaining Fall 1999 developmental rates were as follows: 19% in English, 10% in reading, and 2% in other developmental courses. In these developmental courses, the 1999 enrollment rates also decreased from the comparable 1998 rates when 23% of the FTF (public school graduates only) enrolled in developmental English, 13% were enrolled in developmental reading, and 7% were in other developmental courses.

FTF In Good Academic Standing

- A total of 21,456 (or 46%) of the 1998-99 high school graduates enrolled in Louisiana public or nonpublic institutions in Fall 1999. Of the 1999 FTF class, 8,337 freshmen (or 39%) were enrolled in one or more developmental courses. The majority (or 6,691) of the developmental freshmen had graduated from Louisiana public schools, while 1,646 of the developmental freshmen were graduates of nonpublic high schools.
- In general, percentages of FTF finishing the Fall term in good academic standing were higher for graduates of nonpublic high schools (90%) than for graduates of public schools (86%). However, 87% of the entire FTF class finished the Fall 1999 semester/quarter in good academic standing.
- The percentage of FTF in good academic standing was higher among the nondevelopmental freshmen (90%) than among the developmental freshmen (82%). This performance pattern was seen among graduates of both the public high schools (89% of the nondevelopmental freshmen vs. 81% of the developmental freshmen finished in good academic standing) and the nonpublic high schools (93% of the nondevelopmental freshmen vs. 85% of these developmental freshmen finished the Fall 1999 semester in good academic standing.) Thus, high schools that have lower percentages of developmental FTF are probably preparing their college-bound graduates more adequately for a post-secondary education.

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Part VI . Appendix

In addition to this report, high school districts and diocesan districts will receive a printout that will provide more information on the developmental courses in which their graduates were enrolled in Fall 1999, as well as a list of colleges/universities where the graduates were enrolled as FTF. Similar printouts were produced for each high school and for each college/university. An appendix has been prepared to list FTF results for high schools that had 1998-99 diploma graduates. Column headings and their meanings are listed below:

Type of School/	Identifies groups of public, diocesan, or other
LEA Location	nonpublic schools and shows the parish where each school is located
Site Code	Six-digit site code for each school
Name	Label for the Louisiana, the district, or diocesan total rows, or the high school's name
# of Graduates	Number of the 1998-99 graduates
# of FTF	Number of the Fall 1999 first-time freshmen
% of FTF	Percent of graduates who were first-time freshmen in Fall 1999
# of Dev FTF	Number of first-time freshmen who were enrolled in developmental courses in Fall 1999
% of Dev FTF	Percent of first-time freshmen who were enrolled in developmental courses in Fall 1999
# in Good Standing	Number of first-time freshmen who were in good academic standing at the end of the Fall 1999 term
% in Good Standing	Percent of first-time freshmen who were in good academic standing at the end of the Fall 1999 term

Within this appendix, information for public schools is presented first. The public schools are organized by the 66 public school districts and by their site codes. For comparison purposes, district-level totals and percents are shown for each public school district. A separate section is included to indicate the results for six public schools which do not report to a district.

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 percents 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.

Each page of the appendix contains a Louisiana Totals row, which provides totals and percents for the State. Page 52 is an index, which will help readers locate the schools of each district or diocese.

