



# Getting prepared:

A 2005 report  
on recent high school  
graduates who took  
developmental/remedial  
courses

Minnesota State Colleges & Universities  
University of Minnesota

State-level summary and  
High School summary





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Who Took Developmental/Remedial Courses**

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# Executive Summary

In its recent report on Minnesota higher education, the Citizens League’s first recommendation is to aim for all citizens to achieve at least two years of post-secondary education. The second is to make sure that every high school graduate is ready and able to succeed in college.<sup>1</sup> Both high schools and colleges need to work together on this agenda.

To encourage conversations about preparation for college, the Minnesota Legislature requires the University of Minnesota and Minnesota State Colleges and Universities to report data on recent public high school graduates who take remedial (or developmental) courses in these two public systems. This report is the summary report which is transmitted to the Minnesota Department of Education and to the superintendents of all Minnesota school districts. In a separate report, each superintendent receives data on individual graduates from the district who took developmental courses so that school staff can look for opportunities to improve their educational programs.

Data in the report follow students from the high school classes of 2000, 2001, and 2002 for two years after high school graduation. One year of developmental course-taking data is available for graduates of the class of 2003.

## Developmental Courses Taken by 2002 Minnesota Public High School Graduates

Within two years of high school graduation, 49 percent of the class of 2002 enrolled in a Minnesota public higher education institution. Of these public higher education students, 36 percent took one or more developmental courses during that period.

<b>Minnesota Public High School Class of 2002 Graduates Who Enrolled in Minnesota Public Higher Education and Took Developmental Courses within Two Years of Graduation</b>	
Percent of graduates who attended public higher education that took at least one course	36%
One course	20%
Two courses	9%
Three or more courses	8%
Any mathematics	28%
Any writing	14%
Any reading	9%
Of graduates who enrolled in University of Minnesota (any campus)	8%
Of graduates who enrolled in a two-year community or technical college	46%
Of graduates who enrolled in a four-year state university	29%

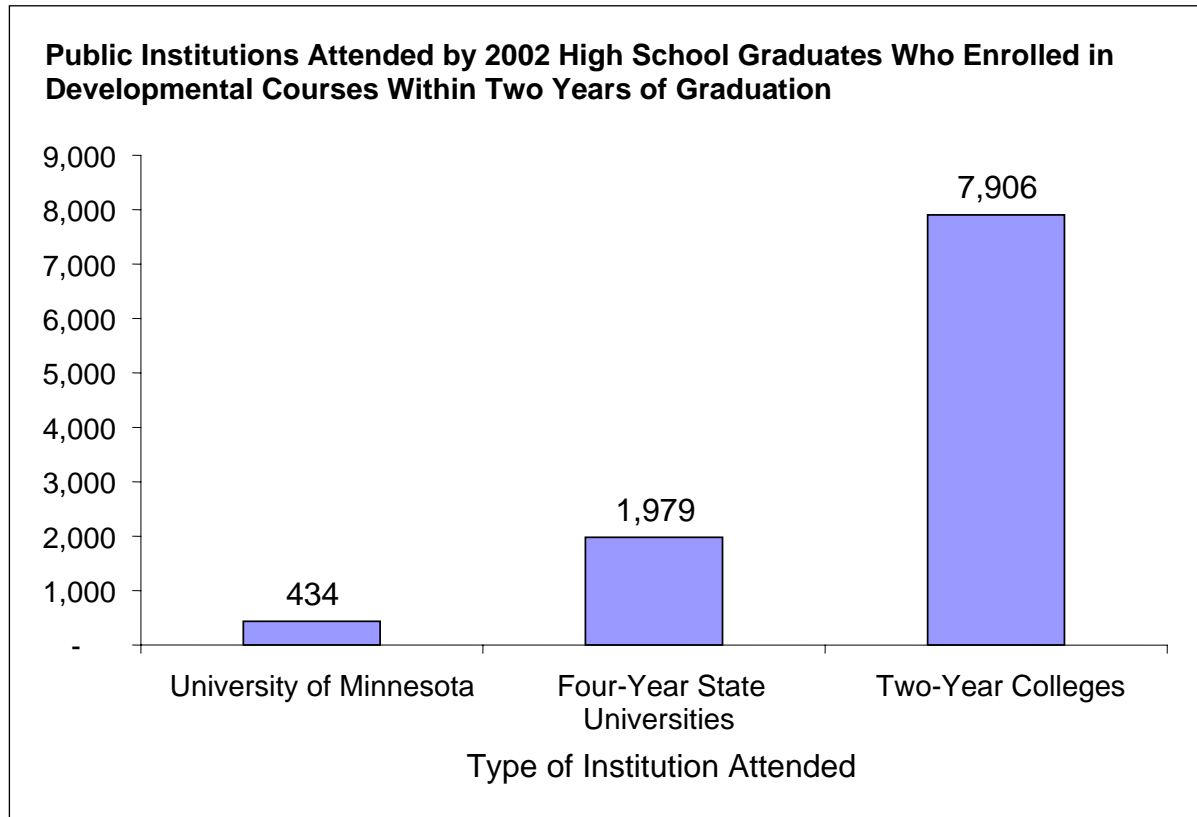
Sources: University of Minnesota, Office of Institutional Research and Reporting and Minnesota State Colleges and Universities, Research and Planning

<sup>1</sup> Citizens League, *Trouble On The Horizon: Growing Demands And Competition, Limited Resources, & Changing Demographics In Higher Education* (November, 2004).

Most students who enrolled in developmental courses took only one course. However, 8 percent of the class attending public higher education took three or more courses.

Mathematics is the most common developmental course taken, followed by writing and then reading. Twenty-eight percent of the 2002 graduates enrolled in developmental mathematics either alone or in combination with other skill areas; 17 percent—or nearly half of the students in developmental education—enrolled only in mathematics courses.

Developmental enrollments are concentrated in Minnesota State Colleges and Universities, particularly in the two-year colleges. Of the 10,131 graduates who enrolled in developmental courses, 96 percent attended an institution within Minnesota State Colleges and Universities; 78 percent attended a two-year community or technical college. With their mission to admit all high school graduates, two-year public colleges enrolled 46 percent of their entering students from the class of 2002 in developmental courses.



### Recent Trends

Comparable data on developmental course-taking among recent high school graduates exists for the classes of 1999, 2000, 2001, and 2002. For the class of 1999, 33 percent of the public higher education students took a developmental course within two years of graduation. For the classes of 2001 and 2002, that percentage rose to 36 percent.

One possible reason for this change: More high school graduates, especially students who did not look ahead to college, are enrolling in post-secondary education. From 1999 to 2002, two year enrollment rates in public higher education ranged from 45 percent for the Class of 2000 to 49 percent for the Class of 2002.

At Minnesota State Colleges and Universities, more thorough placement testing and enforcement of required enrollment in developmental education account for at least some of this increase. The percentages of recent high school graduates who enrolled in developmental courses increased in both two-year colleges and four-year state universities.

The percentage of graduates taking developmental courses dropped at the University of Minnesota, which stopped offering developmental reading in 2000.

### **Implications for High Schools and Higher Education**

For high schools:

- Mathematics continues to enroll the majority of students in developmental education. Efforts to improve mathematics achievement can have the biggest payoff in terms of helping students avoid the need to take developmental courses.
- Data on individual district graduates, provided to school districts in a separate document, can be examined to learn more about the high school experience of students who enrolled in developmental education.
- Admission to the University of Minnesota and the four-year state universities is becoming more selective. Students who need developmental education may increasingly find they cannot start at a four-year public institution.
- Teachers and students need to understand that, while community and technical colleges admit all high school graduates, students who are not prepared for college-level work will have to take developmental courses that do not count toward a certificate, diploma or a degree.

For colleges and universities:

- Because most developmental enrollments are in Minnesota State Colleges and Universities, institutions in that system and the Office of the Chancellor bear the most responsibility for working with high schools to improve preparation for college.

### **Overview of Developmental Programs in Minnesota Public Higher Education**

All Minnesota public higher education institutions offer some developmental courses. Two-year colleges offer the most extensive developmental programs because they admit all high school graduates and enroll more students who need assistance than the four-year state universities and the University of Minnesota that have selective admissions policies. Minnesota's provision of developmental education is typical in the United States.

Virtually all University of Minnesota developmental courses are in mathematics. Minnesota State Colleges and Universities offer developmental education in mathematics, writing, reading, English as a Second Language, and study skills/miscellaneous topics.

Institutions use a variety of methods to identify students who need developmental courses. University of Minnesota campuses, which advise but do not require students to enroll in developmental mathematics, generally use the ACT assessment along with other measures. Minnesota State Colleges and Universities require most students to complete an incoming student assessment that includes basic measures of reading comprehension, writing, and mathematics on system-endorsed tests. Students can be required to complete developmental courses before they enroll in general education classes.



# **GETTING PREPARED: A 2005 Report on Recent High School Graduates Who Took Developmental/Remedial Courses**

## **State-Level Summary and High School Summary**

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# Getting Prepared for College: A Shared Agenda

More than ever, high schools and colleges are working together to get students ready for college. After all, most Minnesota high school students will go on to post-secondary education.<sup>2</sup> But too often, new high school graduates first must enroll in remedial or developmental courses because they are not prepared to meet the academic expectations of college-level programs.

While there are many reasons students may need remedial instruction, the extent and nature of enrollments by recent high school graduates can indicate ways in which there is a mismatch between high school and post-secondary education. To assist school districts in preparing young people for college, Minnesota public post-secondary systems are required to report data on recent high school graduates who enroll in their remedial or developmental courses.

This report is one of many efforts to bridge the gaps between high school and post-secondary education. It can contribute to broader conversations about changes in K-12 and post-secondary education that can make the transition successful for more Minnesota students.

## About this Report

This report contains:

- A state-level summary of recent public high school graduates who took remedial or developmental courses at Minnesota State Colleges and Universities or the University of Minnesota within two years after graduation.
- For each public high school, summary information on the numbers of graduates from that school who enrolled in remedial or developmental courses.

In separate reports, each school superintendent receives detailed information about individual graduates from the district who took developmental courses. This information can be analyzed by school staff to suggest ways to improve their students' preparation for college.

Three earlier sets of reports were issued in 1997, 2001, and 2002.

## Legislative Mandate

Minnesota State Colleges and Universities and the University of Minnesota are required by state law to submit this summary report to the Department of Education. The department is

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<sup>2</sup> An estimated 65 percent of 2002-03 Minnesota high school graduates enrolled in a Minnesota or out-of-state post-secondary institution in fall 2003 (Minnesota Higher Education Services Office). Seventy-eight percent of the 25 to 34 year old high school graduates in Minnesota have attended college at some point (U.S. Census Bureau).

required to evaluate the data and report its findings to the education committees of the Legislature. (*Minnesota Statutes* 13.32, subdivisions 3 and 6).

In addition, the two public higher education systems are directed by law to report to school districts on the individual academic performance of their recent high school graduates who receive developmental or remedial instruction. Minnesota statutes permit the public post-secondary systems to disclose personally identifiable information about students in these reports. Access to individual student information provided to the districts is restricted by state and federal data privacy laws.

## **Development Education In Minnesota Public Higher Education**

### **What is remedial/developmental education?**

Developmental or remedial education<sup>3</sup> encompasses both formal coursework and academic support services for students who need help in meeting the academic requirements of the college-level curriculum.

Following the legislative mandate for reporting on remedial instruction, the contents of this report focus on students who registered for remedial or developmental courses.

