

**MEMORANDUM**

April 26, 2013

TO: Board Members

FROM: Terry B. Grier, Ed.D.  
Superintendent of Schools

CONTACT: Carla Stevens, 713-556-6700

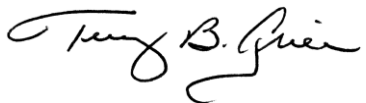
SUBJECT: **HISD AND TEXAS GRADUATES BY TYPE OF DIPLOMA, 2010–2011 AND  
2011–2012**

Attached is the HISD and Texas Graduates by Type of Diploma, 2010–2011 and 2011–2012 report. The purpose of the report is to compare the graduation rates and types of diplomas awarded through HISD with those awarded in the state over the two most recently completed academic years.

Some of the highlights are as follows:

- The 2011–2012 annual graduation rate for all students in HISD increased slightly, from 90.9 percent in 2010–2011 to 91.2 percent in 2011–2012, and the state annual graduation rate also increased, from 97.5 percent in 2010–2011 to 98.1 percent in 2011–2012.
- HISD had lower graduation rates than the state of Texas had, overall and for every race/ethnicity of students except students with more than two race/ethnicity designations.
- HISD had a lower percentage of students earning a diploma through the Distinguished Achievement High School Program, a lower percentage of students earning a diploma through the the IEP Completion/Minimum High School Programs, and a corresponding higher rate of students earning a diploma through the Recommended High School Program than the state of Texas had for both 2010–2011 and 2011–2012. The same trend was seen within each disaggregation of students by ethnicity, except for white students in HISD, which had a higher percentage of graduates through the Distinguished Achievement High School Program than white students in the state had for both years.

Should you have any further questions, please contact my office or Carla Stevens in Research and Accountability at 713-556-6700.

  
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TBG

Attachment

cc: Superintendent's Direct Reports  
Chief School Officers



# RESEARCH

Educational Program Report

## HISD AND TEXAS GRADUATES BY TYPE OF DIPLOMA, 2010–2011 AND 2011–2012

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY  
HOUSTON INDEPENDENT SCHOOL DISTRICT



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# HISD AND TEXAS GRADUATES BY TYPE OF DIPLOMA, 2010–2011 AND 2011–2012

## Executive Summary

### Evaluation Description

This report provides an overview of Houston Independent School District (HISD) graduates in the classes of 2010–2011 and 2011–2012 compared to graduates of the same years in the state of Texas. Information on race/ethnicity and graduation plan (Distinguished Achievement High School Program, Recommended High School Program, and IEP Completion/Minimum High School Programs) is provided for both groups of students in 2010–2011 and 2011–2012.

### Highlights

- The 2011–2012 annual graduation rate for all students in HISD increased slightly, from 90.9 percent in 2010–2011 to 91.2 percent in 2011–2012, and the state annual graduation rate also increased, from 97.5 percent in 2010–2011 to 98.1 percent in 2011–2012.
- Annual graduation rates by ethnicity ranged from 87.5 percent for American Indian/Alaskan Native students to virtually 100 percent for students with two or more race/ethnicity designations in HISD, and from 96.9 percent for Hispanic students to virtually 100 percent for students with two or more designations for race/ethnicity in the state.
- HISD had lower annual graduation rates than the state of Texas had, overall and for every race/ethnicity of students except students with more than two race/ethnicity designations.
- HISD had a lower percentage of students earning a diploma through the Distinguished Achievement High School Program, a lower percentage of students earning a diploma through the the IEP Completion/Minimum High School Programs, and a corresponding higher rate of students earning a diploma through the Recommended High School Program than the state of Texas had for both 2010–2011 and 2011–2012. The same trend was seen within each disaggregation of students by ethnicity, except for white students in HISD, which had a higher percentage of graduates through the Distinguished Achievement High School Program than white students in the state had for both years.
- Forty-seven (47) schools in HISD graduated students in 2011–2012. Of these, five awarded diplomas only through the IEP Completion/Minimum High School Programs; five awarded diplomas only through the Distinguished Achievement and Recommended High School Programs; and 22 awarded diplomas only through the Recommended High School Program and the IEP Completion/Minimum High School Programs.

