

**TABLE 19**  
**K-12 Public School Enrollment by Grade Level**  
**October Enrollment Report 2010 - 2014**

Grade Level	2014	2013	2012	2011	2010
K	81,206	81,530	80,258	77,919	75,998
First	84,112	83,345	80,497	79,022	78,080
Second	84,007	80,436	78,779	78,445	77,539
Third	81,291	79,228	78,595	78,018	76,503
Fourth	79,737	78,929	78,154	77,168	78,445
Fifth	79,703	78,534	77,242	79,081	78,315
Sixth	78,890	77,672	78,881	79,211	78,296
Seventh	78,424	79,452	79,385	79,058	78,512
Eighth	80,412	79,984	79,306	78,995	77,628
Ninth	83,277	83,313	84,088	84,457	84,113
Tenth	82,136	81,442	80,938	80,599	81,966
Eleventh	81,040	79,771	78,971	80,075	79,874
Twelfth	86,821	84,217	84,121	82,884	83,818
<b>TOTAL</b>	<b>1,061,056</b>	<b>1,047,853</b>	<b>1,039,215</b>	<b>1,034,932</b>	<b>1,029,087</b>

Source: Office of Superintendent of Public Instruction (OSPI); 2014-15 October 1 Enrollment Data as of 12/10/14; 2010-11 data updated 8/29/11 from October 1 Enrollment Report, "Enrollment by Grade"; downloadable OSPI data files - <http://www.k12.wa.us/dataadmin/>

## Public School Enrollment

In 2014, according to the Washington State Superintendent of Public Instruction, there were 1,061,056 students enrolled in Washington's public schools. This is an increase of over 13,203 students from the prior year (2013), when the enrollment was 1,047,853. During the last five years (2010-2014), public school enrollment has gradually increased. Grades with the highest number of students enrolled in October 2014 were twelfth (86,821) and first (84,112). Second and ninth grade were right behind them at 84,007 and 83,277 respectively.

During the school year 2014-15, minority youth represented 42.8 percent of the total Washington public school enrollment. Approximately 21.7 percent were Hispanic, 7.2 percent of the students were Asian, 4.5 percent were Black, 1.4 percent were American Indian, and 57.2 percent were White. Minority enrollment in Washington's public schools has increased during the past decade, particularly enrollment of Hispanic students. During the past five years (2010-2014) minority

enrollment increased from 38.7 percent in 2010 to 42.8 percent in 2014 (an increase of 10.6%).

Local school districts and Educational Services Districts (ESDs) in Washington, via the OSPI, provide education services 220 days per year to all youth at juvenile detention centers (under age 18), within JR facilities (up to age 21), and juveniles (under age 18) who have been transferred to adult court jurisdiction and are detained in adult jails. The OSPI developed a guidebook regarding providing education to juveniles held in adult jails, which is legislatively mandated in WA State.

Graduation and Dropout Statistics for Washington's Counties, Districts, and Schools (School Year 2013-14), a report from the Office of the Superintendent of Public Instruction, indicates that in school year 2013-14, 12,985 students dropped out of school (grades 9-12). This is a decrease of 10% from the 2012-13 figure of 14,475, and continues a steady decline since 2007-2008.

OSPI reports the 5 year adjusted cohort for American Indian and Hispanic students had the highest dropout rates (34.70 and 23.60 respectively).

White and Asian/Pacific Islander students had the lowest dropout rates (14.0 and 18.15 respectively). However, when the Asian/Pacific Islander category is broken down, the rate for Pacific Islander youth is 27.3 - second highest rate.

There are lifelong economic impacts from dropping out of school. According to a report from the Center for Labor Market Studies (*Left Behind: the Nation's Dropout Crisis, 2009*), Americans without a high school diploma have considerably lower earning power and job opportunities in today's workforce. Over a working lifetime from ages 18-64, high school dropouts are estimated to earn \$400,000 less than those that graduated from high school. For males, the lifetime earnings loss is nearly \$485,000 and exceeds \$500,000 in many large states. Due to their lower lifetime earnings and other sources of market incomes, dropouts will contribute far less in federal, state, and local taxes than they will receive in cash benefits, in-kind transfers, and correctional costs. Over their lifetimes, this will impose a net fiscal burden on the rest of society.