Developmental courses and services provide basic academic skills necessary for successful college-level study and generally are in the areas of reading, writing, mathematics, study skills and English as a Second Language. The courses carry college credit for financial aid and athletic eligibility purposes, but may not be used to meet requirements for a diploma, certificate or degree. Developmental courses typically are taken early in a student's college career.

In addition to formal remedial/developmental courses, most institutions offer academic support programs such as learning centers, supplemental instruction, tutoring and advising. Often these programs assist all students who request help, including many students who are performing well in college.

### **Why is developmental education necessary?**

Developmental instruction expands access to higher education for students who have the ability to succeed in college, but need extra help to improve their basic skills. All Minnesota public institutions admit some students who need developmental instruction.

Some students take developmental courses because they have not taken the necessary coursework in high school. Other students, who have taken recommended high school

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<sup>3</sup> In this report, both "remedial" education and "developmental" education are used to refer to academic programs in post-secondary institutions that prepare students for college-level work as defined by the institutions. "Remedial education," the term used in *Minnesota Statutes* 13.32, can refer specifically to education which repeats material taught earlier that the student did not learn adequately the first time. For some educators, "developmental education" is a broader term that encompasses education that the student may need for any reason, including the failure to take college preparatory classes while in high school.

courses, may still need development education, based on placement exam results. Some of these students have been out of high school for a number of years and lost skills they once had mastered.

**Which institutions provide developmental education?**

All Minnesota public post-secondary institutions offered at least one developmental mathematics, reading or writing course in 2003. In 2000, the most current national information available, 92 percent of the public freshman-admitting institutions in the nation offered at least one developmental course.

<b>Developmental/Remedial Course Offerings Minnesota and U. S. Public Post-secondary Degree-Granting Institutions</b>						
Institution Type	Number of Institutions	Percent of Institutions that Offer Developmental Courses in:				
		Math, writing or reading	Mathematics	Writing	Reading	
All Minnesota Public Institutions	41	100%	100%	80%	78%	
University of Minnesota	4	100%	100%	0%	0%	
Two-Year Colleges	30	100%	100%	97%	93%	
Four-Year State Universities	7	100%	100%	57%	57%	
U. S. Public, Degree-Granting Institutions that Enroll Freshmen	1,660	92 %	90 %	86 %	80 %	
Public Two-Year	1,080	98 %	97 %	96 %	96 %	
Public Four-Year	580	80 %	78 %	67 %	49 %	

Sources: University of Minnesota, Office of Institutional Research and Reporting and Minnesota State Colleges and Universities, Research and Planning; U.S. Institutions that enrolled freshmen: National Center for Education Statistics, Fall 2003 data.

**How does an institution’s mission affect its developmental education programs?**

Two-year public colleges offer the most extensive array of developmental courses and academic support services. In addition to other purposes, these institutions have the mission of providing open admission to students who might need improvement in reading, writing and mathematics. Developmental instruction in these areas is necessary to prepare students for vocational or technical programs or for transfer to baccalaureate institutions.

Universities with the mission of offering baccalaureate and graduate degrees offer fewer developmental courses. These institutions are selective in their admissions, and as a group,

entering students are better prepared for college-level work than entering students at institutions with “open admissions” policies. All University of Minnesota campuses and state universities offer developmental courses in mathematics; some state universities also offer developmental courses in writing and reading.

### **How do institutions identify students who need developmental education?**

All Minnesota public post-secondary institutions use tests, often combined with other measures, to determine student need for developmental education.

- **University of Minnesota** campuses use the ACT Assessment mathematics subscore, in combination with other placement tests or measures, to advise students on their initial mathematics course placement. Students are not required to take developmental courses.
- **Minnesota State Colleges and Universities** use the following College Board tests to assess college readiness of admitted students in the areas of reading, writing, and mathematics: Computerized Placement Tests (ACCUPLACER), Descriptive Tests of Language Ability, and The Descriptive Tests of Mathematical Ability. At this time, institutions establish their own placement standards based on the skill expectations of the faculty teaching the college level curriculum.

Current policy calls for both mandatory assessment and placement of students based on students’ assessment test results. At both the colleges and universities, students meeting exemption criteria are not required to take assessment tests. State universities take ACT Assessment results into account when determining whether students need to take institutional placement tests.

Changes in placement practices—both placement cut-off scores and registration policies—will affect the numbers of students who take developmental courses, even if the college readiness of high school graduates does not change.

### **State-Level Summary Information on Recent High School Graduates in Public Higher Education**

Tables in this section are drawn from the high school class of 2002, the latest high school class for which post-secondary course registration data are available for two years following their high school graduation. Detailed tables follow with two years of data on the classes of 2000, 2001 and 2002 and one year of data on the class of 2003.

Enrollment data cannot distinguish the reasons that graduates took developmental/remedial courses. They may have been placed, counseled or elected to take these courses. Nearly all students who enroll, however, have been judged to need developmental assistance to do well in college. Students who were advised, but not required, to register for a developmental course are not reflected in this report if they chose not to take it.

**How many recent high school graduates enroll in public higher education?**

By the time they had been out of high school for two years, 49 percent of the class of 2002 enrolled in a Minnesota public higher education institution. Most of these students entered one of the institutions within Minnesota State Colleges and Universities. Two-year community and technical colleges enrolled 30 percent of the high school class of 2002, the largest share.

**How many recent high school graduates take developmental courses?**

All together, 36 percent of the class of 2002 who enrolled in a Minnesota public higher education institution within two years took one or more developmental courses. By and large, they took a single developmental course, most likely in mathematics. Sixteen percent, however, took two or more courses. Only 3 percent took as many as four courses.

Students who enroll in Minnesota State Colleges and Universities are much more likely to take developmental courses than University of Minnesota students:

- Forty-six percent of the community and technical college students from the class of 2002 took a developmental course; 29 percent of the students state university students did so.
- At the University of Minnesota, 8 percent of the class members were in developmental courses during the first two years following graduation.

2002 Minnesota Public High School Graduates Enrolled in Minnesota Public Higher Education Within Two Years Who Took Developmental Courses							
Minnesota Public Higher Education Institutions	% of 2002 Graduates Enrolled in These Institutions	% of Graduates Enrolled in These Institutions Who Took:		% of Developmental Credits Taken By Subject Area:			
		One or More (Any) Developmental Courses	Two or More Developmental Courses	Math	Writing	Other Subject Areas	
All	49%	36%	16%	56%	24%	20%	
University of Minnesota	9%	8%	2%	99%	0%	1%	
Minnesota State Colleges and Universities (any)	40%	42%	20%	55%	25%	20%	
Two-Year Colleges	30%	46%	24%	51%	27%	22%	
State Universities	12%	29%	3%	82%	12%	5%	

Note: Students who attended both a two-year college and a four-year state university counted only once in total percentage who enrolled in the Minnesota State Colleges and Universities system

Sources: University of Minnesota, Office of Institutional Research and Reporting and Minnesota State Colleges and Universities, Research and Planning

Of the 10,131 graduates who enrolled in developmental courses, 96 percent attended an institution within Minnesota State Colleges and Universities; 78 percent attended a two-year community or technical college.

**Is the need for developmental education increasing or decreasing?**

Minnesota investments in K-12 standards and school reform should pay off with diminished need for developmental instruction when students get to college. Recent data on developmental course-taking, however, cannot confirm what effects school changes are having on college readiness.

Data using the current methodology are available starting with the high school class of 1999.<sup>4</sup> In the two years following their graduation, 33 percent of the class of 1999 students who entered Minnesota public higher education institutions enrolled in at least one developmental course. Comparable rates for the classes of 2000-2002 show a slight increase in this rate, with a drop in the percentage at the University of Minnesota offset by increases in the rates at Minnesota State Colleges and Universities. Increases in the percentages of students enrolling in developmental courses, however, do not necessarily mean that the college readiness of new high school graduates has dropped.

<b>Percent of 1999-2003 Minnesota Public High School Graduates Enrolled in Minnesota Public Higher Education Institutions Who Took at Least One Developmental Course Within Two Years of High School Graduation</b>					
Minnesota Public Higher Education Institutions	High School Class				
	1999	2000	2001	2002	2003 (One Year Only)
All	33%	34%	36%	36%	35%
University of Minnesota	15%	15%	11%	8%	7%
Minnesota State Colleges and Universities (any)	37%	39%	41%	42%	42%
Two-Year Colleges	43%	44%	45%	46%	48%
State Universities	21%	23%	27%	29%	28%

Sources: University of Minnesota, Office of Institutional Research and Reporting and Minnesota State Colleges and Universities, Research and Planning

One reason for the change in developmental course-taking could be that more students are choosing to go to college. From 1999 to 2002, two-year enrollment rates in public higher

<sup>4</sup> Remedial education enrollments for two years following the graduation of the class of 1999 were reported in the 2002 *Getting Ready* report. *Getting Ready* reports on earlier classes issued in 1997 and 2001 used non-comparable methodologies.



education ranged from 45 percent for the Class of 2000 to 49 percent for the Class of 2002. Other state data show that, between 1999 and 2003, participation rates of new high school graduates in Minnesota public and private post-secondary institutions grew from 46 percent to 51 percent for the fall immediately following graduation.<sup>5</sup> Increases in post-secondary participation rates are typically drawn from graduates who did not prepare for college throughout high school.

In addition, after identifying the upward trend, Minnesota State Colleges and Universities examined institutional course-taking rates and consulted with institutional staff. Since 1999, system policies and institutional practices have focused on better identification and placement of entering students to help them succeed in college. Under direction from the Board of Trustees, institutions stepped up placement testing, and new registration procedures can be used to stop students from enrolling in classes if placement testing indicates they should first take a developmental course.

### **How do Minnesota developmental education enrollments compare with other states?**

Because of reporting differences, it is difficult to compare Minnesota statistics directly with data from other states. All studies, however, show that large numbers of students enroll in developmental courses, particularly in two-year public colleges.

- In one national survey, public institutions reported that 32 percent of their first-time, full-time students took at least one developmental course in reading, writing or mathematics in fall 2000. Students attending two-year colleges were more than twice as likely to enroll in developmental courses as students attending four-year institutions. Forty-two percent of the students in public two-year colleges enrolled in developmental courses compared to 20 percent in public four-year universities.<sup>6</sup>
- A different national study looked at student transcripts. Based this review, it was estimated that 41 percent of the 1992 12<sup>th</sup> graders who enrolled in post-secondary education took a developmental course at some time during college. This study estimated that 61 percent of the students who first attend a public two-year college take developmental courses, compared to 25 percent of the students who first attend a public or private four-year institution.<sup>7</sup>

### **What developmental courses are recent high school graduates taking?**

Of all developmental credits taken by the class of 2002, 56 percent were in mathematics. Writing courses account for 24 percent of the credits, all provided through Minnesota State

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<sup>5</sup> Minnesota Higher Education Services Office estimates.

<sup>6</sup> *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000*, National Center for Education Statistics, U. S. Department of Education, NCES 2004-010 (November 2003).

<sup>7</sup> *The Condition of Education 2004*, National Center for Education Statistics, U. S. Department of Education, NCES 2004-077 (June 2004). Intermediate algebra, which enrolls large numbers of students and is considered a remedial course in Minnesota public institutions, was not counted as remedial at if the student attended a college that granted degree credit for it.

Colleges and Universities. The remaining credits were in other subject areas, namely reading at Minnesota State Colleges and Universities.

Virtually all credits taken at University of Minnesota campuses were in developmental mathematics. University of Minnesota campuses have not offered developmental courses in either reading or writing since 2000.

