

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

October 26, 2009

MEMORANDUM

To: Members of the Board of Education
From: Jerry D. Weast, Superintendent of Schools
Subject: Graduation Rates

Introduction

The purpose of this memorandum is to provide an update on the current Montgomery County Public Schools' (MCPS) graduation and dropout rates, and information about factors that may have influenced them. A review of the data reveals that, while work needs to be done, there is much to celebrate.

Recently, Education Week's *2009 Diplomas Count* recognized MCPS as the district with the highest graduation rate among the nations' 50 largest school districts, outperforming other large local districts that include Fairfax County, Baltimore County, and Anne Arundel County. When compared with other large school districts locally and nationwide, MCPS' top-ranking graduation rates are a reflection of our continuing emphasis on rigorous course taking and college readiness for all students.

In 2008, African American and Hispanic students took a record 2,510 and 2,379 Advanced Placement (AP) exams, respectively, the highest participation rates ever. Furthermore, African American and Hispanic students earned 1,152 and 1,336 AP exam scores of 3 or higher. Early indications are that the 2009 AP participation and performance results are comparable.

AP exam participation is highly correlated with college readiness and degree completion. On average, more than 75 percent of students in the MCPS Classes of 2001 to 2003 who earned at least one AP exam score of 3 or higher earned a four-year degree within six years. In addition, the college graduation rates of MCPS African American and Hispanic graduates are more than twice the national college graduation rates for all high school graduates.

MCPS' emphasis on AP exam participation and performance among African American and Hispanic graduates will help to ensure that all MCPS graduates are college ready. However, the encouraging increases in AP exam participation and performance noted among African American and Hispanic students in 2009 were accompanied by discouraging decreases in graduation rates, particularly among Hispanic students.

Graduation Rate Formulas

Education Week's *2009 Diplomas Count* brought attention to the disproportionately low graduation rates for African American and Hispanic students nationwide, with just over half of African American (51%) and Hispanic (55%) students earning high school diplomas in 2006. Analyses of the MCPS graduation rates using comparable formulas indicate that our district is above state and national averages. However, the overall graduation rate in MCPS has declined over the last seven years; and the graduation rates for the African American, Hispanic, English for Speakers of Other Languages (ESOL), Free and Reduced-price Meals System (FARMS), and special education subgroups are lower than the overall rate. A broad array of empirical research reveals a complex interplay of socioeconomic factors contributing to the lower graduation and higher dropout rates for these subgroups. Retention and being older than other students at the same grade level are among the most prevalent risk factors. MCPS has continued to develop a variety of both broad-based and targeted strategies and interventions to engage students so they are not at risk of dropping out.

There are a variety of ways to calculate graduation rates. Organizations and states throughout the country have utilized many different formulas, making it difficult to draw precise comparisons. Currently, Maryland uses a formula called the "leaver rate," which is a method promoted by the National Center for Educational Statistics (NCES). The leaver rate is calculated by dividing the graduates in a given year by the graduates plus dropouts estimated to have been in that graduating class over the preceding four years. For example, the 2010 graduation rate is calculated by dividing 2010 graduates by 2010 graduates plus 2010 Grade 12 dropouts, 2009 Grade 11 dropouts, 2008 Grade 10 dropouts, and 2007 Grade 9 dropouts.

In 2005, governors of all 50 states agreed to move toward a cohort calculation method promoted by the National Governor's Association (NGA), the NGA compact rate. The United States Department of Education (USDE) will require all states to implement a cohort model similar to the NGA compact formula by 2012. The Maryland State Department of Education (MSDE) is considering implementation as early as 2011. The cohort models follow a graduating cohort from Grade 9 through Grade 12, accounting for all students who enter and exit that cohort during each of the four years.

The primary distinction between the leaver rate and the cohort model is that the leaver rate counts any student who graduated in a given year, regardless of when he or she entered high school or how long it took the student to graduate; whereas the cohort models track cohorts of students as they enter ninth grade and measure the percentage who graduate with a regular high school diploma within four years. Both the leaver rate and the NGA compact cohort model are represented graphically in Attachment A.

In addition to the change in formula, MSDE will revise the graduation rate goals and annual targets for Adequate Yearly Progress (AYP). Currently, Maryland districts and schools are held accountable only for meeting the graduation rate target for students overall. After baseline data are submitted for the graduating Class of 2011, MSDE will set new goals and annual targets for

students overall, as well as for all racial/ethnic and special services subgroups. Therefore, the implications for district and school AYP for the 2011 and 2012 school years and beyond are not yet known.

MCPS Graduation Rates

State and federal governments mandate which formula local jurisdictions will use for accountability purposes, and formulas or decision rules often are revised from year to year. However, in order to compare results among jurisdictions, the same formula for calculating graduation rates must be used for each jurisdiction. For example, Education Week's *2009 Diplomas Count* used a calculation called the Cumulative Promotion Index to compare graduation rates among the nation's 50 largest school districts. While the rates derived under this formula are not comparable to the rates calculated in Maryland using the leaver rate, they may be used to compare rates among districts included in the study.

According to the *Diplomas Count* calculation, the 2006 graduation rate in MCPS was 80.7 percent, well above the national average of 69.2 percent. MCPS tied for first place among the nation's 50 largest school districts, outperforming Fairfax County (fourth place), Baltimore County (fifth place), Anne Arundel County (eighth place), and four other large districts in Maryland and Virginia.

Large districts vary substantially in student characteristics and district resources. Therefore, it is useful to compare our district's statistics with those of "benchmark" districts selected from across the nation. Benchmark districts are identified because they most closely resemble MCPS along multiple criteria such as enrollment, staff size, median wealth, minority enrollment, and per-pupil expenditure. In a study of 2006 graduation rates released by MPR Associates, Inc., MCPS ranked either first or a very close second among seven benchmark districts included in the analyses. MCPS' lead ranking held across All students, African American, Hispanic, and White subgroups (statistics were not available for Asian American students) and was replicated using three different statistical procedures (Attachment B). However, within our district, graduation rates for African American and Hispanic students continued to lag behind those of White and Asian American students, regardless of the methodology employed. We are committed to eliminating this gap so that all MCPS students complete their high school education well-prepared for success in college and the workplace.

The MSDE 2009 graduation target for all students was 85.5 percent, using the leaver rate method. With an overall graduation rate of 87.4 percent, MCPS exceeded the state target, as well as the state average of 85.2 percent. Although we are proud of these overall figures, there are areas of need. In 2009, the following subgroups had graduation rates under the MSDE graduation target of 85.5 percent: African American (81.6%), Hispanic (77.2%), ESOL (78.6%), FARMS (81.4%), and special education (80.5%). Under current AYP guidelines, districts are held directly accountable only for the overall graduation rate. However, a subgroup must meet the graduation target in order to qualify for a Safe Harbor provision. This means that for AYP purposes, subgroup graduation rates matter.

Furthermore, between 2002 and 2009, the MCPS graduation rates declined for all students (4.4 percentage points) and all subgroups, with the greatest declines in the African American (7.5 percentage points), Hispanic (9.0 percentage points), ESOL (9.5 percentage points), and special education (7.0 percentage points) subgroups. (Table 1). As a result of the decline in graduation rate, Montgomery County's graduation rate ranking among Maryland's local education agencies (LEAs) dropped from second place in 2002 to eleventh place in 2009 (See Table C1 in Attachment C).

Table 1
MCPS Graduation Rates for 2007–2009 by Student Subgroup

	2002	2003	2004	2005	2006	2007	2008	2009	7-Year % Change
All Students	91.8	92.5	92.0	91.4	91.6	90.4	89.1	87.4	-4.4
African American	89.1	86.9	88.3	88.6	87.6	87.2	83.9	81.6	-7.5
Asian American	95.0	94.9	96.3	96.9	96.5	95.6	95.5	95.3	-0.4
Hispanic	86.2	87.9	83.7	82.2	81.3	80.6	78.1	77.2	-9.0
White	93.4	95.0	94.5	94.0	95.2	94.0	94.5	93.2	-0.3
ESOL	88.1	79.7	86.5	95.5	94.2	89.6	89.8	78.6	-9.5
FARMS	*	87.9	88.4	88.8	89.4	88.6	85.6	81.4	-6.5 ^a
Special Education	87.5	85.7	87.4	86.1	88.4	88.3	84.4	80.5	-7.0
Male	89.6	90.6	90.3	89.7	90.0	88.8	86.7	85.5	-5.1
Female	94.2	94.4	93.6	93.2	93.2	92.0	91.6	89.4	-4.8

Source: 2009 Master Plan.

*Data were not reported in same manner.

^a Reflects a six-year percentage point change.

Note. Graduation rate is calculated by MSDE by dividing the number of high school graduates by the sum of students in that class who dropped out in each of the current and previous three years (Grades 9 to 12) plus the number of high school graduates. Data for American Indian students are not displayed separately but are included in totals. ESOL = English for Speakers of Other Languages; FARMS = Free and Reduced-price Meals System. Statistics for male and female groups are not considered separately in AYP determinations. Note that ESOL graduation rates for 2006 and 2007, as reported on the mdreportcard.org website, are inaccurate due to a programming error in reporting for those years.

As stated above, MSDE will be converting to a variation of the NGA compact model by no later than 2012. The NGA compact calculation is more rigorous than the leaver rate in that it is based upon students graduating within four years, whereas the current formula is not sensitive to students who require more than four years to graduate. Therefore, it is expected that the rates calculated under this model will be lower than rates calculated using the leaver rate. For example, MSDE estimated that the cohort model would have produced a 2007 MCPS graduation rate of 81.58 percent, as compared to 90.31 percent for that same year using the leaver rate. In fact, when MSDE recalculated the 2007 graduation rates using the NGA cohort model for all LEAs, graduation rates dropped an average of 8.2 percentage points across the state (see Attachment D). Thus, it will be imperative to consider the change in formula when comparing and interpreting graduation rates in 2012 and subsequent years.

In the spring of 2009, the deputy superintendent of schools convened two cross-functional project teams to examine the new graduation rate formula and implications for school programming. One team is analyzing the potential impact of the new regulations and preparing tools to support schools in meeting the requirements. The second team is focusing on dropout prevention and truancy programs. Both teams are reviewing relevant research to make programmatic recommendations so all schools achieve or exceed the annual graduation rate goals established by MSDE.

Dropout Rates

Clearly, dropout rates and graduation rates are related phenomena; however, because of the manner in which they are calculated, one is not the inverse of the other. MSDE's current method for calculating the dropout rate reflects students in Grades 9–12 who dropped out during a single school year; whereas the graduation rate considers students in an estimated cohort who dropped out over four school years. Thus, the 2009 graduation rate includes students within the cohort who dropped out from 2006–2009; whereas the 2009 dropout rate only includes students who dropped out in 2009 without considering their original cohort.

Since the graduation rate is dependent on four years of dropout data, it is essential to analyze dropout rates to understand trends in the graduation rate. In 2009, MCPS continued to meet the state's satisfactory dropout standard of 3.0 percent, overall (2.7%), as well as for Asian American (1.0%), White (1.3%), and female (2.1%) students (Table 2). As with graduation rates, dropout rates are disproportionately high for the African American (3.8%), Hispanic (5.2%), ESOL (5.9%), FARMS (4.5%), and special education (3.8%) subgroups.

