

Louisiana First-Time College Freshman State Report

Fall 2003

Cecil J. Picard
State Superintendent of Education

March 2005

State Board of Elementary and Secondary Education

Ms. Glenny Lee Buquet
President
3rd BESE District

Ms. Penny Dastugue
1st BESE District

Ms. Polly Broussard
6th BESE District

Ms. Leslie Jacobs
Member-at-Large

Mr. Walter Lee
Vice President
4th BESE District

Ms. Louella Givens
2nd BESE District

Mr. Dale Bayard
7th BESE District

Ms. Mary Washington
Member-at-Large

Ms. Linda Johnson
Secretary-Treasurer
8th BESE District

Dr. James Stafford
5th BESE District

Mr. Edgar Chase
Member-at-Large

Ms. Weegie Peabody
Executive Director

For further information, contact:

Janice M. Ducote

Division of Planning, Analysis and Information Resources

Telephone: (225) 342-3391; email Janice.Ducote@la.gov

Toll free helpline: 1-877-453-2721

Website: www.louisianaschools.net

The Louisiana Department of Education does not discriminate on the basis of sex in any of the education programs or activities that it operates, including employment and admission related to such programs and activities. The Department is required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations not to engage in such discrimination. The Department's Title IX Coordinator is: John J. Guilbeau, Deputy Undersecretary, Louisiana Department of Education, Executive Office of the Superintendent; 1201 North Third Street, 5th Floor, Room 5-233, Baton Rouge, LA 70802; Post Office Box 94064, Baton Rouge, LA 70804-9064; Telephone: (225)342-2098, mail: john.guilbeau@la.gov. All inquiries pertaining to the Department's policy prohibiting discrimination based on sex or to the requirements of Title IX and its implementing regulations can be directed to Mr. Guilbeau or to the United States Department of Education, Assistant Secretary for Civil Rights.

This public document was published only in an electronic form on the Louisiana Department of Education website. This document was published by the Louisiana Department of Education; Office of Management and Finance, Division of Planning, Analysis and Information Resources; 1201 North Third Street, P.O. Box 94064, Baton Rouge, LA 70802; under authority of R.S. 17:21.

TABLE OF CONTENTS

<p>Part I. Executive Summary iii</p> <p>Part II. Overview of the First-Time Freshmen Program 1</p> <p>What is the history of the <i>FTF Program</i>? 1</p> <p>Who was studied during the Fall 2003 <i>FTF Program</i>? 4</p> <p>What do national studies reveal about college remedial courses and what are developmental courses? 4</p> <p>How do colleges/universities determine which students require developmental course work? 8</p> <p>How were Fall 2003 FTF data collected and verified? 9</p> <p>What reports were prepared to communicate the findings of the Fall 2003 FTF Study? 10</p> <p style="padding-left: 20px;">Data Reports to Schools, Districts, and Dioceses 10</p> <p style="padding-left: 20px;">Data Reports to Colleges/Universities 10</p> <p style="padding-left: 20px;">Reports to State-Level Audiences 10</p> <p>Part III. Graduates and College-Going Rates in Louisiana 11</p> <p>How many Louisiana students graduated in 2002-03? 11</p> <p>Has the number of Louisiana graduates changed during the last five years? 11</p> <p>What proportion of the nation's high school graduates come from Louisiana's schools? 13</p> <p>What is known about college-going behaviors? 13</p> <p style="padding-left: 20px;">College Enrollment Demographics 13</p>	<p>Students Who Postpone College Entrance 14</p> <p>Part-Time College Students 14</p> <p>Louisiana Students Who Attend College Outside the State 15</p> <p>What percentage of 2002-03 Louisiana high school graduates became Fall 2003 FTF who enrolled in Louisiana's colleges/universities? 16</p> <p>Were there other changes in Louisiana's FTF enrollment counts and college-going rates? 18</p> <p>What is revealed by the district-level analysis of the Louisiana public school graduates who became FTF? 19</p> <p>Which colleges and universities did Louisiana's 2002-03 high school graduates attend? 23</p> <p>Part IV. The Louisiana Fall 2003 First-Time Freshmen (FTF) Class 25</p> <p>How did Louisiana's Fall 2003 FTF Class perform on the ACT? 25</p> <p style="padding-left: 20px;">Louisiana's 2003 High School Class ACT Performance 25</p> <p style="padding-left: 20px;">Louisiana's Fall 2003 FTF, ACT Performance 25</p> <p style="padding-left: 20px;">FTF Performance on the ACT: Fall 2002 compared with Fall 2003 27</p> <p>What was the demographic make-up of Louisiana's Fall 2003 FTF Class? 27</p>	<p>What percentage of the Fall 2003 FTF class was enrolled in developmental courses? 34</p> <p>Has the percentage of the FTF Class that enrolled in developmental courses changed over time? 34</p> <p>In what developmental subject areas were Fall 2003 enrollments the highest? 39</p> <p>How does the percentage of Fall 2003 FTF who were enrolled in developmental courses vary among the public school districts? 39</p> <p>How did public school district developmental rates in each subject change between Fall 1999 and Fall 2003? 40</p> <p>What does an ethnic subgroup analysis of developmental course enrollment rates reveal about FTF produced by Louisiana public school districts? 40</p> <p style="padding-left: 20px;">In relation to the level (2-year vs. 4-year) and admission practices (open vs. selective), how did college/university FTF vary in their developmental rates? 45</p> <p>In how many developmental subject areas did Fall 2003 FTF enroll? 49</p> <p>What percentage of Fall 2003 FTF successfully completed the term? 50</p>
---	--	--

TABLE OF CONTENTS (Continued)

Part V.
Summary Findings..... 52

FTF College-Going Rates 52
 FTF Performance on the ACT 52
 FTF Developmental Rates 52
 FTF in Good Academic Standing 54

References..... 55

Part VI .
Appendix..... 58

Index for the Schools 59

Public Schools..... 60
 Diocesan Nonpublic Schools 81
 Other Nonpublic Schools 84

List of Exhibits

Exhibit 1 Fall 2003 Developmental Instruction Offered by Louisiana Institutions by Subject..... 6

Exhibit 2 2002-03 High School Graduates Summary 11

Exhibit 3 Total Number of Louisiana Graduates (1998-99 Through 2002-03)..... 12

List of Exhibits (Continued)

Exhibit 4 National and Louisiana High School Graduate Counts 13

Exhibit 5 College/University Students: Percentages Enrolled Full-Time vs. Part-Time 15

Exhibit 6 Fall 2003 FTF Summary..... 17

Exhibit 7 Percent of Graduates Who Became First-Time Freshmen (Fall 1999 Through Fall 2003) 18

Exhibit 8 Number and Percentage of 2002-03 and 2001-02 Public High School Graduates That Became FTF by District 20

Exhibit 9 Percentage of Fall 2003 FTF Enrolled at Louisiana Institutions by Institution Type and Control (Public/Nonpublic) 23

Exhibit 10 2003 vs. 2002 ACT Average Composite Scores 26

Exhibit 11 Fall 2003 FTF Summary by Ethnicity 28

Exhibit 12 Fall 2003 First-Time Freshmen (FTF) Developmental Rates by Ethnicity and by College/University 31

Exhibit 13 Percent of the First-Time Freshmen Class That Enrolled in Developmental Courses (Fall 1999 Through Fall 2003)..... 35

List of Exhibits (Continued)

Exhibit 14 Fall 2003 and Fall 2002 FTF Developmental Rates of Public High School Graduates by District 36

Exhibit 15 FTF Developmental Enrollments by Subject (FTF of Public Schools Only), Fall 1999 to Fall 2003 40

Exhibit 16 Fall 2003 First-Time Freshmen (FTF) Developmental Rates by Ethnicity for Public School Students by District 42

Exhibit 17 Fall 2003 FTF Who Received Developmental Instruction by Institution and Subject..... 46

Exhibit 18 Percentage of Fall 2003 FTF Enrolled in Developmental Subjects by Number of Subjects Taken..... 49

Exhibit 19 Longitudinal Trends in Number of Developmental Subjects Taken, Fall 1999 Through Fall 2003 50

Exhibit 20 Percentage of Fall 2003 FTF Who Completed the Fall 2003 Term in Good Academic Standing..... 50

Exhibit 21 Percentage of First-Time Freshmen Classes in Good Academic Standing (Fall 1999 Through Fall 2003)..... 51

Part I. Executive Summary

The *Louisiana First-Time College Freshmen State Report: Fall 2003* provides findings pertaining to 2002-03 high school graduates who were enrolled full-time in one of 33 Louisiana higher education institutions in Fall 2003. The following summarizes data reported on Fall 2003 first-time freshmen (FTF).

- Of the 46,334 public and nonpublic 2002-03 high school graduates, 50% (23,198) were enrolled as Fall 2003 FTF, increasing over the 2002 college-going rate of 46%. The college-going rate of public high school graduates increased from 42% (Fall 2002) to 47% (Fall 2003). The nonpublic high school college-going rate increased to 65%.
- Fifty-eight percent of the Fall 2003 FTF were women, 68% were White students, and the percent of non-White FTF increased to 32%. The Black ethnic subgroup had the largest increase in the number of non-White FTF.
- The majority (79.1%) of Fall 2003 FTF were enrolled at Louisiana's 4-year public colleges, which was an increase over the previous FTF class. FTF enrolled at the 2-year public campuses also increased from 13.5% to 13.9%, while only 7.0% of the FTF enrolled at the 4-year nonpublic campuses.
- The percent of FTF with American College Test (ACT) composite scores that were 20 or above increased to 64.4% in Fall 2003. The average ACT score for the FTF class also increased from 20.8 in Fall 2002 to 20.9 in Fall 2003.
- Of all Fall 2003 FTF, 67% **were not** enrolled in developmental courses, an increase over the Fall 2002 nondevelopmental FTF rate of 64%. Louisiana's Fall 2003 developmental enrollment rate of 33% was lower than the Fall 2002 developmental rate of 36%.

Additional important changes in developmental enrollment rates are summarized below.
 - Among FTF who graduated from public schools, the developmental enrollment rate was 40% in Fall 2002, declining to 36% in Fall 2003. Among FTF from nonpublic schools, 27% were developmental FTF in Fall 2002, but this rate declined to 22% in Fall 2003.
 - For the entire FTF class, developmental enrollment rates in mathematics, English, and reading decreased, whereas enrollment in other developmental courses remained stable. The developmental rates for 2002 and 2003 were as follows:

in developmental mathematics, 32% (2002) vs. 28% (2003);
in developmental English, 17% (2002) vs. 15% (2003);
in developmental reading, 8% (2002) vs. 6% (2003); and
in other developmental courses, 1% in both 2002 and in 2003.
 - For the FTF who graduated from public schools, the developmental enrollment rates also decreased in the subjects of mathematics, English, and reading. Developmental enrollment rates of FTF who came from public schools were as follows:

in developmental mathematics 34% (2002) vs. 31% (2003);
in developmental English, 19% (2002) vs. 18% (2003);
in developmental reading, 10% (2002) vs. 8% (2003); and
in other developmental courses, 1% in both 2002 and in 2003.
- For the last five Fall terms, the percentage of Louisiana FTF enrolled in four developmental subjects has been 0.4% or less. Furthermore, the percentages of FTF enrolled in four, three, two, or one developmental subjects declined from what they were in 2002, as follows:

enrolled in four subjects, 0.4% (2002) vs. 0.28% (2003);
enrolled in three subjects, 5% (2002) vs. 4% (2003);
enrolled in two subjects, 10% (2002) vs. 9% (2003); and
enrolled in one subject, 21% (2002) vs. 20% (2003).
- The Fall 2003 overall developmental rates for each college/university campus ranged from 0% to 96%. In Fall 2003, 13 of the 33 Louisiana colleges had less than 33% of their FTF enrolled in developmental courses.
- The percentage of the FTF class in good academic standing at the end of the Fall term has increased every year, from 87% in Fall 1999 to 90% in Fall 2002. Along with an increased number of FTF and decreases in developmental enrollment rates, the percentage of FTF who finished the Fall 2003 term in good academic standing was 90%.

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. In response to this legislation, the *Louisiana First-Time Freshmen Program (FTF Program)* was implemented to provide for the annual collection, analysis, and reporting of data on college freshmen who attended Louisiana colleges/universities during a specific Fall semester/quarter. This seventeenth state-level report on First-Time College Freshmen (FTF), released by the Louisiana Department of Education (LDE), describes Louisiana's 2002-03 high school graduates who enrolled full-time in 33 of this state's colleges/universities immediately following high school graduation. This document contains the following six parts:

Part I, the Executive Summary;

Part II, an Overview of the *FTF Program*, including a discussion of the data sources and the contents of this report;

Part III, a discussion of the 2002-03 high school graduates and the college-going rates;

Part IV, a detailed description of Louisiana's Fall 2003 FTF class;

Part V, summary findings; and

Part VI, the Appendix.

What is the history of the *FTF Program*?

In 1985, the Louisiana Legislature mandated the reporting of the number of Louisiana high school graduates who (a) enter Louisiana public colleges/universities directly out of high school and (b) enroll in at least one remedial course (La. R.S.17:1814). An objective of this reporting was to provide public and nonpublic high schools with information on the extent to which recent high school graduates were prepared for college-level coursework. With this information, high school staff could make instructional improvements in the content areas in which the recent graduates were not sufficiently prepared. To ensure that feedback is available on high school graduates who become FTF, the Legislature further specified that individualized school-level reports were to be distributed to every high school in Louisiana, public and nonpublic alike.

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

(1) transferred the primary authority for FTF data collection from the BOR to the SBESE;

(2) mandated that the information from the *FTF Program* be incorporated into the *Progress Profiles School Report Cards* so that it might be more widely disseminated and accessible to parents; and

(3) expanded the scope of data collection by providing for the voluntary participation of Louisiana nonpublic colleges and universities.

In accordance with these statutory revisions, the LDE's Bureau of School Accountability (previously charged with producing *School Report Cards*) assumed responsibility for collecting and reporting data beginning with the Fall 1993 *FTF Program*. Because FTF data and related statistics were conceptualized as indicators of how well high schools prepared their graduates for college, the *FTF Program* was structured to focus only upon the recent high school diploma graduates as they began their college careers. In line with FTF definitions observed in Federal reporting, the Program also focused on full-time entering college freshmen. Furthermore, FTF data were based only on college freshmen who attended in-state colleges/universities.

For school years 1992-93 through 1996-97, the FTF data of public school graduates were reported on the *Progress Profiles School Report Cards*. With the 1997 reorganization of the LDE, the Division of Planning, Analysis and Information Resources assumed responsibility for *Progress Profiles*, the *FTF Program*, and all associated data collection activities for 1997-98. Whenever FTF data were available, the findings continued to appear in the *Progress Profile Reports*. To comply with the earlier mandate, reports that presented only FTF data were also prepared for public and nonpublic high schools which had FTF in a specific Fall semester.

When it was time to release findings for the 1998-99 school year, the *Progress Profiles Program* and its reports were modified in order to align that program with Louisiana's new *School Accountability System*. A new law (R.S. 17:3912) continued the LDE's collection, analysis, and reporting of school-level data, but the revisions allowed LDE more flexibility in making results available. Beginning with 1998-99, information was presented in district-level reports, but many education indicators were not on the school-level accountability reports. In fact, many schools with grades 9-12 did not receive *School Accountability Report Cards* until November 2001.

School Accountability Report Cards do not include FTF statistics because FTF data are not used to calculate a school performance score and FTF data may not be available when the *School Accountability Report Cards* are prepared for release. However, some school-level findings have been included in the annual *Louisiana First-Time College Freshmen State Reports* beginning with the 1997 FTF Program. As LDE expanded its website capabilities, it also became possible to provide electronic versions of the *Louisiana First-Time College Freshmen State Reports*. The most recent issues of the FTF state-level report can be found on the LDE website at www.louisianaschools.net. District, Diocesan, and school-level data reports for the FTF of 2001, 2002, and 2003 will also be available at the same website.

The FTF findings can supplement the school and district accountability results by providing a perspective on the college readiness of recent high school graduates. A statewide analysis of FTF data can also be useful in assessing Louisiana's educational reform efforts, and in guiding long-term planning that is aimed at improving student achievement at all educational levels.

Louisiana educators realized that in order to help all our students perform at higher levels, it is necessary (1) to address the needs of preschool through grade 12 students, (2) to upgrade what is offered in schools at every grade level, and (3) to raise the level of performance for all students. Of course, it is too late to wait until high school to prepare students for college. In fact, Sally Clausen of the University of Louisiana System is credited with saying that "college begins in preschool."

While information about the preschool experiences of the Fall 2003 FTF is not in this report, it is worth noting that these FTF were born during the 1980s. During that decade, Louisiana public schools were starting to offer programs for at-risk four-year-olds. By the end of the 1980s, graduation exit exams were in place, programs were implemented to improve the effectiveness of Louisiana's teachers, and the LDE was developing a School Accountability Model.

In the 1990s, LDE developed databases and procedures for producing better annual school report cards; early childhood services were expanded by new programs; and a K-3 Reading and Math Initiative was implemented. The LDE and the public schools also made efforts to: (1) develop content standards in various subject areas, (2) provide an improved curriculum in the public schools, and (3) align curriculum and instruction with the assessment of student performance. As technology continued to improve, Louisiana found ways to help more schools with funding for technology and, for the most part, Louisiana did not experience major Y2K problems at the turn of the century. However, Louisiana was affected by the national instances of school violence, then by the terrorist attacks of 2001, and by shifts in the economy.

Today, Louisiana educators are focused on school improvement, with the goal of increasing student

achievement. A total of 337 Louisiana teachers have already met the National Board for Professional Teaching Standards, which enables these teachers to be certified at the national level. Apparently Louisiana's practicing teachers are interested in improving their own skills to help more of the students. The *No Child Left Behind Act of 2001*, which was signed into law in January of 2002, is also expected to impact Louisiana's educational system.

Since the public educational system of Louisiana changed over several years, it is probable that the educational experience of recent public school graduates was altered from what had been in place for previous school years. For example, in the Spring of 1999, the *Louisiana Educational Assessment Program for the 21st Century (LEAP 21)* was initiated, with the grade 4 and the grade 8 students being the first classes to take the LEAP 21 English Language Arts and Mathematics tests. Many Fall 2003 FTF who graduated from Louisiana public schools in 2002-03 were 8th graders in the Spring of 1999.

When the grade 4 and grade 8 LEAP 21 tests became high-stakes tests in Spring 2000, public school students in the 9th grade in 1999-2000 experienced additional performance demands. That is, minimum course requirements for high school graduation were implemented in 1999-2000, specifying that the 23 Carnegie units of credits had to include four units of English, three units of Mathematics, three units of Science, three units of Social Studies, 1.5 units of Physical Education, 0.5 units of Health Education, and eight units of electives. The *Tuition Opportunity Program for Students* (i.e., the TOPS Program), which provides funds for college to eligible students, was also a factor that influenced the courses high school students must complete for graduation.

In addition, the Graduation Exit Exam was revised (1) to be longer and more rigorous; (2) to require application of knowledge, not just recall of facts; and (3) to include varied item types, longer reading passages, and math items in a problem-solving context. The resulting exit exam is called the *Graduation Exit Examination for the 21st Century (GEE 21)*. Currently, the *GEE 21* has four subject area tests.

The *GEE 21* was phased in, such that the English Language Arts and Mathematics tests were administered to first-time 10th graders in the Spring of 2001, and the Science and Social Studies tests were administered to first-time 11th graders in the Spring of 2002. Many of the Fall 2003 FTF who graduated from public schools were 10th graders in Spring 2001 and 11th graders in Spring 2002; thus, the graduating class of 2002-03 is the first group of students who were tested with the *GEE 21*. To graduate from a public high school, this group of students was required to pass both the English Language Arts and the Mathematics subjects of the *GEE 21*. If students did not pass these subjects in 2001, they could retest four times. (Future graduating classes will have additional passing requirements.)

While education was being altered in public schools during the time that the Fall 2003 FTF attended Preschool through grade 12, Louisiana colleges and universities also experienced some changes. Notable examples include the establishment of a Technical College System, the creation of additional two-year Community Colleges, rising costs to provide quality college programs of study, and the development of a master plan for Louisiana's public postsecondary educational institutions. (The Master Plan can be accessed at <http://www.regents.state.la.us/pdfs/Planning/masterplan2001.pdf>.) A portion of the master plan addresses the Admissions Criteria Framework, which was established

by the Board of Regents. The master plan indicates this framework was established to:

- Establish preparation expectations,
- Facilitate access for success, and
- Allow for the most efficient use of the state's and the student's resources.

Under the master plan, the community colleges and the campuses of the Louisiana Technical College will remain as open admissions institutions. However, all but two of Louisiana's four-year public colleges and universities are expected to fully implement a set of selective admissions criteria by the Fall of 2005. Many campuses have already started to raise their admissions criteria, but Grambling State University and Southern University at New Orleans will remain as open admissions campuses through Fall 2005. A transition plan will be implemented for these two institutions to become selective admissions campuses by 2010.

The specific criteria for admission's eligibility will vary from one public college to another, but at a minimum, students must complete a core curriculum in high school (currently, this is the TOPS curriculum). Admissions decisions will also be based on high school grades, high school class rank, and standardized test scores. Nevertheless, each institution is to have 15% of its entering class set aside for "admissions exceptions;" thus, it is possible some students on a campus will not actually meet all the admissions criteria.

Depending upon the mission of a particular public Louisiana institution, as well as the prior achievement of the FTF, any campus may or may not offer developmental or remedial courses. Some of Louisiana's public institutions have already started to form agreements with community colleges, asking that the developmental or remedial courses

be provided at the community colleges. In other areas, there are partnerships between a college and high schools to help the college-bound students become more prepared for college while they are still in high school.

As all of these changes are happening within the state, we may see differences in the studies of Louisiana's FTF. As in the past, the Fall 2003 *FTF Program* collected information on graduates of Louisiana public and nonpublic high schools who made an immediate transition to an in-state college/university. The information was used to provide school-, district-, and state-level results on the number of students who (1) received a high school diploma (in school year 2002-03) and (2) enrolled full-time in Louisiana postsecondary institutions (both public and nonpublic) during the Fall 2003 semester. Of these FTF, the Program identified (1) how many were enrolled in developmental courses and (2) how many completed the Fall 2003 term in good academic standing.

Previous state-level FTF reports (e.g., 1997 through 2001) summarized professional literature about college remedial or development courses, findings of national studies on high school graduates and completers, and what is known about college-going behaviors. The 2002 state-level FTF report was more limited in summarizing the literature because it was designed to include longitudinal findings for selected statistics. The 2003 state-level FTF report is similar to the 2002 report. Where possible, there are updates on national statistics and the findings on Louisiana's FTF of 2003 are presented along with some longitudinal results.

In addition, this current state-level FTF report will include some ethnic subgroup analysis. Reporting information by ethnicity subgroups is a part of school accountability programs that were prompted by the *No Child Left Behind Act*.

Who was studied during the Fall 2003 FTF Program?

The *Fall 2003 FTF Program* continued to focus on Louisiana FTF who made an immediate transition to college shortly after high school graduation. That is, for this report, information was requested on each *first-time freshman* (FTF) who was defined as:

“An entering freshman student who never attended any college (or other postsecondary institution) and who enrolled full time during the Fall semester, which followed the student’s year of high school graduation.”

More specifically, an effort was made to collect data on FTF students who were diploma graduates of Louisiana high schools during the 2002-03 school year and who enrolled in one of Louisiana’s colleges/universities by the Fall 2003 semester or term. Data could also include students who were first-time freshmen during the Summer of 2003. Thus, the *2003 FTF Program* focused on a group of entering college students who had (1) successfully completed a traditional secondary program (i.e., they are diploma graduates rather than other alternative program completers) and (2) made an immediate transition to college.

This report will examine certain characteristics of the Fall FTF class, including an analysis of the enrollment of some Fall 2003 FTF in developmental or remedial courses. The report will also describe the developmental or remedial courses available to the Fall 2003 FTF who enrolled at Louisiana’s colleges/ universities.

What do national studies reveal about college remedial courses and what are developmental courses?

The enacting legislation for the *FTF Program* labeled noncredit preparatory courses in which college students enroll as *remedial*; therefore, such college courses have been described as remedial in past years of FTF reporting. The *National Center of Education Statistics* (NCES, 2001) identified the following as examples of remedial courses: pre-college mathematics, arithmetic-based business mathematics, remedial writing, remedial speech, basic reading (but not speed reading), business English, punctuation and grammar, English as a second language, and basic academic skills.

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

In 1996, Lewis, Farris, and Greene reported that remedial courses were especially common at 2-year public institutions and at institutions with high minority enrollments. Lewis, Farris, and Greene (1996) also found that 39% of the institutions which offered remedial instruction indicated the number of enrolled students had increased over a five-year period, whereas 14% said the remedial enrollments had decreased. A larger percentage of 2-year public institutions indicated increased enrollment in remedial courses than did

other types of postsecondary institutions. In general, more of the nation’s college freshmen took remedial courses in mathematics than in reading or writing during the time of the Lewis, Farris, and Greene study.

In another national report, Smith (1997) indicated that nonpublic colleges offered remedial instruction to a lesser extent than public institutions in 1995. Smith also concluded that 1995 freshmen in public 2-year colleges (41%) were far more likely to enroll in remedial courses than freshmen attending public 4-year institutions (22%).

A survey study of degree-granting postsecondary institutions focused on remedial courses offered during the Fall 2000 semester, and contrasted the 2000 findings with a re-analysis of similar data collected for Fall 1995. [Parsad, Lewis, and Greene (2003) provided a detailed report which can be found at <http://nces.ed.gov/pubs2004/2004010.pdf>.] Within that study, remedial courses were defined as “courses in reading, writing, or mathematics for college-level students lacking those skills necessary to perform college-level work at the level required by the institution” (Parsad, Lewis, and Greene, 2003, p. iii).

Parsad, et al. (2003, Table 1) reported that 76% of the degree-granting institutions offered remedial courses in reading, writing, and/or in mathematics during Fall 2000. A larger percentage of public institutions (98% of public 2-year and 80% of public 4-year institutions) offered such courses than did the private or nonpublic institutions (63% of nonpublic 2-year and 59% of nonpublic 4-year institutions). The institutions may use other names for these courses, such as *compensatory, basic skills, or developmental*.

In the national survey of degree-granting institutions (Parsad, et al., 2003), it was found that in Fall 2000, 71% of

the institutions offered remedial courses in mathematics, 68% in writing, and 56% in reading. In addition, 23% of the institutions offered remedial courses in other subject areas (e.g. the sciences, English as a second language, study skills, and basic computer skills) during the Fall of 2000.

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

Some educators have viewed remedial courses as a way to expand the educational opportunities for all students, but others feel that pre-college courses have no place in the college curriculum (Smith, 1997). While debate on this matter continues today (Parsad, et al., 2003), in Fall 2003, many of Louisiana's colleges and universities did offer courses that are designed to help the less-prepared students build skills, so that they would become better prepared for college studies.

Because the term *remedial* implies that the courses cover material already studied (but not learned), most universities prefer to label these noncredit courses as *developmental*. In fact, coordinators at postsecondary institutions contend that the subject matter taught in college developmental courses is not universally offered by high schools (LDE, 1996). For example, some developmental courses concentrate on teaching problem solving, goal setting, time management, and other personal skills to help students become better equipped

to keep pace with academic classes offered for college credit (Lowery, 1995).

The *FTF Program* defines *developmental courses* as “those courses designed by universities/colleges to prepare students to succeed academically in college-level courses.” This report on Louisiana colleges/universities that offered such courses, as well as the FTF who enrolled, indicates the availability and the demand for developmental college courses in Fall 2003. Courses offered by colleges that provide remedial instruction in a subject area are included with developmental courses.

Developmental courses seldom carry degree credits, meaning that the hours accrued for these courses cannot be applied toward completion of an academic college degree. However, colleges/universities generally offer developmental courses for institutional credit: that is, the number of hours that a student devotes to developmental coursework is considered when determining whether that student is enrolled full- or part-time. (Louisiana studies of FTF only collect data on full-time students.)

For the Fall 2002 *FTF Program*, 31 Louisiana colleges and universities (both public and nonpublic), which offer 2- or 4-year undergraduate curricula, had submitted data on FTF. In July of 2003, LDE staff learned that two additional public community colleges had opened. These two campuses were informed of the *FTF Program* and were asked to submit data for this report.

In the Fall of 2003, developmental coordinators at 33 Louisiana colleges and universities were surveyed in an effort to obtain information on specific developmental courses that were offered in Fall 2003. Survey forms were not received from three developmental coordinators. Thus, course

offerings of three institutions were inferred from data submitted or from a previous year's survey response.

Exhibit 1 shows the 33 institutions that submitted data on Fall 2003 FTF and summarizes the developmental courses offered in Fall 2003. The courses are collapsed into four broad areas. With the exceptions of L. E. Fletcher Technical Community College and Sowela Technical Community College, all other institutions in Exhibit 1 have participated in one or more prior *FTF Program* years.

For the Fall 2003 study of Louisiana FTF, data were reported by:

- nine campuses of the Louisiana Community and Technical College System,
- five campuses of the Louisiana State University System,
- three campuses of the Southern University System,
- eight campuses of the University of Louisiana System, and
- eight nonpublic institutions that are members of the Louisiana Association of Independent Colleges and Universities (LAICU).

