

**LOUISIANA FIRST-TIME COLLEGE FRESHMEN
STATE REPORT: FALL 2001**



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

September 2002

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This public document was printed at a cost of \$1,622.00. Four hundred seventy-five (475) copies were printed in the first printing at a cost of \$1,622.00. This document was published by the Louisiana Department of Education; Office of Management and Finance; Division of Planning, Analysis and Information Resources; P.O. Box 94064; Baton Rouge, LA 70804-9064, to provide information on the college preparedness of Louisiana high school graduates under authority of R.S. 17:21-22. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

Louisiana First-Time College Freshmen State Report: Fall 2001

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TABLE OF CONTENTS

| | | | |
|---|----|--|----|
| Part I. Executive Summary | v | Louisiana Students Who Attend College Outside the State | 17 |
| Part II. Overview of the <i>First-Time Freshmen Program</i> . | 1 | What percentage of 2000-01 Louisiana high school graduates became Fall 2001 FTF who enrolled in Louisiana's colleges/universities? | 18 |
| What is the history of the <i>FTF Program</i> ? | 1 | Were there other changes in Louisiana's college-going rates and FTF enrollment counts? | 18 |
| Who are FTF? What is known about college remedial courses? and What are developmental courses? | 3 | What is revealed by the district-level analysis of the Louisiana public school graduates who became FTF? .. | 21 |
| How do colleges/universities determine which students require developmental course work? | 7 | Which colleges and universities did Louisiana's 2000-01 high school graduates attend? | 25 |
| How were Fall 2001 FTF data collected and verified? What reports were prepared to communicate the findings? | 8 | | |
| Data Reports to Schools, Districts, and Dioceses | 8 | Part IV. The Louisiana Fall 2001 First-Time Freshmen (FTF) Class | 27 |
| Data Reports to Colleges/Universities | 9 | What was the demographic make-up of Louisiana's Fall 2001 FTF Class? | 27 |
| Reports to State-Level Audiences | 9 | How did Louisiana's Fall 2001 FTF Class perform on the ACT? | 29 |
| Part III. Graduates and College-Going Rates in Louisiana | 10 | Louisiana's 2001 High School Class, ACT Performance | 29 |
| How many Louisiana high school students graduated in 2000-01? | 10 | Louisiana's Fall 2001 FTF, ACT Performance | 29 |
| Has the number of Louisiana graduates changed? | 10 | FTF Performance on the ACT: Fall 2001 compared with Fall 2000 | 31 |
| What is known about college-going behaviors? | 14 | | |
| College Enrollment Demographics | 14 | | |
| Students Who Postpone College Entrance | 15 | | |
| Part-Time College Students | 16 | | |

| | |
|---|-----------|
| What percentage of the Fall 2001 FTF class was enrolled in developmental courses? | 32 |
| Has the percentage of FTF enrolled in developmental courses changed over time?..... | 32 |
| In what developmental subject areas were Fall 2001 enrollments the highest? | 38 |
| How does the percentage of 2001 FTF who were enrolled in developmental courses vary among the public school districts?..... | 38 |
| How did public school district developmental rates differ, subject by subject, between Fall 2001 and Fall 2000?..... | 42 |
| How did universities vary in the percentage of Fall 2001 FTF who enrolled in developmental course work? | 42 |
| In how many developmental subject areas did Fall 2001 FTF enroll? | 45 |
| What percentage of Fall 2001 FTF successfully completed the semester? | 48 |
| Part V. Summary Findings | 50 |
| FTF College-Going Rates..... | 50 |
| FTF Performance on the ACT | 50 |
| FTF Developmental Rates | 51 |
| FTF in Good Academic Standing | 51 |

| | |
|------------------------------------|-----------|
| References..... | 52 |
| Part VI . Appendix..... | 54 |
| Index for the Schools | 55 |
| Public Schools..... | 56 |
| Diocesan Nonpublic Schools | 77 |
| Other Nonpublic Schools..... | 80 |

LIST OF EXHIBITS

| | | | | | |
|------------|---|----|---|--|----|
| Exhibit 1 | Fall 2001 Developmental Instruction Offered by Louisiana Institutions by Subject | 5 | Louisiana Institutions by Institution Type and Control (Public/Nonpublic) | 25 | |
| Exhibit 2 | 2000-01 High School Graduates Summary..... | 10 | Exhibit 12 | Fall 2001 FTF Summary by Ethnicity | 28 |
| Exhibit 3 | Number of Louisiana High School Graduates: 1998-99, 1999-2000, and 2000-01 | 11 | Exhibit 13 | 2001 vs. 2000 ACT Average Composite Scores..... | 30 |
| Exhibit 4 | Louisiana and National High School Completion Rates: 18- to 24-Year-Olds | 12 | Exhibit 14 | Percentage of FTF Enrolled in Developmental Courses: Fall 1996 Through Fall 2001 | 33 |
| Exhibit 5 | Percentage of 25- to 29-Year Olds Who Completed High School: National Ethnicity/ Gender Findings, Year 2001 | 13 | Exhibit 15 | Fall 2001 and Fall 2000 FTF Developmental Rates of Public High School Graduates by District | 35 |
| Exhibit 6 | Percentage of High School Completers Enrolled in College by Age: October 1990, 1995, and 1997..... | 16 | Exhibit 16 | Percentage of Fall 2001 Developmental FTF by Public School District and Subjects..... | 39 |
| Exhibit 7 | College and University Students: Percentages Enrolled Full-Time vs. Part-Time.. | 17 | Exhibit 17 | Fall 2001 FTF Who Received Developmental Instruction by Institution and Subject..... | 43 |
| Exhibit 8 | Fall 2001 FTF Summary | 19 | Exhibit 18 | Percentage of Fall 2001 FTF Enrolled in Developmental Subjects by Number of Subjects Taken | 46 |
| Exhibit 9 | Percentage of Graduates Who Became FTF: Fall 1999, 2000, or 2001 | 20 | Exhibit 19 | Percentage of FTF Enrolled in One or Two Developmental Subjects: Fall 1999 Through Fall 2001 | 47 |
| Exhibit 10 | Number and Percentage of 2000-01 and 1999-2000 Public High School Graduates That Became FTF by District..... | 22 | Exhibit 20 | Percentage of Fall 2001 FTF Who Completed the Semester/Quarter in Good Academic Standing | 49 |
| Exhibit 11 | Percentage of Fall 2001 FTF Enrolled at | | | | |

Part I. Executive Summary

The Louisiana First-Time College Freshmen State Report: Fall 2001 provides findings pertaining to 2000-01 high school graduates who were enrolled full-time in one of 30 Louisiana higher education institutions in Fall 2001. The following summarizes information reported on Fall 2001 first-time freshmen (FTF).

- Of the 46,776 public and nonpublic high school graduates, 44% (20,787) were enrolled as Fall 2001 FTF. This percentage is slightly lower than the previous year's college-going rate of 45%.
- The majority (79%) of Fall 2001 FTF were enrolled at Louisiana's 4-year public colleges and universities. However, enrollment at the 2-year public campuses increased from 12% to 13%.
- Approximately 63% of Fall 2001 FTF had American College Test (ACT) composite scores that were 20 or above. The average ACT score for the FTF class improved from 20.6 in Fall 2000 to 20.8 in Fall 2001.
- The percentage of FTF who **were not** enrolled in any developmental courses increased from 63% in Fall 2000 to 64% in Fall 2001. The percentage of FTF who enrolled in one or more developmental courses **declined** from 37% in Fall 2000 to 36% in Fall 2001.
- In Fall 2001, 14 colleges/universities had less than 50% of their FTF enrolled in developmental courses.
- The percentage of the FTF class in good academic standing at the end of the Fall semester increased from 88% in Fall 2000 to 89% in Fall 2001.

Additional important changes in developmental enrollment rates are summarized below.

- The percentage of FTF enrolled in one or more developmental courses decreased from Fall 2000 to Fall 2001 for graduates of:

Nonpublic schools, 28% (2000) vs. 27% (2001) and
Public schools, 41% (2000) vs. 39% (2001).
- The percentage of a Louisiana FTF class enrolled in one developmental subject declined from 23% in Fall 2000 to 21% in Fall 2001.
- The percentage of a Louisiana FTF class enrolled in two developmental subjects was 12% in Fall 1999 and has declined to 10% in Fall 2001.
- For the entire FTF class, enrollment rates in developmental mathematics (32%) and in developmental English (15%) remained the same as they were in Fall 2000. In reading and in other subjects, the developmental enrollment rates decreased as follows:

In developmental reading, 8% (2000) vs. 7% (2001); and
in other developmental courses, 1% (2000) vs. 0.8% (2001).
- For the FTF who graduated from public schools, Fall 2001 developmental enrollment rates remained the same as Fall 2000 rates in mathematics (34%), in English (17%), and in other developmental courses (1%). However, the enrollment rate in developmental reading declined from 10% in Fall 2000 to 8% in Fall 2001.

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

More than 15 years ago, 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. In response to this legislation, the *Louisiana First-Time Freshmen Program (FTF 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 fifteenth state-level report on First-Time College Freshmen (FTF), released by the Louisiana Department of Education (LDE), describes Louisiana's 2000-01 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 *FTF Program*, including a discussion of the data sources and the contents of this report;

Part III, a discussion of the 2000-01 high school graduates and the college-going rates;

Part IV, a detailed description of Louisiana's Fall 2001 FTF class;

Part V, summary findings; and

Part VI, the Appendix.

What is the history of the *FTF Program*?

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

reporting was to provide public and nonpublic high schools with information on the extent to which recent high school graduates 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. To ensure that feedback is available on high school graduates who become 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 *FTF 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. Believing that FTF data made an important statement about the quality of secondary schooling and recognizing the value of the well-established *Progress Profiles School Report Cards* as a mechanism for disseminating information about the public schools, 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 FTF definitions observed in Federal reporting, the Program also focused on full-time entering college freshmen. Furthermore, 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*. With the 1997 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. Whenever FTF data were available, the findings continued to appear in the *Progress Profile Reports*. To comply with the earlier mandate, reports that presented only FTF data were also prepared for public high schools and for nonpublic high schools which had FTF in a specific Fall semester.

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 making results available. Beginning with 1998-99, information was presented in district-level reports, but many education indicators were not on the school-level accountability reports. In fact, many schools with grades 9-12 did not receive *School Accountability Report Cards* until November 2001. However, as LDE expanded its

website capabilities, 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 FTF state-level report can be found on the LDE website at www.louisianaschools.net.)

Because FTF data are not used to calculate a school performance score within the *Accountability Program*, these data are often unavailable when the *School Accountability Report Cards* are to be released, and it is now possible to communicate these results electronically, the *Accountability School Report Cards* do not include FTF findings. Nevertheless, the FTF findings can supplement the school's accountability results by providing a perspective on the college readiness of recent high school graduates. A statewide analysis of FTF data can also be useful in the assessment of Louisiana's educational reform efforts.

As in the past, the Fall 2001 *FTF Program* collected information on graduates of Louisiana public and nonpublic high schools who made an immediate transition to an in-state college/university. The Fall 2001 *FTF Program* provides school-, district-, and state-level results on the number of students who (1) received a high school diploma (in the 2000-01 school year) and (2) enrolled full-time in Louisiana post-secondary institutions (both public and nonpublic) during the Fall 2001 semester. Of these FTF, the Program identified (1) how many were enrolled in developmental courses and (2) how many completed the Fall 2001 semester in good academic standing.

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

Who are FTF? What is known about college remedial courses? 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 other alternative program completers) and (2) made an immediate transition to college. Within this report, the term *first-time freshmen* (FTF) refers to

“Students who graduated from a Louisiana high school during School Year 2000-01 and who were enrolled full-time in a Louisiana higher education institution in the Fall 2001 semester. Only those students who began the Fall 2001 semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) were considered FTF.”

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 FTF reporting. 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).

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.

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

Since institutions vary in both the levels and types of remedial instruction offered, the probability of a student’s enrolling in these courses is influenced by his/her choice of college/university. Based on Smith’s (1997) national findings, nonpublic colleges offered remedial instruction to a lesser extent than public institutions in 1995. 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%).

Other services (e.g., counseling, placement testing, referrals, or individual tutoring) may also be made available to college students in need of remedial courses. The *Digest of Education Statistics 2001* (Snyder & Hoffman, 2002, Table 313) showed percentages of degree-granting institutions within the nation that offered remedial services. In 2000-01, remedial services were offered by 80.4% of 2-year colleges (99.7% of 2-year public colleges and 48.8% of 2-year nonpublic colleges) and by 71.4% of the 4-year colleges (81.7% of the public 4-year colleges and 67.9% of the 4-year nonpublic colleges).

Even if remedial services/courses are offered at an institution, not all students take these courses in college. According to *The Condition of Education 2001* [Wirt, Choy, Gerald, Provasnik, Rooney, Watanabe, Tobin, & Glander, 2001, Table 29-3], the percentage of post-secondary education students who took no remedial courses from 1980 to 1993 was: 60% for students attending only 4-year institutions, 37% for those attending only 2-year institutions, and 36% for students attending 2- and 4-year institutions.

Because 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 FTF who enrolled, indicates the availability and the demand for developmental college courses in Fall 2001. Developmental courses seldom carry degree credits, meaning that the hours accrued for these courses cannot be applied toward completion of an academic degree. However, 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.

For the *Fall 2001 FTF Program*, developmental coordinators at 30 Louisiana colleges and universities (both public and nonpublic), which offer 2- or 4-year undergraduate curricula, were surveyed in an effort to obtain information on specific developmental courses that were offered in Fall 2001. Exhibit 1 provides the courses collapsed into four broad subject areas and also shows the institutions that later submitted data on Fall 2001 FTF. All 30 institutions have participated in one or more prior *FTF Program* years. Of these institutions, 22 are public, and eight are nonpublic colleges/universities. Fall 2001 FTF data were reported by:

- 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).

In Fall 2001, seven of the institutions (Baton Rouge Community College, Louisiana State University at Baton Rouge, Southern University at New Orleans, Southern University at Shreveport, McNeese State University, Northwestern State University, and Louisiana College) discontinued one or more of the developmental courses that were offered in Fall 2000. However, Dillard University and Our Lady of the Lake College added developmental courses in Fall 2001.

Exhibit 1
Fall 2001 Developmental Instruction Offered by Louisiana Institutions by Subject

| College/University | Subject Area | | | | College/University | Subject Area | | | |
|--|--------------|---------|---------|-------|---|--------------|---------|---------|-------|
| | Math. | English | Reading | Other | | Math. | English | Reading | Other |
| Louisiana Community and Technical College System (Public) | | | | | Louisiana State University (LSU) System (Public) | | | | |
| Baton Rouge Community College (2Y) | √ | √ | √ | | LSU at Alexandria (2Y) | √ | √ | √ | √ |
| Bossier Parish Community College (2Y) | √ | √ | √ | √ | LSU A & M at Baton Rouge (SA) * | | | | |
| Delgado Community College (2Y) | √ | √ | √ | √ | LSU at Eunice (2Y) | √ | √ | √ | √ |
| Elaine Nunez Community College (2Y) | √ | √ | √ | √ | LSU at Shreveport (SA) | √ | √ | | |
| South Louisiana Community College (2Y) | √ | √ | √ | √ | University of New Orleans (SA) | √ | √ | | |
| River Parishes Community College (2Y) | √ | √ | √ | | | | | | |
| Southern University (SU) System (Public) | | | | | | | | | |
| SU A & M at Baton Rouge (SA) | √ | √ | √ | | | | | | |
| SU at New Orleans | √ | √ | √ | | | | | | |
| SU at Shreveport (2Y) | √ | √ | √ | | | | | | |

(2Y) = 2-Year College

(SA) = Selective Admissions Institution

* LSU in Baton Rouge no longer offers developmental courses, but has an exchange agreement with Baton Rouge Community College for students in need of developmental math. courses.

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

(2Y) = 2-Year College

(SA) = Selective Admissions Institution

Of the 30 participating colleges/universities, 23.3% indicated they offered one or more developmental courses in mathematics, English, reading, and in another subject during Fall 2001. An additional 40.0% of these Louisiana institutions provided developmental courses in mathematics, English, and reading. Approximately 23.3% offered only developmental mathematics and English, while 3.4% provided developmental mathematics courses only. Centenary College, LSU at Baton Rouge, and Tulane University did not offer any developmental courses in Fall 2001. Developmental courses in all four subject areas were not available to students on every campus in Fall 2001.

Courses in developmental mathematics were offered by 21 of the 22 public institutions and by six of the eight nonpublic institutions (i.e., 90.0% of the 30 participating colleges/universities). Developmental English was offered by 21 public institutions and by five of the nonpublic institutions (86.7%) 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 six public institutions, but by only one nonpublic institution (23.3% of the 30 institutions). Courses listed under the “other” subject area included “Academic Skills,” “Career Decision Making,” “College Learning and Working Skills,” “College Success Skills,” “College Survival Skills,” “Computer Novice,” “Living, Learning, Working Skills,” and “Study Skills.”

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

Although placement policies differ from one institution to the next, Louisiana colleges and universities tend to use a two-step process to determine whether entering students 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 American College Test (ACT) (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 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 FTF* is used to refer to a FTF who was enrolled in one or more developmental courses during Fall 2001. “Developmental rates” for four subject areas are also reported. *Developmental rates* are the percentages of Fall 2001 FTF who enrolled in developmental courses.

Also, the “end-of-term academic standing” of developmental FTF was compared with that of FTF who were not enrolled in developmental courses (i.e., nondevelopmental FTF). The FTF were considered “in good academic standing” if they completed the Fall 2001 semester and were not on academic probation or suspension at the end of the term.

How were Fall 2001 FTF data collected and verified? What reports were prepared to communicate the findings?

Data collection for Fall 2001 FTF began in February 2002 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 via the new system developed for collecting the FTF data. Information reported by the individual colleges/universities was combined to form one database that contained records on Fall 2001 FTF. If more than one college/university reported on the same FTF, the student was counted only once. In cases of duplicate reporting, information about enrollment of a student on a full-time basis was used to determine which of the colleges/universities should report a particular student.

As data were received, efforts were made to verify the FTF data records for public school graduates. That is, the individual records of the Fall 2001 FTF database underwent a series of computerized edit checks to ensure that each reported FTF (1) was identified with a Louisiana high school and (2) earned a diploma in 2000-01. By using the new data system, records of Fall 2001 FTF, who were reported as public high school graduates, were compared with the LDE's 2000-01 *Student Information System* (SIS) records. That is, 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, records did not load to the FTF database. For several records, the FTF data could not be matched up with a SIS record that verified the student was a diploma graduate of 2000-01. Following the loading of records to the FTF database, analysis of the Fall 2001 FTF data was initiated within the Division of Planning,

Analysis and Information Resources. The analysis involved programs designed to aggregate the loaded FTF records and to produce a number of output products, such as an Access file that was used by an LDE staff member to calculate most of the statistics presented in this report. Following a preliminary analysis, questionable results were investigated; corrected information was then added to the FTF database. Computer programs also generated several printed reports containing results for schools, districts, dioceses, and colleges as described below.

Data Reports to Schools, Districts, and Dioceses. In accordance with La. R.S. 17:1814, data were reported for Louisiana public and nonpublic schools that produced one or more 2000-01 graduates, who were identified by Louisiana colleges/universities as Fall 2001 FTF. For each of these schools, a school-level report was generated. Only Louisiana students who met the definition of a FTF were reflected in these reports. Any 2000-01 high school graduates who enrolled in a college/university that does not participate in this study, who were not full-time FTF, or who postponed college entry were not included in this study. In addition, district- or diocesan-level reports were compiled for all public and nonpublic local education authorities (LEAs), including 66 public school districts and seven Catholic Diocesan School Systems.

The school-, district-, and diocesan-level reports group FTF data by college/university so that school and LEA staff members can identify the institutions their 2000-01 graduates attended and can compare the performance of FTF who attended different types of 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. In July 2002, printed data reports for the nonpublic schools and the diocesan offices were mailed. In August 2002, data reports for all the schools, for public districts, and for diocesan offices were placed on the LDE website to provide FTF information at an early date.

Data Reports to Colleges/Universities. While the primary purpose of the *FTF Program* is to give high schools and districts feedback on the performance of their college-bound graduates, a separate series of data reports were compiled for each college/university. Because these college/university reports provide school- and parish-level information on FTF attending a college/university, the data 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/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. According to the technology of the institutions, colleges/universities either received their reports electronically or via the regular mail in June 2002.

Reports to State-Level Audiences. Data reported within FTF state-level reports are also used in other education reports. For example, FTF information can be found in the District Composite Reports and the State Education Progress Report, which are prepared on an annual basis. Fall 2000 FTF data were also used in the six District Dialogues that were held during the 2001-02 school year.

The school, district, diocesan, college/university data reports, and an Access file of FTF data were utilized in the preparation of this current 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 this printed state-level FTF report, a web version will be created.

In Parts III and IV of this current report, readers will find information on high school diploma graduates of 2000-01 who became the Fall 2001 FTF class. The 2000-01 graduates were compared with the 1999-2000 graduates, and Fall 2001 FTF were compared with Fall 2000 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.

In addition to statistics based upon FTF data collected by the LDE, this report also summarizes literature and provides national statistics on related topics. Because the national statistics may be computed differently than the Louisiana results, readers should be cautious when comparing Louisiana findings to those reported for the nation.

Part III. Graduates and College-Going Rates in Louisiana

How many Louisiana high school students graduated in 2000-01?

Exhibit 2 provides summary information on students who graduated from Louisiana public and nonpublic high schools in school year 2000-01. Based on information collected for this report, a total of 46,776 students graduated from Louisiana high schools during 2000-01. Of these graduates, 38,314 (or 82%) graduated from public high schools, while 8,462 (or 18%) graduated from nonpublic schools.

While this study of Fall 2001 FTF did not gather demographic data on all of the high school graduates, information published in the *152nd Annual Financial and Statistical Report (AFSR), 2000-01* (LDE, 2002a) can provide insights about the characteristics of the 2000-01 high school graduates. (Due to the inclusion of additional schools in the *FTF Program*, the graduate counts shown in the FTF report will not match to the 2000-01 graduate counts in the *AFSR*.) The *AFSR* (LDE, 2002a, pages II-1 & II-4) indicated Louisiana's 2000-01 public high school graduates were 57% White, 43% minority, 54% females, and 46% males. Louisiana's 2000-01 nonpublic high school graduates were 85% White, 15% minority, approximately 50% females, and 50% males.

National statistics reported in the *Digest of Education Statistics 2000* (Snyder & Hoffman, 2001, Table 101) indicate that far more students graduate from public high schools than from nonpublic high schools. A similar pattern has been observed in Louisiana. This pattern continued in 2000-01 as shown in Exhibit 2.

