



Getting prepared:

A 2010 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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Executive Summary

Postsecondary enrollment in developmental education is one measure of Minnesota’s performance in preparing K-12 students for college. To promote school improvement, 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 developmental (or remedial) courses in the two public systems. This report summary is sent to the Minnesota Department of Education and to the superintendents of all Minnesota school districts. Each superintendent also receives additional summary data on graduates from the district who took developmental courses to help schools examine their programs and their graduates’ preparation for college.

Data in the report follow students from the high school classes of 2005, 2006, 2007 and 2008 for two years after high school graduation. One year of developmental course-taking data is available for graduates of the class of 2009.

Developmental Courses Taken by 2008 Minnesota Public High School Graduates

Within two years of high school graduation, 53 percent of the class of 2008 enrolled in a Minnesota public higher education institution. Of these public higher education students, 40 percent took one or more developmental courses during that period.

Minnesota Public High School Class of 2008 Graduates Who Enrolled in Minnesota Public Higher Education and Took Developmental Courses within Two Years of Graduation

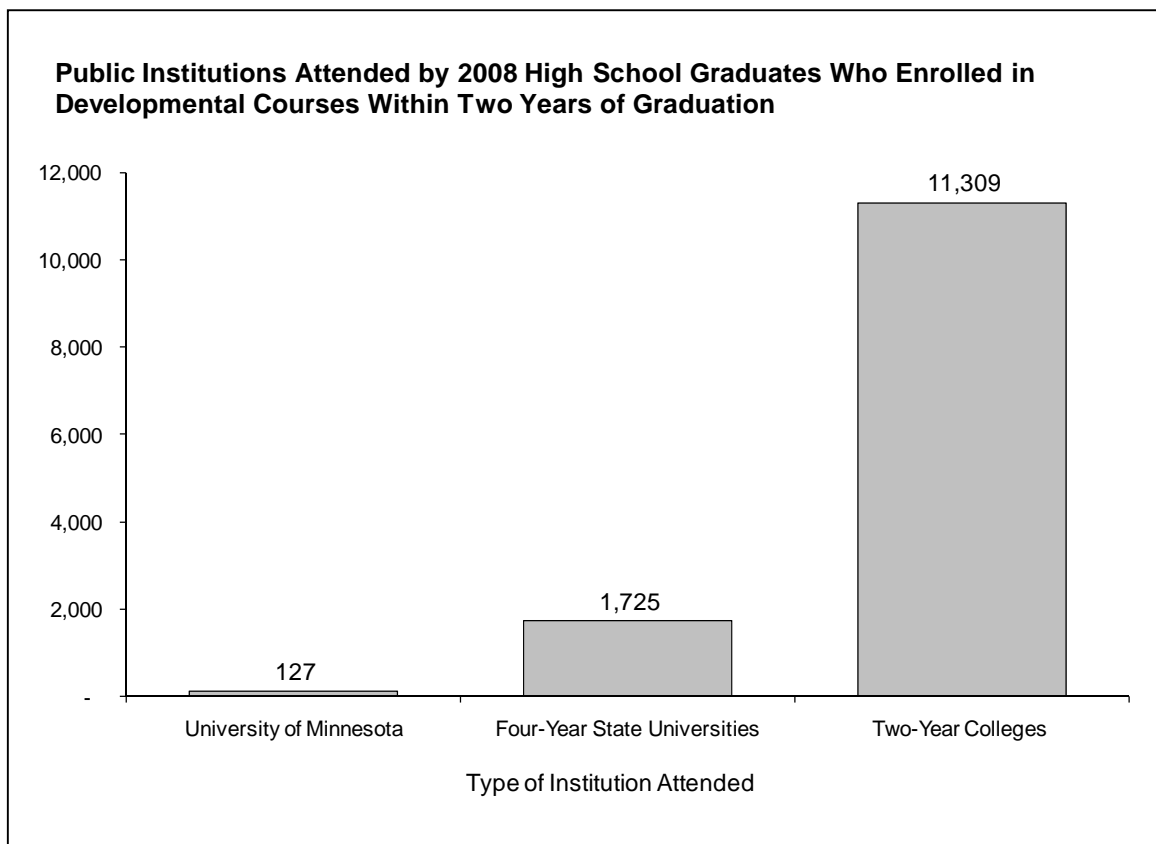
Percent of graduates who attended public higher education and took at least one course	40%
Of graduates enrolled at the University of Minnesota (any campus)	2%
Of graduates enrolled at a two-year community or technical college	54%
Of graduates enrolled at a four-year state university	22%
Percent of graduates who attended public higher education who took:	
One developmental course	18%
Two developmental courses	10%
Three or more developmental courses	12%
At least one course in developmental mathematics	32%
At least one course in developmental writing	17%
At least one course in developmental reading	15%

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, 12 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-two percent of the 2008 graduates enrolled in developmental mathematics either alone or in combination with other skill areas. Nearly half of all students in developmental education (45 percent) enrolled only in mathematics courses. In contrast, almost all students who enrolled in developmental reading or writing were required to take developmental education in multiple skill areas.

Developmental enrollments are concentrated in Minnesota State Colleges and Universities, particularly at the two-year colleges. Of the 12,997 graduates who enrolled in developmental courses, 99 percent attended an institution within Minnesota State Colleges and Universities; 87 percent attended a two-year community or technical college. With their mission to admit all high school graduates, two-year public colleges enrolled 54 percent of their students from the class of 2008 in developmental courses.



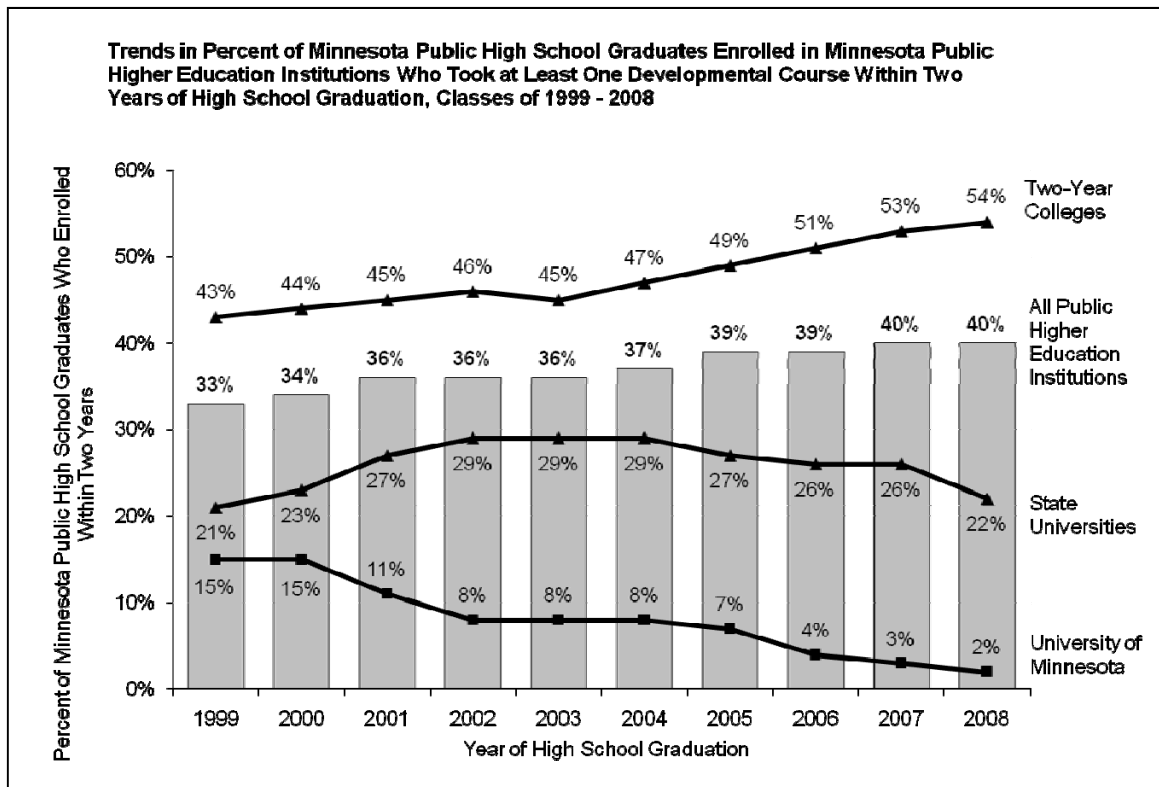
Recent Trends

The percentage of recent graduates who enroll in developmental courses continues to increase.

Comparable data on developmental course-taking among recent high school graduates is available 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 40 percent for the class of 2008.

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 postsecondary education. From 2001 to 2004, the percentage of new high school graduates enrolling in Minnesota public higher education institutions within two years was relatively steady at 49 or 50 percent. Since then, the two-year participation rate in public higher education grew to 54 percent of the class of 2008.



Percentages of recent high school graduates attending two-year colleges who enrolled in developmental courses increased to an all-time high with the class of 2008, but this growth was partially offset by declines in the percent of students attending four-year universities who took developmental courses.

The percentage of new graduates at the University of Minnesota taking developmental courses 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 two-year colleges in the Minnesota State Colleges and Universities system, adding to growth in developmental enrollments on those campuses.

At the 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. Another possible reason for the increase is the poor economy and high unemployment rates which may have led high school graduates to attend college who in more prosperous times would have directly entered the workforce.

Implications for High Schools and Postsecondary Education

For high schools:

- Mathematics continues to draw the majority of students in developmental education. Improving mathematics achievement among K-12 students can have the biggest payoff to help students avoid the need to take developmental courses.
- High school faculty and staff can learn more about their graduates' achievement levels by reviewing summary data which is distributed to district superintendents in a separate report. These tables report on the graduates of each high school, including which institutions they attended and the types of developmental courses they took.
- Admission 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, although 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 would benefit the most from expanded partnerships with high schools to improve preparation of all students for college.

Overview of Developmental Programs in Minnesota Public Higher Education

All Minnesota public higher education institutions offer developmental courses that are taken by recent high school graduates. These courses count toward attendance levels required for financial aid and athletics eligibility, but the credits cannot be applied toward 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 liberal arts courses.

GETTING PREPARED: A 2010 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

When Minnesota's high school graduates plan their futures, they recognize that they will most likely require some form of postsecondary education to meet their personal and career goals.¹ The University of Minnesota and Minnesota State Colleges and Universities are strengthening ties to high schools so that public higher education institutions can welcome students who are prepared for success in college.

Although high schools are working hard to get every student ready for college, a significant and growing portion of high school graduates are placed into remedial or developmental courses when they enroll in higher education. Students who thought that high school would prepare them are often surprised when they need to take courses that will not count toward their degrees. Sometimes these students did not complete a college preparatory curriculum or perform well in high school. In other instances, there may be a mismatch between the high school's understanding of college expectations and the placement practices in higher education.

Getting Prepared is a report on recent graduates from Minnesota public high schools who took developmental courses in mathematics, writing, reading and other skill areas from public higher education institutions. The University of Minnesota and Minnesota State Colleges and Universities look forward to continued work on improving preparation for college with partners throughout the state.

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.

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

Earlier reports were issued in 1997, 2001, 2002, 2005, and 2008.

¹ An estimated 70 percent of 2008 Minnesota high school graduates enrolled in a Minnesota or out-of-state postsecondary institution in the fall term following graduation (Minnesota Office of Higher Education). Seventy-six percent of the 25 to 34 year old high school graduates residing in Minnesota have attended college at some point in their lives (U.S. Census Bureau, American Community Survey 2006-2008 three-year estimates).

In separate reports, each school superintendent receives additional summary data about graduates from the district who took developmental courses. This supplemental information can be used by school staff to improve students' preparation for college.²

Development Education in Minnesota Public Higher Education

What is remedial or developmental education?

Developmental or remedial education³ 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 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.

² In previous years, school districts received individual data on their graduates. Recent revisions and clarifications to the federal Family Educational Rights and Privacy Act (FERPA), however, prohibit this type of distribution of individually identifiable data to former schools without the student's permission.

³ In this report, both "remedial" education and "developmental" education are terms used to refer to programs offered by postsecondary institutions to prepare students for success in college-level work. "Remedial education," the term used in *Minnesota Statutes* 13.32, can imply courses which repeat material taught earlier that the student did not learn adequately the first time. For many educators, "developmental education" is a broader term that encompasses pre-college-level education and other academic support services that the student may benefit from for any reason.

Which institutions provide developmental education?