Between 2002 and 2009, Montgomery County dropout rates increased by nine-tenths of a percentage point, which tied with Baltimore County as the largest increase in Maryland. As a result of the increases in the percentage of dropouts, Montgomery County's dropout ranking among Maryland's LEAs dropped from first place in 2002 (lowest rate) to fourteenth place in 2009 (See Table D1 in Attachment D).

Table 2
MCPS Dropout Rates for 2007–2009 by Student Subgroup

	2002	2003	2004	2005	2006	2007	2008	2009	7-Year % Change
All Students	1.8	2.0	1.8	1.8	2.0	2.7	2.9	2.7	0.9
African American	2.3	2.8	2.2	2.3	2.7	3.6	3.9	3.8	1.6
Asian American	0.9	1.1	0.8	0.9	0.7	1.0	1.1	1.0	0.1
Hispanic	3.2	3.7	3.7	3.9	4.4	5.3	5.8	5.2	2.0
White	1.4	1.4	1.2	1.0	1.0	1.5	1.4	1.3	0.1
ESOL	2.4	0.2	0.4	0.3	3.3	4.9	4.0	5.9	3.5
FARMS	1.6	2.1	1.6	1.6	2.9	3.0	4.0	4.5	2.9
Special Education	2.2	2.5	1.8	1.8	2.1	2.7	3.2	3.8	1.5
Male	2.1	2.4	2.0	2.1	2.3	3.2	3.4	3.3	1.1
Female	1.4	1.6	1.5	1.4	1.7	2.2	2.3	2.1	0.8

Source: 2009 Master Plan.

Note. Data for American Indian students are not displayed separately but are included in totals. ESOL = English for Speakers of Other Languages; FARMS = Free and Reduced-price Meals System. Note that ESOL dropout rates for 2006 and 2007, as reported on the mdreportcard.org website, are inaccurate due to a programming error in reporting for those years.

What the Data Tell Us

While the MCPS graduation and dropout rates remain favorable in comparison to national trends, the changes over seven years raise questions about why more students appear to be dropping out of school (Table E1 in Attachment E). To understand this trend, MCPS researchers examined academic, economic, and demographic factors that might account for an increase in dropout patterns. The risk factors identified in the literature also were risk factors for MCPS students (Capps, 2001; Crocker & Major, 2005; Noguera, 2003, Ogbu, 2003). However, the data do not explain why dropout rates have increased.

Tables E2 to E10 in Attachment E provide trend data disaggregated by race/ethnicity that compare dropout patterns associated with the following risk factors:

- Grade level retention
- Being older than peers at the same grade level
- Participation in Free and Reduced-price Meals System (FARMS) services;
- Participation in English for Speakers of Other Language (ESOL) services;
- Gender
- Absenteeism

Like their counterparts nationwide, MCPS students who are retained or who are older than peers in the same grade level are more likely to drop out than students without these risk factors. However, these factors do not explain the increases in dropout rates. Over the last seven years,

retention rates have held steady; however, more retained students drop out. Older students are more likely to drop out. Most of the dropouts of all races/ethnicities were age 18 or older.

As is the case nationally, dropout rates are higher among MCPS male students who participate in FARMS and ESOL services. However, dropout rates among these groups of at-risk students have increased, particularly among African American and Hispanic students, even though the percentages of students who receive FARMS and ESOL services or are male have held steady.

Changes in attendance patterns do not explain changes in dropout rates among MCPS students. Over the last seven years, the attendance rates of future dropouts have improved even as more students have dropped out. What is surprising is that, over the last seven years, the differences in the attendance rates of students who remain in school versus those who drop out have narrowed.

Dropouts of all races/ethnicities are more likely to leave school because of a history of course failure, disinterest in academics, or because they stopped coming to school and their whereabouts were unknown. Only a small percentage of dropouts leave school due to disciplinary issues, family obligations, or for other similar reasons.

The dropout rate for Hispanic students has been disproportionately higher than the overall dropout rate since 2002. Also, the Hispanic dropout rate has increased at a faster rate than for any other subgroup. For these reasons, MCPS researchers explored factors that contribute to Hispanic dropout rates in particular, as well as dropout rates overall.

There were two small differences in the characteristics of Hispanic dropouts compared with dropouts of other races/ethnicities. First, they were slightly more likely to leave school in order to accept documented employment. Second, they tended to be at least one year older than other students at the same grade level, a finding that suggests Hispanic students may have had interrupted schooling at an early age that kept them from starting high school by age 14. Overall, the quantitative data are not sufficient to detect the myriad reasons why Hispanic dropout rates have increased faster than those of students of other races or ethnicities. Some clues were revealed from survey data that provided a more qualitative understanding.

Student Survey Data. A 2006 survey of 1,014 Hispanic youth conducted by the Montgomery County community organization, Identity, Inc., provides insight into the perceptions of a sample of Hispanic youth in Montgomery County. Results revealed three risk factors that were likely to result in higher dropout rates among Hispanic students. Those risk factors were: (1) gang membership and consequent absenteeism to spend time with friends; (2) disenfranchisement and disconnectedness from classroom and extracurricular activities; and (3) lack of academic support within or outside of school. Youth who reported being current and former gang members also expressed less confidence about their likelihood of graduating from high school. While these results are anecdotal and do not represent the experiences of all Hispanic youth in MCPS, they highlight the importance of implementing strategies and interventions designed to engage Hispanic youth in school (see Attachment F).

Promoting Success for Every Child

The primary mission of MCPS is to prepare each and every student for college and career readiness. The entire infrastructure of the school system is designed to set every student upon a trajectory for engagement in school and success in life after high school. In each grade and at each level, there is a wide range of efforts to ensure that students remain engaged in school and on track to graduate with a diploma.

In addition to the comprehensive range of strategies and interventions MCPS currently employs to keep students invested in their education, there also is a range of strategies and interventions designed to help students overcome specific risk factors. For example, recognizing the numerous issues challenging some students in our growing Hispanic population, MCPS has built a strong working partnership with Identity, Inc. Like our long-standing relationship with the National Association for the Advancement of Colored People, our work with Identity, Inc. reflects our commitment to an educational model in which every voice is heard and valued. The concerns raised by the community have been thoughtfully addressed in the spirit of shared purpose. With our community partners, we are working collaboratively on a wide range of issues including increasing scholarship opportunities, meeting the needs of older students, directly supporting high school students at risk of dropping out, and preventing gang involvement.

In response to issues impacting Hispanic youth raised by Identity, Inc. and in recognition that addressing these issues is beyond the capabilities of any one agency or organization, Montgomery County agencies and community organizations have come together to form the Latino Youth Collaborative Steering Committee. This committee is charged with ensuring sustainable improvements in the quality of life for Hispanic youth and their families. MCPS will continue to partner with and support the work of this group.

Every local school has efforts in place to stimulate student engagement and success. In addition, MCPS provides a variety of targeted interventions for students who need added supports to stay on the college readiness pathway. High School Plus, for example, is a program that allows students who have failed a course required for graduation to retake that course for credit, or participate in a shorter credit recovery program in their home school. The Gateway to College© program at Montgomery College serves imperiled youth, 16 to 20 years of age, for whom high school completion is at risk, and/or who have stopped attending MCPS. The Online Pathway to Graduation program is a third example of programming that serves former MCPS high school students who need three credits or fewer to complete academic requirements for a Maryland High School diploma.

Although these and a myriad of other strategies and interventions are in place throughout the school district, we continue to lose students, and there appear to be as many unique sets of factors and facts as there are students who drop out. Like all school districts throughout the country, MCPS continues to struggle to find the answers for the 2.7 percent of students who make the life-altering decision to drop out of high school every year. The data can only provide

so much of the story, it is imperative that our continued study examine the individual stories that make up that number.

At the table for today's discussion are Mr. Stephen L. Bedford, chief school performance officer; Dr. Stacy L. Scott, associate superintendent, Office of Shared Accountability; Mrs. Stephanie Williams, director, Department of Policy, Records, and Reporting; and Mr. Stephen M. Zagami, director, Department of Student Services.

JDW:rad

Attachments

Graduation Rate Formulas Used in Maryland

Current Graduation Rate Formula: National Center for Educational Statistics Leaver Rate

$$\boxed{\begin{array}{c} 2010 \\ \text{Graduates} \end{array}} \div \boxed{\begin{array}{c} 2010 \text{ Graduates} \\ + \\ 2010 \text{ Grade 12 Dropouts} \\ + \\ 2009 \text{ Grade 11 Dropouts} \\ + \\ 2008 \text{ Grade 10 Dropouts} \\ + \\ 2007 \text{ Grade 9 Dropouts} \end{array}} = \boxed{\begin{array}{c} 2010 \\ \text{Graduation} \\ \text{Rate} \end{array}}$$

2012 Graduation Rate Formula*: National Governor's Association Compact

$$\boxed{\begin{array}{c} \text{Students} \\ \text{graduating} \\ \text{within} \\ \text{four years} \end{array}} \div \boxed{\begin{array}{c} 1^{\text{st}} \text{ time Grade 9} \\ \text{students 4} \\ \text{years earlier} \\ + \\ \text{Students in} \\ - \\ \text{Students out} \end{array}} = \boxed{\begin{array}{c} \text{Graduation} \\ \text{Rate} \end{array}}$$

*MSDE plans to implement a variation on this formula by 2012. The actual formula to be used in Maryland has not yet been released.

Dropout Rate Formula Used in Maryland

$$\frac{\text{2010 Grade 9–12 Dropouts}}{\text{2010 Grade 9–12 Enrollment}} = \text{2010 Dropout Rate}$$

Table B1
2006 Graduation Rates for Seven MCPS Benchmark Districts
Calculated Using Three Different Methods by Race/Ethnic Subgroup

Benchmark District (State)	All Students	African American	Hispanic	White
Method 1—Averaged Freshman Graduation Rate				
Baltimore County Public Schools (MD)	83	80	NR	83
Charlotte-Mecklenburg Schools (NC)	67	62	62	74
Fairfax County Public Schools (VA)	83	75	62	89
Jefferson County Public Schools (KY)	74	67	NR	76
Montgomery County Public Schools (MD)	87	81	76	90
The School District of Palm Beach County (FL)	59	45	57	68
Hillsborough County Public Schools (FL)	66	53	63	71
Method 2—Urban Institute Graduation Rate				
Baltimore County Public Schools (MD)	79	76	NR	78
Charlotte-Mecklenburg Schools (NC)	51	39	45	65
Fairfax County Public Schools (VA)	79	68	NR	90
Jefferson County Public Schools (KY)	NR	NR	NR	NR
Montgomery County Public Schools (MD)	81	71	67	87
The School District of Palm Beach County (FL)	57	41	49	59
Hillsborough County Public Schools (FL)	63	48	56	59
Method 3—Manhattan Institute Graduation Rate				
Baltimore County Public Schools (MD)	79	68	NR	86
Charlotte-Mecklenburg Schools (NC)	57	49	NR	74
Fairfax County Public Schools (VA)	80	70	57	91
Jefferson County Public Schools (KY)	NR	NR	NR	NR
Montgomery County Public Schools (MD)	81	70	NR	92
The School District of Palm Beach County (FL)	53	42	NR	64
Hillsborough County Public Schools (FL)	57	45	NR	66

Note. Data prepared and published by MPR Associates for the Eli and Edythe Broad Foundation. Graduation rates for some subgroups were not reported (NR) due to unreliability or if subgroup represented less than five percent of the population. Additional information on methodologies can be found on the Broad Foundation website at http://www.broadprize.org/resources/100_districts.html. Of the 100 districts included in original analyses, the seven benchmark districts were selected for this table based on enrollment, staffing, and funding profiles identified as comparable to MCPS. The highest graduation rate for each method and subgroup is in bold.

