

**LOUISIANA FIRST-TIME COLLEGE FRESHMEN
STATE REPORT: FALL 2000**



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

November 2001

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Louisiana First-Time College Freshmen State Report: Fall 2000

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Part I. Executive Summary

The *Louisiana First-Time College Freshmen State Report: Fall 2000* provides findings pertaining to 1999-2000 high school graduates who were enrolled full-time in one of 30 Louisiana higher education institutions in the Fall 2000 semester. The following summarizes information reported on the Fall 2000 first-time freshmen (FTF).

- Of the 47,548 public and nonpublic high school graduates, 45% (21,324) were enrolled as FTF. This percentage is slightly lower than the previous year. The majority (80%) of the Fall 2000 FTF were enrolled at Louisiana's 4-year public colleges and universities.
- Of the Fall 2000 FTF, 61% had ACT composite scores that were 20 or above. In addition, the average ACT score for the FTF class improved from 20.4 in Fall 1999 to 20.6 in Fall 2000.
- The percentage of FTF who **were not** enrolled in any developmental courses increased from 61% in Fall 1999 to 63% in Fall 2000.
- The percentage of FTF who enrolled in one or more developmental courses declined from 53% in Fall 1999 to 37% in Fall 2000.
- In Fall 1999, 16 of 29 Louisiana colleges/universities had less than 50% of the FTF class enrolled in developmental courses. However, in Fall 2000, 15 of 30 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 increased from 87% in Fall 1999 to 88% in Fall 2000.

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 1999 to 4% in Fall 2000.
- The percent of the Louisiana FTF class enrolled in developmental subjects decreased from the previous year:

In Developmental Mathematics, 33% (1999) vs. 32% (2000);
In Developmental English, 17% (1999) vs. 15% (2000);
In Developmental Reading, 9% (1999) vs. 8% (2000); and
In Other Developmental Courses, 2% (1999) vs. 1% (2000).

- The percent of FTF enrolled in one or more developmental courses decreased from Fall 1999 to Fall 2000 for graduates of:

Nonpublic schools, 30% (1999) vs. 28% (2000) and
Public schools, 42% (1999) vs. 41% (2000).

- Developmental reading enrollment rates remained stable at 10%, but enrollment in the other three developmental subjects decreased for the FTF who graduated from Louisiana public schools.

In Developmental Mathematics, 36% (1999) vs. 34% (2000);
In Developmental English, 19% (1999) vs. 17% (2000); and
In Other Developmental Courses, 2% (1999) vs. 1% (2000).

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 fourteenth state-level report on First-Time College Freshmen released by the Louisiana Department of Education (LDE). The report describes Louisiana's 1999-2000 high school graduates who enrolled full-time in 30 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 1999-2000 high school graduates and the college-going rates;

Part IV, a detailed description of the Fall 2000 Louisiana First-Time Freshmen (FTF) class;

Part V, 2000 summary findings; and

Part VI, the Appendix.

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

The 1985 Louisiana Legislature mandated the reporting of the number of Louisiana high school graduates who (a) enter Louisiana public colleges/universities directly out of high school and (b) enroll in at least one remedial course (La. R.S.17:1814). 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.

For the first six Program years, the Board of Regents (BOR) oversaw the data collection and distribution of the school-level reports, but then assistance was provided by the State Board of Elementary and Secondary Education (SBESE) and LDE staff. By 1993, LDE had established the *Progress Profiles School Report Cards* as a mechanism for disseminating information about schools to the public. Believing that FTF data made an important statement about the quality of secondary schooling and recognizing the value of the *Progress Profiles School Report Cards*, the 1993 Louisiana Legislature revamped the *FTF Program*. The three statutory revisions they enacted:

- (1) transferred the primary authority for FTF data collection from the BOR to the SBESE;
- (2) mandated that the information from the *FTF 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*. Because FTF data and related statistics were conceptualized as indicators of how well high schools prepared 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 were based only on college freshmen who attended in-state colleges/ universities.

For school years 1992-93 through 1996-97, the FTF data of public school graduates were reported on the *Progress Profiles School Report Cards*. To comply with the 1993 mandate, reports that presented only the FTF data were also prepared for public high schools and for nonpublic high schools which had FTF in a specific Fall semester.

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 for 1997-98. Due to staff re-assignments, it took extra time to process FTF data; thus the 1997-98 *Progress Profiles Reports* did not include findings on FTF. However, as LDE expanded its web site capabilities and trained staff in the use of new software, it was possible for the LDE to begin providing school-level FTF data in electronic versions of the *Louisiana First-Time College Freshmen State Reports*. The most recent issues of the state report can be found on the LDE web site.

When it was time to release findings for the 1998-99 school year, the *Progress Profiles Program* and its reports were modified in order to align that program with Louisiana's new *School Accountability System*. A new law (R.S. 17:3912) continued the LDE's collection, analysis, and reporting

of school-level data, but the revisions allowed LDE more flexibility in ways of making results available. Thus, the 1998-99 *Progress Profiles* indicators were presented in the district-level reports, but many of the indicators were not on the K-8 school-level accountability reports. When issued in September of 1999, these school-level 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 had grade 7 or 8). Similar information was presented in the second and third *School Accountability Report Cards* that were issued in 2000 or in 2001. Many schools with grades 9-12 did not receive *School Accountability Report Cards* until November of 2001.

A decision was made not to include FTF data on the 2001 *School Accountability Report Cards*. Reasons for this decision were: (1) it was anticipated that FTF findings would not be available by the time the 2001 *School Accountability Report Cards* were released, (2) there was little space on the high school's report card for reporting FTF findings, and (3) FTF data are not used to calculate a high school's school performance score. However, the FTF findings can supplement the school performance score by providing a perspective on the college readiness of recent high school graduates. Thus, the 2000 *FTF Program* collected information on graduates of Louisiana public and nonpublic high schools who made an immediate transition to an in-state college/university. As in the past, the 2000 *FTF Program* provides school, district-, and state-level results on the number of students who

(1) received a high school diploma (in the 1999-2000 school year) and (2) enrolled full-time in Louisiana post-secondary institutions (both public and nonpublic) during the Fall 2000 semester. Of these first-time freshmen, the Program identified (1) how many were enrolled in developmental courses and (2) how many completed the Fall 2000 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 (1) successfully completed a traditional secondary program (i.e., they are diploma graduates rather than GED recipients or other alternative program completers) and (2) 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 1999-2000 and who were enrolled full-time in a Louisiana higher education institution in the Fall semester of 2000.

Only those students who began the 2000 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* labeled 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 offered such courses, as well as the freshmen who enrolled, indicates the availability and the demand for developmental college courses in the Fall of 2000.

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. But developmental courses seldom carry degree credits, meaning that the hours accrued for these courses cannot be applied toward completion of an academic degree.

A study of policies throughout the 15 southeastern states which are members of the Southern Regional Education Board (SREB) showed that 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 were figured into the students' overall grade point averages.

Because 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 30 Louisiana colleges and universities (both public and nonpublic) that offer 2- or 4-year undergraduate curricula; these institutions submitted data on their Fall 2000 FTF. Of the 30 participating institutions, 22 are public, and eight are nonpublic colleges/institutions, including:

- six 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 2000 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♦	√	√		
River Parishes Community College♣	√	√	√						
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 ♦	√	√		
Northwestern State University	√	√	√	√	Our Lady of Holy Cross College ♦	√	√	√	
Southeastern Louisiana University	√	√			Our Lady of the Lake College ♦	√	√		
University of Louisiana at Lafayette ♦	√	√			Tulane University ♦				
University of Louisiana at Monroe	√	√	√		Xavier University of Louisiana	√	√	√	

♠ 2-Year College ♦ Selective Admissions Institution

All eight of the LAICU campuses contributed data to the *FTF Program* on a voluntary basis, by the Fall 1995 data submission cycle. Baton Rouge Community College and South Louisiana Community College began submitting data starting with their Fall 1998 FTF class; River Parishes Community College began submitting data with its Fall 2000 FTF class.

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 2000. Exhibit 1 provides the courses collapsed into four broad subject areas. Of the Louisiana colleges/universities that previously participated in the *FTF Program*, Louisiana Tech University, McNeese State University, and Southeastern Louisiana University discontinued one or more of the developmental courses that were offered in Fall 1999. However, River Parishes Community College offered developmental courses in three subjects, and three institutions (Louisiana College, Northwestern State University, and South Louisiana Community College) added developmental courses in the Fall of 2000.

Of the 30 colleges/universities that submitted Fall 2000 FTF data, 33.3% indicated they offered one or more developmental courses in mathematics, English, reading, and in another subject during the Fall of 2000. An additional 33.3% of these Louisiana institutions provided developmental courses in three subject areas. Approximately 23.3% offered only developmental mathematics and English, while 3.3% provided developmental mathematics courses only. Centenary College and Tulane University did not offer any developmental courses in Fall 2000. Developmental courses in all four subject areas were not available to students on every campus in 2000.

Courses in developmental mathematics were offered by all 22 public institutions and by six of the eight nonpublic institutions (i.e., 93.3% of the 30 participating colleges/universities). Developmental English was offered by 21 public institutions and by six of the nonpublic institutions (90% of the 30 institutions). Developmental reading was offered at 15 public and at four nonpublic institutions (63.3% of the 30 institutions).

Other developmental courses were offered at 11 public institutions, but not by the nonpublic institutions (36.7% of the 30 institutions). Courses listed under the “other” subject area included “Academic Skills,” “Career Planning,” “College Study Skills,” “College Success Skills,” “College Survival Skills,” “Communication Skills,” “Critical Thinking,” “Developmental Chemistry,” “Introduction to Baton Rouge Community College,” “Learning and Working Skills,” “Living, Learning, Working Skills,” “Math/Science Anxiety,” “Scientific Approach/Problem Solving,” and “University Seminar.”

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 (1) to “flag” entering students who may need developmental instruction and (2) 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. 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 2000. “Developmental rates” for four subject areas are also reported. *Developmental rates* are the percentages of Fall 2000 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 Fall 2000 semester/quarter and were not on academic probation or suspension at the end of the term.

How were the 2000 FTF data collected and verified? What reports were prepared to communicate the findings?

Data collection for Fall 2000 FTF began in February of 2001, when Louisiana’s public and nonpublic colleges/universities received a package of materials requesting FTF data. The 30 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 2000 FTF. If more than one

college/university reported on a FTF, the student was recorded only for the campus listing that student as enrolled on a full-time basis.

As data were received, efforts were made to verify the FTF data records for public school graduates. That is, the individual records of the 2000 FTF database underwent a series of computerized edit checks to ensure that each reported first-time freshman (1) was identified with a Louisiana high school and (2) earned a diploma in 1999-2000. By using a new automated system, data records of the Fall 2000 FTF, who were reported as public high school graduates, were compared with the LDE’s 1999-2000 *Student Information System* (SIS) records. Through this system, new computer programs compared the 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, 730 records did not load to the FTF database. For several of these records, the FTF data could not be matched up with a SIS record that verified the student was a diploma graduate of 1999-2000. Following the loading of records to the FTF database, analysis of the FTF data was initiated within the Division of Planning, Analysis and Information Resources. The analysis involved developing programs to aggregate the loaded FTF records and to produce a number of output products, such as an Access file that was used to calculate most of the statistics presented in this report. (Six FTF records were deleted from this Access file because these records were not correct; it was not possible for available LDE staff to correct the data problems.) Other inconsistencies in the data submitted by the colleges and by the LEAs required LDE staff to investigate and arrange for needed data corrections in SIS.

New computer programs were also developed to generate a file for an LDE consultant and several printed reports containing results for schools, districts, colleges, and other interested audiences, as described below.

Reports to Schools and Districts. In accordance with La. R.S. 17:1814, first-time freshmen data were reported for approximately 449 Louisiana public or nonpublic schools that produced one or more 1999-2000 graduates, who were identified by Louisiana colleges and universities as Fall 2000 first-time freshmen. For each of these schools, a school-level report was generated. Only Louisiana college freshmen students who met the definition of a first-time college freshman were reflected in these reports. Any 1999-2000 high school graduates who enrolled in a college/university that does not participate in this study, who were not full-time college freshmen, or 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 1999-2000 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 was compiled for each college/university. Because these college/university 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. The school, district, college/university printed reports, and the Access file of FTF data were utilized in the preparation of this state-level report, which offers summary information for all 30 colleges/universities. The Louisiana Legislature, SBESE members, certain district and diocesan employees, and the participating colleges/universities receive printed 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. (After release of the printed reports, a web version will be created.)

In Parts III and IV of this report, readers will find information on Fall 2000 FTF who had graduated from high school in 1999-2000. The 1999-2000 graduates were compared with the 1998-99 graduates, and the Fall 2000 FTF were compared with the Fall 1999 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 1999-2000?

Exhibit 2 provides summary information on students who graduated from Louisiana public and nonpublic high schools in school year 1999-2000. Based on information collected for this report, a total of 47,548 students graduated from Louisiana high schools during 1999-2000. Of these graduates, 38,959 (or 82%) graduated from public high schools, while 8,589 (or 18%) graduated from nonpublic schools.

The graduate counts shown in Exhibit 2 do not match to the 1999-2000 graduate counts that were published in the *151st Annual Financial and Statistical Report, 1999-2000* (May 2001). The discrepancies are due to some updates made in SIS after the release of the earlier report, and additional schools were included in the FTF data collection. While the study of 2000 FTF did not gather demographic data on all of the high school graduates, the *151st Annual Financial and Statistical Report, 1999-2000* (pages II-1 and II-4) indicated Louisiana's public high school 1999-2000 graduates were 58% White, 42% minority, 54% females, and 46% males. Louisiana's 1999-2000 nonpublic high school graduates were 86% White, 14% minority, approximately 51% females, and 49% males.

National statistics indicate that far more students graduate from public high schools than from nonpublic high schools [National Center for Educational Statistics (NCES), *Compendium: Digest of Education Statistics 2000*, Table 101]. A similar pattern has been observed in Louisiana. This pattern continued in 1999-2000 as shown in Exhibit 2.

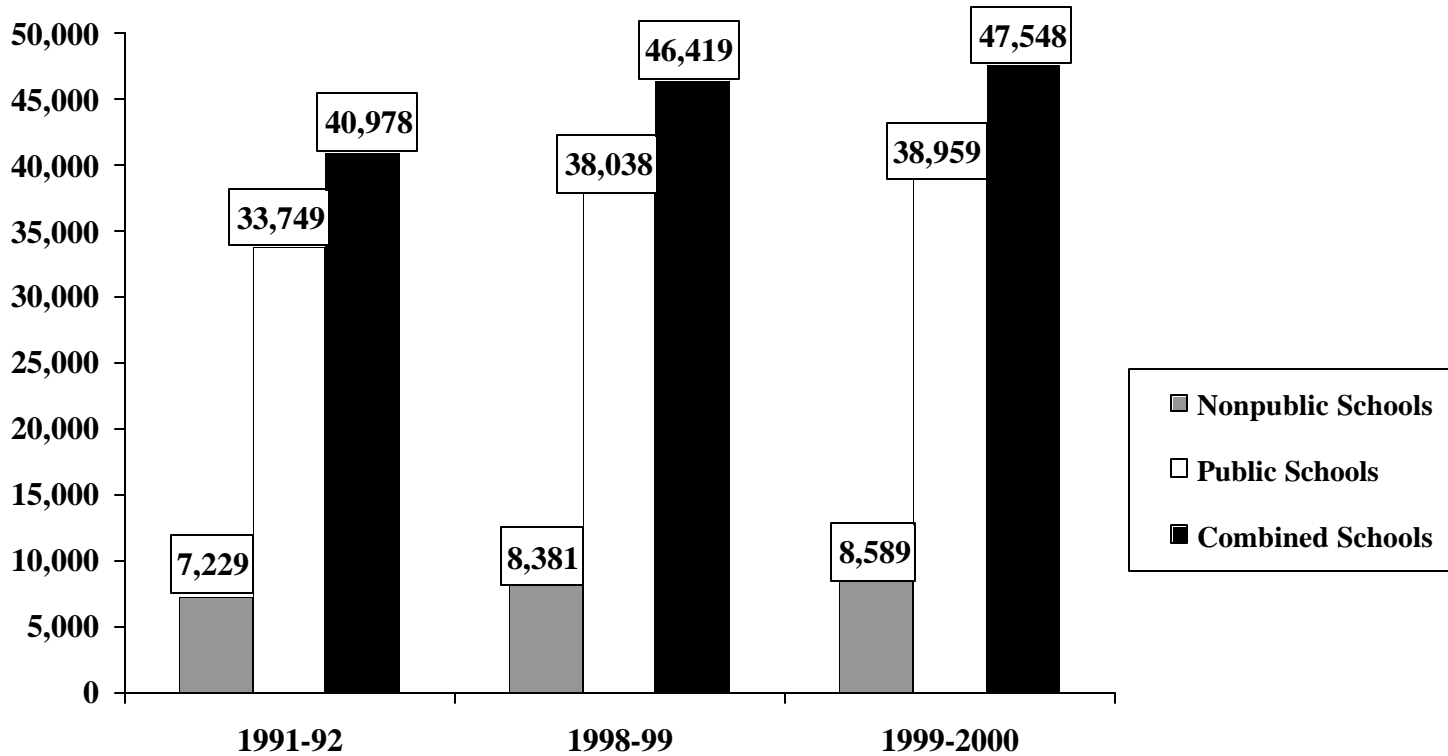
Exhibit 2
1999-2000 High School Graduates Summary

Public School Graduates		Nonpublic School Graduates		Public and Nonpublic Graduates Combined	
Number	Percent	Number	Percent	Number	Percent
38,959	82%	8,589	18%	47,548	100%

Has the number of Louisiana graduates changed?