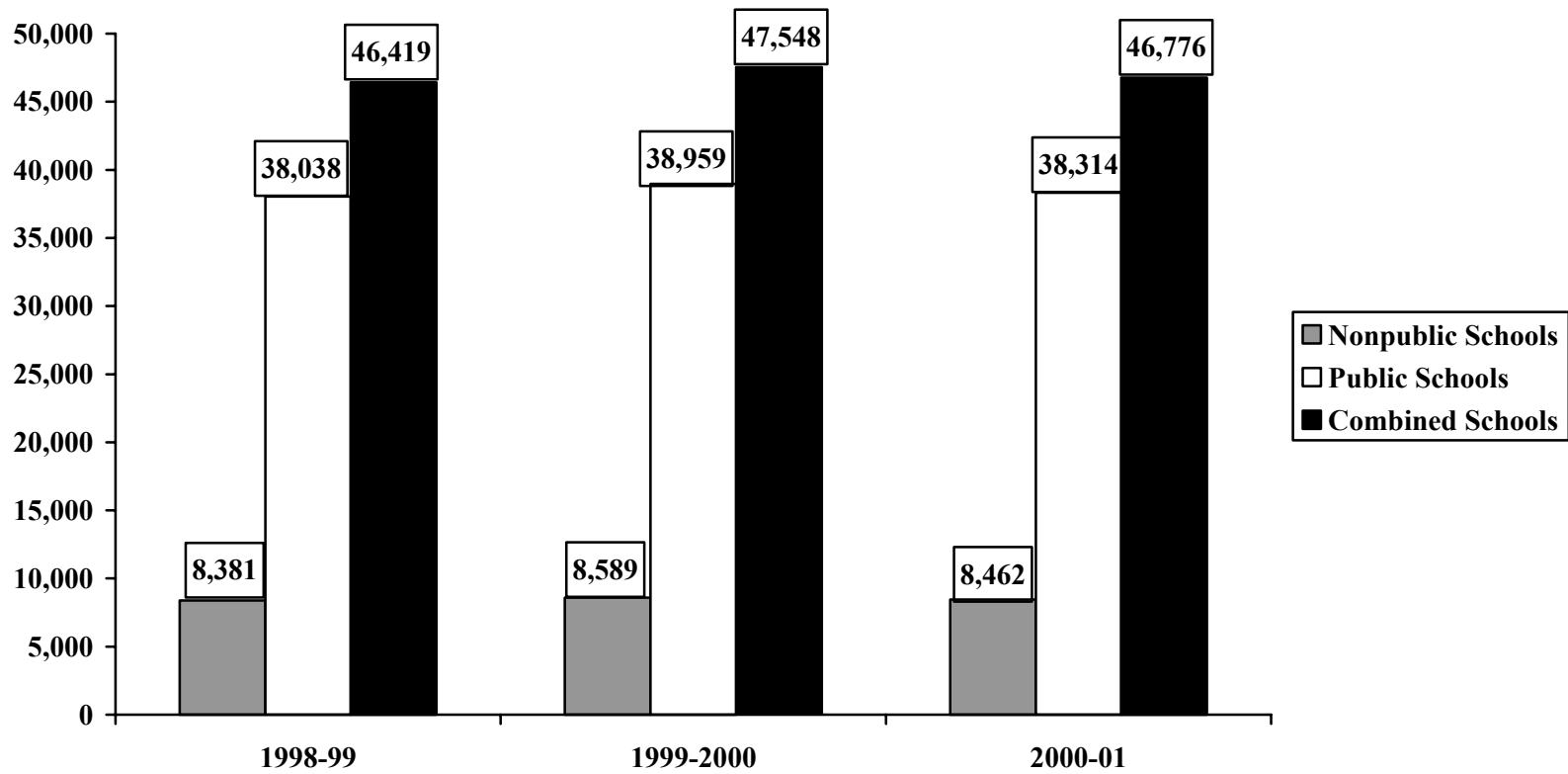
Exhibit 2
2000-01 High School Graduates Summary

| Public School Graduates | | Nonpublic School Graduates | | Public and Nonpublic Graduates Combined | |
|-------------------------|---------|----------------------------|---------|---|---------|
| Number | Percent | Number | Percent | Number | Percent |
| 38,314 | 82% | 8,462 | 18% | 46,776 | 100% |

Has the number of Louisiana graduates changed?

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. As shown in Exhibit 3, the total number of Louisiana high school graduates was 46,419 in 1998-99, and rose to 47,548 in 1999-2000. However, the total number of 2000-01 graduates was 46,776. Between 1999-2000 and 2000-01, the total number of Louisiana high school graduates decreased by 772 graduates. The number of Louisiana public school graduates decreased from 38,959 in 1999-2000 to 38,314 in 2000-01 (a decrease of 645 graduates). The number of nonpublic school graduates decreased from 8,589 in 1999-2000 to 8,462 in 2000-01 (a decrease of 127 graduates).

Exhibit 3
Number of Louisiana High School Graduates:
1998-99, 1999-2000, and 2000-01



In 1999, Gerald and Hussar projected 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 will not continue to decrease, because there are negative consequences associated with the lack of a high school diploma. For example, high school dropouts are more likely to earn lower salaries if they can find employment and dropouts have a greater risk of being unemployed [Organization for Economic Co-Operation and Development (OECD), 2000]. The *Digest of Education Statistics 2001* (Snyder & Hoffman, 2002, page 443) reported that adults who were 25-years-old and over had an unemployment rate of 6.4% if they did not complete high school, as compared with the lower unemployment rate of 3.5% for adults who had four years of high school.

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. According to the *2000-01 Louisiana State Education Progress Report* (LDE, 2002b), approximately 91.9% of Louisiana's public high school seniors graduated from high school in the 1999-2000 school year. This graduation rate compared favorably with the 1999-2000 national rate of 91.4%. Graduation rates for the 2000-01 school year were not available at the time this document was written.

National studies provide other measures pertaining to completion of high school. For example, national dropout and high school completion statistics are available. The *Digest of Education Statistics 2000* (Snyder & Hoffman, 2001, Table 101) provided information on high school graduates, as a percentage of the 17-year-old population. Percentages were reported from 1869-70 through 1997-98, with estimated percentages for 1998-99 and 1999-2000. The national percentage 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 (Snyder & Hoffman, 2001, Table 105) indicate that more than 79% (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, completed General Educational Development (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 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% |

As cited in the *2000-01 Louisiana State Education Progress Report* (LDE, 2002b, page 29), the nationwide completion rate in 1999 was 85.9%; Louisiana's completion rate was 82.1%. When all states and the District of Columbia are ranked according to the completion statistic, most states have higher completion rates than Louisiana, but there are a few states that have lower completion rates.

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 (Snyder & Hoffman, 2001, Table 105) showed that diploma graduates were 52% females and 48% males, while GED completers were 50.4% females and 49.6% males. Whether completing high school by diploma or by GED, the majority of the nation's 1999 high school completers were White, Non-Hispanics.

Exhibit 5 has been prepared to convey information about the ethnicity and gender of people ages 25 to 29, who had completed high school by the year 2001. The information shown was drawn from *The Condition of Education 2002*, authored by Wirt, Choy, Gerald, Provasnik, Rooney, Watanabe, and Tobin (2002, Table 25-1).

Exhibit 5
Percentage of 25- to 29-Year Olds
Who Completed High School:
National Ethnicity/Gender Findings, Year 2001

| Ethnicity | Total | Males | Females |
|------------------|--------------|--------------|----------------|
| White | 93.3% | 93.0% | 93.6% |
| Black | 87.0% | 87.5% | 86.7% |
| Hispanic | 63.2% | 59.5% | 67.2% |
| All | 87.7% | 86.8% | 88.6% |

By 2001, 87.7% of people who were 25 to 29 years old had completed high school. The percentage of female completers (88.6%) was higher than the percentage of male completers (86.8%). Within this age group, it was also reported that the percentage of people completing high school by 2001 was 93.3% for Whites, 87.0% for Blacks, and 63.2% for Hispanics. If the national goal for high school completion is a 90% rate, then only Whites of the age group have exceeded this completion rate, with the White females having the highest high school completion rate of 93.6%. Hispanic males have the lowest completion rate of 59.5%.

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 GED completers, 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 FTF.

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).

One factor which may influence whether or not high school graduates will go to college is the cost of the college education. Wirt, et al, (2002) reported the average total prices of attending the following types of institutions during 1999-2000: for a private, not-for-profit 4-year institution, \$24,600; for a public 4-year institution, \$12,500; and for a public 2-year institution \$8,600. The actual amount that one may have to pay can be less if the student receives grants, scholarships, or other financial awards. It stands to reason that in the absence of financial help, a recent high school graduate from a low-income family may not be able to go to college immediately, if ever.

It is far beyond the scope of the *FTF Program* to gather information about the financial situation of recent high school graduates. However, since it was found that 58.2% of all Louisiana public school students were eligible to receive free or reduced-priced lunches during the 2000-01 school year (LDE, 2002b, page 14), there is reason to believe that a proportion of Louisiana graduates may have difficulty enrolling in college because they lack funds to pay the expenses.

Louisiana probably has a number of high school students who are at-risk of low educational attainment due to their family and/or school experiences. Risk factors among high school students include changing schools many times, low socioeconomic status of the family, average grades of C or lower, being retained one or more years, being in a single-parent household, and/or having a sibling that did not complete high school (Wirt, et al., 2002). However, a national study revealed that among high school graduates who had risk factors, 35% went on to college within two years of their high school graduation and 68% enrolled in some type of postsecondary institution (Wirt, et al., 2002, page 76). While Louisiana studies of FTF do not include college-going rates for more than one year after graduation, this state-level FTF report does review what other researchers have learned about college-going behavior.

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. It is believed that results based upon Fall 2001 FTF data can be enhanced by describing findings from research conducted by others [e.g., the BOR, the U.S. Department of Education, and the American College Testing (ACT) Program]. The following sections of this report discuss the work of other researchers.

College Enrollment Demographics. One national indicator focuses on high school completers, ages 16 to 24, who make an immediate transition from high school to college. As reported, (Wirt, et al., 2002, Tables 20-1 & 20-2), the national percentage of recent high school completers who made an immediate transition to college was 65.6% in 1998, 62.9% in 1999, and 63.3% in 2000. (Results for 2001 have not been published as of this date.) Table 20-1 (Wirt, et al., 2002) also showed that 65.7% of the White, 54.9% of the Black, and 52.9% of the Hispanic high school completers (ages 16 to 24) made an immediate transition from high school to college in 2000. A higher percentage of females within this age group (66.2%) than male completers (59.9%) made an immediate transition to college in 2000. A larger proportion of the male completers (23.1%) than the female completers (20.0%) opted to attend 2-year institutions, whereas the percentage attending 4-year colleges/universities was higher among the females (46.2%) than among the males (36.8%) in 2000 (Wirt, et al., 2002, Table 20-2).

The *Digest of Educational Statistics 2001* (Snyder & Hoffman, 2002, Table 182) provides the numbers of FTF enrolled in degree-granting institutions, with breakouts for men vs. women and for 4-year vs. 2-year colleges (public and private); Table 182 also showed the full-time vs. part-time attendance status. The years 1955 through 1999 were

shown, along with a note indicating there was a change in reporting procedures beginning with 1990. Based on data in this table from 1996 to 1999, total FTF enrollment was equal to or greater than 2,213,000 students. Over these same years, full-time FTF ranged from a low of 1,734,000 (in 1997) to a high of 1,845,000 (in 1999), while part-time FTF ranged from a low of 437,000 (in 1998) to a high of 534,000 (in 1996). In every year from 1996 to 1999:

- 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.

Projected undergraduate enrollments, as shown in *The Condition of Education 2002* (Wirt, et al., 2002, Table 5-1) lead to several conclusions. First, college undergraduate enrollments are expected to rise. The trend of female enrollment exceeding male enrollment is also projected to continue. While there is projected growth in both the number of part-time students and in the number of students enrolling at 2-year institutions, projections through the year 2011 indicate expectations that more undergraduates will attend 4-year institutions (rather than 2-year colleges) and more undergraduates will be enrolled on a full-time basis rather than on a part-time basis. However, in a discussion of undergraduate diversity, Wirt, et al. (2002, page 99) reports on several demographic characteristics observed in 1999-2000. The authors noted that:

- 80% of the undergraduates were employed (39% employed full-time);
- 57% were 23-years-old or younger, but 43% were 24 or older;
- 56% were women;
- close to one-third were non-White students;
- 27% had dependents;
- 13% were single-parents; and
- 9% had some type of disability.

Current studies of Louisiana FTF report on the college-going behavior of recent high school graduates including gender and ethnicity statistics, as well as information on the types of colleges the FTF attended, but the *FTF Program* does not include other student characteristics such as age, marital status, or dependents. In fact, the focus of Louisiana FTF studies is limited to diploma 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 FTF **do not include** high school completers who did not receive a diploma, FTF who attend out-of-state colleges, individuals attending college on a part-time basis, or high school graduates/completers who postponed their college entrance. Other studies have examined some of these college students.

Students Who Postpone College Entrance. For example, 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 FTF in Fall 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 was 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. Based on information reported in *The Condition of Education 1999* (NCES, 1999), 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: | 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 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 8% to 9% 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.

According to *The Condition of Education 2002* (Wirt, et al., 2002, Table 20-1), the percentage of high school completers (ages 16-24) who made an immediate transition to a college was 49.2% in 1972, increased to a high of 67.0% in 1997, but declined to 63.3% by 2000. Wirt, et al.'s discussion (2002, page 74) of enrollment rates indicates enrollment of female high school completers increased at a faster rate than that of males, and since 1983, the immediate college enrollment of Blacks has increased from 38% to 55%, while the immediate enrollment rate among Whites rose from 50% to 66% between 1972 and 2000. Two variables seem associated with the immediate enrollment rates, these being the educational attainment of the parents and the socioeconomic background of the families. The immediate college enrollment rates were found to be higher when the parents had a higher level of educational attainment. In addition, the 2000 rates of immediate college enrollment were 49.7% for students coming from low-income

families, but 77.1% for students from high-income families. One would suspect that low-income families would be less able to save for the college education of their children, so this difference in immediate college enrollment rates is not surprising.

An interesting 1999 research study suggested that students in grades 6 to 12 and their parents were not very able to accurately estimate the costs of tuition and fees for the institutions where the students might go to college. That is, when studying the perceived college cost, 66.6% of the students and 45.8% of their parents could not make any estimates of the costs. An additional 11.9% of the students and 21.0% of the parents overestimated the costs (Wirt, et al., 2001, Table 25-1). If students and parents cannot estimate the costs, then a college education may be perceived as unattainable. The result may be that students make high school course choices which will not prepare them for college.

No matter what factors might cause a recent graduate to postpone his/her college enrollment, Louisiana studies of FTF will not capture such a student because only a one year college-going rate is reported through the *FTF Program*. However, this one year college-going rate indicates the proportion of high school graduates who begin college immediately after high school graduation and who are enrolled as full-time students.

Part-Time College Students. Part-time college students are not included in calculating Louisiana college-going rates. Several national 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 statistics pertaining to 1998 students at degree-granting institutions (Snyder & Hoffman, 2001).

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% |
| Snyder & Hoffman (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. The studies of Louisiana FTF, which include only full-time FTF, also do not include individuals who attend college out of state. Out-of-state students cannot be included because there is no way to require out-of-state institutions to report FTF data to the LDE. However, a little can be learned about out-of-state students through other information resources.

Louisiana Students Who Attend College Outside the State. For example, 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. Based on Ziomek's data and the *FTF Program's* count of high school graduates, it was estimated that 3.7% of the 1997-98 graduates went to out-of-state colleges in 1998.

Information found in prior year residence and migration studies which was reported in national publications suggests that in Louisiana a small percentage of recent graduating classes leave the state to enroll in college. For example, Morgan reported in the Spring 2002 issue of *Education Statistics Quarterly* (2002, page 29) that the percentage of first-time, first-year undergraduates who left their state of residence to attend a post-secondary out-of-state institution in 1998 varied greatly from a low of 6.3% in Mississippi to a high of 62.7% in the District of Columbia. Louisiana's reported out-of-state rate was 9.2%.

A residence and migration study which was reported in *The Digest of Education Statistics 2001* (Snyder & Hoffman, 2002, Table 205) indicated Louisiana had 28,945 freshmen students enrolled in degree-granting institutions. The number of freshmen reported as migrating out of Louisiana for Fall 1998 was 2,952, which is 6.3% of the 1997-98 recent high school graduates as reported in the 1998 *FTF Program*. In an earlier migration study, it was reported that 3,177 Louisiana high school graduates went out of state to attend college in Fall 1996 (Barbett, 1998). This number of students was 7.2% of Louisiana's 1995-96 graduating class. Assuming that the percentage of Louisiana's 2000-01 graduates who went out of state to enroll in college falls within the 6.3% to 7.2% range, then the total number of Louisiana out-of-state Fall 2001 FTF is estimated as between 2,947 and 3,368 recent high school graduates. (Readers should be very cautious with these estimated numbers since the migration statistics are based on data collected in the middle and late 1990s.)

While it is appropriate to be aware that some recent Louisiana graduates go out of state to begin college, it is more useful to study the FTF who remain in Louisiana to begin college. College-going rates and enrollment patterns of individuals who do remain within Louisiana as FTF will be discussed in this document. This state-level FTF report will also provide: some demographic information on a FTF class, statistics to indicate the college readiness of recent high school graduates, and information on the first semester success rate of the Fall 2001 FTF class.

What percentage of 2000-01 Louisiana high school graduates became Fall 2001 FTF who enrolled in Louisiana's colleges/universities?

Exhibit 8 provides a summary of the 2000-01 Louisiana high school graduates who became Fall 2001 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 44% (or 20,787) of the 2000-01 graduates were Fall 2001 FTF. The Louisiana college-going rate of 44% is lower than the national college-going rate of 63% (in the year 2000) as reported by Wirt, et al. (2002, Table 20-1). 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.

While the Louisiana and national rates differ from each other, both college-going rates were rising, but then began to decrease in recent years. For example, the national college-going rate rose to 67% in 1997, but then this rate decreased to approximately 66% in 1998, declining to roughly 63% in both 1999 and 2000. The Louisiana college-going rates rose from 43% in 1997 to 46% in both 1998 and 1999, but the Fall 2000 rate was 45%, and the Fall 2001 college-going rate fell to 44%.

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

Exhibit 9 graphically shows the percentage of all 1998-99, 1999-2000, and 2000-01 Louisiana high school graduates who were FTF in 1999, 2000, or 2001. As noted previously, the percentage of recent Louisiana high school graduates who became in-state FTF (or the college-going rate) has been declining. The total number of Louisiana's FTF was: 21,456 in 1999; 21,324 in 2000; and 20,787 in 2001. Thus, 537 more graduates of Louisiana high schools became in-state Fall 2000 FTF as compared with the Fall 2001 FTF class.

Furthermore, the Fall 2001 FTF enrollment count was 669 FTF less than in Fall 1999.

Unfortunately, the decline in the total number of FTF students seems to have resulted from fewer recent graduates of public high schools making an immediate transition to Louisiana's colleges/universities. That is, Fall 2001 FTF enrollments of public high school graduates decreased by 568 students, as compared with the number of Fall 2000 FTF. The college-going rate for public high school graduates also decreased from 41% in Fall 2000 to 40% in Fall 2001. However, analysis of data indicates Fall 2001 FTF enrollments for nonpublic high school graduates increased by 31 students, as compared with the number of Fall 2000 FTF. The college-going rate for nonpublic high school graduates was 64% in Fall 2000, rising to approximately 65% in Fall 2001.

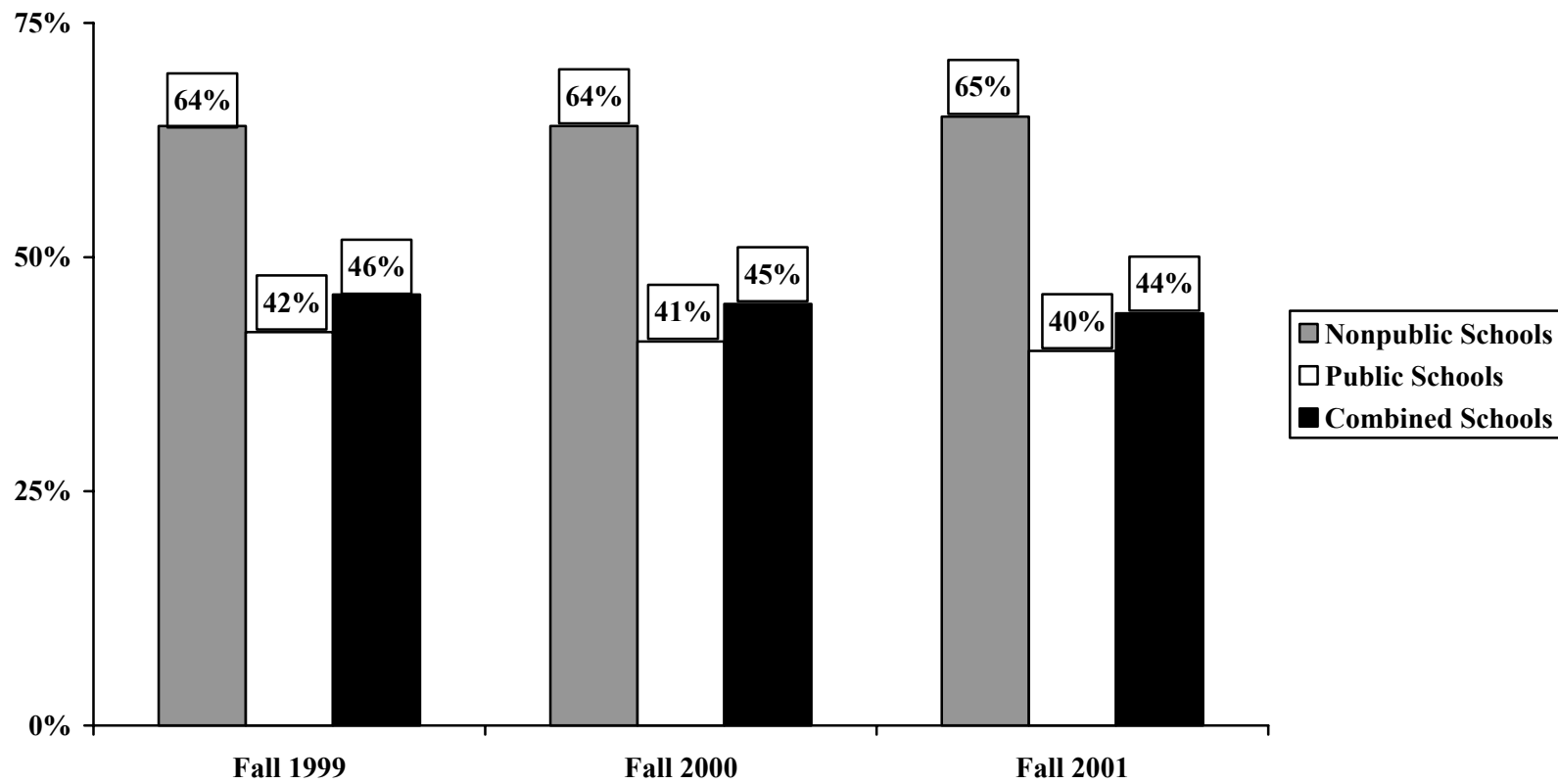
While the college-going rate for nonpublic high school graduates (65%) was greater than that of the public high school graduates (40%), the actual number of FTF who graduated from public high schools (15,299 FTF) was greater than the number of FTF who graduated from nonpublic high schools (5,488 FTF). In fact, about 74% of the 20,787 FTF were recent graduates of Louisiana's public schools. Thus, Louisiana's public schools produced the majority of the FTF who enrolled in Louisiana's colleges/universities during Fall 2001. Furthermore, 13,088 FTF who were diploma graduates of Louisiana public high schools enrolled in this state's 4-year colleges/universities. These 13,088 FTF equate to 63% of the entire Fall 2001 FTF class.

Exhibit 8
Fall 2001 FTF Summary

| | Graduates of | | | | | |
|--|-----------------------|----------------|--------------------------|----------------|--|----------------|
| | Public Schools | | Nonpublic Schools | | Public and Nonpublic Schools Combined | |
| | Number | Percent | Number | Percent | Number | Percent |
| Total 2000-01 Graduates | 38,314 | 82% | 8,462* | 18% | 46,776* | 100% |
| Graduates Who Attended 2-Year Colleges | | | | | | |
| 2000-01 Graduates Who were Fall 2001 FTF | 2,211 | 6% | 609 | 7% | 2,820* | 6% |
| Fall 2001 FTF Enrolled in Developmental Courses | 1,674 | 76% | 431 | 71% | 2,105 | 75% |
| Graduates Who Attended 4-Year Colleges/Universities | | | | | | |
| 2000-01 Graduates Who were Fall 2001 FTF | 13,088 | 34% | 4,879 | 58% | 17,967* | 38% |
| Fall 2001 FTF Enrolled in Developmental Courses | 4,226 | 32% | 1,059 | 22% | 5,285 | 29% |
| Graduates Who Attended 2- and 4-Year Colleges/Universities Combined | | | | | | |
| 2000-01 Graduates Who were Fall 2001 FTF | 15,299 | 40% | 5,488* | 65% | 20,787* | 44% |
| Fall 2001 FTF Enrolled in Developmental Courses | 5,900 | 39% | 1,490* | 27% | 7,390* | 36% |

*Two Louisiana nonpublic high schools did not report their 2000-01 graduate counts. Each of these high schools had only one Fall 2001 FTF student. The FTF totals include a few additional students from a nonpublic school that does not submit data for this report.

