

Louisiana First-Time College Freshmen State Report: Fall 1997

**Louisiana Department of Education
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Table of Contents

Part I. Executive Summary	iv
Part II. Overview of the First-Time Freshmen Program	1
Organization of this document	1
What is the history of the First-Time Freshmen (FTF) Program?	2
Who are first-time freshmen? and What are developmental courses?	3
How do colleges/universities determine which students require developmental course work? .	7
How were the 1997 FTF data collected and verified? What reports were prepared to communicate the findings?	8
Reports to Schools and Districts.	9
Reports to Colleges/Universities.	9
Report to State-Level Audiences	9
Part III. Graduation and College-Going Rates in Louisiana	10
How many Louisiana high school students graduated in 1996-97?	10
Has the number of Louisiana graduates changed during the 1990s?	10
Research Related to Louisiana Students Who Postpone College Entrance	12
Research Related to Louisiana Students Who Attend College Outside the State	12
What percentage of 1996-97 Louisiana high school graduates became Fall 1997 first-time freshmen?	13
What was the demographic make-up of Louisiana's First-Time Freshman Class of 1997? ..	17
Did the number and percentage of students reported as first-time freshmen change during the 1990s?	18
Which colleges and universities did Louisiana's 1996-97 high school graduates attend? ...	22
Post-secondary Enrollment Patterns Within Louisiana	22
Post-secondary Enrollment Patterns Outside of Louisiana	24
Part IV. Developmental Performance of First-Time Freshmen	25
What percentage of Fall 1997 first-time freshmen were enrolled in developmental courses? .	25
Has the percentage of first-time freshmen enrolled in developmental courses changed over time?	26
In what developmental subject areas were Fall 1997 enrollments the highest?	30
How does the percentage of 1997 first-time freshmen who were enrolled in developmental	

courses vary among the public school districts?	30
How did developmental rates differ, subject by subject, between Fall 1995 and Fall 1997?	33
How did universities vary in the percent of Fall 1997 first-time freshmen who enrolled in developmental course work?	33
In how many developmental subject areas did Fall 1997 first-time freshmen enroll?	35
What percentage of Fall 1997 first-time freshmen successfully completed the semester?	37
How did Louisiana's Fall 1997 first-time freshmen perform on the ACT?	39
ACT Profile of Louisiana's High School Graduating Class of 1996-1997	39
ACT Profile of Louisiana's Fall 1997 FTF	40
FTF Performance on the ACT: Fall 1995 compared with Fall 1997.	40
V. Summary Findings	41
FTF College-Going Rates	41
FTF Performance on the ACT	41
FTF Developmental Rates	42
FTF in Good Academic Standing	43
References	44
Part VI . Appendix	45
Index for the schools	46

List of Exhibits

Exhibit 1.	Fall 1997 Developmental Instruction Offered By Louisiana Institutions, By Subject	6
Exhibit 2.	1996-97 High School Graduates Summary	10
Exhibit 3.	Number of Louisiana High School Graduates, 1991-92, 1994-95, and 1996-97	11
Exhibit 4.	Fall 1997 First-Time Freshmen Summary	13
Exhibit 5.	Fall 1997 First-Time Freshmen Performance of 1996-97 Public High School Graduates, By District	15
Exhibit 6.	Fall 1997 First-Time Freshmen Summary By Ethnicity	17
Exhibit 7.	Percent of Graduates Who Became First-Time Freshmen in Fall 1992, 1995, or 1997	19
Exhibit 8.	Comparison Between 1995 and 1997 First-Time Freshmen College-Going Rates of Public High School Graduates, By District	20
Exhibit 9.	Percent of Fall 1997 First-Time Freshmen Enrolled at Louisiana Institutions, By Institution Level and Control (Public/Nonpublic)	23
Exhibit 10.	Percent of Developmental First-Time Freshmen in Fall 1992, 1995, or 1997 ...	27
Exhibit 11.	Comparison Between Fall 1995 and Fall 1997 First-Time Freshmen Developmental Rates of Public High School Graduates, By District	28
Exhibit 12.	Percent of 1996-97 Public High School Graduates Who Received Developmental Instruction as First-Time Freshmen, By District and Subject ...	31
Exhibit 13.	Fall 1997 FTF, Percent Who Received Developmental Instruction, By Institution and Subject	34
Exhibit 14.	Percentage of Fall 1997 FTF Enrolled in Developmental Subjects, By Number of Subjects Taken	36
Exhibit 15.	Percent of 1997 First-Time Freshmen Who Completed the Semester in Good Academic Standing, By Developmental Status	38
Exhibit 16.	1997 Average ACT Composite Scores, By Completion of College Preparatory Curriculum	39

Part I. Executive Summary

The Louisiana First-Time College Freshmen State Report: Fall 1997 provides detailed findings pertaining to 1996-97 high school graduates who were enrolled full time in one of 27 Louisiana higher education institutions in the Fall 1997 semester. The following is a brief summary of information reported on the Fall 1997 first-time freshmen (FTF).

- In 1996-97, a total of 44,915 students graduated from Louisiana public and nonpublic high schools.
- Of the 1996-97 Louisiana high school graduates, 43% (or 19,358) were enrolled as Louisiana Fall 1997 first-time freshmen (FTF).
- Of the 1997 FTF, 11% were enrolled on 2-year public campuses, 82% were attending Louisiana's 4-year public institutions, and 7% were enrolled in 4-year nonpublic colleges/universities that are located in Louisiana.
- The average ACT composite score for the Fall 1997 FTF class was 20. Among the 1997 FTF class, 51% had ACT composite scores that were 20 or above, while the remaining 49% of the freshmen had an ACT composite score of 19 or less.
- During the Fall of 1997, 8,576 freshmen (44% of the FTF class) were enrolled in one or more developmental courses.
- For the entire 1997 FTF class, enrollments by developmental subject areas were as follows: 39% in mathematics, 21% in English, 12% in reading, and 6% in other developmental courses.
- For 1997 FTF who graduated from Louisiana public schools, enrollments by developmental subject areas were as follows: 40% in mathematics, 23% in English, 13% in reading, and 6% in other developmental courses.
- At the end of the Fall 1997 term, 83% of the developmental FTF and 89% of the nondevelopmental FTF were in good academic standing.

When comparing the Fall 1997 findings to those of Fall 1995, there were no changes in

- Louisiana's average ACT composite score for 1994-95 and for 1996-97 (19.4 in both years),
- the percentage of Louisiana high school graduates who became FTF (43% in both years), and
- the percent of FTF who were in good academic standing at the end of their first term (a total of 87% in both years).

However, each of the following increased in Fall 1997 as compared with the Fall 1995 findings:

- the number of Louisiana high school graduates (44,915 vs. 43,770),
- the number of FTF enrolled in colleges/universities that are in Louisiana (19,358 vs. 18,895),
- the percentage of Black FTF (30% vs. 29%),
- the number of FTF who **were not** enrolled in developmental courses (10,782 vs. 10,147), and
- Louisiana's FTF class average ACT composite score (20 in Fall 1997 vs. 19.8 in Fall 1995).

Across the 27 universities/colleges, Fall 1997 developmental enrollments were lower than in Fall 1995, as follows:

- the percent of FTF who were taking one or more developmental courses (44% vs. 46%),
- the percent of FTF who were enrolled in developmental mathematics (39% vs. 40%),
- the percent of FTF who were enrolled in developmental English (21% vs. 22%), and
- the percent of FTF who were enrolled in developmental reading (12% vs. 14%).

Part II. Overview of the First-Time Freshmen Program

Policy makers around the nation commonly use education indicators to gauge the quality of student learning by monitoring trends in key schooling outcomes. Because knowledge that students acquire in school is the most obvious outcome of a secondary education, indicator systems often focus on student learning as measured by standardized test results. In Louisiana, test results have been included within the Progress Profiles School Report Cards. In the past, four indicators of school performance were based on achievement test scores: these were performance on both norm- and criterion-referenced tests, administered as part of the Louisiana Educational Assessment Program, as well as performance on the American College Test (ACT) or on the Scholastic Assessment Test (SAT).

While such student-achievement results are informative, the Office of Educational Research and Improvement (OERI), the Council of Chief State School Officers (CCSSO), the National Education Goals Panel, and other influential policy groups encouraged the development of additional indicators of secondary education quality. Because one important function of secondary education is to prepare college-bound students to succeed in college, three pieces of performance information have been collected and reported in Louisiana since 1986: (a) the number and percent of high school students who enroll full time in Louisiana colleges immediately after graduation, (b) the percentage of freshmen who are enrolled in a remedial/developmental course during their first semester of college study, and (c) the percentage who complete their first semester of college course work in good academic standing. The First-Time Freshmen Program provides for the annual collection, analysis, and reporting of these freshmen data for individuals attending Louisiana's colleges/universities during a specific Fall semester/quarter.

Organization of This Document

This document is the eleventh state-level First-Time Freshmen Report, released by the Louisiana Department of Education (LDE). The report describes Louisiana's 1996-97 high school graduates who enrolled full time in this state's colleges/universities, immediately following graduation. This document consists of six parts.

- Part I, the Executive Summary, offers a succinct review of the major findings.
- Part II, the Overview of the First-Time Freshmen Program, offers a general discussion of the Program, data sources, and the contents of this report.
- Part III offers a detailed discussion of graduation rates and college-going rates among Louisiana high school graduates.
- Part IV reviews in depth the college performance of Louisiana first-time freshmen.
- Part V is a final summary of the 1997 findings.
- Part VI, the Appendix, provides performance data for each high school which produced the freshmen who were included within this study.

In April 1998, LDE released a similar state report to describe the first-time freshmen (FTF) performance of Louisiana's 1995-96 high school graduates who were Louisiana FTF in the Fall of 1996. Reports of this type have typically compared the two most recent graduating and FTF classes. However, in this 1997 report, comparisons were made with the 1994-95 graduates who were FTF in the Fall of 1995, and occasionally with the 1991-92 graduates or the Fall 1992 FTF class. (Data for Fall 1995 FTF should be viewed as a baseline year; this was the first year in which student-level information was verified with other data collected by LDE.)

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

The 1985 Louisiana Legislature mandated that the Board of Regents (BOR), assisted by the State Board of Elementary and Secondary Education (SBESE), report information on the number of Louisiana graduates who (a) enter Louisiana public colleges/universities directly out of high school, (b) enroll in at least one remedial course (La. R.S.17:1814), and © successfully complete their first regular semester of college course work. 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.

Because FTF performance statistics are used as indicators of how well high schools prepare their graduates for college, the FTF Program was structured to focus only upon the high school diploma graduates, as they began their college careers. In line with first-time freshmen definitions observed in federal reporting, the Program also focused on full time entering freshmen. For the first six Program years, the BOR oversaw the data collection and distribution of the school-level reports.

Although the BOR reports were informative, they had limited visibility and were not widely utilized by public schools. The 1993 Louisiana Legislature recognized that the LDE had an established mechanism, the School Report Cards, to disseminate information about schools to the public. Believing that these FTF data made an important statement about the quality of secondary schooling, the 1993 Legislature took steps to revamp the FTF Program. The three statutory revisions they enacted

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

In accordance with these statutory revisions, the LDE's Bureau of School Accountability -- the LDE unit previously charged with producing School Report Cards -- assumed responsibility for collecting and reporting data, beginning with the Fall 1993 FTF. Since that time, several modifications were made in the collection and verification of FTF data.

For school years 1992-93 through 1996-97, the FTF performance data of public schools were reported on the Progress Profiles School Report Cards. With reorganization of the LDE, the Division of Planning, Analysis and Information Resources assumed the responsibility for Progress Profiles, the FTF Program, and all associated data collection activities in 1997-98.

Recently, the division modified the 1997-98 Progress Profiles Program and its reports due to the inclusion of new indicators, because of difficulties in analyzing data for various indicators, and as a result of the need to develop new reports and procedures for the School Accountability Program. While individual School Report Cards were not distributed for the 1997-98 school year, school-level data can be found on the Louisiana Department of Education's web site. When the 1997-98 district and state-level Progress Profile Reports were prepared, the graduate and FTF data were not yet ready for analysis. Thus, FTF performance indicators were not included in the 1997-98 Progress Profiles Reports.

At this time, the purpose of the First-Time Freshmen Program is to provide to high schools feedback concerning the readiness of their graduates for college/university course work. While no single statistic can demonstrate whether or not high school graduates are prepared for college, FTF indicators provide a perspective on college readiness that is not available from standardized tests such as the ACT or the SAT. That is, the First-Time Freshmen Program collects information on graduates of public and nonpublic high schools in Louisiana, and provides school-, district-, and state-level results on the number of students who

- (1) receive a high school diploma during a given school year and
- (2) are enrolled full time in Louisiana higher education institutions (both public and nonpublic) the following Fall semester.
- (3) Of these first-time freshmen, the Program identifies
 - (a) how many were enrolled in developmental courses and
 - (b) how many completed the Fall semester in good academic standing.

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

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

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

"Students who graduated from a Louisiana high school during School Year (SY) 1996-97 and who were enrolled full time in a Louisiana higher education institution in the Fall semester of 1997. Only those students who began the 1997 Fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) were considered first-time freshmen."

The enacting legislation for the FTF Program labels noncredit preparatory courses in which college students enroll as "remedial"; therefore, such college courses have been described as remedial in past years of the Progress Profiles School Report Cards. While some educators view 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). This report on Louisiana colleges/universities which offer such courses, as well as the freshmen who enroll, indicates the availability and the demand for these remedial college courses in the Fall of 1997.

Because the term "remedial" implies that the courses cover material already studied (but not learned), most universities prefer to label such 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. Moreover, the trend in developmental instruction seems to be moving away from courses on traditional subjects such as mathematics, English, and reading. The developmental courses of the future may 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" (i.e., remedial) instruction as "those courses designed by universities to prepare students to succeed academically in college-level courses." Colleges/universities generally offer developmental courses for institutional credit. That is, the number of hours that a student devotes to developmental course work is considered when determining whether that student is enrolled full or part time. However, developmental courses typically carry no degree credit, meaning that the hours accrued for these courses cannot be applied toward completion of an academic degree.

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

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

Since institutions vary in both the levels and types of developmental instruction offered, the probability of a student enrolling in a developmental course is influenced by his/her choice of university. For example, Smith (1997) reported that 78% of the nation's higher educational institutions provided reading, writing, or mathematics remedial courses in 1995. However, it was found that 99% of the 2-year public colleges offered such courses, while the percentages of the 4-year public institutions offering these courses were as follows: 78% in mathematics, 71% in writing, and 52% in reading. Of the 2-year nonpublic colleges, Smith (1997) found that 62%

provided remedial courses in mathematics; 61%, in writing; and 29%, in reading. Among the 4-year nonpublic institutions, 52% offered remedial instruction in writing; 51%, in mathematics; and 34%, in reading.

Based on Smith's national findings, nonpublic colleges offered remedial instruction to a lesser extent than public institutions. Smith also concluded that 1995 freshmen in public 2-year colleges (41%) were far more likely to enroll in remedial courses than freshmen attending public 4-year institutions (22%).

Lewis, Farris, and Greene (1996) reported that remedial courses were especially common at 2-year public institutions and at institutions with high minority enrollments. Nevertheless, 81% of the nation's 4-year public institutions offered at least one remedial course in Fall 1995. In general, more of the nation's college freshmen took remedial courses in mathematics than in reading or writing. Lewis, Farris, and Greene (1996) also reported that 47% of the institutions which offered remedial instruction indicated the number of enrolled students had stayed about the same in the last five years, whereas 39% said the remedial enrollments had increased, and 14% said the enrollment in remedial courses had decreased. A larger percentage of 2-year public institutions indicated increased enrollment in remedial courses, than other types of post-secondary institutions.

Exhibit 1 shows the 27 participating Louisiana colleges and universities (both public and nonpublic) that offer 2- or 4-year undergraduate curricula. Fall 1997 FTF data were collected from a total of 19 public colleges/universities and 8 nonpublic institutions, including

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

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

Exhibit 1 also lists the four broad subject areas in which these Louisiana colleges/universities offered developmental instruction in Fall 1997. In a survey of these 27 Louisiana colleges/universities, 52% indicated they offered one or more developmental courses in mathematics, English, reading, and in another subject during the Fall of 1997. An additional 26% of these Louisiana institutions provided developmental courses in three subject areas, 7% just offered developmental mathematics and English, and 11% provided developmental courses in only one subject area. Centenary College did not offer developmental courses in Fall 1997.

Exhibit 1
Fall 1997 Developmental Instruction Offered By Louisiana Institutions, By Subject

College/University	Subject Area			
	Math	English	Reading	Other
Board of Trustees System*				
Grambling State University	U	U	U	
Louisiana Tech University‡	U	U	U	U
McNeese State University	U	U	U	U
Nicholls State University	U	U	U	
Northeast Louisiana University	U	U	U	
Northwestern State University	U	U	U	U
Southeastern Louisiana University	U	U	U	U
University of Southwestern Louisiana	U	U	U	U
Louisiana State University System*				
LSU at Alexandria***	U	U	U	U
LSU A & M at Baton Rouge‡	U			
LSU at Eunice***	U	U	U	U
LSU at Shreveport‡	U	U		
University of New Orleans‡	U	U	U	U
Southern University System*				
SU A & M at Baton Rouge	U	U	U	
SU at New Orleans	U	U	U	U
SU at Shreveport***	U	U	U	U
Louisiana Community and Technical College System*				
Bossier Parish Community College***	U	U	U	U
Delgado Community College***	U	U	U	U
Elaine E. Nunez Community College***	U	U	U	U
Louisiana Association of Independent Colleges and Universities**				
Centenary College of Louisiana				
Dillard University	U	U	U	U
Louisiana College	U			
Loyola University of New Orleans	U	U		U
Our Lady of Holy Cross College	U	U	U	
Our Lady of the Lake College	U	U		
Tulane University		U		
Xavier University of Louisiana	U	U	U	

* Public ** Nonpublic *** 2-Year College ‡ Selective Admissions Institution

Courses in developmental mathematics were offered by all 19 public institutions and by 6 of the 8 nonpublic institutions (i.e., 93% of the 27 participating colleges/universities). Developmental English was offered by 18 public institutions and by 6 of the nonpublic institutions (89% of the 27 institutions). Developmental reading was offered at 17 public and at 3 nonpublic institutions (74% of the 27 institutions). Other developmental courses (which typically provide instruction in study skills or other personal improvement topics) were offered at 13 public institutions, but only by 2 nonpublic institutions (or 56% of the 27 institutions). Developmental courses in all four subject areas were not available to students on every campus in 1997.

