



Getting prepared:

A 2008 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

**Getting Prepared: A 2008 Report on Recent High School Graduates
Who Took Developmental/Remedial Courses**

State-Level Summary and High School Summary

March 2008

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Executive Summary

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 a summary that 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 2003, 2004, and 2005 for two years after high school graduation. One year of developmental course-taking data is available for graduates of the class of 2006.

Developmental Courses Taken by 2005 Minnesota Public High School Graduates

Within two years of high school graduation, 49 percent of the class of 2005 enrolled in a Minnesota public higher education institution. Of these public higher education students, 38 percent took one or more developmental courses during that period.

Minnesota Public High School Class of 2005 Graduates Who Enrolled in Minnesota Public Higher Education and Took Developmental Courses within Two Years of Graduation

Percent of graduates who attended public higher education that took at least one course	38%
Of graduates enrolled at the University of Minnesota (any campus)	7%
Of graduates enrolled in a two-year community or technical college	48%
Of graduates enrolled in a four-year state university	29%
Percent of graduates who attended public higher education who took:*	
One developmental course	20%
Two developmental courses	9%
Three or more developmental courses	8%
At least one course in developmental mathematics	36%
At least one course in developmental writing	17%
At least one course in developmental reading	13%

* Percentages do not add to 100 percent due to rounding.

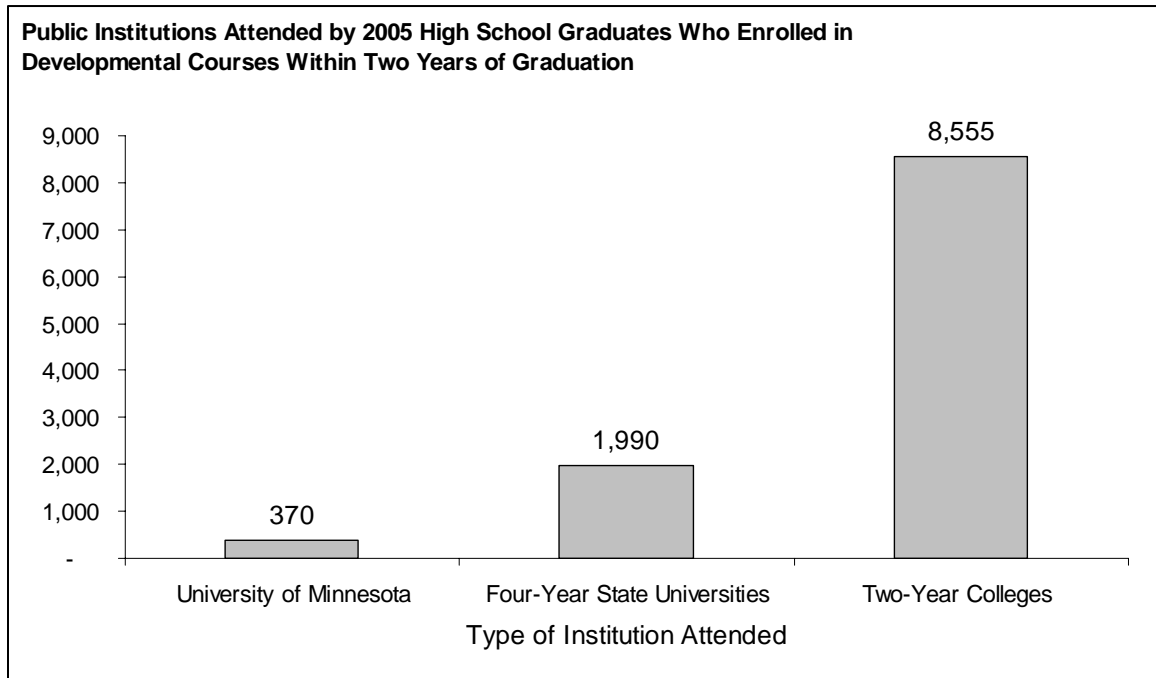
Sources: University of Minnesota, Office of Institutional Research and Reporting and Minnesota State Colleges and Universities, Research and Planning

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. Thirty-six percent of the 2005 graduates enrolled in developmental mathematics

either alone or in combination with other skill areas; 22 percent—or over half the students in developmental education—enrolled only in mathematics courses.

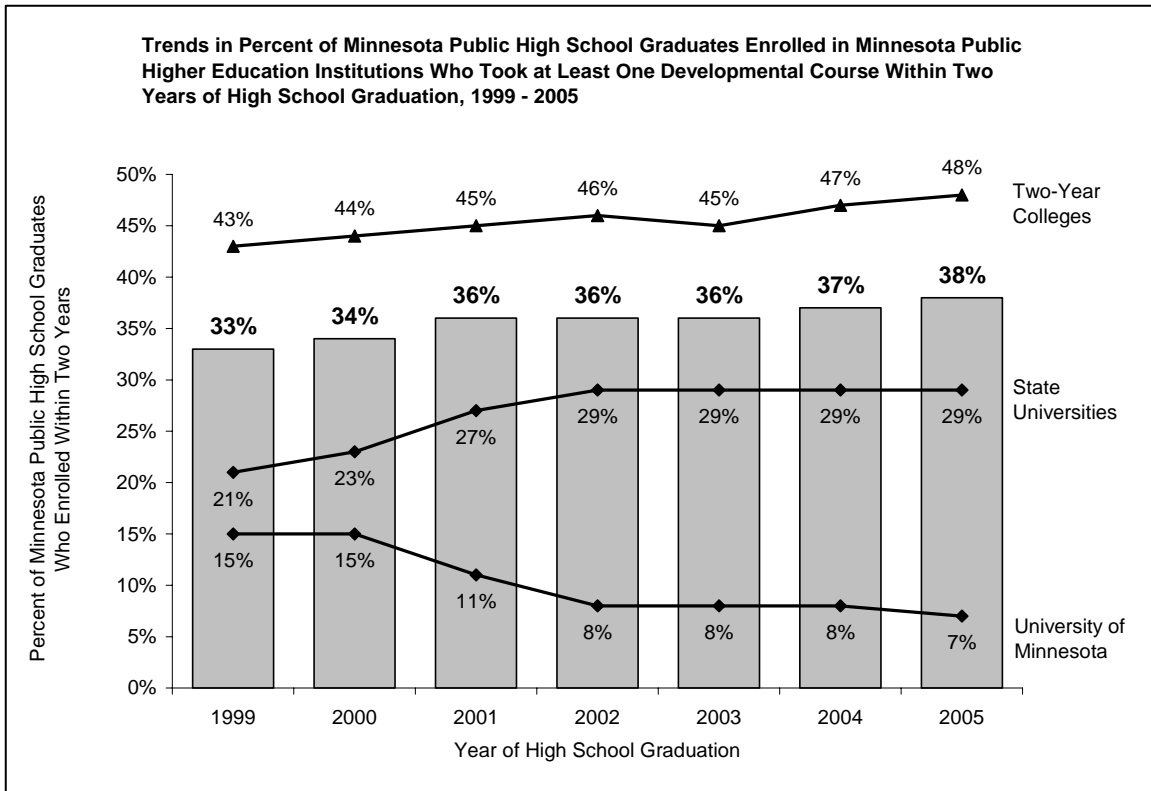
Developmental enrollments are concentrated in Minnesota State Colleges and Universities, particularly in the two-year colleges. Of the 10,834 graduates who enrolled in developmental courses, 97 percent attended an institution within Minnesota State Colleges and Universities; 79 percent attended a two-year community or technical college. With their mission to admit all high school graduates, two-year public colleges enrolled 48 percent of their students from the class of 2005 in developmental courses.



Recent Trends

Comparable data on developmental course-taking among recent high school graduates exists beginning with the high school graduating class of 1999. 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 through 2003, that percentage rose to 36 percent. Since then, the remedial course-taking rate increased to 37 percent for the class of 2004 and 38 percent for the class of 2005.

One possible reason for the increase since 1999 is that larger percentages of new high school graduates were attending public colleges and universities. During the late 1990s, more adults of all ages, especially students who did not look ahead to college, began enrolling in post-secondary education. However, since the class of 2001, the percentage of new high school graduates enrolling in Minnesota public higher education institutions within two years has been relatively steady at 49 or 50 percent.



At Minnesota State Colleges and Universities, more thorough placement testing and enforcement of required enrollment in developmental education account for at least some of the increase. The percentages of recent high school graduates in two-year colleges who enrolled in developmental courses increased to an all-time high with the class of 2005, but at the four-year state universities, rates remained constant since the class of 2002.

The percentage of new graduates at the University of Minnesota taking developmental courses has dropped significantly since the class of 2000. More selective admissions on the Twin Cities campus is the main reason for this trend. It is likely that some students who previously might have been able to enroll and take developmental courses at the University of Minnesota instead enrolled in Minnesota State Colleges and Universities, adding to growth in developmental enrollments on those campuses.

Implications for High Schools and Post-Secondary 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.
- Admissions to the University of Minnesota and some universities in the Minnesota State Colleges and Universities system are 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

Except for Metropolitan State University, all Minnesota public higher education institutions offer developmental courses that are taken by recent high school graduates. These courses count towards attendance levels required for financial aid and athletics eligibility, but the credits cannot be applied towards a higher education degree, diploma or certificate.

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, study skills and miscellaneous topics.

Institutions use a variety of methods to identify students who need developmental courses. The University of Minnesota, which advises but does not require students to enroll in developmental mathematics, generally uses 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:
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Who Took Developmental/Remedial Courses**

State-Level Summary and High School Summary

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Getting Prepared for College: A Shared Agenda

Once college was reserved for the lucky few; today most high school graduates enroll in education after high school.¹ In the future, even more students will need further education. High schools and colleges are working together to get all students ready for college. But too often, new high school graduates first must enroll in remedial or developmental courses because they do not have the academic skills to succeed in 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.

Four earlier sets of reports were issued in 1997, 2001, 2002, and 2005.

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

¹ An estimated 66 percent of 2005 Minnesota high school graduates enrolled in a Minnesota or out-of-state post-secondary institution in the following fall (Minnesota Office of Higher Education). 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 to school district officials 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 education² 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 or 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

² 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?

With the exception of Metropolitan State University, all Minnesota public post-secondary institutions offer at least one developmental mathematics, reading or writing course. 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.

Developmental/Remedial Course Offerings Minnesota and U. S. Public Post-Secondary Degree-Granting Institutions							
Institution Type	Number of Institutions	Percent of Institutions that Offer Developmental Courses to Recent High School Graduates in:					
		Math, writing or reading	Math	Writing	Reading	ESL	Study Skills/ Other
All Minnesota Public Institutions	41	98%	98%	83%	78%	34%	37%
University of Minnesota	4	100%	100%	0%	0%	0%	0%
Two-Year Colleges	30	100%	100%	100%	97%	40%	50%
Four-Year State Universities	7	86%	86%	57%	43%	29%	0%
U. S. Public, Degree-Granting Institutions that Enroll Freshmen	1,660	92 %	90 %	86 %	80 %	N/A	N/A
Public Two-Year	1,080	98 %	97 %	96 %	96 %	N/A	N/A
Public Four-Year	580	80 %	78 %	67 %	49 %	N/A	N/A

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 six of the seven state universities offer developmental courses in mathematics; some state universities also offer developmental courses in writing, reading, and English as a Second Language. Metropolitan State University, which admits few students directly out of high school and is near several two-year colleges in the Minnesota State Colleges and University system, is the only public institution not currently providing developmental courses.

