

Graduation and Dropout Statistics for Washington in 2009-10

**(County, District, and School Level Data
in Appendices)**



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Graduation and Dropout Statistics for Washington

School Year 2009-10

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CONTENTS

Executive Summary		1
Chapter 1	Introduction	4
	Background	
	Definitions	
	Methodology	
	Caveats and Cautions	
	Contents of the Report	
Chapter 2	Dropout Statistics	14
	Annual Dropout Rates by Grade	
	Annual Dropout Rates by Student Group	
	Cumulative Dropout Rates	
	Reasons Given for Dropping Out	
Chapter 3	Graduation Statistics	26
	On-Time Graduation Rates	
	Extended Graduation Rates	
	Adequate Yearly Progress (AYP) Results	
Appendices	Annual Graduation and Dropout Statistics by School, District, County, and State Level	

Data in each of the Appendices contains the following information:

Net served students by grade
Total number of dropouts by grade
Percent of dropouts by grade
Number and Percent of Class of 2010 Continuing Seniors
Number and Percent of Class of 2010 Graduates
Number and Percent of Extended Graduates

Data is reported for the following categories:

All Students
Racial Groups
Special Program – Limited English, Special Education, Low Income, Migrant,
 504 Plan and Foster Care
Gender

Abbreviations

AYP	Adequate Yearly Progress
CEDARS	Comprehensive Education Data and Research 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 2009-10, 14,781 students in grades 9–12 dropped out, 4.6 percent of all high school students. This is slightly lower than the 5.1 percent in 2008-09. Males dropped out at a higher rate than females, and over 9 percent of American Indian and over 8 percent of Pacific Islander students dropped out of high school during the year. Of the students who began grade 9 in the fall of 2006 and were expected to graduate in 2010, 17.6 percent dropped out, a decrease of 1.8 percent from 2008-09. Over seventy-six percent of the estimated cohort of students graduated “on-time” and 6.7 percent were still enrolled in school at the end of grade 12. An additional 6.1 percent graduated after their expected year, so the “extended” graduation rate was 82.6 percent. Both the “on-time” and “extended” graduation rates were higher than 2008-09. Asian and White students had the highest on-time graduation rates (84.9% and 79.4%, respectively) while only 57.0 percent of the Pacific Islander students had graduated by the end of the four-year period.

Introduction

Students in the Class of 2010 were the third class of students required to meet the new high school graduation requirements. In addition to being required to earn a specific number of credits, students in this class were required to complete a High School and Beyond Plan, complete a Culminating Project, and pass state tests showing achievement in basic skills or complete state-approved alternatives to those tests. This report provides three types of results for the Class of 2010 and their high school peers: (1) annual dropout rates for the 2009-10 school year, (2) estimated graduation, dropout, and continuing rates for the cohort of students who were expected to graduate in 2010, and (3) extended graduation rates that include students who finished after their expected year of graduation.

Data are disaggregated for the seven major racial groups collected by Washington state, for students with disabilities, for students with limited English proficiency, for students from economically disadvantaged families, for those identified as migrant students, for students identified as having a 504 Plan, for students identified as being in foster care and for 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 K–12 students to the Office of Superintendent of Public Instruction (OSPI). High school students fall into four 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., General Educational Development, or GED, credential), or leave school and have an “unknown” status; (3) students who are *continuing* their schooling; and (4) *transfers/deceased*, those who exit their school and/or district and confirmation of enrollment in another educational facility is received or, those students who become deceased during the school year. This report provides information on these students using enrollment data for the 2009-10 school year.

The graduation rates provided in this report are statistical estimates, using procedures consistent with reports from previous years. In this report, we estimate the level of dropouts that occurred for the cohort of students who began grade 9 in the fall of 2006 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. In a separate report, to be published in the summer of 2011, OSPI will produce actual cohort graduation results for the Class of 2010, based on an analysis of the longitudinal history of each student.

On-Time and Extended Graduation Rates

Of the students who were expected to graduate in 2010, because they entered 9th grade in 2006, a total of 76.5 percent graduated on time (i.e., in a four-year period) with a regular diploma. This is a 3 percent increase over the *on-time* rate of 73.5 percent for those in the Class of 2009.

- Asian students had the highest on-time graduation rate, 84.9%. White students graduated on time at the next highest rate, 79.4%.
- Pacific Islander students had the lowest on-time rates, 57.0%. American Indian, Black and Hispanic students had on-time graduation rates (respectively) of 58.0 percent, 66.7 percent, and 66.9 percent.
- Females graduated on-time at a higher rate (79.3%) than males (73.7%).

The *extended* graduation rate includes students who take longer than four years to graduate. The 2009-10 extended graduation rate is 82.6 percent, more than six points above the on-time rate. The extended graduation rate for student sub-groups is higher than the on-time rate by various amounts, with a low of 5.2 points higher for Female students and a high of 16.4 points higher for Special Education Students.

High schools must have an extended graduation rate of at least 76 percent to meet federal and state goals.¹ Of the 487 schools that had grade 12 students and at least 30 students total in the high school grades (grades 9-12), 74.1 percent (361 schools) had an extended graduation rate that met the goal. The extended graduation rate for 2009-10 will be used for AYP determinations that will be posted on the OSPI Report Card in August 2011.

Annual and Cohort Dropout Rates

A total of 14,781 high school students dropped out of school during the 2009-10 school year. This represents an average of **4.6 percent of the students enrolled in each of grades 9–12** and is slightly lower than the annual dropout rate of previous school year (5.1%).

- The annual dropout rate progressively increases across the grade levels—grade 9 had the lowest rate (3.4%) and grade 12 the highest (7.3%).
- Asian students had the lowest annual dropout rate (2.6%) while American Indians had the highest annual dropout rate (9.5%).
- Males dropped out at a higher rate (5.0%) than females (4.1%).

Over half of students who dropped out have an “Unknown” enrollment status. Some may have dropped out, received a GED, or moved out of state without confirming a transfer to a new school. All students whose enrollment status is “Unknown” at the end of the year are considered dropouts.

¹ This goal will gradually increase over time and will reach 85 percent in 2014. If the rate is below 76 percent, “adequate yearly progress” can be made if the rate is at least four percentage points above the previous year’s rate.

Another way to look at the dropout rate for the Class of 2010 is to consider how many students left school without a diploma over a 4-year period. An estimated 17.6 percent of the students who began school in fall 2006 dropped out during their high school years. Another 6.7 percent were still enrolled and continuing their education beyond the four years. This is a nearly two percent (1.8%) improvement in the estimated four year dropout rate from the Class of 2009, where an estimated 19.4 percent who began in fall 2005 dropped out during their high school years.

CHAPTER 1

INTRODUCTION

Background

This report provides three types of results for the Class of 2010 and their high school peers: (1) annual dropout rates for the 2009-10 school year, (2) estimated graduation, dropout, and continuing rates for the cohort of students who were expected to graduate in 2010, and (3) extended graduation rates that include students who finished after their expected year of graduation.

Chapter 1 provides an introduction to Washington’s data collection and analytical procedures related to graduation and dropout rates. Chapter 2 provides statewide dropout statistics by grade, student population, and for the cohort of students in the Class of 2010. Chapter 3 provides statewide graduation and completion statistics for the Class of 2010, including estimated on-time graduation rates for the student populations reported by OSPI and those that are held accountable under NCLB. In addition to reporting results for state accountability, the chapter also provides results related to AYP, i.e., those schools and districts that met the 76 percent threshold required to make AYP.

State law (RCW 28A.175.010) requires school districts to account for the educational progress of each of its students in grades 9–12. Districts provide information on students to OSPI through the Comprehensive Education Data and Research System (CEDARS), which includes data on the number of students who dropped out, completed school via graduation and other means (i.e., an individualized education program or IEP diploma), transferred out of a school, and the reasons why students dropped out. The reporting period for school year 2009-10 is defined as the first day of school in the fall of 2009 to the day before the first day of school in the fall of 2010. Districts were required to report data covering the 2009-10 school year to OSPI by November 22, 2010. OSPI Bulletin 075-10 provided instructions about how to report the data to OSPI. A total of 719 schools were reported as serving students in at least one high school grade in school year 2009-10. These schools were located in 249 districts across the state.

The data reported on CEDARS 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 NCLB requires the use of graduation rates when determining if a high school has made Adequate Yearly Progress (AYP).² 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.³ 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 groups, students with disabilities, students with limited English proficiency, students from low-income families, and all students combined. If a group in

² The rate is based on the cohort of students who enroll in Grades 9–12. Washington has adopted the unexcused absence rate as the accountability measure for schools serving Grades 1–8.

³ 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.

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.

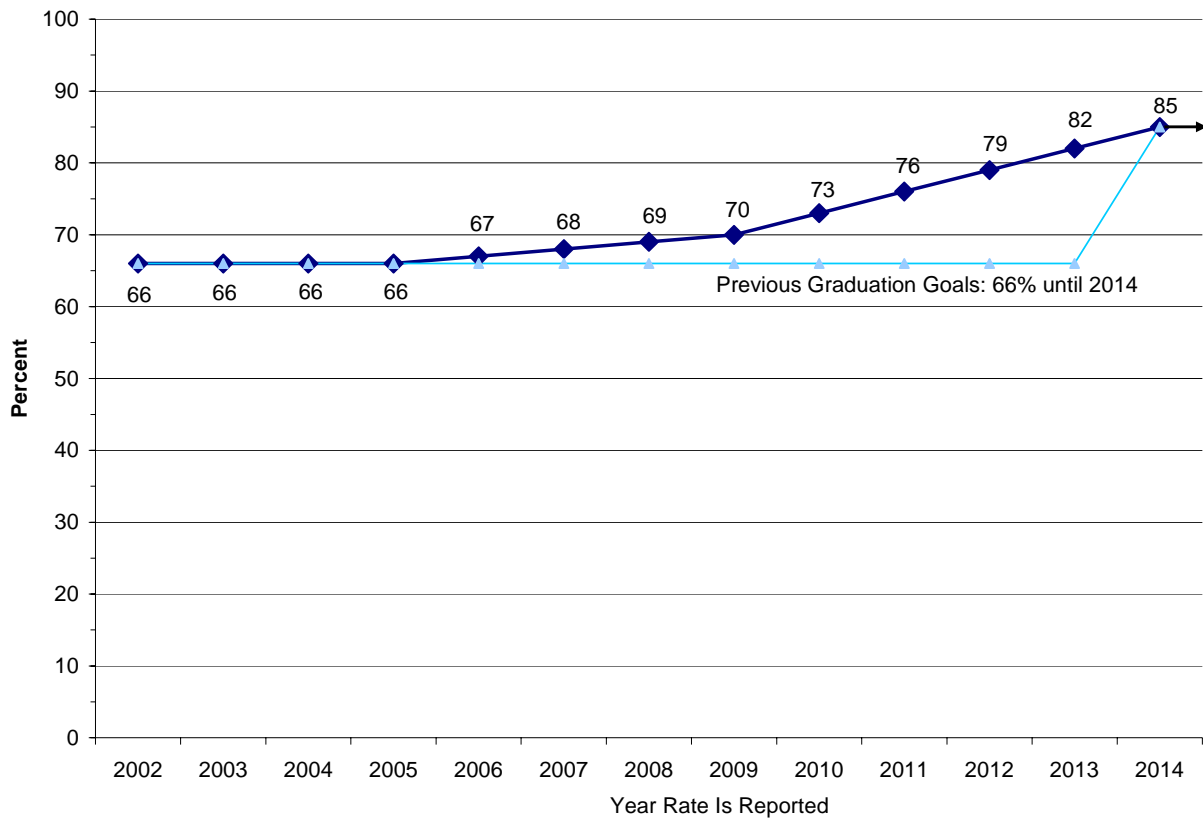
OSPI does not consider GED completers as graduates. Following the No Child Left Behind Act of 2001 (NCLB) guidelines, GED completers are considered dropouts in all OSPI calculations.