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

Although placement policies differ from one institution to the next, Louisiana colleges and universities tend to use a two-step process to determine whether entering freshmen will require developmental instruction and to place them in the appropriate courses. According to staff at the Board of Regents and at selected universities around the state, many Louisiana institutions use student performance on the ACT and/or SAT to (a) "flag" entering students who may need developmental instruction and (b) to place them in the appropriate courses. Institutions typically follow up with further diagnostic screening during, or before, the first week of class to determine whether the student's placement is appropriate. Again, this procedure appears consistent with practice throughout the SREB region (Abraham, 1992).

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

In this report, the term "developmental freshmen" was used to refer to a FTF who was enrolled in one or more developmental courses during Fall 1997. We also reported on "developmental rates" for the subject areas. Developmental rates are the percentages of Fall 1997 FTF who enrolled in developmental courses.

Also, the "end-of-term academic standing" of developmental freshmen was compared with that of FTF who were not enrolled in developmental courses (i.e., nondevelopmental freshmen). The freshmen were considered "in good academic standing" if they completed the 1997 Fall semester/quarter and were not on academic probation or suspension at the end of the term.

How were the 1997 FTF data collected and verified? What reports were prepared to communicate the findings?

Data collection for Fall 1997 FTF began in January of 1998, when Louisiana's public and nonpublic colleges/universities received a package of materials requesting their FTF data. The 27 participating colleges/universities reported student-level information to the Data Management Section of the Division of Planning, Analysis and Information Resources. Information reported by the individual colleges/universities was combined to form one database that contained records on the 1997 FTF.

By the Summer of 1998, efforts were made to verify the FTF data records for public school graduates. That is, the individual records of the 1997 FTF database underwent a series of computerized and manual edit checks to ensure that each reported first-time freshman (a) was identified with the correct high school and (b) earned a diploma in SY 1996-97. If an FTF was reported by more than one institution, staff members attempted to find out whether the student was full time or part time at the institutions. Data records of the Fall 1997 first-time freshmen, who were reported as public high school graduates, were also compared with the LDE's 1996-97 Student Information System (SIS) records. LDE staff utilized a record-matching program that compared five pieces of student demographic information from the FTF and SIS databases when matching university- and LEA-supplied data on the public school students.

For a variety of reasons, 765 records were deleted from the FTF database. Most of these records were deleted because the identified freshmen did not meet the definition of a first-time freshmen, the student was enrolled part time rather than full time, or the SIS record of a public school former student did not show the person was a diploma graduate of 1996-97. Forty-nine records were duplicate records; these were deleted to avoid double counting of the FTF. The graduates of two public schools were excluded from this analysis because these schools did not list their students in SIS, no graduate data were available for these two schools, and the schools serve special populations.

Although the FTF database records of students who graduated from nonpublic schools, or those who graduated from the two East Baton Rouge lab schools, could not be verified against SIS data, these FTF records were included in the analysis if the schools had submitted an annual statistical report which supplied the 1996-97 graduate counts. However, records of nonpublic school graduates were deleted from the FTF database if the school did not supply the 1996-97 graduate count.

While Departmental staff adjusted modifications made to the FTF computer programs, it was discovered that two universities had omitted the developmental data. As 1999 began, these universities were contacted for the additional data. By the end of April 1999, both institutions submitted additional developmental data which were used to update the 1997 FTF database. Data were analyzed in April, May, and June of 1999. Several reports were prepared to provide results to schools, districts, and other interested audiences. These are as follows:

Reports to Schools and Districts. In accordance with La. R.S. 17:1814, first-time freshmen performance data were reported for Louisiana public and nonpublic schools whose grade configuration included 12th grade; these schools served primarily regular education students; and the schools produced 1996-97 diploma graduates, who were identified by Louisiana colleges and universities as Fall 1997 first-time freshmen. A total of 438 schools in Louisiana produced the high school diploma graduates who were included in this study. School-level reports were generated for these public and nonpublic high schools which had graduates who became 1997 FTF.

District-level reports were compiled for all public and nonpublic local education authorities (LEAs), including 66 public school systems and seven Catholic diocesan school systems. The school- and district-level reports group FTF data by college/university so that staff members can identify the institutions their graduates attend and can compare the performance of freshmen who attended differing post-secondary institutions. These reports provide feedback that can help high school staff to improve instruction in the subject areas where their recent graduates have academic weaknesses.

Reports to Colleges/Universities. While the primary purpose of the First-Time Freshmen Program is to give high schools and districts feedback on the performance of their college-bound graduates, a separate series of reports is compiled by each college/university. These reports are distributed to campus heads, developmental education coordinators, institutional research directors, and registrars. They provide individualized school- and parish-level information on the first-time freshmen attending a college/university. The reports are useful in helping higher education administrators identify their institution's primary feeder schools and in assessing the comparative readiness of students graduating from the various high school sites. Increasingly, college and university staff are using the reports to target and then, enter into partnerships with high schools, in the hope of improving the college readiness of the graduates.

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

Parts III and IV of this report present detailed findings for Fall 1997 FTF who had graduated from high school in 1996-97. Since the 1994-95 high school graduates were the first class for whom student-level FTF data were verified, it was decided to compare the 1996-97 graduates with the 1994-95 graduates and the Fall 1997 FTF to the Fall 1995 FTF. In some cases, comparison were also made with the 1991-92 graduates and the Fall 1992 FTF class. These comparisons provide a longitudinal view of the FTF performance indicators.

Part III. Graduation and College-Going Rates in Louisiana

How many Louisiana high school students graduated in 1996-97?

Exhibit 2 provides state summary information on students who graduated in SY 1996-97 from Louisiana public and state-approved nonpublic high schools. Based on information collected for this report, a total of 44,915 students graduated from Louisiana high schools during SY 1996-97. Of these graduates, 37,331 (or 83%) graduated from public high schools, while 7,584 (or 17%) graduated from state-approved nonpublic schools.

Exhibit 2
1996-97 High School Graduates Summary

	Public Schools		Nonpublic Schools		Public and Nonpublic Schools Combined	
	Number	Percent	Number	Percent	Number	Percent
Total 1996-97 Graduates	37,331	83%	7,584	17%	44,915	100%

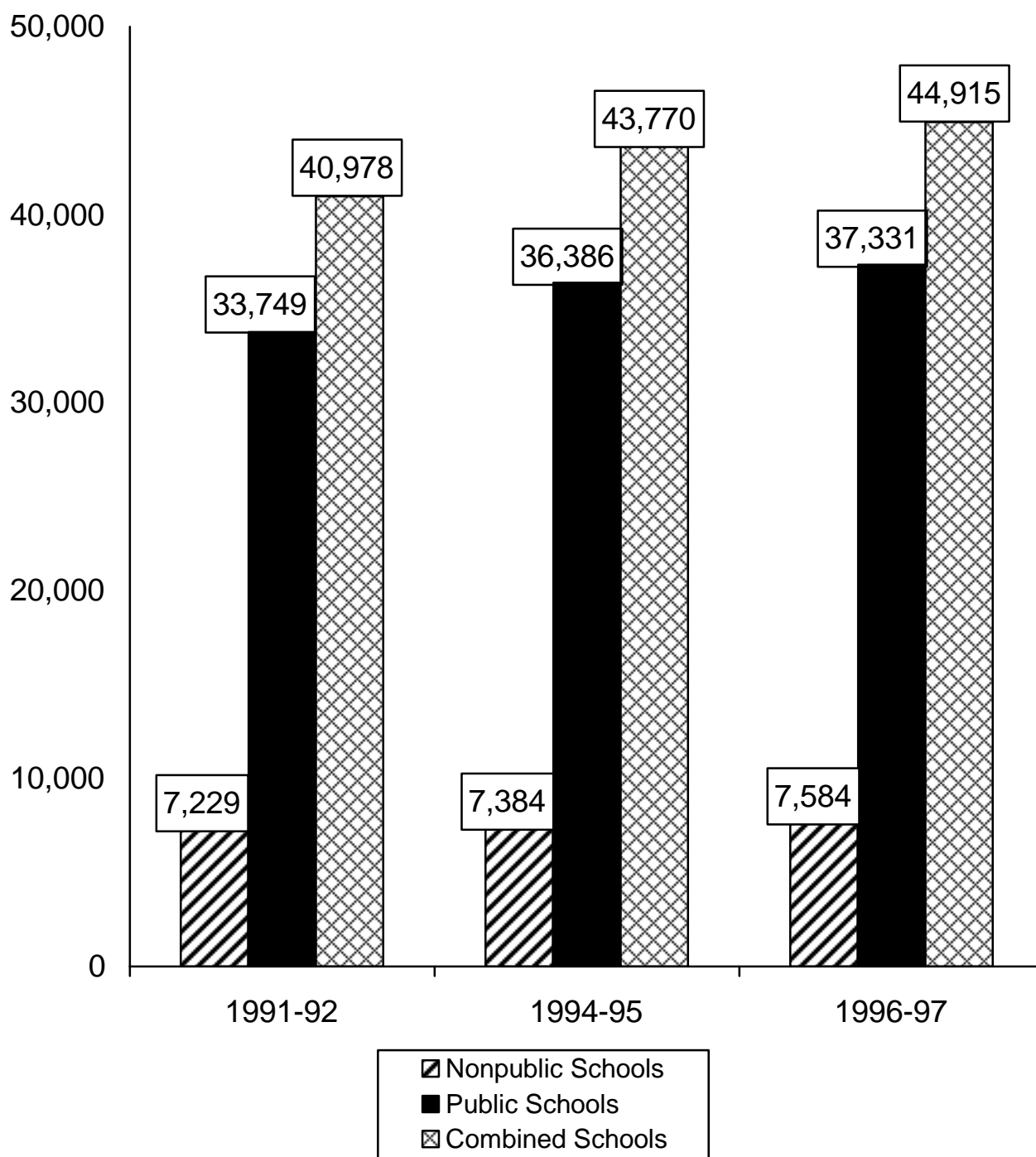
The study did not gather demographic data for these graduates, but the Annual Financial and Statistical Report, for SY 1996-97 (pages II-1 and II-4), indicates the majority of Louisiana's public high school 1996-97 graduates were White, as were the majority of Louisiana's 1996-97 nonpublic school graduates. However, both public and nonpublic schools also produced graduates of four minority groups. Furthermore, among nonpublic graduates, there were nearly as many males as females, whereas more graduates of the public schools were females.

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

As shown in Exhibit 3, Louisiana began the decade with 40,978 graduates of SY 1991-92, 82% of whom completed public high schools. The remaining 18% of 1991-92 graduates (7,229) completed nonpublic high schools. The number of high school graduates grew by approximately 9.6% between SYs 1991-92 (with 40,978 graduates) and 1996-97 (with 44,915 graduates).

The number of high school graduates (public and nonpublic combined) also increased from 43,770 in 1994-95 to 44,915 in 1996-97 (see Exhibit 3). Thus, the total number of students graduating from high school in Louisiana grew by roughly 2.6% (1,145 graduates) between SY 1994-95 and SY 1996-97. The rate of growth for public high school graduates was 2.6% (an increase of 945 graduates) while for nonpublic graduates, the rate of growth was 2.7% (an increase of 200 graduates). This increase in the total number of Louisiana high school diploma graduates represents an important educational accomplishment, since high school graduates tend to have better job opportunities and higher salaries once they begin working.

Exhibit 3
Number of Louisiana High School Graduates,
1991-92, 1994-95, and 1996-97



While Louisiana has collected information on the number of high school graduates, there are some national studies which have examined the percentages of high school completers over several years. For example, McMillen and Kaufman (1997) reported on the percentages of 18 to 24 year olds who were high school diploma graduates in years 1988 through 1996. In 1992, the reported national percentage of diploma graduates was 81.2%; however, this national percentage declined to 76.4% in 1996. Over these same years, the national percentage of high school completers (including both diploma graduates and high school completers who held other credentials) decreased slightly from 86.4% in 1992 to 86.2% in 1996. Snyder and Wirt (1998) also reported that the percentage of high school completers who were 25 to 29 year olds increased from 86.3% in 1992 to 87.4% in 1997.

As students complete high school, they make important decisions about additional education. For example, some high school graduates decide to go to college immediately, while others will postpone their entry. All college-bound graduates 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 college students; decisions are also made on the type of post-secondary institution one will attend (e.g., public or nonpublic, four-year or two-year).

The FTF Reports offer only a partial picture of college-going behavior among Louisiana high school graduates because data are not included on high school graduates who attend college out-of-state or on a part-time basis. Furthermore, these reports do not account for high school graduates who postpone their college education. The snapshot of college-going behavior provided by the 1997 FTF state report can be enlarged by describing findings from earlier research. Specifically, research conducted by the Board of Regents (BOR) and the U.S. Department of Education will be discussed within this report.

Research Related to Louisiana Students Who Postpone College Entrance. Research conducted by the Board of Regents (BOR) suggests that the FTF Program underestimates the total number of Louisiana high school graduates who eventually enter college. To get a more complete picture of overall college-going rates in Louisiana, the BOR studied the number of 1989 Louisiana high school graduates who enrolled in state institutions over a four-year period. The BOR found that small numbers of 1989 graduates enrolled in college in subsequent years and the percentage entering college declined with each passing year. That is, roughly 38% of the 1989 graduates were enrolled as first-time freshmen in the Fall of 1989, another 4.4% were first-time freshmen the following year (1990), an additional 1.9% entered college in 1991, and 1.3% entered in 1992. The four-year college-going rate for the 1989 graduates was determined to be 45.6%, as compared with the one-year college-going rate of 38%. In FTF state reports, only a one-year college-going rate is presented.

Research Related to Louisiana Students Who Attend College Outside the State. The FTF Report does not capture information on the percentage of Louisiana high school graduates who attend college out-of-state because there is no mechanism for requiring out-of-state institutions to report first-time freshmen data to the LDE. However, Barbett (1998) has prepared a National Center for Education Statistics (NCES) Report which provides state-by-state enrollment data on students nationwide, who attended college in their home states, or who migrated to other states to pursue a post-secondary education. The statistics in Barbett's 1998 NCES Report pertained to the 1996 first-time freshmen. Information for nonpublic and public institutions, as well as for 2-year

and 4-year institutions was also included. Since this NCES Report appears to be the most recent source for graduate-migration statistics, relevant findings will be referenced in this document.

According to NCES (Barbett, 1998), 3,177 Louisiana high school graduates went out-of-state to attend college in Fall 1996. This was approximately 7.2% of Louisiana's 1995-96 graduating class. Assuming that a comparable percentage of Louisiana's 1996-97 graduates (i.e., 7.2%) went out-of-state in the Fall of 1997, the total number of Louisiana out-of-state FTF is estimated at 3,234 graduates of the 1996-97 class. It is not necessary to estimate the graduates who remained in Louisiana for college, since the state's institutions provided the Fall 1997 FTF data.

What percentage of 1996-97 Louisiana high school graduates became Fall 1997 first-time freshmen?

Exhibit 4 provides a summary of the 1996-97 Louisiana high school graduates who became Fall 1997 FTF in Louisiana colleges/universities. Exhibit 4 includes breakouts for public vs. nonpublic graduates and provides college-going rates for various types of institutions.

**Exhibit 4
Fall 1997 First-time Freshmen Summary**

Performance Category	Public Secondary Schools		Nonpublic Secondary Schools		Public and Nonpublic Secondary Schools Combined	
	Number	Percent	Number	Percent	Number	Percent
Total 1996-97 Graduates	37,331	83%	7,584	17%	44,915	100%
Graduates Attending 2-Year Colleges						
1996-97 Graduates Who were Fall 1997 FTF	1,718	5%	368	5%	2,086	5%
Fall 1997 FTF Enrolled in Developmental Courses	1,291	75%	278	76%	1,569	75%
Graduates Attending 4-Year Colleges/Universities						
1996-97 Graduates Who were Fall 1997 FTF	13,107	35%	4,165	55%	17,272	38%
Fall 1997 FTF Enrolled in Developmental Courses	5,632	43%	1,375	33%	7,007	41%
Graduates Attending 2- and 4-Year Colleges/Universities Combined						
1996-97 Graduates Who were Fall 1997 FTF	14,825	40%	4,533	60%	19,358	43%
Fall 1997 FTF Enrolled in Developmental Courses	6,923	47%	1,653	36%	8,576	44%

As Exhibit 4 shows, 43% (or 19,358 graduates) were 1997 FTF. The college-going rate for nonpublic high school graduates (60%) differed substantially from that of the public high school graduates (40%). However, the number of FTF who graduated from public high schools (14,825 FTF) was much greater than the number of FTF who graduated from nonpublic high schools (4,533 FTF).

Exhibit 5 provides district-level statistics on the number and percent of Louisiana's 1996-97 public high school graduates who were first-time freshmen during the Fall 1997 semester. Among the public school districts, the percentage of 1996-97 diploma graduates going directly to in-state colleges in the Fall of 1997 ranged from a low of 20% to a high of 52%.

For each public school district, Exhibit 5 also provides the number and percentage of FTF who were enrolled in at least one developmental course during Fall 1997. The percentage of developmental freshmen for the public school districts ranged from a low of 26% to a high of 83%. For graduates of the public schools, the overall developmental rate was 47%, whereas 44% of all Louisiana FTF were taking developmental courses in the Fall of 1997 (See the developmental rates as summarized in Exhibit 4).