Exhibit 9
Percentage of Graduates Who Became First-Time Freshmen:
Fall 1999, 2000, or 2001



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

During the Fall 2001 semester/quarter, 15,299 (or 40%) of Louisiana's 2000-01 public high school diploma graduates enrolled as FTF in Louisiana colleges/universities. Exhibit 10 provides district-level statistics on the number and percentage of Louisiana's 2000-01 and 1999-2000 public high school graduates who were FTF. Individuals counted as FTF were enrolled as full-time college students in Fall 2001 or in Fall 2000.

Among the public school districts, the percentage of 2000-01 graduates going directly to in-state colleges in the Fall 2001 ranged from 21% to 52%. Comparable college-going rates for public school districts ranged from 20% to 53% in Fall 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 2001 differed from the rates of Fall 2000. It was found that college-going rates:

- decreased for 32 public school districts, with the rate of 15 public school districts declining by 5% or more;
- increased in 25 public school districts, with nine of these district rates increasing by 5% or more; and
- nine districts sustained the college-going rates observed in Fall 2000.

Exhibit 10
Number and Percentage of 2000-01 and 1999-2000 Public High School Graduates That Became FTF by District

| | Number of 2000-01 High School Graduates | Graduates Who Were Fall 2001 FTF | | Number of 1999-00 High School Graduates | Graduates Who Were Fall 2000 FTF | | Percentage Points Difference |
|------------------|--|-------------------------------------|------------|--|-------------------------------------|------------|------------------------------------|
| | | Number | Percent* | | Number | Percent* | |
| Louisiana | 38,314 | 15,299 | 40% | 38,959 | 15,867 | 41% | -1% |
| Acadia | 481 | 175 | 36% | 511 | 150 | 29% | 7% |
| Allen | 190 | 72 | 38% | 220 | 89 | 40% | -2% |
| Ascension | 787 | 372 | 47% | 710 | 343 | 48% | -1% |
| Assumption | 171 | 79 | 46% | 197 | 85 | 43% | 3% |
| Avoyelles | 369 | 138 | 37% | 405 | 161 | 40% | -3% |
| Beauregard | 382 | 136 | 36% | 358 | 123 | 34% | 2% |
| Bienville | 129 | 28 | 22% | 150 | 38 | 25% | -3% |
| Bossier | 988 | 424 | 43% | 976 | 422 | 43% | 0% |
| Caddo | 2,243 | 983 | 44% | 2,280 | 989 | 43% | 1% |
| Calcasieu | 1,896 | 752 | 40% | 1,817 | 723 | 40% | 0% |
| Caldwell | 93 | 38 | 41% | 87 | 31 | 36% | 5% |
| Cameron | 131 | 47 | 36% | 134 | 47 | 35% | 1% |
| Catahoula | 118 | 46 | 39% | 115 | 41 | 36% | 3% |
| Claiborne | 152 | 62 | 41% | 158 | 56 | 35% | 6% |
| Concordia | 172 | 58 | 34% | 168 | 60 | 36% | -2% |
| DeSoto | 264 | 94 | 36% | 288 | 100 | 35% | 1% |
| East Baton Rouge | 2,835 | 1,386 | 49% | 2,905 | 1,504 | 52% | -3% |
| East Carroll | 80 | 21 | 26% | 79 | 16 | 20% | 6% |
| East Feliciana | 132 | 41 | 31% | 156 | 41 | 26% | 5% |
| Evangeline | 327 | 128 | 39% | 283 | 94 | 33% | 6% |
| Franklin | 167 | 61 | 37% | 194 | 72 | 37% | 0% |
| Grant | 174 | 59 | 34% | 149 | 54 | 36% | -2% |
| Iberia | 740 | 277 | 37% | 714 | 277 | 39% | -2% |
| Iberville | 268 | 100 | 37% | 234 | 101 | 43% | -6% |
| Jackson | 140 | 46 | 33% | 154 | 58 | 38% | -5% |

| | Number of 2000-01 High School Graduates | Graduates Who Were Fall 2001 FTF | | Number of 1999-00 High School Graduates | Graduates Who Were Fall 2000 FTF | | Percentage Points Difference |
|----------------------|--|-------------------------------------|------------|--|-------------------------------------|------------|------------------------------------|
| | | Number | Percent* | | Number | Percent* | |
| Louisiana | 38,314 | 15,299 | 40% | 38,959 | 15,867 | 41% | -1% |
| Jefferson | 2,433 | 796 | 33% | 2,554 | 901 | 35% | -2% |
| Jefferson Davis | 336 | 144 | 43% | 333 | 136 | 41% | 2% |
| Lafayette | 1,620 | 730 | 45% | 1,685 | 756 | 45% | 0% |
| Lafourche | 844 | 357 | 42% | 888 | 371 | 42% | 0% |
| LaSalle | 153 | 58 | 38% | 152 | 58 | 38% | 0% |
| Lincoln | 352 | 141 | 40% | 322 | 159 | 49% | -9% |
| Livingston | 1,023 | 454 | 44% | 995 | 465 | 47% | -3% |
| Madison | 103 | 29 | 28% | 115 | 31 | 27% | 1% |
| Morehouse | 215 | 71 | 33% | 244 | 91 | 37% | -4% |
| Natchitoches | 354 | 154 | 44% | 342 | 140 | 41% | 3% |
| Orleans ** | 3,450 | 1,111 | 32% | 3,604 | 1,288 | 36% | -4% |
| Ouachita | 826 | 385 | 47% | 789 | 329 | 42% | 5% |
| Plaquemines | 259 | 106 | 41% | 258 | 134 | 52% | -11% |
| Pointe Coupee | 199 | 41 | 21% | 184 | 54 | 29% | -8% |
| Rapides | 1,295 | 528 | 41% | 1,336 | 546 | 41% | 0% |
| Red River | 92 | 31 | 34% | 90 | 32 | 36% | -2% |
| Richland | 161 | 43 | 27% | 209 | 58 | 28% | -1% |
| Sabine | 197 | 60 | 30% | 262 | 91 | 35% | -5% |
| St. Bernard | 480 | 243 | 51% | 563 | 246 | 44% | 7% |
| St. Charles | 659 | 301 | 46% | 583 | 309 | 53% | -7% |
| St. Helena | 64 | 21 | 33% | 64 | 25 | 39% | -6% |
| St. James | 245 | 102 | 42% | 260 | 115 | 44% | -2% |
| St. John the Baptist | 328 | 114 | 35% | 328 | 101 | 31% | 4% |
| St. Landry | 797 | 266 | 33% | 898 | 282 | 31% | 2% |
| St. Martin | 395 | 116 | 29% | 446 | 128 | 29% | 0% |
| St. Mary | 560 | 225 | 40% | 549 | 209 | 38% | 2% |
| St. Tammany | 1,800 | 936 | 52% | 1,843 | 948 | 51% | 1% |
| Tangipahoa | 948 | 414 | 44% | 1,069 | 454 | 42% | 2% |

| | Number of 2000-01 High School Graduates | Graduates Who Were Fall 2001 FTF | | Number of 1999-00 High School Graduates | Graduates Who Were Fall 2000 FTF | | Percentage Points Difference |
|------------------|--|-------------------------------------|------------|--|-------------------------------------|------------|------------------------------------|
| | | Number | Percent* | | Number | Percent* | |
| Louisiana | 38,314 | 15,299 | 40% | 38,959 | 15,867 | 41% | -1% |
| Tensas | 57 | 16 | 28% | 58 | 20 | 34% | -6% |
| Terrebonne | 1,102 | 360 | 33% | 1,083 | 373 | 34% | -1% |
| Union | 204 | 65 | 32% | 203 | 65 | 32% | 0% |
| Vermilion | 562 | 221 | 39% | 529 | 195 | 37% | 2% |
| Vernon | 497 | 168 | 34% | 465 | 154 | 33% | 1% |
| Washington | 284 | 72 | 25% | 239 | 73 | 31% | -6% |
| Webster | 392 | 114 | 29% | 417 | 142 | 34% | -5% |
| West Baton Rouge | 233 | 97 | 42% | 218 | 101 | 46% | -4% |
| West Carroll | 119 | 44 | 37% | 138 | 58 | 42% | -5% |
| West Feliciana | 123 | 60 | 49% | 125 | 50 | 40% | 9% |
| Winn | 154 | 56 | 36% | 130 | 67 | 52% | -16% |
| Monroe City | 435 | 153 | 35% | 430 | 183 | 43% | -8% |
| Bogalusa City | 168 | 56 | 33% | 164 | 62 | 38% | -5% |
| Other Schools*** | 367 | 217 | 59% | 353 | 192 | 54% | 5% |

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

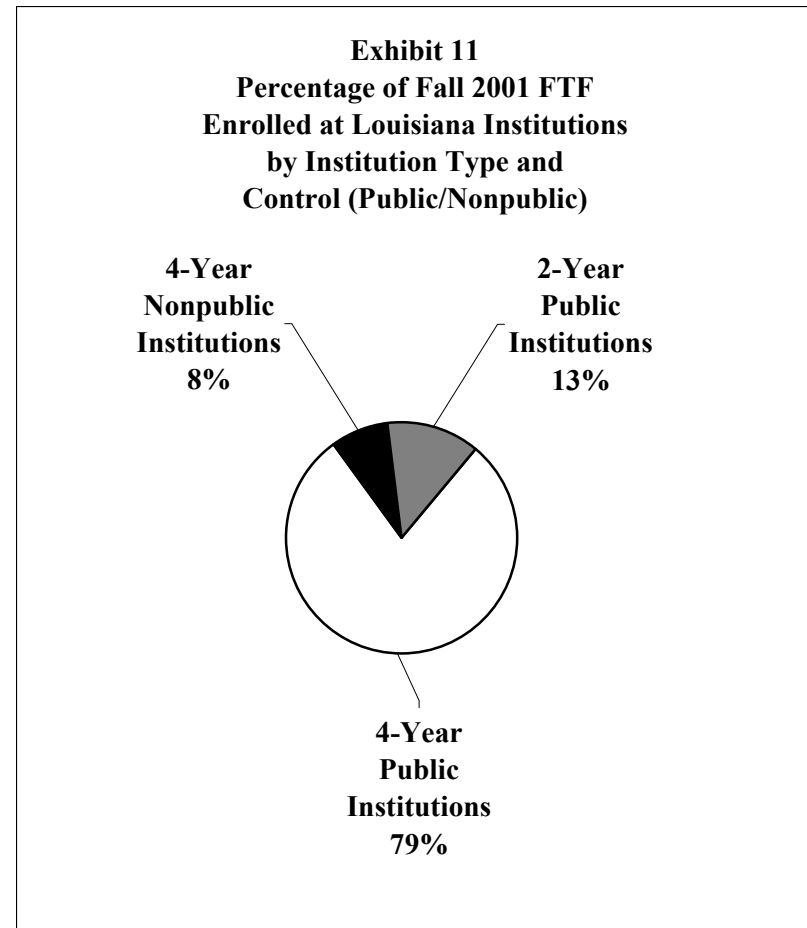
** Because of some school re-configurations and the assignment of new site codes, some summer graduates could not be included in these calculations in 1999-2000.

*** In 1999-2000 and in 2000-01, 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 2000-01 high school graduates attend?

Of Louisiana's 30 post-secondary institutions, 13 institutions are public 4-year colleges/universities, eight are 4-year nonpublic institutions, and nine are 2-year public institutions. As previously shown in Exhibit 8, a total of 2,820 FTF were enrolled at 2-year institutions while the remaining 17,967 FTF were enrolled at 4-year institutions. Thus, of the entire Fall 2001 FTF class, nearly 87% were enrolled on 4-year campuses whereas, 13% were enrolled on the 2-year campuses. Corresponding national enrollment statistics were not available, but calculations based on the national 1999 data (Wirt, et al., 2002, Table 5-1) indicate that about 56% of undergraduate students were enrolled at 4-year institutions and 44% were at 2-year institutions. Louisiana FTF enrollment patterns do differ from these national patterns for all undergraduates.

As illustrated in Exhibit 11, approximately 79% of Louisiana's FTF class enrolled at 4-year public institutions, while 13% were enrolled in 2-year public colleges, and 8% of the Fall 2001 FTF attended a 4-year nonpublic university that is located in Louisiana. Enrollment patterns for the Fall 2000 FTF class were somewhat different than those of the Fall 2001 FTF class. That is, while the enrollment of the FTF class at 4-year nonpublic campuses remained stable at 8%, there was a shift in enrollments at 2-year and 4-year public colleges. From Fall 2000 to Fall 2001, the proportion of the FTF class enrolled on a 2-year campus rose by one percentage point in Fall 2001 (from 12% to 13%), and the proportion on 4-year public campuses declined by one percentage point (from 80% to 79%). Although data of the *FTF Program* does not address the reasons for this enrollment shift, possible causative factors may include the increased admission standards on 4-year public campuses, increasing familiarity of FTF with the 2-year campuses, the cost of attending the two different types of public institutions, or a desire to earn a post-secondary degree in a shorter time frame.



Graduates of both the public and nonpublic high schools showed a one-percentage point increase in their enrollment on 2-year campuses as compared with the previous FTF class of Fall 2000. This enrollment shift should not be taken as a sign that recent graduates are less interested in getting 4-year college degrees. In fact, previous 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.

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

Options for recent high school graduates to continue their education may also be increased if there is expansion of 2-year campuses and of 4-year campuses, especially those campuses that currently have low FTF enrollments. College tuition and fees have been rising, and in Louisiana, some institutions have increased admission requirements. 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. The chances of securing higher paying jobs are increased, when young adults have greater educational credentials and are ready to make the transition to full-time employment.

On the other hand, the size of FTF classes may decrease. For various reasons, there may be a decline in the size of Louisiana's high school graduating class, resulting in a smaller number of students becoming FTF. Reasons for a possible decline in the size of future FTF classes include population decreases, expansion in technical and job-training opportunities that are alternatives to traditional college degrees, or any situation which results in a greater number of recent high school graduates entering military service. Due to factors such as terrorism, environmental threats, and even economic fluctuations, the future is less certain; however, 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 2001 FTF and on statistics regarding the enrollment of FTF in developmental courses. As previously mentioned, each FTF was a full-time student in the Fall 2001 semester/quarter and all students were enrolled at a public or nonpublic college/university that is located in Louisiana.

Part IV. The Louisiana Fall 2001 First-Time Freshmen (FTF) Class

Information in Part IV is organized to discuss the demographic characteristics (i.e., ethnic and gender composition) of the Fall 2001 FTF class, performance on the ACT, enrollment in developmental courses, and successful completion of the Fall 2001 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 2001 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. In Fall 2001, there was even a developmental course called "Computer Novice."

What was the demographic make-up of Louisiana's Fall 2001 FTF Class?

Exhibit 12 provides information on the ethnicity of Fall 2001 FTF. Of the 15,299 FTF who had graduated from Louisiana public schools, approximately 65% were White, 32% were Black, 2% were Asian/Pacific Islanders, and 1% were Hispanics. Of the 5,488 FTF who graduated from nonpublic schools, approximately 85% were White, 9% were Black, 2% were Hispanics, and 1% 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 2001 FTF class was predominantly White (70%). Black students comprised the next largest ethnic group (26%), followed by Asian/Pacific Islanders (2%) and Hispanics (1%). Less than 1% were identified as American Indians/Alaskan Natives. [Of all FTF, 104

(less than 1%) did not identify their ethnicity.] A comparison of Louisiana's Fall 2001 and Fall 2000 FTF suggests that the representation of Asian/Pacific Islanders, American Indians/Alaskan Natives, and Hispanics changed only slightly. However, Black participation decreased between Fall 2000 and Fall 2001 (from 27% to 26%), while White participation increased from 68% in Fall 2000 to 70% in Fall 2001. The majority of the FTF were females in both Fall 2001 (58% female) and in Fall 2000 (58% female).

National reports (Wirt, 2000; Barbett, 2000) tend to address the ethnicity of more students rather than focusing on 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, the proportion of FTF who were minority students was 30% in Fall 2001 and 31% in Fall 2000.

Exhibit 12 also provides ethnicity information on 7,390 FTF who were enrolled in one or more developmental courses in Fall 2001. Of the 5,900 developmental FTF who had graduated from Louisiana public schools, approximately 49% were Black, 47% were White, 2% were Asian/Pacific Islanders, and 1% were Hispanics. Of the 1,490 developmental FTF who were graduates of nonpublic schools, approximately 74% were White, 19% were Black, 2% 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 2001 FTF Summary by Ethnicity*

| Ethnicity Category | Public Schools | | Nonpublic Schools | | Public and Nonpublic Schools Combined | |
|--|-----------------------|----------------|--------------------------|----------------|--|----------------|
| | Number | Percent | Number | Percent | Number | Percent |
| All Louisiana Fall 2001 FTF | | | | | | |
| American Indian/Alaskan Native | 52 | < 1% | 22 | < 1% | 74 | < 1% |
| Asian/Pacific Islander | 370 | 2% | 75 | 1% | 445 | 2% |
| Black | 4,827 | 32% | 520 | 9% | 5,347 | 26% |
| Hispanic | 149 | 1% | 122 | 2% | 271 | 1% |
| White | 9,901 | 65% | 4,645 | 85% | 14,546 | 70% |
| Data Not Available | 0 | 0 % | 104 | 2% | 104 | < 1% |
| Louisiana Fall 2001 Developmental FTF | | | | | | |
| American Indian/Alaskan Native | 21 | < 1% | 4 | < 1% | 25 | < 1% |
| Asian/Pacific Islander | 122 | 2% | 17 | 1% | 139 | 2% |
| Black | 2,895 | 49% | 285 | 19% | 3,180 | 43% |
| Hispanic | 63 | 1% | 37 | 2% | 100 | 1% |
| White | 2,799 | 47% | 1,107 | 74% | 3,906 | 53% |
| Data Not Available | 0 | 0% | 40 | < 3% | 40 | < 1% |

*The percents are rounded to whole percentage points.

As a group, Louisiana's Fall 2001 developmental FTF were predominantly White (53%) or Black (43%) students. Approximately 4% of the Fall 2001 developmental FTF were of the remaining minority groups, while 40 of the developmental FTF did not have ethnicity data.

How did Louisiana's Fall 2001 FTF Class perform on the ACT?

Although the *FTF Program* is legislatively mandated to collect only data on FTF enrollments and participation in developmental courses, the LDE also asked Louisiana colleges/universities to submit the ACT composite scores of all full-time Fall 2001 FTF. In addition to summarizing the ACT performance for these FTF and comparing findings to the Fall 2000 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 2001 High School Class, ACT Performance. As a group, Louisiana's 2001 high school class had an average ACT composite score of 19.6, which has not changed since 1999. The national ACT composite average score has been 21.0 since 1997.

Comparing Louisiana's 2001 ACT performance across subgroups of students indicates that the average composite score of females has been 19.5 since 1999 and there was no change in the average ACT composite score of Louisiana's males (19.7 for both 2001 and 2000). In the nation as a whole, males had an average ACT composite score of 21.1 (in 2001) while the nation's females remained at an average of 20.9 (ACT, 2000 & 2001).

In 2001, ACT scores for the nation were reported by ethnic groups, demonstrating that Whites (21.8) and Asians/Pacific Islanders (21.7) outperformed Hispanics (19.4), American Indians/Alaskan Natives (18.8), Mexican Americans/Chicanos (18.5), and African Americans/

Blacks (16.9). In 2001, Louisiana's White graduates (20.8) and Asians/Pacific Islanders (20.7) had the highest average composite scores, followed by Hispanics (19.6), Mexican Americans/Chicanos (19.2), American Indians/Alaskan Natives (18.6), and African Americans/Blacks (16.7) (ACT, 2001). For Louisiana, 2001 ACT score improvement was noted among Asian/Pacific Islanders (20.7 vs. 20.5) and for Hispanics (19.6 vs. 19.4), as compared with the lower average composite scores of 2000. The Louisiana 2001 average ACT composite scores declined for American Indians/Alaskan Natives (18.6 vs. 19.3) and for Mexican Americans/Chicanos (19.2 vs. 20.0), while scores were stable for African Americans/Blacks (at 16.7) 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 2000-01 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 2001 FTF, ACT Performance. ACT composite scores were available on roughly 97.6% of Fall 2001 FTF. Of these Louisiana Fall 2001 FTF, 37% had scores ranging from 1 to 19. The remaining 63% had an ACT composite score equal to or greater than 20. Furthermore, the average ACT composite score of these FTF (20.8) was higher than that of the entire 2001 high school class (19.6).

When considering the ethnic groups, analysis of the ACT data for the Louisiana Fall 2001 FTF indicated that White FTF had the highest average ACT composite scores (21.9), followed by Asians/Pacific Islanders (21.3). The average ACT composite scores for FTF who were American Indians/Alaskan Natives (20.7), Hispanics (20.7), and for Blacks (17.6) were lower. Furthermore, male Fall 2001 FTF, whose average ACT was 21.0, outperformed the female FTF (20.6).

Exhibit 13
2001 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 | |
|--|-------------------------------|------|----------------------------------|------|--------------------------|-----------|----------------------------------|-----------|
| | 2001 | 2000 | 2001 | 2000 | Fall 2001 | Fall 2000 | Fall 2001 | Fall 2000 |
| Overall Average ACT Composite | 21.0 | 21.0 | 19.6 | 19.6 | 20.8 | 20.6 | 17.2 | 17.2 |
| Averages by Gender | | | | | | | | |
| Males | 21.1 | 21.2 | 19.7 | 19.7 | 21.0 | 20.9 | 17.0 | 17.0 |
| Females | 20.9 | 20.9 | 19.5 | 19.5 | 20.6 | 20.4 | 17.3 | 17.3 |
| Averages by Ethnicity Groups** | | | | | | | | |
| Whites | 21.8 | 21.8 | 20.8 | 20.8 | 21.9 | 21.9 | 18.2 | 18.3 |
| Asian/Pacific Islanders | 21.7 | 21.7 | 20.7 | 20.5 | 21.3 | 21.2 | 17.8 | 17.4 |
| Mexican Americans/Chicanos | 18.5 | 18.6 | 19.2 | 20.0 | | | | |
| Hispanics | 19.4 | 19.5 | 19.6 | 19.4 | 20.7 | 20.6 | 17.0 | 18.0 |
| American Indian/Alaskan Natives | 18.8 | 19.0 | 18.6 | 19.3 | 20.7 | 20.8 | 17.3 | 18.1 |
| African American/Blacks | 16.9 | 17.0 | 16.7 | 16.7 | 17.6 | 17.3 | 15.8 | 15.7 |
| Averages by Curriculum*** | | | | | | | | |
| Completed Core | 21.9 | 22.0 | 20.5 | 20.5 | | | | |
| Did Not Complete Core | 19.5 | 19.5 | 17.1 | 17.1 | | | | |
| Averages by Type of High School | | | | | | | | |
| Public School | | | | | 20.4 | 20.2 | 17.0 | 17.0 |
| Nonpublic School | | | | | 21.7 | 21.8 | 17.8 | 18.1 |
| Averages by College Destination | | | | | | | | |
| 2-year public | | | | | 17.5 | 17.5 | 16.4 | 16.6 |
| 4-year public | | | | | 21.1 | 20.8 | 17.4 | 17.3 |
| 4-year nonpublic | | | | | 22.8 | 22.9 | 18.1 | 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 courses, three social studies courses, 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 2001 FTF who graduated from public high schools had an average ACT composite score of 20.4; FTF who were nonpublic high school graduates had an average composite score of 21.7. Looking at the ACT data from the perspective of college destination, Louisiana Fall 2001 FTF who enrolled in nonpublic universities tended to post higher ACT composite scores (average of 22.8) than their peers who entered 4-year public institutions (21.1), or the FTF who enrolled in 2-year public institutions (17.5). It was also found that Fall 2001 nondevelopmental FTF had an average ACT score of 22.7, whereas developmental FTF had an average score of 17.2.

FTF Performance on the ACT: Fall 2001 compared with Fall 2000. The average ACT composite score of FTF increased from 20.6 in Fall 2000 to 20.8 in Fall 2001. The average score of FTF who graduated from public high schools increased from 20.2 in Fall 2000 to 20.4 in Fall 2001, while the average ACT composite score for FTF who graduated from nonpublic schools dropped slightly from 21.8 to 21.7.