Graduation Rate Goals

The state has graduation rate goals, originally determined by the state’s Academic Achievement and Accountability (A+) Commission, for accountability purposes.⁴ Initially, schools and districts needed to have a rate of at least 66 percent to make AYP. This goal was set to remain constant at 66 percent through 2013, rising to 85 percent in 2014. In spring 2005 the initial goals were revised and the calculations were adjusted to create an on-time and an extended graduation rate. The on-time graduation rate reflects the results for those students who complete their education in the standard number of years, or ‘on-time’ which is after four academic years for most students. The extended graduation rate reflects the results for those students who complete their education on-time and those who take longer than four years to graduate. The U.S. Department of Education granted Washington permission, in 2005, to use an ‘extended’ graduation. The revised goals, which began in 2006, require a gradual increase in the rate until it reaches 85 percent in 2014 (see Figure 1). The goal remains at 85 percent after 2014. Beginning with AYP determinations for 2010 if a school’s rate is below the goal but is at least four percentage points above the previous year, the school makes AYP in this indicator.⁵ In prior years schools not making the goal were only required to have a gain of two percentage points above the previous year. These goals were approved in 2005 by the U.S. Department of Education for accountability purposes.

⁴ The Academic Achievement and Accountability (A+) Commission was dissolved by the legislature in 2005 and its duties were transferred to the State Board of Education.

⁵ Beginning in 2010, the goal increased by three percentage points. This was the year in which OSPI reported data for the cohort of students that entered Grade 9 in Fall 2005 and graduated in 2010. From 2010 on, 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 180-105-040 and 180-105-060 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 1: Graduation Rate Goals

Definitions

Students included in calculations 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.⁶ A fourth group—students who transfer to another school or become deceased—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 school terms). A student who leaves during the year but returns during the reporting period (including summer program) is not a dropout. Students who receive a GED certificate are categorized as dropouts. In addition, 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

⁶ Students who complete with an IEP diploma are considered graduates. There were 122 of these students statewide.

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 2010 A student who was expected to graduate in 2010 is in the cohort of students of the Class of 2010. The graduation year is assigned at the beginning of grade 9 (in this case, in the fall of 2006) and is set as four years later. This graduation year, with few exceptions, 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. 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.

On-time Graduation Rate This rate includes students, identified as being in the Class of 2010, who graduated during the 2010 school year. Students who graduate earlier than expected are also included in the on-time graduation rate.

Extended Graduation Rate This rate includes students who graduated after the year they were expected to graduate. Thus, a student who graduated in 2010 but was expected to graduate in 2009 (in the Class of 2009) is included in the extended graduation rate.⁷

⁷ 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.

Methodology

This section describes the data collection, analyses, and formulas used to compute the various rates and the rationale for each.

Data Analysis and Adjustments Made Prior to Calculating Rates

The data used to generate the results in this report come from the OSPI's Comprehensive Education Data and Research System (CEDARS). Districts are required to submit student-level data to OSPI, at a minimum once a 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 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 2008-09 who did not show up for school at the beginning of the 2009-10 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 required to provide corrected data.

The data from CEDARS 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 for the school and/or district the student exited to avoid counting the student more than once. Students who become "home-schooled" are considered transfers when they leave. Students in grades 9-11 who were coded as transfers on or after May 31, 2010 and were not listed as entering another school were 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 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 have transferred for administrative purposes because some schools do not have the capability to award a diploma. If that is the case, they are counted as graduates in another school. Students with duplicate records 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.

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 individual district totals. Students in juvenile detention centers are excluded from the calculations because the duration of their stay is very short (often just a few days), and they may be served elsewhere after their release.⁸ Students attending vocational schools or skill centers are counted in their home school, and students enrolled in a high school but coded as being in a grade other than 9-12 are excluded from the calculations. In addition, students who exited prior to August 15, 2009 or were age 21 prior to September 1, 2009 are not included in the

⁸ 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.

calculations because they exited prior to the 2009-10 school year. Students coded with an entry date after August 15, 2010 are considered as new students enrolling for the upcoming school year and are not included in 2009-10 calculations. A student who graduated and 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; however, students who complete their education with a GED certificate are considered dropouts, as required by NCLB. GED completers are entitled to re-enroll, up until age 21, and continue their education to graduate with a regular diploma.

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 2010 are *excluded* from “on-time” calculations for the Class of 2010. 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 2009 or before but finished in 2010) are *included* in the calculation.⁹ 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.

This report provides results of two dropout rates – annual dropout rate and cohort (cumulative) dropout rate – and of two graduation rates – on-time graduation rate and extended graduation rate. The specific formulas used to calculate the rates are as follows:

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

Cohort (Cumulative) Dropout Rate $100 - (100 * (1 - \text{grade 9 dropout rate}) * (1 - \text{grade 10 dropout rate}) * (1 - \text{grade 11 dropout rate}) * (1 - \text{grade 12 dropout rate}))$

On-Time Graduation Rate $100 * (1 - \text{grade 9 dropout rate}) * (1 - \text{grade 10 dropout rate}) * (1 - \text{grade 11 dropout rate}) * (1 - \text{grade 12 dropout rate} - \text{grade 12 continuing rate})$

Extended Graduation Rate $\frac{\text{number of on-time and late graduates}}{\text{\# of on-time graduates divided by on-time graduation rate}^{10}}$

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 2010 are excluded from the formulas when calculating “on-time” rates. The “extended” rate denominator creates the total number of students in the cohort.

⁹ A total of 14,020 students with an expected year of graduation prior to 2010 were served in the K-12 school system in 2009-10. 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, 34.9 percent earned a regular diploma and 39.6 percent dropped out during the school year. The remaining 25.5 percent were still continuing their education at the end of the school year.

¹⁰ 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.

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.

The results for 2009-10 reflect the most up-to-date information reported to OSPI. However, the graduation results reported in this document should be considered estimates. Rates that are extremely high or low or that vary considerably from the previous year may reflect inaccurate reporting.

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. Stringent business rules, and checks and balances, are applied to the data received from districts to ensure greater data accuracy. Moreover, OSPI uses 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 sending district and no request for records was recorded. Students who did not report to school in the fall after being present the previous year were included in the data OSPI analyzed as "summer no-shows".¹¹

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. The U.S. Department of Education (USDOE) has issued, through the NCLB Task Force on High School Graduation Rates, guidance on calculating an actual four-year adjusted cohort graduation rate, which tracks student progress from when they first enter grade nine through when they exit high school, presumably in grade twelve.¹² A formula based on the four-year adjusted rate has been mandated for all states to use for AYP when reporting the spring 2011 assessment results. For Washington, the new calculations will be used for AYP in August 2012. The first graduating class used in the new AYP calculation will be the Class of 2011.

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 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

¹¹ Students who do not show up in the fall are counted as dropouts as of the start of the new school year.

¹² 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 *No Child Left Behind, High School Graduation Rate, Non-Regulatory Guidance*, U.S. Department of Education (December 2008), <http://www.ed.gov/policy/elsec/guid/hsgrguidance.pdf>.

an effort to keep students in 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 graduation 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.

Report Appendices

The appendices provided in this report contain detailed sets of data for districts and schools and by county.

- Appendix A provides on-time and extended graduation and annual and cumulative cohort dropout statistics for **schools** in Washington. Data is provided for All Students, by ethnicity/race, subgroup and gender. This appendix also contains state level information, providing data for the same categories reported out on in the school data.
- Appendix B provides on-time and extended graduation and annual and cumulative cohort dropout statistics for **districts** in Washington. Data is provided for All Students, by ethnicity/race, subgroup and gender.
- Appendix C provides on-time and extended graduation and annual and cumulative cohort dropout statistics for **counties** in Washington. Data is provided for All Students, by ethnicity/race, subgroup and gender.

These appendixes are available only in electronic format due to their length. They are available in spreadsheets that can be downloaded from the OSPI Web site at <http://reportcard.ospi.k12.wa.us/DataDownload.aspx>.

The dropout rates for grades 7 and 8 are included in the Appendices listed above.¹³

¹³ This reporting requirement is included in SHB 1708, which amended RCW 28A.175.010.

CHAPTER 2

DROPOUT STATISTICS

Annual Dropout Rates by Grade

Just over 14,700 students dropped out of Washington’s public high schools in the 2009-10 school year. This represents an average of 4.6 percent of all public school students in each of grades 9–12 with an expected year of graduation of 2010 or later.¹⁴ This is slightly lower than the dropout rate of 5.1 percent for 2008-09.

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 1 and Figure 2 provide dropout data for the 2009-10 school year, compared to 2008-09, for each grade and for all grades combined. Every grade experienced a decrease in its dropout rate.

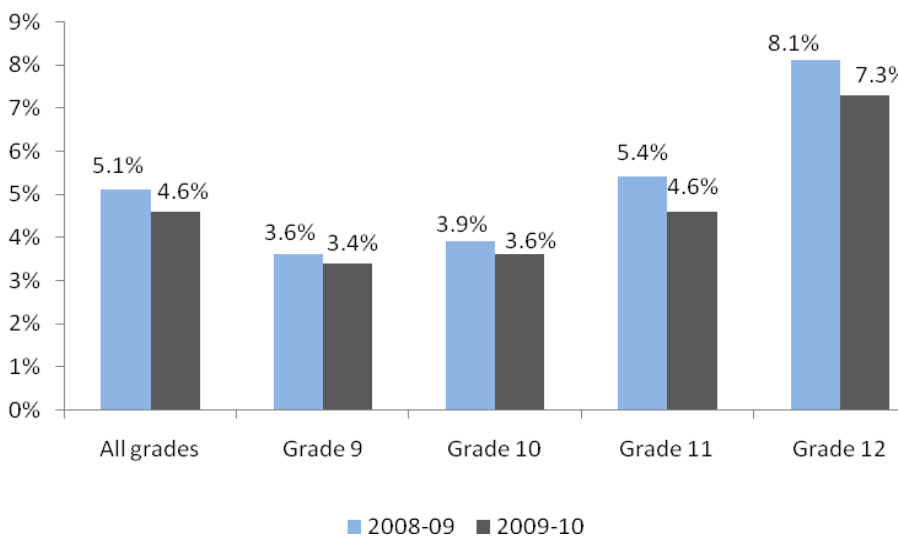
Table 1: State Summary for Grades 9–12 (School Year 2009–2010)

<u>Grade</u>	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>	<u>All grades</u>
Total students served*	86,726	82,011	81,372	70,684	320,793
Dropped out**	2,948	2,922	3,772	5,139	14,781
Annual dropout rate	3.4%	3.6%	4.6%	7.3%	4.6%

* 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 Years, (2008–2009 and 2009–2010)



¹⁴ Students who were served after their expected year of graduation (i.e., students that were scheduled to graduate before 2010) are not included in these calculations. About 40 percent of these students are considered dropouts because they received a GED or left school without receiving a regular diploma.