Exhibit 5
Fall 1997 First-Time Freshmen Performance
of 1996-97 Public High School Graduates, By District

	Number of 1996-97 High School Graduates	Graduates Who Were Fall 1997 First-Time		1997 Developmental First-Time Freshmen	
		Number	Percent*	Number	Percent*
Louisiana	37,331	14,825	40%	6,923	47%
Acadia	519	192	37%	102	53%
Allen	236	71	30%	37	52%
Ascension	824	294	36%	98	33%
Assumption	214	77	36%	20	26%
Avoyelles	334	149	45%	84	56%
Beauregard	355	127	36%	56	44%
Bienville	144	54	38%	22	41%
Bossier	941	412	44%	187	45%
Caddo	2,347	1,017	43%	410	40%
Calcasieu	1,816	818	45%	277	34%
Caldwell	102	35	34%	25	71%
Cameron	109	44	40%	17	39%
Catahoula	132	66	50%	43	65%
Claiborne	143	74	52%	41	55%
Concordia	182	57	31%	27	47%
DeSoto	300	97	32%	57	59%
East Baton Rouge	2,650	1,336	50%	446	33%
East Carroll	88	26	30%	14	54%
East Feliciana	142	28	20%	13	46%
Evangeline	309	126	41%	85	67%
Franklin	239	82	34%	54	66%
Grant	149	62	42%	27	44%
Iberia	668	274	41%	131	48%
Iberville	240	77	32%	32	42%
Jackson	168	84	50%	40	48%
Jefferson	2,384	739	31%	434	59%
Jefferson Davis	365	146	40%	59	40%
Lafayette	1,396	678	49%	300	44%
Lafourche	887	350	39%	135	39%
LaSalle	154	58	38%	23	40%
Lincoln	311	147	47%	69	47%
Livingston	888	359	40%	107	30%
Madison	126	45	36%	28	62%

	Number of 1996-97 High School Graduates	Graduates Who Were Fall 1997 First-Time		1997 Developmental First-Time Freshmen	
		Number	Percent*	Number	Percent*
Louisiana	37,331	14,825	40%	6,923	47%
Morehouse	231	83	36%	57	69%
Natchitoches	355	148	42%	79	53%
Orleans	3,584	1,229	34%	815	66%
Ouachita	911	424	47%	222	52%
Plaquemines	285	117	41%	66	56%
Pointe Coupee	169	44	26%	18	41%
Rapides	941	467	50%	218	47%
Red River	95	33	35%	22	67%
Richland	206	81	39%	50	62%
Sabine	227	85	37%	39	46%
St. Bernard	460	151	33%	61	40%
St. Charles	592	309	52%	137	44%
St. Helena	87	23	26%	14	61%
St. James	237	119	50%	66	55%
St. John	299	112	37%	57	51%
St. Landry	776	262	34%	146	56%
St. Martin	400	137	34%	69	50%
St. Mary	583	214	37%	110	51%
St. Tammany	1,681	642	38%	244	38%
Tangipahoa	929	287	31%	125	44%
Tensas	77	24	31%	20	83%
Terrebonne	939	309	33%	136	44%
Union	211	91	43%	54	59%
Vermilion	514	186	36%	107	58%
Vernon	478	161	34%	78	48%
Washington	272	63	23%	26	41%
Webster	411	160	39%	75	47%
West Baton Rouge	224	86	38%	33	38%
West Carroll	137	63	46%	26	41%
West Feliciana	102	52	51%	16	31%
Winn	159	81	51%	36	44%
Monroe City	537	203	38%	135	67%
Bogalusa City	150	40	27%	22	55%
Other Schools**	210	138	66%	44	32%

* These college-going rate percents and the developmental rate percents are rounded to whole percentage points.

** The "Other Schools" category included Grambling State University Lab High School, Louisiana State University Lab School, and Southern University Lab School.

What was the demographic make-up of Louisiana's First-Time Freshman Class of 1997?

Exhibit 6 provides information on the ethnicity of Fall 1997 FTF, as well as on the ethnicity of the freshmen who were taking at least one developmental course in the Fall of 1997. Breakouts are shown for those who had graduated from Louisiana's public high schools and for those who had graduated from this state's nonpublic high schools.

Exhibit 6
Fall 1997 First-Time Freshmen Summary By Ethnicity

Ethnicity of Fall 1997 FTF	Graduates of Public Secondary Schools		Graduates of Nonpublic Secondary Schools		Graduates of Public and Nonpublic Secondary Schools	
	Number	Percent*	Number	Percent*	Number	Percent*
American Indian/Alaskan Native	89	< 1%	23	< 1%	112	< 1%
Asian/Pacific Islander	366	2%	51	1%	417	2%
Black	5,251	35%	479	11%	5,730	30%
Hispanic	186	1%	134	3%	320	2%
White	8,660	58%	3,736	82%	12,396	64%
Data Not Available	273	2%	110	2%	383	2%
TOTAL	14,825	100%	4,533	100%	19,358	100%
Ethnicity of Fall 1997 FTF Enrolled in Developmental Courses	Graduates of Public Secondary Schools		Graduates of Nonpublic Secondary Schools		Graduates of Public and Nonpublic Secondary Schools	
	Number	Percent*	Number	Percent*	Number	Percent*
American Indian/Alaskan Native	45	< 1%	12	< 1%	57	< 1%
Asian/Pacific Islander	129	2%	21	1%	150	2%
Black	3,185	46%	259	16%	3,444	40%
Hispanic	92	1%	50	3%	142	2%
White	3,338	48%	1,269	77%	4,607	54%
Data Not Available	134	2%	42	3%	176	2%
TOTAL	6,923	100%	1,653	100%	8,576	100%

*The percents are rounded to whole percentage points.

Of the 14,825 FTF who had graduated from Louisiana public schools, 58% were White, 35% were Black, 2% were Asian/Pacific Islanders, and 1% were Hispanics. Of the 4,533 graduates of nonpublic schools who were 1997 FTF, 82% were White, 11% were Black, 3% were Hispanics, and 1% were Asian/Pacific Islanders. For both public and nonpublic high schools, less than 1% of the graduates were American Indians/Alaskan Natives.¹

Louisiana's Fall 1997 FTF class was predominantly White (64%). Black students comprised the next largest ethnic group (30%), followed by Asian/Pacific Islanders (2%), and Hispanics (2%). Less than 1% were identified as American Indians/Alaskan Natives.¹ Comparison of Louisiana's 1995 and 1997 FTF classes suggests that the representation of Whites, Asian/Pacific Islanders, Hispanics, and American Indians/Alaskan Natives was relatively the same in both years. Black participation increased approximately one percentage point between Fall 1995 and Fall 1997 (from 29% to 30%). Also, In both the 1995 and the 1997 FTF classes, 59% of the FTF were females.

From the national perspective, the Snyder and Wirt (1998) study of high school completers (ages 16 to 24), concluded that 65% of the high school completers went directly to college in 1996. According to these researchers, 67.4% of White, 56.0% of Black, and 50.8% of Hispanic high school completers (ages 16 to 24) made an immediate transition from high school to college. A larger percentage of the female high school completers (69.7%), than the male high school completers (60.1%) were in college during 1996. Overall, 41.9% of the high school completers, who were studied attended 4-year institutions while 23.1% were enrolled in 2-year colleges in 1996 (Snyder & Wirt, 1998).

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

Exhibit 7 shows the percentage of all 1991-92, 1994-95, and 1996-97 Louisiana high school graduates who were FTF in 1992, 1995, or 1997. The percentage of graduates who became FTF rose from 41% in 1992, to 43% in 1995, and has remained at 43% for 1997. However, the total number of Louisiana's FTF increased from 16,828 in Fall 1992, to 18,895 in Fall 1995, and to 19,358 in Fall 1997. Thus, 463 more graduates of Louisiana high schools became in-state FTF in Fall 1997 as compared with Fall 1995.

Analysis of data indicates Fall 1997 FTF enrollments for nonpublic high school graduates increased by 251 freshmen, as compared with the number of Fall 1995 FTF. The college-going rate for nonpublic high school graduates also increased from 58% in Fall 1995 to 60% in Fall 1997.

Although Fall 1997 FTF enrollments of public high school graduates increased by roughly 212 freshmen, the college-going rate for public high school graduates was 40% in both Fall 1995 and in Fall 1997. Exhibit 8 presents the college-going rates for each public school district, in SYs 1994-95 and 1996-97. As shown, the FTF college-going rates in 20 public school districts declined by 5% or more. In 10 public school districts, the FTF college-going rate increased by 5% or more.

¹ Statistics on student ethnicity are based on self-reported information from college students; the ethnicity was not identified for 383 freshmen (or 2%) in 1997 or for 562 freshmen (or 3%) in 1995

Exhibit 7
Percent of Graduates Who Became First-Time
Freshmen in Fall 1992, 1995, or 1997

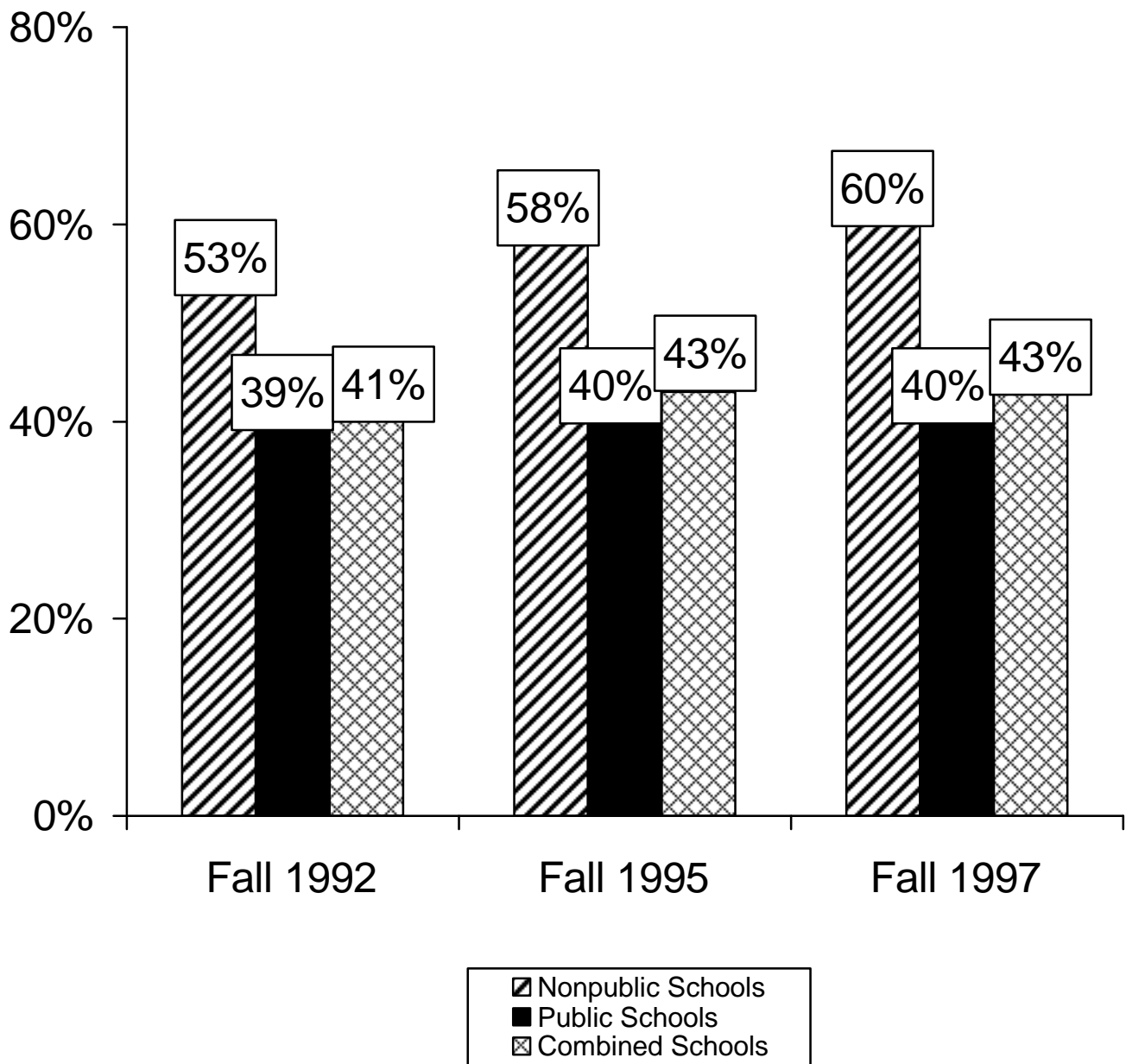


Exhibit 8
Comparison Between 1995 and 1997 First-Time Freshmen College-Going Rates
of Public High School Graduates, By District

	1994-95 Graduates Who Were Fall 1995 FTF		1996-97 Graduates Who Were Fall 1997 FTF		Percentage Points Difference
	Number	Percent*	Number	Percent*	
Louisiana	14,613	40%	14,825	40%	0
Acadia	188	41%	192	37%	-4
Allen	110	45%	71	30%	-15
Ascension	262	34%	294	36%	2
Assumption	84	40%	77	36%	-4
Avoyelles	162	42%	149	45%	3
Beauregard	152	41%	127	36%	-5
Bienville	55	34%	54	38%	4
Bossier	340	38%	412	44%	6
Caddo	1,012	44%	1,017	43%	-1
Calcasieu	803	45%	818	45%	0
Caldwell	34	38%	35	34%	-4
Cameron	47	47%	44	40%	-7
Catahoula	68	50%	66	50%	0
Claiborne	56	39%	74	52%	13
Concordia	49	33%	57	31%	-2
DeSoto	93	38%	97	32%	-6
East Baton Rouge	1,372	47%	1,336	50%	3
East Carroll	23	24%	26	30%	6
East Feliciana	45	29%	28	20%	-9
Evangeline	146	43%	126	41%	-2
Franklin	88	41%	82	34%	-7
Grant	51	34%	62	42%	8
Iberia	273	45%	274	41%	-4
Iberville	79	32%	77	32%	0
Jackson	83	50%	84	50%	0
Jefferson	745	33%	739	31%	-2
Jefferson Davis	148	38%	146	40%	2
Lafayette	636	44%	678	49%	5
Lafourche	345	41%	350	39%	-2
LaSalle	57	41%	58	38%	-3
Lincoln	159	56%	147	47%	-9
Livingston	318	37%	359	40%	3
Madison	55	32%	45	36%	4

	1994-95 Graduates Who Were Fall 1995 FTF		1996-97 Graduates Who Were Fall 1997 FTF		Percentage Points Difference
	Number	Percent*	Number	Percent*	
Louisiana	14,613	40%	14,825	40%	0
Morehouse	100	34%	83	36%	2
Natchitoches	141	48%	148	42%	-6
Orleans	1,135	35%	1,229	34%	-1
Ouachita	345	37%	424	47%	10
Plaquemines	109	44%	117	41%	-3
Pointe Coupee	48	35%	44	26%	-9
Rapides	584	48%	467	50%	2
Red River	22	31%	33	35%	4
Richland	90	44%	81	39%	-5
Sabine	92	43%	85	37%	-6
St. Bernard	172	34%	151	33%	-1
St. Charles	226	45%	309	52%	7
St. Helena	27	39%	23	26%	-13
St. James	86	38%	119	50%	12
St. John	89	32%	112	37%	5
St. Landry	274	38%	262	34%	-4
St. Martin	124	32%	137	34%	2
St. Mary	195	34%	214	37%	3
St. Tammany	530	44%	642	38%	-6
Tangipahoa	359	40%	287	31%	-9
Tensas	26	36%	24	31%	-5
Terrebonne	337	36%	309	33%	-3
Union	94	43%	91	43%	0
Vermilion	223	46%	186	36%	-10
Vernon	179	35%	161	34%	-1
Washington	68	29%	63	23%	-6
Webster	136	35%	160	39%	4
West Baton Rouge	85	45%	86	38%	-7
West Carroll	57	42%	63	46%	4
West Feliciana	28	34%	52	51%	17
Winn	74	56%	81	51%	-5
Monroe City	203	47%	203	38%	-9
Bogalusa City	48	27%	40	27%	0
Other Schools**	169	53%	138	66%	13

* The college-going rates reflect the percent of graduates (rounded to whole percentage points) attending 27 Louisiana institutions. ** The "Other Schools" row included Grambling State University Lab High School and the Louisiana School for Mathematics, Sciences, and the Arts in 1995. In 1997, this row included Grambling State University Lab High School, Louisiana State University Lab School, and Southern University Lab School.

Which colleges and universities did Louisiana's 1996-97 high school graduates attend?

Of Louisiana's post-secondary institutions, 27 reported data for use in the 1997 First-Time Freshmen Program. Of these colleges/universities, the majority (13 institutions) are public 4-year colleges/universities. Eight are 4-year nonpublic institutions, and six are 2-year public institutions. Louisiana's neighboring states also have many community colleges, well-known universities, and 2- or 4-year colleges that high school graduates might have attended in the Fall of 1997.