Table C1
Maryland Graduation Rates by Local Education Agency (LEA) and Academic Year

LEA	Academic Year							
	2002	2003	2004	2005	2006	2007	2008	2009
Montgomery County	91.8	92.5	92.0	91.4	91.6	90.4	89.1	87.4
Allegany County	83.3	87.4	85.2	87.6	87.4	85.4	88.4	85.8
Anne Arundel County	81.3	83.7	83.3	83.0	86.3	87.8	89.1	90.6
Baltimore City	58.5	54.2	54.3	59.0	60.6	60.0	62.7	62.7
Baltimore County	88.0	88.2	86.1	84.8	83.3	83.3	82.2	83.6
Calvert County	86.1	87.8	87.7	90.0	89.6	89.9	91.9	92.0
Caroline County	81.0	81.0	79.8	80.2	87.2	91.2	86.7	84.6
Carroll County	90.5	91.9	92.5	93.8	95.1	94.2	93.8	95.5
Cecil County	82.9	84.4	85.4	83.4	80.6	83.8	82.5	84.0
Charles County	84.5	85.3	85.3	84.7	86.9	88.0	87.4	88.3
Dorchester County	76.5	80.4	78.5	78.3	83.8	77.4	78.6	80.3
Frederick County	90.8	92.9	94.7	95.0	96.4	96.2	94.8	94.1
Garrett County	84.0	82.7	85.6	85.3	87.2	89.2	90.5	89.5
Harford County	83.0	85.2	86.7	89.0	87.2	87.2	86.7	86.7
Howard County	91.9	92.9	93.1	93.8	94.1	94.8	94.9	93.6
Kent County	86.4	83.7	83.0	76.6	84.7	80.3	79.6	80.5
Prince George's County	89.0	89.5	86.7	86.8	86.6	84.9	83.1	84.6
Queen Anne's County	88.9	89.0	86.1	87.7	88.1	86.3	88.9	90.6
Somerset County	85.4	87.2	87.9	87.0	85.8	87.7	86.2	86.3
St. Mary's County	78.0	76.9	73.8	81.8	72.9	75.5	71.2	77.2
Talbot County	88.0	89.2	86.4	91.1	92.1	93.2	88.0	84.7
Washington County	83.5	84.6	86.6	91.3	90.5	90.1	91.4	91.5
Wicomico County	76.7	82.0	80.4	78.6	81.2	81.7	78.7	82.1
Worcester County	89.5	89.8	91.1	88.7	95.4	95.4	95.4	94.8

Source: mdreportcard.org

Table C2
Maryland Dropout Rates by Local Education Agency (LEA) and Academic Year

LEA	Academic Year							
	2002	2003	2004	2005	2006	2007	2008	2009
Montgomery County	1.8	2.0	1.8	1.8	2.0	2.7	2.9	2.7
Allegany County	4.0	3.4	3.5	2.7	3.4	3.5	3.0	2.9
Anne Arundel County	4.3	3.3	4.8	2.3	2.0	2.0	3.2	2.8
Baltimore City	10.3	10.5	11.7	11.7	10.3	9.4	7.9	6.2
Baltimore County	2.8	3.2	4.3	4.4	4.1	3.4	4.3	3.7
Calvert County	3.2	2.7	2.4	2.1	2.2	2.0	2.0	1.6
Caroline County	5.4	4.3	4.2	2.4	2.8	3.2	4.3	3.9
Carroll County	2.0	1.7	1.4	1.2	1.4	1.5	1.2	1.1
Cecil County	3.0	3.1	4.8	4.2	4.3	4.4	4.4	3.5
Charles County	3.2	2.9	3.7	3.5	3.4	2.7	2.7	2.6
Dorchester County	5.3	3.7	5.5	6.0	5.7	4.8	4.6	3.5
Frederick County	1.7	1.3	0.7	0.7	0.8	1.0	1.7	1.7
Garrett County	4.6	3.5	3.2	2.5	2.1	2.4	2.1	2.2
Harford County	3.2	2.8	2.6	3.1	3.2	3.2	2.9	2.3
Howard County	1.9	1.0	1.5	1.4	1.4	1.2	1.4	1.4
Kent County	5.7	4.2	3.9	4.8	2.9	6.2	5.0	3.0
Prince George's County	2.9	2.3	2.9	3.6	4.0	3.8	2.4	1.3
Queen Anne's County	3.1	2.9	2.7	3.2	3.3	2.9	2.3	2.1
Somerset County	5.2	5.6	5.1	5.4	7.3	5.3	4.2	4.4
St. Mary's County	2.9	2.3	2.5	2.9	4.0	2.7	2.8	2.1
Talbot County	2.9	2.5	1.6	1.2	1.3	3.8	4.1	2.6
Washington County	3.0	2.3	2.2	1.9	2.2	2.5	1.7	1.6
Wicomico County	5.9	4.6	4.5	4.0	3.3	5.0	5.8	5.2
Worcester County	3.0	2.1	1.2	2.1	1.3	0.9	1.5	1.0

Source: mdreportcard.org

The following chart is a comparison of the 2007 graduation rates at the local education agency level (LEA) where the information published in the 2007 Report Card and used for Adequate Yearly Progress (AYP) is compared to the data from the cohort graduation rate.

	2007 Report Card (AYP Rate)			2007 Cohort Rate			Difference
	Graduates	Denominator	Percent	Graduates	Denominator*	Percent	
Total State	57,559	67,536	85.2	55,625	73,470	75.71	-9.52%
Allegany	690	808	85.40	689	836	82.42	-2.98%
Anne Arundel	5,077	5,784	87.78	4,947	6,180	80.05	-7.73%
Baltimore City	4,118	6,858	60.05	4,388	9,129	48.07	-11.98%
Baltimore	7,414	8,907	83.24	7,021	8,934	78.59	-4.65%
Calvert	1,342	1,493	89.89	1,305	1,519	85.91	-3.97%
Caroline	434	476	91.1	429	555	77.30	-13.88%
Carroll	2,381	2,528	94.19	2,381	2,897	82.19	-12.00%
Cecil	950	1,134	83.77	969	1,389	69.76	-14.01%
Charles	1,957	2,223	88.03	1,905	2,409	79.08	-8.96%
Dorchester	322	418	77.03	336	525	64.00	-13.03%
Frederick	2,826	2,937	96.22	2,769	3,091	89.58	-6.64%
Garrett	322	361	89.20	318	368	86.41	-2.78%
Harford	2,794	3,205	87.18	2,709	3,221	84.10	-3.07%
Howard	3,550	3,745	94.79	3,439	3,925	87.62	-7.18%
Kent	175	218	80.28	160	223	71.75	-8.53%
Montgomery	10,037	11,114	90.31	9,480	11,621	81.58	-8.73%
Prince George's	8,226	9,691	84.88	7,511	10,735	69.97	-14.92%
Queen Anne's	563	652	86.35	558	639	87.32	0.97%
St. Mary's	1,026	1,170	87.69	999	1,313	76.09	-11.61%
Somerset	163	216	75.46	157	240	65.42	-10.05%
Talbot	301	323	93.1	302	368	82.07	-11.12%
Washington	1,437	1,595	90.09	1,404	1,706	82.30	-7.80%
Wicomico	889	1,088	81.71	884	1,148	77.00	-4.71%
Worcester	565	592	95.44	554	614	90.23	-5.21%

*Sum of LEAs does not equal state total due to transfers between LEAs within the state.

#Highlighted data were not updated by the local school system.

NOTE: In calculating the 2007 cohort rate, it was determined that 5 schools had closed over the 4-year time period. In addition, 39 schools had students in the cohort but no graduates in 2007. The data for these schools are included in both the LEA and state counts but a school rate could not be calculated.

SOURCE: The Maryland State Department of Education (October 31, 2007). 2007 Progress in the Implementation and Reporting of Interim and Cohort Graduation Rates. Report to the Maryland General Assembly and Governor Martin O'Malley, p. 20.

Table E1
 Number of High School Students and Number and Percentage of High School Students Who Dropped Out by
 Race/Ethnicity, and Academic Year

Reporting Group	Students in Grades 9–12	Academic Year							
		2002	2003	2004	2005	2006	2007	2008	2009
All Races/ Ethnicities	<i>N</i> Enrolled	44006	45662	47170	48699	49657	49424	48922	48422
	<i>N</i> Dropouts	764	918	827	845	987	1341	1404	1319
	% Dropped Out	1.7	2.0	1.8	1.7	2.0	2.7	2.9	2.7
African American	<i>N</i> Enrolled	9487	9951	10630	11289	11675	11940	11929	11902
	<i>N</i> Dropouts	211	279	232	259	314	428	465	459
	% Dropped Out	2.2	2.8	2.2	2.3	2.7	3.6	3.9	3.9
Asian American	<i>N</i> Enrolled	6217	6454	6674	6804	6901	6944	7014	7084
	<i>N</i> Dropouts	56	68	55	58	51	72	79	71
	% Dropped Out	0.9	1.1	0.8	0.9	0.7	1.0	1.1	1.0
Hispanic	<i>N</i> Enrolled	6609	7166	7893	8527	9249	9570	9799	10035
	<i>N</i> Dropouts	205	267	286	320	399	513	568	522
	% Dropped Out	3.1	3.7	3.6	3.8	4.3	5.4	5.8	5.2
White	<i>N</i> Enrolled	21564	21970	21851	21944	21705	20830	20034	19264
	<i>N</i> Dropouts	289	298	252	206	215	321	287	259
	% Dropped Out	1.3	1.4	1.2	0.9	1.0	1.5	1.4	1.3

Note. The number of and percentage of dropouts identified in current MCPS end-of-year attendance files may vary slightly from what was reported by MSDE at the end of each year. American Indian students are included with all students but are not reported separately.