Annual Dropout Rates by Student Group

The annual dropout rate differs among racial and other student groups. Table 2 provides information for these groups. Figures 3 and 4 show the percentage of students enrolled by race and the percentage of all dropouts. Figure 5 illustrates the results by gender and racial 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 more than three times the rate of their enrollment; Black students also have a disproportionate level of dropouts.
- Asian students had the lowest annual dropout rate (2.6%) while the rates were highest for American Indian students (9.5%) and Pacific Islander students (8.7%).
- Males dropped out at a higher rate (5.0%) than females (4.1%). This pattern was true for every racial group. Asian females had the lowest dropout rate (2.8%) while American Indian males had the highest dropout rate (9.7%).

Students in the different race/ethnic groups drop out of school at different rates in the various grades. Table 3 and Figures 6 and 7 show the annual dropout rate for various student groups in the different grades. The highest rate was among Pacific Islander students in grade 12 (15.4%). Asian students, in grade 10, had the lowest dropout rate (2.1%).

Table 2: State Summary for Grades 9–12 (School Year 2009–2010)

Student Group	Net enrollment*	Total dropouts	Confirmed dropouts	Location unknown	GED completers	Annual dropout rate
All students	320,793	14,781	5,616	8,394	771	4.6%
Amer. Indian	7,931	751	302	413	36	9.5%
Asian/Pac Islander (combined)	27,890	874	332	528	14	3.1%
<i>Asian</i>	26,140	785	270	497	18	2.6%
<i>Pacific Islander</i>	1,811	124	44	73	7	8.7%
Black	17,657	1,199	436	719	44	6.8%
Hispanic	42,993	2,715	1,012	1,576	127	6.3%
White	213,398	8,591	3,276	4,779	536	4.0%
Unknown	10,924	651	258	379	14	6.0%
Special education	32,084	1,657	632	963	62	5.2%
Limited English	12,560	939	328	603	8	7.5%
Low income	116,511	6,472	2,584	3,535	353	5.6%
Migrant	5,281	294	119	166	9	5.6%
504 Plan	6,586	171	79	70	22	2.6%
Foster Care	1,051	94	36	50	8	8.9%
Female	156,905	6,511	2,353	3,868	290	4.1%
Male	163,888	8,270	3,263	4,526	481	5.0%

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

Figure 3: Race Distribution of Total Enrollment (N=321,744) School Year 2009–2010

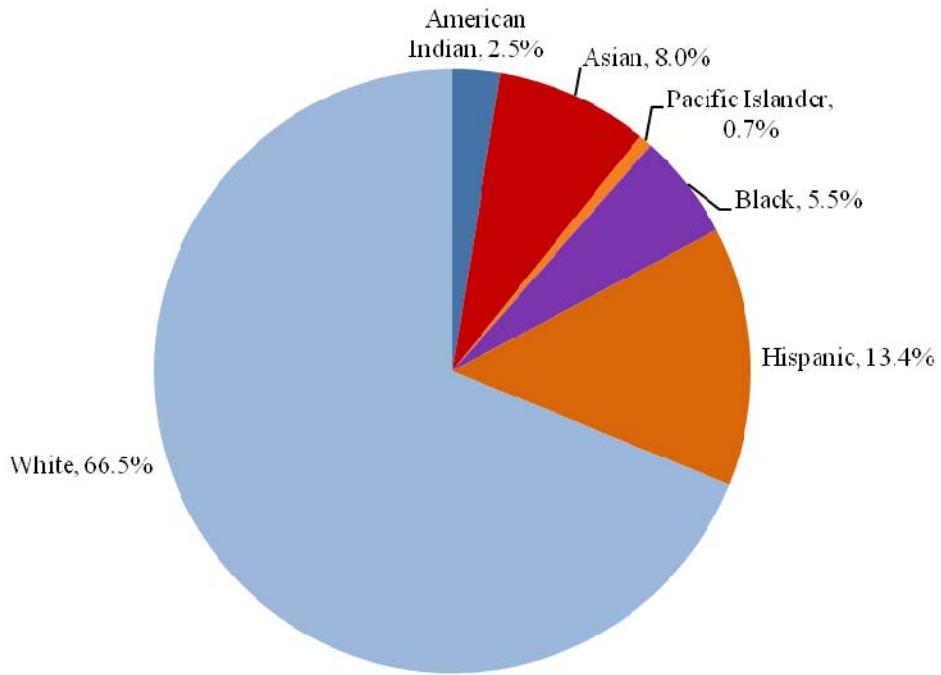


Figure 4: Race Distribution of Annual Dropouts (N=16,415) School Year 2009–2010

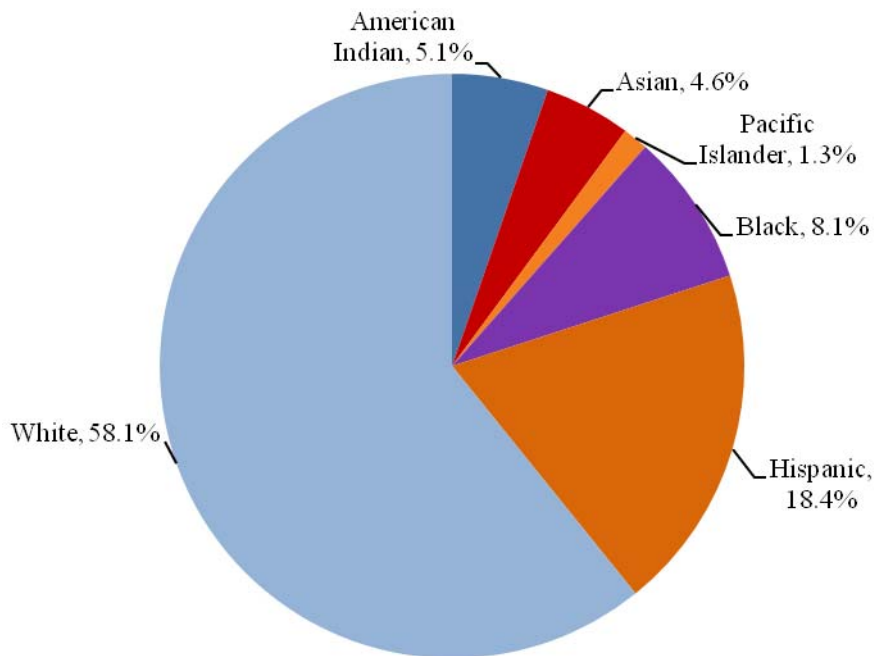


Figure 5: Annual Dropout Rates by Gender and Race, Grades 9–12 (School Year 2009–2010)

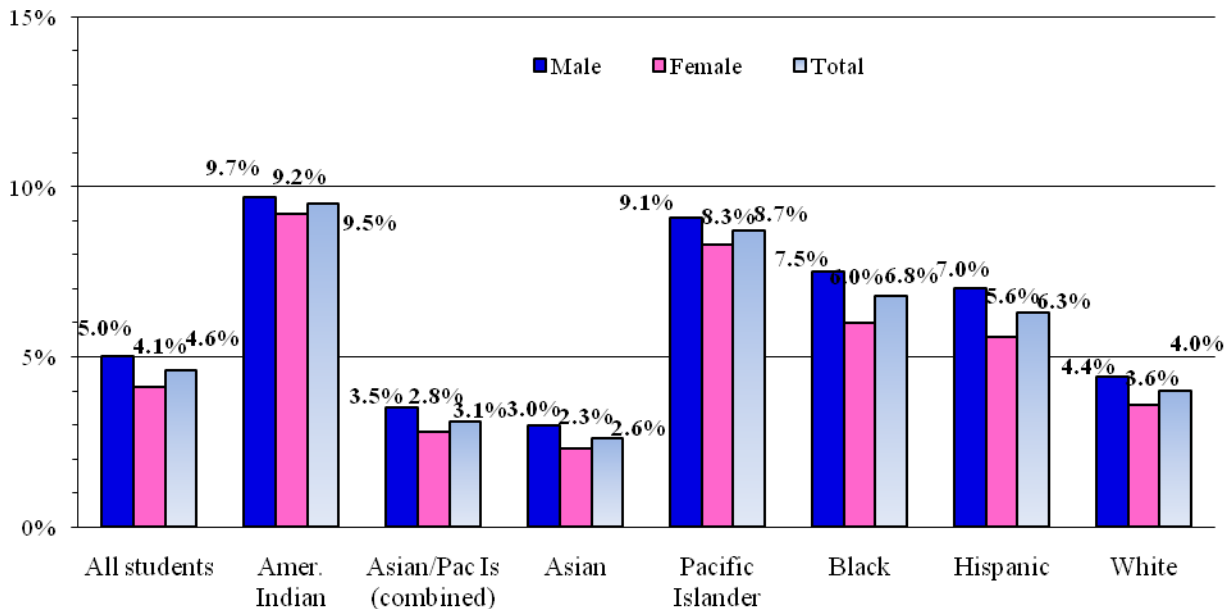


Table 3: Annual Dropout Rates by Grade for Student Groups (School Year 2009–2010)

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	3.4%	3.6%	4.6%	7.3%	4.6%
Amer. Indian	6.3%	7.5%	10.5%	15.0%	9.5%
Asian/Pac Islander (combined)	3.0%	2.5%	2.8%	4.6%	3.1%
Asian	2.5%	2.1%	2.3%	3.8%	2.6%
Pacific Islander	7.4%	6.2%	8.2%	15.4%	8.7%
Black	5.8%	5.3%	6.9%	10.3%	6.8%
Hispanic	5.3%	5.2%	6.4%	9.6%	6.3%
White	2.6%	3.0%	4.1%	6.7%	4.0%
Special education	3.2%	3.9%	5.4%	10.0%	5.2%
Limited English	6.0%	6.1%	7.2%	15.0%	7.5%
Low income	4.0%	4.2%	5.8%	9.8%	5.6%
Migrant	5.0%	5.0%	5.2%	8.0%	5.6%
504 Plan	0.7%	1.9%	2.8%	5.6%	6.4%
Foster Care	5.8%	6.4%	11.4%	20.2%	2.6%
Female	3.3%	3.3%	4.2%	6.2%	4.1%
Male	3.5%	3.8%	5.1%	8.4%	5.0%

Figure 6: Annual Dropout Rates by Grade and Race (School Year 2009–2010)

