

**MEMORANDUM**

June 30, 2010

TO: School Board Members

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

SUBJECT: **COMPLETION STATUS AND DROPOUT ANALYSIS: 2008–2009**

CONTACT: Carla Stevens (713) 556-6700

Attached is the analysis of completion status and dropout data for 2008–2009 academic year. This report includes a brief history of dropout policy in Texas, the current definition of rates, and how they are used in the state accountability system. Annual rates are reported at the district and state levels and are analyzed on the basis of ethnicity and economically disadvantaged status. Districtwide, the 2008–2009 overall annual dropout rate for grades 7–8 was 0.6 percent, slightly higher than last year (0.5 percent), and the dropout rate for grades 7–12 was 2.3 percent, down from last year’s 3.2 percent.

The four-year completion status results which measure dropouts, graduates, GED recipients, and continuing students over four years are also presented. The rates for graduation increased for all groups except the Asian/Pacific Islander cohort. Similarly, the dropout rates decreased for all students and student groups, with the exception of the Asian/Pacific Islander cohort, when compared to the previous year. Each year, over the last three years, HISD has progressively increased graduation rates and decreased dropout rates. The Class of 2009 district rate for graduation was 70.0, up from 68.2 percent for the Class of 2008 and 64.3 percent for the Class of 2007. The 2009 dropout rate was 15.8 percent, down from 18.7 percent in 2008 and 22.1 percent in 2007.

Annual dropout and completion status rates are presented at the school, region, and districtwide levels.

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

\_\_\_\_\_TBG

Attachment

cc: Superintendent’s Direct Reports  
Chief School Officers  
School Improvement Officers  
Secondary Principals  
Martha Salazar-Zamora  
Mark White

**RESEARCH**  
**Educational Outcomes Report**

**HOUSTON**  
Independent School District



Creating a College-Bound Culture

**HISD Completion Status  
and  
Dropout Analysis  
2008–2009**

**Department of Research and Accountability  
Houston Independent School District**



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## HISD 2008–2009 COMPLETION STATUS AND DROPOUT ANALYSIS

### Introduction

The passage of the No Child Left Behind (NCLB) law forced public schools nationwide to become concerned about graduation and dropout rates. These schools, for the first time, had to demonstrate that they were making adequate yearly progress (AYP) on both academic performance and graduation from high school. It forced schools to work harder with those students in danger of not graduating.

The definition of “dropout” has changed in Texas over the years. After the introduction of NCLB in 2001, it was determined that states were using different criteria and reporting systems to determine dropout rates. A new and more accurate system was needed to ensure uniformity, accuracy, transparency, and accountability. In 2003, the 78<sup>th</sup> Legislature passed legislation affecting the dropout rates calculated by the Texas Education Agency (TEA). As a result, SB 186 (TEC §39.051, 2004) required dropout rates to be computed according to the National Center for Educational Statistics (NCES) specifications and graduation rates to be computed according to NCLB standards. The first school year for which dropout data were collected based on the NCES definition and procedures was 2005–2006. In addition, HB 2683 (TEC §39.072, 2004) required that the performance of students served in Texas Youth Commission (TYC) facilities not be attributed to the districts serving these facilities for the Academic Excellence Indicator System (AEIS) measures and accountability ratings.

### Definitions and Formulas

1. According to TEA, in 2008–2009, a **leaver** may be any one of the following: a student, who graduates, receives a General Educational Development (GED) certificate, continues high school outside the Texas public school system, or begins college, is expelled, dies, or drops out.

2. A **mover** is a student, identified by TEA, who moves from one public school district to another, within Texas. A leaver record is not required for a mover. The complete list of reasons is described in **Appendix A**.

3. **School-Start Window:** This is the period of time between the first day of school and the last Friday in September. Students who do not return during this window are counted as dropouts, regardless of date of return. Migrant students are counted as returning students, not dropouts, regardless of return date.

4. **Dropout Exclusions:** Some leavers are excluded from the dropout count to avoid unfairly penalizing districts for dropout circumstances outside their control. For example, because of the difficulty of tracking students who have left the country, students who withdraw from school to return to their home countries are not counted as dropouts, even if they do not indicate their intentions to re-enroll. To count these students as dropouts would inflate the dropout rates of districts that have disproportionately higher numbers of foreign students.

5. **Dropout Definition for 2009:** The definition of a dropout is aligned with the NCES definition (TEC §39.051).

*“A **dropout** is a student who is enrolled in 2008–09 in a Texas public school in grades 7–12, but did not return to a Texas public school the following fall within the school-start window, was not expelled, did not graduate, receive a GED (by August 31st), continue high school outside the Texas public school system, or begin college, or die.”*

According to the NCES definition, students who complete one school year are counted as dropouts for the year for which they fail to return. Summer dropouts are attributed to the next school year for the counts submitted to NCES. **[For state accountability purposes, however, summer dropouts and fall “no-shows” are attributed to the school year just completed.]**

The 2004–2005 school year was the last year that students leaving to obtain a GED were not counted as dropouts. According to NCES definitions, beginning in the 2005–2006 school year, students who left to get a GED were counted as dropouts unless they completed the program by August 31<sup>st</sup>.

All students who discontinue school without passing the exit-level Texas Assessment of Academic Skills (TAAS) or Texas Assessment of Knowledge and Skills (TAKS) are counted as dropouts.

6. A **graduate** is someone who has earned a diploma.

7. **Cumulative enrollment:** Is a count of all students for whom attendance or enrollment is computed during the school year.

8. **Longitudinal Completion Rates (Grades 9–12):** Is calculated by TEA as a completion rate for the class of ninth graders scheduled to graduate four years later. They also include entering 10<sup>th</sup>–12<sup>th</sup> grade students who would have been first-time ninth grade students when the cohort began. The completion/student status rates include four components: graduates, continuing students, GED recipients, and dropouts. The method used to calculate the rates was developed so that the four-year completion and student status rates equal 100 percent.

The longitudinal rates for the class of 2009 were based on the tracking of students who began grade nine for the first time in the 2005–2006 school year. Completion and student status rates were reported in AEIS district reports and on campus reports for high schools with continuous enrollment in grades 9–12 for the preceding four years.

9. **Longitudinal Dropout Rates (Grades 7–12)** – TEA also calculates longitudinal rates for grades 7–12 to determine their status by the anticipated year of graduation; however, it is not included in this report. A grade 7–12 longitudinal dropout rate is the percentage of students from the same seventh grade class who dropped out before completing their high school education. The grade 7–12 longitudinal dropout rate was first calculated in 1997–1998. The longitudinal rates for the class of 2009 were based on the tracking of students who began grade seven in 2003–2004.

## Calculations

The Completion and Student Status Rate shows the status of a cohort of high school students at ninth grade tracked longitudinally for four years. The rate includes four outcomes: percent graduated, percent received GED, percent continued high school, and percent dropped out. The four outcome percentages calculate to 100 percent and are intended to show the status of students at the end of the year in which they were expected to graduate from high school. The indicators were calculated as follows for the Class of 2009, who began as ninth graders in 2005–2006.

1. Percent Graduated (Grad.): The percentage that received a high school diploma by the August 31, 2009.
2. Percent Received GED (GED): The percentage that received a General Educational Development certificate by August 31, 2009.
3. Percent Continued High School (Cont.): The percentage still enrolled as students for the 2009–2010 school year.
4. Percent Dropped Out (Drop): The percentage that dropped out and did not return to school by the school-start window for the 2009–2010 school year.

