Graduation and Dropout Statistics

For Washington's Counties, Districts, and Schools, School Year 2004–05

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State Superintendent of
Public Instruction

September 2006

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Graduation and Dropout Statistics for Washington's Counties, Districts, and Schools

School Year 2004–2005

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September 2006

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Abbreviations

AYP	Adequate Yearly Progress
CSRS	Core Student Record System
GED	General Educational Development credential
IEP	Individualized Education Program
NCLB	No Child Left Behind Act of 2001
OSPI	Office of Superintendent of Public Instruction

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EXECUTIVE SUMMARY

In school year 2004–05, nearly 16,000 students in grades 9–12 dropped out of school, about 5 percent of all high school students. Males dropped out at a higher rate than females, and 10 percent of all American Indian students dropped out of a high school grade during the year. Of the students who began grade 9 in the fall of 2001 and were expected to graduate in 2005, about 19 percent dropped out. About 74 percent of this cohort of students graduated "on-time" and 7 percent were still enrolled in school at the end of grade 12. An additional 5 percent graduated after their expected year, so the "extended" graduation rate was 79 percent. Asian/Pacific Islander and White students had the highest on-time graduation rates (80% and 78%) while only 55 percent of the American Indian students had graduated by the end of the four-year period.

Introduction

The consequences of not graduating from high school are increasingly serious for both individuals and society as a whole. As a result, state and federal accountability systems now require reporting of more detailed graduation and dropout data. The federal No Child Left Behind Act of 2001 (NCLB) requires states to report disaggregrated "on-time" graduation data for nine groups of students: the five major racial/ethnic groups, students with disabilities, students with limited English proficiency, students from economically disadvantaged families, and all students combined. Under certain conditions, the rate for these groups helps determine if a high school makes "Adequate Yearly Progress" (AYP) for federal accountability purposes.

School districts report the enrollment status of their grade 9–12 students to the Office of Superintendent of Public Instruction (OSPI). These students fall into three broad enrollment categories: (1) *graduates*, those who complete their education with a regular diploma; (2) *dropouts*, those who drop out of school for any reason, finish their schooling with any credential other than a regular diploma (e.g., a General Educational Development, or GED, credential), or leave school and have an "unknown" status; and (3) students who are *continuing* their schooling. This report provides information on these students using enrollment data for the 2004–05 school year.

The graduation rates provided in this report should be considered estimates. While the quality of the data provided by districts to OSPI continues to improve, few districts have data systems that can provide information about students in the group or "cohort" who were expected to graduate in 2005 but who dropped out in previous years. Hence, we estimate the level of dropouts that occurred for the cohort of students who began grade 9 in the fall of 2001 by using the dropout rates in grades 9–11 in the current year, assuming these rates were the same as those that occurred for the cohort of students in previous years.

This report provides three types of results at the state, county, district, and school levels: (1) annual dropout rates for the 2004–05 school year, (2) estimated graduation, dropout, and continuing rates for the cohort of students who were expected to graduate in 2005, and (3) extended graduation rates that include students who finish after their expected year of graduation. Since the percentage of students in each category can be calculated in different ways, making comparisons across schools, districts, and states and from one year to another should be done with caution.

Annual and Cohort Dropout Rates

A total of 15,921 high school students dropped out of school during the 2004–05 school year. This represents **5.1 percent of the students enrolled in grades 9–12** and is much lower than the annual dropout rate of previous school year (5.8%).

- The annual dropout rate gradually increased among the grades—grade 9 had the lowest rate (4.1%) and grade 12 the highest (6.8%).
- Asian/Pacific Islanders had the lowest annual dropout rate (3.3%) while American Indians had the highest annual dropout rate (10.2%).
- Males dropped out at a higher rate (5.8%) than females (4.3%).

Over half of students who dropped out had an unknown enrollment status and are categorized as dropouts. Some may have dropped out, received a GED, or moved out of state.

Another way to look at the dropout rate is to consider how many students left school without a diploma over a 4-year period. An estimated 19.1 percent of the students who began school in fall 2001 dropped out during their high school years. Another 6.6 percent were still enrolled and continuing their education beyond the four years.

On-Time and Extended Graduation Rates

Of the students who were expected to graduate in 2005, an estimated **74 percent graduated on time** (i.e., in a four-year period) with a regular diploma. This *on-time* rate is 5 points higher than those in the Class of 2004. The increase in the rate can be attributed to increased efforts by educators to help students graduate, better record keeping and tracking of students at the school and district levels, and better analysis of the data by OSPI.

- Asian/Pacific Islander had the highest on-time graduation rate (80%). White students graduated on time at a slightly lower rate (78%).
- American Indian students had the lowest on-time rates (55%). Black and Hispanic students had on-time graduation rates of 61 percent and 60 percent.
- Females graduated on time at a higher rate (78%) than males (71%).

The *extended* graduation rate includes students who take longer than four years to graduate. When they are included, the rate is **79 percent**, five points above the on-time rate. The extended graduation rate for the various student groups is generally 4–7 points higher than their on-time rates. Students with disabilities and limited English proficiency had the largest differences between the two rates.

High schools must have a graduation rate of at least 67 percent to meet federal and state goals.[1] Of the 489 schools that had grade 12 students and at least 30 students in the high school grades, 70 percent had an extended graduation rate that met the goal. Schools with the lowest graduation rates were usually alternative schools or those serving students with special needs.

[1] This goal will gradually increase over time and will reach 85 percent in 2014. If the rate is below 67 percent, "adequate yearly progress" can be made if the rate is at least two percentage points above the previous year's rate.

CHAPTER 1
INTRODUCTION

Background

Information about high school graduation and dropout rates has become increasingly important as new state and federal accountability systems are put into place. Much more attention is now being focused on high school reform and the dropout problem, and graduation issues are the subject of more discussions nationally.[2] The stakes associated with increased testing could potentially have an adverse impact on students, which could affect these indicators.

Receiving a high school diploma is a milestone that American society now expects of its citizens. Earning a high school diploma has become the norm. Less than 7 percent of the adults age 25 or older had a high school diploma 100 years ago, but by 2000 more than 84 percent had completed high school or its equivalent by that age.[3]

On the other hand, not finishing high school has a negative effect on both the individuals who drop out and on society as a whole. Students who drop out are less likely to be employed and will earn less over their working lives.[4] The need for a higher skilled labor force will make it even harder for dropouts to find good jobs. Dropouts tend to experience higher rates of early pregnancy and substance abuse, have worse health, and often require more social services. According to the U.S. Justice Department, about 30 percent of the federal inmates, 40 percent of state prison inmates, and 50 percent of those on death row are high school dropouts.[5] Young people who are imprisoned are also likely to be school dropouts. As shown in Figure 1, little improvement has occurred in the national completion rates since 1990 (these rates include completers with a General Educational Development credential, also known as a GED).[6]

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[2] For example, see *Diplomas Matter: An Essential Guide to Graduation Policy and Rates*, Swanson, C. et al, EPE Research Center (2006); *The High Schools We Need: Improving an American Institution*, Shannon, G.S. & Bylsma, P., OSPI (2006); *Dropouts in America: Confronting the Graduation Rate Crisis*, Orfield, G. Editor, Harvard Education Press (2005); *Losing Our Future: How Minority Youth are Being Left Behind by the Graduation Crisis*, Orfield, G.O., et al., Harvard University (2005); *Public High School Graduation and College-Readiness Rates: 1991-2002*, Greene, J.P. & Winters, M.A., Manhattan Institute (2005); *One-Third of a Nation: Rising Dropout Rates and Declining Opportunities*, P.E. Barton, Educational Testing Service (2005); *Making Progress Toward Graduation. Evidence from the Talent Development High School Model*, Kemple, J.J. et al., MDRC (2005); *What Counts: Defining and Improving High School Graduation Rates*, National Association of Secondary School Principals (2005); *Breaking Ranks II: Strategies for Leading High School Reform*, Roucke, J.R. et al., NASSP (2005); *Helping Students Finish School: Why Students Dropout and How to Help Them Graduate*, Shannon, G.S. & Bylsma, P., OSPI (2006); and *Helping Students Graduate. A Strategic Approach to Dropout Prevention*, Smink, J. & Schargel, F.P., Eye on Education (2005). The National Governors Association focused on high school graduation requirements in its 2005 summit meeting.

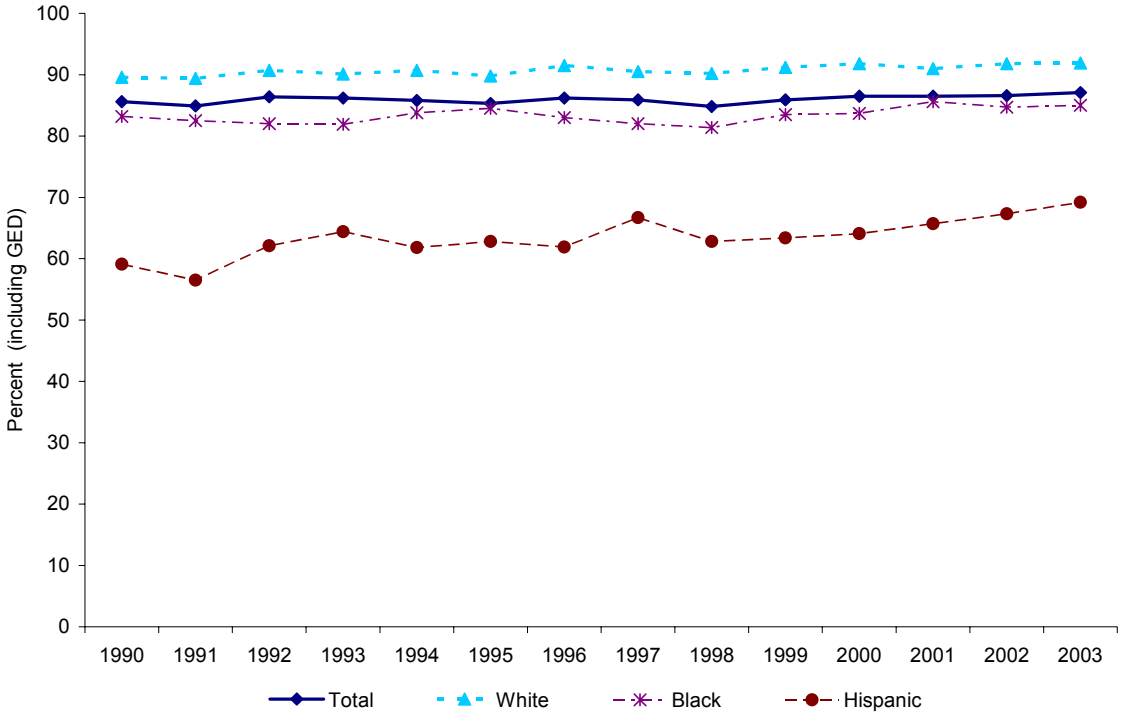
[3] This statistic includes students who graduate from private schools or complete with a GED credential. NCLB applies only to public schools and implicitly requires graduation with a regular diploma by age 18.

[4] For more information on the relationship between education level and income, see *Education Pays, 2005: The Benefits of Higher Education for Individuals and Society*, Baum, S. and Payea, K., College Board (2005). The report can be accessed at http://www.collegeboard.com/prod_downloads/press/cost04/EducationPays2005.pdf.

[5] See *Correctional Populations in the United States, 1999*, produced by the Bureau of Justice Statistics in 2002.

[6] For more information about the nature of the dropout problem and how it can be addressed, see *Helping Students Finish School: Why Students Drop Out and How to Help Them Graduate*, published by OSPI and updated in May 2006. It can be accessed and downloaded at http://www.k12.wa.us/research/default.aspx.

Figure 1: National Status Completion Rates
(includes only those ages 18–24 who are not enrolled in a K-12 School)



Source: *Dropout Rates in the United States: 2002 and 2003*, NCES 2006-062, June 2006.
(Due to the small sample size in some years, NCES did not report data for American Indian and Asian/Pacific Islanders separately.)

A GED credential, pursued by many dropouts, does not adequately prepare them for well-paying jobs or for accessing higher education. The GED was originally meant to be a high school credential for World War II veterans who may have interrupted their schooling to go to war. More recently, the GED has become a second-chance program for students who do not graduate from a regular high school program. Although the average age of GED test-takers is about 26, about 30–40 percent of the test-takers nationally are age 16 to 19.[7] The U.S. Department of Education estimates that 7 percent of the individuals ages 18–24 who were no longer in high school had passed the GED exam.[8] Post-secondary outcomes for students who get a GED are more similar to those of dropouts than high school graduates.[9] The American Council on Education recently increased the rigor of the GED, but the effect of the change is still unknown.