Mathematics credits account for the majority of developmental credits taken in both two-year colleges and four-year universities within Minnesota State Colleges and Universities. However, developmental writing credits made up 12 percent of the state university developmental credits and 27 percent of two-year college credits. Developmental reading enrollments are concentrated in the two-year colleges, where they accounted for 17 percent of the credits. Remaining developmental credits in Minnesota State Colleges and Universities were in English as a Second Languages, study skills and miscellaneous courses.

Twenty-eight percent of the class of 2002 who enrolled in Minnesota public higher education took a developmental course in mathematics. The majority of these students—17 percent of the class—enrolled in developmental mathematics only; the others took mathematics and developmental courses in another field such as writing or reading.

<b>Content of Developmental Courses Taken in Minnesota Public Higher Education Institutions by 2002 Minnesota Public High School Graduates Within Two Years of Graduation</b>	
<b>Developmental Courses Taken</b>	<b>% of 2002 Graduates Who Enrolled in Public Higher Education Institutions</b>
No developmental courses	64%
Any developmental courses	36%
Any mathematics	28%
Any writing	14%
Any reading	9%
Mathematics only	17%
Writing only	4%
Reading only	1%

Sources: University of Minnesota, Office of Institutional Research and Reporting and Minnesota State Colleges and Universities, Research and Planning

Developmental mathematics courses range in level from basic arithmetic to the equivalent of high school intermediate algebra. Significant numbers of recent high school graduates are being placed at all levels when they begin post-secondary education.

**Can students who need developmental education succeed in college?**

As one would expect, the average ACT Assessment scores of students who take developmental courses are lower than the scores of the entering class as a whole. Low ACT

Assessment scores are one reason students can be placed in developmental courses at the University of Minnesota and the four-year state universities.

<b>Developmental Courses in Mathematics Taken in Minnesota State Colleges and Universities by 2002 Minnesota Public High School Graduates Within Two Years of Graduation</b>	
Level of Developmental Mathematics	Percent of Courses Taken in Developmental Mathematics
Arithmetic/Basic Mathematics	25%
Elementary Algebra	37%
Intermediate Algebra	34%
Other Developmental Mathematics Courses	5%

Sources: Minnesota State Colleges and Universities, Research and Planning

Once they enroll, students who take developmental courses earn somewhat lower grades than students who do not. A college grade point average below 2.0 would indicate potential trouble in meeting academic standards for a degree. Sixteen percent of the class of 2002 students who enrolled in developmental courses were performing at that low level two years after high school, compared to 9 percent of students from that class who did not take developmental courses.

	Mean ACT Composite Scores		Percent of Students with College GPA < 2.0	
	Class of 2002 Total	Students Who Took Developmental Courses	Students Who Did Not Take Developmental Courses	Students Who Took Developmental Courses
Minnesota Public Higher Education Institutions				
All	Insufficient data	Insufficient data	9%	16%
University of Minnesota	23.7	19.1	8%	16%
Minnesota State Colleges and Universities (any)	Insufficient data	Insufficient data	10%	16%
Two-Year Colleges	Insufficient data	Insufficient data	10%	18%
State Universities	21.3	19.3	9%	13%

Note: ACT assessment scores are not available for most students who attend two-year colleges because scores are not required for admission. GPA data are for students who accumulated at least 16 credits within two years of high school graduation. Sources: University of Minnesota, Office of Institutional Research and Reporting and Minnesota State Colleges and Universities, Research and Planning

Enrollment in developmental courses does not mean that a student cannot be successful in college. Of all students in the class of 2002 who took developmental courses, 84 percent earned a grade point average of 2.0 or better, and 28 percent earned a grade point average of 3.0 or better two years following high school graduation. Their success proves that the need for developmental education does not necessarily mean that college is a poor investment for them and for the state. However, because developmental credits do not count towards a degree, all students are better off getting the foundation they need in high school to start college-level courses right away.

## Tables

Tables 1 – 5 report state-level summary information on 2000, 2001, 2002, and 2003 graduates from Minnesota public high schools who enrolled at Minnesota public colleges or universities.

- For the classes of 2000, 2001, and 2002, the information in Tables 1 – 5 includes the experience of students through two years following high school graduation.<sup>8</sup>
- For the class of 2003, preliminary information is reported for only one year following high school graduation.

### **Table 1: Enrollment and Extent of Developmental Courses/Credits**

Table 1 reports the numbers of 2000, 2001, 2002, and 2003 Minnesota public high school graduates, the numbers who enrolled in public higher education, and the numbers of students who took one, two, three and four or more developmental courses.

### **Table 2: Content of Developmental Courses**

Table 2 reports the numbers of developmental credits taken by 2000, 2001, 2002, and 2003 Minnesota public high school graduates in mathematics, reading, writing, English as a Second Language and study skills courses.

### **Table 3: Academic Performance in Higher Education: Cumulative Grade Point Average Distribution (Students Enrolled 16 or More Semester Credits)**

Table 3 reports the distributions of cumulative higher education grade point averages for all 2000, 2001, 2002, 2003 Minnesota public high school graduates who enrolled in public higher education and for students who enrolled in developmental courses. Only students who earned at least 16 credits in post-secondary education are included.

### **Table 4: ACT Composite Scores**

Table 4 reports the mean ACT Assessment composite score for all 2000, 2001, 2002, and 2003 Minnesota public high school graduates who enrolled in public four-year universities and for students who enrolled in developmental courses at these institutions. Two-year public colleges do not require the ACT for admission, and scores are not available for a representative sample of students.

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<sup>8</sup> Information on the class of 2000 was reported in a previous *Getting Prepared* (June 2002). Information on the class of 2000 in that report included only one year of data and therefore differs from the two years of data included in this report. 3,290 students or nearly 6 percent of the class, entered public higher education in the second year following graduation.

## Table 5: Summary Report by High School

In Table 5, consolidated information on the high school classes of 2000 – 2003 is reported for each Minnesota public high school. The high school summary reports the combined number of graduates from these classes who took developmental or remedial courses at either of the public systems within two years after high school graduation (one year for the class of 2003).

To comply with state and federal data privacy laws,<sup>9</sup> high schools with five or fewer graduates taking developmental courses are reported as a group. High schools that did not have any 2000 – 2003 graduates who enrolled in developmental courses at public colleges or universities are omitted from the table.

Caution should be exercised in interpreting the information in the high school summary. Graduates from a high school who enrolled in Minnesota public colleges and universities may not be representative of all graduates from that school. The college readiness of graduates who enrolled in private colleges or universities or at public colleges or universities in other states is not reflected in this report.

It is important to consider the absolute number of graduates from a high school as well as the percentage of graduates enrolled in public colleges or universities (Column E), the percentage of graduates who took developmental courses (Column G) and the percentage of total graduates who took developmental courses.

The high school summary in Table 5 reports the following information:

- **School District** – The school district that operates the high school. (Column A)
- **High School** – The name of the high school. (Column B)
- **Total Number of Graduates** – The combined total number of graduates from the high school in the classes of 2000, 2001, 2002, and 2003. (Column C)
- **Graduates Enrolled in Minnesota Public Higher Education** – The combined number of graduates from the classes of 2000, 2001, 2002, and 2003 from this high school that enrolled in a Minnesota public college or university during their first two years following graduation (one year for class of 2003). (Column D)
- **Graduates Enrolled in Minnesota Public Higher Education as a Percent of Total Graduates** – 2000 - 2003 graduates from this high school that

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<sup>9</sup> Minnesota State Colleges and Universities and the University of Minnesota are prevented from disclosing individually identifiable educational data on students by the Minnesota Government Data Practices Act and the federal Family Education Rights and Privacy Act. The systems are further precluded by the Rules of the Minnesota Department of Administration from disclosing information "...if it can in any way identify any particular individual." (Minnesota Rules, Section 1205.0200, subpart 4) Finally, the Family Education Rights and Privacy Act prohibits disclosure of information that would make the student's identity easily traceable. (34 C.F.R. Part 99.3.)

enrolled at a Minnesota public college or university as a percent of all graduates from the high school in those classes. (Column E)

- **Graduates Who Took Developmental Courses at Minnesota Public Higher Education Institutions** – The combined number of 2000 – 2003 graduates from this high school who took one or more developmental courses in a Minnesota public higher education institution during the first two years after their graduation (one year for class of 2003). (Column F)
- **Graduates Who Took Developmental Courses as a Percent of Graduates in Minnesota Public Higher Education** – The number of 2000 – 2003 graduates from this high school who took one or more developmental courses as a percent of all graduates from this high school who enrolled in a Minnesota public college or university. (Column G)
- **Graduates Who Took Developmental Courses as a Percent of Total Graduates** – The number of 2000 – 2003 graduates from this high school who took one or more developmental courses as a percent of all graduates from this high school, regardless of their attendance in post-secondary education. (Column H)





**Table 1**  
**Enrollment and Extent of Developmental Courses/Credits**  
**2000 - 2003\* Minnesota Public High School Graduates**  
**Enrolled in Minnesota Public Higher Education Institutions**

Year of High School Graduation	Minnesota Public High School Graduates		Number of Developmental Courses/Developmental Credits Taken											
	Total Graduates Enrolled in Minnesota Public Higher Education		Graduates Enrolled in Developmental Courses			1 Course		2 Courses		3 Courses		4+ Courses		All
	Number	% of High School Class	Students	% of High School Class	% of Public Higher Education	Students	Credits	Students	Credits	Students	Credits	Students	Credits	
<b>Enrolled at Any Public Higher Education Institution (Minnesota State Colleges and Universities or University of Minnesota)</b>														
2003	59,440	43%	8,904	15%	35%	5,116	17,523	2,141	14,783	1,029	10,676	618	9,619	52,601
2002	57,524	49%	10,131	18%	36%	5,532	18,859	2,434	16,693	1,223	12,775	942	15,523	63,850
2001	56,672	49%	9,787	17%	35%	5,479	18,278	2,274	15,601	1,170	11,907	864	13,650	59,436
2000	57,503	46%	8,976	16%	34%	5,021	16,935	2,136	14,511	1,069	10,741	750	11,579	53,766
<b>Enrolled at the University of Minnesota (any campus)</b>														
2003	59,440	9%	386	1%	7%	284	1,104	98	782	4	48	0	0	1,934
2002	57,524	9%	434	1%	8%	330	1,313	96	764	8	96	0	0	2,173
2001	56,672	10%	593	1%	11%	435	1,721	134	1,070	22	264	2	32	3,087
2000	57,503	9%	774	1%	15%	567	2,466	173	1,382	29	345	5	80	4,273
<b>Enrolled at Minnesota State Colleges and Universities (any campus)**</b>														
2003	59,440	34%	8,518	14%	42%	4,832	16,419	2,043	14,001	1,025	10,628	618	9,619	50,667
2002	57,524	40%	9,697	17%	42%	5,202	17,546	2,338	15,929	1,215	12,679	942	15,523	61,677
2001	56,672	39%	9,194	16%	41%	5,044	16,557	2,140	14,531	1,148	11,643	862	13,618	56,349
2000	57,503	36%	8,202	14%	39%	4,454	14,469	1,963	13,129	1,040	10,396	745	11,499	49,493
<b>Enrolled at Minnesota State Two-Year Colleges</b>														
2003	59,440	24%	6,805	11%	48%	3,333	11,868	1,865	13,013	991	10,297	616	9,590	44,768
2002	57,524	30%	7,906	14%	46%	3,702	13,045	2,141	14,844	1,175	12,292	888	14,703	54,884
2001	56,672	29%	7,358	13%	45%	3,457	11,959	1,924	13,268	1,123	11,393	854	13,491	50,111
2000	57,503	27%	6,754	12%	44%	3,163	10,748	1,831	12,390	1,024	10,260	736	11,385	44,783
<b>Enrolled at Minnesota State Universities</b>														
2003	59,440	11%	1,737	3%	28%	1,536	4,667	175	972	26	260	0	0	5,899
2002	57,524	12%	1,979	3%	29%	1,747	5,399	214	1,206	16	162	2	26	6,793
2001	56,672	12%	1,909	3%	27%	1,718	5,064	177	1,035	14	139	0	0	6,238
2000	57,503	11%	1,480	3%	23%	1,347	3,917	122	682	8	72	3	39	4,710

\* Enrollment within two years of graduation for 2000, 2001 and 2002 graduates and within one year of graduation for 2003 graduates.