All Minnesota public postsecondary institutions offered at least one developmental mathematics, reading or writing course to students in the high school classes 2005–2009. 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 Postsecondary Degree-Granting Institutions

Institution Type	Number of Institutions	Number of Minnesota and Percent of U. S. Public Institutions that Offered Developmental Courses to Recent High School Graduates in:						Study Skills/ Other
		Math, writing or reading	Math	Writing	Reading	ESL		
All Minnesota Public Institutions (2005—2009)	41	41	41	32	31	13	17	
University of Minnesota	4	4	4	0	0	0	1	
Two-Year Colleges	30	30	30	30	28	10	14	
Four-Year State Universities	7	7	7	2	3	3	2	
U. S. Public, Degree-Granting Institutions that Enroll Freshmen (2000)	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 and Minnesota State Colleges and Universities; U.S. Institutions that enrolled freshmen: National Center for Education Statistics, *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000*, Statistical Analysis Report, NCES 2004-010 (November 2003).

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. These institutions have the mission of providing open admission to students who might need improvement in reading, writing and mathematics in addition to other purposes. 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 Minnesota public universities offer

developmental courses in mathematics; some state universities in the Minnesota State Colleges and Universities system also offer developmental courses in writing, reading and English as a Second Language.

How do institutions identify students who need developmental education?

Minnesota public postsecondary institutions use tests, often combined with other measures, to determine student need for developmental education. Changes in placement practices—both placement test 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.
- **All Minnesota State College and Universities** assess students for course placement with the ACCUPLACER, a computerized instrument from The College Board. Prior to 2006, 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.

Since fall semester 2008, consistent systemwide minimum course placement scores have been used to determine which students need developmental education. Students who score below the minimums must be placed in appropriate developmental courses.

Implementation of system minimum course placement scores affected the number of students who take developmental courses as some colleges and universities adjusted their cutoff scores slightly upward or downward.

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 2008, the latest high school class for which postsecondary 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 2005, 2006, 2007 and 2008 and one year of data on the class of 2009.

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, 53 percent of the class of 2008 enrolled in a Minnesota public higher education institution, the highest participation rate since the *Getting Prepared* series began. Most of these students entered one of the institutions within Minnesota State Colleges and Universities. Two-year community and technical colleges enrolled 35 percent of the high school class of 2008, or nearly two-thirds of all students who enrolled in public higher education institutions.

How many recent high school graduates take developmental courses?

All together, 40 percent of the class of 2008 who enrolled in a Minnesota public higher education institution within two years took one or more developmental courses. Nearly half of all developmental course-takers, 18 percent of the entire class, took a single developmental course, most likely in mathematics. Twenty-one percent, however, took two or more courses. Six percent took four courses or more.

Students who enroll in Minnesota State Colleges and Universities, especially the two-year colleges, are much more likely to take developmental courses than University of Minnesota students:

- 54 percent of the community and technical college students from the class of 2008 took a developmental course; 22 percent of the students state university students did so.
- At the University of Minnesota, 2 percent of the class members were in developmental courses during the first two years following graduation.

Of the 12,997 graduates who enrolled in developmental courses, 99 percent attended an institution within Minnesota State Colleges and Universities; 87 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.

2008 Minnesota Public High School Graduates Who Enrolled in Minnesota Public Higher Education Within Two Years and Who Took Developmental Courses

Minnesota Public Higher Education Institutions	% of 2008 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	Reading and Other Subject Areas
All	53%	40%	21%	50%	23%	27%
University of Minnesota	9%	2%	<1%	99%	0%	1%
Minnesota State Colleges and Universities*	45%	48%	26%	50%	23%	27%
Two-Year Colleges	35%	54%	32%	47%	24%	29%
State Universities	13%	22%	4%	90%	3%	7%

* Students who attended both a two-year college and a four-year state university are 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

What are the trends in the need for developmental education by recent high school graduates?

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 1999.⁴ 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 institutions in the Minnesota State Colleges and Universities system. Since the class of 2004,

⁴ 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.

rates of enrollment in developmental courses at the University of Minnesota and the state universities have fallen. Percentages of two-year college students enrolling in developmental courses, however, have continued to grow, reaching their highest point to date with the classes of 2007 and 2008.

Percent of 1999-2008 Minnesota Public High School Graduates Who Took at Least One Developmental Course at a Minnesota Public Institution Within Two Years of High School Graduation

Minnesota Public Higher Education Institutions	High School Class										2009 (One year only)
	1999	2000	2001	2002	2003	2004	2005*	2006	2007	2008	
All	33%	34%	36%	36%	36%	37%	39%	39%	40%	40%	38%
University of Minnesota	15%	15%	11%	8%	8%	8%	7%	4%	3%	2%	2%
Minnesota State Colleges and Universities	37%	39%	41%	42%	42%	44%	46%	47%	48%	48%	47%
Two-Year Colleges	43%	44%	45%	46%	45%	47%	49%	51%	53%	54%	57%
State Universities	21%	23%	27%	29%	29%	29%	27%	26%	26%	22%	19%

* Class of 2005 data has been corrected from data previously reported in *Getting Prepared*, March 2008.

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. Two-year enrollment rates in public higher education increased from 45 percent for the class of 2000 to 53 percent for the class of 2008. Increases in postsecondary participation rates often reflect growth in the participation of graduates who did not anticipate and prepare for college throughout high school.

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 requiring more consistent identification and required placement of entering students to help them succeed in college. These improvements are ongoing and 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 postsecondary 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 2008, 50 percent were in mathematics. Writing courses account for 23 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.

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

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).

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 3 percent of the state university developmental credits and 24 percent of two-year college credits. Developmental reading enrollments are concentrated in the two-year colleges, where they accounted for 23 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-two percent of the class of 2008 who enrolled in Minnesota public higher education took a developmental course in mathematics. Eighteen percent of the class enrolled in developmental mathematics but did not need developmental education in other skill areas; they represented nearly half of all students in developmental education.

Content of Developmental Courses Taken in Minnesota Public Higher Education Institutions by 2008 Minnesota Public High School Graduates Within Two Years of Graduation

Developmental Courses Taken within Two Years	2008 Graduates Who Enrolled in Public Higher Education Institutions	
	Students	Percent
No developmental courses	19,359	60%
Any developmental courses	12,997	40%
Any mathematics	10,498	32%
Any writing	5,345	17%
Any reading	4,916	15%
Mathematics only	5,912	18%
Writing only	635	2%
Reading only	574	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 in developmental courses at all levels when they begin postsecondary 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 2008 Minnesota Public High School Graduates Within Two Years of Graduation

Level of Developmental Mathematics	Percent of Courses Taken in Developmental Mathematics
Arithmetic/Basic Mathematics	26%
Elementary Algebra	35%
Intermediate Algebra	32%
Other Developmental Mathematics Courses	7%

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. Seventeen percent of the class of 2008 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 2008 Minnesota Public High School Graduates Enrolled in Minnesota Public Higher Education Within Two Years

Minnesota Public Higher Education Institutions	Mean ACT Composite Scores		Percent of Students with College GPA < 2.0 ⁸	
	Class of 2008 Total	Students Who Took Developmental Courses	Students Who Did Not Take Developmental Courses	Students Who Took Developmental Courses
All	Insufficient data	Insufficient data	9%	17%
University of Minnesota	24.9	19.3	6%	20%
Minnesota State Colleges and Universities (any)	Insufficient data	Insufficient data	10%	17%
Two-Year Colleges	Insufficient data	Insufficient data	10%	17%
State Universities	21.7	19.2	11%	14%

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 2008 who took developmental courses, 83 percent earned a grade point average of 2.0 or better, and 32 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 2005, 2006, 2007, 2008 and 2009 graduates from Minnesota public high schools who enrolled at Minnesota public colleges or universities.

- For the classes of 2005, 2006, 2007 and 2008, the information in Tables 1 – 5 includes the experience of students through two years following high school graduation. Data on the classes of 2005 and 2006 differ from earlier reporting.⁹
 - For the class of 2009, preliminary information is reported for only one year following high school graduation.
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Table 1: Enrollment and Extent of Developmental Courses or Credits

Table 1 reports the numbers of 2005, 2006, 2007, 2008 and 2009 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 2005, 2006, 2007, 2008 and 2009 Minnesota public high school graduates in mathematics, reading, writing, English as a Second Language and study skills courses.

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

Table 3 reports the distributions of cumulative postsecondary grade point averages for all 2005, 2006, 2007, 2008 and 2009 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 postsecondary education are included.

Table 4: ACT Composite Scores

Table 4 reports the mean ACT Assessment composite score for all 2005, 2006, 2007, 2008, and 2009 Minnesota public high school graduates who enrolled in public four-

⁹ Data on the class of 2005 are corrected from previous *Getting Prepared* report (March, 2008). Preliminary information on the class of 2006 in that report included only one year of data and therefore differs from the two years of data included in this report. 4,755 students or 8 percent of the class of 2006, entered public higher education in the second year following graduation.

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.

Table 5: Summary Report by High School

In Table 5, consolidated information on the high school classes of 2005 – 2009 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 2009).

To comply with state and federal data privacy laws, high schools with five or fewer graduates taking developmental courses are reported as a group. High schools that did not have any 2005 – 2009 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 2005, 2006, 2007, 2008 and 2009. (Column C)
- **Graduates Enrolled in Minnesota Public Higher Education** – The combined number of graduates from the classes of 2005, 2006, 2007, 2008 and 2009 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 2009). (Column D)
- **Graduates Enrolled in Minnesota Public Higher Education as a Percent of Total Graduates** – 2005 - 2009 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 2005 – 2009

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 2009). (Column F)

- **Graduates Who Took Developmental Courses as a Percent of Graduates in Minnesota Public Higher Education** – The number of 2005 – 2009 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 2005 – 2009 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 postsecondary education*. (Column H)

Table 1
Enrollment and Extent of Developmental Courses/Credits
 2005 - 2009* Minnesota Public High School Graduates
 Enrolled in Minnesota Public Higher Education Institutions

Year of High School Graduation	Total Graduates in Class	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 Grads in Public Higher Education	Students	Credits	Students	Credits	Students	Credits	Students	Credits	Dev Credits
Enrolled at Any Public Higher Education Institution (Minnesota State Colleges and Universities or University of Minnesota)															
2005	58,488	29,706	51%	11,542	20%	39%	6,167	20,957	2,881	19,434	1,340	13,739	1,154	19,141	73,271
2006	59,094	30,897	52%	12,142	21%	39%	6,124	20,842	3,121	21,356	1,523	15,765	1,374	23,372	81,335
2007	59,778	31,812	53%	12,831	21%	40%	6,280	21,521	3,224	22,118	1,689	17,435	1,638	27,862	88,936
2008	60,732	32,356	53%	12,997	21%	40%	5,909	20,484	3,179	22,042	1,882	19,463	2,027	35,126	97,115
2009	59,501	27,391	46%	10,308	17%	38%	4,845	16,854	2,586	17,996	1,562	16,151	1,315	21,048	72,049
Enrolled at the University of Minnesota (any campus)															
2005	58,488	5,185	9%	370	1%	7%	306	1,207	62	494	2	24	0	0	1,725
2006	59,094	5,493	9%	237	0%	4%	209	821	27	214	1	12	0	0	1,047
2007	59,778	5,426	9%	140	0%	3%	128	502	11	86	1	12	0	0	600
2008	60,732	5,324	9%	127	0%	2%	125	452	2	16	0	0	0	0	468
2009	59,501	5,466	9%	104	0%	2%	103	374	1	8	0	0	0	0	382
Enrolled at Minnesota State Colleges and Universities (any campus)**															
2005	58,488	24,521	42%	11,172	19%	46%	5,861	19,750	2,819	18,940	1,338	13,715	1,154	19,141	71,546
2006	59,094	25,404	43%	11,905	20%	47%	5,915	20,021	3,094	21,142	1,522	15,753	1,374	23,372	80,288
2007	59,778	26,386	44%	12,691	21%	48%	6,152	21,019	3,213	22,032	1,688	17,423	1,638	27,862	88,336
2008	60,732	27,032	45%	12,870	21%	48%	5,784	20,032	3,177	22,026	1,882	19,463	2,027	35,126	96,647
2009	59,501	21,925	37%	10,204	17%	47%	4,742	16,480	2,585	17,988	1,562	16,151	1,315	21,048	71,667
Enrolled at Minnesota State Two-Year Colleges															
2005	58,488	18,961	32%	9,346	16%	49%	4,453	15,453	2,463	17,238	1,290	13,393	1,140	18,944	65,028
2006	59,094	19,745	33%	10,147	17%	51%	4,538	15,906	2,780	19,696	1,476	15,434	1,353	23,099	74,135
2007	59,778	20,305	34%	10,835	18%	53%	4,688	16,529	2,884	20,506	1,653	17,200	1,610	27,451	81,686
2008	60,732	21,093	35%	11,309	19%	54%	4,613	16,408	2,851	20,495	1,831	19,057	2,014	34,889	90,849
2009	59,501	15,787	27%	9,010	15%	57%	3,786	13,486	2,363	17,070	1,551	16,078	1,310	20,985	67,619
Enrolled at Minnesota State Universities															
2005	58,488	7,168	12%	1,929	3%	27%	1,578	4,901	318	1,398	32	213	1	6	6,518
2006	59,094	7,266	12%	1,872	3%	26%	1,554	4,729	291	1,282	26	136	1	6	6,153
2007	59,778	7,658	13%	1,995	3%	26%	1,687	5,268	287	1,263	20	113	1	6	6,650
2008	60,732	7,736	13%	1,725	3%	22%	1,452	4,556	248	1,098	24	138	1	6	5,798
2009	59,501	6,536	11%	1,243	2%	19%	1,042	3,278	194	739	7	31	0	0	4,048