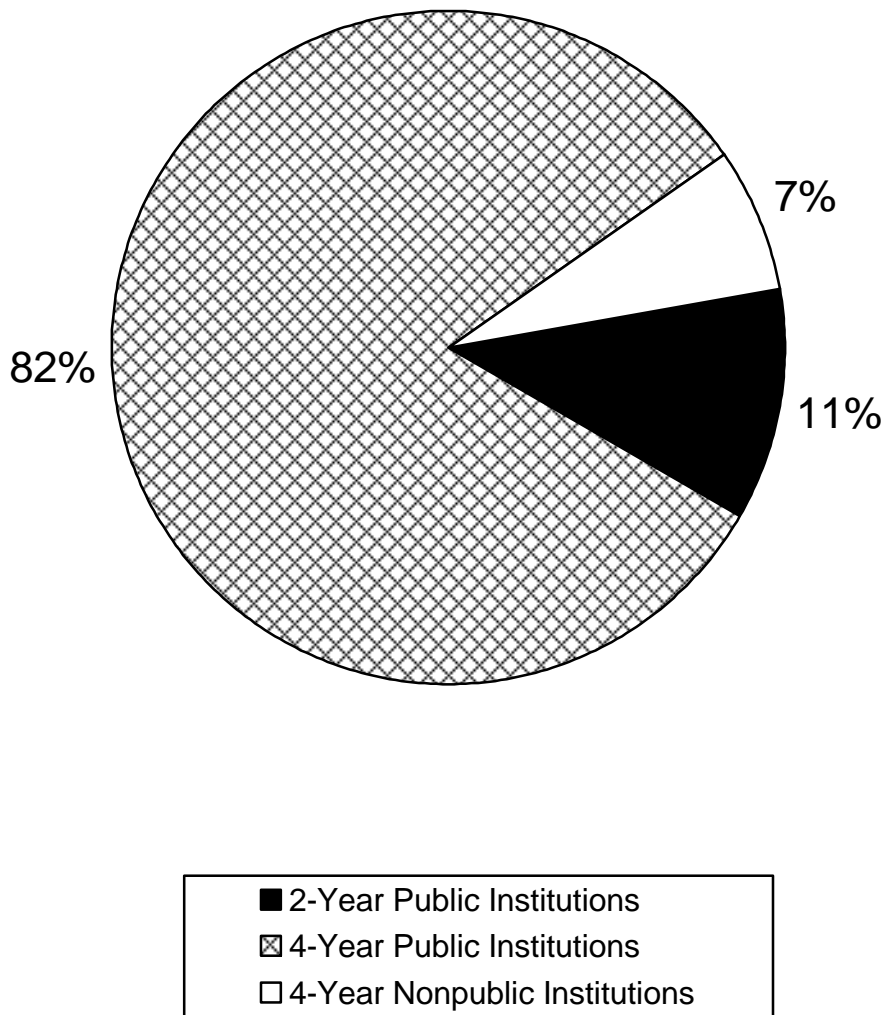
Post-secondary Enrollment Patterns Within Louisiana. Exhibit 9 shows the percentage of Fall 1997 first-time freshmen who were enrolled at 2- and 4-year public and nonpublic colleges/universities within Louisiana. As illustrated, 82% of Louisiana's FTF class enrolled at 4-year public institutions, while 11% were enrolled in public 2-year colleges. In contrast, 7% of the 1997 FTF attended a 4-year nonpublic university that is located in Louisiana. Enrollment patterns for the 1995 FTF were identical, with 82% in public 4-year Louisiana institutions, 11% in public 2-year institutions, and the remainder in nonpublic institutions.

Thus, the majority of the Louisiana 1997 FTF who attended college in their home state were enrolled at public institutions (93% of these FTF), whereas 7% were enrolled on nonpublic campuses. Similar results for Fall 1996 college freshmen were derived from data in the 1998 NCES Report (Barbett, 1998), indicating that 92.9% of Louisiana's Fall 1996 college freshmen were enrolled in public institutions, with 7.1% attending nonpublic institutions within this state. This pattern differed from that for the nation as a whole; 81.9% of the 1996 freshmen were enrolled in public institutions in their home state and 18.1% were in nonpublic institutions in their home state.

Information to describe the enrollment patterns of recent high school graduates who migrated to Louisiana for the Fall of 1997 were not available. However, the NCES Report indicates 4,391 recent high school graduates migrated to Louisiana to attend college in 1996; 50.1% enrolled in Louisiana's public institutions and 49.9% enrolled in this state's nonpublic institutions. The enrollment pattern of the nation's freshmen who migrated to other states in 1996 was different. For the nation, 42.3% of the migrating students enrolled in public institutions and 57.7% attended nonpublic institutions after they migrated to another state (Barbett, 1998).

In addition, this study of Louisiana 1997 FTF who attended college in-state found that 89% of the FTF were enrolled at 4-year institutions, whereas 11% were enrolled on 2-year campuses. Data in the 1998 NCES report indicates that in Fall 1996, 87.4% of Louisiana's in-state freshmen were enrolled in 4-year institutions and 12.6% attended 2-year institutions. These findings converge to suggest that the majority of Louisiana FTF attend 4-year colleges/universities rather than 2-year colleges. For the nation, a smaller percentage of Fall 1996 freshmen (61.7%) enrolled in a 4-year institution within their home state, while 38.3% attended in-state 2-year colleges. (These percentages are based on data provided in the 1998 NCES Report by Barbett.)

Exhibit 9
Percent of Fall 1997 First-Time Freshmen
Enrolled at Louisiana Institutions,
By Institution Level and Control (Public/Nonpublic)



In the Fall of 1998, Louisiana opened additional public community colleges. When these institutions begin to participate in the First-Time Freshmen Program, there may be changes in enrollment patterns of first-time freshmen classes, since the number of Louisiana community colleges has increased. With these new campuses, Louisiana may see a rise in the number of recent high school graduates who entered college immediately after high school graduation. (If such an increase is found, two possible reasons for such growth are the opening of additional community colleges and the implementation of the TOPS Program, as a source of financial aid for college/university students.)

Readers may be interested to learn of evidence suggesting that students who begin their studies at a community college (or a 2-year college) may transfer to another institution. For example, Snyder and Wirt (1998) reported that across the nation, 19% of students beginning community colleges in 1989-90 transferred to 4-year public institutions and 3% transferred to 4-year private institutions. Of those 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.

Post-secondary Enrollment Patterns Outside of Louisiana. Information on the post-secondary enrollment patterns of 1996-97 high school graduates, who migrated from Louisiana, were not available. However, the NCES Report (Barbett, 1998) led to the conclusion that Louisiana's 3,177 high school graduates of 1995-96, who attended college outside the state in Fall 1996, were largely enrolled in public institutions and/or on 4-year campuses. Nationwide, 42.3% of the 1996 first-time freshmen who went out-of-state enrolled in public colleges/universities, but 56.6% of the students migrating from Louisiana attended a public institution in another state. Of the nation's migrating 1996 freshmen, 91.4% attended 4-year institutions outside their home states; of Louisiana's migrating 1996 freshmen, 88.4% attended 4-year institutions outside of this state. (These percentages are based on data in the 1998 NCES Report by Barbett.) In future years of the FTF Program, it is possible that we may find more FTF in Louisiana.

Part IV. Developmental Performance of First-Time Freshmen

As noted in Part I, the First-Time Freshmen Program also gathers information on recent high school graduates who were placed in developmental/remedial courses as they entered college. The next section of this report provides data on the developmental placement of 1996-97 high school graduates who were enrolled as first-time freshmen during the Fall 1997 semester. It must be noted that any changes in the number or type of developmental course offerings may have an impact on the percentage of FTF who are developmental freshmen.

What percentage of Fall 1997 first-time freshmen were enrolled in developmental courses?

As previously shown in Exhibit 4, forty-four percent of Louisiana high school graduates (both public and nonpublic) enrolled in at least one developmental course in the Fall 1997 semester. As in past years, the percentage of developmental freshmen who had graduated from public high schools (47%) was higher than the percentage of developmental freshmen who were graduates of nonpublic high schools (36%).

Exhibit 6 included ethnicity information for 1997 FTF who were taking one or more developmental classes as FTF of Fall 1997. The majority of all developmental freshmen were identified as White (54%) or Black (40%). No more than 2% of these FTF were of other ethnic groups. However, when breaking down ethnicity data according to whether developmental FTF had graduated from public or nonpublic high schools, the participation of White/Black freshmen in developmental courses was different. Among graduates of nonpublic schools, 77% of the developmental freshmen were White, while 16% were Black. However, among graduates of the public schools, 48% of the developmental freshmen were White and 46% were Black.

When public school graduates attended 4-year post-secondary institutions in Fall 1997, their developmental rate was 43%, as compared with 33% for the graduates of nonpublic high schools. Although the developmental rate for nonpublic graduates attending 4-year institutions was 10 percentage points lower than the rate for public high school graduates, developmental rates for the two groups were much more similar for freshmen at 2-year campuses. That is, 75% of public school graduates required developmental instruction while enrolled at a 2-year institution, as compared with 76% for nonpublic school graduates.

Overall, developmental rates were much higher at 2-year colleges (75%) than at 4-year institutions (41%) as is consistent with the national trends. Perhaps the developmental courses of 2-year or community colleges offer less-prepared freshmen an opportunity to “ease into” a college career, in an environment that is less threatening and less expensive than a 4-year institution.

ACT performance data on Fall 1997 first-time freshmen supports the theory that recent high school graduates who enrolled in 2-year institutions were less prepared than those who entered

4-year institutions. Although the demographic profiles² of Fall 1997 FTF attending 2- and 4-year institutions were similar in terms of gender and ethnicity, the average ACT performance of the two groups differed substantially. That is, the average ACT composite score of Fall 1997 FTF who enrolled in 2-year institutions was 17.2 as compared with 20.3 for FTF enrolled in 4-year institutions.

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

Snyder and Wirt (1998) provided an overall percentage of freshmen, nationwide who were enrolled in remedial reading, writing, or mathematics courses for 1989 and for 1995. The percentage of freshmen who were taking these remedial courses was 30% in 1989 and 29% in 1995. However, 53% of Louisiana's first-time freshmen enrolled in at least one developmental course during their first regular semester of college course work in Fall 1992. The percentage of Louisiana FTF who enrolled in developmental courses dropped to 46% in 1995. Based on data reported by Louisiana colleges/universities, 44% of the FTF were taking at least one remedial or developmental course in Fall 1997. Exhibit 10 provides a graphic representation of the percent of FTF who were developmental freshmen in Fall 1992, 1995, or 1997.

Although Louisiana's percentages of FTF who enroll in developmental courses exceed the national percentages as reported by Snyder and Wirt (1998), the Louisiana percentage of developmental freshmen has declined from what it was at the start of this decade. Factors that may have contributed to this decline could include fewer developmental courses offered by colleges/universities; non-reporting of FTF who were in developmental courses; the recruitment of better-prepared freshmen to Louisiana's colleges/universities; the growth in other types of post-secondary educational programs which may be options for less-prepared students; and/or improvements in Louisiana high schools, which produced graduates who were better prepared for college/university credit courses.

Historically, graduates of Louisiana's nonpublic schools have not enrolled in developmental college courses at the same rate as graduates of Louisiana public schools. The percentage of nonpublic school graduates enrolled in developmental college courses was 36% in Fall 1997, as compared with 38% in Fall 1995. While the percentage of developmental freshmen who graduated from public high schools was 47% in Fall 1997, this finding was encouraging since the corresponding Fall 1995 percentage was 49%.

For each public school district, Exhibit 11 compares the developmental rates of Fall 1995 and Fall 1997 FTF. (The Louisiana row includes only graduates of public schools who were FTF.) In 44 districts, Fall 1997 developmental rates decreased from the Fall 1995 rates. The 1997 developmental rates of 8 districts increased by 5% or more. 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.

²Fall 1997 FTF enrolled at 2-year colleges were 38% minority and 61% female; at 4-year institutions, 34% of Fall 1997 were members of a minority ethnic group and 59% were female.

Exhibit 10
Percent of Developmental First-Time Freshmen
in Fall 1992, 1995, or 1997

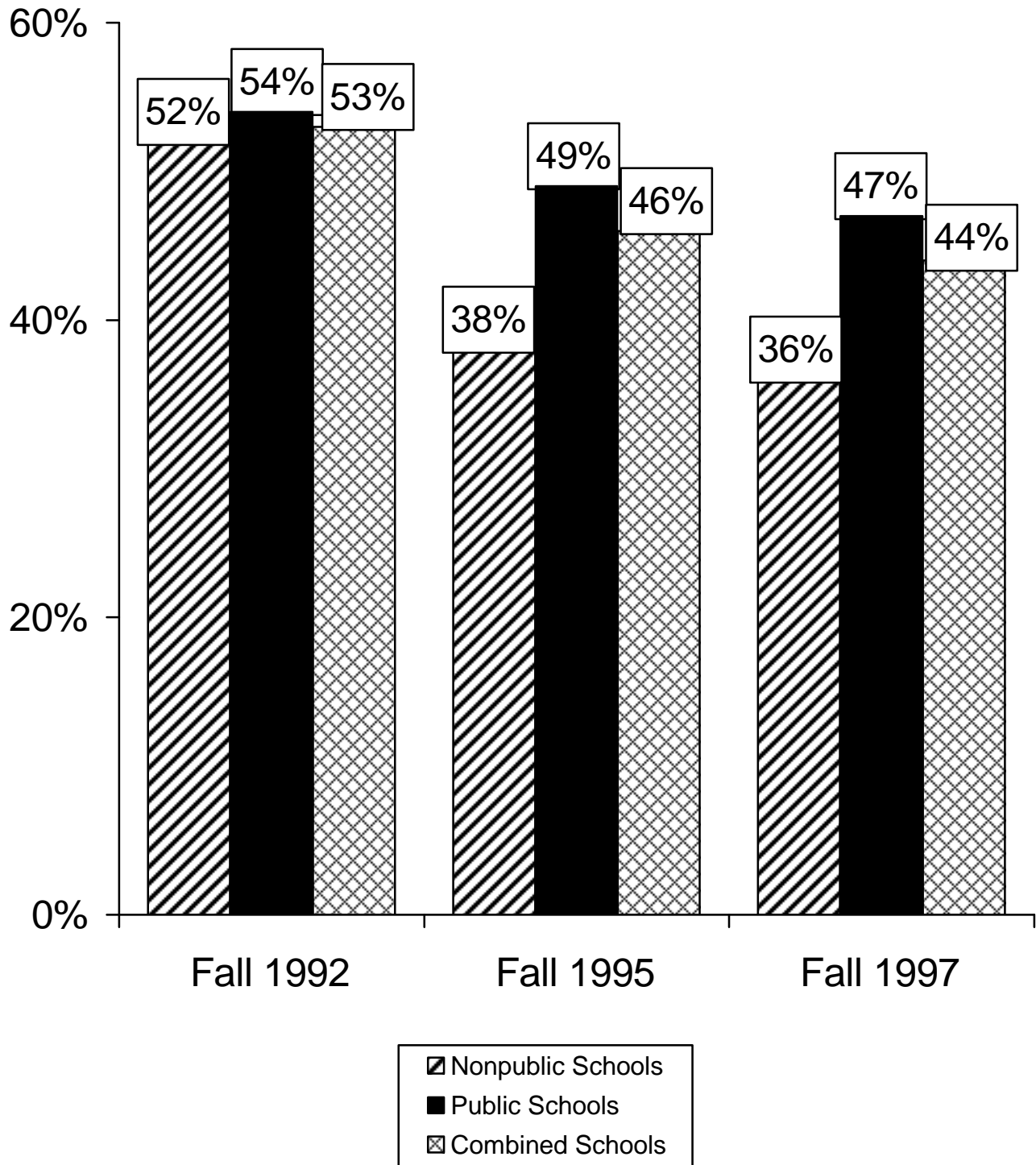


Exhibit 11
Comparison Between Fall 1995 and Fall 1997 First-Time Freshmen
Developmental Rates of Public High School Graduates, By District

	Fall 1995 FTF Enrolled in Developmental Courses		Fall 1997 FTF Enrolled in Developmental Courses		Percentage Points Difference*
	Number	Percent	Number	Percent	
Louisiana	7,109	49%	6,923	47%	-2
Acadia	109	58%	102	53%	-5
Allen	66	60%	37	52%	-8
Ascension	114	44%	98	33%	-11
Assumption	34	40%	20	26%	-14
Avoyelles	102	63%	84	56%	-7
Beauregard	65	43%	56	44%	1
Bienville	27	49%	22	41%	-8
Bossier	147	43%	187	45%	2
Caddo	458	45%	410	40%	-5
Calcasieu	279	35%	277	34%	-1
Caldwell	20	59%	25	71%	12
Cameron	18	38%	17	39%	1
Catahoula	34	50%	43	65%	15
Claiborne	27	48%	41	55%	7
Concordia	27	55%	27	47%	-8
DeSoto	51	55%	57	59%	4
East Baton Rouge	531	39%	446	33%	-6
East Carroll	14	61%	14	54%	-7
East Feliciana	27	60%	13	46%	-14
Evangeline	102	70%	85	67%	-3
Franklin	58	66%	54	66%	0
Grant	31	61%	27	44%	-17
Iberia	125	46%	131	48%	2
Iberville	35	44%	32	42%	-2
Jackson	38	46%	40	48%	2
Jefferson	417	56%	434	59%	3
Jefferson Davis	75	51%	59	40%	-11
Lafayette	304	48%	300	44%	-4
Lafourche	162	47%	135	39%	-8
LaSalle	33	58%	23	40%	-18
Lincoln	60	38%	69	47%	9
Livingston	104	33%	107	30%	-3
Madison	36	65%	28	62%	-3

	Fall 1995 FTF Enrolled in Developmental Courses		Fall 1997 FTF Enrolled in Developmental Courses		Percentage Points Difference*
	Number	Percent	Number	Percent	
Louisiana	7,109	49%	6,923	47%	-2
Morehouse	61	61%	57	69%	8
Natchitoches	86	61%	79	53%	-8
Orleans	709	62%	815	66%	4
Ouachita	188	54%	222	52%	-2
Plaquemines	62	57%	66	56%	-1
Pointe Coupee	33	69%	18	41%	-28
Rapides	301	52%	218	47%	-5
Red River	16	73%	22	67%	-6
Richland	44	49%	50	62%	13
Sabine	46	50%	39	46%	-4
St. Bernard	79	46%	61	40%	-6
St. Charles	105	46%	137	44%	-2
St. Helena	22	81%	14	61%	-20
St. James	46	53%	66	55%	2
St. John	57	64%	57	51%	-13
St. Landry	149	54%	146	56%	2
St. Martin	66	53%	69	50%	-3
St. Mary	112	57%	110	51%	-6
St. Tammany	222	42%	244	38%	-4
Tangipahoa	170	47%	125	44%	-3
Tensas	18	69%	20	83%	-14
Terrebonne	174	52%	136	44%	-8
Union	52	55%	54	59%	4
Vermilion	103	46%	107	58%	12
Vernon	84	47%	78	48%	1
Washington	33	49%	26	41%	-8
Webster	71	52%	75	47%	-5
West Baton Rouge	39	46%	33	38%	-8
West Carroll	27	47%	26	41%	-6
West Feliciana	9	32%	16	31%	-1
Winn	34	46%	36	44%	-2
Monroe City	110	54%	135	67%	13
Bogalusa City	26	54%	22	55%	1
Other Schools**	25	15%	44	32%	17

* The percentages were rounded and then the "Percentage points difference" was calculated.