By contrast, adults with high school diplomas contribute major fiscal benefits to the country over their lifetime. The combined lifetime fiscal benefits—including the payment of payroll, federal, and state income taxes—could amount to more than \$250,000 per graduated student. Such a public fiscal benefit more than outweighs the estimated cost of enrolling a student who has dropped out.

According to researchers including J. David Hawkins, Richard Catalano, Bonnie Bernard and others, there is a correlation between school attendance and performance, and risky behaviors, including substance abuse, delinquency, sexual activity and association with peers engaging in risky behaviors. It is noteworthy that school districts in Washington State reported 56,247 suspensions and expulsions for student behavior (alcohol, drugs, harassment by intimidation (bullying), violent criminal offenses, and assault) in school year 2012-13. This number represents 5.3 percent of the total enrollment in our public schools for that school year.

Programs that help youth stay in school, and programs that help youth re-enter school and complete graduation, have both social and economic implications. Socially, youth who are attending

school are less likely to be involved in substance abuse and delinquency.

Washington Appleseed and TeamChild produced a report in 2012, *Reclaiming Students*, which discusses the education and economic costs of exclusionary discipline in Washington State. The report states: "Every year, tens of thousands of children are removed from Washington State schools through exclusionary discipline. While some students are excluded from school for just a few days, there is a hidden subset of students who are pushed out on a long-term or indefinite basis. According to a growing body of research, these long-term and indefinite exclusions are a high-risk and high-cost approach to addressing youthful behavior: in many cases, these exclusions are a tipping point leading toward dropout, delinquency, and lifelong poverty."

The report found:

1. Exclusionary discipline negatively impacted academic success and a student's relationship with the educational system.
  - Higher disciplinary exclusions were associated with higher dropout rates – school districts with more than 100 incidents per 1,000 students had an average graduation rate 24% lower than school district with fewer than 25 discipline incidents per 1,000 students.
  - Exclusionary discipline caused significant loss of instruction time among Washington students – students in 183 of the state's 295 school districts missed at least 70,000 days of school due to long-term suspensions alone during the 2009-2010 school year, greatly reducing the probability of academic success for these students and increasing their risk of dropout.
  - Surveyed educational stakeholders expressed concern about the message that exclusionary discipline sends to students, citing themes of alienation, low expectations, and overall disengaging in school as a result of the exclusions.
2. The vast majority of disciplined students did not receive educational services for the duration of their exclusion.
  - Data from 183 school districts revealed that only 7% of students were reported to have

received education services while excluded from school.

- Only 80 school districts (27% of the state total) were able to provide information about educational services used during student exclusions. Of those 80 districts, 44 could not provide specific information as to what kind of education services were provided.
  - School districts providing educational services to excluded students had an average graduation rate 10% higher than school districts that did not report providing services.
3. Exclusionary discipline practices disproportionately impacted students of color and youth living in poverty.
    - Data from 177 school districts show that students of color were 1.5 times more likely to be disciplined than their white peers, and that Native Hawaiian/Pacific Islanders, American Indian/Alaska Natives, and African Americans were more than twice as likely to be disciplined.
    - White students were nearly twice as likely to receive educational services during exclusions than students of color.
    - While low-income students made up 47% of the overall student population of reporting districts, 58% of all discipline incidents involved a low-income student.
    - Students in families above the poverty line were 1.6 times more likely to receive educational services during exclusions than low-income students.
  4. Reliance on exclusionary discipline practices varied significantly from district to district, even among districts with similar demographic characteristics.
    - While 32 school districts (10%) reported no incidents of exclusionary discipline in the 2009-2010 school year, 17 districts (6%) reported a number of exclusionary discipline incidents equivalent to more than 10% of their total student population.
    - Variance of discipline rates per capita did not correlate to the size of the school district or the overall demographics within that district. Instead, what did vary was the way

school districts defined misbehavior and the range of tools and methods used to address student behaviors in school district codes of conduct.