**Completion Status – Completion I** is a longitudinal rate, which computes the percentage of students who first attended ninth grade in the 2005–2006 school year and have graduated or are continuing their education four years later. Completion I is used for campuses which serve grades 9–12 for five or more years and are evaluated under standard accountability procedures. For accountability purposes, results are reported using the following student groups: All, African American, Hispanic, White, and Economically Disadvantaged. Any student who transfers into the district is added to the cohort, and any student who transfers out is subtracted from the cohort.

Calculation:

$$\frac{\text{Graduates + Continuers}}{\text{Graduates + continuers + GED Recipients + dropouts}} \times 100$$

**Completion Status – Completion II** is a longitudinal rate used for schools evaluated under alternative education accountability (AEA) measures or for registered Alternative Education Campuses (AECs). Completion II is used for campuses, which serve grades 9–12. Results are reported using the following student groups: All, African American, Hispanic, White, and Economically Disadvantaged. Completion II includes graduates, continuing students, and students receiving a GED. Any student who transfers into the district is added to the cohort, and any student who transfers out is subtracted from the cohort.

Calculation:

$$\frac{\text{Graduates + Continuers + GED recipients}}{\text{Graduates + Continuers + GED Recipients + Dropouts}} \times 100$$

The **Annual Dropout Rate** is computed by dividing the number of students who drop out during a single school year by the total number of students enrolled the same year. Annual Dropout Rates reported by different organizations may differ because: (1) different grade levels are included in the calculation; (2) dropouts are defined and counted differently; (3) total student counts are taken at different times of the school year; and (4) the data systems employed provide different levels of precision.

Beginning in 1992–1993, districts began submitting individual student attendance records as part of the State Public Education Information Management System (PEIMS) data collection. This enabled TEA to compute cumulative enrollment, which is defined as the number of students in attendance in grades 7–12 at any time during the school year. It was thought that cumulative enrollment would more closely parallel the required reporting of dropouts, which covers students who drop out at any time during the school year and includes students who enroll after the fall enrollment count. Cumulative enrollment provided consistent data for comparisons of dropout rates between districts and campuses with different mobility rates.

Calculation:

$$\frac{\text{Number of Students who dropped out during the school year}}{\text{Number of students who were in attendance at any time during the school year}} \times 100$$

### **Use of Completion and Dropout Rates in TEA Accountability Ratings**

When TEA determines districts' and schools' accountability ratings, the calculation of completion and dropout rates is a major factor. This would not be possible without a strict definition of completers and dropouts and accurate data to support them. A new accountability system was developed starting in the 2004 ratings cycle. Ratings are now based on TAKS performance, grades 9–12 completion rates, and grades 7–8 annual dropout rates. These indicators are evaluated for individual student groups: African American, Hispanic, White, Economically Disadvantaged, and for All Students. After evaluation of dropout/completion rates and student performance, schools and districts will receive one of these four ratings: Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable. Other labels can be applied in special circumstances. The **completion and dropout rate standards** are as follows:

#### **Academically Acceptable**

**High Schools:** At least 75.0 percent of a 9<sup>th</sup> grade class must graduate within four years of entering ninth grade or be enrolled in school the next fall semester for a rating of Academically Acceptable, or the Required Improvement standard must be met.

**Middle Schools:** An annual dropout rate (grades 7–8) of 1.8 percent or less is required for middle schools or meets the Required Improvement standard (rating dependent on test scores once 1.8 percent criterion is met).

#### **Recognized**

**High Schools:** At least 85.0 percent of a 9<sup>th</sup> grade class must graduate within four years of entering ninth grade or be enrolled in school the next fall semester for a rating of Recognized, or the Required Improvement standard must be met.

**Middle Schools:** An annual dropout rate (grades 7–8) of 1.8 percent or less is required for middle schools or meets the Required Improvement standard (rating dependent on test scores once 1.8 percent criterion is met).

#### **Exemplary**

**High Schools:** At least 95.0 percent of a 9<sup>th</sup> grade class must graduate within four years of entering ninth grade or be enrolled in school the next fall semester for a rating of Exemplary, or the Required Improvement standard must be met.

**Middle Schools:** An annual dropout rate (grades 7–8) of 1.8 percent or less is required for middle schools or meets the Required Improvement standard (rating dependent on test scores once 1.8 percent criterion is met).

**District Results**

**Completion Status**

**Table 1** provides information on the Houston Independent School District (HISD) completion status for the classes of 2007, 2008, and 2009.

**Table 1: Four-Year Completion Status for Three Years of Cohorts**

	<u>Class of 2007</u>				<u>Class of 2008</u>				<u>Class of 2009</u>			
	<u>Grad.</u>	<u>GED</u>	<u>Cont.</u>	<u>Drop</u>	<u>Grad.</u>	<u>GED</u>	<u>Cont.</u>	<u>Drop</u>	<u>Grad.</u>	<u>GED</u>	<u>Cont.</u>	<u>Drop</u>
<b>All Students</b>	64.3	1.1	12.5	22.1	68.2	0.7	12.4	18.7	70.0	0.9	13.2	15.8
<b>African Am.</b>	66.7	1.1	9.6	22.6	68.0	0.5	11.6	20.0	68.4	1.0	12.8	17.8
<b>Asian/Pac. Is.</b>	87.8	0.6	6.4	5.1	88.0	0.5	5.3	6.2	87.9	0.6	4.3	7.2
<b>Hispanic</b>	55.6	0.8	16.8	26.8	62.8	0.6	15.3	21.2	65.9	0.8	15.9	17.4
<b>White</b>	86.9	2.5	3.8	6.7	84.7	1.7	4.7	8.9	87.4	1.4	5.2	6.0
<b>Eco. Disadv.</b>	59.9	1.0	13.2	25.9	65.0	0.6	14.5	19.9	74.6	0.6	11.2	13.6

- Comparison over the three years presented in the analysis shows that the percentage of students graduating (Grad.) has improved from 2008 to 2009 among all students and student groups, except for the Asian/Pacific Island student group. Additionally, the dropout rates (Drop.) have decreased from 2008 to 2009, except for the Asian/Pacific Island student group.
- In the class of 2009, the overall percentage of dropouts was 15.8 percent (decrease of 2.9 percent), the graduation rate was 70.0 percent (increase of 1.8 percent) and the percentage of continuers was 13.2 percent (increase of 0.8 percent).
- In the class of 2009, the percentage of dropouts was highest among African American students followed by Hispanic students, 17.8 percent and 17.4 percent, respectively. The lowest percentages were among White and the Asian/Pacific Islander student groups, 6.0 percent and 7.2 percent, respectively.
- For the classes of 2007 and 2008, the trends were similar in that the Hispanic students and African American students constituted the highest dropout rates among the student groups.
- For the class of 2009, overall there was a decrease in dropout rates among the majority of student groups, which ranged from +1.0 to -6.3 percentage points from the class of 2008. The 2008 class had a decrease in dropouts from the class of 2007 with the exception of the Asian/Pacific Island and White student groups, which showed increases in dropout rates of 1.1 percent and 2.2 percent, respectively.