In Fall 2003, four institutions (Dillard University, Louisiana College, Northwestern, and Southern University at Baton Rouge) discontinued developmental courses in one or more of the subject areas. However, at least four institutions (Delgado Community College, L. E. Fletcher Technical Community College, Southern University at New Orleans, and Sowela Technical Community College) offered more developmental courses in Fall 2003 than in Fall 2002.

Exhibit 1
Fall 2003 Developmental Instruction Offered by Louisiana Institutions by Subject

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

(2Y) = 2-Year College

(SA) = Selective Admissions Institution in Fall 2003

(SNR) = Survey was not received.

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

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

(2Y) = 2-Year College
(SA) = Selective Admissions Institution
(SNR) = Survey was not received.
(NI) = Did not indicate open or selective admissions.

In Fall 2003, 21% of the 33 Louisiana colleges/universities indicated they offered developmental courses in mathematics, English, reading, and in another subject. An additional 33% of these institutions provided developmental courses in mathematics, English, and reading. One institution (3%) provided developmental courses in mathematics, English, and in another subject. Approximately 27% offered only mathematics and English developmental courses and two institutions (6%) offered only mathematics developmental courses. In Fall 2003, Centenary College, Louisiana State University at Baton Rouge, and Tulane University did not offer any developmental courses.

Of the participating campuses, 25 are public and eight are nonpublic colleges/universities. Developmental courses in mathematics were offered by 24 of the 25 public institutions and by six of the eight nonpublic institutions (i.e., 91% of the 33 colleges/universities). Developmental courses in English were offered by 24 public institutions and by four nonpublic colleges (i.e., 85% of the 33 participating colleges/universities). Developmental reading was offered by 16 public institutions and by two of the nonpublic institutions (i.e. 55% of the 33 institutions). Other developmental courses were offered at eight public institutions, but not by any of the nonpublic institutions (24% of the 33 institutions).

Fall 2003 developmental courses listed under the “other” subject area included Academic Skills, Career Decision Making, Career Planning, College Success Skills, College Survival Skills, Computer for the Novice, Critical Thinking, Developmental Composition and Developmental Reading (Levels I and II), Introduction to BRCC, Living-Learning-Working Skills, Math and Science Anxiety, Orientation to Campus Resources, Study Skills Improvement, and Success in College. **PreK** to grade 12 studies may not address the concepts/skills of these other developmental courses.

Since Louisiana institutions vary in the developmental courses offered, the probability of a student enrolling in these courses is influenced by his/her choice of college/university. Thus, if an institution does not offer developmental (or remedial) courses, its FTF cannot enroll for this type of instruction on that campus.

According to Table 4 of Parsad, et al.’s national report (2003), 28% of the entering freshmen were enrolled in remedial reading, writing, or mathematics courses during Fall 2000. Calculating the percentages by institutional types, these researchers found that a larger percentage of entering freshmen at 2-year public colleges (42%) took remedial courses in these subjects, as compared with 20% at the 4-year public colleges, and 12% of the entering freshmen enrolled at nonpublic 4-year colleges.

On the other hand, even when developmental (or remedial) instruction is very available, not all FTF take such courses in college. For example, a national study of postsecondary students who were 12th graders in 1992 provides information on college students who did not take remedial courses. According to *The Condition of Education 2004* [Wirt, Choy, Rooney, Provasnik, Sen, and Tobin, 2004, Table 18-1], the percentage of these postsecondary students who took no remedial courses was: 74.7% for students entering 4-year institutions, 38.9% for those entering 2-year institutions, and 58.6% for all these students. Of these students who delayed college entrance, only 46% did not take remedial courses, but of those who did not delay college entrance, 61.4% did not take remedial courses.

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

Although policies differ from one institution to the next, Louisiana colleges/universities tend to use a two-step process to identify and place the entering students who are in need of developmental instruction. Many Louisiana institutions use student performance on the American College Test (ACT) to: (1) “flag” entering students who may need developmental instruction and (2) 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.

In this report, the term *nondevelopmental FTF* refers to students who were not enrolled in any developmental courses during the Fall semester in which the students were FTF. The term *developmental FTF* is used to refer to a FTF who was enrolled in one or more developmental courses during Fall 2003 or in an earlier year. *Developmental rates* (i.e., the percentages of FTF who enrolled in developmental courses) were calculated for the entire FTF class, for each of the 33 colleges, for 2- and 4-year colleges, for FTF who graduated from a Louisiana public school, for each of the public school districts, for FTF who graduated from nonpublic schools, for the four subject areas, and for the major ethnic subgroups. This report will discuss all of these developmental rates.

In this report, the *end-of-term academic standing* of developmental FTF was compared with that of nondevelopmental FTF. Any FTF was considered “in good academic standing” if he/she completed the Fall 2003 term and was not on academic probation or suspension at the end of the term.

How were Fall 2003 FTF data collected and verified?

In the Fall of 2003, staff of the BOR contacted the Division of Planning, Analysis and Information Resources within the LDE. Staff of the BOR had expanded the data they were collecting on public college students; they felt it would be possible to extract data on the Fall 2003 FTF from their own data set. Once extracted, the BOR planned to submit the information to LDE for inclusion in the study of Fall 2003 FTF. The successful inter-agency sharing of information from the LDE's newest data collection system (i.e., the *Student Transcript System*) was a factor that encouraged greater collaboration in data collection between the BOR and the LDE.

Public colleges/universities were to submit data to BOR by January 15, 2004. Over the next three months, BOR staff worked on their data. By using their own *Student Profile Database* and records of the LDE's *Student Transcript System*, BOR staff created extracts to provide the Fall 2003 FTF data for each public college or university, with data formatted according to the FTF record layout that is required by LDE. The extracts of FTF records for the public colleges/universities were then electronically submitted to the LDE beginning in April of 2004.

The eight Louisiana nonpublic colleges/universities were sent an information package that requested Fall 2003 FTF data. These nonpublic colleges/universities were asked to build their own student-level FTF files and then either directly submit their data for uploading into the *FTF Data Collection System* or LDE staff of the Division of Planning, Analysis and Information Resources assisted the nonpublic institution with the submission of the FTF data file. Nonpublic colleges were contacted in January and asked to submit data by March 15, 2004. Few campuses made this

deadline, but by the end of March, all eight nonpublic campuses had submitted a file of FTF data.

Computer processing of the FTF data submitted for each campus detected records suspected of being in error. If error reports indicated that a record had been rejected during the submission process, the record was investigated. When possible, action was taken to correct errors. A file for a particular college/university was then re-submitted to clear away as many rejected records as feasible.

While it is not possible to verify records on the FTF who graduated from Louisiana nonpublic high schools, efforts were made to verify the FTF records for public high school graduates. That is, computer programs compared the individual records submitted for a college with the LDE's 2002-03 *Student Information System* (SIS) in an attempt to match the data on the public school students supplied by colleges/universities and local education authorities (LEAs). Successful matches ensured that each reported FTF (1) was identified with a Louisiana high school and (2) earned a diploma in 2002-03.

If LEAs had made errors or had incomplete SIS records, then it was not always possible to include every FTF record. In particular, FTF records on former public school students, who could not be verified as diploma graduates of the correct school year, were removed from the data submission file by an appropriate person (i.e., either a data submitter, a BOR staff member, or a PAIR staff member) or remained as rejected records.

The main problem that resulted in the rejection of FTF records was that the corresponding SIS record did not have any exit information on it or the SIS record indicated the student was not a diploma graduate of 2002-03. There were

also rejection problems when a discrepancy occurred in student identification numbers or when more than one college or university reported on the same student. BOR staff took action to prevent duplicated counting of these students.

By the end of June 2004, the FTF data files for 16 colleges/universities were error-free. Across the other 17 campuses, only 33 rejected records remained. Based on SIS exit information, at least 14 of these students were not diploma graduates of 2002-03 and should not be counted as part of the Fall 2003 FTF class.

Once FTF files for each individual college/university had been uploaded to the *FTF Data Collection System*, all data were aggregated to produce one database that contained records on Fall 2003 FTF. The *FTF Data Collection System* can access data that is stored in the SIS database and is also able to compute college-going rates for each public school that has reported its graduates in the SIS database.

In contrast, nonpublic high schools reported their 2002-03 graduate counts by completing a paper document. College-going rates for the nonpublic schools were computed by an LDE staff member rather than by the *FTF Data Collection System*. (The staff member for this FTF study is an Education Research Analyst 3, who is employed within the Division of Planning, Analysis and Information Resources.)

Sixteen nonpublic schools had not submitted a 2002-03 graduate count. Three of these had closed before the Fall 2003 FTF study began. On April 12, 2004, the analyst requested the graduate count of the remaining 13 schools by a memo. Five schools did not reply to the memo, seven returned a graduate count, and one more nonpublic school indicated it had ceased operations.

At the end of June 2004, the analyst aggregated the FTF data, prepared two data files, initiated the data analysis phase of the Fall 2003 FTF Study, and began to prepare the reports associated with the FTF Program, including a draft of the state-level FTF report. During the time in which the draft was reviewed, the results for some high schools were questioned. To follow up, the analyst contacted a BOR staff member and then learned that the *STS* data of specific high schools was not complete enough for the BOR to generate FTF records. The BOR staff member used other data to provide information on several more FTF students.

With the assistance of additional LDE employees, several public college/university files were re-uploaded; the analyst repeated the data aggregation in December of 2004. At that time, 17 college campuses were still rejecting a few records, but the *FTF Data Collection System* now included an additional 89 students. From December 2004 to February 2005, the analyst also prepared new data files, repeated the data analysis phase of the Fall 2003 FTF Study, revised the state-level FTF report, and continued work on all other reports that are associated with the annual study of Louisiana's FTF.

What reports were prepared to communicate the findings of the Fall 2003 FTF Study?

The analyst used automated computer programs to aggregate FTF records in several ways, produce data files, and to generate printable Data Reports about Louisiana students who met the definition of an FTF. The reports are described below.

Data Reports to Schools, Districts, and Dioceses. In accordance with La. R.S. 17:1814, data in the FTF System were used to generate a school-level data report for each

Louisiana public and nonpublic school that produced one or more 2002-03 graduates who were identified as Fall 2003 FTF. In addition, district- or diocesan-level reports were compiled for 66 public school districts and for the nonpublic LEAs (i.e., the seven Catholic Diocesan School Systems). The school-, district-, and diocesan-level reports group FTF data by college/university so that school and LEA staff members can identify the institutions their 2002-03 graduates attended and can compare the performance of FTF who attended different types of colleges/universities in Louisiana. These reports provide feedback that can help improve high school instruction in the subject areas in which recent graduates have academic weaknesses. Data reports for the public and nonpublic schools and for the diocesan and district offices will be made available after the release of this report.

Data Reports to Colleges/Universities. While the primary purpose of the *FTF Program* is to give high schools and districts feedback on the performance of their college-bound graduates, Data Reports were compiled for each college/university. Because these college/university reports provide school- and parish-level information on FTF attending a college/university, the data reports are useful in helping administrators identify their postsecondary institution's primary feeder schools and in assessing the comparative readiness of students graduating from the various high school sites. College/university staff can also use these reports to enter into partnerships with high schools, in the hope of improving the college readiness of the graduates, and/or for institutional planning. Nonpublic colleges/universities and BOR staff received these reports electronically in July of 2004. An updated version will be made available as soon as possible.

Reports to State-Level Audiences. School, district, diocesan, and college data reports, as well as other reports

generated from the *FTF Data Collection System* were used to prepare this current *Louisiana First-Time College Freshmen State Report*. The Louisiana Legislature, SBESE members, certain district and diocesan employees, and the participating colleges/universities receive printed copies of this state-level report. Several other educators and researchers also request the state-level report since previous reports have been useful in program planning or in research.

Some data reported within the state-level FTF reports can also be found in the *School Accountability District Composite Reports* and the *State Education Progress Report*, which are prepared on an annual basis. FTF data of previous years were also used in the District Dialogues that were held during school years 2001-02 and 2002-03.

After release of the printed state-level FTF report, a web version will be created to allow greater access to the FTF findings. Often, newspaper reporters and members of the media have used the website (or other FTF reports) as a source for informing the general public of the FTF findings, especially those regarding the enrollment of FTF in remedial/developmental courses. While these findings are important, additional information appears throughout this state-level FTF report.

In Parts III and IV of this current report, readers will find information on high school diploma graduates of 2002-03 who became Louisiana's Fall 2003 FTF class. Comparisons were also made with earlier graduating classes and with other FTF classes in order to provide a longitudinal perspective. This state-level report also provides some relevant national statistics. However, readers should be cautious when comparing national and Louisiana findings because the national statistics are computed differently than the Louisiana results.

Part III. Graduates and College-Going Rates in Louisiana

How many Louisiana students graduated in 2002-03?

Exhibit 2 provides summary information on students who graduated from Louisiana public and nonpublic high schools in school year 2002-03. Based on information collected for this report, a total of 46,334 students graduated from Louisiana high schools during 2002-03. Of these graduates, 37,608 (or 81%) graduated from public high schools, while 8,726 (or 19%) graduated from nonpublic schools.

Exhibit 2

2002-03 High School Graduates Summary

2002-03 Graduates Of:	Number	Percent
Public Schools	37,608	81%
Nonpublic Schools	8,726	19%
Public and Nonpublic Schools Combined	46,334	100%

Data on graduates, as published in the *2002-03 Annual Financial and Statistical Report, 15th Edition* (AFSR) (LDE, 2004a) can provide some ethnicity information about the 2002-03 high school graduates. However, due to the inclusion of additional nonpublic schools in the *FTF Program*, the graduate counts of the FTF report do not match to the 2002-03 graduate counts in the 2002-03 AFSR. The AFSR (LDE, 2004a, page II-1) indicates Louisiana's 2002-03 public high school graduates were 56.9% White, 39.4% Black, and 3.7% other minority. Louisiana's 2002-03 nonpublic high school graduates were 84.9% White, 11.3% Black, and 3.8% other minority (AFSR, LDE, 2004a, page II-4).

National data (NCES, 2004, Table 23) show that far more students graduate from public high schools than from nonpublic high schools. A similar pattern has been observed in Louisiana for many years, and continued in 2002-03 as shown in Exhibit 2. Since most of Louisiana's high school graduates come from the public schools, it is very important that Louisiana citizens work together to improve public high schools and to ensure that the number of graduates increases.

NCES (2004) has predicted decreases in the numbers of Louisiana high school graduates, while nationally there are predicted increases. Louisianans hope the number of high school graduates will not decrease because there are negative consequences associated with leaving high school without graduating. For example, high school dropouts are more likely to earn lower salaries if they can find employment, and dropouts have a greater risk of being unemployed [Organization for Economic Co-Operation and Development (OECD), 2000].

In *The Digest of Education Statistics 2002*, NCES reported that 81% of 2001 high school graduates, but only 64% of the 2000-01 dropouts were in the labor force (i.e., either employed or looking for work). Of the dropouts in the labor force, 36% were unemployed, compared to only 21% of the 2001 high school graduates who were in the labor force. Earlier, *The Digest of Education Statistics 2001* (Snyder & Hoffman, 2002, page 443) reported that adults who were 25-years-old and over had an unemployment rate of 6.4% if they did not complete high school, as compared with the lower unemployment rate of 3.5% for adults who had four years of high school. Finally, Table 14-1 of *The Condition of Education 2004* (Wirt, et al., 2004) provides information on annual earnings of full-time workers, age 25-34, who have

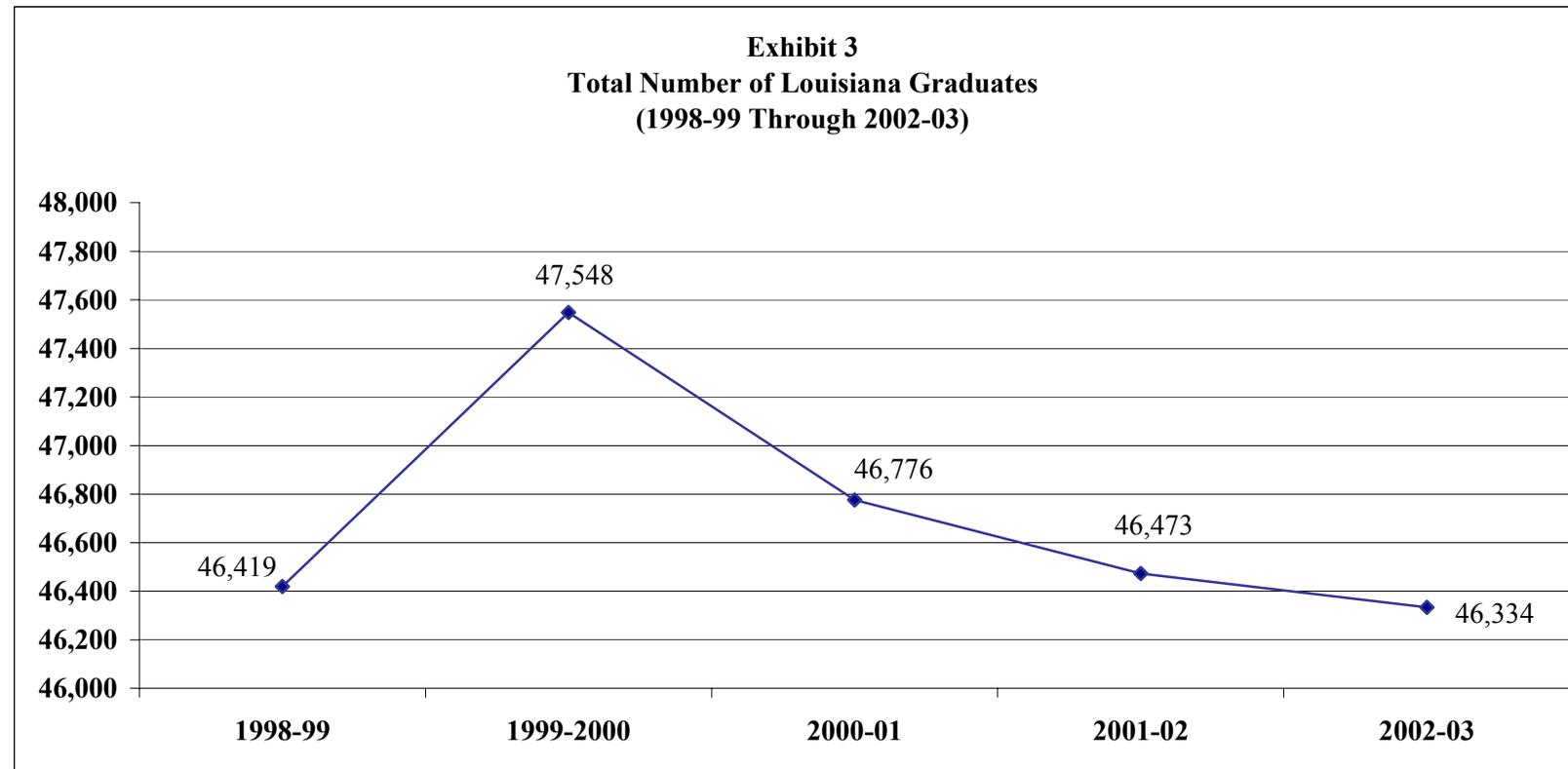
different levels of educational attainment. At all levels of educational attainment, females have lower 2002 median annual earnings than their male counterparts, but those individuals who lack a high school diploma or a GED earn less money than those with more education.

National goals challenge states to achieve a 90% graduation rate (Fork and Tomlinson, 1994). Louisiana has been successful in reducing its dropout rate and 91.1% of its public high school seniors graduated by the end of the 2001-02 school year, as was reported in the *2002-03 Louisiana State Education Progress Report* (LDE, 2004b). A national graduation rate for this same year was not available at the time this report was written, but NCES (2003, Table 107) reported that 81.3% of 18- to 29-year olds had completed high school by obtaining a diploma by 2001.

Has the number of Louisiana graduates changed during the last five years?

Exhibit 3 shows the total number of students who graduated from Louisiana public and nonpublic high schools in school years 1998-99, 1999-2000, 2000-01, 2001-02, and 2002-03. As shown in Exhibit 3, Louisiana schools produced 46,419 graduates in 1998-99, increasing to a high of 47,548 graduates in 1999-2000. The total number of Louisiana high school graduates dropped to 46,776 in 2000-01, then decreased to 46,473 for school year 2001-02, and to 46,334 graduates in 2002-03. The 2002-03 graduating class was smaller than the 1998-99 graduating class (by 85 graduates) and also smaller than the 2001-02 graduating class (by 139 graduates).

Note: Readers should be aware that each of Louisiana's graduating classes has students whose preparation for postsecondary education varies from one graduate to another. Some graduates completed a traditional college-preparation high school curriculum, whereas others did not. There are also graduates who had few college-preparation courses in high school and/or students who completed alternative programs of study. In addition, Louisiana has a number of students who are at-risk for low educational attainments due to family, social, and economic factors and/or to unsatisfactory school experiences.



What proportion of the nation's high school graduates come from Louisiana's schools?

Exhibit 4 includes national and Louisiana data on the total number of graduates for school years 1998-99, 1999-2000, 2000-01, 2001-02, and 2002-03. Based on calculations, it appears that Louisiana's public and nonpublic schools have produced between 1.6% and 1.7% of the nation's high school graduates during each of these five school years.

Exhibit 4 National and Louisiana High School Graduate Counts

Year	The Nation's Graduates ^{1,2}	Louisiana's Graduates ⁴	Louisiana's Percent of the Nation's Graduates ⁵
1998-99	2,759,000	46,419	1.7%
1999-00	2,833,000	47,548	1.7%
2000-01	2,852,000	46,776	1.6%
2001-02	2,917,000 ³	46,473	1.6%
2002-03	2,986,000 ³	46,334	1.6%

Source Notes:

¹ The Nation's graduate counts for these years were found in Table 23 (published October 2003) at the following website of the National Center for Educational Statistics (NCES): http://nces.ed.gov/programs/projections/tables/table_23.asp

² The Nation's graduate counts have been revised from previously published figures.

³ For these two school years, the Nation's graduate counts are projected numbers.

⁴ All Louisiana graduate counts are based on annual data reported by public and nonpublic schools to the LDE.

⁵ Percents in this column were calculated by using the national and Louisiana graduate counts that are shown in Exhibit 4.

In school year 2002-03, nonpublic schools that are not part of any diocese produced 2,556 graduates and the public schools that are not under any regular school district produced 441 graduates. One diocese and 10 public school districts each produced more than 1,000 graduates in 2002-03. An additional two dioceses and ten more public school districts each produced 500 to 999 graduates in 2002-03.

Businesses, industries, and other employers would be interested in coming into states that produce a sufficient pool of high school graduates who are well-prepared for the jobs that will be available. Statistics show that Louisiana must improve in every level of education to help all students reach higher performance levels. It is also necessary to increase the number of high school diploma graduates for this state to have a sufficient workforce that is well prepared for the highly technical jobs of the future.

The OECD (2000) reminded readers that a high school education often serves as the minimum credential for entry into the labor market, as well as the foundation for all types of postsecondary programs, including college/university studies. Besides completing high school, college-bound students will need to make important decisions about additional education. For example, some high school completers decide to go to college immediately, while others will postpone their entry. Students entering college must also decide whether to attend an institution in their home state or to go out of state, and whether they will be part-time or full-time students. Decisions are also made on the type of postsecondary institution one will attend (e.g., public or nonpublic, 4-year or 2-year).

Studies conducted by other researchers have yielded findings about college-going behaviors. In the next sections of this report, some of these studies will be reviewed to enhance the current study of Louisiana's Fall 2003 FTF class.

What is known about college-going behaviors?

National studies have been conducted to obtain information on the college-going behavior of different groups of people. For example, when comparing the United States to several other countries, the OECD (2000) reported that four of ten people who leave a secondary educational program are likely to enroll in a program that will lead to a bachelor's degree or to a more advanced degree. Other interesting statistics can be drawn from research conducted by investigators such as the BOR, the U.S. Department of Education, and the American College Testing (ACT) Program.

College Enrollment Demographics. One national indicator focuses on high school completers, who make an immediate transition from high school to college. As reported on *The Condition of Education Website* (NCES, 2000 to 2003, Tables 18-1 and 18-2), the national percentage of recent high school completers who made an immediate transition to college was 65.6% in 1998, 62.9% in 1999, 63.3% in 2000, and 61.7% in 2001. (Results for 2002 and 2003 have not been published as of October 8, 2004.) Table 18-1 (NCES 2000 to 2003) also showed that 64.2% of the White, 54.6% of the Black, and 51.7% of the Hispanic high school completers made an immediate transition from high school to college in 2001. A higher percentage of the females (63.6%) than male completers (59.7%) made an immediate transition to college in 2001. A larger proportion of both the male (41.1%) and the female (42.9%) completers opted to attend 4-year institutions in 2001, when they made an immediate transition to college (NCES, 2000 to 2003, Table 18-2).

The *Digest of Educational Statistics 2002* (NCES, 2003, Table 181) provides the numbers of FTF enrolled in degree-granting institutions, with breakouts for men vs. women and

for 4-year vs. 2-year colleges (public and nonpublic); Table 181 also showed the full-time vs. part-time attendance status. The years 1955 through 2000 were shown, along with a note indicating there was a change in reporting procedures beginning with 1990. Based on data in this table from 1996 to 2000, total FTF enrollment was equal to or greater than 2,213,000 students. Over these same years, full-time FTF ranged from a low of 1,734,000 (in 1997) to a high of 1,918,000 (in 2000), while part-time FTF ranged from a low of 437,000 (in 1998) to a high of 534,000 (in 1996). In every year from 1996 to 2000:

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

Projected undergraduate enrollments, as shown in *The Condition of Education 2004* (Wirt, et al., 2004, Table 6-1) and/or in Tables 14, 15, 16, or 17 of the *Projections of Educational Statistics to 2013* website (NCES, 2004) lead to several conclusions. First, total enrollments are expected to rise. The trend of female enrollment exceeding male enrollment is also expected to continue. While there is projected growth in both the number of part-time students and in the number of students enrolling at 2-year institutions, projections through the year 2013 indicate expectations that more undergraduates will attend 4-year institutions (rather than 2-year colleges) and more of these students will be enrolled on a full-time basis rather than on a part-time basis.

However, in a discussion of undergraduate diversity, Wirt, Choy, Provasnik, Rooney, Sen, and Tobin (2003) report on several demographic characteristics of undergraduates observed in 1999-2000. The authors noted that:

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

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

Students Who Postpone College Entrance. For example, in the past, the BOR suggested that the *FTF Program* underestimates the total number of Louisiana high school graduates who eventually enter college. To get a more complete picture of Louisiana's overall college-going rates, the BOR studied 1988-89 Louisiana high school graduates who enrolled in state institutions over a four-year period. The BOR concluded that 38% of the 1988-89 graduates were enrolled as FTF in Fall 1989. However, by 1992, the college-

going rate for the 1988-89 graduates was determined to be 45.6%. The four-year-college-going rate was larger than the one-year rate because additional 1988-89 high school graduates had entered college by 1992 (LDE, 1996).

Based on information reported in *The Condition of Education 1999* (NCES, 1999), earlier state-level FTF reports included national data showing that in October 1990, 1995, and 1997, the largest percentage of high school completers went to college when they were 18 to 24 years old. An additional 8% to 9% of the high school completers enrolled in college when they were between the ages of 25 and 34. Less than 3% of the high school completers enrolled in college when they were age 35 or older. It is reasonable to conclude that most people who enroll in college courses do so soon after their high school studies, but a small percentage of a graduating class does postpone college entrance.

If a high school graduate has postponed his/her college enrollment, Louisiana studies of FTF will not capture such a student because only a one year college-going rate is reported through the *FTF Program*. However, this one year college-going rate indicates the proportion of high school graduates who begin college immediately after high school graduation and who are enrolled as full-time students.

Part-Time College Students. Part-time college students are not included in calculating Louisiana college-going rates. Several national studies suggest that most students enrolled in colleges or universities attend on a full-time basis, but percentages for first-time students differ from those for all enrolled students. Exhibit 5 summarizes findings of: Barbett's (2000) study of 1997 students who attended degree-granting institutions that were eligible for Title IV Federal financial aid, an OECD study (2000) that compared the United States with other countries, and statistics pertaining to 1998 students

at degree-granting institutions (Snyder & Hoffman, 2001). As shown, these studies suggest that the majority of college students were enrolled on a full-time basis. In addition, the proportion of first-time students enrolling on a full-time basis was greater than the proportion of the entire student group who were full-time students.

Exhibit 5

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

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

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

Louisiana Students Who Attend College Outside the State. Information found in prior year residence and migration studies that were reported in national publications suggested that a small percentage of recent graduating classes

leave Louisiana to enroll in college. A residence and migration study which was reported in *The Digest of Education Statistics 2002* (NCES, 2003, Table 204) indicated that in Fall 2000, Louisiana had 27,918 recent high school graduates, who enrolled as freshmen in degree-granting institutions within the United States and its outlying areas. Of these, 3,020 freshmen migrated out of Louisiana for Fall 2000. This number is approximately 6.35% of the 1999-00 recent Louisiana high school graduates as reported in the 2000 *FTF Program*.