* Enrollment within two years of graduation for 2005-2008 graduates and within one year of graduation for 2009 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
Developmental Credits Taken by Content Area
 2005 - 2009* Minnesota Public High School Graduates
 Enrolled in Minnesota Public Higher Education Institutions

Year of High School Graduation	Credits											
	Math		Writing		Reading		ESL		Study Skills/Other		Total	
	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)												
2005	42,524	58%	14,707	20%	12,470	17%	2,999	4%	571	1%	73,271	100%
2006	44,983	55%	16,448	20%	14,384	18%	5,068	6%	452	1%	81,335	100%
2007	47,491	53%	19,602	22%	17,481	20%	3,873	4%	489	1%	88,936	100%
2008	48,507	50%	22,032	23%	20,944	22%	5,148	5%	484	0%	97,115	100%
2009	32,841	46%	17,629	24%	17,435	24%	3,871	5%	273	0%	72,049	100%
Enrolled at the University of Minnesota (any campus)												
2005	1,716	99%	0	0%	0	0%	0	0%	9	1%	1,725	100%
2006	1,038	99%	0	0%	0	0%	0	0%	9	1%	1,047	100%
2007	588	98%	0	0%	0	0%	0	0%	12	2%	600	100%
2008	462	99%	0	0%	0	0%	0	0%	6	1%	468	100%
2009	382	100%	0	0%	0	0%	0	0%	0	0%	382	100%
Enrolled at Minnesota State Colleges and Universities												
2005	40,808	57%	14,707	21%	12,470	17%	2,999	4%	562	1%	71,546	100%
2006	43,945	55%	16,448	20%	14,384	18%	5,068	6%	443	1%	80,288	100%
2007	46,903	53%	19,602	22%	17,481	20%	3,873	4%	477	1%	88,336	100%
2008	48,045	50%	22,032	23%	20,944	22%	5,148	5%	478	0%	96,647	100%
2009	32,459	45%	17,629	25%	17,435	24%	3,871	5%	273	0%	71,667	100%
Enrolled at Minnesota State Two-Year Colleges												
2005	35,096	54%	14,415	22%	12,086	19%	2,994	5%	437	1%	65,028	100%
2006	38,455	52%	16,238	22%	14,068	19%	5,066	7%	308	0%	74,135	100%
2007	40,949	50%	19,388	24%	17,157	21%	3,861	5%	331	0%	81,686	100%
2008	42,838	47%	21,855	24%	20,690	23%	5,120	6%	346	0%	90,849	100%
2009	28,834	43%	17,467	26%	17,207	25%	3,842	6%	269	0%	67,619	100%
Enrolled at Minnesota State Universities												
2005	5,712	88%	292	4%	384	6%	5	0%	125	2%	6,518	100%
2006	5,490	89%	210	3%	316	5%	2	0%	135	2%	6,153	100%
2007	5,954	90%	214	3%	324	5%	12	0%	146	2%	6,650	100%
2008	5,207	90%	177	3%	254	4%	28	0%	132	2%	5,798	100%
2009	3,625	90%	162	4%	228	6%	29	1%	4	0%	4,048	100%

* Enrollment within two years of graduation for 2005-2008 graduates and within one year of graduation for 2009 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
 2005 - 2009* Minnesota Public High School Graduates
 (Students With 16 or More Earned Credits)
 Enrolled in Minnesota Public Higher Education Institutions

Year of High School Graduation	Grade Point Average								
	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)									
2005									
	All Graduates Enrolled 16+ Credits	9,458	44%	9,386	44%	2,520	12%	21,364	100%
	Graduates Enrolled in Developmental Courses	2,397	31%	4,078	52%	1,295	17%	7,770	100%
2006									
	All Graduates Enrolled 16+ Credits	9,903	45%	9,603	44%	2,558	12%	22,064	100%
	Graduates Enrolled in Developmental Courses	2,624	33%	4,119	51%	1,276	16%	8,019	100%
2007									
	All Graduates Enrolled 16+ Credits	10,116	45%	9,778	43%	2,742	12%	22,636	100%
	Graduates Enrolled in Developmental Courses	2,602	31%	4,298	51%	1,507	18%	8,407	100%
2008									
	All Graduates Enrolled 16+ Credits	10,428	45%	10,035	43%	2,697	12%	23,160	100%
	Graduates Enrolled in Developmental Courses	2,758	32%	4,500	52%	1,458	17%	8,716	100%
2009									
	All Graduates Enrolled 16+ Credits	8,885	47%	8,046	42%	2,084	11%	19,015	100%
	Graduates Enrolled in Developmental Courses	2,068	35%	2,944	50%	877	15%	5,889	100%
Enrolled at the University of Minnesota (any campus)									
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%
2006									
	All Graduates Enrolled 16+ Credits	2,709	53%	2,018	40%	367	7%	5,094	100%
	Graduates Enrolled in Developmental Courses	44	23%	125	64%	26	13%	195	100%
2007									
	All Graduates Enrolled 16+ Credits	2,893	57%	1,911	37%	310	6%	5,114	100%
	Graduates Enrolled in Developmental Courses	23	19%	75	63%	21	18%	119	100%
2008									
	All Graduates Enrolled 16+ Credits	2,866	57%	1,891	37%	304	6%	5,061	100%
	Graduates Enrolled in Developmental Courses	23	20%	68	60%	23	20%	114	100%
2009									
	All Graduates Enrolled 16+ Credits	3,041	59%	1,774	35%	296	6%	5,111	100%
	Graduates Enrolled in Developmental Courses	26	31%	42	50%	16	19%	84	100%

* Enrollment within two years of graduation for 2005-2008 graduates and within one year of graduation for 2009 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
 2005 - 2009* Minnesota Public High School Graduates
 (Students With 16 or More Earned Credits)
 Enrolled in Minnesota Public Higher Education Institutions

Year of High School Graduation	Grade Point Average								
	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									
2005									
	All Graduates Enrolled 16+ Credits	6,984	42%	7,445	45%	2,126	13%	16,555	100%
	Graduates Enrolled in Developmental Courses	2,331	31%	3,897	52%	1,236	17%	7,464	100%
2006									
	All Graduates Enrolled 16+ Credits	7,194	42%	7,585	45%	2,191	13%	16,970	100%
	Graduates Enrolled in Developmental Courses	2,580	33%	3,994	51%	1,250	16%	7,824	100%
2007									
	All Graduates Enrolled 16+ Credits	7,223	41%	7,867	45%	2,432	14%	17,522	100%
	Graduates Enrolled in Developmental Courses	2,579	31%	4,223	51%	1,486	18%	8,288	100%
2008									
	All Graduates Enrolled 16+ Credits	7,562	42%	8,144	45%	2,393	13%	18,099	100%
	Graduates Enrolled in Developmental Courses	2,735	32%	4,432	52%	1,435	17%	8,602	100%
2009									
	All Graduates Enrolled 16+ Credits	5,844	42%	6,272	45%	1,788	13%	13,904	100%
	Graduates Enrolled in Developmental Courses	2,042	35%	2,902	50%	861	15%	5,805	100%
Enrolled at Minnesota State Two-Year Colleges									
2005									
	All Graduates Enrolled 16+ Credits	4,472	39%	5,280	47%	1,589	14%	11,341	100%
	Graduates Enrolled in Developmental Courses	1,696	29%	3,042	53%	1,017	18%	5,755	100%
2006									
	All Graduates Enrolled 16+ Credits	4,661	40%	5,321	46%	1,685	14%	11,667	100%
	Graduates Enrolled in Developmental Courses	1,943	32%	3,141	51%	1,063	17%	6,147	100%
2007									
	All Graduates Enrolled 16+ Credits	4,510	38%	5,462	46%	1,805	15%	11,777	100%
	Graduates Enrolled in Developmental Courses	1,914	30%	3,325	51%	1,221	19%	6,460	100%
2008									
	All Graduates Enrolled 16+ Credits	4,849	39%	5,668	46%	1,762	14%	12,279	100%
	Graduates Enrolled in Developmental Courses	2,201	31%	3,584	51%	1,210	17%	6,995	100%
2009									
	All Graduates Enrolled 16+ Credits	3,582	41%	3,961	46%	1,129	13%	8,672	100%
	Graduates Enrolled in Developmental Courses	1,692	36%	2,338	49%	703	15%	4,733	100%

* Enrollment within two years of graduation for 2005-2008 graduates and within one year of graduation for 2009 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
 2005 - 2009* Minnesota Public High School Graduates
 (Students With 16 or More Earned Credits)
 Enrolled in Minnesota Public Higher Education Institutions

Year of High School Graduation	Grade Point Average								
	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 Universities									
2005									
	All Graduates Enrolled 16+ Credits	2,665	46%	2,448	43%	643	11%	5,756	100%
	Graduates Enrolled in Developmental Courses	585	35%	857	51%	229	14%	1,671	100%
2006									
	All Graduates Enrolled 16+ Credits	2,677	46%	2,564	44%	618	11%	5,859	100%
	Graduates Enrolled in Developmental Courses	582	36%	851	52%	188	12%	1,621	100%
2007									
	All Graduates Enrolled 16+ Credits	2,858	46%	2,649	42%	740	12%	6,247	100%
	Graduates Enrolled in Developmental Courses	614	35%	888	51%	256	15%	1,758	100%
2008									
	All Graduates Enrolled 16+ Credits	2,870	45%	2,769	43%	728	11%	6,367	100%
	Graduates Enrolled in Developmental Courses	474	31%	834	55%	217	14%	1,525	100%
2009									
	All Graduates Enrolled 16+ Credits	2,271	43%	2,316	44%	661	13%	5,248	100%
	Graduates Enrolled in Developmental Courses	344	33%	554	53%	154	15%	1,052	100%

* Enrollment within two years of graduation for 2005-2008 graduates and within one year of graduation for 2009 graduates.
 Source: Minnesota State Colleges and Universities Research and University of Minnesota Office of Institutional Research and Reporting

Table 4
ACT Composite Scores
 2005 - 2009* Minnesota Public High School Graduates
 Enrolled in Minnesota Public Higher Education Institutions

Year of High School Graduation		# Valid Scores	Mean Scores
Enrolled at the University of Minnesota (any campus)			
2005	All Graduates Enrolled as Students	5,083	24.1
	Graduates in Developmental Courses	357	18.9
2006	All Graduates Enrolled as Students	5,409	24.0
	Graduates in Developmental Courses	234	19.4
2007	All Graduates Enrolled as Students	5,341	24.7
	Graduates in Developmental Courses	140	19.3
2008	All Graduates Enrolled as Students	5,256	24.9
	Graduates in Developmental Courses	126	19.3
2009	All Graduates Enrolled as Students	5,373	25.2
	Graduates in Developmental Courses	101	19.7
Enrolled at Minnesota State Universities			
2005	All Graduates Enrolled as Students	6,481	21.5
	Graduates in Developmental Courses	1,839	19.8
2006	All Graduates Enrolled as Students	6,756	21.5
	Graduates in Developmental Courses	1,802	19.8
2007	All Graduates Enrolled as Students	7,213	21.6
	Graduates in Developmental Courses	1,934	19.7
2008	All Graduates Enrolled as Students	7,317	21.7
	Graduates in Developmental Courses	1,659	19.2
2009	All Graduates Enrolled as Students	6,391	21.7
	Graduates in Developmental Courses	1,211	19.0