How do institutions identify students who need developmental education?

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

- **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.
- As of July 1, 2006, all **Minnesota State College and Universities** assess students for course placement with the ACCUPLACER, a computerized instrument from The College Board. Prior to that date, some institutions used a paper and pencil version of the College Board tests, known as the Descriptive Tests of Language Skills (DTLS) and Descriptive Tests of Mathematics Skills (DTMS). Areas that are assessed for course placement on all campuses include reading, writing, and mathematics.

System policy and procedure call for all incoming students to take the ACCUPLACER unless they meet one of the exemption criteria. The policy and procedure allow system institutions to exempt students who have submitted ACT Assessment scores from taking the ACCUPLACER and to base placement decisions on the ACT subject area scores.

For students beginning courses during fall semester 2008, consistent systemwide minimum course placement scores will be in effect. Students who score below the minimums must be placed in appropriate developmental courses.

Implementation of system minimum course placement scores will affect the number of students who take developmental courses as some colleges and universities will adjust their cutoff scores slightly upward or downward. Consistency of course placement scores across the system’s state colleges and universities is an important step forward in collaborating with Minnesota high schools to close the gap between high school preparation and college readiness.

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

Most information in this section summarizes experiences of the high school class of 2005, 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 2003, 2004 and 2005 and one year of data on the class of 2006.

Nearly all students who enroll in developmental courses have been judged to need assistance to do well in college. While most students have been placed or counseled based on test scores and other information, some students elect to take these courses to improve their skills. Students who were advised, but not required, to register for a developmental course and did not take it are not reflected in this report.

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 2005 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 31 percent of the high school class of 2005, the largest share.

How many recent high school graduates take developmental courses?

All together, 38 percent of the class of 2005 who enrolled in a Minnesota public higher education institution within two years took one or more developmental courses. A little over half of all developmental course-takers, 20 percent of the entire class, took a single developmental course, most likely in mathematics. Eighteen percent, however, took two or more courses. Only 4 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:

- 48 percent of the community and technical college students from the class of 2005 took a developmental course; 29 percent of the students state university students did so.
- At the University of Minnesota, 7 percent of the class members were in developmental courses during the first two years following graduation.

Of the 10,834 graduates who enrolled in developmental courses, 97 percent attended an institution within Minnesota State Colleges and Universities; 79 percent attended a two-year community or technical college. As the University of Minnesota Twin Cities requires higher academic performance of its entering students, students who need developmental

education are increasingly concentrated in the two-year colleges in Minnesota State Colleges and Universities.

2005 Minnesota Public High School Graduates Enrolled in Minnesota Public Higher Education Within Two Years Who Took Developmental Courses

Minnesota Public Higher Education Institutions	% of 2005 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%	38%	18%	57%	21%	22%
University of Minnesota	9%	7%	1%	99%	0%	<1%
Minnesota State Colleges and Universities (any)	40%	44%	22%	55%	22%	23%
Two-Year Colleges	31%	48%	26%	52%	23%	25%
State Universities	12%	29%	6%	86%	8%	6%

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

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. Future school reforms, such as strengthened math requirements for high school graduation, have not yet taken effect.

Data using current methodology are available starting with the high school class of 1999.³ 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 increases, with a drop in the percentage at the University of Minnesota offset by increases in the rates at Minnesota State Colleges and Universities. Since the class of 2002, rates at the University of Minnesota and the state universities have remained relatively stable, with a slight drop at the University of Minnesota for the class of 2005. The percentages of two-year college students

³ Remedial education enrollments for two years following the graduation of the class of 1999 were reported in the 2002 *Getting Prepared* report. *Getting Prepared* reports issued in 1997 and 2001 on earlier classes used non-comparable methodologies.

enrolling in developmental courses, however, have continued to grow, reaching their highest point to date with the class of 2005.

Percent of 1999-2006 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

Minnesota Public Higher Education Institutions	High School Class							2006 (One Year Only)
	1999	2000	2001	2002	2003	2004	2005	
All	33%	34%	36%	36%	36%	37%	38%	35%
University of Minnesota	15%	15%	11%	8%	8%	8%	7%	4%
Minnesota State Colleges and Universities (any)	37%	39%	41%	42%	42%	44%	44%	43%
Two-Year Colleges	43%	44%	45%	46%	45%	47%	48%	50%
State Universities	21%	23%	27%	29%	29%	29%	29%	24%

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

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 worsened.

One reason for the change in developmental course-taking since 1999 could be that more students are choosing to go to college. Increases in post-secondary participation rates are typically drawn from graduates who did not prepare for college throughout high school. 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. 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.⁴ More recently, however, college participation rates among high school graduates have been constant.

Changes in developmental education at Minnesota State Colleges and Universities probably account for at least some of the growth in remedial education course-taking. 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. These improvements are on-going

⁴ Minnesota Higher Education Services Office estimates.

and will continue to affect the numbers of high school graduates who are placed in developmental education.

How do Minnesota developmental education enrollments compare with other states?

Because of reporting differences, it is difficult to compare Minnesota statistics in this report 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.⁵
- A different national study looked at student transcripts. Based this review, an estimated 41 percent of the 1992 12th 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.⁶
- More recently, a national sample of undergraduates self-reported enrollment in remedial courses. Forty-three percent of the first- and second-year students attending public two-year institutions reported ever taking at least one remedial course. Thirty-five percent of the first- and second-year students attending public four-year non-doctorate-granting universities had ever taken a remedial course. In doctorate-granting public universities, 25 percent of the first- and second-year students self-reported ever taking one or more remedial courses.⁷

What developmental courses are recent high school graduates taking?

Of all developmental credits taken by the class of 2005, 57 percent were in mathematics. Writing courses account for 21 percent of the credits, all provided through Minnesota State Colleges and Universities. The remaining credits were in other subject areas, namely reading at Minnesota State Colleges and Universities.

⁵ *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).

⁶ *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 if the student attended a college that granted degree credit for it.

⁷ *Profile of Undergraduates in U. S. Postsecondary Education Institutions: 2003-04 with a Special Analysis of Community College Students*, U. S. Department of Education, NCES 2006-184 (June 2006).

Virtually all credits taken at University of Minnesota campuses were in developmental mathematics.

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 8 percent of the state university developmental credits and 23 percent of two-year college credits. Developmental reading enrollments are concentrated in the two-year colleges, where they accounted for 19 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.

Thirty-six percent of the class of 2005 who enrolled in Minnesota public higher education took a developmental course in mathematics. The majority of these students—22 percent of the class—enrolled in developmental mathematics only; the others took mathematics and developmental courses in another field such as writing or reading.

Content of Developmental Courses Taken in Minnesota Public Higher Education Institutions by 2005 Minnesota Public High School Graduates Within Two Years of Graduation

Developmental Courses Taken	% of 2005 Graduates Who Enrolled in Public Higher Education Institutions
No developmental courses	62%
Any developmental courses	38%
Any mathematics	36%
Any writing	17%
Any reading	13%
Mathematics only	22%
Writing only	3%
Reading only	2%

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.

Developmental Courses in Mathematics Taken in Minnesota State Colleges and Universities by 2005 Minnesota Public High School Graduates Within Two Years of Graduation

Level of Developmental Mathematics	Percent of Courses Taken in Developmental Mathematics
Arithmetic/Basic Mathematics	23%
Elementary Algebra	38%
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 2005 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.⁸

Assessment Test Scores and Academic Performance of 2005 Minnesota Public High School Graduates Enrolled in Minnesota Public Higher Education Within Two Years

	Mean ACT Composite Scores		Percent of Students with College GPA < 2.0	
	Class of 2005 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	24.1	18.9	7%	19%
Minnesota State Colleges and Universities (any)	Insufficient data	Insufficient data	9%	16%
Two-Year Colleges	Insufficient data	Insufficient data	10%	17%
State Universities	21.5	19.7	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

⁸ Includes students who earned at least 16 credits in higher education courses within two years of high school graduation.

Enrollment in developmental courses does not mean that a student cannot be successful in college. Of all students in the class of 2005 who took developmental courses, 84 percent earned a grade point average of 2.0 or better, and 30 percent earned a grade point average of 3.0 or better in the 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 2003, 2004, 2005, and 2006 graduates from Minnesota public high schools who enrolled at Minnesota public colleges or universities.

- For the classes of 2003, 2004, and 2005, the information in Tables 1 – 5 includes the experience of students through two years following high school graduation.⁹
 - For the class of 2006, preliminary information is reported for only one year following high school graduation.
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Table 1: Enrollment and Extent of Developmental Courses/Credits

Table 1 reports the numbers of 2003, 2004, 2005, and 2006 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 2003, 2004, 2005, and 2006 Minnesota public high school graduates in mathematics, reading, writing, English as a Second Language and study skills courses.

Table 3: Academic Performance in Post-Secondary Education: Cumulative Grade Point Average Distribution (Students with 16 or More Earned Credits)

Table 3 reports the distributions of cumulative post-secondary grade point averages for all 2003, 2004, 2005, and 2006 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 semester credits in post-secondary education are included.

Table 4: ACT Composite Scores

Table 4 reports the mean ACT Assessment composite score for all 2003, 2004, 2005, and 2006 Minnesota public high school graduates who enrolled in public four-year universities and for students who enrolled in developmental courses at these

⁹ Preliminary information on the class of 2003 was reported in a previous *Getting Prepared* (August 2005). Information on the class of 2003 in that report included only one year of data and therefore differs from the two years of data included in this report. 4,250 students or 7 percent of the class, entered public higher education in the second year following graduation.

institutions. Two-year public colleges do not require the ACT for admission, and scores are not available for a representative sample of students.

Table 5: Summary Report by High School

In Table 5, consolidated information on the high school classes of 2003 – 2006 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 2006).

To comply with state and federal data privacy laws,¹⁰ high schools with five or fewer graduates taking developmental courses are reported as a group. High schools that did not have any 2003 – 2006 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 who enrolled in Minnesota public colleges and universities may not be representative of all graduates from that high school. The college readiness of graduates who enrolled in private colleges or universities or in 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 2003, 2004, 2005, and 2006. (Column C)
- **Graduates Enrolled in Minnesota Public Higher Education** – The combined number of graduates from the classes of 2003, 2004, 2005, and 2006 from this high school who enrolled in a Minnesota public college or university during their first two years following graduation (one year for class of 2006). (Column D)

¹⁰ 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).