With respect to students leaving to attend college in other states during 1998, three different studies yielded different findings. That is, Morgan reported in the Spring 2002 issue of *Education Statistics Quarterly* (2002, page 29) that the percentage of first-time, first-year undergraduates who left their state of residence to attend a postsecondary out-of-state institution in 1998 varied greatly, from a low of 6.3% in Mississippi to a high of 62.7% in the District of Columbia. According to Morgan, Louisiana's reported out-of-state migration rate was 9.2%.

However, a residence and migration study which was reported in *The Digest of Education Statistics 2001* (Snyder & Hoffman, 2002, Table 205) indicated that in Fall 1998, Louisiana had 2,952 freshmen reported as migrating out of Louisiana for Fall 1998. That number of migrating freshmen is also 6.35% of the 1997-98 recent high school graduates as reported in the 1998 *FTF Program*.

Ziomek of the ACT Southwestern Regional Office also provided data on 1998 Louisiana high school graduates who took the ACT and enrolled in college in Fall 1998. Ziomek (1999) reported that 1,322 of these students went to out-of-state public institutions and 392 enrolled in out-of-state nonpublic colleges/universities. Ziomek's findings suggest

that 1,714 Louisiana high school graduates took the ACT and enrolled in out-of-state colleges in 1998. Based on Ziomek's data and the *FTF Program's* count of high school graduates, it was estimated that approximately 3.69% of the 1997-98 graduates went to out-of-state colleges in 1998.

In an earlier migration study, it was reported that 3,177 Louisiana high school graduates went out of state to attend college in Fall 1996 (Barbett, 1998). This number of migrating students was approximately 7.22% of Louisiana's 1995-96 graduating class.

Assuming that the percentage of Louisiana's 2002-03 graduates who went out of state to enroll in college falls within the 3.69% to 9.2% range, then the total number of Louisiana out-of-state Fall 2003 FTF is estimated as between 1,710 and 4,263 recent high school graduates. (Readers should be very cautious with these estimated numbers since most of the migration statistics are based on data collected in the middle and late 1990s and the percentages vary across several studies.)

While it is appropriate to be aware that some recent Louisiana graduates go out of state to begin college, it is more useful to study the FTF who remain in Louisiana to begin college. College-going rates and enrollment patterns of individuals who do remain within Louisiana as FTF will be discussed in this document. This state-level FTF report will also provide: some demographic information on a FTF class, statistics to indicate the college readiness of recent high school graduates, and information on the first semester success rate of the Fall 2003 FTF class.

In the next sections of this report, college-going rates for the 2002-03 high school graduates will be presented along with other demographics. The reported information used in

the analysis is from 33 in-state colleges/universities and includes only individuals who were considered to be full-time FTF during Fall 2003. Louisiana studies of FTF provide only a partial estimate of all high school graduates who do go on to college because the Louisiana FTF studies exclude the following types of individuals:

- Those who delay or postpone their college entrance,
- Students attending out-of-state institutions,
- High school completers who were not diploma graduates,
- Part-time freshmen, and
- Students taking courses on more than one campus, but who are not classified as full-time on any campus.

What percentage of 2002-03 Louisiana high school graduates became Fall 2003 FTF who enrolled in Louisiana's colleges/universities?

The OECD (2000) reported that four of ten people who leave a secondary educational program are likely to enroll in a program that will lead to a bachelor's degree or to a more advanced degree. A different study involving high school completers who made an immediate transition to college indicated that the national college-going rate was 61.7% in 2001 (NCES, 2000 to 2003, Table 18-1).

Exhibit 6 provides a summary of the 2002-03 Louisiana high school diploma graduates who became Fall 2003 FTF in Louisiana colleges/universities. (Exhibit 6 also summarizes FTF who enrolled in developmental courses. Later sections of this report will focus on developmental course enrollment rates.) In Exhibit 6, statistics are presented for public vs.

nonpublic high school graduates and for 2-year vs. 4-year colleges/universities. Several college-going rates presented for Fall 2003 have increased over the rates that were found in Fall 2002.

That is, 7% of the 2002-03 high school graduates made an immediate transition to college by enrolling on one of Louisiana's 2-year college campuses, whereas only 6% of the 2001-02 graduates enrolled as FTF on 2-year campuses during Fall 2002. Two additional community colleges served students in Fall 2003 than in the previous year and this may be one factor that accounts for the college-going rate increase on 2-year campuses.

The college-going rate for Fall 2003 FTF who made an immediate transition to a 4-year college/university is 43%, whereas in Fall 2002 this college-going rate was only 40%. The Fall 2003 college-going rate for 4-year campuses suggests that more than four of every ten 2002-03 high school graduates of Louisiana schools are striving to obtain a four-year college degree.

More importantly, a total of 23,198 of the 2002-03 high school graduates became Fall 2003 FTF. The overall Louisiana college-going rate for Fall 2003 (combining graduates of public and nonpublic schools and regardless of which college enrolled the students) was found to be 50%. Thus, half of the 2002-03 high school diploma graduates made an immediate transition to a Louisiana college/university by the Fall of 2003.

The Fall 2003 college-going rate of 50% is an improvement over the Fall 2002 college-going rate of 46%.

Growth and expansion of college/university campuses, emphasis on accountability and the value of a good education, as well as the continuation of The *Tuition Opportunity Program for Students* (TOPS) could all be factors that encouraged a larger proportion of the recent high school graduates to attend college and to remain in-state for college studies.

Unfortunately, the Louisiana college-going rate of 50% remains lower than the national college-going rate of 61.7%, which was reported for the year 2001 (NCES, 2000 to 2003 2003, Table 18-1). (National college-going rates for 2002 and 2003 were not yet available.) National college-going rates may be higher than the Louisiana rate because the national studies include high school completers who obtained something other than a diploma, such as those with a certificate of attendance. While Louisiana schools do offer some additional high school completion credentials, only students who have received a diploma are counted as Louisiana FTF. Students without a diploma are excluded from studies of Louisiana FTF.

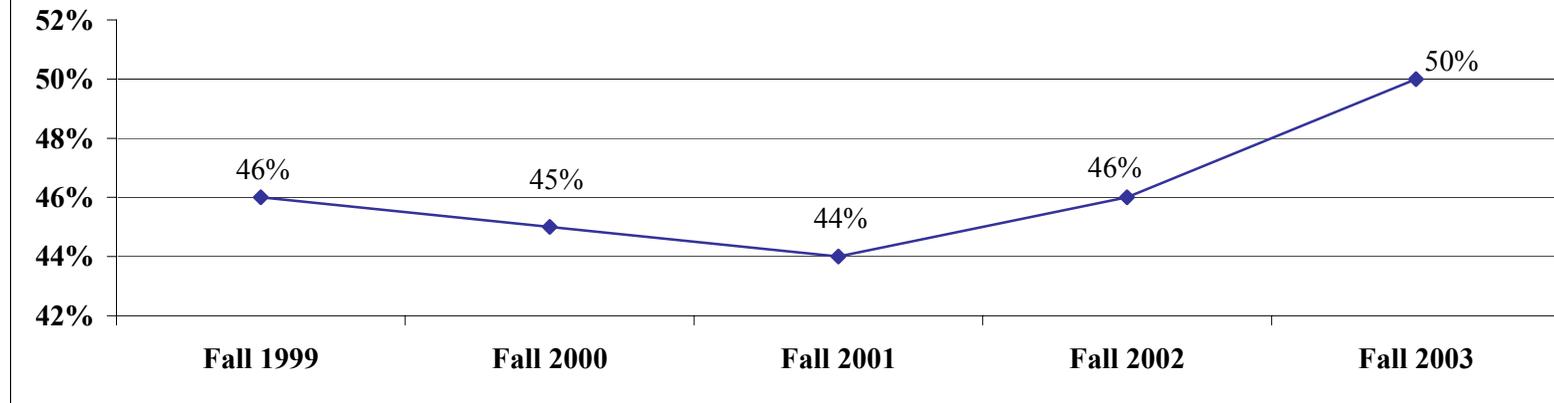
Both the Louisiana and the national college-going rates have been fluctuating in recent years. For example, the national college-going rate rose to 67% in 1997, but then this rate decreased to 65.6% in 1998, and then declined to 62.9% in 1999. In 2000, the national rate increased to 63.3%, but then fell to 61.7% in 2001. Exhibit 7 graphically shows the fluctuation of the Louisiana college-going rates for Fall 1999 through Fall 2003.

Exhibit 6
Fall 2003 FTF Summary

	High School Graduates of					
	Public Schools		Nonpublic Schools*		Public and Nonpublic Schools Combined	
	Number	Percent	Number	Percent	Number	Percent
Total 2002-03 Graduates	37,608	81%	8,726	19%	46,334	100%
Graduates Who Attended 2-Year Colleges						
2002-03 Graduates Who were Fall 2003 FTF	2,687	7%	538	6%	3,225	7%
Fall 2003 FTF Who Enrolled in Developmental Courses	2,021	75%	381	71%	2,402	74%
Graduates Who Attended 4-Year Colleges/Universities						
2002-03 Graduates Who were Fall 2003 FTF	14,803	39%	5,170	59%	19,973	43%
Fall 2003 FTF Who Enrolled in Developmental Courses	4,340	29%	893	17%	5,233	26%
Graduates Who Attended 2- and 4-Year Colleges/Universities Combined						
2002-03 Graduates Who were Fall 2003 FTF	17,490	47%	5,708*	65%	23,198*	50%
Fall 2003 FTF Who Enrolled in Developmental Courses	6,361	36%	1,274	22%	7,635	33%

*Four Louisiana nonpublic high schools did not report their 2002-03 graduate counts. Twenty-four of the Fall 2003 FTF came from one of these nonpublic high schools.

**Exhibit 7
Percent of Graduates
Who Became First-Time Freshmen
(Fall 1999 through Fall 2003)**



Louisiana's college-going rates (i.e., the percentage of all 1998-99, 1999-2000, 2000-01, 2001-02, and 2002-03 Louisiana high school graduates who became FTF) for 1999, 2000, 2001, 2002, and 2003 are shown in Exhibit 7. As can be seen in the graph, the Louisiana college-going rate dropped for two consecutive years, decreasing from 46% in 1999 to 45% in 2000, and then to 44% by 2001. However, the Louisiana college-going rate returned to 46% in 2002 and by the Fall of 2003, the state's college-going rate has now reached 50%.

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

The total number of Louisiana's FTF decreased from Fall 1999 to Fall 2001, but then increased in Fall 2002 and in Fall 2003 (i.e., 21,456 FTF in 1999; 21,324 in 2000; 20,787 in 2001, 21,410 in Fall 2002, and 23,198 FTF in Fall 2003.) The Fall 2003 FTF enrollment count is 1,742 students higher than in Fall 1999 and 1,788 students higher than in Fall 2002. The Fall 2003 FTF enrollment count increased over the Fall 2002 enrollment count, largely due to more recent graduates of public high schools making an immediate transition to Louisiana's colleges/universities.

The college-going rate for public high school graduates also increased from 42% in Fall 2002 to 47% in Fall 2003. These are encouraging findings, since many students in Louisiana public high schools have a number of risk factors that often correlate with lower educational attainment. [Risk factors (see Wirt, et al., 2002, Indicator 22) among high school students include changing schools many times, low socioeconomic status of the family, average grades of C or lower, being retained one or more years, being in a single-parent household, and/or having a sibling who did not complete high school. A national study revealed that among high school graduates who had risk factors, 35% went on to college within two years of their high school graduation and 68% enrolled in some type of postsecondary institution (Wirt, et al., 2002, Indicator 22).]

Analysis of data indicates Fall 2003 FTF enrollments for nonpublic high school graduates increased by 223 students, as compared with the number of Fall 2002 FTF. The college-going rate for nonpublic high school graduates was 64% in Fall 2002 and 65% in Fall 2003.

While the college-going rate for nonpublic high school graduates (65%) was greater than that of the public high school graduates (47%), the actual number of FTF who graduated from public high schools (17,490 FTF) was larger than the number of FTF who graduated from nonpublic high schools (5,708 FTF). In fact, about 75% of the 23,198 FTF were recent graduates of Louisiana's public schools.

Louisiana's public schools produced the majority of the FTF who enrolled in Louisiana's colleges/universities during Fall 2003. Furthermore, 14,803 FTF who were diploma graduates of Louisiana public high schools enrolled in this state's 4-year colleges/universities. These 14,803 FTF equate to 64% of the entire Louisiana Fall 2003 FTF class.

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

During the Fall 2003 term, 17,490 (or 47%) of Louisiana's 2002-03 public high school diploma graduates enrolled as FTF in Louisiana colleges/universities. Exhibit 8 provides district-level statistics on the number and percentage of Louisiana's 2002-03 and 2001-02 public high school graduates who were FTF. Individuals counted as FTF were enrolled as full-time college students in Fall 2003 or in Fall 2002.

Among the public school districts, the percentage of graduates going directly to in-state colleges in the Fall 2003 ranged from 26% to 60%. Comparable college-going rates for public school districts ranged from 19% to 55% during Fall 2002.

For each public school district, Exhibit 8 also presents the college-going rate percentage points difference, which shows how the district public school college-going rates of Fall 2003 differed from the rates of Fall 2002. It was found that:

- college-going rates decreased for 15 public school districts, with the rates of 5 public school districts declining by 5% or more.
- college-going rates increased in 49 public school districts, with 30 of these district rates increasing by 5% or more.
- two public school districts sustained the college-going rates observed in Fall 2002.
- in Fall 2003, 18 public school districts had a college-going rate that was equal to or higher than the state's college-going rate of 50%. (The state's college-going rate is based upon the 2002-03 graduates of both public and nonpublic high schools, who made an immediate transition to an in-state college/university.)

Exhibit 8

Number and Percentage of 2002-03 and 2001-02 Public High School Graduates That Became FTF by District

	Number of 2002-03 High School Graduates	Graduates Who Were Fall 2003 FTF		Number of 2001-02 High School Graduates	Graduates Who Were Fall 2002 FTF		Percentage Points Difference
		Number	Percent*		Number	Percent*	
Louisiana	37,608	17,490	47%	37,905	15,925	42%	5%
Acadia	471	185	39%	444	166	37%	2%
Allen	252	107	42%	218	85	39%	3%
Ascension	799	382	48%	772	357	46%	2%
Assumption	190	94	49%	201	68	34%	15%
Avoyelles	308	140	45%	399	145	36%	9%
Beauregard	329	167	51%	371	149	40%	11%
Bienville	159	49	31%	138	52	38%	- 7%
Bossier	1,046	542	52%	983	491	50%	2%
Caddo	2,178	1,066	49%	2,223	1,026	46%	3%
Calcasieu	1,768	910	51%	1,747	774	44%	7%
Caldwell	103	40	39%	66	30	45%	- 6%
Cameron	123	69	56%	109	41	38%	18%
Catahoula	102	47	46%	94	44	47%	- 1%
Claiborne	130	49	38%	149	65	44%	- 6%
Concordia	185	85	46%	205	91	44%	2%
DeSoto	259	110	42%	248	107	43%	- 1%
East Baton Rouge	3,093	1,439	47%	2,815	1,345	48%	- 1%
East Carroll	82	32	39%	83	30	36%	3%
East Feliciana	131	46	35%	142	27	19%	16%
Evangeline	304	136	45%	286	98	34%	11%
Franklin	165	65	39%	199	73	37%	2%
Grant	169	70	41%	184	82	45%	- 4%
Iberia	719	326	45%	637	222	35%	10%
Iberville	217	103	47%	253	96	38%	9%
Jackson	146	79	54%	169	66	39%	15%

	Number of 2002-03 High School Graduates	Graduates Who Were Fall 2003 FTF		Number of 2001-02 High School Graduates	Graduates Who Were Fall 2002 FTF		Percentage Points Difference
		Number	Percent*		Number	Percent*	
Louisiana	37,608	17,490	47%	37,905	15,925	42%	5%
Jefferson	2,197	922	42%	2,261	757	33%	9%
Jefferson Davis	334	180	54%	318	131	41%	13%
Lafayette	1,518	785	52%	1,624	770	47%	5%
Lafourche	755	315	42%	810	347	43%	- 1%
LaSalle	160	71	44%	163	74	45%	- 1%
Lincoln	373	213	57%	363	174	48%	9%
Livingston	1,089	544	50%	1,056	483	46%	4%
Madison	93	31	33%	111	30	27%	6%
Morehouse	216	95	44%	230	75	33%	11%
Natchitoches	296	179	60%	353	167	47%	13%
Orleans	3,130	1,294	41%	3,471	1,159	33%	8%
Ouachita	929	496	53%	923	434	47%	6%
Plaquemines	324	150	46%	278	117	42%	4%
Pointe Coupee	163	51	31%	167	49	29%	2%
Rapides	1,261	635	50%	1,294	603	47%	3%
Red River	72	28	39%	75	36	48%	- 9%
Richland	140	66	47%	175	68	39%	8%
Sabine	247	100	40%	257	111	43%	- 3%
St. Bernard	429	223	52%	382	197	52%	0%
St. Charles	600	340	57%	628	322	51%	6%
St. Helena	70	23	33%	51	20	39%	- 6%
St. James	242	107	44%	230	107	47%	- 3%
St. John the Baptist	288	93	32%	276	88	32%	0%
St. Landry	786	336	43%	805	302	38%	5%
St. Martin	439	174	40%	460	164	36%	4%
St. Mary	592	222	38%	614	226	37%	1%
St. Tammany	1,916	1,071	56%	1,834	1,000	55%	1%
Tangipahoa	980	474	48%	1,030	433	42%	6%
Tensas	54	18	33%	58	16	28%	5%

	Number of 2002-03 High School Graduates	Graduates Who Were Fall 2003 FTF		Number of 2001-02 High School Graduates	Graduates Who Were Fall 2002 FTF		Percentage Points Difference
		Number	Percent*		Number	Percent*	
Louisiana	37,608	17,490	47%	37,905	15,925	42%	5%
Terrebonne	987	400	41%	1,007	358	36%	5%
Union	185	75	41%	217	65	30%	11%
Vermilion	505	238	47%	480	205	43%	4%
Vernon	460	168	37%	455	177	39%	- 2%
Washington	309	79	26%	270	77	29%	- 3%
Webster	407	180	44%	369	151	41%	3%
West Baton Rouge	200	83	42%	243	98	40%	2%
West Carroll	117	60	51%	131	54	41%	10%
West Feliciana	122	62	51%	122	48	39%	12%
Winn	136	78	57%	150	82	55%	2%
Monroe City	466	217	47%	469	188	40%	7%
Bogalusa City	152	47	31%	164	41	25%	6%
Other Schools**	441	229	52%	396	191	48%	4%

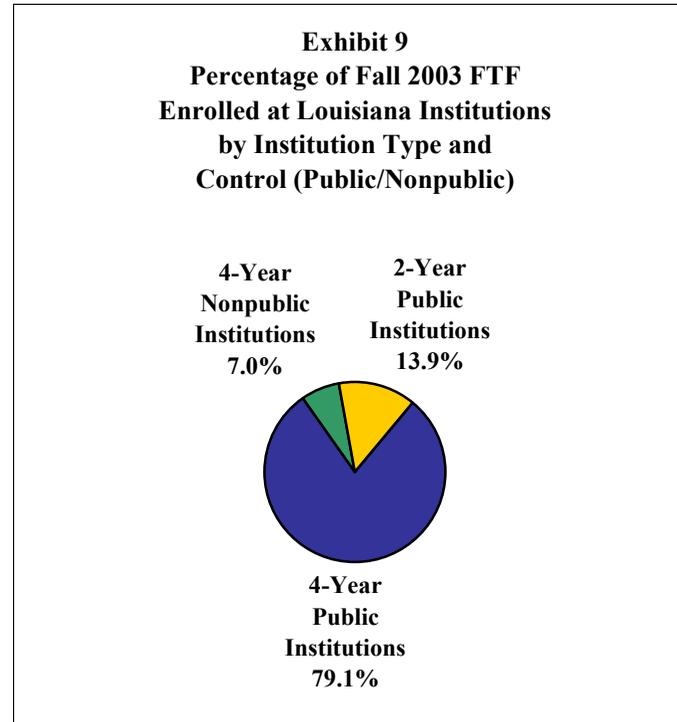
* The college-going rates are rounded to whole percentage points.

** In 2001-02, the "Other Schools" category included graduates of Central Louisiana State Hospital, Grambling State University Lab High School; Louisiana School for the Deaf; Louisiana School for Mathematics, Science, and the Arts; Louisiana State University Lab School; Northwood Preparatory High School; Southeast Louisiana State Hospital; Southern University Lab School; and Westside Alternative High School. In Fall 2002, there were no FTF who graduated from Central Louisiana State Hospital, Southeast Louisiana State Hospital, or from Westside Alternative High School. In 2002-03, the "Other Schools" category included graduates of Eastern Louisiana Mental Health/Greenwell Springs; Grambling State University Lab High School; Louisiana School for the Deaf; Louisiana School for Mathematics, Science, and the Arts; Louisiana State University Lab School; Milestone Academy of Learning Experiences; Northwood Preparatory High School; Scenic Alternative High School; and Southern University Lab School. In Fall 2003, there were no FTF who graduated from Eastern Louisiana Mental Health/Greenwell Springs or Scenic Alternative High School.

Which colleges and universities did Louisiana's 2002-03 high school graduates attend?

Of Louisiana's 33 postsecondary institutions, 13 institutions are public 4-year colleges/universities, eight are 4-year nonpublic institutions, and twelve are 2-year public institutions. Data analysis revealed that 7.0% of the Fall 2003 FTF were enrolled in nonpublic institutions and the remaining 93.0% were in Louisiana's public colleges/universities. Findings in national reports (see NCES, 2003, Table 181 and NCES, 2004, Tables 14, 15, 16, and 17) lead to the conclusion that more students do attend public, rather than nonpublic, colleges/universities.

As previously shown in Exhibit 6, a total of 3,225 FTF were enrolled at 2-year institutions while the remaining 19,973 FTF were enrolled at 4-year institutions. Thus, of the entire Fall 2003 FTF class, 86.1% were enrolled on 4-year campuses whereas, 13.9% were enrolled on the 2-year campuses. Corresponding national 2003 enrollment statistics were not available, but calculations based on the national 2000 enrollment data (NCES, 2003, Table 181) indicate that about 55.2% of freshmen were enrolled at 4-year institutions and roughly 44.8% were at 2-year institutions. Louisiana FTF enrollment patterns do differ from these national patterns.



As illustrated in Exhibit 9, approximately 79.1% of Louisiana's FTF class enrolled at 4-year public institutions, while 13.9% were enrolled in 2-year public colleges, and 7.0% of the Fall 2003 FTF attended a 4-year nonpublic university that is located in Louisiana. Enrollment patterns for the Fall 2002 FTF class were different than those of the Fall 2003 FTF class.

That is, while the enrollment of the FTF class at 2-year public campuses increased from 13.5% to 13.9%, there was a shift in enrollments at 4-year public and nonpublic colleges/universities. From Fall 2002 to Fall 2003, the proportion of the FTF class enrolled on a 4-year public campus rose from 78.4% to 79.1% and the proportion on 4-year nonpublic campuses declined from 8.1% to 7.0%.

Although data of the *FTF Program* does not address the reasons for these enrollment shifts, possible causative factors may include changes in admission standards, increasing familiarity of FTF with the 2-year campuses, the cost of attending the different types of institutions, or a desire to earn a postsecondary degree in a shorter time frame. The addition of two new community colleges for the Fall 2003 term may also have contributed to the slight increase in the percentage of the FTF class who enrolled at a 2-year campus.

The graduates of the nonpublic high schools showed a slight decline in the number of FTF who enrolled at a 2-year campus in Fall 2003, but graduates of the public high schools showed an increase in their enrollment on 2-year campuses as compared with the previous FTF class of Fall 2002. This enrollment increase should not be taken as a sign that recent public school graduates are less interested in getting 4-year college degrees because some students who begin college on a 2-year campus do transfer to 4-year campuses.

In fact, Wirt, et al. (2003, Indicator 19, page 44) reported that transfer rates are related to the student's initial degree goal. That is, among college students who enrolled on a 2-year campus, 26% of those who initially wanted an associate's degree transferred to a 4-year campus. Of the students who enrolled on a 2-year campus, but who intended to obtain a bachelor's degree, 51% transferred to a 4-year campus.

Wirt, et al. (2003, Indicator 19, page 44) also reported on students who started at a community college in 1995-96 and then transferred. Six years later, about 80% of the transferring students had either completed a bachelor's degree or were still enrolled at a 4-year campus. The percentage of students who completed a bachelor's degree was higher among the

transferring students whose original goal was to obtain a bachelor's degree (44%) than among those students who originally sought an associate's degree (29%).

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

Options for recent high school graduates to continue their education may also be increased if there is expansion of 2-year campuses and of 4-year campuses, especially those campuses that currently have low FTF enrollments. College tuition and fees have been rising, and in Louisiana, some institutions are increasing admission requirements. If the 2-year campuses can keep costs at a reasonable level and provide a quality education, Louisiana may be successful in increasing the educational attainment of its young adult

citizens. The chances of securing higher paying jobs are increased when young adults have greater educational credentials for making the transition to full-time employment.

Also, there is no way to predict the exact size of future FTF classes or where the students may enroll. For various reasons, there may be a decline in the size of Louisiana's high school graduating class, resulting in a smaller number of students becoming FTF in future years. Reasons for a possible decline in the size of future FTF classes include increases in fees and costs to enroll, population decreases, expansion in technical and job-training opportunities that are alternatives to traditional college degrees, or any situation which results in a greater number of recent high school graduates entering military service. Educational planning can be aided by examining what has recently occurred within Louisiana and by learning what students are becoming FTF.

Thus, in Part IV of this report, the focus is on describing the Louisiana's Fall 2003 FTF and on statistics regarding the enrollment of FTF in developmental courses. As previously mentioned, each FTF was a full-time student in the Fall 2003 term, and all students were enrolled at a public or nonpublic college/university located in Louisiana.

Part IV. The Louisiana Fall 2003 First-Time Freshmen (FTF) Class

Information in Part IV is organized to discuss several characteristics of the Fall 2003 FTF class (i.e., their performance on the ACT, gender and ethnic composition, enrollment in developmental courses, and successful completion of the Fall 2003 term.) Additional information from other national studies and professional literature will be included for the reader's consideration.

How did Louisiana's Fall 2003 FTF Class perform on the ACT?

Although the *FTF Program* is legislatively mandated to collect only data on FTF enrollments and participation in developmental courses, the LDE also asked for the submission of the ACT composite scores of the full-time Fall 2003 FTF. In addition to summarizing the ACT performance for these FTF and comparing findings to the Fall 2002 FTF class, this report also provides an overview of ACT results for developmental vs. nondevelopmental FTF and for the public and nonpublic high school graduates combined.

Exhibit 10 presents two years of average ACT score results for national and Louisiana high school classes and for the Louisiana FTF. Where the data were available, the average ACT scores are reported by gender, by ethnicity, by core vs. non-core curriculum, by public vs. nonpublic high school, and by college destination. The readers of this report should be able to make several comparisons of the average ACT scores, if they desire. The discussion of ACT scores begins with an overview of Louisiana's 2003 high school class, including both public school and nonpublic school test takers.

Louisiana's 2003 High School Class ACT Performance. As a group, Louisiana's 2003 high school class had an average ACT composite score of 19.6, which has not changed since 1999. Since 1997, the national ACT composite average score had been 21.0, but it dropped to 20.8 in 2002 and in 2003. ACT believes the national score decline was largely due to two states making students take the ACT as a requirement for graduating from high school.

Comparing Louisiana's 2003 ACT performance across subgroups of students indicated no change in the average composite score of males (19.7), but females increased from 19.5 to 19.6. In the nation as a whole, males had an average ACT composite score of 21 (in 2003), while the nation's females had an average of 20.8 (ACT, 2003).

In 2003, ACT scores for the nation were reported by ethnic groups, demonstrating that Asians/Pacific Islanders (21.8) and Whites (21.7) outperformed Hispanics (19), American Indians/Alaskan Natives (18.7), Mexican Americans/Chicanos (18.3), and African Americans/Blacks (16.9). In 2003, Louisiana's White graduates (21), Asians/Pacific Islanders (20.8), and Mexican Americans/Chicanos (20) had the highest average ACT composite scores, followed by Hispanics (19.8), American Indians/Alaskan Natives (19.2), and African Americans/Blacks (16.7) (ACT, 2003).

For Louisiana, 2003 ACT score improvement was noted among: Asian/Pacific Islanders (from 20.3 to 20.8), American Indians/Alaskan Natives (19 to 19.2), and among African Americans/Blacks (16.5 to 16.7), as compared with the lower average composite scores of 2002. The Louisiana 2003

average ACT composite scores declined for Mexican Americans/Chicanos (from 20.1 to 20) and for Hispanics (from 19.9 to 19.8), but the Louisiana average score of Whites remained at 21 (ACT, 2003 & 2002).

Research has revealed that ACT scores are highly linked to the amount of core course work completed by high school students. As shown in Exhibit 10, those 2002-03 high school students (in Louisiana and in the nation) who completed a typical college preparatory curriculum were found to have higher average ACT composite scores than students who did not complete a college preparatory curriculum.

Louisiana's Fall 2003 FTF, ACT Performance. ACT composite scores were available on roughly 95.1% of Fall 2003 FTF. Of these Louisiana Fall 2003 FTF, 35.6% had scores ranging from 1 to 19. The remaining 64.4% had an ACT composite score equal to or greater than 20. Furthermore, the average ACT composite score of these FTF (20.9) was higher than that of the entire 2003 high school class (19.6) and slightly higher than the national ACT average score for the high school class (20.8).