** The "Other Schools" row included Grambling State University Lab High School and the Louisiana School for Mathematics, Sciences, and the Arts in 1995. In 1997, this row included Grambling State University Lab High School, Louisiana State University Lab School, and Southern University Lab School.

In what developmental subject areas were Fall 1997 enrollments the highest?

Among all 19,358 FTF and across all Louisiana colleges/universities, the 1997 developmental course enrollment rate was highest in mathematics (39%). The enrollment percentages in other subject areas were 21% in English, 12% in reading, and 6% in other developmental courses. With the exception of the reading and other subject areas, these percentages were higher than those 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 Snyder and Wirt (1998).

How does the percentage of 1997 first-time freshmen who were enrolled in developmental courses vary among the public school districts?

Exhibit 12 presents information, by public school district, on the developmental rates of the 1996-97 public high school graduates who were first-time freshmen in the Fall of 1997. The percentage of FTF from public high schools, enrolled in developmental courses, ranged from a low of 26% to a high of 83%.

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

Across all Louisiana public school districts, developmental rates among Fall 1997 first-time freshmen were highest in the category of mathematics, with the state percentage equaling 40%. Each public school district had a higher percentage of its FTF enrolled in developmental mathematics than in any other developmental subject. In fact, in 20 districts, developmental mathematics rates were more than two times the developmental English rates. Among the public school districts, the lowest developmental mathematics rate was 18%, while the highest rate was 71%.

Across the state, 23% of FTF from public school districts were enrolled in developmental English. At the district level, the percentage of FTF who enrolled in developmental English ranged from a low of 9% to a high of 45%.

For all Louisiana public school districts, percentages of FTF enrolled in developmental reading and other developmental courses were 13% and 6%, respectively. The public school district-level percentages for developmental reading ranged from a low of 2% to a high of 42%. Seven public districts had no 1997 FTF enrolled in other developmental courses. By comparison, the highest district-level percentage of FTF enrolled in other developmental courses was 21%.

Exhibit 12
Percent of 1996-97 Public High School Graduates Who Received
Developmental Instruction as First-Time Freshmen, By District and Subject

	Percent* enrolled in Developmental		Percent* enrolled in Developmental		Total*
	Math	English	Reading	Other	
Louisiana	40%	23%	13%	6%	47%
Acadia	49%	32%	9%	13%	53%
Allen	42%	30%	8%	4%	52%
Ascension	27%	16%	11%	8%	33%
Assumption	18%	9%	10%	1%	26%
Avoyelles	52%	18%	15%	12%	56%
Beauregard	40%	19%	7%	2%	44%
Bienville	33%	30%	24%	0%	41%
Bossier	38%	23%	10%	10%	45%
Caddo	33%	22%	12%	6%	40%
Calcasieu	29%	15%	3%	3%	34%
Caldwell	71%	23%	20%	3%	71%
Cameron	32%	30%	2%	0%	39%
Catahoula	59%	36%	15%	3%	65%
Claiborne	39%	28%	23%	12%	55%
Concordia	35%	28%	21%	2%	47%
DeSoto	54%	41%	24%	6%	59%
East Baton Rouge	27%	13%	10%	4%	33%
East Carroll	42%	35%	35%	0%	54%
East Feliciana	36%	21%	14%	7%	46%
Evangeline	61%	45%	11%	15%	67%
Franklin	59%	26%	17%	4%	66%
Grant	42%	18%	6%	3%	44%
Iberia	45%	23%	14%	19%	48%
Iberville	34%	16%	10%	5%	42%
Jackson	36%	26%	23%	5%	48%
Jefferson	53%	30%	15%	4%	59%
Jefferson Davis	37%	16%	5%	8%	40%
Lafayette	41%	17%	8%	14%	44%
Lafourche	29%	20%	15%	0%	39%
LaSalle	40%	12%	9%	0%	40%
Lincoln	35%	19%	14%	10%	47%
Livingston	24%	12%	6%	7%	30%
Madison	60%	29%	24%	2%	62%

	Percent* enrolled in Developmental		Percent* enrolled in Developmental		Total*
	Math	English	Reading	Other	
Louisiana	40%	23%	13%	6%	47%
Morehouse	63%	33%	23%	4%	69%
Natchitoches	47%	35%	20%	4%	53%
Orleans	59%	41%	29%	5%	66%
Ouachita	50%	19%	12%	1%	52%
Plaquemines	49%	21%	12%	8%	56%
Pointe Coupee	34%	20%	7%	2%	41%
Rapides	40%	21%	14%	7%	47%
Red River	48%	42%	21%	3%	67%
Richland	59%	21%	20%	0%	62%
Sabine	40%	24%	11%	4%	46%
St. Bernard	36%	22%	10%	2%	40%
St. Charles	36%	19%	13%	4%	44%
St. Helena	61%	30%	35%	4%	61%
St. James	46%	29%	29%	10%	55%
St. John	43%	25%	20%	5%	51%
St. Landry	50%	32%	7%	11%	56%
St. Martin	45%	25%	9%	21%	50%
St. Mary	46%	30%	16%	9%	51%
St. Tammany	33%	14%	7%	8%	38%
Tangipahoa	36%	21%	13%	9%	44%
Tensas	71%	38%	42%	4%	83%
Terrebonne	33%	23%	18%	6%	44%
Union	54%	20%	8%	5%	59%
Vermilion	51%	28%	12%	19%	58%
Vernon	42%	17%	6%	1%	48%
Washington	38%	16%	10%	5%	41%
Webster	39%	27%	16%	7%	47%
West Baton Rouge	29%	16%	13%	1%	38%
West Carroll	35%	19%	14%	0%	41%
West Feliciana	27%	13%	17%	2%	31%
Winn	37%	30%	11%	4%	44%
Monroe City	61%	35%	22%	4%	67%
Bogalusa City	48%	25%	18%	15%	55%
Other Schools**	25 %	14%	13%	1%	32%

* The developmental rates are rounded to whole percentage points.

** The "Other Schools" row included Grambling State University Lab High School, Louisiana State University Lab School, and Southern University Lab School.

How did developmental rates differ, subject by subject, between Fall 1995 and Fall 1997?

Subject by subject, developmental rates changed slightly between Fall 1995 and Fall 1997. Across all public school districts, the percentage of FTF enrolled in developmental mathematics declined from 42% in Fall 1995 to 40% in Fall 1997. The percentage enrolled in developmental reading also decreased from 15% in Fall 1995 to 13% in Fall 1997. The percentage of FTF who enrolled in developmental English was the same in both Fall 1995 and Fall 1997 (23% in both years). However, the percentage of FTF enrolled in other developmental courses increased from 4% (Fall 1995) to 6% (Fall 1997).

Looking at the data subject by subject, Fall 1997 was characterized by greater variation in developmental rates, district by district, than was the case in Fall 1995. That is, district developmental mathematics rates varied by 50 percentage points (from 28% to 78%) in the Fall of 1995 and by 53 percentage points in 1997. The developmental reading rate range increased from 34 percentage points in 1995 to 40 percentage points in 1997. The rates for other developmental courses increased in range from 15 percentage points in 1995 to 21 percentage points in 1997. However, developmental English rates varied by 39 percentage points in Fall 1995, but by just 36 percentage points in the Fall of 1997 (9% to 45%).

How did universities vary in the percent of Fall 1997 first-time freshmen who enrolled in developmental course work?

As stated in Part II, there is considerable variation in the number of developmental subjects offered from one institution to the next. 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 higher education institutions and 81% of public 4-year institutions provided remedial courses in reading, writing, or mathematics in 1995. However, only 63% of nonpublic higher education institutions (both 2-year and 4-year) offered such courses.

As shown in Exhibit 13, the Louisiana institutions enrolled a total of 19,358 FTF in Fall 1997; 44% of these freshmen took one or more developmental courses. The percentages of 1997 first-time freshmen (i.e., graduates of public and nonpublic schools combined) in each subject area were as follows: 39% in developmental mathematics, 21% in developmental English, 12% in developmental reading, and 6% in other developmental courses. The corresponding percentages for the 1995 FTF were 40% in developmental mathematics, 22% in English, 14% in developmental reading, and 4% in other developmental courses.

Southern University in New Orleans (4-year institution with a FTF minority enrollment greater than 99%) had the highest percentage of FTF (87%) enrolled in developmental courses. As might be expected, the 2-year public colleges also had very high percentages of developmental first-time freshmen. As illustrated in Exhibit 13, Delgado Community College had 85% of its first-time freshmen enrolled in developmental course work, followed by LSU at Alexandria (74%), LSU at Eunice (72%), and Bossier Parish Community College (67%).

Exhibit 13
Fall 1997 FTF, Percent Who Received Developmental Instruction, By Institution and Subject

Institution	Total FTF	FTF Who Enrolled in a Developmental Course		Percent of FTF Enrolled in Developmental:			
		Number	Percent	Math	English	Read	Other
Louisiana	19,358	8,576	44%	39%	21%	12%	6%
Grambling	402	201	50%	41%	40%	29%	NA
LA Tech	1,072	347	32%	22%	8%	5%	10%
McNeese	990	398	40%	34%	19%	1%	3%
Nicholls	1,067	567	53%	41%	32%	25%	NA
Northeast	1,373	949	69%	64%	32%	22%	NA
Northwestern	1,004	547	54%	49%	32%	17%	0%
Southeastern	1,527	831	54%	45%	25%	14%	17%
USL	2,187	1,302	60%	56%	25%	13%	26%
LSU-Alexandria	215	159	74%	72%	22%	20%	14%
LSU-Baton Rouge	3,656	406	11%	11%	NA	NA	NA
LSU-Eunice	410	295	72%	65%	52%	4%	6%
LSU-Shreveport	398	78	20%	14%	13%	NA	NA
UNO	903	542	60%	56%	27%	0%	0%
SU-Baton Rouge	1,246	434	35%	22%	14%	18%	NA
SU-New Orleans	160	139	87%	69%	60%	59%	10%
SU-Shreveport	156	85	54%	41%	23%	31%	1%
Bossier Community	303	202	67%	60%	39%	13%	28%
Delgado	933	795	85%	79%	47%	32%	3%
Nunez Community	69	33	48%	36%	35%	26%	3%
Centenary	99	0	0%	NA	NA	NA	NA
Dillard	197	44	22%	15%	14%	4%	0%
LA College	200	3	2%	2%	NA	NA	NA
Lady of the Lake	9	0	0%	0%	0%	NA	NA
Loyola of NO	270	122	45%	45%	0.4%	NA	0%
Holy Cross	57	0	0%	0%	0%	0%	NA
Tulane	173	0	0%	NA	0%	NA	NA
Xavier of LA	282	97	34%	30%	18%	13%	NA

Of the four public universities with selective admissions, three (LSU at Baton Rouge, LSU at Shreveport, and Louisiana Tech University) had some of the lowest developmental rates in the state. Respectively, these developmental rates were 11%, 20%, and 32%. Louisiana's other selective admissions institution, the University of New Orleans, had a developmental rate of 60% in 1997. (Over 34% of the FTF who were enrolled at UNO were members of minority groups.)

Two of these selective admission universities had higher percentages of developmental freshmen in Fall 1997 than in Fall 1995; that is, the developmental rate at LSU at Baton Rouge increased from 6% to 11% and the rate at The University of New Orleans rose from 54% to 60%. The rate for LSU at Shreveport remained stable at 20%, while Louisiana Tech's rate decreased from 33% to 32%.

Centenary College (which did not offer developmental courses), as well as Our Lady of Holy Cross College, Tulane University, and Our Lady of the Lake College reported no FTF as being enrolled in developmental courses during Fall 1997. These Louisiana institutions are 4-year, nonpublic institutions.

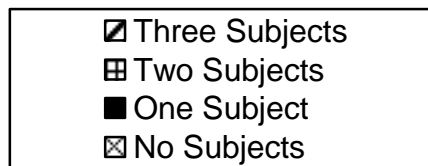
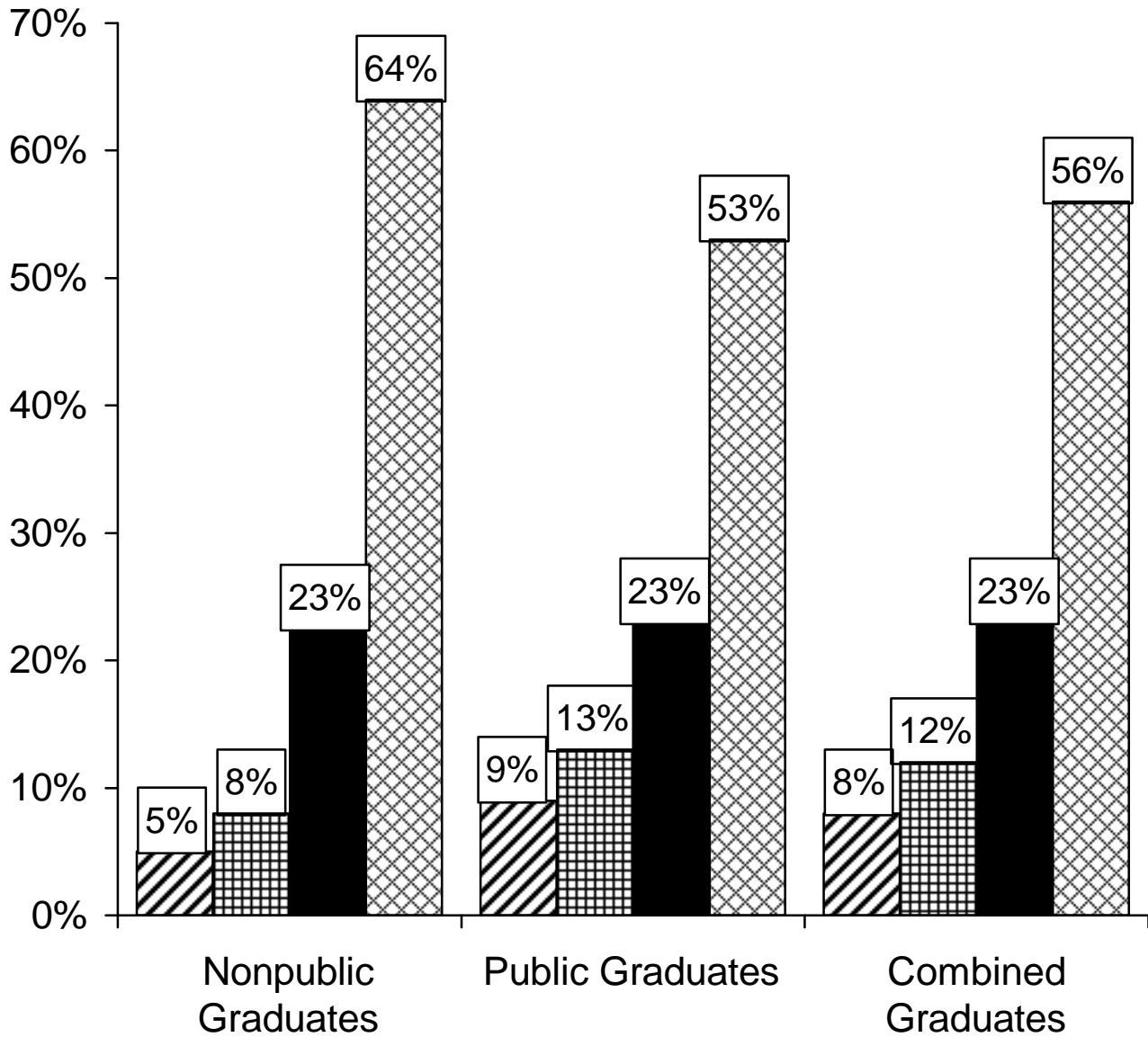
In how many developmental subject areas did Fall 1997 first-time freshmen enroll?

Exhibit 14 shows the percent of Louisiana FTF who enrolled in zero, one, two, or three developmental subjects during the Fall 1997 semester. Statewide, 56% of all first-time freshmen (public and nonpublic high school graduates combined), enrolled in no developmental courses during their first regular semester of college study. Of all Louisiana FTF, 23% enrolled in one developmental subject, 12% enrolled in two subjects, and 8% enrolled in three subjects. Fewer than 2% of the first-time freshmen were enrolled in all four developmental subject areas.³

Comparisons are also made between the developmental placement of first-time freshmen who graduated from public versus nonpublic high schools. Among public graduates who became FTF, 23% enrolled in one developmental subject, 13% enrolled in two, 9% enrolled in three, and fewer than 2% enrolled in all four subjects. By comparison, 23% of FTF who were nonpublic graduates were placed in one developmental subject, 8% were placed in two, and 5% were placed in three. Less than 1% of FTF who graduated from nonpublic high schools were placed in all four developmental subjects. However, the majority of FTF (i.e., 64% of those graduating from nonpublic schools and 53% of those from public schools) were not enrolled in any developmental courses in Fall 1997.

³Percentages of FTF enrolled in four developmental courses were so small, they could not be presented graphically in Exhibit 14.

