


**LOUISIANA FIRST-TIME COLLEGE FRESHMEN
STATE REPORT: FALL 1998**



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

February 2000

***EXECUTIVE SUMMARY REPORT OF
THE 1998-99 STARTING POINTS PRESCHOOL PROGRAM
EVALUATION REPORT PART I:
PROGRAM DESCRIPTION***

reaching for
results 

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

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Louisiana First-Time College Freshmen State Report: Fall 1998

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Part I. Executive Summary

The *Louisiana First-Time College Freshmen State Report: Fall 1998* provides detailed findings pertaining to 1997-98 high school graduates who were enrolled full time in one of 29 Louisiana higher education institutions in the Fall 1998 semester. The following summarizes information reported on the Fall 1998 first-time freshmen (FTF).

- A total of 46,488 students graduated from Louisiana public and nonpublic high schools in 1997-98.
- Of the 1997-98 Louisiana high school graduates, 46% (or 21,577) were enrolled as Louisiana Fall 1998 FTF.
- Of the 1998 FTF, 12% were enrolled on 2-year public campuses, 81% 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 Fall 1998 FTF was 20.2. Among the 1998 FTF, 53% had ACT composite scores that were 20 or above, while the remaining 47% of the freshmen had an ACT composite score of 19 or less.
- Forty-two percent (42%) or 9,166 FTF were enrolled in one or more developmental courses in the Fall 1998 semester.
- For the entire 1998 FTF class, enrollments by developmental subject areas were as follows: 36% in mathematics, 20% in English, 11% in reading, and 6% in other developmental courses.
- Of the 1998 FTF who graduated from Louisiana public schools, 38% were enrolled in developmental mathematics, 23% in developmental English, 13% in developmental reading, and 7% in other developmental courses.
- At the end of the Fall 1998 term, 86% of all FTF were in good academic standing. (Also, 82% of the developmental FTF and 89% of the nondevelopmental FTF were in good standing.)

When comparing findings of the two most recent FTF studies, each of the following **increased** in 1998 as compared with the 1997 findings:

- Louisiana's high school class average ACT composite score (19.5 in 1998 vs. 19.4 in 1997),
- the number of Louisiana high school graduates (46,488 vs. 44,915),
- the number of FTF enrolled in Louisiana colleges/universities (21,577 vs. 19,358),
- the percentage of Louisiana high school graduates who became Louisiana's FTF (46% vs. 43%),
- the number and percentage of FTF who **were not** enrolled in developmental courses [12,411(58%) vs. 10,782 (56%)], and
- Louisiana's FTF class average ACT composite score (20.2 in Fall 1998 vs. 20 in Fall 1997).

Across the 29 universities/colleges, Fall 1998 developmental enrollments were lower than in Fall 1997, as follows:

- the percent of FTF taking developmental courses (42% vs. 44%),
- the percent of FTF who were enrolled in developmental mathematics (36% vs. 39%),
- the percent of FTF who were enrolled in developmental English (20% vs. 21%),
- the percent of FTF who were enrolled in developmental reading (11% vs. 12%),
- the percent of FTF enrolled in one developmental course (22% vs. 23%), and
- the percent of FTF enrolled in two developmental courses (11% vs. 12%).

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

In 1985, the Louisiana Legislature enacted La. R. S. 17:1814 to obtain data on recent high school graduates who enrolled in this state's colleges or universities. An objective of this legislation was to provide public and nonpublic high schools with information on the extent to which recent high school graduates were prepared for college-level coursework. With this information, high school staff could make instructional improvements in the content areas in which the recent graduates were not sufficiently prepared.

In response to this legislation, the *Louisiana First-Time Freshmen Program* was implemented to provide for the annual collection, analysis, and reporting of data on college freshmen who attended Louisiana colleges/universities during a specific Fall semester/quarter. This document is the twelfth state-level report on First-Time College Freshmen, released by the Louisiana Department of Education (LDE). The report describes Louisiana's 1997-98 high school graduates who enrolled full time in 29 of this state's colleges/universities, immediately following graduation. The six parts of this document contain:

Part I, the Executive Summary;

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

Part III, a discussion of the 1997-98 high school graduates and the college-going rates;

Part IV, a detailed description of the Fall 1998 Louisiana First-Time Freshmen (FTF) class;

Part V, 1998 summary findings; and

Part VI, the Appendix.

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

The 1985 Louisiana Legislature mandated that the Board of Regents (BOR), assisted by the State Board of Elementary and Secondary Education (SBESE), report information on the number of Louisiana graduates who (a) enter Louisiana public colleges/ universities directly out of high school and (b) enroll in at least one remedial course (La. R.S.17:1814). To ensure that feedback is available on high school graduates who become first-time freshmen (FTF), the Legislature further specified that individualized school-level reports were to be distributed to every high school in Louisiana, public and nonpublic alike.

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

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

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

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

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

The *Progress Profiles Program* and its reports have been modified, in order to align that Program with Louisiana's new *School*

Accountability System. Thus, the 1998-99 *Progress Profiles* indicators are presented in the district-level reports, but many of the indicators were not on school-level accountability reports (issued in September of 1999). However, the school-level accountability reports provided a "school performance score" that is based on student attendance, performance on both the *Iowa Tests of Basic Skills* and the *LEAP 21* tests, and on dropouts (if the school has grade 7 or above).

When high schools begin to receive school performance scores, the FTF data can supplement this single score by providing a perspective on the college readiness of recent high school graduates. That is, the 1998 *FTF Program* not only collected information on graduates of Louisiana public and nonpublic high schools but also provided school-, district-, and state-level results on the number of students who

- (1) received a high school diploma during the 1997-98 school year and
- (2) enrolled full time in Louisiana higher education institutions (both public and nonpublic) during the Fall 1998 semester.

Of these first-time freshmen, the Program identified

- (1) how many were enrolled in developmental courses and
- (2) how many completed the Fall 1998 semester in good academic standing.

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

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

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

“Students who graduated from a Louisiana high school during School Year 1997-98 and who were enrolled full time in a Louisiana higher education institution in the Fall semester of 1998. Only those students who began the 1998 Fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) were considered first-time freshmen.”

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

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

The *FTF Program* defines *developmental instruction* as “those courses designed by universities to prepare students to succeed academically in college-level courses.” This report on Louisiana colleges/universities that offer such courses, as well as the freshmen who enroll, indicates the availability and the demand for developmental college courses in the Fall of 1998.

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

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

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

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

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

A larger percentage of 2-year public institutions indicated increased enrollment in remedial courses than did other types of post-secondary institutions.

Exhibit 1 shows 29 Louisiana colleges and universities (both public and nonpublic) that offer 2- or 4-year undergraduate curricula; these institutions submitted data on their Fall 1998 FTF. Of the 29 participating institutions, 21 are public colleges/universities and eight are nonpublic institutions, including

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

Exhibit 1

Fall 1998 Developmental Instruction Offered by Louisiana Institutions, by Subject

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

♣ 2-Year College ♦ Selective Admissions Institution

University of Louisiana System (Public)					Louisiana Association of Independent Colleges and Universities (Nonpublic)				
Grambling State University	√	√	√		Centenary College of Louisiana♦				

College/University	Subject Area				College/University	Subject Area			
	Math.	English	Reading	Other		Math.	English	Reading	Other
Louisiana Tech University ♦	√	√	√	√	Dillard University	√	√	√	√
McNeese State University	√	√	√	√	Louisiana College ♦	√			
Nicholls State University	√	√	√		Loyola University of New Orleans ♦	√	√		
University of Louisiana at Monroe	√	√	√		Our Lady of Holy Cross College ♦	√	√	√	
Northwestern State University	√	√	√		Our Lady of the Lake College	√	√		
Southeastern Louisiana University	√	√	√	√	Tulane University ♦				
University of Louisiana at Lafayette	√	√	√	√	Xavier University of Louisiana	√	√	√	

♠ 2-Year College ♦ Selective Admissions Institution

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

In the summer of 1999, the developmental coordinators at each participating college/university were surveyed in an effort to obtain information on specific developmental courses that were offered in the Fall of 1998. Exhibit 1 provides a list of the courses in four broad subject areas. Four Louisiana colleges/universities, which previously participated in the *FTF Program*, discontinued one or more of the developmental courses that were offered in Fall 1997. These institutions were Northwestern, the University of New Orleans, Loyola University, and Tulane University.

Of the 29 colleges/universities which submitted Fall 1998 FTF data, 48% indicated they offered one or more developmental courses in mathematics, English, reading, and in another subject during the Fall of 1998. An additional 24% of these Louisiana institutions provided developmental courses in mathematics, English, and reading. Approximately 14% offered only developmental mathematics and English, while 7% provided developmental mathematics courses only. Centenary College and Tulane University did not offer any developmental courses in Fall 1998. Developmental courses in all four subject areas were not available to students on every campus in 1998.

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

the 29 institutions). Developmental reading was offered at 18 public and at three nonpublic institutions (72% of the 29 institutions). Other developmental courses were offered at 13 public institutions, but only by one nonpublic institution (or 48% of the 29 institutions). Courses listed under the “other” subject area included study skills courses, English as a Second Language, “College Success Skills,” “Learning and Working Skills,” “Voice and Diction,” “Developmental Chemistry,” “Communication Skills,” “Scientific Approach/Problem Solving,” “College Survival Skills,” and “Career Decision Making.”

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

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

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

college level. Depending on the policy of the individual university, such students may petition for transfer to a credit course.

In this report, the term *developmental freshmen* is used to refer to a FTF who was enrolled in one or more developmental courses during Fall 1998. We also reported on “developmental rates” for the subject areas. *Developmental rates* are the percentages of Fall 1998 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 1998 Fall semester/quarter and were not on academic probation or suspension at the end of the term.

How were the 1998 FTF data collected and verified? What reports were prepared to communicate the findings?

Data collection for Fall 1998 FTF began in January of 1999, when Louisiana’s public and nonpublic colleges/universities received a package of materials requesting their FTF data. The 29 participating colleges/universities reported student-level information to the Data Management Section of the Division of Planning, Analysis and Information Resources. Information reported by the individual colleges/universities was combined to form one database that contained records on the 1998 FTF.

By the summer of 1999, efforts were made to verify the FTF data records for public school graduates. That is, the individual records of the 1998 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 1997-98. If a

FTF was reported by more than one college/university, a Data Management staff member verified which institution enrolled the student on a full-time basis. Data records of the Fall 1998 first-time freshmen who were reported as public high school graduates were also compared with the LDE’s 1997-98 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, 483 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 1997-98. Forty-three records were duplicate records; these were deleted to avoid double counting of the FTF.

A Data Management staff member also requested information for four public schools that were not yet submitting SIS data. These were the two university laboratory schools located in Baton Rouge, the Louisiana School for the Deaf, and the Louisiana School for Mathematics, Science, and the Arts. Although the FTF database records for students who graduated from these four public schools, as well as those for graduates of each nonpublic school, could not be verified against SIS data, these FTF records were included in the study. The Fall 1998 FTF data were analyzed in August through November of 1999. Several reports were prepared to provide results to schools, districts, and other interested audiences. The next section of this document describes these reports.

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 produced the 1997-98 diploma graduates, who were identified by Louisiana colleges and universities as Fall 1998 first-time freshmen. A total of 440 schools in Louisiana produced the high school diploma graduates who were FTF in the fall of 1998.

School-level reports were generated for these public and nonpublic high schools, which had graduates who became 1998 FTF. Only Louisiana college freshmen students who met the definition of a first-time college freshman were included in these reports. The 1997-98 high school graduates who enrolled in a college/university that does not participate in this study, who were not full-time college freshmen, and who postponed college entry were not included in this study. In addition, district-level reports were compiled for all public and nonpublic local education authorities (LEAs), including 66 public school districts and seven Catholic diocesan school systems.

Both the school- and district-level reports group FTF data by college/university so that LEA and school staff members can identify the institutions their 1997-98 graduates attended and can compare the performance of freshmen who attended differing colleges/universities in Louisiana. These reports provide feedback that can help improve high school instruction in the subject areas in which recent graduates have academic weaknesses.

Reports to Colleges/Universities. While the primary purpose of the *First-Time Freshmen Program* is to give high schools and districts feedback on the performance of their college-bound graduates, a separate series of reports is compiled for each college/university. These college/university reports are distributed to campus heads, developmental education coordinators, institutional research directors, and registrars. Because these reports provide school- and parish-level information on the first-time freshmen attending a college/university, the reports are useful

in helping 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. College and university staff can also use these reports to enter into partnerships with high schools, in the hope of improving the college readiness of the graduates, and/or for institutional planning.

Reports to State-Level Audiences. Finally, this state-level report was prepared to offer summary information for all schools and institutions that 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 *Louisiana First-Time College Freshmen State Report*. Several other educators and researchers also request the state-level report, indicating that previous reports have been useful in program planning or in research.

Parts III and IV of this report present detailed findings for Fall 1998 FTF who had graduated from high school in 1997-98. The 1997-98 graduates were compared with the 1996-97 graduates and the Fall 1998 FTF were compared with the Fall 1997 FTF. In some cases, comparisons were also made with earlier graduating classes and with other FTF classes. The latter comparisons provide a longitudinal view of the FTF data.

Part III. Graduates and College-Going Rates in Louisiana

How many Louisiana high school students graduated in 1997-98?

Exhibit 2 provides state summary information on students who graduated in school year 1997-98 from Louisiana public and nonpublic high schools. Based on information collected for this report, a total of 46,488 students graduated from Louisiana high schools during 1997-98. Of these graduates, 38,360 (or 83%) graduated from public high schools, while 8,128 (or 17%) graduated from nonpublic schools. The graduate counts shown in Exhibit 2 do not match to the 1997-98 graduate counts that were published in the 149th *Annual Financial and Statistical Report, 1997-98 (Bulletin 1472)*. The reason these graduate counts differ is that additional schools were included in the data collection for this report.

Exhibit 2
1997-98 High School Graduates Summary

Public School Graduates		Nonpublic School Graduates		Public and Nonpublic Graduates Combined	
Number	Percent	Number	Percent	Number	Percent
38,360	83%	8,128	17%	46,488	100%

While the study of 1998 FTF did not gather demographic data for high school graduates, *Bulletin 1472* (pages II-1 and II-4), indicates the

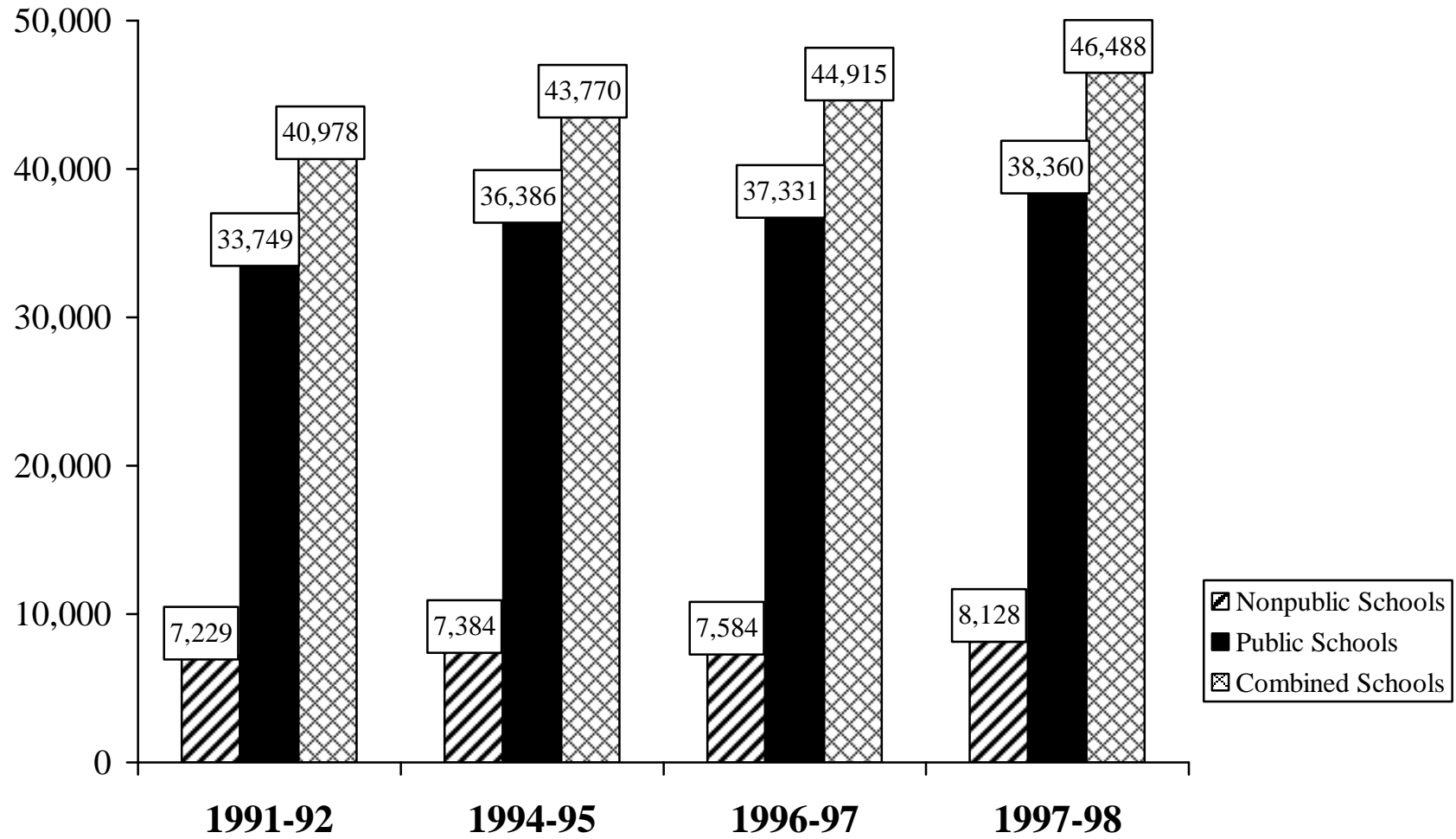
majority of Louisiana's public high school 1997-98 graduates were White, as were the majority of Louisiana's 1997-98 nonpublic school graduates. However, both public and nonpublic schools also produced graduates of four minority groups. Based on data reported in *Bulletin 1472*, graduates of nonpublic schools were 52% females and 48% males, whereas graduates of the public schools were 55% females and 45% males.