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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			46,419	21,456	46%	8,337	39%	18,684	87%
Acadia Public Schools									
	001005	Church Point High School	100	38	38%	20	53%	29	76%
	001007	Crowley High School	150	42	28%	23	55%	35	83%
	001015	Iota Middle School	72	28	39%	13	46%	27	96%
	001017	Midland High School	44	19	43%	8	42%	15	79%
	001021	Rayne High School	125	31	25%	16	52%	24	77%
	001034	Iota High School	1	0	0%	0	0%	0	0%
		District Totals	492	158	32%	80	51%	130	82%
Allen Public Schools									
	002001	Elizabeth High School	13	7	54%	4	57%	6	86%
	002002	Fairview High School	31	4	13%	0	0%	4	100%
	002004	Kinder High School	57	21	37%	5	24%	21	100%
	002006	Oakdale High School	66	28	42%	14	50%	24	86%
	002007	Oakdale Junior High School	1	0	0%	0	0%	0	0%
	002009	Oberlin High School	32	14	44%	6	43%	12	86%
	002010	Reeves High School	23	3	13%	1	33%	3	100%
		District Totals	223	77	35%	30	39%	70	91%
Ascension Public Schools									
	003003	Donaldsonville High School	107	32	30%	14	44%	21	66%
	003005	East Ascension High School	274	137	50%	19	14%	124	91%
	003014	St. Amant High School	387	154	40%	35	23%	136	88%
		District Totals	768	323	42%	68	21%	281	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			46,419	21,456	46%	8,337	39%	18,684	87%
Assumption Public Schools									
	004001	Assumption High School	177	81	46%	22	27%	78	96%
	District Totals		177	81	46%	22	27%	78	96%
Avoyelles Public Schools									
	005004	Bunkie High School	122	51	42%	29	57%	45	88%
	005016	Marksville High School	116	44	38%	21	48%	41	93%
	005018	Avoyelles High School	116	55	47%	19	35%	50	91%
	District Totals		354	150	42%	69	46%	136	91%
Beauregard Public Schools									
	006002	DeRidder High School	194	85	44%	30	35%	80	94%
	006004	East Beauregard High School	55	23	42%	6	26%	22	96%
	006007	Hyatt High School	7	1	14%	0	0%	1	100%
	006008	Merryville High School	39	11	28%	2	18%	9	82%
	006010	Singer High School	22	4	18%	2	50%	4	100%
	006011	South Beauregard High Sch.	69	17	25%	5	29%	15	88%
	District Totals		386	141	37%	45	32%	131	93%
Bienville Public Schools									
	007001	Arcadia High School	33	12	36%	4	33%	11	92%
	007002	Bienville High School	15	9	60%	5	56%	9	100%
	007003	Castor High School	27	9	33%	2	22%	9	100%
	007006	Gibbsland-Coleman High Sch.	26	9	35%	4	44%	8	89%
	007008	Ringgold High School	34	11	32%	4	36%	10	91%
	007009	Saline High School	16	10	63%	3	30%	9	90%
	District Totals		151	60	40%	22	37%	56	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			46,419	21,456	46%	8,337	39%	18,684	87%
Bossier Public Schools									
	008001	Airline High School	252	144	57%	50	35%	134	93%
	008006	Benton High School	102	45	44%	16	36%	42	93%
	008009	Bossier High School	144	46	32%	18	39%	41	89%
	008017	Haughton High School	187	76	41%	19	25%	63	83%
	008020	Parkway High School	231	137	59%	56	41%	126	92%
	008022	Plain Dealing High School	30	8	27%	5	63%	8	100%
	008035	Bossier Achievement Center	1	0	0%	0	0%	0	0%
	District Totals		947	456	48%	164	36%	414	91%
Caddo Public Schools									
	009008	C. E. Byrd High School	336	192	57%	47	24%	170	89%
	009012	Caddo Parish Magnet H. S.	287	174	61%	12	7%	159	91%
	009013	Captain Shreve High School	198	124	63%	40	32%	107	86%
	009022	Fair Park High School	103	42	41%	33	79%	33	79%
	009025	Green Oaks High School	102	40	39%	25	63%	33	83%
	009031	Huntington High School	231	109	47%	57	52%	85	78%
	009042	North Caddo High School	93	37	40%	18	49%	32	86%
	009045	Northwood High School	178	78	44%	44	56%	67	86%
	009059	Southwood High School	360	158	44%	88	56%	136	86%
	009069	Booker T. Washington H. S.	158	55	35%	33	60%	42	76%
	009073	Woodlawn High School	131	42	32%	30	71%	35	83%
	009076	Hamilton Terrace Learning Center	32	5	16%	3	60%	4	80%
	District Totals		2,209	1,056	48%	430	41%	903	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			46,419	21,456	46%	8,337	39%	18,684	87%
Calcasieu Public Schools									
	010003	Alfred M. Barbe High School	388	213	55%	55	26%	202	95%
	010004	Bell City High School	42	16	38%	5	31%	13	81%
	010014	DeQuincy High School	70	18	26%	4	22%	13	72%
	010025	Sam Houston High School	243	107	44%	14	13%	94	88%
	010026	Iowa High School	111	36	32%	3	8%	33	92%
	010031	Lake Charles/Boston H. S.	78	23	29%	11	48%	21	91%
	010033	LaGrange High School	210	65	31%	21	32%	53	82%
	010051	Starks High School	20	4	20%	0	0%	4	100%
	010052	Sulphur High School	337	159	47%	34	21%	144	91%
	010056	Vinton High School	67	18	27%	7	39%	14	78%
	010058	Washington/Marion Magnet High School	131	49	37%	25	51%	37	76%
	010064	Westlake High School	139	56	40%	26	46%	55	98%
	010070	Calcasieu P.M. High School	10	0	0%	0	0%	0	0%
	010072	Calcasieu Career Center	3	0	0%	0	0%	0	0%
	District Totals		1,849	764	41%	205	27%	683	89%
Caldwell Public Schools									
	011001	Caldwell Parish High School	96	33	34%	18	55%	33	100%
	District Totals		96	33	34%	18	55%	33	100%
Cameron Public Schools									
	012003	Grand Lake High School	22	7	32%	2	29%	7	100%
	012004	Hackberry High School	25	11	44%	2	18%	11	100%
	012005	Johnson Bayou High School	7	0	0%	0	0%	0	0%
	012007	South Cameron High School	49	20	41%	10	50%	19	95%
	District Totals		103	38	37%	14	37%	37	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			46,419	21,456	46%	8,337	39%	18,684	87%
Catahoula Public Schools									
	013001	Block High School	57	29	51%	16	55%	25	86%
	013002	Central High School	6	3	50%	1	33%	2	67%
	013005	Harrisonburg High School	25	9	36%	4	44%	9	100%
	013011	Sicily Island High School	25	12	48%	3	25%	12	100%
	District Totals		113	53	47%	24	45%	48	91%
Claiborne Public Schools									
	014002	Athens High School	13	4	31%	2	50%	4	100%
	014004	Haynesville High School	49	32	65%	16	50%	27	84%
	014007	Homer High School	69	33	48%	12	36%	31	94%
	014009	Junction City High School	5	0	0%	0	0%	0	0%
	014010	Pineview High School	8	2	25%	0	0%	2	100%
	014011	Summerfield High School	16	6	38%	3	50%	6	100%
	District Totals		160	77	48%	33	43%	70	91%
Concordia Public Schools									
	015002	Ferriday High School	61	15	25%	7	47%	13	87%
	015006	Monterey High School	34	18	53%	8	44%	16	89%
	015008	Vidalia High School	82	40	49%	12	30%	37	93%
	District Totals		177	73	41%	27	37%	66	90%
DeSoto Public Schools									
	016004	Logansport High School	42	15	36%	8	53%	11	73%
	016007	Mansfield High School	114	52	46%	29	56%	46	88%
	016008	Pelican All Saints High Sch.	16	1	6%	1	100%	1	100%
	016010	Stanley High School	27	8	30%	3	38%	5	63%
	016012	North DeSoto High School	53	19	36%	12	63%	17	89%
	District Totals		252	95	38%	53	56%	80	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			46,419	21,456	46%	8,337	39%	18,684	87%
East Baton Rouge Public Schools									
	017001	Arlington Preparatory Acad.	1	0	0%	0	0%	0	0%
	017004	Baker High School	153	58	38%	31	53%	41	71%
	017008	Baton Rouge Magnet H.S.	275	200	73%	13	7%	194	97%
	017010	Belaire High School	208	129	62%	48	37%	98	76%
	017016	Broadmoor Senior High Sch.	192	108	56%	41	38%	82	76%
	017021	Capitol Senior High School	110	33	30%	13	39%	16	48%
	017023	Central High School	249	156	63%	54	35%	144	92%
	017025	Baton Rouge Preparatory Academy	1	0	0%	0	0%	0	0%
	017038	Glen Oaks Senior High Sch.	170	78	46%	45	58%	47	60%
	017045	Istrouma Senior High School	140	29	21%	17	59%	12	41%
	017052	Robert E. Lee High School	146	82	56%	32	39%	65	79%
	017056	McKinley Senior High School	141	80	57%	21	26%	58	73%
	017063	Northdale Alternative Magnet Academy	24	2	8%	2	100%	1	50%
	017065	Northeast High School	80	21	26%	12	57%	18	86%
	017079	Scotlandville Magnet H. S.	220	172	78%	27	16%	151	88%
	017088	Tara High School	193	87	45%	30	34%	68	78%
	017092	Valley Park School	5	0	0%	0	0%	0	0%
	017102	Woodlawn High School	179	93	52%	32	34%	83	89%
	017104	Zachary High School	204	117	57%	41	35%	103	88%
		District Totals	2,691	1,445	54%	459	32%	1,181	82%
East Carroll Public Schools									
	018002	Lake Providence Senior H.S.	74	18	24%	13	72%	15	83%
	018003	Monticello High School	11	1	9%	1	100%	0	0%
		District Totals	85	19	22%	14	74%	15	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			46,419	21,456	46%	8,337	39%	18,684	87%
East Feliciana Public Schools									
	019001	Clinton High School	84	37	44%	26	70%	24	65%
	019007	Jackson School Complex	62	16	26%	8	50%	11	69%
	019013	East Feliciana Parish Enrichment Academy	2	0	0%	0	0%	0	0%
		District Totals	148	53	36%	34	64%	35	66%
Evangeline Public Schools									
	020001	Basile High School	58	30	52%	15	50%	24	80%
	020002	Bayou Chicot High School	50	15	30%	12	80%	12	80%
	020004	Chataignier High School	23	11	48%	9	82%	8	73%
	020008	Mamou High School	42	12	29%	6	50%	8	67%
	020010	Pine Prairie High School	33	18	55%	10	56%	17	94%
	020013	Vidrine High School	41	25	61%	12	48%	21	84%
	020014	Ville Platte High School	91	38	42%	27	71%	24	63%
		District Totals	338	149	44%	91	61%	114	77%
Franklin Public Schools									
	021002	Crowville High School	64	24	38%	12	50%	23	96%
	021007	Winnsboro High School	95	34	36%	22	65%	32	94%
	021012	Wisner High School	49	13	27%	7	54%	12	92%
		District Totals	208	71	34%	41	58%	67	94%
Grant Public Schools									
	022004	Georgetown High School	20	8	40%	6	75%	6	75%
	022005	Grant High School	110	47	43%	28	60%	45	96%
	022006	Montgomery High School	28	14	50%	4	29%	14	100%
		District Totals	158	69	44%	38	55%	65	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			46,419	21,456	46%	8,337	39%	18,684	87%
Iberia Public Schools									
	023007	Delcambre High School	56	15	27%	7	47%	14	93%
	023015	Jeanerette Senior High Sch.	104	40	38%	18	45%	29	73%
	023020	Loreauville High School	67	22	33%	7	32%	20	91%
	023024	New Iberia Senior High Sch.	517	216	42%	90	42%	185	86%
	023037	Iberia Parish Career Center	1	0	0%	0	0%	0	0%
	District Totals		745	293	39%	122	42%	248	85%
Iberville Public Schools									
	024010	Plaquemine Senior High Sch.	134	64	48%	27	42%	46	72%
	024017	White Castle High School	35	13	37%	6	46%	5	38%
	024023	North Iberville Elem./H. S.	35	11	31%	7	64%	7	64%
	024025	East Iberville Elem./H. S.	23	11	48%	5	45%	11	100%
	District Totals		227	99	44%	45	45%	69	70%
Jackson Public Schools									
	025001	Chatham High School	24	8	33%	1	13%	6	75%
	025005	Jonesboro-Hodge High Sch.	83	42	51%	16	38%	37	88%
	025007	Quitman High School	29	13	45%	7	54%	12	92%
	025010	Weston High School	28	9	32%	3	33%	9	100%
	District Totals		164	72	44%	27	38%	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			46,419	21,456	46%	8,337	39%	18,684	87%
Jefferson Public Schools									
	026010	Alfred Bonnabel High School	345	121	35%	71	59%	103	85%
	026022	East Jefferson High School	251	83	33%	46	55%	77	93%
	026023	John Ehret High School	548	194	35%	122	63%	162	84%
	026029	Fisher Middle/High School	74	31	42%	14	45%	29	94%
	026031	Grand Isle High School	21	5	24%	2	40%	5	100%
	026045	L. W. Higgins High School	423	132	31%	85	64%	111	84%
	026051	Grace King High School	304	134	44%	61	46%	120	90%
	026068	Riverdale High School	201	79	39%	43	54%	67	85%
	026080	West Jefferson High School	421	134	32%	83	62%	104	78%
	District Totals		2,588	913	35%	527	58%	778	85%
Jefferson Davis Public Schools									
	027001	Elton High School	36	17	47%	6	35%	12	71%
	027004	Hathaway High School	31	10	32%	4	40%	9	90%
	027006	Jennings High School	111	47	42%	16	34%	43	91%
	027010	Lacassine Elem/High School	37	15	41%	6	40%	14	93%
	027012	Lake Arthur High School	54	11	20%	6	55%	9	82%
	027014	Welsh High School	61	18	30%	3	17%	14	78%
	District Totals		330	118	36%	41	35%	101	86%
Lafayette Public Schools									
	028002	Acadiana High School	358	155	43%	58	37%	136	88%
	028010	Carencro High School	252	90	36%	28	31%	75	83%
	028011	O. Comeaux High School	340	167	49%	57	34%	147	88%
	028019	Lafayette High School	432	232	54%	65	28%	207	89%
	028027	Northside High School	183	78	43%	32	41%	58	74%
	028046	Lafayette Charter High Sch.	19	1	5%	1	100%	1	100%
	District Totals		1,584	723	46%	241	33%	624	86%