When considering the ethnic groups, analysis of the ACT data for the Louisiana Fall 2003 FTF indicated that White FTF had the highest average ACT composite scores (22.2), followed by Asians/Pacific Islanders (21.5). The average ACT composite scores for FTF who were American Indians/Alaskan Natives (20.9), Hispanics (20.9), and for Blacks (17.9) were lower. Furthermore, male Fall 2003 FTF whose average ACT was 21.2 outperformed the female FTF (20.7).

Exhibit 10
2003 vs. 2002 ACT Average Composite Scores*

Description of the Averages	Nation's High School Class		Louisiana's High School Class		Louisiana's FTF Class		Louisiana's Developmental FTF		Louisiana's Non-Developmental FTF	
	2003	2002	2003	2002	Fall 2003	Fall 2002	Fall 2003	Fall 2002	Fall 2003	Fall 2002
Overall Average ACT Composite	20.8	20.8	19.6	19.6	20.9	20.8	17.3	17.0	22.7	22.8
Averages by Gender										
Males	21.0	20.9	19.7	19.7	21.2	21.0	17.2	16.9	22.9	23.0
Females	20.8	20.7	19.6	19.5	20.7	20.6	17.4	17.1	22.5	22.7
Averages by Ethnicity Groups**										
Whites	21.7	21.7	21.0	21.0	22.2	22.1	18.3	18.1	23.3	23.4
Asian/Pacific Islanders	21.8	21.6	20.8	20.3	21.5	21.5	18.2	17.3	23.1	23.0
Mexican Americans/Chicanos	18.3	18.2	20.0	20.1						
Hispanics	19.0	18.8	19.8	19.9	20.9	21.2	17.5	17.5	22.9	23.0
American Indian/Alaskan Natives	18.7	18.6	19.2	19.0	20.9	20.7	18.1	18.3	21.9	22.8
African American/Blacks	16.9	16.8	16.7	16.5	17.9	17.5	16.2	15.7	19.9	20.1
Averages by Curriculum***										
Completed Core	21.8	21.8	20.5	20.5						
Did Not Complete Core	19.3	19.2	17.2	17.0						
Averages by Type of High School										
Public School					20.5	20.4	17.1	16.9	22.3	22.6
Nonpublic School					22.3	21.9	18.3	17.6	23.5	23.5
Averages by College Destination										
2-year public					17.7	17.4	16.8	16.5	20.5	20.5
4-year public					21.2	21.1	17.4	17.1	22.7	22.8
4-year nonpublic					22.6	22.7	18.5	17.7	23.8	24.2

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

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

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

Just as the college-going rates of public and nonpublic high school graduates differed, average ACT performance of those graduates who became FTF varied with high school type. That is, Fall 2003 FTF who graduated from public high schools had an average ACT of 20.5, whereas the FTF who graduated from nonpublic high schools had an average ACT composite score of 22.3.

Looking at the ACT data from the perspective of college destination, Louisiana Fall 2003 FTF who enrolled in nonpublic universities tended to post higher ACT composite scores (average of 22.6) than their peers who entered 4-year public institutions (21.2), or the FTF who enrolled in 2-year public institutions (17.7).

It was also found that Fall 2003 nondevelopmental FTF had an average ACT score of 22.7, whereas developmental FTF had an average score of 17.3. In fact, the nondevelopmental FTF of Fall 2003 as well as those of Fall 2002, had higher average ACT scores than the developmental FTF for every breakdown that is shown in Exhibit 10. The average ACT scores of Louisiana's nondevelopmental FTF were also higher than the averages of the nation's high school classes.

FTF Performance on the ACT: Fall 2002 compared with Fall 2003. As can be seen in Exhibit 10, the average ACT composite score of Louisiana FTF was 20.8 in Fall 2002, rising to 20.9 in Fall 2003. The average score of FTF who graduated from Louisiana public high schools increased from 20.4 in Fall 2002 to 20.5 in Fall 2003, while the average ACT composite score for FTF who graduated from the nonpublic schools increased from 21.9 to 22.3. The readers of this report should be able to make several comparisons of the average ACT scores, if they desire, by using the findings presented in Exhibit 10.

As noted earlier, the ACT score of an FTF is used to help determine whether the student should be enrolled in one or more developmental courses. Thus, a change in the average ACT score of FTF may be associated with alterations in the FTF developmental course enrollments. In this study, it was found that the average ACT score of the Fall 2003 Louisiana FTF did increase slightly and the percent of FTF enrolled in one or more developmental courses decreased. In fact, some colleges/universities indicated they offered courses in several developmental subject areas, but there were cases in which no FTF were reported as enrolled in the courses.

At this time, Louisiana's public 4-year universities are developing plans to have Minimum Admissions Criteria by the Fall of 2005. Proposed criteria for admission include specific ACT scores, specific grade point averages with completion of the high school core curriculum, and limiting the amount of developmental (or remedial) coursework that a student requires. The 2-year institutions are to remain as open admissions campuses. Full implementation of these admission criteria could impact students who will be entering college in 2004 or 2005 by being one additional factor that results in better ACT performance and in less need for developmental courses.

What was the demographic make-up of Louisiana's Fall 2003 FTF Class?

Each student counted as a member of the Fall 2003 FTF class made an immediate transition to a Louisiana college/university following his/her graduation from high school. In national reporting, two variables seem associated with the immediate college enrollment rates, these being the educational attainment of the parents and the socioeconomic background of the families. The immediate college enrollment rates were found to be higher when the parents

had a higher level of educational attainment (Wirt, et al., 2003, Table 18-3). In addition, the 2001 rates of immediate college enrollment were 43.8% for students coming from low-income families, but 79.8% for students from high-income families (Wirt, et al., 2003, Table 18-1). One would suspect that low-income families would be less able to save for the college education of their children, so this difference in immediate college enrollment rates is not surprising.

According to Wirt, et al.'s (2003) Table 18-2, the proportion of female high school completers making an immediate transition to college has exceeded the proportion of male high school completers making the same transition from 1996 to 2001. However, in the years 1999 to 2001, the proportions for both male and female high school completers have declined from the higher proportions of 1997. The *Digest of Educational Statistics 2002* (NCES, 2003, Table 181) provided the numbers of FTF enrolled in degree-granting institutions, with breakouts for men vs. women for the years 1955 through 2000. Based on data in Table 181 (NCES, 2003), in every year from 1996 to 2000, more women than men were enrolled in the nation's degree-granting institutions. Recent Louisiana studies also show that the majority of the FTF were females in both Fall 2003 (58% female) and in Fall 2002 (57% female).

Exhibit 11 provides information on the ethnicity of Louisiana's Fall 2003 FTF. The ethnic subgroup of each FTF was either drawn from (1) what was recorded in the *Student Transcript System* (STS), (2) data stored in the *Student Information System* (SIS), or (3) the information reported by BOR or by a nonpublic college/university. If the ethnic subgroup of any FTF was not available from any of these sources, then ethnicity was unknown.

Exhibit 11
Fall 2003 FTF Summary by Ethnicity*

Ethnicity Category	Public Schools		Nonpublic Schools		Public and Nonpublic Schools Combined		
	Number	Percent	Number	Percent	Number	Percent of All FTF in the Class	
						2003	2002
All Louisiana Fall 2003 FTF							
American Indian/Alaskan Native	77	<1%	5	<1%	82	<1%	<1%
Asian/Pacific Islander	363	2%	93	<2%	456	2%	2%
Black	6,048	35%	510	9%	6,558	28%	28%
Hispanic	215	1%	90	<2%	305	1%	1%
White	10,787	62%	4,979	87%	15,766	68%	68%
Data Not Available	0	0%	31	<1%	31	<1%	<1%
Louisiana Fall 2003 Developmental FTF						Percent of All Developmental FTF in 2003	2003 Ethnic Subgroup Developmental Enrollment Rates
American Indian/Alaskan Native	23	<1%	0	0%	23	<1%	28%
Asian/Pacific Islander	119	2%	27	2%	146	2%	32%
Black	3,367	53%	226	18%	3,593	47%	55%
Hispanic	93	<2%	19	<2%	112	1%	37%
White	2,759	43%	990	78%	3,749	49%	24%
Data Not Available	0	0%	12	<1%	12	<1%	39%

*The percents are rounded to whole percentage points.

Of the 17,490 FTF who had graduated from Louisiana public schools, approximately 62% were White, 35% were Black, 2% were Asian/Pacific Islanders, and 1% were Hispanics. Of the 5,708 FTF who graduated from nonpublic schools, approximately 87% were White, 9% were Black, less than 2% were Asian/Pacific Islanders, and less than 2% were Hispanics. Less than 1% of the FTF who graduated from Louisiana high schools were American Indians/Alaskan Natives, and the remainder did not have ethnicity reported.

Louisiana's Fall 2003 FTF class was predominantly White (68%). Black students comprised the next largest ethnic group (28%), followed by Asian/Pacific Islanders (2%), and Hispanics (1%). Less than 1% of all FTF were identified as American Indians/Alaskan Natives. (The ethnicity of 31 FTF was unknown.). A comparison of Louisiana's Fall 2003 and Fall 2002 FTF suggests that the representation of all ethnic subgroups remained stable, when each subgroup's participation is calculated as a percentage of the entire FTF class.

Wirt, et al. (2003) reported that when combined together, minority students formed nearly one third of the 1999-2000 undergraduates in the nation's postsecondary institutions. In Louisiana, the proportion of FTF who were non-white students has been just under one-third of the entire FTF class, but Louisiana's percentage of non-white FTF increased from 31% in Fall 2002 to 32% in Fall 2003. The non-white subgroup that increased the most was the Black subgroup. That is, in Fall 2002, there were 5,903 Black FTF and in Fall 2003, there were 6,558 Black FTF, which is an increase of 655 FTF of the Black ethnic subgroup. This finding is encouraging when viewed in light of other studies.

For example, Hudson (2003) reported on a national follow-up study of students who were in the 8th grade during

1988. The study focused on racial/ethnic differences in educational attainment, by measuring how four ethnic subgroups completed high school (diploma or alternate way), enrolled in college (immediate transition or delayed entrance), and earned some type of postsecondary credential by the year 2000. In general, Blacks and Hispanics typically had lower rates of "educational progress" than their White counterparts, and Asians had a higher rate of progress, as measured by the college attendance indicator of this study.

Each college/university that participated in the Fall 2003 study of Louisiana's FTF enrolled students of the White and Black ethnic subgroups; however, there were instances in which the number of FTF in these two subgroups was less than 10. It was found that LSU at Baton Rouge served the largest number of White FTF (3,846), whereas Southern University at Baton Rouge enrolled the largest number of Black FTF (880).

Asian/Pacific Islander FTF enrolled on 26 campuses; LSU at Baton Rouge and UNO each served more than 100 of FTF in this ethnic subgroup. Other colleges/universities enrolling 10 or more of the Asian/Pacific Islander FTF were Nicholls, UL at Monroe, UL at Lafayette, the Baton Rouge Community College, the Delgado Community College, Loyola, Tulane, and Xavier.

Hispanic FTF were enrolled at 27 of the campuses. UNO enrolled the largest number of Hispanic FTF (93). Other colleges/universities serving 10 or more of the Hispanic FTF were Southeastern, UL at Lafayette, LSU at Baton Rouge, Delgado Community College, and Loyola.

Those FTF in the American Indian/Alaskan Native ethnic subgroup were enrolled at 20 different campuses, but only Nicholls and Northwestern served more than 10 of these FTF.

Finally, of the 31 FTF for whom ethnic data were not available 25 were enrolled on one of the nonpublic campuses, four at LSU at Baton Rouge, and two at Delgado Community College.

Reviewing the ethnic composition of an FTF class is one way to assess how well Louisiana is doing in helping the recent diploma graduates of various ethnic backgrounds access Louisiana's higher educational institutions. However, given the difficulties that K-12 education has faced in this state, FTF students may not be prepared for college-level courses. Those FTF who are under-prepared may need to enroll in developmental/remedial courses in order to succeed.

In the Fall of 2003, the number of developmental courses offered to FTF changed. That is, two Louisiana colleges/universities discontinued one or more developmental courses, but other institutions increased the number of developmental courses offered. Furthermore, since two new community colleges opened in 2003, it was possible that recent graduates living near these campuses may have found college and developmental courses to be more available.

Altogether, 30 of the participating Louisiana institutions offered developmental instruction in the Fall of 2003, while the remaining three campuses did not offer such courses. Analysis of the FTF data indicated that 7,635 FTF enrolled in one or more developmental courses during Fall 2003, with nine public colleges/universities each serving more than 400 of the Fall 2003 developmental FTF. These campuses, followed by their number of developmental FTF, were: UNO (768), Southeastern (725), the Delgado Community College (725), UL at Lafayette (549), Northwestern (542), Nicholls (503), UL at Monroe (473), LSU at Eunice (428), and the Baton Rouge Community College (427).

Exhibit 11 included ethnicity information for the developmental FTF. Of the 6,361 developmental FTF who had graduated from Louisiana public schools, 53% were Black, 43% were White, 2% were Asian/Pacific Islanders, less than 2% were Hispanics, and less than 1% were American Indians/Alaskan Natives. Of the 1,274 developmental FTF who were graduates of nonpublic schools, 78% were White, 18% were Black, 2% were Asian/Pacific Islanders, and less than 2% were Hispanics. For nonpublic high schools, 0% of the developmental FTF were American Indians/Alaskan Natives.

As a group, Louisiana's Fall 2003 developmental FTF were either White (49%) or Black (47%) students. Just under 4% of the Fall 2003 developmental FTF were of the remaining ethnic subgroups, while ethnicity data was not available for 12 of the developmental FTF (0.16%).

A developmental enrollment rate for each ethnic subgroup was also calculated and was shown in Exhibit 11. When calculated for an ethnic subgroup, the developmental enrollment rate reflects the percentage (or proportion) of a specific ethnic subgroup of FTF students who were enrolled in one or more developmental courses during their first term of college. As an example, if there were 50 FTF who were identified as Hispanic and 10 of these Hispanic FTF were enrolled in one or more developmental courses, then the developmental enrollment rate of Hispanic FTF would be computed as 20%.

While the state's Fall 2003 overall developmental rate was 33%, the developmental enrollment rates by ethnic subgroups were lower for White FTF (24%), for American Indian/Alaskan Native FTF (28%), and for Asian/Pacific Islander FTF (32%). However, the developmental enrollment rates were higher than the state's overall developmental

enrollment rate for Hispanic FTF (37%), for FTF whose ethnicity was unknown (39%), and for Black FTF (55%).

Exhibit 12 presents developmental enrollment rates for the ethnic subgroups, breaking out these rates for the 33 colleges reporting Fall 2003 FTF data. (The developmental enrollment rates by ethnicity, as shown in Exhibits 11 and 12, include FTF who graduated from Louisiana public and nonpublic schools.) Readers will note that several subgroup cells of Exhibit 12 are blank; a developmental rate was not reported for any subgroup consisting of less than 10 FTF.

Developmental rates by each ethnic subgroup for each college/university can be compared to the state rates calculated for each ethnic subgroup or to the rates at other colleges/universities. Exhibit 12 also includes the overall developmental rate of each college. Thirteen of the colleges/universities had overall developmental rates that were lower than the state's developmental rate of 33%.

Except for the two new community colleges (i.e., Sowela at 9% and Fletcher at 14%), the overall developmental enrollment rates at community colleges tended to be high, with Louisiana Delta Community College having the highest developmental rate of 96%. As can be seen in Exhibit 12, developmental rates reported for the ethnic subgroups of FTF at community colleges were often above 70%.

Public institutions under the LSU System were found to have overall developmental rates from 0% to 77%. LSU at Baton Rouge offered no developmental courses; thus, this campus and each of its ethnic subgroups has developmental rates of 0%. The ethnic subgroup developmental rates of the remaining LSU System campuses ranged from 8% to 96%, with the developmental rates of White FTF being lower than those of all other ethnic subgroups.

On campuses under the SU System, the only ethnic subgroup with 10 or more FTF was the Black subgroup. Developmental enrollment rates of Black FTF attending campuses of the SU System and the overall developmental rates of these campuses both ranged from 24% to 93%.

When a UL System campus served at least 10 members of a particular ethnic subgroup, the college developmental enrollment rates were as low as 16% (Louisiana Tech) and as high as 57% (Grambling). When there were 10 or more members of an ethnic subgroup on a UL System campus, the developmental enrollment rates of White FTF were lower than the developmental rates of both the Black and the Asian/Pacific Islander FTF.

Finally, the nonpublic colleges/universities that are members of LAICU, had overall developmental rates ranging from 0% at Centenary and at Tulane (which offered no developmental courses) to 55%. On three of the remaining nonpublic campuses (i.e., Loyola, Our Lady of Holy Cross, and Xavier), the developmental rates of the White FTF were lower than the rates calculated for other ethnic subgroups served by these three campuses.

When reviewing FTF and developmental enrollments in this report, the reader should note that any changes in the admission requirements or in the number/type of an institution's developmental course offerings may account for the different findings of this study as compared to the last FTF study. For example, raising admission requirements may have made it less likely that under-prepared high school graduates were admitted to the selective admission institutions. If so, these FTF may have decided to enroll at another campus to become more prepared or may have postponed their college enrollment.

Exhibit 12 Fall 2003 First-Time Freshmen (FTF) Developmental Rates by Ethnicity and by College/University (See Table Notes)

	Ethnicity Unknown	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black	Hispanic	White	Overall Developmental Rate
Louisiana	39% (12 of 31)	28% (23 of 82)	32% (146 of 456)	55% (3,593 of 6,558)	37% (112 of 305)	24% (3,749 of 15,766)	33% (7,635 of 23,198)
Community Colleges							
Baton Rouge Community College			92% (11 of 12)	81% (141 of 175)		69% (272 of 395)	73% (427 of 585)
Bossier Parish Community College				84% (51 of 61)		72% (236 of 327)	74% (293 of 396)
Delgado Community College			84% (16 of 19)	95% (361 of 380)	73% (19 of 26)	82% (322 of 395)	88% (725 of 828)
Elaine Nunez Community College				77% (17 of 22)		60% (50 of 83)	66% (75 of 113)
L. E. Fletcher Technical Community College						16% (3 of 19)	14% (3 of 22)
Louisiana Delta Community College						95% (19 of 20)	96% (24 of 25)
River Parishes Community College						73% (59 of 81)	74% (61 of 83)
South Louisiana Community College						86% (69 of 80)	86% (77 of 90)
Sowela Technical Community College				14% (2 of 14)		8% (7 of 89)	9% (9 of 103)
LSU System							
LSU at Alexandria				96% (23 of 24)		75% (165 of 219)	77% (189 of 246)
LSU A&M at Baton Rouge			0% (0 of 118)	0% (0 of 384)	0% (0 of 53)	0% (0 of 3,846)	0% (0 of 4,412)
LSU at Eunice				88% (121 of 137)		64% (302 of 474)	69% (428 of 618)
LSU at Shreveport				40% (53 of 134)		8% (23 of 293)	18% (79 of 440)
University of New Orleans			56% (63 of 112)	74% (342 of 463)	51% (47 of 93)	38% (315 of 834)	51% (768 of 1,506)

	Ethnicity Unknown	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black	Hispanic	White	Overall Developmental Rate
Louisiana	39% (12 of 31)	28% (23 of 82)	32% (146 of 456)	55% (3,593 of 6,558)	37% (112 of 305)	24% (3,749 of 15,766)	33% (7,635 of 23,198)
SU System							
SU A&M at Baton Rouge				24% (215 of 880)			24% (218 of 892)
SU at New Orleans				93% (154 of 166)			93% (157 of 169)
SU at Shreveport				79% (87 of 110)			78% (91 of 116)
UL System							
Grambling State University				58% (248 of 426)			57% (249 of 434)
Louisiana Tech University				34% (92 of 273)		12% (158 of 1,329)	16% (251 of 1,618)
McNeese State University				59% (181 of 309)		22% (183 of 849)	31% (366 of 1,170)
Nicholls State University		18% (2 of 11)	45% (5 of 11)	87% (213 of 245)		35% (280 of 803)	47% (503 of 1,077)
UL at Monroe			50% (5 of 10)	80% (195 of 244)		43% (271 of 635)	53% (473 of 892)
Northwestern State University		15% (3 of 20)		64% (375 of 585)		20% (158 of 791)	38% (542 of 1,409)
Southeastern Louisiana University				64% (278 of 433)	23% (3 of 13)	27% (442 of 1,661)	34% (725 of 2,119)
UL at Lafayette			26% (9 of 35)	54% (215 of 398)	26% (6 of 23)	18% (314 of 1,743)	25% (549 of 2,207)

	Ethnicity Unknown	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black	Hispanic	White	Overall Developmental Rate
Louisiana	39% (12 of 31)	28% (23 of 82)	32% (146 of 456)	55% (3,593 of 6,558)	37% (112 of 305)	24% (3,749 of 15,766)	33% (7,635 of 23,198)
Louisiana Association of Independent Colleges and Universities							
Centenary College of Louisiana				0% (0 of 15)		0% (0 of 88)	0% (0 of 109)
Dillard University				18% (49 of 268)			19% (50 of 270)
Louisiana College				0% (0 of 12)		4% (7 of 191)	3% (7 of 208)
Loyola University of New Orleans			11% (2 of 18)	19% (6 of 31)	8% (1 of 13)	5% (8 of 162)	7% (17 of 231)
Our Lady of Holy Cross College				62% (8 of 13)		51% (50 of 98)	55% (70 of 128)
Our Lady of the Lake College						38% (25 of 65)	45% (33 of 74)
Tulane University			0% (0 of 20)	0% (0 of 26)		0% (0 of 163)	0% (0 of 225)
Xavier University			38% (21 of 56)	48% (146 of 307)		27% (3 of 11)	46% (176 of 383)

* The percentages in this table represent the rate at which Fall 2003 FTF from Louisiana public and nonpublic high schools enrolled in one or more developmental courses. A cell under one of the ethnic subgroups that contains the following “92% (11 of 12)” indicates that in the college, 92% (or 11 out of 12 FTF of the indicated ethnic group) were enrolled in one or more developmental courses, when they were Fall 2003 FTF.

** If a cell is blank, the college had 0 to 9 Fall 2003 FTF of the indicated ethnicity subgroup. Developmental enrollment rates are not provided for a cell with less than 10 FTF.

*** Information presented in the Louisiana row includes all Fall 2003 FTF who graduated from a public or nonpublic high school during the 2002-03 school year.

What percentage of the Fall 2003 FTF class was enrolled in developmental courses?

Given the types of courses named in a survey of Fall 2003 developmental courses, it **cannot** be assumed that all content studied in a developmental course was remedial work or even information that students had ever attempted when in high school. However, the less-prepared FTF may have been advised to enroll in developmental courses for the purpose of acquiring additional knowledge of specific subjects or for developing reading and study skills, critical thinking, or problem-solving abilities that are expected to improve their success in college.

A summary of Louisiana's FTF who were enrolled in developmental courses in Fall 2003 was presented in Exhibit 6. As previously shown, 33% of the FTF (or 7,635 FTF) were taking one or more developmental courses in Fall 2003. As in the past, the Fall 2003 developmental rate for FTF who were Louisiana public high school graduates (36%) was higher than the rate for FTF who were Louisiana nonpublic high school graduates (22%). However, the three Fall 2003 developmental rates are lower than the comparable rates calculated for the Fall 2002 FTF class. That is, in Fall 2002, the state's overall FTF developmental rate was 36%, the developmental rate of FTF who graduated from public schools was 40%, and the rate for FTF who graduated from nonpublic high schools was 27%. The lower developmental enrollment rates of Fall 2003 FTF are findings, which suggest

that the FTF class of 2003 was better prepared for college level coursework than the prior FTF classes.

When FTF from the Louisiana public schools enrolled at 4-year postsecondary institutions in Fall 2003, their developmental rate was 29%, as compared with 17% for the FTF of the nonpublic high schools. However, developmental rates for these two student groups were high for the FTF at 2-year campuses. That is, 75% of public school FTF required developmental instruction while enrolled at a 2-year institution, as did 71% of nonpublic school FTF. In fact, FTF developmental rates were much higher at all of Louisiana's 2-year colleges (74%) than at 4-year institutions (26%), which is consistent with the national trends.

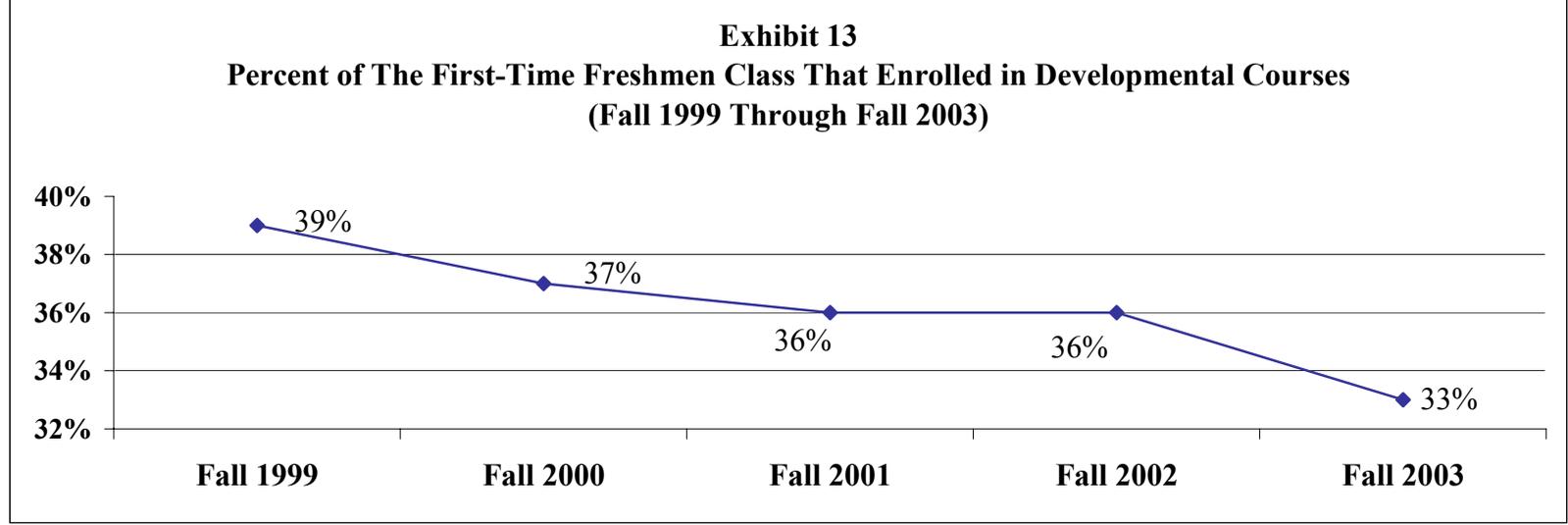
According to *The Condition of Education 2004* (Wirt, et al., 2004, Table 18-1), the percentage of postsecondary education students who took no remedial courses by the year 2000 was 74.7% for students attending 4-year institutions, 38.9% for those attending 2-year institutions, and 58.6% for students attending all institutions. Based on these national percentages, it can be inferred that during this time period, the national percentages of students taking remedial (or developmental) courses were 25.3% for students at 4-year campuses, 61.1% for students at 2-year campuses, and 41.4% at all types of campuses. If we assume that the national enrollment rates have remained at similar levels in recent years, then we can compare Louisiana's developmental rates to the nation's. In Louisiana, the developmental rate for FTF on 2-year campuses was 74% and 26% for FTF on 4-year

campuses. These rates are higher than the comparable national rates. However, the Fall 2003 Louisiana developmental rate for FTF on all campuses was 33%, which is lower than the 41.4% national rate.

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

Parsad and Lewis (2003) provided an overall nationwide percentage of entering freshmen who were enrolled in remedial reading, writing, or mathematics courses for 1995 and for 2000. At the national level, the percentage of entering freshmen enrolled in these remedial courses was 28% in both 1995 and in 2000.

Exhibit 13 provides a graphic representation of the percentages of Louisiana FTF who were developmental FTF in Fall 1999 through Fall 2003. As shown, the Louisiana developmental enrollment rates range from a high of 39% to a low of 33%. Although Louisiana's percentages of the FTF class who enroll in developmental courses exceed the national percentages that were reported by Parsad and Lewis (2003), the percentage of developmental FTF in Louisiana has tended to decline since Fall 1999. This trend in Louisiana's developmental course enrollment rates provides additional evidence that our state's educational system is now producing FTF classes who are better prepared for college courses than the FTF classes of just a few years ago.



Factors that may have contributed to these declining developmental FTF enrollment rates could include fewer developmental courses offered by the selective admissions campuses; nonreporting of FTF who were in developmental courses; the growth in other types of postsecondary educational programs, which may be options for less-prepared students; improvements in Louisiana high schools which produced graduates who were better prepared for college credit courses; and/or decisions of the better-prepared high school graduates to remain in Louisiana for college/university studies. The *TOPS Program* may also be motivating high school students to take more rigorous courses which are increasing the abilities of graduates prior to college entrance, resulting in less need for the developmental courses on college campuses.