- **Graduates Enrolled in Minnesota Public Higher Education as a Percent of Total Graduates** – 2003 - 2006 graduates from this high school that 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 2003 – 2006 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 2006). (Column F)
- **Graduates Who Took Developmental Courses as a Percent of Graduates in Minnesota Public Higher Education** – The number of 2003 – 2006 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 2003 – 2006 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
2003 - 2006* 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							Dev Credits				
		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	Students	Credits	Students	Credits	Students		Credits	Students		Credits
Enrolled at Any Public Higher Education Institution (Minnesota State Colleges and Universities or University of Minnesota)															
2006	59,094	44%	9,196	16%	35%	4,856	16,857	2,338	16,263	1,164	12,183	838	13,253	58,556	
2005	58,488	49%	10,834	19%	38%	5,686	19,761	2,707	18,433	1,318	13,696	1,123	19,093	70,983	
2004	60,016	50%	11,751	19%	37%	5,972	20,583	2,767	19,001	1,377	14,490	1,034	17,595	71,669	
2003	59,440	50%	10,782	18%	36%	5,778	19,807	2,639	18,363	1,331	14,055	1,034	17,524	69,749	
Enrolled at the University of Minnesota (any campus)															
2006	59,094	9%	228	0%	4%	206	814	22	176	0	0	0	0	990	
2005	58,488	9%	370	1%	7%	306	1,207	62	494	2	24	0	0	1,725	
2004	60,016	9%	435	1%	8%	326	1,278	95	760	14	168	0	0	2,206	
2003	59,440	9%	402	1%	8%	284	1,102	101	806	15	180	2	32	2,120	
Enrolled at Minnesota State Colleges and Universities (any campus)**															
2006	59,094	35%	8,968	15%	43%	4,650	16,043	2,316	16,087	1,164	12,183	838	13,253	57,566	
2005	58,488	40%	10,464	18%	44%	5,380	18,554	2,645	17,939	1,316	13,672	1,123	19,093	69,258	
2004	60,016	41%	10,715	18%	44%	5,646	19,305	2,672	18,241	1,363	14,322	1,034	17,595	69,463	
2003	59,440	41%	10,380	17%	42%	5,494	18,705	2,538	17,557	1,316	13,875	1,032	17,492	67,629	
Enrolled at Minnesota State Two-Year Colleges															
2006	59,094	25%	7,513	13%	50%	3,446	12,421	2,082	15,058	1,151	12,122	834	13,190	52,791	
2005	58,488	31%	8,555	15%	48%	3,900	13,969	2,268	16,121	1,279	13,430	1,108	18,895	62,415	
2004	60,016	31%	8,771	15%	47%	4,059	14,458	2,378	16,871	1,317	14,007	1,017	17,370	62,706	
2003	59,440	31%	8,401	14%	45%	3,832	13,613	2,304	16,317	1,257	13,302	1,008	17,160	60,392	
Enrolled at Minnesota State Universities															
2006	59,094	10%	1,474	2%	24%	1,237	3,749	227	984	10	42	0	0	4,775	
2005	58,488	12%	1,990	3%	29%	1,605	5,025	358	1,641	25	167	2	10	6,843	
2004	60,016	11%	2,023	3%	29%	1,709	5,294	290	1,326	22	125	2	12	6,757	
2003	59,440	12%	2,068	3%	29%	1,790	5,539	236	1,278	39	381	3	39	7,237	

* Enrollment within two years of graduation for 2003, 2004 and 2005 graduates and within one year of graduation for 2006 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
 2003 - 2006* 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		
Enrolled at Any Public Higher Education Institution (Minnesota State Colleges and Universities or University of Minnesota)														
2006	30,717	52%	13,050	22%	10,761	18%	3,824	7%	204	0%	58,556	100%		
2005	40,129	57%	15,063	21%	12,056	17%	3,302	5%	433	1%	70,983	100%		
2004	41,059	57%	15,043	21%	11,823	16%	3,234	5%	510	1%	71,669	100%		
2003	39,393	56%	15,478	22%	10,846	16%	3,354	5%	678	1%	69,749	100%		
Enrolled at the University of Minnesota (any campus)														
2006	990	100%	0	0%	0	0%	0	0%	0	0%	990	100%		
2005	1,716	99%	0	0%	0	0%	0	0%	9	1%	1,725	100%		
2004	2,203	100%	0	0%	0	0%	0	0%	3	0%	2,206	100%		
2003	2,111	100%	0	0%	0	0%	0	0%	9	0%	2,120	100%		
Enrolled at Minnesota State Colleges and Universities														
2006	29,727	52%	13,050	23%	10,761	19%	3,824	7%	204	0%	57,566	100%		
2005	38,413	55%	15,063	22%	12,056	17%	3,302	5%	424	1%	69,258	100%		
2004	38,856	56%	15,043	22%	11,823	17%	3,234	5%	507	1%	69,463	100%		
2003	37,282	55%	15,478	23%	10,846	16%	3,354	5%	669	1%	67,629	100%		
Enrolled at Minnesota State Two-Year Colleges														
2006	25,722	49%	12,570	24%	10,480	20%	3,822	7%	197	0%	52,791	100%		
2005	32,502	52%	14,519	23%	11,680	19%	3,301	5%	413	1%	62,415	100%		
2004	32,973	53%	14,524	23%	11,500	18%	3,234	5%	475	1%	62,706	100%		
2003	31,229	52%	14,750	24%	10,400	17%	3,349	6%	664	1%	60,392	100%		
Enrolled at Minnesota State Universities														
2006	4,005	84%	480	10%	281	6%	2	0%	7	0%	4,775	100%		
2005	5,911	86%	544	8%	376	5%	1	0%	11	0%	6,843	100%		
2004	5,883	87%	519	8%	323	5%	0	0%	32	0%	6,757	100%		
2003	6,053	84%	728	10%	446	6%	5	0%	5	0%	7,237	100%		

* Enrollment within two years of graduation for 2003, 2004 and 2005 graduates and within one year of graduation for 2006 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
 2003 - 2006* 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	
Enrolled at Any Public Higher Education Institution (Minnesota State Colleges and Universities or University of Minnesota)									
2006									
	All Graduates Enrolled 16+ Credits	8,270	46%	7,880	43%	1,976	11%	18,126	100%
	Graduates Enrolled in Developmental Courses	1,739	33%	2,680	51%	788	15%	5,207	100%
2005									
	All Graduates Enrolled 16+ Credits	8,858	45%	8,779	44%	2,231	11%	19,868	100%
	Graduates Enrolled in Developmental Courses	2,040	30%	3,618	54%	1,088	16%	6,746	100%
2004									
	All Graduates Enrolled 16+ Credits	9,697	45%	9,573	44%	2,414	11%	21,684	100%
	Graduates Enrolled in Developmental Courses	2,307	31%	3,988	53%	1,180	16%	7,475	100%
2003									
	All Graduates Enrolled 16+ Credits	9,731	44%	9,698	44%	2,454	11%	21,883	100%
	Graduates Enrolled in Developmental Courses	2,158	30%	3,942	54%	1,188	16%	7,288	100%
Enrolled at the University of Minnesota (any campus)									
2006									
	All Graduates Enrolled 16+ Credits	2,688	54%	1,955	39%	370	7%	5,013	100%
	Graduates Enrolled in Developmental Courses	62	34%	95	52%	24	13%	181	100%
2005									
	All Graduates Enrolled 16+ Credits	2,474	51%	1,941	40%	394	8%	4,809	100%
	Graduates Enrolled in Developmental Courses	66	22%	181	59%	59	19%	306	100%
2004									
	All Graduates Enrolled 16+ Credits	2,667	53%	2,040	40%	345	7%	5,052	100%
	Graduates Enrolled in Developmental Courses	99	28%	218	62%	37	10%	354	100%
2003									
	All Graduates Enrolled 16+ Credits	2,537	53%	1,921	40%	324	7%	4,782	100%
	Graduates Enrolled in Developmental Courses	88	27%	202	62%	37	11%	327	100%

* Enrollment within two years of graduation for 2003, 2004 and 2005 graduates and within one year of graduation for 2006 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
 2003 - 2006* 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	
Enrolled at Minnesota State Colleges and Universities									
2006									
	All Graduates Enrolled 16+ Credits	5,582	43%	5,925	45%	1,606	12%	13,113	100%
	Graduates Enrolled in Developmental Courses	1,677	33%	2,585	51%	764	15%	5,026	100%
2005									
	All Graduates Enrolled 16+ Credits	6,384	42%	6,838	45%	1,837	12%	15,059	100%
	Graduates Enrolled in Developmental Courses	1,974	31%	3,437	53%	1,029	16%	6,440	100%
2004									
	All Graduates Enrolled 16+ Credits	7,030	42%	7,533	45%	2,069	12%	16,632	100%
	Graduates Enrolled in Developmental Courses	2,208	31%	3,770	53%	1,143	16%	7,121	100%
2003									
	All Graduates Enrolled 16+ Credits	7,194	42%	7,777	45%	2,130	12%	17,101	100%
	Graduates Enrolled in Developmental Courses	2,070	30%	3,740	54%	1,151	17%	6,961	100%
Enrolled at Minnesota State Two-Year Colleges									
2006									
	All Graduates Enrolled 16+ Credits	3,420	41%	3,791	46%	1,098	13%	8,309	100%
	Graduates Enrolled in Developmental Courses	1,204	32%	1,963	52%	626	17%	3,793	100%
2005									
	All Graduates Enrolled 16+ Credits	4,004	40%	4,648	47%	1,337	13%	9,989	100%
	Graduates Enrolled in Developmental Courses	1,368	29%	2,557	54%	813	17%	4,738	100%
2004									
	All Graduates Enrolled 16+ Credits	4,518	40%	5,326	47%	1,524	13%	11,368	100%
	Graduates Enrolled in Developmental Courses	1,524	29%	2,889	54%	918	17%	5,331	100%
2003									
	All Graduates Enrolled 16+ Credits	4,604	40%	5,323	46%	1,641	14%	11,568	100%
	Graduates Enrolled in Developmental Courses	1,466	29%	2,714	53%	952	19%	5,132	100%

* Enrollment within two years of graduation for 2003, 2004 and 2005 graduates and within one year of graduation for 2006 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
 2003 - 2006* 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
2006	All Graduates Enrolled 16+ Credits	2,170	45%	2,146	44%	510	11%	4,826	100%
	Graduates Enrolled in Developmental Courses	464	38%	615	50%	139	11%	1,218	100%
2005	All Graduates Enrolled 16+ Credits	2,439	47%	2,285	44%	521	10%	5,245	100%
	Graduates Enrolled in Developmental Courses	577	35%	864	52%	209	13%	1,650	100%
2004	All Graduates Enrolled 16+ Credits	2,621	46%	2,458	43%	628	11%	5,707	100%
	Graduates Enrolled in Developmental Courses	636	36%	888	50%	237	13%	1,761	100%
2003	All Graduates Enrolled 16+ Credits	2,721	46%	2,689	45%	560	9%	5,970	100%
	Graduates Enrolled in Developmental Courses	570	32%	1,025	57%	204	11%	1,799	100%

* Enrollment within two years of graduation for 2003, 2004 and 2005 graduates and within one year of graduation for 2006 graduates.
 SOURCE: Minnesota State Colleges and Universities Research and University of Minnesota Office of Institutional Research and Reporting

Table 4
ACT Composite Score
 2003 - 2006* Minnesota Public High School Graduates
 Enrolled in Minnesota Public Higher Education Institutions

Year of High School Graduation		# Valid Scores	Mean Score
Enrolled at the University of Minnesota (any campus)			
2006	All Graduates Enrolled as Students	5,411	24.0
	Graduates in Developmental Courses	225	19.3
2005	All Graduates Enrolled as Students	5,083	24.1
	Graduates in Developmental Courses	357	18.9
2004	All Graduates Enrolled as Students	5,326	24.0
	Graduates in Developmental Courses	429	19.0
2003	All Graduates Enrolled as Students	5,055	23.8
	Graduates in Developmental Courses	391	18.7
Enrolled at Minnesota State Universities			
2006	All Graduates Enrolled as Students	5,866	21.5
	Graduates in Developmental Courses	1,432	19.5
2005	All Graduates Enrolled as Students	6,297	21.5
	Graduates in Developmental Courses	1,884	19.7
2004	All Graduates Enrolled as Students	6,310	21.4
	Graduates in Developmental Courses	1,917	19.7
2003	All Graduates Enrolled as Students	5,808	21.2
	Graduates in Developmental Courses	1,858	19.4