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LOUISIANA TOTALS			46,419	21,456	46%	8,337	39%	18,684	87%
Lafourche Public Schools									
	029003	Central Lafourche High Sch.	258	106	41%	35	33%	101	95%
	029026	South Lafourche High School	274	120	44%	41	34%	111	93%
	029029	Thibodaux High School	304	143	47%	51	36%	122	85%
		District Totals	836	369	44%	127	34%	334	91%
LaSalle Public Schools									
	030004	Jena High School	104	37	36%	14	38%	33	89%
	030006	LaSalle High School	58	19	33%	11	58%	16	84%
		District Totals	162	56	35%	25	45%	49	88%
Lincoln Public Schools									
	031003	Choudrant High School	27	14	52%	7	50%	14	100%
	031005	Dubach High School	26	8	31%	5	63%	8	100%
	031013	Ruston High School	254	147	58%	48	33%	136	93%
	031014	Simsboro High School	20	10	50%	7	70%	9	90%
		District Totals	327	179	55%	67	37%	167	93%
Livingston Public Schools									
	032002	Albany High School	93	34	37%	5	15%	30	88%
	032005	Denham Springs High School	292	169	58%	50	30%	147	87%
	032008	Doyle High School	44	17	39%	5	29%	16	94%
	032009	French Settlement High Sch.	51	19	37%	6	32%	16	84%
	032012	Holden High School	32	9	28%	3	33%	8	89%
	032014	Live Oak High School	151	73	48%	18	25%	65	89%
	032016	Pine Ridge School	1	0	0%	0	0%	0	0%
	032017	Maurepas School	18	6	33%	2	33%	5	83%
	032023	Springfield High School	56	15	27%	4	27%	14	93%
	032024	Walker High School	187	69	37%	19	28%	63	91%
		District Totals	925	411	44%	112	27%	364	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			46,419	21,456	46%	8,337	39%	18,684	87%
Madison Public Schools									
	033002	Reuben McCall Senior H. S.	72	21	29%	11	52%	20	95%
	033004	Tallulah High School	54	11	20%	7	64%	10	91%
	033005	Thomastown School	11	2	18%	2	100%	1	50%
	033009	Westside High School	3	0	0%	0	0%	0	0%
	033010	Christian Acres Altn. School	1	0	0%	0	0%	0	0%
	District Totals		141	34	24%	20	59%	31	91%
Morehouse Public Schools									
	034002	Bastrop High School	209	81	39%	40	49%	72	89%
	034010	Delta High School	37	20	54%	10	50%	19	95%
	District Totals		246	101	41%	50	50%	91	90%
Natchitoches Public Schools									
	035009	Natchitoches Central H. S.	260	135	52%	74	55%	120	89%
	035026	Lakeview Junior-Senior H. S.	65	18	28%	10	56%	15	83%
	035028	Ben Johnson Foundation Education Center	1	0	0%	0	0%	0	0%
	District Totals		326	153	47%	84	55%	135	88%