\*\*Students who took courses at more than one Minnesota State College or University are counted only once. Therefore, this count is slightly lower than the sum of State Two-Year Colleges plus Minnesota State Universities.

SOURCE: Minnesota State Colleges and Universities Research and University of Minnesota Office of Institutional Research and Reporting

**Table 2**  
**Content of Developmental Courses**  
 2000 - 2003\* Minnesota Public High School Graduates  
 Enrolled in Minnesota Public Higher Education Institutions

Year of High School Graduation	Credits												Total	
	Math		Writing		Reading		ESL		Study Skills/Other		Total		Number	Percent
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
<b>Enrolled at Any Public Higher Education Institution (Minnesota State Colleges and Universities or University of Minnesota)</b>														
2003	28,939	55%	11,997	23%	8,551	16%	2,280	4%	824	2%	52,601	100%		
2002	35,806	56%	15,407	24%	9,788	15%	1,862	3%	987	2%	63,850	100%		
2001	34,724	58%	13,600	23%	8,580	14%	1,420	2%	1,112	2%	59,436	100%		
2000	31,488	59%	12,997	24%	7,109	13%	967	2%	1,205	2%	53,766	100%		
<b>Enrolled at the University of Minnesota (any campus)</b>														
2003	1,928	100%	0	0%	0	0%	0	0%	6	0%	1,934	100%		
2002	2,161	99%	0	0%	0	0%	0	0%	12	1%	2,173	100%		
2001	3,078	100%	0	0%	0	0%	0	0%	9	0%	3,087	100%		
2000	4,201	98%	0	0%	57	1%	0	0%	15	0%	4,273	100%		
<b>Enrolled at Minnesota State Colleges and Universities</b>														
2003	27,011	53%	11,997	24%	8,551	17%	2,280	4%	818	2%	50,667	100%		
2002	33,645	55%	15,407	25%	9,788	16%	1,862	3%	975	2%	61,677	100%		
2001	31,646	56%	13,600	24%	8,580	15%	1,420	3%	1,103	2%	56,349	100%		
2000	27,287	55%	12,997	26%	7,052	14%	967	2%	1,190	2%	49,493	100%		
<b>Enrolled at Minnesota State Two-Year Colleges</b>														
2003	22,258	50%	11,275	25%	8,137	18%	2,280	5%	818	2%	44,768	100%		
2002	28,041	51%	14,573	27%	9,433	17%	1,862	3%	975	2%	54,884	100%		
2001	26,219	52%	13,081	26%	8,292	17%	1,416	3%	1,103	2%	50,111	100%		
2000	23,130	52%	12,571	28%	6,925	15%	967	2%	1,190	3%	44,783	100%		
<b>Enrolled at Minnesota State Universities</b>														
2003	4,753	81%	722	12%	424	7%	0	0%	0	0%	5,899	100%		
2002	5,604	82%	834	12%	355	5%	0	0%	0	0%	6,793	100%		
2001	5,427	87%	519	8%	288	5%	4	0%	0	0%	6,238	100%		
2000	4,157	88%	426	9%	127	3%	0	0%	0	0%	4,710	100%		

\* Enrollment within two years of graduation for 2000, 2001 and 2002 graduates and within one year of graduation for 2003 graduates.  
 SOURCE: Minnesota State Colleges and Universities Research and University of Minnesota Office of Institutional Research and Reporting

**Table 3**  
**Academic Performance in Higher Education: Cumulative Grade Point Average Distribution**  
 2000 - 2003\* Minnesota Public High School Graduates  
 (Students With 16 or More Earned Credits)  
 Enrolled in Minnesota Public Higher Education Institutions

Year of High School Graduation	3.00 to 4.00		2.00 to 2.99		Below 2.00		Total		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
<b>Enrolled at Any Public Higher Education Institution (Minnesota State Colleges and Universities or University of Minnesota)</b>									
2003									
	All Graduates Enrolled 16+ Credits	8,257	46%	8,039	44%	1,804	10%	18,100	100%
	Graduates Enrolled in Developmental Courses	1,658	31%	2,944	55%	762	14%	5,364	100%
2002									
	All Graduates Enrolled 16+ Credits	9,172	44%	9,356	45%	2,379	11%	20,907	100%
	Graduates Enrolled in Developmental Courses	1,962	28%	3,807	55%	1,116	16%	6,885	100%
2001									
	All Graduates Enrolled 16+ Credits	9,041	44%	9,155	45%	2,337	11%	20,533	100%
	Graduates Enrolled in Developmental Courses	1,929	29%	3,704	55%	1,126	17%	6,759	100%
2000									
	All Graduates Enrolled 16+ Credits	8,415	43%	8,808	45%	2,148	11%	19,371	100%
	Graduates Enrolled in Developmental Courses	1,701	28%	3,380	56%	1,004	16%	6,085	100%
<b>Enrolled at the University of Minnesota (any campus)</b>									
2003									
	All Graduates Enrolled 16+ Credits	2,554	55%	1,837	39%	290	6%	4,681	100%
	Graduates Enrolled in Developmental Courses	114	38%	161	54%	24	8%	299	100%
2002									
	All Graduates Enrolled 16+ Credits	2,402	50%	2,046	42%	397	8%	4,845	100%
	Graduates Enrolled in Developmental Courses	78	22%	221	62%	56	16%	355	100%
2001									
	All Graduates Enrolled 16+ Credits	2,427	49%	2,094	43%	403	8%	4,924	100%
	Graduates Enrolled in Developmental Courses	128	26%	288	59%	76	15%	492	100%
2000									
	All Graduates Enrolled 16+ Credits	2,301	48%	2,095	44%	361	8%	4,757	100%
	Graduates Enrolled in Developmental Courses	156	25%	396	63%	78	12%	630	100%

\* Enrollment within two years of graduation for 2000, 2001 and 2002 graduates and within one year of graduation for 2003 graduates.  
 SOURCE: Minnesota State Colleges and Universities Research and University of Minnesota Office of Institutional Research and Reporting

**Table 3**  
**Academic Performance in Higher Education: Cumulative Grade Point Average Distribution**  
 2000 - 2003\* Minnesota Public High School Graduates  
 (Students With 16 or More Earned Credits)  
 Enrolled in Minnesota Public Higher Education Institutions

Year of High School Graduation	3.00 to 4.00		2.00 to 2.99		Below 2.00		Total		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
<b>Enrolled at Minnesota State Colleges and Universities</b>									
2003									
	All Graduates Enrolled 16+ Credits	5,703	42%	6,202	46%	1,514	11%	13,419	100%
	Graduates Enrolled in Developmental Courses	1,544	30%	2,783	55%	738	15%	5,065	100%
2002									
	All Graduates Enrolled 16+ Credits	6,770	42%	7,310	46%	1,982	12%	16,062	100%
	Graduates Enrolled in Developmental Courses	1,884	29%	3,586	55%	1,060	16%	6,530	100%
2001									
	All Graduates Enrolled 16+ Credits	6,614	42%	7,061	45%	1,934	12%	15,609	100%
	Graduates Enrolled in Developmental Courses	1,801	29%	3,416	55%	1,050	17%	6,267	100%
2000									
	All Graduates Enrolled 16+ Credits	6,114	42%	6,713	46%	1,787	12%	14,614	100%
	Graduates Enrolled in Developmental Courses	1,545	28%	2,984	55%	926	17%	5,455	100%
<b>Enrolled at Minnesota State Two-Year Colleges</b>									
2003									
	All Graduates Enrolled 16+ Credits	3,362	40%	3,904	47%	1,107	13%	8,373	100%
	Graduates Enrolled in Developmental Courses	1,074	29%	1,967	54%	601	17%	3,642	100%
2002									
	All Graduates Enrolled 16+ Credits	4,331	40%	4,950	46%	1,447	13%	10,728	100%
	Graduates Enrolled in Developmental Courses	1,339	28%	2,615	55%	839	18%	4,793	100%
2001									
	All Graduates Enrolled 16+ Credits	4,148	41%	4,580	45%	1,360	13%	10,088	100%
	Graduates Enrolled in Developmental Courses	1,272	28%	2,445	54%	841	18%	4,558	100%
2000									
	All Graduates Enrolled 16+ Credits	3,926	41%	4,355	46%	1,290	13%	9,571	100%
	Graduates Enrolled in Developmental Courses	1,146	28%	2,199	53%	777	19%	4,122	100%

\* Enrollment within two years of graduation for 2000, 2001 and 2002 graduates and within one year of graduation for 2003 graduates.  
 SOURCE: Minnesota State Colleges and Universities Research and University of Minnesota Office of Institutional Research and Reporting

**Table 3**  
**Academic Performance in Higher Education: Cumulative Grade Point Average Distribution**  
 2000 - 2003\* Minnesota Public High School Graduates  
 (Students With 16 or More Earned Credits)  
 Enrolled in Minnesota Public Higher Education Institutions

Year of High School Graduation	3.00 to 4.00		2.00 to 2.99		Below 2.00		Total		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
<b>Enrolled at Minnesota State Universities</b>									
2003									
	All Graduates Enrolled 16+ Credits	2,345	46%	2,306	46%	409	8%	5,060	100%
	Graduates Enrolled in Developmental Courses	467	33%	809	57%	137	10%	1,413	100%
2002									
	All Graduates Enrolled 16+ Credits	2,546	45%	2,544	45%	605	11%	5,695	100%
	Graduates Enrolled in Developmental Courses	509	30%	967	57%	230	13%	1,706	100%
2001									
	All Graduates Enrolled 16+ Credits	2,554	44%	2,664	45%	645	11%	5,863	100%
	Graduates Enrolled in Developmental Courses	481	29%	970	58%	218	13%	1,669	100%
2000									
	All Graduates Enrolled 16+ Credits	2,281	43%	2,519	47%	561	10%	5,361	100%
	Graduates Enrolled in Developmental Courses	368	28%	780	60%	152	12%	1,300	100%

\* Enrollment within two years of graduation for 2000, 2001 and 2002 graduates and within one year of graduation for 2003 graduates.  
 SOURCE: Minnesota State Colleges and Universities Research and University of Minnesota Office of Institutional Research and Reporting

**Table 4**  
**ACT Composite Scores**  
 2000 - 2003\* Minnesota Public High School Graduates  
 Enrolled in Minnesota Public Higher Education Institutions

Year of High School Graduation		# Valid Scores	Mean Score
<b>Enrolled at the University of Minnesota (any campus)</b>			
2003			
	All Graduates Enrolled as Students	5,055	23.8
	Graduates in Developmental Courses	378	18.8
2002			
	All Graduates Enrolled as Students	5,154	23.7
	Graduates in Developmental Courses	420	19.1
2001			
	All Graduates Enrolled as Students	5,315	23.6
	Graduates in Developmental Courses	583	19.5
2000			
	All Graduates Enrolled as Students	5,195	23.5
	Graduates in Developmental Courses	755	19.8
<b>Enrolled at Minnesota State Universities</b>			
2003			
	All Graduates Enrolled as Students	5,080	21.3
	Graduates in Developmental Courses	1,528	19.4
2002			
	All Graduates Enrolled as Students	4,494	21.3
	Graduates in Developmental Courses	1,445	19.3
2001			
	All Graduates Enrolled as Students	4,141	21.4
	Graduates in Developmental Courses	1,248	19.6
2000			
	All Graduates Enrolled as Students	4,007	21.3
	Graduates in Developmental Courses	958	19.6

\* Enrollment within two years of graduation for 2000, 2001 and 2002 graduates and within one year of graduation for 2003 graduates.  
 SOURCE: Minnesota State Colleges and Universities Research and University of Minnesota Office of Institutional Research and Reporting

**Table 5**  
**Summary Report By High School**  
**2000-2003\* Minnesota Public High School Graduates**  
**Enrolled at Minnesota State Colleges and Universities or the University**  
**of Minnesota During Fiscal Years 2000 to 2004**

Caution should be exercised in interpreting this summary. The college readiness of graduates who enrolled in Minnesota public colleges or universities may not be a good indicator of the college readiness of all graduates from that high school. Column H indicates the percentage of all graduates from a high school that took developmental/remedial courses at public colleges or universities in Minnesota. High schools with five or fewer graduates in developmental courses are not listed individually, but are included as a group in the totals at the bottom of this report.