As noted earlier, the ACT score of a FTF is used to help determine whether or not the student should be enrolled in one or more developmental courses. Thus, changes in the average ACT score of FTF are likely to be associated with alterations in the enrollments of FTF in developmental courses.

In this study of FTF, it was found that some colleges/universities changed the number of developmental courses available to Fall 2001 FTF. Developmental courses are probably added when it is felt that students will benefit from these additional offerings.

It was more typical for colleges/universities to reduce the number of developmental courses offered in Fall 2001. One college also compressed two levels of developmental mathematics and two levels of developmental English into one mathematics course and one English course. 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. Enrollment rate changes, especially those of a large magnitude, may cause corresponding shifts in the percentage of *developmental FTF*.

When reviewing 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 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 students 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 the Fall 2001 FTF class was enrolled in developmental courses?

A summary of Louisiana's FTF who were enrolled in developmental courses in Fall 2001 was presented in Exhibit 8. As previously shown, 36% of the Fall 2001 FTF (or 7,390 FTF) were taking one or more developmental courses in Fall 2001. The Fall 2001 developmental rate for FTF who were Louisiana public high school graduates (39%) was higher than the rate for FTF who were Louisiana nonpublic high school graduates (27%).

When FTF from the Louisiana public schools enrolled at 4-year post-secondary institutions in Fall 2001, their developmental rate was 32%, as compared with 22% 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, 76% of public school FTF required developmental instruction while enrolled at a 2-year institution, as compared with 71% for nonpublic school developmental FTF. In fact, FTF developmental rates were much higher at Louisiana's 2-year colleges (75%) than at 4-year institutions (29%), as is consistent with the national trends.

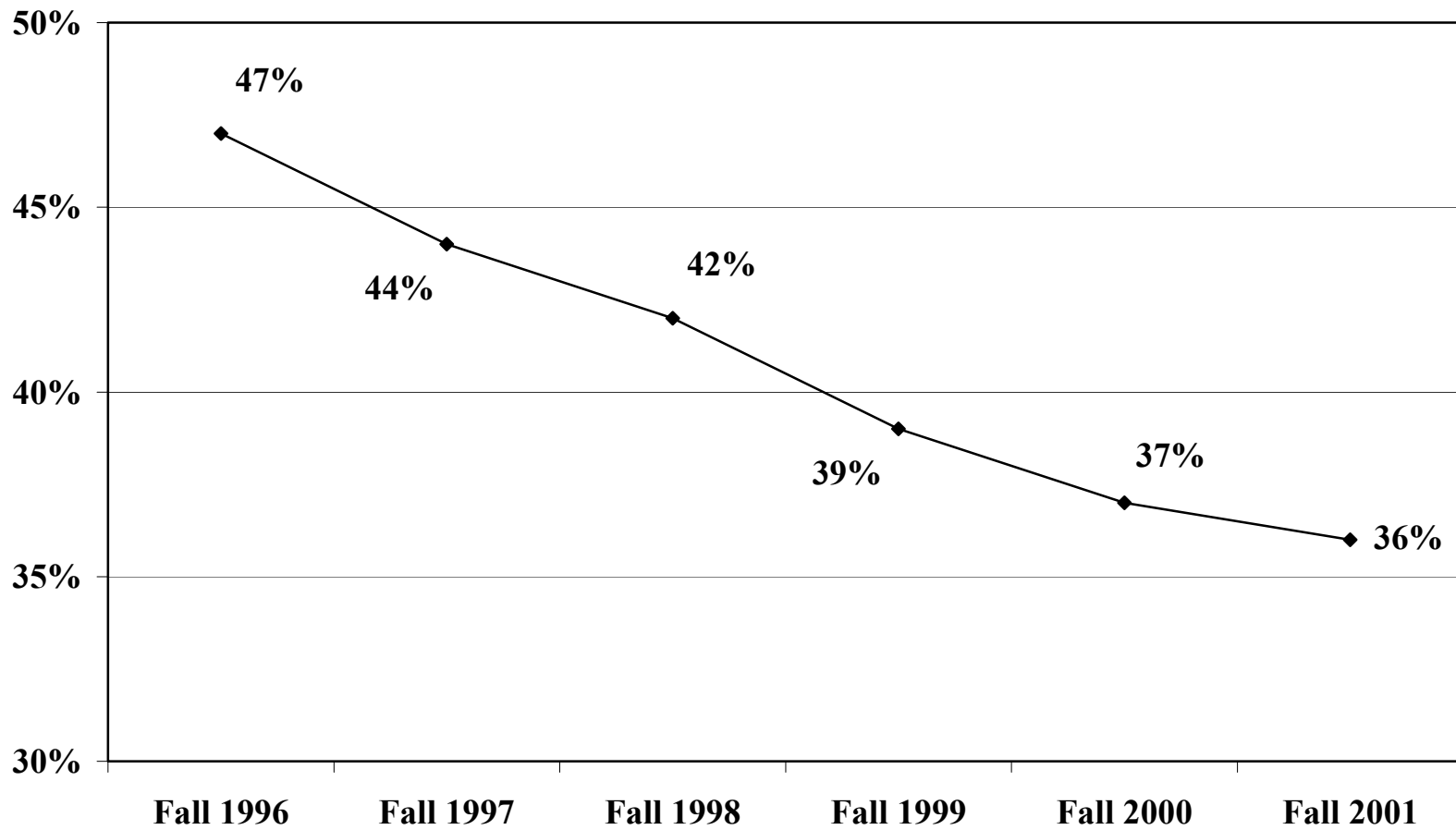
According to *The Condition of Education 2001* (Wirt, et al., 2001, Table 29-3), the percentage of post-secondary education students who took no remedial courses from 1980 to 1993 was: 60% for students attending only 4-year institutions, 37% for those attending only 2-year institutions, and 36% for students attending 2-year and 4-year institutions. Based on these percentages, it can be inferred that during this time period, the national percentages of students taking remedial (or developmental) courses were 40% for students at 4-year campuses and 63% for students at 2-year campuses.

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

NCES (1999) also provided an overall nationwide percentage of freshmen students who were enrolled in remedial reading, writing, or mathematics courses for 1989 and for 1995. The percentage who were taking these remedial courses was 30% in 1989 and 29% in 1995. Exhibit 14 provides a graphic representation of the percentages of Louisiana FTF who were developmental FTF in Fall 1996 through Fall 2001. Although Louisiana's percentages of FTF who enroll in developmental courses exceed the national percentages as reported by NCES (1999), the Louisiana percentage of developmental FTF has steadily declined since Fall 1996.

As shown in Exhibit 14, 47% of Louisiana's FTF enrolled in at least one developmental course during their first regular semester of college course work in Fall 1996. The percentage of Louisiana FTF who enrolled in developmental courses decreased as follows: 44% in Fall 1997, 42% in Fall 1998, 39% in Fall 1999, 37% in Fall 2000, and within the Fall 2001 FTF class the percentage of FTF enrolled in developmental courses was 36%. This trend in Louisiana's developmental course enrollment rates provide additional evidence that our state's educational system is now producing FTF classes who are better prepared for college courses than the FTF classes of just a few years ago.

Exhibit 14
Percentage of FTF Enrolled in Developmental Courses:
Fall 1996 Through Fall 2001



Factors that may have contributed to these declining developmental FTF enrollment rates could include fewer developmental courses offered by colleges; decline in FTF enrollment; 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 Fall 2001, when the percentage of nonpublic school graduates enrolled, as developmental FTF was 27%, as compared with 39% of the students who were from public high schools. (In Fall 2000, 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.)

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 2001 and the Fall 2000 FTF classes. The percentages of developmental FTF for the public school districts ranged from 18% to 90% in Fall 2001 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 2001 to Fall 2000. In 44 districts, Fall 2001 developmental rates decreased from Fall 2000 rates; 19 other public districts showed an increase in Fall 2001 developmental rates. Developmental rates remained unchanged in three districts.

In Fall 2001, the developmental rates of 15 districts increased by 5% or more, whereas the rates of 26 districts decreased by 5% or more, as compared to Fall 2000 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 2001 and Fall 2000 FTF Developmental Rates of Public High School Graduates by District

| | Number of Fall 2001 FTF | Fall 2001 Developmental FTF | | Number of Fall 2000 FTF | Fall 2000 Developmental FTF | | Percentage Points Difference |
|------------------|-------------------------------|--------------------------------|------------|-------------------------------|--------------------------------|------------|------------------------------------|
| | | Number | Percent | | Number | Percent | |
| Louisiana | 15,299 | 5,900 | 39% | 15,867 | 6,437 | 41% | -2% |
| Acadia | 175 | 90 | 51% | 150 | 75 | 50% | 1% |
| Allen | 72 | 28 | 39% | 89 | 48 | 54% | -15% |
| Ascension | 372 | 94 | 25% | 343 | 107 | 31% | -6% |
| Assumption | 79 | 30 | 38% | 85 | 26 | 31% | 7% |
| Avoyelles | 138 | 55 | 40% | 161 | 96 | 60% | -20% |
| Beauregard | 136 | 40 | 29% | 123 | 36 | 29% | 0% |
| Bienville | 28 | 16 | 57% | 38 | 25 | 66% | - 9% |
| Bossier | 424 | 150 | 35% | 422 | 128 | 30% | 5% |
| Caddo | 983 | 360 | 37% | 989 | 402 | 41% | -4% |
| Calcasieu | 752 | 195 | 26% | 723 | 219 | 30% | -4% |
| Caldwell | 38 | 20 | 53% | 31 | 13 | 42% | 11% |
| Cameron | 47 | 14 | 30% | 47 | 16 | 34% | -4% |
| Catahoula | 46 | 13 | 28% | 41 | 22 | 54% | -26% |
| Claiborne | 62 | 30 | 48% | 56 | 24 | 43% | 5% |
| Concordia | 58 | 31 | 53% | 60 | 19 | 32% | 21% |
| DeSoto | 94 | 43 | 46% | 100 | 55 | 55% | -9% |
| East Baton Rouge | 1,386 | 428 | 31% | 1,504 | 470 | 31% | 0% |
| East Carroll | 21 | 19 | 90% | 16 | 10 | 63% | 27% |
| East Feliciana | 41 | 24 | 59% | 41 | 21 | 51% | 8% |
| Evangeline | 128 | 69 | 54% | 94 | 59 | 63% | -9% |
| Franklin | 61 | 30 | 49% | 72 | 45 | 63% | -14% |
| Grant | 59 | 25 | 42% | 54 | 25 | 46% | -4% |

| | Number of Fall 2001 FTF | Fall 2001 Developmental FTF | | Number of Fall 2000 FTF | Fall 2000 Developmental FTF | | Percentage Points Difference |
|------------------|-------------------------------|--------------------------------|------------|-------------------------------|--------------------------------|------------|------------------------------------|
| | | Number | Percent | | Number | Percent | |
| Louisiana | 15,299 | 5,900 | 39% | 15,867 | 6,437 | 41% | -2% |
| Iberia | 277 | 101 | 36% | 277 | 114 | 41% | -5% |
| Iberville | 100 | 46 | 46% | 101 | 38 | 38% | 8% |
| Jackson | 46 | 22 | 48% | 58 | 24 | 41% | 7% |
| Jefferson | 796 | 431 | 54% | 901 | 512 | 57% | -3% |
| Jefferson Davis | 144 | 55 | 38% | 136 | 40 | 29% | 9% |
| Lafayette | 730 | 233 | 32% | 756 | 218 | 29% | 3% |
| Lafourche | 357 | 130 | 36% | 371 | 138 | 37% | -1% |
| LaSalle | 58 | 21 | 36% | 58 | 22 | 38% | -2% |
| Lincoln | 141 | 38 | 27% | 159 | 44 | 28% | -1% |
| Livingston | 454 | 83 | 18% | 465 | 118 | 25% | -7% |
| Madison | 29 | 19 | 66% | 31 | 16 | 52% | 14% |
| Morehouse | 71 | 39 | 55% | 91 | 55 | 60% | -5% |
| Natchitoches | 154 | 65 | 42% | 140 | 79 | 56% | -14% |
| Orleans | 1,111 | 730 | 66% | 1,288 | 747 | 58% | 8% |
| Ouachita | 385 | 135 | 35% | 329 | 140 | 43% | -8% |
| Plaquemines | 106 | 46 | 43% | 134 | 60 | 45% | -2% |
| Pointe Coupee | 41 | 16 | 39% | 54 | 24 | 44% | -5% |
| Rapides | 528 | 174 | 33% | 546 | 225 | 41% | -8% |
| Red River | 31 | 19 | 61% | 32 | 24 | 75% | -14% |
| Richland | 43 | 17 | 40% | 58 | 35 | 60% | -20% |
| Sabine | 60 | 23 | 38% | 91 | 41 | 45% | -7% |
| St. Bernard | 243 | 133 | 55% | 246 | 108 | 44% | 11% |
| St. Charles | 301 | 101 | 34% | 309 | 114 | 37% | -3% |
| St. Helena | 21 | 15 | 71% | 25 | 21 | 84% | -13% |

| | Number of Fall 2001 FTF | Fall 2001 Developmental FTF | | Number of Fall 2000 FTF | Fall 2000 Developmental FTF | | Percentage Points Difference |
|----------------------|-------------------------------|--------------------------------|------------|-------------------------------|--------------------------------|------------|------------------------------------|
| | | Number | Percent | | Number | Percent | |
| Louisiana | 15,299 | 5,900 | 39% | 15,867 | 6,437 | 41% | -2% |
| St. James | 102 | 44 | 43% | 115 | 48 | 42% | 1% |
| St. John the Baptist | 114 | 69 | 61% | 101 | 55 | 54% | 7% |
| St. Landry | 266 | 123 | 46% | 282 | 132 | 47% | -1% |
| St. Martin | 116 | 49 | 42% | 128 | 61 | 48% | -6% |
| St. Mary | 225 | 106 | 47% | 209 | 102 | 49% | -2% |
| St. Tammany | 936 | 254 | 27% | 948 | 260 | 27% | 0% |
| Tangipahoa | 414 | 147 | 36% | 454 | 167 | 37% | -1% |
| Tensas | 16 | 9 | 56% | 20 | 17 | 85% | -29% |
| Terrebonne | 360 | 144 | 40% | 373 | 169 | 45% | -5% |
| Union | 65 | 31 | 48% | 65 | 38 | 58% | -10% |
| Vermilion | 221 | 62 | 28% | 195 | 63 | 32% | -4% |
| Vernon | 168 | 52 | 31% | 154 | 65 | 42% | -11% |
| Washington | 72 | 27 | 38% | 73 | 29 | 40% | -2% |
| Webster | 114 | 49 | 43% | 142 | 64 | 45% | -2% |
| West Baton Rouge | 97 | 39 | 40% | 101 | 30 | 30% | 10% |
| West Carroll | 44 | 14 | 32% | 58 | 24 | 41% | -9% |
| West Feliciana | 60 | 17 | 28% | 50 | 18 | 36% | -8% |
| Winn | 56 | 24 | 43% | 67 | 27 | 40% | 3% |
| Monroe City | 153 | 80 | 52% | 183 | 103 | 56% | -4% |
| Bogalusa City | 56 | 27 | 48% | 62 | 31 | 50% | -2% |
| Other Schools* | 217 | 37 | 17% | 192 | 36 | 19% | -2% |

* In 1999-2000 and in 2000-01, 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 2001 enrollments the highest?

Among all 20,787 FTF and across the 30 Louisiana colleges/universities, the Fall 2001 developmental course enrollment rate was highest in mathematics (32%). The enrollment percentages in other subject areas were 15% in English, 7% in reading, and 0.8% in other developmental courses. With the exception of mathematics courses, these Fall 2001 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 2001, but developmental reading and other developmental courses were offered by fewer colleges/universities. Therefore, if most of a particular district's graduates enroll at colleges that do not offer developmental reading, that district will tend to have a lower developmental reading rate than a district that sends most of its graduates to colleges that do offer developmental reading. It is possible that the latter district's developmental reading rate is higher, simply because its graduates have greater opportunity to be placed in developmental reading courses.

How does the percentage of Fall 2001 FTF 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 2000-01 public high school graduates who were Fall 2001 FTF. Except within one Louisiana public school district, developmental rates among Fall 2001 FTF 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 17%, while the highest rate was 86%. Twenty-seven of the public school districts had 40% or more of their Fall 2001 FTF enrolled in developmental mathematics courses.

Across the state, 17% of Fall 2001 FTF from public school districts were enrolled in developmental English. At the district level, the percentage of FTF who enrolled in developmental English ranged from a low of 7% to a high of 62%. Four of the public school districts had 40% or more of their Fall 2001 FTF enrolled in developmental English courses.

Approximately 8% of the Fall 2001 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%. Three districts had no FTF enrolled in developmental reading and only one district had 35% of its Fall 2001 FTF enrolled in developmental reading courses.

Only 1% of the Fall 2001 FTF who graduated from Louisiana public schools were enrolled in other developmental courses. Forty-three public districts had no Fall 2001 FTF enrolled in other developmental courses. By comparison, the highest district-level percentage of FTF enrolled in other developmental courses was 12%.

Exhibit 16
Percentage of Fall 2001 Developmental FTF by Public School District and Subjects

| | % * of Fall 2001 FTF enrolled in Developmental | | | | %* of Fall 2001 Developmental FTF |
|------------------|--|------------|-----------|-----------|-----------------------------------|
| | Mathematics | English | Reading | Other | |
| Louisiana | 34% | 17% | 8% | 1% | 39% |
| Acadia | 46% | 28% | 5% | 3% | 51% |
| Allen | 38% | 13% | 1% | 3% | 39% |
| Ascension | 21% | 10% | 6% | 0% | 25% |
| Assumption | 30% | 23% | 20% | 0% | 38% |
| Avoyelles | 37% | 7% | 3% | 2% | 40% |
| Beauregard | 27% | 11% | 3% | 0% | 29% |
| Bienville | 54% | 21% | 18% | 4% | 57% |
| Bossier | 32% | 15% | 5% | 12% | 35% |
| Caddo | 33% | 16% | 8% | 4% | 37% |
| Calcasieu | 23% | 10% | 2% | 0.1% | 26% |
| Caldwell | 47% | 16% | 3% | 0% | 53% |
| Cameron | 26% | 13% | 0% | 0% | 30% |
| Catahoula | 24% | 17% | 13% | 0% | 28% |
| Claiborne | 44% | 31% | 18% | 5% | 48% |
| Concordia | 50% | 19% | 3% | 0% | 53% |
| DeSoto | 43% | 17% | 7% | 5% | 46% |
| East Baton Rouge | 26% | 14% | 10% | 0% | 31% |
| East Carroll | 86% | 62% | 29% | 0% | 90% |
| East Feliciana | 51% | 32% | 24% | 0% | 59% |
| Evangeline | 49% | 25% | 6% | 4% | 54% |
| Franklin | 44% | 13% | 5% | 0% | 49% |
| Grant | 41% | 17% | 9% | 3% | 42% |
| Iberia | 33% | 16% | 6% | 0% | 36% |
| Iberville | 42% | 23% | 14% | 0% | 46% |
| Jackson | 39% | 22% | 11% | 0% | 48% |

| | % * of Fall 2001 FTF enrolled in Developmental | | | | %* of Fall 2001 Developmental FTF |
|----------------------|--|------------|-----------|-----------|-----------------------------------|
| | Mathematics | English | Reading | Other | |
| Louisiana | 34% | 17% | 8% | 1% | 39% |
| Jefferson | 49% | 27% | 11% | 0.4% | 54% |
| Jefferson Davis | 35% | 15% | 4% | 0.7% | 38% |
| Lafayette | 29% | 11% | 3% | 0% | 32% |
| Lafourche | 30% | 17% | 13% | 0% | 36% |
| LaSalle | 35% | 12% | 5% | 0% | 36% |
| Lincoln | 22% | 12% | 7% | 0% | 27% |
| Livingston | 17% | 8% | 3% | 0% | 18% |
| Madison | 52% | 55% | 35% | 0% | 66% |
| Morehouse | 48% | 25% | 17% | 0% | 55% |
| Natchitoches | 36% | 22% | 14% | 0.6% | 42% |
| Orleans | 59% | 43% | 25% | 0.7% | 66% |
| Ouachita | 31% | 10% | 5% | 0.3% | 35% |
| Plaquemines | 41% | 20% | 8% | 0% | 43% |
| Pointe Coupee | 32% | 24% | 2% | 0% | 39% |
| Rapides | 30% | 12% | 6% | 2% | 33% |
| Red River | 55% | 26% | 0% | 3% | 61% |
| Richland | 33% | 19% | 9% | 0% | 40% |
| Sabine | 37% | 13% | 0% | 3% | 38% |
| St. Bernard | 46% | 21% | 14% | 0% | 55% |
| St. Charles | 30% | 12% | 7% | 0% | 34% |
| St. Helena | 62% | 48% | 10% | 0% | 71% |
| St. James | 34% | 19% | 12% | 0% | 43% |
| St. John the Baptist | 50% | 27% | 12% | 0% | 61% |
| St. Landry | 43% | 22% | 3% | 0.8% | 46% |
| St. Martin | 39% | 16% | 9% | 0% | 42% |
| St. Mary | 42% | 19% | 12% | 0.4% | 47% |
| St. Tammany | 25% | 7% | 2% | 0% | 27% |

| | % * of Fall 2001 FTF enrolled in Developmental | | | | %* of Fall 2001 Developmental FTF |
|------------------|--|------------|-----------|-----------|--------------------------------------|
| | Mathematics | English | Reading | Other | |
| Louisiana | 34% | 17% | 8% | 1% | 39% |
| Tangipahoa | 32% | 15% | 2% | 0% | 36% |
| Tensas | 56% | 25% | 19% | 0% | 56% |
| Terrebonne | 33% | 16% | 13% | 0% | 40% |
| Union | 40% | 19% | 17% | 0% | 48% |
| Vermilion | 26% | 9% | 1% | 0% | 28% |
| Vernon | 27% | 11% | 2% | 1% | 31% |
| Washington | 32% | 15% | 8% | 0% | 38% |
| Webster | 37% | 18% | 12% | 10% | 43% |
| West Baton Rouge | 37% | 21% | 19% | 0% | 40% |
| West Carroll | 25% | 7% | 5% | 0% | 32% |
| West Feliciana | 25% | 10% | 5% | 0% | 28% |
| Winn | 39% | 18% | 7% | 0% | 43% |
| Monroe City | 48% | 27% | 22% | 0% | 52% |
| Bogalusa City | 45% | 21% | 7% | 0% | 48% |
| Other Schools** | 14 % | 9% | 4% | 0% | 17% |

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

** In 1999-2000 and in 2000-01, 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 2001 and Fall 2000?

Subject by subject, three developmental rates remained the same in Fall 2001 as they were in Fall 2000, such that the percentage of FTF (from public schools) enrolled in developmental mathematics was 34%; in developmental English, 17%; and in other developmental courses, 1%. The percentage enrolled in developmental reading dropped from 10% in Fall 2000 to 8% in Fall 2001.

Looking at the data subject by subject, Fall 2001 was characterized by greater variation in district developmental mathematics and English rates, but by a similar amount of variation in developmental reading and in other developmental courses. That is, district developmental mathematics rates varied by 69 percentage points in Fall 2001 and by 48 percentage points in Fall 2000. The developmental English rates varied by 48 percentage points in Fall 2000, increasing to 55 percentage points in Fall 2001. The developmental reading rate range of 35 percentage points was unchanged from Fall 2000 to Fall 2001. The range of 12 percentage points (representing district variations in enrollment in other developmental courses) remained similar to the 11 percentage point range of Fall 2000.

How did universities vary in the percentage of Fall 2001 FTF 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 20,787 FTF in Fall 2001; 36% of these FTF took one or more developmental courses. The percentages of Fall 2001 FTF (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, 7% in developmental reading, and 0.8% in other developmental courses. The corresponding percentages for the Fall 2000 FTF were 32% in developmental mathematics, 15% in English, 8% in developmental reading, and 1% in other developmental courses.

Sixteen of the 30 participating colleges/universities had Fall 2001 developmental FTF rates that were 50% or above. Of the 14 colleges/universities that had a developmental rate below 50%, nine are public institutions and five are nonpublic institutions.