Exhibit 3 shows that Louisiana began the 1990s with 40,978 graduates; 82% of the 1991-92 graduates completed public high schools and the remaining 18% (7,229) completed nonpublic high schools. The total number of Louisiana high school graduates increased to 46,419 in 1998-99, and rose to 47,548 in 1999-2000. Thus, between 1998-99 and 1999-2000, the total number of Louisiana high school graduates increased by 1,129 graduates. The number of Louisiana public school graduates increased from 38,038 in 1998-99 to 38,959 in 1999-2000 (an increase of 921 graduates). The number of nonpublic school graduates increased from 8,381 in 1998-99 to 8,589 in 1999-2000 (an increase of 208 graduates).

Exhibit 3
Number of Louisiana High School Graduates,
1991-92, 1998-99, and 1999-2000



The increasing number of Louisiana public high school graduates is good news, in light of Gerald and Hussar's 1999 projection that the number of Louisiana public high school graduates would decrease by about 5% between 1996-97 and 2008-09. Only the future will show the extent to which the Gerald and Hussar projection is correct.

Educators in Louisiana hope the number of high school graduates does not decrease, because there are negative consequences associated with the lack of a high school diploma. For example, high school dropouts have a greater risk of being unemployed. Even the employed dropouts are more likely to earn lower salaries [Organization for Economic Co-Operation and Development (OECD), 2000].

One of Louisiana's goals is to increase the proportion of all high school completers and to lower the dropout rate. Louisiana recently began to investigate high school completion rates, but some national dropout and high school completion statistics are available from NCES. The *Compendium: Digest of Education Statistics 2000* (NCES, 2001, Table 101) provided information on high school graduates, as a percent of the 17-year-old population. Percents were reported from 1869-70 through 1997-98, with estimated percentages for 1998-99 and 1999-2000. The national percent of graduates to the 17-year-old population was reported as 73.2% in 1990-91, declining to 69.3% in 1997-98, but estimated as rising to 70.6% in 1999-2000.

Additional high school completion statistics (NCES, 2001, Table 105) indicate that more than seventy-nine percent (79.8% in 1997, 79.0% in 1998, and 79.2% in 1999) of people, ages 18 to 29, completed high school with a diploma. Between 7.2% and 7.8% of people, ages 18 to 29 years of age, completed GED programs from 1997 through 1999, with corresponding national dropout rates being 13.0% in 1997, 13.2% in 1998, and 13.1% in 1999. Based on these recent national findings, of people who are no longer in high school, most are diploma graduates; about 13% are dropouts, and about 7% are GED completers.

In an earlier study, 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. Exhibit 4 summarizes Louisiana and national high school completion rates over several years, as reported by Kaufman, et al. (1999). Louisiana high school completion rates lag behind the nation in all reported years, but Louisiana seems to have made greater improvement in 1996-98 than was shown throughout the nation.

Exhibit 4
Louisiana and National High School Completion Rates
18- to 24-Year-Olds

Years	Louisiana Rates	National Rates
1990-92	83.9%	85.5%
1993-95	80.1%	85.8%
1996-98	81.6%	85.6%

Kaufman, et al. (1999) also reported that the nation's 1998 percentage of high school completers (18- to 24-year-olds) was 84.8%, with 74.7% of these completers being diploma graduates. However, the percentage of completers receiving alternative certifications increased from 4.9% in 1990 to 10.1% in 1998. Kaufman, et al. (1999) indicated 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: Asians/Pacific Islanders (94.2%), Whites (90.2%), Blacks (81.4%), and Hispanics (62.8%).

The 1999 national statistics on 18- to 29-year-olds (NCES, 2001, Table 105) showed that diploma graduates were 52% females and 48% males, while GED completers were 50.4% females and 49.6% males. Exhibit 5 has been prepared to convey the ethnicity of 1999 high school completers, for people ages 18 to 29, within the nation. Whether

completing high school by diploma or by GED, the majority of the nation's high school completers were White, Non-Hispanics.

Exhibit 5
Ethnicity of 1999 National High School Completers
18- to 29-Year-Olds

Ethnicity	Completed by Diploma	Completed by GED
White, Non-Hispanic	70.2%	67.7%
Black, Non-Hispanic	13.4%	14.8%
Hispanic	10.5%	12.7%
Other	5.9%	4.8%

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. While some colleges will admit those individuals who completed a GED program, it is likely that FTF with only a GED had few rigorous high school courses. Since entering freshmen with GEDs may have to take many developmental courses, the *FTF Program* does not include these students, but only those individuals who have a high school diploma.

If the quality of a regular high school's educational program was poor, then even the school's diploma graduates may need to complete several developmental courses prior to enrolling in college credit courses. Thus, 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. Entering college 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).

What is known about college-going behaviors?

National studies have been conducted to obtain information on the college-going behavior of different groups of people. For example, 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.

Another study focused on high school completers, ages 16 to 24, who made an immediate transition from high school to college. As reported by 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).

Likewise, 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) noted that the number of college/university students who are women exceeded the numbers who are men.

Table 182 of the *Compendium: Digest of Educational Statistics 2000* (NCES, 2001) provides the numbers of first-time freshmen enrolled in degree-granting institutions, with breakouts for men vs. women and for 4-

year vs. 2-year colleges (public and private); this Table also shows the full-time vs. part-time attendance status. The years 1955 through 1998 are shown, along with a note indicating there was a change in reporting procedures beginning with 1990. Based on data in this table (from 1990 to 1998), total FTF enrollment was greater than 2,133,000 students. Full-time FTF ranged from a low of 1,603,000 (in 1994) to a high of 1,779,000 (in 1998), while part-time FTF ranged from a low of 439,000 (in 1998) to a high of 640,000 (in 1990). In every year from 1990 to 1998:

- more women were enrolled than men,
- more FTF attended public institutions (4-year and 2-year), and
- more freshmen enrolled on a full-time basis.

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 and 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 colleges 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.

The information on college-going behavior that is provided by the Fall 2000 FTF state report can be enhanced by describing findings from research conducted by others [e.g., the Board of Regents (BOR), the U.S. Department of Education, and the American College Testing (ACT) Program]. Findings of other 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 Louisiana's overall college-going rates, 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-college-going 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 college. A 1999 NCES report provided the percentage of high school completers enrolled in college from 1972 to 1997. Based on these NCES statistics, Exhibit 6 was prepared to indicate the percentage of high school completers who enrolled in college by three age groups.

Exhibit 6
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.

Wirt (2000) reported that within the nation, the percent of high school completers (ages 16-24) who made an immediate transition to a college was 49% in 1972, but has increased to 66% by 1998. Furthermore, college enrollment rates for females are increasing faster than those for males and differences between the enrollment rates of Whites and Blacks have decreased since 1984. Studies of Louisiana FTF do not include individuals who postpone college entrance, but the one year college-going rate does indicate the proportion of high school graduates who begin college immediately after high school graduation.

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. Several studies suggest that most students enrolled in colleges or universities attend on a full-time basis, but percentages for first-time students differ from those for all enrolled students. Exhibit 7 summarizes findings of: Barbett's (2000) study of 1997 students who attended degree-granting institutions, that were eligible for Title IV Federal financial aid; an OECD study (2000) that compared the United States with other countries; and NCES (2001) statistics (pertaining to 1998 students at degree-granting institutions).

Exhibit 7
College/University Students:
Percentages Enrolled Full-Time vs. Part-Time

Study	Student Group	Enrolled Full-Time	Enrolled Part-Time
Barbett (2000)	All Fall 1997 students	58.2%	41.8%
Barbett (2000)	First-time Fall 1997 students	78.1%	21.9%
OECD (2000)	1998 U.S. Post-Secondary students	64.2%	35.8%
NCES, (2001)	Nation's 1998 FTF	80.2%	19.8%

These studies suggest that the majority of college students were enrolled on a full-time basis. In addition, the proportion of first-time students enrolling on a full-time basis is greater than the proportion of the entire student group that represents full-time enrolled students.

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 was estimated as 3.7% for the 1997-98 graduating class.

A 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. 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 (56.6%) and/or on 4-year campuses (88.4%). (These percentages are based on data in the 1998 NCES Report by Barbett.)

A Fall 1998 residence and migration study (NCES, 2001, Table 205) indicated Louisiana had 28,945 freshmen students enrolled in some degree-granting institution, with 25,993 attending a college in Louisiana. The number of freshmen reported as migrating out of Louisiana for Fall 1998 was 2,952, which is 6.3% of the 1997-98 graduates reported in the FTF Program of 1998. Assuming that 6.3% of Louisiana's 1999-2000 graduates went out-of-state in the Fall of 2000, the total number of Louisiana out-of-state FTF is estimated at 2,996 graduates.

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 ethnicity, the following proportions of beginning 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 2000, it was noted that some colleges/universities changed the number of developmental courses available to the FTF class, either by adding courses or dropping courses. Developmental courses are probably added when it is felt that students will benefit from these additional offerings. 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 study 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 under-prepared high school 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 rates.

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 1999-2000 Louisiana high school graduates became Fall 2000 first-time freshmen who enrolled in Louisiana's colleges/universities?

Exhibit 8 provides a summary of the 1999-2000 Louisiana high school graduates who became Fall 2000 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 45% (or 21,324) of the 1999-2000 graduates were Fall 2000 Louisiana FTF.

The Louisiana college-going rate (45%) is lower than the national college-going rate (66%) as reported by Wirt (2001). Lower college-going rates in Louisiana may be due to the efforts to study recent Louisiana diploma graduates who make an immediate transition to college rather than all high school completers between certain ages. While the Louisiana and national rates differ, both college-going rates had been increasing until just recently. The national college-going rate increased from 57% in 1987 to 67% in 1997 (NCES, 1999), but then declined slightly to 66% in 1998. The Louisiana college-going rates were 41% in 1992, 43% in 1997, and 46% in both 1998 and 1999, with Louisiana's Fall 2000 college-going rate being 45%.

Were there other changes in Louisiana students who were reported as first-time freshmen during the 1990s?

Exhibit 9 shows the percentage of all 1991-92, 1998-99, and 1999-2000 Louisiana high school graduates who were FTF in 1992, 1999, or 2000. In Fall 2000, the percentage of high school graduates who became Louisiana FTF was 45%, representing an increase over the corresponding 1992 percentage (41%), but a slight decline from the 1998-99 college-going rate of 46%.

The total number of Louisiana's FTF was 16,828 in Fall 1992, 21,577 in 1998, 21,456 in 1999, and 21,324 in 2000. Thus, 4,496 more graduates

of Louisiana high schools became in-state FTF in Fall 2000 as compared with Fall 1992.

Unfortunately, the Fall 2000 FTF enrollments of public high school graduates decreased by 188 freshmen, as compared with the number of Fall 1999 FTF. The college-going rate for public high school graduates also decreased from 42% in Fall 1999 to 41% in Fall 2000.

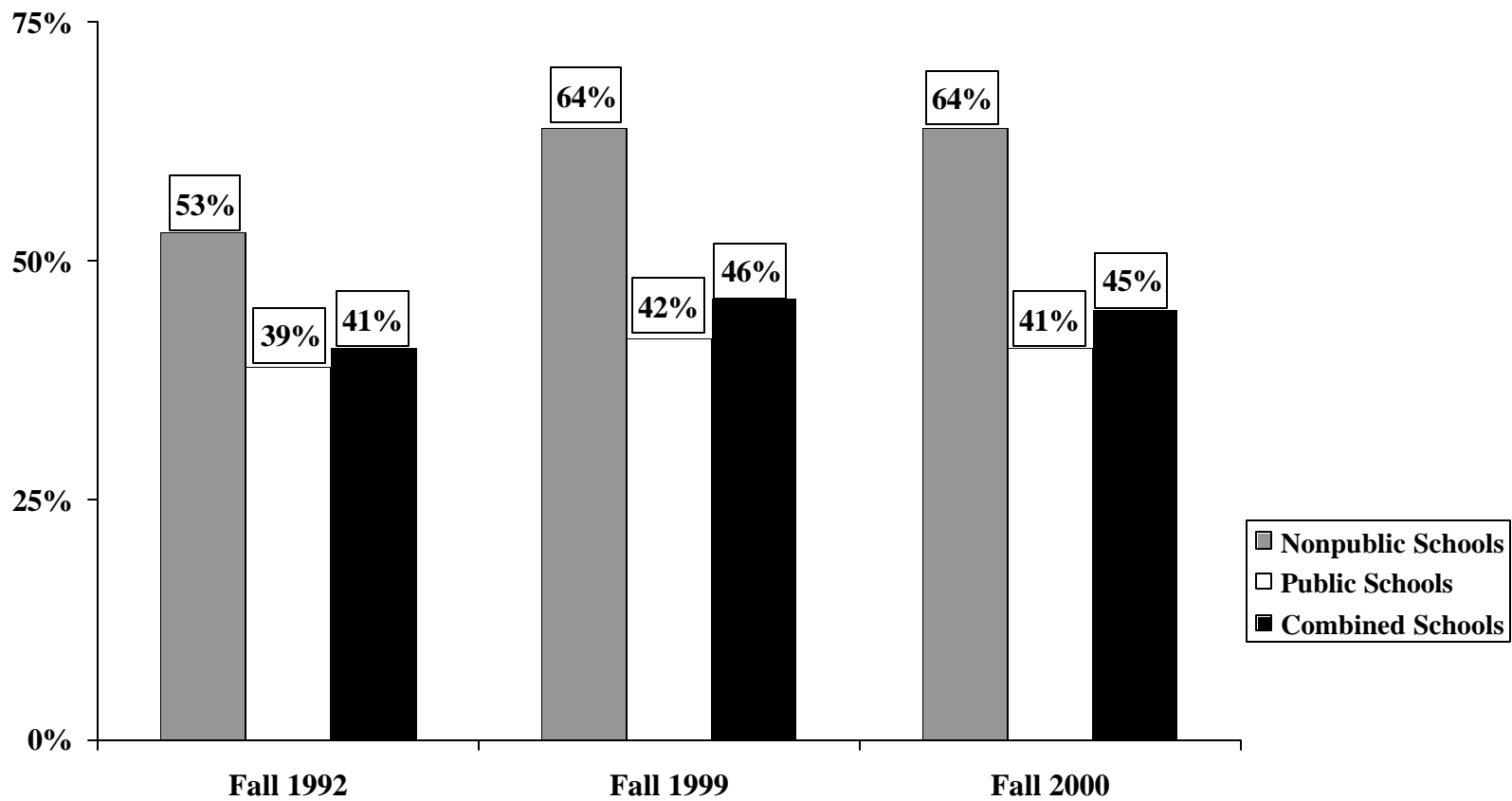
Analysis of data indicates Fall 2000 FTF enrollments for nonpublic high school graduates increased by 56 freshmen, as compared with the number of Fall 1999 FTF. The college-going rate for nonpublic high school graduates was stable at 64% in Fall 1999 and in Fall 2000. Although the college-going rate for nonpublic high school graduates (64%) was greater than that of the public high school graduates (41%), the number of FTF who graduated from public high schools (15,867 FTF) was greater than the number of FTF who graduated from nonpublic high schools (5,457 FTF).

Exhibit 8
Fall 2000 First-Time Freshmen Summary

	Graduates of					
	Public Schools		Nonpublic Schools		Public and Nonpublic Schools Combined	
	Number	Percent	Number	Percent	Number	Percent
Total 1999-2000 Graduates	38,959	82%	8,589*	18%	47,548*	100%
Graduates Who Attended 2-Year Colleges						
1999-2000 Graduates Who were Fall 2000 FTF	1,984	5%	480	6%	2,464	5%
Fall 2000 FTF Enrolled in Developmental Courses	1,547	78%	353	74%	1,900	77%
Graduates Who Attended 4-Year Colleges/Universities						
1999-2000 Graduates Who were Fall 2000 FTF	13,883	36%	4,977	58%	18,860	40%
Fall 2000 FTF Enrolled in Developmental Courses	4,890	35%	1,176	24%	6,066	32%
Graduates Who Attended 2- and 4-Year Colleges/Universities Combined						
1999-2000 Graduates Who were Fall 2000 FTF	15,867	41%	5,457*	64%	21,324*	45%
Fall 2000 FTF Enrolled in Developmental Courses	6,437	41%	1,529	28%	7,966	37%

* One nonpublic high school did not report its 1999-2000 graduate count. This high school had only one FTF student in Fall 2000.

Exhibit 9
Percent of Graduates Who Became First-Time Freshmen
in Fall 1992, 1999, or 2000



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

During the Fall 2000 semester/quarter, 41% of Louisiana's 1999-2000 public high school graduates enrolled as FTF in Louisiana colleges/universities. Of these 15,867 public high school graduates who made an immediate transition to college, the majority (or 13,883 of the Fall 2000 FTF) were attending 4-year institutions and an additional 1,984 were enrolled in Louisiana's 2-year colleges in the Fall 2000 semester/quarter.

Exhibit 10 provides district-level statistics on the number and percent of Louisiana's 1998-99 and 1999-2000 public high school graduates who were first-time freshmen in Fall 1999 or Fall 2000. 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 20% to 53% in 1999-2000.

For each public school district, Exhibit 10 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 2000. As shown, college-going rates decreased for 44 public school districts, with the rate of 19 public school districts declining by 5% or more. However, in 18 public school districts, the college-going rate improved in Fall 2000, with seven of these district rates increasing by 5% or more.