* Enrollment within two years of graduation for 2005-2008 graduates and within one year of graduation for 2009 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
 2005 - 2009* Minnesota Public High School Graduates
 Enrolled at Minnesota State Colleges and Universities
 or the University of Minnesota
 Minnesota During Fiscal Years 2006 to 2010

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 2005 - 2009 (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 2005 - 2009 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates 2005 - 2009 (H)
A.C.G.C.	A.C.G.C. SECONDARY	309	214	69%	69	32%	22%
ADA-BORUP PUBLIC SCHOOL DISTRICT	ADA-BORUP SECONDARY	205	112	55%	32	29%	16%
ADRIAN PUBLIC SCHOOL DISTRICT	ADRIAN SECONDARY	238	121	51%	55	45%	23%
AFSA HIGH SCHOOL	AFSA HIGH SCHOOL	201	94	47%	51	54%	25%
AITKIN PUBLIC SCHOOL DISTRICT	AITKIN SECONDARY SCHOOL	488	276	57%	98	36%	20%
ALBANY PUBLIC SCHOOL DISTRICT	ALBANY SENIOR HIGH	609	375	62%	108	29%	18%
ALBERT LEA PUBLIC SCHOOL DISTRICT	ALBERT LEA SENIOR HIGH	1,166	688	59%	214	31%	18%
ALDEN-CONGER PUBLIC SCHOOL DISTRICT	ALDEN-CONGER SECONDARY	150	83	55%	24	29%	16%
ALEXANDRIA PUBLIC SCHOOL DISTRICT	JEFFERSON SENIOR HIGH	1,574	914	58%	235	26%	15%
ANNANDALE PUBLIC SCHOOL DISTRICT	ANNANDALE SENIOR HIGH	699	415	59%	118	28%	17%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	ANDOVER SENIOR HIGH	1,712	1,048	61%	454	43%	27%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	ANOKA SENIOR HIGH	2,522	1,538	61%	659	43%	26%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	BLAINE SENIOR HIGH	2,769	1,743	63%	828	48%	30%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	CHAMPLIN PARK SENIOR HIGH	3,125	2,176	70%	961	44%	31%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	COON RAPIDS SENIOR HIGH	2,623	1,697	65%	792	47%	30%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	CROSSROADS ALTN HIGH SCHOOL	155	50	32%	23	46%	15%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	TRANSITION PLUS	424	50	12%	17	34%	4%
ASHBY PUBLIC SCHOOL DISTRICT	ASHBY SECONDARY	125	89	71%	30	34%	24%
AUSTIN PUBLIC SCHOOL DISTRICT	AUSTIN SENIOR HIGH	1,226	777	63%	269	35%	22%
AVALON SCHOOL	AVALON SCHOOL	141	60	43%	20	33%	14%
BADGER PUBLIC SCHOOL DISTRICT	BADGER SECONDARY	57	37	65%	13	35%	23%

* Enrollment within two years of graduation for 2005-2008 graduates and within one year of graduation for 2009 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.

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School District (A)	High School (B)	Total Number of Graduates in Classes 2005 - 2009 (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 2005 - 2009 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates 2005 - 2009 (H)
BAGLEY PUBLIC SCHOOL DISTRICT	BAGLEY SECONDARY	344	191	56%	77	40%	22%
BARNESVILLE PUBLIC SCHOOL DIST.	BARNESVILLE SECONDARY	261	121	46%	52	43%	20%
BARNUM PUBLIC SCHOOL DISTRICT	BARNUM SECONDARY	240	119	50%	61	51%	25%
BATTLE LAKE PUBLIC SCHOOL DISTRICT	BATTLE LAKE SECONDARY	216	119	55%	46	39%	21%
BECKER PUBLIC SCHOOL DISTRICT	BECKER SENIOR HIGH	801	395	49%	110	28%	14%
BELGRADE-BROOTEN-ELROSA SCHOOL DIST	BELGRADE-BROOTEN-ELROSA SEC.	278	182	65%	60	33%	22%
BELLE PLAINE PUBLIC SCHOOL DISTRICT	BELLE PLAINE SENIOR HIGH	510	291	57%	107	37%	21%
BEMIDJI PUBLIC SCHOOL DISTRICT	BEMIDJI SENIOR HIGH	1,438	866	60%	237	27%	16%
BENSON PUBLIC SCHOOL DISTRICT	BENSON SECONDARY	395	239	61%	81	34%	21%
BERTHA-HEWITT PUBLIC SCHOOL DIST.	BERTHA SECONDARY	200	120	60%	45	38%	23%
BIG LAKE PUBLIC SCHOOL DISTRICT	BIG LAKE SENIOR HIGH	879	502	57%	198	39%	23%
BIRD ISLAND-OLIVIA-LAKE LILLIAN	BOLD SENIOR HIGH	378	246	65%	90	37%	24%
BLACKDUCK PUBLIC SCHOOL DISTRICT	BLACKDUCK SECONDARY	259	170	66%	79	46%	31%
BLOOMING PRAIRIE PUBLIC SCHOOL DIST	BLOOMING PRAIRIE SECONDARY	271	153	56%	40	26%	15%
BLOOMINGTON PUBLIC SCHOOL DISTRICT	JEFFERSON SENIOR HIGH	1,796	980	55%	308	31%	17%
BLOOMINGTON PUBLIC SCHOOL DISTRICT	KENNEDY SENIOR HIGH	1,499	954	64%	454	48%	30%
BLUE EARTH AREA PUBLIC SCHOOL	BLUE EARTH AREA SENIOR HIGH	466	264	57%	87	33%	19%
BLUESKY CHARTER SCHOOL	BLUESKY CHARTER SCHOOL	490	118	24%	64	54%	13%
BRAHAM PUBLIC SCHOOL DISTRICT	BRAHAM AREA SECONDARY	315	162	51%	80	49%	25%
BRAINERD PUBLIC SCHOOL DISTRICT	BRAINERD SENIOR HIGH	2,173	1,362	63%	381	28%	18%
BRAINERD PUBLIC SCHOOL DISTRICT	ISD 181 LEARNING CENTER	413	49	12%	17	35%	4%

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BRANDON PUBLIC SCHOOL DISTRICT	BRANDON SECONDARY	120	75	63%	17	23%	14%
BRECKENRIDGE PUBLIC SCHOOL DISTRICT	BRECKENRIDGE SENIOR HIGH	370	96	26%	21	22%	6%
BROOKLYN CENTER SCHOOL DISTRICT	BROOKLYN CENTER SECONDARY	421	269	64%	159	59%	38%
BROWERVILLE PUBLIC SCHOOL DISTRICT	BROWERVILLE SECONDARY	215	134	62%	55	41%	26%
BUFFALO LAKE-HECTOR SCHOOL DISTRICT	BUFFALO LAKE-HECTOR SECONDARY	229	133	58%	42	32%	18%
BUFFALO PUBLIC SCHOOL DISTRICT	BUFFALO SENIOR HIGH	1,970	994	50%	371	37%	19%
BURNSVILLE PUBLIC SCHOOL DISTRICT	BURNSVILLE AREA LEARNING CENTER	**	46		28	61%	
BURNSVILLE PUBLIC SCHOOL DISTRICT	BURNSVILLE SENIOR HIGH	2,960	1,867	63%	695	37%	23%
BUTTERFIELD PUBLIC SCHOOL DISTRICT	BUTTERFIELD SECONDARY	85	45	53%	18	40%	21%
BYRON PUBLIC SCHOOL DISTRICT	BYRON SENIOR HIGH SCHOOL	550	362	66%	143	40%	26%
CALEDONIA PUBLIC SCHOOL DISTRICT	CALEDONIA SENIOR HIGH	470	172	37%	59	34%	13%
CAMBRIDGE-ISANTI PUBLIC SCHOOL DIST	CAMBRIDGE-ISANTI HIGH SCHOOL	1,608	880	55%	412	47%	26%
CANBY PUBLIC SCHOOL DISTRICT	CANBY SECONDARY	294	146	50%	51	35%	17%
CANNON FALLS PUBLIC SCHOOL DISTRICT	CANNON FALLS SEC.	499	261	52%	95	36%	19%
CARLTON PUBLIC SCHOOL DISTRICT	CARLTON SECONDARY	234	142	61%	57	40%	24%
CASS LAKE-BENA PUBLIC SCHOOLS	CASS LAKE-BENA SECONDARY	167	89	53%	52	58%	31%
CEDAR MOUNTAIN SCHOOL DISTRICT	CEDAR MOUNTAIN SECONDARY	175	94	54%	30	32%	17%
CENTENNIAL PUBLIC SCHOOL DISTRICT	CENTENNIAL SENIOR	2,341	1,392	59%	533	38%	23%
CHATFIELD PUBLIC SCHOOLS	CHATFIELD SECONDARY	293	144	49%	59	41%	20%
CHISAGO LAKES SCHOOL DISTRICT	CHISAGO LAKES SENIOR HIGH	1,237	631	51%	233	37%	19%
CHISHOLM PUBLIC SCHOOL DISTRICT	CHISHOLM SECONDARY	222	147	66%	70	48%	32%

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CHOKIO-ALBERTA PUBLIC SCHOOL DIST.	CHOKIO-ALBERTA SECONDARY	87	58	67%	9	16%	10%
CITY ACADEMY	CITY ACADEMY	403	93	23%	79	85%	20%
CLEARBROOK-GONVICK SCHOOL DISTRICT	CLEARBROOK-GONVICK SECONDARY	151	93	62%	38	41%	25%
CLEVELAND PUBLIC SCHOOL DISTRICT	CLEVELAND SECONDARY	166	100	60%	35	35%	21%
CLIMAX PUBLIC SCHOOL DISTRICT	CLIMAX SECONDARY	52	20	38%	6	30%	12%
CLINTON-GRACEVILLE-BEARDSLEY	CLINTON-GRACEVILLE-BEARDSLEY SR.	196	100	51%	19	19%	10%
CLOQUET PUBLIC SCHOOL DISTRICT	CLOQUET SENIOR	749	429	57%	178	41%	24%
COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	COLUMBIA HEIGHTS SENIOR HIGH	821	418	51%	222	53%	27%
COMFREY PUBLIC SCHOOL DISTRICT	COMFREY SECONDARY	72	39	54%	21	54%	29%
COMMUNITY OF PEACE ACADEMY	COMMUNITY OF PEACE ACADEMY SEC.	135	88	65%	47	53%	35%
COOK COUNTY PUBLIC SCHOOLS	COOK COUNTY SENIOR HIGH	246	128	52%	55	43%	22%
CROMWELL-WRIGHT PUBLIC SCHOOLS	CROMWELL-WRIGHT SECONDARY	113	56	50%	29	52%	26%
CROOKSTON PUBLIC SCHOOL DISTRICT	CROOKSTON SECONDARY	548	272	50%	127	47%	23%
CROSBY-IRONTON PUBLIC SCHOOL DIST.	CROSBY-IRONTON SECONDARY	473	310	66%	90	29%	19%
DASSEL-COKATO PUBLIC SCHOOL DIST.	DASSEL-COKATO SENIOR HIGH	753	397	53%	166	42%	22%
DAWSON-BOYD PUBLIC SCHOOL DISTRICT	DAWSON-BOYD SECONDARY	206	138	67%	64	46%	31%
DEER RIVER PUBLIC SCHOOL DISTRICT	DEER RIVER SECONDARY	341	193	57%	100	52%	29%
DELANO PUBLIC SCHOOL DISTRICT	DELANO SENIOR HIGH	765	374	49%	107	29%	14%
DETROIT LAKES PUBLIC SCHOOL DIST.	DETROIT LAKES SENIOR HIGH	880	476	54%	137	29%	16%
DILWORTH-GLYNDON-FELTON	DILWORTH-GLYNDON-FELTON SENIOR HIGH	404	193	48%	66	34%	16%
DOVER-EYOTA PUBLIC SCHOOL DISTRICT	DOVER-EYOTA HIGH SCHOOL	401	241	60%	87	36%	22%