### Recommendations

- HISD is making positive gains in the overall annual graduation rate, and the annual graduation rates for both HISD and the state of Texas are high, above 90 percent. It is recommended that HISD

continue focusing on both known, successful programs and creative, innovative ways to support each individual student in earning a high school diploma.

- As the district continues to address state concerns about decreasing the number of students earning a diploma through the IEP Completion/Minimum High School Programs and increasing the number who graduate through the Recommended High School Program, or as it changes to a foundation diploma that sets new, higher, minimum graduation requirements, it is recommended that it also turn its focus on increasing the number of students who are recognized for graduating with the qualifications to be recognized for distinguished achievement.

### Administrative Response

**Overall graduation rate** – The district's 2011–2012 overall graduation rate (91.2 percent) for entering seniors is less than the state's rate (98.1 percent). Undoubtedly, the district's demographics—with a low-income population significantly higher than the state's average—play a contributing role in this disparity. It is concerning, however, that the district's annual graduation rates for every race/ethnicity (with the exception of students of more than two race/ethnicity designations) are lower than the corresponding state averages. On a positive note, it is good to know that the district's overall annual graduation rate increased from the previous year and that annual graduation rates for each race/ethnicity (with the exception of Asian/Pacific Islanders) also went up. The 1.8 percent dip of the annual graduation rate for Asian/Pacific islanders begs the question as to what contributing factors were at play.

**Type of Diploma** – The proportion of students in the district graduating through the IEP Completion/Minimum High School Programs remained at 19.1 percent. This is lower than the state's average and means that the district has a higher cumulative percentage of students graduating through the Recommended and Distinguished Achievement High School Programs. However, the district's percentage of students graduating through the Distinguished Achievement High School Program (6.2 percent) is considerably lower than the state's average (13.4 percent). What is more concerning is the disparity that exists between students of different races/ethnicities and between different schools. For example, the percentages of White and Asian students in the district graduating through the Distinguished Achievement Program are 18.3 percent and 24.1 percent respectively, whereas for African American and Hispanics, the corresponding rates drop to 3.4 percent and 3.9 percent respectively. Within schools, the percentages of students graduating through the Distinguished Achievement Program range from 77.1 percent at Challenge High School, to 0 percent at 27 high schools (many of which have sizeable student populations). The fact that so many schools did not have any students graduate through the Distinguished Achievement Program raises a series of questions. What are the major factors accounting for such disparity? Do all schools provide students with the opportunity to meet the requirements? To what extent are students familiar with the advantages and requirements of the Distinguished Achievement Program? How are counselors assisting with ensuring that students are focused on graduating through the Distinguished Achievement Program?

**Graduation rates for students with disabilities** – The Performance-Based Monitoring Analysis System (PBMAS) indicator identifies students with disabilities who receive diplomas under the Recommended High School and Distinguished Achievement Programs. The state rate for 2010–2011 (the latest data available in the PBMAS report) was 20 percent. The HISD rate was 30.5 percent, exceeding the state

rate by 10.5 percentage points. We expect the rates to be similar for 2011–2012. As we work toward more inclusive schools in which students are educated in less restrictive settings, we will likely see more students who are assessed on the regular rather than the modified assessments, which in turn will decrease the number of students graduating through the minimum plan.

**Actions that can and are being taken to address underlying issues:**

- The College Readiness Department and Office for Dropout Prevention can support counselors to ensure that students are informed of and are meeting the requirements to graduate from high school.
- The College Readiness Department and Office for Dropout Prevention can work with Parental Engagement to ensure that parents know about graduation requirements and the three different types of diplomas.
- The HISD EMERGE program and Office for Dropout Prevention can ensure that more high-achieving students and their families know about the requirements of the different programs under which students can graduate and the advantages of graduating through the Distinguished Achievement Program.

## Introduction

Graduation rates are fundamental to measuring the success of a district or a state and are provided in an effort to continually improve the rates based on data. Graduation rates are reported in many contexts in HISD. This report presents a comparison of HISD and Texas state annual graduation rates by race/ethnicity and graduation plan (Distinguished Achievement High School Program, Recommended High School Program, and IEP Completion/Minimum High School Programs) in the 2010–2011 and 2011–2012 school years.