Exhibit 10

Number and Percent of 1998-99 and 1999-2000 Public High School Graduates That Became FTF, by District

	Number of 1998-99 High School Graduates	Graduates Who Were Fall 1999 FTF		Number of 1999-00 High School Graduates	Graduates Who Were Fall 2000 FTF		Percentage Points Difference
		Number	Percent*		Number	Percent*	
Louisiana	38,038	16,055	42%	38,959	15,867	41%	-1%
Acadia	492	158	32%	511	150	29%	-3%
Allen	223	77	35%	220	89	40%	5%
Ascension	768	323	42%	710	343	48%	6%
Assumption	177	81	46%	197	85	43%	-3%
Avoyelles	354	150	42%	405	161	40%	-2%
Beauregard	386	141	37%	358	123	34%	-3%
Bienville	151	60	40%	150	38	25%	-15%
Bossier	947	456	48%	976	422	43%	-5%
Caddo	2,209	1,056	48%	2,280	989	43%	-5%
Calcasieu	1,849	764	41%	1,817	723	40%	-1%
Caldwell	96	33	34%	87	31	36%	2%
Cameron	103	38	37%	134	47	35%	-2%
Catahoula	113	53	47%	115	41	36%	-11%
Claiborne	160	77	48%	158	56	35%	-13%
Concordia	177	73	41%	168	60	36%	-5%
DeSoto	252	95	38%	288	100	35%	-3%
East Baton Rouge	2,691	1,445	54%	2,905	1,504	52%	-2%
East Carroll	85	19	22%	79	16	20%	-2%
East Feliciana	148	53	36%	156	41	26%	-10%
Evangeline	338	149	44%	283	94	33%	-11%
Franklin	208	71	34%	194	72	37%	3%
Grant	158	69	44%	149	54	36%	-8%
Iberia	745	293	39%	714	277	39%	0%
Iberville	227	99	44%	234	101	43%	-1%

	Number of 1998-99 High School Graduates	Graduates Who Were Fall 1999 FTF		Number of 1999-00 High School Graduates	Graduates Who Were Fall 2000 FTF		Percentage Points Difference
		Number	Percent*		Number	Percent*	
Louisiana	38,038	16,055	42%	38,959	15,867	41%	-1%
Jackson	164	72	44%	154	58	38%	-6%
Jefferson	2,588	913	35%	2,554	901	35%	0%
Jefferson Davis	330	118	36%	333	136	41%	5%
Lafayette	1,584	723	46%	1,685	756	45%	-1%
Lafourche	836	369	44%	888	371	42%	-2%
LaSalle	162	56	35%	152	58	38%	3%
Lincoln	327	179	55%	322	159	49%	-6%
Livingston	925	411	44%	995	465	47%	3%
Madison	141	34	24%	115	31	27%	3%
Morehouse	246	101	41%	244	91	37%	-4%
Natchitoches	326	153	47%	342	140	41%	-6%
Orleans **	3,507	1,280	37%	3,604	1,288	36%	-1%
Ouachita	827	450	54%	789	329	42%	-12%
Plaquemines	241	101	42%	258	134	52%	10%
Pointe Coupee	181	48	27%	184	54	29%	2%
Rapides	1,370	570	42%	1,336	546	41%	-1%
Red River	81	29	36%	90	32	36%	0%
Richland	198	68	34%	209	58	28%	-6%
Sabine	235	86	37%	262	91	35%	-2%
St. Bernard	444	228	51%	563	246	44%	-7%
St. Charles	578	292	51%	583	309	53%	2%
St. Helena	88	32	36%	64	25	39%	3%
St. James	246	106	43%	260	115	44%	1%
St. John the Baptist	290	97	33%	328	101	31%	-2%
St. Landry	817	317	39%	898	282	31%	-8%
St. Martin	407	126	31%	446	128	29%	-2%
St. Mary	554	228	41%	549	209	38%	-3%
St. Tammany	1,790	808	45%	1,843	948	51%	6%

	Number of 1998-99 High School Graduates	Graduates Who Were Fall 1999 FTF		Number of 1999-00 High School Graduates	Graduates Who Were Fall 2000 FTF		Percentage Points Difference
		Number	Percent*		Number	Percent*	
Louisiana	38,038	16,055	42%	38,959	15,867	41%	-1%
Tangipahoa	937	345	37%	1,069	454	42%	5%
Tensas	72	27	38%	58	20	34%	-4%
Terrebonne	1,052	392	37%	1,083	373	34%	-3%
Union	189	81	43%	203	65	32%	-11%
Vermilion	525	211	40%	529	195	37%	-3%
Vernon	487	162	33%	465	154	33%	0%
Washington	271	90	33%	239	73	31%	-2%
Webster	381	143	38%	417	142	34%	-4%
West Baton Rouge	224	108	48%	218	101	46%	-2%
West Carroll	135	56	41%	138	58	42%	1%
West Feliciana	113	57	50%	125	50	40%	-10%
Winn	138	69	50%	130	67	52%	2%
Monroe City	446	215	48%	430	183	43%	-5%
Bogalusa City	165	53	32%	164	62	38%	6%
Other Schools***	363	218	60%	353	192	54%	-6%

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

** Because of some school re-configurations and the assignment of new sitecodes, some summer graduates could not be included in these calculations.

*** In 1999-2000, the "Other Schools" category included Grambling State University Lab High School; Louisiana School for the Deaf; Louisiana School for Mathematics, Science, and the Arts; Louisiana State University Lab School; Northwood Preparatory High School; and Southern University Lab School.

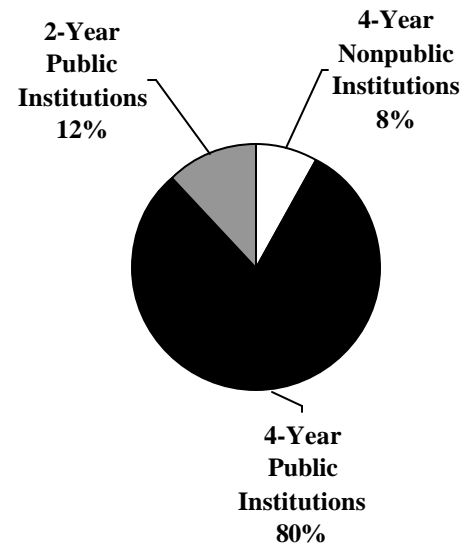
Which colleges and universities did Louisiana's 1999-2000 high school graduates attend?

Of Louisiana's 30 post-secondary institutions, the majority (13 institutions) are public 4-year colleges/universities. Eight are 4-year nonpublic institutions, and nine are 2-year public institutions. Exhibit 8 provided the number of FTF who were enrolled at Louisiana's 2-year or 4-year institutions in Fall 2000. As previously shown, 2,464 FTF were enrolled at 2-year institutions while the remaining 18,860 FTF were enrolled at 4-year institutions.

Exhibit 11 presents the percentage of Fall 2000 first-time freshmen that 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 Fall 2000 FTF attended a 4-year nonpublic university that is located in Louisiana.

Enrollment patterns for the Fall 1999 FTF class were identical to those of the Fall 2000 FTF class. That is, the proportion of the FTF class enrolled in nonpublic institutions, in 2-year public colleges, or in 4-year public institutions did not change from Fall 1999 to Fall 2000.

Exhibit 11
Percent of Fall 2000 First-Time Freshmen
Enrolled at Louisiana Institutions,
by Institution Type and
Control (Public/Nonpublic)



Further analysis of college enrollment data revealed that the majority of the Louisiana Fall 2000 FTF who attended college in their home state were enrolled at public institutions (92% of these FTF), whereas 8% were enrolled on nonpublic campuses. In addition, 88% of Louisiana's 2000 FTF attended 4-year colleges/universities, with 12% enrolled in 2-year colleges. National enrollment patterns are not yet available for 2000, nor for 1999, but calculations based on national 1998 data (reported by NCES, 2001, Table 174), show that about 77% of all college students are enrolled at public institutions and approximately 23% are attending private post-secondary institutions. Among students at degree-granting institutions, about 62% of all students enrolled in 4-year institutions and roughly 38% enrolled in 2-year colleges. In addition, 1998 college enrollment statistics provided by the OCED report (2000) indicated that 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 suggest 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. Data in Barbett's report (2000) also indicated that in Fall 1997, 61.3% of all students studied were at 4-year institutions and 38.7% attended 2-year institutions.¹

The Fall 2000 enrollment patterns lead to the conclusion that most of Louisiana's FTF are enrolled in public institutions and in 4-year institutions, but relatively small percentages of the Fall 2000 FTF class utilized the 2-year colleges or the nonpublic Louisiana colleges/

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 2-year 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 universities. (All nonpublic institutions participating in the *FTF Program*

are now 4-year campuses.) However, national enrollment percentages for all students suggest that a smaller proportion of students enroll in public institutions, a larger proportion enroll in nonpublic colleges, and more than one-third of other students were enrolled on a 2- year campus, while just over 60% were attending 4-year institutions.

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 attempt college, possibly with a larger proportion of an FTF class seeking entrance into the in-state nonpublic colleges/universities than in the past.

However, 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 enroll in 2-year degree programs as the state's community colleges are expanded. If the 2-year campuses can keep costs at a reasonable level and provide a quality education, Louisiana may be successful in increasing the educational attainment of its young adult citizens, thus increasing their chances for higher paying jobs when these future college completers make the transition to full-time employment. We may also see the size of the FTF classes decrease if technical and job-training opportunities expand, as alternatives to college degrees, or if a greater number of recent high school graduates enter military service.

Since the future is uncertain, educational planning can be aided by examining what has recently occurred within Louisiana. Thus, in Part IV of this report, the focus is on describing the Louisiana's Fall 2000 FTF class and on statistics regarding the enrollment of FTF in developmental courses. As previously mentioned, each FTF was a full-time student in the Fall 2000 semester/quarter and all students were enrolled at a public or nonpublic college/university that is located in Louisiana.

Part IV. The Fall 2000 Louisiana First-Time Freshmen Class

Information in Part IV is organized to discuss the demographic characteristics (i.e., ethnic and gender composition) of the 2000 FTF class, performance on the ACT, enrollment in developmental courses, and successful completion of the Fall 2000 semester/quarter. Additional information from other national studies and professional literature will be included for the reader's consideration. Given the types of courses named in a survey of Fall 2000 developmental courses, it **cannot** be assumed that all work completed in a developmental course was remedial work or even information that students had ever attempted when in high school. However, the less-prepared FTF may have been advised to enroll in developmental courses for the purpose of acquiring additional knowledge of specific subjects or for developing reading and study skills, critical thinking, or problem-solving abilities, that are expected to improve their success in college. If any Fall 2000 developmental courses were designed to acquaint students with a campus, these courses were probably offered to help new students adapt to a new environment.

What was the demographic make-up of Louisiana's First-Time Freshman Class of 2000?

Exhibit 12 provides information on the ethnicity of Fall 2000 FTF. Of the 15,867 FTF who had graduated from Louisiana public schools, approximately 63% were White, 33% were Black, 3% were Asian/Pacific Islanders, and 1% were Hispanics. Of the 5,457 FTF who graduated from nonpublic schools, approximately 84% were White, 9% were Black, 2% were Hispanics, and less than 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 have ethnicity reported.

Louisiana's Fall 2000 FTF class was predominantly White (68%). Black students comprised the next largest ethnic group (27%), followed

by Asian/Pacific Islanders (2%) and Hispanics (less than 2%). Less than 1% were identified as American Indians/Alaskan Natives. [Of all FTF, 122 freshmen (less than 1%) did not identify their ethnicity.] A comparison of Louisiana's 1999 and 2000 FTF classes suggests that the representation of Asian/Pacific Islanders, Hispanics, and American Indians/Alaskan Natives was similar in both years. Black participation decreased approximately one percentage point between Fall 1999 and Fall 2000 (from 28% to 27%), while White participation increased from 66% in 1999 to 68% in 2000. The majority of the FTF were females in both 1999 (58% female) and in 2000 (58% female).

National reports (Wirt, 2000 & 2001, 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 33% in Fall 1999 and 31% in Fall 2000.

Exhibit 12 also provides ethnicity information on 7,966 FTF who were enrolled in one or more developmental courses in the Fall of 2000. Of the 6,437 developmental FTF who had graduated from Louisiana public schools, approximately 49% were Black, 47% were White, 2% were Asian/Pacific Islanders, and less than 2% were Hispanics. Of the 1,529 developmental FTF who were graduates of nonpublic schools, approximately 75% were White, 18% were Black, 3% were Hispanics, and 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 12
Fall 2000 First-Time Freshmen Summary by Ethnicity*

Ethnicity Category	Public Schools		Nonpublic Schools		Public and Nonpublic Schools Combined	
All of the 2000 FTF	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	59	< 1%	21	< 1%	80	< 1%
Asian/Pacific Islander	400	3%	78	< 2%	478	2%
Black	5,295	33%	518	9%	5,813	27%
Hispanic	179	1%	113	2%	292	< 2%
White	9,932	63%	4,607	84%	14,539	68%
Data Not Available	2	0 %	120	2%	122	1%
2000 Developmental FTF						
American Indian/Alaskan Native	20	< 1%	10	< 1%	30	< 1%
Asian/Pacific Islander	124	2%	17	1%	141	< 2%
Black	3,127	49%	276	18%	3,403	43%
Hispanic	103	< 2%	42	3%	145	2%
White	3,062	47%	1,145	75%	4,207	53%
Data Not Available	1	0%	39	< 3%	40	< 1%

*The percents are rounded to whole percentage points.

As a group, Louisiana's Fall 2000 developmental FTF were predominantly White (53%) or Black (43%) students. Approximately 4% of the Fall 2000 developmental FTF were of the remaining minority groups, while 40 of the developmental FTF did not have ethnicity data.

This study of Louisiana's Fall 2000 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 K12 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. The 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 2000 excluded part-time college students and those who postponed their college entrance, 1999-2000 high school graduates who are similar to the *low-income dependents* may not be well-represented in the Fall 2000 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 1999-2000 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 2000 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 Fall 2000 FTF. In addition to summarizing the ACT performance for these FTF and comparing findings to the Fall 1999 FTF class, this report also provides an overview of ACT results for developmental FTF and for the public and nonpublic high school graduates combined. Exhibit 13 provides various average ACT composite scores for Louisiana and for the Nation.

Louisiana's 2000 High School Class, ACT Performance. As a group, Louisiana's 2000 high school class had an average ACT composite score of 19.6, which was the same as the 1999 high school class average. The national ACT composite average score has been 21.0 since 1997.

Comparing Louisiana's 2000 ACT performance across subgroups of students indicates that the average composite score of males increased from 19.6 (in 1999) to 19.7 (in 2000), while there was no change in the average ACT composite score of Louisiana's females (19.5 for both 1999 and 2000). In the nation as a whole, males had an average ACT composite score of 21.2 (in 2000) while the nation's females obtained an average of 20.9 (ACT, 1999 and 2000).

In 2000, ACT scores for the nation were reported by ethnic groups, demonstrating that Whites (21.8) and Asians/Pacific Islanders (21.7) outperformed Hispanics (19.5), American Indians/Alaskan Natives (19.0), Mexican Americans/Chicanos (18.6), and African Americans/ Blacks (17.0). In 2000, Louisiana's White graduates (20.8) and Asians/ Pacific Islanders (20.5) had the highest average composite scores, followed by

Mexican Americans/Chicanos (20.0), Hispanics (19.4), American Indians/Alaskan Natives (19.3), and African Americans/ Blacks (16.7) (ACT, 2000). For Louisiana, 2000 ACT score improvement was noted among American Indians/Alaskan Natives (19.3 vs. 19.1) and Mexican Americans/Chicanos (20.0 vs. 19.3), as compared with the lower average composite scores of 1999. The Louisiana 2000 average ACT composite scores declined slightly for Hispanics (19.4 vs. 19.5), while scores were stable for African Americans/Blacks (at 16.7), Asian Americans (at 20.5), and for Whites (at 20.8).

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 13, those 1999-2000 high school students (in Louisiana and in the nation) who completed a typical college preparatory curriculum were found to have higher average ACT composite scores than students who did not complete a college preparatory curriculum.

Louisiana's Fall 2000 FTF, ACT Performance. ACT composite scores were available on roughly 97.7% of the Fall 2000 FTF. Of these Louisiana 2000 FTF, 39% had scores ranging from 1 to 19. The remaining 61% had an ACT composite score equal to or greater than 20. Furthermore, the average ACT composite score of these FTF (20.6) was higher than that of the entire 2000 high school class (19.6).

When considering the ethnic groups, analysis of the ACT data for the 2000 Louisiana FTF indicated that White FTF had the highest average ACT composite scores (21.9), followed by Asians/Pacific Islanders (21.2). The average ACT composite scores for FTF who were American Indians/Alaskan Natives (20.8), Hispanics (20.6), and for Blacks (17.3) were lower. Furthermore, male 2000 FTF, whose average ACT was 20.9, outperformed the female FTF (20.4).

Exhibit 13
1999 vs. 2000 ACT Average Composite Scores*

Description of the Averages	Nation's High School Class		Louisiana's High School Class		Louisiana's FTF Class		Louisiana's Developmental FTF	
	1999	2000	1999	2000	1999	2000	1999	2000
Overall Average ACT Composite	21.0	21.0	19.6	19.6	20.4	20.6	17.1	17.2
Averages by Gender								
Males	21.1	21.2	19.6	19.7	20.6	20.9	16.9	17.0
Females	20.9	20.9	19.5	19.5	20.3	20.4	17.2	17.3
Averages by Ethnicity Groups**								
Whites	21.7	21.8	20.8	20.8	21.7	21.9	18.1	18.3
Asian/Pacific Islanders	21.7	21.7	20.5	20.5	21.0	21.2	17.0	17.4
Mexican Americans/Chicanos	18.6	18.6	19.3	20.0				
Hispanics	19.6	19.5	19.5	19.4	20.5	20.6	17.6	18.0
American Indian/Alaskan Natives	18.9	19.0	19.1	19.3	20.0	20.8	16.7	18.1
African American/Blacks	17.1	17.0	16.7	16.7	17.3	17.3	15.7	15.7
Averages by Curriculum***								
Completed Core	22.0	22.0	20.6	20.5				
Did Not Complete Core	19.4	19.5	17.0	17.1				
Averages by Type of High School								
Public School					20.1	20.2	16.9	17.0
Nonpublic School					21.5	21.8	17.7	18.1
Averages by College Destination								
2-year public					17.4	17.5	16.4	16.6
4-year public					20.6	20.8	17.2	17.3
4-year nonpublic					22.8	22.9	17.9	18.0

* If cells are blank, no information was available from the FTF data analysis or from other documents.