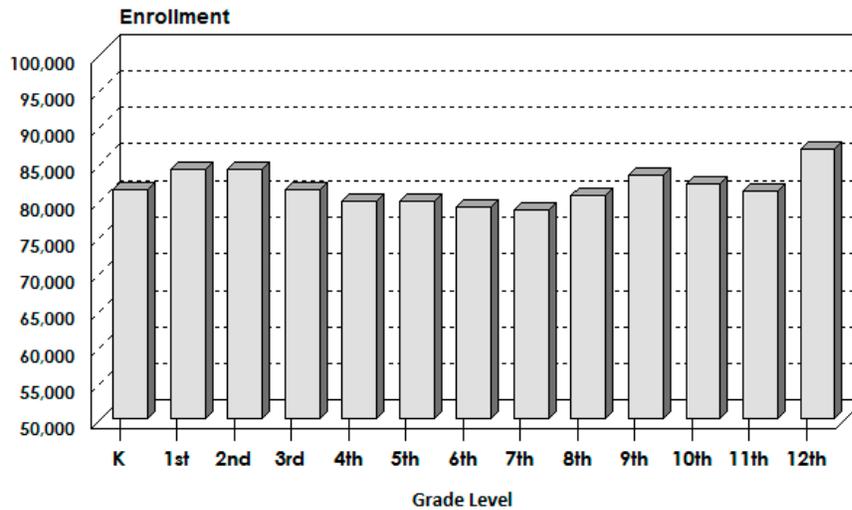
5. Discipline data yielded only a partial picture of the number of students impacted by exclusionary practices each year in Washington public schools.
  - Due to limitations in record keeping and reporting, it was not possible to summarize the total number of students excluded from school through disciplinary actions, the total number of discipline incidents in any given school year, or the number of days of school missed.
  - Despite significant advancements in the capacity of Washington's public schools to collect and analyze data on school discipline, significant data fields have been omitted from new collection efforts that leave the picture of discipline incomplete.

The report recommends that, collectively as a state, we take the following steps to ensure that all students have equitable access to public schools and that student behavior does not result in a loss of educational services.

1. Reduce that use of out-of-school exclusions.
2. Require school districts to provide access to educational services during periods of exclusionary discipline.
3. Ensure that no student is subject to indefinite exclusion.
4. Adopt and follow recommendations of the Education Opportunity Gap Oversight and Accountability Committee in order to support a reduction in the disproportionate impact of exclusionary discipline on students of color.
5. Require school districts to retrieve excluded students and re-engage them in education.

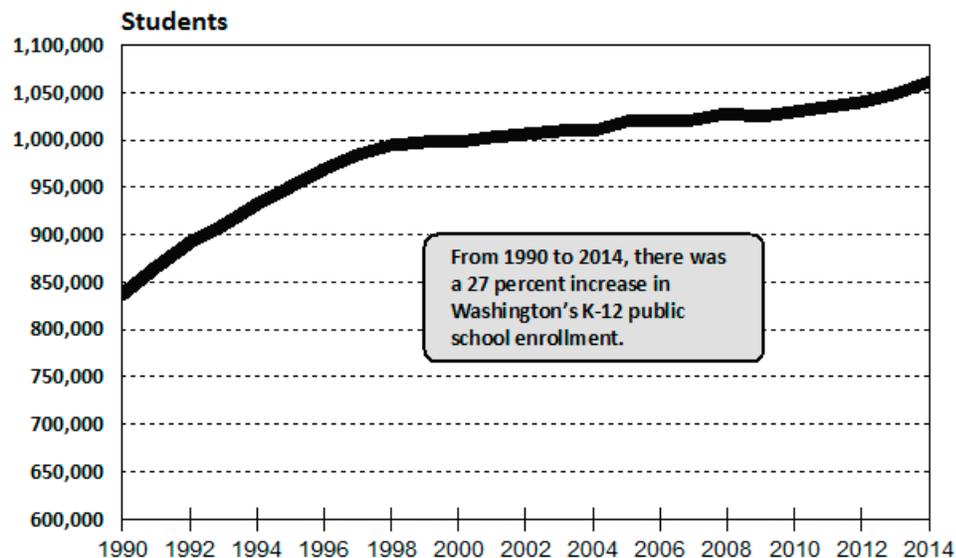
The full Washington Appleseed report can be found at: [www.appleseednetwork.org/12\\_28\\_2012](http://www.appleseednetwork.org/12_28_2012) .