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DULUTH PUBLIC SCHOOL DISTRICT	CENTRAL SENIOR HIGH	1,130	604	53%	246	41%	22%
DULUTH PUBLIC SCHOOL DISTRICT	DENFELD SENIOR HIGH	1,095	536	49%	252	47%	23%
DULUTH PUBLIC SCHOOL DISTRICT	EAST SENIOR HIGH	1,576	796	51%	254	32%	16%
E.C.H.O. CHARTER SCHOOL	E.C.H.O. CHARTER SCHOOL	65	36	55%	16	44%	25%
EAGLE VALLEY PUBLIC SCHOOL DISTRICT	EAGLE VALLEY SECONDARY	122	87	71%	29	33%	24%
EAST CENTRAL SCHOOL DISTRICT	EAST CENTRAL SENIOR SECONDARY	231	123	53%	55	45%	24%
EAST GRAND FORKS PUBLIC SCHOOL DIST	EAST GRAND FORKS SENIOR HIGH	636	313	49%	139	44%	22%
EASTERN CARVER COUNTY PUBLIC SCHOOL	CHASKA HIGH SCHOOL	2,628	1,390	53%	449	32%	17%
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	EDEN PRAIRIE SENIOR HIGH	3,623	1,841	51%	525	29%	14%
EDEN VALLEY-WATKINS SCHOOL DISTRICT	EDEN VALLEY SECONDARY	306	175	57%	61	35%	20%
EDGERTON PUBLIC SCHOOL DISTRICT	EDGERTON SECONDARY	123	51	41%	16	31%	13%
EDINA PUBLIC SCHOOL DISTRICT	EDINA SENIOR HIGH	2,599	892	34%	208	23%	8%
ELK RIVER PUBLIC SCHOOL DISTRICT	ELK RIVER SENIOR HIGH	2,010	1,200	60%	468	39%	23%
ELK RIVER PUBLIC SCHOOL DISTRICT	IVAN SAND COMMUNITY SCHOOL-DAY	117	30	26%	20	67%	17%
ELK RIVER PUBLIC SCHOOL DISTRICT	ROGERS SENIOR HIGH	1,153	676	59%	294	43%	25%
ELK RIVER PUBLIC SCHOOL DISTRICT	ZIMMERMAN HIGH SCHOOL	510	289	57%	111	38%	22%
ELLSWORTH PUBLIC SCHOOL DISTRICT	ELLSWORTH SECONDARY	106	39	37%	20	51%	19%
ELY PUBLIC SCHOOL DISTRICT	MEMORIAL SECONDARY	263	163	62%	64	39%	24%
ESKO PUBLIC SCHOOL DISTRICT	LINCOLN SECONDARY	451	280	62%	107	38%	24%
EVANSVILLE PUBLIC SCHOOL DISTRICT	EVANSVILLE SECONDARY	72	41	57%	9	22%	13%
EVELETH-GILBERT SCHOOL DISTRICT	EVELETH-GILBERT SENIOR HIGH	449	309	69%	135	44%	30%

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FAIRMONT AREA SCHOOL DISTRICT	FAIRMONT HIGH	630	275	44%	61	22%	10%
FARIBAULT PUBLIC SCHOOL DISTRICT	FARIBAULT SENIOR HIGH	1,232	688	56%	327	48%	27%
FARMINGTON PUBLIC SCHOOL DISTRICT	FARMINGTON HIGH SCHOOL	1,552	840	54%	331	39%	21%
FERGUS FALLS PUBLIC SCHOOL DISTRICT	KENNEDY SECONDARY SCHOOL	916	552	60%	236	43%	26%
FERTILE-BELTRAMI SCHOOL DISTRICT	FERTILE-BELTRAMI SECONDARY	225	110	49%	47	43%	21%
FILLMORE CENTRAL	FILLMORE CENTRAL SENIOR HIGH	257	144	56%	60	42%	23%
FISHER PUBLIC SCHOOL DISTRICT	FISHER SECONDARY	106	59	56%	27	46%	25%
FLOODWOOD PUBLIC SCHOOL DISTRICT	FLOODWOOD SECONDARY	144	94	65%	46	49%	32%
FOLEY PUBLIC SCHOOL DISTRICT	FOLEY SENIOR HIGH	622	356	57%	87	24%	14%
FOREST LAKE PUBLIC SCHOOL DISTRICT	FOREST LAKE AREA LEARNING CENTER	113	26	23%	17	65%	15%
FOREST LAKE PUBLIC SCHOOL DISTRICT	FOREST LAKE SENIOR HIGH	2,557	1,336	52%	642	48%	25%
FOSSTON PUBLIC SCHOOL DISTRICT	FOSSTON SECONDARY	225	116	52%	45	39%	20%
FOUR DIRECTIONS CHARTER SCHOOLS	FOUR DIRECTIONS CHARTER SCHOOLS	97	21	22%	16	76%	16%
FRAZEE-VERGAS PUBLIC SCHOOL DIST.	FRAZEE SECONDARY	395	217	55%	76	35%	19%
FRIDLEY PUBLIC SCHOOL DISTRICT	FRIDLEY SENIOR HIGH	825	485	59%	236	49%	29%
FULDA PUBLIC SCHOOL DISTRICT	FULDA SECONDARY	241	124	51%	37	30%	15%
G.F.W.	G.F.W. SR.	345	215	62%	81	38%	23%
GLENCOE-SILVER LAKE SCHOOL DISTRICT	GLENCOE-SILVER LAKE SENIOR HIGH	653	403	62%	150	37%	23%
GLENVILLE-EMMONS SCHOOL DISTRICT	GLENVILLE-EMMONS SECONDARY	145	73	50%	22	30%	15%
GOODHUE PUBLIC SCHOOL DISTRICT	GOODHUE SECONDARY	220	132	60%	61	46%	28%
GOODRIDGE PUBLIC SCHOOL DISTRICT	GOODRIDGE SECONDARY	64	43	67%	14	33%	22%

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GRANADA HUNTLEY-EAST CHAIN	GRANADA-HUNTLEY EAST CHAIN SEC.	132	60	45%	12	20%	9%
GRAND MEADOW PUBLIC SCHOOL DISTRICT	GRAND MEADOW SENIOR HIGH	151	77	51%	28	36%	19%
GRAND RAPIDS PUBLIC SCHOOL DISTRICT	BIGFORK SECONDARY	97	63	65%	38	60%	39%
GRAND RAPIDS PUBLIC SCHOOL DISTRICT	GRAND RAPIDS SENIOR HIGH	1,321	871	66%	367	42%	28%
GREAT RIVER SCHOOL	GREAT RIVER SCHOOL	46	20	43%	8	40%	17%
GREENBUSH-MIDDLE RIVER SCHOOL DIST.	GREENBUSH-MIDDLE RIVER SENIOR HIGH	172	115	67%	35	30%	20%
GREENWAY PUBLIC SCHOOL DISTRICT	GREENWAY SENIOR HIGH	390	283	73%	114	40%	29%
GRYGLA PUBLIC SCHOOL DISTRICT	GRYGLA SECONDARY	89	64	72%	31	48%	35%
HANCOCK PUBLIC SCHOOL DISTRICT	HANCOCK SEC.	99	55	56%	19	35%	19%
HARBOR CITY INTERNATIONAL CHARTER	HARBOR CITY INTERNATIONAL CHARTER	212	86	41%	48	56%	23%
HASTINGS PUBLIC SCHOOL DISTRICT	HASTINGS HIGH SCHOOL	1,942	1,005	52%	385	38%	20%
HAWLEY PUBLIC SCHOOL DISTRICT	HAWLEY SECONDARY	343	166	48%	53	32%	15%
HAYFIELD PUBLIC SCHOOL DISTRICT	HAYFIELD SEC.	336	195	58%	80	41%	24%
HENNING PUBLIC SCHOOL DISTRICT	HENNING SECONDARY	128	90	70%	33	37%	26%
HERMAN-NORCROSS SCHOOL DISTRICT	HERMAN SECONDARY	44	29	66%	9	31%	20%
HERMANTOWN PUBLIC SCHOOL DISTRICT	HERMANTOWN SENIOR HIGH	764	419	55%	162	39%	21%
HERON LAKE-OKABENA SCHOOL DISTRICT	SOUTHWEST STAR CONCEPT SECONDARY	178	98	55%	46	47%	26%
HIBBING PUBLIC SCHOOL DISTRICT	HIBBING HIGH	898	597	66%	210	35%	23%
HIGH SCHOOL FOR RECORDING ARTS	HIGH SCHOOL FOR RECORDING ARTS	177	58	33%	42	72%	24%
HIGHER GROUND ACADEMY	HIGHER GROUND ACADEMY	88	62	70%	43	69%	49%
HILL CITY PUBLIC SCHOOL DISTRICT	HILL CITY SECONDARY	143	90	63%	45	50%	31%

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HILLS-BEAVER CREEK SCHOOL DISTRICT	HILLS-BEAVER CREEK SECONDARY	132	45	34%	26	58%	20%
HINCKLEY-FINLAYSON SCHOOL DISTRICT	HINCKLEY-FINLAYSON SECONDARY	352	183	52%	74	40%	21%
HMONG COLLEGE PREP ACADEMY	HMONG COLLEGE PREP ACADEMY HS	178	55	31%	38	69%	21%
HOLDINGFORD PUBLIC SCHOOL DISTRICT	HOLDINGFORD SECONDARY	401	242	60%	55	23%	14%
HOPKINS PUBLIC SCHOOL DISTRICT	HOPKINS SENIOR HIGH	2,942	1,261	43%	469	37%	16%
HOUSTON PUBLIC SCHOOL DISTRICT	HOUSTON SECONDARY	158	84	53%	41	49%	26%
HOWARD LAKE-WAVERLY-WINSTED	HOWARD LAKE-WAVERLY-WINSTED SEC.	386	209	54%	77	37%	20%
HUTCHINSON PUBLIC SCHOOL DISTRICT	HUTCHINSON SENIOR HIGH	1,075	651	61%	255	39%	24%
INTERMEDIATE SCHOOL DISTRICT 287	281 HIGHVIEW ALTERNATIVE PROGRAM	37	36	97%	22	61%	59%
INTERNATIONAL FALLS SCHOOL DISTRICT	FALLS SECONDARY	481	288	60%	81	28%	17%
INVER GROVE HEIGHTS SCHOOLS	SIMLEY SENIOR HIGH	1,145	734	64%	298	41%	26%
ISLE PUBLIC SCHOOL DISTRICT	ISLE SECONDARY	181	91	50%	33	36%	18%
IVANHOE PUBLIC SCHOOL DISTRICT	LINCOLN SECONDARY	147	71	48%	25	35%	17%
JACKSON COUNTY CENTRAL SCHOOL DIST.	JACKSON COUNTY CENTRAL SENIOR HIGH	446	225	50%	61	27%	14%
JANESVILLE-WALDORF-PEMBERTON	JANESVILLE-WALDORF-PEMBERTON SEC	222	137	62%	53	39%	24%
JENNINGS COMMUNITY LEARNING CENTER	JENNINGS EXPERIENTIAL HIGH SCHOOL	92	26	28%	15	58%	16%
JORDAN PUBLIC SCHOOL DISTRICT	JORDAN SECONDARY	530	291	55%	99	34%	19%
KASSON-MANTORVILLE SCHOOL DISTRICT	KASSON-MANTORVILLE SENIOR HIGH	627	378	60%	144	38%	23%
KELLIHER PUBLIC SCHOOL DISTRICT	KELLIHER SECONDARY	82	50	61%	21	42%	26%
KENYON-WANAMINGO SCHOOL DISTRICT	KENYON-WANAMINGO SENIOR HIGH	331	158	48%	73	46%	22%
KERKHOVEN-MURDOCK-SUNBURG	KERKHOVEN SECONDARY	203	118	58%	63	53%	31%