State law (RCW 28A.174.010) requires school districts to account for the educational progress of each of its students in grades 9–12. This requires OSPI to collect a record for each student in grades 9–12. Districts provide information on these students to OSPI through the Core Student Record System (CSRS), which includes data on the number of students who dropped out,

[7] See table 107 in *Digest of Education Statistics 1999*, National Center for Education Statistics, U.S. Department of Education (2000).
[8] See *Dropout Rates in the United States: 2002 and 2003* at http://nces.ed.gov/pubs2006/2006062.pdf.
[9] See *The GED Myth*, Greene, J.P., Texas Education Review (2002) and "Economic Benefits of the GED: Lessons From Recent Research," Tyler, J., *Review of Educational Research*, 73(3) (2003).

completed school via graduation and other means (i.e., an individualized education program or IEP diploma, an adult diploma, or a GED credential), transferred out of a school, and the reasons why students dropped out. The reporting period for school year 2004–05 is defined as the first day of school in the fall of 2004 to the day before the first day of school in the fall of 2005. Districts were to report their data to OSPI by December 1, 2005. A total of 251 districts reported 795 schools serving students in at least one high school grade in school year 2004–05. OSPI Bulletin 090-05 provided instructions about how to report the data to OSPI.

The data reported on CSRS is used for federal accountability purposes as well. To deter schools from discharging or "pushing out" low performing students in order to achieve better test results, the federal *No Child Left Behind Act of 2001* (NCLB) requires the use of graduation rates when determining if a high school has made Adequate Yearly Progress (AYP).[10] This law defines the graduation rate as the percentage of students who graduate in "the standard number of years" (i.e., "on-time") with a regular diploma.[11] The law requires students who complete their education with a GED to be counted as dropouts. NCLB also requires states to report test and graduation rate data for nine groups of students: the five major racial/ethnic groups, students with disabilities, students with limited English proficiency, students from low-income families, and all students combined. If a group in a high school does not make AYP because of its test results, the group can still make AYP if the group has reduced the percentage of students not meeting standard by at least 10 percent from the previous year and the group has a graduation rate that meets the required AYP target (this alternative method for making AYP is known as "safe harbor"). Otherwise, only the "all students" graduation rate is used when determining AYP.

New Graduation Rate Goals

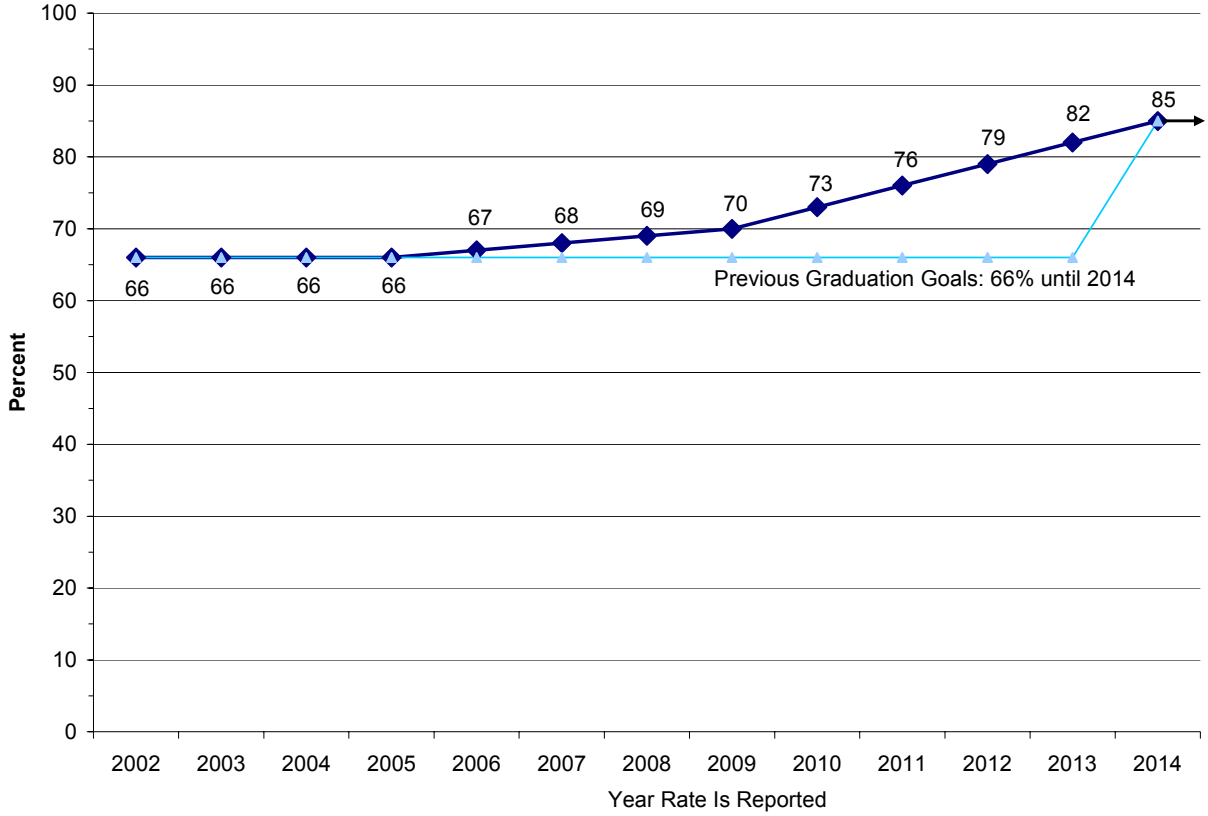
The state has set new "on-time" graduation rate goals for accountability purposes. In the past, schools and districts needed to have a rate of at least 67 percent to make AYP. This goal remained constant at 67 percent through 2013, rising to 85 percent in 2014. In spring 2005, the state's Academic Achievement and Accountability (A+) Commission revised the interim goals, requiring a gradual increase in the rate beginning in 2006 until it reaches 85 percent in 2014 (see Figure 2). The goal remains at 85 percent after 2014. If a school's rate is below the goal but is at least two percentage points above the previous year, the school makes AYP in this indicator.[12] (Previously only a one point gain was needed to make AYP if the rate was below the goal.) These new goals approved in 2005 by the U.S. Department of Education for accountability purposes.

[10] The rate is based on the cohort of students who enroll in Grades 9–12. Starting with the 2004-05 school year, the legislature requires OSPI to report dropout data for Grades 7 and 8. Washington has adopted the unexcused absence rate as the accountability measure for schools serving Grades 1–8.

[11] In June 2004, the U.S. Department of Education accepted OSPI's revised AYP policy that considers students with disabilities who finish their education in the number of years designated in their IEP as on-time graduates. In July 2005, the Department accepted OSPI's revised policy that allows migrant students and those with limited English proficiency to be counted as on-time graduates, even if they take more than four years to graduate. There are very few of these students in the state.

[12] Beginning in 2010, the goal increases by three percentage points. This is the year in which OSPI will report data for the cohort of students that will enter Grade 9 in Fall 2005 and graduate in 2009. In 2010, if the rate is below the goal, an improvement of at least four percentage points (rather than two) is needed to make AYP. See WAC 3-20-390 and 3-20-400 for the full description of the new graduation rate goals. For more information about the state's plan to meet the federal NCLB requirements, see the OSPI Web site at http://www.k12.wa.us/ESEA/default.asp.

Figure 2: New Graduation Rate Goals



The Commission's regulation requires OSPI to report graduation rates for students who finish "after their four academic years." Thus, this report includes data to show the "extended" graduation rate that includes students who have taken longer than four years to graduate.[13]

Definitions

Students fall into three broad enrollment categories. *Dropouts* are students who drop out of school for any reason, finish their schooling without a regular diploma, or whose status is "unknown" because they are no longer enrolled but are not confirmed transfers or dropouts. *Continuing* students are those who are still enrolled in school at the end of the school year. *Graduates* are students who graduate with a regular high school or adult diploma.[14] A fourth group—students who transfer to another school—are removed from all calculations to avoid counting the same student more than once.

The specific definitions used in this report conform to the federal government definitions and are as follows:

Dropout A dropout is a student who leaves school for any reason, except death, before completing school with a regular diploma and does not transfer to another school. A student is considered a dropout regardless of when dropping out occurs (i.e., during or between regular

[13] The Commission no longer exists but the regulation remains in effect because its duties have been transferred to the State Board of Education.
[14] Students who complete with an IEP diploma are considered graduates. There were 119 of these students statewide.

school terms). A student who leaves during the year but returns during the reporting period (including summer program) is not a dropout. In addition, students who receive a GED certificate are categorized as dropouts. Moreover, if a student leaves the district without indicating he or she is dropping out, and the district is not contacted by another school requesting student records (even if the district was verbally told the student was transferring), the student has an "unknown" enrollment status and is considered a dropout.

Continuing Students are considered to be continuing their education in the school if they are not assigned an exit code (i.e., a graduate or other type of completer, a transfer, a dropout, an unknown, or deceased). Grade 12 students with this status count against the on-time graduation rate.

Graduate A student is considered to be a graduate if he or she received a high school diploma or an adult diploma from a community college program during the reporting period (including a summer program). On-time graduates are those who receive a diploma in the expected year.

Class of 2005 A student who was expected to graduate in 2005 is in the cohort of students of the Class of 2005. The graduation year is assigned at the beginning of grade 9 (in this case, in the fall of 2001) and is set as four years later. The year is assigned upon entry when a student transfers into a school. This graduation year is not to be changed unless an error was made during the initial assignment of the graduation year. Students who transfer into the district after grade 9 may be assigned a graduating class based on the district policy (usually according to the level of credits earned or chronological age). Students with disabilities may be given a graduation year up to seven years after entering grade 9 if the IEP plan says it will take longer than four years to graduate. The graduation year can be changed for these students until they reach age 16. Beginning in school year 2005-06, students in the migrant program can be given five years to graduate after entering grade 9, and students in the state bilingual programs can be given up to seven years to graduate after entering grade 9. This extended amount of time is to be given on a case-by-case basis, and the rationale for the extra time needs to be documented in the student's records.

Extended Graduation Rate This rate includes students who graduated after the year they were expected to graduate. Thus, a student who graduated in 2005 but was expected to graduate in 2004 (in the Class of 2004) is included in the extended graduation rate.[15]

Methodology

The information provided by districts to OSPI is analyzed for completeness and accuracy. Revisions are then made to the data prior to calculating the rates. This section describes the analyses, revisions, and formulas used to compute the various rates and the rationale for each.

[15] We assume students graduate late at the same rate each year. Although technically these students are part of a different cohort of students, by including these students each year in the extended graduation rate of the current year, there is no need to recalculate the graduation rates for previous years. Moreover, the year in which they graduate is the logical year to report the students as graduates.

Data Analysis and Adjustments Made Prior to Calculating Rates

The data used to generate the results in this report come from the OSPI's Core Student Record System (CSRS). Districts are required to submit student-level data to OSPI each month. OSPI then analyzes the student records for completeness and accuracy and asks districts to resubmit data if errors are identified. OSPI staff conduct additional analyses to identify any data anomalies that could signal other problems. For example, some districts may initially report having no students with a disability or no students in a particular grade. Some districts had students enrolled at the end of school year 2003-04 who did not show up for school at the beginning of the 2004-05 school year (a group known as "no shows"). These students are counted as dropouts, even though they may have transferred to another location. If problems like these are found, districts are asked to provide corrected data.

The data from CSRS undergo further analysis and revisions prior to calculating the graduation and dropout rates. Many of these processes relate to "transfers." Students coded as transfers (i.e., those who leave and have their records requested by another school) are removed from all calculations to avoid counting the student more than once. Students who become "home-schooled" may be considered transfers when they leave. Students in grades 9-11 who are coded as transfers after May 31, 2005 and are not listed as entering another school are counted as *continuing* students because they usually finished the school year and transferred to another school or district during the summer or the following school year. However, students in grade 12 who are coded as transfers in June are not considered continuing students because they are often home-based or private school students who are not part of a school's graduating class but who have the option to access public school services. They may also transfer for administrative purposes because some schools do not have the capability to award a diploma. In this case, they are counted as graduates in another school. Students with duplicate records that are coded initially with an "unknown" location or as a dropout and who later enroll in another school or district are considered to be transfers from the first school/district. Finally, the very small number of students who die during the school year are removed from all the calculations.

A number of adjustments are made when calculating the rates. Totals for institutions, correctional facilities, unaffiliated or autonomous buildings, and schools where a majority of students come from another district are included in the state and county totals but not in district totals. Students in juvenile detention centers are excluded from the calculations because they are generally not provided any educational services, the duration of their stay is very short (often just a few days), and they may be served elsewhere after their release.[16] Students attending vocational schools or skill centers are counted in their home school, and students enrolled in a high school but who are coded as being in a grade other than 9–12 are excluded from the calculations. In addition, students who exited prior to August 15, 2004 or were age 21 prior to September 1, 2004 are not included in the calculations because they exited prior to the 2004–05 school year. Students who are coded as being "promoted" to the next grade by August 15, 2005 are counted as continuing students in the current grade. Districts are contacted to check the enrollment status of students coded with an entry or exit date after August 15, 2005 (which could be records for

[16] This policy is used because students located in short-term correctional facilities often enter and exit the same day and have an "unknown" location after exiting. In addition, some of these individuals enter and exit multiple correctional facilities, so they would end up counting as dropouts multiple times as they enter and exit these facilities, even though they may have dropped out of their "home" school in a previous year and are no longer enrolled in school.

the next school year), and when applicable, the enrollment status and dates are adjusted to ensure students have the correct status in the correct school year. A student who graduated and is coded as being in any grade other than grade 12 is considered to be in grade 12. This credits the graduation in the year it occurs and relieves the district from reporting exited students in later years. Students who complete their education with an IEP diploma are considered graduates, while students who complete their education with a GED certificate are considered dropouts, as required by NCLB. (GED completers are still entitled to re-enroll and continue their education and graduate with a regular diploma.)