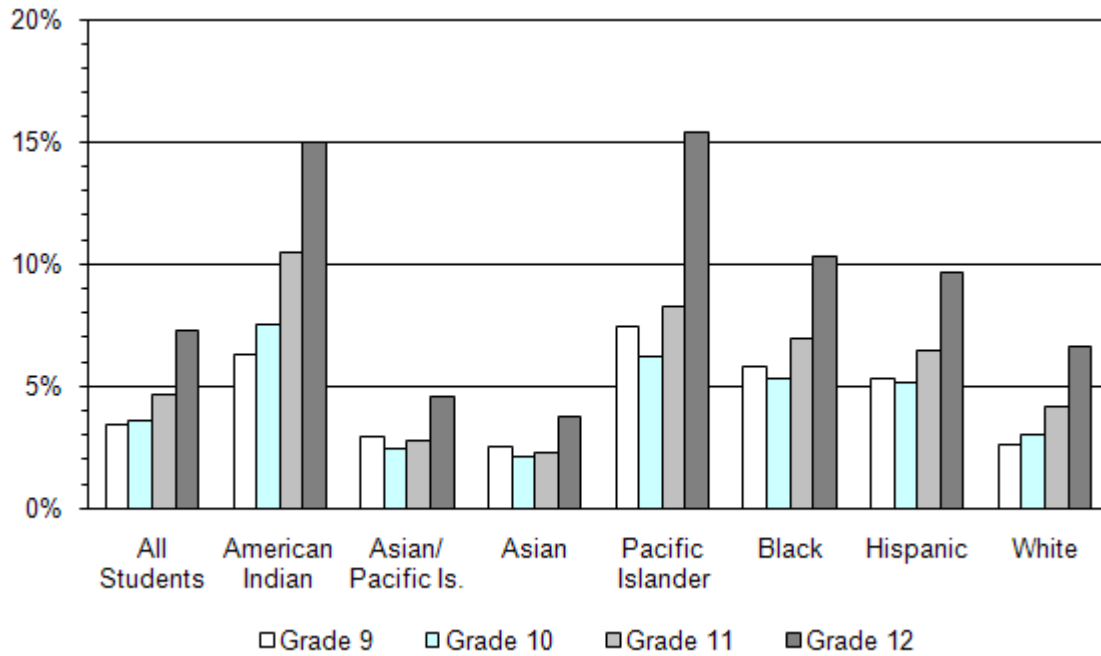
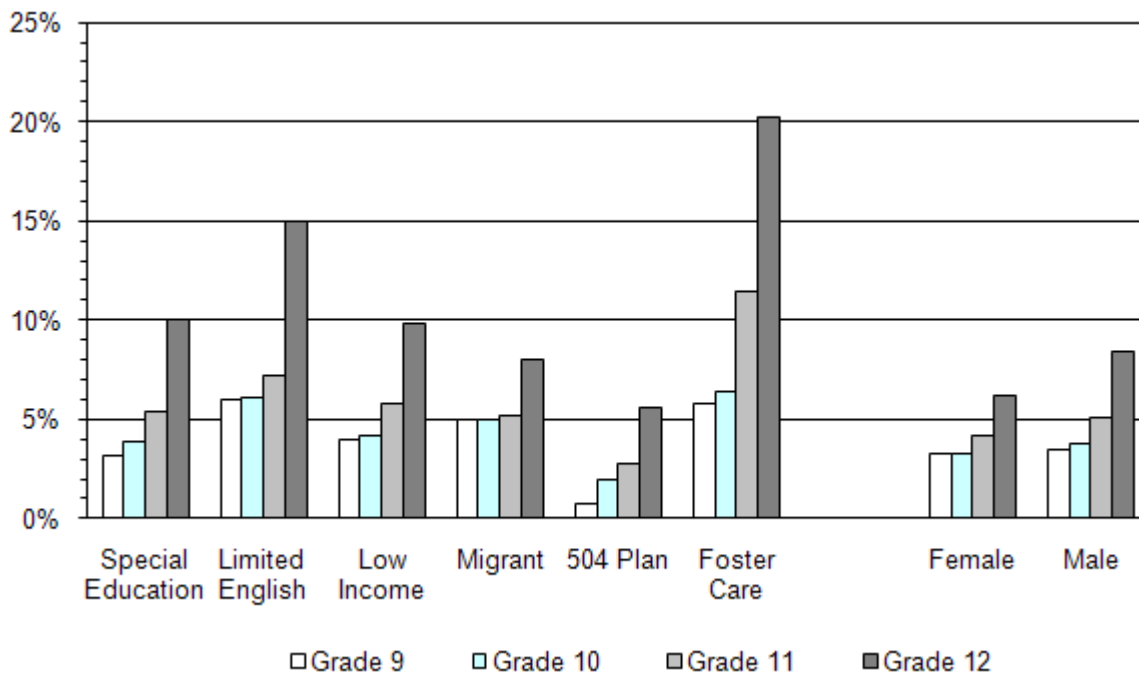


Figure 7: Annual Dropout Rates by Grade, Program Type, and Gender (School Year 2009–2010)



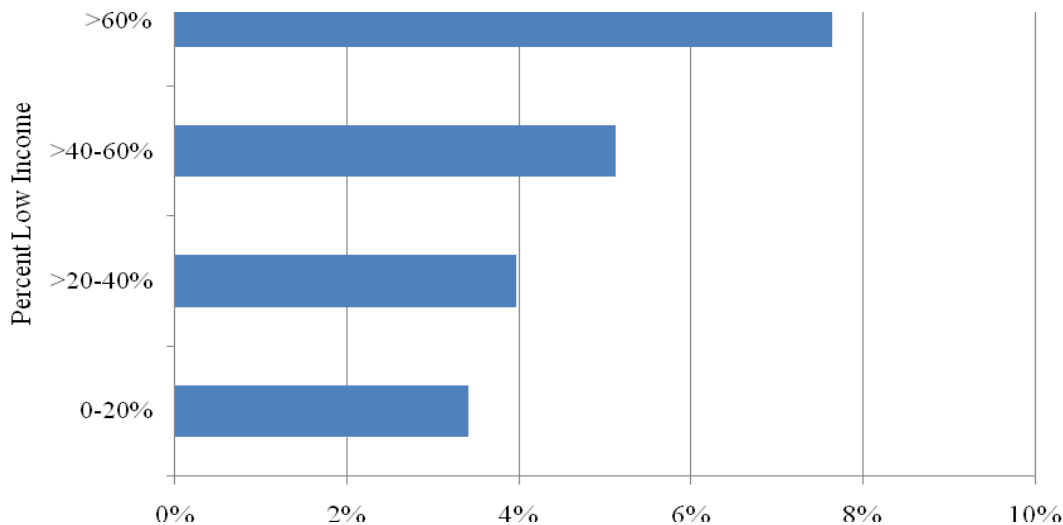
Poor Students Are More Likely to Drop Out

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 4 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 4: Annual Dropout Rates by Low Income (School Year 2009–2010)

Low Income Served	Students Served	Dropouts	Percent Dropout
0-20%	57,620	1,968	3.4%
20-40%	153,623	6,093	4.0%
40-60%	65,805	3,378	5.1%
>60%	43,740	3,342	7.6%

Figure 8: Annual Dropout Rates by Percent of Low Income Served (School Year 2009–2010)

Dropout Rates Compared to Previous Year

Across various categories of students the annual dropout rates declined by .20 to just over 1.0% from the previous school year (see Table 5 and 6 and Figures 9 and 10). Migrant and Special Education students had the most significant change. Pacific Islander was the only group of students reporting an increase in their dropout rate.

Table 5: Annual Dropout Rates for Student Groups, School Years 2008–2009 and 2009–2010

Student Group	Annual dropout rate, 2008–09	Annual dropout rate, 2009-10	Change in rate
All students	5.1%	4.6%	-0.5% (decr)
Amer. Indian	10.1%	9.5%	-0.6% (decr)
Asian/Pac Islander (Combined)	3.3%	3.1%	-0.2% (decr)
<i>Asian</i>	3.0%	2.6%	-0.4% (decr)
<i>Pacific Islander</i>	6.8%	8.7%	1.9% (incr)
Black	7.8%	6.8%	-1.0% (decr)
Hispanic	7.2%	6.3%	-0.9% (decr)
White	4.5%	4.0%	-0.5% (decr)
Special education	6.3%	5.2%	-1.1% (decr)
Limited English	8.3%	7.5%	-0.8% (decr)
Low income	6.6%	5.6%	-1.0% (decr)
Migrant	6.4%	5.6%	-1.2% (decr)
504 Plan		6.4%	
Foster Care		2.6%	
Female	4.5%	4.1%	-0.4% (decr)
Male	5.6%	5.0%	-0.6% (decr)

When reviewing the change in dropout rates from the 2008-09 to 2009-10 school years, all of the reported categories, with the exception of one sub-group, experienced a decrease in the dropout rate. Four of the reported categories show a decrease of 1.0% or greater.

Table 6: Change in Dropout Rates Across Student Groups, School Years 2008–2009 and 2009–2010

Significant Decrease in Dropout Rate	Slight Decrease in Dropout Rate	Increase in Dropout Rate
Black	All Students	Pacific Islander
Special Education	American Indian	
Low Income	Asian/Pac Islander	
Migrant	Asian	
	Hispanic	
	White	
	Limited English	
	Female	
	Male	

Figure 9: Comparison of Annual Dropout Rates by Race

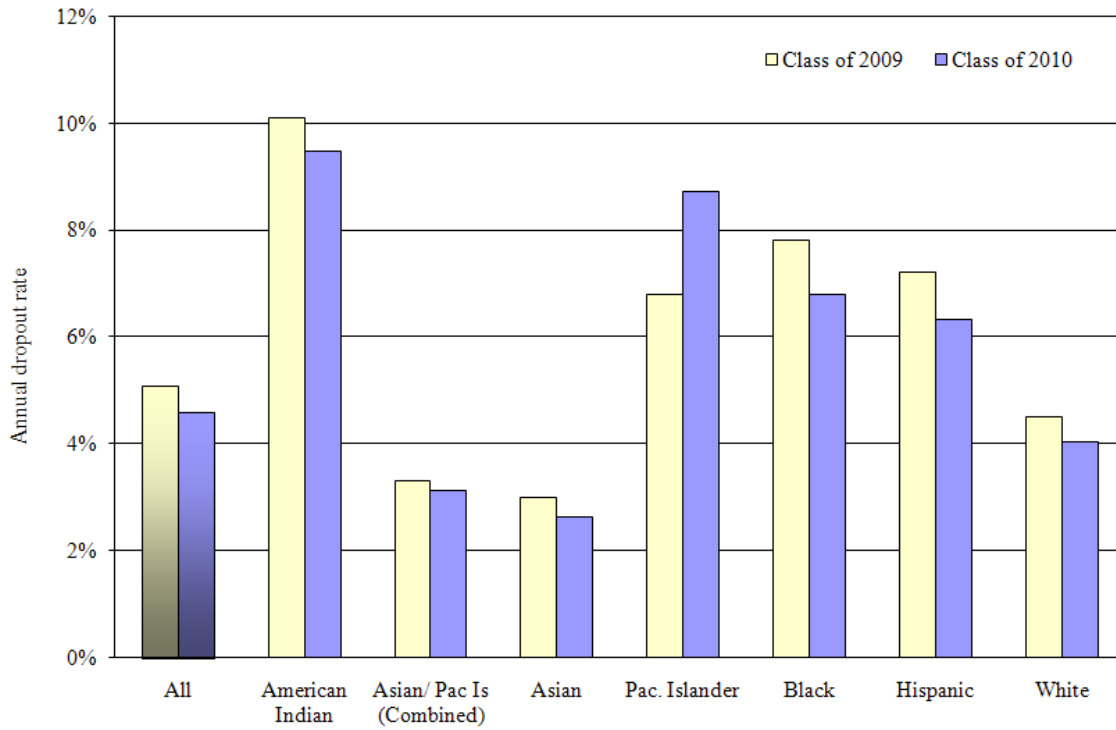
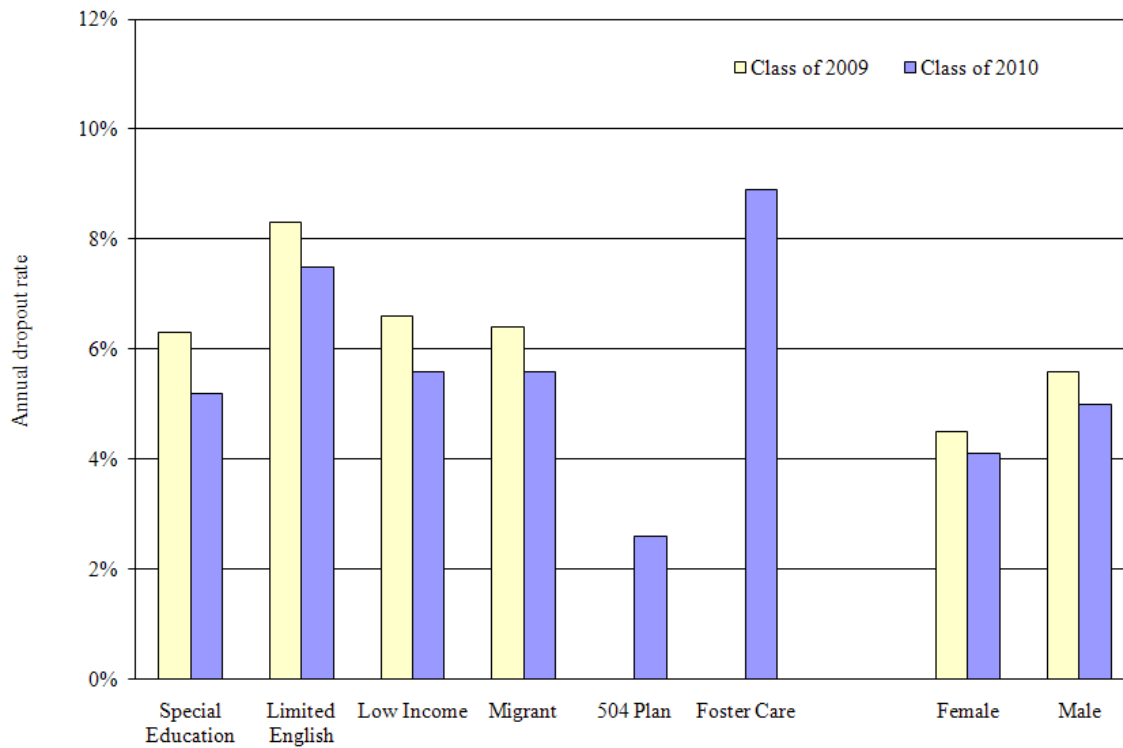