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

As shown in Exhibit 3, Louisiana began the decade with 40,978 graduates of 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 increased to 44,915 in 1996-97, and to 46,488 in 1997-98. The number of high school graduates grew by approximately 3.4% between 1996-97 and 1997-98 (an increase of 1,573 graduates.) The rate of growth for public high school graduates was 2.7% (an increase of 1,029 graduates) while for nonpublic graduates, the rate of growth was 6.7% (an increase of 544 graduates).

Recently, Gerald and Hussar (1999) released a document which projects that, for most states, the number of public high school graduates will increase. However, the number of Louisiana public high school graduates is predicted to decrease by about 5% between 1996-97 and

Exhibit 3
Number of Louisiana High School Graduates,
1991-92, 1994-95, 1996-97, and 1997-98



2009. Louisiana's educators hope this prediction does not become reality, since high school graduates are thought to have better job opportunities and perhaps higher salaries once they begin working.

Some national studies have examined the percentages of high school completers over several years. (High school completers include both diploma graduates and high school completers who have other credentials.) 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 decreased slightly from 86.4% in 1992 to 86.2% in 1996. False, Kaufman, and Klein (1999) also reported on the percentage of high school completers (18 to 24 year olds). From 1995-97, these researchers found that the national high school completion rate was 85.8%, whereas the reported high school completion rate for Louisiana was 80.4%

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, 4-year or 2-year).

It is important to point out that the Louisiana 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

1998 FTF state report can be enlarged by describing findings from earlier research. Specifically, research conducted by the BOR and the U.S. Department of Education will be discussed within this report.

Research Related to Louisiana Students Who Postpone College Entrance. In the past, research conducted by the BOR suggested that the *FTF Program* underestimates the total number of Louisiana high school graduates who eventually enter college. To get a more complete picture of overall college-going rates in Louisiana, the BOR studied 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. Since there is no mechanism for requiring out-of-state institutions to report first-time freshmen data to the LDE, the FTF Report does not include student-level data on Louisiana high school graduates who attend college out-of-state. 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. Although the statistics in Barbett's 1998 NCES

Report pertained to the 1996 first-time freshmen, this NCES Report presents the most recent graduate-migration statistics. According to NCES (Barbett, 1998), 3,177 Louisiana high school graduates went out-of-state to attend college in Fall 1996: approximately 7.2% of Louisiana's 1995-96 graduating class. Assuming that a comparable percentage of Louisiana's 1997-98 graduates (i.e., 7.2%) went out-of-state in the Fall of 1998, the total number of Louisiana out-of-state FTF is estimated at 3,347 graduates of the 1997-98 class.

Ziomek (1999) of the ACT Southwestern Regional Office provided data on Louisiana high school graduates who took the ACT and then enrolled in college in Fall 1998; 1,322 of these ACT-tested freshmen went to out-of-state public institutions and 392 enrolled in nonpublic colleges/universities that are located in other states. Ziomek (1999) also reported that 22,827 of these ACT-tested freshmen attended Louisiana's public colleges/universities and 972 enrolled in nonpublic institutions within Louisiana. The findings provided by Ziomek are based on freshmen from 23 of this state's institutions and may include part-time college freshmen. However, the Fall 1998 FTF Report provides findings on 1997-98 high school graduates who were full-time FTF at 29 Louisiana institutions. The 29 institutions did not report an ACT score for some of the Fall 1998 freshmen; thus it is possible that some FTF did not take the ACT prior to graduating from high school.

What percentage of 1997-98 Louisiana high school graduates became Fall 1998 first-time freshmen?

Exhibit 4 provides a summary of the 1997-98 Louisiana high school graduates who became Fall 1998 FTF in Louisiana colleges/ universities. Exhibit 4 presents breakouts for public vs. nonpublic high school graduates and provides college-going rates for various types of institutions. Approximately 46% (or 21,577 graduates) were 1998 Louisiana FTF. The college-going rate for nonpublic high school graduates (64%) was greater than that of the public high school graduates (43%). However, the number of FTF who graduated from public high schools (16,382 FTF) was greater than the number of FTF who graduated from nonpublic high schools (5,195 FTF).

Exhibit 5 provides district-level statistics on the number and percent of Louisiana's 1996-97 and 1997-98 public high school graduates who were first-time freshmen during Fall 1997 or Fall 1998. 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%. Comparable college-going rate percentages for the public school districts in 1997-98 ranged from 29% to 55%.

For each public school district, Exhibit 5 also presents the college-going rate percentage points difference, which shows how the district public school college-going rates of Fall 1998 differed from the rates of Fall 1997. As shown, the college-going rates in eight public school districts declined by 5% or more. However, in 22 public school districts, the college-going rate increased by 5% or more.

Exhibit 4
Fall 1998 First-Time Freshmen Summary

Graduates of		
Public Schools	Nonpublic Schools	Public and Nonpublic Schools Combined

	Number	Percent	Number	Percent	Number	Percent
Total 1997-98 Graduates	38,360	83%	8,128	17%	46,488	100%
Graduates Who Attended 2-Year Colleges						
1997-98 Graduates Who were Fall 1998 FTF	2,035	5%	455*	6%	2,490*	5%
Fall 1998 FTF Enrolled in Developmental Courses	1,593	78%	350	77%	1,943	78%
Graduates Who Attended 4-Year Colleges/Universities						
1997-98 Graduates Who were Fall 1998 FTF	14,347	37%	4,740*	58%	19,087*	41%
Fall 1998 FTF Enrolled in Developmental Courses	5,879	41%	1,344	28%	7,223	38%
Graduates Who Attended 2- and 4-Year Colleges/Universities Combined						
1997-98 Graduates Who were Fall 1998 FTF	16,382	43%	5,195*	64%	21,577*	46%
Fall 1998 FTF Enrolled in Developmental Courses	7,472	46%	1,694	33%	9,166	42%

*Three Rivers Academy (formerly located in St. Tammany Parish) was closed after the 1997-1998 school year; thus a graduate count was not available. Calculations involving the graduate counts exclude FTF who graduated from Three Rivers Academy.

Exhibit 5

Fall 1997 and 1998 First-Time Freshmen Performance of 1996-97 and 1997-98 Public High School Graduates, by District

	Number of 1996-97 High School Graduates	Graduates Who Were Fall 1997 FTF	Number of 1997-98 High School Graduates	Graduates Who Were Fall 1998 FTF	Percentage Points Difference
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		Number	Percent*		Number	Percent*	
Louisiana	37,331	14,825	40%	38,360	16,382	43%	3%
Acadia	519	192	37%	544	179	33%	-4%
Allen	236	71	30%	241	103	43%	13%
Ascension	824	294	36%	736	322	44%	8%
Assumption	214	77	36%	179	74	41%	5%
Avoyelles	334	149	45%	335	125	37%	-8%
Beauregard	355	127	36%	383	142	37%	1%
Bienville	144	54	38%	172	65	38%	0%
Bossier	941	412	44%	1,000	447	45%	1%
Caddo	2,347	1,017	43%	2,342	1,070	46%	3%
Calcasieu	1,816	818	45%	1,837	884	48%	3%
Caldwell	102	35	34%	95	33	35%	1%
Cameron	109	44	40%	151	51	34%	-6%
Catahoula	132	66	50%	124	64	52%	2%
Claiborne	143	74	52%	165	62	38%	-14%
Concordia	182	57	31%	200	69	35%	4%
DeSoto	300	97	32%	266	101	38%	6%
East Baton Rouge	2,650	1,336	50%	2,845	1,516	53%	3%
East Carroll	88	26	30%	99	29	29%	-1%
East Feliciana	142	28	20%	148	48	32%	12%
Evangeline	309	126	41%	271	114	42%	1%
Franklin	239	82	34%	233	83	36%	2%
Grant	149	62	42%	154	62	40%	-2%
Iberia	668	274	41%	675	275	41%	0%
Iberville	240	77	32%	225	118	52%	20%
Jackson	168	84	50%	174	71	41%	-9%
Jefferson	2,384	739	31%	2,479	919	37%	6%
Jefferson Davis	365	146	40%	359	155	43%	3%
Lafayette	1,396	678	49%	1,586	738	47%	-2%
Lafourche	887	350	39%	857	360	42%	3%
LaSalle	154	58	38%	169	70	41%	3%
Lincoln	311	147	47%	307	164	53%	6%

	Number of 1996-97 High School Graduates	Graduates Who Were Fall 1997 FTF		Number of 1997-98 High School Graduates	Graduates Who Were Fall 1998 FTF		Percentage Points Difference
		Number	Percent*		Number	Percent*	
Louisiana	37,331	14,825	40%	38,360	16,382	43%	3%
Livingston	888	359	40%	941	391	42%	2%
Madison	126	45	36%	162	48	30%	-6%
Morehouse	231	83	36%	213	75	35%	-1%
Natchitoches	355	148	42%	311	141	45%	3%
Orleans	3,584	1,229	34%	3,498	1,287	37%	3%
Ouachita	911	424	47%	869	433	50%	3%
Plaquemines	285	117	41%	256	112	44%	3%
Pointe Coupee	169	44	26%	163	59	36%	10%
Rapides	941	467	50%	1,135	495	44%	-6%
Red River	95	33	35%	98	41	42%	7%
Richland	206	81	39%	211	85	40%	1%
Sabine	227	85	37%	223	78	35%	-2%
St. Bernard	460	151	33%	537	257	48%	15%
St. Charles	592	309	52%	514	242	47%	-5%
St. Helena	87	23	26%	69	29	42%	16%
St. James	237	119	50%	245	116	47%	-3%
St. John the Baptist	299	112	37%	295	106	36%	-1%
St. Landry	776	262	34%	824	356	43%	9%
St. Martin	400	137	34%	430	160	37%	3%
St. Mary	583	214	37%	584	250	43%	6%
St. Tammany	1,681	642	38%	1,734	787	45%	7%
Tangipahoa	929	287	31%	952	408	43%	12%
Tensas	77	24	31%	71	27	38%	7%
Terrebonne	939	309	33%	1,058	389	37%	4%
Union	211	91	43%	237	73	31%	-12%
Vermilion	514	186	36%	497	186	37%	1%
Vernon	478	161	34%	547	198	36%	2%
Washington	272	63	23%	276	98	36%	13%

	Number of 1996-97 High School Graduates	Graduates Who Were Fall 1997 FTF		Number of 1997-98 High School Graduates	Graduates Who Were Fall 1998 FTF		Percentage Points Difference
		Number	Percent*		Number	Percent*	
Louisiana	37,331	14,825	40%	38,360	16,382	43%	3%
Webster	411	160	39%	428	151	35%	-4%
West Baton Rouge	224	86	38%	209	95	45%	7%
West Carroll	137	63	46%	130	71	55%	9%
West Feliciana	102	52	51%	109	54	50%	-1%
Winn	159	81	51%	172	83	48%	-3%
Monroe City	537	203	38%	462	211	46%	8%
Bogalusa City	150	40	27%	176	63	36%	9%
Other Schools**	210	138	66%	373	214	57%	-9%

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

** In 1998, the “Other Schools” category included Grambling State University Lab High School; Louisiana School for the Deaf; Louisiana School for Mathematics, Science, and the Arts; Louisiana State University Lab School, and Southern University Lab School.

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

Exhibit 6 shows the percentage of all 1991-92, 1994-95, 1996-97, and 1997-98 Louisiana high school graduates who were FTF in 1992, 1995, 1997, or 1998. The percentage of graduates who became FTF rose from 41% in 1992 to 43% in 1995, remained at 43% for 1997, and increased to 46% for 1998. The total number of Louisiana's FTF was 16,828 in Fall 1992, increasing to 18,895 in Fall 1995, to 19,358 in Fall 1997, and to 21,577 in 1998. Thus, 2,219 more graduates of Louisiana high schools became in-state FTF in Fall 1998 as compared with Fall 1997.

Analysis of data indicates Fall 1998 FTF enrollments for nonpublic high school graduates increased by 662 freshmen, as compared with the number of Fall 1997 FTF. The college-going rate for nonpublic high school graduates also increased from 60% in Fall 1997 to 64% in Fall 1998.

The Fall 1998 FTF enrollments of public high school graduates increased by 1,557 freshmen, as compared with the number of Fall 1997 FTF. The college-going rate for public high school graduates also increased from 40% in Fall 1997 to 43% in Fall 1998.

Which colleges and universities did Louisiana's 1997-98 high school graduates attend?

Of Louisiana's post-secondary institutions, 29 reported data for use in the 1998 *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 eight are 2-year public institutions.

Post-secondary Enrollment Patterns Within Louisiana. Exhibit 4 provided the number of FTF who were enrolled at Louisiana's 2-year or 4-year institutions in the fall of 1998. As shown, 2,490 FTF were enrolled at 2-year institutions while the remaining 19,087 FTF were enrolled at 4-year institutions.

Exhibit 7 shows the percentage of Fall 1998 first-time freshmen who were enrolled at 2- and 4-year public and nonpublic colleges/universities within Louisiana. As illustrated, 81% of Louisiana's FTF class enrolled at 4-year public institutions, while 12% were enrolled in 2-year public colleges. In contrast, 7% of the 1998 FTF attended a 4-year nonpublic university that is located in Louisiana. Enrollment patterns for the 1997 FTF were 82% in 4-year public Louisiana institutions, 11% in 2-year public institutions, and 7% in nonpublic institutions.

From 1997 to 1998, enrollment in nonpublic institutions remained stable at 7% of the FTF class, whereas enrollment at 4-year public institutions declined by 1% and enrollment on 2-year public campuses increased by 1%. The slight increase for the 2-year public institutions may be due to the fact that two additional community colleges opened in Fall 1998 and these colleges submitted data for the 1998 *FTF Program*.¹

¹ 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.