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KIMBALL PUBLIC SCHOOL DISTRICT	KIMBALL SECONDARY	308	168	55%	38	23%	12%
KINGSLAND PUBLIC SCHOOL DISTRICT	KINGSLAND SENIOR HIGH	329	172	52%	67	39%	20%
KITTSOON CENTRAL SCHOOL DISTRICT	KITTSOON CENTRAL SECONDARY	156	89	57%	38	43%	24%
LAC QUI PARLE VALLEY SCHOOL DIST.	LAC QUI PARLE VALLEY SECONDARY	397	226	57%	88	39%	22%
LACRESCENT-HOKAH SCHOOL DISTRICT	LACRESCENT SENIOR HIGH	632	225	36%	55	24%	9%
LAKE CITY PUBLIC SCHOOL DISTRICT	LINCOLN SECONDARY	524	298	57%	122	41%	23%
LAKE CRYSTAL-WELLCOME MEMORIAL	LK CRYSTAL-WELLCOME MEMORIAL SEC.	310	172	55%	74	43%	24%
LAKE OF THE WOODS SCHOOL DISTRICT	LAKE OF THE WOODS SECONDARY	270	143	53%	53	37%	20%
LAKE PARK AUDUBON SCHOOL DISTRICT	LAKE PARK AUDUBON SECONDARY	212	108	51%	39	36%	18%
LAKE SUPERIOR PUBLIC SCHOOL DIST.	KELLEY SECONDARY	193	109	56%	40	37%	21%
LAKE SUPERIOR PUBLIC SCHOOL DIST.	TWO HARBORS SECONDARY	463	217	47%	80	37%	17%
LAKEVIEW SCHOOL DISTRICT	LAKEVIEW SECONDARY	211	131	62%	45	34%	21%
LAKEVILLE PUBLIC SCHOOL DISTRICT	LAKEVILLE AREA LEARNING CENTER	195	23	12%	19	83%	10%
LAKEVILLE PUBLIC SCHOOL DISTRICT	LAKEVILLE NORTH HIGH	2,508	1,443	58%	458	32%	18%
LAKEVILLE PUBLIC SCHOOL DISTRICT	LAKEVILLE SOUTH HIGH	1,152	582	51%	177	30%	15%
LANCASTER PUBLIC SCHOOL DISTRICT	LANCASTER SECONDARY	81	42	52%	25	60%	31%
LANESBORO PUBLIC SCHOOL DISTRICT	LANESBORO SECONDARY	147	75	51%	32	43%	22%
LAPORTE PUBLIC SCHOOL DISTRICT	LAPORTE SECONDARY	100	53	53%	26	49%	26%
LECENTER PUBLIC SCHOOL DISTRICT	LECENTER SECONDARY	221	141	64%	62	44%	28%
LEROY PUBLIC SCHOOL DISTRICT	LEROY SECONDARY	134	66	49%	31	47%	23%
LESTER PRAIRIE PUBLIC SCHOOL DIST.	LESTER PRAIRIE SECONDARY	172	111	65%	39	35%	23%

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LESUEUR-HENDERSON SCHOOL DISTRICT	LESUEUR-HENDERSON MIDDLE/HIGH SCHL.	456	226	50%	96	42%	21%
LEWISTON-ALTURA PUBLIC SCHOOL DIST.	LEWISTON-ALTURA SECONDARY	292	166	57%	82	49%	28%
LIGHTHOUSE ACADEMY OF NATIONS	LIGHTHOUSE ACADEMY OF NATIONS	99	61	62%	55	90%	56%
LINCOLN INTERNATIONAL SCHOOL	LINCOLN INTERNATIONAL SCHOOL	190	132	69%	117	89%	62%
LITCHFIELD PUBLIC SCHOOL DISTRICT	LITCHFIELD SENIOR HIGH	657	390	59%	153	39%	23%
LITTLE FALLS PUBLIC SCHOOL DISTRICT	LITTLE FALLS SENIOR HIGH	1,066	665	62%	173	26%	16%
LITTLEFORK-BIG FALLS SCHOOL DIST.	LITTLEFORK-BIG FALLS SECONDARY	125	74	59%	28	38%	22%
LONG PRAIRIE-GREY EAGLE SCHOOL DIST	LONG PRAIRIE-GREY SENIOR HIGH	480	252	53%	81	32%	17%
LUVERNE PUBLIC SCHOOL DISTRICT	LUVERNE SENIOR HIGH	441	185	42%	69	37%	16%
LYLE PUBLIC SCHOOL DISTRICT	LYLE SECONDARY	87	48	55%	21	44%	24%
M.A.C.C.R.A.Y. SCHOOL DISTRICT	M.A.C.C.R.A.Y. SENIOR HIGH	299	200	67%	94	47%	31%
MABEL-CANTON PUBLIC SCHOOL DIST.	MABEL-CANTON SECONDARY	183	62	34%	22	35%	12%
MADLIA PUBLIC SCHOOL DISTRICT	MADLIA SECONDARY	185	99	54%	44	44%	24%
MAHNOMEN PUBLIC SCHOOL DISTRICT	MAHNOMEN SECONDARY	194	102	53%	48	47%	25%
MAHTOMEDI PUBLIC SCHOOL DISTRICT	MAHTOMEDI SENIOR HIGH	1,267	615	49%	214	35%	17%
MAIN STREET SCHOOL PERFORMING ARTS	MAIN STREET SCHOOL PERFORMING ARTS	139	70	50%	25	36%	18%
MANKATO PUBLIC SCHOOL DISTRICT	CENTRAL HIGH AREA LEARNING CENTER	126	52	41%	28	54%	22%
MANKATO PUBLIC SCHOOL DISTRICT	MANKATO EAST SENIOR HIGH	1,041	727	70%	257	35%	25%
MANKATO PUBLIC SCHOOL DISTRICT	MANKATO WEST SENIOR HIGH	1,298	875	67%	318	36%	24%
MAPLE LAKE PUBLIC SCHOOL DISTRICT	MAPLE LAKE SECONDARY	349	213	61%	70	33%	20%
MAPLE RIVER SCHOOL DISTRICT	MAPLE RIVER SENIOR HIGH	491	276	56%	87	32%	18%

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MARSHALL COUNTY CENTRAL SCHOOLS	MARSHALL COUNTY CENTRAL HIGH	141	93	66%	34	37%	24%
MARSHALL PUBLIC SCHOOL DISTRICT	MARSHALL HIGH SCHOOL	990	566	57%	227	40%	23%
MARTIN COUNTY WEST SCHOOL DISTRICT	MARTIN COUNTY WEST SENIOR HIGH	317	143	45%	37	26%	12%
MCGREGOR PUBLIC SCHOOL DISTRICT	MCGREGOR SECONDARY	159	106	67%	50	47%	31%
MCLEOD WEST PUBLIC SCHOOL DISTRICT	MCLEOD WEST SENIOR HIGH	143	96	67%	45	47%	31%
MEDFORD PUBLIC SCHOOL DISTRICT	MEDFORD SECONDARY	196	100	51%	47	47%	24%
MELROSE PUBLIC SCHOOL DISTRICT	MELROSE SECONDARY	634	414	65%	112	27%	18%
MENAHGA PUBLIC SCHOOL DISTRICT	MENAHGA SECONDARY	244	121	50%	42	35%	17%
MESABI EAST SCHOOL DISTRICT	MESABI EAST SECONDARY	283	204	72%	83	41%	29%
MILACA PUBLIC SCHOOL DISTRICT	MILACA SECONDARY HIGH	682	359	53%	110	31%	16%
MINNEAPOLIS PUBLIC SCHOOL DIST.	BROADWAY ARTS & TECHNOLOGY	132	69	52%	54	78%	41%
MINNEAPOLIS PUBLIC SCHOOL DIST.	EDISON SENIOR HIGH	645	419	65%	260	62%	40%
MINNEAPOLIS PUBLIC SCHOOL DIST.	HENRY SENIOR HIGH	939	527	56%	291	55%	31%
MINNEAPOLIS PUBLIC SCHOOL DIST.	LORING-NICOLLET HIGH	92	45	49%	18	40%	20%
MINNEAPOLIS PUBLIC SCHOOL DIST.	MENLO PARK ACADEMY	57	21	37%	11	52%	19%
MINNEAPOLIS PUBLIC SCHOOL DIST.	NORTH SENIOR HIGH	548	338	62%	213	63%	39%
MINNEAPOLIS PUBLIC SCHOOL DIST.	ROOSEVELT SENIOR HIGH	767	552	72%	364	66%	47%
MINNEAPOLIS PUBLIC SCHOOL DIST.	SOUTH SENIOR HIGH	1,654	875	53%	352	40%	21%
MINNEAPOLIS PUBLIC SCHOOL DIST.	SOUTHWEST SENIOR HIGH	1,414	628	44%	258	41%	18%
MINNEAPOLIS PUBLIC SCHOOL DIST.	VOA SALT	105	47	45%	38	81%	36%
MINNEAPOLIS PUBLIC SCHOOL DIST.	WASHBURN SENIOR HIGH	730	577	79%	331	57%	45%

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MINNEAPOLIS PUBLIC SCHOOL DIST.	WELLSTONE INTERNATIONAL HIGH	105	79	75%	63	80%	60%
MINNEOTA PUBLIC SCHOOL DISTRICT	MINNEOTA SECONDARY	205	137	67%	61	45%	30%
MINNESOTA BUSINESS ACADEMY CHARTER	MINNESOTA BUSINESS ACADEMY CHARTER	113	59	52%	37	63%	33%
MINNESOTA INTERNSHIP CENTER	MINNESOTA INTERNSHIP CENTER CHARTER S	384	146	38%	131	90%	34%
MINNESOTA NEW COUNTRY SCHOOL	MINNESOTA NEW COUNTRY SCHOOL	48	26	54%	10	38%	21%
MINNESOTA ONLINE HIGH SCHOOL	MINNESOTA ONLINE HIGH SCHOOL	87	42	48%	22	52%	25%
MINNESOTA TRANSITIONS CHARTER SCH	MINNESOTA TRANSITIONS CHARTER SCHOOL	823	226	27%	163	72%	20%
MINNETONKA PUBLIC SCHOOL DISTRICT	MINNETONKA SENIOR HIGH	2,934	1,234	42%	337	27%	11%
MINNEWASKA SCHOOL DISTRICT	MINNEWASKA SECONDARY	560	330	59%	70	21%	13%
MONTEVIDEO PUBLIC SCHOOL DISTRICT	MONTEVIDEO SENIOR HIGH	501	283	56%	112	40%	22%
MONTGOMERY-LONSDALE SCHOOL DISTRICT	MONTGOMERY-LONSDALE SECONDARY	384	214	56%	93	43%	24%
MONTICELLO PUBLIC SCHOOL DISTRICT	MONTICELLO SENIOR HIGH	1,254	658	52%	237	36%	19%
MOORHEAD PUBLIC SCHOOL DISTRICT	MOORHEAD HIGH SCHOOL	1,787	816	46%	244	30%	14%
MOOSE LAKE PUBLIC SCHOOL DISTRICT	MOOSE LAKE SECONDARY	259	146	56%	71	49%	27%
MORA PUBLIC SCHOOL DISTRICT	MORA SECONDARY	634	326	51%	133	41%	21%
MORRIS PUBLIC SCHOOL DISTRICT	MORRIS AREA SECONDARY	404	224	55%	56	25%	14%
MOUNDS VIEW PUBLIC SCHOOL DISTRICT	IRONDALE SENIOR HIGH	1,664	921	55%	401	44%	24%
MOUNDS VIEW PUBLIC SCHOOL DISTRICT	MOUNDS VIEW ALC	426	55	13%	31	56%	7%
MOUNDS VIEW PUBLIC SCHOOL DISTRICT	MOUNDS VIEW SENIOR HIGH	2,120	995	47%	315	32%	15%
MOUNTAIN IRON-BUHL SCHOOL DISTRICT	MOUNTAIN IRON-BUHL SECONDARY	187	134	72%	53	40%	28%
MOUNTAIN LAKE PUBLIC SCHOOLS	MOUNTAIN LAKE SECONDARY	157	90	57%	27	30%	17%

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MURRAY COUNTY CENTRAL SCHOOL DIST.	MURRAY COUNTY CENTRAL SECONDARY	276	160	58%	58	36%	21%
N.E. METRO INTERMEDIATE DIST. 916	EAST VIEW ACADEMY	295	88	30%	53	60%	18%
NASHWAUK-KEEWATIN SCHOOL DISTRICT	NASHWAUK SECONDARY	228	146	64%	65	45%	29%
NEVIS PUBLIC SCHOOL DISTRICT	NEVIS SECONDARY	195	102	52%	40	39%	21%
NEW CENTURY CHARTER SCHOOL	NEW CENTURY CHARTER SCHOOL	93	51	55%	20	39%	22%
NEW HEIGHTS SCHOOL, INC.	NEW HEIGHTS SCHOOL, INC.	95	22	23%	13	59%	14%
NEW LONDON-SPICER SCHOOL DISTRICT	NEW LONDON-SPICER SR.	638	443	69%	162	37%	25%
NEW PRAGUE AREA SCHOOLS	NEW PRAGUE SENIOR HIGH	1,125	635	56%	189	30%	17%
NEW ULM PUBLIC SCHOOL DISTRICT	NEW ULM HIGH SCHOOL	938	579	62%	215	37%	23%
NEW YORK MILLS PUBLIC SCHOOL DIST.	NEW YORK MILLS SECONDARY	279	175	63%	55	31%	20%
NICOLLET PUBLIC SCHOOL DISTRICT	NICOLLET SECONDARY	151	104	69%	33	32%	22%
NORMAN COUNTY EAST SCHOOL DISTRICT	NORMAN COUNTY EAST SECONDARY	136	66	49%	20	30%	15%
NORMAN COUNTY WEST SCHOOL DISTRICT	NORMAN COUNTY WEST SECONDARY	137	56	41%	27	48%	20%
NORTH BRANCH PUBLIC SCHOOLS	NORTH BRANCH SENIOR HIGH	1,200	654	55%	291	44%	24%
NORTH ST PAUL-MAPLEWOOD SCHOOL DIST	NORTH SENIOR HIGH	2,050	1,216	59%	607	50%	30%
NORTH ST PAUL-MAPLEWOOD SCHOOL DIST	TARTAN SENIOR HIGH	1,761	1,078	61%	514	48%	29%
NORTHFIELD PUBLIC SCHOOL DISTRICT	NORTHFIELD SENIOR HIGH	1,392	563	40%	201	36%	14%
NORTHLAND COMMUNITY SCHOOLS	NORTHLAND SECONDARY	189	97	51%	45	46%	24%
NORTHWEST PASSAGE HIGH SCHOOL	NORTHWEST PASSAGE HIGH SCHOOL	148	30	20%	18	60%	12%
NORWOOD PUBLIC SCHOOL DISTRICT	CENTRAL SENIOR HIGH	400	238	60%	96	40%	24%
NRHEG SCHOOL DISTRICT	NRHEG SECONDARY	373	201	54%	69	34%	18%