* Enrollment within two years of graduation for 2003, 2004 and 2005 graduates and within one year of graduation for 2006 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
2003-2006 * Minnesota Public High School Graduates
Enrolled at Minnesota State Colleges and Universities or the University of
Minnesota During Fiscal Years 2004 to 2007

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)	Graduates Enrolled in Minnesota Public Higher Education		Graduates Who Took Developmental Courses at Minnesota Public Higher Education Institutions		
		Total Number of Graduates in Classes 2003-2006 (C)	% of Total Graduates in Classes 2003-2006 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates, 2003-2006 (H)
A.C.G.C.	A.C.G.C. SECONDARY	291	64%	51	27%	18%
ADA-BORUP PUBLIC SCHOOL DISTRICT	ADA-BORUP SECONDARY	158	44%	25	36%	16%
ADRIAN PUBLIC SCHOOL DISTRICT	ADRIAN SECONDARY	187	55%	40	39%	21%
AGRICULTURAL FOOD SCIENCE ACADEMY	AGRICULTURAL FOOD SCIENCE ACADEMY	85	48%	23	56%	27%
AITKIN PUBLIC SCHOOL DISTRICT	AITKIN SECONDARY SCHOOL	403	52%	65	31%	16%
ALBANY PUBLIC SCHOOL DISTRICT	ALBANY SENIOR HIGH	510	57%	76	26%	15%
ALBERT LEA PUBLIC SCHOOL DISTRICT	ALBERT LEA SENIOR HIGH	944	57%	141	26%	15%
ALDEN-CONGER PUBLIC SCHOOL DISTRICT	ALDEN-CONGER SECONDARY	145	48%	20	29%	14%
ALEXANDRIA PUBLIC SCHOOL DISTRICT	JEFFERSON SENIOR HIGH	1,278	52%	162	24%	13%
ANNANDALE PUBLIC SCHOOL DISTRICT	ANNANDALE SENIOR HIGH	521	60%	99	32%	19%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	TRANSITION PLUS	361	9%	16	48%	4%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	CHAMPLIN PARK SENIOR HIGH	2,386	64%	600	39%	25%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	BLAINE SENIOR HIGH	2,284	57%	596	45%	26%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	ANOKA SENIOR HIGH	2,154	57%	518	42%	24%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	ANDOVER SENIOR HIGH	808	60%	209	43%	26%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	CROSSROADS ALTN HIGH SCHOOL	124	19%	13	54%	10%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	COON RAPIDS SENIOR HIGH	2,115	59%	559	45%	26%
ASHBY PUBLIC SCHOOL DISTRICT	ASHBY SECONDARY	101	57%	16	28%	16%
AUSTIN PUBLIC SCHOOL DISTRICT	AUSTIN SENIOR HIGH	956	63%	179	30%	19%
BADGER PUBLIC SCHOOL DISTRICT	BADGER SECONDARY	72	54%	10	26%	14%
BAGLEY PUBLIC SCHOOL DISTRICT	BAGLEY SECONDARY	264	54%	48	34%	18%
BARNESVILLE PUBLIC SCHOOL DIST.	BARNESVILLE SECONDARY	197	53%	45	43%	23%
BARNUM PUBLIC SCHOOL DISTRICT	BARNUM SECONDARY	189	55%	56	54%	30%

* Enrollment within two years of graduation for 2003, 2004 and 2005 graduates and within one year of graduation for 2006 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. For example, 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
2003-2006* Minnesota Public High School Graduates
Enrolled at Minnesota State Colleges and Universities or the University of
Minnesota During Fiscal Years 2004 to 2007

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 2003-2006 (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 2003-2006 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates, 2003-2006 (H)
BATTLE LAKE PUBLIC SCHOOL DISTRICT	BATTLE LAKE SECONDARY	173	100	58%	33	33%	19%
BECKER PUBLIC SCHOOL DISTRICT	BECKER SENIOR HIGH	584	268	46%	73	27%	13%
BELGRADE-BROOTEN-ELROSA SCHOOL DIST	BELGRADE-BROOTEN-ELROSA SEC.	242	152	63%	34	22%	14%
BELLE PLAINE PUBLIC SCHOOL DISTRICT	BELLE PLAINE SENIOR HIGH	359	183	51%	61	33%	17%
BEMIDJI PUBLIC SCHOOL DISTRICT	BEMIDJI SENIOR HIGH	1,261	676	54%	180	27%	14%
BENSON PUBLIC SCHOOL DISTRICT	BENSON SECONDARY	331	178	54%	48	27%	15%
BERTHA-HEWITT PUBLIC SCHOOL DIST.	BERTHA SECONDARY	173	96	55%	32	33%	18%
BIG LAKE PUBLIC SCHOOL DISTRICT	BIG LAKE SENIOR HIGH	552	275	50%	91	33%	16%
BIRD ISLAND-OLIVA-LAKE LILLIAN	BOLD SENIOR HIGH	345	217	63%	66	30%	19%
BLACKDUCK PUBLIC SCHOOL DISTRICT	BLACKDUCK SECONDARY	193	122	63%	51	42%	26%
BLOOMING PRAIRIE PUBLIC SCHOOL DIST	BLOOMING PRAIRIE SECONDARY	239	137	57%	23	17%	10%
BLOOMINGTON PUBLIC SCHOOL DISTRICT	KENNEDY SENIOR HIGH	1,254	759	61%	336	44%	27%
BLOOMINGTON PUBLIC SCHOOL DISTRICT	JEFFERSON SENIOR HIGH	1,441	801	56%	237	30%	16%
BLUE EARTH AREA PUBLIC SCHOOL	BLUE EARTH AREA SENIOR HIGH	412	236	57%	76	32%	18%
BRAHAM PUBLIC SCHOOL DISTRICT	BRAHAM AREA SECONDARY	272	118	43%	65	55%	24%
BRAINERD PUBLIC SCHOOL DISTRICT	BRAINERD SENIOR HIGH	1,640	970	59%	305	31%	19%
BRAINERD PUBLIC SCHOOL DISTRICT	ISD 181 LEARNING CENTER	326	36	11%	12	33%	4%
BRANDON PUBLIC SCHOOL DISTRICT	BRANDON SECONDARY	99	53	54%	11	21%	11%
BRECKENRIDGE PUBLIC SCHOOL DISTRICT	BRECKENRIDGE SENIOR HIGH	284	68	24%	14	21%	5%
BROOKLYN CENTER SCHOOL DISTRICT	BROOKLYN CENTER SECONDARY	438	229	52%	126	55%	29%
BROWERVILLE PUBLIC SCHOOL DISTRICT	BROWERVILLE SECONDARY	177	96	54%	33	34%	19%
BUFFALO LAKE-HECTOR SCHOOL DISTRICT	BUFFALO LAKE-HECTOR SECONDARY	196	122	62%	39	32%	20%
BUFFALO PUBLIC SCHOOL DISTRICT	BUFFALO SENIOR HIGH	1,563	685	44%	241	35%	15%

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BURNSVILLE PUBLIC SCHOOL DISTRICT	BURNSVILLE SENIOR HIGH	2,534	1,455	57%	534	37%	21%
BURNSVILLE PUBLIC SCHOOL DISTRICT	BURNSVILLE AREA LEARNING CENTER	**	11		6	55%	
BUTTERFIELD PUBLIC SCHOOL DISTRICT	BUTTERFIELD SECONDARY	62	23	37%	11	48%	18%
BYRON PUBLIC SCHOOL DISTRICT	BYRON SENIOR HIGH SCHOOL	416	257	62%	91	35%	22%
CALEDONIA PUBLIC SCHOOL DISTRICT	CALEDONIA SENIOR HIGH	402	157	39%	41	26%	10%
CAMBRIDGE-ISANTI PUBLIC SCHOOL DIST	CAMBRIDGE-ISANTI HIGH SCHOOL	1,388	676	49%	277	41%	20%
CANBY PUBLIC SCHOOL DISTRICT	CANBY SECONDARY	245	121	49%	35	29%	14%
CANNON FALLS PUBLIC SCHOOL DISTRICT	CANNON FALLS SEC.	409	207	51%	65	31%	16%
CARLTON PUBLIC SCHOOL DISTRICT	CARLTON SECONDARY	175	89	51%	37	42%	21%
CASS LAKE-BENA PUBLIC SCHOOLS	CASS LAKE-BENA AREA LRNG. CNTR.	73	16	22%	7	44%	10%
CASS LAKE-BENA PUBLIC SCHOOLS	CASS LAKE-BENA SECONDARY	128	65	51%	32	49%	25%
CEDAR MOUNTAIN SCHOOL DISTRICT	CEDAR MOUNTAIN SECONDARY	158	71	45%	17	24%	11%
CENTENNIAL PUBLIC SCHOOL DISTRICT	CENTENNIAL SENIOR	1,768	1,014	57%	404	40%	23%
CHATFIELD PUBLIC SCHOOLS	CHOSEN VALLEY SECONDARY	267	136	51%	56	41%	21%
CHISAGO LAKES SCHOOL DISTRICT	CHISAGO LAKES SENIOR HIGH	992	479	48%	194	41%	20%
CHISHOLM PUBLIC SCHOOL DISTRICT	CHISHOLM SECONDARY	221	138	62%	60	43%	27%
CHOKIO-ALBERTA PUBLIC SCHOOL DIST.	CHOKIO-ALBERTA SECONDARY	86	57	66%	9	16%	10%
CITY ACADEMY	CITY ACADEMY	293	37	13%	29	78%	10%
CLEARBROOK-GONVICK SCHOOL DISTRICT	CLEARBROOK-GONVICK SECONDARY	158	90	57%	32	36%	20%
CLEVELAND PUBLIC SCHOOL DISTRICT	CLEVELAND SECONDARY	129	97	75%	33	34%	26%
CLIMAX PUBLIC SCHOOL DISTRICT	CLIMAX SECONDARY	53	21	40%	10	48%	19%
CLINTON-GRACEVILLE-BEARDSLEY	CLINTON-GRACEVILLE-BEARDSLEY SR.	175	91	52%	12	13%	7%
CLOQUET PUBLIC SCHOOL DISTRICT	CLOQUET SENIOR	637	332	52%	147	44%	23%
COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	COLUMBIA HEIGHTS SENIOR HIGH	648	341	53%	196	57%	30%