Rationale and Formulas for Calculating Rates

Few districts have the ability to report students in the Class of 2005 who dropped out in previous years, so OSPI no longer requires districts to report data for these students. Instead, a new method has been used, beginning with the Class of 2002, to estimate the level of dropouts that occurred for the cohort in previous years. This method uses current year dropout data as a proxy for the cohort dropout rates in previous years. The assumption is that the current year's dropout rates are the same as those that occurred in the previous years when students in the cohort were in those grades. The results generated using this method are consistent with those found by other researchers who have used different methods to estimate cohort graduation rates.

This new method has several advantages compared to those used by others and the methods used previously. First, it includes dropouts in grades 9–11 (some methods exclude these students in the graduation calculations). Second, it relies on the most recent data, which are the most accurate. Third, it relieves a district from including students in its data systems in years when they are no longer enrolled, and it does not require access or changes to student records from previous years. Fourth, the total number of students served in the cohort does not need to be known because the calculation uses only rates. Thus, knowing the number of students starting grade 9 four years ago and the number of students who transfer in and add to the cohort is not required, and no adjustments need to be made to account for changes in enrollment across years.[17] Finally, it relies on fewer data and codes, so it is less susceptible to error and is easier for schools and districts to compute the graduation rate.

A small percentage of students are served in the school system after their expected graduation year. Students who have an expected year of graduation prior to 2005 are *excluded* from "on-time" calculations for the Class of 2005. When calculating the "extended" graduation rate, the students who graduated after their expected graduation year (i.e., a student who was expected to graduate in 2004 or before but finished in 2005) are *included* in the calculation.[18] This provides educators with an incentive to have students continue or return to school after dropping out so they can eventually graduate, even if it takes more than four years. In 2005 the U.S. Department of Education granted Washington permission to use the extended graduation rate for AYP purposes. (Districts that keep complete longitudinal records of all students served, including

[17] Some methodologies require Census data to adjust for changes in enrollment over time. However, these data are not available at the school level and are quickly outdated at the district level.

[18] A total of 11,603 students with an expected year of graduation prior to 2005 were served in the K-12 school system in 2004-05. This represents about three percent of the total student population in Grades 9–12. These students are usually coded as being in Grade 12, although some are coded as being in the other high school grades. Of these students, 33 percent earned a regular diploma and 41 percent dropped out during the school year. The remaining 26 percent were still continuing their education at the end of the school year.

those who dropped out in previous years, are permitted to submit those data for use when determining AYP.)

This report provides results from the two different graduation rate calculations, as required by the new state accountability regulation (WAC 3-20-390). The specific formulas used to calculate the rates are as follows:

Dropout Rate $\frac{\text{number of students with a dropout, unknown, GED completer code}}{\text{total number of students served (less transfers and juvenile detention)}}$

On-Time Graduation Rate 100*(1-grade 9 dropout rate)*(1-grade 10 dropout rate)*(1-grade 11 dropout rate)*(1-grade 12 dropout rate-grade 12 continuing rate)

Extended Graduation Rate $\frac{\text{number of on-time and late graduates}}{\text{\# of on-time graduates divided by on-time graduation rate}}$

Note: The dropout rate is applied to all grades and each grade individually. As noted above, students who have an expected year of graduation prior to 2005 are excluded from the formulas when calculating "on-time" rates. The "extended" rate denominator creates the total number of students in the cohort.

So conceptually, each cohort of students begins with 100 percent, then is reduced by the dropout rate in each grade over time. Students who are still enrolled at the end of grade 12 (continuing grade 12 students) are then factored into the formula, leaving the remaining students as those who graduated on time. For example, if 10 percent of the grade 9 students dropped out, the cohort begins grade 10 with 90 percent of the cohort. If another 10 percent of the cohort drops out in grade 10, the cohort begins grade 11 with 81 students (10% of 90 is 9). This process continues until the remaining students are those that graduated at the end of grade 12. This becomes the *on-time* graduation rate. This rate is used to determine the size of the cohort, which becomes the denominator of the *extended* graduation rate calculation. For example, if there were 70 on-time graduates and the graduation rate is 70 percent, the cohort size is 100 students (70 divided by 0.7). The numerator in this calculation is the sum of the on-time and late graduates. So in this example, if 5 students graduated late, there would be 75 graduates out of 100 students, resulting in an extended graduation rate of 75 percent.[19]

A spreadsheet template on the OSPI Web site can be used to calculate the various dropout and graduation rates (see the "Graduation" worksheet at http://www.k12.wa.us/ESEA/pubdocs/AYPcalculationspreadsheets2005-2007.xls.

Caveats and Cautions

Some schools serving students in the high school grades do not have capability to have graduates (e.g., a new high school that serves only grades 9-10, schools that offer selected courses via the Internet, alternative school programs that do not issue diplomas). For these schools, OSPI reports only their annual dropout rates for all grades served.

[19] The extended graduation rate can exceed 100 percent when using this formula when a school enrolls students from other locations who have an earlier graduation year and helps them graduate.

The graduation results reported in this document should be considered estimates. Although the quality of the CSRS data provided by districts to OSPI continues to improve, there may be inaccuracies based on making assumptions about the past, and some districts acknowledge that the information provided for some of their students is not correct and has not been updated. Rates that are extremely high or low or that vary considerably from the previous year may also reflect inaccurate reporting. In addition, some districts did not provide corrected or complete data when notified about problems in their CSRS report.

Nevertheless, this year's results are the most accurate to date. For the first time, students who did not report to school in the fall after being present the previous year were included in the data OSPI analyzed ("summer no-shows").[20] In addition, the accuracy of the data continues to improve as more scrutiny and care are given to the rates and the coding of students' enrollment status. Moreover, OSPI used the unique state student identification number to locate students who moved from one district to another and who would have been considered dropouts because their location was unknown by the first district and no request for records was recorded.

Graduation and dropout rates can be calculated in various ways, so it is important to consider the methods and definitions used when analyzing rates and making comparisons across schools, districts, and states and from one year to another. For example, the federal government requires states to report an annual (also called "event") dropout rate, which is the percentage of students who dropped out of school in one year without completing an approved high school program. The annual high school dropout rate for grades 9–12 is based on the total number of dropouts and total enrollments across these four grades. In contrast, a cumulative or cohort dropout rate is based on the percentage of students who began grade 9 in a given year but dropped out of school over a four-year period and did not receive a regular diploma. Finally, states use different methods to calculate graduation rates because of the variability of data systems used at the state, district, and school levels. As a result, the U.S. Department of Education has started to publish graduation rates for all states using the same methodology, and the National Governors Association has received a commitment from all 50 governors to use a slightly different method.[21]

Some results that have been reported in previous years are no longer reported because they cause confusion and provide an inaccurate picture of what is happening in the school system.[22] Results posted on the OSPI Report Card for the Classes of 2002 through 2004 reflect the new methodology and are comparable to the results reported for the Class of 2005.[23]

Districts that make a strong effort to identify students who have dropped out and help them return to school may incur lower on-time graduation rates than they would otherwise. Often

[20] Students who do not show up in the fall are counted as dropouts in the year they last attended.
[21] See Chapter 3 for more information about the new methods for reporting state graduation rates. For more information about the ways states calculate these rates, see *National Institute of Statistical Sciences/Education Statistics Services Institute Task Force on Graduation, Completion, and Dropout Indicators*, National Center for Education Statistics Report 2005-105, U.S. Department of Education (2005).
[22] The federal government asks each state to calculate and report annual rates using the number of students enrolled in October of the school year (based on Form P-105) as the denominator, even though more students may be served during the year. Results using this method are not reported in this document. Instead, this report provides results using the total number of students served during the year using student-level data.
[23] The on-time graduation rates shown for the Class of 2002 in the June 2003 OSPI report were based on a different methodology and are not accurate.

these students may re-enroll in school, only to be considered dropouts later because they complete their education with a GED certificate or finish the courses they want to take without graduating. These students may also drop out again or take longer than four years to graduate. Hence, lower on-time graduation rates are not always an indication that a district is not making an effort to keep students in school. Now that the "extended" graduation rate is being calculated, there is an incentive to seek out dropouts and get them to return to school. Closely examining the kinds of individual schools that exist in a district may reveal the existence of specialized programs that are set up specifically to help students who are at-risk of leaving school without a regular diploma. A large difference in the size of the on-time and extended gradation rates may indicate that a district or school is working hard to keep students in school or to have dropouts return to school and graduate.

In summary, policymakers, educators, and parents need to be careful when examining and making inferences about the dropout and graduation rates for schools and districts, and they should look closely at disaggregated results and trends over time to get a better understanding of these indicators.

Contents of the Report

Chapter 2 provides statewide dropout statistics by grade, student population, and for the cohort of students in the Class of 2005. Chapter 3 provides statewide graduation and completion statistics for the Class of 2005, including estimated on-time graduation rates for the nine student populations that are held accountable under NCLB. The chapter also provides results related to AYP, i.e., those schools and districts that met the 67 percent threshold required to make AYP. Students who do not fall into one of the five race/ethnic groups (e.g., those who are multiracial) are not included in the totals for a race/ethnic group, so the totals of the five groups may not add to the overall total.

The appendices contain detailed sets of data for districts and schools and by county.

- Appendix A provides four sets of **annual dropout** statistics for districts and schools—all grades combined, for each grade, by race/ethnic group, and by program & gender.
- Appendix B provides various sets of data related to the **on-time graduation** rates for districts and schools and the data used to compute those rates.
- Appendix C provides **extended graduation** rate data. These rates include students who graduated after the year in which they were expected to graduate (i.e., those who graduated in 2005 but were expected to graduate prior to 2005).
- Appendix D provides data at the **county** level.

These appendixes are available only in electronic formats due to their length. They are available in PDF format at http://www.k12.wa.us/DataAdmin/default.aspx. In addition, the data used in the appendixes are available in spreadsheets that can be downloaded from the OSPI Web site at http://reportcard.ospi.k12.wa.us/DataDownload.aspx.

This year OSPI begins reporting dropout rates for grades 7 and 8 as required by a state law passed in April 2005.[24] A separate report will be issued with these rates.

[24] This reporting requirement is included in SHB 1708, which amended RCW 28A.175.010.

CHAPTER 2

DROPOUT STATISTICS

Annual Dropout Rates by Grade

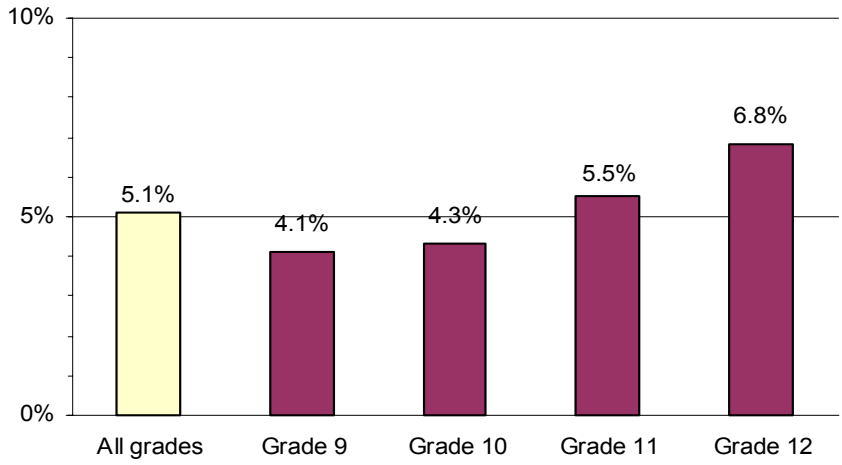
Nearly 16,000 students dropped out of Washington's public high schools in the 2004–05 school year. This represents 5.1 percent of all public school students in grades 9–12 with an expected year of graduation of 2005 or later.[25] The dropout rate is slightly higher in each consecutive grade—grade 9 has the lowest dropout rate and grade 12 has the highest dropout rates. Table 2 and Figure 2 provide dropout data for the 2004–05 school year for each grade and for all grades combined.

Table 2: State Summary for Grades 9–12 (School Year 2004–2005)

Grade	Grade 9	Grade 10	Grade 11	Grade 12	All grades
Total students served*	88,439	81,715	77,126	67,051	**314,331**
Dropped out**	3,607	3,501	4,275	4,538	**15,921**
Annual dropout rate	**4.1%**	**4.3%**	**5.5%**	**6.8%**	**5.1%**

* Does not include transfer students or those who were still enrolled beyond their expected year of graduation.
** Includes students who have an unknown location and who have completed with a GED.

Figure 2: Annual Dropout Rates by Grade (School Year 2004–2005)



[25] Students who were served after their expected year of graduation (i.e., students that were scheduled to graduate before 2005) are not included in these calculations. About 41 percent of these students are considered dropouts because they received a GED or left school without receiving a regular diploma. When students who were served after their expected year of graduation are included in the calculations, the annual dropout rate is 6.6 percent.