**Districtwide Annual Dropout Analysis**

**Table 2** provides the official dropout rates in 2007–2008 and 2008–2009 for grades 7–12 for all students, by ethnicity, and economic status. Cumulative attendance and group percent attendance provide additional data relative to dropouts. It should be noted that cumulative attendance represents the total number of students in corresponding grades reported in attendance during any six-week period of the school year, as submitted on the PEIMS end-of-year attendance records.



Table 2: Annual Dropout Rates Grades 7–12 Number and Rates of Dropouts by Student Groups, 2007–2008 and 2008–2009

Student Groups	2007–2008					2008–2009				
	Dropouts		Cumulative Attendance		Dropout Rate Grades 7–12	Dropouts		Cumulative Attendance		Dropout Rate Grades 7–12
	#	%	#	%		#	%	#	%	
All Students	2,612	100	80,755	100	3.2	1,855	100	79,124	100	2.3
African Am.	794	30	25,424	31	3.1	701	38	24,397	31	2.9
Asian/Pac. Is.	22	1	2,775	3	0.8	21	1	2,832	4	0.7
Hispanic	1,685	65	44,837	56	3.8	1,065	57	44,616	56	2.4
Native Am.	<5	0	60	0	5.0	0	0	58	0	0.0
White	108	4	7,659	9	1.4	68	4	7,221	9	0.9
*Eco. Disadv.	1,411	54	54,498	67	2.6	946	51	51,733	65	1.8

\* Economic Disadvantaged percentage is based upon the All Students group.

- The official number of dropouts in HISD for grades 7–12 during the 2008–2009 academic year totaled 1,855 students. Official dropouts were primarily comprised of 1,065 Hispanic students, followed by 701 African American students. The lowest numbers reported were 0, 21, and 68 which represented the Native American, Asian, and White cohorts, respectively.
- The overall number of students counted in the cumulative attendance record in 2008–2009 for grades 7–12 was 79,124 students. Hispanic students represented 56 percent of attendance and 57 percent of dropouts. African American students represented 31 percent of the cumulative attendance figure and 38 percent of dropouts. In addition, 65 percent of the students who were reported in attendance were economically disadvantaged, while 51 percent of the dropouts were identified as such.
- The official dropout rate for African American students in grades 7–12 was 2.9 percent in 2008–2009. This number represents the highest among the most represented student groups in the district.
- The cumulative attendance for All Students and student groups in 2008–2009 was less than in 2007–2008. Additionally, the number of dropouts was lower for the All Students and student groups when comparing 2007–2008 to 2008–2009.

**Table 3** shows the official HISD dropout rates in 2007–2008 and 2008–2009 for grades 7–8 by ethnicity and economic status. The cumulative attendance represents the total number of students in corresponding grades reported in attendance during any six-week period of the school year, as submitted on the PEIMS end-of-year attendance records.

Table 3: Annual Dropout Rates Grades 7–8 Number and Rates of Dropouts by Student Groups, 2007–2008 and 2008–2009

Student Groups	2007–2008					2008–2009				
	Dropouts		Cumulative Attendance		Dropout Rate Grades 7–8	Dropouts		Cumulative Attendance		Dropout Rate Grades 7–8
	#	%	#	%		#	%	#	%	
All Students	134	100	28,810	100	0.5	153	100	27,510	100	0.6
African Am.	52	39	8,849	31	0.6	57	37	8,169	30	0.7
Asian/Pac. Is.	0	0	806	3	0.0	2	1	839	3	0.2
Hispanic	81	60	16,870	59	0.5	90	59	16,370	60	0.5
Native Am.	0	0	18	0	0.0	0	0	17	0	0.0
White	<5	1	2,267	8	0.0	4	3	2,115	8	0.2
*Eco. Disadv.	92	69	21,824	76	0.4	92	60	19,126	70	0.4

\* Economic Disadvantaged percentage is based upon the All Students group.

- The official number of dropouts in HISD for grades 7–8 during the 2008–2009 academic year was 153 students. Hispanic and African Americans dominated the official dropout figures: 90 students were Hispanic and 57 were African American.
- The total number of students counted in the cumulative attendance record in 2008–2009 for grades 7–8 was 27,510 students. Hispanic students were found to reflect 60 percent of the reported cumulative attendance and 59 percent of dropouts. African Americans represented 30 percent of the cumulative attendance and 37 percent of dropouts. In addition, 70 percent of the students were economically disadvantaged, while 60 percent of dropouts were coded accordingly.
- The official dropout rate for all students in grades 7–8 was 0.6 percent in 2008–2009. The Hispanic and African American student groups had official dropout rates of 0.5 percent and 0.7 percent, respectively.
- The annual dropout rates for grades 7–8 for All Students and the African American, Asian, and White student groups increased from 2007–2008 to 2008–2009.

### School-Level Results

#### High Schools

There were 30 schools with four-year completion data in HISD with grades 9–12 Completion I Status rates in 2008–2009 (**Appendix B**). Completion I Status data for campuses rated under the Alternative Education Accountability Procedures are included in **Appendix B**, as well.

- Among the 30 high schools with grades 9–12 Total Group Completion I Status rates, the rates ranged from 61.0 percent to 98.9 percent. Lee High School had the lowest Completion I Status rate with 61.0 percent, while Challenge High School had the highest rate at 98.9 percent, narrowly edging out Performing and Visual Arts High School with a rate of 98.6.

#### Middle Schools

There were 51 middle schools in HISD with grades 7–8 dropout rates (**Appendix C**).

- The grades 7–8 overall dropout rates of the 51 middle schools ranged from 0.0 percent to 1.3 percent. Briarmeadow, Energized for Excellence, Grady, Gregory-Lincoln, Kaleidoscope, Lanier, Pilgrim Academy, Project Chrysalis, Rice, Rusk, T.H. Rogers, Wharton, Wilson, and Woodson middle schools reported no dropouts in grades 7–8 for 2008–2009. Attucks Middle School had the highest overall dropout rate of 1.3 percent.

- The highest grades 7–8 dropout rate reported among student groups meeting TEA’s size requirements was 1.7 percent for African American students at Attucks Middle School in 2008–2009.

### **Alternative Accountability and Combined/ Other Schools**

There were 10 Alternative Accountability schools and 2 Combined/Other schools within HISD with 7–8 dropout rates for all students (**Appendix C**).

- Dropout rates ranged from 0.0 percent to 9.4 percent. Carter Career Center, CEP SE, CEP SW, JJAEP, and North Region Alternative schools reported the lowest rate at 0.0 percent, while Community Services school had the highest overall dropout rate of 9.4 percent.

## **Discussion**

The 2008–2009 school year was the fourth year for the state of Texas to apply the more rigorous NCES definition of dropout to state calculations. For 2008–2009, HISD reported overall higher completion rates than in 2007–2008. Respectively, the graduation rate for HISD increased 1.8 percentage points and the GED rate increased by 0.2 percentage points. Additionally, dropout rates for HISD decreased by 2.9 percentage points. Asian/Pacific Islanders had the highest graduation rate followed by the White cohort with 87.9 percent and 87.4 percent, respectively. African American students had the highest dropout rates followed by Hispanic students with 17.8 percent and 17.4 percent, respectively. However, these respective dropout rates have decreased by at least 2.0 percentage points each from the previous year.