Figure 10: Comparison of Annual Dropout Rates by Program and Gender



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 estimated cumulative effect these dropout rates have on the cohort of students in the Class of 2010 is 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, the **estimated cumulative dropout rate for the Class of 2010 cohort was 17.6 percent**. This is a 1.8% decrease over the 2008-09 cumulative dropout rate. (Students who transferred out are excluded from all calculations.)

- Asian students had the lowest cumulative dropout rate (10.3%) while American Indian students had the highest cumulative dropout rate (34.0%).
- Males dropped out at a higher rate (19.3%) than females (15.9%).
- Every subgroup except Pacific Islander experienced a decrease in their cumulative dropout rate.

Tables 7 and 8, and Figures 11 and 12, show the cumulative dropout rates for the various groups.

**Table 7: Cumulative Dropout Rates for Student Groups,
School Years 2008–2009 and 2009–2010**

Student Group	2008-09		2009-10	
	Cumulative dropout rate	Total number cumulative dropouts	Cumulative dropout rate	Total number cumulative dropouts
All Students	19.4%	16,415	17.6%	14,781
Amer. Indian	36.4%	847	34.0%	751
Asian/Pac. Islander (combined)	12.6%	909	12.2%	874
<i>Asian</i>	11.7%	785	10.3%	677
<i>Pacific Islander</i>	27.0%	124	32.5%	197
Black	28.6%	1,371	25.5%	1,199
Hispanic	27.2%	2,976	24.1%	2,715
White	17.0%	9,841	15.4%	8,591
Special Education	24.8%	2,083	20.8%	1,657
Limited English	31.9%	1,049	30.4%	939
Low Income	25.7%	7,064	21.8%	6,472
Migrant	23.7%	348	21.2%	294
504 Plan			10.6%	171
Foster Care			33.7%	94
Female	17.3%	7,137	15.9%	6,511
Male	21.5%	9,278	19.3%	8,270

When reviewing the change in cumulative dropout rates from the 2008-09 to 2009-10 school years, the changes are even more significant. All of the reported categories, with the exception of one sub-group, experienced a decrease in the cumulative dropout rate. Seven of the reported categories show a decrease of 2.0% or greater.

Table 8: Change in Cumulative Dropout Rates Across Student Groups, School Years 2008–2009 and 2009–2010

Significant Decrease in Cumulative Dropout Rate	Slight Decrease in Cumulative Dropout Rate	Increase in Cumulative Dropout Rate
American Indian	All Students	Pacific Islander
Black	Asian/Pac Islander	
Hispanic	Asian	
Special Education	White	
Low Income	Limited English	
Migrant	Female	
Male		

Figure 11: Comparison of Cumulative Dropout Rates by Race

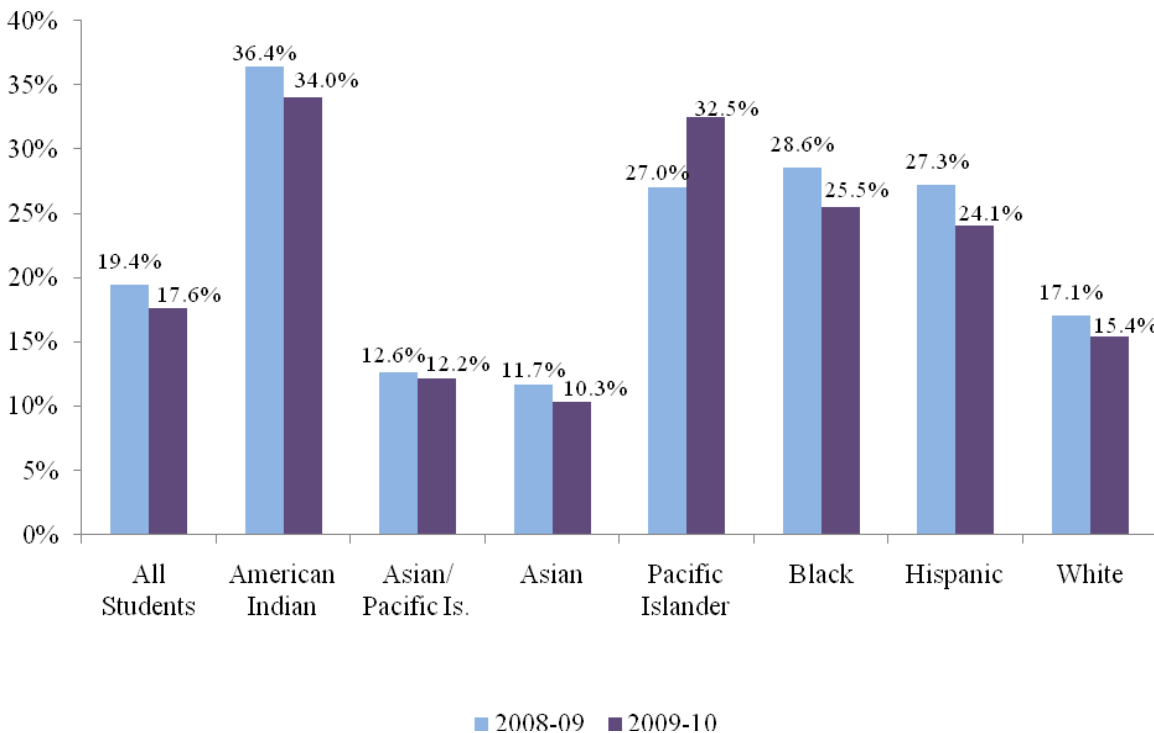
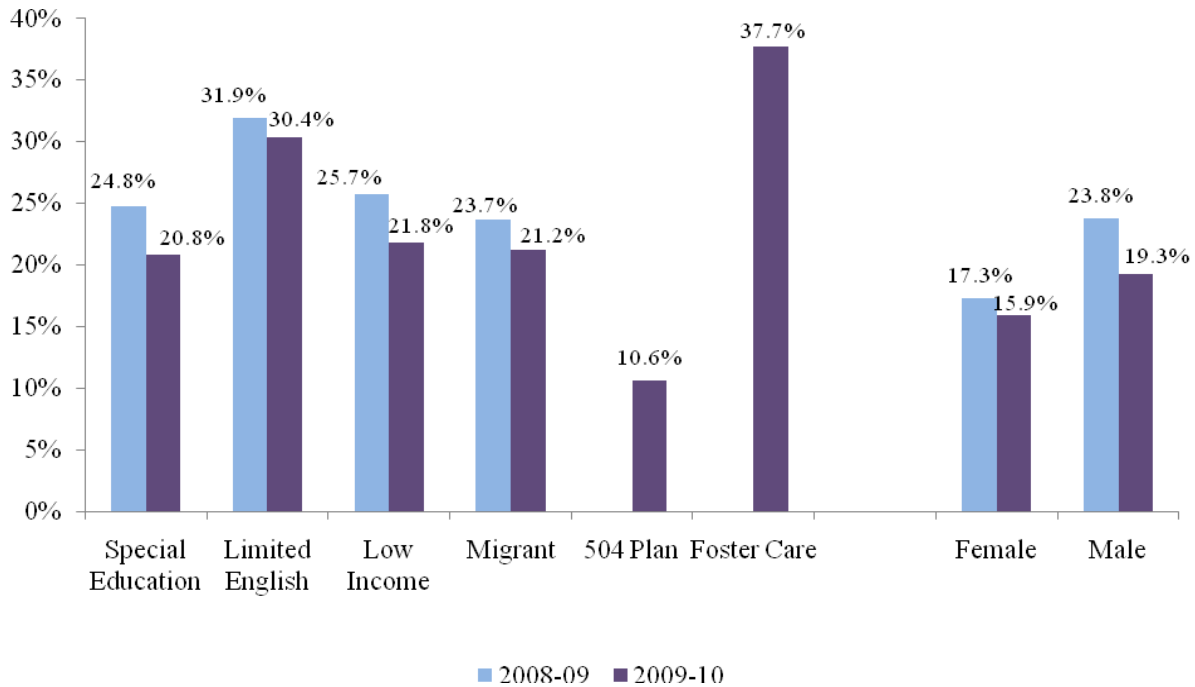