Annual Dropout Rates by Student Group

The annual dropout rate differs among racial/ethnic and other student groups. Table 3 provides information for these groups. Figures 3 and 4 show the percentage of students enrolled by race/ethnicity and the percentage of all dropouts. Figure 5 illustrates the results by gender and racial/ethnic group.

- Most dropouts are white, although the proportion of dropouts who are white is less than the proportion of their total grade 9–12 enrollment. In contrast, American Indian students drop out at twice the rate of their enrollment; Black and Hispanic students also have a disproportionate level of dropouts.
- Asian/Pacific Islander students had the lowest annual dropout rate (3.3%) while the rates were highest for American Indian students (10.2%) and Hispanic students (8.3%).
- Males dropped out at a higher rate (5.8%) than females (4.3%). This pattern was true for every racial/ethnic group. Asian/Pacific Islander females had the lowest dropout rate (2.9%) while American Indian males had the highest dropout rate (10.7%).

Students in the different race/ethnic groups drop out of school at different rates in the various grades. Table 4 and Figures 6 and 7 show the annual dropout rate for various student groups in the different grades. The highest rate was among American Indian students in grade 11—about one in eight (12.6%) dropped out while in that grade. Asians/Pacific Islanders, in grade 10, had the lowest dropout rate (2.7%).

Table 3: State Summary for Grades 9–12 (School Year 2004–2005)

Student Group	Net enrollment*	Total dropouts	*Confirmed dropouts*	*Location unknown*	*GED completers*	**Annual dropout rate**
All students	314,331	15,921	*6,310*	*8,431*	*1,180*	**5.1%**
Amer. Indian	8,514	868	*366*	*444*	*58*	**10.2%**
Asian/Pacific Is.	25,137	821	*295*	*497*	*29*	**3.3%**
Black	16,382	1,143	*347*	*747*	*49*	**7.0%**
Hispanic	31,493	2,618	*1,049*	*1,473*	*96*	**8.3%**
White	231,313	10,195	*4,220*	*5,031*	*944*	**4.4%**
Unknown	1,492	276	*33*	*239*	*4*	**18.5%**
Special education	30,247	1,719	*679*	*961*	*79*	**5.7%**
Limited English	13,393	867	*339*	*509*	*19*	**6.5%**
Low income	97,858	6,511	*2,597*	*3,515*	*399*	**6.7%**
Female	153,204	6,646	*2,588*	*3,619*	*439*	**4.3%**
Male	161,127	9,275	*3,722*	*4,812*	*741*	**5.8%**

* Does not include students who transfer to another school or those still enrolled beyond their expected year of gradation.

Figure 3: Annual Enrollment Rates by Race/Ethnicity (School Year 2004–2005)

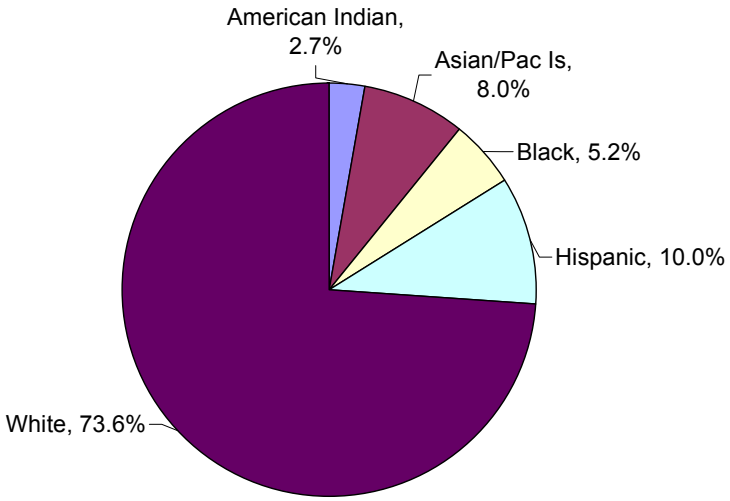


Figure 4: Percent Dropout by Total Race/Ethnicity Enrollment (School Year 2004–2005)

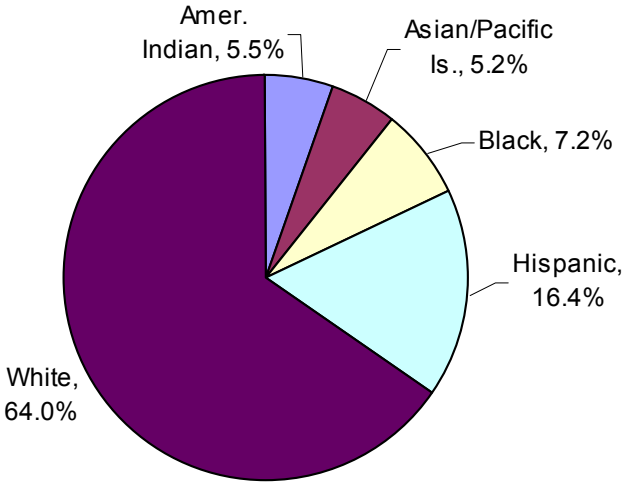


Figure 5: Annual Dropout Rates by Gender and Race/Ethnicity, Grades 9–12 (School Year 2004–2005)

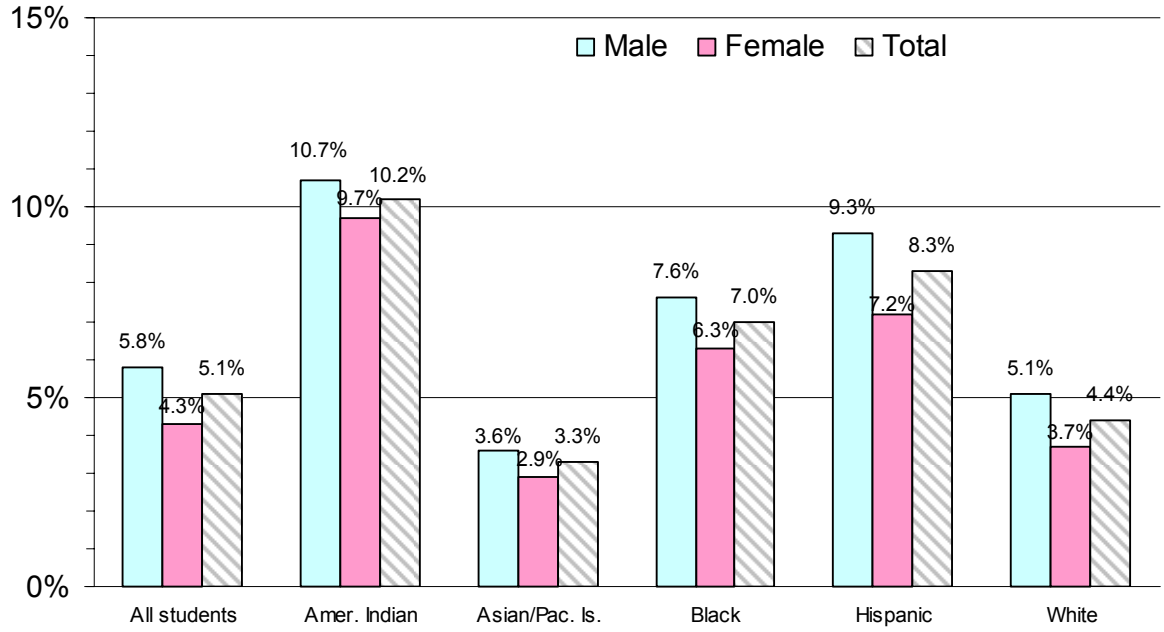


Table 4: Annual Dropout Rates by Grade for Student Groups (School Year 2004–2005)

Student Group	Grade 9 dropout rate	Grade 10 dropout rate	Grade 11 dropout rate	Grade 12 dropout rate	Annual dropout rate, all grades
All students	4.1%	4.3%	5.5%	6.8%	**5.1%**
Amer. Indian	8.1%	9.2%	12.6%	12.1%	**10.2%**
Asian/Pacific Is.	3.0%	2.7%	2.9%	4.6%	**3.3%**
Black	6.5%	6.6%	7.3%	7.8%	**7.0%**
Hispanic	7.9%	7.7%	8.5%	9.7%	**8.3%**
White	3.1%	3.5%	5.0%	6.4%	**4.4%**
Special education	3.7%	5.1%	5.9%	10.1%	**5.7%**
Limited English	6.2%	5.9%	6.5%	7.8%	**6.5%**
Low income	5.3%	6.0%	7.6%	9.0%	**6.7%**
Female	3.7%	3.7%	4.9%	5.4%	**4.3%**
Male	4.5%	4.8%	6.2%	8.2%	**5.8%**

Figure 6: Annual Dropout Rates by Grade and Race/Ethnicity (School Year 2004–2005)

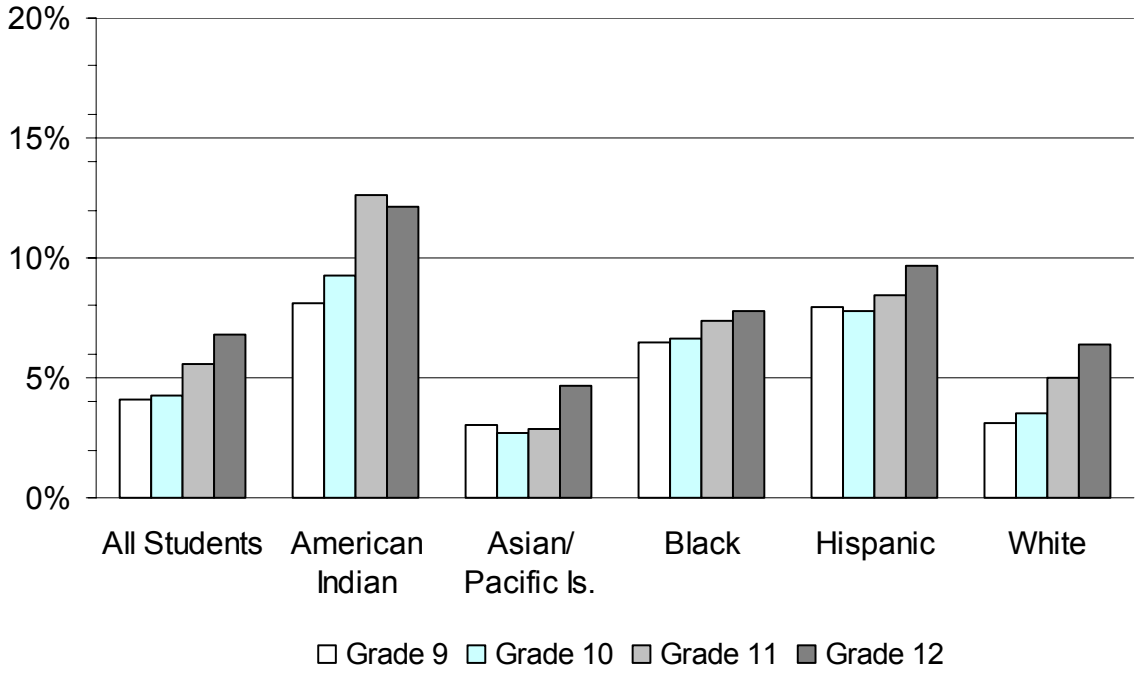
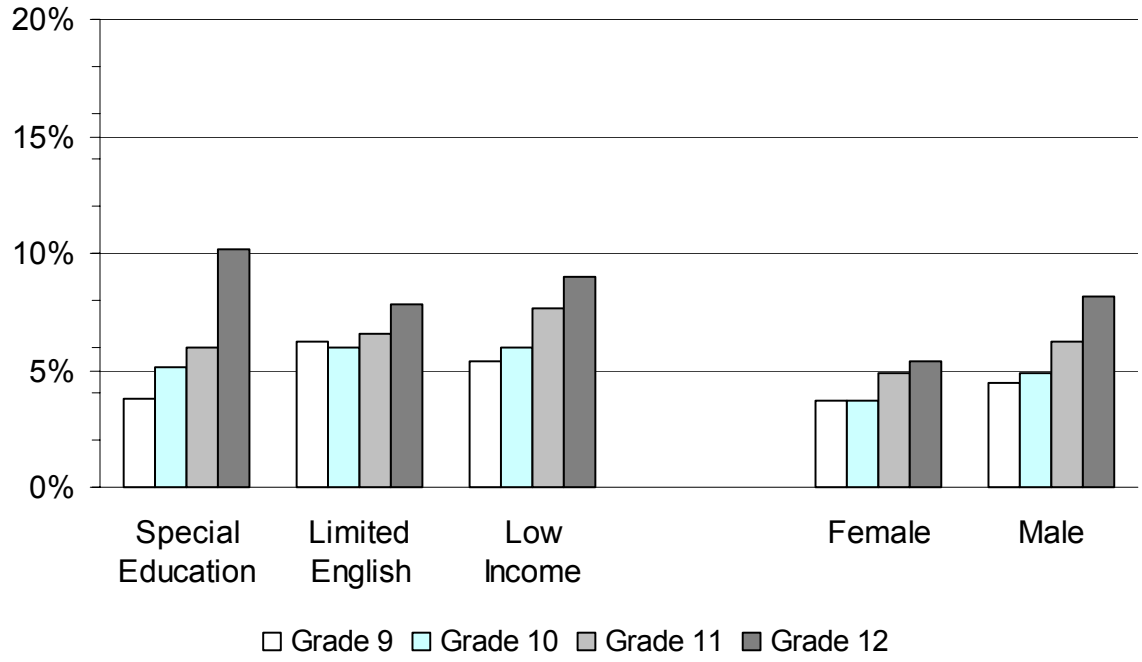