Table E2
Number of High School Students Who Dropped Out by Race/Ethnicity, Withdrawal Code Group, and Academic Year

Reporting Group	Withdrawal Code Group Grades 9–12	Academic Year							
		2002	2003	2004	2005	2006	2007	2008	2009
All Races/ Ethnicities	Failing or Lack of Interest	486	557	517	524	583	804	950	1047
	Whereabouts Unknown	167	206	201	228	284	438	319	137
	Disciplinary Issues/Expulsion	32	58	40	18	46	29	29	31
	Employment	60	75	51	58	46	50	69	74
	Family Obligations	11	7	6	7	12	8	17	24
	Other	8	15	12	10	16	12	20	6
African American	Failing or Lack of Interest	129	170	139	170	184	258	317	379
	Whereabouts Unknown	54	64	63	70	93	144	115	43
	Disciplinary Issues/Expulsion	11	19	17	7	20	12	11	12
	Employment	11	15	6	8	12	9	15	17
	Family Obligations	2	3	4	0	2	3	4	7
	Other	4	8	3	4	3	2	3	1
Asian American	Failing or Lack of Interest	35	45	41	41	37	42	56	58
	Whereabouts Unknown	13	11	9	12	9	24	17	7
	Disciplinary Issues/Expulsion	4	5	0	1	4	3	2	0
	Employment	3	6	4	2	0	1	1	3
	Family Obligations	1	0	0	1	1	0	1	2
	Other	0	1	1	1	0	2	2	1
Hispanic	Failing or Lack of Interest	115	147	173	192	227	297	371	387
	Whereabouts Unknown	50	70	68	92	121	166	129	59
	Disciplinary Issues/Expulsion	5	18	16	7	12	9	10	16
	Employment	27	27	27	22	28	33	40	46
	Family Obligations	7	3	1	6	8	5	12	13
	Other	1	2	1	1	3	3	6	1
White	Failing or Lack of Interest	205	193	163	120	131	204	202	216
	Whereabouts Unknown	50	59	60	54	59	101	58	27
	Disciplinary Issues/Expulsion	12	15	7	3	10	5	5	3
	Employment	19	27	14	25	6	6	13	8
	Family Obligations	0	1	1	0	1	0	0	2
	Other	3	3	7	4	8	5	9	3

Note. The number of dropouts identified in current MCPS end-of-year attendance files may vary slightly from what was reported by MSDE at the end of the year. American Indian students are included with all students but are not reported separately.

Table E3
 Percentage of High School Dropouts in Each Withdrawal Code Group by Race/Ethnicity and Academic Year

Reporting Group	Withdrawal Code Group Grades 9–12	Academic Year							
		2002	2003	2004	2005	2006	2007	2008	2009
All Races/ Ethnicities	Failing or Lack of Interest	63.6	60.7	62.5	62.0	59.1	60.0	67.7	79.4
	Whereabouts Unknown	21.9	22.4	24.3	27.0	28.8	32.7	22.7	10.4
	Disciplinary Issues/Expulsion	4.2	6.3	4.8	2.1	4.7	2.2	2.1	2.4
	Employment	7.9	8.2	6.2	6.9	4.7	3.7	4.9	5.6
	Family Obligations	1.4	0.8	0.7	0.8	1.2	0.6	1.2	1.8
	Other	1.0	1.6	1.5	1.2	1.6	0.9	1.4	0.5
African American	Failing or Lack of Interest	61.1	60.9	59.9	65.6	58.6	60.3	68.2	82.6
	Whereabouts Unknown	25.6	22.9	27.2	27.0	29.6	33.6	24.7	9.4
	Disciplinary Issues/Expulsion	5.2	6.8	7.3	2.7	6.4	2.8	2.4	2.6
	Employment	5.2	5.4	2.6	3.1	3.8	2.1	3.2	3.7
	Family Obligations	0.9	1.1	1.7	0.0	0.6	0.7	0.9	1.5
	Other	1.9	2.9	1.3	1.5	1.0	0.5	0.6	0.2
Asian American	Failing or Lack of Interest	62.5	66.2	74.5	70.7	72.5	58.3	70.9	81.7
	Whereabouts Unknown	23.2	16.2	16.4	20.7	17.6	33.3	21.5	9.9
	Disciplinary Issues/Expulsion	7.1	7.4	0.0	1.7	7.8	4.2	2.5	0.0
	Employment	5.4	8.8	7.3	3.4	0.0	1.4	1.3	4.2
	Family Obligations	1.8	0.0	0.0	1.7	2.0	0.0	1.3	2.8
	Other	0.0	1.5	1.8	1.7	0.0	2.8	2.5	1.4
Hispanic	Failing or Lack of Interest	56.1	55.1	60.5	60.0	56.9	57.9	65.3	74.1
	Whereabouts Unknown	24.4	26.2	23.8	28.8	30.3	32.4	22.7	11.3
	Disciplinary Issues/Expulsion	2.4	6.7	5.6	2.2	3.0	1.8	1.8	3.1
	Employment	13.2	10.1	9.4	6.9	7.0	6.4	7.0	8.8
	Family Obligations	3.4	1.1	0.3	1.9	2.0	1.0	2.1	2.5
	Other	0.5	0.7	0.3	0.3	0.8	0.6	1.1	0.2
White	Failing or Lack of Interest	70.9	64.8	64.7	58.3	60.9	63.6	70.4	83.4
	Whereabouts Unknown	17.3	19.8	23.8	26.2	27.4	31.5	20.2	10.4
	Disciplinary Issues/Expulsion	4.2	5.0	2.8	1.5	4.7	1.6	1.7	1.2
	Employment	6.6	9.1	5.6	12.1	2.8	1.9	4.5	3.1
	Family Obligations	0.0	0.3	0.4	0.0	0.5	0.0	0.0	0.8
	Other	1.0	1.0	2.8	1.9	3.7	1.6	3.1	1.2

Note. The number of dropouts identified in current MCPS end-of-year attendance files may vary slightly from what was reported by MSDE at the end of the year. American Indian students are included with all students but are not reported separately. The numbers associated with these percentages are provided in Table D2.

Table E4
Number of High School Students Who Dropped Out and Percentage of Dropouts in Each Age Range by Race/Ethnicity and Academic Year

Reporting Group	Dropouts in Grades 9–12	Academic Year							
		2002	2003	2004	2005	2006	2007	2008	2009
All Races/ Ethnicities	<i>N</i> Dropouts	764	918	827	845	987	1341	1404	1319
	% Less than 16	5.5	5.8	5.9	4.9	6.1	3.4	2.1	1.6
	% Ages 16 to 17	39.9	36.6	34.7	34.1	36.2	30.5	27.6	26.5
	% Ages 18 to 19	43.1	47.7	47.9	47.2	47.7	49.0	53.6	51.9
	% Older than 19	11.5	9.9	11.5	13.8	10.0	17.1	16.7	20.0
African American	<i>N</i> Dropouts	211	279	232	259	314	428	465	459
	% Less than 16	6.2	7.2	7.3	7.3	7.6	4.4	2.8	1.3
	% Ages 16 to 17	40.3	34.1	30.6	33.2	33.1	29.2	22.8	24.6
	% Ages 18 to 19	44.1	49.1	49.6	46.3	49.4	52.6	56.6	54.5
	% Older than 19	9.5	9.7	12.5	13.1	9.9	13.8	17.8	19.6
Asian American	<i>N</i> Dropouts	56	68	55	58	51	72	79	71
	% Less than 16	7.1	4.4	5.5	3.4	5.9	4.2	0.0	2.8
	% Ages 16 to 17	28.6	33.8	29.1	29.3	35.3	34.7	32.9	19.7
	% Ages 18 to 19	42.9	45.6	52.7	53.4	47.1	34.7	51.9	53.5
	% Older than 19	21.4	16.2	12.7	13.8	11.8	26.4	15.2	23.9
Hispanic	<i>N</i> Dropouts	205	267	286	320	399	513	568	522
	% Less than 16	3.9	3.4	3.5	2.2	3.5	1.9	1.1	1.0
	% Ages 16 to 17	37.1	37.5	32.9	32.5	37.3	31.0	29.8	28.7
	% Ages 18 to 19	41.0	44.9	47.9	45.9	45.6	46.2	49.3	49.0
	% Older than 19	18.0	14.2	15.7	19.4	13.5	20.9	19.9	21.3
White	<i>N</i> Dropouts	289	298	252	206	215	321	287	259
	% Less than 16	5.9	6.7	7.1	6.3	8.8	4.0	3.5	2.7
	% Ages 16 to 17	44.3	39.3	41.7	39.3	38.6	30.2	29.6	26.6
	% Ages 18 to 19	43.3	49.3	45.6	48.1	48.8	52.0	58.2	53.3
	% Older than 19	6.6	4.7	5.6	6.3	3.7	13.7	8.7	17.4

Note. The number of dropouts identified in current MCPS end-of-year attendance files may vary slightly from what was reported by MSDE at the end of each year. American Indian students are included with all students but are not reported separately.

Table E5
 Number of Hispanic High School Students Who Dropped Out and Percentage of Dropouts in Each Age Range by
 Grade Level and Academic Year

Reporting Group	Dropouts by Age Range	Academic Year							
		2002	2003	2004	2005	2006	2007	2008	2009
All Hispanic	N Dropouts	205	267	286	320	399	513	568	522
	% Less than 16	3.9	3.4	3.5	2.2	3.5	1.9	1.1	1.0
	% Ages 16 to 17	37.1	37.5	32.9	32.5	37.3	31.0	29.8	28.7
	% Ages 18 to 19	41.0	44.9	47.9	45.9	45.6	46.2	49.3	49.0
	% Older than 19	18.0	14.2	15.7	19.4	13.5	20.9	19.9	21.3
Grade 9	N Dropouts	67	79	59	89	108	113	123	121
	% Less than 16	11.9	10.1	16.9	6.7	13.0	8.8	4.9	3.3
	% Ages 16 to 17	73.1	65.8	66.1	66.3	67.6	64.6	63.4	66.1
	% Ages 18 to 19	13.4	21.5	16.9	24.7	19.4	24.8	26.8	30.6
	% Older than 19	1.5	2.5	0.0	2.2	0.0	1.8	4.9	0.0
Grade 10	N Dropouts	57	70	89	88	120	150	150	126
	% Less than 16	0.0	1.4	0.0	1.1	0.0	0.0	0.0	0.8
	% Ages 16 to 17	40.4	41.4	44.9	36.4	46.7	42.7	40.0	39.7
	% Ages 18 to 19	47.4	50.0	51.7	52.3	45.8	47.3	54.7	53.2
	% Older than 19	12.3	7.1	3.4	10.2	7.5	10.0	5.3	6.3
Grade 11	N Dropouts	40	75	79	85	100	117	143	123
	% Less than 16	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	% Ages 16 to 17	10.0	25.3	17.7	15.3	19.0	17.9	18.9	14.6
	% Ages 18 to 19	60.0	60.0	59.5	55.3	61.0	65.0	64.3	63.4
	% Older than 19	30.0	14.7	22.8	29.4	20.0	17.1	16.8	22.0
Grade 12	N Dropouts	41	43	59	58	71	133	152	152
	% Less than 16	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	% Ages 16 to 17	0.0	0.0	1.7	0.0	1.4	0.8	2.6	1.3
	% Ages 18 to 19	58.5	53.5	57.6	55.2	63.4	46.6	48.0	48.7
	% Older than 19	41.5	46.5	40.7	44.8	35.2	52.6	49.3	50.0

Note. The number of dropouts identified in current MCPS end-of-year attendance files may vary slightly from what was reported by MSDE at the end of each year. American Indian students are included with all students but are not reported separately.