** In Louisiana FTF data collections, there is only one ethnic group for members of the Spanish population.

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

Just as the college-going rates of public high school graduates differed from those of nonpublic high school graduates, the average ACT composite scores were different for graduates who became FTF. That is, Fall 2000 FTF who graduated from public high schools had an average ACT composite score of 20.2; FTF who were nonpublic high school graduates had an average composite score of 21.8. Looking at the ACT data from the perspective of college destination, Louisiana Fall 2000 FTF who enrolled in nonpublic universities tended to post higher ACT composite scores (average of 22.9) than their peers who entered 4-year public institutions (20.8), or the FTF who enrolled in 2-year public institutions (17.5). It was also found that the Fall 2000 nondevelopmental FTF had an average ACT score of 22.6, whereas the developmental freshmen had an average score of 17.2.

FTF Performance on the ACT: Fall 1999 compared with Fall 2000. The average ACT composite score of FTF increased from 20.4 in Fall 1999 to 20.6 in Fall 2000. The average score of FTF who graduated from public high schools increased from 20.1 in 1999 to 20.2, while the average ACT composite score for FTF who graduated from nonpublic schools rose from 21.5 to 21.8.

What percentage of the Fall 2000 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 2000 was presented in Exhibit 8. As previously shown, 37% of the Fall 2000 FTF (or 7,966 FTF) were taking one or more developmental courses in Fall 2000. The Fall 2000 developmental rate for FTF who were Louisiana public high school graduates (41%) was higher than the rate for FTF who were Louisiana nonpublic high school graduates (28%).

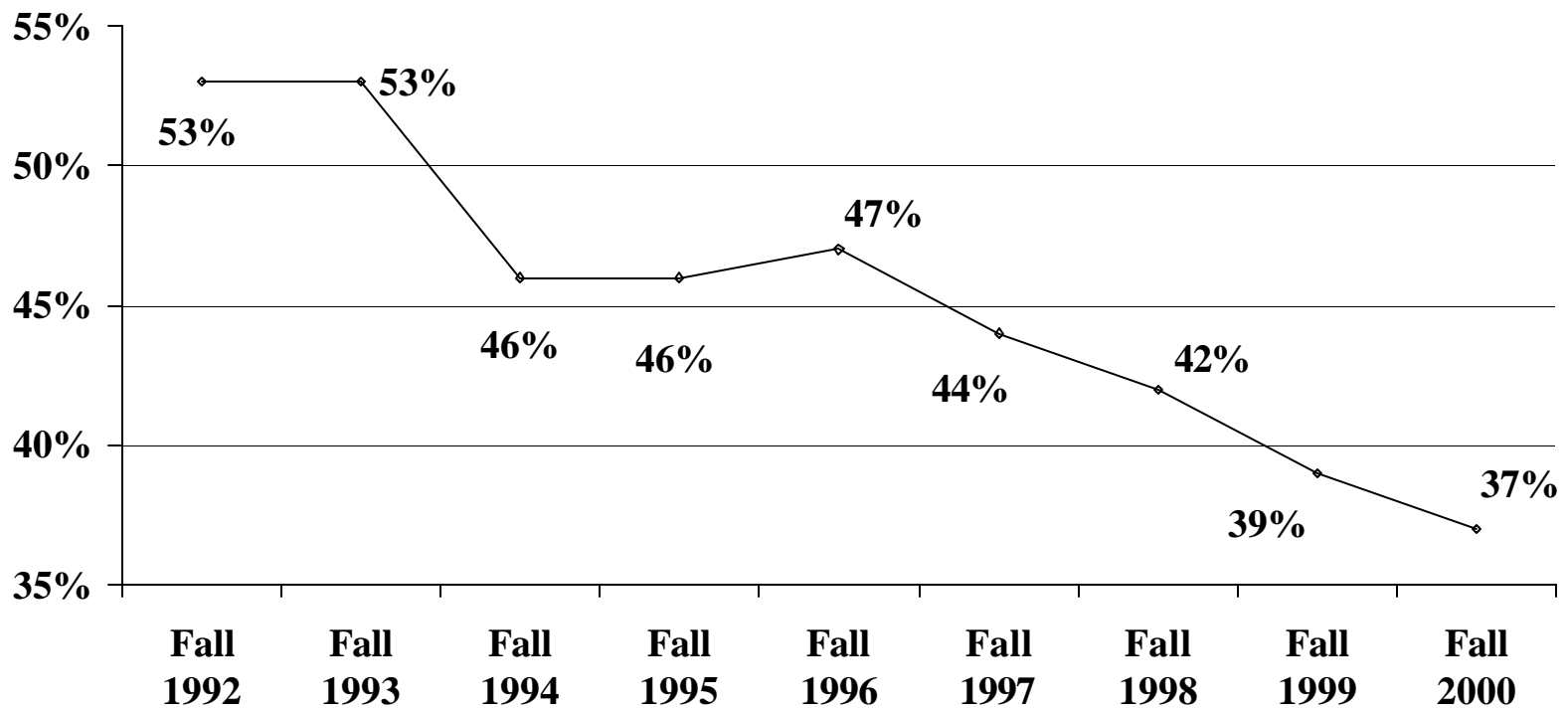
When FTF from the Louisiana public schools enrolled at 4-year post-secondary institutions in Fall 2000, their developmental rate was 35%, as compared with 24% for the FTF of the nonpublic high schools. However, developmental rates for the two groups were similar for FTF at 2-year campuses. That is, 78% of public school FTF required developmental instruction while enrolled at a 2-year institution, as compared with 74% 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 (32%), 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 14 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 in 1992. 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 39% in 1999 and to 37% in Fall 2000.

Exhibit 14
Percent of FTF Enrolled in Developmental Courses:
Fall 1992 Through Fall 2000



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 growth in other types of post-secondary educational programs, which may be options for less-prepared students; improvements in Louisiana high schools, which produced graduates who were better prepared for college credit courses; and/or decisions of the better-prepared high school graduates to remain in Louisiana for college/university studies.

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 2000, when the percentage of nonpublic school graduates enrolled as developmental FTF was 28%, as compared with 41% of the students who were from public high schools. (In Fall 1999, 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.)

Exhibit 15 presents the developmental FTF rates for each of Louisiana's public school districts. (In Exhibit 15, the Louisiana data include only graduates of public schools who were FTF.) Results are shown for both the Fall 1999 and the Fall 2000 FTF classes. The percentages of developmental FTF for the public school districts ranged from 21% to 74% in Fall 1999 and from 25% to 85% in Fall 2000.

The last column of Exhibit 15 provides the percentage points difference, which indicates how the public school district developmental rates changed from Fall 1999 to Fall 2000. In 36 districts, Fall 2000 developmental rates decreased from the Fall 1999 rates; 26 other public districts showed an increase in Fall 2000 developmental rates.

In the Fall of 2000, the developmental rates of 15 districts increased by 5% or more, whereas the rates of 20 districts decreased by 5% or more, as compared to the 1999 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 15
Fall 1999 and 2000 First-Time Freshmen Developmental Rates of Public High School Graduates, by District

	Number of Fall 1999 FTF	Fall 1999 Developmental FTF		Number of Fall 2000 FTF	Fall 2000 Developmental FTF		Percentage Points Difference
		Number	Percent		Number	Percent	
Louisiana	16,055	6,691	42%	15,867	6,437	41%	-1%
Acadia	158	80	51%	150	75	50%	-1%
Allen	77	30	39%	89	48	54%	15%
Ascension	323	68	21%	343	107	31%	10%
Assumption	81	22	27%	85	26	31%	4%
Avoyelles	150	69	46%	161	96	60%	14%
Beauregard	141	45	32%	123	36	29%	-3%
Bienville	60	22	37%	38	25	66%	29%
Bossier	456	164	36%	422	128	30%	-6%
Caddo	1,056	430	41%	989	402	41%	0%
Calcasieu	764	205	27%	723	219	30%	3%
Caldwell	33	18	55%	31	13	42%	-13%
Cameron	38	14	37%	47	16	34%	-3%
Catahoula	53	24	45%	41	22	54%	9%
Claiborne	77	33	43%	56	24	43%	0%
Concordia	73	27	37%	60	19	32%	-5%
DeSoto	95	53	56%	100	55	55%	-1%
East Baton Rouge	1,445	459	32%	1,504	470	31%	-1%
East Carroll	19	14	74%	16	10	63%	-11%
East Feliciana	53	34	64%	41	21	51%	-13%
Evangeline	149	91	61%	94	59	63%	2%
Franklin	71	41	58%	72	45	63%	5%

	Number of Fall 1999 FTF	Fall 1999 Developmental FTF		Number of Fall 2000 FTF	Fall 2000 Developmental FTF		Percentage Points Difference
		Number	Percent		Number	Percent	
Louisiana	16,055	6,691	42%	15,867	6,437	41%	-1%
Grant	69	38	55%	54	25	46%	-9%
Iberia	293	122	42%	277	114	41%	-1%
Iberville	99	45	45%	101	38	38%	-7%
Jackson	72	27	38%	58	24	41%	3%
Jefferson	913	527	58%	901	512	57%	-1%
Jefferson Davis	118	41	35%	136	40	29%	-6%
Lafayette	723	241	33%	756	218	29%	-4%
Lafourche	369	127	34%	371	138	37%	3%
LaSalle	56	25	45%	58	22	38%	-7%
Lincoln	179	67	37%	159	44	28%	-9%
Livingston	411	112	27%	465	118	25%	-2%
Madison	34	20	59%	31	16	52%	-7%
Morehouse	101	50	50%	91	55	60%	10%
Natchitoches	153	84	55%	140	79	56%	1%
Orleans	1,280	825	64%	1,288	747	58%	-6%
Ouachita	450	185	41%	329	140	43%	2%
Plaquemines	101	57	56%	134	60	45%	-11%
Pointe Coupee	48	22	46%	54	24	44%	-2%
Rapides	570	258	45%	546	225	41%	-4%
Red River	29	16	55%	32	24	75%	20%
Richland	68	47	69%	58	35	60%	-9%
Sabine	86	40	47%	91	41	45%	-2%
St. Bernard	228	116	51%	246	108	44%	-7%
St. Charles	292	87	30%	309	114	37%	7%

	Number of Fall 1999 FTF	Fall 1999 Developmental FTF		Number of Fall 2000 FTF	Fall 2000 Developmental FTF		Percentage Points Difference
		Number	Percent		Number	Percent	
Louisiana	16,055	6,691	42%	15,867	6,437	41%	-1%
St. Helena	32	23	72%	25	21	84%	12%
St. James	106	47	44%	115	48	42%	-2%
St. John the Baptist	97	58	60%	101	55	54%	-6%
St. Landry	317	146	46%	282	132	47%	1%
St. Martin	126	49	39%	128	61	48%	9%
St. Mary	228	94	41%	209	102	49%	8%
St. Tammany	808	217	27%	948	260	27%	0%
Tangipahoa	345	147	43%	454	167	37%	-6%
Tensas	27	16	59%	20	17	85%	26%
Terrebonne	392	180	46%	373	169	45%	-1%
Union	81	41	51%	65	38	58%	7%
Vermilion	211	81	38%	195	63	32%	-6%
Vernon	162	65	40%	154	65	42%	2%
Washington	90	40	44%	73	29	40%	-4%
Webster	143	60	42%	142	64	45%	3%
West Baton Rouge	108	32	30%	101	30	30%	0%
West Carroll	56	25	45%	58	24	41%	-4%
West Feliciana	57	24	42%	50	18	36%	-6%
Winn	69	23	33%	67	27	40%	7%
Monroe City	215	143	67%	183	103	56%	-11%
Bogalusa City	53	25	47%	62	31	50%	3%
Other Schools*	218	33	15%	192	36	19%	4%

* In 1999-2000, the "Other Schools" category included Grambling State University Lab High School; Louisiana School for the Deaf; Louisiana School for Mathematics, Science, and the Arts; Louisiana State University Lab School; Northwood Preparatory High School; and Southern University Lab School.

In what developmental subject areas were Fall 2000 enrollments the highest?

Among all 21,324 FTF and across the 30 Louisiana colleges/universities, the Fall 2000 developmental course enrollment rate was highest in mathematics (32%). The enrollment percentages in other subject areas were 15% in English, 8% in reading, and 1% in other developmental courses. With the exception of mathematics courses, these Fall 2000 Louisiana percentages were 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 16 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 2000, 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 2000 first-time freshmen who were enrolled in developmental courses vary among the public school districts?

Exhibit 16 presents additional information, by public school district, on the developmental enrollment rates of the 1999-2000 public high school graduates who were first-time freshmen in the Fall of 2000. Across all Louisiana public school districts, developmental rates among Fall 2000 first-time freshmen were highest in the category of mathematics, with the statewide public school developmental rate equaling 34%. Among the public school districts, the lowest developmental mathematics rate was 22%, while the highest rate was 70%. Twenty-seven of the public school districts had 40% or more of their 2000 FTF enrolled in developmental mathematics courses.

Across the state, 17% 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 8% to a high of 56%. Two of the public school districts had 40% or more of their 2000 FTF enrolled in developmental English courses.

Approximately 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 35%. Only one district had no FTF enrolled in developmental reading and only three districts had more than 30% of their FTF enrolled in developmental reading courses.

Only 1% of the FTF who graduated from Louisiana public schools were enrolled in other developmental courses. Forty-two public districts had no Fall 2000 FTF enrolled in other developmental courses. By comparison, the highest district-level percentage of FTF enrolled in other developmental courses was 11%.

Exhibit 16
Percent of 2000 Developmental FTF, by Public School District and Subjects

	2000 Percent* of FTF enrolled in Developmental				2000 Percent* of Developmental FTF
	Mathematics	English	Reading	Other	
Louisiana	34%	17%	10%	1%	41%
Acadia	44%	27%	2%	3%	50%
Allen	47%	26%	3%	1%	54%
Ascension	26%	13%	5%	0%	31%
Assumption	26%	14%	17%	0%	31%
Avoyelles	57%	14%	12%	4%	60%
Beauregard	27%	13%	2%	0%	29%
Bienville	61%	26%	21%	3%	66%
Bossier	28%	14%	7%	11%	30%
Caddo	34%	20%	11%	5%	41%
Calcasieu	27%	12%	1%	0.1%	30%
Caldwell	39%	10%	7%	0%	42%
Cameron	32%	11%	0%	0%	34%
Catahoula	42%	17%	15%	0%	54%
Claiborne	38%	20%	13%	2%	43%
Concordia	23%	12%	15%	0%	32%
DeSoto	43%	26%	16%	3%	55%
East Baton Rouge	24%	14%	11%	0.1%	31%
East Carroll	50%	31%	31%	0%	63%
East Feliciana	37%	22%	22%	0%	51%
Evangeline	61%	27%	12%	4%	63%
Franklin	58%	21%	10%	0%	63%
Grant	41%	15%	4%	0%	46%
Iberia	37%	13%	7%	0%	41%
Iberville	29%	13%	11%	0%	38%

	2000 Percent* of FTF enrolled in Developmental				2000 Percent* of Developmental FTF
	Mathematics	English	Reading	Other	
Louisiana	34%	17%	10%	1%	41%
Jackson	29%	24%	10%	0%	41%
Jefferson	49%	28%	13%	1%	57%
Jefferson Davis	23%	14%	5%	0.7%	29%
Lafayette	27%	8%	2%	0.1%	29%
Lafourche	30%	16%	18%	0%	37%
LaSalle	33%	12%	7%	2%	38%
Lincoln	23%	9%	4%	0%	28%
Livingston	22%	10%	1%	0%	25%
Madison	42%	29%	29%	3%	52%
Morehouse	48%	25%	22%	0%	60%
Natchitoches	44%	26%	16%	0%	56%
Orleans	48%	31%	20%	2%	58%
Ouachita	35%	16%	8%	0%	43%
Plaquemines	40%	22%	20%	0%	45%
Pointe Coupee	37%	17%	9%	2%	44%
Rapides	37%	10%	8%	4%	41%
Red River	56%	31%	22%	0%	75%
Richland	50%	22%	26%	0%	60%
Sabine	34%	23%	12%	2%	45%
St. Bernard	39%	15%	15%	0%	44%
St. Charles	31%	16%	9%	0%	37%
St. Helena	48%	56%	32%	0%	84%
St. James	30%	24%	14%	0.9%	42%
St. John the Baptist	46%	23%	16%	0%	54%
St. Landry	38%	25%	3%	1%	47%
St. Martin	41%	14%	5%	0%	48%
St. Mary	44%	19%	13%	0%	49%

	2000 Percent* of FTF enrolled in Developmental				2000 Percent* of Developmental FTF
	Mathematics	English	Reading	Other	
Louisiana	34%	17%	10%	1%	41%
St. Tammany	24%	8%	2%	0.1%	27%
Tangipahoa	30%	20%	4%	0%	37%
Tensas	70%	50%	35%	0%	85%
Terrebonne	37%	21%	16%	0%	45%
Union	51%	23%	9%	0%	58%
Vermilion	30%	13%	6%	0%	32%
Vernon	38%	15%	2%	0%	42%
Washington	32%	16%	7%	0%	40%
Webster	43%	18%	11%	6%	45%
West Baton Rouge	25%	8%	8%	0%	30%
West Carroll	38%	12%	7%	0%	41%
West Feliciana	34%	8%	10%	0%	36%
Winn	33%	19%	13%	0%	40%
Monroe City	43%	30%	22%	0%	56%
Bogalusa City	45%	15%	7%	0%	50%
Other Schools**	13 %	7%	8%	0%	19%

* The developmental rates are rounded to whole percentage points, except under other developmental courses.