Historically, graduates of Louisiana’s nonpublic schools have not enrolled in developmental college courses at the

same rate as graduates of Louisiana public schools. This trend continued in Fall 2003, when the percentage of FTF who graduated from nonpublic schools and enrolled as developmental FTF was 22%, as compared with 36% of the FTF who were from public high schools and enrolled as developmental FTF. (In Fall 2002, the percentage of nonpublic high school FTF enrolled as developmental FTF was 27%, as compared with 40% of the 2002 FTF who were from public high schools.)

Exhibit 14 presents the developmental FTF rates for each of Louisiana’s public school districts. (In Exhibit 14, the Louisiana data include only graduates of public schools who were FTF.) Results are shown for both the Fall 2003 and the Fall 2002 FTF. The percentages of developmental FTF for the public school districts ranged from 14% to 88% in Fall 2003 and from 23% to 75% in Fall 2002.

The eighth column of Exhibit 14 provides the percentage points difference, which indicates how the public school district developmental rates changed between Fall 2003 and Fall 2002.

- In 16 public districts, Fall 2003 developmental rates were higher than the Fall 2002 rates. The developmental rates of eight districts increased by 5% or more in Fall 2003.
- Developmental rates did not change in two districts.
- In 48 public districts, Fall 2003 developmental rates were lower than the Fall 2002 rates. In Fall 2003, the developmental rates of 31 districts decreased by 5% or more, as compared to Fall 2002 district developmental rates.

Exhibit 14

Fall 2003 and Fall 2002 FTF Developmental Rates of Public High School Graduates by District

	Number of Fall 2003 FTF	Fall 2003 Developmental FTF		Number of Fall 2002 FTF	Fall 2002 Developmental FTF		Percentage Points Difference	Percent of Fall 2003 FTF Enrolled in Developmental			
		Number	Percent		Number	Percent		Mathematics	English	Reading	Other Courses
Louisiana	17,490	6,361	36%	15,925	6,293	40%	- 4%	31%	18%	8%	1%
Acadia	185	87	47%	166	88	53%	- 6%	41%	28%	7%	0%
Allen	107	41	38%	85	39	46%	- 8%	36%	14%	3%	0%
Ascension	382	104	27%	357	90	25%	2%	23%	13%	3%	0%
Assumption	94	40	43%	68	26	38%	5%	37%	22%	15%	0%
Avoyelles	140	65	46%	145	68	47%	-1%	43%	19%	8%	9%
Beauregard	167	39	23%	149	36	24%	-1%	19%	8%	1%	0%
Bienville	49	20	41%	52	31	60%	-19%	39%	27%	10%	6%
Bossier	542	181	33%	491	173	35%	- 2%	29%	18%	6%	9%
Caddo	1,066	340	32%	1,026	385	38%	- 6%	27%	19%	6%	5%
Calcasieu	910	222	24%	774	196	25%	- 1%	21%	11%	1%	0.1%
Caldwell	40	19	48%	30	16	53%	-5%	43%	23%	8%	0%
Cameron	69	10	14%	41	12	29%	-15%	12%	10%	0%	0%
Catahoula	47	17	36%	44	14	32%	4%	34%	15%	9%	0%
Claiborne	49	15	31%	65	41	63%	-32%	22%	12%	10%	0%
Concordia	85	50	59%	91	41	45%	14%	48%	40%	17%	0%
DeSoto	110	50	45%	107	49	46%	-1%	40%	28%	7%	6%
East Baton Rouge	1,439	470	33%	1,345	412	31%	2%	25%	17%	8%	0%
East Carroll	32	28	88%	30	22	73%	15%	66%	53%	41%	0%
East Feliciana	46	28	61%	27	17	63%	-2%	52%	39%	7%	0%
Evangeline	136	70	51%	98	56	57%	-6%	43%	25%	7%	0.7%
Franklin	65	27	42%	73	46	63%	-21%	34%	20%	6%	2%
Grant	70	28	40%	82	40	49%	-9%	34%	19%	0%	3%

	Number of Fall 2003 FTF	Fall 2003 Developmental FTF		Number of Fall 2002 FTF	Fall 2002 Developmental FTF		Percentage Points Difference	Percent of Fall 2003 FTF Enrolled in Developmental			
		Number	Percent		Number	Percent		Mathematics	English	Reading	Other Courses
Louisiana	17,490	6,361	36%	15,925	6,293	40%	- 4%	31%	18%	8%	1%
Iberia	326	111	34%	222	99	45%	-11%	31%	14%	7%	0.6%
Iberville	103	49	48%	96	55	57%	-9%	38%	28%	13%	0%
Jackson	79	33	42%	66	26	39%	3%	38%	15%	17%	0%
Jefferson	922	467	51%	757	437	58%	-7%	44%	23%	10%	0.2%
Jefferson Davis	180	51	28%	131	34	26%	2%	24%	13%	3%	0%
Lafayette	785	212	27%	770	223	29%	-2%	23%	12%	3%	1%
Lafourche	315	117	37%	347	139	40%	-3%	33%	20%	16%	0%
LaSalle	71	32	45%	74	33	45%	0%	44%	11%	3%	1%
Lincoln	213	53	25%	174	56	32%	-7%	21%	9%	6%	0%
Livingston	544	96	18%	483	109	23%	-5%	13%	10%	2%	0%
Madison	31	15	48%	30	18	60%	-12%	39%	23%	19%	0%
Morehouse	95	36	38%	75	38	51%	-13%	32%	19%	19%	0%
Natchitoches	179	90	50%	167	89	53%	-3%	44%	24%	5%	2%
Orleans	1,294	784	61%	1,159	761	66%	-5%	50%	35%	22%	0.8%
Ouachita	496	161	32%	434	111	26%	6%	27%	9%	6%	0%
Plaquemines	150	86	57%	117	70	60%	-3%	48%	27%	10%	0%
Pointe Coupee	51	22	43%	49	32	65%	-22%	33%	26%	14%	0%
Rapides	635	233	37%	603	270	45%	-8%	32%	14%	3%	4%
Red River	28	14	50%	36	23	64%	-14%	39%	21%	0%	0%
Richland	66	37	56%	68	31	46%	10%	41%	27%	14%	0%
Sabine	100	25	25%	111	59	53%	-28%	20%	14%	1%	0%
St. Bernard	223	119	53%	197	95	48%	5%	47%	22%	13%	0%
St. Charles	340	115	34%	322	103	32%	2%	28%	14%	9%	0.3%
St. Helena	23	12	52%	20	14	70%	-18%	48%	30%	4%	0%

	Number of Fall 2003 FTF	Fall 2003 Developmental FTF		Number of Fall 2002 FTF	Fall 2002 Developmental FTF		Percentage Points Difference	Percent of Fall 2003 FTF Enrolled in Developmental			
		Number	Percent		Number	Percent		Mathematics	English	Reading	Other Courses
Louisiana	17,490	6,361	36%	15,925	6,293	40%	- 4%	31%	18%	8%	1%
St. James	107	53	50%	107	35	33%	17%	38%	31%	20%	0%
St. John the Baptist	93	47	51%	88	47	53%	-2%	46%	25%	9%	0%
St. Landry	336	150	45%	302	146	48%	-3%	41%	24%	5%	0%
St. Martin	174	67	39%	164	81	49%	-10%	35%	18%	2%	0.6%
St. Mary	222	87	39%	226	73	32%	7%	34%	21%	14%	0.5%
St. Tammany	1,071	237	22%	1,000	261	26%	-4%	19%	9%	3%	0.1%
Tangipahoa	474	145	31%	433	150	35%	-4%	23%	16%	2%	0%
Tensas	18	8	44%	16	12	75%	-31%	28%	28%	17%	0%
Terrebonne	400	149	37%	358	149	42%	-5%	30%	18%	15%	0.3%
Union	75	33	44%	65	36	55%	-11%	43%	20%	8%	1%
Vermilion	238	77	32%	205	68	33%	-1%	28%	14%	2%	0.4%
Vernon	168	29	17%	177	59	33%	-16%	14%	8%	1%	0.6%
Washington	79	27	34%	77	29	38%	-4%	30%	15%	5%	0%
Webster	180	81	45%	151	66	44%	1%	38%	26%	9%	11%
West Baton Rouge	83	31	37%	98	35	36%	1%	30%	16%	7%	0%
West Carroll	60	16	27%	54	25	46%	-19%	22%	13%	7%	0%
West Feliciana	62	17	27%	48	17	35%	-8%	23%	8%	7%	0%
Winn	78	30	38%	82	35	43%	-5%	28%	23%	8%	1%
Monroe City	217	98	45%	188	85	45%	0%	32%	24%	12%	0%
Bogalusa City	47	26	55%	41	24	59%	-4%	45%	28%	2%	0%
Other Schools*	229	32	14%	191	37	19%	-5%	11%	6%	2%	0%

* In 2002-03 and in 2001-02, the "Other Schools" category included FTF who graduated from Grambling State University Lab High School; Louisiana School for the Deaf; Louisiana School for Mathematics, Science, and the Arts; Louisiana State University Lab School; Northwood Preparatory High School; and Southern University Lab School. In 2002-03, the "Other Schools" category also included FTF who graduated from Milestone Academy of Learning Experiences.

In what developmental subject areas were Fall 2003 enrollments the highest?

During 2000, more of the nation's entering college freshmen received remedial instruction in mathematics (22%) than in reading (11%) or writing (14%) (Parsad and Lewis, 2003). In a similar manner, among all 23,198 FTF and across the 33 Louisiana colleges/universities, the Fall 2003 developmental course enrollment rate was highest in mathematics (28%). This finding has been consistent for several recent years of the *FTF Program*, and demonstrates that Louisiana's FTF are not as prepared for college-level mathematics as they are for other subjects.

The Fall 2003 developmental enrollment rates in other subject areas were 15% in English, 6% in reading, and 1% in other developmental courses. With the exception of mathematics courses, these Fall 2003 Louisiana developmental enrollment percentages compared favorably to the percentages of the nation's 2000 freshmen who were enrolled in remedial courses (i.e., 22% enrolled in mathematics, 14% in writing, and 11% in reading), as reported by Parsad and Lewis (2003).

However, smaller percentages of all Fall 2003 FTF were enrolled in the developmental subjects of mathematics, English, and reading than was the case for the Fall 2002 FTF. The largest improvement was in the developmental mathematics enrollment rate, which decreased from 32% in Fall 2002 to 28% in Fall 2003. Enrollment rates in developmental English and in developmental reading each decreased by two percentage points. Programs and strategies implemented to improve high school student achievement in these three subject areas must be having a positive impact on college-bound students.

The last four columns of Exhibit 14 present developmental enrollment rates for the four broad subject areas, broken down by the public school districts. These developmental enrollment rates apply to the 2002-03 public high school graduates who were Fall 2003 FTF. 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 postsecondary institution and the developmental courses offered by the institution.

Most Louisiana colleges/universities offered mathematics and/or English developmental courses in Fall 2003, but developmental reading and other developmental courses were offered by fewer colleges/universities. Therefore, if most of a particular district's graduates enroll at colleges that do not offer developmental reading, that district will tend to have a lower developmental reading rate than a district that sends most of its graduates to colleges that do offer developmental reading. It is possible that the latter district's developmental reading rate is higher, simply because its graduates have greater opportunity to be placed in developmental reading courses.

How does the percentage of Fall 2003 FTF who were enrolled in developmental courses vary among the public school districts?

As shown in Exhibit 14, in all but one public school district, developmental rates among Fall 2003 FTF were highest in mathematics, with the statewide public school developmental rate equaling 31%. Among the public school districts, the lowest developmental mathematics rate was 12%, while the highest rate was 66%. Twenty-nine of the public school districts had 36% or more of their Fall 2003 FTF enrolled in developmental mathematics courses.

Across the state, 18% of Fall 2003 FTF from public school districts were enrolled in developmental English. At the district level, the FTF who enrolled in developmental English ranged from a low of 8% to a high of 53%. Three of the public school districts had 36% or more of their Fall 2003 FTF enrolled in developmental English courses.

Approximately 8% of the Fall 2003 FTF from public school districts enrolled in developmental reading. Public school district-level percentages for developmental reading ranged from a low of 0% to a high of 41%. Three public districts had no Fall 2003 FTF enrolled in developmental reading courses. Only one district had more than 36% of its Fall 2003 FTF enrolled in developmental reading courses.

Only 1% of the Fall 2003 FTF who graduated from Louisiana public schools were enrolled in other developmental courses. Forty public districts had no Fall 2003 FTF enrolled in other developmental courses. By comparison, the highest district-level percentage of FTF enrolled in other developmental courses was 11%.

How did public school district developmental rates in each subject change between Fall 1999 and Fall 2003?

Exhibit 15 summarizes changes in the developmental rates, in each subject, of FTF who graduated from public schools, between Fall 1999 and Fall 2003 FTF. As shown in Exhibit 15, the percentage of FTF (from public schools) enrolled in developmental mathematics decreased from 36% to 34%. After being at 34% for three years, the developmental mathematics rate of FTF from public schools suddenly decreased to 31% in Fall 2003.

Exhibit 15

FTF Developmental Enrollments by Subject (FTF of Public Schools Only), Fall 1999 to Fall 2003

Fall Term	Percent of FTF from Public Schools Enrolled in Developmental			
	Math.	English	Reading	Other Courses
1999	36%	19%	10%	2%
2000	34%	17%	10%	1%
2001	34%	17%	8%	1%
2002	34%	19%	10%	1%
2003	31%	18%	8%	1%

In developmental English, enrollment declined from 19% to 17%, then rose to 19% in Fall 2002. In Fall 2003, the developmental English rate of FTF from public schools was down to 18%.

The percentage of FTF (from public schools) enrolled in developmental reading was 10% in Fall 1999, Fall 2000, and Fall 2002, but only 8% in both Fall 2001 and in Fall 2003. In Fall 1999, 2% of the FTF (from public schools) were enrolled in other developmental courses, whereas only 1% of public school FTF enrolled in other developmental courses during the last four Fall terms.

For the FTF who graduated from Louisiana public schools, the developmental enrollment rates in each of the four subject areas were less in Fall 2003 than in Fall 1999. These findings suggest that the FTF who graduated from Louisiana public high schools in 2002-03 were better prepared for college courses than the FTF who were public school graduates of 1998-99.

What does an ethnic subgroup analysis of developmental course enrollment rates reveal about FTF produced by Louisiana public school districts?

Anyone interested in the achievement gaps among ethnic subgroups may find the developmental enrollment rates of Exhibit 16 to be of value, as plans are made to improve the instruction and the performance of those subgroups who are less prepared for college studies. Exhibit 16 summarizes the developmental enrollment rates by ethnic subgroups, for each public school district. The numbers and percentages that are reported in the Louisiana rows of Exhibit 16 are based on all FTF of each Louisiana public school, including FTF from seven public schools that do not report to any of the school districts. However, the district rows presented in Exhibit 16 do not include FTF from any school that is not operated by the district. If a district produced less than 10 FTF in a particular ethnic subgroup, the district's developmental rate of that subgroup is not reported in Exhibit 16.

For the Fall 2003 FTF who graduated from public schools, the overall developmental rate was 36%. Across all public school districts and the other seven public schools, the developmental enrollment rates were lower for White FTF (26%), for American Indian/Alaskan Native FTF (30%), and for Asian/Pacific Islander FTF (33%). The developmental enrollment rates of FTF from Louisiana public schools who were Hispanic (43%) or who were Black (56%) exceeded the overall developmental rate of all Fall 2003 FTF who came from Louisiana public high schools.

Each Louisiana public school district produced some Black and some White graduates who became Fall 2003 FTF. The majority of the districts have a developmental rate reported in Exhibit 16 for at least the Black and the White subgroups because 63 districts produced at least 10 Black FTF and 61 districts produced at least 10 White FTF.

In all but four of the districts that produced 10 or more Black FTF, the district's developmental rate of Black FTF exceeded the district's overall developmental rate. However, in all but one of the districts that produced 10 or more White FTF, the district's developmental rate of White FTF was less than the district's overall developmental rate. In each district which produced 10 or more Black FTF and 10 or more White FTF, the district's developmental rate of the Black FTF was found to be higher than the district's developmental rate of its White FTF.

The Asian/Pacific Islander FTF were from 26 districts, but only eight districts produced 10 or more of the Asian/Pacific Islander FTF. Among these eight, the district's developmental rate of the Asian/Pacific Islander FTF was always lower than that of the district's Black FTF. Among six of these districts, the Asian/Pacific Islander FTF developmental rate was lower than or equal to the district's

overall developmental rate. In three of these districts, the developmental rate of Asian/Pacific Islander FTF was also lower than or equal to the district's developmental rate of its White FTF.

Hispanic FTF who graduated from Louisiana public high schools came from 27 districts; only six of these districts produced 10 or more Hispanic FTF. In four of these six districts, the developmental rate of the Hispanic FTF was lower than both that of the district's Black FTF and the district's overall developmental rate. In five of these districts, the Hispanic FTF developmental rate was higher than or equal to the district's White FTF developmental rate.

The American Indian/Alaskan Native FTF of the public schools were from only 19 districts. Only three districts produced 10 or more of the American Indian/Alaskan Native FTF. In all three, the district's developmental rate of the American Indian/Alaskan Native FTF was lower than that of the district's Black FTF and higher than that of the district's White FTF. In two of these districts, the American Indian/Alaskan Native FTF developmental rate was also lower than the district's overall rate.

Only Jefferson produced enough FTF to calculate a developmental rate for all five ethnic subgroups. Lafayette, Orleans, and St. Bernard were the only other districts which have developmental rates presented for four of the ethnic subgroups. In all but one of these four districts, White FTF have the lowest developmental enrollment rates. In all but one of these districts, Black FTF have the highest developmental rates.

In an earlier section of this report, the developmental enrollment rates for each ethnic subgroup and by each college/university were presented in Exhibit 12. Differences

in overall developmental rates by the college/university's source of control (i.e., the four public systems and the nonpublic institutions) were also discussed.

Of the 33 participating colleges/universities, six have been identified as Historically Black Colleges/Universities. These institutions do not limit themselves to serving only one ethnic subgroup, but their principal mission is the education of Black Americans (Provasnik and Shafer, 2004). In New Orleans, there are three Historically Black Universities; Dillard University and Xavier University are nonpublic campuses, while Southern University at New Orleans is a public campus. The remaining three public campuses that are Historically Black Universities are Southern University at Baton Rouge, Southern University at Shreveport, and Grambling State University.

Together, the six Historically Black Colleges/Universities in Louisiana served a total of 2,264 Fall 2003 FTF. Of these FTF attending Historically Black Universities, 941 FTF were enrolled in developmental courses. The developmental rates of Louisiana FTF for each Historically Black campus are as follows: 19% for Dillard University, 24% for Southern University at Baton Rouge, 46% for Xavier University, 57% for Grambling State University, 78% for Southern University at Shreveport, and 93% for Southern University at New Orleans. Four of the six Historically Black campuses had higher developmental rates than Louisiana's Fall 2003 overall developmental rate of 33%.

There are other characteristics of the Louisiana colleges and universities to consider when discussing the developmental enrollment rates of each postsecondary institution. Exhibit 17 will summarize additional information about the colleges/universities and the developmental rates for all the Fall 2003 FTF enrolled on each campus.

For the reader's convenience, Exhibit 17 also shows the campus's developmental enrollment rates by the subject areas of Mathematics, English, Reading, and Other Developmental Courses. However, if a campus did not offer developmental courses in a subject area, then *N/A* will appear in Exhibit 17.

The discussion of Exhibit 17 will focus on the overall developmental rates of all FTF at an institution, exploring how these developmental enrollment rates relate to two additional characteristics of the postsecondary institutions. These characteristics are the level of the college/university (2-year vs. 4-year) and the admission practices (open admissions vs. selective admissions) used in Fall 2003.

Exhibit 16
Fall 2003 First-Time Freshmen (FTF) Developmental Rates by Ethnicity for
Public School Students by District (See Table Notes)

	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black	Hispanic	White	Overall Developmental Rate
Louisiana	30% (23 of 77)	33% (119 of 363)	56% (3,367 of 6,048)	43% (93 of 215)	26% (2,759 of 10,787)	36% (6,361 of 17,490)
Acadia			71% (34 of 48)		39% (53 of 137)	47% (87 of 185)
Allen			41% (9 of 22)		37% (31 of 84)	38% (41 of 107)
Ascension			53% (39 of 73)		21% (64 of 306)	27% (104 of 382)
Assumption			67% (14 of 21)		36% (26 of 73)	43% (40 of 94)
Avoyelles			59% (20 of 34)		43% (45 of 104)	46% (65 of 140)
Beauregard			52% (14 of 27)		19% (25 of 134)	23% (39 of 167)
Bienville			50% (12 of 24)		32% (8 of 25)	41% (20 of 49)
Bossier			64% (61 of 96)	20% (2 of 10)	27% (117 of 429)	33% (181 of 542)
Caddo			47% (219 of 462)	60% (6 of 10)	19% (112 of 584)	32% (340 of 1,066)
Calcasieu			50% (110 of 220)		16% (111 of 682)	24% (222 of 910)
Caldwell			70% (7 of 10)		40% (12 of 30)	48% (19 of 40)
Cameron					15% (10 of 68)	14% (10 of 69)
Catahoula			38% (8 of 21)		35% (9 of 26)	36% (17 of 47)
Claiborne			37% (11 of 30)		21% (4 of 19)	31% (15 of 49)
Concordia			79% (38 of 48)		32% (12 of 37)	59% (50 of 85)
DeSoto			67% (34 of 51)		28% (16 of 58)	45% (50 of 110)
East Baton Rouge		22% (11 of 50)	43% (317 of 733)		22% (139 of 645)	33% (470 of 1,439)
East Carroll			87% (27 of 31)			88% (28 of 32)
East Feliciana			71% (27 of 38)			61% (28 of 46)
Evangeline			67% (24 of 36)		46% (46 of 100)	51% (70 of 136)
Franklin			57% (12 of 21)		34% (15 of 44)	42% (27 of 65)
Grant					37% (23 of 63)	40% (28 of 70)
Iberia		38% (6 of 16)	47% (47 of 100)		28% (58 of 210)	34% (111 of 326)
Iberville			51% (37 of 72)		39% (12 of 31)	48% (49 of 103)
Jackson			50% (14 of 28)		37% (19 of 51)	42% (33 of 79)

	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black	Hispanic	White	Overall Developmental Rate
Louisiana	30% (23 of 77)	33% (119 of 363)	56% (3,367 of 6,048)	43% (93 of 215)	26% (2,759 of 10,787)	36% (6,361 of 17,490)
Jefferson	45% (5 of 11)	36% (33 of 92)	65% (215 of 329)	47% (35 of 75)	43% (179 of 415)	51% (467 of 922)
Jefferson Davis			55% (21 of 38)		21% (30 of 142)	28% (51 of 180)
Lafayette		27% (4 of 15)	47% (87 of 184)	21% (3 of 14)	21% (118 of 571)	27% (212 of 785)
Lafourche			83% (30 of 36)		30% (80 of 267)	37% (117 of 315)
LaSalle			80% (8 of 10)		40% (24 of 60)	45% (32 of 71)
Lincoln			44% (27 of 62)		18% (26 of 147)	25% (53 of 213)
Livingston			56% (10 of 18)		16% (85 of 520)	18% (96 of 544)
Madison			45% (13 of 29)			48% (15 of 31)
Morehouse			43% (26 of 61)		29% (10 of 34)	38% (36 of 95)
Natchitoches			63% (55 of 88)		38% (34 of 90)	50% (90 of 179)
Orleans		52% (37 of 71)	65% (727 of 1,125)	60% (15 of 25)	7% (5 of 73)	61% (784 of 1,294)
Ouachita			45% (45 of 101)		30% (116 of 393)	32% (161 of 496)
Plaquemines			68% (39 of 57)		50% (45 of 90)	57% (86 of 150)
Pointe Coupee			48% (16 of 33)		33% (6 of 18)	43% (22 of 51)
Rapides			53% (98 of 184)		30% (130 of 436)	37% (233 of 635)
Red River			61% (11 of 18)		30% (3 of 10)	50% (14 of 28)
Richland			63% (22 of 35)		48% (15 of 31)	56% (37 of 66)
Sabine	21% (4 of 19)		62% (8 of 13)		17% (11 of 63)	25% (25 of 100)
St. Bernard		60% (6 of 10)	70% (14 of 20)	83% (10 of 12)	49% (88 of 180)	53% (119 of 223)
St. Charles			54% (48 of 89)		26% (62 of 240)	34% (115 of 340)
St. Helena			50% (11 of 22)			52% (12 of 23)
St. James			64% (34 of 53)		35% (19 of 54)	50% (53 of 107)
St. John the Baptist			52% (37 of 71)		44% (8 of 18)	51% (47 of 93)
St. Landry			52% (80 of 154)		38% (67 of 177)	45% (150 of 336)
St. Martin			56% (38 of 68)		28% (29 of 105)	39% (67 of 174)

	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black	Hispanic	White	Overall Developmental Rate
Louisiana	30% (23 of 77)	33% (119 of 363)	56% (3,367 of 6,048)	43% (93 of 215)	26% (2,759 of 10,787)	36% (6,361 of 17,490)
St. Mary		30% (3 of 10)	69% (54 of 78)		22% (28 of 128)	39% (87 of 222)
St. Tammany		17% (2 of 12)	53% (46 of 86)		19% (186 of 961)	22% (237 of 1,071)
Tangipahoa			53% (72 of 136)		22% (72 of 330)	31% (145 of 474)
Tensas			38% (5 of 13)			44% (8 of 18)
Terrebonne	42% (5 of 12)		62% (53 of 86)		30% (88 of 295)	37% (149 of 400)
Union			50% (14 of 28)		40% (19 of 47)	44% (33 of 75)
Vermilion			62% (18 of 29)		30% (59 of 200)	32% (77 of 238)
Vernon			48% (12 of 25)		13% (17 of 132)	17% (29 of 168)
Washington			76% (13 of 17)		23% (14 of 62)	34% (27 of 79)
Webster			64% (44 of 69)		33% (37 of 111)	45% (81 of 180)
West Baton Rouge			48% (13 of 27)		33% (18 of 55)	37% (31 of 83)
West Carroll					22% (11 of 51)	27% (16 of 60)
West Feliciana			50% (10 of 20)		17% (7 of 42)	27% (17 of 62)
Winn			64% (18 of 28)		24% (12 of 50)	38% (30 of 78)
Monroe City			60% (87 of 144)		15% (11 of 72)	45% (98 of 217)
Bogalusa City			72% (13 of 18)		45% (13 of 29)	55% (26 of 47)

* The percentages in this table represent the rate at which Fall 2003 FTF from Louisiana public schools enrolled in one or more developmental courses. A cell under one of the ethnic groups that contains the following “71% (34 of 48)” indicates that in the district, 71% (or 34 out of 48 FTF of the indicated ethnic subgroup) were enrolled in one or more developmental courses when they were Fall 2003 FTF.

** If a cell is blank, the district had 0 to 9 Fall 2003 FTF of the indicated ethnicity subgroup. Developmental enrollment rates are not provided for any cell with less than 10 FTF.

*** Information presented in the Louisiana row includes all Fall 2003 FTF who graduated from a public school, operated by one of the 66 districts, as well as FTF who graduated from seven additional public schools that did not operate under one of the 66 districts during the 2002-03 school year.

In relation to the level (2-year vs. 4-year) and admission practices (open vs. selective admissions), how did college/university Fall 2003 FTF vary in their developmental enrollment rates?

Previous years of the *FTF Program* and/or other studies have revealed relationships between the level of the institution (2-year vs. 4-year), its source of control (public vs. nonpublic), and the offering of developmental/remedial courses. For example, Parsad and Lewis (2003) reported that 98% of public 2-year institutions and 80% of public 4-year institutions provided remedial courses in reading, writing, or mathematics in 2000. However, only 63% of the nonpublic 2-year and 59% of the nonpublic 4-year institutions offered such courses in 2000.

As shown in Exhibit 17, the Louisiana institutions enrolled a total of 23,198 FTF in Fall 2003; 33% of these FTF were enrolled in one or more developmental courses. The percentages of Fall 2003 FTF (i.e., graduates of public and nonpublic schools combined) enrolled in each subject area were as follows: 28% in developmental mathematics, 15% in developmental English, 6% in developmental reading, and 1% in other developmental courses. The corresponding percentages for the Fall 2002 FTF who were in developmental courses were 32% in mathematics, 17% in English, 8% in reading, and 1% in other developmental courses.

The Fall 2003 overall developmental rates of the 33 participating colleges/universities ranged from 0% to 96%. In Fall 2003, the five colleges/universities with the highest overall developmental rates were 96% for Louisiana Delta Community College, 93% for SU at New Orleans, 88% for Delgado Community College, 86% for South Louisiana Community College, and 78% for SU at Shreveport. All five

of these campuses are public campuses that use open admission practices. Among these five campuses with the highest developmental rates, four are 2-year campuses, whereas SU at New Orleans is a 4-year campus.

With the exceptions of Fletcher (14%) and Sowela (9%), the remaining 2-year public campuses tended to have high developmental enrollment rates. For example, LSU at Alexandria had 77% of its FTF enrolled in developmental courses, followed by Bossier Parish Community College (74%), River Parishes Community College (74%), Baton Rouge Community College (73%), LSU at Eunice (69%), and Elaine Nunez Community College (66%). These 2-year public campuses use open admissions practices.