School District (A)	High School (B)	Total Number of Graduates in Classes 2000-2003 (C)	Graduates Enrolled in Minnesota Public Higher Education		Graduates Who Took Developmental Courses at Minnesota Public Higher Education Institutions		
			Graduates*** (D)	% of Total Graduates in Classes 2000-2003 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates, 2000-2003 (H)
A.C.G.C.	A.C.G.C. SEC.	310	159	51%	52	33%	17%
ADA-BORUP	ADA-BORUP SEC.	166	77	46%	28	36%	17%
ADRIAN	ADRIAN SEC.	186	93	50%	34	37%	18%
AITKIN	AITKIN SEC.	420	241	57%	96	40%	23%
ALBANY	ALBANY SR.	567	322	57%	96	30%	17%
ALBERT LEA	ALBERT LEA SR.	1,031	603	58%	148	25%	14%
ALDEN	ALDEN-CONGER SEC.	148	68	46%	15	22%	10%
ALEXANDRIA	JEFFERSON SR.	1,346	702	52%	163	23%	12%
ANNANDALE	ANNANDALE SR.	494	264	53%	82	31%	17%
ANOKA-HENNEPIN	CHAMPLIN PARK SR.	2,315	1,360	59%	536	39%	23%
ANOKA-HENNEPIN	TRANSITION PLUS	225	18	8%	10	56%	4%
ANOKA-HENNEPIN	COON RAPIDS SR.	2,025	1,128	56%	504	45%	25%
ANOKA-HENNEPIN	BLAINE SR.	2,222	1,224	55%	498	41%	22%
ANOKA-HENNEPIN	ANOKA SR.	2,418	1,391	58%	556	40%	23%
ANOKA-HENNEPIN	CROSSROADS ALTERNATIVE HIGH SCHOOL	89	13	15%	8	62%	9%
ASHBY	ASHBY SEC.	107	63	59%	24	38%	22%
AUSTIN	AUSTIN SR.	998	593	59%	148	25%	15%
BADGER	BADGER SEC.	69	36	52%	12	33%	17%
BAGLEY	BAGLEY SEC.	265	125	47%	58	46%	22%
BARNESVILLE	BARNESVILLE SEC.	230	108	47%	44	41%	19%
BARNUM	BARNUM SEC.	186	92	49%	44	48%	24%
BATTLE LAKE	BATTLE LAKE SEC.	164	103	63%	39	38%	24%
BECKER	BECKER SR.	513	213	42%	50	23%	10%

\* Enrollment within two years of graduation for 2000, 2001 and 2002 graduates and within one year of graduation for 2003 graduates.

\*\*Indicates that there is no count of graduates for this school. In most cases, students attended this school and reported to the college or university that they "graduated" from the school. However, the school does not actually grant the diploma. The diploma is typically granted by another high school and the graduate is therefore reported in that high school's graduate count.

\*\*\* The numbers in column D are unduplicated within Minnesota State Colleges and Universities and within the University of Minnesota. That is, if a student attended two Minnesota State Colleges and Universities institutions, that student is counted one time in the total for this row. This total may not equal the total provided in other reports for the same high school where the count is not unduplicated.

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School District (A)	High School (B)	Total Number of Graduates in Classes 2000-2003 (C)	Graduates Enrolled in Minnesota Public Higher Education		Graduates Who Took Developmental Courses at Minnesota Public Higher Education Institutions		
			Graduates*** (D)	% of Total Graduates in Classes 2000-2003 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates, 2000-2003 (H)
BELGRADE-BROOTEN-ELROSA	BELGRADE-BROOTEN-ELROSA SEC.	268	175	65%	39	22%	15%
BELLE PLAINE	BELLE PLAINE SR.	359	166	46%	53	32%	15%
BEMIDJI	BEMIDJI SR.	1,305	684	52%	203	30%	16%
BENSON	BENSON SEC.	360	206	57%	61	30%	17%
BERTHA-HEWITT	BERTHA SEC.	197	131	66%	38	29%	19%
BIG LAKE	BIG LAKE SR.	443	217	49%	57	26%	13%
BIRD ISLAND-OLIVIA-LAKE LILLIAN	BOLD SR.	338	216	64%	67	31%	20%
BLACKDUCK	BLACKDUCK SEC.	225	106	47%	49	46%	22%
BLOOMING PRAIRIE	BLOOMING PRAIRIE SEC.	287	180	63%	28	16%	10%
BLOOMINGTON	JEFFERSON SR.	1,565	806	52%	289	36%	18%
BLOOMINGTON	KENNEDY SR.	1,222	695	57%	307	44%	25%
BLUE EARTH AREA PUBLIC SCHOOL	BLUE EARTH AREA SR.	503	266	53%	91	34%	18%
BRAHAM	BRAHAM AREA SEC.	287	125	44%	47	38%	16%
BRAINERD	BRAINERD SR.	1,643	1,000	61%	309	31%	19%
BRAINERD	ISD 181 LEARNING CENTER	311	41	13%	16	39%	5%
BRANDON	BRANDON SEC.	97	65	67%	13	20%	13%
BRECKENRIDGE	BRECKENRIDGE SR.	298	102	34%	27	26%	9%
BROOKLYN CENTER	BROOKLYN CENTER SEC.	478	223	47%	120	54%	25%
BROWERVILLE	BROWERVILLE SEC.	214	119	56%	35	29%	16%
BUFFALO	BUFFALO SR.	1,395	604	43%	180	30%	13%
BUFFALO LAKE-HECTOR	BUFFALO LAKE-HECTOR SEC.	216	132	61%	44	33%	20%
BURNSVILLE	BURNSVILLE SR.	2,473	1,357	55%	515	38%	21%
BUTTERFIELD	BUTTERFIELD SEC.	65	27	42%	14	52%	22%
BYRON	BYRON HIGH SCHOOL	389	222	57%	64	29%	16%

\* Enrollment within two years of graduation for 2000, 2001 and 2002 graduates and within one year of graduation for 2003 graduates.

\*\*Indicates that there is no count of graduates for this school. In most cases, students attended this school and reported to the college or university that they "graduated" from the school. However, the school does not actually grant the diploma. The diploma is typically granted by another high school and the graduate is therefore reported in that high school's graduate count.

\*\*\* The numbers in column D are unduplicated within Minnesota State Colleges and Universities and within the University of Minnesota. That is, if a student attended two Minnesota State Colleges and Universities institutions, that student is counted one time in the total for this row. This total may not equal the total provided in other reports for the same high school where the count is not unduplicated.

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			Graduates*** (D)	% of Total Graduates in Classes 2000-2003 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates, 2000-2003 (H)
CALEDONIA	CALEDONIA SR. HIGH	388	121	31%	21	17%	5%
CAMBRIDGE-ISANTI	CAMBRIDGE-ISANTI SR.	1,339	587	44%	182	31%	14%
CANBY	CANBY SEC.	272	148	54%	33	22%	12%
CANNON FALLS	CANNON FALLS SEC.	404	192	48%	67	35%	17%
CARLTON	CARLTON SEC.	175	96	55%	36	38%	21%
CASS LAKE-BENA SCHOOLS	CASS LAKE-BENA ALC	79	10	13%	6	60%	8%
CASS LAKE-BENA SCHOOLS	CASS LAKE-BENA SEC.	142	73	51%	30	41%	21%
CEDAR MOUNTAIN	CEDAR MOUNTAIN SEC.	128	67	52%	20	30%	16%
CENTENNIAL	CENTENNIAL SR.	1,444	799	55%	301	38%	21%
CHASKA	CHASKA HIGH SCHOOL	1,629	734	45%	302	41%	19%
CHATFIELD	CHOSEN VALLEY SEC.	296	134	45%	54	40%	18%
CHISAGO LAKES	CHISAGO LAKES SR.	906	434	48%	165	38%	18%
CHISHOLM	CHISHOLM SEC.	289	170	59%	53	31%	18%
CHOKIO-ALBERTA	CHOKIO-ALBERTA SEC.	105	65	62%	12	18%	11%
CITY ACADEMY	CITY ACADEMY	218	31	14%	18	58%	8%
CLEARBROOK-GONVICK	CLEARBROOK-GONVICK SEC.	174	89	51%	36	40%	21%
CLEVELAND PUBLIC SCHOOL	CLEVELAND SEC.	130	79	61%	21	27%	16%
CLIMAX	CLIMAX SEC.	49	17	35%	8	47%	16%
CLINTON-GRACEVILLE-BEARDSLEY	CLINTON-GRACEVILLE-BEARDSLEY SR.	174	98	56%	13	13%	7%
CLOQUET	CLOQUET SR.	684	349	51%	149	43%	22%
COLUMBIA HEIGHTS	COLUMBIA HEIGHTS SR.	689	294	43%	130	44%	19%
COMFREY	COMFREY SEC.	53	30	57%	10	33%	19%
COOK COUNTY	COOK COUNTY SR.	204	72	35%	28	39%	14%
COON RAPIDS LEARNING CENTER	COON RAPIDS LEARNING CENTER	102	14	14%	9	64%	9%

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CROMWELL-WRIGHT	CROMWELL-WRIGHT SEC.	98	49	50%	18	37%	18%
CROOKSTON	CROOKSTON SEC.	533	250	47%	98	39%	18%
CROSBY-IRONTON	CROSBY-IRONTON SEC.	379	220	58%	62	28%	16%
DASSEL-COKATO	DASSEL-COKATO SR.	665	352	53%	90	26%	14%
DAWSON-BOYD	DAWSON-BOYD SEC.	204	126	62%	40	32%	20%
DEER RIVER	DEER RIVER SEC.	301	116	39%	50	43%	17%
DELANO	DELANO SR.	544	236	43%	79	33%	15%
DETROIT LAKES	DETROIT LAKES SR.	792	415	52%	115	28%	15%
DILWORTH-GLYNDON-FELTON	DILWORTH-GLYNDON-FELTON SR.	307	144	47%	43	30%	14%
DOVER-EYOTA	DOVER-EYOTA SEC.	293	147	50%	55	37%	19%
DULUTH	CENTRAL SEC.	923	462	50%	186	40%	20%
DULUTH	DENFELD SR	1,009	452	45%	200	44%	20%
DULUTH	EAST SR.	1,493	737	49%	263	36%	18%
DULUTH	UNITY HIGH SCHOOL	36	12	33%	8	67%	22%
EAGLE VALLEY PUBLIC SCHOOLS	EAGLE VALLEY SEC.	178	110	62%	47	43%	26%
EAST CENTRAL	EAST CENTRAL SENIOR SECONDARY	205	96	47%	43	45%	21%
EAST GRAND FORKS	EAST GRAND FORKS SR.	550	215	39%	108	50%	20%
EDEN PRAIRIE	EDEN PRAIRIE SR.	2,611	1,145	44%	384	34%	15%
EDEN VALLEY-WATKINS	EDEN VALLEY SEC.	299	149	50%	45	30%	15%
EDGERTON	EDGERTON SEC.	115	52	45%	14	27%	12%
EDINA	EDINA SR.	1,870	558	30%	164	29%	9%
ELGIN-MILLVILLE	ELGIN SEC.	179	80	45%	31	39%	17%
ELK RIVER	ELK RIVER SR.	2,144	1,064	50%	405	38%	19%
ELLSWORTH	ELLSWORTH SEC.	87	34	39%	9	26%	10%