For 2008–2009, HISD reported 1,855 students as annual dropouts. Furthermore, the 2008–2009 districtwide grades 7–12 dropout rate was notably lower than the 2007–2008 Grade 7–12 dropout rates (2.3 percent vs. 3.2 percent). In addition, the districtwide dropout rates for all student groups in grades 7–12 decreased from the 2007–2008 year. These groups’ dropout rates ranged from 2.9 percent for African American students to 0.7 percent for Asian/Pacific Island students. The dropout rates of the student groups for Gr. 7–8 increased slightly from the previous year. The increases ranged from 0.0 percent for the Economically Disadvantaged and Hispanic students groups to 0.2 percent for the Asian/Pacific Island and White student groups.

HISD considers dropout prevention and recovery as a major priority in an attempt to meet districtwide goals of improving student achievement. To that end, the district implemented multiple innovative programs to meet the varied needs of its diverse student population. Secondary schools have initiated strategies and interventions, which they believe will better serve their unique populations. Innovative schools such as REACH Charter were created to encourage students who dropped out to return to school. Outreach has brought other partners such as the business community, neighborhood organizations, and public health agencies into the district’s efforts to address the dropout issue. Furthermore, HISD plans on creating a variety of innovative initiatives, including credit-recovery programs, virtual schools, overage schools, and “twilight” schools for students who need flexible hours. Preventive in nature, all of these programs seek to identify and serve at-risk students as early as possible.

On September 12 of 2009, thousands of volunteers for HISD participated in “Reach Out to Dropouts” in order to personally contact students who did not return to school and were potential dropouts. Continued efforts such as “Reach Out to Dropouts” can reclaim students who would otherwise remain as dropouts. Other initiatives at the high school level can help students remain in school, complete their education, and graduate. As a result of these initiatives, HISD hopes to continue lowering annual and longitudinal dropout rates and increase graduation rates in the future.

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# APPENDICIES

**APPENDIX A**  
**REASONS FOR EXCLUDED RECORDS**  
**AS DEFINED BY TEXAS EDUCATION AGENCY**

According to TEA, in 2008–2009, a student reported to have left school for any of the following reasons is **NOT** considered a dropout for accountability reasons:

- A student who **graduated**;
- A student who **died** while enrolled in school or during the summer break after completing the prior school year;
- A student who withdrew from/left school to **return to family’s home country**;
- A student who withdrew from/left school to **enter college** and is working towards an Associate’s or Bachelor’s degree;
- A student who withdrew from/left school for **home schooling**;
- A student who was **removed by Child Protective Services (CPS)** and the district has not been informed of the student’s current status or enrollment;
- A student was **expelled** under the provisions of TEC §37.007 and cannot return to school;
- A student who withdrew from/left school to **enroll in a private school** in Texas;
- A student who withdrew from/left school to **enroll in a public or private school outside of Texas**;
- A student was **withdrawn from school by the district** when the district discovered that the student was not a resident at the time of enrollment or had falsified enrollment information, proof of identification was not provided, or immunization records were not provided;
- A student who **graduated outside of Texas, returned to school, and left again**; or
- A student who received a **GED outside Texas**, returned to school to work toward the completion of a high school diploma, and then left; or student earned GED outside Texas after leaving Texas public schools;
- A student who **enrolled in a university HS Diploma Program**;
- A **mover** – TEA identified student in another Texas public school.

**Appendix B**  
**Four-Year Completion Summary (Gr. 9-12)**

Campus Name	Group	Class of 2009						Class of 2008					
		Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I	Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I
<b>Standard Education Program</b>													
<b>Houston ISD</b>													
	All Students	11,270	70	13.2	0.9	15.8	83.2	10,669	68.2	12.4	0.7	18.7	80.6
	African American	3,544	68.4	12.8	1	17.8	81.2	3,428	68	11.6	0.5	20	79.6
	Asian/Pacific Islander	486	87.9	4.3	0.6	7.2	92.2	435	88	5.3	0.5	6.2	93.3
	Hispanic	5,967	65.9	15.9	0.8	17.4	81.7	5,478	62.8	15.3	0.6	21.2	78.1
	Native American	6	*	*	*	*	*	7	*	*	*	*	*
	White	1,267	87.4	5.2	1.4	6	92.6	1,321	84.7	4.7	1.7	8.9	89.4
	Economic Disadv	6,864	74.6	11.2	0.6	13.6	85.8	6,513	65	14.5	0.6	19.9	79.5
<b>Austin HS</b>													
	All Students	484	80	6.6	0.8	12.6	86.6	390	74.1	9.2	0.8	15.9	83.3
	African American	15	93.3	6.7			100	11	90.9			9.1	
	Asian/Pacific Islander	1	*	*	*	*	*						
	Hispanic	465	79.4	6.7	0.9	13.1	86	371	73.3	9.4	0.8	16.4	82.7
	White	3	*	*	*	*	*	7	*	*	*	*	*
	Economic Disadv	396	84.3	5.6	0.3	9.8	89.9	337	75.4	8.9	0.6	15.1	84.3
<b>Bellaire HS</b>													
	All Students	793	85.9	7.2	0.8	6.2	93.1	786	86.9	6	0.6	6.5	92.9
	African American	115	79.1	7.8	1.7	11.3	87	96	81.2	6.2		12.5	87.5
	Asian/Pacific Islander	152	94.7	3.3		2	98	169	92.9	4.1		3	97
	Hispanic	186	68.3	18.3	1.6	11.8	86.6	200	74	14	1	11	88
	Native American	1	*	*	*	*	*						
	White	339	93.8	2.7	0.3	3.2	96.5	321	93.5	1.9	0.9	3.7	95.3
	Economic Disadv	166	77.1	9.6	0.6	12.7	86.7	190	73.7	13.2	1.1	12.1	86.8

\* no data shown for less than 10 students

**Appendix B**  
**Four-Year Completion Summary (Gr. 9-12)**

Campus Name	Group	Class of 2009					Class of 2008						
		Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I	Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I
Carnegie Vanguard HS													
	All Students	78	100					72	98.6	1.4			100
	African American	13	100					15	100				
	Asian/Pacific Islander	5	*	*	*	*	*	1	*	*	*	*	*
	Hispanic	27	100					19	100				
	White	33	100					37	97.3	2.7			100
	Economic Disadv	28	100					19	100				
Challenge HS													
	All Students	88	47.7	51.1		1.1	98.9	70	40	54.3	1.4	4.3	94.3
	African American	11	27.3	72.7			100	12	66.7	33.3			100
	Asian/Pacific Islander	7	*	*	*	*	*	3	*	*	*	*	*
	Hispanic	50	38	62			100	27	22.2	70.4		7.4	92.6
	Native American	1	*	*	*	*	*	1	*	*	*	*	*
	White	19	63.2	31.6		5.3	94.7	27	48.1	44.4	3.7	3.7	92.6
	Economic Disadv	46	41.3	56.5		2.2	97.8	32	31.2	62.5		6.2	93.8
Chavez HS													
	All Students	579	72.7	9.5	0.2	17.6	82.2	532	71.1	11.5	0.4	17.1	82.5
	African American	51	72.5	5.9		21.6	78.4	63	76.2	3.2		20.6	79.4
	Asian/Pacific Islander	20	80	15		5	95	17	88.2		5.9	5.9	
	Hispanic	495	72.3	9.9	0.2	17.6	82.2	441	70.3	12.7	0.2	16.8	83
	White	13	76.9			23.1		11	45.5	27.3		27.3	72.7
	Economic Disadv	449	80.4	5.6		14	86	402	73.1	10.7	0.5	15.7	83.8