Figure 12: Comparison of Cumulative Dropout Rates by Program and Gender



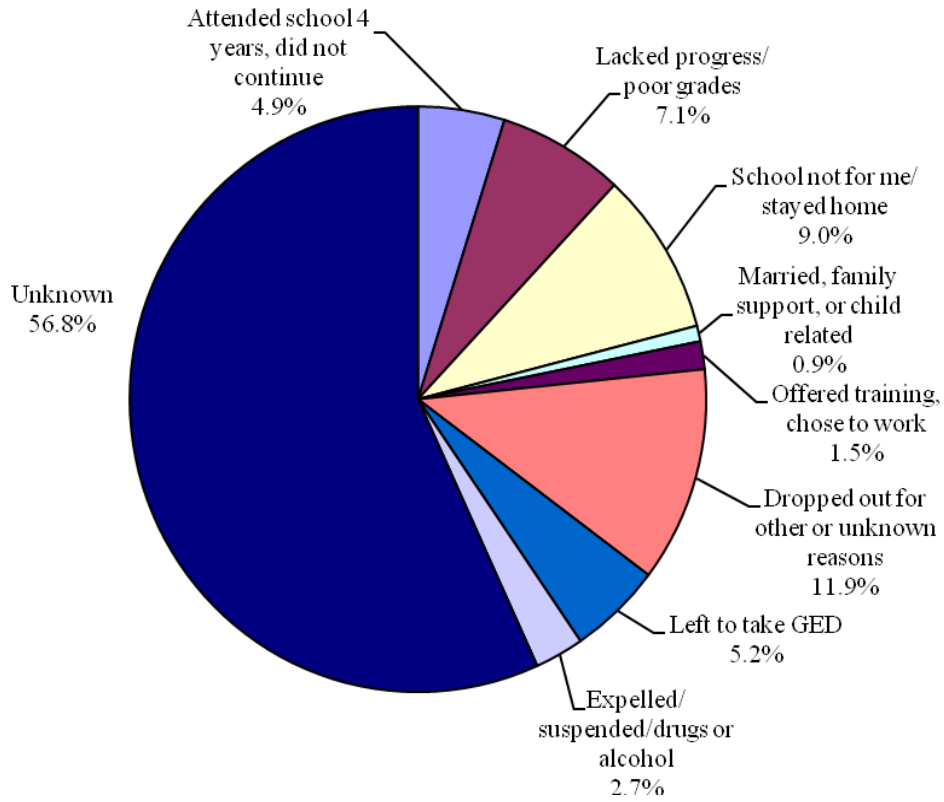
Reasons Given for Dropping Out

Students drop out for various reasons, as displayed in Table 9 and Figure 13. More than half of all dropouts in grades 9–12 were students who left their school for an unknown location. Of the 5,139 students who dropped out of grade 12, a total of 12 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). The dropout rate could be reduced dramatically by taking steps to (1) locate student’s 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 9: Reasons Given for Dropping Out (School Year 2009–2010)

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	Left to take GED	Expelled/suspended /drugs or alcohol	Dropped out for other or unknown reasons	Unknown	Total
Grade 9	1	177	189	19	30	270	62	106	2,094	2,948
Grade 10	7	190	242	23	47	357	122	105	1,829	2,922
Grade 11	57	270	362	37	72	474	276	113	2,111	3,772
Grade 12	652	410	541	49	78	656	311	82	2,360	5,139
Total	717	1,047	1,334	128	227	1,757	771	406	8,394	14,781
Percent of total	4.9%	7.1%	9.0%	0.9%	1.5%	11.9%	5.2%	2.7%	56.8%	

Figure 13: Reasons Why Students Left School Before Graduating, Grades 9–12 (School Year 2009–2010)



Dropout Rates for Grades 7 and 8

Starting with the 2004-05 school year, OSPI has reported dropout data for students in grades 7 and 8. This data is not used in conjunction with the high school (grades 9-12) data for any calculation or reporting purposes. Table 10 displays the dropout rates for grades 7 and 8, by student group.

**Table 10: Annual Dropout Rates for Student Groups, Grade 7 & 8
(School Year 2009-2010 compared to 2008-09)**

Student Group	2008-09		2009-10	
	Grade 7 dropout rate	Grade 8 dropout rate	Grade 7 dropout rate	Grade 8 dropout rate
All Students	1.1%	1.2%	0.7%	1.1%
Amer. Indian	2.1%	2.4%	1.2%	1.5%
Asian/Pac. Islander (combined)	0.9%	0.9%	0.5%	1.0%
<i>Asian</i>	0.7%	0.6%	0.5%	0.8%
<i>Pacific Islander</i>	3.2%	3.9%	0.3%	2.8%
Black	2.0%	1.7%	1.3%	2.5%
Hispanic	1.3%	1.8%	0.9%	1.9%
White	0.9%	1.0%	0.6%	0.7%
Special Education	1.0%	1.3%	0.6%	0.9%
Limited English	1.2%	1.8%	0.7%	2.2%
Low Income	1.3%	1.5%	0.8%	1.3%
Migrant	0.8%	1.6%	0.5%	1.8%
504 Plan			0.9%	0.5%
Foster Care			0.0%	2.4%
Female	1.0%	1.1%	0.6%	1.0%
Male	1.1%	1.3%	0.7%	1.1%

CHAPTER 3

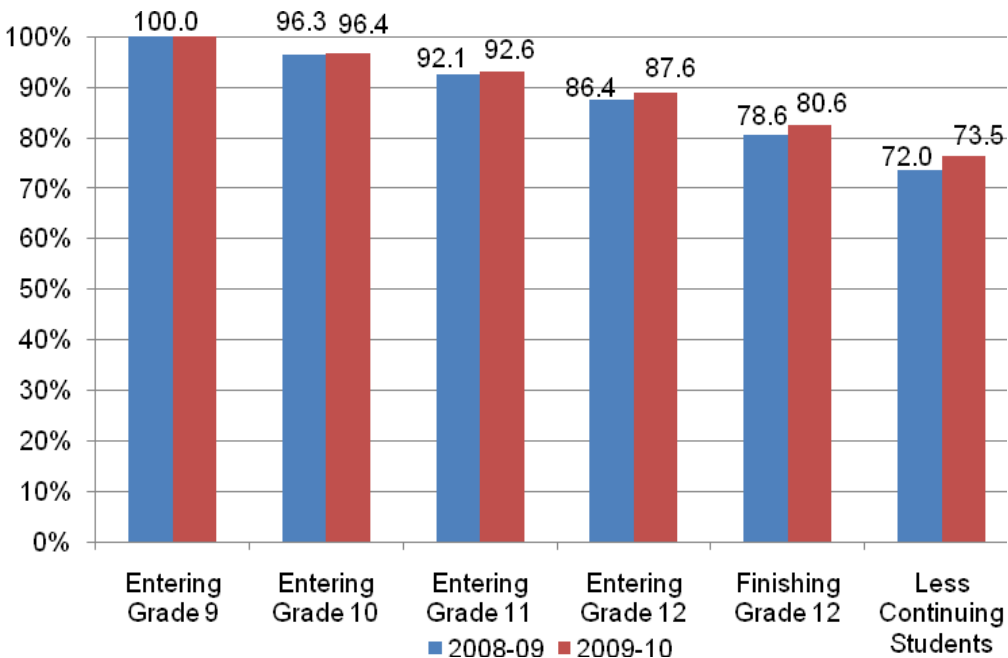
GRADUATION STATISTICS

On-Time Graduation Rates

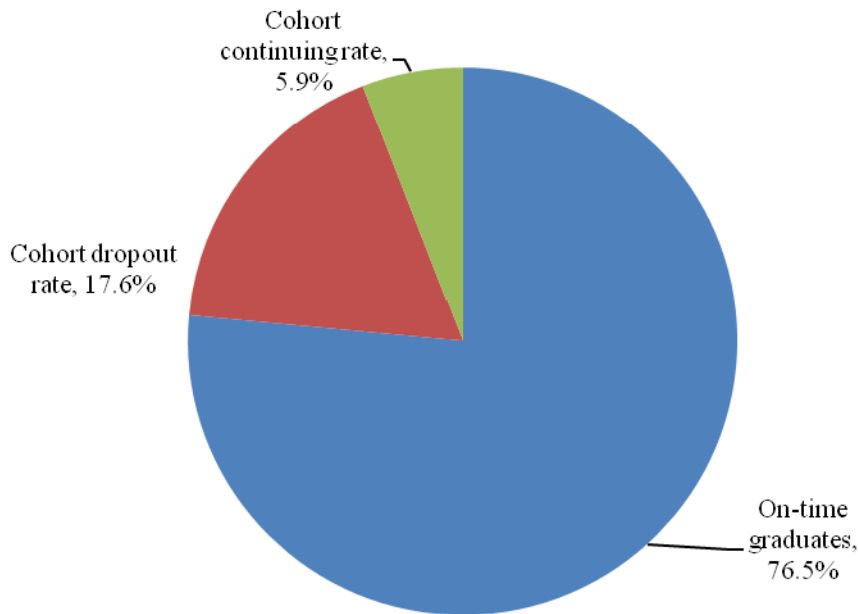
The dropout rates in Chapter 2 are used to calculate an estimated graduation rate for the cohort of students expected to graduate in 2010. This “Class of 2010” is the group of students who started grade 9 in the fall of 2006 and were expected to graduate “on-time” in the spring of 2010, i.e., in a 4-year period. The graduation rate is “estimated” because it applies dropout rates to enrollment counts; it does not longitudinally track the status of individual students. The Class of 2010 is the third graduating class to have increased graduation requirements, including passing high school exit exams, completing a culminating project, and having a High School and Beyond Plan.

We estimate that **76.5 percent of the students in the Class of 2010 graduated with a regular diploma by the end of the 4-year period.** This is a three percent improvement over the estimated rate of 73.5 percent for the Class 2009. Figure 14 shows how dropouts in previous years gradually reduced the number of enrolled students in the Classes of 2009 and 2010 over time.¹⁵ By the end of the 2009-10 school year, 17.6 percent of the students in the cohort had dropped out (compared to 19.4 percent by the end of the 2008-09 school year) and 5.9 percent of the cohort 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 15 summarizes the enrollment status of these students at the end of the four-year period (i.e., by August 31, 2010).

Figure 14: Attrition Impact on the Classes of 2009 and 2010



¹⁵ We assume the dropout rate that occurred in school year 2009-10 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 15: Class of 2010 Enrollment Status

Rates for Student Groups

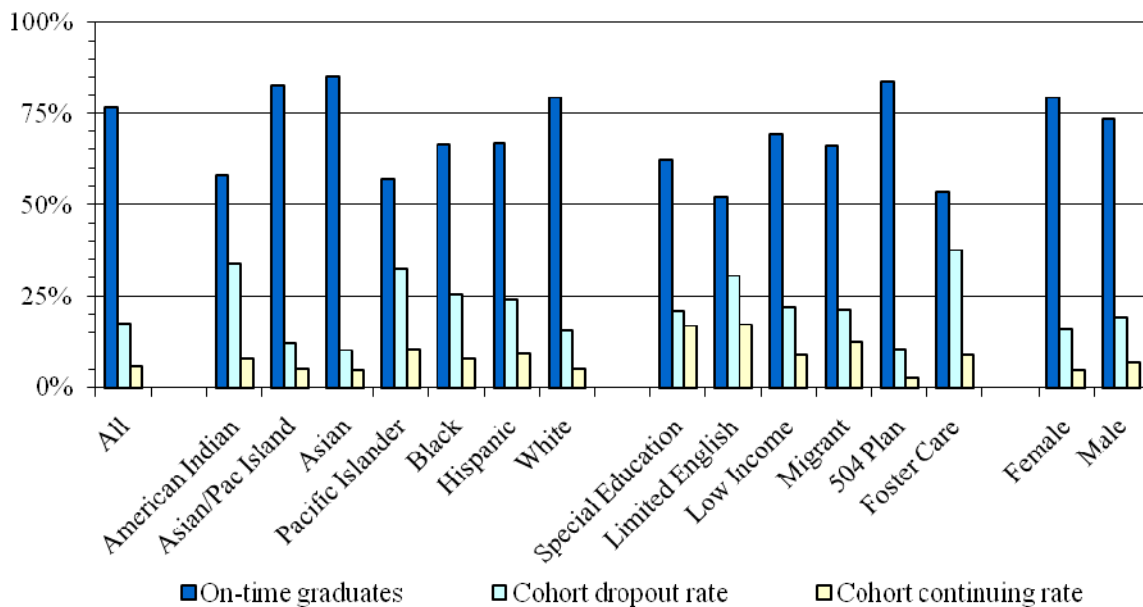
The on-time graduation rate varies significantly by racial group and gender. The rates reflect the same type of disparity that is found on academic indicators (e.g., the “achievement gap” between the test scores of White and Asian students and those of other groups). Table 11 and Figure 16 provide detailed information on graduation, dropout, and continuing rates for the different student groups.