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ELY	MEMORIAL SEC.	248	137	55%	60	44%	24%
ESKO	LINCOLN SEC	292	144	49%	60	42%	21%
EVANSVILLE	EVANSVILLE SEC.	112	65	58%	14	22%	13%
EVELETH-GILBERT	EVELETH-GILBERT SR.	426	262	62%	95	36%	22%
FAIRMONT AREA SCHOOLS	FAIRMONT HIGH	648	266	41%	70	26%	11%
FARIBAULT	FARIBAULT SR.	1,093	510	47%	163	32%	15%
FARMINGTON	FARMINGTON SR.	965	431	45%	177	41%	18%
FERGUS FALLS	FERGUS FALLS SR.	886	546	62%	200	37%	23%
FERTILE-BELTRAMI	FERTILE-BELTRAMI SEC.	208	92	44%	36	39%	17%
FILLMORE CENTRAL	FILLMORE CENTRAL SR.	290	140	48%	33	24%	11%
FISHER	FISHER SEC.	85	30	35%	12	40%	14%
FLOODWOOD	FLOODWOOD SEC.	104	49	47%	27	55%	26%
FOLEY	FOLEY SR.	546	268	49%	43	16%	8%
FOREST LAKE	FOREST LAKE SR.	1,929	997	52%	415	42%	22%
FOSSTON	FOSSTON SEC.	208	120	58%	47	39%	23%
FRAZEE-VERGAS	FRAZEE SEC.	360	188	52%	63	34%	18%
FRIDLEY	FRIDLEY SR.	616	315	51%	130	41%	21%
FULDA	FULDA SEC.	183	102	56%	27	26%	15%
G.F.W.	G.F.W. SR.	349	199	57%	53	27%	15%
GLENCOE-SILVER LAKE	GLENCOE-SILVER LAKE SR.	530	293	55%	92	31%	17%
GLENVILLE-EMMONS	GLENVILLE-EMMONS SEC.	185	106	57%	21	20%	11%
GOODHUE	GOODHUE SEC.	201	113	56%	18	16%	9%
GOODRIDGE	GOODRIDGE SEC.	74	51	69%	16	31%	22%
GRANADA HUNTLEY-EAST CHAIN	GRANADA-HUNTLEY SEC.	106	40	38%	8	20%	8%

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GRAND MEADOW	GRAND MEADOW SR.	114	59	52%	27	46%	24%
GRAND RAPIDS	BIGFORK SEC.	137	51	37%	17	33%	12%
GRAND RAPIDS	GRAND RAPIDS SR.	1,144	587	51%	177	30%	15%
GREENBUSH-MIDDLE RIVER	GREENBUSH-MIDDLE RIVER SR.	167	90	54%	34	38%	20%
GREENWAY	GREENWAY SR.	447	262	59%	88	34%	20%
GRYGLA	GRYGLA SEC.	61	36	59%	9	25%	15%
HANCOCK	HANCOCK SEC.	81	50	62%	8	16%	10%
HASTINGS	HASTINGS SR.	1,537	703	46%	268	38%	17%
HAWLEY	HAWLEY SEC.	265	137	52%	49	36%	18%
HAYFIELD	HAYFIELD SEC.	327	147	45%	53	36%	16%
HENNING	HENNING SEC.	155	95	61%	32	34%	21%
HERMAN-NORCROSS	HERMAN SEC.	67	32	48%	10	31%	15%
HERMANTOWN	HERMANTOWN SR.	567	298	53%	115	39%	20%
HERON LAKE-OKABENA	SOUTHWEST STAR CONCEPT SEC.	158	74	47%	24	32%	15%
HIBBING	HIBBING SR.	854	576	67%	198	34%	23%
HILL CITY	HILL CITY SEC.	119	36	30%	9	25%	8%
HINCKLEY-FINLAYSON	HINCKLEY-FINLAYSON SEC.	292	120	41%	37	31%	13%
HOLDINGFORD	HOLDINGFORD SEC.	357	195	55%	57	29%	16%
HOPKINS	HOPKINS SR.	2,327	910	39%	297	33%	13%
HOUSTON	HOUSTON SEC.	121	59	49%	20	34%	17%
HOWARD LAKE-WAVERLY-WINSTED	HOWARD LAKE-WAVERLY-WINSTED SEC.	265	126	48%	43	34%	16%
HUTCHINSON	HUTCHINSON SR.	846	517	61%	185	36%	22%
INTERMEDIATE SCHOOL DISTRICT 287	281 HIGHVIEW ALC	**	17		10	59%	
INTERNATIONAL FALLS	FALLS SEC.	473	269	57%	62	23%	13%

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INVER GROVE HEIGHTS SCHOOLS	SIMLEY SR.	972	585	60%	242	41%	25%
ISLE	ISLE SEC.	122	62	51%	20	32%	16%
IVANHOE	LINCOLN SEC.	160	72	45%	18	25%	11%
JACKSON COUNTY CENTRAL	JACKSON COUNTY CENTRAL SR.	391	184	47%	61	33%	16%
JANESVILLE-WALDORF-PEMBERTON	JANESVILLE-WALDORF-PEMBERTON SEC.	242	145	60%	23	16%	10%
JENNINGS EXPERIENTIAL HIGH SCHOOL	JENNINGS EXPERIENTIAL HIGH SCHOOL	81	12	15%	6	50%	7%
JORDAN	JORDAN SEC.	369	177	48%	57	32%	15%
KASSON-MANTORVILLE	KASSON-MANTORVILLE SR.	451	232	51%	74	32%	16%
KELLIHER	KELLIHER SEC.	76	37	49%	19	51%	25%
KENYON-WANAMINGO	KENYON-WANAMINGO SR.	311	125	40%	34	27%	11%
KERKHOVEN-MURDOCK-SUNBURG	KERKHOVEN SEC.	191	131	69%	59	45%	31%
KIMBALL	KIMBALL SEC.	288	167	58%	38	23%	13%
KINGSLAND	KINGSLAND SR.	302	160	53%	53	33%	18%
KITTSOON CENTRAL	KITTSOON CENTRAL SEC.	149	61	41%	17	28%	11%
LAC QUI PARLE VALLEY	LAC QUI PARLE VALLEY SEC.	366	216	59%	71	33%	19%
LACRESCENT-HOKAH	LACRESCENT SEC.	524	156	30%	36	23%	7%
LAKE BENTON	LAKE BENTON SEC.	75	28	37%	8	29%	11%
LAKE CITY	LINCOLN SEC.	434	228	53%	59	26%	14%
LAKE CRYSTAL-WELLCOME MEMORIAL	LK CRYSTAL-WELLCOME MEMORIAL SEC.	335	180	54%	50	28%	15%
LAKE OF THE WOODS	LAKE OF THE WOODS SEC.	215	112	52%	23	21%	11%
LAKE PARK AUDOBON DISTRICT	LAKE PARK AUDOBON SEC.	187	98	52%	40	41%	21%
LAKE SUPERIOR	KELLEY SEC.	171	69	40%	34	49%	20%
LAKE SUPERIOR	TWO HARBORS SEC.	386	179	46%	87	49%	23%
LAKE SUPERIOR HIGH SCHOOL	LAKE SUPERIOR HIGH SCHOOL	75	12	16%	10	83%	13%

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LAKEVIEW	LAKEVIEW SEC.	189	97	51%	26	27%	14%
LAKEVILLE	LAKEVILLE SR.	1,971	1,138	58%	387	34%	20%
LANCASTER	LANCASTER SEC.	68	27	40%	11	41%	16%
LANESBORO	LANESBORO SEC.	120	55	46%	20	36%	17%
LAPORTE	LAPORTE SEC.	120	49	41%	23	47%	19%
LECENTER	LECENTER SEC.	252	158	63%	47	30%	19%
LEROY	LEROY SEC.	129	48	37%	15	31%	12%
LESTER PRAIRIE	LESTER PRAIRIE SEC.	146	85	58%	21	25%	14%
LESUEUR-HENDERSON	LESUEUR-HENDERSON SEC.	368	164	45%	51	31%	14%
LEWISTON-ALTURA	LEWISTON-ALTURA SEC.	299	155	52%	31	20%	10%
LITCHFIELD	LITCHFIELD SR.	608	344	57%	116	34%	19%
LITTLE FALLS	LITTLE FALLS SR.	1,070	597	56%	144	24%	13%
LITTLEFORK-BIG FALLS	LITTLEFORK-BIG FALLS SEC.	106	56	53%	11	20%	10%
LONG PRAIRIE-GREY EAGLE	LONG PRAIRIE-GREY SR.	474	242	51%	64	26%	14%
LUVERNE	LUVERNE SR.	403	184	46%	44	24%	11%
LYLE	LYLE SEC.	79	48	61%	10	21%	13%
M.A.C.C.R.A.Y.	M.A.C.C.R.A.Y. SR.	296	190	64%	68	36%	23%
MABEL-CANTON	MABEL-CANTON SEC.	137	69	50%	28	41%	20%
MADELIA	MADELIA SEC.	202	95	47%	33	35%	16%
MAHNOMEN	MAHNOMEN SEC.	185	105	57%	40	38%	22%
MAHTOMEDI	MAHTOMEDI SR	836	328	39%	118	36%	14%
MANKATO	CENTRAL HIGH SCHOOL ALC	208	14	7%	6	43%	3%
MANKATO	MANKATO EAST SR.	863	508	59%	93	18%	11%
MANKATO	MANKATO WEST SR.	1,096	590	54%	147	25%	13%