Table E6
Number of High School Students Retained At the End of the Prior Year and Number and Percentage of Retained Students Who Dropped Out by Race/Ethnicity, and Academic Year

Reporting Group	Students in Grades 9–12	Academic Year							
		2002	2003	2004	2005	2006	2007	2008	2009
All Races/ Ethnicities	% Retained	4.7	4.6	4.5	5.0	4.6	5.0	5.6	5.3
	N Retained	2074	2108	2129	2443	2298	2471	2761	2578
	N Dropouts	298	374	311	360	369	525	698	686
	% Dropped Out	14.4	17.7	14.6	14.7	16.1	21.2	25.3	26.6
African American	% Retained	7.7	7.6	6.9	7.9	7.0	7.8	8.3	8.0
	N Retained	730	759	731	893	823	930	985	948
	N Dropouts	97	108	91	110	130	157	233	240
	% Dropped Out	13.3	14.2	12.4	12.3	15.8	16.9	23.7	25.3
Asian American	% Retained	2.6	2.1	2.4	2.4	2.2	2.2	2.8	2.3
	N Retained	162	135	159	162	149	154	199	166
	N Dropouts	19	22	28	26	16	30	35	31
	% Dropped Out	11.7	16.3	17.6	16.0	10.7	19.5	17.6	18.7
Hispanic	% Retained	8.3	8.1	8.5	9.8	8.7	9.1	10.8	9.5
	N Retained	548	580	668	836	804	872	1060	954
	N Dropouts	77	120	112	148	164	216	316	288
	% Dropped Out	14.1	20.7	16.8	17.7	20.4	24.8	29.8	30.2
White	% Retained	2.9	2.8	2.6	2.5	2.4	2.4	2.5	2.6
	N Retained	621	623	565	540	511	507	509	503
	N Dropouts	102	123	80	75	57	119	113	124
	% Dropped Out	16.4	19.7	14.2	13.9	11.2	23.5	22.2	24.7

Note. The number of dropouts identified in current MCPS end-of-year attendance files may vary slightly from what was reported by MSDE at the end of the year. American Indian students are included with all students but are not reported separately. Students were identified as retained if they were enrolled in the same grade at the end of the prior year.

Table E7
 Number of High School Students Who Dropped Out and Number and Percentage of Male and Female Dropouts by Race/Ethnicity and Academic Year

Reporting Group	Dropouts in Grades 9–12	Academic Year							
		2002	2003	2004	2005	2006	2007	2008	2009
All Races/ Ethnicities	<i>N</i> Dropouts	764	918	827	845	987	1341	1404	1319
	<i>N</i> Male	477	559	485	517	590	810	852	817
	<i>N</i> Female	287	359	342	328	397	531	552	502
	% Males Dropped Out	2.1	2.4	2.0	2.1	2.3	3.2	3.4	3.3
	% Females Dropped Out	1.4	1.6	1.5	1.4	1.7	2.2	2.3	2.1
African American	<i>N</i> Dropouts	211	279	232	259	314	428	465	459
	<i>N</i> Male	138	180	152	159	178	251	287	285
	<i>N</i> Female	73	99	80	100	136	177	178	174
	% Males Dropped Out	2.8	3.6	2.9	2.8	3.0	4.1	4.7	4.7
	% Females Dropped Out	1.6	2.0	1.5	1.8	2.4	3.1	3.1	3.0
Asian American	<i>N</i> Dropouts	56	68	55	58	51	72	79	71
	<i>N</i> Male	34	47	32	36	34	43	52	51
	<i>N</i> Female	22	21	23	22	17	29	27	20
	% Males Dropped Out	1.1	1.4	0.9	1.0	0.9	1.2	1.4	1.4
	% Females Dropped Out	0.7	0.7	0.7	0.7	0.5	0.9	0.8	0.6
Hispanic	<i>N</i> Dropouts	205	267	286	320	399	513	568	522
	<i>N</i> Male	123	149	170	192	233	316	342	321
	<i>N</i> Female	82	118	116	128	166	197	226	201
	% Males Dropped Out	3.6	4.0	4.1	4.3	4.8	6.3	6.7	6.2
	% Females Dropped Out	2.6	3.4	3.1	3.2	3.8	4.3	4.8	4.2
White	<i>N</i> Dropouts	289	298	252	206	215	321	287	259
	<i>N</i> Male	181	180	130	128	140	196	168	159
	<i>N</i> Female	108	118	122	78	75	125	119	100
	% Males Dropped Out	1.6	1.6	1.2	1.1	1.3	1.8	1.6	1.6
	% Females Dropped Out	1.0	1.1	1.2	0.7	0.7	1.3	1.2	1.1

Note. The number of dropouts identified in current MCPS end-of-year attendance files may vary slightly from what was reported by MSDE at the end of each year. American Indian students are included with all students but are not reported separately.

Table E8
 Number and Percentage of High School Students Who Dropped Out by Race/Ethnicity, FARMS Status, and Academic Year

Reporting Group	FARMS Status in Grades 9–12	Academic Year							
		2002	2003	2004	2005	2006	2007	2008	2009
All Races/ Ethnicities	<i>N</i> Never FARMS	28767	29543	29921	30433	30504	30116	29391	28894
	<i>N</i> Never FARMS Dropped Out	314	339	275	269	296	444	395	365
	% Never FARMS Dropped Out	1.1	1.1	0.9	0.9	1.0	1.5	1.3	1.3
	<i>N</i> Ever FARMS	15239	16119	17249	18266	19153	19308	19531	19528
	<i>N</i> Ever FARMS Dropped Out	450	579	552	576	691	897	1009	954
	% Ever FARMS Dropped Out	3.0	3.6	3.2	3.2	3.6	4.6	5.2	4.9
African American	<i>N</i> Never FARMS	3837	3987	4119	4257	4325	4416	4319	4394
	<i>N</i> Never FARMS Dropped Out	50	69	54	67	74	117	84	102
	% Never FARMS Dropped Out	1.3	1.7	1.3	1.6	1.7	2.6	1.9	2.3
	<i>N</i> Ever FARMS	5650	5964	6511	7032	7350	7524	7610	7508
	<i>N</i> Ever FARMS Dropped Out	161	210	178	192	240	311	381	357
	% Ever FARMS Dropped Out	2.8	3.5	2.7	2.7	3.3	4.1	5.0	4.8
Asian American	<i>N</i> Never FARMS	4124	4275	4412	4483	4516	4574	4619	4714
	<i>N</i> Never FARMS Dropped Out	31	30	22	23	20	33	33	22
	% Never FARMS Dropped Out	0.8	0.7	0.5	0.5	0.4	0.7	0.7	0.5
	<i>N</i> Ever FARMS	2093	2179	2262	2321	2385	2370	2395	2370
	<i>N</i> Ever FARMS Dropped Out	25	38	33	35	31	39	46	49
	% Ever FARMS Dropped Out	1.2	1.7	1.5	1.5	1.3	1.6	1.9	2.1
Hispanic	<i>N</i> Never FARMS	1692	1795	1961	2098	2258	2347	2290	2274
	<i>N</i> Never FARMS Dropped Out	38	54	46	52	62	88	82	74
	% Never FARMS Dropped Out	2.2	3.0	2.3	2.5	2.7	3.7	3.6	3.3
	<i>N</i> Ever FARMS	4917	5371	5932	6429	6991	7223	7509	7761
	<i>N</i> Ever FARMS Dropped Out	167	213	240	268	337	425	486	448
	% Ever FARMS Dropped Out	3.4	4.0	4.0	4.2	4.8	5.9	6.5	5.8
White	<i>N</i> Never FARMS	19020	19396	19340	19503	19320	18681	18058	17405
	<i>N</i> Never FARMS Dropped Out	194	184	151	126	135	203	193	162
	% Never FARMS Dropped Out	1.0	0.9	0.8	0.6	0.7	1.1	1.1	0.9
	<i>N</i> Ever FARMS	2544	2574	2511	2441	2385	2149	1976	1859
	<i>N</i> Ever FARMS Dropped Out	95	114	101	80	80	118	94	97
	% Ever FARMS Dropped Out	3.7	4.4	4.0	3.3	3.4	5.5	4.8	5.2

Note. The number of dropouts identified in MCPS end-of-year attendance files may vary slight from what is reported by MSDE. Results are reported for students who received Free and Reduced-price Meals System (FARMS) services at no time (Never) or during any academic year (Ever). American Indian students are included with all students but are not reported separately.

Table E9
 Number and Percentage of High School Students Who Dropped Out by Race/Ethnicity, ESOL Status, and Academic Year

Reporting Group	ESOL Status in Grades 9–12	Academic Year							
		2002	2003	2004	2005	2006	2007	2008	2009
All Races/ Ethnicities	<i>N</i> Never ESOL	35572	36624	37401	38398	39045	38672	37978	37495
	<i>N</i> Never ESOL Dropped Out	542	644	539	571	635	861	906	886
	% Never ESOL Dropped Out	1.5	1.8	1.4	1.5	1.6	2.2	2.4	2.4
	<i>N</i> Ever ESOL	8434	9038	9769	10301	10612	10752	10944	10927
	<i>N</i> Ever ESOL Dropped Out	222	274	288	274	352	480	498	433
	% Ever ESOL Dropped Out	2.6	3.0	2.9	2.7	3.3	4.5	4.6	4.0
African American	<i>N</i> Never ESOL	8263	8645	9166	9679	10060	10268	10237	10235
	<i>N</i> Never ESOL Dropped Out	193	246	206	228	286	378	417	423
	% Never ESOL Dropped Out	2.3	2.8	2.2	2.4	2.8	3.7	4.1	4.1
	<i>N</i> Ever ESOL	1224	1306	1464	1610	1615	1672	1692	1667
	<i>N</i> Ever ESOL Dropped Out	18	33	26	31	28	50	48	36
	% Ever ESOL Dropped Out	1.5	2.5	1.8	1.9	1.7	3.0	2.8	2.2
Asian American	<i>N</i> Never ESOL	3884	4041	4168	4245	4314	4346	4406	4491
	<i>N</i> Never ESOL Dropped Out	23	32	25	29	25	34	42	38
	% Never ESOL Dropped Out	0.6	0.8	0.6	0.7	0.6	0.8	1.0	0.8
	<i>N</i> Ever ESOL	2333	2413	2506	2559	2587	2598	2608	2593
	<i>N</i> Ever ESOL Dropped Out	33	36	30	29	26	38	37	33
	% Ever ESOL Dropped Out	1.4	1.5	1.2	1.1	1.0	1.5	1.4	1.3
Hispanic	<i>N</i> Never ESOL	2663	2868	3162	3432	3824	4016	4062	4246
	<i>N</i> Never ESOL Dropped Out	58	71	74	121	119	149	178	172
	% Never ESOL Dropped Out	2.2	2.5	2.3	3.5	3.1	3.7	4.4	4.1
	<i>N</i> Ever ESOL	3946	4298	4731	5095	5425	5554	5737	5789
	<i>N</i> Ever ESOL Dropped Out	147	196	212	199	280	364	390	350
	% Ever ESOL Dropped Out	3.7	4.6	4.5	3.9	5.2	6.6	6.8	6.0
White	<i>N</i> Never ESOL	20637	20956	20793	20916	20725	19907	19134	18392
	<i>N</i> Never ESOL Dropped Out	265	289	232	191	197	294	264	245
	% Never ESOL Dropped Out	1.3	1.4	1.1	0.9	1.0	1.5	1.4	1.3
	<i>N</i> Ever ESOL	927	1014	1058	1028	980	923	900	872
	<i>N</i> Ever ESOL Dropped Out	24	9	20	15	18	27	23	14
	% Ever ESOL Dropped Out	2.6	0.9	1.9	1.5	1.8	2.9	2.6	1.6

Note. The number of dropouts identified in MCPS end-of-year attendance files may vary slight from what is reported by MSDE. Results are reported for students who received English for Speakers of Other Languages (ESOL) services at no time (Never) or during any academic year (Ever). American Indian students are included with all students but are not reported separately.