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OGILVIE PUBLIC SCHOOL DISTRICT	OGILVIE SECONDARY	254	96	38%	41	43%	16%
OKLEE PUBLIC SCHOOL DISTRICT	RED LAKE COUNTY CENTRAL HIGH SCHOOL	135	62	46%	22	35%	16%
ONAMIA PUBLIC SCHOOL DISTRICT	ONAMIA SECONDARY	237	138	58%	46	33%	19%
ORONO PUBLIC SCHOOL DISTRICT	ORONO SENIOR HIGH	942	328	35%	103	31%	11%
ORTONVILLE PUBLIC SCHOOLS	ORTONVILLE SECONDARY	296	138	47%	52	38%	18%
OSAKIS PUBLIC SCHOOL DISTRICT	OSAKIS SECONDARY	283	167	59%	40	24%	14%
OSSEO PUBLIC SCHOOL DISTRICT	MAPLE GROVE SENIOR HIGH	2,685	1,640	61%	536	33%	20%
OSSEO PUBLIC SCHOOL DISTRICT	OSSEO AREA LEARNING CENTER	**	79		57	72%	
OSSEO PUBLIC SCHOOL DISTRICT	OSSEO SENIOR HIGH	2,203	1,437	65%	682	47%	31%
OSSEO PUBLIC SCHOOL DISTRICT	PARK CENTER IB WORLD SCHOOL	1,829	1,242	68%	654	53%	36%
OWATONNA PUBLIC SCHOOL DISTRICT	OWATONNA SENIOR HIGH	1,802	957	53%	387	40%	21%
PACT CHARTER SCHOOL	PACT CHARTER SECONDARY	186	95	51%	42	44%	23%
PALADIN ACADEMY	PALADIN ACADEMY	237	59	25%	31	53%	13%
PARK RAPIDS PUBLIC SCHOOL DISTRICT	PARK RAPIDS SENIOR HIGH	587	311	53%	111	36%	19%
PARKERS PRAIRIE PUBLIC SCHOOL DIST.	PARKERS PRAIRIE SECONDARY	239	151	63%	43	28%	18%
PAYNESVILLE PUBLIC SCHOOL DISTRICT	PAYNESVILLE AREA HIGH SCHOOL	443	240	54%	74	31%	17%
PELICAN RAPIDS PUBLIC SCHOOL DIST.	PELICAN RAPIDS SECONDARY	462	235	51%	102	43%	22%
PEQUOT LAKES PUBLIC SCHOOLS	PEQUOT LAKES SENIOR HIGH	525	308	59%	96	31%	18%
PERHAM PUBLIC SCHOOL DISTRICT	PERHAM SENIOR HIGH	659	416	63%	131	31%	20%
PIERZ PUBLIC SCHOOL DISTRICT	HEALY SECONDARY	414	247	60%	53	21%	13%
PILLAGER PUBLIC SCHOOL DISTRICT	PILLAGER SECONDARY	256	139	54%	47	34%	18%

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School District (A)	High School (B)	Total Number of Graduates in Classes 2005 - 2009 (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 2005 - 2009 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates 2005 - 2009 (H)
PINE CITY PUBLIC SCHOOL DISTRICT	PINE CITY SECONDARY	584	332	57%	148	45%	25%
PINE ISLAND PUBLIC SCHOOL DIST.	PINE ISLAND SECONDARY	429	244	57%	86	35%	20%
PINE RIVER-BACKUS SCHOOL DISTRICT	PINE RIVER SECONDARY	335	202	60%	62	31%	19%
PIPESTONE AREA SCHOOL DISTRICT	PIPESTONE SENIOR HIGH	423	177	42%	64	36%	15%
PLAINVIEW-ELGIN-MILLVILLE	PLAINVIEW-ELGIN-MILLVILLE HIGH	553	369	67%	161	44%	29%
PRINCETON PUBLIC SCHOOL DISTRICT	PRINCETON SENIOR HIGH	1,166	613	53%	255	42%	22%
PRIOR LAKE-SAVAGE AREA SCHOOLS	PRIOR LAKE HIGH SCHOOL	1,862	1,076	58%	339	32%	18%
PROCTOR PUBLIC SCHOOL DISTRICT	PROCTOR SENIOR HIGH	648	339	52%	141	42%	22%
RANDOLPH PUBLIC SCHOOL DISTRICT	RANDOLPH SECONDARY	178	95	53%	37	39%	21%
RED LAKE FALLS PUBLIC SCHOOL DIST.	LAFAYETTE SECONDARY	176	125	71%	53	42%	30%
RED LAKE PUBLIC SCHOOL DISTRICT	RED LAKE SENIOR HIGH	133	61	46%	46	75%	35%
RED ROCK CENTRAL SCHOOL DISTRICT	RED ROCK CENTRAL SECONDARY	208	112	54%	38	34%	18%
RED WING PUBLIC SCHOOL DISTRICT	RED WING SENIOR HIGH	989	525	53%	259	49%	26%
REDWOOD AREA SCHOOL DISTRICT	REDWOOD VALLEY SENIOR HIGH	512	272	53%	97	36%	19%
RENVILLE COUNTY WEST SCHOOL DIST.	RENVILLE COUNTY WEST SENIOR HIGH	269	156	58%	65	42%	24%
RICHFIELD PUBLIC SCHOOL DISTRICT	RICHFIELD SENIOR HIGH	1,214	787	65%	385	49%	32%
RIVER BEND EDUCATION DISTRICT	RIVER BEND ALC	151	24	16%	14	58%	9%
ROBBINSDALE PUBLIC SCHOOL DISTRICT	ROBBINSDALE ARMSTRONG SENIOR HIGH	2,206	1,270	58%	542	43%	25%
ROBBINSDALE PUBLIC SCHOOL DISTRICT	ROBBINSDALE COOPER SENIOR HIGH	1,540	930	60%	445	48%	29%
ROCHESTER OFF-CAMPUS CHARTER HIGH	ROCHESTER OFF-CAMPUS CHARTER HIGH	120	38	32%	22	58%	18%
ROCHESTER PUBLIC SCHOOL DISTRICT	CENTURY SENIOR HIGH	1,968	1,153	59%	403	35%	20%

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ROCHESTER PUBLIC SCHOOL DISTRICT	JOHN MARSHALL SENIOR HIGH	1,611	1,046	65%	485	46%	30%
ROCHESTER PUBLIC SCHOOL DISTRICT	MAYO SENIOR HIGH	1,744	1,046	60%	365	35%	21%
ROCHESTER PUBLIC SCHOOL DISTRICT	ROCHESTER AREA LEARNING CENTER	381	33	9%	22	67%	6%
ROCKFORD PUBLIC SCHOOL DISTRICT	ROCKFORD SECONDARY	612	310	51%	122	39%	20%
ROCORI PUBLIC SCHOOL DISTRICT	ROCORI SENIOR HIGH	950	593	62%	155	26%	16%
ROSEAU PUBLIC SCHOOL DISTRICT	ROSEAU SECONDARY	540	302	56%	98	32%	18%
ROSEMOUNT-APPLE VALLEY-EAGAN	APPLE VALLEY SENIOR HIGH	2,359	1,313	56%	454	35%	19%
ROSEMOUNT-APPLE VALLEY-EAGAN	EAGAN SENIOR HIGH	2,546	1,262	50%	430	34%	17%
ROSEMOUNT-APPLE VALLEY-EAGAN	EASTVIEW SENIOR HIGH	2,564	1,233	48%	380	31%	15%
ROSEMOUNT-APPLE VALLEY-EAGAN	ROSEMOUNT AREA LEARNING CENTER	433	25	6%	9	36%	2%
ROSEMOUNT-APPLE VALLEY-EAGAN	ROSEMOUNT SENIOR HIGH	2,092	1,198	57%	465	39%	22%
ROSEMOUNT-APPLE VALLEY-EAGAN	SCHOOL OF ENVIRONMENTAL STUDIES	**	234		80	34%	
ROSEVILLE PUBLIC SCHOOL DISTRICT	ROSEVILLE AREA SENIOR HIGH	2,353	1,246	53%	509	41%	22%
ROTHSAY PUBLIC SCHOOL DISTRICT	ROTHSAY SECONDARY	83	37	45%	14	38%	17%
ROUND LAKE PUBLIC SCHOOL DISTRICT	ROUND LAKE SECONDARY	125	81	65%	25	31%	20%
ROYALTON PUBLIC SCHOOL DISTRICT	ROYALTON SECONDARY	282	153	54%	50	33%	18%
RTR PUBLIC SCHOOLS	RTR HIGH SCHOOL	223	115	52%	32	28%	14%
RUSH CITY PUBLIC SCHOOL DISTRICT	RUSH CITY SECONDARY	353	186	53%	96	52%	27%
RUSHFORD-PETERSON PUBLIC SCHOOLS	RUSHFORD-PETERSON SENIOR HIGH	266	162	61%	66	41%	25%
SAGE ACADEMY CHARTER SCHOOL	SAGE ACADEMY CHARTER SCHOOL	76	24	32%	12	50%	16%
SARTELL-ST. STEPHEN SCHOOL DISTRICT	SARTELL SENIOR HIGH	1,000	575	58%	146	25%	15%

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SAUK CENTRE PUBLIC SCHOOL DISTRICT	SAUK CENTRE SECONDARY	513	308	60%	75	24%	15%
SAUK RAPIDS PUBLIC SCHOOL DISTRICT	SAUK RAPIDS-RICE SENIOR HIGH	1,258	836	66%	274	33%	22%
SEBEKA PUBLIC SCHOOL DISTRICT	SEBEKA SECONDARY	207	120	58%	37	31%	18%
SHAKOPEE PUBLIC SCHOOL DISTRICT	SHAKOPEE SENIOR HIGH	1,321	842	64%	331	39%	25%
SIBLEY EAST SCHOOL DISTRICT	SIBLEY EAST-ARLINGTON SENIOR HIGH	461	284	62%	85	30%	18%
SLEEPY EYE PUBLIC SCHOOL DISTRICT	SLEEPY EYE SEC.	242	144	60%	62	43%	26%
SOBRIETY HIGH	SOBRIETY HIGH WEST CAMPUS	65	52	80%	30	58%	46%
SOUTH KOOCHICHING SCHOOL DISTRICT	INDUS SECONDARY	67	34	51%	12	35%	18%
SOUTH KOOCHICHING SCHOOL DISTRICT	NORTHOME SECONDARY	76	49	64%	21	43%	28%
SOUTH ST. PAUL PUBLIC SCHOOL DIST.	SOUTH ST. PAUL SECONDARY	1,031	581	56%	246	42%	24%
SOUTH WASHINGTON COUNTY SCHOOL DIST	PARK SENIOR HIGH	2,484	1,283	52%	526	41%	21%
SOUTH WASHINGTON COUNTY SCHOOL DIST	SO. WASHINGTON ALT LEARNING CNTR	165	20	12%	6	30%	4%
SOUTH WASHINGTON COUNTY SCHOOL DIST	WOODBURY SENIOR HIGH	2,853	1,499	53%	486	32%	17%
SOUTHLAND PUBLIC SCHOOL DISTRICT	SOUTHLAND SENIOR HIGH	267	186	70%	74	40%	28%
SPRING GROVE SCHOOL DISTRICT	SPRING GROVE SECONDARY	145	40	28%	15	38%	10%
SPRING LAKE PARK PUBLIC SCHOOLS	LEARNING ALTERNATIVES COMMUNITY SCH	240	24	10%	15	63%	6%
SPRING LAKE PARK PUBLIC SCHOOLS	SPRING LAKE PARK SENIOR HIGH	1,314	803	61%	367	46%	28%
SPRINGFIELD PUBLIC SCHOOL DISTRICT	SPRINGFIELD SECONDARY	259	173	67%	69	40%	27%
ST PAUL CONSERVATORY PERFORMING ART	ST PAUL CONSERVATORY PERFORMING ART	220	81	37%	26	32%	12%
ST. ANTHONY-NEW BRIGHTON SCHOOLS	ST. ANTHONY VILLAGE SENIOR HIGH	647	356	55%	105	29%	16%
ST. CHARLES PUBLIC SCHOOL DISTRICT	ST. CHARLES SECONDARY	390	241	62%	119	49%	31%