** In 1999-2000, the "Other Schools" category included Grambling State University Lab High School; Louisiana School for the Deaf; Louisiana School for Mathematics, Science, and the Arts; Louisiana State University Lab School; Northwood Preparatory High School; and Southern University Lab School.

How did public school district developmental rates differ, subject by subject, between Fall 1999 and Fall 2000?

Subject by subject, developmental rates tended to decrease between Fall 1999 and Fall 2000. Across all public school districts, the percentage of FTF enrolled in developmental mathematics declined from 36% in Fall 1999 to 34% in Fall 2000. The percentage of FTF who enrolled in developmental English declined from 19% to 17%, while the percentage enrolled in developmental reading remained stable at 10%. The percentage of FTF enrolled in other developmental courses also decreased from 2% (Fall 1999) to 1% (Fall 2000).

Looking at the data subject by subject, Fall 1999 was characterized by more variation in district developmental mathematics and English rates, but by less variation in developmental reading and in other developmental courses. That is, district developmental mathematics rates varied by 45 percentage points in the Fall of 1999 and by 48 percentage points in 2000. The developmental English rates varied by 43 percentage points in Fall 1999, increasing to 48 percentage points in the Fall of 2000. However, the developmental reading rate range decreased from 42 percentage points in 1999 to 35 percentage points in 2000. The district rate for other developmental courses also decreased in range from 12 percentage points in 1999 to 11 percentage points in 2000.

How did universities vary in the percentage of Fall 2000 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 17, the Louisiana institutions enrolled a total of 21,324 FTF in Fall 2000; 37% of these freshmen took one or more developmental courses. The percentages of 2000 first-time freshmen (i.e., graduates of public and nonpublic schools combined) enrolled in each subject area were as follows: 32% in developmental mathematics, 15% in developmental English, 8% in developmental reading, and 1% in other developmental courses. The corresponding percentages for the 1999 FTF were 33% in developmental mathematics, 17% in English, 9% in developmental reading, and 2% in other developmental courses.

Fifteen of the 30 participating colleges/universities had 2000 developmental FTF rates that were 50% or above. Of the 15 colleges/universities that had a developmental rate below 50%, eight are public institutions and seven are nonpublic institutions.

Grambling University (a 4-year institution with a FTF minority enrollment of 99%) 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 17, South Louisiana Community College had 91% of its first-time freshmen enrolled in developmental course work, followed by Delgado Community College (90%), River Parishes Community College (80%), LSU at Alexandria (78%), LSU at Eunice (74%), SU at Shreveport (74%), Bossier Parish Community College (73%), Baton Rouge Community College (61%), and Elaine Nunez Community College (55%).

Exhibit 17

Fall 2000 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		21,324	7,966	37%	32%	15%	8%	1%
Louisiana Community and Technical College System	Five of the Public Community Colleges							
Baton Rouge Community College	Public 2-Year	375	227	61%	52%	28%	24%	0%
Bossier Parish Community College	Public 2-Year	277	201	73%	66%	44%	20%	47%
Delgado Community College	Public 2-Year	837	750	90%	87%	50%	33%	6%
Elaine Nunez Community College	Public 2-Year	113	62	55%	44%	27%	37%	0%
River Parishes Community College	Public 2-Year	49	39	80%	74%	39%	2%	N/A
South Louisiana Community College	Public 2-Year	78	71	91%	89%	44%	41%	0%
Louisiana State University System	Five Public Institutions							
LSU at Alexandria	Public 2-Year	278	217	78%	76%	13%	14%	10%
LSU A & M at Baton Rouge	Public 4-Year, Selective Admissions	4,400	275	6%	6%	N/A	N/A	N/A
LSU at Eunice	Public 2-Year	426	313	74%	62%	51%	4%	4%
LSU at Shreveport	Public 4-Year, Selective Admissions	420	86	21%	15%	12%	N/A	N/A
University of New Orleans	Public 4-Year, Selective Admissions	1,223	735	60%	53%	21%	N/A	N/A
Southern University System	Three Public Institutions							
SU A & M at Baton Rouge	Public 4-Year	1,398	592	42%	24%	19%	23%	N/A
SU at New Orleans	Public 4-Year	205	73	36%	20%	5%	11%	0%
SU at Shreveport	Public 2-Year	80	59	74%	65%	24%	39%	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		21,324	7,966	37%	32%	15%	8%	1%
University of Louisiana System	Eight Public Institutions							
Grambling State University	Public 4-Year	269	269	100%	80%	62%	54%	N/A
Louisiana Tech University	Public 4-Year, <i>Selective Admissions</i>	1,374	191	14%	12%	2%	N/A	N/A
McNeese State University	Public 4-Year	841	309	37%	34%	15%	N/A	0%
Nicholls State University	Public 4-Year	1,215	616	51%	41%	26%	27%	N/A
University of Louisiana at Monroe	Public 4-Year	902	602	67%	57%	28%	18%	N/A
Northwestern State University	Public 4-Year	1,136	572	50%	41%	23%	11%	0%
Southeastern Louisiana University	Public 4-Year	1,858	717	39%	34%	16%	N/A	N/A
University of Louisiana at Lafayette	Public 4-Year, <i>Selective Admissions</i>	1,870	636	34%	33%	5%	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>	141	0	0%	N/A	N/A	N/A	N/A
Dillard University	Nonpublic 4-Year, <i>Selective Admissions</i>	283	150	53%	29%	33%	18%	N/A
Louisiana College	Nonpublic 4-Year, <i>Selective Admissions</i>	279	8	3%	3%	0%	0%	N/A
Loyola University of New Orleans	Nonpublic 4-Year, <i>Selective Admissions</i>	361	43	12%	11%	2%	N/A	N/A
Our Lady of Holy Cross College	Nonpublic 4-Year, <i>Selective Admissions</i>	36	11	31%	31%	3%	0%	N/A
Our Lady of the Lake College	Nonpublic 4-Year	25	4	16%	12%	4%	N/A	N/A
Tulane University	Nonpublic 4-Year, <i>Selective Admissions</i>	255	0	0%	N/A	N/A	N/A	N/A
Xavier University of Louisiana	Nonpublic 4-Year	320	138	43%	39%	15%	16%	N/A

Of the five public universities with selective admissions, four (LSU at Baton Rouge, LSU at Shreveport, Louisiana Tech University, and University of Louisiana at Lafayette) had some of the lowest developmental rates. Respectively, these developmental rates were 6%, 21%, 14%, and 34%. Louisiana's other selective admissions public institution (i. e., UNO) had a higher developmental rate of 60%; 41% of the UNO FTF were identified as members of minority groups.

Four selective admission public universities had lower percentages of developmental freshmen in Fall 2000 than in Fall 1999. The developmental rate for LSU at Shreveport declined from 25% to 21%, the rate for UNO decreased from 63% to 60%, the rate for Louisiana Tech decreased from 26% to 14%, and the rate for UL at Lafayette declined from 37% to 34%. However, the developmental rate at LSU at Baton Rouge increased from 5% to 6%. The FTF minority enrollment of LSU at Baton Rouge was 15% in Fall 2000.

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 2000; thus their developmental rates were 0%. Louisiana College (3%), Loyola University (12%), and Our Lady of the Lake College (16%) had low percentages of their FTF enrolled in developmental courses in Fall 2000; however, Dillard University (with over 99% of FTF being minority group members) had a developmental rate of 53%.

Other institutions with a developmental FTF rate less than 50% were Xavier University (43%), Southern University in Baton Rouge (42%), Southeastern Louisiana University (39%), McNeese (37%), Southern University in New Orleans (36%), and Our Lady of Holy Cross College (31%). Xavier University and Our Lady of Holy Cross College are nonpublic institutions, while the other four are public colleges/universities.

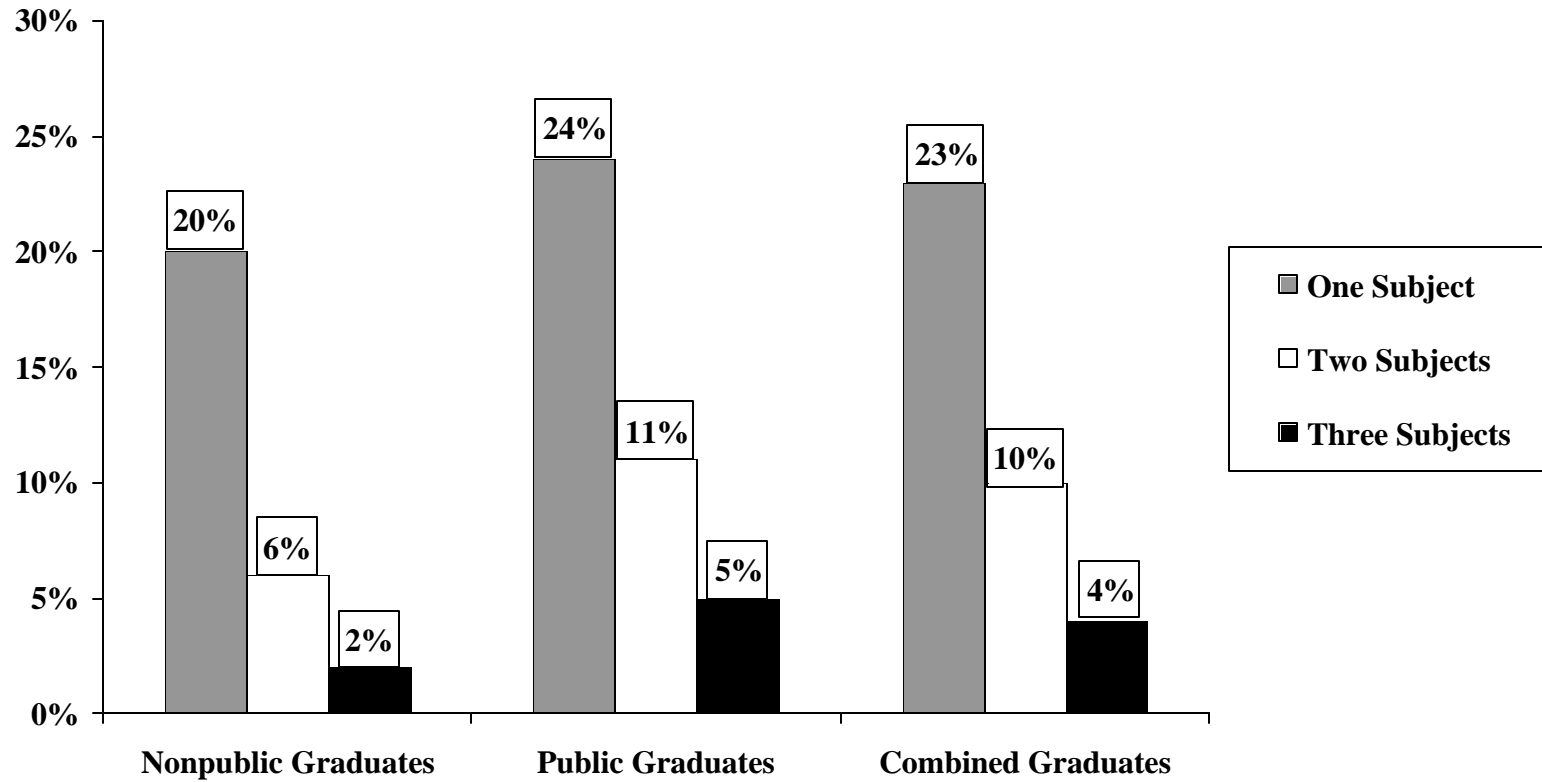
In how many developmental subject areas did Fall 2000 first-time freshmen enroll?

Statewide, 63% 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. Exhibit 18 shows the percent of Louisiana FTF who enrolled in one, two, or three developmental subjects during the Fall 2000 semester. Of all Louisiana FTF, 23% enrolled in one developmental subject, 10% enrolled in two subjects, and 4% enrolled in three subjects. The percentage of the first-time freshmen who were enrolled in all four developmental subject areas was 0.3%².

Comparisons are also made between the developmental placement of first-time freshmen who graduated from public versus nonpublic high schools. As shown in Exhibit 18, of the public graduates who became FTF, 24% enrolled in one developmental subject, 11% enrolled in two, and 5% enrolled in three (0.3% enrolled in all four subjects). By comparison, 20% of FTF who were nonpublic graduates were placed in one developmental subject, 6% were placed in two, and 2% were placed in three (0.1% were placed in all four developmental subjects). However, the majority of FTF (i.e., 72% of those graduating from nonpublic schools and 59% of those from public schools) were not enrolled in any developmental courses in Fall 2000.

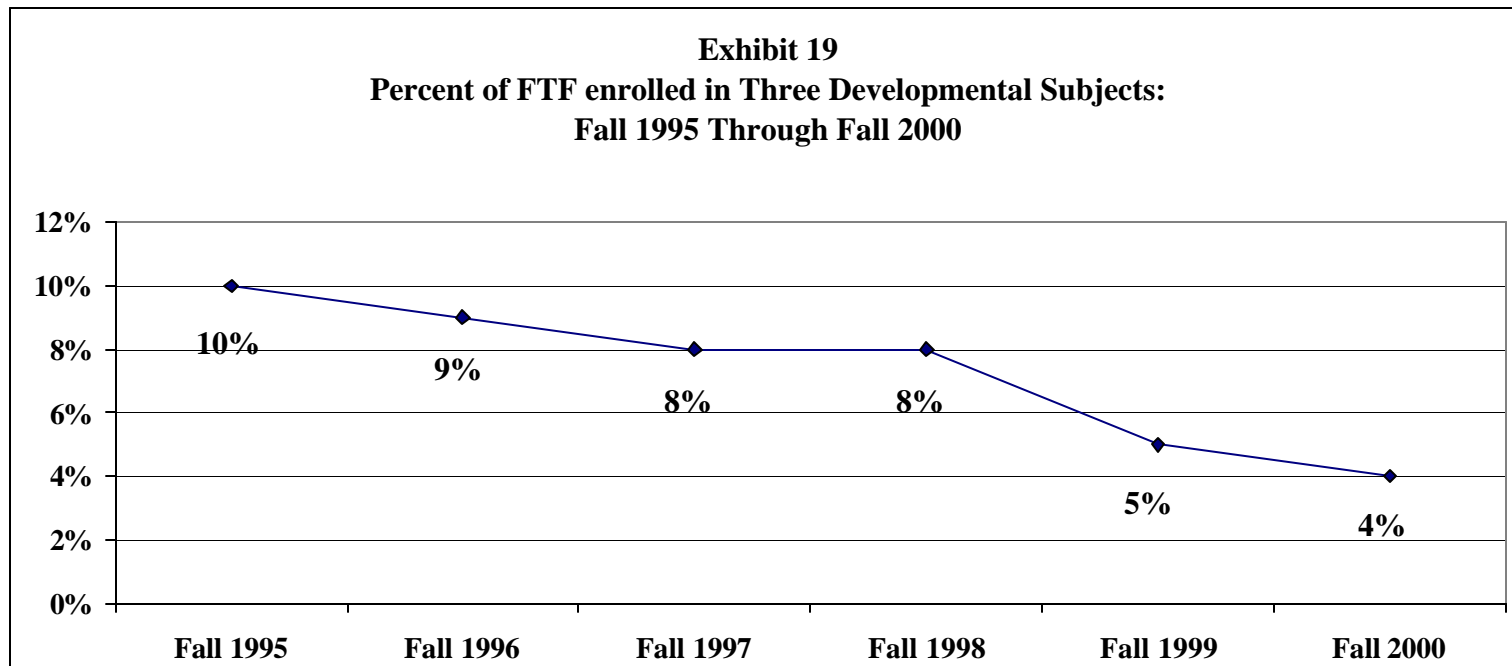
²Percentages of FTF enrolled in four developmental courses were so small that they could not be presented graphically in Exhibit 18.

Exhibit 18
Percentage of Fall 2000 FTF Enrolled in Developmental Subjects,
by Number of Subjects Taken



Since the percentage of FTF enrolled in developmental courses has declined during the 1990s, this study examined longitudinal trends in FTF enrollments in one, two, three, or four developmental courses. The most interesting enrollment pattern was that the percent of FTF enrolled

in three developmental courses has declined from 10% in Fall 1995 to 4% in Fall 2000. As shown in Exhibit 19, the Louisiana FTF enrollment rates in three developmental courses or subjects were reduced dramatically during the late 1990s and in the Fall of 2000.



What percentage of Fall 2000 first-time freshmen successfully completed the semester?