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COMFREY PUBLIC SCHOOL DISTRICT	COMFREY SECONDARY	54	35	65%	10	29%	19%
COMMUNITY OF PEACE ACADEMY	COMMUNITY OF PEACE ACADEMY SEC.	75	42	56%	25	60%	33%
COOK COUNTY PUBLIC SCHOOLS	COOK COUNTY SENIOR HIGH	189	91	48%	40	44%	21%
CROMWELL-WRIGHT PUBLIC SCHOOLS	CROMWELL-WRIGHT SECONDARY	97	46	47%	20	43%	21%
CROOKSTON PUBLIC SCHOOL DISTRICT	CROOKSTON SECONDARY	465	228	49%	102	45%	22%
CROSBY-IRONTON PUBLIC SCHOOL DIST.	CROSBY-IRONTON SECONDARY	395	238	60%	75	32%	19%
DASSEL-COKATO PUBLIC SCHOOL DIST.	DASSEL-COKATO SENIOR HIGH	628	308	49%	106	34%	17%
DAWSON-BOYD PUBLIC SCHOOL DISTRICT	DAWSON-BOYD SECONDARY	186	97	52%	45	46%	24%
DEER RIVER PUBLIC SCHOOL DISTRICT	DEER RIVER SECONDARY	263	116	44%	54	47%	21%
DELANO PUBLIC SCHOOL DISTRICT	DELANO SENIOR HIGH	566	255	45%	88	35%	16%
DETROIT LAKES PUBLIC SCHOOL DIST.	DETROIT LAKES SENIOR HIGH	754	377	50%	100	27%	13%
DILWORTH-GLYNDON-FELTON	DILWORTH-GLYNDON-FELTON SENIOR HIGH	339	163	48%	44	27%	13%
DISTRICT 112	CHASKA HIGH SCHOOL	1,911	933	49%	301	32%	16%
DOVER-EYOTA PUBLIC SCHOOL DISTRICT	DOVER-EYOTA SECONDARY	336	194	58%	61	31%	18%
DULUTH PUBLIC SCHOOL DISTRICT	EAST SENIOR HIGH	1,378	730	53%	237	32%	17%
DULUTH PUBLIC SCHOOL DISTRICT	DENFELD SENIOR HIGH	943	467	50%	202	43%	21%
DULUTH PUBLIC SCHOOL DISTRICT	UNITY HIGH SCHOOL	30	15	50%	11	73%	37%
DULUTH PUBLIC SCHOOL DISTRICT	CENTRAL SENIOR HIGH	865	453	52%	172	38%	20%
E.C.H.O. CHARTER SCHOOL	E.C.H.O. CHARTER SCHOOL	33	16	48%	7	44%	21%
EAGLE VALLEY PUBLIC SCHOOL DISTRICT	EAGLE VALLEY SECONDARY	123	74	60%	26	35%	21%
EAST CENTRAL SCHOOL DISTRICT	EAST CENTRAL SENIOR SECONDARY	228	99	43%	46	46%	20%
EAST GRAND FORKS PUBLIC SCHOOL DIST	EAST GRAND FORKS SENIOR HIGH	527	214	41%	86	40%	16%
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	EDEN PRAIRIE SENIOR HIGH	2,989	1,450	49%	427	29%	14%
EDEN VALLEY-WATKINS SCHOOL DISTRICT	EDEN VALLEY SECONDARY	253	128	51%	35	27%	14%

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EDGERTON PUBLIC SCHOOL DISTRICT	EDGERTON SECONDARY	104	53	51%	14	26%	13%
EDINA PUBLIC SCHOOL DISTRICT	EDINA SENIOR HIGH	2,014	656	33%	169	26%	8%
ELK RIVER PUBLIC SCHOOL DISTRICT	ELK RIVER SENIOR HIGH	1,987	1,078	54%	403	37%	20%
ELK RIVER PUBLIC SCHOOL DISTRICT	IVAN SAND COMMUNITY SCHOOL-DAY	133	19	14%	8	42%	6%
ELK RIVER PUBLIC SCHOOL DISTRICT	ROGERS SENIOR HIGH	377	205	54%	80	39%	21%
ELK RIVER PUBLIC SCHOOL DISTRICT	ZIMMERMAN HIGH SCHOOL	157	76	48%	27	36%	17%
ELLSWORTH PUBLIC SCHOOL DISTRICT	ELLSWORTH SECONDARY	106	31	29%	14	45%	13%
ELY PUBLIC SCHOOL DISTRICT	MEMORIAL SECONDARY	249	147	59%	52	35%	21%
ESKO PUBLIC SCHOOL DISTRICT	LINCOLN SECONDARY	333	180	54%	75	42%	23%
EVANSVILLE PUBLIC SCHOOL DISTRICT	EVANSVILLE SECONDARY	75	41	55%	11	27%	15%
EVELETH-GILBERT SCHOOL DISTRICT	EVELETH-GILBERT SENIOR HIGH	429	274	64%	76	28%	18%
FAIRMONT AREA SCHOOL DISTRICT	FAIRMONT HIGH	564	228	40%	62	27%	11%
FARIBAULT PUBLIC SCHOOL DISTRICT	FARIBAULT SENIOR HIGH	1,059	538	51%	194	36%	18%
FARMINGTON PUBLIC SCHOOL DISTRICT	FARMINGTON SENIOR HIGH	1,098	518	47%	204	39%	19%
FERGUS FALLS PUBLIC SCHOOL DISTRICT	FERGUS FALLS SENIOR HIGH	822	484	59%	166	34%	20%
FERTILE-BELTRAMI SCHOOL DISTRICT	FERTILE-BELTRAMI SECONDARY	190	99	52%	32	32%	17%
FILLMORE CENTRAL	FILLMORE CENTRAL SENIOR HIGH	231	135	58%	50	37%	22%
FISHER PUBLIC SCHOOL DISTRICT	FISHER SECONDARY	77	36	47%	12	33%	16%
FLOODWOOD PUBLIC SCHOOL DISTRICT	FLOODWOOD SECONDARY	127	72	57%	39	54%	31%
FOLEY PUBLIC SCHOOL DISTRICT	FOLEY SENIOR HIGH	510	253	50%	61	24%	12%
FOREST LAKE PUBLIC SCHOOL DISTRICT	FOREST LAKE AREA LEARNING CENTER	109	10	9%	8	80%	7%
FOREST LAKE PUBLIC SCHOOL DISTRICT	FOREST LAKE SENIOR HIGH	2,048	1,031	50%	474	46%	23%
FOSSTON PUBLIC SCHOOL DISTRICT	FOSSTON SECONDARY	184	102	55%	35	34%	19%
FOUR DIRECTIONS CHARTER SCHOOLS	FOUR DIRECTIONS CHARTER SCHOOLS	57	12	21%	9	75%	16%

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FRAZEE-VERGAS PUBLIC SCHOOL DIST.	FRAZEE SECONDARY	354	179	51%	55	31%	16%
FRIDLEY PUBLIC SCHOOL DISTRICT	FRIDLEY SENIOR HIGH	645	334	52%	154	46%	24%
FULDA PUBLIC SCHOOL DISTRICT	FULDA SECONDARY	184	96	52%	29	30%	16%
G.F.W.	G.F.W. SR.	318	189	59%	67	35%	21%
GLENCOE-SILVER LAKE SCHOOL DISTRICT	GLENCOE-SILVER LAKE SENIOR HIGH	587	346	59%	128	37%	22%
GLENVILLE-EMMONS SCHOOL DISTRICT	GLENVILLE-EMMONS SECONDARY	140	71	51%	12	17%	9%
GOODHUE PUBLIC SCHOOL DISTRICT	GOODHUE SECONDARY	166	102	61%	25	25%	15%
GOODRIDGE PUBLIC SCHOOL DISTRICT	GOODRIDGE SECONDARY	61	42	69%	11	26%	18%
GRANADA HUNTLEY-EAST CHAIN #2536	GRANADA-HUNTLEY EAST CHAIN SEC.	98	37	38%	7	19%	7%
GRAND MEADOW PUBLIC SCHOOL DISTRICT	GRAND MEADOW SENIOR HIGH	117	67	57%	28	42%	24%
GRAND RAPIDS PUBLIC SCHOOL DISTRICT	BIGFORK SECONDARY	106	58	55%	15	26%	14%
GRAND RAPIDS PUBLIC SCHOOL DISTRICT	GRAND RAPIDS SENIOR HIGH	1,077	620	58%	231	37%	21%
GREENBUSH-MIDDLE RIVER SCHOOL DIST.	GREENBUSH-MIDDLE RIVER SENIOR HIGH	151	85	56%	22	26%	15%
GREENWAY PUBLIC SCHOOL DISTRICT	GREENWAY SENIOR HIGH	368	230	63%	85	37%	23%
GRYGLA PUBLIC SCHOOL DISTRICT	GRYGLA SECONDARY	66	36	55%	12	33%	18%
HANCOCK PUBLIC SCHOOL DISTRICT	HANCOCK SEC.	79	51	65%	11	22%	14%
HARBOR CITY INTERNATIONAL CHARTER	HARBOR CITY INTERNATIONAL CHARTER	84	33	39%	17	52%	20%
HASTINGS PUBLIC SCHOOL DISTRICT	HASTINGS HIGH SCHOOL	1,566	736	47%	256	35%	16%
HAWLEY PUBLIC SCHOOL DISTRICT	HAWLEY SECONDARY	264	111	42%	36	32%	14%
HAYFIELD PUBLIC SCHOOL DISTRICT	HAYFIELD SEC.	277	145	52%	53	37%	19%
HENNING PUBLIC SCHOOL DISTRICT	HENNING SECONDARY	115	80	70%	23	29%	20%
HERMAN-NORCROSS SCHOOL DISTRICT	HERMAN SECONDARY	44	26	59%	8	31%	18%
HERMANTOWN PUBLIC SCHOOL DISTRICT	HERMANTOWN SENIOR HIGH	583	313	54%	125	40%	21%
HERON LAKE-OKABENA SCHOOL DISTRICT	SOUTHWEST STAR CONCEPT SECONDARY	123	73	59%	41	56%	33%

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HIBBING PUBLIC SCHOOL DISTRICT	HIBBING HIGH	738	480	65%	151	31%	20%
HIGH SCHOOL FOR RECORDING ARTS	HIGH SCHOOL FOR RECORDING ARTS	119	22	18%	15	68%	13%
HIGHER GROUND ACADEMY	HIGHER GROUND ACADEMY	39	21	54%	11	52%	28%
HILL CITY PUBLIC SCHOOL DISTRICT	HILL CITY SECONDARY	136	65	48%	22	34%	16%
HILLS-BEAVER CREEK SCHOOL DISTRICT	HILLS-BEAVER CREEK SECONDARY	97	32	33%	15	47%	15%
HINCKLEY-FINLAYSON SCHOOL DISTRICT	HINCKLEY-FINLAYSON SECONDARY	312	140	45%	58	41%	19%
HOLDINGFORD PUBLIC SCHOOL DISTRICT	HOLDINGFORD SECONDARY	360	203	56%	45	22%	13%
HOPKINS PUBLIC SCHOOL DISTRICT	HOPKINS SENIOR HIGH	2,386	920	39%	303	33%	13%
HOUSTON PUBLIC SCHOOL DISTRICT	HOUSTON SECONDARY	129	63	49%	10	16%	8%
HOWARD LAKE-WAVERLY-WINSTED	HOWARD LAKE-WAVERLY-WINSTED SEC.	264	134	51%	51	38%	19%
HUTCHINSON PUBLIC SCHOOL DISTRICT	HUTCHINSON SENIOR HIGH	890	527	59%	170	32%	19%
INTERMEDIATE SCHOOL DISTRICT 287	281 HIGHVIEW ALTERNATIVE PROGRAM	**	27		15	56%	
INTERNATIONAL FALLS SCHOOL DISTRICT	FALLS SECONDARY	430	244	57%	54	22%	13%
INVER GROVE HEIGHTS SCHOOLS	SIMILEY SENIOR HIGH	1,041	640	61%	291	45%	28%
ISLE PUBLIC SCHOOL DISTRICT	ISLE SECONDARY	140	73	52%	28	38%	20%
IVANHOE PUBLIC SCHOOL DISTRICT	LINCOLN SECONDARY	152	73	48%	20	27%	13%
JACKSON COUNTY CENTRAL SCHOOL DIST.	JACKSON COUNTY CENTRAL SENIOR HIGH	390	169	43%	50	30%	13%
JANESVILLE-WALDORF-PEMBERTON	JANESVILLE-WALDORF-PEMBERTON SEC	191	113	59%	36	32%	19%
JENNINGS EXPERIENTIAL HIGH SCHOOL	JENNINGS EXPERIENTIAL HIGH SCHOOL	95	14	15%	9	64%	9%
JORDAN PUBLIC SCHOOL DISTRICT	JORDAN SECONDARY	415	197	47%	71	36%	17%
KASSON-MANTORVILLE SCHOOL DIST.	KASSON-MANTORVILLE SENIOR HIGH	463	266	57%	88	33%	19%
KELLIHER PUBLIC SCHOOL DISTRICT	KELLIHER SECONDARY	84	43	51%	16	37%	19%
KENYON-WANAMINGO SCHOOL DISTRICT	KENYON-WANAMINGO SENIOR HIGH	266	121	45%	32	26%	12%
KERKHOVEN-MURDOCK-SUNBURG	KERKHOVEN SECONDARY	175	113	65%	46	41%	26%