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			46,419	21,456	46%	8,337	39%	18,684	87%
Orleans Public Schools									
	036002	Marion Abramson Sr. H. S.	241	77	32%	69	90%	58	75%
	036016	G. W. Carver Senior H. S.	134	32	24%	30	94%	21	66%
	036020	Joseph S. Clark Senior H. S.	122	28	23%	26	93%	19	68%
	036022	Walter L. Cohen High School	115	23	20%	22	96%	16	70%
	036035	Warren Easton Fundamental Senior High School	337	166	49%	121	73%	128	77%
	036042	Alcee Fortier High School	162	36	22%	34	94%	23	64%
	036043	Benjamin Franklin Sr. H. S.	227	98	43%	1	1%	90	92%
	036064	Edna Karr Magnet School	170	109	64%	48	44%	89	82%
	036065	John F. Kennedy Sr. H. S.	358	123	34%	108	88%	76	62%
	036069	L. B. Landry High School	55	13	24%	11	85%	10	77%
	036072	Lawless High School	93	22	24%	17	77%	13	59%
	036088	McDonogh #35 Senior H. S.	268	152	57%	71	47%	117	77%
	036095	John McDonogh Senior H. S.	244	58	24%	56	97%	32	55%
	036096	McMain Magnet Secondary School	217	134	62%	35	26%	118	88%
	036099	New Orleans Center for Creative Arts	20	7	35%	2	29%	7	100%
	036102	Fredrick A. Douglass H. S.	209	33	16%	29	88%	17	52%
	036110	Rabouin Career Magnet H.S.	94	37	39%	32	86%	27	73%
	036121	O. Perry Walker School	177	52	29%	46	88%	29	56%
	036122	Booker T. Washington Sch.	51	5	10%	5	100%	4	80%
	036137	East New Orleans Educational Center	3	0	0%	0	0%	0	0%
	036152	Sarah Towels Reed H. S.	210	75	36%	62	83%	50	67%
	District Totals		3,507	1,280	37%	825	64%	944	74%

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LOUISIANA TOTALS			46,419	21,456	46%	8,337	39%	18,684	87%
Ouachita Public Schools									
	037019	Ouachita Parish High School	253	161	64%	73	45%	160	99%
	037025	Richardson High School/ Alternative Program	37	0	0%	0	0%	0	0%
	037032	Sterlington High School	43	23	53%	9	39%	23	100%
	037036	West Monroe High School	338	186	55%	66	35%	182	98%
	037046	West Ouachita High School	156	80	51%	37	46%	77	96%
	District Totals		827	450	54%	185	41%	442	98%
Plaquemines Public Schools									
	038001	Belle Chasse High School	94	54	57%	26	48%	47	87%
	038003	Boothville-Venice School	30	13	43%	10	77%	10	77%
	038004	Buras High School	71	26	37%	14	54%	22	85%
	038006	Phoenix High School	19	3	16%	2	67%	1	33%
	038007	Port Sulphur High School	27	5	19%	5	100%	3	60%
	District Totals		241	101	42%	57	56%	83	82%
Pointe Coupee Public Schools									
	039003	Livonia High School	71	21	30%	11	52%	16	76%
	039014	Pointe Coupee Central H. S.	110	27	25%	11	41%	21	78%
	District Totals		181	48	27%	22	46%	37	77%