Figure 7: Annual Dropout Rates by Grade, Program Type, and Gender (School Year 2004–2005)



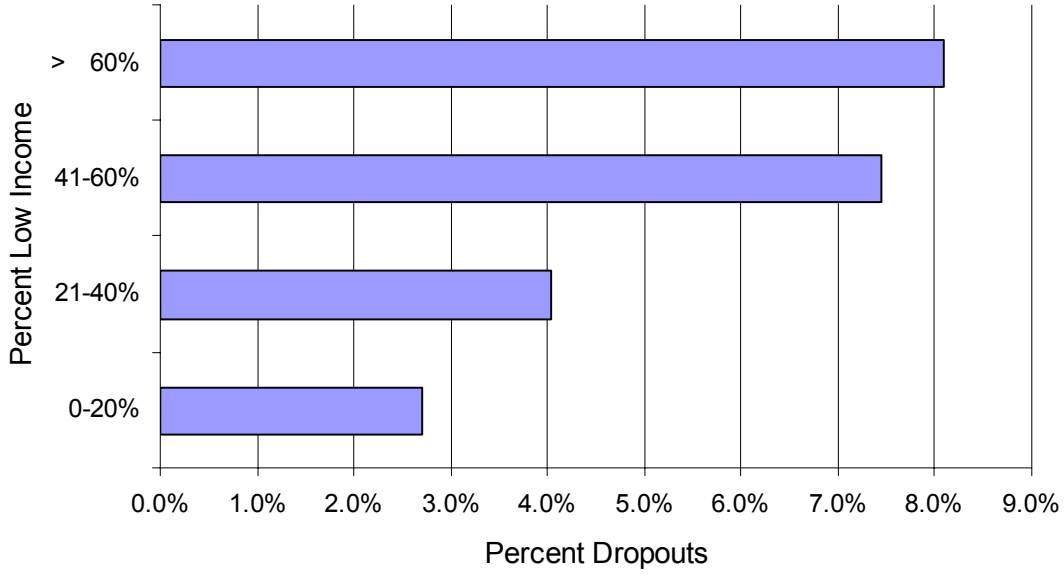
Poor Students Are More Likely to Drop Out

Schools with larger proportions of poor students (i.e., eligible for a free or reduced-price meal) tend to have higher dropout rates, as shown in Table 5 and Figure 8. The table does not include schools that do not offer a subsidized meal program, which are primarily alternative and dropout recovery programs, special needs programs, institutions, and residential treatment centers. These types of schools reported relatively high levels of dropouts.

Table 5: Annual Dropout Rates by Low Income (School Year 2004–2005)

Low Income Served	Students Served	Dropouts	Percent Dropout
0-20%	96,637	2,622	**2.7%**
20-40%	123,815	5,004	**4.0%**
40-60%	55,535	4,140	**7.5%**
>60%	5,939	480	**8.1%**

Figure 8: Annual Dropout Rates by Percent of Low Income Served (School Year 2004–2005)



Dropout Rates Lower Than Previous Year

The annual dropout rates are lower than those reported for the previous school year. All student groups had lower rates (see Table 6 and Figures 9 and 10). Black students had the largest reduction. The improvement of the rates can be attributed to increased efforts by educators to help students stay in school, better record keeping and tracking of students at the school and district levels, and better analysis of the data by OSPI.

Table 6: Annual Dropout Rates for Student Groups, School Years 2003–2004 and 2004–2005

Student Group	Annual dropout rate, 2003–04	Annual dropout rate, 2004–05	Change in rate
All students	5.8%	5.1%	-0.7
Amer. Indian	12.0%	10.2%	-1.8
Asian/Pacific Is.	3.7%	3.3%	-0.4
Black	9.7%	7.0%	-2.7
Hispanic	10.2%	8.3%	-1.9
White	5.0%	4.4%	-0.6
Special education	6.9%	5.7%	-1.2
Limited English	7.9%	6.5%	-1.4
Low income	6.8%	6.7%	-0.1
Female	5.2%	4.3%	-0.9
Male	6.4%	5.8%	-0.6

Figure 9: Comparison of Annual Dropout Rates by Race/Ethnicity

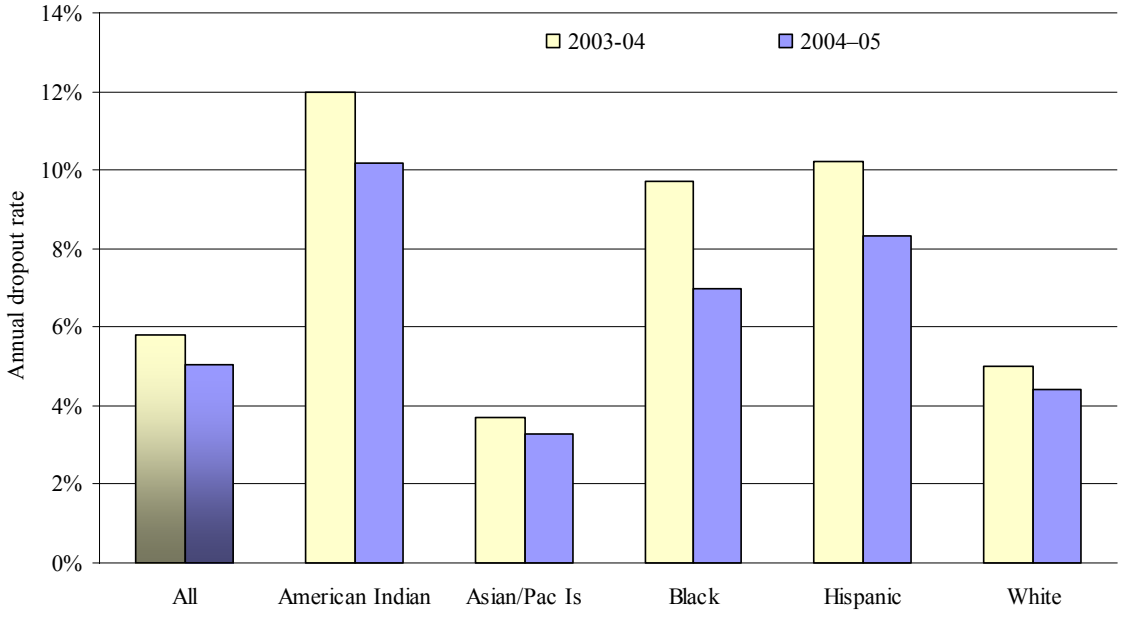
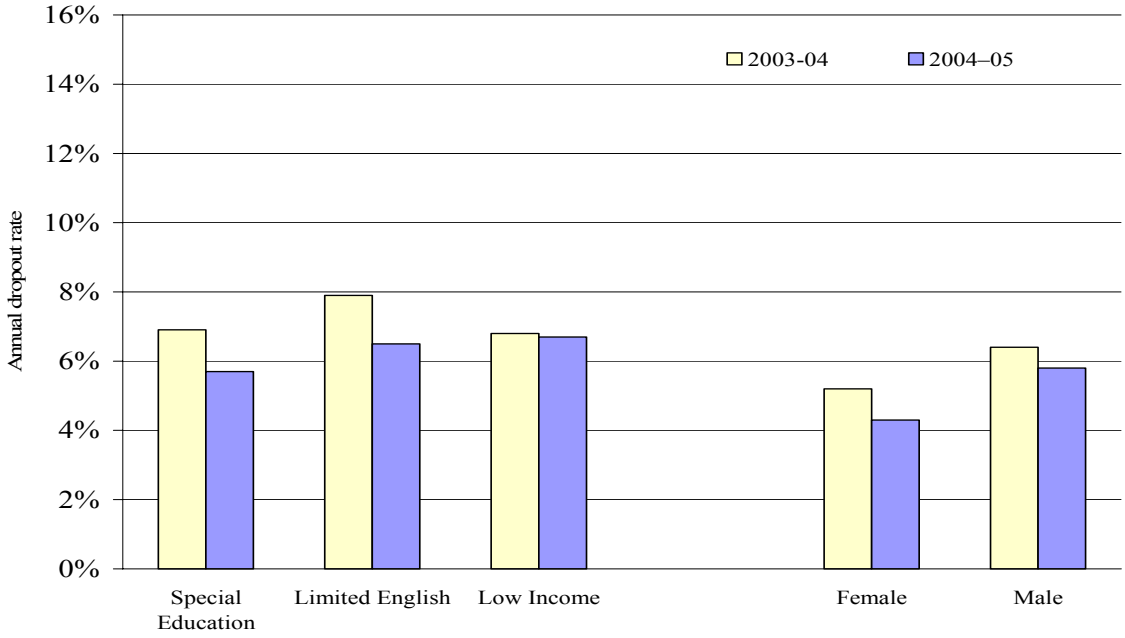


Figure 10: Comparison of Annual Dropout Rates by Program and Gender



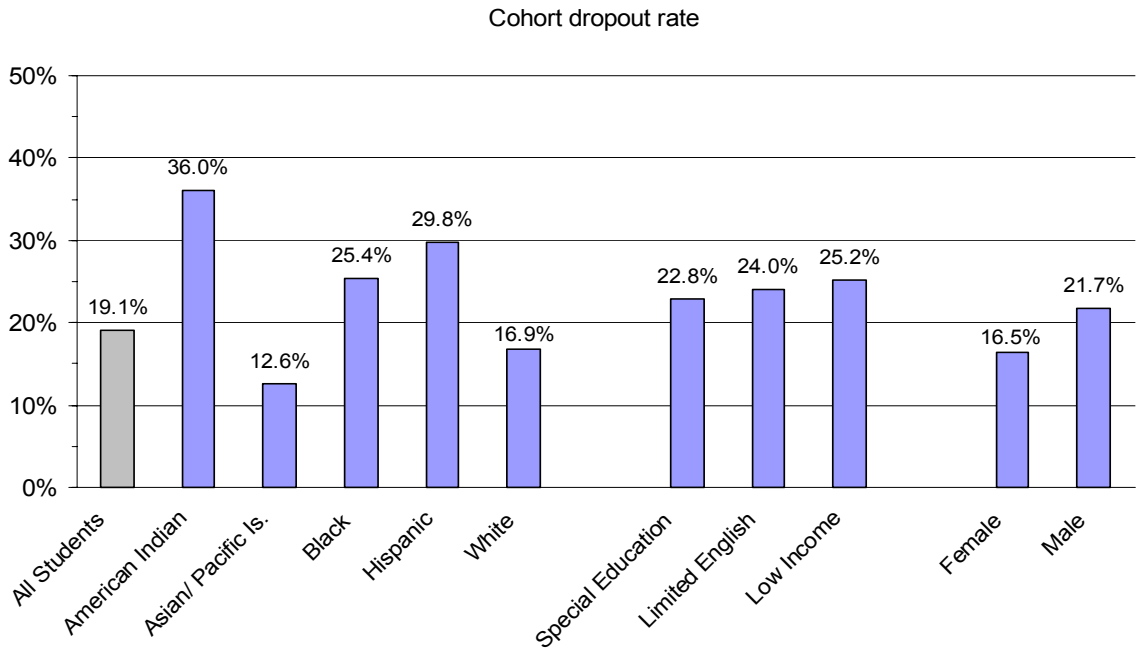
Cumulative Dropout Rates

Since students drop out of school at different stages of their school experience, the combined effect of these dropouts over a four-year period can be quite substantial. The cumulative effect these dropout rates have on the cohort of students in the Class of 2005 can be calculated using the same methodology described in Chapter 1, except students who are still enrolled in school at the end of grade 12 are not included in the calculation. Based on the data provided by districts, we estimate that the cumulative **dropout rate for the Class of 2005 cohort was 19.1 percent**. (Students who transferred out are excluded from all calculations.)

- Asian/Pacific Islanders had the lowest cumulative dropout rate (12.6%) while American Indian students had the highest cumulative dropout rate (36.0%).
- Males dropped out at a higher rate (21.7%) than females (16.5%).

Figure 11 shows the cumulative dropout rates for the various groups.