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		255	138	54%	56	41%	22%
		146	71	49%	22	31%	15%
		323	196	61%	55	28%	17%
		547	211	39%	42	20%	8%
		56	23	41%	6	26%	11%
		454	263	58%	71	27%	16%
		253	141	56%	47	33%	19%
		243	113	47%	40	35%	16%
		184	101	55%	36	36%	20%
		94	11	12%	7	64%	7%
		173	82	47%	35	43%	20%
		375	155	41%	54	35%	14%
		181	101	56%	36	36%	20%
		2,473	1,335	54%	479	36%	19%
		65	40	62%	15	38%	23%
		113	51	45%	18	35%	16%
		86	37	43%	12	32%	14%
		188	138	73%	53	38%	28%
		114	61	54%	26	43%	23%
		143	84	59%	29	35%	20%
		391	190	49%	60	32%	15%
		260	138	53%	40	29%	15%
		97	17	18%	6	35%	6%

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Table 5

Summary Report By High School
2003-2006* Minnesota Public High School Graduates and Universities or the University of
Enrolled at Minnesota State Colleges and Universities from 2004 to 2007
Minnesota During Fiscal Years 2004 to 2007

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			Graduates*** (D)	% of Total Graduates in Classes 2003-2006 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates, 2003-2006 (H)
LITCHFIELD PUBLIC SCHOOL DISTRICT	LITCHFIELD SENIOR HIGH	592	343	58%	150	44%	25%
LITTLE FALLS PUBLIC SCHOOL DISTRICT	LITTLE FALLS SENIOR HIGH	953	564	59%	137	24%	14%
LITTLEFORK-BIG FALLS SCHOOL DIST.	LITTLEFORK-BIG FALLS SECONDARY	98	46	47%	14	30%	14%
LONG PRAIRIE-GREY EAGLE SCHOOL DIST	LONG PRAIRIE-GREY SENIOR HIGH	412	205	50%	67	33%	16%
LUVERNE PUBLIC SCHOOL DISTRICT	LUVERNE SENIOR HIGH	381	149	39%	47	32%	12%
LYLE PUBLIC SCHOOL DISTRICT	LYLE SECONDARY	59	32	54%	9	28%	15%
M.A.C.C.R.A.Y. SCHOOL DISTRICT	M.A.C.C.R.A.Y. SENIOR HIGH	274	182	66%	69	38%	25%
MABEL-CANTON PUBLIC SCHOOL DIST.	MABEL-CANTON SECONDARY	142	53	37%	14	26%	10%
MADIELIA PUBLIC SCHOOL DISTRICT	MADIELIA SECONDARY	189	91	48%	35	38%	19%
MAHNOMEN PUBLIC SCHOOL DISTRICT	MAHNOMEN SECONDARY	155	83	54%	36	43%	23%
MAHTOMEDI PUBLIC SCHOOL DISTRICT	MAHTOMEDI SENIOR HIGH	956	429	45%	152	35%	16%
MANKATO PUBLIC SCHOOL DISTRICT	CENTRAL HIGH AREA LEARNING CENTER	170	26	15%	10	38%	6%
MANKATO PUBLIC SCHOOL DISTRICT	MANKATO EAST SENIOR HIGH	874	547	63%	153	28%	18%
MANKATO PUBLIC SCHOOL DISTRICT	MANKATO WEST SENIOR HIGH	1,050	626	60%	198	32%	19%
MAPLE LAKE PUBLIC SCHOOL DISTRICT	MAPLE LAKE SECONDARY	269	158	59%	42	27%	16%
MAPLE RIVER PUBLIC SCHOOL DISTRICT	MAPLE RIVER SENIOR HIGH	418	220	53%	70	32%	17%
MARSHALL COUNTY CENTRAL SCHOOLS	MARSHALL COUNTY CENTRAL HIGH	116	76	66%	26	34%	22%
MARSHALL PUBLIC SCHOOL DISTRICT	MARSHALL HIGH SCHOOL	771	443	57%	173	39%	22%
MARTIN COUNTY WEST SCHOOL DISTRICT	MARTIN COUNTY WEST SENIOR HIGH	268	143	53%	36	25%	13%
MCGREGOR PUBLIC SCHOOL DISTRICT	MCGREGOR SECONDARY	130	75	58%	28	37%	22%
MCLEOD WEST PUBLIC SCHOOL DISTRICT	MCLEOD WEST SENIOR HIGH	138	84	61%	38	45%	28%
MEDFORD PUBLIC SCHOOL DISTRICT	MEDFORD SECONDARY	127	63	50%	14	22%	11%
MELROSE PUBLIC SCHOOL DISTRICT	MELROSE SECONDARY	553	347	63%	64	18%	12%
MENAHGA PUBLIC SCHOOL DISTRICT	MENAHGA SECONDARY	200	91	46%	30	33%	15%

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Minnesota During Fiscal Years 2004 to 2007

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School District (A)	High School (B)	Total Number of Graduates in Classes 2003-2006 (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 2003-2006 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates, 2003-2006 (H)
MESABI EAST SCHOOL DISTRICT	MESABI EAST SECONDARY	263	183	70%	60	33%	23%
MILACA PUBLIC SCHOOL DISTRICT	MILACA SECONDARY HIGH	508	242	48%	71	29%	14%
MINNEAPOLIS PUBLIC SCHOOL DIST.	NORTH SENIOR HIGH	557	258	46%	163	63%	29%
MINNEAPOLIS PUBLIC SCHOOL DIST.	WORK OPPORTUNITY CENTER	305	18	6%	13	72%	4%
MINNEAPOLIS PUBLIC SCHOOL DIST.	WELLSTONE INTERNATIONAL HIGH	49	28	57%	27	96%	55%
MINNEAPOLIS PUBLIC SCHOOL DIST.	WASHBURN SENIOR HIGH	652	438	67%	256	58%	39%
MINNEAPOLIS PUBLIC SCHOOL DIST.	VOLUNTEERS OF AMERICA-HIGH	48	17	35%	14	82%	29%
MINNEAPOLIS PUBLIC SCHOOL DIST.	URBAN LEAGUE ST. ACADEMY	41	9	22%	8	89%	20%
MINNEAPOLIS PUBLIC SCHOOL DIST.	SOUTHWEST SENIOR HIGH	1,025	448	44%	198	44%	19%
MINNEAPOLIS PUBLIC SCHOOL DIST.	SOUTH SENIOR HIGH	1,299	655	50%	257	39%	20%
MINNEAPOLIS PUBLIC SCHOOL DIST.	P.M. HIGH SCHOOL	200	32	16%	17	53%	9%
MINNEAPOLIS PUBLIC SCHOOL DIST.	MPLS. EMPLOYMENT READINESS CURRIC.	69	8	12%	7	88%	10%
MINNEAPOLIS PUBLIC SCHOOL DIST.	MENLO PARK ACADEMY	45	16	36%	9	56%	20%
MINNEAPOLIS PUBLIC SCHOOL DIST.	LORING-NICOLLET HIGH	71	35	49%	15	43%	21%
MINNEAPOLIS PUBLIC SCHOOL DIST.	LINCOLN INTERNATIONAL HIGH SCHOOL	131	101	77%	88	87%	67%
MINNEAPOLIS PUBLIC SCHOOL DIST.	HENRY SENIOR HIGH	725	426	59%	251	59%	35%
MINNEAPOLIS PUBLIC SCHOOL DIST.	EDISON SENIOR HIGH	657	432	66%	277	64%	42%
MINNEAPOLIS PUBLIC SCHOOL DIST.	CITY INC. NORTH	79	13	16%	11	85%	14%
MINNEAPOLIS PUBLIC SCHOOL DIST.	CENTER FOR TRAINING & CAREERS	125	8	6%	7	88%	6%
MINNEAPOLIS PUBLIC SCHOOL DIST.	BROADWAY EDUCATION PLACE	103	28	27%	18	64%	17%
MINNEAPOLIS PUBLIC SCHOOL DIST.	ROOSEVELT SENIOR HIGH	665	465	70%	333	72%	50%
MINNEOTA PUBLIC SCHOOL DISTRICT	MINNEOTA SECONDARY	176	109	62%	44	40%	25%
MINNESOTA BUSINESS ACADEMY CHARTER	MINNESOTA BUSINESS ACADEMY CHARTER	283	141	50%	82	58%	29%
MINNESOTA NEW COUNTRY SCHOOL	MINNESOTA NEW COUNTRY SCHOOL	45	20	44%	7	35%	16%