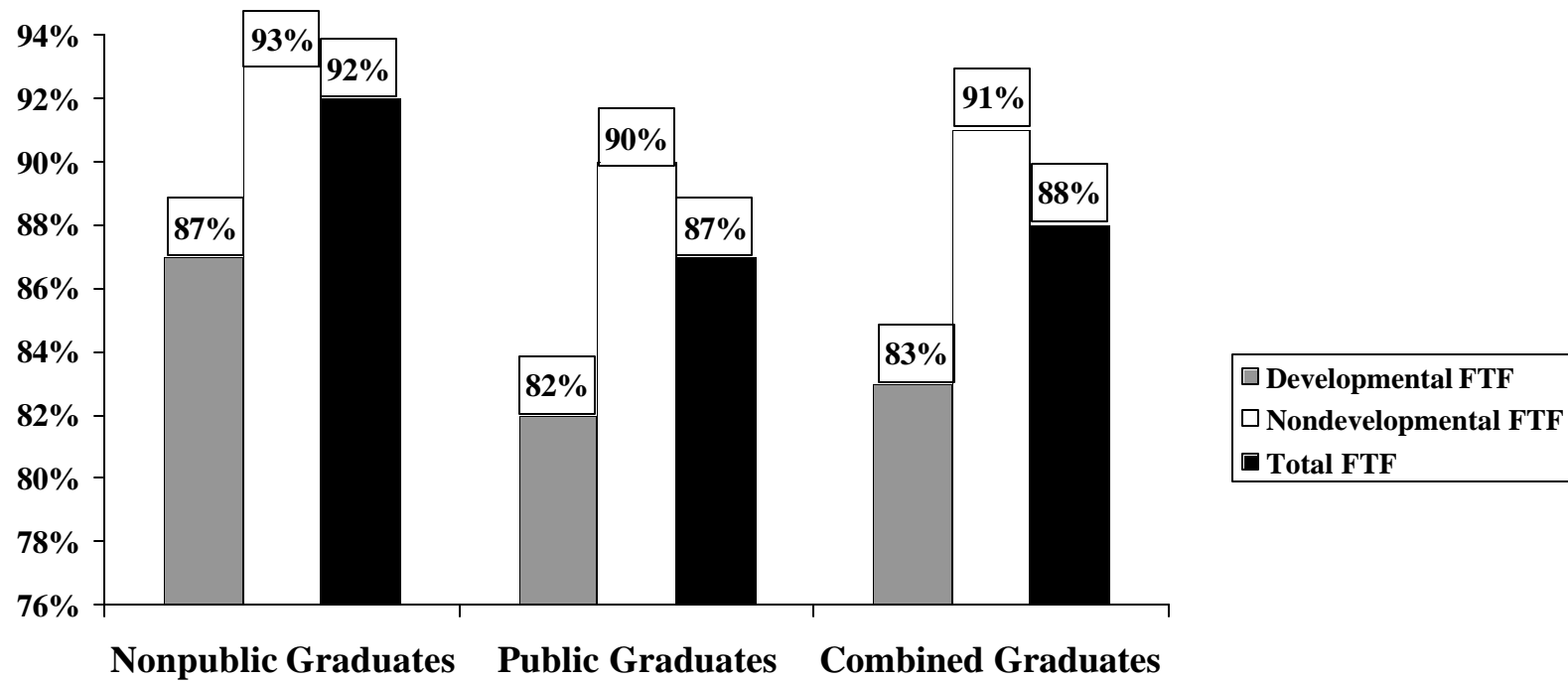
As mentioned in Part I, the *First-Time Freshmen Program* is also collecting data on the percentage of FTF who are “in good academic standing” at the end of the regular Fall semester/quarter (i.e., who complete the semester/quarter and are not on academic probation). Furthermore, the *FTF Program* tests 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 20).

Analysis of the Fall 2000 data reveals that 88% of Fall 2000 first-time freshmen (public and nonpublic combined) completed their first regular semester of college course work in good academic standing. The FTF 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, 91% of the nondevelopmental freshmen completed the semester in good academic standing as compared with 83% 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, 87% of Fall 2000 freshmen who were 1999-2000 public high school graduates successfully completed their first semester of college course work. The success rate among public school graduates was 90% for nondevelopmental freshmen as compared with 82% for developmental freshmen.

Of the 1999-2000 nonpublic high school graduates, 92% were in good academic standing at the end of the Fall 2000 semester. Again, the success rate among nonpublic high school graduates was higher for nondevelopmental freshmen (93%) than for developmental freshmen (87%).

Exhibit 20
Percent of 2000 First-time Freshmen Who Completed the
Semester/Quarter in Good Academic Standing



Part V. 2000 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 2000 FTF indicates some changes in the performance of the 2000 first-time freshmen, as compared with the 1999 first-time freshmen class.

FTF College-Going Rates

- The percentage of public and nonpublic high school graduates who became Louisiana FTF decreased to 45% in Fall 2000. The number of FTF decreased from 21,456 (Fall 1999) to 21,324 (Fall 2000).
- The 2000 college-going rates of public (41%) and nonpublic (64%) high school graduates differed. When compared with the 1999 findings, the college-going rate of public high school graduates was 42% in Fall 1999 but it decreased to 41% in Fall 2000. However, the percentage of nonpublic school graduates who became FTF was 64% in Fall 1999 and in Fall 2000.
- In both 1999 and 2000, the majority of the FTF were women. Ethnicity data suggested that the representation of Black students decreased from 28% in Fall 1999 to 27% in Fall 2000, while White participation rose from 66% to 68%. The participation of other ethnic groups varied only slightly between Fall 1999 and Fall 2000.

FTF Performance on the ACT

- The percentage of Louisiana FTF who received an ACT composite score of 20 or higher increased from 59% in 1999 to 61% in 2000, suggesting that ACT scores were somewhat higher for the FTF of 2000 versus the FTF of 1999.
- Indeed, the average ACT composite score among Louisiana's Fall 2000 FTF was 20.6. While this score was lower than the 2000 national average of 21, it was higher than the Louisiana average for the entire 1999-2000 high school graduating class (19.6), as well as higher than the Fall 1999 FTF average ACT composite score of 20.4.
- On the ACT, the Fall 2000 FTF who had graduated from nonpublic schools (21.8) continued to outperform the freshmen who had graduated from public schools (20.2).
- The 1999-2000 high school graduates (public and nonpublic graduates combined) who enrolled in Louisiana's 4-year nonpublic colleges/universities had higher average ACT composite scores (22.9) than did the recent high school graduates who enrolled in Louisiana 2-year public colleges (17.5) and the FTF who enrolled in this state's 4-year public institutions (20.8).

FTF Developmental Rates

- The percentage of FTF enrolled in one or more developmental courses decreased from 39% in Fall 1999 to 37% in Fall 2000. Over these years, the public high school developmental rate decreased from 42% to 41% and for nonpublic school graduates, the rate decreased from 30% to 28%.
- Of the Fall 2000 FTF who attended Louisiana's 2-year colleges, 77% were enrolled in developmental courses, whereas 32% of the FTF who attended Louisiana's 4-year institutions were enrolled in developmental courses. Developmental enrollments among all Fall 2000 FTF (including graduates of both public and nonpublic schools) were highest in mathematics (32%), followed by English (15%), reading (8%), and other developmental courses (1%). In Fall 1999, comparable developmental rates were 33% in mathematics, 17% in English, 9% in reading, and 2% in other developmental courses.
- Public school districts continued to have higher percentages of their FTF enrolled in developmental mathematics (34%) than in any other developmental courses; however, the 2000 developmental mathematics rate was lower than the 1999 rate of 36%. For public school districts, the remaining Fall 2000 developmental rates were as follows: 17% in English, 10% in reading, and 1% in other developmental courses. In these developmental courses, the 2000 enrollment rates also decreased from the comparable 1999 rates when 19% of the FTF (public school graduates only) enrolled in developmental English and 2% were in other developmental courses. Ten percent enrolled in developmental reading in both years.

FTF In Good Academic Standing

- A total of 21,324 (or 45%) of the 1999-2000 high school graduates enrolled in Louisiana public or nonpublic institutions in Fall 2000. Of the Fall 2000 FTF class, 7,966 freshmen (or 37%) were enrolled in one or more developmental courses. The majority (or 6,437) of the developmental freshmen had graduated from Louisiana public schools, while 1,529 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 (92%) than for graduates of public schools (87%). However, 88% of the entire FTF class finished the Fall 2000 semester/quarter in good academic standing.
- The percentage of FTF in good academic standing was higher among the nondevelopmental freshmen (91%) than among the developmental freshmen (83%). This performance pattern was seen among graduates of both the public high schools (90% of the nondevelopmental freshmen vs. 82% of the developmental freshmen finished in good academic standing) and the nonpublic high schools (93% of the nondevelopmental freshmen vs. 87% of these developmental freshmen finished the Fall 2000 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 2000, 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 1999-2000 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 1999-2000 graduates
# of FTF	Number of the Fall 2000 first-time freshmen
% of FTF	Percent of graduates who were first-time freshmen in Fall 2000
# of Dev FTF	Number of first-time freshmen who were enrolled in developmental courses in Fall 2000
% of Dev FTF	Percent of first-time freshmen who were enrolled in developmental courses in Fall 2000
# in Good Standing	Number of first-time freshmen who were in good academic standing at the end of the Fall 2000 term
% in Good Standing	Percent of first-time freshmen who were in good academic standing at the end of the Fall 2000 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 seven 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 55 is an index, which will help readers locate the schools of each district or diocese.

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Louisiana Schools That Produced 1999-2000 Graduates and Fall 2000 First-Time Freshmen

Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS		47,548	21,324	45%	7,966	37%	18,721	88%
Acadia Public Schools								
001005	Church Point High School	127	48	38%	22	46%	46	96%
001007	Crowley High School	134	42	31%	24	57%	35	83%
001017	Midland High School	48	8	17%	2	25%	8	100%
001021	Rayne High School	118	26	22%	14	54%	20	77%
001034	Iota High School	84	26	31%	13	50%	25	96%
District Totals		511	150	29%	75	50%	134	89%
Allen Public Schools								
002001	Elizabeth High School	13	5	38%	4	80%	4	80%
002002	Fairview High School	24	8	33%	5	63%	6	75%
002004	Kinder High School	62	25	40%	15	60%	22	88%
002006	Oakdale High School	76	29	38%	11	38%	22	76%
002009	Oberlin High School	26	12	46%	8	67%	8	67%
002010	Reeves High School	17	10	59%	5	50%	7	70%
002014	Allen Parish Alternative Sch.	2	0	0%	0	0%	0	0%
District Totals		220	89	40%	48	54%	69	78%
Ascension Public Schools								
003003	Donaldsonville High School	104	39	38%	17	44%	34	87%
003005	East Ascension High School	254	132	52%	35	27%	111	84%
003014	St. Amant High School	352	172	49%	55	32%	160	93%
District Totals		710	343	48%	107	31%	305	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			47,548	21,324	45%	7,966	37%	18,721	88%
Assumption Public Schools									
	004001	Assumption High School	197	85	43%	26	31%	78	92%
	District Totals		197	85	43%	26	31%	78	92%
Avoyelles Public Schools									
	005004	Bunkie High School	140	59	42%	39	66%	54	92%
	005016	Marksville High School	136	61	45%	40	66%	56	92%
	005018	Avoyelles High School	129	41	32%	17	41%	38	93%
	District Totals		405	161	40%	96	60%	148	92%
Beauregard Public Schools									
	006002	DeRidder High School	155	66	43%	16	24%	60	91%
	006004	East Beauregard High School	52	18	35%	3	17%	17	94%
	006007	Hyatt High School	15	2	13%	1	50%	2	100%
	006008	Merryville High School	31	9	29%	2	22%	9	100%
	006010	Singer High School	10	1	10%	1	100%	1	100%
	006011	South Beauregard High Sch.	95	27	28%	13	48%	26	96%
	District Totals		358	123	34%	36	29%	115	94%
Bienville Public Schools									
	007001	Arcadia High School	37	10	27%	10	100%	10	100%
	007002	Bienville High School	15	4	27%	3	75%	3	75%
	007003	Castor High School	23	5	22%	2	40%	4	80%
	007006	Gibbsland-Coleman High Sch.	16	4	25%	4	100%	4	100%
	007008	Ringgold High School	47	12	26%	6	50%	8	67%
	007009	Saline High School	12	3	25%	0	0%	3	100%
	District Totals		150	38	25%	25	66%	32	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			47,548	21,324	45%	7,966	37%	18,721	88%
Bossier Public Schools									
	008001	Airline High School	289	151	52%	46	30%	139	92%
	008006	Benton High School	99	40	40%	16	40%	35	88%
	008009	Bossier High School	121	32	26%	17	53%	27	84%
	008017	Haughton High School	216	88	41%	21	24%	77	88%
	008020	Parkway High School	222	106	48%	24	23%	97	92%
	008022	Plain Dealing High School	28	5	18%	4	80%	4	80%
	008035	Bossier Achievement Center	1	0	0%	0	0%	0	0%
	District Totals		976	422	43%	128	30%	379	90%
Caddo Public Schools									
	009008	C. E. Byrd High School	303	176	58%	55	31%	162	92%
	009012	Caddo Parish Magnet H. S.	282	175	62%	14	8%	155	89%
	009013	Captain Shreve High School	252	122	48%	48	39%	108	89%
	009022	Fair Park High School	129	35	27%	28	80%	29	83%
	009025	Green Oaks High School	87	25	29%	20	80%	21	84%
	009031	Huntington High School	321	115	36%	58	50%	101	88%
	009042	North Caddo High School	102	35	34%	18	51%	28	80%
	009045	Northwood High School	170	76	45%	35	46%	63	83%
	009054	Oak Terrace/J.B. Harville Alternative School	15	0	0%	0	0%	0	0%
	009059	Southwood High School	364	156	43%	77	49%	129	83%
	009069	Booker T. Washington H. S.	118	45	38%	24	53%	36	80%
	009073	Woodlawn High School	92	24	26%	20	83%	16	67%
	009076	Hamilton Terrace Learning Center	45	5	11%	5	100%	5	100%
	District Totals		2,280	989	43%	402	41%	853	86%

Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS		47,548	21,324	45%	7,966	37%	18,721	88%
Calcasieu Public Schools								
010003	Alfred M. Barbe High School	347	178	51%	31	17%	166	93%
010004	Bell City High School	45	13	29%	3	23%	12	92%
010014	DeQuincy High School	64	22	34%	9	41%	18	82%
010025	Sam Houston High School	213	95	45%	15	16%	87	92%
010026	Iowa High School	101	28	28%	13	46%	24	86%
010031	Lake Charles/Boston H. S.	79	18	23%	8	44%	12	67%
010033	LaGrange High School	236	89	38%	33	37%	77	87%
010051	Starks High School	24	6	25%	0	0%	6	100%
010052	Sulphur High School	362	145	40%	30	21%	137	94%
010056	Vinton High School	69	28	41%	16	57%	28	100%
010058	Washington/Marion Magnet High School	149	59	40%	43	73%	48	81%
010064	Westlake High School	116	42	36%	18	43%	37	88%
010070	Calcasieu P.M. High School	12	0	0%	0	0%	0	0%
District Totals		1,817	723	40%	219	30%	652	90%
Caldwell Public Schools								
011001	Caldwell Parish High School	87	31	36%	13	42%	26	84%
District Totals		87	31	36%	13	42%	26	84%
Cameron Public Schools								
012003	Grand Lake High School	33	14	42%	7	50%	14	100%
012004	Hackberry High School	20	8	40%	1	13%	7	88%
012005	Johnson Bayou High School	15	6	40%	2	33%	6	100%
012007	South Cameron High School	66	19	29%	6	32%	16	84%
District Totals		134	47	35%	16	34%	43	92%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			47,548	21,324	45%	7,966	37%	18,721	88%
Catahoula Public Schools									
	013001	Block High School	69	25	36%	13	52%	23	92%
	013002	Central High School	7	3	43%	3	100%	2	67%
	013005	Harrisonburg High School	23	9	39%	4	44%	9	100%
	013011	Sicily Island High School	16	4	25%	2	50%	4	100%
	District Totals		115	41	36%	22	54%	38	93%
Claiborne Public Schools									
	014002	Athens High School	9	3	33%	2	67%	2	67%
	014004	Haynesville High School	45	18	40%	4	22%	15	83%
	014007	Homer High School	67	26	39%	15	58%	24	92%
	014009	Junction City High School	6	0	0%	0	0%	0	0%
	014010	Pineview High School	15	1	7%	1	100%	1	100%
	014011	Summerfield High School	16	8	50%	2	25%	8	100%
	District Totals		158	56	35%	24	43%	50	89%
Concordia Public Schools									
	015002	Ferriday High School	55	10	18%	6	60%	8	80%
	015006	Monterey High School	31	15	48%	2	13%	12	80%
	015008	Vidalia High School	82	35	43%	11	31%	31	89%
	District Totals		168	60	36%	19	32%	51	85%
DeSoto Public Schools									
	016004	Logansport High School	39	12	31%	7	58%	11	92%
	016007	Mansfield High School	126	49	39%	27	55%	48	98%
	016008	Pelican All Saints High Sch.	18	4	22%	2	50%	3	75%
	016010	Stanley High School	32	9	28%	6	67%	8	89%
	016012	North DeSoto High School	73	26	36%	13	50%	26	100%
	District Totals		288	100	35%	55	55%	96	96%

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			47,548	21,324	45%	7,966	37%	18,721	88%
East Baton Rouge Public Schools									
	017001	Arlington Preparatory Acad.	3	0	0%	0	0%	0	0%
	017004	Baker High School	184	83	45%	36	43%	63	76%
	017008	Baton Rouge Magnet H.S.	259	196	76%	14	7%	186	95%
	017010	Belaire High School	216	107	50%	37	35%	87	81%
	017016	Broadmoor Senior High Sch.	228	110	48%	41	37%	87	79%
	017021	Capitol Senior High School	121	58	48%	42	72%	28	48%
	017023	Central High School	279	153	55%	39	25%	141	92%
	017025	Baton Rouge Preparatory Academy	3	0	0%	0	0%	0	0%
	017038	Glen Oaks Senior High Sch.	209	93	45%	56	60%	61	66%
	017045	Istrouma Senior High School	152	42	28%	22	52%	24	57%
	017052	Robert E. Lee High School	216	108	50%	37	34%	81	75%
	017056	McKinley Senior High School	121	66	55%	14	21%	49	74%
	017063	Northdale Alternative Magnet Academy	32	4	13%	3	75%	0	0%
	017065	Northeast High School	66	18	27%	8	44%	11	61%
	017079	Scotlandville Magnet H. S.	183	132	72%	27	20%	114	86%
	017088	Tara High School	229	99	43%	32	32%	69	70%
	017092	Valley Park School	3	0	0%	0	0%	0	0%
	017102	Woodlawn High School	208	110	53%	33	30%	95	86%
	017104	Zachary High School	193	125	65%	29	23%	104	83%
	District Totals		2,905	1,504	52%	470	31%	1,200	80%
East Carroll Public Schools									
	018002	Lake Providence Senior H.S.	69	13	19%	7	54%	12	92%
	018003	Monticello High School	10	3	30%	3	100%	3	100%
	District Totals		79	16	20%	10	63%	15	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			47,548	21,324	45%	7,966	37%	18,721	88%
East Feliciana Public Schools									
	019001	Clinton High School	84	24	29%	12	50%	14	58%
	019014	Jackson High School	72	17	24%	9	53%	13	77%
	District Totals		156	41	26%	21	51%	27	66%
Evangeline Public Schools									
	020001	Basile High School	29	9	31%	7	78%	9	100%
	020002	Bayou Chicot High School	36	12	33%	8	67%	12	100%
	020004	Chataignier High School	19	3	16%	2	67%	3	100%
	020008	Mamou High School	50	15	30%	6	40%	14	93%
	020010	Pine Prairie High School	42	15	36%	11	73%	14	93%
	020013	Vidrine High School	24	13	54%	5	38%	13	100%
	020014	Ville Platte High School	83	27	33%	20	74%	16	59%
	District Totals		283	94	33%	59	63%	81	86%
Franklin Public Schools									
	021002	Crowville High School	92	34	37%	24	71%	28	82%
	021007	Winnsboro High School	72	32	44%	16	50%	31	97%
	021012	Wisner High School	30	6	20%	5	83%	6	100%
	District Totals		194	72	37%	45	63%	65	90%
Grant Public Schools									
	022004	Georgetown High School	20	4	20%	3	75%	4	100%
	022005	Grant High School	101	42	42%	18	43%	40	95%
	022006	Montgomery High School	28	8	29%	4	50%	8	100%
	District Totals		149	54	36%	25	46%	52	96%