## Methods

### Data Collection and Analysis

- Data for total graduates from HISD and from Texas by graduation program and race/ethnicity, included in Table 1 (page 11), were taken from the Texas Education Agency (TEA) Standard Reports for 2010–2011 and 2011–2012.
- Data for the TEA Standard Reports for 2010–2011 and 2011–2012 on the number of twelfth graders came from the Public Education Information Management System (PEIMS), Fall Collection, Resubmission databases.
- Data for the TEA Standard Reports for 2010–2011 and 2011–2012 on the number of graduates were recorded in the 2012–2013 PEIMS, Fall Collection, Resubmission.
- Data for HISD school level 2011–2012 annual graduation rates came from the PEIMS database for HISD Graduates. Rates were calculated as the number of reported graduates divided by the number of reported twelfth graders.
- The numbers of students who graduated through IEP Completion and the Minimum High School Programs were combined to allow comparisons between HISD and state results.

### Data Limitations

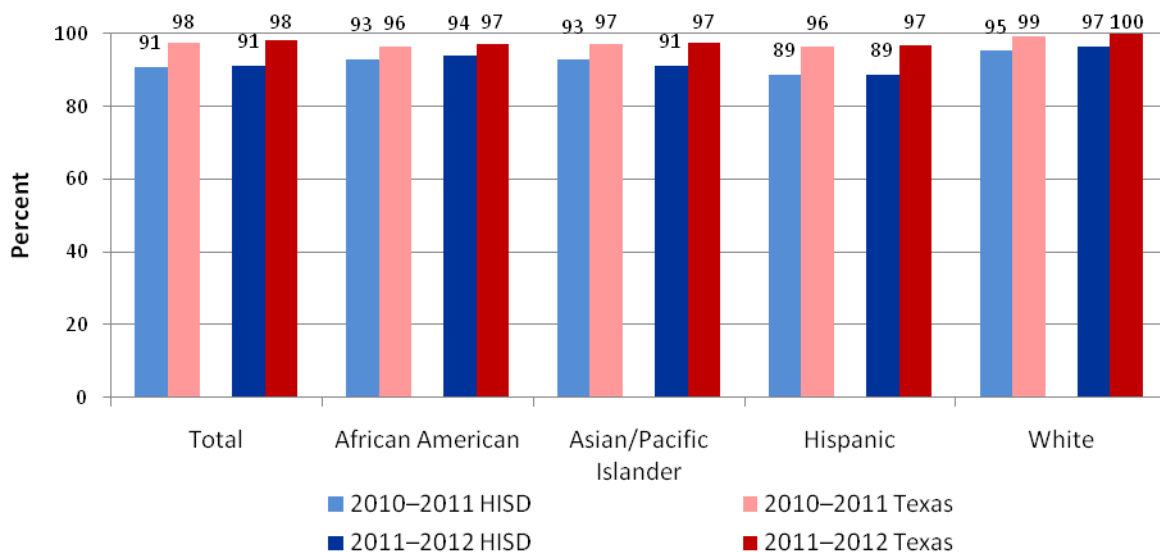
Data from the PEIMS Fall Collection, Resubmission were used to compare state and district findings. The use of these data can yield annual graduation rates greater than 100 percent. The percentages reported should, therefore, be seen as comparable indicators rather than as absolute numbers.

## Results

- A comparison of the percentages of HISD and Texas seniors who graduated in 2010–2011 and 2011–2012, by total number and by race/ethnicity, is depicted in Figure 1 (page 5). The 2011–2012 annual graduation rate for all students in HISD increased slightly, from 90.9 percent in 2010–2011 to 91.2 percent in 2011–2012, and the state annual graduation rate also increased, from 97.5 percent in 2010–2011 to 98.1 percent in 2011–2012.