**Graph 9**  
**Washington State Public School Enrollment**  
**Grades K - 12, October 2014 Headcount**



Source: Office of Superintendent of Public Instruction, 2014-15 October 1 Enrollment Data as of 12/10/14.

**Graph 10**  
**Washington State K-12 Public School Enrollment**  
**1990 - 2014**



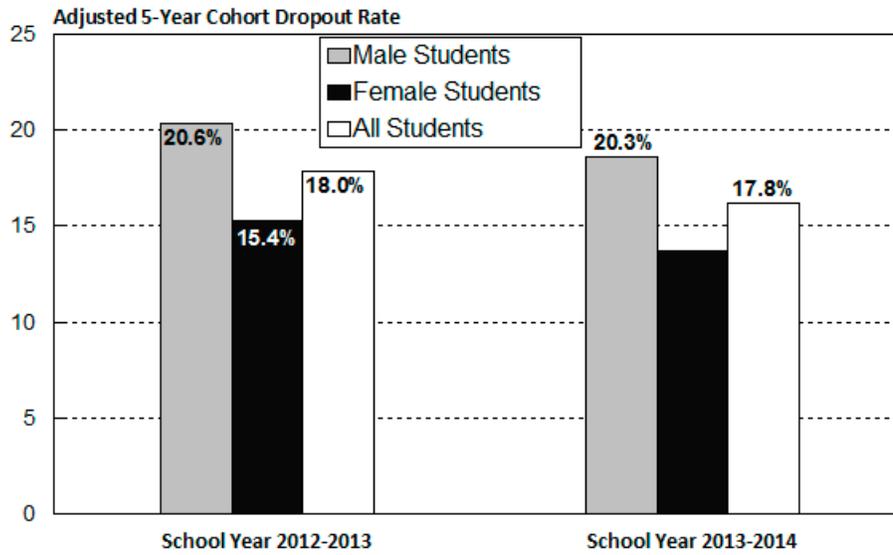
Source: Office of Superintendent of Public Instruction, Information Technology Services, "Public School Enrollment by Grade/County," October Annual Reports 1809A (for 1990-2004). October 2005 and 2006 enrollment derived from SPI October 2005 P-105 Data File; 2007 - 2009 data from "Total Enrollment Gender and Ethnicity--October Headcount Enrollment--Public" (taken from P105 Reporting Form); 2009 data updated 6/15/10. October 2010 headcount data as of 1/6/11 from October 1 Enrollment Report State Level State Ethnicity Race by Grade; 2011 October enrollment report data from 12/20/11 report; and 2012-13 October 1 enrollment data as of 12/10/12; 2013-14 data as of 12/16/2013; 2014-15 data as of 12/14/15, downloadable OSPI data files - [www.k12.wa.us/dataadmin/](http://www.k12.wa.us/dataadmin/).

**TABLE 20**  
**K-12 Public School Enrollment by Race/Ethnicity**  
**October 2010 - 2014**

Race/Ethnicity	* 2014		* 2013		* 2012		* 2011		* 2010	
	Students	%								
Black/African American (Not Hispanic)	48,143	4.5%	46,963	4.5%	47,856	4.6%	47,191	4.6%	48,413	4.7%
Asian (Not Hispanic)	77,453	7.2%	75,187	7.2%	74,612	7.2%	74,138	7.2%	73,797	7.2%
American Indian/Alaskan Native (Not Hispanic)	15,162	1.4%	15,775	1.5%	16,041	1.5%	16,530	1.6%	17,557	1.7%
Hispanic/Latino of any race	232,807	21.7%	220,500	21.0%	210,222	20.2%	201,789	19.5%	193,158	18.8%
White (Not Hispanic)	614,096	57.2%	609,029	58.1%	615,790	59.3%	623,497	60.2%	631,193	61.3%
Multiracial (2 or more races, Not Hispanic)	75,723	7.1%	70,226	6.7%	65,014	6.3%	61,563	5.9%	55,665	5.4%
Native Hawaiian/Other Pacific Islander (Not Hispanic)	10,648	1.0%	10,107	1.0%	9,567	0.9%	9,232	0.9%	9,011	0.9%
* Not Provided/ Other/NA	25	0.0%	66	0.0%	113	0.0%	992	0.1%	293	0.0%
<b>Total Enrollment</b>	<b>1,074,057</b>		<b>1,047,853</b>		<b>1,039,215</b>		<b>1,034,932</b>		<b>1,029,087</b>	