Thirteen of the 33 colleges/universities had Fall 2003 developmental FTF rates that were less than the state's Fall 2003 overall developmental rate of 33%. These 13 colleges/universities were the two newest 2-year public campuses (i.e., Fletcher and Sowela), six of the 4-year public campuses, and five of the 4-year nonpublic institutions.

Of the nine public 4-year campuses with selective admissions practices, six (i.e., LSU at Baton Rouge, Louisiana Tech, LSU at Shreveport, SU at Baton Rouge, UL at Lafayette, and McNeese) had some of the lowest developmental rates. Respectively, these developmental rates were 0%, 16%, 18%, 24%, 25%, and 31%. Louisiana's other selective admissions public institutions had higher developmental rates as follows: 34% at Southeastern, 51% at UNO, and 53% at UL at Monroe.

Furthermore, six of the selective admissions public colleges/universities had lower percentages of developmental FTF in Fall 2003 than in Fall 2002. These were LSU at Shreveport, UNO, SU at Baton Rouge, Southeastern, UL at

Monroe, and UL at Lafayette. LSU at Baton Rouge no longer offers any developmental courses; thus, its developmental rate remained at 0%. The McNeese developmental rate also remained stable at 31%. Louisiana Tech was the only selective admissions public campus whose Fall 2003 developmental rate of 16% was higher than its Fall 2002 developmental rate of 14%.

Fall 2003 developmental rates of the remaining 4-year public institutions were as follows: 57% for Grambling University, 47% for Nicholls State University, and 38% for Northwestern State University. These campuses use open admissions practices, but all three decreased Fall 2003 developmental rates from the developmental rates reported in Fall 2002.

The eight nonpublic institutions are 4-year campuses. Dillard University did not indicate whether it used open or selective admissions practices in Fall 2003, but its Fall 2003 developmental rate was 19%. The other seven nonpublic campuses are selective admissions colleges/universities. Fall 2003 developmental rates for these selective admissions nonpublic institutions were as follows: Centenary College (0%), Tulane University (0%), Louisiana College (3%), Loyola University (7%), Our Lady of the Lake College (45%), Xavier University (46%), and Our Lady of Holy Cross College (55%).

Three nonpublic campuses (Our Lady of the Lake College, Xavier University, and Our Lady of Holy Cross College) had higher developmental rates in Fall 2003 than in Fall 2002. Another three nonpublic campuses (Dillard, Louisiana College, and Loyola) had Fall 2003 developmental rates that were less than their Fall 2002 rates.

Exhibit 17

Fall 2003 FTF Who Received Developmental Instruction by Institution and Subject

Systems and Institutions	Description of Systems or Institutions	Total FTF	FTF Enrolled in Developmental Courses		Percentage of FTF Enrolled in Developmental Courses			
			Number	Percent	Math.	English	Reading	Other
Louisiana		23,198	7,635	33%	28%	15%	6%	1%
Louisiana Community and Technical College System	Nine Public Community Colleges							
Baton Rouge Community College	Public 2-Year, Open Admissions	585	427	73%	60%	31%	33%	0%
Bossier Parish Community College	Public 2-Year, Open Admissions	396	293	74%	68%	43%	17%	39%
Delgado Community College	Public 2-Year, Open Admissions	828	725	88%	75%	51%	32%	2%
Elaine Nunez Community College	Public 2-Year, Open Admissions	113	75	66%	57%	40%	34%	0%
L.E. Fletcher Technical Community College	Public 2-Year, Open Admissions	22	3	14%	14%	5%	14%	N/A
Louisiana Delta Community College	Public 2-Year, Open Admissions	25	24	96%	80%	52%	40%	N/A
River Parishes Community College	Public 2-Year, Open Admissions	83	61	74%	70%	24%	7%	N/A
South Louisiana Community College	Public 2-Year, Open Admissions	90	77	86%	83%	43%	30%	0%
Sowela Technical Community College	Public 2-Year, Open Admissions	103	9	9%	5%	2%	3%	N/A
Louisiana State University System	Five Public Institutions							
LSU at Alexandria	Public 2-Year, Open Admissions	246	189	77%	74%	22%	9%	17%
LSU A&M at Baton Rouge	Public 4-Year, Selective Admissions	4,412	0	0%	N/A	N/A	N/A	N/A
LSU at Eunice	Public 2-Year, Open Admissions	618	428	69%	61%	44%	13%	0%
LSU at Shreveport	Public 4-Year, Selective Admissions	440	79	18%	12%	11%	N/A	N/A
University of New Orleans	Public 4-Year, Selective Admissions	1,506	768	51%	48%	12%	N/A	N/A

Systems and Institutions	Description of Systems or Institutions	Total FTF	FTF Enrolled in Developmental Courses		Percentage of FTF Enrolled in Developmental Courses			
			Number	Percent	Math.	English	Reading	Other
Louisiana		23,198	7,635	33%	28%	15%	6%	1%
Southern University System	Three Public Institutions							
SU A&M at Baton Rouge	Public 4-Year, Selective Admissions	892	218	24%	7%	20%	N/A	N/A
SU at New Orleans	Public 4-Year, Open Admissions	169	157	93%	64%	83%	78%	N/A
SU at Shreveport	Public 2-Year, Open Admissions	116	91	78%	72%	56%	40%	N/A
University of Louisiana System	Eight Public Institutions							
Grambling State University	Public 4-Year, Open Admissions	434	249	57%	44%	37%	35%	N/A
Louisiana Tech University	Public 4-Year, Selective Admissions	1,618	251	16%	13%	3%	N/A	N/A
McNeese State University	Public 4-Year, Selective Admissions	1,170	366	31%	28%	14%	N/A	N/A
Nicholls State University	Public 4-Year, Open Admissions	1,077	503	47%	39%	27%	24%	0.1%
UL at Monroe	Public 4-Year, Selective Admissions	892	473	53%	46%	18%	11%	N/A
Northwestern State University	Public 4-Year, Open Admissions	1,409	542	38%	31%	24%	N/A	0.1%
Southeastern Louisiana University	Public 4-Year, Selective Admissions	2,119	725	34%	29%	15%	N/A	N/A
UL at Lafayette	Public 4-Year, Selective Admissions	2,207	549	25%	22%	7%	N/A	1.1%

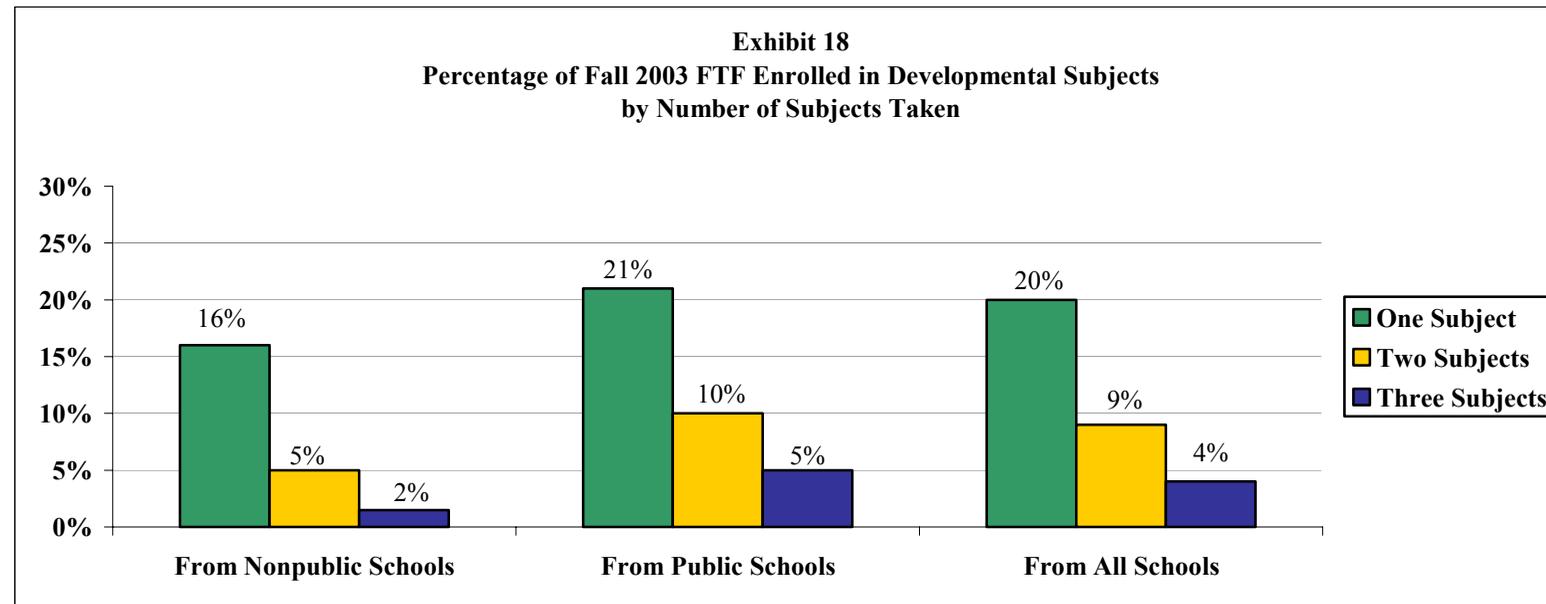
Systems and Institutions	Description of Systems or Institutions	Total FTF	FTF Enrolled in Developmental Courses		Percentage of FTF Enrolled in Developmental Courses			
			Number	Percent	Math.	English	Reading	Other
Louisiana		23,198	7,635	33%	28%	15%	6%	1%
Louisiana Association of Independent Colleges and Universities	Eight Nonpublic Institutions							
Centenary College of Louisiana	Nonpublic 4-Year, Selective Admissions	109	0	0%	N/A	N/A	N/A	N/A
Dillard University	Nonpublic 4-Year, Admissions Not Indicated	270	50	19%	19%	N/A	N/A	N/A
Louisiana College	Nonpublic 4-Year, Selective Admissions	208	7	3%	3%	N/A	N/A	N/A
Loyola University of New Orleans	Nonpublic 4-Year, Selective Admissions	231	17	7%	7%	2%	N/A	N/A
Our Lady of Holy Cross College	Nonpublic 4-Year, Selective Admissions	128	70	55%	48%	17%	13%	N/A
Our Lady of the Lake College	Nonpublic 4-Year, Selective Admissions	74	33	45%	39%	26%	N/A	N/A
Tulane University	Nonpublic 4-Year, Selective Admissions	225	0	0%	N/A	N/A	N/A	N/A
Xavier University of Louisiana	Nonpublic 4-Year, Selective Admissions	383	176	46%	36%	14%	19%	N/A

In how many developmental subject areas did Fall 2003 FTF enroll?

Statewide, 67% of all Fall 2003 FTF (students who graduated from public and nonpublic high schools combined) enrolled in no developmental courses during their first regular semester of college study. In fact, the percentage of nondevelopmental FTF has been increasing from Fall 1999 to Fall 2003. While this is good news, there are still some FTF who need to take developmental courses, especially in mathematics.

Exhibit 18 shows the percentage of Louisiana FTF who enrolled in one, two, or three developmental subjects during the Fall 2003 semester. Of all Louisiana FTF, 20% enrolled in one developmental subject, 9% enrolled in two subjects, and 4% enrolled in three subjects. The percentage of the FTF who were enrolled in all four developmental subject areas was 0.28%. Percentages of FTF enrolled in four developmental courses were so small that they could not be presented graphically in Exhibit 18.

As also shown in Exhibit 18, of the public school graduates who became FTF, 21% enrolled in one developmental subject, 10% enrolled in two, and 5% enrolled in three (0.34% enrolled in all four subjects). By comparison, 16% of FTF who were nonpublic school graduates were placed in one developmental subject, 5% were placed in two, and 2% were placed in three (0.11% were placed in all four developmental subjects). However, the majority of FTF (i.e., 78% of those graduating from nonpublic schools and 64% of those from public schools) were not enrolled in any developmental courses in Fall 2003.



Since the percentage of FTF enrolled in developmental courses had been declining, this study examined longitudinal trends in FTF enrollments in four, three, two, one, or zero developmental subjects. Exhibit 19 summarizes longitudinal trends from Fall 1999 through Fall 2003. Certain cells of the Exhibit have been joined to demonstrate developmental enrollment rates across multiple Fall terms.

Exhibit 19
Longitudinal Trends in
Number of Developmental Subjects Taken,
Fall 1999 Through Fall 2003

No. of Subjects Taken	Percent of FTF enrolled in Developmental Subjects During				
	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
4	0.3% (two terms)		0.16%	0.4%	0.28%
3	5%	4%	5% (two terms)		4%
2	12%	10% (three terms)			9%
1	22%	23%	21% (two terms)		20%
0	61%	63%	64% (two terms)		67%

As shown, for the last five consecutive Fall terms, the percentage of FTF taking four developmental subjects has been 0.4% or less of the FTF class. As also shown in Exhibit 19, the percentage of FTF taking three developmental subjects was 4% to 5% for five consecutive Fall terms.

In Fall 1999, 12% of the FTF were enrolled in two developmental subjects; for three consecutive Fall terms, only 10% of the FTF were enrolled in two developmental subjects and in Fall 2003, only 9% of the FTF were enrolled in two developmental subjects. For Fall 1999, the percentage of FTF enrolled in just one developmental subject was at 22%. This

developmental enrollment rose slightly to 23% in Fall 2000, but for the next two consecutive Fall terms, 21% of the FTF were enrolled in only one developmental subject. In Fall 2003, only 20% of the FTF were enrolled in just one developmental subject.

Regarding the percentages of FTF who were taking no developmental subjects, Exhibit 19 shows improvement from 61% in Fall 1999 to 63% in Fall 2000. The percentage of FTF who were taking zero developmental subjects was at 64% for the next two consecutive Fall terms, but then increased to 67% in Fall 2003. If Louisiana continues to be successful in its efforts to increase student achievement, then we can look forward to seeing larger percentages of FTF who are taking no developmental courses as they make the transition to college/university studies.

What percentage of Fall 2003 FTF successfully completed the term?

As mentioned in Part I, the *FTF Program* is also collecting data on the percentage of FTF who are in *good academic standing* at the end of the regular Fall term (i.e., who complete the semester/quarter and are not on academic probation). Furthermore, the *FTF Program* tests the assumption that students who are placed in college-level courses (nondevelopmental FTF) are better prepared to succeed in college than their peers who are placed in developmental courses (developmental FTF). This assumption is tested by comparing the first-term performance of nondevelopmental FTF with the performance of developmental FTF. Exhibit 20 summarizes the percentages of Fall 2003 FTF who were in good academic standing at the end of the Fall 2003 term.

Exhibit 20
Percentage of Fall 2003 FTF Who Completed
The Fall 2003 Term in Good Academic Standing

Fall 2003 FTF:	FTF Graduated From:		
	Public Schools	Nonpublic Schools	All Schools Combined
Developmental FTF	84%	86%	84%
Nondevelopmental FTF	92%	95%	93%
All FTF	89%	93%	90%

As shown above, 90% of all Fall 2003 FTF (public and nonpublic combined) successfully completed their first regular term of college by being in good academic standing at the end of the term. Since the success rate of all nondevelopmental FTF was 93%, but only 84% for all developmental FTF, the FTF who are ready for college-level courses are more successful academically than the developmental FTF.

Similar performance patterns were found, regardless of whether the FTF were public or nonpublic high school graduates. Overall, 89% of Fall 2003 FTF who were 2002-03 public high school graduates successfully completed their first term of college. The success rate among FTF of public schools was 92% for nondevelopmental FTF as compared with 84% for the developmental FTF. Of Fall 2003 FTF who were 2002-03 nonpublic high school graduates, 93% were in good academic standing at the end of the Fall 2003 term. Again, the success rate among FTF from nonpublic high schools was higher for the nondevelopmental FTF (95%) than for their developmental peers (86%).

Not so long ago, Louisiana students were encouraged to reach for better results. These results are being seen already in the FTF classes of Louisiana in-state colleges/universities. For example, since Fall 1999, there have been increases in average ACT composite scores of the FTF classes, with the average score of the Fall 2003 FTF class rising to 20.9. Also, in Fall 2003, the state's college-going rate increased to 50%, and the overall developmental enrollment rate decreased to 33%. These findings indicate that a greater proportion of the 2002-03 recent high school diploma graduates made an immediate transition to full-time college studies in Louisiana, and a smaller percentage of the entire FTF class enrolled in developmental courses during the Fall of 2003.

It was also found that 48 public school districts decreased their developmental rates from the rates noted in Fall 2002. This finding is evidence that a greater proportion of Fall 2003 FTF from these public school districts were ready to enroll in college credit courses and were not in need of developmental instruction as they entered college.

When studying the recent FTF who did enroll in developmental courses, it has been found that few FTF enrolled in all four developmental subject areas. Fortunately, the percentages of recent FTF classes that are enrolling in two or more developmental subjects are tending to decline, suggesting that there is less need for developmental courses.

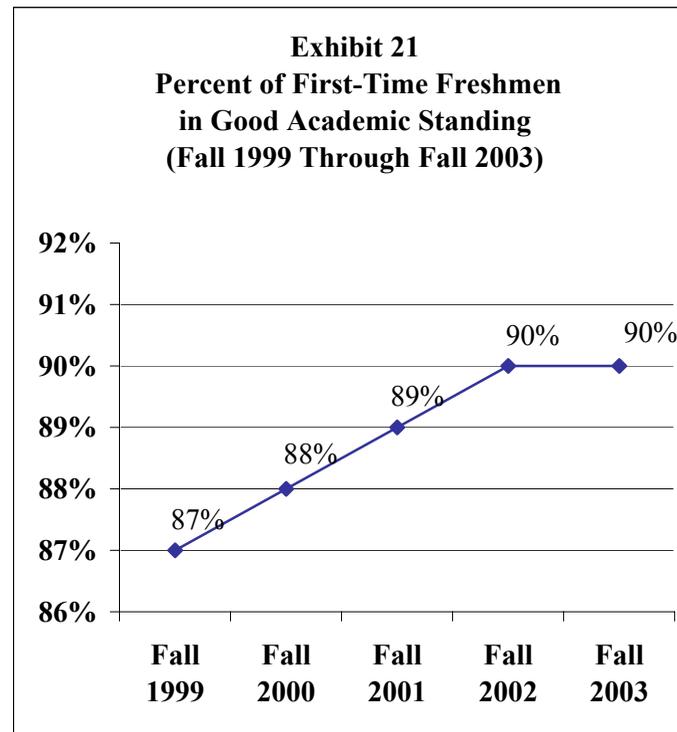
Furthermore, as recent high school diploma graduates have been followed into their first term of college studies, the *FTF Program* has collected data to determine the end-of-term success of the FTF, which helps to assess the postsecondary performance of recent high school diploma graduates. Successful performance is measured as the percentage of an FTF class in good academic standing at the end of a Fall term.

While this percentage is higher for nondevelopmental FTF, 84% of the Fall 2003 developmental FTF were in good academic standing after their first regular term of college. Thus, even a majority of the developmental FTF (who are presumed to be less prepared for college) experienced success as they pursued a postsecondary education here in Louisiana.

Exhibit 21 presents findings pertaining to the end-of-term success of five recent FTF classes. These findings indicate that relatively high percentages of recent FTF classes (including both graduates of public and nonpublic Louisiana high schools) have completed their first college term in good academic standing.

Despite changes in developmental course offerings and in the developmental enrollment rates, the percentage of the FTF class which was in good academic standing at the end of the first term of college has increased annually from Fall 1999 through Fall 2002 (See Exhibit 21). Furthermore, while the overall developmental rate for Fall 2003 was less than that of Fall 2002, 90% of both the Fall 2002 and the Fall 2003 FTF were in good academic standing at the end of the Fall terms.

Although Louisiana still has a long way to go in improving K-12 student achievement, and no single statistic can convey the preparedness of Louisiana's FTF for college/university coursework, Louisiana students are making progress in getting ready for college. Part V of this report summarizes the main findings of this FTF study and compares the performance of the Fall 2003 FTF to other student groups.



Part V. Summary Findings

FTF College-Going Rates

- Of all 2002-03 diploma graduates (public and nonpublic high school graduates combined), 50% became Louisiana FTF in Fall 2003. Not only did Louisiana's college-going rate increase from 46% to 50%, the total number of FTF increased from 21,410 in Fall 2002 to 23,198 in Fall 2003.
- The college-going rate of nonpublic school graduates was 65% and was once again higher than the college-going rate of the public school graduates. However, the college-going rate of public high school 2002-03 graduates was 47%, which is a noteworthy increase over the Fall 2002 rate of 42%.
- In Fall 2003, the FTF class was predominantly female (58%) and predominantly White (68%). However, members of five ethnic subgroups were represented in the Fall 2003 FTF class. The percentage of non-white FTF increased from 31% in Fall 2002 to approximately 32% in Fall 2003. The greatest increase of non-white students was in the Black ethnic subgroup, such that there were 655 more Black FTF in Fall 2003 than in Fall 2002.
- The majority of the Fall 2003 FTF enrolled in Louisiana's 4-year public institutions. There was a slight increase in the percentage of the FTF class enrolled in the 2-year public colleges (13.9%) and in the 4-year public colleges/universities (79.1%), with a decrease in the percentage of FTF enrolled in the 4-year nonpublic institutions of Louisiana (7.0%).

FTF Performance on the ACT

- The percentage of Louisiana FTF who received an ACT composite score of 20 or higher increased from 62.5% in Fall 2002 to 64.4% in Fall 2003.
- The average ACT composite score among Louisiana's Fall 2003 FTF was 20.9. The average score of the Fall 2003 FTF was higher than that of the entire Louisiana 2003 high school class (19.6). It was also slightly higher than the national ACT average score for the 2003 high school class (20.8) and the average ACT score for the Fall 2002 FTF (20.8).
- On the ACT, Fall 2003 FTF who had graduated from nonpublic schools (22.3) continued to outperform the FTF who had graduated from public schools (20.5).
- The 2002-03 high school graduates (public and nonpublic graduates combined) who enrolled in Louisiana's 4-year nonpublic colleges/universities had higher average ACT composite scores (22.6) than did the recent high school graduates who enrolled in Louisiana 2-year public colleges (17.7) and the FTF who enrolled in this state's 4-year public institutions (21.2).

FTF Developmental Rates

- The percentage of FTF enrolled in one or more developmental courses was 36% in Fall 2002, but this developmental rate dropped to 33% in Fall 2003. FTF from public high schools decreased their developmental rate from 40% in Fall 2002 to 36% in Fall 2003. FTF from nonpublic schools decreased their developmental rate from 27% in Fall 2002 to 22% in Fall 2003.
- The Fall 2003 developmental rate of FTF enrolled at Louisiana's 2-year colleges was 74%, whereas those FTF enrolled at Louisiana's 4-year institutions had a developmental rate of 26%.
- Analysis of Fall 2003 developmental enrollment data by ethnic subgroups shows that FTF of the Black ethnic subgroup (with a rate of 55%) and of the Hispanic ethnic subgroup (with a rate of 37%) have the highest proportions of FTF enrolled in developmental courses. Developmental rates for other ethnic subgroups were 24% for White FTF, 28% for American Indian/Alaskan Native FTF, and 32% for Asian/Pacific Islander FTF.
- Developmental rates among all Fall 2003 FTF (FTF from public and nonpublic high schools combined) were highest in mathematics (28%), followed by English (15%), reading (6%), and other developmental courses (1%). In Fall 2002, comparable developmental rates were 32% in mathematics, 17% in English, 8% in reading, and 1% in other developmental courses.

FTF Developmental Rates (Continued)

- For the FTF who graduated from public schools, the Fall 2003 developmental rates were as follows: 31% in mathematics, 18% in English, 8% in reading, 1% in other developmental courses, and an overall developmental rate of 36%.
- With the exception of the other subjects category, Fall 2003 developmental enrollment rates of FTF from public schools have decreased. The comparable Fall 2002 rates (for FTF of public schools) were 34% in developmental mathematics, 19% for developmental English, 10% for developmental reading, 1% for other developmental subjects, and an overall developmental rate of 40%.
- In all but one of the public school districts, the percentage of FTF enrolled in developmental mathematics was higher than the enrollment rates in any other developmental subject.
- In Fall 2003, 67% of the FTF were not enrolled in any developmental courses. Comparing to the percentages of the Fall 2002 term, there were decreases in the percentage of FTF enrolled in one, two, three, or four developmental subjects.
- Exhibits 12 and 16 of this report provided developmental enrollment rates for ethnic subgroups of at least 10 members. The subgroup developmental rates were calculated for each college/university and for the 66 regular public school districts that existed during school year 2002-03. Readers who are interested in achievement gaps among the various ethnic subgroups may find these developmental rates to be of value.
- Developmental rates reported for the ethnic subgroups of FTF enrolled at campuses under the Technical and Community College System were often above 70%.
- The ethnic subgroup developmental rates of four of the campuses under the LSU System ranged from 8% to 96%, with the developmental rates of White FTF being lower than those of all other ethnic subgroups. (Since LSU at Baton Rouge did not offer any developmental courses in Fall 2003, all of its developmental rates are 0%.)
- On the campuses under the Southern University System, the only ethnic subgroup with 10 or more FTF was the Black subgroup. Developmental enrollment rates of Black FTF attending campuses of the SU System ranged from 24% to 93%.
- Campuses under the University of Louisiana System had overall developmental enrollment rates that were as low as 16% (Louisiana Tech) and as high as 57% (Grambling). When there were 10 or more members of an ethnic subgroup on a UL System campus, the developmental enrollment rates of White FTF were lower than the developmental rates of both the Black and the Asian/Pacific Islander FTF.
- The nonpublic colleges/universities that are members of LAICU, had overall developmental rates ranging from 0% to 55%. On three nonpublic campuses (i.e., Loyola, Our Lady of Holy Cross, and Xavier), the developmental rates of the White FTF were lower than the rates calculated for other ethnic subgroups served by these three campuses.
- Besides reviewing findings for each postsecondary campus in relation to the campus's source of control (each public system and the LAICU nonpublic campuses), the overall campus developmental rates were studied in light of the college/university's level (i.e., 2-year vs. 4-year campus) and its type of admissions practices (i.e., open vs. selective admissions). In general, the highest overall developmental rates were observed on the 2-year public campuses, which all use open admissions practices. SU at New Orleans was the only 4-year public campus that had one of the highest developmental rates, that being 93%.
- Fletcher and Sowela, the two newest 2-year public campuses, had some of the lowest developmental rates in Fall 2003. Since this is the first year these two campuses participated in the *FTF Program*, there is no way to tell if their developmental rates will always be low.
- Other campuses with the lowest overall developmental rates were the nonpublic campuses of Loyola, Louisiana College, Centenary, and Tulane, as well as LSU at Baton Rouge. All of these campuses use selective admissions practices, all are 4-year institutions, and three campuses do not offer any developmental courses to their FTF.
- Altogether, 13 campuses had overall developmental rates less than the 33%, which was the state's Fall 2003 developmental rate for all FTF and across all post-secondary campuses. The majority of these campuses were 4-year institutions that used selective admissions practices. Eight of these campuses were controlled by a public system, whereas the remaining five are LAICU nonpublic campuses.

FTF In Good Academic Standing

- A total of 23,198 of the 2002-03 high school graduates enrolled in Louisiana public or nonpublic colleges/universities in Fall 2003. Louisiana's college-going rate increased from 46% in Fall 2002 to 50% in Fall 2003.
- Many of the Fall 2003 FTF who graduated from public schools were among the first students to be assessed with the 8th grade LEAP 21, just prior to the time this became a high stakes test, and also with the GEE 21 as it was being implemented. In addition, these students had to successfully complete a more rigorous curriculum to receive a high school diploma.
- Of the Fall 2003 FTF class, 7,635 students were enrolled in one or more developmental courses. Although the number of developmental FTF is high, the state's overall developmental rate indicates improvement in college-readiness because the rate decreased from 36% in Fall 2002 to 33% in Fall 2003.
- As in the past, the majority of the developmental FTF (6,361) had graduated from Louisiana public schools. While the developmental enrollment rate of FTF from public schools declined from 40% to 36%, the developmental rate of FTF who graduated from nonpublic schools (22%) continued to be lower than that of the FTF from public schools.
- In general, percentages of FTF finishing the Fall 2003 term in good academic standing were higher for those who graduated from nonpublic high schools (93%) than for those who graduated from public schools (89%). However, 90% of the entire FTF class finished the Fall 2003 term in good academic standing.
- Recent years of the *FTF Program* indicate that the percentage of the FTF class completing a Fall term in good academic standing increased from 87% in Fall 1999 to 90% in Fall 2002. This percentage remained stable at 90% in Fall 2003.
- At the end of the Fall 2003 term, the percentage of FTF in good academic standing was higher among the nondevelopmental FTF (93%) than among the developmental FTF (84%).
- This performance pattern was seen among the FTF who were graduates of both the public high schools (92% of the nondevelopmental FTF vs. 84% of the developmental FTF finished in good academic standing) and the nonpublic high schools (95% of the nondevelopmental FTF vs. 86% of these developmental FTF finished the Fall 2003 term in good academic standing).
- For the entire Fall 2003 FTF class, the improved ACT performance of FTF (average composite score of 20.9 and greater percent of FTF scoring at 20 or above), the lower overall developmental enrollment rate (33%), and a 90% end-of-term success rate (i.e., percentage of Fall 2003 FTF in good academic standing) are evidence that the Fall 2003 FTF class was more prepared for college/university studies than other FTF classes of recent school years.