- For 2011–2012, annual graduation rates by ethnicity ranged from 87.5 percent for American Indian/Alaskan Native students to virtually 100 percent for students of two or more race/ethnicity designations in HISD and from 96.9 percent for Hispanic students to virtually 100 percent for students with two or more race/ethnicity designations in the state (see Table 1, page 11).
- In HISD, from 2010–2011 to 2011–2012, annual graduation rates went up, from 0.1 to 4.5 percentage points, for each race/ethnicity of students, with the exception of Asian/Pacific Islanders, for whom the annual graduation rate declined by 1.8 percentage points. For the same time period and groups in the state, annual graduation rates went up, from 0.3 to 1.1 percentage points, with the exception of American Indian/Alaskan Native students, for whom the rate remained the same.
- HISD had lower annual graduation rates than the state had overall and for every race/ethnicity shown in Figure 1. Only students with two or more race/ethnicity designations matched the state rate with both groups achieving an annual graduation rate of virtually 100 percent. Numbers of graduates in HISD and in Texas, and in each of the race/ethnicity categories can be found in Table 1 (page 11).

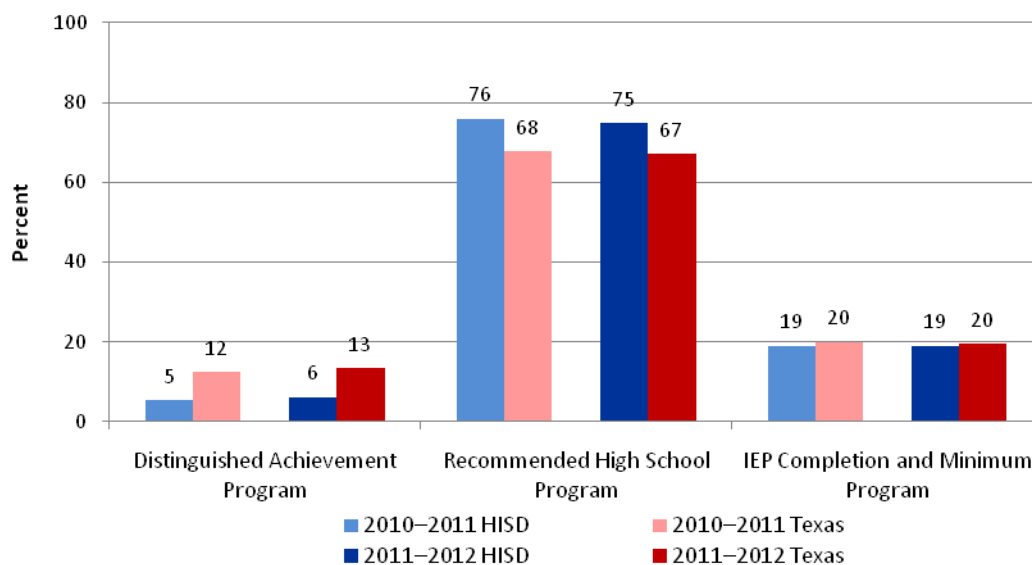
**Figure 1. Percentage of seniors graduating in HISD and in Texas, by race/ethnicity, 2010–2011 and 2011–2012**



Results for all racial/ethnic groups are in Table 1 (page 11).

- The percentages of students graduating through each of the three groups of graduation programs, Distinguished Achievement High School Program, Recommended High School Program, or IEP Completion/Minimum High School Programs, are shown in Figure 2. HISD had a lower percentage of students earning a diploma through the Distinguished Achievement High School Program, a lower percentage of students earning a diploma through the IEP Completion/Minimum High School Programs, and a corresponding higher rate of students earning a diploma through the Recommended High School Program than the state of Texas had for both 2010–2011 and 2011–2012.
- A large majority of students graduated through the Recommended High School Program in both the district and the state for both years.
- Though both the state and the district had increases in the percentage of students graduating through the Distinguished Achievement High School Program, an increase of 1.0 percentage point for the state and an increase of 0.9 percentage point for HISD, both the state and the district had the smallest percentage of students graduating through the Distinguished Achievement High School Program both years (see Table 1, page 11).