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LOUISIANA TOTALS			46,419	21,456	46%	8,337	39%	18,684	87%
Rapides Public Schools									
	040003	Alexandria Senior High Sch.	194	98	51%	49	50%	89	91%
	040006	Bolton High School	200	90	45%	33	37%	85	94%
	040011	Buckeye High School	103	47	46%	23	49%	46	98%
	040014	Glenmora High School	30	15	50%	10	67%	14	93%
	040019	Kelso Redirection Academy	1	1	100%	1	100%	0	0%
	040028	Oak Hill High School	42	15	36%	4	27%	14	93%
	040030	Peabody Magnet High School	127	80	63%	42	53%	69	86%
	040033	Pineville High School	201	103	51%	40	39%	96	93%
	040035	Plainview High School	12	5	42%	0	0%	4	80%
	040037	Rapides High School	101	14	14%	5	36%	14	100%
	040048	Tioga High School	181	85	47%	38	45%	79	93%
	040055	Northwood High School	34	11	32%	8	73%	10	91%
	040059	Ewell S. Aiken Optional Sch.	134	6	4%	5	83%	6	100%
	040062	Louisiana Youth Academy	10	0	0%	0	0%	0	0%
	District Totals		1,370	570	42%	258	45%	526	92%
Red River Public Schools									
	041002	Coushatta High School	57	20	35%	13	65%	19	95%
	041003	Hall Summit School	7	1	14%	1	100%	1	100%
	041004	Martin High School	15	8	53%	2	25%	7	88%
	041009	Red River Parish Alternative School	2	0	0%	0	0%	0	0%
	District Totals		81	29	36%	16	55%	27	93%
Richland Public Schools									
	042001	Delhi High School	50	22	44%	17	77%	21	95%
	042006	Mangham High School	52	19	37%	15	79%	19	100%
	042008	Rayville High School	96	27	28%	15	56%	24	89%
	District Totals		198	68	34%	47	69%	64	94%

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LOUISIANA TOTALS			46,419	21,456	46%	8,337	39%	18,684	87%
Sabine Public Schools									
	043001	Converse High School	36	8	22%	0	0%	7	88%
	043002	Ebarb School	13	2	15%	0	0%	1	50%
	043004	Florien High School	32	9	28%	7	78%	8	89%
	043006	Many High School	63	33	52%	20	61%	27	82%
	043008	Negreet High School	26	12	46%	6	50%	12	100%
	043010	Pleasant Hill High School	28	9	32%	5	56%	9	100%
	043012	Zwolle High School	33	13	39%	2	15%	12	92%
	043017	Sabine Program for At-Risk Students	4	0	0%	0	0%	0	0%
		District Totals	235	86	37%	40	47%	76	88%
St. Bernard Public Schools									
	044006	Chalmette High School	162	84	52%	49	58%	76	90%
	044009	Andrew Jackson Fundamental High School	207	105	51%	43	41%	95	90%
	044015	St. Bernard High School	75	39	52%	24	62%	31	79%
		District Totals	444	228	51%	116	51%	202	89%
St. Charles Public Schools									
	045003	Destrehan High School	302	150	50%	41	27%	124	83%
	045005	Hahnville High School	276	142	51%	46	32%	127	89%
		District Totals	578	292	51%	87	30%	251	86%
St. Helena Public Schools									
	046002	St. Helena Central High Sch.	88	32	36%	23	72%	22	69%
		District Totals	88	32	36%	23	72%	22	69%

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LOUISIANA TOTALS			46,419	21,456	46%	8,337	39%	18,684	87%
St. James Public Schools									
	047004	Lutcher High School	127	68	54%	28	41%	57	84%
	047008	St. James High School	119	38	32%	19	50%	28	74%
	District Totals		246	106	43%	47	44%	85	80%
St. John the Baptist Public Schools									
	048001	East St. John High School	213	66	31%	37	56%	64	97%
	048013	West St. John High School	77	31	40%	21	68%	21	68%
	District Totals		290	97	33%	58	60%	85	88%
St. Landry Public Schools									
	049010	Eunice High School	190	78	41%	44	56%	61	78%
	049032	Opelousas Senior High Sch.	217	76	35%	33	43%	56	74%
	049038	Port Barre High School	80	37	46%	14	38%	28	76%
	049051	North Central High School	55	15	27%	5	33%	9	60%
	049052	Beau Chene High School	167	69	41%	23	33%	57	83%
	049053	Northwest High School	108	42	39%	27	64%	28	67%
	District Totals		817	317	39%	146	46%	239	75%
St. Martin Public Schools									
	050004	Breaux Bridge High School	140	46	33%	14	30%	39	85%
	050008	Cecilia High School	109	36	33%	19	53%	32	89%
	050017	St. Martinville Senior H. S.	158	44	28%	16	36%	38	86%
	District Totals		407	126	31%	49	39%	109	87%

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LOUISIANA TOTALS			46,419	21,456	46%	8,337	39%	18,684	87%
St. Mary Public Schools									
	051006	Berwick High School	97	47	48%	16	34%	44	94%
	051007	Centerville High School	22	6	27%	1	17%	3	50%
	051012	Franklin Senior High School	204	65	32%	37	57%	48	74%
	051021	Morgan City High School	139	67	48%	24	36%	58	87%
	051024	Patterson High School	92	43	47%	16	37%	37	86%
	District Totals		554	228	41%	94	41%	190	83%
St. Tammany Public Schools									
	052013	Covington High School	322	140	43%	37	26%	125	89%
	052026	Mandeville High School	304	147	48%	25	17%	131	89%
	052029	Pearl River High School	94	21	22%	10	48%	19	90%
	052035	Salmen High School	164	72	44%	30	42%	61	85%
	052037	Slidell High School	364	174	48%	51	29%	155	89%
	052039	Northshore High School	259	142	55%	35	25%	127	89%
	052052	Fontainebleau High School	283	112	40%	29	26%	105	94%
	District Totals		1,790	808	45%	217	27%	723	89%
Tangipahoa Public Schools									
	053002	Amite High School	126	58	46%	28	48%	46	79%
	053009	Hammond High School	221	94	43%	50	53%	75	80%
	053012	Independence High School	115	45	39%	19	42%	43	96%
	053015	Kentwood High School	43	13	30%	12	92%	11	85%
	053017	Loranger High School	76	22	29%	6	27%	21	95%
	053024	Ponchatoula High School	253	98	39%	29	30%	91	93%
	053029	Jewel M. Sumner High Sch.	59	15	25%	3	20%	13	87%
	053044	Tangipahoa Parish Magnet High School	43	0	0%	0	0%	0	0%
	053046	Reynold's Institute	1	0	0%	0	0%	0	0%
	District Totals		937	345	37%	147	43%	300	87%