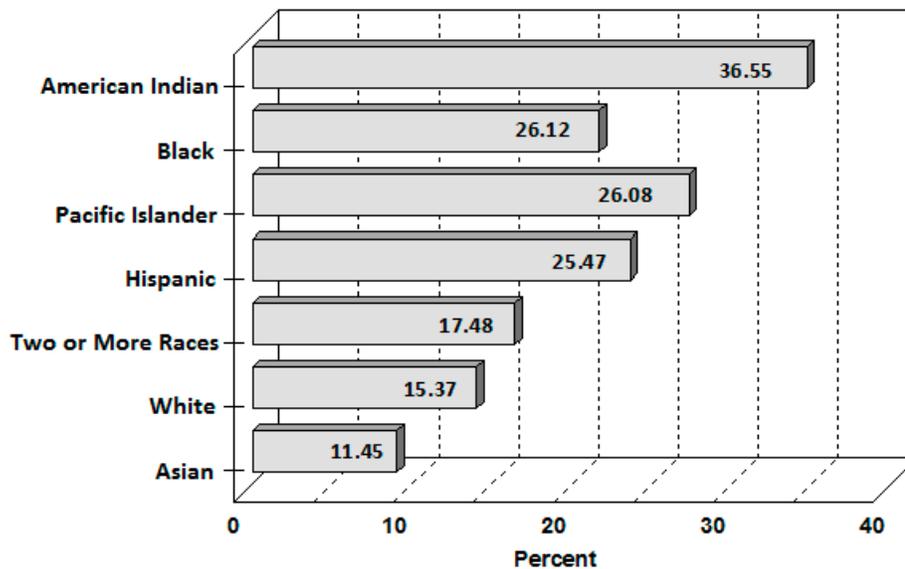
Source: From Statewide Total Enrollments and Percentages by Grade, Gender and Ethnicity -- October 2009 Headcount Enrollment updated June 15, 2010 (taken from P-105 Reporting Form) Reports, Office of Superintendent of Public Instruction, <http://www.k12.wa.us/dataadmin/>.  
2010-11 October 1 Enrollment data updated report 8/29/11, from Enrollment Report State-Level Federal Ethnicity Race by Grade spreadsheet, OSPI.  
2011-12 October Enrollment data as of 12/20/11, from Enrollment Report State-Level Federal Ethnicity Race by Grade spreadsheet, OSPI.  
2012-13 October Enrollment data as of 12/10/2012 from Oct 1 State Enrollment Report State-Level by Grade spreadsheet, OSPI.  
2013-14 October Enrollment data as of 12/16/2013 from Oct 1 State Enrollment Report State-Level by Grade Spreadsheet, OSPI.  
2014-15 October Enrollment data as of 12/10/2014 from Oct 1 State Enrollment Report State-Level by Grade Spreadsheet, OSPI.  
\* OSPI Note: Not provided is not an acceptable category beginning in 2010-2011. Students in this category cannot be included in federal compliance reports.

**Graph 11**  
**5-Year Cohort Dropout Rates by Gender**



Source: Graduation and Dropout Statistics Annual Report, Office of Superintendent of Public Instruction, April 2015 report.

**Graph 12**  
**5-Year Cohort Dropout Rate by Race/Ethnicity**  
**For School Year 2013-2014**



Data from: "Graduation and Dropout Statistics Annual Report", April 2015, Office of Superintendent of Public Instruction.