Exhibit 14
Percentage of Fall 1997 FTF Enrolled in Developmental Subjects,
By Number of Subjects Taken



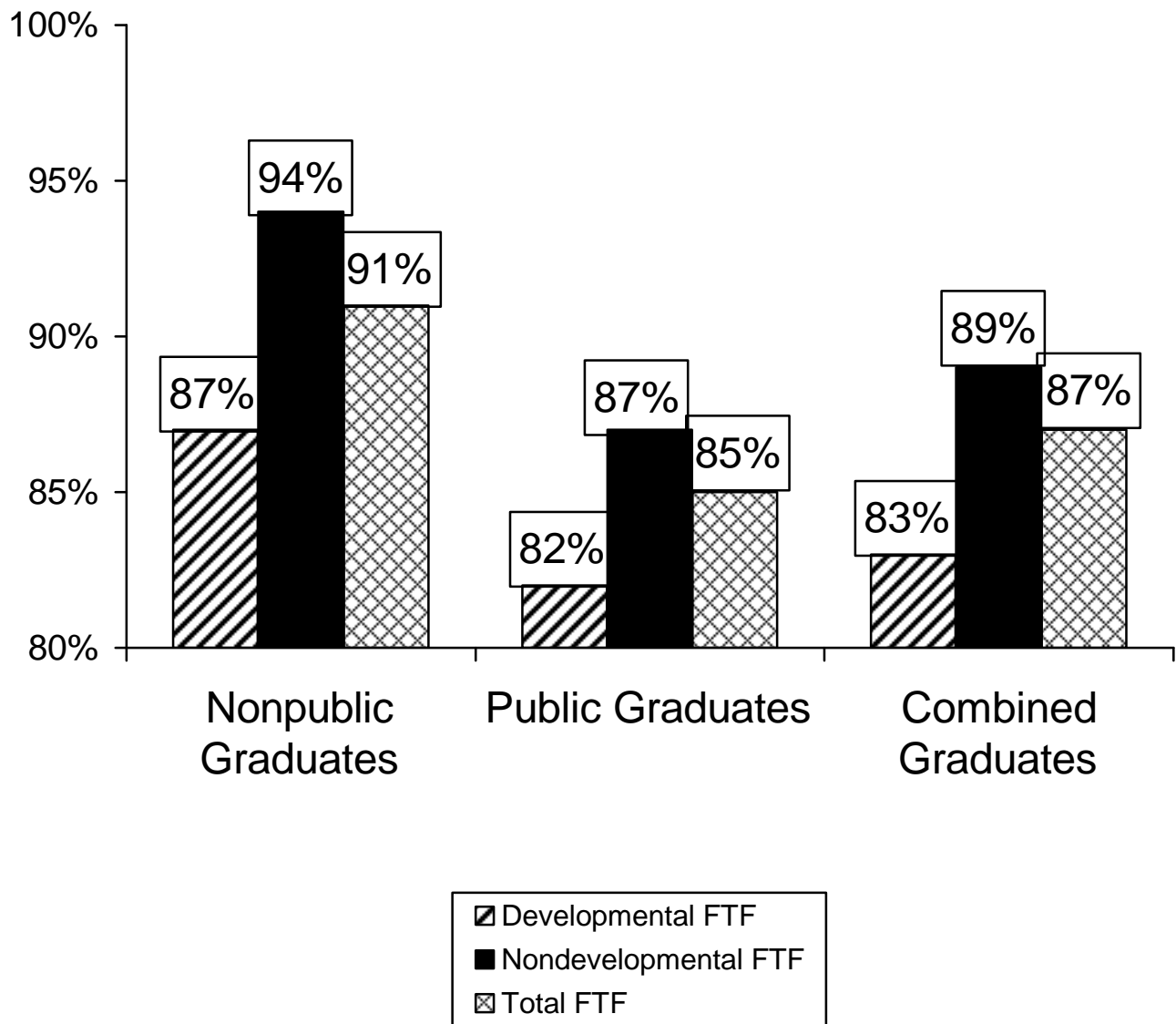
What percentage of Fall 1997 first-time freshmen successfully completed the semester?

As mentioned in Part I, the First-Time Freshmen Program collects data on two measures of freshmen performance: the percentage of students who enroll in developmental courses, and the percentage of students who are "in good academic standing" at the close of the regular Fall semester/quarter (i.e., who complete the semester/quarter and are not on academic probation). The Program also tests the assumption that students who are placed in college-level courses (nondevelopmental freshmen) are better prepared to succeed in college than their peers who are placed in developmental courses (developmental freshmen). This assumption is tested by comparing the first-semester performance of nondevelopmental freshman with the first-semester performance of developmental freshmen. Judging from the results, entering freshmen who are ready for college-level course work are more successful academically (at least during their first regular semester) than are students who require developmental instruction (See Exhibit 15).

Analysis of the Fall 1997 data reveals that 87% of Fall 1997 first-time freshmen (public and nonpublic combined) completed their first regular semester of college course work in good academic standing. Freshmen who did not enroll in a developmental course (nondevelopmental freshmen) were more likely to complete the semester successfully than were FTF who enrolled in one or more developmental courses (developmental freshmen). That is, 89% of the nondevelopmental freshmen completed the semester in good academic standing as compared with 83% for their developmental peers.

Similar patterns were found in the performance of first-time freshmen regardless of whether they were public or nonpublic high school graduates. Overall, 85% of Fall 1997 freshmen who were 1996-97 public high school graduates successfully completed their first semester of college course work. The success rate among public school graduates was 87% for nondevelopmental freshmen as compared with 82% for developmental freshmen. Of the 1996-97 nonpublic high school graduates, 91% were in good standing academically at the end of the Fall 1997 semester. Again, the success rate among nonpublic high school graduates was higher for nondevelopmental freshmen (94%) than for developmental freshmen (87%).

Exhibit 15
Percent of 1997 First-Time Freshmen Who Completed the Semester
in Good Academic Standing,
By Developmental Status



How did Louisiana's Fall 1997 first-time freshmen perform on the ACT?

Although the First-Time Freshmen Program is legislatively mandated to collect only two measures of high school performance (i.e., the percent of freshmen who enroll in developmental course work and the percent who successfully complete their first semester), LDE also asks colleges/universities to submit the ACT composite scores of all First-Time freshmen who are full time students. Unfortunately, this Program does not gather ACT subject area scores for first-time freshmen. However, ACT composite scores were available on roughly 96% of the Fall 1997 FTF. Before looking at the ACT performance of the Fall 1997 FTF, we provide an overview of ACT results for the 1996-97 graduates (public and nonpublic graduates combined).

ACT Profile of Louisiana's High School Graduating Class of 1996-1997. As a group, Louisiana's 1996-97 high school graduating class had an average ACT composite score of 19.4. The state's average ACT composite score was also 19.4 in 1995. However, the national ACT average composite score rose from 20.8 in 1995 to 21.0 in 1997.

ACT research has revealed that these scores are highly linked to the amount of core course work completed by high school students. As shown in Exhibit 16, those 1996-97 high school students (in Louisiana and in the nation) who completed a typical college preparatory curriculum were found to have higher average ACT composite scores than students who did not complete a college preparatory curriculum.

Exhibit 16
1997 Average ACT Composite Scores, By Completion of College Preparatory Curriculum*

	Completed Curriculum	Did Not Complete Curriculum
Louisiana	20.6	17.1
Nation	22.1	19.3

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

Comparing Louisiana's 1997 ACT performance across subgroups of students indicates that the males (19.5) scored slightly better than the females (19.4). In the nation as a whole, males had an average ACT composite score of 21.1 while the nation's females obtained an average of 20.8. The ACT performance of Louisiana's females increased from 19.3 (in 1995) to 19.4 (in 1997), while there was no change in the average ACT composite score of Louisiana's males (19.5 for both 1995 and 1997) (ACT, 1997 and 1995).

In 1997, ACT scores for the nation were reported by ethnic groups, demonstrating that Whites (21.7) and Asians/Pacific Islanders (21.7) outperformed American Indians/Alaskan Natives (19.0), Hispanics (19.0), and Blacks (17.1). In 1997, Louisiana's White graduates had the highest average composite scores (20.7), followed by Asians/Pacific Islanders (20.3), Hispanics (19.8), American Indians/Alaskan Natives (18.6), and Blacks (16.7) (ACT, 1997). While an average composite score for American Indians/Alaskan Natives was not available in 1995, Louisiana's ACT

performance of other ethnic groups was somewhat different in 1995. That is, Louisiana's 1995 average ACT composite scores were as follows: Whites (20.4), Asians/Pacific Islanders (20.3), Hispanics (19.2), and Blacks (16.7). Thus, for Louisiana, 1997 ACT score improvement was noted among Whites (20.7 vs. 20.4) and Hispanics (19.8 vs. 19.2), as compared with the lower average composite scores of 1995.

ACT Profile of Louisiana's Fall 1997 FTF. Only 43% of 1996-97 high school graduates were Louisiana first-time freshmen in the Fall of 1997. Of all Louisiana 1997 FTF for whom ACT composite scores were reported, 49% had scores ranging from 1 to 19. The remaining 51% had an ACT composite score equal to, or greater than, 20. Furthermore, the average ACT composite score of these FTF (20.0) was higher than that of the entire 1996-97 graduating class (19.4).

When examining various ethnic groups, the performance profile of Fall 1997 first-time freshmen indicated that White FTF had the highest average ACT composite scores (21.3). Asians/Pacific Islanders and Hispanics both had average composite scores of 20.6, while the average scores for American Indians/Alaskan Natives (19.3) and for Blacks (17.0) were lower. Furthermore, male 1997 FTF, whose average ACT was 20.3, outperformed the female FTF (19.8).

Just as public high school graduates differed from nonpublic high school graduates, in both college-going rates and developmental rates, average ACT composite scores were also different for graduates who became FTF. That is, Fall 1997 FTF who graduated from public high schools had an average ACT composite score of 19.6; the freshmen who were nonpublic high school graduates had an average composite score of 21.5.

Looking at the ACT data from the perspective of college destination, FTF who enrolled in nonpublic universities tended to post higher ACT composite scores (22.5) than their peers who entered public institutions (19.8). There was even more contrast in the ACT scores of FTF enrolled in 2- vs. 4-year institutions. The average ACT composite score of Fall 1997 FTF attending 2-year colleges was 17.2 as compared with 20.3 for FTF attending 4-year institutions. It was also found that nondevelopmental FTF had an average ACT composite score of 22.4, whereas the developmental freshmen had an average score of 17.0.

FTF Performance on the ACT: Fall 1995 compared with Fall 1997. The average ACT composite score earned by Fall 1995 first-time freshmen was 19.8, while in 1997 it increased to 20.0. The average ACT composite score of 1995 FTF who were public school graduates was 19.4, but this average increased to 19.6 for these 1997 FTF. Among nonpublic high school graduates, the average 1995 FTF ACT composite score was 20.9, but this increased to 21.5 for Fall 1997 FTF.

V. Summary Findings

Educators and policy makers are aware that no single indicator or statistic can convey a truly comprehensive picture of Louisiana's FTF and their preparedness for college/university course work. Real insight into the performance of Louisiana's freshmen must involve the analysis of both statewide and subgroup trends. A summary of these trends indicates some changes in the performance of Louisiana 1997 first-time freshmen, as compared with the state's Fall 1995 first-time freshmen class.

FTF College-Going Rates

- Overall, 43% of Louisiana's 1996-97 graduating class (public and nonpublic high schools combined) were enrolled as FTF in the Fall of 1997. Although the FTF college-going rate for Fall 1995 was also 43%, the number of FTF increased from 18,895 (Fall 1995) to 19,358 (Fall 1997).

- As in previous years, the college-going rates of public and nonpublic high school graduates differed substantially: 40% for public high school graduates vs. 60% for nonpublic high school graduates. While the college-going rate of public high school graduates was 40% in both Fall 1995 and Fall 1997, there was a 2% increase in the college-going rate of nonpublic high school graduates. That is, the percentage of nonpublic school graduates who became FTF rose from 58% in Fall 1995 to 60% in Fall 1997.

- Comparison of Louisiana's 1995 and 1997 college FTF classes suggests that the representation of Whites, Asians/Pacific Islanders, Hispanics, and American Indians/Alaskan Natives was relatively the same in both FTF classes. However, Black participation increased by one percentage point between Fall 1995 and Fall 1997 (from 29% to 30%). Both the 1995 and 1997 FTF classes were predominately female. That is, in both years, 59% of the FTF were women.

FTF Performance on the ACT

- The average ACT composite score among Louisiana's Fall 1997 FTF was 20. While this score was lower than the 1997 national average (21), it was higher than the Louisiana average for the entire 1996-97 high school graduating class (19.4), as well as slightly higher than the Fall 1995 FTF average ACT composite score of 19.8.

- On the ACT, the Fall 1997 FTF, who had graduated from nonpublic schools (21.5), outperformed the freshmen who had graduated from public schools (19.6). FTF who attended Louisiana's nonpublic colleges/universities (22.5) had higher average ACT composite scores than did the FTF who attended Louisiana's public colleges/universities (19.8) in the Fall of 1997.

- The 1996-97 high school graduates who enrolled in Louisiana's 4-year colleges/universities (public and nonpublic institutions combined) had higher average ACT composite scores (20.3) than did the recent high school graduates who went to Louisiana 2-year colleges (17.2).

FTF Developmental Rates

- The percentage of first-time freshmen enrolled in one or more developmental courses decreased from 46% in Fall 1995 to 44% in Fall 1997. Over these two years, the developmental rate among public high school graduates decreased from 49% to 47%. The developmental rate for nonpublic school graduates also decreased from 38% to 36%.
- Statewide, developmental enrollments among Fall 1997 first-time freshmen (including graduates of both public and nonpublic schools) were highest in mathematics (39%), followed by English (21%), reading (12%), and other developmental courses (6%). In Fall 1995, comparable developmental rates were 40% in mathematics, 22% in English, 14% in reading, and 4% in other developmental courses.
- For public school graduates, the 1997 developmental rates were as follows: mathematics (40%), English (23%), reading (13%), and other developmental courses (6%). Among public school graduates, the percentage of first-time freshmen who enrolled in developmental mathematics and reading decreased from the Fall 1995 percentages of 42% in developmental mathematics and 15% in developmental reading. The percentage of these FTF enrolled in developmental English remained stable at 23%; however, enrollment in other developmental courses rose from 4% in 1995 to 6% in 1997.
- Public school districts continued to have higher percentages of their FTF enrolled in developmental mathematics than in any other developmental courses. Among the public school districts, the developmental rates for the subject areas ranged from 18% to 71% in developmental mathematics; from 9% to 45% in developmental English; from 2% to 42% in developmental reading; and from 0% to 21% in other developmental courses.
- Across all 27 of the participating Louisiana colleges/universities, 44% of the 1997 FTF were enrolled in developmental courses, with most being in developmental mathematics or in developmental English. Greater percentages of Fall 1997 FTF who attended Louisiana's 2-year colleges were enrolled in developmental courses (75%) than FTF who attended Louisiana's 4-year institutions (41%). It was also found that FTF of the 2-year colleges had average ACT composite scores of 17.2 while freshmen enrolled in the 4-year institutions had average ACT composite scores of 20.3. These findings support the theory that recent high school graduates who attend 2-year institutions may be less prepared for a post-secondary education than students enrolled in 4-year Louisiana colleges/universities.

FTF In Good Academic Standing

- A total of 19,358 high school graduates (or 43% of the 1996-97 graduates) enrolled in Louisiana public or nonpublic institutions in Fall 1997. Of the 1997 FTF class, 8,576 freshmen (or 44%) were enrolled in one or more developmental courses. The majority of the developmental freshmen (6,923) had graduated from Louisiana public schools, while 1,653 of the developmental freshmen were graduates of nonpublic high schools.

- In general, percentages of freshmen finishing in good academic standing were higher for graduates of nonpublic high schools (91%) than for graduates of public schools (85%). In fact, the subgroup with the highest percent of freshmen finishing in good academic standing was nondevelopmental freshmen who were graduates of nonpublic schools (94%).

- However, 87% of the entire FTF class finished the Fall 1997 semester in good academic standing. The percentage of freshmen in good academic standing was higher among the nondevelopmental freshmen (89%) than among the developmental freshmen (83%). This performance pattern was seen among graduates of both the public high schools (87% of the nondevelopmental freshmen vs. 82% of the developmental freshmen finished in good academic standing) and the nonpublic high schools (94% of the nondevelopmental freshmen vs. 87% of these developmental freshmen, finished the Fall 1997 semester in good academic standing.) Thus, high schools which 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 state-level report, each high school is to receive a printout which will provide more information on the developmental courses their graduates were taking in Fall 1997, as well as a list of colleges/universities where the graduates were enrolled as FTF. Similar printouts were prepared for districts, dioceses, and each college/university. Because school-level data were not available when the 1997-98 Progress Profiles School Report Cards were released, an appendix has been prepared to list FTF results for each high school which produced graduates who became Louisiana FTF in Fall 1997. The column headings and their meanings are:

Name of School or LEA	name of the high school or its local education authority
# of Graduates	number of the school's 1996-97 graduates
# of FTF	number of the school's Fall 1997 first-time freshmen
% of FTF	percent of school's graduates who were first-time freshmen in Fall 1997
# of Dev FTF	number of first-time freshmen who were enrolled in developmental courses during Fall 1997
% of Dev FTF	percent of first-time freshmen who were enrolled in developmental courses during Fall 1997
# in Good Standing	number of first-time freshmen who were in good academic standing at the end of the Fall 1997 term
% in Good Standing	percent of first-time freshmen who were in good academic standing at the end of the Fall 1997 term

The last row on each page provides statewide totals or percents. This row is labeled as **Louisiana Totals**.

Within this appendix, information for public schools is presented first. The public schools are organized according to the 66 public school districts. For comparison purposes, district-level totals and percents are shown for each public school district. A separate section is included to indicate the results for three lab schools. Although these lab schools are public schools, they 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. For comparison purposes, diocesan-level totals and percents are shown for each diocese.

The remaining nonpublic schools are presented under the heading of "Other Nonpublic Schools". The schools are arranged in alphabetical order and the parish where they are located is shown in parentheses. Only school-level results are provided for these nonpublic schools.

Page 46 is an index which will help readers locate the schools of each district or diocese.