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			Graduates*** (D)	% of Total Graduates in Classes 2003-2006 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates, 2003-2006 (H)
NEW LONDON-SPICER SCHOOL DISTRICT	NEW LONDON-SPICER SR.	515	356	69%	99	28%	19%
NEW PRAGUE AREA SCHOOLS	NEW PRAGUE SENIOR HIGH	864	422	49%	132	31%	15%
NEW ULM PUBLIC SCHOOL DISTRICT	NEW ULM HIGH	838	519	62%	152	29%	18%
NEW YORK MILLS PUBLIC SCHOOL DIST.	NEW YORK MILLS SECONDARY	231	133	58%	38	29%	16%
NICOLLET PUBLIC SCHOOL DISTRICT	NICOLLET SECONDARY	131	87	66%	27	31%	21%
NORMAN COUNTY EAST SCHOOL DISTRICT	NORMAN COUNTY EAST SECONDARY	115	45	39%	15	33%	13%
NORMAN COUNTY WEST SCHOOL DISTRICT	NORMAN COUNTY WEST SECONDARY	109	33	30%	12	36%	11%
NORTH BRANCH PUBLIC SCHOOLS	NORTH BRANCH SENIOR HIGH	927	459	50%	197	43%	21%
NORTH ST PAUL-MAPLEWOOD SCHOOL DIST	NORTH SENIOR HIGH	1,654	943	57%	493	52%	30%
NORTH ST PAUL-MAPLEWOOD SCHOOL DIST	TARTAN SENIOR HIGH	1,367	754	55%	370	49%	27%
NORTHFIELD PUBLIC SCHOOL DISTRICT	NORTHFIELD SENIOR HIGH	1,130	404	36%	146	36%	13%
NORTHLAND COMMUNITY SCHOOLS	NORTHLAND SECONDARY	151	65	43%	32	49%	21%
NORTHWEST PASSAGE HIGH SCHOOL	NORTHWEST PASSAGE HIGH SCHOOL	149	20	13%	14	70%	9%
NORWOOD PUBLIC SCHOOL DISTRICT	CENTRAL SENIOR HIGH	329	187	57%	57	30%	17%
OGILVIE PUBLIC SCHOOL DISTRICT	OGILVIE SECONDARY	194	68	35%	29	43%	15%
OKLEE PUBLIC SCHOOL DISTRICT	RED LAKE COUNTY CENTRAL HIGH SCHOOL	126	63	50%	23	37%	18%
ONAMIA PUBLIC SCHOOL DISTRICT	ONAMIA SECONDARY	194	114	59%	35	31%	18%
ORONO PUBLIC SCHOOL DISTRICT	ORONO SENIOR HIGH	766	270	35%	84	31%	11%
ORTONVILLE PUBLIC SCHOOL DISTRICT	ORTONVILLE SECONDARY	237	108	46%	49	45%	21%
OSAKIS PUBLIC SCHOOL DISTRICT	OSAKIS SECONDARY	211	119	56%	19	16%	9%
OSSEO PUBLIC SCHOOL DISTRICT	MAPLE GROVE SENIOR HIGH	2,123	1,223	58%	376	31%	18%
OSSEO PUBLIC SCHOOL DISTRICT	OSSEO ALC	**	44		24	55%	
OSSEO PUBLIC SCHOOL DISTRICT	OSSEO SENIOR HIGH	1,800	1,094	61%	434	40%	24%

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OSSEO PUBLIC SCHOOL DISTRICT	PARK CENTER SENIOR HIGH	1,465	899	61%	403	45%	28%
OWATONNA PUBLIC SCHOOL DISTRICT	OWATONNA SENIOR HIGH	1,550	772	50%	288	37%	19%
PACT CHARTER SCHOOL	PACT CHARTER SEC.	112	46	41%	18	39%	16%
PARK RAPIDS PUBLIC SCHOOL DISTRICT	PARK RAPIDS SENIOR HIGH	463	251	54%	85	34%	18%
PARKERS PRAIRIE PUBLIC SCHOOL DIST.	PARKERS PRAIRIE SECONDARY	194	120	62%	32	27%	16%
PAYNESVILLE PUBLIC SCHOOL DISTRICT	PAYNESVILLE AREA HIGH SCHOOL	363	196	54%	53	27%	15%
PELICAN RAPIDS PUBLIC SCHOOL DIST.	PELICAN RAPIDS SECONDARY	391	178	46%	67	38%	17%
PEQUOT LAKES PUBLIC SCHOOLS	PEQUOT LAKES SENIOR HIGH	370	216	58%	71	33%	19%
PERHAM PUBLIC SCHOOL DISTRICT	PERHAM SENIOR HIGH	537	318	59%	95	30%	18%
PIERZ PUBLIC SCHOOL DISTRICT	HEALY SECONDARY	328	187	57%	30	16%	9%
PILLAGER PUBLIC SCHOOL DISTRICT	PILLAGER SECONDARY	209	101	48%	27	27%	13%
PINE CITY PUBLIC SCHOOL DISTRICT	PINE CITY SECONDARY	484	239	49%	112	47%	23%
PINE ISLAND PUBLIC SCHOOL DIST.	PINE ISLAND SECONDARY	328	197	60%	69	35%	21%
PINE RIVER-BACKUS SCHOOL DISTRICT	PINE RIVER-BACKUS SECONDARY	312	157	50%	31	20%	10%
PIPESTONE AREA SCHOOL DISTRICT	PIPESTONE SENIOR HIGH	379	148	39%	39	26%	10%
PLAINVIEW ELGIN MILLVILLE	PLAINVIEW SECONDARY	532	276	52%	111	40%	21%
PRINCETON PUBLIC SCHOOL DISTRICT	PRINCETON SENIOR HIGH	946	445	47%	165	37%	17%
PRIOR LAKE-SAVAGE AREA SCHOOLS	PRIOR LAKE HIGH SCHOOL	1,320	695	53%	216	31%	16%
PROCTOR PUBLIC SCHOOL DISTRICT	PROCTOR SENIOR HIGH	516	281	54%	116	41%	22%
RANDOLPH PUBLIC SCHOOL DISTRICT	RANDOLPH SECONDARY	140	73	52%	27	37%	19%
RED LAKE FALLS PUBLIC SCHOOL DIST.	LAFAYETTE SECONDARY	155	100	65%	38	38%	25%
RED LAKE PUBLIC SCHOOL DISTRICT	RED LAKE SENIOR HIGH	126	65	52%	49	75%	39%
RED ROCK CENTRAL SCHOOL DISTRICT	RED ROCK CENTRAL SECONDARY	213	114	54%	32	28%	15%
RED WING PUBLIC SCHOOL DISTRICT	RED WING SENIOR HIGH	862	398	46%	105	26%	12%

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REDWOOD AREA SCHOOL DISTRICT	REDWOOD VALLEY SENIOR HIGH	452	235	52%	75	32%	17%
REGION 4-LAKES COUNTRY SERVICE COOP	YOUTH EDUCATIONAL SERVICES	72	11	15%	7	64%	10%
RENVILLE COUNTY WEST SCHOOL DIST.	RENVILLE COUNTY WEST SENIOR HIGH	233	134	58%	41	31%	18%
RICHFIELD PUBLIC SCHOOL DISTRICT	RICHFIELD SENIOR HIGH	920	557	61%	230	41%	25%
RIVERBEND ACADEMY	RIVERBEND ACADEMY	69	30	43%	10	33%	14%
ROBBINSDALE PUBLIC SCHOOL DISTRICT	ROBBINSDALE ARMSTRONG SENIOR HIGH	1,773	927	52%	376	41%	21%
ROBBINSDALE PUBLIC SCHOOL DISTRICT	ROBBINSDALE COOPER SENIOR HIGH	1,303	749	57%	298	40%	23%
ROCHESTER OFF-CAMPUS CHARTER HIGH	ROCHESTER OFF-CAMPUS CHARTER HIGH	100	28	28%	15	54%	15%
ROCHESTER PUBLIC SCHOOL DISTRICT	CENTURY SENIOR HIGH	1,561	888	57%	276	31%	18%
ROCHESTER PUBLIC SCHOOL DISTRICT	JOHN MARSHALL SENIOR HIGH	1,313	862	66%	400	46%	30%
ROCHESTER PUBLIC SCHOOL DISTRICT	MAYO SENIOR HIGH	1,442	812	56%	271	33%	19%
ROCKFORD PUBLIC SCHOOL DISTRICT	ROCKFORD SECONDARY	474	201	42%	64	32%	14%
ROCORI PUBLIC SCHOOL DISTRICT	ROCORI SENIOR HIGH	756	435	58%	114	26%	15%
ROSEAU PUBLIC SCHOOL DISTRICT	ROSEAU SECONDARY	433	228	53%	83	36%	19%
ROSEMOUNT-APPLE VALLEY-EAGAN	APPLE VALLEY SENIOR HIGH	1,979	987	50%	352	36%	18%
ROSEMOUNT-APPLE VALLEY-EAGAN	EAGAN SENIOR HIGH	1,960	932	48%	339	36%	17%
ROSEMOUNT-APPLE VALLEY-EAGAN	EASTVIEW SENIOR HIGH	2,011	886	44%	284	32%	14%
ROSEMOUNT-APPLE VALLEY-EAGAN	ROSEMOUNT AREA LEARNING CENTER	315	22	7%	12	55%	4%
ROSEMOUNT-APPLE VALLEY-EAGAN	ROSEMOUNT SENIOR HIGH	1,586	841	53%	346	41%	22%
ROSEMOUNT-APPLE VALLEY-EAGAN	SCHOOL OF ENVIRONMENTAL STUDIES	**	214		99	46%	
ROSEVILLE PUBLIC SCHOOL DISTRICT	ROSEVILLE AREA SENIOR HIGH	1,822	917	50%	362	39%	20%
ROTHSAY PUBLIC SCHOOL DISTRICT	ROTHSAY SECONDARY	70	27	39%	7	26%	10%
ROUND LAKE PUBLIC SCHOOL DISTRICT	ROUND LAKE SECONDARY	106	62	58%	22	35%	21%
ROYALTON PUBLIC SCHOOL DISTRICT	ROYALTON SECONDARY	242	109	45%	36	33%	15%

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RTR PUBLIC SCHOOLS	RTR HIGH SCHOOL	193	98	51%	20	20%	10%
RUSH CITY PUBLIC SCHOOL DISTRICT	RUSH CITY SECONDARY	263	135	51%	54	40%	21%
RUSHFORD-PETERSON PUBLIC SCHLS.	RUSHFORD-PETERSON SENIOR HIGH	222	120	54%	37	31%	17%
SAGE ACADEMY CHARTER SCHOOL	SAGE ACADEMY CHARTER SCHOOL	40	13	33%	6	46%	15%
SARTELL-ST. STEPHEN SCHOOL DISTRICT	SARTELL SENIOR HIGH	765	407	53%	83	20%	11%
SAUK CENTRE PUBLIC SCHOOL DISTRICT	SAUK CENTRE SECONDARY	454	291	64%	63	22%	14%
SAUK RAPIDS PUBLIC SCHOOL DISTRICT	SAUK RAPIDS-RICE SENIOR HIGH	1,001	660	66%	170	26%	17%
SEBEKA PUBLIC SCHOOL DISTRICT	SEBEKA SECONDARY	174	110	63%	37	34%	21%
SHAKOPEE PUBLIC SCHOOL DISTRICT	SHAKOPEE SENIOR HIGH	956	514	54%	183	36%	19%
SIBLEY EAST SCHOOL DISTRICT	SIBLEY EAST-ARLINGTON SENIOR HIGH	369	224	61%	61	27%	17%
SLEEPY EYE PUBLIC SCHOOL DISTRICT	SLEEPY EYE SEC.	212	116	55%	48	41%	23%
SOBRIETY HIGH	SOBRIETY HIGH	44	13	30%	10	77%	23%
SOBRIETY HIGH	SOBRIETY HIGH WEST CAMPUS	42	19	45%	12	63%	29%
SOUTH KOOCHICHING SCHOOL DISTRICT	INDUS SECONDARY	58	31	53%	7	23%	12%
SOUTH KOOCHICHING SCHOOL DISTRICT	NORTHOME SECONDARY	60	41	68%	11	27%	18%
SOUTH ST. PAUL PUBLIC SCHOOL DIST.	SOUTH ST. PAUL SECONDARY	901	497	55%	224	45%	25%
SOUTH WASHINGTON COUNTY SCHOOL DIST	WOODBURY SENIOR HIGH	2,117	1,097	52%	397	36%	19%
SOUTH WASHINGTON COUNTY SCHOOL DIST	PARK SENIOR HIGH	2,027	988	49%	429	43%	21%
SOUTHLAND PUBLIC SCHOOL DISTRICT	SOUTHLAND SENIOR HIGH	237	152	64%	57	38%	24%
SPRING GROVE SCHOOL DISTRICT	SPRING GROVE SECONDARY	127	45	35%	9	20%	7%
SPRING LAKE PARK PUBLIC SCHOOLS	SPRING LAKE PARK SENIOR HIGH	1,003	557	56%	245	44%	24%
SPRINGFIELD PUBLIC SCHOOL DISTRICT	SPRINGFIELD SECONDARY	246	147	60%	54	37%	22%
ST. ANTHONY-NEW BRIGHTON SCHOOLS	ST. ANTHONY VILLAGE SENIOR HIGH	457	214	47%	78	36%	17%