Grambling University (a 4-year institution with a FTF minority enrollment of 99.3%) had the highest percentage of FTF (100%) enrolled in developmental courses. Southern University at New Orleans (another 4-year institution with a FTF minority enrollment of 99.6%) also had 91% of its FTF in developmental courses during Fall 2001.

As might be expected, the 2-year public colleges had high percentages of developmental FTF. As illustrated in Exhibit 17, South Louisiana Community College had 95% of its FTF enrolled in developmental course work (minority enrollment of FTF only 22.1%), followed by Delgado Community College (89%), River Parishes Community College (79%), SU at Shreveport (76%), Bossier Parish Community College (75%), Baton Rouge Community College (73%), LSU at Eunice (67%), and Elaine Nunez Community College (60%). However, LSU at Alexandria (46%) had FTF developmental enrollments of less than 50% during Fall 2001.

Exhibit 17
Fall 2001 FTF Who Received Developmental Instruction by Institution and Subject

| Systems and Institutions | Description of Systems or Institutions | Total FTF | FTF Enrolled in Developmental Courses | | Percentage of FTF Enrolled in Developmental Courses | | | |
|---|--|---------------|---------------------------------------|------------|---|------------|-----------|-------------|
| | | | Number | Percent | Math. | English | Reading | Other |
| Louisiana | | 20,787 | 7,390 | 36% | 32% | 15% | 7% | 0.8% |
| Louisiana Community and Technical College System | Six of the Public Community Colleges | | | | | | | |
| Baton Rouge Community College | Public 2-Year | 586 | 426 | 73% | 66% | 33% | 30% | N/A |
| Bossier Parish Community College | Public 2-Year | 279 | 210 | 75% | 70% | 41% | 15% | 46% |
| Delgado Community College | Public 2-Year | 814 | 722 | 89% | 83% | 49% | 25% | 2% |
| Elaine Nunez Community College | Public 2-Year | 125 | 75 | 60% | 46% | 33% | 30% | 0% |
| River Parishes Community College | Public 2-Year | 56 | 44 | 79% | 71% | 32% | 13% | N/A |
| South Louisiana Community College | Public 2-Year | 95 | 90 | 95% | 91% | 47% | 40% | 0% |
| Louisiana State University System | Five Public Institutions | | | | | | | |
| LSU at Alexandria | Public 2-Year | 235 | 108 | 46% | 44% | 10% | 7% | 6% |
| LSU A & M at Baton Rouge | Public 4-Year, Selective Admissions | 4,369 | 0 | 0% | N/A | N/A | N/A | N/A |
| LSU at Eunice | Public 2-Year | 514 | 342 | 67% | 60% | 41% | 3% | 3% |
| LSU at Shreveport | Public 4-Year, Selective Admissions | 380 | 65 | 17% | 12% | 11% | N/A | N/A |
| University of New Orleans | Public 4-Year, Selective Admissions | 1,219 | 696 | 57% | 53% | 15% | N/A | N/A |
| Southern University System | Three Public Institutions | | | | | | | |
| SU A & M at Baton Rouge | Public 4-Year, Selective Admissions | 883 | 253 | 29% | 16% | 14% | 14% | N/A |
| SU at New Orleans | Public 4-Year | 234 | 213 | 91% | 84% | 81% | 65% | N/A |
| SU at Shreveport | Public 2-Year | 116 | 88 | 76% | 73% | 16% | 25% | N/A |

| Systems and Institutions | Description of Systems or Institutions | Total FTF | FTF Enrolled in Developmental Courses | | Percentage of FTF Enrolled in Developmental Courses | | | |
|---|--|---------------|---------------------------------------|------------|---|------------|-----------|-------------|
| | | | Number | Percent | Math. | English | Reading | Other |
| Louisiana | | 20,787 | 7,390 | 36% | 32% | 15% | 7% | 0.8% |
| University of Louisiana System | Eight Public Institutions | | | | | | | |
| Grambling State University | Public 4-Year | 306 | 306 | 100% | 79% | 74% | 53% | N/A |
| Louisiana Tech University | Public 4-Year, Selective Admissions | 1,388 | 171 | 12% | 10% | 3% | N/A | N/A |
| McNeese State University | Public 4-Year | 848 | 284 | 34% | 30% | 13% | N/A | N/A |
| Nicholls State University | Public 4-Year | 1,177 | 583 | 50% | 41% | 26% | 26% | N/A |
| UL at Monroe | Public 4-Year | 864 | 549 | 64% | 58% | 21% | 12% | N/A |
| Northwestern State University | Public 4-Year | 1,082 | 529 | 49% | 45% | 19% | 9% | N/A |
| Southeastern Louisiana University | Public 4-Year | 1,651 | 588 | 36% | 33% | 14% | N/A | N/A |
| UL at Lafayette | Public 4-Year, Selective Admissions | 1,931 | 666 | 35% | 33% | 6% | N/A | N/A |
| Louisiana Association of Independent Colleges and Universities | Eight Nonpublic Institutions | | | | | | | |
| Centenary College of Louisiana | Nonpublic 4-Year, Selective Admissions | 127 | 0 | 0% | N/A | N/A | N/A | N/A |
| Dillard University | Nonpublic 4-Year, Selective Admissions | 227 | 113 | 50% | 41% | 26% | 0% | 0% |
| Louisiana College | Nonpublic 4-Year, Selective Admissions | 248 | 7 | 3% | 3% | N/A | N/A | N/A |
| Loyola University of New Orleans | Nonpublic 4-Year, Selective Admissions | 324 | 32 | 10% | 9% | 2% | N/A | N/A |
| Our Lady of Holy Cross College | Nonpublic 4-Year, Selective Admissions | 99 | 63 | 64% | 54% | 11% | 12% | N/A |
| Our Lady of the Lake College | Nonpublic 4-Year | 83 | 42 | 51% | 47% | 25% | 0% | N/A |
| Tulane University | Nonpublic 4-Year, Selective Admissions | 206 | 0 | 0% | N/A | N/A | N/A | N/A |
| Xavier University of Louisiana | Nonpublic 4-Year | 321 | 125 | 39% | 35% | 14% | 0% | N/A |

Of the six public universities with selective admissions, five (LSU at Baton Rouge, Louisiana Tech University, LSU at Shreveport, Southern University at Baton Rouge, and UL at Lafayette) had some of the lowest developmental rates. Respectively, these developmental rates were 0%, 12%, 17%, 29%, and 35%. Louisiana's other selective admissions public institution (i. e., UNO) had a higher developmental rate of 57%; 37.2% of the UNO Fall 2001 FTF were identified as members of minority groups.

Five selective admission public universities had lower percentages of developmental FTF in Fall 2001 than in Fall 2000. The developmental rate at LSU at Baton Rouge decreased from 6% to 0% because the campus was no longer offering any developmental courses. SU at Baton Rouge which now used a selective admissions policy had a 29% developmental rate in Fall 2001, whereas in Fall 2000 the rate was 42%. The developmental rate for LSU at Shreveport declined from 21% to 17%, the rate for UNO decreased from 60% to 57%, and the rate for Louisiana Tech decreased from 14% to 12%. The rate for UL at Lafayette increased slightly from 34% to 35%.

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 Fall 2001; thus, their developmental rates were 0%. Louisiana College (3%) and Loyola University (10%) had low percentages of their FTF enrolled in developmental courses in Fall 2001; however, Our Lady of Holy Cross College (64%), Our Lady of the Lake College (51%), and Dillard University (50%) had developmental rates of 50% or higher.

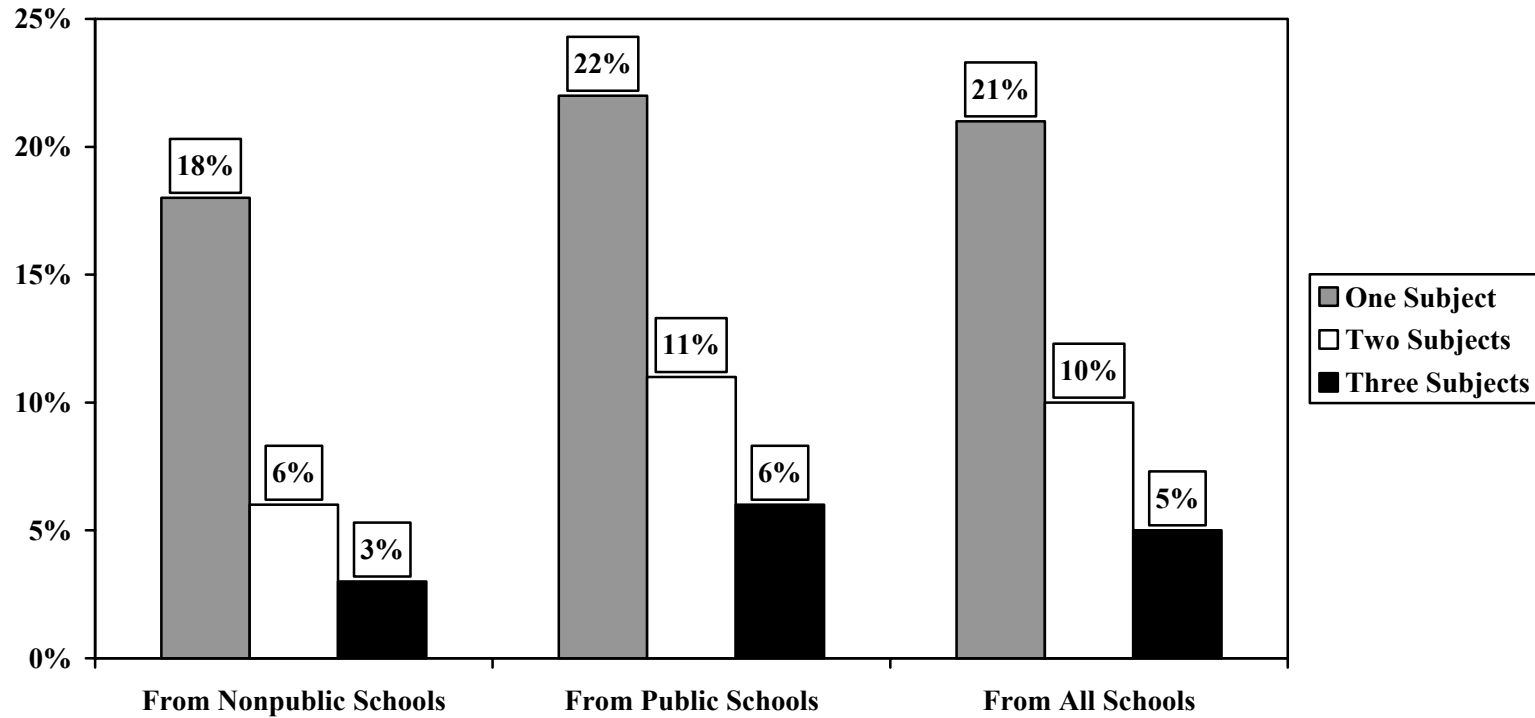
Fall 2001 developmental rates of the remaining institutions ranged from 34% to 64%. That is, the rates were as follows: UL at Monroe (64%), Nicholls State University (50%), Northwestern State University (49%), Xavier University (39%), Southeastern Louisiana University (36%), and McNeese (34%).

In how many developmental subject areas did Fall 2001 FTF enroll?

Statewide, 64% of all FTF (public and nonpublic high school graduates combined) enrolled in no developmental courses during their first regular semester of college study. In fact, the percentage of nondevelopmental FTF has been increasing over the last four Fall semesters, suggesting that Louisiana's new college students are better prepared than FTF classes of just a few years ago. While this is good news, there are still some FTF who need to take developmental courses, especially in mathematics. Exhibit 18 shows the percentage of Louisiana FTF who enrolled in one, two, or three developmental subjects during the Fall 2001 semester. Of all Louisiana FTF, 21% enrolled in one developmental subject, 10% enrolled in two subjects, and 5% enrolled in three subjects. The percentage of the FTF who were enrolled in all four developmental subject areas was 0.16%. Percentages of FTF enrolled in four developmental courses were so small that they could not be presented graphically in Exhibit 18.

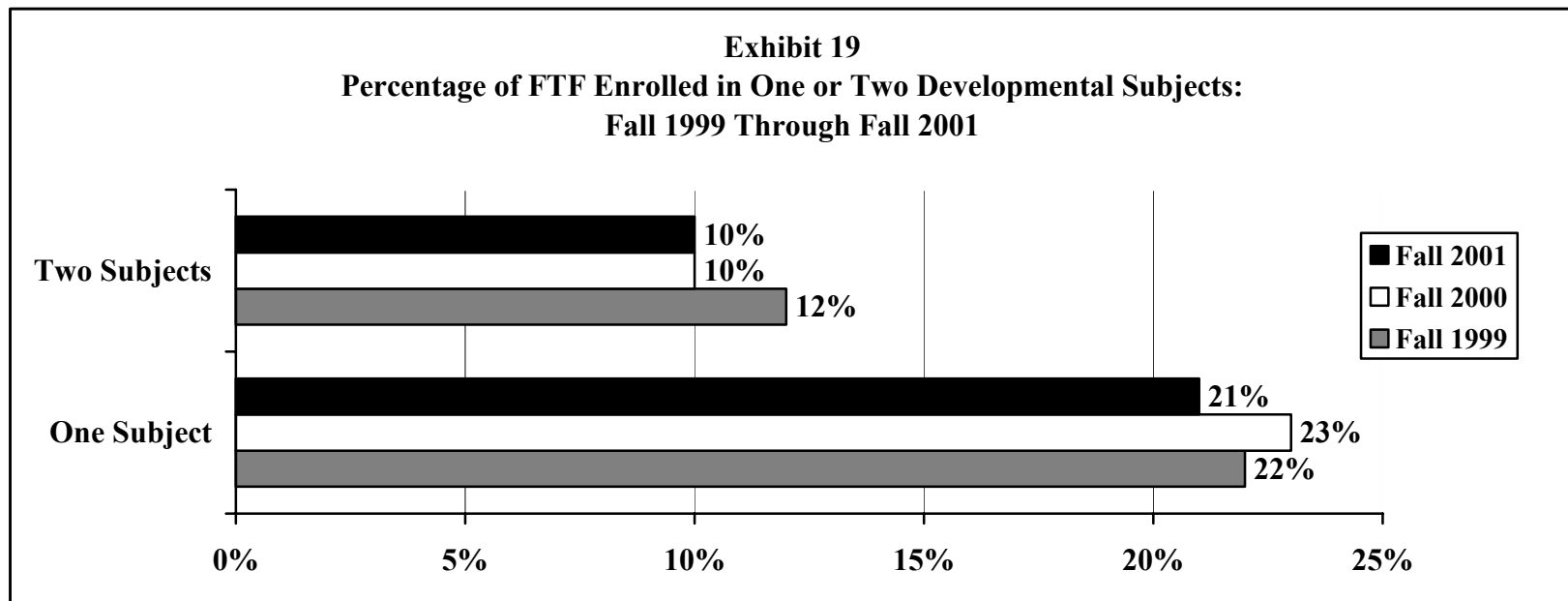
Comparisons are also made between the developmental placement of FTF who graduated from public versus nonpublic high schools. As shown in Exhibit 18, of the public graduates who became FTF, 22% enrolled in one developmental subject, 11% enrolled in two, and 6% enrolled in three (0.2% enrolled in all four subjects). By comparison, 18% of FTF who were nonpublic graduates were placed in one developmental subject, 6% were placed in two, and 3% were placed in three (0.02% were placed in all four developmental subjects). However, the majority of FTF (i.e., 73% of those graduating from nonpublic schools and 61% of those from public schools) were not enrolled in any developmental courses in Fall 2001.

Exhibit 18
Percentage of Fall 2001 FTF Enrolled in Developmental Subjects
by Number of Subjects Taken



Since the percentage of FTF enrolled in developmental courses has been declining, this study examined longitudinal trends in FTF enrollments in one, two, three, or four developmental courses. The most interesting enrollment patterns in Fall 2001 were that the percentage of FTF enrolled in just one developmental course or subject had declined from 23% in Fall 2000 to 21% in Fall 2001, and the

enrollment pattern for FTF taking two developmental courses or subjects has also been changing. As shown in Exhibit 19, the enrollment pattern for FTF taking two developmental courses was 12% in Fall 1999, but improvement has occurred, with the percentage of FTF taking two developmental courses falling to 10% in Fall 2000 and in Fall 2001.



What percentage of Fall 2001 FTF successfully completed the semester?

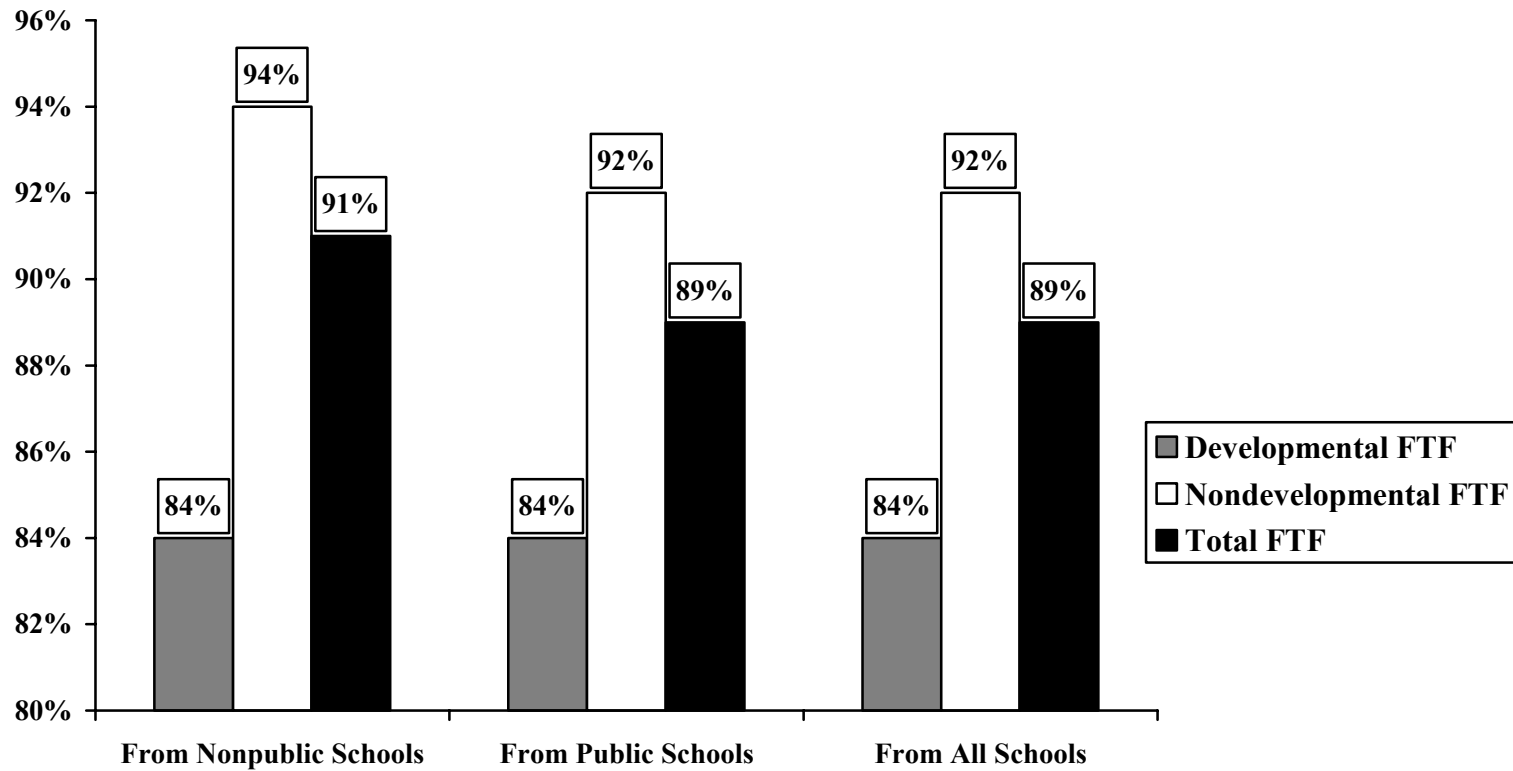
As mentioned in Part I, the *FTF Program* is also collecting data on the percentage of FTF who are “in good academic standing” at the end of the regular Fall semester/quarter (i.e., who complete the semester/quarter and are not on academic probation). Furthermore, the *FTF Program* tests the assumption that students who are placed in college-level courses (nondevelopmental FTF) are better prepared to succeed in college than their peers who are placed in developmental courses (developmental FTF). This assumption is tested by comparing the first-semester performance of developmental FTF with the first-semester performance of nondevelopmental FTF. Judging from the results, entering FTF 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 2001 data reveals that 89% of Fall 2001 FTF (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 FTF) were more likely to complete the semester successfully than were FTF who enrolled in one or more developmental courses (developmental FTF). That is, 92% of the nondevelopmental FTF completed the semester in good academic standing as compared with 84% for their developmental peers.

Similar patterns were found in the performance of FTF regardless of whether they were public or nonpublic high school graduates. Overall, 89% of Fall 2001 FTF who were 2000-01 public high school graduates successfully completed their first semester of college course work. The success rate among public school graduates was 92% for nondevelopmental FTF as compared with 84% for developmental FTF.

Of the 2000-01 nonpublic high school graduates, 91% were in good academic standing at the end of the Fall 2001 semester. Again, the success rate among nonpublic high school graduates was higher for nondevelopmental FTF (94%) than for developmental FTF (84%).

Exhibit 20
Percentage of Fall 2001 FTF Who Completed the
Semester/Quarter in Good Academic Standing



Part V. 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 2001 FTF indicates some changes in the performance of the Fall 2001 FTF, as compared with the Fall 2000 FTF.

FTF College-Going Rates

- The percentage of public and nonpublic high school graduates who became Louisiana FTF decreased to 44% in Fall 2001. The number of FTF decreased from 21,324 (Fall 2000) to 20,787 (Fall 2001). The college-going rate of nonpublic graduates (65%) was higher than the corresponding rate among public school graduates (40%).
- When compared with previous findings, the college-going rate of public high school graduates was 41% in Fall 2000, but it decreased to 40% in Fall 2001. However, the percentage of nonpublic school graduates who became FTF was 64% in Fall 2000, increasing to 65% in Fall 2001.
- In both Fall 2000 and Fall 2001, the majority of the FTF were women. Ethnicity data suggested that the representation of Black students decreased from 27% in Fall 2000 to 26% in Fall 2001, while White participation rose from 68% to 70%. The participation of other ethnic groups varied only slightly between Fall 2000 and Fall 2001. The majority of the Fall 2001 FTF (79%) attended 4-year public colleges; however, there was a slight increase in the percentage enrolled in the 2-year public colleges (13%).

FTF Performance on the ACT

- The percentage of Louisiana FTF who received an ACT composite score of 20 or higher increased from 61% in Fall 2000 to 63% in Fall 2001, suggesting that ACT scores of some FTF were higher in Fall 2001.
- Indeed, the average ACT composite score among Louisiana's Fall 2001 FTF was 20.8. While this score was lower than the 2001 national average of 21, it was higher than the Louisiana average for the entire 2000-01 high school graduating class (19.6), as well as higher than the Fall 2000 FTF average ACT composite score of 20.6.
- On the ACT, Fall 2001 FTF who had graduated from nonpublic schools (21.7) continued to outperform the FTF who had graduated from public schools (20.4).
- The 2000-01 high school graduates (public and nonpublic graduates combined) who enrolled in Louisiana's 4-year nonpublic colleges/ universities had higher average ACT composite scores (22.8) than did the recent high school graduates who enrolled in Louisiana 2-year public colleges (17.5) and the FTF who enrolled in this state's 4-year public institutions (21.1).