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LOUISIANA TOTALS			46,419	21,456	46%	8,337	39%	18,684	87%
Tensas Public Schools									
	054001	Davidson High School	35	9	26%	4	44%	5	56%
	054003	Newellton High School	37	18	49%	12	67%	14	78%
	District Totals		72	27	38%	16	59%	19	70%
Terrebonne Public Schools									
	055005	H. L. Bourgeois High School	264	96	36%	42	44%	78	81%
	055013	Ellender Memorial High Sch.	233	77	33%	34	44%	62	81%
	055034	South Terrebonne High Sch.	227	80	35%	37	46%	69	86%
	055036	Terrebonne High School	289	137	47%	67	49%	105	77%
	055045	Genesis-Alternative H. S.	32	0	0%	0	0%	0	0%
	055047	Providence High School	7	2	29%	0	0%	2	100%
	District Totals		1,052	392	37%	180	46%	316	81%
Union Public Schools									
	056001	Bernice High School	29	14	48%	13	93%	13	93%
	056002	Downsville High School	29	13	45%	4	31%	13	100%
	056004	Farmerville High School	80	38	48%	17	45%	38	100%
	056009	Linville High School	16	3	19%	2	67%	3	100%
	056010	Marion High School	23	8	35%	5	63%	8	100%
	056012	Spearsville High School	12	5	42%	0	0%	5	100%
	District Totals		189	81	43%	41	51%	80	99%

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LOUISIANA TOTALS			46,419	21,456	46%	8,337	39%	18,684	87%
Vermilion Public Schools									
	057001	Abbeville High School	143	49	34%	23	47%	44	90%
	057006	Erath High School	98	46	47%	22	48%	38	83%
	057008	Gueydan High School	52	20	38%	7	35%	18	90%
	057013	Kaplan High School	125	49	39%	19	39%	41	84%
	057016	North Vermilion High School	97	43	44%	9	21%	42	98%
	057018	Pecan Island High School	10	4	40%	1	25%	3	75%
	District Totals		525	211	40%	81	38%	186	88%
Vernon Public Schools									
	058001	Anacoco High School	42	18	43%	5	28%	15	83%
	058003	Evans School	24	5	21%	3	60%	4	80%
	058004	Hicks School	17	5	29%	4	80%	5	100%
	058005	Hornbeck School	33	8	24%	1	13%	8	100%
	058006	Leesville High School	164	64	39%	29	45%	54	84%
	058009	Pickering High School	62	23	37%	9	39%	17	74%
	058010	Pitkin High School	35	16	46%	5	31%	15	94%
	058012	Rosepine High School	76	15	20%	7	47%	13	87%
	058013	Simpson School	22	8	36%	2	25%	8	100%
	058020	Vernon Parish Optional Sch.	12	0	0%	0	0%	0	0%
	District Totals		487	162	33%	65	40%	139	86%

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LOUISIANA TOTALS			46,419	21,456	46%	8,337	39%	18,684	87%
Washington Public Schools									
	059006	Franklinton High School	144	52	36%	18	35%	46	88%
	059007	Mt. Hermon School	43	14	33%	7	50%	13	93%
	059008	Pine High School	51	18	35%	10	56%	17	94%
	059011	Varnado High School	33	6	18%	5	83%	5	83%
	District Totals		271	90	33%	40	44%	81	90%
Webster Public Schools									
	060004	Cotton Valley High School	23	8	35%	4	50%	8	100%
	060005	Doyline High School	28	12	43%	2	17%	10	83%
	060011	Webster Parish Altn. Sch.	18	1	6%	0	0%	0	0%
	060012	Minden High School	139	54	39%	29	54%	48	89%
	060015	Sarepta High School	27	6	22%	1	17%	6	100%
	060017	Shongaloo High School	11	7	64%	3	43%	7	100%
	060018	Sibley High School	48	22	46%	10	45%	21	95%
	060019	Springhill High School	87	33	38%	11	33%	30	91%
	District Totals		381	143	38%	60	42%	130	91%
West Baton Rouge Public Schools									
	061001	Brusly High School	117	62	53%	17	27%	56	90%
	061008	Port Allen High School	107	46	43%	15	33%	36	78%
	District Totals		224	108	48%	32	30%	92	85%
West Carroll Public Schools									
	062001	Epps High School	20	6	30%	1	17%	6	100%
	062003	Forest School	24	5	21%	2	40%	5	100%
	062005	Kilbourne High School	30	15	50%	3	20%	15	100%
	062006	Oak Grove High School	61	30	49%	19	63%	29	97%
	District Totals		135	56	41%	25	45%	55	98%

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LOUISIANA TOTALS			46,419	21,456	46%	8,337	39%	18,684	87%
West Feliciana Public Schools									
	063003	West Feliciana High School	113	57	50%	24	42%	44	77%
		District Totals	113	57	50%	24	42%	44	77%
Winn Public Schools									
	064001	Atlanta School	14	4	29%	3	75%	4	100%
	064002	Calvin High School	31	11	35%	5	45%	11	100%
	064003	Dodson High School	16	4	25%	1	25%	4	100%
	064009	Winnfield Senior High School	77	50	65%	14	28%	48	96%
		District Totals	138	69	50%	23	33%	67	97%
Monroe City Public Schools									
	065002	Carroll High School	145	67	46%	55	82%	57	85%
	065014	Neville High School	166	96	58%	54	56%	93	97%
	065018	Wossman High School	135	52	39%	34	65%	48	92%
		District Totals	446	215	48%	143	67%	198	92%
Bogalusa City Public Schools									
	066002	Bogalusa High School	165	53	32%	25	47%	48	91%
		District Totals	165	53	32%	25	47%	48	91%
Other Public Schools									
East Baton Rouge	318001	LSU Lab School	74	49	66%	4	8%	47	96%
East Baton Rouge	319001	Southern Univ. Lab School	59	44	75%	19	43%	29	66%
East Baton Rouge	304001	LA School for the Deaf	11	3	27%	2	67%	1	33%
East Baton Rouge	301002	LA School for the Visually Impaired	6	0	0%	0	0%	0	0%
Lincoln	323002	Grambling State University Lab High School	53	28	53%	7	25%	25	89%
Natchitoches	302006	LA School for Mathematics, Science, and the Arts	160	94	59%	1	1%	88	94%