- Asian and White students had the highest on-time graduation rates (84.9% and 79.4% respectively).
- Pacific Islander students had the lowest rate (57.0%), with American Indian students had the next lowest rate (58.0%), followed by Black and Hispanic students both having rates just under 67% (66.7%, and 66.9% respectively).
- Females graduated on time at a higher rate (79.3%) than males (73.7%).
- Continuing rates varied across groups. Limited English Proficient and Special Education students reported the two highest continuing rates (21.0% and 19.3% respectively) while Asian students reported the lowest continuing rate (5.1%).

Table 11: Graduation Statistics by Student Group (Class of 2010)

Student Group	<i>Received high school diploma</i>	<i>Received adult /IEP diploma</i>	Total graduates	On-time graduation rate	Cumulative dropout rate	Cohort Continuing rate
All students	60,713	122	60,835	76.5%	17.6%	5.9%
Amer. Indian	1,232	5	1,237	58.0%	34.0%	8.0%
Asian/Pac Islander (Combined)	5,502	5	5,507	82.6%	12.2%	5.2%
<i>Asian</i>	5,209	5	5,214	84.9%	10.3%	4.8%
<i>Pacific Islander</i>	293	0	293	57.0%	32.5%	10.5%
Black	2,695	8	2,703	66.7%	25.5%	7.8%
Hispanic	6,080	8	6,088	66.9%	24.1%	9.1%
White	42,835	90	42,925	79.4%	15.4%	5.2%
Special education	3,941	70	4,011	62.5%	20.8%	17.0%
Limited English	1,043	1	1,044	52.4%	30.4%	17.2%
Low income	17,252	50	17,302	69.4%	21.8%	8.8%
Migrant	748	0	748	66.4%	21.2%	12.4%
504 Plan	1,216	5	1,221	83.5%	10.6%	6.1%
Foster Care	5	0	5	53.6%	37.7%	11.1%
Female	31,165	56	31,221	79.3%	15.9%	4.9%
Male	29,548	66	29,614	73.7%	19.3%	7.0%

Figure 16: Graduation, Dropout, and Continuing Rates by Student Group (Class of 2010)



On-Time Graduation Rates Compared to Previous Year

The on-time graduation rates for the Class of 2010 are higher than those reported for the Class of 2009, with positive results for students in all but one group, Pacific Islander (see Figures 17 and 18). Special Education and Low Income students showed the largest change (7.5% and 7.1% respectively).

Figure 17: Comparison of On-Time Graduation Rates by Race

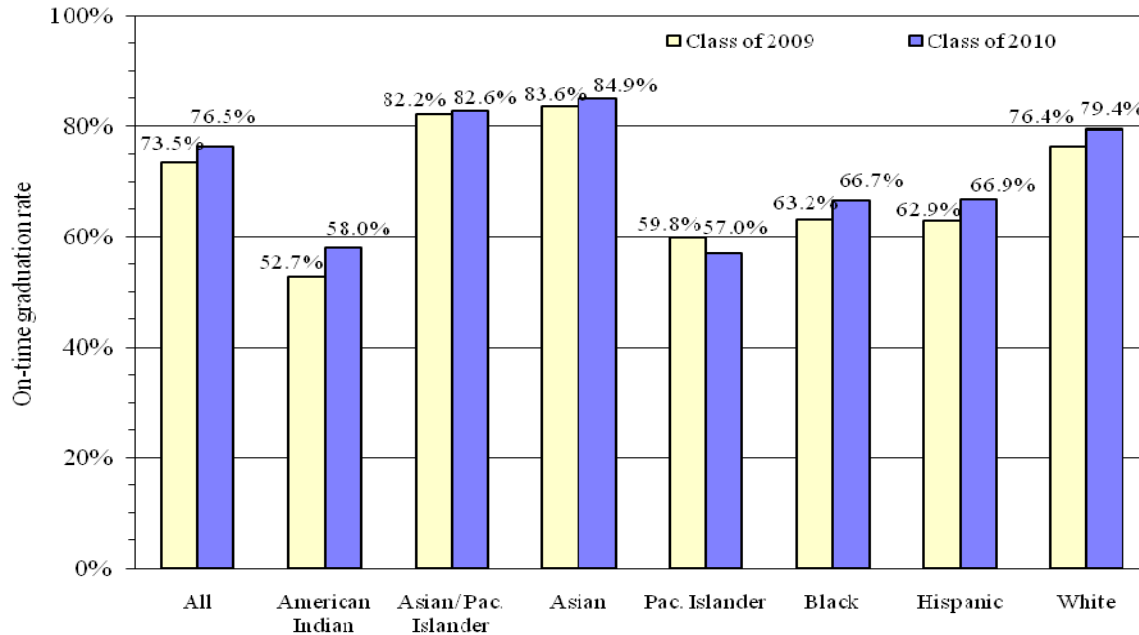
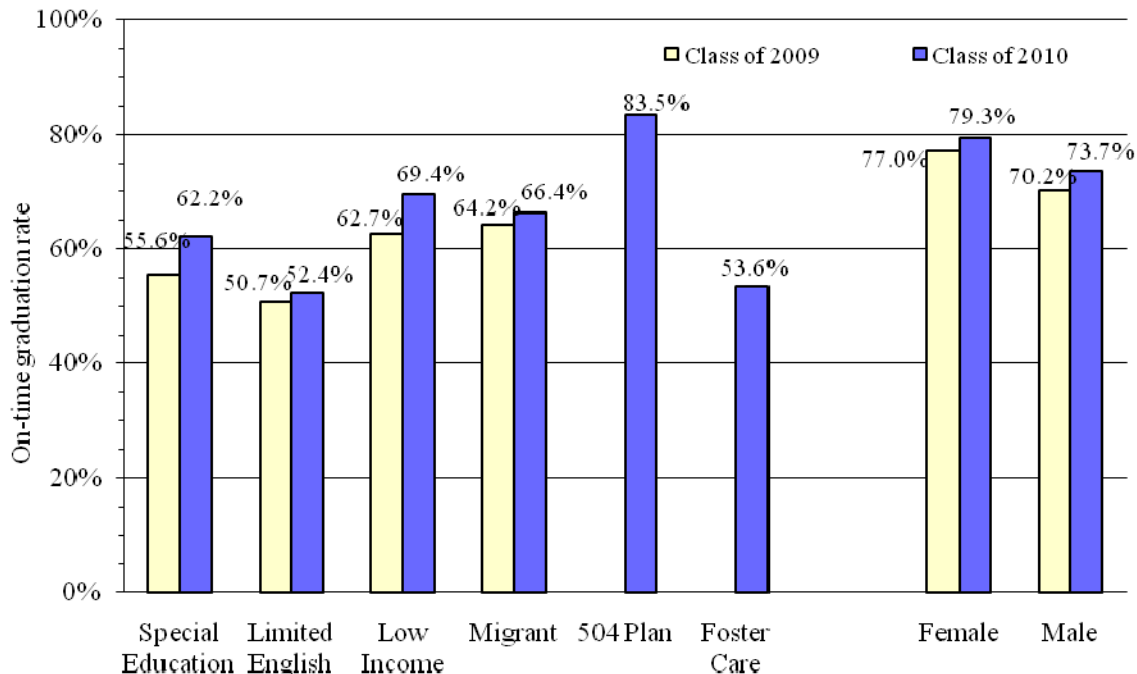


Figure 18: Comparison of On-Time Graduation Rates by Student Group and Gender



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 2009-10 school year, a total of 4,898 students received a regular diploma after the year they were expected to graduate. These students become a part of the Class of 2010 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 180-105-040), 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.

The estimated **extended graduation rate for the Class of 2010 is 82.6 percent**, which is 6.1 percentage points above the estimate of the on-time graduation rate. Table 12 shows the on-time and extended graduation rates for the various student groups, for the Class of 2009 and the Class of 2010. Figures 19 and 20 also show the rates for the groups for the Class of 2010.

**Table 12: On-Time vs. Extended Graduation Rates by Student Group
(Class of 2009 and Class of 2010)**

Student Group	2008-09		2009-10	
	On-time graduation rate	Extended graduation rate	On-time graduation rate	Extended graduation rate
All students	73.5%	79.2%	76.5%	82.6%
American Indian	52.7%	60.1%	58.0%	66.7%
Asian/Pac Islander (Combined)	82.2%	88.1%	82.6%	88.4%
<i>Asian</i>	83.6%	89.2%	84.9%	90.6%
<i>Pacific Islander</i>	59.8%	70.2%	57.0%	63.6%
Black	63.2%	72.0%	66.7%	76.9%
Hispanic	62.9%	72.0%	66.9%	76.2%
White	76.4%	81.2%	79.4%	84.9%
Special Education	55.6%	71.4%	62.5%	78.9%
Limited English	50.7%	66.4%	52.4%	67.6%
Low Income	62.7%	71.0%	69.4%	78.1%
Migrant	64.2%	77.5%	66.4%	78.5%
504 Plan			83.5%	88.2%
Foster Care			53.6%	75.1%
Female	77.0%	82.0%	79.3%	84.5%
Male	70.2%	76.6%	73.7%	80.8%

Table 11 and Figures 19 and 20 show that for most groups the extended rate is generally about five percent higher than the on-time rate. Groups that had a large increase in the extended graduation rate in 2009-10 are: American Indian (8.7%), Hispanic (9.3%), Black (10.2%), Limited English (15.7%), Special Education (16.4%), and Foster Care (21.4%).