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**Appendix B**  
**Four-Year Completion Summary (Gr. 9-12)**

Campus Name	Group	Class of 2009						Class of 2008					
		Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I	Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I
Davis HS													
	All Students	396	71	19.7	1	8.3	90.7	341	68.3	22	1.2	8.5	90.3
	African American	55	58.2	25.5	1.8	14.5	83.6	35	65.7	20		14.3	85.7
	Hispanic	335	72.8	19.1	0.6	7.5	91.9	297	68.4	22.9	1.3	7.4	91.2
	White	6	*	*	*	*	*	8	*	*	*	*	*
	Economic Disadv	311	80.4	13.2	0.6	5.8	93.6	279	70.3	20.8	1.1	7.9	91
DeBakey HSHP HS													
	All Students	119	97.5					147	99.3			0.7	
	African American	40	95					55	100				
	Asian/Pacific Islander	41	100					53	98.1			1.9	
	Hispanic	35	100					28	100				
	Native American	1	*	*	*	*	*						
	White	2	*	*	*	*	*	11	100				
	Economic Disadv	65	98.5					62	100				
Eastwood													
	All Students	69	100					62	100				
	Hispanic	68	100					60	100				
	White	1	*	*	*	*	*						
	Economic Disadv	60	100					51	100				

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**Appendix B**  
**Four-Year Completion Summary (Gr. 9-12)**

Campus Name	Group	Class of 2009						Class of 2008					
		Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I	Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I
Furr HS													
	All Students	180	73.9	15.6	1.1	9.4	89.4	158	67.7	20.9	0.6	10.8	88.6
	African American	48	70.8	16.7		12.5	87.5	36	69.4	22.2		8.3	91.7
	Asian/Pacific Islander	3	*	*	*	*	*	1	*	*	*	*	*
	Hispanic	120	75.8	14.2	1.7	8.3	90	117	65.8	21.4	0.9	12	87.2
	White	9	*	*	*	*	*	4	*	*	*	*	*
	Economic Disadv	133	82	10.5	0.8	6.8	92.5	129	67.4	22.5	0.8	9.3	89.9
Jones HS													
	All Students	224	66.1	8.5	0.4	25	74.6	203	61.1	9.9		29.1	70.9
	African American	171	69.6	8.2	0.6	21.6	77.8	150	58	10		32	68
	Hispanic	53	54.7	9.4		35.8	64.2	52	71.2	9.6		19.2	80.8
	Economic Disadv	149	77.2	5.4	0.7	16.8	82.6	134	69.4	8.2		22.4	77.6
Jordan HS													
	All Students	245	90.6	1.6	0.4	7.3	92.2	237	88.2	4.2		7.6	92.4
	African American	123	92.7	1.6	0.8	4.9	94.3	140	90.7	2.9		6.4	93.6
	Asian/Pacific Islander	2	*	*	*	*	*						
	Hispanic	118	88.1	1.7		10.2	89.8	94	85.1	6.4		8.5	91.5
	White	2	*	*	*	*	*	3	*	*	*	*	*
	Economic Disadv	186	91.9	1.1	0.5	6.5	93	149	89.3	3.4		7.4	92.6
Kashmere HS													
	All Students	141	59.6	24.8		15.6	84.4	153	47.1	14.4	0.7	37.9	61.4
	African American	118	68.6	15.3		16.1	83.9	142	47.9	13.4	0.7	38	61.3
	Hispanic	23	13	73.9		13	87	11	36.4	27.3		36.4	63.6
	Economic Disadv	116	67.2	21.6		11.2	88.8	125	49.6	14.4	0.8	35.2	64

\* no data shown for less than 10 students

**Appendix B**  
**Four-Year Completion Summary (Gr. 9-12)**

Campus Name	Group	Class of 2009						Class of 2008					
		Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I	Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I
Lamar HS													
	All Students	917	88.4	5.5	1	5.1	93.9	870	85.7	6.7	0.1	7.5	92.4
	African American	278	91	2.5	0.7	5.8	93.5	263	89	6.5		4.6	95.4
	Asian/Pacific Islander	52	94.2			5.8		28	89.3	7.1		3.6	96.4
	Hispanic	302	84.4	9.6	1	5	94	273	76.2	9.5	0.4	13.9	85.7
	White	285	89.1	4.9	1.4	4.6	94	306	91.2	4.2		4.6	95.4
	Economic Disadv	416	89.2	5.8	0.7	4.3	95	365	80.5	12.1		7.4	92.6
Law Enforcement HS													
	All Students	154	93.5	3.2	1.3	1.9	96.8	163	94.5	3.7		1.8	98.2
	African American	36	100					34	97.1			2.9	
	Hispanic	105	91.4	3.8	1.9	2.9	95.2	118	94.1	5.1		0.8	99.2
	White	13	92.3	7.7			100	7	*	*	*	*	*
	Economic Disadv	115	95.7	1.7	1.7	0.9	97.4	108	96.3	2.8		0.9	99.1
Lee HS													
	All Students	420	42.1	18.8	0.2	38.8	61	407	41.3	23.8	0.7	34.2	65.1
	African American	50	42	12		46	54	55	40	27.3	1.8	30.9	67.3
	Asian/Pacific Islander	30	60	6.7		33.3	66.7	28	75	14.3		10.7	89.3
	Hispanic	325	39.1	21.2	0.3	39.4	60.3	308	38	24	0.3	37.7	62
	White	15	73.3	13.3		13.3	86.7	16	50	25	6.2	18.8	75
	Economic Disadv	306	49	20.6		30.4	69.6	335	42.1	25.7		32.2	67.8

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**Appendix B**  
**Four-Year Completion Summary (Gr. 9-12)**

Campus Name	Group	Class of 2009						Class of 2008					
		Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I	Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I
Madison HS													
	All Students	513	71.5	7.4	0.6	20.5	78.9	454	71.4	9	1.3	18.3	80.4
	African American	292	76.4	5.1	0.7	17.8	81.5	267	78.7	6.7	0.4	14.2	85.4
	Asian/Pacific Islander	6	*	*	*	*	*	1	*	*	*	*	*
	Hispanic	214	64.5	10.3	0.5	24.8	74.8	183	61.7	12	2.2	24	73.8
	White	1	*	*	*	*	*	3	*	*	*	*	*
	Economic Disadv	375	76.5	5.1	0.5	17.9	81.6	325	74.2	7.7	1.2	16.9	81.8
Milby HS													
	All Students	502	74.9	10		15.1	84.9	511	75.7	11	0.2	13.1	86.7
	African American	22	72.7	9.1		18.2	81.8	25	76	12		12	88
	Asian/Pacific Islander	5	*	*	*	*	*	7	*	*	*	*	*
	Hispanic	469	74.6	10.2		15.1	84.9	475	75.8	11.2	0.2	12.8	86.9
	White	6	*	*	*	*	*	4	*	*	*	*	*
	Economic Disadv	360	80.6	6.1		13.3	86.7	354	75.7	10.5		13.8	86.2
Performing and Visual Arts HS													
	All Students	148	98	0.7	1.4		98.6	171	98.2	0.6	0.6	0.6	98.8
	African American	31	96.8		3.2			48	97.9	2.1			100
	Asian/Pacific Islander	6	*	*	*	*	*	3	*	*	*	*	*
	Hispanic	24	100					24	100				
	White	87	97.7	1.1	1.1		98.9	96	97.9		1	1	
	Economic Disadv	20	100					22	95.5	4.5			100