Table E10
 Attendance Rates of High School Students Who Were Enrolled During the School Year^a by
 Race/Ethnicity, Dropout Status and Academic Year

Reporting Group	Dropouts in Grades 9–12	Academic Year							
		2002	2003	2004	2005	2006	2007	2008	2009
All Races/ Ethnicities	<i>N</i> Students	41624	43240	44712	45933	46828	46801	46481	46386
	<i>N</i> Did Not Drop Out	41111	42619	44155	45391	46168	45919	45524	45502
	Non-Dropout Attendance Rate	93.1	91.9	95.1	94.7	94.6	94.9	95.4	95.8
	<i>N</i> Dropouts	513	621	557	542	660	882	957	884
	Dropout Attendance Rate	63.2	67.6	76.0	73.0	73.8	77.6	81.6	84.0
African American	<i>N</i> Students	8870	9273	9959	10489	10859	11082	11194	11228
	<i>N</i> Did Not Drop Out	8727	9091	9807	10331	10659	10807	10878	10927
	Non-Dropout Attendance Rate	92.2	90.4	94.8	94.4	94.2	94.5	95.2	95.7
	<i>N</i> Dropouts	143	182	152	158	200	275	316	301
	Dropout Attendance Rate	63.8	66.3	76.4	72.9	74.5	79.0	82.0	85.4
Asian American	<i>N</i> Students	5982	6238	6393	6511	6667	6717	6755	6911
	<i>N</i> Did Not Drop Out	5943	6188	6355	6473	6624	6672	6705	6869
	Non-Dropout Attendance Rate	95.1	94.4	96.6	96.5	96.5	96.5	96.9	97.3
	<i>N</i> Dropouts	39	50	38	38	43	45	50	42
	Dropout Attendance Rate	62.5	71.4	72.1	69.9	72.2	79.6	83.5	83.4
Hispanic	<i>N</i> Students	6208	6737	7437	7945	8601	8966	9248	9562
	<i>N</i> Did Not Drop Out	6065	6543	7228	7745	8327	8611	8854	9188
	Non-Dropout Attendance Rate	91.2	89.7	93.6	93.2	93.1	93.4	94.3	94.8
	<i>N</i> Drop Out	143	194	209	200	274	355	394	374
	Dropout Attendance Rate	62.3	68.9	75.1	72.6	72.9	74.9	81.1	82.8
White	<i>N</i> Students	20447	20885	20810	20862	20588	19910	19151	18554
	<i>N</i> Did Not Drop Out	20260	20696	20653	20717	20450	19706	18957	18394
	Non-Dropout Attendance Rate	93.5	92.5	95.2	94.9	94.8	95.1	95.5	95.9
	<i>N</i> Dropouts	187	189	157	145	138	204	194	160
	Dropout Attendance Rate	63.7	66.8	77.6	74.7	75.3	80.1	81.5	84.4

Note . The number of dropouts and attendance rates identified in MCPS end-of-year attendance files may vary slight from what is reported by MSDE. American Indian students are included with all students but are not reported separately.


^a Excludes students who dropped out during the summer or on the first day of school.

Identity's Needs Assessment 2006

Funded by a
Montgomery County Empowerment Grant

Montgomery County Department of
Housing and Community Affairs

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Needs Assessment 2006



1

Introduction


This **Needs Assessment** was administered to Latino youth by Identity's trained Peer Educators at various locations throughout the County.

- **1,014 Latino youth** residing and attending school in Montgomery County, MD were surveyed.
- **This presentation will focus on:**

*Risk and Protective Factors Related to
Latino Youth Positive Development*

Social Factors
Family Factors
Individual Factors

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2

Sample Characteristics

<p><u>Gender (n=986):</u></p> <ul style="list-style-type: none"> • Male: 51.8% • Female: 48.2% <p><u>Survey Language (n=1014):</u></p> <ul style="list-style-type: none"> • Spanish: 64.1% • English: 35.9% 	<p><u>Grade in School (n=910):</u></p> <ul style="list-style-type: none"> • 6th and 7th Grades: 1.1% • 8th Grade: 4.2% • 9th Grade: 27.1% • 10th Grade: 28.0% • 11th Grade: 24.6% • 12th Grade: 12.2% • In College: 1.3% • HS graduate (no college): 1.4%
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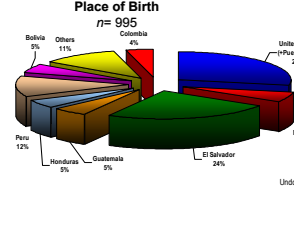
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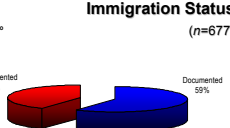
3

Sample Characteristics

Place of Birth
n=995




Immigration Status
(n=677)



- Only 28% (n=278) of the youth surveyed reported they are undocumented -

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4

Social Factors

- Time Living in US
- Transitory Nature of Population
- Socioeconomic Status
- Perception of Safety
- Gang Exposure
- School Connectedness
- Pro-social Activities

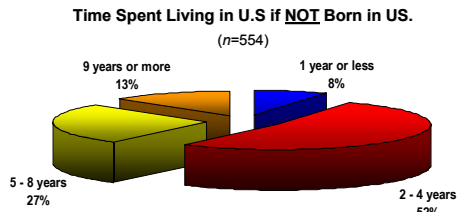
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5

Time Living in the U.S.

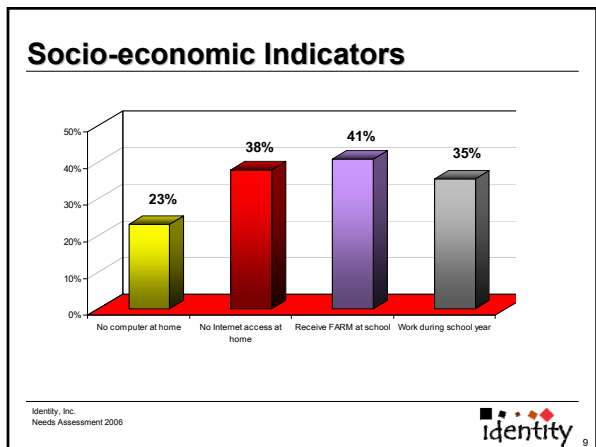
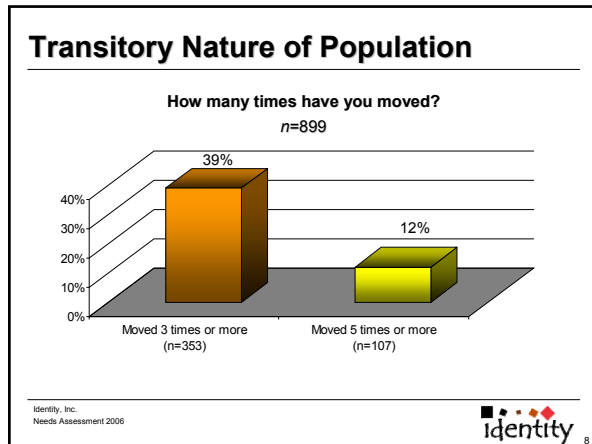
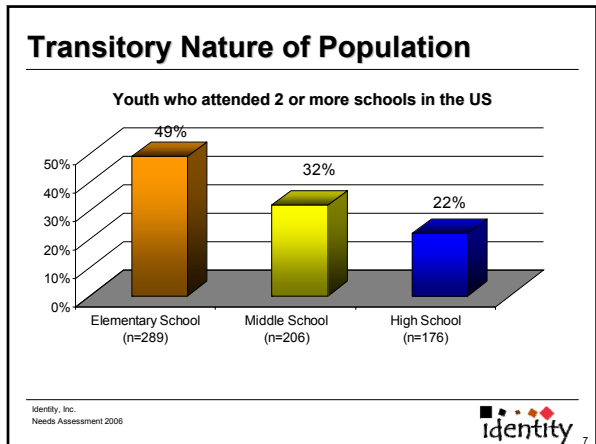
Time Spent Living in U.S if NOT Born in US.
(n=554)



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6



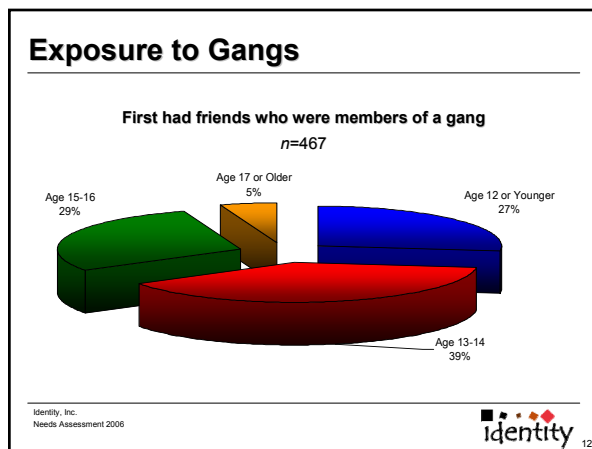
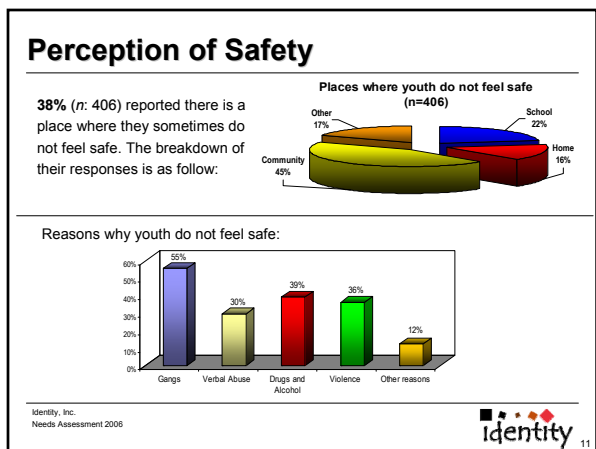
Socio-economic Indicators