Index for the Schools

Page	Public School Districts	Page	Public School Districts (Continued)
47	Acadia	70	St. Bernard
47	Allen	71	St. Charles
48	Ascension	71	St. Helena
48	Assumption	71	St. James
48	Avoyelles	71	St. John
49	Beauregard	72	St. Landry
49	Bienville	72	St. Martin
50	Bossier	73	St. Mary
50	Caddo	73	St. Tammany
51	Calcasieu	74	Tangipahoa
52	Caldwell	74	Tensas
52	Cameron	75	Terrebonne
53	Catahoula	75	Union
53	Claiborne	76	Vermilion
54	Concordia	76	Vernon
54	DeSoto	77	Washington
55	East Baton Rouge	78	Webster
56	East Carroll	78	West Baton Rouge
56	East Feliciana	79	West Carroll
56	Evangeline	79	West Feliciana
57	Franklin	79	Winn
58	Grant	80	Monroe City
58	Iberia	80	Bogalusa City
59	Iberville	80	Lab Schools
59	Jackson		
60	Jefferson	81	Diocesan Nonpublic Schools
61	Jefferson Davis	81	Shreveport Diocese
61	Lafayette	81	Alexandria Diocese
62	Lafourche	81	Baton Rouge Diocese
62	LaSalle	82	Houma-Thibodaux Diocese
62	Lincoln	83	Lafayette Diocese
63	Livingston	83	Lake Charles Diocese
63	Madison	84	New Orleans Archdiocese
64	Morehouse		
64	Natchitoches	85	Other Nonpublic Schools
65	Orleans		
66	Ouachita		
67	Plaquemines		
67	Pointe Coupee		
68	Rapides		
69	Red River		
69	Richland		
70	Sabine		

Louisiana Schools Which Produced Fall 1997 First-Time Freshmen

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
ACADIA PUBLIC SCHOOLS							
Church Point High School	116	43	37	25	58	32	74
Crowley High School	131	58	44	33	57	44	76
Iota High School	83	37	45	14	38	33	89
Midland High School	48	12	25	6	50	11	92
Rayne High School	141	42	30	24	57	32	76
District Totals	519	192	37	102	53	152	79
ALLEN PUBLIC SCHOOLS							
Elizabeth High School	15	7	47	5	71	7	100
Fairview High School	16	4	25	2	50	4	100
Kinder High School	64	24	38	11	46	19	79
Oakdale High School	74	20	27	12	60	16	80
Oberlin High School	49	13	27	6	46	12	92
Reeves High School	18	3	17	1	33	2	67
District Totals	236	71	30	37	52	60	85
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
ASCENSION PUBLIC SCHOOLS							
Donaldsonville High School	142	49	35	27	55	28	57
East Ascension High School	293	106	36	29	27	94	89
St. Amant High School	389	139	36	42	30	126	91
District Totals	824	294	36	98	33	248	84
ASSUMPTION PUBLIC SCHOOLS							
Assumption High School	214	77	36	20	26	70	91
District Totals	214	77	36	20	26	70	91
AVOYELLES PUBLIC SCHOOLS							
Bunkie High School	120	60	50	37	62	52	87
Marksville High School	122	60	49	29	48	56	93
Avoyelles High School	92	29	32	18	62	25	86
District Totals	334	149	45	84	56	133	89
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
BEAUREGARD PUBLIC SCHOOLS							
DeRidder High School	158	71	45	26	37	64	90
East Beauregard High School	51	8	16	6	75	7	88
Hyatt High School	11	2	18	1	50	1	50
Merryville High School	38	14	37	4	29	12	86
Singer High School	27	8	30	4	50	5	63
South Beauregard High School	70	24	34	15	63	23	96
District Totals	355	127	36	56	44	112	88
BIENVILLE PUBLIC SCHOOLS							
Arcadia High School	39	14	36	6	43	12	86
Castor High School	18	6	33	1	17	5	83
Gibbsland-Coleman High School	16	9	56	4	44	9	100
Ringgold High School	54	16	30	7	44	12	75
Saline High School	17	9	53	4	44	8	89
District Totals	144	54	38	22	41	46	85
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
BOSSIER PUBLIC SCHOOLS							
Airline High School	226	101	45	39	39	97	96
Benton Mid/Sr. High School	111	51	46	28	55	41	80
Bossier High School	147	58	39	36	62	49	84
Haughton High School	193	73	38	28	38	64	88
Parkway High School	228	120	53	49	41	106	88
Plain Dealing Mid/Sr. High School	36	9	25	7	78	9	100
District Totals	941	412	44	187	45	366	89
CADDO PUBLIC SCHOOLS							
C. E. Byrd High School	408	208	51	62	30	183	88
Caddo Parish Magnet High School	337	194	58	23	12	176	91
Captain Shreve High School	197	99	50	37	37	81	82
Fair Park High School	142	46	32	30	65	31	67
Green Oaks High School	117	49	42	32	65	30	61
Huntington High School	177	73	41	45	62	57	78
North Caddo High School	83	23	28	10	43	22	96
Northwood High School	161	64	40	31	48	52	81
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
CADDO (CONTINUED)							
Southwood High School	348	151	43	83	55	123	81
Booker T. Washington High School	178	70	39	34	49	51	73
Woodlawn High School	155	35	23	22	63	25	71
Hamilton Terrace Learning Center	44	5	11	1	20	3	60
District Totals	2,347	1,017	43	410	40	834	82
CALCASIEU PUBLIC SCHOOLS							
Alfred M. Barbe High School	338	179	53	57	32	166	93
Bell City High School	37	18	49	10	56	16	89
DeQuincy High School	84	37	44	12	32	30	81
Sam Houston High School	220	101	46	20	20	78	77
Iowa High School	92	32	35	11	34	28	88
Lake Charles/Boston High School	110	38	35	19	50	30	79
LaGrange High School	212	105	50	51	49	93	89
Starks High School	23	8	35	5	63	6	75
Sulphur High School	367	175	48	42	24	140	80
Vinton High School	63	14	22	4	29	11	79
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
CALCASIEU (CONTINUED)							
Washington/Marion Magnet H. S.	122	46	38	22	48	38	83
Westlake High School	139	64	46	24	38	56	88
Calcasieu PM High School	9	1	11	0	0	1	100
District Totals	1,816	818	45	277	34	693	85
CALDWELL PUBLIC SCHOOLS							
Caldwell Parish High School	102	35	34	25	71	33	94
District Totals	102	35	34	25	71	33	94
CAMERON PUBLIC SCHOOLS							
Grand Lake High School	27	9	33	3	33	8	89
Hackberry High School	23	11	48	5	45	11	100
Johnson Bayou High School	8	4	50	2	50	4	100
South Cameron High School	51	20	39	7	35	16	80
District Totals	109	44	40	17	39	39	89
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
CATAHOULA PUBLIC SCHOOLS							
Block High School	74	39	53	26	67	37	95
Central High School	7	3	43	2	67	3	100
Harrisonburg High School	23	5	22	2	40	5	100
Sicily Island High School	28	19	68	13	68	19	100
District Totals	132	66	50	43	65	64	97
CLAIBORNE PUBLIC SCHOOLS							
Athens High School	4	1	25	0	0	1	100
Haynesville High School	52	26	50	18	69	19	73
Homer High School	65	39	60	18	46	38	97
Pineview High School	12	6	50	3	50	5	83
Summerfield High School	10	2	20	2	100	2	100
District Totals	143	74	52	41	55	65	88
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
CONCORDIA PUBLIC SCHOOLS							
Ferriday High School	87	25	29	15	60	22	88
Monterey High School	30	10	33	4	40	10	100
Vidalia High School	65	22	34	8	36	20	91
District Totals	182	57	31	27	47	52	91
DESOTO PUBLIC SCHOOLS							
Logansport High School	43	12	28	8	67	11	92
Mansfield High School	142	51	36	31	61	40	78
Pelican All Saints High School	8	2	25	1	50	1	50
Stanley High School	24	6	25	3	50	5	83
North DeSoto High School	83	26	31	14	54	22	85
District Totals	300	97	32	57	59	79	81
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
EAST BATON ROUGE PUBLIC SCHOOLS							
Baker High School	156	74	47	30	41	48	65
Baton Rouge High School	224	155	69	14	9	147	95
Belaire High School	203	124	61	45	36	96	77
Broadmoor High School	162	70	43	29	41	46	66
Capitol Senior High School	108	27	25	13	48	7	26
Central High School	218	111	51	40	36	102	92
Glen Oaks Senior High School	203	97	48	44	45	50	52
Istrouma Senior High School	174	48	28	24	50	27	56
Robert E. Lee High School	164	78	48	33	42	61	78
McKinley Senior High School	206	136	66	44	32	104	76
Northdale Alternative Magnet Acad.	30	7	23	4	57	2	29
Northeast High School	66	25	38	11	44	17	68
Scotlandville Magnet High School	158	112	71	9	8	102	91
Tara High School	132	42	32	19	45	31	74
Woodlawn High School	232	126	54	54	43	112	89
Zachary High School	214	104	49	33	32	86	83
District Totals	2,650	1,336	50	446	33	1,038	78
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
EAST CARROLL PUBLIC SCHOOLS							
Lake Providence Sr. High School	67	19	28	10	53	10	53
Monticello High School	21	7	33	4	57	7	100
District Totals	88	26	30	14	54	17	65
EAST FELICIANA PUBLIC SCHOOLS							
Clinton High School	73	14	19	5	36	9	64
Jackson School Complex	69	14	20	8	57	10	71
District Totals	142	28	20	13	46	19	68
EVANGELINE PUBLIC SCHOOLS							
Basile High School	36	16	44	9	56	14	88
Bayou Chicot High School	30	14	47	12	86	12	86
Chataignier High School	18	3	17	3	100	3	100
Mamou High School	49	14	29	7	50	9	64
Pine Prairie High School	36	17	47	8	47	16	94
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
EVANGELINE (CONTINUED)							
Vidrine High School	28	13	46	7	54	11	85
Ville Platte High School	112	49	44	39	80	36	73
District Totals	309	126	41	85	67	101	80
FRANKLIN PUBLIC SCHOOLS							
Baskin School	34	16	47	12	75	15	94
Crowville High School	26	9	35	7	78	8	89
Fort Necessity Jr. High School	24	5	21	4	80	4	80
Gilbert Jr. High School	19	4	21	1	25	4	100
Ward III High School	18	9	50	5	56	9	100
Winnsboro High School	85	29	34	19	66	27	93
Wisner High School	33	10	30	6	60	10	100
District Totals	239	82	34	54	66	77	94
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
GRANT PUBLIC SCHOOLS							
Georgetown High School	26	7	27	2	29	7	100
Grant High School	86	42	49	18	43	40	95
Montgomery High School	37	13	35	7	54	11	85
District Totals	149	62	42	27	44	58	94
IBERIA PUBLIC SCHOOLS							
Delcambre High School	44	15	34	8	53	14	93
Jeanerette Senior High School	80	29	36	12	41	25	86
Loreauville High School	55	21	38	8	38	20	95
New Iberia Senior High School	489	209	43	103	49	195	93
District Totals	668	274	41	131	48	254	93
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
IBERVILLE PUBLIC SCHOOLS							
Plaquemine Senior High School	134	46	34	19	41	41	89
White Castle High School	35	6	17	3	50	4	67
North Iberville Elem/High School	31	11	35	5	45	6	55
East Iberville Elem/High School	40	14	35	5	36	10	71
District Totals	240	77	32	32	42	61	79
JACKSON PUBLIC SCHOOLS							
Chatham High School	16	5	31	3	60	5	100
Jonesboro-Hodge High School	64	34	53	20	59	33	97
Quitman High School	43	25	58	9	36	25	100
Weston High School	45	20	44	8	40	18	90
District Totals	168	84	50	40	48	81	96
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
JEFFERSON PUBLIC SCHOOLS							
Alfred Bonnabel High School	328	122	37	72	59	115	94
East Jefferson High School	196	48	24	31	65	44	92
John Ehret High School	502	167	33	100	60	142	85
Fisher Middle/High School	90	27	30	19	70	27	100
Grand Isle High School	11	6	55	1	17	5	83
L.W. Higgins High School	384	101	26	63	62	92	91
Grace King High School	274	108	39	56	52	98	91
Riverdale High School	215	66	31	40	61	60	91
West Jefferson High School	384	94	24	52	55	72	77
District Totals	2,384	739	31	434	59	655	89
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
JEFFERSON DAVIS PUBLIC SCHOOLS							
Elton High School	26	14	54	5	36	10	71
Hathaway High School	18	7	39	2	29	7	100
Jennings High School	137	51	37	28	55	42	82
Lacassine Elem/High School	41	18	44	8	44	18	100
Lake Arthur High School	62	18	29	9	50	16	89
Welsh High School	81	38	47	7	18	34	89
District Totals	365	146	40	59	40	127	87
LAFAYETTE PUBLIC SCHOOLS							
Acadiana High School	333	168	50	81	48	140	83
Carencro High School	232	90	39	41	46	79	88
O. Comeaux High School	342	173	51	64	37	153	88
Lafayette High School	325	173	53	66	38	163	94
Northside High School	164	74	45	48	65	58	78
District Totals	1,396	678	49	300	44	593	87
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
LAFOURCHE PUBLIC SCHOOLS							
Central Lafourche High School	273	116	42	39	34	97	84
South Lafourche High School	271	109	40	41	38	98	90
Thibodaux High School	343	125	36	55	44	112	90
District Totals	887	350	39	135	39	307	88
LASALLE PUBLIC SCHOOLS							
Jena High School	107	45	42	13	29	43	96
LaSalle High School	47	13	28	10	77	10	77
District Totals	154	58	38	23	40	53	91
LINCOLN PUBLIC SCHOOLS							
Choudrant High School	43	3	7	2	67	3	100
Dubach High School	20	9	45	5	56	9	100
Ruston High School	218	119	55	50	42	107	90
Simsboro High School	30	16	53	12	75	16	100
District Totals	311	147	47	69	47	135	92
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
LIVINGSTON PUBLIC SCHOOLS							
Albany High School	84	31	37	15	48	29	94
Denham Springs High School	279	131	47	42	32	112	85
Doyle High School	50	23	46	7	30	22	96
French Settlement High School	48	13	27	3	23	12	92
Holden High School	28	7	25	0	0	7	100
Live Oak High School	125	59	47	15	25	53	90
Maurepas School	31	4	13	2	50	4	100
Springfield High School	58	20	34	9	45	16	80
Walker High School	185	71	38	14	20	64	90
District Totals	888	359	40	107	30	319	89
MADISON PUBLIC SCHOOLS							
Reuben McCall High School	75	26	35	15	58	24	92
Tallulah High School	51	19	37	13	68	19	100
District Totals	126	45	36	28	62	43	96
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
MOREHOUSE PUBLIC SCHOOLS							
Bastrop High School	202	71	35	49	69	66	93
Delta High School	29	12	41	8	67	11	92
District Totals	231	83	36	57	69	77	93
NATCHITOCHES PUBLIC SCHOOLS							
Natchitoches Central High School	269	126	47	68	54	103	82
Lakeview Jr.-Sr. High School	86	22	26	11	50	17	77
District Totals	355	148	42	79	53	120	81
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
ORLEANS PUBLIC SCHOOLS							
Marion Abramson Sr. High School	271	93	34	57	61	70	75
G.W. Carver Sr. High School	144	29	20	25	86	24	83
Joseph S. Clark Sr. High School	129	23	18	22	96	19	83
Walter L. Cohen High School	150	22	15	21	95	18	82
Warren Easton Fundamental Sr. H. S.	231	104	45	85	82	79	76
Alcee Fortier High School	194	44	23	40	91	27	61
Benjamin Franklin Sr. High School	207	86	42	6	7	86	100
Edna Karr Magnet School	154	93	60	51	55	77	83
John F. Kennedy Sr. High School	363	141	39	121	86	100	71
L.B. Landry High School	147	26	18	22	85	17	65
Lawless High School	109	26	24	22	85	20	77
McDonogh #35 Sr. High School	267	172	64	93	54	124	72
John McDonogh Sr. High School	219	46	21	38	83	33	72
McMain Magnet Sec. School	168	105	63	30	29	91	87
N. O. Center for Creative Arts	16	8	50	6	75	8	100
Fredrick A. Douglass High School	215	41	19	38	93	32	78
Rabouin Career Magnet High School	136	30	22	26	87	21	70
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
ORLEANS (CONTINUED)							
O. Perry Walker School	170	48	28	42	88	35	73
Booker T. Washington School	56	14	25	10	71	10	71
Sarah Towels Reed High School	238	78	33	60	77	55	71
District Totals	3,584	1,229	34	815	66	946	77
OUACHITA PUBLIC SCHOOLS							
Ouachita Parish High School	280	129	46	77	60	121	94
Richardson H.S./Alternative Program	62	3	5	3	100	3	100
Sterlington High School	37	20	54	15	75	20	100
West Monroe High School	356	202	57	92	46	187	93
West Ouachita High School	176	70	40	35	50	67	96
District Totals	911	424	47	222	52	398	94
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
PLAQUEMINES PUBLIC SCHOOLS							
Belle Chase High School	107	48	45	22	46	45	94
Boothville-Venice School	39	14	36	11	79	11	79
Buras High School	91	35	38	23	66	26	74
Phoenix High School	16	2	13	1	50	1	50
Port Sulphur High School	32	18	56	9	50	15	83
District Totals	285	117	41	66	56	98	84
POINT COUPEE PUBLIC SCHOOLS							
Livonia High School	64	17	27	7	41	15	88
Pointe Coupee Central High School	105	27	26	11	41	17	63
District Totals	169	44	26	18	41	32	73
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
RAPIDES PUBLIC SCHOOLS							
Alexandria Sr. High School	167	89	53	40	45	80	90
Bolton High School	160	72	45	31	43	69	96
Buckeye High School	86	35	41	13	37	34	97
Glenmora High School	36	17	47	11	65	16	94
Oak Hill High School	43	17	40	9	53	17	100
Peabody Magnet High School	145	90	62	55	61	76	84
Pineville High School	198	110	56	38	35	103	94
Plainville High School	12	3	25	3	100	2	67
Rapides High School	49	21	43	10	48	19	90
Tioga High School	11	2	18	0	0	2	100
Northwood High School	31	9	29	6	67	8	89
Ewell S. Aiken Optional School	3	2	67	2	100	2	100
District Totals	941	467	50	218	47	428	92
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
RED RIVER PUBLIC SCHOOLS							
Coushata High School	66	19	29	12	63	8	42
Hall Summit High School	9	3	33	1	33	2	67
Martin High School	20	11	55	9	82	10	91
District Totals	95	33	35	22	67	20	61
RICHLAND PUBLIC SCHOOLS							
Delhi High School	51	14	27	7	50	9	64
Magham High School	31	20	65	17	85	18	90
Rayville High School	124	47	38	26	55	45	96
District Totals	206	81	39	50	62	72	89
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
SABINE PUBLIC SCHOOLS							
Converse High School	31	14	45	10	71	13	93
Ebarb High School	13	6	46	4	67	6	100
Florien High School	33	15	45	5	33	14	93
Many High School	58	26	45	9	35	23	88
Negreet High School	20	3	15	1	33	3	100
Pleasant Hill High School	22	6	27	3	50	6	100
Zwolle High School	50	15	30	7	47	14	93
District Totals	227	85	37	39	46	79	93
ST. BERNARD PUBLIC SCHOOLS							
Chalmette High School	175	55	31	24	44	48	87
Andrew Jackson Fundamental H. S.	192	80	42	30	38	66	83
St. Bernard High School	93	16	17	7	44	13	81
District Totals	460	151	33	61	40	127	84
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
ST. CHARLES PUBLIC SCHOOLS							
Destrahan High School	286	142	50	68	48	124	87
Hahnville High School	306	167	55	69	41	145	87
District Totals	592	309	52	137	44	269	87
ST. HELENA PUBLIC SCHOOLS							
St. Helena Central High School	87	23	26	14	61	16	70
District Totals	87	23	26	14	61	16	70
ST. JAMES PUBLIC SCHOOLS							
Lutcher High School	113	58	51	30	52	45	78
St. James High School	124	61	49	36	59	40	66
District Totals	237	119	50	66	55	85	71
ST. JOHN PUBLIC SCHOOLS							
East St. John High School	229	85	37	40	47	65	76
West St. John High School	70	27	39	17	63	16	59
District Totals	299	112	37	57	51	81	72
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
ST. LANDRY PUBLIC SCHOOLS							
Eunice High School	189	63	33	38	60	53	84
Opelousas Sr. High School	193	62	32	38	61	46	74
Port Barre High School	92	36	39	16	44	33	92
North Central High School	37	13	35	7	54	8	62
Beau Chene High School	161	55	34	29	53	48	87
Northwest High School	104	33	32	18	55	25	76
District Totals	776	262	34	146	56	213	81
ST. MARTIN PUBLIC SCHOOLS							
Breaux Bridge High School	110	43	39	15	35	39	91
Cecilia High School	102	38	37	19	50	31	82
St. Martinville Sr. High School	188	56	30	35	63	49	88
District Totals	400	137	34	69	50	119	87
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
ST. MARY PUBLIC SCHOOLS							
Berwick High School	90	26	29	11	42	23	88
Centerville High School	25	6	24	2	33	5	83
Franklin Sr. High School	218	77	35	52	68	63	82
Morgan City High School	176	81	46	39	48	71	88
Patterson High School	74	24	32	6	25	22	92
District Totals	583	214	37	110	51	184	86
ST. TAMMANY PUBLIC SCHOOLS							
Covington High School	317	135	43	69	51	115	85
Mandeville High School	285	136	48	40	29	121	89
Pearl River High School	103	21	20	6	29	17	81
Salmen High School	214	78	36	37	47	68	87
Slidell High School	318	121	38	49	40	111	92
Northshore High School	244	113	46	36	32	102	90
Fontainebleau High School	200	38	19	7	18	36	95
District Totals	1,681	642	38	244	38	570	89
LOUISIANA TOTALS	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
TANGIPAHOA PUBLIC SCHOOLS							
Amite High School	105	36	34	13	36	29	81
Hammond High School	213	79	37	43	54	70	89
Independence High School	114	32	28	22	69	30	94
Kentwood High School	32	7	22	7	100	5	71
Loranger High School	135	27	20	10	37	26	96
Ponchatoula High School	237	89	38	23	26	86	97
Jewel M. Sumner High School	64	16	25	7	44	15	94
Tangipahoa Parish Magnet H. S.	29	1	3	0	0	1	100
District Totals	929	287	31	125	44	262	91
TENSAS PUBLIC SCHOOLS							
Davidson High School	24	9	38	8	89	6	67
Newellton High School	36	11	31	9	82	8	73
Waterproof High School	17	4	24	3	75	2	50
District Totals	77	24	31	20	83	16	67
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
TERREBONNE PUBLIC SCHOOLS							
H.L. Bourgeois High School	226	79	35	31	39	70	89
Ellender Memorial High School	200	49	25	23	47	39	80
South Terrebonne High School	214	64	30	30	47	51	80
Terrebone High School	268	116	43	51	44	96	83
Genesis Alternative	31	1	3	1	100	0	0
District Totals	939	309	33	136	44	256	83
UNION PUBLIC SCHOOLS							
Bernice High School	35	15	43	11	73	15	100
Downsville High School	27	13	48	5	38	13	100
Farmerville High School	96	46	48	26	57	43	93
Linville High School	16	5	31	5	100	4	80
Marion High School	13	4	31	2	50	4	100
Spearsville High School	24	8	33	5	63	8	100
District Totals	211	91	43	54	59	87	96
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
VERMILION PUBLIC SCHOOLS							
Abbeville High School	136	60	44	35	58	54	90
Erath High School	107	39	36	23	59	36	92
Gueydan High School	44	13	30	6	46	8	62
Kaplan High School	120	37	31	18	49	35	95
North Vermilion High School	95	34	36	23	68	28	82
Pecan Island High School	12	3	25	2	67	3	100
District Totals	514	186	36	107	58	164	88
VERNON PUBLIC SCHOOLS							
Anacoco High School	60	27	45	11	41	25	93
Evans School	25	6	24	5	83	5	83
Hicks School	23	7	30	3	43	6	86
Hornbeck School	27	6	22	3	50	6	100
Leesville High School	179	62	35	32	52	49	79
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
VERNON (CONTINUED)							
Pickering High School	53	18	34	8	44	18	100
Pitkin High School	22	5	23	0	0	5	100
Rosepine High School	65	19	29	12	63	15	79
Simpson School	24	11	46	4	36	9	82
District Totals	478	161	34	78	48	138	86
WASHINGTON PUBLIC SCHOOLS							
Franklinton High School	132	33	25	16	48	31	94
Mt. Hermon School	39	10	26	1	10	10	100
Pine High School	64	13	20	6	46	12	92
Varnado High School	37	7	19	3	43	7	100
District Totals	272	63	23	26	41	60	95
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
WEBSTER PUBLIC SCHOOLS							
Cotton Valley High School	26	10	38	4	40	10	100
Doyline High School	35	9	26	3	33	8	89
Webster Parish Alternative	19	1	5	1	100	0	0
Minden High School	135	66	49	35	53	59	89
Sarepta High School	32	11	34	5	45	11	100
Shongaloo High School	19	6	32	3	50	6	100
Sibley High School	60	27	45	11	41	21	78
Springhill High School	85	30	35	13	43	29	97
District Totals	411	160	39	75	47	144	90
WEST BATON ROUGE PUBLIC SCHOOLS							
Brusly High School	116	51	44	16	31	43	84
Port Allen High School	108	35	32	17	49	24	69
District Totals	224	86	38	33	38	67	78
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
WEST CARROLL PUBLIC SCHOOLS							
Epps High School	23	10	43	7	70	9	90
Forest School	29	14	48	3	21	14	100
Kilbourne High School	17	7	41	2	29	7	100
Oak Grove High School	68	32	47	14	44	30	94
District Totals	137	63	46	26	41	60	95
WEST FELICIANA PUBLIC SCHOOLS							
West Feliciana High School	102	52	51	16	31	40	77
District Totals	102	52	51	16	31	40	77
WINN PUBLIC SCHOOLS							
Atlanta School	19	14	74	10	71	13	93
Calvin High School	27	6	22	2	33	6	100
Dodson High School	20	5	25	3	60	5	100
Winnfield Sr. High School	93	56	60	21	38	47	84
District Totals	159	81	51	36	44	71	88
LOUISIANA TOTALS	44,915	19,358	43	8,576	44	16,754	87