Figure 11: Cumulative Dropout Rates by Race/Ethnicity, Program, and Gender (Class of 2005)



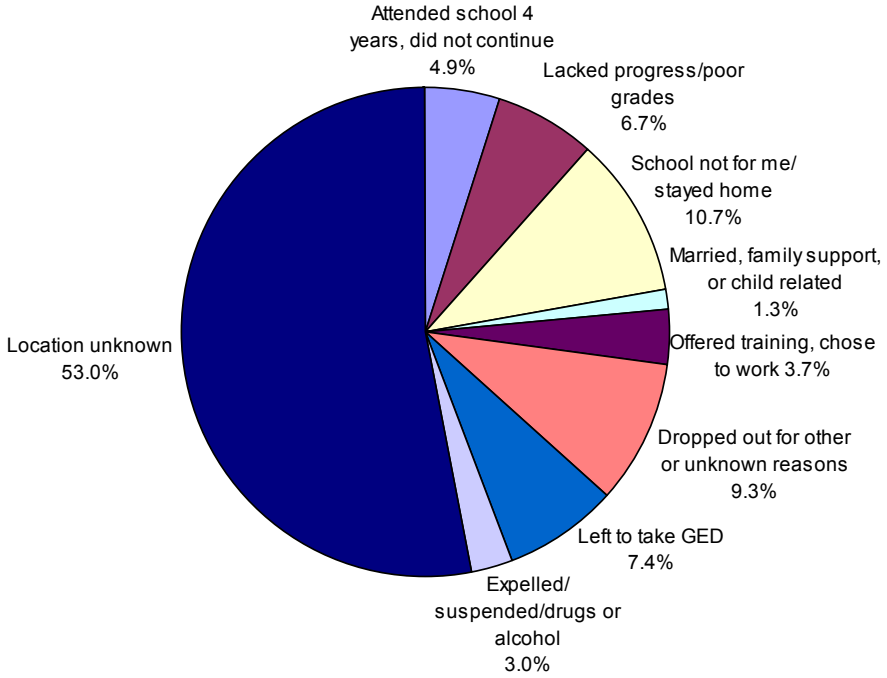
Reasons Given for Dropping Out

Students drop out for various reasons (see Table 7 and Figure 12). More than half of all dropouts in grades 9–12 were students who had an unknown location. Of the 4,538 students who dropped out of grade 12, nearly 16 percent dropped out because they had not made or were not making sufficient academic progress in school (this includes those who dropped out even though they had attended high school for four years). Relatively few students who were considered dropouts may have actually completed their education by passing the GED exam. The dropout rate could be reduced dramatically by taking steps to (1) locate students whose whereabouts are unknown to determine if they are transfers, and (2) identify and provide extra help to students who are not on-track to have enough credits to graduate in the expected timeframe.

Table 7: Reasons Given for Dropping Out (School Year 2004–05)

Grade	Attended school 4 years, did not continue	Lacked progress/ poor grades	School not for me/ stayed home	Married, family support, or child related	Offered training, chose to work	Dropped out for other or unknown reasons	Left to take GED	Expelled/ suspended/ drugs or alcohol	Location unknown	**Total**
Grade 9	6	251	381	48	80	279	143	153	2,266	3,607
Grade 10	11	207	373	35	128	353	237	121	2,036	3,501
Grade 11	43	284	474	66	191	416	432	104	2,265	4,275
Grade 12	715	327	483	53	191	438	368	99	1,864	4,538
Total	775	1,069	1,711	202	590	1,486	1,180	477	8,431	15,591
Percent of total	**4.9%**	**6.7%**	**10.7%**	**1.3%**	**3.7%**	**9.3%**	**7.4%**	**3.0%**	**53.0%**	

Figure 12: Reasons Why Students Left School Before Graduating, Grades 9–12 (School Year 2004–2005)



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Appendix A provides the dropout statistics for districts and schools, and Appendix B shows the dropout rates used to compute the on-time graduation rates. Appendix D provides dropout and graduation statistics for counties. (These appendixes are only available in electronic form, as noted in Chapter 1.)

CHAPTER 3

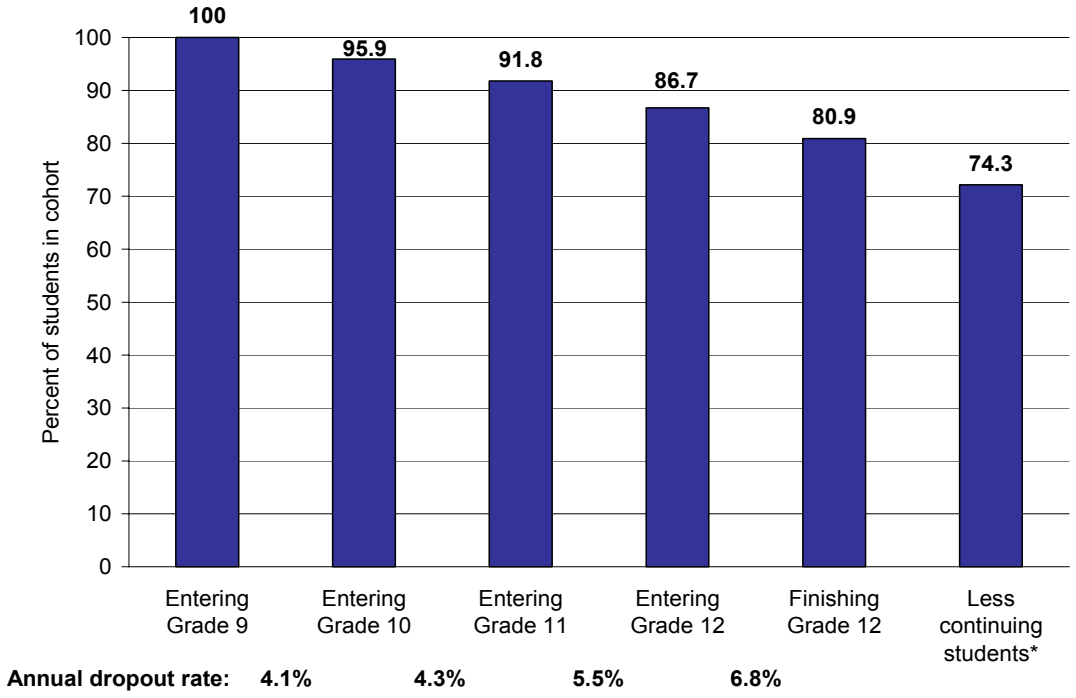
GRADUATION STATISTICS

On-Time Graduation Rates

The dropout rates shown in Chapter 2 are used to estimate the graduation rates for the cohort of students who were expected to graduate in 2005. This "Class of 2005" is the group of students who would have started grade 9 in the fall of 2001 and were expected to graduate "on-time" in the spring of 2005, i.e., in a 4-year period.

We estimate that **74.3 percent of the students in the Class of 2005 graduated by the end of the 4-year period** with a regular diploma. Figure 13 shows how dropouts in previous years gradually reduced the number of enrolled students in the Class of 2005 over time.[26] By the end of the 2004–05 school year, 19.1 percent of the students in the cohort had dropped out and 6.6 percent were still attending school. The grade 12 students who were still enrolled at the end of the year and did not graduate reduces the on-time graduation rate even further. Figure 14 summarizes the enrollment status of these students at the end of the four-year period (i.e., by the end of summer 2005).

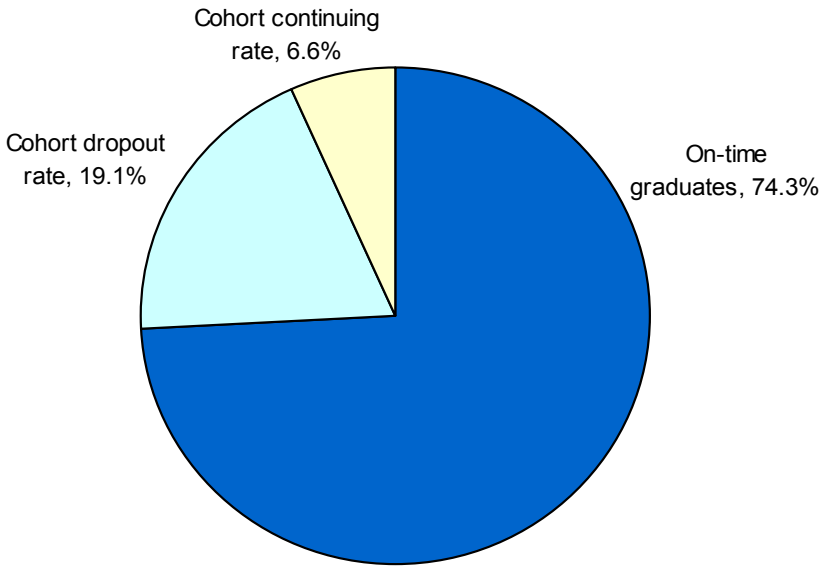
Figure 13: Attrition in the Class of 2005



* A total of 7.6% of the grade 12 students were still enrolled in school at the end of the year, which represents 6.6% of the cohort.

[26] We assume the dropout rate that occurred in school year 2004-05 for each grade is the same that occurred for the cohort in earlier years. See Table 4 in the previous chapter for these rates.

Figure 14: Class of 2005 Enrollment Status



Rates for Student Groups

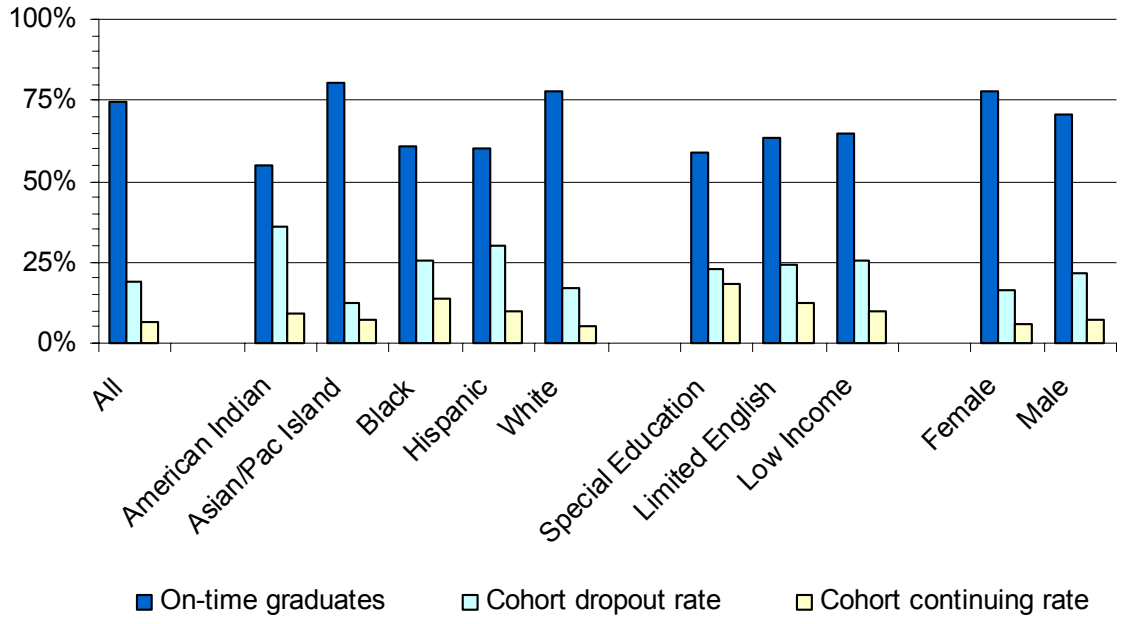
The on-time graduation rate varies significantly by racial/ethnic group and gender. The rates reflect the same type of disparity that is found on academic indicators (e.g., the "achievement gap" between the test scores of White and Asian/Pacific Islander students and those of other groups). Table 8 and Figure 15 provide detailed information on graduation, dropout, and continuing rates for the different student groups.

- Asian/Pacific Islander and White students had the highest on-time graduation rates (80.2% and 77.7% respectively).
- American Indian students had the lowest rate (54.7%), and Hispanic and Black students had similar rates (approximately 60%).
- Females graduated on time at a higher rate (77.9%) than males (70.9%).
- In general, the continuing rates were similar across groups. Special education students had a much higher continuing rate (21.0%), and those with limited English ability also had higher rates than the other groups. The three race/ethnic groups that had the highest dropout rates—American Indians, Blacks, and Hispanics—also had the highest continuing rates. The high dropout and continuing rates result in the low on-time graduation rates for these three groups of students.

Table 8: Graduation Statistics by Student Group (Class of 2005)

Student Group	*Received high school diploma*	*Received adul /IEP diploma*	Total graduates	**On-time graduation rate**	**Cumulative dropout rate**	**Continuing rate**
All students	*57,194*	*255*	57,449	**74.3%**	19.1%	6.6%
Amer. Indian	*1,122*	*10*	1,132	**54.7%**	36.0%	9.3%
Asian/Pacific Is.	*4,842*	*10*	4,852	**80.2%**	12.6%	7.2%
Black	*2,370*	*19*	2,389	**60.8%**	25.4%	13.8%
Hispanic	*4,366*	*16*	4,382	**60.2%**	29.8%	10.1%
White	*44,343*	*197*	44,540	**77.7%**	16.9%	5.4%
Special education	*3,226*	*67*	3,293	**59.1%**	22.8%	18.1%
Limited English	*1,610*	*9*	1,619	**63.4%**	24.0%	12.6%
Low income	*12,726*	*79*	12,805	**64.8%**	25.2%	10.0%
Female	*29,547*	*131*	29,678	**77.9%**	16.5%	5.6%
Male	*27,647*	*124*	27,721	**70.9%**	21.7%	7.4%

Figure 15: Graduation, Dropout, and Continuing Rates by Student Group (Class of 2005)



On-Time Graduation Rates Increased from Previous Year

The on-time graduation rates for the Class of 2005 are higher than those reported for the Class of 2004. All student groups had higher rates (see Figures 16 and 17). Special education and American Indian students had the largest increases. The improvement of the rates can be attributed to better record keeping and tracking of students at the school and district levels, increased efforts by educators to help students graduate, and better analysis of the data by OSPI.