Figure 19: On-Time vs. Extended Graduation Rates by Race

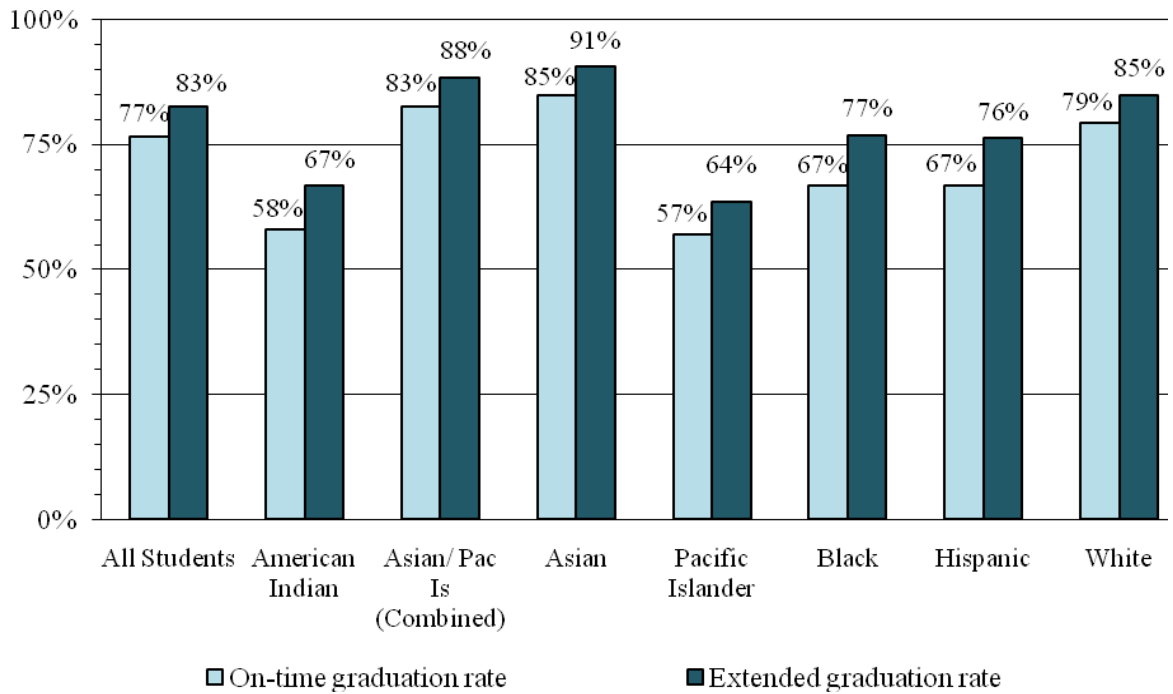
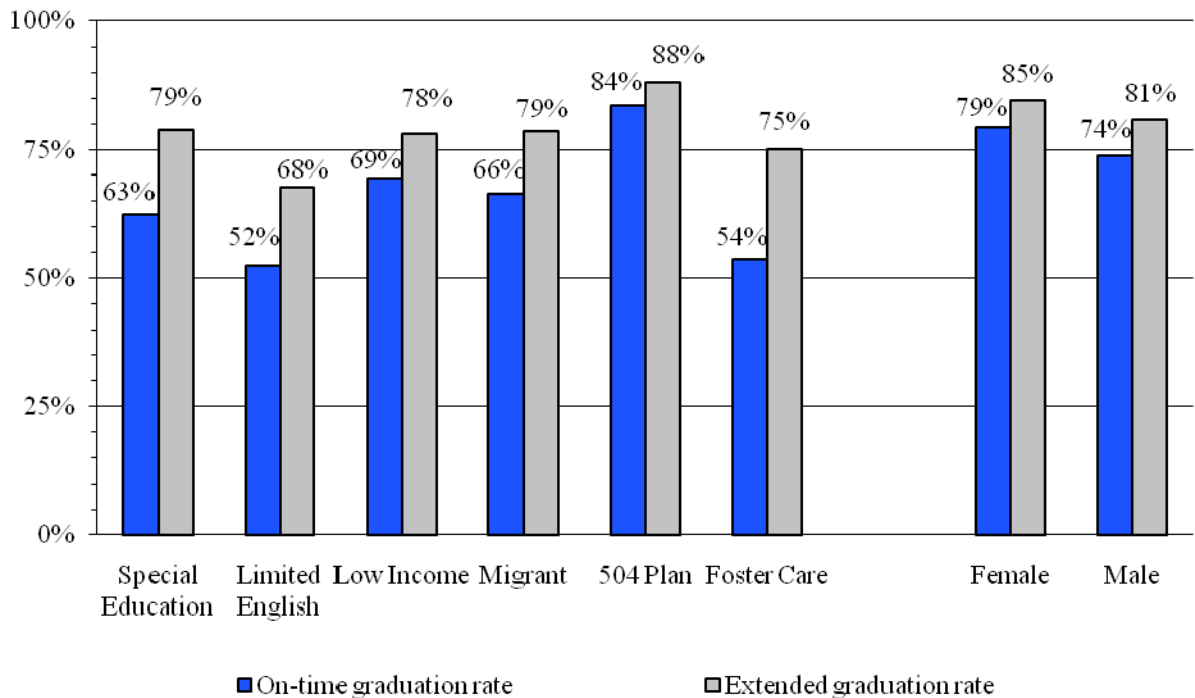


Figure 20: On-Time vs. Extended Graduation Rates by Program and Gender



Adequate Yearly Progress (AYP) Results

The extended graduation rates are used for federal accountability purposes under NCLB. Districts and high schools that have at least 30 students in grades 9–12 must have an extended graduation rate of at least 76 percent in order to meet the federal AYP goal. If the rate is below 76 percent, they can make AYP if the rate is at least four percentage points above the previous year’s extended graduation rate. 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.”

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.¹⁶

A total of 243 *districts* had at least 30 students in grades 9–12, and had served at least one student in grade 12. Of these, 215 (88.5%) had an extended graduation rate of at least 76 percent. The other 28 districts either had a rate below 76 percent or did not report an extended graduation rate. The districts that had rates below the annual goal tended to be slightly larger than the districts that met the goal.

Of the 507 *schools* that had at least 30 students in grades 9–12, and reported at least one student in grade 12, there were 361 (71.2%) that had an extended graduation rate that met the 76 percent goal, while the other 146 schools either had rates below the goal or cannot have an extended graduation rate calculated because they had 0% remaining in their cohort or did not serve students in grade 12. 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. Schools that met the 76 percent goal had an average enrollment of 725 students, while those that did not meet the goal had an average enrollment of 304 students.

Data Tables

The data used to generate statewide results are shown in Tables 13 and 14 on the following pages.

¹⁶ 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 CEDARS.

Table 13: Detailed Statewide Results, School Year 2009–2010

Group	Net students served in grade*				Number of dropouts in grade**				Dropout rate in grade				Continuing***		Percent left in cohort		
	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
All students	86726	82011	81372	70684	2948	2922	3772	5139	3.4%	3.6%	4.6%	7.3%	4710	6.7%	96.6%	93.2%	88.8%
Amer. Indian	2213	2044	2019	1655	139	153	211	248	6.3%	7.5%	10.5%	15.0%	170	10.3%	93.7%	86.7%	77.6%
Asian/Pac Is.	7339	7365	7053	6133	217	181	196	280	3.0%	2.5%	2.8%	4.6%	346	5.6%	97.0%	94.7%	92.0%
Asian	6693	6717	6494	5723	169	141	150	217	2.5%	2.1%	2.3%	3.8%	292	5.1%	97.5%	95.4%	93.2%
Pac Islander	646	648	559	410	48	40	46	63	7.4%	6.2%	8.2%	15.4%	54	13.2%	92.6%	86.9%	79.7%
Black	5300	4736	4255	3366	306	250	295	348	5.8%	5.3%	6.9%	10.3%	315	9.4%	94.2%	89.3%	83.1%
Hispanic	13389	11524	10429	7651	710	596	671	738	5.3%	5.2%	6.4%	9.6%	825	10.8%	94.7%	89.8%	84.0%
White	54757	54095	55564	48982	1414	1624	2291	3262	2.6%	3.0%	4.1%	6.7%	2795	5.7%	97.4%	94.5%	90.6%
Other	3728	2247	2052	2897	162	118	108	263	4.3%	5.3%	5.3%	9.1%	259	8.9%	95.7%	90.6%	85.9%
Special Ed	9429	8560	8422	5673	304	333	454	566	3.2%	3.9%	5.4%	10.0%	1096	19.3%	96.8%	93.0%	88.0%
Limited Eng.	4363	3630	2936	1631	262	220	212	245	6.0%	6.1%	7.2%	15.0%	342	21.0%	94.0%	88.3%	81.9%
Low Income	35579	31061	28262	21609	1418	1312	1628	2114	4.0%	4.2%	5.8%	9.8%	2193	10.1%	96.0%	92.0%	86.7%
Migrant	1654	1449	1213	965	82	72	63	77	5.0%	5.0%	5.2%	8.0%	140	14.5%	95.0%	90.3%	85.6%
504 Plan	1741	1794	1668	1383	13	34	47	77	0.7%	1.9%	2.8%	5.6%	85	6.1%	99.3%	97.4%	94.6%
Foster Care	327	326	299	99	19	21	34	20	5.8%	6.4%	11.4%	20.2%	11	11.1%	94.2%	88.1%	78.1%
Female	41970	39993	39635	35307	1365	1318	1655	2173	3.3%	3.3%	4.2%	6.2%	1913	5.4%	96.7%	93.6%	89.7%
Male	44756	42018	41737	35377	1583	1604	2117	2966	3.5%	3.8%	5.1%	8.4%	2797	7.9%	96.5%	92.8%	88.1%

* 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 2010.

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

Table 14: Data Used to Compute Statewide Extended Graduation Rates for the Class of 2010

Group	Estimated <i>on-time</i> graduation rate	Actual number of on-time graduates	Estimated size of cohort*	Actual number of late graduates	Total graduates	Estimated <i>extended</i> graduation rate
All students	76.5%	60835	79563	4898	65733	82.6%
Amer. Indian	58.0%	1237	2132	184	1421	66.7%
Asian/Pac Is.	82.6%	5507	6664	381	5888	88.4%
Asian	84.9%	5214	6139	347	5561	90.6%
Pacific Islander	57.0%	293	514	34	327	63.6%
Black	66.7%	2703	4052	413	3116	76.9%
Hispanic	66.9%	6088	9106	854	6942	76.2%
White	79.4%	42925	54066	2972	45897	84.9%
Other	70.4%	2375	3374	94	2469	73.2%
Special Ed	62.2%	4011	6447	1074	5085	78.9%
Limited Eng.	52.4%	1044	1991	301	1345	67.6%
Low Income	69.4%	17302	24935	2160	19462	78.1%
Migrant	66.4%	748	1127	137	885	78.5%
504 Plan	83.5%	1221	1462	68	1289	88.2%
Foster Care	53.6%	68	9	1	7	75.1%
Female	79.3%	31221	39382	2054	33275	84.5%
Male	73.7%	29614	40167	2844	32458	80.8%

* Estimated number of students in the cohort of students expected to graduate in spring 2010. 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.

APPENDICES

Annual Graduation & Dropout Statistics by School, District, County, and State

The appendices provide annual dropout statistics for schools, districts, counties and at the state level for the 2009-10 school year. These statistics and rates are based on data collected from districts in CEDARS. Results from institutions and autonomous buildings and those that enroll more than half their students from outside the district (shown in *italics*) are not included in the district results.

Data in each of the Appendices contains the following information:

- Net served students by grade
- Total number of dropouts by grade
- Percent of dropouts by grade
- Number and Percent of Class of 2010 Continuing Seniors
- Number and Percent of Class of 2010 Graduates
- Number and Percent of Extended Graduates

Data is reported for the following categories:

- All Students
- Racial Groups
- Special Program – Limited English, Special Education, Low Income, Migrant,
504 Plan and Foster Care
- Gender