**TABLE 21**  
**Out of School Suspensions and Expulsions \***  
**for Student Behavior in School Year 2013-14 by County**

County	Bullying		Tobacco		Alcohol		Illicit Drug	
	Suspend	Expel	Suspend	Expel	Suspend	Expel	Suspend	Expel
Adams	45	0	12	0	2	0	19	1
Asotin	6	0	7	0	0	0	1	0
Benton	101	1	56	0	38	6	133	12
Chelan	64	0	32	0	7	0	29	1
Clallam	42	0	24	0	23	0	9	2
Clark	503	51	192	2	117	9	205	20
Columbia	3	1	4	0	0	0	1	0
Cowlitz	62	0	82	1	16	0	52	4
Douglas	15	0	11	0	5	1	9	0
Ferry	3	0	1	0	0	0	0	0
Franklin	66	0	13	1	14	0	50	10
Garfield	1	0	0	0	0	0	0	0
Grant	133	11	43	0	17	1	28	1
Grays Harbor	56	4	34	0	10	0	9	1
Island	13	0	5	0	3	0	15	3
Jefferson	11	0	5	0	2	0	9	0
King	842	41	235	2	335	10	300	15
Kitsap	134	8	139	0	39	1	56	5
Kittitas	28	2	4	0	14	0	1	1
Klickitat	4	0	5	0	4	0	3	0
Lewis	72	3	47	0	13	1	15	1
Lincoln	3	0	0	0	0	0	0	0
Mason	55	2	22	0	11	2	27	3
Okanogan	36	0	7	0	13	4	6	4
Pacific	27	2	2	0	1	0	8	0
Pend Oreille	5	0	26	0	6	0	0	0
Pierce	649	7	537	6	141	6	350	15
San Juan	4	0	5	0	0	0	11	1
Skagit	84	1	76	0	31	1	48	1
Skamania	11	0	2	0	1	0	1	1
Snohomish	380	9	307	1	155	8	206	26
Spokane	345	1	189	2	71	7	85	12
Stevens	28	2	34	0	14	1	12	0
Thurston	143	1	84	0	95	1	49	8
Wahkiakum	0	0	6	0	0	0	1	0
Walla Walla	50	5	16	0	9	1	7	4
Whatcom	65	2	50	0	36	1	73	5
Whitman	10	0	2	0	5	0	0	0
Yakima	348	47	147	7	47	8	142	38
<b>Total</b>	<b>4,447</b>	<b>201</b>	<b>2,463</b>	<b>22</b>	<b>1,295</b>	<b>69</b>	<b>1,970</b>	<b>195</b>

\* "Suspension" shall mean a denial of attendance at any single subject or class, or at any full schedule of subjects or classes for a stated period of time.  
"Expulsion" shall mean a denial of attendance at any single subject or class, or at any full schedule of subjects or classes for an indefinite period of time.  
Districts have latitude to implement local suspension policies that are in accordance with local district policy and the State Board of Education rules governing suspensions and emergency actions. (See RCW 28A.600.460 for state guidelines.) Districts were asked to report only out-of-school suspensions and expulsions.

Source: 2013-14 Student Behavior data, Office of Superintendent of Public Instruction; 8/20/15.

Source Note: "Because school districts have significant control over disciplinary policies, and conduct definitions and sanctions vary significantly from district to district, **comparisons between districts are not recommended without further research.** For local student conduct policies and procedures, please contact district officials and request student code of conduct handbooks. Please note that high numbers may signify due diligence in addressing student safety."

**NOTE: There are many other categories of student behavior that may result in emergency expulsion, expulsion and long term suspension that are not aggregated statewide or reported by districts in any uniform manner; therefore, the data is not fully reflective of the out of school exclusions in the state.**