**Figure 2. All student graduation programs in HISD and Texas, 2010–2011 and 2011–2012**

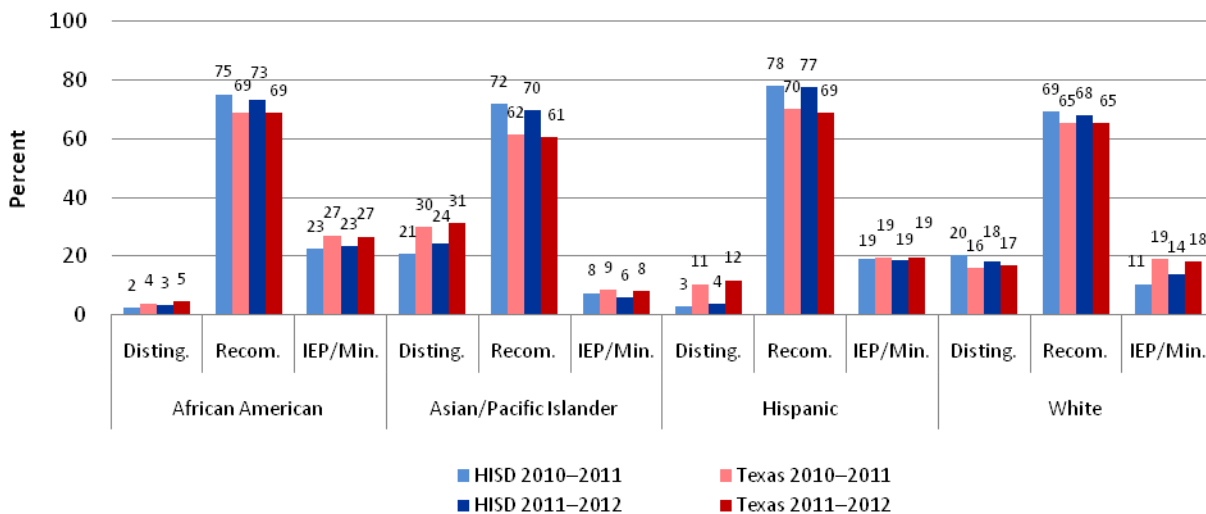


- The 2010–2011 and 2011–2012 graduation programs, Distinguished Achievement High School Program (DAHSP), Recommended High School Program (RHSP), and IEP Completion/Minimum High School Programs (IEP and MHSP), for HISD and Texas students disaggregated by race/ethnicity is depicted in Figure 3 (page 8). As for the overall numbers, a lower percentage of HISD students earned a diploma through the Distinguished Achievement High School Program, a lower percentage of HISD students earned a diploma through IEP Completion/Minimum High School Programs, and a complementary higher percentage of HISD students graduated through the Recommended High School Program than in the state for nearly every disaggregation of students by race/ethnicity for both years. The exception was for white students, for whom HISD students had a higher percentage earning a diploma through the Distinguished Achievement High School Program than the state had for both years. It should be noted that, though the state annual graduation rate was higher, the difference in percentage of Hispanic students graduating in the state and in HISD through the IEP Completion/Minimum High School Programs was less than one percentage point for both years (see Table 1, page 11).
- The differences in percentage of HISD students, disaggregated by race/ethnicity, graduating through the Distinguished Achievement High School Program from 2010–2011 to 2011–2012 ranged from an increase of 3.4 percentage points for Asian/Pacific Islanders to a decrease of 2.1 percentage points for white students. In the state, all groups of students disaggregated by ethnicity had an increase in percentage graduating through the Distinguished Achievement High School Program from 2010–2011 to 2011–2012. Increases ranged from 0.5 percentage point for American Indian/Native Alaskan students to 1.3 percentage points for Asian/Pacific Islanders and Hispanic students (see Table 1, page 11).
- Most groups of HISD students, disaggregated by race/ethnicity, had lower percentages of students graduating through the IEP Completion/Minimum High School Programs from 2010–2011 to 2011–2012. Decreases shown in Figure 3 (page 8) ranged from 0.4 percentage points for Hispanics to 1.4 percentage points for Asian/Pacific Islanders. Decreases were largest for smaller groups of students, 6.4 percentage points for students with two or more race/ethnicity designations and 4.8 percentage points for American Indian/Alaskan Native students. Increases in percentage of students graduating under the IEP Completion/Minimum High School Programs were shown for African Americans, 0.9 percentage points, and white students, 3.4 percentage points. In the state, all groups disaggregated by ethnicity had a decrease in percentage of students graduating through the IEP Completion/Minimum High School Programs from 2010–2011 to 2011–2012, from 0.3 to 0.9 percentage points, with the exception of Hispanics, whose rate stayed the same, and American Indian/Alaskan Native students, whose rate increased by 1.4 percentage points (see Table 1, page 11).
- Differences in the percentage of HISD students who graduated through the Recommended High School Program from 2010–2011 to 2011–2012 ranged from a decrease of 2.0 percentage points for Asian/Pacific Islanders to an increase of 7.9 percentage points for students with two or more race/ethnicity designations. All groups of students in the state, disaggregated by race/ethnicity, showed decreases in the percentage of students graduating through the Recommended High School Program, ranging from a decrease of 0.1 percentage point for students with two or more