Figure 16: Comparison of On-Time Graduation Rates by Race/Ethnicity

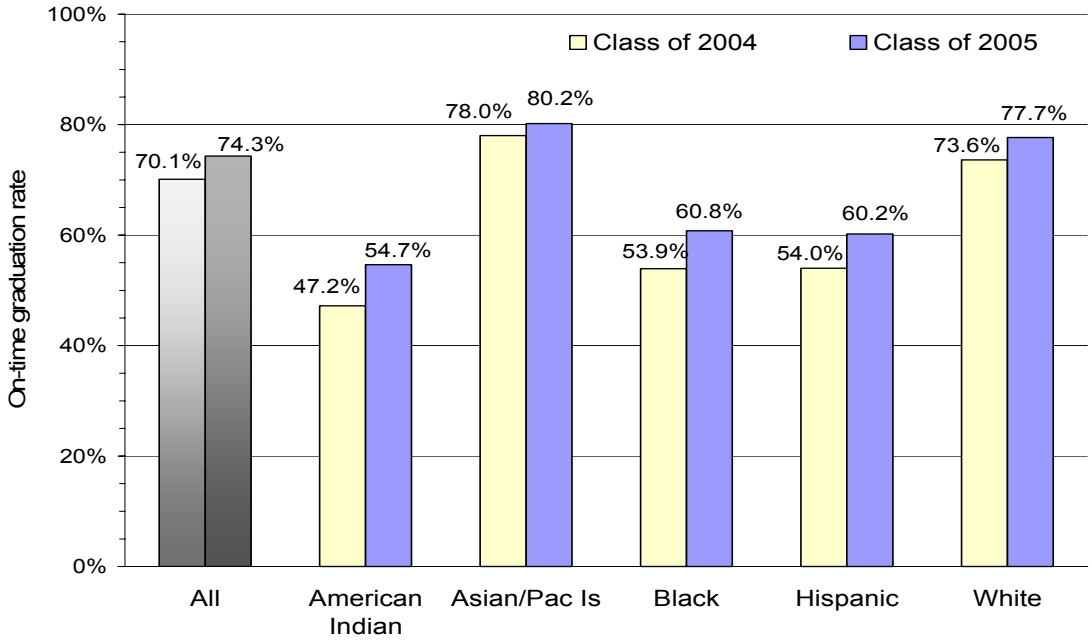
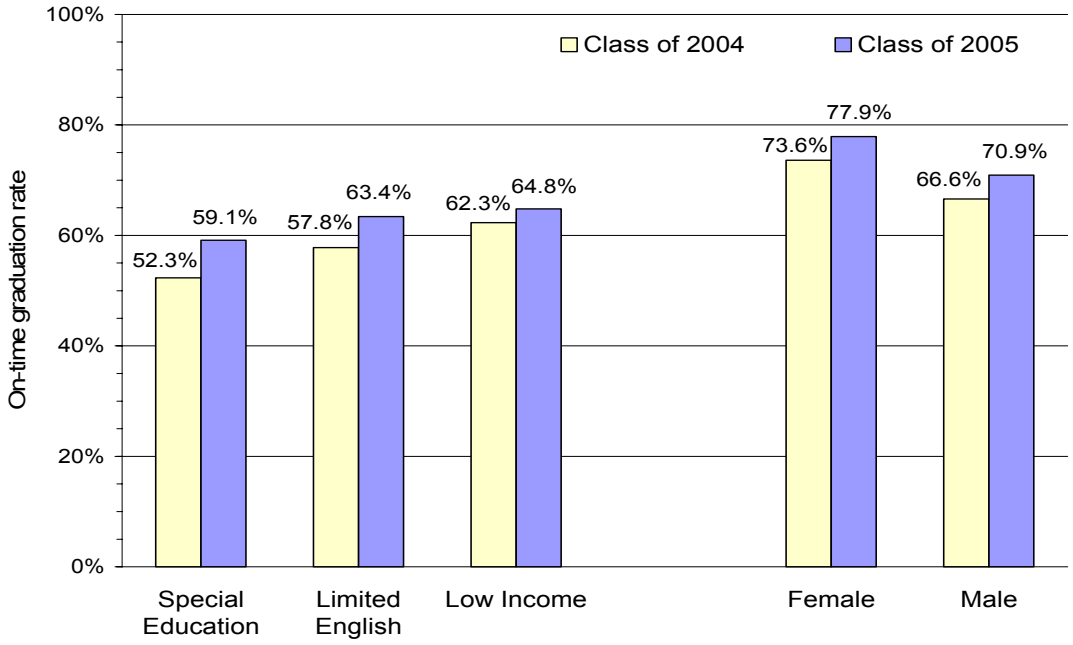


Figure 17: Comparison of On-Time Graduation Rates by Student Group and Gender



National Efforts to Improve Accuracy of Graduation Rates

The graduation rates being reported nationwide are considered by many to be inaccurate. Independent researchers (e.g., Manhattan Institute, Urban Institute, EPE Research Center) have estimated on-time graduation rates that are far below those reported by most states. As a result, the U.S. Department of Education has published an "averaged freshman graduation rate" for all states while encouraging states to work to improve their own data collection systems. This rate uses the number of on-time graduates as the numerator and the average enrollment of grades 8–10 when the cohort was in those grades.[27] The National Governors Association recently announced that nearly all states had agreed to publish rates using a slightly different calculation once there are four years of data available in a longitudinal database. Until that time, OSPI will publish its rates using its current formula as well as the "averaged freshman graduation rate" (the Department will report the Class of 2006 rates for all states in 2007). As shown below, the on-time graduation rate using that method is several percentage points below the rate calculated by OSPI using student-level data. Both rates should be considered estimates of the actual rate.

Results for Class of 2005 Using the New U.S. Department of Education Formula

$$\frac{\text{Total number of on-time graduates in 2005}}{\text{(Number grade 8 students in October 2000 + Number grade 9 students in October 2001 + Number grade 10 students in October 2002) / 3}} = \frac{57{,}449}{(77{,}160 + 86{,}503 + 80{,}877) / 3} = \frac{57{,}449}{81{,}513} = 70.5\%$$

Extended Graduation Rates

As previously mentioned, many students stay in school beyond the end of the traditional four-year period. Schools and districts are required to serve students until they graduate or become age 21, and many of these students eventually graduate. In addition, some students drop out of school and later return and finish school after the rest of their cohort.

In the 2004–05 school year, a total of 3,868 students received a regular diploma after the year they were expected to graduate. These students become a part of the Class of 2005 but are considered late graduates because they had an earlier expected year of graduation. OSPI is required to include these late graduates when calculating an "extended" graduation rates (see WAC 3-20-390 and 3-20-400), and the U.S. Department of Education has approved the use of these rates when determining if a high school made the graduation rate goals under NCLB. The use of these rates provides an incentive for a school to continue serving its students until they complete their graduation requirements and to establish dropout recovery programs that can help increase the number of students who graduate.

[27] This method is similar to the one used by the Manhattan Institute, except that it does not adjust for demographic changes over time that can affect enrollment sizes. Such adjustments cannot be made at the school and district levels due to the lack of available data on population changes at those levels. For more information about the Manhattan Institute's method for calculating on-time graduation rates, see their 2005 report *Public High School Graduation and College-Readiness Rates: 1991–2002* at http://www.manhattan-institute.org/html/ewp_08.htm. For the results of the U.S. Department of Education's analyses, see *The Averaged Freshman Graduation Rate for Public Schools From the Common Core of Data: Schools Years 2002–03 and 2003–04* at http://nces.ed.gov/pubs2006/2006606.pdf and *Dropout Rates in the United States: 2002 and 2003* at http://nces.ed.gov/pubs2006/2006062.pdf (both were published in June 2006).

The estimated **extended graduation rate for the Class of 2005 is 79.3 percent**, which is 5 percentage points above the estimate of the on-time graduation rate. As expected, the largest differences are for students with disabilities and limited English proficiency who often need more than four years to finish school. Table 9 shows the on-time and extended graduation rates for the various student groups, along with the difference between the two rates. Figures 18 and 19 also show the rates for the groups.

Table 9: On-Time vs. Extended Graduation Rates by Student Group (Class of 2005)

Student Group	On-time graduation rate	Extended graduation rate	Difference in rates
All students	74.3%	79.3%	5.0
Amer. Indian	54.7%	60.6%	5.9
Asian/Pacific Is.	80.2%	85.2%	5.0
Black	60.8%	68.4%	7.6
Hispanic	60.2%	67.4%	7.2
White	77.7%	82.1%	4.4
Special education	59.1%	73.1%	14.0
Limited English	63.4%	75.2%	11.8
Low income	64.8%	72.1%	7.3
Female	77.9%	82.4%	4.5
Male	70.9%	76.4%	5.5

Figure 18: On-Time vs. Extended Graduation Rates by Race/Ethnicity

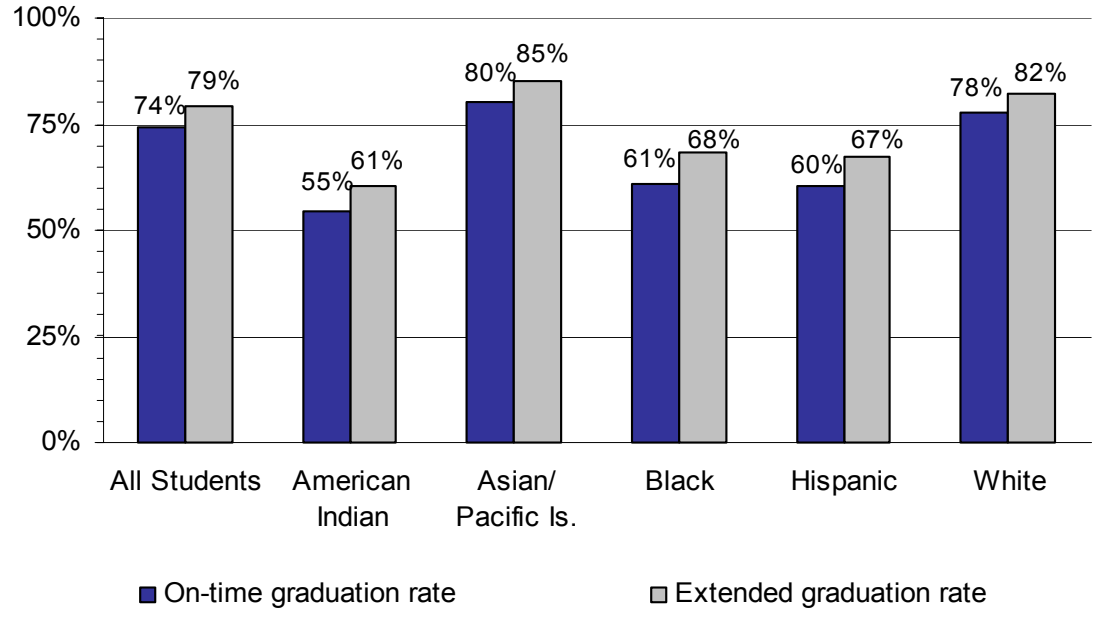
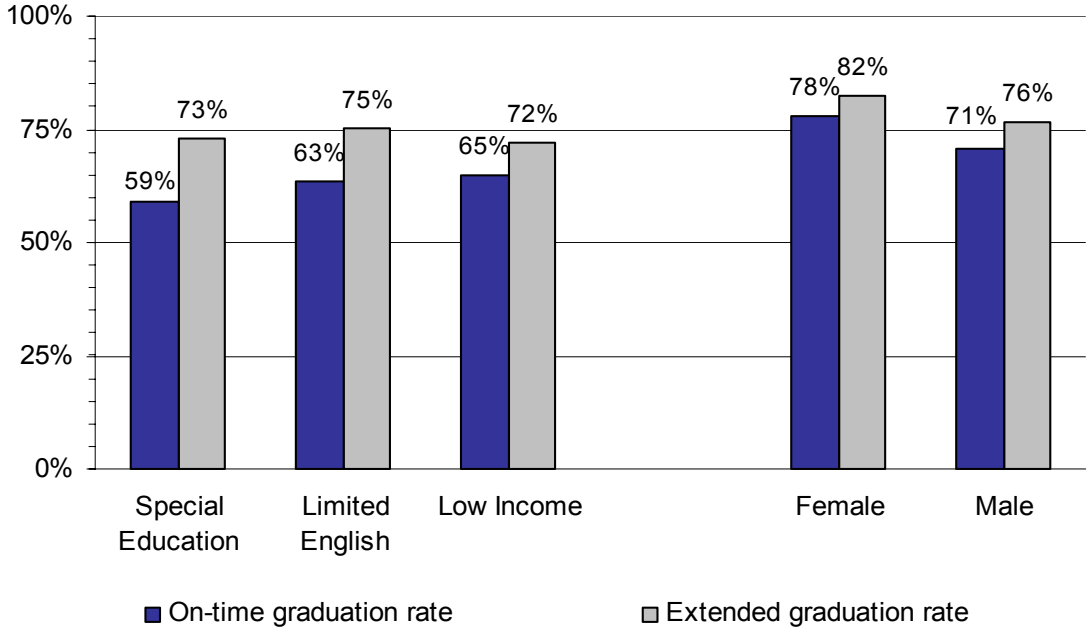