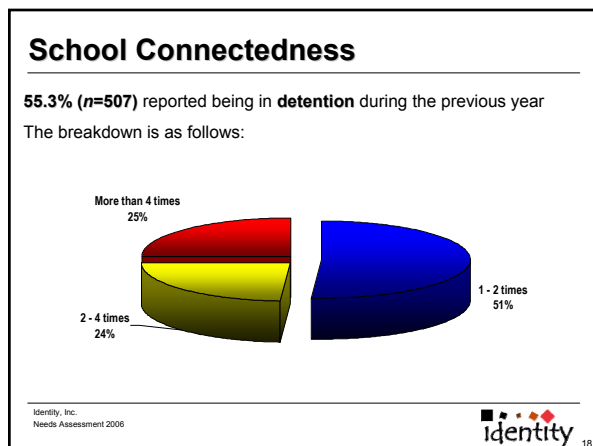
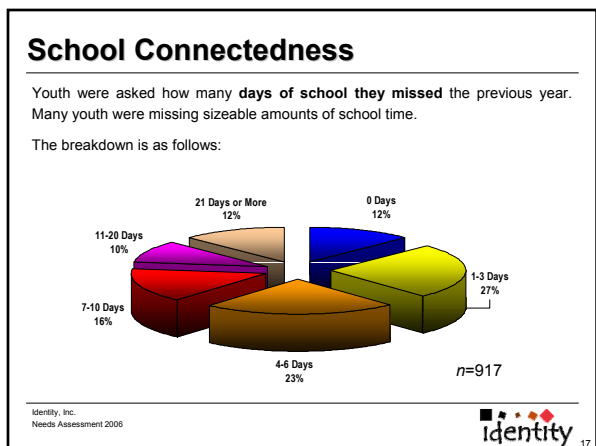
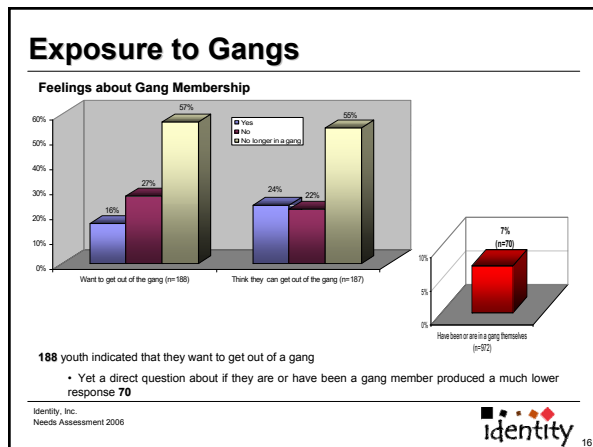
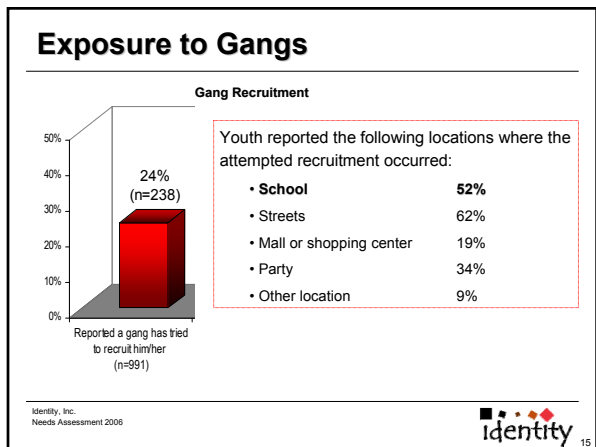
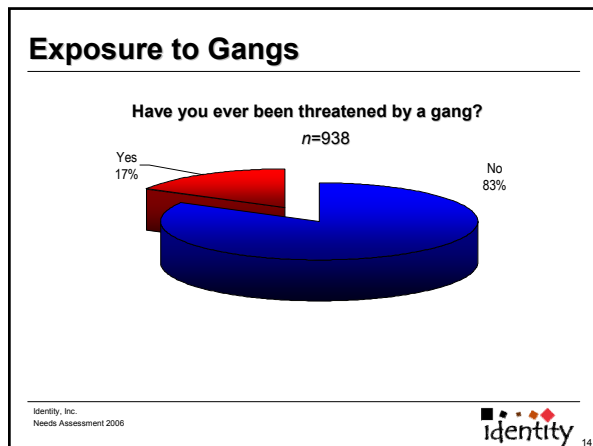
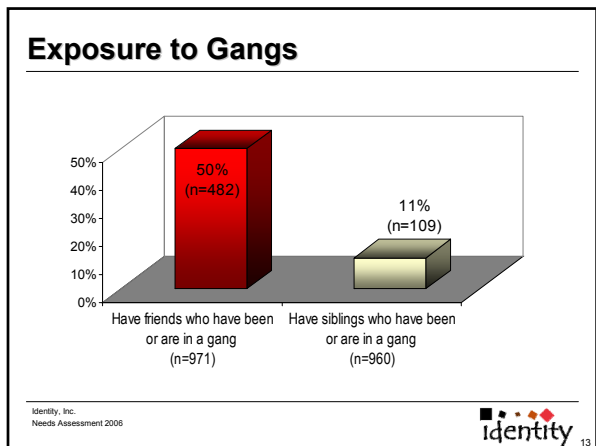
High statistically significant correlations with gang involvement were found:

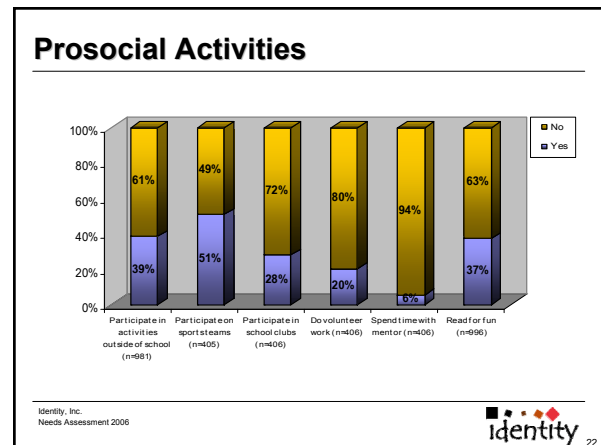
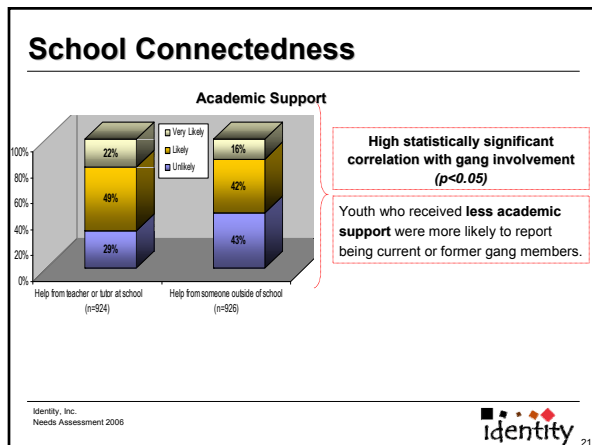
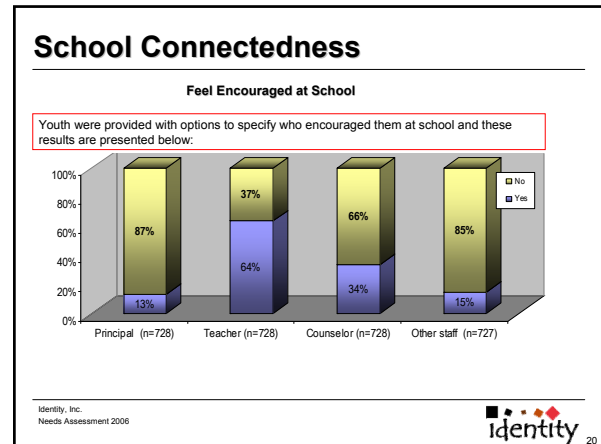
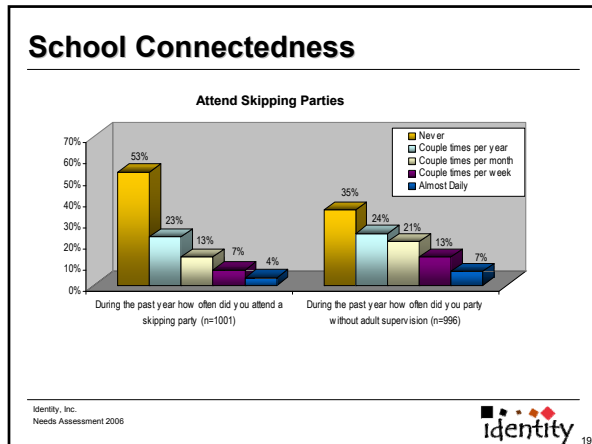
- With youth who **do not have computers at home**
- With youth who **do not have access to Internet**
- With youth who **receive FARM**

Youth who **work after school** were **less likely** to report being current or former **gang** members.

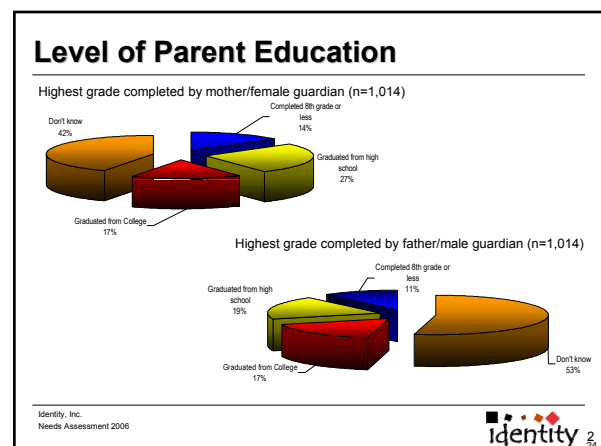
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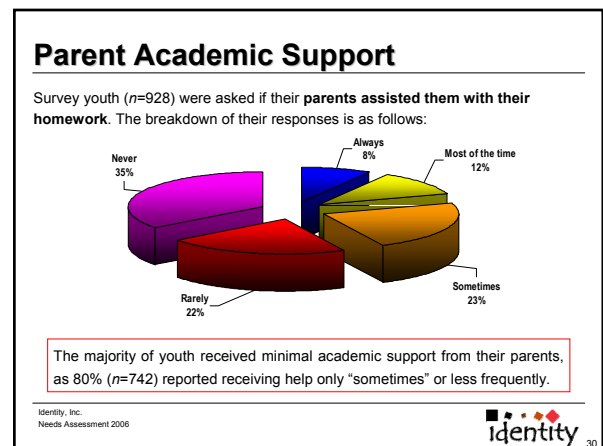
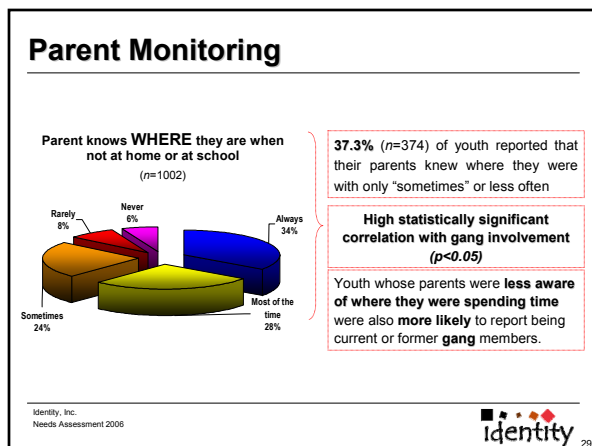
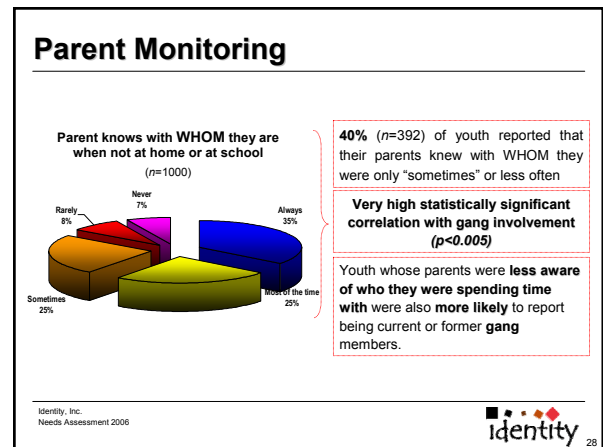
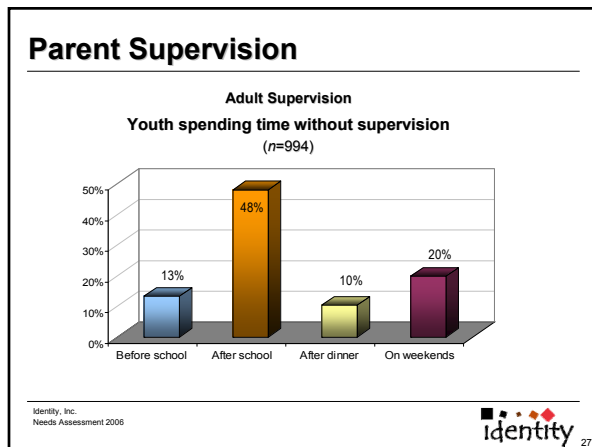
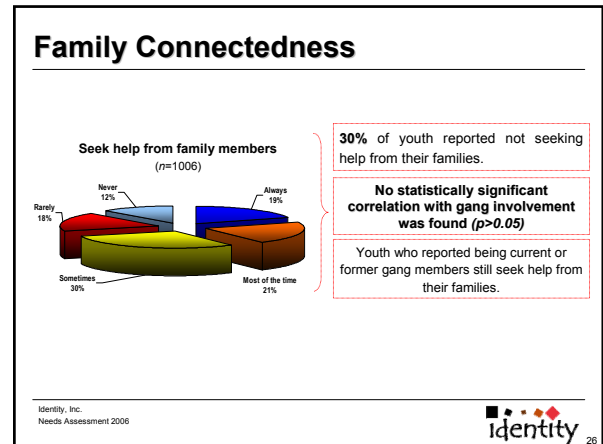
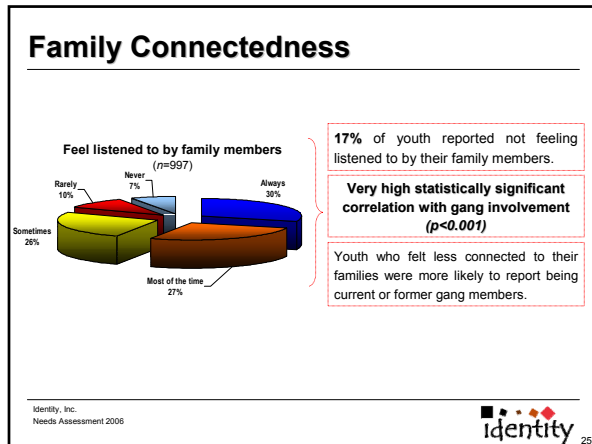