race/ethnicity designations to a decrease of 2.0 percentage points for American Indian/Alaskan Native students, with the exception of white students, whose rate stayed the same (see Table 1, page 11).

- For 2011–2012, the percentages of HISD students graduating through the Distinguished Achievement High School Program, disaggregated by race/ethnicity, ranged from 3.4 percent for African American students to 24.1 percent for Asian/Pacific Islanders. The percentages of students graduating through the Recommended High School Program for the same groups ranged from 67.8 percent for white students to 77.4 percent for Hispanics. The percentages of students graduating through the IEP Completion/Minimum High School Programs for the same disaggregated groups in the same year ranged from 6.1 percent for Asian/Pacific Islanders to 23.4 percent for African American students (see Table 1, page 11).

**Figure 3. Student graduation programs in HISD and Texas, by race/ethnicity, 2010–2011 and 2011–2012**



- Table 2 (page 12) lists the 47 schools from which students in HISD graduated in 2011–2012. Of the 47 schools, five focused on meeting the needs of students with disabilities and had students who graduated only through the IEP Completion/Minimum High School Programs. The same number, five schools, all magnet or charter schools, served students who graduated only under the Distinguished Achievement or Recommended High School Programs.
- In total, 42 of the 47 schools had students who graduated through the IEP Completion/Minimum High School Programs, 42 had students who graduated through the Recommended High School Program, and 20 included students who graduated through the Distinguished Achievement High School Program (see Table 2, page 12).

## Discussion

HISD had a lower percentage of graduates than the state of Texas had, but HISD's rate increased slightly, 0.3 percentage points higher in 2011–2012 than in 2010–2011, from 90.9 percent annual graduation rate to 91.2 percent. The rate in Texas also increased, from 97.5 percent in 2010–2011 to 98.1 percent in 2011–2012.

HISD also had a lower percentage of students earning a diploma through the Distinguished Achievement High School Program and through the IEP Completion/Minimum High School Programs, and a complementary higher percentage of students graduating under the Recommended High School Program than the state had. The state has a renewed focus on reducing the number of students earning diplomas through the Minimum High School Program and increasing the number of students graduating with the Recommended High School Program (see, for example, TAC Chapter 74, Subchapter G for graduation requirements effective as of 2012–2013 and HB 5, proposed legislation on a new foundation diploma). HISD's results indicated that, though the district's percentage of graduates through the IEP Completion/Minimum High School Programs went up slightly, from 18.9 percent in 2010–2011 to 19.1 percent in 2011–2012, the 2011–2012 rate is still lower than that of the state at 19.5 percent, and that the district is contributing positively to that new state goal.

As the number of students graduating under the IEP Completion/Minimum High School Programs declines, the district can also look toward increasing the number of graduates completing requirements to earn a diploma associated with distinguished academic achievement. Although the district has a higher percentage of students completing the Recommended Program which prepares them for college than the state has, more students could be encouraged to complete requirements for the current Distinguished Achievement Program or to participate in a new option such as the state proposal for a distinguished achievement designation added to a foundation program. One of the requirements for completing the Distinguished Achievement High School Program is that students earn four "advanced measures." Options for advanced measures include earning a score of three or higher on an Advanced Placement examination or earning a score of four or more on an International Baccalaureate examination. Along with an increase in annual graduation rates and a push to lower the percentage of students graduating through the minimum plan, a focus on providing all students the opportunity to earn a diploma associated with distinguished academic achievement would allow both students and the district to be recognized for that effort.