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ST. CLAIR PUBLIC SCHOOL DISTRICT	ST. CLAIR SECONDARY	236	171	72%	60	35%	25%
ST. CLOUD PUBLIC SCHOOL DISTRICT	APOLLO SENIOR HIGH	1,335	941	70%	299	32%	22%
ST. CLOUD PUBLIC SCHOOL DISTRICT	TECHNICAL SENIOR HIGH	1,601	1,128	70%	308	27%	19%
ST. FRANCIS PUBLIC SCHOOL DISTRICT	ST. FRANCIS HIGH	1,760	1,083	62%	474	44%	27%
ST. JAMES PUBLIC SCHOOL DISTRICT	ST. JAMES SECONDARY	413	225	54%	79	35%	19%
ST. LOUIS COUNTY SCHOOL DISTRICT	ALBROOK SECONDARY	143	67	47%	35	52%	24%
ST. LOUIS COUNTY SCHOOL DISTRICT	BABBITT SECONDARY	173	137	79%	60	44%	35%
ST. LOUIS COUNTY SCHOOL DISTRICT	CHERRY SECONDARY	153	96	63%	39	41%	25%
ST. LOUIS COUNTY SCHOOL DISTRICT	COOK SECONDARY	184	109	59%	51	47%	28%
ST. LOUIS COUNTY SCHOOL DISTRICT	COTTON SECONDARY	85	59	69%	14	24%	16%
ST. LOUIS COUNTY SCHOOL DISTRICT	ORR SECONDARY	93	61	66%	24	39%	26%
ST. LOUIS COUNTY SCHOOL DISTRICT	TOWER-SOUDAN SECONDARY	111	67	60%	29	43%	26%
ST. LOUIS PARK PUBLIC SCHOOL DIST.	ST. LOUIS PARK SENIOR HIGH	1,196	599	50%	224	37%	19%
ST. MICHAEL-ALBERTVILLE SCHOOL DIST	ST. MICHAEL-ALBERTVILLE SENIOR HIGH	1,200	693	58%	295	43%	25%
ST. PAUL PUBLIC SCHOOL DISTRICT	A. G. A. P. E. TEEN PARENT	146	69	47%	59	86%	40%
ST. PAUL PUBLIC SCHOOL DISTRICT	ARLINGTON SENIOR HIGH	1,303	749	57%	491	66%	38%
ST. PAUL PUBLIC SCHOOL DISTRICT	CENTRAL SENIOR HIGH	1,939	976	50%	433	44%	22%
ST. PAUL PUBLIC SCHOOL DISTRICT	COMO PARK SENIOR HIGH	1,225	709	58%	323	46%	26%
ST. PAUL PUBLIC SCHOOL DISTRICT	CREATIVE ARTS SCHOOL	149	64	43%	35	55%	23%
ST. PAUL PUBLIC SCHOOL DISTRICT	GORDON PARKS HIGH SCHOOL	681	102	15%	83	81%	12%
ST. PAUL PUBLIC SCHOOL DISTRICT	HARDING SENIOR HIGH	1,626	983	60%	553	56%	34%

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ST. PAUL PUBLIC SCHOOL DISTRICT	HIGHLAND PARK SENIOR HIGH	1,264	640	51%	267	42%	21%
ST. PAUL PUBLIC SCHOOL DISTRICT	HUMBOLDT SECONDARY SCHOOL	462	274	59%	160	58%	35%
ST. PAUL PUBLIC SCHOOL DISTRICT	JOHNSON SENIOR HIGH	1,180	709	60%	367	52%	31%
ST. PAUL PUBLIC SCHOOL DISTRICT	LEAP HIGH SCHOOL	92	80	87%	73	91%	79%
ST. PAUL PUBLIC SCHOOL DISTRICT	OPEN WORLD LEARNING COMMUNITY	105	51	49%	21	41%	20%
ST. PETER PUBLIC SCHOOL DISTRICT	ST. PETER SENIOR HIGH	647	319	49%	98	31%	15%
STAPLES-MOTLEY SCHOOL DISTRICT	STAPLES-MOTLEY SENIOR HIGH	501	262	52%	67	26%	13%
STEPHEN-ARGYLE CENTRAL SCHOOLS	STEPHEN SENIOR HIGH	157	82	52%	26	32%	17%
STEWARTVILLE PUBLIC SCHOOL DISTRICT	STEWARTVILLE SENIOR HIGH	615	385	63%	156	41%	25%
STILLWATER AREA PUBLIC SCHOOL DIST.	STILLWATER AREA HIGH SCHOOL	3,250	1,579	49%	624	40%	19%
STUDIO ACADEMY CHARTER SCHOOL	STUDIO ACADEMY CHARTER SCHOOL	148	47	32%	33	70%	22%
SWANVILLE PUBLIC SCHOOL DISTRICT	SWANVILLE SECONDARY	103	68	66%	17	25%	17%
THIEF RIVER FALLS SCHOOL DISTRICT	LINCOLN SENIOR HIGH	713	420	59%	189	45%	27%
TRACY AREA PUBLIC SCHOOL DISTRICT	TRACY SECONDARY	381	183	48%	68	37%	18%
TREKNORTH HIGH SCHOOL	TREKNORTH HIGH SCHOOL	133	73	55%	23	32%	17%
TRI-COUNTY SCHOOL DISTRICT	TRI-COUNTY SECONDARY	113	57	50%	25	44%	22%
TRIO WOLF CREEK DISTANCE LEARNING	TRIO WOLF CREEK DISTANCE LEARNING	138	32	23%	15	47%	11%
TRITON SCHOOL DISTRICT	TRITON HIGH SCHOOL	366	188	51%	82	44%	22%
TRUMAN PUBLIC SCHOOL DISTRICT	TRUMAN SECONDARY	143	62	43%	15	24%	10%
UBAH MEDICAL ACADEMY CHARTER SCHOOL	UBAH MEDICAL ACADEMY CHARTER SCHOOL	113	65	58%	52	80%	46%
ULEN-HITTERDAL PUBLIC SCHOOL DIST	ULEN-HITTERDAL SECONDARY	117	46	39%	12	26%	10%

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UNDERWOOD PUBLIC SCHOOL DISTRICT	UNDERWOOD SECONDARY	175	88	50%	48	55%	27%
UNITED SOUTH CENTRAL SCHOOL DIST.	UNITED SOUTH CENTRAL HIGH SCHOOL	412	217	53%	57	26%	14%
UPSALA PUBLIC SCHOOL DISTRICT	UPSALA SECONDARY	142	90	63%	23	26%	16%
VERNDALE PUBLIC SCHOOL DISTRICT	VERNDALE SECONDARY	148	91	61%	23	25%	16%
VIRGINIA PUBLIC SCHOOL DISTRICT	VIRGINIA SECONDARY	616	421	68%	117	28%	19%
VOYAGEURS EXPEDITIONARY	VOYAGEURS EXPEDITIONARY HIGH SCHOOL	80	36	45%	22	61%	28%
WABASHA-KELLOGG PUBLIC SCHOOL DIST.	WABASHA-KELLOGG SECONDARY	282	158	56%	83	53%	29%
WABASSO PUBLIC SCHOOL DISTRICT	WABASSO SECONDARY	193	112	58%	34	30%	18%
WACONIA PUBLIC SCHOOL DISTRICT	WACONIA SENIOR HIGH	936	480	51%	178	37%	19%
WADENA-DEER CREEK SCHOOL DISTRICT	WADENA-DEER CREEK SENIOR HIGH	509	320	63%	94	29%	18%
WALKER-HACKENSACK-AKELEY SCHL. DIST	WALKER-HACKENSACK-AKELEY SEC.	307	182	59%	62	34%	20%
WARREN-ALVARADO-OSLO SCHOOL DIST.	WARREN-ALVARADO-OSLO SECONDARY	212	94	44%	29	31%	14%
WARROAD PUBLIC SCHOOL DISTRICT	WARROAD HIGH SCHOOL	527	279	53%	135	48%	26%
WASECA PUBLIC SCHOOL DISTRICT	WASECA SENIOR HIGH	784	419	53%	145	35%	18%
WATERTOWN-MAYER PUBLIC SCHOOL DIST.	WATERTOWN MAYER HIGH	594	315	53%	128	41%	22%
WATERVILLE-ELYSIAN-MORRISTOWN	WATERVILLE-ELYSIAN-MORRISTOWN SR.	322	181	56%	68	38%	21%
WAUBUN PUBLIC SCHOOL DISTRICT	WAUBUN SECONDARY	174	96	55%	37	39%	21%
WAYZATA PUBLIC SCHOOL DISTRICT	WAYZATA HIGH	3,562	1,533	43%	426	28%	12%
WEST CENTRAL AREA	WEST CENTRAL AREA SEC.	335	199	59%	47	24%	14%
WEST ST. PAUL-MENDOTA HTS.-EAGAN	HENRY SIBLEY SENIOR HIGH	1,567	799	51%	297	37%	19%
WESTBROOK-WALNUT GROVE SCHOOLS	WESTBROOK-WALNUT GROVE SECONDARY	209	124	59%	62	50%	30%

* Enrollment within two years of graduation for 2005-2008 graduates and within one year of graduation for 2009 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
 2005 - 2009* Minnesota Public High School Graduates
 Enrolled at Minnesota State Colleges and Universities
 or the University of Minnesota
 Minnesota During Fiscal Years 2006 to 2010

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 2005 - 2009 (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 2005 - 2009 (E)	Graduates Who Took at Least One Course (F)	% of Grads in Mn Public Higher Education (G)	% of Total Graduates 2005 - 2009 (H)
WESTONKA PUBLIC SCHOOL DISTRICT	MOUND-WESTONKA HIGH SCHOOL	794	382	48%	133	35%	17%
WHEATON AREA PUBLIC SCHOOL DISTRICT	WHEATON SECONDARY	181	88	49%	23	26%	13%
WHITE BEAR LAKE SCHOOL DISTRICT	WHITE BEAR SOUTH CAMPUS SENIOR	3,072	1,754	57%	846	48%	28%
WILLMAR PUBLIC SCHOOL DISTRICT	WILLMAR SENIOR HIGH	1,375	821	60%	367	45%	27%
WILLOW RIVER PUBLIC SCHOOL DISTRICT	WILLOW RIVER SECONDARY	162	78	48%	36	46%	22%
WINDOM PUBLIC SCHOOL DISTRICT	WINDOM SENIOR HIGH	361	233	65%	72	31%	20%
WIN-E-MAC SCHOOL DISTRICT	WIN-E-MAC SECONDARY	195	88	45%	34	39%	17%
WINONA AREA PUBLIC SCHOOL DISTRICT	WINONA SENIOR HIGH	1,461	909	62%	437	48%	30%
WORTHINGTON PUBLIC SCHOOL DISTRICT	WORTHINGTON SENIOR HIGH	726	425	59%	146	34%	20%
WRENSHALL PUBLIC SCHOOL DISTRICT	WRENSHALL SECONDARY	156	70	45%	32	46%	21%
YELLOW MEDICINE EAST	YELLOW MEDICINE EAST SENIOR HIGH	399	277	69%	133	48%	33%
ZUMBROTA-MAZEPPA SCHOOL DISTRICT	ZUMBROTA-MAZEPPA SENIOR HIGH	448	250	56%	96	38%	21%
High schools with less than 20 graduates enrolled in public high education and/or with 5 or fewer graduates in developmental courses		4,353	587	13%	305	52%	7%
TOTAL FOR REPORTED HIGH SCHOOLS		278,894	152,161	55%	59,820	39%	21%
TOTAL PUBLIC HIGH SCHOOL GRADUATES		297,593	152,161	51%	59,820	39%	20%

* Enrollment within two years of graduation for 2005-2008 graduates and within one year of graduation for 2009 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