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			47,548	21,324	45%	7,966	37%	18,721	88%
Iberia Public Schools									
	023007	Delcambre High School	67	24	36%	7	29%	24	100%
	023015	Jeanerette Senior High Sch.	104	32	31%	18	56%	26	81%
	023020	Loreauville High School	57	21	37%	9	43%	21	100%
	023024	New Iberia Senior High Sch.	485	200	41%	80	40%	176	88%
	023037	Iberia Parish Career Center	1	0	0%	0	0%	0	0%
	District Totals		714	277	39%	114	41%	247	89%
Iberville Public Schools									
	024010	Plaquemine Senior High Sch.	143	65	45%	25	38%	45	69%
	024017	White Castle High School	24	8	33%	3	38%	6	75%
	024023	North Iberville Elem./H. S.	38	15	39%	5	33%	12	80%
	024025	East Iberville Elem./H. S.	29	13	45%	5	38%	10	77%
	District Totals		234	101	43%	38	38%	73	72%
Jackson Public Schools									
	025001	Chatham High School	17	1	6%	1	100%	1	100%
	025005	Jonesboro-Hodge High Sch.	60	25	42%	12	48%	21	84%
	025007	Quitman High School	44	19	43%	8	42%	18	95%
	025010	Weston High School	33	13	39%	3	23%	11	85%
	District Totals		154	58	38%	24	41%	51	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			47,548	21,324	45%	7,966	37%	18,721	88%
Jefferson Public Schools									
	026010	Alfred Bonnabel High School	297	122	41%	56	46%	112	92%
	026022	East Jefferson High School	238	77	32%	41	53%	67	87%
	026023	John Ehret High School	571	193	34%	109	56%	154	80%
	026029	Fisher Middle/High School	74	27	36%	16	59%	26	96%
	026031	Grand Isle High School	16	7	44%	4	57%	7	100%
	026045	L. W. Higgins High School	419	128	31%	90	70%	106	83%
	026051	Grace King High School	276	122	44%	56	46%	112	92%
	026068	Riverdale High School	212	87	41%	46	53%	80	92%
	026080	West Jefferson High School	451	138	31%	94	68%	111	80%
	District Totals		2,554	901	35%	512	57%	775	86%
Jefferson Davis Public Schools									
	027001	Elton High School	39	22	56%	6	27%	19	86%
	027004	Hathaway High School	21	8	38%	2	25%	7	88%
	027006	Jennings High School	101	46	46%	15	33%	43	93%
	027010	Lacassine Elem/High School	45	16	36%	5	31%	14	88%
	027012	Lake Arthur High School	63	19	30%	5	26%	17	89%
	027014	Welsh High School	64	25	39%	7	28%	22	88%
	District Totals		333	136	41%	40	29%	122	90%
Lafayette Public Schools									
	028002	Acadiana High School	390	168	43%	45	27%	146	87%
	028010	Carencro High School	293	112	38%	37	33%	94	84%
	028011	O. Comeaux High School	361	182	50%	55	30%	170	93%
	028019	Lafayette High School	397	226	57%	53	23%	208	92%
	028027	Northside High School	193	64	33%	25	39%	52	81%
	028046	Lafayette Charter High Sch.	51	4	8%	3	75%	3	75%
	District Totals		1,685	756	45%	218	29%	673	89%

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LOUISIANA TOTALS			47,548	21,324	45%	7,966	37%	18,721	88%
Lafourche Public Schools									
	029003	Central Lafourche High Sch.	282	120	43%	51	43%	108	90%
	029026	South Lafourche High School	275	120	44%	38	32%	102	85%
	029029	Thibodaux High School	331	131	40%	49	37%	114	87%
	District Totals		888	371	42%	138	37%	324	87%
LaSalle Public Schools									
	030004	Jena High School	106	39	37%	13	33%	32	82%
	030006	LaSalle High School	46	19	41%	9	47%	19	100%
	District Totals		152	58	38%	22	38%	51	88%
Lincoln Public Schools									
	031003	Choudrant High School	34	17	50%	4	24%	15	88%
	031005	Dubach High School	18	7	39%	2	29%	6	86%
	031013	Ruston High School	238	124	52%	34	27%	114	92%
	031014	Simsboro High School	27	10	37%	3	30%	10	100%
	031021	Lincoln Parish Secondary Alternative School	2	1	50%	1	100%	1	100%
	031022	Howard School	3	0	0%	0	0%	0	0%
	District Totals		322	159	49%	44	28%	146	92%

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LOUISIANA TOTALS		47,548	21,324	45%	7,966	37%	18,721	88%
Livingston Public Schools								
032002	Albany High School	96	33	34%	13	39%	28	85%
032005	Denham Springs High School	363	203	56%	50	25%	172	85%
032008	Doyle High School	35	19	54%	3	16%	19	100%
032009	French Settlement High Sch.	53	18	34%	9	50%	14	78%
032012	Holden High School	33	12	36%	2	17%	9	75%
032014	Live Oak High School	146	66	45%	16	24%	58	88%
032016	Pine Ridge School	2	0	0%	0	0%	0	0%
032017	Maurepas School	12	6	50%	2	33%	5	83%
032023	Springfield High School	60	22	37%	7	32%	20	91%
032024	Walker High School	195	86	44%	16	19%	79	92%
District Totals		995	465	47%	118	25%	404	87%
Madison Public Schools								
033002	Reuben McCall Senior H. S.	66	18	27%	10	56%	18	100%
033004	Tallulah High School	35	12	34%	5	42%	12	100%
033005	Thomastown School	14	1	7%	1	100%	1	100%
District Totals		115	31	27%	16	52%	31	100%
Morehouse Public Schools								
034002	Bastrop High School	215	83	39%	48	58%	71	86%
034010	Delta High School	29	8	28%	7	88%	8	100%
District Totals		244	91	37%	55	60%	79	87%
Natchitoches Public Schools								
035009	Natchitoches Central H. S.	265	109	41%	61	56%	90	83%
035026	Lakeview Junior-Senior H. S.	77	31	40%	18	58%	29	94%
District Totals		342	140	41%	79	56%	119	85%

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LOUISIANA TOTALS			47,548	21,324	45%	7,966	37%	18,721	88%
Orleans Public Schools									
	036002	Marion Abramson Sr. H. S.	242	73	30%	52	71%	59	81%
	036016	G. W. Carver Senior H. S.	134	33	25%	25	76%	21	64%
	036020	Joseph S. Clark Senior H. S.	121	30	25%	29	97%	23	77%
	036022	Walter L. Cohen High School	120	26	22%	19	73%	19	73%
	036035	Warren Easton Fundamental Senior High School	347	154	44%	102	66%	111	72%
	036042	Alcee Fortier High School	129	18	14%	15	83%	9	50%
	036043	Benjamin Franklin Sr. H. S.	201	90	45%	2	2%	89	99%
	036064	Edna Karr Magnet School	166	121	73%	49	41%	100	83%
	036065	John F. Kennedy Sr. H. S.	366	115	31%	88	77%	70	61%
	036069	L. B. Landry High School	76	18	24%	15	83%	12	67%
	036072	Lawless High School	124	31	25%	25	81%	27	87%
	036088	McDonogh #35 Senior H. S.	286	183	64%	79	43%	149	81%
	036095	John McDonogh Senior H. S.	248	48	19%	35	73%	29	60%
	036096	McMain Magnet Secondary School	216	132	61%	46	35%	116	88%
	036102	Fredrick A. Douglass H. S.	173	29	17%	20	69%	14	48%
	036110	Rabouin Career Magnet H.S.	131	46	35%	39	85%	34	74%
	036120	Urban League St. Academy	1	0	0%	0	0%	0	0%
	036121	O. Perry Walker School	167	58	35%	47	81%	40	69%
	036122	Booker T. Washington Sch.	74	10	14%	7	70%	10	100%
	036137	East New Orleans Educational Center	7	0	0%	0	0%	0	0%
	036152	Sarah Towels Reed H. S.	275	73	27%	53	73%	52	71%
		District Totals	3,604	1,288	36%	747	58%	984	76%

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LOUISIANA TOTALS			47,548	21,324	45%	7,966	37%	18,721	88%
Ouachita Public Schools									
	037019	Ouachita Parish High School	231	96	42%	45	47%	85	89%
	037025	Richardson High School	31	1	3%	1	100%	1	100%
	037032	Sterlington High School	37	14	38%	7	50%	14	100%
	037036	West Monroe High School	329	157	48%	69	44%	142	90%
	037046	West Ouachita High School	161	61	38%	18	30%	57	93%
	District Totals		789	329	42%	140	43%	299	91%
Plaquemines Public Schools									
	038001	Belle Chasse High School	98	53	54%	21	40%	47	89%
	038003	Boothville-Venice School	36	18	50%	9	50%	15	83%
	038004	Buras High School	60	39	65%	16	41%	25	64%
	038006	Phoenix High School	29	5	17%	2	40%	4	80%
	038007	Port Sulphur High School	35	19	54%	12	63%	16	84%
	District Totals		258	134	52%	60	45%	107	80%
Pointe Coupee Public Schools									
	039003	Livonia High School	88	26	30%	14	54%	23	88%
	039014	Pointe Coupee Central H. S.	96	28	29%	10	36%	22	79%
	District Totals		184	54	29%	24	44%	45	83%

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LOUISIANA TOTALS			47,548	21,324	45%	7,966	37%	18,721	88%
Rapides Public Schools									
	040003	Alexandria Senior High Sch.	197	108	55%	41	38%	102	94%
	040006	Bolton High School	182	78	43%	27	35%	76	97%
	040011	Buckeye High School	103	46	45%	20	43%	44	96%
	040014	Glenmora High School	28	13	46%	7	54%	12	92%
	040019	Kelso Redirection Academy	8	0	0%	0	0%	0	0%
	040028	Oak Hill High School	32	13	41%	6	46%	13	100%
	040030	Peabody Magnet High School	195	78	40%	44	56%	67	86%
	040033	Pineville High School	161	88	55%	30	34%	84	95%
	040035	Plainview High School	17	7	41%	3	43%	5	71%
	040037	Rapides High School	47	19	40%	8	42%	19	100%
	040048	Tioga High School	191	70	37%	23	33%	68	97%
	040055	Northwood High School	32	11	34%	7	64%	10	91%
	040059	Ewell S. Aiken Optional Sch.	143	15	10%	9	60%	14	93%
	District Totals		1,336	546	41%	225	41%	514	94%
Red River Public Schools									
	041002	Coushatta High School	54	20	37%	16	80%	17	85%
	041003	Hall Summit School	11	2	18%	1	50%	1	50%
	041004	Martin High School	23	10	43%	7	70%	8	80%
	041009	Red River Parish Alternative School	2	0	0%	0	0%	0	0%
	District Totals		90	32	36%	24	75%	26	81%
Richland Public Schools									
	042001	Delhi High School	49	14	29%	9	64%	12	86%
	042006	Mangham High School	51	16	31%	8	50%	15	94%
	042008	Rayville High School	105	28	27%	18	64%	24	86%
	042011	Richland Special School	4	0	0%	0	0%	0	0%
	District Totals		209	58	28%	35	60%	51	88%

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LOUISIANA TOTALS			47,548	21,324	45%	7,966	37%	18,721	88%
Sabine Public Schools									
	043001	Converse High School	30	10	33%	3	30%	9	90%
	043002	Ebarb School	16	2	13%	1	50%	2	100%
	043004	Florien High School	41	13	32%	7	54%	12	92%
	043006	Many High School	78	31	40%	16	52%	27	87%
	043008	Negreet High School	25	7	28%	1	14%	6	86%
	043010	Pleasant Hill High School	22	11	50%	8	73%	11	100%
	043012	Zwolle High School	49	17	35%	5	29%	16	94%
	043017	Sabine Program for At-Risk Students	1	0	0%	0	0%	0	0%
	District Totals		262	91	35%	41	45%	83	91%
St. Bernard Public Schools									
	044006	Chalmette High School	196	77	39%	34	44%	76	99%
	044009	Andrew Jackson Fundamental High School	243	130	54%	55	42%	126	97%
	044015	St. Bernard High School	124	39	31%	19	49%	35	90%
	District Totals		563	246	44%	108	44%	237	96%
St. Charles Public Schools									
	045003	Destrehan High School	308	153	50%	58	38%	133	87%
	045005	Hahnville High School	275	156	57%	56	36%	135	87%
	District Totals		583	309	53%	114	37%	268	87%
St. Helena Public Schools									
	046002	St. Helena Central High Sch.	64	25	39%	21	84%	21	84%
	District Totals		64	25	39%	21	84%	21	84%

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LOUISIANA TOTALS			47,548	21,324	45%	7,966	37%	18,721	88%
St. James Public Schools									
	047004	Lutcher High School	143	71	50%	26	37%	57	80%
	047008	St. James High School	117	44	38%	22	50%	37	84%
	District Totals		260	115	44%	48	42%	94	82%
St. John the Baptist Public Schools									
	048001	East St. John High School	250	72	29%	39	54%	62	86%
	048013	West St. John High School	78	29	37%	16	55%	23	79%
	District Totals		328	101	31%	55	54%	85	84%
St. Landry Public Schools									
	049010	Eunice High School	206	65	32%	34	52%	54	83%
	049032	Opelousas Senior High Sch.	245	62	25%	37	60%	49	79%
	049038	Port Barre High School	85	42	49%	8	19%	40	95%
	049051	North Central High School	48	10	21%	6	60%	4	40%
	049052	Beau Chene High School	199	70	35%	28	40%	67	96%
	049053	Northwest High School	115	33	29%	19	58%	30	91%
	District Totals		898	282	31%	132	47%	244	87%
St. Martin Public Schools									
	050004	Breaux Bridge High School	148	39	26%	15	38%	32	82%
	050008	Cecilia High School	108	33	31%	20	61%	28	85%
	050017	St. Martinville Senior H. S.	190	56	29%	26	46%	48	86%
	District Totals		446	128	29%	61	48%	108	84%

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LOUISIANA TOTALS		47,548	21,324	45%	7,966	37%	18,721	88%
St. Mary Public Schools								
051006	Berwick High School	107	52	49%	21	40%	49	94%
051007	Centerville High School	28	7	25%	4	57%	6	86%
051012	Franklin Senior High School	95	31	33%	20	65%	26	84%
051021	Morgan City High School	144	58	40%	27	47%	48	83%
051024	Patterson High School	84	35	42%	17	49%	25	71%
051039	West St. Mary High School	91	26	29%	13	50%	21	81%
District Totals		549	209	38%	102	49%	175	84%
St. Tammany Public Schools								
052013	Covington High School	325	158	49%	42	27%	146	92%
052026	Mandeville High School	317	180	57%	47	26%	165	92%
052029	Pearl River High School	109	32	29%	13	41%	27	84%
052035	Salmen High School	174	87	50%	32	37%	74	85%
052037	Slidell High School	325	153	47%	38	25%	146	95%
052039	Northshore High School	302	169	56%	49	29%	154	91%
052052	Fontainebleau High School	291	169	58%	39	23%	159	94%
District Totals		1,843	948	51%	260	27%	871	92%
Tangipahoa Public Schools								
053002	Amite High School	147	61	42%	27	44%	51	84%
053009	Hammond High School	243	119	49%	39	33%	93	78%
053012	Independence High School	121	43	36%	22	51%	34	79%
053015	Kentwood High School	42	17	40%	11	65%	8	47%
053017	Loranger High School	100	40	40%	15	38%	35	88%
053024	Ponchatoula High School	289	145	50%	41	28%	127	88%
053029	Jewel M. Sumner High Sch.	83	27	33%	10	37%	26	96%
053044	Tangipahoa Parish Magnet High School	44	2	5%	2	100%	2	100%
District Totals		1,069	454	42%	167	37%	376	83%

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LOUISIANA TOTALS			47,548	21,324	45%	7,966	37%	18,721	88%
Tensas Public Schools									
	054001	Davidson High School	27	5	19%	5	100%	4	80%
	054003	Newellton High School	31	15	48%	12	80%	14	93%
	District Totals		58	20	34%	17	85%	18	90%
Terrebonne Public Schools									
	055005	H. L. Bourgeois High School	307	111	36%	46	41%	96	86%
	055013	Ellender Memorial High Sch.	225	64	28%	30	47%	53	83%
	055034	South Terrebonne High Sch.	240	81	34%	30	37%	75	93%
	055036	Terrebonne High School	306	116	38%	62	53%	93	80%
	055045	Genesis-Alternative H. S.	5	1	20%	1	100%	0	0%
	District Totals		1,083	373	34%	169	45%	317	85%
Union Public Schools									
	056001	Bernice High School	33	10	30%	3	30%	9	90%
	056002	Downsville High School	35	14	40%	4	29%	13	93%
	056004	Farmerville High School	76	27	36%	19	70%	25	93%
	056009	Linville High School	15	5	33%	3	60%	4	80%
	056010	Marion High School	21	4	19%	4	100%	4	100%
	056012	Spearsville High School	23	5	22%	5	100%	5	100%
	District Totals		203	65	32%	38	58%	60	92%