Exhibit 6
Percent of Graduates Who Became First-Time Freshmen
in Fall 1992, 1995, 1997, or 1998

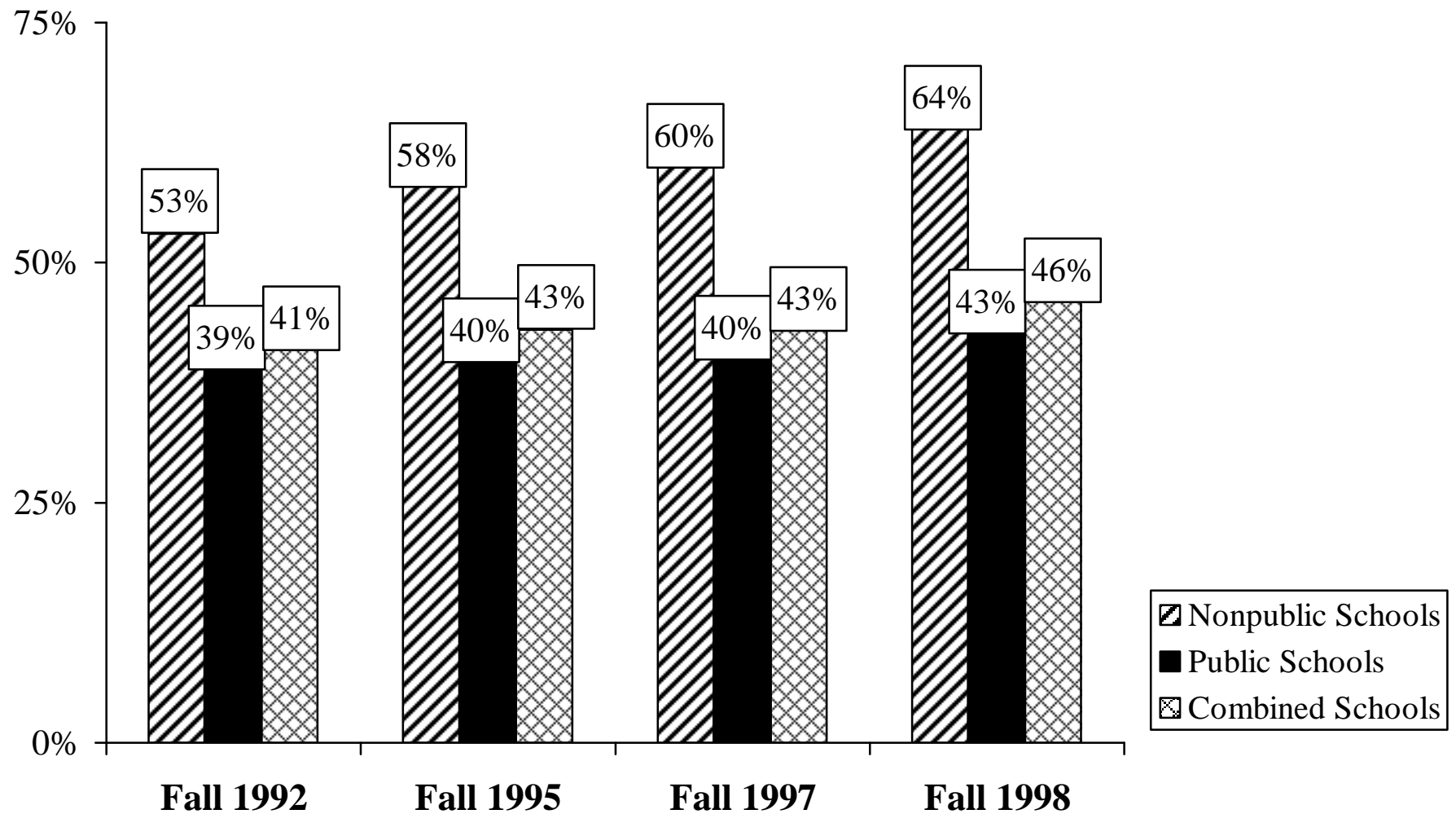
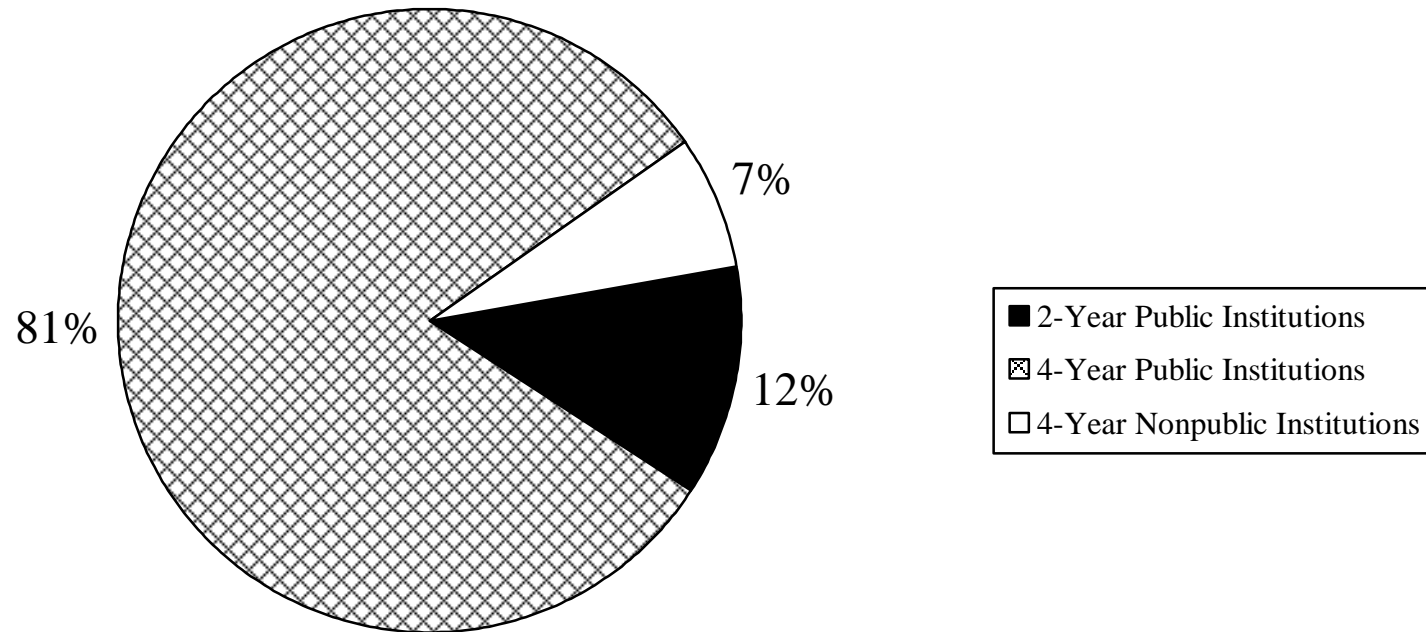


Exhibit 7
Percent of Fall 1998 First-Time Freshmen
Enrolled at Louisiana Institutions,
by Institution Level and Control (Public/Nonpublic)



Based on these enrollment data, the majority of the Louisiana 1998 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 nation's 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 1998 were not available. However, the NCES Report (Barbett, 1998) 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).

The current study of Louisiana 1998 FTF who attended college in-state found that 88% of the FTF were enrolled at 4-year institutions, whereas 12% 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.)

Post-secondary Enrollment Patterns Outside of Louisiana.

Information was not collected on the post-secondary enrollment patterns of 1997-98 high school graduates who migrated from Louisiana in order to attend college. 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 colleges/universities. The TOPS Program, the establishment of additional community colleges, technological development, as well as improvements made in secondary education are all factors that may encourage high school students to become graduates who then have the opportunity to begin a post-secondary educational program. Improvements in Louisiana's educational system may result in greater numbers of high school graduates remaining in Louisiana for a post-secondary education.

In the next section of this report, the focus is on the 1998 FTF class, its characteristics, and various performance measures. Each 1998 FTF was a full-time student, enrolled at a public or nonpublic college/university that is located in Louisiana.

Part IV. The 1998 Louisiana First-Time Freshmen Class

Part IV of this document provides a detailed discussion of the 1998 Louisiana FTF class. The descriptive information is organized to discuss the demographic characteristics (i.e., ethnic and gender composition) of the 1998 FTF class, performance on the ACT test, enrollment in developmental courses, and successful completion of the Fall 1998 term. When reviewing the developmental findings, the reader should note 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 was the demographic make-up of Louisiana's First-Time Freshman Class of 1998?

Exhibit 8 provides information on the self-reported ethnicity of Fall 1998 FTF. [400 freshmen (or 2%) did not identify their ethnicity.] Of the 16,382 FTF who had graduated from Louisiana public schools, 59% were White, 35% were Black, 2% were Asian/Pacific Islanders, and 1% were Hispanics. Of the 5,195 FTF who graduated from nonpublic schools, 83% were White, 10% were Black, 3% were Hispanics, and 1% were Asian/Pacific Islanders. For both public and nonpublic high schools, less than 1% of the FTF were American Indians/Alaskan Natives.

Louisiana's Fall 1998 FTF class was predominantly White (65%). Black students comprised the next largest ethnic group (29%), followed by Asian/Pacific Islanders (2%) and Hispanics (2%). Less than 1% were identified as American Indians/Alaskan Natives. A comparison of Louisiana's 1998 and 1997 FTF classes suggests that the representation of Asian/Pacific Islanders, Hispanics, and American Indians/Alaskan Natives was relatively the same in both years. Black participation decreased approximately one percentage point between Fall 1997 and Fall 1998 (from 30% to 29%), while White participation increased from 64%

in 1997 to 65% in 1998. Also, in both the 1998 and the 1997 FTF classes, 59% of the FTF were females.

From the national perspective, the National Center for Educational Statistics (1999) provided data showing that 67% of the high school completers (ages 16 to 24) went directly to college in 1997. Ethnicity information indicated 68.2% of the White, 58.5% of the Black, and 65.6% of Hispanic high school completers (ages 16 to 24) made an immediate transition from high school to college. Overall, 44.3% of the high school completers who were studied attended 4-year institutions, while 22.8% were enrolled in 2-year colleges in 1997 (NCES, 1999).

An earlier study (Snyder & Wirt, 1998) indicated that a larger percentage of female high school completers (69.7%) than male high school completers (60.1%) were in college during 1996.

Exhibit 8 also provides self-reported ethnicity information on the 9,166 FTF who were taking one or more developmental courses in the Fall of 1998. [181 developmental freshmen (or 2%) did not identify their ethnicity.] Of the 7,472 developmental FTF who had graduated from Louisiana public schools, 48% were Black, 47% were White, 2% were Hispanics, and 1% were Asian/Pacific Islanders. Of the 1,694 developmental FTF who were graduates of nonpublic schools, 75% were White, 18% were Black, 3% were Hispanics, and 1% were Asian/Pacific Islanders. For both public and nonpublic high schools, less than 1% of the developmental FTF were American Indians/Alaskan Natives. As a group, Louisiana's Fall 1998 developmental FTF were predominantly White (52%) or Black (42%) students. Approximately 4% of the 1998 developmental FTF were of the remaining minority groups, while 2% of the developmental FTF did not identify their ethnicity.

Exhibit 8
Fall 1998 First-Time Freshmen Summary by Ethnicity*

Ethnicity Category	Public Schools		Nonpublic Schools		Public and Nonpublic Schools Combined	
All of the 1998 FTF	Number	Percent	Number	Percent	Number	Percent
American Indian/Alaskan Native	115	< 1%	21	< 1%	136	< 1%
Asian/Pacific Islander	368	2%	78	1%	446	2%
Black	5,743	35%	530	10%	6,273	29%
Hispanic	225	1%	135	3%	360	2%
White	9,656	59%	4,306	83%	13,962	65%
Data Not Available	275	2%	125	2%	400	2%
1998 Developmental FTF						
American Indian/Alaskan Native	56	< 1%	12	<1%	68	< 1%
Asian/Pacific Islander	104	1%	21	1%	125	1%
Black	3,584	48%	299	18%	3,883	42%
Hispanic	114	2%	47	3%	161	2%
White	3,477	47%	1,271	75%	4,748	52%
Data Not Available	137	2%	44	3%	181	2%

*The percents are rounded to whole percentage points.

How did Louisiana's First-Time Freshman Class of 1998 perform on the ACT?

Although the *First-Time Freshmen Program* is legislatively mandated to collect only the number/percent of FTF and the number/percent of FTF who enrolled in developmental course work, the LDE also asked Louisiana colleges/universities to submit the ACT composite scores of all full time 1998 FTF. Before looking at the ACT data for Fall 1998 FTF, this report provides an overview of 1998 ACT results for public and nonpublic high school graduates combined.

Louisiana's 1998 High School Class, ACT Performance. As a group, Louisiana's 1998 high school class had an average ACT composite score of 19.5, which was an increase over the 1997 high school class average of 19.4. The national ACT composite average score was 21.0 for both the 1998 and 1997 high school classes.

Research has revealed that ACT scores are highly linked to the amount of core course work completed by high school students. As shown in Exhibit 9, those 1997-98 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 9
1998 Average ACT Composite Scores,
by Completion of College Preparatory Curriculum*

	Completed Curriculum	Did Not Complete Curriculum
Louisiana	20.5	17.0
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 1998 ACT performance across subgroups of students indicates that the ACT performance of females increased from 19.4 (in 1997) to 19.5 (in 1998), while there was no change in the average ACT composite score of Louisiana's males (19.5 for both 1997 and 1998). In the nation as a whole, males had an average ACT composite score of 21.2 (in 1998) while the nation's females obtained an average of 20.9. (ACT, 1998 and 1997).

In 1998, ACT scores for the nation were reported by ethnic groups, demonstrating that Asians/Pacific Islanders (21.8) and Whites (21.7) outperformed Hispanics (19.6), American Indians/Alaskan Natives (19.0), and Blacks (17.1). In 1998, Louisiana's White graduates (20.6) and Asians/Pacific Islanders (20.6) had the highest average composite scores, followed by Hispanics (19.6), American Indians/Alaskan Natives (19.1), and Blacks (16.7) (ACT, 1998). In 1997, Louisiana's ACT performance of various ethnic groups was somewhat different. That is, Louisiana's 1997 average ACT composite scores were as follows: Whites (20.7), Asians/Pacific Islanders (20.3), Hispanics (19.8), American Indians/Alaskan Natives (18.6), and Blacks (16.7). Thus, for Louisiana, 1998 ACT score improvement was noted among Asian/Pacific Islanders (20.6 vs. 20.3) and American Indians/Alaskan Natives (19.1 vs. 18.6), as compared with the lower average composite scores of 1997. The Louisiana 1998 average ACT composite scores declined slightly for Whites (20.6 vs. 20.7) and for Hispanics (19.6 vs. 19.8).

Louisiana's Fall 1998 FTF, ACT Performance. The ACT composite scores were available on roughly 96% of the Fall 1998 FTF. Of these Louisiana 1998 FTF, 47% had scores ranging from 1 to 19. The remaining 53% had an ACT composite score equal to or greater than 20. Furthermore, the average ACT composite score of these FTF (20.2) was higher than that of the entire 1998 high school class (19.5).

When considering the ethnic groups, analysis of the ACT data for the 1998 Louisiana FTF indicated that White FTF had the highest average ACT composite scores (21.4), followed by Asians/Pacific Islanders (21.1). The average ACT composite scores for FTF who were Hispanics

(20.7), American Indians/Alaskan Natives (20.1) and for Blacks (17.2) were lower. Furthermore, male 1998 FTF, whose average ACT was 20.4, outperformed the female FTF (20.0).

Just as the college-going rates of public high school graduates differed from those of the nonpublic high school graduates, the average ACT composite scores were also different for graduates who became FTF. That is, Fall 1998 FTF who graduated from public high schools had an average ACT composite score of 19.8; 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, 1998 Louisiana FTF who enrolled in nonpublic universities tended to post higher ACT composite scores (average of 22.7) than their peers who entered public institutions (20.0). There was even more contrast in the ACT scores of FTF enrolled in 2- vs. 4-year institutions. That is, the average ACT composite score of Fall 1998 FTF who enrolled in 2-year institutions was 17 as compared with 20.5 for FTF enrolled in 4-year institutions. It was also found that the 1998 nondevelopmental FTF had an average ACT composite score of 22.5, whereas the developmental freshmen had an average score of 16.9.

FTF Performance on the ACT: Fall 1998 compared with Fall 1997.