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Asotin	6	0	7	0	0	0	1	0
Benton	101	1	56	0	38	6	133	12
Chelan	64	0	32	0	7	0	29	1
Clallam	42	0	24	0	23	0	9	2
Clark	503	51	192	2	117	9	205	20
Columbia	3	1	4	0	0	0	1	0
Cowlitz	62	0	82	1	16	0	52	4
Douglas	15	0	11	0	5	1	9	0
Ferry	3	0	1	0	0	0	0	0
Franklin	66	0	13	1	14	0	50	10
Garfield	1	0	0	0	0	0	0	0
Grant	133	11	43	0	17	1	28	1
Grays Harbor	56	4	34	0	10	0	9	1
Island	13	0	5	0	3	0	15	3
Jefferson	11	0	5	0	2	0	9	0
King	842	41	235	2	335	10	300	15
Kitsap	134	8	139	0	39	1	56	5
Kittitas	28	2	4	0	14	0	1	1
Klickitat	4	0	5	0	4	0	3	0
Lewis	72	3	47	0	13	1	15	1
Lincoln	3	0	0	0	0	0	0	0
Mason	55	2	22	0	11	2	27	3
Okanogan	36	0	7	0	13	4	6	4
Pacific	27	2	2	0	1	0	8	0
Pend Oreille	5	0	26	0	6	0	0	0
Pierce	649	7	537	6	141	6	350	15
San Juan	4	0	5	0	0	0	11	1
Skagit	84	1	76	0	31	1	48	1
Skamania	11	0	2	0	1	0	1	1
Snohomish	380	9	307	1	155	8	206	26
Spokane	345	1	189	2	71	7	85	12
Stevens	28	2	34	0	14	1	12	0
Thurston	143	1	84	0	95	1	49	8
Wahkiakum	0	0	6	0	0	0	1	0
Walla Walla	50	5	16	0	9	1	7	4
Whatcom	65	2	50	0	36	1	73	5
Whitman	10	0	2	0	5	0	0	0
Yakima	348	47	147	7	47	8	142	38
<b>Total</b>	<b>4,447</b>	<b>201</b>	<b>2,463</b>	<b>22</b>	<b>1,295</b>	<b>69</b>	<b>1,970</b>	<b>195</b>

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Source: 2013-14 Student Behavior data, Office of Superintendent of Public Instruction; 8/20/15.

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**NOTE: There are many other categories of student behavior that may result in emergency expulsion, expulsion and long term suspension that are not aggregated statewide or reported by districts in any uniform manner; therefore, the data is not fully reflective of the out of school exclusions in the state.**

**TABLE 22**  
**High School Dropout Statistics by County 2013-14 School Year**  
**5-Year Cohort Dropout Rates\***

<b>COUNTY</b>	<b>2013-14 Total Dropouts</b>	<b>Rank By Number</b>	<b>Cohort Dropout Rate</b>	<b>Rank by Percent</b>
Adams	53	29	18.50	16
Asotin	64	27	23.30	5
Benton	350	10	14.10	25
Chelan	235	14	21.20	9
Clallam	685	7	42.90	1
Clark	864	4	14.10	24
Columbia	2	38	7.40	38
Cowlitz	215	17	15.90	21
Douglas	99	21	17.90	17
Ferry	14	35	22.20	7
Franklin	231	15	18.70	15
Garfield	2	39	7.40	39
Grant	274	13	20.50	11
Grays Harbor	153	19	19.60	12
Island	68	26	10.90	32
Jefferson	41	30	17.60	19
King	2,831	1	14.00	26
Kitsap	344	11	11.70	30
Kittitas	74	25	19.50	13
Klickitat	54	28	19.10	14
Lewis	222	16	21.10	10
Lincoln	15	34	10.70	34
Mason	87	23	15.20	23
Okanogan	130	20	24.70	4
Pacific	79	24	27.80	3
Pend Oreille	13	36	9.40	37
Pierce	1,409	2	15.50	22
San Juan	16	33	10.70	33
Skagit	365	9	23.10	6
Skamania	36	31	34.60	2
Snohomish	1,146	3	13.60	29
Spokane	778	6	13.90	27
Stevens	207	18	11.70	31
Thurston	552	8	17.70	18
Wahkiakum	4	37	10.50	35
Walla Walla	99	22	13.80	28
Whatcom	344	12	16.70	20
Whitman	31	32	9.80	36
Yakima	799	5	21.80	8
<b>STATE TOTAL</b>	<b>12,985</b>		<b>16.33</b>	

\* Students identified as entering 9th grade for the first time in 2009-10 and who are reported as dropouts within the 5-year timeframe. A student who leaves during the year but returns during the reporting period is not considered a dropout. From Appendix E, County Level (2014 Adjusted Cohort 5-Year), "Graduation and Dropout Statistics Annual Report," 2013-14, Available at <http://www.k12.wa.us/DataAdmin/default.aspx>