FTF Developmental Rates

- The percentage of FTF enrolled in one or more developmental courses decreased from 37% in Fall 2000 to 36% in Fall 2001. Over these years, the public high school developmental rate decreased from 41% to 39%, and for nonpublic school graduates, the developmental FTF rate decreased from 28% to 27%.
- Of the Fall 2001 FTF who attended Louisiana's 2-year colleges, 75% were enrolled in developmental courses, whereas 29% of the FTF who attended Louisiana's 4-year institutions were enrolled in developmental courses. Developmental enrollments among all Fall 2001 FTF (including graduates of both public and nonpublic schools) were highest in mathematics (32%), followed by English (15%), reading (7%), and other developmental courses (0.8%). In Fall 2000, comparable developmental rates were 32% in mathematics, 15% in English, 8% in reading, and 1% in other developmental courses.
- All but one public school district had higher percentages of FTF enrolled in developmental mathematics than in any other developmental courses. For public school districts, the Fall 2001 developmental rates were as follows: 34% in mathematics, 17% in English, 8% in reading, and 1% in other developmental courses. In developmental reading, the Fall 2001 enrollment rate of 8% decreased from the comparable Fall 2000 rate when 10% of the FTF (public school graduates only) enrolled in developmental reading.

FTF In Good Academic Standing

- A total of 20,787 (or 44%) of the 2000-01 high school graduates enrolled in Louisiana public or nonpublic institutions in Fall 2001. Of the Fall 2001 FTF class, 7,390 students (or 36%) were enrolled in one or more developmental courses. The majority (or 5,900) of the developmental FTF had graduated from Louisiana public schools, while 1,490 of the developmental FTF were graduates of nonpublic high schools.
- In general, percentages of FTF finishing the Fall 2001 semester in good academic standing were higher for graduates of nonpublic high schools (91%) than for graduates of public schools (89%). However, 89% of the entire FTF class finished the Fall 2001 semester in good academic standing.
- The percentage of FTF in good academic standing was higher among the nondevelopmental FTF (92%) than among the developmental FTF (84%). This performance pattern was seen among graduates of both the public high schools (92% of the nondevelopmental FTF vs. 84% of the developmental FTF finished in good academic standing) and the nonpublic high schools (94% of the nondevelopmental FTF vs. 84% of these developmental FTF finished the Fall 2001 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, data reports for colleges, LEAs, and individual high schools were made available through electronic capabilities (i.e., email and the LDE website). The data reports provided more information on the developmental course enrollments, on high schools that produced the FTF, and on the enrollments of Fall 2001 FTF at the colleges/universities. An appendix has been prepared to list FTF results for high schools that had 2000-01 diploma graduates. Column headings and their meanings are listed below:

| | |
|---|---|
| Type of School/ LEA Location | Identifies groups of public, diocesan, or other 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 the diocesan total rows, or the high school's name |
| # of Graduates | Number of the 2000-01 graduates |
| # of FTF | Number of the Fall 2001 first-time freshmen |
| % of FTF | Percentage of 2000-01 graduates who were first-time freshmen in Fall 2001 |
| # of Dev FTF | Number of first-time freshmen who were enrolled in developmental courses in Fall 2001 |
| % of Dev FTF | Percentage of first-time freshmen who were enrolled in developmental courses in Fall 2001 |
| # in Good Standing | Number of first-time freshmen who were in good academic standing at the end of the Fall 2001 semester |

% in Good Standing Percentage of first-time freshmen who were in good academic standing at the end of the Fall 2001 semester

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 percentages 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 percentages are shown for each diocese.

The remaining nonpublic schools are presented under the heading of "Other Nonpublic Schools." These schools are arranged by the parish where the school is located, and then by the site code. Only school-level results are provided for these nonpublic schools.

Each page of the appendix contains a Louisiana Totals row, which provides totals and percentages for the state. Page 55 is an index, which will help readers locate the schools of each district or diocese.

Index for the Schools

| Public School Districts | Page |
|--------------------------------|-------------|
| Acadia | 56 |
| Allen..... | 56 |
| Ascension..... | 56 |
| Assumption | 57 |
| Avoyelles | 57 |
| Beauregard..... | 57 |
| Bienville..... | 57 |
| Bossier | 58 |
| Caddo | 58 |
| Calcasieu | 59 |
| Caldwell | 59 |
| Cameron..... | 59 |
| Catahoula | 60 |
| Claiborne..... | 60 |
| Concordia..... | 60 |
| DeSoto..... | 60 |
| East Baton Rouge..... | 61 |
| East Carroll | 61 |
| East Feliciana..... | 62 |
| Evangeline | 62 |
| Franklin..... | 62 |
| Grant | 62 |
| Iberia | 63 |
| Iberville..... | 63 |
| Jackson..... | 63 |
| Jefferson..... | 64 |
| Jefferson Davis..... | 64 |

| Public School Districts | Page |
|--------------------------------|-------------|
| Lafayette | 64 |
| Lafourche | 65 |
| LaSalle | 65 |
| Lincoln | 65 |
| Livingston | 66 |
| Madison | 66 |
| Morehouse | 66 |
| Natchitoches..... | 66 |
| Orleans | 67 |
| Ouachita | 68 |
| Plaquemines | 68 |
| Pointe Coupee | 68 |
| Rapides..... | 69 |
| Red River | 69 |
| Richland | 69 |
| Sabine..... | 70 |
| St. Bernard | 70 |
| St. Charles | 70 |
| St. Helena..... | 70 |
| St. James | 71 |
| St. John the Baptist | 71 |
| St. Landry..... | 71 |
| St. Martin | 71 |
| St. Mary | 72 |
| St. Tammany | 72 |
| Tangipahoa..... | 72 |
| Tensas | 73 |

| Public School Districts | Page |
|--------------------------------|-------------|
| Terrebonne | 73 |
| Union..... | 73 |
| Vermilion | 74 |
| Vernon..... | 74 |
| Washington | 75 |
| Webster | 75 |
| West Baton Rouge | 75 |
| West Carroll | 75 |
| West Feliciana..... | 76 |
| Winn..... | 76 |
| Monroe City..... | 76 |
| Bogalusa City..... | 76 |
| Other Public Schools | 76 |

| Diocesan Nonpublic Schools | |
|-----------------------------------|----|
| Shreveport Diocese | 77 |
| Alexandria Diocese..... | 77 |
| Baton Rouge Diocese..... | 77 |
| Houma-Thibodaux Diocese | 78 |
| Lafayette Diocese | 78 |
| Lake Charles Diocese | 78 |
| New Orleans Archdiocese | 79 |

| Other Nonpublic Schools | |
|--------------------------------|----|
| | 80 |

Louisiana Schools That Produced 2000-01 Graduates and Fall 2001 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 | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Acadia Public Schools | | | | | | | | |
| 001005 | Church Point High School | 121 | 51 | 42% | 32 | 63% | 43 | 84% |
| 001007 | Crowley High School | 137 | 46 | 34% | 25 | 54% | 39 | 85% |
| 001017 | Midland High School | 42 | 8 | 19% | 7 | 88% | 6 | 75% |
| 001021 | Rayne High School | 87 | 29 | 33% | 14 | 48% | 27 | 93% |
| 001034 | Iota High School | 94 | 41 | 44% | 12 | 29% | 37 | 90% |
| District Totals | | 481 | 175 | 36% | 90 | 51% | 152 | 87% |
| Allen Public Schools | | | | | | | | |
| 002001 | Elizabeth High School | 14 | 7 | 50% | 4 | 57% | 5 | 71% |
| 002002 | Fairview High School | 13 | 0 | 0% | 0 | 0% | 0 | 0% |
| 002004 | Kinder High School | 60 | 23 | 38% | 9 | 39% | 18 | 78% |
| 002006 | Oakdale High School | 53 | 25 | 47% | 7 | 28% | 21 | 84% |
| 002009 | Oberlin High School | 37 | 15 | 41% | 8 | 53% | 12 | 80% |
| 002010 | Reeves High School | 12 | 2 | 17% | 0 | 0% | 2 | 100% |
| 002014 | Allen Parish Alternative Sch. | 1 | 0 | 0% | 0 | 0% | 0 | 0% |
| District Totals | | 190 | 72 | 38% | 28 | 39% | 58 | 81% |
| Ascension Public Schools | | | | | | | | |
| 003003 | Donaldsonville High School | 82 | 29 | 35% | 11 | 38% | 22 | 76% |
| 003005 | East Ascension High School | 315 | 158 | 50% | 36 | 23% | 139 | 88% |
| 003014 | St. Amant High School | 390 | 185 | 47% | 47 | 25% | 168 | 91% |
| District Totals | | 787 | 372 | 47% | 94 | 25% | 329 | 88% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|---------------------------------|-----------------|-----------------------------|-------------------|-------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Assumption Public Schools | | | | | | | | | |
| | 004001 | Assumption High School | 171 | 79 | 46% | 30 | 38% | 65 | 82% |
| | District Totals | | 171 | 79 | 46% | 30 | 38% | 65 | 82% |
| Avoyelles Public Schools | | | | | | | | | |
| | 005004 | Bunkie High School | 109 | 46 | 42% | 20 | 44% | 43 | 94% |
| | 005016 | Marksville High School | 147 | 57 | 39% | 22 | 39% | 51 | 90% |
| | 005018 | Avoyelles High School | 113 | 35 | 31% | 13 | 37% | 32 | 91% |
| | District Totals | | 369 | 138 | 37% | 55 | 40% | 126 | 91% |
| Beauregard Public Schools | | | | | | | | | |
| | 006002 | DeRidder High School | 181 | 79 | 44% | 24 | 30% | 68 | 86% |
| | 006004 | East Beauregard High School | 50 | 18 | 36% | 2 | 11% | 18 | 100% |
| | 006007 | Hyatt High School | 9 | 1 | 11% | 0 | 0% | 1 | 100% |
| | 006008 | Merryville High School | 40 | 8 | 20% | 4 | 50% | 8 | 100% |
| | 006010 | Singer High School | 21 | 6 | 29% | 1 | 17% | 4 | 67% |
| | 006011 | South Beauregard High Sch. | 80 | 24 | 30% | 9 | 38% | 23 | 96% |
| | 006021 | Beauregard Alternative Sch. | 1 | 0 | 0% | 0 | 0% | 0 | 0% |
| | District Totals | | 382 | 136 | 36% | 40 | 29% | 122 | 90% |
| Bienville Public Schools | | | | | | | | | |
| | 007001 | Arcadia High School | 32 | 5 | 16% | 4 | 80% | 5 | 100% |
| | 007002 | Bienville High School | 9 | 2 | 22% | 1 | 50% | 2 | 100% |
| | 007003 | Castor High School | 26 | 6 | 23% | 2 | 33% | 5 | 83% |
| | 007006 | Gibbsland-Coleman High Sch. | 21 | 4 | 19% | 4 | 100% | 3 | 75% |
| | 007008 | Ringgold High School | 30 | 6 | 20% | 3 | 50% | 6 | 100% |
| | 007009 | Saline High School | 11 | 5 | 45% | 2 | 40% | 5 | 100% |
| | District Totals | | 129 | 28 | 22% | 16 | 57% | 26 | 93% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|---------------------------------|-----------------|-------------------------------------|-------------------|-------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Bossier Public Schools | | | | | | | | | |
| | 008001 | Airline High School | 266 | 127 | 48% | 41 | 32% | 115 | 91% |
| | 008006 | Benton High School | 138 | 53 | 38% | 23 | 43% | 50 | 94% |
| | 008009 | Bossier High School | 169 | 50 | 30% | 23 | 46% | 44 | 88% |
| | 008017 | Haughton High School | 181 | 77 | 43% | 19 | 25% | 73 | 95% |
| | 008020 | Parkway High School | 205 | 112 | 55% | 40 | 36% | 104 | 93% |
| | 008022 | Plain Dealing High School | 29 | 5 | 17% | 4 | 80% | 4 | 80% |
| | District Totals | | 988 | 424 | 43% | 150 | 35% | 390 | 92% |
| Caddo Public Schools | | | | | | | | | |
| | 009008 | C. E. Byrd High School | 383 | 211 | 55% | 52 | 25% | 203 | 96% |
| | 009012 | Caddo Parish Magnet H. S. | 261 | 175 | 67% | 11 | 6% | 170 | 97% |
| | 009013 | Captain Shreve High School | 247 | 127 | 51% | 27 | 21% | 110 | 87% |
| | 009022 | Fair Park High School | 117 | 17 | 15% | 9 | 53% | 15 | 88% |
| | 009025 | Green Oaks High School | 98 | 37 | 38% | 26 | 70% | 31 | 84% |
| | 009031 | Huntington High School | 291 | 100 | 34% | 61 | 61% | 85 | 85% |
| | 009042 | North Caddo High School | 83 | 24 | 29% | 7 | 29% | 24 | 100% |
| | 009045 | Northwood High School | 166 | 63 | 38% | 31 | 49% | 59 | 94% |
| | 009059 | Southwood High School | 335 | 153 | 46% | 79 | 52% | 135 | 88% |
| | 009069 | Booker T. Washington H. S. | 130 | 45 | 35% | 30 | 67% | 39 | 87% |
| | 009073 | Woodlawn High School | 101 | 29 | 29% | 25 | 86% | 26 | 90% |
| | 009076 | Hamilton Terrace Learning Center | 31 | 2 | 6% | 2 | 100% | 2 | 100% |
| | District Totals | | 2,243 | 983 | 44% | 360 | 37% | 899 | 92% |

| Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|---------------------------------|--------------------------------------|----------------|---------------|------------|--------------|--------------|--------------------|--------------------|
| LOUISIANA TOTALS | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Calcasieu Public Schools | | | | | | | | |
| 010003 | Alfred M. Barbe High School | 338 | 192 | 57% | 41 | 21% | 181 | 94% |
| 010004 | Bell City High School | 50 | 18 | 36% | 5 | 28% | 18 | 100% |
| 010014 | DeQuincy High School | 67 | 34 | 51% | 6 | 18% | 32 | 94% |
| 010025 | Sam Houston High School | 252 | 132 | 52% | 30 | 23% | 117 | 89% |
| 010026 | Iowa High School | 100 | 32 | 32% | 11 | 34% | 30 | 94% |
| 010031 | Lake Charles/Boston H. S. | 112 | 18 | 16% | 10 | 56% | 16 | 89% |
| 010033 | LaGrange High School | 213 | 69 | 32% | 21 | 30% | 63 | 91% |
| 010051 | Starks High School | 18 | 4 | 22% | 0 | 0% | 3 | 75% |
| 010052 | Sulphur High School | 395 | 165 | 42% | 25 | 15% | 158 | 96% |
| 010056 | Vinton High School | 69 | 16 | 23% | 10 | 63% | 16 | 100% |
| 010058 | Washington/Marion Magnet High School | 155 | 35 | 23% | 22 | 63% | 29 | 83% |
| 010064 | Westlake High School | 116 | 37 | 32% | 14 | 38% | 34 | 92% |
| 010070 | Calcasieu P.M. High School | 11 | 0 | 0% | 0 | 0% | 0 | 0% |
| District Totals | | 1,896 | 752 | 40% | 195 | 26% | 697 | 93% |
| Caldwell Public Schools | | | | | | | | |
| 011001 | Caldwell Parish High School | 93 | 38 | 41% | 20 | 53% | 35 | 92% |
| District Totals | | 93 | 38 | 41% | 20 | 53% | 35 | 92% |
| Cameron Public Schools | | | | | | | | |
| 012003 | Grand Lake High School | 38 | 19 | 50% | 4 | 21% | 19 | 100% |
| 012004 | Hackberry High School | 17 | 3 | 18% | 0 | 0% | 2 | 67% |
| 012005 | Johnson Bayou High School | 11 | 4 | 36% | 1 | 25% | 4 | 100% |
| 012007 | South Cameron High School | 65 | 21 | 32% | 9 | 43% | 20 | 95% |
| District Totals | | 131 | 47 | 36% | 14 | 30% | 45 | 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 | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Catahoula Public Schools | | | | | | | | | |
| | 013001 | Block High School | 62 | 27 | 44% | 6 | 22% | 25 | 93% |
| | 013002 | Central High School | 4 | 2 | 50% | 0 | 0% | 2 | 100% |
| | 013005 | Harrisonburg High School | 29 | 11 | 38% | 2 | 18% | 10 | 91% |
| | 013011 | Sicily Island High School | 23 | 6 | 26% | 5 | 83% | 6 | 100% |
| | District Totals | | 118 | 46 | 39% | 13 | 28% | 43 | 94% |
| Claiborne Public Schools | | | | | | | | | |
| | 014002 | Athens High School | 8 | 3 | 38% | 2 | 67% | 3 | 100% |
| | 014004 | Haynesville High School | 49 | 19 | 39% | 5 | 26% | 16 | 84% |
| | 014007 | Homer High School | 63 | 28 | 44% | 18 | 64% | 28 | 100% |
| | 014009 | Junction City High School | 5 | 0 | 0% | 0 | 0% | 0 | 0% |
| | 014010 | Pineview High School | 8 | 4 | 50% | 4 | 100% | 4 | 100% |
| | 014011 | Summerfield High School | 19 | 8 | 42% | 1 | 13% | 7 | 88% |
| | District Totals | | 152 | 62 | 41% | 30 | 48% | 58 | 94% |
| Concordia Public Schools | | | | | | | | | |
| | 015002 | Ferriday High School | 77 | 27 | 35% | 17 | 63% | 23 | 85% |
| | 015006 | Monterey High School | 27 | 11 | 41% | 6 | 55% | 11 | 100% |
| | 015008 | Vidalia High School | 68 | 20 | 29% | 8 | 40% | 18 | 90% |
| | District Totals | | 172 | 58 | 34% | 31 | 53% | 52 | 90% |
| DeSoto Public Schools | | | | | | | | | |
| | 016004 | Logansport High School | 45 | 13 | 29% | 6 | 46% | 13 | 100% |
| | 016007 | Mansfield High School | 99 | 34 | 34% | 17 | 50% | 29 | 85% |
| | 016008 | Pelican All Saints High Sch. | 9 | 3 | 33% | 2 | 67% | 3 | 100% |
| | 016010 | Stanley High School | 20 | 7 | 35% | 2 | 29% | 7 | 100% |
| | 016012 | North DeSoto High School | 88 | 37 | 42% | 16 | 43% | 34 | 92% |
| | 016021 | DeSoto Alternative School | 3 | 0 | 0% | 0 | 0% | 0 | 0% |
| | District Totals | | 264 | 94 | 36% | 43 | 46% | 86 | 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 | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| East Baton Rouge Public Schools | | | | | | | | | |
| | 017001 | Arlington Preparatory Acad. | 15 | 1 | 7% | 1 | 100% | 0 | 0% |
| | 017004 | Baker High School | 160 | 64 | 40% | 33 | 52% | 52 | 81% |
| | 017008 | Baton Rouge Magnet H.S. | 258 | 184 | 71% | 17 | 9% | 177 | 96% |
| | 017010 | Belaire High School | 155 | 65 | 42% | 16 | 25% | 58 | 89% |
| | 017016 | Broadmoor Senior High Sch. | 245 | 137 | 56% | 45 | 33% | 117 | 85% |
| | 017021 | Capitol Senior High School | 115 | 37 | 32% | 19 | 51% | 30 | 81% |
| | 017023 | Central High School | 243 | 157 | 65% | 44 | 28% | 137 | 87% |
| | 017025 | Baton Rouge Preparatory Academy | 16 | 0 | 0% | 0 | 0% | 0 | 0% |
| | 017038 | Glen Oaks Senior High Sch. | 192 | 75 | 39% | 37 | 49% | 64 | 85% |
| | 017045 | Istrouma Senior High School | 147 | 41 | 28% | 26 | 63% | 33 | 81% |
| | 017052 | Robert E. Lee High School | 209 | 95 | 45% | 41 | 43% | 83 | 87% |
| | 017056 | McKinley Senior High School | 98 | 40 | 41% | 10 | 25% | 39 | 98% |
| | 017063 | Northdale Alternative Magnet Academy | 38 | 7 | 18% | 7 | 100% | 4 | 57% |
| | 017065 | Northeast High School | 74 | 17 | 23% | 8 | 47% | 14 | 82% |
| | 017079 | Scotlandville Magnet H. S. | 163 | 85 | 52% | 12 | 14% | 76 | 89% |
| | 017088 | Tara High School | 255 | 117 | 46% | 33 | 28% | 99 | 85% |
| | 017092 | Valley Park School | 14 | 1 | 7% | 1 | 100% | 1 | 100% |
| | 017102 | Woodlawn High School | 201 | 130 | 65% | 34 | 26% | 115 | 89% |
| | 017104 | Zachary High School | 237 | 133 | 56% | 44 | 33% | 111 | 84% |
| | | District Totals | 2,835 | 1,386 | 49% | 428 | 31% | 1,210 | 87% |
| East Carroll Public Schools | | | | | | | | | |
| | 018002 | Lake Providence Senior H.S. | 73 | 19 | 26% | 17 | 90% | 18 | 95% |
| | 018003 | Monticello High School | 7 | 2 | 29% | 2 | 100% | 1 | 50% |
| | | District Totals | 80 | 21 | 26% | 19 | 90% | 19 | 91% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|---------------------------------|-----------------|--------------------------|-------------------|-------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| East Feliciana Public Schools | | | | | | | | | |
| | 019001 | Clinton High School | 82 | 36 | 44% | 21 | 58% | 28 | 78% |
| | 019014 | Jackson High School | 50 | 5 | 10% | 3 | 60% | 4 | 80% |
| | District Totals | | 132 | 41 | 31% | 24 | 59% | 32 | 78% |
| Evangeline Public Schools | | | | | | | | | |
| | 020001 | Basile High School | 39 | 15 | 38% | 8 | 53% | 13 | 87% |
| | 020002 | Bayou Chicot High School | 47 | 21 | 45% | 12 | 57% | 20 | 95% |
| | 020004 | Chataignier High School | 22 | 7 | 32% | 3 | 43% | 4 | 57% |
| | 020008 | Mamou High School | 44 | 21 | 48% | 8 | 38% | 19 | 91% |
| | 020010 | Pine Prairie High School | 46 | 15 | 33% | 11 | 73% | 13 | 87% |
| | 020013 | Vidrine High School | 36 | 18 | 50% | 7 | 39% | 17 | 94% |
| | 020014 | Ville Platte High School | 93 | 31 | 33% | 20 | 65% | 23 | 74% |
| | District Totals | | 327 | 128 | 39% | 69 | 54% | 109 | 85% |
| Franklin Public Schools | | | | | | | | | |
| | 021002 | Crowville High School | 58 | 30 | 52% | 16 | 53% | 29 | 97% |
| | 021007 | Winnsboro High School | 109 | 31 | 28% | 14 | 45% | 29 | 94% |
| | District Totals | | 167 | 61 | 37% | 30 | 49% | 58 | 95% |
| Grant Public Schools | | | | | | | | | |
| | 022004 | Georgetown High School | 15 | 5 | 33% | 3 | 60% | 3 | 60% |
| | 022005 | Grant High School | 124 | 45 | 36% | 17 | 38% | 41 | 91% |
| | 022006 | Montgomery High School | 35 | 9 | 26% | 5 | 56% | 9 | 100% |
| | District Totals | | 174 | 59 | 34% | 25 | 42% | 53 | 90% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|---------------------------------|-----------------|---|-------------------|-------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Iberia Public Schools | | | | | | | | | |
| | 023007 | Delcambre High School | 42 | 14 | 33% | 3 | 21% | 14 | 100% |
| | 023015 | Jeanerette Senior High Sch. | 84 | 41 | 49% | 23 | 56% | 35 | 85% |
| | 023020 | Loreauville High School | 62 | 18 | 29% | 4 | 22% | 18 | 100% |
| | 023024 | New Iberia Senior High Sch. | 551 | 204 | 37% | 71 | 35% | 198 | 97% |
| | 023037 | Iberia Parish Career Center | 1 | 0 | 0% | 0 | 0% | 0 | 0% |
| | District Totals | | 740 | 277 | 37% | 101 | 36% | 265 | 96% |
| Iberville Public Schools | | | | | | | | | |
| | 024010 | Plaquemine Senior High Sch. | 170 | 69 | 41% | 29 | 42% | 52 | 75% |
| | 024017 | White Castle High School | 31 | 12 | 39% | 5 | 42% | 12 | 100% |
| | 024023 | North Iberville Elem./H. S. | 43 | 11 | 26% | 10 | 91% | 8 | 73% |
| | 024025 | East Iberville Elem./H. S. | 24 | 8 | 33% | 2 | 25% | 4 | 50% |
| | District Totals | | 268 | 100 | 37% | 46 | 46% | 76 | 76% |
| Jackson Public Schools | | | | | | | | | |
| | 025003 | Chatham Jasper Henderson High School | 15 | 4 | 27% | 2 | 50% | 4 | 100% |
| | 025005 | Jonesboro-Hodge High Sch. | 57 | 15 | 26% | 11 | 73% | 13 | 87% |
| | 025007 | Quitman High School | 41 | 16 | 39% | 7 | 44% | 16 | 100% |
| | 025010 | Weston High School | 27 | 11 | 41% | 2 | 18% | 10 | 91% |
| | District Totals | | 140 | 46 | 33% | 22 | 48% | 43 | 94% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|---------------------------------|-----------------|-----------------------------|-------------------|-------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Jefferson Public Schools | | | | | | | | | |
| | 026010 | Alfred Bonnabel High School | 370 | 118 | 32% | 49 | 42% | 110 | 93% |
| | 026022 | East Jefferson High School | 242 | 79 | 33% | 42 | 53% | 72 | 91% |
| | 026023 | John Ehret High School | 474 | 157 | 33% | 90 | 57% | 138 | 88% |
| | 026029 | Fisher Middle/High School | 57 | 24 | 42% | 14 | 58% | 23 | 96% |
| | 026031 | Grand Isle High School | 8 | 3 | 38% | 0 | 0% | 3 | 100% |
| | 026045 | L. W. Higgins High School | 391 | 107 | 27% | 63 | 59% | 96 | 90% |
| | 026051 | Grace King High School | 296 | 140 | 47% | 60 | 43% | 126 | 90% |
| | 026059 | John H. Martyn High School | 1 | 0 | 0% | 0 | 0% | 0 | 0% |
| | 026068 | Riverdale High School | 176 | 51 | 29% | 24 | 47% | 49 | 96% |
| | 026080 | West Jefferson High School | 418 | 117 | 28% | 89 | 76% | 99 | 85% |
| | District Totals | | 2,433 | 796 | 33% | 431 | 54% | 716 | 90% |
| Jefferson Davis Public Schools | | | | | | | | | |
| | 027001 | Elton High School | 34 | 11 | 32% | 5 | 46% | 9 | 82% |
| | 027004 | Hathaway High School | 28 | 10 | 36% | 4 | 40% | 10 | 100% |
| | 027006 | Jennings High School | 122 | 55 | 45% | 27 | 49% | 46 | 84% |
| | 027010 | Lacassine Elem/High School | 35 | 12 | 34% | 4 | 33% | 12 | 100% |
| | 027012 | Lake Arthur High School | 62 | 28 | 45% | 11 | 39% | 24 | 86% |
| | 027014 | Welsh High School | 55 | 28 | 51% | 4 | 14% | 24 | 86% |
| | District Totals | | 336 | 144 | 43% | 55 | 38% | 125 | 87% |
| Lafayette Public Schools | | | | | | | | | |
| | 028002 | Acadiana High School | 387 | 160 | 41% | 54 | 34% | 149 | 93% |
| | 028010 | Carencro High School | 256 | 111 | 43% | 36 | 32% | 99 | 89% |
| | 028011 | O. Comeaux High School | 341 | 189 | 55% | 68 | 36% | 181 | 96% |
| | 028019 | Lafayette High School | 390 | 208 | 53% | 50 | 24% | 193 | 93% |
| | 028027 | Northside High School | 164 | 59 | 36% | 23 | 39% | 51 | 86% |
| | 028046 | Lafayette Charter High Sch. | 82 | 3 | 4% | 2 | 67% | 3 | 100% |
| | District Totals | | 1,620 | 730 | 45% | 233 | 32% | 676 | 93% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|---------------------------------|-----------------|--|-------------------|-------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Lafourche Public Schools | | | | | | | | | |
| | 029003 | Central Lafourche High Sch. | 267 | 97 | 36% | 38 | 39% | 83 | 86% |
| | 029026 | South Lafourche High School | 302 | 137 | 45% | 40 | 29% | 111 | 81% |
| | 029029 | Thibodaux High School | 275 | 123 | 45% | 52 | 42% | 106 | 86% |
| | District Totals | | 844 | 357 | 42% | 130 | 36% | 300 | 84% |
| LaSalle Public Schools | | | | | | | | | |
| | 030004 | Jena High School | 108 | 43 | 40% | 15 | 35% | 41 | 95% |
| | 030006 | LaSalle High School | 45 | 15 | 33% | 6 | 40% | 15 | 100% |
| | District Totals | | 153 | 58 | 38% | 21 | 36% | 56 | 97% |
| Lincoln Public Schools | | | | | | | | | |
| | 031003 | Choudrant High School | 45 | 16 | 36% | 3 | 19% | 16 | 100% |
| | 031005 | Dubach High School | 26 | 6 | 23% | 3 | 50% | 6 | 100% |
| | 031013 | Ruston High School | 240 | 108 | 45% | 28 | 26% | 104 | 96% |
| | 031014 | Simsboro High School | 38 | 11 | 29% | 4 | 36% | 11 | 100% |
| | 031021 | Lincoln Parish Secondary Alternative School | 3 | 0 | 0% | 0 | 0% | 0 | 0% |
| | District Totals | | 352 | 141 | 40% | 38 | 27% | 137 | 97% |

| Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|------------------------------------|------------------------------|-------------------|---------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Livingston Public Schools | | | | | | | | |
| 032002 | Albany High School | 79 | 36 | 46% | 6 | 17% | 32 | 89% |
| 032005 | Denham Springs High School | 346 | 175 | 51% | 33 | 19% | 159 | 91% |
| 032008 | Doyle High School | 48 | 27 | 56% | 4 | 15% | 23 | 85% |
| 032009 | French Settlement High Sch. | 47 | 21 | 45% | 2 | 10% | 17 | 81% |
| 032012 | Holden High School | 39 | 16 | 41% | 3 | 19% | 11 | 69% |
| 032014 | Live Oak High School | 166 | 79 | 48% | 12 | 15% | 71 | 90% |
| 032016 | Pine Ridge School | 1 | 0 | 0% | 0 | 0% | 0 | 0% |
| 032017 | Maurepas School | 23 | 16 | 70% | 8 | 50% | 15 | 94% |
| 032023 | Springfield High School | 66 | 17 | 26% | 2 | 12% | 13 | 77% |
| 032024 | Walker High School | 208 | 67 | 32% | 13 | 19% | 56 | 84% |
| District Totals | | 1,023 | 454 | 44% | 83 | 18% | 397 | 87% |
| Madison Public Schools | | | | | | | | |
| 033002 | Reuben McCall Senior H. S. | 59 | 19 | 32% | 13 | 68% | 17 | 90% |
| 033004 | Tallulah High School | 44 | 10 | 23% | 6 | 60% | 9 | 90% |
| District Totals | | 103 | 29 | 28% | 19 | 66% | 26 | 90% |
| Morehouse Public Schools | | | | | | | | |
| 034002 | Bastrop High School | 179 | 54 | 30% | 30 | 56% | 51 | 94% |
| 034010 | Delta High School | 36 | 17 | 47% | 9 | 53% | 16 | 94% |
| District Totals | | 215 | 71 | 33% | 39 | 55% | 67 | 94% |
| Natchitoches Public Schools | | | | | | | | |
| 035009 | Natchitoches Central H. S. | 272 | 125 | 46% | 53 | 42% | 109 | 87% |
| 035026 | Lakeview Junior-Senior H. S. | 80 | 28 | 35% | 11 | 39% | 25 | 89% |
| 035030 | Natchitoches Education Cent. | 2 | 1 | 50% | 1 | 100% | 1 | 100% |
| District Totals | | 354 | 154 | 44% | 65 | 42% | 135 | 88% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|---------------------------------|-----------------|---|-------------------|---------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Orleans Public Schools | | | | | | | | | |
| | 036002 | Marion Abramson Sr. H. S. | 281 | 79 | 28% | 65 | 82% | 62 | 79% |
| | 036020 | Joseph S. Clark Senior H. S. | 140 | 18 | 13% | 16 | 89% | 13 | 72% |
| | 036022 | Walter L. Cohen High School | 105 | 18 | 17% | 17 | 94% | 15 | 83% |
| | 036035 | Warren Easton Fundamental Senior High School | 376 | 151 | 40% | 118 | 78% | 112 | 74% |
| | 036042 | Alcee Fortier High School | 160 | 31 | 19% | 29 | 94% | 21 | 68% |
| | 036043 | Benjamin Franklin Sr. H. S. | 197 | 75 | 38% | 0 | 0% | 73 | 97% |
| | 036064 | Edna Karr Magnet School | 176 | 96 | 55% | 40 | 42% | 79 | 82% |
| | 036065 | John F. Kennedy Sr. H. S. | 328 | 100 | 30% | 86 | 86% | 69 | 69% |
| | 036069 | L. B. Landry High School | 73 | 11 | 15% | 9 | 82% | 7 | 64% |
| | 036072 | Lawless High School | 111 | 23 | 21% | 22 | 96% | 18 | 78% |
| | 036088 | McDonogh #35 Senior H. S. | 238 | 127 | 53% | 61 | 48% | 97 | 76% |
| | 036095 | John McDonogh Senior H. S. | 231 | 62 | 27% | 60 | 97% | 40 | 65% |
| | 036096 | McMain Magnet Secondary School | 193 | 108 | 56% | 29 | 27% | 95 | 88% |
| | 036102 | Fredrick A. Douglass H. S. | 138 | 18 | 13% | 17 | 94% | 13 | 72% |
| | 036110 | Rabouin Career Magnet H.S. | 156 | 46 | 29% | 41 | 89% | 37 | 80% |
| | 036122 | Booker T. Washington Sch. | 47 | 11 | 23% | 10 | 91% | 5 | 46% |
| | 036152 | Sarah Towels Reed H. S. | 235 | 70 | 30% | 54 | 77% | 51 | 73% |
| | 036172 | G. W. Carver Senior H. S. | 103 | 25 | 24% | 22 | 88% | 17 | 68% |
| | 036173 | O. Perry Walker Senior H. S. | 162 | 42 | 26% | 34 | 81% | 29 | 69% |
| | District Totals | | 3,450 | 1,111 | 32% | 730 | 66% | 853 | 77% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|---------------------------------|-----------------|-----------------------------|-------------------|-------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Ouachita Public Schools | | | | | | | | | |
| | 037019 | Ouachita Parish High School | 261 | 111 | 43% | 56 | 51% | 98 | 88% |
| | 037025 | Richardson High School | 33 | 0 | 0% | 0 | 0% | 0 | 0% |
| | 037032 | Sterlington High School | 32 | 18 | 56% | 6 | 33% | 15 | 83% |
| | 037036 | West Monroe High School | 341 | 194 | 57% | 52 | 27% | 187 | 96% |
| | 037046 | West Ouachita High School | 159 | 62 | 39% | 21 | 34% | 56 | 90% |
| | District Totals | | 826 | 385 | 47% | 135 | 35% | 356 | 93% |
| Plaquemines Public Schools | | | | | | | | | |
| | 038001 | Belle Chasse High School | 113 | 53 | 47% | 24 | 45% | 50 | 94% |
| | 038003 | Boothville-Venice School | 32 | 9 | 28% | 4 | 44% | 8 | 89% |
| | 038004 | Buras High School | 59 | 27 | 46% | 10 | 37% | 25 | 93% |
| | 038006 | Phoenix High School | 19 | 3 | 16% | 0 | 0% | 3 | 100% |
| | 038007 | Port Sulphur High School | 36 | 14 | 39% | 8 | 57% | 12 | 86% |
| | District Totals | | 259 | 106 | 41% | 46 | 43% | 98 | 93% |
| Pointe Coupee Public Schools | | | | | | | | | |
| | 039003 | Livonia High School | 84 | 28 | 33% | 10 | 36% | 24 | 86% |
| | 039014 | Pointe Coupee Central H. S. | 104 | 13 | 13% | 6 | 46% | 10 | 77% |
| | 039015 | School of Hope | 11 | 0 | 0% | 0 | 0% | 0 | 0% |
| | District Totals | | 199 | 41 | 21% | 16 | 39% | 34 | 83% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|---------------------------------|-----------------|------------------------------|-------------------|-------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Rapides Public Schools | | | | | | | | | |
| | 040003 | Alexandria Senior High Sch. | 181 | 96 | 53% | 33 | 34% | 85 | 89% |
| | 040006 | Bolton High School | 166 | 64 | 39% | 16 | 25% | 59 | 92% |
| | 040011 | Buckeye High School | 99 | 42 | 42% | 9 | 21% | 39 | 93% |
| | 040014 | Glenmora High School | 34 | 12 | 35% | 4 | 33% | 11 | 92% |
| | 040020 | E.G. Hayes Exceptional Sch. | 11 | 0 | 0% | 0 | 0% | 0 | 0% |
| | 040028 | Oak Hill High School | 46 | 18 | 39% | 2 | 11% | 18 | 100% |
| | 040030 | Peabody Magnet High School | 139 | 68 | 49% | 40 | 59% | 57 | 84% |
| | 040033 | Pineville High School | 194 | 105 | 54% | 31 | 30% | 99 | 94% |
| | 040035 | Plainview High School | 16 | 3 | 19% | 1 | 33% | 3 | 100% |
| | 040037 | Rapides High School | 41 | 13 | 32% | 8 | 62% | 10 | 77% |
| | 040048 | Tioga High School | 208 | 95 | 46% | 25 | 26% | 86 | 91% |
| | 040055 | Northwood High School | 33 | 9 | 27% | 3 | 33% | 8 | 89% |
| | 040059 | Ewell S. Aiken Optional Sch. | 115 | 3 | 3% | 2 | 67% | 2 | 67% |
| | 040062 | Louisiana Youth Academy | 12 | 0 | 0% | 0 | 0% | 0 | 0% |
| | District Totals | | 1,295 | 528 | 41% | 174 | 33% | 477 | 90% |
| Red River Public Schools | | | | | | | | | |
| | 041002 | Red River High School | 60 | 21 | 35% | 16 | 76% | 20 | 95% |
| | 041003 | Hall Summit School | 10 | 3 | 30% | 0 | 0% | 2 | 67% |
| | 041004 | Martin High School | 22 | 7 | 32% | 3 | 43% | 7 | 100% |
| | District Totals | | 92 | 31 | 34% | 19 | 61% | 29 | 94% |
| Richland Public Schools | | | | | | | | | |
| | 042001 | Delhi High School | 41 | 5 | 12% | 3 | 60% | 3 | 60% |
| | 042006 | Mangham High School | 39 | 12 | 31% | 4 | 33% | 12 | 100% |
| | 042008 | Rayville High School | 81 | 26 | 32% | 10 | 39% | 26 | 100% |
| | District Totals | | 161 | 43 | 27% | 17 | 40% | 41 | 95% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|---------------------------------|-----------------|---|-------------------|-------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Sabine Public Schools | | | | | | | | | |
| | 043001 | Converse High School | 21 | 5 | 24% | 1 | 20% | 5 | 100% |
| | 043002 | Ebarb School | 14 | 3 | 21% | 2 | 67% | 3 | 100% |
| | 043004 | Florien High School | 30 | 8 | 27% | 3 | 38% | 7 | 88% |
| | 043006 | Many High School | 43 | 18 | 42% | 5 | 28% | 16 | 89% |
| | 043008 | Negreet High School | 24 | 6 | 25% | 1 | 17% | 5 | 83% |
| | 043010 | Pleasant Hill High School | 20 | 5 | 25% | 4 | 80% | 5 | 100% |
| | 043012 | Zwolle High School | 45 | 15 | 33% | 7 | 47% | 13 | 87% |
| | District Totals | | 197 | 60 | 30% | 23 | 38% | 54 | 90% |
| St. Bernard Public Schools | | | | | | | | | |
| | 044006 | Chalmette High School | 161 | 81 | 50% | 47 | 58% | 72 | 89% |
| | 044009 | Andrew Jackson Fundamental High School | 211 | 124 | 59% | 66 | 53% | 119 | 96% |
| | 044015 | St. Bernard High School | 106 | 38 | 36% | 20 | 53% | 35 | 92% |
| | 044019 | NOVA Academy | 2 | 0 | 0% | 0 | 0% | 0 | 0% |
| | District Totals | | 480 | 243 | 51% | 133 | 55% | 226 | 93% |
| St. Charles Public Schools | | | | | | | | | |
| | 045003 | Destrehan High School | 341 | 157 | 46% | 57 | 36% | 134 | 85% |
| | 045005 | Hahnville High School | 318 | 144 | 45% | 44 | 31% | 131 | 91% |
| | District Totals | | 659 | 301 | 46% | 101 | 34% | 265 | 88% |
| St. Helena Public Schools | | | | | | | | | |
| | 046002 | St. Helena Central High Sch. | 64 | 21 | 33% | 15 | 71% | 17 | 81% |
| | District Totals | | 64 | 21 | 33% | 15 | 71% | 17 | 81% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|-------------------------------------|-----------------|---|-------------------|-------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| St. James Public Schools | | | | | | | | | |
| | 047004 | Lutcher High School | 120 | 59 | 49% | 23 | 39% | 53 | 90% |
| | 047008 | St. James High School | 125 | 43 | 34% | 21 | 49% | 35 | 81% |
| | District Totals | | 245 | 102 | 42% | 44 | 43% | 88 | 86% |
| St. John the Baptist Public Schools | | | | | | | | | |
| | 048001 | East St. John High School | 268 | 93 | 35% | 54 | 58% | 82 | 88% |
| | 048013 | West St. John High School | 59 | 21 | 36% | 15 | 71% | 11 | 52% |
| | 048026 | St. John Redirection Center | 1 | 0 | 0% | 0 | 0% | 0 | 0% |
| | District Totals | | 328 | 114 | 35% | 69 | 61% | 93 | 82% |
| St. Landry Public Schools | | | | | | | | | |
| | 049010 | Eunice High School | 178 | 67 | 38% | 32 | 48% | 56 | 84% |
| | 049032 | Opelousas Senior High Sch. | 221 | 69 | 31% | 33 | 48% | 58 | 84% |
| | 049051 | North Central High School | 53 | 10 | 19% | 6 | 60% | 6 | 60% |
| | 049052 | Beau Chene High School | 183 | 62 | 34% | 29 | 47% | 54 | 87% |
| | 049053 | Northwest High School | 87 | 22 | 25% | 11 | 50% | 18 | 82% |
| | 049056 | Port Barre High School | 75 | 36 | 48% | 12 | 33% | 27 | 75% |
| | District Totals | | 797 | 266 | 33% | 123 | 46% | 219 | 82% |
| St. Martin Public Schools | | | | | | | | | |
| | 050004 | Breaux Bridge High School | 125 | 36 | 29% | 12 | 33% | 33 | 92% |
| | 050008 | Cecilia High School | 103 | 30 | 29% | 8 | 27% | 28 | 93% |
| | 050017 | St. Martinville Senior H. S. | 164 | 50 | 30% | 29 | 58% | 44 | 88% |
| | 050021 | St. Martin Parish Juvenile Training Center | 3 | 0 | 0% | 0 | 0% | 0 | 0% |
| | District Totals | | 395 | 116 | 29% | 49 | 42% | 105 | 91% |

| Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|-----------------------------------|-----------------------------|----------------|---------------|------------|--------------|--------------|--------------------|--------------------|
| LOUISIANA TOTALS | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| St. Mary Public Schools | | | | | | | | |
| 051006 | Berwick High School | 87 | 51 | 59% | 17 | 33% | 48 | 94% |
| 051007 | Centerville High School | 36 | 8 | 22% | 4 | 50% | 7 | 88% |
| 051012 | Franklin Senior High School | 101 | 29 | 29% | 19 | 66% | 25 | 86% |
| 051021 | Morgan City High School | 158 | 84 | 53% | 38 | 45% | 76 | 91% |
| 051024 | Patterson High School | 81 | 27 | 33% | 16 | 59% | 23 | 85% |
| 051039 | West St. Mary High School | 97 | 26 | 27% | 12 | 46% | 23 | 89% |
| District Totals | | 560 | 225 | 40% | 106 | 47% | 202 | 90% |
| St. Tammany Public Schools | | | | | | | | |
| 052013 | Covington High School | 287 | 132 | 46% | 38 | 29% | 120 | 91% |
| 052026 | Mandeville High School | 329 | 188 | 57% | 38 | 20% | 173 | 92% |
| 052029 | Pearl River High School | 95 | 30 | 32% | 14 | 47% | 30 | 100% |
| 052035 | Salmen High School | 166 | 75 | 45% | 27 | 36% | 68 | 91% |
| 052037 | Slidell High School | 372 | 187 | 50% | 62 | 33% | 170 | 91% |
| 052039 | Northshore High School | 259 | 139 | 54% | 35 | 25% | 130 | 94% |
| 052052 | Fontainebleau High School | 292 | 185 | 63% | 40 | 22% | 175 | 95% |
| District Totals | | 1,800 | 936 | 52% | 254 | 27% | 866 | 93% |
| Tangipahoa Public Schools | | | | | | | | |
| 053002 | Amite High School | 121 | 53 | 44% | 29 | 55% | 48 | 91% |
| 053009 | Hammond High School | 222 | 101 | 46% | 44 | 44% | 86 | 85% |
| 053012 | Independence High School | 92 | 39 | 42% | 16 | 41% | 31 | 80% |
| 053015 | Kentwood High School | 41 | 8 | 20% | 4 | 50% | 7 | 88% |
| 053017 | Loranger High School | 93 | 36 | 39% | 12 | 33% | 33 | 92% |
| 053024 | Ponchatoula High School | 277 | 148 | 53% | 32 | 22% | 130 | 88% |
| 053029 | Jewel M. Sumner High Sch. | 74 | 26 | 35% | 8 | 31% | 23 | 89% |
| 053044 | Tangipahoa Parish PM H. S. | 26 | 3 | 12% | 2 | 67% | 3 | 100% |
| 053045 | Florida Par. Juvenile D. C. | 1 | 0 | 0% | 0 | 0% | 0 | 0% |
| 053046 | Reynold's Institute | 1 | 0 | 0% | 0 | 0% | 0 | 0% |
| District Totals | | 948 | 414 | 44% | 147 | 36% | 361 | 87% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|---------------------------------|-----------------|-------------------------------|-------------------|-------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Tensas Public Schools | | | | | | | | | |
| | 054001 | Davidson High School | 32 | 9 | 28% | 4 | 44% | 8 | 89% |
| | 054003 | Newellton High School | 25 | 7 | 28% | 5 | 71% | 5 | 71% |
| | District Totals | | 57 | 16 | 28% | 9 | 56% | 13 | 81% |
| Terrebonne Public Schools | | | | | | | | | |
| | 055005 | H. L. Bourgeois High School | 299 | 117 | 39% | 43 | 37% | 95 | 81% |
| | 055013 | Ellender Memorial High Sch. | 239 | 54 | 23% | 29 | 54% | 43 | 80% |
| | 055034 | South Terrebonne High Sch. | 237 | 77 | 32% | 30 | 39% | 68 | 88% |
| | 055036 | Terrebonne High School | 300 | 111 | 37% | 41 | 37% | 89 | 80% |
| | 055045 | Genesis-Alternative H. S. | 20 | 1 | 5% | 1 | 100% | 1 | 100% |
| | 055047 | Terrebonne Parish Alternative | 7 | 0 | 0% | 0 | 0% | 0 | 0% |
| | District Totals | | 1,102 | 360 | 33% | 144 | 40% | 296 | 82% |
| Union Public Schools | | | | | | | | | |
| | 056001 | Bernice High School | 23 | 9 | 39% | 3 | 33% | 9 | 100% |
| | 056002 | Downsville High School | 31 | 18 | 58% | 6 | 33% | 18 | 100% |
| | 056004 | Farmerville High School | 93 | 22 | 24% | 12 | 55% | 19 | 86% |
| | 056009 | Linville High School | 16 | 7 | 44% | 3 | 43% | 5 | 71% |
| | 056010 | Marion High School | 20 | 6 | 30% | 6 | 100% | 5 | 83% |
| | 056012 | Spearsville High School | 21 | 3 | 14% | 1 | 33% | 3 | 100% |
| | District Totals | | 204 | 65 | 32% | 31 | 48% | 59 | 91% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|---------------------------------|-----------------|-----------------------------|-------------------|-------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Vermilion Public Schools | | | | | | | | | |
| | 057001 | Abbeville High School | 164 | 50 | 30% | 15 | 30% | 46 | 92% |
| | 057006 | Erath High School | 106 | 50 | 47% | 13 | 26% | 48 | 96% |
| | 057008 | Gueydan High School | 32 | 10 | 31% | 4 | 40% | 10 | 100% |
| | 057013 | Kaplan High School | 140 | 61 | 44% | 19 | 31% | 51 | 84% |
| | 057016 | North Vermilion High School | 113 | 50 | 44% | 11 | 22% | 46 | 92% |
| | 057018 | Pecan Island High School | 7 | 0 | 0% | 0 | 0% | 0 | 0% |
| | District Totals | | 562 | 221 | 39% | 62 | 28% | 201 | 91% |
| Vernon Public Schools | | | | | | | | | |
| | 058001 | Anacoco High School | 44 | 27 | 61% | 4 | 15% | 27 | 100% |
| | 058003 | Evans School | 28 | 6 | 21% | 2 | 33% | 5 | 83% |
| | 058004 | Hicks School | 19 | 6 | 32% | 3 | 50% | 6 | 100% |
| | 058005 | Hornbeck School | 25 | 8 | 32% | 2 | 25% | 8 | 100% |
| | 058006 | Leesville High School | 196 | 68 | 35% | 22 | 32% | 65 | 96% |
| | 058009 | Pickering High School | 64 | 19 | 30% | 6 | 32% | 18 | 95% |
| | 058010 | Pitkin High School | 29 | 8 | 28% | 2 | 25% | 6 | 75% |
| | 058012 | Rosepine High School | 52 | 15 | 29% | 7 | 47% | 14 | 93% |
| | 058013 | Simpson School | 24 | 11 | 46% | 4 | 36% | 10 | 91% |
| | 058020 | Vernon Parish Optional Sch. | 16 | 0 | 0% | 0 | 0% | 0 | 0% |
| | District Totals | | 497 | 168 | 34% | 52 | 31% | 159 | 95% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|---------------------------------|-----------------|---------------------------|-------------------|-------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Washington Public Schools | | | | | | | | | |
| | 059006 | Franklinton High School | 134 | 44 | 33% | 15 | 34% | 37 | 84% |
| | 059007 | Mt. Hermon School | 33 | 7 | 21% | 3 | 43% | 7 | 100% |
| | 059008 | Pine High School | 68 | 13 | 19% | 5 | 39% | 10 | 77% |
| | 059011 | Varnado High School | 49 | 8 | 16% | 4 | 50% | 8 | 100% |
| | District Totals | | 284 | 72 | 25% | 27 | 38% | 62 | 86% |
| Webster Public Schools | | | | | | | | | |
| | 060004 | Cotton Valley High School | 20 | 4 | 20% | 3 | 75% | 3 | 75% |
| | 060005 | Doyline High School | 30 | 6 | 20% | 1 | 17% | 6 | 100% |
| | 060011 | Webster Parish Altn. Sch. | 8 | 1 | 13% | 1 | 100% | 1 | 100% |
| | 060012 | Minden High School | 149 | 56 | 38% | 25 | 45% | 53 | 95% |
| | 060015 | Sarepta High School | 30 | 8 | 27% | 2 | 25% | 7 | 88% |
| | 060017 | Shongaloo High School | 20 | 2 | 10% | 1 | 50% | 2 | 100% |
| | 060018 | Lakeside High School | 69 | 17 | 25% | 11 | 65% | 16 | 94% |
| | 060019 | Springhill High School | 66 | 20 | 30% | 5 | 25% | 19 | 95% |
| | District Totals | | 392 | 114 | 29% | 49 | 43% | 107 | 94% |
| West Baton Rouge Public Schools | | | | | | | | | |
| | 061001 | Brusly High School | 122 | 57 | 47% | 17 | 30% | 49 | 86% |
| | 061008 | Port Allen High School | 111 | 40 | 36% | 22 | 55% | 28 | 70% |
| | District Totals | | 233 | 97 | 42% | 39 | 40% | 77 | 79% |
| West Carroll Public Schools | | | | | | | | | |
| | 062001 | Epps High School | 13 | 4 | 31% | 2 | 50% | 4 | 100% |
| | 062003 | Forest School | 20 | 8 | 40% | 3 | 38% | 8 | 100% |
| | 062005 | Kilbourne High School | 21 | 8 | 38% | 3 | 38% | 5 | 63% |
| | 062006 | Oak Grove High School | 65 | 24 | 37% | 6 | 25% | 23 | 96% |
| | District Totals | | 119 | 44 | 37% | 14 | 32% | 40 | 91% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|--------------------------------------|-----------|---|-------------------|---------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| West Feliciana Public Schools | | | | | | | | | |
| | 063003 | West Feliciana High School | 123 | 60 | 49% | 17 | 28% | 49 | 82% |
| | | District Totals | 123 | 60 | 49% | 17 | 28% | 49 | 82% |
| Winn Public Schools | | | | | | | | | |
| | 064001 | Atlanta School | 15 | 5 | 33% | 2 | 40% | 4 | 80% |
| | 064002 | Calvin High School | 20 | 6 | 30% | 3 | 50% | 6 | 100% |
| | 064003 | Dodson High School | 22 | 10 | 45% | 3 | 30% | 10 | 100% |
| | 064009 | Winnfield Senior High School | 97 | 35 | 36% | 16 | 46% | 32 | 91% |
| | | District Totals | 154 | 56 | 36% | 24 | 43% | 52 | 93% |
| Monroe City Public Schools | | | | | | | | | |
| | 065002 | Carroll High School | 133 | 43 | 32% | 27 | 63% | 41 | 95% |
| | 065014 | Neville High School | 159 | 81 | 51% | 32 | 40% | 70 | 86% |
| | 065018 | Wossman High School | 131 | 29 | 22% | 21 | 72% | 28 | 97% |
| | 065025 | Drop Out Recovery School | 12 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | District Totals | 435 | 153 | 35% | 80 | 52% | 139 | 91% |
| Bogalusa City Public Schools | | | | | | | | | |
| | 066002 | Bogalusa High School | 168 | 56 | 33% | 27 | 48% | 47 | 84% |
| | | District Totals | 168 | 56 | 33% | 27 | 48% | 47 | 84% |
| Other Public Schools | | | | | | | | | |
| East Baton Rouge | 318001 | LSU Lab School | 69 | 51 | 74% | 4 | 8% | 44 | 86% |
| East Baton Rouge | 319001 | Southern Univ. Lab School | 55 | 35 | 64% | 13 | 37% | 33 | 94% |
| East Baton Rouge | 304001 | LA School for the Deaf | 7 | 1 | 14% | 0 | 0% | 1 | 100% |
| Lincoln | 323002 | Grambling State University Lab High School | 48 | 18 | 38% | 13 | 72% | 16 | 89% |
| Natchitoches | 302006 | LA School for Mathematics, Science, and the Arts | 162 | 106 | 65% | 2 | 2% | 102 | 96% |
| Tangipahoa | 325001 | Northwood Preparatory H. S. | 26 | 6 | 23% | 5 | | 3 | 50% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|---|-----------|---|-------------------|---------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Shreveport Diocesan Nonpublic Schools | | | | | | | | | |
| Caddo | 500003 | Loyola College Preparatory School | 77 | 38 | 49% | 3 | 8% | 36 | 95% |
| Ouachita | 500010 | St. Frederick High School | 70 | 46 | 66% | 16 | 35% | 45 | 98% |
| Diocesan Totals | | | 147 | 84 | 57% | 19 | 23% | 81 | 96% |
| Alexandria Diocesan Nonpublic Schools | | | | | | | | | |
| Avoyelles | 501034 | St. Joseph Elem. & H. S. | 20 | 10 | 50% | 1 | 10% | 9 | 90% |
| Natchitoches | 501022 | St. Mary's High School | 34 | 25 | 74% | 8 | 32% | 21 | 84% |
| Rapides | 501003 | Holy Savior Menard Central High School | 64 | 41 | 64% | 17 | 42% | 40 | 98% |
| Diocesan Totals | | | 118 | 76 | 64% | 26 | 34% | 70 | 92% |
| Baton Rouge Diocesan Nonpublic Schools | | | | | | | | | |
| Ascension | 502001 | Ascension Catholic School | 62 | 56 | 90% | 16 | 29% | 51 | 91% |
| East Baton Rouge | 502002 | Catholic High School | 213 | 184 | 86% | 3 | 2% | 172 | 94% |
| East Baton Rouge | 502012 | Redemptorist High School | 126 | 98 | 78% | 37 | 38% | 85 | 87% |
| East Baton Rouge | 502026 | St. Joseph's Academy | 189 | 160 | 85% | 2 | 1% | 153 | 96% |
| East Baton Rouge | 502036 | Bishop Joseph V. Sullivan School | 168 | 149 | 89% | 15 | 10% | 143 | 96% |
| Iberville | 502024 | St. John High School | 52 | 39 | 75% | 14 | 36% | 36 | 92% |
| Pointe Coupee | 502003 | Catholic High of Pointe Coupee | 56 | 41 | 73% | 6 | 15% | 39 | 95% |
| Tangipahoa | 502039 | St. Thomas Aquinas Regional High School | 81 | 52 | 64% | 8 | 15% | 51 | 98% |
| Diocesan Totals | | | 947 | 779 | 82% | 101 | 13% | 730 | 94% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|---|-----------|--------------------------------------|-------------------|---------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Houma-Thibodaux Diocesan Nonpublic Schools | | | | | | | | | |
| Lafourche | 503015 | E. D. White Catholic H. S. | 140 | 121 | 86% | 20 | 17% | 115 | 95% |
| St. Mary | 503001 | Central Catholic High School | 38 | 28 | 74% | 11 | 39% | 23 | 82% |
| Terrebonne | 503014 | Vandebilt Catholic High Sch. | 150 | 126 | 84% | 29 | 23% | 114 | 91% |
| Diocesan Totals | | | 328 | 275 | 84% | 60 | 22% | 252 | 92% |
| Lafayette Diocesan Nonpublic Schools | | | | | | | | | |
| Acadia | 504014 | Notre Dame High School | 136 | 108 | 79% | 39 | 36% | 94 | 87% |
| Evangeline | 504023 | Sacred Heart High School | 90 | 64 | 71% | 18 | 28% | 57 | 89% |
| Iberia | 504041 | Catholic High School | 101 | 82 | 81% | 14 | 17% | 77 | 94% |
| Lafayette | 504037 | Teurlings Catholic H. S. | 136 | 96 | 71% | 37 | 39% | 90 | 94% |
| Lafayette | 504046 | St. Thomas More Catholic High School | 231 | 177 | 77% | 27 | 15% | 172 | 97% |
| St.Landry | 504001 | Acad.of the Sacred Heart | 28 | 15 | 54% | 1 | 7% | 14 | 93% |
| St.Landry | 504015 | Opelousas Catholic School | 61 | 44 | 72% | 12 | 27% | 41 | 93% |
| St.Landry | 504026 | St. Edmund High School | 43 | 31 | 72% | 14 | 45% | 27 | 87% |
| St. Mary | 504006 | Hanson Memorial School | 55 | 45 | 82% | 17 | 38% | 42 | 93% |
| Vermilion | 504040 | Vermilion Catholic H. S. | 69 | 47 | 68% | 13 | 28% | 44 | 94% |
| Diocesan Totals | | | 950 | 709 | 75% | 192 | 27% | 658 | 93% |
| Lake Charles Diocesan Nonpublic Schools | | | | | | | | | |
| Calcasieu | 505009 | St. Louis Catholic High Sch. | 113 | 63 | 56% | 12 | 19% | 58 | 92% |
| Diocesan Totals | | | 113 | 63 | 56% | 12 | 19% | 58 | 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 | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| New Orleans Archdiocese | | | | | | | | | |
| Jefferson | 506003 | Archbishop Blenk School | 133 | 104 | 78% | 52 | 50% | 98 | 94% |
| Jefferson | 506004 | Archbishop Chapelle H. S. | 217 | 162 | 75% | 66 | 41% | 155 | 96% |
| Jefferson | 506005 | Archbishop Rummel Sr. H.S. | 276 | 188 | 68% | 74 | 39% | 169 | 90% |
| Jefferson | 506006 | Archbishop Shaw Sr. H. S. | 143 | 108 | 76% | 45 | 42% | 97 | 90% |
| Jefferson | 506025 | Immaculata High School | 109 | 78 | 72% | 31 | 40% | 75 | 96% |
| Orleans | 506010 | Cabrini High School | 83 | 55 | 66% | 23 | 42% | 51 | 93% |
| Orleans | 506019 | Holy Cross Senior H. S. | 127 | 82 | 65% | 36 | 44% | 68 | 83% |
| Orleans | 506029 | Jesuit Senior High School | 251 | 131 | 52% | 7 | 5% | 123 | 94% |
| Orleans | 506033 | Mount Carmel Academy | 240 | 180 | 75% | 28 | 16% | 169 | 94% |
| Orleans | 506047 | Redeemer-Seton Senior H. S. | 81 | 53 | 65% | 42 | 79% | 43 | 81% |
| Orleans | 506051 | Acad. of the Sacred Heart | 66 | 12 | 18% | 2 | 17% | 10 | 83% |
| Orleans | 506061 | St. Augustine Senior H. S. | 181 | 86 | 48% | 55 | 64% | 70 | 81% |
| Orleans | 506095 | St. Mary's Academy | 102 | 57 | 56% | 39 | 68% | 41 | 72% |
| Orleans | 506096 | St. Mary's Dominican H. S. | 236 | 172 | 73% | 19 | 11% | 167 | 97% |
| Orleans | 506120 | Ursuline Academy | 96 | 70 | 73% | 24 | 34% | 62 | 89% |
| Orleans | 506122 | Xavier Preparatory School | 100 | 61 | 61% | 44 | 72% | 48 | 79% |
| Orleans | 506123 | De La Salle Senior H. S. | 180 | 90 | 50% | 43 | 48% | 68 | 76% |
| Orleans | 506130 | Brother Martin Senior H. S. | 267 | 191 | 72% | 32 | 17% | 178 | 93% |
| St. Bernard | 506134 | Archbishop Hannan H. S. | 106 | 79 | 75% | 25 | 32% | 73 | 92% |
| St. John the Baptist | 506066 | St. Charles Catholic H.S. | 104 | 74 | 71% | 26 | 35% | 68 | 92% |
| St. Tammany | 506046 | Pope John Paul II H. S. | 73 | 46 | 63% | 8 | 17% | 44 | 96% |
| St. Tammany | 506101 | Saint Paul's Senior H. S. | 115 | 65 | 57% | 8 | 12% | 60 | 92% |
| St. Tammany | 506138 | St. Scholastica Academy | 101 | 74 | 73% | 6 | 8% | 67 | 91% |
| Diocesan Totals | | | 3,387 | 2,218 | 65% | 735 | 33% | 2,004 | 90% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|---------------------------------|-----------|--|-------------------|---------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Other Nonpublic Schools | | | | | | | | | |
| Acadia | 912001 | Northside Christian School | 18 | 9 | 50% | 4 | 44% | 8 | 89% |
| Beauregard | 911001 | Beckwith Christian School | 1 | 0 | 0% | 0 | 0% | 0 | 0% |
| Bossier | 515001 | Plain Dealing Academy | 12 | 3 | 25% | 1 | 33% | 3 | 100% |
| Caddo | 521001 | Grawood Christian School | 11 | 0 | 0% | 0 | 0% | 0 | 0% |
| Caddo | 526001 | University Christian Prep. (Trinty Heights) | 8 | 2 | 25% | 1 | 50% | 2 | 100% |
| Caddo | 719001 | Evangel Christian Academy | 100 | 47 | 47% | 10 | 21% | 37 | 79% |
| Caddo | 923001 | Kingston Christian Academy | 10 | 3 | 30% | 1 | 33% | 2 | 67% |
| Calcasieu | 733001 | Parkview Christian School | 265 | 0 | 0% | 0 | 0% | 0 | 0% |
| Calcasieu | 837001 | Hamilton Christian Academy | 25 | 15 | 60% | 4 | 27% | 13 | 87% |
| Claiborne | 529001 | Claiborne Academy | 14 | 9 | 64% | 4 | 44% | 9 | 100% |
| Claiborne | 855001 | Mt. Olive Christian School | 23 | 15 | 65% | 0 | 0% | 15 | 100% |
| Concordia | 530001 | Huntington School, Inc. | 29 | 13 | 45% | 4 | 31% | 13 | 100% |
| DeSoto | 531001 | Central School Corporation | 18 | 11 | 61% | 4 | 36% | 10 | 91% |
| East Baton Rouge | 536001 | Central Private School | 57 | 46 | 81% | 15 | 33% | 39 | 85% |
| East Baton Rouge | 537001 | Episcopal High School | 94 | 39 | 41% | 0 | 0% | 39 | 100% |
| East Baton Rouge | 540001 | Gables Academy | 14 | 4 | 29% | 3 | 75% | 2 | 50% |
| East Baton Rouge | 543002 | Runnels School | 31 | 19 | 61% | 0 | 0% | 17 | 90% |
| East Baton Rouge | 688001 | Christian Life Academy | 75 | 58 | 77% | 15 | 26% | 52 | 90% |
| East Baton Rouge | 692003 | The Dunham School | 51 | 38 | 75% | 2 | 5% | 37 | 97% |
| East Baton Rouge | 702001 | Hosanna Christian Academy | 24 | 16 | 67% | 4 | 25% | 16 | 100% |
| East Baton Rouge | 715001 | Starkey Academy | 24 | 14 | 58% | 8 | 57% | 10 | 71% |
| East Baton Rouge | 722001 | Jehovah-Jireh Christian Academy | 8 | 2 | 25% | 1 | 50% | 1 | 50% |
| East Baton Rouge | 723001 | Family Christian Academy | 9 | 5 | 56% | 3 | 60% | 5 | 100% |
| East Baton Rouge | 734001 | Parkview Baptist School | 95 | 86 | 91% | 9 | 11% | 80 | 93% |
| East Baton Rouge | 845001 | Bethany Christian School | 23 | 14 | 61% | 3 | 21% | 14 | 100% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|--|-----------|--|-------------------|---------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Other Nonpublic Schools (Continued) | | | | | | | | | |
| East Baton Rouge | 846001 | Temple Christian School | * | 1 | * | 0 | 0% | 0 | 0% |
| East Baton Rouge | 898001 | Louisiana New School Acad. | 7 | 0 | 0% | 0 | 0% | 0 | 0% |
| East Carroll | 548001 | Briarfield Academy | 16 | 10 | 63% | 3 | 30% | 9 | 90% |
| East Feliciana | 549001 | Silliman Institute | 41 | 29 | 71% | 9 | 31% | 28 | 97% |
| Franklin | 550001 | Franklin Academy | 25 | 15 | 60% | 7 | 47% | 15 | 100% |
| Iberia | 742001 | Assembly Christian School | 21 | 17 | 81% | 2 | 12% | 17 | 100% |
| Jefferson | 557001 | Crescent City Baptist H. S. | 39 | 23 | 59% | 12 | 52% | 22 | 96% |
| Jefferson | 558001 | John Curtis Christian School | 98 | 69 | 70% | 34 | 49% | 54 | 78% |
| Jefferson | 560001 | Ecole Classique | 53 | 32 | 60% | 16 | 50% | 29 | 91% |
| Jefferson | 562001 | Heritage Academy | 21 | 8 | 38% | 8 | 100% | 5 | 63% |
| Jefferson | 568001 | Metairie Park Country Day School | 40 | 6 | 15% | 0 | 0% | 5 | 83% |
| Jefferson | 572001 | Ridgewood Preparatory Sch. | 66 | 37 | 56% | 11 | 30% | 35 | 95% |
| Jefferson | 574001 | St. Martin's Episcopal Sch | 62 | 17 | 27% | 0 | 0% | 16 | 94% |
| Jefferson | 616001 | Lutheran High School | 36 | 24 | 67% | 16 | 67% | 22 | 92% |
| Jefferson | 865001 | Marrero Christian High Sch. | 7 | 4 | 57% | 4 | 100% | 3 | 75% |
| Lafayette | 860001 | Assembly Christian School | 12 | 5 | 42% | 2 | 40% | 5 | 100% |
| Lincoln | 588001 | Bethel Christian School | 4 | 0 | 0% | 0 | 0% | 0 | 0% |
| Lincoln | 589001 | Cedar Creek School | 51 | 40 | 78% | 3 | 8% | 38 | 95% |
| Livingston | 737001 | Community Christian Acad. | 4 | 1 | 25% | 0 | 0% | 1 | 100% |
| Madison | 591001 | Tallulah Academy-Delta Christian School | 27 | 8 | 30% | 4 | 50% | 7 | 88% |
| Morehouse | 595001 | Prairie View School | 42 | 31 | 74% | 13 | 42% | 29 | 94% |
| Orleans | 618001 | Louise S. McGehee School | 18 | 7 | 39% | 2 | 29% | 7 | 100% |
| Orleans | 620001 | Isidore Newman School | 91 | 11 | 12% | 0 | 0% | 11 | 100% |
| Orleans | 751001 | Faith Christian Academy | 19 | 11 | 58% | 4 | 36% | 11 | 100% |

| Type of School/ LEA Location | Site Code | Name | # of Graduates | # of FTF | % of FTF | # of Dev FTF | % of Dev FTF | # in Good Standing | % in Good Standing |
|--|-----------|---------------------------------------|-------------------|---------------|-------------|-----------------|-----------------|-----------------------|--------------------------|
| LOUISIANA TOTALS | | | 46,776 | 20,787 | 44% | 7,390 | 36% | 18,586 | 89% |
| Other Nonpublic Schools (Continued) | | | | | | | | | |
| Orleans | 872001 | Bishop McManus School | * | 1 | * | 1 | 100% | 0 | 0% |
| Ouachita | 632001 | Ouachita Christian School | 86 | 65 | 76% | 4 | 6% | 64 | 99% |
| Ouachita | 634001 | River Oaks School | 27 | 16 | 59% | 6 | 38% | 16 | 100% |
| Ouachita | 903001 | Southside Christian Academy | 6 | 0 | 0% | 0 | 0% | 0 | 0% |
| Pointe Coupee | 640001 | False River Academy | 48 | 28 | 58% | 13 | 46% | 20 | 71% |
| Rapides | 740001 | Forest Hill Academy | 10 | 2 | 20% | 1 | 50% | 2 | 100% |
| Rapides | 882001 | Grace Christian High School | 8 | 7 | 88% | 1 | 14% | 7 | 100% |
| Red River | 647001 | Riverdale Academy | 17 | 16 | 94% | 3 | 19% | 16 | 100% |
| Richland | 648001 | Riverfield Academy | 32 | 22 | 69% | 13 | 59% | 20 | 91% |
| St. John the Baptist | 652001 | Riverside Academy | 96 | 63 | 66% | 22 | 35% | 59 | 94% |
| St. John the Baptist | 901001 | Reserve Christian School | 23 | 12 | 52% | 3 | 25% | 11 | 92% |
| St. Landry | 785001 | Westminster Christian Acad. | 55 | 36 | 65% | 5 | 14% | 33 | 92% |
| St. Landry | 834001 | Acadiana Preparatory Schools, Inc. | 18 | 13 | 72% | 3 | 23% | 12 | 92% |
| St. Martin | 658001 | Episcopal School of Acadiana | 51 | 24 | 47% | 0 | 0% | 23 | 96% |
| St. Tammany | 735001 | Northlake Christian School | 36 | 23 | 64% | 3 | 13% | 20 | 87% |
| St. Tammany | 756001 | Emerson Academy | 7 | 3 | 43% | 1 | 33% | 2 | 67% |
| Tangipahoa | 672001 | Oak Forest Academy | 27 | 18 | 67% | 4 | 22% | 17 | 94% |
| Tensas | 675001 | Tensas Academy | 11 | 11 | 100% | 1 | 9% | 9 | 82% |
| Terrebonne | 913001 | Houma Christian School | 19 | 6 | 32% | 3 | 50% | 4 | 67% |
| Washington | 679001 | Bowling Green School | 35 | 19 | 54% | 4 | 21% | 17 | 90% |
| Webster | 681001 | Glenbrook School | 21 | 17 | 81% | 1 | 6% | 16 | 94% |

* These high schools did not provide a 2000-01 graduate count, thus the percent of FTF cannot be calculated.