The average ACT composite score earned by Fall 1997 first-time freshmen was 20.0, while in 1998 it increased to 20.2. The average ACT composite score of 1997 FTF who were public school graduates was 19.6, but this average increased to 19.8 for the 1998 FTF. Among nonpublic high school graduates, the average FTF ACT composite score was 21.5 for both the 1997 and the 1998 Fall FTF.

What percentage of Fall 1998 first-time freshmen were enrolled in developmental courses?

A summary of Louisiana's FTF who were enrolled in developmental courses in the Fall of 1998 was presented in Exhibit 4. As shown, 42% of the 1998 FTF (or 9,166 freshmen) were taking one or more developmental courses in 1998. As in past years, the developmental FTF rate of Louisiana public high school graduates (46%) was higher than the developmental FTF rate of Louisiana nonpublic high school graduates (33%).

When FTF from the Louisiana public schools enrolled at 4-year post-secondary institutions in Fall 1998, their developmental rate was 41%, as compared with 28% for the FTF of the nonpublic high schools. However, developmental rates for the two groups were much more similar for FTF at 2-year campuses. That is, 78% of public school FTF required developmental instruction while enrolled at a 2-year institution, as compared with 77% for nonpublic school FTF.

In fact, FTF developmental rates were much higher at Louisiana's 2-year colleges (78%) than at 4-year institutions (38%), as is consistent with the national trends. Since the ACT performance data suggested that the FTF who enrolled in 2-year institutions were less prepared than those who entered 4-year institutions, perhaps the 2-year and community colleges offer less-prepared college freshmen an opportunity to "ease into" a college career.

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. Exhibit 10 provides a graphic representation of the percent of Louisiana FTF who were developmental freshmen in Fall 1992, 1995, 1997, or 1998. Although Louisiana's percentages of FTF who enroll in developmental courses exceed the national percentages as reported by Snyder and Wirt (1998), the state percentage of developmental freshmen has declined from what it was at the start of this decade.

That is, 53% of Louisiana's first-time freshmen enrolled in at least one developmental course during their first regular semester of college course work in Fall 1992. 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 enrolled in at least one developmental course in Fall 1997 and 42% were enrolled in such courses in 1998.

Factors that may have contributed to the decline in developmental FTF rates could include fewer developmental courses offered by colleges/universities; nonreporting 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. This trend continued in the Fall of 1998, when the percentage of nonpublic school graduates enrolled as developmental FTF was 33%, as compared with 46% of the students who were from public high schools.

Exhibit 11 presents the developmental FTF rates for each of Louisiana's public school districts. (In Exhibit 11, the Louisiana data include only graduates of public schools who were FTF.) Results are shown for both the Fall 1997 and the Fall 1998 FTF classes. The percentages of developmental FTF for the public school districts ranged from 26% to 83% in Fall 1997 and from 26% to 79% in Fall 1998.

The last column of Exhibit 11 provides the percentage points difference, which indicates how the public school district developmental rates changed from Fall 1997 to Fall 1998. In 29 districts, Fall 1998 developmental rates decreased from the Fall 1997 rates. However, the 1998 developmental rates of 14 districts increased by 5% or more over the 1997 district developmental rates. It should be noted that some of the districts experiencing the greatest fluctuations in developmental rates send relatively few graduates to college. At such low frequencies, a relatively small change in the number of FTF requiring developmental courses can produce a substantial percentage change in developmental rates.

Exhibit 10 is a graph, over time.

Exhibit 11
Fall 1997 and 1998 First-Time Freshmen Developmental Rates of Public High School Graduates, by District

	Number of Fall 1997 FTF	Fall 1997 Developmental FTF		Number of Fall 1998 FTF	Fall 1998 Developmental FTF		Percentage Points Difference
		Number	Percent		Number	Percent	
Louisiana	14,825	6,923	47%	16,382	7,472	46%	-1%
Acadia	192	102	53%	179	95	53%	0%
Allen	71	37	52%	103	52	50%	-2%
Ascension	294	98	33%	322	115	36%	3%
Assumption	77	20	26%	74	33	45%	19%
Avoyelles	149	84	56%	125	61	49%	-7%
Beauregard	127	56	44%	142	59	42%	-2%
Bienville	54	22	41%	65	27	42%	1%
Bossier	412	187	45%	447	190	43%	-2%
Caddo	1,017	410	40%	1,070	448	42%	2%
Calcasieu	818	277	34%	884	296	33%	-1%
Caldwell	35	25	71%	33	21	64%	-7%
Cameron	44	17	39%	51	22	43%	4%
Catahoula	66	43	65%	64	37	58%	-7%
Claiborne	74	41	55%	62	37	60%	5%
Concordia	57	27	47%	69	33	48%	1%
DeSoto	97	57	59%	101	60	59%	0%
East Baton Rouge	1,336	446	33%	1,516	501	33%	0%
East Carroll	26	14	54%	29	23	79%	25%
East Feliciana	28	13	46%	48	28	58%	12%
Evangeline	126	85	67%	114	76	67%	0%
Franklin	82	54	66%	83	49	59%	-7%
Grant	62	27	44%	62	31	50%	6%

	Number of Fall 1997 FTF	Fall 1997 Developmental FTF		Number of Fall 1998 FTF	Fall 1998 Developmental FTF		Percentage Points Difference
		Number	Percent		Number	Percent	
Louisiana	14,825	6,923	47%	16,382	7,472	46%	-1%
Iberia	274	131	48%	275	119	43%	-5%
Iberville	77	32	42%	118	66	56%	14%
Jackson	84	40	48%	71	46	65%	17%
Jefferson	739	434	59%	919	529	58%	-1%
Jefferson Davis	146	59	40%	155	67	43%	3%
Lafayette	678	300	44%	738	328	44%	0%
Lafourche	350	135	39%	360	145	40%	1%
LaSalle	58	23	40%	70	26	37%	-3%
Lincoln	147	69	47%	164	68	41%	-6%
Livingston	359	107	30%	391	134	34%	4%
Madison	45	28	62%	48	22	46%	-16%
Morehouse	83	57	69%	75	33	44%	-25%
Natchitoches	148	79	53%	141	73	52%	-1%
Orleans	1,229	815	66%	1,287	821	64%	-2%
Ouachita	424	222	52%	433	197	45%	-7%
Plaquemines	117	66	56%	112	56	50%	-6%
Pointe Coupee	44	18	41%	59	41	69%	28%
Rapides	467	218	47%	495	226	46%	-1%
Red River	33	22	67%	41	29	71%	4%
Richland	81	50	62%	85	52	61%	-1%
Sabine	85	39	46%	78	36	46%	0%
St. Bernard	151	61	40%	257	128	50%	10%
St. Charles	309	137	44%	242	89	37%	-7%
St. Helena	23	14	61%	29	17	59%	-2%

	Number of Fall 1997 FTF	Fall 1997 Developmental FTF		Number of Fall 1998 FTF	Fall 1998 Developmental FTF		Percentage Points Difference
		Number	Percent		Number	Percent	
Louisiana	14,825	6,923	47%	16,382	7,472	46%	-1%
St. James	119	66	55%	116	71	61%	6%
St. John the Baptist	112	57	51%	106	61	58%	7%
St. Landry	262	146	56%	356	186	52%	-4%
St. Martin	137	69	50%	160	84	53%	3%
St. Mary	214	110	51%	250	138	55%	4%
St. Tammany	642	244	38%	787	208	26%	-12%
Tangipahoa	287	125	44%	408	170	42%	-2%
Tensas	24	20	83%	27	17	63%	-20%
Terrebonne	309	136	44%	389	176	45%	1%
Union	91	54	59%	73	37	51%	-8%
Vermilion	186	107	58%	186	99	53%	-5%
Vernon	161	78	48%	198	95	48%	0%
Washington	63	26	41%	98	56	57%	16%
Webster	160	75	47%	151	90	60%	13%
West Baton Rouge	86	33	38%	95	33	35%	-3%
West Carroll	63	26	41%	71	29	41%	0%
West Feliciana	52	16	31%	54	20	37%	6%
Winn	81	36	44%	83	39	47%	3%
Monroe City	203	135	67%	211	149	71%	4%
Bogalusa City	40	22	55%	63	37	59%	4%
Other Schools*	138	44	32%	214	35	16%	-16%

* In 1998, the "Other Schools" category included Grambling State University Lab High School; Louisiana School for the Deaf; Louisiana School for Mathematics, Science, and the Arts; Louisiana State University Lab School, and Southern University Lab School.

In what developmental subject areas were Fall 1998 enrollments the highest?

Among all 21,577 FTF and across the 29 Louisiana colleges/universities, the 1998 developmental course enrollment rate was highest in mathematics (36%). The enrollment percentages in other subject areas were 20% in English, 11% 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).

In the next section of this report, the public school district developmental rates are broken down into enrollments in the four broad subject areas. When examining these district developmental rates, it is important to realize that the likelihood of a district's graduates enrolling in a particular developmental subject is influenced by the students' choice of a post-secondary institution and the developmental courses offered by the institution.

Most of the Louisiana colleges/universities offered mathematics and/or English developmental courses in Fall 1998, but developmental reading and other developmental courses were offered by fewer colleges/universities. Therefore, if most of a particular district's graduates enroll at a university that does not offer developmental reading, that district will tend to have a lower developmental reading rate than a district that sends most of its graduates to 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.

How does the percentage of 1998 first-time freshmen who were enrolled in developmental courses vary among the public school districts?

Exhibit 12 presents additional information, by public school district, on the developmental enrollment rates of the 1997-98 public high school graduates who were first-time freshmen in the Fall of 1998.

Across all Louisiana public school districts, developmental rates among Fall 1998 first-time freshmen were highest in the category of mathematics, with the state public school developmental rate equaling 38%. Among the public school districts, the lowest developmental mathematics rate was 22%, while the highest rate was 63%. Forty-one of the public school districts had 40% or more of their 1998 FTF enrolled in developmental mathematics courses.

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 11% to a high of 52%. Four of the public school districts had 40% or more of their 1998 FTF enrolled in developmental English courses.

For all districts, 13% of the FTF from public schools enrolled in developmental reading. The public school district-level percentages for developmental reading ranged from a low of 0% to a high of 41%. Only one district had no FTF enrolled in developmental reading and only one other district had more than 40% of its FTF enrolled in developmental reading courses.

Only 7% of the FTF who graduated from Louisiana public schools were enrolled in other developmental courses. Four public districts had no 1998 FTF enrolled in other developmental courses. By comparison, the highest district-level percentage of FTF enrolled in other developmental courses was 22%.

Exhibit 12
Percent of 1998 Developmental FTF, by Public School
District and Subjects

Exhibit 12 of 1998 Developmental FTF, by Public School District and Subjects							1998 Percent* of FTF enrolled in D		
							Mathematics	English	Reading
					Louisiana				
	1998 Percent* of FTF enrolled in Developmental				Other	1998 Percent* of Developmental FTF			
	Mathematics	English	Reading						
Louisiana	38%	23%	13%	7%	Jefferson Davis	46%	38%	19%	5%
Acadia	49%	25%	6%	4%	Lafayette	53%	40%	18%	8%
Allen	47%	25%	4%	5%	Lafourche	50%	33%	17%	14%
Ascension	27%	19%	10%	7%	LaSalle	36%	27%	17%	10%
Assumption	34%	22%	16%	4%	Lincoln	45%	29%	11%	3%
Avoyelles	46%	14%	14%	3%	Livingston	49%	28%	14%	7%
Beauregard	39%	15%	6%	5%	Madison	42%	33%	29%	25%
Bienville	40%	20%	9%	5%	Morehouse	42%	32%	19%	19%
Bossier	37%	25%	8%	7%	Natchitoches	43%	42%	28%	9%
Caddo	27%	27%	8%	6%	Orleans	42%	55%	36%	24%
Calcasieu	30%	16%	3%	3%	Ouachita	33%	40%	18%	11%
Caldwell	55%	21%	18%	9%	Plaquemines	64%	43%	25%	15%
Cameron	29%	18%	0%	0%	Pointe Coupee	43%	63%	34%	25%
Catahoula	48%	19%	28%	0%	Rapides	58%	42%	19%	15%
Claiborne	47%	31%	31%	1%	Red River	60%	63%	46%	20%
Concordia	43%	23%	16%	4%	Richland	48%	51%	35%	31%
DeSoto	45%	34%	20%	8%	Sabine	59%	38%	18%	10%
East Baton Rouge	26%	16%	13%	3%	St. Bernard	33%	40%	26%	14%
East Carroll	59%	52%	41%	0%	St. Charles	79%	30%	18%	11%
East Feliciana	54%	33%	21%	3%	St. Helena	58%	55%	34%	34%
Evangeline	59%	32%	8%	0%	St. James	67%	50%	32%	28%
Franklin	49%	23%	12%	2%	St. John the Baptist	59%	48%	28%	18%
Grant	48%	24%	8%	3%	St. Landry	50%	46%	29%	10%
Iberia	39%	20%	12%	1%	St. Martin	43%	46%	21%	11%
Iberville	46%	31%	25%	0%	St. Mary	56%	49%	28%	20%

	1998 Percent* of FTF enrolled in Developmental				1998 Percent* of Developmental FTF
	Mathematics	English	Reading	Other	
Louisiana	38%	23%	13%	7%	46%
St. Tammany	22%	12%	6%	5%	26%
Tangipahoa	34%	20%	12%	9%	42%
Tensas	26%	44%	30%	4%	63%
Terrebonne	33%	24%	19%	3%	45%
Union	44%	12%	10%	10%	51%
Vermilion	51%	17%	8%	12%	53%
Vernon	42%	19%	6%	2%	48%
Washington	41%	34%	27%	6%	57%
Webster	52%	32%	11%	15%	60%
West Baton Rouge	26%	17%	15%	2%	35%
West Carroll	31%	20%	11%	1%	41%
West Feliciana	24%	15%	22%	0%	37%
Winn	45%	17%	10%	2%	47%
Monroe City	60%	40%	32%	4%	71%
Bogalusa City	54%	21%	22%	10%	59%
Other Schools**	14 %	9%	7%	0%	16%

* The developmental rates are rounded to whole percentage points.

** In 1998, the "Other Schools" category included Grambling State University Lab High School; Louisiana School for the Deaf; Louisiana School for Mathematics, Science, and the Arts; Louisiana State University Lab School, and Southern University Lab School.

How did public school district developmental rates differ, subject by subject, between Fall 1997 and Fall 1998?

Subject by subject, developmental rates changed slightly between Fall 1997 and Fall 1998. Across all public school districts, the percentage of FTF enrolled in developmental mathematics declined from 40% in Fall 1997 to 38% in Fall 1998. The percentage of FTF who enrolled in developmental English was stable at 23% and the percentage enrolled in developmental reading remained at 13%. However, the percentage of FTF enrolled in other developmental courses increased from 6% (Fall 1997) to 7% (Fall 1998).

Looking at the data subject by subject, Fall 1998 was characterized by less variation in district developmental mathematics rates, but by more variation in developmental rates for English, reading, and other developmental courses. That is, district developmental mathematics rates varied by 53 percentage points in the Fall of 1997 and by 41 percentage points in 1998. The developmental English rates varied by 36 percentage points in Fall 1997, increasing to 41 percentage points in the Fall of 1998. The developmental reading rate range increased from 40 percentage points in 1997 to 41 percentage points in 1998. The district rates for other developmental courses increased in range from 21 percentage points in 1997 to 22 percentage points in 1998.

How did universities vary in the percent of Fall 1998 first-time freshmen who enrolled in developmental course work?

Developmental course offerings and the developmental rates tend to vary, depending on the level of the institution (2-year vs. 4-year), and the source of control (public vs. nonpublic). In fact, Smith (1997) reported that 100% of public 2-year 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 21,577 FTF in Fall 1998; 42% of these freshmen took one or more developmental courses. The percentages of 1998 first-time freshmen (i.e., graduates of public and nonpublic schools combined) enrolled in each subject area were as follows: 36% in developmental mathematics, 20% in developmental English, 11% in developmental reading, and 6% in other developmental courses. The corresponding percentages for the 1997 FTF were 39% in developmental mathematics, 21% in English, 12% in developmental reading, and 6% in other developmental courses.