References

- American College Testing (ACT) (2002). *The High School Profile Report: High School Graduating Class 2002*. ACT Southwest Region Staff.
- ACT (2003). *The High School Profile Report: High School Graduating Class 2003*. ACT Southwest Region Staff.
- Barbett, S. (1998). *Residence and Migration of First-Time Freshmen Enrolled in Degree-Granting Institutions: Fall 1996*. National Center for Education Statistics (NCES) 98277. U.S. Department of Education, Office of Educational Research and Improvement: Washington, DC.
- Barbett, S. (2000). Fall Enrollment in Postsecondary Institutions: 1997. *Education Statistics Quarterly-Spring 2000 Issue*. NCES 2000605, pages 99-104. U.S. Department of Education, Office of Educational Research and Improvement: Washington, DC.
- Fork, D. and Tomlinson, T. (1994). *Reaching the Goals: Goal 2 – High School Completion*. [Electronic version] of a report prepared by the U.S. Department of Education, Office of Educational Research and Improvement: Washington, DC. Retrieved January 10, 2003 from http://www.ed.gov/pubs/ReachingGoals/Goal_2/index.html.
- Hudson, L. (2003). Racial/Ethnic Differences in the Path to a Postsecondary Credential. *Education Statistics Quarterly*, Vol 5, Issue 2. NCES, Institute of Education Sciences, U.S. Department of Education: Washington, DC. [Electronic Version] Retrieved October 13, 2004 from http://nces.ed.gov/programs/quarterly/vol_5/5_2.asp.
- Lewis, L., Farris, E., and Greene, B. (1996). *Statistical Analysis Report: Remedial Education at Higher Education Institutions in Fall 1995*. NCES 97584. U.S. Department of Education: Washington, DC.
- Louisiana Board of Regents (2001). *Master Plan for Public Postsecondary Education: 2001*. [Electronic version of the Plan], Retrieved November 12, 2003 from <http://www.regents.state.la.us/pdfs/Planning/masterplan2001.pdf>.
- Louisiana Department of Education (LDE) (1996). *Louisiana First-Time College Freshmen State Report: Fall 1995*. LDE, Office of Research and Development, Bureau of School Accountability: Baton Rouge, LA.
- LDE (1998). *Louisiana First-Time College Freshmen State Report: Fall 1996*. LDE, Division of Planning, Analysis and Information Resources: Baton Rouge, LA.
- LDE (2000a). *Louisiana First-Time College Freshmen State Report: Fall 1998*. LDE, Division of Planning, Analysis and Information Resources: Baton Rouge, LA.
- LDE (2000b). *Louisiana First-Time College Freshmen State Report: Fall 1999*. LDE, Division of Planning, Analysis and Information Resources: Baton Rouge, LA.
- LDE (2001). *Louisiana First-Time College Freshmen State Report: Fall 2000*. LDE, Division of Planning, Analysis and Information Resources: Baton Rouge, LA.

- LDE (2002). *Louisiana First-Time College Freshmen State Report: Fall 2001*. LDE, Division of Planning, Analysis and Information Resources: Baton Rouge, LA.
- LDE (2003). *Louisiana First-Time College Freshmen State Report: Fall 2002*. LDE, Division of Planning, Analysis and Information Resources: Baton Rouge, LA.
- LDE (2004a). *2002-03 Annual Financial and Statistical Report, 154th Edition*. Moran Printing, Inc. for the Louisiana Department of Education, Office of Management and Finance; Division of Planning, Analysis and Information Resources: Baton Rouge, LA.
- LDE (2004b). *2002-03 Louisiana State Education Progress Report*. Moran Printing, Inc. for the Louisiana Department of Education; Office of Management and Finance; Division of Planning, Analysis and Information Resources: Baton Rouge, LA.
- Lowery, B. (1995). *21st Century Developmental Education: Its Role in the Educational Safety Net*. Paper presented at the 1995 annual meeting of the Louisiana Association for Developmental Education: Baton Rouge, LA.
- Morgan, F. B. (2002). Fall Enrollment in Title IV Degree-Granting Postsecondary Institutions: 1998. *Education Statistics Quarterly – Spring 2002 Issue*. NCES 2002608. U. S. Department of Education, Office of Educational Research and Improvement: Washington, DC.
- National Center for Education Statistics (NCES) (1999). *The Condition of Education 1999*. NCES 1999022. U. S. Department of Education, Office of Educational Research and Improvement: Washington, DC.
- NCES Website (2000 to 2003). *The Condition of Education*, U.S. Department of Education: Washington, DC.
 [Electronic Version of Table 18-1], Retrieved October 13, 2004 from http://nces.ed.gov/pubs2003/2003067_App1.pdf.
 [Electronic Version of Table 18-2], Retrieved October 8, 2004 from http://nces.ed.gov/programs/coe/2003/section3/tables/t18_2.asp.
- NCES (2001). *The Condition of Education 2001*. [Electronic Version of Supplemental Note 6], Retrieved November 1, 2004 from <http://nces.ed.gov/programs/coe/2001/notes/n06.asp>.
- NCES (2003). *The Digest of Education Statistics 2002*, Institute of Education Sciences, U.S. Department of Education, Washington, DC. [Electronic Version of *Chapter 5: Outcomes of Education, Dropouts and Graduates*], Retrieved September 28, 2004 from http://nces.ed.gov/programs/digest/d02/ch_5.asp.
 [Electronic Version of Table 107], Retrieved October 8, 2004 from <http://nces.ed.gov/programs/digest/d02/tables/PDF/table107.pdf>.
 [Electronic Version of Table 181], Retrieved October 11, 2004 from <http://nces.ed.gov/programs/digest/d02/tables/PDF/table181.pdf>.
 [Electronic Version of Table 204], Retrieved October 11, 2004 from <http://nces.ed.gov/programs/digest/d02/tables/PDF/table204.pdf>.
- NCES (2004). *Projections of Education Statistics to 2013*, Institute of Education Sciences, U.S. Department of Education, Washington, DC.
 [Electronic Version of Section 3. High School Graduates], Retrieved November 1, 2004 from <http://nces.ed.gov/pubs2004/2004013.pdf>.
 [Electronic Version of Table 14], Retrieved March 22, 2004 from http://nces.ed.gov/programs/projections/tables/table_14.asp.
 [Electronic Version of Table 15], Retrieved March 22, 2004 from http://nces.ed.gov/programs/projections/tables/table_15.asp.
 [Electronic Version of Table 16], Retrieved March 22, 2004 from http://nces.ed.gov/programs/projections/tables/table_16.asp.

[Electronic Version of Table 17], Retrieved March 22, 2004 from http://nces.ed.gov/programs/projections/tables/table_17.asp.
[Electronic Version of Table 23], Retrieved October 8, 2004 from http://nces.ed.gov/programs/projections/tables/table_23.asp.

Organization for Economic Co-Operation and Development (OECD). (2000). *Education at a Glance*. OECD 2000: Danvers, MA.

Parsad, B., Lewis, L., and Greene, B. (2003). *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000*. NCES 2004010. U.S. Department of Education, National Center for Education Statistics: Washington, DC. [Electronic Version], Retrieved March 22, 2004 from <http://nces.ed.gov/pubs2004/2004010.pdf>.

Provasnik, S. and Shafer, L. L. (2004). *Historically Black Colleges and Universities, 1976 to 2001*. NCES 2004-062. U.S. Department of Education, National Center for Education Statistics. Washington, DC: Governmental Printing Office.

Smith, T. M. (1997). *Compendium: The Condition of Education 1997*. NCES 97388, indicator 26. U.S. Department of Education, Office of Educational Research and Improvement: Washington, DC.

Snyder, T. and Hoffman, C. (2001). *Digest of Education Statistics 2000*. NCES 2001034. U. S. Department of Education, Office of Educational Research and Improvement: Washington, DC.

Snyder, T. D. and Hoffman, C. M. (2002). *Digest of Education Statistics 2001*. Tables 205 and 313. NCES 2002130, U. S. Department of Education, Office of Educational Research and Improvement: Washington, DC.

Wirt, J., Choy, S. Gerald, D., Provasnik, S., Rooney, P., Watanabe, S., and Tobin, R. (2002). *The Condition of Education 2002*. NCES 2002025. U.S. Department of Education, Office of Educational Research and Improvement: Washington, DC.
[Electronic version of Indicator 22], Retrieved January 10, 2003 from <http://nces.ed.gov/programs/coe/2002/section3/indicator22.asp>.

Wirt, J., Choy, S., Provasnik, S., Rooney, P., Sen, A., and Tobin, R. (2003). *The Condition of Education 2003*. NCES 2003067. U.S. Department of Education, Office of Educational Research and Improvement: Washington, DC.
[Electronic Version of Characteristics of Postsecondary Students, Undergraduate Diversity], Retrieved October 11, 2004 from <http://nces.ed.gov/programs/coe/2003/section5/indicator32.asp> and October 14, 2004 from http://nces.ed.gov/pubs2003/2003067_5.pdf.
[Electronic Version of Indicator 5, Table 5-1], Retrieved August 11, 2003 from http://nces.ed.gov/pubs2003/2003067_Appl.pdf.
[Electronic Version of Indicator 18, Table 18-1 and Table 18-3], Retrieved October 13, 2004 from http://nces.ed.gov/pubs2003/2003067_Appl.pdf.
[Electronic Version of Table 18-2], Retrieved March 22, 2004 and October 8, 2004 from http://nces.ed.gov/programs/coe/2003/section3/tables/t18_2.asp.
[Electronic version of Indicator 19 Discussion, page 44], Retrieved August 11, 2003 from http://nces.ed.gov/pubs2003067_3.pdf.

Wirt, J., Choy, S. Rooney, P., Provasnik, S., Sen, A., and Tobin, R. (2004). *The Condition of Education 2004*. NCES 2004077. U.S. Department of Education, Washington, DC: U.S. Government Printing Office. (Tables 6-1, 14-1, and 18-1).

Ziomek, R. L. (1999). *Summary Results on ACT-Tested Freshmen, Fall 1998*. Table within a letter addressed to Mr. Cecil J. Picard, Louisiana State Superintendent of Education. Mr. Ziomek is employed by the ACT Southwestern Regional Office in Iowa City, Iowa.

Part VI . Appendix

In addition to this state-level report, data reports for colleges/universities, LEAs, and individual high schools will be made available. The data reports provide more information on the developmental course enrollments, on high schools that produced the FTF, and on the enrollments of Fall 2003 FTF at the colleges/universities.

An appendix has been prepared to list FTF results for high schools that had 2002-03 diploma graduates. Column headings and their meanings are listed below:

Type of School/ LEA Location	Distinguishes public, diocesan, or other nonpublic schools and shows the parish location of each school
Site Code	Six-digit site code for each school
Name	Label for the Louisiana, district, or diocesan total rows, or the high school's name
# of Graduates	Number of the 2002-03 graduates
# of FTF	Number of Fall 2003 first-time freshmen
% of FTF	Percentage of 2002-03 graduates who were Fall 2003 first-time freshmen
# of Dev FTF	Number of first-time freshmen who were enrolled in developmental courses in Fall 2003

% of Dev FTF Percentage of first-time freshmen who were enrolled in developmental courses in Fall 2003

in Good Standing Number of first-time freshmen who were in good academic standing at the end of the Fall 2003 term

% in Good Standing Percentage of first-time freshmen who were in good academic standing at the end of the Fall 2003 term.

Each page of the appendix contains a Louisiana Totals row, which provides totals and percentages for the state. All 2002-03 diploma graduates and all Fall 2003 FTF are included in the Louisiana rows.

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

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

The remaining nonpublic schools are presented under the heading of "Other Nonpublic Schools." These schools are arranged by the parish where the school is located, and then by the site code. Only school-level results are provided for these nonpublic schools. As in the past, some nonpublic schools had closed and others did not provide a 2002-03 graduate count. When no graduate count was supplied for a school, the percent of FTF or the school's college-going rate could not be calculated. Notes within the Appendix table indicate these school situations.

Page 59 of this report is an index. The index will help readers locate the schools of each district or diocese.

Index for the Schools

Public School Districts	Page
Acadia	60
Allen.....	60
Ascension.....	60
Assumption.....	61
Avoyelles	61
Beauregard.....	61
Bienville.....	61
Bossier.....	62
Caddo	62
Calcasieu.....	63
Caldwell.....	63
Cameron.....	63
Catahoula	64
Claiborne.....	64
Concordia.....	64
DeSoto.....	64
East Baton Rouge.....	65
East Carroll.....	65
East Feliciana.....	66
Evangeline.....	66
Franklin.....	66
Grant	66
Iberia.....	67
Iberville.....	67
Jackson.....	67
Jefferson.....	68
Jefferson Davis.....	68

Public School Districts	Page
Lafayette	68
Lafourche	69
LaSalle	69
Lincoln	69
Livingston.....	70
Madison.....	70
Morehouse.....	70
Natchitoches.....	70
Orleans	71
Ouachita	72
Plaquemines.....	72
Pointe Coupee.....	72
Rapides.....	73
Red River	73
Richland	73
Sabine.....	74
St. Bernard	74
St. Charles.....	74
St. Helena.....	74
St. James	75
St. John the Baptist	75
St. Landry.....	75
St. Martin	75
St. Mary.....	76
St. Tammany.....	76
Tangipahoa.....	76
Tensas	77

Public School Districts	Page
Terrebonne.....	77
Union.....	77
Vermilion.....	78
Vernon.....	78
Washington.....	79
Webster.....	79
West Baton Rouge	79
West Carroll.....	79
West Feliciana.....	80
Winn.....	80
Monroe City.....	80
Bogalusa City.....	80
Other Public Schools.....	80

Diocesan Nonpublic Schools

Shreveport Diocese.....	81
Alexandria Diocese.....	81
Baton Rouge Diocese.....	81
Houma-Thibodaux Diocese	82
Lafayette Diocese.....	82
Lake Charles Diocese	82
New Orleans Archdiocese.....	83

Other Nonpublic Schools

.....	84
-------	----

Louisiana Schools That Produced 2002-03 Graduates and Fall 2003 First-Time 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			46,334	23,198	50%	7,653	33%	20,862	90%
Acadia Public Schools									
	001005	Church Point High School	96	32	33%	17	53%	29	91%
	001007	Crowley High School	117	49	42%	24	49%	39	80%
	001017	Midland High School	59	17	29%	8	47%	12	71%
	001021	Rayne High School	107	41	38%	24	59%	31	76%
	001034	Iota High School	92	46	50%	14	30%	44	96%
		<i>District Totals</i>	471	185	39%	87	47%	155	84%
Allen Public Schools									
	002001	Elizabeth High School	18	5	28%	3	60%	4	80%
	002002	Fairview High School	26	7	27%	1	14%	5	71%
	002004	Kinder High School	86	42	49%	14	33%	36	86%
	002006	Oakdale High School	74	36	49%	13	36%	33	92%
	002009	Oberlin High School	29	11	38%	7	64%	8	73%
	002010	Reeves High School	19	6	32%	3	50%	6	100%
		<i>District Totals</i>	252	107	42%	41	38%	92	86%
Ascension Public Schools									
	003003	Donaldsonville High School	112	40	36%	25	63%	32	80%
	003005	East Ascension High School	258	133	52%	24	18%	120	90%
	003014	St. Amant High School	352	168	48%	43	26%	153	91%
	003016	Dutchtown High School	77	41	53%	12	29%	35	85%
		<i>District Totals</i>	799	382	48%	104	27%	340	89%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
Assumption Public Schools									
	004001	Assumption High School	190	94	49%	40	43%	89	95%
	<i>District Totals</i>		190	94	49%	40	43%	89	95%
Avoyelles Public Schools									
	005004	Bunkie High School	111	48	43%	23	48%	41	85%
	005016	Marksville High School	118	61	52%	29	48%	51	84%
	005018	Avoyelles High School	79	31	39%	13	42%	27	87%
	<i>District Totals</i>		308	140	45%	65	46%	119	85%
Beauregard Public Schools									
	006002	DeRidder High School	154	87	56%	19	22%	80	92%
	006004	East Beauregard High School	40	23	58%	5	22%	22	96%
	006007	Hyatt High School	13	3	23%	1	33%	3	100%
	006008	Merryville High School	26	11	42%	4	36%	11	100%
	006010	Singer High School	12	8	67%	3	38%	7	88%
	006011	South Beauregard High School	83	35	42%	7	20%	35	100%
	006021	Beauregard Alternative School	1	0	0%				
	<i>District Totals</i>		329	167	51%	39	23%	158	95%
Bienville Public Schools									
	007001	Arcadia High School	38	11	29%	5	45%	10	91%
	007002	Bienville High School	6	3	50%	1	33%	2	67%
	007003	Castor High School	29	11	38%	3	27%	10	91%
	007006	Gibbsland-Coleman High School	22	1	5%	1	100%	1	100%
	007008	Ringgold High School	36	11	31%	6	55%	11	100%
	007009	Saline High School	28	12	43%	4	33%	12	100%
	<i>District Totals</i>		159	49	31%	20	41%	46	94%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
Bossier Public Schools									
	008001	Airline High School	286	176	62%	40	23%	172	98%
	008006	Benton High School	124	65	52%	28	43%	65	100%
	008009	Bossier High School	132	37	28%	21	57%	37	100%
	008017	Haughton High School	233	119	51%	41	34%	118	99%
	008020	Parkway High School	237	132	56%	39	30%	129	98%
	008022	Plain Dealing High School	34	13	38%	12	92%	12	92%
	District Totals		1,046	542	52%	181	33%	533	98%
Caddo Public Schools									
	009008	C. E. Byrd High School	353	226	64%	44	19%	219	97%
	009012	Caddo Parish Magnet High Sch.	238	144	61%	13	9%	143	99%
	009013	Captain Shreve High School	273	181	66%	49	27%	173	96%
	009022	Fair Park High School	102	33	32%	20	61%	28	85%
	009025	Green Oaks High School	76	27	36%	20	74%	26	96%
	009031	Huntington High School	247	116	47%	47	41%	107	92%
	009042	North Caddo High School	60	24	40%	14	58%	24	100%
	009045	Northwood High School	167	86	52%	31	36%	82	95%
	009054	Oak Terrace/J.B. Harville Alternative	2	0	0%				
	009059	Southwood High School	311	154	50%	66	43%	152	99%
	009069	Booker T. Washington High Sch.	108	40	37%	16	40%	37	93%
	009073	Woodlawn High School	112	25	22%	14	56%	22	88%
	009076	Hamilton Terrace Learning Center	66	5	8%	4	80%	4	80%
	009093	Shreveport Job Corps Opportunity	63	5	8%	2	40%	4	80%
	District Totals		2,178	1,066	49%	340	32%	1,021	96%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
Calcasieu Public Schools									
	010003	Alfred M. Barbe High School	367	250	68%	42	17%	237	95%
	010004	Bell City High School	38	18	47%	2	11%	16	89%
	010014	DeQuincy High School	68	29	43%	7	24%	26	90%
	010025	Sam Houston High School	201	115	57%	14	12%	105	91%
	010026	Iowa High School	104	41	39%	10	24%	40	98%
	010031	Lake Charles/Boston High School	85	38	45%	17	45%	31	82%
	010033	LaGrange High School	180	77	43%	30	39%	69	90%
	010051	Starks High School	19	7	37%	1	14%	7	100%
	010052	Sulphur High School	374	189	51%	38	20%	177	94%
	010056	Vinton High School	71	33	46%	13	39%	28	85%
	010058	Washington/Marion Magnet High School	140	62	44%	27	44%	59	95%
	010064	Westlake High School	103	49	48%	21	43%	44	90%
	010070	Calcasieu P.M. High School	18	2	11%	0	0%	1	50%
		District Totals	1,768	910	51%	222	24%	840	92%
Caldwell Public Schools									
	011001	Caldwell Parish High School	103	40	39%	19	48%	34	85%
		District Totals	103	40	39%	19	48%	34	85%
Cameron Public Schools									
	012003	Grand Lake High School	40	23	58%	5	22%	20	87%
	012004	Hackberry High School	28	22	79%	3	14%	22	100%
	012005	Johnson Bayou High School	11	6	55%	0	0%	5	83%
	012007	South Cameron High School	44	18	41%	2	11%	17	94%
		District Totals	123	69	56%	10	14%	64	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			46,334	23,198	50%	7,635	33%	20,862	90%
Catahoula Public Schools									
	013001	Block High School	55	29	53%	12	41%	21	72%
	013002	Central High School	3	0	0%				
	013005	Harrisonburg High School	20	12	60%	4	33%	12	100%
	013011	Sicily Island High School	24	6	25%	1	17%	6	100%
	<i>District Totals</i>		102	47	46%	17	36%	39	83%
Claiborne Public Schools									
	014002	Athens High School	12	4	33%	1	25%	4	100%
	014004	Haynesville Jr./Sr. High School	28	9	32%	3	33%	9	100%
	014007	Homer High School	57	24	42%	8	33%	22	92%
	014009	Junction City High School	4	0	0%				
	014010	Pineview High School	12	4	33%	2	50%	2	50%
	014011	Summerfield High School	17	8	47%	1	13%	8	100%
	<i>District Totals</i>		130	49	38%	15	31%	45	92%
Concordia Public Schools									
	015002	Ferriday High School	82	35	43%	29	83%	28	80%
	015006	Monterey High School	26	10	38%	4	40%	8	80%
	015008	Vidalia High School	77	40	52%	17	43%	34	85%
	<i>District Totals</i>		185	85	46%	50	59%	70	82%
DeSoto Public Schools									
	016004	Logansport High School	45	18	40%	10	56%	18	100%
	016007	Mansfield High School	94	39	42%	21	54%	35	90%
	016008	Pelican All Saints High School	16	3	19%	2	67%	2	67%
	016010	Stanley High School	15	4	27%	1	25%	4	100%
	016012	North DeSoto High School	89	46	52%	16	35%	45	98%
	<i>District Totals</i>		259	110	42%	50	45%	104	95%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
East Baton Rouge Public Schools									
	017001	Arlington Preparatory Academy	9	3	33%	1	33%	2	67%
	017004	Baker High School	199	67	34%	31	46%	41	61%
	017008	Baton Rouge Magnet High School	274	211	77%	20	9%	203	96%
	017010	Belaire High School	196	74	38%	27	36%	55	74%
	017016	Broadmoor Senior High School	227	101	44%	40	40%	82	81%
	017021	Capitol Senior High School	173	52	30%	37	71%	32	62%
	017023	Central High School	287	164	57%	46	28%	144	88%
	017025	Baton Rouge Preparatory Acad.	28	0	0%				
	017038	Glen Oaks Senior High School	164	83	51%	40	48%	54	65%
	017045	Istrouma Senior High School	127	38	30%	22	58%	24	63%
	017052	Robert E. Lee High School	178	66	37%	31	47%	48	73%
	017056	McKinley Senior High School	185	97	52%	15	15%	85	88%
	017060	Wilma C. Montgomery Education Center	13	0	0%				
	017063	Northdale Alternative Magnet Academy	49	7	14%	2	29%	6	86%
	017065	Northeast High School	72	13	18%	7	54%	9	69%
	017079	Scotlandville Magnet High School	133	75	56%	25	33%	61	81%
	017088	Tara High School	268	123	46%	36	29%	97	79%
	017092	Valley Park School	7	0	0%				
	017102	Woodlawn High School	281	140	50%	57	41%	116	83%
	017104	Zachary High School	223	125	56%	33	26%	112	90%
		District Totals	3,093	1,439	47%	470	33%	1,171	81%
East Carroll Public Schools									
	018002	Lake Providence Senior High Sch.	76	31	41%	27	87%	24	77%
	018003	Monticello High School	6	1	17%	1	100%	1	100%
		District Totals	82	32	39%	28	88%	25	78%

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			46,334	23,198	50%	7,635	33%	20,862	90%
East Feliciana Public Schools									
	019001	Clinton High School	78	35	45%	22	63%	31	89%
	019014	Jackson High School	53	11	21%	6	55%	7	64%
	<i>District Totals</i>		131	46	35%	28	61%	38	83%
Evangeline Public Schools									
	020001	Basile High School	42	20	48%	8	40%	16	80%
	020002	Bayou Chicot High School	42	16	38%	12	75%	11	69%
	020004	Chataignier High School	19	6	32%	3	50%	4	67%
	020008	Mamou High School	54	33	61%	19	58%	31	94%
	020010	Pine Prairie High School	33	9	27%	3	33%	6	67%
	020013	Vidrine High School	42	27	64%	13	48%	24	89%
	020014	Ville Platte High School	72	25	35%	12	48%	23	92%
	<i>District Totals</i>		304	136	45%	70	51%	115	85%
Franklin Public Schools									
	021002	Crowville High School	72	34	47%	9	26%	32	94%
	021007	Winnsboro High School	93	31	33%	18	58%	24	77%
	<i>District Totals</i>		165	65	39%	27	42%	56	86%
Grant Public Schools									
	022004	Georgetown High School	20	6	30%	3	50%	6	100%
	022005	Grant High School	111	46	41%	17	37%	44	96%
	022006	Montgomery High School	38	18	47%	8	44%	16	89%
	<i>District Totals</i>		169	70	41%	28	40%	66	94%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
Iberia Public Schools									
	023007	Delcambre High School	58	21	36%	5	24%	19	91%
	023015	Jeanerette Senior High School	87	35	40%	14	40%	30	86%
	023020	Loreauville High School	59	25	42%	11	44%	23	92%
	023022	Westgate High School	192	80	42%	30	38%	69	86%
	023024	New Iberia Senior High School	323	165	51%	51	31%	150	91%
	<i>District Totals</i>		719	326	45%	111	34%	291	89%
Iberville Public Schools									
	024010	Plaquemine Senior High School	151	67	44%	32	48%	52	78%
	024017	White Castle High School	23	12	52%	6	50%	8	67%
	024023	North Iberville Elem./High School	19	10	53%	7	70%	9	90%
	024025	East Iberville Elem./High School	24	14	58%	4	29%	13	93%
	<i>District Totals</i>		217	103	47%	49	48%	82	80%
Jackson Public Schools									
	025003	Chatham Jasper Henderson High School	15	4	27%	0	0%	4	100%
	025005	Jonesboro-Hodge High School	63	38	60%	20	53%	33	87%
	025007	Quitman High School	31	15	48%	7	47%	15	100%
	025010	Weston High School	37	22	59%	6	27%	22	100%
	<i>District Totals</i>		146	79	54%	33	42%	74	94%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
Jefferson Public Schools									
	026010	Alfred Bonnabel High School	345	135	39%	62	46%	124	92%
	026022	East Jefferson High School	227	97	43%	45	46%	93	96%
	026023	John Ehret High School	472	193	41%	103	53%	172	89%
	026029	Fisher Middle/High School	79	51	65%	32	63%	49	96%
	026031	Grand Isle High School	11	9	82%	3	33%	5	56%
	026045	L. W. Higgins High School	320	98	31%	61	62%	86	88%
	026051	Grace King High School	268	122	46%	33	27%	113	93%
	026068	Riverdale High School	192	75	39%	42	56%	72	96%
	026080	West Jefferson High School	283	142	50%	86	61%	123	87%
	District Totals		2,197	922	42%	467	51%	837	91%
Jefferson Davis Public Schools									
	027001	Elton High School	27	15	56%	6	40%	15	100%
	027004	Hathaway High School	23	16	70%	5	31%	16	100%
	027006	Jennings High School	124	63	51%	22	35%	50	79%
	027010	Lacassine Elem/High School	32	17	53%	4	24%	15	88%
	027012	Lake Arthur High School	64	33	52%	11	33%	31	94%
	027014	Welsh High School	64	36	56%	3	8%	36	100%
	District Totals		334	180	54%	51	28%	163	91%
Lafayette Public Schools									
	028002	Acadiana High School	349	177	51%	55	31%	155	88%
	028010	Carencro High School	207	93	45%	35	38%	82	88%
	028011	O. Comeaux High School	333	164	49%	37	23%	153	93%
	028019	Lafayette High School	401	272	68%	44	16%	246	90%
	028027	Northside High School	166	69	42%	39	57%	51	74%
	028046	Lafayette Charter High School	62	10	16%	2	20%	7	70%
	District Totals		1,518	785	52%	212	27%	694	88%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
Lafourche Public Schools									
	029003	Central Lafourche High School	268	94	35%	36	38%	92	98%
	029026	South Lafourche High School	213	105	49%	26	25%	96	91%
	029029	Thibodaux High School	274	116	42%	55	47%	104	90%
	<i>District Totals</i>		755	315	42%	117	37%	292	93%
LaSalle Public Schools									
	030004	Jena High School	115	54	47%	24	44%	51	94%
	030006	LaSalle High School	45	17	38%	8	47%	15	88%
	<i>District Totals</i>		160	71	44%	32	45%	66	93%
Lincoln Public Schools									
	031003	Choudrant High School	60	22	37%	4	18%	22	100%
	031005	Dubach High School	9	5	56%	0	0%	5	100%
	031013	Ruston High School	258	167	65%	43	26%	159	95%
	031014	Simsboro High School	44	19	43%	6	32%	18	95%
	031021	Lincoln Parish Secondary Alternative School	2	0	0%				
	<i>District Totals</i>		373	213	57%	53	25%	204	96%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
Livingston Public Schools									
	032002	Albany High School	92	33	36%	7	21%	27	82%
	032005	Denham Springs High School	347	200	58%	35	18%	184	92%
	032008	Doyle High School	62	29	47%	4	14%	29	100%
	032009	French Settlement High School	48	13	27%	2	15%	13	100%
	032012	Holden High School	38	19	50%	3	16%	16	84%
	032014	Live Oak High School	192	114	59%	16	14%	96	84%
	032016	Pine Ridge School	7	0	0%				
	032017	Maurepas School	22	9	41%	4	44%	8	89%
	032023	Springfield High School	51	19	37%	4	21%	15	79%
	032024	Walker High School	230	108	47%	21	19%	98	91%
	<i>District Totals</i>		1,089	544	50%	96	18%	486	89%
Madison Public Schools									
	033002	Reuben McCall Senior High School	60	27	45%	13	48%	22	82%
	033004	Tallulah High School	33	4	12%	2	50%	4	100%
	<i>District Totals</i>		93	31	33%	15	48%	26	84%
Morehouse Public Schools									
	034002	Bastrop High School	179	75	42%	29	39%	68	91%
	034010	Delta High School	37	20	54%	7	35%	17	85%
	<i>District Totals</i>		216	95	44%	36	38%	85	90%
Natchitoches Public Schools									
	035009	Natchitoches Central High School	237	151	64%	73	48%	140	93%
	035026	Lakeview Junior-Senior High Sch.	59	28	47%	17	61%	25	89%
	<i>District Totals</i>		296	179	60%	90	50%	165	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			46,334	23,198	50%	7,635	33%	20,862	90%
Orleans Public Schools									
	036002	Marion Abramson Sr. High School	232	89	38%	78	88%	65	73%
	036020	Joseph S. Clark Senior High School	82	18	22%	16	89%	15	83%
	036022	Walter L. Cohen High School	50	11	22%	9	82%	8	73%
	036035	Warren Easton Fundamental Senior High School	327	182	56%	132	73%	140	77%
	036042	Alcee Fortier High School	116	21	18%	20	95%	14	67%
	036043	Benjamin Franklin Sr. High School	215	96	45%	1	1%	96	100%
	036064	Edna Karr Magnet School	193	141	73%	56	40%	123	87%
	036065	John F. Kennedy Sr. High School	270	100	37%	88	88%	79	79%
	036069	L. B. Landry High School	79	10	13%	7	70%	6	60%
	036072	Lawless High School	94	20	21%	19	95%	15	75%
	036088	McDonogh #35 Senior High Sch.	308	214	69%	97	45%	161	75%
	036095	John McDonogh Senior High Sch.	200	42	21%	34	81%	29	69%
	036096	McMain Magnet Secondary School	169	127	75%	39	31%	114	90%
	036102	Fredrick A. Douglass High School	85	17	20%	16	94%	13	77%
	036110	Rabouin Career Magnet High Sch.	105	45	43%	42	93%	35	78%
	036122	Booker T. Washington School	57	15	26%	15	100%	14	93%
	036152	Sarah Towles Reed High School	245	68	28%	58	85%	44	65%
	036172	G. W. Carver Senior High School	109	18	17%	15	83%	15	83%
	036173	O. Perry Walker Senior High Sch.	194	60	31%	42	70%	48	80%
	District Totals		3,130	1,294	41%	784	61%	1,034	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			46,334	23,198	50%	7,635	33%	20,862	90%
Ouachita Public Schools									
	037019	Ouachita Parish High School	235	130	55%	58	45%	121	93%
	037025	Ouachita Parish Alternative Center	12	0	0%				
	037032	Sterlington High School	50	34	68%	11	32%	31	91%
	037036	West Monroe High School	423	237	56%	59	25%	223	94%
	037046	West Ouachita High School	158	75	47%	23	31%	70	93%
	037049	Richwood High School	51	20	39%	10	50%	15	75%
		<i>District Totals</i>	929	496	53%	161	32%	460	93%
Plaquemines Public Schools									
	038001	Belle Chasse High School	144	73	51%	37	51%	63	86%
	038003	Boothville-Venice School	35	8	23%	6	75%	7	88%
	038004	Buras High School	63	34	54%	19	56%	32	94%
	038006	Phoenix High School	35	15	43%	11	73%	13	87%
	038007	Port Sulphur High School	47	20	43%	13	65%	16	80%
		<i>District Totals</i>	324	150	46%	86	57%	131	87%
Pointe Coupee Public Schools									
	039003	Livonia High School	68	25	37%	9	36%	18	72%
	039014	Pointe Coupee Central High Sch.	86	26	30%	13	50%	19	73%
	039015	School of Hope	9	0	0%				
		<i>District Totals</i>	163	51	31%	22	43%	37	73%