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**Appendix B**  
**Four-Year Completion Summary (Gr. 9-12)**

Campus Name	Group	Class of 2009						Class of 2008					
		Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I	Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I
Reagan HS													
	All Students	378	77.2	11.6	1.3	9.8	88.9	377	65.3	18.6	1.6	14.6	83.8
	African American	28	57.1	21.4		21.4	78.6	26	69.2	19.2	3.8	7.7	88.5
	Asian/Pacific Islander	3	*	*	*	*	*	3	*	*	*	*	*
	Hispanic	335	78.5	11	1.2	9.3	89.6	328	65.9	18.6	1.2	14.3	84.5
	White	12	91.7	8.3			100	20	50	20	5	25	70
	Economic Disadv	297	82.5	8.4	0.7	8.4	90.9	253	66	18.6	1.6	13.8	84.6
Scarborough HS													
	All Students	180	77.2	11.1	0.6	11.1	88.3	185	69.7	12.4	0.5	17.3	82.2
	African American	42	81	7.1		11.9	88.1	53	62.3	11.3		26.4	73.6
	Asian/Pacific Islander	1	*	*	*	*	*	4	*	*	*	*	*
	Hispanic	118	75.4	13.6	0.8	10.2	89	101	70.3	14.9		14.9	85.1
	White	19	78.9	5.3		15.8	84.2	26	84.6	3.8	3.8	7.7	88.5
	Economic Disadv	139	79.9	12.2		7.9	92.1	125	72	16		12	88
Sharpstown HS													
	All Students	327	57.2	11	0.3	31.5	68.2	327	54.4	8.3	0.9	36.4	62.7
	African American	111	43.2	12.6	0.9	43.2	55.9	113	46	12.4	0.9	40.7	58.4
	Asian/Pacific Islander	24	70.8			29.2		19	84.2		5.3	10.5	
	Hispanic	185	62.7	11.9		25.4	74.6	178	57.3	5.6	0.6	36.5	62.9
	White	7	*	*	*	*	*	17	47.1	17.6		35.3	64.7
	Economic Disadv	235	64.7	11.9		23.4	76.6	246	60.2	7.7	0.8	31.3	67.9

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**Appendix B**  
**Four-Year Completion Summary (Gr. 9-12)**

Campus Name	Group	Class of 2009					Class of 2008						
		Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I	Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I
Sterling HS													
	All Students	209	67.9	18.7		13.4	86.6	207	69.6	13	0.5	16.9	82.6
	African American	162	69.1	16.7		14.2	85.8	156	75	11.5		13.5	86.5
	Hispanic	42	59.5	28.6		11.9	88.1	45	53.3	15.6	2.2	28.9	68.9
	White	5	*	*	*	*	*	4	*	*	*	*	*
	Economic Disadv	133	75.2	12		12.8	87.2	140	70	12.1	0.7	17.1	82.1
Waltrip HS													
	All Students	417	78.4	10.3	1	10.3	88.7	365	78.1	8.5	1.4	12.1	86.6
	African American	54	79.6	9.3		11.1	88.9	62	72.6	8.1	1.6	17.7	80.6
	Asian/Pacific Islander	9	*	*	*	*	*	1	*	*	*	*	*
	Hispanic	276	73.6	12.7	1.1	12.7	86.2	227	76.7	10.1		13.2	86.8
	White	78	93.6	3.8	1.3	1.3	97.4	75	86.7	4	5.3	4	90.7
	Economic Disadv	246	82.5	8.1	0.4	8.9	90.7	213	75.1	10.3	0.5	14.1	85.4
Washington HS													
	All Students	196	83.2	7.1	0.5	9.2	90.3	217	78.8	10.6	0.5	10.1	89.4
	African American	150	87.3	4		8.7	91.3	179	78.8	10.6		10.6	89.4
	Asian/Pacific Islander	2	*	*	*	*	*	1	*	*	*	*	*
	Hispanic	41	65.9	19.5	2.4	12.2	85.4	31	77.4	12.9	3.2	6.5	90.3
	White	3	*	*	*	*	*	6	*	*	*	*	*
	Economic Disadv	133	88	4.5	0.8	6.8	92.5	137	78.1	13.1		8.8	91.2

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**Appendix B**  
**Four-Year Completion Summary (Gr. 9-12)**

Campus Name	Group	Class of 2009						Class of 2008					
		Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I	Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I
Westbury HS													
	All Students	435	67.4	14.7	1.1	16.8	82.1	475	66.3	10.1	0.4	23.2	76.4
	African American	221	68.3	13.6	1.8	16.3	81.9	238	73.5	8.8	0.4	17.2	82.4
	Asian/Pacific Islander	22	72.7	4.5		22.7	77.3	22	72.7	4.5		22.7	77.3
	Hispanic	168	63.1	17.9	0.6	18.5	81	192	56.8	13		30.2	69.8
	White	24	83.3	12.5		4.2	95.8	23	65.2	4.3	4.3	26.1	69.6
	Economic Disadv	268	73.1	12.7	0.7	13.4	85.8	296	69.6	9.5	0.3	20.6	79.1
Westside HS													
	All Students	687	84.7	4.1	0.9	10.3	88.8	621	83.9	4.7	0.3	11.1	88.6
	African American	201	79.1	4	0.5	16.4	83.1	184	81	4.9		14.1	85.9
	Asian/Pacific Islander	79	92.4	3.8	1.3	2.5	96.2	59	88.1	5.1		6.8	93.2
	Hispanic	183	81.4	7.1	0.5	10.9	88.5	160	73.8	9.4	1.2	15.6	83.1
	Native American	1	*	*	*	*	*	1	*	*	*	*	*
	White	223	89.7	1.8	1.3	7.2	91.5	217	93.1	0.9		6	94
	Economic Disadv	252	84.9	2.4	0.4	12.3	87.3	226	75.7	8.8	0.4	15	84.5
Wheatley HS													
	All Students	287	67.2	18.8	0.3	13.6	86.1	245	64.5	18.4	0.4	16.7	82.9
	African American	209	71.8	16.3	0.5	11.5	88	153	69.3	16.3	0.7	13.7	85.6
	Hispanic	78	55.1	25.6		19.2	80.8	88	55.7	22.7		21.6	78.4
	Economic Disadv	213	78.9	11.3	0.5	9.4	90.1	184	64.1	20.7		15.2	84.8

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**Appendix B**  
**Four-Year Completion Summary (Gr. 9-12)**