Eighteen of the 29 participating colleges/universities had 1998 developmental FTF rates that were above 50%. Of the 11 colleges/universities that had a developmental rate below 50%, five are public institutions and six are nonpublic institutions.

Southern University in New Orleans (a 4-year institution with a FTF minority enrollment greater than 99%) had the highest percentage of FTF (92%) enrolled in developmental courses. As might be expected, most of the 2-year public colleges also had very high percentages of developmental first-time freshmen. As illustrated in Exhibit 13, Delgado Community College had 89% of its first-time freshmen enrolled in developmental course work, followed by LSU at Alexandria (86%), South Louisiana Community College (84%), LSU at Eunice (72%), and Bossier Parish Community College (81%).

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 3%, 18%, and 36%. Louisiana's other selective admissions public institution, the University of New Orleans, had a developmental rate of 62% in 1998. (Approximately 38% of the FTF who were enrolled at UNO were members of minority groups.)

Exhibit 13
Fall 1998 FTF, Percent Who Received Developmental Instruction, by Institution and Subject

Systems and Institutions	Description of Systems or Institutions	Total FTF	FTF Enrolled in Developmental Courses		Percent of FTF Enrolled in Developmental Courses			
			Number	Percent	Math.	English	Reading	Other
Louisiana		21,577	9,166	42%	36%	20%	11%	6%
Louisiana Community and Technical College System	Five of the Public Community Colleges							
Baton Rouge Community College	Public 2-Year	314	204	65%	50%	44%	38%	0%
Bossier Parish Community College	Public 2-Year	319	257	81%	70%	54%	10%	54%
Delgado Community College	Public 2-Year	828	735	89%	83%	48%	29%	5%
Elaine Nunez Community College	Public 2-Year	157	86	55%	39%	32%	27%	1%
South Louisiana Community College	Public 2-Year	25	21	84%	68%	32%	32%	4%
Louisiana State University System	Five Public Institutions							
LSU at Alexandria	Public 2-Year	220	190	86%	85%	27%	21%	18%
LSU A & M at Baton Rouge	Public 4-Year, Selective Admissions	4,371	127	3%	3%	N/A	N/A	N/A
LSU at Eunice	Public 2-Year	471	341	72%	64%	48%	2%	4%
LSU at Shreveport	Public 4-Year, Selective Admissions	452	81	18%	14%	10%	N/A	N/A
University of New Orleans	Public 4-Year, Selective Admissions	1,009	626	62%	58%	27%	N/A	N/A
Southern University System	Three Public Institutions							
SU A & M at Baton Rouge	Public 4-Year	1,253	528	42%	27%	19%	21%	N/A
SU at New Orleans	Public 4-Year	230	212	92%	63%	43%	46%	29%
SU at Shreveport	Public 2-Year	156	109	70%	0%	70%	0%	0%

Systems and Institutions	Description of Systems or Institutions	Total FTF	FTF Enrolled in Developmental Courses		Percent of FTF Enrolled in Developmental Courses			
			Number	Percent	Math.	English	Reading	Other
Louisiana		21,577	9,166	42%	36%	20%	11%	6%
University of Louisiana System	Eight Public Institutions							
Grambling State University	Public 4-Year	478	253	53%	44%	39%	34%	N/A
Louisiana Tech University	Public 4-Year, Selective Admissions	1,220	434	36%	25%	8%	5%	10%
McNeese State University	Public 4-Year	1,036	401	39%	34%	17%	1%	1%
Nicholls State University	Public 4-Year	1,202	637	53%	38%	31%	24%	N/A
University of Louisiana at Monroe	Public 4-Year	1,237	782	63%	56%	31%	22%	N/A
Northwestern State University	Public 4-Year	946	518	55%	48%	26%	14%	N/A
Southeastern Louisiana University	Public 4-Year	1,689	864	51%	43%	24%	13%	13%
University of Louisiana at Lafayette	Public 4-Year	2,388	1,419	59%	56%	22%	12%	25%
Louisiana Association of Independent Colleges and Universities	Eight Nonpublic Institutions							
Centenary College of Louisiana	Nonpublic 4-Year, Selective Admissions	182	0	0%	N/A	N/A	N/A	N/A
Dillard University	Nonpublic 4-Year	272	98	36%	26%	25%	6%	0%
Louisiana College	Nonpublic 4-Year, Selective Admissions	184	3	2%	2%	N/A	N/A	N/A
Loyola University of New Orleans	Nonpublic 4-Year, Selective Admissions	296	42	14%	14%	2%	N/A	N/A
Our Lady of Holy Cross College	Nonpublic 4-Year, Selective Admissions	84	43	51%	44%	18%	7%	N/A
Our Lady of the Lake College	Nonpublic 4-Year	33	18	55%	33%	21%	N/A	N/A
Tulane University	Nonpublic 4-Year, Selective Admissions	209	0	0%	N/A	N/A	N/A	N/A
Xavier University of Louisiana	Nonpublic 4-Year	316	137	43%	41%	17%	16%	N/A

Two of the selective admission public universities had higher percentages of developmental freshmen in Fall 1998 than in Fall 1997: that is, the developmental rate at Louisiana Tech increased from 32% to 36% and the rate at The University of New Orleans rose from 60% to 62%. The rate for LSU at Shreveport decreased from 20% to 18%, while the rate for LSU at Baton Rouge decreased from 11% to 3%.

Among the participating nonpublic institutions, five indicated they are selective admissions colleges/universities. Two of these (Centenary College and Tulane University) did not offer developmental courses in 1998; thus their developmental rates were 0%. Louisiana College (2%) and Loyola University (14%) both had low percentages of their FTF enrolled in developmental courses in the Fall of 1998.

Other nonpublic institutions with a developmental FTF rate less than 50% were Dillard University (36%) and Xavier University (43%). Southern University in Baton Rouge (42%) and McNeese (39%) were two additional public institutions with a developmental FTF rate that was less than 50% in 1998.

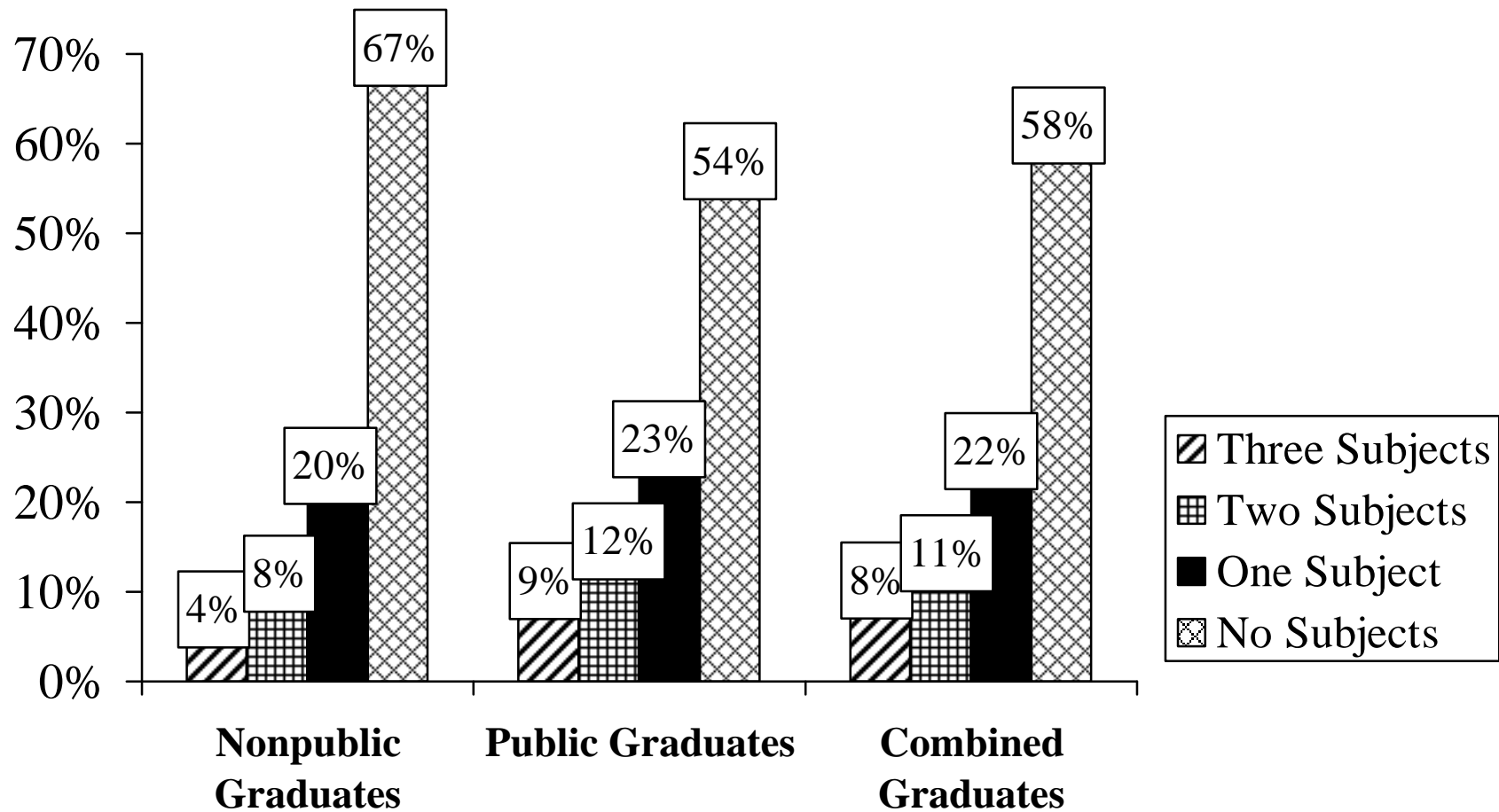
In how many developmental subject areas did Fall 1998 first-time freshmen enroll?

Exhibit 14 shows the percent of Louisiana FTF who enrolled in zero, one, two, or three developmental subjects during the Fall 1998 semester. Statewide, 58% of all first-time freshmen (public and nonpublic high school graduates combined) enrolled in no developmental courses during their first regular semester of college study. Of all Louisiana FTF, 22% enrolled in one developmental subject, 11% 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 areas²

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, 12% enrolled in two, 9% enrolled in three, and fewer than 2% enrolled in all four subjects. By comparison, 20% of FTF who were nonpublic graduates were placed in one developmental subject, 8% were placed in two, and 4% 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., 67% of those graduating from nonpublic schools and 54% of those from public schools) were not enrolled in any developmental courses in Fall 1998.

²Percentages of FTF enrolled in four developmental courses were so small that they could not be presented graphically in Exhibit 14.

Exhibit 14
Percentage of Fall 1998 FTF Enrolled in Developmental Subjects,
by Number of Subjects Taken



What percentage of Fall 1998 first-time freshmen successfully completed the semester?

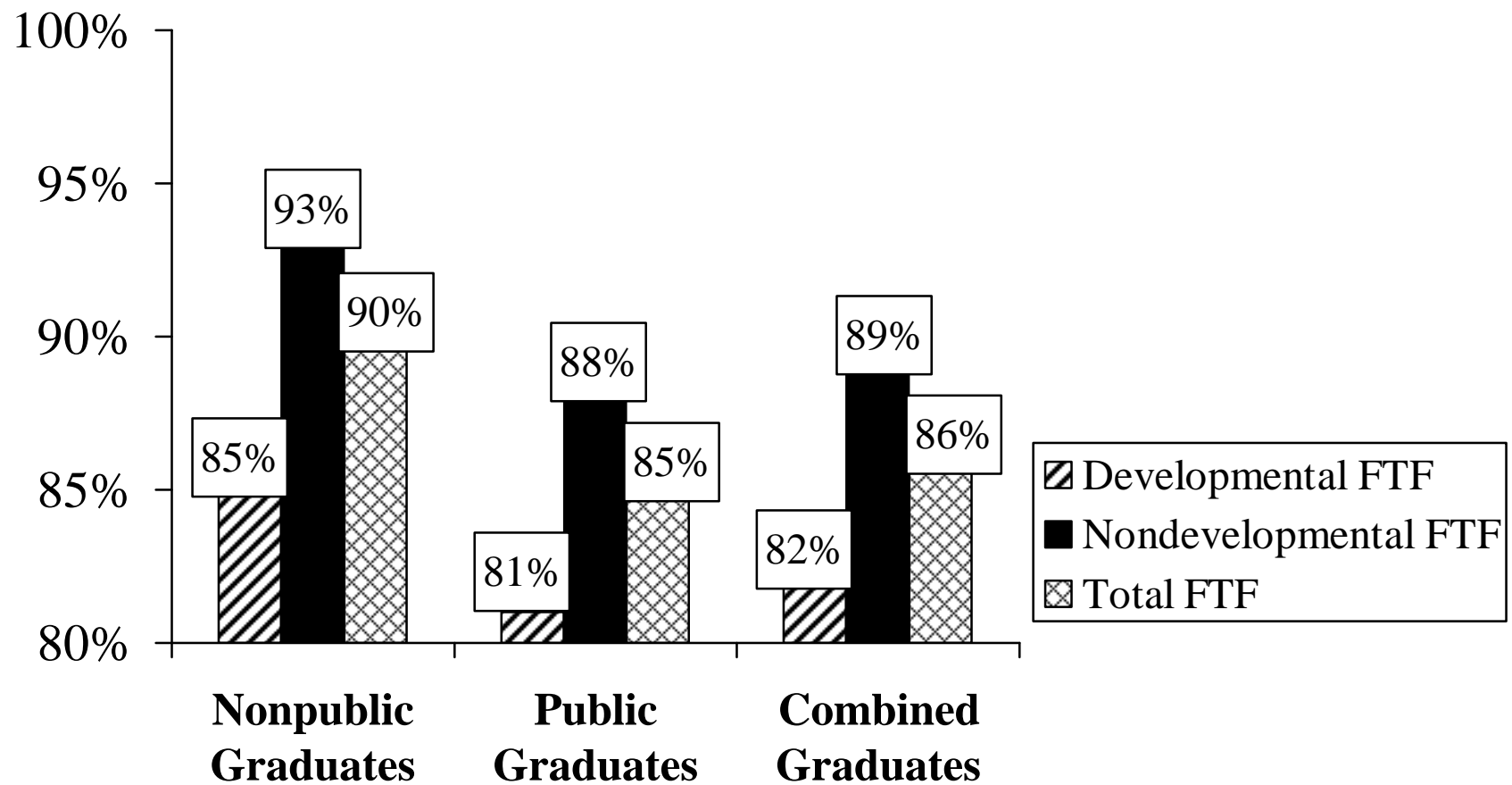
As mentioned in Part I, the *First-Time Freshmen Program* is also collecting data on the percentage of FTF who are “in good academic standing” at the end of the regular Fall semester/quarter (i.e., who complete the semester/quarter and are not on academic probation). Furthermore, the *FTF Program* tests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

Analysis of the Fall 1998 data reveals that 86% of Fall 1998 first-time freshmen (public and nonpublic combined) completed their first regular semester of college course work in good academic standing. The freshmen who did not enroll in 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 82% for their developmental peers.

Similar patterns were found in the performance of first-time freshmen regardless of whether they were public or nonpublic high school graduates. Overall, 85% of Fall 1998 freshmen who were 1997-98 public high school graduates successfully completed their first semester of college course work. The success rate among public school graduates was 88% for nondevelopmental freshmen as compared with 81% for developmental freshmen.

Of the 1997-98 nonpublic high school graduates, 90% were in good academic standing at the end of the Fall 1998 semester. Again, the success rate among nonpublic high school graduates was higher for nondevelopmental freshmen (93%) than for developmental freshmen (85%).

Exhibit 15
Percent of 1998 FTF Who completed the
Semester/Quarter in Good Academic Standing



Part V. 1998 Summary Findings

No single indicator or statistic can convey a truly comprehensive picture of Louisiana's FTF and their preparedness for college/ university course work. However, this study of Louisiana's Fall 1998 FTF indicates some changes in the performance of the 1998 first-time freshmen, as compared with the 1997 first-time freshmen class.