## References

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**Table 1. Number and Percentage of HISD and Texas State Graduates, by Graduation Plan and Race/Ethnicity, 2010–2011 and 2011–2012**

			Race/Ethnicity						
Type of Diploma			African American	Asian/ Pac. Isl.	Hispanic	Amer. Ind./ Alaskan Native	White	Two or More	Total
<b>HISD</b>									
<b>2011–2012</b>	Distinguished Achievement	Count	96	103	208	2	178	9	596
		%	3.4	24.1	3.9	7.1	18.3	12.9	6.2
	Recommended High Sch. Prgm.	Count	2,067	298	4,150	21	658	48	7,242
		%	73.2	69.8	77.4	75.0	67.8	68.6	74.8
	Completion of IEP and Minimum High Sch. Prgm.	Count	660	26	1,007	5	135	13	1,846
		%	23.4	6.1	18.8	17.9	13.9	18.6	19.1
	HISD Total Graduates	Count	2,823	427	5,365	28	971	70	9,684
	HISD 12 <sup>th</sup> Grade Fall Enrollment	Count	3,004	468	6,039	32	1,006	67	10,616
	Graduation %		94.0	91.2	88.8	87.5	96.5	104.5	91.2
<b>2010–2011</b>	Distinguished Achievement	Count	74	88	150	2	207	8	529
		%	2.4	20.7	2.8	9.1	20.4	14.3	5.3
	Recommended High Sch. Prgm.	Count	2,332	306	4,158	15	700	34	7,545
		%	75.1	71.8	78.0	68.2	69.1	60.7	75.8
	Completion of IEP and Minimum High Sch. Prgm.	Count	699	29	1,025	5	106	14	1,881
		%	22.5	7.5	19.2	22.7	10.5	25.0	18.9
	HISD Total Graduates	Count	3,105	423	5,333	22	1,013	56	9,955
	HISD 12 <sup>th</sup> Grade Fall Enrollment	Count	3,338	455	6,015	26	1,062	56	10,952
	Graduation %		93.0	93.0	88.7	84.6	95.4	100.0	90.9
<b>TEXAS</b>									
<b>2011–2012</b>	Distinguished Achievement	Count	1,814	3,526	15,479	141	17,651	727	39,338
		%	4.7	31.3	11.8	9.9	16.7	15.0	13.4
	Recommended High Sch. Prgm.	Count	26,196	6,816	90,132	932	68,952	3,260	196,288
		%	68.6	60.5	68.7	65.3	65.2	67.1	67.1
	Completion of IEP and Minimum High Sch. Prgm.	Count	10,203	925	25,495	354	19,164	869	57,010
		%	26.7	8.2	19.4	24.8	18.1	17.9	19.5
	Texas State Total Graduates	Count	38,213	11,267	131,106	1,427	105,767	4,856	292,636
	Texas State 12 <sup>th</sup> Grade Fall Enrollment	Count	39,371	11,572	135,357	1,464	105,829	4,786	298,379
	Graduation %		97.1	97.4	96.9	97.5	99.9	101.5	98.1
<b>2010–2011</b>	Distinguished Achievement	Count	1,559	3,264	13,427	134	16,973	591	35,948
		%	4.0	30.0	10.5	9.4	15.8	14.1	12.4
	Recommended High Sch. Prgm.	Count	26,688	6,691	89,545	962	70,168	2,807	196,861
		%	68.9	61.5	70.1	67.3	65.2	67.2	67.7
	Completion of IEP and Minimum High Sch. Prgm.	Count	10,508	919	24,774	334	20,456	781	57,772
		%	27.1	8.5	19.4	23.4	19.0	18.7	19.9
	Texas State Total Graduates	Count	38,755	10,874	127,746	1,430	107,597	4,179	290,581
	Texas State 12 <sup>th</sup> Grade Fall Enrollment	Count	40,236	11,200	132,586	1,467	108,477	4,162	298,128
	Graduation %		96.3	97.1	96.3	97.5	99.2	100.4	97.5

Source: TEA Standard Reports for 2010–2011 and 2011–2012.