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MAPLE LAKE	MAPLE LAKE SEC.	286	161	56%	47	29%	16%
MAPLE RIVER	MAPLE RIVER SR.	407	211	52%	59	28%	14%
MARSHALL	MARSHALL SR.	792	429	54%	152	35%	19%
MARSHALL COUNTY CENTRAL SCHOOLS	MARSHALL COUNTY CENTRAL HIGH SCH.	133	87	65%	37	43%	28%
MARTIN COUNTY WEST	MARTIN CTY. W. SR.	275	144	52%	31	22%	11%
MCGREGOR	MCGREGOR SEC.	136	64	47%	27	42%	20%
MCLEOD WEST SCHOOLS	MCLEOD WEST SR.	171	108	63%	36	33%	21%
MEDFORD	MEDFORD SEC.	141	84	60%	27	32%	19%
MELROSE	MELROSE SEC.	589	379	64%	73	19%	12%
MENAHGA	MENAHGA SEC.	191	80	42%	27	34%	14%
MESABI EAST	MESABI EAST SEC.	353	233	66%	91	39%	26%
MILACA	MILACA SECONDARY HIGH SCHOOL	486	210	43%	59	28%	12%
MINNEAPOLIS	P.M. HIGH SCHOOL	138	22	16%	12	55%	9%
MINNEAPOLIS	WASHBURN SR.	818	430	53%	229	53%	28%
MINNEAPOLIS	SOUTHWEST SR.	1,063	427	40%	173	41%	16%
MINNEAPOLIS	ROOSEVELT SR.	656	364	55%	253	70%	39%
MINNEAPOLIS	NORTH SR.	660	256	39%	152	59%	23%
MINNEAPOLIS	LORING-NICOLLET	55	23	42%	10	43%	18%
MINNEAPOLIS	HENRY SR	601	277	46%	132	48%	22%
MINNEAPOLIS	EDISON SR.	840	397	47%	226	57%	27%
MINNEAPOLIS	BROADWAY EDUCATION PLACE	92	21	23%	12	57%	13%
MINNEAPOLIS	ABRAHAM LINCOLN HIGH SCHOOL	122	42	34%	36	86%	30%
MINNEAPOLIS	SOUTH SR.	1,326	569	43%	210	37%	16%
MINNEOTA	MINNEOTA SEC.	215	119	55%	39	33%	18%

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			Graduates*** (D)	% of Total Graduates in Classes 2000-2003 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates, 2000-2003 (H)
MINNESOTA BUSINESS ACADEMY CHARTER	MINNESOTA BUSINESS ACADEMY CHARTER	156	44	28%	24	55%	15%
MINNESOTA TRANSITIONS CHARTER SCH	MINNESOTA TRANSITIONS CHARTER SCH	79	13	16%	11	85%	14%
MINNETONKA	MINNETONKA SR.	1,823	801	44%	257	32%	14%
MINNEWASKA	MINNEWASKA SEC.	546	328	60%	79	24%	14%
MONTEVIDEO	MONTEVIDEO SR.	493	290	59%	112	39%	23%
MONTGOMERY-LONSDALE	MONTGOMERY-LONSDALE SEC.	339	185	55%	51	28%	15%
MONTICELLO	MONTICELLO SR.	965	398	41%	132	33%	14%
MOORHEAD	MOORHEAD HIGH SCHOOL	1,502	670	45%	174	26%	12%
MOOSE LAKE	MOOSE LAKE SEC.	216	107	50%	52	49%	24%
MORA	MORA SEC.	547	246	45%	71	29%	13%
MORRIS	MORRIS AREA SEC.	427	228	53%	63	28%	15%
MOUNDS VIEW	IRONDALE SR.	1,425	686	48%	265	39%	19%
MOUNDS VIEW	MOUNDS VIEW ALC	309	43	14%	31	72%	10%
MOUNDS VIEW	MOUNDS VIEW SR.	1,796	768	43%	253	33%	14%
MOUNTAIN IRON-BUHL	MOUNTAIN IRON-BUHL SEC.	159	109	69%	45	41%	28%
MOUNTAIN LAKE	MOUNTAIN LAKE SEC.	159	78	49%	24	31%	15%
MURRAY COUNTY CENTRAL	MURRAY COUNTY CENTRAL SEC.	243	136	56%	44	32%	18%
N.E. METRO INTERMEDIATE DIST. 916	N.E. METRO ALC EAST	102	22	22%	14	64%	14%
N.R.H.E.G.	N.R.H.E.G. SR.	283	168	59%	47	28%	17%
NASHWAUK-KEEWATIN	NASHWAUK SEC.	213	100	47%	45	45%	21%
NEVIS	NEVIS SEC.	167	56	34%	27	48%	16%
NEW HEIGHTS SCHOOL, INC.	NEW HEIGHTS SCHOOL, INC.	48	10	21%	7	70%	15%
NEW LONDON-SPICER	NEW LONDON-SPICER SR.	519	329	63%	103	31%	20%
NEW PRAGUE AREA SCHOOLS	NEW PRAGUE SR.	797	351	44%	108	31%	14%

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			Graduates*** (D)	% of Total Graduates in Classes 2000-2003 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates, 2000-2003 (H)
NEW ULM	NEW ULM SR.	837	444	53%	107	24%	13%
NEW YORK MILLS	NEW YORK MILLS SEC.	228	127	56%	40	31%	18%
NICOLLET	NICOLLET SEC.	169	92	54%	32	35%	19%
NORMAN COUNTY EAST	NORMAN COUNTY EAST SEC.	140	78	56%	21	27%	15%
NORMAN COUNTY WEST	NORMAN CTY. W. SEC.	137	45	33%	9	20%	7%
NORTH BRANCH	NORTH BRANCH SR.	878	411	47%	140	34%	16%
NORTH ST PAUL-MAPLEWOOD	NORTH SR.	1,523	793	52%	379	48%	25%
NORTH ST PAUL-MAPLEWOOD	TARTAN SR.	1,293	723	56%	300	41%	23%
NORTHFIELD	NORTHFIELD SR.	1,060	311	29%	99	32%	9%
NORTHLAND COMMUNITY SCHOOLS	NORTHLAND SEC.	163	67	41%	21	31%	13%
NORWOOD	CENTRAL SR.	338	166	49%	45	27%	13%
OGILVIE	OGILVIE SEC.	190	66	35%	23	35%	12%
OKLEE	OKLEE SEC.	103	67	65%	38	57%	37%
ONAMIA	ONAMIA SEC.	177	106	60%	33	31%	19%
ORONO	ORONO SR.	759	218	29%	68	31%	9%
ORTONVILLE	ORTONVILLE SEC.	259	110	42%	35	32%	14%
OSAKIS	OSAKIS SEC.	223	123	55%	35	28%	16%
OSSEO	PARK CENTER SR.	1,486	852	57%	322	38%	22%
OSSEO	MAPLE GROVE SR.	2,077	1,191	57%	365	31%	18%
OSSEO	OSSEO ALC	**	14		6	43%	
OSSEO	OSSEO SR.	1,726	1,074	62%	406	38%	24%
OWATONNA	OWATONNA SR.	1,447	755	52%	221	29%	15%
PACT CHARTER SCHOOL	PACT CHARTER SCHOOL	64	21	33%	10	48%	16%
PARK RAPIDS	PARK RAPIDS SR.	488	245	50%	82	33%	17%

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PARKERS PRAIRIE	PARKERS PRAIRIE SEC.	181	113	62%	27	24%	15%
PAYNESVILLE	PAYNESVILLE SR.	398	217	55%	57	26%	14%
PELICAN RAPIDS	PELICAN RAPIDS SEC.	389	179	46%	65	36%	17%
PEQUOT LAKES	PEQUOT LAKES SR.	362	202	56%	72	36%	20%
PERHAM	PERHAM SR.	514	291	57%	99	34%	19%
PIERZ	HEALY SEC.	328	199	61%	32	16%	10%
PILLAGER	PILLAGER SEC.	171	88	51%	28	32%	16%
PINE CITY	PINE CITY SEC.	492	214	43%	92	43%	19%
PINE ISLAND	PINE ISLAND SEC.	340	179	53%	68	38%	20%
PINE RIVER-BACKUS	PINE RIVER SEC.	345	157	46%	39	25%	11%
PIPESTONE AREA SCHOOLS	PIPESTONE SR.	407	179	44%	26	15%	6%
PLAINVIEW	PLAINVIEW SEC.	358	164	46%	40	24%	11%
PLUMMER	PERSHING SR.	45	18	40%	6	33%	13%
PRINCETON	PRINCETON SR.	807	344	43%	123	36%	15%
PRIOR LAKE-SAVAGE AREA SCHOOLS	PRIOR LAKE SR.	1,164	578	50%	203	35%	17%
PROCTOR	PROCTOR SR.	629	331	53%	140	42%	22%
RANDOLPH	RANDOLPH SEC.	136	54	40%	21	39%	15%
RED LAKE	RED LAKE SR.	106	44	42%	33	75%	31%
RED LAKE FALLS	LAFAYETTE SEC.	153	98	64%	32	33%	21%
RED ROCK CENTRAL	RED ROCK CENTRAL SEC.	219	133	61%	30	23%	14%
RED WING	RED WING SR.	947	393	41%	112	28%	12%
REDWOOD AREA SCHOOLS	REDWOOD VALLEY SR	446	203	46%	55	27%	12%
RENVILLE COUNTY WEST	RENVILLE CTY. WEST SR.	398	194	49%	45	23%	11%
RICHFIELD	RICHFIELD SR.	940	542	58%	224	41%	24%

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ROBBINSDALE	ROBBINSDALE COOPER SR.	1,264	708	56%	271	38%	21%
ROBBINSDALE	ROBBINSDALE ARMSTRONG SR.	1,711	876	51%	322	37%	19%
ROCHESTER	CENTURY SR.	1,355	732	54%	220	30%	16%
ROCHESTER	JOHN MARSHALL SR.	1,257	749	60%	298	40%	24%
ROCHESTER	MAYO SR.	1,234	687	56%	240	35%	19%
ROCHESTER OFF-CAMPUS CHARTER HIGH	ROCHESTER OFF-CAMPUS CHARTER HIGH	73	16	22%	10	63%	14%
ROCKFORD	ROCKFORD SEC.	429	184	43%	66	36%	15%
ROCORI	ROCORI SR.	801	445	56%	136	31%	17%
ROSEAU	ROSEAU SEC.	454	216	48%	68	31%	15%
ROSEMOUNT-APPLE VALLEY-EAGAN	APPLE VALLEY SR.	1,844	961	52%	343	36%	19%
ROSEMOUNT-APPLE VALLEY-EAGAN	SCHOOL OF ENVIRONMENTAL STUDIES	**	243		106	44%	
ROSEMOUNT-APPLE VALLEY-EAGAN	ROSEMOUNT SR.	1,227	631	51%	274	43%	22%
ROSEMOUNT-APPLE VALLEY-EAGAN	EAGAN SR.	1,630	761	47%	304	40%	19%
ROSEMOUNT-APPLE VALLEY-EAGAN	ROSEMOUNT ALC	333	19	6%	10	53%	3%
ROSEMOUNT-APPLE VALLEY-EAGAN	EASTVIEW SR.	1,981	855	43%	304	36%	15%
ROSEVILLE	ROSEVILLE AREA SR.	1,865	873	47%	321	37%	17%
ROTHSAY	ROTHSAY SEC.	83	40	48%	16	40%	19%
ROUND LAKE	ROUND LAKE SEC.	131	71	54%	22	31%	17%
ROYALTON	ROYALTON SEC.	227	120	53%	38	32%	17%
RUSH CITY	RUSH CITY SEC.	227	117	52%	37	32%	16%
RUSHFORD-PETERSON	RUSHFORD-PETERSON SR.	250	119	48%	35	29%	14%
SARTELL	SARTELL SR.	755	424	56%	85	20%	11%
SAUK CENTRE	SAUK CENTRE SEC.	493	283	57%	62	22%	13%
SAUK RAPIDS	SAUK RAPIDS-RICE SENIOR HIGH	926	593	64%	144	24%	16%