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			46,334	23,198	50%	7,635	33%	20,862	90%
Rapides Public Schools									
	040003	Alexandria Senior High School	192	137	71%	46	34%	125	91%
	040006	Bolton High School	129	63	49%	14	22%	57	91%
	040011	Buckeye High School	95	50	53%	23	46%	47	94%
	040014	Glenmora High School	32	19	59%	10	53%	15	79%
	040028	Oak Hill High School	32	16	50%	5	31%	16	100%
	040030	Peabody Magnet High School	135	89	66%	49	55%	73	82%
	040033	Pineville High School	215	134	62%	45	34%	119	89%
	040035	Plainview High School	15	4	27%	0	0%	4	100%
	040037	Rapides High School	52	12	23%	3	25%	12	100%
	040048	Tioga High School	214	92	43%	29	32%	85	92%
	040055	Northwood High School	46	19	41%	9	47%	15	79%
	040059	Ewell S. Aiken Optional School	104	0	0%				
	District Totals		1,261	635	50%	233	37%	568	89%
Red River Public Schools									
	041002	Red River High School	72	28	39%	14	50%	24	86%
	District Totals		72	28	39%	14	50%	24	86%
Richland Public Schools									
	042001	Delhi High School	36	11	31%	4	36%	9	82%
	042006	Mangham High School	48	27	56%	20	74%	23	85%
	042008	Rayville High School	56	28	50%	13	46%	27	96%
	District Totals		140	66	47%	37	56%	59	89%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
Sabine Public Schools									
	043001	Converse High School	28	8	29%	1	13%	8	100%
	043002	Ebarb School	17	3	18%	2	67%	3	100%
	043004	Florien High School	48	25	52%	6	24%	23	92%
	043006	Many High School	60	30	50%	14	47%	28	93%
	043008	Negreet High School	25	9	36%	2	22%	9	100%
	043010	Pleasant Hill High School	14	4	29%	0	0%	4	100%
	043012	Zwolle High School	55	21	38%	0	0%	19	91%
	<i>District Totals</i>		247	100	40%	25	25%	94	94%
St. Bernard Public Schools									
	044006	Chalmette High School	135	64	47%	25	39%	60	94%
	044009	Andrew Jackson Fundamental High School	213	123	58%	71	58%	107	87%
	044015	St. Bernard High School	79	36	46%	23	64%	27	75%
	044019	NOVA Academy	2	0	0%				
	<i>District Totals</i>		429	223	52%	119	53%	194	87%
St. Charles Public Schools									
	045003	Destrehan High School	329	189	57%	66	35%	174	92%
	045005	Hahnville High School	271	151	56%	49	32%	143	95%
	<i>District Totals</i>		600	340	57%	115	34%	317	93%
St. Helena Public Schools									
	046002	St. Helena Central High School	70	23	33%	12	52%	19	83%
	<i>District Totals</i>		70	23	33%	12	52%	19	83%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
St. James Public Schools									
	047004	Lutcher High School	140	74	53%	32	43%	65	88%
	047008	St. James High School	102	33	32%	21	64%	28	85%
	<i>District Totals</i>		242	107	44%	53	50%	93	87%
St. John the Baptist Public Schools									
	048001	East St. John High School	241	77	32%	37	48%	65	84%
	048013	West St. John High School	44	16	36%	10	63%	14	88%
	048026	St. John Redirection Center	3	0	0%				
	<i>District Totals</i>		288	93	32%	47	51%	79	85%
St. Landry Public Schools									
	049010	Eunice High School	208	92	44%	53	58%	69	75%
	049032	Opelousas Senior High School	189	78	41%	30	38%	64	82%
	049051	North Central High School	57	18	32%	4	22%	13	72%
	049052	Beau Chene High School	142	69	49%	26	38%	62	90%
	049053	Northwest High School	111	48	43%	29	60%	35	73%
	049056	Port Barre High School	79	31	39%	8	26%	27	87%
	<i>District Totals</i>		786	336	43%	150	45%	270	80%
St. Martin Public Schools									
	050004	Breaux Bridge High School	161	72	45%	29	40%	62	86%
	050008	Cecilia High School	122	43	35%	11	26%	38	88%
	050017	St. Martinville Senior High School	156	59	38%	27	46%	50	85%
	<i>District Totals</i>		439	174	40%	67	39%	150	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			46,334	23,198	50%	7,635	33%	20,862	90%
St. Mary Public Schools									
	051006	Berwick High School	95	47	49%	10	21%	45	96%
	051007	Centerville High School	48	9	19%	4	44%	9	100%
	051012	Franklin Senior High School	97	24	25%	11	46%	17	71%
	051021	Morgan City High School	152	67	44%	25	37%	58	87%
	051024	Patterson High School	93	42	45%	18	43%	36	86%
	051039	West St. Mary High School	107	33	31%	19	58%	30	91%
	District Totals		592	222	38%	87	39%	195	88%
St. Tammany Public Schools									
	052013	Covington High School	261	138	53%	33	24%	125	91%
	052026	Mandeville High School	342	201	59%	21	10%	177	88%
	052029	Pearl River High School	115	43	37%	15	35%	40	93%
	052035	Salmen High School	163	81	50%	31	38%	74	91%
	052037	Slidell High School	392	204	52%	57	28%	187	92%
	052039	Northshore High School	296	176	59%	37	21%	164	93%
	052052	Fontainebleau High School	347	228	66%	43	19%	209	92%
	District Totals		1,916	1,071	56%	237	22%	976	91%
Tangipahoa Public Schools									
	053002	Amite High School	124	65	52%	26	40%	56	86%
	053009	Hammond High School	215	107	50%	29	27%	97	91%
	053012	Independence High School	101	44	44%	17	39%	37	84%
	053015	Kentwood High School	50	18	36%	11	61%	15	83%
	053017	Loranger High School	80	40	50%	14	35%	35	88%
	053024	Ponchatoula High School	303	157	52%	38	24%	146	93%
	053029	Jewel M. Sumner High School	83	41	49%	9	22%	32	78%
	053044	Tangipahoa Parish PM High Sch.	22	2	9%	1	50%	1	50%
	053045	Florida Parishes Juvenile Detention Center	2	0	0%				
	District Totals		980	474	48%	145	31%	419	88%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
Tensas Public Schools									
	054001	Davidson High School	26	7	27%	2	29%	6	86%
	054003	Newellton High School	28	11	39%	6	55%	10	91%
	<i>District Totals</i>		54	18	33%	8	44%	16	89%
Terrebonne Public Schools									
	055005	H. L. Bourgeois High School	289	122	42%	43	35%	108	89%
	055013	Ellender Memorial High School	218	69	32%	35	51%	60	87%
	055034	South Terrebonne High School	204	83	41%	28	34%	75	90%
	055036	Terrebonne High School	276	126	46%	43	34%	113	90%
	<i>District Totals</i>		987	400	41%	149	37%	356	89%
Union Public Schools									
	056001	Bernice High School	21	8	38%	4	50%	6	75%
	056002	Downsville High School	35	15	43%	8	53%	15	100%
	056004	Farmerville High School	77	32	42%	14	44%	29	91%
	056009	Linville High School	20	10	50%	3	30%	10	100%
	056010	Marion High School	17	7	41%	3	43%	5	71%
	056012	Spearsville High School	15	3	20%	1	33%	3	100%
	<i>District Totals</i>		185	75	41%	33	44%	68	91%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
Vermilion Public Schools									
	057001	Abbeville High School	150	56	37%	15	27%	52	93%
	057006	Erath High School	110	58	53%	13	22%	53	91%
	057008	Gueydan High School	34	13	38%	7	54%	9	69%
	057013	Kaplan High School	114	57	50%	30	53%	51	90%
	057016	North Vermilion High School	90	51	57%	12	24%	46	90%
	057018	Pecan Island High School	7	3	43%	0	0%	3	100%
	<i>District Totals</i>		505	238	47%	77	32%	214	90%
Vernon Public Schools									
	058001	Anacoco High School	49	22	45%	1	5%	22	100%
	058003	Evans School	27	7	26%	1	14%	5	71%
	058004	Hicks School	12	5	42%	0	0%	5	100%
	058005	Hornbeck School	34	9	26%	0	0%	9	100%
	058006	Leesville High School	170	66	39%	11	17%	58	88%
	058009	Pickering High School	56	22	39%	7	32%	18	82%
	058010	Pitkin High School	28	12	43%	3	25%	12	100%
	058012	Rosepine High School	52	19	37%	4	21%	18	95%
	058013	Simpson School	19	6	32%	2	33%	5	83%
	058020	Vernon Parish Optional School	13	0	0%				
	<i>District Totals</i>		460	168	37%	29	17%	152	91%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
Washington Public Schools									
	059006	Franklinton High School	173	56	32%	17	30%	52	93%
	059007	Mt. Hermon School	33	9	27%	3	33%	9	100%
	059008	Pine High School	63	6	10%	5	83%	6	100%
	059011	Varnado High School	40	8	20%	2	25%	7	88%
		<i>District Totals</i>	309	79	26%	27	34%	74	94%
Webster Public Schools									
	060004	Cotton Valley High School	21	11	52%	5	45%	10	91%
	060005	Doyline High School	47	23	49%	11	48%	21	91%
	060011	Webster Parish Altn. School	2	0	0%				
	060012	Minden High School	164	78	48%	42	54%	69	89%
	060015	Sarepta High School	32	10	31%	2	20%	10	100%
	060017	Shongaloo High School	13	7	54%	3	43%	5	71%
	060018	Lakeside High School	60	20	33%	6	30%	19	95%
	060019	Springhill High School	68	31	46%	12	39%	29	94%
		<i>District Totals</i>	407	180	44%	81	45%	163	91%
West Baton Rouge Public Schools									
	061001	Brusly High School	115	53	46%	18	34%	49	93%
	061008	Port Allen High School	85	30	35%	13	43%	23	77%
		<i>District Totals</i>	200	83	42%	31	37%	72	87%
West Carroll Public Schools									
	062001	Epps High School	22	6	27%	3	50%	5	83%
	062003	Forest School	31	16	52%	3	19%	16	100%
	062005	Kilbourne High School	22	9	41%	3	33%	9	100%
	062006	Oak Grove High School	42	29	69%	7	24%	28	97%
		<i>District Totals</i>	117	60	51%	16	27%	58	97%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
West Feliciana Public Schools									
	063003	West Feliciana High School	122	62	51%	17	27%	49	79%
	District Totals		122	62	51%	17	27%	49	79%
Winn Public Schools									
	064001	Atlanta School	17	8	47%	2	25%	8	100%
	064002	Calvin High School	15	6	40%	5	83%	6	100%
	064003	Dodson High School	22	13	59%	7	54%	9	69%
	064009	Winnfield Senior High School	82	51	62%	16	31%	47	92%
	District Totals		136	78	57%	30	38%	70	90%
Monroe City Public Schools									
	065002	Carroll High School	127	46	36%	29	63%	40	87%
	065014	Neville High School	205	126	61%	47	37%	113	90%
	065018	Wossman High School	134	45	34%	22	49%	43	96%
	065025	Drop Out Recovery School	0	0	0%				
	District Totals		466	217	47%	98	45%	196	90%
Bogalusa City Public Schools									
	066002	Bogalusa High School	152	47	31%	26	55%	39	83%
	District Totals		152	47	31%	26	55%	39	83%
Other Public Schools									
East Baton Rouge	318001	LSU Lab School	73	53	73%	2	4%	49	93%
East Baton Rouge	319001	Southern University Lab School	48	34	71%	12	35%	28	82%
East Baton Rouge	304001	Louisiana School for the Deaf	10	4	40%	2	50%	3	75%
East Baton Rouge	101006	Eastern LA Mental Health	5	0	0%				
East Baton Rouge	101018	Scenic Alternative High School	1	0	0%				
Lincoln	323002	Grambling Lab High School	46	28	61%	11	39%	26	93%
Natchitoches	302006	Louisiana School for Mathematics, Science, and the Arts	165	101	61%	1	1%	98	97%
Orleans	324001	Milestone Academy of Learning Experiences	49	8	16%	4	50%	4	50%
Tangipahoa	325001	Northwood Preparatory High Sch.	44	1	2%	0	0%	1	100%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
Shreveport Diocesan Nonpublic Schools									
Caddo	500003	Loyola College Preparatory School	80	53	66%	2	4%	53	100%
Ouachita	500010	St. Frederick High School	65	43	66%	6	14%	42	98%
Diocesan Totals			145	96	66%	8	8%	95	99%
Alexandria Diocesan Nonpublic Schools									
Avoyelles	501034	St. Joseph Elem. & High School	15	8	53%	4	50%	8	100%
Natchitoches	501022	St. Mary's High School	29	22	76%	7	32%	20	91%
Rapides	501003	Holy Savior Menard Central High School	83	63	76%	20	32%	61	97%
Diocesan Totals			127	93	73%	31	33%	89	96%
Baton Rouge Diocesan Nonpublic Schools									
Ascension	502001	Ascension Catholic Interparochial School	50	40	80%	13	33%	36	90%
East Baton Rouge	502002	Catholic High School	202	166	82%	3	2%	159	96%
East Baton Rouge	502012	Redemptorist High School	169	121	72%	40	33%	113	93%
East Baton Rouge	502026	St. Joseph's Academy	189	164	87%	2	1%	162	99%
East Baton Rouge	502036	Bishop Joseph V. Sullivan Senior High	157	136	87%	19	14%	126	93%
Iberville	502024	St. John High School	57	41	72%	14	34%	34	83%
Pointe Coupee	502003	Catholic High of Pointe Coupee	66	43	65%	12	28%	39	91%
Tangipahoa	502039	St. Thomas Aquinas Regional High School	70	48	69%	4	8%	45	94%
Diocesan Totals			960	759	79%	107	14%	714	94%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
Houma-Thibodaux Diocesan Nonpublic Schools									
Lafourche	503015	E. D. White Catholic High School	150	124	83%	24	19%	122	98%
St. Mary	503001	Central Catholic High School	32	26	81%	7	27%	24	92%
Terrebonne	503014	Vandebilt Catholic High School	203	165	81%	29	18%	155	94%
<i>Diocesan Totals</i>			385	315	82%	60	19%	301	96%
Lafayette Diocesan Nonpublic Schools									
Acadia	504014	Notre Dame High School	131	106	81%	38	36%	96	91%
Evangeline	504023	Sacred Heart High School	66	52	79%	18	35%	48	92%
Iberia	504041	Catholic High School	116	93	80%	17	18%	87	94%
Lafayette	504037	Teurlings Catholic High School	131	99	76%	23	23%	94	95%
Lafayette	504046	St. Thomas More Catholic High School	239	205	86%	20	10%	194	95%
St. Landry	504001	Academy of the Sacred Heart	32	22	69%	1	5%	21	96%
St. Landry	504015	Opelousas Catholic School	51	47	92%	14	30%	44	94%
St. Landry	504026	St. Edmund High School	37	33	89%	14	42%	30	91%
St. Mary	504006	Hanson Memorial School	47	36	77%	8	22%	36	100%
Vermilion	504040	Vermilion Catholic High School	52	35	67%	9	26%	34	97%
<i>Diocesan Totals</i>			902	728	81%	162	22%	684	94%
Lake Charles Diocesan Nonpublic Schools									
Calcasieu	505009	St. Louis Catholic High School	117	86	74%	9	11%	82	95%
<i>Diocesan Totals</i>			117	86	74%	9	11%	82	95%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
New Orleans Archdiocesan Nonpublic Schools									
Jefferson	506003	Archbishop Blenk School	134	98	73%	37	38%	94	96%
Jefferson	506004	Archbishop Chapelle High School	259	202	78%	52	26%	187	93%
Jefferson	506005	Archbishop Rummel Sr. High Sch.	267	197	74%	53	27%	177	90%
Jefferson	506006	Archbishop Shaw High School	170	96	56%	24	25%	86	90%
Jefferson	506025	Immaculata High School	100	77	77%	23	30%	71	92%
Orleans	506010	Cabrini High School	110	84	76%	28	33%	76	91%
Orleans	506019	Holy Cross Senior High School	131	93	71%	28	30%	82	88%
Orleans	506029	Jesuit Senior High School	288	173	60%	10	6%	170	98%
Orleans	506033	Mount Carmel Academy	290	212	73%	20	9%	203	96%
Orleans	506047	Redeemer-Seton Senior High Sch.	60	6	10%	4	67%	2	33%
Orleans	506051	Academy of the Sacred Heart	72	29	40%	1	3%	28	97%
Orleans	506061	St. Augustine Senior High School	158	86	54%	59	69%	58	67%
Orleans	506095	St. Mary's Academy	87	63	72%	39	62%	54	86%
Orleans	506096	St. Mary's Dominican Senior High School	222	168	76%	20	12%	167	99%
Orleans	506120	Ursuline Academy	101	68	67%	14	21%	66	97%
Orleans	506122	Xavier University Preparatory High School	101	42	42%	24	57%	28	67%
Orleans	506123	De La Salle Senior High School	177	95	54%	43	45%	83	87%
Orleans	506130	Brother Martin High School	289	206	71%	35	17%	190	92%
St. Bernard	506134	Archbishop Hannan High School	108	80	74%	27	34%	69	86%
St. John the Baptist	506066	St. Charles Catholic High School	102	79	77%	16	20%	75	95%
St. Tammany	506046	Pope John Paul II Catholic High	53	32	60%	10	31%	31	97%
St. Tammany	506101	Saint Paul's Senior High School	138	74	54%	11	15%	70	95%
St. Tammany	506138	St. Scholastica Academy	117	71	61%	6	9%	71	100%
Diocesan Totals			3,534	2,331	66%	584	25%	2,138	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			46,334	23,198	50%	7,635	33%	20,862	90%
Other Nonpublic Schools									
Acadia	912001	Northside Christian School	22	10	45%	6	60%	10	100%
Beauregard	911001	Beckwith Christian School	1	0	0%				
Bossier	515001	Plain Dealing Academy	16	11	69%	4	36%	11	100%
Caddo	521001	Grawood Christian School	11	2	18%	0	0%	2	100%
Caddo	526001	University Christian Prep.	18	9	50%	2	22%	9	100%
Caddo	719001	Evangel Christian Academy	70	38	54%	13	34%	36	95%
Caddo	923001	Kingston Christian Academy	3	0	0%				
Calcasieu	733001	Parkview Baptist Christian School	242	0	0%				
Calcasieu	837001	Hamilton Christian Academy	28	19	68%	4	21%	17	90%
Claiborne	529001	Claiborne Academy	18	10	56%	2	20%	9	90%
Claiborne	855001	Mount Olive Christian School	17	7	41%	1	14%	7	100%
Concordia	530001	Huntington School, Inc.	15	9	60%	3	33%	9	100%
DeSoto	531001	Central School Corporation	13	4	31%	0	0%	4	100%
East Baton Rouge	536001	Central Private School	71	53	75%	10	19%	46	87%
East Baton Rouge	537001	Episcopal High School	104	46	44%	2	4%	43	94%
East Baton Rouge	540001	Gables Academy	24	0	0%				
East Baton Rouge	543002	Runnels School	39	30	77%	1	3%	28	93%
East Baton Rouge	688001	Christian Life Academy	56	44	79%	12	27%	39	89%
East Baton Rouge	692003	The Dunham School	65	45	69%	4	9%	43	96%
East Baton Rouge	702001	Hosanna Christian Academy	37	17	46%	2	12%	15	88%
East Baton Rouge	715001	Starkey Academy	20	13	65%	6	46%	12	92%
East Baton Rouge	722001	Jehovah-Jireh Christian Academy	6	1	17%	0	0%	0	0%
East Baton Rouge	723001	Family Christian Academy	11	8	73%	4	50%	7	88%
East Baton Rouge	734001	Parkview Baptist School	140	111	79%	9	8%	107	96%
East Baton Rouge	845001	Bethany Christian School	35	28	80%	5	18%	24	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			46,334	23,198	50%	7,635	33%	20,862	90%
Other Nonpublic Schools (Continued)									
East Baton Rouge	898001	Louisiana New School Academy	9	0	0%				
East Baton Rouge	988001	Riverdale Christian Academy	7	0	0%				
East Carroll	548001	Briarfield Academy	16	7	44%	1	14%	7	100%
East Feliciana	549001	Silliman Institute	31	20	65%	4	20%	17	85%
Franklin	550001	Franklin Academy	14	12	86%	5	42%	11	92%
Iberia	742001	Assembly Christian School	16	9	56%	5	56%	9	100%
Jefferson	516001	Word of Life Academy	*	2	*	2	100%	2	100%
Jefferson	557001	Crescent City Baptist High School	36	19	53%	12	63%	18	95%
Jefferson	558001	John Curtis Christian School	82	50	61%	13	26	46	92%
Jefferson	560001	Ecole Classique	60	36	60%	27	75%	33	92%
Jefferson	562001	Heritage Academy	32	2	6%	1	50%	2	100%
Jefferson	568001	Metairie Park Country Day School	58	6	10%	2	33%	4	67%
Jefferson	572001	Ridgewood Preparatory School	56	29	52%	8	28%	25	86%
Jefferson	574001	St. Martin's Episcopal School	64	9	14%	0	0%	8	89%
Jefferson	616001	Lutheran High School	36	18	50%	8	44%	16	89%
Jefferson	865001	Marrero Christian High School	Closed*	11	*	6	55%	10	91%
Jefferson	893001	Believer's Life Christian Academy	*	8	*	5	63%	7	88%
Jefferson Davis	921001	Bethel Christian School	10	6	60%	1	17%	6	100%
Lafayette	860001	Assembly Christian School	Closed*	3	*	2	67%	3	100%
Lafayette	986001	Lafayette Christian Academy	17	0	0%				
Lincoln	588001	Bethel Christian School	1	0	0%				
Lincoln	589001	Cedar Creek School	65	58	89%	4	7%	58	100%
Livingston	737001	Community Christian Academy	6	2	33%	0	0%	2	100%
Madison	591001	Tallulah Academy-Delta Christian School	22	18	82%	13	72%	17	94%
Morehouse	595001	Prairie View Academy	38	23	61%	4	17%	23	100%
Orleans	618001	Louise S. McGehee School	31	6	19%	0	0%	6	100%

Type of School/ LEA Location	Site Code	Name	# of Graduates	# of FTF	% of FTF	# of Dev FTF	% of Dev FTF	# in Good Standing	% in Good Standing
LOUISIANA TOTALS			46,334	23,198	50%	7,635	33%	20,862	90%
Other Nonpublic Schools (Continued)									
Orleans	620001	Isidore Newman School	94	10	11%	0	0%	10	100%
Orleans	736001	Prince of Peace Lutheran School	11	0	0%				
Orleans	751001	Faith Christian Academy	24	17	71%	9	53%	16	94%
Orleans	872001	Bishop McManus School	5	2	40%	0	0%	1	50%
Ouachita	632001	Ouachita Christian School	62	49	79%	8	16%	46	94%
Ouachita	634001	River Oaks School	14	8	57%	2	25%	8	100%
Ouachita	874001	Northeast Baptist School	2	0	0%				
Ouachita	903001	Excelsior Christian Academy	5	1	20%	1	100%	1	100%
Pointe Coupee	640001	False River Academy	46	22	48%	6	27%	20	91%
Rapides	740001	Forest Hill Academy	7	4	57%	0	0%	4	100%
Rapides	882001	Grace Christian High School	9	6	67%	0	0%	6	100%
Red River	647001	Riverdale Academy	23	16	70%	6	38%	15	94%
Richland	648001	Riverfield Academy	33	29	88%	10	35%	27	93%
Sabine	940001	Belmont Union Christian	1	0	0%				
St. John the Baptist	652001	Riverside Academy	78	43	55%	13	30%	41	95%
St. John the Baptist	901001	Reserve Christian School	29	19	66%	6	32%	18	95%
St. Landry	785001	Westminster Christian Academy	61	44	72%	7	16%	43	98%
St. Landry	834001	Acadiana Prep. Schools, Inc.	11	9	82%	3	33%	9	100%
St. Martin	658001	Episcopal School of Acadiana	51	26	51%	0	0%	26	100%
St. Tammany	735001	Northlake Christian School	38	22	58%	1	5%	21	96%
St. Tammany	936001	First Baptist Christian School	7	1	14%	1	100%	1	100%
Tangipahoa	672001	Oak Forest Academy	39	27	69%	5	19%	27	100%
Tensas	675001	Tensas Academy	17	13	76%	6	46%	12	92%
Terrebonne	913001	Houma Christian School	23	18	78%	3	17%	17	94%
Washington	679001	Bowling Green School	30	14	47%	8	57%	12	86%
Washington	944001	Ben's Ford Christian School	9	0	0%				
Webster	681001	Glenbrook School	38	31	82%	5	16%	30	97%

* These high schools did not provide a 2002-03 graduate count; thus, the percent of FTF cannot be calculated.