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Shreveport Diocesan Nonpublic Schools									
Caddo	500003	Loyola College Preparatory School	98	48	49%	11	23%	45	94%
Ouachita	500010	St. Frederick High School	92	71	77%	23	32%	69	97%
Diocesan Totals			190	119	63%	34	29%	114	96%
Alexandria Diocesan Nonpublic Schools									
Avoyelles	501020	St. Joesph High School	30	1	3%	0	0%	1	100%
Avoyelles	501034	St. Joseph Elem. & H. S.	30	16	53%	7	44%	15	94%
Natchitoches	501022	St. Mary's High School	22	14	64%	11	79%	12	86%
Rapides	501003	Holy Savior Menard Central High School	57	40	70%	17	43%	37	93%
Diocesan Totals			139	71	51%	35	49%	65	92%
Baton Rouge Diocesan Nonpublic Schools									
Ascension	502001	Ascension Catholic School	45	35	78%	17	49%	32	91%
East Baton Rouge	502002	Catholic High School	168	138	82%	8	6%	130	94%
East Baton Rouge	502012	Redemptorist High School	116	89	77%	38	43%	73	82%
East Baton Rouge	502026	St. Joseph's Academy	177	142	80%	8	6%	139	98%
East Baton Rouge	502036	Bishop Joseph V. Sullivan School	167	143	86%	26	18%	137	96%
Iberville	502024	St. John High School	32	25	78%	14	56%	23	92%
Pointe Coupee	502003	Catholic High of Pointe Coupee	61	48	79%	20	42%	45	94%
Tangipahoa	502039	St. Thomas Aquinas Regional High School	77	55	71%	15	27%	48	87%
Diocesan Totals			843	675	80%	146	22%	627	93%

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Houma-Thibodaux Diocesan Nonpublic Schools									
Lafourche	503015	E. D. White Catholic H. S.	150	122	81%	28	23%	116	95%
St. Mary	503001	Central Catholic High School	39	31	79%	20	65%	24	77%
Terrebonne	503014	Vandebilt Catholic High Sch.	180	161	89%	28	17%	149	93%
Diocesan Totals			369	314	85%	76	24%	289	92%
Lafayette Diocesan Nonpublic Schools									
Acadia	504014	Notre Dame High School	111	83	75%	37	45%	68	82%
Evangeline	504023	Sacred Heart High School	64	49	77%	12	24%	44	90%
Iberia	504041	Catholic High School	108	98	91%	26	27%	91	93%
Lafayette	504037	Teurlings Catholic H. S.	125	93	74%	36	39%	87	94%
Lafayette	504046	St. Thomas More Catholic High School	203	151	74%	24	16%	138	91%
St.Landry	504001	Acad.of the Sacred Heart	32	24	75%	2	8%	23	96%
St.Landry	504015	Opelousas Catholic School	65	54	83%	22	41%	48	89%
St.Landry	504026	St. Edmund High School	48	36	75%	21	58%	28	78%
St. Mary	504006	Hanson Memorial School	57	39	68%	15	38%	36	92%
Vermilion	504040	Vermilion Catholic H. S.	60	49	82%	15	31%	48	98%
Diocesan Totals			873	676	77%	210	31%	611	90%
Lake Charles Diocesan Nonpublic Schools									
Calcasieu	505009	St. Louis Catholic High Sch.	103	63	61%	7	11%	59	94%
Diocesan Totals			103	63	61%	7	11%	59	94%

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New Orleans Archdiocese									
Jefferson	506003	Archbishop Blenk School	131	97	74%	36	37%	94	97%
Jefferson	506004	Archbishop Chapelle H. S.	279	208	75%	83	40%	198	95%
Jefferson	506005	Archbishop Rummel Sr. H.S.	232	160	69%	53	33%	150	94%
Jefferson	506006	Archbishop Shaw Sr. H. S.	139	95	68%	39	41%	81	85%
Jefferson	506025	Immaculata High School	121	88	73%	32	36%	78	89%
Orleans	506010	Cabrini High School	83	52	63%	36	69%	48	92%
Orleans	506019	Holy Cross Senior H. S.	115	84	73%	41	49%	71	85%
Orleans	506029	Jesuit Senior High School	280	165	59%	16	10%	153	93%
Orleans	506033	Mount Carmel Academy	247	200	81%	28	14%	195	98%
Orleans	506047	Redeemer-Seton Senior H. S.	89	53	60%	40	75%	33	62%
Orleans	506051	Acad. of the Sacred Heart	64	17	27%	2	12%	17	100%
Orleans	506061	St. Augustine Senior H. S.	138	79	57%	55	70%	49	62%
Orleans	506095	St. Mary's Academy	111	69	62%	39	57%	57	83%
Orleans	506096	St. Mary's Dominican H. S.	222	153	69%	28	18%	149	97%
Orleans	506120	Ursuline Academy	87	67	77%	12	18%	58	87%
Orleans	506122	Xavier Preparatory School	93	54	58%	30	56%	39	72%
Orleans	506123	De La Salle Senior H. S.	181	108	60%	60	56%	83	77%
Orleans	506130	Brother Martin Senior H. S.	312	223	71%	50	22%	209	94%
St. Bernard	506134	Archbishop Hannan H. S.	101	84	83%	32	38%	75	89%
St. John	506066	St. Charles Catholic H.S.	108	73	68%	19	26%	67	92%
St.Tammany	506046	Pope John Paul II H. S.	99	56	57%	19	34%	54	96%
St.Tammany	506101	Saint Paul's Senior H. S.	100	59	59%	6	10%	56	95%
St.Tammany	506138	St. Scholastica Academy	81	45	56%	5	11%	44	98%
Diocesan Totals			3,413	2,289	67%	761	33%	2,058	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			46,419	21,456	46%	8,337	39%	18,684	87%
Other Nonpublic Schools									
Acadia	912001	Northside Christian School	18	3	17%	2	67%	3	100%
Beauregard	911001	Beckwith Christian School	3	0	0%	0	0%	0	0%
Bossier	515001	Plain Dealing Academy	10	3	30%	1	33%	3	100%
Caddo	521001	Grawood Christian School	34	5	15%	2	40%	3	60%
Caddo	526001	Trinity Heights Christian Academy	14	5	36%	1	20%	3	60%
Caddo	719001	Evangel Academy	108	54	50%	24	44%	46	85%
Caddo	923001	Kingston Christian Academy	7	1	14%	0	0%	1	100%
Calcasieu	837001	Hamilton Christian Academy	20	10	50%	1	10%	10	100%
Claiborne	529001	Claiborne Academy	12	12	100%	3	25%	11	92%
Claiborne	855001	Mt. Olive Christian School	29	19	66%	2	11%	17	89%
Concordia	530001	Huntington School	31	14	45%	2	14%	14	100%
DeSoto	531001	Central School Corporation	15	11	73%	7	64%	10	91%
East Baton Rouge	536001	Central Private School	34	26	76%	7	27%	25	96%
East Baton Rouge	537001	Episcopal High School	88	35	40%	1	3%	34	97%
East Baton Rouge	540001	Gables Academy	24	4	17%	3	75%	2	50%
East Baton Rouge	543002	Runnels School	26	18	69%	0	0%	18	100%
East Baton Rouge	688001	Christian Life Academy	54	28	52%	12	43%	20	71%
East Baton Rouge	692003	The Dunham School	47	34	72%	4	12%	33	97%
East Baton Rouge	702001	Hosanna Christian Academy	29	23	79%	8	35%	15	65%
East Baton Rouge	715001	Starkey Academy	26	14	54%	8	57%	13	93%
East Baton Rouge	722001	Jehovah-Jireh Christian Academy	15	9	60%	6	67%	4	44%
East Baton Rouge	723001	Family Christian Academy	15	8	53%	6	75%	6	75%
East Baton Rouge	734001	Parkview Baptist School	118	102	86%	20	20%	90	88%
East Baton Rouge	845001	Bethany Christian School	40	25	63%	7	28%	16	64%
East Baton Rouge	868001	Second Chance Academy	180	14	8%	10	71%	3	21%