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
MONROE CITY PUBLIC SCHOOLS							
Carroll High School	159	44	28	29	66	36	82
Neville High School	193	88	46	52	59	80	91
Wossman High School	185	71	38	54	76	64	90
District Totals	537	203	38	135	67	180	89
BOGALUSA CITY PUBLIC SCHOOLS							
Bogalusa High School	150	40	27	22	55	34	85
District Totals	150	40	27	22	55	34	85
LAB SCHOOLS (PUBLIC)							
Grambling State University Lab H. S.	68	53	78	21	40	44	83
Louisiana State Univeristy Lab School	77	45	58	2	4	45	100
Southern University Lab School	65	40	62	21	53	25	63
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

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DIOCESAN NONPUBLIC SCHOOLS							
SHREVEPORT DIOCESAN SCHOOLS							
Loyola College Preparatory School	93	50	54	9	18	44	88
St. Fredrick High School	101	58	57	30	52	55	95
Diocesan Totals	194	108	56	39	36	99	92
ALEXANDRIA DIOCESAN SCHOOLS							
Holy Saviour Menard Central H. S.	50	39	78	15	38	36	92
St. Mary's High School	22	14	64	4	29	14	100
St. Joseph's Elem. & High School	27	9	33	5	56	9	100
Diocesan Totals	99	62	63	24	39	59	95
BATON ROUGE DIOCESAN SCHOOLS							
Ascension Catholic School	49	38	78	11	29	37	97
Catholic High School	190	145	76	6	4	137	94
Catholic High of Pointe Coupee	51	42	82	19	45	39	93
Redemptorist High School	99	61	62	32	52	51	84
St. John High School	41	29	71	16	55	26	90
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
BATON ROUGE DIOCESE (CONTINUED)							
St. Joseph's Academy	163	125	77	8	6	122	98
Bishop Joseph V. Sullivan School	142	115	81	27	23	110	96
St. Thomas Aquinas Regional H. S.	54	39	72	16	41	38	97
Diocesan Totals	789	594	75	135	23	560	94
HOUMA-THIBODAUX DIOCESAN SCHOOLS							
Central Catholic School	29	22	76	12	55	20	91
Vanderbilt Catholic High School	145	112	77	31	28	101	90
E.D. White Catholic High School	131	103	79	25	24	94	91
Diocesan Totals	305	237	78	68	29	215	91
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

<i>Name of School or LEA</i>	<i># of Graduates</i>	<i># of FTF</i>	<i>% of FTF</i>	<i># of Dev FTF</i>	<i>% of Dev FTF</i>	<i># in Good Standing</i>	<i>% in Good Standing</i>
LAFAYETTE DIOCESAN SCHOOLS							
Academy of the Sacred Heart	22	14	64	3	21	12	86
Hanson Memorial School	59	38	64	18	47	34	89
Norte Dame High School	100	70	70	42	60	59	84
Opelousas Catholic School	52	38	73	13	34	33	87
Sacred Heart High School	65	24	37	10	42	18	75
St. Edmond High School	34	17	50	12	71	15	88
Teurlings Catholic School	72	54	75	27	50	47	87
Vermilion Catholic School	54	37	69	19	51	32	86
Catholic High School	101	79	78	19	24	75	95
St. Thomas More Catholic H. S.	178	120	67	39	33	109	91
Diocesan Totals	737	491	67	202	41	434	88
LAKE CHARLES DIOCESAN SCHOOLS							
St. Louis Catholic High School	102	70	69	14	20	63	90
Diocesan Totals	102	70	69	14	20	63	90
LOUISIANA TOTALS							
	44,915	19,358	43	8,576	44	16,754	87

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NEW ORLEANS ARCHDIOCESAN SCHOOLS							
Archbishop Blenk School	116	75	65	43	57	69	92
Archbishop Chapelle High School	268	187	70	84	45	177	95
Archbishop Rummel Sr. High School	263	167	63	72	43	145	87
Archbishop Shaw Sr. High School	142	90	63	36	40	80	89
Cabrini High School	90	62	69	47	76	54	87
Holy Cross Sr. High School	114	68	60	22	32	60	88
Immaculata High School	129	99	77	46	46	97	98
Jesuit Senior High School	280	126	45	12	10	117	93
Mount Carmel Academy	239	159	67	39	25	158	99
Pope John Paul II High School	86	41	48	18	44	37	90
Redeemer-Seton Sr. High School	79	43	54	33	77	32	74
Academy of the Sacred Heart	51	23	45	5	22	21	91
St. Augustine Sr. High School	100	67	67	36	54	52	78
St. Charles Catholic High School	93	67	72	24	36	65	97
St. Mary's Academy	111	75	68	42	56	54	72
St. Mary's Dominican High School	193	124	64	30	24	115	93
St. Paul's Sr. High School	119	61	51	11	18	55	90
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

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NEW ORLEANS DIOCESE (CONTINUED)							
Ursuline Academy	95	61	64	35	57	57	93
Xavier Preparatory School	128	80	63	53	66	66	83
De LaSalle Sr. High School	141	77	55	49	64	63	82
Brother Martin Sr. High School	244	152	62	41	27	145	95
Archbishop Hannan High School	114	80	70	29	36	78	98
St. Scholastica Academy	78	34	44	6	18	32	94
Diocesan Totals	3,273	2,018	62	813	40	1,829	91
OTHER NONPUBLIC SCHOOLS							
Acadiana Prep.Sch., Inc. (St. Landry)	25	8	32	5	63	8	100
Assembly Christian School (Iberia)	14	3	21	1	33	3	100
Bethany Christian School (East Baton Rouge)	27	9	33	1	11	6	67
Bethel Christian School (Lincoln)	4	3	75	0	0	3	100
Bowling Green School (Washington)	29	12	41	5	42	11	92
Briarfield Academy (East Carroll)	22	13	59	7	54	13	100
Cedar Creek School (Lincoln)	39	30	77	14	47	29	97
Central Private School (East Baton Rouge)	40	26	65	5	19	26	100
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

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Christian Life Academy (East Baton Rouge)	64	39	61	12	31	33	85
Claiborne Academy (Claiborne)	17	11	65	4	36	11	100
Community Christian Academy (Livingston)	4	2	50	1	50	2	100
Crescent City Baptist High School (Jefferson)	37	9	24	4	44	9	100
Ecole Classique (Jefferson)	59	41	69	24	59	40	98
Emerson Academy (St. Tammany)	12	2	17	1	50	2	100
Episcopal High School (East Baton Rouge)	86	30	35	2	7	29	97
Episcopal School of Acadiana (St. Martin)	44	20	45	2	10	20	100
Evangel Academy (Caddo)	107	38	36	10	26	32	84
Faith Christian Academy (East Baton Rouge)	21	7	33	4	57	7	100
False River Academy (Pointe Coupee)	50	28	56	14	50	24	86
Family Christian Academy (East Baton Rouge)	16	8	50	6	75	6	75
Forest Hill Academy (Rapides)	9	4	44	2	50	3	75
Franklin Academy (Franklin)	6	2	33	0	0	2	100
Glenbrook School (Webster)	34	20	59	12	60	20	100
Grawood Christian School (Caddo)	78	5	6	3	60	5	100
Hamilton Christian Academy (Calcasieu)	26	15	58	4	27	13	87
Heritage Academy (Jefferson)	36	4	11	3	75	1	25
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

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Hosanna Christian Acad. (East Baton Rouge)	34	18	53	6	33	15	83
Huntington School (Concordia)	32	17	53	9	53	16	94
Isidore Newman School (Orleans)	107	19	18	0	0	16	84
Jehovah-Jireh Christ. Acad. (E. Baton Rouge)	7	2	29	1	50	0	0
John Curtis Christian School (Jefferson)	86	61	71	36	59	56	92
Louise S. McGehee School (Orleans)	33	2	6	0	0	2	100
Lutheran High School (Jefferson)	49	25	51	11	44	22	88
Lynn Oaks School (St. Bernard)	12	6	50	1	17	5	83
Marrero Christian High School (Jefferson)	9	4	44	3	75	3	75
Metairie Park Country Day School (Jefferson)	52	9	17	1	11	9	100
Mt.Olive Christian School (Claiborne)	12	5	42	1	20	4	80
Northlake Christian School (St. Tammany)	17	11	65	3	27	11	100
Oak Forest Academy (Tangipahoa)	34	20	59	12	60	20	100
Ouachita Christian School (Ouachita)	53	36	68	12	33	36	100
Parkview Baptist School (East Baton Rouge)	94	70	74	18	26	66	94
Plain Dealing Academy (Bossier)	14	4	29	1	25	4	100
Prairie View School (Morehouse)	49	24	49	13	54	24	100
Ridgewood Preparatory School (Jefferson)	55	22	40	10	45	18	82
<i>LOUISIANA TOTALS</i>	<i>44,915</i>	<i>19,358</i>	<i>43</i>	<i>8,576</i>	<i>44</i>	<i>16,754</i>	<i>87</i>

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River Oaks School (Ouachita)	54	13	24	3	23	13	100
Riverdale Academy (Red River)	22	14	64	4	29	14	100
Riverfield Academy (Richland)	39	28	72	15	54	24	86
Riverside Academy (St. John)	60	36	60	16	44	34	94
Runnels School (East Baton Rouge)	16	8	50	2	25	8	100
Silliman Institute (East Feliciana)	38	20	53	5	25	20	100
St. Martin's Episcopal School (Jefferson)	50	8	16	0	0	8	100
Starkey Academy (East Baton Rouge)	28	12	43	6	50	12	100
Tallulah Acad.-Delta Christian (Madison)	20	14	70	8	57	13	93
Temple Christian Academy (East Baton Rouge)	4	3	75	1	33	2	67
Tensas Academy (Tensas)	21	12	57	5	42	12	100
The Dunham School (East Baton Rouge)	30	14	47	5	36	13	93
Trinity Heights Christian Academy (Caddo)	15	10	67	1	10	10	100
Westminister Christian Academy (St. Landry)	33	17	52	3	18	16	94

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Acknowledgment

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