Figure 19: On-Time vs. Extended Graduation Rates by Program and Gender



Adequate Yearly Progress (AYP) Results

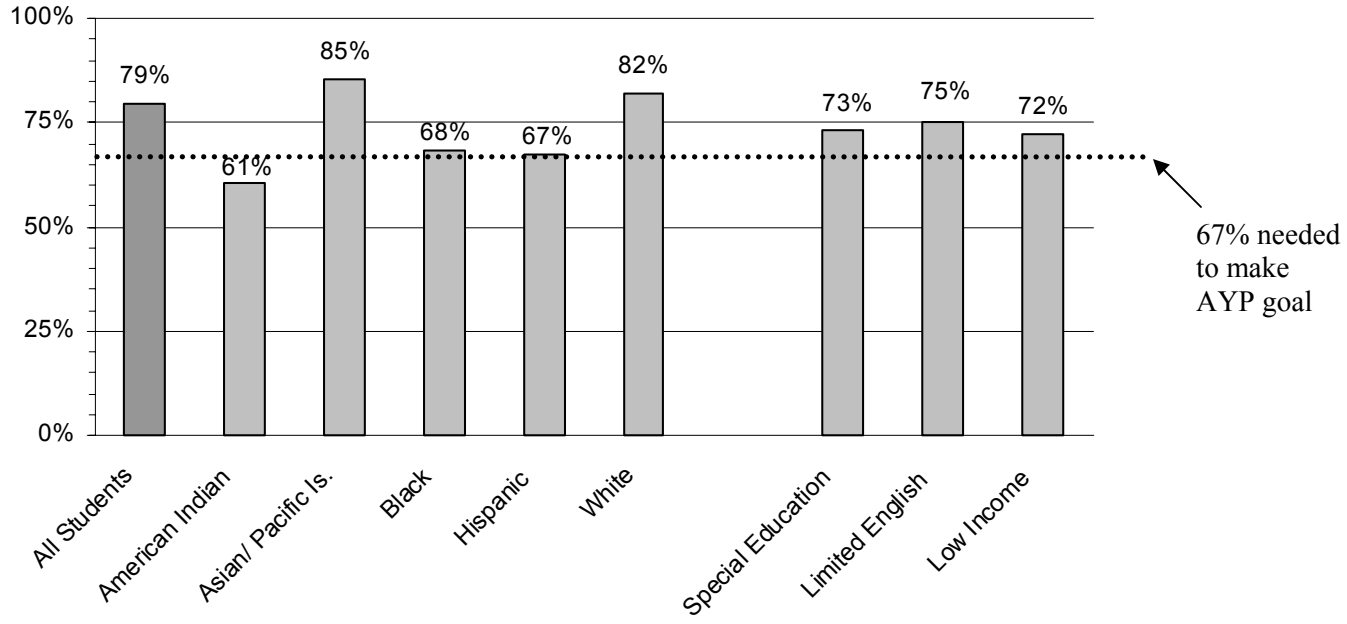
Beginning this year, the extended graduation rates are used for federal accountability purposes. Districts and high schools that have at least 30 students in grades 9–12 must have an extended graduation rate of at least 67 percent in order to meet the federal AYP goal. If the rate is below 67 percent, they can make AYP if the rate is at least two percentage points above the previous year's extended graduation rate. The state's Academic Achievement and Accountability (A+) Commission adopted these goals for districts and high schools. As noted in Chapter 1, only the "all students" group is usually used for AYP purposes. The other student group rates are used for AYP only when needed for the group to make "safe harbor." As shown in Figure 1, the goal begins to increase for the Class of 2005.

For schools that do not have the capability to have any graduates, the annual school-wide dropout rate is used for accountability purposes. For these schools, the maximum dropout rate allowed is either 7 percent or a rate less than the previous year. These schools are to be noted in the School Profile application of the OSPI Educational Data System.[28]

Figure 20 shows how the statewide graduation rate of each student group compares to the accountability goal. One group fell short of the goal, the American Indian group. However, the American Indian group improved by eight percentage points from the previous year.

[28] EDS system is accessed at http://eds.ospi.k12.wa.us. These schools are noted by removing the check in the box in the Organization Information section under Grade Span. If this box is checked, OSPI assumes the school has the authority to have graduates, even if there are no graduates reported in CSRS.

Figure 20: Extended Graduation Rates Compared to the Accountability Goal



District and School Results

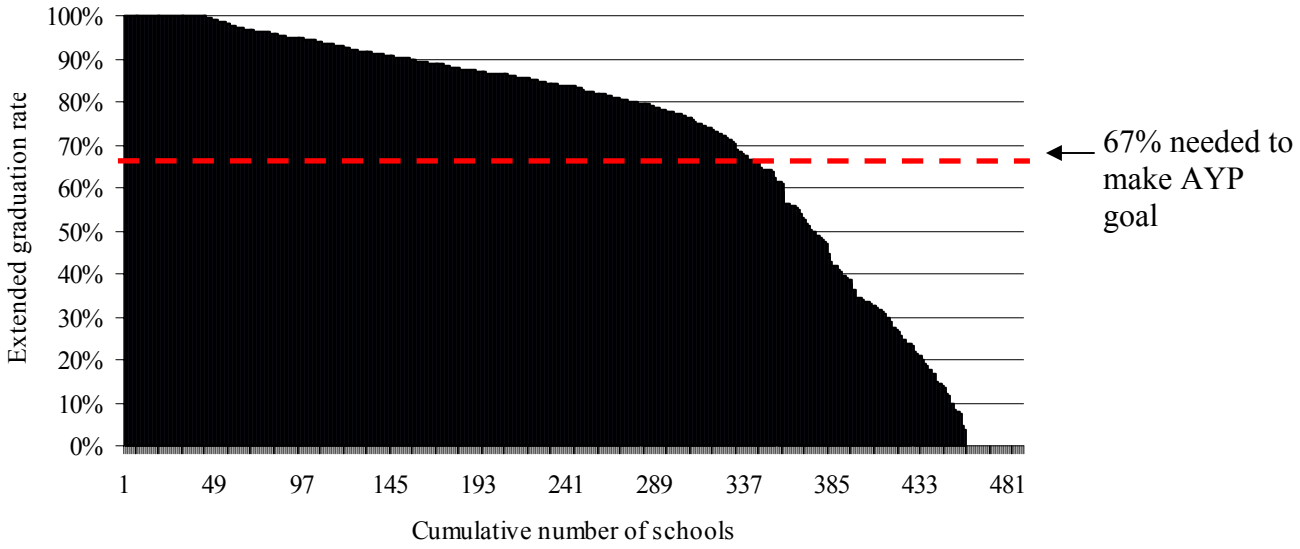
A total of 241 *districts* had at least 30 students in the high school grades. Of these, 226 (94%) had an extended graduation rate of at least 67 percent. The other 15 districts had a rate below 67 percent. The districts that had rates below the annual goal tended to be slightly larger than the districts that met the goal.

Of the 489 *schools* that had at least 30 students in grades 9–12, there were 342 (70%) that had an extended graduation rate that met the 67 percent goal, while the other 147 schools had rates below the goal. Schools that did not meet the goal tended to be much smaller than those meeting the goal. The schools that had the lowest graduation rates were usually alternative schools or those that had special programs to serve students with special needs.[29]

Figure 21 shows all the extended graduation rates for the 489 high schools that had at least 30 students, sorted in order from highest to lowest. There were 43 schools that reached 100 percent, and most of these schools were fairly small (average grade 9-12 enrollment of 297 students). At the other end of the continuum were 8 schools that had rates below 10 percent. All these schools served students with special needs or were alternative schools.[30]

[29] Schools that met the 67 percent goal had an average enrollment of 776 students, while those that did not meet the goal had an average enrollment of 259 students.
[30] Schools with rates below the 67 percent goal may have made AYP if they improved by at least 2 percentage points from the previous year.

Figure 21: Range of Extended Graduation Rates Among High Schools



The data used to generate statewide results are shown in Tables 10 and 11 on the following pages. Appendix B provides the on-time graduation rates for districts and schools, along with the dropout and continuing rates that are used to calculate these graduation rates. Appendix C provides the extended graduation rates for districts and schools. Countywide rates are provided in Appendix D. The data provided in the appendixes are only available in electronic formats (see Chapter 1 for information about accessing appendix information).

Table 10: Detailed Statewide Results, School Year 2004-05

	Net students served in grade*				Number of dropouts in grade**				Dropout rate in grade				Continuing***		Percent left in cohort				
Group	9	10	11	12	9	10	11	12	9	10	11	12	Number	Rate	Start of grade 10	Start of grade 11	Start of grade 12	End of grade 12	On-time grad rate†
All students	88439	81715	77126	67051	3607	3501	4275	4538	4.1%	4.3%	5.5%	6.8%	5064	7.6%	95.9%	91.8%	86.7%	80.9%	74.3%
Amer. Indian	2747	2240	2018	1509	223	207	255	183	8.1%	9.2%	12.6%	12.1%	194	12.9%	91.9%	83.4%	72.9%	64.0%	54.7%
Asian/Pac Is.	6722	6554	6317	5544	204	178	182	257	3.0%	2.7%	2.9%	4.6%	435	7.8%	97.0%	94.3%	91.6%	87.4%	80.2%
Black	5081	4317	3803	3181	328	287	279	249	6.5%	6.6%	7.3%	7.8%	543	17.1%	93.5%	87.3%	80.9%	74.6%	60.8%
Hispanic	10329	8311	7191	5662	818	644	609	547	7.9%	7.7%	8.5%	9.7%	733	12.9%	92.1%	84.9%	77.8%	70.2%	60.2%
White	63070	59910	57417	50916	1967	2120	2869	3239	3.1%	3.5%	5.0%	6.4%	3137	6.2%	96.9%	93.5%	88.8%	83.1%	77.7%
Other	490	383	380	239	67	65	81	63	13.7%	17.0%	21.3%	26.4%	22	9.2%	86.3%	71.7%	56.4%	41.5%	36.3%
Special Ed	9591	8448	7424	4784	359	435	440	485	3.7%	5.1%	5.9%	10.1%	1006	21.0%	96.3%	91.3%	85.9%	77.2%	59.1%
Limited Eng.	4608	3685	2994	2106	287	219	196	165	6.2%	5.9%	6.5%	7.8%	322	15.3%	93.8%	88.2%	82.4%	76.0%	63.4%
Low Income	32693	26812	22122	16231	1749	1610	1692	1460	5.3%	6.0%	7.6%	9.0%	1966	12.1%	94.7%	89.0%	82.2%	74.8%	64.8%
Female	42416	39661	37506	33621	1558	1463	1822	1803	3.7%	3.7%	4.9%	5.4%	2140	6.4%	96.3%	92.8%	88.3%	83.5%	77.9%
Male	46023	42054	39620	33430	2049	2038	2453	2735	4.5%	4.8%	6.2%	8.2%	2924	8.7%	95.5%	90.9%	85.3%	78.3%	70.9%

* Students who transferred out are removed from this number. Students who transferred in are included in this number.

** Includes students who complete without a regular HS diploma (GED diploma) and those with an "unknown" status.

*** Grade 12 students still enrolled at the end of the school year. Does not include continuing students with an expected year of graduation prior to 2005.

† Accounts for grade 12 students who were still enrolled at the end of the school year.

Table 11: Data Used to Compute Statewide Extended Graduation Rates for the Class of 2005

Group	Estimated *on-time* graduation rate	Actual number of on-time graduates	Estimated size of cohort*	Actual number of late graduates	Total graduates	Estimated *extended* graduation rate
All students	74.3%	57,449	77,316	3,868	61,317	79.3%
Amer. Indian	54.7%	1,132	2,071	123	1,255	60.6%
Asian/Pac Is.	80.2%	4,852	6,051	306	5,158	85.2%
Black	60.8%	2,389	3,931	298	2,687	68.4%
Hispanic	60.2%	4,382	7,282	528	4,910	67.4%
White	77.7%	44,540	57,349	2,569	47,109	82.1%
Other	36.3%	154	424	44	198	46.7%
Special Ed	59.1%	3,293	5,570	779	4,072	73.1%
Limited Eng.	63.4%	1,619	2,555	302	1,921	75.2%
Low Income	64.8%	12,805	19,755	1,436	14,241	72.1%
Female	77.9%	29,678	38,090	1,711	31,389	82.4%
Male	70.9%	27,771	39,196	2,157	29,928	76.4%

* Estimated number of students in the cohort of students expected to graduate in spring 2005. This figure is calculated by dividing the number of on-time graduates by the estimated on-time graduation rate. The number shown reflects calculations using more than one decimal point in the on-time graduation rate.