FTF College-Going Rates

- The percentage of public and nonpublic high schools graduates who became Louisiana FTF rose from 43% in Fall 1997 to 46% in Fall 1998. The number of FTF increased from 19,358 (Fall 1997) to 21,577 (Fall 1998).
- The 1998 college-going rates of public (43%) and nonpublic (64%) high school graduates differed. When comparing with the 1997 findings, the college-going rate of public high school graduates was 40% in Fall 1997 but it increased to 43% in Fall 1998. In addition, the percentage of nonpublic school graduates who became FTF rose from 60% in Fall 1997 to 64% in Fall 1998.
- In both 1997 and 1998, 59% of the FTF were women. Ethnicity data suggested that the representation of Black students decreased from 30% in Fall 1997 to 29% in Fall 1998, while White participation rose from 64% to 65%. The participation of other ethnic groups was stable between Fall 1997 and Fall 1998.

FTF Performance on the ACT

- The average ACT composite score among Louisiana's Fall 1998 FTF was 20.2. While this score was lower than the 1998 national average of 21, it was higher than the Louisiana average for the entire 1997-98 high school graduating class (19.5), as well as slightly higher than the Fall 1997 FTF average ACT composite score of 20.
- On the ACT, the Fall 1998 FTF who had graduated from nonpublic schools (21.5) outperformed the freshmen who had graduated from public schools (19.8). FTF who attended Louisiana's nonpublic colleges/universities (22.7) had higher average ACT composite scores than did the FTF who attended Louisiana's public colleges/universities (20) in the Fall of 1998.
- The 1997-98 high school graduates who enrolled in Louisiana's 4-year colleges/universities (public and nonpublic institutions combined) had higher average ACT composite scores (20.5) than did the recent high school graduates who enrolled in Louisiana 2-year colleges (17). These findings lend support to the theory that recent graduates who attend 2-year institutions may be less prepared for a post-secondary education than are students enrolled in 4-year Louisiana colleges/universities.

FTF Developmental Rates

- The percentage of FTF enrolled in one or more developmental courses decreased from 44% in Fall 1997 to 42% in Fall 1998. Over these years, the public high school developmental rate decreased from 47% to 46%. The developmental rate for nonpublic school graduates also decreased from 36% to 33%.
- Of the Fall 1998 FTF who attended Louisiana's 2-year colleges, 78% were enrolled in developmental courses; of the FTF who attended Louisiana's 4-year institutions, 38% were enrolled in developmental courses. Developmental enrollments among all Fall 1998 FTF (including graduates of both public and nonpublic schools) were highest in mathematics (36%), followed by English (20%), reading (11%), and other developmental courses (6%). In Fall 1997, comparable developmental rates were 39% in mathematics, 21% in English, 12% in reading, and 6% in other developmental courses.
- Public school districts continued to have higher percentages of their FTF enrolled in developmental mathematics (38%) than in any other developmental courses. For public school districts, the remaining 1998 developmental rates were as follows: 23% in English, 13% in reading, and 7% in other developmental courses.
- The percentage of FTF (public school graduates) who enrolled in developmental mathematics decreased from 40% in 1997 to 38% in 1998. The percentage of FTF enrolled in developmental English remained stable at 23%, as did the percentage enrolled in developmental reading courses (13%). The developmental rate for other developmental courses rose from 6% in 1997 to 7% in 1998.

FTF In Good Academic Standing

- A total of 21,577 (or 46%) of the 1997-98 high school graduates

enrolled in Louisiana public or nonpublic institutions in Fall 1998. Of the 1998 FTF class, 9,166 freshmen (or 42%) were enrolled in one or more developmental courses. The majority (or 7,472) of the developmental freshmen had graduated from Louisiana public schools, while 1,694 of the developmental freshmen were graduates of nonpublic high schools.

- In general, percentages of FTF finishing the Fall term in good academic standing were higher for graduates of nonpublic high schools (90%) than for graduates of public schools (85%). However, 86% of the entire FTF class finished the Fall 1998 semester/quarter in good academic standing.
- The percentage of FTF in good academic standing was higher among the nondevelopmental freshmen (89%) than among the developmental freshmen (82%). This performance pattern was seen among graduates of both the public high schools (88% of the nondevelopmental freshmen vs. 81% of the developmental freshmen finished in good academic standing) and the nonpublic high schools (93% of the nondevelopmental freshmen vs. 85% of these developmental freshmen finished the Fall 1998 semester in good academic standing.) Thus, high schools that have lower percentages of developmental FTF are probably preparing their college-bound graduates more adequately for a post-secondary education.

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Part VI . Appendix

In addition to this state-level report, each high school will receive a printout that will provide more information on the developmental courses in which their graduates were enrolled in the fall of 1998, 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. An appendix has been prepared to list FTF results for each high school that produced graduates in 1998. The column headings and their meanings are:

Type of School/LEA Location	Identifies groups of public, diocesan, or other nonpublic schools and shows the parish where each school is located
Site Code	Six-digit site code for each school
Name	Label for the Louisiana, the district, or diocesan total rows, or the high school's name
# of Graduates	Number of the 1997-98 graduates
# of FTF	Number of the Fall 1998 first-time freshmen
% of FTF	Percent of graduates who were first-time freshmen in Fall 1998
# of Dev FTF	Number of first-time freshmen who were enrolled in developmental courses in Fall 1998
% of Dev FTF	Percent of first-time freshmen who were enrolled in developmental courses in Fall 1998
# in Good Standing	Number of first-time freshmen who were in good academic standing at the end of the Fall 1998 term
% in Good Standing	Percent of first-time freshmen who were in good academic standing at the end of the Fall 1998 term

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

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

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

Each page of the appendix contains a Louisiana Totals row, which provides totals and percents for the state. Page 47 is an index, which will help readers locate the schools of each district or diocese.

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Louisiana Schools That Produced Fall 1998 First-Time College Freshmen

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
Acadia Public Schools									
	001005	Church Point High School	105	41	39%	20	49%	32	78%
	001007	Crowley High School	144	37	26%	22	59%	27	73%
	001015	Iota High School	93	39	42%	15	38%	35	90%
	001017	Midland High School	57	19	33%	15	79%	17	89%
	001021	Rayne High School	145	43	30%	23	53%	33	77%
		District Totals	544	179	33%	95	53%	144	80%
Allen Public Schools									
	002001	Elizabeth High School	18	12	67%	7	58%	9	75%
	002002	Fairview High School	21	6	29%	3	50%	4	67%
	002004	Kinder High School	75	31	41%	13	42%	29	94%
	002006	Oakdale High School	69	31	45%	15	48%	26	84%
	002009	Oberlin High School	38	16	42%	11	69%	10	63%
	002010	Reeves High School	20	7	35%	3	43%	5	71%
		District Totals	241	103	43%	52	50%	83	81%
Ascension Public Schools									
	003003	Donaldsonville High School	109	54	50%	36	67%	37	69%
	003005	East Ascension High School	245	111	45%	28	25%	97	87%
	003014	St. Amant High School	382	157	41%	51	32%	135	86%
		District Totals	736	322	44%	115	36%	269	84%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
Assumption Public Schools									
	004001	Assumption High School	179	74	41%	33	45%	66	89%
	District Totals		179	74	41%	33	45%	66	89%
Avoyelles Public Schools									
	005004	Bunkie High School	96	50	52%	26	52%	45	90%
	005016	Marksville High School	134	43	32%	20	47%	42	98%
	005018	Avoyelles High School	105	32	30%	15	47%	26	81%
	District Totals		335	125	37%	61	49%	113	90%
Beauregard Public Schools									
	006002	DeRidder High School	169	71	42%	38	54%	57	80%
	006004	East Beauregard High School	67	20	30%	9	45%	16	80%
	006007	Hyatt High School	14	4	29%	2	50%	3	75%
	006008	Merryville High School	43	15	35%	2	13%	14	93%
	006010	Singer High School	19	3	16%	1	33%	3	100%
	006011	South Beauregard High Sch.	71	29	41%	7	24%	25	86%
	District Totals		383	142	37%	59	42%	118	83%
Bienville Public Schools									
	007001	Arcadia High School	48	16	33%	11	69%	15	94%
	007002	Bienville High School	9	7	78%	1	14%	7	100%
	007003	Castor High School	35	14	40%	5	36%	10	71%
	007006	Gibbsland-Coleman High Sch.	21	10	48%	4	40%	10	100%
	007008	Ringgold High School	38	14	37%	3	21%	11	79%
	007009	Saline High School	21	4	19%	3	75%	3	75%
	District Totals		172	65	38%	27	42%	56	86%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
Bossier Public Schools									
	008001	Airline High School	262	136	52%	56	41%	115	85%
	008006	Benton High School	138	55	40%	31	56%	46	84%
	008009	Bossier High School	131	41	31%	17	41%	33	80%
	008017	Haughton High School	201	99	49%	40	40%	92	93%
	008020	Parkway High School	223	113	51%	44	39%	98	87%
	008022	Plain Dealing High School	25	3	12%	2	67%	3	100%
	008035	Bossier Achievement Center	18	0	0%	0	0%	0	0%
	008037	Bossier Parish Altn. School	2	0	0%	0	0%	0	0%
	District Totals		1,000	447	45%	190	43%	387	87%
Caddo Public Schools									
	009008	C. E. Byrd High School	410	256	62%	87	34%	222	87%
	009012	Caddo Parish Magnet H. S.	324	183	56%	33	18%	168	92%
	009013	Captain Shreve High School	196	110	56%	40	36%	88	80%
	009022	Fair Park High School	125	40	32%	23	58%	25	63%
	009025	Green Oaks High School	108	42	39%	23	55%	25	60%
	009031	Huntington High School	222	105	47%	53	50%	85	81%
	009042	North Caddo High School	91	16	18%	6	38%	14	88%
	009045	Northwood High School	176	76	43%	45	59%	62	82%
	009059	Southwood High School	347	143	41%	67	47%	113	79%
	009069	Booker T. Washington H. S.	153	53	35%	36	68%	31	58%
	009073	Woodlawn High School	144	40	28%	29	73%	34	85%
	009076	Hamilton Terrace Learning Center	46	6	13%	6	100%	5	83%
	District Totals		2,342	1,070	46%	448	42%	872	81%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
Calcasieu Public Schools									
	010003	Alfred M. Barbe High School	362	224	62%	64	29%	195	87%
	010004	Bell City High School	32	8	25%	4	50%	5	63%
	010014	DeQuincy High School	71	31	44%	7	23%	26	84%
	010025	Sam Houston High School	197	108	55%	23	21%	98	91%
	010026	Iowa High School	106	40	38%	10	25%	39	98%
	010031	Lake Charles/Boston H. S.	118	43	36%	32	74%	34	79%
	010033	LaGrange High School	231	107	46%	52	49%	91	85%
	010051	Starks High School	17	3	18%	1	33%	3	100%
	010052	Sulphur High School	370	170	46%	35	21%	149	88%
	010056	Vinton High School	67	22	33%	9	41%	21	95%
	010058	Washington/Marion Magnet High School	147	73	50%	40	55%	57	78%
	010064	Westlake High School	112	55	49%	19	35%	48	87%
	010070	Calcasieu P.M. High School	7	0	0%	0	0%	0	0%
		District Totals	1,837	884	48%	296	33%	766	87%
Caldwell Public Schools									
	011001	Caldwell Parish High School	95	33	35%	21	64%	32	97%
		District Totals	95	33	35%	21	64%	32	97%
Cameron Public Schools									
	012003	Grand Lake High School	34	17	50%	2	12%	12	71%
	012004	Hackberry High School	31	10	32%	3	30%	9	90%
	012005	Johnson Bayou High School	15	4	27%	2	50%	3	75%
	012007	South Cameron High School	71	20	28%	15	75%	17	85%
		District Totals	151	51	34%	22	43%	41	80%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
Catahoula Public Schools									
	013001	Block High School	51	23	45%	15	65%	21	91%
	013002	Central High School	6	4	67%	1	25%	4	100%
	013005	Harrisonburg High School	38	18	47%	8	44%	16	89%
	013011	Sicily Island High School	29	19	66%	13	68%	17	89%
	District Totals		124	64	52%	37	58%	58	91%
Claiborne Public Schools									
	014002	Athens High School	7	0	0%	0	0%	0	0%
	014004	Haynesville High School	52	16	31%	8	50%	13	81%
	014007	Homer High School	67	35	52%	25	71%	35	100%
	014009	Junction City High School	8	0	0%	0	0%	0	0%
	014010	Pineview High School	14	6	43%	3	50%	6	100%
	014011	Summerfield High School	17	5	29%	1	20%	5	100%
	District Totals		165	62	38%	37	60%	59	95%
Concordia Public Schools									
	015002	Ferriday High School	96	32	33%	19	59%	25	78%
	015006	Monterey High School	27	9	33%	3	33%	9	100%
	015008	Vidalia High School	77	28	36%	11	39%	27	96%
	District Totals		200	69	35%	33	48%	61	88%
DeSoto Public Schools									
	016004	Logansport High School	43	18	42%	12	67%	18	100%
	016007	Mansfield High School	116	40	34%	23	58%	31	78%
	016008	Pelican All Saints High Sch.	9	4	44%	4	100%	4	100%
	016010	Stanley High School	20	5	25%	3	60%	5	100%
	016012	North DeSoto High School	78	34	44%	18	53%	30	88%
	District Totals		266	101	38%	60	59%	88	87%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
East Baton Rouge Public Schools									
	017004	Baker High School	145	69	48%	33	48%	50	72%
	017008	Baton Rouge Magnet H.S.	221	179	81%	8	4%	163	91%
	017010	Belaire High School	215	136	63%	40	29%	112	82%
	017016	Broadmoor Senior High Sch.	153	92	60%	37	40%	75	82%
	017021	Capitol Senior High School	124	40	32%	20	50%	21	53%
	017023	Central High School	214	126	59%	41	33%	115	91%
	017038	Glen Oaks Senior High Sch.	236	113	48%	70	62%	63	56%
	017045	Istrouma Senior High School	191	62	32%	37	60%	33	53%
	017052	Robert E. Lee High School	192	102	53%	39	38%	71	70%
	017056	McKinley Senior High School	231	131	57%	25	19%	109	83%
	017063	Northdale Alternative Magnet Academy	31	6	19%	5	83%	3	50%
	017065	Northeast High School	76	16	21%	6	38%	12	75%
	017079	Scotlandville Magnet H. S.	175	129	74%	14	11%	112	87%
	017088	Tara High School	162	59	36%	29	49%	43	73%
	017102	Woodlawn High School	220	120	55%	42	35%	98	82%
	017104	Zachary High School	249	136	55%	55	40%	119	88%
	017109	Baton Rouge Marine Institute	10	0	0%	0	0%	0	0%
	District Totals		2,845	1,516	53%	501	33%	1,199	79%
East Carroll Public Schools									
	018002	Lake Providence Senior H.S.	82	23	28%	17	74%	20	87%
	018003	Monticello High School	17	6	35%	6	100%	6	100%
	District Totals		99	29	29%	23	79%	26	90%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
East Feliciana Public Schools									
	019001	Clinton High School	92	33	36%	19	58%	19	58%
	019007	Jackson School Complex	56	15	27%	9	60%	13	87%
	District Totals		148	48	32%	28	58%	32	67%
Evangeline Public Schools									
	020001	Basile High School	34	13	38%	10	77%	11	85%
	020002	Bayou Chicot High School	28	12	43%	9	75%	11	92%
	020004	Chataignier High School	16	3	19%	3	100%	3	100%
	020008	Mamou High School	50	27	54%	15	56%	19	70%
	020010	Pine Prairie High School	28	13	46%	7	54%	11	85%
	020013	Vidrine High School	26	17	65%	10	59%	14	82%
	020014	Ville Platte High School	89	29	33%	22	76%	16	55%
	District Totals		271	114	42%	76	67%	85	75%
Franklin Public Schools									
	021002	Crowville High School	73	24	33%	15	63%	22	92%
	021007	Winnsboro High School	108	44	41%	23	52%	37	84%
	021012	Wisner High School	52	15	29%	11	73%	14	93%
	District Totals		233	83	36%	49	59%	73	88%
Grant Public Schools									
	022004	Georgetown High School	23	7	30%	2	29%	7	100%
	022005	Grant High School	103	44	43%	23	52%	41	93%
	022006	Montgomery High School	28	11	39%	6	55%	9	82%
	District Totals		154	62	40%	31	50%	57	92%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
Iberia Public Schools									
	023007	Delcambre High School	46	22	48%	7	32%	21	95%
	023015	Jeanerette Senior High Sch.	84	26	31%	9	35%	20	77%
	023020	Loreauville High School	52	15	29%	8	53%	14	93%
	023024	New Iberia Senior High Sch.	493	212	43%	95	45%	184	87%
	District Totals		675	275	41%	119	43%	239	87%
Iberville Public Schools									
	024010	Plaquemine Senior High Sch.	145	84	58%	47	56%	61	73%
	024017	White Castle High School	35	15	43%	10	67%	10	67%
	024023	North Iberville Elem./H. S.	25	11	44%	6	55%	5	45%
	024025	East Iberville Elem./H. S.	20	8	40%	3	38%	6	75%
	District Totals		225	118	52%	66	56%	82	69%
Jackson Public Schools									
	025001	Chatham High School	18	1	6%	0	0%	0	0%
	025005	Jonesboro-Hodge High Sch.	73	34	47%	27	79%	30	88%
	025007	Quitman High School	52	25	48%	14	56%	25	100%
	025010	Weston High School	31	11	35%	5	45%	11	100%
	District Totals		174	71	41%	46	65%	66	93%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
Jefferson Public Schools									
	026010	Alfred Bonnabel High School	338	126	37%	86	68%	115	91%
	026022	East Jefferson High School	232	102	44%	53	52%	98	96%
	026023	John Ehret High School	515	195	38%	112	57%	159	82%
	026029	Fisher Middle/High School	77	37	48%	28	76%	34	92%
	026031	Grand Isle High School	18	9	50%	4	44%	9	100%
	026045	L. W. Higgins High School	381	119	31%	69	58%	100	84%
	026051	Grace King High School	279	121	43%	57	47%	116	96%
	026068	Riverdale High School	215	79	37%	39	49%	72	91%
	026080	West Jefferson High School	424	131	31%	81	62%	101	77%
	District Totals		2,479	919	37%	529	58%	804	87%
Jefferson Davis Public Schools									
	027001	Elton High School	31	13	42%	4	31%	12	92%
	027004	Hathaway High School	38	17	45%	8	47%	11	65%
	027006	Jennings High School	117	57	49%	31	54%	44	77%
	027010	Lacassine Elem/High School	40	15	38%	5	33%	12	80%
	027012	Lake Arthur High School	69	28	41%	12	43%	20	71%
	027014	Welsh High School	64	25	39%	7	28%	21	84%
	District Totals		359	155	43%	67	43%	120	77%
Lafayette Public Schools									
	028002	Acadiana High School	365	166	45%	85	51%	143	86%
	028010	Carencro High School	270	99	37%	42	42%	92	93%
	028011	O. Comeaux High School	334	166	50%	72	43%	154	93%
	028019	Lafayette High School	417	210	50%	79	38%	189	90%
	028027	Northside High School	200	97	49%	50	52%	85	88%
	District Totals		1,586	738	47%	328	44%	663	90%