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			46,419	21,456	46%	8,337	39%	18,684	87%
Other Nonpublic Schools (Continued)									
East Carroll	548001	Briarfield Academy	14	11	79%	7	64%	11	100%
East Feliciana	549001	Silliman Institute	44	32	73%	11	34%	29	91%
Franklin	550001	Franklin Academy	21	9	43%	4	44%	9	100%
Iberia	742001	Assembly Christian School	17	10	59%	4	40%	8	80%
Jefferson	557001	Crescent City Baptist H. S.	21	11	52%	5	45%	8	73%
Jefferson	558001	John Curtis Christian School	83	47	57%	16	34%	41	87%
Jefferson	560001	Ecole Classique	59	36	61%	16	44%	32	89%
Jefferson	562001	Heritage Academy	26	4	15%	3	75%	4	100%
Jefferson	568001	Metairie Park Country Day School	58	12	21%	1	8%	12	100%
Jefferson	572001	Ridgewood Preparatory Sch.	80	50	63%	13	26%	44	88%
Jefferson	574001	St. Martin's Episcopal School	65	17	26%	1	6%	17	100%
Jefferson	616001	Lutheran High School	37	25	68%	14	56%	20	80%
Jefferson	865001	Marrero Christian High Sch.	7	2	29%	1	50%	2	100%
Lafayette	860001	Assembly Christian School	8	2	25%	1	50%	2	100%
Lincoln	589001	Cedar Creek School	42	27	64%	8	30%	25	93%
Livingston	737001	Community Christian Acad.	9	2	22%	1	50%	2	100%
Madison	591001	Tallulah Academy-Delta Christian School	17	12	71%	6	50%	12	100%
Morehouse	595001	Prairie View School	50	31	62%	17	55%	30	97%
Orleans	618001	Louise S. McGehee School	12	5	42%	0	0%	5	100%
Orleans	620001	Isidore Newman School	88	6	7%	0	0%	6	100%
Orleans	751001	Faith Christian Academy	23	14	61%	9	64%	11	79%
Orleans	872001	Bishop McManus School	3	1	33%	1	100%	1	100%

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LOUISIANA TOTALS			46,419	21,456	46%	8,337	39%	18,684	87%
Other Nonpublic Schools (Continued)									
Ouachita	632001	Ouachita Christian School	74	57	77%	16	28%	57	100%
Ouachita	634001	River Oaks School	14	9	64%	2	22%	8	89%
Ouachita	886001	Claiborne Christian School	28	5	18%	1	20%	5	100%
Pointe Coupee	640001	False River Academy	64	37	58%	21	57%	26	70%
Rapides	740001	Forest Hill Academy	8	3	38%	1	33%	3	100%
Rapides	882001	Grace Christian High School	43	4	9%	0	0%	4	100%
Red River	647001	Riverdale Academy	21	6	29%	1	17%	6	100%
Richland	648001	Riverfield Academy	44	31	70%	10	32%	31	100%
St. Bernard	651001	Lynn Oaks School	8	5	63%	3	60%	5	100%
St. John	652001	Riverside Academy	98	48	49%	21	44%	47	98%
St. John	901001	Reserve Christian High Sch.	11	6	55%	0	0%	5	83%
St. Landry	785001	Westminster Christian Acad.	65	36	55%	3	8%	32	89%
St. Landry	834001	Acadiana Preparatory Schools, Inc.	14	9	64%	5	56%	9	100%
St. Martin	658001	Episcopal School of Acadiana	43	19	44%	0	0%	19	100%
St. Tammany	735001	Northlake Christian School	23	11	48%	1	9%	11	100%
St. Tammany	756001	Emerson Academy	9	1	11%	1	100%	1	100%
Tangipahoa	672001	Oak Forest Academy	36	26	72%	6	23%	25	96%
Tensas	675001	Tensas Academy	10	5	50%	3	60%	5	100%
Terrebonne	913001	Houma Christian School	13	6	46%	1	17%	6	100%
Washington	679001	Bowling Green School	26	12	46%	1	8%	12	100%
Webster	681001	Glenbrook School	18	15	83%	4	27%	15	100%