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LOUISIANA TOTALS			47,548	21,324	45%	7,966	37%	18,721	88%
Vermilion Public Schools									
	057001	Abbeville High School	169	52	31%	16	31%	48	92%
	057006	Erath High School	96	51	53%	17	33%	50	98%
	057008	Gueydan High School	55	17	31%	5	29%	17	100%
	057013	Kaplan High School	106	37	35%	17	46%	34	92%
	057016	North Vermilion High School	98	35	36%	7	20%	33	94%
	057018	Pecan Island High School	5	3	60%	1	33%	3	100%
	District Totals		529	195	37%	63	32%	185	95%
Vernon Public Schools									
	058001	Anacoco High School	37	14	38%	5	36%	13	93%
	058003	Evans School	29	5	17%	4	80%	5	100%
	058004	Hicks School	20	4	20%	2	50%	4	100%
	058005	Hornbeck School	26	5	19%	1	20%	4	80%
	058006	Leesville High School	180	61	34%	27	44%	55	90%
	058009	Pickering High School	69	23	33%	6	26%	23	100%
	058010	Pitkin High School	23	12	52%	5	42%	12	100%
	058012	Rosepine High School	61	20	33%	12	60%	17	85%
	058013	Simpson School	20	10	50%	3	30%	10	100%
	District Totals		465	154	33%	65	42%	143	93%

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LOUISIANA TOTALS			47,548	21,324	45%	7,966	37%	18,721	88%
Washington Public Schools									
	059006	Franklinton High School	117	43	37%	17	40%	34	79%
	059007	Mt. Hermon School	30	6	20%	0	0%	6	100%
	059008	Pine High School	64	16	25%	9	56%	14	88%
	059011	Varnado High School	28	8	29%	3	38%	5	63%
	District Totals		239	73	31%	29	40%	59	81%
Webster Public Schools									
	060004	Cotton Valley High School	27	8	30%	6	75%	8	100%
	060005	Doyline High School	39	11	28%	2	18%	11	100%
	060011	Webster Parish Altn. Sch.	13	0	0%	0	0%	0	0%
	060012	Minden High School	162	58	36%	27	47%	55	95%
	060015	Sarepta High School	41	10	24%	6	60%	10	100%
	060017	Shongaloo High School	6	6	100%	1	17%	6	100%
	060018	Lakeside High School	62	18	29%	10	56%	16	89%
	060019	Springhill High School	67	31	46%	12	39%	28	90%
	District Totals		417	142	34%	64	45%	134	94%
West Baton Rouge Public Schools									
	061001	Brusly High School	113	69	61%	15	22%	59	86%
	061008	Port Allen High School	105	32	30%	15	47%	24	75%
	District Totals		218	101	46%	30	30%	83	82%
West Carroll Public Schools									
	062001	Epps High School	31	6	19%	4	67%	6	100%
	062003	Forest School	34	20	59%	4	20%	19	95%
	062005	Kilbourne High School	25	6	24%	4	67%	5	83%
	062006	Oak Grove High School	48	26	54%	12	46%	25	96%
	District Totals		138	58	42%	24	41%	55	95%

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LOUISIANA TOTALS			47,548	21,324	45%	7,966	37%	18,721	88%
West Feliciana Public Schools									
	063003	West Feliciana High School	125	50	40%	18	36%	38	76%
		District Totals	125	50	40%	18	36%	38	76%
Winn Public Schools									
	064001	Atlanta School	10	4	40%	1	25%	3	75%
	064002	Calvin High School	17	9	53%	6	67%	8	89%
	064003	Dodson High School	20	5	25%	2	40%	5	100%
	064009	Winnfield Senior High School	83	49	59%	18	37%	43	88%
		District Totals	130	67	52%	27	40%	59	88%
Monroe City Public Schools									
	065002	Carroll High School	133	38	29%	26	68%	32	84%
	065014	Neville High School	173	95	55%	43	45%	86	91%
	065018	Wossman High School	123	50	41%	34	68%	43	86%
	065025	Drop Out Recovery School	1	0	0%	0	0%	0	0%
		District Totals	430	183	43%	103	56%	161	88%
Bogalusa City Public Schools									
	066002	Bogalusa High School	164	62	38%	31	50%	51	82%
		District Totals	164	62	38%	31	50%	51	82%
Other Public Schools									
East Baton Rouge	318001	LSU Lab School	71	46	65%	5	11%	38	83%
East Baton Rouge	319001	Southern Univ. Lab School	60	49	82%	18	37%	36	73%
East Baton Rouge	304001	LA School for the Deaf	8	1	13%	1	100%	1	100%
East Baton Rouge	301002	LA School for the Visually Impaired	0	0	0%	0	0%	0	0%
Lincoln	323002	Grambling State University Lab High School	48	12	25%	9	75%	11	92%
Natchitoches	302006	LA School for Mathematics, Science, and the Arts	146	80	55%	1	1%	78	98%
Tangipahoa	325001	Northwood Preparatory H. S.	20	4	20%	2	50%	3	75%

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LOUISIANA TOTALS			47,548	21,324	45%	7,966	37%	18,721	88%
Shreveport Diocesan Nonpublic Schools									
Caddo	500003	Loyola College Preparatory School	82	49	60%	9	18%	42	86%
Ouachita	500010	St. Frederick High School	89	62	70%	9	15%	58	94%
Diocesan Totals			171	111	65%	18	16%	100	90%
Alexandria Diocesan Nonpublic Schools									
Avoyelles	501034	St. Joseph Elem. & H. S.	26	12	46%	5	42%	10	83%
Natchitoches	501022	St. Mary's High School	24	16	67%	6	38%	16	100%
Rapides	501003	Holy Savior Menard Central High School	50	29	58%	14	48%	27	93%
Diocesan Totals			100	57	57%	25	44%	53	93%
Baton Rouge Diocesan Nonpublic Schools									
Ascension	502001	Ascension Catholic School	43	39	91%	12	31%	38	97%
East Baton Rouge	502002	Catholic High School	172	138	80%	7	5%	131	95%
East Baton Rouge	502012	Redemptorist High School	137	97	71%	45	46%	79	81%
East Baton Rouge	502026	St. Joseph's Academy	182	159	87%	3	2%	157	99%
East Baton Rouge	502036	Bishop Joseph V. Sullivan School	188	167	89%	24	14%	158	95%
Iberville	502024	St. John High School	51	36	71%	17	47%	34	94%
Pointe Coupee	502003	Catholic High of Pointe Coupee	74	58	78%	13	22%	53	91%
Tangipahoa	502039	St. Thomas Aquinas Regional High School	81	58	72%	18	31%	52	90%
Diocesan Totals			928	752	81%	139	18%	702	93%

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LOUISIANA TOTALS			47,548	21,324	45%	7,966	37%	18,721	88%
Houma-Thibodaux Diocesan Nonpublic Schools									
Lafourche	503015	E. D. White Catholic H. S.	160	140	88%	37	26%	135	96%
St. Mary	503001	Central Catholic High School	25	20	80%	8	40%	17	85%
Terrebonne	503014	Vandebilt Catholic High Sch.	174	147	84%	31	21%	137	93%
Diocesan Totals			359	307	86%	76	25%	289	94%
Lafayette Diocesan Nonpublic Schools									
Acadia	504014	Notre Dame High School	111	87	78%	24	28%	81	93%
Evangeline	504023	Sacred Heart High School	55	31	56%	9	29%	29	94%
Iberia	504041	Catholic High School	109	80	73%	20	25%	76	95%
Lafayette	504037	Teurlings Catholic H. S.	92	62	67%	16	26%	60	97%
Lafayette	504046	St. Thomas More Catholic High School	209	175	84%	29	17%	164	94%
St.Landry	504001	Acad.of the Sacred Heart	27	15	56%	1	7%	13	87%
St.Landry	504015	Opelousas Catholic School	79	61	77%	17	28%	54	89%
St.Landry	504026	St. Edmund High School	38	25	66%	12	48%	23	92%
St. Mary	504006	Hanson Memorial School	67	49	73%	22	45%	44	90%
Vermilion	504040	Vermilion Catholic H. S.	58	40	69%	11	28%	38	95%
Diocesan Totals			845	625	74%	161	26%	582	93%
Lake Charles Diocesan Nonpublic Schools									
Calcasieu	505009	St. Louis Catholic High Sch.	127	87	69%	20	23%	80	92%
Diocesan Totals			127	87	69%	20	23%	80	92%

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LOUISIANA TOTALS			47,548	21,324	45%	7,966	37%	18,721	88%
New Orleans Archdiocese									
Jefferson	506003	Archbishop Blenk School	132	101	77%	53	52%	95	94%
Jefferson	506004	Archbishop Chapelle H. S.	230	176	77%	72	41%	167	95%
Jefferson	506005	Archbishop Rummel Sr. H.S.	242	162	67%	60	37%	150	93%
Jefferson	506006	Archbishop Shaw Sr. H. S.	145	95	66%	40	42%	90	95%
Jefferson	506025	Immaculata High School	119	81	68%	39	48%	71	88%
Orleans	506010	Cabrini High School	97	68	70%	35	51%	64	94%
Orleans	506019	Holy Cross Senior H. S.	125	91	73%	36	40%	79	87%
Orleans	506029	Jesuit Senior High School	270	126	47%	11	9%	118	94%
Orleans	506033	Mount Carmel Academy	243	176	72%	26	15%	171	97%
Orleans	506047	Redeemer-Seton Senior H. S.	82	48	59%	34	71%	38	79%
Orleans	506051	Acad. of the Sacred Heart	61	12	20%	1	8%	12	100%
Orleans	506061	St. Augustine Senior H. S.	140	76	54%	43	57%	55	72%
Orleans	506095	St. Mary's Academy	93	57	61%	38	67%	43	75%
Orleans	506096	St. Mary's Dominican H. S.	227	161	71%	29	18%	153	95%
Orleans	506120	Ursuline Academy	104	61	59%	18	30%	55	90%
Orleans	506122	Xavier Preparatory School	109	79	72%	52	66%	58	73%
Orleans	506123	De La Salle Senior H. S.	186	101	54%	58	57%	82	81%
Orleans	506130	Brother Martin Senior H. S.	322	224	70%	41	18%	211	94%
St. Bernard	506134	Archbishop Hannan H. S.	115	84	73%	26	31%	78	93%
St. John the Baptist	506066	St. Charles Catholic H.S.	121	94	78%	23	24%	85	90%
St. Tammany	506046	Pope John Paul II H. S.	78	43	55%	12	28%	38	88%
St. Tammany	506101	Saint Paul's Senior H. S.	133	72	54%	12	17%	71	99%
St. Tammany	506138	St. Scholastica Academy	111	73	66%	13	18%	70	96%
Diocesan Totals			3,485	2,261	65%	772	34%	2,054	91%

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LOUISIANA TOTALS			47,548	21,324	45%	7,966	37%	18,721	88%
Other Nonpublic Schools									
Acadia	912001	Northside Christian School	28	12	43%	4	33%	11	92%
Beauregard	911001	Beckwith Christian School	6	0	0%	0	0%	0	0%
Bossier	515001	Plain Dealing Academy	18	9	50%	4	44%	9	100%
Caddo	521001	Grawood Christian School	22	11	50%	8	73%	9	82%
Caddo	526001	Trinity Heights Christian Academy	10	4	40%	2	50%	4	100%
Caddo	719001	Evangel Academy	111	46	41%	9	20%	38	83%
Caddo	923001	Kingston Christian Academy	8	4	50%	0	0%	2	50%
Calcasieu	733001	Parkview Christian School	260	3	1%	2	67%	0	0%
Calcasieu	837001	Hamilton Christian Academy	19	11	58%	0	0%	11	100%
Claiborne	529001	Claiborne Academy	16	9	56%	2	22%	9	100%
Claiborne	855001	Mt. Olive Christian School	23	8	35%	2	25%	7	88%
Concordia	530001	Huntington School	20	8	40%	2	25%	6	75%
DeSoto	531001	Central School Corporation	17	8	47%	0	0%	6	75%
East Baton Rouge	536001	Central Private School	40	30	75%	4	13%	30	100%
East Baton Rouge	537001	Episcopal High School	88	43	49%	2	5%	43	100%
East Baton Rouge	540001	Gables Academy	18	2	11%	1	50%	2	100%
East Baton Rouge	543002	Runnels School	32	23	72%	5	22%	22	96%
East Baton Rouge	688001	Christian Life Academy	65	47	72%	17	36%	36	77%
East Baton Rouge	692003	The Dunham School	52	36	69%	5	14%	34	94%
East Baton Rouge	702001	Hosanna Christian Academy	28	22	79%	2	9%	21	95%
East Baton Rouge	715001	Starkey Academy	25	7	28%	2	29%	5	71%
East Baton Rouge	722001	Jehovah-Jireh Christian Academy	7	4	57%	2	50%	2	50%
East Baton Rouge	723001	Family Christian Academy	13	11	85%	3	27%	7	64%
East Baton Rouge	734001	Parkview Baptist School	141	125	89%	11	9%	119	95%
East Baton Rouge	845001	Bethany Christian School	26	16	62%	3	19%	15	94%

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LOUISIANA TOTALS			47,548	21,324	45%	7,966	37%	18,721	88%
Other Nonpublic Schools (Continued)									
East Baton Rouge	846001	Temple Christian School	11	4	36%	1	25%	4	100%
East Baton Rouge	898001	Louisiana New School Acad.	6	0	0%	0	0%	0	0%
East Carroll	548001	Briarfield Academy	19	10	53%	5	50%	9	90%
East Feliciana	549001	Silliman Institute	45	25	56%	7	28%	22	88%
Franklin	550001	Franklin Academy	20	7	35%	3	43%	7	100%
Iberia	742001	Assembly Christian School	14	11	79%	2	18%	11	100%
Jefferson	557001	Crescent City Baptist H. S.	30	16	53%	7	44%	13	81%
Jefferson	558001	John Curtis Christian School	76	49	64%	21	43%	38	78%
Jefferson	560001	Ecole Classique	61	33	54%	18	55%	31	94%
Jefferson	562001	Heritage Academy	22	4	18%	3	75%	4	100%
Jefferson	568001	Metairie Park Country Day School	60	2	3%	0	0%	2	100%
Jefferson	572001	Ridgewood Preparatory Sch.	68	38	56%	9	24%	32	84%
Jefferson	574001	St. Martin's Episcopal School	50	5	10%	0	0%	5	100%
Jefferson	616001	Lutheran High School	40	35	88%	13	37%	31	89%
Jefferson	865001	Marrero Christian High Sch.	7	5	71%	2	40%	4	80%
Lafayette	860001	Assembly Christian School	13	7	54%	3	43%	6	86%
Lincoln	588001	Bethel Christian School	4	1	25%	0	0%	1	100%
Lincoln	589001	Cedar Creek School	59	37	63%	5	14%	35	95%
Livingston	737001	Community Christian Acad.	6	3	50%	1	33%	3	100%
Madison	591001	Tallulah Academy-Delta Christian School	20	11	55%	7	64%	11	100%
Morehouse	595001	Prairie View School	39	26	67%	8	31%	26	100%
Orleans	618001	Louise S. McGehee School	30	8	27%	0	0%	8	100%
Orleans	620001	Isidore Newman School	119	20	17%	0	0%	18	90%
Orleans	751001	Faith Christian Academy	23	14	61%	5	36%	13	93%

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Other Nonpublic Schools (Continued)									
Orleans	872001	Bishop McManus School	*	1	*	0	0%	1	100%
Ouachita	632001	Ouachita Christian School	65	43	66%	8	19%	41	95%
Ouachita	634001	River Oaks School	15	9	60%	0	0%	7	78%
Ouachita	903001	Southside Christian Academy	16	1	6%	1	100%	1	100%
Pointe Coupee	640001	False River Academy	56	35	63%	14	40%	32	91%
Rapides	740001	Forest Hill Neighborhood School	12	6	50%	2	33%	6	100%
Rapides	882001	Grace Christian High School	9	7	78%	3	43%	7	100%
Red River	647001	Riverdale Academy	22	15	68%	5	33%	14	93%
Richland	648001	Riverfield Academy	40	28	70%	12	43%	26	93%
St. John the Baptist	652001	Riverside Academy	74	49	66%	17	35%	45	92%
St. John the Baptist	901001	Reserve Christian High Sch.	22	13	59%	5	38%	12	92%
St. Landry	785001	Westminster Christian Acad.	59	43	73%	6	14%	38	88%
St. Landry	834001	Acadiana Preparatory Schools, Inc.	25	16	64%	6	38%	14	88%
St. Martin	658001	Episcopal School of Acadiana	42	18	43%	0	0%	18	100%
St. Tammany	735001	Northlake Christian School	37	19	51%	5	26%	19	100%
St. Tammany	756001	Emerson Academy	8	2	25%	0	0%	1	50%
Tangipahoa	672001	Oak Forest Academy	46	28	61%	9	32%	24	86%
Tensas	675001	Tensas Academy	14	5	36%	2	40%	5	100%
Terrebonne	913001	Houma Christian School	23	15	65%	2	13%	15	100%
Washington	679001	Bowling Green School	25	14	56%	5	36%	12	86%
Webster	681001	Glenbrook School	29	20	69%	4	20%	19	95%

* This high school did not provide a 1999-2000 graduate count, thus the percent of FTF cannot be calculated.