**TABLE 23**  
**Adjusted Cohort Graduation and Dropouts (Five-Year) \* by Student Group**  
**for school years 2012-13 and 2013-14**

Student Group	GRADUATION RATES						DROPOUT RATES					
	2012-13			2013-14			2012-13			2013-14		
	Total All Graduates	Adjusted Cohort	Adjusted 5-Year Cohort Graduation	Total All Graduates	Adjusted Cohort	Adjusted 5-Year Cohort Graduation	Total Dropouts	Adjusted 5-Year Cohort Dropout Rate	Total Dropouts	Adjusted 5-Year Cohort Dropout Rate	Total Dropouts	Adjusted 5-Year Cohort Dropout Rate
All Students	63,955	81,156	78.81	63,765	80,224	79.90	14,475	17.84	12,985	16.20	14,475	17.84
American Indian	820	1,401	58.53	762	1,321	58.00	512	36.55	459	34.70	512	36.55
Asian/Pacific Islanders (combined)	5,696	6,767	84.17	5,659	6,617	77.55	873	12.90	709	18.15	873	12.90
Asian	5,229	6,096	85.78	5,243	6,001	87.60	698	11.45	541	9.00	698	11.45
Pacific Islanders	467	671	69.60	416	616	67.50	175	26.08	168	27.30	175	26.08
Black	2,718	4,012	67.75	2,734	3,842	71.40	1,048	26.12	833	21.70	1,048	26.12
Hispanic	9,286	13,266	70.00	9,615	13,621	70.80	3,379	25.47	3,210	23.60	3,379	25.47
White	42,485	51,922	81.82	41,689	50,666	82.80	7,979	15.37	7,084	14.00	7,979	15.37
Two or More Races	2,949	3,759	78.45	3,306	41,148	80.00	657	17.48	682	16.40	657	17.48
Special Education	5,783	9,269	62.39	5,657	9,009	62.80	2,373	25.60	2,129	23.60	2,373	25.60
Limited English	2,884	4,792	60.18	2,682	4,497	59.60	1,583	33.03	1,415	31.50	1,583	33.03
Low Income	26,484	37,945	69.80	27,530	39,661	69.70	9,536	25.13	9,659	24.40	9,536	25.13
Title I Migrant	1,598	2,331	68.55	1,520	2,266	67.10	625	26.81	604	26.70	625	26.81
504 Plan	2,325	2,861	81.27	2,686	3,374	79.80	397	13.88	509	15.10	397	13.88
Homeless	2,324	4,421	52.57	2,262	4,364	51.90	1,750	39.58	1,702	39.00	1,750	39.58
Foster Care	310	644	48.14	338	795	42.50	280	43.48	352	44.30	280	43.48
Female	32,728	39,899	82.03	32,626	39,531	83.10	6,101	15.29	5,432	13.70	6,101	15.29
Male	31,227	41,257	75.69	31,139	40,693	76.70	8,374	20.30	7,553	18.60	8,374	20.30

\* This calculation is based on a five-year timeframe for graduation after students first enter ninth grade. The OSPI report provides information on the cohort of students who first entered ninth grade in 2008-09 and tracks their enrollment status through 2012-13; and for students who entered ninth grade for the first time in 2009-10 and tracks their enrollment status through 2013-14.

Adjusted Cohort: A group of students identified as beginning ninth grade in a specified year. Students are included in the cohort based on when they first entered ninth grade, regardless of their expected graduation year. The cohort of entering ninth graders is "adjusted" by adding in students that transfer into the school and by subtracting students who transfer out of the school through the next five years.

Dropout: A student who leaves school for any reason, except death, before completing school with a regular diploma or transferring to another school with a known exit reason. A student is considered a dropout regardless of when dropping out occurs (i.e., during or between regular school terms). A student who leaves during the year but returns during the reporting period is not considered a dropout.

Graduate: A student who earns a high school diploma, a high school diploma with modifications allowed under a student's Individualized Education Plan, or an Associate's Degree from a community or technical college.