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LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
Lafourche Public Schools									
	029003	Central Lafourche High Sch.	296	109	37%	44	40%	99	91%
	029026	South Lafourche High School	265	132	50%	47	36%	121	92%
	029029	Thibodaux High School	296	119	40%	54	45%	105	88%
	District Totals		857	360	42%	145	40%	325	90%
LaSalle Public Schools									
	030004	Jena High School	110	53	48%	17	32%	49	92%
	030006	LaSalle High School	59	17	29%	9	53%	15	88%
	District Totals		169	70	41%	26	37%	64	91%
Lincoln Public Schools									
	031003	Choudrant High School	34	13	38%	5	38%	13	100%
	031005	Dubach High School	23	8	35%	3	38%	8	100%
	031013	Ruston High School	220	127	58%	53	42%	122	96%
	031014	Simsboro High School	30	16	53%	7	44%	14	88%
	District Totals		307	164	53%	68	41%	157	96%
Livingston Public Schools									
	032002	Albany High School	85	26	31%	16	62%	22	85%
	032005	Denham Springs High School	328	156	48%	44	28%	143	92%
	032008	Doyle High School	40	12	30%	4	33%	12	100%
	032009	French Settlement High Sch.	45	17	38%	10	59%	16	94%
	032012	Holden High School	30	12	40%	3	25%	12	100%
	032014	Live Oak High School	145	61	42%	22	36%	51	84%
	032016	Pine Ridge School	2	0	0%	0	0%	0	0%
	032017	Maurepas School	35	14	40%	7	50%	12	86%
	032023	Springfield High School	41	19	46%	11	58%	12	63%
	032024	Walker High School	190	74	39%	17	23%	63	85%
	District Totals		941	391	42%	134	34%	343	88%

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LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
Madison Public Schools									
	033002	Reuben McCall Senior H. S.	89	32	36%	15	47%	28	88%
	033004	Tallulah High School	53	15	28%	7	47%	14	93%
	033005	Thomastown School	12	1	8%	0	0%	0	0%
	033009	Westside High School	4	0	0%	0	0%	0	0%
	033010	Christian Acres Altn. School	4	0	0%	0	0%	0	0%
	District Totals		162	48	30%	22	46%	42	88%
Morehouse Public Schools									
	034002	Bastrop High School	180	65	36%	29	45%	60	92%
	034010	Delta High School	33	10	30%	4	40%	9	90%
	District Totals		213	75	35%	33	44%	69	92%
Natchitoches Public Schools									
	035009	Natchitoches Central H. S.	227	111	49%	54	49%	100	90%
	035026	Lakeview Junior-Senior H. S.	84	30	36%	19	63%	22	73%
	District Totals		311	141	45%	73	52%	122	87%

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LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
Orleans Public Schools									
	036002	Marion Abramson Sr. H. S.	282	102	36%	87	85%	85	83%
	036016	G. W. Carver Senior H. S.	108	20	19%	15	75%	13	65%
	036020	Joseph S. Clark Senior H. S.	113	30	27%	24	80%	26	87%
	036022	Walter L. Cohen High School	135	14	10%	12	86%	10	71%
	036035	Warren Easton Fundamental Senior High School	336	149	44%	107	72%	110	74%
	036042	Alcee Fortier High School	151	39	26%	30	77%	27	69%
	036043	Benjamin Franklin Sr. H. S.	191	71	37%	1	1%	71	100%
	036064	Edna Karr Magnet School	142	85	60%	34	40%	71	84%
	036065	John F. Kennedy Sr. H. S.	284	107	38%	96	90%	78	73%
	036069	L. B. Landry High School	139	39	28%	31	79%	27	69%
	036072	Lawless High School	105	41	39%	34	83%	32	78%
	036088	McDonogh #35 Senior H. S.	296	184	62%	85	46%	136	74%
	036095	John McDonogh Senior H. S.	244	61	25%	48	79%	42	69%
	036096	McMain Magnet Secondary School	201	129	64%	42	33%	105	81%
	036102	Fredrick A. Douglass H. S.	194	33	17%	30	91%	28	85%
	036110	Rabouin Career Magnet H.S.	126	45	36%	40	89%	42	93%
	036121	O. Perry Walker School	149	34	23%	28	82%	26	76%
	036122	Booker T. Washington Sch.	61	14	23%	13	93%	12	86%
	036152	Sarah Towels Reed H. S.	241	90	37%	64	71%	70	78%
		District Totals	3,498	1,287	37%	821	64%	1,011	79%

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LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
Ouachita Public Schools									
	037019	Ouachita Parish High School	261	147	56%	75	51%	135	92%
	037025	Richardson High School/ Alternative Program	42	1	2%	1	100%	0	0%
	037032	Sterlington High School	51	26	51%	12	46%	24	92%
	037036	West Monroe High School	339	180	53%	73	41%	172	96%
	037046	West Ouachita High School	176	79	45%	36	46%	74	94%
		District Totals	869	433	50%	197	45%	405	94%
Plaquemines Public Schools									
	038001	Belle Chasse High School	102	53	52%	30	57%	46	87%
	038003	Boothville-Venice School	21	6	29%	2	33%	3	50%
	038004	Buras High School	70	33	47%	14	42%	32	97%
	038006	Phoenix High School	24	6	25%	3	50%	6	100%
	038007	Port Sulphur High School	39	14	36%	7	50%	13	93%
		District Totals	256	112	44%	56	50%	100	89%
Pointe Coupee Public Schools									
	039003	Livonia High School	42	16	38%	8	50%	15	94%
	039014	Pointe Coupee Central H. S.	121	43	36%	33	77%	25	58%
		District Totals	163	59	36%	41	69%	40	68%

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LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
Rapides Public Schools									
	040003	Alexandria Senior High Sch.	178	106	60%	42	40%	105	99%
	040006	Bolton High School	155	57	37%	22	39%	55	96%
	040011	Buckeye High School	67	20	30%	14	70%	19	95%
	040014	Glenmora High School	36	9	25%	2	22%	8	89%
	040019	Kelso Redirection Academy	1	0	0%	0	0%	0	0%
	040028	Oak Hill High School	32	13	41%	7	54%	12	92%
	040030	Peabody Magnet High School	213	101	47%	69	68%	82	81%
	040033	Pineville High School	173	98	57%	31	32%	95	97%
	040035	Plainview High School	16	6	38%	5	83%	6	100%
	040048	Tioga High School	146	64	44%	20	31%	64	100%
	040055	Northwood High School	24	12	50%	7	58%	12	100%
	040059	Ewell S. Aiken Optional Sch.	94	9	10%	7	78%	7	78%
	District Totals		1,135	495	44%	226	46%	465	94%
Red River Public Schools									
	041002	Coushatta High School	66	23	35%	19	83%	20	87%
	041003	Hall Summit School	11	7	64%	6	86%	7	100%
	041004	Martin High School	21	11	52%	4	36%	11	100%
	District Totals		98	41	42%	29	71%	38	93%
Richland Public Schools									
	042001	Delhi High School	72	28	39%	24	86%	24	86%
	042006	Mangham High School	56	25	45%	12	48%	21	84%
	042008	Rayville High School	82	32	39%	16	50%	28	88%
	042011	Richland Special School	1	0	0%	0	0%	0	0%
	District Totals		211	85	40%	52	61%	73	86%
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LOUISIANA TOTALS		46,488	21,577	46%	9,166	42%	18,604	86%
Sabine Public Schools								
043001	Converse High School	26	10	38%	5	50%	9	90%
043002	Ebarb School	13	2	15%	1	50%	2	100%
043004	Florien High School	33	10	30%	6	60%	10	100%
043006	Many High School	58	28	48%	12	43%	22	79%
043008	Negreet High School	19	6	32%	2	33%	6	100%
043010	Pleasant Hill High School	24	4	17%	3	75%	4	100%
043012	Zwolle High School	50	18	36%	7	39%	17	94%
District Totals		223	78	35%	36	46%	70	90%
St. Bernard Public Schools								
044006	Chalmette High School	196	92	47%	40	43%	68	74%
044009	Andrew Jackson Fundamental High School	232	130	56%	70	54%	106	82%
044015	St. Bernard High School	107	35	33%	18	51%	25	71%
044019	NOVA Academy	2	0	0%	0	0%	0	0%
District Totals		537	257	48%	128	50%	199	77%
St. Charles Public Schools								
045003	Destrehan High School	282	138	49%	56	41%	121	88%
045005	Hahnville High School	232	104	45%	33	32%	92	88%
District Totals		514	242	47%	89	37%	213	88%
St. Helena Public Schools								
046002	St. Helena Central High Sch.	69	29	42%	17	59%	18	62%
District Totals		69	29	42%	17	59%	18	62%

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LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
St. James Public Schools									
	047004	Lutcher High School	110	57	52%	28	49%	45	79%
	047008	St. James High School	135	59	44%	43	73%	39	66%
	District Totals		245	116	47%	71	61%	84	72%
St. John the Baptist Public Schools									
	048001	East St. John High School	244	91	37%	49	54%	81	89%
	048013	West St. John High School	51	15	29%	12	80%	11	73%
	District Totals		295	106	36%	61	58%	92	87%
St. Landry Public Schools									
	049010	Eunice High School	204	89	44%	52	58%	70	79%
	049032	Opelousas Senior High Sch.	207	97	47%	57	59%	73	75%
	049038	Port Barre High School	87	39	45%	17	44%	33	85%
	049051	North Central High School	52	12	23%	8	67%	5	42%
	049052	Beau Chene High School	150	69	46%	27	39%	63	91%
	049053	Northwest High School	124	50	40%	25	50%	42	84%
	District Totals		824	356	43%	186	52%	286	80%
St. Martin Public Schools									
	050004	Breaux Bridge High School	136	55	40%	27	49%	50	91%
	050008	Cecilia High School	108	44	41%	19	43%	36	82%
	050017	St. Martinville Senior H. S.	186	61	33%	38	62%	52	85%
	District Totals		430	160	37%	84	53%	138	86%

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LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
St. Mary Public Schools									
	051006	Berwick High School	98	52	53%	25	48%	36	69%
	051007	Centerville High School	39	13	33%	5	38%	11	85%
	051012	Franklin Senior High School	180	72	40%	52	72%	57	79%
	051021	Morgan City High School	173	67	39%	36	54%	54	81%
	051024	Patterson High School	94	46	49%	20	43%	43	93%
	District Totals		584	250	43%	138	55%	201	80%
St. Tammany Public Schools									
	052013	Covington High School	293	139	47%	45	32%	125	90%
	052026	Mandeville High School	282	166	59%	46	28%	156	94%
	052029	Pearl River High School	92	30	33%	11	37%	25	83%
	052035	Salmen High School	184	68	37%	27	40%	58	85%
	052037	Slidell High School	377	182	48%	50	27%	163	90%
	052039	Northshore High School	247	130	53%	22	17%	119	92%
	052052	Fontainebleau High School	259	72	28%	7	10%	65	90%
	District Totals		1,734	787	45%	208	26%	711	90%
Tangipahoa Public Schools									
	053002	Amite High School	145	55	38%	33	60%	43	78%
	053009	Hammond High School	225	120	53%	60	50%	101	84%
	053012	Independence High School	103	36	35%	23	64%	35	97%
	053015	Kentwood High School	40	12	30%	8	67%	11	92%
	053017	Loranger High School	81	29	36%	6	21%	27	93%
	053024	Ponchatoula High School	262	134	51%	36	27%	123	92%
	053029	Jewel M. Sumner High Sch.	66	20	30%	3	15%	18	90%
	053044	Tangipahoa Parish Magnet High School	30	2	7%	1	50%	1	50%
	District Totals		952	408	43%	170	42%	359	88%

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LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
Tensas Public Schools									
	054001	Davidson High School	16	5	31%	5	100%	1	20%
	054003	Newellton High School	39	17	44%	9	53%	15	88%
	054006	Waterproof High School	16	5	31%	3	60%	4	80%
	District Totals		71	27	38%	17	63%	20	74%
Terrebonne Public Schools									
	055005	H. L. Bourgeois High School	291	108	37%	48	44%	86	80%
	055013	Ellender Memorial High Sch.	256	89	35%	40	45%	77	87%
	055034	South Terrebonne High Sch.	222	80	36%	34	43%	70	88%
	055036	Terrebonne High School	270	112	41%	54	48%	95	85%
	055045	Genesis-Alternative H. S.	19	0	0%	0	0%	0	0%
	District Totals		1,058	389	37%	176	45%	328	84%
Union Public Schools									
	056001	Bernice High School	43	11	26%	7	64%	11	100%
	056002	Downsville High School	27	9	33%	3	33%	9	100%
	056004	Farmerville High School	105	37	35%	17	46%	34	92%
	056009	Linville High School	14	2	14%	1	50%	2	100%
	056010	Marion High School	14	4	29%	3	75%	3	75%
	056012	Spearsville High School	34	10	29%	6	60%	9	90%
	District Totals		237	73	31%	37	51%	68	93%