Campus Name	Group	Class of 2009						Class of 2008					
		Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I	Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I
Worthing HS													
	All Students	209	59.3	19.6	1.9	19.1	78.9	199	60.8	13.1		26.1	73.9
	African American	199	59.8	18.6	2	19.6	78.4	181	60.8	13.3		26	74
	Asian/Pacific Islander	1	*	*	*	*	*						
	Hispanic	9	*	*	*	*	*	13	53.8	7.7		38.5	61.5
	Economic Disadv	128	65.6	15.6	2.3	16.4	81.2	108	54.6	17.6		27.8	72.2
Yates HS													
	All Students	321	66.7	14.6	2.2	16.5	81.3	309	73.5	8.4	0.3	17.8	81.9
	African American	285	67.7	13	2.1	17.2	80.7	290	75.5	9	0.3	15.2	84.5
	Asian/Pacific Islander	2	*	*	*	*	*						
	Hispanic	33	57.6	30.3	3	9.1	87.9	19	42.1			57.9	
	White	1	*	*	*	*	*						
	Economic Disadv	184	80.4	4.3	1.1	14.1	84.8	178	73.6	7.3		19.1	80.9
<b>Alternative Education Program</b>													
Carter Career Center													
	All Students	29	27.6	6.9	3.4	62.1	34.5	49	24.5	16.3		59.2	40.8
	African American	13	30.8	7.7		61.5	38.5	24	16.7	20.8		62.5	37.5
	Asian/Pacific Islander	1	*	*	*	*	*	2	*	*	*	*	*
	Hispanic	15	26.7	6.7	6.7	60	33.3	22	31.8	13.6		54.5	45.5
	Economic Disadv	16	37.5	12.5		50	50	33	30.3	18.2		51.5	48.5
CEP SE													
	All Students	4	*	*	*	*	*	4	*	*	*	*	*
	African American	2	*	*	*	*	*	3	*	*	*	*	*
	Hispanic	2	*	*	*	*	*	1	*	*	*	*	*
	Economic Disadv	2	*	*	*	*	*	4	*	*	*	*	*

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**Appendix B**  
**Four-Year Completion Summary (Gr. 9-12)**

Campus Name	Group	Class of 2009						Class of 2008					
		Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I	Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I
CEP SW													
	All Students	5	*	*	*	*	*	2	*	*	*	*	*
	African American	2	*	*	*	*	*						
	Hispanic	2	*	*	*	*	*	2	*	*	*	*	*
	White	1	*	*	*	*	*						
	Economic Disadv	3	*	*	*	*	*	2	*	*	*	*	*
Community Services													
	All Students	109	0.9	8.3	12.8	78	9.2	77	1.3		20.8	77.9	
	African American	41		4.9	9.8	85.4		28			17.9	82.1	
	Asian/Pacific Islander	2	*	*	*	*	*	1	*	*	*	*	*
	Hispanic	45		8.9	8.9	82.2		20			15	85	
	Native American	1	*	*	*	*	*	1	*	*	*	*	*
	White	20	5	10	30	55	15	27	3.7		25.9	70.4	
	Economic Disadv	19		5.3	5.3	89.5		30			16.7	83.3	
Contemporary Learn Center HS													
	All Students	149	33.6	31.5	0.7	34.2	65.1	156	25	27.6	1.3	46.2	52.6
	African American	84	26.2	29.8	1.2	42.9	56	97	21.6	30.9	2.1	45.4	52.6
	Asian/Pacific Islander	3	*	*	*	*	*	3	*	*	*	*	*
	Hispanic	61	42.6	32.8		24.6	75.4	53	30.2	22.6		47.2	52.8
	White	1	*	*	*	*	*	3	*	*	*	*	*
	Economic Disadv	85	44.7	20	1.2	34.1	64.7	99	25.3	25.3	1	48.5	50.5

\* no data shown for less than 10 students

**Appendix B**  
**Four-Year Completion Summary (Gr. 9-12)**

Campus Name	Group	Class of 2009					Class of 2008						
		Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I	Total in Class	Graduate Rate	Continuer Rate	GED Rate	Dropout Rate	Completion Rate I
Harper Alternative													
	All Students	20	15	40		45	55	9	*	*	*	*	*
	African American	15	20	40		40	60	4	*	*	*	*	*
	Hispanic	5	*	*	*	*	*	3	*	*	*	*	*
	Economic Disadv	14	21.4	28.6		50	50	8	*	*	*	*	*
Rogers Mdl.													
	All Students	12		100				6	*	*	*	*	*
	African American	5	*	*	*	*	*	4	*	*	*	*	*
	Hispanic	4	*	*	*	*	*	2	*	*	*	*	*
	White	3	*	*	*	*	*						
	Economic Disadv	9	*	*	*	*	*	6	*	*	*	*	*
SOAR Centers(Spec. Ed.)													
	All Students	9	*	*	*	*	*	5	*	*	*	*	*
	African American	3	*	*	*	*	*	3	*	*	*	*	*
	Hispanic	2	*	*	*	*	*	2	*	*	*	*	*
	White	4	*	*	*	*	*						
	Economic Disadv	5	*	*	*	*	*	3	*	*	*	*	*

\* no data shown for less than 10 students  
HISD Research and Accountability

**APPENDIX C  
ANNUAL DROPOUT RATES (Gr.7–8)**

School	Grades 7–8 Annual Dropout Rates											
	2007–2008						2008–2009					
	Total	Afr. Amer	Asian	Hisp.	White	Econ. Dis.	Total	Afr. Amer	Asian	Hisp.	White	Econ. Dis.
HISD	0.5	0.6	0.0	0.5	0.0	0.4	<b>0.6</b>	<b>0.7</b>	0.2	<b>0.5</b>	0.2	<b>0.4</b>
<b>Middle</b>												
Attucks Mdl.	0.2	0.2	0.0	0.0	*	0.0	<b>1.3</b>	<b>1.7</b>	*	0.0	*	<b>1.2</b>
Black Mdl.	0.2	0.0	*	0.3	0.0	0.2	0.4	0.0	*	0.6	0.0	0.0
Brairmeadow Mdl	0.0	0.0	*	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Burbank Mdl.	0.3	0.0	*	0.4	0.0	0.1	0.5	1.6	*	0.4	0.0	0.4
Clifton Mdl.	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.2	0.0	0.2
Cullen Mdl.	0.2	0.2	0.0	0.0	*	0.2	0.4	0.5	*	0.0	*	0.0
Deady Mdl.	0.5	0.0	*	0.5	0.0	0.3	<b>1.1</b>	0.0	*	<b>1.1</b>	0.0	<b>1.0</b>
Dominion Academy	0.0	0.0	-	0.0	*	0.0	3.3	4.2	-	0.0	*	1.9
Dowling Mdl.	0.2	0.2	*	0.3	0.0	0.1	0.2	0.4	*	0.0	0.0	0.1
Edison Mdl.	0.5	0.0	*	0.5	*	0.5	0.3	0.0	-	0.3	*	0.2
Energized for Excellence	0.0	0.0	*	0.0	-	0.0	0.0	0.0	*	0.0	-	0.0
Fleming Mdl.	0.3	0.0	*	0.7	-	0.0	0.7	0.8	*	0.6	*	0.6
Fondren Mdl.	0.6	1.2	0.0	0.0	0.0	0.4	<b>1.0</b>	0.7	4.2	1.1	0.0	0.7
Fonville Mdl	0.3	0.0	*	0.4	0.0	0.1	<b>0.7</b>	0.0	*	<b>0.8</b>	0.0	0.6
Grady Mdl	0.5	1.5	0.0	0.4	0.0	0.9	0.0	0.0	0.0	0.0	0.0	0.0
Gregory-Lincoln Mdl.	0.4	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hamilton Mdl	0.1	0.0	0.0	0.1	0.0	0.1	0.3	0.0	0.0	0.4	0.0	0.4
Hartman Mdl	<b>0.9</b>	1.1	*	<b>0.8</b>	0.0	<b>0.8</b>	<b>0.7</b>	0.6	*	<b>0.7</b>	0.0	<b>0.5</b>
Henry Mdl.	<b>1.0</b>	<b>2.9</b>	*	0.7	5.3	<b>0.9</b>	<b>0.6</b>	1.5	*	0.6	0.0	0.4
Hogg Mdl.	0.3	0.0	-	0.4	0.0	0.2	0.3	0.0	*	0.4	0.0	0.2
Holland Mdl	0.5	0.9	*	0.2	0.0	0.5	0.6	0.9	*	0.5	0.0	0.6
Jackson Mdl	<b>0.7</b>	0.0	*	<b>0.8</b>	0.0	0.5	<b>0.7</b>	0.0	-	<b>0.7</b>	0.0	0.3
Johnston Mdl	0.1	0.0	0.0	0.3	0.0	0.0	0.2	0.3	0.0	0.3	0.0	0.2
Kaleidoscope Mdl	0.0	*	-	0.0	-	0.0	0.0	*	*	0.0	-	0.0
Kandy Stripe Academy	0.0	0.0	-	*	-	0.0	1.5	1.7	*	0.0	-	2.0