**Table 2. Number and Percentage of 2011–2012 HISD Graduates, by Graduation Plan and School**

	All Diploma Types	Distinguished Achievement High School Program		Recommended High School Program		IEP Completion and Minimum High School Program	
School	N	N	%	N	%	N	%
Advanced Virtual Academy	56	0	0.0	19	33.9	37	66.1
Austin High School	339	0	0.0	278	82.0	61	18.0
Bellaire High School	807	163	20.2	455	56.4	189	23.4
Carnegie Vanguard	84	31	36.9	53	63.1	0	0.0
Challenge High School	109	84	77.1	24	22.0	1	0.9
Chavez High School	577	3	0.5	449	77.8	125	21.7
Community Services	1	0	0.0	0	0.0	1	100.0
Davis High School	304	0	0.0	248	81.6	56	18.4
DeBakey HSHP	191	24	12.6	167	87.4	0	0.0
DeVry/Contemporary Learning Center High School	4	0	0.0	3	75.0	1	25.0
East Early College High School	101	1	1.0	97	96.0	3	3.0
Eastwood Academy for Academic Achievement	92	14	15.2	78	84.8	0	0.0
Energized for STEM–Southeast High School	46	12	26.1	34	73.9	0	0.0
Furr High School	151	2	1.3	101	66.9	48	31.8
Harper Alternative School	5	0	0.0	0	0.0	5	100.0
HCC Life Skills	15	0	0.0	0	0.0	15	100.0
Hope Academy	60	0	0.0	31	51.7	29	48.3
Houston Academy for International Studies	81	42	51.9	39	48.1	0	0.0
Houston Math, Science & Tech. Center	508	0	0.0	378	74.4	130	25.6
Law Enforcement and Criminal Justice	121	7	5.8	108	89.3	6	5.0
Performing and Visual Arts High School	150	0	0.0	146	97.3	4	2.7
Jones High School	125	0	0.0	72	57.6	53	42.4
Jordan High School for Careers	224	2	0.9	202	90.2	20	8.9
Kashmere High School	93	0	0.0	74	79.6	19	20.4
Lamar High School	591	126	21.3	450	76.1	15	2.5
Lee High School	320	0	0.0	271	84.7	49	15.3
Liberty High School	26	0	0.0	25	96.2	1	3.8
Madison High School	438	15	3.4	345	78.8	78	17.8
Milby High School	436	2	0.5	352	80.7	82	18.8
Mount Carmel Academy	78	6	7.7	65	83.3	7	9.0
New Aspirations	44	0	0.0	36	81.8	8	18.2
North Houston Early College High School	82	16	19.5	65	79.3	1	1.2
REACH Charter High School	69	0	0.0	2	2.9	67	97.1
Reagan High School	435	0	0.0	352	80.9	83	19.1
Rogers, T. H. School	8	0	0.0	0	0.0	8	100.0
Scarborough High School	140	0	0.0	98	70.0	42	30.0
Sharpstown High School	250	0	0.0	203	81.2	47	18.8
Sharpstown International School	76	0	0.0	74	97.4	2	2.6
SOAR Center	9	0	0.0	0	0.0	9	100.0
Sterling High School	190	0	0.0	131	68.9	59	31.1
Waltrip High School	347	0	0.0	271	78.1	76	21.9
Washington High School	156	6	3.8	103	66.0	47	30.1
Westbury High School	450	0	0.0	353	78.4	97	21.6
Westside High School	701	31	4.4	535	76.3	135	19.3
Wheatley High School	192	0	0.0	124	64.6	68	35.4
Worthing High School	172	0	0.0	132	76.7	40	23.3
Yates High School	230	9	3.9	199	86.5	22	9.6
<b>DISTRICT TOTALS</b>	<b>9,684</b>	<b>596</b>	<b>6.2</b>	<b>7,242</b>	<b>74.8</b>	<b>1,846</b>	<b>19.1</b>

Source: PEIMS 2012 Fall Resubmission