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LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
Vermilion Public Schools									
	057001	Abbeville High School	147	54	37%	34	63%	48	89%
	057006	Erath High School	96	42	44%	23	55%	38	90%
	057008	Gueydan High School	40	16	40%	4	25%	15	94%
	057013	Kaplan High School	117	27	23%	14	52%	23	85%
	057016	North Vermilion High School	87	43	49%	23	53%	40	93%
	057018	Pecan Island High School	10	4	40%	1	25%	4	100%
	District Totals		497	186	37%	99	53%	168	90%
Vernon Public Schools									
	058001	Anacoco High School	48	18	38%	5	28%	16	89%
	058003	Evans School	27	6	22%	3	50%	5	83%
	058004	Hicks School	23	3	13%	1	33%	3	100%
	058005	Hornbeck School	21	9	43%	6	67%	9	100%
	058006	Leesville High School	221	97	44%	50	52%	85	88%
	058007	Leesville Junior High School	21	0	0%	0	0%	0	0%
	058009	Pickering High School	74	21	28%	6	29%	20	95%
	058010	Pitkin High School	28	13	46%	8	62%	10	77%
	058012	Rosepine High School	64	20	31%	11	55%	18	90%
	058013	Simpson School	19	11	58%	5	45%	8	73%
	058020	Vernon Parish Optional Sch.	1	0	0%	0	0%	0	0%
	District Totals		547	198	36%	95	48%	174	88%

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LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
Washington Public Schools									
	059006	Franklinton High School	108	50	46%	27	54%	39	78%
	059007	Mt. Hermon School	38	12	32%	6	50%	11	92%
	059008	Pine High School	77	21	27%	15	71%	19	90%
	059011	Varnado High School	53	15	28%	8	53%	10	67%
	District Totals		276	98	36%	56	57%	79	81%
Webster Public Schools									
	060004	Cotton Valley High School	26	14	54%	10	71%	12	86%
	060005	Doyline High School	26	9	35%	5	56%	5	56%
	060011	Webster Parish Altn. Sch.	17	0	0%	0	0%	0	0%
	060012	Minden High School	175	72	41%	41	57%	65	90%
	060015	Sarepta High School	27	9	33%	7	78%	7	78%
	060017	Shongaloo High School	16	4	25%	1	25%	2	50%
	060018	Sibley High School	52	14	27%	9	64%	14	100%
	060019	Springhill High School	89	29	33%	17	59%	27	93%
	District Totals		428	151	35%	90	60%	132	87%
West Baton Rouge Public Schools									
	061001	Brusly High School	109	72	66%	22	31%	58	81%
	061008	Port Allen High School	100	23	23%	11	48%	12	52%
	District Totals		209	95	45%	33	35%	70	74%
West Carroll Public Schools									
	062001	Epps High School	27	14	52%	7	50%	11	79%
	062003	Forest School	28	16	57%	2	13%	15	94%
	062005	Kilbourne High School	26	12	46%	7	58%	11	92%
	062006	Oak Grove High School	49	29	59%	13	45%	25	86%
	District Totals		130	71	55%	29	41%	62	87%

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LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
West Feliciana Public Schools									
	063003	West Feliciana High School	109	54	50%	20	37%	40	74%
		District Totals	109	54	50%	20	37%	40	74%
Winn Public Schools									
	064001	Atlanta School	15	9	60%	4	44%	8	89%
	064002	Calvin High School	23	12	52%	7	58%	10	83%
	064003	Dodson High School	27	6	22%	5	83%	6	100%
	064009	Winnfield Senior High School	107	56	52%	23	41%	50	89%
		District Totals	172	83	48%	39	47%	74	89%
Monroe City Public Schools									
	065002	Carroll High School	115	44	38%	33	75%	36	82%
	065014	Neville High School	179	96	54%	64	67%	87	91%
	065018	Wossman High School	168	71	42%	52	73%	60	85%
		District Totals	462	211	46%	149	71%	183	87%
Bogalusa City Public Schools									
	066002	Bogalusa High School	176	63	36%	37	59%	48	76%
		District Totals	176	63	36%	37	59%	48	76%
Other Public Schools									
East Baton Rouge	X03001	LSU Lab School	77	34	44%	0	0%	33	97%
East Baton Rouge	X04001	Southern Univ. Lab School	58	42	72%	19	45%	24	57%
East Baton Rouge	304001	LA School for the Deaf	7	1	14%	1	100%	1	100%
Lincoln	X10002	Grambling State University Lab High School	43	33	77%	12	36%	30	91%
Natchitoches	302006	LA School for Mathematics, Science, and the Arts	188	104	55%	3	3%	96	92%

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LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
Shreveport Diocesan Nonpublic Schools									
Caddo	500003	Loyola College Preparatory School	83	52	63%	10	19%	45	87%
Ouachita	500010	St. Frederick High School	85	52	61%	25	48%	49	94%
Diocesan Totals			168	104	62%	35	34%	94	90%
Alexandria Diocesan Nonpublic Schools									
Avoyelles	501034	St. Joseph Elem. & H. S.	18	4	22%	4	100%	3	75%
Natchitoches	501022	St. Mary's High School	36	24	67%	11	46%	19	79%
Rapides	501003	Holy Saviour Menard Central High School	60	44	73%	20	45%	42	95%
Diocesan Totals			114	72	63%	35	49%	64	89%
Baton Rouge Diocesan Nonpublic Schools									
Ascension	502001	Ascension Catholic School	55	47	85%	14	30%	43	91%
East Baton Rouge	502002	Catholic High School	190	150	79%	9	6%	137	91%
East Baton Rouge	502012	Redemptorist High School	87	66	76%	26	39%	58	88%
East Baton Rouge	502026	St. Joseph's Academy	177	144	81%	1	1%	138	96%
East Baton Rouge	502036	Bishop Joseph V. Sullivan School	162	126	78%	16	13%	112	89%
Iberville	502024	St. John High School	40	33	83%	15	45%	28	85%
Pointe Coupee	502003	Catholic High of Pointe Coupee	59	50	85%	10	20%	48	96%
Tangipahoa	502039	St. Thomas Aquinas Regional High School	57	41	72%	10	24%	40	98%
Diocesan Totals			827	657	79%	101	15%	604	92%

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LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
Houma-Thibodaux Diocesan Nonpublic Schools									
Lafourche	503015	E. D. White Catholic H. S.	145	125	86%	26	21%	115	92%
St. Mary	503001	Central Catholic School	34	24	71%	15	63%	22	92%
Terrebonne	503014	Vandebilt Catholic High Sch.	151	124	82%	22	18%	109	88%
Diocesan Totals			330	273	83%	63	23%	246	90%
Lafayette Diocesan Nonpublic Schools									
Acadia	504014	Notre Dame High School	114	99	87%	54	55%	83	84%
Evangeline	504023	Sacred Heart High School	56	37	66%	11	30%	27	73%
Iberia	504041	Catholic High School	113	80	71%	27	34%	71	89%
Lafayette	504037	Teurlings Catholic H. S.	87	59	68%	34	58%	56	95%
Lafayette	504046	St. Thomas More Catholic High School	203	175	86%	49	28%	161	92%
St.Landry	504001	Acad.of the Sacred Heart	29	22	76%	9	41%	22	100%
St.Landry	504015	Opelousas Catholic School	67	56	84%	24	43%	45	80%
St.Landry	504026	St. Edmund High School	49	35	71%	20	57%	30	86%
St. Mary	504006	Hanson Memorial School	61	42	69%	18	43%	39	93%
Vermilion	504040	Vermilion Catholic H. S.	68	40	59%	21	53%	35	88%
Diocesan Totals			847	645	76%	267	41%	569	88%
Lake Charles Diocesan Nonpublic Schools									
Calcasieu	505009	St. Louis Catholic High Sch.	106	74	70%	19	26%	72	97%
Diocesan Totals			106	74	70%	19	26%	72	97%

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LOUISIANA TOTALS			46,488	21,577	46%	9,166	42%	18,604	86%
New Orleans Archdiocesan Nonpublic Schools									
Jefferson	506003	Archbishop Blenk School	126	99	79%	39	39%	92	93%
Jefferson	506004	Archbishop Chapelle H. S.	282	214	76%	90	42%	200	93%
Jefferson	506005	Archbishop Rummel Sr. H.S.	270	199	74%	82	41%	179	90%
Jefferson	506006	Archbishop Shaw Sr. H. S.	145	106	73%	47	44%	94	89%
Jefferson	506025	Immaculata High School	112	87	78%	35	40%	80	92%
Orleans	506010	Cabrini High School	91	68	75%	31	46%	58	85%
Orleans	506019	Holy Cross Senior H. S.	104	70	67%	28	40%	60	86%
Orleans	506029	Jesuit Senior High School	237	135	57%	12	9%	129	96%
Orleans	506033	Mount Carmel Academy	260	198	76%	35	18%	193	97%
Orleans	506047	Redeemer-Seton Senior H. S.	78	46	59%	35	76%	35	76%
Orleans	506051	Acad. of the Sacred Heart	59	17	29%	4	24%	15	88%
Orleans	506061	St. Augustine Senior H. S.	90	80	89%	49	61%	56	70%
Orleans	506095	St. Mary's Academy	103	72	70%	45	63%	59	82%
Orleans	506096	St. Mary's Dominican H. S.	232	161	69%	21	13%	154	96%
Orleans	506120	Ursuline Academy	81	50	62%	17	34%	42	84%
Orleans	506122	Xavier Preparatory School	110	84	76%	57	68%	70	83%
Orleans	506123	De La Salle Senior H. S.	180	99	55%	55	56%	86	87%
Orleans	506130	Brother Martin Senior H. S.	304	207	68%	55	27%	191	92%
St. Bernard	506134	Archbishop Hannan H. S.	117	93	79%	18	19%	87	94%
St. John	506066	St. Charles Catholic H.S.	91	61	67%	15	25%	54	89%
St. Tammany	506046	Pope John Paul II H. S	94	57	61%	21	37%	47	82%
St. Tammany	506101	Saint Paul's Senior H. S.	105	55	52%	12	22%	48	87%
St. Tammany	506138	St. Scholastica Academy	82	43	52%	14	33%	39	91%
Diocesan Totals			3,353	2,301	69%	817	36%	2,068	90%

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Other Nonpublic Schools									
Bossier	515001	Plain Dealing Academy	11	1	9%	0	0%	1	100%
Caddo	521001	Grawood Christian School	18	5	28%	3	60%	3	60%
Caddo	526001	Trinity Heights Christian Academy	13	10	77%	5	50%	10	100%
Caddo	719001	Evangel Academy	104	40	38%	16	40%	38	95%
Calcasieu	733001	Parkview Christian School	217	5	2%	3	60%	2	40%
Calcasieu	837001	Hamilton Christian Academy	27	17	63%	3	18%	17	100%
Claiborne	529001	Claiborne Academy	21	16	76%	8	50%	16	100%
Claiborne	855001	Mt. Olive Christian School	27	13	48%	6	46%	13	100%
Concordia	530001	Huntington School	23	12	52%	2	17%	10	83%
DeSoto	531001	Central School Corporation	18	12	67%	7	58%	11	92%
East Baton Rouge	536001	Central Private School	48	35	73%	10	29%	34	97%
East Baton Rouge	537001	Episcopal High School	96	38	40%	0	0%	38	100%
East Baton Rouge	540001	Gables Academy	27	7	26%	3	43%	3	43%
East Baton Rouge	543002	Runnels School	29	20	69%	4	20%	17	85%
East Baton Rouge	688001	Christian Life Academy	59	40	68%	14	35%	31	78%
East Baton Rouge	692003	The Dunham School	49	28	57%	7	25%	25	89%
East Baton Rouge	702001	Hosanna Christian Academy	32	14	44%	2	14%	13	93%
East Baton Rouge	715001	Starkey Academy	11	7	64%	5	71%	7	100%
East Baton Rouge	722001	Jehovah-Jireh Christian Academy	6	5	83%	1	20%	3	60%
East Baton Rouge	723001	Family Christian Academy	5	3	60%	2	67%	0	0%
East Baton Rouge	734001	Parkview Baptist School	109	79	72%	14	18%	74	94%
East Baton Rouge	845001	Bethany Christian School	21	9	43%	4	44%	9	100%
East Carroll	548001	Briarfield Academy	20	16	80%	7	44%	14	88%
East Feliciana	549001	Silliman Institute	53	31	58%	9	29%	29	94%

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Other Nonpublic Schools (Continued)									
Franklin	550001	Franklin Academy	13	4	31%	3	75%	4	100%
Iberia	742001	Assembly Christian School	21	7	33%	5	71%	7	100%
Jefferson	557001	Crescent City Baptist H. S.	22	9	41%	7	78%	9	100%
Jefferson	558001	John Curtis Christian School	78	48	62%	23	48%	43	90%
Jefferson	560001	Ecole Classique	58	32	55%	12	38%	28	88%
Jefferson	562001	Heritage Academy	49	11	22%	9	82%	10	91%
Jefferson	567001	Magnolia School	1	0	0%	0	0%	0	0%
Jefferson	568001	Metairie Park Country Day School	60	14	23%	0	0%	14	100%
Jefferson	572001	Ridgewood Preparatory Sch.	50	25	50%	5	20%	23	92%
Jefferson	574001	St. Martin's Episcopal School	74	16	22%	2	13%	15	94%
Jefferson	616001	Lutheran High School	37	23	62%	14	61%	18	78%
Jefferson	865001	Marrero Christian High Sch.	19	8	42%	5	63%	6	75%
Lafayette	860001	Assembly Christian School	15	2	13%	2	100%	1	50%
Lincoln	588001	Bethel Christian School	6	3	50%	1	33%	3	100%
Lincoln	589001	Cedar Creek School	53	22	42%	3	14%	22	100%
Livingston	737001	Community Christian Acad.	9	6	67%	3	50%	6	100%
Madison	591001	Tallulah Academy-Delta Christian School	27	18	67%	8	44%	16	89%
Morehouse	595001	Prairie View School	43	32	74%	15	47%	31	97%
Orleans	618001	Louise S. McGehee School	26	7	27%	0	0%	7	100%
Orleans	620001	Isidore Newman School	93	10	11%	0	0%	9	90%
Orleans	751001	Faith Christian Academy	18	10	56%	5	50%	8	80%
Orleans	872001	Bishop McManus School	8	2	25%	0	0%	0	0%

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Other Nonpublic Schools (Continued)									
Ouachita	632001	Ouachita Christian School	51	28	55%	3	11%	24	86%
Ouachita	634001	River Oaks School	24	16	67%	7	44%	14	88%
Ouachita	886001	Claiborne Christian School	21	1	5%	1	100%	1	100%
Pointe Coupee	640001	False River Academy	42	22	52%	7	32%	19	86%
Rapides	740001	Forest Hill Academy	9	2	22%	2	100%	2	100%
Rapides	882001	Grace Christian High School	4	1	25%	0	0%	1	100%
Red River	647001	Riverdale Academy	21	10	48%	2	20%	8	80%
Richland	648001	Riverfield Academy	32	28	88%	11	39%	24	86%
St. Bernard	651001	Lynn Oaks School	4	2	50%	1	50%	2	100%
St. John	652001	Riverside Academy	62	45	73%	22	49%	43	96%
St. John	901001	Reserve Christian High Sch.	13	6	46%	2	33%	6	100%
St. Landry	785001	Westminster Christian Acad.	42	22	52%	2	9%	21	95%
St. Landry	834001	Acadiana Preparatory Schools, Inc.	23	14	61%	9	64%	13	93%
St. Martin	658001	Episcopal School of Acadiana	44	21	48%	1	5%	20	95%
St. Martin	659001	St. Martin Prep School	6	0	0%	0	0%	0	0%
St. Tammany	735001	Northlake Christian School	23	7	30%	0	0%	7	100%
St. Tammany	756001	Emerson Academy	11	4	36%	4	100%	4	100%
St. Tammany	802001	Three Rivers Academy		3		1	33%	3	100%
Tangipahoa	672001	Oak Forest Academy	26	18	69%	5	28%	17	94%
Tensas	675001	Tensas Academy	13	6	46%	2	33%	5	83%
Terrebonne	881001	Annunziata Tutorial Center	14	0	0%	0	0%	0	0%
Washington	679001	Bowling Green School	49	26	53%	9	35%	26	100%
Webster	681001	Glenbrook School	25	15	60%	9	60%	15	100%