**APPENDIX C  
ANNUAL DROPOUT RATES (Gr.7–8)**

School	Grades 7–8 Annual Dropout Rates											
	2007–2008						2008–2009					
	Total	Afr. Amer	Asian	Hisp.	White	Econ. Dis.	Total	Afr. Amer	Asian	Hisp.	White	Econ. Dis.
<b>Middle (Cont.)</b>												
Key Mdl.	0.6	0.5	-	0.7	-	0.6	<b>1.0</b>	1.0	*	0.8	0.0	1.0
Lanier Mdl.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Long Mdl.	<b>0.6</b>	0.0	0.0	<b>0.7</b>	0.0	0.4	<b>0.9</b>	0.0	0.0	<b>1.0</b>	0.0	0.5
Marshall Mdl.	0.1	0.0	*	0.2	0.0	0.2	0.6	1.5	*	0.5	0.0	0.5
McReynolds Mdl.	0.2	0.0	-	0.2	-	0.2	0.2	0.0	-	0.3	*	0.0
Ortiz Mdl.	<b>0.6</b>	1.1	0.0	0.5	*	0.4	<b>0.7</b>	0.0	2.1	0.7	*	0.2
Pershing Mdl.	0.3	0.0	0.0	1.2	0.0	0.8	0.2	0.3	0.0	0.3	0.3	0.0
Pilgrim Academy	0.0	*	-	0.0	*	0.0	0.0	0.0	-	0.0	*	0.0
Pin Oak Mdl.	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.3	0.0	0.2
Project Chrysalis	0.0	*	*	0.0	-	0.0	0.0	*	*	0.0	-	0.0
Revere Mdl.	0.2	0.6	0.0	0.0	0.0	0.3	<b>0.8</b>	1.3	0.0	0.6	0.0	0.7
Rice Mdl.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Rusk Mdl.	0.0	*	-	0.0	-	0.0	0.0	0.0	-	0.0	-	0.0
Ryan Mdl.	0.2	0.3	*	0.0	*	0.3	0.3	0.4	*	0.0	*	0.4
T.H. Rogers Sec.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sharpstown Mdl.	<b>1.1</b>	1.7	0.0	<b>1.0</b>	0.0	<b>1.0</b>	<b>0.8</b>	1.4	0.0	0.7	0.0	0.2
Smith, E.O. Mdl.	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.9	-	0.0	*	0.4
Stevenson Mdl.	0.5	0.0	0.0	0.5	0.0	0.5	0.3	0.0	0.0	0.4	0.0	0.3
Thomas Mdl.	0.7	0.9	*	0.0	0.0	0.6	0.2	0.3	*	0.0	*	0.0
WALIPP	0.0	0.0	-	*	-	0.0	1.3	1.4	-	*	*	0.0
Welch Mdl.	0.3	0.5	0.0	0.0	0.0	0.2	0.4	0.4	0.0	0.6	0.0	0.6
West Briar Mdl.	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.6	0.0	0.2
Wharton Mdl.	-	-	-	-	-	-	0.0	*	*	0.0	*	0.0
Williams Mdl.	0.5	0.8	-	0.0	*	0.6	0.8	1.0	*	0.7	*	0.7
Wilson Mdl							0.0	0.0	-	0.0	*	0.0
Woodson Mdl.	0.0	0.0	*	0.0	0.0	0.0	0.0	0.0	*	0.0	*	0.0

**APPENDIX C  
ANNUAL DROPOUT RATES (Gr.7–8)**

School	Grades 7–8 Annual Dropout Rates											
	2007–2008						2008–2009					
	Total	Afr. Amer.	Asian	Hisp.	White	Econ. Dis.	Total	Afr. Amer.	Asian	Hisp.	White	Econ. Dis.
<b>Combined/Not Rated</b>												
Harper Alt.	2.1	3.8	-	0.0	*	2.7	0.0	0.0	-	0.0	-	0.0
SOAR Center (Spec. Ed.)	0.0	0.0	*	0.0	*	0.0	0.0	0.0	*	0.0	*	0.0
<b>** AEA</b>												
Carter Career Center	<b>10.6</b>	4.8	-	15.4	-	9.3	0.0	0.0	-	0.0	-	0.0
CLC MS	2.7	3.5	*	1.9	*	2.3	<b>3.1</b>	3.1	*	3.2	-	1.9
Community Services	<b>7.4</b>	<b>10.7</b>	*	<b>8.3</b>	0.0	<b>5.4</b>	<b>9.4</b>	<b>12.8</b>	-	<b>7.1</b>	10.3	14.3
Las Americas Mdl.	0.9	0.0	-	0.9	-	1.2	0.9	0.0	0.0	1.1	*	0.0
Pro-Vision	0.0	0.0	-	0.0	*	0.0	1.0	1.3	-	0.0	*	0.0
Young Scholars	0.0	0.0	-	*	-	0.0	9.1	11.1	-	*	-	16.7
<b>DAEP</b>												
CEP SE	0.0	0.0	*	0.0	0.0	0.0	0.0	0.0	0.0	0.0	*	0.0
CEP SW	0.0	0.0	*	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
JJAEP <sup>1</sup>	0.0	0.0	-	0.0	*	0.0	0.0	0.0	-	0.0	*	0.0
North Region Alternative	0.0	0.0	-	*	-	0.0	0.0	0.0	-	0.0	-	*

\*\* Accountability ratings for schools in this group are based on the TEA Alternative Accountability criteria.

Data in bold indicate accountability groups meeting size requirements.

If a rate is not bold, the group failed to meet TEA's size requirements.

\*Fewer than 5 students enrolled.

Data Source: TEA 2008-2009 campus Dropout summaries, June 2010.

If a bold rate does not have a Low-performing code, the group met required improvement for rates greater than: ≤ 1.8% Gr. 7-8, Annual Dropout (Standard)

-No students reported in that category.