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SEBEKA	SEBEKA SEC.	185	107	58%	36	34%	19%
SHAKOPEE	SHAKOPEE SR.	829	375	45%	152	41%	18%
SIBLEY EAST	SIBLEY EAST-ARLINGTON SR.	379	210	55%	51	24%	13%
SLEEPY EYE	SLEEPY EYE SEC.	219	121	55%	33	27%	15%
SOBRIETY HIGH	SOBRIETY HIGH	41	24	59%	10	42%	24%
SOUTH KOOCHICHING	INDUS SEC.	52	28	54%	7	25%	13%
SOUTH KOOCHICHING	NORTHOME SEC.	66	40	61%	15	38%	23%
SOUTH ST. PAUL	SOUTH ST. PAUL SEC.	881	447	51%	203	45%	23%
SOUTH WASHINGTON COUNTY	PARK SR.	2,095	985	47%	431	44%	21%
SOUTH WASHINGTON COUNTY	WOODBURY SR.	1,930	894	46%	324	36%	17%
SOUTHLAND	SOUTHLAND SR.	242	144	60%	32	22%	13%
SPRING GROVE	SPRING GROVE SEC.	134	41	31%	15	37%	11%
SPRING LAKE PARK	SPRING LAKE PARK SR.	1,042	536	51%	205	38%	20%
SPRINGFIELD	SPRINGFIELD SEC.	261	164	63%	55	34%	21%
ST. ANTHONY-NEW BRIGHTON	ST. ANTHONY VILLAGE SR.	447	185	41%	52	28%	12%
ST. CHARLES	ST. CHARLES SEC.	300	156	52%	53	34%	18%
ST. CLAIR	ST. CLAIR SEC.	180	110	61%	14	13%	8%
ST. CLOUD	APOLLO SR.	1,317	833	63%	253	30%	19%
ST. CLOUD	TECHNICAL SR.	1,508	947	63%	193	20%	13%
ST. FRANCIS	ST. FRANCIS HIGH SCHOOL	1,189	547	46%	202	37%	17%
ST. JAMES	ST. JAMES SEC.	391	215	55%	53	25%	14%
ST. LOUIS COUNTY	ALBROOK SEC.	119	55	46%	26	47%	22%
ST. LOUIS COUNTY	TOWER-SOUDAN SEC.	100	61	61%	27	44%	27%
ST. LOUIS COUNTY	ORR SEC.	109	46	42%	18	39%	17%

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ST. LOUIS COUNTY	COTTON SEC.	105	45	43%	20	44%	19%
ST. LOUIS COUNTY	COOK SEC.	173	100	58%	40	40%	23%
ST. LOUIS COUNTY	BABBITT SEC.	133	102	77%	38	37%	29%
ST. LOUIS COUNTY	CHERRY SEC.	162	108	67%	27	25%	17%
ST. LOUIS PARK	ST. LOUIS PARK SR.	979	431	44%	168	39%	17%
ST. MICHAEL-ALBERTVILLE	ST. MICHAEL-ALBERTVILLE SR.	670	324	48%	109	34%	16%
ST. PAUL	HARDING SR.	1,367	646	47%	310	48%	23%
ST. PAUL	HIGHLAND PARK SR.	918	395	43%	185	47%	20%
ST. PAUL	HUMBOLDT SR.	456	164	36%	73	45%	16%
ST. PAUL	ST. PAUL OPEN SCH.	95	36	38%	16	44%	17%
ST. PAUL	CENTRAL SR.	1,638	634	39%	265	42%	16%
ST. PAUL	ARLINGTON SR.	919	421	46%	251	60%	27%
ST. PAUL	ALC UNIDALE	336	39	12%	21	54%	6%
ST. PAUL	JOHNSON SR.	937	512	55%	245	48%	26%
ST. PAUL	COMO PARK SR.	1,019	516	51%	240	47%	24%
ST. PETER	ST. PETER SR.	583	274	47%	75	27%	13%
STAPLES-MOTLEY	STAPLES-MOTLEY SR.	505	280	55%	88	31%	17%
STEPHEN-ARGYLE CENTRAL SCHOOLS	STEPHEN SR.	160	75	47%	22	29%	14%
STEWARTVILLE	STEWARTVILLE SR.	485	239	49%	89	37%	18%
STILLWATER	STILLWATER SR.	2,627	1,170	45%	444	38%	17%
STUDIO ACADEMY CHARTER SCHOOL	STUDIO ACADEMY CHARTER SCHOOL	91	41	45%	15	37%	16%
SWANVILLE	SWANVILLE SEC.	112	69	62%	16	23%	14%
THIEF RIVER FALLS	LINCOLN SR.	649	371	57%	188	51%	29%
TRACY	TRACY SEC.	330	151	46%	40	26%	12%

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Caution should be exercised in interpreting this summary. The college readiness of graduates who enrolled in Minnesota public colleges or universities may not be a good indicator of the college readiness of all graduates from that high school. Column H indicates the percentage of all graduates from a high school that took developmental/remedial courses at public colleges or universities in Minnesota. High schools with five or fewer graduates in developmental courses are not listed individually, but are included as a group in the totals at the bottom of this report.

School District (A)	High School (B)	Total Number of Graduates in Classes 2000-2003 (C)	Graduates Enrolled in Minnesota Public Higher Education		Graduates Who Took Developmental Courses at Minnesota Public Higher Education Institutions		
			Graduates*** (D)	% of Total Graduates in Classes 2000-2003 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates, 2000-2003 (H)
TRI-COUNTY	TRI-COUNTY SEC.	127	63	50%	36	57%	28%
TRITON	TRITON HIGH SCHOOL	351	188	54%	73	39%	21%
TRUMAN	TRUMAN SEC.	160	87	54%	33	38%	21%
TYLER	R.T.R. SR.	234	139	59%	41	29%	18%
ULEN-HITTERDAL	ULEN-HITTERDAL SEC.	100	48	48%	24	50%	24%
UNDERWOOD	UNDERWOOD SEC.	136	82	60%	45	55%	33%
UNITED SOUTH CENTRAL	UNITED SOUTH CENTRAL SR.	366	169	46%	44	26%	12%
UPSALA	UPSALA SEC.	130	56	43%	10	18%	8%
VERNDALE	VERNDALE SEC.	121	78	64%	28	36%	23%
VIRGINIA	VIRGINIA SEC.	567	379	67%	109	29%	19%
WABASHA-KELLOGG	WABASHA-KELLOGG SEC.	268	138	51%	36	26%	13%
WABASSO	WABASSO SEC.	199	101	51%	38	38%	19%
WACONIA	WACONIA SR.	548	252	46%	92	37%	17%
WADENA-DEER CREEK	WADENA-DEER CREEK SR.	428	214	50%	71	33%	17%
WALKER-HACKENSACK-AKELEY	WALKER-HACKENSACK-AKELEY SEC.	239	113	47%	26	23%	11%
WARREN-ALVARADO-OSLO	WARREN-ALVARADO-OSLO SEC.	205	113	55%	33	29%	16%
WARROAD	WARROAD SR.	376	174	46%	82	47%	22%
WASECA	WASECA SR.	658	319	48%	79	25%	12%
WATERTOWN-MAYER	WATERTOWN MAYER HIGH SCHOOL	390	167	43%	51	31%	13%
WATERVILLE-ELYSIAN-MORRISTOWN	WATERVILLE-ELYSIAN-MORRISTOWN SR.	297	145	49%	45	31%	15%
WAUBUN	WAUBUN SEC.	141	56	40%	33	59%	23%
WAYZATA	WAYZATA HIGH	2,546	1,045	41%	325	31%	13%
WEST CENTRAL AREA	WEST CENTRAL AREA SEC.	311	166	53%	57	34%	18%
WEST ST. PAUL-MENDOTA HTS.-EAGAN	HENRY SIBLEY SR.	1,117	568	51%	226	40%	20%

\* Enrollment within two years of graduation for 2000, 2001 and 2002 graduates and within one year of graduation for 2003 graduates.

\*\*Indicates that there is no count of graduates for this school. In most cases, students attended this school and reported to the college or university that they "graduated" from the school. However, the school does not actually grant the diploma. The diploma is typically granted by another high school and the graduate is therefore reported in that high school's graduate count.

\*\*\* The numbers in column D are unduplicated within Minnesota State Colleges and Universities and within the University of Minnesota. That is, if a student attended two Minnesota State Colleges and Universities institutions, that student is counted one time in the total for this row. This total may not equal the total provided in other reports for the same high school where the count is not unduplicated.

SOURCE: Minnesota State Colleges and Universities Research and University of Minnesota Office of Institutional Research and Reporting

**Table 5**  
**Summary Report By High School**  
**2000-2003\* Minnesota Public High School Graduates**  
**Enrolled at Minnesota State Colleges and Universities or the University**  
**of Minnesota During Fiscal Years 2000 to 2004**

Caution should be exercised in interpreting this summary. The college readiness of graduates who enrolled in Minnesota public colleges or universities may not be a good indicator of the college readiness of all graduates from that high school. Column H indicates the percentage of all graduates from a high school that took developmental/remedial courses at public colleges or universities in Minnesota. High schools with five or fewer graduates in developmental courses are not listed individually, but are included as a group in the totals at the bottom of this report.

School District (A)	High School (B)	Total Number of Graduates in Classes 2000-2003 (C)	Graduates Enrolled in Minnesota Public Higher Education		Graduates Who Took Developmental Courses at Minnesota Public Higher Education Institutions		
			Graduates*** (D)	% of Total Graduates in Classes 2000-2003 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates, 2000-2003 (H)
WESTBROOK-WALNUT GROVE SCHOOLS	WESTBROOK-WALNUT GROVE SR.	138	80	58%	35	44%	25%
WESTONKA	MOUND-WESTONKA SEC.	644	315	49%	107	34%	17%
WHEATON AREA SCHOOL	WHEATON SEC.	198	93	47%	31	33%	16%
WHITE BEAR LAKE	WHITE BEAR SOUTH CAMPUS SR.	2,593	1,417	55%	688	49%	27%
WILLMAR	WILLMAR SR.	1,140	675	59%	248	37%	22%
WILLOW RIVER	WILLOW RIVER SEC.	115	46	40%	14	30%	12%
WINDOM	WINDOM SR.	333	169	51%	54	32%	16%
WIN-E-MAC	WIN-E-MAC SEC.	150	78	52%	34	44%	23%
WINONA AREA PUBLIC SCHOOLS	WINONA SR.	1,233	604	49%	113	19%	9%
WORTHINGTON	WORTHINGTON SR.	669	398	59%	134	34%	20%
WRENSHALL	WRENSHALL SEC.	134	54	40%	30	56%	22%
YELLOW MEDICINE EAST	YME SENIOR HIGH	386	199	52%	64	32%	17%
ZUMBROTA-MAZEPPA	ZUMBROTA-MAZEPPA SR.	405	209	52%	76	36%	19%
<b>TOTALS</b>							
	<b>High Schools with 5 or Fewer Graduates in Developmental Courses</b>	2,124	238	11%	87	37%	4%
	<b>TOTAL FOR REPORTED HIGH SCHOOLS</b>	216,134	107,557	50%	37,798	35%	17%
	<b>TOTAL PUBLIC HIGH SCHOOL GRADUATES</b>	231,139	107,557	47%	37,798	35%	16%

\* Enrollment within two years of graduation for 2000, 2001 and 2002 graduates and within one year of graduation for 2003 graduates.

\*\*Indicates that there is no count of graduates for this school. In most cases, students attended this school and reported to the college or university that they "graduated" from the school. However, the school does not actually grant the diploma. The diploma is typically granted by another high school and the graduate is therefore reported in that high school's graduate count.

\*\*\* The numbers in column D are unduplicated within Minnesota State Colleges and Universities and within the University of Minnesota. That is, if a student attended two Minnesota State Colleges and Universities institutions, that student is counted one time in the total for this row. This total may not equal the total provided in other reports for the same high school where the count is not unduplicated.

SOURCE: Minnesota State Colleges and Universities Research and University of Minnesota Office of Institutional Research and Reporting