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			Graduates*** (D)	% of Total Graduates in Classes 2003-2006 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates, 2003-2006 (H)
ST. CHARLES PUBLIC SCHOOL DISTRICT	ST. CHARLES SECONDARY	329	198	60%	65	33%	20%
ST. CLAIR PUBLIC SCHOOL DISTRICT	ST. CLAIR SECONDARY	205	138	67%	33	24%	16%
ST. CLOUD PUBLIC SCHOOL DISTRICT	TECHNICAL SENIOR HIGH	1,424	951	67%	205	22%	14%
ST. CLOUD PUBLIC SCHOOL DISTRICT	APOLLO SENIOR HIGH	1,194	756	63%	223	29%	19%
ST. FRANCIS PUBLIC SCHOOL DISTRICT	ST. FRANCIS HIGH	1,341	716	53%	296	41%	22%
ST. JAMES PUBLIC SCHOOL DISTRICT	ST. JAMES SECONDARY	356	172	48%	56	33%	16%
ST. LOUIS COUNTY SCHOOL DISTRICT	COTTON SECONDARY	89	49	55%	15	31%	17%
ST. LOUIS COUNTY SCHOOL DISTRICT	ALBROOK SECONDARY	104	54	52%	21	39%	20%
ST. LOUIS COUNTY SCHOOL DISTRICT	ORR SECONDARY	96	63	66%	24	38%	25%
ST. LOUIS COUNTY SCHOOL DISTRICT	TOWER-SOUDAN SECONDARY	93	51	55%	24	47%	26%
ST. LOUIS COUNTY SCHOOL DISTRICT	COOK SECONDARY	162	84	52%	29	35%	18%
ST. LOUIS COUNTY SCHOOL DISTRICT	BABBITT SECONDARY	113	91	81%	37	41%	33%
ST. LOUIS COUNTY SCHOOL DISTRICT	CHERRY SECONDARY	117	76	65%	24	32%	21%
ST. LOUIS PARK PUBLIC SCHOOL DIST.	ST. LOUIS PARK SENIOR HIGH	933	417	45%	161	39%	17%
ST. MICHAEL-ALBERTVILLE SCHOOL DIST	ST. MICHAEL-ALBERTVILLE SENIOR HIGH	800	417	52%	147	35%	18%
ST. PAUL PUBLIC SCHOOL DISTRICT	HARDING SENIOR HIGH	1,304	710	54%	379	53%	29%
ST. PAUL PUBLIC SCHOOL DISTRICT	JOHNSON SENIOR HIGH	954	535	56%	295	55%	31%
ST. PAUL PUBLIC SCHOOL DISTRICT	HUMBOLDT SENIOR HIGH	383	201	52%	106	53%	28%
ST. PAUL PUBLIC SCHOOL DISTRICT	AREA LEARNING CENTER UNIDALE	446	54	12%	40	74%	9%
ST. PAUL PUBLIC SCHOOL DISTRICT	HIGHLAND PARK SENIOR HIGH	983	453	46%	196	43%	20%
ST. PAUL PUBLIC SCHOOL DISTRICT	ST. PAUL OPEN SCHOOL	95	43	45%	20	47%	21%
ST. PAUL PUBLIC SCHOOL DISTRICT	ARLINGTON SENIOR HIGH	1,056	538	51%	342	64%	32%
ST. PAUL PUBLIC SCHOOL DISTRICT	ALC CREATIVE ARTS SCHOOL	142	30	21%	17	57%	12%
ST. PAUL PUBLIC SCHOOL DISTRICT	A. G. A. P. E. TEEN PARENT	74	17	23%	12	71%	16%

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			Graduates*** (D)	% of Total Graduates in Classes 2003-2006 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates, 2003-2006 (H)
ST. PAUL PUBLIC SCHOOL DISTRICT	CENTRAL SENIOR HIGH	1,543	698	45%	330	47%	21%
ST. PAUL PUBLIC SCHOOL DISTRICT	COMO PARK SENIOR HIGH	1,012	540	53%	238	44%	24%
ST. PETER PUBLIC SCHOOL DISTRICT	ST. PETER SENIOR HIGH	567	265	47%	60	23%	11%
STAPLES-MOTLEY SCHOOL DISTRICT	STAPLES-MOTLEY SENIOR HIGH	428	236	55%	71	30%	17%
STEPHEN-ARGYLE CENTRAL SCHOOLS	STEPHEN SENIOR HIGH	142	73	51%	21	29%	15%
STEWARTVILLE PUBLIC SCHOOL DISTRICT	STEWARTVILLE SENIOR HIGH	491	266	54%	97	36%	20%
STILLWATER AREA PUBLIC SCHOOL DIST.	STILLWATER SENIOR HIGH	2,663	1,200	45%	498	42%	19%
STUDIO ACADEMY CHARTER SCHOOL	STUDIO ACADEMY CHARTER SCHOOL	131	61	47%	30	49%	23%
SWANVILLE PUBLIC SCHOOL DISTRICT	SWANVILLE SECONDARY	100	49	49%	13	27%	13%
THIEF RIVER FALLS SCHOOL DISTRICT	LINCOLN SENIOR HIGH	658	385	59%	171	44%	26%
TRACY PUBLIC SCHOOL DISTRICT	TRACY SECONDARY	292	130	45%	40	31%	14%
TREKNORTH HIGH SCHOOL	TREKNORTH HIGH SCHOOL	90	38	42%	7	18%	8%
TRI-COUNTY SCHOOL DISTRICT	TRI-COUNTY SECONDARY	115	67	58%	21	31%	18%
TRITON SCHOOL DISTRICT	TRITON HIGH SCHOOL	302	154	51%	69	45%	23%
TRUMAN PUBLIC SCHOOL DISTRICT	TRUMAN SECONDARY	138	55	40%	14	25%	10%
ULEN-HITTERDAL PUBLIC SCHOOL DIST	ULEN-HITTERDAL SECONDARY	92	43	47%	17	40%	18%
UNDERWOOD PUBLIC SCHOOL DISTRICT	UNDERWOOD SECONDARY	146	76	52%	31	41%	21%
UNITED SOUTH CENTRAL SCHOOL DIST.	UNITED SOUTH CENTRAL SENIOR HIGH	356	181	51%	44	24%	12%
UPSALA PUBLIC SCHOOL DISTRICT	UPSALA SECONDARY	123	67	54%	17	25%	14%
VERNDALE PUBLIC SCHOOL DISTRICT	VERNDALE SECONDARY	116	66	57%	10	15%	9%
VIRGINIA PUBLIC SCHOOL DISTRICT	VIRGINIA SECONDARY	524	356	68%	90	25%	17%
WABASHA-KELLOGG PUBLIC SCHOOL DIST.	WABASHA-KELLOGG SECONDARY	215	101	47%	33	33%	15%
WABASSO PUBLIC SCHOOL DISTRICT	WABASSO SECONDARY	166	89	54%	26	29%	16%
WACONIA PUBLIC SCHOOL DISTRICT	WACONIA SENIOR HIGH	632	317	50%	106	33%	17%

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WADENA-DEER CREEK SCHOOL DISTRICT	WADENA-DEER CREEK SENIOR HIGH	425	264	62%	81	31%	19%
WALKER-HACKENSACK-AKELEY SCHL. DIST	WALKER-HACKENSACK-AKELEY SEC.	240	117	49%	31	26%	13%
WARREN-ALVARADO-OSLO SCHOOL DIST.	WARREN-ALVARADO-OSLO SECONDARY	196	106	54%	24	23%	12%
WARROAD PUBLIC SCHOOL DISTRICT	WARROAD SENIOR HIGH	385	181	47%	63	35%	16%
WASECA PUBLIC SCHOOL DISTRICT	WASECA SENIOR HIGH	693	349	50%	113	32%	16%
WATERTOWN-MAYER PUBLIC SCHOOL DIST.	WATERTOWN MAYER HIGH	407	217	53%	74	34%	18%
WATERVILLE-ELYSIAN-MORRISTOWN	WATERVILLE-ELYSIAN-MORRISTOWN SR.	265	155	58%	51	33%	19%
WAUBUN PUBLIC SCHOOL DISTRICT	WAUBUN SECONDARY	126	68	54%	29	43%	23%
WAYZATA PUBLIC SCHOOL DISTRICT	WAYZATA HIGH	2,732	1,205	44%	335	28%	12%
WEST CENTRAL AREA	WEST CENTRAL AREA SEC.	274	137	50%	35	26%	13%
WEST ST. PAUL-MENDOTA HTS.-EAGAN	HENRY SIBLEY SENIOR HIGH	1,214	620	51%	246	40%	20%
WESTBROOK-WALNUT GROVE SCHOOLS	WESTBROOK-WALNUT GROVE SENIOR HIGH	143	80	56%	40	50%	28%
WESTONKA PUBLIC SCHOOL DISTRICT	MOUND-WESTONKA HIGH SCHOOL	661	296	45%	89	30%	13%
WHEATON AREA PUBLIC SCHOOL DISTRICT	WHEATON SECONDARY	152	87	57%	19	22%	13%
WHITE BEAR LAKE SCHOOL DISTRICT	WHITE BEAR SOUTH CAMPUS SENIOR	2,549	1,412	55%	719	51%	28%
WILLMAR PUBLIC SCHOOL DISTRICT	WILLMAR SENIOR HIGH	1,151	684	59%	270	39%	23%
WILLOW RIVER PUBLIC SCHOOL DISTRICT	WILLOW RIVER SECONDARY	108	52	48%	17	33%	16%
WINDOM PUBLIC SCHOOL DISTRICT	WINDOM SENIOR HIGH	314	180	57%	51	28%	16%
WIN-E-MAC SCHOOL DISTRICT	WIN-E-MAC SECONDARY	151	67	44%	34	51%	23%
WINONA AREA PUBLIC SCHOOL DISTRICT	WINONA SENIOR HIGH	1,211	686	57%	110	16%	9%
WORTHINGTON PUBLIC SCHOOL DISTRICT	WORTHINGTON SENIOR HIGH	624	360	58%	112	31%	18%
WRENSHALL PUBLIC SCHOOL DISTRICT	WRENSHALL SECONDARY	132	61	46%	33	54%	25%
YELLOW MEDICINE EAST	YELLOW MEDICINE EAST HIGH SCHOOL	367	227	62%	76	33%	21%
ZUMBROTA-MAZEPPA SCHOOL DISTRICT	ZUMBROTA-MAZEPPA SENIOR HIGH	377	187	50%	72	39%	19%

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TOTALS							
High Schools with 5 or Fewer Graduates in Developmental Courses							
TOTAL FOR REPORTED HIGH SCHOOLS							
TOTAL PUBLIC HIGH SCHOOL GRADUATES							
		2,271	230	10%	78	34%	3%
		221,571	114,334	52%	41,962	37%	19%
		237,038	114,334	48%	41,962	37%	18%

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