- ### Family Factors
- Level of Parent Education
 - Family Connectedness
 - Parent Supervision
 - Parent Monitoring
 - Parent Academic Support
- Identity, Inc. Needs Assessment 2006





Individual Factors

- Risk Assessment
 - Sexual Behavior
 - Substance Abuse
 - Physical Fights
 - Access to Weapons
- Mental Health
- Future Expectations

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Sexual Behavior

Surveyed youth (n=988) were asked how old they were when they first had vaginal or anal sex. The breakdown of these responses is as follows:

Age Group	Percentage
Never had vaginal or anal sex	51%
Age 12 or Younger	5%
Age 13-14	21%
Age 15-16	18%
Age 17 or Older	5%

• 49% (n=490) of youth had engaged in vaginal or anal sex
 • 88.2% (n=432) had their first vaginal or anal sex experience by age 16

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Sexual Behavior

- **Teen Parenthood:** 7.4% (n=74) reported having at least one child
 3.1% (n=30) reported being pregnant or having a pregnant partner
- **Safe Sex:** 56.6% (n=305) who are sexually active reported practicing unsafe vaginal or anal sex (i.e., not using a condom every time they have intercourse).

Frequency	Percentage
Never had vaginal or anal sex	45%
Never	6%
Rarely	5%
Sometimes	9%
Most of the time	11%
Always	24%

*DHHS' MC data shows a widening gap among the birth rate for Latina females ages 15-17 (39.4 per 1000) and the rates for African Americans (13.4) and White (10.3) females.

Identity, Inc. Needs Assessment 2006

Substance Abuse

Initial Experiences with Alcohol

Surveyed youth (n=993) were asked how old they were when they had their first drink of alcohol. The breakdown of these responses is as follows:

Age Group	Percentage
Never drank alcohol	36%
Age 12 or Younger	19%
Age 13-14	23%
Age 15-16	18%
Age 17 or Older	4%

• 64% (n=631) of youth reported that they had tried alcohol
 • 94% (n=593) had done so by age 16

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Substance Abuse

Initial Experiences with Tobacco

Surveyed youth (n=995) were asked how old they were when they first smoked cigarettes. The breakdown of these responses is as follows:

Age Group	Percentage
Never smoked cigarettes	51%
Age 12 or Younger	15%
Age 13-14	20%
Age 15-16	12%
Age 17 or Older	2%

• 49% (n=497) of youth reported that they had smoked cigarettes
 • 71.2% (n=354) had done so by age 14

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Substance Abuse

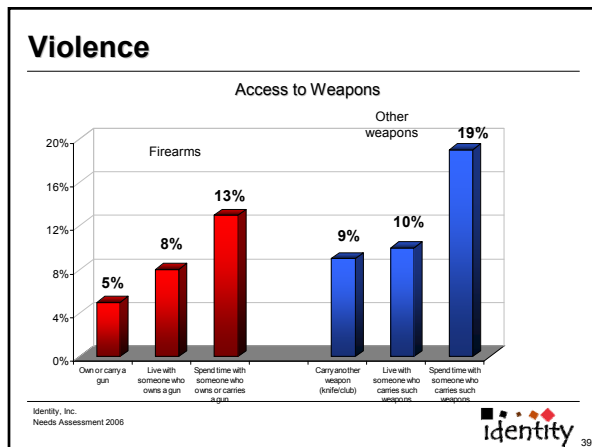
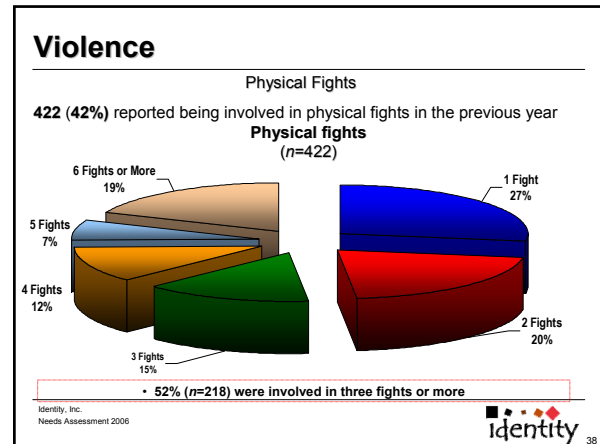
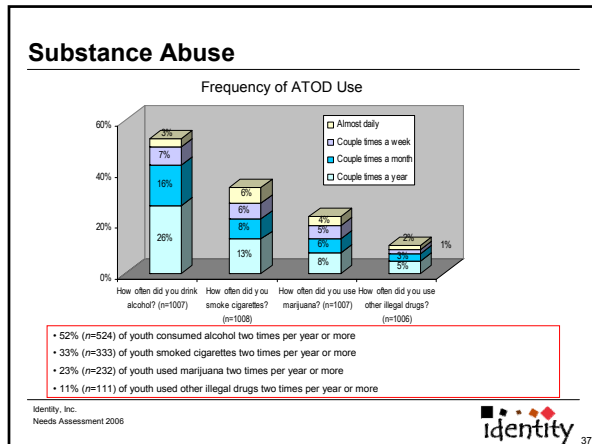
Initial Experiences with Illegal Drugs

Survey youth (n=998) were asked about their first experiences with marijuana or any other illegal drugs. The breakdown of these responses is as follows:

Age Group	Percentage
Never used illegal drugs	70%
Age 12 or Younger	4%
Age 13-14	14%
Age 15-16	10%
Age 17 or Older	2%

• 30% (n=297) of youth reported that they had used marijuana or other drugs
 • 92.9% (n=276) had done so by age 16

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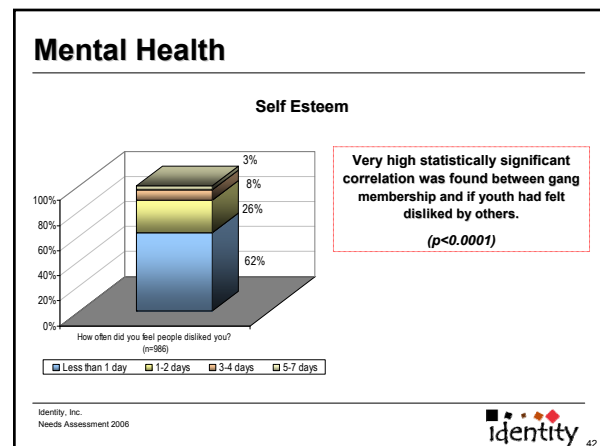
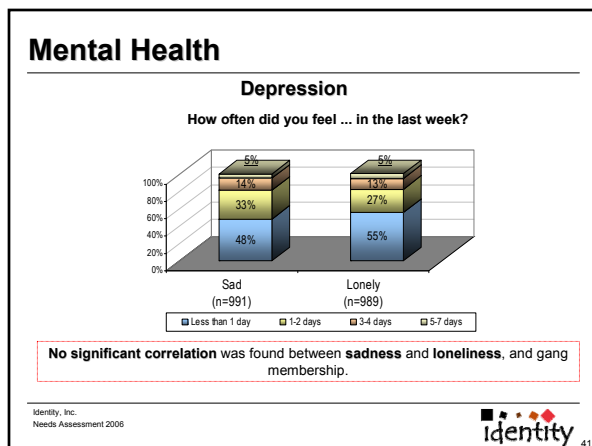


Violence

High statistically significant correlations with gang involvement were found:

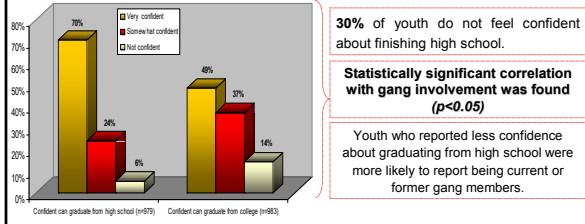
- With youth who reported more physical fights
- With youth who reported carrying or owning weapons
- With youth who reported spending time with people who carry or own weapons

Identity, Inc. Needs Assessment 2006



Future Expectations

Youth were asked how confident they were that they would graduate from high school or college. The following graph provides a breakdown of their responses:



30% of youth do not feel confident about finishing high school.

Statistically significant correlation with gang involvement was found ($p < 0.05$)

Youth who reported less confidence about graduating from high school were more likely to report being current or former gang members.